

การเปรียบเทียบวิธีการสอนสนทนาภาษาอังกฤษตามแนวการสอนภาษาเพื่อ
การติดต่อสื่อสารและวิธีสอนแบบดั้งเดิมที่วิทยาลัยเทคนิคสมุทรสาคร

COMPARATIVE STUDY OF COMMUNICATIVE APPROACH AND
TRADITIONAL APPROACH IN TEACHING ENGLISH FOR CONVERSATION
AT SAMUTSAKHON TECHNICAL COLLEGE



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาภาษาศาสตร์ประยุกต์-ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

พ.ศ. 2558

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

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หัวข้อวิทยานิพนธ์ การเปรียบเทียบวิธีการสอนสนทนาภาษาอังกฤษตามแนวการสอน
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และเทคโนโลยี

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บทคัดย่อ

การศึกษาค้นคว้านี้มีวัตถุประสงค์เพื่อ 1) สร้างแบบสื่อการสอนเรื่องการซื้อขายสินค้า การบอก
เส้นทางและการพูดโทรศัพท์ 2) สร้างแบบทดสอบ 3) เปรียบเทียบผลสอบก่อนเรียน 4)
เปรียบเทียบผลสัมฤทธิ์หลังเรียนโดยวิธีการสอนตามแนวการสอนภาษาเพื่อการติดต่อสื่อสารและวิธี
สอนแบบดั้งเดิม กลุ่มตัวอย่างที่ใช้ทดลองเครื่องมือก่อนใช้จริงประกอบด้วยนักศึกษาระดับ
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วิทยาลัยเทคนิคสมุทรสาคร จำนวน 60 คน ซึ่งแบ่งออกเป็น 2 กลุ่ม กลุ่มที่เรียนโดยใช้วิธีสอนแบบ
ดั้งเดิม จำนวน 30 คน และกลุ่มที่เรียนโดยใช้วิธีการสอนตามแนวการสอนภาษาเพื่อการติดต่อสื่อสาร
จำนวน 30 คน เครื่องมือที่ใช้ในการศึกษาค้นคว้านี้ประกอบด้วย แบบสื่อการสอน แผนการสอนและ
แบบทดสอบแบบ 4 ตัวเลือกจำนวน 60 ข้อ แบบสื่อการสอนสร้างตามกรอบความคิดของ
Littlewood (1981) อีกทั้งใช้หน้าที่และรูปแบบการใช้ภาษาของ Van Ek และ Trim (1990) การ
ทดลองกลุ่มประชากรซึ่งมีความสามารถทางภาษาใกล้เคียงกันเรียนในเรื่องการซื้อขายสินค้า การบอก
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การศึกษาแสดงให้เห็นว่าค่าเฉลี่ยคะแนนของนักเรียนที่ได้รับการสอนโดยวิธีการสอนตามแนวการสอน
ภาษาเพื่อการติดต่อสื่อสารและวิธีการสอนแบบดั้งเดิมมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่
ระดับความเชื่อมั่น 0.05 ค่าเฉลี่ยคะแนนของนักเรียนที่เรียนโดยวิธีการสอนตามแนวการสอนภาษา
เพื่อการติดต่อสื่อสารมีค่าสูงกว่าวิธีสอนแบบดั้งเดิม การศึกษาค้นคว้านี้แสดงให้เห็นว่าวิธีการสอนตาม
แนวการสอนภาษาเพื่อการติดต่อสื่อสารมีความเหมาะสมต่อการเรียนและการสนทนา
ภาษาอังกฤษ

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Thesis Title	Comparative Study of Communicative Approach and Traditional Approach in Teaching English for Conversation at Samutsakhon Technical College
Student	Miss Phattarin Munchoei
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Program	Applied Linguistics - English for Science and Technology
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ABSTRACT

The study aimed to 1) design teaching materials related to shopping, direction and travelling, and telephoning, 2) design test items, 3) test students' knowledge before taking the classes, and 4) compare students' average scores after learning through a communicative approach and a traditional approach. The pilot group consisted of 30 Automotive students studying at Samutsakhon Technical College in the third year of the Vocational Certificate level. Sixty subjects were the second-year Automotive Specification Certificate students studying at Samutsakhon Technical College. They were divided into two groups: 30 for the traditional approach group and 30 for the communicative approach group. The research instruments consisted of teaching materials, lesson plans, and 60 four-multiple-choice test items. The teaching materials were designed by following Littlewood's framework (1981). Language functions and forms created by Van Ek and Trim (1990) were also used as a guideline for materials design. The subjects with an equal level of English competence related to the three topics attended classes of two hours per week for six weeks. After taking the test, the results indicate that there was a significant difference in the students' average scores after learning through a communicative approach and a traditional approach at a significant level of 0.05. That is, the subjects' overall average scores received after learning through the communicative approach was higher than one received via the traditional approach. The study reveals that the communicative approach is appropriate for learning and teaching *English for Conversation*.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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CHAPTER 1

INTRODUCTION

This chapter consists of seven sections: Statements and Significance of the Problem, Goal and Objectives, Hypotheses to be Tested, Conceptual Framework, Scopes of the Study, Process of the Study, and Definitions of Terms Used.

1.1 Statement and Significance of the Problem

In Thailand, English is determined as a compulsory subject in the national curriculum. Although the Thai government has made great efforts to improve English skills in vocational and technical education, the students have limited abilities in English skills because of their lack of interest and poor basic principles of English (Choosri & Intharaksa, 2011).

In the academic year 2012, the researcher taught *English for Conversation* to second-year Automotive Specification Certificate students at Samutsakhon Technical College. This course aims to enable the students to use the language for conversation in everyday life and careers. The contents include greeting and introduction, asking and giving personal information, asking for and giving permission, shopping, giving direction and travelling, telephoning, and expressing an opinion. The overall students' test scores were low especially in three topics: shopping, direction and travelling, and telephoning. The lowest test score was 2 out of 30 while the highest test score was 14. The average mean score was 6.25. The teaching methods for the researcher's *English for Conversation* class focused on the traditional approach. That is, the students memorized dialogs, translated texts, completed missing parts of dialogues, and did vocabulary and grammar exercises. The activities did not seem to serve as real-world meanings. Accordingly, in this study, Communicative Language Teaching (CLT) was implemented to develop techniques and procedures for teaching the three topics.

A communicative approach or Communicative Language Teaching (CLT) focuses on functions of language use, authentic use of language and learning to

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communicate through interaction in the target language (Littlewood, 1981; Nunan, 1991; Harmer, 1991; Richards & Rogers, 2001; Richards, 2006). In addition, Van EK and Trim (1990) stated that a communicative approach aims to enable learners to use a foreign language for their own purposes. They proposed the language functions that could serve as a basis for communication in real-life situations for language teaching. The principle of the communicative approach is to train students to use language forms appropriately in a variety of contexts, and for a variety of purposes. In-class activities involve games, role plays, problem-solving activities and the like, which are the best ways to integrate the learners' communicative ability to real life context. That is, students can engage in purposeful communication (Littlewood, 1981; Richards & Rogers, 2001; Richards, 2006; Dordinejad, Ashouri, Hakimi, Moosavi, & Atri, 2011).

According to the teaching methods used in the researcher's English class as well as a communicative approach mentioned above, classroom techniques and practices are consequences of the particular approach and design in order to verify how the communicative approach affects the students' achievement. Therefore, the three topics related to shopping, direction and travelling, and telephoning were chosen for designing teaching materials used for both approaches in order to compare the students' achievement after learning through a communicative approach and a traditional approach.

1.2 Goal and Objectives

The purpose of the study was to compare a communicative approach with a traditional approach in teaching *English for Conversation* at Samutsakhon Technical College.

The objectives of the study are as follows:

1.2.1 To design teaching materials which are related to shopping, direction and travelling, and telephoning.

1.2.2 To design test items which are related to shopping, direction and travelling, and telephoning.

1.2.3 To test students' knowledge before taking the classes.

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1.2.4 To compare students' average scores after learning through a communicative approach and a traditional approach.

1.3 Hypotheses to be Tested

Hypothesis 1

In order to investigate whether two groups of the students were at the same level of English competence related to the three topics, the null (H_0) and alternative (H_a) hypotheses are shown below.

H_0 : There is no significant difference in the students' average scores before learning through a communicative approach and a traditional approach.

H_a : There is a significant difference in the students' average scores before learning through a communicative approach and a traditional approach.

Hypothesis 2

In order to compare students' average scores after learning through a communicative approach and a traditional approach, the null (H_0) and the alternative (H_a) hypotheses are presented below.

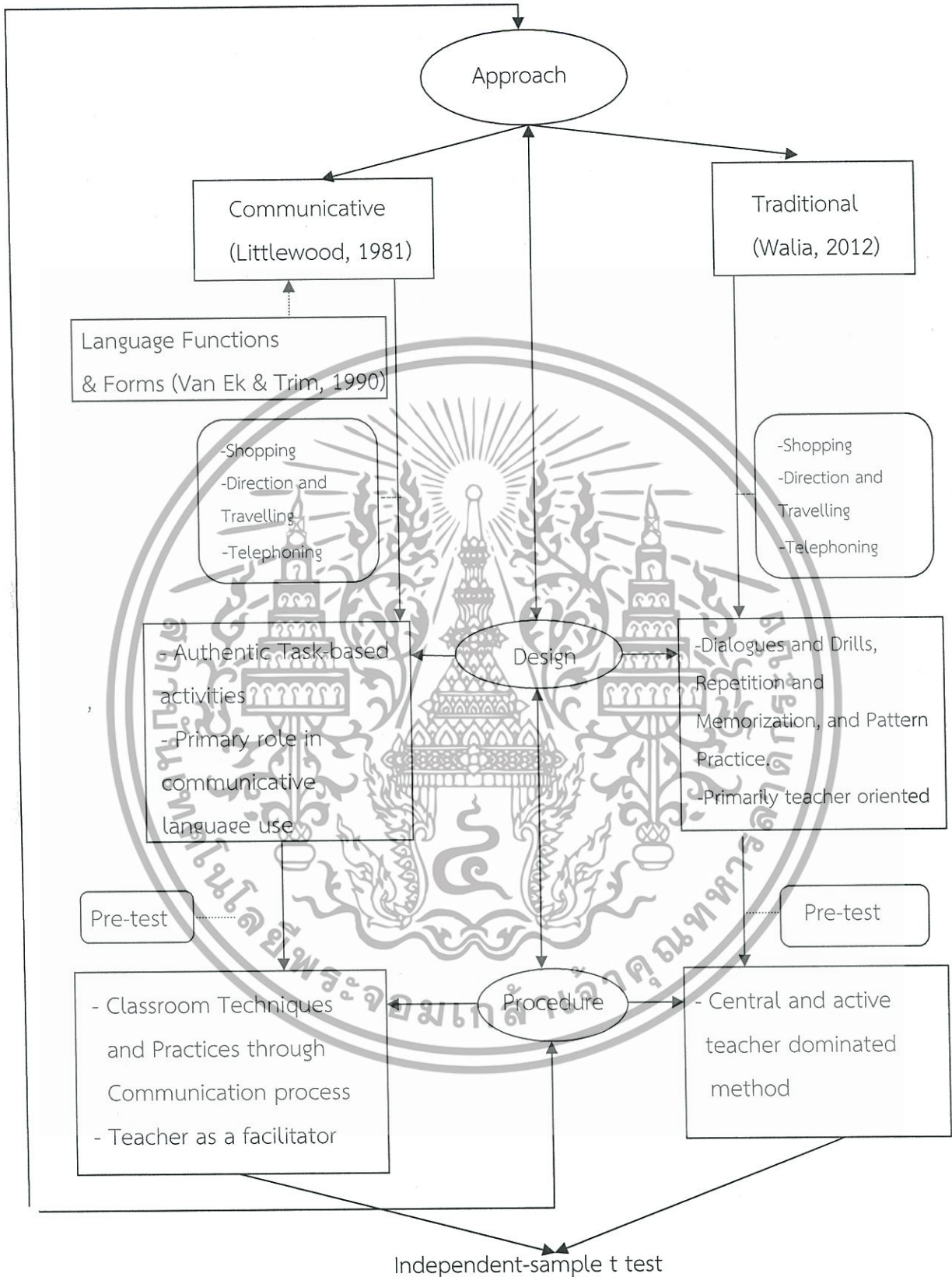
H_0 : There is no significant difference in the students' average scores after learning through a communicative approach and a traditional approach.

H_a : There is a significant difference in the students' average scores after learning through a communicative approach and a traditional approach.

1.4 Conceptual Framework

The conceptual framework of this study is shown in the following diagram:

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1.5 Scopes of the Study

The scopes of the study are as follows:

1.5.1 The subjects were second-year Automotive Specification Certificate students who enrolled in *English for Conversation* in the academic year 2013 at Samutsakhon Technical College.

1.5.2 The contents of the instructional materials were constructed from the course description *English for Conversation* provided in the 2002 Curriculum for Certificate of Vocational Education.

1.5.3 The three topics related to shopping, direction and travelling, and telephoning were chosen for the contents because the students in the academic year 2012 received low scores on these topics.

1.5.4 The language functions and forms in the Threshold Level of Van Ek and Trim (1990) were used as a guideline for materials design.

1.6 Process of the Study

The process of the study is as follows:

1.6.1 The course description of *English for Conversation* was explored.

1.6.2 The three topics of shopping, direction and travelling, and telephoning were chosen for materials design.

1.6.3 The lesson plans were designed for both a communicative approach under Littlewood's framework (1981) and a traditional approach presented by Walia (2012). Language functions and forms by Van Ek and Trim (1990) were also used as a guideline for communicative language use.

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1.6.4 The content validity of the teaching materials were evaluated by three experts in the field of English teaching with the use of the content evaluation form.

1.6.5 The Index of the Item – Objective Congruence (IOC) was used to evaluate the congruence between the test items and the objectives.

1.6.6 The four-multiple-choice test items were constructed in accordance with the objectives of each topic. There were 60 test items.

1.6.7 After the validating process, the test items were revised in accordance with the suggestions of the experts and the advisor.

1.6.8 The revised test was tried out by 30 Automotive students studying at Samutsakhon Technical College in the third year of Vocational Certificate.

1.6.9 The test's reliability, difficulty, and discrimination were analyzed and only 30 items were selected.

1.6.10 The second-year Automotive Specification Certificate students who had enrolled in *English for Conversation* participated in the study. The students were divided into two groups: the traditional approach and the communicative approach, each of which had 30 students.

1.6.11 Before taking classes, both traditional and communicative groups took the pre-test in order to make sure that they had the same level of the English competence related to the three topics.

1.6.12 The students in both traditional and communicative groups had to attend classes of two hours per week for six weeks. Both groups were taught with the same contents but through different approaches. The test was used to assess students' achievement after learning each topic.

1.7 Definitions of Terms Used

In this study, the following terms were used and they could be defined as follows:

Automotive students	Second-year students studying at Samutsakhon Technical College in the vocational certificate in the Automotive Department.
Communicative approach	The principle providing students the opportunity to communicate meaningfully in different contexts with four activities of structural activities, quasi-communicative activities, functional communication activities and social interaction activities (Littlewood, 1981).
Traditional approach	The principle providing students with grammar rules, reading and writing skills, translation exercises, and memorization of dialogs (Walia, 2013).
Language Functions	A group of communicative functions which was related to shopping, direction and travelling, and telephoning. Each function was represented by a range of linguistic forms (Van Ek & Trim, 1990).
Pre-test	The test using for assessing the students' knowledge before learning in order to confirming that they were at the same level of English knowledge.
Test items	The test used for assessing the students' achievement after learning each topic.

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CHAPTER 2

LITERATURE REVIEW

This chapter is divided into five sections. The first section presents Traditional Approach. The second section explores the Communicative Approach. The third section presents the Language Functions and Forms. The fourth section involves Materials Design. The fifth includes Related Research.

2.1 Traditional Approach

Butler (2011) claimed that the Grammar-Translation Method and the Audio-Lingual Method were included in the traditional approach to English language teaching. In addition, Walia (2012) pointed out that the Grammar-Translation Method, Direct Method and Audio-Lingual Method were all traditional methods. The important principles within each of these methods are briefly presented as follows:

2.1.1 The Grammar-Translation Method

This method was used for the purpose of helping students read and appreciate foreign language literature (Larsen-Freeman, 1986). The principle of the Grammar-Translation Method concentrates on grammatical rules, memorization of dialogs and vocabulary, question-and-answer practice, substitution drills, various forms of guided speaking and writing exercises (Brown, 2001; Richards, 2006). The end goal of the Grammar Translation method was not oral communication but expected to develop explicit knowledge structure (Fasold and Connor-Linton, 2006).

2.1.2 The Direct Method

The principle of the Direct Method conducts exclusively in the target language. Classroom techniques and practices are consequences of the particular vocabulary and grammar rules. Richards and Rodgers (1986, pp. 9-10) summarize the principle of the Direct Method as follows:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.

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3. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

4. Grammar was taught inductively.

5. New teaching points were taught through modeling and practice.

6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

7. Both speech and listening comprehension were taught.

8. Correct pronunciation and grammar were emphasized.

2.1.3 The Audio-Lingual Method

The purpose of the Audio-Lingual method is to use the target language. As Larsen-Freeman (2000) stated that the Audio-Lingual Method presents new vocabulary and structural patterns through dialogs. The dialogs are learned through imitation and repetition drills and switched roles.

According to the traditional approach mentioned above, in this study, classroom techniques and practices were presented as the dialogue and drills, repetition and memorization, and language pattern practice. The students have to memorize dialogs, translate texts, complete missing parts of dialogues, and do vocabulary and grammar exercises.

2.2 Communicative Approach

The Communicative approach or Communicative Language Teaching (CLT) focuses on functions of language use, and more authentic use of language, and emphasizes learning to communicate through interaction in the target language (Littlewood, 1981; Nunan, 1991; Harmer, 1991; Richards & Rogers, 2001; Richards, 2006). Principles, learning and teaching activities, and the roles of teachers and learners in the classroom are presented as follows:

2.2.1. The principle of CLT

The principle of this method is to train students to use language forms appropriately in a variety of contexts, and for a variety of purposes. In-class activities involve games, role plays, problem-solving activities and the like, which are the best

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ways to integrate the learners' communicative ability to real life context. That is, students can engage in purposeful communication (Littlewood, 1981; Richards & Rogers, 2001; Richard, 2006; Dordinejad, Ashouri, Hakimi, Moosavi, and Atri, 2011). As Richards (2006, p. 3) defined communicative competence which includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

2.2.2 Learning and Teaching Activities

In a communicative class, students are provided with opportunities to use the language a great deal through communicative activities. There are various classifications of activities that are typically found in a communicative language classroom. Richards and Rodgers (2001) claimed that classroom activities focus on completing tasks that are mediated through language or involve negotiation of meaning, interaction and information sharing. As Littlewood (1981) distinguishes between pre-communicative activities and communicative activities. There are two types of pre-communicative activities. The first type mainly concerns structural activities. The purpose is to show how the learners relate the acquisition of linguistic structures and vocabulary. This activities focus on the grammatical system, describing ways in which language elements can be combined. These activities consist of vocabulary and structure practice. The second type is quasi-communicative activities which are intended to help the learners relate forms and structures to communicative function, specific meaning, and social context. Some quasi-communicative activities include: (1) situational dialogues; (2) open-ended dialogues; (3) timetable, map, food list, shopping list, etc.

There are two types of communicative activities. The first kind is functional communicative activities. Functional communicative activities include tasks as

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learners comparing sets of pictures and noting similarities and dissimilarities; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map by following directions. The second kind is social interaction activities include conversation and discussion sessions, dialogues and role-play, simulations, improvisations and debates. The main purpose of this activity is to give the learners an opportunity to use the language in an appropriate social context, to create a variety of social situations and relationships, such as having pair work, group work, having conversations, simulations and role-playing and so on. For example, students practiced a role play in pairs. The teacher handed out a set of role cards A and B. Then, each pair performed a role play. In this activity, students had chances in creating their own conversation in accordance with real-life communication.

2.2.3 The Roles of Teachers and Learners in the Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Most of CLT activities are designed to be carried out in pairs or small groups. He proposed that the learners can learn the language used by other members of the group (Richards, 2006). The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities. The teacher moves from group to group offering advice and answering question (Larsen-Freeman, 2000). According to Richards and Rodgers (2001), the teacher has two main roles in Communicative Language Teaching. The first role is a facilitator. The teacher facilitates the communication process between all participants in the classroom. The second role is an actor. The teacher acts as an independent participant within the learning-teaching group.

2.3 Language Functions and Forms

Conversation is a basic human necessity which must be developed in a social context. Littlewood (1981) pointed out that Communicative language teaching

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focuses not only on language forms but also on the functions of these forms. According to Van EK and Trim (1990), a communicative approach aims to enable the learners to use a foreign language for their own purposes. Their contribution was an analysis of the language functions that a language learner needs to understand and express in a real situation. They proposed the language functions that could serve as a basis for communication in real-life for language teaching. The language functions involved events or what the learner will be able to do with or through the language. The language functions for shopping, direction and travelling, and telephoning are presented as follows.

2.3.1 Shopping

Students will be able to increase their familiarity with the language used in shopping conversation. The language functions and forms are shown in Table 2.1.

Table 2.1 The Language Functions and Forms of Shopping.

Language Functions	Language Forms
Offering assistance	Can I help you? Do you need any help?
Expressing wants/ desires	I'd likea shirt.... I want Do you have...a shirt....?
Enquiring about wants/ desires	Can I try them on? Do you want to try it on? What color do you want?
Asking for size	What size is it? What size do you want? What size of ...noun....do you take?
Asking for price	How much + ...v.to be... +.....noun.....? - How much is it? - How much is this shirt? - How much are these shoes?

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Table 2.1 (Continued)

Language Functions	Language Forms
Giving prices	How much do they cost? does it cost? It's +price..... They're +price.....
Asking for a discount	Can you give me a discount?
Offering a discount or politely refuse	That's fine. We can give you 20% discount. I'm sorry! That's the best price we can offer you.
Countering a suggestion	It's in the sale. How about.....? - How about this one? How about 2,500 baht?

2.3.2 Direction and Travelling

Students will be able to increase their familiarity with the language used in direction and travelling conversation. The language functions and forms are shown in Table 2.2.

Table 2.2 The Language Functions and Forms of Direction and Travelling

Language Functions	Language Forms
Asking for directions	Where is the +place.....? Can you tell me the way to +place...,please? How can I go to +place.....?

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Table 2.2 (Continued)

Language Functions	Language Forms
Giving directions	Go straight on this street. along at the end of the road. down up Go over the bridge. Go past the bank. Turn right at the hotel. left at the first traffic light. It's +preposition..... +place..... It's near next to the drugstore. opposite in front of across from It's between the drugstore and the bookstore. It's on the corner of Pink and Yellow Street. It's on the left/right.

2.3.3 Telephoning

Students will be able to increase their familiarity with the language used in telephoning conversation. The language functions and forms are shown in Table 2.3.

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Table 2.3 The Language Functions and Forms of Telephoning

Language Functions	Language Forms
Answering a call	<p>....(telephone number)..... .</p> <p>Hello, this is +.....name..... +speaking.</p> <p>.....name..... + here.</p> <p>This is +name...../...company's name.... .</p>
Asking for a person	<p>Can I speak to +name..... + please?</p> <p>Could you put me through to +name....., please?</p> <p>I'd like to speak to +name....., please?</p> <p>Is...name....there?</p>
Verifying a caller	<p>Who is that calling?</p> <p>Can I have your name?</p>
Putting a call through	<p>I'll put you through.</p> <p>I'm connecting you now.</p>
Asking for extension	<p>Can I have extension +number...., please?</p> <p>Extension +number...., please?</p>
Asking someone to wait	<p>Hold the line, please.</p> <p>Just a moment, please.</p> <p>Can you hold?</p>
Explaining the person is unavailable	<p>Sorry, she's unavailable at the moment.</p> <p>She's in a meeting.</p> <p> at lunch.</p> <p> out of the office.</p> <p> not at home right now.</p>

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Table 2.3 (Continued)

Language Functions	Language Forms
Offering to take a message	Can I take a message? Would you like to leave a message?
Asking to leave a message	Can I leave a message? Could I Could you give.....a message?
Leaving a message	Please ask.....to call me back. tell I called. say called.
Requesting for information	Can I have your telephone number? When+v.to be + subject + free/available? When is he free/available?
Announcing new call	I'll call back again. later. this evening.
Ending a call	Thank you for your time. Thanks for calling /Goodbye. / Bye.

2.4 Materials design

Seven (2013) claimed that materials are some important instruments to make all lifelong work easier and effective. Materials used to support learning are also necessary to make students active and encourage them to participate in all classroom activities. In addition, Tomlinson (1998) pointed out that materials should provide learners with opportunities to use the target language to achieve

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communicative purposes. Howard and Major (2005) also presented some of the reasons why English language teachers produced teaching materials. They suggested factors that teacher should take into account when designing or adapting materials for diverse learners, and presented a set of guidelines for designing effective materials for teaching and learning English. The most important factor to be considered is the learners. Materials should be contextualized to the experiences, realities and first language of the learners.

Littlewood's framework (1981) contains four activities: structural activities, quasi-communication activities, functional communicative activities, and social interaction activities. The first part is structural activities. These are much like the grammar exercises in which the teacher teaches students how to use grammatical rules in their communication. The second part is quasi-communication activities. This activity aims to prepare learners for later communication: enabling them to acquire linguistic forms and relate them to communicative functions. The third part is functional communicative activities. The main purpose of the activity is that the teacher structures the situation so that the learners have to overcome an information gap or solve a problem. The last part is social interaction activities. The main purpose of such activities is to give learners an opportunity to use the language in an appropriate social context, and to create a variety of social situations and relationships. The simulation and role-playing are important techniques for this activity.

2.5 Related Research

Kanjunda (2003) studied the using role play activities based on Communicative approach to promote English listening-speaking abilities and motivation of Mathayom Suksa 3 students. The purposes of the study were to investigate the English listening-speaking abilities of Mathayom Suksa three students and to compare students' motivation before and after being taught through role play activities based on communicative approach. The population comprised of 12 Mathayom Suksa 3 students who took the basic English course. The research instrument consisted of five lesson plans, students' assignment which was the role play activities, an interviewing test, and a motivation questionnaire. The results of the study showed

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that the students' English listening-speaking abilities scores passed the pretest criteria of 60 percent after the students were taught through role play activities based on communicative approach. Moreover, the students' motivation was higher after they were taught through role play activities based on communicative approach. According to the results of the study, the situation used in the role play, students had chances in creating their own conversation in accordance with real-life communication.

Woottisanwattana (2004) studied the use of Communicative activities to enhance English listening-speaking ability and cultural knowledge of hotel receptionists. The purposes of the research were to compare the English listening-speaking ability and the cultural knowledge of the hotel receptionists before and after being taught through communicative activities. The target group was 15 hotel receptionists in Chiang Mai Phucome Hotel. The instrument consisted of seven lesson plans using communicative activities. The data collecting instruments consisted of the listening-speaking assessing form and the cultural knowledge test. They were conducted before and after using communicative activities. The data obtained were analyzed by using mean and standard deviation. The finding showed that students' listening-speaking ability was increased after being taught through communicative activities and students' cultural knowledge was increased after being taught through communicative activities. According to the results of the study, it can be seen that the used of various activities include information gap and discussion sessions, dialogues and role-play, and simulations to help learners strengthen their communication skills.

Efrizal (2012) conducted research about improving students' speaking through a Communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. The study aimed to investigate effectiveness of teaching English speaking by using the Communicative Language Teaching method. She divided teaching into 4 cycles. Each cycle consists of planning, acting, observing and reflecting and evaluating. The data in this research counted the students score into percentages. He found that the use of Communicative Language Teaching method can improve students' speaking achievement at their first year of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu for academic year 2011/2012. The students had good confidence in expressing their ideas in English in the

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classroom. Most of them could minimize their fears and shy to speak. The frequency and percentage of students' speaking ability were increased well in each cycle.

Mondal (2012) compared the controllability and feasibility of Grammar Translation method and Communicative approaches and examined which one is more suitable for English language in Bangladesh. The subjects were first year and second year students of the different colleges of south-western part of the country where Khulna, Satkhira, Bagerhat and Jessore district. The questionnaire was administered to collect data for this research. The study found that the Grammar-Translation is traditional and it doesn't maintain all the functions like reading, listening and speaking for learning English. Therefore, the Communicative approach is appropriate for learning and teaching English language. The students should become effective communicators in the foreign language using in the Communicative approach. Moreover, the communicative approach should be used in classroom for teaching English language.

Intarapanich (2013) studied the teaching methods, approaches and strategies found in EFL classroom. This qualitative research aims to investigate the EFL teaching methods, approaches and strategies which would be found in English as a foreign language classes in Lao PDR. To obtain the data, qualitative research methods, namely observations and interviews were both administered with five English teachers, from school in Vientiane Municipality. The results of the study revealed that Communicative Language Teaching (CLT), Grammar-Translation Method (GTM) and Total Physical Response (TPR) were three major methods found in the foreign language classroom studied. Regarding the language teaching used, the activities found implemented in primary grade level were limited and short while more various activities were found in the secondary level. Many activities in the secondary schools provided the student more opportunity to communicate and use language.

According to the above-mentioned related research, this study designed authentic, task-based activities and applied a communicative approach, compared with a traditional approach, for classroom techniques and practices.

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CHAPTER 3

RESEARCH METHODOLOGY

The pilot group and the subjects are described in Section 3.1 and 3.2, respectively. Sections 3.3 and 3.4 present research instruments and procedure, respectively. The chapter ends in data analysis in Section 3.5.

3.1 The Pilot Group

The pilot group consisted of 30 Automotive students studying at Samutsakhon Technical College in the third year of the Vocational Certificate level. They had already studied *English for Conversation*. This pilot group conducted the 60 revised test items. The test scores were analyzed for the test's reliability, difficulty levels, and discrimination levels.

3.2 The Subjects

Sixty subjects were the second-year Automotive Specification Certificate students studying at Samutsakhon Technical College. They have not studied *English for Conversation* yet. Most of them were about 16 years old. They were divided into two groups: 30 for the traditional approach group and 30 for the communicative approach group.

3.3 Research Instruments

Research instruments of the study consisted of lesson plans, teaching materials, and test items.

3.3.1 Teaching Materials

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In order to design teaching materials, the course description was explored for the contents. In this study, teaching materials were design based on the identified three topic; namely, shopping, direction and travelling, and telephoning. The materials were designed by following Littlewood's framework (1981) : structural activities, quasi-communication activities, functional communicative activities, and social interaction activities. Language functions and forms created by Van Ek and Trim (1990) were also used as a guideline for the materials design in a communicative approach. For a traditional approach presented by Walia (2012), the contents were designed in the forms of doing vocabulary and grammar exercises, translating dialogues from English into Thai, memorizing and drilling, and completing missing parts of dialogues. The content validity was evaluated by three experts in the field of English teaching with the use of a content evaluation form, as shown in Appendix C.

3.3.2 Lesson plans

3.2.2.1 The lesson plans were designed based on the Communicative approach and the Traditional approach, each of which was related to shopping, direction and travelling, and telephoning.

3.2.2.2 Each lesson plan was divided into five parts: a goal, objectives, materials and equipment, procedure, extra-classwork assignments (Brown, 1994).

3.2.2.3 The control group was taught via the traditional approach (Walia, 2012) while the communicative approach based on Littlewood's framework (1981) was used to teach the experimental group, as shown in Appendix D.

3.3.3 Test items

Sixty four-multiple-choice test items were constructed. The validating process was carried out by the same three experts with the use of the Index of the Item – Objective Congruence (IOC), as shown in Appendix E. The IOC was used to evaluate the congruence between the test items and the objectives. The 60 revised test items were tried out by the pilot group. Thirty test items with accepted validity and reliability were chosen as shown in Table 3.1.

Table 3.1 The Test Items

No.	Topics	Test Objectives	Number of Test Items
1	Shopping	1. Students will be able to offer assistance. 2. Students will be able to express want/desire. 3. Students will be able to ask for price. 4. Students will be able to give price. 5. Students will be able to ask for a discount. 6. Students will be able to ask for size. 7. Students will be able to offer a discount or politely refuse. 8. Students will be able to counter a suggestion.	10
2	Direction and Travelling	1. Students will be able to ask for directions. 2. Students will be able to give directions. 3. Students will be able to use prepositions of place.	10
3	Telephoning	1. Students will be able to ask for a person. 2. Students will be able to answer a call. 3. Students will be able to verify a caller. 4. Students will be able to ask someone to wait. 5. Students will be able to put a call through. 6. Students will be able to ask for extension. 7. Students will be able to explain the person is unavailable. 8. Students will be able to offer to take a message. 9. Students will be able to ask to leave a message. 10. Students will be able to request for information.	10

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3.4 Procedure

The steps in conducting the study are described as follows:

3.4.1 Thirty students were assigned as a traditional group, while other thirty students belonged to the communicative group.

3.4.2 Before taking classes, both traditional and communicative groups took the pre-test in order to make sure that they had the same level of the English competence related to the three topics.





3.4.3 The students in both traditional and communicative groups had to attend classes of two hours per week for six weeks in the first semester of the academic year 2013. The teaching duration was shown in Appendix F.

3.4.4 The communicative approach was based on Littlewood's Framework (1981) which consisted of four activities: structural activities, quasi-communication activities, functional communicative activities and social interaction activities.

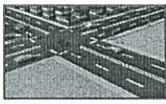
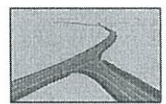


According to structural activities, the students were prepared with some of the skills required for communication. The purpose is to show how the learners acquire linguistic structures and vocabulary. In this study, the structural activities included vocabulary items and conversation. The sample contents used for the structural activities are shown in Figure 3.1.

VOCABULARY





A : Read the words and fill in each item.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____ 11. _____ 12. _____

over
past
street
bridge
across
straight
junction
turn left
turn right

CONVERSATION

B : Read and listen.

A : Excuse me, where is the cinema?
B : It's at the Big C.
A : Can you tell me the way to the Big C, please?
B : Yes, go straight on this street. Go past the park. Then go over the bridge. Turn left and go along the street.
The Big C is on the right. The cinema is above the supermarket.
A : Thank you very much.
B : It's a pleasure.




Figure 3.1 Sample Contents of Direction and Travelling

The students were divided into groups of three or four. Each group looked at the pictures and completed the items. Next, students were divided into pairs. The teacher asked students with these questions: "Where are they?", "What are they doing?" After that, the teacher went through the structural practice by drawing a map on the board showing the preposition of *near*, *next to*, *opposite*, *next to*, *in front of* and *across from*. For example, the conversation between the teacher and the students are shown below. The students practiced the use of prepositions they learned before.

Teacher : Where is the bookstore?

Students : It's opposite the music store.

Teacher : Where is the supermarket?

Students : It's next to the bookstore.

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Next, the quasi-communicative activities assist the learners to acquire linguistic forms and communicative functions. The sample contents used for the quasi-communication activities of Direction and Travelling is shown in Figure 3.2.

Language functions and language forms	
Language functions	Language forms
Asking direction	Where is the +place.....? Can you tell me the way to +place...,please? How can I go to +place.....?
Giving direction	Go straight on this street. along at the end of the road. down up Go over the bridge. Go past the bank. Turn right at the hotel. Left at the first traffic light. It's +preposition..... +place..... It's near the drugstore. next to opposite next to It's between the drugstore and the bookstore. It's on the corner of Pink and Yellow Street. It's on the left/right.

D: You and your partner are on Santos Dumont Street. Ask for and give directions with your partner.

Figure 3.2 Sample Contents of Direction and Travelling

These activities are intended to help the students understand language forms, communicative functions, specific meanings, and social contexts. Then, the teacher pointed out how to ask for and give directions using the following language forms.

- Where is the _____?
- Can you tell me the way to _____?

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- How can I go to _____?

The students practiced the use of language functions and forms by asking for and giving directions. After asking for and giving direction, the students were divided into pairs. The maps were used to practice giving directions with the prepositions.

Then, the functional communicative activities assist the learners to overcome an information gap or solve a problem. The main purpose of the activity is that the learners should use the language they know in order to get meaning across as effectively as possible. Figure 3.3 shows the example of the communicative activity of Direction and Travelling.

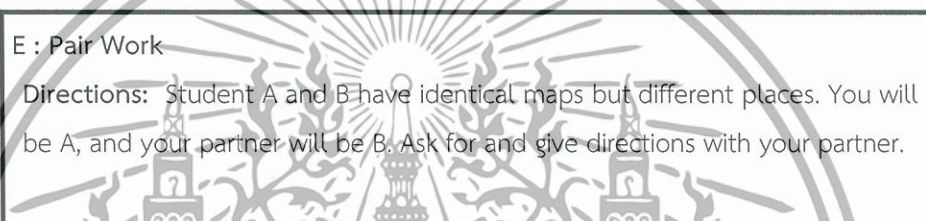


Figure 3.3. Sample Communicative Activity of Direction and Travelling

The teacher has designed the activity that provided an opportunity for learners to produce language. The learners used the language they have known in order to get meaning as effectively as possible in the concrete situation. For example, the learners were divided into pairs. Both of them have identical maps but different places. The students exchanged their information by asking and giving directions with the language they have learnt.

Finally, social interaction activities aim to give learners an opportunity to use the language in an appropriate social context and to create a variety of social situations and relationships through role-playing activities. The students must also pay greater attention to the social context in which the interaction takes place. The example of the social interaction activities of Direction and Travelling is shown in Figure 3.4.

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Role play card

Perform a role play with your partners based on following clues.

Student A

You are a tourist. You are in a bus station. You would like to visit somewhere in Samusakhon.

- Ask for directions.

Student B

You are in a bus station. A tourist want to find his way to somewhere in Samutsakhon.

- Give direction.
 - go straight
 - go past
 - go over
 - turn left
 - turn right
- Use prepositions of place.

Figure 3.4 A Role Play Card Used for the Social Interaction Activities

In this activity, the students became aware of the social meaning of language forms. They could use language as an instrument for social interaction. This activity emphasized on both the communicative effectiveness and social acceptability of the language used. For example, students practiced a role play in pairs. The teacher handed out a set of role cards A and B. Then, each pair performed a role play. In this activity, students had chances in creating their own conversation in accordance with real-life communication.

3.4.5 At the end of the course, the two groups of the subjects sat a test.

3.5 Data Analysis

The data analyses were carried out as follows:

3.5.1 Five-point Likert scale

The quality levels of the teaching materials were based on a five-point Likert-type scale with the following rating criteria (Likert, 1932) :

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Likert Rating	Rating Criteria
5	The highest
4	High
3	Moderate
2	Low
1	The lowest

3.5.2 Average Mean (\bar{X})

The average mean was used to calculate the expert's opinions on the quality level of the materials. The criteria of the average mean (\bar{X}) are presented as follows :

Mean (\bar{X})	Level of Quality
4.50 - 5.00	The highest
3.50 - 4.49	High
2.50 - 3.49	Moderate
1.50 - 2.49	Low
1.00 - 1.49	The lowest

3.5.3 Standard deviation (S.D.)

The standard deviation was used to quantify the amount of variation of a set of data. The formula for the standard deviation is as follows:

$$S.D. = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Where

S.D. = Standard deviation

Σ = Sum of

X = Samples' scores

\bar{X} = Average score

n = Number of samples

3.5.4 Validity

The Index of the Item – Objective Congruence (IOC) was used to evaluate the congruence between the test items and the objectives (Rovinelli and Hambleton,

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1977). The criteria of the Index of the Item Objective Congruence (IOC) are interpreted as follows:

- + 1 means the question is congruent with the objectives
- 0 means the question is uncertain to be congruent with the objectives
- 1 means the question is not congruent with the objectives

The questions that obtained the IOC between 0.5 – 1.0 were acceptable for the present study.

3.5.5 Reliability

According to Wells and Wollack (2003), it is important to take into account a test's reliability because reliability provides a measure of the extent to which an examinee's score reflects random measurement error. Test reliability refers to the consistency of scores students would receive on alternate forms of the same test. The formula for the *KB 20* reliability in this study is shown as follows:

$$KB\ 20\ r_t = \frac{(k / (k - 1)) * (1 - (\sum pq / s^2))}{k}$$

where	r_t	=	The reliability of the test
	k	=	The number of the test items
	p	=	The ratio of correct answers
	q	=	The ratio of wrong answers
	s^2	=	The variance of total scores

The criteria of the test's reliability at 0.60 and over are acceptable.

3.5.6 Difficulty (p)

Bailey (1998) affirmed that the test's difficulty is the proportion between numbers of students who got correct answers and those of students who did the test. The test's difficulty values should not be lower than 0.20 nor higher than 0.80. In other words, the difficulty values range from 0.20 to 0.80. The formula is as follows:

$$p = \frac{R}{N}$$

Where p = Difficulty

R = Numbers of students who get correct answers

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N = Numbers of students who do the test

3.5.7 Discrimination (r)

The test's discrimination is the test's qualification which can discriminate students in a high, moderate, or low level group (Oller, 1979). The test's discrimination values range from +1 to -1. The formula is as follows:

$$r = \frac{(H - L)}{N_H \text{ or } N_L}$$

Where	r	=	The test's discrimination
	H	=	The number of the correct answers of the high scores test takers
	L	=	The number of the correct answers of the low scores test takers
	N _H	=	The number of the high scores test takers
	N _L	=	The number of the low scores test takers

3.5.8 The criteria for judging the test items

After the statistical analysis, the 60 test items were judged to be of good quality, revised or deleted. The criteria for judging the test items to be of good or low quality are shown below (Tungsujarittam & Intrasai, 2014).

1. The test items with discrimination levels (r) below zero were deleted.
2. In the case that r-value ranged from 0.20 to 0.29 and difficulty level (p) ranged between 0.2 and 0.7, the test items were judged to be of good quality.
3. In the case that r-value was lower than 0.2 but not lower than or equal to zero and the p-value ranged between 0.2-0.8, the test items were revised.
4. In addition to the criteria (3), when p-value was higher than 0.8, the test items were deleted.

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5. In the case that r-value ranged from 0.2 to 0.29 but p-value was higher than 0.8(0.81-0.875), the test items were revised because of quite easy test items but acceptable discrimination.
6. In addition to criteria (5), when p-value was higher than 0.9, the test items were deleted.

3.5.9 The Independent-Sample T Test

To test the hypotheses stated in Chapter 1, there are two variables in the study: the independent variable and the dependent variable.

The independent variables The independent variables are the communicative approach and the traditional approach.

The dependent variables

The dependent variables are test scores.

Hypotheses

Hypothesis 1

In order to investigate whether two groups of the students were at the same level of English competence related to the three topics, the null (H_0) and alternative (H_a) hypotheses are shown below.

H_0 : There is no significant difference in the students' average scores before learning through a communicative approach and a traditional approach.

H_a : There is a significant difference in the students' average scores before learning through a communicative approach and a traditional approach.

Hypothesis 2

In order to compare students' average scores after learning through a communicative approach and a traditional approach, the null (H_0) and the alternative (H_a) hypotheses are presented below.

H_0 : There is no significant difference in the students' average scores after learning through a communicative approach and a traditional approach.

H_a : There is a significant difference in the students' average scores after learning through a communicative approach and a traditional approach.

CHAPTER 4

RESULTS

The purpose of the study was to compare a communicative approach with a traditional approach in teaching *English for Conversation* at Samutsakhon Technical College. The objectives of the study were 1) to design teaching materials which are related to shopping, direction and travelling, and telephoning, 2) to design a test items which are related to shopping, direction and travelling, and telephoning, 3) to test students' knowledge before taking the classes, and 4) to compare students' average test scores after learning through a communicative approach and a traditional approach. Hence, the results in accordance with these four objectives are presented as follows:

4.1 The Design of Teaching Materials

The designed teaching materials related to shopping, direction and travelling, and telephoning were evaluated by three experts in the field of English teaching. With the use of the content evaluation form, the results of the quality level of the teaching materials are shown in Table 4.1.

Table 4.1 Results of the Quality Level of the Designed Teaching Materials

Evaluation List	\bar{x}	S.D.	Quality Level
Contents and Presentations			
1. Congruence between the contents and the objectives	4	0.00	High
2. Content accuracy	4	0.00	High
3. Accuracy of the content arrangement	3.5	0.71	High
4. Clarity of the contents	4	1.41	High
5. Appropriate level of Contents and Presentations	4.5	0.71	The highest

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Table 4.1 (Continued)

Evaluation List	\bar{x}	S.D.	Quality Level
Average	4.00	0.57	High
Illustrations and Language			
1. Appropriate use of illustrations	4.5	0.71	The highest
2. Clear illustrations	4	1.41	High
3. Language accuracy	3.5	0.71	High
Average	4.00	0.94	High
Practices			
1. Congruence between practices and the objectives	4	0.00	High
2. Clear direction	3.5	0.71	High
3. Appropriate level of Practice	4.5	0.71	The highest
Average	4.00	0.47	High
Test Items			
1. Congruence between the tests and the objectives	5	0.00	The highest
2. Contents covered in the tests	4.5	0.71	The highest
3. Clarity of the questions	3.5	0.71	High
4. Language accuracy	3.5	0.71	High
Average	4.13	0.53	High
Overall Average	4.03	0.63	High

Table 4.1 shows the quality level of the teaching materials. The overall average mean (\bar{X}) of 4.03 with the standard deviation (S.D.) of 0.63 represents a high level of the quality of the materials. Contents and presentations, illustrations and language, practices and the test items) were rated at a high level with the average mean of 4.00 (S.D.=0.57), 4.00 (S.D.=0.94), 4.00 (S.D.=0.47) and 4.13 (S.D.=0.53), respectively.

The highest quality level was found in appropriate level of contents and presentations (\bar{X} =4.5, S.D.=0.71), appropriate illustrations (\bar{X} =4.5, S.D.=0.71), appropriate level of practices (\bar{X} =4.5, S.D.=0.71), congruence between the tests and

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the Objectives ($\bar{X}=5$, S.D.=00.00), and contents covered in the tests ($\bar{X}=4.5$, S.D.=00.71).

4.2 The Test-Items

For the test, the validating process was carried out by the same three experts with the use of the Index of the Item – Objective Congruence (IOC). After the validating process, the 60 test items were revised and tried out by a pilot group. The test scores were analyzed for the test's reliability, difficulty levels and discrimination levels. The IOC, the test's reliability, difficulty levels and discrimination levels are shown as follows:

4.2.1 The Index of the Item-Objective Congruence (IOC)

The Index of the Item-Objective Congruence (IOC) was calculated in order to evaluate the congruence between the test items and the objectives. The test items with the IOC between 0.5 – 1.0 are acceptable while the test items containing the IOC lower than 0.5 must be revised. The results of the Indexes of IOC are shown in Table 4.2.

Table 4.2 The Results of the Indexes of IOC

The Index of the Item-Objective Congruence (IOC)	The numbers of test items		
	Shopping (20)	Direction and travelling (20)	Telephoning (20)
0.33	14	5	3
0.5 – 1.0	6	15	17

Table 4.2 shows that the acceptable IOC between 0.5 – 1.00 was found in 38 test items: 6 test items in Shopping, 15 test items in Direction and Travelling, and 17 test items in Telephoning. The IOC of 0.33 was found in 22 test items: 14 test items in Shopping, 5 in Direction and Travelling, and 3 in Telephoning. The test items containing the IOC of 0.33 were revised in accordance with the suggestion of the experts.

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4.2.2 The Difficulty Levels and Discrimination Levels

According to the criteria for judging the test items to be of good or low quality mentioned in Chapter 3 (3.4.8), the results are shown in Table 4.3.

Table 4.3 The Difficulty Levels and the Discrimination Levels of 60 Test Items

Unit	Item	p	r	Good	Revised	Deleted	Item		Good	Revised	Deleted
							p	r			
Shopping	1	0.69	0.14	/			11	0.63	0.27	/	
	2	0.31	0.15	/			12	0.10	0.57		/
	3	0.69	0.14	/			13	0.36	0.53	/	
	4	0.37	0.27	/			14	0.37	0.27	/	
	5	0.37	0.27	/			15	0.50	0.50	/	
	6	0.38	0.00	/			16	0.44	0.39	/	
	7	0.25	0.78	/			17	0.30	0.43	/	
	8	0.31	0.15	/			18	0.50	0.50	/	
	9	0.57	0.38	/			19	0.30	0.43	/	
	10	0.25	0.78	/			20	0.19	0.72		/
Direction and Travelling	1	0.50	0.00	/			11	0.51	0.25	/	
	2	0.44	0.12	/			12	0.31	0.15		/
	3	0.63	0.27	/			13	0.44	0.39	/	
	4	0.31	0.15	/			14	0.51	0.25	/	
	5	0.10	0.57		/		15	0.42	0.62	/	
	6	0.37	0.27	/			16	0.25	0.78	/	
	7	0.25	0.32	/			17	0.30	0.43	/	
	8	0.51	0.73	/			18	0.25	0.78	/	
	9	0.50	0.00			/	19	0.58	0.63	/	
	10	0.44	0.12		/		20	0.25	0.78	/	
Telephoning	1	0.50	0.50	/			11	0.76	0.33	/	
	2	0.15	0.66		/		12	0.31	0.15		/
	3	0.70	0.82	/			13	0.44	0.12		/
	4	0.44	0.12		/		14	0.42	0.62	/	

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Table 4.3 (Continue)

Unit	Item	p	r	Good	Revised	Deleted	Item	p	r	Good	Revised	Deleted
Telephoning	5	0.69	0.14		/		15	0.25	0.32	/		
	6	0.19	0.18			/	16	0.51	0.73	/		
	7	0.37	0.27	/			17	0.37	0.87	/		
	8	0.44	0.12		/		18	0.58	0.63	/		
	9	0.58	0.63	/			19	0.69	0.14		/	
	10	0.25	0.32	/			20	0.44	0.39	/		

According to Table 4.3, there are 38 good test items (test items 4, 5, 7, 9, 10, 11 and 13 to 19 of Shopping, test items 3, 6, 7, 8, 11, and 13 to 20 of Direction and Travelling, and test items 1, 3, 7, 9, 10, 11, 14 to 18, and 20 of Telephoning). However, there are 18 revised test items containing the acceptable p but unacceptable r values (test items 1, 2, 3, 8, 12, and 20 of Shopping, test items 2, 4, 5, 10, and 12 of Direction and Travelling, and test items 2, 4, 5, 8, 12, 13, and 19 of Telephoning). Furthermore, there are 4 deleted test items (1 test item of Shopping, two test items of Direction and Travelling, and 1 items of Telephoning) with unacceptable p and r values.

4.2.3 Reliability, Difficulty Levels, and Discrimination Levels

After the validating process, the 60 test items were revised and tried out. The test scores were analyzed for the overall test's reliability, difficulty levels and the discrimination levels. The statistical results of the overall test items are shown in Table 4.4.

Table 4.4 The Statistical Results of the Overall Test Items

Mean	S.D.	Max	Min	p (Difficulty)	r (Discrimination)	KR-20 (Reliability)
24.63	8.42	46	7	0.41	0.43	0.82

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Table 4.4 indicates that the test has acceptable range of the reliability (KR-20) at 0.82. The difficulty level (p) is moderate ($p=0.41$) as acceptable p -value is from 0.2 to 0.8. The discrimination level ($r=0.43$) is in the acceptable range of the r value. The test has acceptable range of the reliability (KR-20) at 0.82.

4.3 The Subjects' Average Scores before Learning through the Communicative Approach and the Traditional Approach

According to the third objectives of the study, before taking classes, both traditional and communicative groups took the pre-test in order to make sure that they had the same level of the English competence related to the three topics. The subjects' average scores before learning through the communicative approach and the traditional approach are shown in Table 4.5.

Table 4.5 The Subjects' Average Scores Before Learning Through the Communicative Approach and the Traditional Approach

Topic	Group 1	Group 2	t	Sig
Shopping	3.00	2.86	0.459	0.648
Direction and Travelling	3.03	3.36	-1.364	0.178
Telephoning	2.93	2.96	-0.162	0.872
Overall	8.96	9.20	-0.624	0.535

* $p < .05$

From Table 4.5, the t statistic is -0.62 and the observed significance level is 0.54 which is more than 0.05. According to the hypothesis 1 in Chapter 1, the null hypothesis cannot be rejected. That is, there is no significant difference in the students' average scores before learning through Communicative approach and Traditional approach. It can be stated that two groups of the students seem to have an equal level of English competence related to the three topics.

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4.4 The Subjects' Learning Achievements

According to the fourth objectives of the study, the learning achievements between these two approaches were compared. The subjects' average scores after learning through the communicative approach and the traditional approach are shown in Table 4.6.

Table 4.6 The Subjects' Average Scores After Learning Through the Communicative Approach and the Traditional Approach

Topic	Traditional Approach	Communicative Approach	t	Sig
Shopping	5.36	6.63	-4.747	0.000
Direction and Travelling	4.56	5.16	-2.682	0.010
Telephoning	5.26	6.30	-4.141	0.000
Overall	15.20	18.10	-6.149	0.000

*p < .05

From Table 4.6, the *t* statistic is -6.15 and the observed significance level is 0.00 which is less than 0.05. According to the hypothesis 2 in Chapter 1, the null hypothesis can be rejected. That is, the overall average scores ($\bar{X}=18.10$) received after learning through the communicative approach was higher than the overall average scores ($\bar{X}=15.20$) received after learning through the traditional approach. In each topic, the average scores received after learning via the communicative approach were higher than ones received via the traditional approach.

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CHAPTER 5

DISCUSSION CONCLUSION AND SUGGESTIONS

This chapter presents discussion, conclusion, and suggestions for further studies. Section 5.1 explains discussion. Conclusion of the study is presented in Section 5.2. Section 5.3 describes suggestions for further studies.

5.1 Discussion

Discussion is divided into two parts as follows:

5.1.1 The Quality Level of the Teaching Materials

Regarding the results of the quality level of the teaching materials as shown in Table 4.1, the overall average mean (\bar{X}) of 4.03 with the standard deviation (S.D.) of 0.63 showed the high level of the quality of the materials. In this study, the teaching materials included three topics; namely, Shopping, Direction and Travelling, and Telephoning. Four main procedures, namely structural activities, quasi-communication activities, functional communicative activities, and social interaction activities were used as a guideline for designing the teaching materials through a communicative approach. With these four main procedures, it can be seen that the materials focused on functions of language use, more authentic use of language and interaction in the target language. This finding supports Littlewood's study (1981) that the materials should be provided with communicative tasks to help students strengthen their communication skills. Additionally, they should give the learners an opportunity to use the language in an appropriate social context and to create a variety of social situations and relationships. For the appropriate level of contents and presentations, it was rated at the highest level. The contents of the instructional materials were constructed from the course description *English for Conversation* provided in the 2002 Curriculum for Certificate of Vocational Education. This course aims to enable the students to use the language for conversation in everyday life and careers. In this study, the contents were designed based on Littlewood's

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framework (1981) : structural activities, quasi-communication activities, functional communicative activities, and social interaction activities.

According to the use of illustrations, in this study, it was rated at the highest level. In this study, pictures, maps and real clothes are used to help the students understand language forms, communicative functions, specific meanings, and social contexts. For the Direction and Travelling, students are given a chance to complete sentences by asking and giving direction following the maps given. Willis (1981) stated that using various visual materials in class keeps students interested in the lesson. In the practice section, the appropriate level of practice was rated at the highest level. The teaching materials consisted of various activities, namely information gap, discussion sessions, dialogues and role-play. Those activities helped students strengthen their communication skills. These activities help integrate the learners' communicative ability to real life context. For the test items, the congruence between the tests and the objectives, and contents covered in the achievement tests were rated at the highest level. In this study, the tests assess the students' achievement on language functions and forms appropriately in meaningful contexts. Brown (2003) stated that communicative language tests focus on designing communicative language-testing tasks. The tests are used with the goal of measuring language learners' ability to real life situations.

5.1.2 Students' Learning through the Communicative approach and the Traditional Approach

According to the comparison of the subjects' average scores after learning through the communicative approach and the traditional approach as shown in Table 4.6, the subjects' average scores obtained after learning through the communicative approach were higher than learning through the traditional approach. The possible answer might be that communicative approach classroom, students had chance to participate with friends. They worked into pairs and group work. Moreover, the role of teachers in communicative approach as a facilitator was different from the traditional approach in which students act as a passive learners. In Communicative Language Teaching, the teacher not only provides comprehensible input but also acts as an advisor, answering questions, and creating purposeful communication (Mackey, 2006). In this study, the students learnt English through

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information gap activities, role plays, problem-solving activities, and the like. As stated by Mondal (2012), the communicative approach is appropriate for learning and teaching the English language. The students should become effective communicators in the foreign language using in the communicative approach. In addition, as claimed by the study of Effrial (2012), the use of Communicative Language Teaching method can improve students' speaking ability. The students had good confidence in expressing their ideas in English in the classroom.

Concerning the structural activities, the students acquired learning linguistic structures and vocabulary through visual aids. Regarding the quasi-communicative activities, the students practice language functions and forms through pair works. They worked into pairs by helping one another complete tasks. As claimed by Mowlaie & Rahimi (2010), group work is a better way to learn a language than teacher-fronted class. Also, Harmer (1998) stated that group work is a cooperative activity. In groups, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement. They can feel more confident about learning and making decisions, and they can consult with one another when they do not understand. For the functional activities, they appreciated exchanging ideas with pairs. They had to overcome an information gap or solve a problem. However, the students did not seem confident to use the English language. They exchanged ideas with Thai language. As claimed by Namwong (2012), although the students spent several years in school, they were not able to use the English language efficiently.

For the social interaction activities, the students had chances in creating their own conversation in accordance with real-life communication. The result is consistent with the studies of Intarapanich (2013), Kanjunda (2003), and Woottisanwattana (2004) that role-playing provided students more opportunities to communicate, share ideas, and create their own conversation in accordance with real-life communication. For instance, the role cards showed the real places that students were familiar with so that the students were motivated to ask for and give direction in English. Moreover, the students perceived how English was used in the real life situation. In addition, Willis (1981) stated that by the end of the course or lesson, teachers should be able to teach their students how to communicate in English, not just how to do grammar exercise or choose A B C or D as the correct

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answer. To do this, teachers should aim, not only to teach English in English, but to exploit the genuine communicative situations that arise in the classroom or meaningful language practice, and to allow plenty of time for oral production activities after the practice stage of the lesson. For the social interaction activities, the students created a variety of social situations while students performed the role-play according to the clue cards. They worked with group members to help one another creating their own conversation in accordance with real-life communication. Nevertheless, the findings have revealed some problems which were needed to be taken into consideration. The students did not seem confident when performing the role play. The students wanted the teacher to explain meanings in Thai because they sometimes had very little understandings and needed more time for role play. According to Intarapanich (2012), role-playing was barely appeared in the classroom while the first language appeared many times during conversation between teacher and students. Harmer (1998) suggested that when teachers need to help an activity along through role-play provided.

Meanwhile, for the traditional approach, students memorized the dialogue and practiced the conversation. In this study, the teacher is the authority in the classroom. The most of the classroom time is spent on the teachers' explanation. The teacher read the dialogue and translated it into Thai. The students spent several times by doing exercises. There is a little use of the English language. That is, the activities did not seem to serve as real-world meanings. Khalid and Azeem (2012) claimed that traditional method ignores the students; consequently, the mental level of interest of the students is low. This method focuses on rote memorization. Moreover, the traditional approach does not serve students in creative thinking and participation in the creative part of activities.

5.2 Conclusion

The purpose of the study was to compare a communicative approach and a traditional approach in teaching *English for conversation* at Samutsakhon Technical College. In this study, the teaching materials involved three topics, namely shopping, direction and travelling, and telephoning. They were designed following Littlewood's framework: structural activities, quasi-communication activities, functional

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communicative activities and social interaction activities. Each topic consisted of language functions and forms created by Van Ek and Trim (1990). The quality of the teaching materials was evaluated by three experts in the field of English teaching. The result showed that the quality level of the teaching materials was high with \bar{X} (4.03) and S.D. (0.63).

Sixty four-multiple-choice test items were constructed. The validating process was carried out by the same three experts with the use of the Index of the Item – Objective Congruence (IOC), as shown in Appendix E. The IOC was used to evaluate the congruence between the test items and the objectives. The 60 revised test items were tried out by the pilot group. Thirty test items with accepted validity and reliability were chosen.

The second-year Automotive Specification Certificate students who had enrolled in *English for Conversation* participated in the study. The students were divided into two groups: the traditional approach and the communicative approach, each of which had 30 students. Before taking classes, both traditional and communicative groups took the pre-test in order to make sure that they had the same level of the English competence related to the three topics. The result showed that there is no significant difference in the students' average scores before learning through Communicative approach and Traditional approach. That is, the overall average scores ($\bar{X}=9.20$) received after learning through the communicative approach was almost the same the overall average scores ($\bar{X}=8.96$) received before learning through the traditional approach. It can be stated that two groups of the students seem to have an equal level of English competence related to the three topics. The students in both groups attended classes of two hours per week for six weeks. After that, they took the test after learning each topic. The result showed that there is a significant difference in the students' average scores after learning through a communicative approach and a traditional approach at a significant level 0.05 ($p<0.05$). That is, the overall average scores ($\bar{X}=18.10$) received after learning through the communicative approach was higher than the overall average scores ($\bar{X}=15.20$) received after learning through the traditional approach.

5.3 Suggestions for Further Study

A questionnaire should be used as one of the research instruments as it could survey the students and/or the teacher's opinions toward teaching methods. Teaching materials should be contextualized to the experiences and realities of the learners. For the future research, teaching methods for foreign language learning are not necessary to adhere strictly to one method or another, but instead use a combination of approaches, depending on the goals of the lesson, the characteristics of learners, or institutional factors.



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Appendices

Appendix A : Teaching Materials

Appendix B : Language Functions & Language Forms

Appendix C : The Evaluation Form of the Quality Level of the Teaching

Materials

Appendix D : Lesson plans

Appendix E : The Format of the Index of the Item – Objective
Congruence (IOC) Form

Appendix F : Class video transcripts

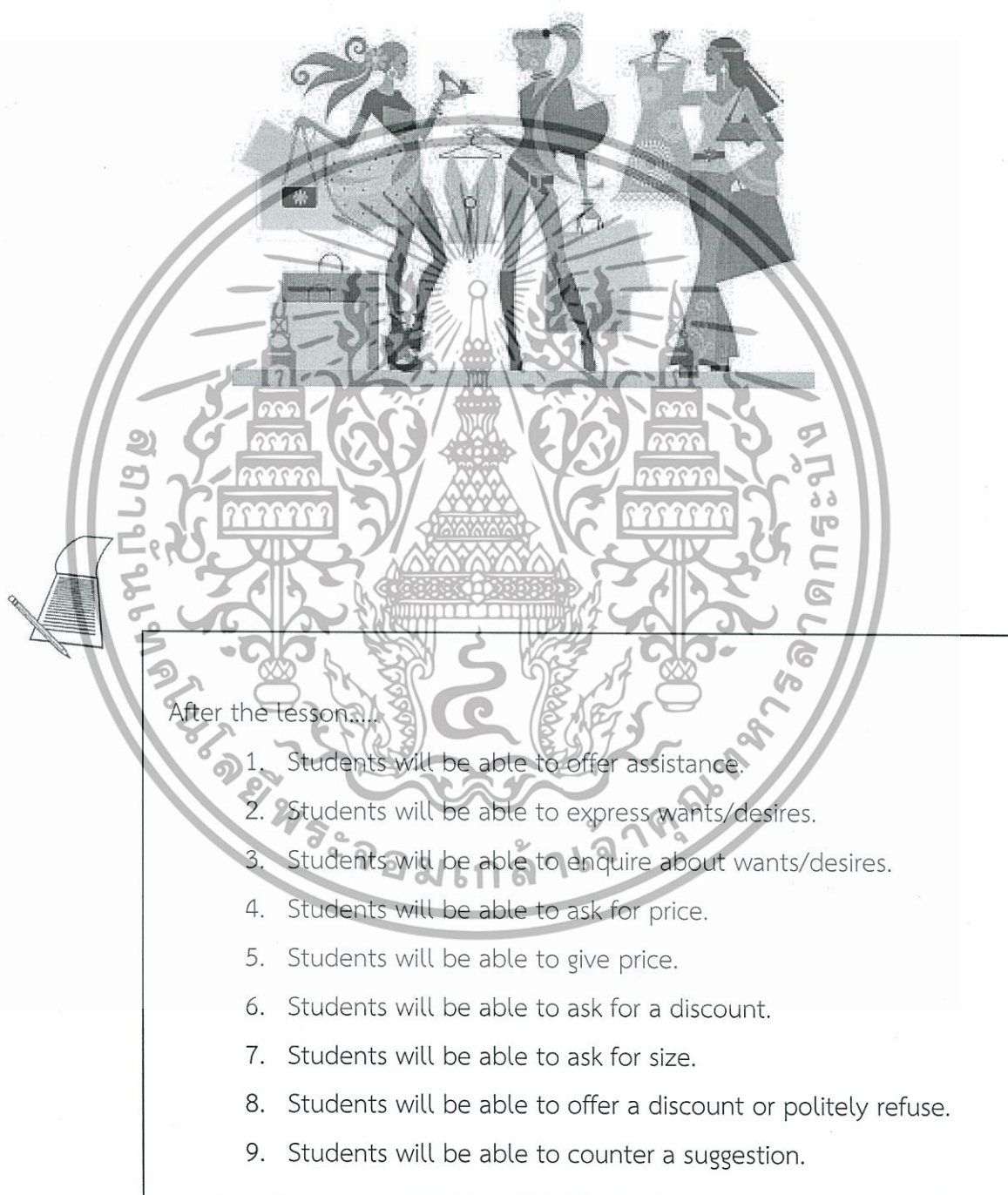
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Appendix A : Teaching Materials



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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SHOPPING



After the lesson...

1. Students will be able to offer assistance.
2. Students will be able to express wants/desires.
3. Students will be able to enquire about wants/desires.
4. Students will be able to ask for price.
5. Students will be able to give price.
6. Students will be able to ask for a discount.
7. Students will be able to ask for size.
8. Students will be able to offer a discount or politely refuse.
9. Students will be able to counter a suggestion.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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SHOPPING

VOCABULARY

A : Read the words and fill in each item.



1. _____



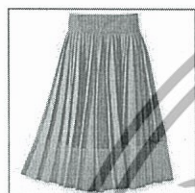
2. _____



3. _____



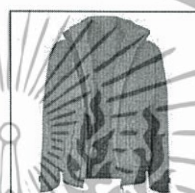
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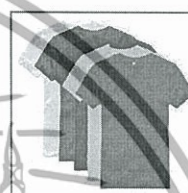
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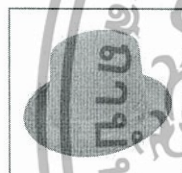
6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

coat(s)
dress(es)
hat(s)
cap(s)
jacket(s)
skirt(s)
pant(s)
shirt(s)
shoe(s)
sock(s)
sweater(s)
t-shirt(s)

CONVERSATION

B : Read and listen.

Salesperson : Good morning. Can I help you?

Customer : I'd like a pink T-shirt.

Salesperson : What size do you want?

Customer : Small. How much is it? I can't find the price.

Salesperson : 1,800 baht.

Customer : Can you give me a discount?

Salesperson : Sorry. It's in the sale.

Customer : Ok, I'll take it.

Salesperson : Thank you.



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LANGUAGE FUNCTIONS & FORMS

C : Study the following table.

Language Functions	Language Forms
Offering assistance	Can I help you? Do you need any help?
Expressing wants/desires	I'd like a shirt.... I want Do you have.....a shirt.....?
Enquiring about wants/desires	Can I try them on? Do you want to try it on? What color do you want?
Asking for size	What size is it? What size do you want? What size ofnoun.....do you take?
Asking for price	How much +v.to be.....+.....noun.....? - How much is it? - How much is this shirt? - How much are these shoes? How much do they cost? does it cost?
Giving prices	It's +price..... They're +price.....
Asking for a discount	Can you give me a discount?
Offering a discount or politely refuse	That's fine. We can give you 20% discount. I'm sorry That's the best price we can offer you. It's in the sale.
Countering a suggestion	How about.....? - How about this one? - How about 2,500 baht?

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D : Pair Work

At the clothing shop

You are an assistant for JJ clothing shop. Your partner is a customer. Create your own responses.

Assistant: Good morning. _____?

Customer: Yes, _____

Assistant: What size do you want?

Customer: _____

Assistant: Do you want _____?

Customer: Certainly. How much _____?

Assistant: _____

Customer: They're very expensive. _____?

Assistant: Sorry. _____

Customer: _____?

Assistant: Ummm...OK, _____

E : Pair Work

Student A and B have the same table but with different information like prices, sizes, colors and discounts. You will be A, and your partner will be B

Directions:

1. Work with a partner.

Student A: You're a shop assistant.

Student B: You're a customer.

2. Complete your information.
3. Switch roles.

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Student A Find these information on the table.

a coat, a jacket, a shirt, a sweater

Items	Size	Color	Price (Baht)	Discount (%)
A coat	S	Blue	_____	_____
A dress	_____	_____	4,000	10
A jacket	M	Black	_____	_____
Pants	_____	_____	2,000	10
A shirt	S	White	_____	_____
Shoes	_____	_____	2,500	10
A sweater	L	Red	_____	_____
A T-shirt	_____	_____	1,500	5

Target language

Can I help you?

I'm looking for...../ I'd like.....

What color do you want?

What size do you want?

How much.....?

It's...../ They're.....

Can you give me a discount?

Student B Find these information on the table.

a dress, pants, shoes, a T-shirt

Items	Size	Color	Price (Baht)	Discount (%)
A coat	_____	_____	4,500	20
A dress	M	Pink	_____	_____
A jacket	_____	_____	5,000	10
Pants	L	Brown	_____	_____
A shirt	_____	_____	1,800	5
Shoes	37	Black	_____	_____
A sweater	_____	_____	3,000	10
A T-shirt	M	Yellow	_____	_____

Target language

Can I help you?

I'm looking for...../ I'd like.....

What color do you want?

What size do you want?

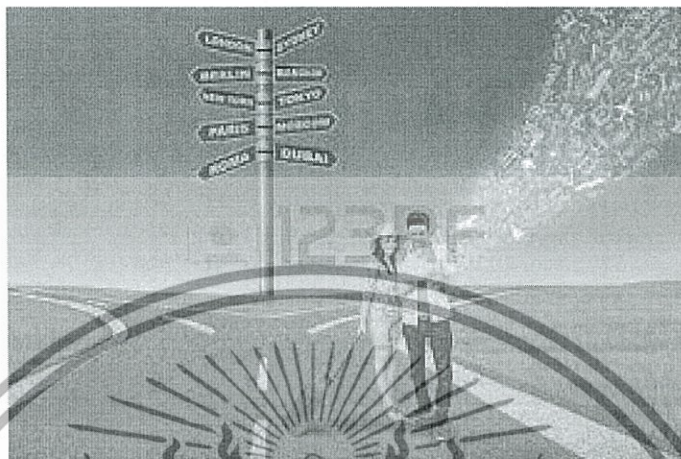
How much.....?

It's...../ They're.....

Can you give me a discount?

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Direction and Travelling



After the lesson....

1. Students will be able to ask for directions.
2. Students will be able to give directions.
3. Students will be able to use prepositions of place.

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Direction and Travelling

VOCABULARY

A : Read the words and fill in each item.



1. _____



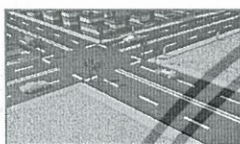
2. _____



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4. _____



5. _____



6. _____



7. _____



8. _____



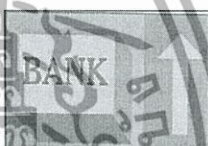
9. _____



10. _____



11. _____



12. _____

- over
- past
- street
- bridge
- across
- straight
- junction
- turn left
- turn right
- traffic light
- intersection
- roundabout

CONVERSATION

B : Read and Listen.

A: Excuse me, where is the cinema?

B: It's at the Big C.

A: Can you tell me the way to the Big C, please?

B: Yes, go straight on this street. Go past the park.

Then go over the bridge. Turn left and go along the street.

The Big C is on the right. The cinema is above the supermarket.

A: Thank you very much.

B: It's a pleasure.



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LANGUAGE FUNCTIONS & FORMS

C : Study the following table.

Language Functions	Language Forms
Asking for directions	Where is the + <i>place</i>? Can you tell me the way to + <i>place</i> ...,please? How can I go to + <i>place</i>?
Giving directions	Go straight on this street. along at the end of the road. down up Go over the bridge. Go past the bank. Turn right at the hotel. left at the first traffic light. It's + <i>preposition</i> + <i>place</i> It's near next to the drugstore. opposite in front of across from It's between the drugstore and the bookstore. It's on the corner of Pink and Yellow Street. It's on the left/right.

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D : You and your partner are on Santos Dumont Street. Ask for and give directions with your partner.



Where is the bank?

It's opposite the flower shop.

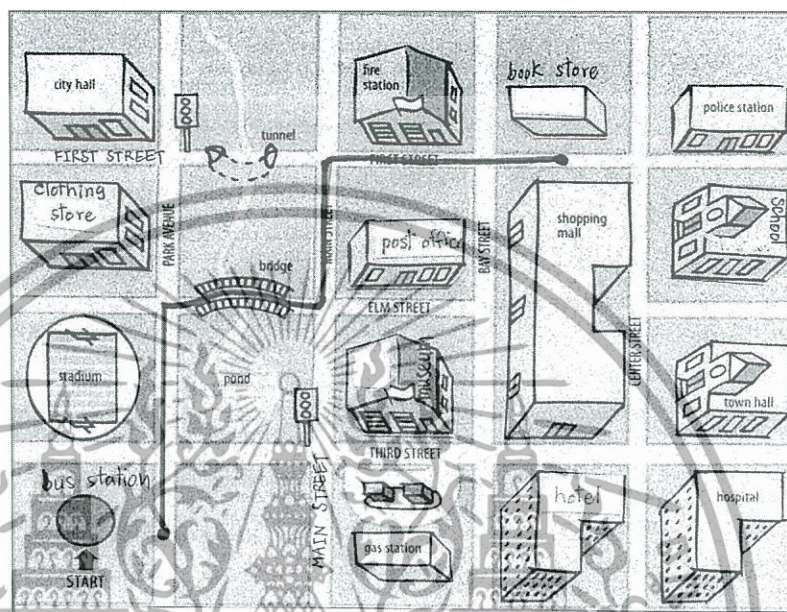
E : Pair Work

Directions: Student A and B have identical maps but different places. You will be A, and your partner will be B. Ask for and give directions with your partner.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

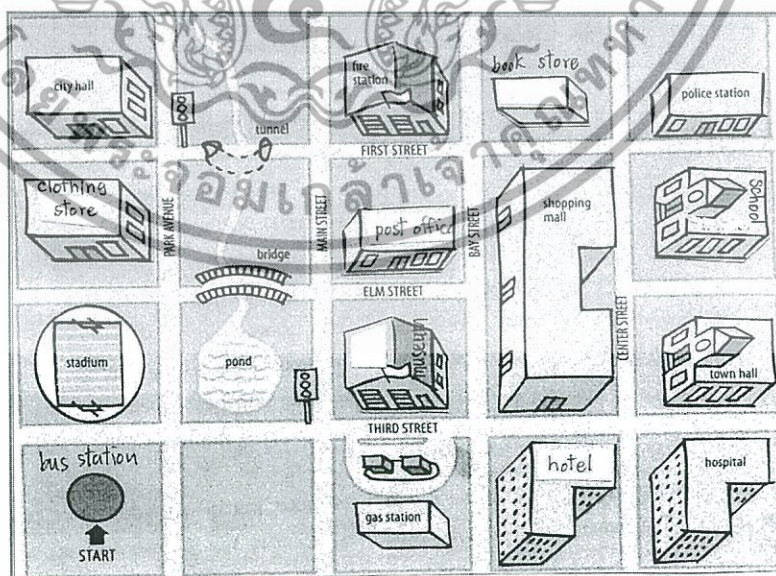
Student A On the map is a route which starts from the bus station and ends at the bookstore. Your partner has a blank map.

- Give direction to the bookstore following your route. You are not allowed to show him your map or to point at anything on his/hers.
- Use prepositions of place.



Student B: You're lost. You're at the bus station. You want to go to the bookstore.

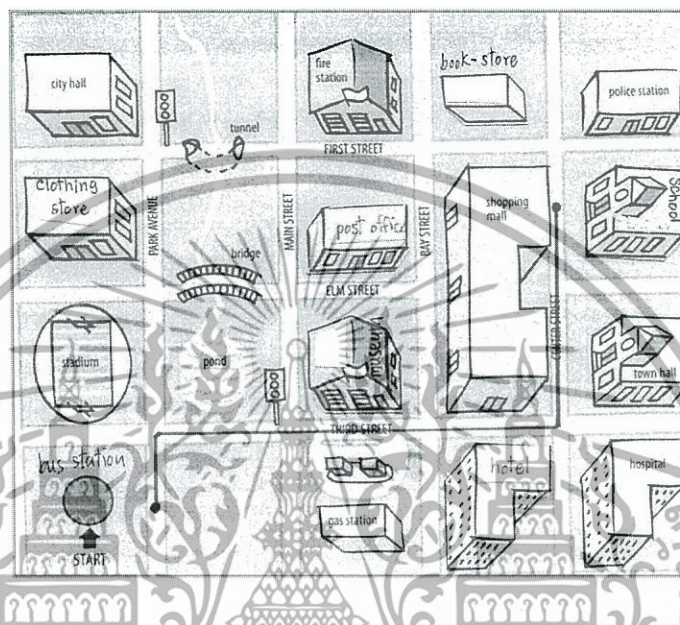
- Ask for direction.
- Draw the route to the bookstore.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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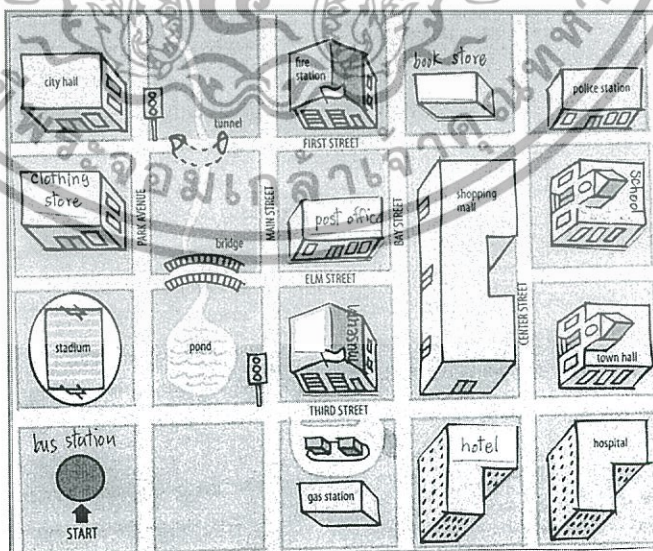
Student B On the map is a route which starts from the school and ends at the bus station. Your partner has a blank map.

- Give direction to the bus station following your route. You are not allowed to show him your map or to point at anything on his/hers.
- Use prepositions of place.



Student B: You're at the bus station. You want to go to the bus station.

- Ask for direction.
- Draw the route to the bus station



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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TELEPHONING



After the lesson....

1. Students will be able to ask for a person.
2. Students will be able to answer a call.
3. Students will be able to verify a caller.
4. Students will be able to ask someone to wait.
5. Students will be able to put a call through.
6. Students will be able to ask for extension.
7. Students will be able to explain the person is unavailable.
8. Students will be able to offer to take a message.
9. Students will be able to ask to leave a message.
10. Students will be able to request for information.

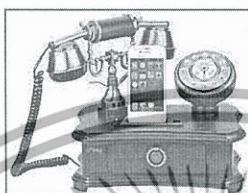
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TELEPHONING

VOCABULARY

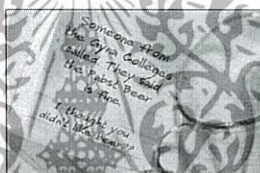
A : Read the words and fill in each item.

- a. telephone booth b. operator c. dial d. telephone
e. message f. busy g. telephone number / phone number



1. _____ 2. _____ 3. _____ 4. _____

4408675309
(440) 867-5309



5. _____ 6. _____ 7. _____

CONVERSATION

B : Read and Listen

- A: Good morning. ABC Company. Can I help you?
B: Can I speak to John, please?
A: Who is that calling?
B: This is Amita speaking.
A: Hold the line, please.
A: I'm sorry. He's out at the moment. Can I take a message?
B: Yes, please ask him to call me back.
A: Can I have your phone number, please?
B: It's 089-7979801.
A: 0-8-9-7-9-7-9-8-0-1
B: Thank you very much. Good bye.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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LANGUAGE FUNCTIONS & FORMS

C : Study the following table.

Language Functions	Language Forms
Answering a call	<p>....(telephone number)..... .</p> <p>Hello, this is +.....name..... +speaking.</p> <p>.....name..... + here.</p> <p>This is +name...../...company's name.... .</p>
Asking for a person	<p>Can I speak to +name..... + please?</p> <p>Could you put me through to +name....., please?</p> <p>I'd like to speak to +name....., please?</p> <p>Is...name....there?</p>
Verifying a caller	<p>Who is that calling?</p> <p>Can I have your name?</p>
Putting a call through	<p>I'll put you through.</p> <p>I'm connecting you now.</p>
Asking for extension	<p>Can I have extension +number....., please?</p> <p>Extension +number....., please?</p>
Asking someone to wait	<p>Hold the line, please.</p> <p>Just a moment, please.</p> <p>Can you hold?</p>
Explaining the person is unavailable	<p>Sorry, she's unavailable at the moment.</p> <p>She's in a meeting.</p> <p style="padding-left: 20px;"> at lunch.</p> <p style="padding-left: 20px;"> out of the office.</p> <p style="padding-left: 20px;"> not at home right now.</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Language Functions	Language Forms
Offering to take a message	Can I take a message? Would you like to leave a message?
Asking to leave a message	Can I leave a message? Could I Could you give.....a message?
Leaving a message	Please ask.....to call me back. tell I called. say called.
Requesting for information	Can I have your telephone number? When+v.to be+subject+free/available? - When is he free/available?
Announcing new call	I'll call back again. later. this evening.
Ending a call	Thank you for your time. Thanks for calling /Goodbye. / Bye.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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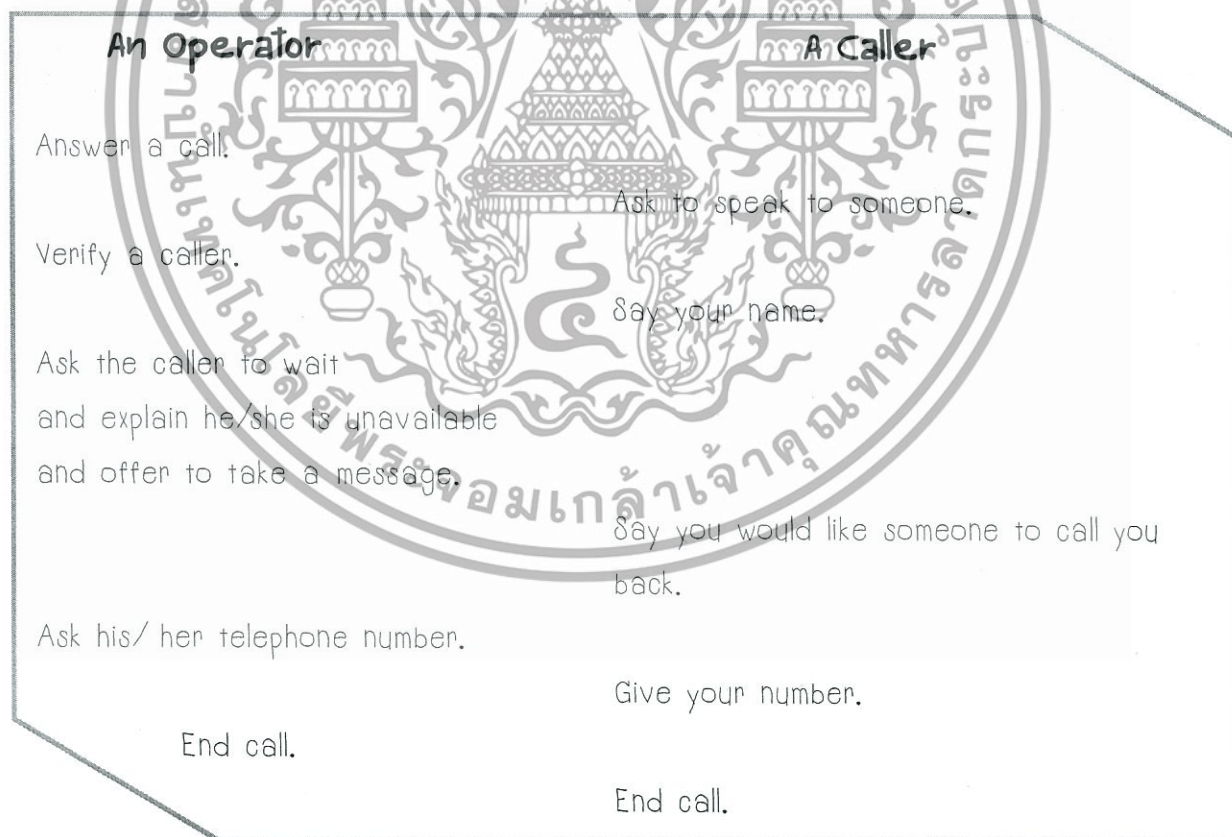
D : Pair Work

At the office

You are an operator. Your partner is a caller. Create your own responses.


- Student A : _____
- Student B : Good morning, can I speak to _____, please?
- Student B : Who is calling?
- Student A : _____
- Student B : I'm sorry, _____
- Student A : Yes, _____
- Student B : Can I have your telephone number?
- Student A : _____
- Student B : Ok, _____
- Student A : Thank you for your time.

E : Use the following chart to make a telephone conversation.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่นิยมนำไปใช้ประโยชน์ด้านการค้า
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SHOPPING



After the lesson.....

10. Students will be able to offer assistance.
11. Students will be able to express wants/desires.
12. Students will be able to enquire about wants/desires.
13. Students will be able to ask for price.
14. Students will be able to give price.
15. Students will be able to ask for a discount.
16. Students will be able to ask for size.
17. Students will be able to offer a discount or politely refuse.
18. Students will be able to counter a suggestion.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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SHOPPING

A : Read the words and fill in each items.

VOCABULARY



1. _____



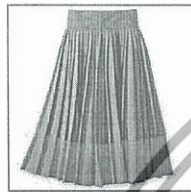
2. _____



3. _____



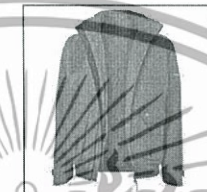
4. _____



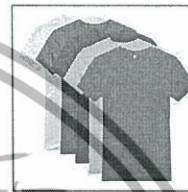
5. _____



6. _____



7. _____



8. _____



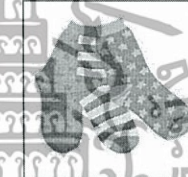
9. _____



10. _____



11. _____



12. _____

coat(s)
dress(es)
hat(s)
cap(s)
jacket(s)
skirt(s)
pant(s)
shirt(s)
shoe(s)
sock(s)
sweater(s)
t-shirt(s)

CONVERSATION

B : Read and listen.

Salesperson : Good morning. Can I help you?

Customer : I'd like a pink T-shirt.

Salesperson : What size do you want?

Customer : Small. How much is it? I can't find the price.

Salesperson : 1,800 baht.

Customer : Can you give me a discount?

Salesperson : Sorry. It's in the sale.

Customer : Ok, I'll take it.

Salesperson : Thank you.



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LANGUAGE FUNCTIONS & FORMS

C : Study the tables.

Language Functions	Language Forms
Offering assistance	Can I help you? Do you need any help?
Expressing wants/desires	I'd likea shirt.... I want Do you have.....a shirt.....?
Enquiring about wants/desires	Can I try them on? Do you want to try it on? What color do you want?
Asking for size	What size is it? What size do you want? What size...noun....do you take?
Asking for price	How much + ...v.to be... +noun.....? - How much is it? - How much is this shirt? - How much are these shoes? How much do they cost? does it cost?
Giving prices	It's +price..... They're +price.....
Asking for a discount	Can you give me a discount?
Offering a discount or politely refuse	That's fine. We can give you 20% discount. I'm sorry That's the best price we can offer you. It's in the sale.

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Language Functions	Language Forms
Countering a suggestion	How about.....? - How about this one? - How about 2,500 baht?

3,000 baht

D : Put the sentences to make a shopping conversation.

Good morning. Can I help

Certainly. How much

What size do you want?

Do you want to try on a jacket?

Sorry. That's the best price we can offer you.

Large.

They're very expensive. Can you give me a discount?

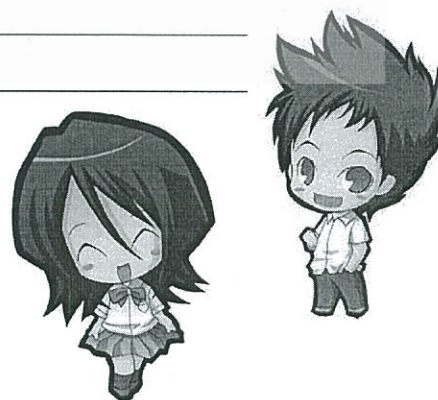
It's.....

Ummm...Ok, That's be fine.

How about 2,000 baht?

Yes, I'm looking for a new jacket.





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E : Ask and answer questions about the table.

Items	Size	Color	Price (Baht)	Discount (%)
Coat	S	Blue	4,500	20
Dress	M	Pink	4,000	10
Jacket	M	Black	5,000	10
Pants	L	Brown	2,000	10
Shirt	S	White	1,800	5
Shoes	37	Black	2,500	10
Sweater	L	Red	3,000	10
T-shirt	M	Yellow	1,500	5

EXAMPLE

A : Can I help you?

B : *I'd like a coat.*

A : What size do you want?

B : *Small.*

A : What color do you want?

B : *Blue.* How much is this coat?

A : *It's 4,500 baht.*

B : Can you give me a discount?

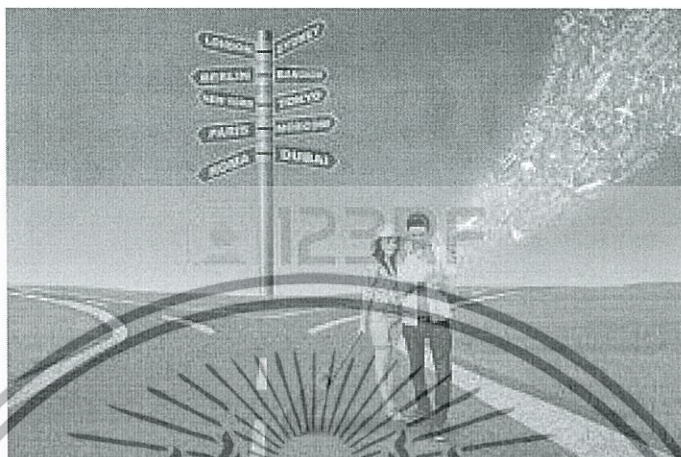
A : Yes. *We can give you 20% discount.*

B : Thank you very much.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Direction and Travelling



After the lesson....

4. Students will be able to ask for directions.
5. Students will be able to give directions.
6. Students will be able to use prepositions of place.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Direction and Travelling

VOCABULARY

A : Read the words and fill in each items.



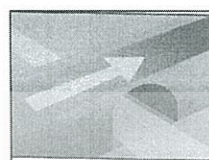
1. _____



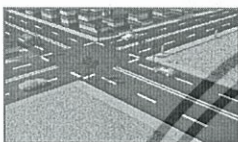
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



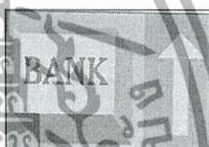
9. _____



10. _____



11. _____



12. _____

over
past
street
bridge
across
straight
junction
turn left
turn right
traffic lights
Intersection
Roundabout

CONVERSATION

B : Read and listen.

A: Excuse me, Where is the cinema?

B: It's at the Big C.

A: Can you tell me the way to the Big C?

B: Yes, Go straight on this street. Go past the park.

Then go over the bridge. Turn left and go along the street.

The Big C is on the right. The cinema is above the supermarket.

A: Thank you very much.

B: It's a pleasure.



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LANGUAGE FUNCTIONS & FORMS

C : Study the tables.

Language Functions	Language Forms
Asking direction	<p>Where is the +<i>place</i>.....?</p> <p>Can you tell me the way to +<i>place</i>....,please?</p> <p>How can I go to +<i>place</i>.....?</p>
Giving direction	<p>Go straight on this street.</p> <p>along at the end of the road.</p> <p>down </p> <p>up </p> <p>Go over the bridge.</p> <p>Go past the bank.</p> <p>Turn right at the hotel.</p> <p>left at the first traffic light.</p> <p>It's +<i>preposition</i>..... +<i>place</i>.....</p> <p>It's near </p> <p>next to the drugstore.</p> <p>opposite </p> <p>next to </p> <p>in front of </p> <p>across from </p> <p>It's between the drugstore and the bookstore.</p> <p>It's on the corner of Pink and Yellow Street.</p> <p>It's on the left/right.</p>

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

D : Look at the map. Then practice with a partner.



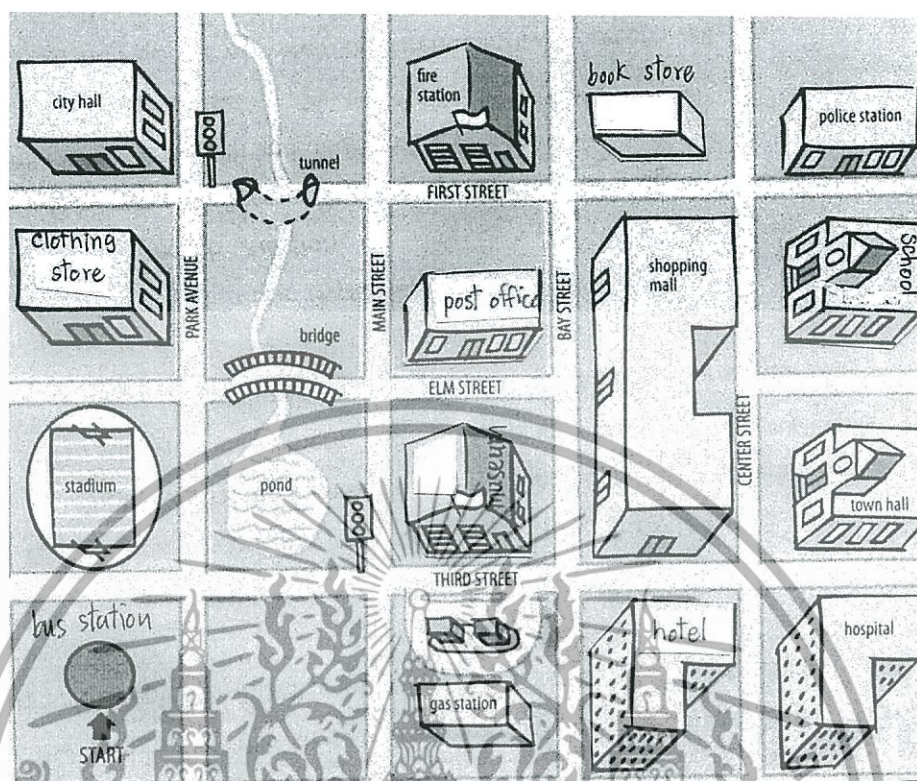
Where is the bank?

It's opposite the flower shop.

1. A : Where is the bookstore?
B : _____
2. A : Where is the toy store?
B : _____
3. A : Where is the hospital?
B : _____
4. A : Where is the fast food restaurant?
B : _____
5. A : Where is the supermarket?
B : _____
6. A : Where is the music store?
B : _____
7. A : Where is the pet shop?
B : _____

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E : Look at the map and giving direction.



EXAMPLE

A : Excuse me, Can you tell me the way to the city hall?

B : Yes. Go straight on Park Avenue. Go past the stadium and the clothing store. The city hall is on the corner.

A : Thank you very much.

Ask about these places:

1. post office
2. hospital
3. bookstore
4. shopping mall
5. fire station

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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TELEPHONING



After the lesson.....

11. Students will be able to ask for a person.
12. Students will be able to answer a call.
13. Students will be able to verify a caller.
14. Students will be able to ask someone to wait.
15. Students will be able to put a call through.
16. Students will be able to ask for extension.
17. Students will be able to explain the person is unavailable.
18. Students will be able to offer to take a message.
19. Students will be able to ask to leave a message.
20. Students will be able to request for information.

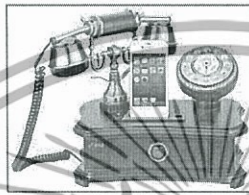
เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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TELEPHONING

VOCABULARY

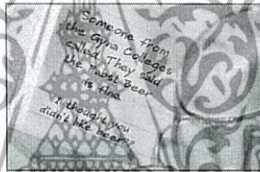
A : Read the words and fill in each items.

- b. telephone booth b. operator c. dial d. telephone
e. message f. busy g. telephone number / phone number



1. _____ 2. _____ 3. _____ 4. _____

4408675309
(440) 867-5309



5. _____ 6. _____ 7. _____

CONVERSATION

B : Read and listen.

- A: Good morning. ABC Company. Can I help you?
B: Can I speak to John, please?
A: Who is that calling?
B: This is Amita speaking.
A: Hold the line, please.
A: I'm sorry. He's out at the moment. Can I take a message?
B: Yes, please ask him to call me back.
A: Can I have your phone number, please?
B: It's 089-7979801.
A: 0-8-9-7-9-7-9-8-0-1
B: Thank you very much. Good bye.



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LANGUAGE FUNCTIONS & FORMS

C : Study the tables.

Language Functions	Language Forms
Answering a call	Oxford Publishing,(telephone number)..... Hello, this is +.....name..... +speaking.name..... + here. This is +name...../...company's name....
Asking for a person	Can I speak to +name..... + please? Could you put me through to +name....., please? I'd like to speak to +name....., please? Is...name....there?
Verifying a caller	Who is that calling?
Putting a call through	Can I have your name? I'll put you through. I'm connecting you now.
Asking for extension	Can I have extension +number...., please?
Asking someone to wait	Extension +number...., please? Hold the line, please. Just a moment, please. Can you hold?
Explaining the person is unavailable	Sorry, she's unavailable at the moment. She's in a meeting. at lunch. out of the office. not at home right now.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Language Functions	Language Forms
Offering to take a message	Can I take a message? Would you like to leave a message?
Asking to leave a message	Can I leave a message? Could you give.....a message?
Leaving a message	Please ask.....to call me back. tell I called. Say called.
Requesting for information	Can I have your telephone number? When+v.to be+subject+free/available?
Announcing new call	I'll call back again. later. this evening.
Ending a call	Thank you for your time. Thanks for calling /Goodbye. / Bye.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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D : Put the sentences to make a phone conversation.

Can I speak to ,please?	It's 089-4395871.
This is speaking.	Can I have your telephone number?
Good morning. Can I help you?	Who's calling?
Yes, please ask to call me back?	Ok. I'll tell..... .
I'm sorry,not at home right now. Can I take a message?	Thank you for your time.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Appendix B
Language Functions & Forms



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Topics	Language Functions	Language Forms
Shopping	Offering assistance	Can I help you? Do you need any help?
	Expressing wants/desires	I'd like a shirt.... I want Do you have a shirt?
	Enquiring about wants/ desires	Can I try them on? Do you want to try it on? What color do you want?
	Asking for size	What size is it? What size do you want? What size... <i>noun</i>do you take?
	Asking for price	How much + ... <i>v.to be</i> ... +..... <i>noun</i>? - How much is it? - How much is this shirt? - How much are these shoes? How much do they cost? does it cost?
	Giving prices	It's + <i>price</i> They're + <i>price</i> Can you give me a discount?
	Asking for a discount Offering a discount or politely refuse Countering a suggestion	That' s fine. We can give you 20% discount. I'm sorry That's the best price we can offer you. It's in the sale. How about.....? - How about this one? - How about 2,500 baht?

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่นิยมนำไปใช้ประโยชน์ด้านการค้า
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Topics	Language Functions	Language Forms
Direction and Travelling	Asking direction	Where is the + <i>place</i>? Can you tell me the way to + <i>place</i>, please? How can I go to + <i>place</i>?
	Giving direction	Go straight on this street. along at the end of the road. down up Turn right at the hotel. left at the first traffic light. It's + <i>preposition</i> + <i>place</i> It's next to the drugstore. opposite next to in front of across from It's between the drugstore and the bookstore. It's on the corner of Pink and Yellow Street. It's on the left/right.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่นิยมนำไปใช้ประโยชน์ด้านการค้า
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Topics	Language Functions	Language Forms
Telephoning	Answering a call	Oxford Publishing,(telephone number)..... . Hello, this is +.....name..... +speaking.name..... + here. This is +name...../...company's name.... .
	Asking for a person	Can I speak to +name..... + please? Could you put me through to +name....., please? I'd like to speak to +name....., please? Is...name....there?
	Verifying a caller	Who is that calling? Can I have your name?
	Putting a call through	I'll put you through. I'm connecting you now.
	Asking for extension	Can I have extension +number...., please? Extension +number...., please?
	Asking someone to wait	Hold the line, please. Just a moment, please. Can you hold?
	Explaining the person is unavailable	Sorry, she's unavailable at the moment. She's in a meeting. at lunch. out of the office. not at home right now.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Topics	Language Functions	Language Forms
Telephoning	Offering to take a message	Can I take a message? Would you like to leave a message?
	Asking to leave a message	Can I leave a message? Could I Could you give.....a message?
	Leaving a message	Please ask.....to call me back. tell I called. Say called.
	Requesting for information	Can I have your telephone number? When's free?
	Announcing new call	I'll call back again. later. this evening.
	Ending a call	Thank you for your time. Thanks for calling /Goodbye. / Bye.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Appendix C :

The Evaluation Form of the Quality Level of the Teaching Materials



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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The Evaluation Form of the Quality Level of the Teaching Materials

Instruction for filling out evaluation: Please tick (✓) in the blank where it is the most relevant to your opinion.

Evaluation List	The Quality Level				
	The highest 5	High 4	Moderate 3	Low 2	The lowest 1
Contents and Presentations					
1. Congruence between the contents and the objectives					
2. Content accuracy					
3. Accuracy of the content arrangement					
4. Clarity of the contents					
5. Appropriate utilization of the level					
Average					
Illustrations and Language					
6. Appropriate utilization of illustrations					
7. Clear illustrations					
8. Language accuracy					
Average					
Practices					
9. Congruence between practices and the objectives					
10. Clear direction					
11. Appropriate utilization of the level					
Average					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Appendix D : Lesson plans




เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Shopping

Lesson plan	Communicative Approach	Traditional Approach
Goal	Students will be able to increase their familiarity with the language used in a shopping conversation.	
Objectives	<ol style="list-style-type: none"> 1. Students will be able to offer assistance. 2. Students will be able to express wants/desires. 3. Students will be able to enquire about wants/desires. 4. Students will be able to ask for price. 5. Students will be able to give price. 6. Students will be able to ask for a discount. 7. Students will be able to ask for size. 8. Students will be able to offer a discount or politely refuse. 9. Students will be able to counter a suggestion. 	
Materials and equipment	Real clothes Pictures Role play cards	
Procedures Warm up	<ol style="list-style-type: none"> 1. A teacher asks students about their shopping habits. For example;	<ol style="list-style-type: none"> 1. A teacher writes the topic on the board and explain the purpose of the

<p>SHOPPING</p> <p>VOCABULARY</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p> <p>5. _____ 6. _____ 7. _____ 8. _____</p> <p>9. _____ 10. _____ 11. _____ 12. _____</p> <p> dress(es) dress(es) pants coat(s) jacket(s) skirt(s) pants(s) shirt(s) short(s) sock(s) sock(s) shoe(s) glove(s) </p>	<p>- Do you like shopping? Why? Why not?</p> <p>- Where do you like to go shopping?</p> <p>- What was the last thing you bought in a shop?</p> <p>- How much was it?</p> <p>2. Explain the purpose of the lesson.</p> <p><i>Pre-communicative activities</i></p> <p>Structural activities</p> <p>3. The teacher introduces vocabulary by using real clothes such as a dress, pants, a cap, socks and a sweater.</p> <p>4. Divide the students into pairs. Ask them to work together and match the</p>	<p>lesson.</p> <p>2. The teacher introduces vocabulary on the board.</p> <p>3. The teacher reads the vocabulary to the students and lets the students repeat the word after the teacher.</p> <p>4. The teacher translates the meaning into Thai.</p> <p>5. Students complete the items</p>
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<p>CONVERSATION</p> <p>Salesperson: Good morning. Can I help you? Customer: I'd like a pink T-shirt. Salesperson: What size do you want? Customer: Small. How much is it? I can't find the price. Salesperson: 1,800 baht. Customer: Can you give me a discount? Salesperson: Sorry. It's in the sale. Customer: Ok, I'll take it. Salesperson: Thank you.</p> 	<p>words to the pictures.</p> <p>5. Encourage them by using the following questions to explain the pictures:</p> <p><i>What is this?</i> <i>How do you spell that?</i></p> <p>6. After the activity, the teacher asks students who wear a white shirt to stand up.</p> <p>7. The teacher describes what students are wearing and then writes the word on the board (“...<i>the name of student.....</i>is wearing a white shirt, a black skirt, and black shoes.”).</p> <p>8. The teacher explains how to use an adjectives for modifying nouns.</p> <p>9. Students look at a picture the</p>	<p>individually.</p> <p>6. After the activity, the teacher asks a volunteer to check for correctness.</p> <p>7. The teacher explains the adjectives, writes them on the board, and then translates them into Thai.</p> <p>8. The teacher introduces a</p>
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	<p>teacher asks the students:</p> <ul style="list-style-type: none"> - <i>Where are they?</i> - <i>What does the shop sell?</i> - <i>What do you think the people are saying?</i> <p>10. Divide students into pairs and list expressions used for shopping.</p> <p>11. After the activity, the teacher explains about size by using a picture of 4 T-shirts—SMALL, MEDIUM, LARGE and EXTRA LARGE.</p>	<p>dialogue by reading aloud.</p> <p>9. Students repeat the dialogue line by line after the teacher.</p> <p>10. The teacher translates the dialogue into Thai.</p> <p>11. Students practice the dialogue in pairs.</p> <p>12. The teacher monitors pronunciation and accuracy by moving around the class.</p> <p>13. The teacher explains about size by writing a 4 words on the board—SMALL, MEDIUM, LARGE and EXTRA LARGE and translates them into Thai.</p> <p>14. Ask students to read through</p>
	<p>Quasi-communicative activities</p>	

LANGUAGE FUNCTIONS AND FORMS

12. Make a list of...

Language Functions	Language Forms
Offering assistance	Can I help you? Do you need any help?
Expressing wants/preferences	I'd like ... a shirt. I want ... Do you have a shirt?
Inquiring about wants/preferences	Can I try these on? Do you want to try it on? What color do you want?
Asking for size	What size is it? What size do you want? What size shoes do you take?
Asking for price	How much is ... to buy ... How much is it? How much is this shirt? How much are these shoes? How much do I pay for it? How much is the shirt?
Giving prices	It's ... price. They're ... price.
Asking for a discount	Can you give me a discount?
Offering a discount or politely refuse	That's fine. We can give you 20% discount. I'm sorry. That's the best price we can offer you. It's in the sale.
Countering a suggestion	How about ... How about this one? How about 2500 baht?

12. The teacher writes two columns on the board: shop assistant and customer.

13. Divide students into two groups.

14. The teacher gives each group a set of language functions & forms for shop assistants and customers.

15. The teacher asks students to work together and write the language forms on the board.

16. After the activity, the teacher points out the language functions & forms in shopping.

language functions and language forms for asking and giving price, and check students, understanding on the terms used.

17. Divide students into pairs.

15. According to a shopping

Traditional approach

D: Put the sentences to make a shopping conversation

3,000 baht

Good morning. Can I help?

Certainly. How much _____?

What size do you want?

Do you want to try on a jacket?

Sorry. That's the best price we can offer you.

Large.

They're very expensive. Can you give me a discount?

It's _____.

Ummm...Ok. That's be fine.

How about 2,000 baht?

Yes, I'm looking for a new jacket

18. The teacher asks students to create their own responses.

19. After the activity, the teacher gives feedback.

conversation, students rearrange the turns in the correct order.

Communicative approach

Assistant: Good morning _____?

Customer: Yes, _____.

Assistant: What size do you want?

Customer: _____.

Assistant: Do you want _____?

Customer: Certainly, how much _____?

Assistant: _____.

Customer: They're very expensive, _____?

Assistant: Sorry, _____.

Customer: _____?

Assistant: Ummm...Ok, _____.

Communicative activities

Traditional approach

ตัวอย่างข้อมูลสินค้าและส่วนลด

Items	Size	Color	Price (Baht)	Discount (%)
Coat	S	Blue	4,500	20
Dress	M	Pink	4,000	10
Jacket	M	Black	3,000	10
Pants	L	Brown	2,000	10
Shirt	S	White	1,000	5
Shoes	37	Black	2,500	10
Sweater	L	Red	3,000	10
T-shirt	M	Yellow	1,500	5

EXAMPLE

- A: Can I help you?
 B: I'd like a coat.
 A: What size do you want?
 B: Small.
 A: What color do you want?
 B: Blue. How much is this coat?
 A: It's 4,500 baht.
 B: Can you give me a discount?
 A: Yes. We can give you 20% discount.
 B: Thank you very much.

Communicative approach

Pair work: Student A and B have the same table but with different information like prices, sizes, colors and discounts. Complete their own information with their partner.

Directions:

1. Work with a partner.

Student A: You're a shop assistant.

Student B: You're a customer.

Functional activities

20. Divide the students into pairs.

21. Give each student a table which shows different information, as shown in page 55.

22. Student A and B have the same table with different information like prices, sizes, colors and discounts.

Each student can therefore complete their own information by asking their partner for the prices, sizes, colors and discounts that they lack.

For example:

John : _____

Tom : I'd like a dress.

John : _____

Tom : Medium.

John : _____

Tom : Pink. _____

16. Students will look at information and make a dialogue following the table.

For example

John : Can I help you?

Tom : I'd like a coat.

John : What size do you want?

Tom : Small.

John : What color do you want?

Tom : Blue. How much is this coat?

John : It's 4,500 baht.

Tom : Can you give me a discount?

John : Yes. We can give you 20% discount.

Tom : Thank you very much.

17. Check the answer with the class.


18. The teacher explains language

<p>2. Complete your information.</p> <p>3. Switch roles.</p>	<p>John : It's 4,000 baht.</p> <p>Tom : _____</p> <p>John : Yes. <i>We can give you 10% discount.</i></p> <p>Tom : _____</p> <p>23. After the activity, each pair check for the correctness.</p> <p>24. The teacher gives feedback and points out that we can ask for enquiring to try on and countering a suggestion in these ways.</p> <p>— <i>Can I try.....on?</i></p> <p>— <i>How about.....?</i></p>	<p>forms for enquiring to try on and countering a suggestion.</p>
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Role play card

Perform a role play with your partner based on the following clues.

Student A – Shop assistant



You have 1 jacket
 Size – S, M, L
 Color – yellow, black, red
 Price – 5,000 baht/each

- Offering assistance.
- Asking for size.
- Inquiring about color and try on a color.
- Quoting price.
- Offering 10% discount.

Student B – Customer

You want to buy 1 jacket
 Size – M
 Color – black

- Expressing wants/needs. (I want a jacket / size / color)
- Asking for price.
- Asking for 10% discount. If no, counteracting a negotiation.

Social interaction activities

25. Divide the students into pairs.
26. The teacher hands out a set of role cards A and B.
27. The teacher explains how to perform the role-play according to the cue cards.
28. Students have to make use of all language functions and forms they learnt in the unit.
29. Allow them a few minutes to prepare their roles.
30. Start the role play.
31. The teacher monitors the activity and notes down any mistakes made by the students.
32. After finishing the role play, the teacher gives feedback on the mistakes and possible problems.

19. Divide the students into pairs. One student acts as A in the dialogue, and the other student as B. Both students A and B memorize the dialog and practice conversation.

Extra-Classwork assignment	Divide the students into groups of three or four. Have them list things from magazines and make their own conversation, following the contents they learned in the unit.	
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Direction and Travelling

Lesson plan	Communicative Approach	Traditional Approach
Goal	Students will be able to increase their familiarity with direction and travelling conversations.	
Objectives	<ol style="list-style-type: none"> 1. Students will be able to ask for directions. 2. Students will be able to give directions. 3. Students will be able to use prepositions of place. 	
Materials and equipment	A map Role play cards	A map
Procedures Warm up	<ol style="list-style-type: none"> 1. A teacher asks students where they can find the following items. <ul style="list-style-type: none"> - Newspaper / Books - Stamp - canned goods - movie 	<ol style="list-style-type: none"> 1. A teacher writes the topic on the board and explains the purpose of the lesson.

T : Where can I buy _____ ?

T : Where is it?

Pre-communicative activities

Structural activities

Direction and Travelling

VOCABULARY

ดูภาพและเติมคำในช่องว่าง

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____ 11. _____ 12. _____

car
bus
train
bridge
across
straight
junction
turn left
turn right
traffic lights
intersection
roundabout

2. Divide the students into groups of three or four.

3. Each group looks at the pictures and completes the items.

4. After the activity, each group presents more vocabulary used for direction and travelling.

2. The teacher introduces vocabulary on the board.

3. The students repeat the words after the teacher.

4. The teacher translates the meaning into Thai.

5. Students complete the items.

6. After the activity, the teacher asks a volunteer to check for correctness.

<p>IMMERSION</p> <p><i>Listen and do.</i></p> <p>A: Excuse me, where is the cinema? B: It's at the Big C. A: Can you tell me the way to the Big C? B: Yes. Go straight on this street. Go past the park. Then go over the bridge. Turn left and go along the street. The Big C is on the right. The cinema is above the supermarket. A: Thank you very much. B: It's a pleasure.</p> 	<p>5. Students look at a picture. Ask students:</p> <p>- <i>What do you think the people are saying?</i> - <i>Where are they?</i></p> <p>6. Divide the students into pairs and they present expressions used for direction and travelling.</p>	<p>7. A teacher introduces a dialogue by reading aloud.</p> <p>8. Students repeat the dialogue line by line after the teacher.</p> <p>9. The teacher translates the meaning into Thai.</p> <p>10. Students practice the dialogue in pairs.</p> <p>11. The teacher monitors pronunciation and accuracy by moving around the class.</p> <p>12. The teacher asks the questions about the dialogue to check students' understanding.</p>
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Language Functions	Language Forms
Asking direction	Where is the+ place? Can you tell me the way to + place, please? How can I go to + place?
Giving direction	Go straight on this street. along at the end of the road. down up Turn right at the hotel. left at the first traffic light. It's + preposition + noun. It's next to the drugstore. opposite next to in front of across from It's between the drugstore and the bookstore. It's on the corner of Veteran and Gajah Mada Street. It's on the left/right.

Quasi-communicative activities

7. The teacher explains prepositions by drawing a map on the board to show *near, next to, across from, behind, in front of, and between.*

8. Students listen and draw a picture.

For example,

- The hospital is behind the market.
- The post office is next to the coffee shop.
- The police station is opposite the school.

9. The teacher points out that the students can ask for directions in

13. Ask students to read through the table of language functions and language forms for asking and giving direction and check their understandings.

14. The teacher explains prepositions by writing words on the board and translates them into Thai.

these ways.

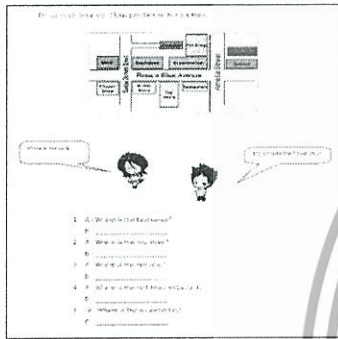
- Where is the _____ ?
- Can you tell me the way to _____ ?
- How can I go to _____ ?

9. The teacher chooses a place on the board and gives directions to that place (The teacher does not tell the students where it is) and asks students to guess where it is. For example,

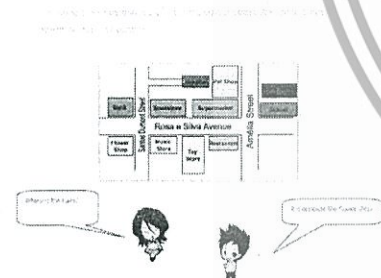
T : Go straight on Orange Street. Turn left. It's on the right across from the police station.

Ss : It's the school.

Traditional approach



Communicative approach



11. The teacher asks the questions about the map to practice the language functions and forms.

For example,

T: Where is the flower shop?

S: It is across from the bank.

T: Where is the toy store?

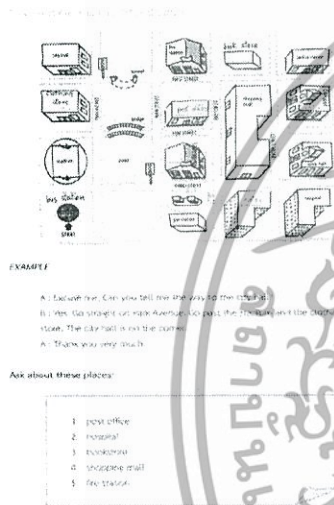
S: It is between a music store and a restaurant.

12. Divide the students into pairs and use the map to practice the prepositions.

For example,

15. The teacher explains that the students will look at the picture and fill in blanks with the language they learned.

Traditional approach



Communicative approach

Directions: Student A and B have identical maps but different places. Ask for and give

Tom : *Where is the bookstore?*

John : *It's across from the music store.*

John : *Where is the pet shop?*

Tom : *It's next to the supermarket.*

Communicative activities

Functional activities

13. Divide students into pairs and explain the activity.

14. Student A and B have identical

16. Students look at the map and make a sentence following the map.

For example,

John : *Excuse me, can you tell me the way to the city hall?*

Tom : *Yes. Go straight on Park Avenue. Go past the stadium and the clothing store. The city hall is on the corner.*

John : *Thank you very much.*

17. The teacher checks the answer with the class.

directions with your partner.

maps but different places.

15. The students exchange their information by asking and giving directions with the language they learnt.

16. Start the activity again, students swap roles.

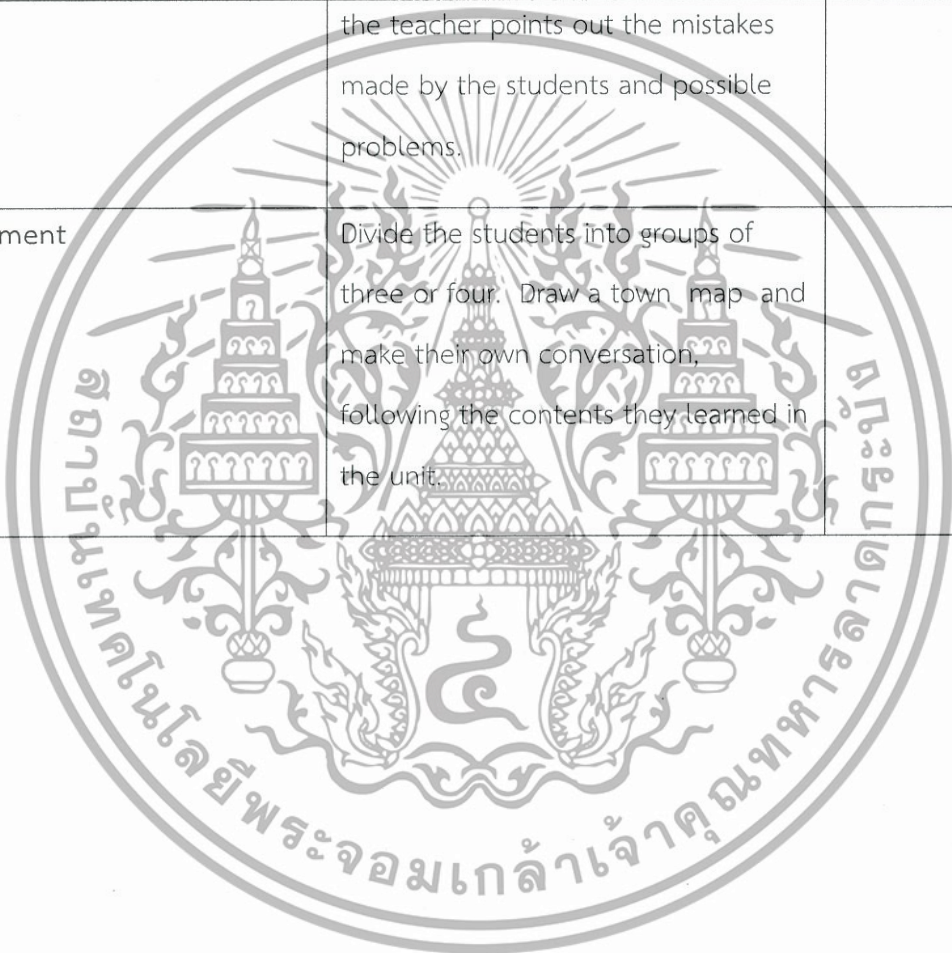
17. After the activity, each pair checks for the correctness.

18. The teacher gives feedback.



<p style="text-align: center;">Role play card</p> <p>Perform a role play with your partners based on the following clues.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Student A</p> <p>You are a tourist. You are in a van station. You would like to visit somewhere in Samnuek Sakhon.</p> <ul style="list-style-type: none"> - Ask for directions. </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Student B</p> <p>You are in a van station. A tourist want to find his way to somewhere in Samnuek Sakhon.</p> <ul style="list-style-type: none"> - Give direction. <ul style="list-style-type: none"> • go straight • go past • go over • turn left • turn right - Use prepositions of place. </div>	<p style="text-align: center;">Social interaction activities</p> <p>19. Divide the students into pairs.</p> <p>20. The teacher hands out a set of role cards A and B.</p> <p>21. The teacher explains how to perform the role-play according to the cue cards.</p> <p>22. Allow them a few minutes to prepare their roles.</p> <p>23. Start the role play.</p> <p>24. The teacher monitors the activity and notes down any mistakes.</p> <p>25. After finishing the role play,</p>	<p>18. Divide the students into pairs. One student acts as A in the dialogue, and the other student as B. Both student A and B memorize the dialog and practice the conversation.</p>
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	the teacher points out the mistakes made by the students and possible problems.	
Extra-Classwork assignment	Divide the students into groups of three or four. Draw a town map and make their own conversation, following the contents they learned in the unit.	



Telephoning

Lesson plan	Communicative Approach	Traditional Approach
Goal	Students will be able to increase their familiarity with the language used for telephoning.	
Objectives	<ol style="list-style-type: none"> 1. Students will be able to ask for a person. 2. Students will be able to answer a call. 3. Students will be able to verify a caller. 4. Students will be able to ask someone to wait. 5. Students will be able to put a call through. 6. Students will be able to ask for extension. 7. Students will be able to explain the person is unavailable. 8. Students will be able to offer to take a message. 9. Students will be able to ask to leave a message. 10. Students will be able to request for information. 	
Materials and equipment	Role play cards	
Procedures Warm up	<ol style="list-style-type: none"> 1. Ask a students to turn off their mobile phone. 2. Ask students: 	<ol style="list-style-type: none"> 1. A teacher writes the topic on the board and explains the purpose of the lesson.

Do you have a telephone?

What's your telephone number?

What do you use a phone for?

3. A teacher explains the purpose of the lesson.

Pre-communicative activities

Structural activities

4. Divide the students into groups of three or four. Ask them to work together and match the words to the pictures.

5. Each group presents more vocabulary used for telephoning.

2. The teacher introduces vocabulary on the board.

3. The teacher reads the vocabulary to the students and lets the students repeat the word after the teacher.

4. The teacher translates the meaning into Thai.

5. Students complete the items.

Read the words and fill in each blank.

- a. telephone booth b. operator c. dial d. telephone
e. message f. busy g. telephone number / phone number



1. _____ 2. _____ 3. _____ 4. _____

4408675309
(440) 867-5309



5. _____ 6. _____ 7. _____

A: Good morning. ABC Company. Can I help you?
 B: Can I speak to John, please?
 A: Who is that calling?
 B: This is Anna speaking.
 A: Hold the line, please.
 A: I'm sorry. He's out at the moment. Can I take a message?
 B: Yes, please ask him to call me back.
 A: Can I have your phone number, please?
 B: It's 095-7979801.
 A: 0 82-79-79801.
 B: Thank you very much! Good bye!



6. Students look at a picture that provides a conversation. Ask students:

What is she doing?

7. Divide the students into pairs and have them list expressions used for telephoning.

6. A teacher introduces a dialogue by reading aloud.

7. Students repeat the dialogue line by line after the teacher.

8. The teacher translates the meaning into Thai.

9. Students practice the dialogue in pairs.

10. The teacher monitors pronunciation and accuracy by moving around the class.

LANGUAGE FUNCTIONS (FUNCTIONS) AND FORMS

Language Functions	Language Forms
Answering a call	Oxford Publishing... (telephone number) ... Hello, this is + ... name ... + speaking ... name ... + here. This is + ... name ...
Asking for a person	Can I speak to + ... name ... + please? Could you put me through to + ... name ... please?
Verifying a caller	Who is that calling?
Asking for extension	Can I have extension + ... number ... please? Extension + ... number ... please?
Asking someone to wait	Hold the line, please. Just a moment, please.
Explaining the person is unavailable	Sorry, she is unavailable at the moment. She's + in a meeting + at lunch + out of the office. + not at home right now.
Offering to a message	Can I take a message? Would you like to leave a message?
Leaving a message	Please + ask ... to call me back. tell ... I called. say + ... I called.
Requesting for information	Can I have your name? May I have your telephone number? Could I
Announcing new call	I'll call back + again + later. + this evening.
Ending a call	Thank you for your time./Thanks for calling. /Goodbye / Bye

Quasi-communicative activities

8. The teacher writes two columns on the board: a caller and a receiver.
9. Divide students into two groups.
10. The teacher gives each group a set of language functions and forms for a caller and a receiver.
11. Ask students to work together and write the language functions on the board.
12. After the activity, the teacher points out the language functions and forms for telephoning.

11. The teacher asks students to read through the table and check their understanding.

Traditional approach

Communicative approach

- A: _____
- B: Good morning, can I speak to _____, please?
- B: Who is calling?
- A: _____
- B: I'm sorry, _____
- A: Yes, _____
- B: Can I have your telephone number?
- A: _____
- B: Ok, _____
- A: Thank you for your time.

13. Divide students into pairs and explains the activity.

14. The teacher asks the students to complete the dialogue with their own responses they learnt from the unit.

15. After the activity, the teacher gives feedback.

12. According to a telephoning conversation, students rearrange the turns in correct order.

Traditional approach

1. Hello, Bangkok Telecom, how can I help you?	a. Yes, I'd like to talk to Mr. Smith.
2. Who is calling, please?	b. Yes, it's Mr. Smith.
3. ABC Company, can I help you?	c. Yes, Mr. Smith.
4. What is the number, please?	d. Yes, please.
5. Can I have your telephone number?	e. Yes, please.
6. Thank you for your time.	f. Yes, I'll be in contact with you later.

Communicative approach

An Operator	A Caller
Answer in Thai.	Ask to speak to someone.
Verify a message.	Give your name.
Ask the caller to wait and explain the caller's complaint and offering to take a message.	Why you would like someone to call you.
Ask for the telephone number.	Give your number.
End call.	End call.

Communicative activities

Functional activities

16. Divide students into pairs.
 17. Students will look at a flow diagram of telephoning conversation. Student A is an operator. Student B is a caller.

18. Each student can create their own expressions by following their language functions.

19. After the activity, the teacher points out the mistakes made by the students and possible problems.

13. Students match the two parts of sentences and make a dialogue for telephoning conversation.

Telephoning Role-Play

<p>Student A</p> <p>Instructions: You want to meet with John at the library on Friday.</p> <ol style="list-style-type: none"> 1. Call John. 2. Ask to speak to John. 3. Say your name. 4. Ask when he is available. 5. Announce new call. 6. End call. 	<p>Student B</p> <p>Instructions: Your brother is John. John isn't home right now. The phone rings. Answer it.</p> <ol style="list-style-type: none"> 1. Answer the phone. 2. Verify a caller. 3. Ask whether wait until explains John isn't home. 4. Say when is he will be back and offering to take a message. 5. End call.
<p>Student A</p> <p>Instructions: You want to meet with Jenny.</p> <ol style="list-style-type: none"> 1. Ask for extension Jenny's room. 2. Ask for leaving a message. 3. Leave a message. Say <ul style="list-style-type: none"> • your name • your telephone number. • that you want her to call you back. 4. End call. 	<p>Student B</p> <p>Instructions: You are an operator.</p> <ol style="list-style-type: none"> 1. Put a call through and say sorry if's lunch time today in the office. 2. Request for information (name, telephone number). 3. End call.

Social interaction activities

20. Divide the students into pairs.
 21. The teacher gives out a set of role cards A and B.
 22. The teacher explains how to make the role-play according to the cue cards.
 23. Allow them a few minutes to prepare their roles.
 24. Start the role play.
 25. The teacher monitors the activity and notes down any mistakes.
 26. After finishing the role play, the teacher points out the mistakes and possible problems.
14. Divide the students into pairs. One student acts as A in the dialogue, and the other student as B. Both student A and B memorize the dialog and practice the conversation.

Extra-Classwork assignment

Divide the students into groups of three or four. Have them make their own conversation, following the contents they learned in the unit.

Appendix E

The Format of the Index of the Item – Objective Congruence (IOC)



The Format of the Index of the Item – Objective Congruence (IOC) Form
English Test for Auto Mechanic Students at
Samutsakhon Technical College

Instruction for filling out evaluation: Please tick (✓) in the blank where it is the most relevant to your opinion.

Criteria:

+ 1 means the question is congruent with the objective.

0 means the question is uncertain to be congruent with the objective.

- 1 means the question is not congruent with the objective.

Topic : Shopping

Objectives

1. Students will be able to offer assistance.
2. Students will be able to express wants/desires.
3. Students will be able to enquire about wants/desires.
4. Students will be able to ask for price.
5. Students will be able to give price.
6. Students will be able to ask for a discount.
7. Students will be able to ask for size.
8. Students will be able to offer a discount or politely refuse.
9. Students will be able to counter a suggestion.

Questions

Items 1-8

Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.

At the shoes shop

Assistant: Good morning. _____ (1)

Customer: Yes, _____ (2) _____ a new pair of shoes.

Assistant: _____ (3)

Customer: 37.

Assistant: Just a moment, please. Here you are.

_____ (4)

Customer: Certainly. This is just the right size.

_____ (5)

Assistant: They're 3,000 baht.

Customer: They're very expensive. _____ (6)

Assistant: Sorry. _____ (7)

Customer: How about 2,000 baht?

Assistant: Okay, _____ (8)

Customer: Oh, thank you very much. I'll take them.

Students will be able to offer assistance.	Scores			Remarks
	+1	0	-1	
1. 1. Can I try it on? 2. <i>Can I help you?</i> 3. Can you help me? 4. Can you give me a discount?				
<i>Students will be able to express wants/desires.</i>				
2. 1. I like 2. <i>I'd like</i> 3. Please get 4. I have				
<i>Students will be able to ask for size.</i>				
3. 1. How long are they? 2. What style do you want? 3. <i>What size of shoes do you take?</i> 4. What kind of shoes do you prefer?				

Students will be able to enquire about wants/desires.	Scores			Remarks
	+1	0	-1	
4. 1. Do you like them? 2. What brand do you want? 3. Do you want a new pair? 4. <i>Do you want to try them on?</i>				
Students will be able to ask for price.				
5. 1. How much do you need? 2. <i>How much do they cost?</i> 3. How many sizes are there? 4. How many shoes do you have?				
Students will be able to ask for a discount.				
6. 1. Can I try them on? 2. Can you help you? 3. Can you give me some money? 4. <i>Can you give me a discount?</i>				

Students will be able to offer a discount or politely refuse.	Scores			Remarks
	+1	0	-1	
7. 1. That's OK. 2. That's a good idea. 3. That's the best size. 4. <i>That's the best price we can offer you.</i>				
Students will be able to offer a discount or politely refuse.				
8. 1. <i>That's fine.</i> 2. It's good for you. 3. That's the best price. 4. It's not cheap.				
Items 9-10 Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue. At the shoes shop Customer: Excuse me. How much do the shoes cost? Salesperson : _____(9)_____ Customer: They're very expensive. _____(10)_____ Salesperson: Sorry. They're in the sale.				

Students will be able to give price.	Scores			Remarks
	+1	0	-1	
9. 1. They're nice. 2. They're good quality. 3. They're blue. 4. <i>They're 6,000 baht.</i>				
Students will be able to counter a suggestion.				
10. 1. <i>How about 5,000 baht?</i> 2. How much are these shoes? 3. How many sizes are there? 4. How about 30% discount?				
<p>Items 11-17</p> <p>Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.</p> <p>At the clothing shop</p> <p>Assistant: Excuse me. _____ (11) _____</p> <p>Customer: Yes, _____ (12) _____</p> <p>Assistant: This way, please. _____ (13) _____</p> <p>Customer: Medium</p>				

Assistant: Here's a nice color.
 Customer: Um. _____ (14) _____
 Assistant: This shirt has a beautiful color.
 Customer: I don't like this color.
 Assistant: ___ (15) ___ It suits you very much and it's on sale.
 Customer: Oh. I like it. How much is it?
 Assistant: _____ (16) _____
 Customer: _____ (17) _____
 Assistant: Sure. The changing rooms are over there.

Students will be able to offer assistant.

Scores

Remarks

+1	0	-1
----	---	----

11. 1. *Do you need any help?*
2. Can you give me a discount?
3. Can you give me a new shirt?
4. Do you want to try on a new shirt?

Students will be able to express wants/desires.

12. 1. A new shirt is in sale.
2. How about a new shirt?
3. *I'm looking for a new shirt.*

4. Do you want to try on a new shirt?				
Students will be able to ask for size.	Scores			Remarks
13. 1. What style do you like? 2. What brand do you like? 3. What color do you want? 4. <i>What size do you want?</i>	+1	0	-1	
Students will be able to express wants/desires.				
14. 1. Do you like it? 2. What do you want? 3. What color do you have? 4. <i>Do you have any other color?</i>				
Students will be able to counter a suggestion.				
15. 1. What size is this shirt? 2. How much is this shirt? 3. <i>How about this shirt?</i> 4. What's the color of this shirt?				

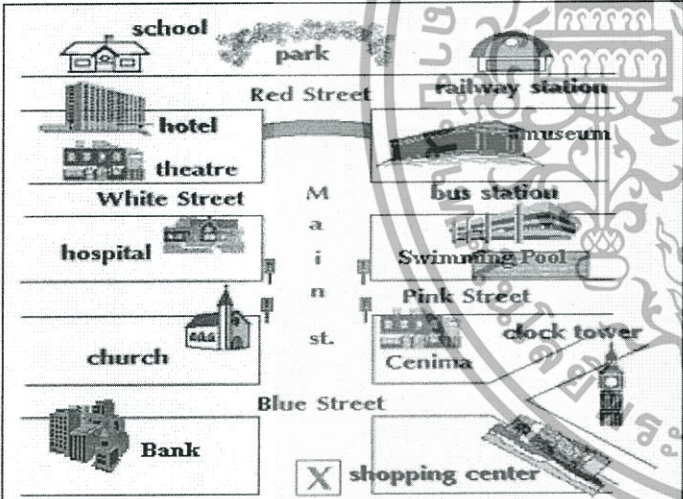
Students will be able to give price.	Scores			Remarks
	+1	0	-1	
16. 1. It's nice. 2. It's a size 14 shirt. 3. <i>It's 2,900 baht.</i> 4. That's the best size.				
Students will be able to enquire about wants/desires.				
17. 1. <i>Can I try it on?</i> 2. Can I help you? 3. Can you give me a discount? 4. Can I have a change?				
<p><i>Items 18-20</i></p> <p>Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.</p> <p><i>At the clothing shop</i></p> <p>Assistant: Good morning. Can I help you?</p> <p>Customer: This coat is very nice. _____ (18)</p> <p>Assistant: It's 4,000 baht. It's on sale. _____ (19)</p> <p>Customer: It sounds interesting! Do you have this coat in medium?</p>				

Assistant: Yes, _____ (20) _____ Customer: Black.				
Students will be able to ask for price.	Scores +1 0 -1			Remarks
18. 1. What size is this coat? 2. <i>How much does it cost?</i> 3. Can I try it on? 4. How many coats do you have?				
Students will be able to offer a discount or politely refuse.				
19. 1. That's fine. 2. It's very cheap. 3. We can offer you 4000 baht. 4. <i>We can give you 20% discount.</i>				
Students will be able to enquire wants/desires.				
20. 1. What style do you like? 2. What color is it? 3. What brand do you like? 4. <i>What color do you want?</i>				

Topic : Direction and travelling

Objectives

1. Students will be able to ask for directions.
2. Students will be able to give directions.
3. Students will be able to use prepositions of place.

Questions	
Items 1-10	
 <p>The map shows a town layout with the following features:</p> <ul style="list-style-type: none">Streets: Red Street, White Street, Pink Street, Blue Street, and Main Street (labeled 'M a i n st.').Landmarks: school, park, railway station, museum, bus station, Swimming Pool, clock tower, cinema, hospital, theatre, church, and Bank.Other: A shopping center marked with an 'X' is located at the bottom of the map.	

Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.

Student: Excuse me. I think I'm lost. I'm looking for the school?

Jane: It's on Red Street.

Student: _____ (1) _____

Jane: ___ (2) ___ the end of this street. You'll see the park. Then, _____ (3) _____

Student: Um. Then?

Jane: Yeah, then ___ (4) ___ about 1 kilometer. You'll see the school. It's on the right. And the hotel is just _____ (5) _____ the school.

Student: Thank you very much. Oh, I'll buy a new uniform.

Jane: You can buy it ___ (6) ___ the Shopping Mall. _____ (7) ___ this street to the corner.

Then, ___ (8) ___. Just _____ (9) ___ that street for one block to the section. The shopping center is _____ (10) _____

Student: Thank you very much.

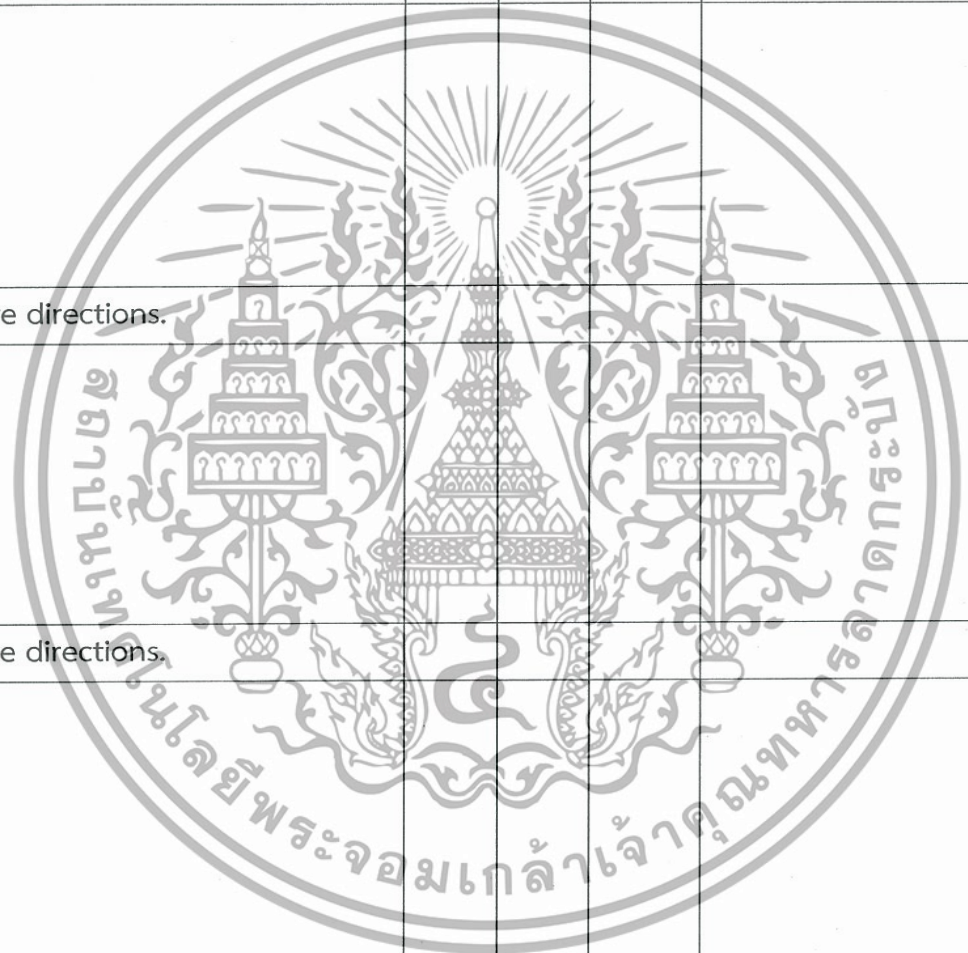
Jane: You're welcome.



Students will be able to ask for directions.	Scores			Remarks
	+1	0	-1	
1. 1. <i>How can I go to the school?</i> 2. How do you come to school? 3. Where do you go to school? 4. Do you want to go to school?				
Students will be able to give directions.				
2. 1. Turn left 2. Turn right 3. Go across 4. <i>Go straight to</i>				
Students will be able to give directions.				
3. 1. <i>turn left</i> 2. turn right 3. go across 4. go straight				

Students will be able to give directions.	Scores			Remarks
	+1	0	-1	
4. 1. <i>go up</i> 2. <i>go in</i> 3. <i>go out</i> 4. <i>go across</i>				
Students will be able to use prepositions of place.				
5. 1. <i>near</i> 2. <i>across</i> 3. <i>next to</i> 4. <i>between</i>				
Students will be able to use prepositions of place.				
6. 1. <i>in</i> 2. <i>on</i> 3. <i>at</i> 4. <i>near</i>				

Students will be able to give directions.	Scores			Remarks
	+1	0	-1	
7. 1. Go in 2. Go across 3. <i>Go down</i> 4. Go out				
Students will be able to give directions.				
8. 1. turn left 2. <i>turn right</i> 3. go across 4. go straight				
Students will be able to give directions.				
9. 1. <i>go along</i> 2. go around 3. go across 4. go out				



Students will be able to give directions.	Scores			Remarks
	+1	0	-1	
10. 1. on the left. 2. on the right. 3. <i>on the corner.</i> 4. in front of the cinema.				
Items 11 – 14 				

Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.

John: _____ (11) _____ the Fire Station?

Bobby: Walk up Park Avenue. Go past the Pond.

_____ (12) _____ on Elm Street. Go _____ (13) _____ the bridge. _____ (14) _____ and walk along the river.

Then, turn right on First Street. It's on the right.

John: Thank you very much.

Students will be able to ask for directions.	Scores			Remarks
	+1	0	-1	
11. 1. Is that 2. Do you like to go to 3. <i>Can you tell me the way to</i> 4. Can you tell me something about				
Students will be able to give directions.				
12. 1. <i>Turn right</i> 2. Turn left 3. Go along 4. Go straight				

Students will be able to use prepositions of place.	Scores			Remarks
	+1	0	-1	
13. 1. up 2. on 3. <i>over</i> 4. across				
Students will be able to give directions.				
14. 1. Turn right 2. <i>Turn left</i> 3. Go along 4. Go straight				
Items 15-20 Directions: Choose the appropriate answer. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> </div>				

Students will be able to use prepositions of place.	Scores			Remarks
	+1	0	-1	
15. A : Where is the bookstore? B : It's _____ the supermarket. 1. in 2. on 3. at 4. <i>near</i>				
Students will be able to use prepositions of place.				
16. A : Where is the toy store? B : It's _____ the music store and the restaurant. 1. across 2. behind 3. next to 4. <i>between</i>				

Students will be able to give directions.	Scores			Remarks
	+1	0	-1	
17. A : Where is the hospital? B : _____ 1. It's across the pet shop. 2. It's next to the bookstore. 3. <i>It's in front of the pet shop.</i> 4. It's between the book store and the supermarket.				
Students will be able to give directions.				
18. A : Where is the supermarket? B : _____ 1. It's near the hospital. 2. It's in front of the hospital. 3. It's opposite the bookstore. 4. <i>It's next to the bookstore.</i>				

Students will be able to use prepositions of place.	Scores			Remarks
	+1	0	-1	
19. A : Where is the fast food restaurant? B : It's _____ the school. 1. in 2. on 3. at 4. <i>next to</i>				
Students will be able to give directions.				
20. A : Where is the music store? B : It's _____ of Santos Dumont Street and Rosa e Silva Avenue. 1. on the street 2. on the left 3. on the right 4. <i>on the corner</i>				



Topic : Telephoning

Objectives

1. Students will be able to ask for a person.
2. Students will be able to answer a call.
3. Students will be able to verify a caller.
4. Students will be able to ask someone to wait.
5. Students will be able to put a call through.
6. Students will be able to ask for extension.
7. Students will be able to explain the person is unavailable.
8. Students will be able to offer to take a message.
9. Students will be able to ask to leave a message.
10. Students will be able to request for information.



Questions

Items 1-5

Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.

Operator: Pacific Rim Cruise. _____ (1) _____ Can I help you?

Mr. Louise: _____ (2) _____

Operator: _____ (3) _____

Mr. Louise: Edward Louise of Red Apple.

Operator: _____ (4) _____ I'll put you through.
----- *getting through* -----

Operator: I'm sorry. She's out of the office.
_____ (5) _____

Mr. Louise: Yes, please ask her to call me back. My phone
is 084-4445555.

Students will be able to answer a call.	Scores			Remarks
	+1	0	-1	
1. 1. Hello. 2. Speaking. 3. Stephanie. 4. <i>Stephanie speaking.</i>				
Students will be able to ask for a person.				
2. 1. Hold the line, please. 2. This is Morgan. 3. Just a moment, please. 4. <i>I'd like to speak to Morgan.</i>				
Students will be able to verify a caller.				
3. 1. Who are you? 2. <i>Who's that calling?</i> 3. Can you hold? 4. Are you there?				

Students will be able to ask someone to wait.	Scores		
	+1	0	-1
4. 1. Here it is. 2. That's fine. 3. Your name, please 4. <i>Hold the line, please.</i>			
Students will be able to offer to take a message.			
5. 1. Can I help you? 2. <i>Can I take a message?</i> 3. Can I have your name? 4. Can I have your telephone number?			
<p>Items 6-10</p> <p>Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.</p> <p>Tom: Hello. _____ (6) _____</p> <p>Operator: Certainly, sir. _____ (7) _____</p> <p>----- <i>getting through</i> -----</p> <p>Tom: Hello, Is Jane there?</p> <p>Jenny: No, _____ (8) _____</p> <p>Tom: _____ (9) _____ ?</p> <p>Jenny: Around 5 p.m.</p>			

<p>Tom: _____ (10) _____</p> <p>Jenny: Yes.</p> <p>Tom: Please tell her Tom called. I'd like to confirm an appointment.</p>				
<p>Students will be able to ask for extension.</p>	Scores			Remarks
	+1	0	-1	
<p>6. 1. Can I help you?</p> <p>2. Can I have your name?</p> <p>3. <i>Extension 2, please?</i></p> <p>4. Just a moment, please.</p>				
<p>Students will be able to put a call through.</p>				
<p>7. 1. I'll call you back.</p> <p>2. Jane is in a meeting.</p> <p>3. <i>I'll put you through.</i></p> <p>4. Jane is out of the office.</p>				
<p>Students will be able to explain the person is unavailable.</p>				
<p>8. 1. I'll give her a message.</p> <p>2. She's a manager.</p> <p>3. She'll call you back.</p> <p>4. <i>She's in a meeting room right now.</i></p>				

Students will be able to request for information.	Scores			Remarks
	+1	0	-1	
9. 1. I'll call back again. 2. Thank you for your time. 3. Would you like to leave a message? 4. <i>Do you know when she is available?</i>				
Students will be able to ask to leave a message.				
10. 1. Can I help you? 2. Can you call me? 3. Can I take a message? 4. <i>Can I leave a message?</i>				
Items 11-17 Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue. Secretary: Hello. ____ (11) ____ Panita: Hello. ____ (12) ____ Secretary: ____ (13) ___. I'm sorry. ____ (14) ____ Panita: Do you know when she'll be back? Secretary: No, I don't. ____ (15) ____				

<p>Panita: Yes. Please ask her to call me back.</p> <p>Secretary: _____ (16) _____</p> <p>Panita: Panita Choochai.</p> <p>Secretary: And _____ (17) _____</p> <p>Panita: It's 089-7979801.</p> <p>Secretary: I'll tell her. Goodbye.</p> <p>Panita: Thank you very much. Goodbye.</p>		
<p>Students will be able to answer a call.</p>	<p>Scores</p> <p>+1 0 -1</p>	<p>Remarks</p>
<p>11. 1. Just a moment.</p> <p>2. Can I take a message?</p> <p>3. <i>This is Siam Company.</i></p> <p>4. Would you like to leave a message?</p>		
<p>Students will be able to ask for a person.</p>		
<p>12. 1. Who is Panita?</p> <p>2. Could I help you?</p> <p>3. What can I do for you?</p> <p>4. <i>Could I speak to Bupha, please?</i></p>		

Students will be able to ask someone to wait.	Scores			Remarks
	+1	0	-1	
13. 1. Speaking. 2. This is John. 3. I'll be there. 4. <i>Just a moment, please.</i>				
Students will be able to explain the person is unavailable.				
14. 1. Just a moment. 2. Can I take a message? 3. <i>She's out of the office.</i> 4. Would you like to leave a message?				
Students will be able to offer to take a message.				
15. 1. Can I help you? 2. Can I leave a message? 3. Sorry, can I have your telephone number? 4. <i>Would you like to leave a message?</i>				

Students will be able to verify a caller.	Scores			Remarks
	+1	0	-1	
16. 1. Can I help you? 2. Can I take a message? 3. <i>Can I have your name?</i> 4. Can I have your telephone number?				
Students will be able to request for information				
17. 1. can I help you? 2. can I take a message? 3. can I have your name? 4. <i>can I have your telephone number?</i>				
<p>Items 18-20</p> <p>Directions: Complete the dialogue carefully and choose the appropriate expression to complete the dialogue.</p> <p>John: _____ (18) _____, please?</p> <p>Operator: Certainly.. _____ (19) _____ ----- <i>getting through</i> -----</p> <p>John: Is that Warunee?</p> <p>Varee: No, she's in a meeting room.</p>				

John: _____ (20) _____ Varunee: Ok, I'm just getting a pen.				
Students will be able to ask for extension.	Scores +1 0 -1			Remarks
18. 1. Can you call me 2. Can I have your name 3. <i>Could I have Extension 1130</i> 4. Can I have your telephone number				
Students will be able to put a call through.				
19. 1. Can you hold? 2. Just a moment. 3. Can I have your name? 4. <i>I'm connecting you now.</i>				
Students will be able to ask to leave a message.				
20. 1. Can you call me back, please? 2. Can I have your name, please? 3. <i>Could you give her a message?</i> 4. Could I have Extension 1130, please?				



Appendix F : Class Video Transcripts

Shopping

Week	Topic	Communicative Approach	Traditional Approach	Time allocation
1	Shopping	<p>Teacher : Good afternoon everyone, How are you to day?</p> <p>Students : I'm fine, thank you. And you?</p> <p>Teacher : I'm Ok. Have you ever been to big C?</p> <p>Students : No.</p> <p>Teacher : Why didn't you go there?</p> <p>Student : I have no money.</p> <p>Teacher : Do you like shopping?</p> <p>Students : No.</p> <p>Teacher : Why don't you like shopping?</p> <p>Students : I have no money.</p> <p>Teacher : Sasina, Do you like shopping?</p> <p>Sasina : Yes.</p> <p>Teacher : Where do you like to go?</p> <p>Sasina : Tesco Lotus.</p>	<p>Teacher : Good afternoon everyone, How are you today?</p> <p>Ss : I'm fine, thank you. And you?</p>	4 hours

Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Teacher : What do you like to buy?</p> <p>Sasinna : A shirt.</p> <p>Teacher : How much was it?</p> <p>Sasina : A hundred baht.</p> <p>Teacher : Ok, today we are going to learn about shopping. I think everyone like to shopping. Someone like to go to Big-C. Someone like to go to Lotus because it near our house. First of all, I'd like to introduce the vocabulary about clothing. Do you know clothing?</p> <p>Students : No.</p> <p><i>--Teacher explained the purposes of the lesson--</i></p> <p><i>--</i></p> <p><i>Structural activities</i></p> <p><i>---The teacher introduces vocabulary by using real clothes----</i></p>	<p>Teacher : I'm good. Today, we are going to learn "Shopping". (The teacher wrote the topic on the board) What is Shopping? Today, we are going learn</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Teacher : I'm going to start with a coat/ a jacket /a sweater /a T-Shirt /a skirt /a shirt /a dress /pants (all of you wear pants) /a hat (you wear hat on your head) /a cap /socks /shoes.</p> <p>Teacher : What do you wear on your feet?</p> <p>Students : Shoes.</p> <p>T : What do you wear on your head?</p> <p>Students : A hat.</p> <p>Teacher : Look at the vocabulary, you work in pairs. Read the words and fill in each item. You can write it on your worksheet.</p> <p>----- <i>Students worked in pairs</i> -----</p> <p>Teacher : Ok, Have you finished?</p>	<p>Shopping. What do you say when you go shopping?</p> <p>What do you say for giving price? What do you say for asking for size?. (<i>Teacher wrote the vocabulary on the board</i>)</p> <ol style="list-style-type: none"> 1. A coat. 2. A dress. 3. A hat. 4. A jacket. 5. A skirt. 6. Pants 7. A shirt. 8. Shoes 9. Socks 10. A sweater. 11. A T-Shirt. 12. A cap. <p>Teacher : Look at the words on the board and repeat after me. (<i>Students repeated the words after teacher</i>)</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Students : yes.</p> <p>Teacher : Let's check the answers together.</p> <p>--- check the answer with real clothes---</p> <p>Teacher : Item 1 What is it?</p> <p>Students : It is a coat.</p> <p>Teacher : How do you spell the word?</p> <p>Students : C - O - A - T.</p> <p>Teacher : Item 2 What is it?</p> <p>Students : It is a dress.</p> <p>Teacher : How do you spell the word?</p> <p>Students : D - R - E - S - S.</p> <p>Teacher : Item 3 What are they?</p> <p>Students : They are pants.</p> <p>Teacher : How do you spell the word?</p> <p>Students : P - A - N - T - S.</p> <p>Teacher : Item 4 What is it?</p> <p>Students : It is a sweater.</p> <p>Teacher : How do you spell the word?</p>	<p>-----Teacher translated the meaning into Thai-----</p> <p>Teacher : All of these are clothing that we are going to learn in this topic. I'll give you a worksheet.</p> <p>Teacher : Open on the first page. Read the instruction and fill in each item.</p> <p>----- Students did exercises-----</p> <p>Teacher : Have you finished?</p> <p>Students : Yes.</p> <p>Teacher : May I ask a volunteer to check for correctness?</p> <p>Students : Sakda.</p> <p>Teacher : Item 1.</p> <p>Sakda : Jacket.</p> <p>Teacher : Item 1 is a coat.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Students : S-W-E-A-T-E-R.</p> <p>Teacher : Item 5 What is it?</p> <p>Students : It is a skirt.</p> <p>Teacher : How do you spell the word?</p> <p>Students : S-K-I-R-T.</p> <p>Teacher : Item 6 What is it?</p> <p>Students : It is a shirt.</p> <p>Teacher : How do you spell the word?</p> <p>Students : S-H-I-R-T.</p> <p>Teacher : Item 7 What is it?</p> <p>Students : It is a jacket.</p> <p>Teacher : How do you spell the word?</p> <p>Students : J-A-C-K-E-T.</p> <p>Teacher : Item 8 What is it?</p> <p>Students : It is a T-shirt.</p> <p>Teacher : How do you spell the word?</p> <p>Students : T-S-H-I-R-T.</p> <p>Teacher : Item 9 What is it?</p> <p>Students : It is a hat.</p>	<p>Item 2 is a dress / use the article 'a' before the word 'dress', (singular)</p> <p>Students : A dress.</p> <p>Teacher : Item 3 pants/ not use article 'a' before the word 'pants' (plural). How about the item 4?</p> <p>Students : Sweaters.</p> <p>Teacher : A sweater.</p> <p>Teacher : / S: Item 5 a skirt.</p> <p>Teacher : / S: Item 6 a shirt.</p> <p>Teacher : / S: Item 7 a jacket.</p> <p>Teacher : / S: Item 8 a T-shirt.</p> <p>Teacher : / S: Item 9 a hat.</p> <p>Teacher : / S: Item 10 is a cap.</p> <p>Teacher : / S: Item 11 shoes add "s". Please, check the answer. Is it correct?</p> <p>Teacher : Item 12 socks. Have article 'a' before 'socks'.</p> <p>Students : No.</p> <p>Teacher : Good job.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Teacher : How do you spell the word?</p> <p>Students : H-A-T.</p> <p>Teacher : Item 10 What is it?</p> <p>Students : It is a cap.</p> <p>Teacher : How do you spell the word?</p> <p>Students : C- A -P.</p> <p>Teacher : Item 11 What are they?</p> <p>Students : They are shoes.</p> <p>Teacher : How do you spell the word?</p> <p>Students : S-H-O-E-S.</p> <p>Teacher : Item 12 What are they?</p> <p>Students : They are socks.</p> <p>Teacher : How do you spell the word?</p> <p>Students : S-O-C-K-S.</p> <p>Teacher : Ok, very good.</p> <p>Teacher : What's your name?</p> <p>Student : Kanoksak.</p> <p>Teacher : Ok. Kanoksak, stand up and come</p>	<p>Teacher : How to describe clothing? For example, what is the color of this coat?</p> <p>- A red coat.</p> <p>- A green hat.</p> <p>The word 'red' modify the word 'coat' that is, the coat has red color. The word 'green' modify the word 'hat' that is, this hat has green color. The word 'red' and 'green' are adjectives. We use adjectives to modify nouns.</p> <p>Teacher : Is 'a coat' and 'a hat' are a noun?</p> <p>Ss : Yes.</p> <p>Teacher : The words 'red' and 'green' modify a coat and a hat.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>here please.</p> <p>Teacher : What is he wearing?</p> <p>Students : Shirt.</p> <p>Teacher : He is wearing a white shirt, blue pants and black shoes. You can use the adjective white to modify shirt, blue for modify pants and black to modify shoes. They modify nouns.</p> <p>Teacher : Now, I'll move to the conversation. Everyone look at the picture. What do you think where they are?</p> <p>Students : Big C</p> <p>Teacher : They are in a shopping center or a clothing store. What does the shop sell?</p> <p>Students : T-shirt</p> <p>Teacher : Very good. The shop sells T-shirt. What do you think they are saying? What are they talking about?</p> <p>Students : prices / sizes.</p>	<p>Teacher : Next, look at the conversation between a salesperson and a customer. (Teacher translated the word 'salesperson' and 'customer' into Thai)</p> <p><i>-----The teacher read the dialogue translated it into Thai-----</i></p> <p>Teacher : Ok, I'll divide you into pairs. You practice the dialogue with your friends.</p>
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Teacher : They are talking about prices and sizes. Ok, now work in pairs for discussing about the conversation. List the used of expressions for shopping.</p> <p><i>Quasi-communicative activities</i></p> <p>-----The teacher wrote two columns on the board : shop assistant and customer-----</p>	<p>-----<i>Students practiced the dialogue</i>-----</p> <p>Teacher : This one is an example conversation for asking price and asking for size. I'm going to describe about 'size'. How many sizes are there?</p> <p>Students : -----</p> <p>--The teacher wrote the words about sizes on the board and translated them into Thai --</p> <p>S = Small M = Medium L = large XL = Extra-large</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Teacher : I'll divide you into 2 groups. You are a shop assistant and you are a customer. Look at the following table on the worksheet. What is the expressions used by the shop assistant. You look at your sheet and then write on the board. And you are a customer. You look at following table and write only the expressions used by the customer. Discuss with your group. <i>(The teacher explained the instruction again in Thai)</i></p> <p>----Students worked in groups----</p> <p>Teacher : Check the answers by asking two volunteers to write the answers on the board.</p> <p><i>Shop assistant</i></p> <p>Student 1 : Can I help you? Do you need any help? What size do you want? I'm sorry it's in the sale.</p>	<p>Teacher : Now, turn to the next page, Language functions and Forms. Everyone have to know about the expressions used for Shopping. Look at the table on the worksheet.</p> <p>Offering assistance.</p> <ul style="list-style-type: none"> - Can I help you? - Do you need any help? <p>Expressing wants/desires.</p> <ul style="list-style-type: none"> - I'd like - I want <p>Teacher : For example, I'd like a shirt or I want a shirt. There are the same meanings.</p> <ul style="list-style-type: none"> - Do you have...<i>a shirt</i>.....? <p>Enquiring about wants/desires.</p> <ul style="list-style-type: none"> - Can I try on it? (singular) - Can I try on them? (plural) - Do you want to try on it? <p>Teacher : If you buy clothes, you must enquire for</p>
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p><i>Customer</i></p> <p>Student 2 : I'd like....</p> <p>I want....</p> <p>Can I try them on?</p> <p>What size is it?</p> <p>How much is it?</p> <p>Can you give me a discount?</p> <p>---Teacher divides the students into pairs and asks students to create their own responses---</p> <p>Teacher : I'll divide you into pairs. Stand up, please.</p> <p>-----Students worked in pairs-----</p> <p>Student 1 : Good morning. Can I help you?</p> <p>Student 2 : Yes. <u>I want a pair of shoes?</u></p>	<p>try on clothes. 'Do you want to try on it?' Who speak this sentence?</p> <p>S : A customer.</p> <p>Teacher : No, it's a salesperson. Then, what color do you want?</p> <p>Ss : คุณอยากได้สีอะไร</p> <p>Teacher : Alright. Next, Asking for size</p> <p>- What size do you want?</p> <p>Teacher : Who speak these sentence?</p> <p>Ss : Salesperson.</p> <p>Teacher : Alright, - or What size of ...<i>noun</i>....do you take?</p> <p>For example, What size shoes do take?</p> <p>What size shirt do you take?</p> <p>Next, Asking for price.</p> <p>- How much + ...<i>v.to be</i>... +.....<i>noun</i>.....?</p> <p>(The teacher writes on the board)</p> <p>- How much is it?</p> <p>- How much is this shirt?</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Student 1 : What size do you want?</p> <p>Student 2 : <u>8.</u></p> <p>Student 1 : Do you want <u>to try on it?</u></p> <p>Student 2 : Certainly. How much <u>are they?</u></p> <p>Student 1 : <u>They are 950 baht.</u></p> <p>Student 2 : They are very expensive. <u>Can you give me a discount?</u></p> <p>Student 1 : Sorry. <u>They are in the sale.</u></p> <p>Student 2 : <u>How about 500 baht.</u></p> <p>Student 1 : Ummm...<u>That's fine.</u></p> <p>Student 3 : Good morning. <u>Do you need any help?</u></p> <p>Student 4 : Yes. <u>I want a T-shirt?</u></p> <p>Student 3 : What size do you want?</p> <p>Student 4 : <u>Medium.</u></p> <p>Student 3 : Do you want <u>to try on it?</u></p> <p>Student 4 : Certainly. How much <u>is it?</u></p> <p>Student 3 : <u>It is 1,500 baht.</u></p>	<p>- How much are these shoes?</p> <p>- How much do they cost? (plural)</p> <p>- How much does it cost? (singular)</p> <p>Teacher : How about giving price? It's two hundred ฿ for singular. They are two hundred ฿ for plural.</p> <p>Asking for a discount.</p> <p>- Can you give me a discount?</p> <p>Offering a discount or politely refuse.</p> <p>- That's fine. We can give you 20% discount.</p> <p>- I'm sorry That's the best price we can offer you.</p> <p>- It's in the sale.</p> <p>Countering a suggestion.</p> <p>- How about this one?</p> <p>- How about 500 baht?</p> <p>Teacher : These of all are the expression used for Shopping.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Student 4 : It's very expensive. <u>Can you give me a discount?</u></p> <p>Student 3 : Sorry. <u>That's the best price.</u></p> <p>Student 4 : How about ...</p> <p>T : How about..</p> <p>Student 4 : <u>How about 1,000 baht.</u></p> <p>Student 3 : Ummm...<u>That's fine.</u></p> <p><i>Functional activities</i></p> <p>----Teacher divided the students into pairs----</p> <p>Teacher : You are student A and you are student B.</p> <p>----Teacher checks who is Student A and B----</p> <p>Teacher : Who got A? / Who got B? You have different information like prices, sizes, colors and discounts. You complete your own information</p>	<p>Teacher : Now, Let's move to the next page. Rearrange the sentences in the correct order.</p> <p>----- <i>Students did exercises</i> -----</p> <p>Teacher : Let's move to correct the answers (The teacher divides students write on the board)</p>
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>by asking your partner and write the information in your paper. Don't show the information in your paper.</p> <p>----<i>Students worked in pairs</i>----</p> <p>---<i>Teacher walks around the classroom</i>---</p> <p>A : Can I help you? B : <u>I'd like a coat.</u> A : What size do you want? B : <u>Small.</u> A : What color do you want? B : <u>Blue.</u> How much is this coat? A : <u>It's 4,500 baht.</u> B : Can you give me a discount? A : Yes. <u>We can give you 20% discount.</u> B : Thank you very much.</p> <p>Teacher : Ok, finish? Check for the correctness</p>	<p>Teacher : According to a shopping conversation, students rearrange the turns in the correct order. (The teacher translated them into Thai)</p> <ul style="list-style-type: none"> - Good morning. Can I help you? - Certainly - How much _____? (Jacket) How to asking price for a jacket? How much is it? or How much is this jacket? - What size do you want? - Do you want try on the jacket? - That the basic rights be can over you - Large (size L) - They are very expensive. - Can you give me a discount - Ok, That's be fine - How about two 2,000 Baht? - Yes, I'm looking for a new jacket?
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>with your partner.</p>	<p>----- Students did exercises -----</p> <p>-----Teacher checked for correctness-----</p> <p>Teacher : Everyone go to the next page, exercise F, ask and answer questions about shopping by using the information from the table below. (The teacher explained the example and translated them into Thai)</p> <p>A : Can I help you? B : <i>I'd like a coat.</i> A : What size do you want? B : <i>Small.</i> A : What color do you want? B : <i>Blue.</i> How much is this coat? A : <i>It's 4,500 baht.</i> B : Can you give me a discount? A : Yes. <i>We can give you 20% discount.</i></p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p><i>Social Interaction activities</i></p> <p>Teacher : I'll divide you into pairs.</p> <p>-----The teacher hands out set of role cards A and B-----</p> <p>Teacher : Look at your card and read the instructions and perform the role-play with your partner. You can use language functions and forms on your worksheet to help you perform</p>	<p>B : Thank you very much.</p> <p>----- Students did exercises -----</p> <p>-----Checked the answer with the class-----</p> <p>T: Finally, I'll give you practice the conversation in pair.</p> <p>-----Students memorized the dialogue-----</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>the role-play.</p> <p>-----The teacher walks around the classroom and explains the clue cards in Thai-----</p> <p>-----<i>Role play</i>-----</p> <p>Student 1 : Good morning. Can I help you?</p> <p>Student 2 : Yes. Do you have a black jacket?</p> <p>Student 1 : Yes. What size do you want?</p> <p>Student 2 : Medium.</p> <p>Student 1 : Just a moment. Here you are. Do you want to try it on?</p> <p>Student 2 : Yes. How much is it?</p> <p>Student 1 : 5000 baht.</p> <p>Student 2 : Can you give me a discount?</p> <p>Student 1 : It's in the sale.</p> <p>Student 2 : How about 4,000 baht.</p> <p>Student 1 : That's fine. We can give you 10%</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>discount.</p> <p>T : Ok, Now. I'll divide you into groups of three or four. Make your own conversation, following the contents you learned in this unit.</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

Direction and Travelling

Week	Topic	Communicative Approach	Traditional Approach	Time allocation
2	Direction and Travelling	<p>T : Good afternoon everyone, How are you ? S : I'm fine Thank and you ? T : I'm Ok, thank you. T : Kanok, where can I buy a newspapers? Kanok : At the book store. T : Where is it? Kanok : It's in the big C. T : Thanayut, Where can I buy stamps? Thanayut : At the post office. T : Where is it? Thanayut : It in Mahachai.</p> <p><i>Structural activities</i> ----The teacher hand out the worksheet----</p>	<p>T : Good afternoon everyone, How are you ? S : I'm fine Thank and you ? T : I'm Ok, thank you.</p> <p>T : Today, we are going to learn 'Direction and</p>	4 hours

Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>T: Ok, I'm going to give you the worksheet. Everyone look at the first page and look at the vocabulary on your worksheet. I'll divide you into groups of three or four. Each group read the instruction and matches the pictures (item1-12) with the words given.</p> <p>---- Teacher walks around the classroom ----</p> <p>T : Ok, everyone look at the conversation and look at the picture.</p> <p>T : What do you think people are saying?</p> <p>S : They are asking and giving direction.</p> <p>T : Do you think where are they?</p> <p>S : I think they are on the road.</p>	<p>Travelling' (The teacher writes the topic on the board). Direction and Travelling I about giving direction. On the way, maybe we don't know the way to somewhere or maybe someone asking direction. In this topic, we are going to learn expressions used for asking and giving direction. I'm going to start with the vocabularies. (The teacher writes on the board and translate them into Thai and students repeat after the teacher word by word)</p> <p>over /past /street/bridge/across/straight junction/ turn left/turn right/traffic lights/intersection/ roundabout</p> <p>T : What is the meaning of turn left?</p> <p>Ss : เลี้ยวซ้าย .</p> <p>T : Turn right, Traffic light</p> <p>S : สัญญาณไฟจราจร.</p> <p>T : Intersection , junction and the last item...</p> <p>S : วงเวียน.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

			<p>T : roundabout. Where is the roundabout in Mahachai?</p> <p>S : Namplu plaza.</p> <p>T : Yes, roundabout is in front of Namplu plaza. Ok, I'm going to give you a worksheet. Please, write your name on the worksheet.</p> <p>T : Then, open on the first page, the vocabulary. Read the words and the pictures and fill in each item. There are 12 items.</p> <p>----- Students did exercises -----</p> <p>T : Have you finish? (<i>Teacher checked for correctness on the board</i>)</p> <p>S : roundabout</p> <p>T : Item 1 is roundabout Item 2 is bridge.</p> <p>S : bridge สะพาน</p> <p>T : Item 3 is traffic lights.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		 <p>T : Ok, now I'll divide you into pairs. You read the conversation and present the expressions used for direction and travelling.</p>	<p>Item 4 is.....?</p> <p>S : Over</p> <p>T : Alright, over. Next, what is item 5?</p> <p>S : intersection.</p> <p>T : Alright, intersection. What is item 6?</p> <p>S : junction</p> <p>T : Alright, junction. Item 7 is street. What is item 8?</p> <p>S : across</p> <p>T : Alright, across. Item 9 is straight. Item 10 is turn left. Item 11 is turn right. The last item is past. From the item 12, what places do you past?</p> <p>S : past the Bank.</p> <p>T : Alright, it's past the Bank. Ok, everyone check for correctness on the board.</p> <p>S : We done. All of items were correct.</p> <p>T : Ok, good job.</p> <p>T : Next, look at the conversation. Everyone repeat</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>-----<i>Students work in pairs</i>-----</p> <p>T : Excuse me, the time is over. Now, I want a volunteer to present the expressions used for direction and travelling.</p> <p>-----<i>Two volunteers presented the expressions used for direction and travelling</i>-----</p> <p>S1 : The expression used for asking direction.</p> <p>S2 : Where is the cinema?</p> <p>S1 : The expression used for giving direction.</p> <p>S2 : go straight, go pass, go over and turn left.</p> <p>T : Ok, well done give a big hand for your friends.</p> <p>T : For give direction, you have to know about prepositions. The preposition you can look at the map on the board.</p> <p><i>in /on /at/ at the corner /opposite /between</i></p>	<p>after me.</p> <p>T / S :</p> <p>A: Excuse me, where is the cinema?</p> <p>B: It's at the Big C.</p> <p>A: Can you tell me the way to the Big C, please?</p> <p>B: Yes, go straight on this street. Go past the park. Then go over the bridge. Turn left and go along the street.</p> <p>The Big C is on the right. The cinema is above the supermarket.</p> <p>A: Thank you very much.</p> <p>B : It's a pleasure.</p> <p>-----<i>The teacher introduced a dialogue by reading aloud and students repeated the dialogue line by line after the teacher and then translated them into Thai</i>-----</p> <p>T : Then, I'll divide you into student A and student</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p><i>/over /across/ near /next to/ in front of/ behind /up /down</i></p> <p>T : If you want to give direction, you can give direction in these way.</p> <ul style="list-style-type: none"> - Go straight - Turn right - Turn left <p>T : Ok, now I'm going to give you the worksheet about prepositions. Write your name on the top of paper. Listen and write places on your worksheet. For example, the school is at the corner.</p> <p>T : Are you ready for writing a places?</p> <p>Ss : Yes</p> <p>T : And you read the prepositions and listen write 5 places on the worksheet. Are you ready?</p> <p>Ss : Yes</p> <p>T : Item 1 the hospital is behind the market.</p> <p>Item 2 the post office is next to the coffee shop</p>	<p>B and practice the conversation.</p> <p>-----Students practiced the conversation-----</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>(don't copy from your friends).</p> <p>Item 3 the police station is near the post office.</p> <p>Item 4 the book store is opposite the police station.</p> <p>Item 5 the drug store is between the school and the book store.</p> <p>T : Ok, finish. Put the pen down and change the paper with your friends and check the correctness with the map on the board.</p> <p>-----Teacher and students checked the correctness on the board-----</p> <p>T : Ok finish you return the worksheet to your friends.</p> <p><i>Quasi-communicative activities</i></p> <p>T : Ok, everyone start to the next page.</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Everyone study the language functions and forms.</p> <p>-----Teacher writes on the board-----</p> <p>Where is the.....?</p> <p>Can you tell me the way to.....?</p> <p>How can I go to.....?</p> <p>T : You can ask for direction in these ways. For example, If you want to go to the post office, but you don't know the way, you can ask</p> <ul style="list-style-type: none"> - Where is the post office? - Can you tell me the way to the post office? - How can I go to the post office? <p>T : Ok, now you guess the place on the map. I'll read the direction and then you guess. What is</p>	<p>T : Ok, everyone start to the next page. Everyone study the language functions and forms.</p> <p>T : How to asking direction?</p> <p>Where is theplaces.....?</p> <p>T : For example, you want to ask the way to the police station.</p> <ul style="list-style-type: none"> - Where is the police station? - Can you tell me the way to <u>the police station</u>? You can add 'please' for polite situation. - How can go to <u>the police station</u> ? <p>T : Next, How do you say for giving direction? What is the meaning of 'go'?</p> <p>Ss : ไป</p> <p>T : go , go straight, go long , go down, go up, go over the bridge , go past. For example, go past the park.</p> <p>It's + preposition +noun. (Teacher writes on the board)</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Ss : It's between the music store and the restaurant.</p> <p>T : Ok Now I'll divide you into pairs. You read the instruction and practice the language functions and forms for asking and giving direction.</p> <p>T : Ok, stand up. Look at the map on the worksheet and exchange for asking direction and giving direction. For example, where is the flower shop? It's opposite the bank.</p> <p>-----<i>Students work in pairs</i>-----</p> <p>T : Ok, the time is over. Let's check the answers together.</p> <p>T : Where is the hospital?</p> <p>S : It's in front of the pet shop.</p> <p>T : Where is the pet shop?</p> <p>S : It's behind the hospital.</p> <p>T : Where is the book store?</p>	<p><i>correctness in the class</i>-----</p> <p>T : Everyone look at the map and do exercise on the worksheet. (<i>The teacher introduced the map and translated them into Thai</i>)</p> <p>flower shop music store toy store restaurant bank book store supermarket fast food restaurant</p> <p>T : Look at the map and do exercises. For example,</p> <p>A : Where is the bank?</p> <p>B : It's opposite the flower shop.</p> <p>----- <i>Students did exercises</i> -----</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>S : It's on the corner. (It's near supermarket)</p> <p>T : Where is the supermarket?</p> <p>S : It's next to the book store. (It's on the corner)</p> <p>T : It's near.....</p> <p>T : It's opposite the restaurant.</p> <p>T : Where is the school?</p> <p>S : It's near the fast food restaurant.</p> <p>T : It's on the corner.</p> <p>S : It's opposite the supermarket.</p> <p>T : Ok, Good job.</p> <p><i>Functional activities</i></p> <p>T : Now, I'll divide you into pairs. Student A and student B have identical maps but different places. Exchange your information with your partner by asking and giving direction with the language you have learnt.</p> <p>T : Now I'm going to give you a map.</p>	<p>T : Ok, let's check for correctness together.</p> <p>Item 1 Where is the book store?</p> <ul style="list-style-type: none"> - It's near the supermarket. - It's opposite the book store. <p>Item 2 Where is the toy store?</p> <ul style="list-style-type: none"> - It's between the music store and restaurant. <p>Item 3 Where is the Hospital ?</p> <ul style="list-style-type: none"> - It's in front of the pet shop . <p>Item 4 Where is the fast food restaurant ?</p> <ul style="list-style-type: none"> - It's next to the school. - It's opposite the pet shop. <p>Item 5 Where is the supermarket ?</p> <p>It's next to the book store . Can we use 'opposite'?</p> <p>S : Yes.</p> <p>T : - It's opposite the restaurant.</p> <p>Item 6 Where is the music store?</p> <ul style="list-style-type: none"> - It's opposite book store. - It's on the corner. 	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>-----Teacher hand out a map-----</p> <p>T : Ok, you write your name on the map and read the instruction. You exchange the information by asking and giving direction. Ok let's start.</p> <p>-----The students work in pair-----</p> <p>Teacher walked around the class for help the students-----</p> <p>(The teacher explained the instruction again in Thai)</p> <p><i>Social interaction activities</i></p> <p>T : Ok. I'll divide you into pairs. I'm going to give you a role play cards. This one is A This one is B. You have to perform a role play with your partner based on the following clues. You read</p>	<p>Item 7 Where is the pet shop?</p> <p>- It's opposite the fast food restaurant.</p> <p>T : Turn to the next page, everyone look at the map and make a sentence following the map. Start at the bus station. What is the meaning of the bus stop?</p> <p>S : ข้ายรถเมล์.</p> <p>-----Teacher explained the map in Thai-----</p> <p>A : Excuse me, can you tell me the way to</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>the following clue and make a conversation for role play with your partner.</p> <p><i>You are a tourist. You are in a van station. You would like to visit somewhere in Samusakhon.</i></p> <ul style="list-style-type: none"> - Ask for directions. <p><i>You are in a van station. A tourist want to find his way to somewhere in Samutsakhon.</i></p> <ul style="list-style-type: none"> - Give directions. <ul style="list-style-type: none"> • go straight • go past • go over <p>T: I'll give you 15 minutes for perform your role play</p> <p><i>(The teacher explained the instruction again in Thai)</i></p>	<p><i>the city hall?</i></p> <p><i>B : Yes. go straight on Park Avenue. Go past the stadium and the clothing store. The city hall is on the corner.</i></p> <p><i>A : Thank you very much.</i></p> <p>----- Students did exercises -----</p> <p>T : May I ask a volunteer checks for correctness?</p> <p>S : Item 1</p> <p>A : Excuse me, can you tell me the way to the post office?</p> <p>B : Yes. go straight on Park Avenue. Go past the stadium and turn left. Then, go over the bridge. The post office is next to the shopping mall.</p> <p>A : Thank you very much.</p> <p>T : Go past the stadium and turn right. The post office is on the left.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

			<p>Item 2</p> <p>T: Item 3 Can you change 'Can you tell me....' to another sentence?</p> <p>Ss: Yes.</p> <p>T: We can use 'How can I go to the book store ?' go straight on Park Avenue turn right on Third street go past the museum. Then, turn left on Bay street go past the shopping mall.</p> <p>T: The book store is opposite the fire station. For item 4, Shopping Mall, Can we use this way to Shopping Mall?</p> <p>S: Yes.</p> <p>T: Item 4, Excuse me, Can you tell me the way to the Shopping Mall? go straight on Park Avenue turn right on third street go past the museum. Then, turn left on Ray street. The Shopping mall is opposite.....</p> <p>Ss: the post office.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		 <p>-----Role play-----</p> <p>(1) S1 : Excuse me. Can you speak English? S2 : Yes, I can. S1 : I'd like to go to Namplu Plaza. How can I</p>	<p>T : Did one go another way? Ss :</p> <p>T : The last item, Fire station. go straight on Park Avenue turn right on third street go past the museum, the post office. It's opposite the book store.</p> <p>Ok, check your correctness.</p> <p>T : Finally, I'll give you practice the conversation in pair.</p> <p>-----students memorized the dialogue-----</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>get there?</p> <p>S2 : Yes, you go straight on this street go pass Samutsakhon Boorana School and turn right. It's opposite the book store.</p> <p>S1 : Thank you.</p> <p>T : In conclusion if you want to ask the way to.....</p> <ul style="list-style-type: none"> - Where is the.....? - Can you tell me the way to.....? - How can I go to..... <p>You can ask for direction in these ways.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

Telephoning

Week	Topic	Communicative Approach	Traditional Approach	Time allocation
1	Telephoning	<p>T : Good morning. How are you? Ss : I'm fine, thank you. And you? T : I'm Ok. T : Peerapol, Do you have a telephone? S1 : Yes. T : What is your telephone number? S1 : 086..... T : How about you? Do you have a telephone? S2 : Yes. T : What do you use the telephone for? S2 : Call to girlfriend. T : How about you? What do you use the telephone for? S3 : For business. T : How about you? What do you use the</p>	<p>T: Good morning every one, How are you to day? S: I'm fine Thank you and you. T: I'm Ok. Ok. Today, we are going to learn 'Telephoning'. (Teacher writes the topic on the board). Now, telephone has important to everyone. Do you have a phone? Ss : Yes. T : Today we are going to learn the expressions used for Telephoning. I'm going to give you a worksheet. T : Look at the purposes of the lesson. ----Teacher introduced the purposes of the lesson---- 1. Students will be able to ask for a person. 2. Students will be able to answer a call.</p>	4 hours

Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>telephone for? S4 : Call to friends.</p>  <p><i>Structural activities</i></p> <p>T : Ok, today we're going to talk about Telephoning. Now, I'll divide you into group of 4.</p>	<ol style="list-style-type: none"> 3. Students will be able to verify a caller. 4. Students will be able to ask someone to wait. 5. Students will be able to put a call through. 6. Students will be able to ask for extension. 7. Students will be able to explain the person is unavailable. 8. Students will be able to offer to take a message. 9. Students will be able to ask to leave a message. 10. Students will be able to request for information. <p>T : I' going to start with the vocabulary.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>I'm going to give you a worksheet. Everyone look at the vocabulary. Then you discuss with your friend in the group. Read the words and fill in each item.</p> <p>a. telephone booth b. operator c. dial d. telephone e. e. message f. busy g. telephone number / phone number</p> <p>T : Each group read the instruction and matches the pictures (item1-7) with the words given.</p> <p>---The students moved into group and discuss---</p> <p>--</p> <p>T : Ok, the time is over. Put the pen down.</p>	<p>-----The teacher introduced the vocabulary by writing on the board and students repeated the vocabulary word by word after the teacher and translated them into Thai-----</p> <p>1. telephone booth ตู้โทรศัพท์ 2. busy ยุ่ง,ไม่ว่าง 3.operator พนักงานชายรับโทรศัพท์ 4.telephone phone number/phone number 5.dial หมุนโทรศัพท์ 6.telephone/phone โทรศัพท์ 7.message ข้อความ</p> <p>T : Everyone have a phone number. Read number when you saying the phone number.</p> <p>T : Next, read the words an fill in each item A-G.</p> <p>-----Students did exercise-----</p> <p>T : Have you finished?</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Mr.Anuwat correct the answers. Another group checks the answers with your friend.</p> <p>S : 1. telephone booth 2. telephone 3. operator 4. dial 5. telephone number./ phone number 6. message 7. busy</p> <p>T : Everyone look at the conversation and look at the pictures. What is she doing?</p> <p>S : She is talking on the phone.</p> <p>T : Now, I'll divide you into pairs and discuss with your friend about the expressions used for telephoning. You read the conversation. I'll give you only 10 minutes for discuss with your pairs.</p> <p>Ok, let's go.</p> <p>----Students work in groups-----</p>	<p>-----Teacher checked for correctness on the board and students repeated the words-----</p> <p>T: Next, look at the conversation.</p> <p>-----The teacher introduced a dialogue by reading aloud and students repeated the dialogue line by line after the teacher and translated them into Thai-----</p> <p>A: Good morning. ABC Company. Can I help you? B: Can I speak to John, please? A : Who is that calling?</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>T : Ok, the time up. Now, I want a volunteer for present the expressions used for Telephoning to the class.</p> <p>S1 : Expressions used for Telephoning.</p> <p>T : The expression used for Telephoning.</p> <p>S2 : <i>Can I speak to John?</i> <i>Who is that calling?</i> <i>Can I take a message?</i></p> <p>T : Ok, thank you.</p> <p>T : From the conversation. Who is a caller?</p> <p>Ss : Amita</p> <p>T : Yes, Amita is a caller and what do you think who is a receiver?</p> <p>Ss : Operator</p> <p>T : Ok, an operator or a secretary. Ok, who does she want to speak with?</p> <p>Ss : John</p> <p>T : John. Ok, did she speak with him?/ did Amita speak with John?</p>	<p><i>B : This is Amita speaking.</i></p> <p><i>A : Hold the line, please.</i></p> <p><i>A: I'm sorry. He's out at the moment. Can I take a message?</i></p> <p><i>B: Yes, please ask him to call me back.</i></p> <p><i>A: Can I have your phone number, please?</i></p> <p><i>B: It's 089-7979801.</i></p> <p><i>A: 0-8-9-7-9-7-9-8-0-1</i></p> <p><i>B : Thank you very much. Good bye.</i></p> <p>T : Then, I'll give you practice the dialogue.</p> <p>-----Students practiced the dialogue-----</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>Ss : No. T : Why? Ss : Because John out.</p> <p><i>Quasi-communicative activities</i> T : Ok, close your worksheet. Now, I'll divide you into group of four. I'm going to give you a set of language functions and forms for Telephoning. You discuss with your group. Which one is used for a caller/Which one is used for a receiver? You have 15 minutes to discuss with your groups. Let's start.</p> <p>-----Students worked in groups-----</p> <p>T : Have you finished? S : Yes. T : Now, I want a group to present the</p>	<p>T: Next, turn to the next page, Language Functions and Language Forms. T : For answering the phone. You should greeting first, Hello, Good morning</p> <p>- ...Company name...,(telephone number)..... - Hello, this is +.....name..... +speaking. -Name..... + here. - This is +name.....</p> <p>Asking for a person.</p> <p>- Can I speak to +name..... + please? - Could you put me through to +</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>expressions used for Telephoning.</p> <p>-----Students presented the expressions used for Telephoning-----</p>	<p>.....name....., please?</p> <ul style="list-style-type: none"> - I'd like to speak to +name....., please? - Is...name.....there? <p>Verifying a caller.</p> <ul style="list-style-type: none"> - Who is that calling? - Can I have your name? <p>Asking for extension.</p> <ul style="list-style-type: none"> - Can I have extension +number....., please? - Extension +number....., please? <p>Asking someone to wait.</p> <ul style="list-style-type: none"> - Hold the line, please. - Just a moment, please. - Can you hold? <p>Explaining the person is unavailable.</p> <ul style="list-style-type: none"> - Sorry, she's unavailable at the moment. - She's in a meeting. 	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

			<ul style="list-style-type: none"> - She's at lunch. - She's out of the office. - She's not at home right now. <p>Offering to a message.</p> <ul style="list-style-type: none"> - Can I take a message? <p>T : What is the meaning of 'message'?</p> <p>S : ข้อความ</p> <p>T : Alright. We can use 'Would you like to leave a message?' for offering to a message. Next, requesting for information.</p> <p>T : What is the meaning of information?</p> <p>Ss : ข้อมูล</p> <p>T : All of these sentences are requesting for information</p> <p>Can I have your telephone number?</p> <ul style="list-style-type: none"> - When+v.to be+subject+free/available? <p>Announcing new call.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>T : Ok, everyone turn to the next page. I'll divide you into pairs. Student A is an operator/Student B is a caller. You complete the dialogue with your partner. Ok, let's move to your pairs.</p> <p>-----The students workd pairs-----</p>	<ul style="list-style-type: none"> - I'll call back again. - I'll call back later. - I'll call back this evening. <p>Ending a call.</p> <ul style="list-style-type: none"> - Thank you for your time. - Thanks for calling /Goodbye. / Bye. <p>T : Next, everyone turn to the next page. You have 15 minutes to do the exercise. For example, item 1 This is Somchai speaking.</p> <p>-----Students did the exercises-----</p> <p>----Teacher checked the correctness on the board---</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>T : Ok, Finish. Now, I want a volunteer to check the answers to the class. Who is a volunteer?</p> <p>S1 / S2</p> <p>S1 : <u>Good morning, can I help you?</u></p> <p>S2 : Good morning, can I speak to John, please?</p> <p>S1 : Who is calling?</p> <p>S2 : <u>This is</u></p> <p>S1 : I'm sorry, <u>he's out of the office. Can I take a message?</u></p> <p>S2 : Yes, ask him to call me back.</p> <p>S1 : Can I have your telephone number?</p> <p>S2 : <u>0993450508</u></p> <p>S1 : Ok, I'll tell him.</p> <p>S2 : Thank you for your time.</p> <p>T : Ok. Good job. Clap your hands for your friends.</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p><i>Functional activities</i></p> <p>T : Next, turn to the next page. I'll divide you into pairs. Use the following chart to make a telephone conversation. Student A is an operator / Student B is a caller. Use the following languages functions to make a conversation. You have 15 minutes for practice a conversation. Let's start.</p> <p>----The students worked in pairs-----</p>	<p>T : Then, everyone go to the next page. Put the sentence to make a phone conversation.</p> <p>Ss : Rearrange the turn in correct order.</p> <p>T : There are 10 sentences for make a conversation.</p> <p>----- Students did exercises -----</p> <p>---Teacher checked the correctness on the board---</p> <p>T : Open on the last page. Everyone match the two parts of sentences and make a dialogue for telephoning conversation.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p><i>Social Interaction activities</i></p> <p>T : Ok,now. I'll divide you into pairs. I'm going to give you a set of role play cards.</p> <p>----The teacher hands out a set of role play cards-----</p> <p>T : Who is a student A? Show me your hand. You read the instruction. You want to meet with Jenny.</p> <ol style="list-style-type: none"> 1. Ask for extension to Jenny's room. 2. Ask for leaving a message. 	<p>----- Students did exercises -----</p> <p>--Teacher checked for the correctness on the board--</p> <p>T : Finally, I'll give you practice the conversation in pair.</p> <p>-----students memorized the dialogue-----</p> <p>S1: Good morning. ABC Company. Can I help you? S2: Can I speak to John, please? S1 : Who is that calling? S2 : This is Amita speaking. S1 : Hold the line, please.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>3. <i>Leave a message. Say</i></p> <ul style="list-style-type: none"> • <i>your name</i> • <i>your telephone number.</i> • <i>that you want her to call you back.</i> <p>4. <i>End call.</i></p> <p>T : Student B, you are an operator.</p> <ol style="list-style-type: none"> 1. <i>Put a call through and say sorry it's lunch time, nobody in the office.</i> 2. <i>Request for information (name, telephone number).</i> 3. <i>End call.</i> <p>T : Who is a student A? Show me your hand.</p> <p>You read the instruction. <i>You want to meet with John at the library on Friday.</i></p> <ol style="list-style-type: none"> 1. <i>Call John.</i> 2. <i>Ask to speak to John.</i> 3. <i>Say your name.</i> 	<p>S1: I'm sorry. He's out at the moment. Can I take a message?</p> <p>S2: Yes, please ask him to call me back.</p> <p>S1: Can I have your phone number, please?</p> <p>S2: It's 089-7979801.</p> <p>S1: 0-8-9-7-9-7-9-8-0-1</p> <p>S2 : Thank you very much. Good bye.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>4. Ask when he is he available.</p> <p>5. Announce new call.</p> <p>End call.</p> <p>T : Student B, your brother is John. John isn't home right now. The phone rings. Answer it.</p> <ol style="list-style-type: none"> 1. Answer the phone. 2. Verify a caller. 3. Ask him/her wait and explains John isn't home. 4. Say when is he will be back and offering to take a message. 5. End call. <p>T : You have 15 minutes to prepare your role.</p> <p>-----The students worked in group-----</p> <p>(The teacher explained the instruction again in</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

		<p>Thai)</p> <p>-----Role play-----</p> <p>(1)</p> <p>S3 : Extension 104?</p> <p>S4 : I'm sorry, nobody in the office.</p> <p>S3 : Can I take a message?</p> <p>S4: Yes.</p> <p>S3 : Ask her to call me back.</p> <p>S4 : Yes, can I have your name?</p> <p>S3 : My name is.....</p> <p>S4 : Can I have your telephone number?</p> <p>S3 : My telephone number is.....</p> <p>S4 : Ok, I'll tell her.</p> <p>S3 : Thank you.</p> <p>(1)</p> <p>S1 : Hello,speaking.</p>		
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

	<p>S2 : Can I speak to John?</p> <p>S1 : Who is calling?</p> <p>S2 : This is Peter.</p> <p>S1 : Just a moment. I'm sorry, John is out at the moment.</p> <p>S2 : When he will be back?</p> <p>S1 : I think at 3 p.m. Can you take a message?</p> <p>S2 : No, thanks. I'll call back again. Thank you very much.</p> <p>S1 : You're welcome.</p>	
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Note : In the traditional approach, the English statements were presented in Thai while teaching.

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้