Jurnal Teknologi (Social Sciences)

Full paper

Teaching Spoken English to L2 Learners "An Effective Approach: Natural Occurring Conversation"

Jumjim Ngowananchai[a*]

[a]*Chandrakasem Rajabhat University, Bangkok, Thailand, 10310*

*Corresponding author: jennychan74@hotmail.com

Article history

Received :1 July 2013
Received in revised form :
1 September 2013
Accepted :15 October 2013

Abstract

Most EFL teachers have the aims to improve their learners' ability of English specifically the speaking skill. However, the ability of learning skills is varied according to their background and the environment of target language surrounding them. To teach spoken English effectively, teachers need to pay much attention to the approach used in the lesson. The author therefore conducted a qualitative research to investigate the students' improvement in speaking competence shown when they are in different contexts i.e. classroom and outside classroom. The study also examined the significant differences in terms of performance of speaking ability in different contexts. The participants consisted of 72 students. Eighteen students were selected by simple random sampling through drawing lots. The sampling size is 25 percent of the population. The researcher carried out the experiment using Natural Occurring Conversation as a Teaching Model to improve the speaking competence of students. The duration of the implementation was 12 weeks excluding the mid-term and final examination. The results revealed that Natural Occurring Conversation as a teaching model helped students to have freedom and confidence when they spoke outside classroom context. However, some students still had difficulty in recognition of the questions when interviewing tourists. They always looked at and read the questions while having a conversation which showed no significant differences in terms of their performance in speaking ability in both in and outside classroom context.

Keywords: Spoken English; L2 learners; effective approach; natural occurring conversation

Abstrak

Kebanyakan guru EFL bermatlamat untuk meningkatkan kemahiran bahasa Inggeris pelajar terutamanya dalam kemahiran bertutur. Walau bagaimanapun, kemampuan kemahiran belajar berbeza mengikut latar belakang dan persekitaran bahasa sasaran yang mengelilingi mereka. Untuk mengajar pertuturan bahasa Inggeris dengan efektif, guru perlu memberi perhatian kepada pendekatan yang digunakan dalam pelajaran. Oleh yang demikian, penulis menjalankan kajian kualitatif untuk menyelidik peningkatan kompetensi pertuturan pelajar apabila berada di dalam konteks yang berbeza, misalnya di dalam dan di luar kelas. Kajian ini juga meneliti perbezaan ketara prestasi kemahiran bertutur dalam konteks yang berbeza. Seramai 72 pelajar terlibat sebagai peserta. Lapan belas pelajar dipilih secara pensampelan rawak mudah melalui cabutan undi. Saiz sampel ialah sebanyak 25 peratus daripada populasi. Pengkaji menjalankan kajian menggunakan Perbualan Asli (Natural Occuring Conversation) sebagai Model Pengajaran untuk meningkatkan kompetensi pertuturan pelajar. Tempoh pelaksanaan ialah selama 12 minggu, tanpa mengambil kira peperiksaan pertengahan dan akhir semester. Dapatan mendedahkan bahawa Perbualan Asli sebagai model pengajaran membantu pelajar mendapat kebebasan dan keyakinan apabila mereka bertutur di luar kelas. Namun begitu, sebilangan pelajar menghadapi kesukaran dalam mengenal pasti soalan apabila menemubual pelancong. Mereka selalu merujuk dan membaca soalan apabila sedang berbual yang menunjukkan tiadanya perbezaan ketara prestasi kemahiran bertutur di dalam dan di luar kelas.

Kata kunci: Bahasa Inggeris lisan; pelajar bahasa kedua; kaedah efektif; perbualan asli

1.0 INTRODUCTION

In recent years, the use of English is not limited to native speakers; it is also used for communication among non-native speakers. The global spread of English can be seen in education, transportation, tourism industry, hospitality, and business. Many teachers of English in the ASEAN countries have attempted to use Communicative Language Teaching in their EFL/ESL classes.

However, it is not as easy as it should be. The researcher herself had faced problems and tried to overcome the barrier occurring during the English class. However, it was still difficult to apply strategies in Communicative Language Teaching in large class size in the Thai university context. As English has been taught as a second language or foreign language in Thailand, therefore, it is not easy for a teacher to manage an English class with a large number of non-native speakers of English.

In the context of globalization, English plays an important role in the world. English has been a language of wider communication and the language of multinational corporations (MNCs) and industrialists who are investing in Asia as well.

Background of English Language Teaching in Thailand

English language teaching has played an important role in Thailand particularly since the announcement of the Thai government that the importance of English in Thailand will be significant in 2015 as it is a time for the full effect of the ASEAN Economic Community. The use of English is not limited to only the group of native speakers, but it also spreads into the group of non-native speakers as well. Thailand is one of the ASEAN countries which need to improve the learners' ability of English in order to compete with other nations. Moreover, English education has brought the country to be equal with other countries in this region.

According to Crystal (1987), there are more than 50 countries in the world which use English as an official language such as the United States of America, New Zealand, Singapore and India. However, Thailand is not on the list. English in Thailand was influenced by Indochina Wars up to 1975. However, Thai language is the national language and a language of medium instruction in Thailand. While some neighboring countries in Asia like Singapore and Malaysia were the colonies of the United Kingdom as part of the straits settlement. After gaining internal independence in 1959, Singapore became part of the Federation of Malaysia but has been a sovereign nation since 1965. As a result, today both Malaysia and Singapore have a uniquely defined bilingualism arising from the school system and measured by proficiency in English and one of other official language of the country (Pakir, 1992).

In Thailand, before 1996 English language teaching was different from the present time. Thai students were taught English when they were in Grade 5 or Grade 6 but in general they had low proficiency in English when they studied in high school and university. Then, in 1996, the declaration of Thai National announced that studying English was compulsory and had to be taught to students at the primary level (Prathom 1 to 6) in public schools and since then it spread widely into the pre-school level of some private schools in Thailand. Students had more opportunity to learn English in the language classroom with Thai teachers who had some background knowledge of English. Some private schools hired native speakers of English who were holding a degree and also teachers without a degree or certificate in teaching English. As a result, some students acquired more English and improved their English skills while many others were not capable to show the progress in their learning.

Chandrakasem Rajabhat University is a tertiary educational institution in the north of Bangkok in Thailand which offers diploma and degree level education from the Bachelor's degree, Master's up until doctoral level in several majors. Chandrakasem was founded in 1940 as Thailand's first training college for secondary school teachers. In 1991, Chandrakasem Teachers College was named an outstanding tertiary educational institute by the Ministry of Education. The following year, His Majesty King Bhumibol Adulyadej bestowed the name Chandrakasem Rajabhat Institute on the former college.

Chandrakasem Rajabhat University has a strong philosophy which states "Solid knowledge and strong virtue would lead community development". Moreover, the vision of the university is to be a centre for learning, upgrading of intelligence to international standard. Besides, one of the missions of the university is to produce graduates with potential wisdom to meet the international standards (TQF:HEd :2009). In order to graduate, the students are required to take and pass at a minimum of 6 credits/ 2 courses in the English language courses for non-English major students. For the students majoring in Business English and English Studies, they are compulsory to take 45 credits (15 courses) under Compulsory English courses and 39 credits (13 courses) of Elective English courses including two Free Elective courses which is 6 credits to complete the Bachelor Degree.

Barrier of Thai Learners in English Acquisition

"Path is not strewn with rose petals". Following the previous statement, it can imply that the university has a good concept but in some ways it is impractical. Chandrakasem Rajabhat University has a mission to meet the international standard which is not easy to do. As English is a key language for communication among the nations, therefore, to communicate successfully and to meet the aim of international standard the students need to master the complex English literacy and communications skills. As a teacher of Business English Program, the researcher found many problems occurring along the way to develop English learning and teaching for Thai students. Here are some major problems of learning and teaching English in Thai context.

First, the problem may lie in the emphasis of teaching reading and grammatical structure as well as vocabulary rather than emphasizing speaking skill (Wongsothorn et al., 2003). The teacher does not have much time to allow the students to practise speaking skill during a lesson, especially, the high school students studying in Grade 10-12 who would just learn English to pass the entrance examination into university. The teacher has to give the lessons without any emphasis on speaking and listening skills. As a result, when the students enter university, they face communication problems within the English classroom both in the compulsory and in the major courses.

Although the Ministry of Education has worked out a strategic plan on education to be implemented from 2012 to 2015 in preparation for the realization of the ASEAN Community(http://www.dlfeschool.in.th/TETA/20121002.html), it is not easy for the teachers to build up the students' motivation in learning English at the university level. In terms of investment in education, Thailand has encouraged and supported Thai youths to develop their potential and knowledge, particularly in the English language and other languages spoken in the neighboring countries.

Second, the large quantity of students in normal classrooms have resulted in the teachers having to put considerable effort in order to have all students practice the language activities within the time limit. It is not easy to manage the language class if the number of students is not in the right proportion 1 teacher to 60 students. In some foundation courses, the number of students is doubled while the number of teachers remains the same which is 120:1. Consequently, it is unlikely that many Thai university students in a big class will be able to practice and improve their English proficiency and become fluent in English after completing their university study.

Third, it is related to the basic background of English. This is still an ongoing problem until the present time. The university always follow the policy of the government in expanding educational opportunities where everyone has the right to learn. As a result, people in theory should be able to speak and use English fluently but unfortunately this is not the case.

Last but not least, the problem is that learners have less opportunity to use English in their daily life. Most of them study English only in the language classroom. However, when they are outside the classroom they do not have the opportunity to meet and talk or even use English with foreigners and friends. Some teachers may not create an English environment for the students to speak and communicate in English. In fact, teachers should not allow the students to communicate in their mother tongue; instead should find ways of encouraging more students to use English in the social interaction.

According to the aforementioned reasons, it is worthwhile to examine the improvement of speaking competence of students shown in different contexts both inside and outside classroom context. This study also investigates the significant differences in terms of performance of speaking ability of students in different context.

Objectives of the Study

The study aimed to:

1. Examine the students' improvement in speaking competence when they are in different contexts while developing a Communicative Language Learning and Teaching Model: Natural Occurring Conversation for students in Thai Higher Educational context
2. Investigate the significant differences in terms of students' speaking ability.

Research Questions

1. How is the students' improvement in speaking competence shown when they are in different contexts (i.e. classroom, outside classroom)?
2. Are there significant differences in terms of speaking ability in different context?

■2.0 THE STUDY

Variables

The independent variable was the teaching approach "Communicative Language Teaching focusing on the use of Natural Occurring Conversation as a teaching and learning Model" for students to develop and improve students' speaking competence. The dependent variable was the development and changes of students' speaking ability both inside and outside classroom context.

Population and Sample

The population of the study was the first year Business English students of Chandrakasem Rajabhat University, Bangkok, Thailand, who were required to study a Course of English for Tourism Industry I (BENG 1721) as a compulsory course in their curriculum.

Sample

The sampling size was 23 students from English for Tourism Industry I class. This course is a compulsory course for the first year students in Semester 1 of academic year 2012. The sample was randomized by using Simple Random Sampling and drawing lots which was counted as 25 percentage of the whole population. The participants got at least a Grade "C" in English subject when they studied at high school level.

Research Instruments

The research instruments applied in this study consisted of Preliminary Observation Table of Analysis adapted from Thornbury & Slade (2006) for evaluating the improvement in speaking competence in both inside and outside classroom context. The samples of transcriptions of conversation, in forms of small talk, interview and group talk are shown and discussed as in the following:

Preliminary Observation

During the first month of the study, the learners were observed during the in class activities. All activities were communicative activities organized by the teacher and many of them were taken from the teacher's teaching guidebook. Some students were interested to participate in the activities but many of them did not understand the instructions on the activities. The rest of the class were shy and lacked confidence with their English proficiency when they were asked to converse with their friends in an individual and a pair work activities. This may be due to the large number of students in one class, therefore, the teacher had to spend more time in each activity when the students participated in the tasks. However, a few students attempted to participate in the provided activities. Every activity was video-recorded in order to see their learning development.

Teacher Preparation

After the first month of the observation, the researcher tried to create a more natural learning environment for the learners by allowing them to meet outside of class once a week and providing them with some communicative activities including individual, pair work and group work activities. The researcher found some improvement from the group on the first month of the study. The successful activities were pair-work and group work activities in which the learners were allowed to talk with their close friends freely. Some were shy and had no confidence while some were able to speak slightly which was a sign of progress. However, due to the big class-size, learners had to rotate to come and talk in front of the teacher within the time limit. Some learners were still keeping quiet as usual because they were always talking in their native Thai language. As a consequence, it was too slow for the learners to comprehend the other's answers and to respond back as soon as they were asked.

Teacher Participation in a Natural Occurring Conversation

The Natural occurring conversation activities occurred both in and out-of-class. The researcher started to talk by using the informal talk strategy at the beginning of the class. This was possibly the reason that students' responses and answers were somewhat about themselves such as family life, favorite movie star, actress, actors. Furthermore, their personal interest, the attitude towards the current news could help them to promote their speaking skills faster than the activities provided in the textbook. The video-recording of free-talk or natural talk had been organized almost twice a week so as to increase the students' interest. The schedules were arranged for the researcher to begin the natural conversation and let the learners or participants in the talk to express whatever they like independently. In case of grammatical mistakes, they were not corrected during the conversation because it would not be appropriate if they were asked to stop talking as they may lack confidence from their speaking mistakes being corrected. Their mistakes were informed at the end of conversation and it might be used as samples in a formal class without telling them who made the mistakes. All video-recorded conversations were transcribed according to Thornbury and Slade (2006).

The Learners' Participation

Based on learners' participation topic, the researcher therefore demonstrated the transcriptions of natural conversation by learners including the analysis relevant to Thornbury and Slade's (2006) theory which led to the answer of the possibility and the necessity in developing the communication skills at Chandrakasem Rajabhat University, Bangkok, Thailand. The problems occurred during the uses of Communicative Language Teaching (CLT) specifically with the Natural Occurring Conversation activities both in-class and out-of classroom context are also included.

The Concept of Communicative Language Teaching

In accordance to Larsen-Freeman (2007) Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching. To do this, the acquisition of language and communication must be interdependent. The uses of authentic materials are considered desirable in terms of giving students an opportunity to develop strategies for understanding language as it is used.

Littlewood (2007) claimed that communicative ability is the goal of foreign language learning. It is a widely used approach in the situational language teaching. Therefore, the communicative approach does not emphasize on grammar and vocabulary but it also looks at what people perform when they want to communicate for different purposes such as asking a question, making a suggestion or issuing an order.

Hymes (1972) earlier claimed that to be communicatively competent, a person acquires knowledge and ability in using language concerning formality, feasibility, appropriateness and performance. On the contrary, Chomsky (1965) only focuses on the theory on creating grammatical correctness in a language concerning mainly on the speaker and listener in a completely homogeneous community. That means a person who can use language perfectly and apply his/her knowledge in the actual performance. Savignon (1991) later characterizes communicative competence as the ability of language learners to interact with other speakers, to make meaning distinct from their ability to perform on discrete-point tests of grammatical knowledge.

The Advantages and Disadvantages of Communicative Approach

Finocchiaro and Brumfit (1983:67) made conclusion on some of the advantages and disadvantages of Communicative Language Teaching:

Advantages

- The meaning used in the approach is paramount
- It is not necessary to memorize the dialogue if it is used for communicative function
- Language items need to be contextualized.
- Language learning is learning to communicate not learning structures, sounds or words.
- Drilling is not a central technique. It may occur but peripherally.
- The learner does not need to speak like native speakers but just having the comprehensible pronunciation is acceptable.
- At the beginning, the learners are encouraged to attempt to communicate. Due to the classroom atmosphere, the cooperative relationship in groups and risk-taking activities are encouraged to take place.
- The primary goal is fluency and acceptable language: accuracy is judged not in the abstract but in the context.
- The students are expected to interact with other people through pair and group work or in their writing.

Disadvantage

- The teacher does not know exactly what language the students will use because they are not specified to use the language.

Communicative Language Teaching Activities

Since language teachers began to use and realize Communicative Language Teaching approach, there is a large number of oral interaction activities designed for teaching and learning in the language classroom. The teacher can use a vast repertoire of activities in order to serve the learners' profile and meet the language objectives. As in Widdowson (1987), the types of communicative activities were illustrated that to develop learners' communicative competence and to communicate effectively, the learners were required to practice various skills to understand their peers and made themselves understood by others. The activities established in Communicative Language Teaching were Problem Solving Activities, Information sharing activities, Brainstorming, Debate, Group Discussion, and Interview.

The Role of the Teacher and Learners within a Communicative Approach

1. The role of CLT to the teacher

- To facilitate the communicative process between all participants in the classroom and between the participants and various activities and text.
- To act as an interdependent participant within the learning-teaching groups.

2. The role of CLT to the learners

- To adopt the role of negotiation between the students themselves, their learning process, and the gradually revealed of learning.
- To be a provider of feedback to others concerning his own interpretation of the specific purposes of the curriculum and the appropriateness of methodology to his own teaching experiences and achievements.

Natural Occurring Conversation

The Nature of Conversation

Thornbury and Slade (2006) proposed the definition of conversation as the informal interactive talk between two or among more people which happened in real time. In addition, it is spontaneous with a largely interpersonal function in which participants can share symmetrical rights. In general, the characteristic of conversation is accounted for the major proportion of most people's daily language use. The conversation has typically frequently found characteristics in real situation settings. It takes place spontaneously in real time and in a shared context with the interactive and jointly constructed style in which its function is primarily interpersonal and informal. It is the critical site for the negotiation of social identities therefore it is expression of wishes, feelings, attitudes and judgment.

Moreover, natural occurring conversation can occur in a real life situation naturally. For example, when two people meet each other whether for short or long duration, they will talk in the form of small talk. Their conversations are natural talks in terms of topic discussion. It reflects the real thought of people and sometimes it shows people's concerns. Additionally, it is a way for communication with other member in the society. They communicate to each other in order to express their ideas, exchange information. Some may communicate to ask for help and survive in each situation and basically it is used to keep the relationship of people in the society.

The Analysis of Conversation in the Natural Occurring Conversation

In terms of language studies, conversations were analysed in order to gain the utterances of language produced during a conversation. Thornbury & Slade (2006) summarize that in real time talk there was the time spontaneity. The followings were the features that distinguished conversation from writing such as Hesitation, Word repetitions, False starts, Repairs, Unfinished utterance, Ungrammatical, Filter, Borrowing chunks from the previous speakers' utterance, Lexical density specifically in content words per clause and Utterance launchers.

■3.0 FINDINGS

The following section presents the findings from the analysis according to Thornbury & Slade (2006) for Research Question 1: How is the students' improvement in speaking competence shown when they are in different contexts? (i.e. classroom, outside classroom)

To investigate the significant differences in terms of a performance of speaking ability in different context, 5 experienced Thai and 2 foreign teachers were observed and students were evaluated on their speaking ability in class and via the video recordings of the students' conversation.

Transcription

Example 1: Inside classroom Context

(1) T: So, And why do you choose Chandrakasem to study? Why do you want to study here?
(2) S: ชื่อ ชื่อ from Hor Karn Ka.
(3) T: Oh Really. You have the problem with your study?
(4) S: problem with your study.
(5) T: Why do you choose to study here?
(6) S: Ur….I like finance.
(7) T: You like finance? You mean a Financial course or …
(8) S: Yes. Major.
(9) T: You must be very good at money.
(10) S: Yes I think it's difficult I don't … but.

As shown in Example 1, the transcriptions reflected the nature of language used in the conversation between the teacher and student. As can be seen in Line (2), the students used his native language (Thai) to help the teacher understands the reason why he chose to study at Chandrakasem Rajabhat University. The native language can be used in real conversation in order to help both receiver and sender understand the meaning of some difficult words clearly. The use of word repetition was produced in Line (4) however; it seemed that the student was not sure what to answer until the teacher asked a new question in Line (5). Then he could give the reason in Line (6) by using pause filler (Ur…) or a sign of hesitator before continue giving the answer. In Line (8), the students managed the interaction by using the word "Yes" when he agreed with what the teacher asked him in Line (7) and he added more information that Finance was his major subject.

Example 2 (Outside classroom)

(1) T: Ok So, Hello How are you, Neay?
(2) N: [smiling] Not fine.
(3) T: Not fine. What happened? What's the matter?
(4) N: I have flu
(5) T: You have flu.
(6) N: Yes.

Regarding Example 2, the results showed a phatic communion or the use of language to maintain social relationship because actually it did not require the genuine answer for the questions. However, the student's answer was about health which was genuine as in Line 2

Moreover, there were a number of other linguistic ways that the teacher encoded the attitude towards the students when having conversation with the student (e.g.) the use of nickname "Neay" which showed the familiarity of them (as in Line 1).
As shown in Line 2 and 3, the use of word repetition to emphasize the answer e.g." Not fine" and the use of word repetition e.g. flu, were found in Line (4,5).

Example 3 (In class Talk)

(1) T: No. What happened to you? Your body is weak.
(2) N: I have a หอบ (Asthma) ค่ะ
(3) T: Asthma Asthma. You have got asthma.
(4) N: Yes.

(5) T: Oh! so what about when you do exercise. Do you feel tired?
(6) N: Uh…. Um….Yes, easy.
(7) T: Yeah, very easy.
(8) N: yes Ur… sometimes walk

As shown in Example 3, the use of a native language (Thai) and word repetition were in Line (2 and 3). In Line (6), there were hesitations such as Uh…, Um… and in Line (8) such as Ur…… The conversation between the teacher and student demonstrated the consistently used of natural language in a form of a small talk before the start of a lesson in the classroom context.

Example 4 Informal Talk (Outside classroom)

(1) T: Hi ! Neuy. How are you? Did you feel better?
(2) N: Rest
(3) T: Raise? What do you mean "raise"?
(4) N: rest rest พัก
(5) T: You will take a rest? Ok you will rest.
(6) N: Yes
(7) T: So how many days have you been- how long have you been in this symptom?
(8) N: [Pause for a while] I have in the child.
(9) T: When you were young.
(10) N: Yes
(11) T: Since how old?
(12) N: Six or seven years old. Ur… in when I was young my mother gets me to see the doctor. Anyway, he said to I should to swimming um…to to have a a ขยายปอด

According to Example 4, the answer from the student in Line (2) showed the miscommunication of word. The miscommunication in terms of pronunciation was a problem which demonstrated in Line (3 and 4). Moreover, in Line (12) a preference for informal lexis was shown rather than specialized lexis. An improvement of student in choosing a word "Anyway" to use as a discourse marker or to show smooth flow of his talk and to manage interactivity. The repetition of articles (a) and a native language (Thai) were used to clarify the meaning of the talk.

Example 5 Conversation from Students Interviewed Foreigners at Chatuchak Market, in Bangkok

The following example was taken and transcribed from the students who took English for Tourism Industry II Course and who interviewed tourists at Chatuchak Market as a travel project. This was the most important work to complete the requirement of the course. The students were prepared for language used during the interview in class and after practicing the conversation with their partner in a classroom, they interviewed the foreigner outside the university. Some parts of their conversation were taken into account in this example.

S: Student (Thanapat) **T:** Tourist (Soija)

(1) S: What is your name?
(2) T:Soija
(3) S: From?
(4) T: Australia
(5) S: Do you have a favorite trip?
(6) T: Chiang Mai
(7) S: When you go there?
(8) T: Uh….On Sunday
(9) S: What the purpose of your travel?
(10)T: A holiday
(11)S: Oh I see. How long you stay?
(12)T: 2 weeks
(13)S: How much budget do you have?
(14)T: 45,000 including plane.

According to Example 5, the conversation was produced within a real context, Chatuchak Market, a flea market where students had to ask for permission to interview foreigners coming to visit a market. The given example showed the use of language for asking information about travelling in Thailand. The students were provided the guideline of questions; therefore, what they had to do at the market was to review the questions and interviewed tourists with those questions or extra questions apart from what they learnt naturally. It can be seen that the use of questions was not complicated as in Line (3) "From?" Moreover, the use of questions was not grammatically correct but it was successful in terms of communication between questioner and answerer. In Line (7,9 and 13), they were seemingly opened questions which the answerer might not give the reply to the questioner as in Line (13) " How much budget do you have?" because it was too personal about the budget the answerer was planning to spend for this trip. However, the questioner got the reply about the full amount they would use for a trip. It provided that the answerer's utterances were to be understood not in the right grammatical form but in a way of real occurrence communication. Here then, in Line (11), the use of "Oh" conveyed that the questioner showed the perception in what the answerer's purpose of staying. In this context, it demonstrated the use of interjection to mean that questioner was interested in the answerer's information as in excerpt 11 "Oh I see. How long you stay?" The conversation was natural in terms of language used however, in terms of performance as can be seen in the video some students did not behave naturally as they might worry about memorizing questions.

Example 6

(1) S: are you …where are you from?
(2) T: Denmark Do you have a favorite trip?
(3) S: Kho Lanta
(4) T: When you go there?
(5) S: Last week
(6) T: ah….. you, what is the purpose of your travel?
(7) S: Holiday just holiday
(8) T: How long you you stay?
(9) S: 3 weeks
(10) S: What transportation is appropriate in your travel?
(10) T: I think mm….Airline and train
(11) S: How much how much about the train?
(12) T: 40 baht but to go to Denmark by the airplane it's really expensive. It's like 100,000 baht
(13) S: What meal that you have on breakfast?
(14) T: Fried rice, chicken fruit.

According to Example 6, it showed a real conversation between the student as an interviewer and a tourist as an interviewee. The tourists sometimes hesitated in their talk because they were thinking or not sure of the answer. As in Line (10) I think mm…. and Line (6) ah….. you were the prominent evident of hesitation. The use of word repetition was found in Line (8) and (11). The false starts were found in Line (1) however, the student repaired the utterances immediately. The grammatical mistakes happened when the students asked the

questions as in Line (4) When you go there?. The lack of auxiliary verb or helping verbs (did) occurred in the question. In Line (8) How long do you stay? the interviewer did not repair or correct the mistakes immediately. However, the interviewer still receives the appropriate answer from the interviewee.

■4.0 DISCUSSION AND CONCLUSION

The Improvement in Speaking Competence after Semester Two of the Experiment

The first semester was the time for students to adjust themselves to the use of English both inside and outside classroom context. In the second semester, the students continued their study in the course of English for Tourism Industry II which was a continuation course of English for Tourism Industry I. The main objective at the end of the course was to let students to communicate in the real context by sending them to interview and talk to foreigners in many different places for example in a park and market near a subway. For activities, the students were prepared to learn how to talk to people in different situations particularly how to make and respond to questions. Based on the interview records of students in different places, the researcher found that many students read the interview questions at the beginning of conversation. They were not confident to speak and were shy especially their pronunciation was wrong or unclear which could be noticed from their behavior during the interview. However, some groups of students were very successful in the activity as they felt welcome by the foreigners to talk and interview them. Their self-confidence went up after the one semester practice in a Course of English for Tourism Industry I.

The Significance Differences in Terms of a Performance of Speaking Ability in Different Context

After the students came back from the interview outside the university the researcher saw significant changes in the students themselves. There was an increase in their self-confidence when they were interviewed individually. They smiled, laughed and were lively to speak and answer questions from the researcher freely. This was a consistent phenomenon with students 9:1 It means 9 out of 10 students were very motivated and enjoyed speaking in English. Many of them expressed their feelings in a positive way to the interview activity. They also requested to have such activity in the future. The students were willing to use English in a variety of communicative activities. They requested the teacher to provide more activities outside the university context because they felt comfortable to talk to foreigners in real environment which could help them increase and improve their speaking ability effectively

Additionally, some students were encouraged to speak English naturally. While having a conversation with foreigners, some students focused on the interview questions and were afraid to forget the questions. As a consequence, the language they produced seemed to be unnatural even when they could communicate with foreigners. However, they demonstrated the ability to understand their interviewee in terms of meaning. They also made some mistakes in the sentences they communicated. However, it was not a problem for listeners to understand them because the mistake of grammar points did not change the meaning of what they would like to express as it was real and natural conversation which required a meaningful language rather than a correct form of language.

Moreover, the students could apply the language they learnt in Semester 1 and 2 and integrated them into a real situation. They could transfer the language from L1 to L2 within a short time. However, they also needed help in clarifying difficult vocabulary during the interview. Furthermore, following the CANCODE corpus (McCarthy, 1998: 122-3), the most frequent words found in students' speaking was the pronoun "I". It was the most frequent used which were 59 times, Pronoun "You" was the second in the rank of the frequent word or discourse marker (43 times) followed by an article " the" (34 times). The words "Yeah" and "of" and past tense form of Verb to be "was" were not found during the conversation.

In conclusion, Natural Occurring Conversation as a teaching model for teachers of English as a Foreign language or second language of instruction should be used as a teaching and learning model for teaching English or foreign languages courses. This is because the use of Natural Occurring Conversation Teaching and Learning Model could demonstrate Teacher's role as a facilitator with the teacher initiating or raising questions to students and letting them answer. However, it was not easy to motivate the students to answer as they had grammatical problems.

The researcher found that to develop the communication skills or speaking and listening ability of learners at Chandrakasem Rajabhat University was possible and necessary for teachers of English. As in the research data shown, the students' weakness in speaking did not derive from their ignorance. Moreover, it seemed that many parts of their conversation showed enthusiasm and attention to converse and giving details. The necessity of developing the students speaking skill was still not urgent judging from the knowledge of English they have.

Since we are going to take a full effect as a member of ASEAN Community in 2015, letting ESL or EFL learners to be able to communicate in the ASEAN standard would pave the way to grow up in both professional and international aspects that could reduce the problems occurring during the uses of Communicative Language Teaching (CLT) specifically with the Natural Occurring Conversation activities both in-class and out-of classroom context. Moreover, teachers should be encouraged to reach their own solutions and conclusion for helping the new productive learners of English in the country.

References

Chomsky, N. 1965. *Aspects of the Theory of Syntax.* Boston: MIT Press.

Crystal, D. 1987. *The Cambridge Encyclopedia of Langua*ge. Cambridge: Cambridge University Press.

Finocchiaro, M., and C. Brumfit. 1983. *The Functional Notional Approach: From Theory to Practice.* New York: Oxford University Press.

Hymes, D. 1972. *On Communicative Competence.* In J.B. Pride and J. Holmes (eds.). *Sociolingistics.* Harmondsworth: Penguin. 269–93.

McCarthy, M.1998. *Spoken Language and Applied Linguistics.* Cambridge: Cambridge University Press.

Larsen-Freeman, D. 2007. *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press.

Littlewood, William T. 2007. *Communicative Language Teaching.* 27th Edition. Cambridge: Cambridge University Press.

Office of the Higher Education Commission. 2013. *TQF: HEd*. [cited 2 October 2012] Retrieved from: http:www.mua.go.th/users/tqf-hed.

Pikir, A. 1992. English-knowing Bilingualism in Singapore In K.C. Ban, A. Pikir & C.K. Tong (eds.). I*magining Singapore. Singapore: Times* Academic Press. 234–62.

Savignon, S. J. 1991. Communicative Language Teaching: State of the Art. *TESOL Quarterly*. 25(2): 261–277.

Thornbury, S. & Slade, D. 2006. *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press.

Widdowson, H.G. 1987. *Teaching Language as Communication.* Oxford: Oxford University Press.

Wongsothorn, A., Hiranburana, K., & Chinnawongs,S. 2003. English Language Teaching in Thailand Today**.** In H. W. Kam & R.Y. L Wong (Eds.). *English language teaching in East Asia Today: Changing Policies and Practices.* Singapore: Time Academic Private Limited. 441–453**.**