Effects of Scripted and Non-scripted Role Play Activities on Oral Performance: A Case Study of Repair Organization in Conversation of Thai College Students

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Abstract

The study aims to investigate the effects of scripted and non-scripted role-plays on EFL students’ oral performance by attending to the repair organization. Utilizing the conversation analytic (CA) perspective, it attempts to address the following questions: a) how the students organize repairs in scripted and non-scripted role-plays, b) whether the repair organization differs in the different types of role-plays. The results reveal that the types of repair organization found in scripted and non-scripted role-play activities are the same, but the frequency of one type of repair, i.e., other-initiated, self repair, is significantly different. Functions related to the repairs found are also quite different in the two types of role-plays. It is suggested that non-scripted role-plays provides students with better opportunity to practice relevant features of language use in naturally occurring conversation. Questions should also be made with respect to the effectiveness of scripted role-play activities in improving students’ oral ability to engage in real-life communication.

Key words: organization of repair, scripted role-plays, non- scripted role-plays, repair initiation

1. Background

Over the past decade, role play activities have widely been used in attempts to improve speaking skills of Thai students in EFL classrooms. Generally, the role play activities implemented in the classrooms are of two types: scripted and non-scripted role-plays. Apparently, scripted role plays are a more popular choice among teachers to improve the oral performance of students in communicative classes. Non-scripted role-plays, on the other hand, are less frequently used most likely because they are more complicated and put a
lot of pressure on the students, requiring them to improvise conversations immediately with little preparation. When doing scripted role-plays, the students have time to prepare the scripts as homework and rehearse them to achieve smooth speaking.

Despite frequent practice of such a role play in class, when students are outside the classroom, most of them are still unable to communicate in actual situations. Hence, doing scripted role play activities does not seem to prepare students to deal with problems in real-life communication. Often, when students forget their turns in role plays, they tend to discontinue them rather than work out the problems. This often results in an unfinished sequence of conversation and poor unnatural oral performance.

Normally, when problems arise in naturally occurring conversation, interlocutors organize some sort of a repair to fix the problems. Not only in naturally occurring conversations, repair organization is also observable in role-play activities that simulate them although it is likely that different types of role-plays vary in the degree of repair occurrence. However, despite such apparent differences brought about by the different types of role-play activities, there have apparently been no studies done which directly investigated the effects of scripted and non-scripted role-play activities on students’ oral performance, not to mention those which examined repairs induced by different types of role-play activities.

2. Literature review

The effectiveness of role-play activities in improving students’ oral skills has been demonstrated in a number of quantitative research studies (see, e.g., Alwahibee, 2004; Klanrit, 2007; Magos & Politi, 2008). Role-play activities are acceptable as teaching aids in the communicative approach since they allow students to use the target language to communicate and interact with each other. This facilitates the development of their oral communication skills and provides them with a wide range of opportunities for the improvement of their language ability (Doughty & Pica, 1986; Lier, Nakahama & Tyler 2001). However, Klanrit (2007) argued that although role-play activities can really help develop students’ oral ability, the students only slightly gain new elements of the target language or language use via role-plays. Therefore, just like in any other kinds of communicative activities (i.e., simulations), it seems to be unlikely that EFL students will be able to attain language accuracy, appropriacy and fluency when performing scripted role-play activities. (Ding & Liu, 2009)
Regardless of the controversies with respect to the benefits of role-play activities mentioned above, Ladousse (1987) had clearly stated that the main objective of role playing should be to train students to deal with the unpredictable nature of language. Role-play activities should allow the students to deal with conversational problems and prepare them to handle the problems which inevitably occur in their real-life communication. Especially, when problems arise in communication, the students should be able to organize appropriate repairs to deal with them.

According to Schlegoff, Jefferson & Sack (1977), Schlegoff (2000) and Wong (2000), repairs refer to the practices for dealing with problems or troubles in speaking, hearing, and understanding talk in conversation. Originally, Schlegoff et al (1977) suggested that there were two major types of repairs: self repair and other repair. In self repair, speakers make and immediately repair the problem themselves whereas in other repair the listeners are the ones who repair the problem. Subsequently, four different types of repair organization have been proposed including self-initiated self-repair, self-initiated other-repair, other-initiated other-repair, and other-initiated self-repair. In self-initiated self-repair, it is the speaker of the trouble source who recognizes the problem and repairs it. Self-initiated other-repair, on the other hand, occurs when the speaker of the trouble source initiates a repair, but it is the recipient who carries it through. As for other-initiated other-repair, a problematic talk is both noticed and repaired by a recipient. Lastly, in other-initiated self-repair, it is the speaker of the trouble source who fixes the trouble noted by the recipient (Schegloff, Koshik & Sack as cited in Seedhouse, 2004).

The importance of allowing students to practice organizing repairs was also supported by Long (cited in Lightbown & Spada, 2006), who argued that problems or difficulty motivates the interlocutors to negotiate for meaning and this is an essential opportunity for language learning. In congruence with him, Halápi & Saunders (2002) indicated that conversational problems play a vital role in encouraging students to negotiate with their partners in order to accomplish a communicative activity, and that allows their oral performance to automatically improve. Investigating the effectiveness of repairs on improving students’ oral ability, Liu (2009), in particular, found that students who frequently conducted repairs during a communicative activity greatly gained in their speaking development.
Apparently, it has been shown that in EFL class students should have opportunities to perform communicative activities that allow them to practice repairs to deal with problems that are likely to occur in naturally occurring conversation. While there are several studies on the organization of repairs and on communicative activities such as role-plays, it seems that there has been no study which examined repairs induced by different types of role-play activities. The present study is therefore designed to fill this gap by addressing the differences in the organization of repairs in scripted and non-scripted role-play activities. It aims especially at investigating how students repair or otherwise deal with communication problems which occur in these two different tasks and whether the repairs elicited in each type of role-plays prepare them to deal with problems likely to occur in naturally occurring conversation.

3. Research questions
   3.1 How do the students organize repairs in scripted and non-scripted role-plays?
   3.2 Does the organization of repairs differ in the different types of role-plays?

4. Technical terms
   4.1 Scripted role-plays refer to role-play activities that allow the students to prepare a script in advance and to rehearse it before performing them.
   4.2 Non-scripted role-plays refer to role-play activities in which students role-play without scripts or rehearsal.
   4.3 Organization of repairs refers to the practices for dealing with problems or troubles in speaking, hearing, and understanding the talk in conversation.
   4.4 Repair initiation is when someone, in some way, points out or signals a problem in conversation.

5. Limitations of the study
   5.1 The case-study method was adopted to investigate the conversations and the organization of repairs carried out by a group of second-year English majors at Songkhla Rajabhat University. Hence, the outcome may not be generalizable to other groups of students who are studying at the same or different levels in other institutions.

   5.2 Listening and Speaking III is a course normally taught by a native-speaking English teacher without any textbooks. Thus, while in accordance with the university’s curriculum,
the contents taught are based upon on agreement between the teacher and the researcher, and may not be consistent with other fixed programs.

6. **Research methodology**

6.1 **Research participants**

The participants of this primarily qualitative study were 26 second-year English majors at Songkhla Rajabhat University. They were divided into high-, middle- and low-level groups according to their English proficiency, measured by the average scores obtained from compulsory English courses in their 1st year of study. Although all the students were engaged in role-play activities, only 8 high- and 8 low-level students were chosen for data collection and analysis. The ages of the students ranged from 19 to 20 years old. According to the teachers who had taught them in the previous year, most of the students were somewhat poor in speaking English.

6.2 **Research instruments**

6.2.1 **Teaching materials**

6.2.1.1 The teaching materials used in the class were mainly developed from a textbook named “Real Listening & Speaking I”. The textbook consists of sixteen units. Eight units were selected for the first-half of the semester by both the native English teacher and the researcher. The chapters include Meeting people, Staying with a family, Shopping, Food and eating out, Asking about services, Health, At a hotel and Tourism.

6.2.1.2 Another teaching material is a set of situation cards. The situations in which the students were asked to perform role-plays are based on the contents taught in class each week (see appendix F).

6.2.2 **Lesson plans**

The lesson plans were written by both the teacher and the researcher who taught the course together. They were written to ensure that the two types of role-play activities were included and presented in appropriate order (see appendix A).

6.2.3 **Role-play evaluation form**
The form used to evaluate the students’ role-plays was adapted from the rubric used in Harris (1969) to score an oral interview. The form package consists of two different types of documents: the criterion sheet and the evaluation form.

The criterion sheet explains the criteria of each scale for the teacher to evaluate the individual students’ oral performance. The criteria consist of five topics including content, expressions and vocabulary, fluency, comprehensibility, voice and pronunciation. Each topic is scored on a 5-point scale, ranging from 1 (very poor/ unacceptable), 2 (poor), 3 (average), 4 (good) and 5 (excellent). And a space is provided on the form for the teacher to write some comments and feedback for the students to improve their performance in the next classes (see appendix D-E).

7. Data collection

The class met three consecutive hours a week. Each 3-hour session was divided into three sequential stages—presentation, practice and production. Generally, in the first stage, the teacher aroused the students’ interests and stimulated their schemata by asking some questions or initiating a discussion on some current topics related to the lesson contents. Then, all the contents were presented step by step. Related vocabulary and expressions were taught, and the students were subsequently allowed to do some exercises. For scripted role-plays, the situations were based on the first-four chapters including Meeting people, Staying with a family, Shopping, and Food and eating out. After writing the role-play situation of the following week on the board, the students were paired up and asked to carry out weekly role-play activities. Doing scripted role plays, the students were matched up in advance before they were randomly asked to perform the activities in a separate room. Doing non-scripted role-plays, the situations were based on the last-four chapters including Asking about services, Health, At a hotel, and Tourism. In non-scripted role plays, the students were paired up right before being asked to carry out the activities. The target pairs’ role-plays were videotaped and scored by the native teacher according to the criteria previously mentioned.

8. Data analysis

To answer all the three research questions, the videotaped conversations elicited from the target student pairs’ role-plays were transcribed following the transcription convention.
adopted by Seedhouse (2004). The organization of repairs in different types of role plays was identified and counted according to the four categories proposed in the literature (Schegloff, Koshik & Sack as cited in Seedhouse, 2004). Then each instance of repairs was closely analyzed as it occurred turn by turn, moment by moment to describe its features and determine its sequential-functional contexts.

9. Findings and discussion

Table 1 demonstrates the frequency of each type of repair organization which occurs in the role-play activities. It is revealed that the students organized three types of repair in order to deal with conversational problems, i.e., self-initiated self-repair, self-initiated other-repair, and other-initiated other repair; self-initiated other-repair was not found in both types of role-plays. Comparing the two types of role-plays, each type of repair was apparently conducted more frequently in non-scripted role-plays despite the smaller number of the excerpts. Role-plays of this type, therefore, seemed to provide the students more opportunity to conduct repairs in order to deal with conversational problems, simulating one of the important features of naturally-occurring conversation.

<table>
<thead>
<tr>
<th>Types of repair organizations</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scripted role-play*</td>
</tr>
<tr>
<td>Self-initiated self-repair</td>
<td>106</td>
</tr>
<tr>
<td>Self-initiated other-repair</td>
<td>0</td>
</tr>
<tr>
<td>Other-initiated self-repair</td>
<td>1</td>
</tr>
<tr>
<td>Other-initiated other-repair</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes: Number of excerpts * = 30 and ** = 26

In the following, different types of repairs emerging in the two types of role-plays are discussed along with their sequential-functional contexts.

9.1 Repairs in scripted role-plays
Having time to prepare the scripts and to rehearse the role-plays as homework, the students apparently organized their repair by verbatim orienting towards the original scripts.

9.1.1 Self-initiated self-repair

9.1.1.1 Repairing turns whose utterances do not verbatim follow the original scripts

The excerpt below in (1) is taken from a conversation in a freshmen welcome party. An instance of a self-initiated self-repair can be found at line 5. Initiating a post-expansion of the reciprocal sequence at lines 3-4, Noi, at line 5, produces a restart exactly following the script, in which she is supposed to say your first time. Adhering to the script, the restart adds specificity to the utterance being repaired, directing it to the co-participant.

(1) [STD_L_H]:

1  Noi: °nice to meet you°
2  Mod: nice to meet you too where’re you from.
3  Noi: I’m from Thailand, and you?
4  Mod: I’m from Paris.
5  Noi: it is first time-it is your first time in Thailand,
6  Mod: no it isn’t.

Another excerpt that presents an instance of self-initiated self-repair fixing a false start which does not follow the script can be found in (2) below. In this instance, the repair also involves fixing a misplaced turn in the sequence.

9.1.1.2 Repairing a misplaced turn

(2) [STD_H_L]:

12. Nan: english major
13.  (0.03)
14. Beer: it’s-do you enjoy your study?
15. Nan: oh yes-yes I’m very happy,
16.  what’s about you,
17.  (0.03)
18.  oh do you-do you enjoy your job.
19. Beer: er, yes, e:r, yes it’s to be excit-it to be excit
At line 14 in (2), following the script, Beer is supposed to start a new questioning pair-part turn *do you enjoy your study?*, but he apparently makes a false start with *it’s*, projecting a response with no questioning pair-part. Apparently realizing the problem, he immediately fixes it, performing a self-initiated self-repair postponing the imminent response to the following reciprocal sequence, found at lines 16-19.

It can be noticed that in the two instances of self-initiated self-repair previously discussed as well as in Beer’s turn in (2) at line 19, an attempt was made to perform repetitive repairs trying to get at the exact turns in the original script.

### 9.1.2 Other-initiated self-repair

Apart from self-initiated self-repair, an instance of other-initiated self-repair was also found in scripted role-plays. This, however, was the only case found in the entire corpus the conversations elicited from scripted role-plays. The repair has to do with the speaker’s fixing his or her prior turn construction unit, which has been treated as problematic by co-participants.

#### 9.1.2.1 Repairing a prior problematic turn

(3) [STD_H_L]:

12. Nan: English major
13. (0.03)
14. Beer: it’s-do you enjoy your study?
15. Nan: oh yes-yes I’m very happy,
16. what’s about you,
17. (0.03)
18. oh do you-do you enjoy your job.
19. Beer: er, yes, e:r, yes it’s to be excit-it to be excit

In Excerpt (3), the instance of other-initiated self-repair can be observed at lines 17-18. The delayed response in line 17 indicates that Nan’s turn construction unit at line 16 has posed a problem to the interlocutor, keeping him from producing the utterance originally planned, which begins with *it’s*. Apparently, realizing the problem, displayed by the *oh* preface, Nan organizes a repair, reformulating the turn unit with *do you enjoy your job*, at line 18.
Another type of repair found in the learners’ scripted role-plays is other-initiated other-repair.

9.1.3 Other-initiated other-repair

(4) [STD_L_H]:

1  Boat: well-welcome to the western restaurant, do you want! to order? er,
2  I app-an app-an appresenter first!
3  Cheer: appetizer? what do you recommend
4  Boat: er, what-what would you like,

At line 3, in (4) an instance of other-initiated other-repair can be found. According to the script, at line 2 via self-initiated self-repair Boat pronounces the word “appresenter” for “appetizer”. Treating the former as problematic, Cheer immediately offers other-initiated other-repair at line 3 without giving Boat an opportunity to fix the problem himself. An instance of an other-initiated other-repair like this, which lacks a verbal acknowledgement by the speaker of the trouble source in the subsequent turn, was hardly found in naturally-occurring conversation between native speakers (Seedhouse, 2004).

9.2 Repairs in non-scripted role-plays

As shown in Table 1, non-scripted role-plays apparently foster the same types of repair organization as the scripted role-plays. However, the frequencies and conversational problems found in the two types of role-plays are distinctively different. In non-scripted role-plays, unlike in the scripted ones, a self-initiated self-repair is found in concurrence with word search, a phenomenon highly prevalent in naturally-occurring social interactions (Kurhila, 2006; Park, 2007).

9.2.1 Self-initiated self-repair

9.2.1.1 Repair related to word search

(5) [N-STD_H_L]:

1  Job: er, how many capsules (.) can I take
2  Jane: two capsules a day
3  Job: can you-can you give advice to keep healthy
4  Jane: you shouldn’t-you shouldn’t, er, drink cold water
In this excerpt, the self-initiated self-repair can be found at line 4. Without the script, Jane apparently displays an effort to finish the ongoing turn by resorting to word search, rather than trying to recall the utterance prepared in advance. Unlike in the instance of self-initiated self repair found in the scripted role-plays discussed above, the repetition found in her repair here is accompanied by turn-holding fillers such as *er*, characteristic of the speaker’s attempt to search for words to complete an ongoing turn (Park, 2007).

9.2.2 Other-initiated self-repair

Unlike in the scripted role-plays, other-initiated self-repairs in the non-scripted role-plays, on the other hand, are apparently produced in concurrence with a request. Namely, the interlocutor not only treats the speaker’s prior turn as problematic, but also produces a request asking the speaker of the trouble source to repair the problematic turn.

9.2.2.1 Repair related to request

(6) [N-STD_H_L]:

1 B: *er*, how many times (...) should I take the tablet
2
3 A: how many, again please

4 B: how many times should I take the tablets,

5 A: two time a day

As shown in (6), the delay at line 2 and A’s turn at line 3 indicate that B’s turn is treated by A as problematic. With A’s request for repair at line 3, B offers a repetition of the prior turn. Without the repair request at line 3, the relevant reply at line 5 would not have been possible.

9.2.3 Other-initiated other-repair

Just as in the scripted role-plays, another type of repair organization found in the non-scripted ones is the other-initiated other-repair, which is also prompted by the co-participant’s prior problematic turn. However, in the non-scripted role-plays, the repair is apparently carried out across several turns.
9.2.3.1 Repairing a prior problematic turn

(7) [N-STD_H_L]:

1 A: what type of current-of currency-current-currency do you exchange?
2 (0.04)
3 u s dollar? u s ((yen))? u s europe?
4 B: u s dollar
5 A: dollar? oh! that’s [decrease], it (. ) thirty-two point eight,
6 what ((you)) think about it
7 B: e:r, (0.4) three
8 A: thirty-two point eight the one-the one dollar,
9 what do you think about it?
10 B: one dollar [it
11 A: [value? or not value, it’s value? or not value?
12 (0.18)
13 B: e:r,
14 A: or you can exchange to another type of foreign currency
15 B: e:r, [yes, I am
16 A: [I think (. ) not value

Treating B’s turn at line 7 as a problematic response to her opinion question at line 6, A offers a repair at lines 8-9, repeating not only the exchange rate told previously, but also the question asked. However, the recipient still provides an irrelevant answer to the question, indicated by “one dollar” at line 10, which is again treated as problematic and prompts A to reinitiate a repair at line 11. The repair offers B alternatives even though the recipient continues to fail to carry out a relevant reply, indicated by the long pause at line 12 and the filler at line 13. With yet another offer of a repair at line 14, A still fails to prompt a relevant reply from B, so he finally completes the repair, offering a relevant response himself at line 16.

Such an instance of an other-initiated other repair which takes place across several turns like this seems to indicate that non-scripted role plays provide the students with more opportunity to cooperatively work out a problem and better their chance to improve their turn construction via reformulation of the turn across sequences.
Table 2 below recapitulates the functional features of repair organization found in both types of role-plays.

<table>
<thead>
<tr>
<th>Types of repair organization</th>
<th>Functional features of repair organization</th>
<th>Scripted role-play</th>
<th>Non-scripted role-play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-initiated self-repair</td>
<td>Repairing turn whose utterances do not verbatim follow the original scripts</td>
<td>-</td>
<td>Repairing related to word search</td>
</tr>
<tr>
<td></td>
<td>Repairing a misplace turn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-initiated other-repair</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other-initiated self-repair</td>
<td>Repairing a prior problematic turn</td>
<td>Repairing related to request</td>
<td></td>
</tr>
<tr>
<td>Other-initiated other-repair</td>
<td>Repairing a prior problematic turn within a sequence</td>
<td>Repairing a prior problematic turn across sequences</td>
<td></td>
</tr>
</tbody>
</table>

10. Conclusion

From the single-case analyses, it was found that the students overwhelmingly performed self-initiated self-repair in both types of role-play activities. This corresponds with the frequency of repair organization in genuine conversation reported by Seedhouse (2004). In scripted role-plays, the high frequency of self-initiated, self-repair organization seemed to be due to the students’ attempts to adhere to their original scripts. Obviously, via the repair, they displayed an effort not only to memorize their own turns but also to recall the turns they had rehearsed. Trying to adhere to the original script, the students immediately perform self-initiated self-repair when an unfamiliar word is initiated or a misplaced turn is projected. It has been shown that the students mainly concentrated on fixing their own problems by recalling the turns they had rehearsed, a feature hardly found in natural conversation. In non-scripted role-plays, however, a greater number of self-initiated self-repairs seemed to be associated with students’ making an effort to finish an ongoing turn by resorting to word search, which is a very common practice in genuine conversation. Given the fact that each of the turns is improvised in real time, in scripted role-plays the students have to make an attempt to search for relevant words to complete their turns and thereby keep the conversation going.
Other-initiated self-repair, another common feature of naturally-occurring conversation, seems to be organized differently with varying degrees of frequencies between scripted and non-scripted role-plays. In both scripted and non-scripted role-plays, this type of repair, which occurred much less in scripted role-plays, would be initiated when a prior utterance is treated as a problem by the recipient. However, in the latter type the repair is organized in concurrence with a request, giving the students an opportunity to practice another common feature of language in social interaction.

As far as other-initiated other-repairs are concerned, although the features of the repairs conducted in the two-types of role-plays are quite similar, in non-scripted role-plays, this type of repair is carried out across several sequences, seemingly enabling the students to reformulate their turns, thus provide them a better chance to improve their turn construction.

Therefore, unlike scripted role-plays, non-scripted role-play activities apparently provide students with better opportunities to deal with problems and practice relevant features of language use in actual interactions, thus seemingly offering a better choice to improve their oral performance.

11. Pedagogical implications

The results of this study should be able to help teachers make a better-informed decision on the appropriate choice of communicative tasks for their learners. Thus, the teachers in particular should reconsider the effectiveness of scripted role-play activities in equipping students with conversational skills essential for real-life communication. Additionally, in the assessment of the students’ oral proficiency, genuine features of naturally-occurring language use such as repair should also be taken into account.

12. Recommendations

Not examined in this paper, the following issues are worth being explored in further studies.

1. A comparison should be made between the oral performance of students engaged solely in scripted and non-scripted role-play activities.

2. To gain in-depth information and more accurate analysis of the repair organization, a future case study should include students’ use of nonverbal language such as gaze, gestures and facial expressions.
References


Appendix A

LESSON PLAN 1: LISTENING AND SPEAKING III

Time: 3 periods / 150 minutes
Topic: Meeting people
- Conversation; introducing yourself in formal and informal situation (listening skill)
- To be; be + adjectives, questions and short answers (structural skill)
- Vocabulary; adjectives, expressions of self-introduction (vocabulary skill)
- Classroom activity; introduce yourself and others to your friend (oral skill; this stage, the role plays will be presented)

Terminal Objective
1. To communicate with others appropriately about basic personal information in a social conversation.

Enabling Objective
1. To understand what the conversation about.
2. To pronounce new words or expressions accurately.
3. To ask and answer questions grammatically about basic personal information

Sequence
Presentation (listening skill)
1. Exercise 1: The teacher plays the recorder and asks students check “formal” or “informal”.
   Answers are; a. formal   b. formal   c. informal   d. formal
   e. formal f. informal g. informal
2. The teacher asks students some questions and then practices the pronunciation.
   - Who are in the conversation? Answers; businessmen, officers, college students, etc.
   - What are they talking about? Answers; their personal information etc.
   - What are key words you heard? Answers; my name’s Samantha. I live in Vancouver, etc.

Practice (speaking skill)
3. The students are asked to listen to Daniela, Joshua and Shizuka talk about themselves and then are asked to fill in the gaps.
Daniela is from **Italy**. He is a **nurse**. He lives in **Rome**.
Joshua is from **Canada**. He is a **sales manager**. He lives in **Vancouver**.
Shizuka is from **Japan**. She is a **teacher**. She lives in **Tokyo**.

4. The teacher carries out the use of **Wh-question + be** and **useful expressions** in order to ask people’s information and answer questions by writing down on the board and then explains the use of each expression.

Example:

- **How’s it going?**
  - **Not too bad.**
- **How are things?**
  - **I’m fine.**
- **How are you?**
  - **I’m very well.**

- **What’s your name?** My name is………….
- **What’s your nationality?** I’m …………
- **Where are you from?** I’m from…………
- **Where do you live?** I live in…………
- **What do you do?** I’m a/ an …………

5. The students are asked to work in pairs. They have to make a conversation by using expressions on the board in order to ask and answer questions of each other.

6. The teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)**

7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about “Welcome party”.

8. The pairs are asked to act out alternately while the action is videotaped.

9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**
- Handouts  - Pictures  - CD

**Evaluation**
- Observation  - Participation  - Assignments
LESSON PLAN 2: LISTENING AND SPEAKING III

Time: 3 periods / 150 minutes
Topic: Staying with a family
- Conversation: greeting and introduction (speaking skill)
- Giving directions, modal verbs (listening and structural skill)
- Understanding rules in a house (listening skill)
- Vocabulary; room types, directions (vocabulary skill)
- Classroom activity; a new comer (oral skill: this stage, the role plays will be presented)

Terminal Objective
1. To inform the rules or information for new comers.

Enabling Objective
1. To introduce people in the family to new comers.
2. To give directions and inform a new comer the details of room or house.
3. To inform the rules of the house.
4. To use modal verbs and ask for permissions appropriately in different situations.

Sequence
Presentation (speaking skill)
1. Exercise 1: A teacher asks pairs to speak out a conversation and carries out expressions on the board.
   T: To introduce someone? Ss: I’d like to meet…../ this is……
   T: When you meet someone for the first time? Ss: Nice to meet you./ pleased to meet you.
   T: To reply when someone says, “Nice to meet you” Ss: Nice to meet you too.
   T: To tell someone your preferred name Ss: Call me……

Practice (listening and structural skill)
2. Exercise 2: The students listen to expressions from CD and then match those expressions with a picture.
3. Exercise 3: The students listen to Mrs. Woods showing Paula around the house. The write the letter (a-h) of each room in the correct place on the plan.
Answer are; 1. f 2. h 3. c 4. b 5. d 6. e 7. g 8. a

4. Exercise 3.3: A teacher describes and write down the meanings of modal verbs on the board. Then a teacher explains useful sentences asking for permission.

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>can</strong></td>
<td>It’s possible.</td>
</tr>
<tr>
<td><strong>can’t</strong></td>
<td>It’s not possible.</td>
</tr>
<tr>
<td><strong>have to</strong></td>
<td>It’s necessary.</td>
</tr>
<tr>
<td><strong>do/ does not have to</strong></td>
<td>It’s not necessary.</td>
</tr>
</tbody>
</table>

- turn up the heating?
- Is it OK if I …..
- go out with some friends tonight?
- Do you think I could…. have a bath?
- Would you mind if I …. use the washing machine?
- make a cup of tea?

5. The students listen to Mrs. Woods explaining some rules to Paula. Check True or False for each rule.
Answer are; a. true b. true c. false d. false e. true f. false g. true h. true

6. Practice: The students are asked to work in pair. Imagine they are staying with a family (one is a host and another is a new comer). You want to do these things (a student chooses a picture; phone, etc.). Ask for permission politely. Then a teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)**

7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about “New comer”.
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.
LESSON PLAN 3: LISTENING AND SPEAKING III

Time: 3 periods / 150 minutes
Topic: Shopping
- Conversation; Carlos goes shopping in London. (listening skill)
- To be with singular and plural noun, how much and how many (structural skill)
- Vocabulary; clothes, asking product information (vocabulary skill)
- Classroom activity; buy new clothes (oral skill: this stage, the role plays will be presented)

Terminal Objective
1. To be able to understand and communicate about shopping and buying things in daily life.

Enabling Objective
1. To match pictures with its meaning correctly.
2. To ask and answer questions about products in a cloth shop (price, size, etc.).
3. To pronounce new words or expressions accurately.
4. To use the form of Be suits to noun types correctly.

Sequence
Presentation (listening skill)
1. Exercise 1: (In a cloth shop) Carlos goes shopping in London. The students are asked to listen to the conversation, checked things she buys.
   Answers are; a shirt and a jacket
2. Exercise 2: While listening, the teacher asks students to complete expressions and then speak out the answers.
   T: If we see that a customer needs help, how can we say?          Ss: Do you need any help?
   T: How can we ask the price?                                     Ss: How much is it?
   T: Let customer try the cloth on, how can we say?               Ss: Would you like to try it on?
   T: If you would like to buy, how can you say?                    Ss: I’ll take it.

   Practice (speaking skill)
3. Exercise 3: The students are asked to speak out the answers of questions as following;

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the sale finish?</td>
<td>today</td>
</tr>
<tr>
<td>How much does the shirt cost?</td>
<td>$20</td>
</tr>
<tr>
<td>Is the jacket in the sale?</td>
<td>Yes.</td>
</tr>
<tr>
<td>What is the jacket made of?</td>
<td>leather</td>
</tr>
<tr>
<td>Where is the jacket from?</td>
<td>Italy</td>
</tr>
<tr>
<td>Does Carlos try on the shirt?</td>
<td>No.</td>
</tr>
<tr>
<td>What size is the shirt?</td>
<td>Medium</td>
</tr>
<tr>
<td>How much does Carlos spend?</td>
<td>$140</td>
</tr>
</tbody>
</table>

4. The teacher carries out the use of **Be (is, are) + singular and plural noun** in order to ask about product information.
   How much **is** this **sweater** please? | How much **are** these **jeans**? → price
   **Is** this **hat** in the sale?       | I like these **trousers, are** they in the sale? → promotion
   What size **is** this **jacket**?      → size

5. The students are asked to work in pairs. One is a shop assistant and another is a customer. They have to make a conversation by using expressions on the board in order to ask and answer questions of each other.

6. The teacher randomly chooses a few pairs to speak out their conversation.
Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)
7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about “In a cloth shop”.
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

Materials
- Handouts - CD

Evaluation
- Observation - Participation - Assignments

LESSON PLAN 4: LISTENING AND SPEAKING III

Time: 3 periods / 150 minutes
Topic: Food and eating out
- Conversation; ordering a meal in a restaurant. (listening and speaking skill)
- Adjectives describe different types of food (structural skill)
- Vocabulary; types of food, adjectives describe different types of food (starter, main course, dessert) (vocabulary skill)
- Classroom activity; order food in a restaurant (oral skill: this stage, the role plays will be presented)

Terminal Objective
1. To communicate about ordering different types of food in restaurants or food stands.

Enabling Objective
1. To identify which sentence is said by waiter or customer.
2. To reply the waiter’s questions correctly.
3. To understand what type of food is (starter, main course, dessert) and what your dish looks like.
4. To use adjectives to explain a dish preferred.

Sequence
Presentation (listening and speaking skill)
1. Exercise 1: A teacher speaks out sentences and then students reply.
T: Would you like to see the dessert menu?  Ss: customer
T: Can I have the bill, please?  Ss: waiter
T: How would you like your steak?  Ss: waiter
T: Are you ready to order?  Ss: customer
T: Excuse me? Can I have two coffees and a tea, please?  Ss: waiter
T: Is everything all right with your meal?  Ss: waiter
T: Could I have some more rice, please?  Ss: customer
T: I’ll have the soup to start with, please?  Ss: customer
T: Can you tell me what the House Special is, please?  Ss: customer

2. Exercise 2: A teacher plays a CD about the waiter’s question (1-5). The students are asked to match with its reply (a-e).
   Answer are;  1. d  2. e  3. a  4. c  5. b

Practice (speaking and structural skill)
3. Exercise 3: Ten students are asked randomly to choose a picture and order food according to the picture chosen.
   For example: a picture of fruit salad  Ss can say: I’ll have fruit salad, please or fruit salad, please.

4. Exercise 3.3: The teacher describes the use of expressions in asking someone about their food.
   What’s the soup like?  How’s your salad?  Is the steak nice?
   Possible answers: It’s delicious! It’s very tender.  It’s quite spicy/salty.  It’s a bit too sweet for me.  It’s all right.  It’s excellent!  It’s really creamy and tasty, too, etc.

5. A teacher asks students about their breakfast/lunch and then the students express their idea.
   T: How’s your breakfast?  Ss: It’s very delicious!
   T: How’s your lunch?  Ss: It’s a bit spicy and salty.

6. The students are asked to work in small groups (3-4 people) and then write a conversation between a waiter and customers in a restaurant. Then a teacher randomly chooses a few pairs to speak out their conversation.

Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)
7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about “Nice dinner”.

The 3rd International Conference on Humanities and Social Sciences
April 2, 2011 Faculty of Liberal Arts, Prince of Songkla University
Proceedings Teaching Techniques
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

Materials
- Pictures
- CD

Evaluation
- Observation
- Participation
- Assignments

LESSON PLAN 5: LISTENING AND SPEAKING III

Time: 3 periods / 150 minutes
Topic: Asking about services
- Asking services at a post office and bank (listening skill)
- I’d like to…, I need to…, I want to… (structural skill)
- Sending mail, changing money (speaking skill)
- Vocabulary; mail services, banking (vocabulary skill)
- Classroom activity; asking about services at a post office or bank (oral skill: this stage, the role plays will be presented)

Terminal Objective
1. To ask and request common services at the bank or post office appropriately.

Enabling Objective
1. To specify expression used at a bank or post office.
2. To match the verbs with modifiers correctly.
3. To use expressions in asking for services or expressing your needs in both places appropriately.
4. To pronounce words or expressions accurately.
Sequence
Presentation (listening skill)

1. Exercise 1: A teacher plays a CD and asks students to check where each person is.
   Answers are; In a post office: a, c, f, g In a bank: b, d, e
   T: What are key words for a post office? Ss: stamps, letters, mail, parcel
   T: What are key words for a bank? Ss: bank, account, cheque book, balance

Practice (speaking and structural skill)

2. Exercise 2: A teacher asks students about services at the bank and post office.
   T: What can we do at the bank? Ss: Opening an account./ Checking my balance.
   T: So, what can we do at the post office? Ss: Sending a letter./ Sending a parcel
   T: Anything else? Ss: Buy stamps, etc.

3. A teacher writes down expressions, new vocabulary on the board and then explains the use of each expression clearly.
   T: When we want to do something at the bank or post office we can say:
   open a bank account check your balance
   exchange foreign currency
   cash a cheque
   order a new cheque
   send an air mail/ registered mail/ a letter by special delivery/ a parcel
   buy stamps/ postcards

   In a bank

   I’d like to…..
   I need to……
   I want to……

   In a post office

   T: Moreover, there are particular words commonly used in a bank such as:
   To transfer to move money from one account to another.
   To withdraw to take money out from an account
   To deposit to pay money into an account
   A loan money you borrow from a bank
4. Exercise 3: A teacher asks students to put the words in order to complete the sentences, make their own 2-4 sentences and then speak out.
   a. Ss: I want to pay $200 into my account.
   b. Ss: I’d like to withdraw $400.
   c. Ss: I have to send some money abroad.
   d. Ss: I’d like to open an account.
   e. Ss: Can I send this letter by airmail, please?
   f. Ss: How much will it cost to send this airmail?
   g. Ss: Can you weigh this for me, please?

   Their own sentences: possible answers are:
   Ss: I’d like to take out $300.
   Ss: I want to deposit $500, etc.
   Ss: How much is it to send this parcel by airmail?
   Ss: How long will it take?

5. Practice: The students are asked to work in pair and separate them into two main groups (*a bank and a post office*). Imagine they are in a bank and you want to transfer money to another account. For another group, imagine they are in a post office and you need to send a parcel by airmail. Ask for services by using expressions above politely. Then a teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

6. A teacher asks students to prepare themselves for doing role play activities. The topic is about “Asking for services”. The students are allowed to prepare useful expressions before class, but they do not know who their partner is.

7. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.

8. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**

- CD
- Role cards
LESSON PLAN 6: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Health
- Conversation; people talk about their health problems. (listening and speaking skill)
- Giving advice; should or shouldn’t... (structural skill)
- Talking about health problems and advice (speaking skill)
- Vocabulary; symptoms, illnesses (vocabulary skill)
- Classroom activity; going to a doctor (oral skill: this stage, the role plays will be presented)

**Terminal Objective**
1. To communicate about healthy life and understand basic instructions on health problems.


**Enabling Objective**

1. To explain common health problems.
2. To ask for medication and understand basic instructions at a chemist’s.
3. To express sympathy and give advice on health problems.
4. To pronounce words or expressions accurately.
5. To make an appointment and confirm important details.

**Sequence**

**Presentation (listening and speaking skill)**

1. A teacher motivates students by talking about how they do to keep healthy.
   
   **T:** How do you keep your health healthy?  
   **Ss:** do exercise/ drink a lot of water/ take enough rest, etc.

   **T:** Can you remember, when was the last time you were ill?  
   **Ss:** yesterday/ last week/ three weeks ago, etc.

   **T:** What’s wrong?  
   **Ss:** coughing/ a cold, etc.

   **T:** Can you guess what we are going to talk about?  
   **Ss:** health/ health problems/ symptoms, etc.

2. A teacher plays a CD and asks students to fill in the gaps of three conversations.
   
   Answers are:
   a. matter/ feel/ cough/ sorry
   b. what’s/ aches/ Ah, poor
   c. feeling/ cold/ better

   **T:** According to conversations, how can we say if we want to ask someone’s health?  
   **Ss:** what’s the matter/? what’s wrong?

   **T:** So, could you give me examples about explaining a health problem?
   **Ss:** I’ve got a bad cough./ My back aches, etc.

   **T:** Yes. Anybody knows when we talk about others or our health problems what is also important?  
   **Ss:** No./ Not sure.

   **T:** It’s to show sympathy.
   **Ss:** How can we say?

   **T:** Could you tell me the rests of expressions in these conversations?
   **Ss:** I’m sorry to hear that./ I hope you feel better soon, etc.

   **T:** That’s right and you can say (a teacher write down on the board): Poor you! How awful.

**Practice (speaking and structural skill)**
3. Exercise 3: A teacher asks students to match pictures with common health problems. Answers are:
   a. a cough (4)   b. a cold (5)   c. a sore throat (7)   d. a temperature (8)   e. a headache (2)
   f. a backache (6)   g. a toothache (1)   h. sunburn (3)

   T: Basically, if you don’t want to be ill or if you would like to give someone advice, you can say:
   - should see a doctor.
   - should take some medicine.

   When you feel very ill you…
   - should go home and rest.
   - shouldn’t continue to work.

   To keep healthy you…
   - should drink lots of water.
   - should eat fresh fruit and vegetable.

4. Exercise 3.1: At the chemist’s; asking about medication. A teacher describes clearly and carries out useful expressions using for asking about medication at the chemist’s or pharmacy.

   T: What will you do if you were ill?
   Ss: take some medicine/ see a doctor

   T: That’s right.

   T: When you are at a chemist’s, you can use these expressions to ask about medication (a teacher write expressions on the board).

   For example:
   - **Have you got something for** sunburn?
   - **How many** tablets should I take?
   - **What have you got for** a headache?
   - **How much** cream should I use?
   - **How often** should I use the cream?

5. Exercise 3.2: There are 5 pictures about illnesses (toothache, backache, sore throat, coughing and headache). A student chooses a picture and asks for medication.

   For example: toothache  
   **Ss:** Excuse me. **Have you got something for toothache?** etc.
6. Practice: The students are asked to work in pair. One is a pharmacist and another is a patient. Imagine they are at the pharmacy and you have some health problems. Ask for medication and give some advice to keep healthy by using expressions above. Then a teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

7. A teacher asks students to prepare themselves for doing role play activities. The topic is about “Going to a doctor”. The students are allowed to prepare useful expressions before class, but they do not know who their partner is.

8. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.

9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**
- Pictures
- Role cards
- CD

**Evaluation**
- Observation
- Participation
- Assignments

**LESSON PLAN 7: LISTENING AND SPEAKING III**

**Time:** 3 periods / 150 minutes

**Topic:** At a hotel
- Conversation; making a reservation (listening and speaking skill)
- Making statements into questions: hasn’t it? or isn’t it? (structural skill)
- Talking about rooms and facilities (speaking skill)
- Vocabulary; services and facilities in hotel (vocabulary skill)
- Classroom activity; making a reservation  
  (oral skill: this stage, the role plays will be presented)

**Terminal Objective**
1. To communicate about tourism, especially asking for services and facilities in hotels.

**Enabling Objective**
1. To ask about services and facilities in a hotel.
2. To use expressions in checking into a hotel and talking about rooms.

**Sequence**

**Presentation (listening and speaking skill)**
1. A teacher motivates students by talking about their long vacation in last summer.
   T: What did you do in last summer?  
   Ss: staying at home/ doing part-time jobs/ visiting places, etc.
   T: Where did you go or visit?  
   Ss: my grandparents’ house in BKK/ Chiangmai, etc.
   T: Where do you always stay during your vacation?  
   Ss: resorts/ bungalows/ hotels/ home stay, etc.

2. Making a reservation: Juan Carlos is traveling in Germany. He goes into a hotel in Berlin to book a room. A teacher plays a CD and asks students to fill in the gaps.
   T: How much is a ………., please?  
   Ss: single
   T: Do you have any ……….?  
   Ss: non-smoking rooms
   T: Are the rooms ……….?  
   Ss: air-conditioned
   T: Is ………. included?  
   Ss: breakfast
   T: How far is it to the ……….from here?  
   Ss: city centre

3. To check their comprehension, the students are asked to answer those questions (a-e).
   T: How much is a single, please?  
   Ss: $60
   T: Do you have any non-smoking rooms?  
   Ss: Yes, all rooms are non-smoking.
   T: Are the rooms air-conditioned?  
   Ss: Yes.
   T: Is breakfast included?  
   Ss: No, it’s $10 extra.
   T: How far is it to the city centre from here?  
   Ss: 2 kilometers, etc.

**Practice (speaking and structural skill)**
4. At the check-in desk: A teacher provides and explains students more expressions and vocabulary which can be occurred at the check-in desk.

   T: Moreover, you can make statements into questions by adding *hasn’t it?* or *isn’t it?*

   For example:
   - It’s a double room, *isn’t it?*
   - My booking is for three nights, *isn’t it?*
   - My room’s on the ground floor, *isn’t it?*
   - The check-out time is eleven o’clock, *isn’t it?*
   - The room’s got a mini bar, *hasn’t it?*
   - The room’s got a TV, *hasn’t it?*
   - It’s got a bath, *hasn’t it?*

   T: The hotel guests always ask about hotel facilities and services like: Internet café, gift shop, swimming pool, fitness centre, car parking, laundry, wake-up call, etc.

   T: Do you know other services and facilities in hotels? Ss: business centre, outdoor activities, etc.

   T: Can you answer my questions? Ss: yes.

   T: Do you have Internet access here? Ss: yes, we have.

   T: Can I have a wake-up call? Ss: sure, at seven o’clock.

   T: Is room service available? Ss: yes, 24 hours.

   T: Do you have a laundry service? Ss: yes, we have on the second floor.

   T: When’s the check-out time? Ss: 12.00 a.m., etc.

5. Practice: The students are asked to work in pair. One is a receptionist and another is a hotel guest. A guest phone a large international hotel in London. Ask about the facilities and services they have. Use the language in this unit to help you. Then a teacher randomly chooses a few pairs to speak out their conversation.

Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)

6. A teacher asks students to prepare themselves for doing role play activities. The topic is about “Making a reservation”. The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
7. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.

8. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

Materials
- Role cards
- CD

Evaluation
- Observation
- Participation
- Assignments
Time: 3 periods / 150 minutes

Topic: Tourism
- Conversation; at a Tourist Information Office (listening skill)
- There is/ there are (positive, negative and question), adjectives describe places (structural skill)
- Talking about tourism (speaking skill)
- Vocabulary; attractions, expressions (describing places, making and responding suggestions) (vocabulary skill)
- Classroom activity; visiting places (oral skill: this stage, the role plays will be presented)

Terminal Objective
1. To communicate with strangers and inform them about tourism.

Enabling Objective
1. To ask for information at a Tourist Information Office.
2. To make and respond to suggestions.
3. To talk about places you visit on holiday.

Sequence
Presentation (listening and speaking skill)
1. A teacher motivates students by talking about popular places around the world. A teacher shows students Seven Wonders of the World (the Roman Colosseum, the Taj Mahal, the Great Wall of China, etc.). A teacher shows a picture and asks some questions;
   T: What do we call this place? Ss: the Great Wall of China.
   T: Very good. And what do we call this place? Ss: the Roman Colosseum.
   T: Any body knows where is it? Ss: Not sure. I don’t know.
   T: In Italy. Do you know other places? Ss: Pyramid in Egypt, etc.
   T: Very good. And what will you do if you want to know about places to visit? Ss: ask travel agency/ tourism office, etc.
   T: Yeah! Now, look at exercise 1. James is at a Tourist Information Office in Hong Kong. Listen and complete the questions he asks an officer.
   T: Question no.1, what’s the answer? Ss: Are there any good market here?
   T: No.2? Ss: What museums do you recommend?
   T: No.3? Ss: Where’s the best place to go shopping?
Practice (speaking and structural skill)
2. A teacher explains how to use *there is, there are* in asking information and describing places.
   - There is + singular noun.  \(\rightarrow\) *There is a pub on this street.*
   - There are + plural noun.  \(\rightarrow\) *There are two markets around here.*

Making questions:
- Is there + singular noun…?  \(\rightarrow\) Yes, there is/ No, there isn’t.
- Are there + plural noun…?  \(\rightarrow\) Yes, there are/ No, there aren’t.

For example:
- Is there a pub on this street?  \(\rightarrow\) Yes, there is, Yes, the Blue Bar/ No there isn’t.
- Are there any markets around here?  \(\rightarrow\) Yes, there are two markets/ No, there aren’t.

3. The students are asked to do exercise 2: They are asked to fill in the gaps with *there is, there are, Is there and Are there.*

   Answers are:
   1. Is there a
   2. There’s a
   3. Are there any
   4. There are
   5. Is there a
   6. There are
   7. Are there any
   8. There’s

4. A teacher explains more the role of tourist officers.

   T: Being the tourist offer, what are they responsible for?  \(\rightarrow\) Ss: giving tourists information/ planning trips, etc.

   T: That’s right, especially making and responding to suggestions or recommend tourists about interesting places and how to go those places as followings:
   - \textit{Why don’t we} go to the Statue of Liberty?
   - \textit{How about going} to the Metropolitan Museum of Arts?
   - \textit{What about going} to Central Park?

   T: Moreover, a tourist officer often describes things by using adjectives such as:
   - \textit{The people are very friendly.}  \(\rightarrow\) \textit{It’s very quiet.}
   - \textit{The food is great.}  \(\rightarrow\) \textit{It’s quite expensive.}
   - \textit{It’s fantastic!}  \(\rightarrow\) \textit{It’s a safe place, etc.}

   T: Being a tourist, you can accept or reject the suggestion by using some polite words;
   - That’s a good idea.  \(\rightarrow\) I’d rather not do that day.
That sounds great. accept
That’s fine with me. reject
I’d rather do something else. I don’t really want to do that.

5. The students are asked to choose pictures and then suggest friends visiting that place. A teacher randomly chooses 10 students to show their suggestion.
Example:

Ss: How about going to the Central Park in New York?

6. Practice: The students are asked to work in pair. One is a tourist officer and another is a tourist. This is his/her first time in English-speaking country. A tourist asks the tourist officer for information. The officer gives him/her information he/she needs. Use the language in this unit to help you. Then a teacher randomly chooses a few pairs to speak out their conversation.

Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)

7. A teacher asks students to prepare themselves for doing role play activities. The topic is about “Where should I visit?” The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
8. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

Materials
- Role cards
- Pictures
- CD

Evaluation
- Observation
- Participation
- Assignments
Appendix D

Role Play Evaluation Form

Role Play No. ………… Date …………..

Student Name: 1. ……………………………. 2. …………………………….

1 = very poor/unacceptable  2 = poor  3 = average  4 = good  5 = excellent

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Expressions &amp; Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Fluency</td>
<td></td>
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<tr>
<td>4 Comprehensibility</td>
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<td>5 Pronunciation</td>
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<td></td>
</tr>
<tr>
<td>Total score (30 points)</td>
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<td></td>
</tr>
</tbody>
</table>

Comments: _____________________________________________
_____________________________________________________
_____________________________________________________
### Appendix E

**Descriptions of the Criteria Levels (Role play activity)**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The task is completed. It is also clearly and effectively performed.</td>
</tr>
<tr>
<td>4</td>
<td>The task is completed. It is generally performed clearly and effectively.</td>
</tr>
<tr>
<td>3</td>
<td>The task is partly completed and performed somewhat clearly and effectively.</td>
</tr>
<tr>
<td>2</td>
<td>The task is generally not performed clearly and effectively.</td>
</tr>
<tr>
<td>1</td>
<td>The task is not performed clearly and effectively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of a native speaker.</td>
</tr>
<tr>
<td>4</td>
<td>Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
</tr>
<tr>
<td>3</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td>2</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLUENCY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Speech as fluent and effortless as that of a native speaker.</td>
</tr>
<tr>
<td>4</td>
<td>Speed of speech seem to be slightly affected by language problems.</td>
</tr>
<tr>
<td>3</td>
<td>Speed and fluency are rather strongly affected by language problems.</td>
</tr>
<tr>
<td>2</td>
<td>Usually hesitant; often forced into silence by language limitations.</td>
</tr>
<tr>
<td>1</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
</tr>
</tbody>
</table>
Appendix E (cont.)

Descriptions of the Criteria Levels (Role play activity)

<table>
<thead>
<tr>
<th>COMPREHENSIBILITY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Appear to understand everything without difficulty</td>
</tr>
<tr>
<td>4</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary.</td>
</tr>
<tr>
<td>3</td>
<td>Understands most of what is said at slower-than-normal speed with repetition.</td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only &quot;social conversation&quot; spoken slowly and with frequent repetitions.</td>
</tr>
<tr>
<td>1</td>
<td>Cannot be said to understand even simple conversational English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRONUNCIATION</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Has few traces of foreign accent.</td>
</tr>
<tr>
<td>4</td>
<td>Always intelligible, though one is conscious of definite accent.</td>
</tr>
<tr>
<td>3</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td>2</td>
<td>Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.</td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
</tr>
</tbody>
</table>

(adapted from Harris, 1969)
Appendix F
Role Play Situations

Situation 1
A: You are at a party. You are from Paris. You meet B at the first time and introduce yourself. Ask and answer B questions.

B: You are at a party. You are from Thailand. You meet B at the first time and introduce yourself. Ask and answer A questions.

Situation 2
A: You are an exchanged Thai student. You have to stay with Brooders family. They are an American host family. Ask B for what you should and shouldn’t.

B: You are Mrs. Brooders. Introduce A to your family. Show A around the house and inform A the rules of the house.

Situation 3
A: You are in a cloth shop. You are interested in a pink blouse. You want to know the price and try it on. Ask B for a fitting room.

B: You are a shop assistant. You see A needs helps. Answer B about net price and 15% discount. Tell B the direction to a fitting room.

Situation 4
A: You are in a western restaurant. A waiter comes to take your order. Ask B for recommendation and reject it because you cannot eat spicy food. You order salad and beef steak, but it’s quite salty.

B: You are a waiter in a western restaurant. Ask for taking A’s order and recommend the Mexican spaghetti. Ask A about drinks and feedbacks of food.

Situation 5
A: You are a bank clerk. Welcome B in the bank. Ask B what she/ he wants and inform B how to transfer money to another account.

B: You go into the bank. You want to exchange foreign currency and check your balance. Ask B how to transfer your money to another account.

Situation 6
A: You go to a pharmacy. You have a sore throat because you like drinking too much cold water. Ask B for medication and suggestions to keep healthy.

B: You are a pharmacist. Ask A about symptoms. Give A the capsules and
instruction. Show sympathy and suggestions to keep healthy.

**Situation 7**
A: You are a businessman. You want to book a sea view non-smoking room. Ask B about prices and facilities (Internet café, laundry, wake-up call)

B: You are a receptionist. Tell A that there is only one garden view non-smoking room. The room price is $20 including breakfast. There is an Internet café and laundry service on the 3rd floor. The wake-up call is also available.

**Situation 8**
A: You are a tourist and this is the first time in New York. You prefer to visit the Central Park. Ask B other attractions and transportations.

B: You work at a Tourist Information Office. Tell A that the Central Park is too far from here. Recommend B other places and transportations around here.