DEVELOPING ORAL COMMUNICATION ABILITY OF ECONOMICS UNDERGRADUATES THROUGH THE INSTRUCTION OF LEARNING AND COMMUNICATION STRATEGIES

BY

MISS MINTRA PURIPUNYAVANICH

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2017 COPYRIGHT OF THAMMASAT UNIVERSITY
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DISSERTATION

BY

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ENTITLED

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was approved as partial fulfillment of the requirements for the degree of Doctor of Philosophy (English Language Teaching)

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**ABSTRACT**

This study was conducted to investigate the effects of learning and communication strategies (LACS) instruction on EFL undergraduates’ oral communication ability and to explore their attitudes toward the LACS instruction in helping them improve their informative presentation and informal meeting skills. Twenty-three economics undergraduates at a public university in Thailand who enrolled on the Oral English Communication for Economics (OECE) course in the first semester of the 2017 academic year were involved in the study. They were explicitly taught 13 LACSs in class following the 3-stage LACS instruction.

Two sets of pre- and post-tests – one set for an informative presentation, and the other for an informal meeting – were employed to collect quantitative data. Then, the paired-samples $t$-test was used to compare the mean scores of each pre- and post-tests set. Also, Cohen’s $d$ was utilized in order to measure the effects of the LACS instruction. In addition, three instruments, including students’ reflective journals (SRJ), semi-structured focus group interviews, and teacher’s observation
notes were employed to obtain qualitative data regarding the students’ attitudes toward the LACS instruction. Descriptive statistics and content analysis were used to analyze the data.

The quantitative results of students’ oral communication ability in the informative presentation pre- and post-tests reveal a statistical difference at $p < .001$ level, with a large effect size ($d = 0.89$), indicating a large practical significance. In addition, the findings of students’ oral communication ability in informal meeting pre- and post-tests show a statistical difference at $p < .001$ level, with a large effect size ($d = 1.25$). Furthermore, the qualitative findings indicate the students’ positive attitudes toward the LACS instruction.

Evidently, quantitative and qualitative findings, as revealed in the present study, confirm that the LACS instruction positively affected the economics undergraduates’ oral communication ability and their attitudes toward the LACS instruction. As a result, it is recommended that the 3-stage LACS instruction be implemented to develop students’ oral communication ability, particularly informative presentation and informal meeting skills. In addition, teachers should take into consideration the following aspects when teaching LACSs, including 1) students’ strategy use, 2) their role in facilitating the 3-Stage LACS instruction, and 3) instructional materials for the instruction.

**Keywords:** communication strategies, economics students, learning strategies, oral communication ability, strategy instruction
ACKNOWLEDGEMENTS

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In the course of this challenging learning journey, there had been storms of difficulties and despair, but the rainbow that appeared after was worth all the endeavors. Without the support, understanding, and guidance from the following people, this journey would have not been made possible.

First and foremost, I would like to express my sincere gratitude to my highly supportive supervisor a Ph.D. student could ever wish for, Assistant Professor Dr. Kittitouch Soontornwipast. I would like to thank him for his academic and moral support from the very beginning to the end of this journey. He is the kind of teacher who makes his students feel safe and secure. This feeling had given me the courage to explore beyond my comfort zone, to learn, and to grow.

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<td>CLT</td>
<td>Communicative language teaching</td>
</tr>
<tr>
<td>CS</td>
<td>Communication strategy</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a foreign language</td>
</tr>
<tr>
<td>L1</td>
<td>First language</td>
</tr>
<tr>
<td>L2</td>
<td>Second language</td>
</tr>
<tr>
<td>LACS</td>
<td>Learning and Communication Strategies</td>
</tr>
<tr>
<td>LS</td>
<td>Learning strategy</td>
</tr>
<tr>
<td>OA</td>
<td>Oral Assessment</td>
</tr>
<tr>
<td>OECE</td>
<td>Oral English Communication for Economics</td>
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<tr>
<td>SRJ</td>
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CHAPTER 1
INTRODUCTION AND PROBLEM STATEMENT

Speaking is one of the four skills necessary for effective communication in any language. Speaking skills play a crucial role in the present era due to the spread of English and improved communication systems (Timmis, 2016). When learning a second language, the ability to speak the target language indicates that learners are competent and is considered as one of the criteria for knowing a language (Brown & Yule, 1983). However, speaking a target language can be difficult for foreign language learners because the opportunity to speak the language is limited and learners also need to use the language appropriately when interacting with others in order to effectively communicate (Shumin, 2002). Consequently, it is necessary for “teachers to teach students how to speak strategically for effective communication” (Moradi & Talebi, 2014, p.1224). Like other language skills, speaking requires explicit instruction, which enables students to learn how to speak and to practice speaking (Shumin, 2002).

Closely intertwined with speaking skills are listening skills. Listening plays an important role in developing oral communicative competencies as listening precedes speaking (Shumin, 2002). In spoken communication, we see an interaction between production as one person speaks and reception as the other listens. In order to respond appropriately, the listener needs to understand what he/she is listening to (Tavil, 2010).

1.1 Challenges in Teaching Speaking in Thailand

There are a number of challenges in teaching speaking in Thailand, including the start of the AEC, the emphasis on communicative language teaching (CLT) resulting from the enforcement of the National Education Reform Act of B.E. 2542 (1999), the current English proficiency level of Thai students, and problems students commonly experience in oral English communication classrooms at Thai universities.
The first challenge lies in the start of ASEAN Economic Community (AEC) – a regional economic integration. In December 2015, the AEC came into effect, which facilitates the free movement of goods, services, skilled labor, and investment among 10 ASEAN member countries. Since the AEC started, many public and private organizations in Thailand have required employees to have a good command of English language skills for the workplace because English is a working language in the ASEAN and is considered as a necessary skill for career advancement, especially in urban areas (Baker, 2008). In practice, English is a second language commonly used in different domains, including international relations, communication and business, tourism, and education (Baker, 2008).

The second challenge has taken place since the enforcement of the National Education Reform Act of B.E. 2542 (1999), which was amended in 2001. The reform emphasized Communicative Language Teaching (CLT), learner-centeredness, diversity, and local wisdom (Cheewakaroon, 2011; Darasawang, 2007). As a result of the reform, the application of the CLT has shifted the focus of English teaching and learning in Thailand at every level to encourage learners to use English accurately and appropriately for communicative purposes (Bruner, Singwongsuwat & Radić-Bojanić, 2015) and accentuated the importance of teaching speaking skills (Timmis, 2016). However, in reality, opportunities for learners to practice English for such purposes are limited. In a context of teaching and learning English as a foreign language (EFL), it is quite difficult for Thai learners to master the oral skill because Thai is usually the medium language of instruction in English classes and many teachers teaching English are mainly Thais; hence, unnatural language use and failure to create genuine interactions (Khamkhien, 2010). Furthermore, in the context of EFL, most learners learn the target language in their own country where practice is usually available only in their classrooms (Shumin, 2002). This fact also applies in the Thai context where Thai learners have quite limited opportunities to interact with English native speakers and to speak English outside English classes (Boonkit, 2010; Khamkhien, 2010).

The current proficiency level of Thai students is the third challenge. Despite having learned English for more than 10 years in the formal education system
from primary school to university levels, Thai students still find English very challenging. Thailand ranks 53rd out of 80 countries on the EF English Proficiency Index 2017 Rankings and is categorized in a low proficiency group with the score of 49.78% (English First, 2017, p.22). In addition, the 2017 test and score data summary for TOEFL iBT Tests revealed that Thai test takers’ total score mean was 78 out of 120 points in this international standardized test. Also, their score mean was lower than those of test takers from six Southeast Asian countries, including Singapore (98), Malaysia (91), Philippines (89), Indonesia (86), Vietnam (82), and Myanmar (80) (Educational Testing Service, 2018, p.14). The score mean of speaking of Thai test takers was 19, equal to that of Cambodian test takers, and the second lowest among nine countries (see Table 1.1). This English proficiency data indicates that an investigation on what is going on with teaching and learning English in Thailand deserves an attention.

Table 1.1


<table>
<thead>
<tr>
<th>Country</th>
<th>TOEFL iBT score means 2017</th>
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<td></td>
<td>Reading 30</td>
<td>Listening 30</td>
</tr>
<tr>
<td>1. Singapore</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>2. Malaysia</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>3. Philippines</td>
<td>21</td>
<td>22</td>
</tr>
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<td>4. Indonesia</td>
<td>21</td>
<td>22</td>
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<tr>
<td>5. Vietnam</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>6. Myanmar</td>
<td>19</td>
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</tr>
<tr>
<td>7. Thailand</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>8. Cambodia</td>
<td>16</td>
<td>17</td>
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<td>9. Laos</td>
<td>11</td>
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The final challenge consists of problems students commonly experience in oral English communication classrooms at Thai universities. Bruner,

1 Data of Brunei is not available in both sources; thus, Brunei is excluded from the list.
Singwongsuwat and Radić-Bojanić (2015) identify a few problems in an oral English communication classrooms at Prince of Songkla University (PSU) – a university in the south of Thailand – including 1) mixed-ability classes, 2) large classes, 3) overemphasis on group work, and 4) unrealistic dialogs in role plays. The first two problems also exist at the university under this study, and they certainly challenge teachers to come up with solutions.

In terms of mixed-ability classes, a study conducted by Bruner, Singwongsuwat and Radić-Bojanić (2015) reveals that over 83% of the teachers faced difficulties in teaching students who had different levels of English proficiency in the same class. Similarly, teachers at the university where the study took place also found teaching a mixed ability class challenging because it was difficult to arrange learning activities that were appropriate for all proficiency levels.

Regarding large classes, the study shows that having more than 40 students in a speaking class could limit the teacher’s ability to pay attention to each student and the amount of time for speaking practice. Moreover, teachers found it difficult to arrange and monitor communicative activities in large classes (Bruner, Singwongsuwat & Radić-Bojanić, 2015). Even though there were less than 30 students in a speaking class at the university under investigation, teachers also considered this amount large. This indicates that perceptions of large classes vary and can be subjective. According to Hayes (1997), there is no absolute number to define a large class because perceptions of what constitutes a large class vary in different contexts. Ur (1996) adds that rather looking at the number of students in a class, teachers will consider a class small or large depending on tools and facilities that are provided to manage a class. Bahanshal (2013) summarizes that large classes refer to those that have a number of students that teachers cannot handle and lack enough resources to support the teaching and learning process, and may pose problems to both teachers and students. Generally, teachers are aware of challenges and limitations large classes have. For instance, the teaching and learning process in general can be difficult in terms of spatial discomfort, classroom control, individual attention, evaluation, learning effectiveness, and implementation of certain activities (Harmer, 2000, Hayes, 1997). On spoken English courses, a large number of students
may limit practice for the target language, which obstructs students from improving their oral proficiency (Yu, 2004).

An overemphasis on group work in Thailand has stemmed from an interpretation of CLT, which leads to a focus on collaborative activities through group work (Bruner, Singwongsuwat & Radić-Bojanić’s, 2015). Students were asked to work in a smaller group of 3-4 on a speaking exercise in a class size of 30-40 students (Bruner, Singwongsuwat & Radić-Bojanić’s, 2015). Another point that will help us understand an overemphasis on group work in the Thai context is the fact that collectivism pervades Thai culture, making Thai students more comfortable working in groups.

Finally, PSU encountered a problem with over-application of scripted role-plays, which resulted from the permission to prepare conversation scripts in advance. This is a problem because it contradicts to the genuine interaction in the real world conversation, which interlocutors rarely plan what they will say. Thus, scripted role-plays may reduce authenticity (Bruner, Singwongsuwat & Radić-Bojanić’s, 2015).

1.2 English for Economics

This section presents what has been done regarding materials development for teaching English for economics.

A study by Schleppegrell (1985) presents how the comprehension-based teaching theory could be applied to materials development for the English for Economists program, which was developed for Egyptian economists who took part in a joint research project with American economists. The program was designed to further develop the learners’ (Egyptian economists) current reading skills and background knowledge of economics to facilitate their listening comprehension and writing skills. Reading assignments and listening exercises, which gave learners comprehensible input for language acquisition, were included in the instructional materials. Authentic materials, which were actual working papers of American and Egyptian project researchers, were used for developing course materials. Besides, the
materials content focused on governmental price intervention policies, a major economic issue facing Egypt. An integration of existing economic issues and the actual working research papers in the course materials that learners were already familiar with made the materials very interesting and highly relevant to the learners (Schleppegrell, 1985). Such an integration of these two elements does two things. First, the inclusion of knowledge of the world or of the subject matter field, which was existing economic issues, in the materials content enhanced learners’ input comprehensibility because they were familiar with the situation and the concepts presented. Second, through reading actual research papers, learners were exposed to real examples of the English discourse and could see how English was employed to present facts, ideas, and opinions regarding the issues.

Although Schleppegrell’s (1985) study does not focus on teaching speaking, it has provided me, the researcher, with some ideas to think about when designing the course book for Oral English Communication for Economics (OECE) course. One way to make the unit content interesting and relevant to the students is to employ authentic materials that contain existing economics-related issues because it enhances their motivation to learn as well as gives them an exposure to the real use of English.

1.3 The Existing Gaps

This section presents problems identified by economics students and teachers who have taught the Oral English Communication for Economics (OECE) course through a needs analysis. Furthermore, it points out a knowledge gap in previous studies regarding teaching speaking. An awareness of the current problems persisting on the course under the present study and a gap in literature gave the researcher a direction for identifying a topic that would be worth conducting a research study.

The Oral English Communication for Economics (OECE) course is a speaking course for economics junior students offered at a public university in Bangkok. This course, taught by both Thai and native English teachers, is the final English course that economics undergraduates are required to enroll. The course
objectives, as stated in the course syllabus, expect that by the end of the course, students should be able to 1) deliver oral informative and persuasive presentations on economics-related issues, 2) participate in discussions, informal and formal meetings, and express opinions about economics-related topics, and 3) answer questions about the assigned listening materials on economics-related topics. In order to assess whether such objectives have been achieved, teachers must design tasks and assessments that allow students to speak about, discuss, and give presentations on economic-related topics and issues. In practice, however, the content in the previous course book (Market Leader, 2010), which had been used for more than five years, and in the oral and aural assessments did not relate to economics but marketing. Further details about the previous course book will be discussed in the following sections about problems identified by the students and the teachers.

The reason I chose to do my Ph.D. thesis about the OECE course was because, as a coordinator who also teaches the course, I have the authority to make decisions on instructional materials used on the course, the design of activities, and assessments. Also, I would like to use knowledge gained from conducting systematic, rigorous research to improve the course and students’ learning outcomes, particularly oral communication ability regarding oral presentations and meetings. Based on this quest, I further conducted a preliminary study through a needs analysis to identify problems students and teachers had encountered on this course as presented in the following sections.

### 1.3.1 Problems Identified by the Students

A needs analysis was conducted to identify problems the 2016 batch of students and teachers who taught the course in the 2016 academic year had encountered.

Students have different needs in learning speaking and teachers can teach better if we know their needs (Skrivener, 2011). Consequently, I conducted a brief needs analysis through 1) a survey of four questions (three open-ended questions and one Likert-scale ranking item) with 114 students in all five sections, and 2) three focus group interviews with 22 students in my section (five interview questions).
According to the survey and the focus group interviews, students had positive attitudes toward the course as shown in their responses. Besides finding it very fun to learn, they enjoyed the course because they recognized the importance of listening and speaking skills and this course provided them with opportunities to learn and practice such skills, which were not the focuses of previous English courses they had taken in the first and second years. Also, they realized the usefulness and practicality for future use at work of oral presentation and meeting skills taught on the course. In addition, oral assessments and tasks encouraged them to practice their critical thinking skill, as well as to develop their management and teamwork skills.

Despite positive feedback on the course, the main problem that the majority of students identified from their experience was that the learning content in the course book, the oral assessments, and the self-study tasks were irrelevant to economics. *Market Leader* (Intermediate) by David Cotton, David Falvey, and Simon Kent (3rd edition, 2010) had been used as the main course book on the course for more than five years. The majority of the content in the book focused on marketing and business, and as a result, students were not very motivated as they were unable to apply their background knowledge in economics when doing oral assessments and self-study tasks. In order to facilitate learning, a connection between new information and students’ prior knowledge needs to be established (Chamot & O’Malley, 1994). In addition, Masgoret and Gardner (2003) identify materials and tasks students do as factors that affect students’ motivation and further argue that motivation is more highly related to students’ achievement of second language learning than other factors. A study by Sun (2010) shows that teaching materials relating to students’ culture and background knowledge motivate students.

As far as English language instructional materials used in Asia are concerned, such materials are published by American and British publishers. The dominance of native English speaking publishers is perceived as a cultural imperialism (Nunan, 1997), and Anglo-centric (Altan, 1995) because the content in globally designed commercial textbooks incorporates topics that are contextually known by the American and the British. As a result, students find such content unfamiliar and irrelevant to their context (Wachob, 2006).
Besides the irrelevance to economics of the course content, the majority of students identified some problems they had faced during the course, including lack of knowledge in learning and communication strategies, and the overwhelming amount of workload (two self-study tasks and three oral assessments).

Students also provided some useful suggestions regarding the course content and listening and speaking activities. As they felt that Market Leader (Cotton, Falvey & Kent, 2010) lacked economics-related content, they suggested that the new course book include such content to make it more relevant to their field of study. Relevant content would also enable them to apply their knowledge when doing oral assessment and self-study tasks. Also, the course book should teach strategies for oral presentations, meetings, listening, and note-taking. Market Leader (Cotton, Falvey & Kent, 2010) did not teach students strategies that they might need to help them perform well in oral assessments. For instance, case studies at the end of every unit provide directions for tasks, but not suggestions or strategies for completing such tasks. Consequently, students had to think of what to do from scraches. As Oxford (1990) postulates, “strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence” (p.1). In addition, the students expressed a need for an inclusion of useful language points and expressions they could use in oral presentations and meetings, which would serve as language banks for them. Teaching students language exponents can greatly enhance their comprehension and production, which lead to higher self-confidence, increased understanding, and more fluency (Oxford, 1990). In terms of listening and speaking activities, there should be listening, presenting, and discussing economic news and economic analyzes. In addition, some students thought it would be interesting to integrate local economic issues in the Thai’s context in the course.

1.3.2 Problems Identified by the Teachers

Teachers who had taught the course also identified problems they had faced regarding teaching, the current course book, and assessments.
The first issue about teaching was the fact that the course book did not include oral presentation and meeting skills. This problem added extra work for teachers to find supplementary materials to teach both strategies and language exponents. Second, the amount of supplementary materials was totally up to the teachers to decide; some might provide a lot, while others might provide a little. Thus, students might receive an unequal amount of supplementary materials. Third, teachers found students needed help with the development of useful phrases as they needed such phrases to construct the content of their presentations and discussions. Fourth, all five sections consisted of mixed-ability students – strong, moderate, and weak students, and all teachers found this issue a very challenging. Finally, four out of five teachers considered the number of 27-32 students in a speaking class as a large class size because they felt they could not effectively manage how they could pay their attention to all students and provide more detailed feedback to all individual students every time they practiced for the oral assessments.

In terms of problems with the current course book, all teachers agreed that the content was not relevant to economics, so it was inappropriate for the students. Second, because the content was irrelevant to economics, students did not seem interested or highly motivated when learning or doing oral assessment tasks. Finally, time constraint and a lot of unit contents and exercises to be completed put pressure on teachers in time and classroom management. According to the teaching schedule, there were 17 weeks of which two weeks were allocated for the midterm and the final exams, four weeks for oral assessment preparation, four weeks for one self-study and three oral assessments, and seven weeks for teaching nine units (out of 12 units) in the course book. As a result, teachers needed to finish one or sometimes two units in each class of three hours and to skip some parts such as reading passages and some case studies.

1.3.3 Problems with Existing Materials for Teaching Oral Presentations and Meetings

As mentioned earlier, both students and teachers found the content in the current course book irrelevant to economics. However, the book had been used
on this course for more than five years up to the 2016 academic year because of convenience in management and a struggle for finding an appropriate course book for oral English communication for economics students. Initially, a teacher who coordinated this course also coordinated another oral communication course for business students. Since these two courses focus on aural and oral skills and course books for business English communication were much easier to find, Market Leader (Cotton, Falvey & Kent, 2010) was chosen.

After a change in the course management when I became the course coordinator, I had been searching for a suitable course book for OECE, but English course books for economics students were not widely available on the market. The only course book I had found was English for Economics in Higher Education Studies by Mark Roberts (2012). Although the book’s title, English for Economics in Higher Education Studies, seemed highly relevant and appropriate for the OECE course, a thorough book analysis showed that the book could not serve the course’s purposes for the following reasons. First, although it presents vocabulary, key facts and concepts from economics, as well as the skills for listening to lectures, writing essays, and participating in seminars and tutorials, it does not include presentation and meeting skills, which are the main focus of the course. Second, it focuses on teaching economics in English, whose syllabus was designed to incorporate content-based learning covering such units as market economies, macroeconomics, economics of health care, and so on. As expressed in a teacher meeting, most teachers were not comfortable with teaching the disciplinary content they did not have any background knowledge in or are not familiar with. Finally, it consists of 12 units and includes all four macro English skills – reading, writing, listening, and speaking. Six units focus on reading and writing skills, and thus, teachers and students would not be able to utilize half of the content in the book and there would be parts that would not be used in class. As a result, both students and teachers would not be able to maximize the full use of the book.

In terms of course books for teaching oral presentations that were available on the market, I had not been able to find any previous study, which has explored the current trend, and strengths as well as weaknesses of available
commercial textbooks. Therefore, I would like to present my brief analysis of a course book that the Faculty of Commerce and Accountancy uses to teach business students at my university. Currently, Successful Presentations by John Hughes and Andrew Mallett (2012) has been used since 2015. The book serves as a guideline on how to give oral presentations step by step from preparing a presentation to touching up an existing presentation to make it more interesting. The authors explicitly mentioned that the book was designed for use both in the classroom and a self-study course. The book contains eight units, making it manageable for teaching within the allocated schedule of 11 teaching weeks. There are six pages in each unit, which consist of 1) discussion, which includes two questions that serve as a warmer relating to a topic in focus, and a task that asks students to compare their views/experience with those presented in the video; 2) video watching tasks; 3) question answering tasks (both oral and written forms); 4) language focus; 5) useful phrases; 6) a presentation task, which allows students to practice techniques they have learned in each unit; 7) analysis, which presents a checklist for self-check when preparing a presentation; and 8) self-assessment for students to evaluate their presentation. Evidently, the unit content follows a structure of pre, while, and post learning. As part of a package, a DVD, which contains videos that students can watch and learn about oral presentations, is provided. Thus, students can watch them again at their convenience outside their English class. Nonetheless, it had turned out that a majority of students did not watch the DVD outside classroom even if assigned. Based on my experience using this book and informal talks with my colleagues, we found that the content was insufficient for a period of three hours. Furthermore, despite the book’s main focus on developing oral presentation skills, there were only three small discussion tasks and one big presentation task that provided an opportunity for students to practice speaking. Furthermore, the big presentation task was not similar to the oral assessment tasks that students were required to perform, so some teachers skipped this task. In response to these two gaps, teachers had to supplement extra materials and tasks.

Regarding materials for teaching meetings, Williams (1988) examines 30 business English textbooks, and has found that only eight specifically taught meetings. Five out of eight books taught language functions or structures for
meetings. A combination of functional and structural language exponents was presented in the textbooks with a claim to be communicative. The researcher further points out some gaps those textbooks had. First, “the functions are never sequenced or considered as a part of a strategy…” (Williams, 1988, p.48). Second, the books did not teach other meeting strategies. Third, there was “little agreement between courses as to which functions to teach for meetings (Williams, 1988, p.48), and fourth, there was “virtually no agreement as to which exponents to teach for the functions (Williams, 1988, pp.48-49). After comparing the language used in the real meetings with that taught in textbooks, the findings reveal a discrepancy between what was taught and what was actually used in meetings. First, exponents presented in the textbooks did not reflect the real language use in meetings. The real meetings showed that the language contained many unfinished and grammatically incorrect sentences, false starts, overlapping utterances, interruptions, and fillers. On the contrary, the language taught in the textbooks consisted of extremely polite forms, comprehensible and whole correct sentences. Second, out of 17 functions that were taught specifically for meetings, only 10 were used in the meetings in study. Finally, the data shows that only seven out of 135 exponents taught were used. Such findings suggest that teachers focus on those, which are actually used in real meetings.

Rogerson-Revell’s (1999) encourages teachers to teach most commonly used strategies for meetings to develop meeting skills. In addition, she indicates that there were only a small number of studies that had direct applications to language and communication textbooks. The status quo in English language teaching still emphasizes “describing and analyzing structure rather than dealing with the question of what makes communication effective” (Rogerson-Revell, 1999, p.69). However, focusing heavily on language structure does not lead to effective communication because

...communication cannot be studied in isolation; it must be analysed in terms of its effect on people’s lives. We must focus on what communication does: how it constrains evaluation and decision making, not merely how it is structured (Gumperz, 1982, p.1).

Keeping this advice in mind, we, language teachers, may realize that it is insufficient to teach merely how language used in meetings is structured because knowledge of the language alone does not lead to successful communication. Thus, it is wise to
situate the teaching of meeting skills in specific contexts, which allow students to think critically and analytically about how they can use exponents they have learned to participate in meetings in a way that is culturally appropriate and strategically successful.

Rogerson-Revell (1999) further adds that currently available materials for teaching meeting skills had divergent approaches; some focused on developing communication skills in native English speakers, while others emphasized developing language skills in non-native English speakers. As a result, learners did not have an opportunity to learn both skills in one book although they needed to develop both skills to be able to participate in meetings effectively. Being aware of this gap, the present study was aimed at incorporating both communication and language skills in a new course book, Target (2017), when teaching meeting skills in order to help learners develop skills essential for an effective communication.

Warren (2014) has conducted an extensive study on meetings in professional contexts in Hong Kong. He surveyed 1,010 professionals in four sectors of Hong Kong’s economy, including professional services, financial services, tourism, and trading and logistics, and did follow-up interviews with 31 surveyed participants from a cross-section. Furthermore, he compared focuses and contents of meetings-related books for professionals with the professionals’ needs. Results from the survey show that professionals found interrupting effectively, presenting an effective argument, and listening to different accents difficult. However, they perceived expressing opinions, following a discussion, and taking notes unproblematic. Findings from the follow-up interviews reveal three types of problems professionals have encountered in meetings. First, personal language difficulties include lacks of 1) real-time practice, resulting in inability to organize thoughts in real-time; 2) ability to handle social contexts in building relationships with meeting participants; and 3) practice in speaking English. Second, interlocutors’ language problems related to difficulty in understanding different, unfamiliar accents, and those who speak fast. Third, culture-related difficulties referred to uncertainty about how to interpret meanings across cultures, and passivity of the Hong Kong Chinese participants who did not talk a lot or like asking questions, but preferred to listen
quietly (Warren, 2014). These problems are common for Asian people, including Thais, whose native language is not English and who have a limited exposure to English on a daily basis.

Warren’s (2014) findings from an examination of meetings-related books align with Rogerson-Revell’s (1999) study. First, it was found that such books contained two different approaches for teaching meeting skills. Warren (2014) points out that many practical self-help books dealing with meetings were “designed with native speakers in mind and did not have a language-learning focus” (p.15). This type of books focused on meetings-related strategies such as “chairing meetings, resolving conflicts between participants, facilitating open discussions, moving towards consensus, and handling disagreements/differences of opinion” (Warren, 2014, p.15), but did not provide the actual language that could be used for meetings in different contexts. Second, business English textbooks that taught meeting skills did not emphasize outlining strategies, but focused more on detailing language to be used in different meeting functions. Third, language instances presented in the textbooks did not reflect the language in actual business meetings. This point aligns with Williams’ (1988) study. Finally, these textbooks “do not address some of the main perceived needs expressed by the professionals surveyed and interviewed in this study…” (Warren, 2014, p.16). These findings from meetings-related books implied a need for a book that integrates both strategies and actual language instances that are used in meetings.

1.3.4 Problems with the Course Assessments

Economics students who took the OECE course in 2016 felt that three oral assessments and two self-study tasks were too many because they also had a lot of assignments from other courses they took in the first semester of the third year. Also, they found two self-study tasks required too much work and effort for receiving only 2.5 points each; as a result, they felt there was an imbalance between the amount of work and the scores in self-study assignments.

On the teachers’ side, some teachers had noticed that some students struggled with oral assessment tasks because they did not have knowledge in
marketing. This problem had stemmed from the course book content (*Market Leader*, 2010), which focused on marketing. Teachers had to design assessment tasks that were based on the course book content. Second, teachers had to do extra work in designing listening exercises to help students prepare for their midterm and final exams because the listening exercises in the book were different from what the students would be tested on. Finally, there was a lack of involvement of students in evaluating oral performances of themselves and their peers. The only source of feedback the students received was from the teachers.

A summary of problems with 1) teaching and learning, 2) the current course book used in OECE, 3) assessments, and 4) available commercial materials are illustrated in Table 1.2.

**Table 1.2**

*The Summary of Problems concerning to the OECE Course*

<table>
<thead>
<tr>
<th>Issue</th>
<th>Source of information</th>
<th>Problem</th>
</tr>
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<tbody>
<tr>
<td>1. Teaching and learning</td>
<td>Students</td>
<td>1. The majority of students had not learned how to give an oral presentation and to participate in a meeting in English before. So, they did not know techniques necessary for effective communication in both tasks. As a result, they wanted to learn strategies for presentations and meetings.</td>
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<td></td>
<td></td>
<td>2. Students were not highly motivated to learn because the content in the course book, oral assessments, and self-study tasks were irrelevant to economics, and they could not use their background knowledge in the field of economics to help them comprehend and complete the tasks they needed to do.</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>1. Teachers needed to find supplementary instructional materials to teach how to give oral presentations and to participate in meetings because the book did not teach any oral presentation and meeting techniques, and included only a small amount of language exponents.</td>
</tr>
</tbody>
</table>
2. A decision to use any supplementary materials depended on teachers in each section. This meant some teachers might provide only a small amount of supplementary materials, while others might provide a lot. Therefore, there was an unequal amount of exposure to presentation and meeting techniques students in all sections received.

3. Teachers had to find supplementary materials for useful phrases as some students needed help with phrases they could use in oral assessments.

4. Mixed-ability classes posed a challenge for teachers to find suitable ways to help students improve their oral communication ability.

5. Some teachers considered the number of 27-32 students in a speaking course as a large class size, and they felt it had some negative effects on the quality of teaching and learning. For instance, students got less attention and feedback, which were really important for speaking classes.

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
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<tbody>
<tr>
<td></td>
<td>2. The book did not include listening practices and oral tasks that were similar to the exams and oral assessments.</td>
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<td></td>
<td>3. Blanks in the listening exercises were too small to fill in.</td>
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</table>

<table>
<thead>
<tr>
<th>Teachers</th>
<th>1. The content in Market Leader (2010) was not relevant to economics; thus, it was inappropriate for economics students.</th>
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<tbody>
<tr>
<td>2. Teachers had noticed that students did not seem interested in the book content.</td>
<td></td>
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<tr>
<td>3. Teachers had to do extra work in designing listening exercises for students to practice and prepare for the exams because Market Leader (2010) included only mini listening exercises, requiring them to fill answers in the blanks. This format was different from the midterm and final exams.</td>
<td></td>
</tr>
<tr>
<td>4. Time constraint put pressure on teachers to teach nine units within seven teaching weeks, and thus teachers needed to skip reading passages as reading skill is not the focus of the course. Also,</td>
<td></td>
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</table>
### 3. Materials available on the market

| Course coordinator | 1. *English for Economics in Higher Education Studies* (Roberts, 2012) did not align with the course’s objectives in terms of the content and activities as it focused on four macro skills and did not include presentation and meeting skills. |
|                    | 2. The focus on four skills in the book meant the content was divided equally among all skills. However, the OECE course emphasizes only speaking and listening skills. |
|                    | 3. The book included only a small amount of useful phrases, as did not focus on teaching strategies. |

| Course coordinator and teachers | 1. The book “*Successful Presentations*” (Hughes & Mallett, 2012) covered only one aspect of the course, which was presentation. |
|                                | 2. It only taught oral presentations in general, not persuasive presentations. |
|                                | 3. The content was insufficient for three hours of teaching. |
|                                | 4. The book included only a few speaking tasks, and the presentation task was not similar to the oral assessment tasks. |

<table>
<thead>
<tr>
<th>Researcher (Williams, 1988)</th>
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| Researcher (Williams, 1988) | There was a discrepancy between what was taught in business English textbooks and what was actually used in meetings: |
|-----------------------------| 1. Exponents presented in the textbooks did not reflect the real language use in meetings. |
|-----------------------------| 2. Out of 17 functions that were taught specifically for meetings, only 10 were used in the meetings in study. |
|-----------------------------| 3. Only seven out of 135 exponents taught were used. |

<table>
<thead>
<tr>
<th>Researcher (Rogerson-Revell, 1999)</th>
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| Researcher (Rogerson-Revell, 1999) | Available materials that taught meetings focused either on meeting skills or language skills. Thus, learners did not have an opportunity to learn both skills in one book although they needed to develop both skills for participating in meetings. |

<table>
<thead>
<tr>
<th>Researcher (Warren, 2014)</th>
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| Researcher (Warren, 2014) | 1. When teaching meetings, teachers might not be aware of which aspects of meeting strategies should be concentrated on. Warren’s (2014) study indicates that listening to different accents, interrupting effectively, and presenting an effective argument were difficult for professionals when participating in meetings. However, they perceived taking notes, following |
a discussion, and expressing opinions unproblematic.

2. His examination of books that taught meeting skills reveals that there were two focuses on developing meeting strategies or language skills, and that exponents presented in textbooks did not reflect the language in actual business meetings. Consequently, teachers would have to supplement students with extra materials. Also, students would need to learn exponents that were not really used in actual meetings.

<table>
<thead>
<tr>
<th>Course coordinator</th>
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<tr>
<td>None of the available course books on the market integrated both types of skills, including linguistic skills and presentation and meeting skills with the content relating to economics. Also, there was a mismatch between the course materials and the course’s objectives. As a result, there was a need for a new course book that would focus on presentation and meeting skills, and economics-related themes.</td>
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4. Assessments

<table>
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<tr>
<th>Students</th>
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<tbody>
<tr>
<td>1. Students felt there were too many oral assignments (3 in-class oral assessments and 2 self-study tasks). Also, there was a mismatch between the amount of work and effort required to complete self-study tasks and the scores (2.5%/task).</td>
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<table>
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<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because Market Leader (2010) focused on marketing, the teachers needed to design assessment tasks both speaking and listening based on the course book content. This made the course assessments irrelevant to students’ discipline. Thus, teachers had noticed that some students struggled when preparing for their oral assessments because they did not have knowledge in marketing.</td>
</tr>
<tr>
<td>2. There was a lack of involvement of students in evaluating oral performances of themselves and their friends because teacher’s feedback was the only form of feedback on oral assessments.</td>
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</table>

Although a need for a new course book had been emphasized constantly, the course book development is not the main focus of the study, but part of the instructional tools in that a new course book would serve as a guideline for a new instructional approach of learning and communication strategies.
1.3.5 Previous Empirical Studies about Teaching Speaking, Learning Strategies, and Communication Strategies

Regarding the areas of teaching speaking in Thailand, previous studies have examined teaching English speaking and speaking tests (Khamkhien, 2010), the development of speaking skills for non-native speakers of English (Boonkit, 2010), and EFL oral communication teaching practices (Bruner, Singwongsuwat & Radić-Bojanić, 2015). None of these studies focus on teaching presentation and meeting skills, which are essential speaking skills that students will need for work, especially if they work in international organizations and participate in discussions and meetings at the international level.

Different aspects of learning strategies have been explored over the past 30 years. Some studies have investigated the use of strategies between strong and weak students (Gani, Fajrina & Hanifa, 2015; Gerami & Baighlou, 2011; Hong-Nam & Leavell, 2006). Others have studied the impacts of explicit strategy training of learning strategies (Cohen, Weaver & Li, 1998; Dadour & Robbins, 1996; O’Malley, Chamot et al., 1985). In relation to speaking skills, correlations between learning strategies and speaking performance (Pietrzykowska, 2014) and the influence of learner strategies use on oral presentations (Chou, 2011) have also been investigated.

In terms of topics on communication strategies, there have been a great number of previous studies over 30 years. Some studies have examined differences in the use of strategies between strong and weak students (Chuangchaisit & Praphal, 2009; Hua, Nor, & Jaradat, 2012). Others have investigated the effects of communication strategies instruction (Dörnyei, 1995; Kongsom, 2016; Maleki, 2007; Nakatani, 2005; Paranapiti, 2014; Rabab’ah, 2016; Teng, 2012). In the Thai context, some studies have been conducted on different aspects of communication strategies such as effects of communication strategy instruction on English speaking ability of university students (Kongsom, 2016; Paranapiti, 2014) and the impacts of attitude towards speaking English on English-major students’ use of communication strategies (Toomnan & Intaraprasert, 2015).
Although a variety of areas regarding teaching speaking, learning strategies, and communication strategies have been studied, there appears to be no information on developing oral communication ability, particularly oral presentation and meeting skills, through the instruction of learning and communication strategies in Thailand or in other countries. Thus, the current study attempts to fill in such a literature gap.

1.4 The Adjustment of the OECE Course

This section consists of different aspects of the OECE course adjustment in terms of an implementation of the learning and communication strategies (LACS) instruction, the development of a new course book and principles for the course book design, as well as the adjustment of the course assessments.

1.4.1 An Implementation of Learning and Communication Strategies (LACS) Instruction

The OECE course ultimately was aimed at helping students develop oral communication ability, which would, in turn, help them communicate more effectively. In this case, instruments that supported the development of the oral communication ability were learning and communication strategies. Oxford (1990) defines a strategy as a plan, step, or conscious action for achieving an objective. Similarly, Brown (1994) perceives strategies as specific methods of approaching a problem or task or modes of operation for achieving a goal.

In response to developing oral communication ability, the new course book Target (Puripunyavanich, 2017) was designed to support strategy training or strategies-based instruction (SBI), which is an instructional approach that integrates strategies into the course content (Cohen, 1998). Strategies-based instruction is also known as learning strategy instruction (Larsen-Freeman & Anderson, 2011), and learner training (Wenden, 2002). It is “a process oriented approach to teaching which focuses on the learning process, and results in improvements both in the process and product of learning” (Moradi & Talebi, 2014, p.1224). Through strategy training, teachers teach learners techniques to raise their
awareness of the existing strategies they have already used and to train them new strategies that they can use (Martínez, 1996).

Ellis (1994) indicates it is important to understand a distinction between three types of strategies, including 1) production strategy – an attempt to use language efficiently and clearly; 2) communication strategies – attempts to tackle communication problems occurring in interaction; and 3) language learning strategy – an attempt to develop both linguistic and sociolinguistic ability in the target language. Also, there are two types of learning strategy: 1) language learning strategies, which emphasizes mastering the target language linguistically and sociolinguistically, and 2) skill learning strategies, which focus on becoming skilled readers, writers, listeners, or speakers. Nonetheless, these two learning strategy types are not clearly distinguished in the literature (Ellis, 1994).

Table 1.3 below shows different ways scholars have defined learning strategies. In a closer examination of the term defined by five scholars, it is apparent that definitions by Rigney (1978), Chamot (1987), Rubin (1987), and O’Malley and Chamot (1990) focus on what learning strategies do, while that by Oxford highlights the effects of the use of learning strategies. Definitions by Rigney, Chamot, and O’Malley and Chamot indicate that strategies are used by students to do some things with information such as acquire, store, retrieve, recall, comprehend, learn, or retain. Interestingly, all definitions share one thing in common, which is the purpose of the employment of strategies in that strategies are used to facilitate learning.

Table 1.3

Definitions of Learning Strategies

<table>
<thead>
<tr>
<th>Source</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Rigney (1978)</td>
<td>Operations used by learners to help them acquire, store, retrieve and use information.</td>
</tr>
<tr>
<td>Chamot (1987, p.71)</td>
<td>“Techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both</td>
</tr>
<tr>
<td>Author</td>
<td>Citation</td>
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<tr>
<td>Rubin (1987, p.30)</td>
<td>“Strategies which contribute to the development of the language system which the learner constructs and affect learning directly.”</td>
</tr>
<tr>
<td>O’Malley &amp; Chamot (1990, p.43)</td>
<td>“Techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviors that learners use to help them comprehend, learn, or retain information.”</td>
</tr>
<tr>
<td>Oxford (1990, p.8)</td>
<td>“Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.”</td>
</tr>
</tbody>
</table>

Jamshidnejad (2011) postulates that it is important to encourage language learners in an EFL context to learn strategies as they will help learners become successful in second language communication. Oxford (1990, p.1) further accentuates the importance of strategies for language learning as strategies are “tools for active, self-directed involvement, which is essential for developing communicative competence.” According to Oxford (1990), active, self-directed involvement in language learning is a key feature that contributes to the development of communicative competence and strategies can help learners become active and directly involved in their own learning. Learning strategies are frequently employed to strengthen learners’ linguistic competence (Chou, 2011). Learners employ learning strategies to help them learn something successfully (Hardan, 2013).

Chou (2011) describes what is going on when learners consciously or subconsciously use learning strategies. Learners choose approaches appropriate to their needs “to memorize and understand the target language, to monitor and evaluate learning progress, to compensate for lack of knowledge and to interact with other people” (Chou, 2011, p.274). Chou’s explanation recognizes three types of language learning strategy in O’Malley and Chamot’s (1990) framework – metacognitive, cognitive, and social/affective strategies, which are elaborated in Chapter 2.
Researchers support strategy instruction (Ellis, 1994; Faucette, 2001; Oxford, 1989, 1990) for different reasons. Ellis (1994) is in favor of strategy instruction because he thinks that students should be made aware of which strategies and when to use, as well as for what purpose. Faucette (2001) proposes a need for making students know about strategies so that they are aware of strategies available to them. Furthermore, strategy instruction could assist students in developing and using strategies more effectively and appropriately. Her support for strategy instruction results from an empirical study conducted by Najar (1992 cited in Faucette, 2001, p.5), which argues that nothing guarantees that students will transfer strategies used in L1 to L2 because transfer between problems depends on individual’s ability to notice and make use of similarities between problems. Oxford (1990, p.12) stresses that strategy training is “an essential part of language education” because it guides learners to become more aware of strategy use and skillful at using strategies. All three researchers, Ellis, Faucette, and Oxford agree that strategy instruction is necessary as it shows learners what tools are available for them to use and how they can use them. Based on previous extensive research, Oxford (1989) summarizes that the effective strategy instruction explicitly teaches learners why, when, and how to 1) use strategies, 2) assess the effectiveness of different strategies, 3) transfer a learned strategy to a new situation. In addition, strategy training should also 1) provide opportunities for learners to practice strategies, 2) be incorporated in regular learning activities, and 3) serve learners’ needs. Strategy instruction can help promote successful learning if it is implemented for a period of time and if it focuses on metacognition (Macaro, 2006). To conclude, strategy instruction must be explicit and embedded into the regular learning activities, not taught separately. Research has indicated that not all learners automatically are aware of which strategies are effective for them or which to use; thus, strategy instruction must be explicit (Nunan, 1999).

Some benefits of teaching strategies include the following: first, it helps students become successful in language learning (Faucette, 2001); second, it motivates students to learn and to communicate more as they know how to deal with problems (Oxford, 1990); finally, it promotes self-directed learning (Oxford, 1990). In summary, not only do learning strategies help learners become more effective L2
learners and users, they also facilitate self-directed learning (Hong-Nam & Leavell, 2006).

Linked with strategy training is the concept of learner autonomy. Strategy instruction promotes learner autonomy or self-direction for language learning because it equips students with strategies that they can use outside the classroom (Faucette, 2001; Oxford, 1990). Once they become autonomous learners, they will gain more confidence, feel more involved in their own learning, and become more proficient. This approach of instruction places a role for teachers as facilitators who provide students with tools to become independent learners through strategy instruction and opportunities for students to practice using strategies (Faucette, 2001).

1.4.2 The Development of a New Course Book

Based on the aforementioned problems identified and suggestions provided by the students and teachers, there was a pressing need for me, the OECE course coordinator, to develop in-house instructional materials that would 1) meet the course’s objectives, 2) address needs of learners, 3) incorporate authentic materials, and 4) include an appropriate amount of tasks that enhance students’ speaking performances. These four points would serve as the objectives of the new course book. Furthermore, the new course book would be developed to solve such problems that students had encountered and pressure teachers had faced as well as serve as a guideline for teaching oral presentation and meeting skills.

In order to develop a course book relevant to the economics discipline, I consulted with the Associate Dean (Education) of the Faculty of Economics to find interesting economics-related themes for the new course book. In our discussion, I shared with her a concern about OECE teachers’ being uncomfortable with teaching a disciplinary content, which they had no background in. Being aware of this concern, the Associate Dean, who is an expert in the field of economics and supervises the curriculum design of Bachelor of Economics, suggested six themes that were in the current trend, relevant to economics, and general enough for English teachers to understand. They included 1) economic outlook, 2) tourism
and travel, 3) innovation, 4) aging society, 5) crisis management, and 6) sustainable development, and themes 1-4 were selected for the course book.

After the discussion with the Associate Dean (Education) of the Faculty of Economics, I organized a meeting to discuss problems, which were identified by the students and the teachers, and to brainstorm ideas for the course improvement and a new course book with the OECE teachers. All teachers agreed with all six themes the Associate Dean proposed, but suggested that the course book include only the first four themes, including economic outlook, tourism and travel, innovation, and aging society, to make it more manageable within the total teaching time frame of 10 weeks. They were also in favor of incorporating oral presentation, meeting, listening, and note-taking skills in the course book to help students perform better in both the oral assessments and the midterm and final examinations.

Based on the consultation with the Associate Dean, the discussion with the teachers, and the students’ needs, Target (Puripunyavanich, 2017), the new course book has integrated the teaching of oral presentation and meeting skills with economic themes and included locally relevant texts.

Some scholars highlight the importance of instructional materials in a language classroom that they “determine the major part of the classroom teaching and the students’ out-of-class learning” (Rivers, 1968, p.475), serve as the language input and practice for learners, and facilitate the teacher’s instruction (Richards, 2001). Based on the crucial role instructional materials play in a language classroom, an instructional approach and a selected textbook must go hand in hand as the textbook will direct an instructional approach the teacher will use for teaching.

Hutchinson and Waters (1987) indicate a few reasons for materials writing, and one of them is a wish of a teacher or institution to provide teaching materials that will fit a specific subject area, but they are not available commercially. Tomlinson (2010) points out that most language instructors use course books although no course book can specifically meet the needs and wants of every class. He further argues that “most coursebooks on the market are still coursebooks for all learners of English whereas most learners of English these days are learning it in distinctive
contexts for distinctive purposes” (Tomlinson, 2016a, p.3). Furthermore, commercial textbooks are generic and not designed for any particular group of learners, or any specific cultural or educational context (Howard & Major, 2004). Consequently, they are not based on local varieties of English or recognize world Englishes (Altan, 1995). These arguments support a need for teachers to develop their teaching materials to serve their teaching contexts and learners’ needs because available commercial textbooks may fail to cater for specific contextual needs.

Perceiving that the English course book the university had been using was content- and context-irrelevant to business students, Wachob (2006) developed a new textbook that was user-friendly, locally situated and focused on business topics to make the materials more interesting and motivating for students. Experiencing a similar problem to Wachob, I decided to design a new course book for the OECE course.

Teachers who consider developing their own instructional materials should consider some benefits and drawbacks of materials development, and can take the indicated disadvantages as precautions. Advantages and disadvantages of teacher-made materials are illustrated in Table 1.4 (Howard & Major, 2004; Tiensawangchai, 2004).

Table 1.4

Advantages and Disadvantages of Teacher-Produced Materials

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Contextualization</em> – teacher-designed materials allow for integration of content relevant to the syllabus and the local context.</td>
<td>1. <em>Organization</em> – teacher-made materials may lack a clear progression and overall coherence because a lack in an overall organizing principle can result in piecemeal and poorly focused materials and activities.</td>
</tr>
<tr>
<td>2. <em>Individual needs</em> – such materials can be responsive to learners’ needs, interests, disciplines, cultures, and</td>
<td>2. <em>Quality</em> – teacher-produced materials</td>
</tr>
</tbody>
</table>

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experiences. Inclusion of lesson topics that their students are interested in, which will in turn motivate students to learn.

3. **Classroom management facilitation** – teachers can make decisions about what materials and activities will be appropriate for their students. They can design materials that have appropriate length and level of difficulty, and these will provide them adequate time for covering the content and implementing pair and/or group work.

4. **Timeliness** – teachers can design materials that respond to local and international events with up-to-date topics and interesting tasks.

Materials will be considered effective if they support the language learning by enhancing learners’ knowledge, experience, and understanding of a language, and enabling them to learn what they want and need to learn (Pardo & Téllez Téllez, 2009). In order to facilitate language learning, materials should meet the learners’ needs, interests, attitudes, and expectations to become meaningful, relevant, and motivating to learners (Pardo & Téllez Téllez, 2009). In designing materials, teachers should consider and harmonize situated possibilities with learners’ needs and wants (Augusto-Navarro, 2015). Furthermore, they should connect the topics in the materials to what learners know regarding their language skills, personal lives, and real-life situations (Khamkhien, 2010). In addition, they should create learning activities that are relevant to students’ lives to foster intrinsic motivation (Bronzo, 2005). Simply put, researchers agree that learners’ needs and wants are central to developing effective materials for learning English that will increase learners’ motivation.
In developing materials for language learning, materials writers will base the content on their beliefs on the theory of language and language use. The theory they advocate will direct the design and determine the goals of materials (Richards, 2006).

Factors underlying speaking effectiveness were also taken into account in the development of the content and activities in Target (Puripunyavanich, 2017). Effective speakers must possess communicative competence. Although communicative competence concerns both spoken and written language and all four skills (Oxford, 1990), in this research communicative competence refers to the ability to use spoken language effectively in oral presentations and meetings, which is the study’s focus. Speakers who possess a high level of communicative competence produce messages that are grammatically correct, easy for listeners to understand and process, and contextually appropriate (Goh & Burns, 2012). In Chapter 2, four components that contribute to communicative competence – grammatical competence, discourse competence, sociolinguistic competence, and strategic competence – proposed by Canale and Swain (1980) and Canale (1983) will be discussed in detail.

1.4.3 The Adjustment of Course Assessments

1.4.3.1 Number of Oral Assessments

All five teachers agreed with having four oral assessments, including a solo informative presentation, a group persuasive presentation, a group informal meeting, and a group formal meeting, instead of three oral assessments and two self-study tasks.

1.4.3.2 Inclusion of Self- and Peer Assessments

In addition to oral assessments, students were required to evaluate oral performances of themselves and their peers in Self- and Peer Assessment Forms in order to monitor the progress of their oral communication ability and to improve their performance.
1.5 Purposes of the Study

In order to address the challenges identified by the students, the teachers, and the researcher, the present study was conducted to explore the effects of the instruction of learning and communication strategies on oral communication ability of economics students, and to interrogate students’ attitudes toward the LACS instruction in helping them improve their oral presentation and meeting skills.

1.6 Research Questions

Based on the objectives of the study, the following research questions are proposed to guide the investigation:

1. What effect does the instruction of learning and communication strategies (LACSs) have on economics undergraduates’ oral communication ability?
2. What are the attitudes of economics undergraduates toward the LACS instruction in helping them improve their oral presentation and meeting skills?

1.7 Scope of the Study

In order to correspond to the research objectives, the instruction of learning and communication strategies was delivered to an intact class of economics undergraduates taking the OECE course at a public university in Bangkok during the first semester of the 2017 academic year. The LACS instruction was integrated with the regular instruction of the OECE course. The independent variable was the instruction of LACSs, and the dependent variables were the students’ oral communication ability and their attitudes toward the LACS instruction.
1.8 Definitions of Terms

Six key terms – 1) instruction of learning and communication strategies, 2) learning strategies, 3) communication strategies 4) economics undergraduates, 5) oral communication ability, and 6) attitudes – appearing in the research questions, are defined to establish a common understanding of the terms as follows:

1. **Instruction of learning and communication strategies** refers to an instruction where learning and communication strategies, which helped students effectively deliver oral presentations and participate in meetings, were explicitly taught in the classroom.

2. **Learning strategies** refer to conscious actions that make language learning easier, more effective, and more transferrable to new similar situations. This definition was adapted from the one defined by Oxford (1990, p.8).

3. **Communication strategies** refer to conscious plans for solving communication problems. This definition was adapted from Færch and Kasper’s (1983, p.36) definition.

4. **Economics undergraduates** are third-year undergraduates who studied at the Faculty of Economics in a Thai program at a public university in Bangkok, Thailand. Prior to their enrollment on the OECE course, they had passed four English courses.

5. **Oral communication ability** refers specifically in this research to the ability to effectively give formal presentations and participate in meetings.

6. **Attitudes** in this study refer to students’ opinions and feelings toward the LACS instruction.
1.9 Significance of the Study

This study is significant to the field of ELT because of its contributions in three aspects as follows:

1. Theoretically, it has developed a new approach to teaching oral presentation and meeting skills in tandem with learning and communication strategies. The development of a new instructional approach contributes to the field of ELT.

2. Pedagogically, it illustrates how teachers can teach oral presentation and meeting skills with an integration of explicit learning and communication strategies instruction through a set of lesson plans they can adopt to their contexts. As for a contribution to students, they will learn how to develop their oral communication ability through the LACS instruction. Furthermore, they will learn other relating skills necessary for effectively delivering oral presentations and participating in meetings.

3. Practically, it demonstrates how a course book was developed for explicit strategy instruction aimed at developing students’ oral communication ability. Materials developers and teachers who would like to develop their own instructional materials can gain some ideas on designing a course book that integrates learning and communication strategies and economics themes.
CHAPTER 2
LITERATURE REVIEW

This chapter presents a review of literature of relevant topics, including oral communication ability, learning strategies, communication strategies, strategy instruction, attitudes, speaking instruction, listening instruction, and materials development. Such topics were rigorously reviewed in order for the researcher to construct frameworks to guide the instruction of LACSo, speaking, and listening on the OECE course as well as to direct the development of oral communication ability, the OECE course book, and the oral assessments.

2.1 Oral Communication Ability

2.1.1 Definition and Characteristics of Speaking

Speaking is a productive and oral skill (Bailey, 2005) that consists of an interactive process involving producing, receiving, and processing information to construct meaning (Brown, 1994; Burns & Joyce, 1997). Speaking, in its nature, is “often spontaneous, open-ended, and evolving (Florez, 1999, p.1).” Spontaneity in speaking does not mean that utterances are entirely unplanned, but the planning time is very limited and utterances are produced in real time (Thornbury, 2005). This time constraint can be challenging as speakers need to quickly pull relevant information or knowledge required to produce utterances appropriate to the listeners and the context and where the communication is taking place. In addition, since speaking is an interactive process that involves speakers and listeners, we take turns to be speakers and listeners. As speakers, when we communicate, we must take into account our listener’s current knowledge or viewpoints on the topic, his/her feedback, signals that show whether our message is clear or being understood (Burns & Joyce, 1997). As listeners, we need to be able to interpret and to respond to the messages we are receiving (Burns & Joyce, 1997). This interaction between a speaker and a listener indicates that both parties build up the meanings of communication together.

According to Brown (2004), speaking consists of five components – grammar, vocabulary, comprehension, fluency, and pronunciation. Before speaking,
the speakers must know what they want to say. Also, they must have sufficient vocabulary and grammatical knowledge in order to construct a speech in a comprehensible manner. The knowledge of vocabulary and grammar enables the speakers to speak more fluently and correctly. Furthermore, it is important that the speakers pronounce words correctly to aid the listeners’ comprehension. These five components manifest themselves in three factors that influence effective speaking, including accuracy, fluency, and complexity.

In the context of speaking, **accuracy** generally refers to “the ability to use the language according to its systematic characteristics” (Hammerly, 1991, p.12). In the context of speaking, it is “the ability to speak properly” (Bailey, 2005, p.5). This means the speakers must be able to choose the correct words and expressions to convey the intended meaning, and employ the grammatical English rules (Bailey, 2005).

**Fluency** is “the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community” (Bailey, 2005, p.5). A fluent speaker may speak “rapidly and smoothly but not necessarily grammatically” (Hammerly, 1991, p.12). These characteristics of fluency also appear in McCarthy’s (2010) notions of fluency, which consist of speed and smoothness of delivery and automaticity (the ability to retrieve units of speech instantaneously and effortlessly).

Finally, **complexity** refers to “the extent to which the language produced in performing a task is elaborated and varied” (Ellis, 2003, p.340). The range and sophistication of the vocabulary, phrases and structures the speakers use when speaking may vary (Timmis, 2016).

It is important for teachers to be reminded that learners do not develop speaking skills simply by using English words and sentences in the classroom (Burns & Hill (2013 cited in Timmis, 2016, p.84) or by assigning students to discuss general topics or by asking them to talk about certain subjects (Shumin, 2002). Burns & Hill (2013 cited in Timmis, 2016, p.84; Shumin, 2002) argue that speaking is, in fact, a complex mental process, which integrates a variety of cognitive skills, draws
on working memory of vocabulary, occurs simultaneously, and involves self-monitoring. Levelt (1989) elaborates the complexity of the speaking skill, which lies in four sub-processes – conceptualization, formulation, articulation, and self-monitoring. Conceptualization refers to thinking of the content the speaker wants to express; formulation involves selecting the appropriate language to express the content and organize it to fit a particular genre; articulation entails the physical production of the sounds to deliver the message; and self-monitoring occurs during speaking to ensure that the speaker is producing the intended message. All these sub-processes take place spontaneously and simultaneously to maintain the interlocutor’s attention and comprehension.

2.1.2 Spoken Language

Luoma (2004) lists characteristics of spoken language as follows:

- Consists of idea units, broken down in short phrases and clauses
- Can be planned (e.g. a lecture, a presentation) or unplanned (e.g. a conversation)
- Contains more generic words than written language
- Uses fixed phrases, fillers, and hesitation markers
- May include slips and errors
- Is collaboratively formed as a speaker and an interlocutor interact
- Can be formal or informal depending on the speaker’s role, speaking purpose, and the context.

Burns and Joyce (1997) provide useful distinctions between spoken language and written language. First, speech and writing are used in different kinds of situations. When we speak, we are interacting directly with interlocutors and the language we produce is spontaneous, more informal, and is not based on grammatical conventions of writing. In contrast, when we write, we are not in direct contact with the people whom we are writing to. Also, we have more time to carefully plan the language we use in order to achieve accuracy and precision, and to write as many
drafts as we want. Second, in speaking situations, it is possible for speakers to use the surrounding context to make meanings. This feature is not available in writing, which needs to be self-explanatory in that it must enable the reader to understand the meanings from the text itself. Third, the overall structure of written and spoken discourses is very different. Depending on the genre, writing usually has a beginning, middle, and end structure. On the other hand, spoken language is more open-ended and dynamic, which can make it difficult for speakers to predict the exact direction of the interaction. Finally, written and spoken discourses are linguistically different. Because written texts are not tied to the immediate context, the writer has more time to draft, redraft, and polish his/her written texts. This option is not available in spoken texts, which must be produced as the speaker proceeds. Thus, it is unsurprising that spoken texts consist of hesitations, repetitions, overlaps, and incomplete clauses. Some people may consider these things ungrammatical. Considering the differences in their nature, it is inappropriate to use grammatical rules for writing to judge that speech is ungrammatical because spoken and written languages are grammatical in different ways (Burns & Joyce, 1997).

Luoma (2004) broadly categorizes spoken discourse into two types: planned and unplanned speeches. In planned speeches, which can be seen in oral presentations, public speeches, expert discussions, and lectures, the speakers have prepared and rehearsed their talks in advance, or they deliver nicely thought-out points and opinions. Although written language and complex grammatical features may influence planned speeches, idea units are usually shorter than in writing as speakers aim to communicate with and be understood by their listeners in real time. In contrast, the speakers do not prepare their talk in advance in an unplanned speech. They rather react to other speakers on the spur of the moment. As a result, short idea units and incomplete sentences commonly occur.

2.1.3 Communicative Competence

This section explains what communicative competence consists of, what each component is, and how they are assessed in the existing rubrics used on the OECE course for the oral presentations and an informal meeting. The components of
communicative competence are discussed in order to indicate how they had been incorporated in assessing oral assessments and pre- and post-tests in the study.

Communicative competence refers to a combination of learner’s knowledge of a language and his/her ability to use the language to communicate effectively and successfully. In the scope of the present study, communicative competence refers to the ability to use spoken language effectively in oral presentations and meetings. Canale and Swain (1980) and Canale (1983) propose four components that contribute to communicative competence, including grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

2.1.3.1 Grammatical Competence

Grammatical competence or linguistic competence consists of knowledge of grammar, vocabulary, and mechanics (sounds of letters and syllables, pronunciation, intonation, and stress) (Richards, Platt & Weber, 1985; Scarcella & Oxford, 1992). This competence enables learners to understand and use English language structures accurately, leading to fluency (Shumin, 2002). Evidently, the components of accuracy and fluency appear in this aspect of competence.

In reviewing the previous rubrics used for evaluating the oral assessments for both presentations and an informal meeting at the Faculty of Economics, grammatical competence referred to the ability to use appropriate and correct grammar, correct pronunciation, and a wide range of vocabulary.

To have successful communication, mutual understanding between the speaker and the listener(s) should also be concerned (Meyerhoff, 2009). Mutual understanding in the context of speaking assessment is referred to as “intelligibility,” “comprehensibility,” or “meaningfulness”, and interpreted as the level of difficulty in the ability to be understood (Paranapiti, 2014). Paranapiti (2014) argues that grammar, vocabulary, and pronunciation, thus, should be assessed based on “intelligibility of the speech production” (p.26). Although the key word “intelligibility” was not explicit in the previous rubrics, its concept had been
integrated as the grammatical competence and was assessed based on the grammatical mistakes that interfered with communication and led to misunderstanding.

2.1.3.2 Sociolinguistic Competence

Sociolinguistic competence refers to the ability to communicate accurately, appropriately to, and acceptably by sociocultural norms and contexts (Goh & Burns, 2012). Thus, speakers must have cultural and social awareness of the target language, which will help them distinguish appropriate and acceptable comments, know how to ask questions, how to respond nonverbally, and how to use language appropriately in different situations (Richards, Platt & Weber, 1985; Shumin, 2002).

In assessing speaking ability, this competence is assessed based on the context appropriateness in terms of style, register, and politeness (Dörnyei & Thurrell, 1991). In the previous rubric for the informal meeting oral assessment, sociolinguistic competence was evaluated under the construct of engagement, which referred to the amount of production and interaction. It looked at the speaker’s 1) ability to respond appropriately in the meeting discussion through sharing his/her opinions, agreeing or disagreeing, 2) ability to provide sound reasons to support his/her arguments, and 3) ability to ask follow up questions. However, the previous rubric for the presentation assessments showed that sociolinguistic competence was not assessed. For this study, this competence was added and assessed in terms of the use of formal language appropriate to the presentations’ purposes (to inform and to persuade).

2.1.3.3 Discourse Competence

Discourse competence concerns cohesion and coherence, which help speakers communicate in a meaningful way. This competence refers to the ability to combine language structures in a manner that produces unified texts in different genres such as a speech and an academic paper (Dörnyei & Thurrell, 1991; Pillar, 2011).
In the previous rubrics for assessing oral presentations and an informal meeting, discourse competence was assessed under the construct of content. For example in an informal meeting, coherence was graded in terms of the extent to which responses and questions were coherent with the overall discussion. In oral presentations, this competence was evaluated based on the logical sequence of the ideas in the presentations. In the new assessment rubrics for the OECE course, discourse competence was added under the construct of organization and assessed as part of the organization for the informative presentation and the informal meeting.

2.1.3.4 Strategic Competence

Strategic competence is the ability to use language appropriately. It involves knowing when and how to start, maintain, and end a conversation, and how to deal with communication and comprehension problems (Richards, Platt & Weber, 1985; Shumin, 2002). This competence comes in both forms of verbal and non-verbal communication strategies employed to handle communication breakdowns (Canale & Swain, 1980).

In the previous rubrics for the oral presentations and an informal meeting, strategic competence appeared under the construct of delivery in terms of fluency, which focused on the extent to which the speaker avoided repetitions and used appropriate pauses. However, the ability to present information or arguments clearly to prevent any confusion and to aid the audience’s comprehension should also be incorporated as one component to assess the speaker’s strategic competence for both oral presentations and meetings in the present study. This is because this ability is believed to prevent communication breakdowns.

2.1.3.5 Conceptualized Framework for Assessing
Communicative Competence

Communicative competence, consisting of four components: grammatical, sociolinguistic, discourse, and strategic, leads to oral communication ability. Such ability is operationally defined as the ability to effectively give formal
presentations and participate in meetings. Table 2.1 presents a conceptualized framework for assessing communicative competence in the OECE oral assessments.

**Table 2.1**

*Conceptualized Framework for Assessing Communicative Competence in the OECE Oral Assessments (based on Canale, 1983; Canale & Swain, 1980)*

<table>
<thead>
<tr>
<th>Competence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Grammatical competence</strong></td>
<td>This competence was added under the construct of “language use” and looked for intelligibility in grammar, vocabulary, and pronunciation.</td>
</tr>
<tr>
<td>(knowledge of grammar, vocabulary, and mechanics)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Sociocultural competence</strong></td>
<td>In the rubrics for assessing informal and formal meetings, this competence was added under the construct of “engagement,” which focused on the amount of production and interaction, demonstrating the speaker’s ability to:</td>
</tr>
</tbody>
</table>
| (ability to communicate accurately, appropriately to, and acceptably by sociocultural norms and contexts) | 1. respond appropriately in the meeting discussion through sharing his/her opinions, agreeing or disagreeing,  
   2. provide sound reasons to support his/her arguments, and  
   3. ask follow-up questions.                                                                 |
| **3. Discourse competence**     | This competence was added under the construct of “organization” and focused on the logical sequence of the content of oral presentations and meetings. In addition, in both meeting assessments, coherence was graded in terms of the extent to which responses and questions were coherent with the overall discussion. |
| (cohesion and coherence, which help speakers communicate in a meaningful way) |                                                                                                                                                                                                         |
| **4. Strategic competence**     | This competence was added under the construct of “delivery” regarding:                                                                                                                                     |
| (ability to use language appropriately – e.g., knowing when and how to initiate, maintain, and end a) | 1. fluency - the extent to which the speaker avoided repetitions and used appropriate pauses.                                                                                                            |
conversation, as well as how to deal with communication breakdowns and comprehension problems)

2. clarity - the ability to present information or arguments clearly to prevent any confusion and to aid the audience’s comprehension.


2.2 Learning Strategies (LSs)

This section elaborates the categorization of learning strategies and proposes a conceptualized framework for learning strategies, which was used for the learning and communication strategies instruction.

Learning strategies are instruments that enable learners to become actively and directly involved in their own learning, which is essential for developing communicative competence (Oxford, 1990). As defined in Chapter 1 (p.31), learning strategies, in this study, refer to conscious actions that make language learning easier, more effective, and more transferrable to new similar situations.

2.2.1 Categorization of Learning Strategies by O’Malley and Chamot (1990)

O’Malley and Chamot (1990) propose a framework for learning strategies, which consists of three strategy types: 1) metacognitive, 2) cognitive, and 3) social/affective. The following section will discuss these three types of strategy in detail.

2.2.1.1 Metacognitive Strategies

Metacognitive strategies perform an executive function through making plans for one’s learning, monitoring one’s learning task, and evaluating one’s learning progress (Ellis, 1994; O’Malley & Chamot, 1990). Such strategies enable learners to make use of knowledge and regulate language learning (Ellis, 1994). O’Malley and Chamot (1990) emphasize that “students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishment” (p.8). Metacognitive strategies involve eight sets: 1) advance organization, 2) advance

2.2.1.2 Cognitive Strategies

Cognitive strategies have an “operative or cognitive-processing function” (Ellis, 1994, p.536). They are steps employed for solving problems, which involve direct use of learning materials (Rubin, 1987). They are composed of 11 sets: 1) resourcing, 2) grouping, 3) note taking, 4) summarizing, 5) deduction, 6) imagery, 7) auditory representation, 8) elaboration, 9) transfer, 10) inferencing, and 11) substitution (O’Malley & Chamot, 1990).

2.2.1.3 Social/Affective Strategies

Social/affective strategies direct the ways learners interact with others (Ellis, 1994). They consist of three sets: 1) questioning for clarification, 2) cooperation, and 3) self-talk (O’Malley & Chamot, 1990). Cooperation (working with other people to solve a problem, obtain information, or receive feedback) and question for clarification (asking for additional explanation or examples from a teacher or friends, or paraphrasing) are the social strategies in this category (Ellis, 1994). Self-talk is an affective strategy, used to reduce anxiety (O’Malley & Chamot, 1990).

Table 2.2 below explains all three types of strategies proposed by O’Malley and Chamot’s (1990) and presents only those that were used to develop a conceptualized framework of language learning strategies for the study.

Table 2.2

*O’Malley and Chamot’s (1990) Strategy Classification System*

<table>
<thead>
<tr>
<th>1. Metacognitive strategies</th>
<th>involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Organizational planning</td>
<td>Planning the parts, sequence, and main ideas to be expressed orally or in writing,</td>
</tr>
</tbody>
</table>
or language functions to be used in a task.

<table>
<thead>
<tr>
<th>1.2 Selective attention</th>
<th>Attending to or scanning key words, phrases, sentences, or types of information.</th>
</tr>
</thead>
</table>
| 1.3 Self-monitoring     | • Comprehension monitoring – checking, verifying, or correcting one’s comprehension during listening or reading.  
                           • Production monitoring – checking, verifying, or correcting one’s oral or written production while it is taking place.  
                           • Strategy monitoring – tracking use of how well a strategy is working. |
| 1.4 Self-evaluation     | Judging how well one has accomplished a learning task.  
                           • Ability evaluation – judging one’s ability to perform the task.  
                           • Strategy evaluation – judging one’s strategy use when the task is completed. |

2. **Cognitive strategies** involve engaging with the content and materials to be learned, working with the materials physically or mentally, or using particular techniques to the task.

| 2.1 Note taking | Writing down key words and concepts in abbreviated verbal, graphic, or numerical form. |

3. **Social and affective strategies** involve interacting with another person to help one learn, or utilizing affective control to complete a learning task.

| 3.1 Questioning for clarification | Asking for explanation, rephrasing, examples, or verification from a teacher or peer. |
| 3.2 Self-talk | Reducing anxiety by using mental techniques that make one feel competent to do the learning task. |
2.2.2 Categorization of Learning Strategies by Oxford (1990)

Oxford (1990) proposes a strategy system for learning strategies, which consists of six strategy types. These strategies are categorized into two classes – direct and indirect. Direct strategies are those that directly support learning, which involve memory, cognitive, and compensation. Indirect strategies refer to those that contribute indirectly to learning, including metacognitive, affective, and social. Direct and indirect strategies are equally important and support each other.

2.2.2.1 Memory Strategies

Memory strategies are used for remembering information through arranging things in order, making associations, and reviewing. They involve four sets: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well, and 4) employing actions.

2.2.2.2 Cognitive Strategies

Cognitive strategies are employed by the language learner for manipulation or transformation of the target language. They consist of four sets: 1) practicing, 2) receiving and sending messages, 3) analyzing and reasoning, and 4) creating structure of input and output.

2.2.2.3 Compensation Strategies

Compensation strategies help learners use the new language for comprehension or production although they may have limitations of language knowledge. They include two sets: 1) guessing intelligently, and 2) overcoming limitations in speaking and writing.

2.2.2.4 Metacognitive Strategies

Metacognitive strategies are employed for managing the overall learning process. They are composed of three sets: 1) centering your learning, 2) arranging and planning your learning, and 3) evaluating your learning.
2.2.2.5 Affective Strategies

Affective strategies are used to help learners deal with their feelings. They include three sets: 1) lowering your anxiety, 2) encouraging yourself, and 3) taking your emotional temperature.

2.2.2.6 Social Strategies

Social strategies help learners work with others and understand the target culture and the language (Oxford, 2001). They involve three sets: 1) asking questions, 2) cooperating with others, and 3) empathizing with others.

Table 2.3 illustrates four types of language learning strategies proposed by Oxford (1990) that were used to develop a conceptualized framework of language learning strategies for the study.

Table 2.3

*Oxford’s (1990) Strategy Classification System*

<table>
<thead>
<tr>
<th>1. Cognitive strategies</th>
<th>Recognizing and using formulas and patterns – teaching students language exponents can enhance their comprehension and production and help build self-confidence, increase understanding, and enhance fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Practicing</td>
<td>Getting the idea quickly – used for listening and reading to guide learners what they need or want to understand; includes two techniques – skimming and scanning; asking preview questions enables learners to skim and scan more easily.</td>
</tr>
<tr>
<td>1.2 Receiving and sending messages</td>
<td>Taking notes – very important for listening and reading; the focus should be on understanding, not writing.</td>
</tr>
<tr>
<td>1.3 Creating structure for input and output</td>
<td>• T-formation helps learners organize what they hear while they are hearing it.</td>
</tr>
<tr>
<td></td>
<td>• Standard outline form requires learners to identify the main word/idea and to link this</td>
</tr>
</tbody>
</table>
with clusters of related words/ideas by using lines or arrows.

2. **Metacognitive strategies** are used for managing the learning process overall.

<table>
<thead>
<tr>
<th>2.1 Arranging and planning your learning</th>
<th>Planning for a language task includes four steps: describing the task, determining its requirements, checking one’s own linguistic resources, and determining additional language elements or functions required for the task.</th>
</tr>
</thead>
</table>
| 2.2 Evaluating your learning            | **2.2.1** Self-monitoring – identifying errors in understanding or producing the new language and trying to eliminate important errors, which cause serious confusion or offense.  
**2.2.2** Self-evaluating – evaluating your progress in the new language, for example, by checking if you can speak better than three months ago. |

3. **Affective strategies** involve strategies that help learners deal with feelings.

| 3.1 Lowering your anxiety               | Deep breathing can help you relax and reduce tension. |
| 3.2 Encouraging yourself                | Making positive statements – saying or writing positive statements to yourself to help you feel more confident in learning a new language. |

4. **Social strategies** help learners work with others and understand the target culture and the language.

| 4.1 Asking questions                    | Asking for clarification or verification – asking the speaker to repeat, paraphrase, explain, slow down, or give examples.  
- **Repetition:** questions asking for verbatim repetition of information  
- **Paraphrase:** questions asking for restatement in different words that are simpler and easier to understand  
- **Verification:** questions seeking confirmation that the information was understood correctly by the listener  
- **Clarification:** questions seeking more details or |
An empirical study by Chou (2011) examines the influence of learner strategies on oral group and individual presentations. Learner strategies in this study referred to learning strategies, language use and communication strategies. The strategies included metacognitive, communication, retrieval, and rehearsal. 52 French major college students in Taiwan participated in the study. Data was obtained from questionnaires, interviews, and oral assessments. The findings reveal that metacognitive strategies were used more in individual presentations. Cognitive strategies were widely employed when participants were preparing for their individual and group presentations. During the preparation stage, cognitive strategies were used as students went through the process of collecting and preparing materials. Communication strategies, such as gestures, synonyms, new words, and unfinished messages, were more frequently deployed in group presentations to compensate for insufficient information. Retrieval strategies were used slightly more frequently in individual presentations because the presentation content was not shared among different speakers; thus, individual students had to memorize everything themselves. Rehearsal strategies were more frequently deployed in individual presentations than group ones. Students thought individual rehearsal was easier and more efficient because it was often difficult to gather everyone for a practice. This study adds a new dimension of an investigation on strategies by exploring the issues in the context of oral presentations and informal meetings.

2.2.3 Conceptualized Framework of Learning Strategies

This section presents a conceptualized framework of learning strategies based on O’Malley and Chamot (1990) and Oxford (1990). These eight strategies in this framework were explicitly taught on the OECE course. Six were presented in strategy boxes in the course book, including 1) getting the idea quickly, 2) note-taking, 3) recognizing and using language exponents, 4) planning for a language task, 5) lowering anxiety, and 6) encouraging yourself. Two strategies, including 1) self-monitoring, and 2) self-evaluation, were presented in strategy boxes in the students’ reflective journal, and the self- and peer assessment forms.
Based on the review of related empirical studies, researchers have not mentioned their rationale behind the selection of strategies for instruction. However, Lavasani and Faryadres (2011) suggest that strategies in strategy training should be selected to meet the language task requirements and to support each other. For this study, particular learning strategies were chosen to be taught on the OECE course based on my teaching experience, which had provided me with insights into which strategies would be useful for students in doing learning activities and would facilitate their learning. Apart from my teaching experience, the selection of learning strategies was also based on a research study by Pietrzykowska (2014). The study investigates the relationship between the use of learning strategies of 80 English major college students and their speaking performance through the implementation of the Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford (1990). The results reveal strong and positive correlations between 1) cognitive, compensation, metacognitive, affective, and social and grammatical accuracy, 2) cognitive and speaking, grammar, and vocabulary, and 3) compensation and fluency. In addition, positive correlations are found between 1) cognitive and fluency, and 2) cognitive and pronunciation. Surprisingly, memory strategies were found to be the least useful type for speaking. The researcher further remarks that memory strategies could not help students who were not prepared. This accentuates the importance of preparation and rehearsal for a successful oral performance. In summary, these research findings show that different strategies (cognitive, compensation, metacognitive, affective, and social) facilitate different components of speaking (vocabulary, pronunciation, grammatical accuracy, and fluency). Nonetheless, only three categories of learning strategies – cognitive, metacognitive, and affective – were integrated in the instruction as illustrated in Table 2.4. To avoid duplication of strategies, some compensation and social strategies were combined with cooperative strategies, which were part of communication strategies, in the next section, 2.3 Communication Strategies.
Table 2.4

Learning Strategies for Instruction on the OECE Course (adapted from O’Malley & Chamot, 1990; Oxford, 1990)

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy and description</th>
<th>For use in…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive strategies</td>
<td><strong>1.1 Getting the idea quickly</strong> – It is used for listening and reading to guide learners what they need or want to understand; includes two techniques – skimming and scanning; asking preview questions enables learners to skim and scan more easily. Learners should focus on key words, phrases, sentences, or types of information.</td>
<td>In the OECE course book, the strategy box appearing before some listening tasks reminded students to look at the list of questions to get some ideas about what the videos and what they needed to focus on while listening.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2 Note-taking</strong> – This strategy is very important for reading and listening. The focus should be on understanding, not writing. Learners should write down key words and concepts in abbreviated verbal, graphic, or numerical form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• T-formation helps learners organize what they hear while they are hearing it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Standard outline form requires learners to identify the main word/idea and to link this with clusters of related words/ideas by using lines or arrows.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the course book, the strategy box appearing before some listening activities taught students how to take notes using either T-formation or standard outline formats.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.3 Recognizing and using language exponents</strong> – teaching students language exponents can enhance their comprehension and production and help build self-confidence, increase understanding, and enhance fluency.</td>
<td>In the course book, the strategy box appearing before the section of useful phrases for presentations and meetings informed students that they were going to learn language exponents that they could use in their presentations and meetings.</td>
</tr>
</tbody>
</table>
2. Metacognitive strategies

2.1 Planning for a language task includes four steps: 1) describing the task, 2) determining its requirements, 3) checking one’s own linguistic resources, and 4) determining additional language elements or functions required for the task. This also involves planning the parts, sequence, and main ideas to be expressed orally or in writing, or language functions to be used in a task.

In the course book, the strategy box appearing before the presentation and meeting outline forms informed students that the presentation and meeting outline forms could help guide them in preparing their speeches.

2.2 Self-monitoring is divided into two aspects:
   - *Production monitoring* – checking, verifying, or correcting one’s oral or written production while it is taking place; identifying errors in understanding or producing the new language and trying to eliminate important errors, which cause serious confusion or offense.
   - *Strategy monitoring* – tracking use of how well a strategy is working.

Self-monitoring and self-evaluation strategies were used in the self-assessment forms and the students’ reflective journal, which asked students to monitor their speaking performance.

2.3 Self-evaluation – judging how well one has accomplished a learning task.
   - *Ability evaluation* – judging one’s ability to perform the task.
   - *Strategy evaluation* – judging one’s strategy use when the task is completed.

In the course book, the strategy boxes consisting of these two affective strategies informed students that such strategies could help them reduce their anxiety before and while delivering a presentation or participating.

3. Affective strategies

3.1 Lowering anxiety – deep breathing can help one relax and reduce tension.

3.2 Encouraging yourself by saying or writing positive statements to yourself to help you feel more confident in learning a new
2.3 Communication Strategies (CSs)

This section entails definitions, categories, and a conceptualized framework of communication strategies. The framework provides a guideline for the instruction of CSs on the OECE course.

2.3.1 Definitions of Communication Strategies

Scholars have proposed a variety of definitions of communication strategies as follows. Tarone (1980) perceives CS as “tools used in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal” (p.420). According to Færch and Kasper (1983), communication strategies are “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (p.36). Dörnyei and Scott (1997) define a communication strategy as “a plan of action to accomplish a communication goal,” which is “the enhancement of communication effect” (p.179). In a closer examination of these three definitions, it is obvious that communication strategies mean the same thing in that they are tools or conscious actions taken to reach a communication goal. Although there has not been a consensus among scholars on the definition of CS, the one proposed by Færch and Kasper (1983) appears to be widely accepted (Faucette, 2001). This study follows Færch and Kasper’s (1983) definition not only because it is widely used, but also because it stresses the purpose for strategy use, which is to solve a communication problem.

2.3.2 Categorization of Communication Strategies

Communication strategies are categorized into two groups – reduction or avoidance and achievement or compensatory strategies (Dörnyei, 1995; Færch & Kasper, 1983). As their name suggests, reduction strategies reflect learners’ behaviors, which avoid solving communication difficulties through an alteration, a reduction, or complete abandonment (Dörnyei, 1995). Reduction strategies involve topic avoidance, message abandonment, and meaning replacement (Færch & Kasper,
1983). On the other hand, achievement strategies show learners’ behaviors that attempt to tackle the communication problem directly by developing an alternative plan and manipulating available language in order to compensate for communication deficiencies and maintain interaction (Dörnyei, 1995; Færch & Kasper, 1983). Such strategies consist of code switching, interlingual transfer, intralingual transfer, interlanguage based strategies, cooperative strategies, and non-linguistic strategies (Færch & Kasper, 1983).

Achievement strategies can be subdivided into two categories: intra-actional or non-cooperative strategies and interactional or cooperative strategies. Strategies in the first category do not require assistance from interlocutors, while those in the latter category require assistance. Examples of non-cooperative strategies include self-repair, approximation, circumlocution, use of fillers and hesitation devices, and etc. Cooperative strategies consist of asking for help, asking for repetition, asking for clarification, asking for confirmation, and so on.

2.3.3 Conceptualized Framework of Communication Strategies

This section presents a conceptualized framework of communication strategies based on Dörnyei and Scott (1997) and Nakatani (2005). The strategies in this framework were explicitly taught on the OECE course and presented in the course book, the students’ reflective journal, and self- and peer assessment forms.

For this study, particular communication strategies were selected to be taught on the OECE course based on my teaching experience, which had provided me with insights into which strategies would be useful for students in doing speaking activities and would facilitate and enhance their performance in the oral assessments. In addition, only achievement strategies, not reduction strategies, were selected for the LACS instruction in this study because they allowed learners to adhere to the original communicative goal by developing alternative plans to use available resources (Færch & Kasper, 1983). Also, such strategies facilitated learners in developing oral communication ability, or the ability to effectively give formal presentations and participate in meetings in this study, which was the goal of the
LACS instruction for this research. Furthermore, a study by Maleki (2007) suggests interactional or cooperative strategies facilitate learners in continuing communication and negotiating meaning, improve their comprehension, help them learn new vocabulary, and provide them with the opportunity to talk in the target language. His study confirms that the instruction of interactional strategies benefits comprehension and acquisition. The selected learning strategies are presented in Table 2.5.

**Table 2.5**

Communication Strategies for Instruction on the OECE Course (adapted from Dörnyei & Scott, 1997; Nakatani, 2005)

<table>
<thead>
<tr>
<th>Non-cooperative strategies</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
</table>
| **1. Use of fillers and hesitation devices** | Using gambits to fill pauses and to gain time to maintain communication  
• In the course book, a strategy box tells students that they can use words, phrases, and sentences to gain time when answering questions raised by the audience or by other participants in a discussion/meeting group. | well; you know; actually; okay; Well, let me see/think… Well, it’s a good question. |
| **2. Self-repair** | Making self-corrections in one’s own speech  
• In the course book, a strategy box tells students that they can correct themselves if they make any grammatical mistakes while delivering a speech, sharing their opinions, and answering questions. | In 2016, the export value of rubber rise...rose to 20 billion US dollars. |

<table>
<thead>
<tr>
<th>Cooperative strategies*</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Asking for repetition</strong></td>
<td>Requesting repetition when not hearing or understanding something properly</td>
<td>What? Pardon? I beg your pardon? Could you please say that again?</td>
</tr>
</tbody>
</table>
2. **Asking for clarification**  
Requesting explanation of an unfamiliar meaning structure  
*What do you mean? You heard/saw what?*

3. **Asking for confirmation**  
Requesting confirmation that one heard or understood something correctly  
*You mean...? You said...? Do you mean...?*

*Remark:* Cooperative strategies were explicitly included in the course book in the section *Asking and Handling Questions* in 1) Introduction: Presentation Strategies (see *Target*, p.22), and 2) Unit 3: Innovation (see *Target*, pp.96-97).

Table 2.6 presents a list of eight learning strategies and five communication strategies explicitly taught on the OECE course. These 13 strategies were presented in the course book, the students’ reflective journals, and self- and peer assessment forms. The LACS instruction in this study included 13 strategies because Oxford (2002) suggests that strategy instruction should cover a “wide array of strategies and should not be limited to just one or two types of techniques” (p.130).

**Table 2.6**

*Framework of Learning and Communication Strategies for Developing Economics Undergraduates’ Oral Communication Ability*

<table>
<thead>
<tr>
<th>Learning strategies (LS)</th>
<th>Communication strategies (CS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Getting the idea quickly</strong> – It is used for listening and reading to guide learners what they need or want to understand; includes two techniques – skimming and scanning; asking preview questions enables learners to skim and scan more easily. Learners should focus on key words, phrases, sentences, or types of information.</td>
<td><strong>1. Asking for repetition</strong> – requesting repetition when not hearing or understanding something properly</td>
</tr>
<tr>
<td><strong>2. Note-taking</strong> – This strategy is very important for reading and listening. The focus should be on understanding, not writing. Learners should write down key words and concepts in</td>
<td><strong>2. Asking for clarification</strong> – requesting explanation of an unfamiliar meaning structure</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
abbreviated verbal, graphic, or numerical form.

3. **Recognizing and using language exponents** – teaching students language exponents can enhance their comprehension and production and help build self-confidence, increase understanding, and enhance fluency.

3. **Asking for confirmation** – requesting confirmation that one heard or understood something correctly.

4. **Planning for a language task** includes four steps: describing the task, determining its requirements, checking one’s own linguistic resources, and determining additional language elements or functions required for the task. This also involves planning the parts, sequence, and main ideas to be expressed orally or in writing, or language functions to be used in a task.

4. **Use of fillers and hesitation devices** – using gambits to fill pauses and to gain time to maintain communication.

5. **Self-monitoring**
   - **Production monitoring** – checking, verifying, or correcting one’s oral or written production while it is taking place; identifying errors in understanding or producing the new language and trying to eliminate important errors, which cause serious confusion or offense.
   - **Strategy monitoring** – tracking use of how well a strategy is working.

5. **Self-repair** – making self-corrections in one’s own speech. This strategy also involves metacognition as it requires the strategy user to check, verify, and then correct any errors in either oral or written production while they are taking place. This strategy is known as production monitoring, which is a learning strategy.

6. **Self-evaluation** – judging how well one has accomplished a learning task.
   - **Ability evaluation** – judging one’s ability to perform the task.
   - **Strategy evaluation** – judging one’s strategy use when the task is completed.

7. **Lowering anxiety** – deep breathing can help you relax and reduce tension.

8. **Encouraging yourself** – making positive statements – saying or writing positive statements to yourself to help you feel more...
confident in learning a new language and feel competent to do the learning task.

Both learning and communication strategies were taught on the OECE course because both types of strategies had different functions, and were necessary for developing oral communication ability. While learning strategies facilitated and enhanced students’ learning in general, communication strategies specifically helped students deal with communication problems that might occur while they were engaged in any kind of oral communication such as a monolog or a conversation.

2.4 Strategy Instruction

This section presents information about 1) types of strategy instruction, 2) benefits of explicit and integrated strategy instruction, 3) factors influencing the effectiveness of strategy instruction, 4) different strategy instruction models, and 5) a conceptualized framework of the strategy instruction.

2.4.1 Types of Strategy Instruction

There are two types of strategy instruction – blind instruction and explicit instruction. Like its name suggests, blind instruction leaves students in the dark for not being informed the importance of strategies they are told to use or when it is appropriate to use. Also, it does not require students to reflect on the effectiveness and applicability of strategies (Brown et al., 1983 cited in Wenden, 1986, p.316). Although blind instruction improves task performance, students do not continue to use the strategy, and cannot tell which similar situations it can be employed. As a result, there is no transfer or maintenance of the strategy (Wenden, 1986). On the other hand, explicit or informed strategy instruction directly informs students how a strategy can help them do a certain task and why they should use it. Students are encouraged to assess the effectiveness of the strategy in assisting them to perform a task (Wenden, 1986).
2.4.2 Advantages of Explicit and Integrated Strategy Instruction

Researchers support explicit and integrated strategy instruction due to several reasons (Chamot, 2005a; Cohen, 1998; Dadour & Robbins, 1996; Wenden, 1986). Chamot (2005a) argues that explicit strategy instruction is more effective than merely telling students to use strategies because it systematically teaches students what strategies to use for which task and purpose. Furthermore, it provides opportunities for practice and self-evaluation. The latter promotes students’ metacognition as they will reflect on their strategy use and assess the strategies’ effectiveness, which will make them more aware of their learning processes (Chamot, 2005a). Cohen (1998) provides a few reasons to support explicit strategy training. First, such instruction can be designed to serve the needs of learners. Second, it provides hands-on practice with the strategies while doing authentic language learning tasks. Third, it shows students how they can systematically apply strategies to the tasks. Finally, it allows students to share their strategies with their friends, which may lead to an increase in their strategy repertoires for language tasks they need to perform (Cohen, 1998). In addition, an empirical study by Dadour and Robbins (1996) shows that such instruction 1) raises students’ awareness of their learning process, 2) enables them to understand better and see new ways of learning, and 3) provides them with a structured approach to language tasks. Because such instruction is integrated into the regular class curriculum, it “enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention” (Wenden, 1986, p.318).

2.4.3 Factors that Affect the Effectiveness of Strategy Instruction

There are several factors that affect the effectiveness of strategy instruction, including (1) the length of instruction (Chamot, Barnhardt, et al., 1993; Chamot & O’Malley, 1994; Chamot, Robbins, et al., 1993), (2) the degree of integration of the instruction into the regular curriculum and ongoing classroom activities (O’Malley & Chamot, 1990), (3) how instruction is adapted to a particular language skill or task (Chamot & Rubin, 1994), (4) the selection of materials that support strategy use and choice (Thompson & Rubin, 1993), (5) the encouragement of
strategies comparison for certain tasks and texts (Chamot & Rubin, 1994), (6) the development of teachers’ expertise in conducting strategy instruction (Chamot, Barnhardt, et al., 1993; Chamot, Robbins, et al., 1993), (7) the age of learners (Rees-Miller, 1994), and (8) the level of proficiency (Rees-Miller, 1994).

In addition to the factors that influence the effectiveness of strategy instruction, Chamot, Barnhardt, and colleagues (1993) propose that strategy lessons must be designed to suit the level of students’ proficiency and be integrated into lesson plans because students may perceive strategies as additional work, not as an integral part of language learning, if they are not well integrated. Furthermore, they suggest that the teacher make it clear to the students that strategies are critical for learning a foreign language.

In the course of strategy instruction implementation, there are a number of factors that affect the selection of strategies (O’Malley & Chamot, 1990). To begin with, the objectives of a language course influence the types of strategies. For instance, a classroom emphasizing proficiency may employ inferencing and substitution. Next, the degree of students’ language learning expertise may influence how they approach new language tasks. Novice learners may panic when they realize they lack skills for doing a task, while expert learners may approach the task calmly and be able to apply skills developed in other language learning situations, which shows their use of transfer strategy. Finally the demands of the task heavily determine which strategies will be employed. For example, there is evidence in listening comprehension that selective attention and note taking have been used (O’Malley & Chamot, 1990).

Although strategy instruction can improve learning performance, it is not a panacea. There are many variables such as learner, teacher, context, task, and text that influence the extent to which strategies instruction can support learning. However, research has shown that such instruction can foster higher engagement in learners’ own learning processes if it is implemented properly (Chamot & Rubin, 1994). Rees-Miller (1994) reminds teachers who wish to implement strategy instruction that they should not put pressure on students to use a particular strategy.
and that students should be given autonomy in choosing any strategies they want to use for doing a task.

### 2.4.4 Strategy Instructional Models

This section identifies three strategy instructional models developed by the leading scholars in the field of strategy instruction (Chamot, 2004 & 2005; O’Malley & Chamot, 1990; Oxford, 1990). Their models are presented in Table 2.7 as follows:

#### Table 2.7

*A Comparison of Strategy Instructional Models*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students identify their current strategies</td>
<td>1. Learners do a task without any strategy instruction.</td>
<td>1. <em>Preparation</em>&lt;br&gt;Teacher identifies students' current learner strategies for familiar tasks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. They discuss how they did it and the teacher asks them to reflect on how their strategies may have facilitated their learning.</td>
</tr>
<tr>
<td></td>
<td>2. Teacher explains additional strategies</td>
<td>3. <em>Presentation</em>&lt;br&gt;Teacher models, names, explains new strategy; asks students if and how they have used it.</td>
</tr>
<tr>
<td></td>
<td>3. Teacher provides opportunities for practice</td>
<td>4. Learners are provided with opportunities to practice the new strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. <em>Practice</em>&lt;br&gt;Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.</td>
</tr>
</tbody>
</table>
5. Learners are shown how the strategies can be transferred to other tasks.

4. **Self-evaluation**
   Students evaluate their own strategy use immediately after practice.

6. Learners are provided with further tasks and asked to make choices about which strategies they will use.

5. **Expansion**
   Students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies.

4. **Teacher assists learners in evaluating their success with the new strategies.**

7. **Teacher helps learners to understand the success of their strategy use and assess their progress towards more self-directed learning.**

6. **Assessment**
   Teacher assesses students' use of strategies and impact on performance.

---

A variety of strategy instructional models are available. Although each model has different numbers of step, the overall structure of each model shares some similarities. Broadly speaking, all models start with the identification of students’ current strategies and followed by the teacher’s instruction and demonstration of new strategies. Next, the teacher provides students with opportunities to practice the strategies, which have been taught. Finally, the models end with an evaluation of strategies use either conducted by the teacher or students with teacher’s guidance.

Differences among all three models include the following aspects. In identifying students’ current strategies, Oxford’s (1990) model takes a different approach in that it starts with students’ doing a task without any instruction, then they reflect on how they did a task and whether they used any strategy that facilitated them. In the step for practicing new strategies, Chamot’s (2004 & 2005b) model is the only model that reminds the teacher to gradually withdraw reminders of strategy use to encourage students to use strategies independently. Also, at this stage the models by Oxford (1990) and Chamot (2004 & 2005b) incorporate a transfer of strategy use to other tasks. Finally, regarding the evaluation of strategy use, Chamot’s (2004 &
2005b) model is the only model that involves teacher’s assessment of students’ strategy use.

Figure 2.1 Framework of Strategy Instruction below clearly illustrates responsibilities of the teacher and students in the strategy instruction. In the first two stages: preparation and presentation, the teacher takes the main responsibility in preparing students for the strategy instruction and teaching new strategies to students. As the instruction proceeds, students take more responsibility in their learning through practicing the new strategies, evaluating the usefulness and effectiveness of the strategies, and transferring the new strategies to other similar learning tasks.

Figure 2.1
Framework of Strategy Instruction (Chamot, Barnhardt, El-Dinary, & Robbins, 1996, p.185)

2.4.5 Conceptualized Framework of the Learning and Communication Strategies (LACS) Instruction

In the scope of the present study, the learning and communication strategies (LACS) instruction did three things: 1) it taught strategies that would help students perform their oral assessments effectively, 2) it provided students with opportunities to practice using strategies, and 3) it asked students to evaluate their use of strategies. The LACS instruction was fully integrated into the regular classroom
curriculum of the OECE course. The practice of strategy use was conducted with listening activities and speaking activities that were similar to the oral assessments and the preparation sessions for the oral assessments to promote transferability to new tasks in similar situations. Teacher support in the form of guidance was gradually removed to encourage students to become autonomous in their strategy use.

Table 2.8 illustrates the 3-stage LACS instructional framework. Chamot’s (2004 & 2005b) model was selected and adapted for this study because it was clear and could easily be integrated within the teaching of speaking and listening skills on the OECE course. Six stages in Chamot’s original model were categorized into three main stages (pre, while, and post) in the 3-stage LACS instructional framework. The pre stage includes two components: presentation and presentation. The while stage consists of two components: practice and expansion. The post stage involves two components: self- and teacher assessment.

Table 2.8

3-Stage LACS Instructional Framework

<table>
<thead>
<tr>
<th>3-Stage LACS Instructional Framework (adapted from Chamot, 2004 &amp; 2005b)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre</strong></td>
</tr>
<tr>
<td><strong>1.1 Preparation</strong> – teacher identifies students’ current learning and/or strategies for familiar tasks.</td>
</tr>
<tr>
<td><strong>1.2 Presentation</strong> – teacher 1) introduces a new strategy, 2) asks students if they have used it, and 3) illustrates how to use it.</td>
</tr>
<tr>
<td><strong>2. While</strong></td>
</tr>
<tr>
<td><strong>2.1 Practice</strong> – students practice the new strategy. In subsequent strategy practice, the teacher fades reminders to encourage independent strategy use.</td>
</tr>
<tr>
<td><strong>2.2 Expansion</strong> – students transfer strategies to new similar tasks.</td>
</tr>
<tr>
<td><strong>3. Post</strong></td>
</tr>
<tr>
<td><strong>3.1 Self-assessment</strong> – students evaluate their own strategy use focusing on those that facilitate their oral communication ability immediately after practice in their reflective journals.</td>
</tr>
<tr>
<td><strong>3.2 Teacher assessment</strong> – teacher assesses students’ use of strategies and impact on oral performance in the teacher’s observation note form while assessing oral assessments.</td>
</tr>
</tbody>
</table>
2.4.6 Related Research

Empirical research studies have revealed that explicit learning strategy instruction has positive effects on speaking proficiency (Cohen, Weaver & Li, 1998; Dadour & Robbins, 1996; O’Malley, Chamot et al., 1985).

O’Malley, Chamot, and colleagues (1985) conducted one of the earliest classroom intervention research on learning strategy instruction with ESL students in the U.S. Their study was divided into two phases. In Phase 1, a descriptive phase, 70 high school students and 22 teachers were interviewed to identify strategies typically used for doing different tasks in ESL classrooms. Results show that although students used a variety of learning strategies, they frequently used more familiar strategies. Of the 638 reported instances of learning strategy use, 53% involved cognitive strategies, 30% involved metacognitive strategies, and only 17% involved socioaffective strategies. In Phase 2, a training phase, 75 high school students were randomly assigned to one of three instructional groups – Group 1 (metacognitive group) received combined metacognitive, cognitive, and social/affective strategy instruction. Group 2 (cognitive group) received cognitive and social/affective instruction. Group 3 (control group) did not receive any particular strategy instruction. Students received instruction and practice using learning strategies for 50 minutes daily for eight days in doing integrated tasks involving listening, speaking, and vocabulary. Pre- and post-tests were used to compare the effects of strategy instruction types. The results reveal that the effects of metacognitive, cognitive, and socioaffective strategies instruction with ESL students in a natural classroom setting were mixed, depending on the language strategies and tasks. Post-test scores on listening were not significant among three groups, which could be due to three reasons. First, the cues were removed too quickly, making students fail to use the strategies they had been trained. Second, the strategy training might help students only a little if the task was too difficult. Finally, students had only five minutes for study time. These explanations provide teachers who would like to implement strategy instruction in their classrooms with some cautions that strategies may fail to improve students’ performance if 1) the task is too difficult, 2) the cues for strategy use fade too quickly, and 3) the study time is limited. However, the post-test scores on
speaking were significant with the metacognitive group scoring the highest. This finding suggests that metacognitive strategies (e.g. functional planning) also play an important role in assisting students to do speaking tasks more effectively.

In addition to the ESL context, learning strategy training in the EFL context has also been investigated. Two university-level studies by Dadour and Robbins (1996) explored the effects of strategy instruction on speaking skills of EFL learners in Egypt and presented an application of explicit strategy instruction in Japan. In the first study, 122 first-year and fourth-year students in Egypt were randomly assigned to four groups (two control and two experimental groups). The experimental groups consisted of one first-year group (30 students) and one fourth-year group (31 students). The control groups consisted of the same number of students in first-year and fourth-year groups. Explicit strategy instruction was integrated into 15 weekly three-hour sessions. The experimental groups were explicitly taught strategies and given opportunities to practice the strategies and discuss their usefulness. The findings reveal that the strategy instruction significantly affected the students’ speaking performance regardless of their proficiency level (first- or fourth-year proficiency) in the experimental groups. The experimental groups outperformed the control groups. The fourth-year performed better than the first-year experimental group. The experimental groups used strategies more frequently than the control groups. Noticeably, the strategy instruction was ideally implemented considering the length of training period (15 weekly three-hour sessions), the explicit strategy instruction, and opportunities for practice and discussion of strategies’ usefulness. This empirical evidence, thus, implies that practitioners who wish to deploy strategy instruction consider these factors, which influence the effectiveness of strategy instruction. The second study, a qualitative study, was conducted with 46 Japanese students majoring in English at two universities through the use of questionnaire to investigate the effects of explicit strategy training for three months. The findings indicate that most of the students understood the reasons for applying learning strategies, and many saw the usefulness of strategic planning. However, it was found that many students did not fully understand how to use learning strategies because they had had the strategy instruction for only three months. This finding suggests that
the length of the instruction period affects the internalization of the strategy use – the longer, the better.

A study by Cohen and colleagues (1998) identified the relationship between frequency of strategy use and an improvement in rated task performance. The study was conducted with 55 intermediate foreign language students at the University of Minnesota, of which 32 were in the experimental group, which received strategies-based instruction, and 23 in a comparison group, which took the regular 10-week language course. The results reveal that the experimental group outperformed the comparison group in one of the three speaking tasks (city description) in the post-test. The relationship between frequency of strategy use and ratings of task performance was found to be complex. The frequent use of certain strategies helped students who were in the experimental group perform tasks better, in other cases only for the comparison group, and in some cases for both groups.

Scholars such as Dörnyei (1995), Dörnyei and Thurrell (1991, 1994), Færch and Kasper (1983), Tarone and Yule (1989), and Willems (1987) support the instruction of communication strategies as it facilitates the development of strategic competence. Particularly, Dörnyei (1995) and Tarone and Yule (1989) are strong advocates of explicit (direct and informed) CS instruction. In relation to communication strategies instruction, several empirical studies have been conducted.

Dörnyei (1995) investigated the teachability of communication strategies by concentrating on whether teaching specific strategies could enhance the strategy use of Hungarian high school EFL students. The experimental group (n = 53) received training in three CSs – topic avoidance and replacement, circumlocution, and fillers and hesitation devices – for 20-40 minutes during three regular English lessons per week for six weeks. The experimental group showed a significant improvement in the quality and quantity of strategy use, as well as in their overall oral performance. Furthermore, participants in the experimental group had positive attitudes toward the strategy instruction.

Nakatani (2005) studied the extent to which 1) oral communication strategies (OCSs) can be explicitly taught and 2) strategy use can lead to
improvements in oral communication ability. There were 62 female students divided into two groups – the experimental group (n = 28) and the control group (n = 34). The experimental group received metacognitive training with a focus on OCS use for 12 weeks. They were taught six achievement strategies (help-seeking, modified interaction, modified output, time-gaining, maintenance, and self-solving) and four reductions strategies (message abandonment, first-language-based reduction, interlanguage-based reduction, and false starts). The results indicate participants in the strategy training group significantly outperformed the control group in their oral proficiency tests. The findings of the transcription and retrospective protocol data analyses reveal that the participants’ success partly resulted from an increased general awareness of OCSs and the use of specific OCSs, including maintenance of fluency and negotiation of meaning to solve interactional difficulties.

Maleki (2007) investigated the teachability of communication strategies with 60 university students majoring in different fields of humanities, social, and basic sciences in Iran. The participants were randomly assigned to two groups – control and experimental groups – with 30 students in each group. The experimental group studied English with a book that included specific communication strategies (CSs), while the control group studied with a book that did not include CS. After a four-month teaching period, oral and written tests were administered for both groups. The findings reveal that 1) CS instruction was effective; 2) interactional strategies were more effectively and frequently used than other types of CS; 3) CS facilitated language learning; and 4) language instructional materials with CS were more effective than those without them. The final finding regarding the instructional materials suggests that it is better to include CSs in language instructional materials in order to facilitate students’ learning of strategies.

Similar to Maleki (2007), Teng (2012) also examined the teachability of EFL communication strategies in a university context in Taiwan, but with only one senior class of 24 English major students. Explicit strategy training program took place for 15 weeks, and participants received the strategy instruction in one lesson every week for about 15-20 minutes. The experiment involved nine CSs – topic avoidance, message abandonment, approximation, word coinage,
circumlocution, literal translation, language mix, appeal for assistance, and nonverbal signals. The results from paired *t*-test for communication strategies and communicative effectiveness indicate that systematic strategy training improved communication strategy use and enhanced communicative effectiveness for EFL learners.

Paranapiti (2014) conducted a study to explore the effects of communication strategy instruction on English speaking ability and confidence of EFL undergraduates. There was one sample group of 34 undergraduates, which received explicit communication strategy training for ten weeks. The students were taught four CSs, including answering and asking, time-gaining, self-repair, and comprehension checks. The finding regarding speaking ability reveals a statistically significant difference between pre- and post-test scores. Nevertheless, there was no statistically significant difference between pre- and post-strategy instruction regarding the level of students’ confidence. The final finding of the study indicates that the students had positive attitudes toward the strategy instruction.

Kongsom (2016) examined the impact of communication strategies instruction on Thai engineering undergraduates’ communication strategy use and strategic competence. 57 Thai engineering undergraduates at a public university in Thailand were taught 10 communication strategies, including 1) approximation, 2) circumlocution, 3) use of all-purpose words, 4) appeal for help, 5) clarification request, 6) pause fillers and hesitation devices, 7) topic avoidance, 8) comprehension check, 9) confirmation check, and 10) self-repair during the 10-week communication strategy-based instruction program. Students also completed the self-report questionnaire before and after the instruction. The findings show that the communication strategy instruction had a positive effect on the students’ reports of the use of 10 strategies. In addition, they successfully transferred all 10 strategies to their speaking tasks after receiving the 10-week instruction. Also, students’ strategic competence had improved as a result of the instruction.

Rabab’ah (2016) investigated the effect of communication strategy training on the development of EFL learners’ strategic competence and oral
communicative ability. 80 learners were divided into two groups – 44 in the experimental group and 36 in the control group. The experimental group received explicit CS training for 14 weeks as part of their English course. Participants were taught seven CSs, including 1) circumlocution, 2) appeal for help, 3) asking for repetition, 4) clarification request, 5) confirmation request, 6) self-repair, and 7) guessing. The findings reveal that participants in the training group significantly outperformed the control group in their IELTS speaking test scores and that those in the training group used more CSs as a result of the training. Thus, this empirical research study confirms a positive impact of the strategy training on students’ oral communication ability.

Kuen, Rafik-Galea and Heng (2017) examined the effect of oral communication strategies training on the development of Malaysian English as a second language learners’ strategic competence. Their experimental study consisted of 34 mechanical engineering polytechnic students in the control group and 54 students in the experimental group. The experimental group received 12 weeks of communication strategies training designed with metacognitive strategies. The CSs that were explicitly taught included 1) appeal for help, 2) circumlocution, 3) clarification request, 4) comprehension check, 5) confirmation checks, 6) fillers, 7) self-repair, and 8) topic avoidance. The results indicate that the experimental group performed significantly better than the control group after the instruction and confirm that teaching communication strategies in tandem with metacognitive strategies could raise students’ awareness of their strategy use. Also, students’ self-reports present positive results. After the training, students felt that their English proficiency and confidence in speaking had improved and that they had become more motivated to continue learning English and improve their English skills.

To summarize, all previous empirical studies, which had been reviewed in this section, indicate positive effects of explicit strategy training on students’ language learning and oral performance.
2.5 Attitudes

Attitude is “a hypothetical construct used to explain the direction and persistence of human behavior,” (Baker, 1992, p.10). Because attitude is an internal state that influences learners’ behaviors, it is, essentially, a key contributing factor in the learning process of a second and a foreign language (Rastegar & Gohari, 2016). According to Wenden (1991), attitudes can be divided into three components – cognitive, affective, and behavioral. A cognitive component contains beliefs, opinions, or ideas about something. An affective component consists of feelings and emotions a person has toward something. Finally, a behavioral component is made up of a person’s behavioral intention toward something.

2.5.1 Attitudes toward Learning English as a Foreign Language

Learners’ attitudes toward L2 learning and the target language group greatly affect their L2 learning (Gardner & Lambert, 1972). Both a positive attitude toward a second language and L2 community can facilitate second language learning (De Bot, Lowie & Verspoor, 2005).

Lin and Warden (1998) found two factors that affect students’ attitudes toward learning English in Taiwan, including their past experiences of English learning and their majors. Yang’s (2012) study findings reveal that students with high English proficiency had positive attitudes toward learning English and were intrinsically motivated to learn the language, whereas those with low English proficiency had negative attitudes. He further concludes two factors that motivate students to learn English – the fact that learners like the people who speak English and their culture, and compliments they receive from teachers and friends (Yang, 2012).

2.5.2 Attitudes and the Use of Learning and Communication Strategies (LACs)

Attitudes also affect students’ use of learning strategies (Sadighi & Zaradshan, 2006). Students who had positive attitudes employed LSs more frequently than those with negative attitudes (Sadighi & Zarafshan, 2006). Two studies
conducted by Bui and Intaraprasert (2013) and Toomnan and Intaraprasert (2015) reveal similar results regarding the relationships between students’ attitudes and the employment of CSs. According to Bui and Intaraprasert (2013), students with positive attitudes toward speaking English employed a more variety of CSs and used them more frequently than did those who had negative attitudes. Toomnan and Intaraprasert (2015) found the use of CSs was significantly higher among students who held positive attitudes toward speaking English than those with negative attitudes when they dealt with communication problems. In addition, prior learning experience of students affects their attitudes toward speaking and CS use (Toomnan & Intaraprasert, 2015). Thus, these findings seem to suggest that positive attitudes affect students’ employment of strategies in more positive ways. Improving students’ positive attitudes toward a particular subject can enhance students’ desire to learn and their ability to apply what they learn (Rastegar & Gohari, 2016). In addition, students’ positive attitudes toward CSs were caused by the fact that they found such CSs useful. Dong and Fang-peng’s (2010) study finding shows that most Chinese learners whose major was English had a positive attitude toward achievement strategies because they recognized the communicative potential of such strategies. On the other hand, students with both high and low English proficiency levels held a negative attitude toward reduction strategies. Students with higher level of English proficiency thought that they should overcome their communication problems, and thus disagreed with using reduction strategies (Dong & Fang-peng, 2010).

2.5.3 Attitudes toward Strategy Instruction

Huang’s (2001) study investigated the effects of an English learning strategy instruction on 47 Taiwanese college students, 35 of which were randomly assigned to an experimental group, and 12 students to a control group. The findings reveal positive impacts of strategy training on students in the experimental group. The students showed significant improvement in English proficiency, an increase in motivation in language learning, a decrease in anxiety, and a higher frequency of strategy use after training.
Findings in three previous studies conducted by Dörnyei (1995), Paranapiti (2014), and Kuen, Rafik-Galea and Heng (2017) have revealed that students held positive attitudes toward the strategy instruction and thought it was useful to learn CSs (See details in 2.4.6. Related Research, pp.66, 68, and 69). It is, thus, recommended that teachers expose students to as many helpful strategies as possible in order to help them develop their speaking ability (Rastegar & Gohari, 2016).

2.6 Speaking Instruction

2.6.1 Functions of Speaking

Richards (2008) indicates that there are three functions of speaking – talk as interaction, talk as transaction, and talk as performance. First, talk as interaction means interaction that has a social function, e.g. conversation, and focuses on the speakers more than the message. With the purpose of maintaining social relationships (Brown & Abeywickrama, 2010), this type of talk is jointly constructed and can be formal or informal (Brown & Yule, 1983). In informal conversations, the speaker may speak in a casual register, using colloquial language, ellipsis, slang, humor, and so on (Brown & Abeywickrama, 2010). Second, talk as transaction has the purpose of exchanging specific information (Brown & Abeywickrama, 2010); thus, the focus is on the message or information, rather than the participants and their social interaction (Richards, 2008). This function of talk does not primarily focus on accuracy as long as the message is successfully communicated or understood. Examples of talk as transaction include classroom group discussions, problem-solving activities, discussing plans, and asking for information. This speaking function involves skills such as explaining and describing something, making suggestions and comparisons, and agreeing or disagreeing. In this study, informal and formal meetings belong to this type. Finally, talk as performance refers to talk that gives information before an audience, e.g. public talks, announcements, speeches, lectures, and classroom presentations (Richards, 2008). Oral informative and persuasive presentations in this study have this function. This type of talk focuses on both the message and the audience and is usually a
monolog and closer to written language than conversational language; thus, organization, sequence, form and accuracy are important (Richards, 2008). The language style is more formal (Brown & Abeywickrama, 2010). Unlike the other two speaking functions, the issue of time constraint is more flexible in talk as performance as speakers usually have time to plan and prepare their scripts in advance. Richards (2008) lists the skills involved in talk as performance, including 1) presenting information in an appropriate sequence; 2) using appropriate format, opening, and closing; 3) maintaining audience engagement; and 4) using correct pronunciation and grammar, and appropriate vocabulary.

On the OECE course, speaking instruction focuses on oral informative and persuasive presentations and informal and formal meetings. Oral presentations can be categorized into two types according to their purposes – informative and persuasive. An informative presentation is designed to educate audiences through explaining or describing facts and principles, facilitating understanding, and enhancing memory (Verderber, Sellnow & Verderber, 2017). Thus, the primary purpose for delivering an informative presentation is to provide the audience with information they did not already know, or to teach them more about a topic they are already familiar with (Schreiber, 2011). A persuasive presentation intends to influence people’s attitudes, beliefs, values, or behaviors (Verderber, Sellnow & Verderber, 2017). In a persuasive speech, the speaker persuades the audience to think or behave in a particular way or differently than before they heard the speech through a presentation of reasoned arguments, which may include facts, statistics, or narratives (Watt & Barnett, 2011).

The first two oral assessment (OA) tasks on the OECE course were an informative presentation and a persuasive presentation. In the informative presentation, each student could decide on the economic sector they would like to present an economic outlook in (see the OA task in Target, p.45). In the persuasive presentation, students in a group of 4-5 could choose to persuade the target audience as assigned in the OA task to invest in the project given or in a new project (see the OA task in Target, pp.102-103).
Despite differences in their purposes, informative and persuasive presentations both share key four elements that make them effective: 1) content, 2) structure, 3) delivery, and 4) language. Brieger (1997) offers some useful guidelines for aspects to consider about when assessing oral presentations in Table 2.9.

**Table 2.9**

*Guidelines for Effective Oral Presentations (adapted from Brieger, 1997, p.44)*

<table>
<thead>
<tr>
<th><strong>1. Content</strong> involves the information that the speaker aims to convey.</th>
<th>• Has the speaker made a good choice regarding quantity? (Does the speaker attempt to convey an appropriate amount of information in the available time?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Structure</strong> focuses on the organization of the information in the presentation.</td>
<td>Is the structure effective in terms of: • organization (Does the presentation have a clear beginning, middle, and end?) • transparency of organization? (Is the structure clearly signaled to the audience so that they can see the beginning, middle, and end? → effective use of signposting)</td>
</tr>
<tr>
<td><strong>3. Delivery</strong> includes techniques the speaker uses to create an impact on the audience.</td>
<td>Is there effective use of: • body language (Does the speaker appear confident?) • eye contact (Does the speaker establish rapport with the audience?) • visual aids? (Is there sufficient support to reinforce the speaker’s message? Does the speaker make good use of the visual aids?)</td>
</tr>
<tr>
<td><strong>4. Language</strong> refers to categories of language forms, which are the key instruments for communicating the message.</td>
<td>Are these used correctly in terms of the: • grammar • vocabulary • pronunciation?</td>
</tr>
</tbody>
</table>

In addition to oral presentations, both types of meetings – informal and formal – are part of the OECE course. Although there are many types of gatherings, brainstorming, problem-solving, and decision-making meetings, are the
focuses on this course. An informal meeting OA task required all participants in the group to share and discuss their ideas about a problem assigned in the task as well as their solutions (see the OA task in Target, pp.102-103). In a formal meeting OA task, students were required to discuss their ideas and to reach a consensus for an economic policy discussed in the meeting in order to make a final decision (see the OA task in Target, pp.131-134). Also, they learned a formal meeting procedure and took turns in chairing the meeting.

Brieger (1997) offers some useful guidelines for what to look for when assessing meetings in Table 2.10. Although the informal meeting OA task did not require one student in the group to take the role of a chairperson, what usually had happened was that in some groups, one or sometimes two students might take responsibilities outlined in Table 2.10. Nonetheless, chairperson’s responsibilities were not taken into consideration when developing the assessment rubric for the informal meeting task.

Table 2.10

Guidelines for Effective Meetings (adapted from Brieger, 1997, pp.48-49)

<table>
<thead>
<tr>
<th>1. Procedures are the steps and stages of the meeting and their management.</th>
<th>Are all these stages managed effectively in terms of people’s responsibilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The chairperson is responsible for overall control, in particular:</td>
<td></td>
</tr>
<tr>
<td>• opening the meeting</td>
<td></td>
</tr>
<tr>
<td>• stating the meeting’s purpose/objectives</td>
<td></td>
</tr>
<tr>
<td>• asking for contributions</td>
<td></td>
</tr>
<tr>
<td>• involving all the participants</td>
<td></td>
</tr>
<tr>
<td>• keeping the meeting on target (time, relevance, decisions)</td>
<td></td>
</tr>
<tr>
<td>• clarifying the meeting.</td>
<td></td>
</tr>
<tr>
<td>2. The participants are responsible for:</td>
<td></td>
</tr>
<tr>
<td>• making relevant contributions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Results are the outcomes of the meeting.</th>
<th>Effective meetings depend entirely on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• communicating the purpose</td>
<td></td>
</tr>
</tbody>
</table>
3. Language refers to categories of language forms. Are these used correctly in terms of the:
- grammar
- vocabulary
- pronunciation?

Useful guidelines for effective presentations and meetings suggested by Brieger (1997) were used to guide the process of developing oral assessment rubrics for the OECE course and this study.

2.6.2 Teaching Oral Presentations and Meetings

It is essential that the concept of teaching speaking be clarified to prevent teachers from falling into a trap thinking what they do is actually considered as teaching. Goh and Burns (2012) argued teaching of speaking does not occur in a situation where the teacher simply implements speaking activities in the classroom and lets the students carry out such activities on their own without explicit teaching of any skills, strategies, or new language items that helps the learners further develop their speaking competence.

Since this study concentrates only on talk as transaction and performance, this part will present only implications for teaching those two functions. Teachers can teach talk as transaction by incorporating communicative activities such as information-gap activities, group discussion activities to brainstorm ideas and solutions for solving problems in the assigned tasks, and role plays that enable students to practice how to use talk for sharing and obtaining information, and for doing real-world transactions (Richards, 2008). In-class role plays provide students with opportunities to practice real-life language use in a safe environment where they can receive feedback from teachers and friends who understand their concerns (Bailey, 2005; Thornbury, 2005). Furthermore, in-class role plays can help reduce anxiety because students can play a role of someone other than themselves (Brown & Abeywickrama, 2010). Also, if the role plays are recorded, the students can analyze their own performance and notice the gaps in their English and delivery (Bailey, 2005). The self-assessment on their performance, which serves as a self-monitoring...
tool, enables students to identify what they have done well and what needs improvement, so that they can perform better in the future.

Richards (2008) outlines three main steps for conducting role-play activities as follows:

1. **Preparing:** The teacher can start off by reviewing the vocabulary students may encounter or use in the tasks, real-world knowledge regarding the content, and the context of the role play. Also, it is helpful to pre-teach certain linguistic forms that students can use. In this stage, the teacher tries to help students understand what they need to do to complete the task.

2. **Modeling and eliciting:** In this stage, the teacher does three things. First, he/she shows the stages that are involved in the transaction. Then, he/she asks suggestions from students how each stage can be done, and finally teaches the functional language needed for each stage.

3. **Practicing and reviewing:** The teacher assigns roles to students, or lets them decide which role they want to take. Then, the teacher lets them practice the role play, following instructions in the cue cards or information sheet.

As students carry out communicative tasks, they automatically engage in negotiation of meaning, using a variety of strategies to help them do the tasks successfully such as comprehension monitoring (checking, verifying, or correcting one’s understanding) and questioning for clarification (asking for explanation, verification, rephrasing, or examples). Their English language output is undergone a gradual modification as they employ different learning strategies in the process of negotiation of meaning, and their linguistic accuracy will be strengthened through the support from the teacher (Richards, 2008). As mentioned earlier in the preparing stage for an activity, the teacher can pre-teach certain linguistic forms, which can be used for completing a task. Also, providing adequate time to plan the task helps. If the teacher thinks the task is too complex for the level of the students, it
is possible to reduce the complexity of the task by helping them familiarize with the task’s demands or by showing them a similar activity on video or as a dialog (Richards, 2008).

For teaching talk as performance, the teacher needs a different strategy. As presented earlier, this function of talk is closer to a written discourse; thus, it “needs to be prepared for and scaffolded in much the same way as written text” (Jones, 1996, p.17 cited in Richards, 2008, p.35). There are three stages for teaching talk as performance:

1. **Presenting**: The teacher provides examples or models of speeches, oral presentations, etc., through video or audio recordings or written examples.

2. **Analyzing**: The teacher and students analyze the examples or models to work out what they are like, how they work, and what their linguistic and organizational features are. These questions can guide the process of analyzing: 1) What is the speaker’s purpose, 2) Who is the audience?, 3) What kind of information does the audience expect?, 4) How does the talk begin, develop, and end?, 5) Is any special language used? (Richards, 2008, p.35).

3. **Producing**: Students work on their own presentation, which will be presented to the class.

Along the teaching process, teachers can explicitly teach about the grammatical features and structures of spoken and written texts. In addition, they can provide students with guidance as they develop their presentations (Feez & Joyce, 1998).

### 2.6.3 Communicative Language Teaching (CLT)

The emergence of communicative language teaching in the 1980s changed the view of syllabus design toward English from just a language subject to an important tool for communication both inside and outside classroom (Azri & Al-
Rashdi, 2014). Communicative activities on speaking courses have been designed to focus on functions, skills, tasks, and other non-grammatical units of organization, which attempt real communication in order to develop learners’ fluency (Richards, 2008). Syllabus designers are, thus, advised to consider the learners’ needs and provide them with an opportunity to be able to communicate in English in real situations (Azri & Al-Rashdi, 2014). Communicative competence is the goal of language learning in CLT (Richards & Rodgers, 2001). The approach focuses on both functional and structural aspects of language (Littlewood, 1981). As a result, learning and teaching activities should be designed to enable learners to engage in meaningful and authentic language use in communicative processes such as information sharing, negotiation of meaning, and interaction using the target language (Richards & Rodgers, 2001).

2.6.4 Solutions for Difficulties in Oral Communication Classrooms

In Chapter 1, Bruner, Singwongsuwat & Radić-Bojanić (2015) identified four problems in an oral English communication classrooms at Prince of Songkla University (PSU) – including 1) mixed-ability classes, 2) large classes, 3) overemphasis on group work, and 4) unrealistic dialogs in role plays.

In order to deal with mixed-ability classes, Bekiryazici (2015) suggests that teachers adopt Vygotsky’s ideas of the Zone of Proximal Development (ZPD) that promote learning through collaborative work and with some scaffolding or assistance from their friends and the teacher. Generally speaking, mixed-ability classes are quite common because it is not always possible in reality to teach small classes that consist of students who have about the same level of proficiency (Bekiryazici, 2015).

In order to deal with large classes, teachers emphasize the importance of finding and using teaching methodologies that are suitable for language learning such as team teaching, group work, and whole class discussion as well as creating good rapport between teachers and students to reduce anxiety (Bahanshal, 2013). Dividing students into small groups can help reduce the noise, save time for performing certain activities, and teachers can focus on small groups instead of on
many individuals (Chen, 2005; Herington & Weaven, 2008; Yazedjian & Kolkhorst, 2007). In addition, implementing active learning by engaging students in challenging and interesting activities can keep students occupied and minimizing their boredom (Adrian, 2010).

Group work can be an effective tool for facilitating language learning and handling large classes if it is implemented appropriately. Long and Porter (1985) illustrate five pedagogical benefits for the implementation of group work as opposed to whole class instruction in second language learning. First, group work increases the quantity of students’ language practice opportunities as it gives students more time for practicing the new language. Second, group work enhances the quality of students’ oral communication because they can practice a variety of language functions related to their roles and positions, and they can help each other construct cohesive and coherent utterances when practicing conversations. Third, group work allows for individualized instruction in which groups of students can work on different sets of materials relevant to their learning needs. Thus, other students who do not have the same problem will not get bored. Fourth, group work creates a positive learning environment as students may feel less shy to practice the language, especially speaking, in a small group. A study by Chen & Hird (2006) reveals that when engaged in group discussions, all students in the groups spoke although some students spoke more often than others. Thus, working in small groups can encourage students to speak. Finally, learners feel more motivated because they are “individually involved in lessons more often and at a more personal level” (Long & Porter, 1985, p.212).

Flowerdew (1998) argues that group work is a suitable method for learners like the Chinese who value Confucian values including co-operation, face saving, and self-effacement. Chinese students learn through “co-operation, by working for the common good, by supporting each other and by not elevating themselves above others” (Nelson, 1995, p.9 cited in Flowerdew, 1998, p.324). The Chinese society is hierarchically ordered where the senior and superior are respected, and face saving is important. In the classroom context, students dislike providing critical feedback on their friends’ work to the whole class, but feel more comfortable...
doing so in small groups. Evidently, small groups make it possible to encourage peer feedback. Being humble and modest is also valued in China, and thus, allowing students to work in a small group enables the teacher to elicit positive and negative comments on students’ work in a non-threatening environment. Because Thai students also share these characteristics with Chinese students, an appropriate implementation of group work can promote language learning. For instance, Barkley, Major & Cross (2014) suggest that teachers design an adequately complex task to promote interdependence among group members by dividing tasks fairly and equally, and encouraging individual members to be responsible for their parts as their contribution is necessary for the group’s success. In order to ensure that individuals do their share of work, individual accountability through assessing individual student performance must be part of the grading criteria (Barkley, Major & Cross, 2014).

In terms of a problem of unrealistic dialogs in role plays, Sinwongsuwat (2012) points out face-to-face interview and role play are the two most popular oral assessments used in Thailand because they reflect natural conversation and everyday oral communication. Two main types of role-plays – scripted and non-scripted – are usually employed in Thai EFL classrooms. In scripted role-plays, students work in pairs or small groups to design conversation scripts based on prompts about scenarios they are provided with. They are also given some time to rehearse the scripts before performing in front of the class. On the other hand, in non-scripted role-plays, students are given prompts to perform with little or no preparation, and cannot rehearse written scripts before performing (Sinwongsuwat, 2012). However, Chotirat and Sinwongsuwat (2011) indicate that non-scripted role-plays are better for students to practice features of language use in actual conversation because they need to collaboratively find relevant words to finish their turns and keep the conversation going, to solve problems, and to repeat and reformulate their turns across sequences. Consequently, teachers may consider implementing non-scripted role-plays in their classrooms to solve the issue of unrealistic dialogs in role plays.
2.6.5 Oral Communication Ability Assessment

Bailey (2005) emphasizes that assessing speaking skills should be as direct as possible. This indicates her advocacy on direct testing, which requires the test taker to actually perform the skill to be measured (Hughes, 2003). To elaborate, speaking tests should require students to speak. Testing performance directly can foster the achievement of content validity (Brown & Abeywickrama, 2010).

In designing any kind of formal language tests, the test designers must adhere to five key principles of language assessment, including practicality, reliability, validity, authenticity, and washback. A practical test appropriately uses available human and material resources and considers the time and effort involved for designing and scoring. A reliable test is consistent and dependable in that if it is given to the same test taker at two different times, the results should be similar. A valid test measures what it aims to measure. An authentic test offers tasks that are similar to real-world tasks. Finally, a test that gives useful washback positively influences what and how teachers teach and learners learn as well as offers learners feedback that fosters their language development (Brown & Abeywickrama, 2010).

In assessing speaking skill proficiency, the test and rubrics are of importance (Luoma, 2004). A good test should have a carefully specified task and a clear scoring rubric (Chuang, 2009).

2.6.5.1 Test Development

The tasks in pre-tests for assessing oral communication ability in presentations and meetings were designed to resemble those in the oral assessments on the OECE course, while two in-class oral assessments for an informative presentation and an informal meeting were used as the post-tests. The oral assessments are final achievement tests, which are administered at the end of each unit to measure whether students have achieved the unit’s objectives (Hughes, 2003). Thus, the content of the tests must be related to the course, particularly the course book.
There are three aspects that test designers should keep in mind when developing a test – 1) the type of speaking tasks, 2) the level of difficulty, and 3) the number of test takers participating in a test (Paranapiti, 2014). Speaking tasks include reading aloud, interview, picture-cued story telling, discussion and conversation, oral presentation, role-play, and so on (Brown & Abeywickrama, 2010; O’Sullivan, 2012). In a reading aloud task, the test taker is given a text to read aloud in order to be assessed on his/her pronunciation and stress. However, it should not be employed to assess the actual speaking ability of a student (O’Sullivan, 2012). In an interview, a test administrator asks questions, which are designed to elicit grammatical categories (e.g. vocabulary range, tenses, discourse structures), and/or gives prompts for the test taker to respond. Prompts may be challenging and cognitively and linguistically demanding (Brown & Abeywickrama, 2010). A picture-cued story telling task requires the test taker to describe pictures, which are designed to elicit a word or a phrase. It is important that the objective of eliciting narrative discourse and criteria for scoring be clear (Brown & Abeywickrama, 2010). Discussion and conversation can generate authentic and spontaneous responses from the test takers who interact among each other to talk about a given topic (Brown & Abeywickrama, 2010; O’Sullivan, 2012). Discussions can elicit test takers’ topic nomination and maintenance, as well as the ability to clarify, question, paraphrase, and negotiate meaning (Brown & Abeywickrama, 2010; O’Sullivan, 2012). Oral presentations are authentic tasks in which the test taker performs a monolog on a given topic and is given time for preparation. In this task type, the teacher has some control over the input (topic themes) and the length of output (time allocated to the presentation), as well as can anticipate the output regarding language functions (O’Sullivan, 2012). Role-play is a popular activity in communicative language teaching classrooms because it elicits realistic use of the target language (Brown & Abeywickrama, 2010; O’Sullivan, 2012). In a role-play, students take on a specified role in an interaction and are assessed on their ability to maintain the role (Brown & Abeywickrama, 2010). Benefits of role-play are illustrated in 2.6.2 Teaching Oral Presentations and Meetings (p.75).
For this study, there were two sets of pre- and post-tests – the first set was employed for assessing an informative presentation task, and the second set for an informal meeting task. In both tasks, participants were assigned scenarios in which they needed to perform the tasks. Two types of speaking tests resembled real-world tasks in that they actually occurred in real life. A presentation task allows a speaker to produce a monolog, while an informal meeting task offers a spontaneous, real-life interaction as participants discuss with and respond to each other.

2.6.5.2 Rubric Development

In the process of assessment, test administrators need effective instruments for evaluating test takers’ performance. Three scoring instruments that are widely used in assessing speaking skills include the checklist, the rating scale, and rubrics. The first two instruments have criteria but do not identify performance levels (Brookhart, 2015). The checklist aids the rater in making only a simple yes/no or present/absent decision. Although it may be easy and quick to use, it does not accurately capture the quality of the work being assessed (Brookhart, 2015).

The rating scale includes a range of quality, and the rater can rate students’ work as excellent, good, fair, or poor on each criterion (Brookhart, 2015). Like the checklist, the rating scale may be easy and quick to use, but it does not explain why that quality level applies to the work. Consequently, students do not have information about what they need to do to improve their work.

Unlike the other two instruments, a rubric is “a coherent set of criteria for students’ work” (Brookhart, 2013, p.4) that includes criteria and performance-level descriptions (Brookhart, 2015). Rubrics are used to assess performances (Brookhart, 2013) and may involve scaling or the assignment of numbers (a numerical scale) to the levels of performance (Brown & Abeywickrama, 2010). It is necessary to remember that a rubric “is not meant to suggest what your students should perform” (Brookhart, 2013, p.4), but rather standards stipulated by the Ministry of Education, curriculum goals, and instructional goals and objectives should be the sources for what kinds of performance your students should be able to do.
Consequently, the function of rubrics is to describe, not judge, the performance (Brookhart, 2013). A rubric that consists of a performance description employed to assess the performance quality can be used for feedback and teaching (Brookhart, 2013). Rubrics are important for three main reasons. First, they help teachers teach in that teachers should focus on what they intend students to learn as it helps improve their instruction. Second, they help coordinate instruction and assessment. It is suggested that most rubrics be designed for “repeated use, over time, on several tasks” (Brookhart, 2013, p.12). This practice enables students to see their current level of performance and the teacher can use the rubric to guide his/her teaching in order to help the students improve their performances. Finally, rubrics help students learn in that they help students understand characteristics of the desired performance.

Rubrics can be categorized into two types – analytic and holistic. In analytic rubrics, each criterion is considered at a time, and such rubrics are excellent for providing feedback to students because they receive information about each criterion separately (Brookhart, 2015). On the other hand, in holistic rubrics, all criteria are considered simultaneously, and each performance level describes performance on all the criteria (Brookhart, 2015). Table 2.11 summarizes pros and cons of analytic and holistic rubrics.

Table 2.11

<table>
<thead>
<tr>
<th>Type of rubric</th>
<th>Definition</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic</td>
<td>Each criterion (dimension, trait) is evaluated separately.</td>
<td>• Gives formative feedback to students about the strengths and weaknesses of their performances. &lt;br&gt; • Helps students better understand the nature of quality work since an analytic rubric identifies the important dimensions of a performance;</td>
<td>• Takes more time to score than holistic rubrics. &lt;br&gt; • Takes more time to achieve inter-rater reliability than</td>
</tr>
</tbody>
</table>
thus, they feel less anxious about assignments, can better focus their efforts, and become more aware of what to do to obtain better scores.

- Gives diagnostic information to teacher.
- Easier to link to instruction than holistic rubrics as teachers can use the information provided by analytic evaluation to target their teaching to particular areas of need.
- By breaking a performance down into traits, raters can more readily grasp the essential components of quality.
- Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores.

<table>
<thead>
<tr>
<th>Holistic</th>
<th>All criteria are evaluated simultaneously.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Scoring is faster than with analytic rubrics.</td>
</tr>
<tr>
<td></td>
<td>• Requires less time to achieve inter-rater reliability.</td>
</tr>
<tr>
<td></td>
<td>• Good for summative assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>with holistic rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Single overall score does not communicate information about what to do to improve.</td>
</tr>
<tr>
<td>• Not good for formative assessment.</td>
</tr>
</tbody>
</table>

Due to their strengths, analytic rubrics were utilized to assess all four oral assessments on the OECE course. In the current study, the OECE rubrics for assessing an informative presentation and an informal meeting were employed for assessing both sets of pre- and post-tests.
2.6.5.3 Inclusion of Self- and Peer Assessments

Self- and peer assessments are alternative methods of assessment and were purposefully implemented on the OECE course as a formative assessment, which is “specifically intended to provide feedback on performance to improve and accelerate learning” (Sadler, 1998, p.77). Both forms of assessment make the assessment process more student-centered (Khonbi & Sadeghi, 2013; Weisi & Karimi, 2013) as they directly involve students in 1) self-reflecting on learning achievements and performances, 2) assessing performances of themselves and their friends, and 3) monitoring their performance progress (Brown & Hudson, 1998; Khonbi & Sadeghi, 2013; Weisi & Karimi, 2013).

Benefits of self-assessment include increasing learners’ motivation (Barbera, 2009; Campbell et. al, 2001; Sadler & Good, 2006; Weisi & Karimi, 2013), encouraging responsibility for their own learning (Barbera, 2009), and stimulating learners to set realistic goals and direct their own learning (Khonbi & Sadeghi, 2013).

Advantages of peer-assessment are offering students with opportunities to observe their friends’ performance in order to learn their strengths and avoid their weaknesses (Khonbi & Sadeghi, 2013), raising awareness of the quality of their own work (Khonbi & Sadeghi, 2013), and reducing teachers’ assessment workload (Topping, 2003).

2.7 Listening Instruction

Listening instruction directly affects learners’ language reception and communicative competence (Hu, 2012). In second language learning, the main function of listening is to help learners to understand spoken discourse (Richards, 2008). Because of these reasons, listening is also taught on the OECE.

According to Brown and Lee (2015), two types of processes facilitate the understanding of spoken discourse: bottom-up and top-down processing. In bottom-up processing, listeners use their linguistic decoding skills to successively proceed with the component parts from sounds to words to clauses to sentences and to a final
message in order to understand what they listen to. In **top-down processing**, on the other hand, listeners start from their background knowledge (schemata) to understand the listening input. Although both kinds of processing are important for determining the meaning of spoken discourse, heavily relying on the bottom-up processing may obstruct learners’ automaticity in processing speech in a communicative and interactive context (Brown & Lee, 2015). On the OECE course, listening activities are integrated to provide the content input relevant to the unit themes. Also, most listening activities require top-down processing because the listening content is situated in communicative contexts in which listeners need to focus on the meaning rather than the linguistic components of spoken discourse.

### 2.7.1 Types of Listening Performance on the OECE Course

Knowing types of listening performance enabled the researcher to design appropriate listening activities that could facilitate oral presentations and meetings. There are four types of listening performance on the OECE course as follows:

1. **Responsive performance** – a large proportion of classroom listening activities include short utterances for asking questions, giving commands, seeking clarification, and checking comprehension, which elicit short immediate responses from students (Brown & Abeywickrama, 2010; Brown & Lee, 2015).

   In designing listening activities for responsive performance, close-ended (multiple-choice) and open-ended response formats can be used (Brown & Abeywickrama, 2010).

2. **Selective performance** requires students to scan monologs (speeches, media broadcasts, and stories) selectively for particular information such as names, facts, main ideas, location, and so on (Brown & Abeywickrama, 2010; Brown & Lee, 2015).
A listening cloze activity can be used to help learners practice selective performance. In this type of activity, learners see a transcript of the listening passage and try to fill in the blanks with the words or phrases they hear (Brown & Abeywickrama, 2010).

3. **Extensive performance** aims to develop a top-down, global understanding of spoken discourse through listening to a lecture or a conversation. It requires students to listen and employ other skills such as note-taking, asking questions, discussion (Brown & Abeywickrama, 2010; Brown & Lee, 2015).

Communicative stimulus-response tasks, which include close-ended (multiple-choice) and open-ended response formats, can be used in extensive listening activities in which learners listen to a presentation, a lecture, or a conversation, and are required to answer questions. Furthermore, extensive listening tasks may include authentic listening tasks such as note taking, which requires learners to take notes while listening to something, and editing, which asks learners to identify and circle any words, phrases, facts, or opinions that show a discrepancy between the spoken version of the stimulus (what they hear) and the written version (what they see) (Brown & Abeywickrama, 2010).

4. **Interactive performance** allows for students’ active participation in discussions, role plays, and pair or group work. Students’ listening performance must be integrated with speaking skills in the authentic communication (Brown & Abeywickrama, 2010; Brown & Lee, 2015). The integration between speaking and listening skills in this type of listening
performance enables students to develop aural and oral skills for communication (Morley, 2001).

Listening activities for interactive performance could start with showing a video to learners and asking them to discuss and present solutions for problems identified in the video. Interactive listening activities provide opportunities for learners to engage in and develop communicative competence through speech decoding, critical thinking (i.e., cognitively reacting and action on the information received), and speech encoding (i.e., producing responses appropriate to the situation) (Morley, 2001).

2.7.2 Teaching Listening for Oral Presentations and Meetings

Richards & Burns (2012 cited in Brown & Lee, 2015, p.331) suggests three major stages for effective listening instruction, which were incorporated in teaching listening on the OECE course (see Table 2.12).

Table 2.12

*Three Stages of Listening Instruction*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-Listening</td>
<td>Involves a schemata-activating process to prepare learners for listening by checking vocabulary and background knowledge essential for understanding, making predictions about the topic and the content.</td>
</tr>
<tr>
<td>2. While-Listening</td>
<td>Try to ensure that your learners are actively engaged in listening by providing them with activities to do while they are listening such as taking notes, filling in a chart or gaps, listening for the main idea or certain details.</td>
</tr>
<tr>
<td>3. Post-Listening</td>
<td>Activities in this stage may include responding to questions to check learners’ comprehension, discussion in which learners share opinions about a topic, a vocabulary or grammar check, or asking learners to voice difficulties they had in comprehension.</td>
</tr>
</tbody>
</table>
In addition, Brown and Lee (2015) suggest that teachers employ authentic language and real-world tasks when teaching listening to help them see the relevance of classroom activity to their communicative goals. For this reason, authentic video clips such as TED Talks, interviews, and news reports were used as part of listening activities in the OECE course book. Also, the selected authentic videos consisted of the contents related to the unit themes in the course book.

Stempleski and Tomalin (1990) provide some recommendations on the use of videos in classrooms. First, it is recommended that when showing a video, it is better to show it in a short segment thoroughly and systematically because this way can keep the students viewing the video more actively. Second, teachers could assign some listening activities that focus on what is said in the video to encourage students’ active viewing. Finally, before studying the language, it is helpful for teachers to introduce the content of each video sequence by giving them specific tasks.

2.8 Materials Development

In a practical term, materials development in language teaching refers to a process undertaken by materials writers, teachers, or even learners to give sources for language input and to supply information about and experience of the language to promote language learning (Tomlinson, 2011). This section presents principles and steps for materials development as well as the conceptions about the integration of authentic materials and a variety of materials in order to guide the process of developing the OECE instructional materials.

2.8.1 Principles for Materials Development

Tomlinson (2003 & 2011) puts forward several principles for materials development based on second language acquisition research. However, for the purpose of this study, six principles were selected to guide the process of the materials development for the OECE course as presented in Table 2.13.
### Table 2.13

**Principles for Materials Development (adapted from Tomlinson, 2003 & 2011)**

<table>
<thead>
<tr>
<th>1. Materials should achieve impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials will have a clear effect on learners if they stimulate learners’ interest and curiosity. Impact of materials can be achieved through:</td>
</tr>
<tr>
<td>• interesting content consisting of topics that learners are interested in, universal themes, and local references;</td>
</tr>
<tr>
<td>• challenging yet achievable tasks to invite learners to think;</td>
</tr>
<tr>
<td>• variety – using texts from different types of sources and a number of different instructor voices in audio files</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Materials should be relevant and useful for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials should make learners feel that the language and skills they learn are relevant to their lives and these things can be used in real life. Relevance and utility of the materials can be achieved by</td>
</tr>
<tr>
<td>• relating teaching points to interesting classroom tasks</td>
</tr>
<tr>
<td>• presenting teaching points in ways that facilitate learners to achieve desirable task outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Materials should expose learners to authentic language use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials should provide learners with opportunities to 1) get an exposure to authentic language use, 2) help them notice how the language is used, and 3) use the language for communicative purposes. The authentic input must be comprehensible to facilitate learners’ acquisition and should vary in style, mode, and purpose. The authentic input in the materials can be provided through:</td>
</tr>
<tr>
<td>• the instructions for activities</td>
</tr>
<tr>
<td>• spoken and written texts</td>
</tr>
<tr>
<td>More information about the integration of authentic materials is provided in 2.8.3 Integration of Authentic Materials (p.94)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials that allow learners to use the target language for communicative purposes invite learners to determine the content, strategies, and expressions to be used in an interaction that encourages negotiation of meaning. Activities that can promote negotiation of meaning could be:</td>
</tr>
<tr>
<td>• post-listening activities which require learners to use information from the</td>
</tr>
</tbody>
</table>
spoken text to achieve communicative purposes (e.g. discussing solutions economics-related problems)

- information or opinion gap activities which require learners to communicate with each other to close the gap

5. Materials should help learners feel at ease

Learners feel at ease with:

- texts and illustrations that they can connect with their own culture and context
- activities that encourage their participation and do not threaten their self-esteem

6. Materials should cater for different learning styles

Learners have different preferences for how they learn, and thus, they differ in their learning styles. Learning styles are approaches that students employ in learning. Oxford (2003) identifies four dimensions of learning styles: 1) sensory preferences (visual, auditory, kinesthetic, and tactile), 2) personality types (extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling, and closure-oriented/judging vs. open/perceiving), 3) desired degree of generality (global or holistic and analytic), and 4) biological differences (biorhythms, sustenance, and location). Instructional materials should include activities that cater for different learning styles as follows:

- **visual** (e.g. learners prefer to see the language written down, illustrations)
- **auditory** (e.g. learners prefer to hear the language and the learning content)
- **kinesthetic** (e.g. learners prefer to do something physical)
- **studial** (e.g. learners prefer to pay attention to linguistic features and want to be correct)
- **experiential** (e.g. learners prefer to use the language and to communicate)
- **analytic** (e.g. learners prefer to focus on grammatical details)
- **global** (e.g. learners prefer to emphasize the main idea and to respond to whole chunks of language)
- **dependent** (e.g. learners prefer to learn from a teacher or a book)
- **independent** (e.g. learners prefer to learn from their own experience of the language and to employ learning strategies)
2.8.2 Steps for Materials Development

Target (2017), the OECE course book was developed based on the needs analysis findings and the steps for materials development adopted from Jolly and Bolitho’s (2011) process of materials production as follows:

1. Identification of needs for materials by learners and teachers (findings from needs analysis of stakeholders)
2. Exploration of needs (what language, what meanings, what functions, what skills etc.)
3. Collection of materials (finding suitable authentic inputs for designing materials)
4. Pedagogical realization of materials (1. identifying language structure, vocabulary, functions, and content of the input, 2. finding appropriate exercises and activities, and 3. writing clear instructions for use)
5. Production of materials (1. designing the content, exercises, activities, layout, font size, and visuals, 2. checking whether the first three elements you’ve designed will benefit students)
6. Revision of inputs and/or tasks if needed to make them more relevant and useful for students
7. Trial of the course book in the classroom
8. Evaluation of the course book against agreed objectives after the classroom use
9. Revision of the course book based on feedback
2.8.3 Integration of Authentic Materials

2.8.3.1 Definitions

When authentic materials become a topic of discussion, the concept of authenticity is unavoidable. Morrow (1977, p.13) defines authenticity of authentic text as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” His definition emphasizes the notion of being “real” which he refers to a text that is not designed for practicing specific language points, but rather to present real information.

Widdowson (1990) distinguishes between “real” language which occurs outside the classroom and “genuine” language that is brought in from outside and adapted to suit the learning environment. As the concept of authenticity has evolved, Pinner (2013, p.5) proposes that such a concept encompasses “three distinct, yet overlapping and interacting areas: authentic texts, authentic tasks, and authentic language use.” He argues authentic texts or materials alone are inadequate
to make learning authentic and suggests that such materials be used in authentic ways by encouraging students to use authentic language in completing authentic tasks.

Although there are many definitions of authentic materials, in this study they broadly refer to materials that have not been specifically produced for language teaching and learning purposes (Carter & Nunan, 2001; Jordan, 1997; Nunan, 1999), but are “created to fulfill some social purpose in the language community in which it was produced” (Little et al., 1988, p.27). Authentic materials can be in spoken or written forms.

By using authentic materials in the classroom, teachers can help prepare students for real life and help them realize how language is used in real situations because such materials are created for communication in the real world (Peacock, 1997). Widdowson (1990) perceives authentic language as a means to an end and advocates that students need to learn authentic language as they will have to comprehend and use such language when they communicate outside the classroom.

2.8.3.2 Advantages and Disadvantages

Advocates of authentic materials view such materials as tools to support communicative language teaching, and thus, encourage the use of authentic texts whenever possible in order to introduce real context and natural language examples to students (Larsen-Freeman, 2002). Since authentic texts have a greater communicative value than simplified texts (Devitt, 1997; Tomlinson, 1998), teachers should integrate authentic language and texts to teach language in meaningful contexts (Cummins, 1981 as cited in Crossley et al., 2007). In addition, the employment of authentic materials allows students to access real-life input of specialist contents and genres (Benavent & Penamaria, 2011). Furthermore, authentic materials prepare learners for real life, meet learners’ needs, affect learners’ motivation positively, and present authentic information about culture (Peacock, 1997). Also, such materials encourage a creative approach to teaching as well as enable learners to gain real and updated information regarding what is going on in the world (Berado, 2006).
On the other hand, opponents of authentic materials argue that linguistic input found in such materials too complex for L2 learners (McLaughlin, 1987; Shook, 1997; Young, 1999) and they may contain unneeded vocabulary items (Berado, 2006; Ryan, 2014). Also, the mixing of language structures can cause difficulty for lower level learners to comprehend the texts (Berado, 2006; Ryan, 2014). Some learners may have difficulty understanding the texts that are too advanced for their ability levels, so their reading processes are disrupted because they have to constantly look up word meanings. Such difficulty may damage students’ confidence (Rivers, 1981). In addition to the language concerns, authentic materials can become out-of-date very quickly, and finding appropriate materials can be time-consuming for teachers (Benavent & Penamaria, 2011). Furthermore, they can be culturally biased, and thus, require good cultural background knowledge (Martinez, 2002 as cited in Berado, 2006).

Rahman (2014) raises some concerns for the use of authentic materials particularly in Pakistani colleges. First, learners may have difficulty understanding the gist of the authentic texts because of cultural and situation references and topicality of the information. Second, they may feel resent because they may find any activity apart from the ones in the prescribed textbooks irrelevant and unnecessary. Finally, they may feel lost not knowing how to actively participate in their learning because they are used to following textbooks and the old way of learning.

2.8.3.3 Criteria for Materials Selection

When teachers use authentic materials in the classroom, they “need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials” (Senior, 2005, p.71). In terms of practicality for selecting authentic materials, Hutchinson and Water (1987) suggest that teachers focus on the practical concept of fitness to the learning purpose rather than on the abstract concept of authenticity. This suggestion reminds teachers to choose materials that suit the learning objectives which guide them what exactly they want their students to learn. After deciding to integrate authentic materials in class, teachers or materials
developers need to select appropriate inputs (communication data in any form) and design activities to fit the learning purposes and the learners.

Several scholars provide some criteria for selecting authentic materials. Lee (1995) suggests that the materials need to have communicative potential such as bringing about a negotiation of meaning and to be relevant to learners’ experiences. Rogers and Medley (1988) argue that the authenticity of materials should consist of the quality, appropriateness, and naturalness. In addition, Bacon (1989, p.545) reminds us to choose materials that contain language that is “intelligible, informative, truthful, relevant and sociolinguistically appropriate.” Cañado and Esteban (2005) list four aspects to look at when choosing authentic materials: 1) context and target situation – the content teachers provide to students need to match what they need to know in the target situations; 2) the student – teachers need to consider learners’ level of communicative competence and needs of their disciplines; 3) the teacher – the ESP teacher should be able to adapt teaching materials to their specific context to match learners’ needs; and 4) contents – teachers should conduct an analysis regarding topics, linguistic aspects, sociocultural, notional-functional elements, and their relation to learners’ target situation and academic or occupational purposes. In terms of topics, teachers should select topics that are suitable for students’ level and match their learning needs and interests. In regard to the organization, lessons should be built around content-based themes. Finally, the activities used in classroom should be useful in the educational context and the target situation. Rahman (2014) adds teachers need to bear three things in mind when selecting authentic materials. First, they need to develop effective research skills to be able to find materials relevant to the needs of their learners. Second, in the process of selection, teachers must be aware of their learners’ present and desired language competences, the topic, the needs and interests of their learners. Finally, it is important that the selected materials need to be adaptable in a way that they should lend themselves to designing tasks and activities that would elicit authentic responses from learners. In addition, Berado (2006) and Ryan (2014) encourage teachers to use a variety of authentic materials in different ways to make learning more interesting,
and this also reflects the types of authentic materials students will be exposed to in the real world.

2.8.3.4 Adaptation of Authentic Materials

It is almost impossible for authentic texts from the real-world situations to be perfectly appropriate instructional materials or for use in their original state (Kuo, 1993). Consequently, teachers need to adapt such materials to fit and to achieve the pedagogical purposes, and to facilitate the learning process (Ebrahimpoortaher & Hamidi, 2015).

Trimble (1992) recommends “synthesized texts,” which is a practical approach to using authentic texts. Synthesized texts are authentic texts used for learning purposes. Such texts are shortened to delete unnecessary or complicated parts out of them, yet they do not lose the quality of authenticity.

Maley (1998) recommends several ways to adapt instructional materials, including

1. omission – leaving inappropriate parts for a particular group of learners;
2. addition – adding texts or exercises in insufficient coverage;
3. reduction – shortening an activity to lessen its emphasis;
4. extension – lengthening an activity to add a dimension;
5. rewriting/modification – rewriting material to make it more appropriate, communicative, and accessible to learners;
6. replacement – replacing inadequate texts or exercises with more suitable materials;
7. reordering – changing the order to make it more suitable to leaners;
8. branching – adding options to existing activities.
Ebrahimpourtaher and Hamidi (2015) provide some criteria for authentic materials adaptation as follows, suggesting that adaptation should:

1. facilitate instruction – materials should be easy and suitable to implement in the classroom.

2. encourage learning – authentic materials may consist of complicated discourse and unfamiliar vocabulary; thus, they should be adapted unambiguously according to learners’ level to enable learners to comprehend them.

3. focus on learners – learners’ needs, interests, and views should be considered.

4. ensure relevance – materials should be adapted to align with and suit to the course objectives.

5. prompt flexibility – teachers should provide learners with an opportunity to choose different activities, tasks, projects to match their learning needs.

6. promote motivation – when materials are adapted according to the above criteria, they can motivate learners.

Although it is possible for teachers to adapt authentic materials, adaptation has some limitations (Ebrahimpourtaher & Hamidi, 2015). First, it is a time-consuming process because teachers need to carefully adapt materials to make them appropriate for their students. Second, it requires expertise, which means teachers must have the skills, knowledge, and experience in developing materials, and a diagnostic and analytical perception of the local learning context. Third, not all types of materials can be adapted. For instance, it is not possible to modify listening materials that have native accents and oral discourse, or to adapt reading texts containing political, religious, legal, and ethical restrictions. Finally, it is likely that materials adaptors adapt materials based on their tastes, and thus, neglecting the course objectives, and students’ needs and interests.
2.8.3.5 Levels of Students’ Proficiency and the Use of Authentic Materials

Mejia and O’Connor (1994) advocate that the best language teaching materials are the ones that use authentic speech samples, which is also true even for very low-level students. Huizenga and Thomas-Ruzic (1994) suggest that students with all levels of proficiency can greatly benefit from authentic materials. They further elaborate that students with low proficiency can gain something from being exposed to well-selected authentic materials appropriate to their needs and abilities. In addition, it is possible to use authentic materials with students of any proficiency level if they are selected from the learners’ own subject area (Jordan, 1997), and employed based on students’ ability by designing tasks appropriate to their proficiency levels (Guarente & Morley, 1995).

However, there are some precautions about the implementation of authentic materials. First, they must be appropriate to students’ language proficiency level; otherwise, students may be frustrated, confused, and demotivated. Second, authentic materials should match the course objectives and interests of the learners (Guarente & Morley, 1995). It is recommended that teachers carefully select authentic materials based on “lexical and syntactic simplicity” and “content familiarity or predictability” (Guarente & Morley, 1995, p.348).

2.8.4 Integration of a Variety of Materials

Different learning styles call for the employment of various types of instructional materials. Learning content and activities should be variable in terms of style, medium, mode, and purpose so that they can fit different learning styles (Tomlinson, 2011). Besides learning styles, teachers must be aware of the learning purposes and the teaching setting in order to select or design appropriate instructional materials. In this section, however, only authentic audio-visual materials are emphasized because they had been integrated on the OECE course in this study.
2.8.4.1 Authentic Audio-Visual Materials

Dale’s (1954) Cone of Experience (see Figure 2.3), which presents relationships of different types of audio-visual materials used to facilitate learning, seems to fit with the use of a variety of instructional materials in order to cater for learners’ sensory learning preferences (visual, auditory, kinesthetic, and tactile), and different learning purposes. The top of the cone represents pure abstraction, whereas the base represents direct experience. What usually occurs in a classroom is a combination of different activities appearing in the cone of experience (see Figure 2.3). Dale (1954) argues that the retention of information increases the more learners are involved in direct and purposeful experience. Teachers can use Dale’s cone of experience as a guiding instrument for deciding about resources and designing learning activities to suit their instructional purposes, to engage students, and to promote their learning (Anderson, year unknown).

Figure 2.3
Dale’s Cone of Experience [taken from Anderson (year unknown), p.1]
Both authentic and tutorial videos were a form of audio-visual materials used on the OECE course. For instructional purposes, videos can be used as a way to present the learning content, to initiate a discussion, to demonstrate a process, and to encourage self-study (Bajrami & Ismaili, 2016). Authentic videos were employed on the OECE course with a number of purposes, including 1) to present the content related to the unit themes in the course book, 2) to expose students to the use of English in the real world, 3) to prompt a discussion, 4) to illicit answers from students, and 5) to encourage self-study. Tutorial videos were used to demonstrate examples of presentations and meetings and to present useful language exponents commonly used in presentations and meetings.

Bajrami and Ismaili (2016) support the use of videos because videos can clearly illustrate things in a way that may not be possible with words alone and as a result, they are visual aids for listening materials for EFL learners. As videos combine moving pictures and sound together, they can present language more comprehensively and realistically (Stempleski & Tomalin, 1990). Authentic videos present how the target language is naturally used in the real world and provide an opportunity for students to experience authentic language in classroom (Bajrami & Ismaili, 2016). Nowadays, students have an access to authentic audio-visual materials, which are readily available on the Internet. This makes it possible for them to learn the target language through watching and listening to talks, interviews, news reports, documentaries, and so forth based on their interests by themselves outside the classroom.

Stempleski and Tomalin (1990) provide some advice for teachers to keep in mind if they would like to use videos in class. First, videos must be interesting and meaningful. Second, the length of the videos should be suitable for use in teachers’ class time. For instance, in a one-hour class period, videos should not take longer than five minutes. Third, the language level of the video content is not as crucial as of the task teachers ask students to complete. This is because pictures in videos can give viewers better clues to meaning than the language on the soundtrack. However, Krashen (1985) argues that learners will acquire L2 only if they are exposed to comprehensible input. Similarly, Tomlinson (2011) emphasizes that it is
necessary that instructional materials consist of comprehensible input; otherwise, students would not be able to acquire the information that teachers wish them to learn. Thus, when I searched for audio-visual materials, which were available on the Internet, I tried to look for the ones that most students would be able to comprehend. Fourth, teachers should have a clear aim of using videos in class as this can guide them on what to look for when selecting the video material. For example, the inclusion of language functions and structures will be a priority if teachers aim to teach language from the videos. There are a wide variety of tutorial videos available on YouTube that teach different English skills, which teachers can use as their resources. Nonetheless, specific language functions or items will not be a prime concern if teachers wish to use the video to stimulate discussion. These factors were taken into consideration when I was searching for videos to be used on the OECE course.

2.8.5 Designing Learning Tasks for the Course Book

Learning tasks in this study refer to both learning activities and oral assessments. Learning activities refer to activities that serve as practice for language and strategy use and were titled in the course book as “Activity.”

When designing a task, Willis and Willis (2007) urge materials developers to consider whether a task engages learners’ interest, primarily focuses on meaning, and relates to real world activities. Like Willis and Willis (2007), Tomlinson (2003) also emphasizes the task engagement with learners’ interest. In the stage of text collection for materials development, he suggests that teachers find and collect texts that have potential to engage learners. Engaging texts have an affective impact and can lead to deep processing of information, all of which can facilitate language acquisition. A focus on meaning is related to the concept of communicative language teaching in which negotiation of meaning is of primary importance. A relationship to real world activities can be translated to activities that learners are highly likely to do in real situations. Keeping these points in mind, I attempted to design learning tasks that incorporated current economics-related topics for students to present and discuss and to provide the economics students with opportunities to be
engaged in learning tasks that encouraged them to use their background knowledge of economics, presentation and meeting skills, and learning and communication strategies taught in class.

To summarize, Jolly and Bolitho’s (2011) steps for producing new materials, Tomlinson’s (2003 & 2011) principles for materials development, and Dale’s (1954) Cone of Experience had been followed in the development of Target (2017), the OECE course book. Also, authentic inputs were integrated in the course book in order to provide exposure to authentic use of the target language in the real world to students. Furthermore, communicative learning tasks were created and included to provide students with opportunities for negotiating meaning.

2.9 Conceptualized Frameworks of the Oral Communication Ability Development

Based on a rigorous literature review of 52 research publications during the last 20 years in four scientific databases, Ginkel and colleagues (2015) propose principles for developing oral presentation competence in higher education that can be adapted as a guideline on teaching learning and communication strategies on the OECE course. Nine principles, presented in Table 2.14, are divided into three categories: 1) instruction, 2) learning activities, and 3) assessment. Although these principles have been designed for oral presentations, their core ideas are also applicable for developing meeting skills in that both are oral tasks.

Table 2.14

Principles for Developing Oral Communication Ability (adapted from Ginkel et al., 2015, p.68)

<table>
<thead>
<tr>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that learning objectives are explicitly informed to students and specifically designed based on the criteria of oral presentations and meetings in order to enhance students’ oral communication ability.</td>
</tr>
<tr>
<td>• Ensure that the LACS instruction aimed at enhancing the presentation and meeting skills is explicit and fully integrated into the normal classwork.</td>
</tr>
</tbody>
</table>
• Ensure that the learning tasks, which include listening and speaking activities and oral assessments, are related to economics content, the complexity of the content and learning tasks gradually develops through the course and students perceive the task context as ‘authentic’ to enhance their oral communication ability and to lower their communication anxiety.

• Ensure that students receive sufficient scaffolding, which can be in a form of the LACS instruction, consultation, provision of relevant learning sources, inclusion of useful tips and language exponents.

### Learning Activities

• Ensure that students are provided with opportunities to observe models illustrated by experts and/or peers to enhance oral communication ability.

• Ensure that students are provided with opportunities to practice their presentations and meetings in order to develop their oral communication ability and to reduce their communication anxiety.

### Assessment

• Ensure that feedback is explicit, contextual, and constructive in order to improve students’ oral communication ability.

• Facilitate peer assessment in order to develop students’ ability in reflection and oral communication.

• Implement self-assessment using videotaping to encourage students’ self-confidence and to develop their oral communication ability.

Table 2.15 illustrates instructional frameworks of speaking, listening, and strategies, which were designed based on the guiding principles for developing oral communication ability in Table 2.14. These frameworks were materialized in lesson plans to illustrate how speaking, listening, and learning and communication strategies were taught.
<table>
<thead>
<tr>
<th>Table 2.15</th>
<th>Instructional Frameworks of Speaking, Listening, and Strategies on the OECE Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>(adapted from Cohen, Weaver &amp; Li, 1998, pp.153-156)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>(adapted from Richards &amp; Burns, 2012 cited in Brown &amp; Lee, 2015, p.331)</td>
<td></td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>(adapted from Chamot, 2004 &amp; 2005b)</td>
<td></td>
</tr>
<tr>
<td><strong>1. Pre</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Prepare and plan – students</td>
<td></td>
</tr>
<tr>
<td>• identify the goal and purpose of the task – what is it they are to learn in this activity?</td>
<td></td>
</tr>
<tr>
<td>• activate their background knowledge – what do they already know about this activity?</td>
<td></td>
</tr>
<tr>
<td>• predict the vocabulary and grammatical structures they will need for doing the task.</td>
<td></td>
</tr>
<tr>
<td>• find and select relevant information to draft their speech (presentation and meeting content).</td>
<td></td>
</tr>
<tr>
<td>• plan a speech by creating an outline and organizing their thoughts and information</td>
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</tr>
<tr>
<td>• prepare note cards.</td>
<td></td>
</tr>
<tr>
<td>• rehearse in front of a mirror and friend.</td>
<td></td>
</tr>
<tr>
<td><strong>1. Pre – students</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 activate their prior knowledge</td>
<td></td>
</tr>
<tr>
<td>1.2 make predictions on what they may hear in a listening activity</td>
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<tr>
<td>1.3 review key vocabulary</td>
<td></td>
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<tr>
<td>1.4 preview questions they need to answer</td>
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<tr>
<td><strong>2. While</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 selectively listen to key points and/or details in order to do an activity.</td>
<td></td>
</tr>
<tr>
<td>2.2 take notes on any necessary information they need for answering questions</td>
<td></td>
</tr>
<tr>
<td>2.3 fill in blanks/complete a chart</td>
<td></td>
</tr>
<tr>
<td><strong>3. Post – students</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 respond to questions in an activity – if students have already answered questions while listening, this step can be skipped and replaced by “check the answers.”</td>
<td></td>
</tr>
<tr>
<td><strong>1. Pre</strong></td>
<td></td>
</tr>
<tr>
<td>1. Preparation – teacher identifies students’ current learning and/or strategies for familiar tasks.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 Presentation –</strong></td>
<td></td>
</tr>
<tr>
<td>teacher introduces a new strategy, asks students if they have used it, and illustrates how to use it.</td>
<td></td>
</tr>
<tr>
<td><strong>2. While</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Practice – students practice the new strategy. In subsequent strategy practice, the teacher fades reminders to encourage independent strategy use.</td>
<td></td>
</tr>
<tr>
<td><strong>2.2 Expansion</strong></td>
<td></td>
</tr>
<tr>
<td>students transfer strategies to new similar tasks students transfer</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Lower one’s anxiety – students can lower their anxiety through:
   • deep breathing
   • positive self-talk
   • visualizing themselves prepared and successful

2. While
   2.1 Feel in control – students
      • concentrate on the task.
      • encourage themselves through positive self-talk.

   2.2 Deliver a speech – students
      • use their note cards.
      • speak with confidence.
      • remember what they have to say in the speech.
      • use appropriate and correct vocabulary and grammar.
      • should be aware of their body language and voice.

   2.3 Monitor one’s performance – students
      • pay attention to their use of vocabulary and grammar, and their pronunciation while speaking.
      • self-repair when making mistakes.

3.2 discuss the following aspects:
   • the topic they have just listened to
   • grammatical features
   • difficulties they have in comprehension

3. Post
   3.1 Self-assessment – students evaluate their own strategy use focusing on those that facilitate their oral communication ability after taking their oral assessments in their reflective journal.

   3.2 Teacher assessment – teacher assesses students’ use of strategies and impact on oral performance in the teacher’s notes while assessing oral assessments.
3. Post

3.1 Self-assessment –
students

- evaluate how they have performed in an oral assessment in the self-assessment form.
- *identify the problems they have encountered in doing an oral assessment.
- review strategies they have used, which have helped them successfully deliver their speeches.

*Remark: The last two items will be done in the students’ reflective journal (SRJ).

3.2 Peer assessment –
students assess their friend’s performance on an oral assessment task in the peer assessment form. This can be done while he/she is performing in class or at home (watching the video recording).

3.3 Teacher assessment –
the teacher assesses the students’ performances while they are performing in class and provides feedback after the oral assessment.

3.4 Plan for future tasks –
students write their plan in the self-assessment form on how they will
improve their performance for the next time.

Closely examining the instructional frameworks of speaking and listening, it is evident that three stages of both frameworks have already integrated learning strategies.

Table 2.16 presents the framework of the design of learning tasks on the OECE course, which was developed based on the guiding principles in instruction and learning tasks for developing oral communication ability in Table 2.14.

**Table 2.16**

*Framework of the Design of Learning Tasks on the OECE Course*

<table>
<thead>
<tr>
<th>Principles for the design of learning tasks</th>
<th>In practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that the learning tasks, which include listening and speaking activities and oral assessments, are related to economics content, the complexity of the content and learning tasks gradually develops through the course and students perceive the task context as ‘authentic’ to enhance their oral communication ability and to lower their communication anxiety.</td>
<td>1. The course book included content related to economics and authentic inputs from authentic sources (e.g., official reports, news reports/articles, statistics, magazines, and etc.).</td>
</tr>
<tr>
<td>2. Ensure that students are provided with opportunities to observe models illustrated by experts and/or peers to enhance oral communication ability.</td>
<td>2. Learning tasks, including discussion, speaking, and mini speaking activities and oral assessments, were designed to integrate economics-related content and to be as similar to the real-world tasks as possible through the integration of presentation and meeting tasks. Also, learning tasks provided opportunities for students to practice speaking skills.</td>
</tr>
<tr>
<td>3. Ensure that students are provided with opportunities to</td>
<td>3. The course book integrated video and audio clips to illustrate models of presentations and meetings.</td>
</tr>
</tbody>
</table>
practice their presentations and meetings in order to develop their oral communication ability and to reduce their communication anxiety.

Table 2.17 presents the framework of assessment in the current study, which was developed based on the guiding principles in assessment for developing oral communication ability in Table 2.14. Noticeably, assessments by the teacher, students themselves, and students’ friends have already been included in the post stage of speaking instruction.

**Table 2.17**

*Framework of Assessment for the OECE Course*

<table>
<thead>
<tr>
<th>Principles for assessment</th>
<th>In practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that feedback is explicit, contextual, and constructive in order to improve students’ oral communication ability.</td>
<td>1. After the rehearsals and oral assessments, the teacher would provide constructive feedback to the students so that they knew how they had performed and areas they needed to improve.</td>
</tr>
<tr>
<td>2. Facilitate peer assessment in order to develop students’ ability in reflection and oral communication.</td>
<td>2. As stated earlier, self- and peer assessments were employed on the OECE course to directly involve students in evaluating performance of themselves and their friends.</td>
</tr>
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<td>3. Implement self-assessment using videotaping to encourage students’ self-confidence and to develop their oral communication ability.</td>
<td>3. The scoring rubrics were employed for evaluating oral assessments and four aspects of communicative competence were integrated as criteria in the rubrics.</td>
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</table>
In summary, this chapter has presented a review of literature regarding oral communication ability, learning strategies, communication strategies, strategy instruction, attitudes, speaking instruction, listening instruction, and materials development. A wide variety of literature was reviewed to enable the researcher to construct conceptualized frameworks for different components of the OECE course. These frameworks served as theoretical bases for developing research and instructional instruments for conducting the current study. Detailed information about research and instructional instruments is presented in Chapter 3: Research Methodology.
CHAPTER 3
METHODOLOGY

This chapter presents the research methodology, by describing the research design, setting, population and samples, instruments, data collection procedure, and data analysis, which was employed in the present study.

3.1 Research Design

The present study adopted the mixed methods embedded experimental research design to investigate the effects of the instruction of learning and communication strategies (LACSSs) on oral communication ability of economics undergraduates.

A mixed methods research design integrates quantitative and qualitative methods to collect and analyze data in order to answer the research questions more fully and to obtain the answers to both quantitative and qualitative questions within one study (Plano Clark & Ivankova, 2016).

The embedded design is a type of the mixed methods approach that includes a combination of both quantitative and qualitative data collection and analyses within a quantitative or qualitative research design (Creswell & Plano Clark, 2016). The premise of this design is that a single data set is insufficient for answering different questions that require different types of data. In this design, qualitative data was included to answer a secondary research question within the predominantly quantitative design.

The embedded experimental model appears to be the most commonly employed type of all the embedded designs (Creswell, Fetters, & Plano Clark, 2005 cited in Creswell & Plano Clark, 2007, p.69). In the embedded experimental design, the quantitative experimental methodology dominates, while the integrated qualitative data sets take a supportive role to answer research questions within a predominantly quantitative study. A qualitative method can be integrated before, during, or after the intervention depending on the intent of the main study. It can be inserted before the experiment to shape the intervention, to develop an instrument, or to select...
In the present study, both quantitative and qualitative data needed to be collected in order to answer the research questions. Consequently, the two-phase approach of the embedded experimental model was employed. As presented in Figure 3.1, the qualitative data sets were inserted at two different times – during and after the intervention – to obtain students’ attitudes toward the intervention (the LACS instruction). The first set of qualitative data, which involved students’ reflective journals (SRJs), was collected during the experiment to gather information about students’ use of strategies and how strategies facilitated and enhanced their oral communication performance. In addition, the second set of qualitative data was obtained from semi-structured focus group interviews, which was conducted after the intervention to explore students’ attitudes toward the LACS instruction.

**Figure 3.1**

*The Research Design Model of this Study – Embedded Experimental Model*

Furthermore, a single group pre-test post-test design was integrated in order to investigate the effects of the LACS instruction on economics undergraduates’ oral communication ability. This design enabled the researcher to see whether
participants’ oral communication ability had improved as a result of the treatment by comparing their scores in the pre-test administered at the beginning of the course with their scores in the post-test administered at the end of the treatment. The findings of two sets of pre- and post-tests were compared and used to determine whether subjects had made progress after the LACS instruction. The comparison of scores occurred within the group because there was no comparison or control group in this experiment. This design was used in the present study as it was the most suitable, practical, and feasible research design. The researcher, who was one of the OECE course instructors, was assigned to teach one intact group of 23 economics students, who had freedom in registering into any section of their choice. In addition, since all five sections were offered at the same time, it was not possible to conduct an experiment with two groups of students. As a result, the only available possibility was to employ a single group pre-test post-test design.

In this study, the independent variable was the LACS instruction, which was purposefully developed for the current study. The dependent variables included the students’ oral communication ability and attitudes toward the treatment, which was the LACS instruction.

The students’ oral communication ability was assessed with the informative presentation and informal meeting rubrics, and the students’ attitudes toward the treatment were investigated through students’ reflective journals (SRJs) and semi-structured focus group interviews. Furthermore, teacher’s observation notes were employed to triangulate data obtained from the SRJs and the interviews.

Since only one intact group of students was involved in the study, neither random sampling technique nor random assignment was possible. Although testing, researcher and subject expectancy, instrumentation, and history threats were possible threats to internal validity, the last two are uncontrollable by any designs because they do not depend on the design itself (Wasanasomsithi, 2004). However, the students’ attitudes were not considered as a threat because they were one of the dependent variables of the investigation.
To summarize, this study utilized a two-phase approach of the embedded experimental model with a single group pre-test post-test design. The use of multiple methods for data collection, including pre- and post-tests, students' reflective journals, semi-structured focus group interviews, and teacher’s observation notes, and systematic data analyses enhanced the validity and facilitate triangulation of the research findings.

3.2 Research Setting

The university where this study was conducted is an autonomous university in Bangkok, Thailand. It is regarded as a prestigious public university in Thailand and has an excellent academic reputation in several disciplines such as medicine, engineering, arts, business, political science, education, communication arts, and economics. There are 24 academic faculties, institutes, and colleges with an approximate total number of students enrolling in all educational levels of 35,000 students.

This study focused on the Faculty of Economics where research subjects studied. All five English courses offered to the economics undergraduates are compulsory and categorized in the general education courses, which accumulate to 15 credits in total (3 credits per course). Oral English Communication for Economics (OECE) was the English course, which was investigated in this study. The course is offered once a year from August to December. As already mentioned in Chapter 1, the course objectives expect that by the end of the course, students should be able to 1) deliver oral informative and persuasive presentations on economics-related issues, 2) participate in discussions, informal and formal meetings, and 3) answer questions about the assigned listening materials on economics-related topics. Each year there are five sections open for enrollment, of which 2-3 sections are taught by foreign instructors and the rest by Thai instructors from the Language Institute. Each section can accommodate between 25-28 students. In the academic year of 2017, the course consisted of 17 weeks, which were divided into 11 weeks for teaching and learning, 4 weeks for in-class oral assessments, and 2 weeks for midterm and final examinations. The class met once a week on Wednesday for three hours from 1 to 4 p.m.
The course is divided into two parts. Previously, the first part focused on discussions and informal meetings on assigned topics. The second part emphasized group presentations on assigned topics. However, this pattern changed in the 2017 academic year (August-December 2017) after a course meeting where OECE teachers suggested that the presentation part come before the meeting part, considering the level of complexity and difficulty of both skills. In addition, a solo presentation and a formal meeting would be part of the oral assessments. Furthermore, a new course book, *Target* (2017), which had been developed based on the 3-stage LACS instructional framework and the needs analyses from the previous batch of economics students, OECE teachers, and the Associate Dean (Education) of the Faculty of Economics, was used to support the LACS instruction.

On the OECE course, English is used as a medium of instruction, which makes English a second language in the classroom. However, outside English classes, English is not commonly used by the students, making it a foreign language.

**3.3 Research Population and Samples**

There were 121 third-year economics undergraduates in the Thai program at the Faculty of Economics who enrolled on the OECE course in the first semester of the 2017 academic year from August to December. Of that amount, 23 students (10 female and 13 male) who enrolled in the researcher’s section, were the research samples in this study. Availability sampling, a non-probability sampling method, was used to obtain samples.

To be eligible for the course enrollment, students were required to have passed English Writing for Economics. Although the prerequisite was necessary, it did not guarantee that all students had similar English proficiency levels. It was highly likely that each section would consist of mixed ability students because students could choose to enroll in any section regardless of their English midterm and final examination scores of the previous English course. In this study, the subjects’ Chulalongkorn University Test of English Proficiency (CU-TEP) scores ranging from 37 to 95 points showed that they were independent users of English and their scores were equivalent to B1 (intermediate) and B2 (upper-intermediate) levels of the
Common European Framework of Reference for Languages (CEFR) (Wudthayagorn, 2016). In summary, this experiment consisted of 23 subjects with intermediate and upper-intermediate proficiency levels of English.

Prior to participating in the first pre-test, a formal consent form (Appendix 15, p.366) in Thai was distributed to the students in the section where this study took place to obtain their consent. The consent form explicitly stated that their participation was entirely voluntary and would not affect their scores and final grade in the OECE course. More explanation regarding the consent form is provided in 3.7 Ethical Consideration (p.142).

3.4 Instrumentation

In order to prevent any confusion, this section is divided into two main categories – research instruments, which were employed to collect data for the present study, and instructional instruments, which were used to facilitate the LACS instruction. There were four research instruments and three instructional instruments.

3.4.1 Research Instruments

Research instruments in the present study consisted of 1) two sets of pre- post-tests for oral communication ability assessment and scoring rubrics, 2) students’ reflective journals, 3) semi-structured focus group interviews, and 4) teacher’s observation note form.

3.4.1.1 Pre-Tests and Post-Tests for Oral Communication Ability Assessment and Scoring Rubrics

(1) Development of Pre-Tests and Post-Tests for Oral Communication Ability Assessment and Scoring Rubrics

There were two sets of pre- and post-tests in this study, which had parallel forms – one for an informative presentation, and the other for an informal meeting. In both pre- and post-test tasks, participants were assigned scenarios in which they were required to perform the speaking tasks. Two types of pre- and post-test tasks were authentic as they resembled tasks that actually occurred in real life.
where they would have opportunities to deliver a presentation and participate in group discussions and meetings. Using the same themes but different topics, both pre-test tasks were designed to resemble those in the oral assessments on the OECE course. The first and third oral assessment tasks were used as the post-test tasks. Appendix 1 illustrates the informative presentation pre- and post-tests (pp.270-271) and the informal meeting pre- and post-tests (pp.272-274).

Regarding the scoring rubrics (Appendix 1, pp.278-283), the analytic rubrics for assessing an informative presentation and an informal meeting were adapted to suit the pre- and post-test tasks and employed for assessing both tests. Analytic rubrics were employed because of the following strengths: first, they provided students with formative feedback about the strengths and weaknesses of their performances, which helped them become more aware of what they needed to improve. Second, the researcher who was also the teacher could use the diagnostic information obtained from this type of rubric to target her teaching to particular areas of need (Arter & McTighe, 2001; Brookhart, 2013). These two advantages indicate that analytic rubrics promote learning as well as improve teaching (Jonsson & Svingby, 2007). Finally, rubrics could increase the consistency of scoring across students, assignments, and between different raters (Jonsson & Svingby, 2007).

The constructs in the rubric for an informative presentation and an informal meeting are illustrated in Tables 3.1 and 3.2 respectively. The constructs were based on 1) the conceptualized framework for assessing communicative competence in the OECE oral assessments presented in Table 2.9 in Chapter 2 (p.73) and 2) Brieger’s (1997) guidelines for effective oral presentations and meetings in Table 2.10 in Chapter 2 (pp.74-75). The descriptions in the tables below were used for developing analytic scoring rubrics for pre- and post-tests in the present study and sent to the experts for their reference when validating the rubrics.
Table 3.1

Constructs and Descriptions for an Informative Presentation

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Descriptions</th>
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| 1. Organization | • Having a logical sequence with a good structure consisting of an introduction, body parts, and a conclusion  
                    • Smooth and well-connectedness between different parts of the presentation through appropriate use of transitional signals |
| 2. Content    | • Showing full understanding of the topic  
                    • Presenting relevant and sufficient information and examples  
                    • Appropriate quantity: suitable amount of information presented within allotted time |
| 3. Language Use | • Grammatical accuracy  
                    • Use of appropriate vocabulary  
                    • Use of formal language to inform |
| 4. Delivery   | • Using presentation techniques to make the presentation interesting  
                    • Intelligibility  
                    • Comprehensible pronunciation  
                    • Speaking clearly, fluently, and at a good pace  
                    • Projecting confidence with no awkward gestures or movements  
                    • Establishing eye contact with the audience during the presentation  
                    • Using note cards effectively |

Table 3.2

Constructs and Descriptions for an Informal Meeting

<table>
<thead>
<tr>
<th>Construct</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| 1. Organization | • Coherent responses and/or questions with overall discussion  
                    • Well-connectedness of ideas through appropriate use of transitional signals |
2. Content
- Sufficient amount of ideas, details, and examples appropriate and relevant to the topic and overall discussion
- Coherent and logical reasons to support ideas
- Suitable amount of information discussed within allotted time

3. Language Use
- Grammatical accuracy
- Use of a wide range of vocabulary appropriate to the context
- Use of a wide range of meeting expressions appropriate to the context

4. Delivery
- Appropriate use of notes
- Intelligibility
- Comprehensible pronunciation
- Speaking clearly, confidently, and fluently
- Establishing eye contact with all participants during the meeting
- Speaking smoothly and naturally

5. Engagement
- Responsiveness: eye-contact with members, vocal tone, energy, answers in words or phrases (with uhuh, aha)
- Giving opinions or showing agreement/disagreement with sound reasons to support ideas/arguments
- Asking follow up questions

Although both lists of oral communication constructs for a presentation and a meeting have four constructs in common, the list for an informal meeting includes one more construct – engagement – as the nature of this type of communication requires the speaker to interact with other participants and to engage in the discussion taking place during a meeting.

In addition, the scoring rubrics for this study consisted of four levels of performance (1-4) because even number of levels encourages raters to make evaluative decisions instead of inclining to the middle ground (Oakleaf, 2009).

(2) Validation of Pre-Tests and Post-Tests for Oral Communication Ability Assessment and Scoring Rubrics

First of all, the tests were checked for the language accuracy by a native English teacher at the university who is the OECE course language
consultant. Revisions were made based on the teacher’s comments. After that, the eight following documents were submitted to the panel of three experts (see Appendix 14, p.365) in assessment for content and construct validation: 1) the pre-tests and post-tests for an informative presentation and an informal meeting, 2) analytic scoring rubrics for both test tasks, 3) Table 2.1 Conceptualized Framework for Assessing Communicative Competence in the OECE Oral Assessments, 4) Table 2.9 Guidelines for Effective Oral Presentations, 5) Table 2.10 Guidelines for Effective Meetings, 6) Table 3.1 Constructs for Informative Presentations, 7) Table 3.2 Constructs for Informal Meetings, and 8) the evaluation forms. The evaluation forms – one for informative presentation (Appendix 2, p.284) and the other for informal meeting (Appendix 2, p.285).

The experts were asked to rate whether they thought that each component in the tests and rubrics was appropriate. In addition, they were asked to provide reasons, additional comments, and suggestions if they disagreed with any component or thought it was questionable in an open-ended section. This validation process is based on the Index of Item-Objective Congruence (IOC) proposed by Rovinelli and Hambleton (1977). The validation form includes a three-rating scale, ranging from 1 (congruent), 0 (questionable/unclear), to -1 (incongruent). The IOC of each item in the form was calculated for mean score. The items with the mean scores between 0.5-1.00 were considered appropriate and valid, while those with the mean scores below 0.5 were considered inappropriate and had to be revised according to the suggestions of the experts.

As for the informative presentation test tasks, all three experts unanimously agreed that 1) the tasks were related to the theme of economic outlook, 2) the situations were authentic, 3) the instructions in the tasks were clear and concise, 4) the tasks were appropriate for assessing students’ oral informative presentation ability, and 5) the pre- and post-test tasks had a parallel form. In terms of the rubric for assessing the presentation test tasks, all three experts unanimously agreed that 1) the rubric included all key constructs necessary for assessing an informative presentation, 2) the constructs and descriptions were based on constructs and descriptions for an informative presentation presented in Table 3.1, and 3) descriptors
covered key aspects of each construct. However, two experts found two aspects questionable. First, they found the appropriateness of the rubric for assessing an informative presentation questionable because some descriptors were placed in inappropriate categories. They both suggested that intelligibility and comprehensible pronunciation be put in the delivery category instead of the language use category. Second, they were questionable about the rubric’s provision of clear formative feedback about strengths and weaknesses of students’ performance. They both suggested that phrases like “a wide range,” “a moderate range,” “a limited range,” and “a very limited range” be added in the use of vocabulary to clearly distinguish weak and strong students. In addition, one expert found two aspects questionable, including the clarity of descriptors and the ability to distinguish between strong and weak performances. Her suggestions for revisions of these two aspects were the same as mentioned earlier. After the validation process, revisions in the instruments were made based on the experts’ suggestions.

As for the informal meeting test tasks, all three experts unanimously agreed that 1) the tasks were related to the theme of innovation, 2) the situations were authentic, 3) the instructions in the tasks were clear and concise, 4) the tasks were appropriate for assessing students’ oral communication ability in an informal meeting, and 5) the pre- and post-test tasks had a parallel form. In terms of the rubric for assessing the presentation test tasks, all three experts unanimously agreed that 1) the rubric was appropriate for assessing an informal meeting, 2) the rubric included all key constructs necessary for assessing an informal meeting, 3) the rubric clearly provided formative feedback to students about strengths and weaknesses of their performance, 4) descriptors were clear, 5) descriptors covered key aspects of each construct, and 6) descriptors could clearly distinguish between strong and weak performances. However, one expert found one aspect, the constructs and descriptions were based on constructs and descriptions for an informative presentation presented in Table 3.2, questionable because the use of appropriate meeting expressions was missing in the descriptor. Thus, she suggested this descriptor be added.
In addition, to minimize a threat to internal validity, two parallel forms of the pre- and post-tests were independently administered in order to avoid a practice effect. This means each test consisted of a different topic of the same themes as in the OECE oral assessment tasks.

Furthermore, the scoring rubrics were piloted by having two raters use the same scoring rubrics to grade an informative presentation and informal meeting videos to minimize raters’ subjectivity. According to Jonsson and Svingby (2007), an extensive review of 75 empirical studies on rubrics reveals that the reliable scoring of performance assessments can be elevated by the employment of analytic and topic-specific rubrics.

3.4.1.2 Students’ Reflective Journal (SRJ)

(1) Development of Students’ Reflective Journal

Good language learners are able to reflect on and identify their learning processes (Nunan, 1991). A reflective journal helps learners realize what they want to learn and how they want to learn it (Nunan, 1991). Journals are a form of self-report in which learners can record their thoughts, feelings, achievements, and problems (Oxford, 1990). Asking students to report their strategy use and how strategies had helped them improve their performance in a journal could be a way to help researchers identify strategies employed by the students, particularly under circumstances in which strategies are not possible to observe. Also, reflecting on their use of strategies in performing oral assessment tasks could help students become more aware of their learning and strategy use.

In this study, the students’ reflective journals (SRJs) were employed to elicit students’ attitudes toward the LACS instruction. The participants were assigned to write a reflective journal for four times after each oral assessment to elicit their opinions on the LACS instruction and their use of strategies in their four oral assessments. Prompts, in the form of questions, were provided to help the participants focus on aspects that are relevant to the current study.
Although the form was in English, students were allowed to write their reflection in Thai in order to minimize any language problems. Students were referred to using codes and numbers (e.g. WS1 – weak student number 1, MS – moderate student, and SS – strong student) in all written data in order to preserve their anonymity. The students’ reflective journal is illustrated in Appendix 3 (p.286).

(2) Validation of Students’ Reflective Journal

The evaluation form of the students’ reflective journal (Appendix 4, p.288) was sent to three experts for validation. All three experts unanimously agreed that all 13 items were congruent. They thought that the strategy box presented two learning strategies that were relevant to the reflective task students were required to do. Also, they agreed that it was appropriate to ask participants to explicitly set their task objectives, and that the total number of five questions was sufficient and such questions were appropriate for eliciting answers that could be used for responding to the second research question.

Nonetheless, one expert suggested that it might be useful if the students were made clear that they could write their responses either in Thai or in English so that they could give more details. This suggestion was taken into consideration and students were clearly informed in class that they could write their reflection either in Thai or English. Also, I clearly explained about the items in the form and what the students were required to do. Students were encouraged to write as detailed as possible.

3.4.1.3 Semi-structured Focus Group Interview

(1) Development of Semi-structured Focus Group Interview Questions

Semi-structured focus group interviews were conducted with 22 participants (one weak student was absent) to obtain their attitudes toward the strategy instruction and to gain a deeper understanding of their strategy use in performing oral assessment tasks. Participants were divided into three groups of 7-8 participants based on the levels of their oral ability through their oral assessment
mean scores. The first group includes eight strong students, the second – seven moderate students, and the final group – seven weak students. This division of interview groups was conducted to ensure homogeneity because focus groups work better with homogeneous participants (Dörnyei, 2007). Focus group interviews were chosen because the collective experience of group brainstorming such as thinking together, inspiring, challenging each other, and reacting to the emerging points can result in an insightful discussion (Dörnyei, 2007).

A list of guideline open-ended questions (Appendix 5, p.290) was used to guide the interviews. The questions were developed based on the coded data from the students’ reflective journals. Semi-structured interview format was used because it allows flexibility and interviewees to elaborate on issues the interviewer might have not thought of before (Dörnyei, 2007). Furthermore, the interviewer could ask additional questions to probe for clarification of unexpected answers. Oxford (1990) suggests that students be given a list of broad questions outlining the main areas to be covered in the interview beforehand so that they can prepare the information they wish to share in the group during the interview. As a result, a list of questions was sent to the participants one week prior to the interview. Along with the question list, the list of LACSSs was also sent to the students to make it more convenient for them to refer to the strategies during the interview.

The interview was arranged after the students took the third oral assessments and before they took their final examination because that was the only time when all students were available. Prior to each interview session, the researcher explicitly informed the participants that their responses would not affect their scores and the final grade that they would obtain on this course in order to make them feel more comfortable with sharing honest answers. Each interview session took approximately 100 minutes and was conducted in Thai, which is the participants’ native language, to eliminate any language problems. Regarding ethical considerations, the interviewer asked for permission to record the interview before each interview session started. Also, interviewees were informed that they would be referred to using codes instead of their names in all written data in order to preserve their anonymity.
(2) Validation of Semi-structured Focus Group Interview Questions

The interview questions were validated for their content validity by the same group of three experts who validated the students’ reflective journal. The interview questions and the evaluation form (Appendix 6, p.296) were sent to the experts along with an information sheet, which consisted of 1) the procedure of the interview, 2) definitions of key terms appearing in the second research questions (i.e. attitudes, LACS instruction, and economics undergraduates), 3) the 3-Stage LACS Instructional Framework, and 4) a list of questions used in the SRJ.

The experts unanimously agreed that all six items in the evaluation form were congruent. To elaborate, they all agreed that 1) all 12 interview questions were appropriate and sufficient for eliciting data that will help answer the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?;” 2) the four main topics of the interview – 1) the explicit learning and communication strategies instruction in the classroom, 2) the content of learning and communication strategies and instructional materials for the instruction, 3) the effects of learning LACSs, and 4) self- and peer assessment – covered all key aspects about students’ attitudes toward the LACS instruction; 3) all 12 interview questions could probe the students to elaborate on interesting aspects they have written in their SRJ; 4) all 12 interview questions did not repeat similar points in the SRJ; 5) the interview questions were straightforward and easy to understand; and 6) the total number of questions (12 questions) was appropriate for an interview session of 100 minutes. One expert, nonetheless, commented that it was acceptable to repeat similar points in the SRJ in the interview because some students might not write their reflections in detail and the researcher could probe further in the interview.

3.4.1.4 Teacher’s Observation Note Form

The teacher’s observation note form as presented in Appendix 7 (p.297) was used by the researcher to collect qualitative data on students’
use of strategies that were observable during the two post-test tasks. As the researcher and the teacher, I took notes on the strategies that students used and evaluated the effectiveness of their strategy use. The observation form was a useful tool that enabled me to crosscheck the data obtained from students’ reflective journals and focus group interviews. Also, the observation form provided some useful data, which helped me identify the data on students’ strategy use that was missing in the journals and interviews.

3.4.2 Instructional Instruments

Instructional instruments involve 1) Target, the OECE course book, 2) lesson plans, and 3) self- and peer assessment form. These instruments were developed according to the theoretical frameworks that had been conceptualized and were employed during the implementation of the LACS instruction for the duration of seven weeks to enhance the oral communication ability of economics students.

3.4.2.1 OECE Course Book – Target (2017)

(1) Development of OECE Course Book

The course book, Target (see Target after Appendix 15), was developed to solve problems OECE students of the previous batch and the teachers identified in Table 1.2 The Summary of Current Problems concerning the OECE Course (pp.16-19). Also, the principles of materials development adapted from Tomlinson (2003 & 2011) and steps for materials development adopted from Jolly and Bolitho’s (2011) process of materials production were followed.

There are five units in the book – Introduction: Presentation Strategies, Unit 1: Economic Outlook, Unit 2: Travel and Tourism, Unit 3: Innovation, and Unit 4: Aging Society. The themes in Units 1-5 were based on the suggestions provided by the Associate Dean (Education) of the Faculty of Economics to ensure relevance of the content to economics. Noticeably, the number of units was reduced from nine units in the previous course book to five units in order to increase feasibility and practicality in covering all the required materials within 11 teaching weeks. Furthermore, the learning tasks, which include listening and speaking
activities and oral assessments, were developed according to the principles for the design of learning tasks and Dale’s Cone of Experience. First of all, the course book includes content related to economics and authentic inputs from authentic sources (e.g., official reports, news reports/articles, statistics, magazines, and etc.). Second, learning activities and oral assessments were designed to integrate economics-related content and to be as similar to the real-world tasks as possible through an integration of presentation and meeting tasks. Third, the course book had integrated video and audio clips to illustrate models of presentations and meetings and to expose the students to authentic language input, particularly when they watched videos and listened to audio clips that consist of economics-related topics. Finally, learning tasks, including discussion, speaking, and mini speaking activities and oral assessments, were included in the course book to provide students with opportunities to practice speaking and using LACs.

In terms of the unit content, the Introduction: Presentation Strategies unit has a different format in that it does not include a theme related to economics. The content of this unit focuses only on an overview of presentations in general. It includes the presentation structure, non-verbal communication components, presentation preparation, asking and handling questions, and useful language exponents for delivering presentations. This unit was purposefully designed to explicitly teach students some guidelines for effectively preparing and delivering presentations. Units 1-4 share a common format in which all units are divided into four main parts. Part 1 presents the warmer of each unit. The warmers are used to activate students’ background knowledge of the units’ themes. Part 2 presents the content of related themes, including economic outlook, travel and tourism, innovation, and aging society. Part 3 consists of the content for speaking skills development, including informative presentation, persuasive presentation, informal meeting, and formal meeting. Part 4 consists of the oral assessment briefs. Speaking and listening activities as well as oral assessments were designed in relation to the theme of each unit. In addition, listening activities were designed to be similar to the listening parts in the midterm and final examinations in order to provide the students with an opportunity to practice for the exams. Furthermore, the number of oral
assessments was reduced from five to four with a higher proportion of scores for each assessment to create a balance between the work and effort required to complete the oral assessment task and the scores.

In an attempt to explicitly integrate learning and communication strategies in the course book, most of the strategies in the course book, the SRJ, and the self- and peer assessment form were put in strategy boxes with a light bulb icon to make the strategy boxes even more outstanding. Also, in most cases the strategy boxes were placed before learning tasks to hint the students on which strategy they could use to complete learning tasks (see examples in Target pp. 2 and 10, Appendix 3 – SRJ, p.286, and Appendix 12 – Self-and Peer Assessment Forms, p.349).

Eight learning strategies (LSs): 1) getting the idea quickly, 2) note-taking, 3) recognizing and using language exponents, 4) planning for a language task, 5) self-monitoring, 6) self-evaluation, 7) lowering anxiety, and 8) encouraging yourself, and five communication strategies (CSs): 1) asking for repetition, 2) asking for clarification, 3) asking for confirmation, 4) use of fillers and hesitation devices, and 5) self-repair – were taught. All LSs and CS 5 – Self-repair were presented in the strategy boxes, whereas CS 1-4 were shown in the tables as part of the asking and handling questions section in Introduction: Presentation Strategies (see Target, p.22) and the useful language expressions section in Unit 3: Innovation (see Target, pp.96-97). LS 5 – Self-monitoring and LS 6 –Self-evaluation were presented in the SRJ and LS 6 in the self- and peer assessment form.

During the process of the course book design and development, I had kept in mind findings from the needs analyses obtained from OECE students of the previous batch and the teachers as well as precautions for in-house materials indicated in Table 1.4 Advantages and Disadvantages of Teacher-Produced Materials in Chapter 1 (pp.27-28). In order to develop a quality and well-organized course book, I tried to find interesting authentic inputs related to units’ themes, such as news reports, video clips, official reports, statistics, and fact sheets from different sources with good credibility. Then, I outlined the topics related to the
unit’s theme, which would be included in the course book. Under each main topic, I grouped different pieces of authentic input, and designed learning activities to develop both speaking and listening skills.

(2) Validation of OECE Course Book

First of all, the course book was checked for the language accuracy by the OECE course language consultant who is a native English teacher at the university. Revisions were made based on his comments. After that, the course book and the five evaluation forms of the course book (Appendix 9, p.299) were sent to three experts, who have experience in developing and evaluating instructional materials and teaching speaking and listening. Each evaluation form was for evaluating each unit in the course book.

The validation process was based on the IOC. Some items in the form were adapted from Mukundan and Nimechisalem (2012) and Wahab (2013). The areas of evaluation in the course book included 1) unit objectives, 2) content, 3) learning tasks, and 4) design. Also, an open-ended section was also provided in the evaluation form so that the experts could write their additional comments and suggestions. The evaluation form for Introduction Unit consisted of 14 items (Appendix 9, p.299) whereas the form for Units 1-4 included 20 items (Appendix 9, p.300). The three experts unanimously agreed that 11 items were congruent. One expert, however, found three items, including Items 1.2 Unit objectives are clear, concise, and achievable; 4.1 The course book is organized logically and effectively; and 4.3 There is a consistency in the use of headings, icons, and labels, questionable. First of all, she thought one of the objectives, “To create a script for a presentation introduction,” was a big leap for the first unit because students were required to have some expertise in order to create such a script. Linked with this objective, she commented that Activity 1 was too challenging for the first task of the first unit because she thought asking students to create an opening of their presentation after reading one example was unrealistic, especially within a limited time given. Thus, she suggested that Activity 1 be made simpler by changing it to a matching activity between techniques’ names and examples given. Because of some
issues in setting learning objectives and designing activities, she felt that this unit was not organized as logically and effectively as it should have been. Finally, she suggested that strategy boxes be made distinct from other text boxes by adding a special icon to give a signal that they were strategy boxes. Another expert suggested that bullet points be used to make the texts in some sections less clustered. I then revised the Introduction Unit based on their advice. Interestingly, one expert was in favor of this unit as she commented, “The course book is quite interesting and easy to follow. The content is very thorough. It is useful not just for economics students but for other students who are interested in doing a presentation as well.”

Regarding the evaluation of Unit 1, 18 items were unanimously congruent for all three experts. Nonetheless, one expert found Item 3.3 *Speaking activities are balanced between individual response, pair work, and group work*, questionable. She commented that there was no group work in this unit. Thus, a group work was added to Activity 7B (*Target*, pp.44-45), which asked students to discuss their feedback of the presentation they had watched in Activity 7A (*Target*, p.43). As for other units, all 20 items were unanimously perceived as congruent by all three experts. One expert gave a positive comment on the course book stating, “The course book is detailed and full of activities. It should be worthwhile if this course book can be published and used for students majoring in economics in Thailand, not just in our university.”

Furthermore, the OECE course evaluation was sent to students in all five sections via a Google form at the end of the course to obtain their feedback, comments, and suggestions for further improvement of the course. With regard to the course book, the majority of students thought the unit themes were interesting and relevant to their discipline, and the level of the language and the content was appropriate for them. Also, they thought it was useful for them to learning all four speaking skills, including informative and persuasive presentations and informal and formal meetings because they could use the knowledge gained from this course to other courses and their future careers. Furthermore, they liked it that some listening activities were similar to the exams as such activities could help them familiarize themselves with the exam tasks. However, some thought that there were a
bit too many texts in the content and too many listening activities. Some suggested there should be more speaking activities so that they could practice speaking more. Further adjustments and revision in the course book will be made in the coming academic year based on the feedback from the experts and the students so that the next batch of economics students can benefit from a better version of the book.

3.4.2.2 Lesson Plans

(1) Development of Lesson Plans

Lesson plans (Appendix 10, pp.302-347) were developed based on the instructional frameworks of speaking, listening, and strategy on the OECE course to illustrate how speaking, listening, and the strategy instruction had been materialized.

The instruction of speaking was adapted from Cohen, Weaver and Li (1998) and used to guide the teaching of oral assessments. It involves three main stages as follows: 1) pre, 2) while, and 3) post. During the pre stage, students would learn how to prepare and plan as well as to lower their anxiety. In the while stage, students would learn to 1) feel in control, 2) deliver a speech, and 3) monitor their performances. Finally in the post stage, the oral assessment would be assessed by the teacher, peer, and the students themselves. Also, the students would plan how they could improve in future tasks.

The instruction of listening proposed by Richards and Burns (cited in Brown & Lee, 2015, p.331) was followed when teaching listening on the course. Like the instruction of speaking, listening was taught in three stages: 1) pre, 2) while, and 3) post. In the pre stage, the teacher would ask questions to activate students’ prior knowledge about the topic they are going to listen to. Next, students would be asked to make predictions about what they might hear and review key vocabulary. Finally, if the listening task required them to answer questions, they would be asked to preview those questions. During the while stage, students would be reminded to 1) selectively listen to key points and/or details in order to answer questions, 2) take notes on any important information, and 3) fill in blanks or a chart.
if applicable. Finally, in the post stage, students would respond to questions in the listening activity and discuss the topic they have just listened to, any interesting grammatical features, and difficulties they had encountered.

The instruction of LACSs was designed based on the conceptualized framework of the strategy instruction adapted from Chamot (2004 & 2005b). The 3-stage LACS instructional model consists of three main stages: pre, while, and post. The pre stage includes two activities: 1) preparation in which the teacher identifies students’ current strategies for familiar tasks through verbal response; and 2) presentation in which the teacher introduces a new strategy, asks students if they have used it, and shows them how to use it. The presentation of strategies explicitly appeared in the strategy boxes in the course book, the SRJ, and the self- and peer assessment forms. The while stage involves two activities: 1) practice in which students practice the new strategy; and 2) expansion in which students transfer strategies to new similar tasks. The post stage consists of two activities: 1) self-assessment in which students evaluate their strategy use focusing on those that facilitate their oral communication ability after practice in their reflective journal; and 2) teacher assessment in which the teacher assesses students’ use of strategies and impact on their oral performance in the teacher’s observation note form while assessing oral assessments.

Lesson plans were designed to cover seven weeks of the 10 teaching weeks on the OECE course. Noticeably, all three instructional frameworks of speaking, listening, and strategy on the OECE course (Table 2.15, pp.106-109) share three common stages: pre, while, and post. In a situation where learning and/or communication strategies (presented in a strategy box) were integrated in the teaching of speaking and listening skills, the instruction would start with the pre-strategies instruction stage – 1.1 preparation and 1.2 presentation and follow by stages in either the speaking or listening instructional framework. This situation occurred when a strategy box preceded a listening or speaking activity. Also, in such a situation, some stages in either the listening, or speaking, or strategies instruction might be skipped to avoid task duplication or because there was no speaking activity that allowed students to actually use strategies for speaking. An example of how the LACS instruction was
integrated with listening instruction is illustrated in Appendix 10, (Lesson Plan Week 2, Activity 7B, p.306). On the other hand, if a strategy box was integrated in the content, the instruction would follow the framework of the LACS instruction. However, in some cases, the while- and the post-strategy instruction stages might be skipped if the strategy box was not followed by a learning activity.

Although the LACS instruction had taken place for seven teaching weeks, the lesson plans included in Appendix 10 presents the lesson plans of 10 teaching weeks to cover all five units in the course book. The week numbers were run according to the teaching schedule in the course book. The first teaching week for the section in which this study took place started in Week 2 after the informative presentation pre-test was administered.

(2) Validation of Lesson Plans

Like the course book, the validation process of the lesson plans was based on the IOC. The documents, which were sent to the same panel of three experts in the field of ELT who validated the course book, included: 1) the information sheet informing the experts of what to do, 2) 10-week lesson plans, 3) the instructional frameworks (Table 2.15), 4) the course book, and 5) five evaluation forms of lesson plans for five units in the course book (Appendix 11, p.348). The areas of evaluation in the lesson plans included three items about the overall format and nine items regarding the teaching procedure. The evaluation table in the form was followed by an open-ended section so that the experts could write their additional comments and suggestions.

As for the lesson plan for the first unit in the course book – Introduction: Presentation Strategies, experts were asked to skip Items 2.4, “Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of consultation,” and 2.8, “During the teaching procedures, students are provided with opportunities to practice their oral presentations (Units 1-2) and meetings (Units 3-4)” as they were not relevant to this unit. The majority of the remaining items were congruent, except for Items 1.2, “The amount of content being taught is appropriate for the allotted time,” and 2.9 “The time allocated for each activity is appropriate,” in the lesson plans for
Introduction Unit and Unit 1 which they found questionable because they envisaged that
the content to be taught and the learning activities shown in the lesson plan for this unit
would take more time than allotted in the lesson plan. Thus, they suggested that I revise
the time allocation in the lesson plan and that I consider assigning some activities as
homework. Taking their advice into consideration, I revised the lesson plan for the
Introduction unit accordingly. In terms of the remaining lesson plans for Units 2-4, they
unanimously agreed that all items were congruent. One expert commented that the lesson
plans of all units were well-written and provided detailed information, which made them
easy to follow.

3.4.2.3 Self- and Peer Assessment Forms

(1) Development of Self- and Peer Assessment Forms

Four self- and peer assessment forms (Appendix 12, p.349) were developed. Although the main layout was the same in all four forms, there were
some minor differences. The first form for the first oral assessment consisted of the
LS 6 – Self-evaluation strategy box and instructions, which explained the students
what they were required to do. Instructions were removed from the forms for oral
assessments 2-4. All forms included a table for self and peer feedback with constructs
to be evaluated. Constructs for evaluation changed in each form based on the
constructs of each oral assessment rubric. Three open-ended prompts were provided
below the table for students to reflect on an overview of their own performance. The
prompts had minor changes in each form.

The self- and peer assessment forms were used to help
students identify their weaknesses and observe their friends’ strengths in order to help
them improve their performance. The self- and peer assessment task of four oral
assessments was worth 5% of their total grade. Students were asked to evaluate their
own performance and their peers’ in four oral assessments. Since these forms were
implemented in all five sections, students were encouraged to write their feedback in
English so that foreign teachers in their sections could understand. However, in the
section where this research study was conducted, students were allowed to write their
feedback in Thai so that there would not be any language barrier.
(2) Validation of Self- and Peer Assessment Forms

Since the constructs included in each oral assessment were different, the self- and peer assessment form was designed for four different oral assessments. Four evaluation forms of the self- and peer assessment form were sent to three experts for validation (Appendix 13, p.361). Five out of six items received a unanimous agreement from all three experts, one expert one item, “3. The instructions clearly explain what students are required to do in this self- and peer assessment task,” questionable because the self- and peer assessment form for the oral assessment 1 did not include a point that informed students whether they were required to write their feedback in Thai or English. She was concerned about students’ ability to write their feedback in English. As a result, this point was later added in the form. Also, one expert commented that a prompt, which asked students to reflect on what they did well should be added, “List ONE thing you did well in this assessment.” He further suggested that the prompts include a specific number of items the students were required to self-feedback in the open-ended items below the table to make it clearer for the students, for example “List TWO things you will do to improve your performance in the oral assessment 2,” instead of “What can you do to improve your performance in the future?” The form was then revised based on his two suggestions. In addition, one expert was concerned about the influence of each feedback on one another because both pieces of feedback were presented side by side. Having the feedback from the students themselves and their friend side by side was intentional because it allowed the students to compare their self-feedback with their friend’s. Some students mentioned it was good this way as they could clearly see the points they might have missed in self-assessment that were spotted by their friend. From my own observation, students did not copy feedback from one another. Thus, the table of feedback was kept as initially designed.

In the second self- and peer assessment form for the second oral assessment (Appendix 13, p.362), items 1-4 received a unanimous agreement from all three experts. Nonetheless, items 5-7 were questionable by one expert who was not sure whether a specific number of aspects to self-assess was a good idea, and she did not gave any reason. I agreed with one of the experts that specific numbers in the open-ended prompts made it clearer for the students, and consequently, they were kept in all four
forms. As for the third and the fourth form, all items appearing in the evaluation forms were congruent with no additional comment and suggestion.

3.5 Data Collection Procedure

The data collection process was carried out in the first semester of the 2017 academic year (August – December 2017) in one section of the OECE course. The process was divided into two phases: Phase I – During the experiment, and Phase II – After the experiment.

3.5.1 Phase I – During the Experiment

The quasi-experimental study was conducted to examine the effects that the LACS instruction had on students’ oral communication ability, which would answer the first research question. The experiment was conducted with one intact group of 23 students.

In the first meeting class, after the course orientation and icebreakers, participants were informed about the current research study and asked for their voluntary participation. The informative presentation pre-test was distributed to the participants so that they could prepare their presentation before the test in the following week. The pre-test was administered in the second week of the teaching schedule. Prior to the pre-test administration, two copies of an informed consent form (Appendix 15, p.366) was provided for the students, in which one signed copy was given to the students for their record, and the other was kept with the researcher. Attached with the consent form was a student’s English proficiency profile form in which students were required to fill out their 1) names, 2) grades in all four previous English courses, 3) CU-TEP test scores, and 4) accumulated grade point average (GPAX). The participants’ English proficiency profiles provided the researcher with the information about their overall English proficiency levels.

After that, an informative presentation pre-test was administered. The pre-test was administered before the teaching of Introduction: Presentation Strategies. Then, participants were randomly picked to give a 5-minute presentation on the assigned topic. The pre-test administration procedure took approximately 105
minutes. All presentations were video recorded, and rated by two teacher raters – one was the researcher and the other one was a native English speaking teacher who also taught the course using the scoring rubric for assessing an informative presentation. The scores gained from this pre-test were used as a baseline data for comparison with the post-test scores.

As time permitted, the teaching of Introduction: Presentation Strategies began after the pre-test. Because the LACS instruction was integrated in the mainstream content, no extra time needed to be allocated for such an instruction.

In the fourth teaching week before the Midterm Examination week, a post-test on a different topic on the same theme used in the pre-test for an informative presentation was administered to assess the students’ oral communication ability after the LACS instruction. The post-test task was distributed one week prior to the test day. By the time when the post-test was administered, students had already finished studying LACSs taught on the OECE course. The second set of the pre-test was administered in the ninth week – the week after the Midterm Examination before the participants studied meeting skills. As previously done, the test task was provided to students in the eighth week. The post-test was administered in the 12th week when they had finished studying informal meeting skill.

During the experiment, the participants were assigned to write a reflective journal for four times to elicit their opinions on the LACS instruction and their use of strategies in four oral assessments. The data obtained from the students’ journals was employed to triangulate with the data from the semi-structured focus group interviews.

3.5.2 Phase II – After the Experiment

To answer the second research question, the semi-structured focus group interviews were conducted to gain participants’ attitudes toward the LACS instruction. The interviewees were purposively divided into three groups, which consisted of 7-8 participants, based on their mean speaking score of four oral assessments.
The interviews were conducted after the third oral assessment because that was the only time all students were available for interviews. The interviews were recorded after the permission from the interviewees. Furthermore, the researcher took notes during the interview sessions.

3.6 Data Analysis

As indicated at the beginning of the chapter, this study was a mixed-methods research study. Consequently, the data collected consisted of both quantitative and qualitative types. Quantitative data was obtained from the pre- and post-tests in the form of numerical test scores, while qualitative data was retrieved from the students’ reflective journals, semi-structured focus group interviews, and the teacher’s observation notes in the form of typed transcription. Different in their nature, quantitative and qualitative data were analyzed separately. However, the analyzes of these two types of data were integrated in the interpretation and conclusion of data to best explain the investigated phenomenon (Creswell & Plano Clark, 2011).

3.6.1 The Analysis of Quantitative Data

3.6.1.1 Oral Communication Ability Scores on Pre-tests and Post-tests

To answer the first research question, “What effect does the instruction of learning and communication strategies have on economics undergraduates’ oral communication ability?” the video recorded informative presentations and informal meetings of the 23 participants were rated by two independent teacher raters following the scoring rubrics designed for this study.

Afterward, the rating results were analyzed. Descriptive statistics, including means and standard deviations from the two sets of pre- and post-tests were calculated. Then, pre- and post-test scores given by the two raters were computed to find inter-rater reliability using Pearson’s correlation coefficient. Rater 1 was the researcher and rater 2 was a native English teacher who also taught the OECE course. It was revealed that there were significant positive correlations between the
informative presentation pre-test scores of oral communication ability rated by rater 1 and rater 2, $r(21) = .99$, $p < .001$, and between the post-test mean scores rated by rater 1 and rater 2, $r(21) = .72$, $p < .001$. Regarding informal meeting pre- and post-test mean scores, there were significant positive correlations between the pre-test mean scores rated by rater 1 and rater 2, $r(21) = .99$, $p < .001$, and between the post-test mean scores rated by rater 1 and rater 2, $r(22) = .87$, $p < .001$. After that, a paired-samples $t$-test (or dependent-samples $t$-test) was conducted to compare the mean scores of oral communication ability in an informative presentation and an informal meeting before and after the implementation of the LACS instruction to find out whether there was any significant difference in the mean scores before and after the instruction. Next, inferential statistics of Cohen’s $d$ were calculated to identify whether the effect size was small ($d = .20$), moderate ($d = .50$), or large ($d = .80$) in order to present the standardized mean differences or the effect size. The results of a paired-samples $t$-test and Cohen’s $d$ are presented in Chapter 4.

3.6.2 The Analysis of Qualitative Data

To answer the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?” qualitative data in a form of students’ attitude descriptions obtained from students’ reflective journals, semi-structured focus group interviews, and the teacher’s observation notes, was analyzed.

3.6.2.1 Students’ Reflective Journals

Thematic coding was employed to analyze the students’ reflective journals. Data in the journals was grouped and assigned themes.

3.6.2.2 Semi-structured Focus Group Interviews

Interviews were transcribed verbatim to enable the research to capture the richness of the data in depth. Then, the data was grouped and assigned themes. Thematic coding was used to interpret the transcriptions of the semi-structured focus group interviews.
As mentioned earlier, qualitative data sets from three different sources – students’ reflective journals, semi-structured focus group interviews, and the teacher’s observation notes – were used to triangulate each other in order to increase credibility and validity of the results.

**Table 3.3**

*The Summary of the Data Collection and Analysis Procedures in this Study*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Research Questions</th>
<th>Tools</th>
<th>Data</th>
<th>Analytic Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore the effects of the instruction of learning and communication strategies on oral communication ability of economics undergraduates</td>
<td>1. What effect does the instruction of learning and communication strategies (LACSs) have on economics undergraduates’ oral communication ability?</td>
<td>Two sets of pre- and post-tests for assessing students’ oral communication ability in an informative presentation and an informal meeting</td>
<td>Pre- and post-test scores of the participants on their oral communication ability in delivering a presentation and participating in a meeting given by two raters</td>
<td>1. Descriptive statistics – means and standard deviation</td>
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<td></td>
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<td>2. Inferential statistics – paired-samples t-test and Cohen’s d</td>
</tr>
<tr>
<td>2. To interrogate students’ attitudes toward the strategies instruction in helping them improve their oral presentation and meeting skills</td>
<td>1. Students’ reflective journals</td>
<td>Attitudes of the participants on the LACS instruction</td>
<td>Thematic coding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. What are the attitudes of economics undergraduates toward the LACS instruction in helping them improve their oral presentation and meeting skills?</td>
<td>3. Teacher’s observation notes</td>
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</table>
In summary, this chapter presents how the present study was conducted. Both research and instructional instruments were used to collect data necessary for answering the research questions and facilitating the overall improvement of the OECE course. Four research instruments included 1) two sets of pre-post-tests for oral communication ability assessment and scoring rubrics, 2) students’ reflective journals, 3) semi-structured focus group interviews, and 4) teacher’s observation notes. Three instructional instruments involved 1) OECE course book 2) lesson plans, and 3) self- and peer assessment forms.

3.7 Ethical Consideration for Conducting the Study

Although educational research like the present study “has historically engaged in research that imposes either minimal or no risk to the participants and has enjoyed a special status with respect to formal ethical oversight,” (Johnson & Christensen, 2004, p.111) it does not mean that ethical principles do not apply to this field of research or that educational researchers can ignore ethical issues involved in the process of conducting a study (Dörnyei, 2007). Consequently, ethical issues, including anonymity and handling the collected data, have been carefully considered.

Prior to conducting the study, an informed consent form (Appendix 15, p.366) was distributed to all participants to sign. The form explicitly states the following:

1. their participation is entirely voluntary and they can withdraw their participation any time they wish.
2. their participation will not affect their scores and final grade in the OECE course.
3. their video recordings will be shown to only two raters who will rate their presentations and meetings and will not be shown to public without their permission.
4. their personal information and video recordings will be kept confidential.
5. full anonymity is promised. Pseudonyms will be used to refer to their names in order to protect their anonymity.
Regarding concern in exposure to a different type of instruction, which was the treatment of the study, although students in other sections did not receive the same kind of instruction, they did not lose anything because students in those sections used the same core course book and took the same oral assessments and exams. As a matter of fact, types of instruction vary depending on instructors. Thus, the unfair treatment in terms of the employment of core materials and learning tasks was minimized.

Conclusion

This study involved 23 subjects who were economics undergraduates enrolling on the OECE course in the first semester of the 2017 academic year at a public university in Thailand. The students were explicitly taught 13 LACSs in class. A single group pre-test post-test design was employed because it was the most feasible design for the present study. Two sets of pre- and post-tests were administered to examine the effects of the LACS instruction on students’ oral communication ability. In addition, students’ reflective journals, semi-structured focus group interviews, and the teacher’s observation notes were used to explore the students’ attitudes toward the LACS instruction in helping them improve their informative presentation and informal meeting skills. The findings of the study are presented in Chapter 4.
CHAPTER 4
FINDINGS

This chapter presents the findings of the present study in order to answer the two research questions proposed in Chapter 1 as follows:

1. What effect does the instruction of learning and communication strategies (LACs) have on economics undergraduates’ oral communication ability?

2. What are the attitudes of economics undergraduates toward the LACS instruction in helping them improve their oral presentation and meeting skills?

An intact group of 13 male and 10 female junior students from the Faculty of Economics at a public university in Bangkok participated in the study. These 23 students enrolled on the Oral English Communication for Economics (OECE) course in the first semester of the academic year 2017. Their English proficiency levels ranged between intermediate and upper-intermediate levels.

4.1 Effects of the Instruction of Learning and Communication Strategies (LACs) on Oral Communication Ability

This part responds to the first research question, “What effect does the instruction of learning and communication strategies (LACs) have on economics undergraduates’ oral communication ability?” Results of oral communication ability were obtained from two sets of pre- and post-tests – an informative presentation and an informal meeting.

4.1.1 Informative Presentation Pre- and Post-Tests

In the pre-test, students were assigned to individually deliver an informative presentation on the key drivers of Thailand’s economic growth to prospective foreign investors who were interested in doing businesses in Thailand. In the post-test, they were required to present an economic outlook for a sector of the
Thai economy to prospective foreign investors. Five minutes were allotted to both test tasks. More details about the two test tasks can be seen in Appendix 1, pp.270-277.

After raw scores of students’ oral communication ability were obtained, a paired-samples $t$-test was run on a sample of 23 students to determine whether there was a statistically significant mean difference between the mean scores of oral communication ability before and after the implementation of the LACS instruction.

As presented in Table 4.1, the paired-samples $t$-test shows a statistically significant difference in the informative presentation pre-test mean scores of oral communication ability ($\bar{x} = 6.43$, $SD = 1.58$) and the informative presentation post-test mean scores ($\bar{x} = 7.63$, $SD = 1.08$); $t(22) = 5.1$, $p < .001$. Noticeably, the standard deviation of the pre-test ($SD = 1.58$) reveals large differences among the students’ oral communication ability before the intervention. However, the students’ score dispersion decreased 0.5 point after the intervention as evidenced by the standard deviation of the post-test ($SD = 1.08$). The fall in the students’ score dispersion implies that the LACS instruction enhanced the students’ oral communication ability in the informative presentation. In addition, Cohen’s effect value ($d = 0.89$) indicates a large practical significance.

**Table 4.1**

*Findings from the Informative Presentation Pre- and Post-Tests*

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th></th>
<th>Post</th>
<th></th>
<th>t</th>
<th>p</th>
<th>d</th>
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<tbody>
<tr>
<td>Informative</td>
<td>$\bar{x}$</td>
<td>SD</td>
<td>$\bar{x}$</td>
<td>SD</td>
<td></td>
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<tr>
<td>Presentation</td>
<td>6.43</td>
<td>1.58</td>
<td>7.63</td>
<td>1.08</td>
<td>5.1*</td>
<td>.000</td>
<td>0.89</td>
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*p < .001

**4.1.2 Informal Meeting Pre- and Post-Tests**

In the pre-test, in a group of 4-5 people, students were asked to brainstorm ideas about and discuss what actions need to be carried out regarding five
strategies for moving Thailand’s tourism sector toward Thailand 4.0 (see Appendix 1, p.272 for more details about those five strategies). In the post-test, they were assigned to brainstorm ideas about and discuss actions to be taken in Thailand’s agricultural sector in order for it to 1) progress from traditional farming to smart farming, and 2) tackle the three main challenges the sector has been facing (see Appendix 1, p.275 for more details about those three challenges). 13-15 minutes were allotted to both test tasks.

After raw scores of students’ oral communication ability were obtained, a paired-samples $t$-test was conducted on a sample of 23 students to compare the mean scores of oral communication ability before and after the implementation of the LACS instruction. As shown in Table 4.1, the paired-samples $t$-test indicates a statistically significant difference in the informal meeting pre-test mean scores of oral communication ability ($\bar{x} = 7.07, SD = 1.37$) and the informal meeting post-test mean scores ($\bar{x} = 8.51, SD = .88$); $t(22) = 7.39$, $p < .001$. Apparently, the standard deviation of the pre-test ($SD = 1.37$) shows that there were some differences among the students’ oral communication ability before the intervention. Nonetheless, the students’ score dispersion decreased 0.49 point after the intervention as indicated in the standard deviation of the post-test ($SD = .88$). The decrease in the standard deviation score in the informal meeting post-test illustrates a decline in students’ score dispersion and implies a positive effect of the LACS instruction on students’ oral communication ability in the informal meeting. Furthermore, Cohen’s effect value ($d = 1.25$) reveals a large practical significance.

Table 4.2

*Findings from the Informal Meeting Pre- and Post-Tests*

<table>
<thead>
<tr>
<th></th>
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<th>Post</th>
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<td>Informal</td>
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<tr>
<td>Meeting</td>
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<tr>
<td>$\bar{x}$</td>
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<td>SD</td>
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*p* $\leq .001$
As illustrated in Table 4.3, the gain scores of both post-test means were positive (informative presentation = 1.2 and informal meeting = 1.44). Thus, it was likely that students’ oral communication ability improved as a result of the LACS instruction. The lower standard deviation scores in both informative presentation and informal meeting post-tests, which show a decline in the students’ score dispersion, indicate that the intervention seemed to enhance the students’ oral communication ability in the informative presentation and the informal meeting in all three groups – weak, moderate, and strong – as their scores collectively increased. However, learning and communication strategies seemed to help students more greatly in the informal meeting post-test as the mean scores rose 1.44 points when compared to the informative presentation post-test in which the mean scores rose 1.2 points. When comparing the standard deviation scores between the informative presentation post-test and the informal meeting post-test, the students’ score dispersion in the informal meeting post-test declined even more in the informative presentation post-test. This means that the students’ oral communication ability in all three groups became more unified in the informal meeting post-test.

Table 4.3

*Findings from the Informative Presentation and Informal Meeting Pre- and Post-Tests*

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td>SD</td>
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<td>SD</td>
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<tr>
<td>Informative Presentation</td>
<td>6.43</td>
<td>1.58</td>
<td>7.63</td>
<td>1.08</td>
<td>5.1*</td>
</tr>
<tr>
<td>Informal Meeting</td>
<td>7.07</td>
<td>1.37</td>
<td>8.51</td>
<td>.88</td>
<td>7.39*</td>
</tr>
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*p < .001

Based on the quantitative findings, all students’ scores collectively increased, which shows that such an instruction helped all students in a mixed-ability classroom improve their oral communication ability. Also, such findings illustrate that
the students’ oral communication ability improved regardless of their English proficiency levels. As a result, the quantitative results presented in Table 4.3 seem to imply that the explicit LACS instruction could be implemented to help teachers handle mixed-ability classrooms.

4.2 Students’ Attitudes toward the LACS Instruction

This section responds to the second research question, “What are the attitudes of economics undergraduates toward the LACS instruction in helping them improve their oral presentation and meeting skills?” Data of students’ attitudes were thematically coded and analyzed from 23 students’ reflective journals and semi-structured focus group interviews of three groups: Group 1 included weak students (WS), Group 2 moderate students (MS), and Group 3 strong students (SS).

4.2.1 Overall Impressions toward the LACS Instruction

This section presents attitudes of 23 students toward the LACS instruction. Their attitudes are presented in terms of two types of oral communication ability – an informative presentation and an informal meeting.

4.2.1.1 Informative Presentation

Attitudes of all 23 students on the LACS instruction were positive. All students reflected in their reflective journals and interviews that learning LACSs on the OECE course was very useful, regardless of their English proficiency levels, in three aspects including 1) preparation and delivery of presentations, 2) increase in self-confidence, and 3) application of strategies on other courses and future work.

(1) Learning LACs helped students prepare and deliver presentations more effectively on this course:

SS7: Learning LACs in class helped me prepare for the oral assessments more effectively, especially LS 4 – Planning for a language task, which helped me plan and organize the presentation and select appropriate language exponents.
MS6: Learning LACSs and the presentation theory in class helped increase the effectiveness of my presentation preparation and delivery. Also, these strategies helped make me deliver the presentation more professionally and formally.

WS 2: I feel that learning LACSs was important because they could help me deal with presentations more effectively before, during, and after the presentations.

(2) Learning LACSs boosted students’ self-confidence:

MS2: I think learning LACSs helped me become more confident in speaking as I know how to present information more effectively.

MS4: Learning LACSs helped me become more confident because I’d learned how to organize the information I’d like to talk about. This had really helped me prepare my speeches better, and I could present the information more confidently.

More information on how LACSs affected students’ self-confidence will be presented in 4.2.8 Effects of LACSs on Students’ Self-Confidence (p.176).

(3) Students could apply LACSs on other courses and in their future work:

WS6: I think strategies taught in class were useful, and could be applied in other subjects I studied and in my future work.

MS7: Some strategies I’d learned on this course were what I’ve already learned from other courses, and the others were new for me. I think they all were useful and complemented the presentation theory. I could apply both the strategies and the theory on other courses and I think I could use them in my future work.
Noticeably, no specific strategy names were mentioned in the aforementioned excerpts regarding the informative presentation, but students rather reflected their opinions on the LACS instruction in general. Furthermore, the students’ comments above showed that they had positive attitudes toward the LACS instruction.

4.2.1.2 Informal Meeting

Students’ attitudes toward LACSs in relation to the informal meeting were also positive. Although this section intends to focus on the students’ overall impressions toward the LACS instruction, the excerpts obtained from students’ reflective journals and interviews show that students in all three groups pinpointed the usefulness of learning language exponents for meetings (LS 3 – Recognizing and using language exponents). Language exponents or expressions refer to language items, in forms of phrases, sentences, and questions, which are used for different situational purposes when communicating.

According to the qualitative data, learning meeting exponents was useful because of three reasons: 1) it enabled students to select appropriate exponents, 2) it enabled students to apply exponents in real meetings, and 3) it enhanced the flow of discussions.

(1) Learning language exponents enabled students to select exponents appropriate to different functions in informal meetings:

MS6: Useful expressions for asking different types of question and giving opinions taught in class were useful and appropriate for informal meetings. If I had to think of what to say, I think my sentences might not be as appropriate or might be grammatically incorrect.

WS4: Useful expressions provided in the course book were useful for those who are not good at English and who struggled with creating appropriate expressions to say like me.
These two excerpts imply the convenience of having lists of meeting exponents and choosing which to use straight from the lists. The exponents made the students’ lives easier, especially for those who were not good at English, as they did not have to come up with their own sentences, which might be inappropriate and grammatically incorrect. Therefore, meeting exponents provided in the course book could ease their language difficulty to some extent.

The following two excerpts highlight the fact that learning meeting expressions raised students’ awareness of using the expressions appropriately to the situations and purposes to enhance understanding of other participants.

SS4: I think meeting expressions taught in class were very helpful for me because now I understand which expressions to use for which functions, and this enabled me to use them more appropriately in terms of the situations and purposes. If I use them correctly and appropriately, other participants will understand what I want to say better.

MS4: I think it’s good to learn meeting expressions and how to participate in informal meetings effectively. I’ve learned that it’s important that I use appropriate expressions when sharing opinions so that other participants could understand me more clearly.

(2) Meeting exponents learned on the course could be used in real meetings:

SS5: I think meeting expressions taught in class are useful and can be applied in real meetings.

MS3: Meeting expressions taught on this course were useful. Also, I’ve learned how to effectively participate in informal meetings, and I think I’ll get to use what I’ve learned in meetings in the future.

These two excerpts suggest that meeting expressions taught on the course were applicable to meetings that the students might attend in the future.
Meeting exponents could make the discussion flow better in the informal meeting:

SS8: I think LS 3 – Recognizing and using language exponents was useful for the informal meeting post-test. I actually used useful expressions taught in class during the test, and they really enhanced the flow of the discussion.

MS7: I think useful expressions that the teacher provided in the course book were very useful because those expressions gave me ideas on what to say, and they certainly helped increase the flow of the discussion.

WS6: I found useful exponents included in the course book very useful. I actually got to use many expressions in the speaking activities and the informal meeting post-test, and they made the discussion flow better.

4.2.2 Students’ Opinions on the 3-Stage LACS Instruction

Three groups of students expressed their opinions in the interview sessions that they thought the 3-stage LACS instruction was good and clear and completed the whole process of teaching and learning strategies. To elaborate, the 3-stage LACS instruction consists of three stages including pre, while, and post. The pre stage includes two components: preparation and presentation of strategies. The while stage consists of two components: practice and expansion, and the post stage involves two components: self- (student) and teacher assessments.

The following interview excerpts presented students’ opinions on the 3-stage LACS instruction, which were categorized in four aspects:

(1) The three stages completed the whole process of the LACS instruction.

MS1: I think three stages were good because they completed the whole process of the LACS instruction. In the pre-stage, I got some ideas of what I needed to do. In the while-stage, I practiced using the strategies. In
the post-stage, I got to reflect on which strategies I used and to evaluate which ones worked and which did not work.

(2) The three stages systematically organized the processes of teaching and learning strategies.

WS1: I certainly agree with the three stages you used for the LACS instruction because they organized the strategies teaching and learning processes in a systematic manner.

(3) The 3-stage LACS instruction helped students understand how to use the strategies.

WS4: I think the three stages you used for teaching strategies had enhanced my understanding of how to use each strategy.

SS4: I think the three stages were good. The pre-stage made me understand the strategies better because you explained what they were in class and showed how to use them. In the while-stage, I practiced using strategies in learning activities and oral assessments. For example, I often used LS 7 – Lowering anxiety and LS 8 – Encouraging myself that I could do it in my oral assessments. In the post-stage, I evaluated my performances focusing on the problems I had during the assessments by watching my performances in the video clips.

(4) The post-stage was particularly helpful for self-reflection and self-improvement.

SS2: The three stages were clear, but I particularly found the post-stage very helpful because self- and peer assessments made me reflect on my performances and allowed my friends to evaluate my performances, focusing on what was good and what needed improvement. Feedback and suggestions obtained from these two types of assessment helped me improve my performances in the following oral assessments.
In terms of the period for the LACS instruction, everyone thought that seven weeks were an appropriate amount of time. However, two students provided some interesting feedback on the LACS instruction as follows:

**WS6:** *Although seven weeks were appropriate, I think it’s also important that we practice these strategies outside the classroom by ourselves so that we could become more familiar with using them and could use them more effectively.*

It can be implied from the WS6’s statement above that learning and practicing LACS in class alone is insufficient to enable students to familiarize with using the strategies. Thus, WS6 thought she needed to practice using the strategies outside the class as well.

**SS4:** *For me, I think seven weeks were appropriate, but there should be more practice in class. For instance, the teacher could provide us with different situations that would require us to use different strategies you had taught. This way would make the teaching and learning experience in class more fun and engaging.*

SS4’s statement implies that there should have been more activities that allowed students to practice using different strategies in class to engage students. Her suggestion should certainly be taken into consideration when making plans and designing activities for the LACS instruction.

### 4.2.3 Students’ Opinions on Support Provided by the Teacher

To be clear, teacher’s support refers to feedback, moral support, prompt responses, and provision of relevant learning resources (websites and video clips). However, students’ opinions on video clips will be presented as part of the instructional materials in **4.2.6 Instructional Materials for the LACS Instruction** (p.166). All students agreed that they received sufficient support from the teacher in the LACS instruction.
Students’ opinions were presented in relation to four aspects: 1) teacher feedback, 2) teacher’s provision of moral support, 3) teacher’s prompt responses to students’ questions, and 4) teacher’s provision of learning resources.

4.2.3.1 Teacher Feedback

It was revealed that the majority of the students had positive attitudes toward the teacher feedback on their performances in the oral assessment rehearsals and the oral assessments as they found it particularly useful in pointing out what to improve.

WS5: I think the teacher feedback after the oral assessment rehearsals and the assessments was great because it made me know what exactly I needed to work on to improve my performances.

MS2: I think the teacher feedback and suggestions helped me perform better as they pinpointed what needed to be improved on.

MS7: I liked receiving feedback from the teacher after each oral assessment rehearsal because I could really use her feedback and suggestions to improve my performances.

SS2: I found the teacher feedback very useful because it really helped me improve my performances on the spot.

SS4: The teacher always gave useful comments pointing out what I needed to work on.

SS5: I received sufficient support from the teacher. She told me everything that I should work on to make my performances better.

SS6: I think the teacher’s support in the form of feedback was excellent because the teacher gave me thorough feedback. She looked at every point and gave me very useful suggestions, which I could really use to improve my performances. Also, all of her feedback affirmed my own observation of my performances.
4.2.3.2 Teacher’s Provision of Moral Support

Apart from the teacher feedback on students’ performances in the oral assessment rehearsals and the oral assessments, some students felt very positive when they received moral support from the teacher.

WS8: *I know that my English is not good, so I struggled a lot in all oral assessments, especially the first one – an informative presentation. But the teacher kindly helped me by asking me to practice my presentation with her. Besides giving me feedback on my performance, she cheered me up by telling me that she believed in me and that I had the potential to do well. I just needed to keep practicing. Her kind words touched me and encouraged me to keep rehearsing my presentation, and it turned out that I did better than I thought in the assessment.*

SS7: *Besides always providing me with useful suggestions on my performances, the teacher always gave me moral support. She said I was a good student and she knew that I always did my best. More importantly, she could read me through. She knew I was not confident in speaking English because she knew I was concerned with my pronunciation. So, she suggested that I check how to pronounce words I wasn’t sure about in Longman Dictionary Online, and keep pronouncing them. Also, she told me that confidence did not come only because of correct pronunciation, but also the fact that I always prepared the information I wanted to talk about. So, she reminded me that there was nothing to worry about when I was well-prepared. I guess the fact that she could see my concern and truly understood me was a form of moral support I received from her, and it made me feel much better.*

4.2.3.3 Teacher’s Responses to Students’ Questions

The following two excerpts illustrate that some students appreciated the fact that the teacher always responded to their questions very quickly, which implied that the teacher truly paid attention to her students.
MS3: I feel that I received sufficient scaffolding from the teacher. For example, there was one time my group struggled with one oral assessment preparation and I asked her questions in Line and received her responses instantly, which was really great. I felt I could approach her easily when I had any problems with the assignments.

SS2: I really liked how the teacher answered students’ questions. She always responded to students’ questions very quickly in our Line group and she answered everything clearly both in the Line group and in class. The fact that she answered students’ questions quickly and clearly made me feel she really paid attention to us.

4.2.3.4 Teacher’s Provision of Learning Resources

Some students found learning resources (websites and video links) useful in guiding them where to start and what to focus on in each assessment.

MS2: Websites that the teacher provided in the course book were useful, especially for oral assessment preparation, as they guided me some directions on where to begin.

SS2: I think it was good that the teacher gave us some websites and that she did not give all of the links because this allowed each student to search for more information from different websites or sources, which added a more variety of information to discussions.

SS5: I liked the fact that the teacher provided some websites as sources of information relevant to the oral assessments because they served as good starting points for me to find further information.

SS6: I think the websites provided at the end of each oral assessment task were also very useful in helping me focus on what kind of information I needed to look for to prepare my speeches.
4.2.4 Most Useful Strategies

When asked to voice their opinions in the focus group interview sessions on the most useful strategies, which they often used to help them perform the informative presentation and informal meeting tasks, students in three groups reported they used different learning strategies (LSs). Interestingly, none of the students mentioned any communication strategy (CS).

4.2.4.1 Most Useful Strategies for Weak Students

LS 2 – Note-taking (cognitive strategy) and LS 7 – Lowering anxiety (affective strategy) were the most useful strategies among weak students as shown in the following excerpts:

WS6: Before taking this course, I wrote my full scripts on an A4 sheet of paper, but now I used LS 2 – Note-taking when preparing my note cards for presentations in which I wrote only key words for main ideas in bullet points. The use of note cards made me feel more professional when speaking in front of the crowd.

WS6’s interview excerpt indicates a concrete behavioral change in preparing her scripts after the LACS instruction. Instead of writing her full scripts on a piece of A4 paper, she listed only key ideas in bullet points on her note cards and felt more professional using the note cards.

WS2: The most two useful strategies for me were LS 2 – Note-taking and LS 7 – Lowering anxiety. I used LS 2 to prepare my note cards for my speeches. I wrote only key ideas in bullet points and highlighted key words in my note cards. Also, I tried to take a deep breath and relax by not worrying about anything before taking the oral assessments. I think learning about these two strategies was very good because they could be used in handling presentations and meetings.
By explicitly stating that it was very good to learn about LS 2 and LS 7, WS2’s excerpt shows that he was aware of the usefulness of the strategies he had learned on the course.

Apart from these two strategies, some students applied other strategies that were not taught in class to lower their anxiety and to concentrate better as follows:

WS8: I tried to smile and to maintain my eye contact with the audience during my presentation and with other participants during the meeting to lower my nervousness and to concentrate better.

WS4: I meditated before taking the oral assessments and it made me feel better because I became calmer and I could concentrate on the tasks.

The two aforementioned interview excerpts of WS8 and WS4 interestingly reflect some Thai cultural elements. For instance, many Thais smile when they are nervous or shy, and often their smiles radiate friendliness. Also, performing meditation is part of a Buddhist practice, which helps a person concentrate on something better. The majority of Thai Buddhists are familiar with meditation; thus, some students might meditate to calm themselves down and to help them focus on doing tasks better.

WS5: When I delivered a presentation, I tried to pause for a few seconds and to look around at the audience. These things helped me concentrate better and prepared me for the next point I wanted to talk about.

Noticeably, these strategies are affective strategies that could help the students concentrate better.

4.2.4.2 Most Useful Strategies for Moderate Students

LS 8 – Encouraging yourself (affective strategy) was the most useful LS among moderate students. Not only did it reduce the students’ anxiety, but also increased their confidence. The following interview excerpts reveal that LS 8
could be subcategorized into two functions: 1) building one’s self-esteem, and 2) transforming one’s perspective to be positive.

MS4’s excerpt below illustrates how she used LS 8 to build her self-esteem.

MS4: I believe the most important thing for speaking well is having confidence. So, the most useful strategy for me was LS 8 – Encouraging yourself, which made me feel more confident knowing that I was in control and I could do it. Actually, this kind of mentality made my speech flow and really increased my confidence level.

The following excerpt presents how MS7 applied LS 8 to transform her perspective on doing oral assessment tasks.

MS7: The most useful strategy for me is LS 8 – Encouraging yourself. Before I do anything, thinking that I can do it is the easiest thing for actually doing it. Thinking positively reduced my anxiety. For example, when I took the oral assessments, I changed the way I looked at them. Instead of looking at myself as the recipient of scores, I viewed myself as someone who contributed useful information to others. This way of thinking increased my confidence and reduced pressure on getting high scores. I used this strategy in every oral assessment and I felt more relaxed and became more confident. I also think I did a better job. Actually, I learned about this strategy before taking this course, but I got to use it a lot during this course and when speaking in front of the class on other courses I take this semester.

MS7’s excerpt stating, “I also think I did a better job,” is an example of qualitative data that triangulates the effectiveness of the LACS instruction revealed in the quantitative results presented in 4.1 Effects of the Instruction of Learning and Communication Strategies (LACS) on Oral Communication Ability (p.144). Furthermore, the final underlined sentence in her interview excerpt points out that the OECE course provided opportunities for her to use LS 8, which raised her
awareness of applying it when doing oral assessment tasks and also when speaking in front of the class in other subjects.

The two aforementioned excerpts demonstrate that LS 8 – Encouraging yourself was related to having positive attitudes and believing in one’s self, which in turn led to an increase in self-confidence and a decrease in anxiety.

In addition, two moderate students found LS 6 – Self-evaluation (metacognitive strategy) and LS 1 – Getting the idea quickly (cognitive strategy) the most useful as shown in the following interview excerpts:

MS1: *For me, the most useful strategy was LS 6 – Self-evaluation. I think observing my own performances on the videos was good because it allowed me to reflect on my weaknesses and let me know what I should do to improve my performances in the future.*

MS2: *The most useful strategy for me was LS 1 – Getting the idea quickly. It really helped me read academic articles and exam questions, as well as understand what I read much more quickly. Being able to read and extract key information in articles, news, or reports quickly has really helped me prepare key points for my speeches in both presentations and meetings. Although I learned this strategy since I was in the second year, I hadn’t practiced using it as often as on this course.*

The moderate students’ opinions illustrated above indicate that two learning strategies: LS 1 – Getting the idea quickly and LS 8 – Encouraging yourself were not new to the students, as they had learned these strategies prior to the OECE course, but they had used them more frequently on this course.

**4.2.4.3 Most Useful Strategies for Strong Students**

LS 4 – Planning for a language task (metacognitive strategy) was the most useful strategy among strong students:

SS6: *The most useful strategy for me was LS 4, which I used when preparing for every oral assessment and preparing my presentations in*
other subjects. The strategy reminded me to carefully read what the tasks required, to plan how I’d do the tasks step-by-step, to write scripts, and to plan how I’d handle questions from the audience. Before taking this course, my planning was not this thorough, but after I learned this strategy, I understood the importance of planning and have paid more attention on it.

The final underlined sentence of SS6’s excerpt point out a positive change, which was an increased awareness of the importance of planning after he had learned about LS 4 on this course.

SS7: I used LS 4 the most, and it really helped me plan my scripts and presentations in every subject this semester. I think this strategy complemented the learning content in the course book about making professional presentation slides because the strategy emphasized the importance of planning and organizing the speech, and the learning content taught us how to organize the information in our presentations to make them effective and professional. I felt I could use the knowledge gained from this course in other subjects.

SS8: LS 4 was the most useful strategy for me, especially for preparing presentations and questions from the audience after the presentation, and questions from other participants during the meeting that I might need to answer.

Interestingly, the aforementioned excerpts show that strong students saw the importance of planning for a language task, and their excellent performances resulted from well planning and preparation.

To summarize, all of the strategies that students found the most useful were learning strategies. Such strategies included LS 2 – Note-taking (cognitive) and LS 7 – Lowering anxiety (affective) for weak students, LS 1 – Getting the idea quickly (cognitive), LS 6 – Self-evaluation (metacognitive), and LS 8 – Encouraging yourself (affective) for moderate students, and LS 4 – Planning for a language task
(metacognitive) for strong students. The students’ opinions on the most useful strategies indicate that strong students focused on metacognitive LSs, particularly on planning and preparing their speeches, while weak and moderate students emphasized affective LSs, which aimed at decreasing their anxiety and increasing self-confidence. Interestingly, although none of the students in three groups mentioned that LS 3 – Recognizing and using language exponents was one of the most useful strategies in the interview sessions, they did report in their reflective journals that such a strategy was the most useful one for helping them do the informal meeting task as already presented in 4.2.1.2 Informal Meeting (pp.150-152). Thus, it can be assumed from their reports that students in all three groups also found LS 3 useful.

4.2.5 Transferable Strategies to Other Subjects and Future Careers

This section illustrates students’ opinions on strategies they could apply in other subjects and their future careers. Weak and moderate students reported different learning strategies, while strong students did not directly mention any strategy, but rather focused on skills as shown in the interview excerpts below.

4.2.5.1 Transferable Strategies for Weak Students

Weak students reported two learning strategies that they could use: LS 2 – Note-taking and LS 7 – Lowering anxiety in other subjects and future careers.

WS2: For me, there are two LS that I think I can apply to other subjects and future career - LS 2 – Note-taking and LS 7 – Lowering anxiety. LS 2 reminds me to always take notes on key ideas whenever I listen to or read something. I’ve used this strategy in other subjects. LS 7 helped calm me down in every oral assessment. So, whenever I had to deliver a presentation in front of the class in other subjects, I used this strategy. Based on my experience in successfully using these strategies, I believe I can use them in my future work, too.
WS3: LS 7 – Lowering anxiety can be applied to other subjects and in my future career, especially before speaking in front of the crowd. Deep breathing certainly calms me down and makes me feel more relaxed.

WS6: LS 2 – Note-taking can certainly be applied in other subjects, and I’d used it with other courses I took this semester. It helped me focus better whenever I read or listen to something as it reminded me to look for and concentrate on key ideas. I also think that I can apply this strategy in my future career.

4.2.5.2 Transferable Strategies for Moderate Students

Moderate students reported four learning strategies that they thought could be applied on other courses and future work, including LS 2 – Note-taking, LS 3 – Recognizing and using language exponents, LS 7 – Lowering anxiety, and LS 8 – Encouraging yourself.

MS7: I think everything I learned about making note cards such as an appropriate card size, an appropriate kind of paper for note cards, and what to write in the cards can be applied to other subjects. I tried making note cards in other subjects and felt much more professional. When I saw my friends who had A-4 notes, I thought they didn’t look very professional and their note cards were distracting. So, I’d say LS 2 – Note-taking can certainly be used in other subjects and my future work.

MS6: I think LS 3 – Recognizing and using language exponents can be applied in the future because the exponents you taught us in the course book are more appropriate to the situations and contexts than the ones we, students, create. The exponents in the course book are commonly used in real-life situations and seem more professional.

MS5: For me, I think LS 7 and 8 can be applied in every subject and in the future work. This is because in real life, we will face with many things and will speak in front of people whom we don’t know. So, these two
strategies are a good start to help me learn to be in control and to manage my anxiety.

4.2.5.3 Transferable Skills for Strong Students

As stated earlier, strong students did not mention any strategy that they could apply on other courses unlike weak and moderate students. However, their opinions shared in the interview session show that this group of students reflected on what they had learned at the macro level. For example, instead of pinpointing specific strategies, strong students reflected on the speaking, listening, and teamwork skills. Opinions of two students in the following excerpts illustrate that they thought the course content, which focused on presentation and meeting skills, taught in class could be used in the future:

SS6: What we learned about informative presentations and formal meetings would be the skills I think we would really get to use in the future.

SS7: I think both informative and persuasive presentation skills can be used in the future.

Other strong students mentioned about working in team and listening to other people’s opinions, which were not part of LACSs taught on the course. Interestingly, strong students developed some skills, which they could apply in their future work besides the ability to use LACSs effectively when they did learning activities on this course as demonstrated below.

SS8: Besides the skills related to the language and the content in presentations and meetings, I had developed the skills in working as a team and with other people, and in paying attention to what others had to say. I think that these skills could certainly be applied in my future work.

SS5: I think the informal meeting post-test and the final oral assessment about meetings trained us to listen to other people. I needed to concentrate and to take notes on key ideas. I think listening to other
people’s opinions and paying attention to what they say are very crucial in communication, and these two skills can be used in my future career.

Besides team working skill, the following excerpt shows the student’s awareness of being exposed to World Englishes in the real work context.

SS3: For me, what I think I can use in the future is the skill in working in teams where I work with people I don’t know. This is a reality where I will get to listen to people with different accents and paces that I may not be familiar with.

The above excerpts of SS8, SS5, and SS3 illustrate that strong students had developed the skills in working in team and listening to other people’s opinions while studying this course. Besides listening to other people’s opinions, other listening skills included familiarizing with different accents and paces as well as concentrating on the key messages they were listening to. Apart from presentation and meeting skills, the ability to work well in teams and to listen to other people’s opinions would help them do well in other subjects and their future work.

4.2.6 Instructional Materials for the LACS Instruction

This section presents the students’ opinions about instructional materials used on the course. Their opinions were divided into nine sub-topics, including 1) a good organization of the course book, 2) clear contents 3) contents being related to economics and the local context, 4) the teacher’s use of a variety of instructional materials, 5) an integration of authentic materials, 6) a provision of good presentation and meeting examples, 7) the teacher’s methods of showing videos in class, 8) an easy access of videos, and 9) a provision of materials that cater for different learning styles.
4.2.6.1 A Good Organization of the Course Book

Students in three groups reflected in the interview sessions that the course book was well-organized as presented below.

SS6: *I think the course book is neatly organized, making it easy to follow. The strategy boxes, the content regarding presentation and meeting skills, and learning activities are integrated nicely in the course book. They complement each other. For instance, the strategy boxes mostly precede learning activities, both listening and speaking, and the learning content. This way we were reminded which strategies would be appropriate to use for doing learning activities.*

MS7: *The course book has a good organization. It starts with an easier speaking skill, which is an informative presentation, and then develops to more advanced speaking skills like persuasive presentation, informal, and formal meetings. This kind of content organization helped me gradually build on my knowledge in speaking skills and made it easy to follow. Also, I like the fact that it has strategy boxes because they helped remind me which strategies to use when doing learning activities.*

WS2: *I think the course book is well-organized. It starts with something easy like informative presentation and moves on to something more difficult like persuasive presentation, informal, and formal meetings. And I like strategy boxes in the book as they made the strategies stand out and they were put in appropriate places like before learning activities that we had to do. The strategy boxes reminded me which strategies to use in which learning activities.*

These students’ excerpts highlight the fact that the good organization of the course book, in terms of the progression of the content and how the content, learning activities, and strategy boxes were integrated, made it easy for them to follow. In addition, these students also mentioned a benefit of an inclusion of
strategy boxes, which reminded them of the strategies they could use in doing learning activities.

4.2.6.2 Clear Contents

Students from all three groups thought the contents in the course book were clear and easy to understand. This implies that the language level used in the course book was suitable for students whose English proficiency levels were low, moderate, and high.

WS4: *I think the contents in the course book were clear and easy to understand. I had no problem understanding them even though my English is not good.*

MS3: *The course contents in the course book were easy to follow and clear. I didn’t really struggle with understanding them because the language used in the book matches my English proficiency level.*

SS4: *For me, I think the contents in the course book were very clear. I didn’t have any problem understanding them at all because the language in the book is easy to understand.*

4.2.6.3 Contents being related to Economics and the Local Context of Thailand

Some students in all three groups liked the inclusion of 1) economics-related content as they had an opportunity to study English in relation to their discipline, and 2) the local context of Thailand in the course book because they were familiar with the context, which deepened their understanding of economics-related issues happening in their own country, and thus, enabled them to be able to contribute in group discussions even more.

WS2: *I especially like the fact that each unit consists of the content that has an economics-related theme. I think this is great because I’d got an opportunity to learn English in the context of economics, which is my field of study. Moreover, the content in the course book includes economics-*
related issues in Thailand, which I think is good because I am more familiar with the local context and those issues are highly relevant to me. In fact, learning about something that I am familiar with helps deepen my understanding about the things I learn and I felt I could contribute more in group discussions.

MS7: I appreciate it that I had an opportunity to study an English course book that has integrated economics, which is my field. The content’s being relevant to students’ discipline is what makes the course even more interesting. On top of it, the course book consists of economics-related issues in the Thai context, which I am more familiar with, so I felt I could contribute more, especially in group discussions because I had a good understanding of the context.

SS4: I think it’s great to study English in the context of economics, which is my discipline. This is because I got to learn things that is relevant to my interests and that I’m quite familiar with. I feel I could use my knowledge in economics in group discussions and preparing my speeches for the presentations and meetings. Also, I think it’s even more interesting that we got to learn English that involves economics in Thailand because I don’t think we will be able to find this kind of content in any international English course book. Being more familiar with and understanding the local context helped me greatly in contributing ideas for discussions and preparing the information for the presentations and meetings.

4.2.6.4 The Teacher’s Use of a Variety of Instructional Materials

One strong student pointed out that the integration of different instructional materials made this course more interesting as they helped activate all four English skills of reading, writing, listening, and speaking.

SS7: I think it was good that you (the teacher) used a variety of materials such as the course book, videos, audio clips, and lectures on this course
because they made the course more interesting. These materials activate all my four skills – reading, writing, listening, and speaking.

4.2.6.5 An Integration of Authentic Materials

Three students, SS7, WS6, and MS2, shared their positive views on the integration of authentic materials on this course.

SS7: I think it’s good that you included materials in the real world such as economics outlook reports, articles, TED Talk clips, interview clips, and news report videos in the learning content in the course book because these things made the course content more interesting and they actually provided us with opportunities to be exposed to English that is used in the real life contexts. Also, the learning content, which is related to the unit themes, are up-to-date, and this means I learned things that have recently happened and some things are even ongoing. This was my first time learning something from the textbook that showed the same year as when I took the course.

SS7’s excerpt highlights three key advantages of using authentic materials in teaching English. First, they can make the course content more interesting. Second, they expose students to English that is used in real life situations. Finally, they allow students to learn the content that is up-to-date.

WS6’s excerpt below illustrates another benefit of learning from the authentic materials in a form of video clips, which allow students to become more familiar with different English accents actually spoken around the world.

WS6: I liked the fact that you showed us several video clips in which speakers have different accents because it gave me opportunities to familiarize with different accents. I think this reflects the reality in our world today where different accents of English are spoken.
MS2’s excerpt below reflects the authenticity of the videos used on the course as they mirror real contexts in which the students may be in, which require them to perform those speaking tasks.

MS2: *I’d say that tutorial videos on this course gave me vivid ideas on what to do in real situations.*

**4.2.6.6 A Provision of Good Presentation and Meeting Examples**

Several students thought that a number of video clips, which illustrated good examples of presentations and meetings shown in class, were good as illustrated below.

WS2: *I think it was good that you showed us video clips that illustrated examples of how to give good presentations and to participate in group discussions and meetings.*

WS4: *I think the video clips you showed us in class were good because they helped me understand the presentation and meeting skills better.*

WS6: *I liked video clips in the course book as they showed what I should do to give a presentation and to participate in a meeting effectively.*

MS1: *I think videos were good, and some tutorials videos should be watched together in class so that you could explain what’s going on and point out what strategies were used.*

MS4: *I personally think videos, which showed how to deliver good presentations and to conduct and participate in meetings, were very good because they gave us examples on what to do and how to use strategies.*

MS2: *Videos were more useful than the course book because they showed me how to deliver good presentations and to conduct and participate in meetings.*
SS7: I particularly liked the TED Talk video by Caroline Goyder, which talked about speaking with confidence, because I learned some useful strategies that could help me make my presentations more interesting.

Like other students, SS4 also had a positive opinion toward the videos included in the course book and also made some suggestion as follows:

SS4: I liked the videos you included in the course book because they gave me ideas on how to effectively deliver a presentation and participate in a meeting. However, I think it would be better to watch all the tutorial videos in class because this would enable the teacher and the students to discuss what was going on and the language expressions used in the videos.

4.2.6.7 The Teacher’s Purposes and Methods of Showing Videos in Class

One strong student’s excerpt points out that the teacher used videos for pedagogical purposes such as to show examples of effective presentations and meetings and useful language exponents, particularly tutorial videos, and to use videos as prompts for further discussion and presentation.

SS6: I think the way you (the teacher) used the videos on this course was interesting. You used videos for different purposes. Besides showing them to allow us to get the gist of the content we watched in order to be able to answer questions, you also used videos, specially the tutorial videos, to illustrate good models of presentations and meetings and useful expressions we could use. Moreover, you used some videos to generate further discussion, which then led to a presentation. For instance, in Activity 6 of Unit 2, you assigned us to watch a documentary about problems that the Thai tourism industry had at home, then to discuss the main points we had taken notes on in a small group and to prepare a persuasive presentation.
One weak student’s excerpt illustrates how the teacher pedagogically showed the videos in class.

WS2: *When you (the teacher) showed the video clips in class, you always checked with us whether we could follow them or not. If there were some parts that we could not follow, you would play back for us. Also, in the learning activities that required us to fill in the blanks to complete the information we watched in the videos, you would pause the clips for us to give us some time to write. I think these two things you did were very good.*

### 4.2.6.8 An Easy Access of Videos

One weak student provided a suggestion on sending students video clip links in the course Line group could be done in the next academic year to make it more convenient for the students to get a direct access to the videos. Her suggestion implies that teachers who would like to use videos on their courses should ease the access process.

WS6: *I think it would be more convenient if the teacher sent the video clip links in our Line group so that we could just click on the links directly instead of having to type their URLs.*

### 4.2.6.9 A Provision of Materials that Cater for Different Learning Styles

One moderate student would like to have more learning resources for self-study.

MS6: *I think you (the teacher) should provide more learning resources for self-study, which could be videos, links, or supplementary handouts so that students who were interested in particular topics could learn more by themselves.*
4.2.7 Learning Activities for the LACS Instruction

This section shows their opinions about learning activities they did in class. There appears to be a consensus of opinion that students from all three groups favored small group discussions. The following excerpts are presented based on five reasons why students enjoyed group discussions:

4.2.7.1 Students had opportunities to brainstorm ideas and share opinions with each other:

WS4: *I think group discussions were great because we got to brainstorm ideas and to share our opinions with our group members, and learning activities that allowed us to discuss in groups actually corresponded to one of the course objectives, which is to be able to participate in group discussions.*

MS7: *I liked group discussions because they enabled me to know what other people in other groups think when the teacher asked us to share our ideas in class. Some ideas were completely new to me.*

SS7: *Group discussions encouraged me to share my ideas as well as listen to other people’s ideas.*

4.2.7.2 Group discussions broaden students’ horizons:

Besides contributing their ideas in group discussions, listening to other people’s ideas helped broaden students’ horizons.

SS7: *I liked group discussions because listening to other people’s ideas broadened my horizons.*

SS2: *I certainly agreed with SS7 because group discussions broadened my horizons as I got to hear different views from my friends.*
4.2.7.3 Students became more stimulated and engaged in their own learning:

Four students’ interview excerpts below illustrate that participating in group discussions intrinsically motivated them. Two weak students, WS4 and WS6, particularly found it fun when the teacher asked every group to compete with each other in contributing ideas.

MS3: *I think group discussions stimulated my learning because we needed to be active and engaged in discussions. They were better than listening to a lecture for one hour.*

SS4: *Group discussions stimulated my learning as they kept me awake and active.*

WS4: *I particularly liked it when the teacher asked every group to compete in sharing their ideas because it was great fun and I became more stimulated to contribute more ideas.*

WS6: *I agree with WS4. I also liked it when the teacher asked us to compete with each other in contributing ideas as it was really fun and truly stimulated me.*

4.2.7.4 Students were able to use their prior knowledge in economics in group discussions:

The views of two students presented below highlight the importance of the relevance between learning activities and students’ discipline. Learning activities should be relevant to students’ disciplines in order for students to become more motivated to participate in such activities.

WS6: *Because all the topics we learned in class were about economics, we could use our knowledge of economics to answer questions and share our opinions, and this was great.*
MS7: *I think group discussions were fun because we got to discuss issues about economics. At least, we know what we could talk about because it’s our major.*

4.2.7.5 **Students had opportunities to work with friends whom they had never worked with before:**

Normally, students will stick with the same group of friends when they do group discussions. However, on this course, students were asked to work with friends whom they had never worked with before, which gave them opportunities to know their friends better.

WS6: *I think it was great that the teacher asked us to work with friends whom we had never worked with before in some speaking activities because this gave us opportunities to get to know each other better.*

SS7: *I liked the fact that some speaking activities required us to work with friends whom we had never worked with before in this class because it was nice that we got opportunities to work with different people.*

4.2.8 **Effects of LACSs on Students’ Self-Confidence**

It was discovered that three main factors – 1) LACSs taught on this course, 2) frequent rehearsals, and 3) teacher feedback on students’ speaking performances boosted students’ self-confidence.

4.2.8.1 **Learning and Communication Strategies and Students’ Self-Confidence**

Several students from moderate and strong groups reported in the interview sessions that they thought LACSs taught on the course increased their self-confidence. Not only did LS 7 – Lowering anxiety reduce their nervousness, but also boosted two students’ self-confidence.
MS2: I think LS 7 – Lowering anxiety had boosted my confidence, especially on this course where I got to really apply it in the oral assessments. I felt more confident when I could control my anxiety.

SS4: LS 7 – Lowering anxiety calmed me down and helped me focus better before and during the oral assessments. This strategy really reduced my anxiety and boosted my confidence, and helped me speak more fluently.

Two students mentioned that LS 8 – Encouraging yourself, which is an affective LS, boosted their self-confidence in doing oral assessment tasks.

MS4: As I said earlier in the interview, I think LS 8 – Encouraging yourself made me feel more confident because positive statements I told myself before any oral assessment truly boosted the level of my confidence.

MS7: I agreed with MS4 that LS 8 also boosted my confidence. I think it’s really important for me to believe in myself and in my ability because self-belief encouraged me to do my best.

Interestingly, two strong students, SS6 and SS7, mentioned LS 4 – Planning for a language task, LS 5 – Self-monitoring, and LS 6 – Self-evaluation, which are not affective LSs, but metacognitive LSs. Thus, it was evident that some metacognitive LSs could be applied to increase the level of confidence in speaking tasks.

SS6: I think learning LACs have boosted my confidence because they were tools that I used when delivering presentations and participating in meetings. For instance LS 4 – Planning for a language task – guided me in planning for every oral assessment. Then, in my speeches, I tried to integrate useful exponents you provided us in the course book by using LS 3 – Recognizing and using language exponents. Before taking the oral assessments, I breathed deeply to lower my anxiety, and I’d say LS – 7 Lowering anxiety really worked. After each assessment, I reflected on and
evaluated my performance using LS 6 – Self-evaluation, which helped me see what went well and what needed improvement.

SS7: Although strategies I learned in class helped me prepare my speeches, they did not help reduce my anxiety. However, I think LS 5 – Self-monitoring, particularly production monitoring – boosted my confidence. I personally struggled with pronouncing many English words, so when I rehearsed my speeches, I tried to monitor my pronunciation. If there were words I found difficult to pronounce, I’d repeat pronouncing them until I got them right. I felt more confident as my pronunciation improved.

Two moderate students did not pinpoint which LACS boosted their self-confidence, but rather reported general overviews.

MS5: I think LACSs I learned in class were very useful and helped boost my confidence because they guided me what to do for the oral assessments.

MS1: I agreed with MS5 that strategies I learned in class increased my confidence. LACSs guided me what to do to prepare my scripts, to deal with my nervousness, and to evaluate my performances. CSs helped me handle any communication difficulties I encountered during the oral assessments. So, I’d say that these strategies were my tools to help me do well, and my confidence rose as a result.

4.2.8.2 Frequent Rehearsals

Some students recognized the importance of their speech rehearsals, which they thought helped them become more confident and perform well in the oral assessments because frequent rehearsals helped the students speak more fluently. Furthermore, rehearsing with friends could help students practice maintaining their eye contact with the audience better, and this led to increased confidence. Rehearsing in front of a mirror also boosted students’ confidence as they could ensure they did not project any awkward movements. In addition, frequent
rehearsals allowed students to become aware of problems they might encounter in the oral assessments, and this led them to making plans to solve problems in advance.

Besides an increase in self-confidence and a decrease in anxiety, frequent rehearsals enhanced one weak student’s understanding of the oral assessment tasks.

WS8: *My confidence had increased because I rehearsed a lot, especially on this course, where I got to practice speaking in front of the class very often. Rehearsing very often really increased my fluency and helped reduce my anxiety. At the beginning of every oral assessment task, I didn’t quite know what to do, but the more I practiced, the more I understood and knew what to do.*

One moderate student found rehearsing with her friends enabled her to practice maintaining her eye contact with the audience, which boosted her self-confidence.

MS2: *Rehearsing with my friends a lot increased my confidence because I became used to speaking in front of the audience, which allowed me to practice maintaining my eye contact with them. Also, rehearsing a lot increased my fluency.*

Another moderate student practiced her speeches in front of a mirror, which allowed her to monitor her body language.

MS3: *I rehearsed my speeches in front of a mirror quite often to check my body language. And when I could see that my body language was ok, not showing any awkward movements, I felt my confidence increased.*
One weak student had a different opinion on rehearsals from others. He thought that frequently practicing his speeches enabled him to deal with problems that might occur in the oral assessments better as he could make plans in advance for solving such problems.

WS2: *I think practicing speaking a lot boosted my confidence. There were four oral assessments and basically we practiced the tasks almost every week. Actually practicing a lot had helped me deal with problems, which might occur in the oral assessments, better in a sense that I know what wasn’t OK during my rehearsals and then I tried to prepare myself with what to do if things went wrong in advance.*

4.2.8.3 Teacher Feedback on Students’ Speaking Performances

Three students found that teacher feedback was the thing that boosted their confidence because it clearly informed them of what they needed to improve on, and their level of confidence increased as a result of their improved performances.

MS7: *I think your feedback really boosted my self-confidence as it clearly pinpointed what exactly I needed to improve on. This kind of feedback helped me focus on improving my weaknesses better. After hearing your feedback, I tried to see what I could do to make my performances better. Knowing exactly what to work on and being able to fix my weaknesses helped improve my performances.*

SS5: *What greatly boosted my self-confidence was your feedback, which clearly pointed out what I needed to work on. I tried to improve my performance every time I received your comments and gradually I became more confident. The confidence I had greatly helped me speak much better in front of the public in other subjects.*

SS8: *I agreed with SS5 that your feedback really boosted my confidence. Since all four oral assessment tasks were different, your comments on my performances also differed, but all of them helped me improve my
performances. I’d say my level of confidence increased as a result of my improved performances.

To summarize, some LSs were identified to help boost students’ confidence, including affective LSs: LS 7 – Lowering anxiety and LS 8 – Encouraging yourself, and metacognitive LSs: LS 4 – Planning for a language task, LS 5 – Self-monitoring, and LS 6 – Self-evaluation. Furthermore, frequently rehearsing their speeches boosted students’ confidence because it 1) enabled them to speak more fluently, 2) led to more effective body language if practicing with their friends and in front of a mirror, and 3) allowed students to prepare plans for tackling problems they might be faced with. In addition to LACSs and rehearsals, teacher feedback increased students’ confidence as it exactly told students what they needed to improve on. Their improved performances, thus, boosted their confidence.

4.2.9 Students’ Opinions on Self-, Peer, and Teacher Assessments

As stated in Chapter 2, the LACS instruction followed nine principles for developing oral communication ability, which were adapted from Ginkel and colleagues (2015). The nine principles could facilitate students in preparing for and performing speaking tasks and in evaluating their performances after the tasks as well as help them develop their oral communication ability more effectively. As a result, self- and peer assessments were implemented as part of the LACS instruction. Self-, peer, and teacher assessments are all parts of formative assessment, which appeared in qualitative feedback and were employed to help students improve their performances on the OECE course. As previously mentioned in Chapter 3, students received feedback, which informed them how they performed oral assessment tasks and what they needed to do to improve their performances from themselves, their friends, and the teacher.

This section presents students’ opinions on the implementation of self-, peer, and teacher assessments to examine whether the students found such assessments effective or not. During the three interview sessions with three groups of students, it was observed that students in all three groups actively voiced their opinions on this topic. Their opinions were divided into benefits and drawbacks of all
three types of assessment. Apart from opinions on those types of assessment, students also provided useful suggestions on how to improve theme.

4.2.9.1 Self-Assessment

Several students thought it was good to have self-assessment on the course because it allowed them to evaluate and monitor their own performances.

WS1: I think having self-assessment on this course was good as it allowed us to see how we performed and to monitor our speaking progress.

MS3: I think self-assessment was good because it helped me reflect on my weaknesses and made me think of what to do to improve in the following oral assessments. I also crosschecked my self-assessment with the teacher feedback in order to see whether you spotted the same things.

SS7: I liked self-assessment because it gave me an opportunity to evaluate my own performances.

SS8: I think self-assessment were good because it allowed me to look back on how I performed in order to see what needed to be improved.

In addition, the three following interview excerpts show that videos were a tool, which provided clear evidence of students’ performances and allowed the students to spot things they might not be aware of during the assessments.

MS2: I agree with MS3 in that self-assessment was good because when I performed in the oral assessments, I didn’t realize my weaknesses. But after I had watched my performances on the videos, I saw those flaws.

MS7: I liked self-assessment because although I knew what went wrong during the assessments, having watched the videos after the assessments again enabled me to reflect my own performances more thoroughly and to plan on what to do to improve my own performances.
SS1: *I particularly liked self-assessment because I got to reflect my own performances while watching the videos without any bias. I tried to look for what did not go well and worked on them to improve my performances.*

Although none of the students in all three groups thought self-assessment was not good, two strong students thought the self-assessment form consisted of too many points as illustrated below.

SS7: *I think the self-assessment form has too many points to evaluate.*

SS1: *I agree with SS7. It was quite a hassle for me to go through those points in the form, and it took me quite some time to write my evaluation.*

### 4.2.9.2 Peer Assessment

Students had mixed opinions on peer assessment. Some students thought it was good to have peer assessment on the course because, as the assessor, this type of assessment enabled them to learn some useful techniques. As the one being assessed, peer assessment provided the students with opportunities to receive feedback on their performance and useful suggestions for improvement from their friends.

WS1: *I think peer assessment was good as it allowed us to get feedback from our friends who helped point out what we needed to improve on. Also, it allowed our friends to give suggestions, which could help us improve our performances. So, I think both types of assessment were effective.*

WS5: *I agreed with having peer assessment on this course because my friends helped suggest on how I could improve my performances and I found their suggestions very useful.*

SS2: *I think peer assessment was good because it helped me know what my friends thought about my performances and it helped my friends to know what other people thought about their performances.*
SS7: I also liked peer assessment because when doing a peer assessment, I got to see how other friends performed and to learn interesting techniques, which I could also use.

SS8: I think peer assessment was also good because feedback from our friends in peer assessment also helped me crosscheck my own evaluation to see whether there were points we both agreed with. Moreover, sometimes my friends commented on some points that I might overlook.

The following interview excerpt of a moderate student, MS1, highlight another benefit of peer assessment, stating that this type of assessment enabled him to see his own weaknesses spotted by his friends.

MS1: I think it was good to have peer assessment because sometimes I could not see my own weaknesses after watching the videos of my performances, but my friends could spot them. So, I think it’s good to have someone else to evaluate my performances and give me feedback.

Nonetheless, some students felt peer assessment was not very effective in helping them improve their oral communication ability. This was because they could not truly give their honest feedback as they wanted to be nice to their friends.

MS3: I don’t think peer assessment worked very well because when I evaluated my friends’ performances, I tried to be nice and not to hurt their feelings. So, I felt I couldn’t really give honest opinions.

SS1: I think peer assessment wasn’t very useful because I believe that we all tried to be nice to our friends when we assessed them and when they assessed me. So, I think we wouldn’t honestly critique their performances.

One student even doubted whether her friends’ comments were honest because she thought her friends might not want to make her feel bad.

WS6: I doubted whether my friends who assessed me really paid attention to my performances while watching my video clips and whether they
dared to give their honest comments. They might not want to honestly critique my performances because they did not want to make me feel bad.

One student did not see the point of having peer assessment because students were not the ones to grade their friends’ performance in the oral assessments.

MS2: For peer assessment, I didn’t quite understand why we had to evaluate our friends’ performances because we did not give them scores anyway.

One student thought peer assessment was unnecessary because it was enough just to receive feedback from the teacher:

MS7: I think peer assessment was unnecessary because it was a hassle having to find friends to evaluate my performances when I thought feedback from the teacher was sufficient.

As illustrated above, students’ views on peer assessment were mixed. Some thought it was good to have, while others thought it was not effective. Those who did not favor peer assessment provided insightful critiques, which certainly should be taken into consideration in the next course meeting. The course coordinator and the instructors should discuss whether peer assessment should still be implemented, and if so, what should be done to make it truly effective and useful for the students.

4.2.9.3 Teacher Assessment

Some weak students thought teacher assessment through providing feedback after oral assessment rehearsals and oral assessments was the most useful part in helping them improve their performances because they felt that “the teacher really paid attention to each student’s performance” (WS1). Also, they tried to improve their performances based on the teacher’s comments and felt they performed better, “I tried to improve my performances based on your comments and suggestions and after that I could perform better” (WS4).
Other students had positive feedback on the teacher assessment because they believed the teacher gave them honest comments without any bias as indicated below.

MS2: *I preferred receiving comments from the teacher because she gave honest comments and I believed her more because she was my teacher.*

MS3: *Receiving feedback from the teacher was better than from friends because she gave honest comments.*

WS6: *I think the teacher concentrated on my performances more than my friends because she had to give thorough feedback and she gave honest comments.*

SS3: *I think the teacher’s comments were more important than those from our friends because comments from friends could be biased. I mean my friends might not want to give me their honest comments on my performances because they didn’t want to hurt my feelings.*

### 4.2.9.4 Suggestions on Self-, Peer, and Teacher Assessments

Some students provided useful suggestions for improving peer and teacher assessments.

**1) Peer assessments should be done in class.**

Three students suggested that peer assessment should be done in class as it made them focus better on watching their friends’ performances. Also, they could give their feedback to their friends right after the oral assessments, and assessing their peers in class could reduce the amount of homework.

WS1: *I think it’d be better to do peer assessment in class because I could concentrate better. Also, it was a hassle having to watch video clips at home when we could actually watch the real performances in class and assess our friends.*
WS4: I agreed with WS1 that assessing our friends in class would be better because we could give our feedback to our friends right after the assessments.

SS1: I think peer assessment should be done in class when our friends perform not at home to reduce the amount of homework.

The following suggestion made by SS6 elaborates on how peer assessment should be done in class in detail. He made a good point on providing an opportunity for every student to give feedback on their friends’ performances, so the ones who perform could receive comments from more than just one friend. Also, allowing them to be anonymous commentators would make students feel more at ease when giving feedback to their friends as they would not have to worry about making their friends feel bad, and this would encourage them to provide honest comments, eliminating the drawback of peer assessment expressed by the students.

SS6: For the peer assessment, the teacher can give pieces of paper to every student in class in which they can write down their comments while watching their friends perform in class and put them in each student’s comment box. Students can choose to write down their names or to be anonymous commentators. For example, when Jane gives a presentation, she will bring her comment box and put it in front of the class. Anyone who has comments on her performance can drop them in her box, and she can read all comments after that and know what is already good and what needs improvement. I think if we do it this way, it’ll allow students to receive comments from any of their friends, not just from one friend per one oral assessment. Also, it encourages us to really watch our friends’ performances as we all have a role to play.
(2) Self- and peer assessment form should be simpler.

Two strong students suggested that the self- and peer assessment form should be made simpler by including only a few open-ended questions.

SS7: What I’d like to suggest is that the self- and peer assessment form should include only a few open-ended questions and exclude detailed points to be evaluated to make it more user-friendly.

SS1: I also agreed with SS7’s idea that the form should be simpler by having only key items to be evaluated like performer’s strengths and rooms for improvement.

(3) Teacher feedback should be provided in a teacher feedback form.

Some students thought it would be nice to receive the teacher feedback in a teacher feedback form so that they could read the teacher’s comments whenever they wanted.

SS3: I’d like to suggest that the teacher feedback be provided in a teacher feedback form so that students could read comments whenever they wanted.

MS7: Receiving the teacher feedback in a teacher feedback form would be better as I could read her comments again and again. It was highly likely that we would forget the teacher’s comments, which were verbally given, as we didn’t jot them down while listening to them.

Linked with students’ suggestions on the provision of the teacher feedback in a form was an aspect of classroom management. The form could save time for both the teacher and the students as the teacher would not have to spend some extra time telling each student his/her feedback, and the students would not need to wait in line.
SS6: I agreed with SS1 and SS3 that there should be a teacher assessment form that the teacher can give to individual students. This would save time for both the teacher and the students from having to line up to listen to the teacher feedback.

MS3: It’d be better to receive feedback from the teacher in a teacher feedback form so that I could read it and didn’t have to wait in line to hear it from you in class.

In addition, the teacher feedback form would allow students to track their own progress as they would be able to compare the teacher’s comments on their performances from the first to the final assessments.

SS1: I think it’d be good to have a teacher feedback form because this way we could go back and read the teacher’s comments. Also, the form would allow us to see our progress and whether our performances had improved.

(4) **The teacher should provide a summary of common mistakes found in each oral assessment rehearsal and oral assessment.**

SS6 provided another useful suggestion on teacher assessment, stating that the teacher should talk about a summary of common mistakes that students made in each oral assessment rehearsal and real oral assessment because it could raise students’ awareness on what they need to avoid to help them perform better and how to correct such mistakes.

SS6 *In terms of the teacher assessment, I think it’d be nice to have a summary of common mistakes found in each oral assessment rehearsal and real oral assessment provided by the teacher, so that everyone in the class could learn what and what not to do in the real oral assessments.*
4.2.10 Problems Faced by Three Groups of Students

This section presents five problems that students encountered in the informative presentation post-test and the informal meeting post-test.

4.2.10.1 Informative Presentation

Students were faced with five different problems during the informative presentation post-test as indicated below. There are five problems, including 1) nervousness, 2) lack of fluency in giving a presentation, 3) ineffective use of body language, 4) some difficulty with pronunciation, and 5) fast pacing.

(1) Nervousness

Among five problems, anxiety was the problem that the majority of students encountered. Regardless of their different English proficiency levels, 15 students in all three groups reported in their journals that they were nervous during the presentation. The following excerpts show how nervousness obstructed the students from effectively delivering a presentation.

Firstly, some students reported that their nervousness made them forget some parts of their scripts.

WS5: I got nervous during the informative presentation post-test, and it made me forget some parts of my script.

MS2: I was nervous when standing in front of the room, and this made me forget some parts of my script during my presentation. When this happened, I had to read straight from my notes, which wasn’t good because it made me seem unprepared and I wasn’t able to maintain eye contact with the audience. Also, because I was nervous, I kept moving my feet while delivering the presentation.
Secondly, for some students, nervousness reduced speech fluency in the informative presentation post-test.

WS4: *At some point during the informative presentation post-test, I got nervous, so I forgot some parts of my script, and this made me feel I couldn’t give a presentation fluently.*

MS4: *At some point, I got a bit nervous and tripped sometimes. This reduced my fluency when delivering the presentation.*

(2) **Lack of Fluency in Giving a Presentation**

One weak student expressed his problem about fluency in delivering a presentation as follows:

WS1: *I wasn’t prepared well enough, so I wasn’t fluent when presenting the information.*

(3) **Ineffective Use of Body Language**

During the presentation, one moderate student felt his body language during the presentation was not very effective. After he had watched the video of his presentation, he reflected in his journal that he could see his body language and pinpoint in what ways it was ineffective.

MS6: *My body language was not effective during the presentation. I didn’t have much eye contact with the audience, and I felt my hand gestures were a bit awkward.*

(4) **Some Difficulty with Pronunciation**

One strong student felt she had some problem with her pronunciation.

SS7: *I felt I didn’t pronounce some words clearly.*
(5) Fast Pacing

After watching the video of his performance, one strong student realized he had a problem with fast pacing as follows:

SS1: I spoke a bit too fast during the presentation.

Some of these problems were spotted by the students during their self-assessment on their performances through watching the video clips. In this case, self-assessment raised students’ awareness of problems they encountered and encouraged them to find solutions and to make plans for improvement.

4.2.10.2 Informal Meeting

In the informal meeting post-test, students reported nine problems they had encountered. The problems were presented in six categories, including 1) nervousness, 2) forgetting some parts of the scripts, 3) pressure of time limitation, 4) language problems, 5) interruption, and 6) loss of concentration.

(1) Nervousness

Noticeably, fewer students felt nervous in the informal meeting post-test compared to the informative presentation post-test, which was administered before the midterm examination. The reason that fewer students felt nervous in this post-test could be because they became more acquainted with the oral assessment tasks.

Only six students (three moderate and three strong students) reported that they felt a bit nervous when they presented their ideas in the meeting. Nervousness caused some students to forget parts of their scripts, to look at notes very often, to speak faster, to trip, and to be unable to think of questions to ask.
Two moderate students, MS2 and MS3, reflected that nervousness made them forget some parts of their scripts as presented below.

MS2: *I was nervous at the beginning, so I couldn’t sit still and forgot some parts of my script.*

MS3: *I was nervous when I knew I didn’t have much time to present my ideas. So, I forgot some parts of my script. Also, I was a bit nervous when answering questions from other participants during the discussion.*

One moderate student felt she looked at her notes very often when she was nervous.

MS5: *I was a bit nervous when presenting my ideas, so I was looking at my notes a bit too often at first.*

One strong student spoke even faster.

SS1: *During the post-test, I got a bit nervous, so I spoke quite fast. I feel I spoke faster than usual.*

One strong student tripped because she was nervous.

SS5: *While I was presenting my ideas and I had eye contact with other participants, I felt a bit nervous, so I tripped sometimes.*

One strong student realized she did not ask any question although there were parts she did not understand simply because she was nervous.

SS7: *During the post-test, I was quite nervous. Actually there were times that I didn’t understand my friends’ questions very well, but because I was nervous I couldn’t think of any question to ask my friends to clarify their questions.*
(2) Forgetting Some Parts of the Scripts

Four students (one weak, one moderate, and two strong students) reported that they forgot some parts of their scripts during the post-test, but did not identify any cause.

WS6: I forgot some parts of my script.
MS1: I forgot my script at some point during the post-test.
SS2: I forgot some parts of my script, so I had to improvise, and that made some of my sentences grammatically incorrect.
SS3: There were times I forgot some parts of my script.

(3) Pressure of Time Limitation

Two strong students were under pressure knowing they did not have much time to present their ideas in the informal meeting post-test.

SS6: The time limit in this post-test was the main challenge for me. We had to do many things within such a short time. We had to brainstorm ideas, discuss, and made a decision on the best two solutions.
SS4: I felt I couldn’t manage my time well as I took a bit too long to answer questions.

(4) Language Problems

Language problems could be categorized into four problems, including 1) worry about what to ask during the discussion, 2) struggling with sharing opinions and forming questions to ask during the discussion, 3) repetition of language exponents, and 4) using wrong words.
4.1 Worry about What to Ask during the Discussion

Two weak students were worried about asking questions during the discussion.

WS3: I was worried about what to ask other participants during the discussion because sometimes I didn’t understand what other participants said.

WS6: I was worried about coming up with questions I needed to ask during the discussion as I just didn’t know what to ask.

4.2 Struggling with Sharing Opinions and Forming Questions to Ask during the Discussion

One weak student had some difficulty with forming sentences in English.

WS8: I was slow at sharing my opinions and asking questions during the discussion because I struggled with forming sentences in English, and sometimes I didn’t really understand what others said.

Noticeably, all three weak students were worried about asking questions during the discussion. Their worry stemmed from their limited listening comprehension ability, which led to their struggles with coming up with questions to ask other participants. This kind of problem was envisaged prior to the strategies instruction, and thus led to an inclusion of three CSs: CS 1 – Asking for repetition, CS 2 – Asking for clarification, and CS 3 – Asking for confirmation. The strategies these weak students employed to solve their problems were presented in 4.2.11.2 Informal Meeting (p.202).
4.3 Repetition of Language Exponents

One moderate student felt he repetitively used the same expressions.

MS6: I felt I didn’t use a variety of useful expressions I’ve learned, so some expressions I used were repetitive.

4.4 Using Wrong Words

One moderate student felt she misused words.

MS4: Sometimes I said wrong words during the idea presentation and the discussion.

(5) Interruption

One moderate student mentioned a problem about an interruption.

MS7: During the discussion, some participant interrupted while I was saying something, and this interrupted the flow of my speech.

(6) Loss of Concentration

One strong student felt she lost her concentration during the informal meeting task.

SS4: I couldn’t catch all ideas while other participants presented them because at some points during the post-test I lost my concentration.

4.2.11 Approaches to Solving Problems

This section presents solutions that students used to solve the problems they were faced with in the informative presentation and the informal meeting post-tests. Solutions illustrated below appear in the students’ reflective journals and the teacher’s observation note form.
4.2.11.1 Informative Presentation

Three approaches were employed to solve the problems students were faced with in the informative presentation post-test. First, some students applied strategies taught on the course. Second, a few students used other strategies they discovered, and finally, some students did not use any strategy to solve their problems, but instead made future plans for improvement, which shows they implicitly used a metacognitive LS, particularly LS 4 – Planning for a language task. The final part of this section, Other Qualitative Findings on Students’ Use of LS, summarizes students’ use of LS.

(1) Strategies Used as Solutions

In order to tackle the anxiety problem, two affective LSs: LS 7 – Lowering anxiety through deep breathing and LS 8 – Encouraging yourself through saying positive statements to themselves were employed.

Ten students from three groups (2 weak, 4 moderate, and 4 strong students) used LS 7, making it the most frequently used strategy to deal with anxiety. The following excerpts illustrate their employment of LS 7:

WS3: The solution I used was breathing in and out slowly to help calm me down and feel more relaxed.

MS2: When I felt I was nervous during the presentation, I tried to breathe deeply and slowly to pull myself together and focus on what I had to say.

SS5: I tried to breathe in and out slowly and deeply to reduce my anxiety.

Interestingly, four students (one weak, one moderate, and two strong students) used LS 7 – Lowering anxiety in a combination with LS 8 – Encouraging yourself.

The following excerpts present an interesting aspect about LS 8. Although LS 8 taught in class focused only on making positive statements, the students’ reflections show that one student used an explicitly positive statement “I
can do it,” and others employed it to remind themselves to not worry, to do their best, to stay calm, and that they had done their best in preparing and rehearsing the presentation. Evidence that indicates how students used LS 8 was underlined in the excerpts below.

WS2: When I felt nervous, I tried to breathe in and out slowly to calm me down. Moreover, I tried to relax my body, smiled to the audience, and encouraged myself by saying I can do it to reduce my anxiety at the beginning of my presentation.

MS5: I tried to take a deep breath and pull myself together. Then, I told myself not to worry and to do my best.

SS2: I tried to breathe in and out deeply and slowly, and told myself to stay calm.

SS4: Throughout the presentation, I tried to breathe deeply and slowly to lower my anxiety, and I tried not to worry about the test by telling myself that I had done my best in preparing and rehearsing the presentation.

The aforementioned excerpts, thus, illustrate that these two LSs, LS 7 – Lowering anxiety and LS 8 – Encouraging yourself, could be used in a combination because they complemented each other.

Only one moderate student applied LS 8 – Encouraging yourself.

MS7: When I realized I was nervous, I tried to control and encourage myself by telling myself I could do it and then I tried my best.
Besides affective LSs, LS 5 – Production monitoring, a metacognitive LS, was applied by a strong student who had difficulty with word pronunciations:

SS7: *When I felt I didn’t pronounce some words clearly, I tried to self-monitor which words I had difficulty pronouncing so that after the post-test I could practice pronouncing them more.*

In addition to LSs, one moderate student reported her use of CS 5 – Self-repair, reflecting that she self-corrected the parts she stumbled:

MS4: *Whenever I said something wrong, I corrected myself by restating the whole sentences again to make sure other people understand what I wanted to say.*

Noticeably, only one student, MS4, reported the use of a CS in her journal. However, the teacher’s observation note form showed that CS 5 – Self-repair was also employed by other three students (WS1, MS7, and SS8) in the three groups, and no one used CS 4 – Use of fillers and hesitation devices during the informative presentation post-test. Examples of students’ use of CS 5 were illustrated as follows:

WS1 self-corrected the word choice from “Thailand’s industry” to “Thailand’s automotive industry”

MS7 self-corrected the sentence from “I will divide…” to “I have divided the presentation…”

SS8 self-corrected by adding an adjective from “There is a number” to “There is a huge number of tuna…”

(2) Emergence of New Strategies

Apart from using LS 7 – Lowering anxiety and LS 8 – Encouraging yourself to handle their nervousness during the presentation, three students used other strategies, which were not introduced in the classroom. The first

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two strategies that two students, one weak and one moderate, used had to do with interacting with the audience:

**WS5:** *I asked the audience questions to calm myself down to gain time to recall the main points he wanted to talk about.*

**MS4:** *Maintaining eye contact whenever I forgot my script and was nervous made me feel calmer and showed that I was still with the audience. Also, it helped me recall the main points more quickly.*

The other strategy had to do with a tool:

**SS3:** *I found a technique for reducing anxiety on the Internet, which recommended using an aromatic inhalant. So, I tried to sniff it before taking the oral assessments, and it worked very well for me. It really calmed me down and helped me concentrate better.*

### (3) Future Plans for Improvement

Explicit writing of future plans, in fact, shows that these students employed a metacognitive LS, which was production monitoring in LS 5 – Self-monitoring as they could identify what went wrong in their performances and LS 4 – Planning for a language task as they made plans to solve problems they had. In addition, explicit writing of future plans would not be encouraged if students had not been asked to write their reflections on problems they had encountered and their strategy use in the reflective journals and to evaluate their own performances in the self-assessment forms.

The following students’ reflections illustrate that their future plans for the informative presentation post-test written in their journals involved rehearsals.

Two weak students reflected in their journals that they felt they did not deliver a presentation fluently in the post-test. This kind of problem could not be solved instantly during the presentation. Therefore, the students wrote their future plans to improve their fluency by
3.1 Preparing the presentation in advance and rehearse it more often:

WS1: I didn’t use any strategy, but I know I need to prepare my presentation well in advance and rehearse it more frequently.

3.2 Rehearsing the presentation with a friend to receive feedback:

WS6: I realized that I needed to rehearse more, especially with my friend so that she could give me feedback for improvement.

One moderate student, who noticed that his body language was not very effective during the presentation, planned to practice speaking in front of a mirror to observe and work on his body language.

MS6: For the future oral assessments, I plan on using techniques I’ve learned in class and on practicing my speech in front of a mirror to improve my body language, especially maintaining my eye contact with the audience and using my hand gestures more effectively.

Finally, one strong student, who noticed that he spoke a bit too fast, planned to reduce his speed and to rehearse with a friend for feedback.

SS1: After I had watched my performance on the video, I realized I spoke quite fast, so next time I’ll slow down and use pauses to make my presentation more effective. Also, I’ll rehearse my presentation with my friend in order to get his feedback on my performance.

Their journal excerpts show that all these four students realized the importance of rehearsals, and thus, planned to rehearse their presentations. One student who had a problem with his body language would practice his speech in front of a mirror, while others would practice with their friends in order to get some feedback for improvement.
(4) Other Qualitative Findings on Students’ Use of LSs

It was revealed in the students’ journals that the majority of strong students (five students) used a combination of different LSs for performing the informative presentation post-test task. Four strong students employed all three types of cognitive (LS 3 – Recognizing and using language exponents), metacognitive (LS 4 – Planning for a language task and LS 5 – Self-monitoring regarding production monitoring), and affective (LS 7 – Lowering anxiety and LS 8 – Encouraging yourself) LSs. In addition, moderate and weak students applied only cognitive (LS 1 – Getting the idea quickly and LS 3) and affective (LS 7 and 8) LSs.

Although none of the students mentioned their use of LS 5 – Self-monitoring concerning strategy monitoring and LS 6 – Self-evaluation regarding ability evaluation in their journals or self-assessment forms, which were metacognitive LSs, their reflections in the journals and their feedback in the self-assessment forms provided clear evidence showing that students in all three groups, in fact, used these two metacognitive LSs. Thus, this study would argue that strong, moderate, and weak students did employ metacognitive LSs whether or not they were aware of their metacognitive LS use, but the quality of their reflections and feedback in the journals and the self-assessment forms varied depending on their reflection ability, not their language proficiency because they were allowed to write their reflections in Thai. The majority of strong and moderate students wrote thorough and comprehensive reflections and feedback, whereas the majority of weak students wrote only a few comments and sometimes did not elaborate much. Also, strong students were more likely to be aware of their use of metacognitive LSs than weak and moderate students.

4.2.11.2 Informal Meeting

Like in the informative presentation post-test, three main approaches were employed to solve problems that students encountered in the informal meeting post-test, including using LACSs taught on the course, employing new strategies not previously taught, and making future plans for improvement. The approaches are presented as follows:
(1) Strategies Used as Solutions

Four LSs: 1) LS 2 – Note-taking, 2) LS 3 – Recognizing and using language exponents, 3) LS 4 – Planning for a language task, and LS 7 – Lowering anxiety were used in performing the informal meeting post-test task. Since such a task required students to discuss ideas in an informal meeting, the employment of CSs, thus, became evident. Consequently, the employment of three CSs was reported in the students’ reflective journals in addition to LSs, including 1) CS 2 – Asking for clarification, 2) CS 4 – Use of fillers and hesitation devices, and 3) CS 5 – Self-repair. The use of the aforementioned LACs, which was evident in students’ reflective journals, was presented from 1.1 to 1.9.

Furthermore, it was shown in the teacher’s observation note form that one weak student used CS 5 (WS2), one weak student used CS 2 (WS7), and one strong student used CS 3 – Asking for confirmation (SS6). The observation of the use of these three CSs was illustrated in 1.10. Thus, it could be concluded that the students employed CSs 2-5 in the informal meeting post-test, and some students were aware of their CS employment during the test as they explicitly reflected in their journals.

1.1 LS 7 – Lowering anxiety was used to reduce nervousness.

The use of LS 7 – Lowering anxiety was reported in the journals to reduce students’ nervousness as shown below.

MS2: I tried to take a deep breath to pull myself together, and then I tried to concentrate on what I had to say.

SS1: I tried to breathe deeply to help me feel more relaxed.
Besides LS 4, one moderate student, MS3, employed CS 4 – Use of fillers and hesitation devices to lower her nervousness and to gain time before answering questions.

MS3: *When other participants asked me questions and I got a bit nervous, I took a deep breath and used CS 4 to gain time before answering questions.*

### 1.2 LS 7 – Lowering anxiety and CS 4 – Use of fillers and hesitation devices were used to deal with the situation where students forgot their scripts.

One weak student, WS6, reflected that she used LS 7 when she realized she forgot some parts of her script in order to pull herself together and continue her presentation of ideas as presented below.

WS6: *When I forgot the script, I tried to focus on the key points and to take a deep breath then continued.*

Besides LS 7, one strong student, SS3, mentioned he used CS 4 – Use of fillers and hesitation devices when he forgot some parts of his script:

SS3: *I used CS 4 – Use of fillers and hesitation devices to gain time while I was trying to recall the information.*

The teacher’s observation notes reveal that SS3 said, “Actually, you will see that this FarmBot is very useful because it can save labor costs.”

Thus, it could be concluded from the aforementioned reflection excerpts in 1.1 and 1.2 that LS 7 and CS 4 could be used to reduce anxiety and to deal with a situation where students forgot their scripts.
1.3 LS 4 – Planning for a language task and planning to rehearse how to answer questions were employed to deal with pressure of time limitation.

Two strong students, SS6 and SS4, tackled their pressure of time limitation differently. Not only did SS6 employ LS 4, but also he timed himself when he rehearsed his script in order to not exceed the time limit.

SS6: I was aware that there was not a lot of time for this post-test, so I used LS 4 to help me plan and organize my script. I included only very important ideas and clear and concise examples. Moreover, I timed myself while rehearsing to make sure that I didn't take too long when presenting my ideas.

Although SS4 reflected that “I took a bit too long to answer questions and was too worried about trying my best to answer questions,” she did not use any strategy to reduce her worry about the time limit. However, she made a future plan: “I should rehearse how I would answer questions in a clearer and more concise way, so that I could manage the time better.

1.4 LS 2 – Note-taking and LS 3 – Recognizing and using language exponents were employed to soothe students’ worry about what to ask during the discussion.

Two weak students, WS3 and WS6, had the same problem. They were worried about what to ask during the discussion, and they used the same LS to solve their problem.

WS3: I tried to take notes on main points to think of what to ask, and to create questions by using useful expressions taught in class.

The teacher’s observation note form shows that WS3 used an appropriate expression, “Could you elaborate on how you plan to approach the farmers to use your innovation?” to ask one participant a question.
WS6: *I took notes on the main points and the points I didn't understand, so that I knew what to ask using the information on my notes and the expressions I’ve learned in class.*

The teacher’s observation note form indicates that WS6 appropriately asked a clarification question, “*Could you please explain the differences between a tractor with a GPS and without a GPS?*”

1.5 **A combination of LACSSs, including LS 2 – Note-taking, LS 3 – Recognizing and using language exponents, and CS 2 – Asking for clarification, was employed to help a weak student deal with his struggle with sharing his opinions and forming questions to ask during the discussion.**

WS8 reflected he struggled with sharing his opinions and coming up with questions to ask during the discussion because his English was not good. His reflection shows that he used three strategies, including LS 3 – Recognizing and using language exponents, LS 2 – Note-taking, and CS 2 – Asking for clarification, to solve his problem.

*Whenever I wanted to share my opinions and asked some questions, I tried to think of exponents in the course book to help me form sentences and questions. Also, I took notes on the points I didn’t understand, so that I could ask other participants questions later during the discussion. I also used CS 2 – Asking for clarification during the discussion when I had trouble understanding some ideas other participants shared.*

The teacher’s observation notes illustrate that WS8 appropriately asked one participant two questions, “What exactly do you mean by self-driving tractor? Who will control it?” in order to get a clarification on the concept of self-driving tractor.
1.6 An employment of a combination of LS 3 – Recognizing and using language exponents and LS 4 – Planning for a language task was mentioned as a future plan to eliminate the repetition of the same language expressions.

Although one moderate student, MS6, realized he kept repeating the same language expressions during the post-test, he could not think of other expressions to use. However, he wrote his future plan in his journal on how to solve this problem.

MS6: Although I knew I kept using the same expressions during the post-test, I couldn’t think of other alternatives I could use to avoid repetition. So, for the future oral assessment, I should use two LS: LS 3 – Recognizing and using language exponents and LS 4 – Planning for a language task. I should use different expressions learned on this course when I write my script, so that I won’t repeat the same expressions.

The final sentence, which was underlined, shows that MS6 was intrinsically motivated to improve his language use, especially meeting expressions, although the use of a variety of meeting expressions was not one of the criteria for assessing this speaking task.

1.7 CS 5 – Self-repair was employed when a student realized she said made a grammatical mistake.

One moderate student, MS4, used CS 5 to correct herself in the post-test to make her speech understood.

MS4: Whenever I said something wrong, I used CS 5 – Self-repair to correct myself to make sure other people understand what I wanted to say.
The teacher’s observation notes illustrate that MS4 corrected herself by saying, “The government should to create I mean the government should create policies to encourage farmers to do smart farming.” While speaking this sentence, MS4 realized she made a grammatical mistake by saying “to,” so she self-corrected by restating, “I mean the government should create policies to encourage farmers to do smart farming.”

1.8 LS 3 – Recognizing and using language exponents was used to manage an interruption.

One moderate student, MS7, used LS 3 to manage an interruption during the discussion.

MS7: When some participant interrupted, I used an expression to manage the interruption and to finish what I was saying.

1.9 LS 2 – Note-taking was mentioned as the solution to be used for helping a student stay focused on the discussion.

One strong student, SS4, wrote a future plan what to do to help her concentrate better during the discussion.

SS4: While listening to other people’s ideas during the discussion, I should use LS 2 – Note-taking by jotting down key points to help me focus better.

The reflection excerpts previously mentioned indicate that LS 3 – Recognizing and using language exponents could be used to 1) help students form appropriate sentences and questions to ask, 2) avoid repetition of expressions, and 3) manage interruptions. In addition, LS 2 – Note-taking could be employed to help students 1) come up with ideas about what to say and ask during a discussion and 2) stay focused on a discussion.
1.10 The teacher’s observation of students’ use of CSs

Three students (two weak and one strong students) did not report their use of any CS in the informal meeting post-test in their journals. However, the teacher’s observation notes reported their CS use as follows:

WS2 used CS 5 – Self-repair as he self-corrected his word choice from “I want” to “I would like” to make his speech more formal.

WS7 employed CS 2 – Asking for clarification when he did not understand another participant’s idea by asking, “Can you explain what precise agriculture is?”

SS6 used CS 3 – Asking for confirmation to confirm that he understood one participant’s idea correctly by asking, “Did I understand you correctly that you want to support SS2’s idea?”

These students did not report their CS use in their journals probably because they were not aware of their use during the post-test.

To summarize students’ CS use, four CSs: CS 2 – Asking for clarification, CS 3 – Asking for confirmation, CS 4 – Use of fillers and hesitation devices, and CS 5 – Self-repair were employed by some students in three groups. CS 1 – Asking for repetition was the only CS that was not used. CS 2 was used by two weak students. CS 3 was used by one strong student. CS 4 was used by one moderate and one strong students. Finally, CS 5 was used by one weak and one moderate students. The teacher’s observation notes indicated the students employed CSs effectively and appropriately to facilitate their communication during the discussion in the post-test.

To conclude, in an informal meeting post-test task, weak students employed cognitive (LS 2 – Note-taking and LS 3 – Recognizing and using language exponents) and affective (LS 7 – Lower anxiety) LSs as well as CS 2 – Asking for clarification and CS 5 – Self-repair. Moderate students used an affective LS (LS 7) and CS 4 – Use of fillers and hesitation devices and CS 5. Finally, strong students
applied a metacognitive (LS 4 – Planning for a language task) and an affective LS (LS 7) as well as CS 3 – Asking for confirmation and CS 4 – Use of fillers and hesitation devices.

(2) Emergence of New Strategies

Two students (one moderate and one strong students) used different strategies not taught in class to reduce their nervousness.

The moderate student, MS5, maintained her eye contact with other participants in the group.

MS5: When I was nervous, I tried to focus on what I had to say and to have eye contact with other participants to reduce my anxiety and boost my self-confidence.

The strong student, SS5, pulled herself together and tried to concentrate on what she wanted to say.

SS5: When I got nervous, I tried to pull myself together and focus on what I wanted to say, and then said it.

Pulling one’s self together was also used by a moderate student to deal with the situation where he forgot his script as illustrated below.

MS1: When I realized I forgot my script, I tried to pull myself together and to think of the key points I wanted to say.

One strong student, SS2, had another way of dealing with a situation where she forgot some parts of her script; she tried to understand the main concepts of the information and presented them as how she understood them using the keywords on her note cards. However, this method would not be possible without preparing her script and having rehearsed her speech many times to thoroughly understand the main concepts of the information she would like to present.

SS2: When I realized I forgot some parts of my script, I didn’t get freaked out, but I tried my best to speak from my understanding. I think speaking
from my own understanding of the whole concept about the solutions to smart farming helped me a lot in presenting my ideas.

The aforementioned reflection excerpts from MS1 and SS2 show that they tried to remain calm and to think of the key ideas that they wanted to talk about when they forgot their scripts.

(3) Future Plan for Improvement

One strong student, SS7, reported that she did not understand her friends’ questions very well, but she did ask them to clarify because she was nervous during the post-test. Her reflection shows that although she did not use any LACS, she made a future plan:

SS7: Because I was nervous, I didn’t use any LACS. I just forgot those strategies. But when I looked back, I think I could have used CS 2 – Asking for clarification to help me understand my friends’ questions better in order to provide answers that were more relevant to the questions. So, in the next oral assessment, I’ll try to control my nervousness better and to use CS 2 if I have problems understanding anything.

Noticeably, students applied different LACSs to solve the problems they had encountered. Some used only one strategy, while others used strategies in a combination. In addition, some students did not use any LACS taught on the course, but came up with their own ways to deal with their problems. Some students did not use any LACS during the post-test, but made their future plans for improvement in their journals.

4.2.12 The Effectiveness of LACSs in Helping Students Perform the Informative Presentation and Informal Meeting Tasks

This section provides concrete evidence of students’ use of self-evaluation in terms of the strategy evaluation, in which students judged their strategy use after they had completed the informative presentation and informal meeting tasks.
Students evaluated how LACSSs helped them perform the post-test tasks in their reflective journals. The findings of the three groups of students are divided into the informative presentation and the informal meeting post-test tasks.

4.2.12.1 The Informative Presentation Task

This section reports the students’ evaluations of the effectiveness of four LACSSs, including LS 4 – Planning for a language task, LS 7 – Lowering anxiety, LS 8 – Encouraging yourself, and CS 5 – Self-repair.

The most frequently used LS among three groups of students during the informative presentation task was LS 7 – Lowering anxiety. The majority of students who reported their use of such a LS reported that it was effective, while a few students thought it was not.

Five students (WS3, WS4, MS2, MS3, and MS5) reported that LS 7 – Lowering anxiety effectively helped reduce their anxiety before and while delivering their presentations.

WS3: Breathing in and out slowly certainly helped calm me down.

WS4: Deep breathing really helped reduce my anxiety during the presentation.

MS2: Breathing deeply and slowly did help reduce my anxiety when speaking in front of the classroom during the test.

MS3: Taking a deep breath really helped me feel calmer.

MS5: Deep breathing helped reduce my anxiety during the test.

However, LS 7 was proven ineffective for lowering two strong students’ nervousness because they still felt nervous from time to time and one moderate student felt it did not help reduce his anxiety at all as presented below.

SS5: When I tried to take a deep breath, I felt calmer for a while, but then I got a bit nervous again, and I tripped from time to time. So, next time I’ll try harder to control my anxiety.
SS7: *Taking a deep breath reduced my anxiety a bit at the beginning, but then I got nervous again. I felt my speech didn’t flow nicely, so next time I’ll do it more often.*

MS1: *Taking a deep breath didn’t help reduce my nervousness though as I still felt nervous during the test.*

Two students, WS2 and SS4, who used a combination of LS 7 and LS 8 – Encouraging yourself reported the effectiveness of such LS below.

WS2: *Breathing slowly helped calm me down, and encouraging myself with positive statements helped me feel more in control and confident.*

SS4: *LS 7 calmed me down and helped me focus better before and during giving a presentation. This strategy really reduced my anxiety and boosted my confidence, and helped me deliver a presentation fluently. LS 8 made me become more confident and more optimistic. It really encouraged and empowered me. Because of all these positive vibes, I could give a presentation smoothly.*

Noticeably, their reflection excerpts clearly portray that positive feelings, which were resulted from LS 7 and 8, effectively calmed them down and made them feel more in control and confident.

Two strong students, SS6 and SS8, evaluated the effectiveness of LS 4 – Planning for a language task as shown below.

SS6: *What really helped me perform well during the test was the fact that I prepared my presentation well. LS 4 helped me from preparing to delivering the presentation. It gave me steps to follow and I used it with the presentation theory I learned in class such as tips for making effective slides and voice techniques to help me prepare and deliver my presentation more effectively.*

SS8: *I used LS 4 in a combination with tips for making effective slides in preparing my presentation.*
One moderate student, MS7, reflected the effectiveness of LS 8 – Encouraging yourself. LS 8 made her feel she performed a bit better as follows:

MS7: *Trying to control my nervousness by encouraging myself I could do it and trying to do my best although I forgot my script made me feel I did a bit better.*

Only one student, MS4, reported her use of CS 5 – Self-repair and her strategy evaluation is presented below.

MS4: *Self-repair enabled me to make the parts where I tripped clearer and more understandable.*

In conclusion, the majority of students’ evaluations on their strategy use clearly show that they found LS 4 – Planning for a language task, LS 7 – Lowering anxiety, LS 8 – Encouraging yourself, and CS 5 – Self-repair effective in helping them perform the informative presentation task. Only three students found LS 7 not highly effective in helping them reduce their anxiety.

**4.2.12.2 The Informal Meeting Task**

This section reports the students’ evaluations of the effectiveness of seven LACSs, including four LSs: LS 2 – Note-taking, LS 3 – Recognizing and using language exponents, LS 4 – Planning for a language task, and LS7 – Lowering anxiety, and three CSs: CS 2 – Asking for clarification, CS 4 – Use of fillers and hesitation devices, and CS 5 – Self-repair.

Two students, WS6 and SS 5, similarly reflected that LS 2 – Note-taking enabled them to think of questions to ask better as shown below.

WS6: *Taking notes helped me focus on the discussion better and come up with questions to ask because I could see which points I didn’t understand.*

SS5: *Taking notes during the discussion helped me think of questions to ask better.*
Three students, WS3, WS8, and MS3, reported the effectiveness of LS 2 – Note-taking and 3 – Recognizing and using language exponents. The following three excerpts indicate that a combination of LS 2 and 3 facilitated the discussion during the informal meeting task. It could be seen that LS 2 was employed for two purposes. The first purpose was to help students think of questions to ask as illustrated in the excerpts of WS3 and WS8:

WS3: Taking notes on the key ideas during the discussion helped me identify points I wanted to ask and using useful expressions helped me create questions to ask during the discussion more effectively. They’ve given me ideas on how to form questions.

WS8: Taking notes helped me focus on the discussion better and come up with questions to ask. Useful expressions for asking questions for clarification also helped me form questions better.

The second purpose of LS 2 was to help students contribute their ideas in the discussion as presented in MS3’s excerpt below.

MS3: During the post-test, LS 2 enabled me to take notes on key points more effectively. I used those key points in my notes to contribute my ideas in the discussion. Moreover, I used different meeting expressions from the course book for expressing my opinions and recommending ideas, which enhanced the flow of my speech.

Two students, MS6 and SS8, evaluated the effectiveness of LS 3 – Recognizing and using language exponents, expressing that it facilitated their speeches during the test by enabling them to know what to say.

MS6: LS 3 was the only strategy I used during the post-test, and expressions I used for presenting my ideas and the discussion made me sound more professional and they were appropriate to the context of an informal meeting.
SS8: I think that useful expressions provided in the course book are very helpful during the discussion because I didn’t have to struggle with coming up with what to say. The way those expressions is organized in the book is very effective because they are organized based on their functions, making it easier for me to study and use.

Two strong students, SS6 and SS8, found LS 4 – Planning for a language task effective because it helped them become well-prepared for the assessment task.

SS6: I think good planning of a post-test task was really important, and I’d say that LS 4 is very effective for me as it helps me feel in control, knowing I have been well-prepared.

SS8: I think planning questions ahead really helped me prepare for the information I needed to find in case some participants asked those questions during the test. So, I came up with a list of questions, and did more research to gather relevant information.

Three students, MS2, SS1, and SS3, found LS 7 – Lowering anxiety effective for reducing their nervousness, and making them perform better during the test.

MS2: Deep breathing reduced my anxiety and it helped make me present my ideas more smoothly.

SS1: LS 7 helped me feel more relaxed and enabled me to perform better during the test.

SS3: LS 7 helped reduce my anxiety and I felt I performed better.
One weak student, WS8, reflected that CS 2 – Asking for clarification helped him understand other participants’ ideas more clearly during the discussion in the test.

WS8: *Using CS 2 – Asking for clarification during the discussion actually enabled me to understand ideas shared by other participants more clearly.*

One moderate student, MS2, thought CS 4 – Use of fillers and hesitation devices enabled her to think of the responses to other participants’ questions more effectively.

MS2: *I used CS 4 by saying for example “Well...the precision in the GPS can...” to gain time when I had to think of an answer before responding to questions during the discussion. The strategy gave me some time to think of the answers more effectively and I think saying “Well” is much better than being silent because it hints other participants that I’m about to answer. So, in a sense, it prepares the audience to listen to my answers.*

Like in the informative presentation post-test, MS4 also employed CS 5 – Self-repair in the informal meeting post-test and found the strategy effective as it facilitated other participants’ understanding of what she meant to say better.

MS4: *Self-repair made other participants in my group understand what I wanted to say better.*

In summary, seven LACSSd, including LS 2 – Note-taking, LS 3 – Recognizing and using language exponents, LS 4 – Planning for a language task, LS7 – Lowering anxiety, CS 2 – Asking for clarification, CS 4 – Use of fillers and hesitation devices, and CS 5 – Self-repair, were reported effective in facilitating the students’ performances in the informal meeting post-test task.
4.3 Summary of Findings

To summarize, this chapter has presented the positive effects of the explicit instruction of learning and communication strategies on economics undergraduates’ oral communication ability through the quantitative results. Also, it has illustrated the positive attitudes of economics undergraduates toward the LACS instruction through the qualitative results.

The quantitative findings indicate that students’ oral communication ability improved as a result of the LACS instruction as evidenced by the positive gain scores of both post-test means (informative presentation = 1.2 and informal meeting = 1.44). In addition, Cohen’s effect values in both post-test means reveal large significances. Thus, the present study’s quantitative findings confirm that teaching a combination of different LACSs could enhance students’ oral communication ability.

With regard to the students’ attitudes toward the LACS instruction, the qualitative findings obtained from the interview scripts and the students’ reflective journals clearly illustrate that the students had positive attitudes toward learning LACSs, agreeing that such strategies were useful, and that they actually could use the LACSs taught on the course in both learning activity and test tasks as well as applied them on other courses. In addition, interview scripts, students’ journals, and teacher’s observation notes show that students employed 12 LACSs they had learned to perform the oral assessment and post-test tasks. 12 LACSs included LS 1 – Getting the idea quickly, LS 2 – Note-taking, LS 3 – Recognizing and using language exponents, LS 4 – Planning for a language task, LS 5 – Self-monitoring, LS 6 – Self-evaluation, LS 7 – Lowering anxiety, LS 8 – Encouraging yourself, CS 2 – Asking for clarification, CS 3 – Asking for confirmation, CS 4 – Use of fillers and hesitation devices, and CS 5 – Self-repair. However, there was only one CS – CS 1 – Asking for repetition that the students did not report their use. Furthermore, it could be concluded that all three groups of students employed all three groups of LSs (cognitive, metacognitive, and affective) in both post-tests, but each group used a different combination of LSs. In addition, students reported their use of CSs more in the informal meeting post-test because of the nature of the task, which allowed students to ask questions during the discussion. Thus, in the informal meeting post-
test, four CSs were employed, including CS 2 – Asking for clarification, CS 3 – Asking for confirmation, CS 4 – Use of fillers and hesitation devices, and CS 5 – Self-repair. Although the students reported their use of 12 LACSs, they reported the effectiveness of only eight LACSs, including LS 2, 3, 4, 7, 8, and CS 2, 4, and 5 in their reflective journals. Their evaluations show that they found all those eight LACSs effective in helping them perform their post-test tasks. However, three students found LS 7 not highly effective in helping them reduce their anxiety.

Furthermore, it was evident that students knew what to do to solve problems and were capable of solving the problems they encountered while delivering a presentation and participating in a meeting. Most of the students used LACSs they had been taught in class, while others used strategies they discovered. Those who did not use any strategy to solve problems at least wrote their future plans for improvement.
CHAPTER 5
CONCLUSION AND DISCUSSION

The final chapter summarizes the present study and its findings. Then, the findings are discussed, and the implications of the LACS instruction for enhancing oral communication ability are presented. Finally, limitations of the present study are indicated and recommendations for future research are proposed.

5.1 Summary of the Study

The belief that learning and communication strategies could improve students’ oral communication ability, which stemmed from rigorous reviews of literature, had led the researcher to conduct the present study. The study was aimed at examining the effects of the LACS instruction on economics undergraduates’ oral communication ability, and exploring the students’ attitudes toward the LACS instruction in helping them improve their oral presentation and meeting skills.

The present study employed a single group pre-test post-test design in which an intact class of economics undergraduates was given the explicit LACS instruction. Such an intervention was integrated into an existing English course called Oral English Communication for Economics (OECE).

Literature related to oral communication ability, learning strategies, communication strategies, strategy instruction, attitudes, speaking instruction, listening instruction, and materials development was reviewed in order to design frameworks of the oral communication ability development. Such frameworks were utilized to guide the instruction of learning and communication strategies, speaking, and listening on the OECE course and the development of the course book.

In order to collect data for the study, four research and three instructional instruments were developed and later validated by experts in related fields and revised. Research instruments included 1) two sets of pre- and post-tests for oral communication ability assessment (set 1: informative presentation and set 2: informal meeting) and scoring rubrics, 2) students’ reflective journals, 3) semi-structured focus group interview questions, and 4) teacher’s observation note form. Instructional
instruments consisted of 1) the OECE course book, 2) lesson plans, and 3) self- and peer assessment form.

The total duration of the implementation of the LACS instruction was seven weeks. Prior to the instruction, the informative presentation pre-test was administered. After the implementation of the instruction for two weeks, the informative presentation post-test was administered. The informal meeting pre-test was administered in the first teaching week after the midterm examination, and the post-test was administered after four weeks of the instruction. At the end of the semester, three sessions of focus group interviews were conducted with three groups of students – weak, moderate, and strong students. Afterward, the quantitative and qualitative data obtained from the pre- and post-tests, students’ reflective journals, teacher’s observation notes, and interview scripts were analyzed, and the findings were reported in detail in Chapter 4.

5.2 Summary of the Findings

In terms of the effects of the LACS instruction on the students’ oral communication ability, it was revealed in Chapter 4 that there were statistically significant differences of students’ oral communication ability between two sets of pre- and post-tests with large effect sizes. In addition, students’ attitudes toward different aspects of the LACS instruction were reported. Due to an absence of a control group in this study, the findings should be considered as suggestive rather than definitive.

5.3 Discussion and Implications of the LACS Instruction for Enhancing Oral Communication Ability

This section discusses the findings of the present study regarding the effects of the LACS instruction on economics undergraduates’ oral communication ability, and their attitudes toward the instruction. Integrated with the discussion were implications, which had been crystallized from the present study’s findings.
5.3.1 Oral Communication Ability

The present study indicates significant increases with large effect sizes in the students’ oral communication ability in an informative presentation and an informal meeting after receiving the learning and communication strategies instruction. This quantitative result, which shows a positive effect of an explicit LACS instruction, aligns with the findings presented in a number of research studies conducted by O’Malley, Chamot, and colleagues (1985), Dadour and Robins (1996), focusing on learning strategies, and Dörnyei (1995), Nakatani (2005), Paranapiti (2014), Kongsom (2016), Rabab’ah’s (2016), and Kuen, Rafik-Galea & Heng (2017), concentrating on communication strategies. Such previous studies have shown that strategy instruction significantly improves students’ oral test scores. In addition, the present study’s findings confirm that teaching a combination of different learning and communication strategies could enhance oral communication ability.

5.3.2 Attitudes towards the LACS Instruction

5.3.2.1 Usefulness of the LACS Instruction

The qualitative findings in Chapter 4 indicate that students had positive attitudes toward the explicit LACS instruction as they thought it was useful for them to learn learning and communication strategies. This finding regarding participants’ positive attitudes toward the strategy instruction is similar to the results of the studies by Dörnyei (1995), Kuen, Rafik-Galea, and Heng (2017), and Paranapiti (2014). These studies’ findings show that students were in favor of the strategy training and found communication strategies, which were taught, useful (Dörnyei, 1995; Kuen, Rafik-Galea & Heng, 2017; Paranapiti, 2014). In addition, the findings of this study confirm the findings of Maleki’s study finding (2007) that explicit strategy instruction facilitates students’ learning of communication strategies and learning strategies as indicated in this study.
5.3.2.2 Strategy Use of Three Groups of Students

As revealed in Chapter 4, the majority of strong students employed a combination of three different types of learning strategies, including cognitive, metacognitive, and affective LSs for performing the informative presentation post-test task. However, the majority of moderate and weak students applied only cognitive and affective LSs. The fact that strong students employed a more variety of LSs aligns with Gani, Fajrina and Hanifa’s (2015) study finding in that strong students applied a wider range and all kinds of LSs more than weak students for improving their speaking skills. In addition, it supports the finding of Gerami and Baighlou’s (2011) study in that strong students used metacognitive LSs more, whereas weak students employed cognitive LSs more. In addition to LSs, CS 5 – Self-repair was used by three students in all three groups when performing the informative presentation post-test.

A number of LSs and CSs were employed by three groups of students when performing the informal meeting post-test task. Besides the employment of cognitive and affective LSs, weak students also used CS 2 – Asking for clarification and CS 5 – Self-repair. Moderate students applied CS 4 – Use of fillers and hesitation devices and CS 5 – Self-repair in addition to affective LSs. Finally, strong students employed a combination of metacognitive and affective LSs as well as CS 3 – Asking for confirmation and CS 4. However, this finding differs from Oxford’s (2002) claim, which indicates that strong students usually employ a combination of cognitive and metacognitive LSs. Noticeably, in the informal meeting post-test task, strong students did not use all three types of LSs like in the informative presentation post-test task, but they only used metacognitive and affective LSs.

In addition to students’ use of LSs, a more variety of CSs were applied in the informal meeting post-test task compared to the informative presentation post-test task because the nature of the task provided an opportunity for students to use cooperative CSs like CS 1 – Asking for repetition, CS 2 – Asking for clarification and CS 3 – Asking for confirmation more to facilitate their meeting discussion.
Findings in Chapter 4 indicate that some weak students had problem with listening comprehension during the informal meeting. This difficulty led to their struggles with coming up with questions to ask other participants. As a result, when teachers teach CSs, it is particularly useful to teach a variety of expressions students can use to ask questions for different purposes. For instance, questions for asking for clarification (CS 2) and for confirmation (CS 3) should be emphasized. Besides, teachers should focus on teaching students how to take notes effectively by writing down keywords that carry meanings. Teachers can design listening comprehension activities that require students to take notes while watching a video about something and think of questions to ask using the expressions they have learned.

This study would argue that strong, moderate, and weak students used metacognitive LSs, particularly LS 5 – Self-monitoring concerning strategy monitoring and LS 6 – Self-evaluation regarding ability, whether or not they were aware of their metacognitive LS use. Those who were aware of their use of these two LSs explicitly expressed the usefulness of the two LSs for helping them reflect on and evaluate their performance and boosting their self-confidence as presented in Chapter 4. Furthermore, writing their reflective journals and assessing their own performance in the self-assessment forms provided concrete evidence of students’ implementation of the two metacognitive LSs. However, the quality of their reflections and feedback in the journals and the self-assessment forms varied depending on their reflection ability. Findings in Chapter 4 indicate that the majority of strong students were able to clearly write their reflections and feedback in detail, while only a few weak and moderate students were able to write substantial reflections and feedback. As a result, when teachers teach learning strategies, they should emphasize metacognitive LSs and find ways to increase students’ awareness of their metacognitive LS use.

Apart from a report on strategies commonly used among the three groups of students in informative presentation and informal meeting tasks, findings in Chapter 4 reveal some interesting aspects about their strategy use. For instance, it was shown that LS 8 – Encouraging yourself could be employed through
1) using an explicitly positive statement “*I can do it,*” and 2) reminding one’s self to not worry, to do his/her best, to stay calm, and that he/she had done his/her best in preparing and rehearsing the speech. Besides, the findings indicate that LS 8 could be used in a combination with LS 7 – Lowering anxiety as they supported each other. Consequently, when selecting which affective LS to teach, teachers should consider including these two LSs and remind the students that they can use them together. A combination of strategies like LS 7 and 8 can enhance the oral communication ability as evidenced by the present study’s findings.

As revealed in Chapter 4, some students, however, found LS 7 – Lowering anxiety through deep breathing was not effective in decreasing their nervousness when delivering a presentation. In such a case, when teaching this LS, teachers may consider teaching it in a combination with other LSs, such as LS 8 – Encouraging yourself and LS 4 – Planning for a language task, which can make the application of LS 7 more effective in decreasing students’ nervousness as illustrated in the present study’s findings. Also, teachers may consider teaching students to systematically combine and use strategies that are related to the learning activities because combining and linking strategies to a language task enhances the success in language learning (Oxford, 2002). Prior to the instruction, teachers should carefully examine each strategy in order to plan on which strategies can be taught in tandem. Although a combination of strategies can help students improve their oral communication ability, they must know which strategies can be used in a combination and in which situation. In addition, they must frequently apply the strategies in order for them to be able to use the strategies automatically (Oxford, 2002).

Furthermore, it was possible that students might not use strategies they had been taught, but they might use other strategies they instantly came up with when performing a speaking task. Also, the possibility of allowing students to explore other strategies not taught in class was evident in this research. In one class, students were assigned to search for strategies that could reduce anxiety in public speaking. Some students discovered that briefly meditating before speaking could help, and one student found that sniffing an aromatic inhaler would work wonders. Other students discovered new strategies while performing a speaking task.
For example, some students smiled and maintained eye contact with the audience, others paused for a few seconds and looked around, and sometimes asked the audience a few questions to lower their anxiety and to concentrate better. These instances depict that there are more strategies that students can apply to reduce their anxiety than merely taking a deep breath. Examples of newly discovered strategies are mentioned to remind teachers when teaching learning and communication strategies that they should provide students some room to explore other strategies they can use to help them perform well. Furthermore, teachers should ask them to share what they have discovered and the strategies that work well for them with the whole class so that they can learn from each other.

It is also important that teachers provide them with opportunities to use strategies they have discovered in order to see their effectiveness. As the findings in Chapter 4 imply that the strategy instruction would be effective if students had opportunities to have first-hand experience of applying the strategies. This is because the practice enables students to see the strategies’ effects on their oral communication ability and to be able to judge which ones work and do not work. Seeing evidence of the strategy effectiveness motivates students’ use of strategies (Pressley & Harris, 1990).

5.3.2.3 Most Useful Strategies

Although 13 strategies (eight learning and five communication) were explicitly taught in class, interestingly only seven learning strategies were reported as the most useful strategies for informative presentations and informal meetings by three groups of students (weak, moderate, and strong) in the interview sessions. They consisted of three cognitive LSs (LS 1 – Getting the idea quickly, LS 2 – Note-taking, and LS 3 – Recognizing and using language exponents), two metacognitive LSs (LS 4 – Planning for a language task and LS 6 – Self-evaluation), and two affective LSs (LS 7 – Lowering anxiety and LS 8 – Encouraging yourself).

Furthermore, none of the students mentioned any communication strategy as the most useful strategy in the interview sessions.
Nonetheless, some students reported their use of CS 5 – Self-repair in both informative presentation and informal meeting tasks. Thus, their use of CS 5 – Self-repair in informative presentation and informal meeting tasks implied that they found such a CS useful for both tasks. Such a strategy facilitated their communication in that it helped other people understand what they wanted to say more clearly. Students corrected themselves to make their speeches grammatically correct and their language use appropriate to the context. Through a closer examination of CS 5, it could be argued that students need to be linguistically and sociolinguistically competent in order for them to identify grammatical errors and what is appropriate for the setting in which they use the language. Students’ use of CS 5 illustrated in Chapter 4 provides a piece of evidence that they were developing their linguistic and sociolinguistic competence in English. Their linguistic and sociolinguistic competence enabled them to be able to correct themselves. On speaking courses, students can gain these two types of competence by 1) learning useful language expressions, which are categorized into appropriate functions and 2) doing speaking tasks that simulate real-world situations. Besides these two types of competence, students must be aware of their mistakes in order for them to correct themselves instantly.

Based on the present study’s findings, this study recommends that the aforementioned seven learning strategies and one communication strategy be explicitly taught, especially on courses that focus on presentation and meeting skills, because they have been proven to help students improve their oral communication ability, particularly in delivering informative presentations and participating in informal meetings. In addition, teachers should be reminded to carefully explore the strategies and select the ones that are appropriate for and can facilitate the speaking tasks they teach (Lavasani & Faryadres, 2011).

5.3.2.4 The 3-Stage LACS Instruction

The findings of the present study confirm that the explicit 3-stage LACS instruction facilitates students’ learning of LACSs as it teaches students how to use, evaluate, and transfer the strategies to other similar tasks and situations (Oxford, 1989). Furthermore, the findings reveal that the LACS instruction
implemented on the OECE course was effective because 1) it gave opportunities for students to practice using strategies, 2) it was fully incorporated in regular learning activities, and 3) it served students’ needs (Oxford, 1989). Lesson plans (Appendix 10) and strategy boxes in the OECE course book (Target) provide a piece of evidence, which shows that LACSs had been fully integrated in the learning activities. The framework of the 3-stage LACS instruction was followed and adhered to in the lesson plans. The strategy boxes presented throughout the course book, usually precedes the learning activities to provide students some clues on which strategies they could use for completing the activities.

Also, the study’s results intensify the importance of implementing a complete cycle of the 3-stage (pre, while, and post) LACS instruction. These three stages were designed to activate students’ cognitive, metacognitive, and affective domains, which are crucial for students’ learning process. As a result, this present study highly recommends that learning and communication strategies be taught in three stages, following the proposed framework in order to facilitate students’ learning process of LACSs.

Although the 3-stage LACS instruction appears as a linear process in the lesson plans, it is possible for teachers to return to the pre stage if students do not seem to understand how to use the strategies during the while stage.

In the pre stage, consisting of preparation and presentation of strategies, students’ cognitive domain, particularly prior knowledge about the strategies to be taught, is activated. At this stage, students are required to think of which strategies they already know and have used and to focus on learning the strategies introduced by the teacher. This stage enables teachers to identify which strategies to teach. If students are already familiar with the strategies teachers wish to teach, they can ask students to share how such strategies can be used in learning activities. If the strategies are new to the students, teachers can teach them how and when to use such strategies.

In the while stage, involving practice and expansion, students’ cognitive, metacognitive, and affective domains are all activated because
they have to think which strategies are appropriate for which tasks and to plan on which strategies to use. While doing a task, they may feel nervous, so they will need to use strategies that help them lower their nervousness. Furthermore, in the while stage they should know which strategies can be used in other similar tasks in order to expand the use of strategies they have learned. To be able to transfer the use of a strategy to a similar task, students must be able to notice similarities between the two tasks – the current task that they have used the strategy and the new task (Najar, 1992 cited in Faucette, 2001, p.5). The while stage is particularly important because it is insufficient to only introduce the strategies to students without allowing them to practice using the strategies they have learned. Findings in Chapter 4 indicate that students realized the usefulness of LACSs because they had opportunities to practice using them in class. The usefulness of LACSs was also illustrated through students’ transferability of some strategies to other courses they enrolled. Transferability of LACSs was present in similar learning tasks and problems students were faced with in other subjects. Findings in Chapter 4 illustrated instances in which some students were able to use LS 1 – Getting the idea quickly when they read economics-related articles and LS 2 – Note-taking when they prepared note cards for presentations in other subjects they studied. The students’ ability to transfer strategies that had been explicitly taught to other situations as evidenced by the present study’s findings is consistent with Kuen, Rafik-Galea, and Heng’s (2017) study finding in which students were able to use communication strategies to solve their communication problems during their industrial training in the workplace.

Finally in the post stage, which includes self- (student), peer, and teacher assessments, students’ metacognitive domain is fully activated as they are required to reflect and evaluate their use of strategies – which strategies they have used and how effective they were in helping them perform a task, for instance. The post stage is also important as it provides an opportunity for students to evaluate how successfully and effectively they have employed the strategies (Oxford, 2002). Students’ reflection and evaluation on their strategy use enable them to know which ones effectively work for them and help them decide which ones can be transferred to other similar tasks. For example, the findings in Chapter 4 revealed that some students
found LS 2 – Note-taking useful on this course as it enabled them to take notes and prepare their note cards more effectively. Consequently, they transferred it to other courses when they prepared their note cards for presentations.

Based on the present study, it was shown that weak students had relatively low reflection ability although they could write their reflections in Thai. The underlying cause of weak students’ having low reflection ability could be that they did not know how to analyze what was going on, so they did not have much to write down in their journals. According to Bloom’s taxonomy (Bloom, 1959), “evaluation” is on top of the pyramid, which represents higher-order cognition and precedes knowledge, comprehension, application, analysis, and synthesis. In the revised version of Bloom’s taxonomy, evaluation or evaluating ranks second to the top after creating and precedes analyzing, applying, understanding, and remembering (Anderson et al., 2001). In order for students to be able to evaluate in both versions of Bloom’s taxonomy, they need to first master the other levels below. This means when teachers decide to use a reflective journal as a tool for data collection or simply as a learning tool, teachers should explicitly train students to remember, understand, apply, and analyze the strategies they use. It is also useful to illustrate good examples of reflections to students to provide them with some ideas on how to write a reflection.

Equally important, explicit strategy instruction raises students’ awareness of strategies that are available for them to use as well as how they can use the strategies more effectively and appropriately (Faucette, 2001). Kuen, Rafik-Galea, and Heng (2017) further argue that teaching a combination of communication strategies and metacognitive strategies could help students become aware of their strategy use. Findings of the present study argue that students’ awareness of their strategy use should be promoted because it is necessary that the students know which strategies they should use to effectively do a learning activity or an assessment task. When they are aware of their strategy use, they can accurately evaluate the effectiveness of the strategies they have employed, and this can lead them to making a decision on which strategies they should apply in the future similar tasks.
5.3.2.5 Teacher’s Roles in Facilitating the Effectiveness of the 3-Stage LACS Instruction

As evidenced by the qualitative findings in Chapter 4, the teacher played an important role in supporting students’ strategies learning process. Teachers can provide different forms of support, including constructive feedback, moral support, prompt responses, and learning resources.

The present study’s findings illustrate that the students highly believed in and valued the teacher’s feedback on their performance because her feedback could help them improve their performance. This finding, however, contradicts with Huang’s (2016) view, which claims that students are less likely engaged in teacher feedback as they are merely passive recipients of feedback who may or may not read the comments or take any action to improve their performance. Nonetheless, the present study’s findings confirm the positive effects of teacher feedback and further argued that providing feedback to students was an important task for teachers and a way to offer individual attention to students in classroom (Hyland, 2006). Teacher feedback will be further discussed in 5.3.2.9 Implementation of Self-, Peer, and Teacher Assessments (p.241).

Also, the present study’s findings illustrate positive effects that moral support provided by the teacher had on students. Thus, teachers should always provide the students with moral support because it can encourage the students to do their best and enhance their performance as shown in this study where students felt better about themselves and could perform better after the teacher gave them moral support.

Furthermore, it is recommended, based on the present study’s findings, that teachers should be approachable, making students feel they could ask questions and come for advice. Using an online application, which allows for instant communication such as Line, could be a good option because it enables students to directly talk to the teachers when they have problems about the assignments or questions they might feel shy to ask in class. The findings in Chapter 4 clearly demonstrate positive effects of the implementation of a Line group as a channel for
class communication, which made it possible for students and the teacher to communicate even outside the class time.

Finally, it should be reemphasized once again that the LACS instruction was implemented in this research in order to provide students with tools for active and self-directed involvement in their own learning (Oxford, 1990) and ultimately to help them become autonomous learners. By explicitly teaching students learning and communication strategies in class, it was hoped that the students could use such strategies outside the classroom. Coupled with the LACS instruction was a provision of supplementary learning resources, which aimed at facilitating students in doing assignments with more ease. As shown in the present study, websites and video links that the teacher shared with the students in the course book particularly gave the students a head start in guiding and preparing them for their oral assignments. Approaching an assignment without any starting point could be difficult, especially for students who struggle with English. As a result, it is a good idea to provide some resources, not all, for the students to further explore in order to help them complete an assignment.

5.3.2.6 Instructional Materials for the LACS Instruction

Based on the findings in Chapter 4, there are nine principles that teachers should keep in mind when selecting and/or developing their instructional materials for teaching LACSs. They include 1) a good organization of the course book, 2) clear contents 3) contents being related to economics and the local context, 4) the teacher’s use of a variety of instructional materials, 5) an integration of authentic materials, 6) a provision of good presentation and meeting examples, 7) the teacher’s purposes and methods of showing videos in class, 8) an easy access of videos, and 9) a provision of materials that cater for different learning styles. These nine principles reflect the fact that it is a combination of different instructional elements that helps students understand LACSs better and makes this course more interesting. They were integrated in such a way that they complemented each other in the course book. The nine principles are discussed and recommendations are made as follows:
(1) A Good Organization of the Course Book

As shown in Chapter 4, a good organization of the course book regarding the progression of the content and how the content, learning activities, and strategy boxes were integrated, is crucial because it enables students to follow the lessons more easily. As part of a good organization, the findings confirm that an explicit display of strategy boxes in the course book facilitated students’ learning of LACSSs. Thus, it is recommended that strategies be highlighted in such a way that they are outstanding when teachers develop in-house materials for teaching strategies. For instance, they can be put in strategy boxes as shown in the course book (see Target). It is also suggested that the strategy boxes be placed before the learning activities to give students a clue as to which strategies they could use to help them complete such activities. For example, the strategy box placement in the Introduction chapter in the OECE course book follows this sequence: 1) LS 1 – Getting the idea quickly precedes Activity 1 (although placed underneath the instructions), which requires students to match the technique to the example provided (see Target, p.2), 2) LS 2 – Note-taking precedes Activity 7B, which asks students to write down keywords in the blanks while watching a TED Talk video (see Target, p.10), 3) CS 1 – Asking for repetition, CS 2 – Asking for clarification, CS 3 – Asking for confirmation, and CS 4 – Use of fillers and hesitation devices precede Activity 10, which requires students to write questions or expressions in the situations provided (see Target, pp.22-23), and 4) LS 3 – Recognizing and using language exponents precedes Activity 11, which asks students to write appropriate expressions in the blanks (see Target, pp.26-27). This method of placing strategy boxes in the course book had been proven effective in the present study.

(2) Clear Contents

It should be stressed that a good organization of the course book alone is insufficient if the level of English used in the course book is too difficult for students to comprehend. The findings in Chapter 4 indicate that the use of an appropriate language level to students’ language proficiency levels in the course book mainly contributed to clear contents. Thus, it is important for teachers to ensure
that the language level in the course materials is appropriate and suitable for students’ low, moderate, and high English proficiency levels when they select or design course materials; otherwise, the materials can confuse, frustrate, and demotivate students to learn (Guarento & Morley, 1995). Tomlinson (2011 & 2016b) emphasizes that learners should be exposed to meaningful and comprehensible input of the target language. Krashen (1985) argues that comprehensible input in the target language is necessary for L2 acquisition because learners will learn the new input on the condition that they can understand it.

Besides the use of language that is appropriate to students’ proficiency levels, three attributes that are important for making the contents clear include 1) clarity of instructions, 2) clarity of layout, and 3) comprehensibility of texts (Tomlinson, 2003). If videos and audio recordings are used, teachers should ensure that they have good sound and visual quality. It is, thus, suggested that teachers take into account these features when they select or develop their own instructional materials.

(3) Contents being related to Economics and the Local Context

Contextualization is one of the benefits that teacher-designed materials offer. Such materials allow teachers to integrate the content related to the course syllabus and the local context (Howard & Major, 2004; Tiensawangchai, 2004).

As depicted in the present study’s findings, a learning content that is relevant to students’ disciplines and local context motivate students to learn because they can use their prior knowledge to help them do learning activities. Sun (2010) points out that instructional materials, which are related to learners’ culture and prior knowledge enhance their motivation. As a result, when teachers select or develop their own instructional materials, they should integrate a learning content that is related to students’ disciplines and their local contexts because familiarity of the content and context enhances their motivation for learning and enables them to use their prior knowledge, particularly their content schema, in doing learning activities.
Content schema refers to knowledge of the content domain, which consists of factual knowledge, values, and cultures, as well as aids learners’ comprehension of what they read or listen to (Hu, 2012).

**4) The Teacher’s Use of a Variety of Instructional Materials**

As evidenced by the study’s findings presented in Chapter 4, the implementation of various instructional materials such as the course book, the learning content, the teacher’s lectures, video clips, and learning activities, enhanced the students’ understanding of LACSSs and made the course more interesting. That being said, it is necessary that teachers use a various kind of materials as well as select and organize different teaching materials in a way that they nicely complement each other in order to facilitate the strategy instruction. Also, various instructional materials can appeal to different learning styles in a classroom (Tomlinson, 2011).

Fits with the use of a variety of instructional materials is Dale’s (1954) Cone of Experience, which is presented in Figure 2.2 p.91. Dale (1954) argues that the more learners are involved in direct and purposeful experience the better they can retain the information they learn. In regard to strategy instruction, if students have a hands-on experience in applying learning and communication strategies in the learning tasks they are engaged in, they will understand how to use such strategies better as depicted in the present study’s findings. Having said that, however, this study did not attempt to argue that one type of materials was superior to the others; it, in fact, supported an integration of a variety of materials in teaching strategies in order to enhance students’ understanding of strategies.

**5) An Provision of Good Presentation and Meeting Examples**

As the majority of students in the present study emphasized, tutorial videos that presented good examples of delivering informative presentations and participating in informal meetings were excellent instructional resources because they vividly showed the students what they should do. Providing illustration for topics and content is one of the advantages that video materials can offer to teachers
(Bajrami & Ismaili, 2016). Also, the presence of useful language expressions for presentations and meetings in such videos provided students with clearer ideas of how the expressions could be used.

The findings in Chapter 4 present a suggestion made by one moderate student that the tutorial videos, which focused on teaching presentation and meeting skills and strategies, should be watched in class. This was because it enabled the teacher and the students to discuss what was happening in the videos (recapping main ideas), which strategies were used and how they were used, as well as language expressions that were used. Thus, teachers should take this suggestion into their consideration if they wish to use tutorial videos as one of their instructional materials.

(6) The Teacher’s Purposes and Methods of Showing Videos in Class

Videos employed on the OECE course consisted of authentic and tutorial videos for different educational purposes. The present study’s findings show that authentic videos were used for different pedagogical purposes, including to present the content related to the unit themes, to prompt students for discussion and presentation (Stempleski & Tomalin, 1990), to illicit answers from students, and to encourage self-study. Since watching videos should not be a passive activity (Bajrami & Ismaili, 2016; Stempleski & Tomalin, 1990), whenever students were assigned to watch any videos on the OECE course whether in class or at home, they were also assigned to do learning activities that were part of watching the videos.

Based on the findings about methods of showing videos, it is recommended that teachers observe students’ reaction to the videos in order to see whether they can follow what is going on in the videos. Pausing several times to explain the content while showing a video may be necessary as it may facilitate students’ understanding. Also, students need time to write down certain information when they are asked to fill in the blanks; thus, teachers should pause the video to give them time to write down. In case students cannot catch some things, playing back the video or allowing them to watch it at least two times may help.
(7) An Easy Access of Videos

Based on the findings of this study, students suggested that teachers should ease the access process of videos if they would like to use videos on their courses. In order to make it more convenient for students to directly access the videos, URLs of the video links can be shared in the class Line group or sent to students’ email addresses in addition to providing shortened URLs of the video links in the course book.

(8) A Provision of Materials that Cater for Different Learning Styles

When developing instructional materials, one thing that teachers should be aware of is the fact that all students have different learning styles. As previously mentioned in Chapter 2, learning styles can be divided into four dimensions, including 1) sensory preferences (visual, auditory, kinesthetic, and tactile), 2) personality types (extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling, and closure-oriented/judging vs. open/perceiving), 3) desired degree of generality (global or holistic and analytic), and 4) biological differences (biorhythms, sustenance, and location) (Oxford, 2003). If teachers know their students’ learning style preferences, they can integrate strategy training into language teaching more effectively (Oxford, 2003).

Taking different learning styles into consideration, the course materials for this study were developed based on the guiding principles for materials development adapted from Tomlinson (2011) (see Table 2.13 Principles for Materials Development on p.91). It was also evident in the OECE course book (see Target) that students were provided with a wide variety of learning resources and activities, which catered for their learning styles. Based on the present study’s results, it is, thus, recommended that teachers who wish to develop their own instructional materials keep different learning styles in mind and include different kinds of materials so that students can find some things on the course particularly enjoyable for them as well as to help them learn beyond their comfort zone.
5.2.3.7 Learning Activities for the LACS Instruction

The findings in Chapter 4 with regard to learning activities indicate a consensus of opinions that students from all three groups favored small group discussions. This was because they enabled students to brainstorm and share their ideas, to broaden their horizons, and to become more engaged with their own learning. Furthermore, it was found that students especially enjoyed group discussions when they had opportunities to 1) discuss topics that were relevant to their field of study, 2) compete with each other in contributing ideas, and 3) work with friends whom they had never worked with before. Consequently, when teaching strategies, teachers should implement learning activities that allow students to discuss in small groups, and incorporate discussion topics that are related to students’ disciplines as this will activate students’ prior knowledge and enhance their motivation for participation. In addition, teachers can make group discussions even more enjoyable by asking students in all groups to compete in sharing ideas in which the group that contributes the highest number of ideas wins. Finally, in some group discussion activities, teachers can ask students to work with different groups of friends so that they can get to know each other better.

In addition, teachers should design learning activities that are interactive, communicative, and meaningful (Shumin, 2002). To elaborate, such activities should 1) be based on authentic materials, 2) allow students to practice language features, 3) provide opportunities for students to rehearse communicative skills needed in the real world (Shumin, 2002). Timmis (2016) emphasizes the authenticity of speaking activities, stating that student need more opportunities to practice with speaking activities that they will need to use the target language to perform in the real world. Authentic speaking activities require students to consider language choices appropriate to a social context where the language is used (Hughes, 2002).

Strategy instruction should be integrated with interactive learning activities in order to allow students to tailor their strategies to such activities (Shumin, 2002). Interactive learning activities may include different situations, which
require students to use different strategies they have learned to do the activities. This would provide students with more opportunities to practice using the strategies and enable them to become more familiar with their strategy use. For example, students were provided with an opportunity to use some learning and communication strategies in speaking activities in the OECE course book. They might use LS 1 – Getting the idea quickly when reading the instructions, LS 4 – Planning for a language task when preparing their speech, and LS 3 – Recognizing and using language exponents as well as CS 5 – Self-repair when speaking. Assigning students to do a variety of learning activities in class is an effective way to provide students with opportunities to apply different strategies as shown in the present study. In addition, Oxford (1989) further adds that opportunities to practice using the strategies can help students remember the strategies better, and thus, sufficient practice opportunities should be provided to the students.

However, as one moderate student pointed out in the interview that merely practicing using strategies in classroom was insufficient to enable students to become familiar with using them. As a result, teachers should remind the students to practice using the strategies outside the classroom by themselves.

5.2.3.8 Students’ Self-Confidence

The results of the present study show three things that helped boost students’ self-confidence in delivering an informative presentation and participating in an informal meeting: 1) some learning and communication strategies taught on the course, 2) frequent rehearsals, and 3) the teacher feedback on students’ speaking performance.

Some learning strategies were identified to help boost students’ confidence, including affective LSs: LS 7 – Lowering anxiety and LS 8 – Encouraging yourself, and metacognitive LSs: LS 4 – Planning for a language task, LS 5 – Self-monitoring, and LS 6 – Self-evaluation. Noticeably, besides affective LSs, some metacognitive LSs, including planning for a language task, self-monitoring, and self-evaluation can be applied to increase the level of confidence in
speaking tasks. Therefore, when teaching learning strategies that directly enhance students’ self-confidence, teachers should consider emphasizing these three metacognitive LSs, LSs 4, 5, and 6, along with the two aforementioned affective LSs – LSs 7 and 8.

The present study’s finding is in consistent with the result of Kuen, Rafik-Galea, and Heng’s (2017) study that strategy training increases students’ self-confidence in speaking. However, this finding of the present study contradicts with Paranapiti’s (2014) finding, which discovers that there was no significant difference in the mean scores of English speaking confidence before and after the strategy instruction. MacIntyre and colleagues (1998) argue that the development of strategic competence or knowledge of communication strategies contribute to one’s self-confidence.

In addition to learning and communication strategies, the findings of the present study provide pieces of evidence that there were also other factors, including rehearsals and teacher feedback, which boosted students’ self-confidence in speaking English. With regard to rehearsals, findings in Chapter 4 clearly indicate that speech rehearsals enhanced students’ self-confidence when they performed speaking tasks because they helped the students speak more fluently and become less nervous. An increase in fluency and a decrease in anxiety resulting from speech rehearsals are also evidenced in Goberman, Hughes, and Haydocks’ (2011) study findings. Students became more fluent, the more and the earlier they practiced their speeches. Also, their anxiety decreased when they practiced early (Goberman, Hughes & Haydock, 2011).

The present study’s findings reveal that the students became more aware of what they needed to improve on in order to perform better in the oral assessments as a result of rehearsals. In addition, it was found that students, who felt they lacked fluency while delivering the presentation and could have done better, all planned to rehearse more frequently, with a friend, and in front of a mirror. Thus, when teachers teach speaking, they should encourage their students to keep rehearsing their speeches to become more fluent as well as to rehearse with their friend in order
to obtain feedback for improvement and in front of a mirror to monitor their use of the body language. Also, it is of importance that teachers remind their students to keep track of time while rehearsing their speeches in order to not exceed the time limit. This is because time limitation in speaking test tasks could put students under pressure as revealed in the present study’s findings. Rehearsing their speeches allows students to practice their spoken language and also their strategy use in order to help them become more fluent in the real oral assessments.

Besides rehearsals, the findings show that the teacher feedback played an important role in boosting students’ confidence. Thus, it is crucial that teachers ensure they provide constructive feedback because this type of feedback raises students’ self-awareness, and provides them with suggestions, which in turn lead to improvement (Hamid & Mahmood, 2010). Constructive feedback is discussed in more detail in the following section, 5.2.3.9 Implementation of Self-, Peer, and Teacher Assessments.

5.2.3.9 Implementation of Self-, Peer, and Teacher Assessments

In this study, self-, peer, and teacher assessments are formative assessments, which were employed on the OECE course to evaluate the students’ task performances. Self- and teacher assessments were used to evaluate the effectiveness of learning and communication strategies that the students used in performing oral assessment tasks. According to Hattie and Timperley (2007), a combination of effective instruction and feedback can enhance learning. Feedback usually takes place after instruction to provide students with knowledge and skills or to develop certain attitudes (Hattie & Timperley, 2007). Findings about the implementation of self-, peer, and teacher assessments in the present study are discussed and recommendations on the implementation are presented in this section.

(1) Self-Assessment

Apart from providing opportunities for the students to see how they and their friends performed and what needed improvement, another main purpose of implementing self- and peer assessment on this course was to provide
opportunities for the students to use metacognitive LSs in evaluating their performances and planning for improvement. It was revealed in Chapter 4 that students were in favor of self-assessment because it enabled them to keep track of and evaluate their performance. Also, the present study’s findings highlight one of the benefits that self-assessment had, which was raising self-awareness of learning strengths and weaknesses (Blue, 1994).

Through self-assessment, which is a reflective practice, students learn to evaluate their own performance and to recognize their strengths and weaknesses (Klenowski, 1995; Yoo, Son, Kim & Park, 2009). This process enables students to become better learners because they gradually develop the critical thinking ability and the autonomy in their own learning (Chen, 2008). In self-assessment, students’ role changes from passive feedback recipients to owners of their own learning because such a type of assessment encourages students to actively engage in careful review and reflection of their performance (Huang, 2016). Through giving oneself thorough and thoughtful feedback, learners understand themselves better and become more prepared for learning challenges they may encounter in the future (Huang, 2016). When used in tandem with teacher feedback, self-assessment raises students’ awareness of their strengths and weaknesses and helps them focus on the areas for improvement (Taras, 2003). According to Chen (2008), self-assessment works best when employed with peer and teacher assessments.

(2) Peer Assessment

The present study’s findings show that students had mixed opinions toward peer assessment. Some were in favor of it because it allowed them to obtain feedback on their performances and useful suggestions for improvement from their friends. Others did not find peer assessment effective as they felt they could not give honest feedback to their friends, or doubted whether their friends gave them honest comments. Some students even felt such a type of assessment unnecessary because they did not need to give scores to their friends’ performances or they felt it was sufficient just to receive teacher feedback.
It was evident that cultural background did have an impact on peer assessment. In the interview sessions, some students expressed that they did not want to hurt their friends’ feelings when giving their feedback in the peer assessment form. This reflects the face-saving culture in the Thai society. In a context where face saving is deeply rooted, it is suggested that peer assessment be done in small groups as this would make the students feel more comfortable in providing their feedback to their friends (Flowerdew, 1998). Presenting peer feedback on behalf of the group’s collective opinion reduces students’ pressure on individual student’s having to provide all the feedback by themselves (Flowerdew, 1998).

There are three main concerns that teachers may have to consider if they wish to implement peer assessment on their courses. The first issue is students’ perception in which they may view it as a burden if the teacher assigns them to evaluate their friends’ performance at home by watching videos. This perception certainly affects the quantity and quality of students’ feedback. They might not write a lot if they felt this work was a burden. Therefore, teachers may consider assigning students to give peer feedback in class while watching their friends perform in front of the class. Also, teachers should raise students’ awareness of peer assessment benefits and make them realize that peer assessment is an opportunity for them to practice using a metacognitive LS, which helps them evaluate their friends’ performance. Another concern for teachers to keep in mind is the quality issue of the students’ performance videos. Sometimes, the visual and audio quality of the videos is poor, making it difficult for students to see and hear clearly, and thus affecting the quantity and quality of students’ feedback.

(3) Teacher Assessment

In this study, teacher assessment, which was referred to as teacher feedback, is a form of a formative assessment. The findings in Chapter 4 evidently illustrate that teacher feedback had positive effects on students’ performance. It helped the students improve their performance and enhanced their confidence. As a result, more improvement on students’ performance can be done if the teacher provides more frequent and constructive feedback (Klimova, 2015). When
providing feedback to students, Dudley-Evans and St John (1998) suggest that teachers start with the positive features (i.e. what students did well) and then proceed to the areas that need improvement. In addition, to enhance the effectiveness of their feedback, teachers should consider about when and how to provide their feedback (Hattie & Timperley, 2007).

(4) Effective Feedback

The present study’s findings in Chapter 4 demonstrate the effectiveness of feedback provided by the students themselves, their friends, and the teacher. Similar to the findings in Carvalho and colleagues’ (2014) study, the present study’s findings confirm that feedback from the students themselves, their friends, and the teacher was more effective when it focused on the student’s performance and ways to improve his/her performance. Effective feedback consists of constructive and specific information, which encourages students to examine their performance based on the criteria (Chen, 2008), and builds on changes from their initial attempts (Hattie & Timperley, 2007).

Furthermore, it should be noted that feedback, whether it comes from the teacher or peer, should be balanced. Instead of emphasizing exclusively on areas that students need to improve, the feedback should also include students’ strengths or positive behaviors (Kritek, 2015). As a result, teachers should emphasize with students that they should begin their assessments with things that went well before things that needed improvement in order to obtain a balanced view on the performance. However, evaluators should be careful with how they praise because praise for task performance may be ineffective if it contains very little information related to learning (Hattie & Timperley, 2007). For instance, instead of saying: “You did a good job,” which does not give much information about the assessee’s performance, assessors should elaborate: “You did a good job because you applied CS 2 – Asking for a clarification effectively by asking your friend to clarify the concept of smart farming.” This sample of praise can increase assessee’s self-confidence and point out what exactly he/she did that was good. Consequently,
evaluators should ensure that their praise bring about changes in assessees’ effort regarding their performance in order to affect learning (Hattie & Timperley, 2007).

Before the actual self- and peer assessments take place, a training workshop should be implemented in order to help students understand the criteria and to increase the quality of the assessment (Chen, 2006; Orsmond et al., 2000). Gielen and colleagues (2010) add that assessor training can enhance feedback quality. Black and Wiliam (1998) suggest that learners should be trained in self-assessment to make formative assessment productive. Furthermore, Stanley’s (1992) study reveals that peer feedback training improved the quality of peer feedback. In fact, training students in giving constructive feedback could help both assesses and assessors. Feedback training helps assesses improve their performance and help peer assessors avoid making inaccurate or misleading comments (Sluijsmans et al., 2002).

Equally important is the environment in which feedback is provided. In order to help students learn and improve their performance, teachers need to ensure a safe environment where students “can receive and use feedback without fearing negative reactions from their peers or their teacher,” (Hattie, 2012).

(5) Assessment Form

The only concern identified by strong students in the interview session regarding the self-assessment was the self- and peer assessment form. Students’ suggestions on making the self- and peer assessment form simple show that teachers should take the practicality issue when designing such a form into consideration. It is necessary that the form be user-friendly to encourage students to write and to not make them find it a burden. This would also enable teachers to obtain substantial information from the students.

As presented in Chapter 4, the fact the students wanted to be able to read the teacher’s comments again and again implied that they were intrinsically motivated to improve their performance. Based on the students’ suggestions on providing the teacher feedback in a form, it is, thus, recommended that the teacher feedback be provided, for instance, in a written mode in a form to make it
possible for the students to read the comments whenever they wish. Teacher’s comments in the form also enable students to monitor and compare their progress on their performance among the oral assessments. The students’ suggestions on the teacher feedback form are supported by Lynch and Maclean’s (2003) study findings. It is more effectively if teachers provide feedback in a written mode on an individual basis because the feedback form makes teacher’s comments more accessible and retrievable later (Lynch & Maclean, 2003).

(6) Use of Videos for Self- and Peer Assessments

As presented in this study, videotaping was employed as a means of recording students’ performance in all oral assessments and pre- and post-tests because it provided accurate evidence, which facilitated all three types of assessment, including self-, peer, and teacher assessments as both the students and the teacher could go back to watch students’ performances in order to provide feedback. Videotaping promotes students’ self-awareness and self-evaluation of both positive and negative behaviors (Winters et al., 2003), allowing them to directly observe and to provide feedback on their own performance (Kachingwe, Phillips, & Beling, 2015). Another benefit of videotaping is the opportunity for multiple viewing of students’ performance. This opportunity enables students to pause, rewind, and replay the video while writing down their reflection and evaluation. As for teachers, the opportunity for multiple viewing allows them to 1) recheck the scores they have assigned to students’ performance, 2) add comments on any features they might have initially missed, and 3) identify specific mistakes the students made in order to provide them with suggested corrections. It is, thus, recommended that videotaping of students’ performance be used for self-, peer, and teacher assessments.

5.4 The Implementation of the LACS Instruction

All 13 learning and communication strategies presented in this study were tools for learning and helping learners communicate effectively and successfully. By teaching them strategies, teachers provide their students with instruments they can use not only on an English course, but also on other courses and in their future work because such strategies can be transferred for further use. The findings of this study
had provided a piece of evidence, which illustrated the transferability of some LACSs. Besides economics undergraduates, previous studies have shown that strategies can be taught to university students studying at other faculties. For instance, Paranapiti (2014) and Kongsom (2016) show that explicit training of communication strategies positively affected both business and engineering undergraduates’ speaking performance on different English courses.

In order to effectively implement the LACS instruction and the OECE course book, *Target*, teachers should have the content knowledge to some extent and a minimum level of intermediate English proficiency. In addition, they must be familiar with all 13 LACSs as well as the 3-stage LACS instruction. With regard to students, the LACS instruction is suitable for students who have the content knowledge and a minimum level of intermediate English proficiency.

In terms of selecting which strategies to teach, all 13 LACSs were selected to be taught in the present study because they were suitable for a wide variety of the learning tasks integrated on the course. Thus, when preparing their lesson plans, it is necessary that teachers carefully examine learning tasks on their courses in order to identify which strategies should be explicitly taught to facilitate students to complete such tasks and enhance the development of their language skills.

5.5 Limitations of the Study

This section outlines some limitations of the study, which resulted from the issue of practicality and uncontrollable variables as follows:

1) The sample of the present study was an intact group of Thai economics undergraduates, who had different levels of English proficiency, learning styles, personality, and genders. Consequently, generalizing the study findings to other groups of students in the wider populations should be done carefully.

2) The sample size of the present study was small, consisting of only 23 students. As a result, the small sample size might not provide
the researcher with sufficient power to be able to extrapolate the statistical analysis results to the overall population.

3) Due to the issue of practicality, the one-group pretest-posttest design was employed. Thus, it was not possible to compare findings with a control group to truly observe the differences in students’ oral communication ability, which was developed as a result of the learning and communication strategies (LACS) instruction and without the instruction.

4) There was only a short interval between pre- and post-tests, which might result in large effect sizes because students could do the post-test tasks better. They could apply LACSs in doing the post-test tasks more effectively because their memories of LACSs and informative presentation and informal meeting theories were still fresh.

5.6 Recommendations for Future Research

Recommendations in this section are proposed in order to reduce limitations of the present study.

1) Future research should be carried out with Thai students from various fields of study, with equal numbers of males and females and the same level of English proficiency as this would allow a clearer determination of the effects of the learning and communication strategy instruction on students’ oral communication ability and the students’ attitudes toward the instruction.

2) Future research should be conducted with a group of at least 30 students in order to enable the researcher to extrapolate the statistical results.

3) Further research should be conducted with a true experimental design, consisting of both control and experimental groups to explore the impacts of the learning and communication strategies.
instruction on students’ oral communication ability. This design would enable researchers to compare the results of the explicit strategy instruction between the two groups.

4) Future research could conduct delayed post-tests for the informative presentation and the informal meeting to examine whether the positive effects of the LACS instruction on the students’ oral communication ability could be retained over a period of time after the treatment.
REFERENCES


APPENDICES

APPENDIX 1

The Pre-Tests and Post-Tests for the Informative Presentation

and the Informal Meeting and Scoring Rubrics

The Informative Presentation Pre-Test Task (10%)

**Situation:** You are an economic analyst at Thailand Board of Investment (BOI). You have been assigned to present about the key drivers of Thailand’s economic growth to prospective foreign investors who are interested in doing businesses in Thailand.

**Tasks:**
- Prepare a 5-minute individual informative presentation on the topic of the key drivers of Thailand’s economic growth.
- Deliver a well-organized and coherent presentation.
- Engage your audience through presentation techniques and appropriate use of body language.

**In brief:**
- **Time:** 5-minute individual informative presentation
- **Audience:** foreign investors
- **Topic:** Key drivers of Thailand’s economic growth
The Informative Presentation Post-Test Task (10%)

Situation: You are an economic analyst at a large international consultancy firm with an office in Bangkok. Your project director has asked you to provide an economic outlook (1-5 years) for a given sector of the Thai economy and to present it to prospective foreign investors at the Bangkok Economic Conference 2017.

Tasks:
- Prepare a 5-minute individual informative presentation on the economic outlook of a sector or industry of the Thai economy that investors may be interested in investing in.
- You must narrow the focus of your topic to a specific sector of the economy in a suitable timeframe, for instance, Economic outlook of Thailand’s automotive industry 2018.
- Deliver a well-organized and coherent presentation on your chosen topic.
- Engage your audience through presentation techniques and appropriate use of body language.

In brief:
- **Time:** 5-minute individual informative presentation
- **Audience:** foreign investors
- **Topic:** Economic outlook of a named sector of the Thai economy
“Thailand 4.0” has become a new buzzword in the Thai government’s policy. It refers to an economic model, which has been created to stimulate economic growth by transforming the country into an innovation-driven economy by moving from producing traditional commodities to innovative products as well as emphasizing promoting technology, creativity, and innovation in focused industries. Recently, the government has assigned different ministries to formulate policies to encourage investment and development in 10 target industries, which are divided into two categories – existing and new industries. Five existing industries include automotive, electronics, petrochemical, agriculture and food, and tourism. Five new industries consist of automation and robotics, aerospace, digital, biotechnology, and medical healthcare.

### Preparation Phase
(at home)

- You are a government official who creates policies and works at the Tourism Authority of Thailand (TAT), the Ministry of Tourism and Sports. The governor of TAT has assigned your team of 4-5 people to brainstorm ideas about and discuss **what actions need to be carried out regarding the following five strategies for moving Thailand’s tourism sector toward Thailand 4.0:**

1. Sustainable tourism management
2. Development of environmental factors and infrastructure to support tourism
3. Modern marketing for future changes
4. Establishment of tourism enterprises and start-ups based on innovation
5. Efficient network of private and public agencies in Thailand and overseas throughout the tourism supply chain

- For more information, please check out the following links:

  1. Tourism industry needs to adapt quickly to ‘Thailand 4.0’, TAT says (https://goo.gl/fVD6yS)
  2. Five pillars of Thailand Tourism 4.0 are progressing (https://goo.gl/DDkRBp)
     https://www.thaivisa.com/forum/topic/985551-five-pillars-of-thailand-tourism-4-0-are-progressing/
  3. 5 innovations transforming the travel industry (https://goo.gl/ru61QY)
     https://www.weforum.org/agenda/2015/09/5-innovations-
4. How to attract the tourists of tomorrow (https://goo.gl/TM1GCY)
   https://www.weforum.org/agenda/2015/05/how-to-attract-the-
   tourists-of-tomorrow/

5. Sustainable development of tourism (https://goo.gl/oxSYGf)
   http://sdt.unwto.org/content/about-us-5

Meeting Phase (13-15 minutes)

- **Remark:** For this assessment, you will be randomly assigned which group you will be in by the teacher. The list of group members will be announced shortly before the meeting, and each group will have two minutes to briefly prep for the upcoming meeting and to decide who will open and close the meeting.

At the meeting:

- You and your team members have decided to meet up at a coffee shop near the office after work for an informal group meeting.
- The meeting is divided into three parts: 1) brainstorm of ideas, 2) discussion of ideas proposed by members, and 3) selection of best three ideas as follows:

I. **Part I – Brainstorming phase:** Start the meeting by brainstorming ideas about actions to be carried out regarding the five strategies mentioned earlier in order to move Thailand’s tourism sector toward Thailand 4.0. During the brainstorming session, each member must propose at least one idea with details and examples related to any of the five strategies. Also, take notes on key ideas and points, which you may need to refer to during the discussion.
   - At the beginning of the meeting, one member opens the meeting by saying “Now that everyone is here, let’s get started. So, first we are going to brainstorm ideas, then discuss those ideas, and finally select the best three ideas. Let’s begin with brainstorming. Who would like to share ideas first?”

II. **Part II – Discussion phase:** Discuss ideas that have good potential for implementation. The discussion may include advantages and disadvantages of ideas proposed. Take notes on key points.

III. **Part III – Decision-making phase:** Select and summarize the
best three ideas, which should be integrated in the Thailand 4.0 policy paper that the Ministry of Tourism and Sports will submit to the government.

- At the end of the meeting, one member wraps up the meeting by saying “So, we’ve discussed some interesting ideas and chosen the best three ideas, which include 1)……, 2)……, and 3)……”

- During the meeting, you will be allowed to have and refer to notes for ideas only, not language – no scripts.

- Since this is an informal meeting, no agenda or chairperson is required.

- The meeting will take approximately 13-15 minutes per group.
The Informal Meeting Post-Test Task (10%)

“Thailand 4.0” has become a new buzzword in the Thai government’s policy. It refers to an economic model, which has been created to stimulate economic growth by transforming the country into an innovation-driven economy by moving from producing traditional commodities to innovative products as well as emphasizing on promoting technology, creativity, and innovation in focused industries. Recently, the government has assigned different ministries to formulate policies to encourage investment and development in 10 target industries, which are divided into two categories – existing and new industries. Five existing industries include automotive, electronics, petrochemical, agriculture and food, and tourism. Five new industries consist of automation and robotics, aerospace, digital, biotechnology, and medical healthcare.

| Preparation Phase (at home) | • You are a government official who creates policies and works at the Department of Agricultural Extension, the Ministry of Agriculture and Cooperatives. The director of the department has assigned your team of 4-5 people to brainstorm ideas about and discuss actions to be taken in Thailand’s agricultural sector in order for it 1) to progress from traditional farming to smart farming, and 2) to tackle the three main challenges the sector has been facing:
|                           | 1. A need for reorienting the production from traditional agricultural products toward high-value and safe products
|                           | 2. A limitation of land and water for agriculture
|                           | 3. A decline in the number of farmers as a result of aging farmers and young people’s preference for working in big cities or factories
|                           | • For more information, please check out the following links:
|                           | 1. The decline and recovery of Thai agriculture: causes, responses, prospects and challenges (https://goo.gl/sfHvuw)
|                           | 2. What is smart farming? (https://goo.gl/qgZaYF)
|                           | 3. Smart farming (https://goo.gl/QBT2gA)
|                           | 4. Smart farming is key to developing sustainable agriculture
### Meeting Phase

**13-15 minutes**

- **Remark:** For this assessment, you will be randomly assigned which group you will be in by the teacher. The list of group members will be announced shortly before meeting, and each group will have **two minutes** to briefly prep for the upcoming meeting and to decide who will open and close the meeting.

#### At the meeting:

- You and your team members have decided to meet up at a coffee shop near the office after work for an informal group meeting.
- The meeting is divided into three parts: 1) brainstorming of ideas, 2) discussion of ideas proposed by members, and 3) selection of best three ideas as follows:

#### I. Part I – Brainstorming phase:

Start the meeting by **brainstorming ideas about actions to be taken** in the agricultural sector in order to move toward smart farming and to tackle the three challenges mentioned earlier. During the brainstorming session, each member must propose at least **one idea with details and examples** related to smart farming. Also, take notes on key ideas and points, which you may need to refer to during the discussion.

- At the beginning of the meeting, one member opens the meeting by saying “**Now that everyone is here, let’s get started. So, first we are going to brainstorm ideas, then discuss those ideas, and finally select the best three ideas. Let’s begin with brainstorming. Who would like to share ideas first?**”

#### II. Part II – Discussion phase:

Discuss ideas that have good potential for implementation. The discussion may include advantages and disadvantages of ideas proposed. Take notes on key points.

#### III. Part III – Decision-making phase:

Select and summarize the best three ideas, which should be integrated in the Thailand 4.0 policy paper that the Ministry of Agriculture and Cooperatives will submit to the government.

- At the end of the meeting, one member wraps up the
meeting by saying “So, we’ve discussed some interesting ideas and chosen the best three ideas, which include 1) ...., 2) ...., and 3) ....”

- During the meeting, you will be allowed to have and refer to notes for ideas only, not language – no scripts.
- Since this is an informal meeting, no agenda or chairperson is required.
- The meeting will take approximately 13-15 minutes per group.
### Scoring Rubric for Informative Presentation Pre- and Post-Tests

<table>
<thead>
<tr>
<th>Construct</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td>The sequence of the content organization is logical, and the</td>
<td>The sequence of the content organization is somewhat</td>
<td>The sequence of the content organization is somewhat</td>
<td>The sequence of the content organization is illogical. Also,</td>
</tr>
<tr>
<td></td>
<td>organization has a good structure consisting of a good proportion</td>
<td>logical. Also, the content consists of an introduction,</td>
<td>logical. Also, the content mainly consists of body parts with a</td>
<td>the introduction or the conclusion may be missing. Also, the</td>
</tr>
<tr>
<td></td>
<td>of an introduction, body parts, and a conclusion.</td>
<td>body parts, and a conclusion.</td>
<td>short introduction and a conclusion.</td>
<td>conclusion or the presentation may be missing.</td>
</tr>
<tr>
<td></td>
<td>Each part connects together well and smoothly through the</td>
<td>Each part connects together through the use of transitional</td>
<td>Lacks transitional signals to connect some parts of the</td>
<td>Lacks transitional signals to connect all parts of the</td>
</tr>
<tr>
<td></td>
<td>appropriate use of transitions.</td>
<td>signals.</td>
<td>presentation.</td>
<td>presentation.</td>
</tr>
<tr>
<td></td>
<td>The sequence of the content organization is somewhat</td>
<td>Provides some relevant information and examples.</td>
<td>Provides a few relevant information and examples.</td>
<td>Provides irrelevant information and examples OR</td>
</tr>
<tr>
<td></td>
<td>logical. Also, the content mainly consists of body parts with</td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>does not provide examples.</td>
</tr>
<tr>
<td></td>
<td>a short introduction and a conclusion.</td>
<td></td>
<td></td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
</tr>
<tr>
<td></td>
<td>Lacks transitional signals to connect some parts of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(OR speaks in well-structured and grammatically correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td>Provides relevant and sufficient information and examples.</td>
<td>Provides relevant information and examples.</td>
<td>Provides relevant information and examples.</td>
<td>Provides irrelevant information and examples OR</td>
</tr>
<tr>
<td></td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>does not provide examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Language Use</strong></td>
<td>Always (85-100%) speaks in well-structured and grammatically</td>
<td>Mostly (70-84%) speaks in well-structured and grammatically</td>
<td>Sometimes (55-69%) speaks in poorly-structured and grammatically</td>
<td>Mostly speaks in poorly-structured and grammatically incorrect</td>
</tr>
<tr>
<td></td>
<td>grammatical accuracy</td>
<td>correct sentences.</td>
<td>incorrect sentences.</td>
<td>incorrect sentences (OR speaks in well-structured and</td>
</tr>
<tr>
<td></td>
<td>wide range of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Delivery

<table>
<thead>
<tr>
<th>Presentation techniques:</th>
<th>Presentation techniques:</th>
<th>Presentation techniques:</th>
<th>Presentation techniques:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses different presentation techniques such as rhetorical questions, surprising facts, and stories appropriately and effectively to make the presentation interesting.</td>
<td>Uses one presentation technique to make the presentation interesting.</td>
<td>Uses one presentation technique, but the technique may not be appropriate or effective to make the presentation interesting.</td>
<td>Does not use any presentation technique to make the presentation interesting.</td>
</tr>
<tr>
<td>If applicable, takes a quick look at note cards from time to time.</td>
<td>If applicable, takes a quick look at note cards from time to time.</td>
<td>If applicable, takes a quick look at note cards from time to time.</td>
<td>If applicable, reads from note cards almost all the time.</td>
</tr>
<tr>
<td>Verbal communication:</td>
<td>Verbal communication:</td>
<td>Verbal communication:</td>
<td>Verbal communication:</td>
</tr>
<tr>
<td>Does not mispronounce any word, and pronunciation is easy to understand.</td>
<td>Mispronounces a few words, but mispronunciation does not interfere with meaning.</td>
<td>Mispronounces several words, and pronunciation is somewhat difficult to understand.</td>
<td>Mispronounces many words, and pronunciation is difficult to understand.</td>
</tr>
<tr>
<td>Speaks clearly, fluently and at a good pace most of the time.</td>
<td>Speaks clearly, fluently and at a good pace most of the time.</td>
<td>Speaks clearly, BUT not so fluently most of the time.</td>
<td>Does not speak clearly or fluently.</td>
</tr>
<tr>
<td>Is generally smooth and seems quite prepared.</td>
<td>Is generally smooth and seems quite prepared.</td>
<td>Is somewhat smooth and seems quite prepared, but needs more rehearsals.</td>
<td>Does not seem prepared to present at all.</td>
</tr>
<tr>
<td>Body language:</td>
<td>Body language:</td>
<td>Body language:</td>
<td>Body language:</td>
</tr>
<tr>
<td>Projects confidence through standing up straight, but</td>
<td>Projects confidence through standing up straight, but</td>
<td>Projects confidence through standing up straight, but</td>
<td>Shows obvious signs of nervousness through</td>
</tr>
</tbody>
</table>

**Appropriate vocabulary**
- use of formal language to inform

- Uses a wide range of vocabulary that is appropriate for the audience.
- Always uses formal language appropriate to inform the audience.

- Uses a good range of vocabulary that is appropriate for the audience.
- Mostly uses formal language appropriate to inform the audience.

- Uses a limited range of vocabulary, and uses vocabulary that is inappropriate for the audience (e.g., incorrect words, too difficult and complex without explanation).
- Sometimes uses informal language to inform the audience.

**Presentation techniques:**
- Does not use any presentation technique to make the presentation interesting.
- If applicable, reads from note cards almost all the time.

**Verbal communication:**
- Is confusing.
- Mispronounces many words, and pronunciation is difficult to understand.
- Does not speak clearly or fluently.
- Does not seem prepared to present at all.

**Body language:**
- Shows obvious signs of nervousness through
<table>
<thead>
<tr>
<th>Body language:</th>
<th>Body language:</th>
<th>Body language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Projects confidence through standing up straight and not showing any awkward gestures or movements.</td>
<td>• Projects confidence through standing up straight, but looks nervous and shows awkward gestures or movements often.</td>
<td>• Projects confidence through standing up straight and not showing any awkward gestures or movements.</td>
</tr>
<tr>
<td>• Establishes eye contact with different groups of the audience during the presentation.</td>
<td>• Establishes eye contact with only particular members of the audience during the presentation.</td>
<td>• Establishes eye contact with different groups of the audience during the presentation.</td>
</tr>
<tr>
<td>shows awkward gestures or movements sometimes.</td>
<td>• Sometimes establishes eye contact with the audience during the presentation.</td>
<td>shows awkward gestures or movements almost all the time.</td>
</tr>
<tr>
<td>• Does not establish eye contact with the audience during the presentation.</td>
<td></td>
<td>• Does not establish eye contact with the audience during the presentation.</td>
</tr>
</tbody>
</table>
## Scoring Rubric for Informal Meeting Pre- and Post-Tests

<table>
<thead>
<tr>
<th>Construct</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| **1. Organization**       | **4**  • Responses and/or questions are always coherent with overall discussion.  
                           • Ideas are connected well and smoothly through the appropriate use of transitions.  
                           **3**  • Responses and/or questions are mostly coherent with overall discussion.  
                           • Ideas are connected through the use of transitions.  
                           **2**  • Responses and/or questions are sometimes coherent with overall discussion.  
                           • Lacks transitions to connect some ideas proposed and discussed in the meeting.  
                           **1**  • Responses and/or questions are not coherent with overall discussion.  
                           • Lacks transitions to connect all ideas proposed and discussed in the meeting. |
| **2. Content**            | **4**  • Provides sufficient amount of ideas, details, and examples appropriate and relevant to the meeting’s topic and overall discussion.  
                           • Always provides coherent and logical reasons to support ideas.  
                           • Meeting lasts between 13 and 15 minutes.  
                           **3**  • Provides some ideas with only a few details and examples appropriate and relevant to the meeting’s topic and overall discussion.  
                           • Often provides coherent and logical reasons to support ideas.  
                           • The length of the meeting deviates from the range of 13-15 minutes by +/- 1 minute.  
                           **2**  • Provides relevant ideas, **BUT** does not provide any detail or example that is appropriate and relevant to the meeting’s topic and overall discussion.  
                           • Sometimes provides coherent and logical reasons to support ideas.  
                           • The length of the meeting deviates from the range of 13-15 minutes by +/- 2 minutes.  
                           **1**  • Provides irrelevant information and examples **OR** provides irrelevant ideas and does not provide any example that is appropriate and relevant to the meeting’s topic and overall discussion.  
                           • Rarely provides coherent and logical reasons to support ideas.  
                           • The length of the meeting deviates from the range of 13-15 minutes by +/- 3 minutes.  |
<table>
<thead>
<tr>
<th>within allotted time</th>
<th>3. Language Use</th>
<th>4. Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• grammatical accuracy</td>
<td>• Always (85-100%) speaks in well-structured and grammatically correct sentences</td>
<td>• appropriate use of notes</td>
</tr>
<tr>
<td>• use of wide range of vocabulary</td>
<td>• Uses a wide range of vocabulary accurately and appropriately</td>
<td>• verbal communication</td>
</tr>
<tr>
<td>• use of wide range of meeting expressions</td>
<td>• Uses a wide range of meeting expressions accurately and appropriately</td>
<td>• maintenance of eye contact</td>
</tr>
<tr>
<td></td>
<td>• Often (70-84%) speaks in well-structured and grammatically correct sentences</td>
<td>Use of notes:</td>
</tr>
<tr>
<td></td>
<td>• Uses a range of vocabulary accurately and appropriately</td>
<td>• If applicable, takes a quick look at notes sometimes</td>
</tr>
<tr>
<td></td>
<td>• Uses a range of meeting expressions accurately and appropriately</td>
<td>Verbal communication:</td>
</tr>
<tr>
<td></td>
<td>• Sometimes (55-69%) speaks in well-structured and grammatically correct sentences</td>
<td>• Is generally intelligible</td>
</tr>
<tr>
<td></td>
<td>• Uses a limited range of vocabulary and/or uses vocabulary inaccurately and inappropriately</td>
<td>• Mispronounces a few words, <strong>BUT</strong> mispronunciation does not interfere with meaning</td>
</tr>
<tr>
<td></td>
<td>• Uses a moderate range of meeting expressions and/or uses them inaccurately and inappropriately</td>
<td>• Speaks clearly, fluently and at a good pace most of the time</td>
</tr>
<tr>
<td></td>
<td>• Always speaks in poorly-structured and grammatically incorrect sentences (<strong>OR</strong> speaks in well-structured and grammatically correct sentences less than 55%)</td>
<td>Use of notes:</td>
</tr>
<tr>
<td></td>
<td>• Uses a very limited range of vocabulary, often repeats the same words, and sometimes uses incorrect and/or inappropriate words</td>
<td>• If applicable, reads from notes almost all the time</td>
</tr>
<tr>
<td></td>
<td>• Uses a limited range of meeting expressions, often repeats the same expressions, and sometimes uses incorrect and/or inappropriate expressions</td>
<td>Verbal communication:</td>
</tr>
</tbody>
</table>

**Verbal communication:**
- Is not intelligible
- Mispronounces many words, and pronunciation is difficult to understand
- Does not speak clearly or fluently
- Is not smooth, and stumbles many times
| 5. Engagement | and at a good pace almost all the time  
| • Is very smooth and natural | the time  
| • Is generally smooth and quite natural | • Is somewhat smooth, **BUT** stumbles sometimes  
| **Eye contact:**  
| • Establishes eye contact with all participants during the meeting | **Eye contact:**  
| • Establishes eye contact with only particular participants during the meeting | **Eye contact:**  
| • Does not establish eye contact with any participant during the meeting | **Eye contact:**  
| • Does not establish eye contact with any participant during the meeting  

| 5. Engagement | • Always responsive to the discussion by answering in words (e.g. “uhuh,” “aha”) and nodding  
| • Often gives opinions and/or shows agreement/disagreement with sound reasons  
| • Asks more than 2 follow up questions | • Often responsive to the discussion by answering in words (e.g. “uhuh,” “aha”) and nodding  
| • Sometimes gives opinions and/or shows agreement/disagreement with sound reasons  
| • Asks 2 follow up questions | • Sometimes responsive to the discussion by answering in words (e.g. “uhuh,” “aha”) and nodding  
| • Rarely gives opinions and/or shows agreement/disagreement, sometimes without any reason  
| • Asks 1 follow up question | • Is not responsive to the discussion – remains quiet – and does not nod  
| • Does not give opinions and/or show agreement/disagreement  
| • Does not ask any follow up question |
APPENDIX 2

The Evaluation Form of the Pre- and Post-Tests and Scoring Rubrics

The Evaluation Form of the Informative Presentation Pre- and Post-Test Tasks and Scoring Rubric

Expert’s name: ______________________________________________________

Instructions: Please rate the following aspects of the pre- and post-test tasks and the scoring rubric for informative presentations according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre- and post-test tasks</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The content in the tasks is related to the theme “economic outlook”.</td>
<td></td>
</tr>
<tr>
<td>2.2 The situations are authentic.</td>
<td></td>
</tr>
<tr>
<td>2.3 Instructions provided in the tasks are clear and concise.</td>
<td></td>
</tr>
<tr>
<td>2.4 The tasks are appropriate for assessing students’ oral presentation ability.</td>
<td></td>
</tr>
<tr>
<td>2.5 Pre- and post-test tasks have a parallel form.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Scoring rubric</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The rubric is appropriate for assessing an informative presentation.</td>
<td></td>
</tr>
<tr>
<td>2.2 The rubric includes all key constructs necessary for assessing an informative presentation.</td>
<td></td>
</tr>
<tr>
<td>2.3 The rubric clearly provides formative feedback to students about strengths and weaknesses of their performances.</td>
<td></td>
</tr>
<tr>
<td>2.4 The constructs and descriptions are based on constructs and descriptions for an informative presentation presented in Table 3.1.</td>
<td></td>
</tr>
<tr>
<td>2.5 Descriptors are clear.</td>
<td></td>
</tr>
<tr>
<td>2.6 Descriptors cover key aspects of each construct.</td>
<td></td>
</tr>
<tr>
<td>2.7 Descriptors can clearly distinguish between strong and weak performances.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
The Evaluation Form of the Informal Meeting Pre- and Post-test Tasks

and Scoring Rubric

Expert’s name: _______________________________________________________

Instructions: Please rate the following aspects of the pre- and post-test tasks and
the scoring rubric for informal meetings according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre- and post-test tasks</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 The content in the tasks is related to the theme “innovation”.</td>
<td></td>
</tr>
<tr>
<td>1.2 The situations are authentic.</td>
<td></td>
</tr>
<tr>
<td>1.3 Instructions provided in the tasks are clear.</td>
<td></td>
</tr>
<tr>
<td>1.4 The tasks are appropriate for assessing students’ oral communication ability in an informal meeting.</td>
<td></td>
</tr>
<tr>
<td>1.5 Pre- and post-test tasks have a parallel form.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Scoring rubric</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The rubric is appropriate for assessing an informal meeting.</td>
<td></td>
</tr>
<tr>
<td>2.2 The rubric includes all key constructs necessary for assessing an informal meeting.</td>
<td></td>
</tr>
<tr>
<td>2.3 The rubric clearly provides formative feedback to students about strengths and weaknesses of their performances.</td>
<td></td>
</tr>
<tr>
<td>2.4 The constructs and descriptions are based on constructs and descriptions for an informal meeting presented in Table 3.2.</td>
<td></td>
</tr>
<tr>
<td>2.5 Descriptors are clear.</td>
<td></td>
</tr>
<tr>
<td>2.6 Descriptors cover key aspects of each construct.</td>
<td></td>
</tr>
<tr>
<td>2.7 Descriptors can clearly distinguish between strong and weak performances.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
APPENDIX 3

Students’ Reflective Journal (SRJ)

**LS 5 – Self-monitoring:** Strategy monitoring – Students’ Reflective Journal enables learners to track how well strategies work during their oral assessments.

**LS 6 – Self-evaluation:** Strategy evaluation – judging learners’ use of strategies in helping them accomplish the oral assessments.

Name: ________________________________________________________________

Date: ___________________________________________________________________

Oral Assessment (number and title): _________________________________________

**Your task objectives:** In this oral assessment, I will be able to…(ในการสอบพูดครั้งนี้ ข้าพเจ้าจะ สามารถ…)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

**Your reflection:**

1. **What do you think or how do you feel about learning learning and communication strategies in class?** (นิสิตคิดหรือรู้สึกอย่างไรต่อการเรียนกลวิธีสำหรับ การเรียนรู้และการสื่อสารในห้อง)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Ref. code: 25605821320040SLR
<table>
<thead>
<tr>
<th>2. What problems did you have with this oral assessment? (นิสิตมีปัญหาอะไรบ้างในการสอบพูดครั้งนี้)</th>
<th>3. Which strategies did you use to solve those problems? (นิสิตใช้กลวิธีอะไรในการแก้ปัญหาเหล่านั้น)</th>
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<tbody>
<tr>
<td>4. How did the strategies you used help you perform during the oral assessment? Please explain. (กลวิธีที่นิสิตใช้ช่วยในการพูดของนิสิตตอนสอบพูดอย่างไรโปรดอธิบาย)</td>
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</tr>
</tbody>
</table>

Ref. code: 25605821320040SLR
APPENDIX 4

The Evaluation Form of the Students’ Reflective Journal

Expert’s name: _______________________________________________________

Instructions: Please rate the following aspects of the Students’ Reflective Journals according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy box presents two learning strategies that are relevant to what participants are required to do in the journal.</td>
<td></td>
</tr>
<tr>
<td>2. It is appropriate to ask participants to explicitly set their task objectives to help them focus on what they hope to achieve in each oral assessment.</td>
<td></td>
</tr>
<tr>
<td>3. The total number of questions (four questions) is appropriate and sufficient for eliciting answers that can be used for responding to the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?”.</td>
<td></td>
</tr>
<tr>
<td>4. Question 1, “What do you think or how do you feel about learning learning and communication strategies in class?” is appropriate for eliciting an answer that can be used for responding to the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?”.</td>
<td></td>
</tr>
<tr>
<td>5. Question 2, “What problems did you have with this oral assessment?” is appropriate for eliciting an answer that can be used for responding to the second research question.</td>
<td></td>
</tr>
<tr>
<td>6. Question 3, “Which strategies did you use to solve those problems?” is appropriate for eliciting an answer that can be used for responding to the second research question.</td>
<td></td>
</tr>
<tr>
<td>7. Question 4, “How did the strategies you used help you perform during the oral assessment? Please explain,” is appropriate for eliciting an answer that can be used for responding to the second research question.</td>
<td></td>
</tr>
<tr>
<td>8. Question 1, “What do you think or how do you feel about learning learning and communication strategies in class?” allows participants to reflect their opinions and feelings about the instruction of the explicit instruction of learning and communication strategies.</td>
<td></td>
</tr>
<tr>
<td>9. Question 2, “What problems did you have with this oral assessment?” allows participants to identify problems they had regarding the oral assessment.</td>
<td></td>
</tr>
<tr>
<td>10. Question 3, “Which strategies did you use to solve those problems?” allows participants to identify strategies they used to help them solve the</td>
<td></td>
</tr>
</tbody>
</table>
problems they had.

| 11. Question 4, “How did the strategies you used help you perform during the oral assessment? Please explain,” allows participants to self-monitor how well such strategies work in helping them perform the oral assessment task. |

**Other comments and suggestions:**
APPENDIX 5

Semi-structured Focus Group Interview Questions

1. การสอนกลวิธีการเรียนรู้และการสื่อสารอย่างชัดเจนในห้องเรียน (Explicit learning and communication strategies (LACS) instruction in the classroom) รวม 7 คำถาม

1.1 การเรียนกลวิธีการเรียนรู้และการสื่อสารช่วยให้นิสิตพัฒนาความสามารถด้านการพูดนำเสนองานและการพูดในที่ประชุมอย่างไร โปรดอธิบาย (How did learning LACS in class help improve your presentation and meeting skills? Please explain.)

1.2 นิสิตคิดว่า ชั้นตอน 3 ชั้นตอน (pre, while, and post) ในการสอนกลวิธีการเรียนรู้และการสื่อสารช่วยให้นิสิตเข้าใจกลวิธีได้ดีขึ้นหรือไม่ โปรดอธิบาย (Do you think the three steps - pre, while, and post – used for the LACS instruction help you understand how to use LACS better? Please explain.)

1.3 กลวิธีที่ได้เรียนในห้องเรียนมีประโยชน์อย่างไร โปรดอธิบาย (How useful are the strategies you have learned in class? Please explain.)

1.4 นิสิตคิดว่ากลวิธีที่มีประโยชน์มากที่สุด โปรดอธิบายว่ากลวิธีเหล่านั้นมีประโยชน์อย่างไร (Which strategies do you think are the most useful to you? Please explain how they are useful.)

1.5 กลวิธีไหนที่นิสิตสามารถนำไปใช้ในวิชาอื่นและในการทำงานในอนาคตได้บ้าง และใช้อย่างไร โปรดอธิบาย (Which strategies can you apply to other subjects and your future career? How will you use them? Please explain.)

1.6 นิสิตคิดว่าการสอนกลวิธีเป็นเวลา 7 สัปดาห์ เป็นระยะเวลาที่เหมาะสมหรือไม่อย่างไร โปรดอธิบาย (Do you think a period of 7 weeks is an appropriate length for learning and teaching strategies? Please explain.)

1.7 ในระหว่างการสอนกลวิธี นิสิตได้รับความช่วยเหลือจากอาจารย์อย่างเพียงพอในรูปแบบการให้คำแนะนำ การให้คูมิเติม และการให้แหล่งข้อมูลการเรียนรู้ต่าง ๆ และประโยคที่เป็นประโยชน์ (During the LACS instruction, did you receive sufficient...

Ref. code: 25605821320040SLR
scaffolding in forms of consultation, showing video clips, as well as provision of relevant learning resources, and useful language exponents?)

2. เนื้อหาและสื่อประกอบการสอนกลวิธีสำหรับการพูดนําเสนอข้อมูลและการพูดในที่ประชุม (Content of learning and communication strategies and instructional materials for the instruction) รวม 4 คำถาม

2.1 เนื้อหาการสอนกลวิธีมีระดับความยากง่ายเหมาะสมกับความต้องการของนิสิตหรือไม่ โปรดอธิบาย (Is the level of difficulty of the content of the LACS suitable for your needs? Please explain.)

2.2 ปริมาณเนื้อหาการสอนกลวิธีมีความเหมาะสมกับความต้องการของนิสิตหรือไม่โปรดอธิบาย (Is the amount of the content of LACS suitable for your needs? Please explain.)

2.3 สื่อการสอนกลวิธีช่วยให้นิสิตเข้าใจการใช้กลวิธีได้อย่างมีประสิทธิภาพหรือไม่โปรดอธิบาย (Do the instructional materials such as the course book and video clips help you understand how to use LACS more effectively? Please explain.)

2.4 กิจกรรมที่ใช้ในการสอนกลวิธี เช่น การทำกิจกรรมเป็นคู่ การอภิปรายเป็นกลุ่ม และการดูวิดีโอด้วยให้นิสิตเข้าใจการใช้กลวิธีได้อย่างมีประสิทธิภาพหรือไม่ โปรดอธิบาย (Do learning activities such as pair work, group discussions, and watching video clips help you understand how to use LACS more effectively? Please explain.)

3. ผลของการเรียนกลวิธีการเรียนรู้และการสื่อสาร (Effects of learning LACS) รวม 1คำถาม

3.1 นิสิตคิดว่ากลวิธีการเรียนรู้และการสื่อสาร ได้เพิ่มความมั่นใจของนิสิตในการพูดนําเสนอข้อมูลและการพูดในที่ประชุมหรือไม่ โปรดอธิบาย (Do you think learning
LACS has boosted your confidence in giving presentations and participating in meetings? Please explain.)

4. การประเมินการพูดด้วยตนเองและประเมินให้เพื่อน (Self- and peer assessment) รวม 1 คำถาม
4.1 นิสิตคิดอย่างไรเกี่ยวกับการประเมินการพูดด้วยตนเองและประเมินให้เพื่อน (What do you think about self- and peer assessment on the course?)
As part of the research, semi-structured focus group interviews will be conducted to collect qualitative data, which will respond to the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?”* The interview questions, which were created based on the coded data from the students’ reflective journals (SRJ), are aimed at eliciting further explanations about and elaboration on what the students have written in their reflective journals. The data has shown positive feedback on the in-class learning and communication strategies (LACS) instruction. For instance, the majority of students thought LACS were useful and could really be applied in other subjects and their real lives.

There are 12 interview questions in total for validation. These questions are different from those listed in the SRJ (please see the next page). The interview will focus on three main topics: 1) the explicit LACS instruction in the classroom, 2) the content of LACS and instructional materials for the instruction, 3) the effects of learning LACS, and 4) self- and peer assessments. In addition, there will be three interview sessions conducted in Thai with three groups of students – strong, moderate, and weak. The students will be divided into three groups based on their three in-class oral assessment scores in order to ensure homogeneity, and each group will consist of 7-8 students. Each session of the interview will take approximately 100 minutes and will be video recorded. Before the interview session starts, the interviewer will ask for permission to record the video students will be asked.

Please use the IOC form to evaluate six items regarding the interview questions.

*Remark: The following list presents the definitions of the three key terms in the second research question, which will also be explained to the students prior to an interview session:

1. **Attitudes** refer to students’ opinions.
2. **LACS Instruction** refers to an instruction where learning and communication strategies, oral presentation and meeting techniques, and

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2The Information Sheet is provided as part of Appendix 5 to illustrate an example of the information that had been provided to the experts for the instrument validation process.
linguistic features (vocabulary and grammar) that help students effectively deliver oral presentations and participate in meetings are taught.

3. **Economics undergraduates** are third-year undergraduates who study at the Faculty of Economics in a Thai program at a public university in Bangkok, Thailand. Prior to their enrollment in the OECE course, they have passed four English courses.

The interviewer will briefly explain the following three-step strategies instructional framework to the students before the interview session starts.

**3-Stage Strategy Instructional Framework**

<table>
<thead>
<tr>
<th>3-Stage LACS Instructional Framework (adapted from Chamot, 2004 &amp; 2005b)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre</strong></td>
</tr>
<tr>
<td>1.1 <em>Preparation</em> – teacher identifies students’ current learning and/or strategies for familiar tasks.</td>
</tr>
<tr>
<td>1.2 <em>Presentation</em> – teacher introduces a new strategy, asks students if they have used it, and illustrates how to use it.</td>
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<tr>
<td><strong>2. While</strong></td>
</tr>
<tr>
<td>2.1 <em>Practice</em> – students practice the new strategy. In subsequent strategy practice, the teacher fades reminders to encourage independent strategy use.</td>
</tr>
<tr>
<td>2.2 <em>Expansion</em> – students transfer strategies to new similar tasks.</td>
</tr>
<tr>
<td><strong>3. Post</strong></td>
</tr>
<tr>
<td>3.1 <em>Self-assessment</em> – students evaluate their own strategy use focusing on those that facilitate their oral communication ability immediately after practice in their students’ reflective journal.</td>
</tr>
<tr>
<td>3.2 <em>Teacher assessment</em> – teacher assesses students’ use of strategies and impact on oral performance in the teacher’s observation note form while assessing oral assessments.</td>
</tr>
</tbody>
</table>

**Questions in Students’ Reflective Journal (SRJ)**

1. What do you think or how do you feel about learning learning and communication strategies in class? (นิสิตคิดหรือรู้สึกอย่างไรต่อการเรียนกลวิธีการเรียนรู้และการสื่อสารในห้อง)
2. What did you do well in the oral assessment? Please explain. (มีอะไรที่นิสิตทำได้ดีใน การสอบพูด โปรดอธิบาย)

3. What problems did you have with this oral assessment? (นิสิตมีปัญหาอะไรบ้างใน การสอบพูด โปรดอธิบาย)

4. Which strategies did you use to solve those problems? (นิสิตใช้กลวิธีอะไรในการ แก้ปัญหาเหล่านั้น)

5. How did the strategies you used help you perform during the oral assessment? Please explain. (กลวิธีที่นิสิตใช้ช่วยในการพูดของนิสิตตอนสอบพูดอย่างไร โปรดอธิบาย)
APPENDIX 6

The Evaluation Form of the Focus Group Interview Questions

Expert’s name:

Instructions: Please rate the following aspects of the focus group interview questions according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All of the 12 interview questions are appropriate and sufficient for eliciting data that will help answer the second research question, “What are the attitudes of economics students toward the LACS instruction in helping them improve their oral presentation and meeting skills?”.</td>
<td></td>
</tr>
<tr>
<td>2. The four main topics of the interview – 1) the explicit learning and communication strategies instruction in the classroom, 2) the content of learning and communication strategies and instructional materials for the instruction, 3) the effects of learning LACS, and 4) self- and peer assessment – cover all key aspects about students’ attitudes toward the LACS instruction.</td>
<td></td>
</tr>
<tr>
<td>3. All of the 12 interview questions can probe the students to elaborate on interesting aspects they have written in their reflective journals (SRJ).</td>
<td></td>
</tr>
<tr>
<td>4. All of the 12 interview questions do not repeat similar points in the SRJ.</td>
<td></td>
</tr>
<tr>
<td>5. The interview questions are straightforward and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>6. The total number of questions (12 questions) is appropriate for an interview session of 100 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
APPENDIX 7

Teacher’s Observation Note Form

<table>
<thead>
<tr>
<th>Descriptive Data</th>
<th>Reflective Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Use</td>
<td>Effects</td>
</tr>
</tbody>
</table>

Date: ___________________ Student’s Name: ___________________ Post-Test 1 or 2

Other comments:
APPENDIX 8

Target (2017), the OECE Course Book, is presented after Biography.
APPENDIX 9
The Evaluation Form of the OECE Course Book

The Evaluation Form of the OECE Course Book for Introduction Unit

Expert’s name: ______________________________________________________________

Instructions: Please rate the following aspects of the OECE course book according to your opinions.

1 = congruent        0 = questionable or unclear        -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit objectives</td>
<td></td>
</tr>
<tr>
<td>1.1 Unit objectives cover all key components in the unit.</td>
<td></td>
</tr>
<tr>
<td>1.2 Unit objectives are clear, concise, and achievable.</td>
<td></td>
</tr>
<tr>
<td>2. Course content</td>
<td></td>
</tr>
<tr>
<td>2.1 The content is authentic and up-to-date.</td>
<td></td>
</tr>
<tr>
<td>2.2 The content is interesting.</td>
<td></td>
</tr>
<tr>
<td>2.3 The content’s level of complexity is appropriate for intermediate and upper-intermediate students.</td>
<td></td>
</tr>
<tr>
<td>2.4 The strategy boxes are presented in appropriate places.</td>
<td></td>
</tr>
<tr>
<td>3. Learning tasks (speaking and listening activities + oral assessments)</td>
<td></td>
</tr>
<tr>
<td>3.1 Instructions for all activities are clear and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>3.2 Listening activities integrate authentic inputs such as news and economic reports, public talks, and so on in order to expose students to the language use in the real world.</td>
<td></td>
</tr>
<tr>
<td>3.3 Listening activities provide opportunities for students to observe models of peers or experts to enhance oral communication ability.</td>
<td></td>
</tr>
<tr>
<td>3.4 There are a sufficient number of listening activities in each unit.</td>
<td></td>
</tr>
<tr>
<td>4. Course book design</td>
<td></td>
</tr>
<tr>
<td>4.1 The course book is organized logically and effectively.</td>
<td></td>
</tr>
<tr>
<td>4.2 The font type and size used in the book are appropriate.</td>
<td></td>
</tr>
<tr>
<td>4.3 There is a consistency in the use of headings, icons, and labels.</td>
<td></td>
</tr>
<tr>
<td>4.4 There is enough space to write answers or information in learning activities.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
The Evaluation Form of the OECE Course Book (Units 1-4)

Expert’s name: ___________________________________________

Instructions: Please rate the following aspects of the OECE course book according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Unit objectives</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Unit objectives cover all key components in the unit.</td>
<td></td>
</tr>
<tr>
<td>1.2 Unit objectives are clear, concise, and achievable.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Course content</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The content in Units 1-4 is relevant to economics.</td>
<td></td>
</tr>
<tr>
<td>2.2 The content is authentic and up-to-date.</td>
<td></td>
</tr>
<tr>
<td>2.3 The content is interesting.</td>
<td></td>
</tr>
<tr>
<td>2.4 The content’s level of complexity is appropriate for intermediate and upper-intermediate students.</td>
<td></td>
</tr>
<tr>
<td>2.5 The strategy boxes are presented in appropriate places.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Learning tasks (speaking and listening activities + oral assessments)</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Instructions for all activities are clear and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>3.2 Speaking activities are designed to initiate meaningful communication.</td>
<td></td>
</tr>
<tr>
<td>3.3 Speaking activities are balanced between individual response, pair work, and group work.</td>
<td></td>
</tr>
<tr>
<td>3.4 Listening activities integrate authentic inputs such as news and economic reports, public talks, and so on in order to expose students to the language use in the real world.</td>
<td></td>
</tr>
<tr>
<td>3.5 Listening activities provide opportunities for students to observe models from peers or experts to enhance oral communication ability.</td>
<td></td>
</tr>
<tr>
<td>3.6 There are a sufficient number of listening activities in each unit.</td>
<td></td>
</tr>
<tr>
<td>3.7 Oral assessments are related to the unit’s theme and content.</td>
<td></td>
</tr>
<tr>
<td>3.8 The proportion of score allocated for each oral assessment is appropriate.</td>
<td></td>
</tr>
<tr>
<td>3.9 It is helpful to provide a preparation outline form for all oral assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Course book design</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 The course book is organized logically and effectively.</td>
<td></td>
</tr>
<tr>
<td>4.2 The font type and size used in the book are appropriate.</td>
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</tr>
<tr>
<td>4.3</td>
<td>There is a consistency in the use of headings, icons, and labels.</td>
</tr>
<tr>
<td>4.4</td>
<td>There is enough space to write answers or information in learning activities.</td>
</tr>
</tbody>
</table>

**Other comments and suggestions:**
Lesson Plan for Week 2

Date: 23/08/17
Lesson: 1
Total time: 213 minutes (This lesson took longer than usual because the first lesson started right after the pre-test, which took 105 minutes. The other 108 minutes was allocated for the lesson.)
Unit: Introduction: Presentation Strategies
Objectives:
1. To match appropriate introduction techniques to the examples provided.
2. To recognize the importance of non-verbal techniques in delivering an effective presentation.
3. To recognize steps for preparing a presentation.
4. To recognize different communication strategies for asking and handling questions.
5. To choose appropriate phrases/sentences for each part of the conclusion.
Course Content: Target (pp.1-28)
1. Warmer
2. The Presentation Structure
3. Non-verbal Communication
4. Presentation Preparation
5. Asking and Handling Questions
6. Useful Language Expressions
Required Course Materials:
- Target Course Book
- A video clip entitled How to open and close presentations? By Mark Powell
- Audio clips for Activities 8 and 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>105 min</td>
<td>Administration of the informative presentation pre-test</td>
</tr>
<tr>
<td>3 min</td>
<td>Framework of Learning and Communication Strategies Instruction on the OECE Course</td>
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<td></td>
<td>The teacher (T) asked students (Ss) whether they had heard of the terms learning strategies and communication strategies before.</td>
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<td>T showed the framework on the screen and told Ss that they would learn 13 learning and communication strategies (8 learning strategies and 5 communication strategies), which could help them develop their oral communication ability in presentation and meeting skills on this course. These strategies would be referred to as LACS.</td>
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<td>T asked Ss whether they had used any of these LACS.</td>
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<td>2 min</td>
<td>• The teacher (T) explicitly informed Ss of all five objectives in the unit that by the end of today’s lesson, they should be able to do things specified in the objectives.</td>
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</table>
| 5 min | **1. Warmer** (p.2):  
  • T asked Ss to discuss two questions in pairs for 4 min.  
  • T asked Ss to share their answers to the class for one minute. Their answers to the second question “What do you think is a good presentation structure?” might lead to the next section, 2. The Presentation Structure, on page 2. |
| 3 min | **2. The Presentation Structure** (p.2):  
  • T asked Ss how many parts a presentation was divided into. They might say three – introduction, body, and conclusion.  
  • T then explained what Ss had to do in each part of a presentation  
  **2.1 Introduction** (p.2): T reminded Ss that 1) they should not appear unprepared or apologize for not preparing properly, and 2) they had only 90 seconds to grab the audience’s attention. |
| 20 min | **Activity 1** (pp.2-4):  
  **LS 1 – Getting the idea quickly** (p.2):  
  **Strategy Instruction:**  
  1. Pre-strategy instruction:  
     1.1 Preparation: T asked Ss what they did if they had to quickly read through a text to get answers. Some Ss might say they had to look for keywords in the text.  
     1.2 Presentation:  
      • T introduced the first learning strategy she was going to teach Ss, which was **getting the idea quickly**.  
      • T asked Ss to read the strategy box quickly. Then, T asked Ss whether they could remember learning it from other classes.  
      • T told Ss that they could use the skimming technique when reading a text, and focus on keywords, phrases, or ideas. They could highlight key information as they read.  
      • T told Ss that this strategy was used for looking for specific or key information, not for getting a big picture.  
  2. While-strategy instruction:  
   • Before T asked Ss to practice using LS 1, T explained the task in Activity 1. T told Ss to use LS 1.  
    2.1 Practice:  
     • T asked Ss to practice this strategy while doing Activity 1 for 5 min.  
     • After 5 min, T elicited answers from the whole class.  
    2.2 Expansion: T told Ss that they could use this strategy when they needed to look for key information in a reading passage.  
  3. Post-strategy instruction:  
   3.1 Self-assessment: T asked Ss to evaluate whether LS 1 had enabled them to read and get key information more quickly. |
### Activity 2 – Activities 2A-2C (pp.5-6)

**Activity 2A  (p.5):**

**Listening Instruction*:**

1. **Pre-listening:**
   - 1.1 Activate Ss’ prior knowledge:
     - T told Ss they were going to watch a video that illustrated examples of introduction and conclusion of presentations.
     - T asked Ss whether they knew how to close a presentation.
   - 1.2 Make prediction: T asked Ss what they might hear in this video.
   - 1.3 Review key vocabulary: T asked Ss to look at the activity and see if there was any word they did not the meaning.
   - 1.4 Preview questions that needs to be answered: T asked Ss to read the instructions, questions, and items in Activity 2A.

2. **While-listening*:** Prior to playing the video, T reminded Ss to do the following while listening:
   - 2.1 selectively listen to key points
   - 2.2 take notes on necessary information
   - 2.3 tick in boxes
   *T showed a video until 1:06 min.

3. **Post-listening:**
   - 3.1 Checked the answers: As Ss might have finished answering the questions while listening, at this stage T could ask Ss what they had responded to each question.
   - 3.2 Discussed problems Ss had experienced while listening. T might need to replay the video if Ss could not complete the activity in the first round.
   *Steps of listening strategy were repeated in Activities 2B (video viewing from 1:07-1:50 min) and 2C (1:50-4:55 min).
   - At the end of each activity, T asked Ss what they had answered, and if their answers were wrong, T provided the correct answers.

### 3 min

**2.2 Body  (p.6):** T let Ss think about the body parts of their presentation by asking them “What kind of information do you present in the body parts?” Ss might answer what they had done previously. Then, from their answers, T summarized that Ss needed to present the main points and give details and examples to support the main points in the body parts. T also reminded Ss to summarize what they had said for the audience after each main point.

**Activity 3  (p.6):** T told Ss to listen carefully to her lecture, which would provide answers for items 1-4 on the left column under “We can effectively recall:”
   - T told Ss that we could effectively recall 20% of what we heard. So, we, as the speaker, needed to tell the audience what they needed to know, which was the information in our presentation.
   - T told Ss that we could effectively recall 30% of what we saw. So, we, as the speaker, needed to show the audience details and examples to clarify, support, and enhance their message.
   - T told Ss that our ability to recall increased to 50% if we got to hear the information and see details and examples.
   - T told Ss that we could effectively recall 80% of what we did. In delivering a presentation, this meant we needed to provide opportunities for the audience...
to interact with us, the speaker, and the presentation material.

<table>
<thead>
<tr>
<th>3 min</th>
<th>2.3 Conclusion (pp.6-7): T summarized for Ss that this was the last part of the presentation, which included 3 elements: 1) a summary, 2) a conclusion, and 3) a closing remark.</th>
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<td>• T told Ss that right after the final body part they should pause briefly to signal to the audience that they were going to finish the presentation.</td>
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<td>• T explained to Ss that in a summary, they needed to summarize briefly what they had told the audience in the whole presentation.</td>
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<td>• T told Ss that after they had summarized all the main points, they needed to conclude their presentation by reminding the audience why this presentation mattered and what they wanted their audience to do or think about. T further explained three ways of concluding a presentation: 1) issuing a challenge, 2) calling for an action, and 3) leaving with a ‘feel good’ factor.</td>
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<td>• T told Ss that the final part of their conclusion ended with their closing remark in which they thanked their audience and invited them to ask questions.</td>
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<td>Activity 4 (p.7): T asked Ss to fill the conclusion structure in the blanks and elicited answers from them.</td>
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<tr>
<th>7 min</th>
<th>3. Non-verbal Communication (pp.7-11)</th>
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<tr>
<td></td>
<td>3.1 Body Language (pp.7-9): Activity 5 (pp.7-9): T asked Ss to do the activity and reminded them to use the getting-the-idea-quickly strategy by skimming and highlighting key points. T gave Ss 3 min to complete this activity, and then elicited answers from Ss.</td>
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<td>• Next, T asked for a volunteer from the class to come in front of the class and illustrate the five-person trick for establishing eye contact with the audience. In front of the class, T asked the volunteer to stand at the center and look to the audience sitting in the classroom. T asked the volunteer whom she/he would choose to look at for Persons 1-5. If the volunteer was unsure about whom to look at, T asked the whole class for help. After having selected all five persons, T asked the volunteer to practice establishing eye contact with those five persons by looking at them and moving his/her eyes and head to different persons while looking at them.</td>
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<td>Activity 6 (p.8): T briefly explained what Ss had to do in this activity and gave them 2 min to finish, and then elicited answers from Ss.</td>
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<td>• Next, T asked everyone to stand up to practice on posture by looking at Steve Jobs’ photo on the left on p.9. Then, T asked Ss to imitate how Jobs stands and to check two things whether: 1) their feet were about shoulder width apart with their toes pointing slightly outward, and 2) they put more of their weight on to one foot or they put equal weight on both feet. With their current posture, T illustrated rocking back and forth and asked Ss to rock and see whether they felt it was easy to move their body. If it was, it probably meant they put equal weight on both feet. T told Ss to try to put more weight on another foot and rock their body again and they should feel that it was more difficult to move their body. T told them this was the posture they should have when presenting to prevent them from rocking while standing.</td>
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</table>
3.2 Voice (p.9): T told Ss that there were seven aspects of voice they should be aware of when delivering a presentation. T briefly explained key points in all aspects.

**Activity 7A** (p.10): T asked Ss to look at the list of the vocabulary, and told them that they would hear these words in the clip they were about to watch. Then, T went through the list of the vocabulary with Ss by pronouncing each word and letting them repeat after. Next, T explained what each word meant. T told Ss that they could look up meanings and listen to the pronunciation of words on online dictionary websites such as Longman and Cambridge.

**Activity 7B** (pp.10-11):

**LS 2 – Note-taking** (p.10):

**Strategy Instruction**:

1. Pre-strategy instruction:
   1.1 Preparation: T asked Ss whether they had learned about the T-formation note-taking strategy before.
   1.2 Presentation: T explained to Ss that they could take notes in a T-formation format while reading or listening. T told Ss that with this strategy, they needed to divide a sheet of paper into two sides, and write down main ideas on the left, and details, examples, or comments on the right.

**Listening Instruction**:

1. Pre-listening instruction:
   1.4 Preview items that need to be answered: T asked Ss to read the information in the table to get an idea on what they needed to focus on while listening.

2. While-listening instruction*: T reminded Ss to do the following:
   2.1 Selectively listen to the missing details
   2.2 Fill in blanks to complete the details

   *Remark 1: During the while-listening stage, Ss got an opportunity to practice using the note-taking strategy, which was Stage 2.1 Practice in the strategy instructional framework.

**Activity 7C** (p.11):

- After the clip played at 7:13 min, T fast forwarded the clip to 9:02 min and told Ss to complete Activity 7C by listening carefully.
- While-listening instruction: In this activity, Ss practiced taking notes on necessary information they needed for answering two questions.

3. Post-listening instruction:
   3.1 Check the answers: T elicited answers in Activities 7B and C from Ss.  
   3.2 Discuss problems/difficulties Ss had in doing these two activities. T provided advice on what they could try to do next time.

**Remarks 2**: 1) The speech parts that Ss were going to watch were 3.23 min long. 2) Since Ss did not get to take notes in the T-formation style from scratches, it might be difficult for them to evaluate the effectiveness of this strategy at this point. Thus, the post-strategy instruction stage, which concerned self- and teacher assessments, was skipped for now.

**Remarks 3**: Since the T-formation note-taking technique might be new to Ss,
Activity 7B was designed in this way to help them familiarize themselves with this technique. Thus, most of the information had been given to Ss and their job is to write down keywords or key phrases. Provision of some information in the notes was considered as a scaffolding attempt.

<table>
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<tr>
<th>2 min</th>
<th>4. <strong>Presentation Preparation</strong> (pp.12-21):</th>
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<tbody>
<tr>
<td></td>
<td>- Homework: T assigned Ss to read about the Presentation Preparation section (pp.12-21) and take notes in the T-formation table on pp.16-17, using LS 2 – Note-taking they had learned. Ss might look at an example in Activity 7B (pp.10-11).</td>
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<tr>
<th>5 min</th>
<th>4.1 <strong>Preparing Visual Aids</strong> (pp.18-19):</th>
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<td><strong>Activity 8</strong> (p.18-19): T told Ss to do Activity 8 and that this activity, which is filling details in the blanks, was like Activity 7B. T told Ss that they were going to listen to the audio clip, which provides some useful guidelines for designing PowerPoint slides. T told Ss to listen carefully and write down the missing information in all 18 blanks. After they had completed the activity, T elicited answers from Ss.</td>
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<td>- T asked Ss to look at examples on p.18 of how they could list information in bullet points when preparing presentation slides.</td>
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<td><em>Remark:</em> The audio clip was 3.26 min long.</td>
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<tr>
<th>3 min</th>
<th>4.2 <strong>Making Note Cards</strong> (p.20):</th>
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<td>T briefly explained different types of prompts Ss could use to remind them what to say in a presentation.</td>
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<td><strong>Activity 9</strong> (p.21): T told Ss that they were going to listen to a short audio clip, which told them some useful tips for making note cards. T told Ss to listen carefully and write down the missing information in all the blanks. T could also pause the clip to give Ss some time to write the answers. After the clip, T elicited answers from Ss.</td>
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<td><em>Remark:</em> The audio clip was 1.49 min long.</td>
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<tr>
<th>2 min</th>
<th>4.3 <strong>Rehearsal</strong> (p.21):</th>
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<td>T emphasized to Ss that rehearsal was very important as it enabled them to see whether their presentation exceeded the allotted time. T reminded Ss to time themselves while rehearsing. Also, T recommended that Ss practice their talk out loud and in front of a mirror to check their body language, and, if possible, ask their friend to listen to their presentation and give feedback, so that they knew what they needed to improve on.</td>
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<tr>
<th>3 min</th>
<th>5. <strong>Asking and Handling Questions</strong> (p.22):</th>
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<td>T told Ss that usually a speaker gave an opportunity for the audience to ask questions and that there were different types of question they could ask. T went through types of question and examples shown in the table on p.22 with Ss and told them that these types of question were cooperative communication strategies, which were used to facilitate communication between the audience and a speaker. The audience might ask the speaker to repeat, confirm, or explain something.</td>
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<td>- T further advised Ss what they should do when handling questions by asking them to read the box “What you should do” on p.22.</td>
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<td>- T recommended Ss that they use CS 4 – Use of fillers and hesitation devices when trying to think of answers. This strategy was a non-cooperative communication strategy, which enabled the speaker to fill in pauses and to gain more time to think instead of going silent. Ss</td>
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could use examples provided in the table on p.22.

### 7 min

**Activity 10 (p.23):** T told Ss that they would get an opportunity to practice using CS they had just learned in Activity 10. T asked Ss to work in a group of 3-4 to think of what to say to handle the four situations given and to identify which CS it was that they should use. 7 min were allotted for this activity, and after the time was up, T elicited answers from the whole class.

### 13 min

**6. Useful Language Expressions (pp.24-26):**

**6.1 Opening a Presentation (p.24):** T briefly explained to Ss that there were two structures for telling the audience what they were going to say/do by asking the Ss to look at the “Grammar corner” box on p.24. T emphasized that ‘would like to’ was used to politely state what they want to do, while ‘will’ was used to give future information.

**6.2 Signaling (p.25):** T recommended that Ss use signposts throughout their presentation to help them structure and shape the content of their presentation. Signposts were verbal and non-verbal signals that linked one point to the next to show relationships between ideas and to stress important points. Verbal signposts came in a form of words, phrases, or sentences, while non-verbal signposts included brief pauses, moving across the stage, and raising or lowering one’s voice. T reminded Ss to pause before using a signpost to turn to a new point because it helped the audience to absorb the information they had been told, and it gave Ss, the speaker, the chance to control their nerves.

**6.3 Looking at the Visual (pp.23-24):** T pointed out to Ss that they could use these phrases when explaining their slides.

**6.4 Ending a Presentation, Activity 10 (pp.24-25):**

**LS 3 – Recognizing and using language exponents:**

**Strategy Instruction:**

1. **Pre-strategy instruction:**
   1.1 Preparation: T gave Ss 2 min to scan language exponents in the table on pp.26-27, and tick in front of the exponents they had used before.
   1.2 Presentation: T told Ss that language exponents were language items used for functional purposes, and they were very useful in helping Ss construct their presentation scripts. Tables in 6.1-6.4 (pp.24-27) presented useful language expressions, which were categorized according to 1) the parts they appear in a presentation and 2) functional purposes.

2. **While-strategy presentation:**
   2.1 Practice: T asked Ss to do Activity 10, which allowed them to practice LS 3 – Recognizing language exponents. T told Ss to read all 13 exponents in the table and write them in the blanks under the correct category. Some examples were provided in each category. T gave Ss 4 min to complete all the blanks. Then, T elicited answers from Ss.
   2.2 Expansion: T told Ss they could use these useful language exponents when preparing their future presentations.

**Remark:** Strategy Instruction ended at this point because there was no presentation task for Ss to actually practice integrating the exponents in the presentation. As a result, the post-strategy instruction stages, which consisted of self- and teacher assessment, were not included. Although they had not yet got an opportunity to use language exponents in the actual presentation, at least they had...
had an opportunity to recognize and to put them in the correct categories in Activity 10.
- Before the class ended, T told Ss that they could consult with her if they had any questions or problems regarding the course after class or send her messages via Line.

**Homework for next week:**
- T asked Ss to watch a presentation video by Caroline Goyder entitled The surprising secret to speaking with confidence at home and evaluate her presentation in Activities 7A and B (pp.43-45). Ss would be asked to discuss their feedback in class in a small group in the next class. T told Ss that these activities would train them to give feedback.
- T reminded Ss to take notes in the T-formation table (pp.16-17).
- T assigned Ss to do Activities 2-4 (pp.32-34) in Unit 1.
- T assigned Ss to prepare for their first oral assessment task (p.45) by thinking of a sector they wanted to talk about and find the information about it in order to help them prepare a 5-min information presentation. T told Ss that if they had any questions, they could contact her via Line.

**End of Lesson 1**
# Lesson Plan for Week 3

**Date:** 30/08/17  
**Lesson:** 2  
**Total time:** 175 minutes  
**Unit:** Unit 1: Economic Outlook

## Objectives:
1. To recognize key terms in economic outlooks.  
2. To present economic figures and trends.  
3. To prepare a presentation outline for an informative presentation.  
4. To use different strategies for delivering an effective informative presentation.

## Course Content: *Target* (pp.28-52)
1. Warmer  
2. Economic Outlook  
3. Informative Presentation  
4. Oral Assessment Task

## Required Course Materials:
1. *Target Course Book*  
2. Audio clips for Activities 1, 5A, 5B, and 5C  
3. Self- and peer assessment form  
4. Students’ Reflective Journal (SRJ)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
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| 10 min | **Objectives and homework from previous class:**  
• T explicitly informed Ss of all four objectives in the unit that by the end of today’s lesson, they should be able to do things specified in the objectives.  
• T asked Ss to look at their homework about T-formation note-taking on pp.16-17, and elicited answers from the whole class.|
| 5 min | **1. Warmer** (p.29):  
• T asked Ss to discuss three questions in pairs for 3 min and write down their answers.  
• After 3 min, T asked Ss to share their answers with the class.|
| 5 min | **2. Economic Outlook** (p.30):  
2.1 **Getting Familiar with Economic Outlooks** (p.30): T reminded Ss that in the previous class they learned a note-taking strategy (LS 2), and now they were going to learn a few more tips for taking notes.  
• T activated Ss’ prior knowledge about reasons why we took notes while listening by asking them.  
• T further asked Ss to look at the symbols and abbreviations in the table and to share with the class which they used when taking notes and what else they used that had not been listed in the table.  
• T concluded that using symbols and abbreviations could save their time and enable them to jot down more information.|
| 10 min | **Activity 1** (pp.30-31): **Listening to definitions to identify 10 terms** (audio clip is 3.52 min long) |
• T explained Ss that in this activity they had to listen to definitions of 10 terms commonly found in economic outlooks. Then, they should take notes on key information to help them identify the terms and write them in the correct order in the table provided. Then, T told Ss to practice using the symbols and abbreviations they had just learned while taking notes.

Listening Instruction:
1. Pre-listening: For this activity, it made more sense to start the listening instruction with reviewing key vocabulary because this activity required Ss to listen to the definition of each term and to write down the term.
   1.1 Review key vocabulary:
      • T asked Ss to look at all 10 terms and asked whether they knew all of them.
      • T explained tips for listening to definitions and pronounces each term for the Ss to repeat after.
   1.2 Activate Ss’ prior knowledge:
      • T reminded Ss to use their background knowledge in economics to think of these terms’ meanings. They might have learned these terms and knew their meanings in Thai, which might help them identify the terms more easily while listening. If they could not provide meanings in English, they could do so in Thai. Eliciting Ss’ knowledge of economic terms could activate their prior knowledge of economics.
   1.3 Make prediction: T asked Ss to predict words they might hear, which were associated with the terms by writing them down above each term.

2. While-listening: Prior to playing the video, T reminded Ss to do the following while listening:
   2.1 selectively listen to key points
   2.2 take notes on necessary information
   2.3 fill the terms in the table
      • T played the audio clip for Activity 1. After the first term, T asked Ss to find out whether they had any difficulty in identifying the term or jotting down notes. If they had, T could pause the clip after each term for Ss to finish taking some notes and write down the term in the table.

3. Post-listening:
   3.1 Check the answers: As Ss might have finished writing down all the terms while listening, at this stage T could ask Ss which terms they had written down according to the order. Also, T asked Ss if using symbols and abbreviations had helped them take notes more quickly.
   3.2 Discuss problems Ss had experienced while listening.

10 min 2.2 Explaining Trends (pp.32-33):
Activity 2 (p.32): In the previous class, T assigned Activity 2 as homework. In this class, T elicited answers from Ss and asked Ss to verbally summarize key information of three types of graphic representation.

Activity 3 (p.33): In the previous class, T assigned Activity 3 as homework. In this class, T elicited answers from Ss.

Activity 4 (p.33): In the previous class, T assigned Activity 4 as homework. This activity served as a revision for describing trends, which they learned in the
writing course last semester. In this class, T showed the answers on the screen and asked Ss to check their answers.

20 min 2.3 Global and Thai Economy between 2016 and 2017 (pp.34-37):
- T told Ss that they were going to listen to three parts of an informative presentation on global and Thai economic outlooks in Activities 5A-C. Each clip was approximately 5 min long.
- Before letting Ss do those three activities, T taught some listening tips in the box on p.34, which suggested that Ss listen for transitions, rhetorical questions, and keywords.

Strategy Instruction: Since Ss were taught this strategy in the previous class, they should be able to recognize its name from descriptions in the strategy box (T asked Ss to write the name, which was getting the idea quickly, in the blank) and expand the strategy by using it in the new unit before listening. Because this strategy was already taught and practiced, the pre-strategy instruction and the while-strategy instruction (practicing) stages would be skipped. The while-strategy instruction (expansion) stage would be employed in Activities 5A-C.
- Expansion: T asked Ss what they should do to apply LS 1 – Getting the idea quickly in doing Activities 5A-C. Then, T let Ss highlight keywords/info in all questions on pp.34-36 to help them focus on finding answers while listening.

Activity 5A (pp.35-36): T told Ss they were going to listen to the first part of an informative presentation on Global and Thai economy: Looking back and looking forward. They would hear a summary of the global and Thai economy in 2016 in this part of the presentation. There were 11 questions for them to answer.

Activity 5B (p.37): T told Ss they were going to listen to the second part of the same presentation. This part focused on the global economic outlook in 2017. There were five multiple-choice questions for them to answer.

Activity 5C (pp.36-37): T told Ss they were going to listen to the final part of the same presentation. This part focused on the Thai economic outlook in 2017. There were five multiple-choice questions for them to answer.

Because all three activities were listening activities, steps in the listening instruction would be followed in Activities 5A-C.

Listening Instruction:
1. Pre-listening:
   1.1 Activate prior knowledge: T told Ss that they might hear economic terms from Activity 1 in this presentation.
   1.2 Make predictions: T told Ss that they would hear information they could use to answer questions.

   *Remark: The stage for previewing questions before listening was skipped because Ss would have already done that as part of the expansion stage in strategy instruction.

2. While-listening: T reminded Ss to do the following:
   2.1 selectively listen to key points and/or details required for answering the questions
   2.2 take notes on necessary information
3. Post-listening: After each listening activity, T gave Ss some time to finish answering questions and proceeded to the following steps:
   3.1 Checked answers
   3.2 Discussed any difficulty they might have regarding the activities

*Remark:* After the post-listening stage, T asked Ss to evaluate whether LS 1 had facilitated them in doing the listening activities. This was the first step of the post-strategy instruction, which was self-assessment.

10 min 2.4 Presenting Graphs (pp.37-40):
**Activity 6A** (pp.37-38): T explained tips for presenting numbers (p.38) to Ss and asked Ss to do Activity 6A (pp.37-38) in class together.

15 min **Activity 6B:** T asked Ss to do Activity 6B by following instructions provided on p.39. Before letting Ss do the activity, T taught CS 5 – Self-repair (p.40), a communication strategy that Ss could use while delivering a presentation.

**Strategy Instruction:**
1. Pre-strategy instruction:
   1.1 Preparation: T asked Ss what they did if they realized they had made grammatical mistakes when speaking.
   1.2 Presentation: T introduced CS 5 to Ss and told them they could self-correct themselves if they made grammatical mistakes when speaking. T further added that it was perfectly normal that we made grammatical mistakes when we spoke English because it was not our native language. Even native speakers did make mistakes sometimes. The important point for Ss to take from learning this strategy was that now that they knew what to do to fix this language problem, they did not need to panic. T encouraged Ss to be brave and dare to speak English with confidence. T told them to practice this strategy while presenting the graph in Activity 6B and rehearsing their presentations.

2. While-strategy instruction:
   2.1 Practice: Ss got an opportunity to practice using the new strategy when they presented the graph in Activity 6B.

   • After the strategy instruction, T told Ss to do Activity 6B. T told them that they had probably learned the grammar for presenting trends and what information to present since last semester. The information in the two boxes on p.39 following Activity 6B instructions had been provided just to remind them. T told Ss that they had 3 min to write their notes for presenting the graphs on p.40. Although these two graphs used different types of graphic representation (line and bar graphs), they presented the same information. T reminded them to check whether the information their partner presented was clear and accurate while listening, and they could give each other feedback.

   • T showed the answer sample and asked Ss whether they had presented the trends in the graphs similarly.

3. Post-strategy instruction:
   3.1 Self-assessment: T asked Ss whether they had used CS 5 during their graph presentations. If they had, T could ask how they feel.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>3. Informative Presentation</strong> (pp.41-43): T explained the content on pp.41-43.</td>
</tr>
</tbody>
</table>
| 10 min | **Activities 7A-B** (pp.43-45):  
- T went through Ss’ feedback in Activity 7A (pp.43-44), which was assigned as homework in the previous class.  
- T asked Ss to discuss their feedback in Activity 7B (pp.44-45) in a group of 3-4 for 5 min.  
- Then, T asked the whole class to share their feedback in each aspect. |
| 10 min | Break |
| 10 min | **Explanation about the SRJ and Self- and Peer Assessment Form**  
- Before T went through the oral assessment task on p.45, T reminded Ss that they would need to complete their SRJ and Self- and Peer Assessment Form, which they could write their reflections and feedback in Thai.  
1. **SRJ:**  
   - T showed Ss the SRJ form and told them that they would get an opportunity to use two LS, including LS 5 – Self-monitoring, particularly strategy monitoring, and LS 6 – Self-evaluation, particularly strategy evaluation.  
   - T told Ss to write down their objectives they wanted to be able to reach in each oral assessment.  
   - There were four questions that they needed to answer in the SRJ. T reminded to write their reflection as detailed as possible, so that T could see what they thought about the LACS instruction and how effectively LACS had helped them complete the assessment task.  
   - T showed examples of the reflection that T had written.  
2. **Self- and Peer Assessment** (SPA) Form  
   - T showed Ss the SPA form and told Ss that they would get to use LS 6 when providing feedback on their performance. LS 6 in this form focused on ability evaluation as the form asked Ss to evaluate both performances of themselves and their friend.  
   - T reminded Ss to write as detailed as possible because they could learn from their own feedback and the one they received from their friend. Also, T reminded Ss to use the feedback in this form to monitor their speaking progress and improve their performance.  
   - T told Ss that the information in the constructs and descriptions column kept changing based on the scoring rubric of each oral assessment. Ss could use such descriptions as guidelines when evaluating the performance.  
   - Below the feedback table, there were two prompts for Ss to answer. The first one asked what they did well and the second one asked them to list two things they would do to improve their performance in the next assessment. The second prompt was the final stage in the post-speaking instruction stage, which was plan for future tasks.  
   - T showed examples of feedback of self- and peer assessments that T had written. |
| 50 min | **4. Oral Assessment Task** (p.45):  
**Speaking Instruction** was employed in all oral assessment tasks.  
1. **Pre-speaking:**  
   1.1 Prepare and plan: Things that would be done during this stage aligned...
with LS 4 – Planning for a language task; thus, the instruction of this strategy would be integrated as part of the speaking instruction.

- T briefly went through the oral assessment task on p.45 for a quick revision.

- Then, T distributed the oral assessment rubric, which would be used to assess Ss’ informative presentations, to Ss and explained the rubric. T told Ss to take descriptors into account while preparing their presentation.

- T asked Ss to identify their OA task objectives in the SRJ.

- T asked Ss which sector they wanted to present about and reasons for choosing such a sector. Also, T asked what they had already known about the sector they had chosen. This was to activate their background knowledge about the sector. Ss should be able to answer these questions because they had to decide on the sector and find information about it for their homework assigned in the previous class. Also, T went through tips on p.48 for outline preparation with Ss. T also told Ss to check out resources provided on p.48. These resources contained information that might be useful for the presentation. Providing Ss with outline preparation tips and relevant resources that could help them prepare their presentation was a form of scaffolding.

- T asked Ss to predict the vocabulary and the grammatical structures they might need for the economic outlook presentation. T told Ss that they could use the vocabulary on p.30 and grammar structures for presenting trends on p.39. Since their presentation involved predicting the trends in the future, T told Ss that they might need to use the future tenses. T might briefly elicited Ss’ knowledge of the future tenses they could use.

- T told Ss to plan their presentation by creating an outline and organizing their thoughts and information in the A (pp.46-47) and B (p.49) forms. This step was considered as practicing LS 5 as Ss fill out the A and B forms. The A form (pp.46-47) helped them reflect their thoughts on preparing a presentation based on informative presentation elements they had learned on pp.41-43. Also, it helped them think of presentation techniques they want to use. The B form (p.49) allowed them to draft a preparation outline for their presentations. This form helped them focus on the presentation content. T told Ss that they could go back and read five steps for preparing a presentation on p.15 as they completed the B form. T told Ss to look at pp. 12-15 for guidelines on planning and developing their presentation. T gave 10 min for Ss to complete the two forms.

- After they had completed both forms, T told Ss to pair up and that they had 5 min per pair to share and exchange their ideas with their partner on your presentation topic and outline.

- T asked Ss to draft a body paragraph of their presentation using the information they had found and useful language expressions in the previous unit – Introduction: Presentation Strategies. They could
write their first body paragraph in a piece of paper using the information in their outlines in the B form. They could draft the rest of their presentation speech at home. T told Ss that they could use useful language expressions on pp.24-26 in the previous unit for writing their presentation script.

- T showed an example of what to put on the note cards (index or cue cards, p.20) to give Ss some ideas, and T asked Ss what and what not to do for making note cards. If Ss forgot, T reminded them to look at tips for making note cards in Activity 9 on p.21. T told Ss that note cards could provide them with assurance as they could remind them what they needed to say in which order. So, they did not need to worry about forgetting important points. T also told Ss that note cards would not help much without rehearsing their presentation.

- T reminded Ss to integrate introduction techniques to make their introduction interesting. Also, T told Ss to rehearse their presentation with the slides as often as possible sometimes in front of a mirror to check their body language and other times with friends for feedback. Also, T told Ss to time themselves while rehearsing so that they knew how long their presentation took and this would help them manage their time properly.

1.2 Lower anxiety: T asked Ss to look at the strategy box on p.48. T told Ss that one way to reduce their anxiety before giving a presentation was to breathe deeply and slowly. This strategy was also recommended by the video *The surprising secret to speaking with confidence* they had watched in Activities 7A and B. T told Ss to explore and write down other techniques to lower their anxiety in the box at home and they could use those techniques before and during their presentation to see which one worked best for them. What was done here was the presentation of a new strategy. Ss would get to practice it when they were about to deliver a presentation during their rehearsals and their oral assessment performance. The self-assessment of the strategy use could be done after they had delivered a presentation.

*Remark:* Although the while- and post-speaking stages did not take place at this point in class, T could tell Ss what was going to happen and what they had to do when as follows:

2. While-speaking: T told Ss that they had to do the following things when they rehearsed and gave their presentation.

2.1 Feel in control: T told Ss to try their best to concentrate on the presentation and encourage themselves that they could smoothly deliver a presentation knowing they had rehearsed a lot. (This is an introduction of LS 8 – Encouraging yourself.)

2.2 Deliver a speech: T told Ss to:

- use their note cards effectively by quickly glancing at them without breaking eye contact with the audience
- speak clearly and fluently with confidence
- remember what they had to say (the note cards could remind them this)
• use appropriate and correct words and grammar
• be aware of their body language and voice while presenting.

2.3 Monitor your performance: T told Ss to
• pay attention to their use of vocabulary and grammar, and pronunciation
• self-repair if they heard themselves made a mistake.

3. Post-speaking: This stage occurred after the oral assessment performance. T reminded Ss to complete 1) the self and peer assessment form, and 2) the SRJ.

3.1 Self-assessment: Ss
• evaluated how they had performed in an oral assessment in the self-assessment form.
• identified the problems they had encountered in doing an oral assessment.
• reviewed strategies they had used that had helped them successfully deliver their speeches.

*Remark: The last two items were done in the SRJ.

3.2 Peer assessment: T assessed their friend’s performance on an oral assessment task in the peer assessment column in the SPA form. This could be done while their friend was performing in class or at home as they watched his/her performance on a video recording. Also, their friend assessed the student’s performance.

3.3 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her observation notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

3.4 Plan for future task: Ss planned for how they would improve their performance for the next time in the self-assessment form.

- Before the lesson ended, T offered her scaffolding assistance by telling Ss
• that they could make appointments to rehearse with her and she could give them feedback for improvement.
• to feel free to contact her if they had any questions about or problems with preparing their presentation.

End of Lesson 2
Lesson Plan for Week 5

Date: 13/09/17
Lesson: 3
Total time: 180 minutes
Unit: Unit 2: Travel and Tourism

Objectives:
1. To recognize the economic impact the travel and tourism industry has on Thailand
2. To recognize the current focuses of the travel and tourism industry
3. To manage group work successfully in preparing and delivering a persuasive group presentation
4. To prepare and deliver an effective persuasive group presentation

Course Content: Target (pp.53-75)
1. Warmer
2. Travel and Tourism
3. Persuasive Presentation
4. Group Presentation
5. Oral Assessment Task

Required Course Materials:
1. Target Course Book
2. An audio clip for Activity 2.1
3. Video clips for Activities 3, 4, 5.1, and 5.2
4. SRJ

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
</tr>
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</table>
| 2 min | **Objectives:**
|       | • T explicitly informed Ss of all four objectives in the unit that by the end of this unit, they should be able to do things specified in the objectives. |
| 10 min| 1. **Warmer** (p.53): The purpose of these two activities was to elicit from Ss what they knew about 1) travel and tourism in general (1.1), and 2) impacts the travel and tourism sector has on themselves and Thailand (1.2).
|       | 1.1 T told Ss that they had only 1 min to write or draw everything that comes to their mind when they think of the topic “travel and tourism” on a piece of paper. T was the timer and tells Ss when time was up.
|       | 1.2 After the one minute was up, T told Ss to quickly get into a group of 4-5 with friends they had never worked with before in this class to brainstorm 1) direct impacts of the travel and tourism sector in Thailand on them as individuals, and 2) positive and negative impacts of the sector on Thailand. They had only 5 min to brainstorm in group, and T would give a signal when the time was up. Then, T asked Ss to send a group representative to write their ideas on the board as many as possible. The group with the highest number of ideas wins.
|       | *Remark:* These two activities enable T to lead Ss in the lesson. |
| 4 min | 2. **Travel and Tourism** (p.54):
|       | 2.1 **Economic Impact of Travel and Tourism in Thailand** (p.54): T asked Ss to skim through Figures 2.1 and 2.2 and highlight any key information in
In order to understand how travel and tourism affects economy. This is an expansion of LS 1.

**LS 1: Getting the idea quickly**

**Strategy Instruction:**
- T asked Ss to look at the strategy box and to tell which strategy they should use in doing Activity 1.
- T told Ss to fill in missing information in the blanks in the box.

3 min

**Activity 1 (p.55): 10 items of true or false**
- T reminded Ss to use LS 1 in doing the activity. Since they had already highlighted key information in Figures 2.1 and 2.2, they should be able to do this activity more quickly.
- Activity 1 allowed Ss to practice and expand LS 1, which were steps in the while-strategy instruction stage.
- Then, T moved on to the self-assessment in the post-strategy instruction stage where T asked Ss whether this strategy had helped them complete the task more quickly.

17 min

**2.2 Current Focuses of Travel and Tourism in Thailand (pp.56-59):**

**2.2.1 Sustainable Tourism (pp.56-58):** This section consisted of three activities: Activities 2, 2.1, and 2.2. These three activities were designed to fit the three-stage of listening instruction.

**Listening Instruction:**

1. **Pre-listening – Ss:**
   - 1.1 activated their prior knowledge of the topic “sustainable tourism” – T could help Ss in activating their prior knowledge by asking them whether they had heard of this topic before, and what they knew about it.
   - 1.2 made predictions on what they might hear in Activity 2.1 (p.57). Their answers might be related to what they knew about sustainable tourism they had shared earlier.
   - 1.3 reviewed a list of key vocabulary in Activity 2 (p.56), which they would hear in the news report in Activity 2.1. T asked Ss to listen to correct pronunciations on Longman Online Dictionary (http://www.ldoceonline.com/) and repeat the pronunciations. Also, T showed Ss the words that were on the academic word list, and told them that they would see these words in different academic texts.
   - 1.4 previewed questions they needed to answer in Activity 2.1, and T asked them to highlight keywords in the questions to help them focus while listening to the audio clip.

2. **While-listening: Prior to playing the clip, T reminded Ss to do the following while listening:**
   - 2.1 selectively listen to key points,
   - 2.2 take notes on necessary information, and
   - 2.3 answer the questions.
   - T plays the entire audio clip of 7:35 min for Activity 2.1 without pausing it.

*Remark: Every time Ss did a listening activity, they were reminded to use the note-taking strategy to help them take notes more
effectively. Consequently, the note-taking strategy was often practiced in and transferred to similar listening activities.

3. Post-listening – Ss did the following steps:
   3.1 checked the answers by talking to a friend sitting next to them. T gave Ss 3 min to check their answers. Then, T showed the answers on the screen and let Ss correct any wrong answers. After that T asked Ss to assess on whether previewing a list of questions and highlighting key information in the questions had helped them do Activity 2.1 better. This serves as a self-assessment in the post-strategy instruction stage.
   3.2 discussed the topic they had just listened to in Activity 2.1 by focusing on two questions in Activity 2.2 (p.58). T asked Ss to discuss two questions in a group of 3-4 people, and write down answers. T gave 5 min to Ss to complete the activity. Then, T elicited answers from Ss.

| 7 min | 2.2.2 Zero-Dollar Tours (pp.58-59): Zero-dollar tours have been a major phenomenon that has had a negative effect on Thailand’s tourism since 2016. Ss would learn more about this tour type from authentic news clips in Activities 3 and 4 (pp.58-59). |

- Before letting Ss do Activities 3 and 4, T asked them how they would approach these two listening activities. T might ask questions such as “What will be the first thing to do? Which strategies will they use in doing these listening activities?” These questions would help Ss plan steps they should take in doing such activities.

**Listening Instruction:**

1. Pre-listening – Ss:
   1.1 activated their prior knowledge of the topic “zero-dollar tours” – T could help Ss in activating their prior knowledge by asking them whether they had heard of this topic before, and what they knew about it.
   1.2 made predictions on what they might hear in Activity 3 (p.58). Their answers might be related to what they knew about this type of tour they had shared earlier.
   1.3 reviewed vocabulary they might not know the meaning by looking up on an online dictionary.
   1.4 previewed questions they needed to answer in Activity 3, and T asked them to highlight keywords in the questions to help them focus while listening to the audio clip.

2. While-listening: Prior to playing the clip, T reminded Ss to do the following while listening:
   2.1 selectively listen to key points,
   2.2 take notes on necessary information, and
   2.3 answer the questions.
   - T plays the entire audio clip of 1:46 min for Activity 3 without pausing it.

3. Post-listening:
   3.1 T elicited answers from Ss.
   3.2 T asked Ss whether they had any difficulty listening to the clip.
### Activity 4 (p.59)

Focuses on the same topic (zero-dollar tours) as Activity 3 with a different aspect. Thus, some steps might be skipped because the Ss were already familiar with the topic.

The listening instruction for Activity 4 followed the steps below:

1. **Pre-listening** – T asked Ss to:
   1. Identify the note-taking format in Activity 4,
   2. Share with the class what they should do when taking notes (this helped Ss to review the note-taking strategy and tips they had learned previously), and
   3. Preview main ideas in the left column and highlight keywords to help them focus on while listening.

2. **While-listening:** Prior to playing the clip, T reminded Ss to:
   1. Selectively listen to key details and examples, which were relevant to the three main ideas in the left column (T might remind Ss to use abbreviation and symbols when taking notes), and
   2. Complete the activity by taking notes on key details and examples in the right column.

   *Remark:* T plays the entire audio clip of 2:28 min for Activity 4 without pausing it. This activity allows Ss to practice the note-taking strategy in the T-formation style they had learned in Introduction: Presentation Strategies.

3. **Post-listening:**
   1. T elicited answers from Ss.
   2. T asked Ss whether they had any difficulty listening to the clip and taking notes.

### 3 Persuasive Presentation (pp.60-63)

In order to help Ss understand more about a persuasive presentation, T explained all key information in:

- **3.1 Types of Propositions** (p.60)
- **3.2 Argument Development** (p.61)
- **3.3 Types of Audience** (pp.61-62)
- **3.4 Persuasive Speech Patterns** (pp.62-63).

### 3.5 Persuasive Presentation in Practice (pp.64-65):

#### Activity 5.1 (p.64):
- The persuasive presentation clip in Activity 5.1 shows an example of a persuasive presentation. T told Ss to observe what the speaker did to persuade the audience to take a nap. T told Ss to write their feedback on the speaker as they watch the clip in the space provided in Activity 5.1. This activity serves as a practice for assessing a presentation, which Ss were required to do after each oral assessment in a self- and peer assessment form. Then, T played the clip of 6:30 min for the Ss.

#### Activity 5.2 (p.65):
- After watching the clip, T asked Ss to do Activity 5.2, which required them to give feedback on the presentation. T gave five min to Ss to reflect on different aspects shown in the form and write down their feedback.
- Then, T elicited answers in Activities 5.1 and 5.2 from Ss.

### 4 Group Presentation (p.66)

T explained information about delivering a group presentation.
Activity 6 A Mini Task (pp.67-68):
- In the previous class, T assigned Ss to watch the documentary Assignment Asia: Thailand’s tourism woes at home, and to take notes on problems caused by booming tourism and advice mentioned in the clip.
- In class, T asked Ss to follow instructions in numbers 2-5 on p.67. T told Ss to write down ideas from brainstorming in the box on p.68.
- T gave Ss 25 min to prepare for their persuasive group presentations of 7-8 min.

Strategy Instruction – Encouraging yourself (p.68):
After the 25 min is up and before T let Ss present, T taught Ss a new learning strategy – LS 8 – Encouraging yourself. The strategy instruction at this point ended at the practice stage.

1. Pre-strategy instruction:
   1.1 Preparation: T asked Ss whether they knew any techniques that could boost their confidence before delivering a presentation. Ss might share techniques they knew and probably had used before.
   1.2 Presentation: T introduced LS 7 to Ss, and suggested that they try this strategy next time they were going to deliver a presentation. T told Ss to say or write positive statements to themselves to boost their confidence.

2. While-strategy instruction:
   2.1 Practice: T asked Ss to practice this LS by first writing at least two positive statements that would make them feel more confident and competent, and then saying them aloud five times. While saying the statements, they could use hand gestures if they wish. T told Ss to practice this strategy again before delivering a presentation in Activity 6.

   • After the strategy instruction, T asked Ss to volunteer which group would present first. There would be six groups in total and presentations of all groups would take approximately 50 min.
   • After the last presentation, T asked Ss to vote on the best persuasive presentation in class, and told Ss that they could not vote for their group.

3. Post-strategy instruction:
   3.1 Self-assessment: T asked Ss whether LS 8 had helped them boost their confidence before giving a presentation or not.
highlight any key information. Then, T asked Ss to verbally summarize the information they had read.

- Then, T let Ss to do steps 2 and 3 in the preparation phase on p.69 in class for 10 min. If Ss decided to persuade the audience to invest in this joint tourism project, they could check out more information from the link provided in the right box on p.70.
- T told Ss to plan their group presentations by creating an outline and organizing their thoughts and information in the A (pp.71-73) and B (p.74) forms. The A form helped them reflect their thoughts on preparing a presentation based on persuasive presentation elements they had learned on pp.60-66. Also, it helped them explicitly allocate responsibilities for each member. The B form allowed them to draft a preparation outline for their presentations. This form helped them focus on the presentation content. T told Ss that they could go back and read five steps for preparing a presentation on p.15 as they complete the B form. T told Ss to look at pp. 12-15 for guidelines on planning and developing their presentation. T gave 10 min for Ss to complete the A form. Then, T told Ss to complete the B form with their group members after class. Providing Ss with presentation outline forms that could help them prepare their persuasive group presentations was a form of scaffolding.

*Remark:* Although the while- and post-speaking stages did not take place at this point in class, T could tell Ss what was going to happen and what they had to do when as follows:

2. While-speaking: T told Ss that they had to do the following things when they rehearsed and gave their presentation.
   2.1 Feel in control: T told Ss to try their best to concentrate on the presentation and encourage themselves that they could smoothly deliver a presentation knowing they had rehearsed a lot.
   2.2 Deliver a speech: T told Ss to:
      • use their note cards effectively by quickly glancing at them without breaking eye contact with the audience
      • speak clearly and fluently with confidence
      • remember what they had to say (the note cards could remind them this)
      • use appropriate and correct words and grammar
      • be aware of their body language and voice while presenting.
   2.3 Monitor your performance: T told Ss to
      • pay attention to their use of vocabulary and grammar, and pronunciation
      • self-repair if they heard themselves made a mistake.

3. Post-speaking: This stage occurred after the oral assessment performance. T reminded Ss to complete 1) the self and peer assessment form, and 2) the SRJ.
   3.1 Self-assessment: Ss
      • evaluated how they had performed in an oral assessment in the self-assessment form.
- identified the problems they had encountered in doing an oral assessment.
- reviewed strategies they had used that had helped them successfully deliver your speeches.

*Remark:* The last two items were done in the SRJ.

3.2 Peer assessment: Ss assessed their friend’s performance on an oral assessment task in the peer assessment form. This could be done while their friend was performing in class or at home.

3.3 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

3.4 Plan for future task: Ss planned for how they would improve their performance for the next time in the self-assessment form.

- Before the lesson ended, T offered her scaffolding assistance by telling Ss to feel free to contact her if they had any questions about or problems with preparing their presentation.

End of Lesson 3
Lesson Plan for Week 6

Date: 13/09/17
Lesson: 4
Total time: 130 minutes
Unit: Unit 2: Travel and Tourism

Objective:
1. To deliver an effective persuasive group presentation

Course Content: Target (pp. 69-70)
1. Oral Assessment Task

Required Course Materials:
1. Target Course Book

<table>
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<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
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| 5 min | • In this week, Ss got an opportunity to rehearse their second oral assessment task in class.  
• Before letting Ss practice their oral assessment task, T told Ss to look at the LACS framework and asked them which LACS they thought they could use in this oral assessment task. This revision of LACS could help remind Ss what were available for them to use.  
• Ss got an opportunity to expand their strategy use when they rehearsed their oral assessment task. |
| 5 min | • The while- and the post-speaking instruction stages took place in this class.  
• T recapped the steps in the while-speaking for the Ss so that they knew what to do during their presentations.  
2. While-speaking: T told Ss that they had to do the following things when they rehearsed and gave their presentation.  
2.1 Feel in control: T told Ss to try their best to concentrate on the presentation and encourage themselves that they could smoothly deliver a presentation knowing they had rehearsed a lot.  
2.2 Deliver a speech: T told Ss to:  
• use their note cards effectively by quickly glancing at them without breaking eye contact with the audience  
• speak clearly and fluently with confidence  
• remember what they had to say (the note cards could remind them this)  
• use appropriate and correct words and grammar  
• be aware of their body language and voice while presenting.  
2.3 Monitor your performance: T told Ss to  
• pay attention to their use of vocabulary and grammar, and pronunciation  
• self-repair if they heard themselves made a mistake.  
3. Post-speaking: This stage in class covered only teacher assessment. Ss in each group received teacher feedback right after their presentation so that
they could plan on what they would need to improve on for the assessment after class.

3.1 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

| 120 min | • The rehearsal and feedback session |

**End of Lesson 4**
Lesson Plan for Week 9

**Date:** 11/10/17  
**Lesson:** 5  
**Total time:** 180 minutes (115 minutes were allotted for the informal meeting pre-test, and 65 minutes were for the instruction)  
**Unit:** Unit 3: Innovation  

**Objectives:**  
1. To recognize differences between creativity and innovation  
2. To recognize the relationship between innovation and economy  
3. To recognize the most recent economic model of Thailand 4.0  
4. To effectively participate in informal group meetings  

**Course Content:** *Target* (pp.76-83)  
1. Warmer  
2. Innovation  

**Required Course Materials:**  
1. *Target Course Book*  
2. Video clips for Warmer 1.1, Activities 3, 4, and 6  

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>115 min</td>
<td>Administration of the informal meeting pre-test</td>
</tr>
</tbody>
</table>
| 2 min | Objectives:  
• T explicitly informed Ss of all four objectives in the unit that by the end of this unit, they should be able to do things specified in the objectives. |
| 14 min | • Before doing activities in Warmer (p.76), T asked Ss whether creativity and innovation were different or similar. Then, T asked Ss what creativity and innovation meant.  
1. **Warmer** (p.76): There were two activities in Warmer: 1.1 (p.76) and 1.2 (p.77). The video in the activity in 1.1 enabled Ss to distinguish the differences between creativity and innovation. The purpose of these two activities was to elicit from Ss what they knew about these two terms.  
1.1 (p.76, 5 min) T told Ss that they were about to watch a video entitled *Innovation VS Creativity – Difference between Innovation and Creativity*, and to complete the missing information the blanks. T kept pausing the video in order to allow some time for Ss to write answers. After all blanks had been completed, T checked answers with Ss.  
• (p.77, 9 min) T told Ss to define the two terms ‘creativity’ and ‘innovation’ based on their understanding and interpretation, and gave them 7 min to work on this activity. |
| 39 min | 2. **Innovation** (pp.77-83):  
2.1 **Innovation and Economy** (p.77-79):  
**Activity 1** (p.77, 10 min): T asked Ss to share their definitions of innovation they had written in 1.2 in a group of 4-5 with friends whom they had not worked with before in this class. After everyone had shared their definitions, each group tried to come up with the group’s definition of ‘innovation.’ Then, T told Ss to type |
their groups’ definitions on the screen so that everyone in class could see. T elicited answers from Ss on the common characteristics of innovation based on definitions from different groups.

**Activity 2** (p.77, 13 min): T gave 10 min to Ss to brainstorm positive and negative impacts of innovation on economy based on their groups’ definitions of innovation. After the time was up, T elicited answers from the whole class and typed up Ss’ answers on the screen so that they all could see, and could add more answers.

*Remark:* Both Activities 3 and 4 were listening activities; thus, steps in Listening Instruction were followed.

**Activity 3** (p.78, 7 min): T told Ss to look at Activity 3, and that they were going to watch a short video to get some ideas about innovation and economic growth. Prior to playing the clip, T informed Ss that they would hear Dr. Bhide spoke with an Indian accent, which might be a bit challenging when they were not used to it. However, in the real world, they would also hear an Indian accent, so this clip could serve as a listening practice for a different accent. If Ss found it quite difficult to understand during the first round the clip was played, T could play the clip twice.

**Activity 4** (p.79, 9 min): T told Ss to look at Activity 4, and that they were going to watch a short video to get some ideas about impacts of innovation on China’s future.

- Before T started teaching listening, T asked Ss which LS they could use to help them do Activity 4. Ss might say “LS 1.” T then asked Ss what they should do with the statements in Activity 4. Ss might say “Highlight keywords or information.”

**Listening Instruction:** Steps in the listening instructional framework were followed in Activities 3 (p.78) and 4 (p.79).

1. Pre-listening – Ss:
   1.1 activated their prior knowledge of the topics “innovation and economic growth” in Activity 3 and “impact of innovation on China’s future” in Activity 4. For Activity 3, T might ask Ss to look at their answers in Activity 2 (p.77), and select the ones that affect the economic growth. For Activity 4, T might ask Ss to guess whether innovation had more positive or negative impacts on China’s future.
   1.2 made predictions on what they might hear regarding the topics. Their answers for Activity 3 might be related to what they knew about innovation and economic growth, and their answers for Activity 4 might be related to impacts of innovation on China’s future, which they had shared earlier.
   1.3 reviewed key vocabulary in 2 questions for Activity 3 and 12 statements for Activity 4. T asked Ss if there were any words in the questions/statements that they did not know the meanings. There usually were some Ss who knew many words if they were not highly difficult. In that case, T could elicit meanings from Ss in class.
   1.4 previewed questions or statements they needed to answer. T asked Ss to highlight keywords in the questions (Activity 3) or statements (Activity 4) to help them focus while watching the clips. This step incorporated LS...
2 – Getting the idea quickly, particularly expansion in the while-stage where Ss transferred LS 1, which they had learned earlier in the semester to a new listening activity. Consequently, the whole process of the strategy instruction would not be elaborated at this point.

2. While-listening: Prior to playing the clips, T reminded Ss to do the following while listening:
   2.1 selectively listen to key points by focusing particularly on keywords that Ss had highlighted,
   2.2 take notes on necessary information, and
   2.3 answer the questions or complete the activity.

*Remarks: Every time Ss did a listening activity, they were reminded to use the note-taking strategy to help them take notes more effectively. Consequently, the note-taking strategy was often practiced in and transferred to listening activities.

3. Post-listening – Ss do the following steps:
   3.1 check the answers by sharing their answers to the class in both activities.
   3.2 discuss whether they had any difficulties in comprehension. After that, T asked Ss to assess on whether previewing a list of questions and highlighting key information in the questions had helped them do Activities 3 and 4 better. This self-assessment on the use of LS 1 was in the post-strategy instruction stage.

10 min

2.2 Thailland 4.0 (pp.80-81):

2.2.1 What is ‘Thailand 4.0’?

Activity 5 (p.80, 2 min): T showed the infographic about Thailand 4.0 (the picture in the course book) on the screen and told Ss to look at it when doing Activity 5. This picture briefly summarized the main focuses of Thailand’s economy in each era. The picture also provided some fundamental knowledge, which prepared them for Activity 6.

Activity 6 (pp.80-81, 8 min): T told Ss to do Activity 6, which required them to fill in the missing information in the blanks. T kept pausing the clip for each item, so that Ss had time to write down the answers. T could also go through the answers item by item during the pauses.

Homework: T assigned some homework to Ss as follows:
- Activity 7 (pp.81-82) – defining three key terms relating to Thailand 4.0
- Reading – Informal Meeting (pp.83-91): T reminded Ss to highlight all key information and to get the gist of the content in this part, so that they could share the main points with the class in the next lesson.
- Activity 9 (p.84) – putting desirable behaviors of verbal and non-verbal communication in appropriate columns
- Activity 10 (p.87) – writing the appropriate characteristics of good responses in the blanks

- Before the lesson ended, T offered her scaffolding assistance by telling Ss to feel free to contact her if they had any questions about or problems with preparing their presentation.

End of Lesson 5
Lesson Plan for Week 10

Date: 18/10/17
Lesson: 6
Total time: 180 minutes
Unit: Unit 3: Innovation

Objectives:
1. To recognize differences between creativity and innovation
2. To recognize the relationship between innovation and economy
3. To recognize the most recent economic model of Thailand 4.0
4. To effectively participate in informal group meetings

Course Content: Target (pp.83-112)
1. Informal Meeting
2. Useful Language Expressions
3. Practice
4. Oral Assessment Task

Required Course Materials:
1. Target Course Book
2. Video clips for Activities 11, 13 and 14
3. SRJ

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<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
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<tr>
<td>5 min</td>
<td><strong>Activity 7</strong> (pp.81-82, 3 min): This was the first piece of homework assigned in the previous class. In this class, T elicited answers from Ss by asking them to share their definitions of three terms: 1) middle-income trap, 2) knowledge-based economy, and 3) value-based economy.</td>
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</table>
| 40 min | **3. Informal Meeting** (pp.83-91): In the previous lesson, T assigned the Informal Meeting section as reading homework. In this lesson, T told Ss to arrange chairs in a big circle where all 24 people could sit and see each other. T and Ss discussed all the main points about the following aspects by starting with summarizing the key ideas and following by providing comments and/or examples.  
  3.1 **Group Discussion** (p.84):  
    **Activity 9** (p.84, 3 min): T elicited answers from Ss. Then, T asked Ss to suggest more appropriate behaviors that led to effective group discussions besides the three behaviors listed in the book.  
    3.1.1 **Asking Questions** (pp.84-87):  
    3.1.1.1 **Primary Questions** (p.85): T asked Ss what primary questions did in a discussion. Then, T asked Ss to give examples of a double-barreled question, and a closed question to enable them to have a clearer picture of these two types of question.  
    3.1.1.2 **Secondary Question** (pp.85-86): T asked Ss what a secondary question was and what purposes of it were.  
    3.1.1.3 **The Responsibility for Asking Questions** (p.87): T asked Ss whose responsibility it was to ask questions in a group discussion. |
3.1.1.4 Responses (p.87):
Activity 10 (p.87): This activity had been assigned in the previous lesson. In this lesson, T elicited answers from Ss.

3.1.2 Listening (pp.84-85): T asked Ss if they had further suggestions regarding listening apart from those in the course book.

3.1.3 Communicating Climate (p.88): T asked Ss if they could think of more aspects that could lead to a good communicating climate.

3.2 The Procedural Model of Problem Solving (P-MOPS) (pp.89-90): T told Ss that they could use this model when discussing a problem in a group.
Next, T asked Ss to summarize the main points of the P-MOPS.

3.2.1 Problem Description and Analysis (p.89): T asked Ss how they interpreted the suggestion on stating the problem in the form of a problem question rather than a solution problem.

3.2.2 Generating and Elaborating on Possible Solutions (pp.89-90): T asked Ss what they should do in this step.

3.2.3 Evaluating Possible Solutions (p.90): T asked Ss what the most important points they should do in this step were.

3.2.4 Consensus Decision Making (pp.90-91): T asked Ss how many methods there were for making a decision in a group and which one they would use in the Oral Assessment 3, and why.

3.2.5 Implementing the Solution Chosen (p.91): T asked Ss to summarize the key ideas of this part.

20 min

Note: Before doing Activity 11, T told Ss to arrange their chairs in rolls facing the screen.

3.3 An Example of an Informal Meeting (pp.91-93):
Activity 11 (pp.91-93): T told Ss they were about to watch a video that illustrated an example of an informal meeting. Also, this video explained some useful expressions for group discussions. The clip was 10:21 min long.

Listening Instruction:
1. Pre-listening – Ss:
   1.1 previewed questions they needed to answer in Activity 11, and T asked them to highlight keywords in the questions to help them focus while watching the clip.
   *Remark: Only this step was followed in the pre-listening stage because it was the most relevant step for this activity.

2. While-listening: Prior to playing the clip, T reminded Ss to do the following while listening:
   2.1 selectively listen to key points and focus on keywords they had highlighted in order to find answers.
   2.2 take notes on necessary information, and
   2.3 answer the questions.
   ● T played the clip and kept pausing to allow some time for Ss to write down answers. T checked answers with Ss question by question before moving on to the next question.
3. Post-listening:
   3.1 T asked Ss whether they had any difficulty following any part of the clip.

40 min  **Activity 8** (p.82): T asked Ss to do a group discussion in a group of 4-5. T explained to Ss that they needed to do the following:
   1. choose one target industry of Thailand 4.0;
   2. find more information on the internet about pressing problems of the selected target industry that needed to be solved quickly in order to move toward Thailand 4.0;
   3. brainstorm all pressing problems they could find, and
   4. discuss solutions for each problem.
   T told Ss that they had 25 min to do steps 1 and 2, and 13-15 min to do steps 3 and 4. Also, T reminded Ss to use P-MOPS and useful expressions when they discussed. T walked around the room to observe group discussions, and to provide consultation regarding the content and language to Ss, which was considered as a form of scaffolding.

5 min  **Break**

30 min 4. **Useful Language Expressions** (pp.94-97):
   4.1 **Giving and Responding to Opinions** (pp.94-96)
   4.2 **Asking and Handling Questions** (pp.96-97)
   4.3 **Controlling** (p.97)
   4.4 **Making Decisions** (p.97)

   **Activity 12** (pp.94-95): T gave 10 min for Ss to write 10 sentences for recommending something by using different expressions in order to practice using the exponents. After that, T elicited answers from Ss.

   **Activity 13** (p.98):
   - Prior to letting Ss watch the video, a strategy box of LS 3 – Recognizing and using language exponents appearing on p.98 prior to Activity 13 task reminded Ss the usefulness of learning language exponents. LS 3 was already taught following the strategy instruction steps in the lessons before the midterm, so this part of the lesson would not focus on teaching this strategy.
   - T told Ss that they were going to watch the first part of a video (1:17-4:40 min) about how to discuss a topic in a group. T told Ss to observe how a group discussion was conducted and write down 14 expressions that four participants used in the discussion. Then, T elicited answers from Ss.

   **Activity 14** (pp.99-100): T told Ss that they were going to watch the second part of the same video (4:42-8:32) and to write down the missing phrases or expressions in the blanks. T paused after each item to give Ss some time to write down answer(s). T elicited answers from Ss item by item during each pause.

25 min  **5. Practice**

   **Activity 15** (pp.100-101): T asked Ss to do a group discussion in a group of 4-5. T explained to Ss that they needed to do the following:
   1. brainstorm all pros and cons of employing human workers and using cutting robots, and
   2. discuss those pros and cons in order to decide on whether or not the company should replace human workers with the cutting robots.
T told Ss that they had 5 min to read all the information provided, and 13-15 min to brainstorm and discuss. They could write down ideas in the tables provided on p.101. Also, T reminded Ss to use P-MOPS and useful expressions when they discussed. T walked around the room to observe group discussions, and to provide consultation regarding the content and language to Ss, which was considered as a form of scaffolding.

15 min

5. **Oral Assessment Task** (pp.102-103): **Oral Assessment 3: Informal Meeting (10%)**

**LS 4 – Planning for a language task:** Although this strategy had been taught in Unit 1 before the midterm exam, the strategy box was included again in this unit in order to remind Ss what steps to take when planning for a language task.

**Speaking Instruction** was employed in all oral assessment tasks.

1. **Pre-speaking:**
   1.1 Prepare and plan:
   - T asked Ss to read the OA task on pp.102-103 and highlight key points.
   - T explained Ss what they needed to do in this oral assessment.
   - T helped Ss activate their background knowledge, particularly what they already knew about smart farming.
   - T told Ss that they could find more information about smart farming by checking out the websites provided in the OA task on pp.102-103. Providing Ss with relevant websites, which they could find further information about smart farming was a form of scaffolding. Also, they could write down useful information they had found in the table on p.104.
   - Then, T distributed the oral assessment rubric, which would be used to assess Ss’ informal meetings, to Ss and explained the rubric. T told Ss to take descriptors into account while preparing their information.
   - T asked Ss to identify their OA task objectives in the SRJ.
   - T told Ss to plan their points to be proposed and discussed by creating an outline and organizing their thoughts and information. Ss could write down those points in note cards.
   - T told Ss that they could practice a group discussion with their friends.

*Remark:* Although the while- and post-speaking stages did not take place at this point in class, T could tell Ss what was going to happen and what they had to do when as follows:

2. **While-speaking:** T told Ss that they had to do the following things when they practiced an informal meeting:
   2.1 Feel in control: T told Ss to try their best to concentrate on the information they would like to share and to encourage themselves that they could smoothly present their ideas and participate in an informal meeting knowing they had practiced a lot.
   2.2 Deliver a speech: T told Ss to:
   - use their note cards effectively by quickly glancing at them without breaking eye contact with other participants in the meeting.
• speak clearly and fluently with confidence
• remember what they had to say (the note cards could remind them this)
• use appropriate and correct words and grammar
• be aware of their body language and voice while speaking.

2.3 Monitor your performance: T told Ss to
• pay attention to their use of vocabulary and grammar, and pronunciation
• self-repair if they heard themselves made a mistake.

3. Post-speaking: This stage occurred after the oral assessment performance. So at this point, T reminded Ss to complete 1) the self and peer assessment form, and 2) the Ss’ reflective journal.

3.1 Self-assessment: Ss
• evaluated how they had performed in an oral assessment in the self-assessment form.
• identified the problems they had encountered in doing an oral assessment.
• reviewed strategies they had used that had helped them successfully deliver your speeches.

*Remark: The last two items were done in the SRJ.

3.2 Peer assessment: Ss assessed their friend’s performance on an oral assessment task in the peer assessment form. This could be done while their friend was performing in class or at home.

3.3 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

3.4 Plan for future task: Ss planned for how they would improve their performance for the next time in the self-assessment form.

- Before the lesson ended, T offered her scaffolding assistance by telling Ss to feel free to contact her if they had any questions about or problems with preparing their OA task.

End of Lesson 6
Lesson Plan for Week 11

Date: 25/10/17
Lesson: 7
Total time: 160 minutes
Unit: Unit 3: Innovation

Objective:
1. To effectively participate in informal group meetings

Course Content: *Target* (pp.102-103)
1. Oral Assessment Task

Required Course Materials:
1. *Target Course Book*

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<th>Teaching Stages and Procedures</th>
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| 5 min  | • In this week, Ss got an opportunity to rehearse their third oral assessment task in class.  
       | • Before letting Ss practice their oral assessment task, T told Ss to look at the LACS framework and asked them which LACS they thought they could use in this oral assessment task. This revision of LACS could help remind Ss what were available for them to use.  
       | • Ss got an opportunity to expand their strategy use when they rehearsed their oral assessment task.  
       | • The while- and the post-speaking instruction stages took place in this class.  
       | • T recapped the steps in the while-speaking for the Ss so that they knew what to do during their presentations.  
       | 2. While-speaking: T told Ss that they had to do the following things when they rehearsed, presented their ideas, and participated in a discussion.  
       | 2.1 Feel in control: T told Ss to try their best to concentrate on the presentation and encourage themselves that they could smoothly present their ideas and participated in a discussion knowing they had rehearsed a lot.  
       | 2.2 Deliver a speech: T told Ss to:  
       | • use their note cards effectively by quickly glancing at them without breaking eye contact with other participants  
       | • speak clearly and fluently with confidence  
       | • remember what they had to say (the note cards could remind them this)  
       | • use appropriate and correct words and grammar  
       | • be aware of their body language and voice while presenting and discussing.  
       | 2.3 Monitor your performance: T told Ss to  
       | • pay attention to their use of vocabulary and grammar, and pronunciation  
       | • self-repair if they heard themselves made a mistake.  |
3. Post-speaking: This stage in class covered only teacher assessment. Ss in each group received teacher feedback right after their presentation so that they could plan on what they would need to improve on for the assessment after class.

3.1 Teacher assessment: The teacher assesses the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

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<th>150 min</th>
<th>• The rehearsal and feedback session</th>
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**End of Lesson 7**
Lesson Plan for Week 13

Date: 8/11/17  
Lesson: 8  
Total time: 175 minutes  
Unit: Unit 4: Aging Society  

Objectives:
1. To recognize the current situation of aging society in Thailand  
2. To recognize the roles and responsibilities of a chairperson and a participant  
3. To effectively chair formal meetings  
4. To effectively participate in formal meetings  

Course Content: *Target* (pp.113-126 & 130-138)  
1. Warmer  
2. Aging Society  
3. Meeting  
4. Useful Language Expressions  
5. Oral Assessment Task

Required Course Materials:  
1. *Target Course Book*  
2. Audio clips for Activities 2 and 3  
3. Video clip for Activity 1  
4. SRJ

Time  
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<th>Teaching Stages and Procedures</th>
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<td>5 min</td>
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| 2 min | Objectives:  
• T explicitly informed Ss of all four objectives in the unit that by the end of this unit, they should be able to do things specified in the objectives. |
| 15 min | 1. **Warmer** (p.113):  
• T asked Ss to work in a group of 4-5 to brainstorm the benefits and drawbacks of aging populations for countries. They had 7 min to list as many benefits and drawbacks as possible. After the 5 min was up, T asked each group to send a representative to write those benefits and drawbacks on the board.  
• T then went through what each group wrote and circled the similar points and asked Ss to rank them on the top-5 list of each category (advantage and disadvantage). |
| 35 min | 2. **Aging Society** (pp.114-117):  
2.1 **Aging Populations** (p.114):  
Activity 1 (p.114, 10 min): T told Ss that they were going to watch a clip entitled How an ageing population would change the world – BBC News. |
Before they watched the clip, T asked them which learning strategy they should use to help them manage this activity, and let them fill the strategy in the blank on p.121. They probably answered “Getting the idea quickly.”

2.2 Aging Society in Thailand

Activities 2 (p.115, 15 min) and 3 (p.116, 10 min): T told Ss that they were going to listen to two interviews focusing on the aging society in Thailand. The first interview in Activity 2 focused on the aging society in Thailand and the economy. The second interview in Activity 3 talked about the current situation of Thailand in becoming an aging society.

Listening Instruction: Steps were followed in Activities 1, 2 (p.115), and 3 (p.116).
1. Pre-listening – Ss:
   1.1 activated their prior knowledge about 1) impacts of aging populations on countries in Activity 1, 2) impacts of an aging society in Thailand on the Thai economy in Activity 2, and 3) the current situation of Thailand in becoming an aging society in Activity 3. For Activity 1, T might ask Ss to look at their answers in Warmer (p.120). For Activity 2, Ss could look at their answers in Warmer and focus on those that might affect the Thai economy. Finally, for Activity 3, Ss might reflect on what they had experienced and/or observed.
   1.2 made predictions on what they might hear regarding the topics. Their answers for Activities 1, 2, and 3 might be related to what they were going to watch or hear in the clips.
   1.3 reviewed key vocabulary in statements and questions for Activities 1-3. T asked Ss if there were any words in the statements/questions that they did not know the meanings. There usually were some Ss who knew many words if they were not highly difficult. In that case, T could elicit meanings from Ss in class.
   1.4 previewed questions or statements they needed to answer. T asked Ss to use LS 1 – Getting the idea quickly by highlighting keywords in the statements (Activity 1) and questions (Activities 2 and 3) to help them focus while watching or listening to the clips. This step incorporated LS 1, particularly expansion in the while-stage where Ss transferred LS 1, which they had learned earlier in the semester to a new listening activity. Consequently, the whole process of the strategy instruction would not be elaborated at this point.

2. While-listening: Prior to playing the clips, T reminded Ss to do the following while listening:
   2.1 selectively listen to key points by focusing particularly on keywords that Ss had highlighted,
   2.2 take notes on necessary information, and
   2.3 answer the questions or complete the activity.

*Remark: Although the LS 2 – Note taking was not shown in a strategy box prior to a listening activity, every time Ss did a listening activity, they were reminded to use the note-taking strategy to help them take notes more effectively. Consequently, the note-taking strategy was often practiced in and transferred to listening activities.
3. Post-listening – Ss did the following steps:
3.1 checked the answers by sharing their answers to the class in Activities 1 and 3. T asked Ss to check their answers in Activity 2 with a friend sitting in front of them. T let Ss discuss for 3 min, then asked them to share their answers to the class.
3.2 discussed whether they had any difficulties in comprehension. After that, T asked Ss to assess on whether previewing a list of questions and highlighting key information in the questions had helped them do Activities 1-3 better. This self-assessment on the use of LS 1 was in the post-strategy instruction stage.

30 min

3. Formal Meetings (pp.117-120, 4 min): In Unit 3, Ss had learned what informal meetings were. In this unit, they would learn about formal meetings. T could begin this section by asking Ss to think of what made a meeting formal before asking them to see characteristics of formal meetings on p.117. Then, T asked Ss to check whether their answers are similar to the information on p.117.

3.1 Key Terms in Formal Meetings (p.118, 2 min): T and Ss went through the list of the key terms frequently used in formal meetings.

3.2 Meeting Agenda (p.118, 4 min): T explained to Ss what a meeting agenda consisted of and shows an example of how it looked like.

3.3 Pattern of Formal Meetings (p.119, 3 min): T explained a formal meeting procedure to Ss to give them an overview of what they needed to do in the final oral assessment.

3.4 Responsibilities (pp.119-120): There were three activities (Activities 5-8) in this section to teach Ss about responsibilities of a chairperson and a participant.

Activity 5 (pp.119-120, 7 min): T gave Ss 6 min to fill in appropriate responsibilities in the blanks in Table 2. After they had finished, T elicited answers from Ss.

Activity 6 (p.120, 10 min): T gave Ss 8 min to discuss the statements about the chairperson’s roles with their friend who sat next to them, and to decide whether they agreed or disagreed with the statements. Then, T elicited answers from the whole class. Ss should say what their answers were and provide their reasons. After that, T reminded Ss to keep these roles in mind as they would take turns to be a chairperson in the final assessment.

5 min

Break

15 min

Activity 7 (p.121, 8 min): T gave Ss 6 min to answer five multiple-choice questions by themselves first, and then, they could discuss their answers with a friend sitting behind them. Next, T elicited answers from the whole class, and discussed any items that had contradictory views with Ss.

3.5 Dealing with Different Situations in Meetings (pp.121-121, 7 min): T asked Ss to read three different difficult situations in meetings for 5 min. Then, T asked Ss to verbally summarize what they should do to deal with such situations.
<table>
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<th>Time</th>
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| 40 min| **4. Useful Language Expressions** (pp.122-126, 40 min):  
- T asked Ss which learning strategy they could use in relation to useful language expressions. Ss probably answered “LS 3 – Recognizing and using language exponents.”  
- T asked Ss to make some space between their seats as they might want to read useful language expressions out loud in the following steps.  
- T gave Ss 16 min to quickly go through the list of expressions on pp.122-126, and highlight one or two expressions they might want to use in a formal meeting. As they went through the expressions, they could read them out loud so that they could hear themselves saying them. After they had selected the expressions for each function, T told Ss to practice saying their selected expressions. The purpose of this task was to help Ss become more familiar with the expressions, especially the ones they would like to use.  
- After the 16 min is up, T asked Ss to pair up with a friend near them, and decide who would be Student A and Student B. Student A would be the one who asked Student B to say one expression for each function. Student A selected five functions in chairing a meeting and five functions in participating in a meeting. Student B would be awarded one point if he/she provided a correct expression. For example, Student A asked, “As a chair, what would you say to explain the meeting’s objective?” Student B would say, “The main purpose of this meeting is to…” If Student B didn’t remember some phrases, he/she could say “Pass.” The pair could return to the functions they had passed if there was time left. There would be two rounds for this task, and each round lasts for 12 min. In the first round, Student A asked Student B, and in the second round Student B asked Student A, picking different functions. T was a timekeeper who signaled the time for each round. |
| 25 min| **6. Oral Assessment Task** (pp.130-134): Oral Assessment 4: Formal Meeting (15%)  
- T explained to Ss about what they were required to do in the final assessment task.  
**Speaking Instruction** was employed in all oral assessment tasks.  
1. Pre-speaking:  
1.1 Prepare and plan:  
- T asked Ss to read the OA task on pp.130-134 and highlight key points.  
- T explained Ss what they needed to do in this oral assessment.  
- T helped Ss activate their background knowledge, particularly what they already knew about the four solutions.  
- T told Ss that they could find more information about an aging population or society in Australia as well as the four solutions by checking out the websites provided in the OA task on pp.131-132. Providing Ss with relevant websites, which they could find further information about Australia’s aging population and the suggested solutions was a form of scaffolding. Also, they could write down
useful information they had found in the table on pp.137-138.

• Then, T distributed the oral assessment rubric, which would be used to assess Ss’ informal meetings, to Ss and explained the rubric. T told Ss to take descriptors into account while preparing their information.

• T asked Ss to identify their OA task objectives in the Ss’ reflective journals.

• T told Ss to plan their points to be discussed by creating an outline and organizing their thoughts and information. Ss could write down those points in note cards.

• T told Ss that they could practice a formal meeting with their friends.

*Remark:* Although the while- and post-speaking stages did not take place at this point in class, T could tell Ss what was going to happen and what they had to do when as follows:

2. While-speaking: T told Ss that they had to do the following things when they practiced a formal meeting:

2.1 Feel in control: T told Ss to try their best to concentrate on the information they would like to share and to encourage themselves that they could 1) chair the meeting effectively, 2) present their information and ideas smoothly, and 3) participate in a formal meeting effectively, knowing they had practiced a lot.

2.2 Deliver a speech: T told Ss to:

• use their note cards effectively by quickly glancing at them without breaking eye contact with other participants in the meeting.
• speak clearly and fluently with confidence
• remember what they had to say (the note cards could remind them this)
• use appropriate and correct words and grammar
• be aware of their body language and voice while speaking.

2.3 Monitor your performance: T told Ss to

• pay attention to their use of vocabulary and grammar, and pronunciation
• self-repair if they heard themselves made a mistake.

3. Post-speaking: This stage occurred after the oral assessment performance. T reminded Ss to complete 1) the self and peer assessment form, and 2) the SRJ.

3.1 Self-assessment: Ss

• evaluated how they had performed in an oral assessment in the self-assessment form.
• identified the problems they had encountered in doing an oral assessment.
• reviewed strategies they had used that had helped them successfully deliver their speeches.

*Remark:* The last two items were done in the SRJ.

3.2 Peer assessment: Ss assessed their friend’s performance on an oral assessment task in the peer assessment form. This could be done at home.
3.3 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

3.4 Plan for future task: Ss planned for how they would improve their performance if they had a chance to chair and to participate in a meeting in the future.

Note: After T had finished explaining the task, T explained 6.1 and 6.2 as follows:

<table>
<thead>
<tr>
<th>6.1 Agendas for the Meetings (pp.135-136)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• T explained about the agendas, which Ss needed to use in the assessment.</td>
</tr>
<tr>
<td>• Before moving on to 6.2 Preparation for Ideas, T asked Ss to fill in the strategy’s name that they could use in preparing for the final oral assessment in the blank on pp.137-138.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2 Preparation for Ideas (p.137)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• T told Ss that they could write down pros and cons of all four solutions in the table on pp.137-138 when they found the information.</td>
</tr>
<tr>
<td>• After T had explained everything, T asked Ss if they had any questions about the task.</td>
</tr>
</tbody>
</table>

3 min Homework: T assigned Ss to do the following homework:

- to review useful language expressions (pp.122-126). They must know which expressions to use for which functions as there would be a game on expressions for chairing and participating in a formal meeting in the next class.
- to find more and prepare information relevant to the four solutions in the oral assessment task (pp.130-134). They could write down pros and cons of all four solutions in the table on pp.137-138. They needed to bring notes of information in the next class so that they could use them during the oral assessment task rehearsal.

- Before the lesson ended, T offered her scaffolding assistance by telling Ss to feel free to contact her if they had any questions about or problems with preparing their assessment.

End of Lesson 8
## Lesson Plan for Week 14

**Date:** 15/11/17  
**Lesson:** 9  
**Total time:** 180 minutes  
**Unit:** Unit 4: Aging Society  

### Objectives:
1. To recognize the current situation of aging society in Thailand  
2. To recognize the roles and responsibilities of a chairperson and a participant  
3. To effectively chair formal meetings  
4. To effectively participate in formal meetings  

### Course Content: *Target* (pp.122-136)
1. Useful Language Expressions  
2. Examples of Formal Meetings  
3. Oral Assessment Task  

### Required Course Materials:
1. *Target Course Book*  
2. Video clips for Activities 8A-B, 9A-B, and 11  
3. Useful Language Expressions Quiz Handout  

### Time | Teaching Stages and Procedures
--- | ---
40 min | **Useful Expressions Game** (20 min): In the previous class, T assigned Ss to study useful language expressions as homework. In this class, T told Ss they were going to play a game on useful language expressions. T asked Ss to sit in a group of 4-5. They had to work with friends whom they had never worked with before in this class. Then, T explained how to play this game. T would read different functions, one at a time, and Ss would need to first identify who would use such a function, a chair or a participant, and say one expression from the course book. Ss who wanted to answer had to raise their hands. They had to correctly answer the first question, “Who would use such a function?,” in order to gain the right to give an expression. If both of their answers were correct, they gained two points. If they provided a wrong expression, the next group which raised their hands first got the right to answer. The group that had the highest points won. This game served as a review of useful language expressions.

**Quiz on Useful Expressions** (20 min): T asked Ss to close their course books. Then, T gave a useful phrase paper quiz to all of the Ss. T gave 15 minutes to write down one expression for each function provided on the paper. There were six functions for a chairperson and four functions for a participant. After the 15 min was up, T asked Ss to swap their papers and to check their partner’s answers with the course book. If they were not sure about some expressions, they could ask T.

20 min | **Activity 4** (p.117): T asked Ss to work in a group of 4-5 to discuss and list ideas about what the Thai government should do to tackle challenges brought about by an aging population. T gave Ss 15 min to discuss. After the 15 min was up, T asked the whole class to share the challenges and solutions their groups had come up with, and to vote on the best four solutions. T reminded Ss to use useful
expressions they had learned in the discussion.

| 30 min | **5. Examples of Formal Meetings** (pp.126-130): There were five listening activities (Activities 8A, 8B, 9A, 9B, and 11) in this section, which were conducted by following steps in the listening instruction. **Listening Instruction:** Steps were followed in Activities 8A (p.126), 8B (p.127), 9A (pp.127-128) & B (p.128), and 11 (pp.129-130). |
| 5 min  | **Break** |
| 20 min | **Activity 10** (pp.128-129): T asked Ss to work in pair to write a script for a chairperson by following steps in Activity 9A and using the expressions they had learned. T gave Ss 18 min to work on the script. Then, T elicited answers from the whole class. |
65 min  | **Oral Assessment Preparation:**  
| -  In a group of 3-4, T gave Ss **15 min** to discuss information about the four solutions they had found with their friends. They could share what they had found and took notes on new information/points.  
| -  After the 15 min was up, T asked Ss to practice the assessment task. They could decide among themselves who would take which role and present which solution. T gave Ss **40 min** to practice.  
| -  After the practice, T asked Ss to share any problems or difficulties they had encountered while practicing. Then, T asked for solutions from the whole class, and T also gave advice. Discussion of problems and solutions was a form of scaffolding in classrooms.  

- Before the lesson ended, T offered her scaffolding assistance by telling Ss to feel free to contact her if they had any questions about or problems with preparing their OA task.

| **End of Lesson 9** |
Lesson Plan for Week 15

**Date:** 22/11/17  
**Lesson:** 10  
**Total time:** 180 minutes  
**Unit:** Unit 4: Aging Society  
**Objective:**  
1. To effectively participate in formal group meetings

**Course Content:** Target (pp.130-134)  
1. Oral Assessment Task

**Required Course Materials:**  
1. Target Course Book

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Stages and Procedures</th>
</tr>
</thead>
</table>
| 5 min | • In this week, Ss got an opportunity to rehearse their final oral assessment task in class.  
• Before letting Ss practice their oral assessment task, T told Ss to look at the LACS framework and asked them which LACS they thought they could use in this oral assessment task. This revision of LACS could help remind Ss what were available for them to use.  
• Ss got an opportunity to expand their strategy use when they rehearsed their oral assessment task. |
| 5 min | • The while- and the post-speaking instruction stages took place in this class.  
• T recapped the steps in the while-speaking for the Ss so that they knew what to do during their presentations.  
2. While-speaking: T told Ss that they had to do the following things when they rehearsed and gave their presentation.  
2.1 Feel in control: T told Ss to try their best to concentrate on the presentation and encourage themselves that they could smoothly deliver a presentation and participated in the meeting knowing they had rehearsed a lot.  
2.2 Deliver a speech: T told Ss to:  
• use their note cards effectively by quickly glancing at them without breaking eye contact with other participants in the group  
• speak clearly and fluently with confidence  
• remember what they had to say (the note cards could remind them this)  
• use appropriate and correct words and grammar  
• be aware of their body language and voice while presenting and discussing.  
2.3 Monitor your performance: T told Ss to  
• pay attention to their use of vocabulary and grammar, and pronunciation  
• self-repair if they heard themselves made a mistake. |
3. Post-speaking: This stage in class covered only teacher assessment. Ss in each group received teacher feedback right after their rehearsal so that they could plan on what they would need to improve on for the assessment after class.

3.1 Teacher assessment: The teacher assessed the Ss’ performances while they were performing in class and provided feedback after the oral assessment. Besides the performance, T also assessed Ss’ use of strategies and impact on oral performance in her notes while assessing oral assessments. Teacher assessment on Ss’ strategy use was the final stage of the post-strategy instruction.

| 170 min | • The rehearsal and feedback session |

End of Lesson 10
APPENDIX 11
The Evaluation Form of the Lesson Plans

Expert’s name: _______________________________________________________________

Instructions: Please rate the following aspects of the lesson plan according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>ROC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall format</td>
<td></td>
</tr>
<tr>
<td>1.1 Course content focused in each lesson is clearly indicated according to the order appearing in the course book.</td>
<td></td>
</tr>
<tr>
<td>1.2 The amount of content being taught is appropriate for the allotted time.</td>
<td></td>
</tr>
<tr>
<td>1.3 Required course materials are clearly indicated in each lesson.</td>
<td></td>
</tr>
<tr>
<td>2. Teaching procedures</td>
<td></td>
</tr>
<tr>
<td>2.1 Unit objectives are communicated explicitly to students at the beginning of each unit.</td>
<td></td>
</tr>
<tr>
<td>2.2 The instruction follows steps of Instructional Frameworks of Speaking, Listening, and Strategy according to the focused aspect (speaking, or listening, or strategy).</td>
<td></td>
</tr>
<tr>
<td>2.3 Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of strategies instruction.</td>
<td></td>
</tr>
<tr>
<td>2.4 Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of consultation. (Skip this item in Introduction.)</td>
<td></td>
</tr>
<tr>
<td>2.5 Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of provision of relevant learning sources.</td>
<td></td>
</tr>
<tr>
<td>2.6 Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of inclusion of useful information.</td>
<td></td>
</tr>
<tr>
<td>2.7 Teaching procedures demonstrate that students will receive sufficient scaffolding in a form of language exponents.</td>
<td></td>
</tr>
<tr>
<td>2.8 During the teaching procedures, students are provided with opportunities to practice their oral presentations (Units 1-2) and meetings (Units 3-4). (Skip this item in Introduction.)</td>
<td></td>
</tr>
<tr>
<td>2.9 The time allocated for each activity is appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
APPENDIX 12

Self- and Peer Assessment Form

Self- and Peer Assessment Form for Oral Assessment 1 – Informative Presentation

Instructions:

• For each oral assessment task, you must complete this form in order to obtain 5% of your total scores for the self- and peer assessment assignment task.
• The purpose of this form is to help you identify your own weaknesses and to observe other people’s strengths.
• The first part (Your feedback) is for you to reflect on your own performance after you have watched your video. The second part (Peer’s feedback) is for your friend to evaluate your performance.
• Ask different friends to watch your video of the four oral assessments and give feedback, and you must do the same for them.
• Remember to be professional and courteous when evaluating your friend.
• Describe what you saw and heard and make your comments/suggestions as detailed as possible to really improve your/ your friend’s work. “It was good” is not acceptable.
• You can either write your feedback in Thai or English.

Name: ____________________________________________________________

<table>
<thead>
<tr>
<th>Constructs and descriptions</th>
<th>Your feedback</th>
<th>Peer’s feedback by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical sequence of the content with a good structure – introduction, body, and conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Smoothness and well-connectedness between different parts of the presentation through appropriate use of transitional signals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Strategy (LS) 6 – Self-evaluation:
• Ability evaluation: The self- and peer assessment form allows you to reflect and assess your ability to perform the oral assessment tasks.
• Comments on your performance from yourself and your friend are useful in monitoring your performance, and can help you target the areas that you need to work on.
2. **Content**
- Presenting relevant and sufficient information and examples
- Appropriate quantity: suitable amount of information presented within allotted time

3. **Language Use**
- Grammatical accuracy
- Use of appropriate vocabulary
- Use of formal language to inform the audience

4. **Delivery**
Presentation techniques:
- Use of presentation techniques to make the presentation interesting
- Effective use of note cards

Verbal communication:
- Overall intelligibility
- Comprehensible pronunciation
- Speaking clearly, fluently, and at a good pace
- Smoothness

Body language:
- Projecting confidence with no awkward movements or gestures
- Maintaining eye contact with the audience
List **ONE** thing you did well in this assessment.

_____________________________________________________________________________
_____________________________________________________________________________

List **TWO** things you will do to improve your performance in **Oral Assessment 2**.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Self- and Peer Assessment Form for Oral Assessment 2 – Persuasive Presentation

LS 6 – Self-evaluation:
- Ability evaluation: The self- and peer assessment form allows you to reflect and assess your ability to perform the oral assessment tasks.
- Comments on your performance from yourself and your friend are useful in monitoring your performance, and can help you target the areas that you need to work on.

Name: ____________________________________________________________

<table>
<thead>
<tr>
<th>Constructs and descriptions</th>
<th>Your feedback</th>
<th>Peer's feedback by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical sequence of the content with a good structure – introduction, body, and conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Smoothness and well-connectedness between different parts of the presentation through appropriate use of transitional signals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presenting relevant and sufficient information and examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Degree of persuasiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equal contribution among members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group collaboration during Q&amp;A and ability to deal with questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Suitable amount of information presented within allotted time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Visuals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simple, clear, and concise visuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Language Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grammatical accuracy: Well-structured and grammatically correct sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of wide range of appropriate vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of formal language to persuade the audience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation techniques:</td>
</tr>
<tr>
<td>• Use of presentation techniques to make the presentation interesting</td>
</tr>
<tr>
<td>• Effective use of note cards</td>
</tr>
<tr>
<td>Verbal communication:</td>
</tr>
<tr>
<td>• Overall intelligibility</td>
</tr>
<tr>
<td>• Comprehensible pronunciation</td>
</tr>
<tr>
<td>• Speaking clearly, fluently, and at a good pace</td>
</tr>
<tr>
<td>Body language:</td>
</tr>
<tr>
<td>• Projecting confidence with no awkward movements or gestures</td>
</tr>
<tr>
<td>• Maintaining eye contact with the audience</td>
</tr>
<tr>
<td>Presenting with slides:</td>
</tr>
<tr>
<td>• Very well-rehearsed with slides, and highly professional</td>
</tr>
<tr>
<td>• Explaining all key information</td>
</tr>
<tr>
<td>• Not looking at the screen</td>
</tr>
</tbody>
</table>
List **ONE** thing you did well in this assessment.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List **TWO** things you did better than in Oral Assessment 1.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List **TWO** things you will do to improve your performance in Oral Assessment 3.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
**Self- and Peer Assessment Form for Oral Assessment 3 – Informal Meeting**

**LS 6 – Self-evaluation:**
- **Ability evaluation:** The self- and peer assessment form allows you to reflect and assess your ability to perform the oral assessment tasks.
- Comments on your performance from yourself and your friend are useful in monitoring your performance, and can help you target the areas that you need to work on.

**Name:**

<table>
<thead>
<tr>
<th>Constructs and descriptions</th>
<th>Your feedback</th>
<th>Peer’s feedback by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent responses and/or questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate use of transitions for connecting ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sufficient amount of ideas, details, and examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent and logical reasons to support ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• suitable amount of information discussed within allotted time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Language Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• grammatical accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of wide range of vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of wide range of meeting expressions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Delivery
- Appropriate use of notes

Verbal communication:
- Overall intelligibility
- Comprehensible pronunciation
- Speaking clearly, fluently, and at a good pace

Body language:
- Maintaining eye contact with all participants in the group while speaking

5. Engagement
- Always responsive to the discussion by answering in words (e.g. "uhuh," "aha") and nodding
- Often gives opinions and/or shows agreement/disagreement
- Asks follow up questions

List **ONE** thing you did well in this assessment.
_____________________________________________________________________________
_____________________________________________________________________________

List **TWO** things you did better than in Oral Assessment 2.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
List **TWO** things you will do to improve your performance in Oral Assessment 4.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Self- and Peer Assessment Form for Oral Assessment 4 – Formal Meeting

**LS 6 – Self-evaluation:**
- **Ability evaluation:** The self- and peer assessment form allows you to reflect and assess your ability to perform the oral assessment tasks.
- Comments on your performance from yourself and your friend are useful in monitoring your performance, and can help you target the areas that you need to work on.

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructs and descriptions</strong></td>
</tr>
<tr>
<td><strong>1. Organization</strong></td>
</tr>
<tr>
<td>• smoothly opens and ends meeting</td>
</tr>
<tr>
<td>• clearly states meeting’s purpose and background information/update</td>
</tr>
<tr>
<td>• keeps meeting orderly and relevant</td>
</tr>
<tr>
<td>• summarizes main points and actions to be taken</td>
</tr>
<tr>
<td><strong>2. Engagement</strong></td>
</tr>
<tr>
<td>• responsive to discussion</td>
</tr>
<tr>
<td>• asks for and gives opinions and/or shows agreement/disagreement</td>
</tr>
</tbody>
</table>
### Participant

<table>
<thead>
<tr>
<th>Constructs and descriptions</th>
<th>Your feedback</th>
<th>Peer's feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent responses and/or questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate use of transitions for connecting ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sufficient amount of ideas, details, and examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent and logical reasons to support ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• responsive to the discussion by answering in words and nodding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gives opinions and/or shows agreement/disagreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• asks follow up questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Chairperson and Participant

<table>
<thead>
<tr>
<th>Constructs and descriptions</th>
<th>Your feedback</th>
<th>Peer's feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Language Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• grammatical accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of wide range of vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of wide range of meeting expressions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Delivery

- Appropriate use of notes

Verbal communication:

- Overall intelligibility
- Comprehensible pronunciation
- Speaking clearly, fluently, and at a good pace

Body language:

- Maintaining eye contact with all participants in the group while speaking

List ONE thing you did well in this assessment.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List TWO things you did better than in Oral Assessment 3.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

List TWO things you could have done to improve your performance in this assessment.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Ref. code: 25605821320040SLR
APPENDIX 13

The Evaluation Form of the Self- and Peer Assessment Forms

The Evaluation Form of the Self- and Peer Evaluation Form for Oral Assessment 1

Expert’s name: ______________________________________________________

Instructions: Please rate the following aspects of the self- and peer evaluation form for Oral Assessment 1 according to your opinions.

1 = congruent 0 = questionable or unclear -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy box presents a learning strategy (LS 6 – Self-evaluation) that is relevant to what students are required to do in the self- and peer assessment form.</td>
<td></td>
</tr>
<tr>
<td>2. The strategy box tells students what their comments will be used for including monitoring their performance, and helping them target the areas for improvement.</td>
<td></td>
</tr>
<tr>
<td>3. The instructions clearly explain what students are required to do in this self- and peer assessment task.</td>
<td></td>
</tr>
<tr>
<td>4. Constructs and descriptions in the self- and peer assessment form come from the scoring rubric for the oral assessment 1 – informative presentation.</td>
<td></td>
</tr>
<tr>
<td>5. The number of aspects in each construct that students are required to evaluate is appropriate.</td>
<td></td>
</tr>
<tr>
<td>6. The question at the bottom of the form, “What can you do to improve your performance in the future?” allows students to plan for how they will improve their performance next time.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
The Evaluation Form of the Self- and Peer Evaluation Form for Oral Assessment 2

**Expert’s name:**

Instructions: Please rate the following aspects of the self- and peer evaluation form for Oral Assessment 2 according to your opinions.

1 = congruent  
0 = questionable or unclear  
-1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy box presents a learning strategy (LS 6 – Self-evaluation) that is relevant to what students are required to do in the self- and peer assessment form.</td>
<td></td>
</tr>
<tr>
<td>2. The strategy box tells students what their comments will be used for including monitoring their performance, and helping them target the areas for improvement.</td>
<td></td>
</tr>
<tr>
<td>3. Constructs and descriptions in the self- and peer assessment form come from the scoring rubric for the oral assessment 2 – persuasive presentation.</td>
<td></td>
</tr>
<tr>
<td>4. The number of aspects in each construct that students are required to evaluate is appropriate.</td>
<td></td>
</tr>
<tr>
<td>5. The first statement at the bottom of the form, “List ONE thing you did well in this assessment,” allows students to reflect on the strength of their performance.</td>
<td></td>
</tr>
<tr>
<td>6. The second statement at the bottom of the form, “List TWO things you did better than in Oral Assessment 1,” allows students to reflect on their improvement on their performance by comparing it to that in the previous assessment.</td>
<td></td>
</tr>
<tr>
<td>7. The third statement at the bottom of the form, “List TWO things you will do to improve your performance in Oral Assessment 3,” allows students to plan on improving their performance in the next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

**Other comments and suggestions:**
The Evaluation Form of the Self- and Peer Evaluation Form for Oral Assessment 3

Expert’s name: ____________________________________________________________

Instructions: Please rate the following aspects of the self- and peer evaluation form for Oral Assessment 3 according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy box presents a learning strategy (LS 6 – Self-evaluation) that is relevant to what students are required to do in the self- and peer assessment form.</td>
<td></td>
</tr>
<tr>
<td>2. The strategy box tells students what their comments will be used for including monitoring their performance, and helping them target the areas for improvement.</td>
<td></td>
</tr>
<tr>
<td>3. Constructs and descriptions in the self- and peer assessment form come from the scoring rubric for the oral assessment 3 – informal meeting.</td>
<td></td>
</tr>
<tr>
<td>4. The number of aspects in each construct that students are required to evaluate is appropriate.</td>
<td></td>
</tr>
<tr>
<td>5. The first statement at the bottom of the form, “List ONE thing you did well in this assessment,” allows students to reflect on the strength of their performance.</td>
<td></td>
</tr>
<tr>
<td>6. The second statement at the bottom of the form, “List TWO things you did better than in Oral Assessment 2,” allows students to reflect on their improvement on their performance by comparing it to that in the previous assessment.</td>
<td></td>
</tr>
<tr>
<td>7. The third statement at the bottom of the form, “List TWO things you will do to improve your performance in Oral Assessment 4,” allows students to plan on improving their performance in the next assessment.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
The Evaluation Form of the Self- and Peer Evaluation Form for Oral Assessment 4

Expert’s name: __________________________

Instructions: Please rate the following aspects of the self- and peer evaluation form for Oral Assessment 2 according to your opinions.

1 = congruent  0 = questionable or unclear  -1 = incongruent

<table>
<thead>
<tr>
<th>Items</th>
<th>IOC Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The strategy box presents a learning strategy (LS 6 – Self-evaluation) that is relevant to what students are required to do in the self- and peer assessment form.</td>
<td></td>
</tr>
<tr>
<td>2. The strategy box tells students what their comments will be used for including monitoring their performance, and helping them target the areas for improvement.</td>
<td></td>
</tr>
<tr>
<td>3. Constructs and descriptions in the self- and peer assessment form come from the scoring rubric for the oral assessment 4 – formal meeting.</td>
<td></td>
</tr>
<tr>
<td>4. The number of aspects in each construct that students are required to evaluate is appropriate.</td>
<td></td>
</tr>
<tr>
<td>5. The first statement at the bottom of the form, “List ONE thing you did well in this assessment,” allows students to reflect on the strength of their performance.</td>
<td></td>
</tr>
<tr>
<td>6. The second statement at the bottom of the form, “List TWO things you did better than in Oral Assessment 3,” allows students to reflect on their improvement on their performance by comparing it to that in the previous assessment.</td>
<td></td>
</tr>
<tr>
<td>7. The third statement at the bottom of the form, “List TWO things you could have done to improve your performance in Oral Assessment 4,” allows students to reflect on what they could have done to improve their performance in this assessment.</td>
<td></td>
</tr>
</tbody>
</table>

Other comments and suggestions:
APPENDIX 14

List of Experts for Instrument Validation

1. Pre-Tests and Post-Tests for the Informative Presentation and the Informal Meeting and Scoring Rubrics
   - Assistant Professor Dr. Sutthirak Sapsarin
   - Dr. Tanyaporn Arya
   - Dr. Chatraporn Piamsai

2. Students’ Reflective Journal (SRJ)
   - Associate Professor Dr. Punchalee Wasanasomsithi
   - Assistant Professor Dr. Pajaree Nipaspong
   - Assistant Professor Walaipun Puengpipattrakul

3. Semi-Structured Focus Group Interview Questions
   - Associate Professor Dr. Punchalee Wasanasomsithi
   - Assistant Professor Dr. Pajaree Nipaspong
   - Assistant Professor Walaipun Puengpipattrakul

4. OECE Course Book
   - Assistant Professor Dr. Reongrudee Maneepakhathorn
   - Dr. Apiwan Nuangpolmak
   - Dr. Onuma Lakarnchua

5. Lesson Plans
   - Assistant Professor Dr. Reongrudee Maneepakhathorn
   - Dr. Apiwan Nuangpolmak
   - Dr. Onuma Lakarnchua

6. Self- and Peer Assessment Forms
   - Dr. Tanyaporn Arya
   - Dr. Chatraporn Piamsai
   - Dr. Wutthiphong Laoriandee
APPENDIX 15

Consent Form

ใบยินยอมเข้าร่วมการวิจัย (Informed Consent Form)

โครงการวิจัยเรื่อง Developing Oral Communication Ability of Economics Undergraduates through the Instruction of Learning and Communication Strategies

วันที่ให้คำยินยอม วันที่......เดือน..............................พ.ศ........................

ข้อมูลเกี่ยวกับงานวิจัย

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) ผลกระทบจากวิธีสอนการเรียนรู้และการสื่อสารที่มีต่อความสามารถในการพูดของนิสิตเศรษฐศาสตร์  และ 2. ความคิดเห็นของนิสิตที่มีต่อวิธีการสอนกลวิธีดังกล่าว ว่าช่วยให้นิสิตพัฒนาทักษะการพูดนำเสนอข้อมูลและการพูดในทีประชุมหรือไม่ โดยผลจากการวิจัยครั้งนี้จะเป็นประโยชน์ใน 1) การนำไปพัฒนาการเรียนการสอนทักษะการพูดนำเสนอข้อมูลและการพูดในทีประชุม 2) การออกแบบและปรับปรุงเนื้อหาบทเรียนที่สอดคล้องกับการสอนกลวิธีการเรียนรู้และการสื่อสาร และ 3) การเพิ่มผลสัมฤทธิ์ในการเรียนวิชา Oral English Communication for Economics สำหรับนิสิตเศรษฐศาสตร์ต่อไป

ขั้นตอนการทำวิจัย

เมื่อท่านสมัครใจเข้าร่วมโครงการวิจัยและลงนามในใบยินยอมแล้ว วิจัยจะดำเนินการสอนกลุ่มทดลองโดยใช้วิธีการสอนกลวิธีการพูดนำเสนอข้อมูลและการพูดในทีประชุม เฉลากสอนเนื้อหาในหนังสือเรียนที่ถูกออกแบบมาให้สอดคล้องและสนับสนุนกับการสอนวิธีนี้ นอกจากนี้ รูปแบบการเข้าร่วมจากผู้เรียนเป็นระยะเวลากว่า 1 ภาคการศึกษา ในภาคการศึกษาต้น ปีการศึกษา 2560 โดยใช้วิธีดังต่อไปนี้

1. การสอบประเมินทักษะการพูดนำเสนอข้อมูลและการพูดในทีประชุมก่อนและหลังเรียนวิชาการสอนกลวิธีการเรียนรู้และการสื่อสาร
2. บันทึกสะท้อนความคิดเห็นของนิสิต (Students’ Reflective Journal – SRJ) ที่มีต่อการใช้กลวิธีเพื่อช่วยยึดติดพัฒนาทักษะการพูดนำเสนอข้อมูลและการพูดในทีประชุม
3. การสัมภาษณ์กลุ่ม
การเข้าร่วมการวิจัย

การเข้าร่วมการวิจัยของอาสาสมัครเป็นไปโดยความสมัครใจ และอาสาสมัครอาจปฏิเสธที่จะเข้าร่วม หรือถอนตัวออกจากวิจัยได้ทุกขณะ โดยไม่สูญเสียประโยชน์และไม่มีผลกระทำใด ๆ ต่อคะแนนหรือเกรดในรายวิชา 5500333 ที่ท่านจะได้รับต่อไป

ผู้วิจัยรับรองว่าบันทึกต่าง ๆ ที่ระบุข้อมูลส่วนบุคคลของอาสาสมัคร เช่น บันทึกสะท้อนความคิดเห็นของนิสิต (SRJ) และวิดีโอบันทึกการสอบพูดจะได้รับการเก็บรักษาเป็นความลับและจะไม่เปิดเผยข้อมูลเหล่านี้แก่สาธารณชนโดยไม่ได้รับอนุญาตจากนิสิต ทั้งนี้วิดีโอที่เกี่ยวกับการสอบของนิสิตจะถูกปิดเผยต่ออาจารย์อีก 1 ท่าน ที่ช่วยประเมินการสอบของนิสิตสำหรับงานวิจัยนี้ สำหรับการสืบพิสูจน์ผลการวิจัยข้อมูลส่วนบุคคลของอาสาสมัครจะยังคงถูกเก็บรักษาเป็นความลับและเปลี่ยนชื่อยังคงเป็นนามสมมุติหากจำเป็นต้องใช้ในการรายงานผลการวิจัย

ผู้วิจัยขอรับรองว่าจะตอบคำถามต่าง ๆ ที่ท่านสงสัยด้วยความเต็มใจ ไม่ปิดบังข้อมูลเจาะจงของนิสิต หากท่านมีข้อสงสัยระหว่างการที่จะวิจัย ท่านสามารถติดต่อผู้วิจัย คือ อาจารย์มินตรา ภูริปัญญวานิช (อาจารย์ผู้ประสานงานรายวิชา 5500333) ได้ที่เบอร์ xxx-xxx-xxxx

ข้าพเจ้าได้อ่านข้อความข้างต้นแล้วและได้รับการอธิบายจากผู้วิจัยถึงวัตถุประสงค์ วิธีการวิจัย รวมทั้งประโยชน์ที่จะเกิดขึ้นจากการวิจัยอย่างละเอียด โดยมีความเข้าใจดีแล้ว และได้ลงนามในใบยินยอมเข้าร่วมการวิจัยนี้ด้วยความสมัครใจ

ลงนาม...............................................................................ผู้ยินยอม
........................................................................................................
ลงนาม..............................................................................พยาน
........................................................................................................
ลงนาม...............................................................................ผู้ทำวิจัย
........................................................................................................
BIOGRAPHY

Name Miss Mintra Puripunyavanich
Date of Birth 31 August 1985

Education
- 2005-2009: Bachelor of Arts (First Class Honors), British and American Studies, Thammasat University
- 2009-2011: Masters in Lifelong Learning: Policy and Management (Erasmus Mundus scholarship recipient), Aarhus University, University of Deusto, and University of London
- 20015-2018: Doctor of Philosophy, English Language Teaching, Thammasat University

Work Position Full-time lecturer
Division of English for Business
Chulalongkorn University Language Institute

Work Experiences
- Dec 2014-Present: Full-time lecturer, Division of English for Business, Chulalongkorn University Language Institute
- Aug-Nov 2014: Part-time lecturer, Chulalongkorn University Language Institute
- Apr 2013-Jan 2014: Executive Secretary to CEO at DC Consultants and Marketing Communications Co., Ltd.
- Nov 2012- Sep 2013: Part-time English lecturer, Faculty of Information and Communications Technology, Silpakorn University
- Nov 2012-Mar 2013: Assistant to Business Development Director – Asia, Bentoli AgriNutrition Co., Ltd.
- May-Sep 2012: Account Executive, Foreign Experts Services Division and One Start One Stop Investment Center, the Board of Investment (BOI)

Publication

Award
Learning and Teaching Excellence Award for Young Teachers at Chulalongkorn University 2017
Target
5500333 Oral English Communication for Economics
Mintra Puripunyavanich
2017

Editor: Richard Lemarie

Published by Chulalongkorn University Language Institute
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Pathumwan, Bangkok, Thailand

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Narisa Jitpraneechai
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Acknowledgments

I would like to extend my sincere appreciation to the following individuals who have provided me with generous support, invaluable advice, and contributions of and suggestions on ideas and resources:

- Assistant Professor Sineenat Sermcheep, Ph.D. (Associate Dean of the Faculty of Economics - Education)
- Assistant Professor Kittitouch Soontornwipast, Ed.D. (My Ph.D. thesis advisor at Language Institute of Thammasat University)
- Assistant Professor Chalatip Charnchairerk (Deputy Director for Academic Affairs, Chulalongkorn University Language Institute)
- Assistant Professor Chulaporn Kongkeo, Ph.D. (Head of the Division of English for Business, Chulalongkorn University Language Institute)
- Ajarn Richard Lemarie (OECE Course Editor, Chulalongkorn University Language Institute)
- Ajarn Alan Connolly (OECE Course Instructor, Chulalongkorn University Language Institute)
- Ajarn Nanthiya Wichayathian (OECE Course Instructor, Chulalongkorn University Language Institute)
- Ajarn Zrs Gamboa (OECE Course Instructor, Chulalongkorn University Language Institute)

Mintra Puripunyavanich
Course Book Author and OECE Course Coordinator
Course Syllabus

1. Course Number 5500 333
2. Number of Credits 3 credits
3. Course Title Oral English Communication for Economics (OECE)
4. Faculty/Department Chulalongkorn University Language Institute
   Division of English for Business
5. Semester First
6. Academic Year 2017
7. Name of Instructors
   1. Ajarn Zrs Gamboa (Section 1)
   2. Ajarn Mintra Puripunyavanich (Section 2)
   3. Ajarn Christine Inhulsen (Section 3)
   4. Ajarn Alan Connolly (Section 4)
   5. Ajarn Nanthiya Wichayathian (Section 5)
8. Condition English Writing for Economics 5500 236
9. Type of Course Compulsory
10. Program Title -
11. Level Undergraduate, Third Year
12. Hours/ Weeks 3 hours
13. Course Description Aural-oral communication skills in economic contexts including discussions and presentations
14. Course Outline
   14.1 Course Objectives
       By the end of the course, students should be able to do the following:
       - deliver oral informative and persuasive presentations on economics-related issues;
       - participate in discussions, informal and formal meetings, and express opinions about economics-related topics; and
       - answer questions about the assigned listening materials on economics-related topics.
   14.2 Learning Contents
       Target (2017) – an in-house course book specifically developed to meet the course objectives, which includes units as follows:
       Introduction: Presentation Strategies
       Unit 1: Economic Outlook
       Unit 2: Travel and Tourism
       Unit 3: Innovation
       Unit 4: Aging Society
14.3 Method

- Lecture 10%
- Lecture and discussion 20%
- Brainstorming and discussion 40%
- Individual work, pair work, group work, group presentations 20%
- Self-study in SALC and from websites 10%

14.4 Media

- Target Course Book
- PowerPoint presentations
- Blackboard Learning Management System
- Audio CDs
- Computer
- Website

14.5 Evaluation

1. Midterm Examination (Written) 20%
2. Final Examination (Written) 20%
3. Oral Assessment 1: Informative Presentation 10%
4. Oral Assessment 2: Persuasive Presentation 15%
5. Oral Assessment 3: Informal Meeting 10%
6. Oral Assessment 4: Formal Meeting 15%
7. Class participation and attendance 5%
8. Self-assessment and peer assessment 5%

The assessment of this course is norm-referenced. Each of the components (8 components given above) will be converted into a standardized score (z-score) which will be used to calculate T-scores that will be used in the assigning of a grade in the university’s eight-letter grade system.

15. Reading List

15.1 Required Text
- Target Course Book

15.2 Supplementary materials
- Available in SALC
15.3 Electronic Media or Websites

15.3.1 Economics and business:
- http://www.businessinsider.com/
- http://www.businessweek.com/
- http://www.cnbc.com/
- http://www.economist.com/
- http://www.money.cnn.com/
- http://www.wsj.com/

15.3.2 English learning:
- http://dictionary.cambridge.org/
- http://pronuncian.com/

15.3.3 Online dictionaries:
- http://dictionary.cambridge.org/
- http://www.ldoceonline.com/

16. Program Evaluation

16.1 Teaching evaluation
Students are required to complete a questionnaire online (CU-CAS) to evaluate their teacher’s instruction during the course.

16.2 Materials evaluation and course revision
Students are also required to complete a questionnaire in which they rate the materials they have used as well as providing comments and suggestions on how the course material might be improved. As part of the course development, the course has been revised in terms of selection of topics, texts and activities on the basis of previous course evaluations. Schedule adjustments have also been made to improve the teaching process.
16.3 Discussion promoting desirable attributes of CU graduates

Students are required to express their opinions on the selected issues that are thought-provoking through language exercises intended to promote ethical values and enhance social responsibility.
## 5500 333 Oral English Communication for Economics
### Teaching Schedule for Academic Year 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 16</td>
<td>• Orientation/Course syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction: Presentation Strategies</td>
</tr>
<tr>
<td>2</td>
<td>Aug 23</td>
<td>• Introduction: Presentation Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Unit 1: Economic Outlook + Informative presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 1 Preparation</td>
</tr>
<tr>
<td>3</td>
<td>Aug 30</td>
<td>• Unit 1: Economic Outlook + Informative presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 1 Preparation</td>
</tr>
<tr>
<td>4</td>
<td>Sep 6</td>
<td>**Oral Assessment 1: Solo informative presentation (Unit 1: Economic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outlook – 10%)</td>
</tr>
<tr>
<td>5</td>
<td>Sep 13</td>
<td>• Unit 2: Travel and Tourism + Persuasive presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 2 Preparation</td>
</tr>
<tr>
<td>6</td>
<td>Sep 20</td>
<td>• Midterm Exam Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 2 Preparation</td>
</tr>
<tr>
<td>7</td>
<td>Sep 27</td>
<td>**Oral Assessment 2: Group persuasive presentation (Unit 2: Travel and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tourism – 15%)</td>
</tr>
<tr>
<td>8</td>
<td>Oct 2-6</td>
<td><strong>OECE Midterm Exam (20%): Wednesday October 4, 2017 13:00-14:30</strong></td>
</tr>
<tr>
<td>9</td>
<td>Oct 11</td>
<td>• Unit 3: Innovation + Brainstorming and discussion</td>
</tr>
<tr>
<td>10</td>
<td>Oct 18</td>
<td>• Unit 3: Innovation + Brainstorming and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 3 Preparation</td>
</tr>
<tr>
<td>11</td>
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<td>• Oral Assessment 3 Preparation</td>
</tr>
<tr>
<td>12</td>
<td>Nov 1</td>
<td>**Oral Assessment 3: Informal group meeting (Unit 3: Innovation – 10%)</td>
</tr>
<tr>
<td>13</td>
<td>Nov 8</td>
<td>• Unit 4: Aging Society + Formal meeting skills</td>
</tr>
<tr>
<td>14</td>
<td>Nov 15</td>
<td>• Unit 4: Aging Society + Formal meeting skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral Assessment 4 Preparation</td>
</tr>
<tr>
<td>15</td>
<td>Nov 22</td>
<td>• Final Exam Review and Preparation</td>
</tr>
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<td></td>
<td></td>
<td>• Oral Assessment 4 Preparation</td>
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<tr>
<td>16</td>
<td>Nov 29</td>
<td>**Oral Assessment 4: Formal group meeting (Unit 4: Aging Society –15%)</td>
</tr>
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<td>17</td>
<td>Dec 4-19</td>
<td><strong>OECE Final Exam (20%): Monday December 4, 2017 8:30-10:00</strong></td>
</tr>
</tbody>
</table>

### Scores
1. OA 1 (10%) + OA 2 (15%) + OA 3 (10%) + OA 4 (15%) = 50%
2. Self-assessment and peer assessment = 5%
3. Midterm (20%) + Final (20%) = 40%
4. Class attendance and participation = 5%

### Units to be covered
**Before midterm:** Introduction and Units 1-2
**After midterm:** Units 3-4
Criteria for participation

<table>
<thead>
<tr>
<th>Attendance/participation scores</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Absences</td>
<td></td>
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</tr>
<tr>
<td>Excused</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(only once)</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Late often</td>
<td></td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Always finishes homework</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Always active in class</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation**

*Participation* in the OECE course means coming to class and taking part in the various activities. Of all the tasks that are assessed, it is the easiest. All you have to do is, **complete your assignments, show up each week, and get involved**. You don’t need to worry about “using the right words” or “speaking correct English”. We are more interested in you using the language you already know and becoming more confident when expressing yourself. Mistakes in pronunciation and grammar are expected, and these mistakes WILL NOT count against you.

**We want you to talk!** So, how do you earn your participation score? Here’s how:

Scores range from 5 down to 0.

- You are a “5” IF: You come to class on time and have no unexcused (*) absences after week 1; you have done all assignments; you have finished your homework before walking into the classroom; you are inquisitive and frequently ask questions, make comments, and request clarification without being called upon; in group discussions, you are a leader. In short, you are very prepared and involved each and every week.
- You are a “4” IF: You do everything above but have one unexcused absence.
- You are a “3” IF: You do everything above but have two unexcused absences.
- You are a “2” IF: You have more than two unexcused absences and often arrive late; you have done all assignments; you ask a question, or make a comment, or request clarification without being called upon at least once every class; you are active in group discussions.
- You are a “1” down to a “0” IF: You don’t fit into the above categories for absences/lates; you rarely do assignments; you sit back and keep silent in class. In short, you are not prepared and remain passive.

**NOTE:** If you come to all the classes and are never late BUT remain quiet, the highest score you can get is a “3”.

Ref. code: 25605821320040SLR
1. **Warmer**

Discuss the following questions with the person next to you.

1. What was the biggest challenge for you in the last presentation you had to give? How did you handle it?

2. What do you think is a good presentation structure?

**Objectives:**

1. To match appropriate introduction techniques to the examples provided.
2. To recognize the importance of non-verbal techniques in delivering an effective presentation.
3. To recognize steps for preparing a presentation.
4. To recognize different communication strategies for asking and handling questions.
5. To choose appropriate phrases/sentences for each part of the conclusion.
2. The Presentation Structure

Like an essay, a presentation has three components, including an introduction, a body, and a conclusion.

1. Introduction:
   (Tell the audience about what you’re going to tell them.)
   1. Opening – grabbing attention
   2. Agenda – outlining the presentation

2. Body:
   (Tell them.)
   1. Presenting the main points
   2. Summing up of each point

3. Conclusion:
   (Tell them what you’ve told them.)
   1. Summarizing the whole presentation
   2. Concluding → a call for action/ a recommendation
   3. Giving a closing remark

2.1 Introduction

The introduction of a presentation consists of two elements – an opening and an agenda. An effective opening is crucial because it is when the audience will judge whether or not you are likely to be a good speaker (Dazeley, 2006). So, never appear unprepared OR apologize for not preparing properly because it gives a bad first impression. Make sure that you cover the introduction within the first 90 seconds because you will begin to lose your audience after that (Williams, 2008).

Activity 1 Match the technique used in the introduction to the correct examples by writing the correct introduction in the blanks provided.

A. Use a visual prop
B. Tell a personal anecdote
C. Ask a question
D. Offer a puzzle or paradox
E. Use a quotation
F. Presenting a striking fact
G. Mention something relevant to the audience

LS 1 – Getting the ideas quickly:
- It is used for listening and reading to guide learners what they need to understand.
- It includes two techniques – skimming and scanning
- Focus on key words, phrases, sentences, or information.
As you open your presentation, remember to start with something interesting that will grab your audience’s attention. You can try the following techniques (Bradbury, 1995; Dazeley, 2006; Levin & Topping, 2006; Verderber & Verderber, 2008).

1. __________________________ Make sure to choose a quote that is appropriate and relevant to the content of your presentation. It should be from someone who has credibility with your audience. A good quotation gets attention and motivates the audience to listen carefully to what the speaker is going to talk about (Verderber & Verderber, 2008).

   **Example**
   
   "Steven Jobs, the late Co-founder and CEO of Apple Inc., once said “Have the courage to follow your heart and intuition. They somehow know what you truly want to become.” For myself, I never knew what I wanted to study at a university, but I know I love following economic news and here I am – a junior at the Faculty of Economics. Today I want to share with you how having the courage to follow my heart and intuition has led me to become an economics student with the goal of becoming an economist at the World Bank.”

2. __________________________ You can ask a rhetorical question, which makes a statement but does not expect an answer, or a normal question. If you ask a normal question, be prepared for all possible answers and think how you are going to use those answers to lead into the subject of your presentation (Dazeley, 2006).

   **Example of a rhetorical question**
   
   “If you were the Prime Minister of Thailand, what would you do to deal with Thailand’s aging society? Would you encourage the private sector to offer more senior care services? Or would you simply provide monthly financial support of 2,000 baht? Today we’d like to propose a national scheme for taking care of the elderly in Thailand.”

3. __________________________ This technique is used to shock or surprise the audience.

   **Example**
   
   “In Britain today, two out of every five marriages end in divorce” (Levin & Topping, 2006, p.57). Today I’d like to talk about…+ the presentation’s topic

4. __________________________ You can provoke the audience to think by employing this method.

   **Example**
   
   “In some cities, the rich people live in the centre and the poor live on the outskirts. In others, it’s exactly the opposite: the poor people live in the centre and the rich people live on the outskirts. How can we explain this difference?” (Levin & Topping, 2006, p.57). Today I’d like to talk about…+ the presentation’s topic
5. You can bring an item if possible or get the audience to use their imagination.

Example
At the beginning of his talk, a coalminer pointed to the 2m x 1m space under the table and said, “Look at this space. How big do you think it is?” (he waited for answers) “Now, imagine yourself in this space. I work in an area no bigger than this, eight hours a day” (Dazeley, 2006, p.29).

6. This could be a problem they have faced or a situation they have been in.

Example
“Imagine you have to deliver a presentation in English in front of 500 people in a big lecture hall on a topic you know very well, but you can’t help being very nervous because English is not your native language. Now, you are standing at the center of the stage with everyone looking at you. Your hands start to get colder and sweeter and you can feel your feet fidget uncontrollably. After you’ve started talking, you can feel your voice is shaking. Well, I’m sure many of you could relate to my problem of stage fright as you’d probably feel the same, too. That’s why I’m here today. I’d like to share with you some techniques that help you reduce your anxiety before speaking in public.”

7. Telling a story can make a good impact on opening as it keeps audience interested. Remember that you use the story to emphasize important points. Think about using stories based on your personal experience such as: 1. minor crises (stories about problems), 2. significant events in your life (illness), 3. real-life humor (could be silly things that have happened to you). Use descriptive words based on five senses when telling a story (Dazeley, 2006). A good story has four characteristics: 1) there is a timeline – the story is based on a logical, chronological sequence of events; 2) it keeps you in suspense, making you want to know what happens next; 3) it intrigues you, making you want to know the solutions; and 4) there are characters with whom members of the audience can identify (Levin & Topping, 2006).

Example
“During my master’s degree course, I spent one semester in Spain. And as you know Spanish is the country’s official language, but the problem was I didn’t know Spanish. You could imagine how difficult my life was, living in a country where I didn’t understand the language and couldn’t really communicate with the local who didn’t speak English. One day I got very sick. I had a high fever. It was so high that I kept shaking. If I were in Thailand, I would have visited the doctor. But because I was in Spain and I couldn’t speak the language, so I decided to stay home hoping that I’d get better soon. I did not get better. I had had a high fever for the two whole weeks and spent most of my time sleeping. I’ve never felt that sick in my life. And from that experience, I’ve learned that “health is wealth,” and that I seriously needed to learn Spanish in order to survive. Today, I’m going to share with you some tips on how to survive in a country where you don’t know the language.”
After a successful opening, proceed with your introduction by giving an agenda, which serves as a route map that tells the audience what the presentation will be about. It is recommended that you show your agenda on a slide and keep the titles of the points concise to help the audience remember them (Dazeley, 2006).

**Points to remember for the introduction** (Williams, 2008):

Tell your audience
1. **who** you are by introducing yourself
2. **why** they should listen to you and the purpose of your presentation
3. **what** you are going to present by outlining the sequence of your talk
4. **how long** your presentation will take and **when** you will take questions.

---

**Activity 2** Watch a video by Mark Powell entitled *How to open and close presentations* and complete the following tasks.

**Activity 2A** Watch the first part of the video (0:00-1:06) and tick (✓) the correct boxes.

1. Which parts of a talk are audiences most likely to remember?
   - [ ] Opening
   - [ ] Middle/ body
   - [ ] Closing

2. What are some examples of a weak opening?
   - [ ] Saying “Good morning”
   - [ ] Introducing yourself
   - [ ] Thanking your audience for coming
   - [ ] Apologizing for small technical problems
   - [ ] Asking if people can hear you at the back

**Activity 2B** Watch the second part of the video (1:07-1:50) in which a presenter delivers the opening part of his talk in two versions. Tick the presentation opening techniques he uses each time in the table below.

<table>
<thead>
<tr>
<th>Opening 1 Version 1</th>
<th>Opening 2 Version 2</th>
<th>Opening Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Uses a visual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tells an anecdote/ interesting story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presents a shocking fact or uses interesting statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asks a question/ gives the audience a problem to think about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses a quote</td>
</tr>
</tbody>
</table>
Activity 2C Watch the third part of the video (1:50-4:55) in which you will see three speakers deliver strong presentation openings. As you watch, tick the opening technique(s) used. Each speaker may use more than one technique.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Opening Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses a visual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tells an anecdote/ interesting story</td>
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<td>Presents a shocking fact or uses interesting statistics</td>
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<td></td>
<td></td>
<td>Asks a question/ gives the audience a problem to think about</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses a quote</td>
</tr>
</tbody>
</table>

2.2 Body

The body is where you present the main points and provide details and examples where relevant. This section is normally prepared before the introduction or conclusion, and allows you to elaborate on facts, evidence, examples, and opinions that support your stated purpose (Barnett, 2011). When preparing the body, you must decide which elements to include and how they can be best organized to suit the purpose of your presentation (ibid.). After each main point, summarize for the audience what you have told them (Dazeley, 2006).

Activity 3 Fill the missing information in the blanks while listening to the lecture.

We can effectively recall:

1. _____ % of what we hear
2. _____ % of what we see
3. _____ % of what we hear and see
4. _____ % of what we do
   (Walters, 1995; Westerfield, 2002)

In practice, your presentation must:

- tell the audience what they need to know;
- show them details and examples to clarify, support, and enhance your verbal message; and
- provide opportunities for interaction
   (Bradbury, 1995).

Point to remember: In an effective presentation, the speaker allows the audience to see, hear, and interact with him/her and the presentation material.

2.3 Conclusion

The conclusion is the final part of your presentation, which includes three elements: 1) a summary, 2) a conclusion, and 3) a closing remark. Right after you have finished the body part, pause briefly and signal clearly that you are ready to finish the presentation (Williams, 2008). Then, summarize briefly what you have told them. It is a good idea to show a slide presenting a concise summary of key messages in bullet points (Dazeley, 2006; Levin & Topping, 2006). It is also sensible to come full circle, which suggests you answer your question at the end if you start your talk with a question (Levin & Topping, 2006).
After a summary comes a conclusion – a reflection on why this presentation matters and what you want your audience to do or think after your presentation (Williams, 2008). This part is the final destination of your presentation journey, so make sure you leave them with a good impression (Dazeley, 2006).

There are a few ways to end your presentation impressively as follows (Bradbury, 1995):

- **Issuing a challenge** to the audience is most effective in a presentation that has addressed a particular problem or calls for a greater effort. Phrase the challenge in terms of what we “can/will” do, and tell a precise action in this context.

- **Calling for an action** can be used if the main intention is to create agreement on a particular action. Here you tell the audience what the next step should be.

- **Leaving with a ‘feel good’ factor** is what motivational speakers often do. They leave the audience with a good feeling either through use of a quotation or a piece of poetry. Whichever you choose, make sure that the material is short, to the point, and emotionally charged.

Finally, make your closing remark by thanking your audience and inviting them to ask questions.

**Activity 4** Write the structure of the conclusion in the correct order in the blanks below.

1) ____________ 2) ____________ 3) ____________

### 3. Non-verbal Communication

#### 3.1 Body Language

**Activity 5** Match the four aspects of body language to their descriptions below and then read the advice for each.

A. Gesture  
B. Posture  
C. Facial expression  
D. Eye contact

1. ___________________________ This is “the arrangement of facial muscles to communicate emotional states or reactions to messages” (Verderber & Verderber, 2008,p.81). It supports your words. While giving a talk, do not only look at the audience, but also smile at them. Smiling is the easiest and quickest way to create a rapport between you and the audience (Emden & Becker, 2010).
2. __________________________ This is “how and how much we look at others when we are communicating” (Verderber & Verderber, 2008, p.80). Look at your audience while you are speaking to them, but don’t look at any particular person for more than 3-4 seconds as it makes them uncomfortable (Bradbury, 1995). Your nervousness will show if you look away, trying to avoid your eye contact. Eye contact can show that the audience is paying attention to you and help build rapport between the speaker and the audience as well as demonstrate the speaker’s sincerity (Verderber & Verderber, 2008).

The five-person trick (Dazeley, 2006)

1. Choose a person at the extreme right and left of the front row.
2. Choose a person in the center of the audience.
3. Move your eyes regularly from person to person among the chosen five people at eye-level height. You will have to move your head to do this.

[Figure 1: The five-person trick layout]

3. __________________________ This is the movement of “your hands, arms, and fingers that you use to describe or to emphasize” (Verderber & Verderber, 2008, p.80). The best way to use your hands while giving a presentation is to act as though you were in a normal conversation (Bradbury, 1995).

**Activity 6** Read the following advice regarding gestures provided by Andrew Bradbury (1995) and Rob Dazeley (2006) and tick (✔) in front of what you think you should do or cross (X) in front of what you think you should not do.

1. ________ Make any gestures that may show defensiveness such as folding your arms across your chest/hips or moving them near your mouth.
2. ________ Rehearse in front of a mirror to decide what to do with your hands.
3. ________ Fidget (keep moving your hands because you’re nervous)
4. ________ Move your hands slowly and steadily.
5. ________ Point or jab your index finger at the audience as this shows aggressiveness.
6. ________ Ensure that your hand and arm movements are bigger, the more people you are talking to.
4. __________________________This means the way you position your body when sitting or standing (http://www.ldoceonline.com). It is recommended that you stand in front of the audience when giving a presentation so that everyone can see you clearly.

Advice on posture (Bradbury, 1995; Dazeley, 2006):

**Do’s**
- Stand with your feet about shoulder width apart and with your toes pointing slightly outward.
- Keep balanced or transfer a bit more of your weight on to one foot to prevent rocking.

**Don’ts**
- Walk around a lot while presenting.
- Shift your body weight repeatedly from side to side.

3.2 **Voice**

The way you use your voice will tell the audience what matters. For instance, if you want them to take in something very important, you need to slow down, then pause for a moment and speak slightly more loudly than before. The tone of your voice will make it clear that this is an important point (Emden & Becker, 2010).

1. **Volume:** You must speak loudly enough to be heard by all your audience.
2. **Articulation:** Do not mumble, but speak clearly, and carefully enunciate difficult words.
3. **Modulation:** Try to vary the strength, tone, and pitch of your voice by raising and lowering the volume of your voice throughout the presentation, speaking in a lower or higher pitch occasionally, and emphasizing important words/phrases by speaking more slowly.
4. **Mannerisms:** Try to get rid of such verbal mannerisms as “like,” “you know,” or “ok?”
5. **Pronunciation:** Avoid using words you may have difficulty with pronouncing because you are likely to stumble and sound unsure of yourself. However, if you need to use certain difficult words, break up the word spelling phonetically and practice a few times.
6. **Speed:** Most people speak more quickly in a presentation because they are nervous or concerned about the time constraint. Thus, try to practice out loud several times until you feel confident and comfortable with speaking. You can write SLOW DOWN in large letters on several cue cards throughout the talk to remind you not to talk too quickly.
7. **Pause:** You can pause when you 1) complete an aspect of your talk to let the audience acknowledge the change; 2) give emphasis to a particular aspect; and 3) finish your talk and before the Q&A session because it allows some time for the audience to think and form questions. As you pause, you can take a breath and prepare yourself for the next stage.
Activity 7A Review the following vocabulary list before watching a TED Talk video entitled *How to speak so that people want to listen* by Julian Treasure.

**Vocabulary**

1. **Falsetto** /ˈfælətəʊ/ *US /ˈfælətəʊ/ (countable noun) – a voice or sound that is unusually or unnaturally high
2. **Prosody** /ˈprɒsədi/ *US /ˈpraːsədi/ (uncountable noun) – the rhythm and intonation (the way a speaker’s voice rises and falls) of language
3. **Register** /ˈrɛdʒɪstər/ *US /ˈrɛdʒɪstər/ (countable noun) – the range of musical notes that someone’s voice can reach
4. **Rummage** /ˈrʌmɪdʒ/ (countable noun) – a careless or hurried search for something
5. **Timbre** /ˈtæmbər/ *US /ˈtæmbər/ (countable, uncountable noun) – a quality of sound that makes voices sound different from each other
6. **Sodcasting** /ˈsɒdkɑːstrɪŋ/ *US /ˈsɒdkɑːstrɪŋ/ – the practice of playing music through the mobile phone’s speakers in a public space. In this talk, it means to impose your sound around people around you carelessly and inconsiderately.

Activity 7B Watch the video and listen carefully to complete the details on the right in the T-formation note.

**LS 2 – Note-taking strategy: T-formation (Hamp-Lyons, 1983)**

- T-formation helps you take notes on information you hear or read.
- Write the main ideas on the left, and details, examples, or comments on the right.

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Details and examples</th>
</tr>
</thead>
</table>
| Six tools for increasing the power of your speaking | 1. Register
| 1.1 ______________ register may not be very useful most of the time. |
| 1.2 If you want ______________, you need to go down here to the ______________. |
| 1.3 We vote for politicians with lower voices...because we associate ______________ with power and with authority. |
### Main ideas

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Details and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Timber</td>
<td>2.1 It's the way your voice _______________.</td>
</tr>
<tr>
<td></td>
<td>2.2 We prefer ________________, which are rich, ________________, warm, like hot chocolate.</td>
</tr>
<tr>
<td>3. Prosody</td>
<td>3.1 This is the sing-song, the meta-language that we use in order to _______________ meaning.</td>
</tr>
<tr>
<td></td>
<td>3.2 People who speak all on one _____________ are really quite hard to listen to if they don't have any ________________ at all.</td>
</tr>
<tr>
<td></td>
<td>3.3 I can get very _______________ by saying something really ________________.</td>
</tr>
<tr>
<td></td>
<td>3.4 Or I can ________________ right down to ________________.</td>
</tr>
<tr>
<td></td>
<td>Silence can be very ________________</td>
</tr>
<tr>
<td>4. Pace</td>
<td>4.1 Pitch often goes along with ________________ to indicate arousal.</td>
</tr>
<tr>
<td>5. Pitch</td>
<td>5.1 I can get really excited by using ________________.</td>
</tr>
<tr>
<td></td>
<td>(He raises his volume.)</td>
</tr>
<tr>
<td>6. Volume</td>
<td>6.1 Or, I can have you really ________________ by getting very quiet. (He lowers his volume.)</td>
</tr>
</tbody>
</table>

### Activity 7C
Answer the following questions after watching the video.


2. As audience, what were the good things the speaker did in his talk?
4. Presentation Preparation

4.1 Clarifying Your Goals and Objectives

- **Goal** = something you want to achieve
- **Objective** = an action you want to take to achieve your goal

For example, your goal may be to hold your audience’s attention, and in order to achieve that goal your objectives may include the following: 1) to tell a story that will attract and hold the audience’s attention; 2) to visually illustrate each main point you want them to take away with (Levin & Topping, 2006, p.40).

In an attempt to clarify your goals and objectives, you must know your audience. The following questions can guide you about the audience when preparing your presentation (Levin & Topping, 2006):

1. Who will be in the audience?
2. Why does your audience need this presentation about this subject?
3. What does your audience already know?

Your answers to these questions will help you write your goal statement, which clearly states what you would like to achieve. The goal statement helps guide you as you prepare your presentation (Barnett, 2011).

After writing your goal statement, then try to frame a specific purpose statement around the goal. The specific purpose statement describes precisely what your presentation is intended to do (Barnett, 2011).

Example

"At the end of my presentation, the audience will know that investing in Thailand is good because of three reasons."

4.2 Planning and Developing Your Presentation

Here are steps for planning and developing a presentation (Barnett, 2011; Law, 2000; Verderber & Verderber, 2008):

1. **Collect your thoughts** by reading or discussing with your friends, then writing down ideas. You can reread your notes and see if any of those ideas link. If they do, you can group them together. After that, organize your ideas into the order of priority.

2. **Write the thesis statement for the whole presentation.** A thesis statement is 1-2 sentences that identify the topic of your talk and the main ideas you will present (Verderber & Verderber, 2008). It gives an overview of what the entire presentation will be about (Barnett, 2011). A good thesis statement succinctly sums the main points and reflects the general purpose of your talk (ibid.).

Example

"Thailand is a great country for investment because of three reasons. They are excellent location, welcoming Thai government, and ready infrastructure."
3. **Structure the main content** to create an outline. After gathering ideas together, decide which are the main points you need to make and in what order. The main points are the key pieces of information your audience should remember from your talk (Barnett, 2011). They are broad and represent big ideas you want to convey to your audience. Also, they do not stand alone; speakers must include subpoints to support their main points by providing examples, statistics, facts, anecdotes, or other information to help the audience understand the main points (ibid.).

The allotted time for the whole presentation will help you decide on 1) how many main points you would like to present, and 2) the extent to which each main point is developed. Deal with the main points one by one with subpoint(s) and an example. There are two ways you can plan the structure and the content of your presentation – Mind Maps® and a list (Law, 2000).

**Figure 2: Mind map® outline**

In a Mind Map, each main point is drawn as a line or “branch” from a central box, which contains the subject of your presentation. The subpoints are added as “sub-branch” lines that connect to the main idea. Number the branches to show the order in which you will talk about them in the presentation (Law, 2000).

**Figure 3: List or standard outline**

**Outline as a list**

1. Main point 1 – thesis statement*
   - Subpoint 1 (elaboration) + example
   - Subpoint 2 + example
2. Main point 2 – thesis statement
   - Subpoint 1 (elaboration) + example
   - Subpoint 2 + example
3. Main point 3 – thesis statement
   - Subpoint 1 (elaboration) + example
   - Subpoint 2 + example

On a list, you write down all the main points you want to make in a logical order. You can elaborate your ideas with secondary points and examples (Law, 2000).

4. **Develop the body of each main point** by writing your main points and subpoints in complete sentences to clarify the relationships between main points and subpoints (Verderber & Verderber, 2008). There are five patterns you can use to organize the main points:

1. **Time or sequential order** organizes the main points by a chronological sequence or by steps in a process. You use this pattern when explaining how to do/make something, how something works, or how something happened (Verderber & Verderber, 2008).

   **Example** Thesis statement: “The four steps involved in developing a personal network are to analyze your current networking potential, to position yourself in places for opportunity, to advertise yourself, and to follow up on contacts.”
I. First, analyze your current networking potential.
II. Second, position yourself in places for opportunity.
III. Third, advertise yourself.
IV. Fourth, follow up on contacts (Verderber & Verderber, 2008. P.316).

II. Topic order arranges the main points by categories or divisions of a subject. The order of the main points may go from general to specific or least to most important (Verderber & Verderber, 2008).

Example Thesis statement: “Thailand is a great country for investment because of three reasons. They are excellent location, welcoming Thai government, and ready infrastructure.”
I. One reason for investing in Thailand is its excellent location.
II. Another reason is the welcoming government.
III. The final reason is ready infrastructure.

III. Logical reasons order is employed when the main points are the proofs that support the thesis (Verderber & Verderber, 2008).

Example Thesis statement: “Donating to the United Way is appropriate because your one donation covers many charities, you can stipulate which specific charities you wish to support, and a high percentage of your donation goes to charities.”
I. When you donate to the United Way, your one donation covers many charities.
II. When you donate to the United Way, you can stipulate which specific charities you wish to support.
III. When you donate to the United Way, a high percentage of your donation goes to charities (Verderber & Verderber, 2008, p.317).

IV. Comparative order is employed when you need to discuss the similarities and differences between two or more things. You could compare things as a whole (e.g., discuss all features of an iPhone 7 plus and then all features of a Samsung Galaxy S8 phone), or you could compare these things element by element (e.g., price, weight, screen size and etc.).

Example Thesis statement: “There are a variety of differences between an iPhone 7 and a Samsung Galaxy S8 phone.”
I. In terms of price, an iPhone 7 plus (128GB) is more expensive than a Samsung Galaxy S8 phone (64GB).
II. Regarding weight, an iPhone 7 plus is a bit heavier than a Samsung Galaxy S8 phone.
III. As for the screen size, an iPhone 7 plus is a bit smaller than a Samsung Galaxy S8 phone.

V. Problem-solution order is used for sharing a problem and a solution with the audience and is useful when the speaker wants to convince the audience that they should take action in solving such a problem. This type of the organization is appropriate when the speaker wants to promote solutions because it offers audience members ways to become involved (Barnett, 2011).

Example Thesis statement: “Thompson University produces 100,000 kilograms of plastic waste per year, and the amount of plastic waste on the university campus can be reduced by three ways.”
I. First, the university should encourage everyone at the university to bring their own bags and cups when buying products and drinks from shops and coffee shops on the campus.

II. Second, the university should make an agreement with those shops and coffee shops to give a discount to people who bring their own bags and cups.

III. Finally, the university should advertise a campaign like “Say no to plastic containers” around the campus.

5. Select and outline supporting material. Supporting material is the information used to develop the main points and helps the audience understand, believe, or appreciate what you say (Verderber & Verderber, 2008). Look at the documents you have compiled to see what information can help you explain each main point.

Example of an outline for the first main point:
I. One reason for investing in Thailand is its excellent location.
   a. Being located in the heart of Asia provides Thailand with trading opportunities with India, China, and the members of ASEAN.
   b. Its strategic location helps Thailand expand its business ties, facilitates its economic growth, and creates better investment opportunities to expats.

6. Add sectional transitions to help your presentation flow smoothly from one main point to another. Transitions are words, phrases, or sentences that bridge two ideas. Sectional transitions are important because they mentally prepare the audience to move to the next main idea (Verderber & Verderber, 2008).

Example Before starting the first main point, you might say, “Three reasons you should invest in Thailand include excellent location, welcoming Thai government, and ready infrastructure. Now let’s consider the first one.”

7. Create an outline. An outline is an arrangement of all the various elements of a speech, and functions as an organization tool used for planning your talk and as a reference for delivering a speech. It is important because it makes the speaker think about the main points and subpoints, the examples they will include, and the ways these elements relate to one another (Barnett, 2011).

There are two types of outlines – a preparation outline and a speaking outline. The preparation outline helps you prepare your speech, and thus, you should focus on finalizing the goal and thesis statements, deciding where supporting material should be included, and organizing the overall pattern of your speech. The final draft of your preparation outline should include full sentences to create a full script. The speaking outline is a succinct outline used when delivering a speech. It includes brief phrases or words that remind the speakers of the points they need to make. You can transfer notes on the speaking outline to your note cards (ibid.).

Five steps for preparing your presentation (Verderber, Sellnow & Verderber, 2017):
1. Identify your main ideas.
2. Write a thesis statement.
3. Outline the body of the presentation by carefully wording main points, selecting an organizational pattern, selecting and organizing subpoints, and preparing transitions.
4. Create an introduction and a conclusion.
5. Write an outline of the whole presentation.
Figure 4: Outline formatting guide (adapted from Barnett, 2011, p.9)

<table>
<thead>
<tr>
<th>Title of the presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific purpose statement:</td>
</tr>
<tr>
<td>Thesis statement:</td>
</tr>
</tbody>
</table>

Introduction
(Transition)

Body
1. Main point 1
   A. Subpoint 1
      o Supporting point
      o Supporting point
   B. Subpoint 2
      o Supporting point
      o Supporting point

(Transition)
2. Main point 2

(Transition)
3. Main point 3

Same pattern as main point 1

(Transition)

Conclusion

Instructions: Take notes in the T-formation table below while reading 4.1 and 4.2.

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Key points, details, and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Clarifying your goal and objectives:</td>
<td></td>
</tr>
<tr>
<td>1. Your presentation goal(s)</td>
<td>E.g.</td>
</tr>
<tr>
<td>2. Objectives</td>
<td>E.g.</td>
</tr>
<tr>
<td><strong>Main ideas</strong></td>
<td><strong>Key points, details, and examples</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>
| **4.2 Planning and developing your presentation** | 1. Collect your thoughts  
Key points: |
| 2. Write the thesis statement for the whole presentation  
Key points: | |
| 3. Structure the main content  
Key points: | |
| 4. Develop the body of each main point  
Key points: | |
| I. Time/sequential order  
Key points: | |
| II. Topic order  
Key points: | |
| III. Logical reasons order  
Key points: | |
| IV. Comparative order  
Key points: | |
| V. Problem-solution order  
Key points: | |
### Main ideas | Key points, details, and examples
---|---
5. Select and outline supporting materials | Key points:
- Supporting material is

6. Add sectional transitions | Key points:
- Sectional transitions help

7. Create an outline | Key points:
- Outline is
  - 2 types of outlines:
    1. preparation outline:
    2. speaking outline:

### 4.3 Preparing Visual Aids

Visual aids help the audience understand better as they can see what it is that you are describing or explaining (Verderber, Sellnow & Verderber, 2017). Also, we tend to remember what we see more than what we hear (Emden & Becker, 2010).

The PowerPoint Presentation program is the most commonly used as a tool for creating visual aids for your presentations.

**Activity 8** Listen carefully to the guidelines provided by Joan Van Emden and Lucinda Becker (2010) for designing PowerPoint presentation slides. Then, fill in the missing information.

| Font size and style | • When showing slides in a classroom, the font sizes should be 1) __________________________.
• The font type should be as simple and 2) ______________ as possible. A sanserif font is recommended.
• Use large bold font 3) __________________________.
• The style of headings should be 4) __________________________.
• Bulleted points are better than numbered because they make more 5) __________________________, although there are times when numbers are needed. |
|---|---
<table>
<thead>
<tr>
<th>Selecting the words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Avoid using 6) __________________________.</td>
<td></td>
</tr>
<tr>
<td>• 7) __________________________ show a long paragraph.</td>
<td></td>
</tr>
<tr>
<td>• Show the 8) __________________________ words necessary to give the message.</td>
<td></td>
</tr>
<tr>
<td>• 9) __________________________ per slide is a reasonable number.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Punctuation is 10) __________________________ partly because there will rarely be complete sentences and partly because we remove anything that might clutter.</td>
<td></td>
</tr>
<tr>
<td>• A few punctuation marks such as a 11) __________________________ ________ and apostrophes should be used correctly in a normal way.</td>
<td></td>
</tr>
<tr>
<td>• Leave 12) __________________________ out unless the result looks odd or ambiguous.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color on the screen</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It’s essential that the 13) __________________________ between background and 14) __________________________ is clear.</td>
<td></td>
</tr>
<tr>
<td>• Make sure that colors you use look pleasant together.</td>
<td></td>
</tr>
<tr>
<td>• Avoid 15) __________________________ as they will distract the audience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Backgrounds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A 16) __________________________ color is safest.</td>
<td></td>
</tr>
<tr>
<td>The more 17) __________________________ the content, the more important it is to ensure that nothing will 18) __________________________ from it or distort its message.</td>
<td></td>
</tr>
</tbody>
</table>
When listing information in bullet points, keep the number of words short and make the bullet points grammatically consistent. Look at the examples below.

**Bullet points starting with verbs:**
- Improve ease of doing business
- Develop workers’ skills

**Bullet points starting with nouns:**
- Improvement in ease of doing business
- Development of workers’ skills

### 4.4 Making Note Cards

It is always useful to have a tool that helps you remember what you want to say in a presentation. Such a tool is known as a prompt. There are different types of prompts you can use while giving a presentation including notes, a script, and index or cue cards.

**Point to remember** (Emden & Becker, 2010):

It’s never a good idea to use A4 paper for your prompt because
1. it is obvious to the audience;
2. you can hide your face behind it;
3. it makes noise if your hands shake; and
4. it tempts you to write out the whole script.

- **Notes**, according to Levin & Topping (2006), refer to a raw form of documents you have found. Some people use undigested notes, which may create an impression they have not prepared well. If you need to use notes, highlight the key points to make them easier to find, and stick and number Post-its at the top of the page so you know in which order to look at them (Levin & Topping, 2006). On the other hand, notes for Bradbury (1995) mean prompts that consist of main headings, subheadings, and a brief outline of each point you want to make. This type of notes allows you to speak more spontaneously.

- **Script** consists of everything you want to say in a presentation in full sentences. Never stand in front of your audience and read out your script as it shows you have not prepared well enough. If you decide to use a script, usually you place it on the lectern or table. If you need to look at the script, try to glance through it quickly without breaking eye contact with your audience (Levin & Topping, 2006). In your full script, mark up the information, using a highlighter pen on the points you want to stress and adding some signs to remind yourself to pause, lift your head and look at the audience (Emden & Becker, 2010). However, you must be aware that it is difficult to write a script that sounds natural (Bradbury, 1995).

- **Index or cue cards** are cards (approximately 10cm x 15cm) that you can write key words, key phrases, or key points you want to make (Bradbury, 1995; Levin & Topping, 2006). They remind you what you want to say and in what order; however, they lack detailed information (Bradbury, 1995). Remember to number all the cards and put them in the right order. These cards are useful if you know your subject very well and have a clear sense of how the aspects of the subject fit together, and when you can explain key points in outline (Levin & Topping, 2006).

### Tips for making note cards

1. Write the __________________________ sentences of your talk ________________ to remind you the beginning, and for the rest, write only key words/________________ __________ / points → you'll form them into sentences as you speak;

   *Exception: Figures, quotes, and questions need to be ____________________________.

2. Write on _________________ other line and leave a _________________ around the edge of the card for additional comments;

3. Make your writing big, clear, and ____________________________ enough for you to read;

4. ____________________ key words with a ___________________________ to help you see them quickly and easily;

5. Use _________________ note card for each important point of your talk, and

6. ___________________ fasten them, but _____________________ them in order.

### 4.5 Rehearsal

Rehearsals for a presentation should be part of preparing your script. After drafting the script, it is useful to record your presentation and run it through with the following questions in mind (Bradbury, 1995):

- Does your presentation follow a clear sequence of ideas?
- Have you included anything that isn’t relevant?
- Have you covered too much information?
- Are you presenting your material in an appropriate manner?

Try to practice your talk out loud. It helps to ask a friend to listen to your presentation and give some feedback so that you know what you need to improve on. Then, adjust your presentation according to the feedback (Dazeley, 2006). Every time you practice, time yourself in order to find out how long your presentation takes on average. It is also recommended you practice in front of a mirror to check your body language.
5. Asking and Handling Questions

Asking questions involve asking the speaker to tell, repeat, paraphrase, explain, or give examples.

Cooperative communication strategies (CS)
- The types of question in the table below are cooperative communication strategies that language learners can use when they want assistance in overcoming a communication problem (Dörnyei & Scott, 1997).

|-----------------------------------|-------------------------------------------------|
| 1. Asking for repetition (CS 1): requesting verbatim repetition of information when not hearing or understanding something properly. | - Could you please repeat that/_________ again?  
- What was that again? |
| 2. Asking for clarification (CS 2): requesting explanation of an unfamiliar meaning structure. | - I’m sorry, but I don’t quite understand what you meant by__________. Could you please explain?  
- What does__________ mean? |
| 3. Asking for confirmation (CS 3): requesting confirmation that the information was understood correctly by the listener. | - Did you say___________?  
- Did I understand you correctly that_________? |

Some questions may be easy and manageable, while others may be difficult to answer. The following tips can guide you on what to do (Bradbury, 1995; Dazeley, 2006; Emden & Becker, 2010; Levin & Topping, 2006):

**What you should do:**
1. Forecast a list of questions you may get from the audience when preparing your presentation.
2. Think about what and how you’re going to answer them.
3. Thank the questioner for their question.
4. Rephrase the question and repeat it to the whole audience before answering. This gives you more time to think of an answer and ensures that you’re answering the intended question.
5. Keep it cool if you don’t know the answer, and honestly tell the audience that you don’t know.

CS 4 – Use of fillers and hesitation devices:
- This strategy can be used in speaking and answering questions to fill in pauses and to gain time in order to maintain communication.
- Learners can use words, phrases, and sentences in the Example column to gain time when answering questions raised by the audience or by other participants in a discussion or meeting.

<table>
<thead>
<tr>
<th>Examples (Dörnyei &amp; Scott, 1997)</th>
</tr>
</thead>
</table>
| - Well…  
- You know…  
- Actually…  
- Well, let me see/think…  
- Well, it’s a good question. |
**Activity 10** Read the following situations, and write down what you would ask or say. Then, identify which communication strategy you should use in each situation.

**Situation 1:** You listen to a presentation about the fear of public speaking and the speaker said the term, which refers to this type of fear, but you could not catch it. In this situation where you want the speaker to repeat the term, you would ask:

__________________________________________________________________________________

__________________________________________________________________________________

CS_______________________________________________________________________________

**Situation 2:** You listen to a talk about the game theory, but the content of the presentation is very complex, and you want the speaker to explain the theory with an example to help you understand more. In this situation you would ask the speaker:

__________________________________________________________________________________

__________________________________________________________________________________

CS_______________________________________________________________________________

**Situation 3:** The speaker explains a concept of the game theory, but you are not sure whether you have understood it correctly, so you would ask:

__________________________________________________________________________________

__________________________________________________________________________________

CS_______________________________________________________________________________

**Situation 4:** During the Q&A session, one member of the audience asks you a difficult question, and you need some time to think of the answer. You would say:

__________________________________________________________________________________

__________________________________________________________________________________

CS_______________________________________________________________________________
### 6. Useful Language Expressions

Sources: Dignen, 2003; Grussendorf, 2007; Laws, 2000; Williams, 2008

#### 6.1 Opening a Presentation

<table>
<thead>
<tr>
<th>1. Greeting</th>
<th>2. Introducing yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good morning/afternoon, ladies and gentlemen.</td>
<td>• My name is…</td>
</tr>
<tr>
<td>• Hello/Hi, everyone.</td>
<td>• I’m + your name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Saying your topic</th>
<th>4. Stating the purpose and why your topic is relevant for the audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’m here to talk about + noun/noun phrase</td>
<td>• The purpose/objective of my presentation/talk is to + infinitive</td>
</tr>
<tr>
<td>• The title of my presentation/talk is…</td>
<td>• The aim today is to + infinitive</td>
</tr>
<tr>
<td>• Today, I’d like to talk about…</td>
<td>• My topic is very important for you because…</td>
</tr>
<tr>
<td>• What I’d like to speak about is…</td>
<td>• My presentation/talk is particularly relevant to those of you/us who…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Giving an outline</th>
<th>6. Telling the length of your presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’ve divided my presentation/talk into three main parts.</td>
<td>• The presentation will take/last about…minutes.</td>
</tr>
<tr>
<td>✓ Firstly,…Secondly,… and finally…</td>
<td>• I’ll speak for about…minutes.</td>
</tr>
<tr>
<td>✓ I’ll begin with…and then I’ll deal with…..After that, I’ll look at…</td>
<td></td>
</tr>
<tr>
<td>✓ I’ll start off by V.ing,… then I’ll move on to + noun/noun phrase. Finally, I’ll + infinitive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Informing when the audience can ask questions</th>
<th>8. Signaling the start</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’d be happy to take any questions at the end of my presentation.</td>
<td>• OK. Let’s start with the first point, which is…</td>
</tr>
<tr>
<td>• There will be time for questions after my presentation.</td>
<td>• All right. We can begin by looking at…</td>
</tr>
<tr>
<td>• Please feel free to interrupt at any time if you have any questions.</td>
<td>• I’d like to begin by looking at…</td>
</tr>
<tr>
<td>• Please feel free to ask questions at any time during my talk.</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar corner:**

Two structures for telling the audience what you are going to say/do.

1. **would like (’d like) to + infinitive**
   - *Today, I’d like to tell you about the forecast of Thailand’s economy in 2018.*
   - ‘Would like to’ is used to politely state what you want to do.

2. **will + infinitive** (without to)
   - *I’ll begin by providing an overview of Thailand’s economy.*
   - ‘Will’ is used to give future information.
6.2 Signaling

In a presentation, you should give signposts throughout because they structure and shape the content of your presentation. **Signposts refer to verbal and non-verbal signals** which enable you to guide the audience through the structure of your presentation linking one point to the next to illustrate relationships between ideas and stressing important points (Beebe & Beebe, 2005; Williams, 2008). **Verbal signposts** come in a form of **transitional statements** – words, phrases, or sentences that connect one idea to another and are used to alert the audience that you are about to discuss something else. **Non-verbal signposts** include brief pauses, moving across the stage, and raising or lowering your voice (Barnett, 2011).

<table>
<thead>
<tr>
<th>Transitional Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Sequencing ideas</strong></td>
</tr>
<tr>
<td>• First/ Second/ Third/ Then/ Next/ Finally…</td>
</tr>
<tr>
<td>• The first/ second/ third/ final point is…</td>
</tr>
<tr>
<td>• My next point is…</td>
</tr>
<tr>
<td><strong>2. Ending a section</strong></td>
</tr>
<tr>
<td>• Right./ So./ Well./ OK…</td>
</tr>
<tr>
<td>• That’s all I wanted to say about…</td>
</tr>
<tr>
<td>• I think that covers everything on…</td>
</tr>
<tr>
<td>• I think that deals with…</td>
</tr>
<tr>
<td>• To summarize,…</td>
</tr>
<tr>
<td><strong>3. Opening a new section</strong></td>
</tr>
<tr>
<td>• Let’s now look at…</td>
</tr>
<tr>
<td>• Let’s now turn to…</td>
</tr>
<tr>
<td>• Now I’d like to turn to…</td>
</tr>
<tr>
<td>• This/ That brings me to the final point, which is…</td>
</tr>
<tr>
<td>• Now, moving on to…/ turning to…</td>
</tr>
<tr>
<td><strong>4. Exploring a list of points</strong></td>
</tr>
<tr>
<td>• In relation to…</td>
</tr>
<tr>
<td>• Regarding…</td>
</tr>
<tr>
<td>• Concerning…</td>
</tr>
<tr>
<td>• With respect to…</td>
</tr>
<tr>
<td><strong>5. Adding ideas</strong></td>
</tr>
<tr>
<td>• In addition to this…/ Moreover…/ Furthermore…</td>
</tr>
<tr>
<td>• However…/ Despite this…</td>
</tr>
<tr>
<td>• So…/ Therefore…</td>
</tr>
<tr>
<td><strong>6. Going back</strong></td>
</tr>
<tr>
<td>• Let me now return to…</td>
</tr>
<tr>
<td>• Let me now come back to…</td>
</tr>
</tbody>
</table>

**Point to remember:**
Pause before using the signpost to turn to a new point as it helps your audience to absorb your information and gives you the chance to control your nerves (Williams, 2008).

6.3 Looking at the Visual

<table>
<thead>
<tr>
<th>1. Introducing the visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>• OK. Let’s take a look at…</td>
</tr>
<tr>
<td>• I’d like you to have a look at…</td>
</tr>
<tr>
<td>• The first slide is…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Check with the audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is that clear for everyone?</td>
</tr>
<tr>
<td>• Can everybody see that?</td>
</tr>
</tbody>
</table>
3. Meaning of the visual

- The figures in this table show...
- This shows/illustrates/demonstrates/references...
- This is a graph/diagram/table, which shows...
- As you can see, this is...
- Here we can see...
- If you look at this picture/graph, you will see...

4. Focusing attention

- I’d like to draw your attention to...
- One of the most important aspects of this is...
- Let’s take a closer look at...

6.4 Ending a Presentation

Activity 11: Look at these sentences from the presentation and put them in the correct category in the table.

---

**LS 3 – Recognizing and using language exponents:**

- Learning language exponents like useful phrases can enhance 1) learners’ comprehension and production, 2) self-confidence, 3) fluency.
- Learners can use useful phrases to prepare their presentation scripts.

---

1. So, we’ve looked at...
2. As a final point, I’d like to...
3. I’d suggest...
4. I hope this has been useful.
5. Well, this brings me to the end of my presentation.
6. To conclude, I’d like to say that...
7. So, do you have any questions?
8. In conclusion, I’d like to leave you with the following idea...
9. Let me go over the key points again.
10. In my opinion, we should...
11. So, that completes my presentation.
12. Thank you for your attention.
13. Before I stop, let me go through my main points again.

---

1. **Summary:**
   1.1 Signaling the end of the presentation
   - I’m now nearing to the end of my presentation...
   - OK, I think that’s everything I wanted to say about...
1. OK, I think that covers everything I wanted to say about…

2. ______________________________________________________________________

3. ______________________________________________________________________

1.2 Summarizing the main points
- I’d like to run through the three main points…
- Let me summarize what we’ve looked at.
- Just to summarize the main points of my talk…
- I’ll briefly/ I’d like to summarize the main issues.
- To summarize, I’ll run through my three key points.
- To sum up then, we…

4. ______________________________________________________________________

5. ______________________________________________________________________

6. ______________________________________________________________________

2. Conclusion:
2.1 Concluding the presentation
- I’d like to conclude by reminding you…
- To conclude, I’d like to leave you with the following thought…

7. ______________________________________________________________________

8. ______________________________________________________________________

2.2 In this part you can provide a recommendation
- It seems to me, then, that we should…
- I would therefore recommend that…
- What I’d like to suggest is…

9. ______________________________________________________________________

10. ______________________________________________________________________

2.3 Inviting questions
- Now, I’d be happy to answer any questions you may have.
- Are there any questions?
- If you have any questions, I’d be happy to answer them.

11. ______________________________________________________________________

3. Closing remarks
- If there are no more questions, thank you for your attention.

12. ______________________________________________________________________

13. ______________________________________________________________________
References


Photo credits


1. Warmer

Briefly discuss the three questions below with a partner and write down your answers.

<table>
<thead>
<tr>
<th>1. What is an economic outlook?</th>
<th>2. Who conducts it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What are its purposes?
2. Economic Outlook

2.1 Getting Familiar with Economic Outlooks

Note-taking tips (Frazier & Leeming, 2013):

- While listening, it is helpful to take notes on key information as you may need it for completing listening tasks.
- Use abbreviations and symbols instead of full words and phrases to write down information quickly.

<table>
<thead>
<tr>
<th>Commonly used symbols</th>
<th>Commonly used abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>etc. and so on</td>
</tr>
<tr>
<td>%</td>
<td>e.g. for example</td>
</tr>
<tr>
<td>/</td>
<td>i.e. that is</td>
</tr>
<tr>
<td>↓</td>
<td>imp important</td>
</tr>
<tr>
<td>↑</td>
<td>w/ with</td>
</tr>
<tr>
<td>&lt;</td>
<td>sb somebody</td>
</tr>
<tr>
<td>&gt;</td>
<td>sth something</td>
</tr>
<tr>
<td>&amp;</td>
<td>b/t between</td>
</tr>
</tbody>
</table>

Activity 1

Listen to definitions of 10 terms commonly found in economic outlook reports. Then, write the correct term in the correct order.

Tips for listening to definitions (Frazier & Leeming, 2013; Lebauer, 2000):

1. **Note** the key words or the idea that make up the definition.
2. **Key words** are words that carry meanings and are usually content words, such as nouns, adjectives, and main verbs.
3. **Listen** for the words or expressions that signal a definition such as:
   - This term refers to…
   - X means…
   - What I mean by X is…
   - It/This is…

<table>
<thead>
<tr>
<th>consumption expenditure</th>
<th>gross domestic product (GDP)</th>
<th>private consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>public investment</td>
<td>export value</td>
<td>government consumption expenditure</td>
</tr>
<tr>
<td>year-over-year (Yoy)</td>
<td>expenditure</td>
<td>fiscal policy</td>
</tr>
<tr>
<td>quarter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Explaining Trends

In economic outlook reports, numerical information that shows trends is usually presented in a visual form of a pie chart, a line graph, or a bar graph.

Activity 2 Fill the correct functions of the graphic representations in the blanks and read the advice that follows.

A. shows the trends or changes in one or more variables over a period of time.
B. presents the relationship among parts of a single unit.
C. uses vertical or horizontal bars to show relationships between two or more variables.

1. Pie chart
   - Put the labels outside the chart (Bradbury, 1995).
   - Start your first slice of the pie at 12:00 and continue around the circle clockwise (Kasperek, 2011).
   - Keep pie charts between 2-8 wedges, otherwise they will clutter (Verderber, Sellnow & Verderber, 2017).
   - Use a floating wedge to focus attention on a particular section of the pie (Bradbury, 1995).

2. Bar graph
   - Limit each bar graph to 6-7 at the most (Bradbury, 1995).
   - A vertical bar is used to compare related data at several points in time (ibid.).

3. Line graph
   - Use four lines at most, and use a different color or pattern for each line (Bradbury, 1995).
**Activity 3** Look at the line graph below and fill the correct terms in the blanks.

<table>
<thead>
<tr>
<th>horizontal axis</th>
<th>broken line</th>
<th>dotted line</th>
<th>vertical axis</th>
<th>solid line</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 4** Look at the diagrams below and write the verb and noun forms (if available) of words to describe the trends you see.

1. (to go up) Verb: • __________
   Noun: • __________
   • __________
   • __________
   • __________

2. (to go down) Verb: • __________
   Noun: • __________
   • __________
   • __________
   • __________
   • __________

3. (to increase quickly) Verb + adverb
   Verb: • __________
   • __________
   • __________
   • __________
   • __________

4. (to decrease suddenly) Verb: • __________
   Noun: • __________
   • __________
   • __________
   • __________
   • __________
   • __________
   • __________

Ref. code: 25605821320040SLR
2.3 Global and Thai Economy between 2016 and 2017

Listening tips (Frazier & Leeming, 2013):
- Listen for transitions which the speaker uses to signal when he/she is introducing or changing topics/ideas → e.g. Now let’s move on to…, Let’s look at…, Now I want to talk about…, Let me start with…
- A rhetorical question can also be used to signal a transition → e.g. What does this mean? How can we explain this?
- Listen for key words (nouns, adjectives, main verbs, and question words), which are stressed.
1. Read this excerpt from Mr. Blake’s presentation introduction and identify which technique Mr. Blake used to grab the audience’s attention.

You know, these days we all hear a lot of doom and gloom in the news about the global economy as well as economic conditions here in Thailand. Well, it’s true that recent events both nationally and internationally have led to a lot of uncertainty and instability in economic markets of late. What if I could put all of this in some context for you and give you a clear idea of where things are most likely headed going forward? Would you be interested in that?

__________________________________________________________________________

2. What was the result of structural changes in global trade?

__________________________________________________________________________

3. Which regional economies had improvement in IT-related exports in the second half of 2016?

__________________________________________________________________________


1) _________________________________________________________________ _______

2) ________________________________________________________________________

3) ________________________________________________________________________

5. What caused tourist-related services to expand?

__________________________________________________________________________

6. Name two of the four factors that supported private consumption.

1) ________________________________________________________________________

2) ________________________________________________________________________

7. What is another term for public spending?

__________________________________________________________________________
8. What was the trend of the value of exports in 2016?

________________________________________________________________________
________________________________________________________________________

9. What do you call this type of question Mr. Blake used in his presentation, “What do I mean by anti-dumping measures? If you don’t know, these are…”?

________________________________________________________________________

10. Quantity of exports is expected to______________________________________________

11. Which type of businesses in the service sectors and utilities benefited from government measures?

________________________________________________________________________

Activity 5B   Listen to the second part of the presentation in which Mr. Blake talks about the global economic outlook in 2017. Listen carefully and take notes on important points. Then, answer the questions.

1. Look at the bar graph shown in the presentation and write the correct name of the country/region in the blanks under the bars and the number in the blanks on top of the bars according to the presentation.

Unit %Y0Y GDP growth forecast for 2017

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.2</td>
<td>6.9</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td>6.7</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. _____________ B. _____________ C. _____________ D. _____________
E. _____________ F. _____________ G. _____________ H. _____________
2. Which factor **WAS NOT** mentioned in the talk as a GDP growth driver in the U.S.?
   A. An expansion of exports  
   B. The more proactive fiscal policy  
   C. A rise in foreign direct investment  
   D. An increase in domestic consumption

3. Which statement is **TRUE** about Japan’s economy in 2017?
   A. Japan’s economy will accelerate greatly.  
   B. A demand for Thai exports to Japan is on the rise.  
   C. Thai exports to Japan, especially cars and parts, may be affected by Japan’s sluggish economy.  
   D. Higher government spending on mega projects and a rise in employment are key factors that will help boost the country’s economy.

4. Which factor will slow down the EU’s economic recovery?
   A. The Brexit negotiations  
   B. The uncertain timing of Italy’s election  
   C. France’s presidential election  
   D. High levels of NPLs

5. Which statement is **FALSE** regarding China in 2017?
   A. China’s economic growth might decelerate.  
   B. A trade war between China and the U.S. could affect Thai exports.  
   C. There will be a rise in commodities prices as China has decreased its production capacity.  
   D. Despite the Thai government’s crackdown on the zero-dollar tours for Chinese tourists, it is anticipated that the arrivals of tourists from China will pick up again to 5.5% in the second half of this year.

**Activity 5C**

Listen to the final part of the presentation in which Mr. Blake talks about the Thai economic outlook in 2017. Listen carefully and take notes on important points. Then, answer the questions.

1. Which statement is **TRUE** about the Thai economic outlook in 2017?
   A. The budget for public investment projects will triple in size.  
   B. Higher prices of crude oil and related commodities will slow down Thai exports.  
   C. Exporters and households in some agricultural sectors will have a higher income because commodity prices are on the rise.  
   D. Two main factors that drive the economic growth are the recovery of private consumption expenditure and an increase in export value.

2. According to the presentation, what **DID NOT** happen in the first quarter of 2017?
   A. The Thai economy grew.  
   B. Floods in the south froze private consumption temporarily.  
   C. By the end of the first quarter, the economic growth reached 3.7%.  
   D. A recovery of exports and the tourism sector contributed to GDP growth.

3. Which sector **WAS NOT** mentioned in the second quarter?
   A. Construction  
   B. Transport  
   C. Agriculture  
   D. Manufacturing

4. Which sector will benefit from growth in public investments?
   A. Construction  
   B. Agriculture  
   C. Manufacturing  
   D. Tourism

5. Which graph represents the statement “Thailand’s direct investment abroad has surged”? 
   
   A. ![Graph A]  
   B. ![Graph B]  
   C. ![Graph C]  
   D. ![Graph D]
2.4 Presenting Graphs

Activity 6A Answer the following questions, which help you think about how you can best present the information in Table 1 regarding Thailand’s export value.

1. Can you write simpler figures of all export value in the right column “Simpler figure” in Table 1? Read the tips for presenting numbers in the box below before doing this task.

Tips for presenting numbers (Williams, 2008):
- You don’t always need to give exact figures, which can be given in a handout.
- Use approximations to help the audience understand complex figures more clearly.

Example 1 In July 2016, the export value was 17,045.14 million US dollars.
1. In July 2016, the export value was over/just over/just above/more than 17,000 million US dollars*.
2. In July 2016, the export value was approximately/about/around/roughly/more or less than 17,000 million US dollars.

*We say ‘17,000 million US dollars’ NOT ‘17,000 millions US dollar’

Example 2 In November 2016, the export value was 18,910.98 million US dollars.
1. In November 2016, the export value was nearly/almost/just under/a little less than 19,000 million (19 billion) US dollars.

Table 1 Thailand’s export value between quarter 3 in 2016 and quarter 1 in 2017

<table>
<thead>
<tr>
<th>Quarter/year</th>
<th>Month</th>
<th>Value (USD Million)</th>
<th>Simpler figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Jul</td>
<td>17,045.14 (17.05 bil.)</td>
<td>about/around/approximately/roughly $17 billion</td>
<td></td>
</tr>
<tr>
<td>2. Aug</td>
<td>18,824.87 (18.82 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sep</td>
<td>19,460.34 (19.46 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Oct</td>
<td>17,783.12 (17.78 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Nov</td>
<td>18,910.98 (18.9 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Dec</td>
<td>18,164.82 (18.16 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Jan</td>
<td>17,099.23 (17.1 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Feb</td>
<td>18,469.57 (18.47 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Mar</td>
<td>20,887.59 (20.89 bil.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Apr</td>
<td>16,866.28 (16.87 bil.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: https://tradingeconomics.com/thailand/exports
2. What type of visual presentation format would you use and why?
   A. a table  B. a pie chart  C. a bar graph  D. a line graph

   Because

3. How can you say in words “3/16” (quarter/year) in the first column?
   1) In
   2) In

4. How would you say $17,045.14 m?

5. How would you say $17.05 bil.?

Activity 6B Do the following tasks:
   • Read the grammar for presenting trends and the tip for presenting graphs in the boxes below.
   • You both have three minutes to prepare some notes for your graph presentation (p.40).
   • After three minutes, take turns and present your graph. While listening to your partner, look at the graph and check whether the information is clear and accurate.

**Grammar for presenting trends:**

1. The **past simple** is used to describe a movement or trend in the past and that is now finished.
   - The export value **rose sharply in July 2016**, and continued rising in August.
   - *Between September and October 2016*, the export value **fell dramatically**.

2. The **present perfect** is used to talk about a movement or trend, which started in the past but is not yet finished.
   - *Since January 2017*, the export value **has gone** up and down.
   - The export value **has fluctuated over the past four months**.

**Tip for presenting graphs:**

- When explaining charts or graphs, start with a bigger picture by introducing the title, overall organization of the visual, and the labeled parts. Then explain the important points (Frazier & Leeming, 2013).

  Example This line/bar graph shows Thailand’s export value between quarter 3 in 2016 and quarter 1 in 2017. You can see that the graph shows a fluctuating trend in a period of 10 months.
Graph 1 Thailand's export value between quarter 3 in 2016 and quarter 1 in 2017

Graph 2 Thailand's export value between quarter 3 in 2016 and quarter 1 in 2017

Source: https://tradingeconomics.com/thailand/exports

CS 5 – Self-repair:
- While giving a presentation, sharing your opinion, answering questions, or speaking in general, it is perfectly acceptable to correct your speech if you find yourself making any grammatical mistakes.

For example:
- In 2016, the export value of rubber *rise*…*rose* to 20 billion US dollars.
- The example shows that the speaker corrected himself as he realized he used a wrong verb tense.
3. Informative Presentation

An informative presentation is designed to educate audiences through explaining or describing facts and principles, facilitating understanding, and enhancing memory (Verderber, Sellnow & Verderber, 2017). Thus, your primary purpose for delivering an informative presentation is to provide the audience with information they did not already know, or to teach them more about a topic they are already familiar with (Schreiber, 2011).

3.1 Functions

Informative presentations serve four functions – providing knowledge, shaping perceptions, showing alternatives, and enhancing the ability to survive and evolve (Schreiber, 2011).

1. Providing knowledge. Your comprehension on, awareness of, or familiarity with a particular topic is increased when you listen to an informative presentation as the speaker shares information relating to such a topic (Schreiber, 2011). For instance, a teacher teaches you how to deliver a good presentation.

2. Shaping perceptions. Informative presentations can affect how you see a subject and it can also influence what is viewed as important by directing your attention to it (Osborn & Osborn, 1991). For example, listening to a presentation on why abortion is legal in some countries may affect your perception on this issue.

3. Showing alternatives. Some informative presentations may help the audience understand the number, variety, and quality of options available to them (Schreiber, 2011). For instance, a salesperson at an insurance company may provide you with information about several health insurance packages to help you make a decision on which package to choose. A good informative presentation should give information that improves listeners’ ability to make a good decision as it helps your audiences understand all of their options (Jaffe, 1998).
4. **Enhancing the ability to survive and evolve.** The successful communication of facts and knowledge in an informative speech “helps keep countries developing, communicates valuable and useful information in thousands of areas, and continues to change, improve or upgrade the lives of audiences” (Wilbur, 2000, p.99). An example of this function is when cultural and technical knowledge is passed on from generation to generation orally (Schreiber, 2011).

### 3.2 Characteristics of Effective Informative Presentations

Verderber, Sellnow and Verderber (2017) identify five key characteristics of informative presentations as follows:

1. **Intellectually stimulating.** The information you present will be intellectually stimulating if it is new (information that most of your audience is unfamiliar with or fresh insights) to the audience and interests them. During your preparation, you may ask yourself “How can I make my audience curious about my topic?” or “What aspect about my topic does my audience probably not know?”.

2. **Relevant.** Try to address the question “What’s in it for me?” (WIIFM) on behalf of your audience in order to help you come up with a way to make them see that your presentation is relevant to them (Schreiber, 2011). You can directly tell them at least one reason why they should care about your topic and how your presentation will be useful for them (Morricle & Bovee, 1998).

3. **Creative.** Your audience will perceive your information to be creative when it leads to innovative ideas and insights. Looking at a topic from a variety of perspectives may help you see how you can present the information in a creative way.

4. **Memorable.** Emphasizing your specific goal, main points, and key facts can help the audience remember what is most important.

5. **Learning styles.** It is a good idea to address four diverse learning styles – feeling, watching, thinking, and doing – as your audiences learn differently. Address the feeling dimension by providing concrete, vivid images, examples, and stories. Address the watching dimension by using visual aids. Address the thinking dimension by including definitions, explanations, and statistics. Finally, address the doing dimension by encouraging your listeners to do something during the speech or afterward (Verderber, Sellnow & Verderber, 2017).

### 3.3 Methods of Informing

We can inform through six methods including description, explanation, definition, comparison and contrast, narration, and demonstration (Schreiber, 2011; Verderber, Sellnow & Verderber, 2017). In your informative presentation, you may combine a few methods.

1. **Description** provides a detailed, vivid, verbal picture of a person, object, event, place, or image. You can describe size, shape, weight, color, composition, age, and condition.

2. **Explanation** is similar to description in that they both clarify the topic. Explanation, however, reports current and historical events, policies, outcomes, options, transformations, customs, and inventions by explaining how or why of a subject and its consequences. If you use this method for explaining an economic issue, you can start by stating the cause that led to a particular issue. Then you can present different positions about the issue and the reasoning behind these positions. Finally, you can discuss attempts made for resolving the issue.

3. **Definition** explains the meaning of something. There are four ways to define something. First, you can classify a word or idea and differentiating it from similar words or ideas. Second, you can explain derivation or history. Third, you can explain the use or function of
something. Finally, you can use a familiar synonym (a word that has the same or a similar meaning) or antonym (a word that has the opposite meaning).

4. **Comparison and contrast** focuses on how something is similar to or different from other things.

5. **Narration** tells an autobiographical or biographical event, myth, or a story in four steps. First, it describes when and where the event took place and introduces main characters. Second, it explains events that led to a problem. Third, it discusses how the problem affected the characters. Finally, it tells how the problem was solved.

6. **Demonstration** shows 1) how something is done, 2) the stages of a process, or 3) how something works. Try to organize the steps from first to last to help your audience remember the sequence of actions more easily.

### 3.4 Informative Presentation in Practice

**Activity 7A** Watch a presentation video by Caroline Goyder entitled *The surprising secret to speaking with confidence*, and evaluate her performance in the form below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Your feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization:</strong></td>
<td></td>
</tr>
<tr>
<td>• Had logic</td>
<td></td>
</tr>
<tr>
<td>• Coherence,</td>
<td></td>
</tr>
<tr>
<td>• Well-structured</td>
<td></td>
</tr>
<tr>
<td>• Gave support/examples</td>
<td></td>
</tr>
<tr>
<td><strong>2. Content:</strong></td>
<td></td>
</tr>
<tr>
<td>• Relevant to the topic</td>
<td></td>
</tr>
<tr>
<td>• Provided only relevant information and examples</td>
<td></td>
</tr>
<tr>
<td>• Interesting</td>
<td></td>
</tr>
<tr>
<td><strong>3. Language:</strong></td>
<td></td>
</tr>
<tr>
<td>• Grammar</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
4. **Delivery:**
   - Voice
   - Eye contact
   - Body language
   - Fluency
   - Clarity

5. **Visuals:**
   - Clarity
   - Appropriateness

**Activity 7B** Reflect on the presentation you have just watched and provide your feedback based on the following questions.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Your feedback on the presentation</th>
</tr>
</thead>
</table>
| 1. What is your overall impression of this presentation?  
  • Is it a good/bad presentation? Why? | |
| 2. What did you find useful from this presentation regarding the presentation techniques and content? | |
| 3. What are strengths of this presentation? | |
| 4. What are weaknesses of this presentation? | |
4. Oral Assessment Task

Read the task below and prepare an informative presentation accordingly.

Oral Assessment 1: Informative Presentation (10%)

You are an economic analyst at a large international consultancy firm with an office in Bangkok. Your project director has asked you to provide an economic outlook (1-5 years) for a given sector of the Thai economy and to present it to prospective foreign investors at the Bangkok Economic Conference 2017.

- Prepare and deliver an informative presentation on the economic prospects or outlook of a sector or industry of the Thai economy that investors may be interested in investing in.
- You must narrow the focus of your topic to a specific sector of the economy in a suitable timeframe.
- Here are some acceptable examples of informative presentation titles.
  - Examining the potential of Thailand's medical tourism industry in 2018
  - Economic prospects of Thailand's seafood products as exports 2018-2020
  - Economic outlook of Thailand’s automotive industry
- In this task, you are expected to demonstrate the presentation skills learned up to this point of the course.
- You will be required to:
  - Deliver a 5-minute informative presentation.
  - Prepare appropriate visuals (PowerPoint) to support your presentation.
  - Demonstrate your ability to create a strong opening and closing to your presentation.
  - Deliver a coherent, well organized, and united presentation on your chosen topic (2-3 main points).
  - Demonstrate your ability to engage your audience through appropriate use of body language and presentation techniques.

- In brief
  - Time: 5-minute individual informative presentation
  - Audience: foreign investors
  - Topic: Economic outlook of a named sector of the Thai economy
  - PowerPoint slides: Yes with graph(s) and/or chart(s)
  - Q&A session: No
4.1 Presentation Outline

**LS 4 – Planning for a language task:**
- The strategy includes 4 steps: 1) describing the task, 2) determining its requirements, 3) checking your linguistic resources, and 4) determining additional language elements or functions required for the task. These four steps help learners understand what they are required to do and which language elements they need to use.
- In addition, the strategy involves planning 1) the parts, sequence, and main ideas to be expressed orally or in writing, or 2) language functions to be used in a task.

A. Answer the following questions to help you design an effective informative presentation.

1. **What is the main function of your presentation?**

   ________________________________________________________________

2. **Which method(s) of informing will you use in your presentation (pp.42-43)?**

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

**Five characteristics for designing an effective informative presentation**

<table>
<thead>
<tr>
<th>1. Intellectually stimulating</th>
<th>What aspect about my topic may be new to the audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>____________________________________________________________</td>
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<td>____________________________________________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Relevant</th>
<th>Write one reason why your audience should care about your topic.</th>
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<tbody>
<tr>
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<td>______________________________________________________________</td>
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<table>
<thead>
<tr>
<th></th>
<th>How will your presentation be useful for the audience?</th>
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<td>____________________________________________________________</td>
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<td>____________________________________________________________</td>
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</tbody>
</table>
3. **Creative**

List a variety of perspectives about your topic.

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

4. **Memorable**

What will you do to help the audience remember the most important information?

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

5. **Learning styles**

What will you do to address the following learning styles?

1) **Feeling**
<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

2) **Watching**
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
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<td></td>
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</table>

3) **Thinking**
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<thead>
<tr>
<th>Description</th>
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<tbody>
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<td></td>
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</table>

4) **Doing**
<table>
<thead>
<tr>
<th>Description</th>
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</tbody>
</table>
Read the outline preparation tips to get some ideas on how to prepare an outline.

**Tips for outline preparation:**

- As you have to identify the presentation’s topic yourself, you need to find which sector you want to present and reasons for choosing it. Finding a sector you are interested in can make your writing and presenting your speech a more enjoyable and meaningful experience.
- In order to decide on a topic, you should do the following:
  1. Ask yourself if there is any area or sector you already have knowledge of and interest in.
  2. Remember that the topic should be appropriate, relevant, and useful for your audience.
  3. Look at what's happening around you, e.g. Thai government’s policies and incentives that promote and support investment in Thailand
- While reading any relevant information you have found, ask yourself "What information would the audience need or want to know about this topic?"

**Sources for information:**

1. **Doing Business in Thailand**
   - [http://www.doingbusiness.org/data/exploreeconomies/thailand](http://www.doingbusiness.org/data/exploreeconomies/thailand)  
   - https://goo.gl/SfkkSd
2. **Doing Business 2017 – Thailand**
   - https://goo.gl/DYdfSN
3. **Board of Investment (BOI)**
   - https://goo.gl/PoEfQr
5. **Service sector:**
   - infographic about how the service sector can help Thailand grow (p.49)
   - an article, *Services as a new driver of growth for Thailand* (p.50)

Explore and write down techniques that can help you reduce your anxiety during your presentation.

**LS 7 – Lowering your anxiety:**

- The video *The surprising secret to speaking with confidence* suggests that you breathe deeply and slowly to calm your nerves.
- Just before delivering a presentation, breathe in and out deeply and slowly for 10 times to reduce your anxiety.

**Other techniques for reducing anxiety:**

- 
- 
- 
- 
-
B. Write a preparation outline in the box below. After you have finished filling out the A and B forms, you can share your ideas with your friends to hear what they think about your presentation topic and outline.

<table>
<thead>
<tr>
<th>Audience:</th>
<th>prospective foreign investors who are interested in investing in a sector of the Thai economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Specific purpose statement:</td>
<td></td>
</tr>
<tr>
<td>Thesis statement:</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**

| | |
| | |
| | |

**(Transition)**

**Body**

| | |
| | |
| | |
| | |
| | |

**(Transition)**

**Conclusion**

| | |
| | |
| | |
| | |
| | |

|Ref. code: 25605821320040SLR|
The Service Sector in Thailand

17 million or 40% of Thai workers are in the service sector.

**PROBLEMS IN THE THAI SERVICE SECTOR**

**BIG BUT NOT PERFORMING**
- 15% of Thai workers in the manufacturing sector produce 30% of GDP.
- 40% of Thai workers in the service sector produce 50% of GDP.

**RESTRICTIVE REGULATIONS**
- Some services are more protected from foreign and domestic competition.

**WHY IMPROVING THE SERVICE SECTOR IS AN URGENT PRIORITY**

1. Open the service sector to enhance foreign investments and competition.
2. Improve the ease of doing business.
3. Foster trade integration through the ASEAN Economic Community.
4. Develop workers’ skills for a modern economy.

**How it Benefits Thailand’s Economy**
- Higher living standards and opportunities for all.
- Help push Thailand to become a high-income country.
- Create new and better jobs in globally competitive industries.

There’s a good chance you work in the service sector. Services account for 17 million jobs in Thailand, or approximately 40 percent of the Thai labor force. It encompasses diverse industries such as tourism, retail, health, communications, transportation and many sought-after professions such as architects, engineers, lawyers and doctors. Many Thai parents aspire for their children to join the service sector, and the sector carries many of Thailand’s economic hopes and ambitions.

Industries that are likely to be important in the future such as medical and wellness tourism as well as logistics and aviation are in the service sector. Other key industries like robotics, food for the future and smart electronics will depend on services for critical inputs. Education services will also provide the training and skills necessary for any modern and innovative economy.

Why do services matter for the Thai economy? A dynamic and growing service sector can become a critical engine of growth for Thailand. Advanced economies like the United States and the euro area tend to be dominated by the service sector, which makes up over 70-80 percent of GDP. Much of the value even of manufactured goods is derived from support services rather than manufacture itself. For example, approximately two-thirds of the value-added of smartphones, such as the Apple iPhone or Nokia N95, stem from internal support services, licenses, retailing, distribution and operating profit. Assembly accounted for less than 10 percent.

Even the value-added of a typical jacket made in China and sold in the United States is accounted for largely by invisible assets such as services, intellectual property and profits. While developing Asia accounts for most of the manufacturing and assembly, most of the benefits go elsewhere, to service providers based in advanced economies.

How does Thailand’s service sector fare? Thailand’s service sector share has remained stuck at approximately 50 percent over the last two decades, is dominated by lower-productivity industries employing lower-skilled workers, and boasts a low share of service exports which tend to be in “traditional” sectors. Thailand has not shown the sustained increase in the share of the service sector observed in ASEAN and non-ASEAN peers as well as advanced economies. For example, China’s service sector as a share of GDP is growing rapidly and is close to catching up with Thailand.

How can the potential of the service sector be unleashed? A number of examples from close to home in ASEAN highlight how a combination of private sector initiative and government support to enable businesses and monitor quality standards can increase service output and exports. For example, financial services in Singapore, higher education in Malaysia, health services in Thailand, telecommunications-based services in Philippines.

For Thailand, a supportive regulatory environment for doing business, reduced policy restrictiveness both at the border and behind the border, greater competition and deeper trade integration through, for example, implementation of the ASEAN Economic Community commitments will be critical for fostering productivity growth and innovation particularly in services. In addition, addressing skill gaps and ensuring quality education for all are also important for ensuring worker readiness.

A global World Bank study finds that Thailand has a more restricted service market on average compared to ASEAN peers and other regions in the world, particularly in professional services such as accounting, legal, architecture, engineering and management consulting. For example, a dentist from the Philippines would have to take an exam in Thai in order to practice here.

While Thailand has reaped the benefits of past liberalization in manufacturing, merchandise trade and imports of capital with tariff rates coming down from 40 percent in the 1980s to 9 percent in 2006, liberalization failed to encompass the whole economy. Many services, state enterprises and domestically oriented industries remained relatively sheltered from competition.

For instance, foreign entry and investment into many of the service sectors, as well as delivery of some services by foreign firms, are restricted. Education and health facilities, for example, are required to be majority Thai-owned. In the financial services sector, liberalization has made progress despite apparently restrictive laws. Most, if not all, commercial banks are majority foreign-owned but not necessarily foreign-controlled. So far, two foreign bank licenses for both wholesale and retail have been granted.

Thailand’s economic growth is expected to attain 3.1 percent in 2016 and 3.2 percent in 2017, accelerating from 2.8 percent last year. While there will be external challenges from more uncertain global economic prospects, Thailand’s continued commitment to structural reforms can unleash the potential of the service sector and lift Thailand’s long-term growth path above 4 percent per year and take the country from upper-middle to high-income levels.

Thailand’s economy is on track to recovery and further strengthening of the service sector will help create new and better jobs, higher incomes and more opportunities for Thai people. And who knows, perhaps you could be the next Jack Ma or Tony Fernandes.
References


Photo credits

Businessman looking at the data. Retrieved on June 1, 2017 from https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRi5-O7eoidIwr_wO-5evRWrqI4RjIE9H1CEwTxFZSWs-cjJ1


Unit 2: Travel and Tourism

Objectives:
1. To recognize the economic impact the travel and tourism industry has on Thailand
2. To recognize the current focuses of the travel and tourism industry
3. To successfully manage group work in preparing and delivering a persuasive group presentation
4. To prepare and deliver an effective persuasive group presentation

1. Warmer

1.1 Write or draw everything that comes to your mind when you think of the topic “travel and tourism” on a piece of paper. You have only one minute. Wait until the teacher tells you when to start.

1.2 Do the brainstorming activity by following the instructions below:
   - Quickly get into a group of 4-5 with friends you have never worked with before in this class.
   - Brainstorm 1) direct impacts of the expanding travel and tourism sector in Thailand on you as an individual, and 2) positive and negative impacts of the travel and tourism sector on the country. You can look at what you wrote or drew in 1.1 for ideas.
   - Your job is to list as many impacts as possible in five minutes. The teacher will give a signal when the time is up.
   - After the five minutes is up, write your ideas on the white board. The group that lists the highest number of ideas wins.
2. Travel and Tourism

2.1 Economic Impact of Travel and Tourism in Thailand

**Figure 2.1** Key facts about Travel and Tourism’s economic impact

**Direct T&T contribution (T&T) contribution (THB1,292.5 bn. to GDP in 2016)**
- Commodities
  - Accommodation
  - Transportation
  - Entertainment
  - Attractions
- Industries
  - Accommodation services
  - Food & beverage services
  - Retail trade
  - Transportation services
  - Cultural, sports & recreational services

**Sources of spending**
- Residents’ domestic T&T spending
- Businesses’ domestic travel spending
- Visitor exports (spending by international tourists for business and leisure = THB1,891 bn.)
- Individual government T&T spending

**Indirect T&T contribution**
(includes the GDP and jobs supported by the following aspects)
- T&T investment spending (e.g., purchase of new aircraft, construction of new hotels)
- Government collective T&T spending (e.g., tourism marketing and promotion, resort area security and sanitation services)
- Impact of purchases from supplies (e.g., hotels’ purchases of food and cleaning services, airlines’ purchases of fuel and catering services)

**Induced contribution**
(spending of direct and indirect employees)
- Food and beverages
- Recreation
- Clothing
- Housing
- Household goods

**Total T&T contribution**
(includes the indirect and induced impacts)
- To GDP (THB 2,906.8 bn. = 20.6% of GDP in 2016*)
- To employment (5,739,000 jobs = 15.1% of total employment*)

*Stats in 2016

**Source:** World Travel and Tourism Council (2017)

---

**Figure 2.2** How money travels in T&T

**Source:** World Travel and Tourism Council (2016)
Activity 1 Look at the information in Figures 2.1 and 2.2 and put a tick (✓) in front of each statement that is true or cross (x) in front of each statement that is false.

Figure 2.1

1. ________ Government collective T&T spending contributes directly to T&T.

2. ________ Commodities that directly contribute to T&T include accommodation, entertainment, attractions, and transportation services.

3. ________ The direct contribution of T&T to GDP was THB1,292.5 bn. In 2016.

4. ________ Spending by international tourists for business and leisure accounted for THB1,890 bn. In 2016.

5. ________ The total contribution of T&T accounted for 20.6% of GDP in 2016.

6. ________ Food and beverages make an induced contribution to T&T.

Figure 2.2

7. ________ Travelers pay directly to the airlines they fly with.

8. ________ Travelers pay indirectly to transportation, accommodation, entertainment, and attractions when traveling.

9. ________ Travelers directly pay for wages of housekeepers at a hotel they stay.

10. ________ Travelers pay income taxes to support infrastructure in Thailand.

11. ________ Hotels, restaurants, and transportation service companies pay income tax to support communications, hospitals, and schools in Thailand.
2.2 Current Focuses of Travel and Tourism in Thailand

2.2.1 Sustainable Tourism

Activity 2 Look at the vocabulary list, which contains important words and a phrase you may not know. They will appear in a news report you are about to hear.

Vocabulary

1. conscientious /kənˈʃɛnsjəs/ (adjective) – careful to do everything that it is your job or duty to do
2. deterrent /ˈdɛrɪnt/ (countable noun) – something that makes someone less likely to do something by making them realize it will be difficult or have bad results
3. infrastructure /ˈɪnfrəstrʌktʃə/ (uncountable noun) - the basic systems and structures that a country or organization needs in order to work properly, for example, roads, railways, banks, etc.
4. juncture /ˈdʒʌŋktʃə/ (countable noun) – a particular point in an activity or period of time
5. In a nutshell – used when you are stating the main facts about something in a short clear way
6. revenue /ˈrevənju/ (uncountable noun) – money that a business or organization receives over a period of time, especially from selling goods or services
7. stakeholder /ˈsteɪkˌhoʊldər/ – someone who has invested money in something or who has some important connection with it and therefore is affected by its success or failure
8. strew /ˈstruː/ (verb, V.3 – strewn) – to scatter things around a large area
9. sustainable /səˈstɪnəbəl/ (adjective) – able to continue without causing damage to the environment
10. windfall /ˈwɪndfɔːl/ (countable noun) – an amount of money that you get unexpectedly

Highlighted words are on the academic word list, which appear frequently in a wide range of academic texts.
Activity 2.1

In the following news clip, you will hear a news report with the voices of a news reporter, John Sanders, and Mrs. Kobkarn Wattanavrangkul, the Minister of Tourism and Sports.

- Look over the questions first before listening.
- Listen carefully to the report and take notes.
- Answer the questions and discuss your answers with a friend sitting in front of you.

1. Name one of the two factors that did not appear to act as a deterrent to tourism in Thailand.

_____________________________________________________________________
_____________________________________________________________________

2. How many foreign tourists visited Thailand in 2016?

_____________________________________________________________________

3. By what percent did the number of international tourists rise in 2016?
   A. nearly 13 percent   B. nearly 9 percent

4. What factors make Thailand a popular tourist destination?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. What does the Ministry of Tourism and Sports aim to do to strike a balance on three fronts?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. According to the Minister, what could people who are not directly involved in tourism in a community do to benefit from tourism?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Activity 2.2 In a group of 3-4, discuss the following questions and write down the key ideas.

1. What is Thailand 4.0?

2. What is sustainable tourism? Give one example.

2.2.2 Zero-Dollar Tours

Activity 3

- The news clip reports news on Government to urgently solve “zero-dollar tours”.
- Look over the questions first before listening.
- Listen carefully to the report and take notes.
- Answer the questions.

1. What happens in a zero-dollar tour operation?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
2. Who benefits from this type of business?

3. In the following sentence, what does ‘exorbitant’ mean?
   “Restaurants, jewelry stores, leatherwear shops and entertainment venues often charged them exorbitant prices.”

4. According to the news report, which countries have zero-dollar tour operators?

**Activity 4**

- The news clip reports news on Thailand’s ‘Zero-Dollar Tours’: Police crack down on tourism scams

- Look at the main points you are required to focus on.

- Listen carefully and take notes below.

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Details and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reasons for the crackdown</td>
<td>1.1 __________________________________________________________</td>
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<td>___________________________________________________________________</td>
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<tr>
<td></td>
<td>1.2 __________________________________________________________</td>
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<td>___________________________________________________________________</td>
</tr>
<tr>
<td>2. If tourists refuse to buy souvenirs,</td>
<td>2. __________________________________________________________</td>
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<tr>
<td></td>
<td>___________________________________________________________________</td>
</tr>
<tr>
<td>3. Tourism Authority of Thailand has encouraged tourists to…</td>
<td>3. __________________________________________________________</td>
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<td>___________________________________________________________________</td>
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</tbody>
</table>
3. Persuasive Presentation

A persuasive presentation intends to influence or reinforce particular attitudes, beliefs, values, or behaviors (Verderber, Sellnow & Verderber, 2017). In a persuasive speech, the speaker persuades the audience to think or behave in a particular way or differently than before they heard the speech through a presentation of reasoned arguments, which may include facts, statistics, or narratives (Watt & Barnett, 2011).

Persuasive speakers persuade by developing solid arguments. The following key words are related to persuasive presentations:

- **Arguments** in this context refer to stating a position with the support of logos, ethos, and pathos (Verderber, Sellnow & Verderber, 2017).

- **Logos** constructs logical arguments by using evidence and reasoning to support a position.

- **Ethos** highlights your competence, credibility, and good character to convince your audience to support your position.

- **Pathos** appeals to emotions to convince others to support your position (ibid.).

Successful persuasive presentations offer appeals to all three elements.

3.1 Types of Propositions

A persuasive presentation goal is expressed as a proposition, which is a declarative statement that clearly shows the position you support (Verderber, Sellnow & Verderber, 2017). For instance, “I want to **convince** my audience that pirating copyrighted media without paying for it is wrong.” There are three types of propositions as follows (ibid.):

3.1.1 Proposition of Fact

A proposition of fact is a statement designed to convince the audience that something: 1) did or did not occur; 2) is or is not true; and 3) will or will not occur.

3.1.2 Proposition of Value

A proposition of value is created to convince the audience that something is good, bad, fair, unfair, moral, immoral, important, or unimportant. It encourages the audience to make judgment on something.

3.1.3 Proposition of Policy

A proposition of policy is created to convince the audience that a particular rule, plan, or course of action should be taken. It encourages the audience to take action either to stop or start a behavior (Watt & Barnett, 2011). Phrases such as do it/don’t do it, should/shouldn’t, and must/must not are usually used.
Table 1 Examples of three types of propositions (Verderber, Sellnow & Verderber, 2017, p.370).

<table>
<thead>
<tr>
<th>Propositions of fact</th>
<th>Propositions of value</th>
<th>Propositions of policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using paper ballots is a reliable method for voting in U.S. elections.</td>
<td>Paper ballots are better than electronic voting machines.</td>
<td>Using paper ballots should be required for U.S. elections</td>
</tr>
</tbody>
</table>

3.2 Argument Development

Try to find reasons to use as main points. Reasons are main point statements that summarize related pieces of evidence and illustrate why you should believe or do something (Verderber & Verderber, 2008).

**Proposition**: I want the audience to believe home ownership is good for society.

**Potential reasons** (Verderber & Verderber, 2008, p.450):
I. Home ownership builds strong communities.
II. Home ownership reduces crime.
III. Home ownership improves the value of a neighborhood.
IV. Home ownership is growing in the suburbs.
V. Home ownership increases individual wealth.

After you have listed several reasons, you can evaluate each and select the three that have the highest quality. You can ask the following questions when judging the quality of each reason (Verderber & Verderber, 2008):
1. Is the reason directly related to proving the proposition?
2. Do I have strong evidence to support a reason?
3. Will this reason be persuasive for this audience?

Once you have chosen the three reasons for your arguments, try to select evidence to support those reasons. Most audience members will not believe your reasons unless they hear more information that backs them up. Both experts’ opinions and facts can serve as evidence. The following questions can guide you in selecting evidence (Verderber & Verderber, 2008):
1. Does the evidence come from a well-respected source? Sources can be the people who offer the opinions or compile the facts, and books, journals, or Internet websites.
2. Is the evidence recent; if not, is it still valid? Some facts may not be up to date; thus, you have to evaluate whether they are still valid in the present context.
3. Does the evidence really support the reason? Remember that evidence must be relevant to the reason.
4. Will this evidence be persuasive for this audience? You will want to choose evidence that your audience is likely to find persuasive.
3.3 Types of Audience

Prior to delivering a persuasive presentation, try to find out about your target audience (the group of people you want to persuade) and classify their initial attitude toward the topic.

There are three types of audience as follows:

1. **Opposed** – Try to move this group of audience only a small degree in your direction.

2. **No opinion** – This group can be divided into three categories:
   - **Uninformed** – Not knowing enough about the topic to have formed an opinion. Try to provide the basic arguments and information needed for them to become informed.
   - **Neutral** – Knowing the basics about a topic but still having no opinion about it. Try to provide evidence and reasoning indicating why your position is superior to others.
   - **Apathetic** – Having no opinion because one is uninterested, unconcerned, or indifferent to a topic. Try to find ways to show how the topic relates to them or their needs.

3. **In favor** – If your target audience only mildly supports your proposal, then try to reinforce and strengthen their beliefs by providing new reasons and more recent evidence that support their beliefs.

3.4 Persuasive Speech Patterns

3.4.1 Statement of Reasons

This pattern is employed to confirm propositions of fact by presenting the strongest reason last because this is the reason you believe the audience will find most persuasive and placing the second strongest first as you want to start with an important point, and finally placing the other reasons in between (Verderber, Sellnow & Verderber, 2017).

**Proposition of Fact:** The proposed school tax levy is necessary (Verderber, Sellnow & Verderber, 2017, p.381).

I. The income is needed to restore vital programs. (Second strongest)
II. The income is needed to give teachers cost of living raises.
III. The income is needed to maintain local control. (Strongest)

3.4.2 Comparative Advantages

This pattern tries to convince the audience that something has more value than something else (Verderber, Sellnow & Verderber, 2017).

**Proposition of Value:** Passing a school levy is better than not passing it (Verderber, Sellnow & Verderber, 2017, p.382).

I. With new income from a tax levy, schools will be able to reintroduce important programs that had been cut. (Advantage 1)
II. New income from a tax levy will provide salaries for teachers and avert a strike. (Advantage 2)
III. Income from a tax levy will make it possible to retain local control of our schools, which will be lost to the state if additional local funding is not provided. (Advantage 3)
3.4.3 Criteria Satisfaction

This pattern aims to get audience agreement on the criteria that should be considered when they evaluate a particular proposition and then presents how the proposition meets the criteria. It is useful when the audience disagrees with your proposition as it approaches the proposition directly by first concentrating on the criteria that the audience should agree with before presenting the specific solution (Verderber, Sellnow & Verderber, 2017).

Proposition of Value: Passing a school levy is a good way to fund our schools (Verderber, Sellnow & Verderber, 2017, p.382).

I. We all agree that the funding method we select must meet three criteria:
   A. The funding method must provide resources needed to reinstate important programs.
   B. The funding method must provide funds to pay teachers.
   C. The funding method must generate enough income to maintain local control.

II. Passing a local school tax levy will satisfy each of these criteria.
   A. A local levy will allow us to fund important programs again.
   B. A local levy will provide revenue for teacher raises.
   C. A local levy will generate enough income to maintain local control.

3.4.4 Problem-Solution

This pattern explains the nature of a problem and proposes a solution. It is effective when the audience is neutral or agrees only that there is a problem but has no opinion about a particular solution.

Proposition of Policy: We must solve the current fiscal crisis in the school district (Verderber, Sellnow & Verderber, 2017, p.383).

I. The current funding is insufficient. (Statement of problem)
   A. The schools have had to cut important programs.
   B. The teachers have not had a cost of living raise in five years.
   C. The state could take over control.

II. The proposed local tax levy will solve these problems. (Solution)
   A. The schools will be able or reinstate important programs.
   B. Teachers will be afforded raises.
   C. The district will be able to maintain control.

III. We must each do our part to make this happen. (Call to action)
   A. Vote “yes”
   B. Encourage your friend and neighbor to vote “yes”
### 3.5 Persuasive Presentation in Practice

**Activity 5.1** Watch a video by Seth Nishiyama entitled *Persuasive Speech Exemplar – ‘Nap Time’*, and evaluate his performance in the form below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Your feedback on the speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization:</strong></td>
<td></td>
</tr>
<tr>
<td>• Had logic</td>
<td></td>
</tr>
<tr>
<td>• Coherence</td>
<td></td>
</tr>
<tr>
<td>• Well-structured</td>
<td></td>
</tr>
<tr>
<td>• Gave support/examples</td>
<td></td>
</tr>
<tr>
<td><strong>2. Content:</strong></td>
<td></td>
</tr>
<tr>
<td>• Relevant to the topic</td>
<td></td>
</tr>
<tr>
<td>• Provided only relevant information and examples</td>
<td></td>
</tr>
<tr>
<td>• Interesting</td>
<td></td>
</tr>
<tr>
<td><strong>3. Language:</strong></td>
<td></td>
</tr>
<tr>
<td>• Grammar</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary</td>
<td></td>
</tr>
<tr>
<td><strong>4. Delivery:</strong></td>
<td></td>
</tr>
<tr>
<td>• Voice</td>
<td></td>
</tr>
<tr>
<td>• Eye contact</td>
<td></td>
</tr>
<tr>
<td>• Body language</td>
<td></td>
</tr>
<tr>
<td>• Fluency</td>
<td></td>
</tr>
<tr>
<td>• Clarity</td>
<td></td>
</tr>
<tr>
<td><strong>5. Visuals:</strong></td>
<td></td>
</tr>
<tr>
<td>• Clarity</td>
<td></td>
</tr>
<tr>
<td>• Appropriateness</td>
<td></td>
</tr>
</tbody>
</table>
**Activity 5.2** Reflect on the presentation you have just watched and provide your feedback in the form below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Your feedback on the presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 What is your overall impression of this presentation?</td>
<td></td>
</tr>
<tr>
<td>1.2 After listening to the presentation, are you convinced that taking a nap is beneficial?</td>
<td></td>
</tr>
<tr>
<td>2 What did you find useful from this presentation regarding the presentation techniques and content?</td>
<td></td>
</tr>
<tr>
<td>3 What are strengths of this presentation?</td>
<td></td>
</tr>
<tr>
<td>4 What are weaknesses of this presentation?</td>
<td></td>
</tr>
<tr>
<td>5 Please give suggestions for improvement.</td>
<td></td>
</tr>
</tbody>
</table>
4. Group Presentation

The key word for a successful group presentation is teamwork. After having been assigned to deliver a group presentation, group members will need to divide the work and organize meetings and rehearsals together.

Advice for preparing a group presentation (Emden & Becker, 2010):

- At the first meeting, encourage everyone to share ideas or volunteer their expertise. Once you know who is good at what, it is easier to allocate tasks and roles.
- Ensure that the work is shared among group members fairly.
- Allocate roles in the presentation by looking at the topic and divide it into sections.
- Never use the “three speakers for fifteen minutes, therefore five minutes each” approach because you will overrun, and it’s unlikely that the topic will divide itself so perfectly (Emden & Becker, 2010, pp.88-89).
- Try to have at least three full rehearsals with everyone to ensure you don’t overrun and that the content flows nicely.
- Anticipate questions the audience may ask, then plan how you’re going to answer questions and decide who will deal with which type of question.

When delivering a group presentation:

- Make sure that everyone is introduced to the audience.
- Give a handover to the next speaker by summarizing your point(s) and telling the audience who the next speaker is and what he/she will talk about.
- When it’s not your turn to speak, listen to the speaker carefully. Do not do anything that may distract the audience’s attention from the speaker.

When handing over to the next presenter, you can say...

“In this part of our presentation, I have talked about… I’m now going to hand over to my colleague, Napat, who will…”
Activity 6 A Mini Presentation Task

Presentation prep time: 25 min  Speaking time: 7-8 min/group

In a group of 3-4, prepare a persuasive presentation of 7-8 minutes by following the instructions below:

1. Watch the documentary Assignment Asia: Thailand’s tourism woes at home and take notes on problems caused by booming tourism and advice mentioned in the video.

2. In class, discuss the main points you jotted down in your notes with your group members:
   - to create a topic and a proposition for your presentation,
   - to identify your target audience and who you are as a group of speakers (e.g., local people, representatives from an organization, Thai citizens, etc.), and
   - to decide on which persuasive speech pattern to employ.

3. Prepare an effective persuasive presentation, making use of logos, ethos, and pathos.

4. When the preparation time is up, each group will take turns to present in front of the class.

5. After every group has presented, everyone must vote on the best persuasive presentation in the class. (You cannot vote for your group.)
You can brainstorm and write down ideas in the box below.

**LS 8 – Encouraging yourself**

- Say or write positive statements to yourself to help you feel more confident in giving a presentation and feel competent to do a presentation task.
- Examples:
  - “I can give an excellent presentation.”
  - “I’m confident I’ll do a good job.”
5. Oral Assessment Task

Oral Assessment 2: Persuasive Presentation (15%)

You are an officer working at the Tourism Authority of Thailand (TAT), an organization under the supervision of the Ministry of Tourism and Sports. Your boss, the Governor of TAT, has assigned your team, which consists of economists and analysts, to deliver a persuasive presentation to the TAT’s board of executives on whether the “Two Countries, One Destination” joint tourism project (details about the project is on p.68) is worth investing in for Thailand. This group of audience is neutral toward the topic; they know the basics about the topic but still have no opinion about it.

Your tasks: In a group of 4-5, do the following tasks with your team members:

1. Preparation Phase
   1. Read the information sheet to understand the current situation.
   2. Discuss potential advantages and disadvantages on tourism for both Thailand and Laos.
   3. Debate whether this project is worth investing for Thailand.
      a. If so, create a plan on what the Tourism Authority of Thailand can do to support the project.
      b. If not, propose a new joint tourism project, which can be with any country, with a plan for the TAT to consider. It is important that you clearly explain why your group has chosen that country.
   4. Prepare a persuasive presentation of 12 minutes with PowerPoint slides. Your presentation must include three main points with supporting details and examples. The total time for the presentation and Q&A will be 15 minutes per group.

2. Presentation Phase
   Present your group’s argument to the class detailing what your group has discussed in Steps 2-3.

3. Evaluation Phase
   Peer assessment: Use the scoring rubric provided by your teacher for evaluating your friends.
   1. Individual presenter – listen carefully to your friend while he/she is presenting and take notes for providing informative feedback after the presentation.
   2. Group performance – listen carefully to the whole presentation and take notes for providing informative feedback after the presentation. Your feedback will focus on the group performance, including collaboration and flow between individual presenters.
   Self-assessment: After class, reflect on your own performance following the questions in the self- and peer assessment form.

In brief
- Time: 12 min for group persuasive presentation
- Audience: TAT’s board of executives
- PowerPoint slides: Yes
- Q&A session: Yes – 2-3 min/group
Information Sheet about “Two Countries, One Destination” Project

Source: The Economist Intelligence Unit (June 6, 2017)

Event

According to official data from Laos Ministry of Information, Culture and Tourism, the number of Thais who visited the country stood at 498,000 in the first quarter of 2017, down by 13% year on year.

Analysis

Although the number of Thai visitors fell compared with the year-earlier period, they still constituted the largest share of foreign visitors to Laos, comprising almost half of the total 1.1m that visited the country in the first quarter of the year. In late May 2017, the Lao and Thai governments announced that they were planning to launch a joint tourism campaign, “Two Countries, One Destination”, aimed at promoting tourism links by leveraging the benefits of the countries’ shared borders and cultural connections.

Laos and Thailand will invest in improving infrastructure links by building additional bridges across the Mekong delta to make travel between the two countries easier. The first bridge connecting the countries—the Thai-Lao Friendship Bridge—was completed in 1994 and a further three crossing points have since been constructed. Areas close to the border crossing will also be subject to redevelopment of tourism facilities, with a greater focus on the Laos side, which lags behind its neighbor. Sources of funding have yet to be determined, but given the means of financing recent similar projects in Laos, funding is likely to come either from Thailand, other foreign governments or multilateral organizations, either in the form of development aid or as preferential loans.

Furthermore, the partnership provides an opportunity to promote tourism in Thailand's northeast, where incomes remain comparatively low and most of the population is ethnic Lao, as well as in the north, where the city of Chiang Mai has grown in importance as a hub for tours to Myanmar and northern Laos. However, the Thai authorities will need to take the lead on marketing if the initiative is to be successful. Laos’s National Tourism Administration remains underfunded and is dependent on external assistance when organizing events.

Impact on the forecast

We believe that the initiative will be more important for Laos, which is seeking to expand its tourism sector, and will be amending our external sector forecast to reflect the positive impact it will have on tourism receipts. Thailand’s tourism sector is far more developed and is already a major contributor to GDP, and we have already incorporated expanding regional tourism into our external sector forecast for this country.

Number of East Asian tourists visiting Thailand in 2016


<table>
<thead>
<tr>
<th>Country</th>
<th>Number in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>8,757,466 (40.42%)</td>
</tr>
<tr>
<td>2. Malaysia</td>
<td>3,533,826 (16.31%)</td>
</tr>
<tr>
<td>3. Korea</td>
<td>1,464,218 (6.76%)</td>
</tr>
<tr>
<td>4. Japan</td>
<td>1,439,629 (6.65%)</td>
</tr>
<tr>
<td>5. Laos</td>
<td>1,409,456 (6.5%)</td>
</tr>
<tr>
<td>6. Others</td>
<td>5,059,835 (23.36%)</td>
</tr>
<tr>
<td>East Asia (Total)</td>
<td>21,664,430 (100%)</td>
</tr>
</tbody>
</table>

For more information about the impact of travel and tourism on Laos’s economy, please check out https://goo.gl/WExws1.
5.1 Presentation Outline

A. Discuss and answer the following questions with your group members to help you design an effective persuasive presentation.

<table>
<thead>
<tr>
<th>Persuasive elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What is the type of your proposition?</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td><strong>2.</strong> What are potential reasons and pieces of supporting evidence and examples?</td>
</tr>
<tr>
<td>____________________________________________</td>
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<td>____________________________________________</td>
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<tr>
<td><strong>3.</strong> Your target audience is neutral toward the topic, so how can you provide evidence and reasoning to show why your position is superior to others?</td>
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<td>____________________________________________</td>
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<td>____________________________________________</td>
</tr>
<tr>
<td><strong>4.</strong> What is your presentation speech pattern (statement of reasons, comparative advantages, criteria satisfaction, or problem-solution)?</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
</tbody>
</table>
5. How can you integrate the following elements:

1. Logos ____________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Ethos ____________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Pathos __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Group elements

1. Group coordinator __________________________________________________

   Member 1
   ________________________________________________________________
   Presentation part(s)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Responsibilities and due dates
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Member 2
   ________________________________________________________________
   Presentation part(s)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Responsibilities and due dates
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Member 3
   ________________________________________________________________
   Presentation part(s)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   Responsibilities and due dates
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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<thead>
<tr>
<th></th>
<th>Member 4</th>
<th>Responsibilities and due dates</th>
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</thead>
<tbody>
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<td></td>
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<tr>
<td>Presentation part(s)</td>
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<tr>
<th></th>
<th>Member 5</th>
<th>Responsibilities and due dates</th>
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<tr>
<td>Presentation part(s)</td>
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</tbody>
</table>

1. **Rehearsal dates, times, and venues**

<p>| | |</p>
<table>
<thead>
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<tbody>
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</tr>
</tbody>
</table>

2. **Areas of expertise in handling Q&A**

<table>
<thead>
<tr>
<th></th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of expertise</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of expertise</td>
<td>______________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of expertise</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of expertise</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of expertise</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

Ref. code: 25605821320040SLR
B. Write a preparation outline in the box below.

<table>
<thead>
<tr>
<th>Audience:</th>
<th>TAT's board of executives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Proposition:</td>
<td></td>
</tr>
<tr>
<td>Thesis statement:</td>
<td></td>
</tr>
</tbody>
</table>

**Introduction**

(Transition)

**Body**

(Transition)

**Conclusion**
References


Photo credits


1. Warmer

1.1 Watch a video entitled *Innovation VS Creativity – Difference between Innovation and Creativity* (https://goo.gl/uTXboU) and complete the missing information in the blanks. (1:05 minutes)

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The act of 1. _____________ something new</td>
<td>The 2. _____________ of novel ideas</td>
</tr>
<tr>
<td>Produces 3. _____________</td>
<td>Produces 4. _____________</td>
</tr>
<tr>
<td>Is a predecessor</td>
<td>Can be the end result of 5. _____________</td>
</tr>
<tr>
<td>Continuous flow of 6. _____________ thoughts</td>
<td>7. _____________ of creative thoughts</td>
</tr>
<tr>
<td>Dependent on God and practice</td>
<td>Requires more observation</td>
</tr>
<tr>
<td>8. _____________ process</td>
<td>Involves execution of plans</td>
</tr>
<tr>
<td>Has more attachment to 9. _____________</td>
<td>Appears more in 10. _____________</td>
</tr>
<tr>
<td>Leads to 11. _____________ of the reader</td>
<td>Leads to innovation of new 12. _____________</td>
</tr>
<tr>
<td>Does not require experience</td>
<td>Emerges from experience</td>
</tr>
</tbody>
</table>

Objectives:
1. To recognize differences between creativity and innovation
2. To recognize the relationship between innovation and economy
3. To recognize the most recent economic model of Thailand 4.0
4. To effectively participate in informal group meetings
1.2 From the list above, define the two terms ‘creativity’ and ‘innovation’ based on your understanding and interpretation.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Innovation

2.1 Innovation and Economy

**Activity 1** In a group of 4-5, share your definition of innovation and write down the group's definition of innovation in the box.

<table>
<thead>
<tr>
<th>Group Definition of Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Activity 2** Based on the group’s definition of innovation, brainstorm positive and negative impacts innovation has on the economy.

<table>
<thead>
<tr>
<th>Positive Impacts</th>
<th>Negative Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3 Watch an interview entitled *Innovation and Economic Growth* (https://goo.gl/Ke9A4r) with Dr. Amar Bhide who explains misconceptions about innovation and how technological advancements encourage sustainable economic growth. Then, answer the questions. (0:00-2:04 minutes)

1. According to Dr. Bhide, what are common misconceptions about innovation?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What is an appropriate role of governments in fostering innovation?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Activity 4 Watch the video entitled Tomorrow’s China: Impact of innovation (https://goo.gl/Bx4jAH), and put a tick (✓) in front of the statements that are true or cross (x) in front of the statements that are false. (4:07 minutes)

LS 1 – Getting the idea quickly:
- Preview the statements on the next page before listening as they will guide you what you need to focus on.
- Highlight any key words, phrases, or information in the statements to help you focus while listening.

1. _____ Before the global financial crisis (GFC), China was the “world’s factory”, and export was a huge driver of the economy.

2. _____ After the global financial crisis, China responded to the economic slowdown by focusing on domestic consumption, especially in the manufacturing industry.

3. _____ The “Designed in China” model was created to stimulate more innovative production, particularly focusing on manufacturing high-end products.

4. _____ R&D can help local consumer brands promote their brand awareness among consumers.

5. _____ Price harmonization in this video means it is cheaper to buy luxury brands in China than in Hong Kong.

6. _____ The sales of local Chinese brands are rising because companies spend a lot of money in digital marketing and produce products with competitive prices for consumers.

7. _____ At present, domestic drug companies in China spend more money on their product portfolios and sales teams.

8. _____ Sales teams will play a crucial role in transforming health care in China.

9. _____ The Chinese internet industry has gone through a very fast period of internet network expansion.

10. _____ Internet users in China reached 731 billion in 2016.

11. _____ Chinese internet companies have been leaders in global internet industry business model innovation over the past three years.

12. _____ “Creative Chinese” emphasizes a different mindset, such as how things will be done differently or how people approach opportunities.
2.2 Thailand 4.0

2.2.1 What is ‘Thailand 4.0’?

Activity 5 Look at the infographic about Thailand 4.0, and fill in the correct choices in the boxes.

| A. heavy industry & advanced machinery | B. creativity & innovation |
| C. agriculture | D. light industry & low wages |

Activity 6 Watch a video entitled Thailand 4.0 (https://goo.gl/QZoR8i) in order to gain a better understanding of this new economic model. Then, complete the missing information in the blanks. (3:14 minutes)

1. Thailand 1.0 focused on A. ______________________, including crops and B. ______________________.

2. Thailand 2.0 focused on A. ______________________ such as clothes, shoes, bags, B. ______________________, stationery, and so forth.

3. Currently, Thailand’s economy is in Thailand A. __________. It focuses on B. ______________________ and exports such as automobile, C. ______________________, natural gas, and cement for continued economic growth.
4. However now that the global economy has become highly A. ___________________________ in all sectors, Thailand 3.0 is not enough. Therefore, Thailand’s economy must be B. ___________________________ into Thailand 4.0.

5. Thailand 4.0 is the economic model with vision of stability, prosperity, and sustainability to cope with a A. ___________________________ in the 21st century.

6. Thailand 4.0 marks the significant change of the country’s economy into “value-based economy” or A. ___________________________ economy. It focuses on technology, creative thinking, and B. ___________________________ sector in order to add C. ___________________________ and services.

7. It targets A. ___________________________ major industries namely 1) food, B. ___________________________, and bio technology, 2) health, C. ___________________________, and bio medicine, 3) smart devices, D. ___________________________, and mechatronics, 4) digital industry, internet of things or IoT, and E. ___________________________ technology, and 5) creative industry, F. ___________________________, and high-value services.

8. To be successful, Thailand 4.0 Model needs the A. ___________________________ of “public-private partnership”, particularly private sector, B. ___________________________, people, schools, and research institutions. SMEs and startups are also needed in order to move together in the same C. ___________________________.

9. Also, telecommunication and A. ___________________________ network must be set up across the nation to B. ___________________________ the effective communication.

10. Only people’s knowledge along with A. ___________________________ are key factors that will B. ___________________________ the country’s economy to make it successful and to be on par at the global level.

11. Everyone plays a crucial role in A. ___________________________ that Thailand will successful become Thailand 4.0 to ensure that Thailand will have sustainability and stability, to B. ___________________________ with the changing world in the 21st century.
**Activity 7** Write definitions for the three terms relating to Thailand 4.0. You can search for their definitions on the internet.

1. **middle-income trap**

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

_______________________________________________________________________________

2. **knowledge-based economy**

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

_______________________________________________________________________________

3. **value-based economy**

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

_______________________________________________________________________________

**Activity 8** In a group of 4-5, read the paragraph below about “Thailand 4.0”, and choose one target industry. You can find more information about each industry on the internet. Then, brainstorm pressing problems that the industry you have selected is facing and that need to be solved quickly in order to move toward Thailand 4.0. Next, discuss solutions for each problem.

"Thailand 4.0" is an economic model, which has been created to stimulate economic growth by transforming the country into an innovation-driven economy by moving from producing traditional commodities to innovative products as well as emphasizing promoting technology, creativity, and innovation in focused industries. Recently, the government has assigned different ministries to formulate policies to encourage investment and development in 10 target industries, which are divided into two categories – existing and new industries. The five existing industries include 1) automotive, 2) electronics, 3) petrochemical, 4) agriculture and food, and 5) tourism. The five new industries consist of 1) automation and robotics, 2) aerospace, 3) digital, 4) biotechnology, and 5) medical healthcare.

For more information about “Thailand 4.0,” please read pp.102-108.
3. Informal Meeting

Unlike a formal meeting, an informal meeting is not highly structured or planned or strictly regulated. It does not have a specific length, scope, or component such as minutes, a set agenda, and a chairperson, and are likely to be held in casual settings like at a coffee shop or a participant’s office rather than in a boardroom. There are two main advantages of an informal meeting: 1) it is easier to arrange because there are no formal requirements, and 2) more issues can be discussed as there is no requirement to stick to a formal agenda.
3.1 Group Discussion

**Activity 9** Read desirable behaviors of verbal and non-verbal communication that lead to an effective group discussion in the boxes and write them in the appropriate columns.

- A. Using a relaxed tone
- B. Making eye contact with the person talking
- C. Nodding for agreement
- D. Looking interested and engage
- E. Speaking clearly
- F. Having a positive posture such as smiling
- G. Being receptive to ideas and suggestions
- H. Taking or looking at notes from time to time
- I. Not talking over each other
- J. Encouraging quiet members to participate
- K. Being respectful and polite (body language)
- L. Being respectful and polite (appropriate use of language)

<table>
<thead>
<tr>
<th>Verbal Communication</th>
<th>Non-verbal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Renz and Greg (2000) add three appropriate behaviors that bring about good communication in group discussions as follows:
1. Asking questions that bring out ideas and stimulate discussion
2. Using paraphrasing and other listening skills to ensure effective communication
3. Establishing an informal, relaxed climate where members feel free to express their opinions

3.1.1 Asking Questions

In a group discussion, members share information, analyze it, make suggestions, and reach agreements. The discussion will evolve when members ask questions that lead to responses from others. Thus, it is desirable to think of your role in a discussion as gathering answers to questions. This approach will enable you to draw information from all participants (Renz & Greg, 2000).

There are two types of questions: 1) primary questions, and 2) secondary questions.
3.1.1.1 Primary Questions

This type of question initiates discussion of a particular point, and can be anticipated before a discussion occurs. Also, primary questions serve as an agenda for the group’s meeting. An example would be “What advantages would the Thailand 4.0 model bring to the Thai economy?”

The purpose of a primary question is to draw responses from group members; as a result, good questions should encourage relevant responses. The questions that will lead to the most productive discussion are those that:

1. **Are worded clearly.** If group members cannot understand what is being asked of them, they are unlikely to be able to respond well.

2. **Ask a single question at a time.** When more than one question is asked at a time, group members need to decide whether to answer the first question, the most recent one, or the easiest question. In this case, it is highly likely that only some questions, not all, will be answered.

3. **Include a balance of open and closed questions.** A closed question invites a very specific, short response, and is asked when the group needs a specific piece of information. An open question invites elaboration from the respondent, and is asked when the group wants more complete information about a particular issue (Renz & Greg, 2000).

<table>
<thead>
<tr>
<th>Closed Question</th>
<th>Open Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many investment projects were supported by BOI in 2016?</td>
<td>How can we design a strategic plan for promoting foreign direct investment in Thailand?</td>
</tr>
</tbody>
</table>

3.1.1.2 Secondary Question

A secondary question is a follow-up or probing question, which is asked after the group 1) has received a response to the primary question, and 2) needs to explore the response further (Renz & Greg, 2000). An example would be “Why do you think this economic model could pull Thailand out of the middle-income trap?”

The purposes of secondary questions include the following:

1. **To clarify the original question.** Sometimes members may not understand the question they have been asked because the vocabulary may be unfamiliar or the question was inaudible. Consider the following instance:

   **Question 1:** How can we manage the logistical problems involved with taking sixth graders to Ayutthaya?
   
   **Answer:** I don’t think we’d have any more legal problems with them than with the other grades.
Here the respondent either did not hear the question correctly or understand the term “logistical.” Consequently, a secondary question is required to clarify the primary question. A possible secondary question might be:

**Question 2:** I’m sorry, I did not mean legal problems, but logistical one, such as getting approval from parent groups and keeping the students organized while we are there. Can you think of some ways we might manage those problems?

Question 2 clarifies Question 1 by repeating the key term “logistical problems” and incorporating a definition through giving examples.

2. **To probe for specifics and elaboration.** A vague or incomplete response is difficult to understand; thus, a secondary question should be asked to obtain specific information and elaboration. Look at the following response to Question 1 in the box.

**Response to Question 1:** Well, there are many things we can do.

This response is vague and incomplete in answering Question 1. Therefore, a follow-up question might be:

**Follow-up Question:** Such as what? Or, can you tell us more?

3. **To engage silent participants.** It is recommended that silent members be addressed delicately, so that they will realize it is safe to speak up.

**Question:** Manita, you have not said anything recently. What do you think about these problems?

4. **To obtain an accurate answer.** Sometimes a member provides an irrelevant response, so a follow-up question is needed to refocus attention on the question asked.

**Question 1:** How can we get permission for the trip from the parent groups?

**Answer:** Well, each teacher could sign an agreement to take his/her class and indicate which day and time would be best.

In this case, the answer does not relate to the question being asked. Thus, the secondary question needs to refocus attention on the original question by first acknowledging that you have heard the response, and second restating the point of your original question.

**Follow-up Question:** That might work to get teacher agreement, but I am wondering how we can get parent approval.
3.1.3 The Responsibility for Asking Questions

- A moderator has primary responsibility for asking primary and secondary questions in a group discussion led by a moderator.
- All group members share responsibility for asking questions in informal group meetings where there is no moderator (Renz & Greg, 2000).

3.1.4 Responses

Activity 10 Write the appropriate characteristics of good responses in the blanks.

<table>
<thead>
<tr>
<th>A. Appropriate length</th>
<th>B. Related</th>
<th>C. Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Informative</td>
<td></td>
<td>E. Relevant</td>
</tr>
</tbody>
</table>

Good responses should have the following characteristics:

1. __________________________________ A response should provide additional information, and it is necessary that a response is understood before moving on.

2. __________________________________ A participant helps others in the group by providing a clear response. It is important that vague wording, ambiguity, and insufficient examples should be avoided as they may interfere with clarity. Several factors can increase clarity including a careful explanation of the point, repetition of key points, and checking for understanding before continuing.

3. __________________________________ A comment made during a discussion should be long enough to allow the contributor make a point clearly, but not so long to discourage other members from staying involved in the discussion.

4. __________________________________ Comments made by members should have a connection to the subject matter the group is discussing. The group should change the topic when all members have completed their consideration of one issue and are ready to move on to the next topic.

5. __________________________________ Comments should be related to the comment(s) made earlier. The following hook-on phrases can be used to create connections:

- “I see things differently from the way Suwat does. To me…”
- “My perception is quite similar to Natcha’s. I think…”
- “I agree. And, in fact, I can think of a second reason we might do that.”
- “A few minutes ago we were talking about…; I wanted to go back to that and suggest that…”
3.1.2 Listening

Communication skills cannot be exercised effectively without good listening. For instance, a group member cannot formulate secondary questions without listening to the initial response, or contributions are unlikely to be relevant and cannot be related to previous comments if the member has not been listening. Renz and Greg (2000) provide some listening tips as follows:

1. **Listen as the context requires.** First, group members need to identify the purposes for listening in a discussion as well as the requirements for the members to process the information shared within the group. Then, they need to listen with the goal of processing information as appropriate to the group’s context.

For instance, in the OA 3 task, the listening purposes for the group are:
1. To obtain information about different changes that need to be made in Thailand’s agricultural sector to progress from traditional farming to smart farming.
2. To hear group members’ comments on changes proposed by each member.
3. To select the best three options to be included in the policy paper.

2. **Suspend self-focus.** It is important that group members focus on other members’ messages. Focusing on the meaning and intentions of others leads you to listen emphatically or to feel a connection with the other members.

3. **Delay judgment.** Prejudging a contribution another member makes in a discussion prevents you from listening to the actual comment. Thus, you need to assure yourself that every group member has an individual perspective and while listening to him/her, you try to discover what that perspective is. Waiting to judge a comment after a person has been heard allows you to choose how to respond rather than reacting automatically.

4. **Avoid a combative attitude.** Different ideas are usually proposed, so you need to be open-minded to tolerate any differences or disagreement within a group.

5. **Manage information load.** When too much information is coming at too fast a rate to manage, listeners can use these strategies to overcome difficulties. For example, asking a question that seeks clarification can signal concern over the rate of information flow. A move to restate the key ideas can let a contributor know what the listening group member remembers and what part of the message is being processed.

6. **Listen actively.** Active listening requires us to paraphrase the ideas of our conversational partners so that they can check our understanding before we carry the conversation forward.

3.1.3 Communicating Climate

According to (Renz & Greg, 2000), a good communicating climate is:

1. **Confirming.** This climate occurs when other group members support and agree with our comments.

2. **Cooperative.** Effective groups need to cooperate. Cooperative communication is characterized by content that stresses common goals.

3. **Supportive.** When individuals feel that they have the group’s support, they will respond in a manner that improves the climate of the group.
3.2 The Procedural Model of Problem Solving (P-MOPS)

The Procedural Model of Problem Solving (P-MOPS) is a procedure that can be employed in any group problem-solving situation (Galanes & Adams, 2008). The model consists of five steps:

1. **Problem description and analysis:** What is the nature of the problem facing the group?
2. **Generating and elaborating on possible solutions:** What might be done to solve the problem?
3. **Evaluating possible solutions:** What are possible benefits and negative consequences of each proposed solution?
4. **Consensus decision making:** What seems to be the best possible solution we can all support?
5. **Implementing the solution chosen:** How will we put our decision into effect?

### 3.2.1 Problem Description and Analysis

In this step, the group should do the following:

1. **State the problem appropriately.** A problem should be stated in the form of a *problem question*, which focuses on the issue or the goal. In contrast, a *solution question* suggests the solution to a problem within the question itself.

<table>
<thead>
<tr>
<th>Solution Question</th>
<th>Problem Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we increase the publicity for our club’s activities so that attendance will be increased?</td>
<td>What can we do to increase attendance at our club’s activities?</td>
</tr>
</tbody>
</table>

2. **Map the problem.** Group members should share relevant information about the issue or problem with the whole group in order to develop a shared sense of what the problem or issue is. Sharing unique information with the group can help the group find the best solution.

### 3.2.2 Generating and Elaborating on Possible Solutions

In this step, the group should do the following:

1. **Identify as many good ideas as you can.** Try to come up with as many ideas as possible so you have plenty to choose from. Brainstorming can be used to generate ideas. It is a device, which was initiated by Alex Osborn, head of a large advertising firm and the author of *Applied Imagination* (1957). Osborn (1957) proposed five rules to encourage group creativity:
   1. **All ideas should be recorded.** If we do not record ideas, they are easily forgotten and unavailable for later analysis.
   2. **Criticism of ideas is ruled out during the brainstorming session.** If someone criticizes our creative ideas, it takes us a long time to come up with another idea. Also, it interrupts the flow of ideas.
   3. **The wilder the idea, the better.** An idea that at first seems ridiculous may be reasonable and effective after refinement.
   4. **Combination of and improvement on ideas are sought.** Members can combine different ideas or improve ideas proposed by others.
   5. **Quantity, not quality, is the initial goal.** When more ideas have been generated, the chances of having a winning idea increase.
2. **Discuss criteria for evaluating solutions.** The evaluation of ideas comes after the brainstorming session. The group must establish criteria against which to evaluate the various options. It is useful for the group to word criteria as questions that, when answered yes, indicate that the alternative meets the criteria (Renz & Greg, 2000). Group members must agree on criteria before they can evaluate their options. Discussing criteria explicitly may prevent unnecessary misunderstanding or disagreement when evaluating options (Galanes & Adams, 2008).

### 3.2.3 Evaluating Possible Solutions

In this step, the group should do the following:

- **Establish a collaborative climate for evaluation.** Members are more willing to think critically when the group’s climate is collaborative and supportive, and when that climate explicitly supports critical thinking. Such a climate can be created by listening to understand what other members have to say, helping others make their points, and encouraging everyone to participate.

- **Encourage critical thinking.** Critical thinking is the systematic examination of information and ideas on the basis of evidence and logical reasoning, rather than intuition or pre-judgment. Groups must evaluate information and reasoning. Information can be facts, ideas, opinions, or data. Members must evaluate information for accuracy, credibility, and relevance to the group’s decisions. Regarding evaluating reasoning, valid reasoning connects information with conclusions in an appropriate way. Members must look at how speakers reason from the information presented and think whether their conclusions are logical and plausible.

### 3.2.4 Consensus Decision Making

The most commonly used decision-making methods are presented in Table 1.

**Table 1** Advantages and disadvantages of four common decision-making methods (Galanes & Adams, 2008, p.317)

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the leader – this method is used</td>
<td>• Can be high-quality decision if leader is an</td>
<td>• Lacks others’ input, so may not be high quality</td>
</tr>
<tr>
<td>when the leader thinks the problem</td>
<td>expert</td>
<td>• Members may not support decision</td>
</tr>
<tr>
<td>through alone and announces a decision</td>
<td>• Is fast</td>
<td>• May cause resentment, reduced cohesiveness, lack of</td>
</tr>
<tr>
<td></td>
<td>• Group avoids anxiety/ responsibility of</td>
<td>motivation for future</td>
</tr>
<tr>
<td></td>
<td>decision making</td>
<td></td>
</tr>
<tr>
<td>By the leader in consultation with</td>
<td>• Can be high-quality decision</td>
<td>• Members may resent decision if their input isn’t used</td>
</tr>
<tr>
<td>members – appropriate when 1) the</td>
<td>• Can be faster than having group decide</td>
<td>• “Losing” side may not support decision</td>
</tr>
<tr>
<td>leader alone is responsible for the</td>
<td>• Useful if group cannot come to consensus</td>
<td></td>
</tr>
<tr>
<td>decision and wants to broaden his/her</td>
<td>• Members appreciate opportunity to participate</td>
<td></td>
</tr>
<tr>
<td>base of knowledge, 2) a group cannot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>come to consensus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
By majority vote – decision made by vote, with the winning alternative receiving more than half the members’ votes

- Familiar procedure for everyone
- Each vote counts equally
- Decision can be reached quickly
- Minority side may stay silent as they fear of being ridiculed for opinions different from the majority opinion
- Minority may resent outcome and not support it
- Majority is not always right; decision may be flawed

By consensus – a consensus decision is a choice that all members agree is the best one that they all can accept

- All members support decision
- Members are more satisfied and committed to decision
- Decision can be high quality as all viewpoints are taken into account
- Usually takes more time
- Members may feel pressured to conform
- May be hard or impossible to achieve a consensus

3.2.5 Implementing the Solution Chosen

Although this step is not part of the OA task, it is worth learning the useful technique for implementing the solution the group has selected. The Program Evaluation and Review Technique (PERT), which is a procedure for planning the details to implement a complex solution that involves many people and resources, can be used. PERT consists of eight steps as follows (Galanes & Adams, 2008, p.333):

1. Describe the final step (how the solution should appear when fully operational).
2. Enumerate any events that must occur before the final goal is realized.
3. Order these steps chronologically.
4. If necessary, develop a flow chart of the process and all the steps in it.
5. Generate a list of all the activities, resources, and materials needed to accomplish each step.
6. Estimate the time needed to accomplish each step; then add all the estimates to get a total time for implementing the plan.
7. Compare the total time estimate with deadlines or expectations and correct as necessary (by assigning more people or less time to a give step).
8. Determine which members will be responsible for each step.

3.3 An Example of an Informal Meeting

Activity 11 Watch the video entitled Episode 6: What Are The Options? (https://goo.gl/T2n7rG)
Then, answer the questions. Some of the items require you to fill in the blanks.
(10:21 minutes)

1. Informal meetings are ___________________ or not controlled.
2. What did Dennise say to introduce the problem in the meeting?

Now, ____________________________________________________________

________________________________________________________________________

3. What do options mean according to the video?

Options mean __________________________________________________________

4. What is the problem the group is discussing?

________________________________________________________________________

5. What are the three suggested options proposed by Ted?

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

6. What are the four expressions did Ted use to express his opinion?

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

7. The speaker suggests ways to order options by (video – 4:38-5:13 minutes):

   I. ____________________________________________ (see examples in the table):

       • Firstly, we could employ more people.
       • Secondly, we could automate.
       • Thirdly, we could outsource

       • One option is to employ more people.
       • Another option is to automate
       • Another option is to outsource

   II. ____________________________________________ such as “or” and “alternatively”:

       We could employ more people, or we could automate. Alternatively, we could outsource.

   III. ____________________________________________ of the first two methods.

       Firstly, we could employ more people. Another option is to automate. Alternatively, we could outsource.

8. What do we do when we discuss two options?

________________________________________________________________________
9. Which are the two expressions, which can be used to discuss the three options?

1. Expression: _____________________________________
   Example 1: Well, looking at increasing staff _____________ automation, we have to consider the cost.
   Example 2: Let’s look at increased staff _____________ automation.

2. Expression: _____________________________________
   Example: Let’s look at increased staff _______________________________ automation.

10. We use comparative adjectives when we compare two things. Fill in the missing comparative adjectives in sentences said by Barbara.
   Automating has a _____________ capital cost than putting on more staff. On the other hand, employing more people is _________________ over a long term.

11. “On the other hand” is used to _____________________________________ of an argument.

12. Another way we can compare two ideas is to use linking words such as ____________, ____________, and ____________.
   Example 1: Automation is expensive, ____________ it’s more efficient.
   Example 2: ______________ automation is expensive, it’s more efficient.
   Example 3: Automation is expensive; ______________, it’s more efficient.

13. What do we use to compare more than two options?
   _____________________________________
   Example 1: Outsourcing is the cheapest option, and the easiest – in the short term. But if we want to keep the operation in-house, the best option is automating our system.
4. Useful Language Expressions

Source from Dignen (2003)

4.1 Giving and Responding to Opinions

<table>
<thead>
<tr>
<th>Giving opinions</th>
<th>Involving people</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>We haven't heard from you yet, Jane.</td>
</tr>
<tr>
<td>I believe</td>
<td>Can we hear what Supat has to say?</td>
</tr>
<tr>
<td></td>
<td>Alisa, you're very quiet. Would you like to comment?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking for opinions</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think?</td>
<td>How about…?</td>
</tr>
<tr>
<td>What are your thoughts...</td>
<td>Why don't we…?</td>
</tr>
<tr>
<td>What is your opinion...</td>
<td>Could we…?</td>
</tr>
<tr>
<td></td>
<td>I think we should…</td>
</tr>
<tr>
<td></td>
<td>I suppose we could…</td>
</tr>
<tr>
<td></td>
<td>Maybe we could…</td>
</tr>
<tr>
<td></td>
<td>I wonder if we could combine your idea with something that was said earlier.</td>
</tr>
<tr>
<td></td>
<td>Wouldn't it be nice if we…?</td>
</tr>
<tr>
<td></td>
<td>What if we…?</td>
</tr>
<tr>
<td></td>
<td>It might be possible to…</td>
</tr>
<tr>
<td></td>
<td>I wonder if it would be possible to…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommending</th>
<th>Comments to support and focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>How about…?</td>
<td>That's a great idea! (responding positively)</td>
</tr>
<tr>
<td>Why don’t we…?</td>
<td>Yes, that might work. (supporting)</td>
</tr>
<tr>
<td>Could we…?</td>
<td>I'm not so sure about that. (responding negatively)</td>
</tr>
<tr>
<td>I think we should…</td>
<td></td>
</tr>
<tr>
<td>I suppose we could…</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 12 Create sentences for recommending something by using different expressions provided in the table.

<table>
<thead>
<tr>
<th>Grammar about Recommending Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>1. How about…?</td>
</tr>
<tr>
<td>2. Why don’t we…?</td>
</tr>
<tr>
<td>3. Could we…?</td>
</tr>
<tr>
<td>4. I think we should…</td>
</tr>
<tr>
<td>5. I suppose we could…</td>
</tr>
<tr>
<td>6. Maybe we could…</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>7. Wouldn’t it be nice if we…?</td>
</tr>
<tr>
<td>8. What if we…?</td>
</tr>
<tr>
<td>9. It might be possible to…</td>
</tr>
<tr>
<td>10. I wonder if it would be possible to…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you agree?</th>
<th>Agreeing/Disagreeing with someone</th>
<th>Agreeing/Disagreeing to something</th>
</tr>
</thead>
</table>
| **Agreement** | • I totally agree with you.  
• I completely agree.  
• Absolutely.  
• Yes, I think you’re right. | • I can agree to that…  
• I support that…  
• I’m in favor of that.  
• That’s a brilliant idea.  
• That’s not a bad idea.  
• I think this is just what we need.  
• It might just work. |
| **Part agreement** | • I see what you’re saying but…  
• To a certain extent I agree but…  
• You may be right but… | • I can partly agree to that but…  
• That may be right but…  
• I’m not totally convinced because… |
| **Disagreement** | • I totally disagree with you.  
• I don’t agree.  
• I disagree.  
• No, I don’t think so.  
• I’m not sure.  
• Maybe, yes and no. | • I’m afraid I can’t agree to that.  
• I can’t support that.  
• I’m against that because…  
• I don’t think it would work.  
• I think it needs a lot more thought. |

**Disagreement – diplomatic language**

- **This is a problem.** → **Would, could, and may** are less direct:  
This could/would/may be a problem.

- **You are behind schedule.** → **Understate by adding a little, a bit:**  
You are a little/ a bit behind schedule.

- **It was awful/ terrible.** → **Avoid negative words such as awful, terrible, but use not very + positive word:**  
This is not very good.
### Expressing opinion

<table>
<thead>
<tr>
<th>Strong expression</th>
<th>Neutral expression</th>
<th>Weak expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’m convinced that…</td>
<td>• I feel that…</td>
<td>• I tend to think that…</td>
</tr>
<tr>
<td>• I’m sure that…</td>
<td>• In my opinion…</td>
<td>• I would suggest that…</td>
</tr>
<tr>
<td>• I feel that…</td>
<td>• My view is that…</td>
<td>• It might be the case that…</td>
</tr>
<tr>
<td>• In my opinion…</td>
<td>• As I see it…</td>
<td></td>
</tr>
<tr>
<td>• My view is that…</td>
<td>• It seems to me that…</td>
<td></td>
</tr>
</tbody>
</table>

**It would…**

- save money.
- improve efficiency.
- reduce costs.

**It wouldn’t…**

- work.
- be easy.
- cost a lot of money.

### 4.2 Asking and Handling Questions

In a group discussion, asking questions enables you to clarify what is said and to explore the information discussed thoroughly. You can ask questions in several ways as presented in the table below.

<table>
<thead>
<tr>
<th>1. Asking to make sure people understand</th>
<th>2. Asking for more information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are you with me?</td>
<td>• Could you say a little bit more about that?</td>
</tr>
<tr>
<td>• Do you follow?</td>
<td>• Would you elaborate on that a little?</td>
</tr>
<tr>
<td>• Do you see what I mean?</td>
<td>• Could you go into more details about…?</td>
</tr>
<tr>
<td>• Could you please tell me what it is?</td>
<td>• Can you give an example?</td>
</tr>
<tr>
<td>• Do you know what it is?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Asking for help</th>
<th>4. Asking for repetition (CS 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’m sorry, I don’t understand.</td>
<td>• I’m sorry, could you repeat that?</td>
</tr>
<tr>
<td>• I didn’t get that point.</td>
<td>• Could you go over that again, please?</td>
</tr>
<tr>
<td>• Could you please tell me what it is?</td>
<td>• What was that again?</td>
</tr>
<tr>
<td>• Do you know what it is?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Asking for clarification (CS 2)</th>
<th>6. Asking for confirmation (CS 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What exactly do you mean by…?</td>
<td>• Did you say…?</td>
</tr>
<tr>
<td>• What are you trying to say exactly?</td>
<td>• Did I understand you correctly that…?</td>
</tr>
<tr>
<td>• Why do you feel that is important?</td>
<td></td>
</tr>
<tr>
<td>• I’m sorry, but I don’t quite understand what you meant by…. Could you please explain?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Asking for restatement</th>
<th>8. Leading questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Could you please simplify….?</td>
<td>• Shouldn’t we discuss…?</td>
</tr>
<tr>
<td></td>
<td>• Shouldn’t we consider…?</td>
</tr>
<tr>
<td></td>
<td>• Isn’t it important to…?</td>
</tr>
<tr>
<td></td>
<td>• Can/Can’t we…?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Open questions</th>
<th>10. Closed questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Could you tell me…?</td>
<td>• Do you plan to…?</td>
</tr>
<tr>
<td>• I’d be interested to know…</td>
<td>• Is there…?</td>
</tr>
<tr>
<td>• What sort of…?</td>
<td>• Did you…?</td>
</tr>
<tr>
<td></td>
<td>• Are you going to…?</td>
</tr>
</tbody>
</table>

*Remark: Avoid too many closed questions as they limit answers to only “yes” and “no”.

Ref. code: 25605821320040SLR
11. You are listening

- So, you're worried about…
- If I understand you correctly, you’re saying that…
- So, in other words, you think that…

<table>
<thead>
<tr>
<th>CS 4 – Use of fillers and hesitation devices:</th>
<th>Examples (Dörnyei &amp; Scott, 1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- This strategy can be used in speaking and answering questions to fill in pauses and to gain time in order to maintain communication.</td>
<td></td>
</tr>
<tr>
<td>- Learners can use words, phrases, and sentences in the Example column to gain time when answering questions raised by other participants in a discussion or meeting.</td>
<td></td>
</tr>
<tr>
<td>- Well…</td>
<td></td>
</tr>
<tr>
<td>- You know…</td>
<td></td>
</tr>
<tr>
<td>- Actually…</td>
<td></td>
</tr>
<tr>
<td>- Well, let me see/think…</td>
<td></td>
</tr>
<tr>
<td>- Well, it’s a good question.</td>
<td></td>
</tr>
</tbody>
</table>

4.3 Controlling

1. Active listening: responding to motivate

- Right.
- OK.
- Yes, I see.
- Thank you.
- Good idea. Thank you for that.

2. Active listening: reformulating to clarify

- In other words,…
- So you think that…
- You mean that…

3. Moving on

- Great, now can we move on to…?
- All right, now we should turn to…
- Let’s go/move on to…

4.4 Making Decisions

1. Focusing

- Can we try and come to a decision now?
- Are we ready to make a decision?

2. Establishing consensus

- Can we agree to…?
- Does everyone agree that we…?
- Well, it seems that we all agreed that…

3. Voting

- Can we have a quick show of hands?
- The proposal is carried.
- The proposal is rejected.

4. Confirming

- OK. So we have decided to…
- All right, we have decided to…
- Does everyone agree with that?
- So, we are going to…
- Just to confirm, we will…
**Activity 13** Watch the first part of a video entitled *How to discuss a topic in a group* ([https://goo.gl/TzbMiM](https://goo.gl/TzbMiM)), and observe how a group discussion is conducted. Then, write down **14 useful phrases or expressions** that four participants used in the discussion. (1:17-4:40 minutes)

---

**LS 3 – Recognizing and using language exponents:**
- Learning language exponents can enhance your comprehension and production, and help you build self-confidence, increase understanding, and enhance fluency.

<table>
<thead>
<tr>
<th>1. I think</th>
<th>2. ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. ____________________________</td>
<td>4. ____________________________</td>
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<tr>
<td>5. ____________________________</td>
<td>6. ____________________________</td>
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<td>7. ____________________________</td>
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<td>11. ____________________________</td>
<td>12. ____________________________</td>
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<td>13. ____________________________</td>
<td>14. ____________________________</td>
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<tr>
<td>15. ____________________________</td>
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</tbody>
</table>
Activity 14 Watch the second part of a video entitled *How to discuss a topic in a group* ([https://goo.gl/TzbMiM](https://goo.gl/TzbMiM)), which explains about phrases and expressions used in the discussion. Then, write down the missing phrases or expressions in the blanks. (4:42-8:32)

1. “I think” is used when you’re going to express your opinion. You can also say
   “__________________________________________.”

2. The following three phrases are used when you want to disagree with or contradict what someone else has said
   i. “______________________________________________”  
   ii. “______________________________________________”  
   iii. “______________________________________________”

3. “______________________________________________”  –

   This expression shows that you recognize the contribution that someone else has made to the discussion in the first part, and you’re also going to add your own opinion, which is different from what the first person said.

4. These two expressions can be used when you want to interrupt a discussion:
   i. “______________________________________________” \(\rightarrow\) not a very polite way to enter the discussion
   ii. “______________________________________________” \(\rightarrow\) a polite way

5. “______________________________________________” is a nice way to hold the floor in a discussion. To hold the floor means to establish your position as the speaker. You use this expression when someone else is trying to interrupt, but you want a chance to finish the argument you are presenting.

6. “______________________________________________” is used when you’re returning to the topic you were talking about when someone interrupted you. It’s a way of saying “Now, I’m talking again.”

7. “______________________________________________” when we say this, what we are saying is that “I’ve been explaining something, I’ve been presenting a certain point of view but I do understand that there is another point of view, and I accept that. However, I do still have my opinion.” We use this expression when we are taking into account the other opinion.
8. The following three expressions are used the end the discussion
   i. “______________________________________________”
   ii. “______________________________________________” (means “In short,”)
   iii. “______________________________________________” (by using “we,” you include everyone in the group)

5. Practice

Activity 14 A Mini Informal Meeting Task

Discussion time: 13-15 min/group

Situation: You work in the production department at Hontoya, a well-known Japanese car manufacturing company based in Thailand. Your company has been expanding its production capacity and expects to produce 400,000 cars by December 2018 to serve the market both in Thailand and neighboring countries including Myanmar, Laos, Cambodia, and Malaysia. The company has been considering replacing human workers with cutting robots to save production costs in the long term. The director of the department has asked you to investigate the advantages and disadvantages of employing human workers and using cutting robots in the company’s factory.

Your task:
In a group of 4-5, brainstorm the pros and cons of employing human workers and using cutting robots. Then, discuss those pros and cons your group has come up with in order to decide on whether or not the company should replace human workers with the cutting robots.

About the robots:
- Automated robots that remove material from a work piece or divide the work piece into several smaller, distinct parts
- Able to cut different types of material, and to cut materials in many ways according to the program
- Able to cut material used for covering 170 seats per 15 hours
- Able to operate continuously for 15 hours/day
- Extremely precise and accurate even at a high speed, thus decreasing cutting errors
- Keeping workers safe from dust or fumes that can occur during the cutting process
- Price = $35,000/robot
- Factory needs at least 50 robots to serve the current cutting process → 1 robot can replace 2,400 human-hours a year
**About the factory workers:**

- Currently, 200 workers in the cutting unit
- Wage = 500 baht/day
- Working in 2 shifts/person with a one-hour break in between \( \rightarrow \) 6 hours/shift
- Semi-skilled labors (having or requiring some training)
- Able to cut material used for covering 30 seats per shift
- Some errors may occur at a high speed of cutting

<table>
<thead>
<tr>
<th>Employing human workers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Using robots</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
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</tbody>
</table>
6. Oral Assessment Task

Oral Assessment 3: Informal Meeting (10%)

“Thailand 4.0” has become a new buzzword in the Thai government’s economic policy. It refers to an economic model which has been created to stimulate economic growth by transforming the country into an innovation-driven economy by moving from producing traditional commodities to innovative products as well as emphasizing promoting technology, creativity, and innovation in focused industries. Recently, the government has assigned different ministries to formulate policies to encourage investment and development in 10 target industries, which are divided into two categories – existing and new industries. The five existing industries include automotive, electronics, petrochemical, agriculture and food, and tourism. The five new industries consist of automation and robotics, aerospace, digital, biotechnology, and medical healthcare.

Oral Assessment Task

| Preparation Phase | • You are a government official who creates policies and works at the Department of Agricultural Extension, the Ministry of Agriculture and Cooperatives. The director of the department has assigned your team of 4-5 people to brainstorm ideas about and discuss actions to be taken in Thailand’s agricultural sector in order for it 1) to progress from traditional farming to smart farming, and 2) to tackle the three main challenges the sector has been facing:

  1. A need for reorienting the production from traditional agricultural products toward high-value and safe products
  2. A limitation of land and water for agriculture
  3. A decline in the number of farmers as a result of aging farmers and young people’s preference for working in big cities or factories

• For more information, please check out the following links:
  1. The decline and recovery of Thai agriculture: causes, responses, prospects and challenges (https://goo.gl/sfHvuw)
  2. What is smart farming? (https://goo.gl/qgZaYF)
3. Smart farming ([https://goo.gl/QBT2qA](https://goo.gl/QBT2qA))


4. Smart farming is key to developing sustainable agriculture ([https://goo.gl/b9Kgcb](https://goo.gl/b9Kgcb))

http://www.pnas.org/content/114/24/6148.full

<table>
<thead>
<tr>
<th>Meeting Phase (13-15 minutes)</th>
<th>Remark: For this assessment, you will be randomly assigned to a group by the teacher. The list of group members will be announced shortly before the meeting, and each group will have two minutes to briefly prepare for the upcoming meeting and to decide who will open and close the meeting. At the meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• You and your team members have decided to meet up at a coffee shop near the office after work for an informal group meeting.</td>
</tr>
<tr>
<td></td>
<td>• The meeting is divided into three parts: 1) brainstorming of ideas, 2) discussion of ideas proposed by members, and 3) selection of the best three ideas as follows:</td>
</tr>
<tr>
<td>I. Part I – Brainstorming phase:</td>
<td>Start the meeting by brainstorming ideas about actions to be taken in the agricultural sector in order to move toward smart farming and to tackle the three challenges mentioned earlier. During the brainstorming session, each member must propose at least one idea with details and examples related to smart farming. Also, take notes on key ideas and points, which you may need to refer to during the discussion.</td>
</tr>
<tr>
<td>• At the beginning of the meeting, one member opens the meeting by saying “Now that everyone is here, let’s get started. So, first we are going to brainstorm ideas, then discuss those ideas, and finally select the best three ideas. Let’s begin with brainstorming. Who would like to share ideas first?”</td>
<td></td>
</tr>
<tr>
<td>II. Part II – Discussion phase:</td>
<td>Discuss ideas that have good potential for implementation. The discussion may include advantages and disadvantages of ideas proposed. Take notes on key points.</td>
</tr>
<tr>
<td>III. Part III – Decision-making phase:</td>
<td>Select and summarize the best three ideas which should be integrated in the Thailand 4.0 policy paper that the Ministry of Agriculture and Cooperatives will submit to the government.</td>
</tr>
<tr>
<td>• At the end of the meeting, one member wraps up the meeting by saying “So, we’ve discussed some interesting ideas and chosen the best three ideas, which include 1)……, 2)……, and 3)……”</td>
<td></td>
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<tr>
<td>• During the meeting, you will be allowed to have and refer to notes for ideas only, not language – no scripts.</td>
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<tr>
<td>• Since this is an informal meeting, there will be no agenda or chairperson.</td>
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<tr>
<td>• The meeting will take approximately 13-15 minutes per group.</td>
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</table>
6.1 Preparation of Ideas

Use the following table to list actions to be taken in Thailand’s agricultural sector in order for it to 1) progress from traditional farming to smart farming, and 2) tackle the three main challenges the sector has been facing.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
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</table>
What is Thailand 4.0?

Thailand 4.0 is an economic model that aims to unlock the country from several economic challenges resulting from past economic development models which place emphasis on agriculture (Thailand 1.0), light industry (Thailand 2.0), and advanced industry (Thailand 3.0). These challenges include “a middle income trap”, “an inequality trap”, and “an imbalance trap”.

Thailand 4.0 will overcome these traps through the use of “New Growth Engines” by:

1) building economic prosperity through innovation, knowledge, technology and creativity “competitive growth engine” to unlock itself from the middle income trap
2) building social security through equitable distribution of income, opportunity and wealth (inclusive growth engine) with the principle of “moving forward together without leaving anyone behind” to unlock itself from the inequality trap, and
3) creating sustainability through environmentally friendly development (Green Growth Engine) to unlock itself from the imbalance trap. The model follows the directions of the 20 years national strategic plan by building strength from within and connecting the country to the global community under the principle of “Sufficiency Philosophy”, which is consistent with the United Nations’ Sustainable Development Goals.

Four Objectives of Thailand 4.0

1. **Economic Prosperity**: to create a value-based economy that is driven by innovation, technology and creativity. The model aims to increase Research and Development (“R&D”) expenditure to 4% of GDP, increase economic growth rate to full capacity rate of 5-6% within 5 years, and increase national income per capita from 5,470 USD in 2014 to 15,000 USD by 2032.

2. **Social Well-being**: to create a society that moves forward without leaving anyone behind (inclusive society) through realization of the full potential of all members of society. The goals are to reduce social disparity from 0.465 in 2013 to 0.36 in 2032, completely transform to social welfare system within 20 years and develop at least 20,000 households into “Smart Farmers” within 5 years.

3. **Raising Human Values**: to transform Thais into “Competent human beings in the 21st Century” and “Thais 4.0” in the first world. Measures under Thailand 4.0 will raise Thailand HDI from 0.722 to 0.8 or the top 50 countries within 10 years, and ensure that at least 5 Thai universities are ranked amongst the world’s top 100 higher education institutions within 20 years.

4. **Environmental Protection**: to become a livable society that possesses an economic system capable of adjusting to climate change as well as a low carbon society. The targets are to develop at least 10 cities into the world’s most livable cities, and reduce terrorism risk

Source: [http://thaiembdc.org/thailand-4-0-2/](http://thaiembdc.org/thailand-4-0-2/)

**Agenda 1: Prepare Thais 4.0 for Thailand becoming a first world nation**

The most important element in the development of Thailand 4.0 is Thai people. The model aims to transform Thais into more competent human beings in the 21st century and develop Thais 4.0 as first world citizens through the following measures:

1. **Reform education system to prepare Thais for Thailand becoming a first world nation**: by transforming learning ecosystem to purposeful learning, generative learning, mindful learning, and result-based learning. These shifts will lead to changes in goals and administration of the education system, teachers’ skills and teaching paradigm, curriculum and teaching/learning methods.
2. Setup skills development program: the transformation to industry 4.0 will replace routine jobs with robotics and automation. Therefore, it is necessary to develop new skills that better support Non-Routine/Non-Repetitive/Task specific/Project-based jobs. The government will set up a system to integrate education, training, and occupation development for Thais to adjust to changes and allow them to set their future paths. Measures under this sub-agenda include alternatives for education, training and occupation development, development of educational and training systems, and development of skills to meet the demands of the industrial sector.

3. Measures to support Refill and Reform strategy to improve the status of Thais 1.0-2.0: Development of Thais 4.0 is based upon unlocking individual limitation. Thais 1.0 and 2.0 are those who caught up in the cycle of poverty and lack opportunities. Thais 3.0 or Thais who earn moderate income but still lack security. Under Thailand 4.0, the government will help to develop Thais 4.0 who have potential and a high-level of preparedness through provision of financial support, building and promoting social opportunities, and developing area-based mechanisms.

Source: [http://thaiembdc.org/agenda-1-prepare-thais-4-0-for-thailand-becoming-a-first-world-nation/](http://thaiembdc.org/agenda-1-prepare-thais-4-0-for-thailand-becoming-a-first-world-nation/)

**Agenda 2: Development of Technology Cluster and Future Industries**

In order to transform Thailand’s comparative advantage into competitive advantage through knowledge, technology, and innovation, a long term goal to develop 10 Future Industries (First S-Curve and New S-Curve) has been set by the government.

**The First S-Curves:** building upon 5 old industries that already have a solid foundation but still require further innovative improvement and research and development to add value and keep up with competition in the global field (Next generation Automotive, Smart Electronics, Affluent, Medical and Wellness Tourism, Agricultural and Biotechnology, Food for the Future)

**The New S-Curves:** developing the 5 new industries to enhance their capabilities to support future competitiveness (Robotics, Aviation and Logistics, Biofuels & Biochemical, Digital, Medical Hub)

- In order to attract high-valued investments in the 10 future industries, the government has amended the Investment Promotion Act B.E. 2520 and endorsed the draft National Competitiveness Enhancement for Targeted Industries Act to give more benefits from investors, such as corporate tax exemption up to 13 years for business using advanced technology and innovation, or conducting R&D activities; import duty exemption for machine and raw materials; etc.
- Thailand 4.0 is an engine to propel new economic growth through transformation of “comparative advantage” into “competitive advantage”. This approach will fulfill the country with knowledge, creativity, innovation, science, technology, research and innovation, and build upon comparative advantage with “5 Groups of Technology and Targeted Industries” which comprise:
  1. Food, Agriculture and Bio-Tech: building a stable economy base on biodiversity and environmentally friendly biotechnology and moving Thailand toward becoming the center of premium agricultural products and food, and an exporter of technology in agriculture, seeds, vaccine.
  2. Health, Wellness and Biomedical: building medical infrastructure and move Thailand forward to be “Medical Hub” of ASEAN by 2025.
  3. Smart Devices and Robotics – Mechatronics: moving Thailand forward to advance as a leader in automatic system, industrial robotics, and service robotics in ASEAN.
  4. Digital, Internet of Things (IoT), Artificial Intelligence and Embedded Technology: using digital tools and IoT as platforms to enhance productivity, quality and innovation in various economic activities within agriculture, industrial, service and education sectors.
(5) Creativity, Culture and High-Value Services: undertaking actions that synergize basic cultural assets, innovation and technology in order to increase commercial value and ultimately enable Thailand to move forward in becoming one of ASEAN’s “Creative hubs” within the next ten years.

- The “5 technology and targeted industries” will be transformed into “integrated research” in order to provide possible solutions to challenges that may arise at the national and global levels, as well as identify business opportunities for the private. At the initial stage, the government will pursue the following five agendas:

  (1) Integrated research on Food and Agriculture
  (2) Integrated research on Energy
  (3) Integrated research on Aging Societies
  (4) Integrated research on Smart Cities
  (5) Integrated research on Creative Economy

**Tools to propel the 5 technology clusters and targeted industries**

1. **Demand for knowledgeable and highly-skilled manpower in the industries:** such as agricultural engineers, biomedical engineers, robotic technicians and fashion designers.

2. **Reform of Thai research system:** The following reforms will be undertaken to allow development in the 5 key technological and industrial groups to take place:
   - **Change the research ecosystem:** by restructuring the function of funding institutions in order to enable a clear direction in the function and duties of all funding agencies by focusing on improving country’s business and research related to area-based and community development, and restructuring research organizations to be independent from political influence.
   - **University 4.0:** universities will be transformed to embrace know-how and ideas of University 4.0 by adapting their administrative paradigm and the investment in human resources and giving more priority to serve the objectives of society. Universities will serve as bases for developing technology and innovation reform, and building cooperation with leading international universities in each specific research field.
   - **Measures to propel national research:** by creating a network alliance to propel basic and applied research to national and international level, putting a research fund for innovation development in place to continue transnational research, allowing tax exemptions on the import of materials for research.


**Agenda 3: Incubate Entrepreneurs and Develop Networks of Innovation-Driven Enterprise**

The 5 technology cluster, as well as newly-emerging industries will support entrepreneurs and networks of innovation – driven enterprises through the following developments:

1. **A shift from traditional farmers to ”Smart Farmers”** who focus on management and technology and have the ability to convert themselves into a modern agricultural business model. Development of ecosystem for smart farmers will include educational and training, study and career support funds, database and agricultural information system development.

2. **A transformation of traditional SMEs into “Smart SMEs”** Thailand 4.0 aims to increase the revenue and contribution of SMEs from 37% of total GDP to 50% of national GDP within 10 years. The Government plans to develop SMEs through financial support for SMEs that have potential but lack of financial liquid, develop knowledge and management skills, enhance digital transformation, create Big Data and develop open innovation for SMEs.
3. **A switch from traditional services to “High Value Services”**

Thailand is internationally recognized in 6 service businesses; (1) Wellness & medical services: spa and beauty services, elderly care, medical services  
(2) Digital content services: movie industry, advertising, animation, gaming, and software  
(3) Hospitality services : tourism service, hotel management, reception services, event organizations  
(4) Education services  
(5) Professional services: designers, accountants, lawyers, consultants, doctors, dentists, IT developers and  
(6) Logistics services: logistics, distribution centers, IT logistics, postal services. Several measures are set to enhance competitiveness of these 6 services cluster, for example, investment promotions, establishment of Service Innopolis, build global collaborative and market networks.

4. **Startup development promotion**

Thailand 4.0 has set the policy to support startups development at all stages with the policy to push Thailand towards becoming “Center of Connectivity and Destination for Startup Investment in ASEAN” by encouraging competition for business ideas, providing clear and strong incentives to angel and venture investors, undertaking policies to support incubation and growth of startups and establishing stock exchanges for startups to sell the equity of successful startups to interested investors.

Moreover, 3 measures have been set in order to build ecosystems for incubating startups. Such measures include (1) financial support and risk management measures, (2) Capacity-Building Measures for Thai startups, and (3) Building connectivity with the regional and global community.


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**Agenda 4: Strengthening the Internal Economy through the Mechanisms of 18 Provincial Clusters and 76 Provinces**

Thailand 4.0 will strengthen the internal economy by ensuring that the benefits of economic growth spreads to all region, promoting regional employment and regional investment, and ensuring equal distribution of economic benefits in order to promote competition and reduce social inequality;

1. **Strengthening the Economic Structure and Internal Market System**

   by (1) creating database on trade and connectivity at both the physical and digital dimensions that can accommodate production and trade, so that farmers, community enterprises and SMEs can have better access to reap benefits at the local, provincial and national level and, (2) setting up “Modern trade rules under Thailand 4.0” that are appropriate and fair regulatory regime in order to assist SMEs, as well as social enterprises, to gain access to free market.

2. **Strategies and Guidelines for 18 Provincial Clusters**

   The Government has set a strategic economic position of the 18 provincial clusters as follows:
   - Upper Northern Region 1: Creative Cluster and Agricultural and Food Innopolis
   - Upper Northern Region 2: Gateway to GMS and ASEAN+3 and Green Tourism Destination
   - Lower Northern Region 1: Indo-China Trade and Service Center and Gateway to Myanmar
   - Lower Northern Region 2: Rice Business Center and Heritage Tourism Destination
   - Upper Northeastern Region 1: GMS Trading Center and Gateway to Eastern ASEAN & China
   - Upper Northeastern Region 2: Agricultural and Livestock Center and Northeastern Green Tourism Destination
   - Middle Northeastern Region: Northeastern Agricultural Food Innopolis and Logistics Hub
   - Lower Northeastern Region 1: Khmer Civilization and Sport Creative Cluster and Agricultural Trading Center
   - Lower Northeastern Region 2: World Jasmine Rice Production Center and Gateway to Eastern ASEAN
o Upper Central Region 1: Cultural Heritage Tourism Hub and Food Innopolis
o Upper Central Region 2: Organic Food Production Base
o Middle Central Region: Green Industry Hub, Green Tourism, and Gateway to ASEAN & Global
o Lower Central Region 1: Western Creative Tourism and Trade Destination
o Lower Central Region 2: Seafood and Agricultural Trade Center and Global Tourism Destination
o Eastern Region: Organic Fruits & Clean Industry, and Medical Tourism Destination
o Southern Region (Gulf of Thailand): Southern Agricultural Trading Center (Rubber, Oil Palm, Fruits)
o Southern Region (Andaman Coast): World Class Tourism, and Creative Cluster – City of Gastronomy
o Southern Border Region: Agricultural and Food Innopolis (Rubber, Fishery, Halal Food)

3. Establishment of an Innovation Hub at a regional Level by expanding opportunity and prosperity to the regional level through Innovation Hubs as follows:
   - Innovation Hub for Agriculture and Food: aims at the development of “Advanced Bio-Based Economy”, shifting from basic food industry basic petrochemical industry and bio-fuels to neutraceuticals industry, bio-based medicine, specialty chemicals and bio-based plastics with high value in the future.
   - Innovation Hub for Aging Society: aim to turn crisis to opportunity by developing an “Elderly Industry” using medical technology as the foundation, and will be supplemented by robotic, digital and other technologies.
   - Development of a Smart City: aim to develop five smart cities within ten years using digital technology as the foundation and will be supplemented by other technologies.
   - Innovation Hub for Smart Energy: will focus on energy technology as the foundation, and will be supplemented by other technologies such as digital and biotechnology.
   - Creative Hub for Creative Economy: will focus on creating value added from a combination of arts, culture, food, design and creativity. The service industry will serve as the foundation, to be supplemented by other technologies such as digital, in order to utilize biodiversity and culture diversity of each location.

4. “Province 4.0” Strategic Plan The “Province 4.0” strategic plan is a social contract for the civil state at the local level (between the governor, commercial officers, industrial officers, chambers of commerce, federations of industry, Young FTI, local BizClub, community leaders, etc). This plan will set out the short term, medium term and long term strategic plans that connect with the 20 years national strategy. Target groups under this plan are 1) Transformation from enterprise 1.0 – 2.0 to enterprise 3.0 by improvement in productivity and standards, access to funding sources, creation of business networks, 2) Transformation from enterprise 3.0 to enterprise 4.0 by development of innovation and business models, conducting businesses on digital platforms, creation of commercial networks, and 3) Promotion of Local Startups within provinces through financial measures and risk management, building potential and capacity and the development of regional and global connectivity.

Agenda 5: Integrating with ASEAN and Connecting Thailand to the Global Community

Against the backdrop of the global geopolitics and geoeconomics of the 21st century, Thailand cannot rely solely on its geographical advantage in Southeast Asia but must position itself on key strategies to become a trading nation and one of Asia’s business centers by achieving four interrelated goals.

1. Positioning Thailand as a Trading Nation and one of Asia’s Business Centers

   The key strategies to position Thailand as a trading nation and one of Asia’s business centers consists of four interrelated elements:

   I. Encouraging multinational corporations to establish international headquarters (IHQ) and international trading centers (ITC) in Thailand, especially in the service sector, financial management, purchasing and procurement, raw materials and components.

   II. Developing the Eastern Economic Corridor (EEC) which covers three eastern provinces; Chachoengsao, Chonburi and Rayong that will connect with ASEAN-China-India through world-class infrastructure, including roads, ports, airports, high-speed trains, and freight.


   IV. Establishing Special Border Economic Zones in 10 provinces: Tak, Sakaeo, Trat, Mukdahan, Songkla, Nong Khai, Chiang Rai, Kanchanaburi, Nakhon Phanom and Narathiwat. This policy will improve economic opportunities and competitiveness, attract investment both domestic and international while simultaneously regulate the border economic areas to resolve issues such as illegal migrant workers and the trafficking of agricultural products from neighboring countries.

2. Economic Integration in CLMVT Context

   The ASEAN economy is estimated to double in value from currently 2.6 trillion USD by 2030. To become a regional hub, Thailand must begin to shift its focus from “Border” to “Bridge” and from “Nation to Nation” to “City to City” through the concept of “Extending Nation”. This means borders between Thailand and neighboring countries should be gradually perceived as bridges linking economies, trade and investment together. At the same time, Thailand should view the four neighboring countries (Cambodia, Laos, Myanmar and Vietnam) as internal markets, with four major cities, i.e., Vientiane, Yangon, Phnom Penh and Ho Chi Minh, and 13 secondary cities, i.e., Mandalay, Myawaddy, Myeik, Dawei, Haiphong, Hanoi, Can Tho, Siem Reap, Sihanoukville, Koh Kong, Luang Prabang, Savannakhet, Champasak, Cebu, Davao and Selangor.

3. International Business Models in the 21st Century

   Thailand will adopt a ‘Service Sector Policy and Strategy based on Mode of Supply’ to enhance the competitiveness of Thai service providers on the global stage. These 4 modes include 1) cross-border supply 2) consumption abroad, 3) commercial presence, and 4) presence of natural person. Each mode of supply have distinct ‘Service Ecosystems’, requiring different conditions, rules, regulations and standards, as well as different degrees of service differentiation.

New Engine of Growth

S-CURVE

Next-Generation Automotive
Smart Electronics
Affluent, Medical and Wellness Tourism
Agriculture and Biotechnology
Food for the Future

Transformative Shift

Traditional Farming → Smart Farming
Traditional SMEs → Start Ups
Traditional Services → High Value Services
Unskilled Labors → Knowledge worker/ High Skilled Labors
Buy Technologies → Make Technologies

NEW S-CURVE

Robotics
Aviation and Logistics
Biofuels and Biochemicals
Medical Hub
Digital

Clusters for Innovation & Start Ups

Food Agriculture & Bio-Tech
Health, Wellness & Bio-med
Smart Devices, Robotics & Mechatronics
Digital, IoT & Embedded Technology
Creative, Culture & High Value Services

Priorities for Innovation

Smart City
Low-carbon Society
Medical Hub
Food Innovalis
Water Management & Technology

What to do and How?

1. Active Role of Private Sector
2. Demand-driven Policy
3. Offer Tailored Support Fund
4. Build a Global, Regional & Nationwide RD&D Networks
5. Strengthen Vocational Training & Education System
6. Develop Infrastructure
7. Introduce Capability-Based Investment Promotion Scheme
& Performance Based Conditional Grants & Incentives

Source: Dr. Suvit Maesara, Deputy Minister of Commerce

Division of Economic Information
Department of International Economic Affairs
Ministry of Foreign Affairs, Thailand.

References


Photo credits


Thailand Board of Investment (BOI) (January 2017). *Thailand 4.0 (picture next to objectives)*. Retrieved on June 1, 2017 from http://www.boi.go.th/upload/content/TIR_Jan_32824.pdf
## Unit 4: Aging Society

### Objectives:
1. To recognize the current situation of aging society in Thailand
2. To recognize the roles and responsibilities of a chairperson and a participant
3. To effectively chair formal meetings
4. To effectively participate in formal meetings

---

### 1. Warmer

In a group of 4-5, brainstorm the benefits and drawbacks of aging populations on economy for countries.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Aging Society

2.1 Aging Populations

Activity 1 Watch the video entitled How an ageing population will change the world – BBC News, and put a tick (✓) in front of the statements that are true or a cross (x) in front of the statements that are false. (https://goo.gl/4AThhH) (2:09 minutes)

1. _____ By 2050, the number of people aged over 65 is expected to triple, reaching 1.5 billion, up from 530 million in 2010.

2. _____ A new aging attitude survey of 21 countries revealed that Japan ranks number one in having the highest percentage of aging population, and 83% of the respondents think this is a problem.

3. _____ The survey results show that the majority of respondents think the government should be responsible for taking care of the elderly.

4. _____ Respondents from the UK, US, Germany, and South Korea think the old should live in nursing homes.

5. _____ 87% of Pakistani respondents think families should take responsibility for taking care of their elderly members.

6. _____ When it comes to the proportion of aging population, the US is in a better position than its trading partners in Europe because it has the highest number of immigrants.

7. _____ Immigrants have low fertility rates.

8. _____ Between 1960 and 2005, immigrants accounted for 41% of the US population.

9. _____ Between 2005 and 2050, immigrants will account for 82% the US population.

10. _____ By 2050, Nigeria is projected to have a bigger population than the U.S.
2.2 Aging Society in Thailand

**Activity 2**
- Listen to an interview with Mr. Paul Chapman, a regional economics expert at The World Bank in Thailand about the aging society in Thailand and the economy.
- Look over the questions first before listening.
- Listen carefully to the interview and take notes.
- Answer the questions and discuss your answers with a friend sitting in front of you.

1. In 2016, what was the percentage of the Thai population aged 65 years or older?

________________________________________________________________________

2. What is the projected number of Thai people who will be 65 years or older by 2040?

______________________________________________________________________________

3. Which other country in the East Asia and Pacific region has the highest percentage of elderly people besides Thailand?

______________________________________________________________________________

4. What are the two main factors that cause rapid aging in Thailand?
   1) a sharp decline in ________________________________, which dropped from _____ in 1995 to _____ in 2015.
   2) a rise in ________________________________ from just under ________ years old to almost _________ years.

5. What is the expected percentage of the working age population between now and 2040?

______________________________________________________________________________

6. This decline in working age population is ___________________ in Thailand than in all other developing East Asia and Pacific countries.

7. What challenges have emerged as a result of the aging population?
   In labor markets, ______________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   In fiscal terms, ______________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Activity 3

• Listen to an interview with Ms. Sujitra Wattanapanich, an economics analyst at HelpAge International, about the current situation of Thailand in becoming an aging society.
• Look over the questions first before listening.
• Listen carefully to the interview and take notes.
• Answer the questions.

1. What is the percentage of persons aged 60 and over who indicated a need for assistance with their daily living activities?
   A. 11%
   B. 13%
   C. 15%

2. At what age do many old people require care and support?
   A. 60
   B. 65 and beyond
   C. 75 and beyond

3. Which statement is FALSE about care and support provided to the elderly in Thailand?
   A. Traditionally in Thailand, care and support for the elderly has been provided by younger family members at home.
   B. Now that there is a low fertility rate and many young people move away from home, the elderly have to live on their own.
   C. Around 60% of older people do not have a child living in the same village.

4. Which statement is FALSE about poverty faced by the elderly?
   A. In 2010, 7.7% of older people in Thailand were poor compared with 10.9% of the general population.
   B. 7.1% of older people are nearly poor or likely to become poor if a financial setback like unexpected medical bills occurs.
   C. Older people face a higher risk of poverty on average because they either are unable to work or earn a lower income.

5. Key sources of income besides the one earned from working stem from the following EXCEPT ________________.
   A. family support
   B. government pension
   C. life insurance benefits

6. Which of the following statements is NOT mentioned in the interview?
   A. The universal coverage policy on health care finance requires the elderly to pay only 30 baht when they go to a public hospital.
   B. Although the amount of social pension payments is not high, it serves as a dependable source of income regardless of economic conditions.
   C. The government has encouraged the establishment of more clubs or centers to promote physical and mental health among the elderly.
**Activity 4** In a group of 4-5, discuss and list ideas about what the Thai government should do to tackle challenges brought about by an aging population?

**Discussion time:** 13-15 min

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
</table>

3. **Formal Meetings**

A formal meeting is:

- a pre-planned gathering of people to achieve a common goal through discussing predetermined topics, addressing a set of objectives, and making decisions relating to such objectives.
- organized at a specific time, at a defined place, and according to an agenda
- usually led by a chairperson with the discussion and agreements recorded in minutes of the meeting (official written notes) (SkillMaker, 2013).
3.1 Key Terms in Formal Meetings

1. **Agenda**: a list of items to be discussed at a meeting
2. **Agenda item**: a topic on the agenda to be discussed
3. **Any Other Business (AOB)**: things that are discussed at the end of a formal meeting that are not on the agenda
4. **Chairperson**: a person who leads a meeting
5. **Minutes**: a written record of a meeting

3.2 Meeting Agenda

An agenda usually consists of the following:
1. the meeting’s objective(s)
2. meeting’s topic
3. participants’ names
4. the date, time, and place
5. the length of the meeting
6. each agenda item to be covered (specify the person responsible and the time allotted) (Harvard Business School, 2006).

### Table 1: An Example of a Meeting Agenda

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Who</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and reviewing the minutes of the previous meeting</td>
<td>Supakit (Chairperson)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Review of previous health care support schemes for the elderly between 2006 and 2016</td>
<td>Ploypan</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Report on survey findings of the elderly’s needs in regards to health care</td>
<td>Arisa</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Group discussion of an appropriate health care support scheme</td>
<td>All</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Decision on final policies of the health care support scheme</td>
<td>All</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Next steps</td>
<td>Supakit with input from all</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
3.3 Pattern of Formal Meetings

A set pattern is usually followed at formal meetings in order to keep the meeting well organized. The meeting pattern is set out in an agenda, which is sent out to participants in advance along with a copy of the minutes from the previous meeting.

**Figure 1:** Formal Meeting Procedure (SkillMaker, 2013)

1. At the beginning of a meeting, participants will agree to the accuracy of the minutes from the last meeting.
2. Then, participants will give updates on any action items from the previous meeting.
3. Next, the items on the agenda will be discussed. Also, minutes of the meeting will be recorded throughout the meeting.

3.4 Responsibilities

Meetings consist of a chairperson and participants, and both have roles to play to make a meeting successful. Table 1 below presents responsibilities of a chairperson and participants (Dignen, 2003).

**Activity 5** Read the following **seven** responsibilities and fill the appropriate ones in the blanks in Table 2.

<table>
<thead>
<tr>
<th>A. Proposes ideas</th>
<th>B. Watches time</th>
<th>C. Summarizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Respects other views</td>
<td>E. Checks and clarifies</td>
<td>F. Agrees/Disagrees politely</td>
</tr>
<tr>
<td>G. Outlines agenda and objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 2:** Responsibilities of a chairperson and participants (Barker, 2002; Dignen, 2003)

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the beginning:</strong></td>
<td><strong>During the meeting:</strong></td>
</tr>
<tr>
<td>1. Opens the meeting</td>
<td>1. Presents relevant information and/or opinions</td>
</tr>
<tr>
<td>2.</td>
<td>2. Listens to others</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>3. Announces procedure and length of meeting</td>
<td>4. Asks questions</td>
</tr>
<tr>
<td><strong>During the meeting:</strong></td>
<td>5. Takes turns</td>
</tr>
<tr>
<td>4. Invites opinions</td>
<td></td>
</tr>
</tbody>
</table>

Ref. code: 25605821320040SLR
| **Chairperson**  
<table>
<thead>
<tr>
<th>Process director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During the meeting (Cont.):</strong></td>
</tr>
<tr>
<td>5. ___________________________________</td>
</tr>
<tr>
<td>____________________________________</td>
</tr>
<tr>
<td>6. Creates positive atmosphere</td>
</tr>
<tr>
<td>7. Limits digression/Keeps on track</td>
</tr>
<tr>
<td>8. Encourages people to speak</td>
</tr>
<tr>
<td>9. Builds to decision</td>
</tr>
<tr>
<td>10. ___________________________________</td>
</tr>
<tr>
<td>____________________________________</td>
</tr>
<tr>
<td>11. Reaches objectives</td>
</tr>
<tr>
<td><strong>At the end:</strong></td>
</tr>
<tr>
<td>12. ___________________________________</td>
</tr>
<tr>
<td>____________________________________</td>
</tr>
<tr>
<td>13. Closes and thanks</td>
</tr>
</tbody>
</table>

| **Participant**  
<table>
<thead>
<tr>
<th>Task owner and thinking resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During the meeting (Cont.):</strong></td>
</tr>
<tr>
<td>6. ___________________________________</td>
</tr>
<tr>
<td>____________________________________</td>
</tr>
<tr>
<td>7. Concentrates</td>
</tr>
<tr>
<td>8. ___________________________________</td>
</tr>
<tr>
<td>____________________________________</td>
</tr>
<tr>
<td>9. Builds to decision</td>
</tr>
</tbody>
</table>

**Activity 6** Discuss the following statements about the chairperson’s roles with your partner who sits next to you, and decide whether you agree or disagree by ticking (√) in the appropriate columns.

<table>
<thead>
<tr>
<th>A chairperson should:</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. start on time even if some participants have not arrived.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. follow the agenda and do not allow the discussion to go in different directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. encourage everyone to contribute to the discussion, even if some participants don’t want to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. let the confident participants dominate the meeting because they probably have the best ideas and things to say.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. stop participants from interrupting each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. manage the discussion by asking questions or to get different views, listening, praising, accepting, and disciplining if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. summarize at the end of the meeting to remind the group of what has been decided and to point the way forward to the actions that will be taken.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 7 Read the following questions about things you may do as a participant during a meeting, and choose between A and B. Then, discuss your answers with your partner who sits behind you.

1. You want to make a point in a meeting. Do you:
   A. wait until someone else invites you to speak?
   B. make your point immediately?

2. Someone is speaking in a meeting and you want to say something. Do you:
   A. interrupt them with your own point?
   B. wait until they have finished speaking?

3. Someone wants to make a point while you are speaking. Do you:
   A. ask them to wait until you have finished speaking?
   B. let them interrupt you to make their point?

4. Someone is talking nonsense. Do you:
   A. stop them?
   B. let them go on?

5. Someone is not being clear. Do you:
   A. let him/her finish and ask for explanation?
   B. let him/her finish and hope that you will understand them by the end?

3.5 Dealing with Different Situations in Meetings

Sometimes undesirable situations can occur in a meeting; as a result, the chairperson should be prepared to take action. The following boxes present some challenging situations and how to deal with them as suggested by Harvard Business School (2006).

1. When a participant dominates the discussion:
   - Thank the person for his/her input, and call on someone else to share opinions/present ideas.
   - If the person finishes other people’s sentences, encourage him/her to let other people speak for themselves.

2. When the group keeps repeating points already made:
   - When someone starts to repeat an idea that has already been discussed, the chairperson can ask something like, “It looks as though we’ve already covered that point. Is there something new you’d like to add?”
3. When the group falls silent:
   - Let it be silent for a minute and wait before giving the group a suggestion as participants may need time to reflect on an idea or what they’re feeling about an issue.
   - Check out what’s happening by asking the group directly, “I notice that you’ve fallen silent. Can someone say what’s happening here?”
   - Ask the group if they would like you to clarify something.

4. Useful Language Exponents


4.1 Chairing a Meeting

<table>
<thead>
<tr>
<th>Opening a meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Catching attention</strong></td>
</tr>
<tr>
<td>• Well, it’s nine o’clock. Shall we start?</td>
</tr>
<tr>
<td>• Since everyone is here, I think we can start.</td>
</tr>
<tr>
<td>• OK, shall we make a start?</td>
</tr>
<tr>
<td>• Let’s get down to business.</td>
</tr>
<tr>
<td>• Let’s get started.</td>
</tr>
<tr>
<td>• Right, let’s begin.</td>
</tr>
<tr>
<td>• Can we call this meeting to order?</td>
</tr>
<tr>
<td><strong>2. Welcoming and thanking</strong></td>
</tr>
<tr>
<td>• Good morning/afternoon everyone. Thank you all for being here.</td>
</tr>
<tr>
<td>• I’m glad everyone could make it today.</td>
</tr>
<tr>
<td>• Thank you for coming today.</td>
</tr>
<tr>
<td>• Thank you everyone for attending the meeting today.</td>
</tr>
<tr>
<td><strong>3. Stating the business of a meeting</strong></td>
</tr>
<tr>
<td><strong>3.1 Explaining the objectives</strong></td>
</tr>
<tr>
<td>• The main purpose of this meeting is to…</td>
</tr>
<tr>
<td>• The purpose of today’s meeting is to discuss…</td>
</tr>
<tr>
<td>• We’re here today to discuss/consider…</td>
</tr>
<tr>
<td>• The objective of today’s meeting is to discuss…</td>
</tr>
<tr>
<td>• We’ll be discussing…</td>
</tr>
</tbody>
</table>
3.2 Telling the process and setting ground rules
- Could I ask you all not to interrupt when someone else is speaking?
- I suggest we go around the table first.
- I’d like to hear what everyone thinks before we make a decision.
- Would each person give his/her opinion first, and then we’ll have a discussion round the table.

3.3 Informing the length of the meeting
- I’d like to finish by three o’clock.
- The meeting is scheduled to finish at...
- Can we keep each item to 10 minutes?

3.4 Looking at the minutes
- Has everyone got/read the minutes of the last meeting?*
  *Remark: After participants have answered this question, the chairperson further asks “Shall we take them as read?” This question is asked to check whether all participants accept everything that has been recorded in the minutes and to move on to other things.

3.5 Looking at the agenda
- Does everyone have a copy of the agenda?
- Has everyone got a copy of the agenda?
- I assume you all have a copy of the agenda in front of you. The first item is the minutes of the last meeting.
- You can see from the agenda that we have a lot to get through/cover.
- As you can see from the agenda, there are...items.

3.6 Starting
- OK, let’s move to the first item.
- So, the first item on the agenda is...
- Right, let’s start with Item 1/the first item.
- Suwat, would you like to start with the first point?

Exchanging ideas (during the meeting)

4. Letting one person speak
- Can we start with Nisha (person’s name)?
- What’s your reaction to that, Nattapon?
- What’s your view on this, Savika?
- What do you think, Krit?
- Would you like to comment, Araya?
- Let’s hear from Wiwat.

5. Asking for opinions
- Any reaction to that?
- What do you think about...?
- I’d like to hear your views on...
- What’s your opinion on this?
- Do you agree?

6. Asking for clarification
- I don’t understand. Can you be a little more specific?
- I’m not sure I understand what you’re saying.
- Do you mean that...?
- Are you saying that...?
- I’m sorry, what do you mean?
- Sorry, do you mean that...?
7. Expanding the discussion
   - Is there anything else we should discuss/consider?
   - What other ways are there to approach this?

Managing the meeting (during the meeting)

8. Keeping the meeting in order
   - Can we bring the meeting to order, please?
   - We can't all talk at once.
   - One at a time, please. First Jidapa, then Kanis.

9. Stopping an interruption
   - Just a moment, David. I'll come back to you when June has finished.
   - Please let him/her/Susan finish.

10. Keeping the discussion relevant
    - Can we keep to the point? We're here to discuss…
    - Let's not get side-tracked on that. We need to decide…
    - I think we're getting side-tracked. The main question/issue is…
    - Can we get back to the main point?
    - Perhaps we should leave that until the next meeting?
    - I think we are digressing. Can we come back to the main question?

11. Checking that there is agreement
    - Does that meet with everyone's approval?
    - Does everyone agree on this/that?
    - Can we go around the table to see if everyone agrees?
    - All those in favor? And all those against?

12. Summarizing to update points
    - So, can I just summarize what we've discussed so far?

Closing the meeting

13. Summarizing at the end
    - Before we close, let me just summarize the main points.
    - To sum up, we have decided to…
    - In brief,…
    - So we agree that…
    - Well, if I could just sum up the discussion…
    - Briefly, the main points that have been made are…
    - To summarize, we are in agreement on…
    - We discussed…

14. Determining who will take action and setting deadlines
    - Now, who is going to look after this?
    - We need someone to…
    - Natcha, could you deal with/take care of this?
    - Korn, can you do that before the next meeting?

15. Suggesting and agreeing on time, date, and place for the next meeting
    - Can we set the date for our next meeting, please?
    - So, the next meeting will be on November 22 at 10 o'clock in this room.
    - What about the following Tuesday? How is that?
16. Finishing up
- Right, it looks as though we’ve covered the main items.
- I think we’ve covered everything.
- OK. That’s everything on the agenda.
- Is there anything else to discuss?
- Is there Any Other Business?

17. Thanking participants for attending
- Thank you all for attending.
- Thanks for coming today.
- Thank you very much for your time.
- Thanks for your participation and contributions.

18. Closing the meeting
- The meeting is closed.
- I declare the meeting closed.
- OK. We can finish there.
- Let’s call it a day. (Informal)
- I declare this meeting adjourned. (Formal)

4.2 Participating in a Meeting

<table>
<thead>
<tr>
<th>Commenting on other opinions</th>
<th>Referring to other opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I never thought about it that way before.</td>
<td>• Jack, you said that…</td>
</tr>
<tr>
<td>• Good point!</td>
<td>• As Peter suggested,…</td>
</tr>
<tr>
<td>• I get your point.</td>
<td>• What Anna said about…</td>
</tr>
<tr>
<td>• I see what you mean.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreeing with other opinions*</th>
<th>Disagreeing with other opinions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exactly!</td>
<td>• I’m afraid I can’t agree.</td>
</tr>
<tr>
<td>• That’s (exactly) the way I feel.</td>
<td>• Up to this point I agree with you, but…</td>
</tr>
<tr>
<td>• I have to agree with, Jane.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrupting</th>
<th>Dealing with interruptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May I have a word?</td>
<td>• Hold on, please.</td>
</tr>
<tr>
<td>• If I may, I think…</td>
<td>• Just a second, please.</td>
</tr>
<tr>
<td>• Excuse me for interrupting.</td>
<td>• Please let me finish.</td>
</tr>
<tr>
<td>• Excuse me, may I interrupt?</td>
<td>• May I just finish?</td>
</tr>
<tr>
<td>• May/Could I come in here?</td>
<td>• If I could just finish.</td>
</tr>
<tr>
<td>• Can I say something about that?</td>
<td>• No, just one minute…</td>
</tr>
<tr>
<td>• Could I just comment on that?</td>
<td>• I haven’t finished what I was saying.</td>
</tr>
<tr>
<td>• Could I just interrupt there?</td>
<td>• Sorry to interrupt, but I think/feel that…</td>
</tr>
<tr>
<td>• Could I make a point here?</td>
<td></td>
</tr>
<tr>
<td>• I’d like to make a point here if I could.</td>
<td></td>
</tr>
<tr>
<td>• Sorry to interrupt, but I think/feel that…</td>
<td></td>
</tr>
</tbody>
</table>

Remark: If you need to interrupt, do so politely by using the expressions provided.

<table>
<thead>
<tr>
<th>Giving opinions*</th>
<th>Advising and suggesting*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I (really) feel that…</td>
<td>• We should…</td>
</tr>
<tr>
<td>• If you ask me, I tend to think that…</td>
<td>• I suggest/recommend that…</td>
</tr>
</tbody>
</table>
**Asking for clarification***

- I'm afraid I don’t quite understand what you’re getting at.
- I’m not sure I understand what you’re saying.
- Could you explain to me how that is going to work?
- I don’t see what you mean. Could we have some more details, please?
- Do you mean that…?
- Are you saying that…?

**Asking or repetition***

- I didn’t catch that. Could you repeat that, please?
- I missed that. Could you say it again, please?

*Remark: Expressions in these categories in this unit are provided in addition to those in Unit 3.

### 5. Examples of Formal Meetings

**Activity 8A** Watch the video entitled *Chairing a meeting*. Then, rearrange items B-H in an appropriate order by putting numbers 2-8 in the boxes. The first item has been done for you. (https://goo.gl/HL88Do) (0:26-6:04 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Marcus welcomes everyone by saying, “Good morning…”</td>
</tr>
<tr>
<td></td>
<td>B. Marcus asks whether anyone has any comments on Item 1 before the team moves on to Item 2.</td>
</tr>
<tr>
<td></td>
<td>C. Marcus checks whether everyone has got a copy of the agenda.</td>
</tr>
<tr>
<td></td>
<td>D. Marcus leads everyone to Item 1 – Relocation and plans for flexible working and asks Paul to update the progress with the participants.</td>
</tr>
<tr>
<td></td>
<td>E. Marcus summarizes what the team has discussed so far before letting everyone to take a break.</td>
</tr>
<tr>
<td></td>
<td>F. Marcus tells the team the meeting’s plan by letting them know the break time, and that the first few items may be interrupted, and that he’d like to have some time for any other business to discuss things that might occur from the presentation.</td>
</tr>
<tr>
<td></td>
<td>G. Marcus starts the meeting by asking everyone to look at Item 4 – Presentation of online survey results – on the agenda, and tells participants that Patricia will handle this part.</td>
</tr>
<tr>
<td></td>
<td>H. Marcus thanks everyone for their hard work.</td>
</tr>
</tbody>
</table>
Activity 8B Watch the video entitled *Chairing a meeting* again to check which expressions Marcus has used in the meeting, and circle appropriate answers. ([https://goo.gl/HL88Do](https://goo.gl/HL88Do)) (0:26-3:20 minutes)

1. Which expression does Marcus use to welcome everyone? (0:26 min)
   A. “OK. Good morning everyone. Thank you all for being here on time.”
   B. “OK. Good morning everyone. Thank you very much for being here on time.”

2. Which expression does Marcus use to check whether everyone has a copy of the agenda? (0:42 min)
   A. “Has everyone got a copy of the agenda?”
   B. “Does everyone have a copy of the agenda?”

3. Which expression does Marcus use to ask everyone to look at Item 4? (0:45 min)
   A. “Can I draw your attention to Item 4 where it says…”
   B. “Can I ask everyone to take a look at Item 4 on the agenda?”

4. Which expression does Marcus use to ask Maya about what she thinks about flexible working hours? (2:36 min)
   A. “What do you think?”
   B. “Do you have any thoughts on that?”

5. Which expression does Marcus use to check whether the team is ready to discuss the next item? (3:18 min)
   A. “Are we all OK to move on to the next point?”
   B. “Now, can we move on to the next point?”

Activity 9A Watch the first part of the video entitled *The Business of English – Episode 4: Any other business*? Then, fill key words in the blanks to complete nine steps for chairing a meeting. Focus on what Denise, the chairperson in the clip, does step by step. ([https://goo.gl/8JeBnf](https://goo.gl/8JeBnf)) (0:13-1:44 minutes)

**Step 1:** Chairperson checks with every participant whether they have got a copy of the agenda.

**Step 2:** Chairperson asks one participant, John, to take the minutes.

**Step 3:** Chairperson opens the meeting and welcome everyone.
Step 4: Chairperson informs everyone of the meeting’s objective.

Step 5: Chairperson starts a discussion by inviting Tan to share his view.

Step 6: Chairperson summarises the discussion by stating the main points made during the discussion.

Step 7: Chairperson puts the recommendation to a vote.

Step 8: Chairperson checks whether there is any other business and closes the meeting.

Step 9: Chairperson arranges the next meeting’s schedule.

Activity 9B Watch the final part of the video entitled *The Business of English – Episode 4: Any other business?* Then, write down alternatives for addressing a chairperson. ([https://goo.gl/8JeBnf](https://goo.gl/8JeBnf)) (9:40-9:55 minutes)

What are alternatives for addressing a chairperson?

1. A male chairperson = ____________________________

2. A female chairperson = ____________________________

Activity 10 Work in pair to write a script for a chairperson focusing on Steps 1–5 in Activity 9A by using the useful expressions you have learned and the information below:

- Meeting’s objective: to discuss a rise in the state pension for the retired government officials
- Minute taker: Sunisa
- Chairperson asks Marwin to share his opinion on the issue.

<table>
<thead>
<tr>
<th>Step</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Chairperson checks with every participant whether they have got a copy of the agenda.</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Chairperson asks Sunisa to take the minutes.

Step 3: Chairperson opens the meeting and welcomes everyone.

Step 4: Chairperson informs everyone of the meeting’s objective.

Step 5: Chairperson starts a discussion by inviting Marwin to share his view.

Activity 11 Watch the video entitled *Business English B1-B2: Participating in meetings 1*. Then, answer the questions. Some of the items require you to fill in the blanks. (https://goo.gl/Hj1Yxb) (0:10-3:36 minutes)

**Background information:** Course Power Group is an energy company based in the UK. Marcus, the managing director, wants to discuss the company’s sales figures.

**Participants:** 1) Maya, Finance Director, 2) David, Sales and Marketing Director, and 3) Anna, Customer Services Director

**Objective:** To address the problem of a decline in sales

1. What expression does Anna use to ask Maya to clarify “We’ll, in my opinion, have to start some costs saving measures”? (1:14 min)

2. What expression does Anna use to disagree with Maya? (1:22 min)
3. During the meeting, David interrupts Anna. What does she say in response to his interruption? (2:28 min)

4. What expression does Marcus use to ask for opinions from other participants? (2:44 min)

5. What does Maya say when she wants to make a suggestion? (2:47 min)

6. What does Marcus say to support Maya’s idea about hiring an external researcher? (3:12 min)

6. Oral Assessment Task

Oral Assessment 4: Formal Meeting (15%)

Task objective: To participate in a formal meeting as a chairperson and an active participant

- **A chairperson needs to do the following:**
  1. Open meeting
  2. State the objective of the meeting
  3. Give background information of the meeting
  4. Ask for opinions
  5. Keep meeting orderly
  6. Keep discussion relevant
  7. Check for agreement/consensus
  8. Summarize
  9. Determine who will take action and set deadlines
  10. Close meeting

- **A participant needs to do the following:**
  1. Listen actively (asks for clarification, reacts to/comments on/analyzes ideas)
  2. Share ideas (contributes own ideas with reasons)
  3. Volunteer to take action
  4. Gives reasons when agreeing or disagreeing
## Oral Assessment Task

### Preparation Phase (at home)

<table>
<thead>
<tr>
<th>1. Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Background information:</strong> Like many developed countries around the world, Australia is also facing the issue of the aging population. Because of the increased number of elderly people (over the age of 65), the Australian government will need to come up with economic policies that can help relieve the pressure of the aging population on Australia’s health system and economy. These policies will be enacted so that the country does not experience economic problems in the future.</td>
</tr>
<tr>
<td><strong>1.2 Your role:</strong> You and your friends are officials working at the Australian Government Department of Human Services (<a href="http://www.humanservices.gov.au">www.humanservices.gov.au</a>). You will have 3-4 formal meetings to discuss four solutions and to finally select only one best solution, which will be developed further as a policy in 2018. The four solutions include:</td>
</tr>
<tr>
<td>1. Raising the retirement age to 70 years old</td>
</tr>
<tr>
<td>2. Increasing an income tax by 10% to enable the government to pay off more pensions</td>
</tr>
<tr>
<td>3. Encouraging families to save money in order to take care of their elderly family members</td>
</tr>
<tr>
<td>4. Allowing more immigrants into the country so that they can contribute to the workforce.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Meeting layout:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 students will be randomly selected on the assessment day. Each student will take turns being a chairperson to the series of meetings (3-4 mini meetings) that happen, hypothetically, over a week. However, students will not know which group they will be in and which order they will chair the meeting until they are told on the assessment day. In each meeting, students will discuss each solution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Task preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find information, including details, advantages, and disadvantages of ALL FOUR solutions. You will not know which solution you will be responsible for until just before the meeting on the assessment day.</td>
</tr>
<tr>
<td>2. Prepare short notes on ideas to share and necessary graphs, charts, and/or pictures to show during the meeting. Notes can be written in bullet points with key words/phrases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Sources of information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Why is the Australian population ageing (<a href="https://goo.gl/sCeEZ9">https://goo.gl/sCeEZ9</a>)</td>
</tr>
<tr>
<td><a href="https://sites.google.com/site/ihst1110project10/project-report/why-is-the-australian-population-ageing">https://sites.google.com/site/ihst1110project10/project-report/why-is-the-australian-population-ageing</a></td>
</tr>
<tr>
<td>6. Australia’s demographic challenges (<a href="https://goo.gl/qXY7g7">https://goo.gl/qXY7g7</a>)</td>
</tr>
</tbody>
</table>
7. The economics of an ageing population (https://goo.gl/Wux4fv)
   population-20150316-1m0g4a.html

8. An ageing Australia: Preparing for the future (https://goo.gl/iRnS7h)

9. Solutions to an age old problem (https://goo.gl/xGCk9t)
   https://sites.google.com/site/ihst1110project10/project-report/solutions-to-the-
   aging-population

10. Two solutions to the challenges of population aging (https://goo.gl/Qaq8YG)
    https://www.brookings.edu/blog/up-front/2016/05/02/two-solutions-to-the-
    challenges-of-population-aging/

11. Four ways to cope with Australia's ageing population (https://goo.gl/vjmGub)
    population/

12. The solution to an ageing population? Re-think retirement (https://goo.gl/WjrJ7c)
    http://www.huffingtonpost.co.uk/ros-altmann/solution-to-ageing-rethink-
    retirement_b_1683034.html

### Meeting procedure on the assessment day

1. Since this assessment may take a long time, the assessment will start at **12:45**
   p.m.

2. Students, with name tags on shirts, arrive on time and prepared to engage in the
   meeting as both a chairperson and a participant.

3. A teacher of another section randomly chooses 3-4 students for the first round of
   meetings. The remaining students wait outside the classroom quietly.

4. The teacher announces the order of all the chairpersons (i.e. who will be the first,
   second, third, and final chairpersons) and assigns which student is responsible for
   presenting which solution in the meeting. The students’ roles in 3-4 mini meetings
   occur in the following order:
   - In the first five-minute mini meeting, Student A is the first chairperson and
     Student B is responsible for presenting the first solution, which is raising the
     retirement age to 70 years old.
   - In the second five-minute mini meeting, Student B is the second chairperson,
     and Student C is responsible for presenting the second solution, which is
     increasing the income tax by 10% to enable the government to pay off more
     pensions to the elderly.
   - In the third five-minute mini meeting, Student C is the third chairperson, and
     Student D is responsible for presenting the third solution, which is
     encouraging families to save money in order to take care of their elderly family
     members.
• The final meeting may take up to 7 minutes because in this meeting the final decision on which solution the group selects needs to be made. In this meeting, Student D is the final chairperson, and Student A is responsible for presenting the final solution, which is allowing more immigrants into the country so that they can contribute to the workforce. After the group has finished discussing this solution, the chairperson leads the group to making a decision on choosing only ONE solution, which they think is the best for the government to develop as a policy in 2018. Then, the chairperson closes the meeting.

5. After the teacher announces the order of all the chairpersons (i.e. who will be the first, second, third, and final chairpersons), the group has three minutes to briefly prep for the upcoming meeting.

6. Meetings begin. There will be three to four mini meetings depending on the number of group members. Each mini meeting, chaired by a different student each time, should last between 4-6 minutes. So an entire group meeting session should last about 26-27 minutes for groups with four members OR 20-21 minutes for groups with three members. Each chair, except the first chair, will summarize the minutes of the previous meeting and continue the meeting until the time is up. The first chair can proceed the meeting without referring to the minutes of the previous meeting and continuing the meeting from the previous meeting as this meeting will be the first meeting. Thus, the first chair will directly proceed to the first solution after opening the meeting.

7. Roles:
   i. **Chairperson:**
      1. **Opening:** Chair opens the meeting and should take the minutes as read, except the first chair as there is no previous meeting. (The meeting group should go over the minutes of the previous meeting before tackling the agenda of the current meeting.) Then, the chair states the purpose and gives background information of the meeting, updating on what was discussed in the previous meeting. If there is no previous meeting, the chair proceeds the meeting by asking the assigned participant to present the solution.
      2. **During the meeting:** Chair asks one member of the participants to present about the solution. During the discussion, the chair must manage and handle the meeting effectively, which means the chair must listen carefully and be professional when handling interruptions, digressions, quiet members, and other distractions.
      3. **Closing:** After the group has discussed everything in each mini meeting, the chair asks if there is any other business. Next, the chair summarizes major points of the meeting, actions to be taken, who is to take actions, and deadlines. Finally, the chair closes the meeting.
ii. **Participants:** Participants must be actively involved by listening carefully, taking notes, asking for clarification or further explanation, analyzing and sharing ideas, and giving sound reasons when agreeing or disagreeing. 

*Note:* Everyone must make sure to discuss pros and cons of each solution in each mini meeting.

8. The teacher may ask one student who is not part of the meeting group to help keep time. **After four minutes of each mini meeting,** the timekeeper will raise his/her hand to give a signal. The chairperson has **one or two minutes** to wrap up and close the meeting. In the final meeting, the timekeeper will raise his/her hand **after six minutes** to give a signal that it’s time to make a decision on the best solution. **After eight minutes** the timekeeper will raise his/her hand to give a signal that the time is up.

9. When the assessment of Group 1 is over, the teacher selects the next group and follows the same procedure. Each group has **three minutes** to prep before starting. When it’s the 2nd to last group's turn, the teacher should call in the last group and have the 3-4 students prepare quietly in each corner of the room to prevent them from scripting their meeting outside.

*Remarks:*

- For this assessment, you will be randomly assigned which group you will be in and which solution you will present by the teacher.
- The names of group members will be announced shortly before the meeting, and each group will have three minutes to briefly prep for the upcoming meeting.
- Since this is a formal meeting, an agenda for each mini meeting is required. A chairperson must follow the agenda appropriate to the mini meeting he/she chairs. During the meeting, you will be allowed to have and refer to notes for ideas only, not language – no scripts. Reading directly from scripts or any part of the agenda is prohibited.
### 6.1 Agendas for the Meetings

#### Meeting Agenda (1)

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Who</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Student A (Chairperson)</td>
<td>1 minute</td>
</tr>
<tr>
<td>Review of the first solution – raising the retirement age to 70 years old</td>
<td>Student B</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Group discussion of the first solution</td>
<td>All</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Summarizing main points and closing</td>
<td>Student A (Chairperson)</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

#### Meeting Agenda (2)

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Who</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and reviewing the minutes of the previous meeting</td>
<td>Student B (Chairperson)</td>
<td>1 minute</td>
</tr>
<tr>
<td>Review of the second solution – increasing an income tax by 10% to enable the government to pay off more pensions</td>
<td>Student C</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Group discussion of the second solution</td>
<td>All</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Summarizing main points and closing</td>
<td>Student B (Chairperson)</td>
<td>1 minute</td>
</tr>
</tbody>
</table>
### Meeting Agenda (3)

**Objective:** To select the best solution, which will be developed further into a policy in 2018, for tackling challenges of an aging population in Australia

**Purpose:** To discuss and evaluate the third solution – encouraging families to save money in order to take care of their elderly family members

**Attendees:** 1) _______________, 2) _______________,
3) _______________, 4) _______________

**Location:** 3rd floor conference room

**Date and Time:** 1:00 p.m., November 29, 2017

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Who</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and reviewing the minutes of the previous meeting</td>
<td>Student C (Chairperson)</td>
<td>1 minute</td>
</tr>
<tr>
<td>Review of the third solution – encouraging families to save money in order to take care of their elderly family members</td>
<td>Student D</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Group discussion of the third solution</td>
<td>All</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Summarizing main points and closing</td>
<td>Student C (Chairperson)</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

### Meeting Agenda (4)

**Objective:** To select the best solution, which will be developed further into a policy in 2018, for tackling challenges of an aging population in Australia

**Purposes:**
1) To discuss and evaluate the fourth solution – allowing more immigrants into the country so that they can contribute to the workforce
2) To make a decision on the solutions

**Attendees:** 1) _______________, 2) _______________,
3) _______________, 4) _______________

**Location:** 3rd floor conference room

**Date and Time:** 1:00 p.m., November 30, 2017

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Who</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and reviewing the minutes of the previous meeting</td>
<td>Student D (Chairperson)</td>
<td>1 minute</td>
</tr>
<tr>
<td>Review of the fourth solution – allowing more immigrants into the country so that they can contribute to the workforce.</td>
<td>Student A</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Group discussion of the fourth solution</td>
<td>All</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Making a decision on the solutions</td>
<td>All</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Summarizing main points and closing</td>
<td>Student D (Chairperson)</td>
<td>1 minute</td>
</tr>
</tbody>
</table>
6.2 Preparation for Ideas

Use the following table to list advantages and disadvantages of the four solutions.

<table>
<thead>
<tr>
<th>Solution</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising the retirement age to 70 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Increasing income tax by 10% to enable the government to pay off more pensions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Encouraging families to save money in order to take care of their elderly family members</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Allowing more immigrants into the country so that they can contribute to the workforce.</td>
<td></td>
</tr>
</tbody>
</table>
References


Photo credits

Speaking icon. Icon made by Freepik retrieved on June 20, 2017 from http://www.flaticon.com/free-icon/speaking_426426#term=people speaking&page=1&position=2
Framework of Learning and Communication Strategies
Instruction on the OECE Course

Learning strategies (LS)

Communication strategies (CS)
(Dörnyei & Scott, 1997; Nakatani, 2005)

1. Getting the idea quickly – It is used for listening and reading to guide learners what they need or want to understand; includes two techniques – skimming and scanning; asking preview questions enables learners to skim and scan more easily. Learners should focus on key words, phrases, sentences, or types of information.

2. Note-taking – This strategy is very important for reading and listening. The focus should be on understanding, not writing. Learners should write down key words and concepts in abbreviated verbal, graphic, or numerical form.

3. Recognizing and using language exponents – teaching students language exponents can enhance their comprehension and production and help build self-confidence, increase understanding, and enhance fluency.

4. Planning for a language task includes four steps: describing the task, determining its requirements, checking one’s own linguistic resources, and determining additional language elements or functions required for the task. This also involves planning the parts, sequence, and main ideas to be expressed orally or in writing, or language functions to be used in a task.

5. Self-monitoring*
   • Production monitoring – checking, verifying, or correcting one’s oral or written production while it is taking place; identifying errors in understanding or producing the new language and trying to eliminate important errors, which cause serious confusion or offense.
   • Strategy monitoring – tracking use of how well a strategy is working.

6. Self-repair – making self-corrections in one’s own speech
6. **Self-evaluation** – judging how well one has accomplished a learning task.
   - *Ability evaluation* – judging one’s ability to perform the task.
   - *Strategy evaluation* – judging one’s strategy use when the task is completed.

7. **Lowering anxiety** – deep breathing can help you relax and reduce tension.

8. **Encouraging yourself** – making positive statements – saying or writing positive statements to yourself to help you feel more confident in learning a new language and feel competent to do the learning task.

*Remark:* Self-monitoring and self-evaluation strategies are presented in Students’ Reflective Journal and the Self- and Peer Assessment form.

**References**


**Answer Key**

**Introduction: Presentation Strategies**

**Activity 1** Match the technique used in the introduction to the correct examples by writing the correct introduction in the blanks provided.

1. E. Use a quotation
2. C. Ask a question
3. F. Presenting a striking fact
4. D. Offer a puzzle or paradox
5. A. Use a visual prop
6. G. Mention something relevant to the audience
7. B. Tell a personal anecdote

**Activity 2** Watch a video by Mark Powell entitled *How to open and close presentations* and complete the following tasks.

**Activity 2A** Watch the first part of the video (0:00-1:06) and tick (✓) in the boxes.

1. Which parts of a talk are audiences most likely to remember?
   - ✓ Opening
   - □ Middle/ body
   - ✓ Closing

2. What are some examples of a weak opening?
   - ✓ Saying “Good morning”
   - □ Introducing yourself
   - ✓ Thanking your audience for coming
   - ✓ Apologizing for small technical problems
   - ✓ Asking if people can hear you at the back

**Activity 2B** Watch the second part of the video (1:07-1:50) in which a presenter delivers the opening part of his talk in two versions. Tick the presentation opening techniques he uses each time in the table below.

<table>
<thead>
<tr>
<th>Opening 1 Version 1</th>
<th>Opening 2 Version 2</th>
<th>Opening Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>Presents a shocking fact or uses interesting statistics</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Asks a question/ gives the audience a problem to think about</td>
</tr>
</tbody>
</table>
Activity 2C Watch the third part of the video (1:50-4:55) in which you will see three speakers deliver strong presentation openings. As you watch, tick the opening technique(s) used. Each speaker may use more than one technique.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Opening Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Uses a visual</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Tells an anecdote/ interesting story</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Presents a shocking fact or uses interesting statistics</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>✓</td>
<td>Asks a question/ gives the audience a problem to think about</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses a quote</td>
</tr>
</tbody>
</table>

Activity 3 Fill the missing information in the blanks while listening to the lecture.

We can effectively recall:
1. 20% of what we hear
2. 30% of what we see
3. 50% of what we hear and see
4. 80% of what we do
   (Walters, 1995; Westerfield, 2002)

In practice, your presentation must:
• tell the audience what they need to know;
• show them to clarify, support, and enhance your verbal message; and
• provide opportunities for interaction.
   (Bradbury, 1995)

Point to remember: In an effective presentation, the speaker allows the audience to see, hear, and interact with him/her and the presentation material.

Activity 4 Write the structure of the conclusion in the correct order in the blanks below.

1) Summary
2) Conclusion
3) Closing remark

Activity 5 Match the four aspects of body language with their descriptions below and then read the advice for each.

1. C. Facial expression
2. D. Eye contact
3. A. Gesture
4. B. Posture
Activity 6 Read the following advice regarding gestures provided by Andrew Bradbury (1995) and Rob Dazeley (2006) and tick (✓) in front of what you think you should do or cross (X) in front of what you think you should not do.

1. ____X____ Make any gestures that may show defensiveness such as folding your arms across your chest/hips or moving them near your mouth.
2. ____✓____ Rehearse in front of a mirror to decide what to do with your hands.
3. ____X____ Fidget (keep moving your hands because you’re nervous)
4. ____✓____ Move your hands slowly and steadily.
5. ____X____ Point or jab your index finger at the audience as this shows aggressiveness.
6. ____✓____ Ensure that your hand and arm movements are bigger, the more people you are talking to.

Activity 7B Watch the video and listen carefully to complete the details on the right in the T-information note.

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Details and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six tools for increasing the power of your speaking</td>
<td></td>
</tr>
<tr>
<td>1. Register</td>
<td>1.1 Falsetto register may not be very useful most of the time.</td>
</tr>
<tr>
<td></td>
<td>1.2 If you want weight, you need to go down here to the chest.</td>
</tr>
<tr>
<td></td>
<td>1.3 We vote for politicians with lower voices...because we associate depth with power and with authority.</td>
</tr>
<tr>
<td>2. Timber</td>
<td>2.1 It’s the way your voice feels.</td>
</tr>
<tr>
<td></td>
<td>2.2 We prefer voices, which are rich, smooth, warm, like hot chocolate.</td>
</tr>
<tr>
<td>3. Prosody</td>
<td>3.1 This is the sing-song, the meta-language that we use in order to impart meaning.</td>
</tr>
<tr>
<td></td>
<td>3.2 People who speak all on one note are really quite hard to listen to if they don’t have any prosody at all.</td>
</tr>
<tr>
<td>4. Pace</td>
<td>4.1 I can get very excited by saying something really quickly.</td>
</tr>
<tr>
<td></td>
<td>4.2 Or I can slow right down to emphasize.</td>
</tr>
<tr>
<td></td>
<td>4.3 Silence can be very powerful.</td>
</tr>
<tr>
<td>5. Pitch</td>
<td>5.1 Pitch often goes along with pace to indicate arousal.</td>
</tr>
</tbody>
</table>
Activity 7C Answer the following questions after watching the video.

   A: The speaker used rhetorical questions:
   What would the world be like if we were speaking powerfully to people who were listening
   consciously in environments which were actually fit for purpose? Or to make that a bit
   larger, what would the world be like if we were creating sound consciously and consuming
   sound consciously and designing all our environments consciously for sound?

   The use of rhetorical questions is effective because it provokes the audience to think. As part
   of his answer to his questions, he integrated the TED Talk’s slogan of “ideas worth spreading”
   to link back his talk with TED Talks:
   That would be a world that does sound beautiful, and one where understanding would be the
   norm, and that is an idea worth spreading.

2. As audience, what were the good things the speaker did in his talk?
   Possible answers:
   • His tones of voice, which was clear and had a good pace; they made his talk easy and
     interesting to follow.
   • He explained what each term meant to help audience understand and be able to follow. He
     did so by telling their meanings and giving examples.
   • He kept his talk succinct (briefly and clearly expressed) and straight to the point.
   • He also engaged audience when he asked them to do six vocal warm-up exercises. These
     were some things the audience could use before talking in public or talking about something
     important.
   • He summarized his talk in bullet points, which helped remind the audience what he talked
     about.
   • He left something for audience to think about by asking a thought-provoking question at the
     end.
   • He ended his talk by integrating the TED Talk’s slogan of “ideas worth spreading” to link back
     his talk with TED Talks.
Activity 8  
Listen carefully to the guidelines provided by Joan Van Emden and Lucinda Becker (2010) for designing PowerPoint presentation slides. Then, fill in the missing information.

| Font size and style          | • When showing slides in a classroom, the font sizes should be 1) **26-30 points**.  
|                             | • The font type should be as simple and 2) **uncluttered** as possible. A sanserif font is recommended.  
|                             | • Use large bold font for 3) **headings**.  
|                             | • The style of headings should be 4) **consistent**.  
|                             | • Bulleted points are better than numbered because they make more 5) **visual impact**, although there are times when numbers are needed.  
| Selecting the words          | • Avoid using 6) **full sentences**.  
|                             | • 7) **Never** show a long paragraph.  
|                             | • Show the 8) **minimum** of words necessary to give the message.  
|                             | • 9) **25 words** per slide is a reasonable number.  
| Punctuation                 | • Punctuation is 10) **rarely used** partly because there will rarely be complete sentences and partly because we remove anything that might clutter.  
|                             | • A few punctuation marks such as a 11) **question mark** and apostrophes should be used correctly in a normal way.  
|                             | • Leave 12) **punctuation** out unless the result looks odd or ambiguous.  
| Color on the screen          | • It’s essential that the 13) **contrast** between background and 14) **text** is clear.  
|                             | • Make sure that colors you use look pleasant together.  
|                             | • Avoid 15) **clashing colors** as they will distract the audience.  
| Backgrounds                 | • A 16) **plain** color is safest.  
|                             | • The more 17) **technical or scientific** the content, the more important it is to ensure that nothing will 18) **distract** from it or distort its message.  

Activity 9  

**Some tips for making note cards** (Emden & Becker, 2010):
1. Write the **first two** sentences of your talk **in full** to remind you the beginning, and for the rest, write only key words/phrases/points → you’ll form them into sentences as you speak;  
   *Exception: Figures, quotes, and questions need to be **written out**.*  
2. Write on **every** other line and leave a margin around the edge of the card for additional comments;  
3. Make your writing big, clear, and **legible** enough for you to read;  
4. **Highlight** key words with a **colored pen** to help you see them quickly and easily;  
5. Use **one** note card for each important point of your talk, and  
6. **Do not** fasten them, but **number** them in order.
Activity 10 Read the following situations, and write down what you would ask or say.

Situation 1: You listen to a presentation about the fear of public speaking and the speaker said the term, which refers to this type of fear, but you could not catch it. In this situation where you want the speaker to repeat the term, you would ask:

Ans: Could you please repeat the term that refers to the fear of public speaking again?
CS 1 – Asking for repetition

Situation 2: You listen to a talk about the game theory, but the content of the presentation is very complex, and you want the speaker to explain the theory with an example to help you understand more. In this situation you would ask the speaker:

Ans: I don’t quite understand what the game theory is. Could you please explain it to me with a simple example?
CS 2 – Asking for clarification

Situation 3: The speaker explains a concept of the game theory, but you are not sure whether you have understood it correctly, so you would ask:

Ans: Did I understand you correctly that the game theory is…?
CS 3 – Asking for confirmation

Situation 4: During the Q&A session, one member of the audience asks you a difficult question, and you need some time to think of the answer. You would say:

Ans: Well, let me think/see./ That’s a good question.
CS 4 – Use of fillers and hesitation devices

Activity 11 Look at these sentences from the presentation and put them in the correct category in the table.

Note to teachers: The sequence in each category does not matter as long as students put the right sentences.

<table>
<thead>
<tr>
<th>1. Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Signaling the end of the presentation</td>
</tr>
<tr>
<td>1. As a final point, I’d like to…</td>
</tr>
<tr>
<td>2. Well, this brings me to the end of my presentation.</td>
</tr>
<tr>
<td>3. So, that completes my presentation.</td>
</tr>
<tr>
<td>3.2 Summarizing the main points</td>
</tr>
<tr>
<td>4. So, we’ve looked at…</td>
</tr>
<tr>
<td>5. Let me go over the key points again.</td>
</tr>
<tr>
<td>6. Before I stop, let me go through my main points again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Concluding the presentation</td>
</tr>
<tr>
<td>7. To conclude, I’d like to say that…</td>
</tr>
<tr>
<td>8. In conclusion, I’d like to leave you with the following idea…</td>
</tr>
<tr>
<td>2.2 In this part you can provide a recommendation</td>
</tr>
<tr>
<td>9. I’d suggest…</td>
</tr>
<tr>
<td>10. In my opinion, we should…</td>
</tr>
<tr>
<td>2.3 Inviting questions</td>
</tr>
<tr>
<td>11. So, do you have any questions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I hope this has been useful.</td>
</tr>
<tr>
<td>13. Thank you for your attention.</td>
</tr>
</tbody>
</table>

********************************************
Listening Scripts of Introduction: Presentation Strategies

Activities 7B-C

How to speak so that people want to listen by Julian Treasure

00:13
The human voice: It's the instrument we all play. It's the most powerful sound in the world, probably. It's the only one that can start a war or say "I love you." And yet many people have the experience that when they speak, people don't listen to them. And why is that? How can we speak powerfully to make change in the world?
00:33
What I'd like to suggest, there are a number of habits that we need to move away from. I've assembled for your pleasure here seven deadly sins of speaking. I'm not pretending this is an exhaustive list, but these seven, I think, are pretty large habits that we can all fall into.
00:48
First, gossip. Speaking ill of somebody who's not present. Not a nice habit, and we know perfectly well the person gossiping, five minutes later, will be gossiping about us.
01:01
Second, judging. We know people who are like this in conversation, and it's very hard to listen to somebody if you know that you're being judged and found wanting at the same time.
01:11
Third, negativity. You can fall into this. My mother, in the last years of her life, became very negative, and it's hard to listen. I remember one day, I said to her, "It's October 1 today," and she said, "I know, isn't it dreadful?"
01:24
(Laughter)
01:27
It's hard to listen when somebody's that negative.
01:29
(Laughter)
01:30
And another form of negativity, complaining. Well, this is the national art of the U.K. It's our national sport. We complain about the weather, sport, about politics, about everything, but actually, complaining is viral misery. It's not spreading sunshine and lightness in the world.
01:48
Excuses.
01:49
We've all met this guy. Maybe we've all been this guy. Some people have a blame thrower. They just pass it on to everybody else and don't take responsibility for their actions, and again, hard to listen to somebody who is being like that.
02:02
Penultimate, the sixth of the seven, embroidery, exaggeration. It demeans our language, actually, sometimes. For example, if I see something that really is awesome, what do I call it?
And then, of course, this exaggeration becomes lying, and we don't want to listen to people we know are lying to us.

And finally, dogmatism. The confusion of facts with opinions. When those two things get conflated, you're listening into the wind. You know, somebody is bombarding you with their opinions as if they were true. It's difficult to listen to that.

So here they are, seven deadly sins of speaking. These are things I think we need to avoid. But is there a positive way to think about this? Yes, there is. I'd like to suggest that there are four really powerful cornerstones, foundations, that we can stand on if we want our speech to be powerful and to make change in the world. Fortunately, these things spell a word. The word is "HAIL," and it has a great definition as well. I'm not talking about the stuff that falls from the sky and hits you on the head. I'm talking about this definition, to greet or acclaim enthusiastically, which is how I think our words will be received if we stand on these four things.

So what do they stand for? See if you can guess. The H, honesty, of course, being true in what you say, being straight and clear. The A is authenticity, just being yourself. A friend of mine described it as standing in your own truth, which I think is a lovely way to put it. The I is integrity, being your word, actually doing what you say, and being somebody people can trust. And the L is love. I don't mean romantic love, but I do mean wishing people well, for two reasons. First of all, I think absolute honesty may not be what we want. I mean, my goodness, you look ugly this morning. Perhaps that's not necessary. Tempered with love, of course, honesty is a great thing. But also, if you're really wishing somebody well, it's very hard to judge them at the same time. I'm not even sure you can do those two things simultaneously. So hail.

Also, now that's what you say, and it's like the old song, Start the video at 4:20:

it is what you say, it's also the way that you say it. You have an amazing toolbox. This instrument is incredible, and yet this is a toolbox that very few people have ever opened. I'd like to have a little rummage in there with you now and just pull a few tools out that you might like to take away and play with, which will increase the power of your speaking.

Register, for example. Now, falsetto register may not be very useful most of the time, but there's a register in between. I'm not going to get very technical about this for any of you who are voice coaches. You can locate your voice, however. So if I talk up here in my nose, you can hear the difference. If I go down here in my throat, which is where most of us speak from most of the time. But if you want weight, you need to go down here to the chest. You hear the difference? We vote for politicians with lower voices, it's true, because we associate depth with power and with authority. That's register.

Then we have timbre. It's the way your voice feels. Again, the research shows that we prefer voices, which are rich, smooth, warm, like hot chocolate. Well if that's not you, that's not the end of the world, because you can train. Go and get a voice coach. And there are amazing things you can do with breathing, with posture, and with exercises to improve the timbre of your voice.
Then **prosody**, I love prosody. This is the sing-song, the meta-language that we use in order to **impart meaning**. It's root one for meaning in conversation. **People who speak all on one note** are really quite hard to listen to if they don't have any **prosody** at all. That's where the word "**monotonic**" comes from, or monotonous, monotone. Also, we have repetitive prosody now coming in, where every sentence ends as if it were a question when it's actually not a question, it's a statement?

And if you repeat that one, it's actually restricting your ability to communicate through prosody, which I think is a shame, so let's try and break that habit.

**Pace.**

I can get very **excited** by saying something really **quickly**, or I can **slow** right down to **emphasize**, and at the end of that, of course, is our old friend silence. **There's nothing wrong with a bit of silence in a talk**, is there? We don't have to fill it with ums and ahs. **It can be very powerful.**

Of course, **pitch** often goes along with **pace** to indicate **arousal**, but you can do it just with pitch. Where did you leave my keys? (Higher pitch) Where did you leave my keys? So, slightly different meaning in those two deliveries.

And finally, **volume**. (Loud) I can get really excited by using **volume**. Sorry about that, if I startled anybody. Or, **I can have you really pay attention by getting very quiet**. Some people broadcast the whole time. Try not to do that. That's called **sodcasting**.

Imposing your sound on people around you carelessly and inconsiderately. Not nice.

Of course, where this all comes into play most of all is when you've got something really important to do. It might be standing on a stage like this and giving a talk to people. It might be proposing marriage, asking for a raise, a wedding speech. Whatever it is, if it's really important, you owe it to yourself to look at this toolbox and the engine that it's going to work on, and no engine works well without being warmed up. Warm up your voice.

Actually, let me show you how to do that. Would you all like to stand up for a moment? I'm going to show you the six vocal warm-up exercises that I do before every talk I ever do. Any time you're going to talk to anybody important, do these. First, arms up, deep breath in, and sigh out, ahhh, like that. One more time. Ahhh, very good. Now we're going to warm up our lips, and we're going to go Ba, Ba, Ba, Ba, Ba, Ba, Ba. Very good. And now, brrrrrrrrrr, just like when you were a kid. Brrrr. Now your lips should be coming alive. We're going to do the tongue next with exaggerated la, la, la, la, la, la, la, la. Beautiful. You're getting really good at this. And then, roll an R. Rrrrrrr. That's like champagne for the tongue. Finally, and if I can only do one, the pros call this the siren. It's really good. It starts with "we" and goes to "aw." The "we" is high, the "aw" is low. So you go, weeeawwww, weeeawwww.
Fantastic. Give yourselves a round of applause. Take a seat, thank you.

Next time you speak, do those in advance.

Now let me just put this in context to close. This is a serious point here. This is where we are now, right? We speak not very well to people who simply aren't listening in an environment that's all about noise and bad acoustics. I have talked about that on this stage in different phases. What would the world be like if we were speaking powerfully to people who were listening consciously in environments which were actually fit for purpose? Or to make that a bit larger, what would the world be like if we were creating sound consciously and consuming sound consciously and designing all our environments consciously for sound? That would be a world that does sound beautiful, and one where understanding would be the norm, and that is an idea worth spreading.

Thank you.

In 2010, Joan and I wrote a book called *Presentation Skills for Students* and in our book we provide some useful points to think about when creating PowerPoint slides.

First, let me start with font size and style. We recommend that the font sizes should be 26 to 30 points when showing slides in a classroom as they are large enough for everyone to see. A sanserif font is recommended because this font type is easy to read. You must remember that the font type you use should be as simple and uncluttered as possible. Also, use large bold font headings, and the style of the headings should be consistent. Moreover, the information should be bulleted points, which are better than numbered points because they make more visual impact, although there are times when numbers are needed.

Moving on to the next point, selecting the words, try to avoid using full sentences. Remember that we don’t want to do anything that may clutter the slides. And this leads to the next advice, which is never show a long paragraph. Instead, your slides should show the minimum words necessary to give the message. So, having around 25 words per slide is reasonable.

**Remarks:**

1. Underlined words are answers in Activity 7B.
2. Blue highlighted words are on the vocabulary list.
3. Sentences in bold in the last paragraph of the talk script answers Question 1 in Activity 7C.
You may wonder what to do when it comes to using punctuation. Well, let me tell you this. Punctuation is rarely used partly because there will rarely be complete sentences on your slides and partly because we remove anything that might clutter. However, having said this, a few punctuation marks such as a question mark and apostrophes should be used correctly in a normal way because if you leave them out, the information can be confusing for the audience. So, in general we suggest you leave punctuation out unless the result looks odd or ambiguous.

Next, what should you do about the color on the screen? First, remember that the contrast between background and text must be clear. Whatever colors you decide to go for, make sure they look pleasant together. This means you must avoid clashing colors as they will distract the audience.

After talking about colors, let me now share some tips about backgrounds. Never ever distract your audience with fancy backgrounds because it is the message you want them to focus on, NOT the background! So, a plain color is the safest bet. Also, remember the more technical or scientific the content, the more important it is to ensure that nothing will distract from it or distort its message.


Well, when you deliver a presentation, using note cards is a good idea because they can remind you of points you want to talk about.

Now, let me share with you some tips for making effective note cards.

First, write the first two sentences of your talk in full to remind you of the beginning of each part of the presentation. And for the rest, write only key words or phrases or points as you'll form them into sentences as you speak. If you write everything in full sentences, you'll be tempted to read your notes, not talk to your audience. However, there is some information such as figures, quotes, and questions that needs to be written out because you want to say them correctly.

Second, you don't want your notes to clutter. So, write on every other line and leave a margin around the edge of the card for additional comments.

Third, make your writing big, clear, and legible enough for you to read.

Fourth, it is a good idea to highlight key words with a colored pen to help you see them quickly and easily.

Fifth, use one note card for each important point of your talk, and finally, do not fasten your cards, but number them in order.
Unit 1: Economic Outlook

Warmer – Briefly discuss the two questions with a partner:

1. What is an economic outlook?
   Ans: An economic outlook is a forecasted expectation for how well the economy will perform during an upcoming quarter, year, or other time period. It may include expectations for inflation, productivity growth, unemployment, and balance of trade. (http://www.investorwords.com/7134/economic_outlook.html)

2. Who conducts it?
   Ans: International organizations such as the International Monetary Fund, World Bank, and the Organisation for Economic Co-operation and Development (OECD), national governments and central banks, and private sector institutions. (https://en.wikipedia.org/wiki/Economic_forecasting)

3. What are its purposes?
   Ans: An economic outlook is used for a variety of purposes. Governments and businesses use it to determine their strategy, multi-year plans, and budgets for the upcoming year. Stock market analysts use it to estimate the valuation of a company and its stock. (https://en.wikipedia.org/wiki/Economic_forecasting)

Activity 1 Listen to definitions of the terms. Then, write the correct term in the correct order.

<table>
<thead>
<tr>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. quarter</td>
<td>¼ of a year, expressed as “Q,” 1 yr = 4 phases, 1st ph. = Jan- Mar</td>
</tr>
<tr>
<td>2. gross domestic product (GDP)</td>
<td>primary indicators, measure health of country’s econ., rep. value of goods/services by local ppl &amp; foreigners w/in country</td>
</tr>
<tr>
<td>3. public investment</td>
<td>investment by govt to support pub. services e.g. construction of schools, hospitals, infrastructure</td>
</tr>
<tr>
<td>4. private consumption</td>
<td>value of consumption goods &amp; services by households</td>
</tr>
<tr>
<td>5. government consumption expenditure</td>
<td>govt’s spending on collective needs e.g. infrastructure, pension, pub. school edu.</td>
</tr>
<tr>
<td>6. fiscal policy</td>
<td>govt’s means for adjusting spending levels &amp; tax rates to monitor &amp; influ. econ., control inflation, increase employment</td>
</tr>
<tr>
<td>7. expenditure</td>
<td>total amount of money that a government, organization, or person spends during a particular period of time</td>
</tr>
<tr>
<td>8. export value</td>
<td>value of goods at export port = selling price/cost of goods</td>
</tr>
<tr>
<td>9. consumption expenditure</td>
<td>expenses in consumption of goods &amp; services</td>
</tr>
<tr>
<td>10. year-over-year (YOY)</td>
<td>comparison of stat. to same period previous yr; calculate % change past 12 mth</td>
</tr>
</tbody>
</table>

Activity 2 Fill the correct functions of the graphic representations in the blanks and read the advice that follows.


Activity 3 Look at the line graph below and fill the correct terms in the blanks.

1. vertical axis  2. horizontal axis  3. solid line  4. dotted line  5. broken line
**Activity 4** Look at the diagrams and write words in the verb and noun forms (if available) to describe trends.

<table>
<thead>
<tr>
<th>Diagram</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
</table>
| ![Diagram 1](to go up) | (to go up) | Verb:  
- increase  
- rise  
- climb  

Noun:  
- an increase  
- a rise  
- a climb |
| ![Diagram 2](to go down) | (to go down) | Verb:  
- to decrease  
- to fall  
- to drop  
- to decline  
- to dip  

Noun:  
- a decrease  
- a fall  
- a drop  
- a decline  
- a dip |
| ![Diagram 3](to increase quickly) | (to increase quickly) | Verb:  
- to leap  
- to surge  
- to soar  
- to rocket  
- to shoot up  

Noun:  
- a leap  
- a surge  
- a climb |
| ![Diagram 4](to decrease suddenly) | (to decrease suddenly) | Verb:  
- to plummet  
- to plunge*  
- to slump*  

*used for an extreme fall.  

Noun:  
- a plummet  
- a plunge  
- a slump |
| ![Diagram 5](to pick up) | (to pick up) | Verb:  
- to bounce back  
- to recover  

Noun:  
- a bounce  
- a recovery |
| ![Diagram 6](to stay the same) | (to stay the same) | Verb:  
- to flatten out  
- to remain unchanged  
- to remain stable  
- to stabilize  
- to level off  

Noun:  
- stabilization (uncountable)  
- a leveling off |
| ![Diagram 7](to reach a maximum) | (to reach a maximum) | Verb:  
- to reach a peak/to peak  
- to reach a high |
| ![Diagram 8](to have a few ups and downs) | (to have a few ups and downs) | Verb:  
- to fluctuate  

Noun:  
- a fluctuation |
**Note to teachers:** Before assigning students to do Activity 5A, please ask students what LS 1 is and to fill the strategy’s name in the blank. They can read some clues in the bullet points.

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**LS 1 – Getting the idea quickly:**
- Preview the list of questions you are required to answer before listening as these questions will guide you what you need to focus on.
- Highlight any key words, phrases, or information in the questions to help you focus while listening.

---

**Activity 5A**

Listen to the first part of a presentation entitled *Global and Thai economy: Looking back and looking forward* by Thomas Blake, Chief Economist at KMT Consultants, an international consulting firm in Bangkok. In the first part, he provides a summary of the global and Thai economy in 2016. Listen carefully and try to take notes on important points. Then, answer the questions.

1. Read this excerpt from Mr. Blake’s presentation introduction and identify which technique Mr. Blake used to grab the audience’s attention.

   You know, these days we all hear a lot of doom and gloom in the news about the global economy as well as economic conditions here in Thailand. Well, it’s true that recent events both nationally and internationally have led to a lot uncertainty and instability in economic markets of late. What if I could put all of this in some context for you and give you a clear idea of where things are most likely headed going forward? Would you be interested in that?
   
   Ans: A rhetorical question.

2. What was the result of structural changes in global trade?
   Ans: A decrease in import dependency in many countries.

3. Which regional economies had improvement in IT-related exports in the second half of 2016?
   Ans: Asian economies.

   Ans: The answer can be any of these challenges – severe drought, subdued exports, domestic uncertainty, global politics, and changes in the global financial market.

5. What caused tourist-related services to expand?
   Ans: The growth in tourism.

6. Name two of the four factors that supported private consumption
   Ans: The answer can be any from the four factors – improving income, employment in tourism-related service sectors, intense competition on promotional campaigns by several businesses, and government’s stimulus measures

7. What is another term for public spending?
   Ans: Government consumption expenditure.

8. What was the trend of the value of exports in 2016?
   Ans: Last year the value of exports stabilized after having fallen for 3 consecutive years.

9. What do you call this type of question Mr. Blake used in his presentation, “What do I mean by anti-dumping measures? If you don’t know, these are…”?
   Ans: A rhetorical question.
10. Quantity of exports is expected to __improve gradually__.

11. Which type of businesses in the service sectors and utilities benefited from government measures?
   Ans: Alternative energy businesses.

Activity 5B  Listen to the second part of the presentation, in which Mr. Blake talks about the global economic outlook in 2017. Listen carefully and try to take notes on important points. Then, answer the questions.

1. Look at the bar graph shown in the presentation and write the name of the country/region in the blanks under the bars and the number in the blanks on top of the bars according to the presentation.
   - A. USA
   - B. the EU
   - C. Japan
   - D. China
   - E. 2.2
   - F. 1.5
   - G. 1.2
   - H. 6.5

2. Which factor was not mentioned in the talk as a GDP growth driver in the U.S.?
   A. An expansion of exports
   B. The more proactive fiscal policy
   C. A rise in foreign direct investment
   D. An increase in domestic consumption

3. Which statement is TRUE about Japan’s economy in 2017?
   A. Japan’s economy will accelerate greatly.
   B. A demand for Thai exports to Japan is on the rise.
   C. Thai exports to Japan, especially cars and parts, may be affected by Japan’s sluggish economy.
   D. Higher government’s spending on mega projects and a rise in employment are key factors that will help boost the country’s economy.

4. Which factor slows down the EU’s economic recovery?
   A. The Brexit negotiations
   B. The uncertain timing of Italy’s election
   C. France’s presidential election
   D. High levels of NPLs

5. Which statement is FALSE about China’s economy in 2017?
   A. China’s economic growth might decelerate.
   B. A trade war between China and the U.S. could affect Thai exports.
   C. There will be a rise in commodities prices as China has decreased its production capacity.
   D. Despite the Thai government’s crackdown on the zero-dollar tours for Chinese tourists, it is anticipated that the arrivals of tourists from China will pick up again to 5.5% in the second half of this year.
Activity 5C  Listen to the final part of the presentation, in which Mr. Blake talks about the Thai economic outlook in 2017. Listen carefully and try to take notes on important points. Then, answer the questions.

1. Which statement is TRUE about the Thai economic outlook in 2017?
   A. The budget for public investment projects will triple in size.
   B. Higher prices of crude oil and related commodities will slow down Thai exports.
   C. Exporters and households in some agricultural sectors will have a higher income because commodity prices are on the rise.
   D. Two main factors that drive the economic growth are the recovery of private consumption expenditure and an increase in export value.

2. According to the presentation, what DID NOT happen in the first quarter of 2017?
   A. The Thai economy grew.
   B. Floods in the south froze private consumption temporarily.
   C. At the end of the first quarter, the economic growth reached 3.7%.
   D. A recovery of exports and the tourism sector contributed to the GDP growth.

3. Which sector was not mentioned in the second quarter?
   A. Construction   B. Transport            C. Agriculture        D. Manufacturing

4. Which sector will benefit from growth in public investments?
   A. Construction    B. Agriculture              C. Manufacturing   D. Tourism

5. Which graph represents the statement “Thailand’s direct investment abroad has surged”?
   A.             B.               C.              D.
Activity 6 Look at the table below, which shows the numbers for Thailand’s export value between quarter 3 in 2016 and quarter 1 in 2017, and also the two graphs, which present the same information as in the table. Then, do Activities 6A-C.

Activity 6A How can you best present the information in Table 1?

Table 1 Thailand’s export value between quarter 3 in 2016 and quarter 1 in 2017

<table>
<thead>
<tr>
<th>Quarter/year</th>
<th>Month</th>
<th>Value (USD Million)</th>
<th>Simpler figure (billion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16</td>
<td>1. Jul</td>
<td>17,045.14 (17.05 bil.)</td>
<td>about/around/approximately/roughly $17 billion</td>
</tr>
<tr>
<td></td>
<td>2. Aug</td>
<td>18,824.87 (18.82 bil.)</td>
<td>almost/nearly $19 billion</td>
</tr>
<tr>
<td></td>
<td>3. Sep</td>
<td>19,460.34 (19.46 bil.)</td>
<td>almost/nearly $19.5 billion</td>
</tr>
<tr>
<td>4/16</td>
<td>1. Oct</td>
<td>17,783.12 (17.78 bil.)</td>
<td>almost/nearly $18 billion</td>
</tr>
<tr>
<td></td>
<td>2. Nov</td>
<td>18,910.98 (18.9 bil.)</td>
<td>a little less than/almost/nearly $19 billion</td>
</tr>
<tr>
<td></td>
<td>3. Dec</td>
<td>18,164.82 (18.16 bil.)</td>
<td>a little more than/over/just above $18 billion</td>
</tr>
<tr>
<td>1/17</td>
<td>1. Jan</td>
<td>17,099.23 (17.1 bil.)</td>
<td>about/around/approximately/roughly/over/just above $17 billion</td>
</tr>
<tr>
<td></td>
<td>2. Feb</td>
<td>18,469.57 (18.47 bil.)</td>
<td>almost/nearly $18.5 billion</td>
</tr>
<tr>
<td></td>
<td>3. Mar</td>
<td>20,887.59 (20.89 bil.)</td>
<td>almost/nearly $21 billion</td>
</tr>
<tr>
<td>2/17</td>
<td>1. Apr</td>
<td>16,866.28 (16.87 bil.)</td>
<td>almost/nearly $17 billion</td>
</tr>
</tbody>
</table>

Source: [https://tradingeconomics.com/thailand/exports](https://tradingeconomics.com/thailand/exports)

Answer the following questions, which help you think about how you can best present the information regarding Thailand’s export value.

1. Can you write simpler figures of all export value in the right column “Simpler figure” in Table 1? Read the tip for presenting numbers in the box below before doing this task.

2. What type of a visual presentation format would you use and why?
   A. a table   B. a pie chart   C. a bar graph   D. a line graph
   Because – the answer may vary.

3. How can you say in words “3/16” (quarter/year) in the first column?
   1) In the third quarter of last year/2016  2) In quarter 3 of last year/2016

4. How would you say $17,045.14 m?
   Seventeen thousand and forty-five point one four million US dollars

5. How would you say $17.05 bil.?
   Seventeen point zero five billion US dollars
**Activity 6B** Discuss with your partner to find out who will be Student A, presenting Graph 1, and Student B, presenting Graph 2. Then, do the following tasks:

- You both have three minutes to prepare some notes about how you will present your graph.
- After three minutes, take turns and present your graph. While listening to your partner, look at the graph and check whether the information is clear and accurate.

**Graph 1** Thailand's export value between quarter 3 in 2016 and quarter 1 in 2017

[Graph 1 showing fluctuating trend of Thailand's export value in 10 months from July 2016 to April 2017, with a sharp rise from July to August, a dramatic drop in October, and a peak in March before plunging in April.]

**Graph 2** Thailand's export value between quarter 3 in 2016 and quarter 1 in 2017

[Graph 2 showing specific export values for each month from July 2016 to April 2017.]

**Note for graph presentation:** This graph presents a fluctuating trend of Thailand's export value in 10 months from July 2016 to April 2017. During the first three months in quarter 3 from July to September, the export value constantly rose. We can see a sharp rise from July to August, and the value continued rising in September. However, there was a dramatic drop in October, the first month of quarter 4. The value picked up in November and fell again in December. It continued decreasing in January 2017, the first month of quarter 1, then increased dramatically in February, and finally reached its peak in March before drastically plunging in April, the first month in quarter 2.
**Activity 7A** Watch a presentation video by Caroline Goyder entitled *The surprising secret to speaking with confidence*, and evaluate her performance in the form below.

**Activity 7B** Reflect on the presentation you have just watched and provide your feedback based on the following questions.

This is an informative presentation video, which is about 19 minutes long. You can either show it in class or assign students to watch it at home and discuss their feedback for Activities 7A-B in class. These two activities serve as a practice for evaluating a presentation, which the students need to do in self- and peer assessment tasks.

**About the video:**

The speaker uses a variety of techniques to make her presentation interesting and engaging. For instance, she tells an anecdote about things that went wrong when she was giving a talk on stage. Also, she uses visual props to illustrate strings of voice, a diaphragm, and air. In addition, she engages the audience by asking them questions and to do things she asks them to do.
Unit 2: Travel and Tourism

Before asking students to do Activity 1, ask them to identify the learning strategy they can use to help them do this activity. Tell the students to fill in the strategy's name in the blank, and write down two keywords in the blanks.

**LS 1 – Getting the idea quickly:**
- **Skim** the list of statements to find out what information you need to find in Figures 2.1 and 2.2.
- **Scan** key words, phrases, sentences, or types of information in Figures 2.1 and 2.2 while reading.

**Activity 1** Find out the following information from Figures 2.1 and 2.2 and tick (√) in front of the statements that are true or cross (x) in front of the statements that are false.

<table>
<thead>
<tr>
<th>Figure 2.1</th>
<th>Figure 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em><strong>X</strong></em> Government collective T&amp;T spending contributes directly to T&amp;T.</td>
<td>7. <em><strong>√</strong></em> Travelers pay directly to the airlines they fly with.</td>
</tr>
<tr>
<td>2. <em><strong>X</strong></em> Commodities that directly contribute to T&amp;T include accommodation, entertainment, attractions, and transportation services.</td>
<td>8. <em><strong>X</strong></em> Travelers pay indirectly to transportation, accommodation, entertainment, and attractions when traveling.</td>
</tr>
<tr>
<td>3. <em><strong>√</strong></em> The direct contribution of T&amp;T to GDP was THB1,292.5 bn. In 2016.</td>
<td>9. <em><strong>X</strong></em> Travelers pay income taxes to support infrastructure in Thailand.</td>
</tr>
<tr>
<td>4. <em><strong>X</strong></em> Spending by international tourists for business and leisure accounted for THB1,890 bn. In 2016.</td>
<td>10. <em><strong>X</strong></em> Hotels, restaurants, and transportation service companies pay income tax to support communications, hospitals, and schools in Thailand.</td>
</tr>
<tr>
<td>5. <em><strong>√</strong></em> The total contribution of T&amp;T accounted for 20.6% of GDP in 2016.</td>
<td>11. <em><strong>√</strong></em></td>
</tr>
<tr>
<td>6. <em><strong>√</strong></em> Food and beverages make an induced contribution to T&amp;T.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.1  • In the news clip, you will hear a news report with the voices of a news reporter and Mrs. Kobkarn Wattanavrangkul, the Minister of Tourism and Sports.  
• Look over the questions first before listening.  
• Listen carefully to the report and take notes.  
• Answer the questions and discuss your answers with a friend sitting in front of you.  

1. Name one of the two factors that did not appear to act as a deterrent to tourism in Thailand.  
Ans: The passing of King Bhumibol or bombing incidents in Hua Hin and Phuket  
2. How many foreign tourists visited Thailand in 2016?  
Ans: 32.6 million  
3. By what percent did the number of international tourists rise in 2016?  
Ans: nearly 9%  
4. What factors make Thailand a popular tourist destination?  
Ans: Beautiful landscapes, cuisine, culture, Thai hospitality and friendliness of Thais.  
5. What does the Ministry of Tourism and Sports aim to do to strike a balance on three fronts?  
Ans: 1) To maintain the growth in tourist numbers and revenue; 2) to ensure that our heritage is being preserved and that communities in our countryside villages, towns and cities feel as though they are sharing in the success of the nation; and 3) to safeguard the environment.  
6. According to the Minister, what could people who are not directly involved in tourism in a community do to benefit from tourism?  
Ans: They might make and sell traditional Thai desserts for a local restaurant or provide laundry services for a hotel.  

Activity 2.2  In a group of 3-4, discuss the following questions and write down the key ideas.  

1. What is Thailand 4.0?  
It is a new economic model that aims at unlocking the country from several economic challenges resulting from past economic development models which place emphasis on agriculture (Thailand 1.0), light industry (Thailand 2.0), and advanced industry (Thailand 3.0). These challenges include “a middle income trap”, “an inequality trap”, and “an imbalanced trap”.  
Thailand plans to overcome these traps through the use of “New Growth Engines” by:  
1) building economic prosperity through innovation, knowledge, technology and creativity “competitive growth engine” to unlock from middle income trap  
2) building social security through equitable distribution of income, opportunity and wealth (inclusive growth engine) with the principle of “moving forward together without leaving anyone behind” to unlock from inequality trap, and  
3) creating sustainability through environmentally friendly development (Green Growth Engine) to unlock from imbalance trap. The model follows the directions of the 20 years national strategic plan by building strength from within and connecting the country to the global community under the principle of “Sufficiency Philosophy”, which is consistent with the United Nations’ Sustainable Development Goals.  
Source: http://thaiembdc.org/thailand-4-0-2/
2. What is sustainable tourism? Please give an example.
It is a kind of tourism that considers the country’s current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities.

Sustainable tourism should:

1) Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.

2) Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.

3) Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.


In Thailand, there is a public organization called the Designated Area for Sustainable Tourism Administration (DASTA), which was set up to develop tourism to increase and distribute income to local communities.
(For more information - http://cf.cdn.unwto.org/sites/all/files/pdf/thailand_0.pdf)

Activity 3

• The news clip reports news on Government to urgently solve “Zero Dollar tours”.
• Look over the questions first before listening.
• Listen carefully to the report and take notes.
• Answer the questions.

1. What happens in a zero dollar tour operation?
Ans: Tourists are tricked into buying cheap tour packages in their own countries only to find their expenses become greater once they arrive in Thailand. These foreign tourists, however, are not accompanied by the tour agencies they initially dealt with. They are instead transferred to other companies operating in Thailand that are associated with their ‘Zero Dollar’ counterparts. The tourists were later pressured into purchasing expensive products or services by these secondary companies, in an attempt to extract unreasonable sums and profits.

2. Who benefits from this type of business?
Ans: Foreign tour operators

3. What does exorbitant mean in this sentence
“Restaurants, jewelry stores, leatherwear shops and entertainment venues often charged them exorbitant prices”?
Ans: It means a price that is much higher than it should be

4. According to the news, which countries have zero dollar tour operators?
Ans: China, South Korea, and Russia
**Activity 4**

• The news clip reports news on *Thailand’s ‘Zero Dollar Tours’: Police crack down on tourism scams*

• Preview the main points you are required to focus on.

• Listen carefully and take notes below.

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>Details and examples</th>
</tr>
</thead>
</table>
| 1. Reasons for crack down | 1.1 Thailand will not get any income tax from zero dollar tour operations.  
1.2 Tour operators who offer zero dollar tours limit opportunities for other tour agencies. |
| 2. If tourists refuse to buy souvenirs… | 2. Tour guides will react badly |
| 3. Tourism Authority of Thailand has encouraged tourists to… | 3. Consider a more realistic budget for their trip and to avoid the cheapest tour |

**Activity 5.1** Watch a video by Seth Nishiyama entitled *Persuasive Speech Exemplar – ‘Nap Time’*, and evaluate his performance in the form below.

**Activity 5.2** Reflect on the presentation you have just watched and provide your feedback based on the following questions.

**Notes to teachers:**

This video shows an example of a persuasive presentation, which is 6.35 minutes long.

The presentation structure is clear and the speaker uses the statement of reasons in which he provides three reasons why taking a nap is good. He also provides evidence and examples.

Like in Unit 1, these two activities provide an opportunity for students to learn from a model presentation and to evaluate it.

**Activity 6 A Mini Task**

*Assignment Asia: Thailand’s tourism woes*

https://www.youtube.com/watch?v=TvCTo72UgdU&feature=youtu.be

**Key points**

Question raised = Is tourism hurting Thailand?
Problems caused by tourism:

1. Large areas of coral reefs are dying because people drop anchors down on them. Moreover, some tourists who dove broke corals and took back as souvenirs.
2. Large number of tourists can destroy the beauty of the nature in the areas they visit.
3. Human waste – water treatment plants can’t cope with the tourist influx. As a result, wastewater has to be discharged into the sea.
4. Many areas of natural beauty have been lost to land development to build accommodations for tourists.
5. The amount of garbage produced by tourists is out of control.

Suggestions:

1. Balance needs to be struck between a benefit of tourism and its impact.
2. Smart tourism – depending less on volume but rather attempting to attract fewer visitors and encourage them to spend more.
3. Phi Phi model – the first serious attempt to manage visitors
4. Tourists should be more responsible.

***********
Activity 2.1

- In the following news clip, you will hear a news report with the voices of a news reporter, John Sanders, and Mrs. Kobkarn Wattanavrangkul, the Minister of Tourism and Sports.
- Look over the questions first before listening.
- Listen carefully to the report and take notes.
- Answer the questions and discuss your answers with a friend sitting in front of you.

John Sanders:
Hi. I'm John Sanders for ASEAN Economic News. Today we'll be looking at Thailand’s all important tourism industry and how the government plans to maintain it as a driving force in the Thai economy going forward.

As you may know, short-term gain has all too often been the main focus in the tourism industry in many countries around the world, despite the long-term pain that this attitude can lead to. This is no doubt a concern when it comes to safeguarding and nurturing the health of the sector here in Thailand over the coming years.

On the face of it, the consistent flow of visitors to the Kingdom gives very little cause for anxiety. While 2016 had more than its share of disruptive factors – the sad passing of His Majesty King Bhumibol Adulyadej and unfortunate bombing incidents in Hua Hin and Phuket among them – they didn’t appear to act as a deterrent.

For further insights into the Thai tourism industry, we have here with us today Mrs. Kobkarn Wattanavrangkul, the Thai Minister of Tourism and Sports. Thank you for joining us today Mrs. Wattanavrangkul.

Kobkarn: Thank you so much for having me on your show.

John: Government figures show that in 2016, the number of foreign tourists visiting Thailand rose nearly 9 per cent to 32.6 million, bringing in Bt1.64 trillion worth of business, up nearly 13 per cent from 2015. You’d have to be happy with that I’d imagine.

Kobkarn: Yes. Those are undoubtedly impressive figures and of course they greatly pleased me as the Minister of Tourism and Sports. But, I still think it is vital that we capitalize on this strong foundation to lay the groundwork for a more sustainable future for tourism in this country.

Booming visitor numbers are all very well, but the condition of the sector relies on so much more than just tourist arrivals.

In Thailand, we are fortunate enough to have a highly marketable product.

We are blessed with some of the most beautiful landscapes in the world. Our cuisine and culture are famous for their richness, depth and complexity, while Thai hospitality and the friendliness of the Thai people are also major factors that maintain the country’s popularity with visitors.

John: I’m sure many countries would envy what Thailand has been able to accomplish economically with its tourism industry. Do you have any concerns about possible negative impacts of tourism on the country?
Kobkarn: Well, although I could hardly be displeased by the year-on-year growth in visitor numbers, I am also aware of some unfortunate side effects. More visitors means greater pressure on infrastructure, natural habitats, the cost of living and traditional ways of life in Thailand.

To be in line with the government’s vision of “Thailand 4.0”, we need to strike a balance on three fronts. Of course, we first aim to maintain the growth in tourist numbers and revenue. At the same time, however, we need to ensure that our heritage is being preserved and that communities in our countryside villages, towns and cities feel as though they are sharing in the success of the nation.

Finally, just as vital is the safeguarding of the environment, which is the responsibility of my ministry. Visitors don’t want to come to Thailand to experience rubbish-strewn beaches and burned-out forests that have been harvested by villagers who have not benefited from the tourism windfall.

John: So your focus of your ministry includes sustainability rather than just growth figures?

Kobkarn: Exactly. Sustainable tourism is about the distribution of happiness. We need to engage and stay on the same page with local stakeholders. We must find ways of persuading them to maintain the local identity.

A small community can serve tourists with just a small selection of high-quality offerings. We understand and promote competition, but a community that becomes flooded with souvenir shops and unremarkable hotels quickly loses the charm that made it worth visiting in the first place.

We must support those not directly benefiting from tourism money in earning supplementary income. Examples of this might include making and selling traditional Thai desserts for a local restaurant or providing laundry services for a hotel. By sharing profits in a cooperative way, it is possible for everyone to benefit from tourism.

We stand at a crucial juncture for Thai tourism. Yes, many of us have witnessed the positive effects of decades of success on our economy and on our status as a world-class destination. But, we cannot go blindly forward without careful planning.

In a nutshell, people love Thailand and they love Thai-ness. So, as conscientious caretakers of this country, it is our responsibility to ensure that these essential elements are preserved. Our future success depends on it.

John: Is there anything that Thailand is doing on a global level to help promote sustainability in tourism?

Kobkarn: I’m glad you asked that John. In April, the Tourism Authority of Thailand successfully hosted the World Travel and Tourism Council global summit in Bangkok, and sustainable tourism was at the heart of the agenda. Issues in the spotlight included how travel and tourism can play a specific role in delivering the United Nations Sustainable Development Goals and the challenges faced by the sector to ensure it contributes positively to a sustainable future.

John: That’s great. I’m sure sustainability is an issue we’ll be hearing a lot more about in the future. Well, that’s all the time we have for today. Thank you again for sharing your thoughts with us.

************************************************
Activity 3

• The news clip reports news on Government to urgently solve “zero-dollar tours”.
• Look over the questions first before listening.
• Listen carefully to the report and take notes.
• Answer the questions.

Government to urgently solve “Zero Dollar tours” problem

The government is working alongside the Thai tourism sector to stop overseas ‘Zero Dollar’ tour agencies from damaging Thailand’s tourism industry.

Prime Minister’s Office Spokesperson Major General Sansern Keawkamnerd said the government has received many complaints from tourists who traveled to the country on ‘Zero Dollar’ tours.

They were tricked into buying cheap tour packages in their own countries only to find their expenses became greater once they arrived in Thailand. These foreign tourists, however, were not accompanied by the tour agencies they initially dealt with.

They were instead transferred to other companies operating in Thailand that are associated with their ‘Zero Dollar’ counterparts. The tourists were later pressured into purchasing expensive products or services by these secondary companies, in an attempt to extract unreasonable sums and profits.

The Spokesperson said most of the money generated from this type of business fell into the hands of foreign tour operators rather than the Thai tourism industry. Restaurants, jewelry stores, leatherwear shops and entertainment venues often charged them exorbitant prices.

It was also discovered that around 305 billion baht was being generated annually by this dodgy business. The government and the Tourism Council of Thailand are to determine reasonable prices for tour packages to Thailand, and provide such advisory information to countries including China, South Korea and Russia, where the ‘Zero Dollar’ tour operators are located.

https://www.youtube.com/watch?v=E6BDKLAGbM4

Source NBT – April 12, 2016
Unit 3: Innovation

1. Warm-up

1.1 Watch a video entitled Innovation VS Creativity – Difference between Innovation and Creativity and complete the missing information in the blanks.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The act of <strong>imaging</strong> something new</td>
<td>The <strong>implementation</strong> of novel idea</td>
</tr>
<tr>
<td>Produces <strong>creators</strong></td>
<td>Produces <strong>innovators</strong></td>
</tr>
<tr>
<td>Is predecessor</td>
<td>Can be end result of <strong>creative work</strong></td>
</tr>
<tr>
<td>Continuous flow of <strong>imaginary thoughts</strong></td>
<td><strong>Execution</strong> of creative thoughts</td>
</tr>
<tr>
<td>Dependent on God and practice</td>
<td>Needs more observation</td>
</tr>
<tr>
<td><strong>Thought</strong> process</td>
<td>Involves execution of plans</td>
</tr>
<tr>
<td>Has more attachment to <strong>literature</strong></td>
<td>Appears more in <strong>management</strong></td>
</tr>
<tr>
<td>Leads to <strong>enjoyment</strong> of reader</td>
<td>Leads to innovation of new <strong>technologies</strong></td>
</tr>
<tr>
<td>Does not need experience</td>
<td>Emerges from experience</td>
</tr>
</tbody>
</table>

1.2 From the list above, define the two terms ‘creativity’ and ‘innovation’ based on your understanding and interpretation.

**Answers may vary.**

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to conceive something unpredictable, original, and unique.</td>
<td>An act of application of new ideas to which creates some value for the organization. Better and smarter way of doing anything is innovation.</td>
</tr>
<tr>
<td>It is about thinking of new ideas and putting them into reality.</td>
<td>May be the introduction of: 1) new technology, 2) new product line/segment, 3) a new method of production, and 4) an improvement in the existing product.</td>
</tr>
<tr>
<td>It is related to the generation of ideas, which are new and unique.</td>
<td>It is about executing the creative ideas into practice.</td>
</tr>
</tbody>
</table>

Activity 3 Watch an interview entitled *Innovation and Economic Growth* (https://goo.gl/Ke9A4r) with Dr. Amar Bhide who explains misconceptions about innovation and how technological advancements encourage sustainable economic growth. Then, answer the questions. (0:00-2:04 minutes)

1. **According to Dr. Bhide, what are common misconceptions about innovation?**
   Innovation is misconceived as an activity undertaken exclusively by man and woman. But in fact the kind of innovation that is sustained and widespread is undertaken by everyone such as people working in a factory, and those who sell new innovations on the market, not just scientists and engineers. To sum up, innovation involves everybody in the economy.

2. **What is an appropriate role of governments in fostering innovation?** 0:58-
   Due to a misconception that innovation is related only to scientists and engineers, governments focus on subsidizing science and technology. However, governments should supply positive externalities and control negative externalities. For instance, when the automobile was invented, traffic police, roads, and safety controls were needed. In summary, there are a number of ways governments can foster innovation besides subsidizing.

Activity 4 Watch the video entitled *Tomorrow’s China: Impact of innovation*, and put a tick (✓) in front of the statements that are true or cross (X) in front of the statements that are false. (https://goo.gl/Bx4jAH) (4:07 minutes)

1. ✓ Before the global financial crisis (GFC), China was the world’s factory, and export was a huge drive of the economy.
2. X After the global financial crisis, China responded to the economic slowdown by focusing on domestic consumption, especially in the manufacturing industry.
3. ✓ The “Designed in China” model was created to stimulate more innovative production, particularly focusing on manufacturing high-end products.
4. X R&D can help local consumer brands promote their brand awareness among consumers.
5. X Price harmonization in this video means it is cheaper to buy luxury brands in China than in Hong Kong.
6. X The sales of local Chinese brands are rising because companies spend a lot of money in digital marketing and produce products with competitive prices for consumers.
7. X At present, domestic drug companies in China spend more money in their product portfolios and sales teams.
8. X Sales teams will play a crucial role in transforming health care in China.
9. X Chinese internet industry has gone through a very fast period in terms of the internet network expansion.
11. ✓ Chinese internet companies had been leading the global internet industries in business model innovation in the past three years.
12. ✓ Creative Chinese emphasizes a different mindset, such as how things will be done differently or how people approach opportunities.
Activity 5 Look at the infographic about Thailand 4.0, and fill in the correct choices in the boxes.

Activity 6 Watch a video entitled Thailand 4.0 (https://goo.gl/QZoR8i) in order to gain a better understanding of this new economic model. Then, complete the missing information in the blanks. (3:14 minutes)

1. Thailand 1.0 focuses on A. agriculture, including crops and B. livestock.

2. Thailand 2.0 focuses on A. light industry such as clothes, shoes, bags, B. beverages, stationery, and so forth.

3. Currently, Thailand’s economy is in Thailand A. 3.0. It focuses on B. heavy industry and export such as automobile, C. refinery, natural gas, and cement for continued economic growth.

4. However now that the global economy has become highly A. competitive in all sectors, Thailand 3.0 is not enough. Therefore, Thailand’s economy must be B. developed into Thailand 4.0.

5. Thailand 4.0 is the economic model with vision of stability, prosperity, and sustainability to cope with a A. rapid change in the 21st century.

6. Thailand 4.0 marks the significant change of the country’s economy into “value-based economy” or A. innovative-driven economy. It focuses on technology, creative thinking, and B. service sector in order to add C. values and services.

7. It targets A. five major industries namely 1) food, B. agriculture, and bio technology, 2) health, C. wellness, and bio medicine, 3) smart devices, D. robotics, and mechatronics, 4) digital industry, internet of things or IoT, and E. embedded technology, and 5) creative industry, F. culture, and high-value services.
8. To be successful, Thailand 4.0 Model needs the A. **mechanism** of “public-private partnership”, particularly private sector, B. **banks**, people, schools, and research institutions. SMEs and startups are also needed in order to move together in the same C. **direction**.

9. Also, telecommunication and A. **broadband** network must be set up across the nation to B. **facilitate** the effective communication.

10. Only people’s knowledge along with A. **ICT network** are key factors that will B. **drive** the country’s economy to make it successful and to be on par at the global level.

11. Everyone plays a crucial role in A. **ensuring** that Thailand will successful become Thailand 4.0 to ensure that Thailand will have sustainability and stability, to B. **team up** with the changing world in the 21st century.

**Activity 7** Write definitions of the three terms relating to Thailand 4.0. You can search for their definitions on the internet.

1. **middle-income trap**: a situation in which a country that is successful in lifting its economy from the status of being a least developed or low-income country to a middle-income country but remains at that level, and is unable to reach the status of being an advanced, rich country.  
   (Source: [https://tdri.or.th/wp-content/uploads/2012/12/t5j2012-somchai.pdf](https://tdri.or.th/wp-content/uploads/2012/12/t5j2012-somchai.pdf))

2. **knowledge-based economy**: an economy that relies more greatly on intellectual capabilities than on physical inputs or natural resources.  
   (Source: [https://web.stanford.edu/group/song/papers/powell_snellman.pdf](https://web.stanford.edu/group/song/papers/powell_snellman.pdf))

3. **value-based economy**: an economy that is driven by innovation, technology, and creativity.  
   (Source: [http://thaiembdc.org/thailand-4-0-2/](http://thaiembdc.org/thailand-4-0-2/))

**Activity 9** Read desirable behaviors of verbal and non-verbal communication that lead to an effective group discussion in the boxes and write them in the appropriate column.

<table>
<thead>
<tr>
<th>Verbal Communication</th>
<th>Non-verbal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Using a relaxed tone</td>
<td>B. Making eye contact with the person talking</td>
</tr>
<tr>
<td>E. Speaking clearly</td>
<td>C. Nodding for agreement</td>
</tr>
<tr>
<td>G. Being receptive to ideas and suggestions</td>
<td>D. Looking interested and engaged</td>
</tr>
<tr>
<td>I. Not talking over each other</td>
<td>F. Having a positive posture and smiling</td>
</tr>
<tr>
<td>A. Encouraging quiet members to participate</td>
<td>H. Taking or looking at notes from time to time</td>
</tr>
<tr>
<td>L. Being respectful and polite (appropriate use of language)</td>
<td>B. Being respectful and polite (body language)</td>
</tr>
</tbody>
</table>
Activity 10 Write the appropriate characteristics of good responses in the blanks.

1. **D. Informative.** A response should provide additional information, and it is necessary that a response is understood before moving on.

2. **C. Clear.** A participant helps others in the group by providing a clear response. It is important that vague wording, ambiguity, and insufficient examples should be avoided as they may interfere with clarity. Several factors can increase clarity including a careful explanation of the point, repetition of key points, and checking for understanding before continuing.

3. **A. Appropriate length.** A comment made during a discussion should be long enough to allow the contributor make a point clearly, but not so long to discourage other members from staying involved in the discussion.

4. **E. Relevant.** Comments made by members should have a connection to the subject matter the group is discussing. The group should change the topic when all members have completed their consideration of one issue and are ready to move on to the next topic.

5. **B. Related.** Comments should be related to the comment(s) made earlier. The following hook-on phrases can be used to create connections:

Activity 11 Watch the video entitled *Episode 6: What Are The Options?* Then, answer the questions. Some of the items require you to fill in the blanks.

(10:21 minutes)

1. Informal meetings are **free-flowing** or not controlled.

2. What did Dennise say to introduce the problem in the meeting?  
   Ans: Now, we’re looking at the options for handling our on-line orders.

3. What do options mean according to the video?  
   Ans: Options mean different solutions to a problem.

4. What is the problem the group is discussing?  
   Ans: On-line orders are going through the roof.

5. What are the three suggested options proposed by Ted?  
   Ans:  
   1. To employ more people to do the job  
   2. To automate the system more – cutting down on the physical handling  
   3. To outsource

6. What are the four expressions did Ted use to express his opinion?  
   Ans:  
   1. As I see it…  
   2. In my opinion,  
   3. From my point of view,  
   4. As far as I’m concerned
7. The speaker suggests ways to order options by (video – 4:38-5:13):
Ans:
I. **numbering them** (see examples in the table):
   - Firstly, we could employ more people.
   - Secondly, we could automate.
   - Thirdly, we could outsource
   - One option is to employ more people.
   - Another option is to automate
   - Another option is to outsource

II. **using linking words** such as “or” and “alternatively”:
   We could employ more people, **or** we could automate. **Alternatively**, we could outsource.

III. **using the combination** of the first two methods
   Firstly, we could employ more people. **Another option is to automate. Alternatively**, we could outsource.

8. What do we do when we discuss two options?
Ans: We compare options.

9. Which are the two expressions, which can be used to discuss the three options?
Ans:
1. Expression 1: **versus**
   Example 1: Well, looking at increasing staff **versus** automation, we have to consider the cost. (By using “versus,” she is signaling that she's going to compare increasing staff and automation.)
   Example 2: Let's look at increased staff **versus** automation.

2. Expression 2: **as against**
   Example: Let's look at increased staff **as against** automation. (Language pattern: noun + versus/as against + noun)

10. We use comparative adjectives when we compare two things. Fill in the missing comparative adjectives in sentences said by Barbara.
    Automating has a **higher** capital cost than putting on more staff. On the other hand, employing more people is **more expensive** over a long term.

11. “On the other hand” is used to ____________ of an argument.
    Ans: “On the other hand” is used to introduce another side of an argument.

12. Another way we can compare two ideas is to use linking words such as ____________, ____________, and ____________.
    Ans: Another way we can compare two ideas is to use linking words such as **but**, **although**, and **however**.
    Example 1: Automation is expensive, **but** it's more efficient.
    Example 2: **Although** automation is expensive, it's more efficient.
    Example 3: Automation is expensive; **however**, it's more efficient.

13. What do we use to compare more than two options?
    Ans: We use superlative adjectives.
    Example: Outsourcing is the cheapest option, and the **easiest** – in the short term. But if we want to keep the operation in-house, the **best** option is automating our system.
Activity 12 Create sentences for recommending something by using different expressions provided in the table.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How about launching this app next month?</td>
</tr>
<tr>
<td>2.</td>
<td>Why don’t we launch this app next month?</td>
</tr>
<tr>
<td>3.</td>
<td>Could we reduce the budget for this project to 2 million baht?</td>
</tr>
<tr>
<td>4.</td>
<td>I think we should reduce the budget for this project to 2 million baht.</td>
</tr>
<tr>
<td>5.</td>
<td>I suppose we could consult with our supervisor about this issue.</td>
</tr>
<tr>
<td>6.</td>
<td>Maybe we could consult with our supervisor about this issue.</td>
</tr>
<tr>
<td>7.</td>
<td>Wouldn’t it be nice if we planted some trees on our building’s rooftop?</td>
</tr>
<tr>
<td>8.</td>
<td>What if we planted some trees on our building’s rooftop.</td>
</tr>
<tr>
<td>9.</td>
<td>It might be possible to convince farmers to do organic farming.</td>
</tr>
<tr>
<td>10.</td>
<td>I wonder if it would be possible to convince farmers to do organic farming.</td>
</tr>
</tbody>
</table>

Activity 13 Watch the first part of a video entitled How to discuss a topic in a group (https://goo.gl/TzbMiM), and observe how a group discussion is conducted. Then, write down 14 useful phrases or expressions that four participants used in the discussion. (1:17-4:40 minutes)

**Topic:** Is it better to study online or in a regular classroom?

1. I think
2. That’s true, but…
3. Please let me finish.
4. I’d like to add…
5. May I say something?
6. You made a good point, but I’d also like to add…
7. However,
8. Yeah, but…
9. Don’t get me wrong. (said when you think someone might not understand what you say, or be upset by it)
10. As I was saying…
11. Well, it’s a good thing you said about….
12. In conclusion,
13. In a nutshell,
14. Can we sum up by saying…?
15. I can agree to that.

**Remark:** The two expressions (No.11 and 15) that are highlighted are not explained in the video.
Activity 14 Watch the second part of a video entitled How to discuss a topic in a group (https://goo.gl/TzbMiM), which explains about phrases and expressions used in the discussion. Then, write down the missing phrases or expressions in the blanks. (4:42-8:32 minutes)

Review of expressions

1. I think is used when you’re going to express your opinion. You can also say “I believe.”

2. The following three phrases are used when you want to disagree with or contradict what someone else has said
   i. That’s true, but
   ii. However,
   iii. Yeah, but

3. “You made a good point but I’d also like to add…” – This expression shows that you recognize the contribution that someone else has made to the discussion in the first part, and you’re also going to add your own opinion, which is different from what the first person said.

4. These two expressions can be used when you want to interrupt a discussion:
   i. Sorry, but… → not a very polite way to enter the discussion
   ii. May I say something? → a polite way

5. “Please let me finish” is a nice way to hold the floor in a discussion. To hold the floor means to establish your position as the speaker → Someone else is trying to interrupt, but you want a chance to finish the argument you are presenting.

6. “As I was saying” is used when you’re returning to the topic you were talking about when someone interrupted you. It’s a way of saying “Now, I’m talking again.”

7. “Don’t get me wrong” when we say this, what we are saying is that “I’ve been explaining something, I’ve been presenting a certain point of view but I do understand that there is another point of view, and I accept that. However, I do still have my opinion.” We use this expression when we are taking into account the other opinion.

8. The following three expressions are used the end the discussion
   i. In conclusion,
   ii. In a nutshell (means “In short,”)
   iii. Can we sum up by saying… (by using “we,” you include everyone in the group)

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Listening Script of Unit 3: Innovation

Activity 3 Watch the video entitled *Tomorrow's China: Impact of innovation*, and put a tick (✓) in front of the statements that are true or cross (x) in front of the statements that are false. ([https://goo.gl/Bx4jAH](https://goo.gl/Bx4jAH)) *(4:07 minutes)*

Notes on *Tomorrow’s China: Impact of innovation* *(4:07 minutes)*

**First man – David Ng, Head of Research, Hong Kong and China**

Before the global financial crisis, China used to focus on diverging the globalization, and became the factory of the world. Consequently, export has become a huge driver of the economy. After the global financial crisis, the export momentum has slowed down significantly. So, the Chinese quickly responded to the economic slowdown by focusing on something more interesting, which is domestic consumption, especially in the service industry.

**Second woman – Wendy Huang, Head of Asian Internet & Media**

The Chinese government has shifted its industrial focus from the “Made in China” model to the “Designed in China” model, in order to stimulate more innovative production, and China should shift to more high-end product manufactories.

**Third woman – Linda Huang, Division Director, Senior Research Analyst – Consumer brands**

Chinese consumer brands have to focus on two areas: 1) R&D, and 2) digital marketing, which can help local consumer brands promote their brand awareness among consumers. There’s a strong recovery in luxury brand in China. This could be a result of the Chinese government’s effort in bringing in foreign consumption into China. At the same time, global brands are working on the price harmonization, which means buying luxury brands are no longer expensive in China compared to that in Hong Kong. In addition, the sales of local Chinese brands are increasing, especially technology-related sector such as smartphones. The key reasons behind this rise in the sales are because companies spend a lot of money in R&D and can produce products with competitive prices for consumers.

**Fourth man - Wei Li, Research Analyst – Health care transformation**

Health care industry is going to be the key growth driver for the new economies. In the past, the domestic drug companies paid more on their product portfolios and sales teams. But by looking forward, more money is spent on R&D, which promotes sustainability of future growth. Furthermore, there are an increasing number of Chinese pharmaceutical companies in the developed market. These Chinese companies bring back their innovative products to China. It is expected that Chinese pharmaceutical companies will play a crucial role in innovation in transforming health care in China.

**Fifth woman – Wendy Huang – Global internet innovation**

Chinese internet industry has gone through a very fast period in terms of the internet population expansion. Internet users in China reached 731 million in 2016. So, in the past three years, Chinese internet companies had been leading the global internet industries in business model innovation.

**Sixth man – David Ng**

Creative Chinese is not about a single product or service or industry, but about a different mindset – how things will be done differently in China, or how people approach opportunities. It allows a lot of entrepreneurs and innovation to foster in this base.

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Unit 4: Aging Society

Learning Strategies:

- **LS 1 – Getting the idea quickly (p.114)**
- **LS 3 – Recognizing and using language exponents (p.122)**
- **LS 4 – Planning for language task (p.137)**

**Activity 1** Watch the video entitled *How an ageing population will change the world – BBC News*, and put a tick (✓) in front of the statements that are true or cross (x) in front of the statements that are false. (https://goo.gl/4AThhH) (2:09 minutes)

1. ✓ By 2050 the number of people aged over 65 is expected to triple, reaching 1.5 billion up from 530 million in 2010.
2. x A new aging attitude survey of 21 countries revealed that Japan ranks number one in having the highest percentage of aging population, and 83% of the respondents think this is a problem.
3. ✓ The survey results show that the majority of respondents think the government should be responsible for taking care of the elderly.
4. x Respondents from the UK, US, Germany, and South Korea think the old should live in nursing homes.
5. x 87% of Pakistani respondents think families should take responsibility for taking care of their elderly members.
6. ✓ When it comes to the proportion of an aging population, the US is in a better position than its trading partners in Europe because it has the highest number of immigrants.
7. x Immigrants have low fertility rates.
8. x Between 1960 and 2005, immigrants accounted for 41% of the US population.
9. ✓ Between 2005 and 2050, immigrants will account for 82% the US population.
10. ✓ By 2050, Nigeria is projected to have a bigger population than the U.S.
Activity 2

- Listen to an interview with Mr. Paul Chapman, a regional economics expert at The World Bank in Thailand about the aging society in Thailand and economy.
- Look over the questions first before listening.
- Listen carefully to the interview and take notes.
- Answer the questions and discuss your answers with a friend sitting in front of you.

1. In 2016, what was the percentage of the Thai population aged 65 years or older?
   Ans: 11%

2. What is a projected number of Thai people who will be 65 years or older by 2040?
   Ans: 17 million

3. Which other country in the East Asia and Pacific region has the highest percentage of elderly people besides Thailand?
   Ans: China.

4. What are the two main factors that cause rapid aging in Thailand?
   1) A sharp decline in fertility rates, which dropped from 6.1 in 1965 to 1.5 in 2015.
   2) A rise in life expectancy from just under 62 years old to almost 74.7 years.

5. What is the expected percentage of the working age population between now and 2040?
   Ans: 11%

6. This decline in working age population is higher in Thailand than in all other developing East Asia and Pacific countries.

7. What challenges have emerged as a result of the aging population?
   Ans: In labor markets, attempts to reduce the decline of the working age population and to enhance the productivity of the shrinking labor force will be priorities.
   In fiscal terms, pension spending, health care and long-term care systems for elderly people will pose large long-term financial burdens.

Activity 3

- Listen to an interview with Ms. Sujitra Wattanapanich, an economics analyst at HelpAge International, about the current situation of Thailand becoming an aging society.
- Look over the questions first before listening.
- Listen carefully to the interview and take notes.
- Answer the questions.

1. What is the percentage of persons aged 60 and over who indicated a need for assistance with their daily living activities?
   A. 11%
   B. 13%
   C. 15%

2. At what age do many old people require care and support?
   A. 60
   B. 65 and beyond
   C. 75 and beyond
3. Which statement is **FALSE** about care and support provided to the elderly in Thailand?
   A. Traditionally in Thailand, care and support for the elderly has been provided by younger family members at home.
   B. Now that there is a low fertility rate and many young people move away from home, the elderly have to live on their own.
   C. Around 60% of older people do not have a child living in the same village.

4. Which statement is **FALSE** about poverty faced by the elderly?
   A. In 2010, 7.7% of older people in Thailand were poor compared with 10.9% of the general population.
   B. 7.1% of older people are nearly poor or likely to become poor if a financial setback like unexpected medical bills occurs.
   C. Older people face a higher risk of poverty on average because they either are unable to work or earn a lower income.

5. Key sources of income besides the one earned from working stem from the following **EXCEPT**
   A. family support
   B. government pension
   C. life insurance benefits

6. Which of the following statements is **NOT** mentioned in the interview?
   A. The universal coverage policy on health care finance requires the elderly to pay only 30 baht when they go to a public hospital.
   B. Although the amount of social pension is not high, it serves as a dependable source of income regardless of economic conditions.
   C. The government has encouraged the establishment of more clubs or centers to promote physical and mental health among the elderly.

**Activity 5** Read the following **seven** responsibilities and fill the appropriate ones in the blanks in Table 2.

**Table 2:** Responsibilities of a chairperson and participants (Barker, 2002; Dignen, 2003)

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process director</td>
<td>Task owner and thinking resource</td>
</tr>
</tbody>
</table>

**At the beginning:**
1. Opens the meeting
2. G. Outlines agenda and objectives
3. Announces procedure and length of meeting

**During the meeting:**
4. Invites opinions
5. E. Checks and clarifies
6. Creates positive atmosphere
7. Limits digression/Keeps on track
8. Encourages people to speak
9. Builds to decision
10. B. Watches time
11. Reaches objectives

**During the meeting:**
1. Presents relevant information and/or opinions
2. Listens to others
3. A. Proposes ideas
4. Asks questions
5. Takes turns
6. D. Respects other views
7. Concentrates
8. F. Agrees/Disagrees politely
9. Builds to decision

**At the end:**
12. C. Summarizes
13. Closes and thanks
**Activity 6** Discuss the following statements about the chairperson’s role with your partner who sits next to you, and decide whether you agree or disagree by ticking (√) in appropriate columns.

<table>
<thead>
<tr>
<th>A chairperson should:</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. start on time even if some participants have not arrived.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. follow the agenda and not allow the discussion to go in different directions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. encourage everyone to contribute to the discussion, even if some participants don’t want to.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. let the confident participants dominate the meeting because they probably have the best ideas and things to say.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5. stop participants from interrupting each other.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. manage the discussion by asking questions or for different views, listening, praising, accepting, and disciplining if necessary.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7. summarize at the end of the meeting to remind the group of what has been decided and to point the way forward to the actions that will be taken.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Activity 7** Read the following questions about things you may do as a participant during a meeting, and choose between A and B. Then, discuss your answers with your partner who sits behind you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. You want to make a point in a meeting. Do you:</td>
<td>2. Someone is speaking in a meeting and you want to say something. Do you:</td>
<td></td>
</tr>
<tr>
<td>A. wait until someone else invites you to speak?</td>
<td>A. interrupt them with your own point?</td>
<td></td>
</tr>
<tr>
<td>B. make your point immediately?</td>
<td>B. wait until they have finished speaking?</td>
<td></td>
</tr>
<tr>
<td>3. Someone wants to make a point while you are speaking. Do you:</td>
<td>4. Someone is talking nonsense. Do you:</td>
<td></td>
</tr>
<tr>
<td>A. ask them to wait until you have finished speaking?</td>
<td>A. stop them?</td>
<td></td>
</tr>
<tr>
<td>B. let them interrupt you to make their point?</td>
<td>B. let them go on?</td>
<td></td>
</tr>
<tr>
<td>5. Someone is not being clear. Do you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. let him/her finish and ask for explanation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. let him/her finish and hope that you will understand them by the end?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity 8A** Watch the video entitled *Chairing a meeting*. Then, rearrange items B-H in an appropriate order by putting numbers 2-8 in the boxes. The first item has been done for you.  
(https://goo.gl/HL88Do) (0:26-6:04 minutes)

**Note to teachers:** You can show the following rearrangement to the students

1. **A.** Marcus welcomes everyone by saying, “Good morning…”
2. **C.** Marcus checks whether everyone has got a copy of the agenda.
3. **G.** Marcus starts the meeting by asking everyone to look at Item 4 – Presentation of online survey results – on the agenda, and tells participants that Patricia will handle this part.
4. **F.** Marcus tells the team the meeting’s plan by letting them know the break time, and that the first few items may be interrupted, and that he’d like to have some time for any other business to discuss things that might occur from the presentation.
5. **D.** Marcus leads everyone to Item 1 – Relocation and plans for flexible working and asks Paul to update the progress with the participants.
6. **H.** Marcus thanks everyone for their hard work.
7. **B.** Marcus asks whether anyone has any comments on Item 1 before the team moves on to Item 2.
8. **E.** Marcus summarizes what the team has discussed so far before letting everyone to take a break.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>A.</strong> Marcus welcomes everyone by saying, “Good morning…”</td>
</tr>
<tr>
<td>7</td>
<td><strong>B.</strong> Marcus asks whether anyone has any comments on Item 1 before the team moves on to Item 2.</td>
</tr>
<tr>
<td>2</td>
<td><strong>C.</strong> Marcus checks whether everyone has got a copy of the agenda.</td>
</tr>
<tr>
<td>5</td>
<td><strong>D.</strong> Marcus leads everyone to Item 1 – Relocation and plans for flexible working and asks Paul to update the progress with the participants.</td>
</tr>
<tr>
<td>8</td>
<td><strong>E.</strong> Marcus summarizes what the team has discussed so far before letting everyone to take a break.</td>
</tr>
<tr>
<td>4</td>
<td><strong>F.</strong> Marcus tells the team the meeting’s plan by letting them know the break time, and that the first few items may be interrupted, and that he’d like to have some time for any other business to discuss things that might occur from the presentation.</td>
</tr>
<tr>
<td>3</td>
<td><strong>G.</strong> Marcus starts the meeting by asking everyone to look at Item 4 – Presentation of online survey results – on the agenda, and tells participants that Patricia will handle this part.</td>
</tr>
<tr>
<td>6</td>
<td><strong>H.</strong> Marcus thanks everyone for their hard work.</td>
</tr>
</tbody>
</table>
Activity 8B Watch the video entitled *Chairing a meeting* again to check which expressions Marcus has used in the meeting, and circle appropriate answers. (https://goo.gl/HL88Do) (0:26-3:20 minutes)

1. Which expression does Marcus use to welcome everyone? (0:26)
   A. “OK. Good morning everyone. Thank you all for being here on time.”
   B. “OK. Good morning everyone. Thank you very much for being here on time.”

2. Which expression does Marcus use to check whether everyone has a copy of the agenda? (0:42)
   A. “Has everyone got a copy of the agenda?”
   B. “Does everyone have a copy of the agenda?”

3. Which expression does Marcus use to ask everyone to look at Item 4? (0:45)
   A. “Can I draw your attention to Item 4 where it says…”
   B. “Can I ask everyone to take a look at Item 4 on the agenda?”

4. Which expression does Marcus use to ask Maya about what she thinks about flexible working hours? (2:36)
   A. “What do you think?”
   B. “Do you have any thoughts on that?”

5. Which expression does Marcus use to check whether the team is ready to discuss the next item? (3:18)
   A. “Are we all OK to move on to the next point?”
   B. “Now, can we move on to the next point?”

Activity 9A Watch the first part of the video entitled *The Business of English – Episode 4: Any other business?* Then, fill key words in the blanks to complete nine steps for chairing a meeting. Focus on what Denise, a chairperson in the clip, does step by step. (https://goo.gl/8JeBnf) (0:13-1:44 minutes)

Step 1: Chairperson checks with every participant whether they have got a copy of the agenda.

Step 2: Chairperson asks one participant, John, to take the minutes.

Step 3: Chairperson opens the meeting and welcomes everyone.

Step 4: Chairperson informs everyone of the meeting’s objective.

Step 5: Chairperson starts a discussion by inviting Tan to share his view.

Step 6: Chairperson summarizes the discussion by stating the main points made during the discussion.

Step 7: Chairperson puts the recommendation to a vote.

Step 8: Chairperson checks whether there is any other business and closes the meeting.

Step 9: Chairperson announces the next meeting’s schedule.
Activity 9B Watch the final part of the video entitled *The Business of English – Episode 4: Any other business?* Then, write down alternatives for addressing a chairperson. ([https://goo.gl/8JeBnf](https://goo.gl/8JeBnf)) (9:40-9:55 minutes)

What are alternatives for addressing a chairperson?
A male chairperson = Mr. Chairman
A female chairperson = Madam Chair or Chairwoman

Activity 10 Work in pair to write a script for a chairperson focusing on Steps 1-5 in Activity 9A by using the useful expressions you have learned and the information below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Chairperson checks with every participant whether they have got a copy of the agenda. Well, has everyone got a copy of the agenda? Great.</td>
</tr>
<tr>
<td><strong>Step 2:</strong></td>
<td>Chairperson asks Sunisa to take the minutes. Would you mind taking minutes, Sunisa? Thank you.</td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
<td>Chairperson opens the meeting and welcomes everyone. Well, let's get started. First of all, thank you everyone for attending the meeting today.</td>
</tr>
<tr>
<td><strong>Step 4:</strong></td>
<td>Chairperson informs everyone of the meeting's objective. The objective of the meeting today is to discuss a rise in the state pension for the retired government officials.</td>
</tr>
<tr>
<td><strong>Step 5:</strong></td>
<td>Chairperson starts a discussion by inviting Marwin to share his view. So, perhaps we can start with Marwin. What's your view on the issue?</td>
</tr>
</tbody>
</table>

Activity 11 Watch the video entitled *Business English B1-B2: Participating in meetings 1.* Then, answer the questions. Some of the items require you to fill in the blanks. ([https://goo.gl/Hj1Yxb](https://goo.gl/Hj1Yxb)) (0:10-3:36 minutes)

1. What expression does Anna use to ask Maya to clarify “We’ll, in my opinion, have to start some costs saving measures”? (1:14 min)
   Ans: “What do you mean by that?”
2. What expression does Anna use to disagree with Maya? (1:22 min)
   Ans: “I can’t agree with you there.”
3. During the meeting, David interrupts Anna. What does she say in response to his interruption? (2:28 min)
   Ans: “If I can finish what I was saying…”
4. What expression does Marcus use to ask for opinions from other participants? (2:44 min)
   Ans: “What do you two think of that?”

5. What does Maya say when she wants to make a suggestion? (2:47 min)
   Ans: “Can I make another suggestion?”

6. What does Marcus say to support Maya’s idea about hiring an external researcher? (3:12 min)
   Ans: “I like that idea.”

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Listening Scripts of Unit 4: Aging Society

Activity 1 Watch the video entitled *How an ageing population will change the world – BBC News*, and put a tick (√) in front of the statements that are true or cross (x) in front of the statements that are false. (https://goo.gl/4AThhH) (2:09 minutes)

Notes for a clip entitled *How an ageing population will change the world – BBC News*

- By 2050 the number of people aged over 65 is expected to triple, reaching 1.5 billion, up from 530 million in 2010.
- A new aging attitude survey of 21 countries revealed that Japan ranks number one in having the highest percentage of aging population, and 87% of the respondents think this is a problem.
- The survey results show that the majority of respondents think the government should be responsible for taking care of the elderly.
- Respondents from the UK, US, Germany, and South Korea think the old should care for themselves.
- 77 of Pakistani respondents think families should take responsibility for taking care of their elderly members.
- When it comes to the proportion of an aging population, US is in a better position than its trading partners in Europe because it has the highest number of immigrants (50 million).
- Immigrants have high fertility rates.
- Between 1960 and 2005, immigrants accounted for 51% of the US population.
- Between 2005 and 2050, immigrants will account for 82% the US population.
- By 2050, Nigeria is projected to have a bigger population than the US.

Activity 2

- Listen to an interview with Mr. Paul Chapman, a regional economics expert at The World Bank in Thailand about the aging society in Thailand and the economy.
- Look over the questions first before listening.
- Listen carefully to the interview and take notes.
- Answer the questions and discuss your answers with a friend sitting in front of you.

Petra:
Good morning and welcome to ASEAN Economic Updates. Today we’ll explore the aging society and its effect on the economy in Thailand. Fortunately, we have Mr. Paul Chapman, a regional economics expert, at The World Bank Thailand with us today.

Welcome to the show, Mr. Chapman.

Paul:
Thank you for having me on your show.

Petra:
Well, could you tell us briefly about the current situation in Thailand regarding its aging population?
Paul:
Thailand is aging much faster than other ASEAN countries. As of 2016, 11% of the Thai population or about 7.5 million people were 65 years or older, compared to 5% in 1995. By 2040, it is projected that 17 million Thais will be 65 years or older, which is more than a quarter of the population.

And let me tell you this shocking fact; Thailand, along with China, has the highest percentage of elderly people of any developing country in East Asia and Pacific.

Petra:
What are the main factors that cause this rapid aging?

Paul:
There are two main drivers. The primary driver has been the sharp decline in fertility rates, which fell from 6.1 in 1965 to 1.5 in 2015, as a result of rising incomes and education levels and the successful National Family Planning Program launched in 1970. The second driver is a rise in life expectancy from just under 62 years old to almost 74.7 years.

Petra:
Can you share with us the consequences of this rapid aging phenomenon?

Paul:
Well, the working age population is expected to shrink by around 11% as a share of the total population between now and 2040 – from 49 million people to around 40.5 million people. This decline in working age population is higher in Thailand than in all other developing East Asia and Pacific countries, including China.

Petra:
What kinds of challenges do you foresee as a result of the quick demographic transition in Thailand?

Paul:
The speed of demographic transition in Thailand certainly poses new challenges for policymakers, employers, and citizens. Of course, aging will require policy action and behavioral change in different areas.
Like other developing Asian neighbors, the population in Thailand is aging quickly, but because the wealth isn’t distributed very equally, low income people will likely face a tougher situation when they get old.

In labor markets, attempts to reduce the decline of the working age population and to enhance the productivity of the shrinking labor force will be a priority.

In fiscal terms, pension spending, health care and long-term care systems for elderly people will pose large long-term financial burdens.

Petra:
Wow. It sounds like the aging population problem could have some far-reaching effects for Thailand. Thank you so much for being here with us today Mr. Chapman and for sharing your insights. After the break, we’ll talk to Ms. Sujitra Wattanapanich, who is an economics analyst at HelpAge International, a global network of organizations working with and for older people around the world.

Activity 3

- Listen to an interview with Ms. Sujitra Wattanapanich, an economics analyst at HelpAge International Organization about the current situation of Thailand becoming an aging society.
- Look over the questions first before listening.
- Listen carefully to the interview and take notes.
- Answer the questions.

Petra:
Welcome back to ASEAN Economic Updates. Now, we’ll focus on the current situation of Thailand in becoming an aging society. We have Ms. Sujitra Wattanapanich, who is an economics analyst at HelpAge International Organization, a global network of organizations working with and for older people around the world with us.

Thank you for joining us today, Ms. Wattanapanich.

Sujitra:
No problem. I’m happy to be here.

Petra:
Now, let’s begin with looking at the care and support currently provided for the elderly in Thailand. What can you tell us about that Sujitra?

Sujitra:
Well, data in the ‘Situation of Older People in Thailand’ reports in 2007 and 2011 shows that the well-being of older Thai people has improved in recent years. Overall, only 15% of persons aged 60 and older indicated that they need some assistance with their daily living activities. This increases relatively slowly with age until 75, and quickly after that. In general, as older people reach 75 and beyond, many require some care and support. Traditionally in Thailand, this was done at home. But now Thailand is facing a low fertility rate and many young people leave their hometowns to find jobs. These factors lower the ratio of working age adults who are able to support older people in their family. About 50% of older people do not have a child living in the same village, and 16% have no living children. All of these changes mean that younger people can’t provide care and support that older people need.

Petra:
So now that this tradition of taking care of your old family members has changed, how do the elderly manage to live? Does it mean they have to live off their savings?

Sujitra:
Well, it’s difficult to say because, as you know, the official retirement age in Thailand is 60 in the public sector and for some private organizations. And usually people do not engage in any new employment after retiring. As a result, older people face a higher risk of poverty than average because they either are unable to work or earn a lower income. In 2010, 10.9% of older people in Thailand were poor compared with 7.7% of the general population. An additional 7.1% of older people are nearly poor or likely to become poor if a financial setback like unexpected medical bills occurs.

The National Statistical Office Report on a survey for working in old age (2011) shows that about 33% of older people still work daily, and 90.3% of them are working in informal sectors. Other key sources of income mainly come from 1) government pension, 2) old age allowance, and 3) other family support.

Petra:
So, can you tell us more about what the Thai government does to take care of the elderly?
Sujitra:  
With regard to health care, in 2001 the government announced the universal coverage policy on health care finance to cover the total population. Of course, this includes 22% of the total population who was not covered by any kind of health benefit scheme.

And in order to promote good health among the elderly, the government has encouraged the establishment of more clubs or centers, where the elderly can join social activities and events in local communities. This will help promote physical and mental health among senior citizens.

In terms of social pension, in 2009, the government made its social pension policy, The Old Age Allowance, universal. This provides greater income security for the elderly. Though the sum is not high, the pension does serve a function as a social protection mechanism, which is a dependable source of income regardless of economic condition. As such, it provides some protection from economic shocks, particularly for poor and nearly-poor older people.

Under the income support policy, older persons aged between 60 and 69, receive a monthly allowance of 600 baht. Those aged between 70 and 79 receive 700 baht, and the elderly, aged 80-89, receive 800 baht. A monthly allowance of 1,000 baht will be offered to those who are aged 90 and over.

Petra:  
Well, it sounds like some efforts are being made to address our aging population situation here in Thailand. I'm sure there's always more that can be done though. Clearly it's a problem that's not going away. Thanks for joining us today Sujitra.


Activity 8A Watch the video entitled Chairing a meeting. Then, rearrange items B-H in an appropriate order by putting numbers 2-8 in the boxes. The first item has been done for you. (https://goo.gl/HL88Do) (0:26-6:04 minutes)

Notes for the video entitled Chairing a meeting

Marcus Wise = chairperson  
(Part 1: 0:26-1:57)  
1. Marcus welcomes everyone by saying, "OK. Good morning everyone. Thank you very much for being here on time."
2. Marcus mentions that everyone is here except John who couldn't attend, but sent his apologies.
3. Marcus checks whether everyone has got a copy of the agenda.
4. Marcus starts the meeting by asking everyone to look at Item 4 – Presentation of online survey results – on the agenda, and tells participants that Patricia will handle this part.
5. Marcus tells participants the meeting’s plan by letting them know the break time, and that the first few items may be interrupted, and that he’d like to have some time for any other business to discuss things that might occur from the presentation.
6. Marcus leads everyone to Item 1 – Relocation and plans for flexible working and informs that Paul and his team have been working on plans to extend working hours across the company. (Marcus leads everyone to Item 1 – Relocation and plans for flexible working and asks Paul to update the progress with the participants.)
   → Marcus: “So, Paul perhaps I can begin by asking you to fill us in on your progress.”
(Part 2: 1:59-3:40)
  7. Marcus thanks everyone for their hard work.
  8. Marcus asks whether anyone has any comments on Item 1 before the team moves on to Item 2.
  9. Marcus asks Maya to share her thoughts on flexible working hours
 10. Marcus asks other participants what they think about flexible working hours
 11. Marcus checks whether the team is ready to move on to the next item.
 12. Marcus asks Lydia to warn him if they take more than 10 minutes on a particular item. (Item 2)

(Part 3: 3:41-6:04)
 13. Marcus summarizes what the team has discussed so far before letting everyone to take a break.

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