Thailand TESOL New Focus

July 2009

From Editor…

First of all, I would like to express my thanks to Monthon Kanokpermpoon and Michael Jan Everts for their contribution in working with me on the editorial team. This New Focus is made possible because of them.

In this issue, Steven Tait from AUA described past, present and future TESOL courses in Thailand. He is the lead of the SIT TESOL Program originated by the SIT Graduate Institute, USA and AUA Language Center in Thailand. Suchada Nimmanit from Chulalongkorn shared her experience with other ThaiTESOL trainers when they trained primary English teachers in Nongkai province. Nopporn Sarobol from Thammasat, Sunantha Wilaisilp from Mahidol, Oslem Cankaya and Ozgur Parlak also reported ThaiTESOL workshops in three remote areas. All of them are also ThaiTESOL trainers who trained primary teachers in Isarn provinces last summer. Kanjana Charttakul from Rajabhat Suan Dusit informed us what she had learned from Dr. Joan Kang Shin, the speaker from University of Maryland, at the seminar on Teaching English for Young Learners (TEYL) at the US embassy. Ubon Sanpatchayapong from Mahidol reported her participation and presentation in the 16th Korea TESOL Conference in Seoul. Sucharat Rimkeeratikul from Thammasat offered her tips for teaching listening and speaking class. Lastly, Prayong Kranrit wrote an article about how to teach speaking skills for Thai students. This article is in Thai language, so it is easy and practical for some English teachers who didn't major in English to read and make use of it.

This issue of New Focus has been provided for English teachers who would like to share their ideas, new approaches, experiences and innovations in English language teaching and learning. The ideas, opinions and concepts for each paper are presented for classroom use. I hope you find the articles useful and can adapt those ideas to fit your teaching style and situation. For those who are interested in joining this forum, please contact me.

Nopporn Sarobol
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New Focus Editor

Past, Present and Future: TESOL Courses in Thailand

By Steve Tait

In recent years there has been a huge growth in the number of TESOL or TEFL courses offered in Thailand. It seems that almost everywhere you look there are ads for one course or another. In a sense, this represents a growing professionalism within the field of TESOL in Thailand. However, this is not the whole story.

The standard TESOL course in Thailand is a one-month, 120-hour program designed to prepare teachers to plan and implement lessons. There are also a growing number of online courses.

The reason for the explosion of course providers can, to some extent, be linked to the Thai Ministry of Education requirement that all foreign teachers must have completed a TESOL certificate course in order to qualify for a work permit. This, plus the attractiveness of Thailand as a place to teach, means that course providers are everywhere, offering courses in Bangkok, Phuket, and Chiang Mai, just to name a few locations.

Needless to say, the quality varies, and this has been a considerable concern to many employers in Thailand. There appear to be two broad types of course providers. First, there are those that are primarily businesses and thus focus on maximizing profits. Secondly, there are those who are primarily educational institutions. It is this second group that tends to emphasis the maintenance of high standards.

The SIT TESOL Certificate Program opitimises this second more education-based type of program. This program originated with what is now the SIT Graduate Institute, a leading graduate school with over 30 years experience, located in Vermont, USA. In Thailand the course is hosted by the AUA Language Centers in Bangkok and Chiang Mai.

The lead trainer of the SIT TESOL Program, Mr. Steven Tait, explains the connection. "SIT TESOL courses are located all over the world, from North and South America and Europe, to Africa and Australia. They very much wanted a presence in Asia and saw AUA as an institution with similar aims and standards."

Steve explains that the philosophy behind a quality course such as the SIT TESOL is much more than simply telling would-be teachers how to teach. "The course is built on the principle of reflective practice. That is, while we most certainly want to prepare teachers with the necessary techniques and skills to be effective, we realise that isn't enough."

The SIT Course in based on inducting participants into a three-step process. "Teachers learn to plan lessons in a principled manner. They then implement that plan in class. Following that, they are supported while they assess the effectiveness of the lesson."
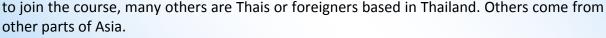
This is done by looking for evidence of student learning. "We want teachers to be able to identify what does and doesn't work in their classes based on what they observe in terms of student behaviour." This process is designed to facilitate the development of reflective teachers who are well positioned to continue developing long after the course has finished.
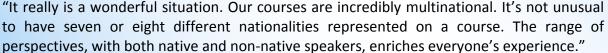
Given the crowded playing field for TESOL courses in Thailand, many believe there will eventually be something of a consolidation, with smaller course providers falling by the wayside. This may well be hastened by the current financial crisis. In tough economic times, consumers generally turn to tried and tested products and services. A solid reputation becomes crucial. Mr. Tait believes that this will be the case.

"Courses that are internationally recognised and aligned with reputable institutions are likely to do well." However, it is possible that the profile of the trainees may start to shift somewhat, with more locally-based people joining the courses.

For the SIT TESOL Program while many trainees do come from Western countries to join the course, many others are Thais or foreigners based in Thailand. Others come from other parts of Asia.

"It really is a wonderful situation. Our courses are incredibly multinational. It's not unusual to have seven or eight different nationalities represented on a course. The range of perspectives, with both native and non-native speakers, enriches everyone's experience."

"We truly hope that after completing the course teachers are not only ready to succeed in the classroom, but that they have a memorable cross-cultural experience to take away with them."

For more information about the SIT TESOL Certificate Course contact Steve: 081 646 8410.
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training@auathailand.org
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About the Author:

Steve Tait worked as the Supervisor responsible for Teacher Development at AUA Language Center in Bangkok, Thailand. He has been teaching EFL students for over 15 years and still loves to teach regular classes at every opportunity. He also used to serve as a member of the Thailand TESOL executive committee. His TESOL interests include the relationship between language and culture, identity formation, and the study of teacher belief systems.

Thailand TESOL Reaching out to Teachers in Thailand

By Suchada Nimmannit

"We have learnt so much during the last three days. We have learnt how to pronounce words correctly. The teacher trainers showed us different ways of grouping students. We sang songs and learnt how to use them to teach pronunciation. They showed us ways to make English class fun and not dreadful or boring. It was too bad the course was so short." Those are some of the feedback from teachers who attended an English language development workshop in Phonpisai, some fifty kilometers off Nongkhai, a Thai-Lao bordering province in Thailand.

In March, 2008 Thailand TESOL was out to conduct a course for teachers of education. The project was the first collaboration between Thailand TESOL and a project manager of the education area in Phonpisai. The project was one of the initiatives of ThailandTESOL. The current President, Akara Akaraniti, especially aimed at reaching out to teachers in need of English language improvement especially in the remote areas in Thailand. It resulted from casual conversation between teachers and Thailand TESOL staff about the primary teachers' English at the Thailand TESOL conference in Khonkaen last January.

The course was intended to be a super short language improvement course in line with the available budget. Believing that some is better than nothing at all, we planned five short topic-based units focusing on what we thought primary teachers needed to kick start their language improvement. Something to do with their daily life such as social life, food, job, cities and technologies may kick start their motivation to improve their English. We hoped that as we taught we could demonstrate some teaching techniques, simple classroom management and instructions in English for primary teachers. We focused on teaching stress and intonation using symbols, songs and tongue twisters, icebreaking and grouping techniques, total physical responses, mind mapping ideas and varying strategies for listening and reading, such as pre activity contextualization and teaching vocabulary. Having more was better than having less when preparing a course. Each trainer would handle one or two techniques as they taught the lesson. We gave them a light dose of second language learning processes and added what we thought teachers need to work on after the course: language improvement strategies and motivation to keep their momentum in self improvement.

We found ourselves in the reality of a classroom. Approximately 55 teachers were grouped in each primary classroom. Tables and chairs including the teacher's table were of the size of primary students. There were neither computers nor projectors but two blackboards, chalks, a CDs player and of course the motivated teachers. In fact, one group had to move to the canteen because the classroom could not accommodate them. Like most primary teachers in other countries, they were not English majors. Most of them taught English as well as other subjects. They had very basic command of English. We need to use simple English. To deal with the number of participants we set them up in groups with assigned roles for members. In each group, a stronger member served as interpreter to provide Thai explanation to the group when necessary. We hoped that working in groups would minimize tension of having to use English. In addition, teachers could learn as they collaborated.

Our team of five teachers consisted of Suchada Nimmannit, former president of Thailand TESOL from Chulalongkorn University Language Institute, the course manager with Ubon Sanpatchayapong from Mahidol University, Sunantha Wilaisilp from Mahidol University, Krauwan Thongwundee, from Selaphoom School, Roi Et, Ozlem Cankaya, a Turkish teacher teaching at The International Preparatory School of Chulalongkorn University and Srichan Tantiniranat, ThailandTESOL administrative staff. We did our best. As technology existed only in our dream, Ubon's therefore had to convert her power points on creative ways of introducing stressed syllables on words about food into drawing and her actions.   Her punch lines on Thai interference of English stressed patterns were just as good as always. I had to tell an anecdote with some drawing and actions of a mango tree in my little garden. The mango tree which had been framed and overshadowed by tall concrete buildings but managed to shoot high to reach the sun light was the metaphor I frequently used to explain Vygostsky's activity theory. Like human beings, my mango tree is driven by needs, and hence manages to come up with some action to reach its goal. This story started to make meaning as the teachers brainstormed words in Thai and later in English such as growing, learning, problem solving. Krauwan, another Thai trainer taught her lesson and asked the teachers to recap on how the teaching was organized.

Teaching in regular classrooms in summer without the blessing of airconditioning required us to employ all kinds of strategies we could imagine. We used music quite a lot, different music for different purposes. Oslem taught classroom instructions by having teachers instruct her how to do the Ramwong (Thai folk dance) and Sunantha a new star of ThaiTESOL, a professional singer herself, used songs to teach pronunciation. Adapting Lazanov's suggestopaedia, I played music during the time students work in groups and at times switched to Latin cha-cha and managed to get those teachers up to move around to the beat of the tune to energize their brain.

The final session saw the teachers reflecting and working out their plans to apply what they learnt in the form of poster displays and sharing them with other colleagues. The best part was when we saw the twinkling little stars shining in the teachers' eyes as they told us they saw more light in their jobs and promised to start their language improvement plans by practicing on their own or with friends at schools. " I can see how to make the English fun. I can use a lot of ideas I have got from the teachers. English class will not be boring any more.," one teacher told me with a smile. "Yes", I replied, " the English class will not be boring. Who says it is in the first place? "

In all it was such a great experience. I have learnt to expect the unexpected when it comes to teaching (actually other things in life as well). I have learnt to prepare plan B to cope with the reality in classroom teaching in which we had to combine our experiences and collaborate. It was also such a great feeling. Our voice was hoarse from teaching 3-6 hours a day and legs exhausted (from partly from standing and partly from wiping out merchandise at Ta Sadet border market :))) but our hearts were swollen. It was another weekend well-spent and life well lived. I have already continued talks with some of the teachers and it looks like they would need more help and we should help them.

I urge all of us TESOL professionals, no matter where you are to volunteer your time and energy to help - reaching out to teachers in need of English language and teaching

improvement in many parts of the world, whether in Thailand or elsewhere. In helping those teachers we not only help improve the education of our students but we also learn to be better teachers and better human beings.

Cheers to life of all English teachers,
Suchada Nimmannit
March 22, 2008

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About the Author:

Suchada Nimmannit is associate professor at Chulalongkorn University Language Institute where she teaches business communication and ELT methodologies. She was president of Thailand TESOL from 2000-2003 and was elected to serve on TESOL Inc. Board of Directors, AsiaTEFL Executive Committee from 2004-2007 and TESOL Nominating Committee during 2009-2010. Her passion in English language teaching includes studies in self-directed professional development for teachers and using computer-mediated communication to foster English language development.

Report on Three Workshops by ThaiTESOL in Remote Areas

By Nopporn Sarobol

Education Areas 2 in Nong Kai Province   (7-9 May 08)
Speakers: Nopporn, Kruawan, Sunantha, Ozgur

The participants in this area were about 170, and all of them were primary teachers who were non-English majored. They were divided into three groups. The opening ceremony was held in the library of the secondary school before they were separated into groups.

The content of the workshop was divided into two parts. The first part was about language skills and the second one was about teaching techniques. Kruawan's topic was job. Sunantha's topic was cities and sites. Ozgur's topic was future trends, and Nopporn's topic was food. However, Kruawan, Sunantha and Ozgur were required to do social life as an extra session. Nopporn had to go to Ponepisai District to talk about "Impromptu Speaking" on the second day of the workshop. The participants at Ponepisai were from both primary and secondary school. Their levels of English were rather good, and all of them were interested in how to train their students to give a good impromptu speech.

Education areas 2 in Nakornpanom Province   (13-15 May 08)
Speakers: Nopporn, Kruawan, Sunantha, Ozlem

In this province, the participants were primary teachers and they were divided into four groups based on the number of teachers (more than 200). The opening ceremony was held formally in the meeting hall of the Education Areas Office. In this workshop, all speakers were requested to work all day. They did the same topics as those in Nong Kai. Ozlem represented Ozgur's topic. Also the team had to do an extra session for social life.

Education areas 2 in Loei Province   (17-19 May 08)
Speakers: Nopporn, Sunantha, Ozlem, Ozgur

The participants in the workshop were primary teachers who also teach other subjects. Although there were a lot of teachers (200), they were divided into only three groups due to the fact that there were only three big rooms in the school. Two were air-conditioned rooms and one is a fan room. In this workshop, Ozgur was responsible for social life, while Ozlem did future trends. Nopporn was responsible for food, and Sunantha's topic was cities and sites. Sunantha, Ozlem and Ozgur also did one more extra session on job.

Summary
For the workshop in three provinces, I found that everybody in our team did very good jobs. Krauwan is a very good model for the teachers. Most of the teachers appreciate her a lot, and I agree with them. She tried to encourage teachers to use easy classroom language in the class and presented some activities relating to her topic.

Sunantha was a very good teacher. She presented her teaching techniques, classroom activities, English pronunciation, some grammar points and new vocabulary about cities and

sites in her session. She showed how teachers could deal with kids. Also, she spoke clearly and her lesson was fantastic.

Ozlem was a good model for primary teachers. She lightened and brightened all teachers in all provinces she went to. In her session, she tried to improve teachers' vocabulary, teach some grammar rules, work on some listening and speaking, and teach some teaching techniques for young learners. She presented her lessons in an interesting way.

Ozgur was a wonderful teacher. He was very smart in his teaching. All of the teachers in his session enjoyed studying with him. He presented a lot of teaching techniques to teachers, and the way he presented his lesson was very interesting.

In my session (Nopporn), I demonstrated some games, songs and activities relating to my topic "food" in order to improve their teaching skills. They learned more vocabulary and had a chance to practice pronunciation. Also I encouraged the teachers to use self-study strategies for their own improvement. I think most teachers enjoyed my session and they said they were happy to learn.

At the end of each session in each province, the participants were asked to write their reflections to the team. All the participants in every province were pleased with the workshop. They really enjoyed the workshop. They participated actively, learned attentively and put a lot of effort in classroom. Our feedback was positive, and they said the workshop was very useful for them. They could gain some knowledge of English and some teaching techniques for young learners. They also said they could transfer what they got from the workshop to their students at school. Finally, both supervisors and teachers in every province would like the team from ThailandTESOL to be speakers for them again next time.

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About the Author:

Associate Professor *Nopporn Sarobol* is currently working at the Language Institute, Thammasat University. Presently, she holds the position of Second-Vice President of Thailand TESOL.

Three Workshops in Three Isan Provinces

By Sunantha Wilaisilp

I would say these collaborative workshops between Thailand TESOL and Education Areas in three provinces- Nongkai, Nakornpanom, and Loei- can be considered another success of Thailand TESOL as the participants' feedback obviously shows their positive attitudes towards the whole programs. After I have read through all reflections from participants in each of my sessions, almost all of them mentioned their outcome of teaching techniques, classroom activities, English pronunciation, some grammar points, and new vocabulary about cities and sites related to the unit in which I'm responsible for. Although they were non-English majored and also in the basic level of English, they had actively participated in the workshops, followed all instructions required, and put lots of their effort into their classes. Most of them have changed their negative attitudes towards English into positive ones. This manifestly reflects our success. Besides, they said they would try to adapt what they gained from our programs for their students at school.

What I did in my sessions is as follows:

1. I led them to grouping techniques by using games. They had to find four members in their groups according to the cards they had. Each group consisted of four people who held the name of the country, the name of its capital city, its continent, and its site-visit. After getting into their groups, they learned new words about countries and capital cities. It was fun as some of them had accidentally moved some capital cities to other countries or some had moved the countries to other continents. But finally, they found their own groups.

2. For grammar points, I taught them comparative and superlative degrees. I used my powerpoint presentation to elicit their comparing skills. After they had learned how to compare two or more things, they were asked to practice some comparison exercises. They could do them easily and they said they'd found grammar was not that boring and difficult.

3. Pronunciation was taught almost all the time in my session as I asked them to pronounce many words to improve their pronunciation. They learned about stress and intonation as well and they were surprised to hear the way the British accent and the American one were pronounced.

4. At the end of the session, they were asked to brainstorm and select one representative in their group to promote their local areas, using new vocabulary and grammar points taught, in front of the class. Most of the representatives were pushed unpredictably or randomly, but they did very well. They tried to communicate although some dialects were used. Lots of information was put into their presentations, and that was the way I learned new places where I stayed at that time. It was another fruitful evaluation since some of the representatives who always ran away from speaking English in front of others were chosen and, after their presentations, they said they were very proud of themselves and would love to speak English more.

These are what I summarized from my trips in three provinces. I feel myself more valuable to other people and all appreciation from participants will enhance my precious courage forever.

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About the Author:

Sunantha Wilaisilp is currently teaching English at the Faculty of Arts, Mahidol University. She has helped Thailand TESOL to train English teachers in Thailand since 2008.

Reflections on Two Workshops in the Northeast of Thailand

By Özgür Parlak

In May 2008, I was invited by Thai TESOL to deliver two workshops to elementary school teachers, one being in Nong Kai province and the other in Loei. Needless to say, I accepted this gracious invitation without any hesitation. For these two workshops, I was assigned to work with a team of highly motivated and dedicated instructors, namely Ajarn Nopporn, Ajarn Kruawan, Ajarn Sunantha and Ozlem. I must admit that it was a pleasant experience to work with them and do my part in this series of trainings, which aimed to develop the teaching of English in Isan region.

The participants of these workshops were elementary school teachers who had majored in areas other than English. Although it could be said that they had some basic knowledge of the English language, the fact that they had never been trained to teach English but were expected to do so put them in a bit of a predicament. Moreover, in the past they had limited or no opportunities to attend workshops or professional development seminars about English education. Considering all these issues, our aim was to familiarize the participants with teaching techniques and methodologies that they could apply in their classroom, therefore make the learning of English more meaningful to their students.

Each speaker was assigned a unit to present, and we paid particular attention to design our sessions in a way to cover different aspects of language teaching so that there were no overlaps. My focus was mainly on individual differences and how we, as teachers, can tailor our lesson plans to accommodate these differences. I approached the issue in the context of teaching elementary school students speaking and pronunciation. Another important object of my session was to model a lesson that demonstrates coherence and smooth transition between different stages and activities; such as using a reading passage in order to facilitate a speaking activity. The participants and I also discussed the benefits of using pair and group work in conducting these activities.

In my opinion, both workshops were productive and extremely rewarding. It would be unreasonable to except a miracle in three days; however, I believe that the main goals of giving the participants a starting point and motivating them toward professional development were achieved.

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About the Author:

Özgür Parlak has taught EFL in Turkey and Thailand. Currently, he teaches academic writing at Northern Arizona University and works on his M.A. in Applied Linguistics.

Evaluation of Workshops in Nongkai, Nakornpanom, and Loei

By Ozlem Cankaya

The last workshops we conducted for primary school teachers were successful in many terms.

My primary role as a trainer was to prepare and deliver the content. In different workshops progressively I adjusted the content according to the levels of participants. During the sessions my main goals were (1) improving the trainees' vocabulary, (2) teaching some grammatical rules, (3) working on some listening and speaking skills, (4) and teaching some techniques such as teaching English through creative drama and games. I implemented all of these through theme based approachs.

I believe the most useful part of the workshop for the trainees was the positive attitude of the trainers. The team spent effort to point out that they can "still" learn English bit by bit, or they can transfer their learning in this workshop to their own students. Furthermore, it was useful that the participants could gain some knowledge of English grammar and some teaching techniques for young learners.

My suggestions for next Thai TESOL workshops could be as follows:

(1) Relative to the content of the material presented, the length of the workshop was too short. The content was too much to absorb for the participants. Either the number of days could be extended or the content could be reduced, so that the delivered information would be more useful for the trainees.

(2) As Thai TESOL team we can develop an evaluation-assessment for the trainees which covers the content we deliver. In this way, instead of the open ended questions and responses, we can receive more concrete answers to what they have learned or what they need for the next time. Unfortunately this time, we had to depend on the trainees' verbal or written responses of their satisfaction rate. In addition, we did not have a chance to evaluate the workshop in terms of our contribution to the teacher's English language improvement or teaching techniques.
For next time, I suggest that we can use some self-evaluation rubrics for the teachers or we can conduct a group evaluation technique to yield more accurate feedback.

Overall, every step Thailand TESOL takes towards the remote areas in this country is a solid contribution. It may be just a word of English, or hopefully, a game we teach will be transferred to other students. I am very proud to be part of this team, and doing my best for the enthusiastic learners elsewhere.

I whole-heartedly congratulate the belief and effort.

About the Author:

Ozlem Cankaya is currently a Ph.D. student in a university in Canada. She used to teach English in an international school in Thailand. Also, she helps Thailand TESOL train primary school teachers in Thailand.

Teaching English for Young Learners: A Perspective View from Thai Teacher

By Kanjana Charttrakul

In January, I had an opportunity to attend a seminar on Teaching English for Young Learners (TEYL) at the US Embassy in Bangkok. Although I teach at the university level, teaching English to young students has always interested me, particularly when I had a chance to talk to a large number of primary school teachers around the country last year. We had frequent discussions about the problems of teaching and learning effectively, and this seemed to be an endless talk.

The speaker – Dr. Joan Kang Shin- from University of Maryland has inspired and encouraged teachers/participants to have ideas on teaching English for students at primary level. Her presentation was productive and useful for teachers who are looking for basic principles and teaching techniques for children. Her lively and creative activities including brainstorming and discussions kept me, as one of the audience alert and active all the time including the teachers from the other two provinces who joined the seminar via video-conferencing. This report aims to discuss reflections I gained from the seminar. They are - 1) nature of young learners, 2) teaching approaches for EFL young children, and 3) an application of the approaches to teaching English to Thai young learners.

1. Nature of young learners

Dr. Shin first pinpointed the nature of young learners that teachers need to know and should aware when teaching them. This might affect children's learning effectiveness. She introduced three considerations which are 1) the way children learn, 2) characteristics of young learners, and 3) a comparison between L1 and L2 language learning environments.

The speaker discussed about the three concerns relating to how children learn. She said that children are active learners and thinkers (Piaget, 1970); they learn through social interaction (Vygotsky, 1962); and they will learn well by scaffolding (Bruner, 1983). In all three aspects of kid's nature I found that scaffolding is very important for EFL young learners, particularly in Thai classroom situations where students rarely use L2 or English in their real life situations. Scaffolding originates from the ideas of structuring buildings. It is 'placed round

the outside of new buildings to allow builders access to the emerging structure as it rises from the ground' (Hammond & Gibbons, 2001, p.1). Moreover, I am certain that teachers of English agree that young children are energetic, noisy, inquisitive, and easily get bored. This will affect the way we organize classroom activities for them. Dr. Shin finally demonstrated the difference between language learning environment in L1 and L2. It is true that in L2 language learning environment is decontextualized and not real. As a result, children tend to lack motivation to learn since they might find learning English meaningless to their daily lives. Thus, it seems that, in the classroom, only **the teacher and the teacher** alone can persuade, encourage, and motivate them to learn English. This leads to the speaker's main presentation – Teaching Approaches for Young Learners.

2.   Teaching approaches for young EFL students

The speaker has introduced TEN tips for teaching English to young learners as well as how to manage EFL classroom to conduct the learning smoothly and effectively. The tips for TEYL she suggested are as follows:

1.   Supplement activities with visuals, realia, and movement;
2.   Involve students in making visuals and realia;
3.   Move from one activity to another;
4.   Teach in themes;
5.   Use stories and contexts familiar to students;
6.   Establish classroom routines in English;
7.   Use L1 as a resource when necessary;
8.   Bring in helpers from the community;
9.   Collaborate with other teachers in the school; and
10.   Communicate with other TEYL professionals.

Dr. Shin's presentation included the demonstration of using songs and games to enhance students' using English. This was very successful. The audience obviously enjoyed the kid songs even though they were adults. I, as part of them, could imagine the fun atmosphere and the enjoyment of the children while they were enthusiastically learning how to sing and act in the class. Teaching English songs to young learners could be fun and make the class livelier and could involve high participation from students. However, the question emerged is "Do students learn English as well as culture from what they sing?" For example the action song "Peanut Butter and Jelly" (see the end of the article) could be a good lesson for teaching language and culture. Having a chance to talk with a primary school teacher in the South of Thailand during a workshop, I was told that children liked singing and she liked to use songs in English class. However, she didn't talk about the purpose of teaching through songs. In other words, what do students learn from songs besides having fun?

In addition to teaching techniques, another critical factors that can help TEYL successfully are classroom management and designing classroom interactions. The speaker also discussed classroom techniques to make teachers use classroom language which could be done by setting classroom routines, e.g., entering the classroom, making announcements, beginning work, or getting/working in groups. Because of time limitations, the speaker could not complete the last module of her talk which is about "Increasing Classroom Interaction."

However, if you would like to obtain more information you can access to the website at http://exchanges.state.gov/englishteaching/forum/archives.html.

3. *An Application for Teaching Thai Children*

From my point of view, the concept of the presentation was activity-based learning which requires teachers having the knowledge of scaffolding and the skill of classroom management, including an ability to communicate with children in simple English.

According to the current Thai National Education Act (ONEC, 2003), learner-centeredness is required in classroom teaching in order to develop students' capacities for 'independent thinking and problem-solving'. It is one of the national education goals. I argue that employing activity-based learning techniques could be a major teaching approach to attain this goal. Although scaffolding requires a lot of teacher tasks to run learning/teaching activities and this could be seen as teacher-centeredness, learning activities provided will need high and active participation from learners. As thus, we hope that Thai children will enjoy English class and develop good attitudes to learning English though they do not normally use English in their real life.

Finally, I would like to propose a question -'Is there an urgent need for Thai teachers to find ways to improve learning/teaching effectiveness in primary level?' The answer could be found from results of the achievement test for Prathom 6 (Grade 6) students in 2006. The report carried out by Bureau of Testing under OBEC (Office of the Basic Education Commission) shows that the mean score in English Subject across the country is 34.51% (Available at URL: http://bet.obec.go.th/eqa/images/2008/documents/nt2549final.pdf.) Looking at this figure, I think that teaching English in primary school is in crisis at the moment.

Peanut Butter and Jelly
Peanut, peanut butter ~ and jelly!

First you take the peanuts, and
You crunch 'em, you crunch 'em
Peanut, peanut butter ~ and jelly!

Then you take the grapes, and
You squish 'em, you squish 'em.
Peanut, peanut butter ~ and jelly!

Then you take the bread, and
You spread it, you spread it.
Peanut, peanut butter ~ and jelly!

Then you take the sandwich, and
You eat it, you eat it.
Ma mm mm mm mm ~ mm mm mm!

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Dr. *Kanjana Charttrakul* is an assistant professor at Suan Dusit Rajabhat University in Bangkok. Her academic interests include using information communication technology (ICT) and the Internet in teaching English as well as teaching English in primary education.

Report on KoTESOL Conference

By Ubon Sanpatchayapong

It is indeed my honor to represent Thailand TESOL to participate in the 16th Korea TESOL (Korea Teachers of English to Speakers of Other Languages) International Conference in Seoul from October 24-26, 2008. The Conference entitled "Responding to a Changing World" was held at Sookmyung Women's University. It aimed to prepare learners for the changing world of their future. The Conference sessions included global English, content-based instruction, ESP (English for Specific Purposes), technology-enhanced instruction, genre studies, facilitating learning in the classroom, Internet English, intercultural communication, and century learning preferences/styles. As a representative, I had the opportunity to join the opening and attend some featured speakers' sessions, concurrent sessions and the reception. In addition, I was a presenter of one concurrent session on October 25, 2008. This report, thus, draws on the mentioned participation and my presentation.

There were two plenary speakers: David Graddol and Prof. Scott Thornbury. *On the first day or Saturday 25*, David Graddol was a plenary speaker. He is a Managing Director of the English Company (UK) Ltd and legendary as a writer, broadcaster, and a lecturer on issues related to global English. David has a number of publications including 'English Next' (2006). At this Conference, he discussed 'the Future of English', where he claimed English had become a global language and that native speakers had to learn what was going on outside their circle. Prof. Scott is based in Spain and is currently Associate Professor of English in New York. Prof Scott talked on Sunday. He focused on demonstrating through his grandfather's story how knowledge could be earned from reading, researching, and teaching.

The eleven featured speakers included Marti Anderson, Merton Bland, Yuko Goto Butler, John Cashman, Prof. Richard Johnstone, Curtis Kelly, Prof. Chris Kennedy, John Linton, Joo-Kyung Park, Rose Senior, and Sherry Preiss. Apart from these sessions, there were more than 140 other sessions to choose from. On Sunday, they incorporated "Meet the Presenter Sessions", the display of over 80 booths of books, and six schools for continuing professional education (e.g. MATESOL, Certificate, Diploma, and short courses), the employment Center, and poster corners.

On Saturday, I attended Chris Kennedy's featured session. Prof. Chris was from the University of Birmingham, UK. His session, 'Investigating the Language Landscape of Our Learners' demonstrated how the speaker used 'language landscapes' to investigate languages used in everyday contexts, for instance, in advertisements, shop signs, street names, and food labels in Korea in comparison with those uses in a number of countries, such as Brazil, Greece, Japan, and Thailand. These 'language landscapes' included positive and negative attitudes of the users. Then Prof. Chris based his suggestions to teacher on these 'landscapes' to involve learners in examining their own local landscapes and their own culture and languages in order to learn from them. *The second* featured session was Rose Senior's. She was from Australia Educational International (Study Australia). Rose focused on two needs to establish classroom language teaching practices: what form should innovative classroom teaching take and what moves should language teacher educators

make to encourage language teachers who are mistrustful of change to modify their accustomed practices. In her session, Rose proposed a classroom-centered framework that emerged from an analysis of classroom practices of more than a hundred experienced language teachers. A cornerstone of the approach was that all teachers had to alternate between teacher-centered and student-centered behaviors if they wanted to help their classes to progress towards the success of the goals. She argued that by helping teachers to understand the relationship between their teaching and class management practices and the learning and social well-being of their classes, this framework was likely to encourage teacher reflection and self-directed professional development.

On this same day, I went to five concurrent sessions. *The first* was 'Using Mind Mapping as a Tool for a Four Skills Class' by Jessica Matchett and Julia-Louise Missie from Handong Global University in Pohang, Korea. This workshop showed the audience how to use mind mapping or graphic organizers to teach students to listen for specific information to understand key points and main ideas. Their demonstration could also introduce how mind mapping could be applied for reading and writing. They gave all the audience one exercise book they produced for inspiration and guideline. *The second* session was 'Pre-writing Activities Using Sound and Video' by Jennifer Vahanian from American University of Sharjah, UAE. Jennifer suggested free writing prompts using YouTube. Thus, the video programs from various websites were displayed along with steps to encourage students to watch, think, discuss, write and evaluate their work and peers'. As the workshop was centered on the use of short video clips and music, they were used as background while students were doing their activities. The speaker claimed this way of teaching could result in students' creative writing products. *The third* session was run by Jeremy Kritt from Seoul National University on 'An Introduction to Task-based Language Teaching'. The speaker demonstrated how a task-based approach was implemented in language teaching in South Korea. The presentation covered basics of task-based language teaching dealing more with the use of language as a means of making meaning. In practice, the speaker concluded that teachers took roles of a selector, sequencer of tasks, and facilitators, and learners were group participants, monitors, risk-takers and innovators. *Next* was Tony Maguire's 'Reading Boat course-books by e-future. Tony was from e-future Company Limited. As a co-author of these books, the speaker discussed the development of the texts with their use in the classroom. One sample lesson plan demonstrated the use of reading as a thinking process. *The last session* on Saturday was presented by a banquet featured speaker: Marti Anderson. She focused her session on 'Pedagogies of Peace' and inspired the audience to look at these pedagogies to 'unearth' and examine some of the inherent violence of education, educational systems and teaching practices in order to share with the audience how teaching and education have the responsibility to 'uplift and uphold' core human values and growth.

On Sunday, I went to another featured session called 'Glocalization Should Be It!' by Assoc. Prof. Joo-Kyung Park, former KoTESOL President (1996-1997). At the moment, she is a professor at the Department of English Language and Literature, Honam University, Korea. Prof. Park defined the term 'glocalization' as the creation or distribution of products or services intended for a global or trans-regional market, but customized to suit local laws or culture. The second definition cited in Han (2008) is 'using electronic communicative teaching, such as, the Internet, to provide services on a global or trans-regional basis'. Her presentation was about the changes Korea has gone through due to globalization and the

emergence of English as a global language. These changes were, for example, the reshaping of Korean educational goals to enhance communicative competence and innovations via the use of electronic communicative technologies (e.g. the Internet and e-learning) implemented in ELT contexts. Prof. Park concluded that to meet current and future challenges, critical thinking and creative minds seemed to be the two most important factors to develop through ELT and globalizing Korean ELT.

The first concurrent session I joined on Sunday was a research paper entitled 'Teachers' Anxiety about Using L2 in EFL Classroom' by Chada Kongchan and Wareesiri Singhasiri from King Mongkut's University of Technology Thonburi (KMUTT), Thailand. Based on their research, the two speakers had observed one reason that caused anxiety was when teachers used L2 in the classroom and switched from it to L1 because they were afraid using L2 could not facilitate learning. The two researchers argued their research findings showed almost all of the teacher informants felt anxious. The situations that led to teachers' anxiety were: 1) when they knew they had to use L1 to teach low ability students and 2) when students did not understand if teachers taught them in English. However, regarding anxiety as a concern, teachers prepared their teaching more carefully and, in turn, it improved their teaching. *The second* session was 'Teaching Strategies of Speaking' by Alastair Graham-Marr from Townbooks. This presentation outlined the relation between L2 input and output and gains in learner fluency and accuracy. She pointed out that output encouraged both accuracy and fluency and that teaching strategies of speaking is a 'yes and no'. It could be a 'no' because it was an L1 transfer. It could be a 'yes' if there were significant cultural differences. *The third* session I sat in was Clyde Fowle's 'Writing Natural English: How Research Can Inform Practice'. Clyde stated that studying models and examples of good writing would help. One short-cut to help average learners write was to use information gathered from research that analyzed in detail and compared the writing of learners and native speakers' to provide useful information on common learners' errors. This kind of information might alert learners to errors, such as, lexical and grammatical problems and might help learners to avoid such errors in their writing and could also be used to help develop exercises and practice materials that would help raise students' ability to natural usage. The last session was 'Assessment and Instruction: Can They Have a Happy Marriage?' by Assoc. Prof. Yuko Goto Butler. She was one among the featured speakers at this Conference. Prof. Yuko is a teacher and researcher at the Graduate School of Education at the University of Pennsylvania in Philadelphia, Pennsylvania, USA. At this concurrent session, Prof. Yuko told of her observation of a very strong influence of the use of assessment and standardized tests in East Asian countries in the teaching and learning of English. However, based on her experience, they were not the only tools of assessment available for us. Drawing from her research, Yuko suggested observation, portfolios, and self- assessment could make assessment more useful for teaching as well as for measuring students' performance.

My session focused on the change of teacher's role found in my research project on project-based teaching and learning to develop EFL tertiary level students' oral English language skills. This approach was implemented into a second year science students' English class at a university in Thailand. The purpose of this presentation is to demonstrate how the approach made the teacher change the role and how much the change provided students with speaking opportunities and benefited their learning processes as well as how much it helped

develop students' oral language skills. The particular activity employed in this study was the interview. I based my findings on triangulation of data, namely, the interviews with my student participants, students' learning logs and teacher's journal. The change from a top-down to a more bottom-up paradigm demonstrated three main roles of a teacher: a facilitator, a mentor, and an assessor. Working through the ten-step project (Stoller, 1997), the change gave students range of opportunities to speak in a number of interactions (e.g. brainstorming for topics, discussion for ideas, reports of project progress, problems and emerging issues, and oral presentation of the end products), which made them learn how to use English in real situations. All these communicative interactions made students aware of common mistakes (e.g. pronunciation, syntax, and direct translation). Their 'learning by doing' enhanced them to improve their speaking and gain more confidence in using English to communicate. In addition, students' cooperative work made them learn how to work with other people, how to get information from different sources, such as libraries, the Internet and most of all from their own friends. The findings of this study could be used to promote cooperative learning, student-centeredness, motivation, and learning autonomy in a Thai EFL context. Also, they can be used for syllabus design and further research in this field.

More details of this Conference can be retrieved from www.kotesol.org

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Tips for Teaching Listening/Speaking Class

By Sucharat Rimkeeratikul

Aims: For teaching students to learn how to order food in a restaurant

Level: Pre-Intermediate to Intermediate

Materials: Pictures of food, two soft toys with different shapes and colours

Preparations: A model dialogue of "Food Ordering"

Procedures:

Step One
1.1   The teacher shows pictures of food, one by one, to the students of the whole class.
1.2   Ask them what each picture is and what they call it in English.
1.3   Share with them how each dish is properly called.
1.4   Write down the whole dialogue, of how to order food in a restaurant, on the board or shows it on the PowerPoint slide.
1.5   Drill the dialogue, having a student as patron, and the teacher takes the role of waiter/waitress. Then, the teacher takes the role of patron, and another student takes the role of waiter/ waitress. (This is for the teacher to be the model for both roles.)

Step Two
2.1   Ask one student to take the role of waiter/ waitress, and another one as patron. (The written dialogue is still on the board or on the PowerPoint screen.)
2.2   Let other students, one pair at a time, take the role of waiter/ waitress and patron, while others are audience.

(This is to let all students familiarize themselves with the dialogue: words, vocabulary, pronunciation, and the meaning.)

Step Three
3.1   Students stay where they are at their own seats, turning their faces to another fellow student; drill the dialogue, in pairs. The teacher encourages them to take turns speaking as a patron and a waiter/ a waitress. Also, advise them to keep changing the food they order, in the dialogue.

Step Four
4.1   After the students have practiced the dialogue for a while, the teacher uses two soft toys. He/she throws them to two students, one at a time. One student who gets one of the soft toys plays the role of a patron; the other one plays the role of   a waiter/ a waitress. Every student in the class has the chance to play either role in ordering food. (The whole dialogue can still be seen on the board or on the PowerPoint screen.)
4.2   Then the teacher wipes off one phrase, at a time, from the dialogue of each part: a patron's and a waiter's/waitress'. The students still keep practicing the whole dialogue.

Last Step
Finally, the whole dialogue is erased. This means that the students have learned how to place an order of food when they are in a restaurant.

This is to be a natural way to learn, and it is meant to be close to an authentic situation.

Additional Tips:

1. When students do not know what the food is or do not give the right answer for how to call the food in the English language, the teacher should stay friendly, humorous, and understanding. Do not make fun of or humiliate any student. Be careful of your nonverbal language and facial expressions as well.

2. Before starting to throw the soft toy to a student, the teacher should say something to the student as a prelude of this action, (i.e. a yellow chicken is for the student who receives this one to take the role of the patron; a pink panther represents the patron.)

3. The teacher has to be mentally and physically oriented toward the students in the class all along the whole session. In addition, he/she should use his/her own judgment and consideration of when to move from one step to another step in the teaching-learning procedures as mentioned above.

The following is an example of a dialogue for using in teaching this lesson.

Waiter/ Waitress:	Are you ready to order sir/ ma'am?
Patronage:	Yes, I would like to have *spicy soup with shrimps*.
Waiter/ Waitress:	Would you like to have *rice* with *the soup* sir/ma'am?
Patronage:	Yes, please.
Waiter/ Waitress:	What kind of drink would you like?
Patronage:	*Iced coffee*, please.

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การสอนทักษะการพูดสำหรับนักเรียนไทย

โดย ประยงค์ กลั่นฤทธิ์

ทักษะการพูดเป็นกระบวนการที่สร้างขึ้นและมีส่วนให้ความหมายโดยการใช้สัญลักษณ์ทางคำพูดและไม่ใช้คำพูด ในบริบทที่หลากหลาย (Chaney & Burk, 1998) ทักษะการพูดเป็นทักษะที่สำคัญมากในการจัดการเรียนการสอนภาษาอังกฤษไม่ว่าจะเป็นภาษาที่สองหรือภาษาต่างประเทศ ในหลายปีที่ผ่านมา ครูผู้สอนได้ละเลยที่จะสอนทักษะการพูด โดยจะสอนเฉพาะการพูดตามครู (repetition drill) หรือ ท่องจำบทสนทนา (memorization of dialogues) เป็นส่วนใหญ่ อย่างไรก็ตาม ในปัจจุบันนี้โลกมีความต้องการสอนภาษาเพื่อให้นักเรียนมีทักษะในการใช้ภาษาเพื่อการสื่อสาร เพราะเป็นโอกาสที่นักเรียนจะได้แสดงออกและได้ลงมือปฏิบัติโดยใช้ภาษาในการสื่อสารตามกฎระเบียบของสังคมได้อย่างเหมาะสม เพื่อให้ครูผู้สอนได้พัฒนาทักษะการพูดภาษาอังกฤษของนักเรียน จึงใคร่ขอเสนอแนวคิดและข้อเนอแนะที่สามารถนำไปปฏิบัติได้ดังนี้

นักภาษาศาสตร์หลายท่านได้ศึกษาและวิจัยเกี่ยวกับการสอนทักษะการพูดภาษาอังกฤษสำหรับนักเรียนต่างชาติ และเห็นพ้องต้องกันว่าควรสอนโดยให้นักเรียนมี 'ปฏิสัมพันธ์' การสอนภาษาเพื่อการสื่อสารและการสอนแบบร่วมมือดูจะเป็นวิธีที่ดีที่สุด การสอนภาษาเพื่อการสื่อสารจะต้องอาศัยสถานการณ์จริงที่เกิดขึ้น การใช้วิธีสอนแบบนี้จะทำให้นักเรียนมีโอกาสในการพูดสื่อสารกันโดยใช้ภาษาเป้าหมาย นั่นคือภาษาอังกฤษ โดยสรุปกล่าวได้ว่าครูผู้สอนควรสร้างบรรยากาศในชั้นเรียนที่นักเรียนสามารถใช้ภาษาเพื่อการสื่อสารอย่างแท้จริง การให้ภาระงานที่เป็นจริงจะช่วยเสริมสร้างการใช้ภาษาของนักเรียน เมื่อทำงานเป็นกลุ่มและช่วยกันทำภาระงานที่มอบหมายให้ประสบผลสำเร็จ

กิจกรรมที่จะช่วยให้นักเรียนพูดภาษาอังกฤษมีหลากหลาย ซึ่งครูผู้สอนสามารถเลือกและนำไปใช้ตามความเหมาะสมกับนักเรียนของตน มีดังต่อไปนี้

1.   *การอภิปราย (Discussions)*
ในการทำกิจกรรมนี้ ครูต้องตั้งจุดประสงค์ในการอภิปราย หัวข้อในการอภิปรายควรสอดคล้องกับจุดประสงค์ เช่น ในการอภิปรายว่าเห็นด้วยหรือไม่เห็นด้วย ครูแบ่งกลุ่มนักเรียนออกเป็นกลุ่มละ 4 หรือ 5 คน แล้วครูให้ข้อความเพื่อเป็นข้อชี้แนะ เช่น "People learn best when they read VS People learn best when they travel" นักเรียนในแต่ละกลุ่มจะช่วยกันทำงานในระยะเวลาที่กำหนดให้ และนำเสนอแนวคิดต่อชั้นเรียน ครูต้องแน่ใจว่าสมาชิกในกลุ่มทุกคนมีโอกาสพูดเท่าเทียมกัน ในตอนสุดท้าย ทั้งชั้นเรียนก็จะสรุปว่ากลุ่มใดเสนอแนวคิดได้ดีกว่า ก็เป็นฝ่ายชนะไป กิจกรรมชนิดนี้ก่อให้เกิดความคิดสร้างสรรค์และการรู้จักตัดสินใจอย่างรวดเร็วได้ นักเรียนยังได้มีโอกาสพูดอย่างสุภาพเป็นในขณะที่แสดงความไม่เห็นด้วย

2.   *บทบาทสมมุติ (Role-play)*
การให้นักเรียนได้แสดงบทบาทเป็นบุคคลอื่นในสถานการณ์ทางสังคมต่างๆ จะช่วยให้นักเรียนมีโอกาสได้ฝึกพูดภาษาอังกฤษ ครูทำบัตรของบทบาทต่างๆ ที่มีข้อมูลและ ให้นักเรียนได้แสดงตามบทบาทที่กำหนดให้

3.　*การสร้างสถานการณ์ (Simulations)*

　　　　การสร้างสถานการณ์จะคล้ายกับการแสดงบทบาทสมมุติ แต่ในกิจกรรมนี้จะเป็นการให้ข้อมูลอย่างละเอียด นักเรียนสามารถนำสิ่งของต่างๆเข้ามาเพื่อจัดชั้นเรียนให้คล้ายสถานการณ์จริงที่สุด เช่น นักเรียนแสดงเป็นนักร้อง ก็จะนำไมโครโฟนเข้ามา เป็นต้น การแสดงบทบาทสมมุติและการสร้างสถานการณ์มีข้อดีหลายประการคือ (1) เร้าความสนใจนักเรียนได้เกิดความสนุกสนานในการเรียนภาษา (2) เพิ่มพูนความมั่นใจในตนเองให้กับนักเรียนที่อายที่จะพูดภาษาอังกฤษ เพราะในการทำกิจกรรมเหล่านี้ นักเรียนได้แสดงในหลายบทบาทและพูดในบทบาทของคนอื่น (Harmer, 1984)

4,　*การหาข้อมูลที่ขาดหายไป (Information-gap)*

　　　　ในกิจกรรมนี้ นักเรียนจะทำงานเป็นคู่ นักเรียนคนหนึ่งจะมีข้อมูลที่นักเรียนอีกคนหนึ่งไม่มี และมีการแลกเปลี่ยนข้อมูลซึ่งกันและกัน การหาข้อมูลที่ขาดหายไปจะช่วยสนับสนุนการแก้ปัญหา หรือการเก็บรวบรวมข้อมูล กิจกรรมนี้มีประสิทธิภาพมากเพราะนักเรียนมีโอกาสได้พูดภาษาอังกฤษอย่างกว้างขวางและหลากหลาย

5.　*การระดมสมอง (Brainstorming)*

　　　　มีการให้หัวข้อ แล้วให้นักเรียนช่วยกันคิดแสดงความคิดต่อหัวข้อนั้นๆ ในเวลาที่จำกัด อาจเป็นกิจกรรมเดี่ยวหรือกลุ่มก็ได้ ข้อดีคือนักเรียนจะไม่ถูกวิพากษ์วิจารณ์ เพียงแต่เปิดโอกาสให้นักเรียนแลกเปลี่ยนและแสดงความคิดของตนเอง

6.　*การเล่าเรื่อง (Storytelling)*

　　　　นักเรียนสามารถสรุปเรื่องเล่าหรือนิทานที่ได้ยินมา หรือแต่งเรื่องขึ้นมาก็ได้เพื่อเล่าให้เพื่อนในชั้นเรียนฟัง การเล่าเรื่องเป็นการสร้างความคิดสร้างสรรค์ ทั้งยังสามารถให้นักเรียนแสดงความคิดในรูปแบบการเริ่มต้น การพัฒนาแนวคิด และการจบเรื่อง รวมทั้งตัวละครและการสร้างเรื่อง นักเรียนสามารถคิดปริศนา หรือเรื่องตลกได้ เช่น ในตอนต้นของชั้นเรียน ครูอาจให้นักเรียน 2-3 คนมาเล่าปริศนาสั้นๆ หรือเรื่องตลก เป็นการเน้นที่การพัฒนาทักษะการพูด ในขณะเดียวกันก็เป็นการเรียกร้องความสนใจของนักเรียนทั้งชั้นให้สนใจในบทเรียน

7.　*การสัมภาษณ์ (Interviews)*

　　　　นักเรียนสามารถสัมภาษณ์ในหัวข้อที่เลือกไว้ ครูให้แนวคิดแก่นักเรียนเพื่อตั้งคำถามที่จะใช้ในการสัมภาษณ์ การสัมภาษณ์จะช่วยให้นักเรียนมีโอกาสฝึกฝนการพูดไม่เพียงแต่ในชั้นเรียนหรือนอกห้องเรียน หลังการสัมภาษณ์แล้วนักเรียนนำเสนอผลของการสัมภาษณ์ของตนเอง หรืออาจสัมภาษณ์ซึ่งกันและกัน และแนะนำเพื่อนต่อชั้นเรียน

8.　*การเติมข้อความเพื่อให้เรื่องสมบูรณ์ (Story Completion)*

　　　　กิจกรรมนี้เป็นกิจกรรมที่สนุกสนาน สามารถทำกิจกรรมนี้ทั้งชั้นเรียน และพูดได้อย่างเสรี ครูเริ่มกิจกรรมโดยการเล่าเรื่อง ประมาณ 2-3 ประโยค แล้วให้นักเรียนช่วยเล่าต่อ นักเรียนแต่ละคนก็จะช่วยเล่าเรื่อง เติมเรื่องจนจบ นักเรียนอาจเพิ่มเติมตัวละคร เหตุการณ์และอื่นๆได้

9.   *การรายงาน (Reporting)*
ครูให้นักเรียนอ่านหนังสือพิมพ์หรือนิตยสาร แล้วนำเสนอข่าวหรือเรื่องที่น่าสนใจต่อชั้นเรียนในรูปรายงาน
นักเรียนสามารถพูดเกี่ยวกับประสบการณ์ของตนเองในชีวิตประจำวันได้ด้วย

10.   *การเล่นไพ่ (Playing Cards)*
ในการเล่นกิจกรรมนี้ นักเรียนจะแบ่งออกเป็นกลุ่มๆ ละ 4 คน แต่ละกลุ่มจะมีหัวข้อ เช่นกลุ่มเพชร กลุ่มหัวใจ
กลุ่มไพ่โพดำ กลุ่มชมรม เป็นต้น

ในแต่ละกลุ่มจะเลือกไพ่ แล้วนักเรียนแต่ละคนเขียนคำถาม 4-5 ข้อเกี่ยวกับหัวข้อที่จะถามคนในกลุ่ม เช่น ถ้า
หัวข้อเป็น กลุ่มเพชร เรื่องการหาเงิน คำถามควรออกมาดังนี้

- เงินสำคัญสำหรับชีวิตคุณมากไหม ทำไม
- ทางที่จะหาเงินได้ง่ายที่สุดคืออะไร
- คุณคิดว่า lottery เป็นอย่างไร ดีไหม

ครูต้องย้ำว่าไม่อนุญาตให้นักเรียนใช้คำถามแบบ yes-no   แต่ให้ใช้แบบคำถามเปิดกว้างในการตอบ เพราะ
นักเรียนจะได้พูดมากขึ้น ตอบเป็นประโยคยาวขึ้น (Kayi, 2006)

11.   *การเล่าเรื่องโดยภาพ (Picture Narrating)*
จุดเด่นของกิจกรรมนี้อยู่ที่การเรียงลำดับของรูปภาพ ครูให้นักเรียนเล่าเรื่องจากภาพ โดยปฏิบัติตามเกณฑ์ที่ครู
กำหนดให้ ซึ่งรวมถึงการใช้คำศัพท์หรือโครงสร้างประโยคในขณะที่เล่าเรื่อง

12.   *การพรรณนาโดยใช้ภาพ (Picture Describing)*
อีกวิธีหนึ่งคือให้นักเรียนพรรณนารูปภาพ โยแบ่งนักเรียนอกเป็นกลุ่ม แต่ละกลุ่มใช้รูปภาพที่แตกต่างกัน
นักเรียนอภิปรายกับสมาชิกในกลุ่มว่าจะพรรณนารูปภาพอย่างไร แล้วนำเสนอต่อชั้นเรียน กิจกรรมนี้ช่วยส่งเสริม
ความคิดสร้างสรรค์และจินตนาการ และการพูดในที่ชุมชนด้วย

13.   การหาความแตกต่าง (Find the Difference)
นักเรียนทำงานเป็นคู่ หรือเป็นกลุ่ม แต่ละคู่จะรูปภาพที่มีส่วนคล้ายคลึงกัน ให้นักเรียนหาข้อแตกต่างระหว่าง
รูปภาพทั้งสอง กิจกรรมนี้สามารถพัฒนาทักษะในการอภิปรายความเหมือนและ / หรือความแตกต่างในรูปภาพ

ข้อเสนอแนะในการสอนทักษะการพูด
1.   ให้โอกาสนักเรียนได้พูดภาษาอังกฤษให้มากที่สุด โดยจัดสิ่งแวดล้อมที่เปิดโอกาสให้เรียนแบบร่วมมือ ใช้บทเรียน
      และภาระงานของจริง และมีการแลกเปลี่ยนข้อมูล
2.   ส่งเสริมให้นักเรียนได้มีส่วนร่วมในการพูดมากที่สุด ในสถานการณ์หลายๆแบบ

3. ครูลดการพูดในชั้นเรียนให้น้อยลง ในขณะที่ให้นักเรียนได้พูดมากขึ้น ครูคอยสังเกตการณ์เข้าร่วมกิจกรรมของนักเรียน

4. ชี้ประเด็นจากการร่วมกิจกรรมเมื่อมีการให้การวิพากษ์

5. มีการใช้คำถาม เช่น What do you mean? How did you reach that conclusion? เพื่อช่วยให้แนวคิดแก่นักเรียนที่จะพูดมากขึ้น

6. เขียนข้อวิพากษ์จากการทำกิจกรรมให้กับนักเรียนเพื่อเป็นขวัญและกำลังใจ โดยพูดว่า Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…

7. พยายามไม่แก้การออกเสียงผิดพลาดของนักเรียนบ่อยเกินความจำเป็นในขณะที่กำลังพูด การแก้ไขคำพูดที่ผิดพลาดจะทำให้นักเรียนประหม่าและหยุดพูดได้

8. นำกิจกรรมการฝึกพูดเข้ามาใช้ทั้งในและนอกห้องเรียน

9. สังเกตทั้งชั้นเรียนเพื่อแน่ใจว่านักเรียนพูดหรือทำกิจกรรมให้ถูกทางแล้วให้คำแนะนำเพิ่มเติม

10. สอนคำศัพท์ที่จำเป็นก่อนเริ่มกิจกรรมการพูด

11. แก้ปัญหานักเรียนที่ประหม่าหรือไม่กล้าพูดภาษาอังกฤษ และให้โอกาสในการฝึกพูดมากขึ้น

สรุป การสอนทักษะการพูดเป็นส่วนที่สำคัญอย่างยิ่งสำหรับครูผู้สอนที่สอนภาษาอังกฤษ โดยเฉพาะอย่างยิ่งกับนักเรียนไทย ความสามารถในการสื่อสารเป็นภาษาอังกฤษจะช่วยให้นักเรียนประสบความสำเร็จในการเรียนและการดำเนินชีวิต ดังนั้นจำเป็นอย่างยิ่งที่ครูผู้สอนต้องเอาใจใส่ในการสอนพูด การฝึกทักษะการพูดโดยใช้กิจกรรมเพื่อการสื่อสารหลายรูปแบบดังที่ได้กล่าวไว้ข้างต้น จะช่วยให้นักเรียนสามารถเรียนภาษาอังกฤษอย่างมีความหมายและสนุกสนาน และยังช่วยพัฒนาทักษะการพูดของตนเองให้คล่องแคล่วและมีประสิทธิภาพยิ่งขึ้น

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