

EFFECTS OF ENGLISH SPEAKING INSTRUCTION USING STORIES ON SPEAKING ABILITY  
AND PARTICIPATION OF THAI EFL SECOND GRADE STUDENTS IN INTERNATIONAL  
SCHOOLS IN THAILAND

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สติเฟน ม่วง แสงเสียร์ : ผลของการสอนพูดภาษาอังกฤษโดยใช้เรื่องราวที่มีต่อความสามารถในการพูดภาษาอังกฤษและการมีส่วนร่วมของนักเรียนไทยผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศชั้นประถมศึกษาปีที่ 2 ในโรงเรียนนานาชาติในประเทศไทย (EFFECTS OF ENGLISH SPEAKING INSTRUCTION USING STORIES ON SPEAKING ABILITY AND PARTICIPATION OF THAI EFL SECOND GRADE STUDENTS IN INTERNATIONAL SCHOOLS IN THAILAND) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. ปรานภา โหมตศิริ, 113 หน้า.

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนการพูดภาษาอังกฤษโดยใช้เรื่องราวที่มีต่อทักษะการพูดภาษาอังกฤษของนักเรียนไทยผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศชั้นประถมศึกษาปีที่ 2 ในโรงเรียนนานาชาติในประเทศไทย 2) ศึกษาการมีส่วนร่วมของกลุ่มตัวอย่างที่มีจากการสอนภาษาอังกฤษด้วยการใช้เรื่องราว กลุ่มตัวอย่างประกอบด้วยนักเรียนไทย ผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่กำลังศึกษาอยู่ชั้นประถมศึกษาปีที่ 2 โรงเรียนนานาชาติในประเทศไทย เครื่องมือที่ใช้ได้แก่ แบบทดสอบการพูดก่อนและหลังเรียน สมุดบันทึกการพูดของนักเรียน และแบบสังเกตชั้นเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ สถิติเชิงพรรณนา ได้แก่ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยหลังเรียนสูงกว่าคะแนนเฉลี่ยก่อนเรียนอย่างมีนัยสำคัญ 2) นักเรียนมีความคิดเห็นเชิงบวกต่อการสอนภาษาอังกฤษด้วยการใช้เรื่องราว

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This research project aimed to study 1) the effects of English Speaking Instruction Using Stories on the Speaking Ability of Second Grade Thai EFL Learners in an International School 2) the students' participation in the English Speaking Instruction Using Stories. The samples for this study were Thai EFL learner participants from the second grade level in an international school in Thailand. The instruments used in this research were a speaking pre-test and post-test, and student talk diaries and classroom observations form. The data was analysed using descriptive statistics: mean scores, S.D., and dependent t-test, and content analysis. The findings of the study indicated that 1) the speaking post-test mean scores were higher than that of the pre-test at a significant level, 2) the students showed positive participation in the English Speaking Instruction Using Stories.

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## Chapter I

### Introduction

This chapter presents the background of the study, research questions, objectives, definition of terms and significance of the study.

#### Background of the Study

English is one of the most widely used languages to communicate among people around the world. Being able to use English to communicate is beneficial and learning English can start from a young age. Countries in the Asia-Pacific region have put emphasis on the importance of learning English as a foreign language (EFL) as the purpose of English for communication at an early age. The Ministry of Education in Taipei has proposed a 12 year program with general guidelines for elementary and junior high school education, which emphasize cultivation of language knowledge and skills related to expression, communication, and sharing in English from an early age in 1998 (Taipei Ministry of Education, 1998). The Singapore Ministry of Education highlights communicative abilities, as the skills used for oral communication are necessary in order to establish a strong foundation in English right from the beginning stages of language learning (Singapore Ministry of Education, 2010). In Thailand, it is specified in the Basic Education Core Curriculum BE. 2551

under the learning area of foreign languages that English must be learned by every Thai student, whereas other foreign languages are optional (Thailand Ministry of Education, 2008). Also, the curriculum specifies that Thai students should possess the ability to use foreign languages for communication as specified in the learning content Strand 1. For young learners, the curriculum indicates that by the end of third grade, students should be able to use foreign languages to speak about themselves, their families, their school, their surrounding environment, foods, beverage, and other everyday experiences (Thailand Ministry of Education, 2008).

In the context of international schools in Thailand, Thai students in the international schools generally have to meet requirements of being able to use English for communication, since English is used as the media of teaching main subjects such as English, Science and Mathematics (Singapore Ministry of Education, 2010). The students therefore have to try to use English to communicate in the classroom. It is a challenging thing for them especially during their first two or three years in school. As reported in a study by Yunibandhu (2004), most Thai students in international schools in Thailand have to face difficulties with regard to both English language use and proficiency. They also struggle with being stuck between the pressure to speak Thai with their peers and with speaking English in school (Yunibandhu, 2004).

Apart from speaking as English for communication, many studies have revealed its significance. Speaking is significant in language learning, since it reveals the results that speaking helps language learners to progress academically and improve their proficiency in using a second language when they have an opportunity to produce language through output (R. Ellis, 2003; Nation, 2007; Richards, 2003). It is important to teach and practice speaking for EFL students as speaking activities can provide opportunities to talk about real-life situations, students can also gain feedback from their teachers or peers making English use a meaningful act. Students can increase their ability to speak spontaneously if given chances to retrieve knowledge they have stored (Harmer, 2007). English speaking can therefore support English language learning and help students including young students in Thai international schools to step across their difficulties of being a newcomer to the world of English language use.

Although speaking is essential for learning English language, several studies have reported that Thai students seem to have not enough English speaking skills (Boonkit, 2010; Jaiyai et al., 2005). The studies reported the reasons for Thai students' lack of speaking skills in that Thai students lack of confidence and they need to develop their confidence in speaking English as well as be given more opportunities to practice their speaking skills. Other problems of EFL Thai students' speaking can include problems about

pronunciation in speaking English (Boonkit, 2010; Jaiyai et al., 2005; Noom-ura, 2013). Similar things happen in the context of Thai students in international schools who are young learners. Without interesting ways to motivate their output, speaking seems to be difficult for them. Grade reports in the English subjects of the first-year Thai students in international schools have not indicated sufficient satisfaction (Kok, 2015).

One of the interesting ways to motivate overall students to speak can include the use of stories. Several studies have claimed that using stories can enhance the speaking ability of learners as they can help foster children's motivation to acquire a new language, build a rudimentary receptive vocabulary (when hearing one) and productive vocabulary (when telling one). It can also help children develop self-confidence and comfort in expressing their needs and ideas, support phonological awareness, promote alphabetic awareness, and reduce confusion about consonants, vowels, grammar and syntax (Soderman, Clevenger, & Kent, 2013). Using stories can include reading aloud a story from a book to the students and telling a story without a book by reciting or by word of mouth. Reading out already-written stories saves a lot of time by using a script which the teacher follows as a guide, allowing the teacher to tell the story more confidently (G. Ellis & Brewster, 2002). However, teachers can create their own stories to include the characteristics requested by the children and scope down the vocabulary and grammar used in the

stories. Using stories in the L2 classroom creates a good learning environment which the children are able to contextualize as the teachers go through the stories and creates opportunities for the students to use the language when talking about the story heard or telling the story created (R. Ellis, 2003; Richards, 2003).

Studies have also suggested that using stories in the classroom provides meaningful context and functions as a springboard to expand into a variety of language learning activities by creating safe language learning environments (Brewster, Ellis, & Girard, 2002; Soderman et al., 2013). In order to develop confidence and motivation in the classroom setting, stories can also be used to arouse interest and increase motivation among students who are learning a second language (González, 2010).

Using stories in the classroom is therefore a great teaching tool to motivate students to speak. To date, the studies about using stories to teach English have been conducted on participants with older age groups like undergraduate students in Thailand (Somdee & Suppasetsee, 2013). Few studies have been made in regards to young EFL learners especially the ones in Thai international schools in Thailand. And the study about English speaking instruction using stories is still limited.



Therefore, the current study was conducted to investigate the extent of English Speaking Instruction Using Stories, which had effects on the English speaking ability of young Thai EFL students in international schools in Thailand.

### **Research questions**

There were two research questions in this study and they are as follows:

1. To what extent does the English Speaking Instruction Using Stories enhance the speaking ability of second grade Thai EFL learners?
2. What was the participation from students receiving the English Speaking Instruction Using Stories?

### **Objectives**

1. To investigate the effects of English Speaking Instruction Using Stories on the speaking ability of second grade Thai EFL learners.
2. To study the participation from students receiving the English Speaking Instruction Using Stories.

### **Definition of Terms**

There are four terms that are discussed in the study and they are defined as follows:

#### **1 Speaking Instruction Using Stories**

Speaking Instruction Using Stories in this study refers to a method of teaching that aims to prepare, enable and promote students' speaking. The first stage, prepare, uses pre-story activities which raise the awareness of the

students to the new language presented using flashcards and vocabulary games. The second stage, enable uses story reading with while-story activities of connections to the images and text, predictions by the students of what will happen next and questions asked by the teacher to continue to raise awareness by drawing the attention of the students to the story and enable noticing and understanding of the new language. The final stage, produce uses post-story where the students practice appropriation and autonomy by using storytelling to orally communicate about their own experiences.

## **2 Speaking ability**

Speaking ability refers to the students' ability to communicate orally using appropriate vocabulary and grammatical forms, pronunciation and interactive communication when talking about everyday situations.

## **3 Thai Second Grade EFL Learners**

The second grade English as a Foreign Language (EFL) learners were Thai students in Thailand studying in second grade in international schools. The sample group for this study included second grade learners who were Thai EFL learners from an international school in Nonthaburi province, consisting of 12 male and female students ranging from 6 to 7 years old. The students all used English as a foreign language at school and used Thai with their family at home and had had at least 1 year of experience using English as a foreign language in the classroom setting.

#### 4 Participation

Participation in this study refers to the different ways in which students engage in the classroom activities. More specifically, participation is evaluated based on the amount and quality of student talk and other non-verbal engagements that go beyond teacher-student discussions and is related to classroom interaction as a whole.

#### Scope of the Study

The study covers the following areas:

1. The population of this study were young Thai EFL learners studying in international schools in Thailand. The sample participants in this study were second grade Thai EFL learners from an international school, in Nonthaburi Province, Thailand. The school was a private international school under the International Schools Authority of Thailand, which follows the Ministry of Education (2010), Singapore curriculum. The participants were all mixed ability Thai students according to the results of their Term 1 English test results specifically, the speaking section.
2. The variables in this current study were as follows:
  - i. The independent variable in this study was the speaking instruction using stories.

- ii. The dependent variables in this study were the English speaking ability of the students and their participation which resulted from the English Speaking Instruction Using Stories.

The study was over a period of ten (50 minute) lessons, which covered 10 weeks after an initial needs analysis survey was conducted on the students to observe their interests in regards to characters, settings, and types of stories they liked. After getting consent from the involved stakeholders, the first lesson consisted of an introduction of the course followed by the pre-test. The English Speaking Instruction Using Stories was then conducted over the following 8 lessons. Data was collected during the instruction period using in-class video and student talk diaries to observe and record participation. Following the 8 lessons of instruction, the final lesson consisted of a post-test to check the speaking ability of the students. Once the treatment had been completed, the results of the pre and post-tests, video observation forms and student talk diaries were analyzed and discussed in the following chapters.

### **Significance of the Study**

The results from this study seek to show that the effects of English Speaking Instruction Using Stories could possibly improve the speaking ability and participation of young Thai EFL learners in international schools as there are very few studies in this particular field. The findings of the study could help instructors and educators to develop materials and integrate the use of

stories in the classroom setting in order to encourage speaking and participation among young Thai EFL learners.



## CHAPTER II

### LITERATURE REVIEW

Chapter two presents the review of the concepts from the research studies in the following topics: 1) English speaking instruction, 2) Using stories, 3) English Speaking in the Thai context, 4) Speaking ability, 5) Participation, and 6) Thai EFL students in international schools.

#### **1. English Speaking Instruction**

The English speaking instruction in this study refers to English speaking instruction for young language learners. The learning process of the students should be supported and nurtured in such a way as to reduce anxiety and motivate the students to practice their speaking ability. Bailey (2005) states that the speaking ability in the classroom is defined as the production of oral language by the students in speech during class. In order to get students to speak in class, they need to be motivated and engaged (Bailey, 2005; Grugeon, Dawes, Smith, & Hubbard, 2005; Harmer, 2007). Once engaged, the speaking activities in class promotes and provides opportunities for the students to practice speaking in a real-life way, while still in the safety of their classrooms. When students participate in speaking activities, this creates feedback for themselves as well as the teacher as they are able to be corrected if they make a mistake and encouraged if they do a good job. They are able to experience the success they can achieve as well as face the problems in language that they may

be experiencing in the learning process. Finally, the more students get the chance to activate various elements of the target language which they have stored in their brain from lessons, the more they will be able to use the elements automatically and more naturally. This way, students become more autonomous in their learning, meaning that they will be able to use words and phrases more fluently without having to spend much time thinking about it and they will become better at communicating (Harmer, 2007).

### **1.1 Methods and Activities for Teaching Speaking**

In order to motivate students to speak, previous studies have shown several instructional methods used in teaching speaking. Two instructional methods will be discussed in this study, the Engage, Study and Activate framework proposed by Harmer (2007), and the Awareness-raising, Appropriation, and Autonomy framework proposed by Thornbury (2005).

Harmer's (2007) proposed method on successful language learning is known as the ESA method. Based on the belief that students need exposure, motivation and opportunities for language use, and the understanding that students are all different learners that respond differently to stimuli, there are three key characteristics or elements that most teaching sequences have.

The first of the key elements here is Engage (E), which stresses the importance of making sure that the students are fully engaged in the lesson. Activities and materials

will aim to fully engage the students, which in turn will increase their involvement in the other sections of the lesson, and they will gain more benefit as a result.

The second element is Study (S), focuses on the construction of language, which can include the study and practice of specific vowel sounds from the story, the study and practice of tenses in the story, and so on.

The third element is Activate (A), which will include exercises and activities that will be designed to gets students using language as freely and communicatively as they can. The purpose of this element is to get the students to use “all and any language which may be appropriate for a given situation or topic.” Through this, students will be able to practice and try out real language use as naturally as possible with little or no restriction. These three elements make up what is known as ESA (Engage, Study and Activate). (Harmer, 2007)

Alternatively, the next method explored was Thornbury’s (2005) awareness-raising, appropriation, and autonomy method. The first step, awareness-raising, includes three stages: attention, noticing, and understanding. Attention requires learners to pay attention, that is, to be alert, interested, involved and curious if they are to notice features of the target skill. Noticing is the “conscious registering of the occurrence of an event or entity,” for instance a new word or skill, which the learners have learnt and they are able to recognize it elsewhere. Thornbury also notes that it is possible for learners to notice the absence of something. For instance, they may notice the difference between their own, novice performance and the performance of



an -expert, which is referred to as “noticing the gap.” Understanding involves recognition or perception of a general rule, principle or pattern. All these processes are other-regulated, that is, supported by a teacher or other learners. Thornbury proposes several activities to promote awareness-raising conditions which are:

- a) using recordings and transcripts,
- b) using live listening,
- c) using noticing-the-gap activities.

The second step is appropriation, which involves “taking over the ownership of something, of “making something one’s own” (Thornbury 2005). It involves “demonstrating progressive control of a skill where the possibility of making mistakes is ever-present, but where support is always at hand”. In appropriation, therefore, control or self-regulation is the objective of the practice. The activities suggested by Thornbury are:

- a) drilling and chants,
- b) writing tasks,
- c) reading aloud,
- d) assisted performance and scaffolding,
- e) dialogues,
- f) communicative tasks (such as jigsaw activity, info-gap race, & guessing games)
- g) task repetition.

The third and final step, autonomy is “the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated” (Thornbury 2005). The learner is able to perform with minimal assistance in real operating conditions, i.e. conditions that involve urgency, unpredictability, and spontaneity that characterize real-life events. Thornbury (2005) notes that in designing classroom speaking tasks that allow for autonomous language use the activities need to meet the criteria of productivity (the activity needs to be maximally language productive), purposefulness (the activity requires a clear outcome, especially requiring learners to work together to achieve a common purpose), interactivity (activities should require learners to take into account the effect they have on the audience), challenge (the task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome), safety (learners need to feel confident that when attempting autonomous language use, they can do so without too much risk) and authenticity (speaking tasks should have some relation to real-life language use). Some activities proposed by Thornbury (2005) are: presentations and talks, stories, jokes and anecdotes, drama, role-play and simulation, discussions and debates, and conversation and chat. It is this second framework, awareness-raising, appropriation, and autonomy that is adopted into the current study (Thornbury, 2005).

Significantly good methods of teaching speaking must include good speaking activities; that is, the activities should be extremely engaging for the students. If this goal is achieved and the students are fully participating, and if the teacher has set up

the lesson in a cohesive manner with proper preparation which will enable them to give sympathetic and useful feedback, the students will get satisfaction from learning. The teacher should provide speaking activities and opportunities for the students to practice their speaking skills and help reduce anxiety among the students (Bailey, 2005; Grugeon et al., 2005; Harmer, 2007). There are various speaking activities that can be used in the classroom in order to help students learn and improve. Speaking activities in the classroom include read alouds, assisted performance and scaffolding, dialogues, communicative tasks, role-play, drama, and many more. Specific activities in order to appropriate speaking skills are recommended, as they help the students integrate and use the new language (Bailey, 2005; Thornbury, 2005).

### **1.2 Teaching Speaking to Young Learners**

Children need to have opportunities to talk in the classroom as it is crucial to learning. Through talk in the classroom, children can get answers to questions they have, argue and discuss topics which will make way for further understanding of new skills and concepts, talk to their peers about what they have heard, and be supported in asking their own questions about learning.

In order to support and encourage talk in the classroom, Smith (2005), mentions different activities and strategies that can be prepared in the classroom setting. The first speaking strategy mentioned was informal talk time, which entails classroom conversations among students or between teachers and students which is unplanned but provides real life speaking situations. The second activity was questioning, which is

one of the most commonly used strategy to assess students' learning and progress. Skilled teachers know how to scaffold and support their students' learning by asking the right questions at the right time. The third strategy was providing children with an atmosphere of trust in which to talk. Smith stresses the importance of developing a sensitive and trusting relationship in the classroom setting between the teacher and the students in order to stimulate and encourage talk. The next strategy mentioned is the use of interactive displays which can range from posters and images to physical items like models and 'mystery objects' which stimulates talk and discussion among the students. The fifth strategy mentioned was the use of props like 'talking tins,' 'curiosity kits,' or 'story baskets' to enhance and support different speaking activities like storytelling. (Smith, 2005)

There are also 9 key teaching and learning strategies which use speaking as a focus that Smith (2005), mentions. They are: 1) Teacher-directed discussion/whole-class teaching, 2) Talk partners, 3) Developing listening skills, 4) Brainstorming, 5) Review times: Plenaries, 'pit stops' and 'in-flight checks', 6) Hot seating, 7) Visits, visiting speakers, 8), Reading/oral storytelling, and 9) Circle time.

## **2. Using Stories**

Storytelling is telling a story to people who are willing to listen. This can be telling a story from a book by reading it aloud, telling a story without a book by word of mouth in the age-old oral tradition or telling an anecdote or even a joke according to Ellis & Brewster (2002), The challenge of any storyteller is to maintain the listener's

interest and attention. Telling a story, whether reading it from a book or in the oral tradition, brings out a person's individuality and personality. Although some instructors are natural storytellers, many instructors are not, but they can become good storytellers through practice and rehearsal and by becoming aware of techniques which they can use to bring stories alive. In their book *Tell it again! The new storytelling handbook for primary teachers*, Ellis & Brewster (2002), refer to the stories in the handbook as stories to be read aloud by the teacher to the students. The rationale for this being that telling a story from a book will be less time consuming, less demanding on the teacher and the text will serve as a guide to help the teacher tell the story more confidently. The accompanying illustrations in the book will also help support the students' understanding of the story (G. Ellis & Brewster, 2002).

While storytelling and story reading are different methods to using stories, both have positive effects on the oral language of students. According to a study on storytelling and story reading by Isbell et. al (2004), story reading can foster communication opportunities for young children, as they discuss the text and illustrations. Furthermore, children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading. The results showed that students who heard the stories told demonstrated improved story comprehension

in their retelling, while students in the story reading group improved their language complexity (Isbell, Sobol, Lindauer, & Lowrance, 2004) .

Harmer (2007) states that simulative activities in the classroom work towards motivating the students, and that they increase the self-confidence of the students as they get to take part with the rest of the class in activities like answering the questions, sharing ideas, and also presenting. Therefore, if students do not get enough chances and activities to practice their speaking skills in the target language at class, they may get discouraged and lose confidence in their speaking ability. Activities and tasks must therefore be designed to expose the students to the aims language and increased students' motivation to learn the language in class. Harmer (2007) believed that well designed speaking activities can motivate students to learn and speak the target language. One such activity used as an English language classroom in regards to teaching speaking is using stories. Ellis and Brewster (2002) also claimed that using stories can be useful for EFL students to become more self-confident in expressing themselves spontaneously and creatively. Storytelling can help learners practice listening and speaking the foreign language. Guha et. al. (2007) defined storytelling as a highly effective approach that student would put effort in to communicate intentionally by using narrative sentences. Storytelling was widely applied in different contexts and came along with many advantages that were highly recognized in other studies. According to Thornbury (2005), storytelling is “a universal function of language,” and is one of the main elements of casual conversation and students can

not only practice speaking, but they can get to know each other more. Storytelling is one of the activities that is best suited for the target group of students in this study. (G. Ellis & Brewster, 2002; Guha, Druin, Montemayor, Chipman, & Farber, 2007; Harmer, 2007; Pesola, 1991; Thornbury, 2005)

### **2.1 Using Stories to Teach English**

Many studies have shown the significance of using stories in teaching a foreign language, especially to young learners (Brewster et al., 2002; G. Ellis & Brewster, 2002; Láng, 2009; Wajnryb, 2003). Daniel (2012) points out that “narrative is the natural way in which humans organize information, and storytelling is the most immediate (and fundamental) means by which that narrative is communicated.” Lugossy (2007), states that “stories function as schemata on the basis of which we make sense of the world”, and by introducing stories to young children, we provide them with opportunities to interpret new information and gradually develop abstract ways of thinking (Daniel, 2012; Lugossy, 2007).

In addition, Ellis and Brewster (2002) stress the significance of developing children’s affective as well as linguistic skills through the use of stories, claiming that listening to stories in class is a shared social experience, provoking a shared response of sadness, laughter, excitement and other emotions. Use of stories either through reading or telling also provides comprehensible input and is a language learning experience in which the affective filter is low, meaning that the language is more easily acquired when the learners are relaxed and open to learning. Brewster, Ellis and Girard

(2002) have suggested that narrating stories creates ideal language learning conditions, as it provides meaningful context and functions as a springboard for a variety of language learning activities. Cameron (2001) adds that stories represent an all-inclusive approach to language teaching and learning, offering children rich, authentic uses of the foreign language. (Brewster et al., 2002; Cameron, 2001; G. Ellis & Brewster, 2002; Krashen, 1982)

Furthermore, a pilot study conducted by Speaker, Taylor & Kamen (2004) showed that the use of stories through reading or telling with young children not only has positive effects but also enhances their grammar, vocabulary, length of utterance and sentence formation. Soderman, Clevenger, & Kent (2013), also state how stories and connected activities, called literacy spinoffs, help teachers expand children's cultural awareness; adapt to their capability, interests, and experiences; and address many of the potential complexities inherent in language acquisition. Listening to stories, children build phonemic awareness and hear vocabulary not usually heard in everyday conversation. They learn about story elements (characters, mood, and plot) when teachers enhance their narratives by using exaggerated facial expressions, vocal effects, and pictures, and by encouraging children to act out the story. When teachers point out vocabulary ahead of time and examine and reuse the words in another context after telling or reading a story, children's knowledge is significantly enhanced. (Soderman et al., 2013; Speaker, Taylor, & Kamen, 2004) However, despite the abundance of materials and the established positive effects of using narratives in a



foreign language classroom, many researchers still stress teachers' resistance to using stories in the classroom. For example, in their report on global practices in teaching English to young learners, Garton and others (2011) observed that use of stories was not so often practiced as the classroom activities. They reported that, of 4,696 responses of teachers from 144 countries, only 42% of the teachers reported using stories in every lesson or often, while 17% said they never or rarely read or tell stories. The authors found this fact surprising given the importance of use of stories in the young learner literature. (Garton, Copland, & Burns, 2011)

In another previous study conducted on EFL students in Taiwan, Hwang and others (2014), applied use of stories through storytelling activities done by students as to facilitate EFL speaking using a Web-based multimedia system. The study aimed to investigate on the effectiveness of applying individual and interactive storytelling activities on speaking skills and the potential effects of multimedia aids in storytelling activities to facilitate language learning. The study was conducted on two groups of students, an experimental group and a control group. The results showed that the students who used the multimedia aids had significantly higher post-test scores than those of the control group. The results also showed that the storytelling activities and multimedia aids helped improve the speaking ability of the Taiwanese EFL students. The instructional design used the following steps:

Warm-up exercises: Warm-up exercises were introduced to the students after the stories in each class. The warm-up activities served as lead-ins to prepare the students

for the main activities which came later. Students worked individually, then in pairs during the exercises in which were asked to make a list of words in English from the story reading, compose short sentences, and create a dialogue.

Individual storytelling learning activity: After the warm-up exercises, the students were introduced to the individual storytelling learning activities. They were given some pictures and were assigned to make up stories based on the pictures individually.

Interactive storytelling learning activity: After the individual storytelling sessions, the students were introduced to the interactive storytelling learning activities, in which they were asked to work cooperatively in pairs and create a story with their partner. Students were able to interact with their partners, brainstorm ideas for storytelling, discuss how to come up with a story, and give live feedback to each other during the process of the interactive storytelling learning activity. The students were also able to create relay stories in which both students passed the story back and forth in order to progress it until it was finished. (Hwang et al., 2014)

Another interesting study on using stories in the classroom was conducted by González (2010). This study focused on using custom-made stories for teaching English as a foreign language to children in first, second, and third grades in Bucaramanga, Colombia. The study was initiated by a group of 8 student teachers that planned a course syllabus, created their own stories according to the children's interests and likes, planned lessons, and collected and analyzed data. The results of the study showed that that the children were more motivated to learn and participate in

classroom activities when the custom stories were read, which resulted in an increase in participation, comprehension and acquisition of new vocabulary. After conducting the needs analysis on the students and creating the corresponding stories with characters and plotlines that the students were interested in, the lessons were conducted through stories in the following manner: pre-reading, while reading and post-reading.

Pre-Reading Stage: The teacher arranged the classroom to prepare for the use of a story, which allowed for more interaction not only with the teacher but also with the text. Before reading the stories to the children, the children received interesting and comprehensible input through teacher's talk, games, reading and listening activities which will familiarized them with the new language. During this time, the children took part in a lot of vocabulary and syntactic practice through a variety of activities which prepared them for the approach of the stories.

While Reading Stage: In this stage the stories were introduced to the students by reading. While reading the stories, the teacher focused on the following three main strategies: the *connection* between illustrations and written text, *predictions*, and *questions*. The story was first introduced and the teacher made comments about the text and asked the students about it in order to access prior knowledge. While reading the teacher pointed out the words and illustrations to make the connections between printed words, sounds and images. The second strategy is predictions and this was when the teacher interacted with the students and encouraged dialogue in regards to

what they predicted will happen next in the story. This helped students make connections with what they already know and the new information, which also helped the teacher check the students' comprehension. The third strategy is questioning, which helped the students move more deeper into the story text and think more about what is being read to them, organize their thinking, frame the pursuit of new understandings, locate specific information, and think about unstated ideas such as themes, author goals and intents, and underlying meanings. Again, this strategy also helped the teacher verify the comprehension of the students.

Post-Reading Stage: In this stage, the students were involved in a variety of speaking and writing activities related to the text. Although the speaking and writing production in these grades was guided, it helped the teachers better assess students' understanding and comprehension of the story reading process.

In conclusion, based on the previous studies discussed, using stories both telling and reading to teach English manifested benefits for improving speaking skills of the learners. Therefore, there would be a potential way of another research study to construct a teaching model by using stories to teach speaking to EFL students.

### **3. English Speaking in the Thai Context**

The core curriculum of Thailand Ministry of Education states that one of the primary level goals for grade 3 graduates should be to use language communication, focusing on listening and speaking. By the end of third grade, students should be able to use foreign languages to be able to speak about themselves, their families, their

school, their surrounding environment, foods, beverage, and other everyday experiences. (Thailand Ministry of Education, 2008) Of all the four key language skills, Khamkhien (2010), stated that speaking is considered to be the most important skills in learning a second language. It is the ability that requires the process of using communicative competence, grammar, vocabulary, and pronunciation fluently without very much conscious thought.

According to a study conducted by Wiriyaichitra (2003), one of the reasons why English learning in Thailand is not very successful is because the majority of the English language learners lack the opportunities to learn and practice English in an environment with authentic material outside of the classroom. Other factors like stress, excitement, lack of confidence to speak out in the class, and time constraint, also are the problems in teaching and learning English (Ratanapinyowong et al 2007). Students also lack confidence and motivation in the classroom setting to speak out and use the target language as other studies also show that Thai students need to develop confidence in speaking English and be given more opportunities in which to practice their speaking skills (Boonkit, 2010).

Despite the problems discussed, Wongsuwana (2006) suggested that speaking skills don't necessarily depend on talent and that they can be taught to second language learners. However, speaking English can still be an obstacle which must be overcome for many Thai students as is evident today. (Boonkit, 2010; Khamkhien, 2010; Ratanapinyowong, Pooapon, & Honsa, 2007; Wiriyaichitra, 2003; Wongsuwana, 2006)

#### **4. Speaking Ability**

Speaking is one of the four primary skills which are described in regards to their direction of use. Language skills which the user generates through speech or writing is called a productive skill. Language directed at the learners, in which they use their listening skills or reading skills are called receptive skills (Bailey, 2003). Speaking is a productive oral skill and is the most difficult skill for learners to acquire. It is a productive skill where the learner must produce the language, and as opposed to writing, the production of speech must be done on the go. However it does have the advantage of being a natural skill in that almost everybody has naturally learned to speak at least one language, whereas activities such as reading and writing need to be clearly taught. Speaking involves knowledge about the mechanics of language (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is often spontaneous, open-ended, and evolving. (Bailey, 2005; Burns & Joyce, 1997; Luoma, 2004)

##### **4.1 Attributes of Speaking**

In this section, three main attributes of speaking will be observed and discussed. The attributes will help further identify some guidelines in understanding

this skill, which will aid in the design of instructional activities to enable learners to communicate better in real-life situations.

***Speaking is face to face:***

Everyday conversation usually takes place in a face to face setting, which allows speakers to get immediate feedback, like: “Do listeners understand? Are they in agreement? Do they sympathize?” Because of this, communication through speaking has several different assets, such as facial expressions, gestures and even body language. This shows that speaking occurs, most of the time, in situations where participants on both sides are present, which leads to interactive communication (Cornbleet & Carter, 2001).

***Speaking is interactive:***

Whether we are speaking face-to-face or over the telephone, to one person or a small group, conversation usually runs along smoothly, with participants from both sides offering contributions at appropriate moments, without long gaps or everyone talking over each other. When natural conversation occurs, turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Bygate, 1998; Cornbleet & Carter, 2001; McDonough & Mackey, 2000).

***Speaking happens in real time:***

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this. These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves. This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands. Actually, exposing students to these different aspects of teaching facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language (Foster, Tonkeyn, & Wigglesworth, 2000; Hughes, 2002; Miller, 2001).

**4.2 Functions of Speaking**

Thornbury (2005), states that when it comes to speaking, there are two main functions for speaking. The two main functions of speaking are transactional, which is to convey information and work with the exchanging of goods or services, or interpersonal, which is used to make and maintain social relations. For example, a



transactional speech event may be buying an item at a department store, whereas an interpersonal speech event may be the conversations between friends while at the department store. Speech events can be further classified as interactive or non-interactive. Purchasing items at a department store or conversing with friends are examples of constructed and interactive speech. Monologues, such as a TV report, or a public address are examples of non-interactive speech events. Furthermore, a final distinction can be made between planned and unplanned speech. Public speeches or business presentations are generally seen as planned speech, which means that they were probably written out beforehand and will contain features of written language. Unplanned speech on the other hand can be anything from a phone conversation to buying two seats at a movie theatre, which may follow a certain sequence, but is usually not prepared in advance and each person speaking makes spontaneous decisions as the conversation unfolds (Thornbury, 2005).

#### **4.3 Assessing Speaking**

When it comes to the assessment of speaking, there is no easy or time-efficient way to conduct a test yet Thornbury (2005) states that despite the difficulties, it is still important to incorporate speaking tests. Bailey (2005) states that there are three different types of tests. These tests are the direct test, semi-direct test, and the indirect test. Direct tests consists of speaking tests like an oral interview, conversation or an unscripted role-play, in which the test participant will speak directly with the test administrator. Semi-direct tests are tests in which the test participant will observe

and/or hear prompts and speak the answer into a recording device. Finally, indirect tests are when the test taker doesn't speak, but instead, provides answers on paper tests in the form of conversational cloze tests (Bailey, 2005).

The most commonly used spoken tests types listed down by Thornbury (2005) are interviews, live monologues, recorded monologues, role-plays, collaborative tasks and discussions. Interviews are relatively easy to set up and simple to conduct, although the formal nature of an interview will not really test the informal, conversational speaking styles, and the interviewer could also have a negative effect on the participant. Live monologues eliminate the interviewer effect, as the participant has to prepare and present a short talk on a pre-selected topic. However, this sort of test is more applicable for oral presentations like in English for business or law. Recorded monologues are less stressful than public speaking and can be more practical for informal testing. The advantage is that assessment can be done after the event, and other examiners can also rate the tests. Role-plays are another simple test to conduct, as students should be used to doing simple role-plays in class. One problem is that with basing the test on written data which the student has to read for the role-play, the test becomes partially a test on reading skills as well. The final test type mentioned is collaborative tasks and discussions, which are similar to role-play except that the students don't have to assume a role, but simply be themselves, and their interactive skills can be observed in situations that come close to real-life language use (Thornbury, 2005).

Formal examinations, such as the Cambridge English: Young Learners, Movers Speaking Test includes a range of test types so that the strength of one test type counterbalance the weaknesses of another helps learners to show their speaking skills to the best of their abilities. The Cambridge English: YLE Movers Speaking Test involves four different parts with different types of interactions.

*Table 2.1 Summary of Flyers Speaking Test*

<b>Parts</b>	<b>Main Skill Focus</b>	<b>Input</b>	<b>Expected Response</b>
1	Understanding statements and responding with differences	Two similar pictures (one is the examiner's) Oral statement about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture
2	Responding to questions with short answers Forming questions to elicit information	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations
3	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
4	Understanding and responding to personal questions	Open-ended questions about candidates	Answer personal questions

In part 1, the examiner greets the child and asks them their name. Then they look at two pictures, which are similar but have some differences. The examiner asks the child to describe four differences in the pictures. Part 1 tests describing differences, talking about color, size, number, position, how people or things look, what people are doing, etc. In part 2, the examiner shows four pictures which tell a story, and tells the child about the first picture. The child has to continue the story and describe the other three pictures. Part 2 tests understanding the beginning of a story, continuing a story and describing pictures. In part 3, the examiner shows the child four sets of four pictures. In each set one picture is different from the other three. The child has to say which picture is different and explain why. Part 3 tests explaining reasons. In part 4, the examiner asks the child some questions about themselves (e.g. school, weekends, friends, hobbies). Part 4 tests understanding and responding to personal questions.

The tests involves individual speech, dialogue, and discussions. The tasks also require no amount of processing written text, to ensure that the students' reading ability doesn't interfere with their speaking ability. The Cambridge English: Young Learners test gives a reliable and consistent measure of how well a child is doing in learning English. Cambridge English: Young Learners encourages younger children to work towards three certificates: Starters, Movers and Flyers. There's no pass or fail in these tests – instead, every child gets a certificate with between one and five 'shields' in each paper to show their level of achievement. Tests are designed to make learning fun and children are motivated by working towards certificates and earning the

‘shields’ that record their progress. Cambridge English: Young Learners leads on to other Cambridge English examinations designed for young people, e.g. Cambridge English: Key for Schools, Cambridge English: Preliminary for Schools and Cambridge English: First for Schools. The tests take account of relevant research in a number of areas and the specific needs of prospective test users (children, parents and teachers). In producing the tests, particular attention is paid to the educational consequences of using a language test with young learners, and the following areas are carefully considered:

- current approaches to curriculum design and pedagogy for young learners, including recent coursebooks and other resource materials
- children’s cognitive and first language development
- the potential influence of test methods, including the familiarity and appropriacy of different task types, question formats, typography and layout
- probable variation between different first language groups and cultures.

Above all, it is essential for the testing experience to have a positive impact on the children’s future language learning (Cambridge, 2005).

Another type of assessment that is used in classrooms is self-assessment. Children will become more aware of the way they interact with others as well as be able to “develop a way of describing their own talk”. Talk diaries are used in this

instance, in order for children to keep a record of their progress. This is also helpful for the teacher to use and interpret as it can:

- provide an overview of the different activities and speaking opportunities which the student has experienced
- record the students' strengths and weaknesses in speaking
- record the speaking activities which the student has done over time
- focus the students' attention on the value of speaking
- provide evidence for informal ongoing assessment
- contribute to planning of activities
- provide a resource for reporting the students' achievements

Talk diaries can be used for continuous assessments to keep track of the students' progress and participation in speaking English (Grugeon et al., 2005).

In conclusion, although there are several different ways to assess speaking, this study focused on using assessment through a parallel pre-test and post-test to assess the speaking ability of the students. The students' speaking ability was based on their use of a good degree of control of simple grammatical forms, use of appropriate vocabulary, pronunciation and appropriate interactive communication requiring very little prompting and support. The Assessing Speaking rubric (see Appendix E) was used to score the speaking ability of the students.

## 5. Participation

Participation can be verbal and non-verbal interactions that occur between teacher and students and between students. Studies have shown that the general pattern of participation seems to be verbal interaction. Although verbal involvement is the main indicator of students' participation, there are also non-verbal interactions (Saboonchi & Mahmoudi, 2017). Any interaction between the teacher and students entails a form of participation which happens inside the classroom and it is believed that participation and learning are intertwined. This means that participation should involve not only verbal engagement but also meaningful non-verbal acts related to the ongoing activity. Therefore, it has been stated that students should engage in classroom discussions through both verbal and non-verbal participation (Saboonchi & Mahmoudi, 2017).

Further studies have shown that participation includes both oral and non-oral interaction from students. Participation is defined in different ways by instructors and students. According to Meyer (2009), while instructors may define participation as oral, students' opinions are more diverse and they cite a variety of non-oral features. Individual differences were also important because whether a student elects to participate orally or remains silent differs from one student to the next (Meyer, 2009). Warayet (2007) states that along with orally participating, students are also non-orally constructing a kind of group participation through distributing meaningful signals. That is, in addition to their speaking to participate, they are gazing, smiling, nodding their

heads and glancing at each other when they have a discussion in the classroom. Participation in the classroom can be found in multiparty activities which are concerned with simultaneously occurring teacher-student and student-student talk. This means that the evaluation of student participation should not be limited to oral interaction (Warayet, 2011).

Therefore, as participation and learning are closely associated, the evaluation is done based on the amount and quality of student talk and non-verbal interaction in the classroom.

## **6. Thai EFL Students in International Schools**

The number of international schools has been steadily on the rise since the first international school opened in 1953, the International School of Bangkok. According to the Office of the Private Education Commission (OPEC, 2016), the number of international schools in Thailand grew to 21 schools in 1993, then 71 schools in 2003 and the latest consensus from 2016 showed a total of 166 international schools (OPEC, 2016). This increase in schools has also seen a large increase in Thai students attending international schools, especially since the implementation of the 1991 law allowing Thai students to attend international schools (Yunibandhu, 2004).

Thai students can face several problems and obstacles when transitioning from a Thai school to an international school. In a study by Yunibanhu (2004), the findings reported that Thai students faced a variety of cultural and linguistic problems. The cultural problems presented were students experiencing difficulty completing



homework assignments, low self-esteem, uncertainty with social norms, and strained relationships with Thai and foreign peers. One of the main problems discovered was the students' difficulty with dealing with the pressure to speak Thai while having to follow the rules of speaking in English in the classroom. The study reported that the effects of the cultural and linguistic problems sometimes produced educational disadvantage in the students (Yunibandhu, 2004). Another problem faced by Thai students who transferred into an international school from a Thai school was that they had difficulty communicating clearly in English and would usually revert to using Thai in the classroom (Kok, 2015). When joining an international school from a Thai school, the students would take a considerable amount of time to adjust to the new school.

Therefore, according to previous studies, it can be said that Thai students face some difficulties when transitioning into an international school.

### **Summary**

This literature review has discussed the following important topics related to this study: English Speaking Instruction, Using Stories, English Speaking in the Thai Context, Speaking Ability, Participation and Thai EFL Students in International Schools. After reviewing the literature, previous studies and research, Thai students transitioning into international schools need help in improving their English speaking skills in order to adjust to the new format of teaching. Speaking is an active production skill making use of oral production which should be highly encouraged in the classroom setting. Speaking is the capability of one's ability to properly communicate orally with those

around them. Using stories in the classroom seems to be a good solution to help language learners improve their speaking ability. Due to limited previous studies on using stories to help young Thai EFL learners improve their speaking ability, this method of English speaking instruction will be explored in the current study. The following chapter will present the research methodology of the current study.



## CHAPTER III

### RESEARCH METHODOLOGY

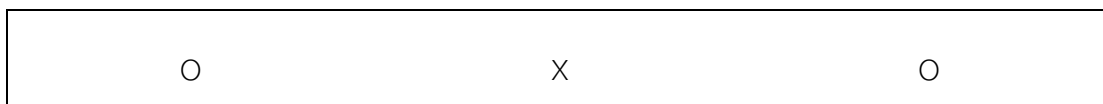
This chapter lays out the methodology for the research study which aimed to investigate the effects of the speaking instruction using stories on the speaking ability of young Thai EFL students. The research design was first presented, followed by the research participants. After the research instruments of the current study are described, the research procedure are explained. The chapter ends up with data collection and data analysis.

#### Research Design

This study was a single group pretest-posttest experimental design using quantitative research methods (see figure 3.1). The participants were selected using the convenience sampling method.

The participants were tested in their English speaking ability once before the instruction and once again after the instruction using parallel tests. The treatment lasted a total of 8 lessons of the speaking instruction using stories (10 periods total were used including the pre-test and post-test sessions). Video was recorded for three of the lessons (1, 4 and 8), in order to collect data to assess the students' participation in the lessons. The lessons were added as an additional class in the students' weekly schedule and used English speaking instruction using stories to help improve the

speaking ability of Thai second grade EFL students. The data from the treatment was then collected and analyzed with descriptive statistics.



*Figure 3.1 Research Design*

O represents the pre-test and post-test of the English speaking test

X represents the treatment of the English speaking instruction using stories

### **Research Procedure**

The research procedure included several steps under the three phases: development, implementation, and evaluation. The development phase included needs analysis which was used to prepare the appropriate lesson plans for the implementation phase. The whole study on Effects of English Speaking Instruction Using Stories on the Speaking Ability of Second Grade Thai EFL Learners was conducted over a course of 10 lessons. A pre-test and post-test was used to assess the speaking ability of the students. Three in-class video observations were made in lessons 1, 4 and 8. Three sets of student talk diaries were also collected after lessons 1, 4 and 8.

The research procedure consisted of three phases: 1) Needs analysis and development of the speaking instruction using stories syllabus and instruments 2) Implementing the speaking instruction using stories and 3) Evaluate the results by comparing the pre-test and post-test mean scores and analyzing the collected data.

Figure 3.4 presents the overview of the research procedure.

### Research Procedure

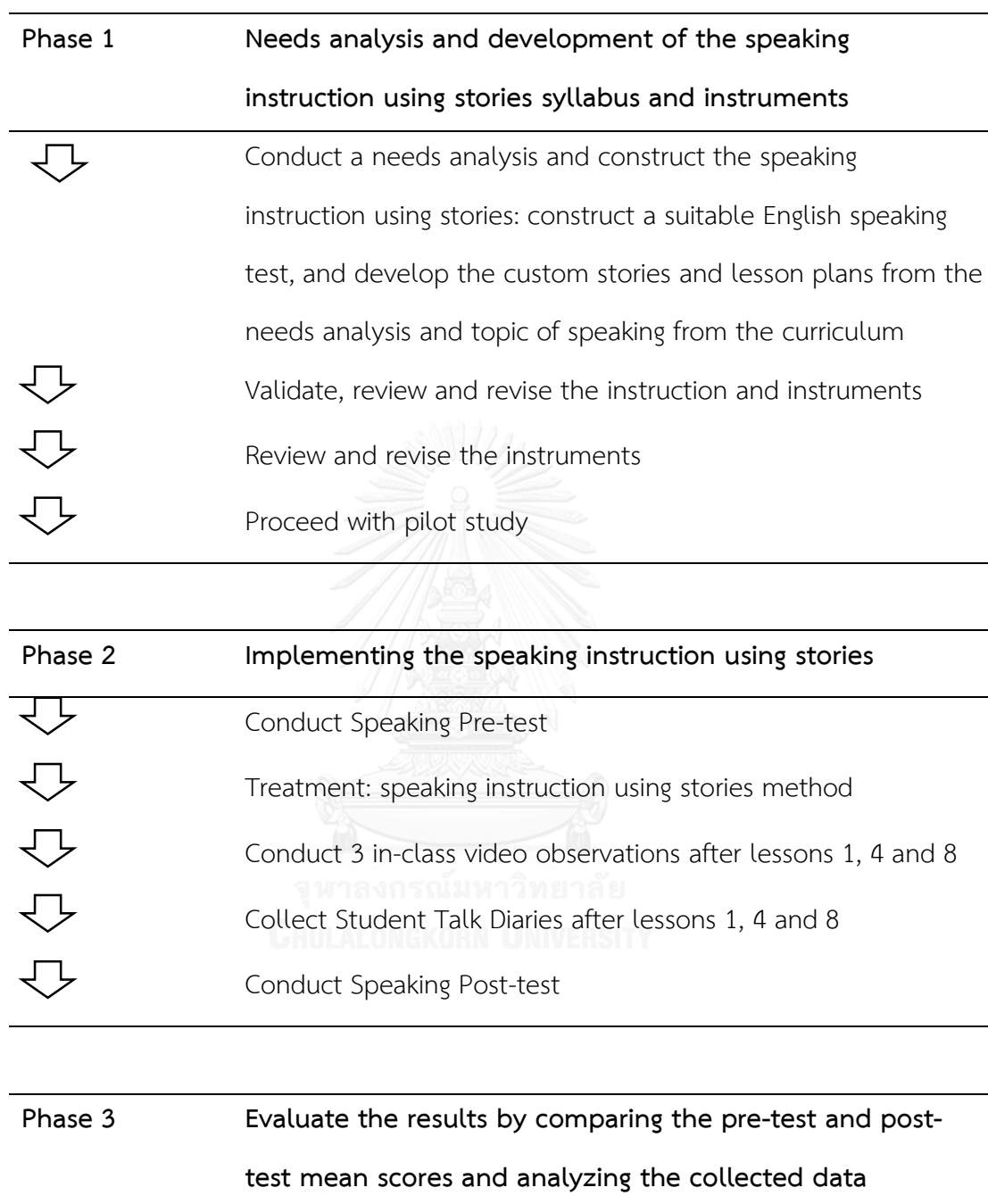


Figure 3.7: Research Procedure

The first phase of the research procedure was the needs analysis and development of the speaking instruction using stories and instruments, which was split up into four steps.

## **Phase 1**

### **Step 1: Conduct a needs analysis and construct the speaking instruction**

The needs analysis section followed González's (2010) design in finding out what kinds of characters the students were interested in. Once that data had been collected, stories were created or chosen based on the students' answers in order to provide the most interesting, amusing and memorable learning experience for the students in order to motivate them to practice speaking. Then the instruments were developed from the needs analysis results and the topics and content were chosen and adapted to match the English textbooks which the students were currently studying. The lessons followed Thornbury's (2005), framework for teaching speaking through awareness, appropriation and autonomy, along with González's (2010) pre, while, and post reading methods.

### **Step 2: Validate, review and revise the instruction and instruments**

The instructional instruments and research instruments were created and three experts evaluated and commented on the instruments. The experts were requested to rate the different items in the research instruments in order to check the congruency of the objectives using the form provided by the researcher. The Item-Objective Congruence (IOC) Index was evaluated by the three experts and the results were rated

with congruent = +1, questionable = 0, and incongruent = -1. The reliability from the results of the IOC had to be more than 0.50 in order for the instructional and research instruments to be acceptable. The IOC results are shown in Appendix H.

## Phase 2

The second phase was the implementation of the speaking instruction using stories syllabus, which was divided into five steps and are as follows:

- 1) **Conduct speaking pre-test:** The speaking pre-test was conducted first and all the individual scores of the students were collected.
- 2) **Treatment:** speaking instruction using stories method: The speaking instruction using stories was then implemented over the course of 8 lessons according to what was planned.
- 3) **Conduct three in-class observations:** Three in-class video observations were recorded by the researcher and the data was collected and noted down after lessons 1, 4 and 8.
- 4) **Collect data from the student talk diaries:** Student talk diaries were collected from the students after lessons 1, 4 and 8.
- 5) **Conduct speaking post-test:** After the instructional instruments were implemented, the researcher conducted a post-test on the students to see if the results of the post-test were higher than the pre-test or not.

### **Phase 3**

The final phase then was the data collection and evaluation of the results using descriptive statistics to analyze the data and report on the findings. The data collected from the pre-test and post-test was analyzed using descriptive statistics and a Wilcoxon signed-rank test to display the different in mean scores. The data from the in class video observations and student talk diaries were collected to show their opinions on the English Speaking Instruction Using Stories, and was presented and compared using percentages.

### **Population and Participants**

The population of this study were Thai EFL young learners in the second grade level studying in international schools. The current study used convenience sampling as the way to recruit participants. The participants then included second grade Thai EFL learners, whose ages ranged from 6 to 7 years old, in one international school in Nonthaburi province, Thailand. In order to obtain consent to join the research study, letters were sent to the participants' parents or guardians to sign in and returned to the instructor.

The participants in the study were 12 Thai students in the 2<sup>nd</sup> grade class consisting of 6 male students and 6 female students of mixed abilities ranging from 6 to 7 years of age. The students in this study had therefore been exposed to at least one year EFL instruction in the school. English language was used as a medium of learning for them in the subjects including English, Math and Science. They were all



Thai students whose parents were Thai. The students used English as a foreign language at the school, but used Thai with their friends and family at home. As the school where the data was collected was a Singaporean international school, the learner outcomes set in the Curriculum of the Ministry of Education, Singapore, were that students would have to be able to use language to produce spontaneous and planned spoken texts and convey them through conversation, poetry, personal recounts, narratives or procedures (S. M. o. Education, 2010).

### **Research Instruments**

This research consisted of instructional instruments and three main types of research instruments which were utilized in the research procedure. The instructional instruments were the English Speaking Instruction Using Stories with 8 lessons planned out with 2 more periods used for the pre-test and post-test. The research instruments were a speaking pre-test and post-test, three in-class video observations, and student talk diaries.

### **Instructional Instrument**

The instructional instrument that was used for the current study was the English Speaking Instruction Using Stories. The instruments were created by a first conducting a needs analysis to find out which characters the participants found interesting and entertaining.

The English speaking instruction using stories course was integrated into the students' daily schedule and substituted their library time for 8 periods. The classes

lasted for 50 minutes per lesson and the material was based on their English books and the needs analysis from the students. The stories were developed according to what suggested for grade 2 students to be able to speak about themselves, their families, their school, their surrounding environment, foods, beverage, and other everyday experiences. Following the needs analysis and what suggested by the curriculum, the lessons were planned out and were created based on the topics from the students' English books. The instructional instruments were also reviewed by experts in order to confirm the validity of the lesson plans. Figure 3.2 outlines the scope and sequence of the instructional instruments.

Week	Duration	Topics	Class
1	50 mins	Introduction Let's Go Shopping	Introduction to the course Story Vocab: people and things in a supermarket, countable and uncountable foodstuff Grammar: quantifiers, countable and uncountable nouns, 'there is' and 'there are', prepositions Drama: being polite at a supermarket
2	50 mins	A Day at the Zoo	Story Vocab – names of zoo animals, animals with fur, feathers, or scales Grammar – nouns, verbs, 'this and that', 'these and those', 'has and have', interrogatives

			Story: tell us what you saw at the zoo
3	50 mins	Getting Around	<p>Story</p> <p>Vocab: vehicles, things you find on the street</p> <p>Grammar: simple present tense, using imperatives to give directions, yes/no answers, prepositions</p> <p>Role play: make up yes/no questions in pairs</p>
4	50 mins	What do We Wear?	<p>Story</p> <p>Vocab: clothing items</p> <p>Grammar: Possessive adjectives, using 'first, next, then, after that, finally, and now', adjectives – names of colors, using 'too' and 'just right'</p>
5	50 mins	The Calendar	<p>Story</p> <p>Vocab: names of months and days, adverbs of time (yesterday, today, tomorrow)</p> <p>Grammar: subject/verb agreement, using 'before and after', interrogatives, simple past tense</p> <p>Story: talk about what you did last weekend</p>
6	50 mins	More About Friends	<p>Story</p> <p>Vocab: indoor/outdoor activities, adjectives used to describe friends, antonyms</p> <p>Grammar: comparative/superlatives, simple present, using the verb 'help' in conjunction with another verb</p>

			Story: complete the story about helping friends
7	50 mins	Holiday Time	<p>Story</p> <p>Vocab: names of festivals, names of food eaten during festivals</p> <p>Grammar: possessive adjectives, adjectives, present continuous tense</p> <p>Role play: visit a friend's home during a festival</p>
8	50 mins	Once Upon a Time	<p>Story</p> <p>Vocab: fairy tale characters, locations, settings</p> <p>Grammar: plurals of nouns, simple past tense</p> <p>Drama: reenact a fairy tale story</p>

*Figure 3.2: Scope and Sequence of the study*

All lesson plans were constructed based on a proposed framework of English Speaking Instruction Using Stories (See Appendix F). The conceptual framework outlined what the instruction during the 8 lessons would follow. The integration of the ideas used to design the speaking instruction using stories is shown in figure 3.3. Following the framework in figure 3.3, the Speaking Instruction Using Stories followed three stages: Prepare, Enable and Promote. The prepare stage would use pre-story activities to raise awareness to the new knowledge. The enable stage would use while-story reading connections, predictions and questions to continue to raise awareness to the new knowledge. Finally, the promote stage would use post-story reading activities

to promote appropriation and autonomy in the students in the storytelling activities. It has been modified from Thornbury's (2005), framework for teaching speaking through awareness, appropriation and autonomy. González's (2010) pre, while, and post story-reading methods.



Figure 3.3: Conceptual Framework

The first stage, prepare, used pre-story activities which raise the awareness of the students to the new language presented using flashcards and vocabulary games and included the three stages of paying attention to the visual aids and new knowledge, noticing the gap, and understanding how the new vocabulary is used. In this stage, the instructor used visual aids, posters, and flashcards to gain the attention of the students and introduce the topic, new vocabulary, and new language to them.

The second stage was the enable stage where the instructor would tell a story with the use of custom story books and helped students make connections between the text and images in the story by showing the students the images from the flashcards and storybooks which helped them learn and make connections with the new vocabulary words in the lesson. The instructor also helped the students in making predictions about what would happen next in the story based on their previous knowledge and experience of stories by asking guided questions. Finally the teacher would continue to ask questions about the story to check for comprehension among the students to make sure that they noticed the new language presented and understood and recognize the general rules or patterns in the language being used which may include new input, such as vocabulary, phrases, pronunciation, and structure.

The third stage would promote the students speaking through appropriation, which involved the students taking over the ownership of the new language learned

(Thornbury 2005). The students would first move on to work in small groups to use the new language in assisted dialogues by using the new vocabulary words to make and use short sentences. Then the students worked in groups to complete the story which the instructor started by looking at different sets of flashcards/handouts with images, prompts and vocabulary related to the story, which the instructor showed to them in a jigsaw activity. The students would then be supported by the instructor to speak and explain their own connections, predictions, and ask each other questions, about their own variations of the story, which they would have to complete together. Once the stories had been completed, the students would speak and present their stories in their small groups at the end of the activity. After the group activities, autonomy was promoted, which was included in the post reading stage and was the part of the lesson where the students performed and worked cooperatively with their peers to speak and produce language in real operating conditions by sharing with the class through speaking activities like telling their own stories in conversation about their own experiences and real life which will promote productivity, purposefulness, interactivity, challenge, safety, and authenticity.

### **Research Instruments**

There were 3 research instruments for the current study: 1) pre-test and post-test, 2) video observation form, and 3) talk diaries. Detail is as follows.

#### ***1. Pre-test and Post-test***

The research instrument which was used to find whether the participants' speaking ability was affected by the designed instruction included pre-test and post-

test which were parallel. The parallel pre-test and post-test used in this study was used to assess the students' use of appropriate grammar and vocabulary, pronunciation, and interactive communication. The tests were composed of 2 parts, a personal interview and a part of looking at pictures and tell a story, which were adapted from The Cambridge English Flyers YLE Test (Cambridge, 2005). The pre-test and post-test were a parallel test and the topics chosen for the test were based on the student's curriculum. The test consisted of two parts. In the first part, the examiner greets the child and asks the student short questions about themselves and their experiences. The questions were short questions like: Tell me about your weekend? or How do you go school? The questions required the students to retell short events or experiences that happened to them. The second part consisted of short picture stories depicting shopping situations and buying an item as a present. The pre-test was about buying a present for a father and the post-test was about buying a present for a mother (See Appendix C). The parallel tests were then validated by three experts: 2 current teachers working in primary education and 1 professor in teaching speaking and storytelling. After validation, and adjustments according to the experts' suggestions to make the tests more parallel, a pilot study on a similar age group of 6 students was conducted to see whether the tests and the lessons were clearly understood.

The pre- and post-test were then scored from a total of 15 point using speaking ability rubric (See Appendix E), which was adopted from Assessing Speaking Performance rubric. The aspects used as the criteria for speaking ability included the



appropriate use of simple grammatical forms, appropriate vocabulary when talking about everyday situations, appropriate pronunciation, and interactive communication where the student showed the ability to maintain simple exchanges and required very little prompting and support. The pre- and post- test were video-taped in order for the researcher to see and assess several times for an intra-rater reliability.

## ***2. Video recording and Video observation form***

The second research instrument was a video recording of the lessons during lessons 1, 4 and 8. A small, inconspicuous sports camera was used in order to not alert the students to the presence of a camera. The camera was placed to the side away from the view and attention of the students. The 3 video recordings were then analysed.

Each video recording was viewed by the researcher and student participation was assessed using the observation form as shown in Appendix H. Each participant was observed individually in each view. The recordings of each student in each lesson were viewed once per each student with the details noted down in the observation form. The observation form, which was adapted from Grugeon et al. (2005) was used in order to observe the students' verbal and non-verbal participation in the classroom. The 10 questions in the form help to guide the observation toward students' participation both verbal and non-verbal according to Warayet (2007). The items in the observation form were as follows:

Item
1) Does the child initiate and carry on conversations?
2) Does the child listen carefully?
3) Can the child's talk be easily understood?
4) Does the child describe experiences?
5) Does the child give corrections?
6) Does the child follow verbal instructions?
7) Does the child ask questions?
8) Can the child contribute to a working group?
9) Does the child participate in activities?
10) Does the child show interest in learning more?

*Figure 3.4: Items in teacher's classroom observation form*

*\*\*Answers to Observation Form: Items 1, 3, 4, 5, and 7 are verbal-participation; Items 2, 6 and 10 are non-verbal participation; and Items 8, and 9 are both verbal and non-verbal participation.*

The items in observation form geared the teacher towards considering whether or not the student participated verbally by: initiating and carrying on conversations (Item 1), showing an attempt to make their speech easily understood (Item 3), describing their experiences (Item 4), giving corrections to their peers (Item 5), and asking questions (Item 7). The observation items were also for teachers to consider whether or not the student showed signs of: participating non-verbally, for example, by listening carefully (Item 2), following verbal instructions (Item 6), and showing interest in learning more

(Item 10). For items which can be both considered verbal and non-verbal, the teacher observed whether the student was: contributing to the group activities (Item 8), and participating in the various classroom activities (Item 9).

The items in the observation forms were then validated by three experts: 2 current teachers working in primary education and 1 professor in teaching speaking and storytelling (See Appendix I). After validation, the items were adjusted according to the experts' suggestions.

### **3. Talk Diary**

The third research instrument was a talk diary, which was also adapted from Grueon et al. (2005). The talk diary was used to collect verbal and non-verbal participation from the students' perspectives as the instructor's and students' perceptions of participation can vary according to Meyer (2009). The talk diary was assigned to the students to record the way they felt they interacted with others in class with their participation in the different classroom activities. The talk diaries contained a list of 10 items which the students answered either yes or no, which was represented with a smiley face and a sad face respectively. The talk diaries were collected after lessons 1, 4 and 8 with the instructor reading each of the items out to the students and the students were asked to fill out the diary. Since student's participation can be verbal and non-verbal, the students' own observations needed to be recorded to show their thoughts in their participation as to Meyer (2009) stated. The talk diaries was used by the students to record their verbal and non-verbal

participation in the teaching instruction using stories. The items in the talked diary were as follows:

Item
1) Did I talk to the class?
2) Did I answer a question?
3) Can I tell a story?
4) Can I talk about things that happened to me?
5) Did I learn some new words?
6) Do I remember things I am told?
7) Did I ask a question?
8) Do I like talking to my friends about what I learned?
9) Can I talk more about everyday things?
10) Did I like the stories and activities?

*Figure 3.5: Student talk diary questions*

*\*\*Students' perception reported by choosing smiley/sad faces: Items 1, 2, 3, 4, 7, and 9 are verbal-participation; Items 5, 6, and 10 are non-verbal participation; and Item 8 is both verbal and non-verbal participation*

The items in the student talk diary were for considering how they reported about their perception regarding their participation, whether or not they participate verbally by: talking to the rest of the class (Item 1), answering questions that were asked (Item 2), telling a story (Item 3), talking about personal experiences (Item 4), asking questions (Item 7) and talking more about everyday things (Item 9). The students' reported items are also for considering whether or not they participate non-

verbally, for example, by learning new words (Item 5), remembering things they are told (Item 6), and enjoying the stories and activities (Item 10). For items which can be both verbal and non-verbal, the students recorded their answers to whether they enjoyed talking to their friends about what they learned (Item 8).

The items in the talk diary forms were then validated by three experts: 2 current teachers working in primary education and 1 professor in teaching speaking and storytelling (See Appendix I). After validation, the items were adjusted according to the experts' suggestions. The question items from the talk diary complemented the questions items from the teacher's observation form in that they both check students' participation verbally and non-verbally. The two instruments were used to cross-check whether or not the observations from the teacher similar or different from the self-report from the students. For example Item 1 from both forms (*Does the child initiate and carry on conversations? Did I talk to the class?*) could be used to check the student's verbal participation and Item 6 from both forms (*Does the child follow verbal instructions? Do I remember things I am told?*) could be used to check the student's non-verbal participation from both the teacher's and student's perspectives.

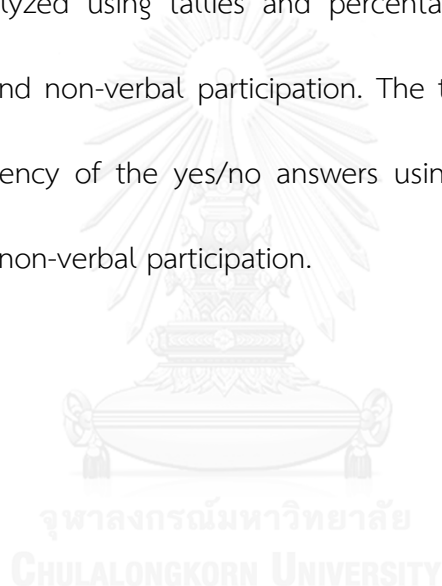
### **Data Collection**

The current study collected data from parallel pre-test and post-test. The data collection from pre-test took place on week 1 and the data collection on week 10. Then data collection for investigating students' participation which included

teacher's classroom observation form and student talk diary was made after lessons 1, 4 and 8, which means at the end of week 2, 5, and 9.

### **Data Analysis**

Once collected, the data from the pre-test and post-test was analyzed using descriptive statistics and the Wilcoxon Signed Rank Test used for small sample groups, which was calculated using a statistics program to compare the scores. The classroom observation was analyzed using tallies and percentages to record the students' instances of verbal and non-verbal participation. The talk diaries were analyzed by calculating the frequency of the yes/no answers using percentages to record the students' verbal and non-verbal participation.



## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the results from the current study are presented in order to answer the two research questions. The findings regarding the English speaking ability of the second grade Thai EFL students in an international school as for the first research question are presented first. The results of the students' participation as for the second research question are then discussed.

#### **Research Question 1**

To what extent did the English Speaking Instruction Using Stories enhance the speaking ability of second grade Thai EFL learners?

The instrument used to collect the data for the pre-test and post-test were parallel speaking tests (See Appendix C). Both pre-test and post-tests were scored twice by the instructor. The first set of scores were collected as the test were conducted and the second set of scores were collected by observing video recorded during the tests.

The second set of scores from the pre-test and post-test were done to insure the intra-rater reliability of the test scores. The results of the intra-rater reliability of the pre-test and post-test, using Cohen's Kappa ( $\kappa$ ), appeared to have substantial agreement as presented and discussed as follows.

Table 4.1 Intra-rater reliability of pre and post-tests using Cohen's Kappa ( $\kappa$ )

			Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Pre- test	Measure of Agreement	Kappa	.644	.186	3.912	.000
	N of valid cases		12			
Post- test	Measure of Agreement	Kappa	.727	.168	3.516	.000
	N of valid cases		12			

Cohen's Kappa ( $\kappa$ ) test was run on the two results of the pre-test and the two results of the post-test to determine if there was an agreement between the two sets of scores for the English speaking test for the intra-rater reliability. Cohen's kappa ( $\kappa$ ) can range from -1 to +1. Based on the guidelines from Altman (1999), and adapted from Landis & Koch (1977), a kappa ( $\kappa$ ) value from 0.61 – 0.80 represents a substantial strength of agreement (Altman, 1999; Landis & Koch, 1977). The reliability scores of the pre-test and post-test results from Table 4.1 were  $\kappa = .644$  and  $\kappa = .727$  respectively, showing that there was substantial agreement between the two sets of scores.

Once the validity of the scores had been confirmed, the pre-test and post-test scores were compared in order to answer the first question of whether the English speaking ability of the students improved after implementing the English Speaking Instruction Using Stories. Descriptive statistics and the Wilcoxon signed-rank test was used to compare the minimum and maximum scores, the mean and the standard deviation.



Table 4.2 Comparison of the English speaking test scores

	N	Min	Max	Mean	Std. Deviation	Z Value	Asymp. Sig. (2-tailed)
Pre-test	12	5	9	7.83	1.115	-3.126	.002**
Post-test	12	9	12	11.42	.900		

\*\*The Z value is significant at the .05 level (2-tailed).

The analysis of Table 4.2 shows the results of the students' scores before and after the English Speaking Instruction Using Stories was implemented. The scores were out of a total of 15 points. In the pre-test, the minimum score was 5 and the maximum score was 9. The mean score was 7.75 with a standard deviation of 1.215. The post-test showed a significant increase in scores as the minimum score was 9 and the maximum score was 12. The mean score of the post-test was 11.42 with a standard deviation of .900. The results show the significant increasing  $Z = -3.126$  and the  $p$  value = .002.

Table 4.3 Wilcoxon signed-rank test of the English speaking test scores

	N	Mean Rank	Sum of Ranks
Post-test Pre-test Negative Ranks	0	.00	.00
Positive Ranks	12	6.50	78.00
Ties	0		
Total	12		

\*\*The Z value is significant at the .05 level (2-tailed).

The results of the Wilcoxon signed-rank test also indicate that there were not negative ranks in the results of the pre-test and post-tests as all 12 participants received positive scores (See Table 4.3). According to Table 4.2 the scores improved on average, by approximately 3.67 points. Therefore, according to the results of comparing the pre-test and post-test results, it can be construed that the speaking ability of the young learners improved after having taken part in the English Speaking Instruction Using Stories.

### **Research Question 2**

What was the participation from students receiving the English Speaking Instruction Using Stories?

The questions in the video observation forms and the student talk diaries were set up in order to explore the participation of the students during the treatment of the Speaking Instruction Using Stories lessons from both the instructors and the students' perspectives in order to collect a more accurate set of data to represent the characteristics of the participation. The participation from the students was both verbal and non-verbal from the results of the observation. Students participated verbally in the speaking activities and this was observed whenever they initiated a conversation in the classroom, asked and answered questions, described their experiences, or gave corrections to their peers. The students also showed non-verbal participation by remembering new vocabulary, following instructions, showing interest in learning more and enjoying the stories and activities.

For the results of the students' participation from the perspectives of the instructor, the scores obtained from tallying the signs of verbal and nonverbal participation using the 3 observation forms from lessons 1, 4 and 8 were analysed and the participation results from the instructor's perspectives were reported as significantly positively increased: lesson 1 - 40.83%, lesson 2 – 57.50%, and lesson 8 – 92.50% (See Table 4.4).

*Table 4.4 Percentage of positive classroom observations*

Item	N	Overall percentage (%) of learners' positive participation in each item		
		Lesson 1	Lesson 4	Lesson 8
1. Does the child initiate and carry on conversations?	12	33.33	50.00	83.33
2. Does the child listen carefully?	12	33.33	41.67	91.67
3. Can the child's talk be easily understood?	12	41.67	50.00	83.33
4. Does the child describe experiences?	12	33.33	50.00	83.33
5. Does the child give corrections?	12	16.67	41.67	91.67
6. Does the child follow verbal instructions?	12	75.00	83.33	100.00
7. Does the child ask questions?	12	33.33	58.33	100.00
8. Can the child contribute to a working group?	12	50.00	66.67	91.67
9. Does the child participate in activities?	12	41.67	66.67	100.00

10. Does the child show interest in learning more?	12	50.00	66.67	100.00
<b>Average</b>		<b>40.83</b>	<b>57.50</b>	<b>92.50</b>

During the observation, whenever a child asked a question, showed initiative to talk first in a speaking activity, or participated according to one of the verbal participation items, they received a positive tally. This was the same for non-verbal observations like following verbal instructions or showing interest in learning more. The students showed more non-verbal participation from the results of the first lesson, but verbal participation increased as the lessons continued. It can be seen from the tally scores shown in Table 4.4 that the initial observation scores after lesson 1 were quite low, with an average of 40.83% of positive times of tally. The lowest score was from question 5) *Does the child give corrections?* (16.67%), showing a slight amount of verbal participation from the number of students who gave brief corrections to their peers during the lesson. The highest scores were from question 6) *Does the child follow verbal instructions?* (75%) which showed non-verbal participation from the majority of the students as they listened to the instructions and followed them out. The average score after lesson 4 increased (57.5%), with the lowest scores this time being from question 2) *Does the child listen carefully?* (33.33%) and question 5) *Does the child give corrections?* (33.33%). The highest score was from question 6 again (83.33%). The final classroom observation showed a significant increase in overall percentage score

(92.5%). The lowest scores this time were from 1, 3, and 4 and full scores from question 6, 7, 9 and 10, showing a higher percentage in student participation by the end of the treatment.

In order to further explore the students' participation in the English Speaking Instruction Using Stories, a simple yes/no student talk diary was adapted from Grugeon (Grugeon et al., 2005) which was scaled down to a grade 2 level. The students were guided through the questions and statements in three sessions at the end of lesson 1, 4, and 8. The frequency of the positive and negative answers, which displayed the students' verbal and non-verbal participation, was counted and calculated to percentage as presented in Table 4.5.

*Table 4.5 Percentage of learners' positive answers*

Item	N	Overall percentage (%) of learners' positive participation in each item		
		Lesson 1	Lesson 4	Lesson 8
1. Did I talk to the class?	12	41.67	83.33	100
2. Did I answer a question?	12	66.67	83.33	100
3 .Can I tell a story?	12	41.67	58.33	83.33
4. Can I talk about things that happened to me?	12	41.67	66.67	100
5. Did I learn some new words?	12	75	75	83.33
6. Do I remember things I am told?	12	50	66.67	91.67
7. Did I ask a question?	12	33.33	75.00	91.67

8. Do I like talking to my friends about what I learned?	12	75	83.33	100.00
9. Can I talk more about everyday things?	12	50	66.67	100
10. Did I like the stories?	12	100	100	100
<b>Average</b>		<b>57.50</b>	<b>75.83</b>	<b>95</b>

The results of the talk diaries showed that there was verbal and non-verbal participation from the students' perspectives as well. Again, from the students' perspectives there was more non-verbal participation in the first lesson, but as the lessons continued, the level verbal participation increased. The majority of the students enjoyed participating in the English Speaking Instruction Using Stories which showed non-verbal participation. They increasingly gave positive answers to both verbal and non-verbal participation: lesson 1 - 57.50%, lesson 4 - 75.83%, and lesson 8 - 95%. The highest scores which were reported 100% for all three lessons include the ones from Item 10: *Did I like the stories?* The lowest score shown in lesson 1 was verbal participation: lesson 1 - 57.50%, lesson 4 - 75.83%, and lesson 8 - 95%. The highest scores which were reported 100% for all three lessons include from Item 2: *Did I ask a question* (33.33%), but the score showed improvement after lesson 4 (75.00%), and finally after lesson 8 (91.67%), which was substantially high in the end.

Table 4.6 Comparison of classroom observation and student talk diaries

Research Instrument	N	Overall percentage (%) of learners' positive participation in each item		
		Lesson 1	Lesson 4	Lesson 8
Classroom observation average	12	40.83	57.50	92.50
Student talk diary average	12	57.50	75.83	95

When the results from the classroom observation and student talk diaries were compare, the results showed a slightly but constantly difference between the instructor's perception and the students' perception of verbal and non-verbal participation. The results of the instructor's observations showed a lower percentage of average verbal and non-verbal participation (See table 4.6) compared to the students' perception of their verbal and non-verbal participation.

### Summary

This chapter discussed the results of the effects of English Speaking Instruction Using Stories on the speaking ability of the 2<sup>nd</sup> grade Thai EFL students in an international school. The first research objective, which was to find out to what extent the English speaking ability of the young learners improve after participating in the lessons, was completed yielding the answers through the positive results of the pre-test and post-test. According to the significant difference in the scores of the pre-test and post-test, it was found that the English speaking ability of the students did

significantly increase. For the second research objective, which was to find out what the participation of the young learners would be in the English speaking instruction, the results showed both verbal and non-verbal participation from the students in the speaking instructional activities. The following chapter will discuss the findings from this chapter and future recommendations.





## CHAPTER V

### Summary, Discussion and Recommendations

This chapter is presented in six topics. The first and second topics include a short summary of the study and a short summary of the findings. Next, discussion is presented and followed by the pedagogical implications of this study. Finally, the limitations of the study and the recommendations for the future research are discussed.

#### Summary of the study

This research project aimed to study 1) the effects of English Speaking Instruction Using Stories on the speaking ability of the 2<sup>nd</sup> grade Thai EFL learners in an international school 2) the participants' participation in the English Speaking Instruction Using Stories. The sample selection was convenience sampling and they were the Thai EFL participants from the 2<sup>nd</sup> grade level in an international school in Nonthaburi, Thailand. The students in this school were mixed ability students. They practice using English in school as the majority of the core subjects are taught in English. The lessons were added as an additional class in the students' weekly schedule and used English speaking instruction using stories to help improve the speaking ability of Thai second grade EFL students. The participants for the research consisted of 6 male and 6 female 2<sup>nd</sup> grade students between the ages of 6 and 7.

For research question 1, the instruments used to find out about the speaking ability of the participants were a parallel speaking pre-test and post-test. Once collected, the data were analyzed using descriptive statistics and a Wilcoxon signed-rank test. For research question 2, three video observations and three student talk diaries were collected to find out the student's participation in the English speaking instruction. The data from the observations were counted as frequency and presented in percentage and the data from talk diaries obtained from the students' choices between smiley and sad faces were scored and also reported in percentage.

### **Summary of the findings**

The findings of this study were presented in two parts according to the two research questions. First, the results of the pre-test and post-test were compared and analyzed to present the findings for the first question: *To what extent does the English Speaking Instruction Using Stories enhance the speaking ability of second grade Thai EFL learners?* Next, the results of the video observations and students diaries were calculated by using percentage to present the findings for the second question: *What was the participation from students receiving the English Speaking Instruction Using Stories?* The answers are summarized as follows.

#### **1) To what extent does the English Speaking Instruction Using Stories enhance the speaking ability of second grade Thai EFL learners?**

The findings of the study revealed that the English Speaking Instruction Using Stories was able to effectively increase the speaking ability of the 2<sup>nd</sup> grade Thai EFL

learners. The findings of the study indicated that the speaking post-test mean scores were higher than that of the pre-test at a significant level and the students improved in their ability to communicate orally using appropriate vocabulary and grammatical forms, pronunciation and interactive communication.

## **2) What was the participation from students receiving the English Speaking Instruction Using Stories?**

The results yielded from the video observations and student talk diaries which included the students' participation from the teacher's and students' perspectives respectively indicated both verbal and non-verbal participation. Students' participation was verbal and non-verbal during the English speaking instruction. Students participated verbally in the speaking activities and this was observed whenever they initiated a conversation in the classroom, asked and answered questions, described their experiences, or gave corrections to their peers. The students also showed non-verbal participation by remembering new vocabulary, following instructions, showing interest in learning more and enjoying the stories and activities. Interestingly, students showed more non-verbal participation in the earlier lessons, as they listened to instructions and enjoyed the stories, but as the lessons progressed, the students were able to participate more verbally as they answered questions, described their own experiences, gave corrections or participated in the speaking activities by telling their own stories.

## Discussion

This section presents a discussion is based on the findings from the study on about the effects of English speaking instruction using stories on the speaking ability and the participation of the young EFL learners in the Thai international school. Details are as follows.

### **1 Effects of an English Speaking Instruction Using Stories on the Speaking Ability of Second Grade Thai EFL Learners**

The comparison and analysis of the pre-test and post-test results revealed that the students improved in their speaking ability by displaying appropriate use of grammar and vocabulary, pronunciation, and interactive communication. The findings from this study are consistent with previous studies that stated that using stories in the classroom can enhance the students' speaking abilities by giving them opportunities to practice using the target language (Brewster et al., 2002; G. Ellis & Brewster, 2002; Guha et al., 2007; Harmer, 2007; Thornbury, 2005).

An increase in speaking English in the classroom activities was noted in the video observations as the results showed increase in verbal participation from initiating and carrying conversations, to participating and contributing to the group activities. These results also appear to agree with Grugeon and others (Grugeon et al., 2005), by showing that stories had a significant part in the oral development of children, and the results also suggest that story comprehension for children and their ability to speak and retell stories were enhanced by hearing stories (Isbell et al., 2004).

## 2 Students' participation in the English Speaking Instruction Using Stories

The video observation and the student talk diaries were used to collect data on the verbal and non-verbal participation of the students. The results of the video observations showed a clear increase in verbal and non-verbal participation (from 40.83% to 92.5%) as the students enjoyed getting opportunities to share their own personal experiences with the rest of the class. According to the results of the talk diaries, there was also a significant difference in the percentage of the student's own view of verbal and non-verbal participation at the beginning of the treatment compared to the end of the treatment (from 57.5% to 95%). By the final lesson, all the students were able to tell short stories about personal experiences that tied in with the day's lesson. The results from the observations and talk diaries showed some interesting findings.

One interesting observation was that as the lessons were conducted, students were able to show signs of peer correction. For example, the use of past tenses:

Student A: Yesterday, I go to-

Student B: WENT!

Student A: Yesterday, I went to...

Another example was students correcting each other using possessives:

Student C: This for me...

Student D: C, You have to say "This is mine..."

Student C: Oh, sorry. This is mine...

These exchanges seemed to agree with the results from the observations regarding question: 5) Does the child give corrections, which rose from 16.67% after the 1<sup>st</sup> lesson, to 41.67% after the 4<sup>th</sup> lesson and finally to 91.67% after the 8<sup>th</sup> lesson. This finding showed an increase in deliberate verbal participation in the classroom. Along with the verbal participation, this also agrees with Ellis and Brewster (2002) regarding using stories in the classroom providing opportunities for the students to check their own work either individually or in groups. This helped them to take on responsibility for their own learning and work out where and why they may have made a mistake (G. Ellis & Brewster, 2002).

Students were also able to up a lot of new vocabulary from the stories they heard. The results of the percentage data showed that the students were able to use new words that they had picked up in the lesson (from 75% to 83.33%). This agrees with the previous studies by Taylor & Kamen (2004) that showed that the use of stories with young children not only had positive effects but also enhanced their vocabulary.

Confidence in speaking out loud in the classroom was another interesting observation. The results seem to show that the positive verbal participation in the class gradually improved as the students became more familiar with the lesson format and as they become more confident in telling their own stories. When it came to students asking and answering questions, the data provided interesting results. Results from the first lesson showed that about 66% of the students were able to answer questions, but only about 33% were able to ask their own questions. This showed that

initiating a conversation was quite difficult in the beginning as opposed to replying and continuing on a conversation. But the results after the final lesson showed a significant increase as about 91% of the students were able to ask their own questions and all of them were able to answer questions. This increase in verbal and non-verbal participation, shown from the results of questions such as *Can I tell a story?*, *Do I like talking to my friends about what I learned?* and *Can I talk more about everyday things?*, seems to suggest that the stories lessons were able to create positive language learning conditions (Brewster et al., 2002), which in turn helped build vocabulary and helped the children develop self-confidence and comfort in expressing and sharing their needs and ideas along with presenting which was agreeable with Sodermal et al. (2013) and Harmer (2007).

The results from the talk diaries and classroom observations seem to correspond with what was mentioned above as the Speaking Instruction using Stories created opportunities for the students to practice peer-correction, broaden their vocabulary and gain confidence in speaking out loud in class.

### **Pedagogical Implications**

Looking at the results and findings from the present study, it seems that English Speaking Instruction Using Stories played a part in improving the English speaking ability of young English learners. The findings suggest that the use of stories in the classroom setting, especially when used with real-life situations with which the students can relate to, provides meaningful context and functions as a means to continue into a

variety of language learning activities (Brewster et al., 2002), which was seen in the classroom activities using stories. Creating or using carefully selected and relevant stories in the classroom in order to gain the students' attention has been shown to help keep students attentive and engaged in the lesson.

Using questions and predictions during the story can also help encourage speaking in the classroom among the students. The consistent use of communication between teacher to student and student to student talk through questions, predictions and connections during the instruction using stories really helped facilitate and encourage both verbal and non-verbal participation. Even though the students' may show a lower level of verbal participation in the beginning of a course, it should be noted that they are still involved in non-verbal participation.

Finally, the use of activities which the students can participate in and use their previous knowledge from real life experiences has shown to help students gain confidence in speaking English during the activities. When students have real experiences from which to draw previous knowledge from, they are able to be more confident in their verbal participation and show a desire to share this knowledge with their peers.

This suggests that using stories in the classroom should be looked into more in order to help improve the speaking ability of young language learners. The teacher's observations and student's talk diaries were also proven to be a useful tool for the teacher and student to be aware of the student's verbal and non-verbal participation.



### **Limitations of the Study**

Although the findings showed the desirable outcome, the timeframe was limited to only a pre-test, 8 lessons and a post-test, therefore in order to collect more data, it would be better to have a longer period of time to implement the instruction. Another limitation of the study was the limited number of participants as they were part of convenience sampling. This poses the problem of generalizability. As this study was conducted in a more controlled environment using convenience sampling, it may be more difficult to generalize the findings to other classrooms settings. The absence of inter-raters for the speaking tests also limited the results as the researcher was the sole person scoring the instruments; therefore, the study was limited as only with intra-rater reliability.

### **Recommendations for Future Research**

According the results from the present study, the following suggestions are presented as follows:

A longer study well as different age groups would be desirable to study the effects more thoroughly. Possible questions to explore further are:

- What kind of classroom setting is appropriate to encourage confidence in speaking a new language?
- Do teachers have to have a certain characteristic or persona to tell a story?
- How can using stories in the classroom support the confidence of EFL learners?

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## APPENDIX

Appendix A: Basic Education Core Curriculum, Ministry of Education, (2008) pp.268

### Learners' Quality

#### Grade 3 graduates

- Act in compliance with the orders and the requests heard; pronounce the alphabets, words, groups of words, simple sentences and simple chants by observing the principles of pronunciation; accurately tell the meanings of the word and groups of words heard; answer questions from sentences, dialogues or simple tales heard or read
- Engage in interpersonal communication using short and simple words through the patterns heard; use simple orders and requests; tell their needs in simple words; request and give personal data together with their friends; tell their own feelings about various objects around them or various activities through the patterns heard
- Verbally provide information about themselves and matters around them; categorise words among persons, animals and objects they have heard or read
- Speak and act by observing social manners/culture of native speakers; tell the names and simple terms about festivals/important days/celebrations and lifestyles of native speakers; participate in language and cultural activities fitted at their age levels
- Tell differences between sounds of the alphabets, words, groups of words and simple sentences in foreign languages and those in the Thai language
  - Identify words related to other learning areas
  - Listen/talk about simple situations in the classroom
  - Use foreign languages to collect relevant terms around them
  - Be able to use foreign languages (focus on listening and speaking) to communicate about themselves, their families, schools, their surrounding environment, foods, beverages, free time and recreation around 300-450 words (concrete words)
- Use simple sentences in conversations

*Appendix B: Speaking Test Summary of Procedure*

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**Summary of Speaking Test Procedure**

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The usher introduces the child to the examiner. The examiner introduces themselves and asks the child's name and how old they are.

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- 1 The examiner tells the child the name of the story and describes the first picture.

(Example: These pictures tell a story. It's called "A day at the zoo." Look at the pictures first. (Pause) Tom is going to the zoo today.)

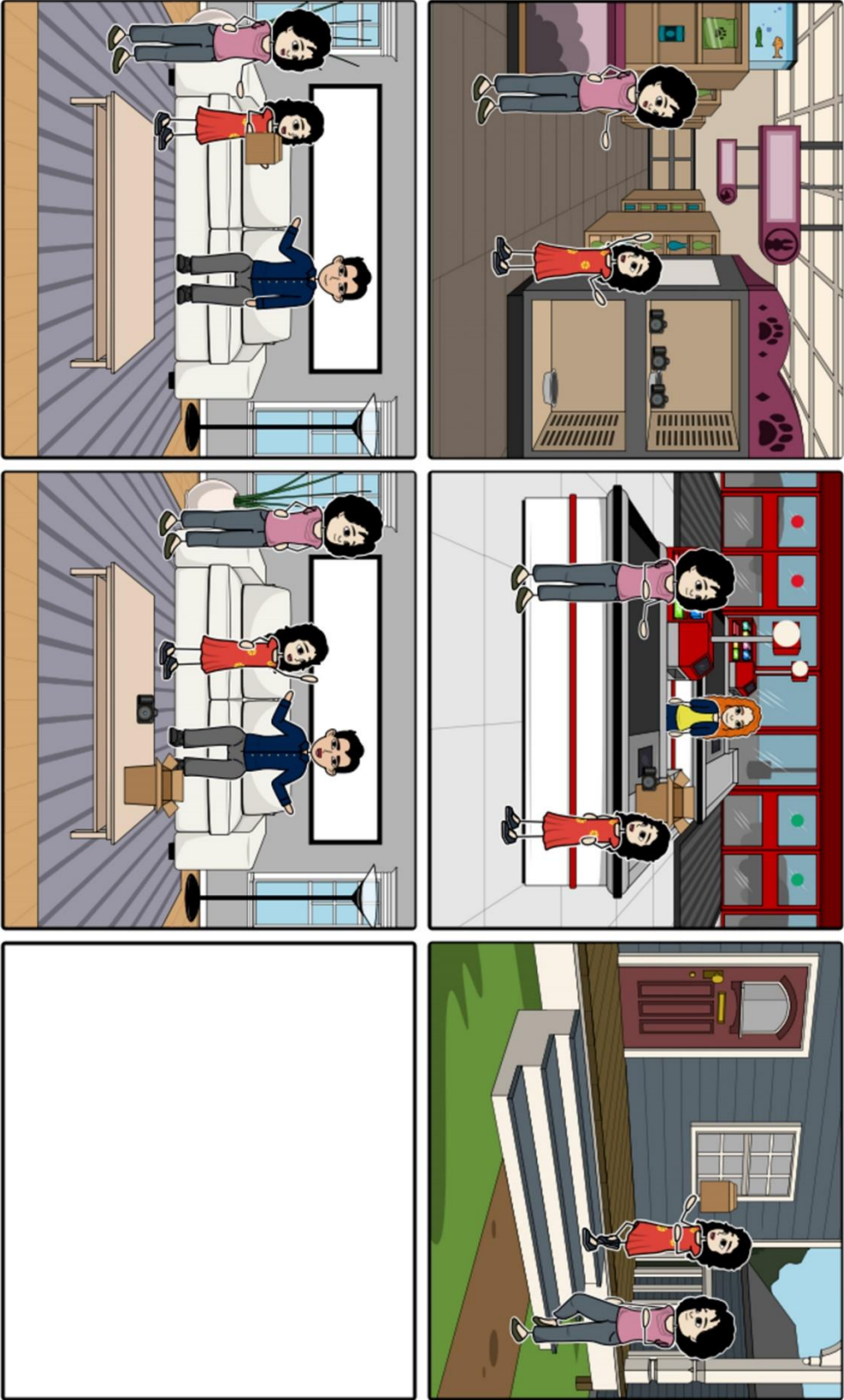
The examiner then asks the child to continue the story.

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- 2 The examiner asks questions about the child, eg. "What did you do on the weekend?"
-



Appendix C: Speaking pre-test



Appendix D: Speaking post-test



## Appendix E: Speaking Test Sample Dialogue

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings candidate in	Hello, (student's name). My name's ...  How old are you, (student's name)?	Hello.  Seven.	Are you six/seven?
1	Points to story card	Now look at these pictures. They show a story. It's called 'Dad's birthday'. Look at the pictures first. (pause) Mary and her mom are shopping for a present for dad. Now you tell the rest of the story.	(many variations possible) Mary sees a camera. Mom and Mary buy the camera. They go home. Mary is happy. Mary and mom surprise. Dad likes his new camera.	What is Mary looking at? What does she want to do? What is mom doing? Where is Mary? What did she get?
2	Put away all pictures	Now let's talk about your school. What's your favourite day? How do you go to school? What did you do last weekend? OK, thank you, (student's name). Goodbye.	(Monday) (by bus) (I went to the park)    Goodbye.	Is your favourite day Monday? Do you walk to school? Where did you go?

*Appendix F: Speaking Test Scoring Rubric*

Score	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Student performance shares features of bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges despite some difficulty. Requires prompting and support.
2	Student performance shares features of bands 1 and 2		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Student performance below band 1		

*Appendix G: Story sample lesson: Let's Go Shopping*

Length of Lesson: 50min – 1hr

No of Students: 12

**Let's Go** Vocab:

**Shopping** People and things in supermarket: groceries, cashier, shopping list, attendant, basket, trolley, shelf, aisle, checkout counter,  
Countable and uncountable foodstuff: tomato, banana, pineapple, carrots, potatoes, bread, rice, water, milk, cheese

Story: tell us your shopping story!

**Storybook Outline:**

1. Ben is going to the supermarket to buy some groceries. This is Ben's first time going to the supermarket by himself.
2. When Ben reaches the supermarket, he first looks at his **shopping list** to see what he needs to get.
3. He needs to get **four tomatoes, two carrots, one pineapple, a loaf of bread, a bottle of water and a carton of milk.**
4. The supermarket is very big! Ben asks the attendant for help. "Groceries can be found in aisle seven and eight!" the attendant tells Ben.
5. Ben grabs a trolley and walks over to the aisles where the items on his shopping list can be found.
6. There are so many items in the grocery aisles! Ben looks at all the different items and finds the items he needs.
7. The tomatoes are **between** the carrots and the pineapples. The bread is **next to** the bottles of tomato sauce. The water bottles are **on** the shelf **above** the bread, and the milk cartons are **next to** blocks of cheese.
8. Ben puts the items into the trolley. Now there are a lot of items in Ben's trolley!
9. Then, Ben walks over to the cashier. "That will be two hundred and twenty baht!" says the cashier, "Would you like a plastic bag?"
10. "No thank you," says Ben, "I brought my own bag!"

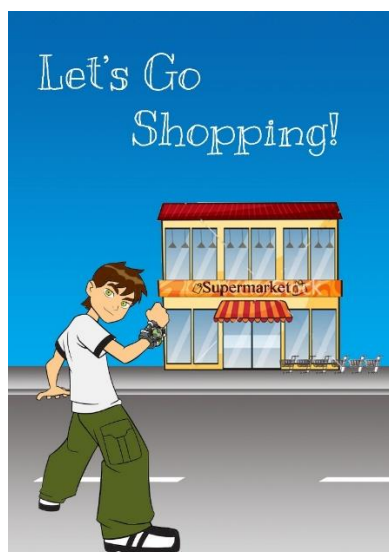
**Language focus:** Quantifiers: how much, how many, etc... Countable and uncountable noun, 'there is' and 'there are', Prepositions, containers

**Materials:** marker, eraser, flash cards, story book

**Terminal** To get the students to speak in English about their own similar

**Objectives:** experiences to the story being told

<b>Enabling Objectives:</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. identify meaning of vocabulary flashcards,</li> <li>2. notice and identify the new language features being used in the story, make connections, predictions and demonstrate understanding of the story being told by the teacher,</li> <li>3. assist and communicate with each other to complete the jigsaw activity</li> <li>4. speak and present the completed story from their groups</li> </ol>	
<b>Background Knowledge:</b>	Supermarket items	
<b>Function:</b>	listening and speaking, contrasting	
<b>Lexis:</b>	Vocab: People and things in supermarket: groceries, cashier, shopping list, attendant, basket, trolley, shelf, aisle, checkout counter, Countable and uncountable foodstuff: tomato, banana, pineapple, carrots, potatoes, bread, rice, water, milk, cheese	
<b>Procedure:</b>		
	Teacher's Actions	Students' Actions
<b>Prepare</b> Awareness using Stories:	T greets Ss and uses pictures and flashcards of supermarket/grocery words to begin raising awareness by asking questions about the cards and images	Ss will try to come up with words as well as say short sentences which will draw their attention to the activity
<b>Attention</b>	T then runs through a vocabulary matching activity with the students. T asks Ss to match grocery item flashcards (tomato, banana, pineapple, carrots, potatoes, bread, rice, water, milk, cheese, etc.) with the correct container words (a/an, two, three, etc., a bottle of..., a loaf of..., a carton of..., etc.)  T will then ask Ss to brainstorm and come up with other containers words they may know, and ask Ss to make short sentences based on the images and opposite words  T will begin by starting to tell the story.	Ss pay attention to the vocabulary matching activity and listen to the directions given by the T.  Ss activate previous knowledge and try to answer questions about the opposite words  Ss answer questions and come up with the different container words that they may know or remember



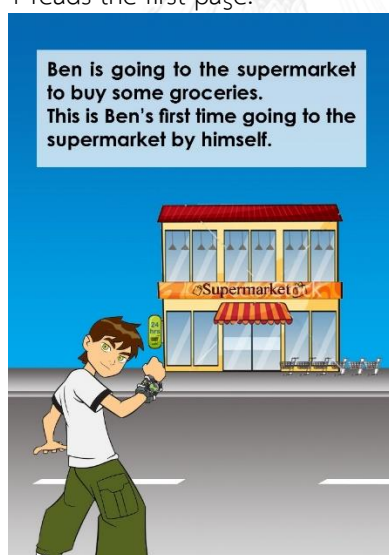
Ss notice and recognize the character and context.

Ss answer T's question

Ss listen to the story and look at the pictures

T asks Ss "Who likes to go shopping?"

T reads the first page:



T asks Ss about their own experiences:  
 "What can you buy at the grocery store?"  
 "What did you buy the last time you went shopping?"

Ss answer using personal experiences. Ss understand and list off vocab items, and more if possible:  
 "Milk, bread, candy, etc..."  
 "I bought some..."

T continues reading the story:

Notice

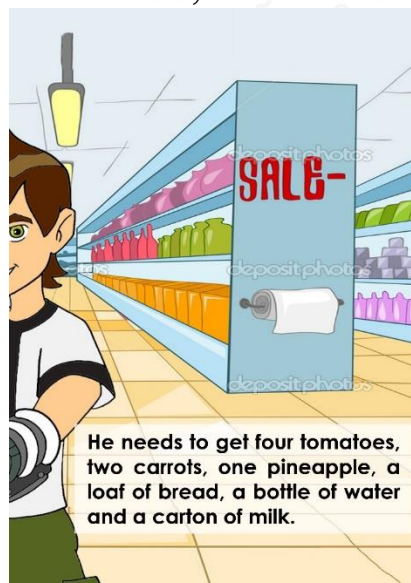


Ss listen and watch the story

T asks Ss what goes on a shopping list, and asks what do they think will be on Ben's shopping list.

Ss answer the questions and make predictions:  
 "Milk, juice, apples, bananas, etc..."

T continues story:



T stresses the containers for each of the grocery items (...a loaf of bread, a bottle



of water and a carton of milk..) and asks Ss to recall any other containers

T asks Ss where can the items on the shopping list be found

Ss answer:

“At the grocery store... in the meat area... in the snacks area... etc.”

Understand

T continues story:



T asks Ss if they have asked to for help before:

“Have you asked someone for help before?”

“If you can’t find something, who do you ask?”

Ss answer:

“Yes/No..”

“I ask the people that work there..”

“I ask my mum/dad...”

T continues story:

Ben grabs a trolley and walks over to the aisles where the items on his shopping list can be found.



Ss answer:  
"He will buy more things,  
etc.."

T asks Ss what they think will happen next



Ss answer:  
"Fruits, watermelons,  
carrots, milk, bread, water,  
etc.."

**There are so many items in the grocery aisles! Ben looks at all the different items and finds the items he needs.**

T asks Ss if they can identify the items on the grocery shelf



**The tomatoes are between the carrots and the pineapples. The bread is next to the bottles of tomato sauce. The water bottles are on the shelf above the bread, and the milk cartons are next to blocks of cheese.**

T asks Ss to use prepositions to describe the location of different food items

T also asks Ss which items are countable and which items are uncountable

Ss answer:

“The milk is next to...”

“The pineapples are between...”

“You can count the carrots...”

“You cannot count water...”

Etc..

T asks Ss:

“What do you do after you have everything you are looking for?”

Ss answer:

“Pay the money..”

“You go pay for your things..”



Ss answer yes/no..

T asks Ss if they use plastic bags



Ss answer:

"To save plastic.."

"To recycle.."

T asks Ss:

"Why does Ben use his own bag?"

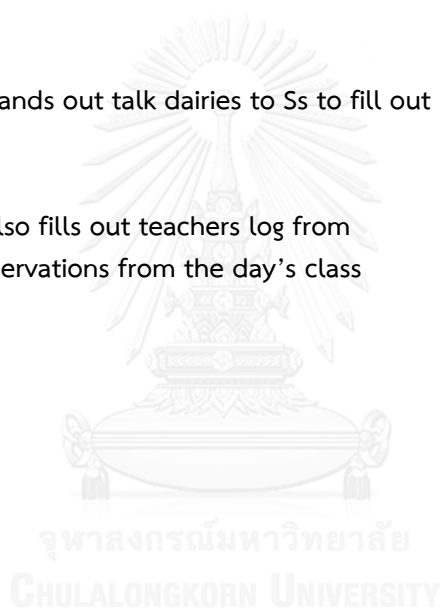
Note:

T will constantly point to the text and images as they read for the students to make **connections** between the text and images

T will also ask the students to make **predictions** about what will happen next based on their past experiences and knowledge

	T will ask <b>questions</b> regarding comprehension of the story.	
<b>Enable</b>	T asks Ss to break into talk partners and list down vocabulary and container words that they learned from the story T asks Ss to narrate short sentences in pairs	Ss work with talk partners on the vocabulary and opposite words
Appropriation using Stories	T helps guide the groups and pairs of Ss	Ss speak and narrate short sentences through dialogue Ss make short stories through assisted performance and talk about shopping for groceries
<b>Connections</b>	T breaks Ss up into groups to with different shopping lists to create their own stories	
	T shows different Ss the different flashcards/handouts with images, prompts and vocabulary related to the story and tells Ss find their friend with a matching shopping list.	Students speak in their groups to connect their different story sections "I am going shopping and I will need... a/some/a bottle of..."
<b>Predictions</b>		
<b>Questions</b>	Then T tell Ss to go back to their groups to continue the story Example: What do you need to buy? Where will those items be? Can you do it yourself?	Ss make predictions, and ask each other questions related to the story "What do you need to buy?" "Do you need a bottle of milk?"
		Ss complete their story in pairs: "We are going shopping and we will need..."
<b>Promote</b>	<b>Circle Time</b> T sits with Ss in a circle asks Ss about how to make shopping lists and how to buy the items on the list. "How do you make a shopping list?"	Ss answer T questions: "Write down what you need..." "Go to the supermarket..."
Speaking autonomy using storytelling		

<p>Promote productivity, purposefulness, interactivity, challenge, safety and authenticity in real operating conditions</p>	<p>“How will you write the items down?”  “Where will you go?”  T the then asks Ss to tell their stories in groups, saying and dramatizing what happens in their story</p>	<p>Ss relate to real life and discuss their own personal experiences with T and their peers</p> <p>“I went shopping with my mum and I bought some...”</p> <p>Ss speak to each other, present, tell and act out the shopping story</p>
<p><b>Review</b></p>	<p>T hands out talk dairies to Ss to fill out</p> <p>T also fills out teachers log from observations from the day’s class</p>	<p>Ss fill out and record their talk dairies</p>











## Appendix H: Student Talk Diary

Name: \_\_\_\_\_

### My Talk Diary

Circle the smiley face for 'yes' and the sad face for 'no.'

		
1. Did I talk to the class?		
2. Did I ask a question?		
3. Did I answer a question?		
4. Did I learn some new words?		
5. Did I like the stories?		
6. Did I like the activities?		
7. Can I tell a story?		
8. Do I remember things I am told?		
9. Can I talk about things that happen to me?		
10. Can I talk more about everyday things?		

*Appendix I: Classroom Observation Form*

Item	Question	Scoring Tallies	
		Yes	No
1	Does the child initiate and carry on conversations?		
2	Does the child listen carefully?		
3	Can the child's talk be easily understood?		
4	Does the child describe experiences?		
5	Does the child give corrections?		
6	Does the child follow verbal instructions?		
7	Does the child ask questions?		
8	Can the child contribute to a working group?		
9	Does the child participate in activities?		
10	Does the child show interest in learning more?		



*Appendix J: IOC Review Forms*

Lesson Plan IOC Form

Items	Scoring		
	-1	0	+1
<b>1. Lesson Layout and Design:</b>			
The layout and design of the lesson is appropriate and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The layout and design of the lesson is organized effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Objectives:</b>			
The terminal objective is realistic, appropriate and achievable for the lesson and time allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The enabling objectives are related to the terminal objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The objectives are relevant and consistent with the concept of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Stages and activities:</b>			
The activities are relevant to the stages in the framework of English communication in terms of speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities are relevant to stages in the framework of English communication in terms of Story Telling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities are relevant to the lesson objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time is appropriately allocated to each stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Procedure:</b>			
The procedure in each activity meets its aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The procedure in each activity is in logical sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The procedure is clear and effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Materials:</b>			
Materials are appropriate for the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials are suitable for the students' language level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials are interesting, motivating and understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Student Talk Diary IOC Form

## Items

**1. Content:** The questionnaire is able to evaluate students' participation in English speaking instruction using stories

Item	Question	Scoring		
		-1	0	+1
1	Did I talk to the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Did I ask a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Did I answer a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did I learn some new words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Did I like the stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did I like the activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Can I tell a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do I remember things I am told?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Can I talk about things that happen to me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Can I talk more about everyday things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Language:** The items are comprehensible, concise and clear

Item	Question	Scoring		
		-1	0	+1
1	Did I talk to the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Did I ask a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Did I answer a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did I learn some new words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Did I like the stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Did I like the activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Can I tell a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do I remember things I am told?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Can I talk about things that happen to me?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Can I talk more about everyday things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Video Observation IOC Form

## Items

**1. Content:** The questionnaire is able to evaluate students' participation in English speaking instruction using stories

Item	Question	Scoring		
		-1	0	+1
1	Does the child initiate and carry on conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the child listen carefully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Can the child's talk be easily understood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does the child describe experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the child give corrections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the child follow verbal instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Does the child ask questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Can the child contribute to a working group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Does the child participate in activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Does the child show interest in learning more?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix K: IOC Results

### Lesson Plan IOC Results

Items	Scoring			IOC Mean Score	Meaning
	1	2	3		
<b>1. Lesson Layout and Design:</b>					
The layout and design of the lesson is appropriate and clear	+1	+1	+1	1	Reserved
The layout and design of the lesson is organized effectively	+1	+1	+1	1	Reserved
<b>2. Objectives:</b>					
The terminal objective is realistic, appropriate and achievable for the lesson and time allocation	+1	+1	+1	1	Reserved
The enabling objectives are related to the terminal objective	+1	+1	+1	1	Reserved
The objectives are relevant and consistent with the concept of the lesson	+1	+1	0	0.67	Reserved
<b>3. Stages and activities:</b>					
The activities are relevant to the stages in the framework of English communication in terms of speaking	+1	+1	+1	1	Reserved
The activities are relevant to stages in the framework of English communication in terms of Story Telling	+1	+1	+1	1	Reserved
The activities are relevant to the lesson objectives	+1	+1	+1	1	Reserved
Time is appropriately allocated to each stage	+1	0	+1	0.67	Reserved
<b>4. Procedure:</b>					
The procedure in each activity meets its aims	+1	+1	+1	1	Reserved
The procedure in each activity is in logical sequence	+1	+1	+1	1	Reserved
The procedure is clear and effective	+1	0	+1	0.67	Reserved
<b>5. Materials:</b>					
Materials are appropriate for the lesson	+1	+1	+1	1	Reserved
Materials are suitable for the students' language level	+1	+1	+1	1	Reserved
Materials are interesting, motivating and understandable	+1	+1	+1	1	Reserved

*Class Observation IOC Results*

Items		Scoring			IOC	Meaning
1. Content: The questionnaire is able to evaluate students' participation in English speaking instruction using stories		1	2	3	Mean Score	
Item	Question	1	2	3		
1	Does the child initiate and carry on conversations?	0	+1	+1	1	Reserved
2	Does the child listen carefully?	+1	0	+1	0.67	Reserved
3	Can the child's talk be easily understood?	+1	0	+1	0.67	Reserved
4	Does the child describe experiences?	+1	+1	+1	1	Reserved
5	Does the child give corrections?	+1	+1	+1	1	Reserved
6	Does the child follow verbal instructions?	+1	+1	+1	1	Reserved
7	Does the child ask questions?	+1	+1	+1	1	Reserved
8	Can the child contribute to a working group?	+1	+1	+1	1	Reserved
9	Does the child participate in activities?	+1	+1	+1	1	Reserved
10	Does the child show interest in learning more?	+1	+1	+1	1	Reserved

*Figure 3.4: Student Talk Diary IOC Results*

Items		Scoring			IOC	Meaning
1. Content: The questionnaire is able to evaluate students' participation in English speaking instruction using stories		1	2	3	Mean Score	
Item	Question	1	2	3		
1	Did I talk to the class?	0	+1	+1	0.67	Reserved
2	Did I ask a question?	+1	+1	+1	1	Reserved
3	Did I answer a question?	+1	+1	+1	1	Reserved
4	Did I learn some new words?	+1	+1	+1	1	Reserved

5	Did I like the stories?	+1	+1	+1	1	Reserved
6	Did I like the activities?	+1	+1	+1	1	Reserved
7	Can I tell a story?	+1	+1	+1	1	Reserved
8	Do I remember things I am told?	+1	+1	+0	0.67	Reserved
9	Can I talk about things that happen to me?	+1	+1	+1	1	Reserved
10	Can I talk more about everyday things?	+1	+1	+1	1	Reserved

**2. Language:** The items are comprehensible,  
concise and clear

### Scoring

Item	Question	1	2	3		
1	Did I talk to the class?	+1	+1	+1	1	Reserved
2	Did I ask a question?	+1	+1	+1	1	Reserved
3	Did I answer a question?	+1	+1	+1	1	Reserved
4	Did I learn some new words?	+1	+1	+1	1	Reserved
5	Did I like the stories?	+1	+1	+1	1	Reserved
6	Did I like the activities?	+1	+1	+1	1	Reserved
7	Can I tell a story?	+1	+1	+1	1	Reserved
8	Do I remember things I am told?	+1	+1	+1	1	Reserved
9	Can I talk about things that happen to me?	0	+1	+1	0.67	Reserved
10	Can I talk more about everyday things?	+1	+1	0	0.67	Reserved

#### List of IOC Experts

1. Aleen Ratzlaf, Ph.D  
(Tabor College, Hillsboro, KS)
2. Sau Pin Kok, Ph.D  
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3. Sophie M. Ly. M.Ed. TEFL  
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Appendix L: English Language Syllabus, Singapore, G2 Learning Outcomes

ENGLISH LANGUAGE SYLLABUS 2010 (PRIMARY & SECONDARY)

*Italicised skills, learner strategies, attitudes and behaviour (SSAB) are for exposure only. Teachers will provide pupils with the experience of learning these SSAB, depending on the needs and abilities of their pupils. Italicised SSAB will not be assessed formally.*

Shading indicates where an SSAB will be formally introduced and taught. Subsequently, the SSAB must be revisited, reinforced and taught at increasing levels of difficulty, until pupils have mastery of it.

This chart will be used by teachers to plan the scope and contribution of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLIPSL) and the Teaching Processes (ACOLADTE).

FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	PRIMARY						REMARKS
			1	2	3	4	5	6	
<b>FEATURES OF SPOKEN LANGUAGE</b>  Develop understanding of key features of spoken language...	LO1:  Demonstrate knowledge of spoken grammar and register	<b>AWARENESS OF SPOKEN LANGUAGE FEATURES</b> • Demonstrate awareness of the features of spoken language: ◦ Contraction/ features of speed (e.g., "This is where it is") and time (e.g., "I will visit the dentist tomorrow") ◦ Contractions (e.g., "couldn't", "won't") ◦ Informal expressions (e.g., "How do you do?", "In time, thank you.") ◦ ellipsis, e.g. A: How have you been? B: Fine. ("It" is ellipsis) ◦ discourse markers (e.g., "well", "in addition", "finally") ◦ modal expressions to convey tentativeness (e.g., "probably", "not too sure") • Demonstrate awareness of the differences between spoken and written forms of language: ◦ simplicity/ complexity of sentence structures ◦ informality/ formality of register ◦ use of "now/ forward first/ person/ number/ etc." • Demonstrate awareness of how meaning is conveyed through the appropriate voice qualities, i.e., pace, volume, tone and stress (e.g., through reading poems/ hymns and stories/ reading about news reports)							
			<b>LO2:</b>  Speak with accurate pronunciation and appropriate intonation	<b>PRONUNCIATION AND INTONATION</b> • Pronounce clearly consonants, vowels, consonant clusters and vowel combinations* • Speak clearly and fluently using the appropriate voice qualities: ◦ pace ◦ volume ◦ tone ◦ stress ◦ Use appropriate word stress (e.g., "COMPUTER", "CAUTION") ◦ Use appropriate sentence stress (prominence) to convey meaning in context (e.g., A: Victor wants this now. (focus on subject) B: Victor wants this now. (focus on verb) C: Victor wants this now. (focus on meaning and expression)					
<b>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</b>  ...and apply speaking and representing skills and strategies in using language appropriately...	LO3:  Plan and present information and ideas for a variety of purposes	<b>PRESENTATION, PLANNING AND ORGANISATION</b> • Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics: ◦ personal or familiar topics (e.g., about self, familiar persons and objects, and personal experiences) ◦ literary or informational topics of increasing complexity							

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52 SPEAKING AND REPRESENTING

CHAPTER TWO

\* See Component, Beginning Reading - Decoding through Phonics and Reading Chart for the sounds and corresponding letter patterns.

SPEAKING AND REPRESENTING		PRIMARY						REMARKS						
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR												
<b>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</b> ...and apply speaking and representing skills and strategies in using language appropriately... (continued)	LO3: Plan and present information and ideas for a variety of purposes (continued)	<ul style="list-style-type: none"> <li>• Draw on prior knowledge, including:                             <ul style="list-style-type: none"> <li>◦ roles of participants (e.g., know the roles of the facilitator, advisor, timekeeper, announcer in the group)</li> <li>◦ subject matter (e.g., background knowledge on how a meeting works)</li> <li>◦ organisational structures (e.g., how an information report is structured)</li> </ul> </li> <li>• Generate ideas and details appropriate to the purpose, audience, context and culture</li> <li>• Gather and select facts and ideas from one or multiple print and/or non-print sources, appropriate to the purpose, audience, context and culture</li> <li>• Select appropriate oral and/or visual forms (e.g., skits, puppet plays, oral reports) to convey facts, ideas and points of view for different purposes and audiences</li> <li>• Support ideas and points of view by integrating selected visual and/or audio resources, verbal and/or non-verbal cues (e.g., gestures, facial expressions) to convey meaning appropriate to purpose and context</li> <li>• Use effective introductions and conclusions</li> <li>• Use discourse markers to signpost stages in a presentation (e.g., "For the next part", "For example", "In summary")</li> <li>• Identify the appropriate register for formal and informal contexts</li> <li>• Elaborate on/ substantiate points through the use of details, anecdotes, concrete examples, experiences and feelings</li> <li>• Enhance meaning through the use of literary language and a variety of vocabulary (e.g. similes, proverbs/ sayings and idiomatic phrases)</li> </ul>						1	2	3	4	5	6	
	LO4: Use appropriate skills, strategies and language to convey and construct meaning during interactions	<b>DELIVERY</b> <ul style="list-style-type: none"> <li>• Speak at an appropriate volume to different audiences and according to context</li> <li>• Speak with confidence before different audiences (i.e., small group, class)</li> <li>• Maintain appropriate posture</li> <li>• Maintain eye contact with the audience</li> <li>• Use appropriate verbal and non-verbal cues to convey meaning</li> <li>• Maintain focus on the gist/ main idea in a presentation</li> <li>• Deliver with clarity and fluency</li> <li>• Use the appropriate register for formal and informal contexts</li> <li>• Emphasise key points to guide listeners in following important ideas</li> <li>• Self-monitor and self-adjust presentations for effective delivery</li> </ul> <b>INTERACTION SKILLS</b> <ul style="list-style-type: none"> <li>• Speak clearly, according to social norms and cultural values in different situations, to, e.g.                             <ul style="list-style-type: none"> <li>◦ introduce self/ others</li> <li>◦ greet others</li> <li>◦ make requests</li> <li>◦ decline an offer</li> <li>◦ express appreciation and gratitude</li> <li>◦ express opinions, feelings and thoughts</li> </ul> </li> <li>• Frame and ask questions for clarification, elaboration and understanding</li> </ul>												

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SPEAKING AND REPRESENTING							REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR					
SPEAKING AND REPRESENTING SKILLS AND STRATEGIES	LO4:	SPEAKING AND REPRESENTING WIDELY					
		1	2	3	4	5	6
<p>... and apply speaking and representing skills and strategies in using language appropriately...</p> <p>(continued)</p>	<p>Use appropriate skills, strategies and language to convey and construct meaning during interactions</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Respond to questions</li> <li>• Present ideas, opinions, experiences and arguments with confidence, e.g.                             <ul style="list-style-type: none"> <li>• separate on topics (e.g., people, places and time)</li> <li>• paraphrase information for verification, clarification or confirmation</li> <li>• point out similarities and differences to explain different perspectives/ justify a position</li> <li>• support opinions/ ideas with reasons</li> <li>• explain cause and effect</li> <li>• give details, anecdotes, concrete examples to illustrate a point</li> <li>• restate main points to reinforce ideas or focus on objectives</li> <li>• state generalisations by:                                     <ul style="list-style-type: none"> <li>◦ pointing out observations about the gist/ main idea and key details</li> <li>◦ identifying general patterns from more than one source</li> <li>◦ summarise ideas</li> </ul> </li> </ul> </li> <li>• Use cohesive devices to enable others to follow what is being said</li> <li>• Respond with suggestions, feedback, alternative viewpoints respectfully and politely, e.g.                             <ul style="list-style-type: none"> <li>• provide positive verbal and non-verbal feedback</li> <li>• give comments or interest only as appropriate</li> <li>• agree/ disagree at appropriate times and politely</li> <li>• offer simple evaluative comments (e.g., commenting on peer performance/ presentation) as appropriate</li> </ul> </li> <li>• Discuss collaboratively to achieve the objective of a task, e.g.                             <ul style="list-style-type: none"> <li>• generate ideas (e.g., brainstorming, listing)</li> <li>• explore ideas based on evidence and points of view</li> <li>• maintain focus on a topic (e.g., do not deviate from discussion topic) by:                                     <ul style="list-style-type: none"> <li>◦ seeking agreement for discussion outcomes</li> <li>◦ identifying the next step to move the discussion forward</li> <li>◦ eliciting suggestions, feedback, alternative viewpoints respectfully and politely</li> </ul> </li> </ul> </li> </ul>					
<p><b>TYPES OF SPOKEN TEXTS</b></p> <p>...to address purpose, audience, context and culture.</p>	<p>LO5:</p> <p>Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive</p>	<ul style="list-style-type: none"> <li>• Use language to produce spontaneous and planned spoken texts, and convey them in multimodal ways, where appropriate:                             <ul style="list-style-type: none"> <li>• Conversations (e.g., make a request, explain, give information, carry out a self-introduction, participate in a forum or a panel discussion)</li> <li>• Poetry (e.g., lyrics, cinquans, haiku)</li> <li>• Personal recounts (e.g., share oral anecdotes, elaborate on hobbies, aspirations, likes/ dislikes)</li> <li>• Narratives (e.g., re-tell a story, describe an activity, event or a person)</li> <li>• Procedures (e.g., give directions and instructions)</li> <li>• Factual recounts (e.g., news reports, eye-witness accounts)</li> <li>• Information reports (e.g., on a project)</li> <li>• Explanations (e.g., explain how something works)</li> <li>• Expositions (e.g., simple debates, reviews of a movie/ show/ book)</li> </ul> </li> </ul>					

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\* See the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts created.



## VITA

Mr Stephen Sanglir was born in 1986 in Kathmandu, Nepal. He grew up in Thailand and obtained a Bachelor of Arts in Graphic Design and Painting from Tabor College, in Kansas, USA in 2009. In 2013, he continued his Master's Degree in Teaching English as a Foreign Language, in the Faculty of Education at Chulalongkorn University, Thailand.



