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การพูดภาษาอังกฤษของนักศึกษาระดับปริญญาตรี
ในอุตสาหกรรมบริการ

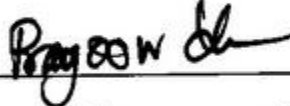
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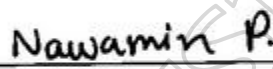


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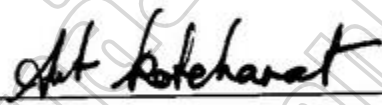
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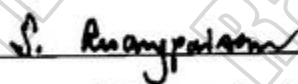
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ຊື່ເລື່ອງ	ຜົນການໃຊ້ສື່ຈິງເພື່ອເພີ່ມພູນຄວາມສາມາດດ້ານການຝັງແລະການເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບປະລິນຍາຕີໃນຂະແໜງການບໍລິການ		
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ຄຳນຳ

ການວິໄຈຄັ້ງນີ້ມີຈຸດປະສົງ(ເພື່ອ1)ສຶກສາປະສິດຕິພາບຂອງການໃຊ້ສື່ຈິງເພື່ອພັດທະນາຄວາມສາມາດດ້ານການຝັງແລະການເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບປະລິນຍາຕີໃນຂະແໜງການບໍລິການ2)ປຽບທຽບຄວາມສາມາດການຝັງແລະການເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວກ່ອນການໃຊ້ສື່ຈິງໃນຂະແໜງການບໍລິການແລະ3)ສຶກສາຄວາມພໍໃຈຂອງນັກສຶກສາລາວທີ່ມີຕໍ່ສື່ຈິງເພື່ອພັດທະນາຄວາມສາມາດດ້ານການຝັງແລະການເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບປະລິນຍາຕີໃນຂະແໜງການບໍລິການ ກຸ່ມຕົວຢ່າງໃນການວິໄຈຄັ້ງນີ້ເປັນນັກສຶກສາລາວປີທີ3 ຈຳນວນ41 ຄົນວິທະຍາໄລຄຸສະຫວັນນະເຂດເມືອງໄກສອນພົມວິຫານແຂວງສະຫວັນນະເຂດສາທາລະນະລັດປະຊາທິປະໄຕປະຊາຊົນລາວໃນພາກຮຽນທົ່ສອງ ປີສຶກສາ 2012 ໂດຍການສຸ່ມຢ່າງງ່າຍເຄື່ອງມືທີ່ໃຊ້ໃນການທົດລອງປະກອບມີ ແຜນການຮຽນ - ການສອນຈຳນວນ8ບົດແບບກົດຈະກຳເພື່ອທົດສອບການຮຽນ50ຂໍ້ແລະແບບຝອມສອບຖາມຄວາມຝັງພໍໃຈສະຖິຕິທີ່ໃຊ້ໃນການວິເຄາະຂໍ້ມູນເຊັ່ນຄຳຮ້ອຍໄລ່ຄຳສະເລ່ຍສ່ວນບຽກເບນມາດຕະຖານແລະ Dependent Sample t-test ຜົນການສຶກສາເຫັນວ່າ

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

LIST OF ABBREVIATIONS

Lao PDR	Lao People's Democratic Republic
STTC	Savannakhet Teacher Training College
BRU	Buriram Rajabhat University
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Training
TSE	The Test of Spoken English
E_1 / E_2	Efficiency of the Process / Efficiency of the Outcomes
IOC	Index of Item Objective Congruence
S.D.	Standard Deviation

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English is an international and useful language for every citizen in the world. People use English as a tool of communication in globalization. For example, English is used to exchange knowledge worldwide in many sectors including medicine, engineering, education, tourism, political communication, and business. Moreover, when Lao People's Democratic Republic (Lao PDR) joined the Association of Southeast Asian Nations in 1997, the country was opened to welcome investors, tourists, and visitors from around the world. English is necessary for communication and development. Therefore, Lao government has paid attention to improve the English capacity among the civil servants in order to use it to communicate and exchange ideas with people in surrounding nations and in the world.

Based on the importance of English, the Lao government realizes that English should be taught from primary school to university level as a compulsory subject, and the key to achievement in teaching and learning English is qualified English teachers. Therefore, preparing undergraduate students to be qualified English teachers is very important. They need to be fluent and to have a good command in using four skills (i.e. Listening, Reading, Writing and Speaking). Unfortunately, most Lao undergraduate students are not good at listening and speaking because of the different structures between Lao and English, inappropriate approaches in learning as well as

ineffective teaching techniques employed by teachers. In order to draw students' attention on learning English, teachers should teach their students by natural approach, which is developed by listening first and then other skills (i.e. speaking, writing and reading).

Furthermore, teaching English to students in Savannakhet Teacher Training College (STTC) is not only to prepare them to work as teachers in the primary and secondary schools in Lao PDR, some of them may work as interpreters, government officials in some government service sectors, tour guides, private tour companies, hotels, and Savan Vegas Casino...etc. In addition, when there is East-West Corridor passing Savannakhet where foreign visitors always drop by, English is necessary for communication with those visitors. Therefore, English is seen as fundamental and compulsory subject according to the general Education curriculum requirement, namely: English for communication, and English for learning information which focus on the ability to communicate and understand English in order to have a good career and continue higher education in a number of fields.

Foreign Language Curriculum in Savannakhet Teacher Training College established in 1996. The third year undergraduate students need to study General English 6 including 4 skills (i.e. Listening, Speaking, Reading and Writing) and grammar as compulsory subject. However, many students achieve very low performance in listening and speaking class, and they are frustrated. For example students could hardly understand what they are asked even though they are in the third year. The students' listening and speaking scores' report (2012), the average score was 1.75 out of 4. This can be the evidence for their low performance in listening and speaking. Low performances in listening and speaking may rely on the learning

environment that they hardly meet and practice English with foreigners as mentioned by Harmer (2003) that a scholar who believes that successful listening and speaking abilities acquire time, patience and a lot of practice.

From my own experiences of working as an English teacher for more than ten years, I have found that most students have low proficiency in English listening and speaking despite many years of learning. The situation of teaching English at STTC where the researcher has worked needs to be developed both in the aspects of students and teachers. Each year, low listening and speaking abilities can be seen in the results of their final test. According to researcher's classroom studies and observations, causes of the problem concern with the limitation of language, background knowledge, lack of awareness of significance in learning language and teacher's inappropriate or ineffective teaching approaches used.

Therefore, one way to build good capacity of learning the language is using authentic materials, especially to improve listening and speaking abilities. There are a number of significant reasons given when using authentic materials in adult classrooms. For example, using authentic materials has a positive effect on learners' motivation. Learners are being exposed to the real language. They feel that they are learning the target language as it is used outside the classroom. Using authentic materials in the classroom can provide opportunities for learners to use their knowledge, and they can apply that in their daily life (Stempleski. 1992). Moreover, authentic materials combined visual and audio stimuli are accessible to those who have not yet learned to read and write well, and provide context for learners (Fazey. 1999; Johnson. 1999). In addition, Bello (1999) states that a video is a type of authentic material, which has presented real language from native speakers with

cultural information. Learners are able to stop, pause, and repeat the video many times. Other kinds of authentic materials in language teaching classroom such as newspapers, magazines, menu, travel brochures, catalogs, maps, TV and radio programs, songs, ... etc were presented by Gardner and Miller (1999).

Authentic materials play important roles in teaching in the classroom, especially teaching foreign languages to the language learners who do not speak those languages as either mother tongue or second language. The authentic materials help the teacher explain the meaning of the context that the teacher expects the learners to achieve in their learning. For example, the learners can understand the lesson in context more quickly, and remember it longer. Because teaching by using authentic materials can create a picture of meaning about what the learners have learned in the classroom remain their head. The learner can recall what they have learned in the classroom from the picture in their head for use easily. In addition, to use authentic materials in teaching can improve the atmosphere in the class, which can make the learners more interested in participating in the classroom activities. Using authentic materials in teaching not only makes the lesson more interesting but also facilitates the teacher in an effort to deliver knowledge to the learners.

The researcher may have a question in her mind like why should students learn about the hospitality industry? The learners of English language in English course are expected to be teachers in secondary school after they graduate. However, not all of them will go to work as teachers because of a limited quota from the government. Many of them have to find jobs by themselves in private sectors, especially in the service sectors. Therefore, it is very important to get the English language learners to take lessons of hospitality industry because it provides useful

service skills for them to use in their jobs. In addition, it can help to improve human resources in terms of developing service manners in communicating with people who they work with or face in their office everyday.

Based on the importance of using authentic materials mentioned above, the researcher aims to take the authentic materials, namely videos, travel brochures, menus, maps, and textbooks including CDs that are relevant to students' background knowledge and their interest to use in teaching undergraduate students at STTC. It is hoped to improve their listening and speaking abilities. The lessons contain various activities using authentic materials i.e. listening conversations about the hotel and tourism situations, practicing the dialogues using their own information, and watching videos. It is expected that these activities will highly motivate their interest of English listening and speaking in order to gain the knowledge of hospitality industry.

1.2 Purposes of the Study

The main purpose of the study is to explore the results of using authentic materials to improve listening and speaking abilities of undergraduate students in Savannakhet Teacher Training College, Lao PDR. The specific objectives of the research are:

1.2.1 To investigate the efficiency of using authentic materials in English listening and speaking lessons in hospitality industry.

1.2.2 To compare Lao undergraduate students' English listening and speaking abilities in hospitality industry before and after learning through authentic materials.

1.2.3 To study the satisfaction of Lao undergraduate students toward using the authentic materials to enhance English listening and speaking abilities in hospitality industry.

1.3 Research Questions

Three research questions are addressed in this study as follows:

1.3.1 What is the efficiency of lesson plans using authentic materials to enhance Lao undergraduate students' English listening and speaking abilities in the hospitality industry?

1.3.2 Does the use of authentic materials improve Lao undergraduate students' English listening ability in the hospitality industry before and after learning through authentic materials?

1.3.3 What is the satisfaction of Lao undergraduate students toward using authentic materials to enhance English listening and speaking abilities in the hospitality industry?

1.4 Research Hypothesis

The English listening and speaking abilities in the hospitality industry of Lao undergraduate students after learning through authentic materials will be higher than before learning.

1.5 Significance of the Study

This research used authentic materials to enhance Lao undergraduate students' English listening and speaking abilities in the hospitality industry. The results of this study provide useful information for students, teachers, and language learners who are interested in improving English listening and speaking abilities.

1.5.1 The students can apply the knowledge of hospitality industry and the use of authentic materials in their daily teaching or their future career development.

1.5.2 Teachers can understand the link between English listening and speaking activities. They are able to use authentic materials in various activities in teaching English listening and speaking lessons, and they also know how to select the appropriate authentic materials that could develop their students' English listening and speaking abilities.

1.5.3 The results of this study can be useful for language learners as a source of information in improving their English on hospitality industry requirements.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

The research participants included 214 third-year students who had enrolled on General English 6 Course in the academic year 2013. The experiment started from the first week of February to the first week of May 2014 at STTC, Kaysone Phomvihane district, Savannakhet province, Lao PDR.

The research participants were selected using simple random sampling technique. There were 41 students from the third-year "A" class who took on General

English 6 Course in the second semester of the academic year 2013. Two main reasons of choosing these students were: 1) researcher had taught the third-year “A” students by herself, so there was a chance to use the authentic materials in teaching, 2) students in the third-year “A” had mixed English proficiency: low, moderate and high in this class.

1.6.2 Variables

The independent variable of this study was the contents of lesson for the third-year “A” students. The dependent variables were students’ learning achievement and their satisfaction towards using the authentic materials in the hospitality industry.

1.6.3 Duration of the Study

This study was conducted in the second semester of the academic year 2013 for 36 periods (i.e. 32 periods for class lessons and 4 periods including classroom orientation, pre-test and post-test for listening comprehension, and questionnaire). Each period took 60 minutes.

1.6.4 Contents of the study

A researcher consulted eight topics with her major advisor and her colleague, Megan Fry (American Volunteer). She taught eight lessons herself. Each lesson took 4 periods (2 periods for listening and 2 periods for speaking). The topics were listed as following:

1.6.4.1 Lesson 1: Hotel – Checking in

Authentic materials used, namely two videos downloaded from YouTube about checking in hotel brochures about types of room, prices, facilities, and three handouts talking about checking in at the front desk.

1.6.4.2 Lesson 2: Restaurant – Ordering Food and Drinks

1.6.4.3 Lesson 3: Directions – Asking for and Giving Directions

1.6.4.4 Lesson 4: Shopping – How to Make a Deal

1.6.4.5 Lesson 5: Transportation – Types of Transportation

1.6.4.6 Lesson 6: Tourism – Visiting Savannakhet's Historical Sites

1.6.4.7 Lesson 7: Festivals – Savannakhet Festivals Celebration

1.6.4.8 Lesson 8: Cultures – Cultural Activities in Savannakhet

Province

1.7 Definition of Key Terms

The following terms are defined in this study:

1.7.1 Listening is the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound wave.

1.7.2 Speaking Ability is to state about learners themselves in development of the relationship between speakers on his/her hearer. Speaking is seen as communication skill. Students who need to improve their speaking ability would prepare various aspects such as performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore their ideas or opinions.

1.7.3 Listening and Speaking Abilities refer to the capacity of having conversation effectively and capacity of understanding the spoken language during the lessons on hospitality industry.

1.7.4 Authentic Materials refer to pieces of teaching materials created by native speakers of English such as audio/video recordings downloaded from the Internet includes a discourse or a conversation. In addition, authentic materials refer to the materials that teacher brought them to use in the lesson. In this study, authentic materials include hotel English and tourism English students' guidebooks, CDs, newspapers, pictures, menus, travel brochures, catalogs, maps, etc.

1.7.5 A Lesson plan refers to the detailed description of the course and instruction about the hospitality industry that a researcher uses to teach English third-year class "A".

1.7.6 Hospitality Industry is the service oriented and closely related to the tourism industry. Some of business establishments under its umbrella are travel, tours, hotels, restaurants, spas, music lounges, bars, nightclubs, etc. And these will be introduced various topics including Hotel-booking a room, Restaurant- ordering food, Direction- asking and answering direction, Shopping- how to make a deal, Transportation- mode of transportation, Tourism- visiting historical sites, Festival- name of holidays and how to celebrate them and Culture- gestures. Some information would relate to the students' background knowledge or experiences. Students are also able to use what they have learned in the daily life.

Traditionally, the word 'hospitality' refers to a social interaction, which relates to activities for entertaining visitors in one's home where no payment is involved. At the present time, the tourism and hospitality industry is a modern, competitive one.

The concept of 'hospitality' has changed to be more business 'commercial hospitality' (Blue and Harun, 2003). Hotel front desk needs to directly present hotel services and facilities to all guests at that hotel. Tourist information staffs need to willingly provide such useful information for tourists (e.g. local information, directions, transports).

1.7.7 An Achievement Test refers to Pre-test and Post-test that was organized to check Lao undergraduate students' listening and speaking abilities after using authentic materials in teaching. High achievement scores usually show a mastery of grade-level materials, and the readiness for advanced instructions. On the other hand, low achievement score can indicate the need for remediation or repeating a course grade.

1.7.7.1 Pre-test is a 50 items (25 points for listening in parallel and 25 points for speaking test working individually) that students do before the lessons using authentic materials in hospitality industry.

1.7.7.2 Post-test is a 50 items (25 points for listening in parallel and 25 points for speaking test working in pair) that students do after the lessons using authentic materials in hospitality industry.

1.7.8 Satisfaction refers to the Lao undergraduate students' positive attitude toward teacher-students rapport, or the feeling of students toward the authentic materials in hospitality industry. Elliot and Healy (2001) define that student satisfaction is a short-term attitude, derived from the education of the receive education service. Furthermore, satisfaction is the feeling of the learners that indicated favorableness, pleasure, and gladness which learners will reveal towards learning through the lessons using authentic materials in the hospitality industry.

1.7.9 The Efficiency refers to the statistics that present third year “A” normal course students’ progress from learning hospitality industry through authentic materials. The scores obtained from the activities and post-tests were calculated to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2), respectively.

1.7.10 Lao Undergraduate Students refer to teacher-students who take teacher training course at Savannakhet Teacher Training College, Lao PDR in academic year 2013.

1.8 Summary of the Chapter

Chapter One is presented various aspects, namely statement of the problem, purposes of the study, research questions, research hypothesis, significance of the study, scope and limitation of the study, definition of key terms. Chapter two indicates a brief overview of the existing literature related to the present study.

CHAPTER 2

LITERATURE REVIEW

The main purpose of this chapter is to present the review of literature on important issues related to this research. It has had an outline of the theoretical framework essential to an understanding the present study, including teaching and learning English in Savannakhet Teacher Training College, the language of hospitality, listening in general, speaking in general, using authentic materials, the efficiency, and A number of previous studies related to the present investigation.

2.1 Teaching and Learning English in Savannakhet Teacher Training College

According to Department of Teacher Training Office, Ministry of Education, Lao PDR, learning and teaching English was presented in Savannakhet Teacher Training College (STTC) in 1994. STTC is one of 10 teacher-training institutions in Lao PDR. It runs four teacher training programs, which offers from diploma to bachelor's degrees to awardees.

2.1.1 English Education Program

English Education Program has 3 sub-programs, namely: 12 + 4 program, 11 + 3 + 2 program, and 11 + 3 + 3 program. The following details are presented as follows:

English 12 + 4 Education program, which offers bachelor's degree to the awardees, takes 2,688 hours. It has a total of 153 credits. These graduates want to work as English teachers in the Lao secondary schools. English 11 + 3 + 2 educational program is called the continuing English program for the learners who have already graduated from 11 + 3 program and continue 2 more years at STTC. The 11+3 program used to be organized at STTC. (The last batch of 11 + 3 program was ended in 2012 – 2013). The 11 + 3 + 2 program consists of 832 hours within 75 credits. After graduation from 11 + 3 + 2 program, the graduates are awarded Bachelor's degree. English 11 + 3 + 3 educational program of program is organized in summer, so it is called the English Summer Program. The learners who enroll in this program were the ones who graduated from the 11 + 3 program. (The last batch of 11 + 3 program in STTC was ended in 2012 – 2013). The 11 + 3 + 3 program consists of 496 hours within 75 credits. After graduation from the 11 + 3 + 3 program, the graduates are awarded Bachelor's degree.

2.1.2 General English Programs

General English Program has 2 sub-programs namely: 12 + 3 program, and 12 + 3 + 2 program. The details of each program are as follows:

General English 12 + 3 program offers a Diploma to the awardees. It consists of 1,920 hours within the total of 110 credits. This program has the purpose to train the participants to learn general English. The graduates from this program are not required to work as teachers, but they are required to work as the civil servants or staff of other sectors. General English 12 + 3 + 2 program is called the Continuing English program for the learners who graduated from the 12 + 3 program. The 12 + 3 + 2

program consists of 1,280 hours within 72 credits. After graduation, the graduates are awarded a Bachelor's degree.

2.1.2.1 General English 6

According to the Department of Teacher Training's Curriculum, Ministry of Education in Lao PDR, the General English 6 program was introduced in 2011. The 12+4 program is for normal course students. The major subject is general English 6. This subject consists of eleven units, which are taught 96 hours in one semester, that is 6 hours a week. The credit is 4 (2 – 4 – 2). General English 6 has a purpose to develop students' four skills (i.e. Listening, Speaking, Reading, and Writing), vocabulary and sentence structure. In addition, it provides cross-cultural knowledge to the learners.

2.1.2.2 Grade Requirements

Classroom participation and attendance	15 %
Individual work assessment	20 %
Group work assessment	15 %
Middle test	20 %
Final examination	30 %
Total	100%

2.1.2.3 Grading Criteria

Scores	Grades
90 – 100	A
81 – 89	B+

75 – 80	B
68 – 74	C+
60 – 67	C
51 – 59	D+
45 – 50	D
0 – 44	O

2.2 Tourism and Hospitality Services in Laos

2.2.1 Tourism and Hospitality Services in Laos

English for hospitality is necessary in Lao PDR, since hospitality services play an important role to increase incomes among local Lao workers from tourism. Therefore, there is a great need to provide services during the hospitality process, and it is necessarily to involve guests from different nations and backgrounds. For effective staff (as hosts) need to know the language of hospitality in order to deal with foreign customers (as guests).

According to Lao cultural profile (2013), tourism is the fastest growing sector in Laos as can be seen in the tables below:

Table 2.1

Annual Statistics of Tourism Arrivals in Laos

Year	Tourism Arrivals	Changes
2011	2,723,564	▲14.9%
2012	3,330,72	▲22.27%

Table 2.1 shows the annual statistics of tourism arrivals. As can be seen, the tourism arrivals has been increased from 14.9% in 2011 to 22.27% in 2012.

Table 2.2

Ranking of International Visitor arrivals in Laos











Rank	Country	2011	2012
1	 Thailand	1,579,941	1,937,612
2	 Vietnam	561,586	705,596
3	 China	150,791	199,857
4	 South Korea	34,707	53,829
5	 United States	50,092	53,380
6	 France	44,399	46,903
7	 Japan	37,883	42,026
8	 United Kingdom	35,622	35,964
9	 Australia	31,874	33,878
10	 Germany	21,280	23,417

Table 2.2 has shown that most of visitors visited Lao PDR in 2011 and 2012 were from Asian countries, especially the neighboring countries such as Thailand, Vietnam, China... etc. Moreover, people from European countries namely France, Germany, United Kingdom and others also visited Lao PDR. From the statistics shown here, we can assume that English is necessary for the tourism sector, especially listening and speaking capacity.

At the present time, all tourist destination countries are engaged in competing for tourists. As with many countries involved in this competitive growth process, the

Lao government believes that the tourism and hospitality industry is able to bring the country even greater income and employment opportunities. With this motivation the Lao government has been working hard to further encourage the growth of this industry.

2.2.2 English Language Skills for Hospitality Service

As the world gets smaller, people around the world have more chance to communicate with each other. The business transaction is one opportunity which helps these people to meet for their businesses. Additionally, the cooperation and competition in global businesses such as the hospitality service sector requires that communication includes an understanding of other cultures and how to communicate appropriately with people from other cultures. With the hospitality industry in the modern world being very involved in global business, and dealing with international clients, proficiency in language, especially English as an international language, is viewed as an important tool for business negotiation (for example, Widdowson, 1983; Dudley-Evens & St. John, 1998, Graddol, 2001). As the use of English language skills for hospitality services is the main focus of this study, it is important to have the issue of English language skills.

2.3 Listening

2.3.1 Definition of Listening

Listening is one of the four language learning skills, targeted variously by the scholars who have proposed a number of different definitions of listening. For the purpose of the present study, however, listening is an active and interactional

process in which a listener receives speech, sounds, and tries to attach meaning to the message of the speaker or the oral text, so he/she can respond effectively to oral communication. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998). Underwood (1989) defines listening as the activity of paying attention to and trying to get meaning from something heard. Emmert (1994) defines listening as an active process which students receive, construct, understand meaning and respond to spoken or nonverbal message. Thompson and Rubin (1996) state that listening process is usually described from an information processing perspective as an active process that learners select and interpret information from auditory and visual clues in order to understand what is going on and what the speaker is trying to express. Purdy (1997) also defines the meaning of listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to expression, needs, concerns, and information offered by human beings. It can be concluded that listening is an interactive and communicative skill, which involves an ability to understand the message of people. If people cannot understand the message from the speaker, listening comprehension does not take place, and effective communication cannot occur.

According to Euck (2001), good listeners need different sub-skills such as different kinds of texts to listen to and the reasons for listening to. Certainly, there is no one very good at providing suitable needs to each learner, so the teacher needs to teach the strategies for dealing with the learners who have misunderstood. In addition, the teacher can help students to become effective learners by making them aware of different sorts of listening, the different purposes of listening, and the qualities of

good listeners. Wolvin and Coakley (1992) identify four different types of listening as follows:

1. Listening Comprehension: students listen for the content of the message.
2. Critical Listening: students judge the message.
3. Appreciate Listening: students listen for enjoyment.
4. Therapeutic Listening: students listen to support others but not judge them.

In the listening class and listening comprehension lessons, various methods or techniques should be applied to make the lessons challenging and interesting. It is important to employ vary interesting activities to stimulate students' interest and challenge them with something new. For instance, if teacher always uses the same activities, students would be bored. If learners have more chances to listen to many situations, they can predict what speakers are going to say. Mendelsohn (1995) states that the reason why listening skills are not widespread in terms of teaching, that is, the English oral materials as a foreign language are not appropriate for learners. Thus, they do not develop the learners' listening skills in the real world. There are some suggestions for English teachers to organize the listening lessons for their students as follows:

1. Present the students with different kinds of input, namely: listening to lectures, radio news, films, TV plays, announcement or advertisement, everyday conversations, interviews, story-telling, English songs and so on.
2. Try to discover visual aids or draw pictures and diagrams related the listening topics. Grade listening materials according to the students' level. Teaching

approaches that focus on the effectiveness of listening comprehension requires a warm and relaxed classroom atmosphere.

To sum up, this section has presented the meaning of listening and it implies more than just perception of sounds; a listening process also requires an act of attending to the speech sounds and trying to understand the message.

2.3.2 Listening Situations and Purposes

Many learners of English find themselves sooner or later in a variety of situations where they need or want to listen to English being used in the real life for a range of purposes. These situations depend on where they live, work and stay, etc. The reasons for listening are many and varied, depending on what they need and wish to do. According to Galvin (1985), there are five main reasons for listening, and the reasons of students for listening will generally fall under one or other these categories:

1. to exchange information.
2. to share feelings.
3. to enjoy yourself.
4. to engage in social rituals.
5. to exert control.

Most listening occurs in the course of conversation. Each participant in the conversation switches roles and becomes alternately speaker and listener.

2.3.3 Types of Listening

Coakely (1996, cited in Goh, 2002) states five types of listening, namely discriminative listening, comprehensive listening, therapeutic listening, critical listening and appreciative listening. The details of each type are as follows:

2.3.3.1 Discriminative Listening

Discriminative listening is the most basic type of listening, whereby the different sounds are identified. The objective of discriminative listening is to distinguish sound and visual stimuli. This objective does not aim to mention meaning; instead the focus is largely on sounds. As mentioned before the focus is not on comprehending, but on accustoming the ears to the sounds. Depending on the level of the students, the listening can be discriminating sounds to identify individual words.

2.3.3.2 Comprehensive Listening

Comprehensive listening is to focus on understanding the message. To comprehend the meaning requires having a lexicon of words and the rules of grammar and syntax, which help EFL learners, understand what others are saying. On the other hand, depending on many factors (both individual and social) students can end up understanding the same message in different ways. A teacher can try to find a lot of techniques in teaching listening in order to develop students' listening comprehension skills.

2.3.3.3 Therapeutic Listening

Therapeutic listening is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening,

listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.

2.3.3.4 Critical Listening

Critical listening is a rational process of evaluating arguments put forward by others or Critical listening is to mention about listeners who have to evaluate the message. In addition, listeners also have to critically respond to the message and give their opinions in communication.

2.3.3.5 Appreciative Listening

An appreciative listening focuses on enjoying what one listens. EFL learners like listening to English music without understanding its meaning. However, they still enjoy it. Then they try to reflect on the practice listening to songs in the language class. Generally, students listen to the songs once and try to make out the lyrics before listening to them in a second time with lyrics. Furthermore, they recall and appreciate the songs better in the second time.

2.3.4 How to Teach Listening in EFL Class

Underwood (1989: 145) remarks “to teach” mean “facilitate learning” and the role of the teacher is the support and guidance of learners instead or controller or tester. There are three stages of teaching listening. The first stage of teaching listening is the pre-listening. The second stage of teaching listening is the while-listening, and the last stage of teaching listening is the post-listening.

2.3.4.1 The Pre-listening Stage

In this stage, a teacher has to consider some important points such as listeners' expectation, types of pre-listening activities, authentic activities, the need for clear instructions, teacher's books as a source of idea, factors which affect the choice of pre-listening activities, limiting pre-listening work, ideas for pre-listening activities, pre-listening as an integral part of listening work, and how pre-listening features in integrated skills work.

Pre-listening work can consist of a whole range of activities, including:

1. The teacher giving background information;
2. The students reading something relevant;
3. The students looking at pictures;
4. Discussion of the topic/situation;
5. Question and answer session;
6. Written exercise;
7. Following the instructions for the while-listening activities;
8. Consideration of how the while-listening activity will be done.

Each of these activities helps to brainstorm on the topic and to narrow down the things that the students expect to hear. Moreover, it aims to activate relevant prior knowledge and already known language.

2.3.4.2 The While-listening Stage

The while-listening stage is an important aspect in order to help learners understand and practice the task. An English teacher has to understand some information such as the purpose of while-listening activities, the nature of while-

listening activities, factors which effect the choice of while-listening activities, ideas for while-listening activities, the importance of immediate feedback, and teacher talk.

The teacher who has checked through the actual listening text in advance (preferably by listening to it, not just by reading through the transcript) will have used the pre-listening stage to introduce any lexis or expressions which the students are not familiar with or need reminding about, so that the chances of everyone succeeding with the task will be enhanced.

2.3.4.3 The Post-listening Stage

Post-listening activities embrace all the work related to a particular listening text (whether recorded or spoken by the teacher), which are done after the listening completion. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself.

The most common form of post-listening activities has, in the past, been the answering of multiple-choice questions or 'open' questions based on a spoken text (often, in fact, a piece of prose which was meant to be read silently, not to be spoken aloud).

Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write. Activities, which go further than merely checking comprehension, need to have a purpose of their own. If the pre-listening stage has built up expectations in the listeners, and the while listening stage has to satisfy these expectations, it is hard to sustain interest at the post-listening stage unless the post-listening activity is intrinsically motivating. For this reason, the teacher needs to find something more

interesting than comprehension questions and 'Find the word which means...'

exercises for students to do.

2.3.5 How to Evaluate Listening Skills

According to Farrington (2008), two aspects to communicating: receiving and sending messages. If you are a good listener, you have to follow these questions: Do you have a tendency to interrupt or finish other people's sentences? Do you find yourself losing patience or concentration? Furthermore, a good listener need to work on his/her listening skills in order to show that he/she is listening by nodding and asking some questions.

2.4 Speaking

2.4.1 Definition of Speaking

According to Oxford Dictionaries defines "Speaking is the action of conveying information or expressing one's feeling in speech". Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown. 1994; Burns & Joyce, 1997). Speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, they also can understand when, why, and in what ways to produce language. In addition, speech has its own skills, structures, and conventions different from written language (Burns & Joyce. 1997; Carter & McCarthy. 1995). Furthermore, speaking in the early 1970s usually

presented “repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill” (Shrum & Glisan. 2000 : 26).

2.4.2 Functions of Speaking

Brown and Yule (1983) made a useful distinction between the interactional functions of speaking and the transactional function. Brown and Yule’s framework (Jones. 1996 and Burns. 1998) introduce three types of talking such as talk as interaction, talk as transaction and talk as performance.

2.4.2.1 Talk as interaction

Talk as interaction means by “conversation’ and describes interaction which serves a primary social function. When people meet, they exchange greetings, engage in small talk and chitchat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers, and how they wish to present themselves to each other than on the message. Such exchange may be either casual or more formal depending on the circumstances, and their nature has been well described (Brown and Yule. 1983). The main features of talk as interaction can be summarized as follows:

1. It has a primary social function.
2. It reflects relationship roles.
3. It reflects speaker’s identity.
4. It may be formal or casual.
5. It uses conversational conventions.
6. It reflects degrees of politeness.

7. It employs many generic words.
8. It uses conversational register
9. It jointly constructs.
10. It involves opening and closing conversation.
11. It can choose topics.

Making small-talk

1. Recounting personal incidents and experiences
2. Turn-taking
3. Using adjacency-pair
4. Interrupting
5. Reacting to others

2.4.2.2 Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. There are two different types of talk as transaction. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved, and accuracy may not be a priority as long as information is successfully communicated and understood. And another type is to focus on obtaining goods or services such as checking into a hotel, buying something in the market, ordering food in the restaurant, asking someone for directions on the street, making a telephone call, etc.

The main features of talk as transaction are:

1. It has a primarily informational focus.
2. The main focus is the message, not the participants.
3. Participants employ communication strategies to make themselves understood.
4. There may be frequent questions, repetitions, and comprehension checks.
5. There may be negotiation and digression.
6. Linguistic accuracy is not always important.

Some of the skills involved in using talk for transaction are:

1. Explaining a need or intention
2. Describing something
3. Asking questions
4. Confirming information
5. Justifying an opinion
6. Making suggestions
7. Clarifying understanding
8. Making comparison

2.4.2.3 Talk as Performance

Talk as performance refers to public speaking, which transmits information before an audience such as public announcement, and speeches, etc. Talk as performance tends to be in the form of a monolog rather than dialog. There are some examples of talk as performance such as: giving a class report about a school

trip, conducting a class debate, giving a welcome speech, making a sales presentation, giving a lecture and so on.

The main features of talk as performance are:

1. There is a focus on both message and audience.
2. It reflects organization and sequencing.
3. Form and accuracy are important.
4. Language is more like written language.
5. It is often in the form of a monolog.

Some of the skills involved in using talk as performance are:

6. Using an appropriate format
7. Presenting information in an appropriate sequence
8. Using correct pronunciation and grammar
9. Creating an effect on the audience
10. Using appropriate vocabulary
11. Using appropriate opening and close

2.4.3 How to Evaluate Speaking Ability

The Finnish Nation Certificate scale (National Board of Education, 2002) is a holistic scale with six levels as follows.

Table 2.3**The National Certificate Descriptive Scale**

Score	Criteria
6	Speaks fluently with few if any non-native features, such as a foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions.
5	Speaks fluently without frequent obvious need to search for an expression. Delivery characterized by naturalness, coherence and appropriate length. Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.
4	Copes fairly well even in less familiar speech situations. Make a distinction between formal and informal language, at least to some extent. Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences.

Table 2.3 (Continued)

Score	Criteria
3	Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations. Speech may be quite slow but there are few unnatural pauses. Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language. Pronunciation may clearly deviate from target language standards.
2	Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication.
1	Is easy to ask and reply to simple questions dealing with immediate everyday needs. Can make use of simple polite forms. Copes with the very simplest speaking tasks, but communication is slow and very fragmented. Often obliged to resort to nonverbal means in order to be understood.

Source: National Board of Education (2002)

The Test of Spoken English (TSE) scale is a combination of holistic and analytic rating scales. Analytic scale contains a number of criteria, usually 3-5, each

Table 2.4

The Test of Spoken English rating scale

Rating	Criteria
60	<p>Communication almost always effective: task performed very competently.</p> <p>Functions generally performed clearly and effectively</p> <p>Generally appropriate response to audience/situation</p> <p>Coherent, with some effective use to cohesive devices.</p>
50	<p>Communication generally effective: task performed competently.</p> <p>Functions generally performed clearly and effectively</p> <p>Generally appropriate response to audience/situation</p> <p>Coherent, with some effective use to cohesive devices</p> <p>Use of linguistic features generally effective; communication generally not affected by errors</p>
40	<p>Communication somewhat effective: task performed somewhat competently.</p> <p>Functions generally performed clearly and effectively</p> <p>Somewhat appropriate response to audience/situation</p> <p>Somewhat coherent, with some use of cohesive devices</p> <p>Use of linguistic features somewhat effective; communication sometimes affected by errors.</p>

Table 2.4 (Continued)

Rating	Criteria
30	<p>Communication generally not effective: task generally performed poorly.</p> <p>Functions generally performed unclearly and ineffectively</p> <p>Generally inappropriate response to audience/situation</p> <p>Generally incoherent, with little use of cohesive devices</p> <p>Use of linguistic features generally poor, communication often impeded.</p>
20	<p>No effective communication: no evidence of ability to</p> <p>No evidence that functions were performed</p> <p>No evidence of ability to respond to audience/situation</p> <p>Incoherent, with no use of cohesive devices.</p>

Source: ETS (2001 : 29)

There are five main parts to evaluate speaking ability namely comprehension, vocabulary, grammar, fluency and pronunciation. (Harris. 1986). The grading criteria consists five levels as follows:

5 = Excellent: very smooth and natural conversation, quite appropriate and relevant exchanges from the beginning to the end, and grammatical structures of polite requests and responses.

4 = Very good: quite smooth and natural conversation, quite appropriate and relevant exchanges from the beginning to the end with few structure use errors of polite requests and responses.

3 = Good: fairly smooth and natural conversation with some inappropriate and irrelevant exchanges and some grammatical errors in structures of polite requests and responses.

2 = Fair: not so smooth and not so natural conversation, inappropriate use and relevant exchanges, and structures use error of polite requests and response often occur in the conversation.

1 = Poor: very poor control of the structure of polite requests and responses, not smooth and not natural, many inappropriate and not relevant exchange.

Table 2.5

Criteria of Harris' Scoring

Rating	Criteria
Comprehension	
5	Understand everything without difficulty.
4	Understand nearly everything at normal speech, although occasional repetition may be necessary.
3	Understand most of is said al slow than normal speed with repetitions.
2	Has great difficulty following what is said.
1	Cannot be said to understand even simple conversation.

Source: Harris (1986)

2.5 Relationship between Speaking and Listening Abilities

According to Anderson and Lynch (1998), for the L2 learners to be good at conversation, they required to get practiced both speaking and listening. Then they need to use them into the conversation, because these two skills are mutually supporting. However, some teachers and course writers ignore interdependence of these two skills for the L2 learners to develop their conversation capacity. In a traditional method, the L2 learners get practiced listening and speaking skills separately. Teacher has them to practice listening first, and then to follow by speaking. By this way, the learners seem not to be encouraged to interact with input information, since they do not have to respond orally when they hear speakers say.

The tasks that are found necessary to develop the L2 learners' listening skills are those engage with listening and speaking skills. The communication experiments show that between learners who are experimented in the interdependent listening-speaking setting and who are experiment in separated listening-speaking setting; the most effective speakers are those who engaged in the interdependent listening and speaking setting (Anderson, Brown & Yule. 1984).

Between the children and the full effective speakers, the children are less than the full effective speakers in terms of their own language; perhaps they are not satisfied with the listener's point of view. The young listeners have problem in pointing out problems, which does not make sense in communication. This makes the communication worse. However, the two children of experiment (one acting as speaker, the another as the listener) could continue their communication task even the speaker gave poor instructions during the communication task. So, there is a clear interdependence between listening and speaking.

Similar problems among the teenagers recorded by Brown, Anderson, Shabolt and Lynch (1987) in their research of L1 communication show in paired task engaging giving and following instruction for making a route on a map. Some speakers performed quite poorly with unclear instruction, but the listeners ignore asking for clearer information from their partners, which caused unsuccessful communication. So, this points out that speaking and listening combination is very important for developing communication skills.

2.6 Authentic Materials

2.6.1 Definitions of Authentic Materials

Authentic materials are language data produced for real life communication purposes, and they may contain false starts and incomplete sentences. They are useful for improving the communicative aspects of the language.

Nunan (1989; as cited in Macdonald, Badger & White. 2000) states that authentic materials are any materials which have not been specifically produced for the purpose of language teaching. Also, Bacon and Finnemann (1990) define authentic materials the texts produced by native speakers for a non-pedagogical purpose. Stempleski (1987) states that, a rich and exciting source of video software for EFL/ESL classes is authentic materials. Authentic video material, especially that which represents what goes on in a non-ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video software for instruction in an English as a second language (ESL) classroom.

2.6.2 Types of Authentic Materials

Many researchers have divided the authentic materials into many types. For example, Miller (2003) states that some useful authentic materials that teachers can use in EFL classroom such as newspapers and magazines, radio, television/video, Internet and so on. In addition, Hedge (2000) and Baird (2004) give some examples of authentic materials which divide them into two categories: 1) Spoken: TV commercials, films, news items, weather forecasts, airport and station announcement, radio talks, interviews, and debates. 2) Written: recipes, articles, bus timetables, advertisements, tourism brochures, poems, song lyrics, application forms, and instruction for use of equipment, etc. However, Genhard (1996) proposes three categories of authentic materials, which can be used them in language classroom as follows:

2.6.2.1 Authentic listening-viewing materials: TV commercials, cartoons, news clips, comedy shows, movies, soap operas, songs, radio ads, documentaries, quiz shows, sales pitches, professionally audio-taped short stories and novels.

2.6.2.2 Authentic visual materials: pictures from magazine and newspaper, postcard pictures, picture books, stamps, photographs, paintings, stick-figure drawings, wordless street signs, children' artwork, silhouettes, and slides.

2.6.2.3 Authentic printed materials: newspaper articles, movie advertisements, sports reports, advice columns, lyrics to songs, restaurant menus, street signs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, bus schedules, cereal boxes, candy wrappers, tourist information brochures, etc.

To sum up, authentic materials play an important role for EFL learners. Also, they are language information produced for real life communication by native

speakers. EFL teachers can use a variety of authentic materials in the lessons and select appropriate ones that match to students' English proficiency.

2.6.3 Advantages and Disadvantages of Authentic Materials

2.6.3.1 Advantages for using authentic materials

The advantage of using authentic materials included:

1. Authentic materials have a positive effect on learner motivation. They provide authentic culture information. They also help language learners to exposure to real language (Clarke. 1989).
2. Authenticity is felt to be significant because it offers learners a sense of the real world, a chance to rehearse in a protected situation, hence the less authentic materials language teachers use, the less preparation learners will make for the real world (McGrath. 2002).
3. Authentic materials relate more closely to learners' needs and interests. They can support a more creative approach to teaching. Also, authentic materials are continuous updated (Kilickaya. 2004; Mcknight. 1995; Wong, Kwok. & Choi. 1995; Berado. 2006).
4. Newman and Wehlage (1993) state that one way to achieve better understanding of foreign language is to establish an authentic learning environment and to use authentic materials in classroom. The more there is a relationship with the real world where students live, the more a lesson gains authenticity.
5. There are some reasons to use authentic materials in EFL classroom: Authentic materials have a positive effect on learners' motivation and learning process (Berado. 2006; Guarento & Morley. 2001).

6. They provide exposure to real language, and they relate more closely to learners' needs. They support a more creative approach to teaching (Clarke. 1989 ; Peacock. 1997). Therefore, authentic materials provide valuable support (creative approach to teaching) and could be used for a special designed curriculum. They are a bridge between the classroom and the real world (Peacock. 1997).

7. Authentic materials lower the degree of anxiety when students faced new situations in the target language (Moya. 2000).

8. Authentic materials “1) give the students the opportunity to practice English, 2) help the students gain confidence in their English ability, 3) expose the students to cultural differences and customs, and 4) help the students develop their ability to find pertinent information quickly” (Kelly, Offner & Vorland. 2002 : 12).

9. Authentic materials are realistic, ready-to-use, relevant, and triggered the process of natural language acquisition for students (Hwang. 2005).

10. Advanced students enjoy authentic materials (Chavez. 1994).

2.6.3.2 Disadvantages of Using Authentic Materials

Authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes and demotivate lower level students (Berardo. 2006). They may be too culturally biased (Wardman. 2009). Many structures are mixed in such materials; causing lower levels have a hard time decoding the texts. Therefore, authentic materials may not expose students to comprehensible input at the earliest

stages of acquisition and the use of authentic materials is time consuming for the teachers (Guariento & Morley. 2001; Martinez. 2002; Kim. 2000).

2.6.4 How to Select Authentic Materials

There are several factors to consider in the selection of authentic materials which are appropriate for second language learners. Breen (1985) suggests that there are four factors, which involve in establishing text and learner authenticity. For example, what is an authentic text? For whom is the text authentic? For what purpose authentic? and what is authentic to the social situation of the classroom? Therefore, it is clear that requiring knowledge of format and probable content is part of the cultural boundary crossing. Tasks can be chosen to involve learners. Not only in authentic communication with texts and others in the classroom are used, but also the purpose of learning need to be mentioned (Porter & Robert. 1981). According to Lee (1995), the task design stage should be considered in four aspects: 1) contents have to be provided tasks, 2) the task content should be related to the authentic materials, 3) the task is used as pre-activity, practice activity and post-activity, and 4) the task should be real-life communication situations.

In conclusion, even though English teachers can use many interesting authentic materials in an EFL class, some low level students may face some difficulties during learning from authentic materials. For instance, there are many complex structures, which are mixed. Those materials may not expose learners to comprehensible input at the earliest stage. So, EFL teachers should select appropriate materials to meet the needs of students and to help them develop their listening and speaking abilities effectively.

2.6.5 Implementing Authentic Materials in EFL Classroom

The main function of the second-language classroom should provide learners with authentic language (Ciccone. 1995). According to Herron (1994), empirical studies have confirmed the benefits of using authentic materials in classroom. Gilman and Moody (1984) suggest that the teacher can employ authentic materials in implementing listening-comprehension training at all levels. Morrison (1989) also believes that authentic listening materials can be used at all levels from beginners to advanced. Even beginning students need exposure to authentic language, since it is the medium of everyday communication (Oxford, Lavine. & Crookall. 1989; Porter & Roberts. 1981; Scarcella & Oxford. 1992). According to Herron and Seay (1991), the teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect to their real-life listening.

2.7 Satisfaction

2.7.1 Definition of Satisfaction

First of all, it is necessary to define the notion of satisfaction and especially student's satisfaction. Satisfaction- a fulfilment of need or desire, the pleasure obtained by such fulfilment.

Oliver and Richard. (1980: 482) define "satisfaction as" a post choice evaluation judgment concerning a specific purchase decision, on the other way it can be approximated by the equation: satisfaction=perception of performance- expectations".

Giese and Cote. (2000 : 3) “satisfaction” is a summary, effective and variable intensity response centered on specific aspects of acquisition and which takes place at the precise moment when the individual evaluates the objectives”.

Zeithaml et al. (1990) define satisfaction as an overall judgment, perception or attitude on the superiority of service. The judgment is based on the discrepancy between expectations and actual experiences of customer.

Grossman (1999) states that students could be treat like a customer or a client within the college and in that case, the college serve the students on a better priority to fulfil their expectations and needs.

Elliot and Healy (2001) define the student satisfaction is a short-term attitude, derived from the evaluation of the received education service.

Saengchai (2000 : 11) shows that “satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to focus on their work and love to do it. Furthermore, they are willing to do and try to find the effective performance process that helps them perform well.”

Also Chanpreecharat (2000 : 52) states that satisfaction is “person’s feeling toward positive performance namely love, favour, satisfy, and a positive attitude to work which occur from need response.”

Khinna (2003 : 29) claims that “satisfaction to performance is the performers’ thinking or attitude toward their performance including process, components, and factors of work.” If the result shows positive performance, it presents good satisfaction toward performance. They will devote labour, spirit, money and wisdom to work a lot. In contrast, if performers have negative feeling, it indicates negative satisfaction toward performance. Therefore, administrator supports

satisfaction of performance in order to motivate the performers showing their happiness and achievement.

In conclusion, satisfaction is one's feeling toward something what he does and it also occurs in mind and effects to the action. Many researchers have conducted the research about satisfaction and motivation of the students toward using authentic materials.

2.8 Efficiency

2.8.1 Definition of Efficiency

Efficiency of lessons refers to the quality of the lessons by using authentic materials that are created in a variety of contents about hospitality industry. The content of the lesson helps and instructs student's learning efficiently (Phromwong et. al. 1977).

2.8.2 How to Find out the Efficiency of the Lessons by Empirical

Approach

The content of the lesson is tried out with the participants who are selected as samples in this study. Most of the lessons are calculated in percentage of exercise, and learning process (Kitrakarn. 2002). There are two numeric values as follows: $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$ or $E_1/E_2 = 90/90$.

$E_1/E_2 = 80/80$ has shown different criteria of calculating. The first criteria set 80 means the efficiency of the process, which calculates in percentage of learners' mean scores from exercise scores in the lessons. The second criteria set 80 means the

efficiency of the outcome, which is percentage of learners' total scores from achievement test (Post-test). The statistical formulas present as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Score of Students who pass the Post-test

N = Number of Samples

B = Total score of the Post-test in the Lessons

The standard for the lessons' efficiency should be no less than 75/75, 80/80, 85/85 or 90/90 depending on the contents of the subject. 75/75 relates to skill or learners' attitude, and 80/80, 85/85 or 90/90 is about the subjects related to cognition. The level of error is accepted at 2.5%.

The lessons' efficiency refers to the level of the lessons, which employed in the classroom activities in order to help students' learning. In addition, it can lead students' satisfaction to a teacher who teaches them.

Srisa-ard (2002) states that the development of teaching and learning is unavoidable to use the trial and to find the efficiency of the lessons. Finding the

efficiency, the criterion usually uses 80/80 which consists into two approaches as follows:

1. The most students (80%) who can have learning outcomes at a high level (80%). In this situation the innovation would use less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who score at least 80% of the total scores.

2. At the end of the procedure, which is in high level (80%). In this case of teaching would include a lot of contents. The criterion 80/80 has the meanings, namely, the first criterion set 80 is the efficiency of the process (E_1), and the second criterion set 80 is the efficiency of the overall effect (E_2).

Srisa-ard (2002) introduces the concepts of determining the criterion as follows: 90/90 refers to a high efficiency that a research can set it by himself, but it would have problems that the efficiency can not be achieved the goal. It is not easy for students to get average of 90%. Therefore, the criterion set 90/90 is not determined in most research. It is accepted to set lower than 80 in both the process and the outcome. The criterion set 70/70 means the teaching materials developed is effective and it can be used for most students in order to improve their learning in high levels. The criterion set 50/50 or 60/60 shows that the students can improve their average score on one half or more than 60%.

The criterion set 80/80 is not interpreted by the comparison. The criterion 80% is the overall process and results. The 80/80 separates the efficiency of the process. The researcher can set two parts, which does not equal as the criterion set 70/80. 70% means that the efficiency of the process and 80% means the overall efficiency.

2.9 Previous Studies Related to the Present Investigation

Thanajaro (2000) conducted research using authentic materials to develop listening comprehension in the English as a second language classroom. This study had two main purposes: 1) to examine the influence of authentic materials on listening ability in students who studied English as a second language in the high intermediate academic listening and vocabulary development class at a language training center and 2) to identify the learning strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes toward learning English. The data collection used interviews, questionnaires, and class observations. Results showed a statistically significant improvement in listening ability of the EFL students.

Rattanawon (2003) studied the effectiveness of self-created role-plays on speaking skill. The purpose of this study was to investigate whether self-created dialogues of role-play were helpful in promoting the learning expressions. The samples of this study were 12 Math – Science program students studying in Mattayomsuksa 6 in the first semester of academic year 2002 at Kanthalawittaya School, Kanthala District, Sisaket Province, Thailand. The instrument used to collect data were pre-and post-speaking tests which focused on evaluating fluency, accuracy and context- appropriateness of the use of expressions having been studied. The results of the study were as follows: 1) The self-created dialogues of role-play could promote fluency at the significant level of 0.05, 2) The self- created dialogues of role-plays could promot appropriate use of expressions at the significant level of 0.01. 3) The self-created dialogues of role-plays could not promote grammatical accuracy of expression.

Vejchasarn (2007) examined the effectiveness of using English for tourism to improve high school students' listening and speaking proficiency. 20 students were Mattayom 5-6 students in Nayia Suksa Ratchamangkalapisek school, Nayia District, Ubon Ratchthani Province. The instruments used to collect data were the pre- and post listening tests and also the speaking observation form which focused on fluency, appropriateness of uses of expression and grammatical accuracy. On the other hand, the findings indicated that students' listening skill was rated at good level. It was found that students' proficiency in speaking skill was rated as fair and poor level.

Rodngam (2010) studied the use of authentic materials to enhance vocabulary for listening comprehension of Mathayomsuksa 6 students in the English and Japanese program at Winitsuksa, Lopburi Province, Thailand. This study aimed at investigating the use of authentic materials to enhance vocabulary for listening comprehension and studying the influences of authentic materials on students' attitudes towards learning English vocabulary for listening comprehension. This study was conducted with 45 high-school students who were taking a listening and speaking class during semester 2/2010 and studying in the English and Japanese Program at Winitsuksa, Lopburi Province, Thailand. It was found that the use of authentic material had a positive effect and helped increase students' performances, comfort and self-confident when listening language. Responses to a questionnaire revealed that the influence of the use of authentic materials had a positive effect on students' attitude and motivation to learn the language.

Saiwaew (2010) studied the use of authentic materials to develop English listening comprehension with 35 first year students' non- English majors of Ubon Ratchathani Rajabhat University by using the simple random sampling technique. The

experiment of using authentic materials employed into three stages: 1) difficulty of the research instrument (p) and discrimination power of the research instruments (d), 2) ability based test (pre-test and post-test of listening comprehension), and 3) listening comprehension exercises. The result of post-test was higher than pre-test with statistical significance at the 0.05 level and the students' listening comprehension by using the authentic materials was significantly increased.

Hsu (2011) examined the effect of YouTube (video clips) on vocabulary use in writing by 101 Taiwanese students in I-Shou University, Taiwan. The result showed that there was a higher percentage of vocabulary use in their writing after employing video clips.

Ghaderpanahi (2012) researched using authentic aural materials to develop listening comprehension in the EFL classroom. The purpose of this study was to investigate the influences of authentic aural materials on listening capacity of thirty female undergraduate psychology majors English in Al-Zahra University. Interviews, questionnaire and pre-test and post-test employed in the data collection. The results found that the use of authentic materials in the EFL classroom had positive effect on ESL students' motivation to learn the language and students' post-test was better than pre-test.

Sabet (2012) investigated the impact of authentic materials on elementary EFL learners' listening skills. Sixty students of Guilan University participated in experimental groups and control groups. Analysis of quantitative study and comparing the mean scores of two groups via t-test indicated that students who were exposed to authentic materials performed better in their posttest. The result of this survey

research in Iranian Elementary students showed positive attitudes toward using authentic materials.

Ismaili (2012) conducted a study on the effectiveness of using movies in the EFL classroom. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally. The study was carried out at the South East European University in the academic year 2011/2012. The participants in this study were pre-intermediate and intermediate level of students, aged 18-25. The results of the study revealed significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material. It also revealed its effects on developing students listening and communication skill. The study concluded that movies attract students' attention, present language in a more natural way that found in course-books. This is because movies offer a visual context aids which help students understanding and improve their learning skills.

Barekat and Nobakhti (2014) studied the effect of authentic and inauthentic materials in cultural awareness training on EFL Learners' listening comprehension ability with intermediate level students by using randomly into two equal groups, the control and experimental groups. Test scores in pre- and post-test were compared. Using SPSS, the Kolmogorov-Smirnov test, the results revealed that listening ability of learners in the experimental group had improved better than the learners in the control group.

2.10 Summary of the Chapter

This chapter has presented the details of learning and teaching English at Savannakhet Teacher Training College, Laos, the language of hospitality industry, listening, speaking, using authentic materials in EFL class, efficiency, and some samples of previous studies from different scholars who are interested in using authentic material to improve EFL learners' listening and speaking skills in EFL class. The next chapter is devoted to the research methodology.

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Buriram Rajabhat University

CHAPTER 3

RESEARCH METHODOLOGY

This chapter introduces the approach taken to conduct and evaluate the development of the eight lessons in hospitality industry for Lao undergraduate students. The paper is organized into five sections: 1) population and samples; 2) research instruments; 3) data collection procedures; 4) data analysis; and 5) statistical procedures.

3.1 Population and Samples

The population of this research included 214 third-year students from the whole 5 classes who enrolled on General English 6 Course in the second semester of academic year 2013 at Savannakhet Teacher Training College in Kaysone Phomvihane district, Savannakhet province, Lao PDR.

The samples of this research were 41 third-year “A” students, who enrolled on General English 6 Course in the second semester of academic year 2013 at Savannakhet Teacher Training College in Kaysone Phomvihane district, Savannakhet province, Lao PDR. The samples were selected by using simple random sampling technique by using classroom as a sampling unit.

3.2 Research Instruments

The main instruments employed in this study were as follows:

3.2.1 Ten lesson plans in English listening and speaking using authentic materials in hospitality industry for the third-year students. Eight lesson plans out of ten included eight lessons for listening and speaking and two lesson plans out of ten were the pre-test with orientation, and the post-test with questionnaire.

3.2.2 English listening and speaking tests using authentic materials in hospitality industry for the third-year students constructed by the researcher. The two types of achievement tests were conducted: listening test in parallel, and speaking test in subjective test.

3.2.3 The questionnaire on students' satisfaction towards authentic materials in hospitality industry to enhance their listening and speaking abilities used to collect the information from the samples before and after learning.

3.3 The Construction of Research Instruments

The procedures of research instruments construction and the determination of the instruments' quality explained as following:

3.3.1 Lesson Plans by Using Authentic Materials in Hospitality Industry

Lesson plans in English listening and speaking using authentic materials in hospitality industry for the third-year students constructed by the researcher were as the following steps:

3.3.1.1 The researcher studied and analyzed the causes and problems while teaching and learning listening and speaking from observation and students' listening and speaking.

3.3.1.2 The researcher studied English Language Curriculum (2010) for the third-year students on General English 6 Course about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, and strands and learning standards of foreign languages.

3.3.1.3 The researcher studied and reviewed the principles, and theories of lesson plans.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on English Language Curriculum (2010) for the third-year students on General English 6 Course.

3.3.1.5 The researcher constructed ten lesson plans as follows:

Lesson plans 1: Orientation, and doing the pre-tests of listening and speaking.

Lesson plans 2: Hotel - Checking in (Listening and speaking lessons using two videos about checking in at the hotel, worksheets of word study and conversations, a picture of receptionists, CDs, hotel brochures of three famous hotels in Savannakhet province namely, Savan Vegas Hotel and Casino, Dao Savan Hotel, and Hoong Thip Hotel).

Lesson plans 3: Restaurant - Ordering Food and Drinks (Listening and speaking lessons using two videos how to order food and drinks, worksheets of word study and two conversations, a picture of waiter, CDs, three different types of menu from three restaurants).

Lesson plan 4: Direction - Asking for and Giving Directions (Listening and speaking lessons using two videos how to ask for and give directions,

worksheets of word study and conversations, a map of Savannakhet city, CDs, and a map of Savannakhet city).

Lesson plan 5: Shopping - How to Make a Deal (Listening and speaking lessons using two videos how to make a deal, worksheets of word study and conversations, CDs, and real objects: clothes, mobile phones).

Lesson plan 6: Transportation - Mode of Transportation (Listening and speaking lessons using a video about mode of transportation, worksheets of word study and conversations, CDs, and real objects such as bicycles, motorbike, tuktuk... etc).

Lesson plan 7: Tourism - Savannakhet's Historical Sites (Listening and speaking lessons using a video about tourism in Savannakhet city, Tourism brochure in Savannakhet province, and worksheets of word study and conversations, CDs).

Lesson plan 8: Festival-Savannakhet's Festival Ceremonies (Listening and speaking lessons using two videos about Savannakhet's festival ceremonies, and worksheets of word study and conversations, CDs).

Lesson plan 9: Culture - Culture Activities (Listening and speaking lessons using two videos about culture activities in Thailand and Laos, worksheets of word study and conversations, CDs).

Lesson plan 10: Doing the post - tests of listening and speaking and answering the questionnaire toward the lessons after learning through authentic materials.

3.3.1.6 The lesson plans were given comments and examined by

the thesis advisors about content validity quality and overall picture. Then the researcher improved the lesson plans based on their suggestions.

3.3.1.7 The lesson plans were examined by 3 experts about content validity quality by using five-point Likert scale as follows (Srisa-ard, 2002 : 102):

5 marks for the most appropriate answer

4 marks for more appropriate answer

3 marks for moderate appropriate answer

2 marks for less appropriate answer

1 marks for the least appropriate answer

Therefore, the instruments of the lessons presented validity. The names of three experts were as follows:

1. Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University.
2. Mr. Phomma Xayavong, the English lecturer at Savannakhet Teacher Training College.
3. Ms. Megan Fry, the English lecturer at Savannakhet Teacher Training College.

3.3.1.8 The researcher analyzed the scores from the experts to find out the mean scores and compared with these criteria (Srisa-ard, 2000 : 99-103)

Scale	Meaning
4.51 - 5.00	the most appropriate answer
3.51 - 4.50	more appropriate answer
2.51 - 3.50	moderate appropriate answer
1.51 - 2.50	less appropriate answer
1.00 - 1.50	the least appropriate answer

Appropriate score at 3.50 and over considered that the lessons could be utilized (See Appendix B). The mean score obtained was 4.03 and the standard deviation was 0.49.

3.3.1.9 The researcher improved lesson plans according to the experts' suggestion and proposed them to check again.

3.3.1.10 The lesson plans were tried out with 47 students from one class of the third-year students who were not the samples in academic year 2013 at Savannakhet Teacher Training College in Kaysone Phomvihane District, Savannakhet Province in order to find out the weak points and then improved the lesson plans before using with the samples (See Appendix C).

To appraise the efficiency of lesson plans, there were three steps to perform. The three steps of the pre-trials were as following (Phromwong, 1978) :

1. The Individual Trial

Lesson plans were utilized with 3 different proficiency level students, namely, 1 high, 1 moderate and 1 low proficient students who were not the samples in the research. The criteria of discrimination divide the students into different levels of English learning achievement were: 1) the student who had got grade 4 in English in the third-year in the first semester in the academic year 2013 was high proficient

student, the student who had got grade 3 or 2 was moderate proficient student, and the student who had got grade 1 is low proficient student; and 2) the three students allocated to carry out pre-tests for one hour. While the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-tests for one hour, to do questionnaire about their satisfaction towards the lessons using authentic materials in the hospitality industry. Then the researcher improved lesson plans based on the students' comments.

2. The Small Group Trial

Lesson plans were utilized with 9 different proficiency level students, namely 3 high, 3 moderate and 3 low proficient students who were not the samples in the research. The criteria of discrimination divided the students into different levels of English learning achievement were: 1) the students who had got grade 4 in English in the third-year in the first semester in the academic year 2013 were high proficient students, the students who had got grade 3 or 2 were moderate proficient students, and the students who had got grade 1 were low proficient students; and 2) the nine students were allocated to carry out pre-tests for three hours (listening and speaking tasks), While the students were studying the lessons using authentic materials in hospitality, they were requested to do the exercises. After that, they were requested to do post- tests for three hours, to do a questionnaire about their satisfaction towards the lessons thirty minutes. Then, the researcher improved lesson plans based on the students' comments.

3. The Field Trial

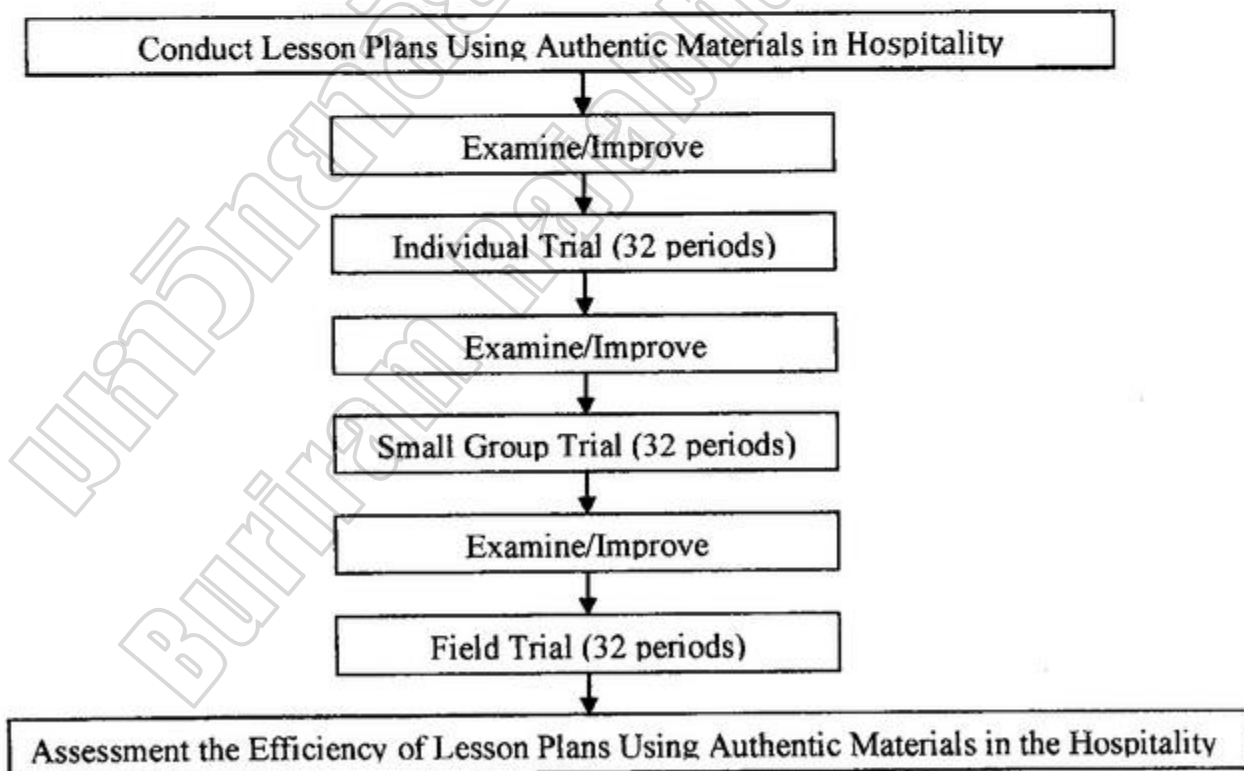
In this step, there are 47 third-year "B" students with three different proficiency levels of English achievement participated. They took pre-tests (listening

and speaking tasks) for three hours. Then, they learned the lessons in 32 periods; they also did mini-tests from each. After learning, they took post-tests (listening and speaking tasks) for four hours and did questionnaire about their satisfaction toward the lessons thirty minutes. The scores of the activities in the lessons using authentic materials in hospitality industry, and the post-test scores from the field trial were decided to find out the efficiency of the lessons based on 75/75 standard level (Phromwong, 1978). The efficiency of the lessons revealed 79.56% / 80.10% which was higher than the criterion set

To conduct this research, the assessment of efficiency of lesson plans was performed as shown in the following figure.

Figure 3.1

Steps of Trying out Lesson Plans



Source: Suwanbenjakul (2002 : 52)

3.3.1.11 The researcher conducted the complete lesson plans to use with the samples. (See Appendix D)

3.3.2 Achievement Test

Pre-tests and post-tests consisted of listening and speaking procedural that require students to listen and speak according to topics. The samples did both pre-tests and post-tests, which were the same parallel tests. The pre-post tests constructed by the researcher as following steps:

3.3.2.1 The researcher studied a syllabus for college level on General English 6 Course and the contents of listening and speaking using authentic materials for the third-year students.

3.3.2.2 The researcher studied literature review on how to construct the test.

3.3.2.3 The researcher constructed the listening and speaking tests using authentic materials in the hospitality industry. A pre-test consisted two types, namely listening test included 25 points (parallel) and speaking test included 25 points (individual work) in a total of 50 points. A post-test consisted two types, namely listening test included 25 points (parallel) and speaking test included 25 points (pair work), in a total of 50 points.

3.3.2.4 The tests were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathanee. 2000).

+ 1 = When sure that the validation of the hypothesis was a coincident.

0 = When not sure that the validation of the hypothesis was a coincident.

-1 = When sure that items of the test are not coincident with objectives.

3.3.2.5 The researcher calculated the IOC index, and chose the questions with the IOC index between 0.5 - 1.00 for the test (See Appendix F). The IOC was 0.67 – 1.00

3.3.2.6 The test was tried out with students in another class, who studied in the third-year that were not samples at STTC in the academic year 2013.

3.3.2.7 An items analysis was carried out from the data obtained from the study. It indicated the level of difficulty (p) was at 0.22-0.75, and the discrimination power (B) was at 0.21-0.75 (See Appendix I).

3.3.3 Satisfaction Questionnaire

The researcher designed and created a questionnaire concerning students' satisfaction towards the lessons using authentic materials in hospitality industry which had 2 main parts as following:

Part 1

This section comprised 12 statements of the five-point rating scales questionnaire with Liker's rating scale. It aimed to elicit learners' satisfaction toward the lessons for the third-year students. Five-point Liker scales used for rating their satisfaction (Srisa-ard, 2002:102) were as follows:

Scale	Meaning
5	The most satisfied
4	More satisfied
3	Moderately satisfied
2	Less satisfied

1 The least satisfied

Part 2

This section was about additional information or other opinion in learning the lessons using authentic materials in the hospitality industry apart from part 1. The question was in the open-ended form in which the samples could write their suggestions or comments in the questionnaire.

The questionnaire was constructed and developed gradually as follows:

3.3.3.1 The researcher reviewed the literature on satisfaction.

3.3.3.2 The researcher studied literature reviews on how to construct the satisfaction questionnaire as explicated by using Likert's method or five-point rating scales.

3.3.3.3 The researcher gathered and arranged the issues concerning the students' satisfaction towards the lessons (See Appendix G).

3.3.3.4 The researcher proposed the 15 statements to the thesis advisors to give the comments and suggestions.

3.3.3.5 The statements were examined by 3 experts to check for the correctness and appropriateness. There were five scales (Srisa-ard, 2002 : 102) as follows:

Scale	Meaning
5	The most appropriate
4	More appropriate
3	Moderately appropriate
2	Less appropriate
1	The least appropriate

The researcher calculated the obtained data to find out the mean scores. The appropriate scores at 3.50 and over were considered as the questionnaire item statements. The mean score was 4.67 (See Appendix G). The researcher edited and revised the questionnaire if they had weak points. Next, the questionnaire was proposed to the experts again.

3.3.3.6 The researcher organized the statements and tried out with the third-year students who were not the sample at Savannakhet Teacher Training College in academic year 2013.

3.3.3.7 Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula to find out the discrimination power which had to be at 0.2792-1.00 level (Srisa-ard, 2002: 110). The discrimination was at 0.66-0.70 (See Appendix J).

3.3.3.8 The method of coefficient alpha of Cronbach (α -Coefficient) (Srisa-ard, 2002 : 99) used to find out the reliability coefficient of which the value must be more than 0.80. The data calculated by a software program. The reliability coefficient of the questionnaire was 0.8969 (See Appendix H).

3.3.3.9 The researcher selected 12 statements which had the most significant differences at level 0.05 to be the questionnaire.

3.4 Data Collection Procedures

In this study, research design was one group pre-test- post-test design as shown in table 3.1 below:

Table 3.1**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂

Source: (Sai-yot. 1995 : 248-249)

As shown in Table 3.1 above, T₁ is pre-test, X is the learning in eight lessons or treatment, and T₂ is post-test, respectively.

To collect the data, the present research included lesson plans, achievement tests, and satisfaction questionnaire. The procedures for collecting data was shown as follows:

3.4.1 A pre-test was given to all of samples at the beginning of a class (during the first week of teaching). The tests consisted of two types (listening pre-test and speaking pre-test). In speaking pre-test, the samples chose one topic by themselves. The tests took three hours.

3.4.2 The samples were orientated to understand about the lessons. Then, they were taught by utilizing the lessons and did the activities (mini - tests in each lesson).

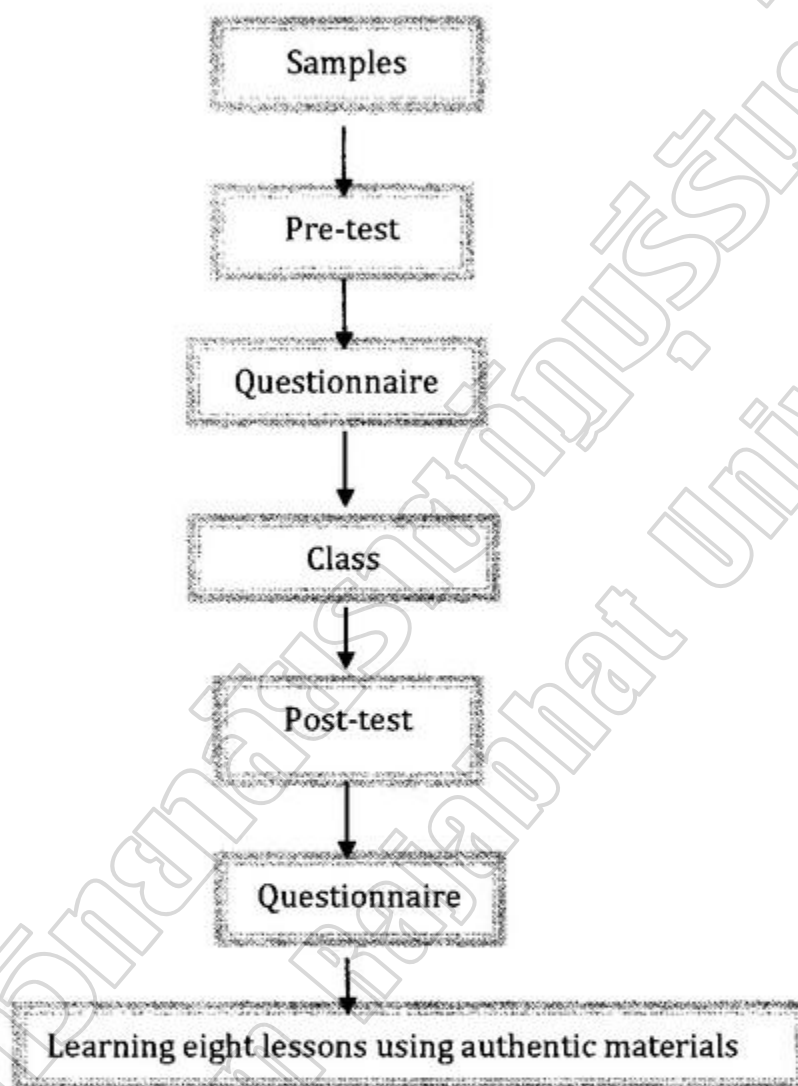
3.4.3 A post-test was administered with all of the samples after attending the course for three hours.

3.4.4 After doing a post-test, the samples were asked to fill out the questionnaire focusing on their satisfaction toward authentic materials after learning.

The steps in data collection will be illustrated below:

Figure 3.2

Steps in Data Collection



3.5 Data Analysis Procedures

The data were analyzed and deduced procedures by using the data analysis methods as following.

3.5.1 Pre-test and Post-test Scores

3.5.1.1 In order to evaluate the students' listening and speaking abilities before and after being taught through the lessons using authentic materials,

the pre-tests and post-tests were computed to find out the percentage (%), mean (\bar{x}) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the activities and post-tests were calculated to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2), respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference between the pre-test and post-test mean scores to find out the significant difference set at .05 level.

3.5.1.4 The researcher used the Finnish Nation Certificate scale (National Board of Education. 2002) which is a holistic scale with six levels (6-1) to test students' speaking abilities.

3.5.2 Students' Satisfaction

3.5.2.1 In order to evaluate the students' satisfaction toward authentic materials before and after learning the lessons, the data from five-rating scales were computed for mean (\bar{x}) and standard deviation (S.D.). The following criterion employed for interpretation (Srisa-ard. 2002 : 103) was as follows:

Scale	Meaning
1.00 – 1.50	The most satisfied
1.51 – 2.50	More satisfied
2.51 – 3.50	Moderately satisfied
3.51 – 4.50	Less satisfied
4.51 – 5.00	The least satisfied

3.5.3 Additional Opinion Data

The data obtained from the learners' opinion and suggestions in the questionnaire were analyzed by the content analysis technique to find out the samples' satisfaction and reaction towards the activities from the lessons.

3.6 Statistics Used in Data Analysis

3.6.1 Statistics Used to Find out the Quality of Instruments

3.6.1.1 Validity of achievement test (IOC) the formula (Phattiyathanee, 2003 : 220), as follows:

$$IOC = \frac{\sum R}{N}$$

IOC = Index of Congruence

$\sum R$ = Total scores of experts' opinion

N = Number of experts

3.6.1.2 Discrimination power of each item for five-point rating scale questionnaire by using Pearson's Correlation Coefficient (Srisa-ard, 2002 : 110) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Correlation coefficient between variable X and variable Y

$\sum X$ = Total scores of variable X Index

$\sum Y$ = Total scores of variable Y Index

$\sum XY$ = Total of multiplied result between variable X and variable Y

$\sum X^2$ = Total scores of variable X Index's square

$\sum Y^2$ = Total scores of variable X Index's square

N = Number of a pair of variables Index or number of the samples

3.6.1.3 Reliability coefficient of the satisfaction questionnaire by using Cronbach's Alpha-coefficient (α -Coefficient)(Srisa-ard. 2002: 99) as follows:

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability coefficient

k = Number of statements

$\sum S_i^2$ = Total of each statement's variance

S_t^2 = Variance of total scores

3.6.1.4 The efficiency of lesson plans (E_1/ E_2) (Kitrakarn. 2002: 44-49).

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the process

$\sum X$ = Total scores of post-test

N = Number of samples

A = Total score of the exercises in the lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = Total score of students who pass the post-test

N = Number of samples

B = Total score of the post-test in the lessons

3.6.2 Basic Statistics Used to Analyze the Data

3.6.2.1 Percentage (Srisa-ard. 2002 : 104) as follows:

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

N = Numbers of total frequency

3.6.2.2 Mean (\bar{x}) (Srisa-ard. 2002 : 105) as follows:

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total scores in group

N = Number of scores in group

3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002 : 106) as follows:

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of each item

\bar{X} = Mean

N = Number of scores in group

Σ = Total Scores

3.6.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores were calculated by dependent samples t-test formula (Srisa-ard. 2002 : 112) as follows:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}$$

t = Statistics Index used to compare with critical Index to find out significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

3.7 Summary of the Chapter

This chapter presents research procedures, namely population and samples of the study, research instructions, how to construct research instruments, how to collect data and analyze them and how statistics used in data analysis. The results of the study is indicated in the next chapter.

CHAPTER 4

RESULTS

This chapter shows the results of the research from three main research questions that were collected in Savannakhet Teacher Training College. The result presented step by step as follow: The result of Research Question 1 shows the efficiency of the lesson plans using authentic materials to enhance the listening and speaking abilities on the hospitality industry of Lao undergraduate students. Research Question 2 shows if using of authentic materials improves Lao undergraduate students' abilities on English listening and speaking. Research Question 3 shows the satisfaction toward the listening and speaking of Lao undergraduate students using authentic materials. The listening results were collected by using quantitative methods, namely pre-test, mini - test at the end of each lesson in eight topics and post-test, and questionnaires to test the students' satisfaction toward using authentic materials. Moreover, qualitative methods, namely open-ended questions were attached at the end of questionnaires. The speaking result was collected, using Harris' Criteria. Four individual activities and four pair work activities were used to investigate students' speaking ability.

4.1 Research Question One: What is the efficiency of lessons using authentic materials to enhance Lao undergraduate students' listening ability in the hospitality industry?

This section presents the results of quantitative data collecting from eight lesson plans. The achievement test utilized in this study to determine the efficiency of the lessons for the third year students based on the criterion set 75/75. The results were gathered from mini - test in each lesson, both listening and oral speaking (50 points). The mini listening test in each lesson was 25 points and 25 points were given in oral speaking. The total mean scores of listening mini - test were 400 points. The total scores of speaking were 50 points (25 points for individual testing and 25 points for pair work). The table 4.1 below shows the percentage, mean and standard deviation of listening and speaking abilities.

Table 4.1

The Efficiency of the Listening lessons for Lao undergraduate students at STTC (N = 41)

No	Activities Scores of Learning through Authentic Materials in the Hospitality Industry (The Efficiency of the process)									Post-test (50)
	1(50)	2(50)	3(50)	4(50)	5(50)	6(50)	7(50)	8(50)	Total (400)	
1	44.33	37.67	38.67	39.33	39.33	35.33	40.33	39.00	313.99	35.00
2	43.33	42.00	41.33	42.33	43.00	37.67	39.33	44.33	333.33	44.67
3	41.00	40.00	40.00	34.00	38.33	38.33	38.67	36.00	306.33	40.33
4	46.33	35.67	36.67	32.33	34.33	35.33	44.00	31.33	295.99	38.67
5	43.00	36.67	39.67	40.67	37.67	35.67	44.33	39.00	316.67	42.00
6	42.33	42.33	42.00	44.67	42.67	40.33	44.00	45.00	343.33	40.67
7	44.00	38.00	34.00	33.00	35.67	38.33	38.67	32.00	293.67	36.33
8	41.67	36.33	39.00	40.67	37.00	36.33	37.67	43.00	311.67	39.00
9	44.33	40.67	39.00	39.00	39.00	39.67	40.00	37.67	319.33	38.33

Table 4.1 (Continued)

No	Activities Scores of Learning through Authentic Materials in the Hospitality Industry (The Efficiency of the process)									Post- test (50)
	1(50)	2(50)	3(50)	4(50)	5(50)	6(50)	7(50)	8(50)	Total (400)	
10	46.67	44.33	42.67	34.00	43.00	35.33	39.33	35.67	321.33	37.33
11	45.00	39.00	36.33	38.00	37.33	36.00	39.00	39.33	310.33	30.33
12	43.65	40.00	39.33	37.33	38.00	36.33	42.00	39.33	315.98	41.67
13	43.33	38.00	37.67	38.67	38.00	36.33	35.67	39.00	306.66	43.33
14	45.67	42.67	40.33	38.00	38.33	41.00	45.33	38.33	329.67	45.00
15	45.67	44.00	44.33	44.67	43.00	44.33	41.33	44.00	351.34	43.33
16	42.33	35.67	37.00	37.67	37.67	37.33	35.67	38.33	301.66	40.33
17	42.67	40.00	38.67	35.67	38.67	40.67	40.33	35.00	311.67	42.67
18	45.33	40.67	35.00	36.33	33.33	38.00	40.00	37.00	305.66	39.33
19	39.67	38.00	32.67	34.33	33.67	35.67	31.67	34.00	279.67	38.67
20	45.00	42.67	37.67	43.00	37.67	41.00	40.67	43.33	331.00	42.33
21	41.00	42.33	39.33	42.67	40.00	38.33	38.67	41.00	323.33	37.67
22	38.00	46.33	38.00	34.67	38.67	39.00	37.33	33.33	305.33	38.00
23	41.67	33.67	39.67	42.00	38.33	37.67	36.33	42.33	311.67	42.00
24	41.67	43.00	42.67	43.00	41.00	44.00	38.67	43.33	337.34	41.00
25	44.00	37.67	41.00	41.67	40.67	42.33	41.67	42.00	331.00	36.33
26	39.33	44.00	38.00	37.67	39.67	42.00	35.00	39.00	314.66	35.67
27	43.00	39.33	33.67	37.67	31.00	43.33	39.67	36.67	304.33	42.33
28	46.00	40.33	38	38.33	36.00	42.00	33.33	39.00	313.33	41.67
29	39.00	36.33	40.33	41.67	40.00	35.00	40.67	42.67	315.66	38.00
30	40.67	38.00	39.33	41.33	37.67	40.33	38.00	40.33	315.67	40.67
31	43.67	43.00	43.67	41.67	41.67	42.67	43.00	41.67	341.00	37.67
32	37.67	37.33	39.67	36.00	39.00	41.67	38.67	37.00	307.00	38.33
33	43.00	43.67	33.33	40.67	34.67	40.67	39.67	40.67	316.34	40.67
34	42.00	41.33	41.00	42.00	42.67	43.33	42.00	41.33	335.66	43.00
35	43.33	39.00	40.67	44.67	39.67	38.67	41.00	44.67	331.66	38.00
36	42.33	41.33	41.33	43.00	42.33	39.67	38.33	44.00	332.33	42.33
37	41.33	35.33	39.00	43.00	40.00	36.33	41.00	43.33	319.33	41.33
38	45.67	33.33	36.00	41.33	38.33	34.67	41.33	39.00	310.00	45.67

Table 4.1 (Continued)

No	Activities Scores of Learning through Authentic Materials in the Hospitality Industry (The Efficiency of the process)									Post-test (50)
	1(50)	2(50)	3(50)	4(50)	5(50)	6(50)	7(50)	8(50)	Total (400)	
39	42.00	45.33	43.00	42.00	41.00	42.67	41.67	43.33	341.00	44.00
40	44.67	35.00	41.00	36.67	39.33	38.33	42.67	36.67	314.34	39.67
41	41.67	43.00	40.00	42.33	41.00	37.00	43.00	41.33	329.34	38.67
Total	1757	1633	1601	1618	1588	1599	1630	1623	13048	1642
\bar{X}	42.85	39.83	39.04	39.46	38.74	38.99	39.75	39.60	318.25	40.05
S.D.	2.22	3.30	2.78	3.42	2.79	2.82	2.92	3.55	14.82	3.06
%	85.70	79.65	78.08	78.91	77.47	77.98	79.49	79.18	79.56	80.10

As shown in Table 4.1, the efficiency of the listening and speaking lessons for the Lao undergraduate students, which were conducted by the researcher, was 79.56/80.10, which was higher than the criterion set 75/75. It indicates that students, who have learned English presented through authentic materials in the hospitality industry, have received mean scores from the exercises of eight lessons at 79.56% and the total mean scores from the achievement test after learning at 80.10%.

4.2 Research Question Two: Does the use of authentic materials improve Lao undergraduate students' listening and speaking abilities in the hospitality industry after learning through authentic materials?

This section presents the result of the analysis of the quantitative data from the achievement tests in listening lessons used in this study to compare students' learning achievement before and after learning listening and speaking lessons for Lao

undergraduate students. Pre-test scores (50 items: 25 points for English listening and 25 points for English speaking) and Post-test scores (50 items: 25 points for English listening and 25 points for English speaking) were used to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2

Comparing the Difference between Pre-test and Post-test Mean Scores

No	Pre-test	Post-test	Difference	Double Difference (D^2)
1	28.00	35.00	7.00	49.00
2	30.00	44.67	14.67	215.11
3	32.67	40.33	7.67	58.78
4	31.67	38.67	7.00	49.00
5	30.00	42.00	12.00	144.00
6	27.67	40.67	13.00	169.00
7	33.33	36.33	3.00	9.00
8	32.00	39.00	7.00	49.00
9	26.33	38.33	12.00	144.00
10	34.33	37.33	3.00	9.00
11	27.33	30.33	3.00	9.00
12	32.33	41.67	9.33	87.11
13	27.33	43.33	16.00	256.00
14	34.33	45.00	10.67	113.78
15	32.33	43.33	11.00	121.00
16	32.33	40.33	8.00	64.00
17	29.33	42.67	13.33	177.78
18	31.67	39.33	7.67	58.78
19	31.33	38.67	7.33	53.78
20	31.00	42.33	11.33	128.44
21	30.00	37.67	7.67	58.78
22	32.00	38.00	6.00	36.00
23	29.33	42.00	12.67	160.44
24	32.67	41.00	8.33	69.44
25	34.67	36.33	1.67	2.78
26	29.33	35.67	6.33	40.11
27	34.67	42.33	7.67	58.78
28	34.00	41.67	7.67	58.78
29	36.00	38.00	2.00	4.00

Table 4.2 (Continued)

No	Pre-test	Post-test	Difference	Double Difference (D ²)
30	33.33	40.67	7.33	53.78
31	33.00	37.67	4.67	21.78
32	32.33	38.33	6.00	36.00
33	34.67	40.67	6.00	36.00
34	31.00	43.00	12.00	144.00
35	36.00	38.00	2.00	4.00
36	33.33	42.33	9.00	81.00
37	34.67	41.33	6.67	44.44
38	33.33	45.67	12.33	152.11
39	34.67	44.00	9.33	87.11
40	30.67	39.67	9.00	81.00
41	32.33	38.67	6.33	40.11
Total	1307.33	1642	334.67	3236
\bar{x}	31.89	40.05	8.16	78.93

As revealed in Table 4.2, it indicates that the students who learned English listening and speaking lessons presented through authentic materials in the hospitality industry had pre-test mean score at 31.89 and post-test mean score at 40.05.

Table 4.3

Comparing the Difference between Pre-test and Post-test Mean Scores

Achievement	No	Total Scores	\bar{x}	S.D.	t
Pre-test	41	50	31.89	2.44	2.07*
Post-test	41	50	40.05	3.06	*

** Significant difference at .01

Table 4.3 presents that the students' learning achievement test in English listening and speaking using authentic materials in the hospitality industry had higher

learning achievement of lessons on post-test mean scores ($\bar{x} = 40.05$) than in pre-test mean scores ($\bar{x} = 31.89$) at the .01 level of statically significant difference ($t = 2.07$).

4.3 Research Question Three: What is the satisfaction of Lao undergraduate students toward using authentic materials to enhance listening and speaking abilities in the hospitality industry?

This section shows the satisfaction with the lessons of Lao undergraduate students by using learners' satisfaction questionnaire, which the researcher conducted herself. The samples chose the level of their satisfaction in the questionnaires, ranking from the least satisfied (1), less satisfied (2), moderate satisfied (3), more satisfied (4), and the most satisfied (5). Mean scores, standard deviation, level of satisfaction were shown in Table 4.4

Table 4.4

Learners' Satisfaction towards the Lessons of Lao undergraduate Students

Statements	\bar{x}	S.D.	Level
1. I enjoy the activities provided in the eight lesson plans.	4.51	0.78	The most satisfied
2. I learn from eight lesson plans and could apply the lessons in my daily life.	4.19	0.81	More satisfied

Table 4.4 (Continued)

Statements	\bar{x}	S.D.	Level
3. Practicing various activities from eight lesson plans is interesting.	4.39	0.70	More satisfied
4. The eight lesson plans are understandable and easy to do.	4.00	1.05	More satisfied
5. The contents and activities are relevant.	4.37	0.77	More satisfied
6. Learning through authentic materials help improve my listening and speaking.	4.53	0.64	The most satisfied
7. Learning through authentic materials help me to understand the contents well.	4.54	0.64	The most satisfied
8. The examples in the contents and activities of the lessons are interesting.	4.78	0.47	The most satisfied
9. Learning the eight lessons about the hospitality industry through authentic materials is useful for my future.	4.66	0.52	The most satisfied
10. Learning these lessons enhance my learning.	4.36	0.58	More satisfied
11. Learning eight lesson plans through authentic materials improves my listening an	4.37	0.58	More satisfied

Table 4.4 (Continued)

Statements	\bar{x}	S.D.	Level
12. I have a positive attitude toward learning English after taking these lessons on the hospitality industry.	4.34	0.69	More satisfied
Grand Total	4.39	0.69	More satisfied

Table 4.4 shows that students were more satisfied towards using authentic materials in the hospitality industry in overall ($\bar{x} = 4.39$, S.D. = 0.69). It is noticeable that the three highest mean scores were no. 8 “The examples in the contents and activities of the lessons are interesting.” ($\bar{x} = 4.78$, S.D. = 0.47), followed by no. 9 “Learning the eight lessons on hospitality industry through authentic materials is useful for my future.” ($\bar{x} = 4.66$, S.D. = 0.52), and no. 1 “I enjoy the activities provided in the eight lesson plans.” ($\bar{x} = 4.51$, S.D. = 0.78), respectively. In contrast, the three lowest mean scores were no. 4 “The eight lesson plans are understandable and easy to do.” ($\bar{x} = 4.00$, S.D. = 1.05), followed by no. 2 “I learn from eight lesson plans and could apply the lessons in my daily life.” ($\bar{x} = 4.19$, S.D. = 0.81), and no. 12 “I have a positive attitude toward learning English after taking these eight lessons on the hospitality industry.” ($\bar{x} = 4.34$, S.D. = 0.69), respectively.

4.4 Summary of the Chapter

In short, this chapter proposes the findings and data analysis of this study.

The results of each question are expressed from the question one to three. Detailed summary of the finding; discussions, and implications for instruction are presented in the next chapter.

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CHAPTER 5

CONCLUSION AND DISCUSSION

This study aims to invent the eight lessons using authentic materials in hospitality industry to enhance Lao under graduate students' listening and speaking abilities. This chapter indicates the results of data analysis under the following topics: 1) summary of the findings; 2) discussion of the finding; 3) pedagogical implications; and 4) suggestions for the future research.

5.1 Summary of the Findings

This research aimed: 1) to develop and determine the efficiency of the lessons using authentic materials in hospitality industry for Lao undergraduate students at STTC set at 75/75; 2) to compare students' learning achievement before and after through eight lessons in hospitality industry for Lao undergraduate students at STTC; 3) to study the satisfaction towards the lessons using authentic materials in the hospitality industry for Lao undergraduate students at STTC.

The research hypotheses were: 1) the efficiency of the lessons will be at a higher level and meet the criterion set at 75/75 with statistically significant difference at .05 level; 2) students who learn from eight lessons will have higher learning achievement of English listening and speaking skills on post-test mean score than in pre-test mean score with the statistical difference at .05 level.

The samples in this study were 41 third-year "A" students who took on General English 6 course in the second semester of academic year 2013 at

Savannakhet Teacher Training College, Kayson Phomvihane District, Savannakhet Province, Lao PDR. The researcher taught two classes (i.e. class 3A and class 3B). The class 3 A was the sample group, selected by using simple random sampling technique. The independent variable of this study was eight lessons in the hospitality industry presented through authentic materials, which were constructed by the researcher. The dependent variables were learners' achievement and learners' satisfaction toward the lessons.

The research instruments were eight lesson plans, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The classroom topics were about daily communication in the hospitality industry for Lao undergraduate students. The eight lessons conducted by researcher herself were as follows: 1) hotel – checking in; 2) restaurant – ordering food and drinks; 3) directions – asking for and giving direction; 4) shopping – how to make a deal; 5) transportation – mode of transportation; 6) tourism – Savannakhet's historical sites; 7) festival – Savannakhet's festival ceremonies; and 8) culture: cultural activities. This study was conducted in the second semester of academic year 2013 for 36 periods described as follows: 1) 32 periods for learning eight lessons (2 periods for listening lessons and 2 periods for speaking activities), 60 minutes for each period; 2) and 4 periods for orientation, doing pre-test to check students' background knowledge before learning eight lessons, and doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the lessons.

5.2 The Efficiency of Lessons Using Authentic Material in Hospitality

Industry

The findings showed that the efficiency of the lessons was 79.56/80.10, which was higher than the criterion set at 75/75. The results illustrated that the first efficiency of the process (E_1) was lower than the second efficiency of outcomes (E_2). That means that students got higher post-test scores than exercise scores. Students did very well in their post-test because they had learned all eight lessons and practiced all exercises. Also they had more time to discuss with their classmates and had new knowledge about language used in each lesson.

In addition, this study showed that the researcher reviewed the related literature theories namely theories of listening, theories of speaking, theories of relationship between listening and speaking, language of hospitality industry, theories of authentic materials, satisfaction, efficiency, and some previous research papers. Then the lessons were developed appropriately. Moreover, the thesis advisors and the experts gave comments and evaluated the research instruments. Finally, the lessons were tried three times before being used with the samples. These factors created high quality lessons. Furthermore, the lessons comprised of many components namely some handouts, various activities, pre-test, post-test including answer keys. Students are able to learn, to do the activities affectively, to get feedback from teacher, their classmates and themselves. The findings above confirm that eight lessons using authentic materials were useful to develop listening and speaking abilities of third year students.

The finding is similar to Thanajaro (2000) and Sawaew (2010) who used authentic materials to develop listening comprehension that students' listening ability

could be improved through the use of authentic materials. Furthermore, the lesson using authentic materials really helped students to develop their speaking skill. It could be ensured from the result of each speaking activity after the lesson. Students could use the language taught to make conversation or gave opinions about the taught topic. However, the study conducted in Nayia Suksa Ratchamangkalapisek school, Nayia sub-district, Ubon Ratchthani Province found students did not improve their speaking ability. Their speaking skill was fair and poor. Speaking ability could be improved by self-created role-play (Rattanawon, 2003). Since the researcher used authentic materials to encourage students to create self- role play. Therefore, the eight lessons using authentic materials are very effective to improve both speaking and listening abilities.

5.2.2 The Students' Pre-test and Post-test Mean Scores Learning Eight Lessons through Authentic Materials in the Hospitality Industry

The result revealed that the learning achievement of posttest mean score was higher than the pretest mean score learned by eight lessons using authentic materials in the hospitality industry with statically significant difference at .01 level. This could be summarized that the lessons using authentic materials are efficient because students could improve their listening and speaking abilities after learning. Cicone (1995) stated the authentic materials really help students' improve listening and speaking abilities since seeing the pictures or watching videos could help them understand the context of the lesson and provide learners with authentic language. They could get the answer, understand the simple conversation of native speakers, and they could build up the similar conversation to practice with friends in the class. Moreover, many types of authentic materials used in eight lessons motivated students

to learn a lot. They enjoyed learning and were involved in doing activities well. Therefore, learning listening and speaking through the use of authentic materials could attract students to learn and improve their abilities.

These findings confirm the hypothesis in Chapter 1 that learning the lessons using authentic materials could help students to improve listening and speaking ability. The findings are similar to Saiwaew (2010) who used authentic materials to develop English listening comprehension with 35 first year students' non- English majors of Ubon Ratchathani Rajabhat University. The result showed that post-test was higher than pre-test with statistical significance at the 0.05 level and the students' listening comprehension by using the authentic materials was significantly increased. Also, Ghaderpanahi (2012) used authentic aural materials to develop listening comprehension in the EFL classroom in Al-Zahra University and found that the use of authentic materials in the EFL classroom had positive effect on ESL students' motivation to learn the language, and students' post-test was better than their pre-test. Sabet (2012) investigated the impact of authentic materials on elementary EFL learners' listening skills of 60 students of Guilan University participated in the research and the result showed that students performed better in their posttest after authentic materials were used in listening.

5.2.3 Level of Students' Satisfactions in Learning by Using Authentic Materials in the Hospitality Industry

The results illustrated that students' satisfactions in learning eight lessons through authentic materials in the hospitality industry were at a very satisfactory level. The findings showed that the students were very satisfied with learning the lessons. This could be explained that the lessons were evaluated the quality by the experts

consequently the lessons have high quality, appropriate contents, and are suitable for the level of students. Students gave the three highest mean scores, no. 8 “The examples in the contents and activities of the lessons are interesting.”, followed by no. 9 “Learning the eight lessons on hospitality industry through authentic materials useful for my future.” and no.1 “I enjoy the activities provided in the eight lesson plans.” that show the lessons can improve learners’ listening and speaking capacities. Furthermore, almost all of them gave positive comments that using authentic materials in the lesson could make the lesson more interesting. They could understand the context of using knowledge, and relate their own experiences. They enjoyed doing the activities when the authentic materials were used. Using authentic materials could create ideas that helped them practicing speaking and listening affectively. Some mentioned, “I enjoy the lesson a lot”, “ I could understand and want to learn English more”, “ When I watch the video, I feel relaxed and wanted to speak English fluently like native speakers”, “I would like to have more times to practice listening and speaking in the classroom”, and “I think the lesson is very useful for my future career”. At the end, they all mentioned that they like studying this subject. They found themselves learning better and were more confident in using the language.

However, some weak students faced some problems during the classroom. For example, they could not understand the native speakers’ accent. The meaning of the whole phrases were too long with many new words that they could not catch the meaning of. It could be noticed that students have positive attitudes toward using authentic materials to upgrade their speaking and listening abilities. The similar findings are consistent with many researchers (e.g. Bacon and Finneman. 1990; Otte. 2006; Thannajaro. 2000). Who stated that authentic materials could make students

more interested in involving in the learning activities. In addition, this is confirmed by Berado (2006) who mentioned using authentic materials which made students highly motivated.

Therefore, using authentic materials could bring good effects to the students' listening and speaking, and it could upgrade the students' attention on learning.

Finally, it presents that all of students have participation in learning in the hospitality industry at pass level.

5.3 Pedagogical Implication

There are some pedagogical implications suggested in order to use authentic materials in the appropriate ways.

As a result of the findings from this study, the researcher made useful pedagogical implications as follows:

5.3.1 The lessons support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management are able to apply these lesson plans, and the lessons for Lao undergraduate students to develop instruction in other contents.

5.3.2 Teachers should have knowledge and ability to use audio authentic materials in the lessons; he/she has to know how to adapt the knowledge presented in the lesson to make appropriate activities for students to practice. Furthermore, the teachers must have creative ideas in order to help students learning English effectively.

5.3.3 Before using the authentic materials, teacher should see the possibilities of using authentic materials in the classroom, especially in Lao PDR, since there are insufficient facilities in some schools, such as electricity, video, LCD, Internet... etc.

5.3.4 Teachers should know how to select the new knowledge for students to practice. Teachers must have the knowledge of the specific field, as in this research. Also the teachers should have the knowledge of the hospitality industry.

5.3.5 Teachers should spend more time to prepare the lesson plans and for students to practice the new languages.

5.4 Suggestions for Future Research

According to the results discussed earlier, some suggestions are proposed here for future studies as follows:

5.4.1 Further studies should be conducted for the development of listening and speaking English in the hospitality industry of Lao learners studying at different levels.

5.4.2 The samples would learn effectively if the next research focuses on the small group of the samples which is highly recommended because the samples would do well with both exercise activities and post-test. Furthermore, they would have a chance to practice new language and improve their listening and speaking skills.

5.4.3 Authentic materials should be designed and conducted appropriately in accordance with recent second language teaching theory and research findings

because they are found to be the major factors to motivate and encourage students to engage in listening and speaking activities.

In conclusion, the findings will be as a guideline for English teachers and students in developing and improving their listening and speaking skills in the hospitality industry presented through authentic materials.

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APPENDICES

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APPENDIX A

The Evaluation Form of Content Validity of Lesson Plan Using Authentic Materials in the Hospitality Industry for Lao Undergraduate Students (For Experts)

.....

Directions: Please give your opinion for each statement that it is appropriate or not. Then you should tick in the table, which is your opinion.

There are five alternative s as follows:

5 means the most appropriate

4 means more appropriate

3 mean moderate appropriate

2 means less appropriate

1 means the least appropriate

Statements	Level of Satisfaction				
	5	4	3	2	1
1.Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily					
1.3 Suitable for students					
1. 4 Clear and easy to understand					
3. Content					
3.1 Clear and easy to understand and interesting					

3.2 Correspond with learning objective				
3.3 Suitable for students' level				
3.4 Appropriate with duration				
4. Learning activities				
4.1 Enhance learning				
4.2 Correspond with contents				
4.3 Correspond with learning objectives				
4.4 Appropriate Activities				
4.5 Suitable for students' age				
4.6 Learning activities begin from easy to difficult.				
5. Assessment and Evaluation				
5.1 Correspond with learning objective				
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test				
6. The Lessons Form				
6.1 Interesting and high quality				
6.2 Distinctive, and attractive illustration with appropriate contents				
Total				
Signature				Evaluator

APPENDIX B

The Evaluation of Content Validity of Lesson Plan Using Authentic Materials in the Hospitality Industry for Lao Undergraduate Students by the Experts

Directions:

Please give your opinion for each statement that it is appropriate or not. Then you should tick β in the table, which is your opinion. There are five alternative s as follows: 5 means the most appropriate 4 means more appropriate 3 mean average appropriate 2 means less appropriate 1 means the least appropriate

Statements	Experts' Opinions (Level of Appropriation)			\bar{X}	S.D.	Appropriate Level
	1	2	3			
1. Core Concept						
1.1 Correspond with learning objectives	4	5	4	4.33	0.58	More Appropriate
1.2 Useful for daily	5	4	4	4.33	0.58	
1.3 Suitable for students	4	5	4	4.33	0.58	More Appropriate
1.4 Clear and easy to understand	4	4	3	3.67	0.58	More Appropriate

Total				4.17	0.58	
2. Learning Objectives						
2.1 Correspond with contents	5	4	4	4.33	0.58	More Appropriate
2.2 Clear and easy to understand	3	4	4	3.67	0.58	More Appropriate
2.3 Suitable for students' age	4	3	4	3.67	0.58	More Appropriate
Total				3.89	0.58	More Appropriate
3. Content						
3.1 Clear and easy to understand and interesting	4	4	5	4.33	0.58	More Appropriate
3.2 Correspond with learning objective	4	4	4	4.00	0.00	More Appropriate
3.3 Suitable for students' level	4	3	4	3.67	0.58	More Appropriate
3.4 Appropriate with duration	4	4	3	3.67	0.58	More Appropriate
Total				3.92	0.43	More Appropriate
4. Learning activities						
4.1 Enhance learning	3	4	4	3.67	0.58	More Appropriate
4.2 Correspond with contents	4	4	4	4.33	0.58	More Appropriate
4.3 Correspond with learning objectives	4	5	4	4.33	0.58	More Appropriate
4.4 Appropriate Activities	4	4	4	4.00	0.00	More Appropriate
4.5 Suitable for students' age	4	4	3	3.67	0.58	More Appropriate

4.6 Learning activities begin easy	3	4	4	3.67	0.58	
Total				3.94	0.29	More Appropriate
5. Assessment and Evaluation						
5.1 Correspond with learning objective	4	5	5	4.67	0.58	The Most Appropriate
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	5	5	4.67	0.58	The Most Appropriate
Total				4.67	0.58	The Most Appropriate
6. The Lessons Form						
6.1 Interesting and high quality	4	4	4	4.00	0.00	More Appropriate
6.2 Distinctive, and attractive illustration with appropriate contents	3	4	4	3.67	0.58	More Appropriate
Total				3.83	0.29	More Appropriate
Total				4.03	0.49	More Appropriate

APPENDIX C

APPENDIX C

The Evaluation of Efficiency of Eight Lessons Using Authentic Material in Hospitality to Enhance Lao Undergraduate Students' Listening and Speaking Abilities

The individual trial for efficiency evaluation of the lessons for the third year "B" Lao undergraduate students

Students' Number	Pre-test (50)	Exercises (400)	Post-test (50)
1	31.33	310.00	43.33
2	27.67	249.33	40.33
3	29.00	389.67	45.00
Total	88.00	949.00	128.66
Mean Scores	29.33	32.72	42.87
%	58.67	79.08	85.77

After the individual trial, students gave some comments about the lessons as follows:

- 1) The lessons were interesting and they enjoyed watching variety videos related to each topic.
- 2) Many unknown words were not easy to understand and they hardly applied some of them in their own sentences.
- 3) Some contents and activities were not suitable to their English proficiency.
- 4) Students suggested that the researcher should explain each topic briefly, improve some contents and exercise.

The small group trial for efficiency evaluation of the lessons for the third-year

“B” Lao undergraduate students

Students' Number	Pre-test (50)	Exercises (400)	Post-test (50)
1	27.00	300.33	42.33
2	33.33	279.67	45.33
3	31.00	342.00	39.67
4	29.67	389.67	40.00
5	26.00	308.00	45.33
6	30.67	229.33	41.00
7	28.33	320.33	38.67
8	27.00	275.00	36.00
9	31.33	367.67	43.67
Total	264.33	2812.00	372.00
Mean Scores	29.37	312.44	41.33
%	58.74	78.11	82.67

After the small group trial, students gave some comments about the lessons as follows: 1) The lessons were useful for their future but they were not easy to understand while they watch videos because the native speakers spoke very fast, 2) Some contents were not clear, 3) Some contents and activities were not suitable to their English proficiency. Students suggested that the researcher should explain each topic briefly, improve some contents and exercise.

The field trial for efficiency evaluation of the lessons for the third year "B" Lao undergraduate students

Students' Number	Pre-test (50)	Exercises (400)	Post-test (50)
1	24.33	321.00	34.33
2	27.00	267.67	41.00
3	32.33	312.00	42.33
4	25.67	300.33	45.33
5	28.00	279.67	39.67
6	33.33	342.00	40.00
7	38.00	389.67	45.33
8	28.67	308.00	41.00
9	38.00	229.33	38.67
10	31.33	320.33	36.00
11	35.33	275.00	43.67
12	27.00	367.67	33.00
13	33.33	211.33	42.67
14	31.00	214.00	40.33
15	29.67	329.00	34.33
16	26.00	367.00	41.00
17	30.67	327.33	42.33
18	28.33	308.00	45.33
19	27.00	229.33	39.67
20	31.33	320.33	40.00
21	31.33	275.00	38.33
22	27.67	367.67	41.67
23	29.00	211.33	41.00
24	38.00	214.00	38.67
25	28.67	329.00	36.00
26	38.00	367.00	43.67
27	31.33	267.67	33.00
28	35.33	312.00	42.67
29	27.00	300.33	40.33
30	33.33	279.67	27.67
31	31.00	342.00	39.33
32	29.67	389.67	45.00
33	26.00	308.00	38.33
34	23.33	356.00	41.00

Students' Number	Pre-test (50)	Exercises (400)	Post-test (50)
35	33.00	374.64	42.33
36	34.33	300.00	45.33
37	20.00	378.00	39.67
38	28.67	345.33	40.00
39	38.00	342.00	38.33
40	31.33	389.67	41.67
41	35.33	308.00	39.33
42	27.00	356.00	45.00
43	33.33	374.67	38.33
44	31.00	300.00	41.00
45	29.67	211.33	42.33
46	26.00	214.00	45.33
47	23.33	329.00	37.33
Total	1426.97	14561	1888.64
Mean Scores	30.36	309.81	40.18
%	60.72	77.45	80.37

After the field trial, students gave some comments about the lessons as follows: 1) Each activity was interesting and easy to follow. 2) There were many new words in each lesson and 3) native speakers speak very fast from videos. Students suggested that the researcher should give more times for them to think and practice new language in each activity.

The Results of the Three Trials

Trials	E ₁ (Efficiency of Process)	E ₂ (Efficiency of Results)
Individual	79.08	85.77
A small group	78.11	82.67
The field study	77.45	80.37

As can be seen from the table, the results of the three trials revealed that the efficiency index of the lessons was 77.45/80.37 after the individual trial and the small group, which met the specific criteria.

APPENDIX D

Lessons and Lesson Plans

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Lesson Plan 1

Course: General English 6

Grade Level: 3A

Theme: Hotel

Topic: Checking In

Date: 4 and 6 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

In fact, **check in at a hotel** is the normal phrase. Students will practice new language and watch videos related to checking in at the hotel. They will work in pair (Role play) like the whole set of actions: You arrive, see the receptionist, tell him/her your name, show your 'booking' (or the receptionist finds it in the hotel computer), you are given your key and walk to the room.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information correctly when they check in at the hotel.

2.2 Enabling Objectives

Students are able:

3.2.1 pronounce and tell the meaning of new vocabulary correctly.

3.2.2 read aloud the passages of the information in the conversation correctly.

3.2.3 ask and answer the questions about checking in from pictures.

3.2.4 create their own conversations and do a role play.

3. Enduring Understanding

- 3.1 How to work in the hotel as a receptionist.
- 3.2 Present simple tense.
- 3.3 Vocabulary about checking in at the hotel.
- 3.4 Asking and answering about checking in.

4. Essential Questions

1. How should front desk clerk welcome incoming guests?
2. Do you believe “the customer is always right”?
3. What time is check out?
4. What types of room do you offer?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. Receptionist (n) = someone who works in reception at a hotel or office
2. guest (n) = a person who is invited to visit the home of or take part in a function organized by another.
3. long-staying (adj) = needing to stay somewhere for a long time, or someone who needs to do the long-stay.
4. room service (n) = is a service provide by a hotel that allow you to have food and drink brought to your room.

5. fill out (v) = to provide with information that is essential or newly acquired
6. discount (v) = To deduct or subtract from a cost or price
7. checking in (v) = to register at a hotel
8. registration card (n) = The registration of something such as a person's name or the details of an event is the recording of it in an official list .
9. reservation (n) = an arrangement to have something such as a room, table, or seat held for your use at a later time.
10. room number (n) = is a number assigned to a room within a building.
11. pay (v) = to give money to in return for goods or services rendered: pay the cashier.
12. room type (n) = In hotels the rooms are categorized and priced according to the type of bed, number of occupants, number of bed, decor, specific furnishings or features and nowadays special even the special theme available in the room.
13. check out the time before which a hotel room must be vacated if another day's charge is not to be made
14. credit card (n) = a card that identifies a person as entitled to have food, merchandise, services, etc., billed on a charge account.
15. discount (n) = to offer for sale or sell at a reduced price: The store discounted all clothing for the sale.
16. welcome to (v) = to greet the arrival of (a person, guests, etc.) with pleasure or kindlycourtesy.
17. book (v) = to reserve or make a reservation for (a hotel room, passage on a ship, etc.), We booked a table at our favorite restaurant.

18. key card (n) = a plastic card, similar to a credit card, containing data on an embedded magnetized strip that can electronically unlock a door.
19. bellhop (n) = a person who is employed, especially by a hotel, to carry guests' luggage, run errands, etc
- 20 luggage (n) = suitcases, trunks, etc, containing personal belongings for a journey baggage.

6.2 Functions:

- Talking about vocabulary of the room service in the hotel.
- Asking and answering about checking in at the hotel.

6.3 Structure:

- Simple present tense
- Question tag
- Asking for and answering about checking in as follows: Do you have a reservation? What is your name? What types of room do you have?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

8 Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about checking in at the hotel
6. A picture of receptionists.

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video without sound.
- 1.3. Teacher shows the picture of receptionist and ask some questions:
 - How many people are there in this picture?
 - Where are they?
 - What do they do?
 - Why do they nob?
 - When you go to their work place what do you look for?
- 1.4. Teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the same video again with sound and then they tell their classmates what happen? After watching.
- 2.2 Teacher elicits the vocabulary about checking in at the hotel from students' brainstorming.
- 2.2. Teacher presents the new vocabulary that related to lesson.
- 2.3 Students listen three times about a short conversation from CD and then fill in the black for the first activity.
- 2.5. Teacher explains the meaning of the conversation and explain how to use some phrases.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (4 minutes per pair)

4.4 Students watch one more video about checking in.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Ashley Taylor will evaluate their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

6.1 Students do posttest of checking in.

6.2 Teacher and students conclude the topic "Checking in at the hotel".

7. Materials/ Teaching Aids

7.1 Pictures of receptionist and a big poster of new words

7.2 Three video chips and CDs of conversation.

7.3 Worksheets of conversations about checking in at the hotel.

7.4 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions/ quizzes/ tests

- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 1

Hotel - Checking In

A: Getting Started

In the Hotel: Look at the picture and answer the following questions



1. How many people are there in this picture?
2. Where are they?
3. What do they do?

4. Why do they nob?
5. When you go to their work place what do you look for?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. Receptionist (n) = someone who works in reception at a hotel or office
2. guest (n) = a person who is invited to visit the home of or take part in a function organized by another.
3. long-staying (adj) = needing to stay somewhere for a long time, or someone who needs to do the long-stay.
4. room service (n) = is a service provide by a hotel that allow you to have food and drink brought to your room.
5. fill out (v) = to provide with information that is essential or newly acquired
6. discount (v) = To deduct or subtract from a cost or price
7. checking in (v) = to register at a hotel
8. registration card (n) = The registration of something such as a person's name or the details of an event is the recording of it in an official list .
9. reservation (n) = an arrangement to have something such as a room, table, or seat held for your use at a later time.
10. room number (n) = is a number assigned to a room within a building.
11. pay (v) = to give money to in return for goods or services rendered: pay the cashier.
12. room type (n) = In hotels the rooms are categorized and priced according to the type of bed, number of occupants, number of bed, decor, specific

furnishings or features and nowadays special even the special theme available in the room.

13. check out the time before which a hotel room must be vacated if another day's
14. charge is not to be made
15. credit card (n) = a card that identifies a person as entitled to have food,
 - a. merchandise, services, etc., billed on a charge account.
16. discount (n) = to offer for sale or sell at a reduced price: The store discounted
 - a. all clothing for the sale.
17. welcome to (v) = to greet the arrival of (a person, guests, etc.) with pleasure or
 - a. kindlycourtesy.
18. book (v) = to reserve or make a reservation for (a hotel room, passage on a
 - a. ship, etc.), We booked a table at our favorite restaurant.
19. key card (n) = a plastic card, similar to a credit card, containing data on an
 - a. embeddedmagnetized strip that can electronically unlock a door.
20. bellhop (n) = a person who is employed, especially by a hotel, to carry guests'
 - a. luggage, run errands, etc
21. luggage (n) = suitcases, trunks, etc, containing personal belongings for
 - a. a journey baggage.

C: Listening Practice (Track 12) SCENE I (Hotel English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: At the hotel

Ms. Woods comes up to the Front Desk of the Chelsea Hotel.

R: Receptionist

G: Guest

R: Good Afternoon, ma'am. (1) _____ ?

G: Yes, Am I too early?

R: No, not at all. Do you have a (2) _____ ?

G: Of course. It's under the name of Anne Woods.

R: Ms. Woods. Let me see. Here it is. You booked (3) _____ and are going to stay for three nights, aren't you?

G: Yes, that's right, from August 1st to August 4th.

R: Would you please fill out this (4) _____ ? And I'll need your passport too.

G: certainly. Here you are.

R: Thank you for your patience. Your (5) _____ is 801. Here's your key card. The (6) _____ will help you with your luggage.

G: Thank you. By the way, my company plans to send people down here on business in the future. I'd like to know if we can get a discount.

R: (7) _____ or frequent guests can get a special rate. It can range from ten percent to 30 percent, depending on terms.

G: I see.

R: I'll get our manager to call you. She'll probably want to set up a time to explain the details.

G: Alright. Thanks a lot.

R: No problem. Enjoy your stay.

D: Listening practice (A video downloaded from Youtube)

Directions: Watch a video three times and mark the answer true (✓) or false (×).

..... 1. The guests have a reservation at Hawaii Hotel.

- 2. They have a suite room on the third floor.
- 3. Their room number is 231.
- 4. The Front Desk Clerk doesn't need the guests' passports.
- 5. The checkout time is 11 am.

E: Speaking Activity

Directions: Students work in pair (one is receptionist and one is guest)

Useful Expressions

Receiving Guest

- o Welcome to Dao Savan Hotel.
- o Did you make your reservation by phone?
- o Are you only traveling with one?

Checking In

Key Answers for

Unit 1:

Hotel –

- Does your hotel offer room service?
- Can I change room type from a single to a

Checking In

C: Listening Practice (Track 12) SCENE I (Hotel English Textbook)	D: Listening practice (A video downloaded from Youtube)
1. Checking in 2. reservation 3. a single room 4. registration card 5. room number 6. bellhop 7. Long-staying	1. F 2. T 3. F 4. F 5. T

Mini-Test for listening Unit 1: Hotel – Checking In

(25 points)

Name:

Listening A: Rearrange these sentences. You will listen to this conversation from CD three times.

1. please./ check in /, like to / I'd

.....

2. the harbor / You / from there / have / the great view of

.....

3. a registration book ? / you please / your name / sign in / Could

.....

4. seven./ served / Dinner / is / from

.....

5. in the morning?/ What time / served / is breakfast

.....

6. your / you stay./ enjoy / I hope

.....

Listening B: You will listen to this conversation three times and mark the answer true (✓) or false (×).

..... 7. The guests have a reservation at Hawaii Hotel.

..... 8. They have a suite room on the third floor.

..... 9. Their room number is 231.

..... 10. The Front Desk Clerk doesn't need the guests' passports.

..... 11. The checkout time is 11 am.

Listening C: Checking In: Lisa and her sister, Mary, have just come to Hawaii for a vacation. You will listen to this conversation three times and fill in the blanks with the words that you hear from the CD.

L: Lisa

F: Front Desk Clerk

M: Mary

L: Wow! I've never stayed in a place this fancy before!

F: Welcome to Hula-Hula (12)..... How can I (13)..... you?

M: We'd like to (14)..... Our names are Lisa and Mary Lee. We have a (15)..... for a double room.

F: Let's see... Yes, we have a suite for you on the third floor, room 321, for (16).....

M: Great! Oh, and my sister's luggage was lost. Please tell us if it's delivered to the hotel.

F: Of course, I'll need your (17)....., and please sign this guest card.

M: OK. Here you are. Oh, and what is the (18)..... time?

F: 11 a.m. And if you need any assistance, please see our concierge or call the (19)..... Here are your (20).....

Speaking Activity: Students work in pair and make their own conversation
(25 points)

Topic: Checking in at the hotel

Note: Students have to check their work with the teacher first before presenting in front of the class.

Key answers

Mini-Test (Hotel – Checking In) 25 points

1. I'd like to check in, please.	11. T
2. You have the great view of the harbor from there	12. Hotel
3. Could you please sign your name in a registration book?	13. Help
4. Dinner is served from seven.	14. check in
5. What time is breakfast served in the morning?	15. reservation
6. I hope you enjoy your stay.	16. five nights
7. F	17. passport
8. T	18. checkout
9. F	19. front desk
10. F	20. keys

Mini test Score Both Listening and Speaking Activities

Topic: Hotel – Checking In

Class: 3 A

Semester 2/2013 (50 points)

No	Listening (25)	Speaking (25)	Total (50)
1	23	21.33	44.33
2	23	20.33	43.33
3	21	20.00	41.00
4	24	22.33	46.33
5	22	21.00	43.00
6	23	19.33	42.33
7	24	20.00	44.00
8	20	21.67	41.67
9	21	23.33	44.33
10	24	22.67	46.67
11	24	21.00	45.00
12	22	21.65	43.65
13	23	20.33	43.33
14	23	22.67	45.67
15	24	21.67	45.67
16	21	21.33	42.33
17	22	20.67	42.67
18	24	21.33	45.33
19	19	20.67	39.67
20	23	22.00	45.00
21	18	23.00	41.00
22	17	21.00	38.00
23	23	18.67	41.67
24	20	21.67	41.67
25	25	19.00	44.00
26	18	21.33	39.33
27	22	21.00	43.00
28	24	22.00	46.00
29	18	21.00	39.00
30	21	19.67	40.67
31	23	20.67	43.67
32	17	20.67	37.67
33	21	22.00	43.00
34	21	21.00	42.00

No	Listening (25)	Speaking (25)	Total (50)
35	22	21.33	43.33
36	20	22.33	42.33
37	19	22.33	41.33
38	23	22.67	45.67
39	21	21.00	42.00
40	21	23.67	44.67
41	21	20.67	41.67
Total	885	871.99	1756.99
\bar{x}	21.59	21.27	42.85
%	86.34	85.07	85.71

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

.....

Lesson Plan 2

Course: General English 6

Grade Level: 3A

Theme: Restaurant

Topic: Ordering food and drinks

Date: 18 and 20 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

When people are hungry, they know where they will go and what kind of food they like to have. In the restaurant has variety types of dishes to choose. Lao people like eating sweet even they eat noodle soup, they add a lot of sugar in it and some lemon juice. If you know what to order just ask someone next to you or you can select one from a menu. In this lesson, students will learn some phrases of ordering food and drinks in the restaurant. Also they practice new language and apply some new words to their own way of practicing.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for what they want to have in the restaurant and give the information correctly.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about ordering food and drinks.

2.2.4 create their own conversations and do a role-play.

3. Enduring Understanding

3.1 how to act as a waitress or waiter in the restaurant.

3.2 Present simple tense.

3.3 Vocabulary about ordering food and drinks.

3.4 Asking and answering about ordering food and drinks.

4. Essential Questions

5. How should a waitress welcome in the restaurant?

6. How do you like your food?

7. What types of drink would you have?

8. Asking for the check. Can I get the bill?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students enjoy and like to learn

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. host (n) = a person who receives or entertains guests at home or elsewhere:

the host at a theater party.

2. guest (n) = a person who spends some time at another person's home in some

social activity, as a visit, dinner, or party.

3. mashed potatoes (n) = is a dish prepared by mashing boiled potatoes.
Dehydrated and frozen mashed potatoes are available in many places
4. checks up on (v) = to examine so as to determine accuracy, or condition.
5. dressing (n) = A sauce for certain dishes, such as salads.
6. rare (adj) = cooked just a short time so as to retain juice and redness.
7. server (n) = One who serves food and drink.
8. a garden salad (n) = A green salad or tossed salad is a salad consisting mostly of fresh vegetables. The base for the salad are greens such as lettuce or mesclun.
9. the check (n) = request for the bill
menu (n) = A list of the dishes to be served or available for a meal

Functions:

- Talking about vocabulary related the lesson
- Asking and answering about ordering food and drink in at the restaurant.

6.3 Structure:

- Simple present tense
- How to make questions and how to respond to each question.
- Asking for and answering about ordering food and drinks in at the restaurant as follows: Are you ready to order now? What would you like for drink? Any thing else? What do you recommend today? Can I pay by credit card?

7 Communicative Skills:

- Integrated skills (speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about ordering food and drink in at the restaurant
6. A picture of a waiter and customers in the restaurant.

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video
- 1.3. Teacher shows the picture of a waiter and customers in the restaurant and ask some questions:

1. Where are they?
2. What does a man who is standing do? And what is he doing?
3. What are a woman and a man doing?
4. How often do you eat out?
5. What kinds of food and drinks would you like to order?

1.4. Students guess what the lesson might be today and then the teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the same video again and then they work in pair with discussing what they see and understand after watching.
- 2.2. Teacher presents the new vocabulary that related to lesson.

2.3 Students listen three times about a short conversation from CD and then complete the text.

2.5. Teacher explains the meaning of the conversation.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in individually, create a menu, and present one by one in front of the class.

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period (2 minutes per person)

4.4 Students watch one more video about ordering food and drinks.

5. Speaking Activity (next period)

5.1 One students work as a waiter or waitress in the restaurant and present some interesting dishes.

5.2 The teacher and her colleague, Mr. Amphone evaluated their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

6.1 Students do posttest of ordering food and drink.

6.2 Teacher and students conclude the topic "ordering food and drink" together.

7. Materials/ Teaching Aids

7.1 Pictures of a waiter and customers in the restaurant.

7.2 A big poster of new words

7.3 Two video chips and CDs of conversation.

7.4 Worksheets of conversations about ordering food and drink.

7.5 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions / tests
- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 2

Restaurant – Ordering food and drinks

A: Getting Started

In the Restaurant: Look at the picture and answer the following questions



1. Where are they?
2. What does a man who is standing do? And what is he doing?
3. What are a woman and a man doing?
4. How often do you eat out?
5. What kinds of food and drinks would you like to order?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. host (n) = a person who receives or entertains guests at home or elsewhere:
 - a. *the host at a theater party.*
2. guest (n) = a person who spends some time at another person's home in some
 - a. social activity, as a visit, dinner, or party.
3. mashed potatoes (n) = is a dish prepared by mashing boiled potatoes.
Dehydrated and frozen mashed potatoes are available in many places
4. checks up on (v) = to examine so as to determine accuracy, or condition.
5. dressing (n) = A sauce for certain dishes, such as salads.
6. rare (adj) = cooked just a short time so as to retain juice and redness.
7. server (n) = One who serves food and drink.
8. a garden salad (n) = A green salad or tossed salad is a salad consisting mostly of fresh vegetables. The base for the salad are greens such as lettuce.
9. the check (n) = request for the bill
10. menu (n) = A list of the dishes to be served or available for a meal



C: Listening Practice (Track 44) SCENE III (Hotel English Textbook)

Directions: Listen to the dialogue three times and complete the text.

Situation 1: At the restaurant

Mr. Douglas arrives for dinner at his favorite restaurant.

H: Host **G:** Guest **S:** Server

H: Your table is ready, Mr. Douglas. It's right over here.

G: Sounds good. I'm very (1)_____.

H: (Waits for Mr. Douglas to sit down) Here's a (2)_____. Your server will be with you momentarily.

G: Thanks. Oh, could you give me two menus? I'm expecting a friend.

H: Of course. I'll just put the other one here. (The server comes over)

S: Are you ready to (3)_____, Mr. Douglas?

G: Well, I guess my friend won't be joining me after all. So, I'd like the (4)_____ to start.

S: What kind of salad dressing would you like? We have Italian or Thousand Island.

G: Italian. And I'm going to go with the sirloin steak for an entrée.

S: And how would you like your (5)_____ cooked?

G: Rare.

S: The steak comes with your choice of a baked potatoes or (6)_____

G: I'll take the mashed potatoes, please.

S: Certainly. Let me repeat your order, Mr. Douglas. You would like a garden salad with Italian and a rare steak with mashed potatoes.

G: Yeah, that's right. (The server check up on her guest)

S: Is there anything else I can get for you, Mr. Douglas? Some dessert, perhaps?

G: No thanks – just the (7)_____, please.

D: Listening practice (A video downloaded from Youtube)

Directions: Watch a video three times and number the statements you hear them. The first number has done for you.

_____ Whose reservation is it?

_____ We'd like the buffet please.

___ 1 ___ I'm hungry

_____ Would you like to be in the smoking or the non-smoking section?

_____ What are you having?

_____ How many people are you?

_____ Could you bring me some snacks to start?

_____ Would you like something to drink?

_____ I want a beer please.

_____ Are you ready to order?

_____ What dish would you recommend?

_____ We want to ask from the menu.

E: Speaking Activity

Directions: Students watch a video about ordering food and drinks (downloaded from Youtube) and then make their own Lao menu and present it in front of the class.

Soup: fish soup, chicken soup, duck soup, meat soup, etc.

Fried: fried rice with meat, fried dry meat, fried fish, etc

Salad: papaya salad, long bean salad, mixed salad, noodle, salad, etc.

Lap: lap beef, leap fish, lap chicken, lap pork, etc.

Drinks: Beer Lao, Pepsi, coconut juice, drinking water, etc.

Mini-test [Unit 2: Restaurant – Ordering food and drinks]

Listening Activity (25 points)

You will listen to CD twice and number the statements you hear them. The first number has done for you.

- How many people are you?
- Are you ready to order?
- Would you like to be in the smoking or the non-smoking section?
- 1 I'm hungry.
- We'd like the buffet please.
- What dish would you recommend?
- What are you having?
- Whose reservation is it?
- I want a beer please.
- Could you bring me some snacks to start?
- Here is your tip.
- We want to ask from the menu.
- Bring me a hamburger please.
- Would you like something to drink?
- Can you take these dishes away?
- Bon appetite.
- Give me the check please.
- See you soon.
- Would you like to order any dessert?
- Waiter, can you take our order

Key Answers for Unit 2: Restaurant- Ordering food and drinks

C: Listening Practice

1. hungry
2. menu
3. order
4. garden salad
5. steak
6. mashed potatoes
7. Check

D: Listening practice

1. I'm hungry
2. Whose reservation is it?
3. How many people are you?
4. Would you like to be in the smoking or the non-smoking section?
5. We'd like the buffet please.
6. We want to ask from the menu.
7. What dish would you recommend?
8. What are you having?
9. Would you like something to drink?
10. I want a beer please.
11. Could you bring me some snacks to start?
12. Are you ready to order?

Mini test key answers

1. I'm hungry
2. Whose reservation is it?
3. How many people are you?
4. Would you like to be in the smoking or the non-smoking section?
5. We'd like the buffet please.

6. We want to ask from the menu.
7. What dish would you recommend?
8. What are you having?
9. Would you like something to drink?
10. I want a beer please.
11. Could you bring me some snacks to start?
12. Are you ready to order?
13. Waiter, can you take our order?
14. How do you serve this food?
15. Bring me a hamburger please.
16. Can you take these dishes away?
17. Would you like to order any dessert?
18. Give me the check please.
19. Do you need an invoice?
20. Here is your tip.
21. See you soon.
22. Bon appetite.

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	16	21.67	37.67
2	21	21.00	42.00
3	17	23.00	40.00
4	16	19.67	35.67
5	17	19.67	36.67
6	21	21.33	42.33
7	18	20.00	38.00
8	15	21.33	36.33
9	20	20.67	40.67
10	21	23.33	44.33
11	16	23.00	39.00
12	18	22.00	40.00
13	18	20.00	38.00
14	20	22.67	42.67
15	21	23.00	44.00
16	15	20.67	35.67
17	18	22.00	40.00
18	21	19.67	40.67
19	18	20.00	38.00
20	21	21.67	42.67
21	18	24.33	42.33
22	23	23.33	46.33
23	16	17.67	33.67
24	21	22.00	43.00
25	22	15.67	37.67
26	21	23.00	44.00
27	21	18.33	39.33
28	21	19.33	40.33
29	16	20.33	36.33
30	16	22.00	38.00
31	22	21.00	43.00
32	16	21.33	37.33
33	22	21.67	43.67
34	22	19.33	41.33
35	18	21.00	39.00

No	Listening (25)	Speaking (25)	Total (50)
36	19	22.33	41.33
37	15	20.33	35.33
38	14	19.33	33.33
39	23	22.33	45.33
40	15	20.00	35.00
41	21	22.00	43.00
Total	770	863	1633
\bar{x}	18.78	21.05	39.83
%	75.12	84.20	79.66

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

/...../.....

Lesson Plan 3

Course: General English 6

Grade Level: 3A

Theme: Direction

Topic: Asking for and giving directions

Date: 25 and 27 February 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

If you are lost. What will you do? The best answer is to ask some local people who live and know the place. Students will learn some useful new language about directions (i.e. turn left, turn right, go straight, on the right hand side, etc)

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask about direction in their villages or in the city

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about direction.

2.2.4 create a short conversations about asking for and giving direction and do a role-play.

3. Enduring Understanding

3.1 how to respond to someone when he/she asks for direction.

3.2 Present simple tense.

3.3 Vocabulary about directions.

3.4 Asking and answering about direction.

4. Essential Questions

1. How should you go to a place where you never go before?
2. What should you do if you get lost?
3. Can you understand when a friend of your give a direction?
4. Can you imagine yourself in an unknown place without friends? How can you live?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students enjoy and like to learn.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. direction (n) = the act or function of directing
2. subway station (n) = a terminal where subways load and unload passengers
depot, terminal, terminus station where transport vehicles load or
unload passengers or goods.
3. convenience store (n) = A small retail store that is open long hours and that
typically sells staple groceries, snacks, and sometimes gasoline.
4. lost (adj) = unable to find one's way.

5. north (n) = the direction that goes towards the part of the Earth above the equator, opposite to the south, or the part of an area or country that is in this direction.

6.2 Functions:

- Talking about vocabulary related the lesson
- Asking and answering about asking for and giving directions.

6.3 Structure:

- Simple present tense
- How to make questions and how to respond to each question.
- Asking for and answering about asking for and giving directions as follow these questions: Excuse me, where can go to the market? Is it a restaurant near here? Where is the toilet?

7 Communicative Skills:

- Integrated skills (speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and giving for directions
6. Using a map in Savannakhet to help students' practicing

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video about someone get lost.
- 1.3. Teacher shows the map of Savannakhet and asks some questions:

1. What is it?
2. What can you see from this picture?
3. Where is IngHang Studpa from this picture?
4. Does Savannakhet Province have an airport?
5. What does "H" stand for?

1.4. Students guess what the lesson might be today and then the teacher tells students about the lesson today.

2. Presentation

- 2.1. Teacher presents the new vocabulary that related to lesson.
- 2.2. Students learn new vocabularies and repeat after the teacher.
- 2.3 Students listen three times about a short conversation from CD and then complete the text.
- 2.5. Teacher explains the meaning of the conversation, and then students practice in pair about the conversation.
- 2.6 Students listen to the next conversation and number the statements in the order they hear start from (1-5). The teacher and students check together.

Period 2

3. Practice

- 3.1. Students got worksheets about conversation, and check the answers together.
- 3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

- 4.1. Students work in pair, create their own dialog.
- 4.2 Teacher checks students' work and help them.
- 4.3 Each pair will present next period (3 minutes per pair)
- 4.4 Students watch one more video about asking for and giving direction.

5. Speaking Activity (next period)

- 5.1 Each pair does role-play about asking for and giving direction.
- 5.2 The teacher and her colleague, Ms. Ashley Taylor will evaluate their performances. (25 points) Using Harris' speaking criterion.

6. Wrap up

- 6.1 Students do posttest of asking for and giving direction.
- 6.2 Teacher and students conclude the topic "asking for and giving direction." together.

7. Materials/ Teaching Aids

- 7.1. A map of Savannakhet City
- 7.2 A big poster of new words
- 7.3 A video clip and CDs of conversation.
- 7.4 Worksheets of conversations about asking for and giving direction.
- 7.5 Dictionary.

8. Evaluation

- 8.1 How to evaluate:
 - Correct the students' answers to the questions / tests
 - Observe the students' activities/ performances.

- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

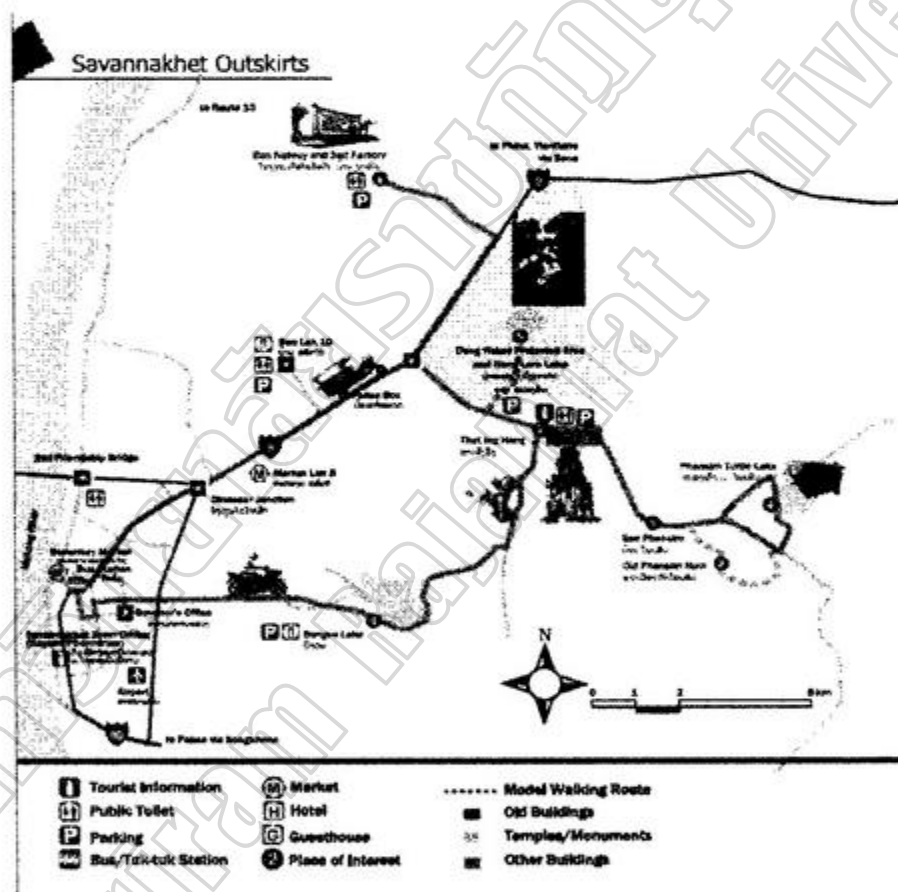
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Unit 3

Asking for and giving direction

A: Getting Started

In the Main Road: Look at the picture and answer the following questions



1. What is it?
2. What can you see from this picture?
3. Where is Ing Hang Studpa from this picture?
4. Does Savannakhet Province have an airport?
5. What does "H" stand for?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. direction (n) = instructions that tell you how to go to a place
2. subway station (n) = a terminal where subways load and unload passengers
3. convenience store (n) = a small retail store that is open long hours and that typically sells staple groceries, snacks and beverages
4. lost (v) = unable to find one's way
5. north (n) = the direction along a meridian 90 counterclockwise from east
6. kitty-corner (adv) = used to describe two things that are located across from each other on opposite corner
7. across from (prep) = from one side of to the other
8. next to (adj) = nearest in space or position

C: Listening Practice (ACD 2 Track 02) (Tourism English Textbook)

Directions: Listen to the dialogue three times and complete the text.

Situation 1: Location

Nick is meeting Lisa to go to lunch at a fancy restaurant. Unfortunately, they are having trouble connecting.

N: Nick **L:** Lisa

N: Lisa, where are you? I've been waiting for you here at the (1)_____.

L: I can't find it. I'm (2)_____.

N: Oh no! Where are you?

L: I'm in front of a small (3)_____.

N: Hmm. Is there a park (4)_____ the supermarket... and a school across the street?

L: Yes, and there's a convenience store (5)_____ from here.

N: OK. Just walk north for about five minutes and you will see a department store on the right.

L: And the subway station is next to the department store?

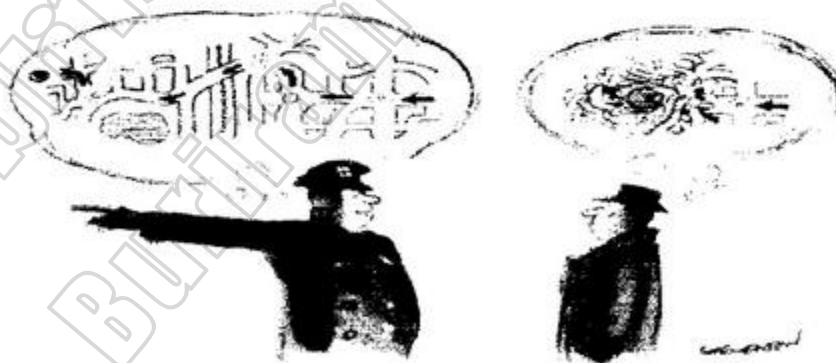
N: Yes. It's between the department store and a large bank. And please hurry.

L: If you hadn't given me such bad (6)_____. I'd be there already.

Listening D: Listen to the conversation and number the statements in the order you hear them (1-5). You will listen to CD three times. Note: 2 points for each number.

(ACD 2 Track 12) (Tourism English Textbook)

- _____ Go to platform number two.
- _____ There are announcements at every station.
- _____ How do I buy a single-journey ticket?
- _____ Push the button and insert the money.
- _____ The last train to Hsintien leaves Taipei Main at 11:58.



Speaking Activity: Students watch a video about asking for and giving direction and then work in pair (one asks for direction and one gives direction) in Savannakhet Town.

Mini – test (asking for and giving direction) 25 points

Listening A: Using these words inside this box and fill them into each sentence. You will listen to CD three times. (Video from YouTube)

don't	it	down	take	next to	come
Can	left		along	where	

<p>Asking Direction Excuse me, I am new here. Is the supermarket nearby? Can you tell me (1)the bank is?</p> <p>Asking for repetition I (2).....get it. Please repeat (3).....again. I'm sorry? (4).....you repeat that?</p> <p>Movement Phrases Until you (5).....to the for about 4 miles about 4 blocks</p>	<p>Giving Directions go (6) this road go (7)..... there make a left at</p> <p>Describing location It is on the (8).....side of the street. It's (9).....the bank.</p> <p>Describing distance Is it far? It will (10)you about 10 minutes to get there. How far is it?</p>
---	--

Listening B: Listen to the conversation and number the statements in the order you hear them (1-5). You will listen to CD three times. Note: 2 points for each number. (ACD 2 Track 12)

- _____ Go to platform number two.
- _____ There are announcements at every station.
- _____ How do I buy a single-journey ticket?
- _____ Push the button and insert the money.
- _____ The last train to Hsintien leaves Taipei Main at 11:58.

Key answer of Unit 3: Asking for and giving directions

<p>Listening C: Listening Practice</p> <ol style="list-style-type: none"> 1. subway station. 2. lost 3. supermarket 4. next to 5. kitty-corner 6. directions 	<p>Listening D: Number the statements in order you hear them (1-5). Two points each answer</p> <p style="text-align: right;">3 4 1 2 5</p>
---	---

Key Answers

Mini – test (asking for and giving direction) 20 points

Listening A: One point for each answer

1. where
2. don't
3. it
4. Can
5. come
6. along
7. down
8. left
9. next to
10. take

Listening B: Number the statements in the order you hear them (1-5). Two points for each answer

3 4 1 2 5

Mini test Scores Both Listening and Speaking Activities (50 points)

Topic: Direction – Asking for and giving directions

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	19	19.67	38.67
2	22	19.33	41.33
3	19	21.00	40.00
4	18	18.67	36.67
5	21	18.67	39.67
6	23	19.00	42.00
7	16	18.00	34.00
8	18	21.00	39.00
9	18	21.00	39.00
10	23	19.67	42.67
11	15	21.33	36.33
12	19	20.33	39.33
13	18	19.67	37.67
14	22	18.33	40.33
15	23	21.33	44.33
16	16	21.00	37.00
17	18	20.67	38.67
18	15	20.00	35.00
19	14	18.67	32.67
20	18	19.67	37.67
21	19	20.33	39.33
22	22	16.00	38.00
23	19	20.67	39.67

No	Listening (25)	Speaking (25)	Total (50)
24	21	21.67	42.67
25	23	18.00	41.00
26	18	20.00	38.00
27	14	19.67	33.67
28	17	21.00	38.00
29	22	18.33	40.33
30	18	21.33	39.33
31	23	20.67	43.67
32	18	21.67	39.67
33	16	17.33	33.33
34	21	20.00	41.00
35	19	21.67	40.67
36	22	19.33	41.33
37	19	20.00	39.00
38	19	17.00	36.00
39	22	21.00	43.00
40	19	22.00	41.00
41	21	19.00	40.00
Total	787	813.67	1600.67
x	19.20	19.85	39.04
%	76.78	79.38	78.08

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 4

Course: General English 6

Grade Level: 3A

Theme: Shopping

Topic: How to make a deal

Date: 4 and 6 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Many people want the best price when they buy things. However, the shop owner cannot bet the price because the price of the products is reasonable. Some useful phrase about how to make a deal will present it in this lesson.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to know how to make a deal when they go shopping.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about how to make a deal.

2.2.4 create their own conversations and do a role-play.

3. Enduring Understanding

3.1 how to how to make a deal when you are in the market.

3.2 Present simple tense.

3.3 Vocabulary about how to make a deal.

3.4 Asking and answering about how to make a deal.

4. Essential Questions

1. How should you say if you want a sale person cut down the price?
2. What did you buy the most expensive thing?
3. What should you do if you want to buy something but you cannot afford it?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students have a chance to watch video chips.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. night market = _____
2. traditional souvenirs = _____
3. shop owner = _____
4. silk = _____
5. quality = _____
6. dozen = _____
7. how much = _____
8. strike a bargain = _____
9. each piece = _____
10. fair enough = _____

11. jewelry = _____

12. shopping tour = _____

13. deal = _____

6.2 Functions:

- Talking about vocabulary about shopping and how to make a deal.
- Asking and answering from a conversation.

6.3 Structure:

- Simple present tense
- Wh-question
- Asking for and answering about shopping as follows: What can I help you? What size are you? What color would you like? Can you give me a good price?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

8 Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and watch a video
4. Role play (Performance task)
5. How to make a deal in the shop
6. A picture of shopping

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.

1.2. Students watch a video about going shopping

1.3. Teacher shows the picture of a sale person and asks some questions:

1. What can you see in this picture?
2. What does this woman do?
3. What kind of products does she sell?
4. What color would you like?
5. How much can you pay for it?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the same video again and then they tell their classmates what happen? After watching.

2.2 Teacher presents new vocabularies about shopping

2.2. Teacher presents the new vocabularies that related to lesson.

2.3 Students listen three times about a short conversation from CD and then fill in the black for the first activity. Students do listening activity and complete the text.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (3 minutes per pair)

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Mr. Amphone will evaluate their performances. by using Harris' criterion (25 points)

5. Wrap up

5.1 Students do posttest about the topic

5.3 Teacher and students conclude the topic.

6. Materials/ Teaching Aids

6.1 Pictures of shopping in the market and a big poster of new words

6.2 Two video chips and CDs of conversation.

6.3 Worksheets of conversations

7. Evaluation

7.1 How to evaluate:

- Correct the students' answers to the questions/ tests
- Observe the students' activities/ performances.
- Check the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 4

Shopping – How to make a deal

A: Getting Started

In the market: Look at the picture and answer the following questions



1. What can you see in this picture?
2. What does this woman do?
3. What kind of products does she sell?
4. What color would you like?
5. How much can you pay for it?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. night market (n) = night markets or night bazaars are street markets which operate at night and generally dedicated to more leisurely strolling, shopping, and eating
2. souvenirs (n) = a usually small and relatively article given, kept, or purchased as a reminder of a place visited, an occasion, etc., memento
3. shop owner (n) = the owner and manage of a shop
4. silk (n) = a fine, strong, soft lustrous fiber produced by silkworms in making cocoons and collected to make thread and fabric
5. quality (n) = how good or bad something is
6. dozen (determiner) = a set of 12 things or people
7. fair enough (phrase) = what you say when you initially disagreed with another's opinion or behavior after hearing their explanation can now see their point of view
8. jewelry (n) = ornaments, such as bracelets, necklaces, rings
9. deal (v) = to give out in shares or portions; apportion or to sell something



"If you keep walking, you'll save 100%."

C: Listening Practice (ACD 2 Track 34, Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

A tour guide and a tourist are on a shopping tour at a night market in Taipei.

T: Tourist

G: Guide

V: Vendor

T: So, this is Taipei's famous Shilin (1) _____.

G: Yep, this is it. Some of the best deals in Taipei can be found right here.

T: Great. I'd love to get some traditional (2) _____.

G: Let's start here. The woman who owns this (3) _____ is a friend of mine and she speaks English.

T: Alright. Sounds good to me. Wow! These (4) _____ are just what I'm looking for.

G: Oh yes, they are beautiful. (The tourist turns to the vendor and asks a question)

T: Excuse me. How much are these fans?

V: They're NT\$100 each.

T: Ouch. That's a bit much.

V: These are the finest quality, ma'am.

T: I understand that. But if I buy a dozen, can we strike a (5) _____?

V: NT\$ 10 off each piece is the best I can offer.

T: Fair enough. It's a (6) _____.

G: Hmm. I can see you've done this before. You really know how to haggle. So, what's next?

T: Do you know a good place for jewelry?

G: I know just the place.

Listening D: Listen to the audio and answer the questions. You will listen to the audio three times. (ACD 2 Track 36)

1. Where was the bag made?

<input type="checkbox"/> Taiwan	<input type="checkbox"/> Italy
---------------------------------	--------------------------------
2. What does "let it go" in the context of the conversation mean?

<input type="checkbox"/> Sell it	<input type="checkbox"/> Buy it
----------------------------------	---------------------------------
3. What is the final price of the bag?

<input type="checkbox"/> \$35	<input type="checkbox"/> \$ 45
-------------------------------	--------------------------------
4. What are the two speakers doing?

<input type="checkbox"/> Bargaining	<input type="checkbox"/> Bagging groceries
-------------------------------------	--

E: Speaking Activity (Role Play): Students watch a video about how to make a deal and then work in pair (one is a buyer and one is a sale person) in the clothes shop. They create their own conversation (3 minutes for each pair)



Mini – test Unit 4: Shopping- Make a deal

(25 points)

Listening A: Listen to the audio and answer the questions. You will listen to the audio three times. (ACD 2 Track 36)

1. Where was the bag made?

<input type="checkbox"/> Taiwan	<input type="checkbox"/> Italy
---------------------------------	--------------------------------
2. What does “let it go” in the context of the conversation mean?

<input type="checkbox"/> Sell it	<input type="checkbox"/> Buy it
----------------------------------	---------------------------------
3. What is the final price of the bag?

<input type="checkbox"/> \$35	<input type="checkbox"/> \$ 45
-------------------------------	--------------------------------
4. What are the two speakers doing?

<input type="checkbox"/> Bargaining	<input type="checkbox"/> Bagging groceries
-------------------------------------	--

Listening B: Listen to conversation and number the statements in the order you hear them (1-5). You will listen to it three times. Note: 2 points for each statement. (ACD 2 Track 40)

_____ The vendor will probably offer you a good price.

_____ Good idea. I want to buy some souvenirs.

_____ There's a jewelry vendor over there.

_____ My friend bought some earrings here, and she says they're of pretty good quality.

_____ Actually, I'm also hungry.

Listening C: Listen to conversation and answer true (T) or false (F). You will listen to it three times. (ACD 2 Track 41)

- _____ 1. Next Tuesday is their wedding anniversary.
- _____ 2. The customer wants to surprise his wife.
- _____ 3. The customer got his wife a necklace last year.
- _____ 4. The saleswoman suggests he buy bracelets.
- _____ 5. The platinum bracelets are very cheap.
- _____ 6. The saleswoman will give the customer a 50 percent discount.

Key Answers for Unit 4: Shopping- How to make a deal

<p>C: Listening Practice</p> <ol style="list-style-type: none"> 1. Night Market 2. souvenirs 3. shop 4. silk fans 5. bargain 6. deal 	<p>D: Listen to the audio and answer the questions.</p> <ol style="list-style-type: none"> 1. p Italy 2. p Sell it 3. p \$ 45 4. p Bargaining
<p style="text-align: center;">Mini – test (Shopping) 25 points</p> <p>Listening A: Listen to the audio and answer the questions. One point each number.</p> <ol style="list-style-type: none"> 5. Italy 6. Sell it 	

7. \$ 45

8. Bargaining

Listening B: Listen to conversation and number the statements in the order you hear them (1-5). Note: 2 points for each statement.

3 1 2 4 5

Listening C: Listen to conversation and answer true (T) or false (F). you will listen to it three times.

1. F
2. T
3. T
4. T
5. F
6. F

Mini test Score Both Listening and Speaking Activities

(50 points)

Topic: Shopping – Make a deal

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	19.33	39.33
2	23	19.33	42.33
3	15	19.00	34.00
4	15	17.33	32.33
5	22	18.67	40.67
6	24	20.67	44.67
7	13	20.00	33.00
8	22	18.67	40.67
9	18	21.00	39.00
10	15	19.00	34.00
11	17	21.00	38.00
12	19	18.33	37.33
13	20	18.67	38.67
14	22	16.00	38.00
15	24	20.67	44.67
16	16	21.67	37.67
17	14	21.67	35.67
18	19	17.33	36.33
19	16	18.33	34.33
20	23	20.00	43.00
21	22	20.67	42.67
22	17	17.67	34.67
23	23	19.00	42.00
24	22	21.00	43.00
25	24	17.67	41.67
26	17	20.67	37.67
27	19	18.67	37.67
28	18	20.33	38.33
29	24	17.67	41.67
30	22	19.33	41.33
31	21	20.67	41.67
32	16	20.00	36.00
33	22	18.67	40.67

No	Listening (25)	Speaking (25)	Total (50)
34	21	21.00	42.00
35	23	21.67	44.67
36	24	19.00	43.00
37	22	21.00	43.00
38	21	20.33	41.33
39	23	19.00	42.00
40	16	20.67	36.67
41	22	20.33	42.33
Total	816	801.67	1617.67
Average	19.90	19.55	39.45
%	79.61	78.21	78.91

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 5

Course: English General 6

Grade Level: 3A

Theme: Transportation

Topic: Mode of transportation

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Language learners in Lao does not know much about mode of transportation because they use not many types of them namely a bicycle, a motorbike, a van, a car, a truck, etc. Due to the fact that Lao people like buying a truck, they prefer driving it to work and many occasions such as wedding party, festivals and so on.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to know more new words about mode of transportation.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 repeat the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions and practice listening skill.

2.2.4 create their own conversations and do a role play (having a long trip to another city by using different mode of transportation)

3. Enduring Understanding

3.1 Learning new words about mode of transportation

3.2 Present simple tense.

3.3 Asking and answering about going to somewhere using variety mode of transportation.

4. Essential Questions

1. Have you ever used a train?
2. How would you feel if you have a chance to use it?
3. What types of mode of transportation would you like to have? Why?
4. Where would you like to go if you have your own one?

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students practice critical thinking and improve listening and speaking capacities.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. bus = _____
2. train = _____
3. scooter = _____
4. limousine = _____

5. compact car = _____
6. sedan = _____
7. sports car = _____
8. SUV = _____
9. van = _____
10. subway = _____
11. ferry = _____
12. canoe = _____

6.2 Functions:

- Talking about vocabulary of mode transportation
- Asking and answering where to travel and how to go

6.3 Structure:

- Simple present tense
- Wh-question

7 Communicative Skills:

- Integrated skills (reading, speaking, listening)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. A picture of many different of vehicles

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video about different types of vehicles with their sound.
- 1.3. Teacher shows the picture of different types of vehicles and asks some questions:

2. What are the pictures?
3. What are the advantages of those modes?
4. Have you ever used these modes when you go to another province?

2. Presentation

2.1. Students watch the same video again with sound and then they tell their classmates what happen? After watching.

2.2 Teacher elicits the vocabulary about mode of transportation.

2.2. Teacher presents the new vocabulary that related to lesson.

2.3 Students listen three times about a short conversation from CD and answer some questions.

2.5. Teacher explains the meaning of the conversation and show them how to use some phrases.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (4 minutes per pair)

4.4 Students watch one more video about using taxi in a big city.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Mr. Amphone will evaluate students' performances. (25 points)

5. Wrap up

5.1 Students do posttest of mode transportation.

5.3 Teacher and students conclude the topic today.

6. Materials/ Teaching Aids

6.1 Pictures of vehicles and a big poster of new words

6.2 Two video chips and CDs of conversation.

6.3 Worksheets of conversations about taking a taxi.

7. Evaluation

7.1 How to evaluate:

- Correct the students' answers to the questions/ tests
- Observe the students' activities/ performances.
- Check the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Supervisor's Comments

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Date:/...../.....

Signature

Phonesukha Insisiengmai

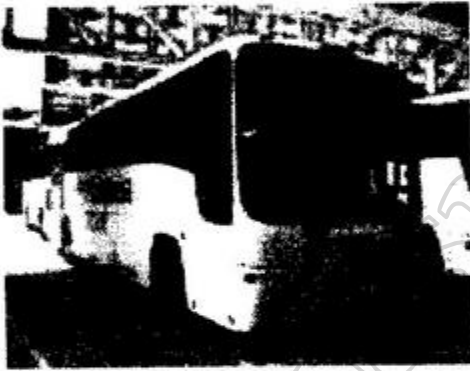
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Unit 5

Transportation – Mode of Transportation

A: Getting Started

In the Main Road: Look at the pictures and answer the following questions



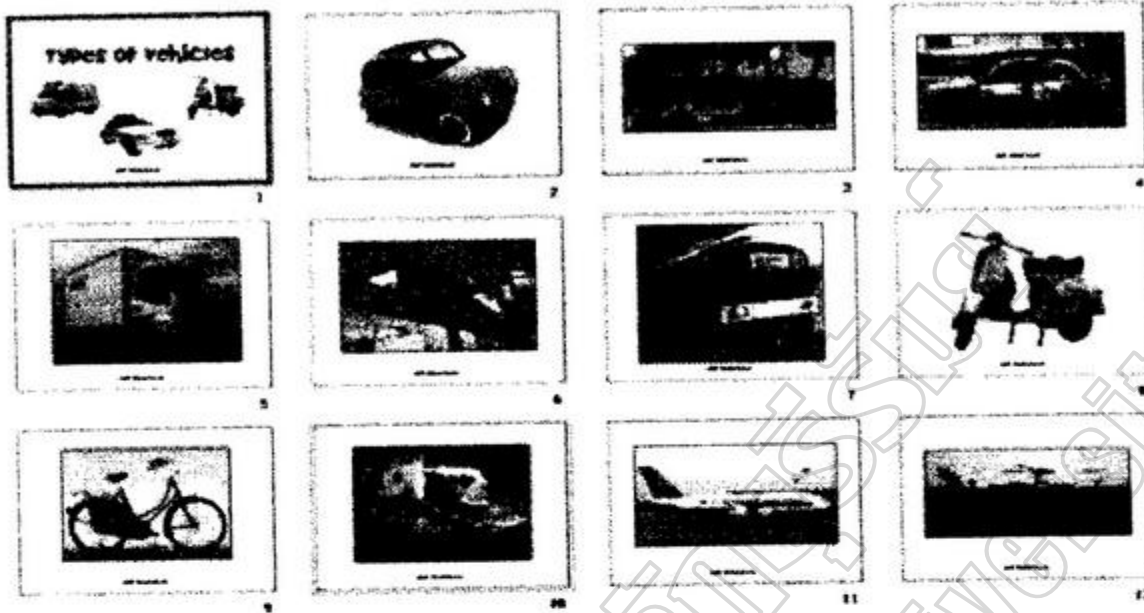
1. What are the pictures?
2. What are the advantages of those modes?

3. Have you ever used these modes when you go to another province?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. Bus (n) = a long motor vehicle for carrying passengers
2. train (n) = a series of connected railroad cars pulled or pushed by one or more locomotives
3. scooter (n) = a motor scooter
4. limousine (n) = a van or small bus used to carry passengers on a regular route
5. compact car (n) = a small and economical car
6. van (n) = an enclosed boxlike motor vehicle having rear or side doors and side panels especially for transporting people
7. subway (n) = an underground urban railroad, usually operated by electricity
8. ferry (n) = to transport (people, vehicles, or goods) by boat across a body of water
9. canoe (n) = a light, slender, usually open boat that has pointed ends and is propelled by paddles



C: Listening Practice (ACD 1 Track 53 Tourism English)

Directions: Listen to the dialogue and answer the following questions.

Mary is taking a taxi home from her friend's house. The taxi driver isn't familiar with the city. **M:** Mary **D:** Driver

M: Hi. Can you take me to Elm and Maple, please?

D: Elm and Maple? Hmm. That's downtown, isn't it?

M: Right. The quickest way to get there is by taking First Avenue.

D: So, I should take left here to get to First Avenue, right?

M: Right. Uh, excuse me, could you start the meter, please?

D: Oops! Sorry. Today is my first day. I'm new at this.

M: I've noticed. Whoa! Can you slow down a little bit, please? You're driving too quickly.

D: Of course. Uh, should I take a left here?

M: No-no-no-no. go through the intersection and then take the next left.

D: OK. Here we go. I think Elm and Maple is just up ahead.

M: That's OK. Just stop here, please. I'll get out and walk!

1. Where does Mary go?

2. Does a driver know Mary's place?

3. How does Mary feel about this trip?

4. Why doesn't a driver know the city well?

5. When the taxi stops what does Mary do?

D: Speaking Activity (A video downloaded from Youtube)

Students watch a video about variety of vehicles and repeat after it

Students look at the picture and create their short conversation individually.



Mini – test (transportation) 25 points

Listening A: Listen to the conversation and circle the best answer. You will listen to CD three times. Note: 2 points for each number. (ACD 1 Track 61)

1. Where does the woman put her suitcase?
 - a. in the trunk
 - b. next to her
 - c. on the freeway
 - d. on the roof
2. Why is the woman worried?
 - a. She is running late.
 - b. They're driving too fast.
 - c. She doesn't have money.
 - d. She's in the wrong terminal.
3. How does the driver solve the problem?
 - a. He drives a little faster.
 - b. He gets change at a store.
 - c. He goes to a different terminal.
 - d. He takes a different route.
4. Which of the following statement is correct?
 - a. She's angry with the driver.
 - b. She misses her flight.
 - c. She gives the driver a tip.
 - d. She forgets her luggage.

Listen B: Listen to conversation three times and answer true (T) or false (F). Note: 1 point per each answer. (ACD 1 Track 62)

- _____ 1. The guest is going to take an airplane.
- _____ 2. The guest has a heart condition.
- _____ 3. The guest won't get a sleeper-car compartment.
- _____ 4. The guest wants to leave early next week.
- _____ 5. The guest is not coming back.

Listen C: Listen to this conversation three times and use these words from the box to fill the sentences. Note: 2 points for each number. (ACD 1 Track 63)

option	purchase	insurance	particular
driver's	credit	mind	license
travelling	card		

1. Do you have a _____ type of a car in _____?
2. Well, I'm _____ solo, so I think a small car is my best _____
3. Can I see your _____ and a _____, please?
4. And would you like to _____ additional liability _____?

Key answers

Mini – test (transportation) 25 points

Listening A: Note: 2 points for each number.

1. B
2. A
3. D
4. C

Listening B: True (T) or False (F)

1. F
2. T
3. F
4. T
5. F

Listening C: complete these words from the box into the blank.

Note: 2 points for each number.

1. particular, mind
2. travelling, option
3. driver's, license, credit, card
4. purchase, insurance

Mini test Score Both Listening and Speaking Activities (50 points)**Topic:** Transportation**Class:** 3 A**Semester:** 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	19	20.33	39.33
2	22	21.00	43.00
3	19	19.33	38.33
4	18	16.33	34.33
5	21	16.67	37.67
6	23	19.67	42.67
7	16	19.67	35.67
8	18	19.00	37.00
9	18	21.00	39.00
10	23	20.00	43.00
11	15	22.33	37.33
12	19	19.00	38.00
13	18	20.00	38.00
14	22	16.33	38.33
15	23	20.00	43.00
16	16	21.67	37.67
17	18	20.67	38.67
18	15	18.33	33.33
19	14	19.67	33.67
20	18	19.67	37.67
21	19	21.00	40.00
22	22	16.67	38.67
23	19	19.33	38.33
24	21	20.00	41.00
25	23	17.67	40.67
26	18	21.67	39.67
27	14	17.00	31.00
28	17	19.33	36.33
29	22	18.00	40.00
30	18	19.67	37.67
31	23	18.67	41.67
32	18	20.67	38.67
33	16	18.67	34.67
34	21	21.67	42.67
35	19	20.67	39.67

No	Listening (25)	Speaking (25)	Total (50)
36	22	20.33	42.33
37	19	21.00	40.00
38	19	19.33	38.33
39	22	19.00	41.00
40	19	20.33	39.33
41	21	20.00	41.00
Total	787	801.33	1588.33
Average	19.20	19.54	38.74
%	76.78	78.18	77.48

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

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Lesson Plan 6

Course: General English 6

Grade Level: 3A

Theme: Tourism

Topic: Savannakhet's Historical

Sites

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

There are many tourist attractions in Savannakhet province. So, using English is a part of communication to visitors who cannot speak Lao. Students will learn how to explain useful information about Savannakhet's historical sites in English.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to explain about Savannakhet's historical sites in English to foreigners working as a tour guide.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation and Savannakhet's brochure correctly.

2.2.3 ask and answer the questions about Savannakhet's historical sites in English.

2.2.4 create their own information to present by using information from Savannakhet English brochure.

3. Enduring Understanding

3.1 how to act as a tour guide and explain about Savannakhet's historical sites in English.

3.2 Present simple tense.

3.3 Vocabulary about Savannakhet's historical sites in English.

4. Essential Questions

1. Where is the best place to visit in Savannakhet.?
2. What activities do visitor do Savannakhet's historical sites?
3. Where are Savannakhet's historical sites?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. Where are they?
2. Have you ever been all places?

3. How often do you visit?

4. What do you do there?

6.2 Functions:

- Talking about vocabulary of Savannakhet's historical sites
- Asking and answering about Savannakhet's historical sites

6.3 Structure:

- Simple present tense
- Asking for and answering about Savannakhet's historical sites as follows: Where is Inhang Stupa? How can I get there? What should I do there? Why do people believe in it? What don't people do there?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about Savannakhet's historical sites
6. A picture of Savannakhet's historical sites and tourist attraction places

Learning Activities/ Procedures:

Period I

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video without sound.

1.3. Teacher shows the picture of Savannakhet's historical sites and ask some questions:

1. Where are they?
2. Have you ever been all places?
3. How often do you visit?
4. What do you do there?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about and then they tell their classmates what happen?

After watching.

2.2 Teacher elicits the vocabulary about Savannakhet's historical sites from students' brainstorming.

2.2. Teacher presents the new vocabulary that related to lesson.

1. itinerary = _____
2. attraction = _____
3. historical = _____
4. pottery = _____
5. sample = _____
6. blossoms = _____
7. sign up = _____
8. sound = _____
9. snack = _____
10. festival = _____
11. tour = _____

2.3 Students listen three times about a short conversation from CD and then complete.

2.5. Teacher explains the meaning of conversation.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in individually

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period about Savannakhet's historical sites (4 minutes per person)

4.4 Students watch one more video about Savannakhet's historical sites.

5. Speaking Activity (next period)

5.1 The teacher and her colleague, Ashley Taylor will evaluate their performances. (25 points) Using Harris' scoring

6. Wrap up

6.1 Students do posttest of Savannakhet's historical sites

6.2 Teacher and students conclude the topic

7. Materials/ Teaching Aids

7.1 Pictures of Savannakhet's historical sites and a big poster of new words

7.2 Two video chips and CDs of conversation.

7.3 Worksheets of conversations about Savannakhet's historical sites

7.4 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions/tests
- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

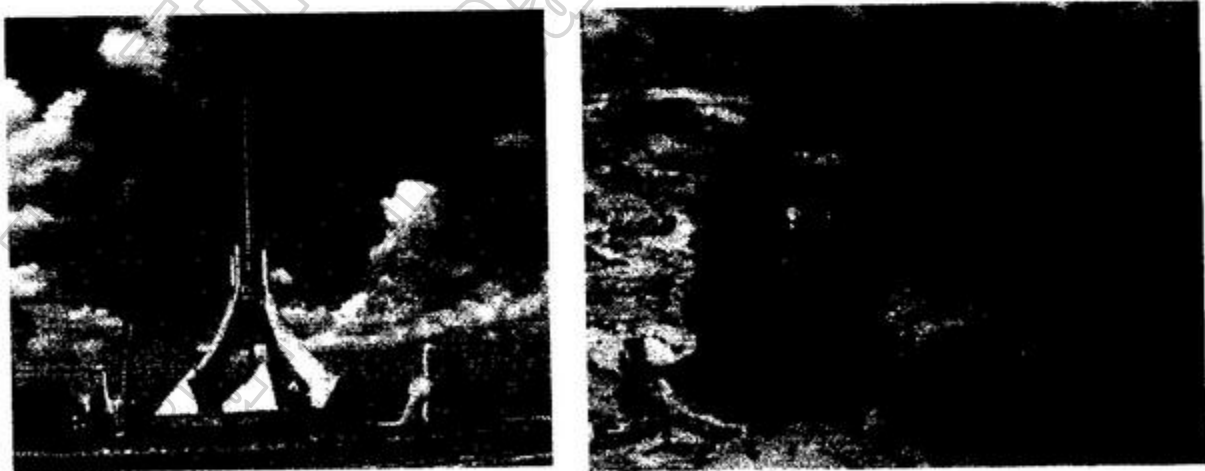
- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

Unit 5

Tourism – Savannakhet's Historical Sites

A: Getting Started

In Savannakhet Province: Look at the pictures and answer the following questions



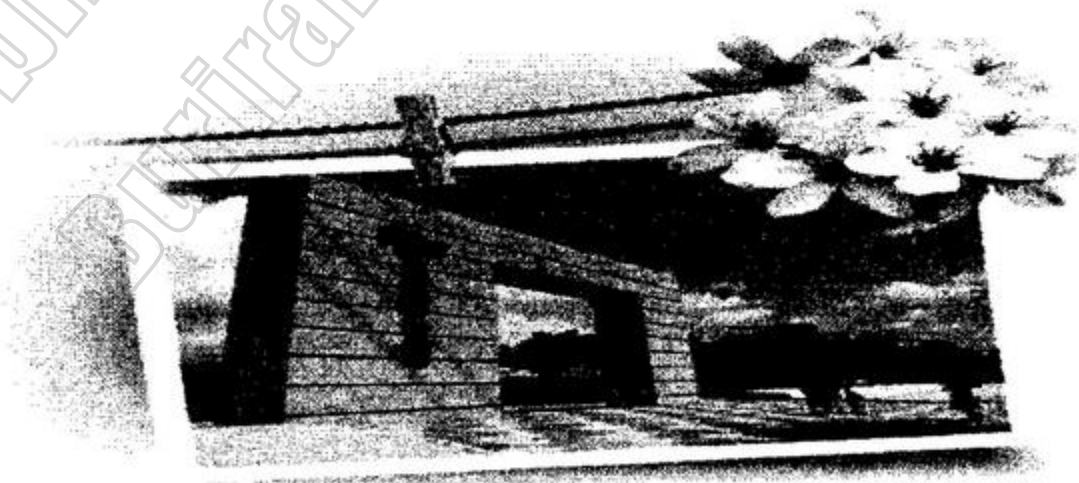
1. Where are they?
2. Have you ever been all places?

3. How often do you visit?
4. What do you do there?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. itinerary =
2. attraction =
3. historical =
4. pottery =
5. sample =
6. blossoms =
7. sign up =
8. sound =
9. snack =
10. festival =
11. tour =



C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: Going to Miaoli

A tourist is talking to a tour guide about a day trip to Miaoli.

T: Tourist

G: Guide

T: Hello. I'd like to know if you offer any (1) _____ to Miaoli.

G: Yes, ma'am, we do.

T: Great! What's your (2) _____ for a day trip?

G: Well, we start the day by visiting some famous (3) _____.

T: Ah, yes. I've heard that there are several (4) _____ temples in the area.

G: You're right. We're going to see Cihyu Temple in Jhunan. It's the oldest Matsu temple in Miaoli. Then, we will take you to Hwataoyao. The wood-burning kilns show you know (5) _____ is made.

T: That should take up most of our morning. What about lunch?

G: We stop at a traditional Hakka restaurant to (6) _____ some local snacks.

T: OK. What will we be doing for the rest of the day?

G: Well, no visit to Miaoli is complete without seeing tung blossoms. At a special concert to celebrate the Tung Blossom Festival, you'll be able to enjoy the music and look at the beautiful flowers.

T: Wow! It (7) _____ perfect. Sign me up!

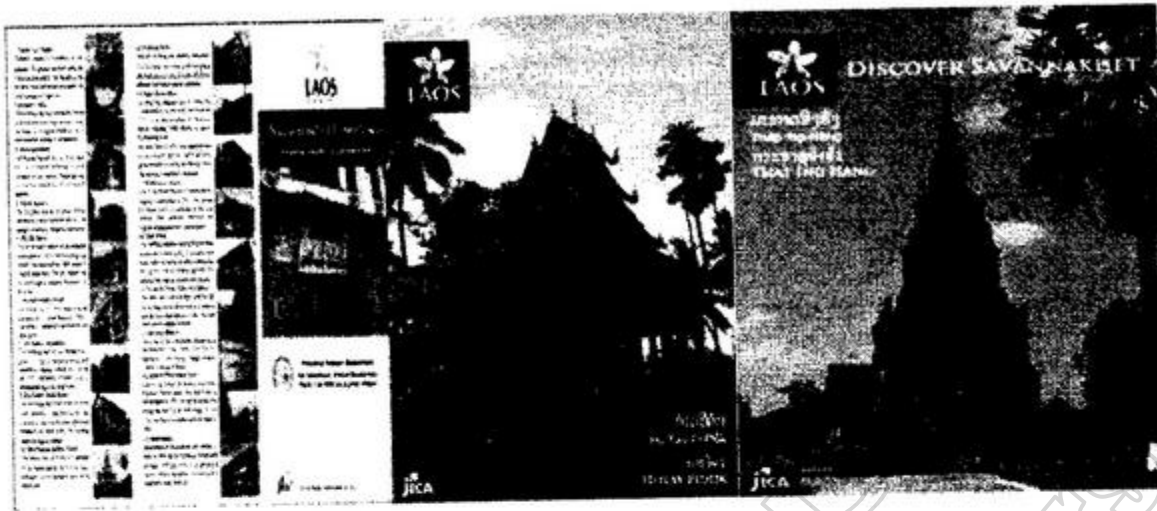
D: Listening practice. You will listen about “Tourist Attraction in Taiwan” three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan.

(ACD 2Track 42 Tourism English Textbook)

Places to visit	Activities for a tourist
a. Hwataoyao	_____ 1. The tourist can go to try some local dishes.
b. Danshui	_____ 2. It's supposed to have wonderful fishing.
c. Jioufen	_____ 3. The tourist can walk along the water and enjoy the scenery.
d. Tung Blossom Festival	_____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
e. Shui-Li Snake Kiln	_____ 5. The tourist will have to do some hiking up.
f. Sun Moon Lake	_____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
g. Anping Fort	_____ 7. It's been around for some 80 years.
h. Shilin Night Market	_____ 8. May is the month that the tourist would see tung blossoms.

E: Speaking Activity

Students work individually (Role Play). They find tourism information from the internet or Savannakhet Tourism brochures. They have to present in front of the class as a tour guide (3 minutes per person).



Mini – test (Tourism) 25 points

Name: _____

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

- _____ 1. Mr. Smith wants to read about the Dragon Boat Festival.
- _____ 2. The Dragon Boat Festival could be as old as the Olympics.
- _____ 3. Bernie doesn't like crowded places.
- _____ 4. Bernie thinks rice dumpling taste good with spicy sauce.
- _____ 5. Mr. Smith wants to eat some rice dumplings.

Listening B: You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

Places to visit	Activities for a tourist
a. Hwataoyao	_____ 1. The tourist can go to try some local dishes.
b. Danshui	_____ 2. It's supposed to have wonderful fishing.
c. Jioufen	_____ 3. The tourist can walk along the water and

d. Tung Blossom Festival	enjoy the scenery.
e. Shui-Li Snake Kiln	_____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
f. Sun Moon Lake	_____ 5. The tourist will have to do some hiking up.
g. Anping Fort	_____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
h. Shilin Night Market	_____ 7. It's been around for some 80 years. _____ 8. May is the month that the tourist would see tung blossoms.

Key Answers for Unit 6 Tourism – Savannakhet Historical Sites

C: Listening Practice (ACD 2 Track 43 Tourism English Textbook)

1. tours 2. itinerary 3. attractions 4. historical 5. pottery 6. sample 7. Sounds

D: Listening practice. (ACD 2 Track 42 Tourism English Textbook)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

Mini – test (Tourism) 25 points

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

1. F 2.T 3.F 4.T 5.T

Listening B: You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

1.h 2.f 3.b 4.g 5.a 6.c 7.e

Mini test Score Both Listening and Speaking Activities (50 points)

Topic: Tourism – Savannakhet's Historical Sites

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	16	19.33	35.33
2	18	19.67	37.67
3	17	21.33	38.33
4	16	19.33	35.33
5	17	18.67	35.67
6	20	20.33	40.33
7	18	20.33	38.33
8	15	21.33	36.33
9	18	21.67	39.67
10	16	19.33	35.33
11	16	20.00	36.00
12	18	18.33	36.33
13	18	18.33	36.33
14	23	18.00	41.00
15	22	22.33	44.33
16	15	22.33	37.33
17	18	22.67	40.67
18	21	17.00	38.00
19	18	17.67	35.67
20	21	20.00	41.00
21	18	20.33	38.33
22	20	19.00	39.00
23	16	21.67	37.67
24	21	23.00	44.00
25	23	19.33	42.33
26	21	21.00	42.00
27	23	20.33	43.33
28	21	21.00	42.00
29	16	19.00	35.00
30	22	18.33	40.33
31	21	21.67	42.67
32	20	21.67	41.67
33	21	19.67	40.67
34	23	20.33	43.33
35	16	22.67	38.67

No	Listening (25)	Speaking (25)	Total (50)
36	19	20.67	39.67
37	15	21.33	36.33
38	14	20.67	34.67
39	22	20.67	42.67
40	15	23.33	38.33
41	17	20.00	37.00
Total	765	833.67	1598.67
Average	18.66	20.33	38.99
%	74.63	81.33	77.98

Signature

Evaluator

.....
 (Ms. Phonesukha Insisiengmai)

Lesson Plan 6

Course: General English 6

Grade Level: 3A

Theme: Tourism

Topic: Savannakhet's Historical

Sites

Date: 11 and 13 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

There are many tourist attractions in Savannakhet province. So, using English is a part of communication to visitors who cannot speak Lao. Students will learn how to explain useful information about Savannakhet's historical sites in English.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to explain about Savannakhet's historical sites in English to foreigners working as a tour guide.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation and Savannakhet's brochure correctly.

2.2.3 ask and answer the questions about Savannakhet's historical sites in English.

2.2.4 create their own information to present by using information from Savannakhet English brochure.

3. Enduring Understanding

3.1 how to act as a tour guide and explain about Savannakhet's historical sites in English.

3.2 Present simple tense.

3.3 Vocabulary about Savannakhet's historical sites in English.

4. Essential Questions

1. Where is the best place to visit in Savannakhet?
2. What activities do visitor do Savannakhet's historical sites?
3. Where are Savannakhet's historical sites?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. Where are they?
2. Have you ever been all places?

3. How often do you visit?
4. What do you do there?

6.2 Functions:

- Talking about vocabulary of Savannakhet's historical sites
- Asking and answering about Savannakhet's historical sites

6.3 Structure:

- Simple present tense
- Asking for and answering about Savannakhet's historical sites as follows: Where is Inhang Stupa? How can I get there? What should I do there? Why do people believe in it? What don't people do there?

7 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about Savannakhet's historical sites
6. A picture of Savannakhet's historical sites and tourist attraction places

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video without sound.

1.3. Teacher shows the picture of Savannakhet's historical sites and ask some questions:

5. Where are they?
6. Have you ever been all places?
7. How often do you visit?
8. What do you do there?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about and then they tell their classmates what happen?

After watching.

2.2 Teacher elicits the vocabulary about Savannakhet's historical sites from students' brainstorming.

2.2. Teacher presents the new vocabulary that related to lesson.

1. itinerary
2. attraction
3. historical
4. pottery
5. blossoms
6. sign up
7. sound
8. snack
12. festival
13. tour

2.3 Students listen three times about a short conversation from CD and then complete.

2.5. Teacher explains the meaning of conversation.

Period 2

3. Practice

3.1. Students got worksheets about the conversation, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in individually

4.2 Teacher checks students' work and help them.

4.3 Each person will present next period about Savannakhet's historical sites (4 minutes per person)

4.4 Students watch one more video about Savannakhet's historical sites.

5. Speaking Activity (next period)

5.1 The teacher and her colleague, Ashley Taylor will evaluate their performances. (25 points) Using Harris' scoring

6. Wrap up

6.1 Students do posttest of Savannakhet's historical sites

6.2 Teacher and students conclude the topic

7. Materials/ Teaching Aids

7.1 Pictures of Savannakhet's historical sites and a big poster of new words

7.2 Two video chips and CDs of conversation.

7.3 Worksheets of conversations about Savannakhet's historical sites

7.4 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions/tests
- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

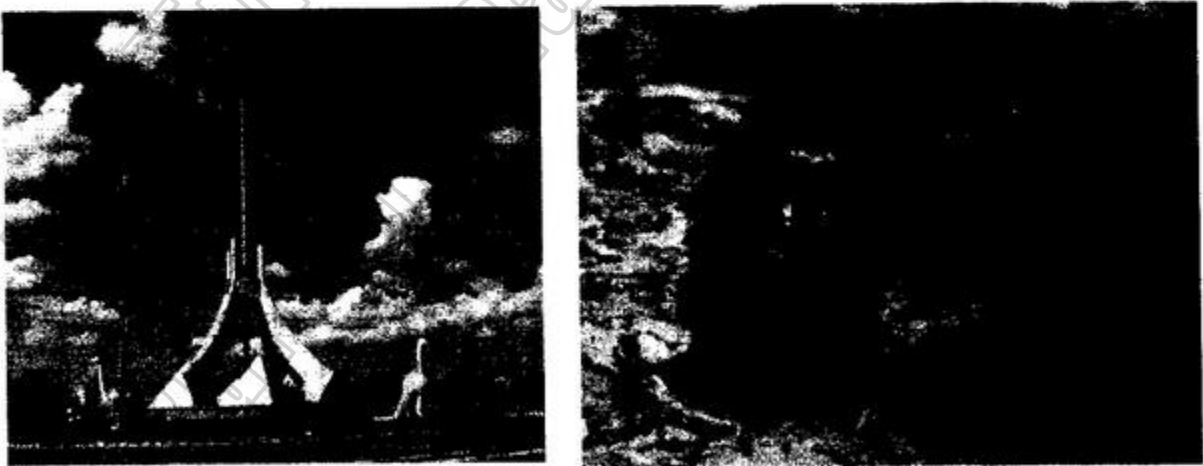
8. Supervisor's Comment

Unit 6

Tourism – Savannakhet's Historical Sites

A: Getting Started

In Savannakhet Province: Look at the pictures and answer the following questions



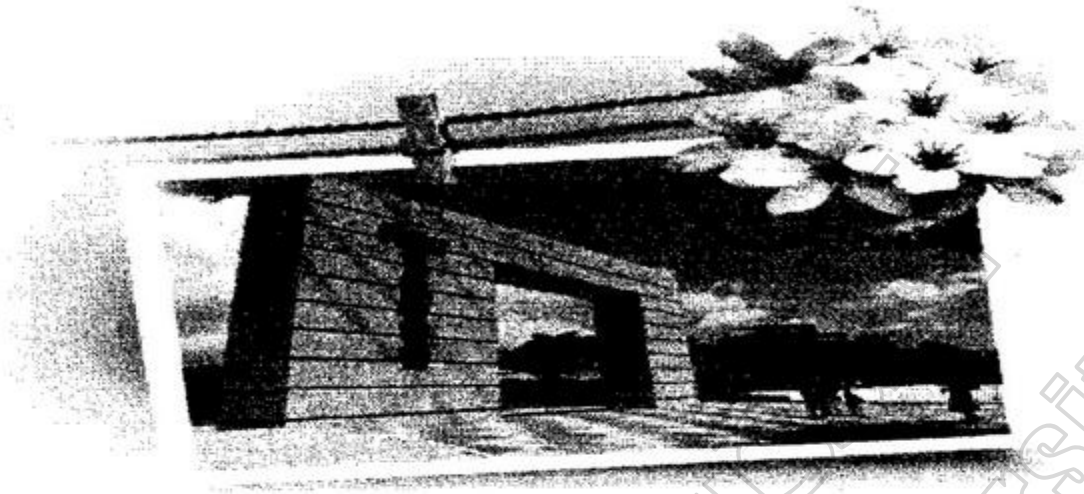
5. Where are they?
6. Have you ever been all places?

7. How often do you visit?
8. What do you do there?

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them.

1. Itinerary (n) = a detail plan for a journey
2. attraction (n) = something interesting or enjoyable that people want to visit, see or do
3. historical (adj) = based on history
4. pottery (n) = objects (such as bowls, plates, etc.) that are made out of clay usually by hand and then baked at high temperatures so that they become hard
5. sample (n) = a small part of anything, intended as representative of the whole
6. blossoms (v) = when a tree or plant blossoms, it produces flowers before producing fruit that can be eaten
7. snack (n) = food eaten between meals
8. festival (n) = an occasion for feasting or celebration, especially a day or time of religious significance that recurs at regular intervals
9. tour (n) = a trip with visits to various places of interest for business, pleasure



C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

Directions: Listen to the dialogue and complete the text.

Situation 1: Going to Miaoli

A tourist is talking to a tour guide about a day trip to Miaoli.

T: Tourist

G: Guide

T: Hello. I'd like to know if you offer any (1) _____ to Miaoli.

G: Yes, ma'am, we do.

T: Great! What's your (2) _____ for a day trip?

G: Well, we start the day by visiting some famous (3) _____.

T: Ah, yes. I've heard that there are several (4) _____ temples in the area.

G: You're right. We're going to see Cihyu Temple in Jhunan. It's the oldest Matsu temple in Miaoli. Then, we will take you to Hwataoyao. The wood-burning kilns show you know (5) _____ is made.

T: That should take up most of our morning. What about lunch?

G: We stop at a traditional Hakka restaurant to (6) _____ some local snacks.

T: OK. What will we be doing for the rest of the day?

G: Well, no visit to Miaoli is complete without seeing tung blossoms. At a special concert to celebrate the Tung Blossom Festival, you'll be able to enjoy the music and look at the beautiful flowers.

T: Wow! It (7) _____ perfect. Sign me up

D: Listening practice. You will listen about "Tourist Attraction in Taiwan" three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan.

(ACD 2Track 42 Tourism English Textbook)

Places to visit	Activities for a tourist
a. Hwataoyao	_____ 1. The tourist can go to try some local dishes.
b. Danshui	_____ 2. It's supposed to have wonderful fishing.
c. Jioufen	_____ 3. The tourist can walk along the water and enjoy the scenery.
d. Tung Bloosom Festival	_____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s.
e. Shui-Li Snake Kiln	_____ 5. The tourist will have to do some hiking up.
f. Sun Moon Lake	_____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse.
g. Anping Fort	_____ 7. It's been around for some 80 years.
h. Shilin Night Market	_____ 8. May is the month that the tourist would see tung blossoms.

E: Speaking Activity

Students work individually (Role Play). They find tourism information from the internet or Savannakhet Tourism brochures. They have to present in front of the class as a tour guide (3 minutes per person).



Mini – test (Tourism) 25 points

Name: _____

Listening A: Listen to conversation and answer true (T) or (F). Note: 1 point for each answer. (ACD 2 Track 53)

- _____ 1. Mr. Smith wants to read about the Dragon Boat Festival.
- _____ 2. The Dragon Boat Festival could be as old as the Olympics.
- _____ 3. Bernie doesn't like crowded places.
- _____ 4. Bernie thinks rice dumpling taste good with spicy sauce.
- _____ 5. Mr. Smith wants to eat some rice dumplings.

Listening B: You will listen about “Tourist Attraction in Taiwan” three times. Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2

Track 42)

Places to visit	Activities for a tourist
a. Hwataoyao b. Danshui c. Jioufen d. Tung Blossom Festival e. Shui-Li Snake Kiln f. Sun Moon Lake g. Anping Fort h. Shilin Night Market	_____ 1. The tourist can go to try some local dishes. _____ 2. It's supposed to have wonderful fishing. _____ 3. The tourist can walk along the water and enjoy the scenery. _____ 4. It's one of the oldest buildings in Taiwan. It was built by the Dutch in the early 1600s. _____ 5. The tourist will have to do some hiking up. _____ 6. Beside taking photographs, the tourist can take a rest in one of the old teahouse. _____ 7. It's been around for some 80 years. _____ 8. May is the month that the tourist would see tung blossoms.

Key Answers for Unit 6 Tourism – Savannakhet Historical Sites

C: Listening Practice (ACD 2Track 43 Tourism English Textbook)

1. tours 2. itinerary 3. attractions 4. historical 5. pottery 6. sample 7. Sounds

D: Listening practice. (ACD 2Track 42 Tourism English Textbook)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

Mini – test (Tourism) 25 points

Listening A: Listen to conversation and answer true (T) or (F). Note:

1 point for each answer. (ACD 2 Track 53)

2. F 2.T 3.F 4.T 5.T

Listening B: You will listen about “Tourist Attraction in Taiwan” three times.

Match places to visit for a tourist to what activities the tourist will do at tourist attraction in Taiwan. Note: 2 points for each answer. (ACD 2 Track 42)

1.h 2.f 3.b 4.g 5.a 6.c 7.e
8.d

Mini test Score Both Listening and Speaking Activities (50 points)

Topic: Tourism – Savannakhet's Historical Sites

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	16	19.33	35.33
2	18	19.67	37.67
3	17	21.33	38.33
4	16	19.33	35.33
5	17	18.67	35.67
6	20	20.33	40.33
7	18	20.33	38.33
8	15	21.33	36.33
9	18	21.67	39.67
10	16	19.33	35.33
11	16	20.00	36.00
12	18	18.33	36.33
13	18	18.33	36.33
14	23	18.00	41.00
15	22	22.33	44.33
16	15	22.33	37.33
17	18	22.67	40.67
18	21	17.00	38.00
19	18	17.67	35.67
20	21	20.00	41.00
21	18	20.33	38.33
22	20	19.00	39.00
23	16	21.67	37.67
24	21	23.00	44.00
25	23	19.33	42.33
26	21	21.00	42.00
27	23	20.33	43.33
28	21	21.00	42.00
29	16	19.00	35.00
30	22	18.33	40.33
31	21	21.67	42.67
32	20	21.67	41.67
33	21	19.67	40.67
34	23	20.33	43.33
35	16	22.67	38.67

No	Listening (25)	Speaking (25)	Total (50)
36	19	20.67	39.67
37	15	21.33	36.33
38	14	20.67	34.67
39	22	20.67	42.67
40	15	23.33	38.33
41	17	20.00	37.00
Total	765	833.67	1598.67
Average	18.66	20.33	38.99
%	74.63	81.33	77.98

Signature

Evaluator

.....
 (Ms. Phonesukha Insisiengmai)

Lesson Plan 7

Course: General English 6

Grade Level: 3A

Theme: Festivals

Topic: Savannakhet Festival

Ceremonies

Date: 18 and 20 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Savannakhet people love celebrating Lao New Year . It celebrate in the middle of April every year. People have a good time with family, friends and they also make a merit. And they attend a lot of baci ceremonies and parties. There are many festivals that happen indifferent month and they have different meaning of celebration. So, in this lesson students will learn variety festival cerebation and know the backgroup of each festival.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information about festival cerebation.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about festival celebration from pictures.

2.2.4 create their own conversations

3. Enduring Understanding

3.1 how to work as a tour guide to explain about festival celebration

3.2 Present simple tense.

3.3 Vocabulary about festival celebration.

3.4 Asking and answering about festival celebration.

4. Essential Questions

1. What is your favorite festival? Why?
2. How do people celebrate each festival?
3. Do you think Savan people like to make a merit?
4. When do Savan people celebrate each festival?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Vocabulary:

1. celebration
2. religious holiday
3. decorate
4. Traditional wedding dance

6.2 Functions:

- Talking about vocabulary of festival celebration
- Asking and answering about festival celebration

6.3 Structure:

- Simple present tense
- Asking for and answering about festival celebration:

7. Communicative Skills:

- Integrated skills (reading, speaking, listening)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about festival celebration
6. A picture of festival celebrations.

Learning Activities/ Procedures:***Period 1*****1. Warm up**

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video about festival celebration.
- 1.3. Teacher shows the picture of receptionist and ask some questions:
 1. What are these pictures about?
 2. Which festivals do you like the most? Why?

3. How do people celebrate them?
4. What did you do last festival?
5. How long do people celebrate it?

1.4. Teacher tells students about the lesson today.

2. Presentation

2.1. Students watch the video about festival celebration and then they tell their classmates what happen? After watching.

2.2 Teacher elicits the vocabulary of festival celebration.

2.2. Teacher presents the new vocabulary that related to lesson.

1. celebration
2. religious holiday
3. decorate
4. Traditional wedding dance

2.3 Students listen three times about variety of questions to ask about festival.

2.5. Teacher explains the meaning of some phrases and present how to use some of them.

Period 2

3. Practice

3.1. Students got worksheets about the conversation and questions, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work in different pair and create their own conversation.

4.2 Teacher checks students' work and help them.

4.3 Each pair will present in pair work in the next period (4 minutes per pair)

4.4 Students watch one more video about Savan festival celebration.

5. Speaking Activity (next period)

5.1 There are 21 pairs will present.

5.2 The teacher and her colleague, Ashley Taylor will evaluate students' performances. (the highest score is 5 – 1)

6. Wrap up

6.1 Students do posttest of Savan festival celebration.

6.2 Teacher and students conclude the topic Savan festival celebration.

7. Materials/ Teaching Aids

7.1 Pictures of Savan festival celebration and big poster of new words

7.2 Three video chips and CDs of conversation.

7.3 Worksheets of conversations about Savan festival celebration.

7.4 Dictionary.

8. Evaluation

8.1 How to evaluate:

- Correct the students' answers to the questions/ tests
- Observe the students' activities/ performances.
- Check the exercises.

8.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%

Unit 7

Festival – Savannakhet's Festival ceremonies

A: Getting Started

In the Festival Activities: Look at the pictures and answer the following question



1. What are these pictures about?
2. Which festivals do you like the most? Why?
3. How do people celebrate them?

4. What did you do last festival?
5. How long do people celebrate

B: Words Study

Directions: Give the meanings of each word, then pronounce and underline the stressed syllable of them

1. celebration (n) = the festivities engaged in to celebrate something
2. religious holiday (n) = a day specified for religious observance
3. decorate (v) = to make more attractive by adding ornament, colour, etc
4. Traditional (adj) = of, relating to, or being a tradition

C: Listening Practice



Students listen and repeat from CD and then work in pair

- What are some of the most popular festivals or celebrations in your country?
- When are they celebrated?
- Are they celebrated as a family or a group?
- Are they religious holidays?
- Is attending a temple or a church on that day part of the celebration?

- Are there special foods connected with the celebrations?
- Is gift giving a part of these festivals?
- Are there specific types of gifts to be given?
- What are some of the things that are done at this festival or celebration?
- Do you enjoy the festival?
- What activities normally take place at festivals?
- Do you decorate your house for the celebration?
- Are there special songs associated with the celebration?
- Are there different festivals held in different regions within your country?
- Can you tell me about the wedding traditions in your country?
- Are all wedding ceremonies religious, or can there be non-religious ceremonies as well?
- Describe the wedding you've been to or heard about.
- What gifts do guests usually give to the bride and groom?
- Are there any traditional wedding dances or songs in your country?
- Do you celebrate New Year's Eve in your country?
- How do you celebrate it?
- Do you enjoy going to festivals? Why / Why not?

D: Speaking Activity

Students listen and work in pair to practice a short conversation

A: Student A **B:** Student B

A: What is Pi mai Lao?

B: Pi mai Lao is the traditional Lao New Year.

A: When is Pi mai Lao 2014?

B: This year Pi mai Lao takes place from April 13th to 15th.

A: How long does Pi mai Lao normally last?

B: Three days.

A: How do the people celebrate Pi mai Lao?

B: Many Lao people go back to their hometowns to spend time with families and older relatives.

A: Why is Pi mai Lao Festival important?

B: Because it's the traditional Lao New Year.

A: Why do Lao people splash water?

B: To wash away the previous year's bad luck and sins.

A: Where is the best place to celebrate Pi mai Lao in Savannakhet?

B: Khao San Road in the city in the afternoon.



Mini – Test (Festivals and Ceremonies) 25 points

Listening A: Festivals and Ceremonies (English Tourism II, Unit 9 MP3)

Listen to the dialogue and fill in the blank with the word that you can hear from the CD. You will listen to the conversation three times. Note: 2 points for each answer.

Tourist: I heard about Songkran (1) _____. Could you tell me more about it?

Tour Guide: Yes, of course. It's the festival to (2) _____ the national Thai New Year.

Tourist: (3) _____ is it?

Tour Guide: It's between the (4) _____ of April.

Tourist: Do you always celebrate your traditional (5) _____ for that long? What do you do to celebrate the festival?

Tour Guide: Yes, ma'am. We have a lot of activities during that

(6) _____. First, we begin with merit making early in the

(7) _____, releasing caged birds into the air and fish into rivers

and streams and paying homage to our ancestors including paying respect to the elder relatives.

Tourist: (8)_____ do you pay respect to the elderly?

Tour Guide: Well... we pour scented (9)_____ over their palms and wish them good health and long lives.

Tourist: That's very nice. What happens next?

Tour Guide: The (10)_____ part starts in the afternoon.

Tourist: Oh! Yeah... tell me more about it.

Key Answers Mini – Test (Festivals and Ceremonies)

1. festival
2. celebrate
3. when
4. 13th and the 15th
5. New Year
6. time
7. morning
8. How
9. water
10. fun

Mini test Score Both Listening and Speaking Activities (50 points)

Topic: Festival- Savannakhet's Festival Celebration

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	20.33	40.33
2	17	22.33	39.33
3	19	19.67	38.67
4	24	20.00	44.00
5	23	21.33	44.33
6	21	23.00	44.00
7	20	18.67	38.67
8	19	18.67	37.67
9	21	19.00	40.00
10	16	23.33	39.33
11	21	18.00	39.00
12	22	20.00	42.00
13	16	19.67	35.67
14	23	22.33	45.33
15	18	23.33	41.33
16	18	17.67	35.67
17	21	19.33	40.33
18	22	18.00	40.00
19	16	15.67	31.67
20	21	19.67	40.67
21	20	18.67	38.67
22	17	20.33	37.33
23	16	20.33	36.33
24	18	20.67	38.67
25	18	23.67	41.67
26	17	18.00	35.00
27	23	16.67	39.67
28	14	19.33	33.33
29	20	20.67	40.67
30	19	19.00	38.00
31	20	23.00	43.00
32	21	17.67	38.67
33	22	17.67	39.67
34	21	21.00	42.00
35	21	20.00	41.00
36	17	21.33	38.33
37	22	19.00	41.00

No	Listening (25)	Speaking (25)	Total (50)
38	21	20.33	41.33
39	20	21.67	41.67
40	23	19.67	42.667
41	22	21.00	43.00
Total	810	819.67	1629.67
Average	19.76	19.991	39.75
%	79.02	79.97	79.50

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

...../...../.....

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

Lesson Plan 8

Course: General English 6

Grade Level: 3A

Theme: Culture

Topic: Cultural Activities

Date: 25 and 27 March 2014

Time Allocation: 4 periods

Desired Goals/ Results:

1. Core Concept

Making a merit by giving food and drinks to the monks or to poor people is culture that usually happens to Lao society. Kissing in the public is not accepted as well. In governor office, woman has to wear Lao skirt like shin. Thai and Lao people believe in Buddhists so we have quite similar culture. We understand each other well when we communicate because the language we use similar sound and meaning.

2. Learning Outcomes

2.1 Terminal Objective

Students are able to ask for and give the information about culture in Thailand and Laos.

2.2 Enabling Objectives

Students are able:

2.2.1 pronounce and tell the meaning of new vocabulary correctly.

2.2.2 read aloud the passages of the information in the conversation correctly.

2.2.3 ask and answer the questions about culture activities from pictures.

2.2.4 create their conversations

3. Enduring Understanding

3.1 how to work as a tour guide to explain about culture activities

3.2 Present simple tense.

3.3 Vocabulary about cultural activities

3.4 Asking and answering about cultural activities

4. Essential Questions

1. What is your favorite culture activity? Why?
2. What do people do in baci ceremony?
3. Why don't Lao women leave their hair at workplace?
4. Is it ok to wear shorts to governor office?

5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 Functions:

- Talking about vocabulary of cultural activities
- Asking and answering about cultural activities

6.2 Structure:

- Simple present tense
- Asking for and answering about cultural activities

7 Communicative Skills:

- Integrated skills (reading, speaking, listening)

Acceptance Evidence:

1. Pre-test/ post-test
2. Pronunciation (Observation)
3. Repeat from CD and video
4. Role play (Performance task)
5. Asking and answering about cultural activities
6. A picture of cultural activities

Learning Activities/ Procedures:

Period 1

1. Warm up

- 1.1. Teacher and students greet each other.
- 1.2. Students watch a video
- 1.3. Teacher shows the picture of receptionist and asks some questions:
 1. Which pictures do you like the most? Why?
 2. How long does baci ceremony take?
 3. Do Lao people kiss each other when they meet for the first time?
 4. Why is baci ceremony important?
 5. How often do you make a merit?
- 1.4. Teacher tells students about the lesson today.

2. Presentation

- 2.1. Students watch the video about cultural activities and then they tell their classmates what happen? After watching.
- 2.2 Teacher elicits the vocabulary of cultural activities

2.2. Teacher presents the new vocabulary that related to lesson.

2.3 Students listen three times about variety of questions to ask about cultural activities

2.5. Teacher explains the meaning of some phrases and present how to use some of them.

Period 2

3. Practice

3.1. Students got worksheets about the conversation and questions, and check the answers together.

3.2. Students practice a conversation in pair and present it in front of the class.

4. Production

4.1. Students work individually.

4.2 Teacher checks students' work and help them.

4.3 Each person will present in the next period (4 minutes per pair)

4.4 Students watch one more video about cultural activity.

5. Speaking Activity (next period)

5.1 The teacher and her colleague, Mr. Amphone will evaluate students' performances. Using Harris' scoring 25 points

6. Wrap up

6.1 Students do posttest of cultural activities.

6.2 Teacher and students conclude the topic "cultural activities"

7. Materials/ Teaching Aids

7.1 Pictures of cultural activities

7.2 Three video chips and CDs of conversation.

4. Why is baci ceremony important?
5. How often do you make a merit?

B: Listening practice

Students listen to a conversation from CD and then answer the questions



Thomas: Good afternoon. Suree. What do you have planned for us today?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than other martial arts.

Thomas: Do you also mean kung fu. Taewondo and Karate also?

Suree: Yes, sir. It is because the boxer can use all parts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: Of course not sir. The fighting often ends when the referee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

Answer these questions

Q1: What are Thomas and Suree going to see today?

Q2: Is Thai boxing dangerous?

Q3: Can boxers use all his part of body during?

Q4: What does "knockdown" mean?"

Q5: What do you think about boxing?

C: Speaking Activity

Students watch a video about basic ceremony and then choose one cultural activities in Savannakhet province to present it in front of the class (2 minutes per person).



Mini-Test (Culture Activities 25 points)

Listen to the dialogue and number the statements that you hear (1-9). You will listen to the conversation three times. Note: 2 points for each answer.

_____ **Thomas:** That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

_____ **Suree:** Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

_____ **Thomas:** Good afternoon. Suree. What do you have planned for us today?

_____ **Thomas:** Great! I heard it is very dangerous compared to our boxing. Is that right?

_____ **Thomas:** Do you also mean kung fu. Taewondo and Karate also?

_____ **Suree:** Of course not sir. The fighting often ends when thereferee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

_____ **Suree:** I think, it's more dangerous than other martial arts.

_____ **Suree:** Yes, sir. It is because the boxer can use allparts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

_____ **Thomas:** Wow... I hope they won't be killed or become handicapped during the fight.

Key Answer of mini test (25 points)

Thomas: Good afternoon. Suree. What do you have planned for us today?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than other martial arts.

Thomas: Do you also mean kung fu. Taewondo and Karate also?

Suree: Yes, sir. It is because the boxer can use all parts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: Of course not sir. The fighting often ends when the referee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

Mini test Score Both Listening and Speaking Activities (50 points)

Topic: Culture Activity in Savannakhet Province

Class: 3 A

Semester 2/2013

No	Listening (25)	Speaking (25)	Total (50)
1	20	19.00	39.00
2	23	21.33	44.33
3	15	21.00	36.00
4	15	16.33	31.33
5	22	17.00	39.00
6	24	21.00	45.00
7	13	19.00	32.00
8	22	21.00	43.00
9	18	19.67	37.67
10	15	20.67	35.67
11	17	22.33	39.33
12	19	20.33	39.33
13	20	19.00	39.00
14	22	16.33	38.33
15	24	20.00	44.00
16	16	22.33	38.33
17	14	21.00	35.00
18	19	18.00	37.00
19	16	18.00	34.00
20	23	20.33	43.33
21	22	19.00	41.00
22	17	16.33	33.33
23	23	19.33	42.33
24	22	21.33	43.33
25	24	18.00	42.00
26	17	22.00	39.00
27	19	17.67	36.67
28	18	21.00	39.00
29	24	18.67	42.67
30	22	18.33	40.33
31	21	20.67	41.67
32	16	21.00	37.00
33	22	18.67	40.67
34	21	20.33	41.33
35	23	21.67	44.67
36	24	20.00	44.00

No	Listening (25)	Speaking (25)	Total (50)
37	22	21.33	43.33
38	21	18.00	39.00
39	23	20.33	43.33
40	16	20.67	36.67
41	22	19.33	41.33
Total	816	807.33	1623.33
Average	19.90	19.69	39.59
%	79.61	78.764	79.19

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

...../...../.....

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Pre-test and Post-test Questions for Listening (25 points)

Listening Part I: In a Hotel (Hotel English, Tack 12)

Ms. Woods comes up to the Front Desk of the Chelsea Hotel. You will listen to this conversation three times. Complete this conversation by using these words.

Checking in	a special rate	Enjoy your stay	801	a single
room	August 1 st to August 4 th	reservation		bellhop
registration cards				

Receptionist: Good afternoon, ma'am (1)

Guest: Yes. Am I too early?

Receptionist: No, not at all. Do you have a (2)

Guest: Of course, It's under the name of Anne Woods.

Receptionist: Ms. Woods. Let me see. Here it is. Your booked (3) and are going to stay for three nights, aren't you?

Guest: Yes, that's right, from (4)

Receptionist: Would you please fill out this (5)? And I'll need your passport, too.

Guest: Certainly. Here you are.

Receptionist: Thank you for your patience. Your room number is (6) Here's your key card. The (7) will help you with your luggage.

Guest: Thank you. By the way, my company plans to send people down here on business in the future. I'd like to know if we can get a discount.

Receptionist: Long-staying or frequent guests can get (8) It can range from ten percent to 30 percent, depending on terms.

Guest: I see.

Receptionist: I'll get our manager to call you. She'll probably want to set up a time to explain the details.

Guest: Alright. Thanks a lot.

Receptionist: No problem.(9)

Listening Part II: At the Restaurant

(Tourism English ACD 1 Track 40)

Nick and Lisa have already been seated at their table. The waitress is taking their orders. Nick hopes it will be cheap. Listen to this conversation and choose the correct answer and you will listen to this conversation three times.

W: Waitress

L: Lisa

N: Nick

W: Can I bring you (10).....(water / something) to drink?

L: I'll have (11)(a glass / a bottle) of orange juice, please.

N: I'll just have water, thanks. What are special today?

W: Today, we have baked fish with (12) (bread / rice), and barbecued steak with potatoes.

N: We'd like one steak special- to share. And we'd like the steak well-done.

L: What? That won't be (13) (a lot / enough) for the both of us!

N: Well, the portions here are (14)(big / small). You don't want to get too full.

L: I don't want to be hungry either!

N: I don't want you to eat too much – that's all.

W: Alright. I'll be back with your drinks in (15).....(a minute / a moment).

Listening Part III: Transportation (An English native Teacher from America)

Listen to the list of vehicles, and number them in the order you hear them. The first has been done for you. You will listen twice. You will do from 17 – 27.

- ... 16... car helicopter sports car subway
-scooter bus bicycle taxi
-train van airplane canoe

**Listening Part IV: Asking for Directions (Tourism Textbook, ACD 2
Track 02)**

Location: Nick is meeting Lisa to go to lunch at a fancy restaurant.

Unfortunately,

they are having trouble connecting. You will listen to the conversation three times and choose the correct answer.

28. Where is Lisa?

(A) Lisa is in front of a small super market. (B) She is in front of a bus stop.

(C) Lisa is at the subway station (D) She is at the bus station.

29. Lisa said “.....”

(A) Yes, and there’s a cloth shop from here.

(B) Yes, and there’s a store from here

(C) Yes, and there’s a convenience store kitty-corner from here.

(D) Yes, and there’s a lot of stores from here.

30. What will Lisa see on the right?

- (A) She will see a store. (B) She will see a convenience store.
- (C) She will see a bookstore. (D) She will see a department store.
31. Where is the subway station?
- (A) It's next to the department store. (B) It's opposite to the department store.
- (C) It's behind the department store. (D) It's in the corner of department store.

Listening Part V: Shopping (A video downloaded from YouTube)

Listen to the conversation three times and fill in the blanks with the words that you hear can hear from the CD.

Shop assistance: Hi. Can I (32).....you?

Customer: Yes, I'd like to buy (33).....

Shop assistance: Okay, which brand would you like?

Customer: I (34).....so much about brand.

Shop assistance: So, what are you looking for?

Customer: I'm looking for (35)..... and good function.

Shop assistance: Okay. Function and price are important to you.

Customer: That's right.

Listening Part VI: Tourism (Tourism Textbook, ACD 2 Track 42)

A guide explains to a tourist where Tourist Attractions in Taiwan. Listen to the audio and mark the answer true (✓) or false (×). You will listen to this conversation three times.

_____ (36) The tourist will have to do some hiking up at Hwataoyao.

_____ (37) The tourist can walk along the water and enjoy the scenery in Jioufen.

_____ (38) March is the month of Tung blossom Festival.

_____ (39) The largest lake in Taiwan is Sun Moon Lake.

**Listening Part VII: Festivals and Ceremonies (English Tourism II,
Unit 9 MP3)**

Listen to the dialogue and fill in the blank with the word that you can hear from the CD. You will listen to the conversation three times.

Tourist: I heard about Songkran festival. Could you tell me more about it?

Tour Guide: Yes, of course. It's the (40).....to celebrate the national
Thai New Year.

Tourist: when is it?

Tour Guide: It's between the 13th and the 15th of (41).....

Tourist: Do you always celebrate your traditional (42).....for that
long? What do you do to celebrate the festival?

Tour Guide: Yes, ma'am. We have a lot of (43)during that
time. First, we begin with merit making early in the morning, releasing
caged birds into the air and fish into rivers and streams and paying
homage to our ancestors including paying respect to the elder relatives.

Tourist: How do you pay respect to the (44).....?

Tour Guide: Well... we pour scented water over their palms and wish them
good health and long lives.

Tourist: That's very nice. What happens next?

Tour Guide: The fun part starts in the (45).....

Tourist: Oh! Yeah... tell me more about (46).....

**Listening Part VIII: Culture Activities (English Tourism II, Unit 10
MP3)**

Listen to the dialogue and fill in the blank with the phrase that you will hear from CD. You will listen to the conversation three times.

Thomas: Good afternoon. Suree.

(47).....?

Suree: Good afternoon Mr. Thomas. Today we're going to see Thai Boxing or Muai Thai.

Thomas: Great! I heard it is very dangerous compared to our boxing. Is that right?

Suree: I think, it's more dangerous than(48).....

Thomas: Do you also mean kung fu, Taewondo and Karate also?

Suree: Yes, sir. It is because (49).....allparts of his body, fists, elbows, knees and feet to attack various parts of his opponent's body. So, the knock-out blow can come from anywhere.

Thomas: Wow... I hope they won't be killed or become handicapped during the fight.

Suree: (50)....., sir. The fighting often ends when thereferee counts one fighter out after a knockdown or decided that a boxer cannot fight anymore.

Thomas: That's fair enough. By the way, tell me more about the knock-out blow. How can it happen apart from a punch?

Post- test in Speaking (25 Points)

Pair Work: Students work in pair and pick up one topic from four and then create their own conversation about that topic;

Topic 1: Restaurant – ordering food and drinks

Topic 2: Shopping – How to make a deal

Topic 3: Hotel – Checking in

Topic 4: Asking for and giving directions.

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Key Answers for Post-test (25 points)

1. Checking in	26. train
2. reservation	27. sports car
3. a single room	28. (A)
4. August 1 st to August 4 th	29. (C)
5. registration cards	30. (D)
6. 801	31. (A)
7. bellhop	32. help
8. a special rate	33. a washing machine
9. Enjoy your stay	34. don't care
10. something	35. good price
11. a glass	36. True
12. rice	37. False
13. enough	38. False
14. big	39. True
15. a minute	40. festival
16. car	41. April
17. bus	42. New Year
18. canoe	43. activities
19. taxi	44. elderly
20. airplane	45. afternoon
21. scooter	46. it
21. subway	47. What do you have planned for us today?
23. helicopter	48. other martial arts
24. bicycle	49. the boxer can use
25. van	50. Of course not

APPENDIX E

Pre-test and Post-test score Record Form

Topic: The Effect of Using Authentic Material to Enhance Lao Undergraduate Students' Listening and Speaking Abilities on Hospitality Industry at STTC

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
1	28.00	35.00	+ 7.00
2	30.00	44.67	+ 14.67
3	32.67	40.33	+ 7.67
4	31.67	38.67	+ 7.00
5	30.00	42.00	+ 12.00
6	27.67	40.67	+ 13.00
7	33.33	36.33	+ 3.00
8	32.00	39.00	+ 7.00
9	26.33	38.33	+ 12.00
10	34.33	37.33	+ 3.00
11	27.33	30.33	+ 3.00
12	32.33	41.67	+ 9.33
13	27.33	43.33	+ 16.00
14	34.33	45.00	+ 10.67
15	32.33	43.33	+ 11.00
16	32.33	40.33	+ 8.00
17	29.33	42.67	+ 13.33
18	31.67	39.33	+ 7.67
19	31.33	38.67	+ 7.33
20	31.00	42.33	+ 11.33
21	30.00	37.67	+ 7.67
22	32.00	38.00	+ 6.00
23	29.33	42.00	+ 12.67
24	32.67	41.00	+ 8.33
25	34.67	36.33	+ 1.67
26	29.33	35.67	+ 6.33
27	34.67	42.33	+ 7.67
28	34.00	41.67	+ 7.67
29	36.00	38.00	+ 2.00

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
30	33.33	40.67	+ 7.33
31	33.00	37.67	+ 4.67
32	32.33	38.33	+ 6.00
33	34.67	40.67	+ 6.00
34	31.00	43.00	+ 12.00
35	36.00	38.00	+ 2.00
36	33.33	42.33	+ 9.00
37	34.67	41.33	+ 6.67
38	33.33	45.67	+ 12.33
39	34.67	44.00	+ 9.33
40	30.67	39.67	+ 9.00
41	32.33	38.67	+ 6.33
Total	1307.33	1642	334.667
X	31.89	40.05	8.16
%	63.77	80.09	16.32

Signature

Evaluator

(Ms. Phonesukha Insisiengmai)

...../...../.....

APPENDIX F

The Table of IOC Analysis of Achievement Test

Topic: Listening and speaking using authentic materials in hospitality industry

Note: 50 items = 25 points in listening test

Items	The Opinion Scores of Experts			$\frac{\sum x}{N}$	IOC Index
	1	2	3		
1	1	0	1	0.67	Coincide
2	1	1	1	1.00	Coincide
3	1	1	1	1.00	Coincide
4	1	1	1	1.00	Coincide
5	1	1	1	1.00	Coincide
6	1	1	1	1.00	Coincide
7	1	1	1	1.00	Coincide
8	1	1	1	1.00	Coincide
9	1	1	1	1.00	Coincide
10	1	1	1	1.00	Coincide
11	1	1	1	1.00	Coincide
12	1	1	1	1.00	Coincide
13	1	1	1	1.00	Coincide
14	1	1	1	1.00	Coincide
15	1	1	1	1.00	Coincide
16	1	1	1	1.00	Coincide
17	1	1	1	1.00	Coincide
18	1	1	1	1.00	Coincide
19	1	1	1	1.00	Coincide
20	1	1	1	1.00	Coincide
21	1	1	1	1.00	Coincide
22	1	1	1	1.00	Coincide
23	1	1	1	1.00	Coincide
24	1	1	1	1.00	Coincide
25	1	1	1	1.00	Coincide
26	1	1	1	1.00	Coincide
27	0	1	1	0.67	Coincide
28	1	1	1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum x}{N}$	IOC Index
	1	2	3		
29	1	1	1	1.00	Coincide
31	1	1	1	1.00	Coincide
32	1	0	1	0.67	Coincide
33	1	1	1	1.00	Coincide
34	1	1	1	1.00	Coincide
35	1	1	1	1.00	Coincide
36	1	1	1	1.00	Coincide
37	1	1	1	1.00	Coincide
38	1	1	1	1.00	Coincide
39	1	1	1	1.00	Coincide
40	1	1	1	1.00	Coincide
41	1	1	1	1.00	Coincide
42	1	1	1	1.00	Coincide
43	1	1	1	1.00	Coincide
44	1	1	0	0.67	Coincide
45	1	1	1	1.00	Coincide
46	1	1	1	1.00	Coincide
47	1	1	1	1.00	Coincide
48	0	1	1	0.67	Coincide
49	1	1	1	1.00	Coincide
50	1	1	1	1.00	Coincide

It shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remark:

+ 1 = When sure that items of the test are coincided with objective.

0 = When not sure that items of the test are coincided with objective.

-1 = When sure that items of the test are not coincided with objective.

Appendix G

Questionnaire of Learners' Satisfaction towards lessons

This questionnaire is designed to gather information about learners' satisfaction towards the lessons for Lao Undergraduate Students. The questionnaire is divided into 3 parts.

Part1: Learners' Satisfaction toward the Lesson Using Authentic Materials in Hospitality Industry for Lao Undergraduate Students.

Direction: Please answer by checking p truly and accordingly to your opinions and data as follows:

- 5 means the most satisfactory
- 4 means very satisfactory
- 3 means moderate satisfactory
- 2 means less satisfactory
- 1 means the least satisfactory

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
1	I enjoyed the activities provided in the eight lesson plans.		✓			
2	I learned from eight lesson plans and could apply them in my daily life.					
3	Practicing various activities from eight lesson plans was interesting.					
4	The eight lesson plans were understandable and easy to do.					
5	The contents and activities were relevant.					
6	The contents and activities are suitable with my English level.					
7	Learning through authentic materials helped improve my listening and speaking abilities.					
8	Learning through authentic materials helped me to understand the contents well.					

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
9	The examples in the contents and activities of the lessons were interesting.					
10	Learning the eight lessons about hospitality industry through authentic materials was useful for my future.					
11	I feel motivated when learning English by doing and practicing the lessons.					
12	Learning the lessons will enhance my learning.					
13	Learning through authentic materials can help me improve my critical thinking.					
14	Learning eight lesson plans through authentic materials has improve my listening and speaking abilities.					
15	I have a positive attitude toward learning English after learning eight lesson plans in hospitality industry.					
Total						

Part 2

Open-ended Questions

Q1: How do you like learning eight lessons using authentic materials?

.....

.....

.....

Q2: How don't you like learning eight lessons using authentic materials?

.....

.....

.....

APPENDIX H

**The Evaluation of Correctness and Appropriation of the
Statements in the Questionnaire of Learners' Satisfaction towards
Authentic Materials in Hospitality Industry for Lao Undergraduate
Students by the Experts**

Statements	Experts' Opinions (Level of Appropriation)			\bar{X}	S.D.	Appropriate Level
	1	2	3			
I enjoyed the activities provided in the eight lesson plans.	4	5	5	4.33	0.38	More Appropriate
I learned from eight lesson plans and could apply the lessons in your daily life.	4	5	4	4.67	0.38	The Most Appropriate
Practicing various activities from eight lesson plans was interesting.	5	4	5	4.67	0.38	The Most Appropriate
The eight lesson plans were understandable and easy to do.	5	5	5	5	0	The Most Appropriate
The contents and activities were relevant.	4	4	5	4.33	0.38	More Appropriate
The contents and activities were suitable to my English level.	4	5	5	4.67	0.38	More Appropriate
Learning through authentic materials helped improve my listening and speaking abilities.	5	5	5	5	0	The Most Appropriate

Learning through authentic materials helped me to understand the contents well.	5	4	5	4.67	0.38	The Most Appropriate
The illustrations in contents and activities of the eight lesson plans were compelling.	5	4	4	4.33	0.38	More Appropriate
Learning the eight lesson plans about the hospitality industry through authentic materials was useful for my future.	5	4	4	4.33	0.38	More Appropriate
I will feel motivated when learning English by doing and practicing the eight lesson plans.	4	5	5	4.67	0.38	The Most Appropriate
Learning these eight lesson plans will enhance my learning.	5	4	5	4.67	0.38	The Most Appropriate
Learning through authentic materials can help me improve my critical thinking.	5	5	4	4.67	0.38	The Most Appropriate
Learning eight lesson plans through authentic materials has improved my listening and speaking abilities.	4	5	4	4.33	4.38	More Appropriate
I have a positive attitude toward learning English after learning eight lesson plans in hospitality industry.	4	5	4	4.33	0.38	More Appropriate
Total				4.48	0.33	More Appropriate

APPENDIX I

The Item-total Correlation for each Item of Five-Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	0.67	.05	
2	0.70	.05	
3	0.69	.05	
4	0.70	.05	
5	0.67	.05	
6	0.70	.05	
7	0.67	.05	
8	0.70	.05	
9	0.66	.05	
10	0.70	.05	
11	0.69	.05	
12	0.70	.05	

Critical values for Pearson $r \geq 0.2790$ ($df = N-2 = 41-2 = 39$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of students = 41

Numbers of Items = 12

α -Coefficient = 0.8969

APPENDIX J

The List of Experts

1. Dr. Surachai Piyanukool The Associate Dean of Graduate School at
Buriram Rajabhat University
2. Mr. Phomma Xayavong The Head of Foreign Language Department of
Savannakhet Teacher Training College
3. Ms. Megan Fry The English Lecturer of Savannakhet Teacher
Training College

APPENDIX K

Letter for Experts and Asking Permission to Try Out the

Research Instrument

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

No. 0545.11/7 03



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Dr. Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Surachai Piyanukool the English lecturer, the Associate Dean of Graduate School at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insisiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely

Office of Graduate School
 Tel. 0 4461 1221, 0446 1616 ext. 3806
 Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-ongthong)

Dean of Graduate School
 Buriram Rajabhat University

No. 0545.11/7 03



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Mr. Phomma Xayavong,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Phomma Xayavong, the English lecturer, the Head of Foreign Language Office at Savannakhet Teacher Training College to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insisiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, **entitled “ The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely

Office of Graduate School
 Tel. 0 4461 1221, 0446 1616 ext. 3806
 Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-onghong)

Dean of Graduate School
 Buriram Rajabhat University

No. 0545.11/๗ 03



Buriram Rajabhat University
Jira Road, Ampoer Mueng,
Buriram 31000, THAILAND

January 5, 2014

Dear Ms. Megan Fry,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Ms. Megan Fry, the American English Volunteer Teacher at Savannakhet Teacher Training College to be the expert for the research instruments. I would like to inform you that Ms. Phonesukha Insiengmai, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

No. 0545.11/7 04



Buriram Rajabhat University
 Jira Road, Ampoer Mueng,
 Buriram 31000, THAILAND

January 5, 2014

Dear Mr. Director of Savannakhet Teacher Training College:

Subject: Asking Permission to Try Out the Research Instrument

Buriram Rajabhat University (BRU) presents this letter to the Director of Savannakhet Teacher Training College to ask permission to collect the research data. I wish to inform you that Ms. Phonesukha Insisiengmai, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled “ **The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students’ Listening and Speaking Abilities in the Hospitality Industry**” under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of STTC to allow her to try out the research instrument from the third year “A” students English major in Savannakhet Teacher Training College by responding to her research methodologies in February 2014. Please accept, Mr. College Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely

Office of Graduate School
 Tel. 0 4461 1221, 0446 1616 ext. 3806
 Fax. 0 4461 2858

(Assistant Professor Dr. Suthiap La-onghong)

Dean of Graduate School
 Buriram Rajabhat University

CURRICULUM VITAE

Name: Phonesukha Insisiengmai

Date of Birth: October 27, 1979

Place of Birth: Kangkok Village, Champhone District, Savannakhet Province, Lao PDR

Address: Savannakhet Teacher Training College, Oudomvilay Village, Khaysone Phomvihane District, Savannakhet Province, Laos

Email: phoneta@yahoo.com

Education:

1985-1990	Phonesavanthai Primary School
1991-1996	Savan Secondary School
1997 – 2000	Savannakhet Teacher College (Diploma of Major English)
2004 – 2006	Swinburne University of Technology, Australia, Diploma of Tourism Operation Management
2007- 2009	Savannakhet Teacher College (Bachelor Degree)
2010 – 2012	Hyogo University of Teacher Education (Diploma of Learning and Teaching English)
2012-2014	Buriram Rajabhat University (Master of Arts) English Major

Workplace: Savannakhet Teacher Training College, Savannakhet Province, Lao PDR