

Thesis Title      A Comparison between Communicative Language Teaching  
Through Simulations, Roleplays and Games and  
Conventional Teaching in Speaking Skill for Matthayom  
Suksa 5 Students

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#### ABSTRACT

The purposes of this research were 1) to make a communicative language teaching lesson plan through simulations, roleplays and games to practice speaking skills for Matthayom Suksa 5 students 2) to Compare Matthayom Suksa 5 students' achievement in speaking skills using (a) communicative language teaching through simulation, roleplay and game and conventional teaching and 3) to assess the reactions of the students in an experimental group towards communicative language teaching lessons through simulation, roleplay and games.

The samples consisted of 2 classes, 35 students in each, during the academic year of 1995, of Matthayom suksa 5 students at, Wat, Sungwej school, Bangkok. The two classes were randomly divided into one experimental group and one controlled group. The experimental group was taught by the communicative language teaching lesson plan

through simulation, roleplay and games, while the control group was taught using conventional teaching methods. The Blueprint Two was used in this experiment from lesson twenty-two to twenty-nine.

The research instruments for data collection consisted of (1) two types of lesson plans : a communicative language teaching lesson plan through simulation, roleplay and games and a convention lesson plan 2) the English achievement test for Matthayom Suksa 5 students which was used as a post-test 3) a questionnaire which was used to investigate the Matthayom Suksa 5 students attitude after being taught by the communicative language teaching lesson plan through simulation, roleplay and games. The duration of the experiment was 28 periods, 50 minutes each. The statistical procedures employed were t-test, mean ( $\bar{X}$ ) and standard deviation (SD.)

The findings were as follow :

1. The English speaking skill competence of Matthayom Suksa 5 students was higher after being taught through communicative language teaching.

2. The Matthayom Suksa 5 students' achievement in speaking skill being taught by the communicative language teaching lesson plan through simulation, roleplay and game was higher than the students who were taught through conventional teaching methods.

3. The students approved of participating in communicative activities (simulation, roleplay and games) in their language lessons.