EFFECTS OF ENGLISH INSTRUCTION USING DISCOURSE ANALYZING TECHNIQUES

AND POP SONG LYRICS ON ENGLISH ORAL COMMUNICATION ABILITY OF

SECONDARY SCHOOL STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign

Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2013

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นางสาวนศรินทร์ ยวงยิ้ม

Thesis Title	EFFECTS OF ENGLISH INSTRUCTION USING DISCOURSE ANALYZING TECHNIQUES AND POP SONG LYRICS ON ENGLISH ORAL COMMUNICATION ABILITY OF SECONDARY SCHOOL STUDENTS
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Accepted by the Faculty of Education, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

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นศรินทร์ ยวงยิ้ม : ผลของการสอนภาษาอังกฤษโดยการใช้เทคนิคการวิเคราะห์วาท
กรรมและเนื้อเพลงสมัยนิยมต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสาร
ของนักเรียนมัธยมศึกษา. (EFFECTS OF ENGLISH INSTRUCTION USING
DISCOURSE ANALYZING TECHNIQUES AND POP SONG LYRICS ON ENGLISH
ORAL COMMUNICATION ABILITY OF SECONDARY SCHOOL STUDENTS) อ.ที่
ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. ปราณภา โหมดหิรัญ, 173 หน้า.

การวิจัยนี้มีจุดประสงค์ 2 ประการ คือ (1) เพื่อศึกษาผลของการสอนพูดภาษาอังกฤษ
เพื่อการสื่อสารโดยการใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยมต่อความสามารถใน
การพูดภาษาอังกฤษเพื่อการสื่อสารและ (2) เพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอน
พูดภาษาอังกฤษเพื่อการสื่อสารโดยการใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยมต่อ
ความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสาร กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้น
มัธยมศึกษาปีที่ 3 จำนวน 28 คน เครื่องมือที่ใช้ได้แก่แบบทดสอบวัดความสามารถในการพูด
ภาษาอังกฤษเพื่อการสื่อสารก่อนและหลังเรียน และแบบสอบถามความคิดเห็น สถิติที่ใช้ในการ
วิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1)   คะแนนเฉลี่ยจากแบบทดสอบความสามารถในการพูด
ภาษาอังกฤษเพื่อการสื่อสารของนักเรียนหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่าง
มีนัยสำคัญทางสถิติที่ระดับ .05   และ 2)   นักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนการพูด
ภาษาอังกฤษเพื่อการสื่อสารโดยการใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยม โดย
นักเรียนเห็นว่าการเรียนการพูดภาษาอังกฤษเพื่อการสื่อสารโดยการใช้เทคนิคการวิเคราะห์วาท
กรรมและเนื้อเพลงสมัยนิยมนั้นนอกจากทำให้นักเรียนเกิดความสนุกสนานและมีความสนใจที่จะ
เรียนมากขึ้นแล้ว นักเรียนยังสามารถใช้วิธีการวิเคราะห์วาทกรรมคาดเดาเนื้อหาในการสนทนาได้
ทำให้สามารถพูดคุยกับคู่สนทนาง่ายขึ้น

5383449527 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: ORAL COMMUNICATION INSTRUCTION / ORAL COMMUNICATION ABILITY / DISCOURSE ANALYZING TECHNIQUES / POP SONG LYRICS

NASARIN YUANGYIM: EFFECTS OF ENGLISH INSTRUCTION USING DISCOURSE ANALYZING TECHNIQUES AND POP SONG LYRICS ON ENGLISH ORAL COMMUNICATION ABILITY OF SECONDARY SCHOOL STUDENTS. ADVISOR: PRANNAPHA MODEHIRAN, Ph.D., 173 pp.

The objectives of this research were (1) to study effects of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students and (2) to study the opinions of grade 9 students toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. The subjects were 28 ninth grade students, who were studying Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course. The instruments in this research were English oral communication ability pretest and posttest, and survey of students' opinion. The data were analyzed using mean, S.D., t-test and content analysis.

The results of the analysis revealed that (1) the posttest mean score of the English oral communication ability of the students was higher than their pretest mean score at the significant level of .05. (2) students had positive opinion toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. They perceived that learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics made them enjoy learning and interested in the lessons more. Moreover, they gave the reasons that they could use discourse analyzing techniques guessing the talking contents they did not understand. So, they could talk to their interlocutors easier.

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Field of Study:	Teaching English as a Foreign Language		
Academic Year:	2013		

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

This chapter presented the why Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was a significant method to enhance students' oral communication ability. Additionally, the rationale background, statement of problems, research questions, research objectives, statements of hypothesis, scope of the study, conceptual framework, definitions of terms, and significance of the study were presented.

Background of the Study

At present, English was important because many countries used it as the international language. In among 115 countries for which English was taken as a foreign language such as Japan, China, Korea, and Thailand, English was mostly used as a main medium of communication when it came to academic and international purposes in many areas including education, business, tourism, and entertainment (Weber, 2008).

When English was used as a foreign language, normally it was influential as a language used in education, trade, and tourism. Thai was one of the countries where uses English as a foreign language. Thai people used English to communicate to native and nonnative English speakers in various circumstances concerning education,

trade, and tourism. For education, Thai students had to learn English as the second language in school. They were assigned to have some selective courses which would be English. Moreover, they also had classes which foreigners were their teachers who conducted the whole classes. For trade and tourism which were two of the important sections of Thailand's economy, Thai people had to contact foreigners about importing and exporting goods or talk to tourists to give information about Thailand. For instance, in terms of trading, Thai people whose careers were professional exporters had to talk to foreigners about the quality of products, price, and shipping. In terms of tourism, tourism services had to promote Thai tourism, take care of tourists, and explain the map or the way to go the attractions. Therefore, it could be seen that English was quite important in Thailand.

Accordingly, Thai governments had recognized the importance of English. Thus, the Ministry of Education (2008) had prescribed English for the basic learning content in the learning standard of foreign language. It meant that Thai students from grade one to twelve had to study English as a required subject.

In the learning area of foreign languages, Ministry of Education (2008) had declared that language for communication had to be taught as the first strand. The teaching and learning was aimed at being able to communicate in various situations such as exchanging data, expressing feelings and opinions, presenting data, and

creating interpersonal relationships. The first strand included into three standards which were:

Standard F1.1:   Understanding of and capacity to interpret what has been heard and read from various types of media, and *ability to express opinions* with proper reasoning

Standard F1.2:   Endowment with language communication skills for *exchange of data and information*; efficient expression of feelings and opinions, and

Standard F1.3:   Ability to *present data, information, concepts and views* about various matters through speaking and writing

Hence, in designing their classroom instruction based on the above standards, teachers of each grade from one to twelve should focus on fostering the four fundamental English communicative skills which were reading, listening, writing and speaking. For the ability to express feeling and opinions, to exchange of data and information, or to present information and concepts, teachers had to arrange learning activities to enhance productive skills, both writing and speaking (F1.2, F1.2, and F1.3).

However, there were two kinds of skills which were productive and receptive. The productive skills which included speaking and writing seemed to be given less focus on compared to the receptive skills (Kullawanich, 2007). It was because Thai

students had more chance to practice receptive skills in class such as reading books, searching information on the internet, listening to the lecture, and so on. Compared within the productive skills, speaking was even assigned less chance of classroom practices than writing (Kullawanich, 2007). For example, students were usually assigned to do homework. They usually had to write. They were told to write in the exercises, essays, and/or reports. They usually composed online blogs or wrote the chatting via instant messaging programs. When it came to speaking, Thai students were unable to speak English as well as they wanted because communicating in English might not be practiced in real life situation enough (Kullawanich, 2007; Siritanarath, 2007; Erton, 2010).

In class, students had oral communication problems when they had to speak English (Kullawanich, 2007; Siritanarath, 2007; Chantamala, 2008). Problems usually occurred in terms of when and what to speak. For the 'when to speak', problems could occur because teachers did not provide enough classroom activities for students to do oral English tasks. Students, therefore, lacked of opportunities to use English to talk to their teachers and their peers because teachers still used textbook-based and grammar-translation approach which mostly focused on grammar, vocabulary, and reading (Maskhao, 2002; Siritanarath, 2007; Chantamala, 2008). Some teachers did not know how to provide or create activities to permit students to practice oral communicative skills by composing or developing materials for communicative lessons (Asato, 2003; Nuktong, 2010; Sunaratn, 2010). Accordingly,

these made students have too few opportunities to practice English conversations or do English speaking tasks. Consequently, students did not know what to speak when it came to the time when they had to speak.

Additionally, for the 'what to speak' problem, teachers always taught speaking based on textbook (Maskhao, 2002; Siritanarath, 2007; Chantamala, 2008). Hence, students had not been inspired to speak. Furthermore, students did not know what to speak because they did not have enough understanding toward the contents such as the grammar structure and vocabulary that had been taught. Moreover, they did not want to make mistakes and lose faces in class (Asato, 2003; Nuktong, 2010). To help alleviate the problem, the teaching contents provided to teach speaking should be interesting for students and not far from their background knowledge (Ur, 2003; Nuktong, 2010).

Therefore, English teachers should find appropriate ways to develop their students' communicative ability in terms of what and when to speak. One of the interesting approaches to promote speaking skills was discourse analyzing techniques. Students would be trained what to speak in appropriate situations, since the knowledge of what to speak in appropriate situations came from being able to look at patterns of language across texts as well as the social and cultural contexts in which the texts occured (Paltridge, 2006). Therefore, discourse analyzing techniques could be used to guide students about what to speak in each situation

(Erton, 2000). Students would be able to identify the stories that they have to talk about in terms of plots, settings, participants, viewpoints, relations, and conflicts. In other words they could talk about Who?, What?, When?, Where?, Why?, How were things going?, or What's going on in what situation?. Subsequently, discourse analyzing techniques would help students get the techniques to help them understand the message being conveyed. When knowing the learning content becomes meaningful, students would be eager to try to communicate based on the learning contents. They could therefore have ideas to speak what they are thinking in their mind. Fostering students to be able to construe what happened in a speech event could help make them speak English.

Furthermore, to solve the 'when to speak' problem, students should talk as much as possible to practice oral communication and teachers should provide chances for students to speak (Ur, 2003). In this study, discourse analyzing techniques using pop song lyrics would be in place of general text-based instruction. Students were assigned to analyze discourse of pop song lyrics excerpts. They were going to be assigned to talk through the communicative activities in pairs, in small groups, or to a whole class based on guided questions related to the excerpts. This would give students opportunity to practice their oral communication in English.

Among many attempts to select the learning contents which were appropriate to use as speaking prompts for students, the use of lyrics with music and

rhythms had been proposed for a long time. Rhythms and lyrics would decrease the boredom of students. Abrahamsson (2011) and Lavery (2011) stated that songs could be a very interesting and motivating source of real life material for students and be able to reach into students' world. Teenagers generally enjoyed songs. Therefore, using pop song lyrics as a prompt for students to speak could approach their interest. According to Murphey (1990), Setyowati (2008), and Prasetyo (2009), each song would have its own charisma since every song with lyrics had its own scene. Especially, pop songs could provide current scene and up-to-date story in their contents in the lyrics. Accordingly, pop song lyrics could be used as speaking prompts in the classroom. Students could be guided to do discourse analyzing techniques to the pop song lyrics. This proposed instructional program could then help inspire students to feel like speaking up and communicate more in order to exchange their ideas and opinions. Students' opportunities and potentials to speak English could then be enhanced.

Therefore, the current study would investigate into how learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Songs Lyrics could have effects on English oral communication ability of grade 9 students.

Research Questions

1. To what extent can the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhance English oral communication ability of grade 9 students?

2. What are the opinions of grade 9 students toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

Research Objectives

1. To study the effects of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students

2. To study the opinions of grade 9 students toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability

Statements of Hypotheses

Fatmawaty (2009) reported positive results in using songs to teach students oral communication. There were also findings from some studies supporting the use of discourse analysis in teaching English skills, *e.g.* writing (Xiaoman, 2007), and reading (Dar, Rahimi, & Shams, 2010). Based on the results from the previous studies, the hypotheses of the current study were set as the following.

1. After learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the posttest score of English oral communication ability will be higher than the pretest at the 0.05 significant level.

2. Students will have positive opinions toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Scope of the Study

1. The population of this study was grade 9 students of Kasem Phithaya School. The sample was students who enrolled in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course in the second semester, academic year 2013. The researcher did the experiment at this school as a convenient sampling.

2. This study planned to investigate English oral communication ability of students learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. According to the interview with the school's teacher, the oral communication ability of Kasem Phithaya School students was low. Moreover, the school was promoting Asean Economics community (AEC). Therefore, students had to improve their English oral communication skills to become one of the members of Asean Economics Community.

Conceptual Framework

Figure 1 Framework of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Step 1: Engage — watching MV with lyrics and talking about the MV

Step 2: Study — analyzing discourse in terms of linguistic features and lyric excerpts

Step 3: Activate — doing oral communication activities and singing the song

(Harmer, 2007)

Oral Communication Ability
1. Linguistic Features
2. Discourse Management
3. Interactive Communication
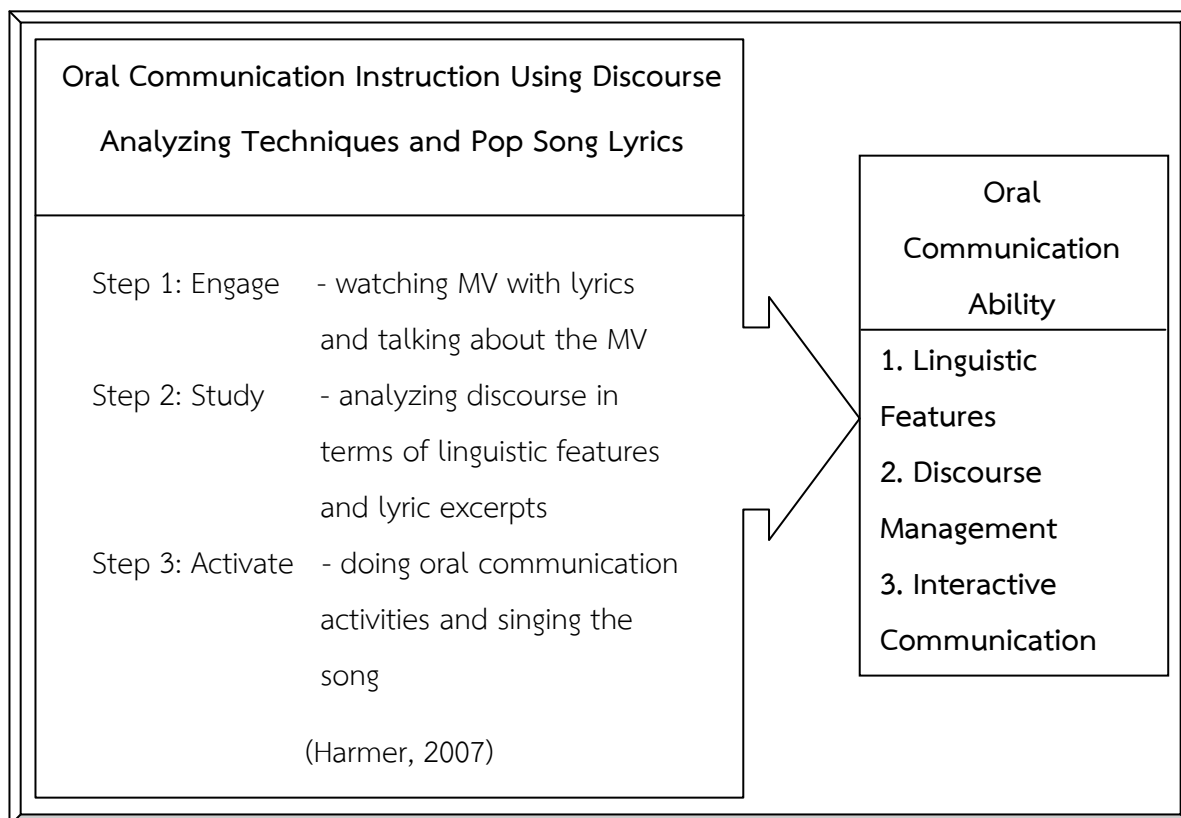
The conceptual framework was constructed according to the oral communication instruction of Harmer (2007). There were three steps of the instruction which are engage, study, and activate.

For engage, students were watching the music video and talking about the songs in general. For study, students learnt both language content and discourse content through the chosen excerpts. Lastly, for activate, students had opportunities to practice oral communication through activities.

Discourse analyzing techniques and pop song lyrics were included in every step. Physical context was used in engage step by watching and talking about the music video. For study step, context, deixis, and presupposition were used to analyze the chosen excerpts. For the last step, activate, epistemic context and social context was used to talk about the theme of the excerpt according to the provided activities.

Those steps of the instruction were expected to enhance oral communication ability in terms of three criteria which were linguistic features, discourse management, and interactive communication.

Definition of Terms
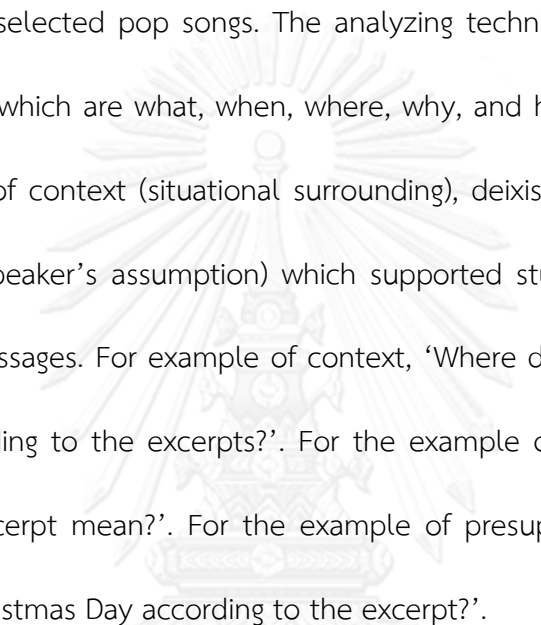
1. Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

To define the term *Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics*, the following expressions had to clarify as follows:

Oral communication referred to an interaction process of students with peers and the teacher. Students had to take roles as both speakers and listeners to complete the communication successfully.

Oral communication instruction in this study was the teaching and learning which focused on three steps promoting students' oral communication ability development which were engage, study, and activate. This meant that, after receiving engaging stimulation, students were provided with language contents in contexts and

a variety of learning activities to communicate about situations in terms of pop songs and real-life.

Discourse analyzing techniques were the ways to carry out a particular task. In this study, students were guided to use the techniques to analyze messages conveyed in the selected pop songs. The analyzing techniques included answering guided questions which are what, when, where, why, and how. Those questions led to the concepts of context (situational surrounding), deixis (indicated referent), and presupposition (speaker's assumption) which supported students' understanding of the conveyed messages. For example of context, 'Where do you think this situation take place according to the excerpts?'. For the example of deixis, 'What does the season in the excerpt mean?'. For the example of presupposition, 'What do they usually do on Christmas Day according to the excerpt?'.

Pop song lyrics referred to the selected pop songs which were used as initiating stimulation in the instructional process of the current study. The pop song lyrics excerpts were selected for students to do the discourse analysis. Those excerpts should provide situations, characters, scenes, and reasons causing the situations that the singers wanted to convey. The excerpts had to be polite and not too complicated in terms of vocabulary for grade 9 students.

Accordingly, the *Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics* could be defined as the teaching and learning process to promote students' oral communication ability, which included three steps

of learning activities: engage, study, and activate. Through those steps, oral communication activities involved linguistic features, discourse management, and interactive communication, which were relevant to the situations in the selected pop song lyrics and students' real life.

2. Oral communication ability

Oral communication ability meant the ability to communicate orally to interact and exchange information about pop song lyrics and real-life situations by using discourse analyzing techniques. The ability was assessed in terms of linguistic features, discourse management, and interactive communication.

3. Grade 9 Students

Grade 9 students in this research referred to the 28 students in Grade 9 who enrolled Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course at Kasem Phithaya School in the second semester of academic year 2013.

CHAPTER II

LITERATURE REVIEW

This section of the research investigated oral communication, discourse analyzing techniques, and pop song lyrics which were the three main underlying concepts of this study. The details of literature review were presented as the follows:

Oral Communication

Definition of Oral communication

Oral communication was defined differently by researchers. Mead and Rubin (1985) claimed that oral communication was the process of interaction in which a person took the roles of both speaker and listener in verbal and nonverbal components.

The University of Sydney (2004) stated that oral communication was the ability to present ideas to various audiences with appropriate styles and approaches in clear English. It also included understanding the importance of non-verbal cues in oral communication.

Ammer and others (2005) pointed out that oral communication was the process of an individual using verbal and nonverbal expression to generate meaning within and across various contexts, cultural, channels, and media.

Zuheer (2008) defined that oral communication meant using the language appropriately in social interactions.

Rahman (2010) said that oral communication was the spoken interaction between two or more people requiring understanding what to say and how to say it.

In sum, oral communication was a process of interaction between two or more people who ttook roles as both the speaker and the hearer by way of communication in various situations.

Oral Communication Instruction

Several researchers stated the procedures to teach oral communication as follows:

Byrne (1990) stated that there were three stages for teaching oral communication which were presentation, practice, and production, as in the following.

1. Presentation Stage

In this stage, teachers prepared vocabulary and grammar for communicative activities and provided language content with context such as reading story and dialogue. Students had to think and conclude how to use the learnt contents according to the story or dialogue. Students were prepared to understand the content in order to further the learning activities in the next stage

2. Practice Stage

After presenting the content with context, teacher should give chances to students to practice the learnt content through guided oral practice such as substitution drills or transformation drills. However, teacher should use games or

visual aids to provoke students to use the learnt language content. The objective of this stage was to practice accuracy. Therefore, students would practice oral communication via guided oral activities.

3. Production Stage

Teacher would suggest and be consulted during communicative activities in this stage. It meant that students would provide opportunities to use the learnt language content in assigned communicative activities which was real or realistic communication. The objective of this stage was to perform fluency and ability to communicate.

Figure 2 Oral Communication Instruction (Byrne, 1990)
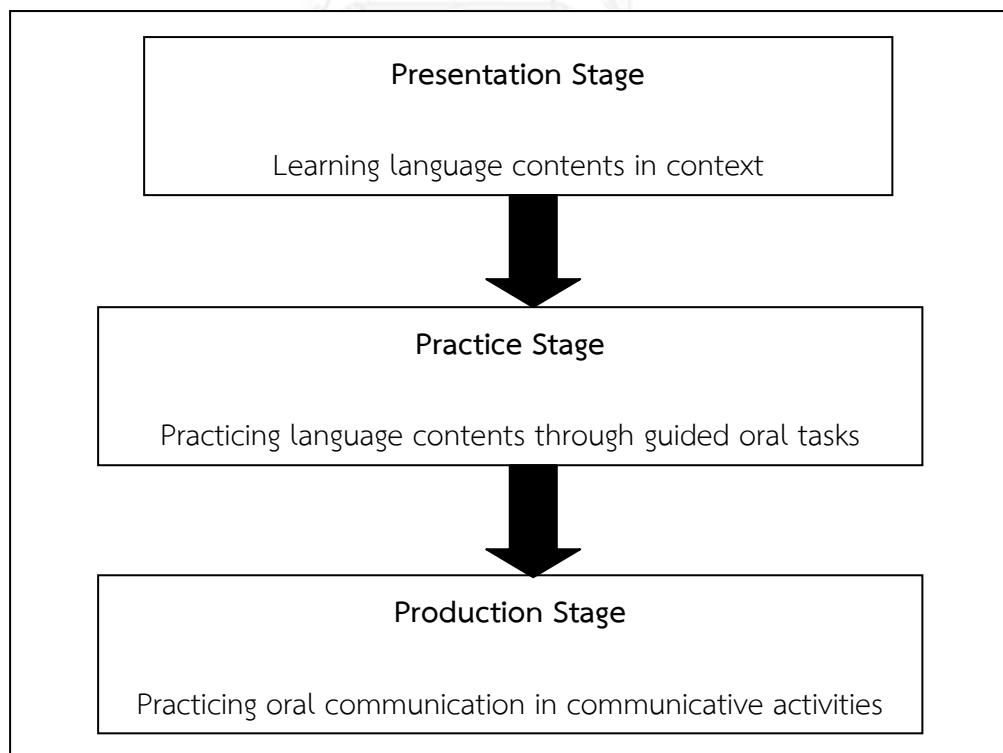
Bygate (1993) proposed two steps of teaching oral communication. In the first step, teachers had to teach the accurate grammatical structures, and word pronunciation. In the second step, situations were created based on real life for students to practice oral communication.

Bailey (2005) suggested that there were three principles for teaching oral communication which were:

1. Plan speaking tasks that involved negotiation for meaning

2. Design both transactional and interpersonal speaking activities

3. Personalize the content of speaking activities wherever possible

Harmer (2007) proposed three steps for teaching English communicative skills including oral communication, which were called ESA Lesson Sequences. The details were as follows:

1. Engage

Students would be engaged with the topic or content for oral communication that they had to deal with in each lesson. Teacher could engage students by using games, music, pictures, stories, etc. This stage should be amusing, challenging, stimulating for the students. Students' interests would be provoked. Thus, students would get more involved in the learning activities.

2. Study

In this stage, students would focus on language or information of the learning content such as pronunciation, vocabulary, grammar, and discourse. They would be given opportunities to practice language content which was crucial for the provided activities in the activate stage focused on each oral communicative lesson.

3. Activate

Students would be provided exercises and activities which they could use language freely and communicatively. The appropriate activities should provide situation or topic for students to use language such as role-plays, advertisement design, describe and draw, and discussion. Thus, students would have chances to use real language as rehearsal for the real world.

Figure 3 ESA Lesson Sequences (Harmer, 2007)

Engage

- Engage students by using games, music, pictures, stories, etc.

Study

- Learn content such as pronunciation, vocabulary, grammar, and discourse

- Provide opportunities to practice language content

Activate

- Provide exercises and activities which they can use language freely and communicatively such as role-plays, advertisement design, describe and draw, and discussion

The mentioned researchers showed the ideas in terms of teaching oral communication. Their suggestions showed that teachers should teach both accuracy and fluency including teaching grammatical structures, pronunciation, and vocabulary for accuracy, and providing activities to practice the learnt content fluently. Moreover, the learning and teaching should limit teachers' talk and provide as much as opportunities for students to practice oral communication.

Classroom Activities for Oral Communication Instruction

The activities promoting oral communication were quite numerous. Researchers who were interested in the area of oral communication tried to clarify the characteristics or features of the oral communication activities as follows:

Nunan (2003) stated that there were 5 principles concerning about classroom activities of teaching speaking or oral communication as follows:

1. Be aware of the differences between second language and foreign language learning context.

For second language context, where the target language was used regularly as a medium to communicate, some learners could achieve notable speaking skills. Especially, the people who arrived in the new country were as children. But, some could not progress to a certain proficiency level because they had problems that affected the speaking ability. Therefore, they seemed to stop developing and still contained errors such as in grammar, vocabulary, pronunciation, and so on.

For foreign language context, where the target language was not used regularly as a medium to communicate, learners had very few chances to speak up their mind in target language outside the classroom. Consequently, it was very challenging to study the target language. As in Thailand, English was used as a foreign language. Learners could speak English just in the classroom with peers, Thai teachers, and foreign teachers. They did not have opportunities to speak English outside the class except talking to foreigners who were travelers.

2. Give students practice with both fluency and accuracy.

Fluency meant using the language quickly and confidently with few hesitations or unnatural pauses. Accuracy meant the match of the speech and what people actually said in the target language.

Learners should develop both fluency and accuracy. However, the fluency would not be developed if teachers always interrupted to correct the oral errors of students.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities could increase the talking time for students in the target language. Using these kinds of activities would automatically remove teachers from the conversation. Hence, students would take the main roles and the conversation would be filled by teachers just in questions or clarification time.

4. Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning was the interaction that students tried to understand by asking for clarification, repetition, or explanation during conversation. Moreover, they had to make themselves understand by giving clarification and explanation to the others simultaneously.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Transactional speech meant communicating to get something done such as asking for direction, buying goods, and etc. On the other hand, interactional speech meant communicating with someone for social purposes including both establishing and maintaining social relationships.

Ur (1996) said that there were four characteristics of a successful oral communication activities which were (1) students would be provided as much as possible of the period of time to talk; (2) classroom discussion was not dominated by a minority of talkative participants; (3) students wanted to speak because they were interested in the topic, so it meant the motivation was high; (4) language was easily comprehensible and acceptable for the level of students.

Thornbury (2005b) stated that there were five features for communication activities which were (1) the motivation of the activity was to achieve some outcome by using language; (2) the activity took place in real time; (3) achieving the outcome required the participants to interact; (4) the outcome was not completely predictable

because of the spontaneous and jointly constructed nature of the interaction; (5) there was no restriction on the language.

Ur (1996), Brown (2001), Thornbury (2005b), and Browne (2007) proposed classroom activities to be used in teaching oral communication including Shopping List, Solving a Problem, Describing Pictures, and General Discussion. Other possible classroom activities which could promote students' oral communication were mentioned as follows:

1. Information Gap

Students would have different information and the information was required to complete. Students had to ask for some more information to complete the tasks by talking to other peers. For example, student A was a salesperson and had a rent house brochure which was provided the information of the rent house. Students B was a customer, so they had to ask for the information about the rent house according to the handout which he or she had to fill the information in the gap.

2. Role Play

Each student would be given a role card. They had to read it and improvise the role play. In this activity, the interaction would give the opportunity to students to practice improvising a range of real-life spoken language.

3. Jigsaw

Students would do this activity in group. Each group would be given flashcards which were a picture story. Students would talk about those flashcards by

taking turn to describe each person's opinion about the story and trying to decide the sequences of the story.

4. Surveys

Students would do it in small groups or pairs. They would be assigned to conduct a survey according to the studied topic. After finished finding the results of the survey, each group would report the findings to the class.

5. The Onion

Students, in more than 12-student class, would be separated into two equal groups. They would sit in two circles and opposite to one another with the outer circle facing the inner one. They would perform speaking according to the assigned topic. The inner or outer circle had to move around one chair to find the new partner and talk to the new one. At the end, each group would report the information of the other group that they had talked to.

6. Picture Differences

Students work in pairs. Each member of the pairs would be given a different picture. They had to find the different between their pictures without showing their own pictures to the other.

The mentioned researchers recommended that the oral communication activities should give as much as opportunities for students to practice oral communication, help students practice both transactional and interactional speaking, and be interested in the topic.

Definition of Oral Communication Ability

Oral communication ability was defined differently base of the belief of researchers. These were the definition of oral communication ability given by some researchers.

Hymes (1966) stated that communication ability (originated from 'communicative competence') had to include grammatical competence and also socio-cultural aspects.

Canale and Swain (1980) showed their ideas about communication ability. They said that there were four aspects of communication ability which were grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Owen (1984) pointed out that oral communication ability was the exchanging process of information, thoughts, and ideas between speakers and hearers.

Omaggio (1986) said that oral communication ability refered to the ability to communicate verbally in a functional and accurate way in the target language.

In 1990, Bachman and Palmer proposed that communicative ability included knowledge structures, strategic competence, psychophysical mechanism, context of situation, and language competence.

Chen (2005) stated that oral communication ability was the ability to express the meaning of language efficiently and orally.

According to Chantamala (2008), oral communication ability was defined as the orally communicative and interactive process which dealt with the language usage, pronunciation, and sound system.

Zuheer (2008) defined that oral communication ability was the ability to exchange oral information between two or more persons. In addition, it was an ability to clarify information, to express feeling, opinions, and attitudes, to explain and define something, and to talk about events.

Patanapichet (2009) proposed that oral communication ability was a person's ability to use spoken English to communicate effectively and interact confidently with a range of audiences.

In summary, oral communicative ability was the ability to communicate orally to interact and exchange information between speakers and hearers.

Assessment of Oral Communication Ability

Heaton (1990) recommended three main types of oral communication activity test which were pronunciation (including read aloud and re-telling stories), using pictures (including pictures for description, picture for comparison, sequences of pictures, and pictures with speech bubbles), and oral interview.

Ur (1996) proposed several activities to assess oral communication ability which were describing pictures, picture differences, things in common, shopping list, and problem solving.

Beiley (2003) presented about oral testing that the oral communication ability could be assessed in three kinds of test as follows:

1. Direct Test

Students had to speak the target language and interact with the test administrator or another student. The test could be an interview, a conversation, a role play without script, and so on.

2. Indirect Test

Students would not speak actually as the first type of test. Students would be assigned to do the paper test by filling in the blanks, a conversational cloze test. In this kind of test, students had to find out the correct answers by filling in each blank with a word or phrase which was appropriate to the context of the provided conversation, or choosing the best answer from multiple choices.

3. Semi Direct Test

In this kind of test, students would speak with a recorder. They had to listen to the directions from a recorded voice and respond by talking to a recording device.

In summary, there were three main types of oral communication test which were direct test, indirect test, and semi direst test. Furthermore, activities in oral communication tests were various and could be such as describing pictures, interview, and role play.

Criteria of Oral Communication Ability

The ideas of oral communication ability criteria were assorted. There were several researchers presented about the criteria in different ways as follows:

Harris (1990) suggested that the candidate should be measured in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The scores would be rated as follows:

Table 1

Oral-English Rating Scales (Harris, 1990)

Criteria	Score	Meaning
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Always intelligible, though one is conscious of a definite accent.
	5	Has few traces of foreign accent
Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word-order errors make

		comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	5	Makes few (if any) noticeable errors of grammar or word order.
Vocabulary	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms is virtually that of a native speaker.
Fluency	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

	2	Usually hesitant; often forced into silence by language limitations.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of a native speaker.
Comprehension	1	Cannot be said to understand even simple conversational English.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	4	Understand nearly everything at normal sped, although occasional repetition may be necessary.
	5	Appears to understand everything without difficulty.

Ur (1996) mentioned that there were two aspects for oral testing measurement which were accuracy and fluency. The rubric was as follow:

Table 2

Scale of Oral Testing Criteria (Ur, 1996)

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not very rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

Canale and Swain (1980 cited in McNamara 2000) stated that there were four criteria for testing oral communication ability which were the kind of knowledge in terms of systematic features of grammar, lexis, and phonology (grammatical competence), the knowledge of rules of language use in terms of what was appropriate to different types of interlocutors, in different settings, and in different topics (sociolinguistic competence), the ability to perform for incomplete or imperfect linguistic resources (strategic competence), and the ability to deal with extended use of language context (discourse competence).

Test of Spoken English or TSE (Chen, 1999) concerned about four criteria which were the accuracy in the use of linguistic features (linguistic competence), the coherence and cohesive of a response (discourse competence), the appropriateness of the response to the designed audience or situation (sociolinguistic competence), and the ability to transfer the opinions and information clearly and effectively (functional competence).

First Certificate in English or FCE Test of Cambridge University (cited in Thornbury, 2005b) and The Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008) categorized speaking criteria as follow:

1. Grammar and Vocabulary

This scale would assess the use of syntactic forms and vocabulary in terms of accuracy and appropriateness including the range of vocabulary.

2. Discourse Management

This scale would assess the ability of idea expressions and opinions in coherent including the flow of language with the appropriate range of linguistic resources over several utterances.

3. Pronunciation

This scale would assess the ability of comprehensible utterances which were produced including individual sounds, linking of words, stress, and intonation.

4. Interactive Communication

This scale would assess the ability of the interaction with interlocutor, and the ability to use functional language and strategies to convey interaction including the required speed and rhythm.

The University of Michigan (2009) proposed three main criteria for oral communication instruction which were (1) Discourse and Interaction, (2) Linguistic Resources, and (3) Delivery and Intelligibility

In conclusion, the major components of speaking assessment were accuracy and fluency. Moreover, those could be divided into minor components which were grammar and vocabulary, discourse management or coherence and cohesive, fluency or speed, and pronunciation.

Discourse Analysis

Definition of Discourse Analysis

"Discourse usually meant actual instances of communication in the medium of language" (Paltridge, 2006). For example, discourse of ads, articles, letters, and so on. Discourse could be analyzed to understand what writers or speakers wanted to transfer the massage. Accordingly, there were several researchers gave definitions to discourse analysis such as:

Celce-Murcia and Olshtain (2000) defineed that discourse analysis was minimally the study of language in use that extends beyond sentence boundaries.

Demo (2001) pointed out that discourse analysis was the examination of language use by members of speech community. It involved looking at both language form and language function included the study of both spoken interaction and written texts.

Johnstone (2002) said that discourse analysis wa the study of language in the everyday sense in which most people used the utterances.

Paltridge (2006) stated that discourse analysis was an approach to the analysis of language that looked at patterns of language across texts as well as the social and cultural contexts in which the texts occurred.

To sum up, discourse analysis was the study of language patterns in terms of how utterances were used in sense of social and cultural contexts by looking at language form and language function. It could be done in several ways focusing on

such as parts of speech, patterns of writing or speech, speakers' intention, presupposition, and context.

Principles of Discourse Analysis

The ways to do discourse analysis were quite various. However, there were three main concepts which could be used for this study. Those three main concepts were context, deixis, and presupposition.

Context was a crucial term in discourse analysis (Gee, 2011). Context entailed the situation within which the communicative interaction took place. In other words, context was the events that were going on around when people spoke or wrote (Halliday, 1991; Celce-Murcia and Olshtain, 2000).

There were four main contexts which could be concluded from numerous researchers' opinions which were linguistic context, physical context, epistemic context, and social context (Celce-Murcia, 2000; Kuthy, 2002; Thornbury, 2005a; Yule, 2006; Paltridge, 2006; Gee, 2011).

Linguistic context or co-text was the set of words which surrounded a word and strongly affected on what people thought the word probably meant (Yule, 2006). For example, if the word 'glasses' was used with the words like eyes or vision, it could be understood that it meant glasses used to wear. In contrast, if the word 'glasses' was used with the words like water or any liquids, it could be understood that it meant glasses which were containers.

Physical context meant physical setting in which the communication took place, what objects were presented, what actions were occurring (Kuthy, 2002; Yule, 2006; Gee, 2011). For instance, if a speaker said "I want some water." in a shower room, it would be different from saying this sentence in a dining room. Because of the various places, the sentence would be meant differently.

Epistemic context was used to refer the context about the background knowledge that speakers and hearers shared or the knowledge about the world (Gerfen, 2002). For example, there were two people watching a football match together. A person said "He breaks the rule!". The other would understand automatically that 'the rule' meant the football rule and also knew which rule they were talking about because they shared background knowledge about the football rules together.

Social context referred to the social relationship between speakers and hearers who involved in the conversation (Kuthy, 2002). When people had a conversation, they should think about the words which were proper to interlocutors because of the social relationship. For example, a student said a greeting word to a teacher "Hey, Miss Winfrey!!". This greeting word was not proper to say to a teacher because of respectfulness.

Another useful concept for doing discourse analysis was called deixis. Deixis was Greek word pronounced like day-icksis which meant pointing words as deictics (Yule, 2006; Gee, 2011). These words were some of common words. Interlocutors

would be unable to understand each other or they could misunderstand each other if they did not know the physical context of the speaker. When speakers or writers used deixis or deictics, they assumed that their listeners or readers were able to understand and knew what those deixis referred to. There were several key types of deixis which were person deixis, spatial deixis, and temporal deixis. Deixis was used to point to things and people which were called person deixis such as you, me, her, it, and them. Spatial deixis was words and phrases which were used to point to locations such as this, that, here, and there. The last one was called temporal deixis used to point to time such as now, then, today, and tomorrow (Yule, 2006; Gee, 2011). For example, if that speaker said "She wants to go there.", the listener did not know exactly what did she and there referred to. Hence, the listener had to consider the context of what was said previously or what and who were presented in the environment. But, if a speaker said "Lady Gaga wants to go to a bookstore.", the listener could understand this sentence clearly because of the words 'Lady Gaga' and 'bookstore'. Thus, the listener would not be able to know that 'she' and 'there' referred to until the speaker pointed that 'she' meant 'Lady Gaga' and 'there' meant 'bookstore'.

However, there were non-deictic terms which listeners and readers had to use contextual information to understand the speech or writing as same as deictic (Gee, 2011). For instance, a speaker said "Roddick gets a mob to clean the coffee on the floor". This sentence referred to the coffee which was a liquid. The listener could

understand and knew that the coffee in this sentence meant a liquid because of the word 'mob'. But, if a speaker said "Roddick gets a broom to clean the coffee on the floor.", the listener was able to know that the coffee would be grains or powder because of the word 'broom'.

Presupposition could be another useful concept to analyze discourse. Presuppositions were a part of what is communicated, but not part of what was said. It was information which was not said. The speaker designed an utterance on the basis of assumptions about what the hearer was likely to know (LoCastro, 2006). For instance, if someone said "When did you stop smoking?", the speaker presupposed that (1) the hearer used to smoke, and (2) the hearer stopped smoking. For another examples, if someone said while watching a TV program "Do you like this boring TV program?", that speaker was presupposing that (1) the hearer looked so bored with the TV program, (2) the speaker was bored with the TV program, and (3) someone had told the speaker that this TV program was boring.

Context, deixis, and presupposition, were major concepts used to analyze discourse. In the current study, 'discourse analyzing techniques' mainly depended on these three major concepts.

Using Songs to Teach English Skills

Researchers had talked about the advantages of using songs in teaching English. Sariconban and Meten (2000) and Lo and Li (1998) (cited in Schoepp, 2001) pointed out that songs were able to be used for develop the four skills which were

reading, writing, listening, and speaking. Moreover, several researchers concluded that songs could be used to bring variety and fun to learning, to provide a relaxed and motivated classroom atmosphere, to encourage creativity and use of imagination, to present a topic, to focus on common learner errors, to encourage listening, and to practice grammar. (Eken, 1996 and Lo and Li, 1998 (cited in Schoepp, 2001); Saricoban and Metin, 2000; Brown, 2006)

According to the advantages which had been said, songs were able to enhance all four skills including speaking. Lo and Fai Li (1998) (cited in Saricoban and Metin, 2000) pointed out that Prosodic features of the language such as stress, rhythm, intonation were presented through songs. Moreover, learning English through songs also provided a relaxed atmosphere, creativity, and imagination for students, who usually were tense with speaking English in a formal classroom setting. It meant that song could help students develop speaking and create non-threatening classes simultaneously.

Lems (2001) also gave the reasons of songs enhancing oral communication ability which were not different from the previous researchers. Lems said that songs contextually introduce how rhythm and intonation affected the pronunciation of English in context. Furthermore, songs showed the natural stretching and compacting of the stream of English speech.

Whittaker (1981) (cited in Stansell 2005) presented songs in English learning class enhancing listening, speaking, reading, and writing by using four steps of

teaching. Firstly, the researcher played the songs. Secondly, students repeated the words without singing. Thirdly, teacher pointed our new vocabulary, pronunciation, idioms, and grammar. Lastly, students listened and sang along when they felt confident enough to join in. Moreover, the researcher integrated songs for teaching and reviewing grammar by using songs as an introduction.

Macarthur and Trojer (1985) (cited in Stansell 2005) also used songs in their English language classes. They suggested some activities for musical methods of language which were repeating a text from memory while clapping the songs' rhythm, leaving out words from lyrics to rehearse them mentally, and making the text's rhythm into a dance.

Li (2009) conducted the study of vocabulary acquisition, language use, and meaning with 105 Chinese graduate students. Most of the students' level was upper intermediate. The subjects were divided into three groups taught by the same instructor. Music was fully used in the first group. In the second group, music was used just a half and the last group was taught without music. Students learnt same new vocabulary and phrases in the form of oral practice emphasizing pronunciation and contrast meanings. For the two groups using songs, they were used American and British pop songs for enhancing listening and reading comprehension, pronunciation and stress patterns, grammar, and speaking. Students worked on summarizing, isolated vocabulary, and word order. Students were asked to identify words that they were not familiar with and then those words were explained, given

examples in various contexts. Moreover, students also practiced speaking by singing songs. In contrast, students in the last group were taught by using word lists and other materials without music. The results of the study showed that the group with full music instruction had the highest posttests scores and the highest positive attitude toward English learning.

In terms of song lyrics, those could be a material that teachers were able to use in a variety of speaking activities. Songs told a story and theme which could be retold to practice narrative or summarizing skills (Saricoban and Metin, 2000; Lems, 2001). Moreover, songs had a series of discourse features, which made students easy to follow. Songs could lead students to talk about their opinions, reflections, or discussions. Students could practice speaking by talking about the themes, stories, or discourse features naturally (Saricoban and Metin, 2000). However, just listening to songs was quite complicated for students to catch the words. Looking at the written texts of the songs, which were lyrics, would be more practical. Students were able to capture and analyze the discourse of the lyrics. Besides, songs would be excellent example of language which was used in the informal conversation. Therefore, using songs could prepare students for the genuine language they would be faced with (Schoepp, 2001).

As researchers showed that teaching English using songs had many advantages. Hence, teachers conducted English classes by using different types of songs such as traditional songs, pop songs, children songs, classic songs, and so on.

But, the type of songs that teenagers were familiar to was popular song or pop song (Saricoban and Metin, 2000).

Pop song was modern popular music especially with young people, and usually with a strong beat, created with electrical or electronic equipment, and easy to listen and remember (Cambridge, 2008; Longman, 2009). Although pop songs were written to be easily understood and enjoyed, it did not mean that all students could understand the content of pop song lyrics that they had heard. Students might listen to numerous pop songs because this type of songs was accessed easily via radio, television, or internet, they wanted to be trendy. Teaching English via pop song lyrics would enhance understanding the songs they had heard (Lems, 2001). Thus, they might think along while listening to pop songs, and understand the content of the pop songs more than before.

To sum up, songs with lyrics were a material which could be used to enhance oral communication ability. Especially, song lyrics would help students in terms of understanding the contents of songs. Thus, students could talk about the contents of songs in various activities such as discussion, reflection, and so on. Moreover, pop songs, which were familiar to teenagers which were going to be the target group of this research, would be a useful material because the songs with lyrics were composed to be easy to understand. There was not only an understandable song, but also an example of realistic conversation because of using informal language to write the lyrics. Thus, when students understood and interest in contents, they could

speak up their mind. This situation would enhance students' oral communication ability.

Related Studies

Many researchers stated about teaching oral communication. Nuktong (2010) studied about oral communication ability using drama-based instruction. Her samples were 35 students of grade 11 in Demonstration School, Prince of Songkla University located in Pattani, Thailand. The result of this study was positive. It showed that the posttest score was significantly higher than the pretest. Moreover, students' attitude toward the instruction was positive.

Another study was from Rahman (2010). He conducted the research as an elective course at Indian School of Mines University in Dhanbad, India. He used task-based approach as the independent variable. At the end, the result became positive. 70 percent of students got the A grade and students also said that this course was interesting and beneficial.

Fatmawaty (2009) also studied about oral communication ability. She used songs as the treatment with her experimental group. The result of this study showed that the final scores of the experimental group were higher than the control one which was not studied through songs. She also said that songs were an interesting and attractive media for teaching English especially on developing oral communication ability.

One of the concept that they thought it could enhance oral communication ability was discourse analysis. Erton (2000) said that discourse analysis was one of a methodological tool which investigated functional properties of talk, social attitudes, and linguistic patterns. He also said that discourse analysis could be a way to help students experience form with function of language, so students would know how language was used to communicate.

Two studies had been conducted: one using discourse analysis in teaching writing (Xiaoman, 2007) and the other in teaching reading (Dar, Rahimi, & Shams, 2010). For the study concerning writing, Xiaoman (2007) conducted discourse analysis to students' research report introduction. She suggested their students to analyze the research report by using the analysis of linguistic features which were lexical and cohesive devices. For the teaching reading, Dar, Rahimi, & Shams (2010) conducted the study with 60 English students studying bachelor's degree in University of Kashan. Students were provided three news articles selected from different news sources. They were told to analyze those articles critically before studying how to use discourse analysis. After knowing how to use discourse analyzing techniques while reading such as the linguistic evidence in the text, they were told to analyze the same articles and do the questionnaire asking about the change of their attitudes toward language learning and motivation. The results showed 90 percent increase of students' critical reading ability. Moreover, there was also the report about 99 percent increase of students' motivation resulted from increase of

their reading skills. Especially, they also found the same reading texts more interesting.

Based on the results and suggestions from the previous studies mentioned above, oral communication instruction in the current study would be conducted using discourse analyzing techniques and pop song lyrics.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the information of the research design and research methodology used in the current study would be discussed. The study was to design an Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course to examine its effects on oral communication ability of grade 9 students. The details were as follows:

Research Design

This study was designed to be a single group experimental research using pretest and posttest to measure the effects of the treatment. Therefore, the oral communication ability was measured before and after the treatment of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The intention of the study was to explore the effects of this instruction on the English oral communication ability of grade 9 students. The following figure showed the design of this study.

Figure 4 Research Design

O	X	O
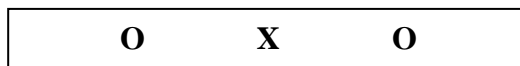
O   meant   the pretest and posttest of the Oral Communication Ability Test

X   meant   the treatment of oral communication ability through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Context

The school, where this study was conducted, was named Kasem Phithaya School. This school was a large size educational institute located in Wattana District, Bangkok which was founded more than 40 years. At first, the school offered 2 levels elementary level (Grade 1-6) and secondary level (Grade 7-12). However, in 1990, the school provided nursery level (Kindergarten). Therefore, since then, there were three levels of education. In 2013 academic year, there were about 1,640 students and 130 teachers.

The course, in which this study was conducted, was named Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. In terms of the nature of the course, it was a supplementary course to foster positive opinion of students toward learning English. The primary objective of the

course was, therefore, to enhance students' oral communication ability toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The instruction time by the research for this course was 6 weeks. The classes were presented twice a week, Tuesday and Thursday at 1.50-2.40pm.

Population and Samples

The population was secondary students. The sampling technique of this study was convenient sampling. According to the observation and the interview of teachers who taught this class, the ability of oral communication was quite low measured by the school exams. The participant students of the experiment were 28 students in grade 9 of Kasem Phithaya School. All of them enrolled in a course named Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics in the second semester, academic year 2013.

Research Instruments

The research instruments of this research were pretest and posttest, and survey. Before studying toward the Oral Communication Instruction Using Discourse Analyzing Techniques Using Pop Song Lyrics enhancing oral communication ability course, students who were the research samples had to do the pretest to explore the ability of oral communication. Then, the course was set for 10 lessons (See Appendix B). The lesson plans came with tasks which students had to learn to analyze discourse according to the sample pop song lyrics excerpts. After learning

through the model of the study, the students had to do the posttest to investigate the result of the course.

Oral Communication Ability Test

The Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008) recommended four criteria for oral communication test which were grammar and vocabulary, discourse management, pronunciation, and interactive communication. For grammar and vocabulary, the focus was on the accurate grammar and the range of vocabulary. For discourse management, the focus was range of linguistic resources using to deal with the tasks coherently. Pronunciation focused on producing sound and L1 accent. The last was interactive communication which focused on carrying out the tasks.

Accordingly, this study used these criteria to assess the oral communication test, but those were reorganized into three main criteria which were linguistic features combined pronunciation, vocabulary, and grammar together, discourse management, and interactive communication.

The current study used a direct test consisted of three parts including the parts of introduction, guided improvisation, and opinion expression. The posttest was a parallel test. (See Appendix D)

In the first part, a student had to talk to the examiner about his/herself, favorite pop songs, favorite pop singers, and about the gist of the selected pop song which was used as a prompt in the next coming parts. This part took 2 minutes.

There was no point assessed in this part because the objective of this part was to be the introduction part.

In the second part, the student was assigned to watch a music video about 2 minutes. Then, he or she had to talk to the examiner about the music video and the pop song in general such as the story, the scene, the characters, the opinions and feeling toward the pop songs, and so on. The student was assigned to read a lyric excerpt in the selected pop song and talk about the gist of the excerpt. This part took about 4 minutes including listening to the pop song. The objectives of this part were to analyze the selected pop song excerpt and talk about the gist of the pop song excerpt. All criteria, linguistic features, discourse management, and interactive communication, were assessed in this part. Students had to interact and keep conversation going by providing explanation on the pop songs with proper pronunciation, vocabulary, and grammar. Moreover, students had to talk coherently and smoothly based on the organize ideas to make the comprehensible conversation.

In the third part, the student was assigned to talk about his/herself based on the theme related to the selected pop song. The objectives of this part were to link the theme of the selected pop song to students' real-life situations and analyze the discourse of those situations to talk to the interlocutor. The three criteria were also assessed in this part. Students had to think about the assigned situation and talk to

the examiner as smooth as they could by organizing ideas and explaining the ideas coherently with correct linguistic forms. This part took about 2 minutes.

The student was assigned to take the test individually. The performance for the test of each student was recorded and assessed by the researcher and the other teacher named Ms. Rutai Sumniengsanoh. The score was assigned to the student's performance according to the rubric of oral communication which has three criteria, linguistic features, discourse management, and interactive communication (See Appendix E).

Validity and Reliability of the Oral Communication Ability Test

The Oral Communication Ability Test was evaluated by three experts to see the proper contents, directions, and rubric of the test. The three experts evaluated the test by using the Item-Objective Congruence (IOC). The result of IOC was rated as follows:

+1	meant	Congruent
0	meant	Questionable
-1	meant	Incongruent

Item-Objective Congruence Index (IOC) was employed in validating this research instrument, based on the responses from the experts.

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

IOC   meant   the index of congruent

R   meant   total score from the opinions of the experts

N   meant   the number of the expert

Three experts were asked to rate the validity and reliability of the test. Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised. The results from the validation of English Reading Abilities Test were reported in Appendix H.

The results from the validation showed that 3 items received IOC value lower than 0.5. Hence, they were revised and corrected based on the experts' suggestions. They were

Item 2.5:   The task required the test takers to use the analyzing discourse techniques (techniques for understanding the intentional meaning according to language use in each situation).

The experts suggested that the questions should ask students to analyze discourse in specific areas (context, deixis, and presupposition). Therefore, in part B, there were three questions specify each type of discourse. The example was showed as follows:

Figure 5 Part B: Guided Improvisation

Part B: Guided Improvisation (4 minutes)

The examiner presents the song and talk about the song.

- Talk about how the test-taker feel about the song
- Talk about the characters in the song
- Talk about the excerpt in terms of context, deixis, and presupposition
  1. Does the song happen in Thailand? If not, where do you think this situation take place? Why do you think like that? (context)
  2. What does 'the season' in the excerpt mean? Why do you think like that? (deixis)
  3. What do you think the singer do before the situation in the excerpt happen? Why do you think like that? (presupposition)

Item 2.6:   The pre-test and post-test were parallel.

The experts discussed about the difficulty of the tests. They said two tests should be the same topic, the same grade-level reader according to Flesch readability formulas (1948), and the similar song tempo (Beat per Minute). Therefore, the two chosen songs were 'Chestnuts Roasting on an Open Fire' and 'Mistletoe'. Both were sung by Justin Bieber and about Christmas Festival. In terms of grade-level reader, both 'Chestnuts Roasting of an Open Fire' and 'Mistletoe' were for grade 9 students (13-15 years old). The tempo of 'Chestnut Roasting of an Open Fire' was 103 bpm and the tempo of 'Mistletoe' was 81 bpm. So, both were in the same range of tempo called Andante (moderate, walking pace 76-108 bpm).

Item 3.1:   The instruction was comprehensible, brief, and unambiguous.

The experts said that the instruction should be clearer in terms of the examiner and test-takers roles. Each part had to explain the steps that the examiner hasd to do. The conversational prompts should be understood by secondary students. Therefore, the technical terms should not be used. The questions should be simple and unambiguous. The examples were as follow:

Figure 6 Conversational prompts for the examiner to talk with the test-taker.

Conversational prompts for the examiner to talk with the test-taker.

Part A: Warm-up (2 minutes)

Let's the test-taker introduce his/herself and then talking in general such as

- Talk about favorite pop songs
- Talk about favorite pop singers
- Talk about Christmas in Thailand

Part B: Guided Improvisation (4 minutes)

The examiner presents the song and talk about the song.

- Talk about how the test-taker feel about the song
- Talk about the characters in the song
- Talk about the excerpt in terms of context, deixis, and presupposition
    1. Does the song happen in Thailand? If not, where do you think this situation take place? Why do you think like that? (context)
    2. What does 'the season' in the excerpt mean? Why do you think like that? (deixis)
    3. What do you think the singer do before the situation in the excerpt happen? Why do you think like that? (presupposition)

Part C: Real-life experience (2 minutes)

The examiner chooses 2 topics to talk to the test-taker and each topic will take 1 minute to talk about.

- Talk about beliefs such as Santa, reindeer, socks
- Talk about oversea Christmas

The modified version was in Appendix D.

Survey of Students' Opinion

In the same week as the posttest, students were assigned to do a survey about their opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhancing oral communication ability. There were two parts of the survey question which were adapted from Nuktong

(2010), (Sunaratn, 2010), and Amkham (2010). The first part asked about the improvement of oral communication ability and the other part was about the opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Songs Lyrics. Students were assigned to write it in Thai because they could express their feeling and opinion clearer than using second language which was English. (See Appendix F)

Validity and Reliability of the Survey of Students' Opinion

The survey questions were evaluated by three experts. The results of the evaluation showed that the survey questions were able to measure the students' opinions toward the model of the study which was the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The three experts used the Item-Objective Congruence (IOC). The result of IOC was rated as follows:

+1   meant   Congruent

0   meant   Questionable

-1   meant   Incongruent

Item-Objective Congruence Index (IOC) was employed in validating this research instrument, based on the responses from the experts.

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

IOC	meant	the index of congruent
R	meant	total score from the opinions of the experts
N	meant	the number of the expert

Three experts were asked to rate the validity and reliability of the survey. Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised. The results from the validation of the survey of students' opinion were reported in Appendix I.

The results from the validation showed that 2 items received IOC value lower than 0.5. Hence, they were revised and corrected based on the experts' suggestions. They were

Item 2.1:   The items were comprehensible, brief, and unambiguous.

Item 2.2:   The English and Thai versions were parallel.

The experts said that the language using in the Thai survey was too academic, so students would not understand. They suggested to use เนื้อเพลงสากล instead of เนื้อเพลงสมัยนิยม (pop song lyrics), การวิเคราะห์เนื้อเพลงสากล instead of การวิเคราะห์วาทกรรม (discourse analysis), and วิธีการวิเคราะห์เนื้อเพลงสากล instead of เทคนิคการวิเคราะห์เนื้อเพลงสมัยนิยม. The modified version was in Appendix F.

The following table showed the conclusion of the instruments, the objectives, the time of distribution, and the statistics of each instrument which were the Oral Communication Ability Test and the survey.

Table 3

Summary of the Research

Instruments	Objectives	Time of Distribution	Statistics
Oral Communication Ability Test (See Appendix D)	1. To look into the effects of the Oral Communication Instruction Discourse Analyzing Techniques and Pop Song Lyrics on oral communication ability of grade 9 students	Before and after the treatment	- S.D. and Mean - Dependent sample t-test
Survey of Students' Opinion (See Appendix F)	2. To explore grade 9 students' opinion after studying through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics	After the treatment	- Content Analysis

Research Procedures

Two phases of the research was done which were the preparation of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics and the implement of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The information was as follows:

Table 4

Research Procedure

Phase 1: Preparation of the Oral communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics	
Stage 1.1	Study the core curriculum of the foreign language strand
Stage 1.2	Study the concepts related to oral communication instructions, oral communication ability, discourse analysis, and pop song lyrics for teaching English
Stage 1.3	Do interest survey
Stage 1.4	Choose pop songs
Stage 1.5	Construct lesson plans
Stage 1.6	Verify the effectiveness of lesson plans
Stage 1.7	Pilot the instruments
Stage 1.8	Revise the instruments
Phase 2: Implement of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics	

Stage 2.1	Pretest the oral communication ability
Stage 2.2	Conduct the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics
Stage 2.3	Posttest the oral communication ability and administer the survey of students' opinion toward the instruction model
Stage 2.4	Evaluate the effectiveness of the instruction - Compare pretest and posttest mean scores of oral communication ability - Analyze the survey by using content analysis

Phase 1: Preparation of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Stage 1.1: Study the core curriculum of the foreign language strand

The researcher studied on the foreign language strand of the core curriculum about the oral communication ability that teachers had to teach and meet the objectives of the strands.

Stage 1.2: Study the concepts related to oral communication instructions, oral communication ability, discourse analysis, and pop song lyrics for teaching English

The researcher searched and studied about the basic concepts from journals, documents, articles, books, research, and so on which were related to the experimental model.

Stage 1.3: Do interest survey

After studying the core curriculum and the concepts related to the topic, the researcher designed interest survey in English. Then, the needs analysis was used with the teenage students who were in the similar context of the target group. Fifty students were assigned to do the interest survey in Thai because they would understand the questions clearer, so they could answer the questions easier (See Appendix A).

Stage 1.4: Choose pop songs

The researcher tried to collect pop songs from top chart of Thai radios which broadcasted foreign pop songs. There were four radio waves in Thailand that broadcasted foreign pop songs which were 88.0 Wave FM, 102.5 Get FM, 105.5 Easy FM, and 107.0 Met FM. However, just three of these radio waves provideed charts to show top songs which were 102.5, 105.5, and107.0. Consequently, the researcher collected the top pop songs and chose under the following five conditions:

1)   *Two out of three top chart songs in 2011-2014*

To make sure that students would be able to know the pop songs, the researcher selected the pop songs that were in at least two out of three top charts in 2011-2014. The pop songs were collected at the beginning of 2011 until the beginning of 2014.

2)   *Interesting songs*

The pop songs should be interesting for students in term of sound, lyric, vocabulary, and discourse because students might feel boring if pop songs were too outdated or annoying if pop songs were too fast to listen and catch the words. Actually, students chose some pop songs that they wanted to learn in needs analysis. Thus, those pop songs were used as a prompt in each oral communication lessons.

3)   *Clean version*

To date, pop songs had both dirty and clean versions. The dirty version would come with impolite words. It was not good to let students know this kind of words even though it was used in reality. Hence, the research selected just the clean version of each interesting pop songs.

4)   *Various contents*

Pop songs were always composed about love whether it was heartbroken, secret love, fulfilled love, or puppy love song. Therefore, the research tried to search

the pop songs from three top charts that came with different contents, not just love songs.

5) *Sufficient contents to analyze discourse*

The contents of pop songs had to provide enough information to analyze discourse in term of three main concepts which were context, deixis, and presupposition.

Stage 1.5: Construct lesson plans

The instructional method used in the current study was consisted of three steps: engage, study, and activate (Harmer, 2007). In the engage step, students were provoked their interests by watching music video of selected pop songs. In the study step, students studied language content and discourse content. For the language content, students learnt about sounds, vocabulary, and grammar related to the selected pop song lyrics. For the discourse content, students learnt how to analyze basic discourse of pop song excerpts in terms of context, deixis, and presupposition. In the last step, activate, students were assigned to do oral communication activities about their real-life situation based on the selected pop songs lyrics that they had learnt in class. Students talked to teachers and peers by using the learnt language content and the concept of analyzing discourse of their situations.

As claimed by many researchers, oral communication ability could be enhanced through learning activities which fostered their confidence (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009, Boonkit, 2010), fluency, and

accuracy (Tam, 1997; Shumin, 1997; Zhenhui, 1999; Shield, Hauck, & Hewer, 2001; Derwing, 2006, Boonkit, 2010) in use of English language. The three factors leading to success of oral communication involved in the three steps used in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. That was, when students were motivated to learn or engaged in the thing they learn, they gave real attention to it. Giving real attention to it could lead to better information receiving. Better information receiving in the study step could provide themselves with accurate sounds, vocabulary, and grammar to be used in their communication, which could help them achieve their accuracy. Moreover, the discourse analyzing techniques assigning to them in the same study step helped them learn about meaning in contexts. Being able to identify the meaning in contexts could lead to language comprehension. When the thing they had learnt was meaningful to them, they produced more potential utterance with confidence. The activate step, which gave students more chances to practice oral communication by doing oral communication activities about situations in their real life related to the song lyrics, could help enhance their fluency.

Figure 7 Contextual Factors (Arndt, Harvey, &Nuttall, 2000)
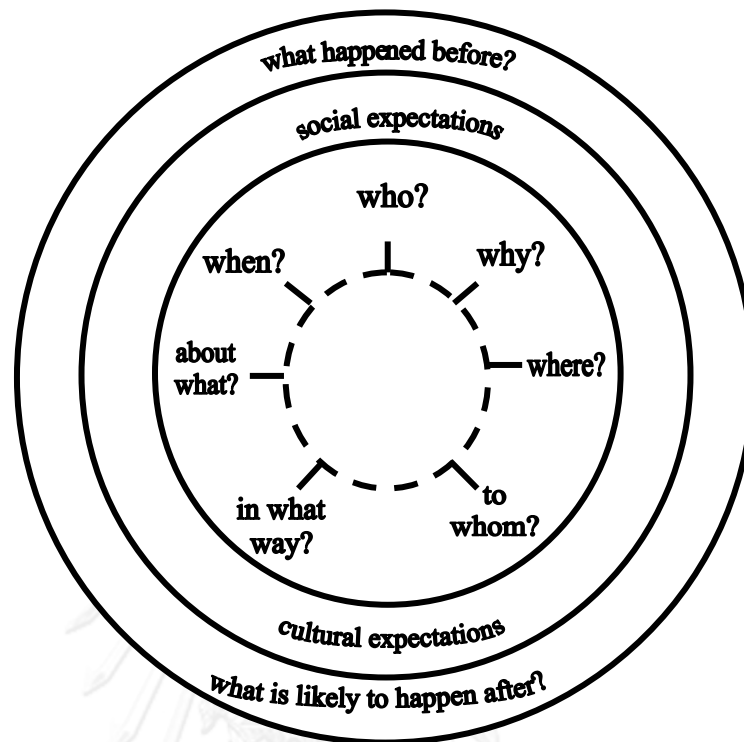
In order to guide students to understand the concepts of context, deixis, and presupposition, teachers used guided questions (Arndt *et al.*, 2000). Illustration of contextual factors shown in Figure 7 above (Arndt *et al.*, 2000, p. 27) represented the relation between the questions used and the concepts of discourse analysis. For example, to prompt students to give responsive acts about a physical context, which was concerned about the real situation of such speech event, guided questions like who said what to whom at what time and what place could lead students to be able to analyze the conveyed message while coming up with the answers from their understanding. Similarly, by using guided questions like 'What does this word refer to?', the students were prompted to think about the reference of the word which

was the concept of deixis, and the questions like 'What does the speaker mean by saying like that?' could lead them to think about the assumption of the speaker and try to interpret it. A concrete example, which came from an excerpt of a pop song, was shown below.

I lose my appetite, knowing kids starve tonight.

And when I sit up, 'cause my dinner is still on my plate.

I got a vision, to make a difference.

And <u>it</u>'s starting today.

According to the above lyrics excerpt from the pop song named 'Pray' sung by Justin Bieber, it could be interpreted that the singer talked to listeners about changing his behavior as soon as possible to help kids, which could be construed from the utterances '*I got a vision, to make a difference. And it's starting today.*' For that reason, those would be the answers of 'Who is the speaker?', 'To whom does this speaker talk?', and 'What does the speaker talk about?'. By pointing out to the students to see what '*<u>it</u>*' in the last line means, the students would lead to the concept of using a referring expression, which was the concept of deixis. They might answer that '*<u>it</u>*' referred to the promise of a change in the speaker's behavior from doing nothing due to his love of convenience to help poor kids. The presupposition that the speaker intended to convey was that he feels guilty, since he was staying fine while there were many poor kids around him waiting for help which he could but did not yet offer.

Accordingly, the lesson plans were composed in 10 lessons which focused on developing students' oral communication ability through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics following the strands of core curriculum and the results of needs analysis. Each lesson spent a period of 50 minutes. The long-range plan presenting the contents covered in 10 lessons with pretest, posttest, and survey session. (See Appendix B)

Stage 1.6: Verify the effectiveness of lesson plans

The lesson plans were rated by three experts using checklists of the Item-Objective Congruence (IOC) in terms of the congruence of the directions, the tasks, and the rubrics. After rating, the results of the Item-Objective Congruence (IOC) were calculated as the follows:

+1	meant	Congruent
0	meant	Questionable
-1	meant	Incongruent

Item-Objective Congruence Index (IOC) was employed in validating this research instrument, based on the responses from the experts.

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

IOC	meant	the index of congruent
R	meant	total score from the opinions of the experts
N	meant	the number of the expert

Three experts were asked to rate the validity and reliability of the survey. Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised. The results from the validation of English Reading Abilities Test are reported in Appendix C.

The results from the validation showed that 2 items received IOC value lower than 0.5. Hence, they were revised and corrected based on the experts' suggestions. They were

Item 2.2: The enabling objectives were related to the terminal adjective.

The experts said that the researcher should include elements that will help students' mastery terminal objectives.

Item 3.4: Time was appropriately allocated to each stage.

The experts suggested that the activities might take time more than 50 minutes (1 period). However, they said it was due to the students' prior knowledge.

Besides to the above, some grammatical errors were found in lesson plans. Therefore they need to be corrected.

The modified version was in Appendix C.

Stage 1.7: Pilot the instruments

After receiving the comments from three experts, the instruments were revised and used with a pilot group of about 10 students at Triamudomsuksa

Pattanakarn Ratchada. Those students were in the same contexts of the target group which were (1) studying in the same grade of the target group, and (2) having the similar educational knowledge as the target group. The results from the pilot group were used for correcting and adjusting the last version of the instruments.

According to the samples of lesson plans, after testing with the pilot group of students, the lessons were interested by students. They were excited to watch the music video and talk about it. However, in the study step, the teacher had to help students use analyzing techniques. It took time in the first period, but it was quicker in the others. In the activate step, the group activity let students talk to friends, so they sometimes talked out of the activity topic and talk in Thai. The teacher had to control the class strictly and the time sharply also.

Stage 1.8: Revise the instruments

The main problem found in the pilot study was the difficulty of following the instruction. The Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was quite new to students. Accordingly, the teacher had to explain clearly and slowly so that students could understand the instruction much more.

Phase 2: Implement of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Stage 2.1: Pretest the oral communication ability (Week 1)

In the pretest of the oral communication ability, students were tested individually with an examiner. The test was divided into three parts called introduction, guided improvisation, and opinion expression. (See Appendix D)

Stage 2.2: Conduct the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics (Week 1-6)

Students were assigned to listen to a pop song, to analyze the lyrics, and to do the oral communication activities which were a variety of activities such as role play, discussion, problem solving, and etc. The 10 lessons took 5 weeks with various pop songs and activities. (See Appendix B)

All lessons were separated into three steps. The first step was called engage. This step was used for provoking students' interest, hooking their attention to the lesson, and providing background information to scaffold to another teaching step. Music video clip of selected pop songs were used in the engage step of the current study. Students watched the music video and then talked about what was going on in the pop song by teacher's guided prompts. The guided prompts were, for example, 'What do you think this song is about?', 'Do you like this song?', Why do you like or dislike this song?'. In the step of study which came the second, students analyzed discourse of lyric excerpts in terms of language content (sound, vocabulary,

and grammar), and discourse content (context, deixis, and presupposition). After analyzing discourse, students talked about the result of discourse analysis with pairs and peers. Finally, in the step of activate, students were assigned to do oral communication activities based on real-life situation according to the theme of the selected pop songs and tried using the learnt language content also. Various communicative activities were provided in this step. Hence, students had opportunities to practice the studied both two contents which were discourse content and language content by linking to real-life situation.

All three steps enhanced students' oral communication ability in terms of linguistic features, discourse management, and interactive communication. Discourse analyzing techniques helped students clarify both language content and discourse content. Therefore, students would practice in terms of linguistic features (pronunciation, vocabulary, and grammar) and discourse management (range of linguistic resources using to deal with the tasks coherently). Furthermore, providing opportunities with communicative tasks to practice oral communication was able to help students develop interactive communication (carrying out the tasks).

The sample lesson of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was conducted as Sample of the lesson as follows (See details of a sample lesson plan in See Appendix C).

Table 5

Sample of the Lesson Representing the Instruction Methodology

Lessons	Materials	Stages	Activities	Objectives
Lesson 1: My Name is Keri. (Pretty Girl Rock' - Keri Hilson)	- Music Video - Computer with speakers	Engage 5 mins.	- Watching a music video - Talking about the music video in general	To motivate students' attention and provide background information
	- Handout - Activity cards	Study 20 mins.	- Taking about analyzing discourse in terms of vocabulary and grammar - Talking about analyzing discourse of lyrics excerpts	To provide language and discourse contents

- Handout	Activate	- Talking in	To apply the
- Activity	25	groups about	knowledge to
cards	mins.	telling the story	the simulated
		according to the	real-life situation
		prompts	and relax
		- Singing songs	students after
			studying
			contents

Stage 2.3: Posttest the oral communication ability and administer the survey of students' opinion toward the instruction model (Week 6)

The posttest of the oral communication ability was a parallel test (See Appendix D). The criteria using for assessing the Oral Communication Ability Test was adopt from The Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008). Those criteria were linguistic features, discourse management, and interactive communication. The rubric was designed with five-rating scales (See Appendix E).

After the instruction, the survey questions used to measure the students' opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics in Thai. (See Appendix F)

Stage 2.4: Evaluate the effectiveness of the instruction

This stage was the answer of the first research question about the effects of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students. The results were analyzed by using means, S.D., and dependent sample t-test.

The second research question was answered after the data analysis of survey. Therefore, the results showing the opinions of grade 9 students toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics were analyzed by using content analysis.

Data Collection

The data for answering the two research questions was from the results of pretest and posttest, and survey following the designed instruction. Students were assigned to have the pretest, and then the next coming weeks were the instruction to enhance oral communication ability using pop song lyrics and discourse analyzing techniques. Before the last week of the course, students had the posttest according to the studied lessons. Finally, students were asked to answer the survey about the opinion after taking the oral communication course.

Table 6

Summary of Data Collection

Before the Implementation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics Framework		• Experts were asked to verify the effectiveness of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics lesson plans • Revised the lesson plans • Pilot study • Revised the lesson plans
During the Implementation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics Framework	Week 1	• Oral Communication Ability Pre-test was distributed to the students.
	Week 1-6	• Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics Framework was employed.
After the Implementation of Oral Communication	Week 6	• Oral Communication Ability Post-test was distributed to

Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics Framework		the students.
		• Survey of Students' Opinions was administered to the students.
	Week 7	• The evaluation of the effectiveness of the instruction was conducted.

Data Analysis

To analyze the pretest and posttest scores, the researcher compared mean scores, S.D., and dependent sample t-test. The results showed the improvement of the target group's oral communication ability.

Moreover, the survey information was read and analyzed the content of the students' writing to describe the opinion of the target group after having the treatment. Hence, the results of content analysis were the answer of the second research question. There were two main characteristics which were advantages and disadvantages

The summary of research questions, instruments, distribution, and methods of analysis were presented as follows:

Table 7

Summary of research questions, instruments, distribution, and methods of analysis

Research Questions	Instrument	Distribution	Analysis
1. To what extent can the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhance English oral communication ability of grade 9 students?	- Pretest and Posttest (See Appendix D)	- Before and after the treatment	- S.D. and Mean - Dependent sample - t-test
2. What are the opinions of grade 9 students toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?	- Survey of Students' Opinions (See Appendix F)	- After the treatment	- Content Analysis

Summary

This aim of this study was to investigate the effects of Oral Communication Instruction Using Discourse Analyzing Technique and Pop Song Lyrics on oral communication ability of grade 9 students. After the instructions, the pretest and posttest were compared to observe their oral communication abilities. The opinion of students toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was explored by using the survey. The research methodology which was presented in this chapter led to the findings would be presented in Chapter IV.

CHAPTER IV

FINDINGS

In this chapter, the finding of the study focusing on the effects of oral communication instruction using discourse analyzing techniques and pop song lyrics on English oral communication ability of grade 9 students would be presented. This section was separated into three parts which were the effects of oral communication instruction using discourse analyzing techniques and pop song lyrics on English oral communication ability of ninth grade students, the opinion toward oral communication instruction using discourse analyzing techniques and pop song lyrics course, and the report finding apart from the research questions.

English Oral Communication Ability

The first research question dealt with the effects of oral communication instruction using discourse analyzing techniques and pop song lyrics on English oral communication of grade 9 students. A comparison analysis of overall data pretest and posttest mean scores of all participants was carried out.

Research question 1: To what extent can the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhance English oral communication ability of grade 9 students?

Hypothesis 1: After learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the posttest score of

English oral communication ability will be higher than the pretest at the 0.05 significant level.

The first research question examined the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability measured by oral communication test using the Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008) with the total scores of 30 points. The criteria were linguistic features, discourse management, and interactive communication. In order to examine the improvement of students' English oral communication ability, Table 8 was conducted to show the mean scores, standard deviations, minimum and maximum values of pretest and posttest.

Table 8

Descriptive statistics of the overall English Oral Communication Test scores of all

students

English Oral Communication Test (Total 30 points)	Min	Max	Means Scores ($\overline{X}$)	S.D.	t.	df	Sig.
Pretest	6	17	10.14	3.689			
					-16.754	27	.000*
Posttest	12	21	15.75	2.518			

*P<.05 n= 28

As in Table 8, the total scores of the test were 30 points. For pretest, the

minimum scores were 6 and the maximum scores were 12. The means score of the

pretest was 10.14 (S.D. = 3.689). After learning through Oral Communication

Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course, the

minimum scores were 17 and the maximum scores were 21. The means score of the

posttest was 15.75 (S.D. = 2.518). There was the difference between the English Oral

Communication pretest and posttest at .05 level (p<.05). As a result, the statistics

could show that students gained significantly higher scores of English Oral

Communication Ability after participating in Oral Communication Instruction Using

Discourse Analyzing Techniques and Pop Song Lyrics course.

The test was separated into 3 parts which were introduction, guided improvisation, and opinion expression. There was no point for introduction part. For two other parts, those were scored by using three criteria which are linguistic features, discourse management, and interactive communication (cited in O'Sullivan, 2008).

The scores of oral communication ability test (30 points) could be interpreted related to 5 rating scales. The five levels were very limited (0-6 points), limited (7-12 points), adequate (13-18 points), strong (19-24 points), and outstanding (25-30 points). This meant the means scores showed that students' oral communication ability level was 'limited' in pretest and moved to 'adequate' in posttest.

To look into the research findings above in more detail, the three criteria used for the test: linguistic features, discourse management, and interactive communication, should also be mentioned as in the following.

Table 9 was conducted to show the mean scores, standard deviations, minimum and maximum values of pretest and posttest in terms of linguistic features.

Table 9

Descriptive statistics of the English Oral Communication Test scores of all students in terms of Linguistic Features

Linguistic Features Criteria (Total 10 points)	Min	Max	Mean Scores ($\overline{X}$)	S.D.	t.	df	Sig.
Pretest	2	5	2.79	1.031			
					-12.410	27	.000*
Posttest	3	6	4.39	.875			

*P<.05 n= 28

According to Table 9, the mean score of the pretest was 2.79 (S.D. = 1.031) and the mean score of the posttest was 4.39 (S.D. = .875). There was the difference between the English Oral Communication pretest and posttest at .05 level (p<.05). As a result, the statistics could show that students gained significantly higher scores of English Oral Communication Ability in terms of linguistic features after participating in Oral Communication Instruction

Table 10 was conducted to show the mean scores, standard deviations, minimum and maximum values of pretest and posttest in terms of discourse management.

Table 10

Descriptive statistics of the English Oral Communication Test scores of all students in terms of Discourse Management

Discourse Management Criteria (Total 10 points)	Min	Max	Mean Scores ($\overline{X}$)	S.D.	t.	df	Sig.
Pretest	2	6	3.75	1.456			
					-15.821	27	.000*
Posttest	4	8	5.50	1.262			

*P<.05 n= 28

According to Table 10, the mean score of the pretest was 3.75 (S.D. = 1.456) and the mean score of the posttest was 5.50 (S.D. = 1.262). There was the difference between the English Oral Communication pretest and posttest at .05 level (p<.05). As a result, the statistics could show that students gained significantly higher scores of English Oral Communication Ability in terms of discourse management after participating in the Oral Communication Instruction

Table 11 was conducted to show the mean scores, standard deviations, minimum and maximum values of pretest and posttest in terms of interactive communication.

Table 11

Descriptive statistics of the English Oral Communication Test scores of all students in terms of Interactive Communication

Interactive Communication Criteria (Total 10 points)	Min	Max	Mean Scores $(\overline{X})$	S.D.	t.	df	Sig.
Pretest	2	6	3.61	1.499			
					-9.875	27	.000*
Posttest	4	8	5.86	1.079			

*P<.05 n= 28

According to Table 11, the mean score of the pretest was 3.61 (S.D. = 1.499) and the mean score of the posttest was 5.86 (S.D. = 1.079). There was the difference between the English Oral Communication pretest and posttest at .05 level (p<.05). As a result, the statistics could show that students gained significantly higher scores of English Oral Communication Ability in terms of interactive communication after participating in Oral Communication Instruction

The scores of oral communication ability test in terms of linguistic features, discourse management, and interactive (10 points each) could be interpreted related to 5 rating scales. The five levels were very limited (0-2 points), limited (3-4 points),

adequate (5-6 points), strong (7-8 points), and outstanding (9-10 points). This meant the means scores of linguistic features showed that students' oral communication ability level was between 'very limited' and 'limited' in pretest and moved to between 'limited' and 'adequate' in posttest. For the score level of discourse management and interactive communication, students were 'limited' in pretest and moved to 'adequate' in posttest.

To show the clearer picture, the score of student no. 23 who gained the most was shown in table 12.

Table 12

Score of Student no. 23

S23	Pretest	posttest
Linguistic Features score (10points)	5	6
Discourse Management score (10 points)	6	7
Interactive Communication score (10 points)	6	8
Total score (30 points)	17	21

As shown in Table 12, the linguistic feature pretest score of the student was 5 and the posttest score was 6. Both 5 and 6 were interpreted to be in adequate level. However, the discourse management pretest score was 6 and the posttest was 7.

The interactive communication pretest score was 6 and the posttest was 8. It could be shown that the student moved from adequate level to strong level for discourse management and interactive communication.

The excerpt of student's English Oral Communication Ability pretest and posttest were presented as follows:

Excerpt 1: Student's English Oral Communication Ability pretest (Part B)

Examiner: I will let you watch the MV of Justin Bieber. Do you know Justin Bieber?

S23:   Yes. (Watching the music video)

Examiner: OK. Do you like this song?

S23:   Yes.

Examiner: Why do you like this song?

S23:   I like Justin Bieber.

Examiner: Oh...Ok...great. So, what do you see in this music video?

S23:   Justin Bieber.

Examiner: Just Justin Bieber? Anything else? Tell me more. Tell me more.

S23: Justin Bieber and a man sing (Pausing) sing with Justin Bieber...............um.........concert and fan club. A lot of people.

Examiner: Ok. So, you saw Justin Bieber singing with a man in a concert. And there were lots of fan club, right?

S23: ....(Silence).............................yes

Examiner: I'll give you one minute to read this excerpt and then we'll talk about it.

S23: (Keeping silence while reading the excerpt)

Examiner: Finish?

S23: Yes.

Examiner: Ok. Do you think this song happen in Thailand?

S23: ....um...................Thailand.............um.......Thailand is hot.

Examiner: I means...um.........Does Justin Bieber sing this song in Thailand? This concert, is it in Thailand?

S23: No.

Examiner: Why do you think it isn't in Thailand?

S23: Fan club is not Thailand.

Examiner: Ok. Can you see the word 'season'? What does 'the season' in the excerpt mean?

S23: Season.........um..........(Pausing)..........season........(Pausing).......cold season.

Examiner: Why do you think like that?

S23: It Christmas.

Examiner: Aha. So, what do they usually do on Christmas day according to the excerpt, here?

S23: ....(Long silence)...

Examiner: Can you see the word 'turkey'? Do you know 'turkey'?

S23: Chicken.

Examiner: Yes. So, what do they do on Christmas Day?

S23: Eat chicken.

Excerpt 2: Student's English Oral Communication Ability posttest (Part B)

Examiner: I will let you watch the MV of Justin Bieber.

S23: Justin Bieber? Again?

Examiner: Yes. (Laughing)

S23:   (Watching the music video)

Examiner: Why do you like this song?

S23:   Yes. It Christmas song of Justin Bieber. I like Justin Bieber.

Examiner: Oh...Ok...great. So, what do you see in this music video?

S23:   Justin Bieber singing song. His girlfriend. Snow. Cars.

Examiner: Anything else?

S23:   Tree. ....um........Christmas tree.

Examiner: Ok. I'll give you one minute to read this excerpt and then we'll talk

            about it.

S23:   (Keeping silence while reading the excerpt)

Examiner: Finish?

S23:   Yes. Finish.

Examiner: Ok. Do you think this song happen in Thailand?

S23:   No.

Examiner: Why do you think it isn't in Thailand?

S23:   it snow. Thailand no snow.

Examiner: Ok. Can you see the word 'a list' in the excerpt? What does 'a list'

          mean?

S23:   The list. I don't know the list.

Examiner: It's like going to a supermarket and making a shopping list. Or the list

          of your homework on the blackboard.

S23:   (Silence)

Examiner: You've said it's Christmas Day, right?

S23:   Yes. It Christmas Day.

Examiner: So, what 'a list' should be on Christmas Day?

S23:   A list to Santa for gift

Examiner: Ok. Great. So, what do they usually do on Christmas day according to

          the excerpt?

S23:   Write a list to Santa

          According to the excerpts above, it showed that student no.23 could

communicate more interactively than in pretest. The student's knowledge about

linguistic features was not highly improved. The student still made some mistakes in

terms of English structure. The vocabulary was limited. For discourse management,

student no.23 could talk more coherently. The student could understand the conveyed massage more than in pretest.

In conclusion, the posttest score of the English Oral Communication Ability test were significantly higher than the pretest scores. Therefore, the first hypothesis was accepted. The finding supported that the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics could promote oral communication ability.

Students' Opinion toward Learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

Research question 2: What are the opinions of grade 9 students toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

Hypothesis 2: Students will have positive opinions toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

The second research question concerned students' opinion toward learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Open-ended response section of the questionnaire included two parts which were the improvement of oral communication ability and the opinions

toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The responses of each part were summarized below.

Part I: The improvement of oral communication ability

1) Do you think your oral communication ability improve after learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

Most of students (89.29%) said that they were improved by learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Nine students said that they gained more vocabulary and sentence structures to understand content. Three students said they improved their English accent. However, there were 13 students who did not give any reasons for the improvement.

The others (10.71%) said that they did not improve their oral communication ability. One of them proposed that he/she was not good at English. Another one said that he/she did not have background knowledge. The other said that the content was difficult.

a. Are you able to use discourse analyzing techniques to communicate with others more effectively? How?

Most students (75%) said that they could use discourse analyzing techniques to communicate with others more effectively. Twelve students gave the

reasons that they could use discourse analyzing techniques guessing the talking contents they did not understand. So, they could talk to their interlocutors easier. However, there were 9 students who did not give any reasons for the improvement.

The rest of them (25%) said that they could not use discourse analyzing techniques to communicate with others more effectively. Five students thought that they were not good at English, so they could not understand how to use discourse analyzing techniques. The other 2 of them did not give comments.

b. Do you think you can speak English more fluently? How?

Most of them (71.43%) thought that they could speak more fluently. Six students said they studied more linguistic features in terms of accent, vocabulary, and sentence structures. Besides, 4 students said that they were given more chances to speak English. Two students said that they had more confidence to communicate in English. However, there were 8 students who did not give the reasons why they thought they could speak English more fluently.

However, the rest of them (28.57%) said that they could not speak more fluently. Two students suggested that the time of the course was too short. If they had more time to study via the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, they would be able to improve their oral communication skills much more than this. Four students said that they were not good at English. But, the other 2 students did not give the reasons.

Part II: The opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

2) Which parts of the instruction do you like the most? Why?

Most students (82.14%) said that the part of the instruction they like the most was engage step because they enjoyed watching the music video and talking about it. Some students (39.29%) liked study step because they liked to talk about the vocabulary. They said that they enjoyed guessing the word by using the context. The others (14.29%) liked activate step because they thought they could adapt the learning content to real life situations.

3) Which parts of the instruction do you dislike the most? Why?

Students (100%) said that there was no dislike part of instruction. Sixteen students gave reason why they did not have the dislike part because the lessons were fun and interesting. The other 12 students did not give any comments.

4) Do you think learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics is useful? Why?

All of them (100%) said that the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was useful. Eight students said the instruction enhance students' motivation because they loved listening to music and learning through songs. Moreover, 11 students said that they gained more sounds, vocabulary, and grammatical structure which they thought that they could

use in real life. Especially in terms of vocabulary, a student said that they could remember new vocabulary easier because they looked at the context of the words and knew how to use them in other sentences. Last but not least, in 5 students' opinion, they had more opportunity to talk to both teacher and peers in English. However, there were 3 students who did not give the comments.

5) Do you have any difficulties in learning through the Oral communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics? If yes, please explain.

Students (53.57%) said that it was difficult to learn through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics because they (13 students) had to talk in English. However, 2 students did not provide the reasons.

The others (46.43%) said that it was not difficult. Four students gave the reason that the classes were fun. They did not feel bored because of learning with songs. Two students thought that it was easier than learning in regular English classes. The rest of students (5 students) said that prompts could help them understand the content easier. However, there were 2 students who did not give comments.

6) How do you feel after learning through the Oral communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

Half of students (50%) said that they were pleased to learn through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The classes were fun and interesting. A student (3.57%) was happy that they could speak English better. Additionally, 3 students (10.71%) said that they had never learned with this kind of instruction before. Eight students (28.57%) said they like English subject more than before. Two students (7.14%) wanted to learn and know more English songs.

To sum up, students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. They thought that it was useful and make the classes fun. Songs and music videos enhanced their learning motivation. They could improve their English after learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Whereas, the hardest part of instruction was to talk to others in English.

Summary

This chapter presented the finding of the study focusing on the effect of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on oral communication ability of Grade 9 students. The results were statistically analyzed and the hypotheses were tested.

The first hypothesis concerning the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on oral communication ability showed that the ninth grade students gained higher mean scores of posttest than the pretest mean scores on their English oral communication ability test. Therefore the hypothesis was accepted.

The second hypothesis focusing the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on students' opinion showed that the ninth grade students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. As a result, the hypothesis was also accepted.

To sum up, the finding of this current study demonstrated that Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was effective in enhancing students' oral communication ability and positive opinion toward the instruction. The coming chapter would present the summary of the study, the discussions of the finding, the limitations, and the recommendations for future research studies.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATION

This chapter consisted five parts. The first part began with a brief summary of the study. The second part presented the research finding of the study. The third part provided the discussion about the research findings. The forth parts entailed the limitations from the findings. The last part elaborated recommendations for further research studies.

Summary of the Study

This objective of this study was to investigate the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students. The research design was a single group pretest-posttest. It compared students' English oral communication ability test scores of before and after receiving Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

This study was divided into two phases. The first phase was related to the preparation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The second phase involved with the implementation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

The first phase of the research procedure was the preparation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. After specifying the population and the samples, the core curriculum of the foreign language strand, the concepts related to oral communication instructions, oral communication ability, discourse analysis, and pop song lyrics for teaching English were reviewed. Then, the interest survey was assigned to 50 students who were in the similar context of the target group. After that, pop songs were chosen for designing research instruments. The research instruments were evaluated by three experts and then revised according to their comments. Then, the research instruments were pilot tested with 10 students who were not the sample group. In the last step of the first phase, the oral communication ability pretest, posttest, and lesson plans were revised based on the information learned from the pilot study.

After the first phase had been carried out, the second phase was the implementation of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The first step of the first phase was the pre-English oral communication test. The samples were asked to do the pretest and then the overview of the instruction was given to the students. After that, the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was delivered to the students who enrolled in the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course. Students participated in 10 lessons and each lesson lasted for 50 minutes. At the

end of the instruction, all students had to take English Oral Communication Ability Test which was the paralleled test of the pretest. The opinion survey was also distributed to the students to collect data regarding to their opinions towards Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

In order to evaluate students' oral communication ability, the score from the pretest and posttest were compared and statistically analyzed by using arithmetic means and standard deviation and t-test. Moreover, the students' opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics was analyzed by using content analysis.

Finding

The findings of the study were summarized in two major aspects: students' oral communication ability and students' opinion towards Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Concerning the first research question, "To what extent can the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhance English oral communication ability of grade 9 students?", The findings showed that the overall posttest mean scores in English Oral Communication Ability were significantly higher than the pretest mean scores at the significant level of 0.05. Therefore, it could be concluded that Oral Communication Instruction Using

Discourse Analyzing Techniques and Pop Song Lyrics successfully improved students'
oral communication ability.

With regards to the second research question, "What are the opinions of
grade 9 students toward learning through the Oral Communication Instruction Using
Discourse Analyzing Techniques and Pop Song Lyrics?", The students were asked to
do the opinion survey at the end of the course. The data gained from the survey
showed that students thought they could improve their oral communication ability
by learning through Oral Communication Instruction Using Discourse Analyzing
Techniques and Pop Song Lyrics. They said they could use discourse analyzing
techniques to communicate with others more effectively and to speak more fluently.
Furthermore, they liked the engage step the most and they thought that Oral
Communication Instruction Using Discourse Analyzing Techniques and Pop Song
Lyrics was useful. The difficulty that they found in this instruction was they had to
talk in English. Last but not least, they were happy to learn through Oral
Communication Instruction Using Discourse Analyzing Techniques and Pop Song
Lyrics. They said the classes were fun and interesting.

In conclusion, the research hypotheses of the current study were accepted
because students received significantly higher mean scores in the posttest of English
Oral Communication Test than the pre one. Furthermore, the survey presented that

students had positive opinion towards Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Discussion

The purposes of the study were to study the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on students' English oral communication ability and to explore students' opinion about the instruction. The results were discussed into two aspects which were oral communication ability and students' opinion toward the instruction.

Oral Communication Ability

One of the hypotheses investigated that after learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the posttest score of English oral communication ability would be higher than the pretest at the 0.05 significant level. After learning through oral communication by using Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the finding showed that the posttest mean scores were significantly higher than the pretest mean scores. It meant that Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics could enhance students' oral communication ability.

All the oral communication criteria which were used for the assessment were linguistic feature, discourse management, and interactive communication. According

to the results of the study, interactive communication was the most improvement among three criteria. Students had more chances to practice oral communication through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Having more opportunities to speak was the reason that made students gained more confidence (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009, Boonkit, 2010), fluency, and accuracy (Tam, 1997; Shumin, 1997; Zhenhui, 1999; Shield, Hauck, & Hewer, 2001; Derwing, 2006, Boonkit, 2010). Therefore, students could communicate more interactively. The pausing and silence in posttest did not occur as much as in pretest.

However, the lowest improvement among three criteria was linguistic features. Linguistic features assessed in terms of accuracy which students had to take time to study (Asato, 2003; Nukthong, 2010). The time of this research might not enough for high improving oral communication ability in terms of linguistic features. Students still made some mistakes in terms of English structures and limited vocabulary.

Consequently, findings and the previous studies showed that students had the improvement of oral communication ability and got advantages from Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Students' Opinion toward the Instruction

The other hypothesis proposed that students would have positive opinions toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The survey of students' opinion was divided into two main parts which were the improvement of oral communication ability and the opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

According to the results, students liked engage step the most, they said that this step enhanced their learning motivation. The students' response could be supported by Harmer (2007) because this research said that engage step was the step to provoke students' interests. The results showed that student liked engage and study step much more than activate step. They told that they enjoyed watching music video. Then, they were interested in study step because they wanted to know the meaning of the songs. The part that student liked the least was activate step. They liked watching and talking about the songs. But, they did not want to link to their real life situation by talking about it in activate step.

Accordingly, the engage step was very interesting for students because they were provide music video of pop songs. This step enhanced student's high learning motivation. Therefore, teacher had to keep class lively in the other two steps which were study and activate.

In summary, the results showed that songs could enhance students' learning motivation as well as the suggestion of Eken (1996), Lo and Li (1998) (cited in Schoepp, 2001), Saricoban and Metin (2000), and Brown (2006). Therefore, students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The motivation would help students enhance positive opinion.

Limitation of the Study

The limitations that the researcher had found during the process of this study were as follows:

First of all, oral communication ability needed time to improve. This research carried only 10 periods according to the school approval, so students should have more time to practice toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. This research took just 10 periods because students had to take the ONET (Ordinary National Educational Test) at the end of the semester. Therefore, they needed time to practice for the exam. If they had more time to practice oral communication, they might improve more scores of the oral communication ability posttest.

Secondly, the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics class were assigned to come after the club session, so some students came to class late. They might miss the engage step. Teacher had

to replay the MV again if there were more than half of students came late. Sometimes, most of students came late. Teacher had to wait more than 10 minutes, and then the class was started. Subsequently, teacher had to cut some minor part of the instruction such as singing after class or decrease the time of each activity.

To sum up, Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics had successfully reached the objectives. Students were able to improve their oral communication ability and had positive opinion toward the instruction. However, there were some limitations which were found in this research study as mentioned above.

Recommendations for the Future Research Studies

This current study focused on the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students. Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics could be investigated further in the future according to these given recommendations:

First, the future study should investigate a smaller or wider sample of students to confirm the effectiveness of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The reason why this instruction should try investigating a smaller or wider sample was each school had different

amount of students. So, trying investigating with different sizes of sample could confirm the effectiveness of the instruction.

Second, the future study could use other kinds of text because songs might not be allowed to be taught in every normal class based on the school curriculum. Teachers could use other texts such as news, articles, fairy tales, and so on to prompt students to talk about. However, the selected sources should be based on students' interest.

Third, the future study could examine students in different level such as elementary level, upper secondary level, or university level to see the effectiveness of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. Songs could be interested in every age. So, it could enhance learning motivation of students and make them interesting. Then, they might want to talk about it.

Forth, the future study should adapt to other English skills such as reading, writing, or integrated skills. According to Ministry of Education (2008), there was not just oral communicative skill (speaking and listening skills) that students had to learn. If teachers could adapt Discourse Analyzing Techniques, students would be able to understand the learning content more meaningfully.

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APPENDICES

Appendix A

Interest Survey

Teaching Speaking through English Pop Songs Questionnaire

This questionnaire is part of a study being conducted by a student of TEFL master's degree at Chulalongkorn University. The result will be used for developing a speaking course for grade 9 students. All information you provide will be kept strictly confidential. Thank you for your participation.

This questionnaire has for parts. Please answer the questions by filling in the gaps, marking in the circles, or circling the numbers which is your answers.

Part One: Personal Data

1. Age _____

2. Mathayom _____

3. Major _____

4. Gender ◯ Female ◯ Male

5. English grade of the last semester _____

6. Do you have any English speaking tutoring class? If yes, How many hour per week?

   ◯ Yes ____ hours per week ◯ No

7. Have you ever gone abroad where that countries use English as a medium? If yes, where?

   ◯ Yes _____ ◯ No

Part Two: Engish Language

8. Do you like English?

   ◯ Love   ◯ Like

   ◯ Dislike   ◯ Hate

9. Which level of the speaking skill enables you?

   ◯ Excellent   ◯ Good

   ◯ Satisfactory ◯ Poor

10. Do you want to communicate in English? Why?

   ◯ Yes _____

   ◯ No _____

11. How much opportunity do you have to speak English in each English speaking period

   (55 minutes)?

   ◯ Always (More than 40 minutes)   ◯ Often (About 30 minutes)

   ◯ Sometimes (About 20 minutes)   ◯ Rarely (Less than 10 minutes)

12. If you have chances to speak English in English speaking class, how often do you

   speak up your ideas?

   ◯ Always (More than 80%)   ◯ Often (About 70%)

   ◯ Sometimes (About 50%)   ◯ Rarely (About 20%)

   ◯ Naver (0%)

13. If you have chances to speak English in real life, how often do you speak up your

   ideas?

   ◯ Always (More than 80%)   ◯ Often (About 70%)

   ◯ Sometimes (About 50%)   ◯ Rarely (About 20%)

   ◯ Naver (0%)

14. Which type of speaking skill do you want to improve the most?

◯ Fluency   ◯ Accuracy

15. Which part of English language do you want to improve to help you develop your

speaking skill the most?

◯ Vocabulary   ◯ Grammar

◯ Pronunciation   ◯ Others _____

16. Which kind of learning habits do you like the most?

◯ Working alone   ◯ Working in pair

◯ Working in small groups   ◯ Working as a class

Please rate how strongly you agree or disagree with each of the following statements

by circling the number.

5 = Strongly Agree

4 = Somewhat Agree

3 = Undecided

2 = Somewhat Disagree

1 = Strongly Disagree

17. I have confidence while I have to speak English with peers.

           5   4   3   2   1

18. I have confidence while I have to speak English with Thai teachers.

           5   4   3   2   1

19. I have confidence while I have to speak English with foreign teachers.

           5   4   3   2   1

20. I have confidence while I have to speak English with foreigners.

           5   4   3   2   1

Part Three: English Songs

21. Do you like English pop songs?

◯ Love   ◯ Like

◯ Dislike   ◯ Hate

22. How often do you listen to English pop songs?

◯ Always (More than 80%)   ◯ Often (About 70%)

◯ Sometimes (About 50%)   ◯ Rarely (About 20%)

◯ Naver (0%)

23. Which source do you use for listening to English pop songs? (You can choose more than one answer.)

◯ Radio   ◯ Television

◯ Internet   ◯ Others _____

24. Which English-pop-song radio wave in Bangkok, Thailand do you know? (You can choose more than one answer.)

◯ 88.0   Wave FM   ◯ 102.5 Get FM

◯ 105.5 Easy FM   ◯ 107.0 Met FM

25. How much could you understand the content of the listened English pop songs?

◯ Most (More than 80%)   ◯ Almost (About 70%)

◯ Some (About 50%)   ◯ Hardly (About 20%)

◯ None (0%)

26. What kind of your understanding English pop songs?

◯ Most Word   ◯ Some Words

◯ General Idea   ◯ None

27. Which one do you think it will help you to understand English pop songs the most

   ◯ Watching Music Video   ◯ Reading Lyric

   ◯ Knowing Vocabulary   ◯ Others _____

28. Which singer singing English pop song do you know? (You can choose more than one.)

   ◯ Linkin Park   ◯ Justin Bieber

   ◯ Lady Gaga   ◯ Ne-Yo

   ◯ Katy Perry   ◯ Lenka

   ◯ Ricky Martin   ◯ Bruno Mars

   ◯ Travie McCoy   ◯ Michael Jackson

   ◯ Jessie J   ◯ Others_____

Part Four: Teaching English through pop songs

29. How do you feel if you will be taught English by using pop songs?

   ◯ Interesting   ◯ So-so   ◯ Boring

30. Which singers do you want to learn their songs in English speaking class? Please choose 10 songs.

   ◯ Jessie J   ◯ Justin Bieber

   ◯ Lady Gaga   ◯ ONe-Yo

   ◯ Katy Perry   ◯ Lenka

   ◯ Beyonce   ◯ Bruno Mars

   ◯ Linkin Park   ◯ Travie McCoy

   ◯ Others_____

Interest Survey (Thai Version)

<u>แบบสอบถามเรื่อง การใช้เพลงสมัยนิยมสอนทักษะการพูดวิชาภาษาอังกฤษ</u>

แบบสอบถามนี้ทำขึ้นเพื่อเก็บขอมูลสำหรับการทำวิทยานิพนธ์ของนิสิตปริญญาโท สาขาการสอนภาษาอังกฤษ

เป็นภาษาต่างประเทศ จุฬาลงกรณ์มหาวิทยาลัย ผลของแบบสอบถามนี้จะนำไปปรับปรุงแบบเรียนการสอนทักษะการพูด

วิชาภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษา ข้อมูลทั้งหมดในการตอบแบบสอบถามนี้จะถูกเก็บเป็นความลับ ขอบคุณ

สำหรับความร่วมมือ

แบบสอบถามประกอบด้วย 4 ส่วน กรุณาตอบคำถามโดยการเติมในช่องว่าง ใส่เครื่องหมายในวงกลม หรือ

วงกลมล้อมรอบตัวเลขที่เป็นคำตอบ

ส่วนที่ 1 ข้อมูลส่วนบุคคล

1. อายุ _____

2. ชั้นมัธยมศึกษาปีที่ _____

3. แผนการเรียน _____

4. เพศ ◯ หญิง ◯ ชาย

5. เกรดวิชาภาษาอังกฤษเทอมล่าสุด _____

6. คุณเรียนพิเศษด้านทักษะการพูดภาษาอังกฤษหรือไม่ ถ้าเรียน โปรดระบุชั่วโมงเรียนต่อสัปดาห์

    ◯ เรียน____ ชั่วโมง/สัปดาห์   ◯ ไม่เรียน

7. คุณเคยไปต่างประเทศซึ่งเป็นประเทศที่ใช้ภาษาอังกฤษเป็นตัวกลางในการสื่อสารหรือไม่ ถ้าเคยโปรดระบุชื่อ

ประเทศ

    ◯ เคย_____   ◯ ไม่เคย

ส่วนที่ 2 ภาษาอังกฤษ

8. **คุณชอบภาษาอังกฤษหรือไม่**

    ◯ รัก   ◯ ชอบ

    ◯ ไม่ชอบ   ◯ เกลียด

9. คุณคิดว่าทักษะการพูดภาษาอังกฤษของคุณอยู่ในระดับใด

    ◯ ดีเยี่ยม   ◯ ดี

    ◯ ปานกลาง   ◯ ควรปรับปรุง

10. คุณต้องการสื่อสารเป็นภาษาอังกฤษหรือไม่ เพราะอะไร

    ◯ ต้องการ _____

    ◯ ไม่ต้องการ _____

11. คุณมีโอกาสพูดภาษาอังกฤษในคาบเรียนการพูดภาษาอังกฤษบ่อยแค่ไหน (55 นาที)

◯ ตลอด (มากกว่า 40 นาที)   ◯ บ่อยๆ (ประมาณ 30 นาที)

◯ บางครั้ง (ประมาณ 20 นาที)   ◯ แทบจะไม่ (น้อยกว่า 10 นาที)

12. ถ้าคุณมีโอกาสพูดภาษาอังกฤษในคาบเรียนการพูดภาษาอังกฤษ คุณใช้โอกาสนั้นพูดแสดงความคิดเห็นบ่อยแค่

ไหน

◯ ประจำ (มากว่าร้อยละ 80)   ◯ บ่อยๆ (ประมาณร้อยละ 70)

◯ บางครั้ง (ประมาณร้อยละ 50)   ◯ แทบจะไม่ (ประมาณร้อยละ 20)

◯ ไม่เคย (ร้อยละ 0)

13. ถ้าคุณมีโอกาสพูดภาษาอังกฤษในชีวิตประจำวัน คุณใช้โอกาสนั้นพูดแสดงความคิดเห็นบ่อยแค่ไหน

◯ ประจำ (มากว่าร้อยละ 80)   ◯ บ่อยๆ (ประมาณร้อยละ 70)

◯ บางครั้ง (ประมาณร้อยละ 50)   ◯ แทบจะไม่ (ประมาณร้อยละ 20)

◯ ไม่เคย (ร้อยละ 0)

14. ทักษะการพูดด้านไหนที่คุณต้องการพัฒนามากที่สุด

◯ ความคล่อง   ◯ ความถูกต้อง

15. คุณต้องการพัฒนาอังกฤษด้านใดเพื่อช่วยให้ทักษะการพูดภาษาอังกฤษของคุณดีขึ้น

◯ ด้านคำศัพท์   ◯ ด้านไวยากรณ์

◯ ด้านการออกเสียง   ◯ อื่นๆ _____

16. คุณชื่นชอบนิสัยการเรียนแบบไหน

⭕ ทำงานคนเดียว   ⭕ ทำงานเป็นคู่

⭕ ทำงานเป็นกลุ่มย่อย   ⭕ ทำงานรวมกันทั้งห้อง

กรุณาลำดับความเห็นด้วยหรือไม่เห็นด้วยในแต่ละข้อโดยวงกลมรอบตัวเลข

5   เห็นด้วยอย่างมาก

4   ค่อนข้างเห็นด้วย

3   เฉยๆ

2   ค่อนข้างไม่เห็นด้วย

1   ไม่เห็นด้วยอย่างมาก

17. ฉันมีความมั่นใจเวลาที่พูดภาษาอังกฤษกับเพื่อน

      5   4   3   2   1

18. ฉันมีความมั่นใจเวลาที่พูดภาษาอังกฤษกับคุณครูไทย

      5   4   3   2   1

19. ฉันมีความมั่นใจเวลาที่พูดภาษาอังกฤษกับคุณครูต่างชาติ

      5   4   3   2   1

20. ฉันมีความมั่นใจเวลาที่พูดภาษาอังกฤษกับชาวต่างชาติ

      5   4   3   2   1

ส่วนที่ 3 เพลงสมัยนิยมภาษาอังกฤษ

21. คุณชอบเพลงสมัยนิยมภาษาอังกฤษหรือไม่

⬤ รัก   ⬤ ชอบ

⬤ ไม่ชอบ   ⬤ เกลียด

22. คุณฟังเพลงสมัยนิยมภาษาอังกฤษบ่อยแค่ไหน

⬤ ประจำ (มากว่าร้อยละ 80)   ⬤ บ่อยๆ (ประมาณร้อยละ 70)

⬤ บางครั้ง (ประมาณร้อยละ 50)   ⬤ แทบจะไม่ (ประมาณร้อยละ 20)

⬤ ไม่เคย (ร้อยละ 0)

23. คุณฟังเพลงสมัยนิยมภาษาอังกฤษจากแหล่งใด (สามารถเลือกได้มากกว่า 1 คำตอบ)

⬤ วิทยุ   ⬤ โทรทัศน์

⬤ อินเทอร์เน็ต   ⬤ อื่นๆ _____

24. คุณรู้จักคลื่นวิทยุที่เปิดเพลงสมัยนิยมภาษาอังกฤษในกรุงเทพฯคลื่นใด (สามารถเลือกได้มากกว่า 1 คำตอบ)

⬤ 88.0   Wave FM   ⬤ 102.5   Get FM

⬤ 105.5   Easy FM   ⬤ 107.0   Met FM

25. คุณเข้าใจเนื้อหาของเพลงสมัยนิยมภาษาอังกฤษที่ฟังมากแค่ไหน

⬤ เข้าใจเกือบทั้งหมด (มากกว่าร้อยละ 80)   ⬤ ค่อนข้างทั้งหมด (ประมาณร้อยละ 70)

⬤ เข้าใจบ้าง (ประมาณร้อยละ 50)   ⬤ ไม่ค่อยเข้าใจ (ประมาณร้อยละ 20)

⬤ ไม่เข้าใจเลย (ร้อยละ 0)

26. คุณเข้าใจเพลงสมัยนิยมภาษาอังกฤษในแง่ไหน

   ⚪ เข้าใจเกือบทุกคำ   ⚪ เข้าใจบางคำ

   ⚪ เข้าใจใจความสำคัญ   ⚪ ไม่เข้าใจเลย

27. คุณคิดว่าอะไรที่จะช่วยให้คุณเข้าใจเพลงสมัยนิยมภาษาอังกฤษได้มากที่สุด

   ⚪ ดูมิวสิควิดีโอ   ⚪ อ่านเนื้อเพลง

   ⚪ รู้จักคำศัพท์   ⚪ อื่นๆ _____

28. คุณรู้จักนักร้องที่ร้องเพลงสมัยนิยมภาษาอังกฤษคนไหน (สามารถเลือกได้มากกว่า 1 คำตอบ)

⚪ Linkin Park	⚪ Justin Bieber	⚪ Lady Gaga
⚪ Ne-Yo	⚪ Katy Perry	⚪ Lenka
⚪ Ricky Martin	⚪ Bruno Mars	⚪ Travie McCoy
⚪ Michael Jackson	⚪ Jessie J	⚪ อื่นๆ _____

ส่วนที่ 4 สอนภาษาอังกฤษผ่านเพลงป็อบ

29. คุณรู้สึกอย่างไรถ้าหากต้องเรียนภาษาอังกฤษผ่านเพลงสมัยนิยม

◯ น่าสนใจ　　　　◯ เฉยๆ　　　　◯ น่าเบื่อ

30. อยากเรียนเพลงของใครในคาบเรียนการพูดภาษาอังกฤษ กรุณาเลือกทั้งหมด 10 เพลง

◯ Jessie J

◯ Justin Bieber

◯ Lady Gaga

◯ Ne-Yo

◯ Katy Perry

◯ Lenka

◯ Beyonce

◯ Bruno Mars

◯ Linkin Park

◯ Travie McCoy

◯ อื่นๆ _____

Appendix B

Course Syllabus

Course Syllabus for the Oral Communication Instruction

Using Discourse Analyzing Techniques and Pop Song Lyrics

1. Course Title   Oral Communication Instruction Using Discourse

                                          Analyzing Techniques and Pop Song Lyrics Course

2. Semester   Second Semester

3. Academic Year   2013

4. Instructor/ Academic Staff   Nasarin Yuangyim

5. Course Duration   6 weeks

6. Sessions/ Week   2 sessions

7. Hours/ Sessions   50 minutes

8. Course Description

Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics: English language content including contemporary vocabulary and grammar related to pop song lyrics selected to be used in the lessons; English oral communication activities using discourse analyzing techniques practiced by responding to guided questions and relating to students' real life.

9. Course Outline

     10.1 Learning Objectives/ Behavioral Objectives

     By the end of the semester, students will be able to:

          1) Demonstrate ability to handle communication activities

          2) Express opinions in English

3) Ask and answer questions relevant to the situations

4) Talk about present, past, and future events

10.2 Course Schedule

Weeks	Sessions	Topics	Language Contents	Communication Activities
Week 1	Session 1	Pre-test and Introduction		
Week 1	Session 2	Lesson 1: My Name is Keri (Pretty Girl Rock – Keri Hilson)	(as) + Adjective +as Adjective with –er + than	Story Telling by Using Given Prompts
Week 2	Session 3	Lesson 2: I can do it for my city (This City – Patrick Stump)	can + infinitive, cannot/can't + infinitive	Discussion about City Problems
Week 2	Session 4	Lesson 3 I am watching TV and reading newspaper (Pray – Justin Bieber)	V. to be + V. ing	Explanation about the given situations
Week 3	Session 5	Lesson 4: I don't feel like doing anything (The Lazy Song – Bruno Mars)	Feel like + V. ing Want to + infinitive	Talking about Free Time Activities
Week 3	Session 6	Lesson 5: I used to be a baby (Roar – Katy Perry)	Used to + infinitive	Describing Pictures
Week 4	Session 7	Lesson 6: I met up with some friends (Carry On – Fun)	Past Simple Tense	Role Playing about Our Dreams
Week 4	Session 8	Lesson 7: As fast as a hare, as brave as a bare (Everything at Once - Lenka)	Words Rhythm	Jigsaw Activities: creating words rhythm
Week 5	Session 9	Lesson 8: Open Up Your Eyes (Beautiful Life – Union J)	Imperative Sentences	Stations of Situations
Week 5	Session 10	Lesson 9: I Won't Give Up (I won't give up – Jason Mraz)	Phrasal Verbs	Solving Your Friends' Problems

Weeks	Sessions	Topics	Language Contents	Communication Activities
Week 6	Session 11	Lesson 10: My Universe Will Never Be the Same (Glad You Came – The Wanted)	Future Simple Tense	Talking about the World in the Future
Week 6	Session 12	Posttest and Survey		

10.3 Methods

- Presentation   15-20 Minutes/Session

- Activities   35-40 Minutes/Session

10.4 Media

- Music Video   - Worksheets

- Computer with speakers   - *etc.*

- Handouts

10.5 Evaluation

- Pre-test and Posttest

- Class participation

Appendix C

Lesson Plan

Lesson 1: My Name is Keri.

Terminal Objective:

Students will be able to communicate orally about comparing two things by using positive and comparative degrees.

Enabling Objectives:

1. Students will be able communicate orally about the contents of pop song lyrics as a guided discourse analysis prompts.
2. Students will be able to demonstrate understanding of some highlighted vocabulary and sentence patterns in their communicative tasks.

Background Knowledge:

Descriptive adjectives about comparing two things such as tall, short, handsome, etc.

Language Content

Vocabulary: stare (v.), bury (v.), attraction (n.), jealous (adj.), trait (n.)

Structure: (as) + Adjective +as
Adjective with –er + than

Materials and Equipments:

- Music video
- Computer with speakers
- Pictures
- Activity cards
- Handout

Evaluation:

Class participation and demonstration of students' understanding from the assigned tasks

Time Allocation:
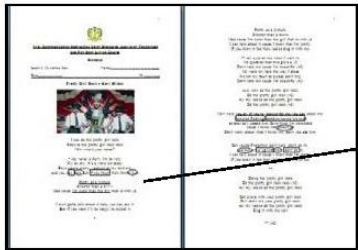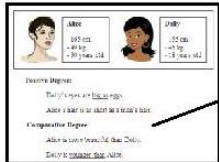
1 period of 50 minutes
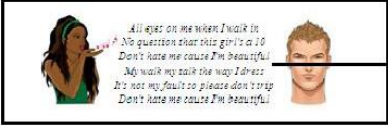
Teaching Procedures

Teacher	Students
Step: <u>Engage</u> **Time:** 5 minutes **Materials:** music video, computer with speakers **Activities:** T: Play the music video of a pop song named 'Pretty Girl Rock' from Keri Hilson. Then, prompt the students to talk about the content of the song in general. Allow students to talk in both Thai and English. *Guided prompts:* *- What did you see in the music video? What about locations and people in each scene? (prompt regarding CONTEXT)* *- This song is about a woman who thinks that she is beautiful. Why did she say like this? Why does she change the locations so often? (prompt regarding PRESUPPOSITION)* *- 'Don't hate me cause I'm beautiful', whom do you think the singer use this sentence to talk to? (prompt regarding DEIXIS)* *- Let's see why American girls think that they are beautiful.*	Ss: Watch the music video and talk about the content of the song in general. The answers can be both in Thai and English. *Expected talk:* *- The singer sings and dances during the song. She changes clothes according to the location that she is in.* *- She is a very self-confident girl. The reason why she changes places is she might want to show that she is always beautiful wherever she is.* *- She might talk to people who do not like the way she is.*

Step: <u>Study</u>
Time: 20 minutes
Materials: activity cards
Activities:
    Vocabulary: **1) stare**   **2) bury**
                    3) attraction **4) jealous**
                    5) trait
 	
T: Talk to students and help them get part of speech and meaning of new vocabulary:
    1) stare   2) bury
	
	Ss: Focus on new vocabulary in terms of meaning and parts of speech with the teacher and friends.

Teacher	Students
Handout	

* My name is Keri, I'm so very
Fly oh my. It's a little bit scary
Boys wanna marry, looking at my derrière
And you can stare but if you touch then Imma bury

Teacher (continued):

<u>Activity Cards</u>

1. stare
 - Bella stares at the sky for a while because she sees a falling star.
 - I don't like him because he stared at me for a long time in the party.

2. bury
 - His body was buried after he died for 7 days.
 - Dogs often bury bones.

Guided prompts:
- *The circled words in the lyrics are new vocabulary and the squared words or phrases will help you interpret the new vocabulary.*
- *The first word is 'stare'.*
 1) What is the part of speech of 'stare'? Remark that it comes after 'can'
 2) What about the meaning?
 Look at the words around it to help you interpret 'stare' such as 'looking at'. There are more examples of using 'stare' in the activity card. 'for a while' and 'for a long time' can help you.
- *'stare' is a verb and means 'to look at something or someone for a long time without moving your eyes'. Can you give me some more examples?*
- *The second word is 'bury'.*
 1) What is the part of speech of 'bury'? Note that 'Imma' means 'I'm going to' and 'bury' comes after this phase.
 2) What about the meaning?
 Look at the words around it to help you interpret 'bury' such as 'you can stare but if you touch'. The examples of using

Students (continued):

Expected talk:

- *'stare' is a Verb because it comes after 'can'. The meaning of this word might be about seeing or looking at something for a while.*

- *(Various answers)*

- *'bury' might be a Verb because I'm going to + Verb infinitive. It might be about a bad behavior or a penalty because 'you' in the lyrics do something that the singer doesn't want which is 'touch'.*

Teacher	Students
'stare' in the activity card. 'after he died' and 'dogs and bones' can help you. *- bury' is a Verb and means 'to put someone in a grave or something under the ground in order to hide it'. More examples, please.* T: Let students make three groups to give part of speech and meaning of the last three new vocabulary: 3) attraction 4) jealous 5) trait	*- (Various answers)* Ss: Focus on new vocabulary in terms of meaning and part of speech with peers in groups.

<u>Handout</u>

Now were you at, If your looking for me you can catch me
Cameras flashing, daddies turned his head
as soon as I passed him Girls think I'm conceded
cause I think I'm attraction
Don't worry about what I think why don't you ask him

Get yourself together don't hate (don't do it),
jealous is the ugliest trait (don't do it)
I can talk about it cause I know that I'm pretty
If you know it too then ladies sing it with me

<u>Activity Cards</u>

3. attraction
- Big Ben is a popular attraction in London.
- The elephants are the main attraction at the circus.

4. jealous
- Mr. Brown is jealous of his colleague's success.
- The other girls are jealous of Lily because she is extremely pretty.

5. trait
- Two traits of Thais are helpful and kind.
- Respectful shows the good trait of children.

Guided prompts:
- Please make three discussion groups about the meaning of the assigned words.
- Group one, discuss the word no. 3 'attraction'. Look at the words around it such as 'camera flashing' and 'daddies turned his head'. Here, 'daddies' means men. In the activity card, 'Big Ben and London' and 'elephant and circus' can help you ('Attraction' is a Noun and

Expected talk:
- 'Attraction' should be a Noun because it comes after a Verb to be and ends with '-tion'. It might mean an interesting thing because everybody looks at it and takes photos.

Teacher	Students
means a feeling of liking someone or something interesting to see.) - *Group two, discuss the word no. 4 'jealous'. Look at the words around it such as 'don't hate', 'don't do it', and 'the ugliest'. In the activity card, 'his colleague's success.' and 'she is extremely pretty' can help you.* *('Jealous' is an Adjective and means feeling angry and unhappy because someone has something that you wish you had.)* - *Group three, no.5 'trait'. Look at the words around it such as 'the ugliest'. In the worksheet, 'Thais, helpful and kind' and 'respect and children' can help you.* *('Trait' is a Noun and means a particular quality in someone's character.)*	- *'Jealous' is an Adjective because it comes after Verb to be. But, it might mean a feeling or dislike of someone.* - *'Trait' should be a Noun because it comes after 'the ugliest'. The meaning of this word should be about behavior.*
T: Ask for the representatives of each group to talk to the class about the meaning and part of speech of the given words *Guided prompts:* - *Please send your representatives to talk to the class about the meaning and part of speech of your words.* **Structure: 1) (as +) Adj + as** ** 2) Adj with –er + than** T: Present the lyrics and ask students to spot the comparison of adjectives.	Ss: Send representatives to talk to the class about the meaning and part of speech of these words *Expected talk:* - *(Various answers according to the assigned word of each group)* Ss: Focus on comparison of adjectives to talk to the teacher and peers.

Handout

Activity Cards

Pretty as a picture
Sweeter than a s------
Mad cause I'm cuter than the girl that is with ya

Positive Degree:

Dolly's eyes are big as eggs.

Alice's hair is as short as a man's hair.

Comparative Degree:

Alice is more beautiful than Dolly.

Dolly is younger than Alice.

Teacher	Students
Guided prompts: *- Let's see the two underlines in the lyric. How different between the meaning of this two underlined phases?(Pretty as a picture and I'm cuter than the girl)* *- Can you give me the structures of the equal (positive degree) and unequal (comparative degree) things by looking at the those structures?* **Analyzing the discourse of the excerpt** T: Guide students to analyze the discourse of the pop song lyrics excerpt. Activity Cards *Guided prompts:* *- You have a minute to read the excerpt. (1 minute passed) Talk to your friends about the reason that the singer says "all eyes on me when I walk in". These questions will help you interpret the excerpt more easily.* *1) Why does the singer think that she is beautiful (prompt about CONTEXT)* *2) Which situation comes before the singer saying like this? (prompt about PRESUPPOSITION)* *3) Who can be 'All eyes', 'I', 'this girl', and 'the person who singer say don't hate me to' in this excerpt? (prompt about DEIXIS)* **Step: Activate** **Time:** 25 minutes **Materials:** activity cards T: Assign students to tell a story by using five words and phrases, and five pictures of the guided prompts by sending the representatives of each group to tell the stories to class.	*Expected talk:* *- The first phrase pretty as a picture means that two things are equal in term of prettiness. But, the second one, I'm cuter than the girl means the singer is cuter than the other. So, two things are not equal.* *-'Subject + Verb to be + as + Adjective (+ as)' is the structure for the equal things. 'Subject + Verb to be + Adjective with -er + than + the other thing'.* Ss: Analyze the discourse of the pop lyric excerpt. *Expected talk:* *- 1) The singer talked about how beautiful she is. She said that when she walked in, all people looked at her and thought that she was young (about ten years old) and beautiful because of the way she walked, talked, and dressed. She might be very charming in the way that she talks. She might have impressive personality because of the way she walks. Lastly, she might be stylish because of the way she dresses.* *2) The singer prepared herself for the party as well as she could.* *3) 'All eyes' might be the eyes of people in a party. 'I' means the singer. And, 'this girl' is a singer also.* Ss: Create a story by using five words and phrases, and five pictures of the guided prompts. Then send the representative of each group to tell the stories to the class.

Teacher	Students
Activity Cards	

healthy	dangerous	innocent
ugly	strong	attractive	old
jealous	pretty	long	slim
tiny	small	tall

Guided prompts:
- *Please make four groups. I will give you a set of cards. In the cards, there are words, phases, and pictures. You have to sit in a circle and create a story by picking 10 cards, five for words or phrases and five for pictures to create story. You can take a short note of your story.*

Expected talk:
- At a <u>pyramid</u>, more than a hundred years ago, <u>Doraemon</u> was **buried** there. One day, <u>Nadech</u> went there because he wanted to visit **attractions** of Egypt. He saw a pyramid **short**er than the others. He had six senses, so he knew that this pyramid was a special one. He spoke some words and then the pyramid was exploded. Doraemon walked out and turned into <u>Mum Jokmok</u> because Nadech spoke incorrectly. Doraemon said to Nadech, "Turn me back because this current body was **ugly** as a joker." Doraemon wanted to be as cute as he was. Nadech tried again, but he could not do it. Mum Jokmok turned him into <u>Bella</u>. Doraemon said it was alright because Bella was very **pretty**. The only

Teacher	Students
T: Ask about the PRESUPPOSITION, DEIXIS, and CONTEXT of the students' story. T: Sing 'Pretty Girl Rock' together. Handout 	*one thing that made Doraemon upset was the gender. Bella was female!* Ss: Answer the questions about PRESUPPOSITION, DEIXIS, and CONTEXT. Ss: Sing 'Pretty Girl Rock' together.

Lesson 2: I can do it for my city.

Terminal Objective:

Students will be able to communicate orally about problems in their city and solutions of those problems.

Enabling Objectives:

1. Students will be able communicate orally about the contents of pop song lyrics as a guided discourse analysis prompts.
2. Students will be able to demonstrate understanding of some highlighted pronunciation, vocabulary, and sentence patterns in their communicative tasks.

Language Content

Vocabulary: problem (N.), solution (N.), pollution (V.), drugs (N.)

Structure: can + infinitive, cannot/can't + infinitive

Materials and Equipments:

- Music Video
- Computer with speakers
- Activity Cards
- Handout

Evaluation:

Class participation and demonstration of students' understanding from the assigned tasks

Time Allocation:

1 period of 50 minutes

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY
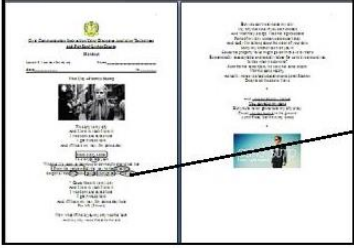
Teaching Procedures

Teacher	Students

Step: <u>Engage</u>
Time: 5 minutes
Materials: music video, computer with speakers
Activities:
 	
T: Play the music video of a pop song named 'This City' from Patrick Stump. Then, prompt the students to talk about the content of the song in general. Allow students to talk in both Thai and English
 	
Guided prompts:
- What did you see in the music video? What about locations and people in each scene? (prompt regarding CONTEXT)
- This song is about a man who loves his city. Why did he say like this? (prompt regarding PRESUPPOSITION)
- 'This city is my city', whom do you think the singer use this sentence to talk to? (prompt regarding DEIXIS)
- Let's see why this man loves his city so much.
 	
Step: <u>Study</u>
Time: 20 minutes
Materials: handout and activity cards
Activities:
 Vocabulary: 1) problem   2) solution
                 3) drugs   4) pollution
 	
T: Talk to students and help them get part of speech and meaning of new vocabulary:
   1) problem
	Ss: Watch the music video and talk about the content of the song in general. The answers can be both in Thai and English
	
	Expected talk:
	- The singer sings and dances during the song. He went to his city and looked around the city.
	- He loves his city because he is proud of his city even though there are a lot of problems.
	- He might talk to people who do not live in the same city.
	
	Ss: Focus on new vocabulary in terms of meaning and parts of speech with the teacher and friends

Teacher	Students
Handout 	 From every corner To every block Whether it's warm or storming or downright stupid hot, hot From the problems all the way to the solutions Forget all the drugs and gangs, corruption and pollution

Activity Cards
 	
1. block
  - My house is on the next block.
  - Go to the third block of Swanton Street.	

Guided prompts: *- The circled words in the lyrics are new vocabulary and the squared words or phrases will help you interpret the new vocabulary.* *- The first word is 'block'.* *1) What is the part of speech of 'block'? Remark that it comes after 'every'* *2) What about the meaning?* *Look at the words around it to help you interpret 'problem' such as 'from every corner'. There are more examples of using 'block' in the activity card. 'house' and 'street' can help you.* *- 'block' is a noun and means 'the four streets that go in a square around your house'. Can you give me some more examples?* T: Let students make three groups to give part of speech and meaning of the last three new vocabulary: 2) solution 3) drugs 4) pollution	*Expected talk:* - *It has to be a noun because it comes after 'every'.* - *I think 'block' might be about a location. It will be a square space surrounded by streets.* - *(Various answers)*
Handout 	 From every corner To every block Whether it's warm or storming or downright stupid hot, hot From the problems all the way to the solutions Forget all the drugs and gangs, corruption and pollution

Teacher	Students
Activity Cards	
2. solution - Waking up early is the (solution) of going to school late. - Workout is the (solution) of overweight.	
3. pollution - Burning trash causes air (pollution). - Talking loudly in the classroom causes noise (pollution).	
4. drugs - People who addict to (drugs) will be unhealthy. - Selling (drugs) is illegal, so policemen will arrest drugs sellers.	
Guided prompts: *- Please make three discussion groups about the meaning of the assigned words.* *- Group one, discuss the word no. 2 'solution'. Look at the words around it such as 'from the problems'. In the activity card, 'Waking up early and going to school late' and 'workout and overweight' can help you ('Solution' is a noun and means a way to solve problems.)*	*Expected talk:* *- 'Solution' should be a Noun because it ends with '-tion'. It might mean how to solve problems.*
- Group two, discuss the word no. 3 'pollution'. Look at the words around it such as 'corruption'. In the activity card, 'burning trash' and 'talking loudly in the classroom and noise' can help you. ('Pollution' is a Noun means the process of making environment dangerously dirty and not suitable for people to use.)	*- 'Pollution' should be a Noun because it ends with '-tion'. It might mean the way to make an environment dirty and unhealthy.*
- Group three, no.4 'drugs' which is the plural of drug. Look at the words around it such as 'gangs. In the worksheet, 'unhealthy' and 'illegal and police will arrest drugs seller' can help you. ('Drug' is a Noun and means 'an illegal medicine such as marijuana and cocaine'.)	*- 'Drug' should be a Noun because it links with a gang that is a Noun by using and. It might mean bad medicines that cause addiction.*
T: Ask for the representatives of each group to talk to the class about the meaning and part of speech of the given words	Ss: Send representatives to talk to the class about the meaning and part of speech of each word

Teacher	Students
Guided prompts: *- Please send your representatives to talk to the class about the meaning and part of speech of your words.* **Structure: 1) can + infinitive** **2) can't/cannot + infinitive** T: Present the lyrics and ask students to spot the structure of 'can' <u>Handout</u> <u>Activity Cards</u> 	*Expected talk:* *- (Various answers according to the assigned word of each group)* And you can take my picture You can take my name But you're never gonna take my city away Cause you can burn it to the ground Let it flood, but it's in my blood <table><tr><td>**can**</td><td>**cannot**</td></tr><tr><td>drive a car</td><td>fly</td></tr><tr><td>run</td><td>read Italian book</td></tr><tr><td>drink milk</td><td>play guitar</td></tr><tr><td>speak English</td><td>ride a motorcycle</td></tr></table> <table><tr><td>**can**</td><td>**can't/cannot**</td></tr><tr><td>read German book</td><td>eat shrimp</td></tr><tr><td>ride a bicycle</td><td>do homework</td></tr><tr><td>speak Thai</td><td>play piano</td></tr><tr><td>jump</td><td>swim</td></tr></table> Bonny can drive a car. Tony can jump. Bonny can't fly. Tony cannot eat shrimp.
Guided prompts: *- Let's see the three underlines in the lyric. There is a Helping Verb called 'can' in those underlines. Do you know what does it mean and what is 'can' structure?* *- What about the negative form of 'can'? Let's guess it by looking at the activity card! Can you give me the structure of negative form? Do you know how to make the negative form of 'can' shorter?* **Analyzing the discourse of the excerpt** T: Guide students to analyze the discourse of the pop song lyrics excerpt.	*Expected talk:* *- I think it means be to be able to do something. The structure of 'can' is can + infinitive.* *- Put 'not' after can. The structure of the negative form might be 'cannot + infinitive'. If you want to make it shorter, you will put the apostrophe t ('t) after can. So, it will be can't.* Ss: Analyze the discourse of the pop song lyric excerpts

Teacher	Students
Activity Cards	

And you can take my picture
You can take my name
But you're never gonna take my city away
Cause you can burn it to the ground
Let it flood, but it's in my blood

Guided prompts:
- *You have a minute to read the excerpt. (1 minute passed) Talk to your friends about the reason that the singer says "It's in my blood". These questions will help you interpret the excerpt more easily.*
1) Why does the singer think that no one can take his city away? (prompt about CONTEXT)
2) Which situation comes before the singer saying like this? (prompt about PRESUPPOSITION)
3) Who can be 'you' and 'it' in the lyrics? (prompt about DEIXIS)

Step: Activate
Time: 25 minutes
Materials: worksheet, cards

T: Assign students to discuss about how they can/cannot help solve problems of their beloved city by using pictures as guided prompts and send the representatives of each group to tell the stories to class.

Activity Cards

traffic jam

beggar

Expected talk:
- *1) The reason why the singer thinks that no one can take his city away is because he really loves his city. He said that other people can take everything such as his picture and his name, but they cannot take his city because it is in his blood.*
2) There is someone from another city talking about the singer's city in bad way.
3) 'You' might be someone from another city and 'it' means his city.

Ss: Discuss about how they can/cannot help solve problems of their beloved city by using pictures as guided prompts and send the representatives of each group to tell the stories to class.

Teacher	Students
  drugs garbage air pollution *Guided prompts:* - *Please make five group and talk to your group about the city problem. How can you help solve those problems? Or you think you cannot? Why?* T: Sing 'This City' together. __Handout__ 	*Expected talk:* - *(Various Answers)* Ss: Sing 'Pretty Girl Rock' together.

Lesson 3: I am watching TV and reading newspaper.

Terminal Objective:

Students will be able to communicate orally about doing something.

Enabling Objectives:

1. 1. Students will be able communicate orally about the contents of pop song lyrics as a guided discourse analysis prompts.
2. Students will be able to demonstrate understanding of some highlighted pronunciation, vocabulary, and sentence patterns in their communicative tasks.

Language Content

Vocabulary: áppetite (N.), starve (V.)

Structure: V. to be + V. ing

Materials and Equipments:

- Music Video
- Computer with speakers
- Activity Cards
- Handout

Evaluation:

Class participation and demonstration of students' understanding from the assigned tasks
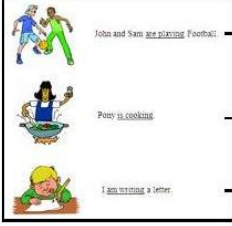
Time Allocation:

1 period of 50 minutes

Teaching Procedures

Teacher	Students
Step: <u>Engage</u> **Time:** 5 minutes **Materials:** music video, computer with speakers **Activities:** T: Play the music video of a pop song named 'Pray' from Justin Bieber. Then, prompt the students to talk about the content of the song in general. Allow students to talk in both Thai and English *Guided prompts:* *- What did you see in the music video? What about locations and people in each scene? (prompt regarding CONTEXT)* *- This song is about a boy who is changing his vision to think about poor people much more than before. Why did he say like this? (prompt regarding PRESUPPOSITION)* *- 'I close my eyes and pray', whom do you think the singer use this sentence to talk to? (prompt regarding DEIXIS)* *- Let's see why this man loves his city so much.* **Step:** <u>Study</u> **Time:** 20 minutes **Materials:** handout and activity cards **Activities:** **Vocabulary: 1) appetite 2) starve** T: Separate students into two groups. Each group will talk about part of speech and meaning of the assigned new vocabulary. Then, ask for the representatives of each group to talk to the class about the given words.	Ss: Watch the music video and talk about the content of the song in general. The answers can be both in Thai and English *Expected talk:* *- Justin Bieber goes to visit poor people. The music video shows that there are numerous poor and homeless people.* *- He thinks that he is very happy, but there are many poor and pitifull people around him* . *- He might talk to people who are as wealthy and happy as him to discuss poor people.* Ss: Focus on new vocabulary in terms of meaning and parts of speech with friends. Then, send representatives to talk to the class about the meaning and parts of speech of the given words.

Teacher	Students
<u>Handout</u>	I lose my (appetite) Knowing kids (starve) tonight Am I a sinner, cause half [my dinner is still there on my plate]? Ooh, I got a vision to make a difference And it's starting today

<u>Activity Cards</u>

1. appetite

 - I have no (appetite) for [lunch] today.

 - [Workout] has given me an (appetite) for [dinner]

2. starve

 - Thousands of people will (starve) if [food doesn't reach the city]

 - People can live four to six weeks [without food], after that they (starve) to death.

Guided prompts:	*Expected talk:*
- The circled words in the lyrics are new vocabulary and the squared words or phrases will help you interpret the new vocabulary. Please make three discussion groups about the part of speech and meaning of the assigned words.	
- Please send your representatives to talk to the class about the meaning and part of speech of your words.	*- (Various answers according to the assigned word of each group)*
- Group one, discuss the word no. 1 *1) What is the part of speech of 'appetite'? Remark that it comes after 'my'*	*- It has to be a noun because it comes after 'my'.*
2) What about the meaning of 'appetite'? Look at the words around it such as 'my dinner is still there on my plate'. In the activity card, 'lunch' and 'workout and dinner' can help you ('appetite' is a noun and means the desire to eat food, felt as hunger.)	*- I think 'appetite' might mean the behavior or something about wanting to eat.*
- Can you give me some example of using this word, 'appetite'?	*- (Various answers)*
- Group two, discuss the word no. 2	

Teacher	Students
'starve'. Look at the words around it such as 'my dinner is still there on my plate'. In the activity card, 'food doesn't reach the city' and 'without food' can help you ('starve' is a verb and means to suffer or die because you do not have enough to eat.) *- Can you give me some example of using this word, 'starve'?*	 *- (Various answers)*

Structure: V. to be + V. ing

T: Present the lyrics and ask students to spot the structure of 'V. to be + V. ing'

<u>Handout</u>

I just can't sleep tonight
Knowing that things ain't right
It's in the papers
It's on the TV
It's everywhere that I go
<u>Children are crying</u>
<u>Soldiers are dying</u>
Some people don't have a home

<u>Activity Cards</u>

John and Sam <u>are playing</u> Football.

Pony <u>is cooking.</u>

I <u>am writing</u> a letter.

Guided prompts: *- Let's see the two underlines in the lyric. Could you help me give the structure of two underlines? Do you know the meaning of this structure?* *- Could you please give me some examples of doing something at the moment of speaking?*	*Expected talk:* *- I think the structure is 'V. to be + V. ing'. It means the actions happening at the moment of speaking.* *- (Various answers such as we are learning English, I am talking to the teacher, and so on)*

Analyzing the discourse of the excerpt

T: Guide students to analyze the discourse of the pop song lyrics excerpt.	Ss: Analyze the discourse of the pop song lyric excerpts

Teacher	Students
<u>Activity Cards</u>	

I just can't sleep tonight
Knowing that things ain't right
It's in the papers
It's on the TV
It's everywhere that I go
Children are crying
Soldiers are dying
Some people don't have a home

Teacher:

Guided prompts:
- You have a minute to read the excerpt. (1 minute passed) Talk to your friends about the reason that the singer says "I just can't sleep tonight". These questions will help you interpret the excerpt more easily.
1) Why does the singer think that things ain't right? (prompt about CONTEXT)
2) Which situation comes before the singer saying like this? (prompt about PRESUPPOSITION)
3) Who can be 'thing' in the lyrics? (prompt about DEIXIS)

Step: <u>Activate</u>
Time: 25 minutes
Materials: worksheet, activity cards

<u>Activity Cards</u>

Group 1
- I'm riding a bicycle.
- I'm watching TV.
- I'm singing a song.
- I'm cooking.

Group 2
- I'm surfing internet.
- I'm doing homework.
- I'm washing hands.
- I'm listening to a radio.

Group 3
- I'm drinking milk.
- I'm dancing.
- I'm brushing teeth.
- I'm eating ice cream.

Students:

Expected talk:
- 1) He saw the news in newspapers and on TV that there are poor children, dead soldiers and homeless people everywhere he went. But, he is still happy.
2) He might be at home and sitting on the couch. He read newspaper and watched news on TV.
3) 'Thing' might be the bad situations happening on TV and in the newspapers such as poverty, war, and homeless people.

Ss: Separate into four groups and play games named 'What am I doing?'

Expected talk:
- (Various answers according to the assigned sentences)

Teacher	Students

Group 4
- I'm taking a shower.
- I'm playing basketball.
- I'm baking a cake.
- I'm painting.
 	
T: Separate students into four groups. Let them play games named 'What am I doing?'
  Guided prompts:
  - *Please separate into 4 groups. I will give you activity cards. The activity cards will show sentences. Each group of students has to send a representative to explain one chosen sentence and other groups have to guess what they are doing. But, they cannot say the keywords of the sentences and cannot perform actions. The quickest team raising hands will be given a point. For example, students choose 'I am writing a letter.'. The representative have to give other group some clues such as 'I will send it to the post office after I finished doing it.', 'I use pencil and eraser to do it.', and 'I'm doing it to send to my pen friend.'*
 	
T: Sing 'Pray' together.
 	
Handout
	Ss: Separate into four groups and play games named 'What am I doing?'
	
	  Expected talk:
	  - *(Various answers according to the assigned sentences)*
	
	Ss: Sing 'Pray' together.

Appendix D

Oral Communication Ability Test

Oral Communication Ability Pre-test

<u>Direction</u>

This test consists of **three** parts;

Part A: Introduction

Part B: Guided Improvisation (15 points)

Part C: Opinion Expression (15 points)

The total score of this test is 30. The test will take about 8 minutes.

Part A: Introduction (2 minutes)

Please introduce yourself and then you have to talk to the examiner about yourself

.

Part B: Guided Improvisation (4 minutes)

You have to watch the music video named 'Chestnuts Roasting on an Open Fire' from Justin Bieber. After that, you have to talk to the examiner about the music video.

You have 1 minute to read the below lyrics. It is the excerpt from 'Paradise' song that you have watched the music video. After reading, you have to talk to the examiner about the excerpt.

Everybody knows a turkey and some mistletoe,
Help to make **the season** bright.
Tiny tots with their eyes all aglow,
Will find it hard to sleep tonight.

Part C: Opinion Expression (2 minutes)

You have to talk to the examiner under the topic that the examiner provides.

-------- GOOD LUCK FOR THE TEST --------

Conversational prompts for the examiner to talk with the test-taker.

Part A: Warm-up (2 minutes)

Let's the test-taker introduce his/herself and then talking in general such as

- Talk about favorite pop songs
- Talk about favorite pop singers
- Talk about Christmas in Thailand

Part B: Guided Improvisation (4 minutes)

The examiner presents the song and talk about the song.

- Talk about how the test-taker feel about the song
- Talk about the characters in the song
- Talk about the excerpt in terms of context, deixis, and presupposition
    1. Does the song happen in Thailand? If not, where do you think this situation take place? Why do you think like that? (context)
    2. What does 'the season' in the excerpt mean? Why do you think like that? (deixis)
    3. What do they usually have on Christmas Day according to the excerpt? Why do you think like that? (presupposition)

Part C: Real-life experience (2 minutes)

The examiner chooses 2 topics to talk to the test-taker and each topic will take 1 minute to talk about.

- Talk about beliefs such as Santa, reindeer, socks
- Talk about oversea Christmas

Oral Communication Ability Post-test

Direction

This test consists of **three** parts;

      Part A: Introduction

      Part B: Guided Improvisation (15 points)

      Part C: Opinion Expression (15 points)

The total score of this test is 30. The test will take about 8 minutes.

Part A: Introduction (2 minutes)

Please introduce yourself and then you have to talk to the examiner about yourself.

Part B: Guided Improvisation (4 minutes)

You have to watch the music video named 'Mistletoe' from Justin Bieber. After that, you have to talk to the examiner about the music video.

You have 1 minute to read the below lyrics. It is the excerpt from 'Mistletoe' song that you have watched the music video. After reading, you have to talk to the examiner about the excerpt.

Word on the streets Santa's coming tonight
Reindeer flying thru the sky so high,
I should be makin' **a list** I know,
But I'mma be under the mistletoe

Part C: Opinion Expression (2 minutes)

You have to talk to the examiner under the topic that the examiner provides.

-------- GOOD LUCK FOR THE TEST --------

Conversational prompts for the examiner to talk with the test-taker.

Part A: Warm-up (2 minutes)

Let's the test-taker introduce his/herself and then talking in general such as

- Talk about favorite pop songs
- Talk about favorite pop singers
- Talk about Christmas in Thailand

Part B: Guided Improvisation (4 minutes)

The examiner presents the song and talk about the song.

- Talk about how the test-taker feel about the song
- Talk about the characters in the song
- Talk about the excerpt in terms of context, deixis, and presupposition
    1. Does the song happen in Thailand? If not, where do you think this situation take place? Why do you think like that? (context)
    2. What does 'the list' in the excerpt mean? Why do you think like that? (deixis)
    3. What do they usually have on Christmas Day according to the excerpt? Why do you think like that? (presupposition)

Part C: Real-life experience (2 minutes)

The examiner chooses 2 topics to talk to the test-taker and each topic will take 1 minute to talk about.

- Talk about the student's wishing lists
- Talk about activities on Christmas Day

Appendix E

Scoring Rubrics

Scoring Rubrics of Oral Communication

	5	4	3	2	1
	Outstanding	**Strong**	**Adequate**	**Limited**	**Very Limited**
Linguistic Features	Grammar is mostly accurate. Only minor errors occur. Uses appropriate and varied vocabulary in dealing with the tasks. Produces individual sounds well and speaks with appropriate intonation and stress. Although L1 accent may be evident, utterances are easily understood.	Some features of 3 and some features of 5 in approximately equal measure.	Grammar is sufficiently accurate. Uses appropriate vocabulary in dealing with the tasks. Produces individual sounds and prosodic features sufficiently well to be understood. L1 accent may cause occasional difficulty.	Some features of 1 and some features of 3 in approximately equal measure.	Grammar is mostly inaccurate. Major errors occur. Uses limited of inappropriate vocabulary in dealing with the tasks. Produces some features of spoken English so poorly that utterances are not easily understood.
Discourse Management	Uses a wide range of linguistic resources to deal effectively with the tasks. Contributions are coherent and extended where appropriate.	Some features of 3 and some features of 5 in approximately equal measure.	Uses adequate range of linguistic resources to deal sufficiently well with the tasks. Contributions may occasionally be limited or lack coherence.	Some features of 1 and some features of 3 in approximately equal measure.	Range of linguistic resources is in adequate to deal with the tasks. Contributions are often minimal and lack coherence.
Interactive Communication	Demonstrates good interactive ability in carrying out the tasks. Is able to maintain effective communication with only natural hesitation while organizing thoughts and shows sensitivity to turn-taking. Does not require assistance in carrying out the tasks.	Some features of 3 and some features of 5 in approximately equal measure.	Has sufficient interactive ability to carry out the tasks. Maintains flow of language when carrying out the tasks although may occasionally lack sensitivity to turn taking and hesitation may occur while searching for language. Does not require major assistance or prompting to carry out the tasks.	Some features of 1 and some features of 3 in approximately equal measure.	Is only able to take part in the interaction for some of the time. Cannot maintain flow of language and hesitations demand patience of the listener. Requires major prompting and assistance. Produces inappropriate or irrelevant responses.

(Adapted from The Cambridge ESOL FCE Analytic Rating Scale, cited in O'Sullivan, 2008)

Appendix F

Survey of Students' Opinions

Survey of Students' Opinions

Please answer the questions in Thai and give examples or reasons for each answer.

Part I: The improvement of oral communication ability

1) Do you think your oral communication ability improve after learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

_____

_____

    a. Are you able to use discourse analysis and expression in communicating with others more effectively? How?

        _____

        _____

    b. Do you think you can speak English more fluently? How?

        _____

        _____

Part II: Opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

2) Which parts of the instruction do you like the most? Why?

    _____

    _____

3) Which parts of the instruction do you dislike the most? Why?

    _____

    _____

4) Do you think learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics is useful? Why?

    _____

    _____

5) Do you have any difficulties in learning through the Oral communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics? If yes, please explain.

    _____

    _____

6) How do you feel after learning through the Oral communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics?

    _____

    _____

(Thai Version)

ให้นักเรียนตอบคำถามของแบบสอบถามนี้เป็นภาษาไทย พร้อมยกตัวอย่างหรือเหตุผลประกอบแต่ละคำตอบ

ตอนที่ 1 การพัฒนาความสามารถทางการสื่อสารทางการพูด

1) นักเรียนคิดว่านักเรียนสามารถพัฒนาการพูดภาษาอังกฤษหลังจากที่เรียน โดยวิธีการวิเคราะห์เนื้อเพลงสากลหรือไม่

_____

_____

    1.1   นักเรียนสามารถใช้วิธีการวิเคราะห์เนื้อเพลงสากลแสดงออกทางความคิดโดยการสื่อสารกับผู้อื่นได้หรือไม่ อย่างไร

        _____

        _____

        _____

    1.2   นักเรียนคิดว่านักเรียนสามารถพูดภาษาอังกฤษได้คล่องแคล่วขึ้นหรือไม่ อย่างไร

        _____

        _____

        _____

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการเรียนการสอนการพูดโดยใช้วิธีการวิเคราะห์เนื้อเพลงสากล

2) นักเรียนชอบการเรียนการสอนตอนใดมากที่สุด เพราะอะไร

_____

_____

_____

3) นักเรียนไม่ชอบการเรียนการสอนตอนใดมากที่สุด เพราะอะไร

_____

_____

_____

4) นักเรียนคิดว่าการเรียนพูดด้วยการวิเคราะห์เนื้อเพลงสากลมีประโยชน์หรือไม่ เพราะอะไร

_____

_____

_____

5) นักเรียนคิดว่าการเรียนการพูดด้วยการวิเคราะห์เนื้อเพลงสากลยากลำบากหรือไม่ ถ้าใช่ กรุณาอธิบาย

_____

_____

_____

6) นักเรียนรู้สึกอย่างไรหลังจากที่เรียนการพูดด้วยการวิเคราะห์เนื้อเพลงสากล

_____

_____

_____

Appendix G

Lesson Plan Evaluation Form

Please rate (/) these following items according to your opinions.

Congruent = +1 Questionable = 0 Incongruent = -1

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Content:					
1.1 The survey is able to evaluate students' opinion toward oral communication instruction.	+1	+1	0	0.67	Reserved
2. Language:					
2.1 The items are comprehensible, brief, and unambiguous.	+1	0	0	0.33	Modified
2.2 The English and Thai versions are parallel.	0	0	0	0	Modified

จุฬาลงกรณ์มหาวิทยาลัย

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Appendix H

English Oral Communication Ability Test Evaluation Form

Please rate (/) these following items according to your opinions.

Congruent = +1 Questionable = 0 Incongruent = -1

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Context:					
1.1 The task is relevant to oral communication instruction which includes Engage, Study, and Activate.	+1	+1	+1	1	Reserved
1.2 The task is relevant to the test takers in terms of language proficiency.	+1	+1	+1	1	Reserved
1.3 The time allocation is appropriate.	+1	0	+1	0.67	Reserved
2. Content:					
2.1 The task requires the test takers to perform their oral communication potential in terms of Linguistic Features.	0	+1	+1	0.67	Reserved
2.2 The task requires the test takers to perform their oral communication potential in terms of Discourse Management.	0	+1	+1	0.67	Reserved
2.3 The task requires the test takers to perform their oral communication potential in terms of Interactive Communication.	0	+1	+1	0.67	Reserved
2.4 The prompts are appropriate to elicit the oral communication ability.	+1	+1	+1	1	Reserved
2.5 The task requires the test takers to use the analyzing discourse techniques (techniques for understanding the intentional meaning according to language use in each situation).	0	+1	0	0.33	Modified
2.6 The pre-test and post-test are parallel.	-1	0	0	-0.33	Modified

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
3. Language:					
3.1 The instruction is comprehensible, brief, and unambiguous.	-1	+1	0	-0.67	Modified
3.2 The prompt is easy to interpret.	+1	+1	+1	1	Reserved
4. Analytic Scoring Scheme:					
4.1 The details of criteria are appropriate and relevant to the tasks.	+1	+1	+1	1	Reserved

Appendix I

Survey of Students' Opinion Evaluation Form

Please rate (/) these following items according to your opinions.

Congruent = +1 Questionable = 0 Incongruent = -1

Items	Experts' judgments			IOC Mean Score	Meaning
	A	B	C		
1. Content:					
1.2 The survey is able to evaluate students' opinion toward oral communication instruction.	+1	+1	0	0.67	Reserved
2. Language:					
2.3 The items are comprehensible, brief, and unambiguous.	+1	0	0	0.33	Modified
2.4 The English and Thai versions are parallel.	0	0	0	0	Modified

Appendix J

Lists of Experts

A: Experts Validating Lesson Plans

    1. Dr. Ruedeerath Chusanachoti

       Faculty of Education, Chulalongkorn University

    2. Dr. Yossawee Saifah

       Faculty of Education, Chulalongkorn University

    3. Mr. Michael Scott Hodgkins

       Foreign Languages Department, Kasem Pittaya School

B: Experts Validating Oral Communication Ability Test

    1. Dr. Pornpimol Sukavatee

       Faculty of Education, Chulalongkorn University

    2. Miss Sireekarn Bhasujiratthanakul

       Foreign Languages Department, Kasem Pittaya School

    3. Mr. Andrew Craze

       Foreign Languages Department, Kasem Pittaya School

C: Experts Validating Survey of Students' Opinions

    1. Ass. Prof. Dr. Chansongklod Gajaseni Suthipibul

       Faculty of Education, Chulalongkorn University

2. Dr. Maneerat Ekkayokkaya

   Faculty of Education, Chulalongkorn University

3. Ass. Prof. Dr. Sugunya Ruangjaroon

   Faculty of Humanities, *Srinakharinwirot* University

VITA

Nasarin Yuangyim was born on the 30th November 1986 in Bangkok, Thailand. She studied her secondary level at Triam Udom Suksa School. In 2010, she achieved her Bachelor's Degree of Education in Primary Education (English and Thai Majors) at Chulalongkorn University. She had taught at Chulalongkorn University Demonstration Elementary School and Sarasas Ektra Bilingual School as a student teacher. Then, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. After that, she had taught at Triam Udom Suksa School as an extra teacher. Currently, she works as a freelancer of writer and translator.