



**Oral Performance in Scripted and Non-scripted Role Play Activities:**

**A Study of Repair Organization in English Conversation of**

**Thai College Students**

**Somma Chotirat**

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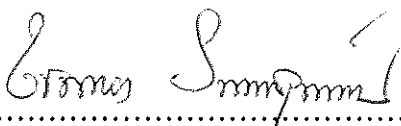
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**Author** Miss Sommai Chotirat  
**Major Program** Teaching English as an International Language


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**Major Advisor:**

  
.....  
(Dr. Kemtong Sinwongsawat)


**Examining Committee :**

  
.....Chairperson  
(Dr. Compol Swangboonsatic)

  
.....  
(Asst. Prof. Dr. Premin Karavi)

  
.....  
(Dr. Kemtong Sinwongsawat)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

  
.....  
(Prof. Dr. Amornrat Phongdara)  
Dean of Graduate School

ชื่อวิทยานิพนธ์	การศึกษาวิธีจัดการปัญหาในบทสนทนาภาษาอังกฤษของนักศึกษาไทย ระดับอุดมศึกษาในกิจกรรมแสดงบทบาทสมมติประเภทที่มีและ ไม่มีการเตรียมบทพูด
ผู้เขียน	นางสาวสมหมาย โชติรัตน์
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### บทคัดย่อ

งานวิจัยฉบับนี้ มีวัตถุประสงค์เพื่อศึกษาการจัดการปัญหาในบทสนทนาภาษาอังกฤษของนักศึกษาระดับอุดมศึกษาไทยในกิจกรรมแสดงบทบาทสมมติประเภทที่มี และไม่มีการเตรียมบทพูด โดยมุ่งตอบคำถามวิจัยต่อไปนี้ 1) ผู้เรียนจัดการปัญหาในกิจกรรมแสดงบทบาทสมมติประเภทที่มี และไม่มีการเตรียมบทพูดอย่างไร 2) วิธีการจัดการปัญหาในกิจกรรมแสดงบทบาทสมมติทั้งสองแบบนี้แตกต่างกันหรือไม่ และ 3) ผู้เรียนที่มีความสามารถทางภาษาสูง และต่ำ มีวิธีการจัดการปัญหาที่แตกต่างกันหรือไม่ และอย่างไร กลุ่มตัวอย่างที่ใช้เก็บข้อมูลเพื่อการวิจัยในครั้งนี้ประกอบด้วย นักศึกษาสาขาวิชาเอกภาษาอังกฤษ ชั้นปีที่ 2 มหาวิทยาลัยราชภัฏสงขลา จำนวน 16 คน จัดว่าเป็นผู้ที่มีความสามารถทางภาษาอังกฤษในเกณฑ์สูงและต่ำอย่างละเท่ากัน โดยผู้วิจัยกำหนดให้ผู้เรียนจับคู่ทำกิจกรรมแสดงบทบาทสมมติประเภทที่มี และไม่มีการเตรียมบทพูดในช่วงชั่วโมงสุดท้ายของการเรียนการสอนเป็นระยะเวลาติดต่อกันกิจกรรมละ 4 สัปดาห์โดยมีการบันทึกและถอดเทปเสียงบทสนทนาเพื่อการวิเคราะห์ข้อมูลตามหลัก Conversation Analysis (CA) ผลการวิจัยพบว่าวิธีการจัดการปัญหาที่พบในกิจกรรมแสดงบทบาทสมมติทั้งสองประเภทเหมือนกัน ผู้เรียนที่มีระดับความสามารถทางภาษาต่างกันมีความถี่ในการใช้วิธีการจัดการปัญหาแบบต่างๆที่ไม่แตกต่างกันมากนัก อย่างไรก็ตามสิ่งที่ต่างกันอย่างเห็นได้ชัดระหว่างกิจกรรมแสดงบทบาทสมมติทั้งสองประเภท คือการจัดการปัญหาแบบ other-initiated self-repair ซึ่งพบบ่อยกว่ามากในการแสดงบทบาทสมมติประเภทที่ไม่มีการเตรียมบทพูด นอกจากนั้นพบว่าหน้าที่ที่สัมพันธ์กับการจัดการปัญหาแต่ละแบบในกิจกรรมทั้งสองประเภทมีความแตกต่างกัน ในประเด็นนี้ผลการวิจัยชี้ว่ากิจกรรมแสดงบทบาทสมมติประเภทที่ไม่มีการเตรียมบทพูดเปิดโอกาสให้ผู้เรียนได้ฝึกและสัมผัสกับการใช้ภาษาในลักษณะต่างๆ ที่พบในบทสนทนาจริงๆที่เกิดขึ้น โดยธรรมชาติมากกว่า ฉะนั้นครูผู้สอนจึงควรพิจารณาบทพจนดถึงประสิทธิผลในการใช้กิจกรรมการแสดงบทบาทสมมติที่มีการเตรียมบทพูดล่วงหน้า ในการพัฒนาความสามารถด้านการพูดเพื่อการสื่อสารจริงในชีวิตประจำวันของผู้เรียน

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# CHAPTER 1

## INTRODUCTION

This chapter presents the research rationale, purposes, research questions, significance of the study, expected results, the scope and limitations, and definitions of the technical terms used in the study.

### 1.1 Rationale of the study

Oral communication is considered an essential skill for both ESL and EFL learners. The learners' oral performance can only be improved if teachers provide them with opportunities to use the target language to communicate in class (Littlewood, 1981). Many teachers have therefore chosen to adopt a more communicative approach, transforming traditional into interactive, communicative classes where the teachers offer students plenty of communicative activities to practice speaking and improve their oral performance. Role-play activities appear to be one of the most popular choices of communicative activities chosen by teachers for a communicative classroom. They have widely been used in attempts to improve speaking skills of Thai students in EFL classrooms for decades. The effectiveness of these activities in improving students' speaking skills has been demonstrated in a number of quantitative research studies (Alwahibee, 2004; Klanrit, 2007; Magos & Politi, 2008).

Generally, the role play activities implemented in the classrooms are of two types: scripted and non-scripted role-plays. Scripted role-plays are often modeled on dialogues appearing in English textbooks. To carry out this type of role-play activity, the students are assigned to work in pairs or small groups and are given prompts based on the target dialogue. The students are allowed to write down their own scripts covering the prompts given. Then, the teacher calls on a few pairs to perform the activity in front of the class. The second type of role-play activity is a non-scripted role-play in which the teacher provides pairs of students with common



situations. The students themselves have to improvise, and are not allowed to write the script. Then, a few pairs are asked to act out the role-play in front of the class (Byrne, 1986; Doff, 1988, as cited in Susanti, 2007).

Apparently, scripted role plays are a more popular choice among teachers to improve the oral performance of students in communicative classes. Non-scripted role-plays, on the other hand, are less frequently used most likely because they are more complicated and put a lot of pressure on the students, requiring them to improvise conversations immediately with little preparation.

When doing scripted role-plays, the students have time to prepare the scripts as homework and rehearse them to achieve smooth speaking. Despite frequent practice of such a role play in class, when students are outside the classroom, most of them are still unable to communicate in actual situations. Hence, doing scripted role play activities does not seem to prepare students to deal with problems in real-life communication. Often, when students forget their turns in role plays, they tend to discontinue them rather than work out the problems. This often results in an unfinished sequence of conversation and poor unnatural oral performance.

Normally, when problems arise in naturally occurring conversation, interlocutors organize some sort of a repair to fix the problems. According to Schlegoff, Jefferson & Sack (1977), Schlegoff (2000) and Wong (2000), repairs refer to the practices for dealing with problems or troubles in speaking, hearing, and understanding talk in conversation. Originally, Schlegoff et al (1977) suggested that there were two major types of repairs: *self repair* and *other repair*. In self repair, speakers make and immediately repair the problem themselves whereas in other repair the listeners are the ones who repair the problem. Subsequently, four different types of repair organization have been proposed: *self-initiated self-repair*, *self-initiated other-repair*, *other-initiated other-repair*, and *other-initiated self-repair*. In self-initiated self-repair, it is the speaker of the trouble source who recognizes the problem and repairs it. Self-initiated other-repair, on the other hand, occurs when the speaker of the trouble source initiates a repair, but it is the recipient who carries it through. As for other-initiated other-repair, a problematic talk is both noticed and repaired by a

recipient. Lastly, in other-initiated self-repair, it is the speaker of the trouble source who fixes the trouble noted by the recipient (Schegloff, Koshik, Jacoby & Olsher, 2002, as cited in Seedhouse, 2004).

Not only in naturally occurring conversations, repair organization is also observable in role-play activities that simulate them although it is likely that different types of role-plays vary in the degree of repair occurrence. Based on preliminary observations, a common problem occurring in scripted role-plays seems to be students' forgetting the scripts, in which case they simply abandon their turns after failed recall, and then start a new turn, often not related to the ongoing sequence. Students who do non-scripted role plays, on the other hand, appear to work with their interlocutors in repairing the problems until they are resolved.

Despite the performance differences brought about by each of the two types of role-play activities, there have apparently been no studies done which directly investigated the effects of scripted and non-scripted role-play activities on students' oral ability. While repairs are considered an essential mechanism in conversation, and there are several studies on the organization of repairs, it seems that there is no study which examines repairs induced by different types of role-play activities. The present study is therefore designed to fill this gap by addressing the differences in the organization of repairs between scripted and non-scripted role-play activities, and how these affect students' oral performance. The study aims especially at investigating how students repair or otherwise deal with communication problems which occur in these two different tasks.

## **1.2 Purposes of the study**

The main purposes of this study are:

- (1) To study how the students conduct repairs in scripted and non-scripted role-plays.

- (2) To examine whether the organization of repairs in scripted role-plays differs from that in non-scripted ones.
- (3) To investigate how the high and the low English-proficiency students organize repairs in the two types of role-play activities.

### **1.3 Research Questions**

- (1) How do the students conduct repairs in scripted and non-scripted role-plays?
- (2) Does the organization of repairs differ in scripted and non-scripted role-plays?
- (3) How do the high and the low English-proficiency students organize repairs in the two types of role-play activities?

### **1.4 Significance of the study**

The findings of this study will help teachers to understand the interactional organization, especially the organization of repairs, in role-play activities. They will also help teachers to identify problems between students with different proficiency levels in carrying out role-plays of different types. Furthermore, the study will aid teachers in making informed decisions regarding the types of role-play activities that work best in improving speaking ability of target groups of students and in designing appropriate teaching materials for them. It will also help foreign language departments to establish syllabi which promote effective communicative activities for students. Most important, the study will unveil skills to teachers which are necessary for learners to acquire when dealing with problems in various real-life situations.

## 1.5 Scope and limitations of the study

(1) The case-study method was adopted to investigate the conversations and the organization of repairs carried out by a group of second-year English majors at Songkhla Rajabhat University. Hence, the outcome may not be generalizable to other groups of students who are studying at the same or different levels in other institutions.

(2) Listening and Speaking III is a course normally taught at the university by a native English speaking teacher without any textbooks. Thus, while in accordance with the university's curriculum, the contents taught are based upon agreement between the teacher and the researcher, and may not be consistent with other fixed programs.

## 1.6 Technical terms

- 1 **Repair, or repair organization**, refers to practices for dealing with problems or troubles in constructing, hearing, and understanding turns at talk in conversation.
- 2 **Scripted role-plays** refer to role-play activities that allow the students to prepare a script in advance and to rehearse it before performing them.
- 3 **Non-scripted role-plays** refer to role-play activities in which students role-play without scripts or rehearsal.
- 4 **Repair initiation** is when someone, in some way, points out or signals a problem in conversation.

## 1.7 Transcription convention

This set of transcription symbols is adapted from Seedhouse (2004) and Schegloff (2007). Punctuation marks are used to capture characteristics of speech delivery, *not* to mark grammatical units.

- [ Point of overlap onset
- ] Point of overlap termination
- = (a) Turn continues below, at the next identical symbol  
 (b) If inserted at the end of one speaker's adjacent turn, indicates that there is no gap at all between the two turns  
 (c) Indicates that there is no interval between adjacent utterances
- ( 0.5 ) Numbers in parentheses indicate silence, represented in tenths of a second; what is given here indicates 0.5 second of silence
- ( . ) A dot in parentheses indicates a "micropause", hearable but not readily measurable; ordinarily less than 0.2 second
- word Speaker emphasis
- A hyphen after a word or part of a word indicates a cut-off or self-interruption
- . Indicates a falling, or final, intonation contour, not necessarily the end of a sentence
- , Low-rising intonation, suggesting continuation
- ? Rising intonation, not necessarily a question
- ! Animated or emphatic tone
- ° ° Utterances between degree signs are noticeably quieter than surrounding talk
- (guess) Indicates the transcriber's doubt about a word
- [gibee] In the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
- ja* ((tr.: yes)) Non-English words are italicized and followed by an English translation in double parentheses
- Mark features of special interest

## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter provides a review of relevant literature and research. It particularly examines the effects of scripted and non-scripted role-plays on students' oral performance by attending to repair organization. The chapter covers eight relevant aspects: Communicative Language Teaching and communicative activities, definitions of role-play activities, effects of role-plays on students' oral performance, definitions of repair, repair organization, different types of repair, and repair organization in ESL/EFL students' oral performance.

#### 2.1 Communicative Language Teaching and Communicative Activities

Typically, in EFL classrooms, the oft-adopted pedagogical solution to the problems related to students' speaking proficiency is to shift away from the passive classroom towards the active atmosphere by applying the Communicative Language Teaching (CLT) method.

According to Richards and Rodgers (1987), the CLT method originated in the changes from the traditional pedagogy which was mainly focused on teaching language structures to Situational Language Teaching, whereby the language is taught through practicing basic structures in meaningful situation-based activities. The problems with the traditional Audiolingual teaching method, in particular, were that the teachers provided students with correct structures to drill without meaningful input and that the language provided often contrasted sharply with that used in natural settings.

Apparently, it was Chomsky who set in motion the monumental evolution of language teaching and learning (1966, as cited in De Bot, Lowie, & Verspoor, 2005). According to him, students do not really need to follow any

particular sentences or patterns provided by the teachers because they themselves create and generate new sentences and patterns all the time based on their internalized system of rules of the language. Language teaching should therefore be moved away from the focus on the language itself to the focus on the students. Later, there was a growing interest in sociolinguistic perspectives of language as means of communication rather than a system. And this change led to the development of CLT.

Nowadays, often used interchangeably, the terms *CLT* and the *Communicative Approach* have been defined by many pedagogic scholars. For instance, according to Brown (2001), CLT is an approach to teaching both second and foreign languages that emphasizes simulating real-life communication in the classroom. CLT classrooms are generally focused on all language components (e.g. grammatical, functional and sociolinguistic) used in real-life communicative situations. Doing so, the teachers always employ activities in order to engage students in authentic use of the target language. This approach allows the students opportunities not only to learn by their own learning process, but also to improve their strategies for autonomous learning.

Apart from Brown (2001), Littlewood (1981, as cited in Richards & Rodgers, 1986) suggests that one of the most prominent characteristics of CLT is to systematically attend to functional as well as structural aspects of language. Similarly, Savignon (2002) argues that the central theoretical concept in communicative language teaching is *communicative competence*. Namely, students should be able to use language appropriately for specific social or situational contexts. According to these perspectives, the CLT approach thus seems to be beneficial to the improvement of students' speaking ability because its unique feature lies in using appropriate language for effective communication in social contexts.

The students in CLT classroom settings are usually well served with communicative activities that provide them with the opportunities to use the target language to communicate with each other. To facilitate the development of oral communication skills, these activities are always designed to engage students in

meaningful conversation in various situations. Such a conversational activity can promote real communication and facilitate language acquisition (Doughty & Pica, 1986). According to Lier, Nakahama and Tyler (2001), the activity also provides students with a wide range of opportunities for language use and for the improvement of the students' language ability. Consequently, role plays are often chosen in order to foster communication among students in most EFL classrooms.

## 2.2 Definitions of Role Play Activities

Generally, even though the concept of *role play* is not new, scholars do not necessarily agree on the precise definition of the term. While the terms *role play* and *simulation* are often used interchangeably, they have in fact been defined differently.

The difference between *role play* and *simulation* is maintained by Livingstone (1983). She describes role plays as the procedure that provides each student with specific information about the role to act. In other words, in a role-play the students have to act a part in a play according to the roles given and they cannot present their own opinion or personal view through the roles. But in simulation the students can insert their own personality, experience and opinion through the given roles.

Furthermore, another main distinction between *role play* and *simulation* is explained by Ladousse (1987) and Kodotchigova (2002). Both similarly claim that in a role play, the students play the roles of others who are not part of their real life; for example, the president, a pop singer or a superstar, whereas in a simulation, the students play their own roles under a particular situation.

In this study, the meaning of *role play* is limited to the communicative activity in which students are assigned certain roles to act out under specific situations. To the present researcher, this kind of activity is one of the effective learning tools to be presented in EFL classrooms in order to improve students' speaking ability.



### 2.3 Effects of role-play activities on students' oral performance

In order to help improve their oral skills, students are often engaged in activities such as role-plays, which provide them opportunities to speak. A number of studies have in fact demonstrated the vital role of role play activities in learning English as a foreign language (Alwahibee, 2004; Klanrit, 2007; Magos & Politi, 2008). Examining the effectiveness of role play activities in improving the students' oral performance, Alwahibee (2004) conducted a study with students in Saudi Arabia. The subjects were assigned to perform role plays (dialogues and situation cards) by working in pairs. The study covered eight weeks of instruction that allowed the students to practice their speaking skill intensively. The findings indicated that the speaking proficiency of the students in the experimental group was improved and the improvement was claimed to result from the students having the opportunities to use the target language to interact with their partners.

The advantages of role play were also similarly revealed in Klanrit (2007), which compared role plays and information-gap activities in developing students' oral proficiency. It was suggested that both activities can really develop students' oral ability, but in different ways. It was claimed that role playing provided the students the opportunities to fluently and naturally produce English in realistic situations, but they slightly gained new elements of the target language or language use such as new vocabulary and useful expressions. These seem to indicate that in role play the opportunities available may not be adequate for the evolution of language use.

Recently, the power of role play in improving oral ability was examined in Ding and Liu (2009). The findings revealed that 80% of the Chinese students investigated could communicate in English both freely and fluently, but the accuracy of their speaking still needed to be improved. Certainly, perfect utterances should be delivered both accurately and fluently, but speech accuracy and fluency hardly occurred together in EFL students. According to Ladousse (1987) and Kodotchigova (2002), role playing should, therefore, be aimed at training the students

to deal with the unpredictable nature of language and preparing them for target-language communication in different social and cultural contexts.

Apart from the opportunities for communication, role playing can also promote collaborative learning in language classrooms. Alwahibee (2004) and Klanrit (2007) have suggested that collaborative learning which occurs during the role-play performance is one of the main factors responsible for students' communicative success. Additionally, Halápi and Saunders (2002) claimed that in case of communication breakdowns, the students prefer immediate error correction from their friend to keep the flow of conversation or communication. According to them, pair and group work produce opportunities for students to help each other which lead to self-improvement. Especially, when some misunderstandings or communication problems occur, the students are motivated to solve them in order to accomplish the activity; therefore, their speaking ability can automatically be improved.

In short, role playing seems to be an effective tool for students to improve their oral proficiency since it not only provides opportunities for communication but also promotes collaborative learning especially when some troubles arise in communication. Although there have been no studies which directly investigated the benefits of peer correction in role playing, it does not mean that the role of peer correction in improving students' oral ability should not merit attention.

#### **2.4 Conversation Analysis (CA)**

Conversation analysis (CA) is an approach to the study of natural conversation, especially with a view to determine talk participants' orientation in their construction of turns at talk to accomplish social actions. CA sees talk-in-interaction as structurally organized, relying on a common set of interactional practices or resources which are both context-free and context-sensitive. The organization of repair is one of the aspects which CA studies focus on to understand how participants deal with problems in talk-in-interaction. CA places emphasis especially on social actions accomplished through talks in different settings (Seedhouse, 2004;

Sinwongsuwat, 2007). Talk is analyzed as it sequentially emerges turn by turn moment by moment. By sequential organization, it is meant that the utterances or actions manifested through turns-at-talk are relatively positioned in coherent and orderly meaningful successions and analyzable in terms of interactional sequences (Schegloff, 2007).

## 2.5 Definitions of repair

Problems or mistakes are common phenomena in spontaneous speech. In order to keep the talk or conversation going, interlocutors systematically organize a *repair* to deal with the problems. The term *repair organization* has been defined by Conversation Analysis (CA) scholars as follows.

The nature and organization of repair in naturally occurring conversation was first characterized by Schegloff, Jefferson and Sack (1977). The phenomenon addressed includes responses to a wide range of problems of speaking, listening, and understanding the talk during conversations. This definition appears consistent with that proposed by Schegloff (2000) and Wong (2000). Namely, the organization of repairs refers to the practices for dealing with problems or troubles in speaking, hearing, and understanding talk in conversation.

According to Seedhouse (2004), the organization of repairs is defined as the treatment of troubles or errors regularly occurring in interactive language use. In the online encyclopedia, this treatment is clarified as how participants deal with problems in conversation. Hosoda (2000) similarly argues that repair phenomena include responses to errors or mistakes in a conversation, but not limited to them. In congruence with Schegloff (2000), he also suggests that not only obvious troubles but also anything in the talk may be treated as in need of repair. Recently, Terzi (2010) has defined this term as a conversational operation used by interlocutors for dealing with intrinsic troubles or erroneous forms obstructing communication. An instance of repair is shown below.

*Example:*

B: he had dis uh Mistuh W-m whatever k-I can't think of his first name, Watts on, the one that wrote [that piece

→ A: [Dan Watts  
(Schlegoff et al, 1977, p. 364)

Shown in the example above is an instance of self-initiated other-repair. Treating B's turn as indicating the co-participant's struggling with a name, A repairs the problem by offering the name needed.

In sum, based upon the existing notions of repair, repair organization may refer to treatments or practices that the interlocutors use for dealing with any problems that may occur during their conversation.

## 2.6 Repair organization

The organization of repair in natural conversation is carried out systematically in an orderly fashion. Generally, the process of repair organization consists of two major steps including the step of initiation and that of repair (Nagano, 1997; Terzi, 2010).

### 2.6.1 Initiation

Terzi (2010) has defined the stage of initiation as the process in which the detection of an error, a problem or a mistake is signaled by one of the interlocutors. Nagano (1997) similarly suggests that after any conversational problem being detected, the problem must be pointed out or signaled in some way and this is referred to as *repair initiation*. Likewise, Conrad (1982, as cited in Krahnke & Christison, 1983) describes the step of initiation as the process in which interlocutors call attention to the need for repair.

### 2.6.2 Repair

According to Terzi (2010), after the process of repair initiation, the error or mistake will be repaired by the interlocutor in some way or not repaired at all. In agreement with Nagano (1997), he claims that the second step is fixing the problem, which can be performed by either of the participants.

In short, the two steps of repair organization seem to be collaboratively achieved by the interlocutors who decide when and how a problem in talk should be dealt with.

### 2.7 Different types of repair

When participants of a conversation have problems, they apparently manage most of the problems quickly, systematically and differently depending on features of each conversational context (Clark, 1994). The procedures and practices the interlocutors call on when dealing with troubles in talk can be described in accordance with different types of repair organization.

According to Schlegoff *et al.* (1977), there are two major types of repairs. The first type is *self-initiated repair*, in which the speakers make and immediately repair the error themselves. The second type is called *other-initiated repair*. This type of repair occurs when the speaker makes an utterance error, but it is the listener who fixes the error. Lately, Schegloff, Koshik, Jacoby and Olsher (2002, as cited in Seedhouse, 2004) have further split the repair types proposed into four different types of repair organization as discussed in the following.

### 2.7.1 Self-initiated self-repair

The first type of repair organization is self-initiated self-repair, in which the speaker of a trouble source recognizes the problem and repairs it him/herself (Nagano, 1997). The repair of this type is mostly preferred by participants in natural native conversations (Conrad, 1982; Gaskill, 1980; Schwartz, 1980, as cited in Krahnke & Christison, 1983; Schegloff et al., 1977; Seedhouse, 2004). Schegloff et al. (1977), in particular, observed that even casual inspection of talk-in-interaction also found self-initiated self-repair vastly performed by talk participants. In a more recent case-study of the emergence of self-repair in a pre-school child from one to three years six-month, Forrester (2008) found that during the early years this type of repair was also a more common occurrence than any other types.

The frequent organization of self-initiated self-repair can be described by speakers' prior opportunity to initiate their own repair. Normally, when a problem arises in turn construction, the speaker first deals with the problem within the same turn before projecting a transition-relevant point. Even if the recipient first perceives a problematic utterance, she or he will provide the speaker opportunity to perform a repair before pointing out the problem in some way (Schegloff et al., 1977). Confirmed in Svennevig's (2008) investigation of students searching for the easiest solution in repair, the responsibility for repairing a problem is firstly its producer's, and only when the producer fails to repair the problem, the repair responsibility would be taken up by others.

### 2.7.2 Self-initiated other-repair

According to Schegloff et al. (1977), the one who accomplishes a repair is not necessarily the one who initiated the repair operation. When a problem arises during conversation, self-initiated other-repair therefore is another possibility for dealing with the problem. This type of repair occurs when the speaker of the trouble source initiates a repair, but it is the co-participant who carries it through.

Hosoda's (2000) study on non-native speaker (NNS)-native speaker (NS) discourse reports that self-initiation can result in other-repair in cases where NNSs want to signal to their interlocutors that they are facing communicative difficulty. The preference for self-initiated other-repair therefore seems to emerge especially among the interlocutors who are different in language proficiency. Due to the fact that the problematic utterance projected cannot be repaired by the speaker, the co-participants who are more competent may replace it, offering another way of expressing the same thing.

There appear two reasons that this type of repair organization is hardly performed in common conversations. Firstly, the opportunity for speakers to initiate and repair their own problem comes before other-repair. And, secondly, other-repair seemingly takes place mostly in artificial settings such as communicative classroom activities (Terzi, 2010).

### **2.7.3 Other-initiated self-repair**

One more type of repair organization which is cooperatively conducted to deal with conversational problems is other-initiated self-repair. The repair organization of this type occurs when the speaker of the trouble source fixes the trouble signaled by the recipient. This is another type of repair which is possibly conducted among interlocutors who have different language proficiency. Being less competent in language skills, the speaker may not him/herself perceive a problem in an utterance. The initiative action therefore is taken by others who treat a prior utterance as problematic to them (Norrick, 1991). After being pointed out what is problematic, the speaker of the trouble source will normally take the opportunity to accomplish the repair him/herself.

Forrester (2008) argues that this type of repair also seems to occur less in natural conversation. In congruence with him, Norrick (1990) indicates that other-initiation can only be seen extensively in an L2 context in which NSs freely initiate errors for beginning NNSs to complete the repair. Even then, caution should be exercised and sensitivity to NNSs' confidence should be maintained as what is offered as a help might be treated as an imposition by the advanced ones.

#### **2.7.4 Other-initiated other-repair**

Lastly, in other-initiated other-repair, a problematic talk is both noticed and repaired by a recipient. This repair type is somewhat similar to other-initiated self-repair except that the repair is undertaken by others (Schegloff et al., 1977). Svennevig (2008) suggests that among the four types of repair organization other-initiated other-repair is ranked last in order of preference among NSs. However, when speakers of different proficiency or background information are concerned, other-initiation and repair seems to be normal (Norrick, 1991). Additionally, observing a classroom of elementary-level learners, Terzi (2010) suggests that other-initiated other-repair is the most preferred type among these learners although the preference for this type of repair in dealing with conversation problems is likely to change as the learners become more proficient in foreign language use.

### **2.8 Repair organization in ESL/EFL students' oral performance**

While prompting students to use the target language in communicative situations, role-playing inevitably provides them chances to encounter and deal with troubles related to both language structure and use. The organization of repairs has in fact closely been associated with the theory of recasts – one aspect of the Interaction Hypothesis in second language acquisition (SLA). Long (1983, as cited in Lightbown and Spada, 2006) claims that communication difficulty motivates interlocutors to negotiate for meaning and this serves as the opportunity for language learning. Clark (1994) and Svennevig (2008) similarly argue that carrying out a repair to fix the problem in conversation is a joint activity which promotes cooperative learning in



language classrooms. Littlewood (1992) also argues that teachers should pay attention to how the students achieve mutual understanding when facing the difficulty rather than simply to what they lack or to inevitable errors they make. Other-repair especially provides excellent opportunity for learners' collaborative work to achieve mutual understanding according to Ellis (1994, p. 260).

Levelt (1983) argues that repair is common to all languages and it is a necessary factor to keep communication smooth and accurate. It appears that language learners are able to transfer many techniques from their first language to second language interaction (Nagano, 1997). The effects of repair techniques or strategies used by a teacher and ESL students were examined in Cho and Larke (2010). The findings indicate that by understanding how the students treat conversational problems, the teacher could respond appropriately to the repair initiated. Appropriate correction offered can enhance the learners' opportunity to rapidly become near-native speakers of English.

According to Nagano (1997), repair is not only a valuable tool needed to maintain the smooth flow of conversation, but also a learning tool essential for language learning. When performing self-initiated self-repair, speakers of the trouble source in particular often display a partial repeat as well as a mini word search, giving them more time to work out the meaning or the import of the original utterance. Sometimes, only a simple repeat of the utterance is sufficient to continue the conversation (Svennevig, 2008). These apparently are necessary tools language learners need for real-life communication.

Additionally, Terzi (2010) maintains that other-initiated repair can encourage others to make the problem more noticeable and comprehensible for their interlocutors. When dealing with problems, the speakers of the trouble source also have an opportunity to modify, correct or rephrase their own utterance and to recognize what they may lack.

## **2.9 Related studies on organization of repair in ESL/ EFL settings**

Even though scarcely found in Thai context, studies investigating the organization of repair can be observed in other settings. Liu (2009), for instance, examined the effectiveness of error repairs in improving Chinese students' oral ability. The subjects were asked to take oral tests and were then recorded. It was found that their speaking developed significantly as they frequently made repairs.

Terzi (2010) investigated preferred repair-initiation mechanisms by the teacher and the learners in a Turkish EFL classroom. The findings demonstrated that in the classroom investigated, other-initiated other-repair was the most preferred type of repair and no preference was observed for self repair. It was noted that students with low proficiency more frequently called attention to the need for repair. However, it was argued that this preference would likely change as the students become more competent in their foreign language.

Cho and Larke (2010) suggested that other-initiated repair was common among elementary-level students. The students tended to initiate repair explicitly for the speaker of the trouble source. Although such an act of explicit correction among interlocutors was hardly found in natural conversation, this could be seen in artificial ESL classrooms. It was concluded that the preference of other-initiated repair over self-initiation was due to the fact that the students in this study were at the beginning level of second language acquisition and their language proficiency was a major factor effecting how they organized the repair.

Another study was conducted by Hosoda (2000) to examine other-repair in Japanese conversations between native and non-native speakers. The results showed that other-repair occurred much more often in NS/NNS rather than in NS/NS conversation. In addition, self-initiated other-repair also often took place as NNSs attempted to solicit conversational help from their interlocutors by signaling to them that they were facing a communication difficulty.

Although there are several ESL/EFL studies examining the organization of repairs in conversation as discussed, a few investigated it in role-play activities. One of the studies that seems to be closely relevant to the present study was conducted by Magos and Politi (2008). The study examined the effectiveness of role playing in teaching ESL students. The subjects were sixteen Greek adult immigrants. The semi-structured interview and video-recording observation were used to collect data. It was revealed that (a) immediate corrections or repairs from the teacher were major interruptions of students' natural oral speech without which the students would be more comfortable to perform the activity, (b) role playing was suitable for both language teaching and learning, (c) role play activities were well-received by the students as they were believed to improve their accent, verbal expressions and enrich their vocabulary.

To sum up, based on the literature review presented in this chapter, it is evident that when performing communicative tasks, language learners inevitably encounter and have to deal with conversational problems. Their organization of repair to fix the problems not only reflects their oral communication ability but also crucially contributes to their language learning. While repairs are an essential mechanism in conversation and there are several studies on the organization of repair, it seems that there has not yet been any study which examined repairs in learners' conversation induced by different types of role-play activities. The present study therefore aims at investigating how the student participants organize repairs to deal with conversational problems which emerge in two types of role-play activities: scripted and non-scripted role-plays.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter discusses the research methodology employed in this study. The research participants engaged in the study are firstly explained. Then the research materials, the process of data collection and data analysis are respectively described.

#### 3.1 Participants

The participants of this qualitative study were 26 second-year English majors at Songkhla Rajabhat University, a local well-known university in southern Thailand. The ages of the students ranged from 19 to 20 years old. These student participants had never been trained to perform non-scripted role-plays in class. They were chosen to participate in the study primarily for two reasons. First, according to the teachers who had taught them in the previous year, most of the students were relatively poor in speaking English. Second, the students were enrolled in Listening and Speaking III, which fitted role play activities in its requirements.

The students were divided into three groups: the high-, mid-, and low-level groups according to their English proficiency, which was determined by the average scores obtained from compulsory English courses in their 1<sup>st</sup> year of study such as Listening and Speaking I and II. Although all the students were asked to perform role-play activities, only the 8 highest- and 8 lowest-level students were chosen for data collection and analysis.

#### 3.2 Materials

Three sets of materials involved in the data collection of this study include teaching texts, lesson plans, and role-play activities.

### 3.2.1 Teaching texts

The texts used in the class were mainly developed from a commercial textbook named "Real Listening & Speaking I". The textbook consisted of sixteen units. Eight units were selected for the first-half of the semester by both the native English teacher and the researcher. The chapters included *Meeting people*, *Staying with a family*, *Shopping*, *Food and eating out*, *Asking about services*, *Health*, and *At a hotel and Tourism*.

### 3.2.2 Lesson plans

The lesson plans were written by both the teacher and the researcher who taught the course together. They were written to ensure that the two types of role-play activities were included and presented in appropriate order. The lesson plans were constructed according to the required number of teaching hours and the objectives of each chapter. Each plan described teaching methods covering three common stages of teaching: presentation, practice, and production. Concerning the accuracy, these lesson plans were commented on by the researcher's supervisory committee and revised before applied to the class (see appendix B).

### 3.2.3 Role-play activities

A set of situation cards were used to elicit students' role-plays. The situations in which the students were asked to perform role-plays were based on the contents taught in class each week (see appendix A).

The students' role-plays were evaluated using the rubric adapted from Harris (1969). The rubric was provided in the role-play evaluation form (see appendix C) and given to the evaluator along with the criterion sheet (see appendix D). The criterion sheet explains the criteria of each scale for the teacher to evaluate individual students' oral performance. The criteria consist of five topics including content, expressions and vocabulary, fluency, comprehensibility, as well as voice and

pronunciation. Each topic is scored on a 5-point scale, ranging from 1 (very poor/unacceptable), 2 (poor), 3 (average), 4 (good) to 5 (excellent). Some space is also provided on the evaluation form for the teacher to write some comments and feedback for the students so that they know which areas to improve in their subsequent role-play performances.

### **3.3 Data collection**

Data was collected during the first semester of the 2010 academic year from June to September. The study was conducted in the class of Listening and Speaking III, which occupied three consecutive hours a week. Each 3-hour session was divided into three sequential stages—presentation, practice and production. Generally, in the first stage, the teacher aroused the students' interests and stimulated their schemata by asking some questions or initiating a discussion on some current topics related to the lesson contents. Then, all the contents were presented step by step. Related vocabulary and expressions were taught, and the students were subsequently allowed to do some exercises. After writing the role-play situation of the following week on the board, the students were paired up and asked to carry out weekly role-play activities.

Doing scripted role plays, the students were matched up in advance before they were randomly asked to perform the weekly role-play activity in a separate room. In non-scripted role plays, the students were paired up right before being asked to carry out the role-play. The target pairs' role-plays were videotaped and scored by the native teacher according to the criteria previously mentioned.

In the first week of the study, the data of the scripted role plays could not be collected because the students were allowed time to prepare the role-play script and rehearse it as their homework. As far as non-scripted role-plays are concerned, since the students were apparently unfamiliar with the role-play activities of this kind, the researcher spent fifty minutes of the production stage training and introducing them to the process of the study (see Table 1). The data was collected only after the first week.

**Table 1: In-class activities in 1st week of study**

	Teaching stages	Time used	Activities
		(hrs.)	
1st week of study	Presentation	2	1. Arousing students' interest and stimulating their schemata
			1. Presenting all the contents step by step
	Practice		2. Teaching related vocabulary and expressions
			3. Doing exercises
			Production
	2. Writing the role-play situation of the following week on the board		
	3. Matching up the students		

### 3.3.1 Scripted role plays

After writing role-play situations of the following week on the board, the eight highest proficiency students were paired up with the eight lowest proficiency students, and assigned the role-play situations to prepare for. The students had to write their own role-play script and rehearse it for the performance in the following week. On the day of the performance, each pair was randomly asked to carry out the activity in a separate room. The target pairs' role plays were videotaped and scored by the native teacher according to the criteria previously mentioned. The students were asked to perform scripted role-plays from Weeks 2-9.

### 3.3.2 Non-scripted role plays

In the tenth week, during the production stage of the lesson the students were asked to perform non-scripted role play activities. After writing the role-play situation of the following week on the board, the eight highest and lowest proficiency students were paired up and right afterwards they were asked to carry out the non-scripted role-plays in a separate room. The eight target pairs' role plays were also videotaped and scored by the native teacher according to the criteria mentioned.

The practice of both types of role-play activities is summarized in the table below.

**Table 2: In-class activities leading to students' scripted and non-scripted role plays**

		Teaching stages	Time used (hrs.)	Students' activities
		Presentation	2	1. Arousing students' interest and stimulating their schemata
		Practice		1. Presenting all the contents step by step 2. Teaching related vocabulary and expressions 3. Doing exercises
Non-scripted role plays	6 <sup>th</sup> – 9 <sup>th</sup> week	Production	1	1. Writing the role-play situation of the following week on the board 2. Pairing up the students and asking them to carry out the activity. 3. Recording and scoring targets' role plays
Scripted role plays	2 <sup>nd</sup> – 5 <sup>th</sup> week		1	1. Writing the role-play situation of the following week on the board 2. Matching up the students 3. Randomly asking the pairs to carry out the activity 4. Recording targets' role plays and scoring



### 3.4 Conversation data corpus

The corpus of the conversational data transcribed was identified with following IDs:

1. [STD\_L\_H] Scripted role-play between a low and a high proficiency student
2. [STD\_H\_L] Scripted role-play between a high and a low proficiency student
3. [N-STD\_L\_H] Non-scripted role-play between a low and a high proficiency student
4. [N-STD\_H\_L] Non-scripted role-play between a high and a low proficiency student

### 3.5 Data analysis

#### 3.5.1 Transcribing the videotaped conversation

To answer all the three research questions, the videotaped conversations elicited from the target student pairs' role-plays were transcribed following the transcription convention adopted by Seedhouse (2004) and Schegloff (2007). The symbols used in analyzing the data were again presented in the table below:

**Table 3: Transcription convention used in the study**

Symbols	Description
[	Point of overlap onset
]	Point of overlap termination

Symbols	Description
=	(a) Turn continues below, at the next identical symbol (b) If inserted at the end of one speaker's adjacent turn, indicates that there is no gap at all between the two turns (c) Indicates that there is no interval between adjacent utterances
(0.5)	Numbers in parentheses indicate silence, represented in tenth of a second; what is given here indicates 0.5 second of silence
(.)	A dot in parentheses indicates a "micropause", hearable but not readily measurable; ordinarily less than 0.2 second
<u>Word</u>	Speaker emphasis
-	A hyphen after a word or part of a word indicates a cut-off or self-interruption
.	Indicates a falling, or final, intonation contour, not necessarily the end
,	Low-rising intonation, suggesting continuation
?	Rising intonation, not necessarily a question
!	Animated or emphatic tone
◦◦	Utterances between degree signs are noticeably quieter than surrounding talk
(guess)	Indicates the transcriber's doubt about a word
[gibee]	In the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
<i>ja</i> ((tr.: es))	Non-English words are italicized and are followed by an English translation in double parentheses
→	Mark features of special interest

### 3.5.2 Categorizing repair organization

The organization of repairs in different types of role plays was identified, described, and grouped into four categories as proposed in the literature (Schegloff, Koshik, Jacoby & Olsher, 2002, as cited in Seedhouse, 2004). Then each instance of repairs was closely analyzed as it occurred turn by turn moment by moment to describe its features and determine its sequential-functional contexts. Each type of repair organization is illustrated below with the following examples:

#### 3.5.2.1 Self-initiated self-repair

Self-initiated self-repair is conducted when a speaker of the trouble source initiates a problem and corrects it him/herself.

*Example:*

A: had to put new gaskets on the oil pan to strop-stop the leak

(Levinson, 1983, p. 360 as cited in Seedhouse, 2004)

Illustrated above, A apparently mispronounces the word *stop* for *strop*, thus self-correcting it.

#### 3.5.2.2 Self-initiated other-repair

Self-initiated other-repair occurs when a speaker of the trouble source initiates a repair, but it is the recipient who carries it out.

*Example:*

B: he had dis uh Mistuh W-m whatever k-I can't think of his first name, Watts on, the one that wrote [ that piece

→ A:

[ Dan Watts

(Schlegloff et al, 1977, p. 364)

As shown in the example above, treating B's turn as indicating the co-participant's struggling with a name, A repairs the problem by offering the name needed.

### 3.5.2.3 Other-initiated self-repair

Other-initiated self-repair is an instance of repair in which the speaker of the trouble source fixes the trouble noted by the recipient.

*Example:*

A: hey the first time they stopped me from selling cigarettes was this morning.

(1.0)

→ B: from selling cigarettes?

→ A: from buying cigarettes.

(Schlegoff et al, 1977, p. 370)

B's repair-initiating question indicates that A's prior turn has posed a problem to B. Realizing the problem, A, the speaker of trouble source, fixes the problem in the subsequent turn.

### 3.5.2.4 Other-initiated other-repair

Other-initiated other-repair occurs when a problematic talk is both initiated and repaired by a recipient.

*Example:*

C: erm I'm just checking is that (.) right you know (0.5) I d-I don't know his flight number and [ I'm not sure

A: [ (whi-)

C: whether he's coming in to channel four eh:

(.)

→ A: terminal four

C: yeah

(Hutchby & Wooffitt, 1998, p. 63 as cited in Seedhouse, 2004)

With the word *channel*, A apparently treats C's turn as being problematic, thus immediately offering a repair substituting it with a more appropriate word *terminal*.

## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter presents the findings from the data analysis procedure explained in Chapter 3. In order to answer the research questions put forward in Chapter 1, single-case analyses were performed and the major findings that emerged from the analysis are discussed in the following order. Section 4.1 examines instances of repairs in scripted and non-scripted role-play activities. Section 4.2 discusses functional features of repair organization in the two types of role-plays. Section 4.3 looks at practices in conducting repairs of high- and low-proficiency students. The chapter concludes with section 4.4, which summarizes the main points of the entire chapter.

#### **4.1 Instances of repairs in scripted and non-scripted role-play activities**

This section aims to answer Research question 1 as to how the students conduct repairs in scripted and non-scripted role-plays. In order to answer the question, the videotaped conversations were transcribed following the transcription convention adapted from Seedhouse (2004) and Schegloff (2007). Each instance of repairs in the first two minutes of each conversation was identified, tallied and described as it occurred turn by turn moment by moment in its sequential-functional contexts.

Table 4 demonstrates the frequency of each type of repair organization which occurred in the role-play activities. It was revealed that the students organized three types of repair in order to deal with conversational problems in their role-plays, i.e., self-initiated self-repair, self-initiated other-repair, and other-initiated other repair; self-initiated other-repair was not found in both types of the role-plays. Comparing the two types of role-plays, each type of repair was apparently conducted more frequently in non-scripted role-plays despite the smaller number of excerpts.

Role-plays of this type, therefore, seemed to provide the students more opportunity to conduct repairs in order to deal with conversational problems, simulating one of the important features of naturally-occurring conversation.

**Table 4: Frequency of each type of repair organization in scripted and non-scripted role-plays**

Types of repair organization	Frequency	
	Scripted role-play	Non-scripted role-play
Self-initiated self-repair	106	128
Self-initiated other-repair	0	0
Other-initiated self-repair	1	8
Other-initiated other-repair	1	1
Total	108	137

In the following, different types of repairs emerging in the two types of role-plays are discussed along with their sequential-functional contexts.

#### **4.1.1 Repairs in scripted role-plays**

##### **4.1.1.1 Self-initiated self-repair**

Having time to prepare the scripts and to rehearse the role-plays as homework, the students apparently organized their repair by verbatim orienting towards the original scripts.

**4.1.1.1 (a) Repairing turns whose utterances do not verbatim follow the original scripts**

The excerpt below in (1) is taken from a conversation in a freshmen welcome party. An instance of a self-initiated self-repair can be found at line 5. Initiating a post-expansion of the reciprocal sequence at lines 3-4, Noi, at line 5, produces a restart exactly following the script, in which she is supposed to say *your first time*. Adhering to the script, the restart adds specificity to the utterance being repaired, directing it to the co-participant.

(1) [STD\_L\_H]:

- 1 Noi: °nice to meet you°  
 2 Mod: nice to meet you too where're you from.  
 3 Noi: I'm from Thailand, and you?  
 4 Mod: I'm from Paris.  
 → 5 Noi: it is first time-it is your first time in Thailand,  
 6 Mod: no it isn't.

The excerpt in (2) also presents an instance of self-initiated self-repair performed to fix an utterance which does not precisely follow the script. Following the script, after the turn at line 12, Boy is supposed to start a new turn *can I try it on?*, initiating another request, but he apparently produces a false start with *I*. Realizing the problem, Boy repairs himself in line 16.

(2) [STD\_H\_L]:

- 11 Kim: it's eight hundred baht  
 12 Boy: can I get a discount  
 13 Kim: yes, we are having a promotion now,  
 14 we will give you, er, fifteen percent discount from the price



- 15 label  
 → 16 Boy: okay (.) I-can I try it on  
 17 Kim: yes,

At line 21 in (3), an instance of self-initiated self-repair is also shown. Promptly asking the next question, L1 apparently puts a lot of effort to recall the words in the original script and succeeds after the second try.

(3) [STD\_L\_H]:

- 19 L1: what do you think about Thailand.  
 20 L2: well, people in Thailand smile and friendly.  
 → 21 L1: when do you-when do you go-when do you go back to Thai-to  
 22 Paris  
 23 L2: I think next week.  
 24 L1: thank you bye  
 25 L2: thank you bye

Another instance of self-initiated self-repair can be found in (4) at line 12 as the speaker, L2, apparently is trying to stick to the words “*it’s run out*” in the original script in her response to L1’s question at line 11.

(4) [STD\_H\_L]:

- 11 L1: do you have a small size  
 → 12 L2: oh! run out-it’s run out I have only middle size  
 13 L1: I will take it  
 14 L2: here it is

#### 4.1.1.1 (b) Repairing a misplaced turn

Apart from fixing a false start that does not verbatim follow the original script, certain instances of self-initiated self-repair also involve fixing a misplaced turn in the sequence.

(5) [STD\_H\_L]:

- 11 Beer:     what's your major.  
 12 Nan:     English major  
 13           (0.3)  
 —→ 14 Beer:   it's-do you enjoy your study?  
 15 Nan:     oh yes-yes I'm very happy,  
 16           what's about you,  
 17           (0.3)  
 18           oh do you-do you enjoy your job.  
 —→ 19 Beer:   er, yes, e:r, yes it's to be excit-it to be excit  
 20 Nan:     excuse me, are you married?

At line 14 in (5), following the script, Beer is supposed to start a new questioning pair-part turn *do you enjoy your study?*, but he apparently makes a false start with *it's*, projecting a response with no questioning pair-part. Apparently realizing the problem, he immediately fixes it, performing a self-initiated self-repair postponing the imminent response to the following reciprocal sequence, found at lines 16-19. Realized at line 19, the response is delivered with self-initiated, self-repair. Although his responding turn remains grammatically ill-formed, Beer is able to bring it to a possible completion point, allowing the interlocutor to launch a new turn projecting a new sequence without any gap or overlap at line 20.

## (6) [STD\_L\_H]

- 3 Fang: I'd like to get a blouse like this but I don't like the color,  
 4 do you have the pink one  
 5 Job: just a moment please, I'll look for that  
 6 Fang: okay  
 7 Job: here you are!  
 → 8 Fang: er, (0.7) how much-thank you, how much does (0.3) a blouse  
 9 is cost-a blouse cost  
 10 Job: it's eight hundred baht.

Also in Excerpt (6), an instance of self-initiated self-repair involving a misordered turn construction unit can be observed in line 8. According to the original script, Fang is supposed to initiate a turn expressing gratitude prior to asking about the price of the item fetched for her. However, as she is trying to recall her next turn in line 8, indicated by the filler *er* and the (0.7) pause, Fang is making a false start first delivering the questioning turn beginning with *how much* instead. Recognizing the problem, she immediately repairs it.

Obviously in both of the instances of self-initiated self-repair shown in (5) and (6), attempts were made by the students to perform repairs trying to get at the exact turns in the exact sequences crafted out in the original script.

#### 4.1.1.2 Other-initiated self-repair

Apart from self-initiated self-repair, other-initiated self-repair was also observable in scripted role-plays. There, however, was only one instance found in the entire corpus of the conversations elicited from scripted role-plays. The repair has to do with the speaker's fixing his or her prior turn construction unit, which has been treated as problematic by co-participants due to its deviance from the rehearsed script.

#### 4.1.1.2 (a) Repairing a prior problematic turn

(7) [STD\_H\_L]:

11. Beer:      what's your major.  
 12. Nan:      English major  
 13.             (0.3)  
 14. Beer:      it's-do you enjoy your study?  
 15. Nan:      oh yes-yes I'm very happy,  
 16.             what's about you,  
 → 17.             (0.3)  
 → 18.             oh do you-do you enjoy your job.  
 19. Beer:      er, yes, e:r, yes it's to be excit-it to be excit

In Excerpt (7), the instance of other-initiated self-repair can be observed at lines 17-18. The delayed response in line 17 indicates that Nan's turn construction unit at line 16 has posed a problem to the interlocutor, keeping him from producing the utterance originally planned, which begins with *it's*. Apparently, realizing the problem, displayed by the *oh* preface, Nan organizes a repair, reformulating the turn unit with *do you enjoy your job*, at line 18.

Another type of repair found in the learners' scripted role-plays is other-initiated other-repair.

#### 4.1.1.3 Other-initiated other-repair

(8) [STD\_L\_H]:

- 1 Boat:      well-welcome to the western restaurant, do you want! to order?  
 2             er, I app-an app-an appresenter first!  
 → 3 Cheer:    appetizer? what do you recommend  
 4 Boat:      er, what-what would you like,

At line 3, in (8) an instance of other-initiated other-repair can be found. According to the script, at line 2 via self-initiated self-repair Boat pronounces the word “*appresenter*” for “*appetizer*”. Treating the former as problematic, Cheer immediately offers other-initiated other-repair at line 3 without giving Boat an opportunity to fix the problem himself. The fact that she continues the next questioning turn construction unit at the same line even without any acknowledgement from Boat, the speaker of the trouble source, seems to suggest that this is a case of repair which is not posed by a comprehension but merely by a linguistic problem. According to Cho and Larke (2010), such a repair which primarily involves a correction of lexical or linguistic errors without any comprehension-related problems is not often found in naturally-occurring conversations between native speakers.

#### **4.1.2 Repairs in non-scripted role-plays**

As shown in Table 4, non-scripted role-plays apparently foster the same types of repair organization as the scripted role-plays. However, the frequencies and conversational problems found in the two types of role-plays are distinctively different.

##### **4.1.2.1 Self-initiated self-repair**

In non-scripted role-plays, unlike in the scripted ones, a self-initiated self-repair is found in concurrence with word search, a phenomenon highly prevalent in naturally-occurring social interactions (Kurhila, 2006; Park, 2007).

## 4.1.2.1 (a) Repair related to word search

(9) [N-STD\_H\_L]:

- 11 James: times square, [er, this is, er, (.) beautiful?  
 12 Pan: [at! yes, beautiful  
 13 James: er, very good, [er,  
 14 Pan: [you should-you don't, er,  
 → 15 James: okay okay, er, I-I want you-I want to go, er, time-times  
 16 square  
 17 Pan: yes  
 → 18 James: er, how-how can, er, how can go to!  
 19 Pan: okay, er, you by taxi! or bus  
 20 James: er, taxi taxi  
 21 Pan: taxi,

In Excerpt (9), instances of self-initiated self-repair are shown in lines 15 and 18. Repetitive self-initiated self-repair indicates James' attempts to search for appropriate words in order to complete an ongoing turn.

(10) [N-STD\_H\_L]:

- 1 Chart: hello, (0.2) I come-I come from new york first time  
 2 Fon: er, hello! er, welcome to the, er, tourist information of new  
 3 york, er, how could I help you?  
 4 Chart: yes, I want to go (.) central park  
 → 5 Fon: it's too far away, er, I, er, I-I have, er, I have the best-the best  
 6 place, er, for you  
 7 Chart: yes,

In (10), another instance of self-initiated self-repair related to word search can be found in line 5. Unable to produce a syntactically complete turn all at once, Fon appeals to the repair and employs turn-holding fillers while she is trying to search for words to construct the turn.

(11) [N-STD\_H\_L]:

- 1 Job: er, how many capsules (.) can I take  
 2 Jane: two capsules a day  
 3 Job: can you-can you give advice to keep healthy  
 —> 4 Jane: you shouldn't-you shouldn't, er, drink cold water

In Excerpt (11), a similar instance of self-initiated self-repair can be found at line 4. Without the script, Jane apparently displays an effort to finish the ongoing turn by resorting to word search, rather than trying to recall the utterance prepared in advance.

Unlike the instances of self-initiated self-repair found in the scripted role-plays discussed above, the repetitive repair found here is noticeably accompanied by turn-holding fillers such as *er*, characteristic of the speaker's attempt to search for words to complete an ongoing turn (Park, 2007).

#### 4.1.2.2 Other-initiated self-repair

Unlike in the scripted role-plays, other-initiated self-repairs in the non-scripted role-plays are apparently produced in concurrence with a request. Namely, the interlocutor not only treats the speaker's prior turn as problematic, but also produces a request asking the speaker of the trouble source to repair the problematic turn.

#### 4.1.2.2 (a) Repair related to request

(12) [N-STD\_H\_L]:

- 1 B: er, how many times (.) should I take the tablet  
 2 (0.3)  
 → 3 A: how many, again please  
 → 4 B: how many times should I take the tablets,  
 5 A: two time a day

As shown in (12), the delay at line 2 and A's turn at line 3 indicate that B's turn is treated by A as problematic. With A's request for repair at line 3, B offers a repetition of the prior turn. Without the repair request at line 3, the relevant reply at line 5 would not have been possible.

#### 4.1.2.3 Other-initiated other-repair

Just as in the scripted role-plays, another type of repair organization found in the non-scripted ones is the other-initiated other-repair, which is also prompted by the co-participant's prior problematic turn. However, in the non-scripted role-plays, this type of repair is apparently carried out across several sequences.

#### 4.1.2.3 (a) Repairing a prior problematic turn

(13) [N-STD\_H\_L]:

- 1 A: what type of current-of currency-current-currency do you  
 2 exchange?  
 3 (0.4)  
 4 u s dollar? u s ((yen))? u s europe?  
 5 B: u s dollar  
 6 A: dollar? oh! that's [decrease], it (.) thirty-two point eight,





## 4.2 Functional features and practices in repair organization in scripted and non-scripted role-plays

The purpose of this section aims to answer research question 2 as to whether the repair organization in scripted role-plays differs from that in the non-scripted ones in terms of functional features and their practices.

### 4.2.1. Functional features associated with repair

Table 5 below recapitulates the functional features of repair organization found in both types of role-plays.

**Table 5: Functional features of repair organization in scripted and non-scripted role-plays**

Types of repair organization	Functional features of repair organization	
	Scripted role-play	Non-scripted role-play
Self-initiated self-repair	Repairing turn whose utterances do not verbatim follow the original scripts	Repairing related to word search
	Repairing a misplaced turn	
Self-initiated other-repair	-	-
Other-initiated self-repair	Repairing a prior problematic turn	Repairing related to request
Other-initiated other-repair	Repairing a prior problematic turn within a sequence	Repairing a prior problematic turn across sequences

Illustrated in Table 5 above, functional features of repair organization in scripted and non-scripted role-play activities are distinctively different. Doing scripted role-plays, the students apparently put a lot of effort into memorizing their own turns. Trying to adhere to the original script, the students immediately performed self-initiated self-repair when an unfamiliar word was initiated or a misplaced turn was projected. The students mainly concentrated on fixing their own problems by recalling the turns they had rehearsed. However, in non-scripted role-plays, each of the turns produced was unprepared, the students' self-initiated self-repair thus displaying their attempt to search for relevant words to complete their turns and thereby to keep the conversation going.

As far as other-initiated self-repairs are concerned, the features of the repairs conducted in the two-types of role-plays are apparently similar even though this type of repair occurs much more frequently in non-scripted role-plays as discussed above. Clearly, the students would conduct this type of repair when their utterance was treated as problematic by the interlocutor. Other-repair initiation is often indicated by a noticeable pause or an absence of a reply and a request to fix the problematic turn especially in the non-scripted role-plays.

Concerning other-initiated other-repair, although the features of the repairs performed in the two types of role-plays are quite similar, in non-scripted role-plays, this type of repair is carried out across several sequences.

#### **4.2.2 Practices in conducting repair**

As shown below in Table 6, there are three main groups of practices involved in the students' conducting repair: repetition, modification, and reformulation. In the scripted role-plays, all the three types of repair practices were found while in the non-scripted ones, only repetition and reformulation were observable.

Table 6: Summary of practices in conducting repairs

Types of repair organization	Scripted role-play		Non-scripted role-play	
	Practices in conducting repairs	Frequency	Practices in conducting repairs	Frequency
Self-initiated self-repair	Repetition	72	Repetition	128
	Modification	34		
Self-initiated other-repair	-		-	
Other-initiated self-repair	Reformulation	1	Reformulation	8
Other-initiated other-repair	Reformulation	1	Repetition and Reformulation	1

As illustrated earlier in (1), repeated below in (14), in scripted role-plays as soon as the students recognized the deviation of their ongoing turn construction unit from the original script, they immediately modified or self-corrected it. In the modifying repair, they repetitively produced the exactly scripted words while trying to change only those deviant from the script, thus repetition and modification.

(14) [STD\_H\_L]:

11 Beer: what's your major.

12 Nan: English major

13 (0.3)

→ 14 Beer: it's-do you enjoy your study?

15 Nan: oh yes-yes I'm very happy,

16 what's about you,

17 (0.3)

- 18 oh do you-do you enjoy your job.  
 → 19 Beer: er, yes, e:r, yes it's to be excit-it to be excit

However, the repetition seems to be different in non-scripted role-plays. As shown in (15), without any prior preparation, the initial unit of the turn was produced and continuously repeated for several times until the students were able to arrive at relevant words suitable for the turn possible completion. Additionally, repetition in non-scripted role-plays apparently far outnumbered that in scripted ones.

(15) [N-STD\_H\_L]:

- 11 James: times square, [er, this is, er, (.) beautiful?  
 12 Pan: [at! yes, beautiful  
 13 James: er, very good, [er,  
 14 Pan: [you should-you don't, er,  
 → 15 James: okay okay, er, I-I want you-I want to go, er, time-times square  
 16 Pan: yes  
 → 17 James: er, how-how can, er, how can go to!  
 18 Pan: okay, er, you by taxi! or bus  
 19 James: er, taxi taxi  
 20 Pan: taxi,

In other-initiated self-repair, the repair in both types of role-plays was conducted when the speaker's prior turn or turn construction unit was treated as a problem by the interlocutor. Once the problem was noticed, the students often reformulated that problematic turn for the repair prompter, as illustrated below in (16) and (17) at lines 18 and 26 respectively.

(16) [STD\_H\_L]:

11. Beer: what's your major.  
 12. Nan: English major  
 13. (0.3)  
 14. Beer: it's-do you enjoy your study?  
 15. Nan: oh yes-yes I'm very happy,  
 16. what's about you,  
 → 17. (0.3)  
 → 18. oh do you-do you enjoy your job.  
 19. Beer: er, yes, e:r, yes it's to be excit-it to be excit

(17) [N-STD\_H\_L]:

- 21 L1: [how-how long time (.) taxi  
 22 L2: [er,  
 23 L2: I think, er, one, I think the twelve-hower]  
 → 24 L1: hour]  
 25 hour?  
 → 26 L2: yes, hour

For other-initiated other-repair in scripted role-plays, the practices used in both types of activities appeared to be similar. Repairing a problem within a sequence in scripted role-plays, the speaker, the high-proficiency student, reformulated a problematic turn without offering the recipient an opportunity to fix it, as illustrated in (18).

(18) [STD\_L\_H]:

- 1 Boat: well-welcome to the western restaurant, do you want!  
 2 to order? er, I app-an app-an appresenter first!  
 → 3 Cheer: appetizer? what do you recommend  
 4 Boat: er, what-what would you like,

This was different in non-scripted role-plays. When doing repairs in this type of role-play, the initiator apparently reformulated and repeated the problematic turns across several sequences, simulating one of the important features of naturally-occurring conversation, as shown in (19).

(19) [N-STD\_H\_L]:

- 1 A: what type of current-of currency-current-currency do you  
 2 exchange?  
 3 (0.4)  
 4 u s dollar? u s ((yen))? u s europe?  
 5 B: u s dollar  
 6 A: dollar? oh! that's [decrease], it (.) thirty-two point eight,  
 7 what ((you)) think about it  
 → 8 B: e:r, (0.4) three  
 → 9 A: thirty-two point eight the one-the one dollar,  
 10 what do you think about it?  
 11 B: one dollar [it  
 12 A: [value? or not value, it's value? or not value?  
 13 (1.8)  
 14 B: e:r,  
 15 A: or you can exchange to another type of foreign currency  
 16 B: e:r, [yes, I am  
 → 17 A: [I think (.) not value

In conclusion, while practices in conducting repairs in the two types of role-play are similar, frequency of the practices and functional features associated with the repair organization appear to be different. Without any rehearsal of the role-plays, repetition and reformulation in non-scripted role-plays apparently outnumbered those in scripted ones. As far as functional features associated with repairs are concerned, in scripted role-plays the students apparently organized the repairs in an attempt to adhere to their original scripts, whereas in non-scripted ones they put effort into searching for relevant words to complete their turns and to keep the conversation going. Furthermore, in non-scripted role plays, the repair was often organized in response to a request to fix a problematic turn and it took place across several sequences.

#### **4.3 Differences between high and low proficiency students in conducting repairs**

This last section of the chapter aims at answering the third research question as to how high and low proficiency students organize repairs in different types of role-play activities.

##### **4.3.1 Functional features**

In terms of functional features, in scripted role-plays both high- and low-proficiency students seemingly conducted self-initiated self-repair immediately after words different from the scripts were introduced. As far as repair of a misplaced turn is concerned in scripted role-plays, although the self-initiated self-repair was more frequently performed by a high-proficiency student trying to fix the turn according to the scripts. This functional feature also emerged in the utterances of those low-proficiency students. Different from the scripted role-plays, in non-scripted ones instead of recalling words from the scripts both high- and low-proficiency students similarly performed the self-initiated self-repair by resorting to word search in order to complete their turns and keep the talk going.



Repairing a prior problematic turn in other-initiated self-repair of scripted role-plays, low-proficiency students seemed to be given an opportunity to fix the conversational problem by high-level ones. Similarly, in the non-scripted role-plays, since the low-level students' utterances had posed a problem to the recipients, who are the high-proficiency ones, the latter projected a request for the former to fix the problematic utterance themselves.

Concerning the repair of a prior problematic turn in other-initiated other-repair, while making the problem recognizable, the high-proficiency students were also the ones who fixed it. In scripted role-plays the repair was done within a sequence whereas in the non-scripted ones it was carried out through several sequences.

#### **4.3.2 Practices in conducting repair**

Table 7 below demonstrates the frequency of each type of repair organizations initiated by high- and low-proficiency students in both types of the role-play activities. It is suggested that overall it was the high-proficiency students, who initiated repair more frequently than the low-proficiency ones, which is in line with Krahnke and Christison (1983). Given all the types of repair organization, self-initiated self-repair was most frequently performed by the two groups, students found responsible for fixing their own problematic utterances. This simulates a common feature of natural conversation (Seedhouse, 2004).

**Table 7: Frequency of repair organizations initiated by high and low proficiency students in scripted and non-scripted role-play activities**

Types of repair organization	Frequency					
	Scripted role-play			Non-scripted role-play		
Self-initiated self-repair	High	54	106	High	67	128
	Low	52		Low	61	
Self-initiated other-repair	High	0	0	High	0	0
	Low	0		Low	0	
Other-initiated self-repair	High	1	1	High	5	7
	Low	0		Low	2	
Other-initiated other-repair	High	1	1	High	1	1
	Low	0		Low	0	

The following illustrates different types of repairs initiated by high and low proficiency students in the two types of role-play activities. The practices in conducting repairs of the two groups of students, including repetition, modification and reformulation, are clarified and discussed along with their sequential contexts.

#### **4.3.2.1 Repair organization of high and low proficiency students in scripted role-plays**

Having time to prepare the scripts in advance, the high- and low-proficiency students apparently conducted three types of repairs in order to adhere to their original scripts.

#### 4.3.2.1.1 Self-initiated self-repair

As previously mentioned, this type of repair is conducted when speakers of the trouble source recognize the problem and repair it themselves. In performing this type of repair, both high- and low-proficiency students apparently organized their repairs by repeating the initial unit, partially modifying it, and adding on new elements.

##### 4.3.2.1.1 (a) Repetition

(20) [STD\_H\_L]:

- 3 Parn: how many do you want?
- 4 Nutt: one please
- 5 Parn: what size of you
- 6 Nutt: s size
- 7 Parn: oh! that's-that is pink blouse (.) er, I think it (.) look  
8 good for you! you will try this on?
- 9 Nutt: okay I will try this on, where are (.) the fitting rooms

The excerpt illustrated above was taken from a conversation in a cloth shop. An instance of self-initiated self-repair conducted by a high-proficiency student can be found in line 7. Bringing the post-expansion sequence initiated at line 5 to a possible closing, Parn was launching an *oh*-prefaced turn as she saw a pink blouse. The turn unit starts off with *that's*, which later gets repeated and modified to become *that is*. Just as reported in Nagano (1997), the repaired utterance took the form of anticipatory retracing. Namely, via a repetition the speaker of the repair backtracked to the beginning of the turn containing the problem.

(21) [STD\_H\_L]:

- 1 Pen: are you ready to order?
- 2 Fai: yes, I am, thank you
- 3 Pen: can I- can I get you anything to drink?
- 4 Fai: I'll have a glass of water please,

Another instance of self-initiated self-repair repeating a previous unit can be found at line 3 in Excerpt (21). Following the script, Pen is supposed to start a new questioning pair-part turn *can I get you anything to drink?* But she first delivered an unfinished turn unit with *can I*, and immediately conducted self-initiated self-repair by repeating the unit launched and completing the entire turn. The repair does not seem to indicate her seeking the co-participant's alignment (Goodwin, 1979), but shows her attempt to recall the original script.

(22) [STD\_L\_H]:

- 14 Kane: how do you feel about this (.) party.
- 15 Poi: I'm feeling good, it-it's enjoyable.
- 16 Kane: I hope to see you again, it was nice meeting you.
- 17 Poi: it was nice meeting you too!

In Excerpt (22), self-initiated self-repair conducted by a low-level student can be observed in line 15. Expanding her answering second pair-part, Poi produced the next turn construction unit with a self-repair fixing her false start *it-* with *it's*.

(23) [STD\_L\_H]:

- 7 L1: I'm from Paris, and (.) how about you?
- 8 L2: I'm from Thailand.
- 9 (0.2)
- 10 L1: nice to meet you.
- 11 L2: nice to meet you too,
- 12 (.)
- 13 who do-who do you come with?
- 14 L1: I come with my friend,

At line 11 in (23) another instance of self-initiated self-repair produced by a low-proficiency student can be found. Trying to recall the turn originally planned, indicated by the micropause at line 12, L1 finally delivered a questioning pair-part turn at line 13 with repetition in self-initiated self-repair.

#### 4.3.2.1.1 (b) Modification

Apart from repetition or retracing, the high- and low-proficiency students in scripted role-plays mostly performed self-initiated self-repair with some modification of the problematic utterance. The following excerpt was taken from a simulated conversation in a made-up European restaurant. Apparently, having delivered a problematic response to the questioning-pair part turn at line 3, L2 self-corrected it with partial modification of the problematic unit and brought it to a possible completion with *have a reservation*.

(24) [STD\_H\_L]:

- 1 L1: welcome! to the western restaurant  
 2 L2: excuse me, do you have any (.) free tables today  
 3 L1: have you made a reservation?  
 → 4 L2: no! I don't like the rest-I don't have a reservation  
 5 L1: that's all right, I'll show you to a table,

Another instance of self-initiated self-repair relating to turn modification was conducted by a low-level student, shown in Excerpt (25).

(25) [STD\_L\_H]:

- 11 L1: what should I do  
 12 L2: you should get up early every morning  
 13 L1: what shouldn't I do  
 → 14 L2: you shouldn't come back (.) home at-after five p m  
 15 L1: it is okay  
 16 L2: take care yourself  
 17 L1: thank you

In Excerpt (25), a case of self-initiated self-repair can be observed in line 14, where L2 replaced “at” with “after”. The learner was apparently more familiar with collocating “at” with the time.

#### 4.3.2.1.2 Other-initiated self-repair

Different from self-initiated self-repair, other-initiated self-repair in the scripted role-plays is performed with the practice of reformulation. The low-proficiency student would repair the problematic utterance detected by the high-level student by reformulating the problematic unit.

#### 4.3.2.1.3 (a) Reformulation

(26) [STD\_H\_L]:

- 1 Beer: what's your major.  
 2 Nan: English major  
 3 (0.3)  
 4 Beer: it's-do you enjoy your study?  
 5 Nan: oh yes-yes I'm very happy,  
 6 what's about you,  
 → 7 (0.3)  
 → 8 oh do you-do you enjoy your job.  
 9 Beer: er, yes, e:r, yes it's to be excit-it to be excit

Excerpt (26) shows the only case of other-initiated self-repair found in the conversations elicited from scripted role-plays. In this excerpt, the repair can be found at lines 7-8. The delayed response indicated by the pause at line 7 suggests that the high- proficiency student, Beer, treated Nan's turn (line 6) as a problem. Realizing the problem, indicated by the *oh*-preface at line 8, Nan organized a repair by reformulating the problematic turn unit with *do you enjoy your job*. The newly formulated turn-construction unit was also delivered with retracing.

#### 4.3.2.1.4 Other-initiated other-repair

Another case of repair initiated by a high-level student is other-initiated other-repair, which also takes the form of reformulation.

#### 4.3.2.1.3 (a) Reformulation

(27) [STD\_L\_H]:

- 1 Boat: well-welcome to the western restaurant, do you want! to order?  
 2 er, I app-an app-an appresenter first!  
 —→ 3 Cheer: appetizer? what do you recommend  
 4 Boat: er, what-what would you like,

In Excerpt (27), the instance of other-initiated other-repair can be observed at line 3. Adhering to the script, the low-level student, Boat, made an effort to recall words prepared, displayed by self-initiated self-repair performed at line 2. He, however, mispronounced the word “*appresenter*” for “*appetizer*”. Apparently, recognizing the problem, the high-proficiency student, Cheer, immediately offered a repair by reformulating the problematic utterance with “*appetizer*” at line 3. Receiving no verbal acknowledgement from the recipient, the repair was apparently oriented to by the talk-participants as other initiated other repair.

#### 4.3.2.2 Repair organization of high and low proficiency students in non-scripted role-plays

Previously illustrated in Table 7, the high proficiency students appeared to be slightly more masterful in initiating and conducting repairs in both types of the role play activities. The results are in agreement with Krahnke and Christison (1983), who suggested that the amount of repair initiation depends on the learners’ language proficiency. However, the practices of both groups in performing repairs in the two types of role plays are somewhat similar. In scripted role-plays, the repetition performed by the two groups may be perceived as a turn-holding device as the speaker was trying to recall words in the original script to finish the turn. In non-scripted role plays, on the other hand, when carrying out self-initiated self-repair, both high and low proficiency students also resorted to repetition accompanied by turn-



holding fillers such as *er*, characteristic of the speaker's attempt to search for words to complete an ongoing turn (Park, 2007).

#### 4.3.2.2.1 Self-initiated self-repair

##### 4.3.2.2.1 (a) Repetition

(28) [N-STD\_L\_H]:

- 1 L1: hello, welcome to *bangkok* bank! may I help you?  
 → 2 L2: er, I want to-I want-I want to transfer my money  
 3 L1: okay, er, write your information please,

In line 2 in the excerpt above an instance of self-initiated self-repair is observably performed by a high-proficiency student. Without a script, the student resorts to repetition while trying to bring the turn to a possible completion.

Taking time to search for relevant words to construct the turn and bring it to a possible completion, the low-proficiency students in non-scripted role plays similarly performed self-initiated self-repair, resorting to fillers and repetition.

(29) [N-STD\_H\_L]:

- 1 L1: welcome *bangkok* bank, may I help you?  
 2 L2: er, I'd like to transfer bank  
 → 3 L1: er, transfer bank, er, how much do you-you want, er, transfer  
 4 L2: it's one hundred dollar

In this excerpt, a high-proficiency student conducts self-initiated self-repair in line 3. Doing the activity without any scripts, L1 deploys the filler *er* and resorts to the repetition of the response provided by the interlocutor in the previous turn as she is trying to construct a new turn unit.

Another instance of self-initiated self-repair performed by a high proficiency student can be observed in (30) below.

(30) [N-STD\_L\_H]:

- 1 L1: hello! may I help you?  
 2 L2: er, what for, er, have you (.) something, er, for sore throat?  
 3 L1: you can take a capsule, it's very good  
 → 4 L2: er, how many capsule, er, how many capsule, er, should I take?  
 5 (0.7)  
 6 L1: you-you should have (.) one capsule twice a  
 7 [day and-and you shouldn't drink cold water  
 8 L2: [twice a day

At line 4 in (30), as L2 is trying to construct a questioning pair-part turn related to her preceding request, she also resorts to the turn-holding filler “er” and repetition.

A similar instance can also be seen in (31)

(31) [N-STD\_L\_H]:

- 1 L1: welcome to *krungthai* bank, can I help you?  
 → 2 L2: I want to open, er, I want to open bank account.

In (31) at line 2, an instance of self-initiated self-repair can be observed. The repetition with a turn-holding filler at line 2 indicates that the high-proficiency student shows an attempt in searching for conditionally relevant words to complete an ongoing turn.

(32) [N-STD\_H\_L]:

- 5 L2: how many capsule-how many capsule should I take  
 → 6 L1: er, three time-three time a day (.) after the meal  
 7 L2: what you have suggest for me  
 8 L1: you don't!-you don't drinking! cool water

Just like high-proficiency students, it is also shown in this excerpt that low-proficiency students also resort to “*er*” and repetition while trying to construct a new turn without a prescribed script.

#### 4.3.2.2.2 Other-initiated self-repair

##### 4.3.2.2.2 (a) Reformulation

(33) [N-STD\_H\_L]:

- 5 L1: [how-how long time (.) taxi  
 6 L2: [er,  
 7 L2: I think, er, one, I think the twelve-hower]  
 → 8 L1: hour]  
 9 hour?  
 → 10 L2: yes, hour

In Excerpt (33), an instance of other-initiated self-repair is observable at lines 8-10. The high-proficiency student, L2, initiates a repair at line 8 and seeks the alignment from the low-level student at line 9. The repair initiated is endorsed by the latter via reformulation with “*yes, hour*” at line 10.

(34) [N-STD\_H\_L]:

- 10 L1: how much, er, the price is it  
 11 L2: it's seventy (.) dollars per night,  
 12 you have-do you-you have do you read for a-[and, er, money  
 → 13 L1: [what?  
 14 why kept, er, about this-this money, er, kept  
 → 15 L2: kept  
 16 (1.0)  
 17 L1: er, yes, er, any-any facility in the room?  
 18 L2: er, we have internet café! the first floor (.) it's open twenty-four  
 19 p m

As shown in (34), an interruption from a high-proficiency student L1 to initiate a repair can be observed via the *wh*-question at line 13, indicating that L2's turn at line 12 has posed a problem to her. Despite L1's clarification request at line 13 and a reformulation of the question at line 14, L2 still fails to provide a relevant response, prompting L1 to continue reformulating the question, shown in line 17. The reformulation eventually induces a relevant response from the low-proficiency student at line 18-19.

#### 4.3.2.2.3 Other-initiated other-repair

##### 4.3.2.2.3 (a) Repetition and reformulation

Another type of repair organization found in the non-scripted role plays is the other-initiated other-repair. Just as in the scripted role plays, this type of repair is also initiated by a high level student in the non-scripted role-plays and the problematic turn is repeated and reformulated across several sequences.

(35) [N-STD\_H\_L]:

- 1 A: what type of current-of currency-current-currency do you  
 2 exchange?  
 3 (0.4)  
 4 u s dollar? u s ((yen))? u s europe?  
 5 B: u s dollar  
 6 A: dollar? oh! that's [decrease], it (.) thirty-two point eight,  
 7 what ((you)) think about it  
 → 8 B: e:r, (0.4) three  
 → 9 A: thirty-two point eight the one-the one dollar,  
 10 what do you think about it?  
 11 B: one dollar [it  
 12 A: [value? or not value, it's value? or not value?  
 13 (1.8)  
 14 B: e:r,  
 15 A: or you can exchange to another type of foreign currency  
 16 B: e:r, [yes, I am  
 → 17 A: [I think (.) not value

The high-proficiency student, A, treats B's turn at line 8 as a problematic response to the question posed at line 7, offering a repair via the repetition of the question asked at lines 9-10. However, apparently being less competent than A, B, at line 11 the low-proficiency student, still produces an irrelevant response to the question asked, which again prompts the interlocutor's initiation of another repair at line 12. A reformulates the question, converting it into an alternative one at line 12 although the interlocutor continues producing irrelevant replies, indicated by the long pause (line13), the fillers (line 14). This has led A to proffer a solution to the persisting problem in line 15, offering a shift to another currency. However, B still fails to carry out a relevant response at line 16, prompting A to cut in with his own stance at line 17, finally bringing the sequence initiated at line 7 to a possible closing.

To sum up, in terms of practices used in conducting repairs, in scripted role-plays, both high and low proficiency students performed self-initiated self-repair by repetition and modification in order to deal with an unfamiliar word or a misplaced turn. While repetition in scripted role-plays was accompanied by modification, as previously shown in (24), the repetition observable in the non-scripted ones co-occurred with word search, as in (28).

When other-initiated self-repair was involved, in scripted role-plays the high proficiency students would make the problem noticeable for the low-proficiency ones to fix it. The fixing took the form of reformulation as shown in (26). On the other hand, in non-scripted role plays the high proficiency students explicitly produced a request for the low student to fix the problem, as illustrated in (33).

As far as other-initiated other-repair is concerned, in scripted role-plays the high proficiency students initiated and reformulated the problematic unit for the low-level ones, shown in (27). In non-scripted role-plays, being more competent in language skills, the high-level students were also the starter of the repair, getting the low-level ones to engage in the repair process through repetition and reformulation across sequences, demonstrated in (35).

#### **4.4 Conclusion**

The study revealed that the type of role-plays can in fact affect students' practices in dealing with conversational problems. From the single-case analyses, it was found that the students overwhelmingly performed self-initiated self-repair in both types of role-play activities. This corresponds with the frequency of repair organization in genuine conversation reported by Seedhouse (2004). In scripted role-plays, the high frequency of self-initiated, self-repair organization seemed to be due to the students' attempts to adhere to their original scripts. Obviously, via the repair, they displayed an effort not only to memorize their own turns but also to recall the turns they had cooperatively rehearsed. Trying to adhere to the original script, the students immediately performed a repair when an unfamiliar word was initiated or a

misplaced turn was projected. Performing self-initiated, self-repair, the high- and low-proficiency students not only offered a partial repeat of the problematic unit, but also modified a misplaced turn detected in accordance with their original scripts. It has been shown that the students mainly concentrated on fixing their own problems by recalling the turns they had cooperatively rehearsed. This is a feature hardly found in natural conversation.

In non-scripted role-plays, however, a greater number of self-initiated self-repairs seemed to be associated with students' making an effort to finish an ongoing turn by resorting to word search, which is a very common practice in genuine conversation. Given the fact that each of the turns was improvised in real time, in scripted role-plays the students had to make an attempt to search for relevant words to complete their turns and thereby keep the conversation going. Taking time in conducting a word search, both high- and low-level students apparently resorted to repetition as a turn-holding device until they came up with appropriate words to bring the ongoing turn to a possible completion.

Other-initiated self-repair, another common feature of naturally-occurring conversation, seemed to be organized differently with varying degrees of frequencies between scripted and non-scripted role-plays. In both scripted and non-scripted role-plays, this type of repair, which occurred much less in scripted role-plays, would be initiated when a prior utterance was treated as a problem by the high-proficiency student. Giving an opportunity to low-proficiency students to complete the repair, the problematic utterance was often immediately reformulated by the speaker of the trouble source. However, unlike in scripted role-plays, in the non-scripted ones the repair was organized in concurrence with a request, giving the students an opportunity to practice another common feature of language in social interaction.

As far as other-initiated other-repairs are concerned, although the features of the repairs conducted in the two-types of role-plays are quite similar, in non-scripted role-plays, the high- and low-proficiency students carried out this type of repair across several sequences. This seemingly enabled both groups of the students to repeat and reformulate their turns, which provided them a better chance to improve their turn construction.

Therefore, unlike scripted role-plays, non-scripted role-play activities apparently provide students with better opportunities to deal with problems and practice relevant features of language use in actual interactions, thus seemingly offering a better choice to improve their oral performance.



## CHAPTER 5

### SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the research findings. With respect to the empirical research, implications for teaching are suggested and recommendations for further studies are also offered.

#### 5.1 Summary of Research Findings

This study aimed at investigating the effects of scripted and non-scripted role plays on EFL students' oral performance by attending to the repair organization. Specifically, it sought to reveal how the repairs are organized in the two types of role-play activities. Furthermore, it was set out to determine whether the repair organization differs in the different type of role plays and if so, how differently the high- and low-proficiency students organize those repairs in the two types of role-play activities.

This primarily qualitative research was conducted with 26 second-year English majors at Songkhla Rajabhat University, Songkhla. In order to collect data, teaching materials and lesson plans were constructed, and the role-play evaluation form was employed to evaluate the individual students' oral ability. The students' performances were videotaped over the two-month-long experiment. The conversations elicited from the students were then transcribed and closely analyzed in order to unveil features of the repairs performed and their sequential-functional contexts.

The results of the study revealed differences between scripted and non-scripted role plays in terms of frequency of each type of repair, functional features, and practices. In order to deal with conversational problems in role plays, the students apparently resorted to only three types of repair, including self-initiated self-repair, other-initiated self-repair and other-initiated other-repair. Self-initiated other-repair

was not found. Noticeably, the repair was conducted more frequently in non-scripted role plays. In scripted role-plays, the frequency of self-initiated self-repair suggested that the students mostly concentrated on fixing their own problematic utterances, which were those words or turns deviant from their original scripts. In order to deal with these conversational problems, the students themselves appealed to repetition and modification. Noticeably, both high- and low-proficiency students would similarly backtrack to the beginning of the turn containing the problem or repetitively produce the precise words while trying to change only utterances deviant from the original script. However, in non-scripted role-plays, self-initiated self-repair better simulated a genuine feature of natural conversation. Instead of recalling the words planned, the high- and low-proficiency students resorted to repetitions to hold the turn while searching for appropriate words to bring it to a possible completion.

For other types of repair in the two-types of role plays, the high-proficiency students seemed to be more masterful in repair initiation. Concerning other-initiated self-repair and other-initiated other-repair in scripted role-plays, after the prior turn was treated as a problem by the high-proficiency students, either the low-proficiency students would take the chance of self-completion by reformulating the problematic turn or the high-level students preferred to reformulate the turn themselves in the following sequence. On the other hand, in non-scripted role-plays, when other-initiated self-repair was concerned, the problematic turn would be repaired by the low-proficiency students when an explicit request for a reformulation of the problematic turn was made by the high-proficiency ones. In other-initiated other-repair, with more language competence, the high-proficiency students put a lot of effort in engaging the low-proficiency ones in the cooperative organization of the repair, displayed by turn repetition and reformulation across several sequences.

## 5.2 Implications

Since this research was carried out only with a group of 26 second-year English majors, it was not meant to claim that Thai college students would organize the repair in the two types of role plays the same way and with the same degree of differences. However, the results of the present study have shed light on possible patterns of repair organization when high- and low-proficiency students are matched up and asked to perform the two different types of role-play activities, which may provide some beneficial information for classroom teaching of English conversation and especially help teachers make a better informed decision on the appropriate choice of communicative tasks to develop oral communication skills of their learners.

This study has provided evidence that the different types of role-play activities in fact affected students' behavior in organizing repairs to deal with conversational problems. The in-depth analysis especially indicated that scripted role-plays obviously fostered features of repair organization hardly found in natural conversation, encouraging the teachers to really reconsider the effectiveness of this type of role-play activities in equipping their students with conversational skills essential for real-life communication. Non-scripted role plays, on the other hand, were shown to allow the students to experience more common features of natural conversation. They apparently enabled them to practice attentive listening and performing relevant actions to cooperatively construct turns to complete tasks at hand in appropriate sequences. The role-play activity of this type could therefore help learners to better fulfill the ultimate objectives of any conversation or listening-speaking courses which aim at effective real-time communication. Given more chances for the students to be exposed to genuine features of natural conversation, the frequent implementation of non-scripted role plays may not only enhance the students' oral performance in natural conversation, but also improve their oral proficiency overall.

Additionally, the study also indicates that pairing the high-level students with the low-level ones can better promote co-operative learning occurring in an EFL instruction. Obviously, performing other-initiated self-repair in any type of the role-plays, the high-proficiency students seemingly provided the low-proficiency ones an opportunity to repair the problem themselves, which is a great opportunity for the latter to improve their language use. When conducting other-initiated other-repair, the high-level students also put a lot an effort to encourage their less-competent interlocutors to complete the repair themselves. Such an instance of repair which takes place across several sequences especially in non-scripted role-plays seems to indicate that the role plays of this type provided the students with more opportunity to cooperatively work out a problem via reformulation, thereby bettering their chance to improve their construction of turns and conversational sequences. And through regular practices, their turn and sequence construction should improve.

Practices used in dealing with conversational problems in non-scripted role-plays such as turn reformulation across sequences can also help the teachers better discover strengths and weaknesses in language use of the students. In the role-play of this type, teachers are allowed not only to monitor, but also to discover the learners' genuine problems with language use to deal with later, which would otherwise be missed in scripted role-plays given their beforehand preparations. Understanding how students treat these real-time conversational problems in non-scripted role-plays may also provide teachers with more insights into appropriate communicative tasks to improve their oral language proficiency.

While practicing non-scripted role plays may allow students to experience more genuine features of language use in real-time, it may prove to be a challenge especially for low- proficiency students, who apparently took quite a bit of time to resort to word search in order to finish their turns. To minimize such a problem which may lead to communication breakdowns, besides pairing up high-with low-proficiency students, teachers may want to make sure that the students are familiar with the topics to discuss and featured words and expressions or other features of language to be used in the role-play.

### **5.3 Recommendations for Further Research**

The following suggestions for further research aim to compensate for the limitations of this study and to achieve a better understanding of the effects of scripted and non-scripted role-play activities on EFL students' oral performance.

#### **5.3.1 Focus on nonverbal language use**

Based on the researcher's classroom observation, while the students conducted repairs during conversation, they used a combination of nonverbal language which was apparently meaningful. One common occurrence was to cue the interlocutor when there appeared a wrong answer or a mispronunciation by pausing and using eye contact. Another instance of nonverbal language use was a headshake to indicate a rejection of their partner's utterance. Therefore, to gain in-depth information and more accurate analysis of the repair organization, the case study should include detailed analysis of the students' use of nonverbal language such as gaze, gestures and facial expressions.

#### **5.3.2 Comparative study of different role-plays in improving speaking ability**

Only attending to repair organization, the pre- and post-students' speaking evaluation forms were generally used only to assess the students' speaking ability in each week. After the experiment, the students' speaking scores during performing the two types of role plays are not accounted to see the students' oral improvement. However, the entire scores recorded by a native teacher indicated that the majority of the students apparently got low scores in the weeks of non-scripted role plays. In order to discover a new body of knowledge in improving EFL students' speaking ability, comparative studies could further investigate which type of role-play activities in particular provides more opportunity for students to improve speaking proficiency.

### **5.3.3 Focus on reducing overuse of turn-holding devices**

While dealing with problems during conversations, the students apparently showed overuse of turn-holding devices such as fillers and repetition especially in non-scripted role plays. Although these devices are essential in conversation, their overwhelm use by both groups of students seems to indicate the students' lack of fluency. To prove the real effectiveness of non-scripted role-plays, further research, therefore, is challenged to look at whether frequent practice of this type of role plays could in fact reduce the use of these devices. A comparative frequency analysis of these turn-holding devices in native speakers' natural conversations and the learners' may be carried out in such research.

### **5.3.4 Focus on training students to do non-scripted role-play activities**

Unfamiliar with non-scripted role-play activities, the students exhibited anxiety, worry and hesitation when performing the role-plays in front of the class. This seemed to be an important factor influencing their conversational performance. Subsequent research of the same kind may, therefore, help the students overcome these affective filters by training them to do non-scripted role-plays before the experiment.

### **5.3.5 Focus on role-play types suitable for different groups of learners**

Due to their complexity, non-scripted role-play activities seem to be challenging especially for low- or even intermediate-proficiency students to accomplish. Therefore, it remains open to further investigation whether and how role-play activities of each type can really work in improving the oral proficiency of a particular group of students.

### **5.3.6 Focus on other L2 skills**

Further research should also enquire closely into the possibility of utilizing non-scripted role-play activities to enhance other features of L2 communication skills in addition to conversational problem-solving skills. In fact, it can additionally examine which language practices or skills can be better promoted by a particular type of role-play activities.

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**APPENDICES**

## Appendix A

### Role Play Situations

#### Situation 1

A: You are at a party. You are from Paris. You meet B at the first time and introduce yourself. Ask and answer B questions.

B: You are at a party. You are from Thailand. You meet B at the first time and introduce yourself. Ask and answer A questions.

#### Situation 2

A: You are in a cloth shop. You are interested in a pink blouse. You want to know the price and try it on. Ask B for a fitting room.

B: You are a shop assistant. You see A needs helps. Answer B about net price and 15% discount. Tell B the direction to a fitting room.

#### Situation 3

A: You are in a western restaurant. A waiter comes to take your order. Ask B for recommendation and reject it because you cannot eat spicy food. You order salad and beef steak, but it's quite salty.

B: You are a waiter in a western restaurant. Ask for taking A's order and recommend the Mexican spaghetti. Ask A about drinks and feedbacks of food.

**Situation 4**

A: You are an exchanged Thai student. You have to stay with Brooders family. They are an American host family. Ask B for what you should and shouldn't.

B: You are Mrs. Brooders. Introduce A to your family. Show A around the house and inform A the rules of the house.

**Situation 5**

A: You are a bank clerk. Welcome B in the bank. Ask B what she/ he wants and inform B how to transfer money to another account.

B: You go into the bank. You want to exchange foreign currency and check your balance. Ask B how to transfer your money to another account.

**Situation 6**

A: You go to a pharmacy. You have a sore throat because you like drinking too much cold water. Ask B for medication and suggestions to keep healthy.

B: You are a pharmacist. Ask A about symptoms. Give A the capsules and instruction. Show sympathy and suggestions to keep healthy.

**Situation 7**

A: You are a businessman. You want to book a sea view non-smoking room.

Ask B about prices and facilities (Internet café, laundry, wake-up call)

B: You are a receptionist. Tell A that there is only one garden view non-

smoking room. The room price is \$20 including breakfast. There is an

Internet café and laundry service on the 3<sup>rd</sup> floor. The wake-up call is also available.

**Situation 8**

A: You are a tourist and this is the first time in New York. You prefer to visit the Central Park. Ask B other attractions and transportations.

B: You work at a Tourist Information Office. Tell A that the Central Park is too far from here. Recommend B other places and transportations around here.



## Appendix B

### LESSON PLAN 1: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Meeting people

- Conversation; *introducing yourself in formal and informal situation* (listening skill)
- To be; *be + adjectives, questions and short answers* (structural skill)
- Vocabulary; *adjectives, expressions of self-introduction* (vocabulary skill)
- Classroom activity; *introduce yourself and others to your friend* (oral skill: this stage, the role plays will be presented)

#### Terminal Objective

1. To communicate with others appropriately about basic personal information in a social conversation.

#### Enabling Objective

1. To understand what the conversation about.
2. To pronounce new words or expressions accurately.
3. To ask and answer questions grammatically about basic personal information

#### Sequence

##### **Presentation (listening skill)**

1. Exercise 1: The teacher plays the recorder and asks students check “formal” or “informal”.

Answers are;      a. formal      b. formal      c. informal      d. formal  
                                  e. formal      f. informal      g. informal

2. The teacher asks students some questions and then practices the pronunciation.

- Who are in the conversation?      Answers; businessmen, officers, college students, etc.
- What are they talking about?      Answers; their personal information etc.
- What are key words you heard?      Answers; my name’s Samantha. I live in Vancouver, etc.

**Practice (speaking skill)**

3. The students are asked to listen to Daniela, Joshua and Shizuka talk about themselves and then are asked to fill in the gaps.

Daniela is from <b>Italy</b> .	He is a <b>nurse</b> .	He lives in <b>Rome</b> .
Joshua is from <b>Canada</b> .	He is a <b>sales manager</b> .	He lives in <b>Vancouver</b> .
Shizuka is from <b>Japan</b> .	She is a <b>teacher</b> .	She lives in <b>Tokyo</b> .

4. The teacher carries out the use of **Wh-question + be** and **useful expressions** in order to ask people's information and answer questions by writing down on the board and then explains the use of each expression.

Example:	How's it going?	}	Not too bad.
	How are things?		I'm fine.
	How are you?		I'm very well.

What's your name?	My name is.....
What's your nationality?	I'm .....
Where are you from?	I'm from.....
Where do you live?	I live in.....
What do you do?	I'm a/ an .....

5. The students are asked to work in pairs. They have to make a conversation by using expressions on the board in order to ask and answer questions of each other.
6. The teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)**

7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about "Welcome party".
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**

- Handouts                      - Pictures                      - CD

**Evaluation**

- Observation                      - Participation                      - Assignments

## LESSON PLAN 2: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Staying with a family

- Conversation; *greeting and introduction* (speaking skill)
- *Giving directions, modal verbs* (listening and structural skill)
- *Understanding rules in a house* (listening skill)
- Vocabulary; *room types, directions* (vocabulary skill)
- Classroom activity; *a new comer* (oral skill: this stage, the role plays will be presented)

### Terminal Objective

1. To inform the rules or information for new comers.

### Enabling Objective

1. To introduce people in the family to new comers.
2. To give directions and inform a new comer the details of room or house.
3. To inform the rules of the house.
4. To use modal verbs and ask for permissions appropriately in different situations.

### Sequence

#### **Presentation (speaking skill)**

1. Exercise 1: A teacher asks pairs to speak out a conversation and carries out expressions on the board.  
 T: To introduce someone? Ss: I'd like to meet...../ this is.....  
 T: When you meet someone for the first time? Ss: Nice to meet you./ pleased to meet you.  
 T: To reply when someone says, "Nice to meet you" Ss: Nice to meet you too.  
 T: To tell someone your preferred name Ss: Call me.....

#### **Practice (listening and structural skill)**

2. Exercise 2: The students listen to expressions from CD and then match those expressions with a picture.  
 Answer are; a. 4      b. 2      c. 5      d. 7      e. 6  
                   f. 1      g. 3

3. Exercise 3: The students listen to Mrs. Woods is showing Paula around the house. They write the letter (a-h) of each room in the correct place on the plan.

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

4. Exercise 3.3: A teacher describes and write down the meanings of modal verbs on the board. Then a teacher explains useful sentences asking for permission.

**can** → **It's possible.**

**can't** → **It's not possible.**

**have to** → **It's necessary.**

**do/ does not have to** → **It's not necessary.**

	turn up	the heating?
Is it OK if I .....	go out	with some friends tonight?
Do you think I could....	have	a bath?
Would you mind if I ....	use	the washing machine?
	make	a cup of tea?

5. The students listen to Mrs. Woods explains some rules to Paula. Check True or False for each rule.

Answer are; a. true b. true c. false d. false e. true  
f. false g. true h. true

6. Practice: The students are asked to work in pair. Imagine they are staying with a family (one is a host and another is a new comer). You want to do these things (a student chooses a picture; phone, etc.). Ask for permission politely. Then a teacher randomly chooses a few pairs to speak out their conversation.

### Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)

- The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about "New comer".
- The pairs are asked to act out alternately while the action is videotaped.
- Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**

- Pictures      - CD

**Evaluation**

- Observation      - Participation      - Assignments

### LESSON PLAN 3: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Shopping

- Conversation; *Carlos goes shopping in London.* (listening skill)
- To be with *singular* and *plural noun*, *how much* and *how many* (structural skill)
- Vocabulary; *clothes*, *asking product information* (vocabulary skill)
- Classroom activity; *buy new clothes* (**oral skill: this stage, the role plays will be presented**)

#### Terminal Objective

1. To be able to understand and communicate about shopping and buying things in daily life.

#### Enabling Objective

1. To match pictures with its meaning correctly.
2. To ask and answer questions about products in a cloth shop (price, size, etc.).
3. To pronounce new words or expressions accurately.
4. To use the form of Be suits to noun types correctly.

#### Sequence

##### **Presentation (listening skill)**

1. Exercise 1: (In a cloth shop) Carlos goes shopping in London. The students are asked to listen to the conversation, checked things she buys.  
Answers are;     *a shirt* and *a jacket*
2. Exercise 2: While listening, the teacher asks students to complete expressions and then speak out the answers.  
T: If we see that a customer needs help, how can we say?  
Ss: Do you need any help?  
T: How can we ask the price?  
Ss: How much is it?  
T: Let customer try the cloth on, how can we say?  
Ss: Would you like to try it on?  
T: If you would like to buy, how can you say?  
Ss: I'll take it.

### Practice (speaking skill)

3. Exercise 3: The students are asked to speak out the answers of questions as following;

Teacher	Students
How does the sale finish?	today
How much does the shirt cost?	\$ 20
Is the jacket in the sale?	Yes.
What is the jacket made of?	leather
Where is the jacket from?	Italy
Does Carlos try on the shirt?	No.
What size is the shirt?	Medium
How much does Carlos spend?	\$ 140

4. The teacher carries out the use of **Be (is, are) + singular and plural noun** in order to ask about product information.

Price; How much **is** this sweater, please? How much **are** these jeans?

Promotion; **Is** this hat in the sale? I like these trousers, **are** they in the sale?

Size; What size **is** this jacket?

5. The students are asked to work in pairs. One is a shop assistant and another is a customer. They have to make a conversation by using expressions on the board in order to ask and answer questions of each other.
6. The teacher randomly chooses a few pairs to speak out their conversation.

### Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)

7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about "In a cloth shop".
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**

- Handouts
- CD

**Evaluation**

- Observation
- Participation
- Assignments



## LESSON PLAN 4: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Food and eating out

- Conversation; *ordering a meal in a restaurant.* (listening and speaking skill)
- *Adjectives describe different types of food* (structural skill)
- Vocabulary; *types of food, adjectives describe different types of food (starter, main course, dessert)* (vocabulary skill)
- Classroom activity; *order food in a restaurant* (oral skill: **this stage, the role plays will be presented**)

### Terminal Objective

1. To communicate about ordering different types of food in restaurants or food stands.

### Enabling Objective

1. To identify which sentence is said by waiter or customer.
2. To reply the waiter's questions correctly.
3. To understand what type of food is (*starter, main course, dessert*) and what your dish looks like.
4. To use adjectives to explain a dish preferred.

### Sequence

#### **Presentation (listening and speaking skill)**

1. Exercise 1: A teacher speaks out sentences and then students reply.
 

T: Would you like to see the dessert menu?	Ss: customer
T: Can I have the bill, please?	Ss: waiter
T: How would you like your steak?	Ss: waiter
T: Are you ready to order?	Ss: customer
T: Excuse me? Can I have two coffees and a tea, please?	Ss: waiter
T: Is everything all right with your meal?	Ss: waiter
T: Could I have some more rice, please?	Ss: customer
T: I'll have the soup to start with, please?	Ss: customer
T: Can you tell me what the House Special is, please?	Ss: customer
2. Exercise 2: A teacher plays a CD about the waiter's question (1-5). The students are asked to match with its reply (a-e).  
 Answer are; 1. d      2. e      3. a      4. c      5. b

### Practice (speaking and structural skill)

3. Exercise 3: Ten students are asked randomly to choose a picture and order food according to the picture chosen.  
For example: a picture of fruit salad      Ss can say: *I'll have fruit salad, please* or *fruit salad, please*.
4. Exercise 3.3: The teacher describes the use of **expressions** in asking someone about their food.  
*What's the soup like? How's your salad? Is the steak nice?*  
Possible answers: It's *delicious!* It's very *tender*. It's quite *spicy/salty*. It's a bit too *sweet* for me. It's *all right*. It's *excellent!* It's really *creamy* and *tasty*, too, etc.
5. A teacher asks students about their breakfast/ lunch and then the students express their idea.  
T: How's your breakfast?              Ss: It's very delicious!  
T: How's your lunch?                  Ss: It's a bit spicy and salty.
6. The students are asked to work in small groups (3-4 people) and then write a conversation between a waiter and customers in a restaurant. Then a teacher randomly chooses a few pairs to speak out their conversation.

### Production (DOING SCRIPTED ROLE PLAY ACTIVITIES)

7. The pairs are matched and are asked to prepare a three-minute-conversation that the topic is about "Nice dinner".
8. The pairs are asked to act out alternately while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

#### Materials

- Pictures              - CD

#### Evaluation

- Observation              - Participation              - Assignments

## LESSON PLAN 5: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Asking about services

- Asking services at a post office and bank (listening skill)
- *I'd like to..., I need to..., I want to...* (structural skill)
- *Sending mail, changing money* (speaking skill)
- Vocabulary; *mail services, banking* (vocabulary skill)
- Classroom activity; *asking about services at a post office or bank*  
(oral skill: this stage, the role plays will be presented)

### Terminal Objective

1. To ask and request common services at the bank or post office appropriately.

### Enabling Objective

1. To specify expression used at a bank or post office.
2. To match the verbs with modifiers correctly.
3. To use expressions in asking for services or expressing your needs in both places appropriately.
4. To pronounce words or expressions accurately.

### Sequence

#### **Presentation (listening skill)**

1. Exercise 1: A teacher plays a CD and asks students to check where each person is.  
Answers are; In a post office: a, c, f, g  
In a bank: b, d, e  
T: What are key words for a post office?  
Ss: stamps, letters, mail, parcel  
T: What are key words for a bank?  
Ss: bank, account, cheque book, balance

#### **Practice (speaking and structural skill)**

2. Exercise 2: A teacher asks students about services at the bank and post office.  
T: What can we do at the bank?  
Ss: Opening an account./ Checking my balance.  
T: Anything else?  
Ss: Ordering a new cheque book.

T: So, what can we do at the post office?

Ss: Sending a letter./ Sending a parcel

T: Anything else?

Ss: Buy stamps, etc.

3. A teacher writes down expressions, new vocabulary on the board and then explains the use of each expression clearly.

T: When we want to do something at the bank or post office we can say:

<b>I'd like to.....</b> <b>I need to.....</b> <b>I want to.....</b>	}	open a bank account	} In a bank
		check your balance	
		exchange foreign currency	
		cash a cheque	
		order a new cheque	
		send an air mail/ registered mail/ a letter by special delivery/ a parcel buy stamps/ postcards	} In a post office

T: Moreover, there are particular words commonly used in a bank such as:

To transfer.....to move money from one account to another.

To withdraw.....to take money out from an account

To deposit.....to pay money into an account

A loan.....money you borrow from a bank

A balance.....the amount of money you have in your account

4. Exercise 3: A teacher asks students to put the words in order to complete the sentences, make their own 2-4 sentences and then speak out.

a. Ss: I wan to pay \$200 into my account.

b. Ss: I'd like to withdraw \$400.

c. Ss: I have to send some money abroad.

d. Ss: I'd like to open an account.

e. Ss: Can I send this letter by airmail, please?

f. Ss: How much will it cost to send this airmail?

g. Ss: Can you weigh this for me, please?

Their own sentences: possible answers are:

*Ss: I'd like to take out \$300.*

*Ss: I want to deposit \$500, etc.*

*Ss: How much is it to send this parcel by airmail?*

*Ss: How long will it take?*

5. Practice: The students are asked to work in pair and separate them into two main groups (*a bank and a post office*). Imagine they are in a bank and you want to transfer money to another account. For another group, imagine they are in a post office and you need to send a parcel by airmail. Ask for services by using expressions above politely. Then a teacher randomly chooses a few pairs to speak out their conversation.

### **Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

6. A teacher asks students to prepare themselves for doing role play activities. The topic is about "Asking for services". The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
7. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.
8. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

### **Materials**

- CD
- Role cards

### **Evaluation**

- Observation
- Participation
- Assignments

## LESSON PLAN 6: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Health

- Conversation; people talk about their health problems. (listening and speaking skill)
- Giving advice; *should* or *shouldn't*... (structural skill)
- *Talking about health problems and advice* (speaking skill)
- Vocabulary; *symptoms, illnesses* (vocabulary skill)
- Classroom activity; *going to a doctor* (**oral skill: this stage, the role plays will be presented**)

### Terminal Objective

1. To communicate about healthy life and understand basic instructions on health problems.

### Enabling Objective

1. To explain common health problems.
2. To ask for medication and understand basic instructions at a chemist's.
3. To express sympathy and give advice on health problems.
4. To pronounce words or expressions accurately.
5. To make an appointment and confirm important details.

### Sequence

#### **Presentation (listening and speaking skill)**

1. A teacher motivates students by talking about how they do to keep healthy.
  - T: How do you keep your health healthy?
  - Ss: do exercise/ drink a lot of water/ take enough rest, etc.
  - T: Can you remember, when was the last time you were ill?
  - Ss: yesterday/ last week/ three weeks ago, etc.
  - T: What's wrong?
  - Ss: coughing/ a cold, etc.
  - T: Can you guess what we are going to talk about?
  - Ss: health/ health problems/ symptoms, etc.
  
2. A teacher plays a CD and asks students to fill in the gaps of three conversations.

Answers are;      a. matter/ feel/ cough/ sorry  
                           b. what's/ aches/ Ah, poor  
                           c. feeling/ cold/ better

T: According to conversations, how can we say if we want to ask?

Ss: what's the matter?/ what's wrong? Are you feeling OK?

T: So, could you give me examples about explaining a health problem?

Ss: I've got a bad cough./ My back aches, etc.

T: Yes. Anybody knows when we talk about others or our health problems what is also important?

Ss: No./ Not sure.

T: It's to show sympathy.

Ss: How can we say?

T: Could you tell me the rests of expressions in these conversations?

Ss: I'm sorry to hear that./ I hope you feel better soon, etc.

T: That's right and you can say (a teacher write down on the board): *Poor you! How awful.*

### Practice (speaking and structural skill)

3. Exercise 3: A teacher asks students to match pictures with common health problems.

Answers are;      a. a cough (4)    b. a cold (5)    c. a sore throat (7)  
                           d. a temperature (8)    e. a headache (2)    f. a backache (6)    g. a  
                           toothache (1)    h. sunburn (3)

T: Basically, if you don't want to be ill or if you would like to give someone advice, you can say;

When you feel very ill you... {  
   should see a doctor.  
   should take some medicine.  
   should go home and rest.  
   shouldn't continue to work.

To keep healthy you.... {  
   should drink lots of water.  
   should eat fresh fruit and  
   vegetable.  
   should do exercise regularly.  
   shouldn't smoke.  
   shouldn't eat a lot of fried food.

4. Exercise 3.1: At the chemist's; asking about medication. A teacher describes clearly and carries out useful expressions using for asking about medication at the chemist's or pharmacy.

T: What will you do if you were ill?

Ss: take some medicine/ see a doctor

T: That's right.

T: When you are at a chemist's, you can use these expressions to ask about medication (a teacher write expressions on the board).

For example:     **Have you got something for sunburn?**  
                           **How many tablets should I take?**  
                           **What have you got for a headache?**  
                           **How much cream should I use?**  
                           **How often should I use the cream?**

5. Exercise 3.2: There are 5 pictures about illnesses (toothache, backache, sore throat, coughing and headache). A student chooses a picture and asks for medication.

*For example: toothache*

*Ss: Excuse me. Have you got something for toothache? etc.*

6. Practice: The students are asked to work in pair. One is a pharmacist and another is a patient. Imagine they are at the pharmacy and you have some health problems. Ask for medication and give some advice to keep healthy by using expressions above. Then a teacher randomly chooses a few pairs to speak out their conversation.

### **Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

7. A teacher asks students to prepare themselves for doing role play activities. The topic is about "Going to a doctor". The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
8. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

#### **Materials**

- Pictures                      - Role cards                      - CD

#### **Evaluation**

- Observation                      - Participation                      - Assignments



**Time:** 3 periods / 150 minutes

**Topic:** At a hotel

- Conversation; making a reservation (listening and speaking skill)
- Making statements into questions: *hasn't it?* or *isn't it?* (structural skill)
- *Talking about rooms and facilities* (speaking skill)
- Vocabulary; *services and facilities in hotel* (vocabulary skill)
- Classroom activity; *making a reservation* (**oral skill: this stage, the role plays will be presented**)

### Terminal Objective

1. To communicate about tourism, especially asking for services and facilities in hotels.

### Enabling Objective

1. To ask about services and facilities in a hotel.
2. To use expressions in checking into a hotel and talking about rooms.

### Sequence

#### **Presentation (listening and speaking skill)**

1. A teacher motivates students by talking about their long vacation in last summer.  
 T: What did you do in last summer?  
 Ss: staying at home/ doing part-time jobs/ visiting places, etc.  
 T: Where did you go or visit?  
 Ss: my grandparents' house in BKK/ Chiangmai, etc.  
 T: Where do you always stay during your vacation?  
 Ss: resorts/ bungalows/ hotels/ home stay, etc.
  
2. Making a reservation: Juan Carlos is traveling in Germany. He goes into a hotel in Berlin to book a room. A teacher plays a CD and asks students to fill in the gaps.  
 T: How much is a ....., please?  
 Ss: single  
 T: Do you have any .....?  
 Ss: non-smoking rooms  
 T: Are the rooms .....?  
 Ss: air-conditioned  
 T: Is ..... included?  
 Ss: breakfast

T: How far is it to the .....from here?

Ss: city centre

3. To check their comprehension, the students are asked to answer those questions (a-e).

T: How much is a single, please?

Ss: \$60

T: Do you have any non-smoking rooms?

Ss: Yes, all rooms are non-smoking.

T: Are the rooms air-conditioned?

Ss: Yes.

T: Is breakfast included?

Ss: No, it's \$10 extra.

T: How far is it to the city centre from here?

Ss: 2 kilometers, etc.

### Practice (speaking and structural skill)

4. At the check-in desk: A teacher provides and explains students more expressions and vocabulary which can be occurred at the check-in desk.

T: Moreover, you can make statements into questions by adding *hasn't it?* or *isn't it?*

For example:     It s a double room, *isn't it?*  
                       My booking is for three nights, *isn't it?*  
                       My room 's on the ground floor, *isn't it?*  
                       The check-out time is eleven o'clock, *isn't it?*  
                       The room 's got a mini bar, *hasn't it?*  
                       The room 's got a TV, *hasn't it?*  
                       It 's got a bath, *hasn't it?*

T: The hotel guests always ask about hotel facilities and services like; Internet café, gift shop, swimming pool, fitness centre, car parking, laundry, wake-up call, etc.

T: Do you know other services and facilities in hotels?

Ss: business centre, outdoor activities, etc.

T: Can you answer my questions?

Ss: yes.

T: Do you have Internet access here?

Ss: yes, we have.

T: Can I have a wake-up call?

Ss: sure, at seven o'clock.

T: Is room service available?

Ss: yes, 24 hours.

T: Do you have a laundry service?

Ss: yes, we have on the second floor.

T: When's the check-out time?

Ss: 12.00 a.m., etc.

5. Practice: The students are asked to work in pair. One is a receptionist and another is a hotel guest. A guest phone a large international hotel in London. Ask about the facilities and services they have. Use the language in this unit to help you. Then a teacher randomly chooses a few pairs to speak out their conversation.

### **Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

6. A teacher asks students to prepare themselves for doing role play activities. The topic is about "Making a reservation". The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
7. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.
8. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

### **Materials**

- Role cards
- CD

### **Evaluation**

- Observation
- Participation
- Assignments

## LESSON PLAN 8: LISTENING AND SPEAKING III

**Time:** 3 periods / 150 minutes

**Topic:** Tourism

- Conversation; at a Tourist Information Office (listening skill)
- There is/ there are (*positive, negative and question*), adjectives describe places (structural skill)
- *Talking about tourism* (speaking skill)
- Vocabulary; *attractions, expressions (describing places, making and responding suggestions)* (vocabulary skill)
- Classroom activity; *visiting places* (oral skill: this stage, the role plays will be presented)

### Terminal Objective

1. To communicate with strangers and inform them about tourism.

### Enabling Objective

1. To ask for information at a Tourist Information Office.
2. To make and respond to suggestions.
3. To talk about places you visit on holiday.

### Sequence

#### **Presentation (listening and speaking skill)**

1. A teacher motivates students by talking about popular places around the world. A teacher shows students Seven Wonders of the World (*the Roman Colosseum, the Taj Mahal, the Great Wall of China, etc.*). A teacher shows a picture and asks some questions;
  - T: What do we call this place?
  - Ss: the Great Wall of China.
  - T: Very good. And what do we call this place?
  - Ss: the Roman Colosseum.
  - T: Any body knows where is it?
  - Ss: Not sure. I don't know.
  - T: In Italy. Do you know other places?
  - Ss: Pyramid in Egypt, etc.
  - T: Very good. And what will you do if you want to know about places to visit?
  - Ss: ask travel agency/ tourism office, etc.
  - T: Yeah! Now, look at exercise 1. James is at a Tourist Information Office in Hong Kong. Listen and complete the questions he asks an officer.

T: Question no.1, what's the answer?  
 Ss: Are there any good market here?  
 T: No.2?  
 Ss: What museums do you recommend?  
 T: No.3?  
 Ss: Where's the best place to go shopping?  
 T: No.4?  
 Ss: Are there any temples I can visit near here  
 T: And the last question is?  
 Ss: is there a guide tour I can go on?  
 T: Well done!, etc.

### Practice (speaking and structural skill)

2. A teacher explains how to use *there is, there are* in asking information and describing places.

There is + singular noun. —————→ *There is a pub on this street.*

There are + plural noun. —————→ *There are two markets around here.*

Making questions;      Is there + singular noun...?  
    Yes, there is/ No, there isn't.  
    Are there + plural noun...?  
    Yes, there are/ No, there aren't.

For example:      *Is there a pub on this street?*  
    *Yes, there is., Yes, the Blue Bar/ No there isn't.*  
    *Are there any markets around here?*  
    *Yes, there are two markets/ No, there aren't.*

3. The students are asked to do exercise 2: They are asked to fill in the gaps with *there is, there are, Is there and Are there*.

Answers are;      1. Is there a                              5. Is there a  
    2. There's a                                6. There are  
    3. Are there any                        7. Are there any  
    4. There are                                8. There's

4. A teacher explains more the role of tourist officers.  
 T: Being the tourist offer, what are they responsible for?  
 Ss: giving tourists information/ planning trips, etc.  
 T: That's right, especially making and responding to suggestions or recommend tourists about interesting places and how to go those places as followings:

*Why don't we go to the Statue of Liberty?*

*How about going to the Metropolitan Museum of Arts?*

*What about going to Central Park?*

T: Moreover, a tourist officer often describes things by using adjectives such as:

*The people are very friendly.*      *It's very quiet.*

*The food is great.*      *It's quite expensive.*

*It's fantastic!*      *It's a safe place, etc.*

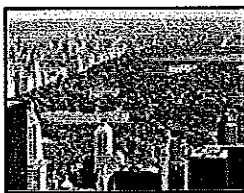
T: Being a tourist, you can accept or reject the suggestion by using some polite words;

That's a good idea.	}	accept
That sounds great.		
That's fine with me.		

I'd rather not do that day.	}	reject
I'd rather do something else.		
I don't really want to do that.		

5. The students are asked to choose pictures and then suggest friends visiting that place. A teacher randomly chooses 10 students to show their suggestion.

Example:



Ss: *How about going to the Central Park in New York?*

6. Practice: The students are asked to work in pair. One is a tourist officer and another is a tourist. This is his/her first time in English-speaking country. A tourist asks the tourist officer for information. The officer gives him/ her information he/ she needs. Use the language in this unit to help you. Then a teacher randomly chooses a few pairs to speak out their conversation.

**Production (DOING NON-SCRIPTED ROLE PLAY ACTIVITIES)**

7. A teacher asks students to prepare themselves for doing role play activities. The topic is about "Where should I visit?" The students are allowed to prepare useful expressions before class, but they do not know who their partner is.
8. In the class, the pairs are matched and asked to choose a situation card for performing a three-minute-conversation while the action is videotaped.
9. Each pair has to keep the conversation covering 3 minutes. If students spend more than 3 minutes, their scores will be deducted.

**Materials**

- Role cards
- Pictures
- CD

**Evaluation**

- Observation
- Participation
- Assignments

**VITAE**

**Name** Miss Sommai Chotirat

**Student ID** 5211120013

**Educational Attainment**

<b>Degree</b>	<b>Name of Institution</b>	<b>Year of Graduation</b>
Bachelor of Arts (English)	Songkhla Rajabhat University	2005