Teaching Questioning and Answering Skills Through Information-Gap Activities:

A Case Study of Thai EFL Students

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of Arts Degree in Teaching English as an International Language Prince of Songkla University

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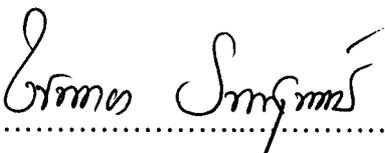
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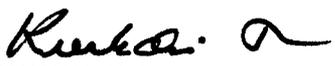
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ชื่อวิทยานิพนธ์	การใช้ Information-Gap Activities ในการสอนทักษะการถาม-ตอบ: กรณีศึกษานักศึกษามหาวิทยาลัยหาดใหญ่
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บทคัดย่อ

งานวิจัยฉบับนี้ศึกษาพัฒนาการของผู้เรียนที่เกิดจากการใช้กิจกรรมข้อมูลต่าง (Information-Gap Activities) ในการสอนทักษะการถาม-ตอบภาษาอังกฤษ โดยเน้นการวิเคราะห์การดำเนินการสนทนาที่อยู่ในรูปของการตั้งและตอบคำถามซึ่งเกิดขึ้นในการทำกิจกรรม กลุ่มตัวอย่างเป็นนักศึกษามหาวิทยาลัยหาดใหญ่จำนวน 13 คน ที่กำลังศึกษาในรายวิชาภาษาอังกฤษพื้นฐาน 3 ภาคการศึกษาที่ 1 ปีการศึกษา 2552 เครื่องมือวิจัยที่ใช้ประกอบด้วยแบบทดสอบกิจกรรมข้อมูลต่างก่อน-หลังการทดลอง กิจกรรมรายสัปดาห์ การจดบันทึกข้อมูล การบันทึกภาพและเสียงบทสนทนาที่เกิดขึ้นในการทำกิจกรรม รวมทั้งแบบสอบถามปลายเปิด ผลการวิจัยพบว่านักศึกษากลุ่มตัวอย่างสามารถตั้งคำถามได้ถูกต้องขึ้น ใช้วลีคำถามที่หลากหลายและเหมาะสมมากขึ้น ความถี่ในการเว้นคำถาม-คำตอบลดลง ผู้เรียนมีความมั่นใจในการพูดภาษาอังกฤษโดยการผลัดเปลี่ยนการพูดใช้ turns ที่มีความซับซ้อนและสามารถดำเนินการสนทนาได้ราบรื่นขึ้น อีกทั้งยังสามารถทำกิจกรรมตามที่กำหนดได้นานขึ้น ยิ่งไปกว่านั้นในระหว่างการทำกิจกรรมนักศึกษายังให้การช่วยเหลือซึ่งกันและกันโดยใช้วัจนภาษา และอวัจนภาษาเพื่อให้การทำกิจกรรมสำเร็จตามเป้าหมาย โดยพัฒนาการที่ดีขึ้นในการตั้งและตอบคำถามโดยใช้กิจกรรมข้อมูลต่างนี้สามารถสังเกตได้ตั้งแต่สัปดาห์ที่สองเป็นต้นไป ข้อมูลจากแบบสอบถามก็ยังชี้ให้เห็นว่านักศึกษามีความพึงพอใจในการเรียนภาษาอังกฤษด้วยกิจกรรมข้อมูลต่าง และอยากให้มีการใช้กิจกรรมดังกล่าวในการฝึกทักษะทางภาษาอื่นๆด้วย

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ABSTRACT

This research is aimed at determining whether students show improvement in their construction of question-answer sequences via the use of information gap activities. It also looks into different interactional resources that they use which can contribute to the improvement. Participants of this research were 13 EFL 3rd-year students taking Foundation English III in semester I/2009 at Hatyai University, Songkhla, Thailand. After a pre-test with information gap tasks, they were asked to work in pairs on a set of two information-gap activities each week over the period of one month and a half. The findings reveal that after a series of information gap activities, the students were able to better formulate information questions. They skipped the eliciting items less. Getting more acquainted with the objective of each eliciting item in the activities, the students produced more accurate and appropriate *wh*-questions. Showing less hesitation to talk, they held longer, more complicated turns and tried to work out the most grammatically accurate questions. Additionally, they made effort to formulate both questions and answers, provided their interlocutors with some nonverbal feedback, and when their partners experienced difficulties, they gave them some nonverbal clues and occasionally resorted to explanations in the native language. These improvements were in fact evidenced as early as in the second treatment. It is suggested that the improvement in the students' questioning and answering skills is the result of collaborative work promoted by the information gap activities. The finding from the questionnaire additionally indicates that the learners had positive opinions on learning L2 through information-gap activities.

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Rongdara Rochanahasadin

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter discusses the rationale, purposes and significance of the study. It outlines the research questions and provides definitions of key terms used in the study.

1.1   Rationale of the study

Nowadays English communication skills are undoubtedly becoming more and more important. English is used worldwide for a great variety of purposes. People across the globe watch world news, listen to international music, read labels on products, greet their colleagues at work, surf the Internet, obtain and provide information, and do many other things – all in English. English is also used in various communicative domains in Thailand even though most Thai learners studying English in college still have problems with English communication regardless of the number of English courses they may have taken.

Many are unmotivated and lack the confidence to speak in English. For these students, it is only during their English classes, which are usually scheduled three times a week at the utmost, that they find themselves communicating in the English language. The use of meaningful, well-planned communicative activities therefore seems to become more critical in helping these learners to make the most of their class time to build their conversational confidence and to maintain their motivation. Information-gap activities are among activities that have been shown to

satisfy this need. They are specifically designed to improve conversational skills by encouraging learners with interaction in a variety of situations.

According to Harmer (1991, p.48), an information gap refers to "a disconnect in comprehension or possession of information between or among the participants in a conversation." An information-gap activity, in particular, involves a process that allows learners to acquire from their peers discrete but incomplete pieces of information in the form of printed materials, audio records, videos, pictures, or any combination thereof. The learners then combine and assemble these separate pieces of information in order to determine the central ideas. The process is akin to solving a jigsaw puzzle to form a complete picture. In the activities, the learners are instructed to think about a given topic; and then they are encouraged to talk about this topic while the instructor offers them hints, guidance, additional information, and so on.

There are many advantages in using information-gap tasks in communicative methodology (Nunan, 1989; Underhill, 2004). A well-designed information-gap activity encourages learners to speak the second language more often. An information gap can act as a nucleus surrounded by other tasks and exercise types. Given that they have to determine the missing information, this technique is useful in prodding learners to ask more questions. Additionally, information-gap activities and exercises closely emulate real-life communication: in real life speakers do not always share the same information or background knowledge (Goh, 2007). Thus, there is a need for the participants of an interaction to bridge the information gap (or knowledge gap) between them. Furthermore, information-gap activities also satisfy criteria of successful classroom speaking activities (Ur, 1996).

Given the inadequate learner participation and limited learner motivation to communicate in English within and outside the typical Thai EFL classroom, information-gap activities could provide the means for addressing these deficiencies (Karfa, 2007; Klippel, 1987; Ur, 1996). However, there is limited information on the use of information-gap activities among Thai EFL learners. It has not been determined whether and in which possible conversational contexts information-gap activities really do work when it comes to teaching speaking skills to Thai EFL learners. And if they are indeed effective in Thai learning situations, what

are the exact mechanisms in these activities that promote or improve the students' communicative abilities in the target language. This particular study therefore constitutes a formative inquiry into the possible qualitative impact of information-gap activities on the questioning-and-answering skills of Thai EFL learners.

1.2 Why question-answer sequences?

Since every individual has a unique and non-repeatable experience of the world, each person holds an equally unique and mostly incomplete set of information about the world around him or her. Individuals often try to build upon their respective stockpiles of knowledge by engaging in question-and-answer sequences.

Most Thai students study English for more than twelve years in the primary and secondary schools. They learn a lot about English-grammar rules and they spend a good deal of their study time and effort on learning how to form correct sentences. However, as college students, when constructing conversation they still commonly commit the usual grammar mistakes and inaccuracies such as errors in subject-verb agreement, inappropriate *wh*-questions, inappropriate choice of words, and so on.

Several research studies have looked into the characteristics and patterns of English translation grammar errors in writing that are commonly exhibited by Thai ELF learners (Sattayatham & Honsa, 2007).

Evidently, Thai college students need specific and focused practice on constructing appropriate questions and answers during conversations. This practice needs to improve the accuracy of their utterances in order for them to be understood by their interlocutors and thereby achieve their communicative goals. There is also the concurrent and complementary goal of improving the verbal or speaking skills of the students. The students of this study were therefore given information-gap activities that were designed to enhance their conversational (spoken) skills in asking and answering questions. Although the activities had dual uses – for speaking practice and

for questioning-and-answering practice, the focus of the study was primarily on the effect of the information-gap activities on the students' construction of question-answer sequences.

This study focuses particularly on information-gap tasks that elicit question-answer sequences, which are some of the most typical adjacency-pair sequences in talk-in-interaction. It will reveal whether the information-gap tasks can get learners to participate, more or less equally, in the construction of the question-answer sequences, to produce language that is relevant, comprehensible and acceptable, and to adopt a collaborative orientation in order to achieve common goals. It will also inform teachers on learners' general attitude towards learning English through information-gap activities.

1.3 Purposes of the study

The main aims of this study are threefold:

(1) to investigate whether and in what way information-gap activities can help improve the learners' questioning and answering skills in speaking;

(2) to determine what aspects in the construction of question-answer sequences can be improved the most and what are the interactional resources that the learners use which can account for such improvements;

(3) to ascertain some of the essential sentiments and perspectives of Thai EFL learners towards the use of information-gap activities in EFL classrooms.

1.4 **Research questions**

1. Can information-gap activities really improve students'
construction of question-answer sequences? And if so, what improvements can be observed?

2. How early in the series of information-gap treatments
can the improvements be observed and what are the interactional resources accountable for such improvements?

3. What are the students' attitudes towards learning
English through information-gap activities?

1.5   Significance of the study

The results of this study will determine whether and in what way information-gap activities can enhance Thai EFL learners' questioning and answering skills. The study can provide additional information to teachers and other researchers on the pros and cons of information-gap tasks, the kind of information-gap task that is more effective in improving the spoken questioning-and-answering skills of Thai learners, and the factors that have to be considered when implementing the task including learners' attitude towards learning English through information-gap tasks.

1.6   Definition of key terms

The following terms need to be explicitly defined in order to help ensure an unambiguous and thorough understanding of the material presented in this study.

Information gap is the disparity in understanding or possession of information about a given topic between two or more individuals.

Information-gap activities are the tasks that provide learners with different information on the same topic. They involve a process that allows the

learners to initially acquire separate pieces of information from their peers and then assemble the individual pieces of information acquired to complete the whole picture. Information-gap activities are a kind of classroom task which has often been used to promote language learning through communication, cooperation and active class participation.

Question-answer sequences are a particular type of adjacency-pair sequences that consists of a first-pair-part (FPP) question and (normally) a corresponding second-pair-part (SPP) response. The sequences can be expanded, the expansion being found in three places: before the FPP, referred to as a pre-expansion, between the FPP and the projected SPP, or an insert expansion, and after the SPP, called post-expansions, as shown in the diagram below:

         ← Pre-expansion

A: First pair part

         ← Insert-expansion

B: Second pair part

         ← Post-expansion
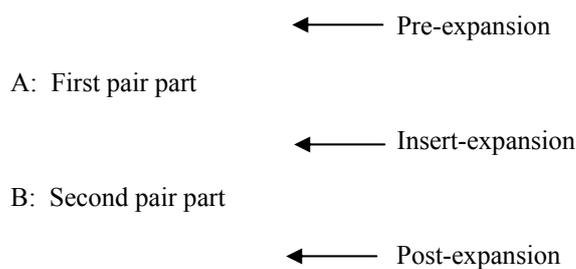
                   (Schegloff, 2007, p. 26)

1.7 Conversation-analytic transcript symbols

The following transcription symbols were taken from Seedhouse

(2004). Only those relevant to this paper will be presented:

(0.03)	Interval between utterances or timed pause (in seconds)
?	Rising intonation
.	Low-rising intonation
( )	A stretch of unclear or unintelligible speech
((word))	Transcriber's comments
wo:rd	Colons show that the speaker has stretched the

preceding sound

∘word∘   Material between "degree signs" is quieter than the surrounding talk

(…)   Long pause (between 3-5 seconds)

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

2.0   Introduction

This chapter provides a review of related literature. It discusses the following topics related to the study: teaching speaking, communicative approach to language teaching, collaborative learning, task-based language teaching, task design, information-gap activities, perceptions, beliefs, and attitudes towards learning a second language, Conversation Analysis (CA) and applied linguistics, fundamental organization of classroom conversation, and related studies on information-gap activities in second language learning.

2.1 Teaching speaking

Most Thai students rarely acquire the opportunity to practice verbal communication and consequently often fare poorly in real-life English speaking situations. The lack of extensive exposure to the real-life variations and nuances of the English language limits the maximum theoretical effectiveness of classroom-based communicative teaching methods (Demo, 2001). Many researchers have therefore suggested that students should be given even more opportunities to practice speaking in the classroom (Slavin, 1990). More frequent speaking practice would be beneficial because speaking is a real time activity that requires learners to come up quickly with the right words to say. But the activities that are used to practice speaking must also be carefully chosen or designed so as to ensure participation and maintain interest.

Teachers have to create effective activities based on the interests of the learners in order to encourage them to speak in English.

Teaching speaking skills, however, also requires carefully taking into account all the known (and possible) factors that can impact the learning process. For example, practitioners of the communicative approach may at times overestimate the importance of the transfer of meaning between learners as a measure of communicative effectiveness. Excessive focus on 'satisfactory' functional intelligibility can lead to less vigilance against first-language interference that in turn may lead to the emergence of interlanguage varieties or styles of English characterized by persistent errors in phonological, syntactical, and lexical mechanics (i.e., inaccurate customs of pronunciation, sentence organization, and word choice). These new styles effectively may at best be difficult to understand, or at worst be almost totally incomprehensible to native speakers of English (Tarone, 1980; van Hattum, 2006). Functional intelligibility is just one aspect of communicative competence.

Other studies also indicate that students benefit less from teacher-centric grammar explanations, and more from controlled, learner-centric, communicative practice which focuses on both forms and functions (Krashen & Terrell, 1985). Information-gap activities, as will be later shown, can answer these needs. Just as in real-life situations, learners have to be prepared to converse in real time while they carry out information-gap activities (Klippel 1987; Swain, 2002; Wajnryb, 1991).

2.2 Communicative approach to language teaching

The communicative approach to language instruction (or communicative language teaching) takes the point of view that a second language is best learned by approximating as closely as possible the way that a first language had been learned, which is more or less informally and intuitively. The learners gradually know which linguistic patterns or combinations work based on the results of their repeated attempts to relay information, intentions, and ideas. The linguistic patterns

are the building blocks used to achieve both the interactional and the transactional functions of communication (Brown & Yule, 1983, as cited in Ellis, 2003).

In its strict sense, the communicative approach can be viewed simply as a way for a student to learn how to observe the rules of a language before knowing in the first place what those rules are (Ellis, 2003).

The above-mentioned strict interpretation of the communicative approach would likely be most effective in situations wherein the L2 learner gets to communicate exclusively with native speakers of the target language on a continual basis, and wherein the consequences of incorrectly conveyed or wrongly interpreted meanings are not strongly and/or constantly inimical.

A less strict view of the communicative approach suggests that learners be placed in certain artificial contexts (or notions) modeled after communicative events that happen in the real world (Van Ek, 1976 as cited in Ellis, 2003; Wilkins, 1976). Within these idealized contexts the learners are instructed to act out interactional and transactional scripts that are based on typical real-world interactions and transactions.

The theory of communicative competence underlies the communicative approach. Communicative competence measures a person's ability to effectively and appropriately send and/or receive information and meanings according to the following four specific components as defined by Canale and Swain (1980) and Canale (1983):

1. Grammatical competence measures the learner's command of the language code which includes "lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain, 1980, p. 29). Knowledge of these linguistic elements enables a speaker to encapsulate the desired meanings into understandable (effective) spoken or written language. Grammatical competence is a transactional skill.

2. Sociolinguistic competence measures the ability of the learner to recognize and comprehend the socio-cultural aspects of a given situation and then generate spoken (or written) communication that is socially and culturally appropriate to that given context or situation. Sociolinguistic competence depends strongly upon a

learner's interactional skills such as the ability to recognize, adopt, and respond to various roles or varying levels of social formalities (Savignon, 1983).

3. Discourse competence measures the ability to aggregate and correlate both information and grammatical forms into coherent and meaningful speech and written communication.

4. Strategic competence measures the learner's skill in using various verbal and nonverbal tools to bypass and address errors in communication that arise either from contextual/environmental limitations or from communicative competence limitations (of the first three communicative-competence components mentioned above). These strategies include correcting, paraphrasing, generalizing, guessing, circumlocution, repetition, hesitation, avoidance, abandonment (Blum-Kulka & Levenston, 1983; Corder, 1983; Savignon, 1983; Tarone, Cohen & Dumas, 1983), and signaling with non-verbal clues.

The communicative approach to language teaching has been concerned recently with language-competence based issues in L2 learning such as the contribution of task design and syllabus design to inter-language development. This approach maintains that both task manipulation and sequencing in syllabus design should be based on empirical findings (Skehan, 1998; Skehan & Fostor, 2001). Teachers can focus classroom EFL instruction onto the actual needs of the students. The communicative approach provides the communication tasks in a conscious way and bases them on the learners' real-life experiences (Orellana, 2005). The communicative approach as a combination of different functional or contextual methods has been clearly explicated by numerous researchers and advocates and has fundamentally impacted the roles of the teacher and of the students in present-day communicative ESL classes.

The communicative approach emphasizes the more intense use of the conversing skill between and among the learners instead of between the teacher and the learners (Gerngross & Puchta, 1984). The focus is not anymore on the teacher as the primary source of knowledge and information, but on the peers. The teachers become the referee/monitor/facilitator as the students actively and creatively try to use the target language to carry out meaningful conversations. These meaningful and

effective interactions become the goal of the classroom sessions instead of the tedious memorization or acquisition of static forms and rules (Larsen-Freeman, 1986).

2.3 Collaborative learning

Collaborative learning is a teaching method that seeks to apply the principles of the communicative approach in second-language instruction. Participants are required to perform information-based tasks (such as filling out questionnaires or completing fragmentary short stories) that can only be successfully completed when and if the participants are able to transfer ideas and meanings between or among one another. The learners are required to use their knowledge of the target language to the fullest in order to convey or understand specific information, ideas, intentions, or instructions. This method also encourages learners to look for solutions to problems that prevent the complete and accurate transfer of information. Such solutions can be implemented using either verbal or non-verbal communication. Learning is assumed to take place when the participants discover whether a specific communicative act fulfilled its intended purpose, which is either to convey information or to request for information. Collaborative learning tasks always require the participation and interaction of two or more individuals.

Collaborative learning still requires the presentation and explanation of language rules and language-based social norms in the form of teacher-centric lectures, instructions, reading assignments, comments, evaluations, etc. However, the emphasis is on the immediate and practical application of the communicative conventions within collaborative activities (Smith & MacGregor, 1992).

Several studies have shown evidence that learners instructed in a mutually cooperative setting acquired a stronger motivation to study and an improved self-esteem that, in turn, positively influenced their learning of the second language (Gunderson & Johnson, 1980; Jacob & Mattson, 1987; Sharan et al., 1985).

Panitz (1996) suggested that the best time to start collaborative learning is at the beginning of the semester when the students are most receptive to new class procedures. At the start of class, most students have an anticipative and unprejudiced disposition about the classroom environment. They have not yet formed

their respective opinions about the quality of the instruction. This is the time when the students are most receptive to instructions; and a collaborative teamwork-based orientation would have a greater chance of being adapted at this stage. Panitz also confirmed that the worksheet-in-pair, i.e., the activity that provides pair-work for learners, is an excellent method for novice teachers to introduce collaborative learning activities into the classroom. In order to encourage the students to begin working collaboratively, it is necessary to provide activities that foster a cooperative environment and encourage students to become acquainted with one another from different perspectives. Collaborative learning is based on the philosophy of working together. The application of the collaborative learning approach has numerous benefits in addition to providing the teacher numerous opportunities to observe the various types of interactions among the students, such as when they explain their thinking, ask questions, or discuss their personal ideas and concepts (Cooper et al., 1984). Students working together are engaged in the learning process instead of merely listening passively as the teacher presents information. Working in pairs is one of the most effective form of interaction in the language classroom.

Collaborative learning promotes a higher level of performance by enhancing critical-thinking skills and by increasing the learners' retention of information and their interest in the subject matter. Collaborative learning has also been shown to be effective in developing verbal communication skills.

The students work in pairs, taking approximately equal turns at speaking and listening in terms of the average number of turns for each partner and the average length of time of each turn. Furthermore, the students are obligated to find solutions to problems that they may encounter while carrying out the information-gap tasks (Sandberg, 1995). They have to solve such problems during the question-and-answer activities. According to Levin, Glass, & Meister (1985), learners often assimilate information faster and grasp concepts better when they engage in peer-based discussions rather than by listening to an authority figure such as a teacher.

Ender & Newton (2000) stated that helping effectively is much less about simply giving good advice than about providing actual, visible assistance. This approach asserts that students can and do provide significant assistance and

encouragement to their fellow students when it comes to learning a second language. The participants naturally enter into and highly value such reciprocal relationships. The more advanced student or "expert" of the pair could significantly help his or her partner to achieve their common learning goals, and vice versa. The communication and procedural errors that almost always happen while the pairs are carrying on with their respective tasks may or may not be detected first by the more advanced students. But whoever perceives such errors first usually would immediately initiate communicative or procedural repairs for his or her partner. These repairs may occur in two possible ways: verbally or non-verbally. The more advanced students who may have previously experienced the same or similar problems almost automatically lend a hand to the less experienced students. This instant help reduces the anxiety and stress of the less experienced partner. To thoroughly benefit from collaborative learning strategies, the students should continue and try to complete the tasks that were assigned to them (Boshuizen, 2004).

2.4   Task-based language teaching (TBLT)

Samuda & Bygate (2008) defines a task in language learning as an activity that tries to solve a concrete problem with the use of a target L2 language. Learners have most likely encountered or had performed similar or identical activities in the past, and had been able to solve such problems with the use of their native language.

According to Ellis (2003) a task has the following defining characteristics:

1. A task is a specific plan of action. It may specify the "what.," "how," "where," or "when" of an activity. It tells the learners the actions that they need to perform to try to accomplish a certain goal. The learners may or may not follow the instructions to the full, and the activities and outcomes that result from their actions may or may not be those that have been specified in the plan. Although a task is a specific plan for an activity, it is also a proposed plan.

2. A task concentrates on the transfer of information or meaning. The

learners have the freedom to use whatever communicative resources they have at their disposal. The goal of a learner is to convey meaning or transfer information to his/her counterpart in order for them to acquire the bigger picture or to close the knowledge or information gap between them (i.e., to know what the other knows). As they incrementally close these gaps, they are able to carry out the activities or to complete the goals specified by the task itself. And although the participants can be directed or strongly encouraged to use the target language as a linguistic resource, they still have the freedom to use whatever language or other communicative resource that is available to them. (Note that in many or most cases, the transfer of information or the closing of the gap is not complete.)

3. A task puts the learners in "real world" or "real life" situations or contexts. The learners are presented with scenarios that commonly occur in real life, and the actions that they perform mirror the actions that speakers of the target language are likely to do in the same or similar situation/scenario.

4. A task requires the learner to utilize one (or any combination) of the four language skills: listening, speaking, reading, and writing.

5. A task requires the learners to be able to analyze and to find solutions to problems. The learners are expected to use their cognitive abilities to produce a desired output from the given input(s).

6. A task explicitly describes or defines its intended real world result(s) or product(s). The completeness of the output determines the degree of completeness or fulfillment of the task.

2.5 Task design

During the last ten years there has been a major reappraisal of higher education, its purposes, outcomes, and resourcing (Coldrake, 1998; Hager, 1998). At present, in the teaching of a second language, it can be said that the cognitive task is very important for both learners and teachers. The well-designed task can fulfill the learners' desire for gaining knowledge as well as provide the motivation for students to continually practice and sharpen their incipient or already established L2 skills.

Well-designed tasks should allow students to effectively perform inter-language functions that can be readily observed and judged. These tasks can serve as the main learning materials that allow students to complete and achieve their individual goals. Well-designed tasks are linked to the original achievement targets, are clearly defined, and are oriented towards the goals and expected outcomes of the course. The students' proficiencies are driven by the purposes of the tasks.

Littlewood (2004) constructed a matrix that shows the degree of "communicativeness" of task-based activities designed for language instruction (Table 1).

Table 1: Continuum of communicativeness of activities (Littlewood, 2004)

Focus on forms <--> Focus on meaning

Box 1	Box 2	Box 3	Box 4	Box 5
Non-communicative Learning	Pre-communicative Language	Practice Communicative Language	Practice Structured Communication	Authentic Communication
Focusing on the structures of language, how they are formed and what they mean, e.g., substitution exercises, grammar exercises.	Practicing language with some attention to meaning but not communicating new messages to others, e.g., "question and answer" practice.	Practicing pre-taught language in a context where it communicates new information, e.g., information gap or 'personalized' questions.	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability ,e.g., structured role-play & simple problem solving.	Using language to communicate in situations where the meanings are unpredictable, e.g., creative role-play, more complex problem solving and discussion.

Communicativeness refers to how much the activity emphasizes the successful transfer of meaning or information over the straightforward comprehension and retention of linguistic rules. Collaborative (and also, non-collaborative) task-based activities can be chosen or designed in accordance with the initial skills of the learners. Most information-gap activities would fall into the middle portion of Littlewood's communicativeness continuum, giving equal weight to both form and meaning. Note that the communicative approach, and its two variants, as described by Ellis (2003), Van Ek (1976), and Wilkins (1976) in Section 2.2 corresponds to the continuum located under Boxes 3 to 5 of Littlewood's communicativeness matrix. The information-gap activities in this study were chosen to fulfill the communication target-abilities of Thai EFL learners.

2.6 Information-gap activities

There are a number of currently available ESL teaching activities developed from the communicative approach that have been significantly substantiated to enhance L2 speaking skills. The concept of "gap" is important in language teaching, and it provides a ready guide to the validity and usefulness of what takes place in the classroom (Krashen & Terrell, 1985; Wright, 1994). Information-gap tasks are based on the communicative principle and are suitable for collaborative pair or group work. A well-developed lesson plan and communicative activity can support learners in enhancing their speaking skills. The main aim of the communicative activities is to encourage interaction between and among students and their peers. These activities have also been specially designed for improving the speaking skill. Gower, Phillips, and Steve (1995) stated that speaking activities must be very carefully crafted at first (especially for the lower class levels) unless the students already have specific ideas that they would like to be included. It is often hard for students to come up with ideas immediately. They often need to be given a source material to talk about, such as a picture or a short story.

Information-gap activities have a number of advantages.

1.   Learners are provided plenty of opportunities to express themselves in meaningful, relevant utterances which are comprehensible and acceptably accurate for accomplishing their task objectives. They are often allowed to talk as much as possible during the period of class time allotted for the activities. Participation is evenly distributed; classroom discussion is not allowed to be dominated by the minority of talkative participants as all are given a chance to speak. In other words, through information-gap tasks, every student will get a chance to communicate meaningfully in the target language and participate actively in the classroom. As a result, their communication skills can be improved through the activities.

2.   Information-gap activities closely emulate real-life communication scenarios (Goh, 2007). In real life, speakers do not always share the same information or background knowledge. Thus, there is a need for the participants of an interaction to bridge the information gap (or knowledge gap) between them. In other words, in real life we often do a lot of questioning and answering to get information needed to carry out daily activities and accomplish certain goals.

3.   An information gap can act as a nucleus surrounded by other tasks and exercise types. Given that learners have to determine the missing information, this technique is useful in prodding them to ask more questions, thus allowing them to improve their questioning skills. In fact, information-gap tasks can be used in a communicative classroom to improve learners' proficiency in all of the language skills; a well-designed information-gap activity can encourage learners to use the language more often in all skills (Nunan, 1989; Underhill, 2004).

4.   The students often get motivated to participate more in class because the activities often revolve around familiar topics that they have something to say about. Information-gap activities are desirable since they can be made interesting, simple, and goal-oriented (Wood, Bruner, & Ross, 1976). Frequent implementation of the information-gap tasks on topics of learners' interest should encourage them to talk, stay motivated, and allow them to build up confidence to use the target language both in and outside the classroom.

5.   Information-gap activities are considered to be among the most productive instructional techniques for second-language learning involving verbal and non-verbal peer interaction (Ellis, 2003; Pica, Kanagy, & Fadodun, 1993).

6.   Some students intuitively use compensation strategies such as guesses and gestures as communicative aids in exchanging information and in language learning (Oxford, 1990). Information-gap activities can be particularly appealing to students that consciously or unconsciously use such strategies.

7.   Knowing when and how to provide feedback, to rephrase, to take turns, to redirect, etc. are some of the specific speaking skills that learners must acquire in order to speak effectively (Burns & Joyce, 1997). Information-gap activities utilize and rely heavily on these strategic communicative-competence skills to accomplish exercise objectives.

In sum, information-gap activities satisfy the criteria for successful classroom speaking activities (Ur, 1996). Learners are allowed opportunities to talk in meaningful language as they carry out the tasks emulating real-life situations. Class participation is fairly evenly distributed; the classroom discussion is not allowed to be dominated by the minority of talkative participants as all are given a chance to speak. Learners are allowed to discuss topics that are of their interest, and are encouraged to make contributions to achieve the task or lesson objective/s. Information-gap tasks can be used to improve all language skills, boost learners' motivation and confidence and to promote cooperative language learning.

2.7   Perceptions, beliefs, and attitudes towards L2 learning strategies

Perceptions, beliefs, and attitudes towards language learning have a profound influence on learning behaviors (Cotterall, 1995). Most successful students develop their own insights and appropriate beliefs about the language learning process. They maximize their own abilities and the use of effective learning strategies, resulting in an overall facilitative effect on their learning. These advanced students usually develop an autonomous attitude which allows them to take charge of their own learning. In contrast, negative attitudes among the less advanced students may

cause them to refuse to learn English and lead to poor performance, lack of confidence to speak in English, classroom anxieties, and a lack of desire to learn autonomously (Victori & Lockhart, 1995). Changing the negative attitude(s) of the students is one of the main missions of the language instructor. Most students who succeed in learning a new language began with a positive view towards that language. The teacher can help them further by giving them feedback and information about their strengths and weaknesses.

2.8 Conversation Analysis (CA) and applied linguistics

Developed from studies of face-to-face interaction and especially Ethnomethodology, which studies principles or commonsense knowledge on which social actions and their interpretation are based, Conversation Analysis (CA) concentrates on identifying and detailing how people, as social beings, construct their social world and accomplish orderly and meaningful social interaction through talk (Seedhouse, 2004; Sinwongsuwat, 2007). Seeing everyday talk as a highly ordered phenomenon, the central focus of CA is to discover the machinery, the rules, or the structures that produce such orderliness and meaningfulness.

In applied linguistics, since the late 1990s there has been a rapid growth of studies using CA methodology, particularly to reveal aspects of emergent teacher and learner' classroom behavior and detail the processes involved in tasks-in-progress. Such application of CA has important implications especially for a teaching approach using tasks. It can inform teachers and practitioners what learners actually focus on as they are carrying out particular tasks and whether the tasks really work as planned in practice.

In this study, whose focus is placed on the effectiveness in using information-gap tasks to improve the learners' skills of forming question-and-answer sequences, CA can be applied to document how the learners use their limited L2 skills and complement them with both verbal and non-verbal resources to accomplish their primary tasks and in the process learn the construction of meaningful, well-formed question-answer sequences.

2.9   Fundamental organization of classroom conversation

In acquiring a second language, learners need not only to simply memorize linguistic forms, but also to have the opportunity to interact with one another using those forms (Long, 1981, 1983, 1985). An institutional setting, such as a classroom, can facilitate language learning by creating the appropriate context for learners to communicate or interact in the language using the input they have been exposed to. Classroom talks such as role-play and teacher-learner conversations are examples of these contexts. To examine the language used in classroom talks, it is crucial to understand their basic organization.

According to Conversation Analysis (CA), or interaction analysis in general, just as with any other kind of talk-in-interaction, classroom talks are organized around an action template consisting of the following major components:

An adjacency pair consists of two mutually interdependent verbal exchanges often made by two different speakers. The first instance of verbal utterance (first pair-part) provides the context which, in a "normal" exchange, largely determines the character and content of the expected second utterance (second pair-part) that functions as the response to the first utterance. These paired utterances are the building blocks of conversational sequences. Examples of adjacency pair sequences are question-answer, invitation-acceptance/refusal, compliment-acknowledgment, request-accommodation/refusal, apology-acceptance, complaint-apology/denial, etc. A single base (or "minimal") adjacency pair can be expanded by the inclusion of additional adjacency pairs before the first pair-part, or between the first and the second pair-parts, or after the second pair-part (pre-expansion, insert expansion, and post-expansion, respectively).

Preference organization describes how speakers construct and deliver the second pair-parts of adjacency pairs. A second pair-part can be either in agreement or in disagreement with a first pair-part. Second pair-parts that agree, affirm, or comply with first pair-parts are considered to be agreeable or less antagonistic, and therefore affiliative. Affiliative second pair-parts are more preferable than disaffiliative second pair-parts that disagree with, dispute, or decline the notion or

intent of a first pair-part. Affiliative (preferred) second pair-parts are usually delivered more expeditiously and more willingly than disaffiliative (dispreferred) responses. Disaffiliative responses are often accompanied by reluctance and conciliatory expressions on the part of the opposite speaker (Seedhouse, 2004).

Turn-taking organization refers to the conventions or norms that interactants follow in order to allocate successive periods of "talk time" to all the participants of a conversation. These norms function to maintain an orderly flow of conversation with minimal overlaps and gaps between or among the utterances of every participant. Turns are made up of turn-constructional units (TCUs) that can be just a single audible sound or one or more words, phrases, clauses, or sentences. Transition relevance places (TRPs) are the instances in conversation wherein the current speaker has stopped (or is about to stop) talking. TRPs are the junctures at which a currently non-speaking participant may take his or her turn to speak. According to Seedhouse (2004), there are three possible scenarios at the first TRP of every turn: (1) the succeeding speaker is chosen by the current speaker; (2) a participant may self-select himself/herself as the next speaker if the current speaker stops talking and does not choose the next speaker; (3) the current speaker may re-select him/herself as the next speaker if none of the other participants takes the turn.

Repair organization is the means by which problems in conversation are identified and then corrected by the participants. A participant in a conversation can detect his/her own trouble sources and perform the repair him/herself (self-initiated, self-repair) or he/she can detect the troubles and for some reason allow their interlocutors to perform the correction (self-initiated, other-repair). Conversely, a participant may notice an error made by the interlocutor and then prompts the latter to correct his/her own problem (other-initiated, self-repair). Finally, a participant may notice the problem made by the interlocutor and corrects it without the interlocutor speaker's having to correct his/her own problem (other-initiated, other-repair).

This paper adopted the CA transcription convention of Seedhouse (2004) which was in turn based on the notation convention of Atkinson and Heritage (1984).

2.10   Related studies on information-gap activities in second
**   language classrooms**

There have been only a handful of related studies on the implementation of information-gap activities in second language classrooms, not to mention in Thai context. Reviewed below are only a few studies related to the current research.

Pica (2006) suggested that there are three types of information-gap tasks that are suitable for concurrent application in research treatments and language-learning enrichment. These are the "jigsaw," "spot-the-difference," and "grammar communication" tasks. They have been shown to promote attentional processes and collaborative interaction among learners. These three information-gap tasks can be easily adopted to various fictional or non-fictional short stories for classroom use. Also, these three tasks can allow the learners to adjust their respective strategies towards goal fulfillment, thus creating supplementary input that will strongly affect their subsequent output.

Zhang (2004) examined different types of information-gap activities that were used as stimuli to elicit speech. Her research shows that these tasks help to establish a classroom atmosphere that encourages learners to help one another or to ask for help from their peers. The tasks can be adapted for multilevel learners; and they have been found to improve the comprehension of the lesson content and of the target language in general. Moreover, information-gap tasks such as language games, short dialogues, picture prompts, and story completion seem also to promote autonomous learning among the students.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This study seeks to investigate whether information-gap activities can really improve the question-and-answer speaking skills of college-level Thai EFL learners. It aims to identify areas of improvement particularly in the construction of question-answer sequences as well as to determine interactional resources accountable for such improvements. It also probes into the effectiveness of the information gap-activities implemented and the learners' perspectives on the implementation of the activities in EFL classrooms. This chapter presents the methodology employed to collect and qualitatively analyze the conversation data recorded for the study. It is divided into two main sections: Section 3.1 deals with the research participants and the study setting and Section 3.2 provides the data-collection procedures.

3.1 Research participants and setting

3.1.1 Participants of the study

The participants of the study were thirteen EFL college-level students with varying English-language proficiencies and learning backgrounds. All of them were enrolled in the general education Foundation English III course at Hatyai University. Selected by a convenient sampling method, they were third-year undergraduate political science majors consisting of 11 female and 2 male students. They had about the same level of English proficiency, which can be characterized as pre-intermediate. The participants in the study were asked to work in pairs. Given the

odd number, one student was asked to perform the tasks twice. The student participants were encouraged to perform and complete the collaborative tasks mostly through intrinsic motivation, which is one of the most useful collaborative-learning teaching techniques (Panitz and Forest, 1998).

3.1.2 Instruments

This study utilized the following data-collection instruments: a pre-course test, a post-course test, weekly information-gap tasks, field notes, and an open-ended questionnaire.

3.1.2.1 Pre-test (Appendix A)

An information-gap pre-test was administered to the students at the beginning of the experiment. The test was designed to measure their English questioning and answering skills before and after the experiment. The purpose is to find out whether or not the information-gap activities did improve the speaking skills of the students. The test results from the two administrations were compared to determine whether a significant difference in the questioning and answering skills emerged among the members of the group. The learners were in the same pairs when they took the pre-test and the post-test. The students were allowed to spend as much time as they needed to complete both the pre-test and the post-test. The longest completion time recorded for the pre-test was 1 hour and 45 minutes. The longest recorded completion time for the post-test was 20 minutes.

The pre-test was extracted from a student-textbook story that consisted of about 250 words. Before the pre-test was given to the participants, it was pilot-tested on another (external) group of students with the same level of English-language proficiency as the members of the study group. The students in this study were constrained to take the pre-test. The pre-test included three types of activities: interview, story completion, and "yes/no" questions. These activities focus on question-answer formation. According to Buck (2001), one of the most common methods used to assess language skills is the ease with which a question and an answer are constructed and understood by the participants in a conversation.

Activity 1: Interview The researcher prepared a list of personalized questions. One member of each pair in the experimental group was designated as the questioner while the other was designated as the answerer. The same arrangement was enacted in both the pre-test and the post-test.

Activity2: Story completion In this activity, the researcher prepared the story and removed or blanked out some parts of the story. Each pair of participants received the same story, but each member of every pair had different blanked-out versions of the same story.

Activity 3: "Yes/No" questions Only two "yes/no" questions were provided for each participant in this activity.

3.1.2.2 Information-gap activities (Appendices B-F)

The information-gap activities for this study were meant to encourage the students to practice their question-formation and answer-formation skills through speaking-skills practice. Weekly treatments with information-gap activities are focused primarily on the construction of question-answer sequences. According to Byrne (1986) and Ur (1984), the question-and-answer approach is one of the most frequently used methods of providing language practice in the classroom. During the classroom activities, the teacher can always use various kinds of questions for different purposes. The exact form and meaning of a question and its appropriate response will become very clear after the question has been used very often.

The weekly treatments used consisted of five sets of two information-gap filling activities: story completion and yes/no questions. The interview activity was not included in the treatments due to time constraints.

Activity1: Story completion In this activity, the researcher prepared the story and removed or blanked out some parts of the story. Each pair of participants received the same story, but each member of every pair had different blanked-out versions of the same story.

Activity 2: Questions and Answer There were two sets of question-and-answer pairs with four items for each set. Each pair member took equal turns to ask and then to answer the questions. This activity was adopted from the pilot test. As indicated by the pilot test, the participants hardly understood the objectives and the procedures for the yes/no-questions activity. They were unable to complete this task at all. Therefore, for the treatments, the researcher decided to adopt the question-and-answer activities from the pilot test. These activities were designed to provide the participants with equal chances of speaking and forming question-and-answer sequences. The students gradually discovered the main idea of the story through their question-and-answer sequences and via the additional details, hints, and explanations given by their respective interlocutors. Additionally, as Panitz and Forest (1998) mentioned, the worksheet-in-pairs approach is an excellent method that novice teachers can use to begin incorporating collaborative-learning activities into their classrooms.

There were five weekly treatments prepared for this study, with one activity per week. The stories for the five treatments included "Laugh? I feel better already!", "Ready meal," "The world's greatest traveler," "Virus Alert!", and "Catch me if you can."

The text was chosen randomly from the students' English textbook. The task was designed equally for both item and question types. For example, two students were given the same story from the textbook. Student A and student B were each given different sets of information about that story but they both have to answer the same types of questions about the story, such as regarding place names, ages, character names, etc. This exercise constitutes the first part of the information-gap activity. The second part of the information-gap activity is the question-and-answer part. Starting with the first item, student A, for example, gets the blank question plus the actual answer to this question. On the other hand, student B gets the actual question for this first item, but does not get the answer (blank answer). The conversation between the two students is supposed to start with student A. He or she has to try to form the question on his/her own because he/she has the given answer, which serves as a guideline or context clue. The students will then have to swap roles

for the succeeding turn with the next item. Student A will then get the blank answer plus the actual question for this item. Student B will then start the turn by formulating and asking the question using the actual answer as a guideline or context clue. Student A will then try to deliver the answer to this second item later on. Student A is not supposed to explicitly tell student B what the correct question is; and student B is not supposed to explicitly tell student A what the correct answer is, until after both sides have formed their respective question or answer for that given item.

The information-gap activities also provided numerous opportunities for the learners to expand their vocabulary banks. During the pre-reading periods before the information-gap activities, the students were usually able to understand, at most, only about 40 percent of each of the typical 500-word topical short stories. The students were allowed to use bilingual dictionaries but their limited practical experience with the use of most English words commonly resulted in confusion about the exact shade/s of meaning intended by the words, phrases, sentences, or paragraphs of the short stories. The subsequent information-gap activities allowed a more accurate and consistent understanding among the students of the topics discussed in the short stories. The increased understanding, in turn, created a type of feedback effect wherein the more the students understood the ideas presented in the stories, the better they became at completing the later remaining tasks in each of the information-gap activities.

Depending on its design, the task focuses on the frequency of the turns. In other words, both partners should be taking approximately equal numbers of turns for the same kinds of questions. Before they start taking turns talking, they are allowed to pre-read a story for about 15 minutes. They would then randomly start taking turns, asking and answering the questions. They organize the sequences of turns on their own.

3.1.2.3 Field notes

The participants were given the treatment papers 10 to 15 minutes before the actual activities in order for them to be able to pre-read the materials. For

each treatment, the researcher set up the camera, launched the activities/tasks, took the recordings and wrote down the transcription comments.

3.1.2.4 Post-test (Appendix A)

The post-test was administered and recorded in the same way as the pre-test.

3.1.2.5 Pilot

Before the pre-test was given to the participants, it was pilot-tested on another (external) group of students with the same level of English-language proficiency as the members of the study group. The students in this study were constrained to take the pre-test.

3.1.2.6 Open-ended questionnaire (Appendix G)

A questionnaire with nine open-ended questions in Thai was given to the participants in order to determine their attitudes towards information-gap tasks.

3.1.3 Materials of the study

During the treatments, the researcher as a participant observer made written records of the communicative activities and behaviours of the participants with as much detail and information as possible. The field notes were taken and the students were video-taped as they were carrying out the tasks. The audiovisual records were used as the main tool for observing the speaking skills of the learners.

3.2 Data collection procedure

The participants were asked to form pairs and were given the same pre-test and post-test ten weeks apart. Given the odd number of the students, one student in the group was asked to perform the tasks twice. Three weeks were spent administering the pre-test and another two weeks were spent on the post-test. It took each pair 45 – 60 minutes to complete every test.

Over a period of five weeks after the pre-test, the students in the treatment group were given weekly information-gap treatments, each containing two information-gap activities. Before carrying out each task, the students were given 10 – 15 minutes to pre-read the stories. They were allowed to ask questions and discuss the material with their partners. Dictionaries were also permitted. The conversations that took place between the students of each pair were audio/video-recorded as they were preparing for and undertaking the task. All of the conversations recorded were later transcribed with the help of the Soundscriber application software. The recordings were complemented by the researcher's field notes.

The questionnaire was launched right after the students in the treatment group completed their post-test to probe into their attitudes towards the implementation of the information-gap tasks in teaching spoken questioning and answering skills. This questionnaire was also given to determine the opinions of the participants regarding the suitability and merits of the information-gap activities in English L2 learning, both for immediate and long-term goals.

During the ten weeks of the experiment, the researcher audio/video recorded the conversations that took place during the information-gap activities. The audiovisual records were placed on the observer's table which was nearby the participants' table.

Both verbal and nonverbal communication such as sounds, drawls, utterances, gestures, postures, facial expressions, and other movements of the learners were observed and recorded. While observing the class, the researcher also took field notes of some of the actions and reactions of the students towards the method/s the teachers used to assign the activities. These notes were added as complementary information to whatever the camera captured (and to what were later transcribed). The recordings supplied valuable information for subsequent analysis as to, e.g., what kind of problems they experienced performing the tasks, whether the participants communicated mostly in English, whether the students got equal chances at speaking, and whether (or who among) the students were eager to speak. The records also provided non-verbal (i.e., body language) data on the students' level of engagement and interest in the tasks.

While the participants were carrying out the tasks, the video recorder was set on the table between the two participants. The researcher worked alone, simultaneously taking the video record, writing field notes, and launching the tasks for the participants.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

The observations and investigations carried out in this study provided a number of noteworthy insights. Section 4.1 discusses the possible benefits of using information-gap activities to improve the abilities of college-aged students in constructing question-answer sequences, and provides the time frame involved between the start of the application of the activities and their first observable positive effects. Section 4.2 examines specific interactional factors that could account for such observable improvements. Section 4.3 focuses on the students' opinions and perceptions regarding the use of information-gap activities in EFL learning. Section 4.4 briefly summarizes the main points and conclusions that became evident at the end of this study.

4.1   Observable improvements in students' construction of question-answer sequences through information-gap activities

As can be recalled, during the two tests and the treatments, an audio/video-recorder was used in the study as the main tool to document and observe real-time interaction between the learners and the recording was later transcribed. The observer also wrote down the proceedings of the classroom activities with as much detail as possible. These field notes were taken at the same time the students were being video-taped while carrying out the information-gap tasks.

The results from the pre- and post-test and observations on the treatments reveal the following areas of improvement in the students' construction of question-answer sequences.

4.1.1 Wh-questions

The data collected for this study reveals that one of the most common problems among this particular group of Thai college-aged EFL students is in choosing or constructing the appropriate *wh*-question to ask in order to acquire the information that they desire. Most of them know the meanings of the various *wh*-questions, but they often use only *what* when asking questions. For example, they usually form the question "*What is the birthday?*" to ask about a friend's birthday, or "*What is the idol?*" to ask about a friend's favorite actor or singer.

Close analysis of the audio-recorded conversational data seems to indicate that information-gap tasks helped improve the students' construction of question-answer sequences. The students' comparative performances in both the pre-test and the post-test provide the first evidence for this conclusion. In the pre-test, the students were generally indiscriminate with their choice of *wh*-questions, opting primarily for *what* when asking all types of questions. They also paired *wh*-questions almost exclusively with the verb *be*. These pre-test findings can be seen from the questions produced in Example (1) below, lines 3, 5, 7, 9, 15 and 17.

(1)

[Pre-test]

3	Nurula:	*What is* number of people in her family.
4		*((no answer))*
5	Nurula:	*What is* parents occupation.
6		*((no answer))*
7	Nurula:	*What is* parents education.
8	Nureeha:	Daroonsartwittaya.
9	Nurula:	*What is* the birthday.
10	Nureeha:	My birthday the first January.

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| 15 | Nurula: | *What is* the idol. *What is* the reason. |

16	Nureeha:	Mother. Mother is the best.
17	Nurula:	*What is* the reason for study *((she switches to*
18		*the native language)).*
19	Nureeha:	I'm studying Political Science, Hatyai
20		University, I like.

In contrast, in (2) from the post-test, Nurula employed a wider selection of *wh*-phrases including *how many*, *when*, *who*, and *why*, at lines 3, 9, 15, 17, and 19, and she used the *do* auxiliary when forming the questions at lines 5 and 19.

(2)

[Post-test]

3	Nurula:	*How many people* are there in your family.
4	Nureeha:	My family have seven people.
5	Nurula:	What *do* your parents do.
6	Nureeha:	Gardener
7	Nurula:	What your parents finish education.
8	Nureeha:	*((no answer))*
9	Nurula:	*When, when were, when* were you born.
10	Nureeha:	1st January 1990.
.		
.		
.		
15	Nurula:	*Who* is your i...i...i...idol.
16	Nureeha:	Mother.
17	Nurula:	*Why* the reason.
18	Nureeha:	My mother is the best.
19	Nurula:	*Why, why do* you come to study at Hatyai
20		University
21	Nureeha:	Hatyai University is the best and near my home.

In the post-test, the students were less likely to skip the eliciting items. In the previous example it can be seen that Nureeha was able to satisfactorily answer most of the questions. In fact, such improvements as well as a wider, more appropriate choice of *wh-* phrases in question formation could be observed as early as the second treatment. In (3), instead of skipping the question or simply opting for *what*, through self-repair at lines 1 and 2, Ayunee is displaying an effort to produce a grammatically well-formed *wh-*question with *why* and the past-tense auxiliary *did*.

(3)

[Pre-test]

1	Ayunee:	*Did (0.2), did, why, did why.*
2		*did* Onel de Guzman go to the prison for
3		creating the virus.
4	Jirawan:	No, he is.

Note that some of the students did not use *wh-*phrases to form their questions. Instead, in the pre-test they used the guide words given in the text in forming their questions. As shown in the pre-test results of (4), lines 4, 12, and 15, most of these students used the listed keywords in their questions. The questioner in this example knew the appropriate *wh-* question, but the answerer could not deliver the correct answer promptly. It usually took a while for this particular learner to deliver his answer — if he could answer at all.

As shown by the (0.8) pause at line 7 of this pre-test example (4), Anat did not realize his turn to answer the guide-word question at line 6. Therefore, Wuttipong non-verbally reminded him to deliver the answer. Then, in a low voice Anat asked Wuttipong in Thai to confirm whether it was his turn before he gave the answer at line 11. Despite the fact that the answer seemed to be wrong, Wuttipong moved on to the next question at line 12. Indicated by the long pause at line 13, Anat could not supply the answer. Wuttipong then offered help by murmuring a few words to him in Thai. Still the latter failed to notice and provide the answer; therefore, Wuttipong moved on to the next question at line 15. Anat murmured to himself and

apparently hesitated to deliver an answer until finally at line 19, where he was able to very softly deliver the answer.

(4)

[Pre-test]

4	Wuttipong:	*Number of people in his family*
5	Anat:	Four person
6	Wuttipong:	*Your parents occupation*
7		(0.8) *((Anat does not realize his turn to answer the*
8		*question. Therefore, with an encouraging nod Wuttipong reminds*
9		*him to deliver the answer. Then, he asks Wuttipong in a low voice to*
10		*whether it is his turn before giving the answer)).*
11	Anat:	Student
12	Wuttipong:	Your parent education.
13		(25)
14	Wuttipong:	((murmured some words to Anat))
15		Birthday, your birthday
16	Anat:	(14) *((Anat is murmuring to himself and seemingly hesitates to*
17		*deliver the answer. Wuttipong tries to make eye contact*
18		*with him, but Anat does not notice it.))*
19		°two of [Juli]°

Later in the post-test (5) this pair was able to use more appropriate *wh*-questions, lines 3, 5, 9 and 11, and was also able to deliver the answer more correctly and quickly than they did during the pre-test.

(5)

[Post-test]

3	Anat:	*How many people are (there) in your family.*
4	Wuttipong:	Four
5	Anat:	*What do you, what do your parents do.*
6	Wuttipong:	My mother work at, work at public health and father is a
7		government office...officer. *((Wuttipong asks the teacher for the*
8		*word "officer".*

9	Anat:	*What's you parents finish education.*
10	Wuttipong:	Both finish uh finished...High Vocational Certificate.
11	Anat:	*When were you born.*
12	Wuttipong:	(Uh… twenty-six May
13		nineteen...nineteen eighty… eighty-five no eighty-seven)

Group pairs that had the expert students (who knew how to apply the appropriate *wh-* question to their questions in the pre-test) generally performed well in constructing interrogative sentences with appropriate *wh-* questions and more accurate grammar even though a number of errors still appeared in the sentences. As shown in Examples (6) and (7), we can see the improvement in their questioning and answering skills as they take their turns in the conversation. The improvement in syntactic structure is noticeable when comparing the pre- and post-tests.

In pre-test example (6), Ayunee repetitively performed self-repair to most of her questions, as shown at lines 36-37, 40, 44, 53, 58, and 69-70.

(6)

[Pre-test]

36	Ayunee:	*What the reason? Uh..what the reason do...you..study at*
37		*Hatyai university?*
38	Jeerawan:	((*She seems unable to understand the interlocutor's question,*
39		*so Ayunee decides to ask again.*))
40	Ayunee:	*What is the reason to study at Hatyai university.*
41	Jeerawan:	((no answer))
42	Ayunee:	((*She asks the teacher to guide her on how to pronounce the word*
43		*'course' and asks for the Thai meaning of the word 'semester.'*))
44		*How to...how to course taken this semester?* ((*She slowly says*
45		*this sentence again word by word. She wants to make it*
46		*as easy as she can for her interlocutor.*))
47	Jeerawan:	(0.25) ((*The pair fails to find the answer.*))

.

53	Ayunee:	*What… the… favorite course?*
54	Jeerawan:	((*No answer; Ayunee tries unsuccessfully to signal Jeerawan to ask*
56		*the question again with the use of eye contact and facial*

57		*expressions.))*
58	Ayunee:	*What the subject?* (*(Ayunee asks her again.))*
59	Jeerawan:	Thai.
.		
.		
.		
69	*Ayunee:*	*Where you...why to improve her...why you improve her*
70		*English speaking?*
71	Jeerawan:	Can speaking.

In the post-test, Ayunee's questions were better than those in the pre-test. For example, in Example (7), lines 19, 21, 23, and 33-34 appealing less to repair, she constructed the questions with more accurate *wh*-phrases and a more accurate grammar structure. Although there are some errors in her questions, the errors do not constitute a great hindrance to comprehension, being local errors (Burt & Kiparsky, 1972). Furthermore, the pair spent a lesser amount of time in their conversation in the post-test. As we could see from the script, they continuously took their respective turns.

(7)

[Post-test]

19	Ayunee:	*Why do you come to studying at Hatyai University.*
20	Jeerawan:	Hatyai University best.
21	Ayunee:	*How many number of course taken this semester*
22	Jeerawan:	Since eighteen course.
23	Ayunee:	*What is your favorite course.*
24	Jeerawan:	Introduction Public Administration.
.		
.		
.		
33	Ayunee:	*How do you, how do you improve his or her English*
34		*speaking.*
35	Jeerawan:	Exercise.

Similarly, the pair composed of Janjira and Kanjana made the same errors that Ayunee and Jeerawan did during the pre-test. In the post-test, they were able to construct both question-and-answer sentences that were much better than what they came up with during the pre-test. As shown in (8) lines 23, 25, 27, 29, and 31, most of Janjira's questions were not *wh-* questions; they were mostly phrases and not sentences. After the treatment, they were able to perform better in the post-test as shown in (9) lines 30, 32, 34, and 36. Janjira used more appropriate *wh*-questions and used verbs to construct her sentences.

(8)

[Pre-test]

23	Janjira:	*Time… time she start learning English?*
24	Kanjana:	*((no answer))*
25	Janjira:	*Free time activity?*
26	Kanjana:	I like watch TV.
27	Janjira:	*Best English language skill?*
28	Kanjana:	I like English I
29	Janjira:	*Way to import (improve) English speaking?*
30	Kanjana:	I speak.
31	Janjira:	*Age?*
32	Kanjana:	Fifteen years old.

(9)

[Post-test]

30	Janjira:	*How long you started learning English?*
31	Kanjana:	Kindergarten.
32	Janjira:	*What do you do in your free time?*
33	Kanjana:	Free time activities.
34	Janjira:	*Do you think you best in English skill.*
35	Kanjana:	I've a fairly.
36	Janjira:	*How do you import (improve) English speaking.*
37		*((Kanjana requests to give a "no" answer in Thai.))*

As the treatments progressed, the students became less hesitant to talk; and they also began to hold longer and more complex turns. In (10), at lines 15 and 16, although not yet having mastered the tenses, Wuttipong was nevertheless able to form a more complex question using a *when*-clause.

(10)

[Treatment 5]

| 15 | Wuttipong: | *How old...how old is he when he move to France* |
| 16 | Anat: | Twenty |

The observations on the treatments indicated that the participants showed improvements by beginning to apply the appropriate *wh*-questions as early as the third treatment, shown in (11).

(11)

[Treatment 3]

5	Janjira:	*When did they married?*
6	Kanjana:	1972.
7	Janjira:	*What is the name of the first guidebook?*
8	Janjira:	1972.
9	Janjira:	*Where is the part which they wrote the first book?*
10	Kanjana:	In the Sydney.
11	Janjira:	*How many number of the copy?*

As seen in (11) lines 5, 7, 9, and 11, Janjira formed her questions with the use of various *wh*-phrases and more appropriate *wh*-questions, which is in contrast with the pre-test where she used mostly *what* or the guidewords to form her questions, as shown in example (12) lines 25, 27, 29, and 31.

(12)

[Pre-test]

25	Janjira:	*Free time activity?*
26	Kanjana:	I like watch TV.
27	Janjira:	*Best English language skill?*
28	Kanjana:	I like English I
29	Janjira:	*Way to import ((improve)) English speaking?*
30	Kanjana:	I speak.
31	Janjira:	*Age?*
32	Kanjana:	Fifteen years old.

Different from the pre-test, syntactic improvements in question formation can obviously be noticed in the post-test example (13) at lines 32, 34, and 36.

(13)

[Post-test]

32	Janjira:	*What do you do in your free time?*
33	Kanjana:	Free time activities.
34	Janjira:	*Do you think you best in English skill.*
35	Kanjana:	I've a fairly.
36	Janjira:	*How do you amport ((improve)) English speaking.*
37		*Kanjana requested to give no answer-in Thai.*

A similar progression was also displayed by Piyanooch. Most of her questions in her pre-test were formed with *what* or were taken from the keyword list, as shown in (14) lines 21 and 26.

(14)

[Pre-test]

21	Piyanooch:	*What reason for studying in Hatyai University?*
22	Nureesah:	*((She looks shocked and surprised (don't know why.). After*
23		*that, the partners are discussing something and laughing. Then she*
24		*delivers the answer))* Because…because is I love Hatyai

25		University. *((Then the partners laugh again.))*
26	Piyanooch:	*What number of…causes taking in this se…se… ((The teacher*
27		*suddenly reads the word "semester" out loud for her. She then*
28		*quickly repeats what the teacher has just said.))* semester?
29	Piyanooch:	*((After looking at her paper for ten seconds, she*
30		*asks her interlocutor to stop this activity; and her interlocutor*
31		*agrees to comply))*

In (15) Piyanooch showed her improvement on the use of the appropriate *wh-* question as early as in Treatment 3, as shown at lines 5, 7, 9, 11, 16, 18, 20, 22, and 24.

(15)

[Treatment 3]

5	Piyanooch:	*When did they married?*
6	Nureesah:	1972
7	Piyanooch:	*What is the name of the first guidebook?*
8	Nureesah:	The first guidebook across Asia on the cheap.
9	Piyanooch:	*Where is the place which they wrote the first book?*
10	Nureesah:	In the Sydney.
11	Piyanooch:	*How many number of the copy?*
12	Nureesah:	8,000 copy in three month.
.		
.		
.		
16	Piyanooch:	*Where wrote the second book?*
17	Nureesah:	In a Singapore.
18	Piyanooch:	*How many number of guidebook?*
19	Nureesah:	650 guidebook.
20	Piyanooch:	*How long been a best seller since?*
21	Nureesah:	In a 1973.
22	Piyanooch:	*What is she believe?*
23	Nureesah:	It the best way for people to understand the world.
24	Piyanooch:	*Who is the speak name?*
25	Nureesah:	Muareen.

Shown in (16), there was another pair of participants that showed their improvements in the use of the appropriate *wh-* question during the third treatment even though syntactic errors still appear such as in word order, the subject-verb agreement, and the use of auxiliaries.

(16)

[Treatment 3]

1	Nureeha:	*Why she don't like cook?*
2	Nurula:	I never cook anything I just don't have the time.
3	Nurula:	*Who is do you cook for three meal?*
4	Nureeha:	My mother.
5	Nureeha:	*What is she do activity on her free time?*
6	Nurula:	I'm writing a book in my free time.
7	Nurula:	*What is kind of food?*
8	Nureeha:	Ready meal are the perfect solution.
9	Nureeha :	*How your time cooking each day?*
10	Nurula:	Twenty minute each day.

4.1.2 Answers

According to the observation, it was found that not only question formation but participants' answers also improved. The improvement could be observed in the following areas: answer delivery, pronoun use, informational content, and emergence of dispreferred responses.

Shown in the pre-test example (17) at lines 4-5 and by the (0.9) pause at line 14, Jeerawan failed to deliver responses to the questions posed by her interlocutor at lines 3 and 13 respectively.

(17)

[Pre-test]

3	Ayunee:	*What number people of family?*
4	Jeerawan	*((Jeerawan says something to her interlocutor—cannot catch the*
5		*words.))*

6	Ayunee:	Oh no! How.., how many people of family?
7	Jeerawan:	Five people
8	Ayunee:	*((Before launching the question, Ayunee asks the teacher how*
9		*to pronounce the word "occupation". Then, she asks her*
10		*interlocutor))* (0.12) What your…, umm what my…, what your
11		parents occupation?
12	Jeerawan:	(0.10) Umm.. police
13	Ayunee:	*What your parents e…, education?*
14	Jeerawan:	(0.9) *((They make eyes contact all the time and Ayunee seems to*
15		*realize that her interlocutor does not understand so she asks*
16		*again))*
17	Ayunee:	What your parent education?

The improvement in Jeerawan's responses can be observed in the post-test example (18). She delivered her answers mostly with no delay. Besides, most of the answers were acceptable, containing only a few local errors of inflectional endings.

(18)

[Post-test]

3	Ayunee:	How many people in your family.
4		(0.03)
5	Jeerawan:	*Five people*
6	Ayunee:	What do person do *suddenly-Oops* what do parents' do.
7	Jeerawan:	*Gardener.*
8	Ayunee:	What your parents' finish education.
9	Jeerawan:	*My parent finish Pratom six.*

Additionally, in the pre-test and earlier treatments, when the students were asked the questions, they often provided verbatim answers taken directly from the assigned text. They were unable to paraphrase the answers and seemingly had trouble with pronouns and verb forms. As shown in (19), Nurula's answers to the questions posed by Jeeranan at lines 1 and 3 were directly duplicated from the text.

Instead of using the pronoun *she*, Nurula used the original pronoun *I* and kept intact the original sentences, *"I just don't have the time,"* and *"I write a book in my spare time."*

(19)

[Treatment 2]

1	Jeeranan:	*Why she don't like.*
2	Nurula:	*I* just don't have the time.
3	Jeeranan:	*What is she do.*
4	Nurula:	*I* write a book in my spare time.

A similar error was found in (20) when *my mother* in lieu of *her mother* was produced.

(20)

[Pre-test]

1	Wuttipong:	Who is still cook full three time course.
2	Anat:	*My mother.*

The improvement in using pronouns became evident particularly in the post-test. As shown in the post-test example (21) at line 19, Anat was able to make a more accurate pronoun choice.

(21)

[Post-test]

18	Wuttipong:	Where is Richard's family find the baby
19	Anat:	kangaroo, *her* mother's pouch.

Also shown in the post-test example (22), Jirawan used the correct pronoun *he* at line 4 instead of using the actual name like she used to in the pre-test.

(22)

[Post-test]

1	Ayunee:	Did (0.2), did, why, did why.
2		did Onel de Guzman go to the prison for
3		creating the virus.
4	Jirawan:	No, _he_ is.

In terms of content, towards the end of the treatment series and in the post-test, the students were also able to provide more complete and accurate answers. As shown in the post-test excerpt (24) lines 31 and 33, in contrast with the pre-test in (23), the student pair could deliver complete and more specific answers to the questions posed.

(23)

[Pre-test]

33	Ayunee:	What is the reason for barking?
34		(1.05)
35	Jeerawan:	((_they looked at each other's face. Ayunee pointed to_
36		_herself and nodded her head to showed the sign that Jeerawan_
37		_should give the answer. So, we went outside._
38	Jeerawan:	What reason for going outside?
39	Ayunee:	_So, we went outside to see what the problems he has._

(24)

[Post-test]

30	Ayunee:	Why a dog bark.. barking?
31	Jeerawan:	_Bark like a dog to get help._
32	Jeerawan:	Why the dog barking?
33	Ayunee:	_She was trying to get our attention._

As far as preference organization is concerned, it appeared that actions

involving dispreferred responses such as keeping quiet, delaying, avoiding, and abandoning appeared much more frequently in the pre-test.

As shown in the pre-test example (25), Nureeha kept quiet most of the time; she failed to answer every one of the questions asked, forcing her partner to move on to the next question.

(25)

[Pre-test]

18	Nurula:	What is the event?
20		(0.10)
21	Nureeha:	((*She keeps quiet for ten seconds, then Nurula translates the*
22		*question into Thai for her. She still keeps quiet, so teacher*
23		*reminds them to go on to the next question*.))
24	Nurula:	What yours name?
25		(0.40)
26	Nureeha:	((*She gives no answer. So, her interlocutor turns to the next*
27		*question.*))
28	Nurula:	What is the reason for barking?
29	Nureeha:	(0.20)
30		((*She keeps quiet and gives no answer. So, her interlocutor*
31		*continues to the next question.*))
32	Nurula:	Where is reason for going outside?
33	Nureeha:	(0.12)
34		((*She tries to find the answer but fails. Then, she*
35		*slowly shakes her head to show that she is not able to give the*
36		*answer. So, her interlocutor continues with the next question.*))

Sometimes, the students signaled a request to abandon the question. As shown in Example (26) from the pre-test, in line 68 Nurula waved her hand to signal to her partner that she wanted to give up and yield the turn.

(26)

[Pre-test]

| 67 | Nureeha: | Why he was ever? |

68	Nurula:	*(0.9) ((She suddenly smiles and waves her hand to signal*
69		*the partner to move to the next question.))*

In the post-test, with the same eliciting item, Nurula was however able to promptly provide a response to the partner's questioning turn, as shown at line 5 in (27).

(27)

[Post-test]

4	Nureeha:	What's happen?
5	Nurula:	*Checking the fence around his farm.*

Apparently not understanding the question, the students sometimes refused to provide the answer. As can be seen in (28) lines 17-18, Kanjana refused to respond to her partner's question at line 16, which is in contrast with the talk excerpt from the post-test, shown at line 23 in (29), where she was able to provide a prompt response to the same question.

(28)

[Pre-test]

16	Janjira:	Number of course this semester?
17	Kanjana:	*((She seems not to understand and refuses to answer the*
18		*question.))*

(29)

[Post-test]

22	Janjira:	How many number of course.
23	Kanjana:	*Eighteen course this se…, sem…, semester*

A similar instance can also be found in (30), where Kanjana asked her partner to let her skip the answer in the pre-test while in the post-test, (31), she immediately supplied the answer to the same question, shown at line 10.

(30)

[Pre-test]

9	Janjira:	What your Lulu stood place?
10	Kanjana:	(0.35) *((She seems not to understand and hesitates to answer.*
11		*Finally, she asks for permission to give no answer.))*

(31)

[Post-test]

9	Janjira:	Where is Lulu stand?
10	Kanjana:	<u>At the da.., da…, at the damage.</u> *Before Kanjana expressed her*

4.1.3 Turn taking

As far as the organization of turns is concerned, almost all of the six pairs of participants had problems in this area in the pre-test, which hardly appeared in the post-test, as shown in examples (32) to (35). Example (32) particularly illustrates an instance of turn-taking misalignment between the student participants. Wuttipong, the expert student, yielded the turn with the guideword question to Anat at line 6; however, the latter apparently did not recognize it. So, Wuttipong had to remind Anat to deliver the second pair-part of this particular adjacency pair. Even then, Anat still sought confirmation from the partner whether the turn had in fact been yielded. He seemed not to treat his partner's guideword question at line 6 as a questioning turn.

(32)

[Pre-test]

6	Wuttipong:	Your parent occupation
7	Anat:	(0.8) *((<u>Anat does not seem to recognize his turn. So,</u>*
8		*<u>Wuttipong has to remind him to deliver the answer.</u> Then Anat asks*
9		*Wuttipong to confirm whether it is his turn before he gives*
10		*the answer.))* Student

In the pre-test, the students also had to be assured of their right to take turns. In (33), Wuttipong and Anat both had to confirm with the teacher that they had the right to deliver the questioning turns at lines 3 and 9 respectively.

(33)

[Pre-test]

1	Wuttipong:	*((He consults with the teacher to make sure that he does not*
2		*misunderstand what he has to do.))*
3		*What is farmer name, farmer, farmer name.* *((Seemingly he wants to*
4		*emphasize the word "farmer" to his partner.))*
5	Anat:	Mr. Richard *((Then he points at Wuttipong's paper for*
6		*some reason.))*
7	Anat:	*((Anat confirms with the teacher that the next questioning turn is*
his))		
9		*Mr. Richard how old are you?*

Similar to what happened in Wuttipong and Anat's previous examples, both Kanjana and Janjira in this example, (34), also had to be assured with each other of the right to deliver their turns.

(34)

[Pre-test]

10	Kanjana:	At the da...da…at the damage. *((Before Kanjana expresses her*
11		*answer, she first checks to make sure that Janjira has*
12		*finished her question.))*
13	Janjira:	What happen? *((Janjira is not apparently sure whether it is her turn*
to		
14		*deliver the question, so she has checked with her partner before*
15		*initiating the turn.))*

In (35) before delivering her answer at lines 24-25, Jeerawan had to confirm with her partner that they were on the same ground. In lines 26-27, she also had to be reminded by the teacher to take an appropriate turn.

(35)

[Pre-test]

21	Jeerawan:	(0.5) *((Before giving the answer, Jeerawan points to her own*
22		*paper and looks at Ayunee's face. It seems that she wants*
23		*to ask or to make sure that they are talking about the same*
24		*paragraph. Then she delivers her answer.))* About…fifteen
25		minute.
26	Teacher:	*((The teacher reminds Jeerawan not to forget to ask*
27		*Question number three. So Jeerawan gets back to Question three.))*

In (36), Piyanooch apparently had problems delivering the questioning turn, so she asked the teacher for permission to skip it. She also seemed to have trouble with the order of the eliciting items which constrains the organization of the turns.

(36)

[Pre-test]

23	Piyanooch:	*((She asks for permission to skip Question number*
24		*seven. At the same time, Nureesah reminds her that she has not*
25		*yet asked Question number six. So she moves back to*
26		*question number six and launch the question.))* Why them
27		looking outside?
28	Nureesah:	Because, because they saw Lulu standing.

Apart from fewer problems with turn initiation and allocation, the correlated pre- and post-tests results also show minimized gaps between turns and more complex turn construction units. In the pre-test, most of the students' turns are grammatically incorrect and have no clause structure, as shown in example (37), which contains only phrasal questions and answers. There are also gaps between turns which disappear in the post-test.

(37)

[Pre-test]

6	Wuttipong:	*Your parent occupation*
7		(0.8)
8	Anat:	*Student*
9	Wuttipong:	*Your parents education*
10	Anat:	( )
11		(0.25)
12	Wuttipong:	*Birthday, your birthday*
13		(0.14)
14	Anat:	*2 of [Juli]* ((The teacher suddenly requests Anat to repeat his
15		answer, which he hesitantly does.)) *two [Juli]*
16		*(July) 1989*
17	Teacher:	Pardon!
18	Anat:	Two
19	Teacher:	Two.
20	Anat:	[Juli] two [Juli]

In (38), which is from the post-test, both student participants apparently were able to deliver longer, more clausal turns with less hesitation even though some of their turns still contained errors.

(38)

[Post-test]

5	Anat:	*What do you, what do your parents do.*
6	Wuttipong:	*My mother work at, work at public health and father is a*
7		*government office,* ((The teacher suddenly completes a repair
8		for Wuttipong, and he follows her correction.)) officer.
9	Anat:	*What's you parents finish education.*
10	Wuttipong:	*Both finish uh finished...*((He asks the teacher how to call his
11		parents degrees in English)) *High Vocational Certificate.*
12	Anat:	((Before he launches the question he points to his paper and
13		looks at Wuttipong. Wuttipong nods his head, and then
14		Anat starts his question.)) *When were you born.*

15	Wuttipong:	(Uh…twenty-six May
16		nineteen...nineteen eighty…eighty-five, no eighty-seven)
17	Anat:	*How old are you? ((He then suddenly jumps to the next question.))*
18		*Where were you born.*
19	Wuttipong:	*I was born in Hatyai.*

Nurula and Nureeha also showed similar improvement in their turn construction and sequence organization. As shown by the long pauses in the pre-test example (39) lines 31, 36, and 38, it often took Nureeha a while before she could deliver her answer. However, in the post-test as shown in (40) at line 24, Nureeha was able to deliver her response promptly, allowing the gap between turns to be minimized. Both students seemed to perform better in their construction of both questioning and answering turns.

(39)

[Pre-test]

30	Nurula:	What is the reason for barking?
31		(0.20)
32	Nureeha:	*((She keeps quiet and gives no answer. So, her interlocutor*
33		*continues with the next question.))*
34	Nurula:	Where is reason for going outside?
35	Nureeha:	*((She seems to struggle for an answer to no avail.))*
36		(0.5)
37	Nurula:	When we got there we see…
38		(0.12)
39	Nureeha:	*Without her my dad will be dead*

(40)

[Post-test]

23	Nurula:	Why a dog bark...barking?
24	Nureeha:	*We got there we saw Lulu stan…standing*
25	Nureeha:	Why a dog barking?
26	Nurula:	She was trying to get our attention.
27	Nurula:	Why them going outside?

28	Nureeha:	((She murmured to herself and requested to take her turn to ask
29		the next question.)) What is the name of organization?

4.1.4 Adjacency-pair sequences

Improvements can also be observed in the students' construction of an adjacency-pair sequence. Compared to the pre-test in (41), in the post-test, (42), Jeerawan and Ayunee were able to finish their question-answer sequence over the course of only two turns. Notice that in the pre-test, Jeerawan failed to supply an appropriate response to her partner's questioning pair-part turn as to *where Richard's farm is*, launched since line 7, and the sequence gets expanded via an other-initiated repair at line 10, which is not found in the excerpt from the post-test.

(41)

[Pre-test]

6	Ayunee:	They found after severe storms.
7		*Where is it?*
8	Jeerawan:	Around his farm near
9		(0.25)
10	Ayunee:	*Where is the place*
11		(2.43)
12	Jeerawan:	((*Surprisingly, Jeerawan cannot find the answer, so*
13		*Ayunee points to her own paper to give Jeerawan clues to the*
14		*answer. After Jeerawan sees Ayunee pointing to her own*
15		*paper she tries to find the answer in hers as well.*
16		*Unfortunately, even though she appears to try very hard, she cannot*
17		*find the answer.))*

(42)

[Post-test]

9	Jeerawan:	*Where is Richard farm?*
10	Ayunee:	*Near Melbourne.*

Similar improvements can also be observed when comparing the talk from the pre- and the post-tests in (43) and (44) respectively. In the pre-test, Ayunee's questioning pair-parts, at lines 31 and 37-38, never got responded to whereas in the post-test, the counterpart questions were immediately answered, the adjacency-pair sequence being fully realized.

(43)

[Pre-test]

31	Ayunee:	*What is the idol?*
32		(0.30)
33	Jeerawan:	*((During the long pause the two try to help each other via*
34		*eye contact and whispering something in Thai that the*
35		*teacher cannot catch. But that does seem to help. So, they*
36		*skip this question and continue their next question.))*
37	Ayunee:	*What the reason? Uh..what the reason do.. you..study at*
38		*Hatyai university?*
39	Jeerawan:	*((She does not seem to understand her interlocutor question. So,*
40		*Ayunee decides to ask the question again.))*

(44)

[Post-test]

15	Ayunee:	*Who is your idol.*
16	Jeerawan:	*My mum.*
17	Ayunee:	Why, why the reason.
18	Jeerawan:	My mum a perfect.
19	Ayunee:	*Why do you come to studying at Hatyai University.*
20	Jeerawan:	*Hatyai University best.*

In the pre-test, the student pairs took from 45 to 75 minutes to complete the information-gap tasks. In the post-test, they took only 10 to 20 minutes to carry out the tasks. In general, the students showed more confidence and more enthusiasm (indicated by less hesitation) to take turns during the post-test compared with that of the pre-test.

4.2   Interactional resources responsible for improvements

The analysis of the students' talk as well as of the field notes taken as they were carrying out the information-gap tasks reveals a number of resources that seem to be responsible for the aforementioned improvements.

4.2.1 Peer support

In general, peer support seemed to have a dramatic impact on the performance of the learners. While they were performing the tasks, the expert learners tried very hard to guide their partners to the correct answers with both verbal and non-verbal clues and cues. The guidance of the expert students did not significantly improve the outcomes of the pre-test. But the improved abilities of the students and the practiced teamwork between the partners of each pair seemed to have lessened the need for expert guidance during the post-test.

In a pre-test sequence, Example (45) lines 53–57, Ayunee realized that her interlocutor did not understand her because the former kept quiet. She therefore asked the question again, putting it differently this time. At line 58, with the peer support, Jeerawan was able to deliver the correct answer. On the other hand, in the post-test example (46), with the same question, line 23, Jeerawan could deliver the prompt second pair-part response at line 24 apparently with no peer support.

(45)

[Pre-test]
53   Ayunee: *What…the…favorite course?*

54   Jeerawan: *((She looks at her interlocutor's face and smiles.*

55   *Ayanee then offers her partner a repair phrasing the question*

56		*differently.))*
57	Ayunee:	*What the subject?*
58	Jeerawan:	*Thai.*

(46)

[Post-test]

| 23 | Ayunee: | *what is your favorite course.* |
| 24 | Jeerawan: | *Introduction Public Administration*. |

There was also evidence of peer support in the form of other-initiated repairs that came out as the students were undertaking the tasks, especially in the subsequent treatments and in the post-test. The students who acted as experts provided their partners with verbal and non-verbal feedback so that the latter could avoid or fix the problems in understanding and in forming questions and answers. In (47) at line 2, when Jirawan was apparently having a problem searching for a word, indicated by the (0.3) delay, Ayunee offered a repair supplying the word *arrived* at line 3, enabling her partner to finish the questioning turn at line 5.

(47)

[Treatment 3]

1	Jirawan:	How much money is Tony and Maureen have left in their pocket
2		*when they*
3		(0.3)
4	Ayunee:	*arrived*
5	Jirawan:	*arrived in Sydney*

4.2.2 Expert help

While carrying out the tasks, the students also experienced problems with word pronunciation and meaning, and this appears to be one of the most noticeable areas where they most frequently asked for expert help in order to successfully construct their turns. In (48) line 42, apparently having difficulty

pronouncing the word *course*, Ayunee asked the teacher to give her the correct pronunciation before taking her turn. She also asked her for the meaning of the word *semester*.

(48)

[Pre-test]

42	Ayunee:	*((She asks the teacher how to pronounce the word*
43		*"course" and she also asks for the Thai meaning of the word*
44		*"semester."))*
45		How to...how to course taken this *semester*? *((She slowly says*
46		*this sentence again, word by word, apparently wanting to make it*
47		*easy for her interlocutor to understand.))*

In (49), Nurula apparently did not know how to correctly pronounce the words *idol* and *result*. She therefore asked the teacher for guidance on how to pronounce the words properly.

(49)

[Pre-test]

29	Nurula:	What is the idol? *((Suddenly she asks the teacher how to*
30		*pronounce the word "idol." Nurula and her partner have*
31		*difficulty with the pronunciation; so their teacher translates*
32		*this word into Thai. After that, Nurula continues*
33		*with her next question.))*
34		What is the result?
35		(0.4) *((She decides to ask the teacher how to pronounce the word*
36		*"result." After that, she asks her interlocutor the question again.))*
37		What is the reason?

Similarly, in (50) and (51), Janjira got stuck with pronunciation problems as well and appealed to the teacher for help.

(50)

[Pre-test]

4	Janjira:	The farmer Lulu *reuse (rescue), ((The teacher offers a repair*
5		*and she follows the teacher's correction))* rescue (0.6) a
6		dog?

(51)

[Pre-test]

48	Janjira:	From my point of view it's a really good story and I hope Lulu
49		gets *medal…media*… *((then she looks at the teacher seeking for*
50		*help. The teacher pronounced the word "medal" for her.))*

4.2.3 Non-verbal cues and clues

Non-verbal resources appear to play a crucial role in students' construction of question-answer sequences, thus contributing to the successful completion of the information-gap tasks. Eye contact and gestures are in particular used by the student experts to signal mistakes and turn transition points, as well as to hint at the answers.

In (52), after a long delay, Wuttipong pointed to the text twice, signaling toAnat where to find the answer.

(52)

[Treatment 3]

1	Wuttipong:	What country sell a book over five million.
2		(8.0)
3		*((pointing at the task sheet twice))*
4	Anat:	English, Spanish, Italian.

In (53), Jeerawan pointed to her own paper and also made eye contact with Ayunee to get confirmation from Ayunee that she (Jeerawan) had the right answer

(53)

[Pre-test]

20	Ayunee:	What is the time?
21		(0.5)
22	Jeerawan:	*((Before delivering the answer, <u>Jeerawan points to her own</u>*
23		*<u>paper and looks at Ayunee's face</u>, apparently to verify the answer.))*
24		About…fifteen minute.

4.2.4 Repair

The analysis of the students' talk also reveals that participants resorted to repair to successfully construct their turns and sequences. Several repair events occurred with all of the participant pairs, as shown in examples (54) to (59). In (54) Wuttipong was clearly performing a self-initiated and self-completed repair and finished his question at line 48.

(54)

[pre-test]

48	Wuttipong:	*<u>What, what is, what, what is this place?</u>*
49	Anat:	(2.45) *((They are discussing to help Anat find the correct*
50		*answer, but unfortunately they fail to do so. Suddenly, the*
51		*teacher reminds them about the time, so they decide not to*
52		*give an answer and to move on to the next question.))*

Another self-initiated, self-completed repair at lines 15-16 in (55) below allowed Wuttipong to finish the answer to the question.

(55)

[pre-test]

14	Anat:	*<u>When were you born.</u>*
15	Wuttipong:	(Uh… *<u>twenty-six May</u>*
16		*<u>nineteen...nineteen eighty…eighty-five, no eighty-seven)</u>*

In (56), Wuttipong initiated the repair for Anat, via head shaking and repeatedly using hand gestures. The latter then promptly completed the repair of the answer previously given on his own at line 15.

(56)

[pre-test]

10	Wuttipong:	Where..where is Richard farm?
11	Anat:	*((He shakes his head.))* Nearby tree fell on his head.
12		*((Wuttipong then points to his paper. Anat is a bit*
13		*perplexed, asking Wuttipong where it is in the text.*
14		*Wuttipong points to his paper again. Anat changes his answer.))*
15	Anat:	Melbourne.

Example (57) shows an other-initiated and other-completed repair by Wuttipong on behalf of Anat. When Wuttipong realized that the answer was incorrect, he tried to signal to Anat that the answer he had given was incorrect, but his verbal effort apparently did not work; therefore, Wuttipong suddenly expressed the correct answer for his partner at line 53.

(57)

[pre-test]

50	Anat:	*((Before Anat gives his answer, Wuttipong points to his*
51		*paper to show where Anat can get the answer.))* (0.10) Die by
52		was the kangaroo mother
53	Wuttipong:	*The kangaroo's mother die by a car.*

Example (58) shows Jeerawan initiating a repair for Ayunee, suggesting the questioning turn is problematic. Ayunee then self-repaired at line 6, producing a better-formed *wh*-phrase.

(58)

[Pre-test]

3	Ayunee:	What number people of family?
4	Jeerawan	*((Jeerawan says something to her interlocutor — cannot catch*
5		*the words.))*
6	Ayunee:	Oh no! *How...how many people of family?*

Example (59) shows Jeerawan presenting a non-verbal, other-initiated repair for Ayunee. She made an eye contact with her partner, prompting the latter to come up with a more accurate question.

(59)

[Pre-test]

23	Ayunee:	(0.20) Where your birthday?
24	Jeerawan:	*((She looked at her interlocutor's face for a few seconds. Ayunee*
25	Ayunee:	*then suddenly changed her question.))* no no when your birthday?
26	Jeerawan:	Five May

4.2.5 The native language

To successfully construct the question-answer sequence, the students occasionally resorted to Thai, their native language. As shown in (60), the expert student, Nurula, translated the question into Thai for her partner twice. It seemed to work because Nureeha was able to quickly give an answer in line 24.

(60)

[Pre-test]

21	Nurula:	Where is, where is the birthpan ((birthplace))?
22	Nureeha:	(0.9) *((While she is searching for the answer, her interlocutor*
23		*translated the question to Thai twice.))*
24	Nureeha:	*Rueso hospital.*

The students seemed to rely on the native language less towards the post-test. In (61), from the pre-test, at line 20, Janjira translated the question at line 19 into Thai for her interlocutor and the latter also responded to her mostly in Thai. However, in the post-test (62), both parties apparently did not resort to the first language. Kanjana seemed to be able to immediately provide some answer which was however not intelligible to the observer. In (63), from the post-test, Nureeha was also able to deliver a prompt response to the same question at line 30 without having to resort to the native language.

(61)

[Pre-test]

16	Janjira:	Number of course this semester?
17	Kanjana:	*((She does not seem to understand and refuses to answer this*
18		*question.))*
19	Janjira:	*Most favorite course?* *((After she launches this question, she*
20		*translates it into Thai for her interlocutor.))*
21	Kanjana:	I like *economic*. *I'm happy to learn this subject.* *((She provides her*
22		*subject and her reason in Thai.))*
23	Janjira:	Time… time she start learning English?
24	Kanjana:	*((She gives no answer.))*

(62)

[Post-test]

22	Janjira:	How many number of course.
23	Kanjana:	Eighteen course this se…, sem…, semester
24	Janjira:	*What is your favorite course?*
25	Kanjana:	( )

(63)

[Post-test]

28	Piyanooch:	What is your fa...fa...va....rite course.((*She cannot*
29		*pronounce the word "favorite," so she murmurs it to herself)).*
30	Nureesah:	*Social, because I love it.*

It should be noted that all the above mentioned resources seem to interactively contribute to the success or failure in the students' construction of question-answer sequences elicited by the information-gap tasks. For instance, despite resorting to both nonverbal resources and the native language, the students in the following excerpt still failed to finish the adjacency-pair sequence possibly initiated by the questioning turn at line 31. In (64) at lines 32-33, during the 30-second pause after Ayunee asked the question, the pair tried to help each other via eye and facial expressions and by whispering in Thai, which the teacher was unable to hear. But, their efforts apparently did not work. They thus skipped this question and continued with the next question at lines 34-35.

(64)

[Pre-test]

31	Ayunee:	*What is the idol?*
32		(0.30)
33	Jeerawan:	*((The pair talks quietly between themselves.))*
34	Ayunee:	*What the reason? Uh..what the reason do...you...study at*
35		*Hatyai university?*

4.3 Learner attitudes towards information-gap activities

The results from the questionnaires indicate that the students have a positive attitude towards the use of information-gap activities even though none of them had any previous experience with or knowledge of these types of information-gap activities. Most of the learners considered the activities as helpful in teaching them how to choose or to form appropriate *wh-* questions and clauses, and in getting them to practice speaking. They claimed the activities allowed them to brush up on their grammar and to make better sense of the reading assignments. The information-gap tasks also made working with their peers more enjoyable and helped them to become more active learners. The students also suggested the possibility of using

information-gap activities to help them become proficient at other language skills besides asking and answering questions.

Classroom observations during the implementation of the information-gap tasks are also in concert with the students' responses to the questionnaire. The classroom atmosphere developed through the activities appeared to be cooperative and engaging. Noticeably, especially in the pre-task stage, the students helped each other between and across pairs to make sense of the readings. They lent each other dictionaries, explained stories to their peer, and apparently became totally engaged in the tasks at hand. Every student seemed to be eager to do the tasks and none of them were ever spotted sleeping in class or even sitting passively when the activities were in progress.

4. 4 Summary

The study revealed that information-gap activities can in fact improve the learners' verbal questioning and answering skills. As shown in the correlated pre- and post-tests results, towards the end of the experiment, the learners became better at forming both questions and answers, were able to finish the adjacency-pair sequence, and skipped the eliciting items less. In the pre-test, most of their questions and answers were constructed with single words or phrases often taken verbatim from the text. The *wh*-phrase *what* was indiscriminatingly used, and there was ample evidence of the misuse of pronouns. The students produced more dispreferred responses, were more hesitant to take turns, and had problems constructing syntactically complex turn-construction units. However, towards the end of the study and in the post-test, the students were able to make more appropriate word choice and deliver longer and more complicated turns with less hesitation even though their turns still contained a number of errors. They were also able to complete the adjacency-pair sequence in much less time with little help from the teacher. It has been argued that there are a number of interactional resources noticeably contributing to these improvements such as expert help, peer support, the execution of repair mechanism, and the use of nonverbal as well as the native language.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter presents a summary of this study and its implications, including recommendations arising from the findings set forth in Chapter 4. With respect to the empirical research, implications for teaching and recommendations for further studies are also suggested.

5.1 Summary

This study intended to reveal whether the information-gap activities that were used as alternative teaching techniques did indeed help the learners to improve their construction of question-answer sequences; encourage a positive attitude towards learning the target language; promote collaborative work among the learners; and help them to work on their language inaccuracies without much prompting and guidance from their instructor.

The students' relative performance on the pre-test and the post-test, their individually improved abilities to form more grammatically, lexically, and contextually accurate questions and replies, the decreased amount of time between a question and the corresponding answer, the decrease in the amount of time needed to complete the tasks – all seem to point to the conclusion that the information-gap activities particularly of the story-completion type which were utilized in this study did improve the respective (pair and individual student) abilities of the members of this particular group of Thai EFL learners to construct question-answer sequences.

The more advanced students also used non-verbal cues such as eye contact, facial expressions, and gestures to provide feedback. Furthermore, the students' replies on the open-ended questionnaire indicate an overall positive attitude towards the use of information-gap activities in EFL learning courses.

5.2 Implications

This study has provided evidence that information-gap activities could be effective at improving the questioning and answering skills of Thai EFL learners. These activities could help learners to fulfill the objectives of various EFL lesson plans. The audiovisual data showed evidence of skill improvement from as early as the second and third treatments. Information-gap activities could have possible applications in enhancing other second-language learning skills besides the construction of question-answer sequences. The majority of the students (70 percent) indicated on the survey questionnaire that they have a positive attitude towards the use of information-gap activities on L2 learning. They also indicated their willingness to combine information-gap activities with other types of second-language learning activities. Such willingness to use a given language-learning tool can significantly and positively influence the overall outcome of the language-learning experience.

All throughout the activities, the students maintained a synergistic peer-based rubric with the more advanced or "expert" students taking on the role of story interpreters and task facilitators on behalf of the instructor and the other less advanced students. The assistance provided by these expert students often included coaching and encouraging the less advanced students to perform the required task-fulfillment actions. In particular, verbal and non-verbal cues were often used to signal the partner whenever communicative mistakes occurred during the activities. Gestures were often used to prompt or remind a partner to revise an inaccurate or malformed question (or answer) or to pay more attention to the details in the stories.

For their part, the less advanced or "inexpert" students responded very well to the interventions of their peers and were able to make good progress towards the middle and latter parts of most tasks. For example (and especially during the later information-gap treatments) whenever the inexpert students committed errors on forming a question or expressing an answer, they received an instant "re-construct the sentence" feedback about these errors through an impromptu and mutually understandable set of verbal actions (such as signaling right/wrong answers with "yes/no", revealing correct answers, switching to the native language, and providing pronunciation clues) and non-verbal actions (such as headshaking, nodding, pointing, poking to get the partner to do something about the task at hand, as well as using eye contact and facial expressions to signal answers or actions to pursue). Comparisons between the early and the later treatments showed a trend of increasing task-fulfillment efficiencies.

With these observations in mind, EFL instructors can design lesson plans that incorporate information-gap tasks that can help provide the aforementioned positive results in a relatively short span of time.

5.3 Recommendations for Further Research

The following suggestions for future research aim to compensate for the limitations of this study and to help develop a useful and more effective lesson plan for EFL courses that take advantage of the observable unprompted cooperative behavior of EFL students fostered by information-gap tasks.

5.3.1. Focus on the other L2 skills

Subsequent research inquiries can look closely into the feasibility of utilizing information-gap activities to concurrently enhance other types of L2 communication skills alongside the verbal questioning-and-answering skills.

5.3.2. Focus on grammatical accuracy

It takes a little bit more time and effort for learners to fully internalize the grammar conventions of a second language. Information-gap activities could be one of the tasks that can raise teachers' awareness of students' grammatical problems and can be effective at encouraging learners to improve their grammar abilities. They can also enable teachers to determine which problematic areas of grammar in use are more treatable with communicative tasks such as information-gap activities and which areas need more explicit instruction. Comparative studies could further investigate which particular information-gap activities provide more opportunities for learners to practice the appropriate use of correct grammar forms.

5.3.3. Detailed study of the non-verbal communication cues

While learners take turns during conversations they show various kinds of gestures. Each of their gestures conveys a different meaning. For example, when a learner makes eye contact with his/her partner, the intended meaning may be "it's the wrong answer" or "it's the wrong pronunciation." Another example is when a learner points to a partner's paper to signify that "the answer is in this paragraph" or "please recheck your answer using this paragraph." On their own, the wide variety and the complex and numerous variations of these non-verbal communication acts merit a number of separate, in-depth investigations.

5.3.4 Choice of story or topic for information-gap activities

For groups of Thai ELF learners with linguistic abilities that approximate those of the participants included in this study, information-gap stories or topics that utilize English grammar forms and vocabularies that have relatively low levels of complexity or difficulty might provide the most benefit. Also, the participants seemed to show greater interest and willingness to attempt communication when presented with topics or stories with which they have some degree of familiarity. Further research can provide more insights on the effects of such task-design factors on learner performance and level of participation.

5.3.5. Focus on features that affect the improvement of learners

questioning-and-answering skills

Other learning factors in addition to linguistic complexity and topic familiarity can have a profound impact on the effectiveness of information-gap tasks. The effect of the inclusion of non-textual elements such as tables, pictures, and graphs can also be carefully investigated. The effects of goal complexity and choice of desired task outcomes are also worthwhile targets for further investigations.

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APPENDIX

Pre- test

Activity I: **Questionnaires**

**Instructions: Talk with your partner in English to get to know him/her better.
Ask him/her about the given topics using different types of questions such as *wh-*
questions, *yes-no* questions, and tag questions, and complete the following
questionnaire.**

Personal information

1. Name: _____

2. Birthday: _____

3. Birthplace: _____

4. Age: _____

5. Parents' occupations: _____

6. Parents' education: _____

7. Number of people in his/her family: _____

8. Idol: _____

   Reasons:_____

9. Reasons for studying at Hatyai University:

_____

10. Number of courses taken this semester: _____

11. Most favorite course: _____

    Reasons: _____

12. Time he/she started learning English: _____

13. Free-time activities: _____

14. Best English language skill: _____

15. Ways to improve his/her English speaking:

_____

Activity II: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.

Student A

Kangaroo rescues farmer

A kangaroo named Lulu was called a hero today after she helped to save farmer Len Richards's life.

(1)_____(name), 52, was checking the fences around his farm near Melbourne after severe storms. While he was (2)_____ (event), a large branch from nearby tree fell on his head.

"Lulu stood (3) _____ (place) and barked like a dog to get help," said the farmer's daughter, (4)_____ (age) Celeste Richards. "She made this weird noise for (5)_____ (period of time), so we went outside to see what the problem was," she added. "She was (6)_____ (reason for barking). When we got there we saw Lulu standing (7)_____ (place). Without her, my Dad might be dead."

Lulu, who is (8)_____ (description), became the Richards's family pet about ten years ago. The kangaroo's mother was killed by (9)_____ (cause of death) and Richards family found the baby kangaroo in her mother's pouch. They took her home and looked after her, and the farm soon became her home. Lulu and Dad are very close and she follows him everywhere," Celeste explained.

(10)_____ (name of organization) RSPCA* has recommended Lulu for a national bravery award. "From my point of view it's a really good story and I hope Lulu gets a medal," said Dr. Hugh Wirth, the organisation's president.

*RSPCA = The Royal Society for the Prevention of Cruelty to Animals

Adapted from *The Guardian* 22/09/03

Source: Face2Face Pre-Intermediate Level p. 89

Activity II: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with
him/her in English. Use different types of questions to ask your
friend to get the missing information and complete the passage.

Student B

Kangaroo rescues farmer

A kangaroo named Lulu was called a hero today after she helped to save farmer
Len Richards's life.

Mr. Richards, (1) _____ (age), was checking the fences around his farm near
(2)_____ (place) after a severe storm. While he was walking around looking at
the damage, (3)_____ (event).

"(4)_____ (name) stood next to Dad's unconscious body and barked like a dog
(5)_____ (reason for barking)," said the farmer's daughter, 17-year-old Celeste
Richards. "She made this weird noise for about 15 minutes, so we went outside to
(6)_____ (reason for going outside)," she added. "She was trying to
get our attention. When we got there we saw (7)_____ (event/thing
being seen). Without her, my Dad might be dead."

Lulu, who is blind in one eye, became the Richards's family pet about (8)_____
(time of event). The kangaroo's mother was killed by a car and the Richards family
found the baby kangaroo (9)_____ (place). They took her home and
looked after her, and the farm soon became her home. Lulu and Dad are very close
and she follows him everywhere," Celeste explained.

The Australian RSPCA* has recommended Lulu for a (10)_____ award
(thing/type of award). "From my point of view it's _____ (description) story and
I hope Lulu gets a medal," said Dr. Hugh Wirth, the organisation's president.

*RSPCA = The Royal Society for the Prevention of Cruelty to Animals

Adapted from *The Guardian* 22/09/03

Source: Face2Face Pre-Intermediate Level p. 89

Activity III: **Yes-no question**

Instructions: **Talk about the completed text with your friend in English. Ask him/her about opinions on the following items and check the facts about each item using wh-questions, yes-or-no or tag questions.**

Learner A

1. Lulu, the kangaroo

2. The farmer Lulu rescued

3. The Australian RSPCA

Learner B

1. Lulu's mother

2. The farmer's daughter

3. The award to give to Lulu

Treatment I

(Full text)   **Laugh? I feel better already!**

Do you want to live a happier, less stressful life? Try laughing for no reason at all. That's how thousands of people start their day at Laughter Clubs around the world – and many doctors now think that having a good laugh might be one of the best ways to stay healthy.

The first Laughter Club was started in Mumbai, India, in 1995 by Dr.Madan Kataria. "Young children laugh about 300 times a day. Adults laugh between 7 and 15 times a day," says Dr.Kataria. "Everyone's naturally good at laughing – it's the universal language. We want people to feel happy with their lives." There are now more than 500 Laughter Clubs in India and over 1,300 worldwide.

Many doctors in the West are also interested in the effects of laughter or our health. According to a 5- year study at the UCLA Scholl of Medicine in California, laughter reduces stress in the body, improves our defenses against illness by about 40% and is very good for the heart.

So, what happen at a Laughter Club? I went along to my nearest club in south London to find out. I was quite nervous about it, to be honest – I wasn't keen on the idea of laughing with a group of strangers, and I was worried about looking stupid. First, our laughter teacher told us to clap our hands and say "ho ho ho, ha ha ha," while looking at each other. Apparently our bodies can't tell the difference between fake laughter and real laughter, so they still produce the same healthy chemicals.

Amazingly, it works. After ten minutes everybody in the room was laughing for real – and some people just couldn't stop! At the end of the class I was surprised by how relaxed and calm I felt. So if you're upset about something at work or just fed up with your daily routine, then start laughing. You might be very pleased with the results!

Source: Face2Face Intermediate Level p. 9

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

Student A   **Laugh? I feel better already!**

Do you want to live a happier, less stressful life? Try laughing for no reason at all. That's how thousands of people start their day at Laughter Clubs around the world – and many doctors now think that having a good laugh (1) _____ (doctors' view on laugh).

The first Laughter Club was started in (2_____ (place and year) by Dr.Madan Kataria. "Young children laugh about (3 _____ (frequency of laugh) a day. Adults laugh between 7 and 15 times a day," says Dr.Kataria. "Everyone's naturally good at laughing – it's the universal language. We want people to feel happy with their lives." There are now more than 500 Laughter Clubs in India and over 1,300 worldwide.

Many doctors in the West are also interested in the effects of laughter on our health. According to a 5- year study at the UCLA School of Medicine in California, laughter reduces stress in the body, improves our defenses against illness by about 40% and is very good for (4)_____ (part of our body).

So, what happen at a Laughter Club? I went along to my nearest club in (5) _____ (place) to find out. I was (6) _____ (the author's feelings) about it, to be honest – I wasn't keen on the idea of laughing with a group of strangers, and I was worried about looking stupid. First, our laughter teacher told us to clap our hands and say "ho ho ho, ha ha ha," while looking at each other. Apparently our bodies can't tell the difference between fake laughter and real laughter, so they still produce the same (7) _____ (description of the chemicals) chemicals.

Amazingly, it works. After ten minutes everybody in the room was laughing for real – and some people just couldn't stop! At the end of the class I was surprised by how relaxed and calm I felt. So if you're upset about something at work or just fed up with your daily routine, then start laughing. You might be very pleased with the results!

Source: Face2Face Intermediate Level p. 9

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

 Student B **Laugh? I feel better already!**

Do you want to live a happier, less stressful life? Try laughing for no reason at all. That's how thousands of people start their day at Laughter Clubs around the world – and many doctors now think that having a good laugh might be one of the best ways to stay healthy.

The first Laughter Club was started in Mumbai, India, in 1995 by (1) _____(name). "Young children laugh about 300 times a day. Adults laugh between (2) _____ (frequency of laugh) a day," says Dr.Kataria. "Everyone's naturally good at laughing – it's the universal language. We want people to feel happy with their lives." There are now more than 500 Laughter Clubs in India and over 1,300 worldwide.

Many doctors in the West are also interested in the effects of laughter or our health. According to a 5- year study at the (3) _____ (place), laughter reduces stress in the body, improves our defenses against illness by about 40% and is very good for the heart.

So, what happen at a Laughter Club? I went along to my nearest club in south London to find out. I was quite nervous about it, to be honest – I (4)_____ (the author's view on laughing with strangers) the idea of laughing with a group of strangers, and I was worried about looking stupid. First, our (5) _____ told us to clap our hands and say "ho ho ho, ha ha ha," while looking at each other. Apparently our bodies can't tell the difference between (6) _____ (description of laughter) laughter, so they still produce the same healthy chemicals.

Amazingly, it works. After ten minutes everybody in the room was laughing for real – and some people just couldn't stop! At the end of the class, I was (7) _____ (the author's feelings) by how relaxed and calm I felt. So if you're upset about something at work or just fed up with your daily routine, then start laughing. You might be very pleased with the results!

Activity II: **Question and Answer**

Instructions: Talk with your partner in English about the text given. Your partner has information that you do not.

Student A

1. _____ ?

The first Laughter Club was in Mumbai, India.

2. _____ ?

There are 1,300 Laughter Clubs in the world

3. What does the laughter teacher tell members at the first time?

_____

4. Where is the Laughter Clubs which the writer went to?

_____

Student B

1. Where is the first Laughter Clubs?

_____

2. How many Laughter Clubs are there in the world?

_____

3. _____ ?

The laughter teacher tell members to clap our hands and say "ho ho ho, ha ha ha," while looking at each other.

4. _____ ?

The writer went to nearest club in south London.

Treatment II

(Full text) **Ready meal**

Linda Roberts investigates the rise in popularity of ready meals. Like many working people, I never actually cook anything – I just don't have the time. My mother, on the other hand, still cooks a full three- course meal every evening, but then she doesn't have to work any more. I usually work very long hours and now I'm writing a book in my spare time, so ready meals are the perfect solution – or are they?

According to a survey by a British market research company, we only spend 20 minutes cooking each day – 20 years ago it was an hour a day. One reason for this change is ready meals. Now you can heat up a delicious Indian, Thai, Chinese or Italian meal in the microwave in under four minutes. What could be easier or quicker?

We all know these ready meals taste delicious, but many experts now believe they're bad for our health because they often contain a lot of sugar, fat and salt. Health advisers say that we shouldn't eat ready meals too often and we need to read the label carefully. Despite this, people who live in the UK spend £1 billion a year on ready meals and the market is growing rapidly.

People in the USA and Sweden also buy a lot of ready meals, and they're becoming more common in Germany, France and Holland. The Spanish and Italians still cook their own meals, but things are changing, though – now my mother is doing an evening course in traditional English cooking!

Source: Face2Face Intermediate Level p. 14

Treatment II

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

Student A   **Ready meal**

Linda Roberts investigates the rise in popularity of ready meals. Like many working people, I never actually cook anything – I just (1) _____ (Linda's reason for not cooking). My mother on the other hand, still cooks a full three- course meal every evening, but then she doesn't have to work any more. I usually work very long hours and now (2) _____ (free-time activity) in my spare time, so ready meals are the perfect solution – or are they?

According to a survey by a British market research company we only spend (3) _____ (length of time/duration) cooking each day – 20 years ago it was an hour a day. One reason for this change is ready meals. Now you can heat up a delicious (4) _____ (words describing nationality) meal in the microwave in under 4 minutes. What could be easier or quicker?

We all know these ready meals taste delicious, but many experts now believe they're bad for our health because they often contain a lot of sugar, fat and salt. Health advisers say that we shouldn't eat ready meals too often and we need to read the label carefully. Despite this, people who live in the UK spend £1 billion a year on ready meals and the market is growing rapidly.

People in (5) _____ (countries) also buy a lot of ready meals, and they're becoming more common in Germany, France and Holland. The Spanish and Italians still cook their own meals, but things are changing, though – now she's doing an evening course in traditional English cooking!

Source: Face2Face Intermediate Level p. 14

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

Student B   **Ready meal**

Linda Roberts investigates the rise in popularity of ready meals. Like many working people, I never actually cook anything – I just don't have the time (1) _____ (a person), on the other hand, still cooks a full three- course meal every evening, but then she doesn't have to work any more. I usually work very long hours and now I'm writing a book in my spare time, so (2) _____(kind of food) are the perfect solution – or are they?

According to a survey by (3) _____ (name of the company that did the research), we only spend 20 minutes cooking each day – 20 years ago it was an hour a day. One reason for this change is ready meals. Now you can heat up a delicious Indian, Thai, Chinese or Italian meal in the microwave in (4) _____ (length of time/duration). What could be easier or quicker?

We all know these ready meals taste delicious, but many experts now believe they're bad for our health because they often (5) _____ (reason for not eating ready meals too often). Health advisers say that we shouldn't eat ready meals too often and we need to read the label carefully. Despite this, people who live in the UK spend £1 billion a year on ready meals and the market is growing rapidly.

People in the USA and Sweden also buy a lot of ready meals, and they're becoming more common in Germany, France and Holland. The Spanish and Italians still cook their own meals, but things are changing, though – now she's doing an evening course in traditional English cooking!

Source: Face2Face Intermediate Level p. 14

ActivityII: **Question and Answer**

Instructions: Talk with your partner in English about the text given. Your
partner has information that you do not.

Student A

1. _____?

   Linda.

2. _____ ?

   Ready meals are becoming more common in Germany, France and Holland.

3. Despite growing popularity of ready meals, which group of people still cook

   their own meals?

   _____

4. How long did we spend each day on cooking 20 years ago?

   _____

Student B

1. Who has never cooked her own meals?

   _____

2. In what countries are ready meals becoming popular?

   _____

3. _____ ?

   According to a survey by a British market research company, we spent 1 hour

   cooking each day 20 years ago.

4. _____ ?

   The Spanish and Italians still cook their own meals.

Appendix D

Treatmeant III

(Full text)   **The world's greatest travellers**

The most famous travellers in the world are probably Tony and Maureen Wheeler. Their company, Lonely Planet, has been publishing guidebooks for 30 years and it sells over 5 million books a year in English. It also publishes books in Spanish, Italian and French.

Tony and Maureen met on a park bench in London and they've been married since 1972. After their wedding they bought an old van and traveled across Europe and Asia to Australia. They arrived in Sydney with only 27 cents in their pockets. Everyone they met asked them about their journey, so they decided to write a book about it. They wrote a 93-page guidebook called *Across Asia* on the Cheap at their kitchen table and it sold 8,000 copies in three months.

Tony and Maureen spent the next 18 months travelling around Southeast Asia and then wrote their second guidebook, *Southeast Asia on a Shoestring*, in a Singapore hotel room. It's been a best-seller since it was first published in 1973 and has sold over a million copies.

Lonely Planet has published over 650 guidebooks since the company began and employs over 400 people and 150 writers. The company has also been running a website for several years, which gets over one million visitors a day, and their television company, Lonely Planet TV, has been making programmes since 2004. "I think we've done a good thing," says Maureen, "and I still believe that travel is the best way for people to understand the world."

Source: Face2Face Intermediate Level p. 22

Activity II: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.

 Student A   The world's greatest travellers

The most famous travelers in the world are probably (1)_____.
(travelers' names) 'Their company, Lonely Planet, has been publishing guidebooks
for 30 years and it sells over 5 million books a year in English. It also publishes books
in Spanish, Italian and French.

Tony and Maureen met on a park bench in London and they've been married since
(2)_____ (year). After their wedding they bought an old van and traveled across
Europe and Asia to Australia. They arrived in Sydney with only 27 cents in their
pockets. (3) _____(reason for writing the first book), so they
decided to write a book about it. They wrote a 93-page guidebook called *Across Asia
on the Cheap* (4)_____ (place in which they wrote the first
guidebook) and it sold 8,000 copies in three months.

Tony and Maureen spent the next 18 months traveling around Southeast Asia and then
wrote their second guidebook, (5) _____(name of the second
guidebook)in a Singapore hotel room. It's been a best – seller since it was first
published in 1973 and has sold over a million copies.

Lonely Planet has published over (6) _____ (number of guidebooks) since
the company began and employs over 400 people and 150 writers. The company has
also been running a website for several years, which gets over one million visitors a
day, and their television company, Lonely Planet TV, has been making programs
since 2004. "I think we've done a good thing," says Maureen "and I still believe that
travel is the best way for people to understand the world."

Source: Face2Face Intermediate Level p. 22

Activity II: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.

Student B   The world's greatest travellers

The most famous travelers in the world are probably Tony and Maureen Wheeler. Their company, (1) _____ (the name of the company), has been publishing guidebooks for 30 years and it sells over 5 million books a year in English. It also publishes books in Spanish, Italian and French.

Tony and Maureen met on a park bench in London and they've been married since 1972. After their wedding they bought an old van and traveled across Europe and Asia to Australia. They arrived in Sydney with only 27 cents in their pockets. Everyone they met asked them about their journey, so they decided to write a book about it. They wrote a 93-page guidebook called (2) _____ (the name of the first guidebook) at their kitchen table and it sold (3) _____ (number of copies) in three months.

Tony and Maureen spent the next 18 months traveling around Southeast Asia and then wrote their second guidebook, *Southeast Asia on a Shoestring* (4)_____. (place in which they wrote the second book) It's been a best – seller since it was first published in (5)_____ (year) and has sold over a million copies.

Lonely Planet has published over 650 guidebooks since the company began and employs over 400 people and 150 writers. The company has also been running a website for several years, which gets over one million visitors a day, and their television company, Lonely Planet TV, has been making programs since 2004. "I think we've done a good thing," says Maureen, "and I still believe (6)_____ ." (Maureen's opinion about travel).

Source: Face2Face Intermediate Level p. 22

Activity II: **Question and Answer**

Instructions: Talk with your partner in English about the text given. Your
partner has information that you do not.

Student A

1. _____ ?

   They bought an old van and traveled across Europe and Asia to Australia.

2. _____ ?

   They arrived in Sydney with only 27 cents.

3. Which languages does Lonely Planet publish books in?

   _____

4. How many copies has the first guidebook sold?

   _____

Student B

1. What other businesses does Lonely Planet have?

   _____

2. How many guidebooks has Lonely Planet published?

   _____

3. _____ ?

   They spent the next 18 months travelling around Southeast Asia.

4. _____ ?

   Their company has been publishing guidebooks for 30 years.

Appendix E

Treatment IV

(Full text)   **Virus alert!**

David L Smith

David L Smith created the **Melissa virus** in 1999 while he was working for a company in New Jersey, in the USA. The American computer programmer named the virus after a dancer he knew while he was living in Miami, Florida. At that time Melissa was the worst virus there had ever been and it crashed email systems around the world, including those at Microsoft and Intel. The way the virus worked was simple. As soon as it infected a computer , it forwarded itself to the first 50 email addresses in the computer's address book. Because people thought that the emails were from friends or colleagues, they opened them immediately, which allowed the virus to infect their computers. The Melissa virus cost businesses more than $80 million in North America alone, mostly in lost work time. However, because Smith helped the police catch other virus writers, he was only sent to prison for 20 months.

Onel de Guzman

In May 2000, Onel de Guzman, a student from the Philippines, was arrested for creating the most famous virus in history while he was studying computing at university. The Love Bug virus came as an email attachment which said "I love you". People thought the attachment was a love letter, so they immediately opened it. The virus sent itself to everyone in their address book and then deleted important files on the computer hard disk. Even when people though they had gotten rid of the virus, it was clever enough to sit waiting in an unopened file. The virus spread around the world extremely quickly and after only one day about 45 million computers were infected. Love Bug did a lot of damage to businesses in Asia, Europe and the USA, and cost them over $10 billion. Fortunately for him, Onel de Guzman wasn't sent to prison because at that time there were no laws in the Philippines for computer crime.

Source: Face2Face Intermediate Level p. 57

Activity I: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.

Student A   **Virus Alert**

David L Smith

David L Smith created the Melissa virus (name of the virus) in 1999 while he was working for a company in (1)_____ (place). The American computer programmer named the virus after a dancer he knew while he was living in Miami, Florida. At that time Melissa was the worst virus there had ever been and it crashed email systems around the world, including those at Microsoft and Intel. The way the virus worked as simple. As soon as it inflected a computer, it forwarded itself to the first 50 email addresses in the computer's address book (the way in which the virus spread). Because people thought that the email were from friends or colleagues, they opened them immediately, which allowed the virus to infect their computers. The Melissa virus cost businesses more than (2)_____ (amount of money) in North America (place/part of the world) alone, mostly in lost work time. However, because Smith helped the police catch other virus writers, he was only sent to prison for 20 months.

Onel de Guzman

In May 2000, Onel de Guzman, a student from the Philippines (place, country), was arrested for creating the most famous virus in history while he was studying computing at university. The (3)_____ (name of the virus) came as an email attachment which said "I love you". People thought the attachment was a love letter, so they immediately opened it. The virus (4)_____ (the way in which the virus spread) and then deleted important files on the computer hard disk. Even when people thought they had gotten rid of the virus, it was clever enough to sit waiting an unopened file. The virus spread around the world extremely quickly and

after only one day about 45 million computers were infected. Love Bug did a lot of damage to businesses in (5)_____ (continents/parts of the world), and

cost them over $10 billion (amount of money). Fortunately for him, Onel de Guzman wasn't sent to prison because at that time there were no laws in the Philippines for computer crime.

Source: Face2Face Intermediate Level p. 57

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

Student B **Virus Alert**

David L Smith

David L Smith created (1)_____ (name of the virus) in 1999 while he was working for a company in New Jersey, in the USA (place). The American computer programmer named the virus after a dancer he knew while he was living in Miami, Florida. At that time Melissa was the worst virus there had ever been and it crashed email systems around the world, including those at Microsoft and Intel. The way the virus worked as simple. As soon as it inflected a computer, (2)_____ (the way in which the virus spread). Because people thought that the email were from friends or colleagues, they opened them immediately, which allowed the virus to infect their computers. The Melissa virus cost businesses more than $80 million (amount of money) in (3)_____ (place/part of the world) alone, mostly in lost work time. However, because Smith helped the police catch other virus writers, he was only sent to prison for 20 months.

Onel de Guzman

In May 2000, Onel de Guzman, a student from the (4)_____ (place/country), was arrested for creating the most famous virus in history while he was studying computing at university. The Love Bug virus (name of the virus) came as an email attachment which said "I love you". People thought the attachment was a love letter, so they immediately opened it. The virus sent itself to everyone in their address book (the way which virus travel from computer to computer) and then deleted important files on the computer hard disk. Even when people though they had gotten rid of the virus, it was clever enough to sit waiting in an unopened file. The virus spread around the world extremely quickly and after only one day about 45 million computers were infected. Love Bug did a lot of damage to businesses in Asia, Europe and the USA

(countries and continents/parts of the world), and cost them (5)_____ (amount of money). Fortunately for him, Onel de Guzman wasn't sent to prison because at that time there were no laws in the Philippines for computer crime.

Source: Face2Face Intermediate Level p. 57

Activity II: **Question and Answer**

Instructions: Talk with your partner in English about the text given. Your
partner has information that you do not.

Student A

1. _____ ?

He knew her while he was living in Miami, Florida..

2. _____ ?

Because the virus came as an email attachment which said "I love you".

3. Did Onel de Guzman go to prison for creating the virus?

_____

4. How much was the cost of damage to businesses caused by the Melissa virus?

_____

Student B

1. Where was David L Smith living when he got to know Melissa?

_____

2. Why was the virus named "love bug" ?

_____

3. _____ ?

No, he didn't because at that time there were no laws in the Philippines for the
computer crime.

4. _____ ?

The Melissa virus cost businesses more than $80 million in North America alone.

Treatment V

(Full text)   **Catch Me If You Can**

Frank Abagnale, Jr is one of the most famous con artists in history. During the 1960s he made $2.5 million and was wanted for fraud in countries all over the world – and he was still only a teenager!

Frank left home at 16 and went to live in New York. He started writing bad cheques and soon his bank account was thousands of dollars overdrawn. He managed to get a pilot's uniform and a fake ID for Pan Am Airlines, then he started opening bank account under his new name, Frank Williams. In spite of his age, people believed he was a pilot because his hair was already going grey. Then Frank found out that pilots could fly for free as guests on other airlines. Every time he arrived in a new city he cashed more bad cheques. He was arrested once in Miami, but was released soon afterwards. However, this lucky escape made him realize he needed a change. He moved to Atlanta and got a job as a doctor, even though he didn't have any medical training. Then he went to live in Louisiana, where he pretended to be a lawyer. Although he'd never studied law, he passed his law exams the third time he took them and then worked for a government law office. Next he became a sociology lecturer, despite having no teaching qualifications at all. Finally, he moved to California and returned to the lifestyle he knew best – pretending to be a pilot and writing bad cheques.

Frank was rich, he was lonely and unhappy. At the age of 20 he moved to France and tried to live a normal life. However, four months later the FBI arrested him there and he spent the next five years in prison in various different countries.

Since then Frank has changed his life completely. He now runs a successful business that gives advice to big companies on how to stop fraud, and he also gives lectures to the FBI for free. In 2002 Frank's life was made into a film called *Catch Me If You Can*, starring Leonado DiCaprio. Frank Abagnale Jr is a millionaire again – but now he's helping the law, not breaking it.

Source: Face2Face Intermediate Level p. 73

Activity I: **Text Completion**

Instructions: Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.

Student A   Catch Me If You Can

(1)_____ (name) is one of the most famous con artists in history. During the 1960s he made $2.5 million and was wanted for fraud in countries all over the world – and he was still only a teenager!

Frank left home at (2)___ (age) and went to live in New York (a US state) He started writing bad cheques and soon his bank account was thousands of dollars overdrawn. He managed to get a pilot's uniform and a fake ID for Pan Am Airlines, then he started opening bank account under his new name, Frank Williams (name). In spite of his age, people believed he was a pilot because his hair was already going grey. Then Frank found out that pilots could fly for free as guests on other airlines. Every time he arrived in a new city he cashed more bad cheques. He was arrested once in (3)_____ (a US state), but was released soon afterwards. However, this lucky escape made him realize he needed a change.

He moved to Atlanta and got a job as a doctor (career), even though he didn't have any medical training. Then he went to live in Louisiana, where he pretended to be a lawyer. Although he'd never studied law, he passed his law exams the third time he took them and then worked for a government law office. Next he became a (4)_____ (career), despite having no teaching qualifications at all. Finally, he moved to California and returned to the lifestyle he knew best – pretending to be a pilot and writing bad cheques.

Although Frank was rich, he was (5)_____ (his feelings). At the age of 20 (age) he moved to France and tried to live a normal life. However, four months later the FBI arrested him there and he spent the next five years (period of time) in prison in various different countries. Since then Frank has changed his life completely. He now runs a successful business that gives advice to big companies on how to stop

fraud, and he also gives lectures to the FBI for free. In 2002 Frank's life was made into a film called *(6)*_____ (title of the film), starring Leonado DiCaprio (name of the leading actor). Frank Abagnale Jr is a millionaire again – but now he's helping the law, not breaking it.

Activity I: **Text Completion**

Instructions: **Your partner has the information you do not have. Talk with him/her in English. Use different types of questions to ask your friend to get the missing information and complete the passage.**

Student B   **Catch Me If You Can**

Frank Abagnale Jr (name) is one of the most famous con artists in history. During the 1960s he made $2.5 million and was wanted for fraud in countries all over the world – and he was still only a teenager!

Frank left home at 16 (age) and went to live in (1)_____ (a US state) He started writing bad cheques and soon his bank account was thousands of dollars overdrawn. He managed to get a pilot's uniform and a fake ID for Pan Am Airlines, then he started opening bank account under his new name, (2) _____ (name). In spite of his age, people believed he was a pilot because his hair was already going grey. Then Frank found out that pilots could fly for free as guests on other airlines. Every time he arrived in a new city he cashed more bad cheques. He was arrested once in Miami (a US state), but was released soon afterwards. However, this lucky escape made him realize he needed a change.

He moved to Atlanta and got a job as (3)_____ (career), even though he didn't have any medical training. Then he went to live in Louisiana, where he pretended to be a lawyer. Although he'd never studied law, he passed his law exams the third time he took them and then worked for a government law office. Next he became a sociology lecturer (career), despite having no teaching qualifications at all. Finally, he moved to California and returned to the lifestyle he knew best – pretending to be a pilot and writing bad cheques.

Although Frank was rich, he was lonely and unhappy (his feelings). At the age of (4)____(age) he moved to France and tried to live a normal life. However, four months later the FBI arrested him there and he spent the next (5)_____ (period of time) in prison in various different countries.

Since then Frank has changed his life completely. He now runs a successful business that gives advice to big companies on how to stop fraud, and he also gives lectures to the FBI for free. In 2002 Frank's life was made into a film called *Catch Me If You Can* (title of the film), starring (6)_____ (name of the main actor). Frank Abagnale Jr is a millionaire again – but now he's helping the law, not breaking it.

Source: Face2Face Intermediate Level p. 73

Activity II: **Question and Answer**

Instructions: Talk with your partner in English about the text given. Your
partner has information that you do not.

Student A

1. _____ ?
    Frank Abagnale Ir was the best at pretending to be a pilot and writing bad
    checks.
2. _____ ?
    Twenty.
3. How many careers did he have as a pretender? What were they?
    _____
4. How long did he spend in prison in various different countries ?
    _____

Student B

5. What was Frank Abagnale Jr best at?
    _____
6. How old was he when he moved to France?
    _____
7. _____ ?
    There were 4 careers: working as a pilot, a lawyer, a doctor, and a sociology
    lecturer.
8. _____ ?
    He spent five years in prison in various different countries.

แบบสอบถาม

กรุณาตอบแบบสอบถามเกี่ยวกับกิจกรรม information gap

1. นักศึกษารู้จัก information gap หรือไม่ นักศึกษาคิดว่ากิจกรรมนี้คืออะไร

   ----

2. นักศึกษาชอบอะไรกี่ยวกับกิจกรรมนี้

   ----

3. นักศึกษาคิดว่ากิจกรรมนี้มีจุดดี-จุดอ่อนอย่างไร และสามารถช่วยให้นักศึกษาได้เรียนรู้
   ทักษะการถามตอบหรือไม่ อย่างไร

   ----

4. นักศึกษาต้องการให้ใช้กิจกรรม information gap ในการเรียนหรือไม่ กรุณาให้เหตุผล
   ประกอบ

   ----

5. ในความคิดของนักศึกษา ,นักศึกษาคิดว่ากิจกรรมการเรียนภาษาอังกฤษแบบใดช่วยพัฒนา
   ทักษะการพูดมากที่สุด

   ----

6. นักศึกษาชอบศึกษาภาษาอังกฤษด้วยตนเองหรือไม่ หรุณาให้เหตุผลประกอบ
   ชอบ/ไม่ชอบ, เหตุผล

   ----

7. นักศึกษาคิดว่าทักษะภาษาอังฤษด้านใดสำคัญที่สุด กรุณาให้เหตุผล

   ----

8. นักศึกษารู้จักการเรียนรู้ระยะยาวหรือไม่)การศึกษาที่สามารถเรียนรู้ได้ตลอดชีวิต
   (นักศึกษาคิดว่าการเรียนรู้แบบนี้ช่วยส่งเสริมทักษะการเรียนภาษาอังกฤษหรือไม่ อย่างไร

   ----

9. ปัจจุบันนี้นักศึกษาคิดว่าภาษาอังกฤษมีความสำคัญต่อชีวิตมากน้อยเพียงใด กรุณาให้
เหตุผล

VITAE

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