

STRATEGIES FOR ORAL SKILLS IMPROVEMENT BY THAI SCIENCE-ORIENTED GRADUATE STUDENTS

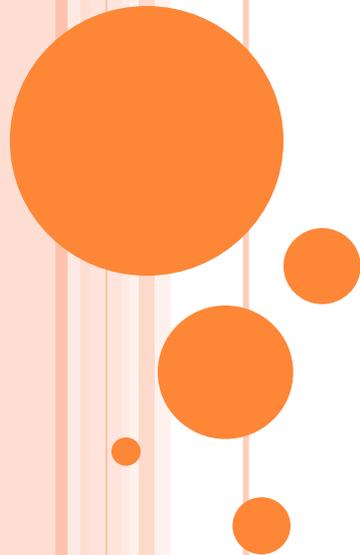
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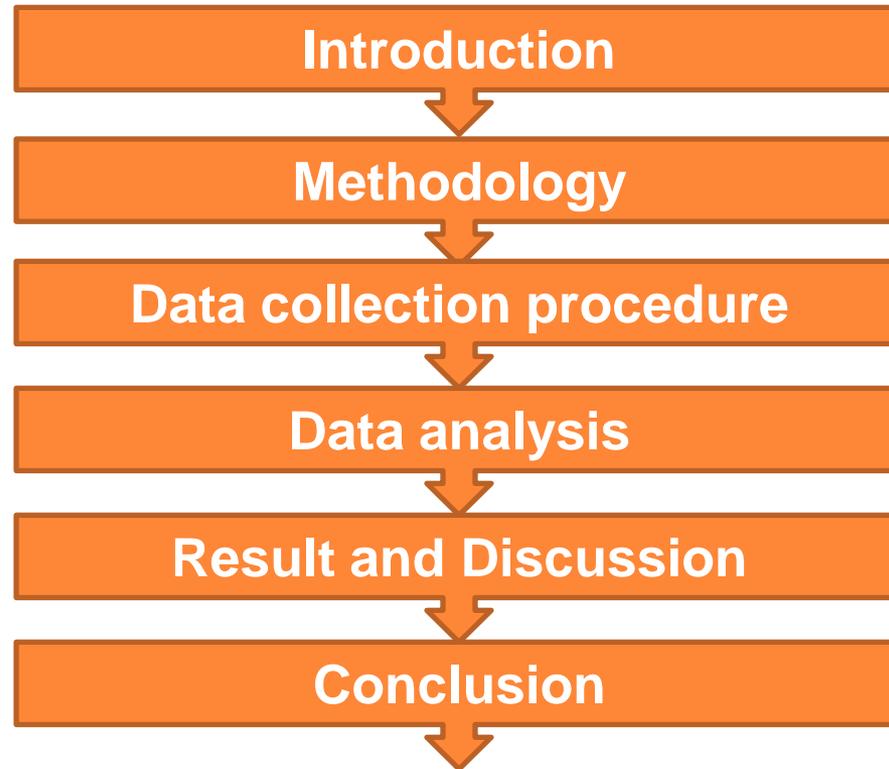
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•OUTLINE OF THE PRESENTATION



INTRODUCTION

- ✍ Feyten (1991), of the total time people spend on communication, 45% on listening, 30% on speaking, 16% on reading, and 9% on writing
- ✍ The term “strategies” which applies to language improvement, has been developed since the first studies by Rubin (1975), Stern (1975), Naiman, Fröhlich, Stern and Todesco (1978), Oxford (1990), and Cohen (1996)
- ✍ Research works have been conducted to examine and explore the use of learning strategies in the teaching and learning of vocabulary (Brown and Perry, 1991), listening comprehension (Ross and Ross, 1991), reading (Rusciolelli, 1995), and in the understanding of the learning process (Chamot, 1993; Nunan, 1997).



- Little research has been done on productive skills, such as oral skills or writing. Only few studies dealt with strategies employed in speaking and listening, for example, Bejarano *et al* (1997) examined speaking as an interactive skill, and Lam and Wong (2000) explored the importance of oral skills in discussions

• TERMS USED IN THE STUDY

- “Oral skills” refer to listening and speaking skills.
- “Improvement” means to become better in listening and speaking, and
- “Science-oriented graduate students” are nineteen master’s degree students majoring in Biotechnology at Suranaree University of Technology (SUT)



•RESEARCH PURPOSE

- to explore strategies that graduate students majoring in Biotechnology at SUT use in order to improve their oral skills

•RESEARCH QUESTIONS

- 1) What types of strategies were reported by science-oriented graduate students for their listening skill improvement? and
- 2) What types of strategies were reported by science-oriented graduate students for their speaking skill improvement?



•PARTICIPANTS

- 19 first-year grad students majoring in Biotechnology at SUT.
 - (1 Cambodian, 2 Vietnamese, and 16 Thai)
- ### •Background of the participants

Item	Ranking	Person(s)
English Learning Experience (years)	Less than 10	1
	10-15	12
	More than 15	4
Self-rated for Listening Skill	Good	2
	Fair	15
	Poor	-
Self-rated for Speaking Skill	Good	2
	Fair	14
	Poor	1



• INSTRUMENTS

- In-depth Interview
- Open-ended questionnaire



•PILOT STUDY

- This step is to make sure all the questions will function well in the main stage.
- Three interviews were piloted to ensure the effectiveness of the interview guideline questions.
- A Chinese, a Thai and a Vietnamese were interviewed with a list of pre-prepared questions as a guide. The Chinese student was piloted in English and both Thai and Vietnamese students were interviewed in their native language.



• DATA COLLECTION PROCEDURE

- The 10 students interviewed in three groups individually: 2 Vietnamese students were interviewed in Vietnamese, 1 Cambodian and 3 Thai students in English, and 4 Thai students in Thai. Each interview lasted for about 20 minutes and was recorded.
- An open-ended questionnaire was administered to all the participants. However, the final sample for data analysis consisted of 17 students.



• DATA ANALYSIS

- The interview recordings were fully transcribed verbatim. L1 interview transcripts were translated into English by the researcher who had conducted the interview.
- To increase the reliability and validity, the following activities were done:
 - 1. Intra-reliability check: Each researcher repeatedly listened to audio-records and checked his own transcript more than one time.
 - 2. Inter-reliability check: Another member of the research team listened the second time to the recordings and read the transcripts again. The translation versions were checked by the project supervisor who is an expert of English, Thai, and Vietnamese.



•RESULT AND DISCUSSION

STRATEGIES FOR SPEAKING SKILL IMPROVEMENT

1. Memorizing words / sentences / phrases to improve one's speaking skill
2. Communicating with other people in English
3. Imitating English native speakers
4. Trying to use English in real-life situations
5. Trying to interact with teacher in class by asking and answering questions
6. Using the internet to improve one's speaking skill
7. Seeking an opportunity to speak English
8. Talking to oneself in English
9. Asking for a correction from teacher
10. Playing a speaking game in English

•RESULT AND DISCUSSION (CONT')

STRATEGIES FOR LISTENING SKILL IMPROVEMENT

1. Listening to radio programs in English
 2. Listening to English songs
 3. Watching TV programs in English
 4. Watching English speaking films
 5. Doing the repetitive listening
 6. Using the internet to improve one's listening skill
 7. Having a conversation in English
 8. Interacting with teachers in English
 9. Seeking ways for improving one's listening skill
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•RESULT AND DISCUSSION (CONT’)

STRATEGIES FOR SPEAKING SKILL IMPROVEMENT

The Fluency-Focused Strategies	The Accuracy-Focused Strategies
▪ Communicating with other people in English	▪ Memorizing words / sentences / phrases to improve one’s speaking skill
▪ Trying to use English in real-life situations	▪ Imitating English native speakers
▪ Trying to interact with teacher in class by asking and answering questions	▪ Asking for a correction from teacher
▪ Using the internet to improve one’s speaking skill	
▪ Seeking an opportunity to speak English	
▪ Talking to oneself in English	
▪ Playing a speaking game in English	

RESULT AND DISCUSSION (CONT')

STRATEGIES FOR LISTENING SKILL IMPROVEMENT

The Direct Strategies	The Indirect Strategies
▪ Listening to radio programs in English	▪ Seeking ways for improving one's listening skill
▪ Listening to English songs	▪ Having a conversation in English
▪ Watching TV programs in English	▪ Interacting with teacher in English
▪ Watching English speaking films	
▪ Doing the repetitive listening	
▪ Using the internet to improve one's listening skill	



RESULT AND DISCUSSION (CONT')

- The strategies for Speaking skill improvement:
- + 7 fluency-focused strategies out of 10 strategies for speaking skill improvement, because
 - they have focused on contents not language usage.
 - the students need to survive the program by having a good ability to communicate in English with the classmates and teachers.
 - - the students are non- native speaker. They try to communicate as much as possible

- + 3 accuracy-focused strategies were reported by the students .This may be because at some level, accuracy is also very important for them, too.



RESULT AND DISCUSSION (CONT')

- The strategies for Listening skill improvement (6 direct strategies and 3 indirect strategies)
 - All of the direct strategies deal with mass media such as news, radio, television, etc.
 - Another explanation for why more direct than indirect strategies were reported for listening skill improvement is that to improve listening skill, they can practice individually or they have no need to find a partner or interlocutor to interact with for the listening practice. They just find the English programs on the Internet, radio, or television to watch and listen to



CONCLUSION

- Most of the strategies reported by the M.Sc. students for speaking skill improvement were the fluency-focused strategies
- Most of the strategies for listening skill improvement reported were the direct strategies.
- Mass media and Technology have an increasing role in language teaching and learning nowadays.
 - - For language teacher, we should pay more attention to a development of technology in order to provide and prepare ourselves for a new age of language learning and teaching – a technology-based language teaching and learning era
 - - For language learners, if they know how to use technologies or mass media communication effectively and maximally, it is very easy for them to success in learning a language



THANK YOU

