



The Implementation of Group Investigation Instructional Model with Role-playing to  
Enhance English Speaking Skill and the Behavior of Collaboration of Grade 11<sup>th</sup>  
Students

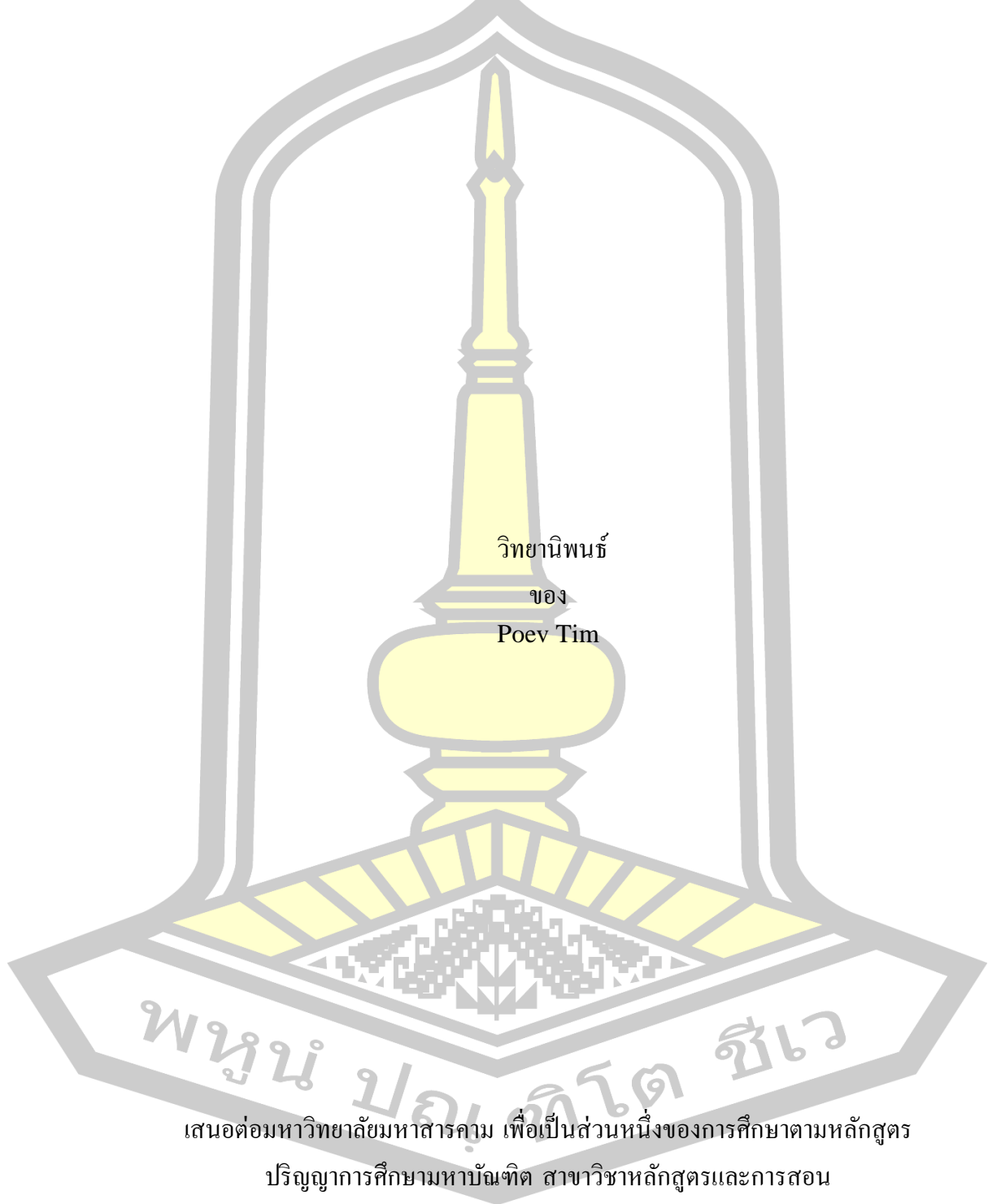
Poev Tim

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in Curriculum and Instruction

April 2020

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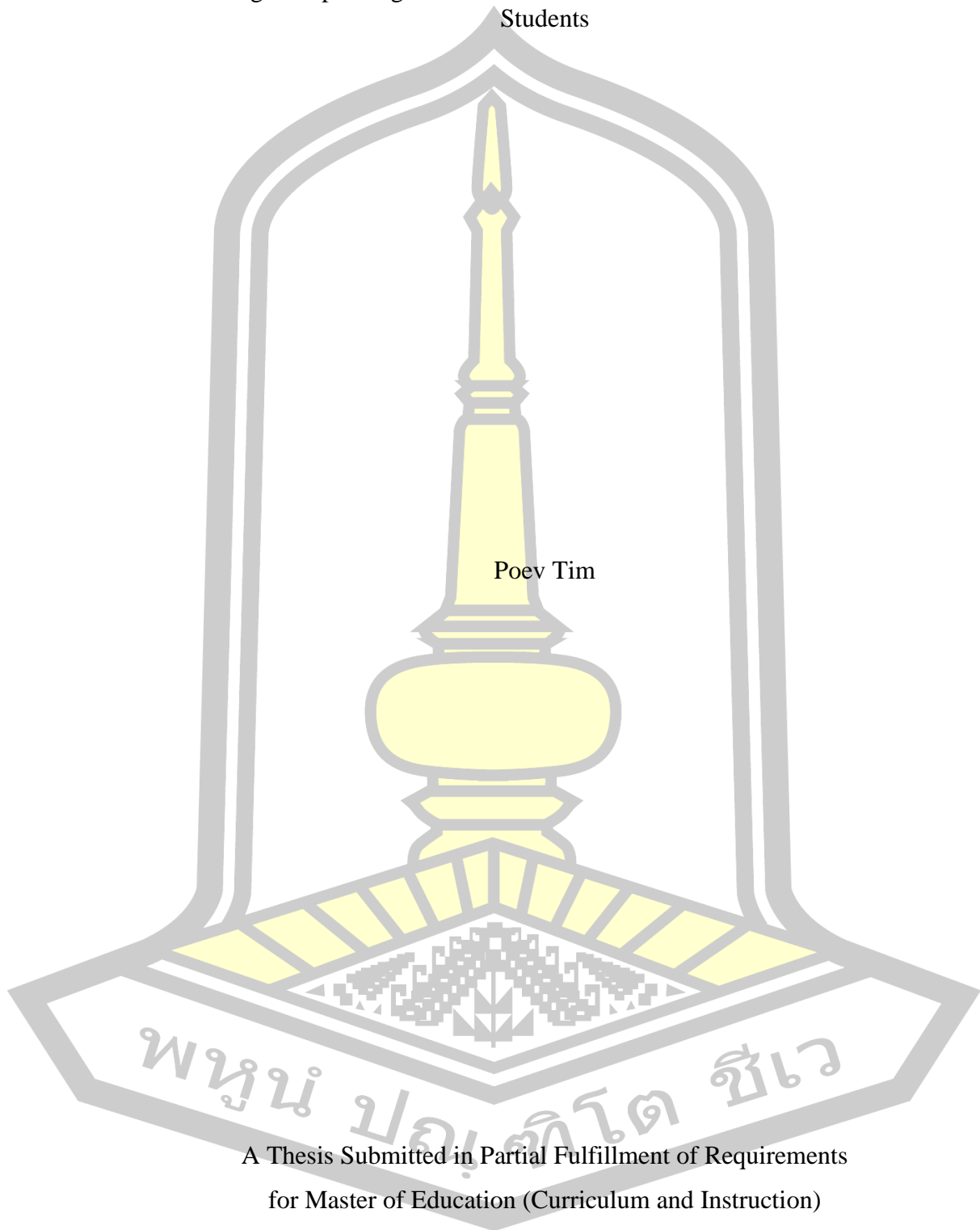


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A Thesis Submitted in Partial Fulfillment of Requirements  
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The examining committee has unanimously approved this Thesis, submitted by Mr. Poev Tim , as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction at Mahasarakham University

Examining Committee

Chairman

(Assoc. Prof. Songsak Phusee - orn ,  
Ph.D.)

Advisor

(Asst. Prof. Jiraporn Chano , Ed.D.)

Committee

( Kanyarat Sonsupap , Ph.D.)

External Committee

(Asst. Prof. Tipaporn Sujaree ,  
Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction

(Assoc. Prof. Pacharawit Chansirisira , (Assoc. Prof. Krit Chaimoon , Ph.D.)  
Ed.D.) Dean of Graduate School  
Dean of The Faculty of Education

พหุบัณฑิต ชีวะ

<b>TITLE</b>	The Implementation of Group Investigation Instructional Model with Role-playing to Enhance English Speaking Skill and the Behavior of Collaboration of Grade 11 <sup>th</sup> Students		
<b>AUTHOR</b>	Poev Tim		
<b>ADVISORS</b>	Assistant Professor Jiraporn Chano , Ed.D.		
<b>DEGREE</b>	Master of Education	<b>MAJOR</b>	Curriculum and Instruction
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### ABSTRACT

The purposes for this research were (1) to develop English speaking skill by using Group Investigation Instructional Model and Role-Playing, (2) to study on behavior of collaboration, and (3) to compare the English-speaking skill before and after Group Investigation Instructional Model with Role-Playing is applied. The cluster sampled population consisted of 32 students in grade 11 from a central school in Phnom Penh, Cambodia who were participants in a research project. The quantitative research was done and a t-test was employed to analyze data obtained from the authentic interview conducted by the researcher and the score was given by the assistant teacher as pre/post- test based on the four authentic questions. The research instruments were 6 lesson plans, speaking performance-form, and Observation form. The research findings were as follow: 1) the students developed their English speaking skill gradually in grammatical competence, discourse competence and pragmatic competence (pre-test = 23.18 ; post-test = 26.84; S.D. pre-test = 11.12 ; post-test = 12.75), 2) the behavior during group collaboration was significantly related to ability with high ability students more likely than others to correctly solve problems aloud with little or no assistance ( $\bar{x} = 2.09$ , S.D. = 0.97), and 3) students developed their speaking capacity was higher after the implementation of Group Investigation Instructional Model with Role play was applied except two students based on a paired sample t-test which indicated that the post test score was on average significantly higher than the pretest,  $t(31) = 7.78$ ,  $p = .001$ .

Keyword : Group Investigation Instructional, Role-playing, Speaking Skill, Behavior of Collaboration

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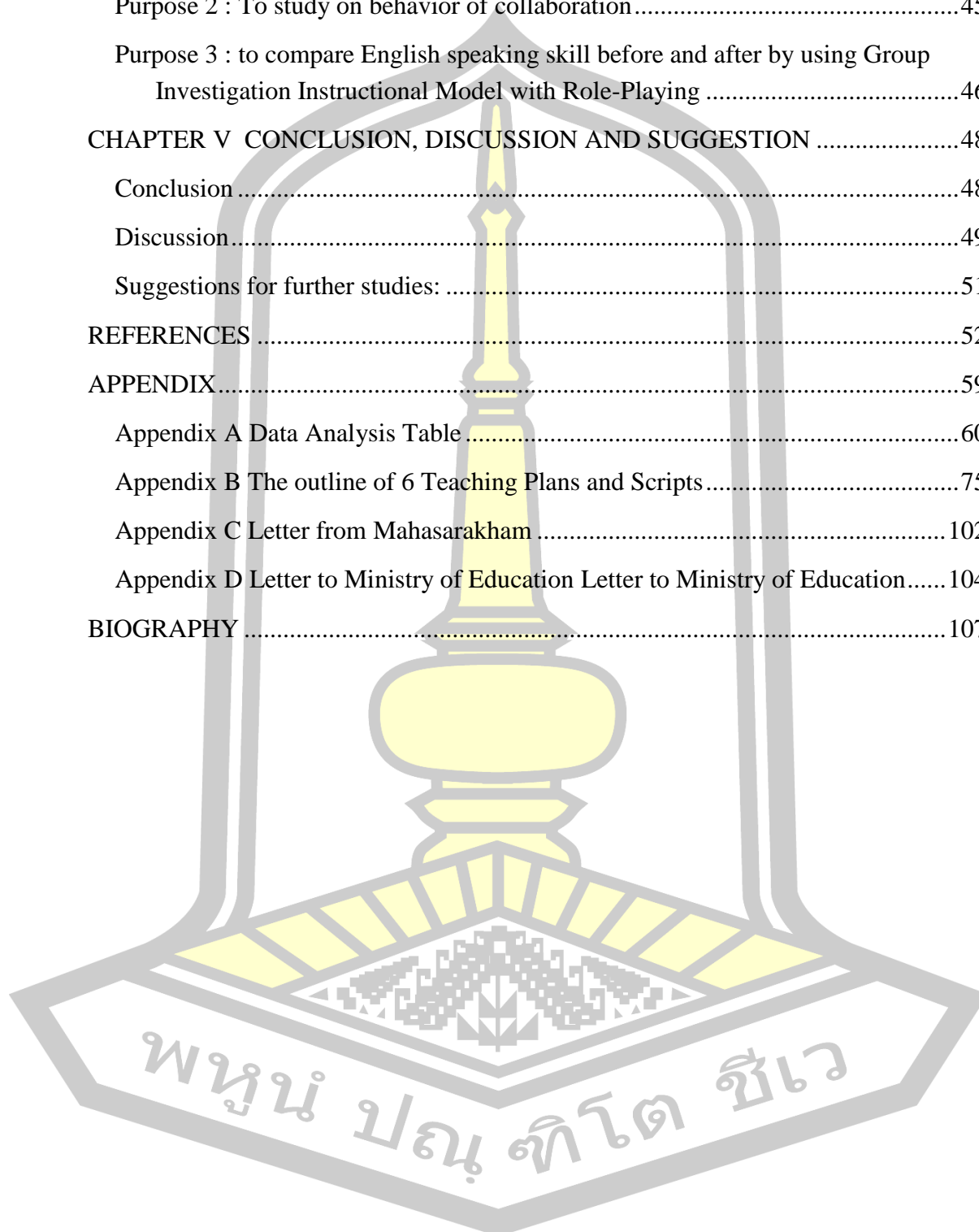
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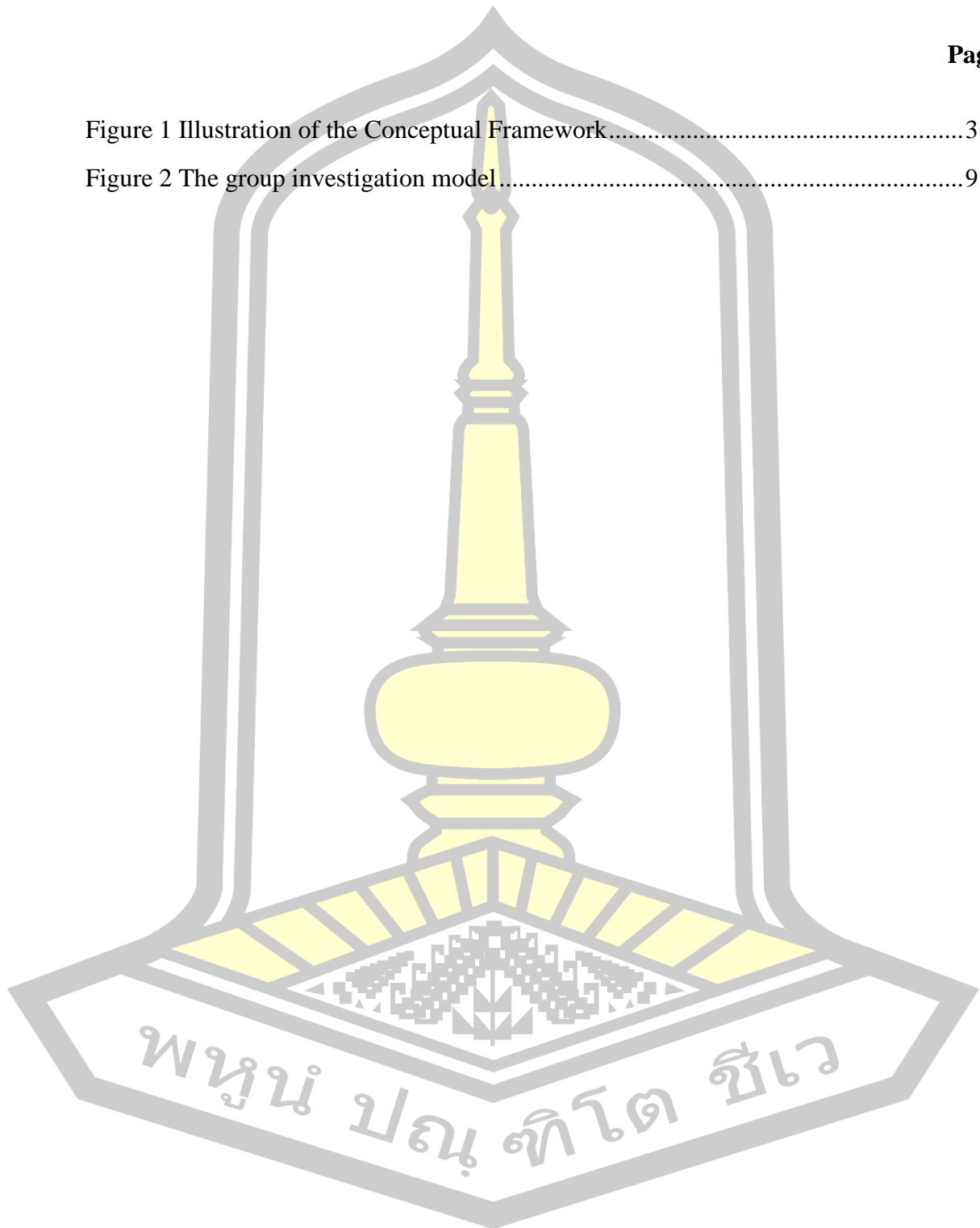


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# CHAPTER I

## INTRODUCTION

### Background

After 1993 Nations Transitional Authority in Cambodia, known as UNTAC-sponsored elections, English was promoted and put in a curriculum four hours per week from lower-secondary schools to tertiary education institutions (Moeys, 2004). In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Speaking is most essential and difficult and students are not confident to speak using the language in authentic situations. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication, and it is the most difficult skill. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Speaking is the most important and essential skill.

Students at Bak Touk High School could only make English score 53% which was at the average level and at the lowest among the other strands of the school. From the study of teaching theories in developing speaking skills using Group Investigation Instructional Model with role playing activities may help solving the problem. The assumptions of Group Investigation Instructional Model (Joyce and Marsha, 2004) that underlie the development of cooperative learning communities are straightforward:

1. The synergy generated in cooperative setting generates more motivation than do individualistic, competitive environments. Integrative social groups are, in effect, more than the sum of their parts. The feelings of connectedness produce positive energy.

2. The members of cooperative group learn from one another. Each learner has more helping hands than in a structure that generates isolation.

3. Interacting with one another produce cognitive as well as social complexity, creating more intellectual activity that increase learning when contrasted with solitary study.

4. Cooperation increase positive feelings toward one another, reducing alienation and loneliness, building relationships, and providing affirmative views of other people.

5. Cooperation increase self-esteem not only through increased learning but through the feelings of being respected and cared for by the others in the environment.

6. Students can respond to experience in tasks requiring cooperation by increasing their capacity to work productively together. In other words, the more children are given the opportunity to work together, the better they get at it, which benefits their general social skills.

7. Students, including primary school children, can learn from training to increase their ability to work together.

Teaching models (Joyce and Weil, 1980) that foster thinking goals are available with research to support their effectiveness. The family of teaching models that fosters group process goals includes the group investigation model based on the work of Thelen (1960). In rather than working alone using group investigations, students work together to gather information, generate, and test hypotheses, fosters divergent thinking, causal reasoning, cooperative learning and inquiry, and nurtures students' ability to balance each other's perspectives relative to the approach to a problem (Joyce, 1985). Group investigation with role playing are appropriate for facilitating language practice, use, and acquisition. It accommodates individual and cultural propensity for cooperative group work. Critical thinking, decision making, and problem solving are also all essential elements required in this cooperative learning model. Together with role playing activity, student can explore feelings, attitudes, values, and problem-solving strategies (Joyce, Marsha and Belverly, 1992).

### **Purpose of the Research**

This study aims (1) to develop English speaking skill by using Group Investigation Instructional Model with Role-Playing, (2) to study the behavior of collaboration in group working, and (3) to compare the English-speaking skill before and after Group Investigation Instructional Model with Role-Playing was applied.

### **Scope of the Research**

The research focused on developing students' English-speaking skill using group investigation and role playing. This study gathered the data 32 students from the morning class, enrolled in the second semester of academic year 2017-2018 at Back Touk High School in Phnom Penh City.

### **Conceptual Framework**

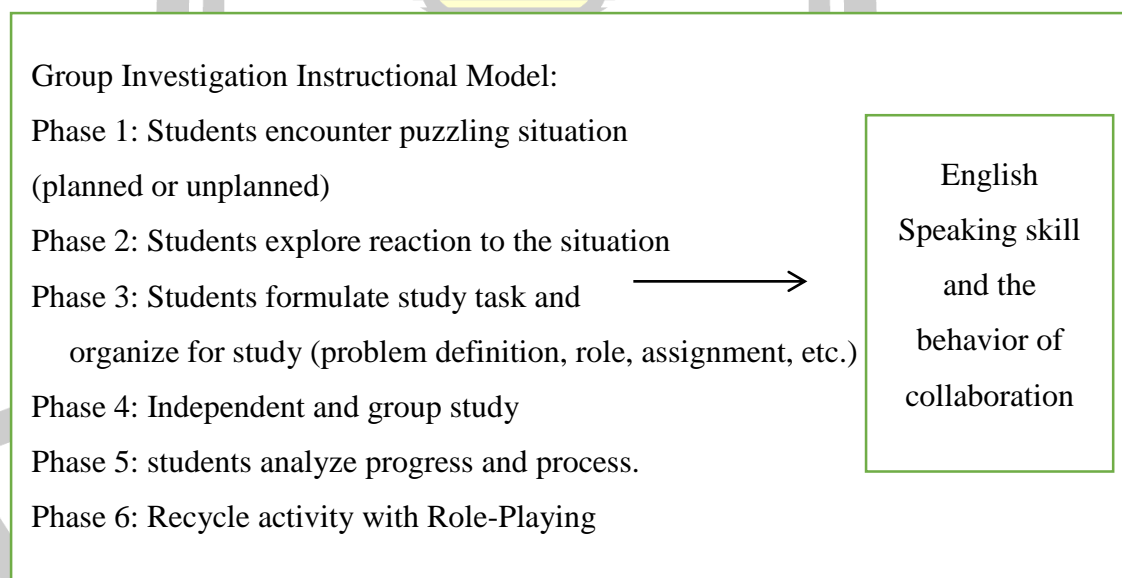


Figure 1 Illustration of the Conceptual Framework

As seen in the conceptual framework, independent variable were the teaching speaking skills using group investigation instructional model with role-playing

activity which was used as the means to improve and motivate students to work in groups in learning English speaking. The students' learning achievement in English speaking and the behavior of collaboration are the dependent variable shown by the post-test scores.

### **Definition of Key Terms**

Definitions of important terms included:

1. Group Investigation is sharing information and communication, a cooperative learning method which uses cooperative inquiry, group discussion, and cooperative planning and projects. In addition, students can form two- to six- member groups. The group investigation method which consists of six phases allows each group to select a subtopic from the lesson that every student studies as followed

Phase one: students encounter puzzling situation (planned or unplanned)

Phase two: students explore reactions to the situation

Phase three: students formulate study task and organize for study (problem definition, role, assignments, etc.)

Phase four: Independent and group study

Phase five: students analyze progress and process, and

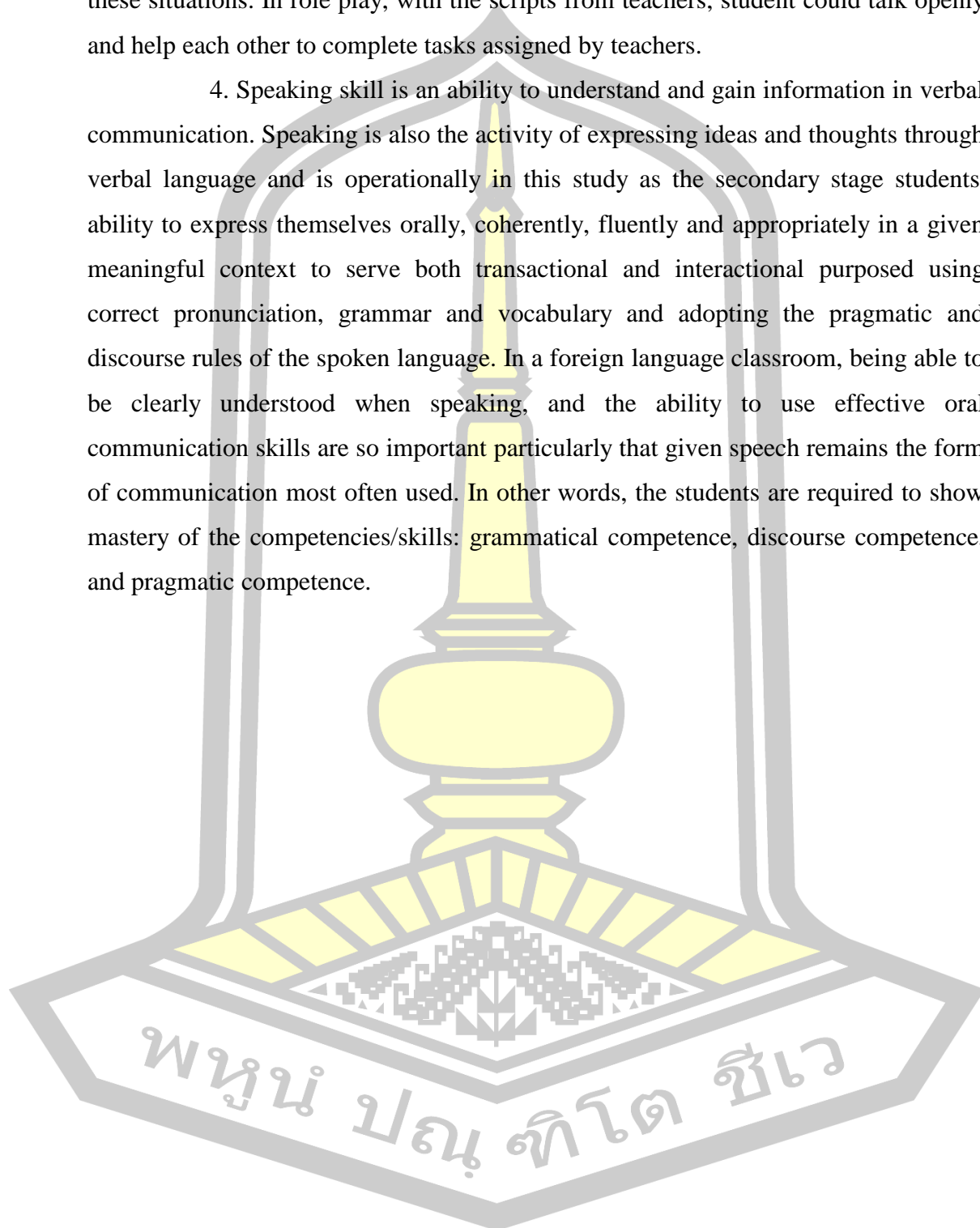
Phase six: recycle activity with role-playing

2. Behavior of collaboration is a situation in which particular forms of interaction among people are expected to occur, which would trigger learning mechanisms, but there is no guarantee that the expected interactions will actually occur. Hence, a general concern is to develop ways to increase the probability that some types of interaction occur. To measure the students' collaboration skill, 5 rating scales were used based on coordination, communication, decision-making, and negotiation.

3. Role playing is a learning activity that both the personal and social dimensions of education attempt to help individual find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. In the social dimension, role play allows individuals to work together in analyzing social situations by sharing idea as working in pairs or groups, especially

interpersonal problems, and in developing decent and democratic ways of coping with these situations. In role play, with the scripts from teachers, student could talk openly and help each other to complete tasks assigned by teachers.

4. Speaking skill is an ability to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language and is operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In a foreign language classroom, being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used. In other words, the students are required to show mastery of the competencies/skills: grammatical competence, discourse competence, and pragmatic competence.





## **CHAPTER II**

### **LITERATURE REVIEW**

This literature review summarizes, the background of “Group Investigation Instructional Model”, the definition of the key concepts, and past researches on and arguing for the effectiveness of “Group Investigation Instructional Model with Role-playing”. Therefore, in this study the “Group Investigation Instructional Model with Role-playing” was implemented to seek to ascertain its effectiveness in the Cambodian high school educational context.

#### **Background of Group Investigation Instructional Model**

Current thought and concern address the need to teach thinking, problem solving, and creativity in schools. Teaching models that foster thinking goals are available with research to support their effectiveness (Joyce and Weil, 1980). The family of teaching models that fosters group process goals includes the group investigation model based on the work of Thelen (1960). This instructional model, in which students work together to gather information, generate, and test hypotheses, fosters divergent thinking, causal reasoning, cooperative learning and inquiry, and nurtures students’ ability to balance each other’s perspectives relative to the approach to a problem (Joyce, 1985). The model seems appropriate for facilitating language practice, use, and acquisition. It accommodates individual and cultural propensity for cooperative group work. Students who are not fluent or proficient in the use of the language of instruction have difficulty following and participating in recitation. They may not be able to process the language quickly enough to be able to respond successfully to the rapid-fire questioning used indirect instruction. Terrell (1981) found that students who are acquiring a language need a purpose for communicating in a natural setting, and that problem-solving tasks are useful for focusing on the use rather than the form of language. The group investigation instructional model seems to provide a situation in which students can practice and use the language they have.

The aims of education include more than learning to read, write, and compute. Schools are expected to develop in addition to basic skills-knowledge,



attitudes, and values related to social participation. The teaching model, learning experiences, and activities a teacher selects for teaching a given content influence how students will learn and what thought processes they will develop and use. Gage and Berliner (1984) claimed that teachers generally do not know how to make "cost/benefit decisions" (p. 56) when designing their curriculum and how they are going to present it. In order to make such decisions and successfully match the model to the goal, teachers must have a repertoire of teaching models in order to have the flexibility necessary to meet the needs of students and the curriculum (Joyce and Weil, 1980 ; Lemlech, 1979 ; Smith, 1985). Group investigation is a teaching model that addresses skills (group process), attitudes (respect for others' points of view), and values (cooperation). Through the use of the model, students gain knowledge of the content being addressed. For example, Joyce and Weil (1980) described factors learned related to India, cross-'cultural comparisons made between the United States and India, and the problem-solving that occurred during a fifth-grade class study of India using group investigation. The group investigation instructional model is a valuable model to be included in a teacher's repertoire.

To be flexible one must be capable of adjusting and modifying one's position or action. A necessary condition for flexibility is awareness of optional adjustments and modifications. However, awareness, alone, of options relative to classroom management is not enough for a teacher in an elementary classroom. Classroom teachers work in an extremely complex environment. They must deal concurrently with student movement, outside interruptions, and disruptive behavior while conducting activities related to instruction (Kounin, 1970). There are numerous instructional models available, each of which teaches and/or nurtures different kinds of knowledge, thinking, and interaction (Joyce and Weil, 1980). The ability to move flexibly from one teaching model to another strengthens a teacher's classroom management skills by providing options from which the teacher may choose to accomplish desired ends. It enables the teacher to plan appropriately to meet students' needs-academically, developmentally, and culturally. Shifting from one teaching model to another does not come naturally and cannot be done "off the cuff." Teachers must learn a model; practice it; receive feedback and coaching relative to their use of the model, and become familiar with what can and cannot be accomplished through

its use. The group investigation model seems to be appropriate for use with culturally diverse groups and for students who need practice with language and the opportunity to continue their acquisition of language. It has been proven effective for teaching group processes, thinking skills, and cooperation (Joyce, 1985).

### **Group Investigation Instructional model**

**Definition of group investigation:** is a teaching model that address skills (group process), attitudes (respect for other's point of view), and values (cooperation). Through the use of the model, students gain knowledge of the content being addressed. This teaching model described by Joyce and Weil (1980) based on the work of Dewey (1922). The syntax of the model included: (1) encountering a puzzling situation; (2) exploring reactions to the situation; (3) formulating the study task and organization for study; (4) independent and group study; (5) analysis of progress an process; and (6) recycling the activity.

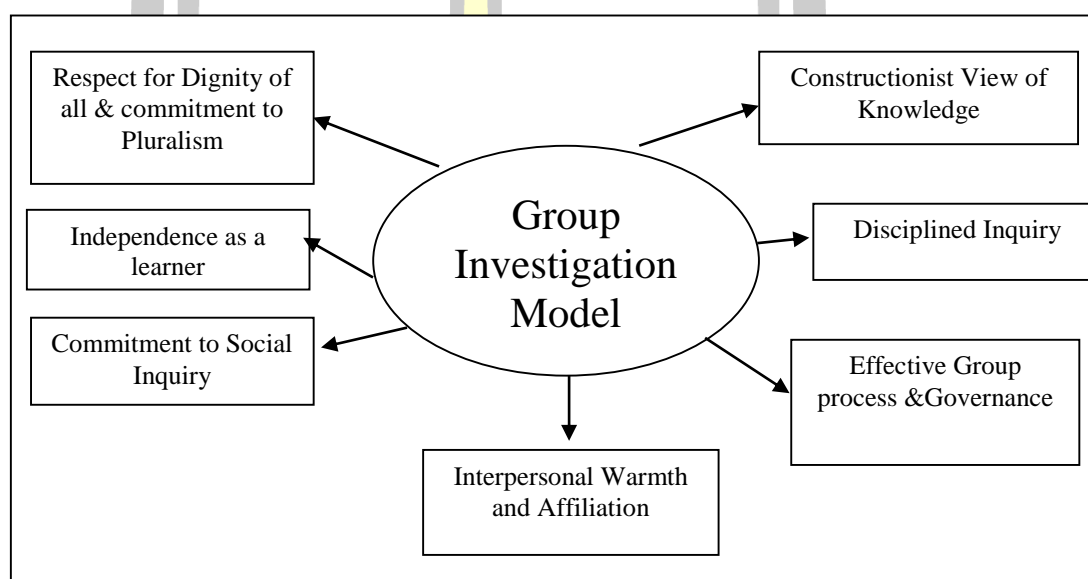
#### **Application**

Group investigation requires flexibility from the teacher and the classroom organization (Joyce and Weil, 1996). Although the model fits comfortably with the environment of the 'open' classroom, it is believed that this model is equally compatible with more traditional classroom. Joyce and Weil have observed successful group investigation teachers in a context in which other subjects, such as math and reading, are carried out in a more structured, teacher-directed fashion. If students have not had an opportunity to experience the kind of social interaction, decision making, and independent inquiry called for in this model, it may take some time before they function at a high level. On the other hand, students having participated in classroom meetings and/or self-directed, inquiry-oriented learning will probably have an easier time.

#### **Instructional and Nurturant Effects**

Group Investigation is highly versatile and comprehensive; it blends the goal of academic inquiry, social integration, and social-process learning (Joyce and Weil, 1980). It can be used in all subject areas with all age levels when the teacher desires to emphasize the formation and problem-solving aspects of knowledge rather

than the intake of pre-organized, predetermined information. According to Joyce and Weil if one accepts Thelen's view of knowledge and its reconstruction, the group investigation model (Figure 2) can be considered a very direct and probably efficient way of teaching academic knowledge as well as social process. It also appears likely to nurture interpersonal warmth and trust, respect for negotiated rules and policies, independence in learning, and respect for dignity of others.



Source: Joyce and Weil (1996)

Figure 2 The group investigation model

In summary, to apply with group investigation, teacher plays a facilitative role directed at group process (helps learners formulate plan, act, manage group) and requirements of inquiry (consciousness of method). He or she functions as an academic counselor. The students react to the puzzling situation and examine the nature of their common and different reactions. They determine what kind of information they need to approach the problem and proceed to collect relevant data. They generate hypothesis and gather the information needed to test them. They evaluate their products and continue their inquiry or begin a new line of inquiry. The central teaching moves to build the cooperative social environment and teach students the skills of negotiation and conflict resolution necessary for democratic problem

solving. In addition, the teacher needs to guide the students in methods of data collection and analysis, help them frame testable hypotheses, and decide what would continue a reasonable test of a hypothesis. Because groups vary considerably in their need for structure (Hunt, 1971) and their cohesiveness (Thelen, 1960), the teacher cannot behave mechanically but must “read the students’ social and academic behavior and provide the assistance that keeps the inquiry moving without squelching it.

### **Definition of Role Play**

**Role playing** is a learning activity that both the personal and social dimensions of education. It attempts to help individual find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. In the social dimension, role play allows individuals to work together in analyzing social situations by sharing idea as working in pairs or groups, especially interpersonal problems, and in developing decent and democratic ways of coping with these situations. In role play, student can talk openly and help each other to complete tasks assigned by teachers.

#### Steps of Role Play

##### Step 1: Identify the Situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

If he/she is in a group and people are unfamiliar with each other, consider doing some icebreaker exercises beforehand.

##### Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

##### Step 3: Assign Roles

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, salespeople). Others will represent

people who are supportive or hostile, depending on the scenario (for example, an angry client).

Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation. (You may find the Perceptual Positions technique useful here.)

#### Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

#### Step 5: Discuss What You Have Learned

When students finish the role-play, they can also discuss what they have learned, so that they can learn from the experience.

Many researchers define role play in different styles:

Compact Oxford English Dictionary (2009) posed that “role play” is the acting out of a particular role, either consciously (as a technique in psychotherapy or training) or unconsciously (in accordance with the perceived expectations of society). It is a class activity which gives the opportunities to student to practice the language aspect, highly flexible, and which has a wide scope for variation and imagination. It represents the experience of some character type in everyday life. The participant is asked to play the part of someone else that is given details about the person and situation that he supposed to be in, besides role play uses different communicative techniques that encourage thinking and creativity of students, develops fluency in languages, promotes interaction in the classroom and increases motivation (Tompkins, 2007 and Livingstone, 1983).

Richard (2002) and Ur (1991) notices that role play is communicative language teaching activity to help learners express their thoughts. Learners will

express ideas themselves in situations. Occasionally, learners ought to play as someone that that is the role of their tasks. Learners may be requested to express in several roles, for example, child and parent, receptionist or visitor, and secretary or manager, etc. Additionally, learners could produce words of the text which is employed to play in various roles. Also, it is one of spoken interaction that learners can spend their experience through various situations is called “role play”.

Ladousse (2004) indicated that role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. In addition, he pointed out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggested role play to be perhaps the most flexible technique in the range of communicative techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs.

Homsin (2009) describes that role play has evolved in to a teaching strategy. Created and designed by teachers, the students act out their roles employing their own methods with imagination or feeling as it pertains to a real life situation.

Homsin (2009) state that speaking activities can be used in role play, namely:

#### **Peer Teaching and Learning**

In the classroom, the students are divided into small groups assigned to present a topic, each group then, openly, critiques or evaluates the other groups' presentation.

#### **Class Debate**

The students select a popular or interesting topic to discuss in the classroom. They, then, share an idea or opinion with others, while they are learning how to work together to solve problems. The teacher observes and helps students about their English skill then correct their mistakes.

#### **Role Playing**

Students choose the context, prepare their roles and act out variable situation relating to daily life experiences.



### **Case Study**

Students are given specific cases to study which illustrate general course. Students may be asked to write an analysis of the case, and prepare detailed questions from the teacher.

### **Creative Scenarios/Simulations**

Teachers generate a greater activity in the students' learning process and increase self-confidence, and then encourage students to reach beyond their normal simulations, creations and thoughts, and seek a new perspective.

To succeed in using role play, the teacher has to understand each type of role. If role play fails, choose another suitable one to achieve objectives of the role play.

Akkus, Gunel and Hand (2007) viewed that the effective role play shouldn't be scripted out in detail, but role play cards with the role elements and complications can be a very useful tool. Students should be prepared by asking questions that incorporate the major parts of the role play and the vocabulary/ idioms involved. After that allow them a few minutes to study the role cards and work out some key sentences. Each role play should be performed at least three times with the students changing roles. The stronger students may act out the role play to the whole class. Teacher may take one of the roles if necessary and avoid making corrections until the role play is finished.

Role play is considered as one of the communicative techniques used to teach and learn the foreign language. In fact, it provides the students with a variety of opportunities that help them to become speakers of the EFL. For that reason, Sogunros (2004) defines role play as an educational activity in which the learners perform a set of defined behaviors with the purpose of acquiring the wanted knowledge (as cited in Westrup and Planander, 2013).

### **Definition of collaborative learning**

**Collaborative learning** is an involving situation in which two or more participants interactively build a joint solution to a problem, and distinguish collaborative activity from activities in which tasks are divided and solved independently by individual group members. Similarly, Johnson and Johnson define collaborative groups as follows:

“A small group may be defined as two or more individuals who (a) interact with each other, (b) are interdependent, (c) define themselves and are defined by others as belonging to the group, (d) share norms concerning matters of common interest and participate in a system of interlocking roles, (e) influence each other, (f) find the group rewarding, and (g) pursue common goals.” (Johnson and Johnson, 1994).

**Collaboration** is the permanence or activities including an element of positive interdependence among of the student groupings, and levels of group, as opposed to individual, accountability to reach the goal of the group.

Emily (2011) defines that Collaboration is the “mutual engagement of participants in a coordinated effort to solve a problem together.” Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. Interactions producing elaborated explanations are particularly valuable for improving student learning.

Roschelle and Teasley, define collaboration as the “mutual engagement of participants in a coordinated effort to solve a problem together” (as cited in Dillenbourg et al., 1996). Collaboration can be seen as “coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem” (Roschelle and Teasley, 1995). Research on collaboration has developed within three distinct strands: research that compares group performance to individual performance, studies identifying the conditions under which collaboration is more or less effective, and research investigating the characteristics of interactions that mediate the impact of collaboration on learning, including use of new technologies that facilitate asynchronous text-based interactions.

Van Boxtel et al. (2000) explain, collaborative learning activities allow students to provide explanations of their understanding, which can help students elaborate and reorganize their knowledge. Social interaction stimulates elaboration of conceptual knowledge as group mates attempt to make themselves understood, and research demonstrates that providing elaborated explanations improves student comprehension of concepts. Once conceptual understandings are made visible through verbal exchange, students can negotiate meaning to arrive at convergence, or shared understanding.



In conclusion, as in collaboration, collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. Interactions producing elaborated explanations are particularly valuable for improving student learning, especially for the student providing such explanations. Nonresponsive feedback, on the other hand, can be detrimental to student learning in collaborative situations.

### **Development of Collaboration Skills**

This section reviews the limited theoretical and empirical literature on development of collaborative capacities, including how collaboration skills first appear and develop over time.

According to Tudge (1992), early work by Piaget and Vygotsky is informative with respect to development of collaboration skills in young children. From a Piagetian perspective, children younger than 7 may lack the developmental skills to benefit from collaboration because they have not reached the concrete operational stage, or the stage at which logical reasoning first appears and children begin to apply mental operations to concrete problems such as conservation tasks. Once children have attained this stage, however, they appear to benefit from collaboration. For example, research in the Piagetian tradition suggests that when conservers are paired with non-conservers on a conservation task, non-conserving members are highly likely to reach conservation, whereas conserving members are very unlikely to regress as a result of interaction (as summarized in Tudge, 1992). Dillenbourg et al. (1996) similarly observe that Piaget's theory leads to specific expectations for development of collaboration skills. For example, pre-operational children may lack the ability to benefit from collaboration because they cannot de-center from their own perspective, suggesting they may have difficulty recognizing the views of others. Similarly, preschool-age children may lack the ability to sustain discussions of alternative hypotheses. For collaborations to produce the interactions necessary to support learning, children serving as "tutors" must be skilled at the task and must be able to reflect on their own performance. The authors point out that even if young children are able to serve as skilled tutors to their less able peers, 5- and 6-year-olds may not have the ability to inhibit their own actions enough to allow

someone else to learn something they themselves already know how to do (Dillenbourg et al., 1996).

## Speaking skill

### Defining Speaking:

Speaking, as one of the four skills, should be developed to develop the students' ability communicating in English. According to Hedge (2003), learning speaking is very important for students. Speaking is an activity to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language. The ability to understand what other people talk and to answer in the target language is the indication of mastery the language. The ability of speaking will maintain their involvement in the real communication of English and express ideas and thought. Vasquez, Angela and Philip (2013) defines that Oral language fluency is the ability to communicate in the target language in a broad range of situation in a way that is easily understood both informal conversational language and being able to talk about academic subject area. They elaborated that Peer talk is easier ELLs to understand and will provide a model to assist in developing their speaking skills and some suggested strategies that teachers can try in order to help increase the amount of student talk time in class:

Plan carefully what you will say in advance to reduce the amount of teacher talk.

Plan questions that will engage your students in meaningful discussions

Plan a range of questions, form yes.no and choice questions that can answered by preproduction and early production students to more complex "why" questions that can be challenge the speech emergent and intermediate fluency students.

To maximize student's talk time, have students discuss the questions in small group of three or four before posting questions to the whole class:

Designate a speaker for small groups and rotate that responsibility.

Give small groups the opportunity to report their answer to the class orally.

Attempting to elaborate more on the interactive nature of speaking, Burns and Joyce (1997) and Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

**Aspects of speaking:**

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

**a. Speaking is face to face:**

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet and Carter, 2001). Thus, communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997 ; Widdowson, 1998 and Burns, 1998).

**b. Speaking is interactive:**

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. (Bygate, 1998 and Cornbleet and Carter, 2001)

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation

between people of different cultures and languages (Mackey, Gass and McDonough, 2000).

### **c. Speaking happens in real time:**

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987, Foster et al., 2000 and Hughes, 2002). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

### **Spoken versus written discourse:**

Understanding the subtle differences between written and spoken discourse helps in planning instruction in the light of these distinctions. It helps also to overcome the problems with traditional approaches to teaching speaking overlooking such differences. Basically, spoken discourse is different from written discourse in three main parameters: planning, contextualization and formality. Speech is more commonly unplanned, contextualized and informal than writing. In addition, speech is more reciprocal than is writing (Tarone and Yule, 1989 ; Nunan, 1989 and Carter and McCarthy, 1997). Specifically, speaking can be distinguished from writing in many areas. These include:

**Discourse structure:** the spoken discourse is characterized by: reciprocal openings and closings, interactive negotiation of meaning and conversation structures.

Besides, it is characterized by the use of simple linking devices (discourse devices) such as 'and, ' but', 'anyway', 'right' rather than complicated ones used in written discourse (Nunan, 1989 ; Dinapoli, 2000 and Miller, 2001).

**Typical features** of the speech stream (e.g. segmental and suprasegmental features, pauses, hesitations, interruptions, and false starts) (Bygate, 1998).

**Features related to the cultural nature** of speaking. The spoken discourse contains numerous social and contextual factors as well as pragmatic presuppositions (Carter and McCarthy, 1997).

**Grammatical and lexical features:** As for grammar, the spoken language is characterized by:

Contractions and elliptical constructions lacking subjects or rejoinders; ex: (sure, me too, or not now, thanks) (Widdowson, 1998).

Incomplete sentences called "utterances" (Tarone and Yule, 1989).

Fronting which refers to the movement of an element from its position and its relocation as the first element in a construction to allow a focus to fall on it (Nunan, 1989 and Foster et al, 2000)

As for lexis, spoken English has a lower lexical density than written English, using more grammar words and more verb phrases than noun phrases. Furthermore, spoken language is characterized by what is called "*vague language*" which refers to objects and events in general terms especially when speakers are uncertain or don't want to sound too particular; e.g. (by the window or something) (Widdowson, 1998). Spoken language is characterized also by fixed expressions that play an important part in enhancing fluency during speaking. Examples of fixed expressions include expressions such as "a matter of fact, once and for all...etc" (Carter and McCarthy, 1997 and Segowitz, 2000).

**Purpose of speaking:**

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989). Clearly, in this type of interaction, accurate and coherent communication of the message is

important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002). On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Tarone and Yule, 1989). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented.

Speakers' talk in this type tends to be limited to quite short turns (Dornyei and Thurrell, 1994 and Richards, 1990). However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another (Brazil, 1995). So both purposes can be viewed as two dimensions of spoken interaction. Analyzing speaking purposes more precisely, Kingen (2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. **Personal** - expressing personal feelings, opinions, beliefs and ideas.
2. **Descriptive**- describing someone or something, real or imagined.
3. **Narrative**-creating and telling stories or chronologically sequenced events.
4. **Instructive**-giving instructions or providing directions designed to produce an outcome.
5. **Questioning**-asking questions to obtain information.
6. **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. **Imaginative**-expressing mental images of people, places, events, and objects.



**8. Predictive**-predicting possible future events.

**9. Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.

**10. Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

**11. Explanatory**-explaining, clarifying, and supporting ideas and opinions.

**12. Informative**-sharing information with others

This list corresponds closely to the language functions explained by Halliday (1975).

### **Speaking genres:**

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them (Hughes, 2002). Carter and McCarthy (1997) classify speaking extracts in terms of genres as follows:

**Narrative:** A series of everyday anecdotes told with active listener participation.

**Identifying:** Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.

**Language-in-action:** Data recorded while people are doing things such as cooking, packing, moving furniture... etc.

**Comment-elaboration:** People giving casual opinions and commenting on things, other people, events and so on.

**Debate and argument:** Data, in which people take up positions, pursue arguments and expound on their opinions.

**Decision-making and negotiating outcomes:** Data illustrating ways in which people work towards decisions/consensus or negotiate their way through problems towards solutions. It is recognized that no speech genre can be entirely discrete; for example, narratives can be embedded within other main generic categories.

Furthermore, speaking genres overlap with language functions explained before.

### **Speaking sub- skills:**

Many people believe that informal everyday conversation is random. Moreover, unfortunately, most ELT course books do not deal with speaking by breaking it down into micro- skills. Instead, they often have the vague aim of "promoting learner's fluency" (Sayer, 2005). However, a fundamental issue to understand the nature of speaking is to analyze it in terms of competencies- underlying abilities- that characterize the speaking proficiency. It is generally assumed that such underlying abilities have some sort of structure, made up of different components, with some sort of interaction and interrelationship between them. It is also assumed that different performances draw upon these underlying abilities in different but comprehensible ways (Bachman, 1990 and Widdowson, 1998). Of course, identifying these competencies will help in teaching them and hence determining how far they have been achieved. Eventually, some of the taxonomies used to define speaking sub-skills adopt a communicative stance assuming that speaking is mainly used for communication. These are mainly general models of language ability that are used to analyze speaking as well as other skills. However, there are other taxonomies that are considered speaking-specific which concentrate on distinguished characteristics of speaking. These taxonomies are based on analyzing competencies underlying conversational skills. The models or taxonomies belonging to both previous categories provide alternative frameworks for defining speaking skills. One model can be selected or several ones can be integrated to provide a more comprehensive perspective of speaking ability (Luoma, 2004).

### **Communicative competence taxonomies:**

As argued before, these models consider speaking a manifestation of the learner's communicative competence (McCarthy and Carter, 2001). Sub-skills underlying communicative competence are addressed by several researchers as follows:

### **The communicative competence model:**

Canale (1984) developed a framework of communicative competence based on an earlier version by Canale and Swain (1980). He distinguished among four elements in communicative competence: Grammatical competence, sociolinguistic competence, discourse competence and strategic competence.



**Grammatical competence** includes language rules such as vocabulary, formation of words or sentences, and pronunciation.

**Discourse Competence** includes an understanding of how spoken texts are organized and is related to the cohesion and coherence of utterances.

**Pragmatic Competence** is compensatory in nature, drawn on when the developing language system of the second/foreign language learner is deficient in some regard. It refers to mastery of both verbal and nonverbal communication strategies. The criticism directed to this model was mainly based on its lack of operational descriptions of how these sub-competencies actually operate when speakers use language. It requires accuracy and fluency.

To measure speaking skill, rubric score is used (see table 2 in appendix)

### **Teaching of Speaking**

According to Harmer (2007), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

#### **a. Principles for Designing Speaking Techniques**

Brown (2001) suggests some principles for designing speaking techniques as follows:

1. Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies.

### **b. Types of Classroom Speaking Performance**

Brown (2001) suggests some types of classroom speaking performance as follows:

#### 1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

#### 2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

#### 3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

#### 4. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

#### 5. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

#### 6. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

### c. Types of Classroom Speaking Activities

Harmer (2002) explains a number of classroom speaking activities as follows:

#### 1. Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity.

#### 2. Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

#### 3. Discussions

This activity needs to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

#### 4. Prepared talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.

#### 5. Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basis of written work, discussions, or prepared talks.

## 6. Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for what they are saying. Third, they allow the students to use a much wider range of language.

### d. The Roles of Teacher

During speaking activities, the teachers need to play a number of different roles. Harmer (2007) points out three roles of teachers in teaching speaking.

#### 1. Prompter

Students are sometimes confused, cannot think of what to say next which makes them lose the fluency we expect of them. The teacher as a prompter has a role to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

#### 2. Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement or maintain creative atmosphere.

#### 3. Feedback provider

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

### e. Assessing Speaking

Brown (2001) suggests assessment tasks for interactive speaking (interpersonal and transactional):

#### 1. Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a

direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

## 2. Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

## 3. Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

## 4. Games

Among informal assessment devices are a variety of games that directly involve language production.

### **f. How to Give Feedback in Speaking**

Harmer (2002) says when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

- a. Repeating the errors or mistakes made,
- b. echoing like a precise way of pin-pointing error,
- c. making statement or question for example "That's not quite right" and so forth,
- d. hinting which is a quick way of helping students to activate rules they already know,
- e. giving a facial expression or gesture indicating there is something wrong with the performance,
- f. reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-

flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication breaks down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

### **g. Criteria for Speaking Assessment**

Planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance (Richards, 2008). For any activity we use in class, whether it be one that seeks to develop proficiency in using talk as interaction, transaction, or performance, we need to consider what successful completion of the activity involves. Is accuracy of pronunciation and grammar important? Is each participant expected to speak for about the same amount of time? Is it acceptable if a speaker uses many long pauses and repetitions? If a speaker's contribution to a discussion is off topic, does it matter? As the above questions illustrate, the types of criteria used to assess a speaker's oral performance during a classroom activity will depend on which kind of talk and the kind of classroom activity to be applied.

1. Total number of contributions made
2. Responding supportively
3. Responding aggressively
4. Introducing a new (relevant)
5. Digressing from the topic

A speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include:

Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners. Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require

different kinds and levels of preparation and support, and different criteria must be used to assess how well students carry them out.

### Scoring Methods

1. Holistic – look at all the features and assess results.

5 = Excellent

4 = Very good

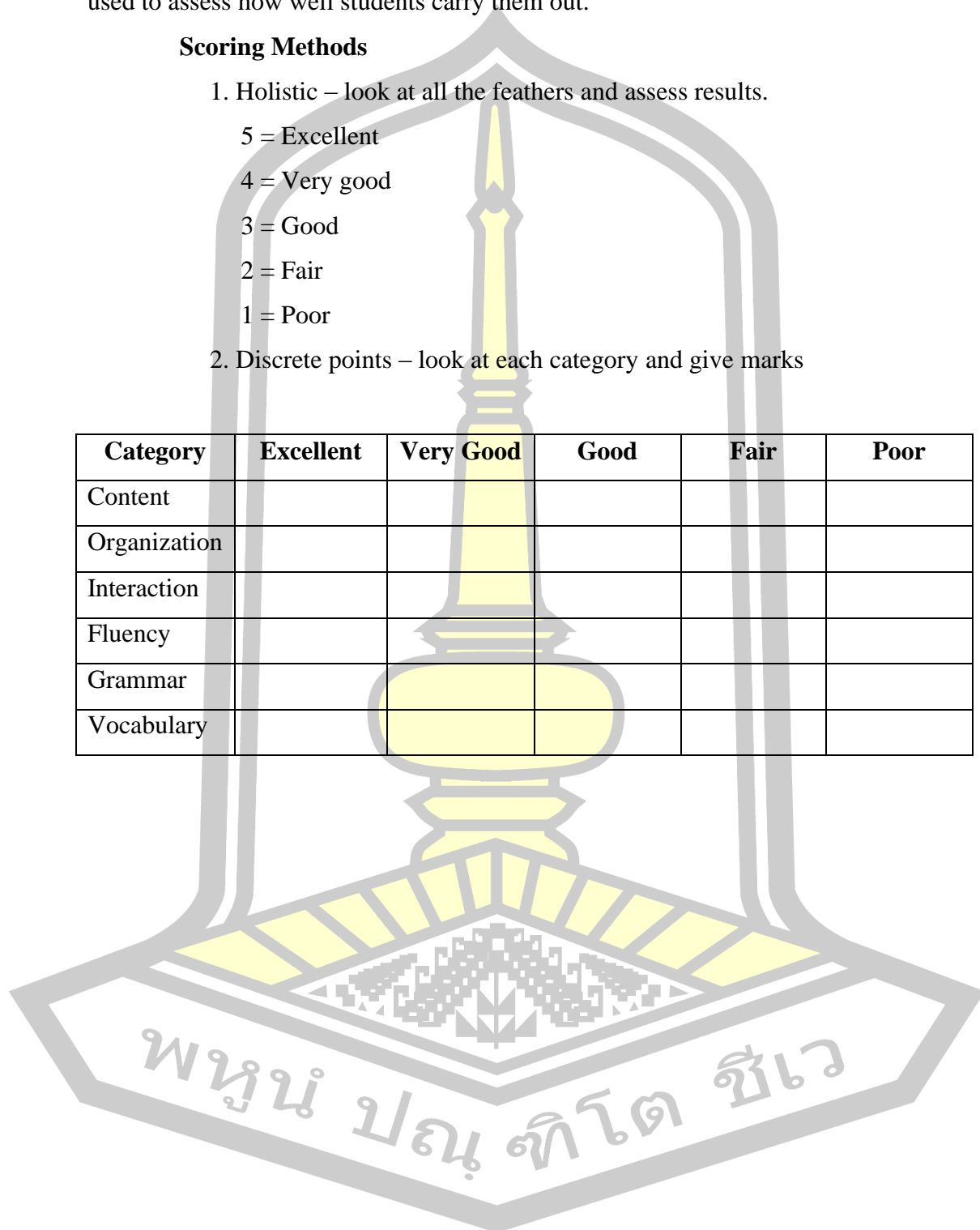
3 = Good

2 = Fair

1 = Poor

2. Discrete points – look at each category and give marks

Category	Excellent	Very Good	Good	Fair	Poor
Content					
Organization					
Interaction					
Fluency					
Grammar					
Vocabulary					





### 3. Speaking marking scheme

Excellent (5)	Speech is smooth, pronunciation is clear. Vocabulary: idiomatic and extensive , Use advanced structure.
Very Good (4)	Speech is sometimes hesitant, but generally smooth. Less fluent than native speakers. Pronunciation has accent but not significant mispronunciation. Vocabulary is usually appropriate and descriptive. Use of some advanced structures.
Good (3)	Some hesitation, and often rephrases or searches for words. Pronunciation usually can be understood. Accent and mispronunciation do not interfere. Vocabulary generally appropriate; paraphrases when lacking words. Use intermediate structures and some knowledge of advanced structures.
Fair (2)	Speech: hesitant, pausing often interrupts conversation. Pronunciation requires careful listening and sometimes leads to misunderstanding.  Vocabulary; self- expression is limited because of the lack of vocabulary. Lack of control of structural patterns.
Poor (1)	Speech is slow, hesitant and uneven. Pronunciation is very difficult to understand. Vocabulary: basic use of vocabulary. Grammar use indicates beginner structures.

#### Related Literatures and Conclusion

Group Investigation is one of the cooperative learning models. Johnson and Johnson (1990) states that cooperative learning techniques based on group investigation methods focus on problem solving tasks. In this task, students gather necessary information; engage in exchange and interpretation of ideas. then finally they have to present their result of the discussion with their group in front of the class.

Rolheiser and Anderson (Cohen, 2004) states that the focus of the group investigations has varied from teacher experiences with educational change, to school-wide approaches to curriculum (literacy, math, etc.), and to exploration of the



policies, practices, and theories associated with contemporary education issues (e.g., school violence, antiracism, parent involvement, bullying, special education, computers in schools). We require students to reflect on their experience as learners in a group investigation and to discuss applications of group investigation.

In addition, Brody and Nagel (Cohen, 2004) claims that the teacher might conduct group investigations on a contemporary issue, or organize small group discussions. Foreign language interns need to understand the relationship between student-talk and both informal and formal structured tasks for practicing and expanding specific aspects of language learning. The science coordinator expects interns to learn how to conduct laboratories and to construct experiences that rely on both collaborative and cooperative learning approaches. Science interns focus on the value of complex tasks for student-directed inquiry and conceptual understanding.

Arends (2008) states that Group Investigation originally designed by Herbert Thelen. More recently, this approach is extended and enhanced by Sharan and his colleagues at Tel Aviv University. Group Investigation is probably a cooperative learning approach to the most complex and difficult to implement, contrast with the STAD and Jigsaw. Group Investigation involves students in planning the topics to be studied and how to run the investigation. This requires norms and class structure that is more sophisticated than the approaches in teacher centered.

Another study from Oferischa and Anwar (2018) stated that Group Investigation is a good technique in improvement students' speaking skill. It is very useful and applicable to be used in speaking class. It made the students to be more creative in expressing their idea. They were able to relate information in the text to their own life. Group Investigation also helps teacher and students to present the material effectively in speaking.

Based on the study of Sarah E. Bakke (1986), the group investigation instructional model, accommodates the social aspects of life and provides students with experience-based learning which will transfer to situations in later life. It offers a strategy which teachers may use to bring together what are identified as three basic aspects of teaching and learning: experience, interaction with others, and meaningfulness or the involvement of the emotions. Use of the model involves the development of negotiation skills which students will use throughout life.

In addition, a study from Asrarul Mudifdah (2016) on The Application of Group Investigation in Speaking class by an English teacher at Tenth Grade SMAN 4 KEDIRI clarified that Group Investigation was more effective method for students because they could be more active at the class and made communication and interaction with other students run well and they could also exchange some ideas with other students. And almost all of students played an active role in the discharge of the duties respectively. Expected there was no passive student, in the group of active students who helped each other to passive student, and teachers played a role in this activity to help students who got difficulties or do not understand.

Another study from Iman (2017) on Improving the student's Speaking skill through Group investigation of the seventh grand students OFMTs Sudirman Jambu Semarang in the academic year 2016-2017 stated that the usage of group teaching Model can help students to improve their speaking skill. The researcher observed how the students interested in steps of group work. By leading the lesson in group, the students could share their finding of text in identifying generic structure of descriptive text. They shared their own answer of the task given better in group than telling it in front of class. The improvement of students' achievement in speaking performance by the media of descriptive text after being taught by using group investigation could be seen from the average score of students before and after the treatment

Reni (2015) studied on The implementation of Group Investigation method to improve students' Speaking at the Eighth Grade of MTS DARUL FIKRI Academic 2015-2016 claimed that using group investigation method has many benefits for the activities at the learning process, for example it can be useful for increase students speaking skill in studying English, make more confidents to speak up in target language in the process of teaching learning.

### **Conclusion**

As stated in the background of the study in previous section, there are a number of advantages of group investigation technique. First, it can improve students' academic achievement. Slavin (2008) reveals that cooperative learning techniques including group investigation is helpful to achieve personal learning goal by

achieving group learning goal. If a member of a group wants to achieve his/her goal, she/he must help achieving the group goal. By doing together to get the group goal, the students can apply an appropriate way to get the success in learning. In cooperative learning classroom, the higher students help the lower achievers. Second, it motivates students to learn. Students' learning motivation plays an important role in determining the success of their academic performances. Group investigation can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson. The implementation of group investigation can increase students' participation in the lesson. Third, it decreases the clever students' dominance from the low achievers. Since all students, including the shy or weak ones, should participate in reporting the answer. It encourages peer tutoring from clever students who know the answer to other team members who do not. The teachers can maximize their learning when they give the students the role of tutor, so that they may participate in both explaining and answering in the lesson. Forth, it can promote the students' awareness in to get the learning goal from the first place; planning. Sharan and Sharan (1989) states that in group investigation, the students take an active part in planning what they will study and how. They form cooperative groups according to common interest in a topic. Fifth, it can develop students' critical thinking. Harris and Hanley (Cohen, 2004) states the overall goal of group investigation is to develop higher-level critical thinking skills. The strategy divides the students in the class into groups, uses multifaceted learning tasks, and includes multilateral communication among the students. Moreover, based on a result of the review of literature from Sarah E. Bake (1986), his study utilized qualitative and case study methodology conducted by a collaborative team, which included the investigator and four elementary classroom teachers, to describe the initial use of the group investigation instructional model.

## CHAPTER III

### RESEARCH METHODOLOGY

In conduction of this research, “The Implementation of Group Investigation Instructional Model with Role- Playing to enhance English Speaking skill and the behavior of collaboration of Grade 11th students”, researcher utilizes mix methods to investigate the issue. This operation of the study is as follows:

1. Population and Sample
2. Research and Constructive Instruments
3. Data Collection
4. Data Analysis

#### **Population and Sample**

The population in this study was 483 students in Grade 11 of Back Touk High School, which is located in the Seven Makara district in Phnom Penh of Cambodia. They were divided into eight classes in the second semester of the academic year 2017 and 2018. The students were selected by using cluster random sampling. It was impossible to select a few students from each class to create a group for this research study. According to the recommendation given by the school principal and assistant teacher, the researcher selected one class of these eight classes for the implementation of this study of group investigation in English language learning. Thus, in this study, 32 students were involved in the implementation, which took 18 hours.

#### **Research Instruments**

The research instruments consisted of

1. Lesson plan
2. Speaking performance form
  - 2.1. Interview form (*Authentic questions for interview*)
  - 2.2. Rating scale of speaking performance

### 3. Behavior of collaboration form

**Instrument of the construction and quality** was done to find the quality of each instrument. It was conducted as follows:

#### 1. Lesson Plan.

After each lessons were checked by the experts to find the quality (see table 1 in the appendix), the researcher made course syllabus (see table 2 below) and conducted six lessons: beach, leisure in Cambodia, three favorites, weather forecast, weather in Europe and Khmer boxing from English text book 5 (2001). The researcher also made lesson plans from the six units such as each objective as shown below, and the rest lesson plans are in the appendix.

#### LEISURE

Phase 1: Students encounter puzzling situation

- Students watch video about the People who like enjoying
- Students is thinking and asked what they have watched

Phase 2: Students explore reaction to the situation

- Students react and get understanding how important the LEISURE is and discuss its matter (where most people like to go for their LEISURE)
- Students identify what LEISURE is and why it is important

Phase 3: Students formulate study task and organize for study

- Students go to Library/internet from smart phone, search for the documents about LEISURE places and note the interesting places
- Students reads the newspaper about countries that like having LEISURE and compare it with the previous one (Video)

Phase 4: Independent and group study

- Students read the received information out loud and then compare it with their friends
- Students work in groups of 4, read and share the information

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information and make it into a mind-map
- Students read it to the class and ask for their friend's reflection

Phase 6: Recycle activity with Role-Playing (done in 2nd and 3rd hour)

- Students work in group of four (one represents MC, Dara as interview, Scheata and as Mary) to talk about the Socheata group to visit Kampong Som and about Mary trip to Thailand (How were their LEISURE joining in Asean, when, what benefit)

- Students change their roles and then tell the class again about LEISURE (Why/where most people like to go for their LEISURE)

#### Measurement/assessment

Groups discussion is rather used to make students feel comfort while talking teacher takes note while students are discussing on the provided topic and the assistant teacher gives the score by using rubric scoring.

#### Suggested activities

- Students are assigned some tasks to check for information Leisure  
- Students prepare the scripts for their upcoming role play in second or third session (perform in the 6th step)

Table 1 The related title of unit and objective learning.

Unit	Title	Objective	Duration
Unit 1	(1) The BEACH	1. students will able to speak English using vocabulary related to Beach fluently and accurately. 2. students will learn how to collaborate in groups	3 hours
Unit 2	(2) Leisure in Cambodia	1. students will able to talk about Leisure in English fluently and accurately. 2. students will learn how to collaborate in groups by sharing idea and taking turn.	3 hours



Table 1 (Continued)

<b>Unit</b>	<b>Title</b>	<b>Objective</b>	<b>Duration</b>
<b>Unit 3</b>	(3) Three Favorite	<p>1. students will able to speak and explore about their different favorites in English fluently and accurately.</p> <p>2. students will learn how to collaborate and work in groups</p>	3 hours
<b>Unit 4</b>	(4) Weather forecast	<p>1. Students will able to speak English using weather forecast fluently and accurately in front of their friends and teacher.</p> <p>2. students will develop in collaborating in groups</p>	3 hours
<b>Unit 5</b>	(5) Weather in Europe	<p>1. Students will able to speak and present about Weather in Europe in English fluently and accurately.</p> <p>2. students will learn how to encounter and collaborate in groups.</p>	3 hours
<b>Unit 6</b>	(6) Khmer Boxing	<p>1. Students will able to speak and narrate about Khmer Boxing in English fluently and accurately.</p> <p>2. Students will learn how to exchange information and collaborate in groups.</p>	3 hours
<b>Total</b>			18 hours



## 2. Speaking performance form

2.1. Interview form (*Authentic questions for interview*). The researcher used four main authentic questions with the total score 60 which were checked by the three experts using IOC (Item Objective Congruence Index) (see table 3 in appendix) to give the quality which was divided in three parts: Grammar competence, Discourse Competence and Pragmatic Competence (see table 4 below). The form was employed by rating scale Likert method with below criteria (Boomchom Srisa-Ard, 2014).

2.2. Rating scale of speaking performance. It was done to give the scores based on three parts: Grammar competence, Discourse Competence and Pragmatic Competence (see table 5 in appendix)

Table 2 Authentic questions for interview

N	Questions	Grammatical Competence				
		5	4	3	2	1
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				
		Discourse Competence				
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				

Table 2 (Continued)

N	Questions	Pragmatic Competence				
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				
		Total ...../60				

Table 3 The rating scale rubrics for correcting students' speaking performance First: Grammatical Competence

1- Grammar				
5 (Excellent)	4 (Very good)	3 (good)	2 (Fair)	1 (Poor)
A relatively effective use of grammatical rules (within level of proficiency 1st secondary).	Almost no grammatical inaccuracies except for occasional few grammatical errors.	Some grammatical and word order errors occur which may cause misunderstanding.	<b>Frequent</b> minor and major errors in grammar that Impede comprehension; speech may be characterized by a confusion of structural elements.	<b>Almost</b> all grammatical patterns inaccurate, except for a few stock phrases. Grammatical mistakes severely hamper communication.

Table 3 (Continued)

<b>Second: Discourse Competence</b>				
<b>1. To organize discourse coherently and cohesively (coherence and cohesion).</b>				
<b>5 (Excellent)</b>	<b>4 (Very good)</b>	<b>3 (good)</b>	<b>2 (Fair)</b>	<b>1 (Poor)</b>
Discourse is generally coherent with clear, logical organization. It contains enough details to be generally effective. Cohesive devices, references, fillers are used effectively.	The speaker can almost structure the discourse according to the genre. The discourse is almost coherent. Few errors in the use of cohesive devices, which don't affect organization.	Discourse is sometimes affected by its unclear organization and it may lack enough details. Mostly simple cohesive devices are used. Referents and conjunctions are used sometimes incorrectly.	Response is often incoherent, loosely organized and utterances hesitant, often incomplete and restricted in length. Response often lacks details. Rare use of even simple conjunctions.	incoherent. Utterances halting, fragmentary with no references and no use of cohesive devices and lack of linguistic competence interferes with discourse competence.

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Table 3 (Continued)

<b>Third: Pragmatic Competence</b>				
<b>2. To express a range of functions effectively and appropriately (functional competence) including fluency and accuracy</b>				
<b>5 (Excellent)</b>	<b>4 (Very good)</b>	<b>3 (good)</b>	<b>2 (Fair)</b>	<b>1 (Poor)</b>
<p>The speaker is able to fulfill a wide range of functions to satisfy the goal of the task.</p> <p>The speaker generally considers register and demonstrates appropriate response.</p> <p>The speaker can express herself fluently and smoothly with no pauses and hesitation.</p>	<p>The speaker is almost able to fulfill required functions clearly and effectively.</p> <p>Almost appropriate response to audience/ situation.</p> <p>Errors not significant enough to be likely to cause social misunderstandings.</p> <p>Delivery is smooth with few pauses that don't strain the listener or impede communication.</p> <p>Pauses to think of ideas rather than language.</p>	<p>The speaker may lack skill in selecting language to carry out the intended functions.</p> <p>Evidence of response to role and setting, but inappropriate responses may sometimes cause social misunderstanding.</p> <p>Occasional and noticeable hesitations.</p> <p>Communication is achieved but strains the listener at times. The speaker may pause to think of language.</p>	<p>The speaker often lacks skill in selecting the language that addresses the intended functions.</p> <p>Functions most of the time are performed unclearly and ineffectively.</p> <p>Generally inappropriate response to audience/ situation.</p> <p>Delivery is often slow and utterances are characterized by frequent pauses and hesitations that impede communication and constantly strain the listener.</p>	<p>Unable to perform the functions in the spoken language.</p> <p>No evidence of ability to respond to audience/ or register.</p> <p>Delivery so slow that only few words are produced.</p>

### 3. behavior of collaboration form

Assistant teacher and researcher discussed the form of observation how to observe during class teaching. Later on the observation form was checked by the three experts in order to find out the quality. The observation was conducted every unit by the assistant teacher and the researcher with the observation check list (see table 6, 7 & 8 in appendix).

#### Data Collection

Data was collected and the study was done in the authentic classroom taking 22 hours (see table 8). It took around two hours based on how English fluency the students spoke (fluently speaking students took less than 3 minutes while less fluent one did more than 3 minutes). English speaking ability interview was employed as a pre-test using four main questions in total score 60 divided in three parts: Grammar competence, Discourse Competence and Pragmatic Competence which covered the four chapters taking four hours for 32 students. The authentic interview was conducted by one assistant teacher as the score giver using rubric measure and the researcher as interviewer. While being interviewed, voices were also recorded. The post-test was employed taking two hours after the six units were taught. Each lesson plans using the Group Investigation Instructional Model with role playing was used in a language classroom with 32 students meanwhile the assistant teacher and researcher facilitated and observed by giving score using 5 rating scales.

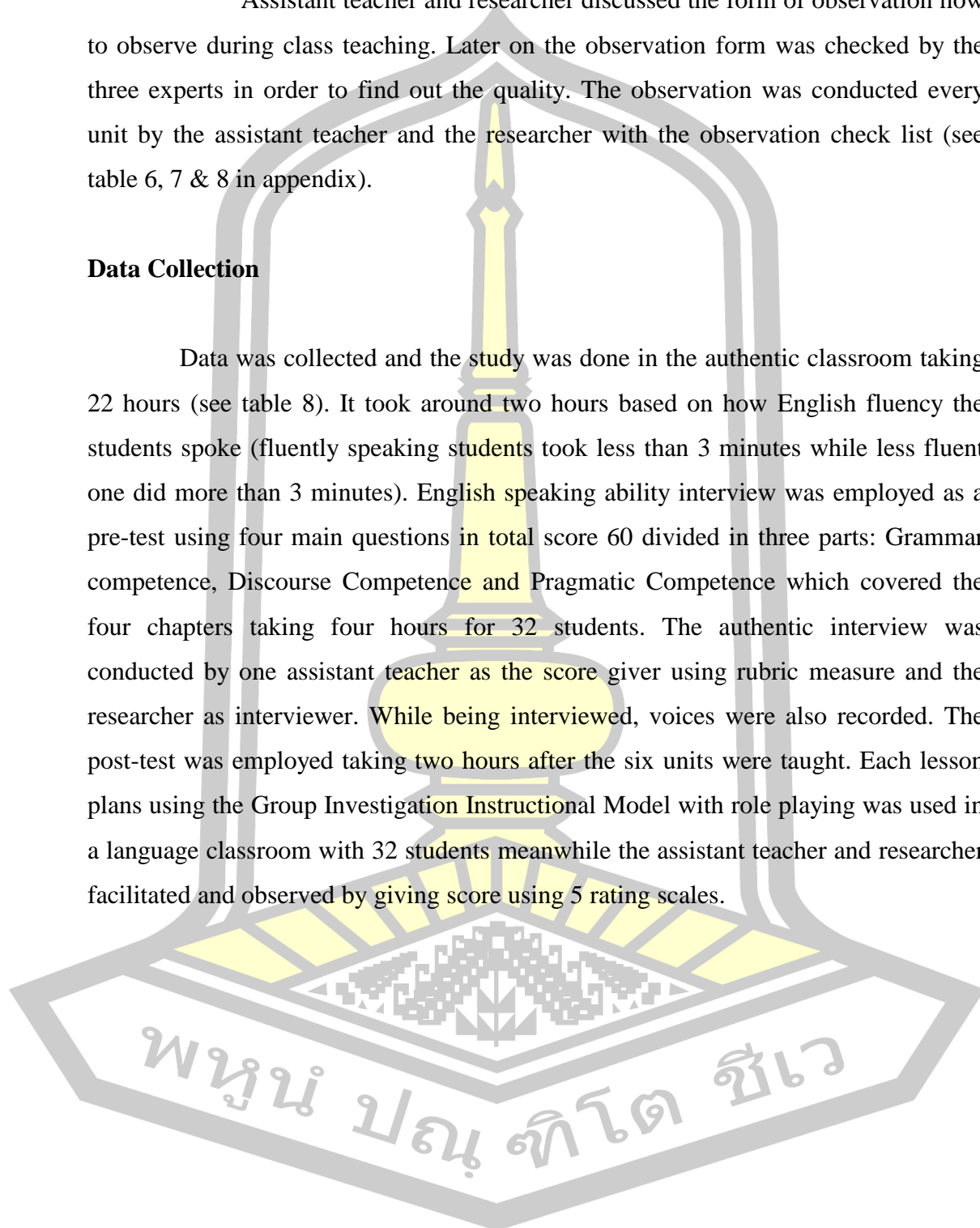


Table 4 Time frame/1hour-Teaching

time frame \ unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Pretest																							
Unit 1																							
Unit 2																							
Unit 3																							
Unit 4																							
Unit 5																							
Unit 6																							
Posttest																							

### Data Analysis

Quantitative analyses were done. The quantitative analyses were from the authentic English-speaking interview as pre-test and post- test. The data, then, were analyzed by using analytic scoring rubric, they are grammar competence, discourse competence and pragmatic competence. The scales of the score were Excellent (5 marks), Very good (4 marks), Good (3marks), Fair (2 marks), and Poor (1 mark) (Richards, 2008). The researcher compared the mean of the English-speaking interview with the four questions before and after the Group Investigation Instructional Model with role-play was applied. The researcher and assistant teacher were responsible for four groups in each. Observation form for collaboration was observed and the rating score was employed for each unit.

### Statistic

To find out significant difference between the means of two groups, which may be related in certain features, researcher used a t-test to compare two means (pre-test and post-test) before and after the Group Investigation instructional model was employed.

## CHAPTER IV

### RESULTS

The purposes of this study are: (1) to develop English speaking skill (2) to study on behavior of collaboration and (3) to compare English speaking skill before and after by using Group Investigation Instructional Model with Role-Playing.

#### Purpose 1 : to develop English speaking skill

Table 5 the average of student development in English speaking

n = 32						
4 authentic questions	$\bar{X}$		S.D.		%	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Grammar Competence/20	7.59	9.31	3.87	4.28	37.97	46.56
Discourse competence/20	7.56	8.91	3.55	4.23	37.81	44.53
Pragmatic competence/20	8.03	8.63	3.70	4.30	40.16	43.13
Total = 60	23.18	26.84	11.12	12.75	38.65	44.84

From the table 5, the percentage in which students could develop their speak English in different situations such as an interactive process of constructing meaning, producing, receiving and processing information was not much ( $\bar{X}$  pre-test = 23.18; post-test = 26.84 ; S.D. pre-test = 11.12 ; post-test = 12.75) as most of them focused mainly on the main subjects such as Math, cemetery. However, they could express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. With Group Investigation Instructional with Role play, most students developed their speaking capacity in term of grammatical competence ( $\bar{X}$  ; pre-test = 7.59 ; post-test = 9.31 ; S.D. ; pre-test = 3.87 ; post-test = 4.28),



discourse competence ( $\bar{X}$  ; pre-test = 7.56 ; post-test = 8.91; S.D. ; pre-test = 3.55; post-test = 4.23), and pragmatic competence ( $\bar{X}$  pre-test = 8.03 ; post-test = 8.63 ; S.D. pre-test = 3.70; post-test = 4.30). From the table 9, it was clearly seen that each competence the students developed every slightly. However, they were still happy and motivated when they could work in groups encouraging their friends able to speak English and vice versa.

**Purpose 2 : To study on behavior of collaboration**

Table 6 Mean of Teacher's observation on students' behavioral collaboration

n = 32		
Unit	$\bar{X}$	S.D.
1	1.63	0.79
2	2.00	0.67
3	2.31	0.78
4	2.81	0.78
5	3.44	0.76
6	3.97	1.00
Average	2.09	0.97

To response to purpose (2), the behavior during group collaboration was significantly related to medium ability students more likely than others to correctly solve problems aloud with little or no assistance in the medium level. From the table 10 in which the Group Investigation Instructional Model was employed using collaboration observation form, it showed that student could improve the behavior of collaboration. In a cooperative team situation, individualism (students who work by themselves to accomplish goals unrelated to other students) impedes cooperation. "In individualistic learning situations, the goals students achieve are independent, while cooperation is working together to achieve shared goals. Effective collaborative learning can also offer benefits such as increased coverage of relevant information,

higher confidence in the quality of search findings, and greater productivity due to a reduction in redundant effort. They could also share idea from cognitive level such as conflict resolution and negotiation in cognitive thinking on deep-featured, communication with decision making in the interplay of metaphor and collaboration and coordination to lower level students in the group and at the same time, they also could push each other to speak English while working groups ( $\bar{X} = 2.09$  ; S.D. = 0.97)

**Purpose 3 : to compare English speaking skill before and after by using Group Investigation Instructional Model with Role-Playing**

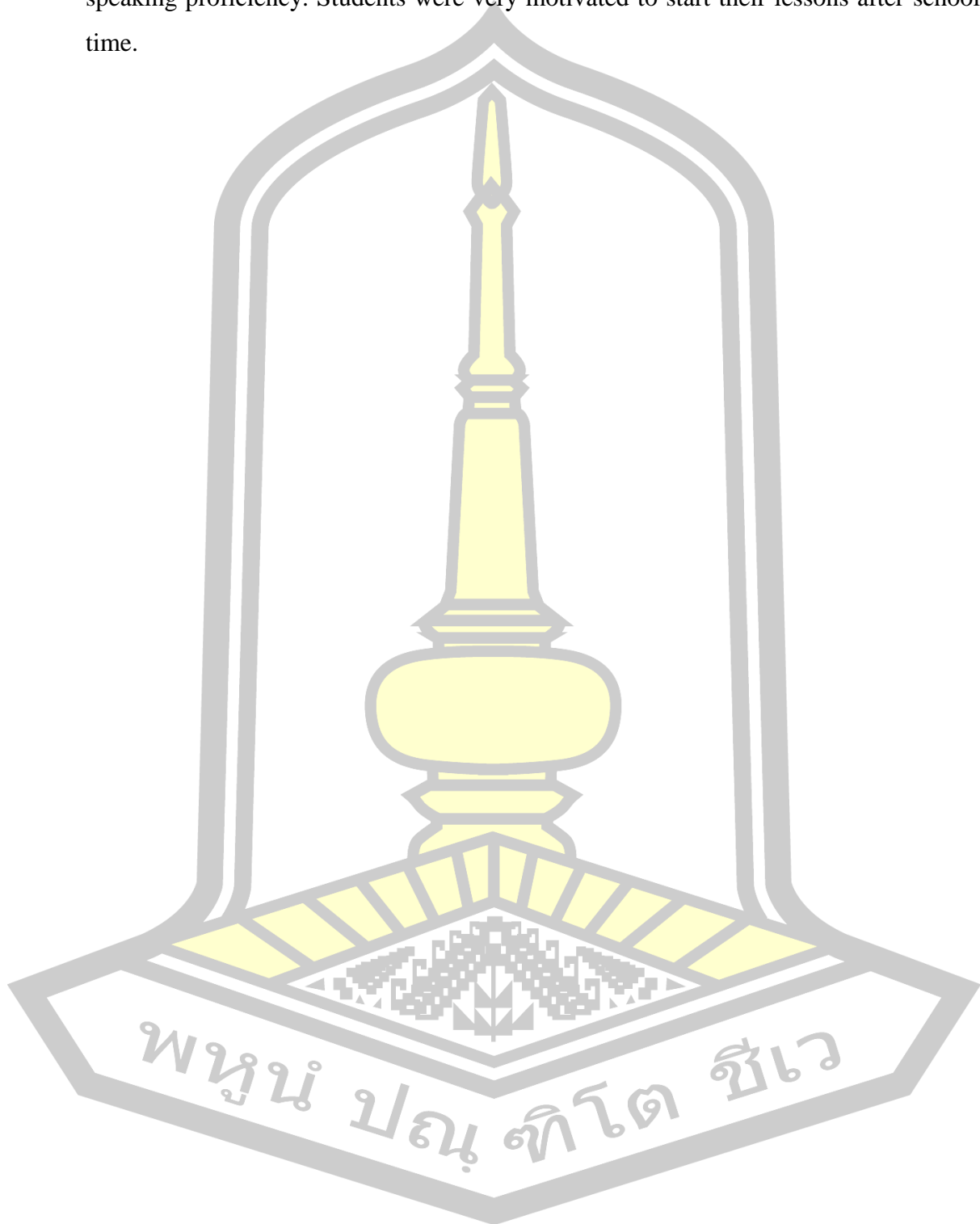
Table 7 Result of Pretest and Posttest.

Score	Students			
	$\bar{X}$	S.D.	t	P
Pre-test (60)	23.19	11.03	7.78	0.000*
Post-test (60)	26.91	12.67		

\*Statistical significant at .05 level.

From the table 10 to response to purpose 3, a paired sample t-test indicated that the post test score was on average significantly higher than the pretest,  $t(31) = 7.78$ ,  $p = .001$ . Students developed their speaking capacity after the implementation of Group Investigation Instructional Model with Role play was applied. At the meantime, score of 2 students (student N 11 and N 29 see appendixes) was lower than the pretest. They were very eager, ambitious and curious about the teacher of today and the topic they were about to learn. They were always ready to give feedback, talk about some problems and ask questions to the teachers. As a result, it can be simply said that group investigation instructional model with role play was effective to develop English speaking of eleventh graders. However, most students were happy and motivated when they could work in groups encouraging their friends able to speak English and vice versa. There was an indication that integrating both the

cognitive approach strategies and task based instruction could foster students' speaking proficiency. Students were very motivated to start their lessons after school time.



## CHAPTER V

### CONCLUSION, DISCUSSION AND SUGGESTION

#### Conclusion

The present study aims at (1) developing English speaking skill, (2) studying on behavior of collaboration, and (3) comparing the English-speaking skill before and after by using Group Investigation Instructional Model with Role-Playing was applied.

Based on the results using authentic Speaking ability interviewed by researcher and given the score by assistant teacher which were used as pretest and posttest, and observation done by assistant teacher and researcher: the conclusion came as followed:

1. The students developed their speaking skill in grammatical competence, discourse competence and pragmatic competence gradually. The present study provides evidence for the effectiveness of using The Implementation of Group Investigation Instructional Model with Role-Playing in developing High School students' speaking skills. The Model could increase their motivation and positive attitudes towards learning to speak English gradually when they were working in groups. Moreover, it helped them take risks by assigning to perform for role play every each unit with scripts. As a result, students' ability to speak fluently and correctly increased gradually. However, there were still two students (students' number 9 pretest = 11; posttest = 10 & students' number 29 pretest = 15; posttest 14) who seemed not to develop at all as they were absent so often and did not participate well in group when tasks were assigned.

2. The behavior during group collaboration was significantly related to ability with high ability students more likely than others to correctly solve problems aloud with little or no assistance. The Group Investigation Instructional Model, one of cooperative learning approach, was employed using collaboration observation form; it showed that student could improve how to coordinate, communicate and make their decision while tasks were assigned. They could share idea from cognitive level such as conflict resolution and negotiation in cognitive thinking on deep-featured,

communication with decision making in the interplay of metaphor and collaboration and coordination to lower level students in the group and at the same time, they also could push each other to speak English while working groups

3. Students developed their speaking capacity was higher after the implementation of Group Investigation Instructional Model with Role play was applied. At the meantime, score of 2 students (student N 11 and N 29) was lower than the pretest as they both joined the groups but seemed not get involved when tasks were assigned. However, most students were happy and motivated when they could work in groups encouraging their friends able to speak English and vice versa. There was an indication that integrating both the cognitive approach strategies and task-based instruction could foster students' speaking proficiency.

## **Discussion**

The present study aims at (1) developing English speaking skill, (2) studying on behavior of collaboration, and (3) comparing the English-speaking skill before and after by using Group Investigation Instructional Model with Role-Playing was applied.

### **1. Students could develop English Speaking Skill gradually.**

Group Investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study (Sharan and Sharan, 1992). This method is gainful for the students because it can solve their weakness in speaking English. One of the weakness which often appear is the lack of confidence. The Lack of confidence make the students scare to speak in front of the classroom. During the implementation of the group investigation technique, students are active and enjoy the speaking class activity. It can be seen, before the implementation of the Group Investigation with role play, it was indicated that the students have some difficulties in speaking English. The students often feel scared and shy when they want to speak English, it causes they scared to make mistake. But after the implementation of the Group investigation with role playing technique, they enjoyed speaking English because they worked in group so the students are able to share their ideas and opinion freely so they do not feel shy and

scared anymore. It shows that the group investigation helped them to increase their speaking ability. It can be seen from post-test the speaking proficiency students' scores were increased.

2. Studying on behavior of collaboration. Student could even work with each other every well by sharing idea in their cognitive level to low level. They learned about coordination, communication, decision-making, and negotiation while they were working in groups. In Group Investigation Instructional Model, students take an active part in establishing their learning goals. Together students planed what they would study about a problem that invites genuine inquiry. They formed small groups on the basis of common interest in a subtopic and cooperate in carrying out their plan (Yael and Shlomo, 1992 ; Terry et al. (2010).

3. The English-speaking skill was significantly higher after by using Group Investigation Instructional Model with Role-Playing was applied. From the above explanation, the researcher knew that the problems of speaking at grade 11 students at Bak Touk High schoole can be formulated into two areas; (1) students' speaking achievement, and (2) the students' motivation in speaking. Nunan (1999) states that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not. Nunan (1999) also states that many English learners are reluctant and unmotivated. Meanwhile, Gebhard (1996) states that one of the problems faced by EFL learners is the students' won't talk problem. Some students will not talk because they are too shy or have such high levels of anxiety over speaking.

To overcome the speaking problem above, Nunan (1999) gives some suggestions: (1) for reluctant students, engage in a certain amount of learner training to encourage them to participate in speaking, and (2) for unmotivated students, link learners to the need and interests of the learners, allow them to bring their own knowledge and perspectives into the learning process, encourage creative language use, and develop ways in which learners can record their own progress. One of the appropriate model for this purpose is Group Investigation with role play. Slavin (2008) states that group investigation is related to the activities of collecting, analyzing, and synthesizing information in order to solving a multi-task problem. The

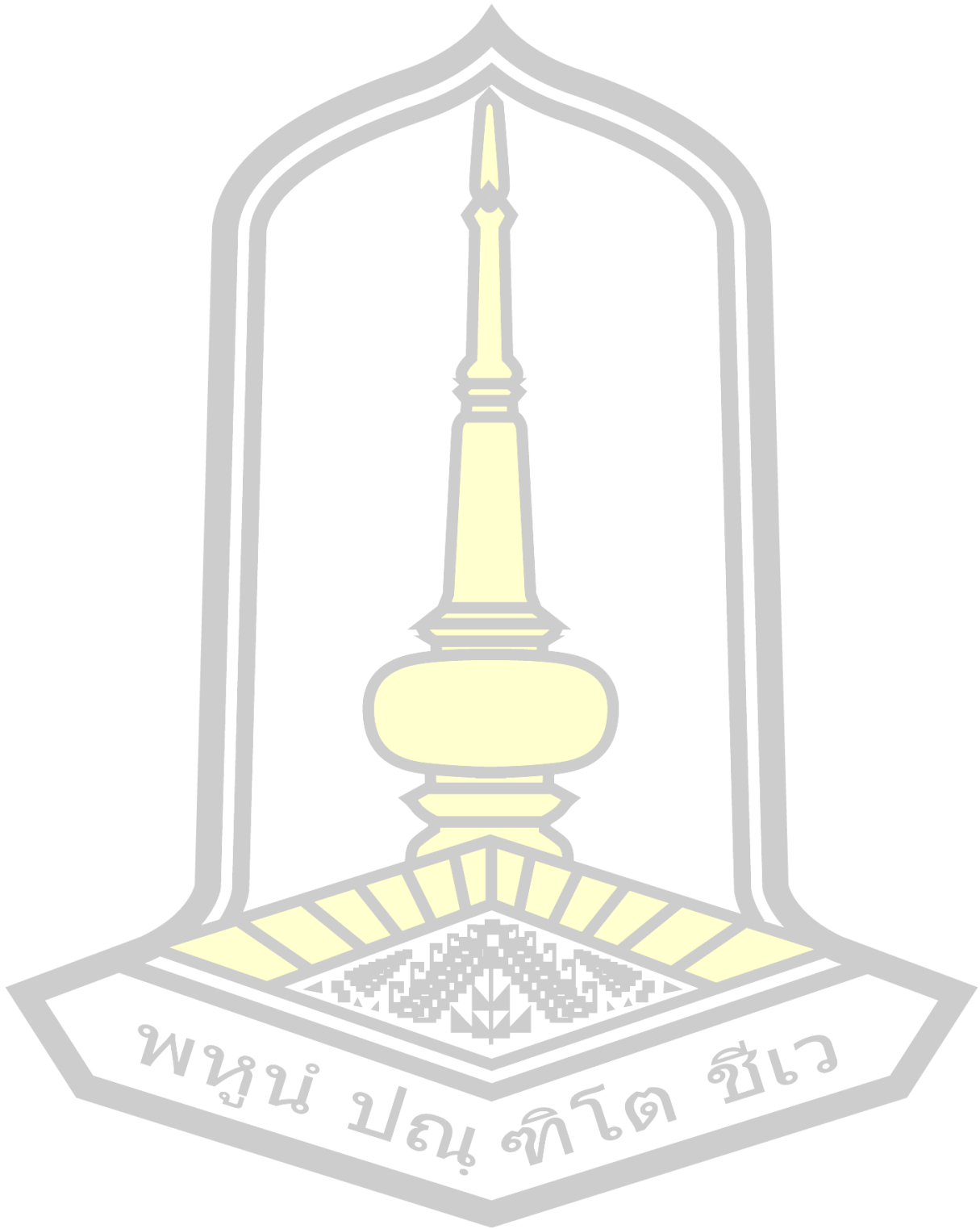
students can look for any information from the inside or outside the classroom, such as: books, institution, or society. Group investigation has the advantage to reach the students' learning goal. In the same book, Slavin (2008) argues that cooperative learning techniques including group investigation is helpful to achieve personal learning goal by achieving group learning goal. If a member of a group wants to achieve his/her goal, she/he must help achieving the group goal. By doing together to get the group goal, the students can apply an appropriate way to get the success in learning. In cooperative learning classroom, the higher students help the lower achievers.

**Suggestions for further studies:**

1. It would be helpful to apply this teaching method in small classes as students have more time to practice, sharing ideas while working in small groups. It is also needed to explore the effectiveness of other group investigation programs in developing Cambodian EFL students' speaking skills (grammatical, pragmatic and discourse competencies) as well as their fluency.
2. Teacher should construct a various of English-speaking activities which motivate the students to learn.
3. While the present study provided support to the effectiveness of the proposed Group Investigation Instructional Model using role play in developing high school students' speaking, further research is needed to investigate the effectiveness of similar programs in developing students' listening, writing and reading skills.
4. Teacher role better be changed as a provider, an assistant, a consultant to increase effectiveness in the learning environment.
5. Interaction in the language classroom can decrease students' anxiety in learning English speaking skills while students should change to role from being passive to active learner.



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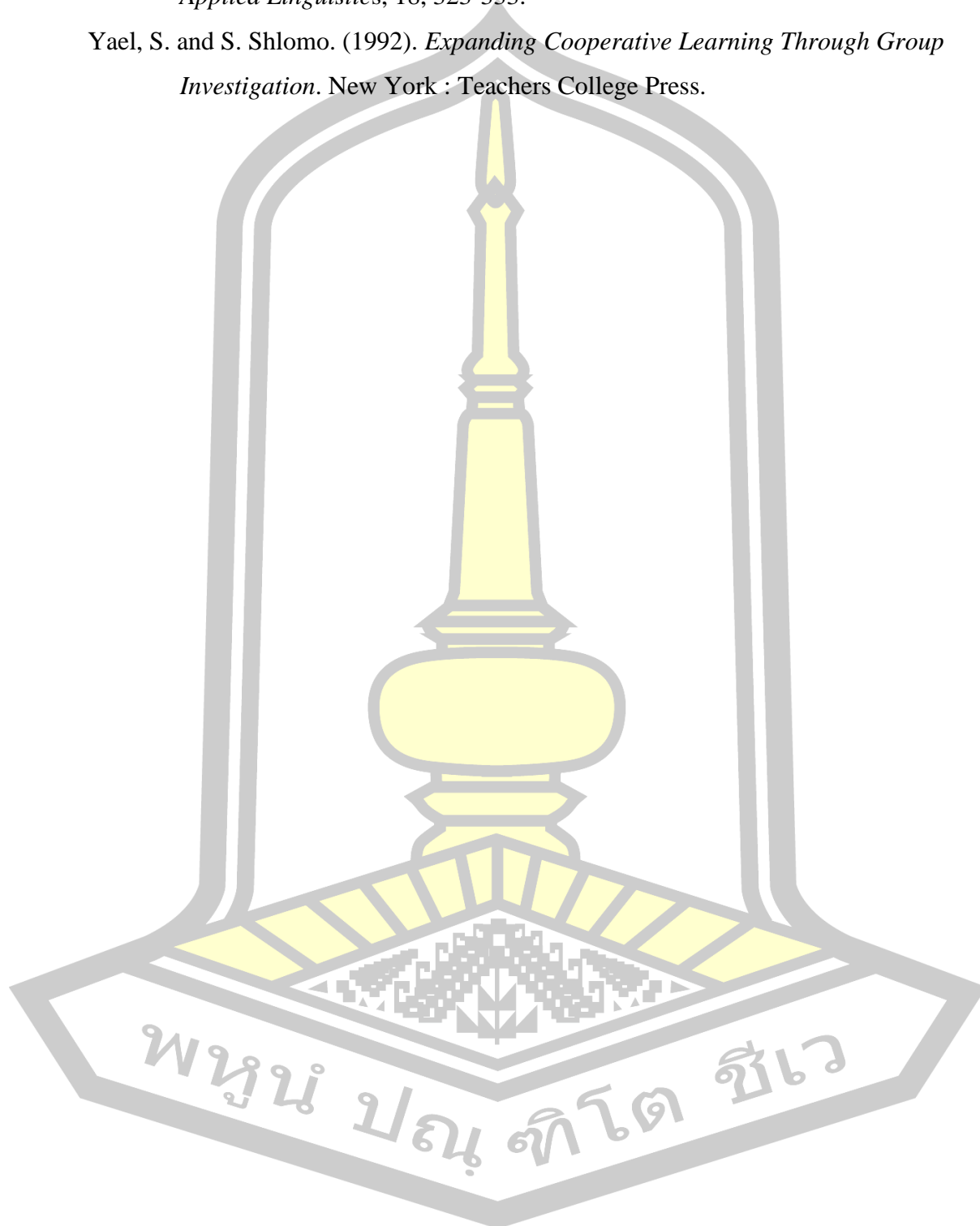
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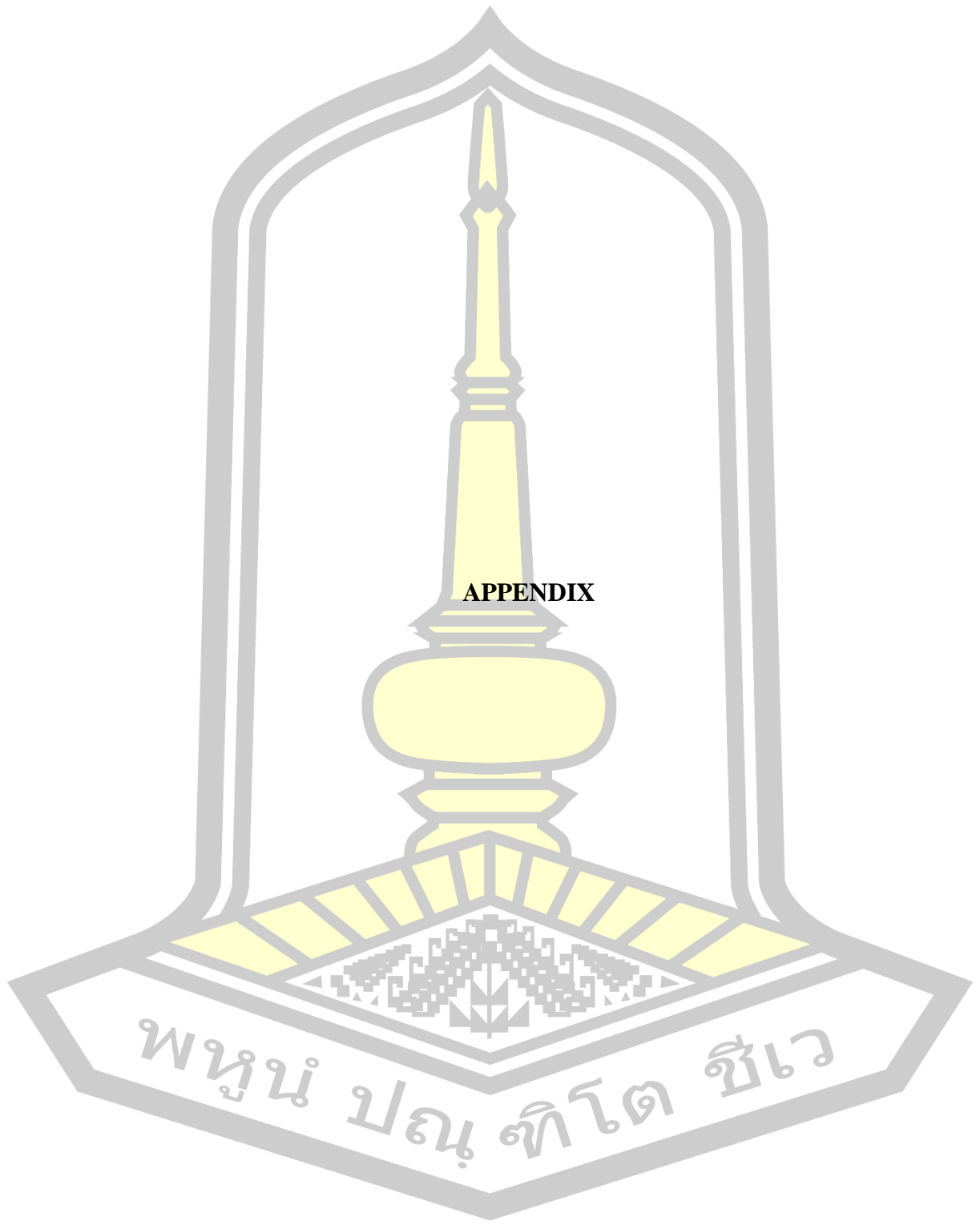
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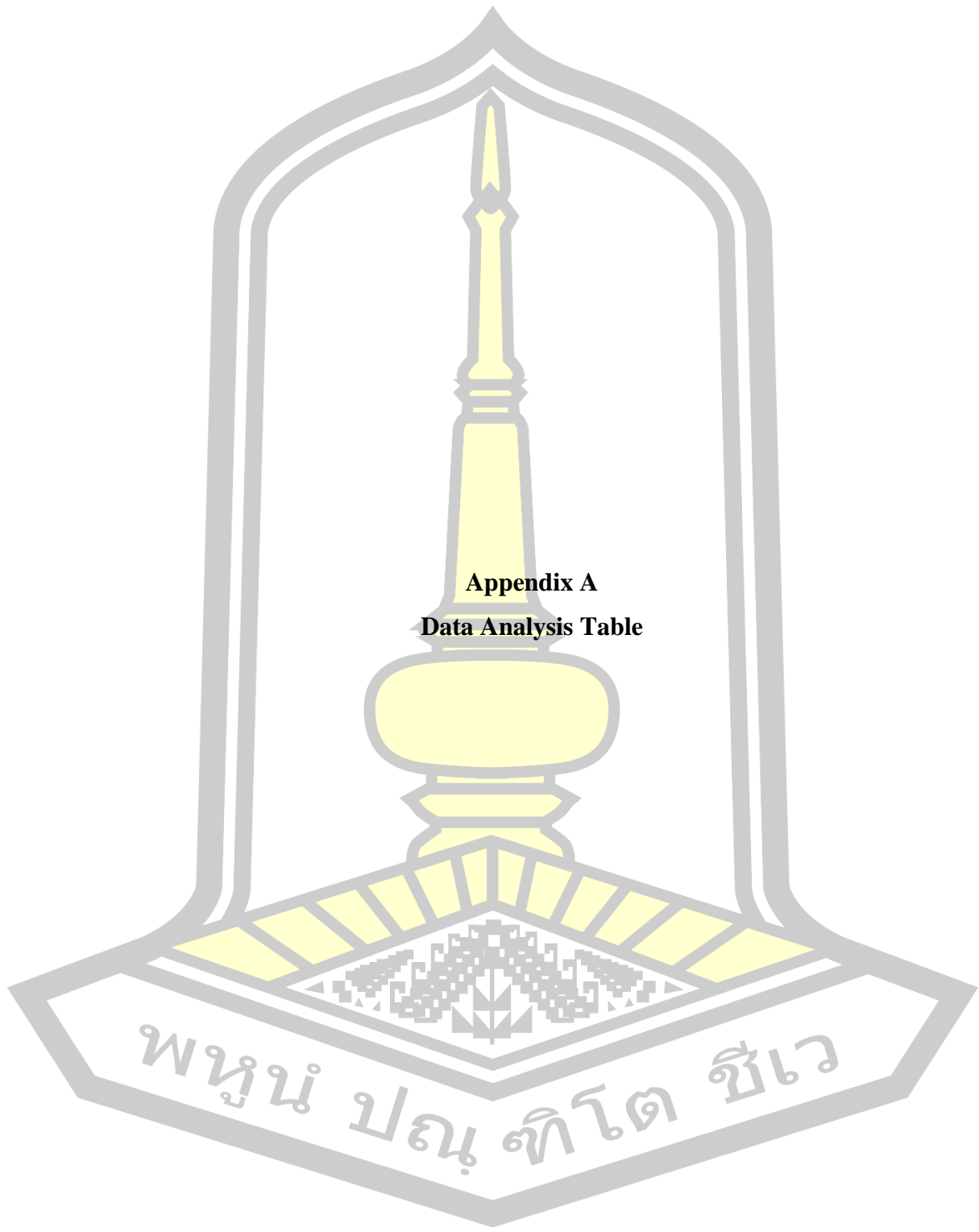






**APPENDIX**

พหุมนุ ปณุ ทิโต สีเว



**Appendix A**  
**Data Analysis Table**

พหุจน์ ปณฺ ทิโต ชีเว

Table 8 Approval of appropriate of lesson Plans

Lesson Plans	Expert Opinion			Appropriate	Result
	1	2	3		
1. The Beach	5	5	5	5.00	Very good
2. Leisure in Cambodia	4	4	3	3.67	good
3. Three Favorite	4	5	5	4.67	Very good
4. Weather forecast	4	3	4	3.67	good
5. Weather in Europe	4	5	4	4.33	good
6. Khmer Boxing	3	4	5	4.00	good
Mean				4.17	Very good

Mean	4.51-5.00	Excellence
Mean	3.51-4.50	Very good
Mean	2.51-3.50	Good
Mean	1.51-2.50	Fair
Mean	1.00-1.50	Poor

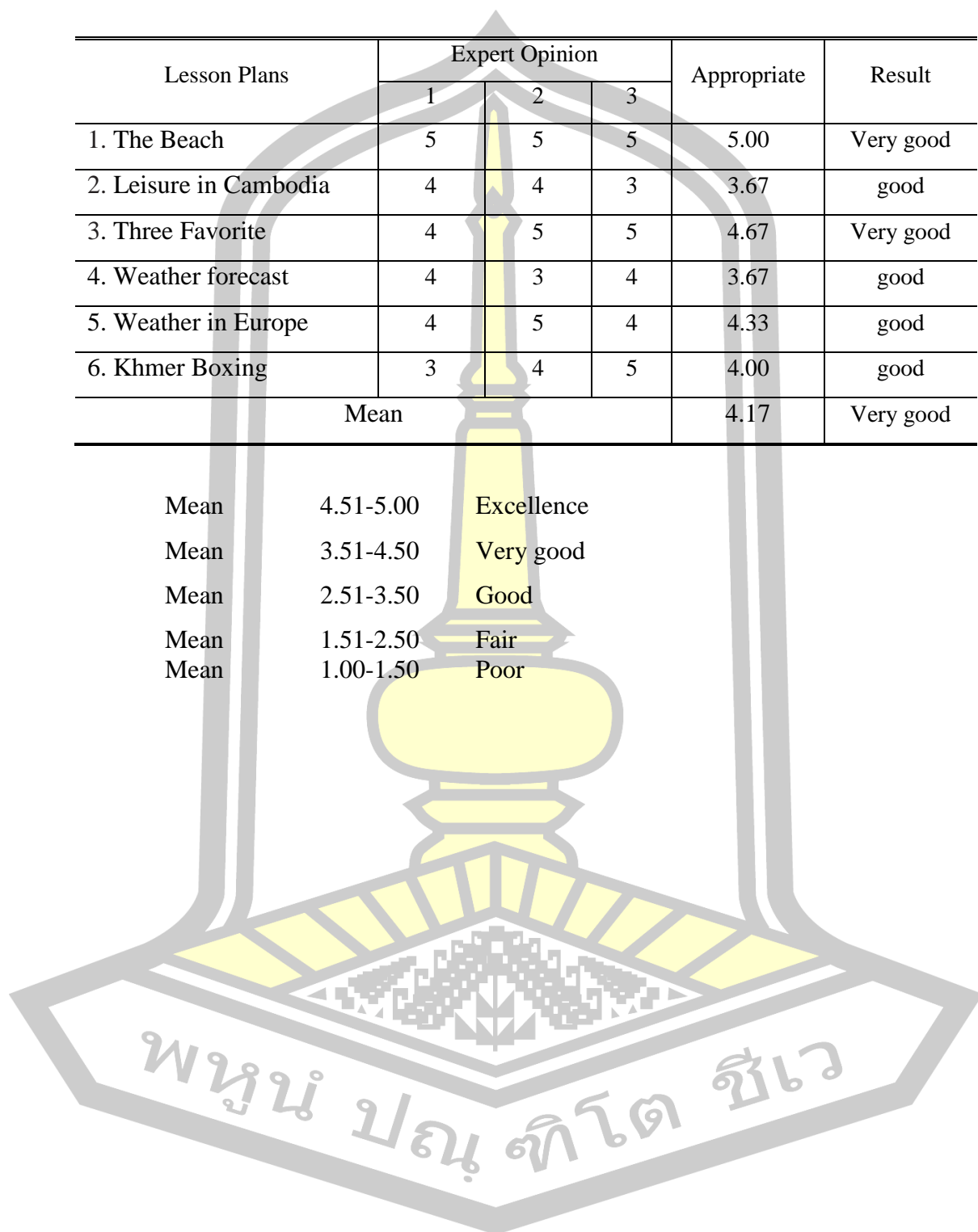


Table 9 Result of appropriate authentic questions

Authentic questions	Expert's Opinion			IOC	Result
	1	2	3		
<b>Grammatical Competence</b>					
What do like to do during your holiday? Why?	1	1	1	1.00	Very good
What is your favorite? Why	1	1	1	1.00	Very good
What kind of sports do you like? What are the famous sports in Cambodia?	0	1	1	0.60	Good
How is the weather today? How many seasons are there in Cambodia? How about in Europe?	1	1	1	1.00	Very good
<b>Discourse Competence</b>					
What do like to do during your holiday? Why?	1	1	1	1.00	Very good
What is your favorite? Why	1	1	1	1.00	Very good
What kind of sports do you like? What are the famous sports in Cambodia?	1	1	1	1.00	Very good
How is the weather today? How many seasons are there in Cambodia? How about in Europe?	1	1	1	1.00	Very good
<b>Pragmatic Competence</b>					
What do like to do during your holiday? Why?	1	1	1	1.00	good
What is your favorite? Why	1	1	1	1.00	good
What kind of sports do you like? What are the famous sports in Cambodia?	1	1	1	1.00	Very good
How is the weather today? How many seasons are there in Cambodia? How about in Europe?	1	1	1	1.00	Very good

Table 10 The rating scale rubrics for correcting students' speaking performance-  
Pre/Post Test

N	Questions	Grammatical Competence				
		5	4	3	2	1
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				
		Discourse Competence				
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				
		Pragmatic Competence				
1	What do like to do during your holiday? Why?	5	4	3	2	1
2	What is your favorite? Why	5	4	3	2	1
3	What kind of sports do you like? What are the famous sports in Cambodia?	5	4	3	2	1
4	How is the weather today? How many seasons are there in Cambodia? How about in Europe?	5	4	3	2	1
Sub-Total		...../20				
		Total ...../60				

Table 11 The rating scale rubrics for correcting students' speaking performance

<b>First: Grammatical Competence</b>				
<b>1- Grammar</b>				
<b>5 (Excellent)</b>	<b>4 (Very good)</b>	<b>3 (Good)</b>	<b>2 (Fair)</b>	<b>1 (Poor)</b>
A relatively effective use of grammatical rules (within level of proficiency 1st secondary).	Almost no grammatical inaccuracies except for occasional few grammatical errors.	Some grammatical and word order errors occur which may cause misunderstanding.	<b>Frequent</b> minor and major errors in grammar that impede comprehension; speech may be characterized by a confusion of structural elements.	<b>Almost</b> all grammatical patterns inaccurate, except for a few stock phrases. Grammatical mistakes severely hamper communication.
<b>Second: Discourse Competence</b>				
<b>1. To organize discourse coherently and cohesively (coherence and cohesion).</b>				
Discourse is generally coherent with clear, logical organization. It contains enough details to be generally effective. Cohesive devices, references, fillers are used effectively.	The speaker can almost structure the discourse according to the genre. The discourse is almost coherent. Few errors in the use of cohesive devices, which don't affect organization.	Discourse is sometimes affected by its unclear organization and it may lack enough details. Mostly simple cohesive devices are used. Referents and conjunctions are used sometimes incorrectly.	Response is often incoherent, loosely organized and utterances hesitant, often incomplete and restricted in length. Response often lacks details. Rare use of even simple conjunctions.	incoherent. Utterances halting, fragmentary with no references and no use of cohesive devices and lack of linguistic competence interferes with discourse competence.

Table 11 (Continued)

<b>Third: Pragmatic Competence</b>				
<i>To express a range of functions effectively and appropriately (functional competence) including fluency and accuracy</i>				
<b>5 (Excellent)</b>	<b>4 (Very good)</b>	<b>3 (Good)</b>	<b>2 (Fair)</b>	<b>1 (Poor)</b>
<p>The speaker is able to fulfill a wide range of functions to satisfy the goal of the task.</p> <p>The speaker generally considers register and demonstrates appropriate response.</p> <p>The speaker can express herself fluently and smoothly with no pauses and hesitation.</p>	<p>The speaker is almost able to fulfill required functions clearly and effectively.</p> <p>Almost appropriate response to audience/situation.</p> <p>Errors not significant enough to be likely to cause social misunderstandings.</p> <p>Delivery is smooth with few pauses that don't strain the listener or impede communication.</p> <p>Pauses to think of ideas rather than language.</p>	<p>The speaker may lack skill in selecting language to carry out the intended functions.</p> <p>Evidence of response to role and setting, but inappropriate responses may sometimes cause social misunderstanding.</p> <p>Occasional and noticeable hesitations.</p> <p>Communication is achieved but strains the listener at times. The speaker may pause to think of language.</p>	<p>The speaker often lacks skill in selecting the language that addresses the intended functions.</p> <p>Functions most of the time are performed unclearly and ineffectively.</p> <p>Generally inappropriate response to audience/situation.</p> <p>Delivery is often slow and utterances are characterized by frequent pauses and hesitations that impede communication and constantly strain the listener.</p>	<p>Unable to perform the functions in the spoken language.</p> <p>No evidence of ability to respond to audience/ or register.</p> <p>Delivery so slow that only few words are produced.</p>



Table 12 Collaboration check list.

No students	Marking					Total
	5	4	3	2	1	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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31						
32						

Table 13 The 5-rating scale for collaboration Observation from

5	4	3	2	1
conflict resolution & negotiation (students can share knowledge, learning and building consensus)	communication, decision- making (students can share knowledge, learning and building consensus)	Participation working in pair, helpful and coordination	Poor collaboration & coordination	No collaboration (students seem not interest or talk anything while working a group)

Table 14 Criteria for observation on students' behavioral collaboration (Boonchom Srisard, 2010)

Average score	Meaning
4.51-5.00	conflict resolution & negotiation (students can share knowledge, learning and building consensus)
3.51- 4.50	communication, decision- making (students can have a good communication by helping each other to solve problem)
2.51-3.50	Participation working in pair, helpful and coordination
1.51-2.50	Poor collaboration & coordination
1.00 -1.50	No collaboration (students seem not interest or talk anything while working a group)

Table 15 Time frame/1hour-Teaching

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Pretest																							
Unit 1																							
Unit 2																							
Unit 3																							
Unit 4																							
Unit 5																							
Unit 6																							
Posttest																							

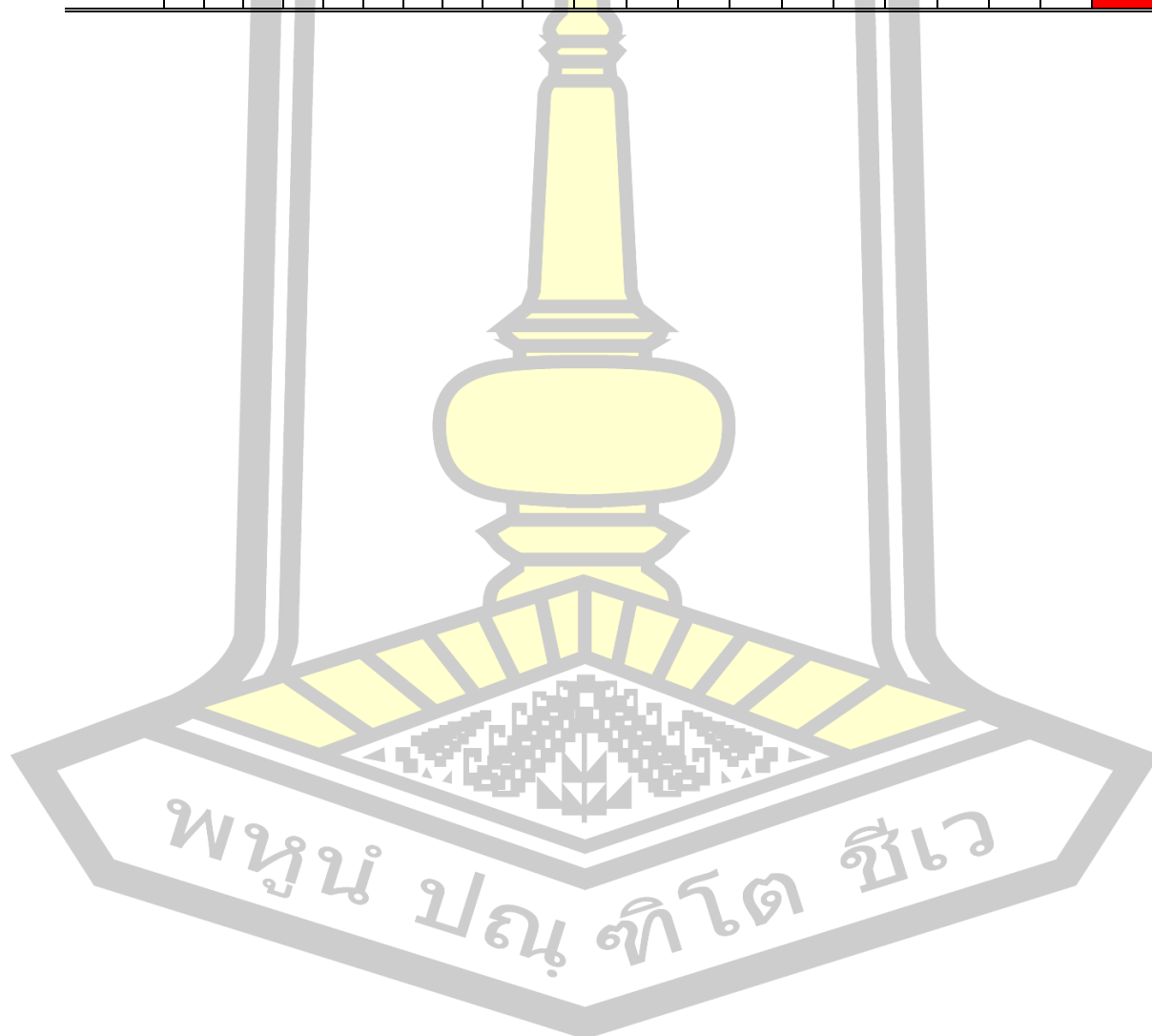




Table 16 (Continued)

N	Grammar competence		Discourse competence		Pragmatic Competence		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
27	8	9	7	8	6	8	21	25
28	4	5	4	5	5	5	13	15
29	5	5	5	5	5	4	15	14
30	3	4	4	4	4	4	11	12
31	3	4	3	4	4	5	10	13
32	5	7	5	6	5	6	15	19
Total	243	298	242	285	257	276	742	861
average	7.59	9.31	7.56	8.91	8.03	8.63	23.19	26.91
%	37.97	46.56	37.81	44.53	40.16	43.13	38.65	44.84
S.D.	3.87	4.28	3.55	4.23	3.70	4.30	11.03	12.67

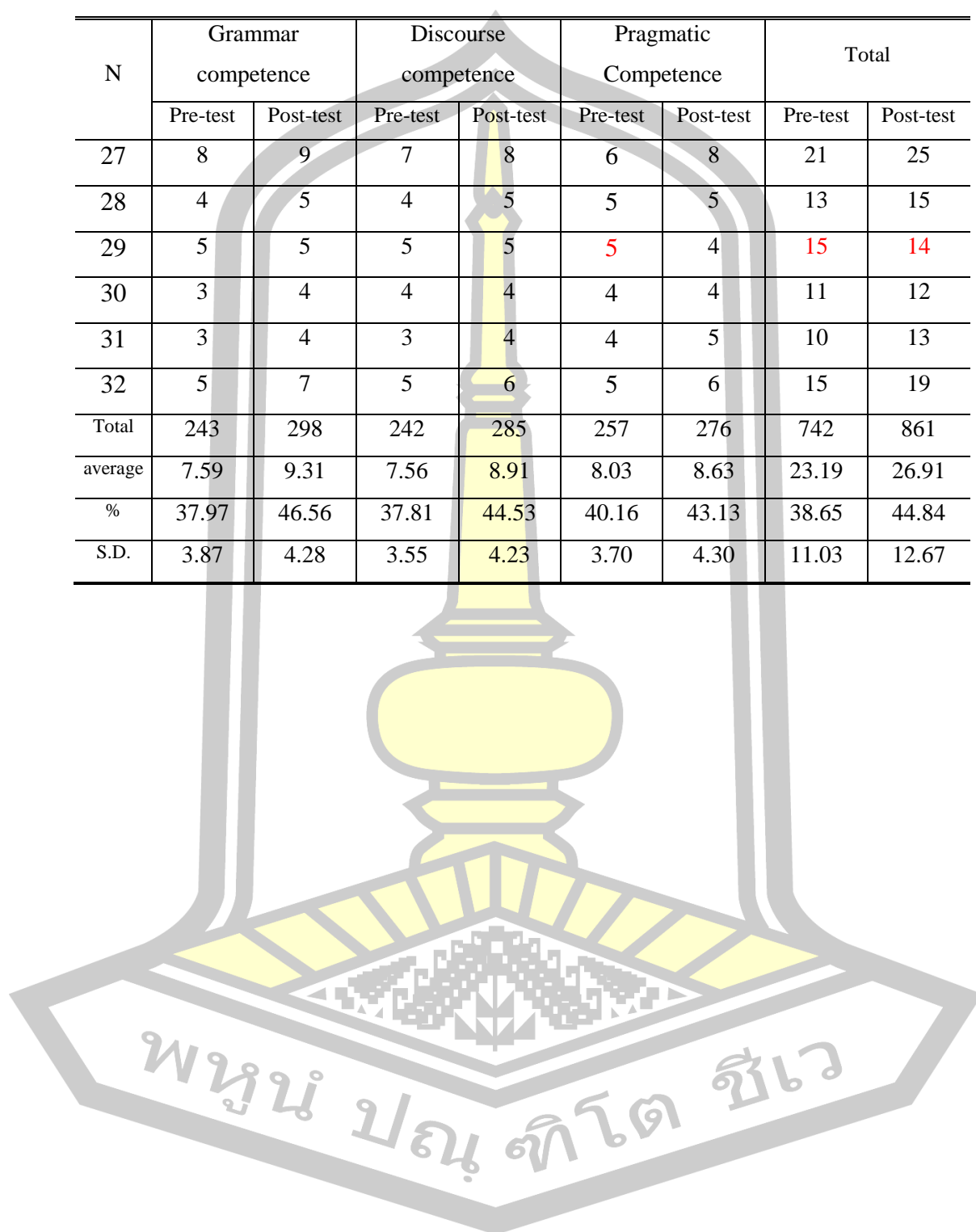




Table 17 (Continued)

Students	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Total	$\bar{x}$	S.D.
26	1	2	2	2	3	3	13	2.17	0.75
27	1	2	2	3	3	3	14	2.33	0.82
28	2	3	3	3	4	5	20	3.33	1.03
29	1	1	1	1	2	2	8	1.33	0.52
30	1	2	2	3	3	4	15	2.50	1.05
31	3	3	3	4	5	5	23	3.83	0.98
32	1	1	2	2	3	4	13	2.17	1.17
Total	52	64	74	90	110	127	517	86.17	28.48
$\bar{x}$	1.63	2.00	2.31	2.81	3.44	3.97	16.16	2.69	0.97
S.D	0.79	0.67	0.78	0.78	0.76	1.00	4.14	0.69	0.24

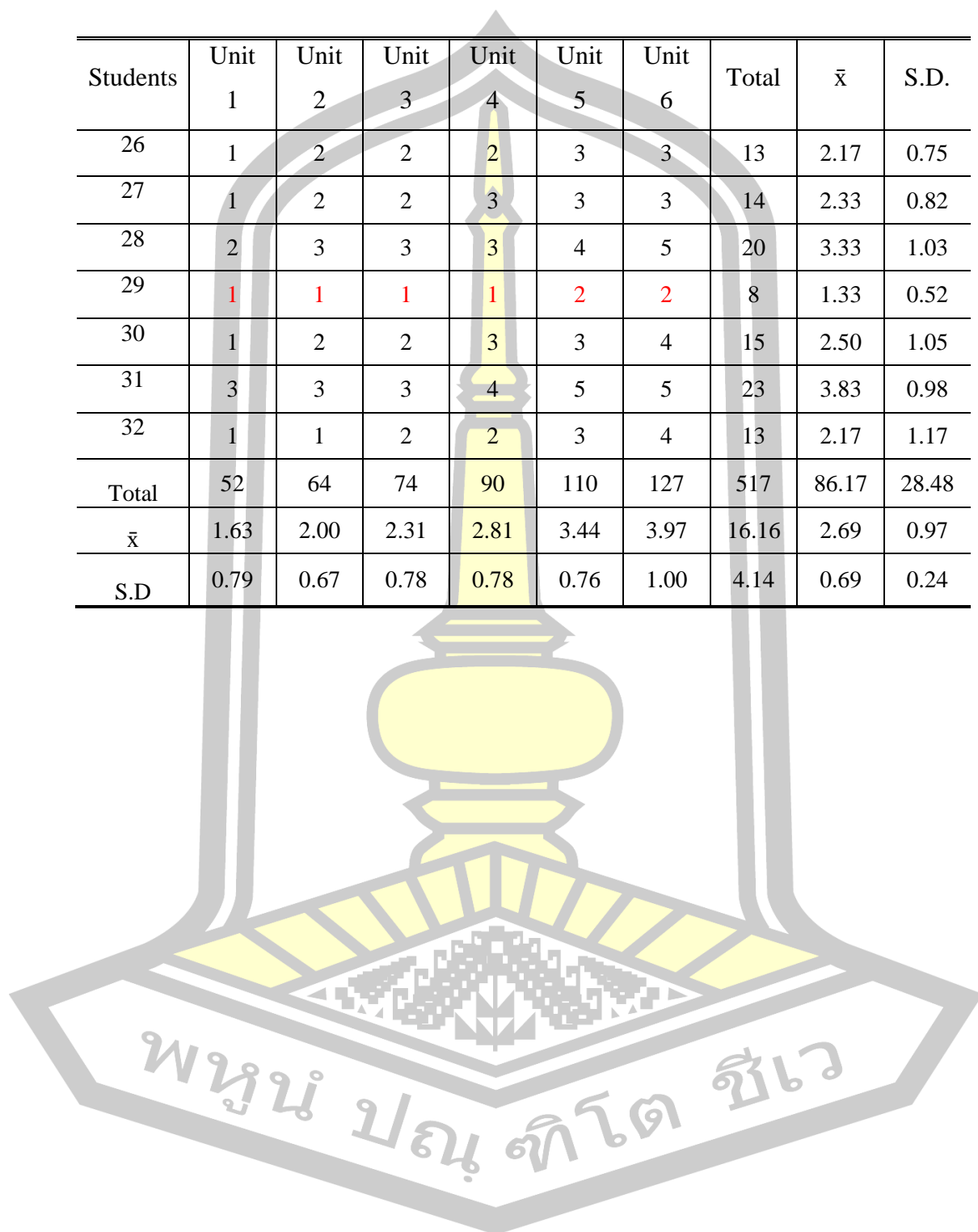


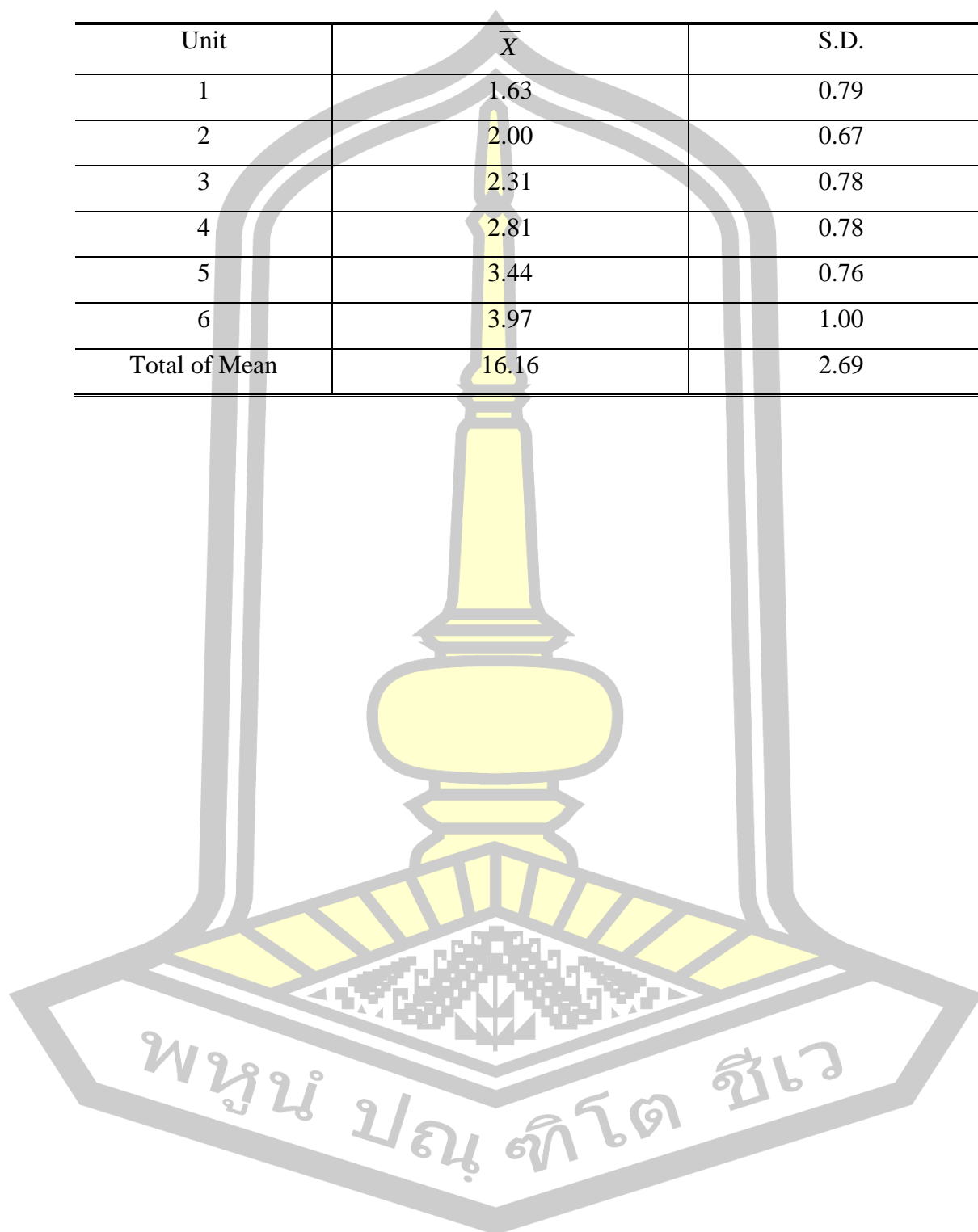


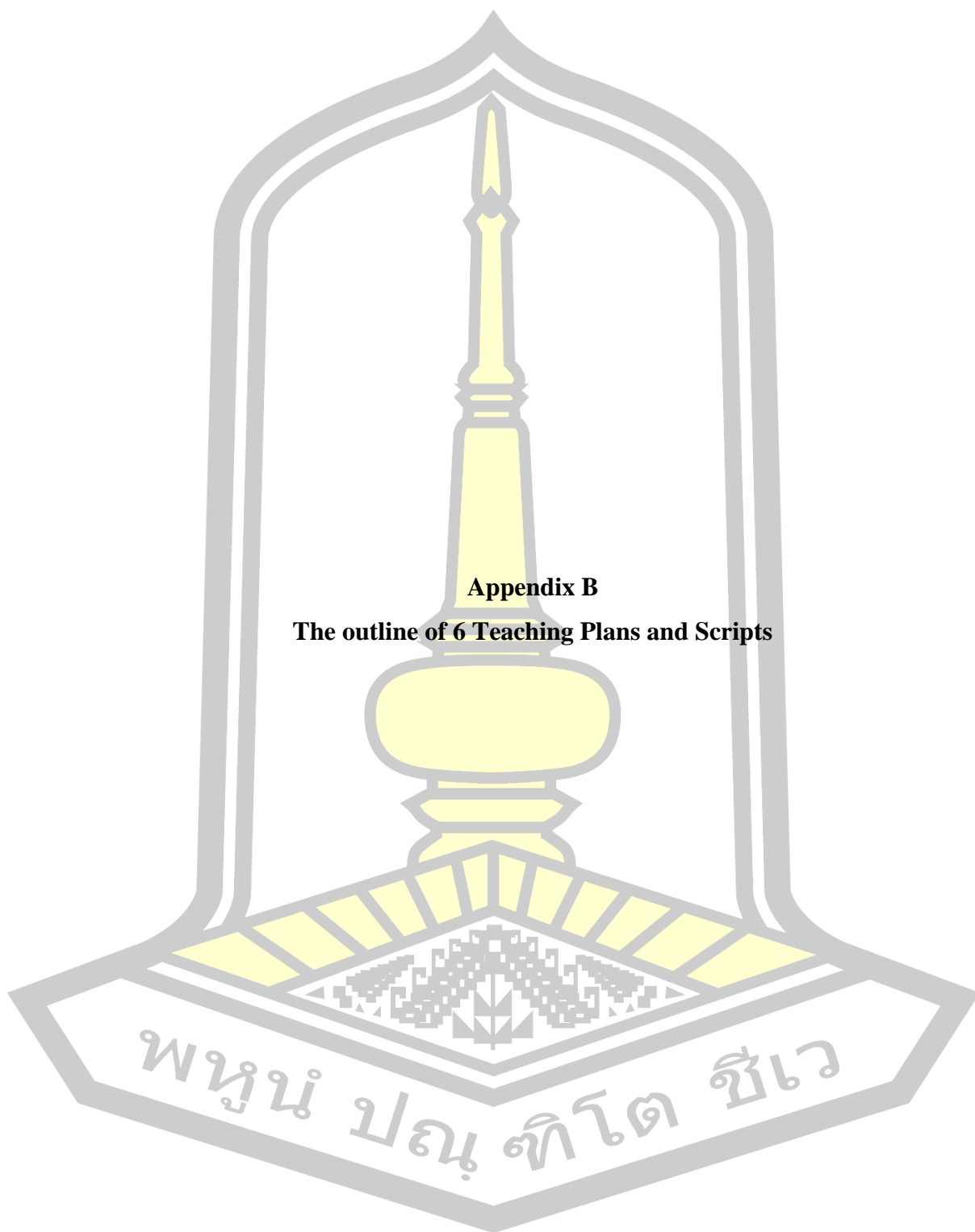
Table 18 Pretest/posttest score

No	Pre-test/60	post-test/60
1	17	20
2	41	50
3	19	21
4	39	45
5	25	30
6	19	27
7	38	45
8	21	24
9	11	10
10	21	22
11	46	55
12	23	30
13	46	50
14	31	40
15	14	16
16	16	18
17	24	27
18	13	15
19	16	22
20	16	20
21	30	32
22	16	17
23	27	30
24	46	48
25	28	31
26	14	18
27	21	25
28	13	15
29	15	14
30	11	12
31	10	13
32	15	19
total	742	861
average	23.19	26.91
Percentage	38.65	44.84
S.D.	11.03	12.67

Table 19 Mean of Teacher's observation on students' behavioral collaboration

Unit	$\bar{X}$	S.D.
1	1.63	0.79
2	2.00	0.67
3	2.31	0.78
4	2.81	0.78
5	3.44	0.76
6	3.97	1.00
Total of Mean	16.16	2.69





**Appendix B**

**The outline of 6 Teaching Plans and Scripts**

## The outline of 6 Teaching Plans

### LESSON PLAN

Grade 11

Unit 1: THE BEACH

**Time:** 3 hours

**Date:** .....

#### 1.Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

#### 3. Content

##### Vocabulary:

1. Leisure
2. Coast
3. Windsurfing
4. Sunbathing
5. Firework
6. Tolerate

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

#### 5. Classroom activities

LEISURE

Central ideas: COMMUNICATION

Line of Ideas: How important the LEISURE is

Essential Concept: Understanding the LEISURE

Related Concept: Where and why people like to have LEISURE?

Subject: Social Study (Speaking Skills)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students watch video about the People who like enjoying LEISURE

(link.....)

- Students is thinking and asked what they have watched

Phase 2: Students explore reaction to the situation

- Students react and get understanding how important the LEISURE is and discuss about its matter (where most people like to go for their LEISURE)

- Students identify what LEISURE is and why it is important

Phase 3: Students formulate study task and organize for study

- Students go to Library/internet from smart phone, search for the documents about LEISURE places and note the interesting places

- Students reads the newspaper about countries that like having LEISURE and compare it with the previous one (Video)

Phase 4: Independent and group study

- Students read the received information out loud and then compare it with their friends

- Students work in groups of 4, read and share the information

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information and make it into a mind-map

- Students read it to the class and ask for their friends' reflection

Phase 6: Recycle activity With Role-Playing (done in 2<sup>nd</sup> and 3<sup>rd</sup> hour)

- Students work in group of four (one represents MC, Dara as interview, Scheata and as Mary) to talk about the Socheata group to visit Kampong Som and about Mary trip to Thailand (How were their LEISURE joining in Asean, when, what benefit)

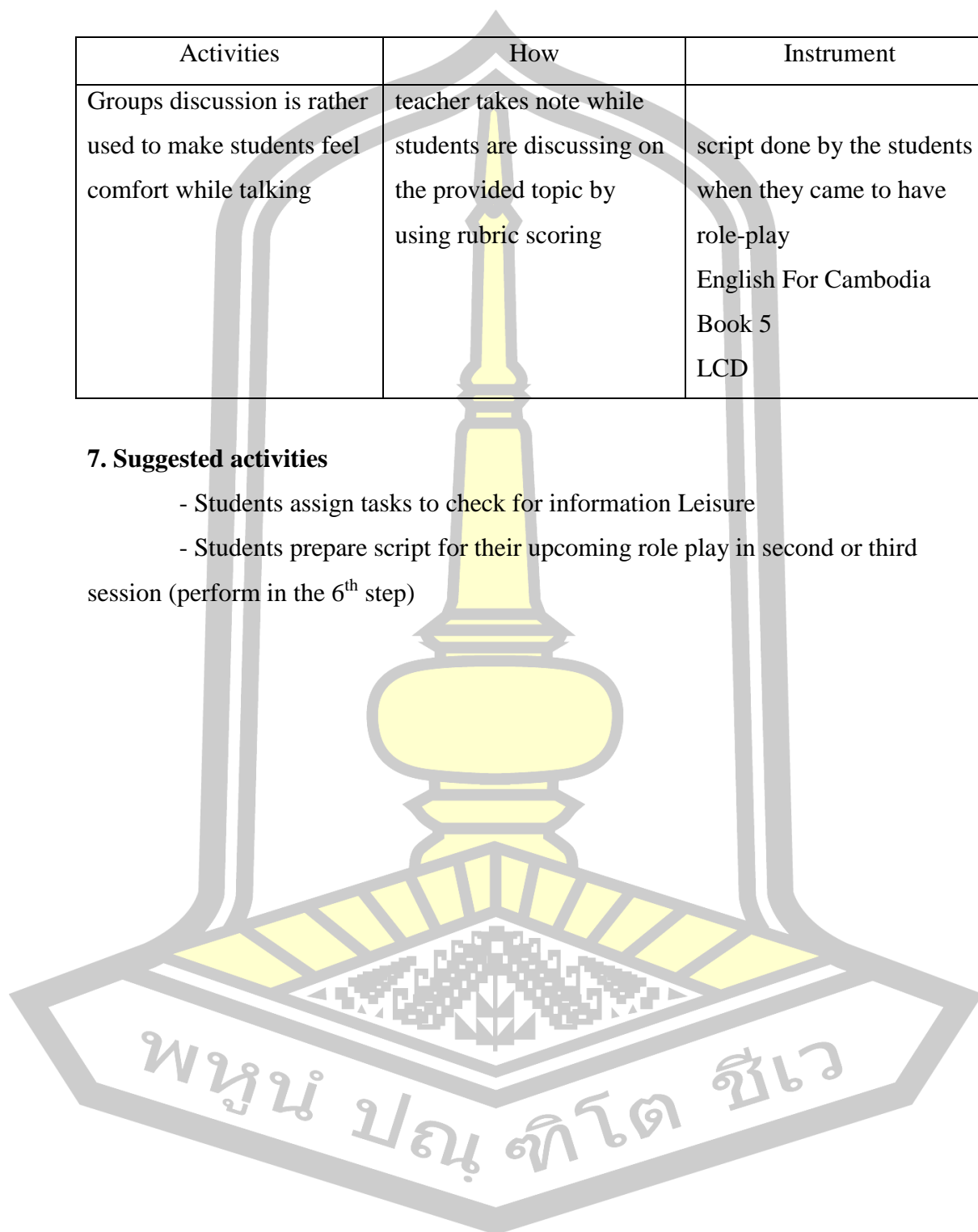
- Students change their roles and then tell the class again about LEISURE (Why and Where most people like to go for their LEISURE)

## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

- Students assign tasks to check for information Leisure
- Students prepare script for their upcoming role play in second or third session (perform in the 6<sup>th</sup> step)



## LESSON PLAN

Grade 11

Unit 2: LEISURE IN CAMBODIA

**Time:** 3 hours

**Date:** .....

### 1. Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

### 3. Content

#### Vocabulary:

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

### 5. Classroom activities

#### LEISURE IN CAMBODIA

Central Ideas: Communication

Line of Ideas:

Essential Concept: Leisure Activities

Related Concept: letter is one of communication used in the world

Subject: Social Study (reading skill)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students listen to people who talk their leisure actives

(<https://www.youtube.com/watch?v=SlzuNXdNnS8>)

- Students observe the handout about different leisure activities
- Students read the texts and compare with their classmates

Phase 2: Students explore reaction to the situation

- Students identify LEISURE IN CAMBODIA
- Students search for the most place that Cambodian like to do for their

LEISURE Activities



Phase 3: Students formulate study task and organize for study

- Students read the about Dary and Toch Thida's LEISURE IN Activities
- Students reads about Mary and Ted and compare to Dary and Toch Tida

ones

Phase 4: Independent and group study

- Students read the received information out loud and then compare it with their friends
- Students work in groups, read and share the information what they like to do for their Leisure time

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information and make it into a mindmap
- Students read it to the class and ask for their friends reflection

Phase 6: Recycle activity With Role-Playing

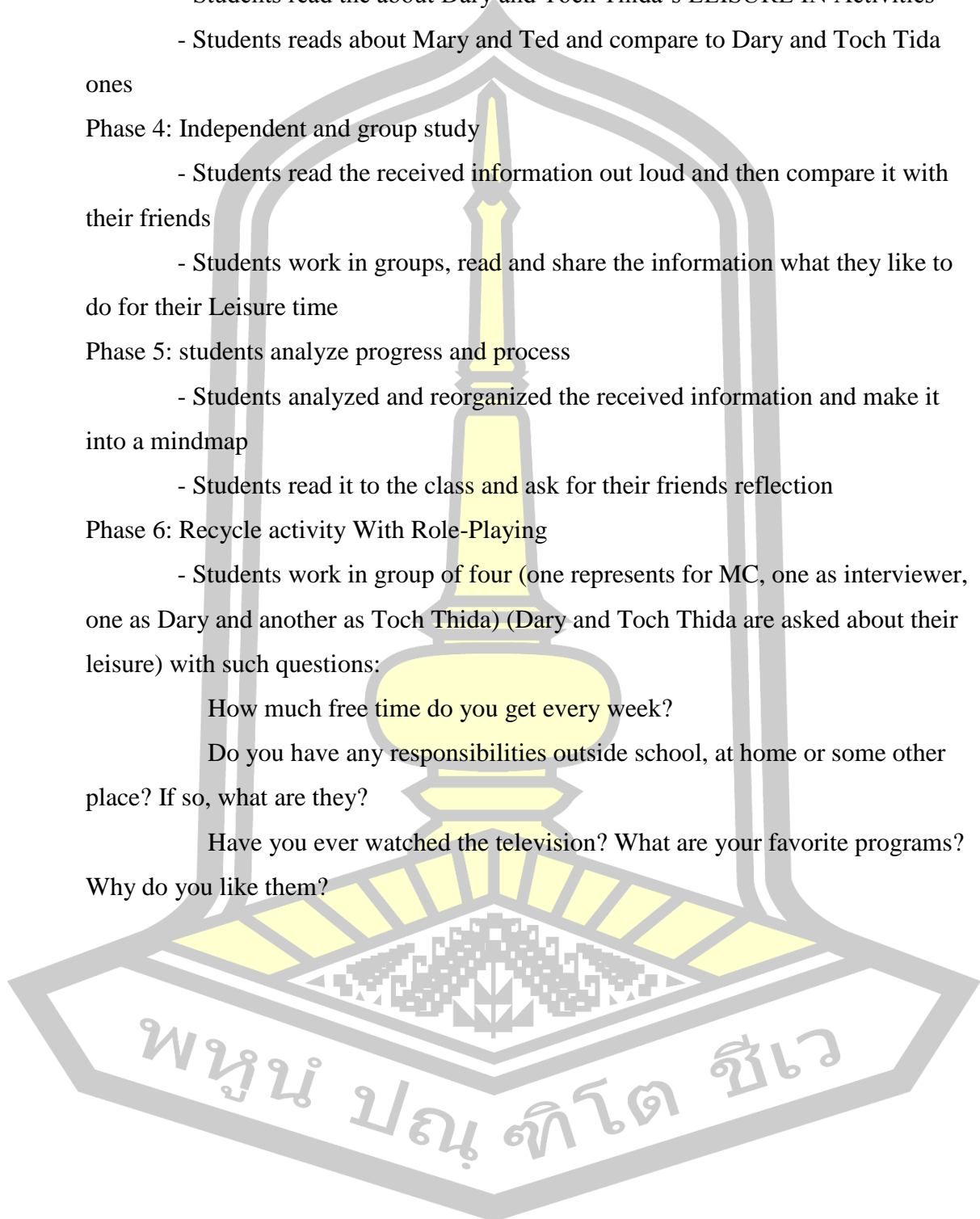
- Students work in group of four (one represents for MC, one as interviewer, one as Dary and another as Toch Thida) (Dary and Toch Thida are asked about their leisure) with such questions:

How much free time do you get every week?

Do you have any responsibilities outside school, at home or some other place? If so, what are they?

Have you ever watched the television? What are your favorite programs?

Why do you like them?

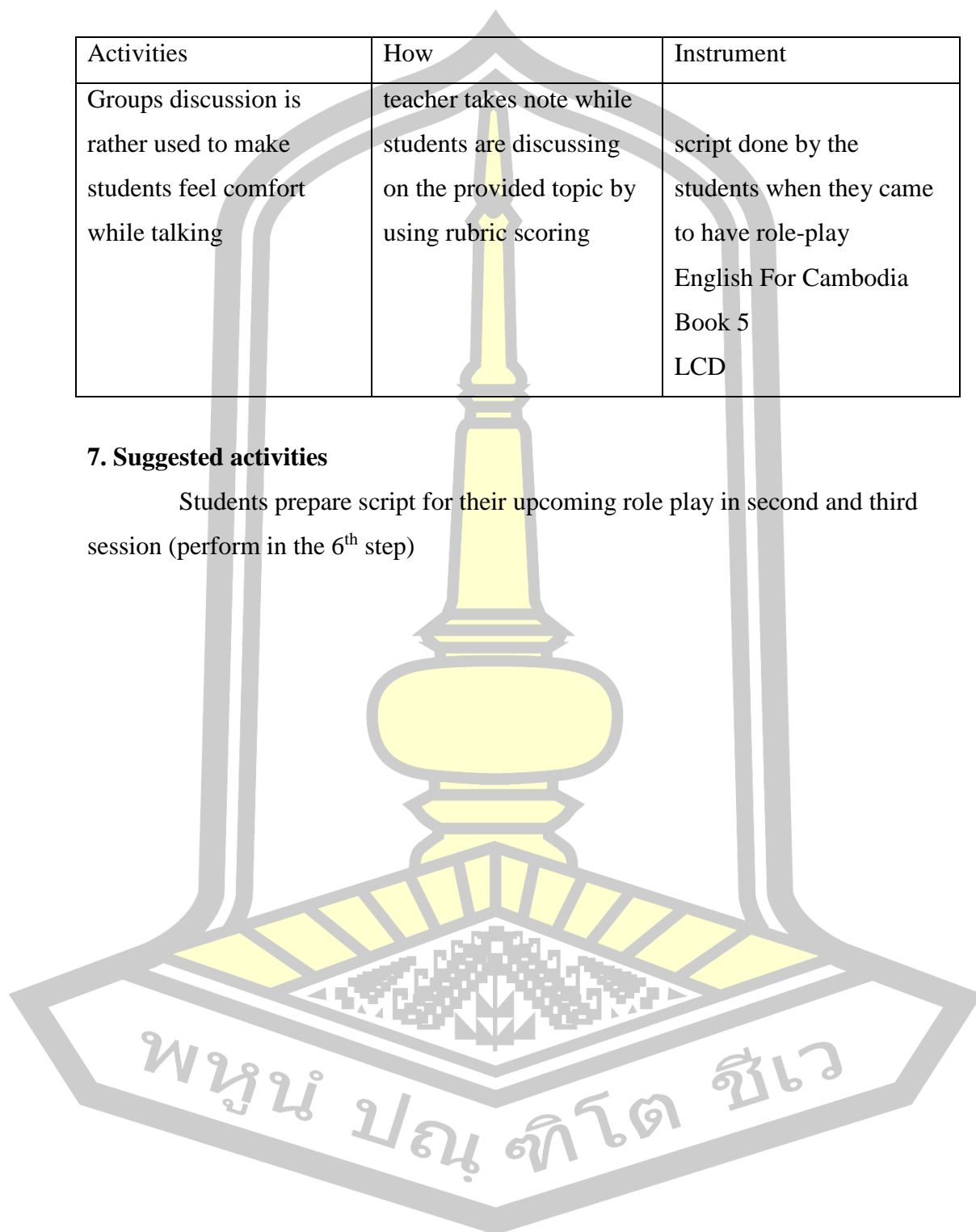


## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

Students prepare script for their upcoming role play in second and third session (perform in the 6<sup>th</sup> step)



## LESSON PLAN

Grade 11

Unit 3: THREE FAVOURITES

**Time:** 1 hours

**Date:** .....

### 1.Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

### 3. Content

**Vocabulary:** suffering, jewelry, terrible, storm, invite, princess, map

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

### 5. Classroom activities

## FAVOURITES

Central Ideas: Communication

Line of Ideas: FAVORITE

Essential Concept: Why it is your favorite?

Related Concept:

Subject: Social Study (Speaking and reading skill)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students are asked some questions related to their favorite
- Students discuss their favorites in class
- Students got ideas what **FAVOURITES** mean and share in the class

Phase 2: Students explore reaction to the situation

- Students get reading passage of Three Favorites
- Students share information in class (text from course book)

Phase 3: Students formulate study task and organize for study

- Students talk about their Favorite

- Students discuss their different Favorites in the Class

Phase 4: Independent and group study

- Students talk about their Favorites again
- Students work in groups and talk about their favorite thing

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information from what they shared
- Students read it to the class and ask for their friends' reflection

Phase 6: Recycle activity With Role-Playing (done in 2<sup>nd</sup> and 3<sup>rd</sup> hour)

- Students work in group of four (one as interviewer, Ian, Kath and Paul) to talk his/her favorites
- Students change their roles and then tell the class again about favorites

## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

- Students prepare script for their upcoming role play
- Students prepare script for their upcoming role play in second or third session (perform in the 6<sup>th</sup> step)

## LESSON PLAN

Grade 11

Unit 4: The weather forecast

**Time:** 1 hours

**Date:** .....

### 1. Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

### 3. Content

**Vocabulary:** Forecast, windy, rainstorm, sunny, temperature, coast,

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

### 5. Classroom activities

Central Ideas: Communication

Line of Ideas: Weather Forecast

Essential Concept: Understand how Important the forecast is

Related Concept: understanding technical world of weather forecast

Subject: Social Study (Speaking skill)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students are asked some questions related to weather
- Students discuss about weather in in class
- Students got ideas what **weather forecast** mean and share in the class

Phase 2: Students explore reaction to the situation

- Students watch clip of CNN forecast

<https://www.youtube.com/watch?v=zbHW1T7boSc>

- Students discuss and share information of what they have listened in class

Phase 3: Students formulate study task and organize for study

- Students watch another clip of weather forecast
- Students discuss and compare weather forecast in different countries in the

Class

Phase 4: Independent and group study

- Students talk about the important of the forecast is
- Students work in groups and share information in the class

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information from what they shared

- Students read it to the class and ask for their friends' reflection

Phase 6: Recycle activity With Role-Playing

- Students work in group of four (4 weather forecast speakers)
- Students change their roles and then tell the class again about weather forecast

## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

- Students prepare script for their upcoming role play
- Students prepare script for their upcoming role play in second and third session (perform in the 6<sup>th</sup> step)

## LESSON PLAN

Grade 11

Unit 5: **WEATHER in EUROPE**

**Time: 3 hours**

**Date:** .....

### 1.Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

### 3. Content

**Vocabulary:** leave, warm, cool, careless, dry, autumn, spring

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

### 5. Classroom activities

Central Ideas: Communication

Line of Ideas: Climate in Cambodia

Essential Concept: Understand how Important the weather is

Related Concept: understanding technical world of weather forecast

Subject: Social Study (Speaking skill)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students are asked some questions related to weather
- Students discuss about weather in class
- Students got ideas and compare the weather in Europe and Cambodia
- Students share the ideas in the class

Phase 2: Students explore reaction to the situation

- Students watch clip of CNN forecast
- Students discuss and share information of what they have listened in class



Phase 3: Students formulate study task and organize for study

- Students watch another clip of weather forecast
- Students discuss and compare weather forecast in different countries in the

Class

Phase 4: Independent and group study

- Students talk about the important of the weather is and the differences between weather in Europe and Asia (Cambodia)
- Students work in groups and share information in the class

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information from what they shared
- Students read it to the class and ask for their friends' reflection

Phase 6: Recycle activity With Role-Playing

- Students work in group of four (4 weather forecast speaker/teller)
- Students change their roles and then tell the class again about how the weather in Europe like

## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

- Students prepare script for their upcoming role play
- Students prepare script for their upcoming role play in second and third session (perform in the 6<sup>th</sup> step)

## LESSON PLAN

Grade 11

Unit 6: **KHMER BOXING** **Time: 3 hours**

**Date:** .....

### 1. Objective:

After this lesson, 1) students will be able to speak English fluently and accuracy using role playing, and 2) to learn how to collaborate in groups

**2. Cambodian Curriculum:** In high school, the time allocated to study English with 4 skills is limited to only 4 hours per week.

### 3. Content

**Vocabulary:** champion, superstar, training, professional boxer, challenge, bruises

**4. Materials:** English for Cambodia Book Five, Poster, worksheet, and whiteboard

### 5. Classroom activities

Central Ideas: Communication

Line of Ideas: Sports

Essential Concept: Understand how Important the Khmer Boxing is

Related Concept: understanding technical word of Khmer boxing

Subject: Social Study (Speaking skill)

Learner focused: Critical thinker

Phase 1: Students encounter puzzling situation

- Students are asked some questions related to sports. What are the famous sports in Cambodia?
- Students discuss about sports especially Khmer boxing in class
- Students got ideas and compare the Khmer boxing with neighboring
- Students share the ideas in the class

Phase 2: Students explore reaction to the situation

- Students watch clip of Khmer boxing
- Students discuss and share information of what they have listened in class

Phase 3: Students formulate study task and organize for study

- Students watch another clip again
- Students discuss and compare why Khmer boxing is well known in the

Class.

Phase 4: Independent and group study

- Students talk about the important of the Khmer boxing is and the what the requirement boxers should train before fighting
- Students work in groups and share information in the class

Phase 5: students analyze progress and process

- Students analyzed and reorganized the received information from what they shared
- Students read it to the class and ask for their friends' reflection

Phase 6: Recycle activity With Role-Playing (done in 2<sup>nd</sup> and 3<sup>rd</sup> hour)

- Students work in group of four (one interview, a Khmer boxer, Thai boxer and Boxing trainer)
- One another Student plays as reporter after the interview

## 6. Measurement/assessment

Activities	How	Instrument
Groups discussion is rather used to make students feel comfort while talking	teacher takes note while students are discussing on the provided topic by using rubric scoring	script done by the students when they came to have role-play English For Cambodia Book 5 LCD

## 7. Suggested activities

- Students prepare script for their upcoming role play
- Students prepare script for their upcoming role play in second and third session (perform in the 6<sup>th</sup> step)

### Script for Unit 1: The Beach (role-play)

Student 1 as MC

Student 2 as Dara, Interviewer

Student 3 as Mary

Student 4 as Socheata

Student 1: Ladies and gentlemen, today we're going to have 2 quests:

Ms. Socheata and Ms. Mary talking about their leisure. The interviewer for our program is Mr. Dara

Student 2: Good evening Ms. Socheata and good evening Ms. Mary. How are you?

Student 3: Good evening, I am fine thank you

Student 4: Good evening, I am fine thank you

Student 2: Today we are so happy to have you both as the speakers talking about your trip to Beach in Thailand and Ocheuteal Beach in Kampong Som. First, I would like to ask Ms. Socheata. Tell us about your trip to Thailand?

Student 3: Oh well, it was very exciting, people were welcome and helpful especially when I could not find the exit gate, the staffs came to ask me what they could help. I could not ever understand what they said.

Student 2: So what happened as you did not understand their language?

Student 3: Yeah, they looked at me and then asked me to follow them. Moreover, they helped me to fill the immigration form Finally I could find the exit and take taxi to the hotel I stayed.

Student 2: Sounds good, How about Ms. Mary? How was your trip?

Student 4: Well, it was not good at all since we departure.

Student 2: What happened?

Student 4: It happened from the station. I booked a ticket from Phnom Penh to Kompong Som at am, the staff booked at 6PM for me. When I arrived the bus station and asked which the bus I took. The staff checked my ticket and told me that my departure was in the evening.

Student 2: Sounded bad, I think, so what was the solution for you?

Student 4: I was told to change the ticket but I could not go at 6 as I had booked.

Student 2: I think the company should have apologized to you.

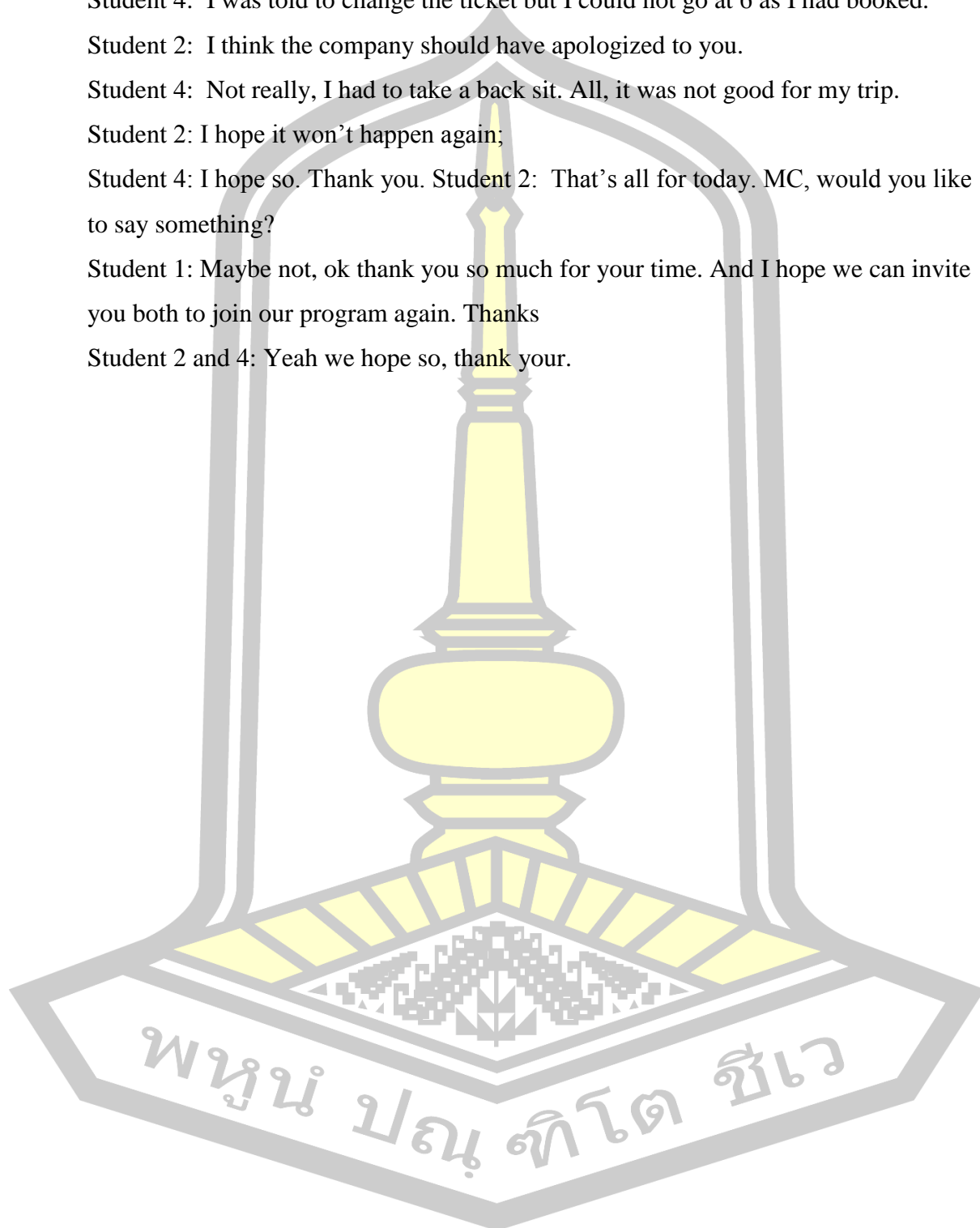
Student 4: Not really, I had to take a back sit. All, it was not good for my trip.

Student 2: I hope it won't happen again;

Student 4: I hope so. Thank you. Student 2: That's all for today. MC, would you like to say something?

Student 1: Maybe not, ok thank you so much for your time. And I hope we can invite you both to join our program again. Thanks

Student 2 and 4: Yeah we hope so, thank your.



### Script for Unit 2 (role-play) Leisure in Cambodia (Role-play)

Student 1 as MC

Student 2 Interviewer

Student 3 Dary

Student 4 Toch Thida

Student 1: Today we gonna hear about Leisure of Two speakers, Dary and Toch Thida

Student 2: Dary, How much free time do you get every week? Do you have any responsibilities outside school, at home or some other place?

Student 3: Well, From Monday to Saturday, I have classes for six hours a day. Besides that, I help my parents with their work on the farm as well as around the house.

Student 2: Do you ever watch the television? What are your favorite programmes do you like

Studeent 3: In the evening after I've finished my homework, and on Sundays I spend some time watching the television. My favorite programme is called 'Understanding Things Around Us'. It is on Channel 7. I also like waching sports programmes. Perhaps one day I'll be a good athlete and appear on television myself. Nowadays I spend quite a lot time every day reading. I never used to like reading when I was young, but now it has become quite a habit. I used to like reading stories about the future, but now I enjoy traditional works of literature. Sometimes they give useful ideas for some of the subjects that I'm studying.

Student 2: Thank you so much, Dary. Now let hear from Thida.How about your free time?

Student 4: When I was young I used to have a lot of free time, but now I work most of the day, seven days a week, in my shop.

Student 2: what else besides in the shop?

Student 4: Oh well, after being in the shop all day, I often feel like getting outside in the open air in the evening, so I often work in the garden. I like growing flowers and have many kinds. Then, after I've done digging, it's a relief to sit in my garden, relax and enjoy the view.

Student 2: How is your weekend?

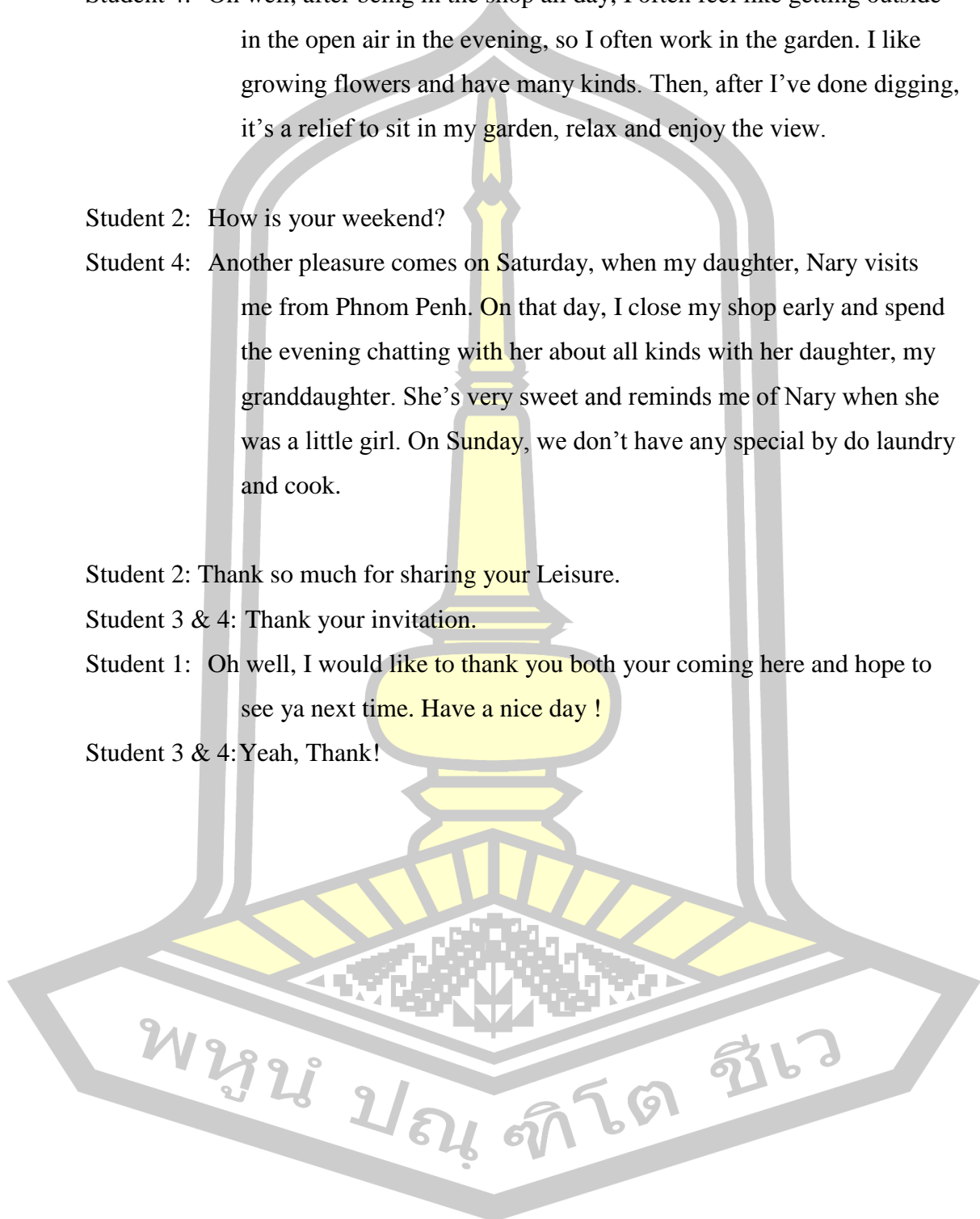
Student 4: Another pleasure comes on Saturday, when my daughter, Nary visits me from Phnom Penh. On that day, I close my shop early and spend the evening chatting with her about all kinds with her daughter, my granddaughter. She's very sweet and reminds me of Nary when she was a little girl. On Sunday, we don't have any special by do laundry and cook.

Student 2: Thank so much for sharing your Leisure.

Student 3 & 4: Thank your invitation.

Student 1: Oh well, I would like to thank you both your coming here and hope to see ya next time. Have a nice day !

Student 3 & 4: Yeah, Thank!



### Script for Unit 3: Work and Leisure (role-play)

Student 1 as Interviewer

Student 2 as Ian

Student 3 Kath

Student 4 Paul

Student 1: Let's welcome the special guests for our program today. They're Miss. Ian from UK, Kath from Australia, and the last one is Paul from USA. Today they are telling us how important the Leisure is.

Student 2: Good evening

Student 3: Good evening

Student 4: Good evening

Student 1: Now let's hear from Miss. Ian first. Miss. Ian, Could you tell us about yourself?

Student 2: Yeah, I am a branch Manager at Canadian Bank. I've been working for more than 20 years. I usually spend my leisure with shopping and movies.

Student 1: Could you tell us how important leisure is?

Student 2: Leisure provides you the chance to find balance in your life; it also puts you in control of how you're spending your time, which is an important consideration because you may feel overwhelmed by obligations.

Student 1: How about you, Mr. Kath

Student 3: I am sell manager at TKY Company. I've been working for 10 years. My leisure is just simple. I prefer enjoying with many activities at home like cooking, playing with my kids and family.

Student 1: How do you think about the important of leisure?

Student 3: Oh well, Taking part in leisure activities as a family is also beneficial for your kids because you're modeling healthy ways to handle stress and emotions.

Participating in leisure activities regularly reduces depression; in fact, just thinking about past outdoor recreation experiences can improve mood.

Student 1: How about you, Paul?



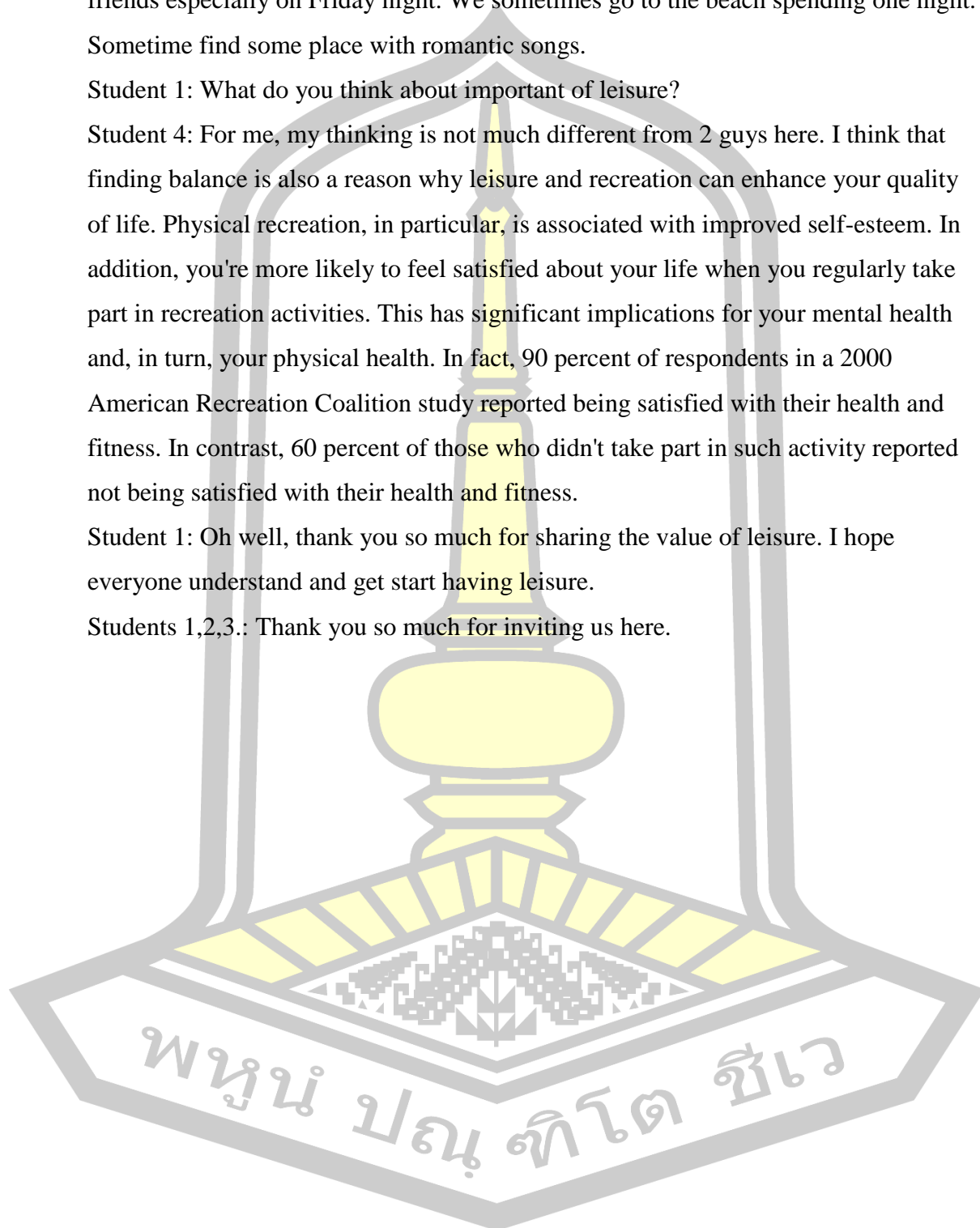
Student 4: I am a designer. I am self-employed. My leisure is often hang out with friends especially on Friday night. We sometimes go to the beach spending one night. Sometime find some place with romantic songs.

Student 1: What do you think about important of leisure?

Student 4: For me, my thinking is not much different from 2 guys here. I think that finding balance is also a reason why leisure and recreation can enhance your quality of life. Physical recreation, in particular, is associated with improved self-esteem. In addition, you're more likely to feel satisfied about your life when you regularly take part in recreation activities. This has significant implications for your mental health and, in turn, your physical health. In fact, 90 percent of respondents in a 2000 American Recreation Coalition study reported being satisfied with their health and fitness. In contrast, 60 percent of those who didn't take part in such activity reported not being satisfied with their health and fitness.

Student 1: Oh well, thank you so much for sharing the value of leisure. I hope everyone understand and get start having leisure.

Students 1,2,3.: Thank you so much for inviting us here.



### Script for Unit 4: The weather forecast (role-play)

Student 1 as weather forecast 1 Some areas of West Virginia

Student 2 as weather forecast 2 about 96L Over Leeward Islands

Student 3 as weather forecast 1

Student 4 as weather forecast 1

Student 1: will report the on Tuesday after Snow is possible across northern New England. Lingering snow showers are possible as far south as West Virginia.

Some areas will see the snow change over to rain as milder air attempts to nudge northward. Rain is likely closer to the East Coast from southern Maine and southern New England southward, including the big Interstate 95 cities. Lake-effect snowbands are likely southeast of the Great Lakes Tuesday and into Wednesday.

How Much Additional Snow?

A few inches of additional snowfall is possible in parts of northern Maine. Lighter accumulations are expected in the Green and White mountains of Vermont and New Hampshire. Lake-effect snowbands will produce mainly light accumulations into Tuesday evening across the Great Lakes snowbelts. As mentioned, rain is expected along the Interstate 95 corridor from Boston to Washington D.C., but there may be flight delays due to this system at the major Northeast hubs Tuesday.

Student 2: A strong tropical wave (96L) was bringing heavy rains and gusty winds to the Leeward and Virgin Islands on Tuesday afternoon, but was very disorganized, and is no longer expected to become the Atlantic's next tropical depression.

Satellite images on Tuesday afternoon showed that 96L had a moderate-sized area of heavy thunderstorms that were very poorly organized. The system was headed west to west-northwest at about 15 mph, and was under high wind shear of 35 knots, which

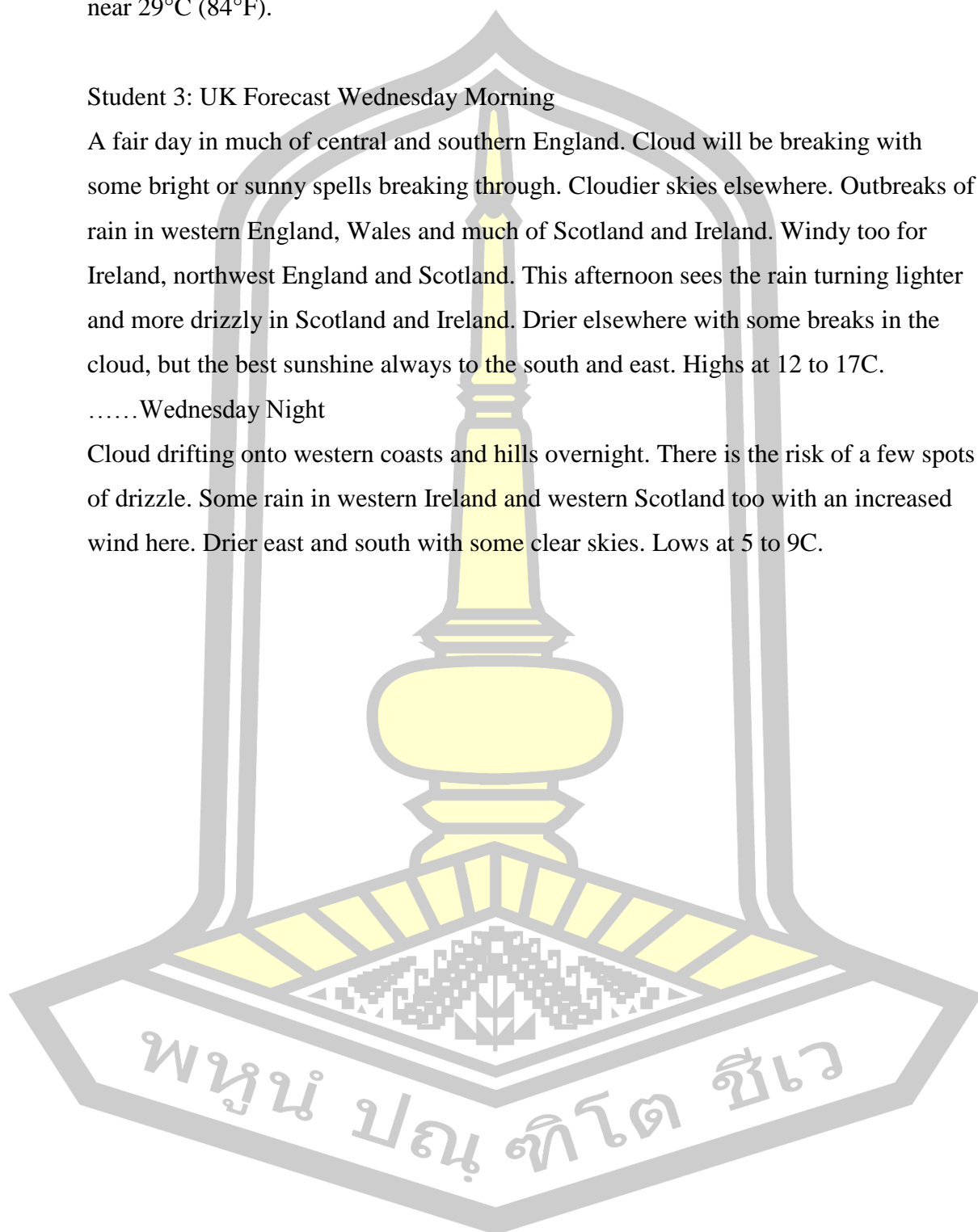
was inhibiting development. Water temperatures were plenty warm for development, near 29°C (84°F).

### Student 3: UK Forecast Wednesday Morning

A fair day in much of central and southern England. Cloud will be breaking with some bright or sunny spells breaking through. Cloudier skies elsewhere. Outbreaks of rain in western England, Wales and much of Scotland and Ireland. Windy too for Ireland, northwest England and Scotland. This afternoon sees the rain turning lighter and more drizzly in Scotland and Ireland. Drier elsewhere with some breaks in the cloud, but the best sunshine always to the south and east. Highs at 12 to 17C.

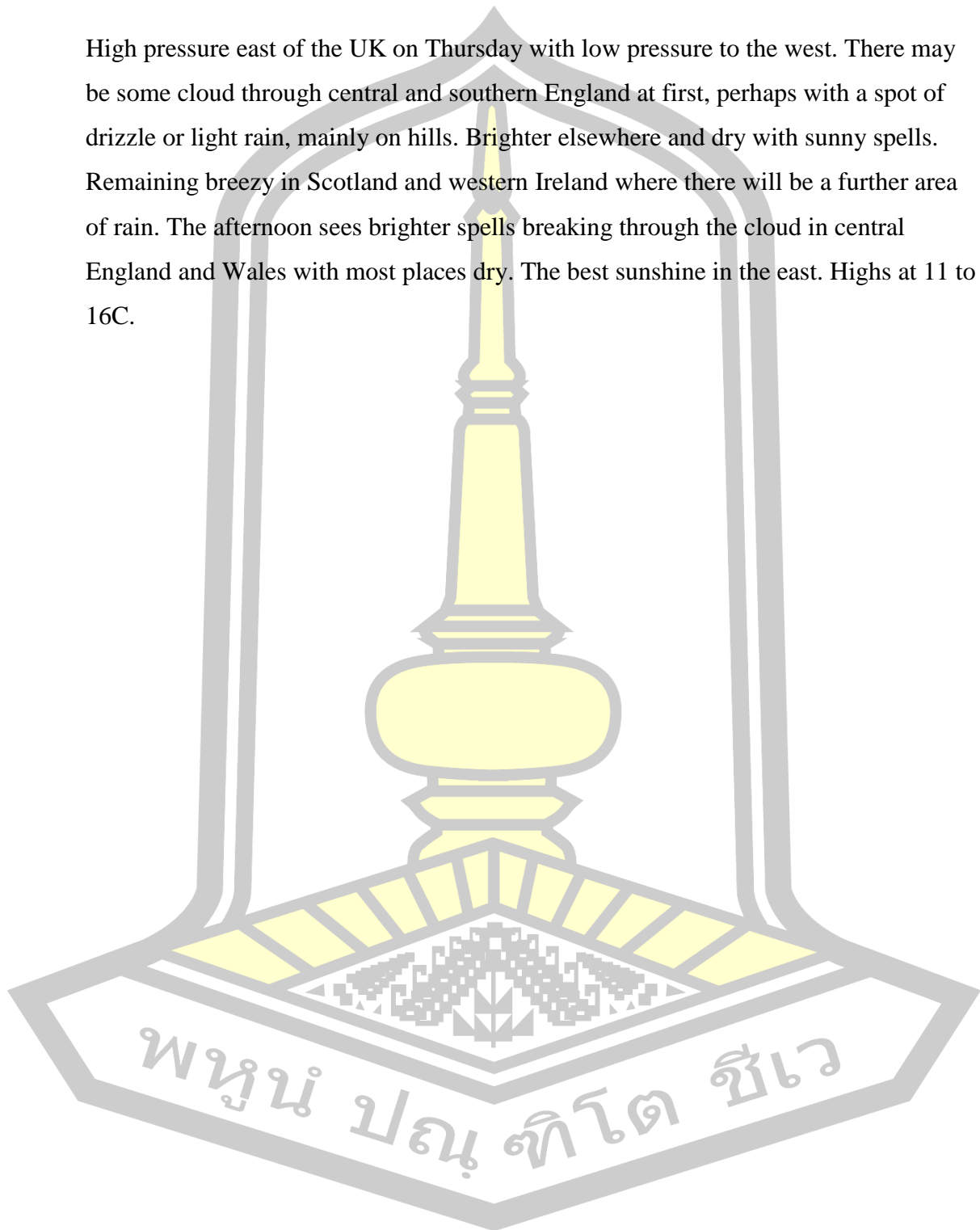
### .....Wednesday Night

Cloud drifting onto western coasts and hills overnight. There is the risk of a few spots of drizzle. Some rain in western Ireland and western Scotland too with an increased wind here. Drier east and south with some clear skies. Lows at 5 to 9C.



#### Student 4: Thursday

High pressure east of the UK on Thursday with low pressure to the west. There may be some cloud through central and southern England at first, perhaps with a spot of drizzle or light rain, mainly on hills. Brighter elsewhere and dry with sunny spells. Remaining breezy in Scotland and western Ireland where there will be a further area of rain. The afternoon sees brighter spells breaking through the cloud in central England and Wales with most places dry. The best sunshine in the east. Highs at 11 to 16C.



### Script for Unit 5: Weather in Europe (role-play)

Student 1 as weather forecast on Friday

Student 2 as weather forecast on Dry and sunny Hill showers

Student 3

Student 4

Student 1 I'm gonna report the UK weather forecast on Friday

High pressure remains over Europe, though a change in wind direction for the south of the UK with cooler east to southeasterly winds replacing the mild southerlies. Some low level cloud again for northern and western areas though this will break up throughout the day to bring sunny spells for most. A dry day with the best of the sunshine in central and north-eastern areas. High temperatures of 12 to 15C.

Student 2: Dry and sunny Hill showers on July 2, 2018

Tuesday

A fair morning for most with some good spells of sunshine. There will be some cloud affecting southern areas of England, this perhaps allowing for isolated showers in the far southwest this afternoon. Some low cloud may affect eastern coasts of England from time to time. Elsewhere it stays fair into this afternoon with lots of sunshine. Temperatures rising to 23 to 27C for most, perhaps cooler on eastern coasts.

Tuesday Night

Any of the isolated showers to the southwest will be fading quickly tonight. This leaves dry conditions with good clear spells developing. Always a little more cloud in the far south with some low cloud drifting onto eastern coasts once again. Lows near 9 to 13C.

Student 3: I am reporting the weather forecast on Wednesday

High pressure extending through the UK and Ireland on Wednesday. There will be good spells of morning sunshine and it should be dry too. Cloud will be bubbling up

by late morning and this could produce a scattering of heavy showers into the afternoon over hills. Mostly in Ireland, the moors of southwest England, the Welsh mountains, the Pennines and the hills and mountains of Scotland. Elsewhere it will stay dry with sunny spells. Highs at 22 to 26C.

Student 4: Thursday

A weak cold front brings cloud to northern and western Scotland and western Ireland on Thursday, this perhaps triggering scattered showers on hills. For the rest of the UK and Ireland the morning will be dry with sunny spells. Some showers are likely to be forming in the afternoon as a shallow area of low pressure passes through Wales and England. The showers could be heavy and thundery, although again these are likely to be scattered. Highs at 23 to 27C for most.

Sources (<https://www.weatheronline.co.uk/weather/reports/uk-forecast/dry-and-sunny-hill-showers.2.20180702.htm>)

### Script for Unit 6: Khmer Boxing (role-play)

Student 1: as interview

Student 2: Khmer Boxer

Student 3: Thai Boxer

Student 4: Boxing trainer

Student 1: Welcome to Khmer traditional Boxing Report. Today, we will interview the 2 Boxers from different countries, Cambodia and Thailand and a trainer from USA. Let's welcome....

Student 2: Good evening

Student 3: Good evening

Student 4: Good evening

Student 1: Now let's hear from Khmer boxer first. Why do you want to be a boxer, and How long have you been a boxer?

Student 2: Well, I like it coz I started loving as boxer when I was young. I felt that boxing could make me strong in term of spirit and physical building. I have been a boxer for 5 years.

Student 1: How about you, Mr. Meung sinh?

Student 3: I started to love as boxing when I was 10. At that time, I was watching TV and I felt that I wanted to be a famous boxer when I grew up. My parents did not allow me to be that. After I tried to explain them, finally they agreed. I have been a boxer for 6 years at the Meoung thongthani arena.

Student 1: Mr. Dara, As being a boxer for many years, how many times have you boxed?

Student 2: oh well, around 50 times. I won 40 times, lost 5 and draw 5.

Student 1: How about you Mr. Meung sinh?

Student 3: I have been on the ring 60 times with 39 won, 10 lost and 11 draw.

Student 1: Most of the time, who are your competitors?

Student 2: Most of them are Cambodian. Some from Thailand and middle east, and Europeans.

Students 3: For me, normally I hit with local competitors. However, some from abroad as friendly champion. Right now we have with Cambodian fighter also. We are the neighbor.

Students1: Now let's move to Mr. Buntha, a boxing trainer from Cambodia. Why have you chosen this career? How long have you been as boxing trainer?

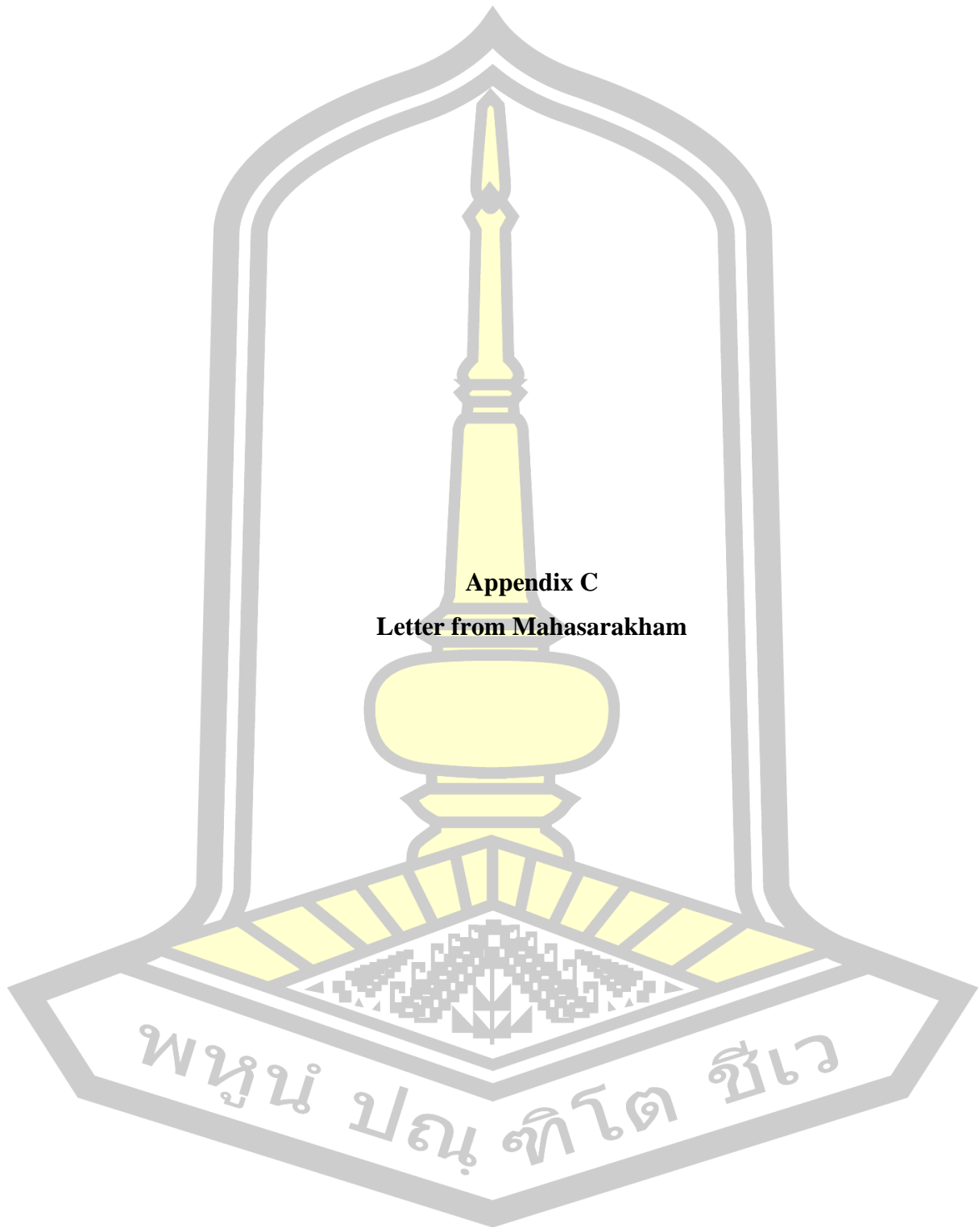
Students 4: I like boxing since I was a boxer. I want to distribute what I have learned to the next generation. Boxing is one of ways to make good health and strong.

Students1: How long have you been a boxing trainer? How many students have you trained?

Students 4: So far, it almost 15 years. I've trained around 50 boxers.

Student 1: sounds interesting, I see. By the way, Thank you so much for coming here.

Student 2, 3 and 4: Thank you.



**Appendix C**  
**Letter from Mahasarakham**

พหุบัณฑิตยสถาน





No.0530.5 (2)/792

Faculty of Education,  
Maharakham University,  
Muang, Maha Sarakham,  
44000, Thailand

19 April, B.E.2561 (2018)

Subject: Research Data Collection Request Letter

To Whom It May Concern,  
Department of Education Youths and Sports

This is to certify that Mr.Tim Poev is a graduate student of the Faculty of Education, Maharakham University who is currently enrolled in the M.Ed. Program in Curriculum and Instruction. As part of the requirement of the program, he is required to complete a research project in the given field. Now he is conducting a research entitled “The Implementation of Group Investigation Cooperative Learning Approach with Role- Playing to enhance English Speaking achievement and behavior of collaboration of Grade 11th students” under the supervision of Asst.Prof.Jiraporn Chano.

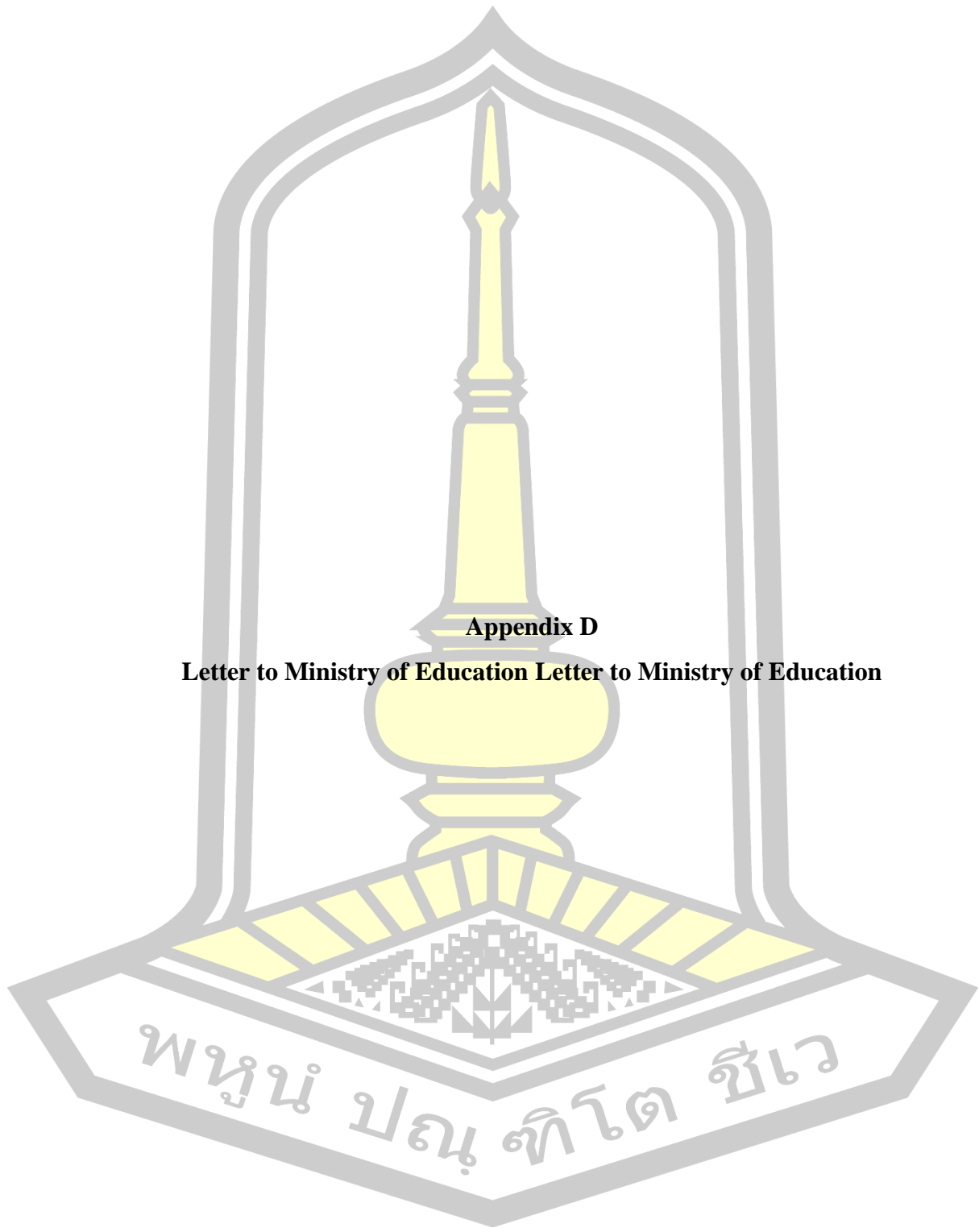
I hope that in light of above mentioned you will allow our student to collect research data in your esteemed institution. It would be grateful if an opportunity could be given. Thank you in advance for your support and cooperation.

With best regards,

A handwritten signature in black ink, appearing to read 'Suwat Julsuwan'.

(Asst.Prof.Suwat Julsuwan)  
Associate Dean for Administration and Planning,  
For Dean, Faculty of Education

Faculty of Education, Maharakham University  
Tel/Fax: (66) 43 721 764  
Email: [iredu.msu@gmail.com](mailto:iredu.msu@gmail.com)



**Appendix D**

**Letter to Ministry of Education Letter to Ministry of Education**

Letter from Ministry of Education

ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ

ខ្ញុំបាទឈ្មោះ **ទឹម ពៅ** ជានិស្សិតស្រាវជ្រាវ ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ កម្មវិធីអាហារូបករណ៍  
TICA ផ្នែកអភិវឌ្ឍកម្មវិធីសិក្សា នៅសាកលវិទ្យាល័យមហាសាកល នៃប្រទេសថៃ។

មគ្គុទ្ទេសក៍លេខ ៩៦.៤៥៥.៧៧  
ថ្ងៃទី ២២ ខែ ០៤ ឆ្នាំ ២០១៨  
ម៉ោង ១២:២៨

សូមគោរពជូន  
**ឯកឧត្តម បណ្ឌិតសភាចារ្យ ហាប់ ជួន ណារ៉ុន**  
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

នាយកដ្ឋាន ឧ.វ.អ  
ការិយាល័យរដ្ឋបាល  
លេខ: ១១១  
ថ្ងៃទី ២៦ ខែ ០៤ ឆ្នាំ ២០១៨

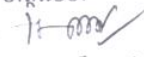
**កម្មបត្រ:** សំណើសុំការអនុញ្ញាតចុះកម្មសិក្សាស្រាវជ្រាវ និងប្រមូលទិន្នន័យ។  
**យោង :** លិខិតលេខ០៥៣០(២)៧៩២ ចុះថ្ងៃទី១៩ ខែមេសា ឆ្នាំ២០១៨ នៃសាកលវិទ្យាល័យមហាសាកល  
នាម ព្រះរាជាណាចក្រថៃ។

សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុនិងយោងខាងលើ ខ្ញុំបាទសូមគោរពជម្រាបជូន **ឯកឧត្តម  
បណ្ឌិតសភាចារ្យ** ជ្រាបថាខ្ញុំបាទមានតម្រូវការចាំបាច់ក្នុងការធ្វើកម្មសិក្សាទាក់ទងទៅនឹងការស្រាវជ្រាវ  
ការអនុវត្តវិធីសាស្ត្រសង្កេតក្រុមជាមួយការសង្កេតរៀងខ្លី ដើម្បីអភិវឌ្ឍន៍នាយកសាលាអង់គ្លេស និង  
អភិបាលនៃការសហការ សិស្សថ្នាក់ទី១១ សម្រាប់សរសេរនិក្ខេបបទថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់របស់ខ្ញុំ  
បាទ ។ ការចុះកម្មសិក្សាស្រាវជ្រាវនេះមានរយៈពេល៥៩ថ្ងៃ ចាប់ពីថ្ងៃទី១៧ ខែឧសភា ឆ្នាំ២០១៨ ដល់ ថ្ងៃ  
ទី១៤ ខែកក្កដា ឆ្នាំ ២០១៨ សម្រាប់ចុះប្រមូលទិន្នន័យ និងឯកសារពាក់ព័ន្ធមួយចំនួនដូចជា កម្មវិធីសិក្សា  
ភាសាអង់គ្លេសថ្នាក់ទី១១ សៀវភៅវប្បធម៌ភាសាអង់គ្លេសថ្នាក់ទី១១ ទិន្នន័យមួយចំនួនពីលោកគ្រូ អ្នកគ្រូ និង  
សកម្មភាពនៃការអនុវត្តការបង្រៀនភាសាអង់គ្លេសថ្នាក់ទី១១ នៅវិទ្យាល័យបាក់ទុកតាមរយៈការសម្ភាសន៍  
និងការសង្កេតនៅក្នុងថ្នាក់រៀនផ្ទាល់។ ស្ថាប័នដែលខ្ញុំបាទនឹងត្រូវទៅសម្រាប់កម្មវិធីស្រាវជ្រាវនេះរួមមាន  
មន្ទីរអប់រំ យុវជន និងកីឡា និងវិទ្យាល័យមួយចំនួនជាពិសេសវិទ្យាល័យបាក់ទុក។

អាស្រ័យដូចបានគោរពជម្រាបជូនខាងលើ សូម **ឯកឧត្តមបណ្ឌិតសភាចារ្យ** រដ្ឋមន្ត្រីក្រសួង  
ព័ន្ធនិងអនុញ្ញាតដល់ខ្ញុំបាទ បានចុះធ្វើកម្មសិក្សាស្រាវជ្រាវប្រមូលទិន្នន័យ និង ឯកសារមួយចំនួននៅ  
ស្ថាប័ន តាមកាលបរិច្ឆេទខាងលើដោយអនុគ្រោះ។

សូម **ឯកឧត្តមបណ្ឌិតសភាចារ្យ** រដ្ឋមន្ត្រី មេត្តាទទួលការកិត្តិយសខ្ពស់បំផុតពីខ្ញុំបាទ។

ថ្ងៃ ពុធ១១កើត ខែពិសាខ ឆ្នាំចស័វ្វិទ្ធិស័កព.ស.២៥៦២  
រាជធានីភ្នំពេញ ថ្ងៃទី២៥ ខែមេសា ឆ្នាំ២០១៨

ហត្ថលេខា  
  
ទឹម ពៅ



Letter from Ministry of Education to Department of Education



ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា  
លេខ: ២១០៩៦ អយក.៤៧១

ថ្ងៃពុធនៃខែសីហា ឆ្នាំ ២០១៤ សំរឹទ្ធិស័កព.ស ២៥៦១  
រាជធានីភ្នំពេញ, ថ្ងៃទី២៦ ខែមេសា ឆ្នាំ២០១៤

ជម្រាបជូន

លោកប្រធានមន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ

**កម្មវត្ថុ:** សំណើសុំចុះធ្វើការសិក្សាស្រាវជ្រាវប្រមូលទិន្នន័យ សម្រាប់សរសេរនិក្ខេបបទបញ្ចប់  
ការសិក្សាពីថ្ងៃទី១៧ ខែឧសភា ឆ្នាំ ២០១៤ ដល់ ថ្ងៃទី១៤ ខែកក្កដា ឆ្នាំ២០១៤ ។  
**យោង:** -លិខិតNo.0530.5/792 របស់សាកលវិទ្យាល័យមហាសាវ័ន្ត ចុះថ្ងៃទី១៩  
ខែមករា ឆ្នាំ ២០១៤ ។  
-ពាក្យស្នើសុំរបស់សាមីជនចុះថ្ងៃទី២៥ ខែមេសា ឆ្នាំ២០១៤ ។

សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាបជូន លោកប្រធាន ថា៖  
លោក **ទឹម ពៅ** ជានិស្សិតអាហារូបករណ៍ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអភិវឌ្ឍន៍កម្មវិធីសិក្សា  
នៃសាកលវិទ្យាល័យមហាសាវ័ន្តប្រទេសថៃ បានស្នើសុំចុះធ្វើការសិក្សាស្រាវជ្រាវ និងប្រមូល  
ទិន្នន័យនៅតាមវិទ្យាល័យមួយចំនួនក្នុងរាជធានីភ្នំពេញ ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការ  
សិក្សារបស់ខ្លួនលើប្រធានបទ "ការអនុវត្តវិធីសាស្ត្រសង្កេតក្រុមជាមួយការសម្តែងរឿងខ្លី ដើម្បី  
អភិវឌ្ឍជំនាញនិយាយកាសាអង់គ្លេស និងឥរិយាបថនៃការសហការសិស្សថ្នាក់ទី១១ " ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើ ខ្ញុំសូម លោកប្រធាន មេត្តាអនុញ្ញាតឲ្យ  
លោក **ទឹម ពៅ** បានចុះធ្វើការសិក្សាស្រាវជ្រាវប្រមូលទិន្នន័យនៅតាមវិទ្យាល័យពាក់ព័ន្ធនា  
នាក្រោមការគ្រប់គ្រងរបស់លោកប្រធានតាមកាលបរិច្ឆេទខាងលើតាមការគួរ ។

សូម លោកប្រធានទទួលនូវការរាប់អានពីខ្ញុំ

ជម្រាបជូន  
មន្ទីរអប់រំ យុវជន និងកីឡា  
អនុរដ្ឋលេខាធិការ  
សាមីខឺ ស៊ីវឌ្ឍនា

ចម្លងជូន  
-ស្ថានទូតថៃប្រចាំព្រះរាជាណាចក្រកម្ពុជា  
"ដើម្បីជូនជ្រាបជាព័ត៌មាន"  
-សាមីជន "ដើម្បីអនុវត្ត"  
-កាលប្បវត្តិ-ឯកសារ នា.ទវអ

## BIOGRAPHY

<b>NAME</b>	Mr.Tim Poev
<b>DATE OF BIRTH</b>	23 April 1982
<b>PLACE OF BIRTH</b>	Cambodia
<b>ADDRESS</b>	Phnom Penh, Cambodia
<b>POSITION</b>	Teacher
<b>PLACE OF WORK</b>	Department of Thai, Institute of Foreign Languages, Royal University of Phnom Penh
<b>EDUCATION</b>	2007 Bachelor of Education, (B.Ed.) Institute of Foreign Languages, Royal University of Phnom Penh 2020 Mater of Education (M.Ed.) Major Curriculum and Instruction Mahasarakham University
<b>Research grants &amp; awards</b>	2015 Research Grants form TICA (Thailand International Cooperation Agency)

