

EFFECTS OF A METACOGNITIVE STRATEGY TRAINING ON ENGLISH
ORAL COMMUNICATION ABILITY OF UNDERGRADUATE STUDENTS

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ผลของการฝึกกลยุทธ์การเรียนรู้แบบอภิปัญญาที่มีต่อความสามารถในการพูดภาษาอังกฤษของ
นักศึกษาปริญญาตรี

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน
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The objectives of this study were to investigate 1) effects of metacognitive strategy training focusing on awareness of Oral Communication Strategies (OCSs) use toward the students' oral communication ability and 2) students' awareness of OCSs use in their retrospective verbal report protocol. The subjects were 12 undergraduate students (second year) who study at Rajamungala University of Technology Thunyaburi and were placed in low oral communication ability. The instruments in this research were English oral communication ability pretest and posttest. The data were analyzed using frequency, t-test and content analysis.

The finding of the study revealed that 1) participants' frequency use of achievement OCSs in the posttest got higher than the pretest, also the use of reduction OCSs got reduced in the posttest and the mean scores from oral communication ability posttest got higher than the mean scores from oral communication ability pretest at the significant level .05 and 2) students showed awareness of using OCSs in the posttest retrospective verbal report protocol.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, research objectives, definitions of terms, scope and significance of the study.

1.1 Background of the Study

It is undeniable that the growth of international connection around the world enhances necessity of English including English for international business communication. Thus communicative English courses for business students have been put in curriculum of university in many countries around the world including Thailand where English is used as a foreign language (EFL) in order to enhance and prepare English language learners to be effective English language user including listening and speaking English communication that are labeled as “English oral communication” which plays a primary role in English communication (Corson, 1988; Wu, 2012).

Rajamungala University of Technology Thunyaburi is a vocational university in Thailand that realizes about importance of English oral communication. English Conversation course that emphasizes English oral interaction is provided for students who are from business administration faculty in order to enhance their English oral communication ability and prepare them to be successful English language users in context of business in Thailand and also for the coming of ASEAN community in a few years later in case they have chances to use English to interact with co-workers or clients who are from other ASEAN countries in business field. For this course,

teachers play an important role to help students overcome English oral communication problems and improve their English oral communication ability. However, there are many English conversation problems for EFL English language learners as follows.

1.1.1 Linguistic ability problems

English language learners in Thailand have rare chances to involve themselves in English language environment and lack of familiarity of the target language. Therefore, they have problems with English oral communication ability. There were a few studies which have been done and showed problems about English oral communication ability of Thai people who are in business field. In 2007, Laungmanee investigated foreign clients' satisfaction toward Thai bank staffs' English oral communication. The results showed that the majority of the participants (82%) thought that Thai bank staffs should improve their English oral skills. In 2011, Verapornvanichkul investigated the barriers of English oral communication of employees in a company in Thailand. The results showed that many problems occurred when they had oral communication interaction with clients who used English to communicate such as problem about confidence and anxiety. However, the major problem for them was the linguistic proficiency.

Generally speaking, English language learners who have lower linguistic proficiency have less response to communicative situation than learners who have higher linguistic proficiency. The learners might avoid saying their intended message because they might confront verbalization difficulties, fear of making mistakes or they think too much about correctness of formulation or grammatical structure. So they

prefer to say nothing to response to their interlocutors (Willems, 1987; Griffiths, 2003; Hismanoglu, 2011). These support Norrish's note (1983) that when they have kind of linguistic problem during interaction and fear of making mistakes, it causes the characteristic of hesitancy or saying nothing that is called "defensive learning" where the learners are not much concerned what they want to express but more about making mistakes. For examples when they have to interact with their client who is a native speaker and the frequency responses to him or her is making terrified silence and this stoppage might not be profitable. Therefore, English language teachers should encourage language learners to try to communicate to achieve conversation goal in the limit of linguistic proficiency instead of making hesitancies, pauses or stoppages.

1.1.2 Lack of English oral communication strategies (OCSs) knowledge and awareness

Generally, when we confront problems during English oral communication, we always use strategies to make response with interlocutor. That is called English oral communication strategies (OCSs). The OCSs are categorized into negative and positive ones or "reduction" and "achievement" OCSs (Willems, 1987; Ellis, 1992; Nakatani, 2005).

- **Reduction English oral communication strategies**

They are negative English oral communication strategies used to avoid problems altogether during communication such as long pauses, silences or stoppages. They are the least successful strategies that cause difficulties of understanding during

English conversation and make English language user give up in conveying their message and give negative image for speaker that they are very low proficiency of language learning (Littlemore, 2003). These strategies are common among low proficiency learners.

- **Achievement English oral communication strategies**

They are positive English oral communication strategies employed when learners decide to keep conversation goal when they confront problems during interaction. They decide to take risk and adopt a plan or strategies to get the alternative goal such as appeal for help, confirmation check, clarification or asking for repetition.

In English conversation classroom, English language functions are taught to prepare students to be successful English language users. But not just only instruction of grammatical structure and ways to express notion and function in L2, teachers have to prepare English language learners to deal with conversation, English language teachers should concern about reality of the conversation where they might confront unpredictable situation. They may be unsuccessful in retrieving certain words; unfamiliar with situation; certain idiomatic expressions or grammatical structures. Consequently, language teachers should teach them about the skills how to express uncertainty as to the appropriateness of the language they use; to describe or approximate concepts and words they don't know or that cannot be instantaneously retrieved; to form or coin words on the basis of derivation rules; to implicitly or explicitly ask their interlocutor for help (Willems, 1987). English oral communication strategies (OCSs) should be proposed in the English conversation class room in order

to solve these problems, increase natural tendency of using communication strategies more often than they do in real interaction, help to convey the meaning and fulfill their needs or get things in their own way (Nakatani, 2005).

Mariani (1994) explained the concept of reduction and achievement strategies that when we have English oral interaction, we have kind of communicative goal. Then, we set out plan or procedure to achieve it. However, when we confront problems during interaction, we have two choices to perform which are that we avoid the problem by adopting reduction strategies or we decide to keep our goal by employing achievement strategies.

English language programs and teachers in Thailand or in other EFL countries lack the provision of the knowledge and awareness about English OCSs in English conversation classroom. Students might have no idea how to deal with English oral communication difficulties, and how to get the conversation goal with the limitation of linguistic proficiency. Furthermore, they might not have awareness of how to choose strategies to make the interlocutor know their problems during conversation and get help. They have no idea of which is the appropriateness or affected strategy that should be applied during English conversation when confronting English language difficulties and which strategies that should not be applied during English conversation. So, the English conversation they have might full of negative or reduction English OCSs because the ways they choose to apply the strategies are without knowledge and awareness of using OCSs. For the ones who have less awareness of English OCSs use, when they confront English oral communication difficulties, applying the reduction OCSs in the conversation is natural ways to make interlocutor know if they are in troubles and cannot continue to get communication

goal. Finally, the conversation might get failed or breakdown before getting communicative goal.

1.1.3 Lack of metacognitive strategy

Huang (2010) claimed that it is important for learners to be aware of their own process to perform tasks and concern about strategies use. In EFL context, English language learners might not be aware of their own English OCSs they are employing during English oral interaction that leads to inappropriate behaviors during communication. English language programs should bring appropriate approach to raise awareness of their own OCSs use. Metacognitive strategy is one of the learning strategies proposed by Oxfords (1990) that can help students raise awareness of using OCSs (Nakatani, 2005). The concept of metacognitive strategies is to enhance students to think about their own learning process and regulate learning activities including awareness of strategies use to complete task. Metacognitive strategies can be taught in language classroom in order to enhance their analyzing, planning, assessing and reflecting their own learning and the explicit instruction of metacognitive strategies should include consideration of enhancing learners' knowledge about problem, knowledge about strategies, knowledge about "when" and "how" to employ strategies, and knowledge about monitoring process for problem solving (Jaušovec,1999). Metacognitive learners are taught to be concerned about the ability to recognize, evaluate and where-needs to reconstruct existing ideas. It also plays the role on helping learners to control their learning process consciously and conducting self-reflection and self-evaluation, to regulate and oversee learning, and to check learning outcomes (Xu, 2012) that lead to self-improvement and self-

development. Dawson (2008) claimed that adult learners who have high metacognition engaged to development of problem solving, decision making, critical thinking, high motivation and self-regulation to learn.

Lack of metacognitive awareness of EFL English language learners might lead to low English oral communication ability. They might not be aware of their process or their plan how to carry on conversation successfully, how to select OCSs and overcome English conversation difficulties in limitation of English language proficiency or how to improve and develop their English oral communication ability. The knowledge and awareness of metacognitive strategy to enhance awareness of selecting OCSs and process to learn should be provide for English language learners to help them select English OCSs carefully in the English conversation and to proceed their English language conversation learning consciously.

This study investigated effects of metacognitive strategy training to raise awareness of English OCSs use and enhance English oral communication ability of second year university business students at Rajamungala University of Technology Thunyaburi. They were placed in low oral communication ability English language learners. Twelve students were taught to aware of using appropriate OCSs in English Conversation course. The way to teach them to enhance their awareness of using OCSs followed the concepts of metacognitive strategy learning. The participants were trained to get English OCSs knowledge, enhance awareness of selecting English OCSs in English conversation, and enhance awareness of process to learn English conversation or to complete English oral communication tasks successfully.

1.2 Research Questions

This study was conducted to answer the following questions:

1.2.1 How does metacognitive strategy training focusing on English oral communication strategies (OCSs) use affect the students' English oral communication ability?

1.2.2 How do the students demonstrate their awareness of English OCSs use in their retrospective verbal report protocol?

1.3 Research Objectives

This study aimed to investigate:

1.3.1 Effects of metacognitive strategies training focusing on English oral communication strategies (OCSs) use toward the students' English oral communication ability

1.3.2 Students' awareness of English OCSs use in their retrospective verbal report

1.4 Definitions of Terms

1.4.1 English oral communication ability

English oral communication ability refers to the ability to communicate by using English language orally in the consideration of interaction and fluency in the conversation including accuracy of grammatical structure and sufficient vocabulary use in the English conversation.

1.4.2 English oral communication strategies

English oral communication strategies (OCSs) refer to strategic behaviors that learners use when facing English oral communication problems during face-to-face interaction. They are two types of OCSs as follows;

- **Reduction OCSs** refer to negative English oral communication strategies which are used to avoid solving English oral communication difficulties and are not on the target language based such as pauses, silences, stoppages (pauses, silences and stoppages here are the pauses, silences and stoppages that are caused by students' limitation of linguistic proficiency not by taking time to think or topic avoidance) or first language integration.

- **Achievement OCSs** refer to positive English oral communication strategies which are used to convey intended message, keep conversation going on or maintain the conversation and try to get communication goal when confronting difficulties in English oral interaction such as paraphrase, appeal for help, repair or comprehension check.

1.4.3 English oral communication strategies using awareness

English oral communication strategies using awareness refers to awareness to select OCSs to apply in English conversation by conscious thinking not to apply reduction English OCSs and to apply achievement English OCSs to overcome English oral communication difficulties.

1.4.4 Metacognitive strategy

Metacognitive strategy refer to thinking and awareness of one own learning process and performing tasks including the concept of preparing, selecting strategies, self-monitoring and self-evaluation

1.4.5 Metacognitive strategy training

Metacognitive strategy training refers to the training of OCSs based on concept of metacognitive strategy aimed to enhance English oral communication ability of low English language oral communication ability students. The concept of the training included the process of preparation before performing task, selecting strategies before and during the performance, monitoring performance to get English oral communication goal and self- evaluation after performance for raising awareness of process to learn and OCSs.

1.4.6 Metacognitive awareness

Metacognitive awareness refers to the awareness of one's own process to learn. It consisted of awareness to prepare for learning, select strategies to complete the tasks, monitor learning to get learning goal and do self-evaluation to improve and develop ability or proficiency.

1.5 Scope of the Study

This study aimed to investigate the effects of metacognitive strategies training to raise awareness of OCSs and process to learn to enhance English oral communication ability of low English oral communication ability of the second year

business students at Rajamungala University of Technology Tunyaburi. The participants for this study were twelve students who were in low ability of English oral communication who enrolled English Conversation course emphasizing on students' development of listening and speaking in English conversation. The two main variables of this study were as follows;

- a. Independent variable was metacognitive strategy training focusing English oral communication strategies (OCSs) use
- b. Dependent variable for this study was English oral communication ability

1.6 Significance of the Study

This study aimed to investigate effects of metacognitive strategy training towards English oral communication ability of low English oral communication ability second year business students at Rajamungala University of Technology Thunyaburi in order to help students be aware of their OCSs use during face to face English oral interaction and to enhance their English oral communication ability. The concept of the study covered the process of metacognitive strategy training that helps students be aware of selecting OCSs use in the English conversation including their own process to learn. The training supported students to use achievement OCSs which helped learners facilitate English oral communication problems during English oral conversation (Stern, 1984: Rao, 2002: Rifkin, 2003) with limitation of linguistic proficiency, to achieve English oral communication goals and prevent the conversation breakdown (Lee, 2004), to make understanding, to prevent misunderstanding (Björkman, 2011), to bridge the gaps or problems in communication (Jamshidnejad, 2011) and to help students keep conversation going on

(Ellis, 1992). The training also pointed out inappropriateness of using reduction OCSs that cause negative effects on the English conversation. The metacognitive strategy training also provided activities that raised awareness of their process to learn in terms of how to prepare to complete task, how to select OCSs to apply in the conversation, importance of monitoring the conversation until getting the communicative goal and how to evaluate themselves after completing the task. The enhancement of the process to learn or metacognitive awareness can help them plan and pay attention to the target language. Malena and Atwood (1985) said that obvious lack of metacognitive awareness prevented successful employment of the strategies and cognitive skills. If they are lack in skills to think about themselves and how to learn to applied strategies, they might not use appropriate strategies to perform tasks. Successful learners are usually aware of their learning process and the use of different strategies. This kind of students can be easier to deal with different tasks and situations. Learners who know or realize their own step of learning and use varieties of strategies tend to be most successful learners (Rahimi and Katal, 2011). Students who have high metacognitive knowledge can help themselves about the learning process and storing information better than students who have low metacognitive awareness. Students who are in low proficiency are not aware of their learning process and fail to monitor process to learn and they are not thinking about how to learn and what to do when face problems from tasks provided while successful learners have verities of thinking skills, awareness of knowledge and they realize how to do, what to do in any situations (Thamaruksa, 2005). To enhance their process and awareness to learn, metacognitive strategies should be proposed in the classroom. They also lead to increasing learners' ability,

supporting their self-regulation (Rahimi and Katal, 2012) and help them to see the link between the strategies they use and their achievement (Graham, 2006).

CHAPTER II

REVIEW OF LITERATURES

This study investigated the effects of metacognitive strategy training to enhance English oral communication ability. The literature reviews for the study consisted of the “Metacognitive Strategy”, “English Oral Communication Strategies”, “English Oral Communication Ability”, “Related Literature Review” and “Conceptual Framework”.

2.1. Metacognitive Strategy

Metacognitive strategy is a subscript of metacognition. Before going through the metacognitive strategy concepts, the fundamental concepts of metacognition knowledge are provided here as follows.

2.1.1 Metacognition

Metacognition activities are all about mental connect with thinking, knowing, remembering and regulation (Öz, 2005). Cubukcu (2009) defined metacognition as the knowledge, awareness, and control of one’s own learning. Şen (2009) said that metacognition refers to awareness in the individual of learners’ systematic thinking about their own learning process, and the metacognitive learners should be aware of the thinking process, self-awareness, understanding, memory techniques and learning characteristics. Öz (2005) explained that metacognition is related to knowledge of mental activities including thinking, knowing, remembering and then thinking about how to regulate it. Metacognition is thinking about one’s own

thinking and it is usually related to learners' knowledge, awareness and control of processes by with what they learn. Flavell (as cited in Jaušovec, 1999: Öz, 2005: Dawson, 2008: Rami and Katal, 2011) divided metacognition into *metacognitive knowledge* and *metacognitive experience*.

- **Metacognitive Knowledge**

Metacognitive knowledge refers to acquiring knowledge about one own's cognitive process that leads to cognitive knowledge control. It is what students know about themselves (Cotteral and Murray, 2009). Victori and Lockhart (1995) defined metacognitive knowledge as the general assumptions that the students hold about themselves as learners, about factors influencing language learning and about the nature of language learning and teaching. Rami and Katal, (2011) mentioned that information learners acquire about their learning. Metacognitive knowledge consisted of three factors of awareness as follows (Victori and Lockhart, 1995);

- *Person Knowledge* refers to knowledge about person, individual learning process to learn and understanding. It's the knowledge or beliefs about cognitive factors such as intelligence, attitude, age, and motivation influencing language learning as well as beliefs about their weakness or strengths and their self-concept as learners (Victori and Lockhart, 1995). It is one's awareness of his or her particular thinking and learning process (Öz, 2005). Personal knowledge also focuses on individual differences of learning process to achieve goals. Wenden (1991) defined person knowledge as general knowledge that learners have about the law of human learning, how learning takes place, what facilitates or inhibit human learning. Besides, person knowledge also includes what learners know about themselves as learners.

- *Task Knowledge* refers to knowledge about task, characteristics, objectives, task demand or nature of the task as well as its difficulty and roles (Victori and Lockhart, 1995; Wenden, 1991) defined task knowledge as knowing how to classify a task. Task knowledge leads to task managements and organization.

- *Strategic Knowledge* refers to the knowledge about strategy use, concern and awareness of strategies to complete the task. It is about learners' thinking about certain strategies and their potentials (Victori and Lockhart, 1995). After strategic knowledge occurs, the learners will choose the best or the most appropriate strategy to complete the task successfully and also to know when and where to use particular strategies. Wu (2012) claimed that students should make their own choice to choose strategies to learn, they should realize which strategies appropriate for them to learn in what particular situations. Task knowledge can help them achieve this point very well. Wenden (1991) defined strategic knowledge as the stored knowledge that learners have about strategies, knowing what a strategy is and whether a strategy works efficiently in their performance of a particular task.

Peirce (2003) stated the problems that might occur during learning process where the learners might make *errors in encoding*; they might miss the important data or cannot analyze which data are relevant or irrelevant to achieve goal, *errors in operations*; they might fail to select the right sub-skills to apply or they might lack the skills of dividing a task into subpart, errors in goals seeking; they might do things that cause missing goal of task provided or they might not understand the criteria of a particular task. He also noted the problem caused by teacher when teachers give a lot of feedback on correctness of learning outcomes but not about how to achieve outcomes. For solving these problems, metacognition awareness is an appropriate

approach which should be provided to the classroom in order to help students pay more consciousness and attention to learn.

- **Metacognitive Experience**

Öz (2005) defined metacognitive experience as “any conscious cognitive or affective experience that accompany and pertain to any intellectual enterprise”. Dawson (2008) defined metacognitive experience as conscious cognitive or affective experiences that concern any aspects of an intellectual undertaking. It mostly occurs when people are engaged in intentional and then reflective intellectual activities such as problem solving and learning. It is the conscious feeling during some cognitive activities that are related to the process. For example, during certain communication tasks, when you do not understand something and then you try to use some certain strategies to make the conversation understood or when you think that the strategy use does not work, then you change the way to communicate again to get the goals. Thamraksa (2005) defined metacognitive experience as “person’s subjective internal responses to his/her own metacognitive knowledge”. This process helps regulate and manage learning including planning and monitoring cognitive activities. Metacognition experience makes students develop strategies to learn themselves and can easily get learning goals. If students lack metacognition experience awareness as seen when they do not know themselves that they need to change the strategies or the way to learn something, and then they will use the old ineffective strategies again and again when they confront the same situation, it will be very difficult for them to develop the progress of proficiency.

Brown (as cited in Rami and Katal, 2011) categorized metacognitive into metacognitive knowledge and metacognitive strategies. The first refers to the information learners acquire about their learning. It is the same taxonomy as mentioned above. For metacognitive strategies, they are general skills which make learners manage, direct, regulate and guide their learning. The basic metacognitive strategies included connecting information to the old one, selecting deliberate thinking strategies, planning, monitoring and evaluating a thinking process.

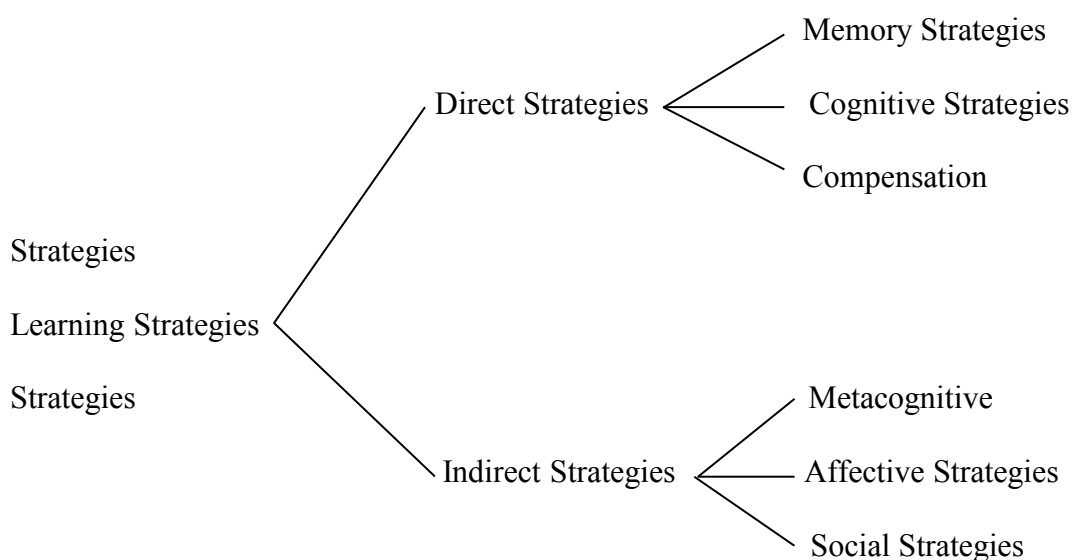
2.1.2. Metacognitive Strategy

In 1990, Oxford created six categories of learning strategies. He defined learning strategies as step taken by students to enhance their own learning and they are tools for active, self-directed involvement which is essential for developing communicative competence. They can help learners to improve proficiency and greater self-confidence.

The diagram below shows Oxford's strategy system.

Figure 2.1

Diagram of Oxford's Strategies System



He proposed that direct strategies are strategies directly involve the target language and indirect strategies are strategies or the process of language learning without directly involvement in the target language. The issues below are about the details of each learning strategies.

- *Memory Strategies* are strategies to help students to remember things consisted of creating mental linkages, applied images and sounds, reviewing well or employing action.
- *Cognitive Strategies* are strategies to help students to make cognition in learning consisted of practicing, receiving and sending message, analyzing and reasoning and creating structure for input and output.
- *Compensation Strategies* are strategies to help students to use new language for either comprehension or production despite limitation in knowledge consisted of guessing intelligently and overcome limitations in speaking or writing.

- *Metacognitive Strategies* are ways that help learners to coordinate their own learning process consisted of centering learning, arranging and planning and evaluation.

- *Affective Strategies* are strategies that help learners to gain control over factors of emotions, attitudes, motivations and values consisted of lowering anxiety, encouraging self and taking emotional temperature.

- *Social Strategies* are strategies to help learners to make appropriate social communication consisted of asking question, cooperating with others and empathizing with others.

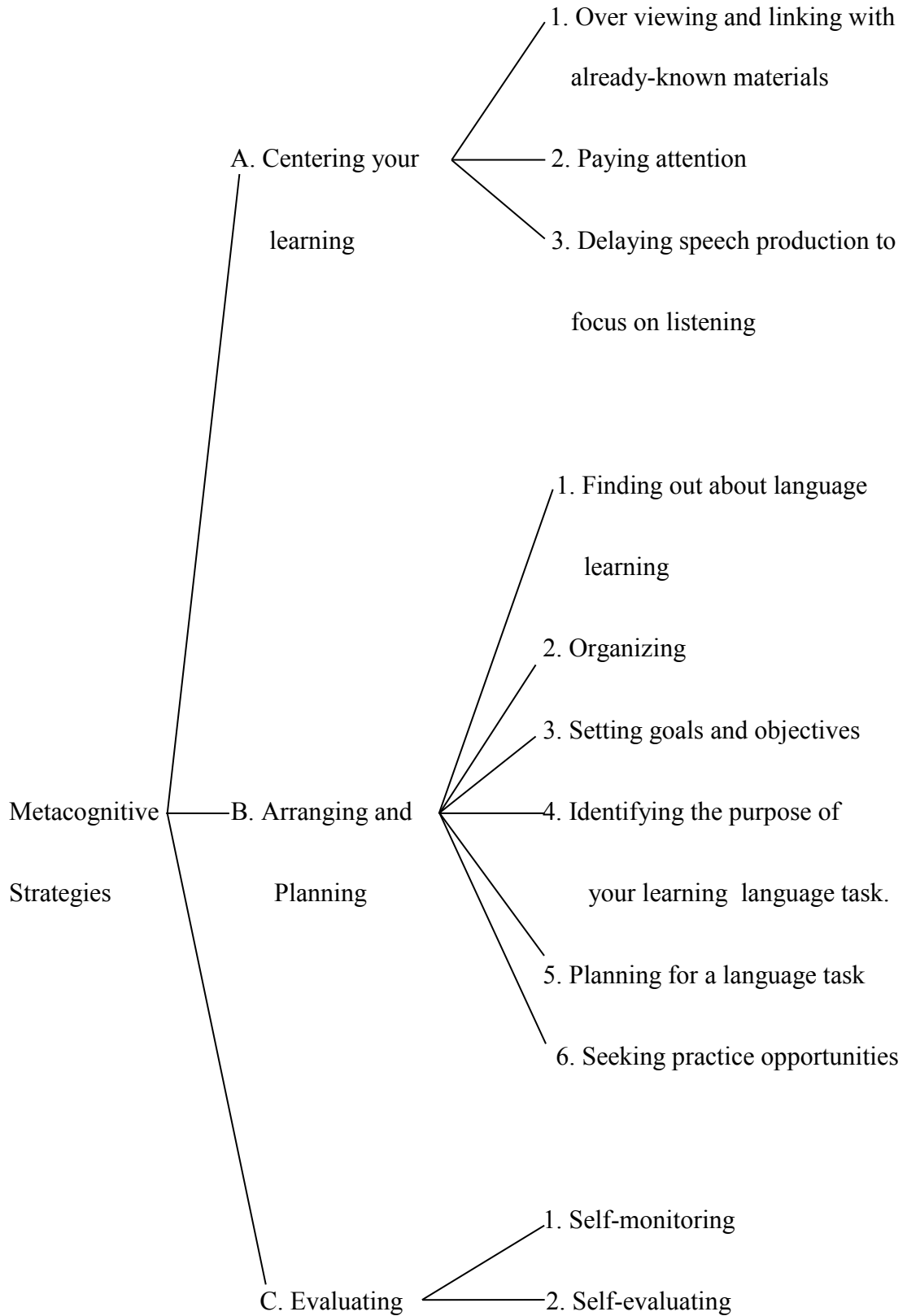
Metacognitive strategies are general skills through with learners manage, direct, regulate and guide their learning. Huang (2010) defined metacognitive strategies as examining the learning process to organize, plan and evaluate efficient ways of learning.

2.1.3 Concept of Metacognitive Strategies

Oxfords (1990) invented process of metacognitive strategies as seen in the figure below.

Figure 2.2

Oxford's Diagram of Metacognitive Strategies (1990)



The concept of *centering learning* is to focus and pay attention to materiel, the *arranging and planning learning* is to organize learning and the last concept *evaluating* is to check their performance, notice errors and evaluate their progress (Oxford, 1990).

Thamraksa (2005) recommended metacognitive strategies in EFL context that should include four elements as follows.

- **Preparing and Planning**

This is the first step of metacognitive learning. Students realize the objectives of tasks and preparation of plan to achieve determined goals. Goh (2007) claimed that one of the group interaction problems is that they were not aware of learning objectives or teacher's explanations. This stage of metacognition can solve this problem. At this step, person knowledge will be shown. Preparing and planning can help them in term of becoming autonomous learners. It is difficult for students to learn or become a self-directed learner when the learning is planned by someone else. So, let them make their plan for learning and this can cause them to think about their needs.

- **Selecting and Using Strategies**

After preparing and planning for the tasks, students will choose the appropriate strategies to complete the tasks. The strategies will be selected individually and performed during task performance. For this stage, individual differences are also concerned. Each one will choose different strategies or use different strategies in different situations.

- **Monitoring**

Monitoring stage is the regulation following the plan and also when students are unable to continue because the strategy use does not work. They will choose the new one to continue and achieve goals.

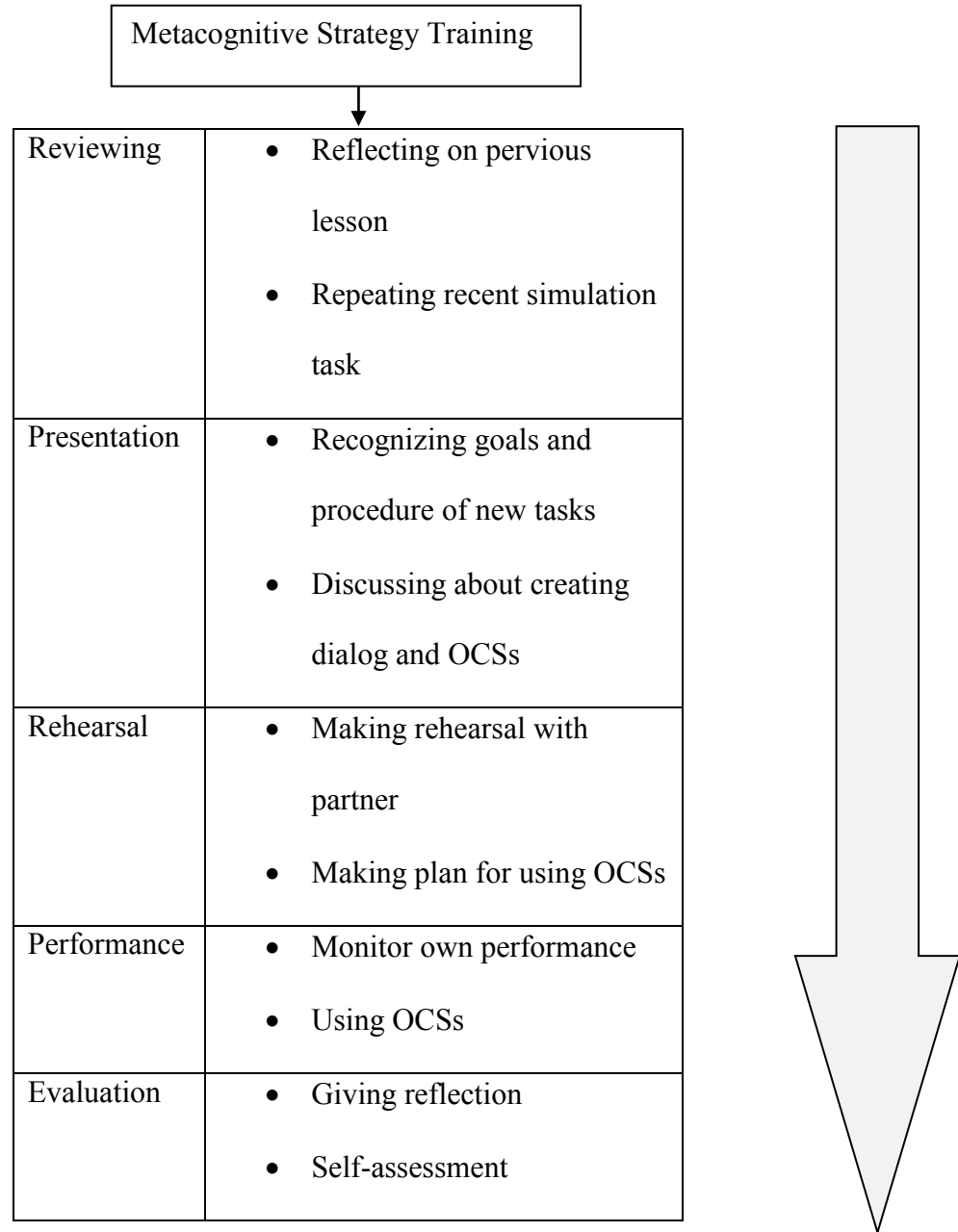
- **Evaluating Strategies Use and Learning**

Evaluating strategies use and learning is concerned with individual reflection on performance. This stage will let them see their mistakes, appropriate or inappropriate strategies during performing the task and then lead to the development of their learning and proficiency.

Nakatani (2005) invented a metacognitive strategy training framework with a purpose of enhancing awareness of OCSs use and process to learn as seen in the figure below.

Figure 2.3

Model of Nakatani's Metacognitive Strategy Training



The reviewing section is the activities of students to review the previous content from the last class and to re-practice the last performance in class before going to the next activity to have a new English conversation task. The presentation section is to recognize a goal of the new tasks including having a discussion between

students in pair to create a dialog and select English OCSs. The rehearsal section is to practice once the conversation is planned in the two stages above. The performance section is the period when the task is performed and to monitor their own performance according to their plan and awareness of using English OCSs during the performance. After the performance, the need to have self-evaluation in the given reflection and self-evaluation concept to improve their mistakes and to judge the OCSs they have used.

Cotterall and Reinders (2004) stated that there were three advantages of metacognitive strategies in order to enhance students' learning. First, metacognitive strategies control their process of learning that might enhance their confidence and motivation before or during performing tasks. Secondly, the individual style of metacognition helps them to analyze their own needs and set goals that lead to the success of learning. Lastly, metacognition develops their independence which causes different learning styles that teacher needs to force or to tell them how to learn. Metacognitive students need to have self-monitoring, self-evaluation and they should make progress and development on their own.

From the literature reviews above, a conclusion is that metacognitive strategy is from metacognition concept. The metacognitive strategy enhances the awareness about the students' own process of learning to enhance ability. It is consisted the concepts of preparation before learning, selecting appropriate and effective strategy to learn, monitoring the process of learning to get goals and the concept of self-evaluation to improve and develop their ability or proficiency. The metacognitive strategy gives positive effects to learners in term of self-regulation, self-confidence and especially awareness of selecting strategy to complete the tasks or to learn. Most

importantly, these activities of learning can improve, develop and enhance their ability.

2.2 English Oral Communication Strategies

2.2.1 Definitions of English Oral Communication Strategies

Lee (2004) stated that communicative strategies usually occur during interaction for negotiating meaning and communicating of native speaker and second language learners in order to repair the communication breakdown. The term *oral communication strategies* is used instead of *communication strategies* and it focuses more on strategic behavior that learners use when facing communication problems during face-to-face interaction (Nakatani, 2005). It is processed between listener and speaker to make both clear in their interaction. This situation will occur when a listener achieves utterances from a speaker not clearly or understandingly then he or she will push to use language by asking for clearer meaning from an interlocutor and then a speaker needs to produce or rephrase utterances to help listeners (Goh, 2007).

2.2.2 Types of English Oral Communication Strategies

Willems (1987) said that some of English oral communicative strategies are positive and some are negative. Ellis (1992) and Nakatani (2005) categorized communicative strategies as “reduction strategies” which are used to avoid the problem altogether during communication and “achievement strategies” which are used to overcome a problem that was mentioned before in the chapter one. Coder (as cited in Ellis, 1992) noted that reduction strategies are “risk-avoiding” and

successful strategies that make difficulties of understanding during interaction. This type of strategy use makes them give up conveying their message and give negative image to a speaker. They will be considered the one with very low proficiency of language learning (Littlemore, 2003), These strategies are common behavior among low proficiency learners. Nakatani (2005) categorized types of OCSs as seen below.

Table 2.1

Nakatani's Description of Reduction Strategies (2005)

Strategies	Description	Example
Message Abandon	Avoid engaging in communication when facing problem of finding grammatical structure or vocabularies and let the message unfinished	A: <i>Can you please tell your boss that I will come again tomorrow.</i> B: <i>.....ah...tell.....</i>
First Language-Based	Interject first language in the target language conversation	<i>Where is the hmm.....</i> <i>Where is the Rong-Ha-Harn (cafeteria)?</i>
Interlanguage-Based	Use interlanguage when facing communicative problem	A: <i>1,000 sir</i> B: <i>more more cheaply</i>
False Start	Repeat one or more preceding words again and again and reduce accuracy of sentences	<i>II don't beakfast....I have..... I don't have.....</i>

- **Achievement Strategies**

Achievement strategies are employed when learners decide to keep a conversation goal when they confront problems during interaction. They decide to take risk and adopt a plan or strategies to get the alternative goals (Mariani, 1994).

Willems (1987) noted that the arranged appropriate communication strategies should be proposed in the language classroom. The first communication strategies are *approximation* and *paraphrase* following with *word-coinage*, *appeal for help*, *checking a question* and *self-repair*. Mariani (1994) claimed that a language teacher should allow students to take risk and expand their communicative competence instead of avoiding or stopping alternative communication goals. That is the reason why we should take interest in achievement strategies. He recommended the language learners should learn about the first achievement strategies which are *generalization* and *approximation*. He claimed that language learners should have skills to generalize or simplify word they don't know in order to communicate effectively such as *thing* or *stuff*. He also recommend *paraphrase* that is about definition or description of words to make the conversation clear. Moreover, they also need to reformulate the sentence they have just said or *repair* to make conversation more fluency in term of grammatical structure, meaning and understanding. He said that sometimes they need to make verbal straightforward signal to get help form the interlocutor that is called *appeal for help*. Nakatani (2005) categorized types of achievement as seen below.

Table 2.2

Nakatani's Description of Achievement Strategies (2005)

Strategies	Description	Example
Help Seeking	Show appeal for help and ask for repetition when confronting the communicative problems	<i>I don't understand</i> <i>I beg your pardon?</i>
Modified Interaction	To have negotiation to overcome communication difficulty such as confirmation checks, comprehension checks and clarification requests	<i>My reservation no?</i> <i>No bargain?</i> <i>I don't have enough money, do you see?</i> <i>Why? What kind of tour?</i>
Modified Output	Rephrased an utterance in response to their conversation partners' signals for negotiation.	<i>A: 10 o'clock? I heard 9 o'clock.</i> <i>B: which one? Pardon?</i> <i>A: I heard the flight time is 9 o'clock.</i>
Maintenance	Response by making positive comments, expanded repetition partner's preceding utterance or using other conversation gambits to let partners know that they are understanding important information in the conversation	<i>Really?</i> <i>I see, ok</i> <i>A: We have a bargain tour for four day.</i> <i>B: four day. Ah...ok</i>
Self-Solving	Get in the difficulty of linguistic and try to use relevant language resource they have to express their intended message by using paraphrase, approximation or restructuring	<i>The bay for ship.....like bay (instead of harbor)</i> <i>May I see.....sorry, can I use traveler's checks?</i>

2.3 English Oral Communication Ability

2.3.1 English Oral Communication Ability

In English oral communication, learners need to exchange meaning when communicating, and the two major aspects of the exchanged meaning are unpredictability and negotiation (Johnstone, 1989).

The office of Language Assessment and Test Development of Hellenic American University (2011) created factors about oral communication ability that students should have as follows;

- **Interaction** focusing on contribution and understanding. Students should have ability to consistently contribute effectively in communication, perform and respond to basic language functions by expressing opinions and attitudes with reasonable precision and supporting details

- **Fluency** focusing on length of utterances, interlocutor support, hesitations and pronunciation. Students should have ability to sustain interaction effectively without interlocutor support, express self with relative ease, hesitations mainly observed when forming longer responses and pronunciation does not impede communication.

- **Grammar** focusing on range and accuracy. Students should have ability to have repertoire of frequently-used structures even when conveying ideas on less routine situations, good control of a repertoire of frequently used patterns and

structures throughout and have few minor grammatical inaccuracies that do not impede communication

- **Vocabulary** focusing on range on accuracy of vocabulary use. Students should have ability to speak with sufficient vocabulary even when conveying opinion on less routine topics, good control of both common and less common vocabulary even when expressing opinion on less routine topics and few minor errors in vocabulary usage of less routine vocabulary that do not impede communication

2.3.2 Assessment of English Oral Communication Ability

Rifkin (2003) promoted how to assess oral language proficiency. He said the assessment should cover criteria of grammatical, sociolinguistic, discourse and strategic competencies in relation to students' execution of language function, ability to organize words into structure, use of speaking context and accuracy in speaking. Hinkel, (2006) stated oral communication in language learning requires fluency, accuracy, sufficient lexical and grammatical repertoire for meaningful communication. House (1999, as cited as Björkman, 2011) determined criteria for evaluating frequency use of oral communication pragmatic strategies as follows.

- Appropriate use of routine pragmatic phenomena such as discourse strategies
- Ability to initiate topics and topic change, marking use of appropriate routines
- Ability to “carry weight” in a conversation
- Ability to show turn taking, replying or responding
- Appropriate rate of speech, types of filled and unfilled pauses, frequency and function of repair.

One of the factors which affect communication competence is fluency. Fillmore (as cited in Brumfit, 1984) defined four characteristics of fluency of communication. The first one is the ability to fill time with talk or to talk without significant pauses for an extended period. The second is the ability to talk in coherent, reasoned and semantically dense. The third is the ability to have appropriate contents to say in a wide range of contexts and the last is the ability to be creative and imaginative in language use such as joking, and varying styles. However, for EFL context, the criteria to assess oral communication strategies might be emphasized more about effectiveness of communication and ability to maintain conversation going and get communicative goals without negative response. Nakatani (2005) created criteria to evaluate seven levels of oral communication ability as follows.

Table 2.3

Nakatani's Oral Communication Assessment Scale (2005)

Level 7	Almost always communicates effectively in the task	-Speech is general and continuous -Can interact in the real-life way with the interlocutor -Can generally develop dialogue spontaneously with few errors.
Level 6	Generally communicates effectively in the class	-Is not quite fluent but interact effectively -Can generally react flexibly -Make a positive contribution to the dialogue
Level 5	Communicates reasonably effectively in the task	-Is sometime fluent but with hesitancies -Can interact fairly comfortably and gain flexibility -Make some contribution to the dialog
Level 4	Communicates moderately in the task	-Make some pauses but fairly intelligible -Shows some flexibility -Is somewhat independent of the interlocutor in the dialog
Level 3	Communicative modestly in the task	-Make frequent pauses, but somewhat intelligible -Show little flexibility -Can maintain dialog but in a rather passive way
Level 2	Communicates marginally in the task	-Makes numerous pauses, at time long one -Still depend on the interlocutor but begin to interact a little with him or her -Given help, communicates quite basically. Requires some tolerance for the interlocutor
Level 1	Communicates extremely restrictedly in the task	-Can answer simple questions but with numerous long pauses -Depends on interlocutor with only partial contribution to the dialog -Some questions have to be repeated on request

2.4 Related Metacognitive Strategies and English Oral Communication Ability Research

Oral proficiency difference is one factor that the researchers use to investigate level of metacognition. Cabaysa and Baetiong (2010) found the oral learners who are in higher range of proficiency used more metacognition than less proficient learners. They stated that the speakers who were limited of speaking proficiency did not have any plans to use words and sentences. For this reason, they did not even think of the meaning of words, producing accurate sentences and monitoring their ideas.

Chou (2011) investigated influence of strategies use on oral presentation of Taiwanese students. He divided students into a group and individual performance of oral presentation and made comparison between the two groups in term of strategies use. He found that the individual presenters tend to be aware of metacognitive strategies most while group work presenters show significant importance of using OCSs strategies. Form this study it showed that if students were designed to learn in group. Although their OCSs is high, they might lack thinking about their own learning. If they are assigned to speak individually, their metacognition awareness is high. Consequently, they might not be concerned about OCSs use in the interaction probably bringing about the utterance breakdown. Since OCSs and metacognition play important role to improve oral communication ability, they should be together in the oral language classroom. How to realize the metacognitive awareness in oral communication classroom is the teachers' needs to enrich students' knowledge and experience about metacognition (Xu, 2012).

Wu (2012) found that there were differences of metacognitive strategies use in oral communication between advanced learners and lower learners. She said that

advanced learners used metacognitive strategies better than less proficient learners. They made more plans to study and achieved their goals. Besides, they were better in modifying frequently their plan on performing oral English statements.

Jing-Yang (2007) used metacognitive awareness to support Chinese learners' autonomy of oral communication learning. She claimed that two periods per week of oral communication class was not enough to enhance learners' English oral language ability. They need to be provoked their autonomous learning. Students were activated about autonomy based on metacognitive-awareness to enhance oral communication quality. They were trained about how to be an expert learner, apply higher thinking strategies to communicate orally and then they had to report their daily monitoring and their own awareness of strategy they use to communicate orally with others in order to succeed in communication. According to her findings, she concluded that learners' autonomy is a critical element to improve learners' oral communication and metacognition have an important role to improve the oral communication language.

Huang (2010) investigated strategies learners used to perform weekly speaking tasks. The results showed that metacognitive strategies were the strategies that they use most frequently for facilitating the tasks (20.6 %).

Cabaysa and Baetiong (2010) investigated learning strategies use for completing speaking tasks of high school students. The results showed that students used metacognitive strategies most frequently compared with other learning strategies. It showed that before performing task, they thought about the process of how to complete tasks effectively. Not just only metacognitive strategies could help students to complete tasks successfully, but they were also aware of specific strategies to learn according to their needs and their learning style that bring about self-

confidence and motivation for learning. Shannon (2008) stated that metacognitive strategies instruction can help students develop their deeper understanding of how to choose strategies which work best for their individual learning style. Nakatani (2005) made a conclusion that metacognition can enhance students' oral communication strategies use that lead to effective oral interaction, communication, avoid conversation breakdown and keep conversation going. This results support the study of Saputro (2008). He conducted a study about metacognitive training in oral communication strategies, and he made explicit instruction of metacognitive strategies to enhance oral communication strategies use. Three steps of metacognition included planning, implementation, and reflection were taken into consideration for the training. The results showed that there was improvement of speaking ability after taking the training. He gave suggestion that training of metacognition in oral communication strategies use should be done in language classroom in order to help students improve their speaking ability and using appropriate speaking strategies in the interaction. Donglan (2001) investigated metacognitive awareness of Singaporean students in oral communication task performance. The metacognitive knowledge was put in this study including knowledge of person, task and strategies. The results showed that the students generally employed and were aware of the metacognitive knowledge to complete the oral communication tasks and to become good listeners and speakers.

In 2005, Nakatani used metacognitive strategies as a tool to raise awareness of OCSs use in EFL Japanese learners at a private college. The participants were all female students who were engaged with 90 minutes' explicit instruction of OCSs based on metacognitive awareness for twelve weeks. The results of this study showed

that the students in the experiments group got better oral communication score than control group who were not trained about the OCSs and not be aware to think about their own process to learn including not be trained to be self-regulated learners. The results showed that the experiment group made longer utterances and used fewer inappropriate OCSs during interaction while the control group needed more consciousness about using OCSs, tasks and process to learn to improve their performance.

However, the study of Nakatani (2005) was not concerned with the level of the students. All of the participants who were in different levels were put in the class and took the training together. He didn't focus on any particular level of students. According to Littlemore (2003), the reduction OCSs is common behaviors of students who are placed as low proficiency learners. It seem that the learners who need OCSs training most are low oral communication ability learners, that is the reason why this present study aims to investigate the effects of metacognitive strategies training to raising awareness of OCSs use and enhance oral communication ability of low oral communication ability learners.

2.5 Metacognitive Strategies and English Oral Communication Ability

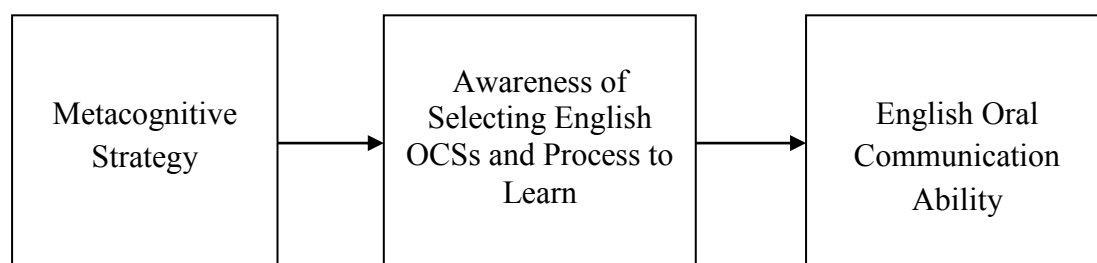
2.5.1 Conclusion of relationship of metacognitive strategy and English oral communication ability

Generally when we confront English oral communication problems, OCSs will be employed. However, there are two types of OCSs that are positive and negative mentioned above. It is important for learners to be aware of the process to learn and OCSs use when getting problems during interaction (Huang, 2010). As metacognitive

strategy is the concept about knowledge; awareness and control of one's own learning (Cubucku, 2009), providing metacognitive strategies in English oral communication class room can enhance students' awareness of OCSs use that lead to oral communication ability. Not just only awareness of strategies use, metacognitive strategies concept also make them enhance awareness about tasks they have to perform including self-evaluation for developing their own performance. From the literature above, the researcher created framework which shows the model of relationship between metacognitive strategy and English oral communication ability as seen below.

Figure 2.5

Relationship of Metacognitive Strategy and English Oral Communication Ability



Metacognitive strategy is the tool to enhance students' awareness of the process to learn; how to prepare for the task. The students who have high metacognitive awareness will think about the ways of preparing necessary things to complete goal before doing task such as necessary linguistics needed in the conversation, goal to have the conversation or how to take turn to speak in the conversation. Students who have metacognitive awareness think of how to process the task successfully, how to monitor the process of learning effectively and how to select

best English OCSs to complete the task and get the communicative goal. After completing the test task, they will have the self-evaluation to improve ability and judge the OCSs they have selected in the conversation. These activities or these concepts of metacognitive strategy learning can enhance their English oral communication ability finally.

2.5.2 Conclusion of metacognitive strategy concepts to enhance English oral communication ability of Oxford (1990), Thamraksa (2005) and Nakatani (2005)

From the literature reviews above, Oxford (1990), Thamraksa (2005) and Nakatani (2005) mentioned about the concepts of metacognitive strategy to enhance English oral communication ability and their concepts are similar in the different name of topics and activities inside. So, the researcher concluded the concept of how to plan the students to practice English conversation as seen in the table below. This table shows the conclusion of metacognitive strategy concepts to enhance English oral communication ability from Oxford (1990), Thamraksa (2005) and Nakatani (2005). The details of each concept are described at above of this chapter.

Table 2.4

The Conclusion of Metacognitive Concepts to Enhance English Oral Communication Ability from Oxford (1990), Thamraksa (2005) and Nakatani (2005)

Concept	Oxford (1990)	Thamraksa (2005)	Nakatani (2005)	
Stage 1	Over viewing and linking with already known materials, paying attention, delaying speech production to focus on listening, finding out about language learning, finding out about language, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task	Preparing and Planning	Review Presentation	Preparation before Performance
Stage 2	Seeking practice opportunities	Selecting and Using Strategies	Rehearsal	
Stage 3	Self-monitoring	Monitoring	Performance	Monitoring during Performance
Stage 4	Self-evaluating	Evaluating Strategies Use and Learning	Evaluation	Self-Evaluation after Performance

- **Preparing and Planning Oral Communication Tasks**

Unfamiliarity of target language might make EFL learners ignore or lose their focus of the target language task (Oxford, 1990) or lack of awareness in objectives of tasks or teacher's explanation (Goh, 2007). The stage of preparing and

planning of metacognitive strategies can help them focus more about target language oral communication task. For metacognitive strategies, in the process of preparing and planning, learners have to think about themselves of how to learn effectively. That is called person knowledge and they have to realize objectives of tasks. That is called task knowledge. When learners are given oral communication task, they have to realize what the objectives of the task are and also about what are linguistic resources that they should use to perform the tasks in order to prepare before performing task. This stage can enhance their self-confidence to perform the task. If they have opportunity to communicate orally in reality, they might think about objectives of the conversation and how to prepare the conversation before interaction. That can avoid losing interaction goal. For example, if they have opportunity to meet foreign customers and the objective of meeting is negotiation for the goods' price. Hence, they can go to the right way because thinking about objective or goal of the communication.

- **Awareness of Selecting and Using OCSs**

Before performing oral communication tasks, learners should awareness about what types of OCSs they should employ during interaction. In this preparing stage, they should practice and perform tasks in the form of rehearsal stage in order to look at themselves with what strategies they employ during communication. If they realize some inappropriate OCSs occurring during rehearsal stage, in the performance stage they can improve themselves by employing other OCSs in order to make appropriate behaviors during interaction. That is really important for business field.

- **Monitoring Oral Communication**

During task performance, they have to monitor their communication to achieve the oral communication goals. This stage will be easy for them if they make the stage of preparing and planning oral communication task and awareness of selecting and using OCSs in advance. However, if there are any problems occurring in the communication, they need to monitor the conversation by maintaining and keeping conversation going without stoppage, silence, pauses or change of OCSs use. If the OCSs they are using do not work, that stage of metacognitive strategies required continuous conversation and can help them enhance oral communication ability by avoiding conversation breakdown or giving up during interaction.

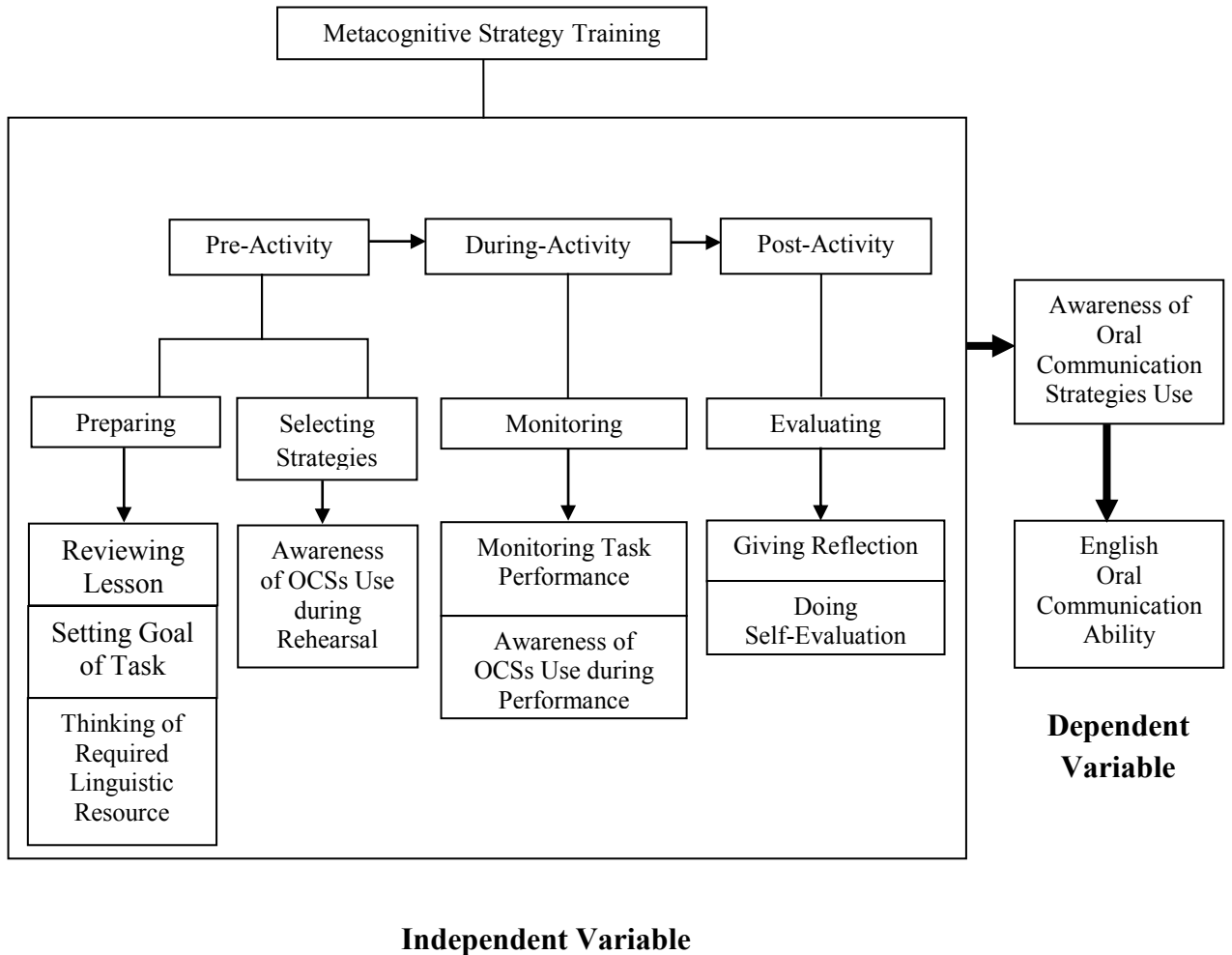
- **Evaluating OCSs Use and Own Oral Communication Performance**

Metacognitive strategies provide opportunity for them to make individual evaluation about their own performance. This stage makes them see their own behaviors and makes some decision whether they perform appropriately or not or employ appropriate strategies or not. If they can see themselves and their inappropriate behaviors or strategies during interaction, they will be asked to think about improving themselves. So, this stage of metacognitive strategies will lead to the development of oral communication ability that occurs by seeing and thinking about their own mistakes.

From the literature reviews above, the researcher created a model of the metacognitive strategy to enhance English oral communication ability as seen in the figure below. The figure below presented the conceptual framework of this study

Figure 2.6

Research Conceptual Framework



The independent variable of this study was “Metacognitive Strategy Training”

The dependent variable of this study was “English Oral Communication Ability”

- Pre-Activity stage is the concept of activities prepared to complete the task by reviewing lesson, setting the goal of the task and thinking of the required

linguistic resource needed to have English conversation task. Furthermore, it included the activity to have once practice the conversation or rehearsal stage, the awareness of using English OCSs occurring in this stage. During the rehearsal, they have to mark or note the OCSs they use in the conversation.

- During- Activity stage, they have to perform the task by monitoring the performance following the plan. During the performance, teacher mark or note down English OCSs they use in the conversation for them.

- After the performance, they have to note down their reflection and self-evaluation to see if there is anything to improve and to see if the OCSs they have used are working or not.

CHAPTER III

METHODOLOGY

This study aimed to investigate the effects of metacognitive strategy training on raising awareness of OCSs use during face to face English oral communication of low oral communication ability students at Rajamungala University of Technology Thunyaburi. The following are details of methodology in this study.

3.1 Research Design

This experimental research is to investigate the effects of metacognitive strategy training to enhance English oral communication ability of low English oral communication ability students. Students who enrolled the English Conversation course in the third semester of the academic year 2012 were asked to take a pretest in the first period of the class in order to see if each of them was an advanced, moderate or low English oral communication ability learner. The test was a role play (see appendix B) and the tool to assess the placement test was a rubric score adopted from Nakatani's oral communication ability assessment scale (see appendix C). Students who were placed in low English oral communication ability; level 1, 2 and 3 (see appendix C), were trained specially about English oral communication strategies knowledge (OCSs) based on concept of metacognitive strategy in order to enhance the awareness of using OCSs in English conversation. There were twelve periods of the training (one hour per period). The participants took the pre-test in order to assess their English oral communication ability before receiving the training (see appendix B). The English oral communication ability was assessed based on the English oral

communication ability rubric scoring adopted from Basic Communication Certificate in English (2011) (see appendix D). After the pre-test, they were treated metacognitive strategy training in order to raise awareness to use OCSs. After six periods of the training, they took a midterm test in order to investigate the development of their achievement in using OCSs (see appendix B). Finally, after twelve weeks, they took the posttest in order to be assessed their development of English oral communication ability after taking the overall training (see appendix B). The performance cores of pretest and posttest were recorded. The participants had a chance to see their own performance in the video tape in both pretest and posttest so that they knew what they had done in the interaction. Their own weakness and strength in the English conversation were seen. Then, they were allowed to reflect and evaluate their own performance in the stage of retrospective verbal report. This research aimed to collect both quantitative data and qualitative data.

3.1.1 Quantitative Data

Quantitative data was from the participants' scores of English oral communication ability from the pretest and posttest. This data was then analyzed to investigate their English oral communication ability before and after the training. For the testing process, they were given role cards with a situation and asked to perform the task so that their English oral communicative ability was assessed. Their English oral communication ability was assessed based on English oral communication ability scoring rubric (see appendix D). The scores from the three tests were compared to determine the success of the training.

Furthermore, quantitative data of this study received from the participants' frequency use of English OCSs in the pretest, mid-term test and posttest to investigate their development of using OCSs. The participants' development was shown in increasing of their using of achievement strategies and reducing of the reduction strategies in the mid-term test and the posttest.

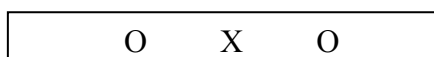
3.1.2 Qualitative Data

Qualitative data of this study received from the retrospective verbal report. Each participant's utterance was seen in feedback given in their own performance during watching the video which was tapped and analyzed in order to measure the awareness of the OCSs use.

The figure below shows the research design for this study.

Figure 3.1

Research Design



O refers to the pretest and posttest of the English oral communication ability assessment.

X refers to the metacognitive strategy training focusing on awareness of using English OCSs and process to learn

3.2 Participants

Participants for this study were the second year business students who were one male and eleven female. They enrolled for the English Conversation course at Rajamungala University of Technology Thunyaburi in the third semester of the academic year 2012 in April. Their age was around 19-20. All of them were placed their English oral communication ability as level 1, 2 and 3 in oral communication assessment scale (see appendix C). All of them had passed compulsory courses including Fundamental English course with focusing on grammatical structures, and Communicative English course which emphasized communication in four skills: speaking, listening, writing and reading. After enrolling on the course, they took a placement test and were placed English oral communication ability as advanced, moderated or low oral communication language learners. The twelve students who were considered low oral communication ability language learners were asked to take metacognitive strategies training in order to develop their oral communication ability. The students were treated twelve periods (one hour per period) metacognitive strategy training in order to raise awareness of using OCSs.

3.3 Research Procedure

Procedure of this present study was conducted in the following steps.

3.3.1 Placement Test

At the first period of the English Conversation course, all students were asked to take the placement test if they were the advanced, moderate or low oral communication ability learners. The test was a role play (see appendix B) and the

rubric scoring for oral communication ability adopted from Nakatani (2005) and used to determine their level as seen in the figure below.

Table 3.1

Oral Communication Assessment Scale for Placement Test (adopted from Nakatani, 2005)

Level 7	Almost always communicates effectively in the task	Speech is general and continuous Can interact in the real-life way with the interlocutor Can generally develop dialogue spontaneously with few errors.
Level 6	Generally communicates effectively in the class	Is not quite fluent but interact effectively Can generally react flexibly Make a positive contribution to the dialogue
Level 5	Communicates reasonably effectively in the task	Is sometimes fluent but with hesitations Can interact fairly comfortably and gain flexibility Make some contributions to the dialog
Level 4	Communicates moderately in the task	Makes some pauses but fairly intelligible Shows some flexibility Is somewhat independent of the interlocutor in the dialog
Level 3	Communicates modestly in the task	Makes frequent pauses, but somewhat intelligible Show little flexibility Can maintain dialog but in a rather passive way
Level 2	Communicates marginally in the task	Makes numerous pauses, at time long one Still depends on the interlocutor but begins to interact a little with him or her Given help, communicates quite basically. Requires some tolerance for the interlocutor
Level 1	Communicates extremely restrictedly in the task	Can answer simple questions but with numerous long pauses Depends on interlocutor with only partial contribution to the dialog Some questions have to be repeated upon request

- Advanced oral communication ability
- Moderate oral communication ability
- Low oral communication ability

According to the scale above, the students who were in level 1-3 indicators lack OCSs use. Therefore, only the low oral communication ability students participated in this study to be trained by metacognitive strategies in order to enhance their oral communication ability.

3.3.2 Pretest

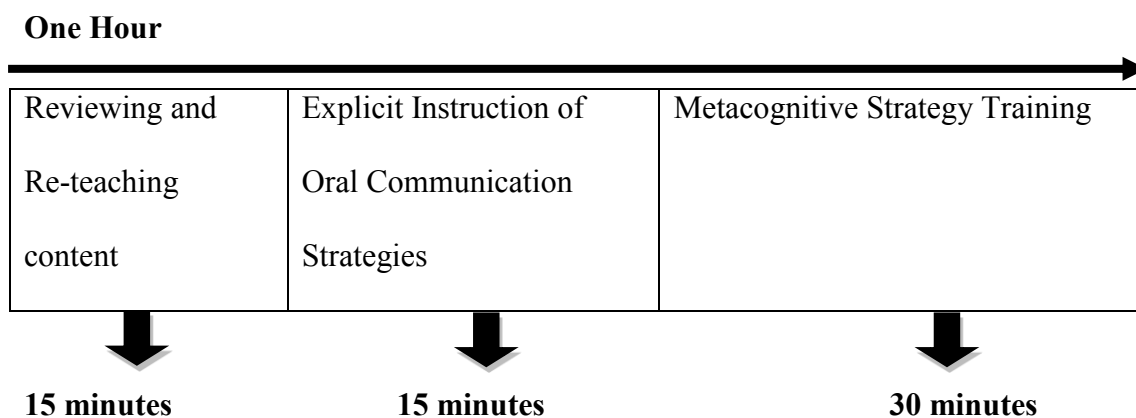
All of the participants were asked to take the pretest before training in order to investigate frequency of OCSs they employed during interaction and their English oral communication ability they had before starting the training. The test was a situational dialog where they needed to use English orally to communicate with the interlocutor (see appendix B) and then their performance was assessed by using rubric scoring for oral communication (see appendix D).

3.3.3 Metacognitive Strategies Training

After the pretest, the students were treated the metacognitive strategy training that consisted of three steps as seen in the figure below.

Figure 3.2

Steps of Metacognitive Strategy Training



Stage 1: Reviewing and Re-Teaching Content

Before the training, students got re-teaching or asked to review the previous content they had learned in the last class. The content was from the textbook named “English Conversation” specified by the university’s curriculum. There were six units in the textbook. The students learned one unit for two weeks except the first unit just only one week.

Stage 2: Explicit Instruction of Oral Communication Strategies

For the first period of the training, participants were treated explicit instruction of OCSs they could use or should avoid during interaction. They were given some lecture explaining everything about OCSs, OCSs sheet that included types, description and examples of utterances (see appendix H) and discussion or doing other activities that help them to know and use appropriate OCSs. After the first period, they received the explicit instruction of OCSs, from the second to the twelfth

periods, they were asked to have reviewing particular OCSs before running metacognitive strategy activity. There was one of the OCSs reviewing provided in each period aimed to emphasize and give more details, examples of utterances, when to use, how to use and what advantages of the OCSs are. The order of OCSs in each period was sequenced from easier to harder ones to produce utterances. The table below shows the content and OCSs reviewing in each period.

Table 3.2

OCSs Explicit Instruction Period Plan (Content and OCSs reviewing stage)

Period	Topic and Content	OCSs	Example of OCSs
1	-	What is OCSs? Types of OCSs Providing OCSs sheet	-
2	Unit 1: Introductions	Providing active response/shadowing	<i>ok/I see/I know</i> <i>A: We have a bargain tour for four day</i> <i>B: Ah....four days</i>
3	Unit 2: Permission and Requests	Using fillers	<i>well.....</i> <i>Um....let me see</i> <i>Oh.....em...</i>
4	Unit 2: Permission and Requests	Restructuring	<i>May I see.....er.....sorry, can I use travelers check?</i>
5	Unit 3: Like and Dislikes	Confirmation check	<i>My reservation no?</i> <i>No bargain?</i>
6	Unit 3: Like and Dislikes	Comprehension check	<i>I have a little money, so change to double room, <u>do you see?</u></i>
7	Unit 4: Opinions	Clarification request	<i>Why?</i> <i>What kind of tour?</i>
8	Unit 4: Opinions	Appeal for help	<i>Sorry, I don't understand</i>
9	Unit 5: Suggestions and Advice	Asking for repetition	<i>Again please</i> <i>Pardon?</i> <i>I beg your pardon?</i>
10	Unit 5: Suggestions and Advice	Paraphrase	<i>The place for ship...like bay(harbor)</i>
11	Unit 6: Locations and Directions	Approximation	<i>Do you <u>available</u> travel check?(accept)</i>
12	Unit 6: Locations and Directions	Modifying output	<i>A: 10 o'clock? I heard it's 9 o'clock</i> <i>B: Which one? Pardon?</i> <i>A: I heard the <u>right</u> time is 9 o'clock.</i>

Examples of particular model of sentences and expressions can be provided

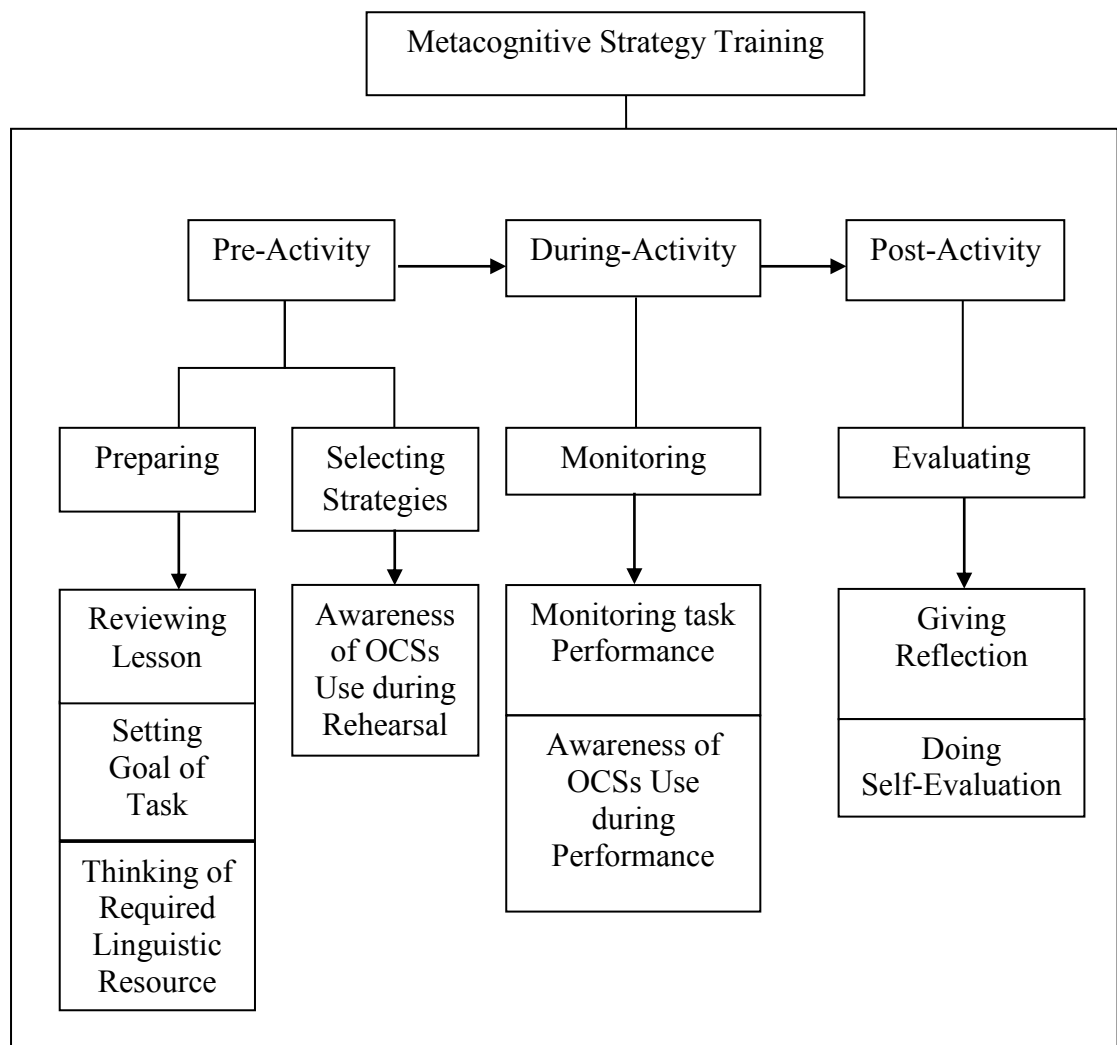
Own linguistic resource is necessary

Stage 3: Metacognitive Strategies Training

After OCSs explicit instruction, they were given a role card to perform English conversation and treated English oral communication activities that were based on metacognitive strategy concept in order to raise awareness and their own process to learn especially for using OCSs. The concept of the metacognitive strategy learning is shown in the figure below.

Figure 3.3

Concept of Metacognitive Strategies Training



They were given role cards in every period of the training after reviewing the content and getting explicit instruction of OCSs (see example of the role cards in appendix G). After receiving the role cards, they needed to be aware of factors based on the concept of metacognitive strategies as shown in the figure above. They were taught to be aware of the process to learn by recoding things to be aware in Strategy Report Form (see appendix G). The following issues are the details of each step of metacognitive training.

Step 1: Pre-Activity

After receiving the role cards, they were asked to follow process of

- **Preparing:** They made some preparation before performing tasks. First of all, They were asked to review the recent lesson that they have learned in the English Conversation course (the situation in the role cards was based on the content of this subject in each period), they were asked to think about the goal of the role card which included a situation, they needed to perform, communicated orally and needed to achieve communication goal. And finally they were asked to think about required linguistic resource that they needed to know before performing task. They wrote down everything above in the Strategies Report Form in 1.1.1 to 1.2.3 (see appendix G).

- **Selecting Strategies:** After the preparation of linguistic and goal of the task, they had to rehearse the task with their partner. During this stage, they had to be aware of what OCSs they had employed in the rehearsal stage by

circling or underlining OCSs they used in the list of Strategy Report Form item 3 (see appendix G).

Step 2: During-Activity

- **Monitoring Task Performance:** During the task performance in front of the teacher, they monitored the task performance according to the plan they had done before in the stage of preparation. However, in case that there were unexpected problems during interaction, they had to keep conversation going and achieve the communicative goal without giving up the conversation.

- **OCSs Use during Performance:** Teacher observed their behaviors in the interaction and marked the OCSs use during performing task for them in the Strategies Report Form item 2 in order to raise their awareness of OCSs and compared the OCSs use previously in the rehearsal stage and the performance stage. Finally, let them see whether they used more appropriate OCSs or not in the performance stage.

Step 3: Post-Activity

- **Reflection:** They recorded their reflection after performing tasks in the Strategies Report Form item 3.1 (see appendix G).

- **Self – Evaluation:** They were asked to evaluate their recent performance and think if there was anything to improve in the performance. They

recorded their self – evaluation in the Strategies Report Form item 3.2 (see appendix G).

3.3.4 Mid-Term Test

The students were assessed their using of English OCSs after treating the training in six hours in order to see their development of using OCSs by applying more achievement OCSs and avoid to apply reduction OCSs when they get English difficulties in the conversation. Their performances were recorded in order to count their frequent use of achievement OCSs and reduction OCSs.

3.3.5 Post Test

After twelve hours of the training, they took the posttest of oral interview to investigate the development of oral communication ability. The results were used to make comparison with the pretest to see if there was any development of English oral communication ability. The role card was shared some characteristic with the pretest but in the different situations to avoid familiarity of the test (see appendix B) and then their performance was assessed by using rubric scoring for oral communication (see appendix D).

3.3.6 Retrospective Verbal Report Protocol

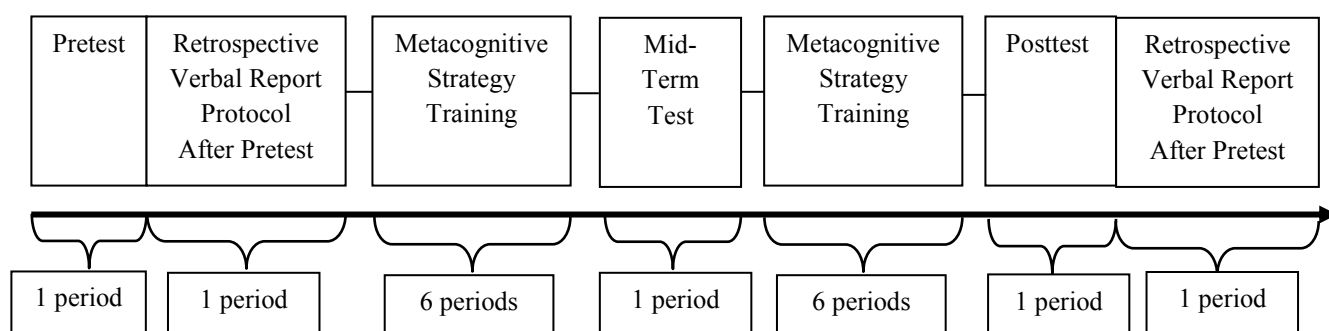
After taking the pretest and posttest, students had chance to see video tape recording about their own performance and made some retrospective verbal report protocol about OCSs use in the performance including the strength, weakness or

development of their English oral communication ability in order to see how much they were aware of OCSs use.

The figure below shows the research procedure of the study.

Figure 3.4

Research Procedure



* Note: One hour per one period

3.4 Research Instruments

Research instruments for this study are as follows.

3.4.1 Lesson plans

Purpose: The twelve lesson plans for the metacognitive strategy training were conducted before running the training in order to determine “what” and “how” to train students in each period. The activities in the training class were run according to the lesson plans (see appendix F).

Characteristic: Each lesson plan covered three parts as follows.

- **Part 1: The details of the training:** In the first part of each lesson plan, the details about the training were shown such as the course title, level of

students in the class, the duration for the training, number of participants in this training, the name of the instructor, the content in each period, the focus of oral communication strategies in the period, learning topics in the period, objectives, materials and assessment for the period (see appendix F).

- **Part 2: The steps of the training:** The three steps of the training were explained in the second part of each lesson plan. The three steps included the step of re-teaching, the step of explicit instruction of OCSs and the step of metacognitive strategy training. In the step of re-teaching and explicit instruction of OCSs; the process to teach, the time to spend, the utterances to use in the class for teachers and the expected responses from students were shown. In the metacognitive strategy steps, planning to practice and to have English oral communication based on metacognitive strategy and the study duration were shown.

- **Part 3: The materials use for running the lesson plan:** In the last part of lesson plan, the materials for use in the activities of each period were shown. The materials of each lesson plan were different according to the content of the training in part 1 and part 2. The examples concluded in the lesson plan were the role cards to practice English oral conversation, the CDs to learn the example to use OCSs, the sheets showing the examples of using OCSs and the form for teacher to record the effectiveness or problems after running the plan (see appendix F).

Process of constructing the lesson plan: The process to construct lesson plan was included as follows.

- **Stage 1: Exploring and studying the fundamental concepts and teaching procedures relating to metacognitive strategy to enhance awareness of using OCSs:** Before constructing the procedure of lesson plan, the researcher explored and studied the fundamental concepts of metacognitive strategy including OCSs from related research, journal, document, article and thesis.

- **Stage 2: Constructing the training procedure:** After studying the basic concepts of metacognitive strategy and OCSs, the researcher developed the three steps of metacognitive strategy training to enhance students' awareness of using OCSs. The three steps included the step of re-teaching: to review the previous content they learn from the last class, the step of explicit instruction of OCSs: to provide knowledge and awareness of using OCSs and the steps of metacognitive strategy training which were adapted from Nakatani (2005): to practice students to be aware of selecting appropriate OCSs in the English conversation. The metacognitive steps in each lesson plan included the steps of receiving the role cards, preparation for the performance, selecting appropriate OCSs, monitoring the performance according to the plan in the preparation stage and the last step was doing self-evaluation after the performance.

- **Stage 3: Validating the examples of the lesson plans and instruction materials:** the procedure of lesson plan and instruction materials were evaluated and commented by the three experts who are teaching English oral communication course and metacognitive strategy. The experts were asked to validate the topics of the lesson plan, objectives, materials, steps of teaching and activities for

the training. The experts were asked to rate in the evaluation form as to whether it was congruent with the objectives using checklist constructed by the researcher. Then the average of the scores will be calculated by assigning scores to the answers as follows:

Congruent = +1

Questionable = 0

Incongruent = -1

The table below shows the validation of metacognitive strategy training lesson plan.

Table 3.3

The Validation of Metacognitive Strategy Training Lesson Plan

Item	Lesson Plan			Average	Meaning
	Experts				
	A	B	C		
1. Topic of the lesson plan					
- Appropriateness	+1	+1	+1	1	Acceptable
- Clearness	+1	+1	+1	1	Acceptable
- Organization	+1	+1	+1	1	Acceptable
2. Objectives					
- Clearness	+1	+1	+1	1	Acceptable
- Conciseness	+1	+1	+1	1	Acceptable
- Relevance and Consistency	+1	+1	+1	1	Acceptable
3. Materials					
- Appropriateness	+1	+1	+1	1	Acceptable
4. Steps of teaching					
- Sequences Appropriateness	+1	+1	+1	1	Acceptable
- Clearness	+1	+1	+1	1	Acceptable
- Effectiveness	+1	+1	+1	1	Acceptable
5. Activities					
- Practicality	+1	+1	+1	1	Acceptable
Overall	+1	+1	+1	1	Acceptable

The results from the lesson plan evaluation showed that the average scores for the lesson plan were 1 that means the mean of the lesson plans contained the majority of relevant characteristics and overall of lesson plans were acceptable.

- **Stage 4: Revising the sample lesson plans according to the experts' comments.** Before the lesson plans were accepted, the experts had given comments and suggestions as follows.

Expert A: The expert A gave suggestions about the strategy report form that the researcher should add a clear direction of what students need to do in the each part of it. Also, the researcher should add a box in front of each OCS for students to tick when they apply in the English conversation.

Expert B: The expert B gave a suggestion that there are too many questions in the stage of OCSs explicit instruction to the students. The researcher should be aware that all of the participants were placed in low oral communication ability. Therefore, the researcher should find suitable ways to explicit the OCSs for them such as telling them directly instead of asking them so many questions and let them think by themselves. The instruction like this might not work to teach them especially for the students who have no ideas about English OCSs before.

Expert C: The expert B gave a suggestion about the language that the researcher use during the training. In the first draft of the lesson plan, there might be lots of words that might be very difficult for them to understand. The researcher should find easier words to use in the training to let them understand easier especially in the OCSs explicit instruction stage.

- **Stage 5: Pilot the example of metacognitive strategy training lesson**

plan: The researcher piloted the lesson plan with the ten students who enrolled in the English Conversation course at Rajamungala University of Technology Thunyaburi in the second semester of academic year 2012 before running the research procedure for one semester. They shared the same characteristic with the research participants in term of age, 19-10 years old. They were placed in low English oral communication ability. Based on the results gained from the pilot study, the role cards included too many things to do and the stage of preparation before going to do the performance was too long because the students took a very long time to prepare the utterances to speak and prepare their turn-taking. So the role cards in the lesson plan need to be improved in terms of the length and the number of situations.

4.2 English oral communication strategies sheet

Purpose: In the first period of the training, each student was distributed the English oral communication strategies sheet in order to provide the students with examples of English OCSs. They were asked to bring the oral communication sheet for every period of the training to see the types and examples of language or function to produce oral communication strategies in English oral conversation.

Characteristic: The oral communication strategies sheet explained the types of English oral communication strategies (OCSs). The examples of the English functions and patterns to produce the utterances for each strategy were shown as follows. (see appendix H)

Process of constructing the English oral communication strategies sheet:

The process to construct the English oral communication strategy sheet was conducted in the following stages.

- **The preparation stage:** Before developing the sheet, the researcher explored and studied the related research, journal, documents, articles and thesis related to English oral communication strategies including the study of types and language function to produce each English OCSs.

- **Process of developing the sheet:** After studying the principles about English oral communication strategies, the researcher constructed the English oral communication strategies sheet in order for the students to look through it when they needed example of language function to produce English OCSs.

- **Process of validating:** The English oral communication strategies sheet were sent to the three experts with the metacognitive strategy training lesson plan as an instructional material to be evaluated and commented. According to the results of the validation of metacognitive strategy lesson plan, the English oral communication strategy sheet was acceptable for use in class.

4.3 Pretest, mid-term test and posttest tasks

Purpose: The pretest and posttest tasks were constructed in order to evaluate their English oral communication ability. The pretest was to evaluate the students' English oral communication ability before taking the metacognitive strategy training and the posttest task was to evaluate their English oral communication ability after taking twelve periods of metacognitive strategy training. The midterm test task is to investigate their development of using OCSs.

Characteristic: The tests were in the form of role cards with different situations they had to communicate in English orally. The situation in the role card was sequenced according to the content in the textbook of English Conversation course they were taking at that time. There were some differences for the situations in the role cards of the pre-test and post-test to avoid familiarity to take the test, but maintained the same characteristic of situation occurring in business field (see appendix B).

Process of constructing: The process to construct the English oral communication ability tests was as follows.

Stage 1: Preparation: Before the procedure to develop the test tasks, the researcher explored and studied the appropriate test tasks and evaluation to investigate students English oral communication ability from related research, journal, document, article and thesis.

Stage 2: Developing the test tasks: After the stage of preparation of how to construct the appropriate test tasks, the researcher constructed the pretest, midterm test and posttest tasks in the form of role cards with business activities situation that students might have to encounter in their workplace.

Stage 3: Validating the tests: The test tasks were evaluated and commented by three experts in English oral communication ability assessment. The experts were asked to rate in the evaluation form about the appropriateness of the test using checklist constructed by the researcher as seen below.

1 = the test is appropriate

0 = the test is unclear

-1 = the test is not appropriate

The results of the pretest and posttest tasks evaluation showed that the pretest and posttest tasks were appropriate to evaluate the students' English oral communication ability (see appendix B)

Stage 4: Process of revising the test after the validation: Although all of experts mentioned that the tests were appropriate, they kindly gave some suggestions about the situations in the role cards. For example, some situations might not be suitable to assess their English oral communication ability because the researcher created the situation where the students had to tell some lies to their college in order to find a way to get closer to him/her. The situation should be concerned with a business field according to their major of study, not from too personal a situation.

Besides, the experts also suggested about the length of the situation in the role cards. According to the directions in the role card of the test, the students needed to perform by using too many linguistic functions and patterns in a time-consuming situation. The researcher then edited the situation in the role cards and made it shorter than the first version of the test.

Stage 5: Process of piloting the English oral communication ability

test tasks: The researcher piloted the English oral communication test tasks with the ten students who enrolled for the English Conversation course at Rajamungala University of Technology Thunyaburi in the second semester of academic year 2012 before running the research procedure for one semester. They shared the same characteristic with the participants in terms of age, 19-20 years old. They were placed in low English oral communication ability. Based on the results gained from the pilot study, the students read the role card and then they could not mark what to do in orderly step. For example, in the role cards, they were asked to introduce themselves, give an opinion about Thai food, and finally ask the customer for a document. When they performed the task, some students didn't know what to do next after the introduction and some students asked for the document before introducing themselves and giving opinion. Therefore, the researcher made a clearer step for them in the role card by underlining and adding a number of what step they should do in the conversation (see appendix B).

4.4 Rubric scoring for oral communication assessment for placement test

Purpose : The rubric scoring of Nakatani's oral communication assessment scale (2005) was used to assess oral communication ability for the placement test to determine students' oral communication strategies needs (see appendix C). The placement test was provided in the first period of the course. The students who were placed in the level 1-3 in the scale seemed to need OCSs in the English conversation and were asked to take a metacognitive strategy training so that their English oral communication ability was enhanced.

Characteristic: There were seven levels of the English oral communication rubric scoring as follows: communicates extremely restrictedly in the task, communicates marginally in the task, communicates modestly in the task, communicates moderately in the task, communicates reasonably effectively in the task, generally communicates effectively in the class and almost always communicates effectively in the task (see appendix C).

4.5 Rubric scoring for English oral communication ability assessment

Purpose: The rubric scoring adopted from Basic Communication Certificate in English (2011) was used as criteria to assess English oral communication ability of students in the pretest and posttest.

Characteristic: There were four factors taken into consideration for the rubric scoring: interaction, fluency, grammar and vocabulary use. There were 5 levels of oral communication ability and the score is from 0-5 (see appendix D).

4.6 Strategies diary report form

Purpose: Strategies diary report form was distributed to the students after receiving the role card and before performing tasks in the metacognitive strategy training stage in order to enhance their awareness of using OCSs and process to learn by preparing for the performance, selecting appropriate OCSs, monitoring their performance and doing self-evaluation. Students were asked to fill the form after receiving the role cards in each period of the training. In the stage of preparation, they needed to write down the content they had learned in the last class, the goal of the role card, required English language function to complete the task and they needed to be careful to select appropriate OCSs by drawing a circle around the OCSs they used during the rehearsal stage. They needed to give the strategies report form to the teacher before their performance and the teacher watched their performance and circled the OCSs they used in the strategy report form for them. And then after the performing, teacher gave them back the strategy report form and let them write down the reflection and their self-evaluation to realize their mistake and things to improve including the appropriateness of OCSs they had used in the performance.

Characteristic: There were four parts in the strategy report form that students had to fill to complete the activity of metacognitive strategy training (see appendix G): preparing the task, selecting OCSs use, monitoring and evaluating their

performance. The form was designed based on the concepts of metacognitive strategies to enhance the OCSs using awareness and the process to learn.

Process of constructing: Preparation: Before the construction, the researcher studied about the process of metacognitive strategy to enhance students' English OCSs awareness and process to learn from related research, journal, document, article and thesis.

Conducting: The researcher conducted metacognitive strategy report by adapting it from Nakatani (2005). The form contained the activities following the process of metacognitive strategy learning.

Process of validating: The strategy report form was attached with the metacognitive strategy training lesson plan to be evaluated by the three experts. According to the results of lesson plan evaluation, the strategy report form was appropriate and acceptable for use in the metacognitive strategy training activity.

3.5 Data Collection Procedure

3.5.1 Pretest and Posttest Scores for English Oral Communication Task Performance

They were scored their English oral communication ability during performing English oral communication tasks in the pretest and posttest. Their performances were assessed based on English oral communication ability scoring rubric from Basic Communication Certificate in English (2011) (see appendix D). The criteria to assess

their English oral communication ability were taken into consideration about the interaction, fluency, grammar and vocabulary use in the English conversation. The scores were from zero to five.

3.5.2 Frequency use of English oral communication strategies (OCSs)

Their utterances during performing task in the pretest and posttest were recorded in order to investigate frequency of OCSs use before and after the training. The number of using reduction and achievement OCSs was counted and recorded in the both tests. One time when they applied OCSs was counted to be one use of OCSs. For example, they were asked “What is your favorite food?” and then they said nothing to the interlocutor. That means they applied “*message abandon*” for one time in the conversation. Then, the use of this negative OCS was recorded as one time of using message abandon OCS. One more example of this collection when they tried to answer “I like food Thai, it’s good to body”, there was the record of using “*interlanguage based*” once for “food Thai” (Thai food, using of Thai structure in English language; modified noun comes after in Thai) and there was one count of using approximation word in this sentence as “*good to body*” (approximation words of *healthy*). So, there were two counts of using OCSs in the answering sentence: reduction for once and achievement for once.

3.5.3 Awareness of using OCSs in Retrospective Verbal Report Protocol

Their reflection, comments and feedback on their own performance in the video or during giving their retrospective verbal protocol were tapped. The utterances

from their feedback and self-evaluation were analyzed in order to see how they perceived OCSs.

3.6 Data Analysis

Data analysis for this study was conducted as follows.

3.6.1 The t-test analysis of the scores from their oral communication ability tests

The mean scores from the pretest and posttest were used to compare and to investigate their development of English oral communication ability whether there was any significant increase of the score in the posttest. This analysis was for investigating the effects of metacognitive strategy training toward English oral communication ability.

3.6.2 Analysis of frequency use of reduction and achievement OCSs during the oral communication pretest and posttest

The utterances during interaction in the pretest and posttest were analyzed in order to investigate frequency use of reduction and achievement OCSs they employed during interaction. The means of frequency use of reduction and achievement OCSs in pretest and posttest were compared to investigate if the metacognitive strategy training could enhance their using of achievement OCSs or appropriate OCSs and reduce their using of reduction OCSs or negative strategy when they got in the language difficulties during the posttest.

3) Analysis of Feedback from Retrospective Verbal Report Protocol

The content analysis of feedback and comment from retrospective verbal protocol, their utterances of their comments and feedback on their own performance from retrospective verbal report protocol were analyzed in order to see how they became aware of OCSs use during interaction. This analysis was to investigate if there were more feedback and comment that showed knowledge and awareness of OCSs in the posttest retrospective verbal protocol after taking the twelve periods of metacognitive strategy training. This stage was to investigate the effects of metacognitive strategy training toward the awareness of OCSs using during confronting English conversation language difficulties. There were some claims that if they showed utterances about their thinking or awareness of using OCSs, they became aware and had knowledge about OCSs. For example, they said “Although my performance in the video is not good enough, but I tried to use the words I know to express my intended message”, the using of recourse words to express message is the knowledge and awareness of using approximation oral communication strategy which were typed as self-repair OCSs. So, this utterance indicated the awareness and knowledge of using self-repair OCSs. It means this student has knowledge and awareness of using self-repaired OCSs.

The table below shows the code of analyzing the OCSs awareness in the utterances in retrospective verbal report.

Table 3.4

The Code of Analyzing the OCSs Awareness

OCSs	Utterances showing the awareness
Appeal for help	The utterances expressed knowledge and thought about showing interlocutor that they are in language difficulties
Asking for repetition	The utterances expressed knowledge and thought about asking interlocutor to speak again when they are in language difficulties especially for listening problem
Comprehension checks	The utterances expressed knowledge and thought about asking interlocutor whether he or she understands them in the conversation or not
Confirmation checks	The utterances expressed knowledge and thought about asking interlocutor to confirm information when they are not sure whether their understanding of the message is right or wrong.
Clarification requests	The utterances expressed knowledge and thought about asking interlocutor for more details or information when they are not sure or not know what the interlocutor tries to convey to them
Output rephrase	The utterances expressed knowledge and thought about rephrasing vocabularies or sentences in the English conversation
Using fillers	The utterances expressed knowledge and thought about using fillers to gain time to think in the conversation
Providing active response and shadowing	The utterances were expressed knowledge and thought about providing response while interlocutor speaking by giving shadowing
Paraphrase	The utterances expressed knowledge and thought about paraphrasing words in the conversation
Approximation	The utterances expressed knowledge and thought about using approximation word in the conversation
Restructuring	The utterances expressed knowledge and thought about restructuring the sentence which cannot go with the English structure they are using.

CHAPTER IV

FINDINGS

This chapter presents the research findings of the study entitled “Effects of a Metacognitive Strategy Training on English Oral Communication Ability of Undergraduate Students”. Both quantitative and qualitative results were reported based on research questions as follows.

4.1 Research question 1

How does a metacognitive strategy training focusing on English oral communication strategies (OCSs) use affect the students’ English oral communication ability?

4.1.1 The Mean Scores of Oral Communication Ability Tests Data Analysis

The mean scores of English oral communication ability in the pretest and posttest were analyzed using the t-test to find if the English oral communication strategies training based on metacognitive strategy can enhance their English oral communication ability. The comparisons are presented as follows.

The comparison of mean scores of the pretest and posttest is presented in table 4.1.

Table 4.1

A Comparison of Pretest and Posttest Mean Scores

Mode of Assessment	Mean Differences	t.	df.	Sig.	
Pretest	0.87	-1.75	-10.74	11	.000*
Posttest	2.62				

* P<.05

A comparison of mean scores of English oral communication ability of the pretest and mean scores from the posttest showed that the mean scores from the posttest were higher than the mean scores from the pretest with a mean difference at -1.75, t-values -10.74, degree of freedom 11. The full score was 5. There was a significant difference between mean scores of the English oral communication ability pretest and posttest at a significant level ($p < .05$). It could be proved that the mean scores of their English oral communication ability increased after taking the metacognitive strategy training focusing on using OCSs awareness.

From the researcher's observation and according to the rubric scoring using as criteria to assess the students' English oral communication ability (see appendix C) with relating to interaction, fluency, grammar and vocabulary use in the English conversation tests, the students got higher in the posttest because in the posttest they had more interaction or more response to the interlocutor compared with the pretest where they didn't get metacognitive strategy training. In the posttest, they also used more vocabularies in the conversation they know to express the intended messages instead of taking long pauses or silence as in the pretest. The utterances they

expressed could convey the meaning they wanted to speak. Therefore, the score of the students got higher in the posttest.

4.1.2 The Frequency of OCSs Use Data Analysis

The frequencies of their use of OCSs both achievement and reduction OCSs in the pretest, midterm test and posttest were compared and analyzed to investigate whether the OCSs training based on metacognitive strategies can enhance their use of achievement oral communication strategies and reduce their use of reduction oral communication strategies or not. The frequencies of using OCSs are presented in table 4.2.

Table 4.2

A Comparison of Mean Achievement and Reduction OCSs Frequency Use

	Pretest		Midterm test		Posttest	
	Mean	SD	Mean	SD	Mean	SD
Achievement Strategies						
Help-Seeking	0.00	0.00	0.16	0.38	0.66	0.88
Modified Interaction	0.08	0.28	0.16	0.38	0.25	0.45
Modified Output	0.00	0.00	0.00	0.00	0.00	0.00
Time-Gaining	0.75	0.45	0.50	0.67	0.83	0.57
Maintenance	0.00	0.00	0.08	0.28	0.66	1.07
Self-Solving	0.00	0.00	0.08	0.28	1.33	0.77
Total	0.83	0.30	0.98	0.17	3.73	0.46
Reduction Strategies						
Message Abandon	1.75	1.35	0.16	0.38	0.16	0.38
First-Language-Based	0.75	1.21	0.25	0.45	0.16	0.57
Interlanguage-Based	0.16	0.38	0.50	0.52	0.00	0.00
False Start	0.16	0.38	0.08	0.28	0.08	0.28
Total	2.82	0.75	0.99	0.18	0.40	0.07

From the table 4.2, the mean frequency use of achievement OCSs in the midterm test ($\bar{x} = 0.98$) was higher than the mean frequency use in the pretest ($\bar{x} = 0.83$) and the mean frequency use of achievement OCSs in the posttest ($\bar{x} = 3.73$) was higher than the mean frequency use of OCSs in the midterm test. It indicated that the OCSs training based on metacognitive strategies in low oral communication ability students could increase their use of achievement OCSs. The mean differences of using

the achievement OCSs between the pretest and posttest were -2.75. It showed the evidences of the development of their achievement OCSs use. The most frequency use was self-solving strategy and then time gaining, help seeking, maintenance and modified interaction. Using of modified output didn't occur in any tests. The following data are the examples of their achievement OCSs they applied in the midterm and posttest.

Help-Seeking

Appeal for help

Example 1 Client: Would you mind I use your notebook, please?

Banker: Again please.

Example 2 Client: Hello, my name is Piw.

Banker: Hello....sorry I don't understand.

Modified Interaction

Comprehension check

Example Officer: Excuse me, may I borrow your notebook?

Colleague: Well...I'm sorry because my....err I use it
for work.

Officer: I...(pause and smile)

Colleague: You understand?

Confirmation check

Example Officer: Hello my friend. May I borrow your notebook?

Colleague: You borrow my notebook? Sorry, I
emm...use it.

Clarification Request

Example Client: Do you like sport?

Banker: What's sport?

Time-Gaining

Using fillers

Example 1 Client: What is your favorite sport?

Banker: Umm....Volleyball

Example 2 Officer: I borrow your computer note book?

Colleague: Emm...I'm not sure errr..

Officer: Oh please.

Colleague: Ummm...urr let me see...my friend
borrowed it.

Maintenance

Providing active response and shadowing

Example 1 Client: For me I like swimming. And you?

Banker: You like swimming?

Client: Yes.

Banker: I like badminton.

Example 2 Client: How can I do? It's a mistake.

Banker: Oh really.

Self-Solving

Approximation

Example 1 Client: How can I do? What can we do next?

Banker: It's my accident and I pass (send) new
document after this (later) in Friday.

Example 2 Client: what do you think about swimming?

Banker: It's a sport....emm good body (healthy).

Client: Healthy? You mean healthy?

Banker: I mean healthy.

Example 3 Client: (After realize the mistake).....ok, and how can
I do?

Banker: Um...emm meeting....new meeting please.

(new appointment)

Example 4 Client: How can I do? How can I do for the document?

Banker: See you about tomorrow please?

(Shall we meet again tomorrow, please?)

Restructuring

Example 1 Client: I like sport very much, do you like sport?

Banker: Umm...*I am..um it's interesting.*

Example 2 Client: Hi, I'm Piw.

Banker: Good morning. *I am....my name is Nipaporn.*

Example 3 Officer: Excuse me, may I borrow your notebook?

Colleague: Well...*I'm sorry because my....err I use it
for work.*

For the reduction OCSs, the mean frequency use of the midterm test ($\bar{x} = 0.99$) was lower than the pretest ($\bar{x} = 2.82$) and the mean frequency use of reduction OCSs in the posttest ($\bar{x} = 0.40$) was lower than the midterm test. The mean differences of using reduction OCSs between the pretest and posttest were 2.42. There can be a claim that they reduced their use of reduction OCSs after the training. The using of message abandon was the most frequently-used and then first language-based, interlanguage-based strategies and false start strategies applying in tests. The following is the example of discourse analysis of reduction OCSs they applied in the tests.

Message Abandon

Example 1 Client: What would you like to eat?

Manager:(silence).....

Example 2 Client: How can I do? I need the document now.

Manager:(silence).....

Interlanguage Based

Example 1 Officer: Hello my friend, may I borrow your *notebook*?

(Computer notebook as called “Notebook” in Thai but not in English, Notebook in English means book we use to note something but not laptop computer)

Example 2 Manager: What do you like eat Thai...*food Thailand*?

(Thailand food/Thai food; modified noun come after in Thai)

False Start

Example Client: Can I have the document please?

Manager: No...no....I....can...cannot....the
document...

4.2 Research question 2

How do the students demonstrate their awareness of OCSs use in their retrospective verbal report protocol?

After the pretest and posttest, the participants watched their own performances which were recorded in the video and then they gave some comments what they thought about it, especially when they faced communication difficulties and problems. This retrospective verbal report was recorded and analyzed in qualitative data to investigate their knowledge and their awareness of using OCSs. The following issue is the data analysis about their retrospective verbal report.

4.2.1 Retrospective verbal report protocol before metacognitive strategy training

They commented their own pretest performance before treating the OCSs training. The data showed some evidence of their lack of OCSs knowledge and awareness. The main factor they were concerned was their own linguistic problems. They knew what they had to improve such as their lack of vocabularies, accuracies, listening skills and translation problems, but they did not think about how to face the problems, overcome it, maintain and continue the conversation when there were some conversation difficulties to avoid conversation breakdown. They had no idea how to deal with unexpected situation and impromptu conversation. Furthermore, the data showed their using of reduction oral communication strategies especially “message abandon” and “first language based” strategies. The following is the example of qualitative data analysis of their retrospective verbal report before treating the OCSs training.

4.2.2 Retrospective verbal report protocol after metacognitive strategy training

They commented what they thought about their own posttest performance after OCSs training. The qualitative data analysis showed their knowledge achievement and awareness of OCSs. They thought about how to continue and maintain conversation including how to do when they have linguistic problems. They thought of ways to continue and avoid conversation breakdown when they faced communication difficulties. The data showed the perception of “using fillers”, “appeal

for help”, “approximation” and “providing active response”. The following is on qualitative examples of their retrospective verbal protocol after the training.

The table below shows the retrospective verbal report protocol before and after the metacognitive strategy training after the pretest and posttest.

Table 4.3

The Results of Retrospective Verbal Report Protocol Before and After the Metacognitive Strategy Training

No	Before-Training	After-Training	Development of achievement OCSs Awareness
1	It was really bad. I didn't know the vocabularies. I couldn't communicate.	I was not ready for the test. It was really bad. I could not order vocabularies to convey message.	-
2	It was bad. I could not response to the conversation. I did not understand what my interlocutor said. I did not know how to speak.	It was not good enough, but it was better than the last test. I used to stop my conversation after introducing myself but not now. It is because I practiced to speak a lot in the training class. <i>If I don't understand, I can ask my interlocutor again.</i>	Asking for repetition
3	I didn't understand what my interlocutor said. I could catch some words, but I didn't know the rest. I didn't know vocabularies and I thought how to speak in Thai, but not in English.	I get better. I can understand some words. Sometimes I can speak what I want to speak. <i>When interlocutor speaks very fast, I tried to ask her to speak again and slowly.</i>	Asking for repetition
4	When I watched my performance in the video, I felt that I did a good work but actually it was not.	I think it is ok. I didn't know the vocabulary. I had less anxiety and <i>I tried to use word "again" and "really"</i>	Appeal for help and Providing active response
5	I knew a few vocabularies. I knew words that my interlocutor was speaking, but I can translate it well.	I think it was not good. I could not use vocabularies to speak. I wanted to speak it out, but I could not. So I tried to speak "Em" and "Ok"	Using fillers
6	It was not good. I got anxiety and forgot what to speak. I didn't know how to speak.	I think I get better. I just stopped without ending conversation for the previous test. But now I try to continue the conversation. I can't order words in the sentences, but I can understand and communicate more than the last. I get a little better.	-

No	Before-Training	After-Training	Development of achievement OCSs Awareness
7	I did a very bad performance. I don't know my friend did it well or not. I didn't understand, I didn't know how to speak to response and I can't order words to speak.	I think it is ok. I didn't finish my conversation last time and I couldn't answer questions, but now <i>I try to use vocabularies I know to express my intended message.</i>	Approximation
8	I didn't know vocabularies. I thought it in Thai and translated into English, but I couldn't do it well.	I tried to speak. I used to stop and didn't response to interlocutor, but now <i>I try to find words to speak and made interlocutor knew that I was trying to understand her utterances</i> to avoid the conversation breakdown when I didn't know how to speak.	Approximation and Providing active response
9	It was not good. I have problems about vocabularies. I cannot remember their meanings and I don't care.	I couldn't remember the meaning of vocabularies but I could use vocabularies better than the last test. I used to stop without ending the conversation because I couldn't use vocabularies to speak well.	-
10	It was not good. I don't know vocabularies to speak. I have anxiety when I speak.	It was really bad. I cannot remember the vocabularies to speak.	-
11	It was not good. I have less response to the interlocutor. I did not understand what the interlocutor asked me. It is the problem of translation. If I can translate the words into Thai, I can make a response.	I tried to remember vocabularies to use before taking the test. But when I took the test, I forget them all.	-
12	It was ok. I had only vocabularies problems.	I didn't know what words I was going to use, so <i>I can say "emm"</i> .	Using fillers

From the table showing the results of retrospective verbal report protocol, 58.33 % of the participants (seven students) showed their knowledge and awareness of using OCSs in the comments and feedback from their own performance in the posttest while no students were aware of achievement English OCSs in the retrospective verbal report from the pretest. There were just only linguistic problems that they were concerned in the pretest, not the way to continue the conversation to get communicative goals. Take a notice of the students number six and nine. Though, they didn't show any OCSs awareness or knowledge in the verbal report, the

comments and feedback were also in the metacognitive theme of the process to learn to know themselves and how to get communicative goal. Therefore, the conclusion here is metacognitive strategy training could enhance their knowledge and awareness of using English OCSs.

Summary

From the data analysis, it found out that the frequency use of achievement OCSs increased after treating OCSs training course. They showed their development of using positive OCSs such as “help seeking”, “modified interaction”, “time gaining”, “maintenance” and “self-solving” both in the midterm test and posttest instead of taking long pauses or use first language based as in the pretest. In contrast, the using of reduction OCSs was reduced after the training. They avoided applying these negative strategies they had used in the pretest such as “message abandon”, “first language-based”, “interlanguage-based” or “false start” and tried to continue conversation difficulties by applying achievement OCSs. Furthermore, it was found that the OCSs training could raise the mean score of oral communication ability. They got higher scores after treating OCSs training in the posttest. It indicated that achievement OCSs could enhance and develop their oral communication ability.

From the retrospective verbal report data analysis, it was found that the students perceived OCSs use after the training. Before treating OCSs course, they watched their own pretest performance in the video, they showed their lack of OCSs knowledge. Most of them showed their concern about their linguistic problems. They know what they have to improve in terms of their linguistic limitation, but they didn't think about how to deal with impromptu conversation and conversation difficulties

caused by their linguistic limitation. It seemed that they never thought about strategies or ways to help continue conversation, preventing conversation breakdown and how to avoid using reduction OCSs which might disturb determination of conversation or showing inappropriate behavior in conversation. So, in their retrospective verbal report, it showed a lot of their negative OCSs uses such as “message abandon”, “first language-based” and “interlanguage-based”. But after the training, they showed their awareness of OCSs. They thought about how to deal with their language difficulties and how to do when facing oral communication problem. They thought about process, ways and strategies to deal with impromptu conversation and protecting conversation breakdown. Therefore, in the posttest retrospective verbal report analysis , they showed their achievement of positive OCSs such as “using fillers”, “appeal for help”, “approximation” and “maintaining”.

From this data analysis, it concluded that the OCSs training based on metacognitive strategies can increase their awareness of achievement OCSs and reduce their use of reduction OCSs which can help them communicate effectively when they have to face oral communication problems and difficulties including showing their good behavior and attention to the interlocutor and make the conversation go on until the end without breaking down because of their lack of linguistic knowledge and OCSs.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter presents research discussions and recommendations including pedagogical implication and recommendation for further research.

5.1 Summary of the Study

This study investigated the effects of English oral communication strategies training based on the concept of metacognitive strategies training. On the training course, twelve participants who were the students from English Conversation class at Rajamungala University of Technology Thunyaburi. They were also in low oral communication ability had learned how to apply positive oral communication strategies or achievement oral communication strategies which were believed could help them get goal in conversation without conversation breakdown because of their limited linguistic knowledge. They also learned how to avoid negative oral communication strategies or reduction oral communication strategies which caused inappropriate behaviors during oral communication and oral communication breakdown when they face communication difficulties. The twelve hours' training took one hour per time to practice students to perform conversation task following the concept of metacognitive strategies training which included the process of preparation before performing the task, selecting strategies, monitoring and self-evaluation. The students learned to prepare how to perform tasks by thinking about their role they received, objectives of the conversation, necessary linguistic knowledge in the target conversation. They were taught and practiced to select the appropriate OCSs to use

when facing communication difficulties in a particular situation including monitoring and continuing conversation until getting the conversation goal. After the performance, they had to do self-evaluation to think about what they have to improve in the oral communication to develop their further oral communication task. Aims of the training were supporting students who were in low English oral communication ability to apply achievement OCSs and cutting the use of reduction OCSs. Oral communication ability assessment in the pretest, midterm test and posttest were analyzed to investigate if the OCSs training based on metacognitive strategies could enhance their oral communication ability. Also, the utterances during the tests were analyzed to find frequencies of the achievement and reduction OCSs they use in their performance to determine the effects of the training. In the pretest and posttest performance, they watched their performance in the video and gave retrospective verbal report of how they thought about their performance and the utterances in the report were analyzed to investigate how they perceive OCSs before and after the training.

5.2 Summary of the Findings

Major findings of this research study were summarized in two major sections according to the research questions. The first finding was about investigation of effects OCSs training on English oral communication strategies test. Frequency use of oral communication strategies use in the pretest, midterm test and posttest were analyzed to investigate the effects of the training on their applying OCSs and the mean scores in the pretest and posttest were compared to determine if OCSs affect their oral communication ability. The second finding is about their perception of

OCSs, retrospective verbal report from their comments on their own performance in the pretest and posttest which were analyzed to investigate their achievement and awareness of OCSs use in English oral communication. The following issues are the summaries of research findings in each section.

5.2.1 Effects of OCSs Training on Oral Communication Ability

From the quantitative data analysis of frequency use of OCSs, it indicated that the participants increased their achievement OCSs use and reduced the using of reduction oral communication strategies after taking the OCSs training based on metacognitive strategies learning. The most frequently-used achievement OCSs were “self-solving” strategies and then “time gaining”, “help seeking”, “maintenance” and “modified interaction”. For reduction OCSs, the most frequently-used ones were “messages abandon” and then “first language-based”, “interlanguage-based” and “false start”.

From the English oral communication mean scores data analysis and comparison, it showed that the students increased and developed their ability of English oral communication skills after participating in the OCSs training. They showed more responsive interaction and tried more to continue the conversation until they got the conversation goal. They tried to use their limited vocabularies to explain their intended message and tried to use achievement OCSs when they got stuck in conversation.

5.2.2 The Retrospective Verbal Report Protocol from English Oral Communication Task Performance

From the qualitative data analysis of their retrospective verbal report, they showed awareness and achievement of OCSs use after training OCSs using metacognitive strategies. Before the OCSs training, the verbal report protocol discourses showed their lack of OCSs knowledge. They showed lots of applying OCSs such as message abandon, first language and interlanguage-based. However, after the training, they showed their success in achievement OCSs use in the discourses such as “using fillers”, “appeal for help”, “approximation” and “maintaining”. Furthermore, the data showed discourses of their intention to try and continue to reach their oral communication goal despite language difficulties. So, it could claim that they could perceive OCSs knowledge after treating OCSs training by using metacognitive strategies learning to enhance their thinking about their own learning process and selecting appropriate strategies to learn.

5.3 Discussion

The results of this study showed that the metacognitive strategy training could improve English oral communication ability of low oral communication ability students. The mean scores from the posttest got higher than the mean scores from the pretest in the significant level $p < 0.05$. In the posttest, they had more appropriate English interaction response and produced more utterances to speak to express their intended message compared with the pretest where they showed many uses of reduction OCSs like message abandon or first and inter-language-based. After the training, they tried to avoid using of reduction OCSs. They tried not to silent, pause,

ignore the conversation or interfered their first language in the conversation. They also showed the appropriateness of behaviors in the conversation by using fillers or active responses and shadowing. The results of quantitative data analysis of this study in the frequency use of OCSs analysis also showed that generally language learners who have lower linguistic proficiency have less response to communicative situation. So, it is generally true that low oral communication ability speakers tend to speak nothing during the performance when they get into communication difficulties or try to add first language interference in the conversation (Griffiths, 2003 and Hismanoglu, 2011). Reduction OCSs are common behaviors of students who are placed as low proficiency learners. Moreover, it seems that the learners who need OCSs training most are low oral communication ability learners (Littlemore, 2003). Therefore, it can be claimed that OCSs knowledge should be provided in English language oral communication classroom to enhance their ability of oral communication (Willems, 1987; Nakatani, 2006; Björkman, 2011 and Chou, 2011) by facilitating problems during interaction, achieving oral communication goals, making understanding, preventing misunderstanding, bridging the gaps or problems in communication and keeping conversation going (Stern, 1984; Ellis, 1992; Rao, 2002; Rifkin, 2003; Lee, 2004; Björkman, 2011 and Jamshidnejad, 2011). Furthermore, using metacognitive strategies awareness to make them achieve and aware of OCSs use is effective for English language learners (Nakatani, 2005). After the metacognitive strategy training, they reduced the using of reduction OCSs and tried to apply achievement OCSs to get English oral communication goal instead. So, it can be claimed that metacognitive strategy training affected their choosing of OCSs to apply in the English conversation. The training could really enhance their response to

the interlocutor and reduce inappropriate words and behaviors during English conversation.

From the posttest retrospective verbal report protocol data analysis, they showed their knowledge and awareness to use OCSs while there was just only linguistic consideration in the pretest retrospective verbal report protocol. After taking the training, the comments and feedbacks about the ways to deal with English oral communication problems were mentioned and they had a few comments about their lack of linguistic proficiency.

Therefore, the conclusion here is metacognitive strategy training to enhance the awareness of using English OCSs and process to learn can enhance English oral communication ability although the students are placed in the low oral communication ability. If EFL students who are lack in familiarity of using English in their context are provided the knowledge of OCSs to deal with the English oral communication linguistic problems and they are also taught to be aware to use them, they can get oral communication goal in spite of the limitation of linguistic ability they have. Metacognitive strategy training is an effective choice to enhance their awareness to select the OCSs applied in the conversation. Training OCSs with metacognitive strategy steps made the low oral communication ability students realize how to prepare oral communication task, what is the goal of the task, what pattern or function they should use for the task, what is their role in the task, how to perform the task effectively, what OCSs they should apply when facing oral communication problems and difficulties, how to monitor the conversation until getting the communication goal including what their problems in performing are and what they should improve to develop oral communication skills. This supported the Robin and

Tomson (as cited in Nunan, 1990) that good learners should find their own ways to learn, organize information about their language, make their own opportunities to find strategies for getting practice in using the language, be able to learn to live with uncertainty and develop strategies for making sense of target language without warning to understand every word, be able to learn production techniques for keeping a conversation going. Thinking of these important factors based on metacognitive strategies enhances their oral communication ability although they are in limited linguistic proficiency. Therefore, metacognitive strategies play important role to learn effectively and from this study it indicated that metacognitive strategies play an important role to enhance the low oral communication ability students' awareness of OCSs use.

Business students who have high metacognitive awareness to select OCSs and process to learn can communicate effectively also outside the classroom especially in business English conversations that need an appropriate and successful English language interaction. For example, one day they have an assignment from their boss to welcome and make negotiation about the prize for the company with a foreign customer. In this situation, the students who have high metacognitive awareness will be concerned about what the goal of the assignment is or what their role is, so they will go to the customer with the purposes in mind to welcome and make the negotiation. Furthermore, his kind of students will think about the process of how to complete the goal of the conversation. Then, they start to think about the English pattern or function that can be used in the conversation to welcome and make the negotiation. When they have to communicate and get into language difficulties, they will be careful to use and apply OCSs to get communicative goal by using

achievement OCSs and avoid using reduction OCSs. Also they know themselves about what OCSs they can use best in a particular situation. After they finish the conversation, they go back home and think if they have done a good or bad job for today in the English conversation and also the OCSs they have applied were appropriate or not. If they find their mistakes, they will learn and improve for the next English conversation. If they find that the OCSs they have applied today do not work or are not appropriate, they will choose the new OCSs until they get an appropriate one. Finally, we can see their improvement of English oral communication ability. Imagine the same situation with students who have low or little metacognitive awareness to learn and select OCSs. They might go to the customer without consideration of the goals for the conversation. This might make the conversation go in the wrong direction and cannot get the goal finally. Before having the conversation, they might not think about any preparation of what is necessary for this assignment. During a conversation, they might not speak out any words after introducing themselves because they don't know how to speak it. That leads to inappropriate English conversation by applying OCSs like silence, long pauses or first language-based. They might think about how to get communicative goal and cannot continue the conversation. Finally, there comes the communicative breakdown because they have no awareness of process to learn and selecting OCSs. After the conversation, they might not think about anything to improve and their English oral communication ability will be less proficient forever.

Since metacognitive strategies are beneficial to language learning, metacognitive strategies awareness should be provided in classroom. Language teachers should let them think about their own steps and process to complete the

tasks, let them prepare, select strategies use for the task, monitor their own performance and evaluate their own work, to help the low oral communication ability students facilitate English conversation without applying reduction or negative OCSs and continue their conversation with thinking about communicative goal, necessary linguistic should be applied, strategies to apply to get goal and things to improve or maintain to enhance their own oral communication ability. If they have these characteristics to learn, their English oral communication can be a success and improved. In the end, the development of their English oral communication ability occurs.

5.4 Pedagogical Implication

This study proved that OCSs training by using concept of metacognitive strategies affects positively to the low oral communication ability students and OCSs can enhance oral communication ability of low oral communication ability students. Therefore, there are few suggestions and recommendations for English teachers who are teaching conversation in ESL or EFL context as follows.

First of all, ESL or EFL oral communication teachers should engage students with not just only the patterns or contents provided in textbook and practice them following the textbook tasks and score them. Nevertheless, English teachers also should provide them with the process to learn, and let them think about their own process to complete tasks. Metacognitive strategies are an effective choice to teach them to plan how to complete the task, to select their own ways or strategies to complete tasks, monitor their own work during performing the task and overcome any task difficulties or problems including doing self-evaluation after performing the task

to see their own mistakes and develop their own performance for further assignment. The metacognitive strategies can help increase the quality of their work and it plays an important role in their learning achievement and language ability development.

Furthermore, English teacher should provide the knowledge about OCSs to let them gain knowledge of how to deal with unexpected and impromptu conversation so that the students learn how to enhance their oral communication ability especially for the students who are placed in low oral communication ability and have high frequency use of reduction OCSs that causes ineffective oral communication. Achievement knowledge of OCSs awareness might help them overcome their language difficulties when facing oral communication strategies. Therefore, OCSs knowledge should be provided in English oral communication classroom.

5.5 Recommendations for Further Research

The study investigated that the OCSs training based on metacognitive strategies steps could help low oral ability students apply achievement OCSs and the OCSs to improve their oral communication ability. However, the study took two months to run all procedure. There is no evidence that students will apply and aware of OCSs for the long term. Recommendations for researcher include the time of conducting the study should be longer. It should find out more if the students maintain their awareness of using achievement OCSs and avoid to use reduction OCSs for the long term or not, maybe one or three years after treating the training. The results of the recommended study might cause a new perception in language teaching implication and help students with low oral ability solve their language difficulties more effectively.

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APPENDICES

Appendix A

English Conversation Course Plan

Period	Topic and Content	OCSs	Example of OCSs Use
1	-	What is OCSs? Types of OCSs Providing OCSs sheet	
2	Unit 1: Introductions	Providing active response/shadowing	Client: How can I do? It's a mistake. Banker: <i>Oh really.</i>
3	Unit 2: Permission and Requests	Using fillers	Officer: I borrow your computer note book? Colleague: <i>Emm...I'm not sure errr..</i>
4	Unit 2: Permission and Requests	Restructuring	Client: I like sport very much, do you like sport? Banker: <i>Umm...I am..um it's interesting.</i>
5	Unit 3: Like and Dislikes	Confirmation check	Officer: Hello my friend. May I borrow your notebook? Colleague: <i>You borrow my notebook?</i> Sorry, I emm...use it.
6	Unit 3: Like and Dislikes	Comprehension check	Colleague: Well...I'm sorry because my...err I use it for work. Officer: I...(pause and smile) Colleague: <i>You understand?</i>
7	Unit 4: Opinions	Clarification request	Client: Do you like sport? Banker: <i>What's sport?</i>
8	Unit 4: Opinions	Appeal for help	Client: Hello, my name is Piw. Banker: <i>Hello....sorry I don't understand.</i>
9	Unit 5: Suggestions and Advice	Asking for repetition	Client: Would you mine I use your notebook, please? Banker: <i>Again please.</i>
10	Unit 5: Suggestions and Advice	Paraphrase	<i>The place for ship...like bay(harbor)</i>
11	Unit 6: Locations and Directions	Approximation	<i>I pass (send) new document after this (later) in Friday.</i>
12	Unit 6: Locations and Directions	Modifying output	<i>A: 10 o'clock? I heard it's 9 o'clock</i> <i>B: Which one? Pardon?</i> <i>A: I heard the fight time is 9 o'clock.</i>

Appendix C

Oral Communication Assessment Scale for Placement Test

(Adopted from Nakatani, 2005)

Level 7	Almost always communicates effectively in the task	Speech is general and continuous Can interact in the real-life way with the interlocutor Can general develop dialogue spontaneously with few errors.
Level 6	Generally communicates effective in the class	Is not quite fluent but interact effectively Can general react flexible Make a positive contribution to the dialogue
Level 5	Communicates reasonably effectively in the task	Is sometime fluent but with hesitancies Can interact fairly comfortably and gain flexibility Make some contribution to the dialog
Level 4	Communicates moderately in the task	Make some pauses but fairly intelligible Shows some flexibility Is somewhat independent of the interlocutor in the dialog
Level 3	Communicative modestly in the task	Make frequency pauses, but somewhat intelligible Show little flexibility Can maintain dialog but in a rather passive way
Level 2	Communicates marginally in the task	Makes numerous pauses, at time long one Still depend on the interlocutor but begin to interact a little with him or her Given help, communicates quite basically. Require some tolerance for the interlocutor
Level 1	Communicates extremely restrictedly in the task	Can answer simple question but with numerous long pauses Depend on interlocutor with only partial contribution to the dialog Some question have to repeat of request

- Advance oral communication ability
- Moderate oral communication ability
- Low oral communication ability

Appendix D

Oral Communication Ability Scoring Rubric (adopted from Basic Communication Certificate in English, 2011)

Score	Interaction	Fluency	Grammar	Vocabulary
5	<ul style="list-style-type: none"> - Consistently contributes effectively to communication - Performs and responds to basic language functions by expressing opinions and attitudes with reasonable precision and supporting details - Consistently relevant contributions - Consistently understands interlocutor 	<ul style="list-style-type: none"> - Sustains interaction effectively without interlocutor support - Expresses self with relative ease - Hesitations mainly observed when forming longer responses - Pronunciation does not impede Communication 	<ul style="list-style-type: none"> - A repertoire of frequently-used structures even when conveying ideas on less routine situations - Good control of a repertoire of frequently used patterns and structures throughout - Few minor grammatical inaccuracies that do not impede communication 	<ul style="list-style-type: none"> - Sufficient vocabulary even when conveying opinion on less routine topics - Good control of both common and less common vocabulary even when expressing opinion on less routine topics - Few minor errors in vocabulary usage of less routine vocabulary that do not impede communication
4	<ul style="list-style-type: none"> - Contributes effectively to communication - Performs and responds to basic language functions by expressing opinions and attitudes by providing some supporting details - Mostly relevant contributions - Mainly understands interlocutor 	<ul style="list-style-type: none"> - Sustains interaction mostly without interlocutor support - Some hesitations observed when forming shorter responses - Pronunciation may cause some strain, but does not impede communication 	<ul style="list-style-type: none"> - A repertoire of frequently-used structures when conveying ideas on routine situations, but limitations on repertoire of structures may exist when addressing less routine situations - Good control of a repertoire of basic structures when addressing routine situations with occasional grammatical inaccuracies when addressing less routine situations - Errors in the “less routine” structures may be noticeable but do not impede communication 	<ul style="list-style-type: none"> - Sufficient vocabulary when dealing with routine topics, but lexical limitations may exist when conveying ideas on less routine topics - Overall good control over usage of simple vocabulary with occasional errors when dealing with less routine topics - Errors do not impede communication

Appendix D

Oral Communication Ability Scoring Rubric (adopted from Basic Communication Certificate in English, 2011)

Score	Interaction	Fluency	Grammar	Vocabulary
3	<ul style="list-style-type: none"> - Contributes satisfactorily to communication - Performs and responds to basic language functions, such as information exchange and requests, and expresses opinions and attitudes in a simple way - Usually relevant contributions - Initiates, maintains, and closes simple face-to face conversations - Understands interlocutor, but may need clarification at times 	<ul style="list-style-type: none"> - Sustains interaction usually without interlocutor support - Hesitations may interrupt flow of communication at times - Pronunciation may cause strain and may impede communication at times 	<ul style="list-style-type: none"> - A repertoire of frequently-used structures when conveying ideas on routine situations - Grammatical structure limitations become obvious when addressing less routine situations - Basic errors throughout do not generally impede communication 	<ul style="list-style-type: none"> - Sufficient vocabulary to address routine topics, but lexical limitations become obvious when conveying more complex opinions or addressing less routine situations - Basic errors in vocabulary usage when conveying more complex beliefs do not impede communication
2	<ul style="list-style-type: none"> - Has difficulty in contributing to communication - Has difficulty in responding to basic language functions and expressing opinions and attitudes - Few relevant contributions - Understands interlocutor when input is simplified 	<ul style="list-style-type: none"> - Has difficulty in sustaining interaction in longer contributions - Usually sustains interaction with interlocutor support - Produces very short contributions - Frequent long hesitations may interrupt flow of communication - Pronunciation causes severe strain and may impede communication 	<ul style="list-style-type: none"> - Limited repertoire of very frequently-used structures even when conveying ideas on routine situations - Basic errors throughout impose difficulty in getting the message across 	<ul style="list-style-type: none"> - Limited vocabulary often used repeatedly even when conveying simple ideas related to routine topics - Errors in usage of basic vocabulary impose difficulty in getting message across

Appendix D

Oral Communication Ability Scoring Rubric (adopted from Basic Communication Certificate in English, 2011)

Score	Interaction	Fluency	Grammar	Vocabulary
1	<ul style="list-style-type: none"> - Usually contributes to communication by answering “yes” or “no” - Irrelevant contributions - Understands interlocutor only when input is simplified and delivered slowly 	<ul style="list-style-type: none"> - Has difficulty in sustaining interaction in both simple and longer contributions despite interlocutor support - Consistently needs interlocutor support to sustain interaction - Very long hesitations interrupt flow of communication - Communication breakdowns are frequent - Pronunciation seriously impedes Communication 	<ul style="list-style-type: none"> - Very limited repertoire of very frequently used structures even when conveying ideas on routine situations - No control over usage and accuracy of basic grammatical structures - Basic errors throughout impede Communication 	<ul style="list-style-type: none"> - Very limited vocabulary inhibits communication of ideas even on very routine topics - No control over usage of basic vocabulary - Basic errors throughout impede communication
0	<ul style="list-style-type: none"> - No attempt to communicate ideas - No assessable language 	<ul style="list-style-type: none"> - No attempt to communicate ideas - No assessable language 	<ul style="list-style-type: none"> - No attempt to communicate ideas - No assessable language 	<ul style="list-style-type: none"> - No attempt to communicate ideas - No assessable language

Appendix E

Evaluation Form of Metacognitive Strategy Training Lesson Plan

Evaluator.....**Date**.....

Objective: The column below contains the criteria to evaluate the lesson plan for metacognitive strategies training to enhance positive oral communication strategies use and oral communication ability of undergraduate students at Rajamungala University of Technology Thunyaburi. The training concluded three steps: content reviewing, focus of oral communication strategies and metacognitive strategies activity.

Direction: Please consider the appropriateness of each item and put a tick (√) in the table based on the following criteria

-1 means the item has to be revised

0 means you are not sure

+1 mean the item is agreed

Topics	-1	0	+1
1. Topic of the lesson plan:			
1.1 topic of the lesson plan is appropriate			
1.2 topic of the lesson plan is clear			
1.3 topic of the lesson is organized effectively			
2. Objectives:			
2.1 objectives are clear			
2.2 objectives are concise			
2.2 objectives are relevant and consistent with the content of the lesson			
3. Materials:			
3.1 materials are appropriate for the lesson			
4. Steps of teaching:			
4.1 steps of teaching are in appropriate sequences			
4.2 steps of teaching are clear			
4.3 steps of teaching are effective			
5. Activities:			
5.1 activities are practical			

Comments:.....
.....
.....
.....
.....
.....

Appendix F
Example of Lesson Plan (Lesson 1)

Course: English Conversation Course	Level: Second Year
Duration: 1 hour	Number of Participants: 12 students
Instructor: Aonrumpa Mali	Content: Lesson 1 “Introduction”
Focus of oral communication strategies (OCSs): Providing active response/shadowing	

1. Topic

1.1 Lesson from last class: Introduction: how to communicate to introduce self and construct appropriate topics in the first time of meeting: origin, occupation and interest, as well as showing appropriate manners in the first time of meeting

1.2 Focus of oral communication strategies: Providing active response/shadowing

2. Objectives

2.1 Terminal Objective

- Students will be able to speak to introduce themselves and other in first meet situation

2.2 Enabling Objectives

- Students will be able to speak to greet and introduce name in the English conversation.
- Students will be able to speak to introduce own origin, occupation and interests in the first time of meeting.

3. Materials

3.1 OCSs sheet

3.2 Video from <http://www.youtube.com/watch?v=tIzwbOzRUgY>

3.3 PowerPoint

3.4 Role cards

3.5 Strategies Report Form

3.6 The English conversation course book

4. Steps of teaching (1 hour)

4.1 Content reviewing (15 minutes): Lesson 1 ➡ Introduction

A review of utterances to introduce self and appropriate topics to speak in the first time of meeting and of when and how to use the sentence for introduction.

Teacher	Students
<p data-bbox="284 443 405 472">Greeting</p> <p data-bbox="284 510 839 618"><i>“Could you please tell me about the things you have learned in the previous class?”</i></p> <p data-bbox="284 801 839 909"><i>“Good, so can you tell me about the things you can remember from the last class? What did you do and what did you learn?”</i></p> <p data-bbox="284 1245 823 1424"><i>“Good, shall we conclude and list out the utterances to speak when we have a first meeting with someone?”</i></p>	<p data-bbox="877 443 999 472">Greeting</p> <p data-bbox="877 510 1362 689"><i>“It’s about how to introduce self and have conversation in the first time of meeting”</i></p> <p data-bbox="877 801 1385 1133">Telling the things they can remember from last class (Utterances to speak to introduce self and how/when to use the utterances including the activities they did in the last class)</p> <p data-bbox="877 1245 1362 1274">Discussing introduction conversation</p> <p data-bbox="877 1319 992 1348">Formal:</p> <p data-bbox="877 1393 1334 1422">Greeting: <i>Good morning/afternoon</i></p> <p data-bbox="877 1467 1378 1496">Introducing: <i>Let me introduce myself/ I’d like to introduce myself/ May I introduce myself? I am..... My name is..... How do you do?</i></p>

<p>“And what common topics would we talk after the introduction?”</p> <p>“What would you say to ask about or introduce origin?”</p> <p>“And what do you say to ask or tell about occupation?”</p> <p>“Anything else that we can talk about</p>	<p><i>It's a pleasure/Pleased to meet you (too).</i></p> <p>Informal:</p> <p>Greeting: <i>Hi/Hello</i></p> <p>Introducing: <i>My name's.....</i></p> <p><i>I'm.....</i></p> <p><i>Nice/Glad/Good/Happy to meet you(too)</i></p> <p>“Origin, where we are from.</p> <p><i>Occupation, what we do.</i></p> <p><i>And interest, what we like to do”</i></p> <p>Question: <i>Where are you from?</i></p> <p><i>Where do you come from?</i></p> <p>Answer: <i>I am from.....</i></p> <p><i>I come from.....</i></p> <p>Question: <i>What do you do?</i></p> <p><i>What is your job/occupation?</i></p> <p>Answer: <i>I am a/an.....</i></p> <p>Question: <i>Where do you work?</i></p>
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<p><i>occupation?”</i></p> <p><i>“Goo, and what about the interest, how do we ask and answer about someone interest?”</i></p> <p><i>“Very good. Any questions?”</i></p>	<p><i>Who do you work for?</i></p> <p>Answer: <i>I work at.....</i></p> <p><i>I work for.....</i></p> <p>Question: <i>What do you do in your free time?</i></p> <p><i>What is your hobby?</i></p> <p>Answer: <i>I like (v. ing)</i></p> <p><i>In my free time I always.....</i></p> <p><i>My hobby is (v.ing).....</i></p> <p>Yes,</p> <p>No</p>
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4.2 Focus of Oral Communication Strategies (15 minutes): Providing active response/shadowing strategies

4.2.1 Students review the use of OCSs use both achievement and reduction OCSs.

4.2.2 Students watch a video from

<http://www.youtube.com/watch?v=tIzwbOzRUgY>

4.2.3 Students discuss the situation in the video

4.2.4 Students watch the video again and analyze OCSs that occur in the video

4.2.5 Students discuss about OCSs use in the video

4.2.6 Teacher explains and gives instruction about “Maintenance Strategies”

4.2.7 Conclusion

Teacher	Students
<p>Introduction (5 minutes)</p> <p><i>“Ok, first of all, I would like you to watch the video ”</i></p> <p>Watch the video with students</p> <p><i>“What is the situation in the video?”</i></p> <p><i>“Did you see any OCSs they used in the situation?”</i></p> <p><i>“What are the strategies?”</i></p> <p><i>“Very good, what are the words he said?”</i></p>	<p><i>“Ok”</i></p> <p>Watch the video</p> <p><i>“Some people are interviewing the two foreigners”</i></p> <p><i>“Yes”</i></p> <p>Look at the strategies sheet</p> <p><i>“The boy provides shadowing during interaction”</i></p> <p><i>“Yes/No”</i></p>

<p><i>Do you remember?</i></p> <p><i>“Ok, then let’s watch the video again and notice what the boy say”</i></p> <p>Watch the video with students.</p> <p><i>“Now, what was the situation at the first meet?”</i></p> <p><i>“What the foreigner said for the first of the interaction?”</i></p> <p><i>“How the boy response to her?”</i></p> <p><i>“And then?”</i></p> <p><i>“Very good, anything else? Did you recognize other part of the video that use the strategies for providing active response or shadowing?”</i></p>	<p>Watch video again</p> <p><i>“The boy asks <u>WHERE ARE YOU FROM?</u>”</i></p> <p><i>The foreigner answer <u>WALES.</u></i></p> <p><i>The boy said <u>REALLY</u></i></p> <p><i>The foreigner said <u>BY ENGLAND,</u> then the boy repeat the word <u>BY ENGLAND</u>”</i></p> <p><i>“When the girl ask <u>HOW DO YOU KNOW SUKOTHAI</u> and the foreigner answer <u>BY GUIDEBOOK</u> and the boy repeat the utterance <u>BY GUIDEBOOK</u></i></p>
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<p><i>“Very good, do you know why the boy tried to do that?”</i></p>	<p><i>“To make some responses”</i></p>
<p><i>“Yes, and anything else?”</i></p>	<p>.....</p>
<p><i>“Was it possible that the boy wanted to show that he understood what she was talking about?”</i></p>	<p><i>“yes”</i></p>
<p>Instruction (8 minutes)</p> <p><i>“So, if you want to show your response and show the interlocutor that you understand the thing he/she said, what can you do?”</i></p>	<p><i>“Repetition word interlocutor said”</i></p>
<p><i>“Do we need to repeat every word they said?”</i></p>	<p><i>“No”</i></p>
<p><i>“What word that you should repeat to show your response and understanding?”</i></p>	<p><i>“Important and the key word in the sentences”</i></p>
<p><i>“Very good, can we say anything else besides repeating the key word of the sentences to show</i></p>	<p><i>“Yes/No”</i></p>

<p><i>“Ok, what are these strategies called?”</i></p> <p><i>“Very good, and when can we use this strategy?”</i></p> <p><i>“If you use this strategy, how is it different from your silence when you speak with foreigners?”</i></p> <p><i>“Very good. If you keep on using strategies during interaction, your interlocutor will know it right away when you do not understand the conversation, or miss some points. They will then explain or clarify those points to you.</i></p> <p><i>What’s more important: these strategies reflect how good active listener you are”</i></p>	<p>Look at the OCSs sheet and answer</p> <p><i>“Providing active response/shadowing”</i></p> <p><i>“When we want to show some response and our understanding of the sentences”</i></p> <p><i>“they will know that I/we can understand or not and show that we are a good listener who are paying attention to the things they say”</i></p>
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Providing role card	Receive role card from teacher
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4.3 Metacognitive training (30 minutes)

4.3.1 Students are given role cards

4.3.2 Students complete the strategy report (item 1.1-1.2)

4.3.3 Students make a five minute rehearsal and tick the OCSs they employ during the rehearsal stage in the strategies report form (item 1.3)

4.3.4 Students perform the task in front of the teacher and the teacher circle the OCSs they use during performing task in the strategies report form (item 2)

4.3.5 Teacher returns the strategies report to the students and students make reflect and evaluate for their recent performance in the strategies report form (item 3)

4.3.6 Students submit the strategy report to the teacher

5. Assessment

5.1 Observation of the discussion of OCSs after watching the video

5.2 Observation of their answers when getting asked questions in the stage of the review of recent content and focus of oral communication strategies

5.3 Observation of the use of OCSs before and during task performance

5.4 Observation of the students' ability to convey intended message, maintain and keep conversation going

Role cards

Student A

Today is your first day at work as a customer service at an international company. You try to make friend with your colleague who sits beside you during having coffee in break time, introduce yourself and try to come up with topics: origin, work position and interests. Make appropriate response if he/she also asks you questions. You need to show that you are a good listener paying attention what your colleague is speaking and try to use strategies that show your understanding about the things your colleague is saying.

Students B

You are an accountant of an international company. Today, in coffee time at your office, a new colleague comes to you and tries to make friend with you. He/she introduces himself/herself and asks you several questions about your origin, position and interests. Introduce yourself and answer him/her questions appropriately. Ask him back questions about his/her origin, position and interests. Show that you are a good listener who pays attention to what he/she is saying and try to use strategies that show that you understand the things he/she had said.

Teacher's record after running this lesson plan

Result

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Problem

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Solution

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Effect

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Appendix G

Strategy Report Form

Name..... **No.**..... **Date**.....

Objectives: This form is for student to record their process of learning following the steps of metacognitive strategies to enhance their consideration of their own process to perform task and help them to notice their own selves when applying oral communication strategies during interaction.

Directions: Record the following topic:

1. Pre-task: before performing the task,

1.1 What have you learned from the last class?

1.1.1 Useful expression and grammar:

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1.1.2 Words and phrases:

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1. 2 Think about these points before performing task:

1.2.1 Goal of the task:

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1.2.2 Procedure to perform the task:

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1.2.3 Planning how you should react to your partners:

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1.3 Rehearsal: tick (✓) in front of the strategies you apply during rehearsal stage.

- | | | |
|--|--|--|
| <input type="checkbox"/> Providing active response/shadowing | <input type="checkbox"/> Using fillers | <input type="checkbox"/> Restructuring |
| <input type="checkbox"/> Confirmation check | <input type="checkbox"/> Comprehension check | <input type="checkbox"/> Clarification request |
| <input type="checkbox"/> Appeal for help | <input type="checkbox"/> Asking for repetition | <input type="checkbox"/> Paraphrase |
| <input type="checkbox"/> Approximation | <input type="checkbox"/> Modifying output | <input type="checkbox"/> Pauses |
| <input type="checkbox"/> Message abandon | <input type="checkbox"/> False start | <input type="checkbox"/> First language based |
| <input type="checkbox"/> Interlanguage-based | | |

2. During- task: when you perform the task, the teacher tick (√) in front of the strategies you applied during your performance.

- | | | |
|--|--|--|
| <input type="checkbox"/> Providing active response/shadowing | <input type="checkbox"/> Using fillers | <input type="checkbox"/> Restructuring |
| <input type="checkbox"/> Confirmation check | <input type="checkbox"/> Comprehension check | <input type="checkbox"/> Clarification request |
| <input type="checkbox"/> Appeal for help | <input type="checkbox"/> Asking for repetition | <input type="checkbox"/> Paraphrase |
| <input type="checkbox"/> Approximation | <input type="checkbox"/> Modifying output | <input type="checkbox"/> Pauses |
| <input type="checkbox"/> Message abandon | <input type="checkbox"/> False start | <input type="checkbox"/> First language based |
| <input type="checkbox"/> Interlanguage-based | | |

3. Post- task: after the performance

3.1 Evaluate your recent performance

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3.2 Oral communication behavior you need to improve

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3.3 Reflection

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Appendix H

Oral Communication Strategies Sheet

OCSs	Types	Examples of Utterances
Help Seeking	Appeal for help and asking for repetition	<i>I am sorry, I don't understand. Pardon, please. I beg your pardon. Could you please say it again? Again please.</i>
Modify Interaction	Comprehension checks	<i>My computer is broken down, did you see? I have to borrow someone, do you understand?</i>
	Confirmation checks	<i>A: I will call you tomorrow morning. B: you will call me tomorrow? Right?</i>
	Clarification requests	<i>A: How can we go to the exhibition? B: Go to.....? what is the exhibition?</i>
Modify Output	Output rephrase	<i>A: The due date is on 29 August. B: Sorry, pardon? A: The last day we can send our work is 29 August, the next two day.</i>
Time Gaining	Using fillers	<i>Well..... Let me see..... Oh.....</i>
Maintenance	Providing active response and shadowing	<i>I know that you mean. Sound good. Really I see, ok Ok</i>
Self-Repair	Paraphrase	<i>The place for ship.....the bay (harbor)</i>
	Approximation	<i>Do you available travel's check? (instead of "accept")</i>
	Restructuring	<i>May I see.....sorry can I use travel checks?</i>

Appendix I

List of experts validating the instruments

A. Experts validating lesson plan

1. Assoc. Prof. Chutima Thumraksa, Ph.D.
Language Institute
Bangkok University
2. Ass. Prof. Kamonnat Thummalukkhithkul, Ph.D.
Western Department
Rajamungala University of Technology Thunyaburi
3. Sutheekarn Meechamnan
Western Department
Rajamungala University of Technology Pranakorn

B. Experts validating English Oral Communication Ability Test

1. Tawatchai Chaisiri, DEd.
Western Department
Rajamungala University of Technology Thunyaburi
2. Assoc. Prof. Chutima Thumraksa, Ph.D.
Language Institute
Bangkok University
3. Panatda Pratumrat
International College for Sustainability Studies
Srinakharinwirot University

Appendix J

Expert's validation on lesson plan

Item	Lesson Plan			Total	Meaning
	Experts				
	A	B	C		
6. Topic of the lesson plan					
- Appropriateness	+1	+1	+1	1	Acceptable
- Clearness	+1	+1	+1	1	Acceptable
- Organization	+1	+1	+1	1	Acceptable
7. Objectives					
- Clearness	+1	+1	+1	1	Acceptable
- Conciseness	+1	+1	+1	1	Acceptable
- Relevance and Consistency	+1	+1	+1	1	Acceptable
8. Materials					
- Appropriateness	+1	+1	+1	1	Acceptable
9. Steps of teaching					
- Sequences Appropriateness	+1	+1	+1	1	Acceptable
- Clearness	+1	+1	+1	1	Acceptable
- Effectiveness	+1	+1	+1	1	Acceptable
10. Activities					
- Practicality	+1	+1	+1	1	Acceptable

Appendix K

The construct validity of English Oral Communication Ability Test

Test	Expert			Total	Meaning
	A	B	C		
Placement test	+1	+1	+1	1	Reserved
Pretest	+1	+1	+1	1	Reserved
Midterm Test	+1	+1	+1	1	Reserved
Posttest	+1	+1	+1	1	Reserved

BIOGRAPHY

Aonrumpa Mali was born on 30th August, 1984 in Phatthalung Province, Thailand. In 2008, She received her Bachelor's Degree majoring in English for International Communication from Faculty of Liberal Arts, Rajamungala University of Technology Bangkok. After graduation, she continued her Master's degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.