

THE EFFECTS OF COGNITIVE ACADEMIC LANGUAGE LEARNING
APPROACH ON ENGLISH ORAL COMMUNICATION ABILITY OF
BIBLE COLLEGE STUDENTS

Miss Grace Imsuwan

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English as an International Language
(Interdisciplinary Program)
Graduate School
Chulalongkorn University
Academic Year 2012
Copyright of Chulalongkorn University

ผลของการสอนตามแนวคิดการเรียนรู้ภาษาเชิงวิชาการที่มีต่อความสามารถทางการสื่อสารด้วย
วาจาของนักศึกษาพระคริสตธรรม

นางสาวเกรซ อิมสุวรรณ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2555

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title THE EFFECTS OF COGNITIVE ACADEMIC
LANGUAGE LEARNING APPROACH ON
ENGLISH ORAL COMMUNICATION ABILITY OF
BIBLE COLLEGE STUDENTS

By Miss Grace Imsuwan
Field of Study English as an International Language
Thesis Advisor Pornpimol Sukavatee, Ph. D.

Accepted by the Graduate School, Chulalongkorn University in Partial
Fulfillment of the Requirements for the Master's Degree

.....Dean of the Graduate School
(Associate Professor Amorn Petsom, Ph.D.)

THESIS COMMITTEE

.....Chairman
(Assistant Professor Apasara Chinwonno, Ph.D.)

.....Thesis Advisor
(Pornpimol Sukavatee, Ph. D.)

.....External Examiner
(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

เกรช อิมสุวรรณ: ผลของการสอนตามแนวคิดการเรียนรู้ภาษาเชิงวิชาการที่มีต่อความสามารถทางการสื่อสารด้วยวาจาของนักศึกษาพระคริสตธรรม. (THE EFFECTS OF COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH ON ENGLISH ORAL COMMUNICATION ABILITY OF BIBLE COLLEGE STUDENTS) อ.ที่ปริกษาวิทยานิพนธ์หลัก: อ.ดร.พรพิมล สุชะวาทิ. 99 หน้า.

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนตามแนวคิดการเรียนรู้ภาษาเชิงวิชาการที่มีต่อความสามารถทางการสื่อสารด้วยวาจาของนักศึกษาพระคริสตธรรม 2) สำรวจความคิดเห็นของนักเรียนที่มีต่อองค์ประกอบของแนวคิดการเรียนรู้ภาษาเชิงวิชาการ ผู้เข้าร่วมเป็นนักศึกษาวิทยาลัยพระคริสตธรรม สถิติ Paired-sample t-test นำมาใช้ในการวิเคราะห์ความแตกต่างระหว่างคะแนนเฉลี่ยของข้อสอบวัดความสามารถทางการสื่อสารด้วยวาจาจากก่อนเรียนและหลังเรียน การวิจัยนี้ใช้การสัมภาษณ์เพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการใช้การสอนตามแนวคิดการเรียนรู้ภาษาเชิงวิชาการ ผลที่ได้จากการวิจัยพบว่ามี ความแตกต่างอย่างมีนัยสำคัญระหว่างค่าเฉลี่ยคะแนนจากการสอบก่อนเรียนและหลังเรียน กล่าวคือ นักศึกษาวิทยาลัยพระคริสตธรรมได้พัฒนาความสามารถในการสื่อสารภาษาอังกฤษทางวาจาหลังจากการเรียนผลจากการสัมภาษณ์แสดงให้เห็นความคิดเห็นที่ดีและไม่ดีต่อองค์ประกอบของการสอนตามแนวคิดการเรียนรู้ภาษาเชิง วิชาการ อันประกอบไปด้วยเนื้อหา ภาษาและกลวิธี รวมทั้งกระบวนการเรียนการสอน การสัมภาษณ์แสดงให้เห็นว่าผลกระทบของความสามารถทางการสื่อสารด้วยวาจาของนักศึกษาคือเนื้อหาที่มีแรงจูงใจความเชื่อมั่นและความ ตั้งใจในการสื่อสารการใช้กลวิธี และการทำงานร่วมกันในการทำกิจกรรมในชั้นเรียน

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติลายมือชื่อนิติศ
ปีการศึกษา 2555ลายมือชื่อ อ.ที่ปริกษาวิทยานิพนธ์หลัก

5487621920: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
 KEYWORDS: COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH/ ENGLISH
 ORAL COMMUNICATION ABILITY/ BIBLE COLLEGE

GRACE IMSUWAN: THE EFFECTS OF COGNITIVE ACADEMIC LANGUAGE
 LEARNING APPROACH ON ENGLISH ORAL COMMUNICATION ABILITY
 OF BIBLE COLLEGE STUDENTS. ADVISOR: PORNPIMOL SUKAVATEE, Ph.D.,
 99 pp.

The objectives of this study were to 1) investigate the effects of Cognitive Academic Language Learning Approach on English oral communication ability of Bible College students 2) explore students' opinions towards the components of CALLA. The participants were college students at Bangkok Bible Seminary. The Paired-Samples T-test was applied to investigate the differences between the mean scores from the pre and post English Oral Communication Ability Test. The interview was used to explore into the students' opinion towards the CALLA. The results of the analyses revealed that there was a significant difference between the mean scores from the pre and posttest. In other words, the Bible college students improved their English oral communication ability after the use of CALLA. The result of the interview showed both positive and negative opinions towards the components of CALLA which are content, language, and strategy as well as the instructional process. The interview showed that the impacts of the English oral communication ability of the students are the content motivation, their confidence and willingness to communicate, the use of strategies, as well as, the collaboration in class activities.

Field of Study: English as an International Language Student's Signature

Academic Year: 2012 Advisor's Signature

Acknowledgements

I would like to take this opportunity to first and foremost thank God who has given me grace and wisdom to successfully complete my study. Thank you for being my strength and my purpose of writing this thesis.

I would like to express my very great appreciation to Dr.Pornpimol Sukavatee, the thesis advisor, for her valuable and constructive suggestions during the planning and development of this research work. My grateful thanks are also extended toAssistant Professor Dr. Apasara Chinwonno and Assistant Professor Dr. Kittitouch Soontornwipast for their patient guidance and useful critiques of this research work.

I would also like to extend my thanks to the English teachers and the students at the Bangkok Bible Seminary and the Bangkok Institute of Theology for enabling me to teach and conduct my research.

I would like to express my very great appreciation tomy parents, my grandparents and my aunt for their support and encouragement throughout my study.

Finally, I would like to thankmy friends and the Tai Church for their consistent prayers, their enthusiastic encouragement and the assistance I needed.

CONTENTS

	Page
ABSTRACT (THAI).....	iv
ABSTRACT (ENGLISH).....	v
ACKNOWLEDGEMENTS.....	vi
CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER	
I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions.....	6
1.3 Objectives of the Study.....	6
1.4 Scope of the Study.....	7
1.5 Definition of Terms.....	8
1.6 Significance of the Study.....	11
II LITERATURE REVIEW.....	11
2.1 English Oral Communication Ability.....	11
2.2 Cognitive Academic Language Learning Approach.....	21
2.3 Basic Concepts Of CALLA.....	30
III METHODOLOGY.....	32
3.1 Research Design.....	32
3.2 Population and Sample.....	33
3.3 Research Procedures.....	33

	Page
3.4 Research Instruments	41
3.5 Data Collection.....	41
3.6 Data Analysis.....	42
IV FINDINGS	43
4.1 English Oral Communication Ability.....	43
4.2 Interview	46
V DISCUSSION.....	52
5.1 Summary.....	55
5.2 Discussion.....	57
5.3 Pedagogical Implications.....	60
5.4 Recommendations for Further Studies.....	61
REFERENCES	62
APPENDICES	69
APPENDIX A: English Oral Communication Ability Test.....	70
APPENDIX B: Lesson Plans.....	75
APPENDIX C: Interview Questions.....	96
APPENDIX D: Lists of Experts Validating the Instruments.....	98
BIOGRAPHY	99

LIST OF TABLES

Table 1: The result obtained from the lesson plan evaluation form.....	37
Table 2: The result obtained from the interview evaluation form.....	39
Table 3: The scores of the pre English Oral Communication ability test.....	44
Table 4: The scores of the post English Oral Communication ability test.....	45
Table 5: Means, Standard Deviation, t-value and the significance of the pre and post English Oral Communication Test.....	46

LIST OF FIGURES

Figure 1: Basic concepts of CALLA.....	31
Figure 2: Phases and stages of the Research Procedure.....	34

Chapter I

Introduction

1.1 Background of the Study

As twenty-first century world is an ever changing, globalized one, mobilization and international communication require a mutual language for the world's citizen to connect. English has become the world's lingua franca. It is a means of communication between people who speak different languages. As Crystal stated, "English is now the dominant or official language in over 60 countries and is represented in every continent" (1997, p.106).

English is spoken by numerous people in various countries. Its native speakers have been significantly outnumbered by non-native speakers (Crystal, 2003). Crystal also stated that this spread of English continues to grow and the language has become a global language because of the power of the people who speak it. House (2002) also pointed out that English was spread through globalization marked by the rapid development of information technologies, the US political and economic power, and the international mergers and acquisitions. English allows people from different countries who speak diverse mother-tongues to be able to communicate.

Communication is defined as "the imparting or exchanging of information by speaking, writing, or using some other medium" (Oxford dictionary, 2012). Communication in English could affect all aspects of life, from work and education to society and leisure. One may watch Hollywood movies or English-speaking television programs, read magazines or articles written in English, or talk to foreign friends using social networks. When travelling internationally, English is used as a medium

of communication; e.g. safety instruction on international flights. One has to attend schools where English as a Foreign Language classes are offered. Students who are proficient in English may be able to perform research and obtain funding more easily. In terms of businesses, English is used in most industries. Most employers prefer employees with English-speaking ability. English proficiency plays an important role in giving students access to a good career track after graduation (Coleman, 2006). As Crystal wrote (1997, p. 106), “Organisations wishing to develop international markets are under considerable pressure to work with English”. English is spreading fast and outward to people who, in the past, may not have considered it necessary for them. For instance, in the tourism industry, employees have to correspond well with their international customers. Nurses have to speak English to worldwide patients. Call center operators have to deal with foreign phone calls. Individuals who are in the workforce are presented with some pressure to use the language.

Oral communication allows people to use speech to share and exchange thoughts and information. It is a two-way process which requires both speaking and listening skills (Byrne, 1976). In almost all professions, strong oral communication skills are essential to being able to present one’s ideas clearly in a variety of situations such as explaining procedures to a co-worker or giving directions to a friend (Human Resources and Skills Development Canada, 2011). In Christian ministries, English oral communication is also desired to benefit the work for God.

Individuals who serve in Christian ministries are those who do the work for the Lord and represent Him among the people, share the gospel, and administer the ordinances thereof (The Church of Jesus Christ, 2012). Bible college students are those with a goal to serve God in the ministry field. They are already helping in their

church and willing to step up into church leadership after their studies. English serves several crucial purposes for them. First, they need to learn from resources available in English such as textbooks and sermons. Secondly, they exchange ideas among their foreign networks in terms of discussion and relationship strengthening. Lastly, they need English to broaden their influence and evangelize in and outside of Thailand.

Preliminary interviews were conducted from four current and previous students at Bangkok Bible College and Seminary in June 2012 about what they needed English for and what were their struggles. Three of them reported the difficulties in English oral communication skills which were listening and speaking, despite the fact that they were literate in English. They described that unfamiliar vocabulary in biblical contexts also complicates their oral communication as well as their literacy skills. Wiriyaichitra (2008) also pointed out the same issue that listening and speaking skills were not focused on while they were supposed to be used most in the Thai tertiary education English curriculum. The lack of the appropriate level of English oral communication ability causes ineffective exchange of ideas and information which can result as follows.

First of all, it impedes the acquisition of biblical knowledge. There are many useful Christian resources such as sermons, articles, publications, and Christian websites. Most of all these resources are in English. Being able to listen and understand allows students to access audio resources in English like sermons and worship songs. Not only to access to the mentioned sources, is the oral language competency the basis for success in reading (Gray, 1982). If one has adequate facility in spoken language, he/she is likely to read and write. Being able to read can help students acquire deeper understanding from the Bible, from theological textbooks and

Christian literature because there are a very limited number of textbooks, articles, journals, and commentaries available in Thai (Boonyakiat&Churnai, 2012).

Secondly, ineffective oral communication obstructs the flow of idea exchange which could deepen understanding among Christians. The churches in Thailand have networks with other countries, especially the United States of America and the United Kingdom. Missionaries and visitors come regularly and it is necessary to work together with the Thai Church for both the short term and long term. These people may come individually or as a mission team with a purpose of sharing the Gospel to unbelievers and strengthening the faith of the believers. They also come to encourage the church by sharing ideas which can deepen understanding, and encourage one another. This promotes fellowship. This fellowship goes beyond group activities such as coffee breaks or dinners. Christians get to meditate in the words of God and to pray together (Acts 2:42, International Standard Version). It is one of the most important means of growth, power, and effectiveness in the Christian life. Nevertheless, most of the time, despite what countries the visitors are from, they speak English, while churchgoers do not. The language lack slows down or many times stops communication completely.

Thirdly, it prevents opportunities to reach out to nonbelievers. English oral communication ability helps in expanding the influence of Christianity and evangelizing inside and outside of Thailand. Christians believe and follow the great commission of Jesus to share the *Gospel of Jesus* and make disciple of all nations (Matthew 28:29-20, International Standard Version). Many Christians come to Thailand to share the *Good News* with locals who mostly do not speak English. Such missions require the cooperative work of the local Christians. In order to facilitate the

mission, the locals need to work in the aspects of contacting using E-mails and telephone, and the most significantly, interpreting the message. In the same way, Thai Bible college students can have the opportunity to evangelize in another country, if they can have sufficient English oral communication ability. In addition, English ability presents an excellent opportunity to offer free English classes which is an act of giving to the society, and at the same time being one of the ways to evangelize.

Teaching oral communication was shifted from audiolingual and other drill-based methodologies in 1970s to the communicative language teaching which fluency became its goal in 1980s (Richards, 2008). The advantage of the communicative language teaching is that teachers in communicative classrooms talk less and listen more and become active facilitators of their students' learning (Larsen-Freeman, 1986). In so doing they would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

In CALLA, the collaborative work in classroom is also emphasized as in communicative language classrooms, nevertheless, it also provides strategies that help learners increase their language ability. It focuses not only on 'what' as in the communicative classrooms but also the strategies to teach 'how' to listen and speak (Chamot & O'Malley, 1989, 2009).

Michael Rost(2001) proposed strategies in listening in his book 'Teaching and Researching Listening' These strategies help students to become active listeners and these are simplified as learning strategies in listening and speaking in this study.

Therefore, a Cognitive Academic Language Learning Approach (CALLA) instruction was proposed to integrate instruction mainly in topics oriented to the

Christian ministry, development of the English oral communication ability, and explicit instruction in using English oral communication strategies. Learners needed to have both knowledge about the learning process and the tools to apply that knowledge, and this was the main reason for teaching strategies in foreign language classes (Robbins, 2000). Robbins further stated that the goals of CALLA were for students to learn the language and content they need and to become independent and self-regulated learners as they use a variety of strategies increasingly for their future academic and professional success. CALLA has been used in many classrooms and has proven to help students increase their language ability as well as content knowledge through learning strategies (Chamot& O'Malley,1994, 2009; Chamot&Robbins,2005; Wongpattanakit, 2006; NCLRC 2010; Robbins, 2011; Cahyaningati, 2012).

Although, many studies showed the success of the implementation of CALLA, only few of them focused on oral communication ability, and the same time, it was fairly new in the Christian contexts in Thailand. Teaching English oral communication strategies using CALLA in the Christian contexts would be a new establishment to Bible college education in Thailand. CALLA was implemented in the current study and was examined if it has impacts on students' English oral communication ability.

1.2 Research Questions

1. To what extent do the students improve their English oral communication ability after taking CALLA?
2. What are the opinions of the students towards the components of CALLA and the instructional process?

1.3 Objectives of the Study

1. To investigate the effects of Cognitive Academic Language Learning Approach on English oral communication ability of Bible College students.
2. To explore students' opinions towards the components of CALLA and the instructional process.

1.4 Scope of Study

This study covered the exploration of the effects of the CALLA instruction on the English oral communication ability of bible college students. The instruction was conducted over eight weeks. The students gave the opinions about it after the end of CALLA.

The population of the study was approximately 60 college students pursuing a bachelor's degree in Theology at Bangkok Bible Seminary (BBS). The students were first, second and third year students, pursuing a bachelor's degree at Bangkok Bible Seminary in second semester, academic year 2012. The sample was 10 students who were taught with CALLA.

Since the participants were the students pursuing a bachelor's degree in Theology at Bangkok Bible Seminary, this research was limited to students only in the Bangkok area, which might not represent students from other geographic locations. A CALLA instruction was designed to a specific group of people and might need alterations according to the group of students.

1.5 Definition of terms

English Oral Communication Ability

English oral communication is "a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of

understanding (or listening with understanding)” (Byrne, 1976, p. 8). It pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group. (Human Resources and Skills Development Canada, 2011)

In this study, English oral communication ability included speaking and listening skills. It allowed students to use speech to share and exchange thoughts and information in English about Christianity.

The English oral communication ability concerned the areas of fluency, vocabulary, content and language use. In terms of fluency, students were expected to respond to the questions appropriately. Their speech should be smooth and consistent with minimal hesitation.

Their vocabulary should be appropriate to the questions and their word choice should be accurate.

The content in their responses to questions should present a clear progression of ideas and convey the relevant information required. It should include appropriate details, though it may have minor errors and omissions.

Regarding the language use, the students’ response should demonstrate good control of basic and complex grammatical structures that allowed for coherent, efficient expression of relevant ideas. It should contain generally effective word choice. Though some minor errors or imprecise use might be noticeable, they did not require listener effort.

Cognitive Academic Language Learning Approach (CALLA)

CALLA refers to an instructional model for second and foreign language learners developed by Chamot and O'Malley (1994). In CALLA, strategies are taught in order to help students understand and retain content area material while they are increasing their English language skills.

CALLA involves five phases which are preparation, presentation, practice, evaluation and expansion.

The Components of CALLA

1. Content

Content topics are aligned with students' curriculum so that practice is provided with a selection of actual topics students will encounter in other classrooms. The content is bible-based and contains Testimony, the Gospel of Jesus and Prayers.

2. Language

Students develop their English language skills through cognitively demanding activities in which comprehension is assisted by contextual supports and in which scaffolded instruction guides the acquisition of content. The functional language is for the students to be able to understand what they listen to, be able to respond and share their testimonies, understand the Gospel of Jesus, and pray in English.

3. Learning strategy instruction

Learning strategies are chosen in CALLA lessons based on the specific type of strategy that seems most suited for the content materials and language tasks. Strategies are taught explicitly by naming the strategy, telling students how the strategy can help them in learning and then providing sufficient instructional support

while students practice and apply the strategy. The learning strategies used in this study are; predict, guess, ask, respond, focus and review.

In this study, the CALLA instruction lasted for eight weeks as the researcher aimed to teach the main six strategies in oral communication which are predicting, guessing, focusing, reviewing, asking and responding. Students were shown how to use each strategy, how to quickly practice using the strategy, how to evaluate the strategy and then apply it to other tasks so CALLA supported students may be independent and self-regulated learners.

Bible College Students

Students in the college level who were already studying in their specialty, which is the field of ministry at Bangkok Bible Seminary. They were first, second and third year students who were enrolled in English Speaking and Listening course.

1.6 Significance of the study

Cognitive Academic Language Learning Approach has improved the English oral communication ability of Bible College students, since the students who received CALLA were given more responsibility for their own learning as well as more chances to use the learned strategies in real world situations. The study combined the strategies that were taught in order to help students understand and retain content while they were increasing their English oral communication ability.

The findings of this study could give teachers an alternative way to teach English oral communication ability using CALLA. The lesson plans could be adapted and used in different Bible College contexts.

Chapter II

Literature Review

This part of this study gave more insights of the study in terms of backgrounds and related research. It explored the two main aspects; English oral communication ability and Cognitive Academic Language Learning Approach (CALLA).

English oral communication ability could be divided into listening, speaking and pronunciation. CALLA is an instructional model which has three main components; language, content and strategy.

The first topic of discussion will be as follows;

2.1 English Oral Communication Ability

Oral communication is “a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of understanding (or listening with understanding)” (Byrne, 1976, p. 8).

Byrne stated further that both speaker and listener have a function to perform: while the speaker has to encode the message to be conveyed, the listener has to decode the message. The message usually contains a great deal of information which is redundant. It could be more information than the listener needs.

It should be noted that oral communication is different from written communication. One would not speak in the way he or she writes should not use the logic of oral language in formal writing. Brown and Yule (1983) distinguished between spoken and written language. They pointed out that while written language is characterized by well-formed sentences which are integrated into highly structured

paragraphs, spoken language consists of short, often fragmentary utterances, in a range of pronunciations.

In language teaching and learning, the skills of oral communication do not refer to speaking ability alone, as in many people's perception. According to Murphy (1991), oral communication skills include speaking and listening as well as pronunciation. While the main focus is on speaking and listening, pronunciation is presented as a subset of both speaking and listening development.

In this study, listening ability refers to the ability to process realistic spoken language, automatically and in real time; and to understand the linguistic information and to make inferences clearly implicated by the content of the passage (Buck, 2001).

Speaking ability refers to the ability to use the proper words in the right order with the correct pronunciation; to know when clarity of message is essential and to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (The National Capital Language Resource Center, 2010).

Pronunciation is "the way in which a word is pronounced" (Oxford Dictionary, 2012).

Although, in classroom practice, it is often necessary to concentrate at certain times on developing one of the oral skills more than the other, it is necessary to realize that these oral skills are interdependent. It is a process between speaker and listener (Byrne, 1976). Speakers do not always only start a conversation but he/she also responds to what he/she has heard. At the same time, the listener does not listen and remain silent, but is expected to respond.

Murphy (1991) suggests that speaking, listening, and pronunciation must proceed in an integrated fashion. This research considers both speaking and listening ability together. However, these areas are addressed here separately in order to emphasize some fundamental differences.

2.1.1 Listening

For many people, the ability to speak and write in a language may be used to claim that they have knowledge in it. Listening may be considered a forgotten skill in second language learning (Nunan, 2003). People may assume listening is a skill that we already have. However, listening is one of the most important skills to learn and practice for effective communication (Downs 2008). Murphy (1991) claimed that listening and connections between listening, speaking, and pronunciation emerge as central components of ESL oral communication. Rost (2001) supported that listening is a critical means of acquiring a second language. Besides, it is very important in the language classroom in terms of providing input for the learner. If the students do not understand the input at the right level, no learning can begin. This makes listening fundamental to speaking (Rost, 1994). Chamot (1987) stated that within most classroom settings, listening serves as a primary channel for learning.

Listening should be emphasized particularly in classes for beginners, and in many Asian contexts beginning classes include reticent students (Nunan, 2003). Teachers can take the pressure off the students by 'front-loading' the classes with listening, so students who know they do not have to speak a lot in the early stages can relax. He added that this style of listening gives them processing space. Moreover, listening provides models for later speaking activities.

Downs (2008, p.2) defined listening as “paying close attention to someone’s word ideas”. It is not like hearing which is only the processing of sound, it goes beyond hearing by involving five-step process: attending, understanding, interpreting, responding, and remembering. Someone may hear well but be a very poor listener (Downs 2008).

According to Rost (1991), listening involves several component skills which are: discriminating between sounds, identifying words, classifying grammatical groupings of words, identifying utterance and expression sets which create meaning, joining linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning, and recalling important words and ideas.

Teaching Listening

Helgensen (2003) suggested five principles for teaching listening which are:

1. Expose students to different ways of processing information: bottom-up versus top-down.

Brown (2006) stated that making use of prior knowledge is very important in teaching listening because this knowledge is organized in schemata which are the abstract, generalized mental representations of our experience that are available to help us understand new experience. As teachers, by activating their prior knowledge, we can help students comprehend the things they hear.

The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen, we hear the information and process it both ways; top-down and bottom-up. These two types of strategies have been in practice over the last twenty years (Brown, 2006).

Nunan (2002) suggests that the information we have about sounds and word meanings helps us to understand. This is the bottom-up process that one would assume the sounds from the smallest units (phonemes) to complete texts. The process is linear. First the person would decode the phonemic units before link them together to form words, words to phrases, phrases to utterances, and utterances to complete meaningful texts. The meaning is derived at the last step in this process.

On the other hand, top-down view is basically using the prior knowledge of the context in order to reconstruct the original meanings by using the incoming sounds only as clues. This prior knowledge of the context could be like knowledge of the topic the listener already has, the knowledge of the speakers, and the speakers' relationship to the situation and prior events (Nunan, 2002).

Students need both bottom-up and top-down processing skills in listening. The students use bottom-up processing when they hear some sounds, then they hold the sounds in their working memory long enough to connect them to each other and then interpret what they have just heard before new information comes along. At the same time, listeners are using their background knowledge to find out the meaning with regard to their prior knowledge and schemata. This is top-down processing. Nunan (2002) also suggests using both bottom-up and top-down strategies in classroom teaching. It is necessary for teachers not to teach only bottom-up processing skills, like the ability to differentiate between minimal pairs, but also to help students to understand what they hear using what they already know.

2. Expose students to different types of listening.

Brown (2006) also suggests another way teachers can help ease the difficulty of listening, which is training students in different types of listening. When we listen,

we always have a purpose. We may listen for (1) main ideas when we want to get a general idea of what we hear and the details are less important. However, sometimes, (2) we need to listen for details. (3) Listening and making references is another important reason for listening as speakers may have meaning that implies more than what they say out loud. Listeners have to figure out the true meaning by listening between the lines. If teachers present these three purposes, the students could develop a sense of why they listen and which skills to use to listen better. If students know the reason they are listening, they are more focused (Brown, 2006).

3. Teach a variety of tasks.

It is important to make sure that the students do not need to put too much effort in the task given. For example, if the students are asked to write a summary of what they hear, and cannot perform that task, the teacher will not know exactly if they do not understand the text, or they if are not be able to write the summary. Students need to be exposed to a wide range of tasks in order for them to deal with different types of texts and respond in different ways. Incorporating different tasks also raises the students' interest (Helgensen, 2003).

4. Consider text, difficulty, and authenticity.

Students need exposure to natural sounding language and practice with it because spoken language is redundant. It contains false starts, rephrasing, and elaborations.

In terms of text difficulty, speed would be one of the most critical variables. Helgensen (2003) and Rost (2002) suggested a useful technique in teaching is to put pauses between phrases or sentences rather than giving students unnaturally slow recordings.

Authenticity in listening materials is usually associated with the input. Brown and Mesasche (1993, as cited in Helgensen, 2003) suggested two aspects of authenticity which are the task and the input.

Teaching listening involves the selection of input sources. According to Rost (2001), effective teaching involves the following: careful selection of input sources (appropriately authentic, interesting, varied and challenging); creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing); assistance to help learners enact effective listening strategies (metacognitive, cognitive, and social); and integration of listening with other learning purposes (with appropriate links to speaking, reading and writing). (p.11)

5. Teach listening strategies.

Rost (2002) identified strategies that are used by successful listeners:

Predicting: Listeners would think and predict about what they will hear from given contexts.

Inferring: Students do not only listen to what is said but can also listen between the lines.

Monitoring: Students should notice what they do and do not understand.

Clarifying: Students think about the questions, ask questions and give opinions to the speaker.

Responding: Students react to the thing they hear.

Evaluating: Students check on how well they have understood.

These are the main principles of listening; strategies teaching is further discussed under the 'oral communication strategies'.

In language learning, Anderson and Lynch (1988) say that listening skills are as important as speaking skills, because we cannot communicate face-to-face unless the two types of skill are developed in tandem.

Listening can be paired with speaking. Much of the time, this is the way we use language naturally. Sometimes we are the listener and sometimes the speaker (Brown, 2006). Brown said “it is natural in listening courses to give students a chance to practice listening to other students as well as to an audio recording. This means teachers may wish to have students spend some time speaking to each other.” (p.9)

2.1.2 Speaking

Speaking is essential for local Christians who desire to communicate with their foreign contacts and friends. Bygate (1987) suggests that “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.”(p. vii) He also says that it is “a medium through which much language is learnt, and which for many is particularly conducive for learning.” There are sermons and testimonies serving as useful learning resources for Bible school students. Through listening, they learn from others. Through speaking, they can transfer their knowledge and share their own testimonies.

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, as cited in Bailey, 2005). Florez added that it is often spontaneous, open-ended, and evolving.

According to Bailey (2005), a proficient speaker is both fluent and accurate. Fluency is the capacity to speak confidently at a consistent rate of the norms of the relevant native speech community, while accuracy is the ability to speak properly in

choosing the right words and expressions in the meaning one tends to say and also with correct grammatical patterns.

Teaching Speaking

Bailey (2003) suggested five principles for teaching speaking;

1. Be aware of the differences between second language and foreign language learning context.

Speaking is learned in two broad contexts which are foreign language and second language situations. While foreign language context provides a very few opportunities to use the target language outside the classroom. Sometimes students cannot understand the native speakers or being understood when they travel to the countries where the native language is used. A Second language context is where the target language is the language of communication in the society. Some second language learners could become very fluent in speaking while many others progress to a certain proficiency level and stop.

2. Give students practice with both fluency and accuracy.

Providing fluency-building practice is very important. Teachers should always remember that making mistakes is a natural part of learning a new language. If the teachers frequently interrupt students to correct their oral errors like pronunciation or grammar, they would not be able to develop fluency (Bailey 2003).

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Bailey reminded teachers to be aware of the amount of time the teachers speak, they should instead give time to students to speak. The use of pair work and group work activities will increase the amount of time students get to speak in the

target language during lessons. Pair work and group work activities also remove the teacher from the conversation (Bailey 2003).

4. Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in English. When students interact, it involves trying to understand and make themselves understood. This process is called negotiating for meaning. This means one has to check if he/she has understood what someone has said. He/she has to clarify the understanding, and confirm that the person has understood what he/she means. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand (Bailey, 2003).

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Usually we talk to someone outside the classroom for interactional or transaction purposes. Interaction speech is communicating with someone for social purposes. It includes both creating and keeping social relationships while transactional speech involves communicating to get something done (Bailey 2003)..

In terms of activities, teachers should consider their use of communication skills. Fotos (1995, in Bailey, 2005) points out 4 components most communication activities between students should have. They should contain an information gap, students should be given time to plan what they are going to say, the tasks should require a solution and all students must reach agreement on the solution. They are powerful communication task.

2.1.3 Pronunciation

Pronunciation refers to the sounds we make while speaking and also “the ways sounds are perceived by the hearers (Kelly, 2004).

Kelly (2004) said that pronunciation errors can cause unsuccessful communication. A student who has a good command of grammar and lexis may have trouble being understood if he or she produces inaccurate phoneme or use inaccurate supra-segmental elements such as stress or intonation. Therefore, it is important to deal with pronunciation in language classrooms.

Murphy (1991) said that pronunciation practice needs to be closely linked with the listening process and with genuinely communicative speaking activities (Acton, 1984; Celce-Murcia, 1987; Pica, 1984)”.

Murphy suggests that in the teaching of ESL, speaking, listening, and pronunciation need to be placed within the broader context of oral communication. Even though sometimes the attention to one or more of these areas is overlooked in the classroom, teachers can emphasize all three when they are designing course curricula and/or classroom activities (Murphy, 1991).

Pronunciation is not explicitly emphasized in this study, but it is given attention to during CALLA.

2.2 Cognitive Academic Language Learning Approach (CALLA)

The Cognitive Academic Language Learning Approach (CALLA) is “an instructional model for second and foreign language learners based on cognitive theory and research.” (Chomot& Robbins, 2005). Usually educational experience has put the focus on *what* they learn, not *how*. However, in CALLA, students learn to use learning strategies derived from a cognitive model of learning to help them

comprehend and have retention of both language skills and content concepts (Chamot&O'Malley, 1987, 2009).

2.2.1 Components of Cognitive Academic Language Learning

Approach

The CALLA model includes three components in its curricular and instructional design:

1. Content

Content topics are aligned with students' curriculum so that practice is provided with a selection of actual topics students will encounter in other classrooms. Content is taught so that students can practice skills and processes needed in the content areas. Content also is more motivating than language learning alone as well, as it provides a context for learning and applying learning strategies (Chamot&O'Malley, 1987, 2009).

In this study, the content of the CALLA instruction may be about something that the students already know, but more in depth.

The content in this study will cover testimony, the Gospel of Jesus and prayers.

A testimony is a story of how someone came to Christ. Testimonies are personal accounts of how God has changed their lives. Sharing testimonies helps people get acquainted by sharing one of the most important events in their lives. This sharing encourages supporting friendships. Having a testimony also allows us to help others in their search for truth, for God.

The gospel of Jesus Christ is the summary explanation of who He is and what He accomplished for you. Jesus commands Christians to preach the Word and share the gospel (Matt 28:19-20, 2 Tim 4:1-5, Luke 17:7-10).

The last unit is about prayers. Prayer is “simply communicating with God—listening and talking to Him. Believers can pray from the heart, freely, spontaneously, and in their own words” (Fairchild, 2013). Christians find intimacy with God through communicating with Him in prayer. We go to Him in faith, knowing that He hears and answers all our prayers (1 John 5:14).

2. Language

Language development includes using all four skills (listening, speaking, reading and writing) in daily lessons on the content subject. However, in this study, only listening and speaking will be focused on. Language is used as a functional tool for learning academic subject matter. Students develop their English oral communication ability through activities in which comprehension is assisted by contextual supports and also scaffolded instruction (Chamot & O’Malley, 1987, 2009).

This language area in CALLA aims to help the students to answer questions and respond after listening to testimonies, the Gospel and prayers, plus be able to share testimonies and the Gospel and pray in English.

3. Learning strategy

Learning strategies are chosen in CALLA lessons based on the specific type of strategy that seems most suited for the content materials and language tasks. Strategies are taught explicitly by naming the strategy, telling students how the strategy can help them in learning and then providing sufficient instructional support while students practice and apply the strategy. Learning strategies are important

because active learners could be better learners. Students who organize and synthesize new information and actively relate it to what they already know should be better to comprehend and recall as they have more cognitive linkages. Chamot and O'Malley said students who are taught to use strategies will learn more effectively than those who do not have experience with learning strategies. Moreover, students can use the strategies while performing new tasks that are similar to the ones they performed with the same learning strategies (adapted from Chamot&O'Malley, 1987, 2009).

Chamot proposed that learning strategy instruction intends to help all students become better language learners. Once the students start to understand their own learning processes and can manage these processes, they are likely to take more responsibility for their own learning (Pressley &Afflerbach, 1995, as cited in Chamot).

Robbins (2003) suggested that teachers may teach students listening and speaking strategies so students can understand the learning process and use those strategies to become more efficient learners.

Listening strategies are “conscious plans to deal with incoming speech, particularly when listener knows that he or she must compensate for incomplete input or partial understanding” (Rost, 2001). On the other hand, speaking strategies are defined as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. (Faerch& Kasper, 1983, as cited in Brown 2000: 127).

Listening and speaking strategies used in this study are a simplified set of listening and speaking strategies developed by Michael Rost that were used in a listening textbook written by Robbins and MacNeill, *Impact Listening 2*

(Robbins&MacNeill, 2001). These strategies link authentic listening and speaking, as follows;

1. Predict

Prediction means actively thinking about the content, the words and ideas and feelings that the speaker might bring up. Predicting helps one become an active listener. Michael Rost proposed that it does not matter if the prediction is correct. Before listening, students will have to look at the illustrations and vocabulary words and try to predict what the speakers will say.

2. Guess (make inferences)

When we listen, the information is often incomplete or unclear. There may be ideas or words students do not understand fully and there are some speakers do not express clearly. It is important to guess at the parts listeners do not understand. Guessing allows listeners to build meaning based on what they understand rather than to worry about what they do not.

3. Ask

When we listen, it involves uncertainty. Successful listeners are always asking questions in their mind: What does that word mean? What do you mean by that? Do you mean...? Students should try to make these specific questions and ask teachers or their peers about the things they do not understand. Even if the students are not able to actually ask the questions, formulating the questions helps keep their mind active while listening. In conversations, asking questions and providing feedback to the speaker helps

the listener stay involved, and when they are involved, they understand more.

4. Respond

After listening, responding to the main ideas helps students stay active, involved and interested. They should think about the content: what do they think about it.

5. Focus

Focusing on the key ideas helps you to concentrate. Before listening, students can look at the listening task or questions. While they listen, they focus on the key words. They are not required to understand every word. They should try to form the main idea.

6. Review

Reviewing helps you develop your memory. After students listen, they should think about the meaning of what the speakers have said, and try to say the meaning in their own words (adapted from Rost as in Robbins &MacNeill, 2001).

These are the main strategies which will be taught throughout the instruction using the teaching method of teaching language learning strategies based on CALLA.

CALLA includes 5 phases;

1. Preparation

In this first stage, the teacher prepares students for a lesson. The purpose of this phase is to develop students' awareness so that their prior knowledge can be applied to the topic of the unit. The teacher activates the students' prior knowledge by previewing the key vocabulary and concepts to be introduced to the lesson.

2. Presentation

In the presentation phase of a lesson, the teacher introduces the new concept, language skill, or strategy. The teacher teaches a certain strategy using explicit instructions and providing guidance in using it. To do this, first, the teacher names the strategy, explains how to use it, tells when to use it in specific tasks, models it, and explains its importance to learning. It is suggested that the most effective learning strategies lessons introduce just one, or at most two strategies.

3. Practice

Students practice the strategy in class activities. The teacher's role in this phase can differ depending on the amount of the students' experience with the strategy. Scaffolding is a process that the teacher gives more extensive instructional supports in the beginning of learning and gradually withdrawn as the students gain more skill. The teacher coaches and gives feedback and then fades from the leading role.

In this phase, students are given either individual, pair work or group assignments that allow them to use and apply a strategy learned. The type of task assigned should resemble the task modeled earlier in the Presentation phase.

4. Evaluation

Student self-evaluation of their use of the strategy and its effectiveness for the task is focused in this framework. Students determine the effectiveness of their own learning by finding out which learning strategies work best for them on certain tasks and why.

5. Expansion

In this phase, the students extend the use of the strategy into new situations or tasks. It could be other subject areas and aspects of their lives. They develop a repertoire of preferred strategies (Adapted from Chamot&O'Malley, 1987, 2009, and Robbins, 2011).

CALLA is chosen to be a model for the current training because it can help intermediate and advanced students understand and retain content area material while they are increasing their English language skills. (Idaho State Department of Education).

Research has proven that CALLA results in more effective learning outcomes. Marimuthu, Muthusamy and Veeravagu (2001) used CALLA as a strategy training approach in teaching metacognitive strategies to improve the students' reading comprehension.

Michael Rost (2002) proposed five listening strategies which are predicting, interring, monitoring, clarifying and responding which they were simplified and used in a listening textbook written by Robbins and MacNeill, *Impact Listening 2*.

Robbins also uses CALL in her workshop *Teaching Listening and Speaking Strategies in Japan - CALLA style* (Robbins 2000). In order to work toward the goal of learner autonomy by giving learners the freedom to choose learning goals and methods.

2.2.3 Related Research on CALLA

Chamot (1995) implemented a successful CALLA model that fostered the scholastic achievement of students who were learning through the medium of a

second language, specifically in science and math programs in Arlington Public schools, Virginia.

Robbins (1999) did a research on how listening and speaking learning strategies are taught in Japan as to support learner autonomy. She taught the students with five simplified strategies which were predict, guess, focus, ask, review and respond. Her suggestion of the study was to encourage students of self-evaluation and monitoring.

Desi Tri Cahyaningati (2012) explored the effectiveness of CALLA model on improving Engineering students' communicative competence. The teacher in this study raised awareness of individual learning strategies preferences, introduced systematic strategy use in the classroom, integrated strategies-based activities into daily lesson plans, and facilitated discussions of strategy effectiveness. The population of this study is the students of non-English Department in Indonesia. The subjects were 58 students, 29 students was the experimental group and another 29 was the control group. The pre and post test scores were analyzed using the Test of Normality (One-Sample Kolmogorov-Sminorv Test). The results showed that the group who receive CALLA Model of instruction effectively improved students' communicative competence when compared to control group who did not receive the CALLA model of instruction (Cahyaningati, 2012).

Lawrence Public Schools CALLA Project introduced Content Based ESL, Sheltered Content and Bilingual CALLA project. The project started on January 26, 2000 with 500 students in grades 9-12. The objectives of the project are 1) to involve students in a problem solving process integrate their native language using their primary knowledge, 2) to raise students' awareness of their own learning strategies,

3) to foster language acquisition through use in everyday life, and give students a academic vocabulary. Evaluation activities include use of rubrics, both student and teacher; and traditional methods, such as checking student notes, quizzes and meetings with supervisors (Robbins, 2013).

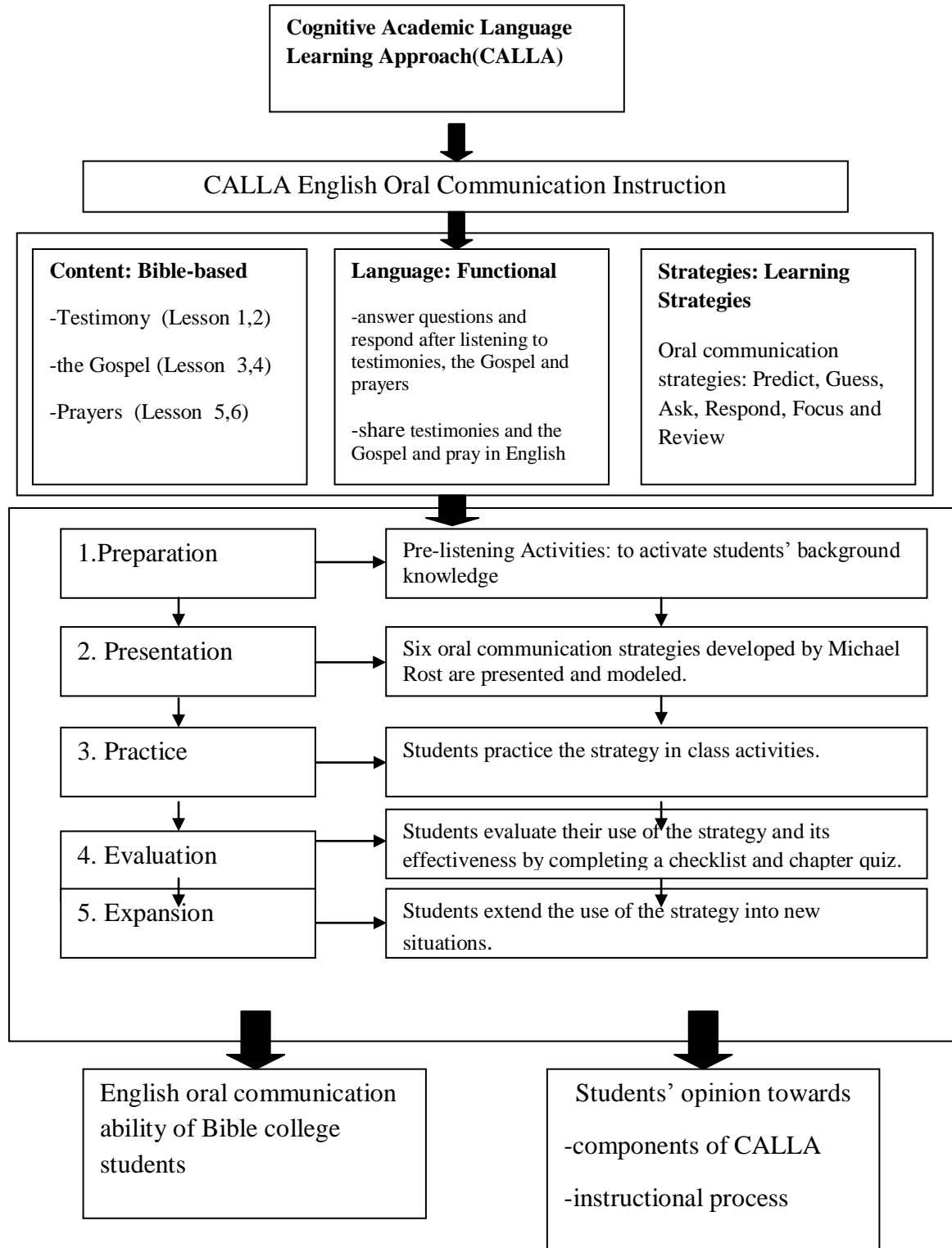
Wongpattanakit(2006) examined the effects of a Web-based English reading instruction program based on CALLA on pre-cadets' reading comprehension ability and their use of reading strategies. She taught 10 reading cognitive, metacognitive and affective strategies in the content of Social Science. Wongpattanakit combined the use of CALLA with web-based instruction which made it interesting for students. They could work on the tasks at their own pace. The finding showed that pre-cadets significantly improved their reading comprehension ability after receiving CALLA-based instruction.

In this study, the content Bible-based topics are presented using CALLA-based instruction. The purpose of the CALLA instruction is to enhance the English oral communication ability of Bible college students using content from their field of study.

2.3 Basic Concepts of CALLA

From concepts and related documents and CALLA framework, the research has developed these basic concepts of the program in this study (See Figure 1). They are the methods of instruction and their components.

Figure 1: Basic concepts of CALLA



CHAPTER III RESEARCH METHODOLOGY

The purposes of this chapter were (1) to describe the research methodology of this study, (2) explain the sample selection, (3) describe the research procedures, (4) explain the instruments used in this research (5) describe the procedure in collecting the data, and (6) provide an explanation of how the data were analyzed.

3.1 Research Design

The study employed a single group design using both quantitative and qualitative research methods. The independent variables referred to the CALLA and the differences in English Oral Communication Ability Test scores were the dependent variable.

Quantitative data came from pre-test and post-test scores, while interviews provided qualitative data.

3.1.1 Context

The Bangkok Bible College and Seminary is interdenominational, and for all Christians in Thailand. The college offers a bachelor of Theology which is a four year program plus one year of church internship which provided undergraduates with a solid foundation for ministry.

Most bachelor level students just came straight out of high school. Graduates typically start their career path in church ministry or become missionaries to other countries.

3.2 Population and Sample

The population of this study was 60 students pursuing a bachelor's degree at The Bangkok Bible College and Seminary. The students here have been Christians for at least a year. Some students worked while studying and some returned to study after having been working.

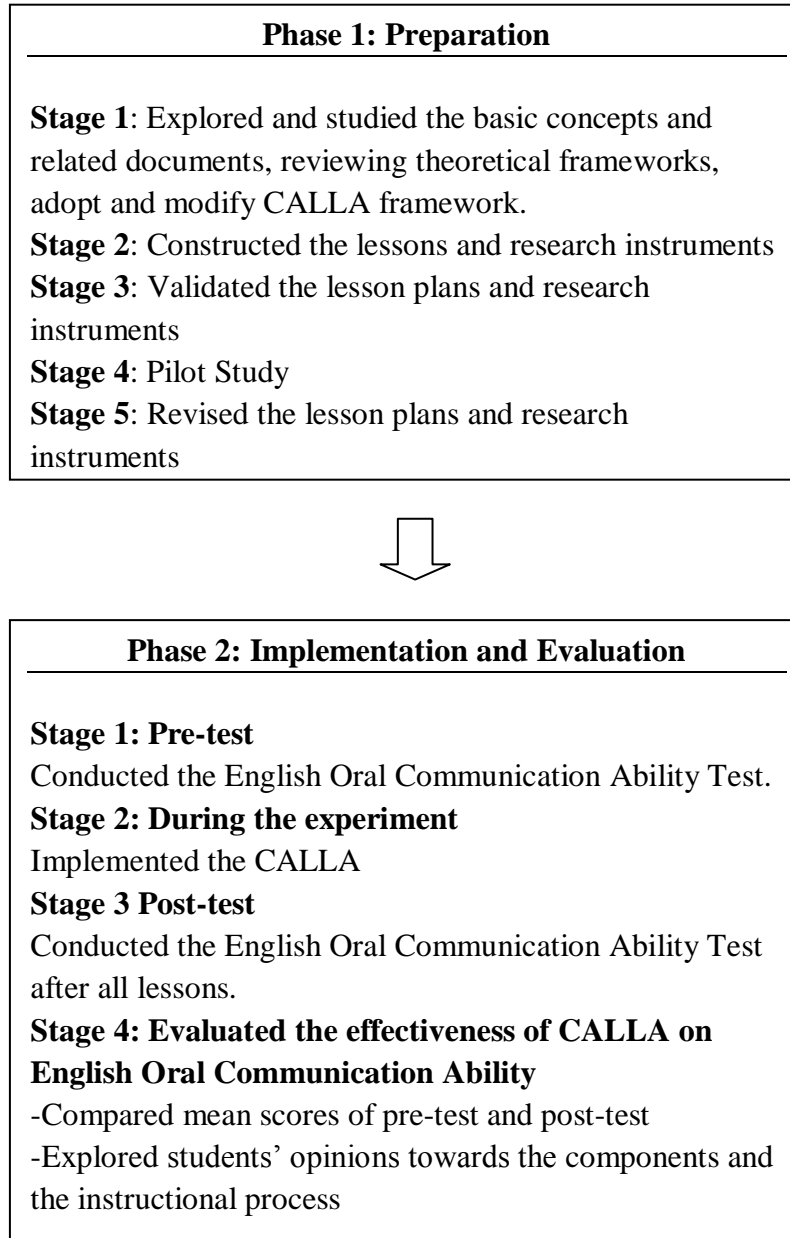
The sample for this study consisted of 10 undergraduate students in their first, second and third year. These ten students were enrolled in English Speaking and Listening course. The students were taught with the CALLA instruction. The students were selected purposively. All participants were in the age range of 18-28 years old. The students had mixed levels of English due to their differences in former education background. Some of them were from the hill tribes and lacked opportunities in English while one of the students has lived abroad for a year.

The sample for the interview was three students selected according to their score improvement after taking CALLA. They were the one who had the highest improvement, the one with the middle improvement, and the one with the least improvement.

3.3 Research Procedure

There were two phases of research procedures. The first phase involved the preparation of the implementation of the CALLA English Oral Communication instruction. The second phase involved the implementation and evaluation of the instruction. (See figure 2)

Figure 2: Phases and stages of the Research Procedure



Phase 1

The Preparation

Stage 1: Explored and studied the basic concepts and related documents, reviewing theoretical frameworks, adopt and modify CALLA framework.

The preliminary interviews were conducted by asking four former and current students and their teachers from Bangkok Bible Seminary in order to construct the lessons according to the needs. The teachers have suggested that students should be able to share their own story, the gospel as well as know how to pray. The concepts of CALLA framework were adopted and modified.

Stage 2: Constructed the lessons and research instruments

1. The lesson plans

Three lesson plans with detailed information in class procedures and activities were written. The Bible-based contents of the units were “What is Your Testimony?”, “The Gospel of Jesus”, and “Let us Pray”. Each lesson proposed two main learning strategies in listening and speaking. These three lesson plans were taught in six weeks.

The lesson plans were written according to the five phases of CALLA model. The lesson plans started with Preparation which prepared the students for the content of the lesson. In this stage, the new vocabulary was presented through vocabulary exercises. The students also discussed with their partners concerning the new vocabulary they learned.

The next phase was the presentation phase. The strategies were introduced one by one in the tasks. Once the students were familiar with the strategies, they practiced

using them in a real world listening task in the next phase called practice. They used the strategies to accomplish the tasks on their own.

Then in the evaluation phase, the students evaluate their own learning and the use of the strategies learned in the evaluation box provided. After that, in the expansion, the students relate and transfer the strategies they learned in other situations outside of class. They were challenged to find chances to use these strategies in the things they listen to outside of class.

2. The English Oral Communication Ability Test and Speaking Test Rubrics

The test was using the story of Jesus' birth and Jesus' growing up directly from the Holy Bible. The story was familiar to the students and all the Christians. The test rubrics were adapted from IELTS's speaking rubrics.

3. The interview

The interview questions were written to ask in the areas of the three components of CALLA and the instructional process. There were 7 questions in all.

Question number 1 and 2 concerned the first component of CALLA; the content. The questions were:

1. Do you remember the content of the class? What were they?
2. Did you like the content we learned in class? Do you think it was useful or not?

Explain.

Question number 3 asked about the students' language. The question was:

3. What do you consider your English oral communication ability now after the lessons?
 - 1 No improvement
 - 2 Slightly improved
 - 3 Moderately improved
 - 4 Largely improved

5 Strongly improved

Why do you think so?

Question number 4 and 5 concerned the component of strategies. They were:

4. What strategies do you use when listen?
5. What strategies do you use when answer questions?

Question number 6 and 7 asked about the instructional process. These interview questions were:

6. What do you think about the activities and discussion in class?
7. What do you think about the class materials?

Stage 3: Validated the lesson plans and research instruments

1. The lesson plans

The lesson plans were validated by three experts. The evaluation forms were conducted to evaluate the research instruments. The results from the lesson plan evaluation forms were calculated using Item-Objective Congruency Index. It used the following criteria:

Congruent = 1

Questionable = 0

Incongruent = -1

Table 1: The result obtained from the lesson plan evaluation form

Aspects	Expert			Total	Meaning
	A	B	C		
Objectives	1	1	1	1	Congruent
Overall Content and Strategy	1	1	1	1	Congruent
Overall Procedures	1	1	1	1	Congruent
Assessment	1	1	1	1	Congruent

From the table, the overall lesson plan received the average score of 1 which in other words means that the lesson plans were congruent. However, the experts gave comments and a little correction as follows.

Expert A suggested that the assessment in the evaluation section should be immediately after the lesson, which the researcher has changed according to her remarks. Whereas, expert B and C made some words corrections.

2. The English Oral Communication Ability Test and Speaking Test Rubrics

The test was first written using the story of Jesus' birth and Jesus' growing up from the Holy Bible. All three experts agreed that the content was so familiar to the students that it could interfere the measurement of their ability. Therefore, the researcher wrote a new test using a sermon of Jesus' growing up and asked the experts to view it. Experts A and B suggested that the test should be shorter than the one presented, which the researcher has revised according their remarks.

3. The Interview

The interview first contained 7 questions asking about the three components of CALLA which were content, language and strategy as well as the instructional procedure. The results from the interview evaluation form were calculated using Item-Objective Congruency Index. It used the following criteria:

Congruent = 1

Questionable = 0

Incongruent = -1

If the mean score is less than 0.05, it needs to be revised.

Table 2: The result obtained from the interview evaluation form

Clear, appropriate, and accurate of	Expert			Total	Meaning
	A	B	C		
Question number 1	1	1	1	1	Congruent
Question number 2	1	1	1	1	Congruent
Question number 3	1	1	1	1	Congruent
Question number 4	1	1	1	1	Congruent
Question number 5	1	1	1	1	Congruent
Question number 6	1	1	0	0.67	Congruent
Question number 7	1	1	0	0.67	Congruent

The interview questions were congruent. However, Expert A suggested the researcher refresh the students' memory before interviewing them.

Expert B suggested putting questions about each strategy taught using CALLA. This question has been added according to her recommendation.

Expert C recommended some minor wording changes.

Stage 4: Pilot Study

After the instruments were validated and revised, they were tried out with another group of students with characteristics similar to the samples of the main study. A small-scale pilot study tested and confirmed the procedures to be used in the main study. It ensured that the level of difficulty was not too far above or below the students' level in English oral communication ability.

Stage 5: Revise the lesson plans and research instruments

The lesson plans and research instruments were revised according to the information gained from the expert evaluation forms and comments. The English Oral Communication Ability test, the lesson plans and the interview were revised regarding the allotment of time and level of difficulty according to the pilot study.

Phase 2

Implementation and Evaluation

The duration of the phase was 8 weeks.

Stage 1: Pre-test

The English oral communication pre-test was conducted on the first week of the instruction, on February 14th, 2013. The test took 20 minutes. Two inter-raters graded part B of the test. The students were videotaped during their test.

Stage 2: During the experiment

The English Oral Communication Ability CALLA instruction was implemented for six weeks. The instruction taught six strategies which were predict, guess, focus, review, ask and respond. It was a 2 and a half hour lesson each week for total six weeks.

Stage 3 Post-test

After all the lessons, the English oral communication post-test was conducted on the first week of the instruction, on April 4th, 2013. The test took 20 minutes. Two inter-raters graded part B of the test. The students were videotaped during their test.

Stage 4: Evaluated the effectiveness of CALLA on English Oral

Communication Ability

In this stage, the mean scores of the pretest and posttest were compare dusing the Paired-Sample T-test in order to investigate the effects of the instruction.

The students' opinions regarding the use of the CALLA were gathered pertaining to the following CALLA components content, language and strategies as well as the instructional process.

3.4 Research Instruments

3.4.1 English Oral Communication Ability Test and Speaking Test

Rubrics

In the pre-test, 10 students took the English Oral Communication Ability test. The scores were examined in order to see the students' level of proficiency before the instruction was conducted. After the use of CALLA, the test was given to them as a post-test. The same English Oral Communication Ability test was distributed for both pre and posttest as the time interval was eight weeks. Two inter-raters, the researcher and an English teacher from Bangkok Bible Seminary, graded the speaking part of the test. All the tests were videotaped.

This test served a purpose of investigating the effects of CALLA on students' oral communication ability. It consisted of Part A and Part B. Each part was worth 5 points, and the total was 10 points. The students listened to the audio sermon twice. In Part A, the students wrote down the answers to the five questions on the exam paper. In Part B, students responded to the questions to the teacher.

3.4.2 Interview

The interviews were conducted in Thai. Three students were chosen, one who has improved the most, another in the middle, and the last one with the least improvement. They gave opinions toward the CALLA in terms of the three components which were content, language and strategies as well as the instructional process.

3.5 Data Collection

Both quantitative and qualitative data were collected. The data collection sessions were carried out in February until April, 2013. The researcher asked for

permission to collect data and teach participants at the Bangkok Bible Seminary earlier in January.

First, the researcher conducted the needs of the students by interviewing the students and their teachers in order to construct the lessons: “What is Your Testimony?”, “The Gospel of Jesus”, and “Let Us Pray”. The materials were developed according to the needs.

The pre-test was given to the students at the beginning of the instruction using CALLA. The instruction was 2 hours and thirty minutes each week for 8 weeks. At the end, the post-test was distributed in the last class. After the instruction, three students were interviewed about their opinion towards the three components which were content, language and strategies as well as the instructional process.

3.6 Data Analysis

The quantitative data were used to explain the findings related to the research questions. To answer research question number one, the data collected from the pre and post tests were analyzed quantitatively. Pre and post test score were analyzed using the Paired-Samples T-test

The qualitative data of the students’ opinions from the students’ interviews were analyzed by content analysis.

Chapter IV

Findings

The findings of this study were summarized to answer the two research questions which are ‘To what extent do the students improve their English oral communication ability after CALLA?’ and ‘What are the opinions of the students towards CALLA components and the instructional process?’

The findings for the first research question were reported as follows.

4.1 English Oral Communication Ability

The score of the English Oral Communication Ability pre and post test scores determined the English Oral Communication Ability of the students before and after taking CALLA. The test consisted of two parts; Part A and Part B.

Part A of the test was to listen to the audio then write the answers on the exam paper. This part consisted of 5 questions. Each question was worth one point. This part was graded by the researcher. Whereas, there were 2 questions on Part B. Question number 1 was worth 2 points and question number 2 was worth 3 points. In this part, the students had to answer the questions orally. The scores of Part B in both pre and post English Oral Communication Ability test were graded by two inter-raters. Rater A was an English teacher at Bangkok Bible Seminary. Rater B was the researcher.

The score of the pretest is as follows.

Table 3: The scores of the pre English Oral Communication Ability test

student	Part A (Item 1-5) Total 5 points	Part B (Item 1-2) Total 5 points			Total 10 points
		Rater A	Rater B	Total	
1	0	1.5	1.38	1.44	1.44
2	0	1.38	1.38	1.38	1.38
3	0	1.26	1	1.13	1.13
4	2	3.8	3.9	3.85	5.85
5	2	3.5	3.13	3.32	5.32
6	0	1.38	1.75	1.57	1.57
7	0	4.13	3.6	3.87	3.87
8	0.5	1	0.88	0.94	1.44
9	2.5	3.5	3.5	3.5	6
10	3	3.5	3.62	3.56	6.06

From the table, the pretest scores were relatively low. The highest score of the pretest was 6.06 while the lowest was 1.13. Five students scored zero for part A while the highest score was 3. Part B required the students to speak. This part was graded by two inter-raters. The scores graded were relatively on the same level.

Table 4: The scores of the post English Oral Communication ability test

student	Part A	Part B			Total 10 points
	(Item 1-5) Total 5 points	(Item 1-2) Total 5 points			
		Rater A	Rater B	Total	
1	1	1.63	1.75	1.69	2.69
2	3.5	3.38	3.38	3.38	6.88
3	1	2.13	2.62	2.38	3.38
4	3	4.8	4.63	4.72	7.72
5	3	4.2	4.38	4.3	7.3
6	3	2.	2.81	2.88	5.85
7	4	3.38	3.88	3.63	7.63
8	2	4.06	3.63	3.85	5.85
9	3	4.38	4	4.19	7.19
10	4	3.19	3.5	3.35	7.35

The table above was the report of the scores from the posttest. The highest score was 7.72 and the lowest was 2.69. Part A's highest score and lowest score were 4 and 1 relatively. In part B, the highest achiever received 4.72 score while the lowest one received 1.69.

After the Bangkok Bible Seminary students received the CALLA instruction, they achieved significantly higher scores on the post test at the significant level of 0.05. The mean scores from the English Oral Communication Ability pre and post tests were compared using the t-test to examine the effects of CALLA instruction for Bible college students.

Table 5 showed the mean and standard deviations of the pretest and posttest English oral communication ability scores.

Table 5: Means, Standard Deviation, t-value and the significance of the pre and post English Oral Communication Ability Test

Mode of assessment	\bar{x}	Mean Differences	S.D.	t.	Sig.
Pretest	3.36	2.82	5.13	5.48	.000*
Posttest	6.19		3.21		

*P <.05 (n =10)

From the table, the t-test showed that the students received a higher post-test mean score (\bar{x} =6.18, SD=3.21) than the pretest mean score (\bar{x} =3.36, SD=5.13). The mean difference was 2.828. There was a significant difference in English oral communication ability between the pretest and posttest, 5.48, $p < .05$, with posttest scores higher than pretest scores. In other words, the students had a significant improvement of their English oral communication ability after they received the CALLA instruction.

The student who had the highest improvement received 1.38 out of 10 for his pretest and improved to 6.88 on his posttest. The student with the middle improvement received 1.13 on her pretest and 3.38 on her posttest. The student with the least improvement received 1.44 and 2.69 on his pretest and posttest relatively.

4.2 Interview

The purpose of the interview was to answer research question number two, which was to explore the opinions of the students towards the three components of CALLA which were content, language and strategies as well as the instructional process. There were three students who had the highest improvement (by 5.5 scores), middle improvement (by 2.25 scores) and the least improvement (by 1.25 scores), respectively.

The analysis was as follows.

Components of CALLA

Firstly, the CALLA components; the content, language and strategy, were viewed.

1. Content

In terms of content, the student with the highest improvement remembered two topics out of three which were sharing testimony and sharing the Gospel. He found the content helpful as he said;

“I remember we learned how to share our testimony and to share the Gospel. I found it very useful. These days, we do not only meet Thai people or who we can communicate easily, but also foreigners who do not know the Lord. This content allows me to share the Gospel with those foreigners as well.”

The student with middle improvement also could remember two out of three topics.

“We learned about the testimonies and the life of Jesus as well as grammar and nouns... I liked the content because it allowed me to practice in all areas; listening, speaking, reading and writing.”

The student with the least improvement remembered all three topics, he said;

“We learned how to pray, to share our testimony and to share the gospel. I think the content is useful. It trained us to listen and to understand. But I cannot really understand. I don't know the vocabulary.”

From this interview, the student who had the highest improvement found that the content was helpful and motivating. The content could increase students' motivation and interest in learning which affect their language ability.

2. Language

In terms of language, the student with the highest improvement gave a very good feedback. He thought his oral communication ability had been improved greatly after the instruction and gave himself 4 score out 5. He explained,

“My language ability improved highly. Before this, I could not quite comprehend of what I listened to in English. But after the instruction, I learned the strategies to listen. I can grasp what I hear better than before I took this class.”

The student with middle improvement and the student with the least improvement both gave themselves a two score out of five. They thought they slightly improved their language ability. They both showed their lack of confidence.

The student with middle improvement said,

“It may be because I am shy and unconfident. That became an obstacle and made me afraid to speak. If I really want to, I think I can.”

At the same time, the student with the least improvement also explained that,

“I think I am not good at English. I can read but cannot interpret. And when others are speaking, I cannot understand at all.”

In terms of language, confidence and the willingness to communicate play a role in the students' English oral communication ability. The students who had the middle and lowest improvement mentioned that they could have been able to speak but they preferred not to. They were shy and unconfident.

3. Strategy

In terms of strategies, the student with the highest improvement reported that he used predict, guess and focus strategies when listening and guess strategy when answering. He found these strategies very useful. He explained,

“They (the strategies) are very good. Personally, it helps a person who does not know much vocabulary like me. And that is the problem that stops me from being able to do the test or understand what I hear. But the strategies we learned in class can help me understand and they are like guidelines to answer questions better. The most important strategy, I think, is the focus strategy. Because the things I listen to or songs, there are focal points as well as other unimportant things. Sometimes we listen to those distractions which are not the focal points. They confuse us. However, the focus strategy learned in class helped us to answer more correctly.”

The student with the middle improvement said she used predicting and reviewing in listening. She reported that;

“Sometimes I use predicting and reviewing in listening. And to answer, I use prediction. I think the reviewing and asking are good. They help me to remember.”

The student with the least improvement suggested a technique rather than a strategy he learned from class. He said;

“I think to listen better would be to have a subtitle like when we watch a movie, or subtitle so we know what we hear... To answer a question, I used what I have already known. I connect them and make a sentence.”

Noticing that the student did not mention the strategies learned in class, the interviewer asked about the strategies he learned in class. The student said he did not use those strategies outside of class.

The use of strategies in class and outside of class helped the student who had the highest improvement developed his oral communication ability.

Instructional Process

The opinion towards the instructional process were concerning the class activities, discussions and class materials. The student with the highest improvement thought felt relaxed in the class as he said;

“I think this class is a very comfortable class. There is no pressure for me. The class is friendly. Activities we did were fun.”

The student with the middle improvement remembered the class activities such as watching the video, games, listening to songs. She seemed to like the activities in class. She said;

“The classroom activities were fun, not making me sleepy. And they kept the class from being too boring, because they involved activities that we did not just sit still. They included discussion, responses and games... It is good to have class materials. The variety of class materials were better than just handouts.”

However, the student with the least improvement thought the classroom environment made him nervous as he said,

“The activities were good, they trained us. Actually I can speak, but the classroom environment seems rigid. I’m nervous. I am normally a shy person.”

As the class was collaborative which were reflected in all activities, the students with the high and middle improvement found the activities fun and active while the student with the least improvement did not participated much in class and found the class inflexible.

In summary, the three students had negative and positive opinions on different aspects of CALLA. It showed that the impacts of the English oral communication ability of the students are the content motivation, their confidence and willingness to communicate, the use of strategies, as well as, the collaboration in class activities.

Chapter V

Discussion and Recommendations

This chapter presented the brief summary and the results of the study. It also contained a discussion of the findings and the recommendations for future research.

5.1 Summary

The objectives of the study were; 1) to investigate the effects of Cognitive Academic Language Learning Approach on English oral communication ability of Bible College students and 2) to explore students' opinions towards the components of CALLA and the instructional process.

This study was divided into two phases. Phase 1 was the preparation phase which the CALLA framework was adopted and modified to construct the lessons and research instruments. Then they were validated and pilot tested. The lesson plans and research instruments were then revised according to the pilot study. In phase two, it involved the implementation and evaluation of the CALLA instruction. This phase took place in February until April 2013. The pre-test was distributed on the first class and the post-test on the last. Three of the students were selected and interviewed on their opinions towards the CALLA components and instructional process.

The sample for this study consisted of 10 undergraduate students in their first, second and third year. These ten students were enrolled in English Speaking and Listening course. The students were taught with the CALLA instruction. The students were selected purposively. All participants were in the age of 18-28 years old. The students had mixed levels of English due to their differences in former education

background. Some of them were from the hill tribes and lacked opportunities in English while one of the students has lived abroad for a year.

In order to answer the research question number one and two, the scores of the pre and post tests were compared statistically using the Pair-sample T-test. This was to tell the differences between the English oral communication ability of the students before and after taking the CALLA. Moreover, the additional findings from the interviews were analyzed using content analysis to explore the opinions of the students towards the CALLA components and instructional process.

5.1.1 Summary of the Results

The findings of the study could be summarized into two areas which were 1) English oral communication ability and 2) interview.

The English Oral Communication Ability

The results of the t-test showed that the students received a higher post-test mean score than the pretest mean score at a significant level. The students had a significant improvement of their English oral communication ability after they received the CALLA instruction.

The Interview

Three students were selected according to their score improvement after taking CALLA. They were the one who had the highest improvement, the one with the middle improvement, and the one with the least improvement. The three of them gave both negative and positive towards the components and instructional process. It showed that the impacts of the English oral communication ability of the students are the content motivation, their confidence and willingness to communicate, the use of strategies, as well as, the collaboration in class activities.

5.2 Discussion

The purposes of this study were to explore into the students' English oral communication ability after using CALLA and the opinions of them towards the components and instructional process.

5.2.1 English Oral Communication Ability

In response to research question number 1, to what extent the students improved their English oral communication ability after CALLA, the t-test showed a significant difference between the mean scores from the pre and post English oral communication ability test at the level of 0.05. It revealed that the students had a significant improvement in their English oral communication ability after they received the CALLA instruction.

The focus of this study was the English oral communication ability of bible college students which has improved due to the effectiveness of the Cognitive Academic Language Learning Approach. This finding confirmed the successful studies of Chamot (2005), Chamot et al. (1999) and Robbins (1999, 2005). Also it concurred with Desi Tri Cahyaningati (2012), who explored the effectiveness of CALLA model on improving Engineering students' communicative competence. The results also showed that the use of CALLA Models in teaching speaking has a significant difference in the students' speaking ability. The group who receive CALLA Model instruction had communicative competence when compared to the students who didn't receive CALLA Model instruction. The T-test results show that the t value is 3.3988 with a significance level at .000.

5.2.2 The Cognitive Academic Language Learning Approach Perspectives

In response to research question number 2, the opinions of the students towards CALLA were given. There are important factors in the components and instructional process influencing success of the English oral communication ability of the students. They are as follows.

The Components

1. Content

There is a great significance to the content. Chamot and O'Malley (2009) stated that content made learning more interesting and motivating. The right content allows the students to use language to fulfill a real purpose, in this way, students can become more autonomous and confident. This also agreed with the study of Huang (2011) which found out that content-based language instruction impacted EFL young learners' motivated behaviors. Richards (2013) suggested that teachers can draw on a range of relevant, meaningful, and engaging activities which could increase student motivation in a more natural manner, activities that involve co-operative, task-based, experiential, and project-based learning.

2. Language

In terms of language, the factors that may affect the students' ability are the confidence and the students' willingness to communicate.

Confidence and willingness to communicate

From the interview, confidence seemed to play a role in students' performance. The students with the middle and the least improvement said they were not confident in speaking. They reported that they were too shy to speak in class. The

research result of Park and Lee (2005) showed that there were significant effects of self-confidence on second language learners' oral performance which higher self-confidence students tended to have higher oral performance. Ebata (2008) also pointed out that self-confidence is the most substantial in language-learning as it offers learners with both motivation and energy to have more positive perspective about their own learning. Self-confidence could promote either failure or success in language learning (Clément, 1994; Gardner, 2001; and Dörnyei, 1998).

Willing to communicate is also necessary in learning as MacIntyre, Clément, Dörnyei & Noels (1998) said the learning process final goal should be to engender in language education students' the willingness to communicate (MacIntyre, Clément, Dörnyei & Noels:1998). In this study, the students with the middle and lowest improvement mentioned in the interview that they did not want to speak while they could if they wanted to. The students who scored high in class tend to have the willingness to speak. They participated in class very well. This concurred with the study of Yashima and Tanaka (2001) who found that Japanese students who lived and studied in the United States who were more willing to speak to their host families learned more English, made more friends, and had a more positive experience than those with lower willingness to speak.

3. Strategy

The use of learning strategies and self-evaluation

A number of studies showed success in teaching students strategies (O'Malley et al. 1985b; Huang & Naerssen, 1987; Rost & Ross, 1991; Teng, 1998). In this study, the students were taught six strategies in oral communication which are predict, guess, focus, review, ask and respond. These strategies are a simplified set of listening and

speaking strategies developed by Michael Rost. They are used in a listening textbook 'Impact Listening 2' (Robbins, 2001).

There are several other studies that have investigated oral communication strategies and yielded similar findings of effectiveness (Huang & Naerssen, 1987; Rost & Ross, 1991; Teng, 1998).

The use of learning strategies affects the oral communication ability of the students. As mentioned earlier, both the student with the most improvement and the one who had the least improvement received relatively low scores on their pretest. The one who had the highest improvement reported that he used the strategies in his oral communication. He also applied the strategies in different tasks outside the classroom. This also corresponded with the study of Suwanarak (2012). She found out that the Masters students in Thailand who rated themselves as high achievers also showed a higher use of learning strategies. Metacognitive strategies were highly used which included monitoring their own learning processes and setting learning goals, being confident and unafraid of making mistakes when learning to speak, seeking exposure to English as often as possible. Compensation strategies are those such as using a dictionary when encountering unfamiliar vocabulary. Lam (2009) also explored the effects of metacognitive strategy teaching on learners' performance and on strategy use using the methods of self-report questionnaires, learners' strategy use observation and interviews. The samples were two classes of ESL oral classrooms in Hong Kong, one received strategy teaching and another was a comparison group. The findings showed that the treatment class outperformed the comparison class in the group discussion task in terms of English proficiency and task effectiveness.

This also agreed with Oxford (in Nunan, 2001) who believed that learners who developed appropriate learning strategies could have greater self-confidence and learn more effectively.

This use of strategies learned in class could be drawn from students' self-evaluation in the phase of Evaluation in CALLA model. From the interview, the student who had the highest improvement found the strategies he learned in class useful. He assessed Focus strategy as very important. Once he realized the use of the strategies, he began to use them independently in the Expansion phase and beyond. 'Evaluation' is targeted for teaching for it promotes reflection after the students complete the task (Rubin, 2005). Self-evaluation is very important. One goal of CALLA is for the students to evaluate their own learning and planning how to become more effective and autonomous learners (Robbins 2005). Robbins (1999) also suggested for a need for more encouragement of self-evaluation and monitoring in teaching listening and speaking strategies. Chamot (2005) proposed that self-report methods in language learning strategies identified characteristics of good language learners and compared the strategies of more- and less-effective language learners.

Instructional Process

Besides the factors of each components, the instructional process was also important for the students to improve their ability. The students who had the highest improvement and the middle improvement found the activities in class fun while the student with the least improvement found the class rigid. This area of tasks, learning activities and instructional materials also affect the students' motivation (Dornyei, 1998, and Pinter 2006).

Collaboration in class is also important in CALLA. In this study, the students discussed in pair and in groups and express their opinion freely. While some students may find it useful to have discussions and then taking turn asking questions and answers, some students could find the situations uncomfortable. In this study, in lesson plan 3, for example, the students were encouraged to work together in the Practice Phase. Students asked their partner the questions they do not understand, they responded to the prayer they heard and discussed the reasons. In this way, the students get to help one another in a comfortable atmosphere without pressure from the teacher (See Appendix B).

Another factor is the social context. It is an important component of teaching effectiveness (Tiberius& Billson, 2006). One goal of CALLA is for the students to develop abilities to work successfully with others in a social context (Robbins, 2005). In this study, the students had different backgrounds. Some of the students were hill tribes. However, the instruction was based on the culture of Christianity, rather than only the Thai contexts. The materials were introduced using international real-life listening. The example is the lesson plan 1 in the Practice Phase where the students learned about the testimony of Xiao Ming, a girl from China. It raised the awareness of the students about the Chinese culture from her testimony (See Appendix B).

Chamot and O'Malley (2009) mentioned that all students can benefit from instruction that promotes the use of language and learning processes that lead to greater academic success in school. In this research, the teacher helped by sharing the secrets of effective learning through modeling and practice with learning strategies. The student who had the highest improvement is one of the good examples of the findings. He achieved all three components of CALLA by knowing the content,

knowing the functional language use, and using the strategies he learned in class to gain the language proficiency he needed to become more self-sufficient learner and meet his educational goals.

5.3 Pedagogical Implications

The main finding with regard to pedagogical implications is that the CALLA model of integrating strategies, content and language could help the students improve their language ability. The main implication of this study is that English teachers in the context of Bible Colleges should take self-evaluation and expansion seriously. These two stages are when the students realize the usefulness of the strategies they learn and will use them in other tasks outside of class. Secondly, the effectiveness of the use of CALLA may vary with low proficiency students. The student with the most improvement and the student with the lowest improvement both received relatively low scores of 1.38 and 1.44 respectively. However, after the instruction, the student with the most improvement felt that he significantly improved and that also concurred with his posttest score of 6.88. On the other hand, the student with the least improvement felt that he has improved only slightly as he explained he still could not comprehend what he listened to. Moreover, teachers should have various types of activities and games to break the ice. From observations, students in Bible colleges have very mixed levels of proficiency and many of them have relatively low-proficiency. The low-proficiency students may feel intimidated and afraid that they will embarrass themselves. The first classes are very important in helping them feel comfortable in the classroom.

5.4 Recommendations for Further Studies

It is hoped that this study will trigger more research exploring the effect of strategy teaching using CALLA model on students' ability in the four skill areas, and draws attention of teachers and curriculum writers to see the importance of the strategies teaching using CALLA.

This study is limited in the numbers of students and the time conducted. Therefore, further studies should involve a higher number of students and allocate a longer period of time to see the effectiveness of the instruction. In addition, they should explore the effectiveness of more strategies on different topics for Bible college students. Further studies should also explore the use of each strategy with students of different proficiency levels.

References

- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- Ansre, G. (1995). The Crucial Role of Oral-Scripture: Focus Africa.
- Bailey, K.M. (2003). Speaking', In *Practical English Language Teaching*, Nunan, D. (Ed.). New York: McGrawHill.
- Boonyakiat, S. & Churnai, V. (2012). Thailand. *The Ecumenical Review*, 64(2): 88–93. DOI: 10.1111/j.1758-6623.2012.00151.x
- Bowman, J. (2003). Strategizing to reach the unreached Communicating Christ through oral tradition: a training model for grass roots church planters. *International of Frontier Mission*, 20(1): 23-27.
- Brown, H. D., (2000). *Principles of language learning and teaching* (4th ed.). London, England: Longman.
- Brown, G., Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Brown, R. (2004). Communicating Effectively to Non-Readers: How to make oral communication more effective. *International of Frontier Mission* 21(3): 122-128.
- Brown, S. (2006). *Teaching Listening*. Cambridge: Cambridge University Press.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Bygate, M. (1987). *Speaking*. New York: Oxford University Press.
- Byrne, D. (1976). *Teaching Oral English*. Essex: Longman.

- Cahyaningati, D. T. (2012). *The Effectiveness Of Calla Models On Improving Engineering Students' Communicative Competence*. Master's Thesis. Unipdu ejournal. Indonesia.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA Handbook : Implementing The Cognitive Academic Language Learning Approach*. Reading, Mass: Addison-Wesley Pub. Co.
- Chamot, A. U. (1995). Implementing the Cognitive Academic Language Learning Approach: CALLA in Arlington, Virginia. *Bilingual Research Journal*, 19 (3): 379-394.
- Chamot, A.U. & O'Malley, J.M. (1987). A Cognitive Academic Language Learning Approach: A Bridge to the Mainstream. *TESOL Quarterly*, 21: 227-49.
- Chamot, A. U. (2009). *The CALLA Handbook : Implementing The Cognitive Academic Language Learning Approach* (2nd Ed.). White Plains, NY: Pearson Education.
- Chamot, A. U. & Robbins, J. (2005). *The CALLA Model: Strategies for ELL Student Success*. Available from http://jillrobbins.com/calla/CALLA_APA.pdf. [2013, January, 12]
- Church of Jesus Christ. (2012). *The Bible Dictionary*. Available from <http://www.lds.org/scriptures/bd/ministry?lang=eng>. [2013, January, 31]
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39: 1-14.
- communication. (2012). In *Oxford Dictionary*. [Online]. Available from <http://oxforddictionaries.com/definition/english/communication>. [2012, December 16].

- Crystal, D (1997). *The Cambridge Encyclopaedia of the English Language*, Cambridge: Cambridge University Press.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK ; New York: Cambridge University Press.
- Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31: 117-135.
- Downs, L. J., & American Society for Training and Development. (2008). *Effective listening training*. Alexandria, VA: ASTD Press.
- Ebata, M. (2008). Motivation factors in language learning. *The Internet TESL Journal*, 14(4).[Online]. Available from <http://iteslj.org/Articles/Ebata-MotivationFactors.html> [2013, April, 10]
- Gray, Philip A. (1982). The Relationship between Oral Communication and Reading as Basic Skills. Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
- Helgesen, M. (2003). Listening', In Practical English Language Teaching. Nunan, D. (Ed.). New York: McGrawHill.
- House, J. (2002). Communication in English as a lingua franca. *EUROSLA Yearbook*, No 2: 243-261.
- Huang, X., & Naerssen, M. V. (1987). Learning strategies for oral communication. *Applied Linguistics*, 8:287-307.
- Huang, K. M. (2011). Motivating lessons: A classroom-oriented investigation of the effects of content-based instruction on EFL young learners' motivated behaviours and classroom verbal interaction. *System*, 39(2):186-201.

- Human Resources and Skills Development Canada. (2011). *Definitions*. [Online]. Available from <http://www.hrsdc.gc.ca> [2012, December 16]
- Kelly, G. (2004). *How to Teach Pronunciation*. England: Longman.
- Murphy, J. M. (1991). Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation. *TESOL Quarterly*, 25(1): 51-75. doi: 10.2307/3587028
- National Capital Language Resource Center. (2010). *Teaching Learning Strategies*. [Online]. Available from <http://www.nclrc.org>. [2012, December 16].
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2002). *Listening in A Second Language*. Taipei, Taiwan: Selected Papers from the Eleventh International Symposium on English Teaching/ Eleventh Pan-Asian Conference.
- Nunan, D. (Ed.). (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Oxford, R. L. 2001: Language Learning Strategies. In Carter, R. and Nunan, D., editors, *The Cambridge Guide to Speakers of Other Languages*, Cambridge: Cambridge University Press, 166-72.
- Park, H. & Lee, R.A. (2005). L2 Learners' Anxiety, Self-Confidence and Oral Performance. *The 10th Pan-Pacific Association of Applied Linguistics (PAAL) Japan Proceedings*. [Online]. Available from <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf> [2013, April 17]

- Pattison, P. (1987). *Developing communication skills: A practical handbook for language teachers*. New York: Cambridge University Press.
- Peregoy, S.F. (1989). Relationships between second language oral proficiency and reading comprehension of bilingual fifth grade students. *NABE Journal*, 13 (3): 217-233.
- Pinter, A. (2006). *Teaching Young Learners*. Oxford: Oxford University Press.
- pronunciation. (2012). In <http://oxforddictionaries.com>. [Online]. Available from <http://oxforddictionaries.com/definition/english/pronunciation>. [2012, November, 12]
- Richards, J. C. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). Harlow: Pearson Education Limited.
- Richard, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge Press University.
- Richards, J. C. (2013). Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. *RELC* 44(1): 5-33. doi: 10.1177/0033688212473293
- Robbins, J. (2000, July). *Teaching Listening and Speaking Strategies in Japan – CALLA style*. [Online]. Available from http://jaltpublications.org/old_tlt/articles/2000/07/robbins. [2012, August, 15]
- Robbins, J & MacNeill, A. (2001). *Impact Listening 2*. Hong Kong: Longman.

- Robbins, J. (2004, April). Strategies for Linking Authentic Listening and Speaking. *Paper presented at Tapestry of Teaching and Learning CATESOL 2004 Statewide Conference, California.* [Online]. Available from <http://www.jillrobbins.com/gwu/251/listening/lis.html> [2012, November, 12]
- Robbins, J. (2011). *Strategic Learning Unlimited.* [Online]. Available from <http://www.jillrobbins.com> [2012, November, 12]
- Robbins, J. (2013). *CALLA Projects Around the Country* [Online]. Available from <http://jillrobbins.com/calla/projects.html> [2013, April, 12]
- Ross, M. and Rost, S. 1991: Learner Use of strategies in Interaction: Typology and Teachability. *Language Learning 41:235-73.*
- Rost, M. (1994). *Introducing listening.* London: Penguin.
- Rost, M. (2001). Listening. In, R. Carter & D. Nunan, (Eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages.* Cambridge: Cambridge University Press.
- Rost, M. (2002). *Teaching and Researching Listening.* Hong Kong: Longman.
- Suwanarak, K. (2012). English language learning beliefs, learning strategies and achievement of Masters Students in Thailand. *TESOL in Context.* [Online]. Available from http://www.tesol.org.au/files/files/275_kasma_suwanarak.pdf [2013, April, 18]
- Teng, H. (1998). *An investigation of EFL listening comprehension strategies.* Paper, TESOL, Seattle.
- Tiberius, R. G., & Billson, J. M. (1991). The social context of teaching and learning. *New Directions for Teaching and Learning, 1991(45): 67-86.* doi: 10.1002/tl.37219914509

- Wiriyachitra, A. (2008). *English Language Teaching and Learning in Thailand in This Decade*. [Online]. Available from <http://www.apecknowledgebank.org>. [2012, December, 14]
- Wongpattanakit, K. (2006). *Effects of a web-based English reading instruction program based on the cognitive academic language learning approach on pre-cadets' reading comprehension ability and reading strategies*. Master's Thesis, Department of Curriculum, Instruction, and Educational Technology, Faculty of Education, Chulalongkorn University.
- Yashima, T., & Tanaka, T. (2001). Roles of social support and social skills in the intercultural adjustment of Japanese adolescent sojourners in the USA. *Psychological Reports*, 88: 1201–1210.

APPENDICES

Appendix A**English Oral Communication Ability Test**

February 21, 2013

Time Total 20 minutes

Direction: You will listen to the audio twice. Read the questions carefully before you listen. While you are listening, you can take a short note in the paper provided.

Part A (10 minutes, 5 points)**Listen to the audio then answer question 1-10 on this paper.**

1. At what age does the speaker consider someone as an adult?

(Answer: 13)

2. Who would be in charge of finding a lost person in Jesus' time?

(Possible answer: the family or anyone else that would help.)

3. Why were the teachers in the temple amazed at Jesus?

(Possible answer: Because Jesus knew so much about God. He showed knowledge of the spiritual things.)

4. The speaker said Jesus was like us, in what way?

(Possible answer: He grew up, just like we do. He even got in trouble with his parents, just like we do.)

5. What time of the year was this sermon preached?

(Possible answer: Two weeks after Christmas, New Year's)

Part B (10 minutes, 5 points)**Listen and respond to the questions to the teacher.**

1. Joseph and Mary were worried about Jesus. Would you feel the same? What would you do if your child is lost? (Respond)

(Possible answer:

Yes, I would be very worried, too. Every parent should be worried about the child if he is lost. I would call the police and tell everyone I know to help looking for him. I would not stop until I find him.

No, if I knew that my child Jesus was the Son of God, I would not worry much. I would know he would be alright. I would first look for him at the temple.)

2. In your own words, summarize what you learned about Jesus from what the speaker said. (Review)

(Possible answer: Jesus grew up like every child. However, he was special. He discovered who he was, the Son of God. First of all, he amazed everyone by his so much knowledge about God since he was a boy. Second of all, he was already doing His Heavenly Father's work. He discovered who he was. He prepared for his mission, to die on the cross.)

Speaking Rubrics for part B

Criteria	3	2	1	0
Fluency	Response addresses the questions appropriately. Speaker's speech is almost always smooth and consistent with little hesitation.	Response connected to the questions, though meaning may be obscured at times. Speaker's speech contains some hesitation and requires some listener effort, but is generally intelligible.	Response does not address the questions appropriately. Speaker's speech contains some hesitation and requires significant listener effort.	No response or response is completely unconnected to the stimulus.
Vocabulary	Speaker's vocabulary is appropriate to the question and word choice is accurate.	Speaker's vocabulary may be limited or somewhat inaccurate, although overall meaning is clear.	Speaker's vocabulary is inaccurate, or relies on the repetition of the prompt.	No response or response is completely unconnected to the stimulus.
Content	The response to questions presents a clear progression of ideas and conveys the relevant information required. It includes appropriate details though it may have minor errors and omissions.	The response to questions sustained and conveys relevant information. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.	The response to questions conveys some relevant information but is clearly incomplete or inaccurate as it omits key ideas, makes vague reference to key ideas. An inaccurate response shows misunderstanding of key ideas from the stimulus.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate or limited to vague utterances or repetitions.
Language Use	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient expression of relevant ideas.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas.	The response is limited in the range and control of grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or inaccurate connections. Automaticity of expression may be evident only at the phrasal level.	Range and control of grammar severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas

Script

What Was Jesus Like When Growing Up?

Before we get to the adult Jesus, we still have one more story about Jesus before He began his ministry. One thing I have always been curious about: What was Jesus like as a boy? It is sometimes hard to picture Jesus as a boy growing up. But we must always remember that Jesus was also a boy. Being fully human meant that He grew up, much like we grow up. However, being fully divine meant that He was more than human. He was still the Messiah, the Son of God.

In the Bible, we do not have much in the way of descriptions of Jesus growing up. In fact, our Gospel reading is all we know. The story itself is not some random choice. It tells a lot about who Jesus is and what He will grow up to be in just a few verses.

Our Gospel reading picks up after the Holy Family settles back into Nazareth. However, every year as law abiding Jews, the Holy Family go to Jerusalem for the Passover. During this particular trip, Jesus is 12. In one year, He will become an adult.

What makes the story remarkable is after their visit in Jerusalem. As people, including Mary and Joseph were traveling home in a caravan, Jesus remained in Jerusalem. This was the Son of God discovering who He was. He was learning about the Temple and about His heavenly Father.

Now imagine being the parents of Jesus. Anyone who is a parent, imagine the panic you would feel when your child disappears. Mary and Joseph had the normal human reaction, a reaction that any parent would. It should probably be remembered that they did not have police searching for missing persons like today. It would be up to the family and anyone else that would help who would be responsible for finding a lost person.

You can begin to imagine the hurried state of Mary and Joseph, running back into Jerusalem to begin their search. Who knows what parts of Jerusalem they searched. After three days of Jesus being missing, they were probably worn out and maybe had given up on finding Him. They decided to try the temple and there they found Jesus, sitting among the teachers and learning from them, as well as teaching them.

Here is the **first thing** that Luke wants us to know:

“All who heard Him were amazed at his understanding and his answers.” All were amazed.

When we ask the question, “what was Jesus like when growing up?” The first answer we get is that he was already showing a broad knowledge of spiritual things,

beyond those of the learned theologians who had been in school most of their lives. Anytime we read through the Gospels of Jesus as an adult, we see that many were amazed at the knowledge of Jesus. Even as a child, Jesus showed this knowledge of spiritual things.

This is the **second thing** we learn about Jesus when growing up:

He was already doing His Heavenly Father's work.

Before Jesus would be baptized by John and begin His earthly ministry, He was already preparing for His adult life. He was already preparing for His mission which was to die on the cross.

I imagine that if there were more stories about Jesus as a youth. We would find many similar stories as this one. Jesus was living among us, but He was also learning. He was learning about who we are as human beings. Jesus was not a God who lived up in the sky, looking down on human beings and not wanting to get His hands dirty. In Jesus Christ, God lived among us. He grew up, just like we do. He even got in trouble with his parents, just like we do. All this was in preparation for His mission to take away the sins of the world. Unless Jesus is fully human and fully divine, His sacrifice would be in vain. If fully human His death would be just another executed criminal. If fully divine, He would not have suffered our punishment.

When we ask the question: What was Jesus like when growing up? I came up with 2 answers:

1. All were amazed.
2. Doing the work of His Heavenly Father

But there is so much more about Jesus when growing up that we don't know. However, the Holy Spirit preserved this story about Jesus being lost and then found in the temple. It shows that Jesus is just like us in that He worried his parents and got in trouble. However, it also shows that Jesus was already preparing for His mission, which was to die on the cross

As we begin this New Year, and as the Christmas season ends, we move away from the infant Jesus who was born in Bethlehem and journey towards the Easter season, where we will see the work of that infant. See what Jesus' life was in preparation for. So may this year also be a blessing for us as well, as we continue to worship our Lord and Savior Jesus Christ.

Source: <http://www.t-lutheran.org/files/sermons/1-4-09.htm>

Appendix B

Lesson Plan 1

Lesson Title: Unit 1 What is Your Testimony?

Subject: English Oral Communication

Level: Undergraduate

Strategy: Predict and Guess

Class: 1 and 2 (240 minutes)

Language Objectives:

1. Students are able to answer the questions after listening to the song “What love really means” and Xiao Ming’s testimony.
2. Students are able to respond to the ideas and information presented in the song, the Xiao Ming’s testimony and testimony in the language awareness.
3. Students are able to identify sequential transition words which define time and sequence such as ‘while’ and ‘as soon as’ in the Language Awareness exercise.

Learning Strategies (Predicting and Guessing)

1. Students are able to use their prior knowledge or experience with the subject: think about what they already know about the subject.
2. The teacher uses visuals and vocabulary words given to help them predict and facilitate comprehension.
3. Students practice guessing the unclear or incomplete information they need to know to understand the material.
4. Students are able to use their prior knowledge of their subjects to add to the predicting and guessing to understand the entire message.
5. Students are able to evaluate whether or not their strategies they used were effective.

Materials:

1. Unit 1 handout including a vocabulary word list
2. Audio song “What love really means” by JJ Heller
3. Song lyrics
4. Video clip of Xiao Ming’s testimony
5. Transcript of the video
6. audio clip for listening
7. Bible

Procedures:**Class 1**

- **Preparation: (40 minutes)**

1. Good afternoon! This is our first class. Let us do some self-introduction.
2. Today, we are going to learn how to tell your own stories of how you came to believe in Jesus, and your story is called testimony. We tell our testimony to help people to understand how to come to faith in Christ.
3. Let us start with the vocabulary task. Match the words with their definitions.

Vocabulary Task

Fill in the missing words from the given words in the box.

despair	challenge	disown	shame	overcome	hope
forgiveness	testimony	peace	confidence	transform	

testimony..... a story of how someone came to Christ or other experiences.

despair..... hopelessness

disown..... refuse to acknowledge or have connection

shame..... a feeling of guilt, or embarrassment

challenge..... a test

overcome..... victory over a problem

transform..... change to be like God

forgive..... to grant pardon

peace..... quiet and rest

hope..... expectation of good

confidence..... a sure faith

4. Some of the words the testimony. Listen for these words in the video today.
5. What is your testimony of knowing God? Have you experienced difficulty or challenges in life? Did God transform you? Do you have hope and peace now? Turn to your partner and discuss.

Discuss with your partner.

What is your testimony of knowing God? Have you experienced difficulty or challenges in life? Did God transform you? Do you have hope and peace now?

- **Presentation**

(40 minutes)

1. The first strategy we will learn today is Predict. Predicting helps you become active listeners, and it does not matter if your predictions are right or not. The task we will predict today is a song “What love really means” by JJ Heller. Let’s predict what the song’s message.
2. Before we listen, look at the pictures. Try to guess what will happen and what the singer will sing.



3. Explain to your partner what you see in picture a, b and c. Where do you think these people are? Why do you think they look sad?
4. While they listen the first time, ask them to order the pictures according to the song.
5. After first listening, what is the order? (c,b,a).
6. Are you first predictions correct? Where are these people? (picture a. the man is in jail, picture b. the girl is in the gym, and picture c. the boy is standing in the corner.)
7. Hand out the lyrics out. Ask the students to read the title out loud.

Lyrics: What Love Really Means

By JJ Heller

“He cries in the corner where nobody sees
 He's the kid with the story
 No one would believe
 He prays every night
 "Dear God won't you please
 could you send someone here
 who will love me?"

Who will love me for me

Not for what I have done
 Or what I will become
 Who will love me for me
 'Cause nobody has shown me what love
 What love really means

Her office is shrinking a little each day
 She's the woman whose husband has run away
 She'll go to the gym after working today
 Maybe if she was thinner
 Then he would've stayed
 And she says...
 Who will love me for me
 Not for what I have done
 Or what I will become
 Who will love me for me
 'Cause nobody has shown me what love
 What love really means
 What love really means

He's waiting to die as he sits all alone
 He's a man in a cell who regrets what he's done
 He utters a cry from the depths of his soul
 "Oh Lord, forgive me, I want to go home"

Then he heard a voice somewhere deep inside
 And it said,
 "I know you've murdered and I know you've lied
 And I have watched you suffer all of your life
 And now that you'll listen I'll, I'll tell you that I..."

(40 minutes)

8. While predicting gives us clues before we listen, another strategy will help us as we are listening. The strategy we are learning is *Guessing or making inferences*.
9. When we listen, the information is often incomplete or unclear. There are words and ideas we do not understand fully. And there are ideas that the speakers do not express clearly. In order to listen, we have to guess. Make your best guess at the parts you do not understand.
10. For second listening, ask the students to tick the right statement about each person in the pictures. These statements are not stated directly but you have to guess from what you hear.



Listen again. Which statement is true about each person? (Make Inferences)

The man in picture A: He regrets what he has done and wants to die.
 He is in jail because he had committed murder.

The woman in picture B: She goes to the gym after work because she wants to be thinner.
 Her husband left her because she loved working out at the gym more than she enjoyed spending time with him.

The boy in picture C: He cries in the corner so everybody could see.
 He feels like no one loves him.

11. Now respond to the idea of love in the song. Who do you think loves you for who you are?



Do you know anyone who loves you for who you are?

12. Now we are going to learn something else that will help you guess better. And that is called transitions.
13. Transitions are phrases or words used to connect one idea. They will help you understand all the stories.

The following is the list of the some common sequential transition words and phrases that will help make your text more understandable and interesting to the hearer.

afterward	as long as	as soon as
at that time	after a while	all of the sudden
thereafter	until	at length
presently	shortly	now
simultaneously	until now	at last
at that time	since	so far
soon	subsequently	when
then	before	earlier
formerly	immediately	lately
in the meantime	meanwhile	in the past
later	after that	a short time
while	when	recently
temporarily		

14. Students work on the “Language Awareness” exercise. Read the testimony below and underline the words that define time and sequence.

Language Awareness: transition words

Underline the words which define time and sequence.

I started going to church since I was four years old. At that time, I followed my mother and trusted in her decisions. When she told me God was good, I believed her. I prayed and asked God like a child. He always answered me. However, while I was growing up, I realized I could not do what I knew was right. I knew what the Bible said, but I could not follow it. I lied. I had bad temper. I could not forgive. In the past, I thought I knew God. I did not know it myself that I did not know Him, I did not know how much He loved me.

My father is an alcoholic. When I was young, I felt unloved and rejected. As a teenager, I always sought for love. Boyfriends and friends always failed me. Their love was conditional and it faded away and eventually died. Again and again I was left alone with heartaches.

God came to heal me one night as I prayed and wept. All of a sudden, I was comforted. He eased my pain and healed my wound. He restored my hope and showed me how much He loved me. After that, my life was never the same. Now, I am able to love and forgive those who had hurt me. I am loved and cherished by the Creator of the universe.

Class 2

• **Practice**

(30minutes)

1. Now, practice with another real world testimony from China. Look at the pictures of Xiao Ming and *predict* the answers to the guiding questions.

Xiao Ming's Salvation



- How old is Xiao Ming? (around 12)
- Do you think she has a family? (yes, she has a mother)

- Why was she sad? (Her father left her, she had to drop out of school because she had no money, and no one hired her)
- Why isn't she sad anymore? (The Christian organization learned about her circumstance, so they helped her; she received Christ and met her Heavenly Father)

2. After first listening, check the answers with the students.
3. Hand out the script to the students.

Xiao Ming's Salvation Script:

For years, Xiao Ming walked around with her head down in shame and deep sadness inside. "My dad left my mother for another woman when I was 12 years old. He had a son with her so he disowned us and took everything we had." Ming tried to find a summer job. She knew she had to drop out of school because her mom could not afford to pay for her school fees.

"We barely had enough money for food and homes."

Then Operation Blessing came to her class with a summer camp. One of the Operation Blessing counselors took a special interest in her.

"She was so loving. I told her about my father and how I was going to have to quit school.

Operation Blessing offered to pay the few dollars a month it takes for her to stay in school and told her about someone that can change her life.

"She told me how Jesus died for my sins and even though my father left me, I could have a heavenly father would always be there for me. I had never heard about this god before."

Ming prayed to become a Christian and prayed for hope for the future. "I never thought anybody would care for us like operation blessing."

Now she has friends and a confidence she never had before.

"Thank you to Operation Blessing for everything. Without you I would not have this great life and never would have met my heavenly father. Thank you so much."

(30 minutes)

4. We are going to play the video one more time, this time we are not predicting but we will guess the meaning of it.
5. Answer the following questions; (The answers to these questions may not be directly stated in the script, you have to guess from the things you hear. Build meanings based on what you understand.)

- In Chinese culture, do people have preference on boys or girls? (Boys)
- How did the Operation Blessing counselor show love to Ming? (She took special interest in Ming.)
- Who is Ming's heavenly Father? (God)

6. Ask the students "What did you like about the video?"

- **Evaluation (30 minutes)**

1. Ask the students to work on a mini quiz.

Which statements are true according to the song and video?

_(F)_1. From the song, the old man was sad because he cannot go to the gym.

_(T)_2. People do not take a notice of a boy who is crying in the corner

_(F)_3. God loves you because what you have done.

_(F)_4. Xiao Ming is always sad because she does not like school.

_(F)_5. Xiao Ming's parents left her at the Christian Foundation.

_(T)_6. Through Operation Blessing Organization, Ming received God in her life.

7. What do you like about the song "What love really means" and Xiao Ming's testimony?

2. Ask the students to make an evaluation of their learning.

Self-evaluation

I made predictions before listening to the song and the video.

I was able to guess while watching the video and reading the testimony.

I looked at the pictures and made prediction before I listened to the song and the video.

Making prediction before listening and guess while listening helps me understand better.



Discuss with your partner how you will use predicting and guessing strategy with other tasks.

- **Expansion (30 minutes)**

A. Get to know your classmates' stories.

Walk around class, ask 2 people and ask them to tell you their stories.

Fill the information in the table.

Name	Before he/she knew God	After he/she met God

Model Conversation

A: How did you know God?

B: My best friend invited me to church when I was 17.

A: What was one problem that you had before you gave your life to God?

B: I was addicted to drugs and couldn't quit.

A: What happened when you met Jesus?

B: I was able to quit. It was a miracle. Praise the Lord.

B. Self-study



Search the internet. Visit www.godtube.com. Watch a video without turning on the sound once, then predict what the speakers would say. Watch again with the sound on to see if you were right. Share with class.

Lesson Plan 2

Lesson Title: Unit 2 the Gospel of Jesus
Subject: English Oral Communication
Level: Fourth year students
Strategy: Focus and Review
Class: 3 and 4 (240 minutes)

Language Objectives:

4. Students are able to answer the questions after listening to “The Lost Son” story and the Gospel of Jesus.
5. Students are able to respond to the ideas and information presented in the stories.
6. Students are able to use past tense verbs associated with the Gospel.

Learning Strategies (Focus and Review Strategies):

6. Students are able to form the main ideas after listening (Focus).
7. Students are able to say the meaning in their own words when they think about the meaning of what they hear(Review).
8. Students are able to evaluate whether or not their strategies they used were effective.

Materials:

8. Unit 2 handout
9. An audio clip
10. An audio clip’s transcript
11. A video clip
12. A video clip’s transcript
13. Bible

Procedures:

Class 3

- **Preparation: (40 minutes)**
6. Good afternoon! What are the strategies we learned in the last class? Have you used them in other classes?
 7. Today, we will learn two more strategies in oral communication. They are Focus and Review strategies.
 8. Our topic for today is the Gospel of Jesus. What is a Gospel? Are there other words we call it? (The Good News)
 9. Why is the Gospel very important for us, Christians?

10. We will start with the vocabulary task. Circle the letter for the word or phrase that best defines the underlined word.

Vocabulary Task

Circle the letter for the word or phrase that best defines the underlined word.

1. God created the earth and all the living things on the earth.
 - a. sun, moon, and stars
 - b.** people, animals, and plants
2. Because all humans disobey God, God condemns them and ...
 - a. to allow someone not to be punished for something
 - b.** to give a severe punishment to someone who did something bad
3. Abraham was a man who had faith in God.
 - a. to think that someone has good ideas
 - b.** to believe strongly and be certain that someone is right
4. Because he had faith in God, God was pleased with him ...
 - a.** happy, satisfied, knowing that the right thing is done
 - b. to enjoy, like, think that someone is funny
5. Jesus was innocent, and because he died, people do not have to die.
 - a. having disobeyed God
 - b.** not guilty of disobeying God
6. They would live forever in a place ... filled with suffering
 - a.** feeling pain or something bad
 - b. enjoying something good
7. They are sorry and ask God to forgive them.
 - a. to do good things to someone who has been good
 - b.** to decide not to punish someone who has done something bad
8. So they trust Jesus and live for him.
 - a.** to believe that someone is honest and good
 - b. to listen to what someone says and think about it for a long time



Check your answers with your friends.

11. After the students have done the task, ask them to check the answers with their friends.

- **Presentation**

(40 minutes)

15. The first strategy we will learn today is *Focus*. Focusing on the key ideas helps you concentrate. Before you listen, you can look at the task or the questions. And while you are listening, you can focus on the key words. You do not need to focus on every word. It is okay if there are words you do not understand. Then try to form a main idea.
16. The task we will try on today is a parable Jesus told of the Lost Son from the Gospel of Luke. (Luke 15:11-32).

17. For our first listening, look at the questions before listening. Do not forget to *focus* on the main ideas.
18. Answer the questions.

- ⊕ How did the lost-son brother dishonor his father?
- ⊕ How did the Father respond to this bad behavior?
- ⊕ Which brother do you think deserved to be forgiven by the Father?
- ⊕ Who can the father and the lost son in the story represent?
- ⊕ What does this father in the story show us about God?

19. Another strategy we will learn today is *Review*. Reviewing helps you develop your memory.

(40 minutes)

20. For second listening, prepare to review what you hear *in your own words*. You can write down the main ideas on a piece of paper.
(Possible answer: A farmer who has two sons divides his wealth. One son stays to work on the family farm, the other leaves his home and returns years later penniless. The Lost Son is treated as a returning hero, much to the annoyance of the son who had stayed to work.)
21. Share the story of the Lost Son with your group. Discuss the meaning and message of the story.



Script: The Lost Son(Luke 15:11-32)

¹¹ Jesus continued: “There was a man who had two sons.¹² The younger one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them.

¹³ “Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living.¹⁴ After he had spent everything, there was a severe famine in that whole country, and he began to be in need.¹⁵ So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs.¹⁶ He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

¹⁷ “When he came to his senses, he said, ‘How many of my father’s hired servants have food to spare, and here I am starving to death!’¹⁸ I will set out and go back to my

father and say to him: Father, I have sinned against heaven and against you.¹⁹ I am no longer worthy to be called your son; make me like one of your hired servants.²⁰ So he got up and went to his father.

“But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

²¹ “The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’

²² “But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet.²³ Bring the fattened calf and kill it. Let’s have a feast and celebrate.²⁴ For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate.

²⁵ “Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing.²⁶ So he called one of the servants and asked him what was going on.²⁷ ‘Your brother has come,’ he replied, ‘and your father has killed the fattened calf because he has him back safe and sound.’

²⁸ “The older brother became angry and refused to go in. So his father went out and pleaded with him.²⁹ But he answered his father, ‘Look! All these years I’ve been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends.³⁰ But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!’

³¹ “‘My son,’ the father said, ‘you are always with me, and everything I have is yours.³² But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.’”

22. When telling a story which happened in the past, do not forget to use the past tense form of a verb. In most cases, we add “-ed” at the end of the verb as in “prayed” and “worshipped”. There are also some irregular verbs that we need to change the form like “speak” to “spoke” and “go” to “went”.
23. List some other verbs. Are they regular or irregular? (Write them on the board)
24. Let us work on the “Language Awareness” exercise.

Correct the underlined verbs in the following sentences:

1. God creates the earth and all the living things on the earth.
2. Jesus dies and God raises him back to life.
3. I forgive you a long time ago.
4. He is lost, but now he has been found.
5. In the past I do not know God.

Class 4

- **Practice (60 minutes)**

1. Now, practice with an audio clip of a Gospel of Jesus.
2. After first listening, look at the questions and focus on them.

- Why did God punish Adam and Eve?

God punished them because they disobeyed.

- Why was God pleased with Abraham?

God was pleased with Abraham because he had faith in God.

- What did Jesus come to do?

He came to save people from God's punishment for their sins.

- If people have faith in Jesus, what will Jesus do for them?

If people have faith in Jesus, he will save them.

- What do people with faith in Jesus believe that God will do?

They believe that God will not punish them only because Jesus died for them

Script:

At the beginning, God created the earth and all the living things on the earth. God created the first two people, Adam and Eve. When God created Adam and Eve, they obeyed God and were friends of God. But then they listened to the snake, which was Satan, the enemy of God, and disobeyed God.

God punished Adam and Eve. He made them leave the Garden of Eden. He told them that they would work hard, have a lot of suffering, and then die. Ever since Adam and Eve, all humans are born separate from God and so disobeyed him. Because all people disobey God, he condemns them and also punishes them.

People are not able to please God because they do not believe what God says and disobey him. But some people have faith in God and believe what he says. Abraham was a man who had faith in God. Because he had faith in God, God was pleased with him and said Abraham was righteous and innocent.

God made a promise to Abraham to bless all the people in the world through his descendents. God sent Jesus, a descendent of Abraham, to bless all the people in the world. Mary gave birth to Jesus, so he was a man even though he did not have a human father. Jesus came from heaven and went back to heaven because he was also God. Jesus is both God and human, the God-Man.

Jesus Christ came to save people from God's punishment for their sins and disobedience. Jesus died on a cross to save people. He died in their place so that God would not punish them. After Jesus died and was placed in the tomb, God raised him back to life. Jesus told the people that if they have faith in him, he would save them. They would live forever in heaven with God. But if they do not believe in Jesus, God will condemn them and punish them for their disobedience forever. Then they would live forever in a place far away from God and filled with suffering.

People with faith in Jesus know that they have disobeyed God and deserve to be punished. They are sorry and ask God to forgive them. They know they are helpless and unable to live a perfect life to please God. They believe that God will not punish them only because Jesus died for them. So they trust Jesus and live for him.

3. Now it is your turn to review the story. Retell the story in the own words. Turn to your partner and try.
4. Who wants to come out and share with the class?

- **Evaluation (30 minutes)**

Ask the students to make an evaluation of their learning.

- _(F)_ 1. The brothers in this story were named Bob and Joe.
- _(F)_ 2. The father in this story helps us to learn about God.
- _(T)_ 3. Sin can be an action or an attitude.
- _(T)_ 4. If people have faith in Jesus, He will save them.
- _(F)_ 5. Some people are too bad for God to love.
- _(F)_ 6. The brothers in this story honored their father.
7. What do you like about the father in the story of the lost son?

Self-evaluation

- I focused on the main ideas while I was listening.
- I reviewed after listening to the audio clips in my own words.
- Focusing and reviewing helps me to understand what I hear better.



Discuss with your partner if you how you will use focusing and reviewing strategy with other tasks.

- **Expansion (30 minutes)**

1. Match the given street signs with the correct verses. You may use your Bible. (Teachers hold up signs one at a time) Explain.
2. Search the internet. Watch or listen to a worship song. Try to say it in your own words. Share in class.

Lesson Plan 3

Lesson Title: Unit 3 Let Us Pray
Subject: English Oral Communication
Level: undergraduate students
Strategy: Ask and Respond
Class: 5 and 6 (240 minutes)

Language Objectives:

7. Students are able to answer the questions after listening to Jesus' Teaching about Prayer and the lady's prayer.
8. Students are able to respond to the prayers and the ideas presented.
9. Students are able to identify and use gerund nouns.

Strategy Objectives (Ask and Respond Strategy):

9. Students are able to formulate clarification questions in their mind: What does that word mean? What do you mean by that? (Ask)
10. Students are able to ask the teacher or their friends, after they listen, about the things they do not understand. (Ask)
11. Students are able to respond to the ideas after they listen. (Respond)
12. Students are able to evaluate whether or not their strategies they used were effective.

Materials:

14. Unit 3 handout
15. Audio clips
16. Video clip transcripts
17. Bible

Procedures:

Class 5

- **Preparation: (40 minutes)**

12. Good afternoon! Can anyone tell me what the topic of today is?
13. Do you like to pray out loud? What are some of your concerns?
14. Do you know the prayer pattern of Adoration, Confession, Thanksgiving and Supplication?

- **Adoration:** First, tell God how much you love him.
- **Confession:** Then, tell God about what you have done wrong and tell him you are sorry. He will forgive you, but he asks that you don't do this thing again.
- **Thanksgiving:** Think about all the good things in your life and thank God for these blessings.
- **Supplication:** Pray for something you need help with, and for other people who need God's help.

15. Let's start with the vocabulary task. These words in the box are associated with your prayer in the four parts; Adoration, Confession, Thanksgiving and Supplication.

○ **Vocabulary Task**

Categorize these words by putting them in the correct boxes. (Adoration, Confession, Thanksgiving or Supplication).

unchanging	revival	your provision	holy
Jesus Christ	righteous	church leaders	eternal
truth	forgiving	spreading the Gospel	loving
fear	opportunity to serve	anger	bitterness
immoral thoughts	unforgiveness	pride	materialism
unbelief	lies	holy spirit	my church
sovereign	answered prayers	unbelievers	wisdom
obedient hearts	gracious	freedom to worship	jealousy
your guidance	your protection		

Adoration	I praise you, Heavenly Father that you are... faithful (unchanging , sovereign, righteous, forgiving, gracious, holy, eternal, loving)
Confession	I confess my... lack of love (fear, immortal thoughts, unbelief, jealousy, unforgiveness, lies, anger, pride, bitterness, materialism)
Thanksgiving	Lord, I thank you for... family and friends (Jesus Christ, truth, revival, opportunity to serve, answered prayers, your guidance , your provision, holy spirit, freedom to

	worship, my church, your protection)
Supplication	According to Your will, I pray for these concerns... personal needs (obedient heart, revival, church leaders, spreading the Gospel, unbelievers, wisdom)

16. Now pair up and check your answers with your friends.

- **Presentation**

(40 minutes)

25. Our first strategy of Today is “Ask”. Asking questions helps you become active listeners. While listening, you can think of questions that can help you understand more. Try to make specific questions like “What does that word mean? What do you mean by that?”. Wh-questions like ‘who’, ‘what’, ‘where’, ‘when’ questions can help.
26. I will play an audio clip of the Lord’s Prayer. Here the Lord teaches us how to pray. Think of at least two questions; write down while or after listening. (Possible questions, “does Jesus mean we should not pray long?”, “What are hypocrites?”)
27. Now turn to your partner and ask him/her the questions you have.
28. Do your friends’ answers help you understand more? Now share some questions and answers in class.

(40 minutes)

29. Another strategy of today is “Respond”. In responding to what you listen can make you a more interactive listener. While you listen, pay attention to the speaker. And after you listen, respond to the ideas. Think about the content: What do you think?
30. We will play the audio one more time. You can read the script along this time. Prepare to respond.

Script: Teaching about Prayer

“And when you pray, do not be like the hypocrites, for they love to pray standing in the synagogues and on the street corners to be seen by others. Truly I tell you, they have received their reward in full. ⁶ But when you pray, go into your room, close the door and pray to your Father, who is unseen. Then your Father, who sees what is done in secret, will reward you. ⁷ And when you pray, do not keep on babbling like pagans,

for they think they will be heard because of their many words. ⁸ Do not be like them, for your Father knows what you need before you ask him.

⁹“This, then, is how you should pray:

“Our Father in heaven,
hallowed be your name,

¹⁰ your kingdom come,
your will be done,

on earth as it is in heaven.

¹¹ Give us today our daily bread.

¹² And forgive us our debts,
as we also have forgiven our debtors.

¹³ And lead us not into temptation,
but deliver us from the evil one.’

¹⁴ For if you forgive other people when they sin against you, your heavenly Father will also forgive you.

31. Anyone can read the Lord's prayer, but it is important to think about what you're saying. What do you think it means “And forgive us our debts, as we forgive our debtors.”? Do we remember to ask forgiveness when we've done something wrong? Did we say sorry to God?

32. When you pray, when you want to thank God for something, you need a noun after “for”. For example, “I thank God for loving me.” As you know that the word “love” is a verb, however, “loving” here acts as a noun. We call a verbal that ends in *-ing* and functions as a noun, a gerund.

33. Let us work on “Language Awareness” exercise of gerund nouns.

Fill in the chart with answers to the questions.

What are you thankful to God for?		
God healed me. (I am thankful for God’s healing. OR I thank God for healing me.)	God forgave me my sins. (Thank you for forgiving me my sins.)	God gives me the Holy Spirit. (Thank you for giving me the Holy Spirit.)
God protects me. (Thank you for protecting me)	God delivered me. (Thank you for (delivering me.)	God takes care of me. (Thank you for taking care of me.)
God is good to me. (Thank you for being good to me.)	Jesus died for me. (Thank you for dying for me.)	God strengthens me. (Thank you for strengthening me.)

Class 6

- **Practice (60 minutes)**

1. Now, practice listening to the real world prayer. The speaker may speak fast. Students can write down the questions what they do not get or understand. (Possible questions: “Is the person sick?”, “What is her confession of sins?”)
2. Turn to your partners and ask the questions you have. These questions and answers will help you understand better.
3. Share with class, do you have questions your friend cannot answer you? Do the answers help you understand more?
4. Next, we will respond to what we heard. We will listen to the prayer again.

Script:

Heavenly Father, I praise you for Your faithfulness and Your love for me. Please forgive me for the unkind things I said to my sister today. Help me to have faith and trust in you in all of the circumstances that I am facing. Help me to renew my mind according to the will of God. Help me to trust in your ability to provide for all my needs. Please enable me to trust you with all my heart and not to lean on my own understanding. Please teach me to see the great power You have and not limit Your power.

Lord, please heal my stomach. I know that you can heal me. You know the pain I am in. I ask that you heal me from my sickness. I also know that your will is made perfect through me when I am surrendered to you.

In the name of Jesus, I pray. Amen.

5. Respond to the prayers, “What do you think she prays for her own will or seek for God’s, how do you know?”
6. Discuss in class.
7. The following prayer will be what people pray in the church service. Let us try and pray this together.

Dear Heavenly Father, Thank you for gathering us together today to worship you and to hear the Word of God. Please bless everyone here with open ears so that we will know what Your Holy Spirit is saying to us.

We pray that you will touch all of our hearts today by your power and please heal any who are sick among us.

In Jesus Name I pray,
Amen

- **Evaluation (30 minutes)**

2. Ask the students to work on a mini quiz.

Which statements are true according to the audios?

_(F)_1. When you pray, you should use exaggerations and beautiful words.

_(T)_2. Hypocrites pray and wish everybody could see.

_(F)_3. When we pray to God to forgive us our sins, we can sin again because He will forgive again.

_(F)_4. The lady who prayed had a severe headache.

_(F)_5. She prayed because she does want to talk to her sister.

_(T)_6. She believes God can heal her sickness.

7. What do you think about Jesus' teaching of prayer?

3. Ask the students to make an evaluation of their learning.

Self-evaluation

- I thought of questions while listening to the audio clips.
- I asked questions I did not understand after I listened.
- I responded to the things I have heard.
- Asking questions and Responding helped me to understand what I hear better.



Discuss with your partner how you will use Questioning and Responding strategies with other tasks.

- **Expansion (30 minutes)**

1. Let's play the musical chair.

2. Set chairs up for a game of musical chairs. This game will be called "Musical Prayers". Behind each chair I will tape a topic of something or someone that Christians should routinely pray for. (the sick, family members, daily needs, the church, the weak and all the needy) I will play musical chairs but I won't remove chairs after each round. Instead, when the music stops each one of you will have to offer a brief prayer for the topic taped to your chair.

3. Now, we will need the internet. Visit www.godtube.com. Watch or listen to anything. Try to ask questions while listening. Share with class.

Appendix C

Interview questions

1. นักเรียนจำหัวข้อในบทเรียนที่เรียนไปได้หรือไม่เรียนอะไรไปบ้าง
2. นักเรียนชอบเนื้อหาที่เรียนไปหรือไม่นักเรียนเห็นว่าสิ่งที่เรียนไปมีประโยชน์หรือไม่มีประโยชน์อย่างไร
อธิบาย
3. นักเรียนคิดว่าความสามารถในการสื่อสารทางวาจาของนักเรียนหลังจากการเรียนอยู่ในระดับใด
 - 1 ไม่พัฒนาขึ้นเลย
 - 2 พัฒนาขึ้นเล็กน้อย
 - 3 พัฒนาขึ้นในระดับปานกลาง
 - 4 พัฒนาขึ้นมาก
 - 5 พัฒนาขึ้นมากที่สุด
 นักเรียนคิดว่าเพราะเหตุใด
4. นักเรียนใช้กลวิธีใดช่วยในการฟัง
5. นักเรียนใช้กลวิธีใดช่วยในการตอบคำถาม
6. นักเรียนคิดอย่างไรกับกลวิธีที่ใช้ในห้องเรียน
 - 6.1 การคาดการณ์ (Predict)
 - 6.2 การตีความ(Guess)
 - 6.3 การจดจ่อ (Focus)
 - 6.4 การทบทวน (Review)
 - 6.5 การถาม(Ask)
 - 6.6 การตอบสนอง(Respond)
7. นักเรียนคิดอย่างไรกับกิจกรรมและการพูดคุยในห้องเรียน
8. นักเรียนคิดอย่างไรกับสื่อการเรียนการสอนที่ใช้ในห้องเรียน

Interview questions
Translation

1. Do you remember the content of the class? What were they?
2. Did you like the content we learned in class? Do you think it was useful or not?
Explain.
3. What do you consider your English oral communication ability now after the lessons?
 - 1 No improvement
 - 2 Slightly improved
 - 3 Moderately improved
 - 4 Largely improved
 - 5 Strongly improvedWhy do you think so?
4. What strategies do you use when listen?
5. What strategies do you use when answer questions?
6. What do you think of these following strategies we learned in class?
 - a. Predict
 - b. Guess
 - c. Focus
 - d. Review
 - e. Ask
 - f. Respond
7. What do you think about the activities and discussion in class?
8. What do you think about the class materials?

Appendix D
Lists of Experts Validating the instruments

Lesson plan validation experts

1. Assistant Professor Jiranthara Srioutai, Ph.D.

Faculty of Arts, Chulalongkorn University

2. Reverend Natee Tanchanpongs, Ph.D.

Academic Dean, Bangkok Bible Seminary

3. Mrs. Julie W. Hughes

Missionary, Globe International Organization

English Oral Communication Ability Test and interview validation experts

1. Suthirak Sapsirin, Ph.D.

Language Institute, Chulalongkorn University

2. Tanyaporn Arya, Ph.D.

Language Institute, Chulalongkorn University

3. ChatrapornPiamsai, Ph.D.

Language Institute, Chulalongkorn University

Biography

Miss Grace Imsuwan was born in April 21, 1988 in Khon Kaen, Thailand. She obtained her bachelor's degree of Business English from Bangkok University International College. She has been an exchange student twice in Yucaipa High School in the United States of America in 2005-2005 and in Management Centre of Innsbruck in Austria in 2009. After graduating, she continued her Master's Degree in English as an International Language, Chulalongkorn University