NATURAL OCCURRING CONVERSATION AS AN ENGLISH TEACHING MODEL IN THAILAND

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Abstract

In recent years the use of English is not limited to native speakers; it is also used for communication among non-native speakers. The global spread of English can be seen in education, transportation, tourism industry, hospitality, and business. Many teachers of English in the ASEAN countries have attempted to use communicative language teaching in their EFL/ESL classes.

However, it is not as easy as it should be. As the researcher have faced the problems and tried to conquer the barrier occurring during the class of English, however, it was still difficult to apply strategies in Communicative Language Teaching with the large class size in Thai university context. As English has been taught as a second language or foreign language in Thailand, therefore, it is not easy for a teacher to manage an English class with a large number of non-native speakers of English.

The author therefore conducted a qualitative research to investigate the students' improvement in speaking competence shown when they are in different contexts i.e. classroom, outside classroom. The study also examined the significant differences in terms of a performance of speaking ability in different context. The participants consisted of 72 students. Eighteen students were selected by simple random sampling and drawing lots. The sampling size is totally 25 percentage of the population. The researcher carried out the experiment using Natural Occurring Conversation as a Teaching Model to improve the speaking competence of students. The duration of the implementation was 12 weeks excluding the Mid-term and Final Examination.

Keywords: Spoken English, L2 Learners, Effective approach, Natural occurring conversation

Introduction

In recent years the use of English is not limited to native speakers; it is also used for communication among non-native speakers. The global spread of English can be seen in education, transportation, tourism industry, hospitality, and business. Many teachers of English in the ASEAN countries have attempted to use communicative language teaching in their EFL/ESL classes.

However, it is not as easy as it should be. As the researcher have faced the problems and tried to conquer the barrier occurring during the class of English, however, it was still difficult to apply strategies in Communicative Language Teaching with the large class size in Thai university context. As English has been taught as a second language or foreign language in Thailand, therefore, it is not easy for a teacher to manage an English class with a large number of non-native speakers of English.

In the context of globalization, English plays an important role in the world. English has been a language of wider communication and the language of multinational corporations (MNCs) and industrialists who are investing in Asia as well.

Background of English Language Teaching in Thailand

English language teaching has played the important role in Thailand. Since the announcement of Thai government that the importance of English in Thailand will be significant in 2015 as it is a time for the full effect of the ASEAN Economic Community. The use of English is not limited to only the group of native speakers, but it also spreads into the group of non-native speakers as well. Our country, Thailand, is one of the ASEAN countries which need to improve the learners' ability of English in order to compete with the other nations. Moreover, English education has brought the country to be equal with the others in this region.

According to Crystal (1987), the number of countries which use English as an official language is more than 50 countries in the world such as, Australia, The United States of America, New Zealand, Singapore and India. However, Thailand is not on the list. English in Thailand was influenced by Indochina Wars up to 1975. However, Thai language is a national language and a language of medium instruction in Thailand. While some neighboring countries in Asia like Singapore and Malaysia were the colonies of the United Kingdom as part of the straits settlement. After gaining internal independence in 1959, Singapore became part of the Federation of Malaysia and has been a sovereign nation since 1965. As a result, today both Malaysia and Singapore have a uniquely defined bilingualism arising from the school system and measured by proficiency in English and one of other official language of the country (Pakir, 1992). Furthermore, English has become a language of wider communication and the language of multinational corporations (MNCs) and industrialists who are investing in Asia as well.

In Thailand, before 1996 English language teaching was different from the present time. Thai students were taught English when they were in Grade 5 or Grade 6 but in general they had low proficiency in English when they studied in high school and university. Then, in 1996, the declaration of Thai National was announced that studying English was compulsory and had to be taught to students at the primary level (Prathom 1 to 6) in public schools and since then it spread widely into the pre-school level of some private schools in Thailand. The students had more opportunity to learn English in the language classroom with Thai teachers who had some background knowledge of English. Some private schools hired the native speakers of English who were holding a degree and also teachers without a degree or certificate in teaching English. As a result, some students acquired more English and improved their English skills while many of them were not capable to show the progress in their learning.

According to the background of the research context, Chandrakasem Rajabhat University is a tertiary educational institution in the north of Bangkok in Thailand which offers a post diploma certificate and degree level education from the Bachelor's degree to Master's degree with a Ph.D. offered in several majors. Chandrakasem was founded in 1940 as Thailand's first training college for secondary school teachers. In 1991, Chandrakasem Teachers College was named an outstanding tertiary educational institute by the Ministry of Education. The following year, His Majesty King Bhumibol Adulyadej bestowed the name Chandrakasem Rajabhat Institute on the former college.

Chandrakasem Rajabhat University has a strong background philosophy which refers to "Solid knowledge and strong virtue and lead community development. Moreover, the vision of the university is to be a centre of learning, upgrading intelligence to internal level. Besides, one of the missions of university is to produce graduates with potential wisdom to meet the international standard (TQF:HEd :2009). In order to finish the study, the students are required to take and pass at a minimum of 6 credits/ 2 courses in the English language courses for non English major students. For the students majored in Business English and English Program, they are compulsory to take 45 credits (15 courses) for Compulsory English courses and 39

credits (13 courses) of Elective English courses plus two Free Elective courses which is 6 credits to complete the Bachelor's Degree Program.

Barrier of Thai Learners in English Acquisition

"Path is not strewn with rose petals". Following the previous statement, it can imply that the university has a good concept but in some ways it is impractical. According to the mission of Chandrakasem Rajabhat University, the university is intended to meet the international standard which is not easy to do as a wishing concept. As English is a key language for communication among the nations, therefore, to communicate successfully and to meet the aim of international standard the students need to master the complex English literacy and communications skills. As a teacher of Business English Program, the researcher found a lot of problems occurring along the way to develop English learning and teaching for Thai students. Here are some major problems of learning and teaching English in Thai context.

First, the problem may lie in the emphasis of teaching reading and grammatical structure as well as vocabulary rather than emphasizing speaking skill (Wongsothorn et al., 2003). The teacher does not have much time practicing the students' speaking skill during a lesson. Especially, the higher school students studying in Grade 10-12 just learn English for a test or pass the entrance examination to get into university. The teacher has to give the lessons without any emphasis on speaking and listening skills. As a result, when the students enter university, they face a communication problem within the English classroom both in the compulsory and in the major courses.

Although the Ministry of Education has worked out a strategic plan on education to be implemented from 2012 to 2015 in preparation for the realization of the ASEAN Community (http://www.dlfeschool.in.th/TETA/20121002.html), it is not easy for the teacher to build up the students' motivation in learning English at the university level. In terms of investment in education, Thailand has encouraged and supported Thai youths to develop their potential and knowledge, particularly in the English language and other languages spoken in the neighboring countries.

Second, the quantity of students in the given classroom, the teachers have to put considerable effort in order to have all students practice the language activities within the limit of time. It is not easy to manage the language class if the number of students is not in the right proportion which means 1 teacher with 60 of students. In some foundation courses, the number of students is doubled while the teacher rate remains the same which is 120:1. Consequently, it is unlikely that many Thai university students in a big class will be able to practise and improve their English proficiency and become fluent in English after completing their university study.

Third, it is related to the basic background of English. This is still an ongoing problem until the present time. The university always follows the policy of the government in expanding educational opportunities. Everyone has the right to learn everywhere. As a result, people in those countries can speak and use English fluently as their official language and in everyday life until the present time.

The last but not least, the problem is that learners have less opportunity to use English in their daily life. Most of them study English only in the language classroom. However, when they are outside the classroom context they do not have the opportunity to meet and talk or even use English with foreigners and friends. Some teachers may not create an English environment for the students to speak and communicate in English. In fact, teachers should not allow the students to communicate in their mother tongue; instead find way of encouraging more students to apply English in the social communicative interaction with their environment.

According to the aforementioned reasons, it is worthwhile to examine the improvement of speaking competence of students shown in different contexts both inside and outside classroom context. This study also investigates the significant differences in terms of performance of speaking ability of students in different context.

Objectives of the study

The study aimed to:
1. Develop a Communicative Language Learning and Teaching Model: Natural Occurring Conversation for students in Thai Higher Educational context
2. Investigate the significant differences in terms of a performance of students' skills in difference factor.

Research Questions
1. How is the students' improvement in speaking competence shown when they are in different contexts (i.e. classroom, outside classroom)?
2. Are there significant differences in terms of a performance of speaking ability in different context?

Variables

The independent variable was the teaching approach "Communicative Language Teaching focusing on the use of "Natural Occurring Conversation as a teaching and learning Model" for students to develop and improve students' speaking competence. The dependent variable was the development and changes of students' speaking ability both inside and outside classroom context.

Population and Sample
Population

The population of the study was the first year Business English students of Chandrakasem Rajabhat University, Bangkok, Thailand, who were required to study a Course of English for Tourism Industry I (BENG 1721) as a compulsory course in their curriculum.

Sample

The sampling size was 18 students from English for Tourism Industry I class. This course is a compulsory course for the first year students in Semester 1 of academic year 2012. The sample was randomized by using Simple Random Sampling and drawing lots which was counted as 25 percentage of the whole population. The participants got at least Grade "C" in English subject when they studied at high school level.

Research Instruments

The research instruments applied in this study consisted of Preliminary Observation Table of Analysis adapted from Thornbury &Slade (2006) for evaluating the improvement in speaking competence in both inside and outside classroom context. The examples transcriptions of conversation, in forms of small talk, interview and group talk are shown and discussed as in the following:

Preliminary Observation

During the first month of the study, the learners were observed the action during the in class activities. All activities were the communicative activities organized by the teacher and many of them taken from the teacher's teaching guidebook. Some students were interested to participate in the activities as many of them did not understand the instructions on the activities. The rest of the class were shy and lacked of confidence with their English

proficiency when they were asked to converse with their friends in an individual and a pair work activities. This may due to the large number of students given in one class, therefore, teacher had to spend more time in each activity when the students participated in the activity. Moreover, a few students attempted to participate in the provided activities. Every activity was video-recorded in order to see their learning development.

Teacher Preparation

After the first month of the observation, the researcher tried to create the more natural learning environment for the learners by allowing them to meet out-of class once a week and providing them some communicative activities including individual, pair work and group work activities. The researcher found some improvement from the group with inattention on the first month of the study. The successful activities were pair-work and group work activities which the learners were allowed to talk with their close friends freely. Some were shy and had no confidence while some were able to speak slightly which was the sign of progress. However, due to the big class-size learners had to rotate to come and talk in front of the teacher within a limit of time. Some learners were still keeping quiet as usual because they always thought in a native Thai language. As a consequence, it was too slow to make comprehension the other's answers and to respond back as soon as they were asked.

Teacher Participating in a Natural Occurring Conversation

The Natural occurring conversation activities occurred both in-side and out-of-class. The researcher started to talk by using the informal talk strategy at the beginning of the class. This was possibly from the reason that their response and answer were somewhat about themselves such as family life, favorite movie star, actress, actors. Furthermore, their personal interest, the attitude towards the current news could help them to promote their speaking skills faster than the activities provided in the textbook. The video-recording of free-talk or natural talk had been organized almost twice a week as to increase the students' interest.   The appointment were arranged into the schedule and many times the researcher was the one who began the natural conversation and let the learners or participants in the talk express whatever they would like to express independently. In case of grammatical mistakes, they were not corrected during the conversation because it would not be appropriate if they were stopped talking as they may lack of confidence from being correcting their speaking mistakes. Their mistakes were informed at the end of conversation and it might be taken as the examples in a formal class without telling who made mistakes. All video-recorded conversations were taken to transcribe according to Thornbury and Slade (2006).

The Learners' Participation

According to learners' participation topic, the researcher therefore demonstrated the transcriptions of natural conversation of learners including the analysis relevant to Thornbury and Slade (2006)'s theory which led into the key answer of possibility and necessity in developing the communication skills at Chandrakasem Rajabhat University, Bangkok, Thailand. The problems occurring during the uses of Communicative Language Teaching (CLT) specifically with the Natural Occurring Conversation activities both in-class and out-of classroom context are also included.

The concept of Communicative Language Teaching
    What is a communicative language teaching?

In accordance with Larsen-Freeman (2007:121) communicative language teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching. To do this, the acknowledgment of language and communication must be interdependent. The uses of authentic materials are

considered desirable in terms of giving students an opportunity to develop strategies for understanding language as it is used.

Littlewood (2007) claimed that communicative ability is the goal of foreign language learning. It is a widely used approach in the situational language teaching. Therefore, the communicative approach does not emphasize on grammar and vocabulary but it also looks at what people perform when they want to communicate in the different purposes such as asking a question, making a suggestion or issuing an order.

Savignon (1991) characterizes communicative competence as the ability of language learners to interact with other speakers, to make meaning as a distinct from their ability to perform on discrete-point tests of grammatical knowledge.

Hymes (1972) claims to be communicatively competent, a person acquires knowledge and ability in using language concerning formality, feasibility, appropriateness and performance. On the contrary, Chomsky (1965) only focuses the theory on creating a grammatically correctness   in a language concerning mainly on the speaker and listener in a completely homogeneous community. That means a person who can use language perfectly and apply his/her knowledge in the actual performance.

The Advantages and Disadvantages of Communicative approach

Finocchiaro and Brumfit (1983:67) concluded some of the advantages and disadvantages of Communicative Language Teaching:

Advantages
- The meaning used in the approach is paramount
- It is not necessary to memorize the dialogue if it is used for communicative function
- Language items are needed to be contextualized.
- Language learning is learning to communicate not learning structures, sounds or words.
- Drilling is not a central technique. It may occur but peripherally.
- The learner does not need to speak like the native speaker just having the comprehensible pronunciation is acceptable.
- At the beginning, the learners are encouraged to having the attempt to communicate. Due to the classroom atmosphere, the cooperative relationship in groups and risk-taking activities are encouraged to take place.
- The primary goal is fluency and acceptable language: accuracy is judged not in the abstract but in the context.
- The students are expected to interact with other people, either in the flesh, through pair and group work or in their writing.

Disadvantage
- The teacher does not know exactly what language the students will use because they are not specified to use the language.

Communicative Language Teaching Activities

Since language teachers began to use and realize the communicative language teaching approach, there is a large number of oral interaction activities designed for teaching and learning in the language classroom. The teacher can use a vast repertoire of activities in order to serve the learners' profile and meet the language objectives. As in Widdowson (1987), the types of communicative activities were illustrated that to develop learners' communicative competence and communicate effectively, the learners were required to practice various skills to understand their peers and made themselves understood by others. The activities established in Communicative language Teaching were Problem Solving

Activities, Information sharing activities, Brainstorming, Debate, Group Discussion, Interview.

The Role of the Teacher and Learners within a Communicative Approach
1. The role of CLT to the teacher
- To facilitate the communicative process between all participants in the classroom and between the participants and various activities and text.
- To act as an interdependent participant within the learning-teaching groups.
2. The role of CLT to the learners
- To adopt the role of negotiation between the students themselves, their learning process, and the gradually revealed of learning.
- To be a provider of feedback to others concerning his own interpretation of the specific purposes of the curriculum and the appropriateness of methodology to his own teaching experiences and achievements.

Natural Occurring Conversation
The nature of conversation

Thornbury and Slade (2006) proposed the definition of conversation as the informal interactive talk between two or among more people which happened in real time. In addition, it is spontaneous with a largely interpersonal function in which participants can share symmetrical rights. In general, the characteristic of conversation is accounted for the major proportion of most people's daily language use. The conversation has typically the frequent found characteristics in the real situation settings. It takes place spontaneously in real time and in a shared context with the interactive and jointly constructed style in which its function is primarily interpersonal and informal. It is the critical site for the negotiation of social identities therefore it is expression of wishes, feelings, attitudes and judgment.

Moreover, natural occurring conversation can occur to people in a real life situation naturally for example when people meet each other whether it is in short or long situations they will talk to each other in a form of small talk. Their conversations are natural talks in terms of topics discussion It reflects the real thought of people and sometimes it shows people's concerns. Additionally, it is a way for communication with other member in the society. They communicate to each other in order to express their ideas, exchange information. Some may communicate to ask for help and survive in each situation and basically it was used to keep the relationship of people in the society.

The Analysis of Conversation in the Natural Occurring Conversation

In terms of language studies, conversations were analysed in order to gain the utterances of language produced during a conversation. Thornbury & Slade (2006) summarize that in real time talk there was the time spontaneity. The followings were the features that distinguished conversation from writing such as Hesitation, Word repetitions, False starts, Repairs, Unfinished utterance, Ungrammatical, Filter, Borrowing chunks from the previous speakers' utterance, Lexical density specifically in content words per clause and Utterance launchers.

Findings

The following section presents the findings from the analysis according to Thornbury &Slade (2006) for Research Question 1: How is the students' improvement in speaking competence shown when they are in different contexts? (i.e. classroom, outside classroom)

To investigate the significant differences in terms of a performance of speaking ability in different context, 5 experienced Thai and 2 foreign teachers were observed and students were evaluated the performance of speaking ability in class and via the video recordings of students' conversation

Transcription
Example 1: Inside classroom Context
  (1) T: So, And why do you choose Chandrakasem to study? Why do you want to study here?
  (2) **S:** ชิ่ว   ชิ่ว from Hor Karn Ka.
  (3) **T:** Oh Really. You have the problem with your study?
  (4) **S:** problem with your study.
  (5) T: Why do you choose to study here?
  (6) **S: Ur….**I like finance.
  (7) **T:** You like finance? You mean a Financial course or …
  (8) S: Yes. Major.
  (9) **T:** You must be very good at money.
  (10)S: Yes I think it's difficult I don't … but.

As shown in Example 1, the transcriptions reflected the nature of language used in the conversation between the teacher and student. As can be seen in Line (2), the students used his native language (Thai) to help the teacher understand the reason for why he chose to study at Chandrakasem Rajabhat University. The native language can be used in the real conversation in order to help both receiver and sender understand the meaning of some difficult word clearly. The use of word repetition was produced in Line (4) however; it seemed that the student was not sure what to answer until the teacher asked a new question in Line (5). Then he could give the reason in Line (6) by using pause filler (Ur…) or a sign of hesitator before continue giving the answer. In Line (8), the students managed the interaction by using the word "Yes" when he agreed with what the teacher asked him in Line (7) and he added more information that Finance was his major subject

Example 2 (Outside classroom)
(1)**T:** Ok So, Hello How are you, Neay?
(2)**N:** [smiling] Not fine.
(3) **T:** Not fine. What happened? What's the matter?
(4) **N:** I have flu
(5) **T:** You have flu.
(6) **N:** Yes.

Regarding Example 2, the results showed a phatic communion or the use of language to maintain social relationship because actually it did not require the genuine answer for the questions. However, the student's answer was about health which was genuine as in Line 2 Moreover, there were a number of other linguistic ways that the teacher encoded the attitude towards the students when having conversation with the student (e.g.) the use of nickname "Neay" which showed the familiarity of them (as in Line 1).

As shown in Line 2 and 3, the use of word repetition to emphasize the answer e.g." Not fine" and the use of word repetition e.g. flu, were found in Line (4,5).

Example 3 (In class Talk)
 (1)**T:** No. What happened to you? Your body is weak.
(2) **N:** I have a หอบ (Asthma) ค่ะ
(3) **T:** Asthma Asthma. You have got asthma.
(4) **N:** Yes.

(5) T: Oh! so what about when you do exercise. Do you feel tired?
(6) N: Uh…. Um….Yes, easy.
(7) T: Yeah, very easy.
(8) N: yes Ur… sometimes walk

As shown in Example 3, the use of a native language (Thai) and word repetition were in Line (2 and 3). In Line (6), there were hesitators such as Uh…, Um… and in Line (8) such as Ur…… The conversation between the teacher and student demonstrated the consistently used of natural language in a form of a small talk before the start of a lesson in the classroom context

Example 4 Informal Talk (Outside classroom)
(1) T: Hi ! Neuy. How are you? Did you feel better?
(2) N: Rest
(3) T: Raise? What do you mean "raise"?
(4) N: rest rest พัก
(5) T: You will take a rest? Ok you will rest.
(6) N: Yes
(7) T: So how many days have you been- how long have you been in this symptom?
(8) N*:* **[Pause for a while]** I have in the child.
(9) T: When you were young.
(10) N: Yes
(11) T: Since how old?
(12) N: Six or seven years old. Ur… in when I was young my mother gets me to see the doctor. Anyway, he said to I should to swimming um…to to have a a ขยายปอด

According to Example 4, the answer of the student in Line (2) showed the miscommunication of word. The Miscommunication in terms of pronunciation was a problem which demonstrated in Line (3 and 4). Moreover, in Line (12) a preference for informal lexis was shown rather than specialized lexis. An improvement of student in choosing a word " Anyway" to use as a discourse marker or the word which used to flow his talk and manage interactivity. The repetition of articles (a) and a native language (Thai) were used to clarify the meaning of talk.

Example 5 Conversation from students interviewed foreigners at Chatuchak market, in Bangkok
The following example was taken and transcribed from a CD record which the students took a Course of English for Tourism Industry II Course interviewed tourists at Chatuchak Market as a travel project which was the most important work to complete the requirement of the course. The students were prepared for a language used during the interview in class and after practicing the conversation with their partner in a classroom context they interview foreigner outside university. Some parts of their conversation were taken into account in this example.

   S: Student (Thanapat)   **T:** Tourist (Soija)
  (1) **S:** What is your name?
  (2) **T:**Soija
  (3) **S:** From?
  (4) **T:** Australia
  (5) **S:** Do you have a favorite trip?
  (6) **T:** Chiang Mai
  (7) **S:** When you go there?
  (8) **T:** Uh….On Sunday
   (9) **S:** What the purpose of your travel?

(10) **T:** A holiday
(11) **S:** Oh I see. How long you stay?
(12) **T**: 2 weeks
(13) **S:** How much budget do you have?
(14) **T:** 45,000 including plane.

According to Example 5, the conversation was produced within a real context, Chatuchak Market, a flea market where students had to ask for permission to interview foreigners coming to visit a market. The given example showed the use of language for asking information about travelling in Thailand. The students were provided the guideline of questions; therefore, what they had to do at the market was to review the questions and interviewed tourists with those questions or extra questions apart from what they learnt naturally. It can be seen that the use of questions was not complicated as in Line (3) "From?". Moreover, the use of questions was not grammatically correct but it was successful in terms of communication between questioner and answerer. In Line (7,9 and 13), they were seemingly opened questions which answerer might not give the reply to the questioner as in Line (13) " How much budget do you have?" because it was too personal about the budget the answerer was planning to spend for this trip. However, the questioner got the reply about the full amount they would use for a trip. It provided that the answerer's utterances were to be understood not in the right grammatical form but in a way of real occurrence communication. Here then, in Line (11), the use of "Oh" conveyed that the questioner showed the perception in what the answerer's purpose to stay. In this context, it demonstrated the use of interjection to mean that questioner was interesting in the answerer's information as in excerpt 11 "Oh I see. How long you stay?". The conversation was natural in terms of language used however, in terms of performance as can be seen in the video some students did not behave naturally as they might worry about memorizing questions.

Example 6
(1) **S**: are you …where are you from?
(2) **T:** Denmark Do you have a favorite trip?
(3) **S:** Kho Lanta
(4) **T:** When you go there?
(5) **S:** Last week
(6) **T:** ah….. you, what is the purpose of your travel?
(7) **S:** Holiday just holiday
(8) **T:** How long you you stay?
(9) S: 3 weeks
(10)S: What transportation is appropriate in your travel?
(10)**T:** I think mm….Airline and train
(11) **S:** How much how much about the train?
(12) **T:** 40 baht but to go to Denmark by the airplane it's really expensive. It's like 100,000 baht
(13) **S:** What meal that you have on breakfast?
(14) **T:** Fried rice, chicken fruit.

According to Example 6, it showed a real conversation between the student as an interviewer and a tourist as an interviewee. The tourist sometimes hesitated in their talk because they were thinking or might not be sure about the answer. As in Line (10) I think mm…. and Line (6) ah….. you were the prominent evident of hesitation. The use of word repetition was found in Line (8) and (11). The false starts were found in Line (1) however, the student repaired the utterances immediately. The grammatical mistakes happened when the students asked the questions as in Line (4) When you go there?. The lack of auxiliary verb or helping verbs (did) occurred in the question. In Line (8) How long you you stay?, the

interviewer did not repaired or corrected the mistakes immediately. However, the interviewer still got the appropriate answer from the interviewee.

DISSCUSSION
The Improvement in Speaking Competence after semester two of the experiment

The first semester was the time for students to adjust themselves to the use of English both inside and outside classroom context. In the second semester, the students continued their study in the course of English for Tourism Industry II which was a continuation course of English for Tourism Industry I. The main objective at the end of the course was to let students to communicate in the real context by sending them to interview and talk to foreigners in many different places for example in a park, market, nears a subway. For activities, the students were prepared to learn how to talk to people in different situations particularly how to make and respond to the questions. Based on the interview records of students in different places, the researcher found that many students read the interview questions at the beginning of conversation. They were not confident to speak and were shy especially their pronunciation was wrong or unclear which could be noticed from what they behaved during their interview. However, some groups of students were very successful in activity as they were very welcomed from the foreigners to talk and interview them. Their self confidence went up after the one semester practice in a Course of English for Tourism Industry I.

The significant differences in terms of a performance of speaking ability in different context

After the students came back from the interview outside university the researcher found the significant changes which showed in the students themselves. There was an increase of their self-confidence when they were interviewed individually. They smiled, laughed and were lively to speak and answer questions from the researcher freely. This was a consistent phenomenon with students 9:1. It means 9 out of 10 students were very motivated and enjoyed to speak English. Many of them expressed their feeling in a positive way to the interview activity. They also requested to have such a kind of activity like this in the future. The students were willing to use English in the variety of communicative activities. They requested the teacher to provide more activities outside the university context because they felt to go outside and talked to foreigners in the real context would help them to increase and improve effective speaking ability.

Additionally, the some students were encouraged to speak English naturally. While having a conversation with foreigners, the some students focused on the interview questions and were afraid to forget the questions. As a consequence, the language they produced seemed to be unnatural even they could communicate with foreigners. However, they demonstrated the ability to understand their interviewee in terms of meaning. They also made some mistakes in the sentences they communicated. However, it was not a problem for listeners to understand them because the mistake of grammar points did not change the meaning of what they would like to speak as it was the real and natural conversation which required a meaningful language rather than a correct form of language.

Moreover, the students could apply the language they learnt in Semester 1 and 2 and integrated them into a real situation. They could transfer the language from L1 to L2 within a short time. However, they also needed help in clarifying the unclear or difficult vocabulary during the interview.

Furthermore, following the CANCODE corpus (McCarthy, 1998: 122-3), the most frequent words found in students' speaking were Pronoun "I". It was the most frequent used which were 59 times, Pronoun "You" was the second in the rank of the frequent word or

discourse marker (43 times) followed by an article " the" (34 times). The words "Yeah" and "of" and past tense form of Verb to be "was" were not found during the conversation.

In conclusion, Natural Occurring Conversation as a teaching model for teachers of English as a Foreign language or second language of instruction at the present, it could be said that it should be used as a teaching and learning model for teaching English or foreign languages courses as the use of Natural Occurring Conversation Teaching and Learning Model could demonstrate Teacher's role as a facilitator. As the teacher started or raised the questions to students and let them continue the answer. However, it was not easy to motivate the students to answer as they had grammatical problems. Lacking of confidence was a

The researcher found that to develop the communication skills or speaking and listening ability of learners at Chandrakasem Rajabhat University was possible and necessary for teachers of English. As in the research data shown, the weakness point of students in speaking did not derive from their ignorance. Moreoverr, it seemed to me that many parts of their conversation showed enthusiasm and attention to converse and giving details. The necessity of developing the students was still in urgent if we judged from the knowledge of English they have.

While we are going to take a full effect as a member of ASEAN Community in 2015, letting learner to be able to communicate in the ASEAN standard would pave the way to grow up in both professional and international aspects would reduce the problems occurring during the uses of Communicative Language Teaching (CLT) specifically with the Natural Occurring Conversation activities both in-class and out-of classroom context. Moreover, teachers should be encouraged to reach their own solutions and conclusion for helping the new productive learner to learn English in the country.

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