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AN EXPERIMENTAL STUDY OF TEACHING
LISTENING COMPREHENSION REINFORCED BY READING SKILL

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entitled

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ชื่อวิทยานิพนธ์	การทดลองการสอนทักษะการฟังภาษาอังกฤษโดยใช้การอ่านเป็นตัวเสริมแรง
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บทคัดย่อ

การวิจัยนี้เป็นการทดลองการสอนการฟังภาษาอังกฤษด้วยวิธีที่แตกต่างกัน 2 วิธี วิธีแรกเป็นการสอนทักษะการฟังภาษาอังกฤษโดยใช้การอ่านเป็นตัวเสริมแรง ส่วนวิธีที่สองเป็นการสอนทักษะการฟังภาษาอังกฤษโดยไม่มี การอ่านเป็นตัวเสริมแรง การวิจัยนี้ให้ทดลองสอนกับกลุ่มตัวอย่าง 2 กลุ่ม โดยให้กลุ่มหนึ่งเป็นกลุ่มทดลอง ส่วนอีกกลุ่มหนึ่งเป็นกลุ่มควบคุม กลุ่มทดลอง จะได้รับการสอนทักษะการฟังภาษาอังกฤษโดยมีการอ่านเป็นตัวเสริมแรง ส่วนกลุ่มควบคุมจะได้รับการสอนทักษะการฟังภาษาอังกฤษโดยไม่มี การอ่านเป็นตัวเสริมแรง วัตถุประสงค์ของการวิจัยครั้งนี้ต้องการศึกษาว่า โดยวิธีที่แตกต่างกัน 2 วิธีนี้ วิธีใดจะสามารถใช้ในการสอนทักษะการฟังภาษาอังกฤษได้อย่างมีประสิทธิภาพมากกว่า และ เพื่อศึกษาว่าผู้เรียนมีทัศนคติเช่นไรต่อการสอนทักษะการฟังภาษาอังกฤษโดยใช้การอ่านเป็นตัวเสริมแรง

จากการวิจัยครั้งนี้ พบว่า การสอนทักษะการฟังภาษาอังกฤษโดยมีการอ่านเป็นตัวเสริมแรง สามารถช่วยให้ผู้เรียนพัฒนาความสามารถในการฟังได้ดีกว่าการฝึกทักษะการฟังโดยไม่มี การอ่านเป็นตัวเสริมแรง

ข้อค้นพบที่ได้จากการวิจัยครั้งนี้จะเป็นประโยชน์ต่อการปรับปรุงวิธีการสอนทักษะการฟังภาษาอังกฤษแก่นักเรียนไทย และ เป็นประโยชน์ต่องานวิจัยเกี่ยวกับการสอนทักษะการฟังภาษาอังกฤษในภายหน้า



attitudes towards the technique of teaching listening comprehension reinforced by reading of the same text.

From this study, it is found that the technique of teaching English listening skill reinforced by reading can be used more effectively in improving students' listening ability than the technique without the reinforcement from reading.

The findings of this study should be profitable in improving the technique of teaching English listening comprehension for Thai students and should be useful for further study about the teaching of listening skill as well.

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CHAPTER I

INTRODUCTION

Thai-speaking students who have learned English as a foreign language in Thailand usually face difficulties when they have to listen to native speech. The problem in listening skill occurs both in secondary school and university levels (Syananondh, 1985, 1983; Vattanakul, 1981; Nguatammasarn, 1981; Sathananondh, 1981; Cheewacharoenkul, 1981; Kraipattanapong, 1980; Phankaew, 1980; Suwanchairop, 1980; Wikromrochananun, 1980; Rolfe, 1977). This study is intended to determine the effectiveness of a technique of teaching listening skill which can help students improve their listening abilities. Following from previous researches which show that there is a positive transfer from reading to listening skill (Syananondh, 1986; Chandrasen, 1976; Calway, 1963; Hollow, 1955), this study anticipates that teaching listening skill reinforced by reading of the same text will help the students improve their listening abilities more effectively. The experimental study was done in a 15-period listening course and the subjects were the third year commercial students of a private school. In the study, the subjects were divided into two equal groups, the experimental group and the controlled group. For the experimental group, the subjects had a chance to read the script of what they were listening. By contrast, the subjects of the controlled group practised listening skill without any chance to see the script. It is anticipated that the findings of this study will be useful for developing the technique of teaching listening comprehension in Thailand.

The presentation of this study is divided into five chapters. Chapter One discusses the rationale for the study, the significance

of listening skill, the statement of the problem, and the purpose and scope of the study. Chapter Two reviews the research and literature relevant to the study. This chapter is divided into four parts: listening comprehension as a skill in foreign language learning, the problem in listening skill of Thai students, The relationship between listening and reading skills, and the test of listening comprehension. Chapter Three explains the procedure of the study, the technique in teaching listening skill used in this study, and the analysis of the data. Chapter Four presents and discusses the results of the study. Chapter Five contains the conclusion together with suggestions for implementation and future study.

Rationale for the study

Many studies show that most Thai students have problems and face difficulties when they listen to native spoken English (Syananondh, 1985, 1983; Wannasut, 1983; Vattanakul, 1981; Kaewwaewnoi, 1981; Nguatammasarn, 1981; Satananondh, 1981; Cheewacharoenkul, 1980; Phankawe, 1980, Kraipattanapong, 1980; Suwanchairop, 1980; Sukkasem, 1980; Wikromrochananun, 1980; Rolfe, 1977). This conclusion is based on the results obtained from listening comprehension tests and questionnaires administered to the students at secondary level, college and university level, and post-graduate level. It can be assumed that this problem occurs because, in contrast to ESL students, Thai students who study English as a foreign language have little chance to exercise their listening skill in the environment outside the classroom. Zappolo (1981) states that EFL students do not have the ESL students' advantage of a supportive English language environment to reinforce what they have studied in the classroom. So the teacher must therefore

provide activities that stimulate such an environment as much as possible. Fawcette (1972) also states that students who have received practice in listening skill have better development than students who haven't.

Considering methods of teaching English in Thailand, most researchers agree that the traditional method (grammar and translation) is the most widely used one in the teaching of English in Thailand at all levels throughout the country (Boon-Long, 1978; Vattanukul, 1977; Klayanonda, 1976; Rugsaken, 1976; Angwatanakul, 1977; Lee, 1974). This method emphasizes the learning of formal grammar. This means that the students memorize grammatical rules and apply them to the oral or written exercise given after instruction, and translation is used during instruction for explaining the meaning of words used in the reading passages. Two studies by Klayanonda (1976) and Rugsaken (1976) show that English instruction in Thailand leans heavily on the reading and writing skills. There is an emphasis on teaching grammar and literature, while speaking, pronunciation, and especially listening skill have been neglected.

Syananondh (1983 : 20) states that:

It is obvious that there has been no attempt to teach students English listening comprehension. This failure may be partially caused by inappropriate teaching methodology being used for the Thai teachers themselves. All Thai English teachers and educators at all levels must meet the responsibility of improving and developing students' English language skills. So far, no comprehensive study concerning Thai students' achievement in English listening comprehension has been undertaken.

Since many studies show that Thai students have had problems in listening skill and it has been neglected in English education in

Thailand, it is the responsibility of English teachers to explore suitable techniques by which students' listening ability can be developed, and they should place more emphasis on this skill which has been neglected for many decades.

Following from the research finding of Chandrasen (1976) that there is a positive transfer from reading comprehension tests to listening comprehension tests, this study tries to investigate whether this positive transfer is useful or not in teaching listening comprehension if the students have the opportunity to read the script of what they are listening to. Moreover, this study tries to confirm the findings of Syananondh (1986) which show that teaching listening comprehension reinforced by reading can be used more effectively than teaching listening comprehension alone.

Significance of Listening Skill

It is common knowledge that the primary aim of language teaching nowadays is communication, and thus language learners are expected to be able to communicate in the target language. Rivers (1969) states that communication is a situation in which at least two people are involved and the goal of communication is achieved if the message sent by the speaker is comprehended by another person. Hence, the goal in teaching listening comprehension is to help the students to understand spoken language, especially by native speakers. According to Chastain (1976), the greatest weakness of foreign students is not their inability to speak, but their inability to understand the native's answer. Similarly, Belasco (1965) points out that foreign students who learn to read, write and speak the target language still have

difficulty in listening to the language in a film or a conversation between two native speakers which they overhear. Belasco also states that, unlike foreign students, immigrants who may never learn to read or write the language can speak a new language after they learn to understand it.

Moreover, studies of adults' use of the four communication skills (listening, speaking, reading, writing) show that 30% in speaking, 16% in reading, and 9% in writing (Zappolo, 1981). This implies that listening is an important skill in everyday situations. Rivers (1966) concludes that teaching the comprehension of speech is therefore of primary importance if communication is to be achieved.

Rivers' idea is confirmed by many studies. Finocchiaro (1973) and Na Thalang (1974) point out that the teaching of a foreign language should proceed in the same order as the acquisition of the first language. This means that it should begin with listening and follow by speaking, reading, and writing in that order. Sariddhikul (1979) also states that, in accordance with the nature of first language acquisition, listening and speaking skills should be taught before reading and writing skills.

Besides its intrinsic importance, the listening skill plays an important role in the learning of other skills. Brown (1948) finds that students' listening ability assists their development of speaking, reading, and writing skills. Moreover, Furness (1957) has studied the improvement of reading skill through listening skill and finds that the practising of listening skill increases the students' reading ability.

Like professors, instructors, teachers and researchers, students require listening comprehension ability. The English listening skill is necessary for students who want to study abroad or for ones who may take part in lectures or seminars required for further study. Moreover, students who have proficiency in English listening skill can increase their knowledge and perspective by sharing and exchanging their ideas and experiences with others from different cultural backgrounds (Syananondh, 1983).

Statement of the problem

Since the new trend in teaching English stresses communication, emphasis is placed on all four skills : listening, speaking, reading, and writing. In Thailand, English is not used as a tool for instruction because the most widely used English teaching method is the traditional method (grammar translation) in which translation is used during instruction. As a result, Thai students are prevented from developing their English language skills, especially those of listening and speaking. Moreover, as native informants are rarely available, instruction in the classrooms leans heavily on the reading and writing skills which can be taught with inexpensive written material (Suksaeresup, 1980).

Thai students who have learned English as a foreign language (EFL) in Thailand usually experience difficulties in communicating in English, especially with native speakers. This is because they are unable to understand the standard speech of native speakers. Syananondh (1983) finds that prior experience of listening comprehension training in Thailand was not found to significantly increase students' ability to understand spoken English in the United States. Moreover,

there is no difference in listening ability between the students who have had training in listening comprehension and those who haven't. This implies that the teaching of listening skill in Thailand is inadequate for the students when they have to communicate with native speakers. It is clear that the problems encountered by Thai students when using the English language derive partly from the inability to master English listening comprehension.

Purpose of the study

The purpose of this study is to investigate a suitable technique of teaching listening comprehension. The study focuses on the role of reading vis-a-vis listening ability improvement. The study specifically focuses on finding whether there is any positive transfer from reading to listening skill if a tapescript is presented as a reinforcer while practising listening skill. It therefore tries to answer the following research questions :

1. Are there any differences between the two teaching techniques, practising listening skill reinforced by reading of the same text and practising listening skill without reinforcement from reading in terms of helping the students gain better development in listening ability?
2. Do the students approve or disapprove of the technique of teaching listening skill reinforced by reading of the same text?
3. Does the technique of teaching listening reinforced by reading of the same text help the students gain familiarity with the English sound system?

4. Does the technique of teaching listening reinforced by reading of the same text reduce the students' tension while learning?
5. Does the technique of teaching listening reinforced by reading of the same text help the students develop a relaxed atmosphere while learning?
6. Does the technique of teaching listening reinforced by reading of the same text help the students gain affective motivation towards learning listening comprehension?
7. Does the technique of teaching listening reinforced by reading of the same text help the students gain confidence in listening skill development?

Definition of terms

Listening Comprehension : The active process of constructing a message as it is presented by a speaker. There are several stages in the learning process. At first, the sounds resemble noises for the beginning students. With more experience, a phonic pattern begins to emerge; the students may then recognize elements of the language. With further comprehension, the students can grasp the meaning of what they have heard (Rivers , 1966). In this study, the subjects listen to a piece of fiction as material for practising listening skill.

English as a Foreign Language (EFL) : The teaching of English in localities where the students of English will not often hear or have opportunities to use English for communication. In this study, English is considered as the foreign language of instruction.

The Test of Listening Comprehension : The test which is constructed for testing the listening competence of students. The test of listening skill is classified as the test of phoneme discrimination and of sensitivity to stress and intonation; the test of auditory comprehension which includes testing comprehension through visual materials, testing comprehension of statements and dialogues, and testing comprehension of talks and lectures (Heaton, 1975). In this study, the test administered to the subjects is an achievement test constructed by the researcher. This test is divided into 6 parts : discrimination of words in isolation, discrimination of words in sentences, understanding of statements, understanding of questions, understanding of dialogues, and understanding of a passage.

Reading : There are two activities which go by the name 'reading'. First, it is an activity of enunciating in the conventional way the sounds which are symbolized by the printed or written forms without drawing meaning from the message being read. The second one is the activity of deriving meaning from the word combination in the text in consecutive fashion at a reasonable speed. The student will learn to extract from the printed patterns three levels of meaning : lexical meaning (the semantic content of the words and experiences), structural or grammatical meaning (deriving from interrelationship among words, or parts of words, or from the order of words), and social-cultural meaning (the evaluation which people of his own culture attach to the words and groups of words he is reading) (Rivers, 1968). In this study, the reading materials are the same as the listening materials the subjects

listen to.

Group A : Group A is one group of subjects participating in this study.

The subjects in this group practised listening skill with reinforcement by reading. In this study, Group A is the experimental group.

Group B : Group B is the other group of subjects participating in this study. The subjects in this group practised listening skill without reinforcement by reading. In this study, Group B is the control group.

Traditional Technique : The traditional technique in this study means the technique of teaching listening skill in which the students have no chance to see the scripts of what they are listening to.

Limitation of the Study

This study is an experiment in teaching listening comprehension by two different techniques : practising English listening skill reinforced by reading of the same text and practising listening skill without reinforcement from the reading text. Its purpose is to investigate which one of these two different techniques can be used more effectively for improving students' listening ability. In performing the experiment, the researcher offered a 15-period listening course and the subjects were 100 M. 6 students of Kasem Polytechnic College. Because of time limitation and impracticality, it was impossible for the researcher to do the experiment on a large number of subjects and with students in other schools. It was also limited by the financial resources of the researcher.

Since this study was done with subjects who were secondary commercial students in a private school, the findings from this study cannot be generalized to other levels of students.

In addition, this study includes the following assumptions :

1. It is assumed that all the subjects did the test honestly and tried to do as much as they could.
2. It is assumed that the teacher has no bias with regard to teaching listening skill by one technique or the other.
3. It is assumed that there are no other differences in the two teaching techniques, except the treatment which was given to Group A, the experimental group, but wasn't given to Group B, the control group.
4. Although the same test paper was used as both the pretest and the post-test, it is assumed that there was no interference between the pretest and post-test because the post-test was done 15 periods after giving the pretest.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

This study attempts to investigate a technique of teaching English listening comprehension which may help students improve their listening ability. Since, this study concerns a technique of teaching listening skill to Thai students, it is necessary to look at the nature of listening as a skill in foreign language learning and also the problems of Thai students in listening comprehension skill.

Another area related to the present study is the relationship between listening and reading skills in a foreign language. Since this study is an experiment in teaching listening reinforced by reading of the same text, a review of research and literature related to the relationship of listening comprehension and reading comprehension is necessary for its interpretation, discussion and findings. Previous studies serve as background for the problems leading to the research questions of the present study. The review of research and literature related to this study is presented in the following sections of this chapter.

Listening Comprehension as a Skill in Foreign Language Learning.

Rivers (1968) believes that the comprehension of spoken language is of primary importance if the communication aim is to be achieved. Because communication is a process involving at least two people, speaking does not itself constitute communication unless what is said is comprehended by another person. She states that making oneself understood by another person is not the primary problem of the

foreigner because one can use gestures, writing or a bilingual book of phrases to communicate, but the greatest difficulty is to understand what is being said to and around oneself.

Croft (1972) and Rivers (1968) analyze listening to a foreign language as two levels of activity, the recognition level and the selection level.

1. The recognition level involves the identification of words and phrases in their structural interrelationships of time sequences, modifiers and phrases which are redundant. For the students unaccustomed to listening to a foreign language, this process of identification completely occupies their perceptual processes.

2. The level of selection involves the listening comprehension of elements which express the speaker's purpose. In this level, the student has to extract the important elements from the utterances he hears and he has to understand the spoken language.

Kalivoda (1980) identifies three major areas relating to the problems of listening comprehension. These three areas are : (1) the difficulty of remembering the messages contained in extended speech; (2) the rapid (sounding) pace of the speech, with its slurred qualities which contrast with the clear and well articulated talk most often heard in the classroom : and (3) the large number of new and unfamiliar words. These problems suggest the great difference between listening to a foreign language and listening to the native language.

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For the problem of the difficulty in remembering the messages contained in extended speech, Kalivoda refers to Rivers (1971) to support his idea. Rivers applies the concept of memory or retention

to second language. She points out that a listener may comprehend short utterances but he will have trouble in remembering the information of extended speech. This is because of his failure to distinguish between important information necessary for understanding the message and redundant words. Rivers (1968) also states that it is redundancy in language which helps us to piece together the information we hear. Even in communication in our native language we do not hear clearly everything that is said to us, nor do we pay full attention to every element of each utterance. In a foreign language we are learning, our perceptual difficulties are compounded by many items which we do not recognize or with which we are not familiar. Artificially constructed messages, such as those frequently devised for use in foreign-language classes, often unwittingly reduce the amount of redundancy supplied by a speaker in a normal situation. In this way the perception of the foreign language message is made more difficult even for a person familiar with the language clues. Besides listening to every word, the lack of time to mentally process the information is another more complex element of the problem of remembering the information. This process is a phenomenon known as 'rehearsal'. Kalivoda (1980) points out that man processes information and groups it under topics, this is called 'chunking'. Listening to a message, man will chunk information into categories. For example, when listening to a passage about a party, the listener will chunk information into categories such as food, table setting, drink, people, activities, and music. These chunks will help in remembering smaller details through association. For the foreign-language learner, this operation is more difficult (Lado, 1965). Lado cites several experiments to support the notion that memory span is shorter in a second language. He states that the memory span of

foreign students is shorter than that of the native at the rate of 9 : 5 words.

The second problem area of listening to spoken language is the speed of speech. Although the learner can keep up with the speaker by listening to key words and becoming skilled in the chunking, spacing is another important factor. Listeners take advantage of spacing to understand the message and to remember it, to put it all together and then to speak. Some learners can't follow the speaker or message they hear. Kalivoda (1980) suggests that, instead of slowing down the speed of speech, we can simply program the material with longer pauses. In other words, we continue to feed the student with rapid speech but, to help him get used to it, we provide lengthy pauses. The notion of spacing as related to retention is supported in Johnson and Friedman's experimentation (Johnson and Friedman, 1971 : 165-169). This experiment was done with second-language students and it was found that a space inserted between the important information or the main idea of the message and the subordinate details produced better recall. Johnson and Friedman (1971 : 165-169) interpreted this finding to mean that :

A structurally segmented sentence is perceived and remembered as a coherent linguistic entity while the non-spaced sentence tends to be heard merely as a string of weakly related words.

The third problem area is the learner's limited lexical knowledge. This refers to unfamiliar words and the students' inability to distinguish between words used when speaking and those that must be coped with when listening to various types of discourse.

From the problems above, we can see that learners face great

trouble when listening to spoken foreign language. Syananondh (1983) suggests that it is the duty of a foreign language teacher to know the stages of listening comprehension development so the students may be guided correctly through the stages in language learning. These stages are outlined by Rivers (Rivers, 1968) as follows :

1. At first, the sound of the language seems to be a collection of noise.
2. With more listening, some of the phonic patterning of the new language becomes evident.
3. The student can recognize various elements, but not the interrelationship to be found therein.
4. With more practice, the student reaches the comprehension level. He may recognize the message momentarily, but is unable to remember it, since all his concentration is devoted to the ongoing message.

Besides the stages outlined above, Rivers (1968) also suggests exercises consisting of activities which can help to develop listening skill. These exercises are also divided into 4 stages.

Stage 1 : Identification.

Students need practice in discrimination of sounds and of the elements of meaning conveyed by stress, pitch, and intonation. Dialogue at conversational speed with a normal amount of redundancy is appropriate at this stage.

Stage 2 : Identification and selection without retention.

At this stage, the student listens to a connected sequence with a development of thought. The suitable materials for this stage are

simple plays and dramatic readings with several participants and with a considerable amount of conversation. Other suitable materials are group conversations of 2 or 3 native speakers with easily identifiable differences of voice, and simulated telephone conversations with clear distinctions of voice. At this stage, the same tape should be repeated several times to give the students further practice with the same material.

Stage 3 : Identification and guided selection with short-term retention.

Materials for this stage may be similar to ones which are used in stage 2, but the student is given some questions beforehand and he listens for the answers which he marks on an answer sheet as he listens.

Stage 4 : Identification, selection and long-term retention.

This is the final stage in which the student is encouraged to listen freely to all kinds of materials and he should have practice in listening to regional accents and to all types of voices. After a period of listening, the student is expected to be able to talk or write about what he has heard.

Although there are many problems concerning listening skill and it seems to be difficult for foreign-language students, this skill can be developed by practice. Fawcette (1972) conducted an experiment in listening practice and found that the students who had practice in listening skill had better development than the students who didn't have any practice.

The present study tries to investigate a technique of teaching listening comprehension which can help students improve their listening

abilities. It is anticipated that the results of this study will be useful for developing the technique of teaching listening skill in Thailand.

Problems in Listening Comprehension of Thai Students.

Many students who study English as a second or foreign language consider listening comprehension the most difficult skill in language learning. This is because they have little opportunity to have contact with native speakers. As a result, they face difficulties when listening to speech spoken by native speakers, such as to a lecture in the university or to the listening part of the TOEFL test (Prator, 1976 : 8).

Sittler (1975) points out that students who have studied English as a foreign language for many years still have problems in listening to native speakers although they have sound knowledge of English grammar, vocabulary, reading, writing, and speaking.

The same problem also occurs in Thailand. Many studies show that Thai students have problems in listening comprehension. This may be the result of English teaching methods in Thailand which emphasize reading and writing skills while neglecting speaking and listening skills (Syananondh, 1983 : 20).

Wannasut (1983) studied the English communicative competence in listening skill of Matayomsuksa 5 students of Roi-Et provincial schools. The test, which was composed of sections on getting the gist of a message, passage comprehension, obtaining information and relaying oral messages, was administered to 221 students. The mean scores of

each subtest and the mean of the total test score showed that the students had problems in English listening skill in relaying oral messages and getting the gist of the message while they had no problems in listening comprehension and obtaining information.

Vattanakul (1981) studied the ability and problems in English listening skill of Matayomsuksa 3 students in the second educational area secondary schools in Bangkok. An objective test which was used as the instrument of this study consisted of 70 multiple choice items and was divided into 5 parts :

Part 1, the mechanical skill level, for sound discrimination, stress, and intonation.

Part 2, the level of knowledge, for comprehension of statements.

Part 3, the transfer level, for the comprehension of short passages.

Part 4, the communication level, for the comprehension of dialogues.

Part 5, the criticism level, for understanding the tone and level of the language.

Results obtained from the test showed that the proficiency level in listening skill of these students was very low. Considering each sub-skill, the students were very poor in the mechanical skill and the skills of statement and dialogue comprehension, and were poor in the skills of passage comprehension and understanding the tone and level of the language.

Three other studies on the same topic have been done by Kaewwaewnoi (1981), Nguatammasarn (1981), and Satananondh (1981), in different educational areas.

Kaewwaewnoi (1981) studied the listening problems of M.S. 3 students in the third educational area schools in Bangkok. An objective test which was the same one used by Wattanakul (1981) was administered and the findings showed that students were poor in the levels of mechanical skill, the statement comprehension, dialogue comprehension, and understanding the tone and standard of the language. For the sub-skill of passage comprehension, they were fair. The same results emerged in the study of Satananondh (1981) which focused on the same topic, with the same level of students and the same test, but in a different area.

Nguatammasarn (1981) used the same level of students and the same test, and found that the students were very poor in every sub-skill.

Kraipattanaphong (1980) studied the listening competence of M.S. 4 Arts students in Chiang-Mai schools. She constructed and objective test of 80 items which was divided into 3 part as follows :

1. Sound discrimination.
2. Stress and intonation.
3. Comprehension of passages and dialogues.

The test was administered to 321 students and the results showed that the students had problems in listening skill. Considering the mean score of each part, the mean score of part 1 was higher than those of part 2 and part 3, and the mean score of part 2 was higher than that of part 3. The results of this study implied that the sub-skill of listening to passages and dialogues caused the greatest problems to the students.

Not only do secondary students have problems in listening skill, but university students as well. Wikromrochananun (1980) studied the listening competence of third year students who majored in English at Kasetsart University. The 60 minutes test was administered to 32 students. The result showed that the listening competence of the students was low.

In the same year, Sukkasem (1980), Cheewacharoenkul (1980), Phankaew (1980), and Suwanchairop (1980) studied the listening, reading, and writing proficiency of fourth year teachers' college students who majored in English in various parts of Thailand. They constructed a test of these three skills and administered it. The results showed that the students had problems in both sound discrimination and listening comprehension.

Rolfe (1977) states that most Thai students don't understand utterances that consist of more than one sentence. This is because Thai students, especially ones in up-country schools, lack opportunities to listen to spoken English, except from songs and teachers.

Besides the students who study English in Thailand, ones who go to study abroad also have the same problem. Syananondh (1983) studied factors in English listening comprehension of Thai-speaking graduate students in the United States and found that :

Thai speaking students had considerable difficulty in understanding spoken English in different communicative situations when they first come to the United States. On average, they could understand about half of what was said to or around them by native speakers.

Moreover, one of his research findings showed that prior experience with listening comprehension training in Thailand, such as

courses offered by American University Alumni (AUA) and/or others taught by native speakers, were not found to significantly increase students' ability to understand spoken English in the United States.

Therefore, there are several factors that create problems in listening comprehension for Thai students. According to Syananondh (1986), unfamiliarity with the English sound system is one of these. Many Thai students found that the English pronunciation which they learned at the earlier stage of learning is different from the native pronunciation. This creates difficulty when they have to listen to English spoken by native speakers. Moreover, according to Rivers (1970), the students become very tense when their understanding of a message depends on ear alone. The problems of unfamiliarity with the English sound system and the emotional tension while learning are the factors which discourage the students from developing their listening ability.

From the research findings mentioned above, it can be inferred that inadequate listening skill is one of the difficulties which Thai students face when they study English or when they have to communicate in English.

As it is the duty of English teachers to improve the technique of teaching listening skill, this study tries to investigate a technique which can reduce the difficulty in listening comprehension practice by using reading as the reinforcer. The relationship between listening and reading skills will be discussed in the next part of this chapter.

Relationship of Listening Skill and Reading Skill

In 1986, Syananondh (Syananondh, 1986) did an experiment to investigate the effectiveness of using reading comprehension to reinforce students' listening skill development. This experiment was done throughout 8 weeks (2 hours per week) of A Foundation English Course at Mahidol University and the subjects were 40 first-year students. In the initial phase of the experiment, the subjects were asked to rate their levels of attitude, affective motivation and tension, and effectiveness at identifying words and sentences and extracting information from texts spoken or read in English. Then after the 8-week course, the self-evaluation was conducted again. The findings of this experiment showed that the technique of teaching listening comprehension reinforced by reading could reduce the students' tension while learning and increase students' affective motivation towards learning English listening comprehension; it could also increase ability in English listening comprehension.

Moreover, it was found that 85 percent of the subjects approved of this technique of teaching listening comprehension skill. From the data obtained, Syananondh concluded that, besides helping the students to gain comprehension in listening to native speech, teaching reading to reinforce the development of listening skill was found to help the students feel at ease and desire to practise their listening skill as well.

Chandrasen (1976) also studied the transfer between listening comprehension and reading comprehension in English. She tried to find out if there was any transfer between listening and reading, if there was any difference between the teaching of listening comprehension

before reading comprehension and teaching of reading comprehension before listening comprehension, and which technique could be used more effectively in teaching, listening comprehension before reading comprehension, or vice versa. The instrument employed in this study consisted of 25 short passages and 25 questions with multiple-choice answers (four choices). There were fifteen passages used in both the listening and reading test, but there were five other passages used only in listening as well as five other passages used only in reading. These test items were re-arranged into 4 tests which had 20 items in each, and then administered to four groups of the first year students of King Mongkut's Institute of Technology, Thonburi (35 students in each group). Group I took the listening test before the reading test. Group II took only the reading test. Group III took the reading test before the listening test, and Group IV took only the listening test.

The research findings showed that the listening comprehension correlated rather highly with the reading comprehension, and implied that the subjects who scored highly in reading comprehension would score highly in listening comprehension, or vice versa. It also implied that there was a transfer between listening comprehension and reading comprehension, especially from reading to listening comprehension. It was also found that in teaching listening comprehension, the students had rapid understanding if the teacher allowed them to have reading comprehension first. But in teaching reading comprehension, it was not necessary to teach listening comprehension beforehand.

Calway (1963) studied the correlation of listening skill and reading skill of sixth grade students and of eighth grade students. It was found that the correlations of these two skills were .55 and

.71 respectively. The result also implied a relationship between listening and reading skills.

Hollow (1955) studied the correlation of listening skill and other skills of fifth grade students. She found that the correlation of listening and reading comprehension was .55, listening and pronunciation .47, listening and spelling .33, and listening and language proficiency .36.

From the relationship between listening and reading skills shown in the studies above, it can be assumed that there is a positive transfer from reading skill to listening skill. As a result, it would seem to be better to give the students reading materials which are the same as the ones they have to listen to before or while practising listening skill.

This study anticipates that by having a chance to see the script of what they are listening to, the students will make themselves familiar with the words spoken in a native accent and they will get more information than by having no chance to see the tapescript.

The Test of Listening Comprehension

Heaton (1975) divides auditory test into two broad categories: (i) tests of phoneme discrimination and of sensitivity to stress and intonation; (ii) tests of auditory comprehension.

For the tests of phoneme discrimination, Heaton suggests three types of test as follows :

Type 1 : This type of discrimination test consists of pictures

accompanied by words spoken by the examiner in person or on tape. The testee has to match appropriate picture to the word he hears.

Type 2 : In this type of test, the words are spoken on tape. The testee has to indicate that the words he hears are the same as or different. Instead of individual words, sentences in which a single distinction in sound affects the meaning can be used.

Type 3 : In each item of this type, one word is given on tape and in the answer booklet three words are printed. The testee is required to choose the written word which corresponds to the spoken word. As in type 2, sentences can be used instead of isolated words.

For the tests of stress and intonation, three types of test are suggested by Heaton.

Type 1 : This type of test is designed to test the ability to recognise word stress or sentence stress. The testee listens to a sentence and is required to indicate the syllable which carries the main stress of the whole structure by putting a cross in the brackets under the appropriate syllable.

Type 2 : The testee hears a brief conversation three times. The first utterance remains the same, but each time the response is spoken in a different intonation. Two of these responses are appropriate and natural, but one response isn't. The testee has to indicate the response which is inappropriate.

Type 3 : In this type of test, an utterance is spoken only once. On the principle that the same utterance may be spoken in several different tone-patterns (e.g. plain statement, a question, sarcasm, surprise), the testee has to indicate the appropriate description for the utterance he heard.

Another category of auditory test is the test of auditory comprehension. Heaton suggests three ways for testing the listening comprehension : (i) testing comprehension through visual materials (picture, map and diagram), (ii) understanding statements and dialogues, and (iii) understanding talks and lectures.

Like Heaton, Harris (1969) also divides the listening test into a test of sound discrimination and a test of auditory comprehension. Harris suggests two types of sound discrimination test. The first one is a test of word sets in isolation. It is the simplest form of objective sound discrimination test. In this type of test, the testee hears pairs of words and he has to indicate whether the two words in each pair are the same or are different. The other type is the test of words in context. This type is a little more complicated than the first one in that the words are put into complete sentences.

For the test of auditory comprehension, four types are suggested by Harris. The first one is that of a direction requiring a physical response. This type of test is suitable for children because the simple listen-and-do formula is easily understood and other language skills such as reading or speaking are not involved. The second type is the understanding of questions and statements. It is always in the form of a multiple-choice item which can be used with a testee who is able to read easy English sentences. Each item is composed of a short

spoken question or statement, and printed alternatives. The question item is answered by the selection of the one logical answer from among several alternatives, while, the statement item is answered by the selection of the one alternative which accurately paraphrases the statement heard.

The third type of auditory test is the test of understanding of dialogues. This type consists of a brief dialogue spoken by two native speakers followed by a question about the dialogue asked in a third voice and printed alternatives. Although it requires the testee to hold more data in his head, the dialogue type is favored by some test writers because it is appropriate to test understanding of the relationship between sets of utterances and it can be used to test the testee's understanding of colloquial language used in casual conversation.

The last test type suggested by Harris is the test of understanding of a lecture with multiple-choice questions. It is appropriate to use with advance students who have to enroll in an institute where English is used as a medium of instruction. For this type of test, a lecture is delivered to the testee. After the lecture ends, the questions about the lecture are asked and the testee has to select the correct answer from the printed alternatives.

Harris also suggests general principles in writing auditory comprehension items as follows :

1. Both the stimulus and the alternatives should sound as much as possible like informal spoken English, except in the lecture test.
2. The oral stimulus should include only high-frequency vocabulary.

3. The printed answer should be brief and lexically and grammatically simple.

4. For the test of dialogues, the problem should hinge on an understanding of the relationships of the utterances to one another. No part of the stimulus should be used to confuse or divert the testee's attention from the point being tested.

The general ideas and principles of writing auditory tests given by Heaton (1975) and Harris (1969) are used as the guideline for writing the listening comprehension test for this study which is discussed in detail in Chapter III (Method : Construction and Development of the Listening Comprehension Test).

CHAPTER III

METHOD

This study investigates a technique of teaching English listening skill which can help students develop their listening abilities. The present study is an experiment dealing with two different teaching techniques : practising listening comprehension reinforce by reading of the same text and practising listening without reinforcement from a reading text. The experiment was done over 15 weeks with a total of 15 periods (1 period per week). This chapter explains the procedure and the résearch tools used in this study.

Population

The subjects who participated in this study were 100 third year commercial students (M. 6) of Kasem Potytechnic College. There are two main reasons why this group of students was used as the subjects. First, these students were studying at the school where the researcher is a teacher. Since this study took 15 teaching periods, it wasn't practical for the researcher to do the experiment with students at other schools. Furthermore, to perform the experiment, the subjects had to be divided into 2 equal groups. From the scores obtained from the pretest, these 100 students could be put in 50 pairs with the equal marks in each. One from each pair was randomly placed in the experimental group and other one in the control group. The score of each student and the mean score of each group are presented in TABLE A.

TABLE A.

STUDENTS' PRETEST CORES USED IN

SELECTING TWO EQUAL GROUPS

PRETEST RESULTS

Experimental Group		Control Group	
No. of subject	SCORE	No. of subject	SCORE
1.	37	1.	37
2.	36	2.	36
3.	36	3.	36
4.	35	4.	35
5.	34	5.	34
6.	33	6.	33
7.	32	7.	32
8.	30	8.	30
9.	30	9.	30
10.	29	10.	29
11.	29	11.	29
12.	29	12.	29
13.	29	13.	29
14.	28	14.	28
15.	28	15.	28
16.	27	16.	27
17.	27	17.	27
18.	26	18.	26
19.	26	19.	26

TABLE A. (Cont.)

Experimental Group		Control Group	
No. of subject	SCORE	No. of subject	SCORE
20.	26	20.	26
21.	25	21.	25
22.	25	22.	25
23.	24	23.	24
24.	24	24.	24
25.	24	25.	24
26.	23	26.	23
27.	23	27.	23
28.	23	28.	23
29.	23	29.	23
30.	23	30.	23
31.	23	31.	23
32.	22	32.	22
33.	22	33.	22
34.	22	34.	22
35.	22	35.	22
36.	21	36.	21
37.	21	37.	21
38.	21	38.	21
39.	21	39.	21
40.	21	40.	21
41.	21	41.	21
42.	20	42.	20

TABLE A. (Cont.)



Experimental Group		Control Group	
No. of subject	SCORE	No. of subject	SCORE
43.	20	43.	20
44.	20	44.	20
45.	19	45.	19
46.	19	46.	19
47.	19	47.	19
48.	18	48.	18
49.	16	49.	16
50.	15	50.	15
Total	1247	Total	1247
\bar{X}	24.94	\bar{X}	24.94
S.D.	5.282	S.D.	5.282

Content of the Course

The content of the course is a story, 'THE MAN WHO ESCAPED' from Kernel Lessons Intermediate. This story consists of 25 episodes. The first 15 episodes were used as the material for this study which was done in 15 periods. The piece is a detective story composed of a narrative of the events with dialogues between the characters.

After listening to each episode, an exercise was given for checking the subjects' comprehension. These exercises are composed of various activities as follows : checking 'true' or 'false', answering

multiple-choice questions, ordering striped story, completing a passage, and filling in a form (see Appendix A.). The subjects did the exercises individually and in pairs.

Teaching technique

Two different teaching techniques were employed in this study. The first technique, practising listening skill reinforced by reading of the same test, was used with Group A. The second one, practising listening skill without reinforcement from a reading test, was employed with Group B. Before practising listening skill, both groups were pre-taught the vocabulary and structure required for understanding the materials they listened to. The teaching techniques in the preteaching stage, the tasks and the activities of the two groups were the same. The only difference was the reading materials which were given to Group A while they were listening. Unlike Group A, Group B didn't see the scripts. In other words, giving the subjects a chance to see the scripts of what they were listening to was the treatment employed in this study (see Appendix B.).

Construction and Development of the Listening Comprehension Test.

Before developing the listening comprehension test, the literature on writing listening comprehension tests was reviewed. The procedure in constructing the test, the pilot study, and the examination statistics of the test are presented here.

Procedure in constructing the test.

Before constructing the test, a frequency count of the vocabulary occurring in the texts (15 episodes of the story used as the materials in this study) was done. The words that occurred more than 3 times were selected for inclusion in the test. The initial test paper consisted of 6 parts with a total of 85 test items.

Part I : The test of sound discrimination (words in isolation).

This part consisted of 15 test items, each with three words having a similar sound but phonemic contrast. Triplets were used here instead of two-choice items to lessen the chance of guessing. In each item, 3 words appeared in the test booklet but only one word was spoken. The testees had to indicate which one they heard by marking X on the answer sheet appropriately.

Part II : The test of words in sentences.

This part also consisted of 15 items. In each item, the testee saw an incomplete sentence with one word omitted as a stem together with a choice of three words. The complete sentence was spoken only once. From the three words given, the testees had to choose the right word for each sentence by marking X on the answer sheet.

Part III : The test of understanding of statements.

Unlike the two previous parts, part III required the testees' knowledge of the vocabulary used in the test. The testees heard fifteen statements which were spoken only once and from the four sentences given as the alternatives for each item in the test booklet, they had to choose one sentence which represented the meaning of the statement they heard.

Part IV : The test of understanding of questions.

Instead of listening to statements as in part III, the testees heard fifteen questions in this part of the test. From the four sentences given as the alternatives for each item in the test booklet, the testees had to choose the sentence which was the most suitable answer for the question they heard.

Part V : The test of understanding of dialogues.

This part consisted of 15 short dialogues of two speakers. At the end of each dialogue, a question about the dialogue was asked by a third voice. From the four choices given in the test booklet, the testees had to choose the correct answer for the question about the dialogue they heard.

Part VI : The test of understanding of a passage.

This part consisted of a passage together with ten questions about the passage. The passage was spoken only once, and then the testees were asked to answer the questions about the passage. Only four choices appeared in the test booklet as the alternative for each item. Also, each question was asked only once.

Pilot Study of the Listening Comprehension Test

This study investigates the effectiveness of the technique of teaching listening skill reinforced by reading of the same text compared with that of the traditional technique. A listening comprehension test was used as an instrument for this purpose. This listening comprehension test paper consisted of the vocabulary from the texts the subjects had studied throughout the 15-period course. The words that occurred in the texts throughout the course more than 3 times were

selected for inclusion in the test. This means that the vocabulary used in the test is the same as that which the subjects had learned in the course, or it can be said that this listening comprehension test has content validity.

For the reliability of the test, the initial 85 listening test items were tried out to find the difficulty and discrimination values of each test item. For each part, only ten items which had proper difficulty and discrimination values were selected for the final test paper. That is to say, the final test paper consisted of 60 test items (see Appendix C.). This pilot study was done with 240 students of Kasem Pittaya School and all of them were M. 6 students.

In analyzing the test items, Examination and Item Analysis Manual written by Desmond L. Nuttall and Larry S. Skurnik was used as a handbook. The examination statistics of the whole test paper are presented in TABLE B.

TABLE B

THE EXAMINATION STATISTICS OF
THE WHOLE TEST PAPER

Total number	240
Number of items	60
Examination mean	24.93
Standard deviation	6.25
Measurements	4
Reliability	.692
Standard error of measurement	3.438

The Use of Pretest Score

Before beginning the course, the subjects had taken the listening comprehension test as the pretest. The objective of the test was to test the ability to understand English when it is spoken at a normal speed. This test consists of 6 parts with 60 test items.

Part I : The test of sound discrimination (10 items).

Part II : The test of words in sentences (10 items).

Part III : The test of understanding of statements (10 items).

Part IV : The test of understanding of questions (10 items).

Part V : The test of understanding of dialogues (10 items).

Part VI : The test of understanding of a passage (10 items).

The administration of the test and the scoring procedure were done by the researcher. The score obtained from the pretest was used for the following purposes :

1. To be used as the criterion for dividing the subjects into two equal groups statistically.
2. To determine the subjects' listening ability before taking the course offered by the researcher.

The Use of Post-Test Scores

After the 15-period course, the subjects, both Group A and Group B, took the listening comprehension test again. The test used as the post-test was the same as that used as the pretest. The scores obtained from the post-test were used for the following purposes :

1. To compare with the scores obtained from the pretest to see whether there was any improvement in the subjects'

listening ability or not.

2. To compare the two groups of subjects to see whether there was any difference in the subjects' improvement in listening ability or not.

The Questionnaire

The questionnaire used by Syanannondh (Syananondh, 1986) was adapted for use in this study (see Appendix D.). This questionnaire was given only to Group A, the experimental group, at the end of the course. The purposes of using the questionnaire were as follows :

1. To determine the subjects' attitudes towards the technique of teaching listening skill reinforced by reading. This questionnaire asked the subjects to rate their attitudes towards the teaching technique according to the following criteria :

Strongly approve	=	5
Approve	=	4
Can not decide	=	3
Disapprove	=	2
Strongly disapprove	=	1

2. To determine the subjects' self-rated levels of familiarity with the English sound system gained from the technique of teaching listening reinforced by reading compared with the traditional technique which they have experienced. The subjects were asked to rate their levels of familiarity with the English sound system according to the following criteria :

Much higher	=	5
Higher	=	4

Equal	=	3
Lower	=	2
Much lower	=	1

3. To determine the subjects' self-perceived tension before and after the teaching of listening reinforced by reading. The subjects were asked to rate their levels of tension while learning with the teaching of listening reinforced by reading compared with the traditional technique which they have experienced. The criteria used for this questionnaire are as follows :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

4. To compare the effectiveness of the technique of teaching listening reinforced by reading with that of the traditional technique in terms of helping the subjects develop a relaxed atmosphere in learning. The subjects were asked to rate the level of effectiveness according to the following criteria :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

5. To compare the subjects' self-perceived affective motivation in learning from the teaching of listening reinforce by reading against learning from the traditional technique. The criteria for this

Questionnaire are as follows :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

6. To compare the subjects' confidence in listening skill development gained from the teaching of listening reinforced by reading and that gained from the traditional technique. The criteria for this questionnaire are as follows :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

To ascertain the reliability of the questionnaire, each subject was asked to answer the questionnaire twice with a three week interval between administrations. This was done to determine the consistency in answering the questions. The results obtained from the two administrations were found to be significantly of the same distribution statistically at a high 0.68 to a low 0.07 degree of confidence. This implies that the data obtained by means of the questionnaire designed for this study are substantially reliable.

Nevertheless, only the results obtained from the first administration were used to determine the subjects' attitudes towards the technique of teaching listening skill reinforced by reading of the same text. The results obtained from the second administration were used

only to determine the reliability of the questionnaire. The results of the testing of the reliability of the questionnaire are presented in TABLE C.

TABLE C
INFORMATION OBTAINED FROM TWO ADMINISTRATIONS
OF THE QUESTIONNAIRE

No. of item	Mean	S.D.	2-Tail Prob.	t Value	Degree of Freedom
<u>Item no. 1</u>					
1 st Adminis.	4.24	0.63			
2 nd Adminis.	4.28	0.67	0.64	-0.47	49
<u>Item no. 2</u>					
1 st Adminis.	3.96	0.53			
2 nd Adminis.	3.84	0.68	0.24	1.18	49
<u>Item no. 3</u>					
1 st Adminis.	2.80	0.76			
2 nd Adminis.	2.58	0.67	0.07	1.85	49
<u>Item no. 4</u>					
1 st Adminis.	3.16	0.91			
2 nd Adminis.	3.08	0.88	0.68	0.42	49
<u>Item no. 5</u>					
1 st Adminis.	3.92	0.80			
2 nd Adminis.	4.06	0.65	0.21	-1.26	49
<u>Item no. 6</u>					
1 st Adminis.	4.00	0.67			
2 nd Adminis.	4.06	0.62	0.52	-0.65	49

Statistical procedure and Data Analysis

After receipt of the pretest and post-test scores together with the completed questionnaire, data were calculated by hand. The following statistical procedures were employed in the present study.

1. Arithmetic Mean

The arithmetic mean was used with the pretest and post-test scores to provide the mean scores of subjects' English listening ability. It was also used to provide the mean level of subjects' attitudes towards the technique of teaching listening skill reinforced by reading of the same text (see Pisarnbutra, 1985).

2. T-Test of the Difference between Two Dependent Mean of Equal Groups (pairing Test).

A T-Test of the difference between two dependent means was employed to discover whether the mean scores of the experimental group and the controlled group were of the same distribution statistically. It was also used to determine the consistency of the two administrations of the same questionnaire. For this statistical procedure, the level of significance was ascertained as well (see Pisarnbutra, 1985).

3. Five Point Likert Scale.

Two five point likert scales were used in this study. One was used to score the subjects' attitudes towards the teaching of listening reinforced by reading of the same text. The scale for scoring used was :

Strongly approve	=	5
Approve	=	4
Can not decide	=	3

Disapprove	=	2
Strongly disapprove	=	1

The other five point Likert scale was used to compare the effectiveness of the teaching of listening reinforced by reading with the traditional technique used in previous listening courses offered by the school. The comparison was done in terms of helping the subjects gain familiarity with the English sound system, reducing subjects' tension while learning, helping the subjects develop a relaxed atmosphere while learning, and helping the subjects develop confidence in listening skill. The scale for scoring used was :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

CHAPTER IV

FINDINGS

Chapter four reports the findings of the study. The research questions formulated in Chapter I serve to organize that presentation of the findings drawn from the study. Each answer is based upon the results analyzed and calculated from data obtained from the subjects' test scores and the returned questionnaire.

Research Question One

Are there any differences in terms of helping students gain better development of listening ability between the two teaching techniques, practising listening skill reinforced by reading of the same text and practising listening skill without reinforcement from reading?

To answer research question one, a listening comprehension test was administered to the subjects twice. The scores obtained from the first administration of the test were used to divide the subjects into two equal groups and to determine the subjects' listening ability before taking the listening course offered by the researcher. The scores obtained from the second administration were used to determine the subjects' listening ability after taking the course. The subjects' mean scores obtained from the pretest and post-test are presented in TABLE 1.1 and TABLE 1.2.

TABLE 1.1

GROUP A SUBJECTS' MEAN SCORE OF LISTENING ABILITY
OBTAINED FROM THE PRETES AND THE POST-TEST

Source	Mean	S.D.	t Value	1-Tail Prob.	Degree of Freedom
Pretest	24.94	5.28	5.581	0.01	49
Post-test	30.26	6.03			

N = 50

The data in TABLE 1.1 shows that the listening ability of subjects in Group A at the final phase of the study tended to be higher than that at the initial phase of the study at 0.01 level of significance.

TABLE 1.2

GROUP B SUBJECTS' MEAN SCORE OF LISTENING ABILITY
OBTAINED FROM THE PRETEST AND THE POST-TEST

Source	Mean	S.D.	t Value	1-Tail Prob.	Degree of Freedom
Pretest	24.94	5.28	3.784	0.01	49
Post-test	26.92	6.39			

N = 50

The data in TABLE 1.2 show that the listening ability of subjects in GROUP B at the final phase of the study tended to be higher than that at the initial phase of the study at 0.01 level of significance.

Since two different teaching techniques were employed in the study, one given to Group A and the other to Group B, the post-test mean scores of these two groups were compared to see whether there were any differences between the two teaching techniques. The result is shown in TABLE 1.3.

Finding One

From the data presented in TABLE 1.3, it is found that the post-test mean score of subjects in Group A, the experimental group, was higher than that of the subjects in Group B, the control group, at 0.01 level of significance. In other words, having a chance to see the scripts of what they were listening to, which was the technique used in this study, raised the subjects' listening ability higher than having no chance to see the scripts.

Given that the mean score of subjects in Group A is higher than that of Group B, this implies that the teaching technique given to Group A, practising listening skill reinforced by reading of the same text, can be used more effectively than the teaching technique given to Group B, practising listening skill without reinforcement from a reading text.

TABLE 1.3

THE POST-TEST MEAN SCORE OF SUBJECTS IN GROUP A
 COMPARED WITH
 THE POST-TEST MEAN SCORE OF SUBJECTS IN GROUP B

Subject	Mean	S.D.	t Value	Degree of Freedom	1-Tail Prob.
Group A	30.26	6.03	3.183	49	0.01
Group B	26.92	6.39			

N = 50 (in each group)

Research Question Two

Do the students approve or disapprove of the technique of teaching listening skill reinforced by reading of the same text?

Questionnaire item 1 asked the subjects, only in Group A, to give their opinion about the technique of teaching listening skill reinforced by reading of the same text. The scale of subjects' attitudes towards this teaching technique is defined and weighted according to the following criteria :

Strongly approve = 5

Approve = 4

Can not decide = 3

Disapprove = 2

Strongly disapprove = 1

The subjects in Group A were asked to rate their attitudes towards the technique of teaching listening skill reinforced by reading of the same text in terms of this 5 point Likert scale.

The information concerning the subjects' attitudes towards this teaching technique is categorized and presented in terms of frequency count and percentage in TABLE 2.1. Moreover, this information is also presented in terms of the mean attitude in TABLE 2.2.

Finding Two

In terms of frequency count and percentage category presented in TABLE 2.1, the results indicate that 32 percent of the subjects strongly approved of this technique, 62 percent approved, 4 percent could not decide, 2 percent disapproved and none strongly disapproved.

TABLE 2.1

SUBJECTS' ATTITUDES TOWARDS THE TECHNIQUE OF
TEACHING LISTENING SKILL REINFORCED BY READING

Level of Attitudes	Frequency	Percent
a. Strongly approve	16	32
b. Approve	31	62
c. Can not decide	2	4
d. Disapprove	1	2
e. Strongly disapprove	-	-
Total	50	100

The data in TABLE 2.1 indicate that the technique of teaching listening skill reinforced by reading of the same text is approved of by the majority of the subjects who experienced this technique. It can be implied that the majority of subjects in Group A have good attitudes towards this technique of teaching listening skill.

Regarding the information presented in terms of the mean attitude, the same result is shown in TABLE 2.2.

TABLE 2.2
MEAN ATTITUDE OF GROUP A SUBJECTS TOWARDS THE
TECHNIQUE OF TEACHING LISTENING SKILL
REINFORCED BY READING

Source	Mean*	S.D.
Subjects in Group A	4.24	0.62

N = 50

* Strongly approve	=	5
Approve	=	4
Can not decide	=	3
Disapprove	=	2
Strongly disapprove	=	1

Research Question Three

Does the technique of teaching listening reinforced by reading of the same text help the subjects gain familiarity with the English sound system?

Questionnaire item 2 asked the subjects, only in Group A, to rate the level of familiarity with the English sound system gained from the technique of teaching listening skill reinforced by reading of the same text compared with that gained from the traditional technique used in previous courses they had taken. This was done to see the effectiveness of reading in the teaching of listening skill in terms of helping the subjects to gain familiarity with the English sound system. The level of subjects' familiarity with the English sound system gained from the technique of teaching listening reinforced by reading of the same text were compared with that gained from the traditional technique by using the following criteria :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

The information about the subjects' self-rated level of familiarity with the English sound system is presented both in terms of frequency count and percentage (TABLE 3.1), and in terms of the mean level (TABLE 3.2).

Finding Three

From the information categorized and presented in terms of frequency count and percentage in TABLE 3.1, it is found that 12 percent of subjects gained a much higher familiarity with the English sound system by the technique of teaching listening skill reinforced by reading of the same text than that gained by the traditional technique in

previous courses : 72 percent gained a higher level, 16 percent gained an equal level, while none gained a lower or much lower level.

TABLE 3.1

SUBJECTS' SELF-RATED LEVELS OF FAMILIARITY WITH
THE ENGLISH SOUND SYSTEM GAINED BY THE TECHNIQUE
OF TEACHING LISTENING SKILL REINFORCED BY READING
COMPARED WITH THAT GAINED BY THE TRADITIONAL TECHNIQUE

Level of familiarity with the English sound system	Frequency	Percent
a. Much higher	6	12
b. Higher	36	72
c. Equal	8	16
d. Lower	-	-
e. Much lower	-	-
Total	50	100

Regarding the same information in terms of the mean level, the result obtained from TABLE 3.2 indicates that the mean level of familiarity with the English sound system is 3.96.

TABLE 3.2

MEAN LEVEL OF FAMILIARITY WITH THE ENGLISH SOUND
SYSTEM GAINED BY THE TECHNIQUE OF TEACHING LISTENING
SKILL REINFORCED BY READING COMPARED WITH THAT GAINED
BY THE TRADITIONAL TECHNIQUE

Source	Mean *	S.D.
Subjects in Group A	4.24	0.62

N = 50

* Strongly approve	=	5
Approve	=	4
Can not decide	=	3
Disapprove	=	2
Strongly disapprove	=	1

From the results presented in both TABLE 3.1 and 3.2, it can be implied that the technique of teaching listening reinforced by reading of the same text helps the subjects to gain more familiarity with the English sound system than that gained from the traditional technique.

Research Question Four

Does the technique of teaching listening reinforced by reading of the same text reduce the subjects' tension while learning?

To answer the research question four, questionnaire item 3 asked the subjects in Group A to rate their levels of tension while learning with the teaching of listening reinforced by reading of the

same text compared with that by the traditional technique. The criteria used for questionnaire item 3 are as follows :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

The results obtained from this questionnaire are presented in terms of frequency count and percentage, and in terms of the mean level in TABLE 4.1 and 4.2 respectively.

Finding Four

TABLE 4.1 in which the information is categorized by frequency count and percentage shows that, by the technique of teaching listening skill reinforced by reading of the same text, 38 percent of subjects felt that their tension while learning was lower than during the traditional technique, 46 percent had equal tension, 14 percent had higher, and 2 percent had much higher tension. As to having much lower tension, this was not rated by any subject.

TABLE 4.1

SUBJECTS' SELF-PERCEIVED TENSION WHILE LEARNING
 BY THE TECHNIQUE OF TEACHING LISTENING SKILL REINFORCED
 BY READING COMPARED WITH THAT BY THE TRADITIONAL TECHNIQUE

Level of tension	Frequency	Percent
Much higher	1	2
Higher	7	14
Equal	23	46
Lower	19	38
Much lower	-	-
Total	50	100

TABLE 4.2 shows that the mean level of tension is 2.8. This means that the subjects' tension while learning by the technique of teaching listening reinforced by reading of the same text is almost equal with that by the traditional technique.

TABLE 4.2

MEAN LEVEL OF SUBJECTS' TENSION WHILE LEARNING WITH
THE TECHNIQUE OF TEACHING LISTENING SKILL
REINFORCED BY READING COMPARED WITH THAT
BY THE TRADITIONAL TECHNIQUE

Source	Mean*	S.D.
Subjects in Group A	2.8	0.75

N = 50

* Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

Research Question Five

Does the technique of teaching listening reinforced by reading of the same text help the subjects to develop a relaxed atmosphere of learning?

The information obtained from questionnaire item 4 was used to answer the research question five. This questionnaire item asked the subjects in Group A to rate the level of relaxed atmosphere in learning by the technique of teaching listening skill reinforced by reading of the same text compared with that by the traditional technique. The scale of subjects' self-perceived relaxed atmosphere of learning is

defined and weighted according to the following criteria :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

The results obtained from this questionnaire are presented in terms of frequency count and percentage, and in terms of the mean level in TABLE 5.1 and 5.2 respectively.

Finding Five

From TABLE 5.1 in which the information is categorized by frequency count and percentage, it can be seen that, by comparison with the atmosphere while learning by the traditional technique, 6 percent of subjects felt much more relaxed while learning by the technique of teaching listening reinforced by reading of the same text, 28 percent felt more relaxed, 46 percent felt equally relaxed, 16 percent felt less, and 4 percent felt much less relaxed.

TABLE 5.1

SUBJECTS' SELF-RATED LEVELS OF RELAXED ATMOSPHERE
 DEVELOPED BY THE TECHNIQUE OF TEACHING LISTENING SKILL
 REINFORCED BY READING COMPARED WITH
 THAT BY THE TRADITIONAL TECHNIQUE

Level of relaxed atmosphere development	Frequency	Percent
Much higher	3	6
Higher	14	28
Equal	23	46
Lower	8	16
Much lower	2	4
Total	50	100

The mean level of relaxed atmosphere development indicated in TABLE 5.2 is 3.16. This means that the level of relaxed atmosphere developed by the two different techniques of teaching listening skill is almost equal.

TABLE 5.2
 MEAN LEVEL OF SUBJECTS' RELAXED ATMOSPHERE DEVELOPMENT
 BY THE TECHNIQUE OF TEACHING LISTENING SKILL
 REINFORCED BY READING COMPARED WITH
 THAT BY THE TRADITIONAL TECHNIQUE

Source	Mean [*]	S.D.
Subjects in Group A	3.16	0.9

N = 50

* Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

Research Question Six

Does the technique of teaching listening reinforced by reading of the same text help the subjects gain affective motivation towards learning listening comprehension?

To answer the research question six, questionnaire item 5 was used to ask the subjects in Group A to rate their affective motivation towards learning listening comprehension reinforced by reading of the same text compared with that by the traditional technique. The scale of subjects' self-perceived affective motivation towards learning is defined and weighted according to the following criteria :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

The results obtained from questionnaire item 5 are presented in terms of frequency count and percentage in TABLE 6.1, and also, in terms of the mean level in TABLE 6.2.

Finding Six

From TABLE 6.1 in which the information is categorized by frequency count and percentage, it can be seen that, through the teaching of listening skill reinforced by reading of the same text, 24 percent of subjects have much higher motivation towards learning than through the traditional technique, 48 percent have higher, 24 percent have equal motivation, and 4 percent have lower motivation while none of them have much lower motivation.

TABLE 6.1

SUBJECTS' SELF-PERCEIVED AFFECTIVE MOTIVATION
IN LEARNING BY
THE TECHNIQUE OF TEACHING LISTENING COMPREHENSION REINFORCED
BY READING COMPARED WITH THAT BY THE TRADITIONAL TECHNIQUE

Level of affective motivation	Frequency	Percentage
Much higher	12	24
Higher	24	48
Equal	12	24
Lower	2	4
Much lower	-	-
Total	50	100

TABLE 6.2 shows that the mean level of affective motivation in learning is 3.92. This implies that the subjects have rather higher motivation while learning by the technique of teaching listening comprehension reinforced by reading of the same text.

TABLE 6.2

MEAN LEVEL OF SUBJECTS' SELF-PERCIEVED AFFECTIVE MOTIVATION
IN LEARNING BY
THE TECHNIQUE OF TEACHING LISTENING COMPREHENSION REINFORCED
BY READING COMPARED WITH THAT BY THE TRADITIONAL TECHNIQUE

Source	Mean*	S.D.
Subjects in Group A	4.24	0.62

N = 50

* Strongly approve	=	5
Approve	=	4
Can not decide	=	3
Disapprove	=	2
Strongly disapprove	=	1

Research Question Seven

Does the technique of teaching listening reinforced by reading of the same text help the subjects gain confidence in listening skill development?

To answer the research question 7, questionnaire item 6 asked the subjects in Group A to rate the effectiveness of the technique of teaching listening comprehension reinforced by reading compared with that of the traditional technique in terms of helping them to gain confidence in listening skill development. The scale used for rating is defined and weighted according to the following criteria :

Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

The results obtained from questionnaire item 6 are presented in terms of frequency count and percentage in TABLE 7.1 and in terms of the mean level in TABLE 7.2.

Finding Seven

From TABLE 7.1 in which the information is categorized by frequency count and percentage, it can be seen that, by the teaching of listening skill reinforced by reading of the same text, 22 percent of subjects develop much higher confidence in listening skill than by the traditional technique, 56 percent develop higher confidence, 11 percent have equal confidence while none of them have lower or much lower confidence in listening skill development.

TABLE 7.1

SUBJECTS' ATTITUDES TOWARDS THE EFFECTIVENESS OF
THE TEACHING OF LISTENING SKILL REINFORCED BY READING
COMPARED WITH THAT OF TRADITIONAL TECHNIQUE IN
TERMS OF HELPING TO GAIN CONFIDENCE IN LISTENING SKILL DEVELOPMENT

Level of effectiveness	Frequency	Percentage
Much higher	11	22
Higher	28	56
Equal	11	22
Lower	-	-
Much lower	-	--
Total	50	100

The mean level of the effectiveness of teaching listening skill reinforced by reading of the same text presented in TABLE 7.2 is 4. This means that the technique employed in this study helps the subjects to gain higher confidence in listening skill development than does the traditional technique.

TABLE 7.2

MEAN LEVEL OF THE EFFECTIVENESS OF THE TEACHING
OF LISTENING SKILL REINFORCED BY READING COMPARED
WITH THAT OF THE TRADITIONAL TECHNIQUE

Source	Mean *	S.D.
Subjects in Group A	4	0.66

N = 50

* Much higher	=	5
Higher	=	4
Equal	=	3
Lower	=	2
Much lower	=	1

Conclusion

The findings of the study are summarized as follows :

1. There is a difference between the two teaching techniques employed in the study. It was found that the subjects who practised listening skill with reinforcement from reading of the same text would improve their listening ability more than those who practised listening skill by the traditional technique (without reinforcement from reading). This difference is significant at 0.01 degree of confidence (see TABLE 1.3). This implies that teaching listening skill with reinforcement from reading of the same text can be more effective than the traditional technique.

2. The technique of teaching listening skill reinforced by reading of the same text was approved of by the subjects. From the subjects' attitudes towards this teaching technique (see TABLE 2.1 and 2.2), it can be implied that the subjects have good attitudes towards this teaching technique.

3. Compared with the traditional technique, the technique of teaching listening skill reinforced by reading of the same text can help the subjects gain more familiarity with the English sound system (see TABLE 3.1 and 3.2).

4. The subjects' tenseness while practising listening skill with reinforcement from reading of the same text was almost equal with that while learning with the traditional technique (see TABLE 4.1 and 4.2).

5. In terms of helping the subjects develop a relaxed atmosphere while learning, it was found that teaching listening skill reinforced by reading of the same text helped the subjects to develop a relaxed atmosphere at an almost equal level with the traditional technique (see TABLE 5.1 and 5.2).

6. As to the subjects' self-perception, it was found that the technique of teaching listening skill reinforced by reading of the same text could help the subjects gain higher motivation in learning than could the traditional technique (see TABLE 6.1 and 6.2).

7. In terms of helping the subjects to gain confidence in listening skill development, it was found that teaching listening skill reinforced by reading of the same text could be more effective than the traditional technique (see TABLE 7.1 and 7.2).

CHAPTER V

CONCLUSION AND RECOMMENDATION FOR FURTHER STUDIES

Chapter Five presents a summary of the study and a discussion of the findings. Some suggestions for teaching listening skill are presented together with some recommendations for further studies.

Summary of the study

English has been the most widely taught foreign language in Thailand for many decades. Not only for business, English plays an important role in the academic world. Although it is not required by the current school curriculum, English is still a necessary academic tool for students who continue their studies in Thailand, and especially for ones who further their studies in English-speaking countries.

Since the opportunity to communicate in English with native speakers in Thailand is limited, Thai students have been prevented from developing their ability to understand spoken English. Moreover, as English teachers who are native speakers are rarely available, especially in primary schools and secondary schools, the students have little opportunity to acquire the native accent. This causes problems for the students when they have to listen to English spoken by native speakers. In addition, Syananondh (1983) indicates that prior experience with listening comprehension training in Thailand was not found to significantly increase students' ability to understand spoken English in the United States. He also finds that there is no difference in listening ability between the students who have got training in listening comprehension and those who haven't. This means that

the technique of teaching listening skill in Thailand should be improved to give more benefit to the learners.

The purpose of this study is to investigate a technique of teaching listening comprehension which might give more benefit to the students. Departing from the studies of Syananondh (1986) and Chandrasen (1976) which state that there is a positive transfer from reading to listening skill, this study tries to find out whether this transfer can be used effectively in developing students' listening ability if reading of the same text is used as a reinforcement in practising listening skill. Moreover this study is intended to investigate the students' attitudes towards the technique of teaching listening skill reinforced by reading of the same text. The results obtained from this study are intended to suggest improved techniques of teaching listening comprehension in Thailand.

To perform this study, a listening comprehension test composed of 60 multiple-choice items was administered to 240 M.6 students. After consideration of the scores obtained from the test, only 100 students were randomly chosen as the subjects for this study. These 100 students were randomly put into two equal groups, one as the experimental group and the other as the control group. These two groups of subjects received a 15-period listening course but by different techniques. The experimental group practised listening skill with reinforcement by reading of the same text. Unlike the experimental group, the control group practised listening skill without reinforcement from reading. At the end of the 15-period course, the listening comprehension test was administered again to the subjects in both groups. This was done to see the difference in listening ability between the subjects who experienced different teaching techniques.

In addition, in the final phase of the course, a questionnaire was given to the subjects in the experimental group to determine their attitudes towards the technique of teaching listening comprehension reinforced by reading of the same text. The data obtained were presented in tables with statistical procedure and explanation of the findings in Chapter Four.

Discussion of the Findings

I. From finding one, it is found that the subjects who practised listening skill with reinforcement from reading of the same text had better development in listening ability than the ones who practised listening skill without reinforcement from reading.

In the research about the transfer between listening comprehension and reading comprehension in English by Chandrasen (1976), one of the findings also shows that, in teaching listening comprehension, the students have rapid understanding if the teacher allows them to have reading comprehension first.

From the fact that the subjects in the experimental group had better listening skill development, it can be inferred that having a chance to see the tapescript while listening, which is the technique employed in this study, was the only factor leading to this better development. This may be because the subjects in the experimental group had a chance to match the written words with the sounds they heard. According to Syananondh (1986), the problems of Thai students in understanding spoken English occur when they meet familiar vocabulary and grammatical structures spoken in and unfamiliar sound system. This is because the students have been taught an English pronunciation

which is different from that of native speakers. The subjects in the experimental group, even though they had been taught an English pronunciation different from that of native speakers, had a chance to acquire the native accent by the technique of teaching listening skill reinforced by reading of the same text used with them. Being taught by this technique, they acquired the native pronunciation gradually and became familiar with the English sound system. This may be the reason why the subjects in the experimental group improved their listening abilities more than the subjects in the control group. Unlike the subjects in the experimental group, the subjects in the control group tried to understand the auditory message without the graphic symbols. This led them to difficulty in listening comprehension. As Rivers (1970) cites, students become very tense when their understanding of a message depends on ears alone and this tension makes the message an auditory blur for them. As the result of the emotional tension and the confusion about the message, the students become panicky and the chance to develop their auditory abilities is then decreased. Since the subjects in the control group had never seen the tapescripts of what they were listening to, the message they heard was still an auditory blur for them. This prevented them from getting familiarity with the English sound system. As a result, the subjects in the control group couldn't improve their listening abilities as well as the one in the experimental group.

II. From finding two, it is found that the technique of technique of teaching listening skill reinforced by reading of the same text was approved by the subjects who had been taught by this technique.

This finding is in accordance with the findings of the pedagogical experiment about teaching reading to reinforce listening skill development by Syananondh (1986).

According to Syananondh's research about the relationship between speaking and listening skills (Syananondh, 1985), many students don't feel at ease with their English listening skill training. He also states that because the native pronunciation is different from that which they acquired at an earlier stage of learning, the students are discouraged when they cannot understand what they hear. Being taught by the technique of teaching listening reinforced by reading, the subjects' problem of unfamiliarity with the native pronunciation can be lessened. This may be the reason why this technique satisfies the majority of the subjects.

Syananondh (1986) also states that, as it is accepted by language educators and linguists that the affective component plays a role in studying a foreign language, the affective-based approach deserves greater consideration in relation to listening skill development. From the fact that the technique of teaching listening skill reinforced by reading of the same text was approved of by most of the subjects (94%) who experienced it, there is no doubt that this technique can be used effectively in terms of the affective-based approach.

III. Compared with the traditional technique, the technique of listening skill reinforced by reading can help the subjects gain greater familiarity with the English sound system.

In the research on forty first-year students at Mahidol University by Syananondh (1986), all of the students also considered that the technique of teaching reading to reinforce listening skill

development helped them gain familiarity with the English sound system.

The findings of the present study and of Syananondh's research are valid because when the subjects read and listen to the message at the same time, they have an opportunity to acquire the native pronunciation of the words or statements they see. With more practice, the English sound system becomes familiar to them. This process in acquiring the English native pronunciation is similar to the process by which one acquires one's first language pronunciation. The difference is that in acquiring the pronunciation of a foreign language, there may be an interference from the learner's own pronunciation of that language. Since his own pronunciation of that language may be different from that of native speakers, the learner requires long practice to make himself familiar with the sound system of that language.

As it was indicated by most of the subjects (84%) that the technique of teaching listening skill reinforced by reading of the same text helped them gain greater familiarity with the English sound system than did the traditional technique, this technique seems to be more effective for listening skill training.

IV. From finding four, considering the mean scores, it is found that the subjects' tenseness while practising listening skill reinforced by reading of the same text was almost equal with that while practising with the traditional technique.

Considering the same information in terms of percentage, 38 percent of subjects in the experimental group felt that their tension while practising listening skill with the reinforcement from reading of the same text was lower than that by the traditional technique, 46

percent had equal tenseness, 14 percent had higher, and 2 percent had much higher tenseness.

The data cited above show that the subjects' attitudes towards the effectiveness of the technique of teaching listening reinforced by reading of the same text in terms of reducing tension while learning were varied. This may concern the subjects' reading ability. That is to say, the subjects who were good in reading may have gained comprehension of the message through reading and this comprehension was useful for doing the listening tasks presented at the final phase of the instruction. In other words, the listening tasks seemed easier for them and this led to reduced tension while learning. This presumption is in accordance with Syananondh's (1986) comments that the initial understanding of the message is a useful prerequisite for the development of retrieval listening skill in foreign language learning.

For the subjects who were fair or poor in reading, the reading texts may have given them no or only a little information. Consequently, for them, the technique of teaching listening with or without reinforcement from reading made no difference in terms of providing background knowledge for doing the listening tasks. Hence, they still had tension while learning. Moreover, for some subjects who were very poor in reading, the technique of teaching listening reinforced by reading of the same text seemed to increase their tension while learning. This may be because the unclear or wrong information gained from reading texts confused them, thus their tension while learning increased.

The discussion about variation in subjects' attitudes towards the effectiveness of the technique of teaching listening skill

reinforced by reading of the same text mentioned above leads to the point that students' reading proficiency should be taken into consideration if this technique is used in listening skill training.

V. From finding five, considering the mean score, it is found that the level of relaxed atmosphere development gained by the technique of teaching listening reinforced by reading of the same text seems almost equal with that gained by the traditional technique.

Considering the information, in terms of percentage, 6 percent of the subjects in the experimental group indicate that compared with the atmosphere while learning by the traditional technique, they felt much more relaxed while practising listening skill with reinforcement from reading of the same text, 28 percent felt more relaxed, 46 percent felt the same, 16 percent felt less, and 4 percent felt much less relaxed.

The information presented above shows that relaxed atmosphere development varied among the subjects. Moreover, this variation seems to correlate with the variation of the subjects' tension while learning (see TABLE 4.1 and 5.1). This might imply that the subjects' tension while learning plays a role in the relaxed atmosphere development. This implication is reasonable because when one has tension while learning, it is difficult for one to be relaxed.

VI. From finding six, it is found that by the technique of teaching listening reinforced by reading of the same text, the subjects gain higher motivation in learning than by the traditional technique. This finding supports those of Syananondh (1986).

As it is found that the technique of teaching listening rein-

forced by reading helps the subjects to become familiar with the English sound system, the subjects' problem of unfamiliarity with the native pronunciation is then lessened. This makes the subjects satisfied with this technique and their motivation in learning increases.

Since motivation is important for teaching and learning, a technique which can increase learners' motivation will undoubtedly be a suitable technique for learners.

VII. From finding seven, it is found that in terms of helping the subjects gain confidence in listening skill development, the technique of teaching listening reinforced by reading of the same text can be used more effectively than the traditional technique.

The data obtained from the questionnaire item 6 indicates that the majority of subjects (78%) gained higher confidence in listening skill development when they learned by the technique of teaching listening reinforced by reading of the same text. This finding is evidently supported by the post-test scores which show that the mean score of subjects in Group A (the experimental group) was higher than that of subjects in Group B (the control group).

From this finding, it is clear that the technique of teaching listening skill with reinforcement from reading has an advantage over the traditional technique in terms of helping the learners gain confidence in listening skill development.

Implication for Teaching and Learning.

Regarding the fact that a large number of Thai students have difficulty in English listening comprehension, the findings of this

study are expected to lead to the lessening of this difficulty.

As it is an experimental study of two different techniques of teaching listening skill, the findings of this study which show that the technique of teaching listening skill reinforced by reading of the same text has some advantages over the traditional technique may be useful for improving the technique of teaching listening skill for Thai students.

On the basis of the findings of this study together with some of the previous related studies, the researcher would like to present some suggestions as follows :

1. Since it is found that the technique of teaching listening skill reinforced by reading of the same text increases the learners' listening ability much more than the traditional technique does, this technique should be used for listening training instead of the traditional technique.

2. Since Syananondh (1985) states that Thai speaking students' inability to understand spoken English partially arises from the interference or negative transfer of their inappropriate English pronunciation, students should be taught proper English pronunciation at the earlier stage of learning. That is to say, English teachers should be English native speakers or ones who have a near-native accent. Given the English teaching situation in Thailand, it is impractical for many elementary or secondary schools to have qualified English teachers as mentioned above. Therefore, the researcher would like to suggest a practical solution for this problem.

As it is found that the technique of teaching listening rein-

forced by reading of the same text helps the subjects gain familiarity with the English sound system, this finding can be applied to the teaching of pronunciation. That is, instead of pronouncing a word after the teacher, the students will pronounce the word, spoken by a native speaker, after the tape recorder. Moreover, the students should have a chance to see that word while they learn to pronounce it. This enables them to match the sound of that word with its graphic symbol. By this technique, the students can acquire the native pronunciation. With more practice, the students will have good English pronunciation and the problem of meeting the unfamiliar English sound system while practising listening skill is then lessened.

3. Considering the subjects' attitude towards the technique of teaching listening reinforced by reading of the same text, the majority of the subjects approved of this technique. Although this technique can't provide a relaxed atmosphere as is desirable, the technique of teaching listening reinforced by reading of the same text still has advantages in terms of helping the subjects gain confidence in listening skill development and gain higher motivation in learning.

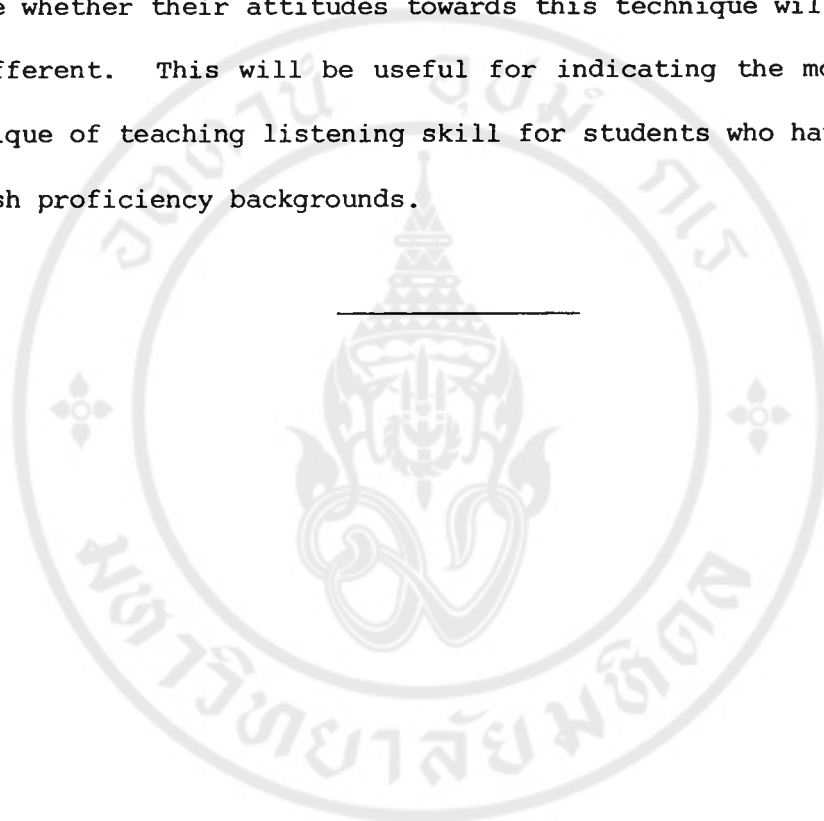
In conclusion, the technique of teaching listening skill reinforced by reading of the same text tends to have advantages over the traditional technique both in terms of the effectiveness in developing listening ability and in terms of providing the students with positive attitudes towards learning. Consequently, this technique should be considered as a practical solution for solving the problem in listening skill of Thai students.

Recommendation for Further Studies.

On the basis of this study, some problems which are suggested for further research have been identified :

1. Because of the limitations of time and financial resources, it was not feasible for the researcher to perform the experiment with students at other levels. Therefore, further study with students at other levels should be done to see whether the findings obtained are the same or not.
2. Also, because of time and financial limitations, this study was done only in 15-period course. As Rivers (1970) states that the process of acquiring the native sound system in learning a foreign language requires long practice, a further study over a longer period of time should be done to see whether, with longer practice, the students' listening ability still improves continuously or not.
3. From this study, it is accidentally found that by the technique of teaching listening reinforced by reading of the same text, there are variation in the subjects' self-perceived tension while learning (see TABLE 4.1) and also in their relaxed atmosphere development (see TABLE 5.1). This variation may concern the subjects' reading ability. Therefore, the learners' reading ability should be considered in further study. That is, instead of considering only the learners' listening ability as a criterion for dividing students into equal groups, the learners' reading ability should be used as a criterion as well. For example, if it is feasible, the students who get equal scores in the listening test should be divided into a low group and a high group according to their reading abilities. This

should be done to see whether, with the same level of listening ability, the students who are good in reading can develop their listening ability better than ones who are poor in reading when the technique of teaching listening skill reinforced by reading of the same text is employed with both of them. Moreover, it should be done to see whether their attitudes towards this technique will be the same or different. This will be useful for indicating the most suitable technique of teaching listening skill for students who have different English proficiency backgrounds.





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APPENDIX A
TEACHING MATERIALS

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THE MAN WHO ESCAPED : episode 1.

I. Edward Coke used to be an army officer, but he is in prison now. Everyday is exactly the same for him.

It is winter now and Coke and all the other men get up at six, when it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, where they make mail-bags, but Coke often works in the field outside.

II. The man have lunch at twelve. Lunch lasts an hour and then the man go back to work again. dinner is at six. coke usually goes to the prison library after dinner and reads until 9.30. The lights go out at ten.

The day is long, hard, and boring and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

III. One of the men is called Eric Masters. He used to be an army officer, just like coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he did not do.

Exercise 1.

Choose the best answer for each question.

1. Where is Coke now ?
 - A. In the office.
 - B. In the prison.
 - C. In the field.
 - D. In the factory.
2. When does Coke usually get up ?
 - A. At 6.
 - B. At 5.
 - C. At 6:30.
 - D. At 7:30.
3. Where does Coke often work ?
 - A. In the field.
 - B. In the office.
 - C. In the library.
 - D. In the prison factory.
4. When does Coke have breakfast ?
 - A. At 6.
 - B. At 6:30.
 - C. At 7:30.
 - D. At 9:30.
5. How long does Coke have for lunch ?
 - A. 30 minutes.
 - B. 45 minutes.
 - C. 50 minutes.
 - D. 60 minutes.
6. When does Coke have dinner ?
 - A. At 6.
 - B. At 10.
 - C. At 6:30.
 - D. At 9:30.
7. What does Coke usually do after dinner ?
 - A. Goes to bed.
 - B. Goes to library.
 - C. Goes back to work.
 - D. Talks to Masters and Hugo.
8. How about Coke's life ?
 - A. Boring.
 - B. Exciting.
 - C. Interesting.
 - D. Dangerous.

THE MAN WHO ESCAPED : episode 2.

I. It is six o'clock on a very cold winter evening. All over England people are sitting down in their livingroom and are watching the news on television or are listening to it on the radio. There is one very important piece of news this evening. It is this.

"In the West of England this evening, hundreds of policemen are looking for a man who escaped from Princeville Prison early this morning. The man's name is Edward Coke. He is 30 years old, six feet tall, and has black hair and blue eyes. He is wearing a dark blue prison uniform. The police do not think he can stay free very long. It is only a few degrees above zero and it is snowing."

II. The radio is on in an expensive pub in Soho, in the centre of London. Most of the people there are not very interested in the news programme, but one man is. His name is Eric Masters. He is about 45 and is wearing very expensive clothes. He is looking very afraid of something. There is another man standing next to him at the bar. Masters is asking him a question.

"Did they say the man's name was Coke ?"

"Yes, that's right. Coke.....Edward Coke. Why? Do you know him ?"

"Pardon ?"

"Do you know him ?"

"No....no, I don't know him.....I.....I just wanted to know the man's name, that's all."

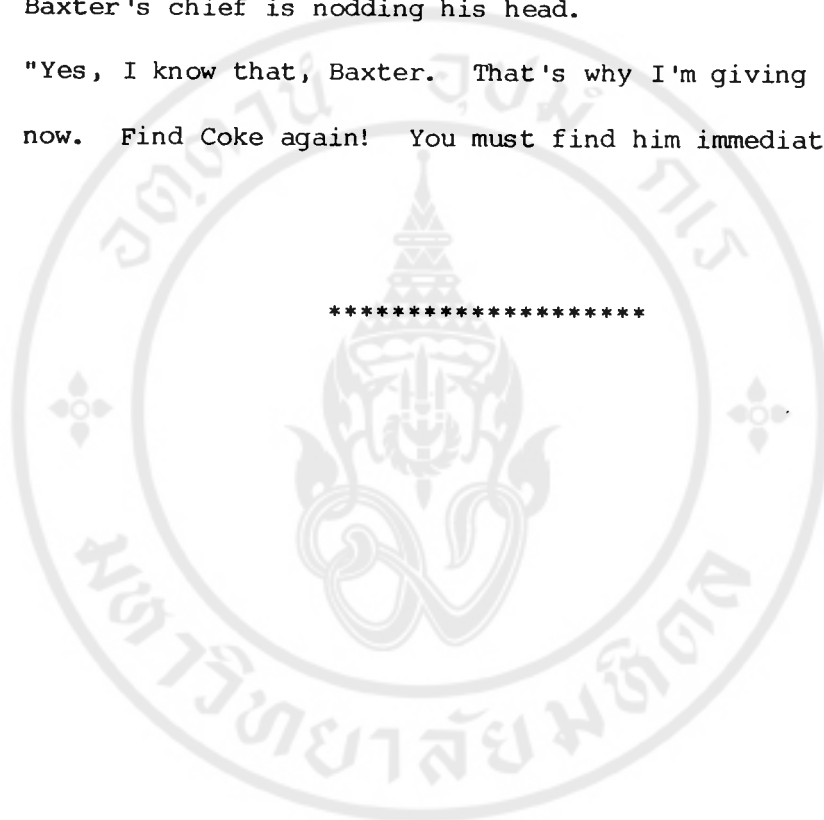
III. In another part of London, a young detective is standing in the office of his chief at Scotland Yard. The young detective's name is Richard Baxter.

"You knew Coke, didn't you, Baxter ?"

"Yes, sir. I arrested him four years ago."

Baxter's chief is nodding his head.

"Yes, I know that, Baxter. That's why I'm giving you this order, now. Find Coke again! You must find him immediately!"



Exercise 2.

I. Suppose you are a policeman and you are going to write a report about Coke, the prisoner who escaped from Princeville Prison. Give information about Coke by filling in the form below.

FIRST NAME LAST NAME

AGE HEIGHT

COLOR OF EYES COLOR OF HAIR

CLOTHES

II. Write T if the sentence is true, and F if the sentence is false.

- 1. Most of the people in the pub are very interested in the news.
- 2. Eric Masters' age is about 45.
- 3. Eric Masters is in the terrible clothes.
- 4. Eric Masters is interested in the news.
- 5. Eric Masters asks the man near him about Coke.

III. Choose the best answer for each question.

- 1. Who is Richard Baxter ?
 - A. Coke's friend.
 - B. Coke's brother.
 - C. A detective.
 - D. The chief of Scotland Yard.
- 2. How did Baxter know Coke ?
 - A. He was Coke's brother.
 - B. He used to arrest Coke four years ago.
 - C. He was a friend of Coke's when he was young.
 - D. He met Coke at Scotland Yard office four years ago.

THE MAN WHO ESCAPED : episode 3.

I. It is 6:30 in the evening now, and the wind is still blowing.

It is getting colder. About ten miles away from Princeville Prison a man is hiding in a field. The wind is cutting through his thin prison uniform like a knife.

A dog is barking somewhere in the distance. Is it a police dog perhaps? The man in the field does not know. There is only one idea in his mind at the moment : he must find food and some warm clothes, but where?

II. Two hundred miles away in London, Baxter's train is standing at platform 9 in Paddington Station. Baxter is sitting in a comfortable compartment. There is another man opposite him. Baxter does not know the man but he can see he wants to talk. The man is holding a newspaper in his hands.

"I see someone escaped from Princeville Prison this morning."

"Oh, really?"

"yes.....Would you like to read about it? It's all here in the paper."

"No, thank you."

III. The train is leaving the station now. Baxter is looking out of the window. He can see a thousand bright lights in the windows of pubs, cafes, houses and flats. Everywhere people are sitting down to warm meals and hot cups of tea. The world looks warm and comfortable. The man opposite Baxter is still talking.

"The paper says the man was a spy.....he gave important military secrets away. I hope the police catch him."

"Yes, so do I."



Exercise 3.

In this exercise you will see three incomplete passages. Study the words given for each passage and fill them into the blanks to complete the passages.

I. miles field through distance uniform mind
blowing knife 6:30 clothes hiding find

It is in the evening now, and the wind is still It is getting colder. About ten away from Princeville Prison a man is in a field. The wind is cutting his thin prison like a

A dog is barking in the Is it a police dog perhaps? The man in the does not know. There is only one idea in his at the moment : he must food and some warm, but where?

II. paper opposite escaped compartment newspaper
know platform about talk two is

..... hundred miles away London. Baxter's train is standing at 9 in Paddington Station. Baxter is sitting in a comfortable There is another man him. Baxter does not the man but he can see he wants to The man is holding a in his hands.

'I see someone from Princeville Prison this evening.'

'Oh, really?'

'Yes. Would you like to read it? It's all here
in the

'No, thank you.'

III. spy train cafes secrets Baxter falts
hot opposite see bright people comfortable

The is leaving the station now. is looking
out of the window. He can a thousand lights in the
windows of pubs,, houses and Everywhere
are sitting down to warm meals and cups of tea. The world
likks warm and The man Baxter is still talking.

'The paper says the man was a he gave important military
..... away. I hope the police catch him! '

'Yes, so do I.'

THE MAN WHO ESCAPED : episode 4.

- I. Baxter got on the train at 5 o'clock. An hour later, at 6, he was asleep in the warm train compartment. Coke was still in his hiding-place in a field, 100 miles away. The winter evening got darker and colder. The wind cut through Coke's thin uniform like a knife. Coke was hungry and tired, and his arms and legs were so cold that he could hardly feel them. He knew he had to find food, warm clothing, and a warm place somewhere. "I have to make a move! I can't just stay in this field and die of the cold!" he thought.
- II. Coke got up and began to walk. "Where am I? Which direction am I walking in? Am I going back towards the prison?" he asked himself. A few minutes later, the moon came out and Coke could see better. He stopped and looked around. Suddenly he saw a small light not far away. "What can it be? It can't be a car. It isn't moving! It must be a house!" he said to himself and began to walk towards it. The light got larger. It was a house! He could see the form of the roof in the dark ness.
- III. Ten minutes later he was outside the house. He stopped and listened. "Strange!" he thought. "I can't hear anything, not even a radio or a television, but there must be someone in there! There's a light oh!" Just at that moment, a thought struck him. "This is probably the only house around for miles! The police know I'm probably around here somewhere; and if they're anywhere, they're in that house, waiting for me. Coke did not move. The wind became colder. His feet and

hands felt like ice in the snow. "I have to take the chance!
I have to! This is the only place I can find warm clothes and
food!" he thought.



Exercise 4.

You will see 10 statements about the story you hear from the tape. According to the story you hear, put these 10 statements in order by writing the letter in front of each statement in the blanks given.

- A). Coke stopped outside the house and listened but he didn't hear anything.
- B). Suddenly, Coke saw a small light not far away.
- C). At last, Coke decided to go into the house because the winter was colder and he was very hungry and tired.
- D). Coke believed that there must be someone in the house because there was a light on.
- E). Coke was in his hiding-place in a field.
- F). Coke thought that the policeman might know that he would come to this house and they were waiting for him.
- G). When Coke walked nearer to the light, he saw that it was a house.
- H). He was in front of the house ten minutes later.
- I). Coke wanted to find food, warm clothes and warm place because he was hungry and tired.
- J). Coke got up and began to walk.

(1) (2) (3) (4) (5)

(6) (7) (8) (9) (10)

THE MAN WHO ESCAPED : episode 5.

I. Coke listened for several seconds but he could not hear anything at all. And yet there was smoke coming from the chimney and there was a light on in front room! "Why is it so quiet? Is it a trap? Are the police waiting for me in there?" he asked himself. He went to the front door and pushed it. To his surprise it was open! He went in very quietly. In the front room there was a fire burning in the fireplace. The room was clean, small and very warm. There was very little furniture in it - only a couch and a table in front of the fire and two old - fashioned chairs. There were also some photographs on the shelf above the fire. They were yellow and old. One of them was of a young man in a World War I uniform. There were also a few of the same young man and also a woman in old - fashioned wedding-clothes.

II. Suddenly Coke froze. There was someone else in the room. He could feel it! He turned around quickly and, at the same time, put his hand in his pocket. There was a small knife there. He saw an old woman. She had a covered dish in her hands and there was a delicious smell of meat and vegetables coming from it. She did not look afraid. She did not even look surprised.

"I'm sorry," she said, and put the dish down on the table. Coke could hardly believe his ears. Here he was, a stranger in her house and yet she said she was sorry!

III. "I'm sorry," she said again. "I didn't hear you. Did you knocked? I'm deaf, you see." She pointed to her ear, shook her head and said "deaf" a second time. "People often come to the door and knock, but I don't hear them. I'm glad you came in."

Coke stared at her for a second and then finally found his voice. "I..I'm sorry. I just stepped in."

He looked down at his clothes. His prison uniform was so dirty that it was impossible to tell what kind of uniform it was. Then he suddenly had an idea.

"I'm a mechanic from a garage in town. I came to repair a lorry somewhere out here but the road was icy. I had an accident. I...I fell off my motorbike." He had to say this several times before she finally understood him. When she did, she gave him some hot water and soap and afterwards some food. The only thing he needed now was a change of clothes.

2. Why didn't that person know that Coke was a prisoner?
- A. Because that person was blind.
 - B. Because Coke's prison uniform was so dirty.
 - C. Because Coke has changed his clothes already.
 - D. Because that person was too old to see anything clearly.
3. What was the answer that Coke told that person about himself?
- A. He is a mechanic who had an accident.
 - B. He is a lorry driver whose lorry has broken down.
 - C. He is a lorry driver who came from a garage in town.
 - D. He is a mechanic who came to repair a motorbike near that person's house.

THE MAN WHO ESCAPED : episode 6.

I. It was a cold and miserable night. Only a few miles away from the house Coke was in, two policemen in a small village police station could hear the wind outside. One of them was a sergeant. The other was much younger.

"I wonder how Mrs Bentley is?" the sergeant asked.

"Mrs Bentley? Oh, you mean that old lady whose husband died a few years ago?"

"That's right. She's deaf, you know, so she never listened to the radio or watches television. In fact, she doesn't even read the papers."

"Oh?" the young policeman said. He wondered why the sergeant wanted to tell him all this. Then he found out.

"Why don't you go out to her place and see if she's all right?"

"Who? Me? On a night like this?"

"It's not far. Besides, you've got your bike, haven't you?"

II. Baxter got off the train at a small station. There was a detective waiting for him on the platform. He shook Baxter's hand. "My name's Halls. Tom Halls. Scotland Yard phoned us to meet you here. There's a car waiting." Baxter wasted very little time on so social formalities. "Coke escaped more than 24 hours ago. I want to catch him before another 24 hours are up." Halls looked at Baxter for a few seconds before he answered. "A lot of us wonder why Scotland Yard didn't send anyone to help us then." Baxter was already half-way to the car before he said anything. "Coke isn't just an ordinary prisoner. He's very special. Let's get going!"

III. The young policeman was angry. He was on the road now. The wind was cold and blew snow into his face. "That stupid sergeant!" he thought. "We must be one of the last stations in England that still uses bikes, and he sends me out on a night like this!" He had to get off the bike and push it up a hill. It was the last hill between the station and the old lady's house. When he got to the top of it he could see the light go on in one of the rooms upstairs. "Stupid! that's what it is, sending me out on a night like this!" the policeman again. Then he got on his bike and began to go down the hill very fast, towards the house.

Exercise 6.

I. After listening to the tape, answer the following questions.

1. Where were the two policemen?
 - A. In a field.
 - B. Two miles away from the police station.
 - C. In a small village.
 - D. In a police station.
2. What did the sergeant want the young policeman to do?
 - A. To see Mrs' Bentley at her house.
 - B. To take him to see Mrs Bentley.
 - C. To phone to Mrs Bentley.
 - D. To turn on thr radio.
3. How would the young policeman go to the old lady's house?

A. By car.	B. By walk.
C. By bicycle.	D. By motorbike.

II.

1. Where was Baxter?

A. In a detective office.	B. At a railway station.
C. At Scotland Yard office.	D. On a train.
2. Whom did Baxter meet there?

A. Tom Halls.	B. A detective.
C. A policeman.	D. Both A and B.
3. What did Baxter want to do?

A. Go to Scotland Yard Office.	B. To catch Coke.
C. To talk with Tom about Coke.	D. To talk with Coke.

4. Why was Scotland Yard very interested in Coke?
- A. Because Coke was a special prisoner.
 - B. Because Coke was a very important person.
 - C. Because Coke had some secrets of Scotland Yard.
 - D. Because Coke has escaped from the prison for a long time.

III.

1. How about the weather on this night?
- A. It's hot.
 - B. It's warm.
 - C. It's rainy.
 - D. It's terrible.
2. What did the young policeman feel?
- A. Very sad.
 - B. Very angry.
 - C. Very happy.
 - D. Very serious.
3. What could he see when he was on the top of the hill?
- A. The house.
 - B. The old lady.
 - C. The clear sky.
 - D. A small village.

THE MAN WHO ESCAPED : episode 7.

I. "You know, your clothes are in terrible state," the old lady said after the meal. "you ruined them when you had the accident!" "That's all right. They're just my work-clothes," Coke answered. "My husband was just about your size. A little heavier perhaps. All his clothes are upstairs. They're no good to him. He did two years ago." She pointed to the room above them. "Why don't you see if any of his clothes fit you. You can bring them back tomorrow."

"Nobody can be this lucky!" Coke thought to himself. He went upstairs and turned the light on. It was clear that the old lady was almost in another world. She trusted everybody. He found a heavy jacket, a woollen shirt and some trousers hanging in the room.

II. "What do you know about Coke?" Baxter asked Halls. They were in the car now. "Very little, I'm afraid. In fact, I don't think I know anything about him at all. Wasn't he the fellow who was in that spy case about four years ago?"

"Yes, that's right. Coke always said it wasn't him.....that it was someone else."

"That's what they all say. But what's so special about him?"

"Coke was in Army Intelligence. He knew important secrets. We could never understand why he sold them. There wasn't a real motive. Some said he did it for money. We couldn't prove it, but if he was a spy, he still knows too much. We could never find out who he sold the secrets to. That's why we have to catch him before he makes contact with any of his old friends!"

III. Coke put the clothes on as quickly as he could. They were old and shabby, but at least they were warm. When he came downstairs, the old lady was still in front of the fire. She smiled when she looked at him. "You know, you look just like my husband in those clothes...when he was much younger, of course."

Coke tried to be polite. He wanted to leave quickly.

"I can't thank you enough. It was very kind of you to do all this for me."

The old lady did not seem to hear him.

"Just like my husband," she said again. Just then, there was a knock on the door.

Exercise 7.

After listening to the tape, answer the following questions.

I.

1. What did the old lady ask Coke to do?
 - A. To go upstairs and find a room to sleep.
 - B. To go upstairs and bring some clothes for her.
 - C. To bring her some of her husband's clothes.
 - D. To change his clothes because they're so dirty.
2. How long did the old lady's husband die?
 - A. Two years ago.
 - B. Three years ago.
 - C. Four years ago.
 - D. Ten year ago.
3. What did Coke find about the old lady?
 - A. She love her husband very much.
 - B. She didn't believe anyone easily.
 - C. She believed everybody easily.
 - D. She always think about her husband.

II.

1. Did Halls know very much about Coke?
 - A. Yes, he did.
 - B. No, he didn't.
2. Why was Coke arrested?
 - A. Because he stole some money.
 - B. Because he killed his friend.
 - C. Because he was accused as a spy.
 - D. Because he killed a spy who worked for government.

III.

1. What did the old lady say when he saw Coke in her husband's clothes?
 - A. She didn't say anything.
 - B. She said Coke looked very young.
 - C. She said the clothes were too big for Coke.
 - D. She said Coke looked like her husband very much.

2. What did Coke want to do?
 - A. He wanted to have some food.
 - B. He wanted to leave the house.
 - C. He wanted to talk to the old lady.
 - D. He wanted a warm place to sleep.

3. What happened at the front door?
 - A. There was a knock on the door.
 - B. Somebody opened the door.
 - C. The door was opened quickly.
 - D. There was a man standing at the door.

THE MAN WHO ESCAPED : episode 8.

I. The old lady did not hear the knock, but Coke did. His heart began to pound widely. Whoever it was obviously knew there was someone inside because there was a light on and smoke coming from the chimney. He had to decide what to do, and quickly. "There's someone at the door", he said loudly, but the old lady did not understand.

"There's someone at the door", he said again, this time more loudly than before. She went out of the room and Coke quickly stepped back into the shadows of the front room.

II. The old lady opened the front door. Coke could see her quite clearly, but nothing else. He listened carefully.

"Hello, Mrs Bentley. I'm from the village police station. The sergeant sent me. I've got something to tell you."

Then Coke saw the policeman very clearly. Coke looked around quickly. There was a poker lying in the fireplace. He almost went to get it and then stopped.

"No!" he thought "That's too dangerous. They already think I'm a spy. Whatever I have to do I can do just as well with my fists.

He stepped back and waited. The old lady and the policeman came through the door into the sitting-room. Coke was still behind the door, so the policeman could not see him.

"Good evening officer. Can I help you?" Coke said very loudly and clearly. The policeman turned around and looked at Coke. He was very surprised. Then Coke hit him as hard as he could in the stomach and he fell to the floor heavily. The old lady screamed. The policeman tried to get up, but fell back weakly. Coke ran out of the room.

III. The phone rang about five minutes later at the local police headquarters. Halls answered it. "What? Coke? Where? When?" Baxter stood up as soon as he heard Coke's name. He quickly put his hat and coat on. Halls listened carefully to the voice on the other end and quickly made a few notes. Then he put the phone down and turned to Baxter.

"Well, we know where Coke is now. A policeman almost caught him only five minutes ago."

"What do you mean, 'he almost caught him'? Did he catch him or didn't he?"

"No, he got away. He stole the policeman's bike."

Exercise 8.

I. According to the story you have heard from the tape, put the following sentences in order by writing the letters A, B, C,G in front of each sentence in the blanks given.

- A. The old lady opened the door and found the young policeman.
- B. Coke told the old lady that there was someone at the door.
- C. Coke hit the policeman's stomach and then ran out of the room.
- D. The old lady went out of the room and Coke stepped back into the shadows of the front room.
- E. The old lady and the policeman walked into the sitting-room.
- F. Coke knew that there was someone at the door because he heard the knock.
- G. The policeman was surprised when he saw Coke.

(1) (2) (3) (4) (5) (6) (7)

II. From the words given below, complete the passage by writing the words you have heard from the tape into the blanks.

catch phone got bike answered coat
 caught put give know quickly what
 turned carefully heard headquarters

The phone rang about minutes later at the local police Halls it. "What? Coke? Where? When?" Baxter stood up as soon as he Coke's name. He quickly his hat and on. Halls listened to the voice on the other end and made a few notes. Then put the down and to Baxter.

"Well, we know where Coke is now. A policeman almost him only five minutes ago."

"..... do you mean, 'he almost caught him'? Did he him
or didn't he?"

"No, he got away. He stole the policeman's bike."



THE MAN WHO ESCAPED : episode 9.

I. Baxter got into the car first. Halls was right behind him. "You drive. You know the area better than I do." Baxter said. They raced out of the town and into the dark countryside. "It's ridiculous," Halls said.

"Does he really think he's going to get away from us on a bike?"

"Coke isn't a fool," Baxter answered. "He probably doesn't realise we already know what happened in the old lady's house."

"You mean he doesn't know that even village policeman have small two-way radios these days?"

"That's right. He probably thinks it's going to take that policeman at least half an hour to get to the nearest phone. He thinks he can get pretty far in that time."

II. Ten minutes later, about three miles from the old lady's house, Baxter suddenly saw someone on the dark road ahead.

"Look! There!" he shouted. "There's someone on a bike! And look! He's going to get off!"

Halls saw the man quite clearly, but only for a second. As soon as the man saw they were in a police car, he dropped his bike and ran into the trees at the side of the road.

"That's Coke!" Baxter shouted. "He isn't going to get away this time!"

Baxter jumped out of the car even before Halls stopped it, and ran after Coke. Halls jumped out, too. He did not even switch off the headlights.

III. All Coke's training as a soldier helped him now. Baxter was just behind him when Coke suddenly turned. Baxter tried to grab him but almost lost his balance. Then Coke hit him on the chin as hard as he could. Baxter fell to the ground heavily. At that moment, Halls jumped on Coke from behind but Coke threw him over his back and against a tree, and then ran back towards the road before Halls could get up. Even when he did, he fell back to the ground again. There was a terrible pain in his ribs. Coke saw the police car very clearly. The headlights were still on, and one of the doors was open. Coke jumped in. It took Baxter several seconds to realise where he was. At first, all he could feel was a terrible pain in his jaw. Then he heard the sound of a car engine starting. He looked up and saw Halls pointing to it. Suddenly Baxter realised everything. Halls tried to run after the car but it was too late. Coke was gone and so was their car!

Exercise 9.

After listening to the tape, answer these following questions.

I.

1. How did the policemen contact each other?
 - A. By telephone.
 - B. By small radio.
 - C. by two-way radio.
 - D. By loudspeaker.
2. Did the policemen know what happened in the old lady's house?
 - A. Yes, he did.
 - B. No, he didn't.

II.

1. What did Baxter see on the road?
 - A. A head.
 - B. Someone on a bike.
 - C. A dark man.
 - D. A police car.
2. What did the man do when he saw a police car?
 - A. He rode behind the trees.
 - B. He dropped his bike.
 - C. He ran into the trees.
 - D. Both B and C.
3. Who was the man on the bike?
 - A. Tom Halls.
 - B. Baxter.
 - C. Coke.
 - D. A detective.
4. What did Halls forget to do when he got off the car?
 - A. He forgot to turn on the radio.
 - B. He forgot to turn off the radio.
 - C. He forgot to switch on the headlights.
 - D. He forgot to switch off the headlights.

III.

1. What happened to Baxter?
 - A. He could grab Coke.
 - B. He was thrown against a tree.
 - C. He was hit on the chin.
 - D. He could knock Coke by his fist.

2. What happened to Halls?

- A. He could grab Coke. B. He was thrown against a tree.
C. He was hit on the chin. D. He could knock Coke by his fist.

3. What happened to Coke?

- A. He was caught by Baxter.
B. He was caught by Halls.
C. He was caught by other policemen.
D. He could get away with the police car.

THE MAN WHO ESCAPED : episode 10.

I. Coke drove for about twenty minutes. He felt nervous in the police car but he knew it was his only chance.

"I wonder how that policeman managed to contact police-head-quarters so quickly?" he asked himself. Then he remembered a newspaper article about the new pocket radios all policemen had. They were small things which they put in their pockets. "Of course! That's it!" he thought. Then he wondered if detectives like Halls and Baxter also had them. He knew they probably did not, because they already had radios in their cars. Suddenly, however, something on the road ahead interrupted his thoughts. Two police cars were there, side by side, blocking the road. Nothing could get by them!

II. The two policemen at the road block were bored. It was a lonely spot between two hills and there was very little traffic.

"Could you give me a light, Tom?" one of them said. It was his tenth cigarette that night. Just then, they both looked up and saw a car coming towards them.

"It's a police car," the other one said. "Perhaps they're bringing us some hot coffee, or something to eat." They both watched the car as it came closer. It was a long, straight road and the car was still a good distance away.

"Isn't it going to stop?"

"It doesn't look like it."

"Shall we stop it? Our orders are to stop every car."

Just then, they heard the two-tone sound of the horn. It was obvious that whoever was in the car was in a great hurry.

III. The two policemen hesitated for a second. Then one of them turned to the other. "Would you move the car out of the way, Bob, or shall I?"

"But our orders were to....."

"Look! That's a police car, can't you see? You don't think Coke's going to come through here in a police car, do you?" The other policeman got into the car and moved it back a few inches; the gap was just wide enough for another car to get through now.

"Aren't you going to move back some more?" the other shouted. Before he could do so, Coke shot through the narrow gap and raced down the road, in the direction of London.

III.

1. What did one of the two policemen ask the other to do?
 - A. To race his car after Coke's.
 - B. To move the car out of the road.
 - C. To stop the car which Coke was in.
 - D. To contact with the police headquarters.
2. Could Coke drive pass the two police cars?
 - A. Yes, he could.
 - B. No, he couldn't.
3. From the question No. 2, why?
 - A. Because the two policemen didn't know him.
 - B. Because the two policemen asked him to stop the car.
 - C. Because the gap between the two police cars was too narrow.
 - D. Because the gap between the two police cars was wide enough.

THE MAN WHO ESCAPED : episode 11.

I. "How much farther is it to the nearest village?" Baxter asked.

He and Halls were in the middle of the countryside. The night was very dark and there was no traffic on the roads. They could not see a house or even a public phone box anywhere.

"It must be on the other side of that hill" Halls said.

"I hope so! We've been walking for twenty minutes now! When we started, you said it was only ten minutes away!" Baxter said angrily. He was tired and his jaw hurt. He could already imagine the Chief Inspector's comments at their next interview. The chief Inspector was a very sarcastic man. "Well, Baxter, perhaps you would explain all this to the papers? Shall we say something like 'The police are always ready to help'?"

II. Coke turned off the main road. He wanted to get rid of the police car as soon as possible. The army often used the area for manoeuvres and Coke remembered it from the days when he was a soldier. He knew there was a village down a side road. Just before he got to it, he stopped and left the car in a field. Then he walked into the village itself. He wanted something and he was sure he could find it here.

In his apartment in London, a well-dressed man named Eric Masters turned on the radio and listened. The news was still bad. Coke was still free, the announcer said. Masters look very frightened. He turned off the radio suddenly and picked up the phone.

III. In a village almost 200 miles away, Coke found what he wanted.

"People in village like this always trust their neighbours.

How lucky!" he thought when he saw the motorbike. It was in a garage at the edge of the village. The garage was not even

locked and there was a leather motorcycle suit on a nail.

There were also a pair of gloves and a helmet. Everyone in

the village was asleep. Coke worked silently. He pushed the

bike down the road. When he was far enough away from the village

he started the engine. It roared loudly. He got on the motor-

bike and raced towards London.

Exercise 11.

After listening to the tape, answer the following questions.

I.

1. Where were Halls and Baxter?
 - A. In a village.
 - B. In a telephone box.
 - C. In the countryside.
 - D. In a house.
2. How long have they walked?
 - A. For 10 minutes.
 - B. For 15 minutes.
 - C. For 20 minutes.
 - D. For 25 minutes.
3. How did Baxter feel?
 - A. He was happy.
 - B. He was angry.
 - C. He was thirsty.
 - D. He was hungry.
4. What was Baxter thinking about?
 - A. About Coke's escaping.
 - B. About the paper's comments.
 - C. About the interview for his new job.
 - D. About the Chief Inspector's comments.

II.

1. Did Coke know this area before?
 - A. Yes, he did.
 - B. No, he didn't.
2. How did Coke go into the village?
 - A. By bike.
 - B. By car.
 - C. By motorbike.
 - D. By walk.
3. Where was Eric Masters?
 - A. In his apartment.
 - B. In London.
 - C. In the phone box.
 - D. Both A and B.

4. What was Masters doing?
- A. Talking with Coke. B. Listening to the radio.
C. Speaking on the phone. D. Watching the news on TV.
5. What did Masters feel about Coke's news?
- A. He was happy. B. He was worried.
C. He was serious. D. He was frightened.

III.

1. What did Coke find in the village?
- A. A car. B. A bike.
C. A motorcycle. D. A motorboat.
2. What did Coke find in the garage?
- A. A helmet. B. A motorcycle suit.
C. A pair of gloves. D. All correct.
3. Where did Coke race to?
- A. to London. B. To the garage.
C. To the village. D. To the police station.

THE MAN WHO ESCAPED : episode 12.

I. Eric Masters had the face of a man who lived comfortably and ate well. It was the face of a man who usually did not worry about the future. All this was gone now. He was very worried indeed when he picked up the phone and dialled nervously. At first, nobody answered at the other end. The phone rang at least twelve times but Masters did not hang up. Finally a sleepy voice answered angrily,

"Who is it? What the devil do you want at this hour?"

It was a man's voice, and it was educated and smooth, but it had a cruel, cold edge.

II. "Is that you, Hugo? This is Eric," Masters said quickly. The man at the other end became even angrier.

"And why are you ringing at this hour? I've been in bed for an hour!"

"But, haven't you heard the news, Hugo? Coke's still free!"

"Of course I've heard. So have my friends," the man answered coldly.

"I can't sleep. I've been thinking about Coke all evening!"

"Perhaps you'd better take a sleeping pill!" Masters almost screamed the next question into the phone.

"What are you going to do, Hugo? What are you going to do?"

The man at the other end answered just as coldly and as calmly as before, "Do? We're going to kill Coke! That's what we're going to do. That is, if he is stupid enough to come to London."

III. The motorbike was fast but the roads were icy. Coke drove dangerously. He knew he had to. He had very little time. "I'd better keep to the side roads," he thought, but he did not because the main road was much faster, and he had very little time. A police car went by in the opposite direction. He began to feel a little safer. Then, around 2 o'clock in the morning, he suddenly saw lights in his mirror. They were the headlights of another police car, and this time it was just behind him. It came closer and closer and then suddenly speeded up. For several seconds, Coke and the car raced along side by side. Coke looked up. The two policemen in the car were looking at him but they could not see his face clearly. He was wearing a helmet and goggles. Coke raised his hand and waved casually. The driver was already looking at the road again, but the other still had his eyes on Coke. Then, the car speeded up again. In a few seconds it was far ahead of him. coke raced towards London. He knew exactly where he wanted to go.

Exercise 12.

I.

1. What was Masters doing?
 - A. He was using the telephone.
 - B. He was listening to the news.
 - C. He was talking with his friends.
 - D. He was thinking about his friends.
2. What was Hugo doing when Masters phoned him?
 - A. He was sleeping.
 - B. He was listening to the news.
 - C. He was using the phone.
 - D. He was talking with Coke.
3. What were Masters and Hugo talking about?
 - A. About their friends.
 - B. About the news of Coke.
 - C. About the sleeping pill.
 - D. About Baxter and Halls.
4. What was Hugo going to do with Coke?
 - A. He would kill Coke.
 - B. He would go to see Coke.
 - C. he would send Coke to London.
 - D. He would send Coke to the police.

II.

1. Where was Coke?
 - A. In a police car on the main road.
 - B. In a police car on the side road.
 - C. On a motorbike on the main road.
 - D. On a motorbike on the side road.
2. What did Coke see in the mirror?
 - A. The headlights of the car.
 - B. The light from a house.
 - C. The lights of another motorbike.
 - D. The headlights of a police car.

3. Did the policemen see Coke?
- A. Yes, they did. B. No, they didn't.
4. Why didn't the policemen see Coke's face clearly?
- A. Because the road was too dark.
B. Because Coke had a helmet and goggles.
C. Because Coke rode very fast.
D. Because they weren't interested in Coke.
5. What did the two policemen do?
- A. They drove pass Coke.
B. They wave their hands to Coke.
C. They stopped Coke and arrested him.
D. They contacted with Baxter and Halls.
6. Where was Coke going to?
- A. To London. B. To Masters' house.
C. To Hugo's apartment. D. No answer.

THE MAN WHO ESCAPED : episode 13.

I. Coke reached London just before 6. The huge city was just beginning to wake up but the streets were still dark. He drove to a block of small flats not far from the river in the south east. There was a light on in one of the ground floor flats. It was shining in the kitchen. He went to the window and tapped softly. He was still standing at the window when the back door opened. When he looked up, a woman was standing there. He hesitated when he saw her and almost went calmly. "Come in, Ted. I've been expecting you," she said very softly. He walked towards her and stood in the open doorway.

II. Baxter caught a very early train to London. When he got to Scotland Yard, the chief Inspector was waiting for him. When Baxter went into his office, he was sitting at his desk and looking at a photograph. The Inspector looked at Baxter quickly, then back to the photo. "Perhaps it was a good thing you didn't catch Coke after all," he said suddenly. Baxter stared at him in surprised.

"What do you mean, sir? I don't understand."

"I have a picture here of a man who knew Coke in the army. He was also a witness at Coke's trial. I've been interested in the man for some time now. Perhaps we'll be able to find out more about him now the Coke's free," the Inspector said, and gave Baxter the photograph. "This is the man. Watch him. Follow him everywhere!"

Baxter looked at the man in the photo carefully. It was Eric Masters.

III. "You really shouldn't help me, Kate. It's against the law," Coke said. He and the young woman were sitting in her kitchen. He was eating breakfast hungrily. Kate did not say anything. "I mean, everybody thinks I'm a spy," he went on. "But I don't think so," she finally said. Coke finished his breakfast silently. Then he said, "You were the only person who ever believed I was innocent. That's why I came to you. Who else will help me?"

"Help you to do what, Ted?" Kate said.

"Help me to find the real spies," he answered slowly.

Exercise 13.

I.

1. When did Coke reach London?

- A. Early in the morning. B. In the afternoon.
C. In the evening. D. Late at night.

2. Where did Coke drive to?

- A. To his friend's house. B. To the river.
C. To a block of flats. D. To Hugo's apartment.

3. Where did Coke see the woman?

- A. At the front door of the house.
B. At the back door of the kitchen.
C. At the back door of the house.
D. At the front door of a flat.

4. What did Coke want from the woman?

- A. Some money. B. Some help.
C. Hugo's address. D. Masters' address.

II.

1. Where did Baxter meet the Chief Inspector?

- A. On a train. B. At Scotland yard office.
C. At Baxter's office. D. At Masters' apartment.

2. Was the Chief Inspector angry when he knew that Coke could get away?

- A. Yes, he was. B. No, he wasn't.

3. What did the Chief Inspector give to Baxter?

- A. Baxter's photograph.
B. Masters' photograph.
C. The name of a man who knew Coke.
D. The name of man who was a witness in Coke's trial.

4. What was the Chief Inspector's order?

- A. To watch and follow Coke.
- B. To catch Coke.
- C. To catch Masters.
- D. To watch and follow Masters.

III.

1. Where were Coke and Kate?

- A. In the sitting-room in Kate's flat.
- B. In the kitchen in Kate's flat.
- C. In a police station.
- D. In Ted's house.

2. Who was Ted?

- A. Cike's friend.
- B. Kate's husband.
- C. Kate's friend.
- D. Another name of Coke.

3. What did Coke want Kate to help him?

- A. To find the real spies.
- B. To take him to see Ted.
- C. To find Hugo and Masters.
- D. To get away from the police.

THE MAN WHO ESCAPED : episode 14.

I. Kate was what the American call 'a cool character'; nothing seemed to surprise her very much. She seemed ready for anything. Perhaps this was because she was an actress. She played small parts in films and on television. Her life was full of surprises. Just then she was not working at all. Perhaps that was why she did not hesitate even for a second when Coke said he wanted her help to find the real spies.

"All right," she said. "I'll help you and I'll start right now. Wait here!"

"What do you mean? Where're you going?" Coke asked.

"You'll find out when I come back. I'll have to get somethings now!"

Before Coke could ask her anything more, she was gone.

II. Not very far away, Baxter was still sitting in the chief Inspector's office. He was still looking at Masters' photograph. He looked up. "What's so interesting about him? Why do you want me to follow him?" he asked. "A few days ago, quite by accident we learned a few things about him. Coke might...notice I say 'might'...be innocent after all. It's only a possibility. We want to see what Masters does if Coke contacts him," the chief Inspector answered. Baxter was even more surprised now. "I don't understand, sir? What do you think Masters might do?" he said.

"Masters might try to kill him if he's really afraid of him."

"But surely that's dangerous, sir. I mean, if Coke is innocent, Masters might kill him...and if he isn't innocent, we're letting

him go free. After all, Coke might kill Masters...or someone else!

The chief Inspector looked very serious.

"That's a chance we'll have to take, Baxter!" he said.

III. Time passed very slowly for Coke that morning and afternoon. He slept a bit but then got up and walked about the flat nervously.

It was evening before Kate came back. The winter sun was just setting when she came through the door. She was carrying a large bundle and a lot of other things.

"Where have you been? You've been gone for hours!" he said.

"Yes, I've been busy. Here. Try these things on," she answered.

She unwrapped the bundle quickly and showed him a suit, shoes and shirt. There was also a coat with an expensive fur collar, the sort millionaires wear in films. Coke put the clothes on unwillingly. "I'll have to change my appearance more than this!" he said.

"Of course you will," she answered. "And I've got just the things you'll need!"

Exercise 14.

I.

1. Which sentence is wrong about Kate?
 - A. She used to be an actress.
 - B. She was surprised easily.
 - C. She has never been surprised easily.
 - D. Her life was full of surprises.
2. Did Kate decide to help Coke?
 - A. Yes, she did.
 - B. No, she didn't.
3. Did Coke know where Kate was going to?
 - A. yes, he did.
 - B. No. he didn't.

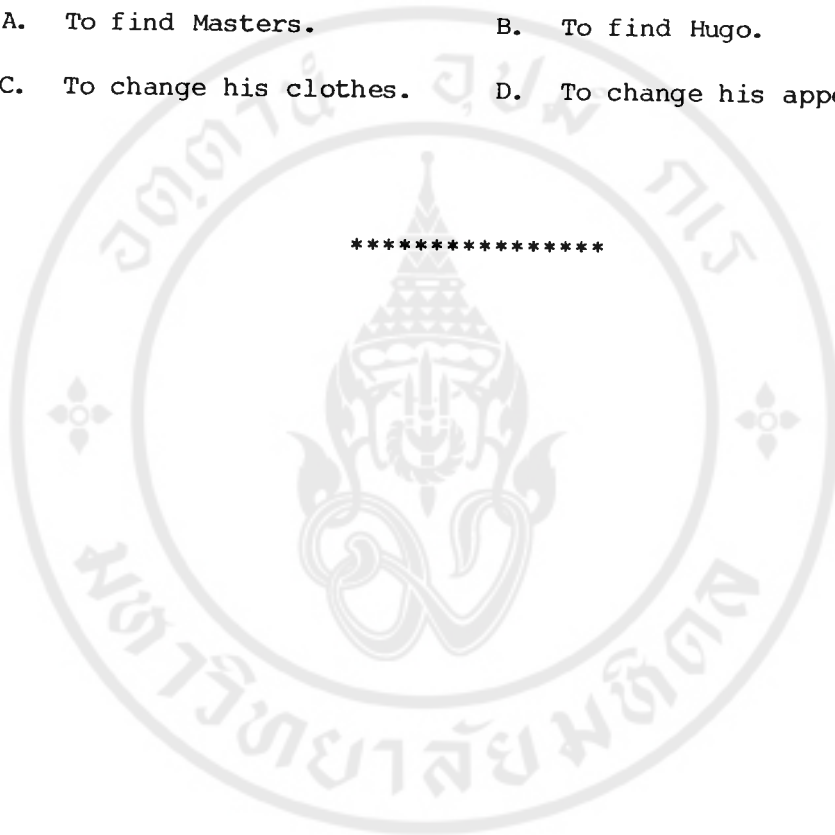
II.

1. Where was Baxter?
 - A. In a photo lab.
 - B. In Masters' flat.
 - C. In his office.
 - D. In the Chief Inspector's office.
3. What did the Chief Inspector think about Coke?
 - A. Coke might have got away.
 - B. Coke might have been innocent.
 - C. Coke might have contacted with Masters.
 - D. All correct.

III.

1. Where was Coke?
 - A. In his flat.
 - B. In Kate's flat.
 - C. In the prison.
 - D. At Scotland Yard office.
2. When did Kate come back to the flat?
 - A. In the morning.
 - B. In the afternoon.
 - C. In the evening.
 - D. At night.

3. What did Kate bring with her when she came back?
- A. Things for eating. B. Some films which she were in.
C. Some clothes and expensive things for millionaires.
D. All correct.
4. What did Coke want to do?
- A. To find Masters. B. To find Hugo.
C. To change his clothes. D. To change his appearance.



THE MAN WHO ESCAPED : episode 15.

I. First Kate dyed Coke's hair grey. Then she used some theatrical make-up to give him a much older face. Finally she put a pair of dark glasses on him, thrust a white walking-stick into his hand and led him firmly to a full-length mirror. Coke was surprised at how strong her grip was. He was even more surprised when he saw himself. An old blind man stared back at him.

"And now," Kate said, "You'll have to do far more than simply look like an old blind man. You'll have to walk, talk and act like one, too!"

For the next hour she taught him exactly how to do that.

"You learn fast. We can go now," she finally said.

"What do you mean 'WE'? You can't come with me. It might be dangerous," he objected.

Kate was already putting her coat on. Her answer was simple.

"If you want my help, you'll have to take me with you. Besides, things are just beginning to get interesting!"

II. They were walking towards a taxi-rank. There were usually several taxis parked there, waiting for customers.

"We must look an old couple, you and I," Coke remarked.

"Don't worry about that. We look so odd that nobody will guess who you are. Now just tell me where we're going!"

"To a pub in Soh called 'The Green Rider'. Masters used to go there a lot," Coke answered. "You mean you think he's one of the spies."

"I don't know, but he didn't tell the truth at the trial. Why else should he lie?" Coke said. Just then they got to the taxi-

rangk. There were not any taxis there. "We'll have to take a bus. Just remember that you're an old, blind man. I'll help you get on and off!" Kate said.

III. They got to Soho half an hour later. The streets were brightly-lit. They were people, pubs, restaurants, cinemas and strip-tease clubs everywhere. There was a man in front of the clubs. Whenever someone passed by he said: "The best show in London. Twenty beautiful girls. Step right in!" He began to say that when he saw Coke but as soon as he noticed Coke's dark glasses and white walking-sticke, he closed his mouth again. They walked on until Coke suddenly gripped Kate's arm very hard. "This is the place. Take me in!" he said. There were two doocrs. One was marked 'Public Bar' and the other 'Saloon Bar'. "Which one?" she asked. "The Saloon Bar!" he whispered. They went into the crowded, noisy, smoke-filled room. Several people stared at them curiously when they came in.



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Lesson Plan (Period 1:50 minutes)

Content : THE MAN WHO ESCAPED : episode 1

Aim : To practise listening for comprehension

Time/Stage	Material	Teacher	Students
<p><u>20 mins</u> : Pre-teaching vocabulary and structure</p> <ul style="list-style-type: none"> - used+to-infinitive - an army officer - a mail-bag - to last - to be boring - to escape 	<ul style="list-style-type: none"> - word cards - pictures - sentence cards 	<p>1. <u>army officer</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'army officer' by showing the picture of a soldier. - give more explanation about the word 'army officer' and 'soldier' - show the word card and model how to pronounce the word. <p>2. <u>mail-bag</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'mail-bag' by showing the picture of a postman carrying a mail-bag. - show the word card and model how to pronounce the word. <p>3. <u>to escape</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'escape' by showing the picture of a prisoner climbing the prison wall. - show the word card and model how to pronounce the word. <p>4. <u>to be boring, to last.</u></p> <ul style="list-style-type: none"> - elicit the meanings of 'to be boring' and 'to last' by giving the words in context. - show the word cards and model how to pronounce the words. 	<ul style="list-style-type: none"> - Look and answer. - Listen and take note. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Listen and repeat. - Guess the meanings of the words and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u> : Listening presentation.</p> <p><u>20 mins.</u> : Practising listening for comprehension.</p> <p><u>5 mins.</u> : Public-check result.</p>	<ul style="list-style-type: none"> - Tape. - Tapescript* *(for the experimental group only) - Tape. - Sheet of exercise for listening comprehension. 	<p>5. <u>used+to-infinitive.</u></p> <ul style="list-style-type: none"> - show the example of sentences with 'used+to-infinitive' and ask the students to guess the meaning of 'used+to-infinitive'. - ask the students to give the verb pattern 'Subj. + used + to-infinitive + complement' - play the tape (the first time). - take back the tapescript* *(when teaching the experimental group) - explain the task (multiple-choice questions) - play the tape (the second time). - play the tape (the third time) and ask the students to check their own answers. - check the answer of each question in chorus. 	<ul style="list-style-type: none"> - Read the sentences and guess the meaning of 'used+to-infinitive'. - Answer. - Listen (for the controlled group.) - Listen and read (for the experimental group.) - Read the questions in the exercise. - Listen and do the task. - Listen and check their own answers. - Answer in chorus.

Lesson Plan (Period 2 :50 minutes)

Content : THE MAN WHO ESCAPED : episode 2

Aim : To practise listening for comprehension

Time/Stage	Material	Teacher	Students
<p>20 mins. : Pre-teaching vocabulary</p> <ul style="list-style-type: none"> - living room - uniform - detective - chief - to arrest - to nod - to order - to look for 	<ul style="list-style-type: none"> - pictures - word cards 	<p>1. <u>living-room.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'living-room' by showing pictures. - showing the word card and model how to pronounce the word. - check students' understanding the meaning of 'living-room' by showing the pictures of bedroom, kitchen, bathroom, and living-room. <p>2. <u>uniform.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'uniform' by asking some students to stand at the front of the class and asking questions about their clothes. - show the word card and model how to pronounce the word. - check students' understanding about the meaning of 'uniform' by showing the picture of men in military uniform, prison uniform, and casual clothes. <p>3. <u>detective.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'detective' by giving the names of famous 	<ul style="list-style-type: none"> - Look and answer. - Listen and repeat. - Answer. <ul style="list-style-type: none"> - Look,listen and answer. <ul style="list-style-type: none"> - Listen and repeat. - Look and answer. <ul style="list-style-type: none"> - Listen and answer.

Time/Stage	Material	Teacher	Students
<p>5 mins. : Listening presentation.</p> <p>*(for the experimental group only)</p>	<p>- Tape.</p> <p>- Tapescript*</p> <p>*(for the experimental group only)</p>	<p>detective (Sherlock Holm, James Bond)</p> <p>- show the word card and model how to pronounce the word.</p> <p>4. <u>chief</u></p> <p>- elicit the meaning of 'chief' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>5. <u>arrest.</u></p> <p>- elicit the meaning of 'arrest' by using role-play (ask two students as volunteers, one is an policeman and another as a thief)</p> <p>- show the word card and model how to pronounce the word.</p> <p>6. <u>nod, look for.</u></p> <p>- elicit the meaning of 'nod' and 'look for' by action.</p> <p>- show the word cards and model how to pronounce the words.</p> <p>7. <u>order.</u></p> <p>- elicit the meaning of 'order' by ordering students to do something.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time).</p>	<p>- Listen and repeat.</p> <p>- Look,listen,and repeat.</p> <p>- Listen and repeat.</p> <p>- Look, listen, and answer.</p> <p>- Listen and repeat.</p> <p>- Look and answer.</p> <p>- Listen and repeat.</p> <p>- Listen, look, and answer.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group)</p> <p>- Listen and read (for the experimental group.) 150.</p>

Time/Stage	Material	Teacher	Students
<p>20 mins. : Practising listening for comprehension.</p> <p>5 mins. : Public-check result.</p>	<p>- Tape.</p> <p>- sheet of exercise for listening comprehension.</p>	<p>- take back the tapescript * *(when teaching the experimental group)</p> <p>- explain the task (part I: fill in the form)</p> <p>- play the tape for exercise part I.</p> <p>- explain the task (part II: write true or false)</p> <p>- play the tape for exercise part II.</p> <p>- explain the task (part III: multiple-choice questions).</p> <p>- play the tape for exercise part III.</p> <p>- play the tape of all 3 parts and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- See the form in part I</p> <p>- Listen and fill in the form.</p> <p>- Read the sentences in part II.</p> <p>- Listen and write true or false.</p> <p>- Read the questions in part III.</p> <p>- Listen and answer the questions.</p> <p>- Listen and check their own answers.</p> <p>- give the answers of each exercise.</p>

Lesson Plan (Period 3:50 minutes)

Content : THE MAN WHO ESCAPED : episode 3.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p>20 mins. ;Pre-teaching</p> <p>vocabulary.</p> <ul style="list-style-type: none"> - to hide - platform - compartment - comfortable - military secret -spy 	<ul style="list-style-type: none"> -word cards - pictures - sentence cards 	<ol style="list-style-type: none"> 1. <u>to hide.</u> <ul style="list-style-type: none"> - elicit the meaning of 'hide' by showing the picture of a boy hiding behind a tree. - show the word card and model how to pronounce the word. 2. <u>platform, compartment.</u> <ul style="list-style-type: none"> - elicit the meanings of 'platform' and 'compartment' by showing the picture of a train standing at the platform. - show the word cards and model how to pronounce the words. 3. <u>comfortable.</u> <ul style="list-style-type: none"> - elicit the meaning of 'comfortable' by showing the picture of a sofa contrasted with the picture of a wooden chair. - show the word card and model how to pronounce the word. 4. <u>military secret</u> <ul style="list-style-type: none"> - elicit the meaning of 'secret' by giving the word in context and then elicit the meaning of 'military secret' by giving the word in context. 	<ul style="list-style-type: none"> - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Read and answer.

Time/Stage	Material	Teacher	Students.
<p><u>5 mins.</u> :Listening presentation.</p> <p><u>20 mins.</u>: Practising listening for comprehension.</p> <p><u>5 mins.</u> : Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript* *(for the experimental group only).</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>- show the word card and model how to pronounce the word.</p> <p>5. <u>spy.</u></p> <p>- elicit the meaning of 'spy' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time).</p> <p>- take back the tapescript* *(when teaching the experimental group)</p> <p>- explain the task (complete the passage).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Listen and repeat.</p> <p>- Guess the meaning of 'spy'.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Give the correct word for each blank.</p>

Lesson Plan (Period 4:50 minutes)

Content : THE MAN WHO ESCAPED :episode 4.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u> : Review of previous vocabulary.</p> <ul style="list-style-type: none"> - compartment - hide - uniform <p><u>15 mins.</u>: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - asleep - hiding-place - to move - strange - chance 	<ul style="list-style-type: none"> - word card. - word cards - sentence cards. - a ball. 	<ul style="list-style-type: none"> - show the word cards of 'compartment', 'hide', 'uniform' and ask the students to give the meanings of these words. 1. <u>asleep</u> - elicit the meaning of 'asleep' by giving the word in context. - show the word card and model how to pronounce the word. 2. <u>hiding-place.</u> - elicit the meaning of 'hiding-place' by giving the word in context. - show the word card and model how to pronounce the word. 3. <u>to move.</u> - elicit the meaning of 'move' by rolling a ball on the desk. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Guess the meaning of 'asleep' - Listen and repeat. - Guess the meaning of 'hiding-place'. - Listen and repeat. - Guess the meaning of 'move'. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Listening presentation.</p> <p>20 mins.: Practising listening for comprehension.</p> <p>5 mins.: Public-check result.</p>	<ul style="list-style-type: none"> - Tape. - Tapescript* *(for the experimental group only) - Tape. - Sheet of exercise for listening comprehension. 	<p>4. <u>strange</u>.</p> <ul style="list-style-type: none"> - elicit the meaning of 'strange' by giving the word in context. - show the word card and model how to pronounce the word. <p>5. <u>chance</u>.</p> <ul style="list-style-type: none"> - elicit the meaning of 'chance' by giving the word in context. - show the word card and model how to pronounce the word. - play the tape (the first time) - take back the tapescript.* * (when teaching the experimental group). - devide the students into pairs and explain the task (order striped story). - play the tape (the second time). - play the tape (the third time) and ask each pair of students to check their own answers. - check the answers in chorus. 	<ul style="list-style-type: none"> - Guess the meaning of 'strange' - Listen and repeat. - Guess the meaning of 'chance'. - Listen and repeat. - Listen (for the controlled group). - Listen and read (for the experimental group). - sit in pairs and listen. - Listen and do the task. - Listen and check their own answer. - Tell the order of each statement.

Lesson Plan (Period 5:50 minutes)

Content : THE MAN WHO ESCAPED : episode 5..

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5mins</u>.: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - to escape - uniform <p><u>15 mins</u>.: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - chimney - fireplace - couch - wedding-clothes - motorbike - knock - deaf - mechanic 	<ul style="list-style-type: none"> - word cards - word cards - pictures - sentence cards 	<ul style="list-style-type: none"> - show the word cards of 'escape', 'uniform' and ask the students to give the meanings of the words. 1. <u>chimney, fireplace, couch</u> - elicit the meanings of 'chimney', 'fireplace', and 'couch' by showing the pictures of a house with a chimney, a fireplace, and a couch. - show the word cards and model how to pronounce the words. 2. <u>wedding-clothes</u> - elicit the meaning of 'wedding-clothes' by showing the picture of a man and a woman wearing wedding-clothes. - show the word card and model how to pronounce the word. 3. <u>motorbike</u>. - elicit the meaning of 'motorbike' by showing the picture of a motorcycle. 	<ul style="list-style-type: none"> - Answer. - Look and answer. - Listen and repeat. - Guess the meaning of - Listen and repeat. - Look and answer.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Listening presentation.</p> <p>20 mins.: Practising listening for comprehension.</p> <p>5 mins.: Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript* *(for the experimental group only).</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>- show the word card and model how to pronounce the word.</p> <p>4. <u>knock</u></p> <p>- elicit the meaning of 'knock' by action.</p> <p>- show the word card and model how to pronounce the word.</p> <p>5. <u>deaf</u></p> <p>- elicit the meaning of 'deaf' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>6. <u>mechanic.</u></p> <p>- elicit the meaning of 'mechanic' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time).</p> <p>- take back the tapescript* *(when teaching the experimental group).</p> <p>- explain the task (multiple-choice questions).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Listen and repeat.</p> <p>- Guess the meaning of 'knock'.</p> <p>- Listen and repeat.</p> <p>- Read and answer.</p> <p>- Listen and repeat.</p> <p>- Read and answer.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Answer in chorus.</p>

Lesson Plan (Period 6:50 minutes)

Content : THE MAN WHO ESCAPED : episode 6.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5mins.</u>: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - detective - deaf - platform - arrest <p><u>20 mins.</u>: Pre-teaching vocabulary</p> <ul style="list-style-type: none"> - papers - bike - sergeant - to catch - Scotland Yard - special 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. - pictures 	<ul style="list-style-type: none"> - show the word cards of 'detective', 'deaf', 'platform', 'arrest' and ask the meanings of these words. 1. <u>papers</u> - elicit the meaning of 'papers' by giving the name of well-known newspaper in Thailand. - show the word card and model how to pronounce the word. 2. <u>bike.</u> - elicit the meaning of 'bike' by showing the picture of a bicycle. - show the word card and model how to pronounce the word. 3. <u>sergeant</u> - elicit the meaning of 'sergeant' by showing the picture of a sergeant in uniform. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Listen and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Listening presentation.</p> <p>15 mins.: Practising</p> <p>15 mins.: Practising listening for comprehension.</p> <p>5 mins.: Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript.*</p> <p>*(for the experimental group)</p> <p>- Tape.</p> <p>- Tape</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>4. <u>to catch.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'catch' by giving the word in context. - show the word card and model how to pronounce the word. <p>5. <u>Scotland Yard</u></p> <ul style="list-style-type: none"> - talk about detective fictions and ask any students who ever heard the name 'Scotland Yard' to tell the class what it is. - show the word card and model how to pronounce the word. <p>6. <u>special</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'special' by giving the word in context. - show the word card and model how to pronounce the word. - play the tape (the first time). <p>-take back the tapescript*</p> <p>*(when teaching the experimental group).</p> <ul style="list-style-type: none"> - explain the task (multiple-choice questions). - play the tape (the second time). - play the tape (the third time) and ask the students to check their own answers. - check the answers in chorus. 	<ul style="list-style-type: none"> - Read and answer. - Listen and repeat. - Listen and repeat. - Listen and repeat. - Read and answer. - Listen and repeat. - Listen (for the controlled group). - Listen and read (for the experimental group). - Listen. - Listen and do the task. - Listen and check their own answers. - Answer in chorus.

Lesson Plan (Period 7:50 minutes).

Content : THE MAN WHO ESCAPED : episode 7.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - sergeant - spy - to catch - to knock - secret <p><u>20 mins.</u>: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - terrible - lucky - to trust - to contact - Army Intelligence 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. 	<ul style="list-style-type: none"> - show the word cards and ask the students the meanings of 'catch', 'sergeant', 'spy', 'knock', and 'secret'. 1. <u>terrible.</u> - elicit the meaning of 'terrible' by giving the word in context. - show the word card and model how to pronounce the word. 2. <u>lucky.</u> - elicit the meaning of 'lucky' by giving the word in context. - show the word card and model how to pronounce the word. 3. <u>to trust.</u> - elicit the meaning of 'trust' by giving the word in context. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Read and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Read and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u> : Listening presentation.</p> <p><u>15 mins.</u> : Practising listening for comprehension.</p> <p><u>5 mins.</u> : Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript*</p> <p>*(for the experimental group only).</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>4. <u>to contact.</u></p> <p>- elicit the meaning of 'contact' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>5. <u>Army Intelligence.</u></p> <p>- explain the meaning and the work of Army Intelligence Unit.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time).</p> <p>- take back the tapescript.*</p> <p>*(when teaching the experimental group).</p> <p>- explain the task (multiple-choice questions).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Read and answer.</p> <p>- Listen and repeat.</p> <p>- Listen.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- answer in chorus.</p>

Lesson Plan (Period 8:50 minutes)

Content : THE MAN WHO ESCAPED : episode 8.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - chimney - fireplace - bike 	<p>- word cards.</p>	<p>- show the word cards and ask the meanings of 'chimney', 'fireplace', and 'bike'.</p>	<p>- Answer.</p>
<p>15 mins. : Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - fist - stomach - to decide - headquarters 	<p>- word cards. - sentence cards.</p>	<p>1. <u>fist</u> - elicit the meaning of 'fist' by action. - show the word card and model how to pronounce the word.</p> <p>2. <u>stomach</u> - elicit the meaning of 'stomach' by pointing at the stomach. - show the word card and model how to pronounce the word.</p> <p>3. <u>to decide</u>. - elicit the meaning of 'decide' by giving the word in context. - show the word card and model how to pronounce the word.</p> <p>4. <u>headquarters</u>. - elicit the meaning of 'headquarters' by giving the word in context. - show the word card and model how to pronounce the word.</p>	<p>- Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Read and answer. - Listen and repeat.</p>

Time/Stage	Material	Teacher	Students
<p>5 mins.: Listening presentation.</p> <p>20 mins.: Practising listening for comprehension.</p> <p>5 mins.: Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript* *(for the experimental group)</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>- play the tape (the first time).</p> <p>- take back the tapescript* *(when teaching the experimental group).</p> <p>- explain the task (Part I: order striped story).</p> <p>- play the tape for task I.</p> <p>- explain the task (Part II: complete the passage).</p> <p>- play the tape for task II.</p> <p>- play the tape of the whole passage again and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>listen (for the controlled group).</p> <p>Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do task I.</p> <p>- Listen.</p> <p>- Listen and do task II.</p> <p>- Listen and check the answers</p> <p>- Answer in chorus.</p>

Lesson Plan (Period 9:50 minutes)

Content : THE MAN WHO ESCAPED : episode 9.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>20 mins</u> : Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - to switch off - to grab - chin - jaw - rib 	<ul style="list-style-type: none"> - word cards. - pictures. 	<ol style="list-style-type: none"> 1. <u>to switch off.</u> - elicit the meaning of 'switch off' by action (switch off the light). - show the word card and model how to pronounce the word. 2. <u>headlights.</u> - elicit the meaning of 'headlights' by pointing at the headlights of a car in the picture. - show the word card and model how to pronounce the word. 3. <u>to grab.</u> - elicit the meaning of 'grab' by action. - show the word card and model how to pronounce the word. 4. <u>chin, jaw, rib.</u> - elicit the meaning of 'chin', 'jaw', and 'rib' by showing the picture of a skeleton. - show the word cards and model how to pronounce the words. - play the tape (the first time). 	<ul style="list-style-type: none"> - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Listen and repeat. - Listen (for the controlled group). - Listen and read (for the experimental group).
<p><u>5 mins.</u> : Listening presentation</p>	<ul style="list-style-type: none"> - Tape. - Tapescript* <p>*(for the experimental group only).</p>		

Time/Stage	Material	Teacher	Students
<p><u>20 mins.</u>: Practising listening for comprehension.</p> <p><u>5 mins.</u>: Public-check result.</p>	<ul style="list-style-type: none"> - Tape. - Sheet of exercise for listening comprehension. 	<ul style="list-style-type: none"> - explain the task (multiple-choice questions). - play the tape(the second time) - play the tape (the third time) and ask the students to check their own answers. - check the answer in chorus. 	<ul style="list-style-type: none"> - Listen. - Listen and do the task. - Listen and check their own answers. - Answer in chorus.

Lesson Plan (Period 10:50 minutes)

Content : THE MAN WHO ESCAPED : episode 10.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - chance - to contact - headquarters - detective <p>20 mins.: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - to interrupt. - to block. - ahead - to hesitate - to hesitate - gap - narrow - wide 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. - pictures. 	<ul style="list-style-type: none"> - show the word cards of 'chance', 'contact', 'headquarters', 'detective' and ask their meanings. <p>1. <u>to interrupt</u>.</p> <ul style="list-style-type: none"> - elicit the meaning of 'interrupt' by giving the word in context. - show the word card and model how to pronounce the word. <p>2. <u>to block, ahead</u>.</p> <ul style="list-style-type: none"> - elicit the meanings of 'block' and 'ahead' by showing the picture of a car running towards the road blocked by a lying tree. - show the word cards and model how to pronounce the words. <p>3. <u>to hesitate</u>.</p> <ul style="list-style-type: none"> - elicit the meaning of 'hesitate' by giving the word in context. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Read and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Read and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Listening presentation.</p> <p>15 mins. : Practising listening for comprehension.</p> <p>5 mins.: Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript*</p> <p>*(for the experimental group only)</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>4. <u>gap, wide, narrow.</u></p> <p>- elicit the meanings of 'gap', 'wide', and 'narrow' by showing the picture of two couples of trees, one standing closely and the other standing far away from each.</p> <p>- show the word cards and model how to pronounce the words.</p> <p>- play the tape (the first time).</p> <p>- take back the tapescript.*</p> <p>*(when teaching the experimental group).</p> <p>- explain the task (multiple-choice questions).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Look and answer.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group)</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Answer in chorus.</p>

Lesson Plan (Period 11:50 minutes)

Content : THE MAN WHO ESCAPED :episode 11.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - to catch - to trust - bike - motorbike <p><u>15 mins.</u>: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - interview. - garage. - motorcycle suit - glove - helmet 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. - pictures. 	<ul style="list-style-type: none"> - show the word cards of 'catch', 'trust', 'bike', 'motorbike' and ask their meanings. 1. <u>interview.</u> - elicit the meaning of 'interview' by giving the word in context. - show the word card and model how to pronounce the word. 2. <u>garage.</u> - elicit the meaning of 'glove' by showing the picture of a car parking in the garage. - show the word card and model how to pronounce the word. 3. <u>motorcycle suit, glove, helmet.</u> - elicit the meanings of 'motorcycle suit', 'glove' and 'helmet' by showing the picture of a man in motorcycle suit with a helmet and goggles. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Read and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: Listening presentation</p> <p><u>20 mins.</u>: Practis: listening for comprehension.</p> <p><u>5 mins.</u>: Public- result.</p>	<p>- Tape.</p> <p>- Tapescript* *(for the experimental group only).</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>- play the tape (the first time).</p> <p>- take back the tapescript* *(when teaching the experimental group).</p> <p>- explain the task (multiple-choice questions).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Listen (for the controlled group.)</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Answer in chorus.</p>

Lesson Plan (Periods 12:50 minutes)

Content : THE MAN WHO ESCAPED : episode 12.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u> : Review of previous vocabulary.</p> <ul style="list-style-type: none"> - motorbike - headlights - helmet <p><u>20 mins.</u>: Pre-teaching vocabulary</p> <ul style="list-style-type: none"> - to dial - sleeping pill - main road - side road - to wave - goggles 	<ul style="list-style-type: none"> - word cards. - word cards - sentence cards - pictures - a telephone (toy) 	<ul style="list-style-type: none"> - show the word cards of 'motorbike', 'headlights', 'helmet' and ask their meanings. <p>1. <u>to dial</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'dial' by action (dialling the phone.) - show the word card and model how to pronounce the word. <p>2. <u>sleeping pill</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'sleeping pill' by giving the word in context. - show the word card and model how to pronounce the word. <p>3. <u>main road, side road.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'main road' and 'side road' by showing the picture of two side roads connected with the main road. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Look and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Look and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p>5 mins. : Listening presentation</p> <p>15 mins : Practising listening for comprehension.</p> <p>5 mins. : Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript* (for the experimental group only).</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>4. <u>wave</u>.</p> <p>- elicit the meaning of 'wave' by action (waving hand to the students.)</p> <p>- show the word card and model how to pronounce the word.</p> <p>5. <u>goggles</u></p> <p>- elicit the meaning of 'goggles' by showing the picture of a man wearing goggles.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time)</p> <p>- take back the tapescript* *(when teaching the experimental group)</p> <p>- explain the task (multiple-choice questions).</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answer in chorus.</p>	<p>- Look and answer.</p> <p>- Listen and repeat.</p> <p>- Look and answer.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Answer in chorus.</p>

Content : THE MAN WHO ESCAPED : episode 13.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p>5 mins.: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - to hesitate - to catch - spy <p>20 mins. : Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - witness - trial - law - innocent - to follow 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. 	<p>- show the word cards of 'hesitate', 'catch', 'spy' and ask their meanings.</p> <p>1. <u>law.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'law' by giving the word in context. - show the word card and model how to pronounce the word. <p>2. <u>witness.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'witness' by giving the word in context. - show the word card and model how to pronounce the word. <p>3. <u>innocent.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'innocent' by giving the word in context. - show the word card and model how to pronounce the word. <p>4. <u>trial.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'trial' by giving the word in context. - show the word card and model how to pronounce the word. <p>5. <u>to follow.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'follow' by giving the word in context. 	<ul style="list-style-type: none"> - Answer. - Read and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Read and answer.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u> : Listening presentation.</p>	<p>- Tape. - Tapescript* (for the experimental group only).</p>	<p>- show the word card and model how to pronounce the word. - play the tape (the first time). - take back the tapescript.* * (when teaching the experimental group). - explain the task (multiple-choice questions). - play the tape (the second time). - play the tape (the third time) and ask the students to check their own answers. - check the answers in chorus.</p>	<p>- Listen and repeat. - Listen (for the controlled group). - Listen and read (for the experimental group).</p>
<p><u>15 mins.</u> : Practising listening for comprehension.</p>	<p>- Tape. - Sheet of exercise for listening comprehension.</p>	<p>- Listen. - Listen and do the task. - Listen and check their own answers. - Answer in chorus.</p>	<p>- Listen. - Listen and do the task. - Listen and check their own answers. - Answer in chorus.</p>
<p><u>5 mins.</u> : Public-check result.</p>			

Lesson Plan (Period 14:50 minutes)

Content : THE MAN WHO ESCAPED : episode 14.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: Review of previous vocabulary.</p> <ul style="list-style-type: none"> - to hide. - to follow. - to hesitate. - innocent. - to contact - chance <p><u>20 mins.</u>: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - bundle - suit - to unwrap - millionaire - appearance 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. - pictures. - a parcel. 	<p>- show the word cards of 'hide', 'follow', 'hesitate', 'innocent', 'contact', 'chance' and ask their meanings.</p> <p>1. <u>bundle.</u></p> <p>- elicit the meaning of 'bundle' by showing the picture of a woman carrying a bundle of things.</p> <p>- show the word card and model how to pronounce the word.</p> <p>2. <u>suit.</u></p> <p>- elicit the meaning of 'suit' by showing the picture of a man wearing a suit.</p> <p>- show the word card and model how to pronounce the word.</p>	<ul style="list-style-type: none"> - Answer. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: Listening presentation.</p> <p><u>15 mins.</u>: Practising listening for comprehension.</p> <p><u>5 mins.</u>: Public-check result.</p>	<ul style="list-style-type: none"> - Tape. - Tapescript* *(for the experimental group only). - Tape. - Sheet of exercise for listening comprehension. 	<p>3. <u>to unwrap.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'wrap' and 'unwrap' by action (wrapping and unwrapping a parcel). - show the word card and model how to pronounce the word. <p>4. <u>millionair.</u></p> <ul style="list-style-type: none"> - elicit the meaning of 'millionaire' by giving the word in context. - show the word card and model how to pronounce the word. <p>5. <u>appearance.</u></p> <ul style="list-style-type: none"> - explain the meaning of appearance. - show the word card and model how to pronounce the word. - play the tape (the first time). <p>- Take back the tapescript*</p> <p>*(when teaching the experimental group).</p> <ul style="list-style-type: none"> - explain the task (multiple-choice questions). - play the tape (the second time). - play the tape (the third time) and ask the students to check their own answers. - check the answers in chorus. 	<ul style="list-style-type: none"> - Look and answer. - Listen and repeat. - Read and answer. - Listen and repeat. - Listen. - Listen and repeat. - Listen (for the controlled group). - Listen and read (for the experimental group). - Listen. - Listen and do the task. - Listen and check their own answers. - Answer in chorus. <p style="text-align: right;">175</p>

Lesson Plan (Period 15:50 minutes).

Content : THE MAN WHO ESCAPED : episode 15.

Aim : To practise listening for comprehension.

Time/Stage	Material	Teacher	Students
<p>5 mins. : Review of previous vocabulary.</p> <ul style="list-style-type: none"> - innocent. - trial. <p>20 mins.: Pre-teaching vocabulary.</p> <ul style="list-style-type: none"> - to dye. - grey - walking-stick - blind - pub - truth - to lie 	<ul style="list-style-type: none"> - word cards. - word cards. - sentence cards. - a picture. - a piece of grey cloth. 	<ul style="list-style-type: none"> - show the word cards of 'innocent', 'trial' and ask their meanings. 1. <u>to dye.</u> - elicit the meaning of 'dye' by giving the word in context. - show the word card and model how to pronounce the word. 2. <u>grey</u> - elicit the meaning of 'grey' by showing a piece of grey cloth. - show the word card and model how to pronounce the word. 3. <u>blind, walking-stick.</u> - elicit the meanings of 'blind' and 'walking-stick' by showing the picture of a blind man with a walking-stick in his hand. - show the word cards and model how to pronounce the words. 4. <u>truth.</u> - elicit the meaning of 'truth' by giving the word in context. - show the word card and model how to pronounce the word. 	<ul style="list-style-type: none"> - Answer. - Read and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Look and answer. - Listen and repeat. - Read and answer. - Listen and repeat.

Time/Stage	Material	Teacher	Students
<p><u>5 mins.</u>: listening presentation.</p> <p><u>15 mins.</u>: Practising listening for comprehension.</p> <p><u>5 mins.</u>: Public-check result.</p>	<p>- Tape.</p> <p>- Tapescript*</p> <p>*(for the experimental group only)</p> <p>- Tape.</p> <p>- Sheet of exercise for listening comprehension.</p>	<p>5. to <u>lie</u>.</p> <p>- elicit the meaning of 'lie' by giving the word in context.</p> <p>- show the word card and model how to pronounce the word.</p> <p>- play the tape (the first time)</p> <p>- take back the tapescript*</p> <p>* (when teaching the experimental group).</p> <p>- explain the task. (multiple-choice questions)</p> <p>- play the tape (the second time).</p> <p>- play the tape (the third time) and ask the students to check their own answers.</p> <p>- check the answers in chorus.</p>	<p>- Answer.</p> <p>- Listen and repeat.</p> <p>- Listen (for the controlled group).</p> <p>- Listen and read (for the experimental group).</p> <p>- Listen.</p> <p>- Listen and do the task.</p> <p>- Listen and check their own answers.</p> <p>- Answer in chorus.</p>



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Part I.

Directions : You will hear ten words. each word will be spoken only once. From the three words given in each item. Choose the word that you have heard by writing X on the letters A, B, or C on your answer sheet.

Example

You hear : Job

You read : (A) pop (B) job (C) top

You mark your answer sheet : (A) (B) (C)

- | | (A) | (B) | (C) |
|-----|---------|-------|---------|
| 1. | north | nod | knock |
| 2. | nice | knife | night |
| 3. | catch | cash | cat |
| 4. | fire | fine | file |
| 5. | depth | deaf | dead |
| 6. | coat | close | clothes |
| 7. | cheap | chief | sheep |
| 8. | through | true | too |
| 9. | worm | warn | warm |
| 10. | heel | hill | hell |

Part II.

Directions : You will see an incomplete sentence in each item. The complete sentence will be spoken only once. From the three words given, choose the right word for each sentence by writing X on the letters A, B, or C on your answer sheet.

Example

You hear : It's a very big rat.

You read : It's a very big

(A) cat (B) rat (C) hat

You mark your answer sheet : (A) (B) (C)

1. (This is a straight road.)

This is a road.

(A) straight (B) strange (C) strong

2. (I saw many good prisons yesterday.)

I saw many good yesterday.

(A) persons (B) prisons (C) princes

3. (A group of students walk through the school-field.)

A group of students walk the school-field.

(A) through (B) to (C) towards

4. (It is a very good knife.)

It is a very good

(A) life (B) night (C) knife

5. (We can't trust this man.)

We can't this man.

(A) trust (B) bluff (C) touch

6. (There are four hours.)

There are four

(A) houses (B) horses (C) hours

7. (This is a very large flat.)

this is a very large

(A) flag (B) flat (C) flash

8. (He gives me his clothes.)

He gives me his

(A) coat (B) clothes (C) coach

9. (This is a fireplace.)

This is a

- (A) fine place (B) firebreak (C) fireplace

10. (I want to see the film that he talked about.)

I want to see the that he talked about.

- (A) scene (B) field (C) film

Part III.

Directions : In this part you will hear ten short sentences. Each sentence will be spoken only once. When you hear a sentence, choose the answer nearest in meaning to what you have heard by writing X on the letters A, B, C, or D on your answer sheet.

Example

You hear : John has three books and a couple of pencils.

You read : (A) John has as many books as pencils.

(B) John has more pencils than books.

(C) John has fewer pencils than books.

(D) John has fewer books than pencils.

You mark your answer sheet : (A) (B) (C) (D)

1. (Two prisoners escaped yesterday.)

(A) Two prisoners were freed yesterday.

(B) Two prisoners were punished yesterday.

(C) Two prisoners died in prison yesterday.

(D) Two prisoners got away from prison yesterday.

2. (He is a good inspector.)
- (A) He is a good actor.
 - (B) He is a good doctor.
 - (C) He is a good soldier.
 - (D) He is a good policeman.
3. (The car runs towards London.)
- (A) The car runs to London.
 - (B) The car runs across London.
 - (C) The car runs through London.
 - (D) The car runs far away from London.
4. (It's too dangerous to swim across a wide river.)
- (A) To swim across a wide river is funny.
 - (B) To swim across a wide river is interesting.
 - (C) To swim across a wide river is exciting.
 - (D) To swim across a wide river is full of danger.
5. (All of the policemen in the station are in uniform.)
- (A) All policemen are in front of the station.
 - (B) All policemen come from the police station.
 - (C) All policemen in the station are on duty.
 - (D) All policemen in the station wear police uniform.
6. (There are three apple trees behind the house.)
- (A) There is a house behind the apple trees.
 - (B) There are three apple trees near the house.
 - (C) There is a house in front of the apple trees.
 - (D) There are apple trees at the side of the house.

7. (If Bob turns around, he will see a big house in front of him.)
- (A) A big house is behind Bob.
 - (B) A big house is opposite Bob.
 - (C) A big house is in front of bob.
 - (D) A big house is on the left hand side of Bob.
8. (There are four upstairs rooms in this house.)
- (A) There are four rooms in this house.
 - (B) There are four stairs in this room.
 - (C) There are four rooms on the upper floor of this house.
 - (D) There are four stairs on the upper floor of this house.
9. (The woman in the terrible dress is my sister.)
- (A) My sister wears a neat dress.
 - (B) My sister wears a very bad dress.
 - (C) My sister wears a beautiful dress.
 - (D) My sister wears a very short dress.
10. (It's obvious that Bill's brother is a spy.)
- (A) Bill is a spy.
 - (B) Bill may be a spy.
 - (C) Bill's brother is a spy.
 - (D) Bill's brother may be a spy.

Part IV.

Directions : You will hear ten questions. From the four choices given in each item, choose the best answer for the question you have heard by writing X on the letters A, B, C, or D on your answer sheet.

Example

You hear : When did Tom come here ?

- (A) By train.
- (B) Last night.
- (C) Yes, he did.
- (D) To study history.

You mark your answer sheet : (A) (B) (C) (D)

1. (Where is the motorcycle?)
 - (A) In the river.
 - (B) In the sky above.
 - (C) In the garage.
 - (D) In the front part of the car.
2. (Why does Tom hesitate to buy that coat?)
 - (A) Because he isn't thirsty.
 - (B) Because he likes it and it's very cheap.
 - (C) Because he likes it but it's too expensive.
 - (D) Because that bottle of coke isn't cold enough.
3. (What is she so nervous about?)
 - (A) About the examination tomorrow.
 - (B) Yes, she is a nurse.
 - (C) No, she is a doctor.
 - (D) She has been a nurse for 3 years.
4. (How long does it take from the garage to the station?)
 - (A) About 30 minutes.
 - (B) Yes, it's very long.
 - (C) You can go by taxi.
 - (D) Yes, it's very large station.

5. (How many villages are there in this town?)
- (A) You can walk there.
 - (B) I think only 2 or 3.
 - (C) Yes, he often comes late.
 - (D) It takes only 2 or 3 minutes.
6. (Where are the photographs of your children?)
- (A) They're in the album.
 - (B) It's in the graph-book.
 - (C) They're playing in the field.
 - (D) I lived in Chonburi when I was young.
7. (Where is the headquarters of your company?)
- (A) He's in his office.
 - (B) No, I don't work there.
 - (C) Sorry, I don't know him.
 - (D) It isn't far from here.
8. (Where does Tom race to?)
- (A) Tonight.
 - (B) By his car.
 - (C) Yes, he does.
 - (D) To the station.
9. (Why did the police arrest John last night?)
- (A) In the pub.
 - (B) I don't know where.
 - (C) Because he hit his friend's head.
 - (D) Because he wanted to rest for a few days.

10. (Did you have any chance to talk to Susan?)

- (A) Yes, we walked together.
- (B) Yes, she danced very well.
- (C) Yes, I met him yesterday.
- (D) Yes, but I didn't say anything.

Part V.

Directions : You will hear ten short conversations between two people.

When each conversation ends, you will be asked a question about the conversation. You must choose the answer from the four choices given by writing X on the letters A, B, C, or D on your answer sheet.

Example

You hear : (man) "Hello, Mary. This is Mr. Smith at the office.

Is Bill feeling better today?"

(woman) "Oh! yes, Mr. Smith. He's feeling much better now.

But the doctor says he'll have to stay in bed until Monday."

(the third voice) "Where is Bill now?"

You read : (A) At the office.

(B) Home in bed.

(C) Away on vacation.

(D) On his way to work.

1. (man) "Do you like this house, Mam?"
(woman) "yes. It has a comfortable living-room and a very clean kitchen, but I think it would be better if there were a chimney on the roof."
(the third voice) "What doesn't the house have?"
(A) A roof.
(B) A kitchen.
(C) A chimney.
(D) A living-room.
2. (man) "Everyone hides in the next room and when John comes in, jump out."
(woman) "Perhaps we should turn on a few lights so he won't wonder."
(the third voice) "What are these people making a plan for?"
(A) A picnic.
(B) A meeting.
(C) An appointment.
(D) A surprising party.
3. (man) "What do Jane and Bill feel about their new house?"
(woman) "It's very comfortable, but they think it's too quiet because they never live in countryside."
(the third voice) "Where is Bill's new house?"
(A) In the country.
(B) In a big city.
(C) On the side of the road.

4. (man) "I haven't read the papers for a few days. Is there anything interesting?"
- (woman) "Oh! yes. The policeman could arrest the spy who sold the army secret."
- (the third voice) "What are they talking about?"
- (A) The news.
 - (B) A report.
 - (C) A book.
 - (D) A film.
5. (man) "That was such an interesting film! I hope you enjoyed it as much as I did."
- (woman) "Yes, it was very good one. Many movie stars were in it."
- (the third voice) "What are they talking about?"
- (A) Stars.
 - (B) A film.
 - (C) A field.
 - (D) A bright sky.
6. (man) "Oh! It's the most terrible winter I've met. I feel as cold as being in a fridge."
- (woman) "Look at the river. It looks like an icy road."
- (the third voice) "What are they talking about?"
- (A) Snow.
 - (B) A fridge.
 - (C) The weather.
 - (D) An icy road.

7. (man) "Do you know the man over there? I think his name is Richard."

(woman) "The man near the police? Yes, I know him very well. He is a soldier. And the woman near him is his wife. She is a teacher."

(the third voice) "What is Richard?"

(A) A soldier.

(B) A teacher.

(C) A sailor.

(D) A policeman.

8. (man) "Why don't you change your clothes? The guests are going to come any minute."

(woman) "Yes, I know. But I've something to do with the flowers. I want everything ready before they come."

(the third voice) "What does the man want the woman to do?"

(A) To change her clothes.

(B) To do something with the flowers.

(C) To invite the guests to the party.

(D) To make everything ready for the party.

9. (man) "How about your plan for the next weekend?"

(woman) "Well, my friend at the office asked me to join their party at Pattaya beach. I probably go with them if my parents don't come to my home on Saturday."

(the third voice) "What is the woman's plan for the next weekend?"

(A) She may join the party at her office.

(B) She may spend her weekend at home.

(C) She may go to Pattaya with her parents.

(D) She may go to Pattaya with her friends.

10. (man) "This is the third time you've been late this week."

(woman) "I'm sorry. But it wouldn't happen if I knew that there was a car accident on the way to our office."

(the third voice) "Why did the woman come to work late?"

- (A) Because she got up late.
- (B) Because there was an accident on the road.
- (C) Because there was an accident with her car.
- (D) Because there was something wrong with her car.

Part VI.

Directions : In this part of the test you will hear a passage. When the passage ends, you will be asked to answer the questions about the passage. When a question is asked, choose the best answer from the four choices given. Write X on the letters A, B, C, or D on your answer sheet. You will hear the passage and the questions only once.

(Passage) Good evening, Ladies and Gentlemen. The interesting story in tonight's news is about five prisoners who escaped from Bangkok Prison, Nonthaburi, last two days. yesterday morning, the policeman from Nonthaburi police station found a deaf man died in a house in a small village 20 kilometres from the station. The police thought that this man might have been killed by these prisoners because they found 5 prison uniforms in a field not far from this house. One of the policemen told our news reporter that the prisoners might have broken into that house to find some clothes. After they had killed that deaf man, all of them might have come to the field,

changed their clothes and left the prison uniforms in the field. The photographs of these 5 prisoners were sent to every police station. The Chief of Police has ordered the policemen to catch these prisoners as soon as possible because two of them were the spies who used to give the important government secrets to other countries. That's this evening's news. Good night from channel 9 news, your better news station, and from Somkiet Ornwimon, your reporter.

1. (How many prisoners escaped from the prison?)
 - (A) Two.
 - (B) Three.
 - (C) Four.
 - (D) Five.
2. (Which prison did the prisoners escape from?)
 - (A) Lad-Yaw Prison.
 - (B) Nonthaburi Prison.
 - (C) Bang-Kwang Prison.
 - (D) Huew-Kwang Prison.
3. (Where did the police find the dead man?)
 - (A) In a house in the village.
 - (B) In a house near the prison.
 - (C) In a field near the village.
 - (D) In a field near the police station.
4. (When did the police find the dead man?)
 - (A) This evening.
 - (B) Today morning.
 - (C) Last two days.
 - (D) Yesterday morning.

5. (How far was the house from the police station?)
- (A) Twenty metres.
 - (B) Thirty metres.
 - (C) Twenty kilometres.
 - (D) Thirty kilometres.
6. (What did the police find in the field?)
- (A) The prisoners.
 - (B) The dead man.
 - (C) Police uniforms.
 - (D) Prison uniforms.
7. (Where did the prisoners find new clothes?)
- (A) In the deaf man's house.
 - (B) In a house near the prison.
 - (C) In the field near the house.
 - (D) In a field near the station.
8. (Where did the prisoners change their clothes?)
- (A) In the dead man's house.
 - (B) In a field near the house.
 - (C) In a house near the prison.
 - (D) In a house near the field.
9. (What were sent to every police station?)
- (A) The prisoner's name.
 - (B) The photograph of the prisoners.
 - (C) The important government secrets.
 - (D) The report from Nonthaburi police station.

10. (How many prisoners who were the spies?)

- (A) Two.
- (B) Three.
- (C) Four.
- (D) Five.





APPENDIX D
THE QUESTIONNAIRE

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คำชี้แจง แบบสอบถามนี้ประกอบด้วยคำถามทั้งสิ้นรวม 6 ข้อ ขอให้ผู้ตอบแบบสอบถามประเมิน
ความคิดเห็นของตนตามความจริง

สำหรับคำถามข้อที่ 1

5	เท่ากับ	เห็นด้วยอย่างยิ่ง
4	เท่ากับ	เห็นด้วย
3	เท่ากับ	ยังไม่ตัดสินใจ
2	เท่ากับ	ไม่เห็นด้วย
1	เท่ากับ	ไม่เห็นด้วยอย่างยิ่ง



ข้อ 1. ท่านเห็นด้วยหรือไม่กับการฝึกทักษะการฟังภาษาอังกฤษโดยใช้การอ่านเป็นเครื่องช่วย
ในการฝึกทักษะการฟัง

5 4 3 2 1

สำหรับคำถามข้อที่ 2 - 6

5	เท่ากับ	สูงชันอย่างมาก
4	เท่ากับ	สูงชัน
3	เท่ากับ	เท่าเดิม
2	เท่ากับ	ต่ำลง
1	เท่ากับ	ต่ำลงอย่างมาก

เมื่อเปรียบเทียบระหว่างการฝึกทักษะการฟังภาษาอังกฤษที่ไม่มีการอ่านเป็นเครื่องช่วยกับ การ
ฝึกทักษะภาษาอังกฤษที่มีการอ่านเป็นเครื่องช่วย ท่านมีความคิดเห็นอย่างไร เกี่ยวกับการฝึกทักษะ
การฟังโดยมีการอ่านเป็นเครื่องช่วย ในหัวข้อต่อไปนี้

ข้อ 2.	ความคุ้นเคยต่อระบบเสียงภาษาอังกฤษ	5	4	3	2	1
ข้อ 3.	ความตึงเครียดในการเรียน	5	4	3	2	1
ข้อ 4.	การพัฒนาบรรยากาศที่ผ่อนคลายเวลาเรียน	5	4	3	2	1
ข้อ 5.	การทำให้เกิดแรงจูงใจ และความพึงพอใจ ในการเรียน	5	4	3	2	1
ข้อ 6.	การพัฒนาความมั่นใจในการฟัง	5	4	3	2	1

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