

ABSTRACT

Thesis Title :The Effects of Communication Games on
Prathom Five Students' Oral
Interaction at St. John's Bell Primary
Bangkok, Thailand.

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This study mainly discussed the effects of communication games on students' oral interaction in teaching English as a Foreign Language (EFL) to Grade five students at St. John's University Bell Primary Department, Ladprao Bangkok, Thailand.

Communication games are games which let learners experience real-life situations by asking, sharing and comprehending to questions within a language context. In this study, these are role-play, card games and board games.

The aims of this study were to examine the effects of communication games on students' oral interaction, whether role-play, card games and board games improve students' oral interaction. Secondly, this study aimed to identify which kind of communication games among role-play, card games and board games improves students' oral interaction the most.

This study used an experimental design having a sample of 30 students for the control and 30 students for the experimental groups treated in twenty days. The control group went under the normal or regular method of teaching while the experimental group was treated with communication games.

Using independent and paired samples t-tests, this study showed that role-play, card games and board games improved students' oral interaction and via one-way ANOVA, role-play, compared to card games and board games, improved students' oral interaction the most.

From the observations, it was also found out that there was not much oral participation among the students in the control group compared to the experimental group's oral participation which significantly increased during the treatment.

For further follow-up of this study, the researcher suggests the following recommendations. 1.) Role-play, card games and board games, as communication games, should be encouraged to improve the communicative competencies of the students, 2.) Teachers, to be true facilitators of language learning, are encouraged to employ role-play, card games and board games as meaningful tasks for student-centred learning, 3.) English as a Foreign Language (EFL) curriculum

developers should consider the said approaches for meaningful language learning, 4.) Findings of the study should be used as feedback for the needed enrichment of curricular content and methods of language teaching for foreign language learners and 5.) For replication of the study, focus should be on the effects of other communicative approaches like quiz bees, white board games, team competition games and solving puzzles.

