

Abstract

The study reports the findings of a small-scale study of conversation classes for Thai students at IELE (Institute of English Language Education), Assumption University. The main source of data for this study is the classroom observation data of three conversation classes. The issues addressed in this study are the nature of speaking activities in conversation classes, the role of teachers' management and students' perceptions in conversation classes. It is noted that teachers need to be aware of the nature of speaking and need to implement various types of speaking activities to improve students' speaking skills. It is also discovered that teachers differ in the ways they manage or interact with students in conversation classes and that this has an important effect on the participation of students in speaking activities. Finally, the study gives us some interesting insights into Thai students' expectations and perceptions of conversation classes. It is noted that most Thai students are instrumentally motivated and that the social personal climate of the classroom plays an important role for them.