A COMPARATIVE STUDY OF PRIMARY THREE STUDENTS’ ORAL INTERACTION ACHIEVEMENT LEARNING THROUGH COMMUNICATION GAMES AND ROLE PLAY AT BURAPA ENGLISH PROGRAMME SCHOOL OF THAILAND

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Abstract: This study focuses on primary 3 students’ oral interaction achievement at Burapa English Programme School of Thailand (BEST). Forty students participated in this study. The study used a two experimental group design where the sample was divided in two groups. Group A students learning through communication games and role play as a teaching approach, while group B students learning through role play and communication game as another teaching approach. The purpose of this study is to investigate if there is a significant difference of learning English through two different approaches. First approach is learning English through communication games and role play and the second approach is learning English through role play and communication games. The quantitative data acquired from the experimental groups gave the conclusion that, there was a significant difference in the students’ oral interaction achievement. The study concludes with recommendation for practice for teachers; they can implement different ways in teaching English as a foreign language for students to build up confidence in their English verbal skills. The study also gives recommendation for further research.

Keywords: Communication Games, Role Play, Students’ Oral Interaction Achievement, Communicative Teaching Approach.

Introduction
Learning as a process involves training as well as education (Jensen, 2001). In this learning process, training and education goes hand-in-hand throughout the natural development (Garavan, Heraty, & Barnicle, 1999; Sloman, 2005). According to Garavan (1997), training can be allied with ‘learning by doing’ whereas education is ‘learning by thinking’; development involves learning, thinking, doing and feeling. Plato and Aristotle may agree that facts and skills are integral part of the education process whereby habits and reason are equally significant in cultivating development.

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