

ABSTRACT

This study attempts to find out the various types of speaking activities which three Thai teachers used in the teaching practicum in EFL conversation classrooms: which types of speaking activities work or do not work in encouraging Thai students to speak English when they are studying English (Intensive course) at the Institution for English Language Education (IELE) in Assumption University, Huamark, Bangkok.

Video-recording was used in the data collection. An analysis of three Thai teachers who taught 30 Thai students in each class.

The main finding of this study are that the three Thai teachers used various types of speaking activities in teaching Thai students with different teaching techniques and experiences and many activities had also a different effect on the students' performance. The activities which most teachers used in the teaching practicum were reading aloud, group discussion and presentation, answering questions, topic presentation and individual presentation. The group discussion and presentation was an activity which teachers most often used in teaching students in the EFL conversation classroom. Other types of speaking activities which teachers did not often use were game, role-play and topic presentation. The finding of this study also shows the teaching techniques which teachers used to motivate their students to speak English, such as giving praise and extra marks, asking questions, controlling time and encouraging students to speak English, making a relaxed atmosphere, and so on.

The thesis includes with a summary of the findings, a discussion and an analysis of all speaking activities which teachers used in the teaching practicum. A discussion of which activities worked well and which activities did not work well is included.

