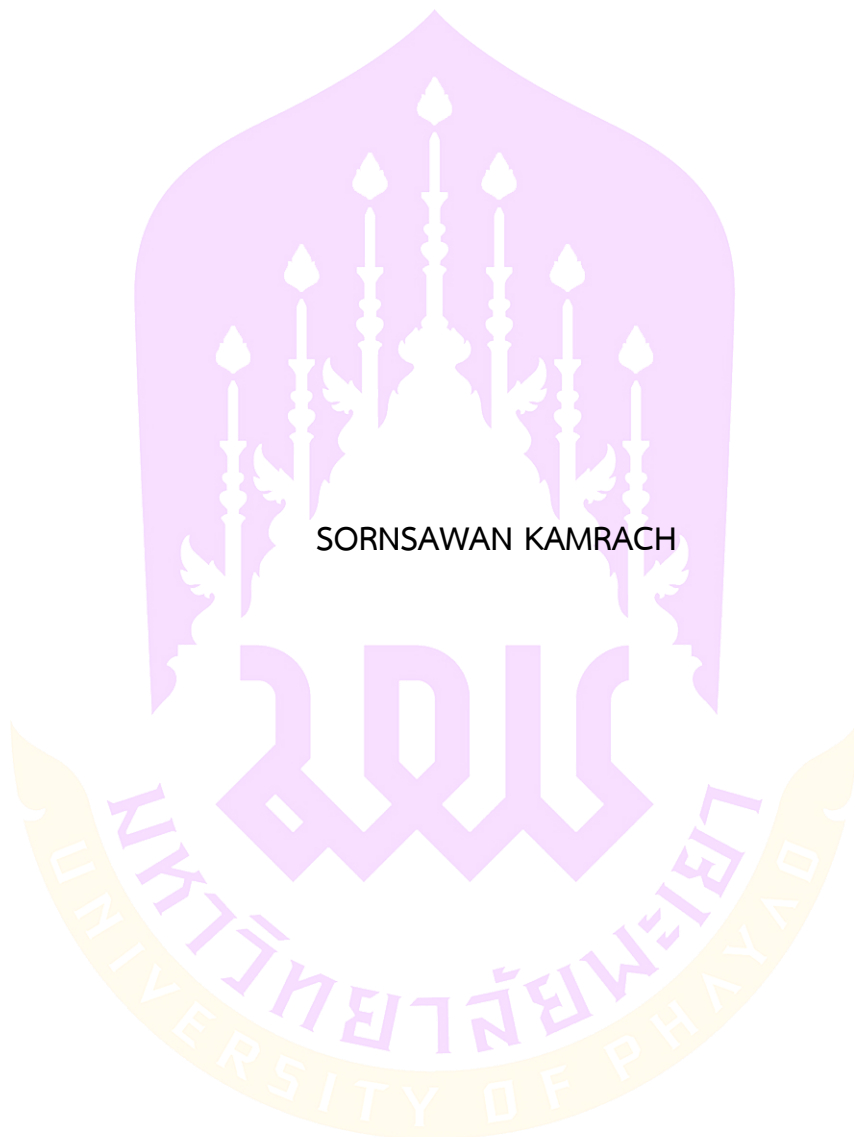THE USE OF SIMULATION TECHNIQUES TO ENHANCE ENGLISH
SPEAKING SKILLS OF EFL SECONDARY SCHOOL STUDENTS

SORNSAWAN KAMRACH

An Independent Study Submitted in Partial Fulfillment

of the Requirements for the Master of Arts Degree

in English

April 2025

การใช้เทคนิคการจำลองสถานการณ์เพื่อพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียน
มัธยมศึกษาตอนต้นที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL)

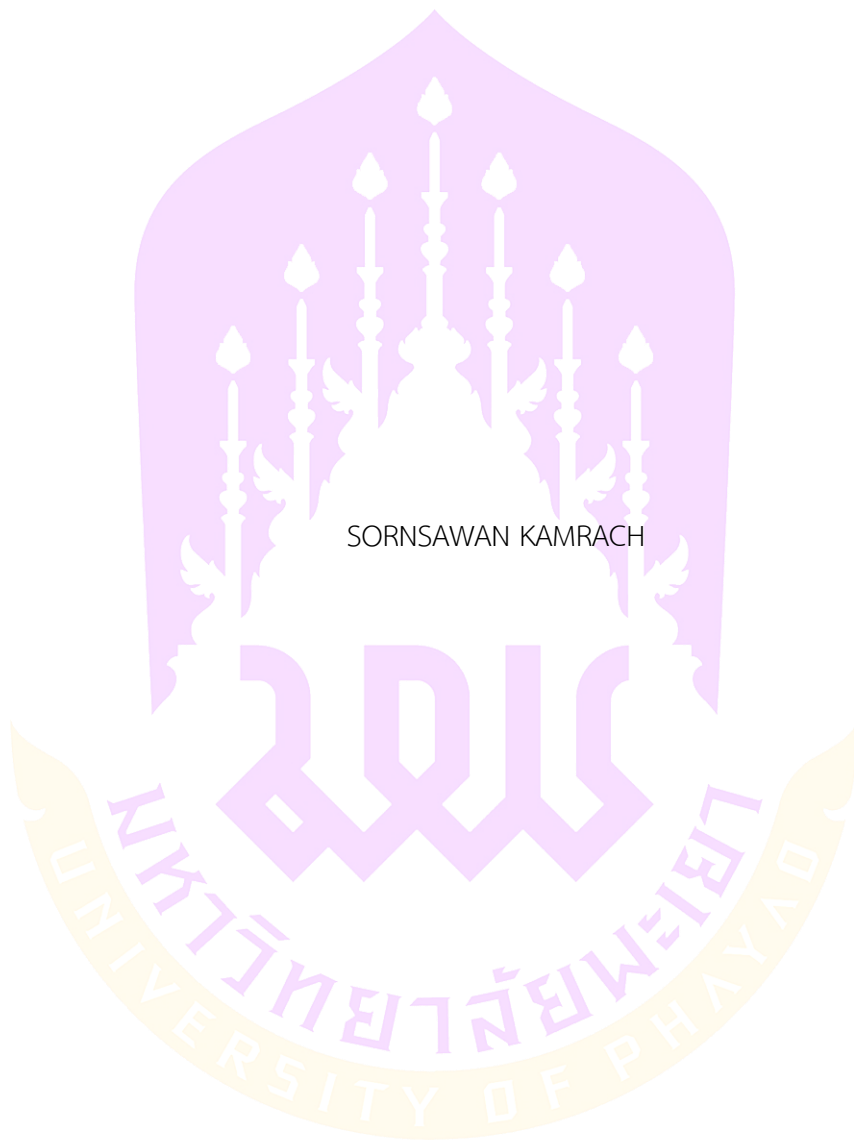ศรสวรรค์ คำราช

การศึกษาค้นคว้าด้วยตนเองเสนอเป็นส่วนหนึ่งของการศึกษา
หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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Approved in partial fulfillment of the requriements for the

Master of Arts Degree in English

University of Phayao

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ABSTRACT

The study aims to 1) compare the English-speaking skills of EFL secondary school students in Thailand before and after using simulation techniques, 2) investigate the progress of the students' speaking skills, and 3) study the students' attitudes towards using simulation techniques. The study used a quasi-experimental research design with one group pre-test and post-test with 10 grade eight students in the 2/2021 semester. The participants learned through five simulations: (1) Asking for and offering help, (2) Buying and selling, (3) Asking and giving directions, (4) Making a phone call, and (5) Giving suggestions. The data were collected by using a speaking pre-test and post-test with a rubric based on pronunciation, fluency, grammar, and vocabulary, and semi-structured interviews. The data were analyzed using percentage, mean, standard deviation, inter-rater reliability analysis, Wilcoxon Signed Rank Test and content analysis. The findings show that the post-test scores were significantly higher than the pre-test scores at $P < 0.05$ for all simulations. Moreover, the post-test scores of simulations five were significantly higher than the post-test scores of simulation one indicating the progress of students' speaking skills. Additionally, the students expressed positive attitudes towards simulation techniques as they were enabled to learn new vocabulary, practice real-life situations, and increase their self-confidence. However, learning through simulations could cause anxiety because they were worried about finding the correct and appropriate words to use. This result suggests that building students' vocabulary knowledge before having them participate in simulations is essential.

ACKNOWLEDGEMENT

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Sornsawan Kamrach

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CHAPTER I

INTRODUCTION

Background of the study

Globalization plays a vital role in facilitating interactions across countries, cultures, and economies, with English serving as a key medium of communication. As a global lingua franca, English enables people to engage in international trade, education, and diplomacy (Khamkhien, 2010). Therefore, English proficiency has become an essential skill in today's world. It is one of the most widely spoken languages, making it a crucial asset for academic and professional success. Recognizing its importance, educators emphasize the need to equip students with strong English language skills to prepare them for global opportunities.

English continues to be the major global language of communication across the linked globe, helping business, education, research, and technology all around. With over 18.8% of the world expected to speak English in 2022, it is a very common and powerful language. Under a CAGR of 16.2%, the worldwide English language learning industry is expected to rise from $21.3 billion in 2022 to $70.7 billion in 2030. This increase indicates the increasing need for English competencies, which are essential for social mobility and career progress in a worldwide society.

English has become an important language for Thai people as it is widely used in various sectors, such as the economy, international business, and education. The teaching and learning of English have been improved to enhance the country's competitiveness (2006–2010) and align with Thai social and educational contexts (Ministry of Education, 2014). Recognizing the significance of English, the Ministry of Education incorporated English instruction into the Basic Education Core Curriculum to develop a strong foundation of English proficiency among students. Consequently, the Ministry of Education expects that this structured curriculum will effectively enhance students' English skills.

Thai EFL students face several challenges in developing their communication and speaking skills. One major issue is the lack of listening comprehension, as traditional

teaching methods often emphasize reading and writing over listening and speaking. As a result, students struggle with pronunciation due to unfamiliarity with natural speech patterns, leading to a lack of confidence when speaking. Many students fear making grammatical mistakes and mispronouncing words, which makes them hesitant to engage in conversations. Additionally, the fear of being judged or mocked by peers further discourages students from practicing their English-speaking skills, ultimately hindering their ability to communicate effectively.

Simulation techniques can be an effective tool for developing English-speaking skills by creating engaging, real-world communication scenarios. A simulation is a language learning model that allows students to express themselves naturally in a structured environment (Chergui, 2016). Some key benefits of simulation include opportunities to experiment with new vocabulary and sentence structures, as well as collaborative problem-solving tasks (Prabowo & Yulia, 2018). Simulations foster a dynamic, communicative learning environment, where students take on predefined roles in realistic social interactions (Yanti, 2021). This method motivates students to practice their English in meaningful contexts, helping them build confidence and fluency (Yuwono, 2013).

Lerdkanawanichkul (2007) highlighted that simulation techniques are highly effective for improving speaking skills. Several scholars have explored the impact of simulations on student engagement and learning outcomes. Prabowo and Yulia (2018) conducted a study with eighth-grade junior high school students, assessing their motivation and interest in speaking activities. The findings revealed that students who participated in simulation-based lessons were more engaged and eager to practice speaking. Similarly, Syafitri (2017) found that students' speaking proficiency improved significantly after being taught through simulations. Students reported feeling more involved, confident, and comfortable speaking English, as the interactive approach made them feel as though they were learning in a natural setting, similar to studying at home.

Furthermore, students found peer interactions in simulation activities enjoyable, which increased their motivation to participate. Learning through simulations was perceived as fun and engaging, encouraging students to actively practice their speaking

skills in a supportive classroom environment. Therefore, incorporating simulation techniques into language instruction can enhance motivation, build confidence, and create a more interactive learning experience for EFL students.

Research has shown that simulation techniques enhance speaking skills and increase student motivation by creating interactive and engaging learning environments. Simulation-based activities encourage active participation and help students stay engaged in the classroom, ultimately leading to improvements in their English-speaking abilities.

According to the Ordinary National Educational Test (O-NET) results, EFL secondary school students at Muengyao Wittaya School scored low in English conversation skills. This indicates a need for improved teaching approaches to enhance students' speaking proficiency. Therefore, this research aims to investigate the effectiveness of simulation techniques in improving the English-speaking skills of EFL secondary school students at Muengyao Wittaya School. Currently, there is limited research focusing specifically on the use of simulation techniques in EFL secondary education in Thailand.

As a result, this study will implement simulation-based learning techniques with Thai students to evaluate their impact on English-speaking proficiency. The expected outcome of this research is to determine whether this method is beneficial in enhancing students' communication skills and confidence in English.

This study intends to close this gap by assessing how simulation approaches raise English-speaking proficiency among Thai secondary students of Muengyao Wittaya School. Students' speaking abilities were assessed both before and after using simulation tools, tracks their development across several simulated environments, and investigates their opinions of learning using simulations. The results of this study will support the arguments on innovative teaching strategies and assist Thai English teachers. This study aims to increase students' speaking confidence by including simulation into English education, therefore increasing the dynamic and interesting nature of the lessons above conventional approaches. The results of this study will support the arguments on innovative teaching strategies and assist Thai English teachers

Research Objectives

       1. To compare the English-speaking skills of EFL secondary school students at Muangyao Wittaya School before and after using simulation techniques.

       2. To investigate the progress of speaking skills among EFL secondary school students at Muangyao Wittaya School by analyzing different simulation scenarios.

       3. To study the attitudes of EFL secondary school students at Muangyao Wittaya School towards the use of simulation techniques.

Definitions of terms

       English Speaking Skills refers to a student's skills to speak English correctly in pronunciation, vocabulary, grammar, and fluency. Students can interact with interlocutors in a variety of simulations appropriately.

       Simulation Techniques: Simulation means to simulate the environment that mimics the actual situation in a realistic society. It is changing the behavior of the learners based on real experiences or situations that are close to the real thing by defining conditions, creating situations or methods that facilitate change to acquire skills to be able to solve problems when faced with real situations. The simulation technique process was adapted from Sturtridge (1977), Richards and Rodgers (2002), and Natthayai (2015). There are five steps as follows:

       1. <u>Preparation</u> refers to the stage in which the teacher prepares a simulated situation for teaching directly in line with the objectives. The teacher may choose a built-in scenario to meet the desired objectives, which is the simulation situation. Teachers have studied and understood the simulation and try to play it themselves to know the obstacles and difficulties in play.

       2. <u>Presenting simulation</u> means presentations situations, roles, and rules are well prepared. The teacher presents in a step-by-step order to not confusing and providing all information ready, such as rules, roles, and knowledge sheets for learners to understand the roles and play correctly in the given situation.

       3. <u>Assigning the role</u> refers to the process where all learners are given a role to play by themselves or, in some cases, teachers may assign specific learners to certain roles that help learners learn that meets that learner's needs.

4. <u>Practice session</u> means the process while the learners are playing in that simulated situation. The teacher will closely monitor the playing behavior of the learners and take note of information that is useful to learners' learning. In addition, they must take care to keep the play going without interruption, including solving any problems that may arise.

5. <u>Discussion</u> means summarizing the discussion of results and learning issues and finding the actual and influential situation the learner has learned from their play in that situation.

Attitudes mean feelings arising from a learning construct and the tendency to respond to an object consistently, either agree or disagree, like or dislike, which the attitude of EFL secondary school students at Muangyao Wittaya School learning to speak English by using the simulation which measured from the interview that created for this research.

EFL secondary school students refers to ten Mathayomsuksa 2 students of Muangyao Wittaya School in the second semester of the academic year 2022.

Conceptual Framework

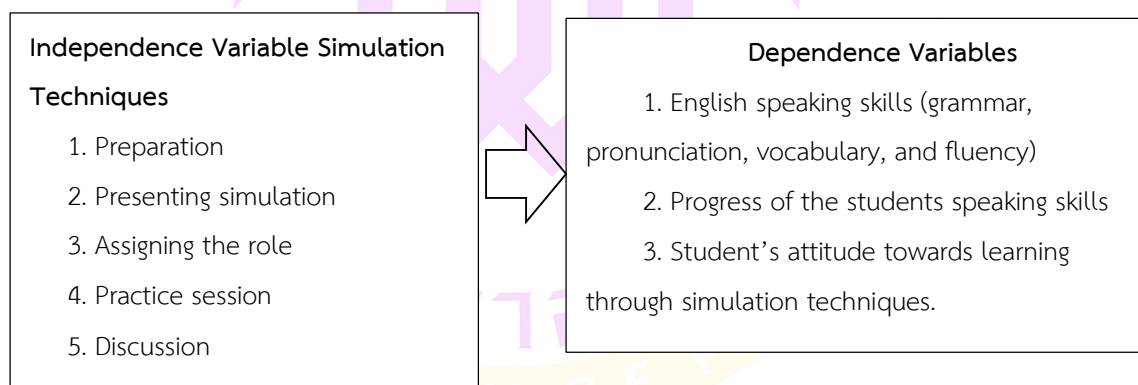| Independence Variable Simulation Techniques	Dependence Variables
1. Preparation 2. Presenting simulation 3. Assigning the role 4. Practice session 5. Discussion	1. English speaking skills (grammar, pronunciation, vocabulary, and fluency) 2. Progress of the students speaking skills 3. Student's attitude towards learning through simulation techniques.

Figure 1 The conceptual framework of the study

Figure 1 illustrates the conceptual framework of this study. The independent variable is the use of simulation techniques, which include preparation, simulation presentation, role assignment, practice sessions, and discussions. The dependent variables are students' English-speaking skills, which will be measured in three key

areas: grammar, pronunciation, and vocabulary by comparing their performance before and after using simulation techniques. Additionally, the study examines the progress in speaking skills by analyzing students' performance across different simulation scenarios. Lastly, it investigates students' attitudes toward learning English through simulations to determine their motivation, confidence, and engagement in speaking activities.

This study focuses on EFL secondary school students at Muengyao Wittaya School. It aims to examine how simulation techniques impact students' English-speaking proficiency, particularly in grammar, pronunciation, and vocabulary. Furthermore, the study explores how students' speaking skills evolve across various simulation scenarios and assesses their overall attitudes toward simulation-based learning. However, the research does not focus on other language skills such as reading, writing, or listening, nor does it compare simulation techniques with other teaching methods.

The findings of this study will contribute to the field of EFL teaching methodologies by providing insights into the effectiveness of simulation techniques in enhancing English-speaking skills. It will be beneficial for educators, curriculum developers, and policymakers looking to improve English language instruction in Thai secondary schools. By demonstrating how simulations can create interactive and engaging learning environments, this research highlights their potential to increase student motivation, confidence, and fluency in English communication.

In conclusion, this chapter has introduced the conceptual framework, scope, and significance of the study. The study focuses on evaluating the impact of simulation techniques on students' English-speaking proficiency and attitudes. The next chapter will present a detailed literature review, discussing previous studies on simulation-based learning and its effectiveness in language education.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The researcher has studied the use of simulation techniques to enhance speaking English skills of EFL secondary school students. The researcher reviewed the theoretical concepts and previous studies related to the following topics.

    1. English speaking skills

        1.1 Importance of English Speaking Skills

        1.2 Components of English Speaking Skills

        1.3 Principle of Teaching English Speaking Skills

        1.4 Type of the Assessment the English Speaking Skills

        1.5 Scoring English Speaking Skills

        1.6 Thai EFL Students' speaking problems

    2. Simulation techniques

        2.1 Overview of Simulation Techniques in Language Learning

        2.2 Processes of Simulation Techniques Learning

        2.3 Advantages and Limitations of Language Teaching by Using Simulation Technique

        3. Related Studies

English Speaking Skills

    1. Importance of English Speaking Skills

      Speaking skill is one of the most significant skills to practice a second language. Prajudthasri (2012) mentioned that to compare with other skills, speaking is to understand the grammar, vocabulary and pronunciation which led to the development of other skills as well. Similarly to the study of Prajudthasri (2012), who demonstrated the importance of speaking English as a fundamental skill. The effective teaching methodology for students to acquire the second language must start from practicing the speaking skill because speaking is a human behavior to communicate with other people in each circumstance. Moreover, Niu and Niemi (2020) studied the

primary communication technique which could be obtained by providing the opportunity to the speaker to communicate with others. This could make the speaker have more confident when facing the actual situation. Therefore, the teacher should encourage the student to speak by using appropriate activities to practice.

Quadir (2014) studied the methodology to practice the student by keeping practicing until it became a habit. The teacher must be an excellent example of the students while the student was an imitator and followed the way of teacher's speaking. The teacher should use the second language as usual in the class every day to make the students feel familiar with it. The teacher had to level the complexity of the language. For the new learners, they needed to start with the simple pattern by taking vocabulary into sentence. Another important factor of speaking was the pronunciation. If the students incorrectly pronounce the vocabularies, it might make the listener misunderstanding the sentence and the speaking feel unconfident when speaking later. Therefore, when the students did wrong in the class, the instructor must immediately correct it. It was essential to teach them how to speak correctly because it would let the students speak confidently and effectively in the actual circumstance. In addition, the study of Inpanya (2012) support the important of the speaking skill in terms of the communication. The speaking would let the audience understand the speaker's purpose. Quadir (2014) emphasized the importance of repetitive practice in developing students' speaking skills, ensuring that frequent exposure to the target language leads to habit formation. Similarly, Inpanya (2012) highlighted that effective communication relies on clear speech, reinforcing Quadir's argument that pronunciation accuracy is crucial for building students' confidence and preventing misunderstandings. By consistently practicing speaking in structured environments and receiving immediate corrective feedback, students can enhance their fluency and clarity, making their communication more efficient and purposeful in real-world situations.

English-speaking proficiency is an essential skill for effective communication. To speak correctly and confidently, students should use the second language regularly in their daily lives. Teachers play a crucial role in this process by serving as role models in language use and pronunciation. Additionally, teachers should provide structured activities that allow students to practice speaking in a supportive environment, which

helps build their confidence and fluency when engaging in real-life conversations. Research has shown that consistent exposure to a second language fosters better learning outcomes. Quadir (2014) emphasized that habitual practice is key to improving speaking skills, while Inpanya (2012) highlighted the importance of clear pronunciation in ensuring effective communication. By implementing interactive exercises and offering immediate feedback, teachers can help students refine their speaking skills over time. Although mastering speaking proficiency may take considerable effort and time, teachers should provide continuous encouragement and motivation to help students stay engaged in their learning journey.

2. Components of English-Speaking Skills

There are several components of English-speaking proficiency. Many educators have summarized these components, and Harris (1974) identified five key elements: comprehension, grammar, vocabulary, pronunciation, and fluency. To begin with, comprehension is essential for oral communication, as it requires a subject to understand and respond appropriately in a conversation. Grammar is another fundamental component, as it ensures that speakers construct sentences correctly. This aligns with Heaton's (1978) explanation that grammar helps learners develop both oral and written skills. Vocabulary is equally important because speakers need a sufficient range of words to communicate effectively and express their thoughts clearly. Limited vocabulary acts as a barrier that prevents language learners from expressing their opinions fluently. Without grammar, only limited meaning can be conveyed, and without vocabulary, communication is nearly impossible. Based on this, it can be concluded that English learners must develop both grammar and vocabulary to speak and write effectively. Pronunciation plays a crucial role in making speech clearer and more understandable. It is directly related to the phonological process, which helps speakers articulate words accurately and enhances spoken communication. Mastering pronunciation allows learners to convey their messages more effectively and be easily understood by others.

There were two features of pronunciation which were phonemes and suprasegmental features. From the statement above, the researcher concluded that pronunciation played a vital role in making the process of communication easy to

understand. Last but not least, it was fluency which could be defined as the ability to speak fluently and accurately. Fluency was the ability to read, speak, or write quickly, smoothly, and expressively. In other words, the speakers could read, understand and respond in a language clearly and concisely.

Kithinji and Ohirsi (2022) described additional perspective of the component in speaking. It is the accuracy as the ability of the learners to use appropriate grammar, vocabulary, and phonology in their speaking. One of the goals of teaching the speaking is to develop the fluency. Fluency is the natural use of language that occurred during speaking. It was one of the factors which represented the speaker's ability. If the speakers enable to speak fluently, it means that they can effectively compromise other English components such as vocabulary, pronunciation and grammar. Angelini (2021) stated that fluency is the feature that provided the natural speech and standard qualities which include pauses, rhythms, stress, speech and interjection rates, and interruptions. Fluency could be developed by creating classroom activities which students would implement communication strategies and avoid communication mistakes. Another significant component when speaking is the comprehension. It is the process of understanding the speech that the speakers would like to deliver the messages to the audience. Quadir (2014) stated that if two people would like to communicate, they must speak to exchange the message mutually. For bad communication, it could occur when people confused with the information that they received. Therefore, simulation and role-play activities can strengthen these three components which are accuracy, fluency, and comprehensibility to increase the ability of the speaking skills because they will meet the different circumstance and difficulty which will make them feel more confident during speaking.

To success with the face to face communication, Prajudthasri (2013) stated that they consisted of three primary elements. To begin with, when speakers communicate and convey the feelings, message and attitude to the audiences, they might use the body language which included the gestures, intonation, and other ways which engaged the audience to have an easy, clear and quick understanding. Secondly, the speech is a passage that might include the knowledge and emotion of the speaker. The subject matter could be a notice, a talk, a question-to-answer, an

order to do, or a suggestion of thinking. The audience is the recipients of the messages from the speakers. To have more or less awareness from the audiences, it depends on their interest, level of knowledge, comprehension, language, age, or gender. The audiences could be one person or a group. The speakers need the understand the target of the audiences. Then, they could use the appropriate language and suitable way of communication. Additional aspects of the speaking from Nakjiam (2012), classified into 6 types. The first one is the fluency. It did not mean only speed of the speaking but also the smoothness, continuity, and spontaneity. Second was the comprehensibility. It refers to the ability of the speaking to others with the same understanding between the audiences and speakers. Third is the amount of communication. It means the amount of text or information that would like to deliver to the audiences. Forth is the quality of the communication. It means to the correctness of the languages. Fifth is the effort to communicate. Last but not least, it was the body languages. The audiences have more understand on the messages from the speakers by using words, gestures, or expressions.

In conclusion, there are many perspectives from different previous authors. According to Quadir (2014), his components of the speaking consists of comprehension, grammar, vocabulary, pronunciation, and fluency. Similarly to perspective from Nakjiam (2016), separates into six groups which are fluency, comprehensibility, amount of communication, the quality of the communication, the effort to communicate and body languages. Additional aspects from Parrot (2002), there were accuracy, fluency, and comprehensibility. Even there are many theories, the way to compromise all of the component, the teachers should provide the activities to the students such as role-play and simulation to let students implement the theory into the practical.

3. Principle of Teaching English Speaking Skills

Speech for the communication activities plays the significant role in improving the speaking ability for the students. Based on the theory of Scrivener (1994), it is suggested that the teachers should study and well prepare on the materials used in the activities. The activities should have a test before using them to ensure that the teachers had well understanding on the procedures of the activities. Furthermore, they should have agenda for each activity and be a role model.

The purpose is to ensure that the procedures of the activities run correctly and appropriately to avoid any mistakes. Furthermore, teachers should understand the target of the students before creating the activities. The different target of the audiences should have the different way of the communication. For example, if the target of the audience is a student, the teachers might use a lot of body language and picture to demonstrate them. While if the target is adult which have the knowledge in the speaking topic, the teacher might not need to explain the basic knowledge and use the technical vocabulary.

According to Natthayai (2015), states that the consideration in selecting the appropriate games or activities for learners that the main objective of the activity must be clear and attract learners attention. This helped the learners to practice the language expressions in the activities which include the preferences and interest of the learners. These would make the learners feel engagement and enjoyment.

According to Angelini (2021), mentioned five crucial principles of teaching and learning for communication.

Principle 1: students must know what they are doing. Teaching language for communication must have a purpose and exact goal. Teaching must be the lesson that the student could apply for in the real life such as how to read the instructions, write a hotel reservation letter and listen to the weather forecast report.

Principle 2: The lessons in the class were divided into sub-topic. This did not help the students learn the interpretive language. The grammatic rules were explained topic by topic separately. However, the language in the actual situation was not in form of the only topic. It combined many rules. For example, to create the sentence must understand pronounce, verb, tense, adjective, adverb and noun. Therefore, the teachers should teach the students to apply each rule into the sentence.

Principle 3: The processes were as important as the structure. Teaching for the communication developed the students ability to use foreign languages, thus training students to use language patterns should be a in term of the processes. In other words, communication did not only on language structure. By practicing the language in the communication process, it did not need to bring all the essential aspects into one activity. The activity might be carried out in anyway such as inserting

into some aspect into the teaching material. The characteristics of the communication could be classified into three processes. To begin with, communication took place when two or more people were involved. The objective was to exchange (Information Gap). Secondly, the speaker would say something to express what they were thinking with the correct grammar. Thirdly, there was the interaction between two people. The speaker must have a purpose in mind in the communication. Speaking without achieving the stated objectives was not communicative. Therefore, communication must be in form of feedback which might use tactics and techniques to help the conversation reach the goals.

Principle 4: To learn it, do it. Language development for communication to students required them to practice communicative activities in real-life situations after learning the rules. With the control of the teacher at all times did not create a communicative atmosphere. However, teachers should provide the recommendation to the students when they could not use the language appropriately.

Principle 5: Grammatical mistakes were not always mistaking. In other word, teachers should not be too much strict on minor the mistakes such as mispronounced grammatical patterns. As long as the students could deliver the message to the audiences and they had the same understanding on what the speaker said, the teacher should encourage the students and build their confidence in using the language.

In addition, Chitkaraburi (2012) supported in another perspective which separated into three principles of teaching language for communication. To begin with, there was the Learner-Centered. All students participated in language activity which might be in form of the pair or group work activity. Second was task oriented. The activity was provided to have the most realistic which would make the students have more confident when using the language in the actual circumstance. Third was the information gap activity. It was the activity which the students need to find out the missing information. They need to complete a task by communicating with other students to figure out the answer. This would encourage the students to have the communication with each other.

4. Type of the Assessment English Speaking Skills

The purpose of the assessment tool is to represent the students speaking skill which includes the grammar, vocabulary, and pronunciation characteristics. Therefore, teachers should consider the best way to test the students because assessments reflect what they has been taught and what they has learned. Evaluating the ability of the speaking was quite personal. Moreover, it must be accurate and reliable (Reese, et al., 2010). There were several oral testing techniques discussed in the study of Heaton (1990), Underhill (2000) and Weir (2003). The performance of the students test should include the simulation, pictures, conversation, interviews, and role play.

4.1 Conversation

Conversation is one of the most natural and interactive forms of oral communication, where two individuals discuss a topic of mutual interest. However, it is also one of the most challenging aspects of speaking assessments, particularly at higher levels. Nattaya (2015) identified topic selection as a key difficulty in teaching conversation skills. For instance, if the topic is "vacation," one speaker may have personal experiences to share, while the other may not. To facilitate engaging and effective conversations, it is essential to select topics that are accessible and relatable to both speakers.

4.1.1 Interview

Interviews are among the most common oral activities used in language assessments. This technique involves a direct face-to-face conversation between the interviewer and the interviewee. Both participants have the freedom to express their thoughts openly, while the interviewer maintains control of the discussion and ensures a structured flow of dialogue. Once the interviewee responds to a question or expresses an opinion, the interviewer may provide additional prompts to expand the conversation or explore related topics further. Typically, interviewers use a pre-determined list of questions or discussion topics to guide the interaction.

4.1.2 Role-play

In role-play activities, students take on specific roles and engage in simulated interactions within a structured scenario. Before the activity, students

receive guidance on their roles and expected language use. Role-playing exercises are designed to develop students' social language skills and familiarize them with practical communication situations, such as making reservations at a hotel or interacting with airport staff. This technique allows students to apply language skills in realistic contexts while fostering confidence and fluency in spoken English.

4.1.3 Oral report

Oral reports require students to prepare and deliver structured presentations lasting approximately 5–10 minutes. Students may use visual aids such as overhead projectors, blackboards, or charts to support their presentations. At the end of the presentation, students are expected to answer questions from the audience, reinforcing both speaking and critical thinking skills. Oral presentations are valuable for both academic and professional development, as they allow learners to enhance their public speaking abilities and develop confidence in delivering structured, coherent arguments.

5. Scoring English Speaking Skills

The researchers studied various expert scoring criteria which included the Riaz, et al. (2019). The scoring criteria emphasized speaking skills which could be classified into the five levels.

Level 5: Excellent. The speakers can speak similar to the native speaker. They were good at using the language and knew a lot of vocabularies which included the word expressions. They could speak naturally, fluently, smoothly which might use vocabularies and idioms with the correct sentence structure.

Level 4: Very good. The speakers were fluent in a language. They can use of correct and precise vocabulary in the right circumstances. In addition, they could respond even in unfamiliar situations. Moreover, they could understand and communicate clearly and naturally which might use vocabularies and idioms with the correct sentence structures.

Level 3: Good. The speakers could speak correctly in both formal and informal conversations. They could understand the language at average speed. In addition, they knew enough vocabularies with the correct sentence structures.

Level 2: Moderate. The speakers can have the communication. They were able to capture the importance of the general conversation and used the simple sentence structures in the conversation. There were some wrong mistakes on the grammatical use.

Level 1: Fair. The speakers could understand the language at the lower level than usual. They used the short repetition of conversation vocabulary to express opinions. They could only speak in the introductory sentence with the grammatic mistakes.

Level 0: Not at all. The speakers could not have a conversation at all.

In addition, Riaz, et al. (2019) supported additional criteria on grammar, vocabulary, accent, comprehension, and fluency.

5.1 Grammar

Level 1: There was a lot of error on grammar or word ordering, so the audience might not understand the sentence or had the misunderstand from what the speakers actually mean to.

Level 2: There was a very frequent error on grammar and word ordering. The audience had the wrong interpretation.

Level 3: There was a frequent error on grammar and word ordering. Then, the audience might take time to understand and interpret.

Level 4: There was some error on grammar and word ordering. The audience understand on what the speakers mean to.

Level 5: There was a few errors of grammar or word ordering. However, it did not interfere with comprehension and interpretation.

Level 6: There was one or two errors of grammar or word order which was not noticeable.

5.2 Vocabulary

Lever 1: Vocabulary was inadequate even using in the simple conversation.

Level 2: Vocabulary was limited to personal and survival areas.

Level 3: Choice of words sometimes was inaccurate. Also, there was the limitations of vocabulary on unfamiliar topics.

Level 4: Vocabulary was professional to discuss the particular interest which could discuss in various type of the circumstances.

Level 5: Vocabulary was professional, broad and precise which could cope with practical problems and varied social situations.

Level 6: Vocabulary was accurate and extensive as same as using by native speaker.

5.3 Accent

Level 1: It referred to a lot of mistakes on the pronunciation which did not often understood.

Level 2: It referred to the frequent mistakes and heavy accents which were difficult to understand and required frequent repetitions.

Level 3: It referred to foreign accent with mistake on the pronunciation which required intense listening.

Level 4: It referred to foreign accent and had occasional incorrect on the pronunciations which did not interfere the understanding and interpretation.

Level 5: It referred to no pronounced misnomer.

Level 6: It referred to the native speaker which had the pronunciation without any trace of foreign accent.

5.4 Comprehension

Level 1: There was the little understanding for most of the accessible type of conversations.

Level 2: There was the understanding only on the simple and slow words which used in the common and travel topics. The constant repetition might be required.

Level 3: There was the understanding on more type of the conversation. However, repetition and phrase substitution might be required.

Level 4: There was a relatively good understanding of well-educated speech. However, repetition might be required from time to time.

Level 5: There was the understanding in everything especially in the usually studied conversation, except unfamiliar topic.

Level 6: There was the understanding in both formal and informal speech. It could be compared as the native.

5.5 Fluency

Level1: There was an interrupting and fragmentation. The conversation is almost impossible.

Level 2: Speaking was very slowly and intermittently only in long sentence.

Level 3: Speaking was hesitant and jerky. The sentence might be incomplete.

Level 4: Speaking was sometimes hesitation and inconsistencies which caused from changing the phrases and grouping the words.

Level 5: Speaking was quickly and smoothly.

Level 6: Speaking met all standard and it was fluent and smooth as a native speaker.

Moreover, Inpanya (2012) mentioned the four levels of the speaking proficiency.

5.6 Pronunciation 4 points Rewards

1 point: The speaker could not speak and respond the conversation.

2 points: The speaker used incorrect pronunciation which the audience might have the mistake on the interpretation.

3 points: The speakers sometimes used incorrectly pronounced. However, the overall speaking was generally understandable.

4 points: The speakers could use the correct pronunciation.

5.7 Vocabulary 4 points Rewards

1 point: The speakers used the wrong word and unable to respond the conversation.

2 points: The speakers often used the vocabulary inappropriately in some circumstance.

3 points: The speakers used most of the descriptive points, appropriate vocabulary

4 points: The speakers could convey very well, and used the appropriate vocabulary.

5.8 Grammar 4 points Rewards

1 point: There was wrong grammar structure and could not communicate.

2 points: There was the mistake on the basic grammar.

3 points: There was the correct grammatical structure with a minor flaw.

4 points: There was no lexical or structural errors.

5.9 Fluency 4 points Rewards

1 point: The speakers paused the conversation for a long time and did not finish the sentence or responding the conversation.

2 points: The speakers could not speak and say no further. They tried to keep talking by starting over.

3 points: The conversation was spontaneous and continuous. Sometimes, there was still stammered

4 points: The conversation was natural. There was a short pause same as native speaker.

Based on the study of the Likert (1932), introduced his method in 1932 to create an attitude model as a form of text. To measure the attitude towards a particular subject took the results from the text. As a result, this method was called Summated Rating. It could be classified into the five key principles.

1. All messages must be the same story.

2. The text must have both positive and negative statements.

3. The rating must be in the same direction as the nature of the text. The answer might be in form of the 3, 5, or 7 answers. However, most people use the form of 5 answers: strongly agree, agree, not sure, disagree and strongly disagree. In case of a positive question, the score level would be determined as follows.

5 points: There was most satisfied or highly agree.

4 points: There was very satisfied or agree.

3 points: There was reasonable or moderate satisfaction.

2 points: There was little satisfaction or disapproval.

1 point: There was least satisfaction or strong disagreement.

To interpret the satisfaction or opinion of the respondents according to the Likert Rating Scale concept could be scored as follows:

Table 1 Interpretation of Satisfaction or Agreement Levels

Score Range	Interpretation
4.51-5.00	Highest level of satisfaction or agreement
3.51-4.50	High level of satisfaction or agreement
2.51-3.50	Moderate level of satisfaction or agreement
1.51-2.50	Low level of satisfaction or agreement
1.00-1.50	Least satisfaction or least agreement

Table 1 shows Likert Rating Scale interpretation criteria for respondents' pleasure or agreement. This table was created after reviewing and explaining the Likert scale scoring method, which ranges from 1 to 5 for satisfaction or agreement. The interpretation ranges, 1.00 to 5.00, divide responses into five satisfaction or agreement degrees. This study also uses this table to analyse and evaluate participant perceptions on the simulation approaches' efficacy.

Based on the measurement and evaluation of the English test above. To summarize, the measure of students' speaking ability to perform activities could be in the form of the simulation of the situation which evaluates the role of the students, communication, and interaction. Furthermore, language skills still need to measure the listening skills based on the abovementioned measurement criteria. Therefore, many researchers have various types of criteria for measuring English-speaking ability during the study. One of them is the study of the Clerk criterion (champion). His measurement was divided into four levels which were pronunciation, vocabulary, grammar, and fluency.

6. Thai EFL students' speaking problems

Linguistically, pedagogical, and psychologically, Thai EFL (English as a Foreign Language) students have always battled with English fluency. Lack of listening experience is a main problem since it affects students' spoken English fluency and

accuracy (Khamkhien, 2010). Thai students find pronunciation and intonation difficult given phonological differences between Thai and English sounds. According to Khamkhien (2010), Thai students find it difficult to pronounce English phonemes absent in Thai language, therefore impairing communication.

Another major challenge is Thailand's traditional approach of stressing grammar and written exercises over interactive speaking exercises (Inpanya, 2012). The Thai education system limits students's opportunities to exercise speaking in real-life by emphasising rote memorisation and written assessments (Prabowo & Yulia, 2018). Therefore, when forced to speak English, pupils usually feel unprepared and scared, which causes ambiguity and avoidance in interactions. Fear of mistakes and peer criticism causes discouragement of students from speaking (Chergui, 2016).

Particularly in tense usage and subject-verb agreement (Yanti, 2021), many Thai students find that they struggle with grammatical accuracy in spoken English. Research shows that Thai EFL students regularly utilise passive voice constructions, subject pronouns, and tense verbs, therefore producing challenging or incorrect sentence structures (Elisa, et al., 2019). Low motivation and confidence levels aggravate these problems since students usually find English difficult (Syafitri, 2017).

Simulation techniques

One of the most critical responsibilities of the language teacher is to create and implement the speaking method that make the oral language proficiency. Many researchers and practitioners suggested the power of simulation to transform a regular classroom into an authentic environment where language skills could be practiced in a more realistic situation. Simulated missions were defined, and participants would be required to address some of the issues by using their own life experiences and characters. The simulation closely reflected the real-life situation.

1. Overview of Simulation Techniques in Language Learning

Over decades, language instruction simulations have been popular for encouraging active and immersive learning. Simulations have been utilised in military training, industry, and healthcare. Simulations were originally utilised in education by the Jefferson Township School District in the US to teach future school administrators

in decision-making and problem-solving (Natthayai, 2015). By the late 1950s, simulations became common in business and scientific classes and eventually spread to language classes. These methods recreated real-life communication settings to promote language and soft skills including collaboration and critical thinking (Mulders, et al., 2020).

"Simulation" is an exercise that simulates real-life scenarios to help students practise communication. Studies have slightly different definitions but all emphasize real-world imitation. Dragomir and Niculescu (2011) say simulations engage pupils in language usage, not environmental elements. Cambridge (2014) defines "simulate" as appearing natural. Simulations allow students to practise language in controlled yet realistic settings, according to Wichaikul (2015). Simulations are beneficial when real-world practice is dangerous or expensive, say Reese, et al. (2010). These criteria show that simulations provide students a meaningful, goal-oriented experience that mimics real-life communication.

Simulations immerse students in real-life scenarios to promote experiential learning. Simulations teach critical thinking and teamwork, according to Susikaran (2014). Angelini (2021) described simulations as decision-making and active involvement exercises, not games. Jitkaraburi (2012) said simulations improve problem-solving, communication, and social awareness, while Natthayai (2015) said they integrate all four language skills—listening, speaking, reading, and writing. These methods help students practise communicating in real-life settings, improve fluency, and gain confidence. Simulations transform classrooms from teacher-centered to student-centered, genuine language environments.

Simulation methods have numerous characteristics. Chang, et al. (2020) stressed realism and role immersion, where students engage as actors in the scenario. Stores, businesses, and transport hubs are meticulously recreated. For optimal learning, pupils must comprehend the simulation's rules and flow. Simulations offer roles, decision-making, and feedback. High quality, clear objectives, and dynamic participant reactions define a good simulation. These traits give pupils meaningful exercise that promotes language development and real-world application.

2. Processes of Simulation Techniques Learning

The learning process was of great importance in world-class education because it was in the student mind that these the global concept of learning should come together as the foundation for lifelong learning (Angelini, 2021). it was also highly relevant to education practitioners worldwide in helping them understand how learners respond to learning opportunities around global poverty and classroom development. According to Stasklev (1980), the EIAG (Experience, Identify, Analyse, and Generalize) model was a reflex process used after each experience or action to help understand what happened and why. It was a process that assists in understanding others and their behavior. After the students had experience an event or observe another person's behavior, they would identify or explain what happened. EIAG consists of the following structures:

2.1 E = Experience = "play"

Experience in the classroom session should be related to information and skill students want to learn. Students might try out specific tasks. They would be expected to perform on the job. For example, a module on treatment planning might be a videotape of a client presenting his case. Trainees would then use the information from the video to develop a treatment plan for this client. In this case, the videotape is the experience element of the EIAG process.

2.2 I = Identify = "look" "be descriptive"

The students must identify what happened during the experience. We might notice only one or two things ourselves, but in fact, many things happened simultaneously during any event. Pooling the group's observations of behavior, ideas, and feelings ensure\ed that everyone shared the same information about the experience. For example, after watching the clip video, students would identify the needs of the client. One person might identify two or three needs, while other group members might see, hear, and state different needs. Everything noticed should be discussed.

2.3 A = Analyze = "think" "be analytical"

Analytical thinking made sense of the cause and visualizes what happened in the simulation process or problem analysis. This analysis would bring about understanding possibilities and combat the events that are problems that occur.

2.4 G = Generalize = "learn" "draw conclusions"

After analyzing the situation, students should then apply what was learned in this specific situation to more general circumstances. Generalizing was extremely important: students must be able to apply what they learned in a controlled environment (classroom session) to their job; otherwise, there is no purpose in training.

Kolb (1984), based on Dewey and Lewin's earlier work, provided "a comprehensive theory that underpinned education and learning as a lifelong process and was based on the intellectual traditions of philosophy and psychology" Cognition and Society" (Zuber-Skerritt, 1992). Knowledge raised from a combination of comprehension and experience transforming '(Kolb, 1984, p. 41). The ELT model demonstrated two modes involved in dialectics of comprehension experience-Concrete Experience (CE) and Abstract Concepts (AC) - and two modes dealing with dialectics of the transformational experience-reflective observation (RO) and active experiments (AE). *Experient learning* was a knowledge-building process that involves constructive tension.

There was no strict hierarchy of steps in the simulation technique in classroom learning. Several scholars had shown the steps for creating a simulation as follows. Based on the theory of Ned Flanders (1970), suggested six following steps in teaching.

1. The First step: Assigning the roles: When the teachers used a classroom simulation, he must first assign letters (A, B, C) to all group members and developed a character-assignment rotation system to give each person a chance. The students got involved and had the opportunity to become a foil actor and an observer.

2. The Second step: Deciding the skills be practiced: The second step involved planning, preparing, and deciding on skills to be practiced through simulation

techniques. Teachers should carefully and intelligently select a suitable topic for each performer based on their knowledge and interest in the subject.

3. The Third step: Preparation of Work schedule: Teachers should decide in advance about the group members' names to initiate the conversation. A detailed schedule should be established for the interactions of the performers. Teachers should decide whom to stop responding to and when.

4. The fourth step: **Determining the Techniques:** Teachers should decide on the evaluation process and information to use. Observers were required to record how their information and opinions could be presented to performers.

5. The fifth step: **Organizing the first practice lesson:** The teachers gave the students some feedback on their performance and adjusted the steps for the second session to improve the rehearsal process. As soon as the practices went smoothly and each person had the opportunity to become an actor.

6. The sixth step: **Alternation of procedure:** The final step in the simulation, teachers should now be prepared to modify procedures, topics, opportunities and move on to their following skills to present the challenge that matters to each performer and to keep their attention as high as possible. The work should not be too high or too easy for the participants.

Scrivener (2005) outlined a structured activity route map for conducting simulations in the classroom, emphasizing clear stages for effective implementation. Before the lesson, teachers must familiarize themselves with the material and activity to ensure smooth facilitation. In class, the process begins with a lead-in or preparatory phase, followed by setting up the activity, which includes giving instructions and organizing student groupings. Once the activity starts, students engage in the task while teachers monitor and provide support as needed. After completing the activity, a closing phase allows for reflection and student feedback, followed by post-activity discussions or reinforcement exercises to consolidate learning. This structured approach ensures that simulation activities are engaging, well-managed, and pedagogically effective.

Quadir (2014) proposed the following steps for organizing a class scenario. The process of setting up a simulated situation can be seen in Figure 2.

1. There was a preparation. When the teachers provided information and language knowledge that they explained the rules, background, and language knowledge. Then, they ask the students to practice doing exercises to practice using the language correctly, which the teacher might train students to research and find information on their practicing listening or speaking skills. Students would be informed that the information they received from the instructor would be the information they would need later in the activity. A simulation situation in which this foreseeable would motivate learners to motivate them.

2. There was an indication the stage in which the teacher would match or enter a workgroup. Students would have the opportunity to discuss the circumstances of their assignments to be prepared to demonstrate the situation as well as possible.

3. There was a discussion and feedback stages. The instructor provided the feedback to the students on how they perform. The teacher must inform the mistakes, flaws to correct and apply new knowledge. These mistakes would be the lesson and avoid them when using later.

Step 1:

Preparation Stage

Provide information on simulation situations - Basic information of Simulation situation - Restrictions / Rules - Technical data - Role of the participants	Language informational situations - Language structure - Tons of vocabulary is needed in simulated situations. - Practice doing exercises

Step 2:

Action stage

Pair or group work (Sub-group discussion)

Play a role in simulated situations (Simulation)

Step 3:

Discussion stage

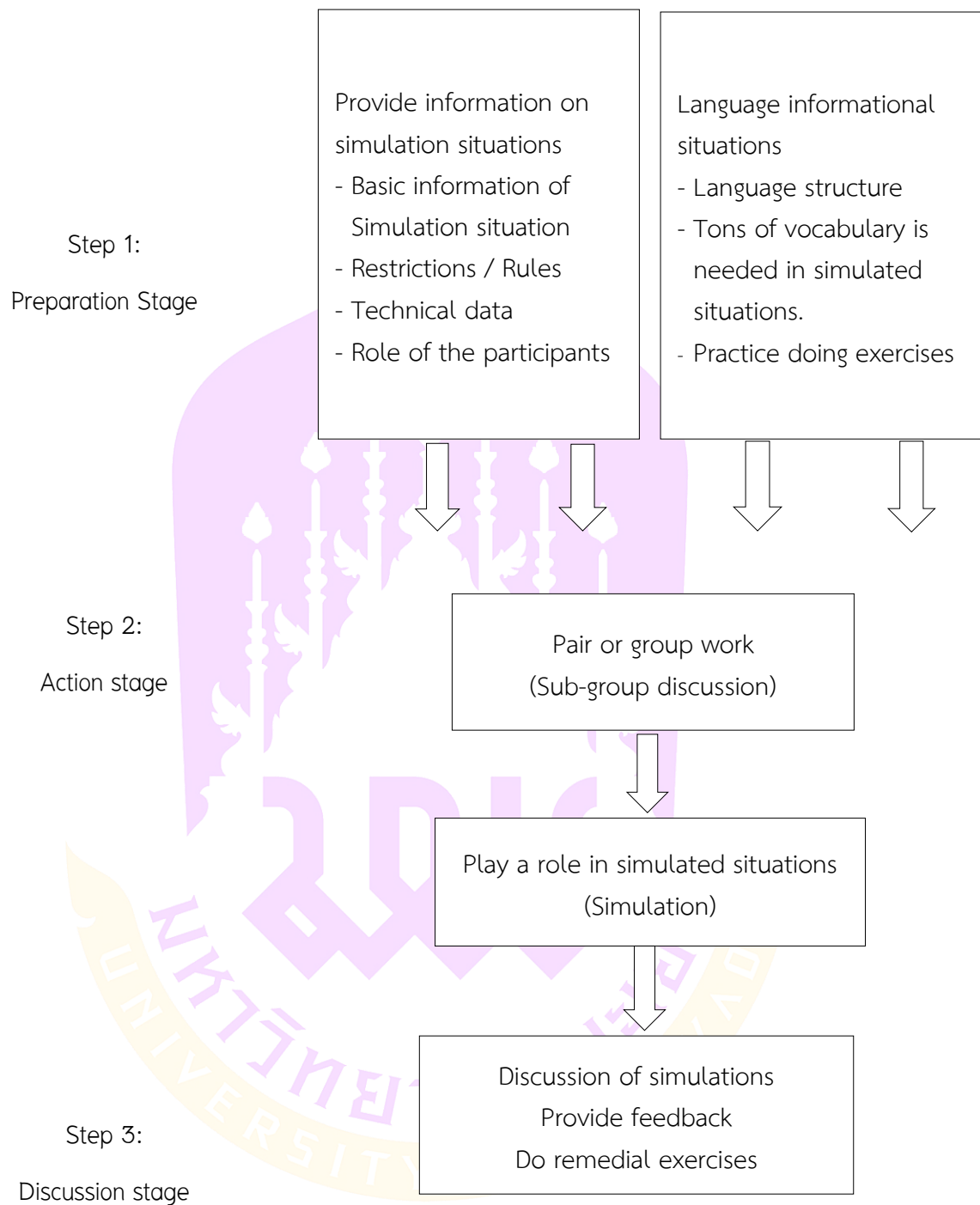| Discussion of simulations
Provide feedback
Do remedial exercises |
|---|

Figure 2 Procedures for organizing the simulation

Note: Quadir, 2014

According to Quadir (2014), many traditional language teaching methods focused on grammatical patterns and activities to present new language lists and practice programs under controlled and procedural conditions. The students tried to use the forms in a more communicative context which was the basis of traditional teaching methods such as audiolingual and a structural-situational approach. The researcher classified the lesson plans into 3 phases:

1. Presentation process: The teacher began the lesson by determining the situation, either stimulating or modeling the language that the situation demands. Presentations could consist of short, simulated sentences listing goals, whether reading from a textbook, listening to a tape, or a teacher doing it.

2. Procedures: Students practiced a new language through a controlled method. They penetrated sentences or conversations, repeating following the teacher or tape in the chorus and one by one until they speak correctly. Other practice activities matched sentence parts, complete sentences or conversations.

3. Production process: Students were encouraged to use the new language independently. It could be a role play, a simulation activity, or a communication job.

In addition, the study of Nattayai (2015), supported the different perspectives on the teaching process as follows:

1. Teaching Preparation including the preparation of these things.

1.1 Set purpose, teachers should be prepared to clear purpose. What behavior should the students change? When the learner has learned from the situation having a clear purpose makes it easier to create scenarios.

1.2 Define a scenario, teachers should consider realistic situations adapted to suit teaching and learning in the classroom. It was a situation that allowed students to think, analyze, diagnose, and make decisions that were close to reality. Which gives rise to the learning and skills they needed

1.3 A well-structured scenario begins with defining its purpose and assigning roles to participants. It requires preparing relevant content, creating realistic situations, and organizing events, timing, and challenges. Finally, the scenario should conclude with a summary and discussion, ensuring meaningful reflection and learning.

1.4 Specify teaching materials, materials, and equipment needed to be ready.

2. Teaching Procedure

The instructor presents a scenario using various methods, such as describing situations, showing pictures, displaying movies, or setting role-play scenes. Students then analyze problems, explore solutions, and engage in group discussions to share their perspectives. Finally, they propose and present their solutions, either as a group or individually, fostering critical thinking and collaboration.

3. Discussion and Conclusions

After the simulation, the discussion was the most critical step that all parties must take to figure out what happened and why. Discussion helped teachers assess the success and failure of the situation. The nature of the discussion should be done immediately, and the teacher might use questions to evaluate participants to explain what ideas came up while participating in the activity. What has been done from the most influential and the best participant in the activity as evaluation at the end of the summary should discuss advantages, disadvantages, and an improved reuse scenario.

Teaching using simulation in the classroom might conclude that language teaching simulation activities must define learning objectives. The lesson plan set the situation. The role of the learner's details and requirements should provide opportunities for learners to practice the language according to the intended purpose by interacting with other learners.

Therefore, the simulation technique processes used in this research were adapted from Nattayai (2015). The summary of the processes is mainly divided into 5 phases. First is preparation and introduction to the lesson. Second is the presentation of the simulation. The third is role selection. The fourth is to play in the simulation. Fifth is the discussion on using simulation or creating a situation close to reality. According to the roles assigned, it makes the students have a deep understanding and encourages students to practice by using English to communicate in various situations. This allows the students to have the freedom to express themselves naturally and can be applied in real situations.

3. Advantages and Limitations of Language Teaching by Using Simulation Technique

3.1 Advantages

Simulations have many advantages for learning and practice, including replicating situations. They were measurable with a validated scoring system. Moreover, there was the development of the measurement skills of simulations in conjunction with questioning and reflection (Crookall, 2010) serves as feedback. In addition, Kithinji and Ohirsi (2022) stated that simulation practice offered a powerful learning experience which allowed the students to convey theory into practice, an integrated learning environment, and a powerful opportunity to apply the knowledge. Based on the study of Susikaran (2014), he described the advantages of instruction simulation which are divided into seven sub-topics.

3.1.1 Motivation Advantages: All researchers reported that learners showed increased interest and excitement in classroom learning activities after the simulation. They generally maintained a level of freshness and novelty throughout the learning curve. This was one of the most distinctive features of the simulation which made it acceptable at all levels of teaching. If any technique successfully motivates the learner, all other problems will be solved automatically.

3.1.2 Student-teacher Polarization Removal: Traditionally, the classroom had been dominated by the power of the teacher. Recently, changes had occurred in the traditional classroom setting. The teacher's role was to inspire and motivate more than just command, order, and judgment. Teachers had adapted to accept the less prominent and less intrusive roles in the learning process. The simulation was a self-examination which the participants perceived their progress through a variety of feedback methods. Students were involved in decision-making. They observed their assessments that influenced future actions. Personal tension in teaching situations tended to be reduced by the self-examination process. The teacher's role could be an interpreter for simulations and even as a guide. Nevertheless, they did not have to act as an expert or a judge.

3.1.3 Simulation is a Universal Behavior Mode. The simulation could be run in the upper part of elementary school to get good results for eleven-

year-olds and upper. The world of free plays and dramas was closely related to simulations for more structured learning. Simulation should be used with caution in the case of young children. The purpose of the simulation was explicitly not to create a self-satisfied winner in a way that an informal monopoly might do.

3.1.4 Profit related to Relevance and Learning. The Johns Hopkins University, Baltimore (1974) studied that simulations affected the academic achievement and learners' attitudes. The simulation helped understand the structure and process of learning at a deep level in mind. Learners gained insight into the execution of the teaching process. Recent research suggests that simulation-based learning significantly enhances the learning experience for both gifted and slower learners by providing an interactive and immersive environment tailored to individual learning needs (InfoPro Learning, 2023). They were highly gifted, motivated to reach greater heights with no negative impact on the less gifted learn from their peers and pursue their curriculum according to their inclinations. Therefore, simulations as learning techniques could be used for all types of learners at all levels of teaching.

3.1.5 The Decision: The simulation group process deepened the understanding of the decision-making process in children. It was the development of skills in children in order of increasing difficulty. The implementing a simulation introduced complexity which was progressively more challenging and brings decision-making skills into action.

3.1.6 Perception of the Role: Some students had the role-awareness in the simulations that they are involved.

3.1.7 An Interdisciplinary Perspective: The simulation technique provided an integrated view and a vehicle for accessible interdisciplinary communication. Human, economic, aesthetic, and moral factors could hinder unfamiliar environments. The fact that participants were expected to see at least some of the world through eyes other than their own often helped them to be more transparent and less protected about what they saw.

Similarly to the study of Lertkanavanichakul (2007), he illustrated the benefits gained from using the simulation in teaching and learning into five significant points. Firstly, simulation was a tool to collect information about human behavior

expressed under a specific situation. Secondly, the student's practice in the simulation would tell how well he applied the principles or theories. Thirdly, there was another way to give students experience. It might not be directly available in an educational institution. Finally, the teachers gave the opportunity to the students to experience various level of difficulty in each circumstance.

3.2 Limitations

Susikaran (2014) highlighted several limitations of instructional simulations. Firstly, simulations are not suitable for all subjects, as some content may not translate well into this format. Secondly, younger children may struggle with simulations due to their complexity. Additionally, teachers require extensive preparation, and many are unwilling to invest the extra effort needed for effective implementation. Furthermore, advanced audiovisual and computer equipment, often used in developed countries, are too costly for many schools. Lastly, successful learning through simulation requires strong concentration from students, which can be challenging to maintain. To understand more clearly, the researcher summarized the advantages and limitations of use. The simulated situations are shown in Table 2.

Table 2 Advantages and limitations of the use of simulations.

Advantages	Limitations
1. Simulation allows students to have direct experience in decision-making to solve problems using good thinking and associated with real-life problems.	1. The simulation is not applicable for all subjects in the course. Learners may not be able to connect the knowledge gained with the actual situation.
2. Train learners to use thinking processes logically. Be courageous to express opinions, listen to other people's opinions, and help encourage students to participate in higher learning.	2. It takes much time for the learners to understand the lesson.
	3. The simulation situation is complex, especially for young children. It may confuse the learners, but if it is too easy, the students will become bored.

Table 2 (Cont.)

Advantages	Limitations
3. It helps learners develop intelligence. Emotional, social, and mental simultaneously, thus being effective in teaching values and attitudes.	4. Unable to adjust the simulation situation to the specific needs of the Each learner has
4. It is an appropriate teaching method for low-motivated learners.	5. Learning outcomes of each learner. It varies according to the role played. Some of these simulations are expensive. Furthermore, it uses much equipment.
5. Scenario models save costs than using real situations.	
6. It helps learners to master many problems in a limited time.	6. The instructor takes time to prepare the equipment and the classroom, so this teaching method does not motivate them.
7. Simulations can reduce risks and dangers better than real situations.	
8. It helps to achieve cooperation without thinking of competition.	7. Lack of good guidance may accidentally confuse the student's role.
9. It is a systematic transfer of knowledge.	

From studying the benefits of using the simulations mentioned above, it can be concluded that simulation is teaching by organizing scenarios for children to learn, prepare and try to solve problems such as situations. Students can apply their prior knowledge to problem-solving properly when facing with the particular situations. Moreover, stimulating students to create and practice a new language is to create an environment for learning. Therefore, the researcher is interested in experimenting with simulation techniques to develop the English-speaking ability of EFL secondary school students at Muangyao Wittaya school.

Related Studies

Hardianty, et al. (2013) tested whether simulation approaches improved eleventh-grade students' speaking abilities at SMA Alkhairaat Kalukubula. The experimental group of 15 XI IPA students was tested pre- and post-test. Before and after therapy, speaking tests were given, and statistical analysis was done. After using simulation approaches, pupils' speaking abilities improved significantly. Statistics showed that the t-counted value of 5.4 was much higher than the t-table value of 1.761. This implies that simulation improved pupils' speaking skills. Simulation approaches allow students to practice speaking in actual situations, boost confidence and fluency, and encourage active learning. Resources and technical assistance may be needed to execute simulation activities successfully. Hardianty, et al. (2013) found that simulation approaches improve students' speaking capabilities and that language education should include creative ways.

Chergui (2016) examined how simulations improve Algerian EFL students' speaking and listening. Two experimental groups at the University of Constantine 1 participated in the quasi-experimental study. The research addressed the increased need for novel language education approaches that encourage active learning and self-generated communication. Results demonstrated that simulation exercises improved EFL learners' speaking and listening abilities, with listening improving more. This implies that simulation tactics engage pupils and provide meaningful conversation, promoting language development. Simulation approaches provide language learners realistic circumstances, encourage active engagement, and improve communication. To guarantee efficacy and student involvement, rigorous planning and execution may be required. Chergui's research shows that simulation exercises improve EFL students' speaking and listening skills, emphasizing the necessity for new teaching techniques to match language learners' changing demands.

An action study by Prabowo and Yulia (2018) examined how eighth-graders at SMPN 1 TlogomulyoTemanggung learned speaking skills using simulation. Simulation's pros and cons for improving speaking abilities were examined in the research. Simulations increased students' speaking passion and excitement. Students improved their speaking abilities by participating more in speaking activities. However,

the researchers found simulation approach implementation benefits and drawbacks. Positive student motivation and social engagement were strengths. Artificial simulations and difficulty tracking pupil development were drawbacks. The research shows that simulation approaches may motivate and engage students to improve their speaking abilities. To achieve classroom success, strengths and weaknesses must be carefully considered.

The study by Syafitri (2018) used simulation to help students speak English. Students had trouble speaking English, maybe owing to boring instructional techniques and boring classroom activities. The researcher used simulations to engage pupils and improve their speaking skills. The study focused on students from the Informatika Komputer B (IK.B) program at Dynasty Computer Solok. Data was acquired via interviews and field note-speaking exams. Results showed that simulations improved students' speaking skills. Simulation games engaged pupils and improved their speaking abilities. Simulations provide realistic and interesting situations for language instruction, encourage active involvement, and motivate pupils to speak. Simulations may need appropriate planning and preparation to be successful. Syafitri's (2018) research shows that simulation approaches improve students' speaking skills and that language instruction should be enjoyable and participatory.

Elisa, et al. (2019) used simulation to improve students' speaking skills in a Classroom Action Research. The research included 18 SMP Nusantara Indah Sintang class VIIIB students in 2016/2017. Field notes, observation checklists, and speaking tests gathered data. The results showed that simulation approaches improved students' grammar, vocabulary, understanding, fluency, and pronunciation. Students' engagement in teaching and learning rose throughout the study, reaching 94.44% by the conclusion. In the previous cycle, the ultimate score percentage rose to 72.22 percent. These findings show that simulation approaches improve students' speaking abilities, stressing the relevance of employing them in the classroom. To improve students' speaking skills, teachers should use simulations (Elisa et al., 2019).

Chang, et al. (2020) investigated how junior high school Augmented Reality technology may improve EFL students' English learning. The study addressed the issue of low performance of EFL students in non-English-speaking nations due to a lack of

a real English-learning environment. The research used AR to create a situational classroom learning experience to enhance students' English. The findings showed various benefits of AR in English language instruction. First, the experimental group, which used AR to learn, outperformed the control group, which got conventional teaching. The immersive aspect of AR simulations may help students focus on speaking English, since the experimental group reported being able to focus more. Real-life AR experiences gave pupils a feeling of reality and boosted their English learning confidence. Finally, AR teaching resources in situational context classrooms increased student learning satisfaction. AR technology has several advantages for language learning, however resource constraints and technical support may be issues. The research shows that AR may improve EFL students' English-speaking abilities and emphasizes the need for creative language teaching in non-English-speaking environments (Chang, et al., 2020).

Ahmad, et al. (2021) examined how simulation approaches affected intermediate students' speaking capabilities in Abbottabad District, Pakistan. The researchers used a quasi-experimental method to divide 200 students into experimental and control groups to address their English fluency issues. Simulations were used to educate the experimental group, whereas lectures were used to teach the control group. Both groups took pre- and post-tests to measure their speaking. The simulation-taught experimental group outperformed the control group on speaking tests. The research also confirmed the premise that female students performed marginally better than male students in both categories. These data imply that simulations might improve students' speaking abilities. Simulation tactics improve speaking abilities in many ways. They encourage creativity and active involvement by giving students actual speaking practice. Simulating real-life situations helps pupils communicate confidently. Simulations also accommodate varied learning styles, making learning more fun and effective. However, simulation approaches' constraints, such as resource and technical support requirements, must be considered. Simulations may not accurately simulate spoken circumstances, limiting generalizability.

Yanti (2021) examined how Simulation Technique improves speaking abilities in vocational high school students, especially office administration majors. Each

Experimental and Control Group included 30 students for the study. The Experimental Group was taught utilizing Simulation Technique, whereas the Control Group was taught traditionally. The research was quasi-experimental and used T-Test to provide quantitative findings. Simulation Technique improved Vocational High School students' speaking abilities. Cohen's work showed that the Simulation Technique improved pupils' speaking abilities significantly. In conclusion, Simulation Technique pupils scored higher than traditional students. Simulations boost speaking abilities in several ways. Their immersive and engaging learning experiences let students practice speaking in real-life situations. Simulations also encourage active involvement, which improves speaking confidence and fluency. To conduct simulation activities efficiently, funding and technical help may be needed. Yanti's research shows that Simulation Technique improves Vocational High School students' speaking abilities and underscores the need for creative language instruction methods (Yanti, 2021).

Hamad and Alnuzaili (2022) examined how simulation method improves EFL students' speaking abilities. Due to restricted practice chances for EFL learners, the research investigated a reinforcement approach to improve speaking abilities. A quantitative technique with an experimental design was used to investigate 50 level 3 Listening and Speaking-3 students at College of Science and Arts (Muhayil), King Khalid University. They were separated into control and experimental groups. A Telegram channel with audio versions of Oxford Bookworms Collection PDF novels helped the experimental group simulate speech, intonation, and vocabulary. Pretest and posttest findings were examined using SPSS and Pearson correlation coefficient. The results showed that simulation method improved speaking abilities in experimental students. The simulation method altered body language, fluency, pronunciation, intonation, syntax, and vocabulary. Students in the experimental group were more motivated to talk spontaneously. Simulation strategies improve EFL speaking abilities by delivering immersive and participatory learning experiences, according to one research. When using simulation techniques in language acquisition, resource and technology constraints must be considered (Hamad & Alnuzaili, 2022).

Yang, et al. (2022) used an online simulation game to reduce Foreign Language Anxiety (FLA) in EFL primary school students and improve their English vocabulary.

The researchers created the game to simulate real-life circumstances for English vocabulary acquisition. The research included 110 fifth-graders, half of whom played the online simulation game and half received onsite coaching. The Foreign Language Classroom Anxiety Scale (FLCAS) classified participants as low, moderate, or high anxiety students. Compared to onsite training, the online simulation game reduced FLA in students of all anxiety levels better. The game's contextual learning setting explicitly linked English vocabulary learning to real-world circumstances, boosting vocabulary acquisition. Especially moderate and high anxiety pupils improved their English vocabulary acquisition after playing the online simulation game. Online simulation games help reduce FLA and improve vocabulary acquisition for EFL students, according to this research. Simulations may improve language learning by immersing students in realistic circumstances and encouraging active participation (Yang, et al., 2022).

Table 3 Table: Summary of Related Studies on Simulation Techniques for English-Speaking Skills

Author(s) & Year	Participants	Study Design	Key Findings
Hardianty, et al. (2013)	15 eleventh-grade students at SMA Alkhairaat Kalukubula	Experimental (pre-test/ post-test)	Significant improvement in speaking skills after using simulation techniques. Increased fluency and confidence.
Chergui (2016)	Algerian EFL students at the University of Constantine 1	Quasi-experimental	Simulations improved both speaking and listening skills. Greater engagement in learning activities.
Prabowo & Yulia (2018)	Eighth-graders at SMPN 1 TlogomulyoTemanggung	Action research	Increased student enthusiasm and participation in speaking activities. Identified implementation challenges.

Table 3 (Cont.)

Author(s) & Year	Participants	Study Design	Key Findings
Syafitri (2018)	Informatika Komputer B (IK.B) students at Dynasty Computer Solok	Mixed methods (interviews, speaking tests)	Simulation improved students' engagement, confidence, and speaking skills. Need for careful planning.
Elisa, et al. (2019)	18 students at SMP Nusantara Indah Sintang	Classroom Action Research	Enhanced grammar, vocabulary, fluency, and pronunciation. Increased classroom engagement.
Chang, et al. (2020)	Junior high school EFL students	Experimental	AR simulations improved language learning, confidence, and engagement. AR-based learning outperformed traditional methods.
Ahmad, et al. (2021)	200 intermediate students in Abbottabad, Pakistan	Quasi-experimental	Experimental group using simulations outperformed control group in speaking proficiency. Female students performed slightly better.
Yanti (2021)	Vocational high school students (Office Administration Majors)	Quasi-experimental (T-Test)	Simulation

The findings reveal that in different educational environments, simulation approaches can help EFL students become better speakers. Studies by Hardianty, et al. (2013), Chergui (2016), Prabowo & Yulia (2018), and Syafitri (2018) repeatedly show that by providing immersive, interactive learning opportunities, simulations increase students's speaking confidence, fluency, and motivation. Simulating-based teaching is superior

than lectures, Elisa, et al. (2019), Ahmad, et al. (2021), and Yanti (2021) also demonstrate because it encourages active participation and real-world communication. Furthermore, Chang, et al. (2020) found that augmented reality (AR) technology increases the efficacy of simulations, therefore enhancing learning by means of real-world situational experiences for students. Technology-assisted simulations can help to further improve fluency, pronunciation, and student motivation, according to Hamad & Alnuzaili (2022), who investigated the influence of simulation utilising digital platforms. Yang, et al. (2022) finally confirmed that simulation-based games can reduce Foreign Language Anxiety (FLA) and support vocabulary acquisition, therefore reinforcing the idea that interactive learning provides a low-stress setting fit for language development.

Generally speaking, these studies indicate that teaching speaking skills is quite well-done using simulation approaches. They also highlight problems such budgetary constraints and the need of methodical implementation to maximise effect. Using simulation techniques to Thai EFL secondary school students and assessing their value in a local educational environment, this study expands on earlier results.

Chapter 2 reviewed the main concepts relevant to this study. It began by explaining the key aspects of English-speaking skills, including their importance, components, teaching principles, and assessment methods. It also presented the challenges Thai EFL students face in developing speaking skills. Then, the chapter discussed simulation techniques, covering their history, definitions, purposes, characteristics, learning processes, as well as their advantages and limitations in language teaching. These reviews helped to build a clear foundation for the research. In the next chapter, chapter 3 will describe the research methodology used in this study. It will explain the participants, data collection methods, research instruments, validity and reliability, data analysis, and ethical considerations, providing a systematic approach to evaluate how simulation techniques support English-speaking improvement.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed to address the study's objectives. It covers the research design, detailing the approach used to investigate the impact of simulation techniques on students' English-speaking skills. The participants section describes the selected sample, while the research instruments explain the tools used for data collection. The validity and reliability section ensures the credibility of these instruments. The data collection process is outlined, followed by data analysis techniques used to interpret the findings. Finally, ethical approval considerations are discussed to ensure compliance with research standards.

Research Design

This research is a quasi-experimental study with a one-group pretest-posttest design. A small group of EFL secondary school students was provided with little to no control group, and this research used pre-test and post-test methods to observe the results of the treatment (Jitpakdee, 2014).

The one-group pretest and post-test design usually involve three steps follow:

| Administering a pretest (O_1) | → | Applying the experimental of learning using simulation. (X) | → | Administering a posttest (O_2) |
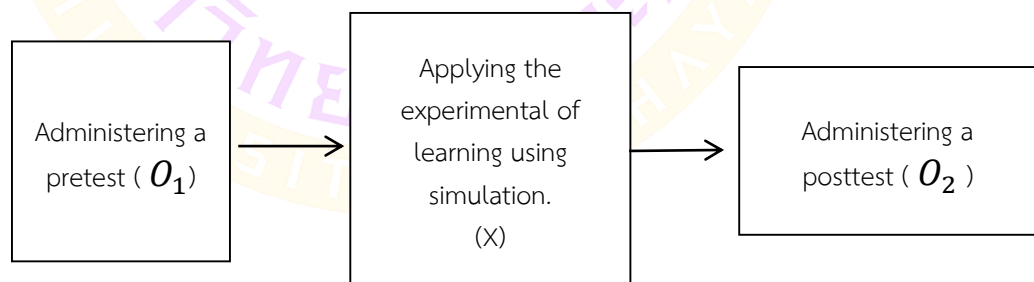
Figure 3 Research Design

Administering a pretest (O_1) is proposed to measure students speaking English skills before being given treatment. Applying an experimental, using simulation (X) Administering a post-test (O_2) proposed to measure students speaking English skills after being given a treatment. Applying one group pretest-posttest, the researcher would like to determine whether there is any significant difference in students speaking English skills before and after being taught using simulation.

Participants

The study included ten EFL secondary school students from Muangyao Wittaya School during the second semester of the 2022 academic year. The participants were selected through convenience sampling, as they were assigned to the teacher-researcher's class by the school. The sample consisted of two males (20%) and eight females (80%). All participants shared similar backgrounds regarding their mother tongue, and English learning experience. They were all native Thai speakers in grade eight and had been studying English for nine years. Since there were only ten students in grade eight that semester, all were included in the study. Their English grades from the previous academic year ranged from C+ to A: three students received an A, one received a B+, three received a B, and three received a C+.

Table 4 Participant Demographics and English Grades

Category	Details
Total Participants	10 students
Gender Distribution	2 Males (20%), 8 Females (80%)
School	Muangyao Wittaya School
Grade Level	Grade 8 (Secondary School)
Mother Tongue	Thai
Years Studying English	9 years
Grade 7 English Scores	3 students received A
	1 student received B+
	3 students received B
	3 students received C+

Research Instruments

    1. Lesson plans

        This research concluded with five steps in the lesson plan, which consisted of preparation, presenting the simulation, assigning roles, practice sessions, and discussion. The participants were EFL secondary school students from Muangyao Wittaya School, who chose the content they were interested in, which included (1) Asking and giving directions, (2) Asking and offering help, (3) Buying and selling, (4) Making a phone call, and (5) Giving suggestions. Each teaching session and activity lasted 3 hours per plan, totaling 15 hours. The lesson plan included 1) objectives, 2) time, 3) teaching materials such as PowerPoint slides, knowledge sheets, worksheets, and role cards, and 4) a learning management activity that used a 5-step simulation technique adapted from Quadir (2014), Richards and Rodgers (2002), and Natthayai (2015) (Appendix A).

        In preparation, the teacher suggested simulations and informed the students of the learning purposes from the simulations. In this step, the simulations were presented. The teacher presented roles and rules clearly to avoid confusion and provided all necessary information, including rules and roles. Once every participant properly understood, they began to play. Assigning roles was the step where students practiced, and the teacher provided suggestions to prepare the students for the language and build their confidence. During the practice sessions, students played out the simulations while the teacher observed how they spoke, noting both weaknesses and strengths, and then evaluated their speaking for communication. In the discussion step, the students discussed their decision-making, problem-solving, and other important points from the simulations with the teacher, concluding what they had learned.

    2. Pre Test and Post Tests

        An English-speaking skill test is a pre-test and post-test speaking skill format consisting of five simulations with ten role cards. The five simulations include:

        2.1 Asking and giving directions

        2.2 Asking and offering help

        2.3 Buying and selling

2.4 Making a phone call

2.5 Giving suggestions

Each pair of students discussed their roles and situations and alternated between A and B (Parallel). Representatives of each pair were drawn to select one test. During the student performances, the researcher gave scores based on the rubric, as shown below:

For the English speaking skill assessment form for communication, it is according to the evaluation with scoring criteria 4 items in pronunciation, vocabulary, grammar, and fluency (Rubric Score) according to Clerk criteria. Harris (1990). The score will be between 1–4 as the Rubric Score criteria. (Appendix B)

Pronunciation is evaluated based on clarity and accuracy in communication. A score of 1 is given when mispronunciations occur in at least ten words, making it difficult for listeners to understand. A score of 2 is assigned if 8 to 10 words are mispronounced, causing comprehension challenges. If the speaker occasionally mispronounces words but remains understandable, with 6 to 8 errors, they receive a score of 3. A perfect score of 4 is awarded when pronunciation is correct, with only 4 to 6 mispronunciations.

Vocabulary assessment focuses on the appropriateness and clarity of word choice. A score of 1 is given if the speaker uses incorrect vocabulary and struggles to respond, with more than ten unclear words. A score of 2 is awarded when vocabulary errors occur in 8 to 10 words but are still relevant to the situation. If the speaker mostly conveys their message well with 6 to 8 unclear words, they receive a score of 3. A score of 4 is given when appropriate vocabulary is used effectively in every situation, with fewer than 4 to 6 unclear words.

Grammar is evaluated based on accuracy and structure. A score of 1 is given when incorrect grammar prevents effective communication, with more than ten errors. A score of 2 is assigned if basic grammar mistakes are frequent, occurring 8 to 10 times. A score of 3 is given when the speaker uses mostly correct grammar with occasional errors (6 to 8 times). A perfect score of 4 is awarded when grammatical structures are consistently correct, with fewer than 4 to 6 mistakes.

Fluency measures the speaker's ability to maintain a smooth conversation. A score of 1 is given if the speaker frequently pauses, fails to finish sentences, or does not respond. A score of 2 is awarded when sentences are incomplete, and the speaker must restart or struggle to continue talking. A score of 3 is given if the conversation flows naturally but occasionally gets stuck. A score of 4 is given when the conversation is smooth and natural, with a native-like accent.

3. Interview

The interview section aimed to explore students' attitudes toward using simulation techniques to enhance English-speaking skills. A semi-structured interview approach was used, allowing for both predefined questions and flexibility to ask follow-up questions based on participants' responses. This method was chosen to gain in-depth insights while ensuring consistency across interviews. Since the participant group was small, all ten learners were interviewed individually. The interview questions (Appendix C) focused on their thoughts on learning through simulations, the impact on their speaking skills, their favorite simulation lesson, and any challenges they faced. The collected responses were analyzed thematically to identify common patterns and perspectives.

Question 1: What do you think about learning to speak English by using simulation techniques?

Question 2: Can simulation techniques improve your English speaking skills? How?

Question 3: Which simulation lesson is your favorite one? Why?

Question 4: What are the problems with simulation techniques?

Validity and Reliability of the Instruments

The research instruments were revised and confirmed validity and reliability as follows:

1. Lesson plans

The Lesson plans were revised and confirmed validity by three experts using the Index of Item Objective Congruence (IOC). The IOC score for the questionnaire was 0.37, which indicates a low level of content validity. This suggests that revisions

may be necessary to improve the clarity and alignment of the questionnaire items with the research objectives (Appendix D).

2. Pre-test and post-tests

2.1 The list of questions in the pre-test and post-test has been corrected and confirmed by three experts using the Item Objective Conformity Index (IOC). The IOC of the pre-test and post-test is 0.89. (Appendix E)

2.2 Then the questions were then modified and experimented with ten EFL secondary school students who were not members of the participants to verify their reliability using Cronbach's alpha coefficient with an alpha value of .97 (Appendix F), which corresponds to Cronbach's alpha coefficient of .97, indicating very high reliability for research instruments (Gravesande, et al., 2019).

3. Interview

The interview questions were also reviewed and validated by three IOC experts. The IOC score for the interview questions was 1.00, indicating excellent content validity (Appendix G).

Data Collection

The research procedures lasted two months. In the first week, the speaking pre-test was administered. Then, in the second to sixth weeks, simulation techniques were implemented based on five weekly three-hour lesson plans. Each lesson plan utilized one simulation and the lesson was attended one hour at a time, for three days a week. After finishing implementation, in week seven, students were interviewed about their attitudes towards the simulations. Finally, in week eight, the post-test was administered.

The research was conducted over a period of two months and followed a systematic approach to ensure data validity and reliability. In the first week, a speaking pre-test was administered to assess students' initial proficiency levels. From weeks two to six, simulation techniques were implemented based on five structured lesson plans, each lasting three hours per week. The lessons were divided into one-hour sessions, conducted three times a week. After the completion of all lessons, students were interviewed in the seventh week to explore their attitudes

and perceptions towards the simulation techniques. In the final week (week eight), a post-test was administered to measure students' progress and compare it with the pre-test results. The findings were then analyzed to determine the effectiveness of simulation techniques in enhancing students' English-speaking skills.

Data Analysis

The study employed a mixed-methods approach, incorporating both quantitative and qualitative analyses to comprehensively assess the effectiveness of simulation techniques in enhancing students' English speaking skills.

For the quantitative analysis, the pre-test and post-test scores were evaluated using inter-rater reliability testing with Krippendorff's Alpha, ensuring consistency among evaluators in assessing students' speaking performance. Given the small sample size (N = 10), the Wilcoxon Signed Rank Test, a non-parametric statistical method, was used to compare students' pre-test and post-test scores. This test was chosen because it effectively determines whether there is a statistically significant improvement in performance when working with a small group. Additionally, the study examined students' progress across different simulation activities by calculating the percentage increase in post-test scores for each scenario. This allowed for an assessment of which aspects of speaking—such as pronunciation, fluency, grammar, and vocabulary improved the most as a result of the simulation-based lessons.

For the qualitative analysis, data from semi-structured interviews were examined through content analysis to explore students' attitudes, perceptions, and challenges related to simulation-based learning. The responses were first categorized into main themes, aligned with the interview questions, such as students' overall opinions on simulations, their perceived improvements, their preferred simulation activities, and any difficulties they faced. Since the interviews were conducted in Thai, responses were carefully translated into English, ensuring accuracy and consistency in interpretation. The translated responses were then reviewed and analyzed thematically, identifying recurring patterns and trends among students. Through this process, key insights were drawn regarding how students perceived the benefits and challenges of using simulation techniques in developing their speaking abilities.

To interpret the satisfaction or opinion of the respondents according to the Likert Rating Scale concept could be scored as follows:

Table 5 Interpretation of Satisfaction or Agreement Levels

Score Range	Interpretation
4.51-5.00	Highest level of satisfaction or agreement
3.51-4.50	High level of satisfaction or agreement
2.51-3.50	Moderate level of satisfaction or agreement
1.51-2.50	Low level of satisfaction or agreement
1.00-1.50	Least satisfaction or least agreement

Ethical Approval

Before conducting the study, the researcher applied for Ethical Consideration from the University of Phayao Human Research Ethics Committee. After receiving ethical approval, the participants were informed about the research objectives and were asked to fill out the consent form. A safe place was used to store the questionnaires and semi-structured interview data for three years. The electronic data were recorded on a computer, secured with a password for logging in. A document shredder was used to eliminate hard copies of the data, and the soft copies were deleted.

In conclusion, this chapter outlined the research methodology used to investigate the effectiveness of simulation techniques in enhancing Thai EFL secondary school students' speaking skills. The study employed a quasi-experimental design, incorporating pre-test and post-test assessments, structured lesson plans, and semi-structured interviews to collect both quantitative and qualitative data. A systematic data collection process was implemented over two months, ensuring the validity and reliability of research instruments through expert reviews and statistical testing. The analysis involved Wilcoxon's Signed Rank Test for pre- and post-test score comparisons, Krippendorff's Alpha for inter-rater reliability, and content analysis for qualitative data interpretation. These methods provided a comprehensive understanding of students' speaking skill development and their experiences with simulation-based

learning. The next chapter, Chapter 4: Findings, will present the findings of the study. It will analyze the quantitative results from pre-test and post-test scores, examine students' progress across different simulations, and explore qualitative insights from interview responses.

CHAPTER IV

FINDINGS

This chapter presents the results of the findings of the experiment, showing the findings of the average of the students' test scores in both pre and post-test. The following section includes the findings of the Wilcoxon Ranked test to see whether the students have improved between pre and post-test, the findings of improvement of the students between the test, and the findings of the interview section with the students on the different scenarios of the test. These findings consist of two parts as presented below:

     1. Background information of the participants

     2. The finding based on the research objectives

Background Information of The Participants

The study consisted of 10 EFL secondary school students of MuangYao Wittaya School in the second semester of 2022. The sample consisted of two male students, accounting for 20% of the sample, and eight female students, accounting for 80% of the sample.

The findings based on the research objectives

     1. Comparison of the English-Speaking Skills of EFL Secondary School Students Before and After Using Simulation Techniques

Table 6 The comparison of speaking pre-test and post-test mean scores
of all participants

Simulation	Speaking test	Inter–rater reliability Krippendorff's α (interval)	$\overline{x}$	SD	Z	p
1. Asking and offering help	Pre-test	.96	9.20	1.94	2.85	.004
	Post-test	.97	13.20	2.02		
2. Buying and selling	Pre-test	.91	8.30	1.87	2.91	.004
	Post-test	.98	12.35	1.90		
3. Asking and giving the direction	Pre-test	.98	7.80	1.91	2.92	.004
	Post-test	.98	11.50	1.96		
4. Making a phone call	Pre-test	.93	6.60	1.50	2.84	.004
	Post-test	.94	11.10	1.80		
5. Giving suggestions	Pre-test	.86	6.05	1.57	2.84	.005
	Post-test	.96	10.50	1.73		

n = 10, $p < .05$

Table 6 showed the results of the comparison of students' pre-test and post-test scores from the five simulations. Overall, the students' post-test scores for all simulations were significantly higher than pre-test scores at the .05 level. This means that students' speaking scores significantly increased after learning through simulation techniques. The inter-rater reliability analysis of all simulations using Krippendorff's alpha reliability (interval) ranged from .86 to .98. Based on Landis and Koch (1977, cited in Gwet, 2014), these values show a high level of inter-rater reliability.

2. Investigation of the Students' Progress in Speaking Skills

Table 7 Results of the investigation of the students' speaking-skill progress

Post-Test Scores	Simulation one (Asking and offering help)		Simulation five (Giving suggestions)		Progress	
	Score (16)	%	Score (16)	%	Score	%
Student 1	8	50	11	68.75	3	18.75
Student 2	8	50	11.5	71.88	3.5	21.88
Student 3	10.5	65.63	12.5	78.13	2	12.50
Student 4	11	68.75	14	87.5	3	18.75
Student 5	13	81.3	16	100	3	18.75
Student 6	11	68.75	14	87.50	3	18.75
Student 7	12.5	78.13	16	100	3.5	21.88
Student 8	12	75	15	93.75	3	18.75
Student 9	9	56.25	11	68.75	2	12.50
Student 10	10	62.50	11	68.75	1	6.25

Table 7 showed the difference between the post-test scores for Simulation One (Asking and offering help) and Simulation Five (Giving suggestions). Overall, the post-test scores for Simulation Five for all students were higher than their post-test scores for Simulation One, indicating that all students made positive progress after completing the five simulations. The students who showed the most progress were 2 and 7. Student 2 had a post-test score of 8 in Simulation One and 11.5 in Simulation Five, while Student 7 had a score of 12.5 in Simulation One and 16 in Simulation Five, both with an increase of 3.5 points. The student who showed the least progress was Student 10, with a post-test score of 10 in Simulation One and a post-test score of 11 in Simulation Five, only a 1-point difference.

3. The findings of the students' attitudes towards using simulation Techniques

In this section, students' attitudes toward using simulation techniques were explored through interview data and are presented under three main themes, which reflect the structure of the interview questions. These themes include: (**1**) students' opinions on learning to speak English through simulation techniques , which highlight their views on how simulations helped them learn vocabulary, practice real-life situations, and gain confidence; (**2**) their preferences for different simulation lessons, which reveal the types of scenarios students found most enjoyable and useful for real-life communication; and (**3**) the problems or difficulties of learning through simulation techniques, focusing on challenges such as limited vocabulary and low confidence. These themes provide insights into students' learning experiences and their perceptions of the effectiveness of simulation-based learning.

3.1 The Students' Opinions on Learning to Speak English Through Simulation Techniques

In response to the questions "What do you think about learning to speak English using simulation techniques?" and "Can simulation techniques improve your English speaking skills? How?" the students expressed positive attitudes towards simulation techniques. All believed simulations can improve their English speaking skills, specifically by helping them 1) learn new vocabulary, 2) practice real-life situations, and 3) increase their self-confidence.

1) *Learning new vocabulary*

Students primarily cited increased vocabulary as the reason why they preferred simulation techniques to other methods. They were able to practice their speaking skills in a realistic context and become more confident in using new vocabulary. For instance, Student 3 and Student 4 stated that "*In different situations, I applied newly learned words" (S3)* and "*I employed newly learned vocabulary in my communication*" (S4).

2) Practicing for real situations

The interview results also revealed that the student's appreciated that simulation techniques allowed them to practice English that they could use in real life. For instance, Student 2 mentioned, "*I had a chance to practice English in preparation for a potential real-life situation*" (S2). Similarly, Student 5 stated, "*I gained experience communicating with a foreigner and had the chance to use my knowledge in real situations. Furthermore, the techniques increased my confidence in speaking. Whether I spoke correctly or incorrectly, the teacher guided me to speak correctly and effectively in English with my friend*" (S5).

3) Increasing self-confidence.

In addition, some students stated that they enjoyed this method because it helped them increase their self-confidence when it came to speaking English. Student 1 stated, "*It was good and fun, I had a chance to practice English, and the opportunity made me more confident to speak*" (S1). Similarly, Student 6 said, "*I felt like this technique helped me to become more confident and gave me a chance to use my vocabulary. When I spoke in English to my friends more often, it made me more confident in my speaking skills*" (S6). This reasoning is common among the students, as Student 10 also stated, "*It was good to practice English and talk with my friends frequently, which made me less shy to use English. Practicing different scenarios taught me what to say in each situation and made me unafraid to talk to foreigners*" (S10).

The findings indicate that students had positive attitudes toward simulation techniques, particularly in improving their English-speaking skills. They highlighted three key benefits: expanding their vocabulary, practicing real-life scenarios, and enhancing their self-confidence. Students appreciated the opportunity to apply newly learned words in various situations, which increased their comfort in using English. Additionally, practicing through simulations helped them prepare for real-life communication, making them feel more confident when speaking. The ability to engage in interactive and immersive learning experiences contributed to their overall improvement in speaking fluency and accuracy.

3.2 The preference of simulation lessons

In this part, the students were asked to answer the question "Which simulation lesson is your favorite one? Why?" to express their preference of simulation lessons.
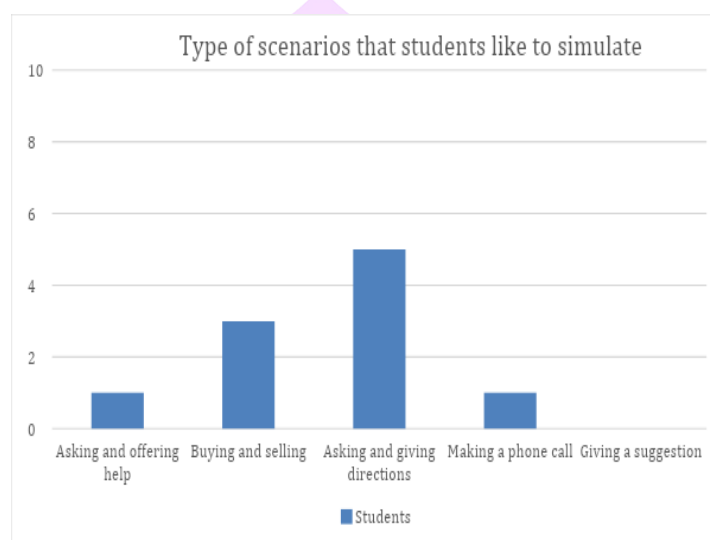
Figure 4 Students' preferences amongst the simulation lessons

From Figure 4, it can be seen that the most popular activity was "Asking and giving directions," followed by "Buying and selling," and then by "Making a phone call," and "Asking for and offering help."

Five students preferred "Asking and giving directions" because it was exciting, is a common situation students might face, and can be used in everyday life. In greater detail, the five students expressed the following: Student 1 explained, "*Because I practiced imagining different places and spoke using English vocabulary, I used it when I was asked for directions. It was exciting*" (S1). Student 6 stated, "*When we were in a situation where there might be foreigners asking for directions, I could respond to them*" (S6). Student 8 also saw the benefits of these techniques, saying, "*If, in a real situation, we could ask foreigners, and if foreigners came and asked us, we would be able to answer them*" (S8). Student 9 commented that "*Asking for directions is something that can be used in everyday life. If there are foreigners*

visiting our house, we could give them directions. I had encountered an incident where foreigners asked for directions, and I was shocked and couldn't interpret them. I couldn't tell him the way" (S9). Finally, Student 10 stated that *"If there would be some foreigners coming to ask for directions, I could talk to them"* (S10).

Three students preferred "Buying and selling," since shopping is an everyday activity, they could use the language abroad, and they could help their family sell souvenirs. The three students cited their reasoning as follows: Student 4 confidently stated that *"Shopping happens in life every day. If you know more words and have practiced speaking more in simulated classroom situations, you will be able to use them in real situations and speak more fluently"* (S4). Student 5 also voiced a preference for this technique, stating *"I helped my mother sell things at the provincial souvenir market. There were foreigners who came to buy things. It gave me more vocabulary to speak or communicate with foreigners"* (S5). Lastly, Student 7 agreed with both Student 4 and Student 5, saying, *"I was simulated in the situation to go shopping at the department store in case one day I went to travel abroad so that I could have a conversation"* (S7).

One student preferred "Making a phone call" because she liked learning about vocabulary, polite questions, and general questions when talking to people she doesn't know. Student 2 stated, *"I learned a lot of vocabulary for polite questions and answers when talking to people I don't know. I also had a chance to practice talking on the phone with a company in a formal manner and casually talking with friends"* (S2).

One student preferred "Asking and offering help" because it can be used in his daily life and because he could use his knowledge to help others. Student 3 said, *"It is useful for me. For example, I've practiced speaking English by offering to help friends, teachers, or foreigners I've met. I could apply the knowledge we had learned to speak and offer help in real situations"* (S3).

On the other hand, no students favored the "Giving Suggestions" simulation as it required a higher level of English proficiency, particularly in terms of complex sentence structures, modal verbs, and appropriate phrasing. Many students found it challenging to formulate suggestions naturally, as it required them to structure opinions

diplomatically and clearly, which can be difficult for EFL learners. Additionally, limited vocabulary and grammatical knowledge made it harder for students to express nuanced advice, leading to hesitation and lack of confidence during role-play activities. Some students expressed frustration with constructing grammatically correct sentences, feeling that their ability to communicate was hindered by their limited command of the language. This finding highlights the importance of gradually introducing more complex speaking tasks, ensuring that students develop the necessary foundational skills before engaging in more advanced communication exercises.

3.3 The Problems or Difficulties of Learning by Using Simulation Techniques

When asked "What are the problems or difficulties with simulation techniques?" most students addressed the problem of vocabulary. Specifically, many students reported that they did not have sufficient vocabulary to speak in the simulations. Their comments include the following: Student 1 stated, *"I couldn't think of the vocabulary that I wanted to use, making the conversation slow"* (S1), while Student 2 said, *"I had less vocabulary, which made it hard to communicate"* (S2). Student 6 reported, *"I couldn't think of any vocabulary because I knew too few words, and I was scared of using them incorrectly"* (S6). Lastly, Student 8 repeated similar concerns, saying, *"I couldn't think of vocabulary immediately because I had only a few words in my head. Therefore, the conversations were slow when I had to simulate them with my friend"* (S8). Because of insufficient vocabulary range, they lacked self-confidence and were afraid to speak in front of others. For instance, Student 3 mentioned, *"I was not confident to say some words, because I was scared that I could not pronounce them correctly and use them correctly"* (S3). Student 4 also voiced that *"I was not good in English vocabulary, so when my friends asked me, sometimes I could not answer"* (S4). Ultimately, the interview results demonstrated that the students' main concern is attributed to issues of vocabulary, which led to a lack of self-confidence.

In conclusion, this Chapter showed that simulation tactics increased students' English-speaking skills, as seen by the post-test scores in all five simulations. Students improved statistically on the Wilcoxon Ranked test, demonstrating that realistic preparation helped. Students' qualitative interviews showed that simulations helped them improve their vocabulary, real-life conversation skills, and self-confidence. The most popular simulation, "Asking and Giving Directions," was realistic, while "Giving Suggestions" was difficult owing to high language requirements. Students also had trouble with vocabulary, which reduced fluency and confidence. These findings suggest focused interventions to fill language gaps and improve students' communication skills. Chapter 5 will compare these findings to prior research, identify instructional implications, and suggest ways to improve English language learning simulations

CHAPTER V

CONCLUSIONS

In this chapter, the findings of the study are discussed. The research objectives were to compare the English-speaking skills of EFL secondary school students of Muangyao Wittaya School before and after using simulation techniques, analyze the progress of the students' speaking skills, and examine the students' attitudes towards using simulation techniques. The study used pre-tests and post-tests to evaluate the students' speaking skills before and after study through the simulations. The simulations included asking and offering help, buying and selling, asking and giving direction, making a phone call, and giving suggestions. After learning through five simulations, students' attitudes were explored by using semi-structured interview.

The conclusions and discussions were presented based on research objectives as follows:

Conclusions

1. The Comparison of English-Speaking Skills Before and After Using Simulation Techniques

The first research objective was to compare the English-speaking skills of EFL secondary school students before and after using simulation techniques. Based on the analysis of each simulation, there were significant differences between students' pre-test and post-test scores. The post-test scores of all simulations were statistically higher than the pre-test scores. For instance, in "Asking and Offering Help," the mean pre-test score was 9.20 (SD = 1.94), while the mean post-test score increased to 13.20 (SD = 2.02). In "Buying and Selling," the mean score improved from 8.30 (SD = 1.87) to 12.35 (SD = 1.90). Similar improvements were seen in "Asking and Giving Directions" (from 7.80 to 11.50), "Making a Phone Call" (from 6.60 to 11.10), and "Giving Suggestions" (from 6.05 to 10.50), confirming that simulation techniques helped improve speaking performance in all scenarios.

2. Students' Progress in Speaking Skills

The second objective focused on students' progress by comparing their post-test scores from Simulation One and Simulation Five. All ten students demonstrated improvement, with score increases ranging from 1 to 3.5 points. The highest improvement was seen in Students 2 and 7, who increased by 3.5 points. This continuous improvement across the simulations suggests that cumulative exposure to simulation tasks helped students become more confident and fluent speakers.

3. Students' Attitudes Toward Simulation Techniques

The third research objective focused on exploring students' attitudes towards the use of simulation techniques in improving their English-speaking skills. The findings from the semi-structured interviews revealed three main themes: opinions, preferences, and problems.

In terms of their opinions, students expressed that simulation techniques were helpful in developing their English-speaking abilities. They highlighted three specific advantages: learning new vocabulary, practicing real-life communication, and increasing self-confidence. Many students felt that encountering vocabulary in context allowed them to remember and apply it more effectively during conversations. They also appreciated how simulations provided opportunities to engage in realistic speaking tasks, such as asking for directions or participating in a shopping scenario, which they viewed as practical and relevant. Practicing these scenarios helped reduce their anxiety and fear of speaking in English, and contributed to building their confidence in using the language more naturally.

Regarding preferences, the simulation titled "Asking and Giving Directions" was the most favored among the students. Half of the participants selected it as their top choice because they believed it reflected real-life situations they might face in everyday life. "Buying and Selling" was another well-liked activity, as it involved familiar vocabulary and practical interaction. In contrast, no student selected "Giving Suggestions" as their favorite. This simulation was found to be the most challenging because it required students to use more advanced sentence structures, such as modal verbs and polite expressions. Many students admitted struggling to form suggestions naturally, which reduced their confidence and fluency during the task.

As for the problems encountered, the most common issue reported by students was a limited vocabulary. Several students shared that they struggled to recall appropriate words while speaking, which slowed down their communication and made it difficult to complete their conversations smoothly. This lack of vocabulary also affected their confidence, as some were hesitant to speak out of fear of making mistakes. A few students mentioned feeling nervous or embarrassed when performing simulations in front of others, further impacting their speaking performance. These findings suggest that while simulation techniques can effectively support speaking development, learners may require additional support in vocabulary acquisition and confidence-building strategies to fully benefit from this approach.

Discussion

1. The comparison of the English-speaking skills of EFL secondary school students of Muangyao Wittaya School before and after using simulation techniques

The findings of this study highlight the effectiveness of simulation techniques in improving English-speaking skills among EFL secondary school students. The results demonstrated a significant increase in post-test scores across all five simulations compared to pre-test scores, indicating that students benefited from practicing their speaking skills in structured, interactive scenarios. Simulations provided students with opportunities to engage in practical communication, reinforcing language use in real-life contexts.

According to Nattayai (2015), simulations support language learning by encouraging active participation, a finding that aligns with this study's results. The structured format of each simulation, which included preparation, role-playing, and discussion, helped students gain confidence in using English. Students' post-test improvements suggest that the opportunity to practice speaking in a controlled yet realistic environment contributed to their ability to communicate more effectively.

Additionally, the motivational benefits of simulation-based learning were evident. Lufti, et al. (2018) found that role-play techniques enhance student motivation and reduce speaking anxiety, which is consistent with this study's observations. Elisa, et al. (2018) noted that simulations encourage students to apply their learning to

real-world situations, a key factor that may have contributed to the increased engagement and performance in this study. Similarly, Yanti (2021) emphasized the positive learning atmosphere created by simulations, which helps students feel more comfortable and confident when speaking. These factors likely played a role in the improved post-test results seen in this research.

2. Discussion of the investigation of the students' progress of speaking skills

The structured use of simulation techniques in this study, progressing from simpler to more complex scenarios, provided students with a clear developmental pathway for improving their speaking skills. The results showed that post-test scores for the final simulation were consistently higher than those for the first simulation, confirming gradual improvement in students' speaking abilities.

This aligns with Hardianty, et al. (2013), who observed that repeated exposure to speaking exercises increased fluency and reduced hesitation. Similarly, Elisa, et al. (2018) found that multiple cycles of simulation training resulted in steady improvement in students' speaking skills. The findings in this study suggest that continued engagement in simulations not only improved fluency but also helped students internalize language structures and vocabulary, leading to more confident speech production.

Furthermore, students' self-reported experiences reinforce the quantitative findings. Several students mentioned that they felt more comfortable and confident speaking English after multiple simulations, attributing their improvement to the structured practice and immediate feedback from peers and teachers. This direct link between student feedback and score progression further supports the effectiveness of simulation-based learning in language acquisition.

3. Students' attitudes towards using simulation techniques

3.1 Opinions on Learning to Speak English Through Simulation Techniques

The interviews showed that students liked learning English speaking through simulation. Learning new language, practicing for real circumstances, and building self-confidence were the key topics.

Most students said simulations helped them use new terminology. Through practice in actual circumstances, kids learnt meaningful, easy-to-remember situational terminology. Students said role-playing shopping or providing instructions prompted them to use new terms. This practical vocabulary application improved word memory. According to Syafitri (2017), simulations help students acquire language without memorisation. In repeated practice, simulations improved pupils' vocabulary, according to Elisa, et al. (2018).

Moreover, students perceived that simulations allow them to practice English in real-life circumstances. In exercises like "Buying and Selling" and "Asking and Giving Directions," learners might envision using their English abilities to communicate with strangers or buy overseas. Students felt these exercises made English learning more relevant and prepared them for future encounters. Yanti (2021) found that real-life scenario experience in simulations enhanced students' preparation for practical communication tasks and English speaking.

Students also mentioned that simulations helped them speak English more confidently. Frequent and relaxed speaking practice helped them overcome their fear of making mistakes. Many shared that interacting with friends during simulations made them feel more at ease and more willing to take part in speaking tasks. This supports the findings of Syafitri (2017) and Elisa, et al. (2018), who reported that simulation-based classrooms increase students' confidence. Additionally, students appreciated receiving feedback from both their peers and teachers, which further supported their speaking development.

3.2 Preferences for Simulation Lessons

The most popular simulation lesson was "Asking and Giving Directions." Students liked this practice since it was related to real-life scenarios like aiding visitors or navigating new locations. They said this scenario let them envisage actual situations and use words from outside the classroom.

The second most popular was "Buying and Selling." Shopping is widespread, and students said that learning appropriate terminology through simulations prepared them for real circumstances like assisting their families sell things to foreigners or travelling overseas. Only one student liked "Making a Phone Call," saying it taught

politeness and how to formally or informally chat to strangers. Another student liked "Asking and Offering Help" because they could use it daily and found it important.

No student preferred "Giving Suggestions". Due to sentence patterns, grammar, and modal verbs, students found this simulation the hardest. They also hesitated to communicate thoughts tactfully, causing reluctance and discomfort. This suggests that while students liked simulations, the challenge should be scaffolded. Jitkaraburi (2012) stressed the significance of balancing challenge and assistance in educational simulations to keep students engaged and learning.

3.3 Problems or Difficulties of Learning by Using Simulation Techniques

Memory and vocabulary issues during simulations were the most common. Student struggles to find the correct words hindered talks and made them uneasy or hesitant. Many students reported having only a few words "in their head," making it hard to talk spontaneously. The issue was most apparent in simulations with complicated terminology, such "Giving Suggestions." Natthayai (2015) recommended incorporating vocabulary-building tactics into simulation exercises to assist language development through focused vocabulary education in realistic circumstances.

Students' fear of making grammatical or pronunciation blunders was another issue. Some pupils were hesitant to speak because they did not think they could express words appropriately. Fear made people hesitant and less active. The simulation was meant to be safe and helpful, however several students felt pressure while performing in front of classmates or when they lacked language. These findings suggest additional scaffolded speaking assignments and instructor support to minimise anxiety and improve speaking fluency.

In simulations "Giving Suggestions," students struggled to write grammatical and contextual statements. The vocabulary, grammar, and social standards needed to communicate ideas or recommendations in English were challenging to balance. Complexity decreased fluency, interest, and annoyance. Well-designed simulations should progressively rise in complexity and include enough language input and preparation, according to Angelini (2021). Without scaffolding, kids may feel overwhelmed and learn less.

Limitation

Although this study found that simulation techniques can effectively improve English-speaking skills among EFL secondary school students, certain limitations should be acknowledged. Firstly, the small sample size of only ten students limits the generalizability of the findings. With such a small group, the results may not represent the broader population of EFL learners, particularly those from different schools or regions. Including more participants from diverse backgrounds in future studies would provide a better understanding of how simulation techniques impact different learner groups.

Secondly, the study was conducted over a relatively short period. While students showed improvement between the pre- and post-tests, the research did not assess whether these improvements were retained long-term. A longer study would help determine if the speaking skills gained from simulations are sustainable over time.

Another limitation concerns the data collection method. Although semi-structured interviews provided valuable insights into students' attitudes, the study relied mostly on students' self-reported experiences. There was no in-depth linguistic analysis to measure specific improvements in pronunciation, grammar, or fluency. More detailed language assessments could give a clearer picture of which speaking skills were most influenced by simulation techniques.

Lastly, the study focused on a limited range of simulation scenarios. While these were useful for specific communication tasks, they may not have covered all types of speaking situations students encounter. Broader scenario variety could provide richer learning opportunities. Acknowledging these limitations is important for understanding the scope of the study and guiding future research.

Recommendations

This study highlights the effectiveness of simulation techniques in enhancing students' English-speaking skills. However, there are several areas where future research could expand upon these findings to further improve the application and impact of simulation-based learning.

First, future research should explore alternative simulation techniques beyond the five scenarios used in this study. While this research focused on specific situations such as asking for help and giving directions, future studies could investigate how different types of role-playing or technology-enhanced simulations (e.g., Augmented Reality (AR) or Virtual Reality (VR)) impact language acquisition. These advanced methods may offer deeper immersion and increased engagement for learners.

Second, the study primarily examined short-term learning outcomes through pre- and post-tests. Future research should focus on the long-term retention of speaking skills developed through simulations. A longitudinal study tracking students over an extended period could determine whether their speaking proficiency continues to improve and whether simulation-based learning has a lasting impact on their fluency and confidence.

Additionally, vocabulary acquisition was one of the major challenges identified in this study. Since students struggled with word recall and sentence formation, future research could explore simulation activities that explicitly integrate vocabulary-building strategies to support learners with limited lexical resources. This could include targeted interventions such as controlled vocabulary practice within simulated dialogues.

Lastly, future research should consider expanding the sample size and diversity of participants to include students from different educational backgrounds, age groups, and proficiency levels. A comparative study across multiple schools or regions would provide a broader perspective on the generalizability of simulation techniques in EFL instruction.

In conclusion, chapter 5 finds that simulation strategies improve EFL secondary school students' English-speaking skills. Post-test ratings showed considerable gains in students' speaking skills across all simulations. Students also liked simulations for improving language, real-world communication, and self-confidence. These findings were compared to earlier research, highlighting simulations' language learning benefits. The study's modest sample size and short duration were acknowledged, and future research should include simulation methods, long-term learning effects, and vocabulary building tactics. The chapter emphasises the need for more research to improve simulation-based learning in EFL courses.

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APPENDIX

Appendix A: Lesson Plans

<u>**Lesson plan 1**</u>

Topic: Asking and offering help

Time: 3 hours

Objectives:

- Students are able to use the expression how to ask and offer help, such as Could you please help me? Could I borrow your pencil?, etc.

- Students acknowledge the vocabulary to ask and offer help.

- This activity is to evaluate how confident students communicate in English in terms of asking and offering help.

Teaching materials:

1. Worksheet
2. Role card
3. PowerPoint slides

Procedure and activities:

Preparation:

A teacher prepares role cards for students by typing the role task using Microsoft Word and printing them on a small card. A teacher should check the instruction whether it is correct in terms of grammar and lexical use.

Presenting a simulation:

- A teacher presents the PowerPoint slides regarding asking and offering help, gives an extra sheet to students to study by themselves, and explains to them how to use the expressions.

- A teacher gives a role card to students and lets them practice how to pronounce the word correctly. A teacher observes them on their pronunciation.

Assign the role:

- Student Chooses the partner.

- A teacher gives the situation role card. Each pair of students must brainstorm to make a dialogue that corresponds to the situation.

Practice session:

- Students work in pairs. They practice the dialogue by themselves. A teacher is responsible for giving feedback on their pronunciation.

- Students present their dialogue in front of the class. A teacher evaluates the students' performance.

Discussion and evaluation:

A teacher discusses with students regarding their performance and evaluates them by using an evaluation form on the ability of English by using a simulation.

Exercise:

1) What is the polite way to ask somebody to help you?
   a) Could you please help me?
   b) Can you help me?

2) How do you ask politely in English if you want to borrow an eraser?
   a) Could you give me an eraser?
   b) Could you lend me an eraser?

3) After your friends gave you a thing, what's a polite way to say to them?
   a) Thank you.
   b) You're welcome

4) When you give a thing to somebody, how do you say it in English?
   a) Here it is
   b) There is

5) If you work at the hotel, a customer comes to ask you something. What's the expression to offer to help them?
   a) How can I help you?
   b) Good morning

Asking and offering help

Questions	Responds
- How can I help you?	Sure, what can I do for you?
- Could you please give me a..?	Here it is.
- Could you lend me a .....?	Of course
- Can I borrow.....?	Thank you very much
- Would you mind if ....?	You're very kind!
- Would you mind lending me a Pencil?	You're welcome.

<u>**Lesson Plan 2**</u>

Topic: Buying and selling

Time: 3 hours

Objectives:

- Students are able to use an expression to buy and sell things.

- Students have a lexical knowledge of how to buy and sell things.

- This activity is to evaluate how confident students communicate in English in terms of buying and selling.

Teaching materials:

1. Worksheet
2. Role Card
3. PowerPoint slides

Procedure and activities:

Preparation:

A teacher prepares role cards for students by typing the role task using Microsoft Word and printing them on a small card. A teacher should check the instruction whether it is correct in terms of grammar and lexical use.

Presenting a simulation:

- A teacher presents the PowerPoint slides regarding asking and offering help, gives an extra sheet to students to study by themselves, and explains to them how to use the expressions.

- A teacher gives a role card to students and lets them practice how to pronounce the word correctly. A teacher observes them on their pronunciation.

Assign the role:

- Student Chooses the partner.

- A teacher gives the situation role card. Each pair of students must brainstorm to make a dialogue that corresponds to the situation.

Practice session:

- Students work in pairs. They practice the dialogue by themselves.

A teacher is responsible for giving feedback on their pronunciation.

- Students present their dialogue in front of the class. A teacher evaluates the students' performance.

Discussion and evaluation:

A teacher discusses with students regarding their performance and evaluates them by using an evaluation form on the ability of English by using a simulation.

Exercise:

1) If you are a sales assistant, how do you greet to your customer?
   a) Can I help you?
   c) Goodbye

2) If you are a customer, what is the polite way to tell something that you want?
   a) I want .....
   b) I would like......

3) You're a shop assistant; you want to ask your customer(s) whether they want to pay by cash or with a credit card. How do you say it in English in a polite way?
   a) Would you like to pay by cash or with a credit card?
   b) Do you like to pay by cash or with a credit card?

4) If you are at the boutique shop, you want to try on a beautiful dress. How can you say in English to ask to try on the dress?
   a) Where is a toilet?
   b) Could I try on this dress?

Buying and selling

Customer	Shop assistant
Can I pay by cash or with a credit card?	What can I do for you?
Can I try it on?	Can I help you?
Do you have another size?	Sorry, it's sold out.
I'm looking for.......	The fitting room is over there.
How much does it cost?	Would you like to pay by cash or
How much is it?	Credit card?
Do you have a discount?	
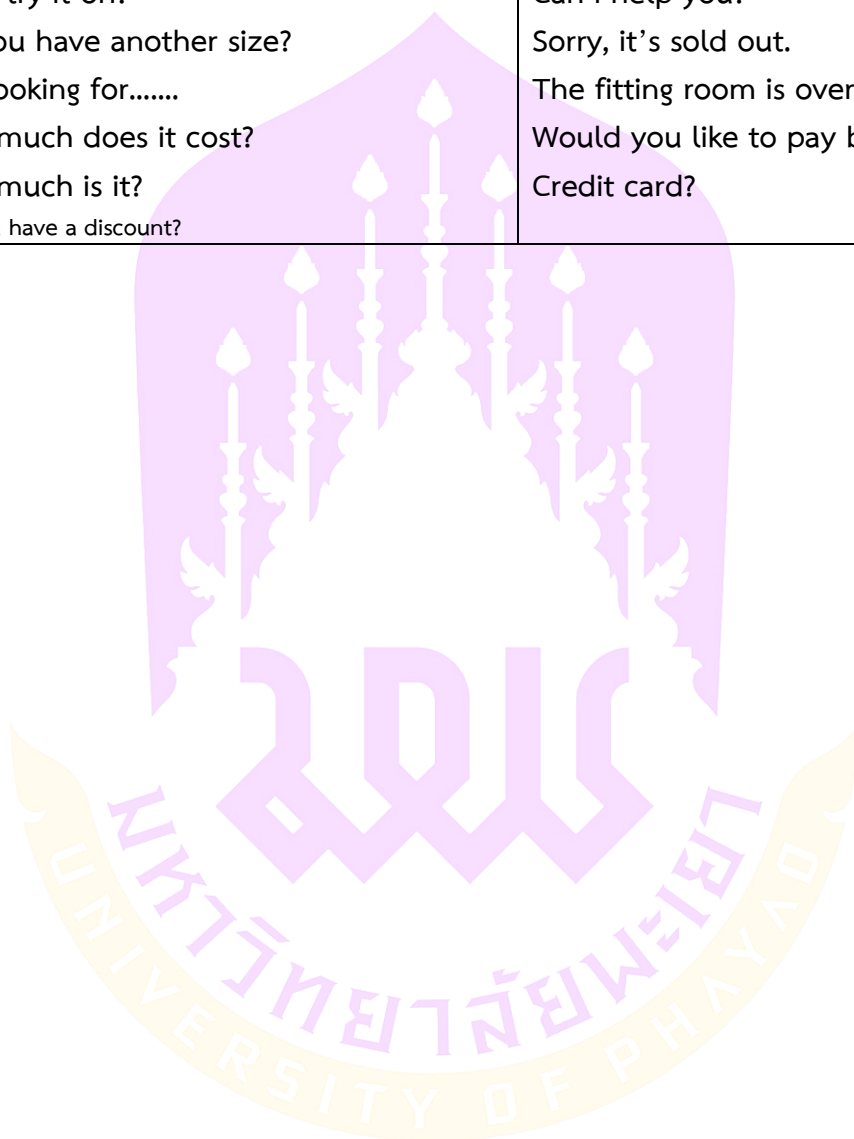
Lesson Plan 3

Topic: Asking and giving directions

Time: 3 hours

Objectives:

- Students are able to ask the direction by using the expressions, such as, how can I go.....? Excuse me, could you tell me where is.....?

- Students are able to explain the direction to foreigners.

- This activity is to evaluate how confident students communicate in English in terms of asking and giving directions.

Teaching materials:

1. Worksheet
2. Role card
3. PowerPoint slides

Procedure and activities

Preparation:

A teacher prepares role cards for students by typing the role task using Microsoft Word and printing them on a small card. A teacher should check the instruction whether it is correct in terms of grammar and lexical use.

Presenting a simulation:

- A teacher presents the PowerPoint slides regarding how to ask and give directions, gives an extra sheet to students to study by themselves, and explains to them how to use the expressions.

- A teacher gives a role card to students and lets them practice how to pronounce the word correctly.

Assign the role:

- Student Chooses the partner.

- A teacher gives the situation role card. Each pair of students must brainstorm to make a dialogue that corresponds to the situation.

Practice session:

- Students work in pairs. They practice the dialogue by themselves.

A teacher is responsible for giving feedback on their pronunciation.

- Students present their dialogue in front of the class. A teacher evaluates the students' performance.

Discussion and evaluation:

A teacher discusses with students regarding their performance and evaluates them by using an evaluation form on the ability of English by using a simulation.

Exercise:

1) If you want to go to the Central Lampang, how do you ask the direction in English politely and appropriately?
   a) Excuse me, could you tell me where the Central Lampang is?
   b) Where is the Central Lampang?

2) How do you say เลี้ยวซ้าย in English?
   a) Turn left
   b) Turn right

3) How do you say เลี้ยวขวา in English?
   a) Turn left
   b) Turn right

4) How do you say ตรงไป in English?
   a) Go straight
   b) Go across the street

5) A: Excuse me, how can I get to Kadkongta walking street?

B: _____

Please choose an appropriate answer

   a) You can go by car or motorcycle.
   b) From the Clock tower intersection, go straight to Bunyawat Road, then you can see Seree Department Store. After that, turn left and go straight. Kadkongta walking street is on the right-hand side.

Asking and giving directions

Asking directions	Giving directions

- Excuse me   Can
          Could   you tell me where
              ……………..   is?
 	
        How   do I get to…….?
        Where   is………………….?
	- Go straight
	- Go along the <u>street</u>
	
	    - Go across the street
	- It's on your left/ right side of you
	
	-Turn left
	- Turn right
	
	You can go by bus/sky train/underground or subway

Lesson plan 4

Topic: Making a phone call

Time: 3 hours

Objectives:

- Students are able to greet people on phone appropriately and politely.

- Students have a lexical knowledge of making a phone call.

- This activity is to evaluate how confident students communicate in English in terms of making a phone call.

Teaching materials:

1. Worksheet
2. Role Card
3. PowerPoint slides

Procedure and activities:

Preparation:

A teacher prepares role cards for students by typing the role task using Microsoft Word and printing them on a small card. A teacher should check the instruction whether it is correct in terms of grammar and lexical use.

Presenting a simulation:

- A teacher presents the PowerPoint slides regarding asking and offering help, gives an extra sheet to students to study by themselves, and explains to them how to use the expressions.

- A teacher gives a role card to students and lets them practice how to pronounce the word correctly. A teacher observes them on their pronunciation.

Assign the role:

- Student Chooses the partner.

- A teacher gives the situation role card. Each pair of students must brainstorm to make a dialogue that corresponds to the situation.

Practice session:

- Students work in pairs. They practice the dialogue by themselves.

A teacher is responsible for giving feedback on their pronunciation.

- Students present their dialogue in front of the class. A teacher evaluates the students' performance.

Discussion and evaluation:

A teacher discusses with students regarding their performance and evaluates them by using an evaluation form on the ability of English by using a simulation.

Exercise:

1) If you are a secretary. You pick up the phone call from the client, how do you greet them?
   A) Good morning, ABC company
   B) Hello

2) When you want to talk with somebody, how do you say in it English politely?
   A) Could I speak to..... please?
   B) Can I speak to.......please?

3) When you meet people in the afternoon, how do you greet them?
   A) Good night
   B) Good afternoon

Making a phone call	
Greetings	Questions
Good morning/afternoon/evening	Can I speak to ......please?
Hello (formal greetings)	Just a moment
Hi (informal greeting)	He/She is away, would you like to
Hey (informal greeting)	give him/her a message.
Hello.(the name of the company)	

Lesson plan 5

Topic: giving a suggestion

Time: 3 hours

Objectives:

- Students are able to suggest to other people.

- Students know the expressions how to give a suggestion.

- This activity is to evaluate how confident students communicate in English in terms of giving a suggestion.

Teaching materials:

1. Worksheet
2. Role Card
3. PowerPoint slides

Procedure and activities:

Preparation:

A teacher prepares role cards for students by typing the role task using Microsoft Word and printing them on a small card. A teacher should check the instruction whether it is correct in terms of grammar and lexical use.

Presenting a simulation:

- A teacher presents the PowerPoint slides regarding asking and offering help, gives an extra sheet to students to study by themselves, and explains to them how to use the expressions.

- A teacher gives a role card to students and lets them practice how to pronounce the word correctly. A teacher observes them on their pronunciation.

Assign the role:

- Student Chooses the partner.

- A teacher gives the situation role card. Each pair of students must brainstorm to make a dialogue that corresponds to the situation.

Practice session:

- Students work in pairs. They practice the dialogue by themselves.

A teacher is responsible for giving feedback on their pronunciation.

- Students present their dialogue in front of the class. A teacher evaluates the students' performance.

Discussion and evaluation:

A teacher discusses with students regarding their performance and evaluates them by using evaluation form on the ability of English by using a simulation

Exercise:

1) How do you ask in a polite way to ask somebody to give you a suggestion?

   a) Could you suggest me to....?

   b) Could you tell me to.....?

2) What is the best response to give a suggestion?

I warn you to.....

   a) I suggest you to......

3) I am going to Chiang Mai next week. What do you suggest me to do? What is your best response?

   a) I suggest you visit Doi Suthep and Nimmarn Road.

   b) Walking street is held on Sundays.

4) Your friend is ill. Which is the best suggestion to him/her?

   a) I don't think you should go to work today.

   b) I think you should go to work today.

5) A: I lost my wallet! What should I do?

B: _____

What's your response?

    A)   You should go to the police station.

    B)   You should go to the post office.

Giving a suggestion

<u>Questions</u>

What would you suggest me to do when I'm in....?

What is your suggestion?

What do you recommend?

<u>Responds</u>

I would suggest you to

I suggest you to

I recommend you to

I think you should/ you shouldn't

I don't think you should

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

<u>**Explanation**</u>

Testing procedures:

1. Each pair of students draws lots to choose their role and scenario for doing the conversation.

2. Each pair of students prepares a dialogue and rehearses for 5 minutes

3. Students play their roles according to the scenario given on the role card. They should perform at least 3-5 minutes by rotating their role A and role B. The scenarios are given on the role card as follows:

Situation 1 Asking and offering help

Situation 2 Buying and selling

Situation 3 Asking and giving the direction

Situation 4 Making a phone call

Situation 5 Giving a suggestion

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

1. A student chooses the role card to perform in the simulating situation.

2. Students work in pairs and practice their roles for 5 minutes

3. Students perform their roles in front of the class

Situation 1A: Asking and offering help

Student A	Role Card 1A

You forgot your pencil at home during the art class. Ask your friend to borrow his or her pencil.

Student B	Role Card 1A

Your friend forgot your pencil and asks you to lend him or her pencil. Please make a dialogue to respond him or her.

Situation 1B: Asking and offering help

Student B	Role Card 1B

The old lady is walking down the street with a heavy bag. Please offer your help to her.

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

1. A student chooses the role card to perform in the simulating situation.

2. Students work in pairs and practice their roles for 5 minutes

3. Students perform their roles in front of the class

Situation 2A: Buying and selling

Student A	Role Card 2A

Imagine you're working at the shop. The customer wants to buy a present for his or her son. Ask them for their needs in order to assist him or her.

Student B	Role Card 2A

You're a customer looking for a present for your son. Make a dialogue to ask a shop assistant.

Situation 2B: Buying and selling

Student B	Role Card 2B

You're a shop assistant. Your customer wants to try a dress. Please offer them to help to try a dress that he or she wants to buy.

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

1. A student chooses the role card to perform in the simulating situation.

2. Students work in pairs and practice their roles for 5 minutes

3. Students perform their roles in front of the class

Situation 3A: Asking and giving directions

Student A	Role Card 3A

Imagine you're a foreigner who visits Lampang for the first time. You would like to visit Wat Phrathat Lampang Luang, but you don't know how to go there. Make an expression to ask a local how to go there.

Student B	Role Card 3A

You meet a foreigner who is visiting to Lampang for the first time. He or She would like to know how to get to Wat Phrathat Lampang Luang. Please explain to him or her how to go there by giving the direction.

Situation 3B: Asking and giving directions

Student B   Role Card 3B

You are a foreigner, and you get lost. Please ask the local how to get back to your hotel? Your hotel is next to the Central Lampang. You are now in the Clock tower intersection in Lampang.

Student A   Role Card 3B

You are a local walking past the foreigner who gets lost. Please help him or her by explaining how to get back to his or her hotel.

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

1. A student chooses the role card to perform in the simulating situation.

2. Students work in pairs and practice their roles for 5 minutes

3. Students perform their roles in front of the class

Situation 4A: Making a phone call

Student A	**Role Card 4A**

You are a secretary picking up the phone call from a customer. Please respond the phone call by using appropriate expressions.

Student B	**Role Card 4A**

You're a customer making a phone call to talk with Mr. Davidson. Please make a phone call by using appropriate expressions.

Situation 4B: Making a phone call

Student B	**Role Card 4B**

Helen calls you to invite you to her party. Please make a dialogue on phone with her.

English speaking test by using the scenario

(Pre-test/Post-test)

Class: Mattayom 2 Semester 2 in 2021

1. A student chooses the role card to perform in the simulating situation.

2. Students work in pairs and practice their roles for 5 minutes

3. Students perform their roles in front of the class

Situation 5A: Giving a suggestion

Student A	Role Card 5A

You are planning to go to the UK by yourself. You have a friend who is living and studying in the UK at the moment. Please ask him or her for recommendation regarding traveling in the UK

Student B	Role Card 5A

You are living and studying in London. Your friend is planning to travel there. Please give her a suggestion.

Situation 5B: Giving a suggestion

Student B	Role Card 5B

You're going to study at Oxford University. You know the Alumni of this university. Ask him or her for a suggestion regarding your study life.

Student A   Role Card 5B

You are alumni of Oxford University. A Thai student wants

to ask you for a suggestion regarding his or her study life.

Please give him or her a suggestion.

Appendix C: Interview

<div align="center">

แบบสัมภาษณ์ (Interview)

</div>

ส่วนนำ

ชื่อวิจัย: การใช้เทคนิคการจำลองสถานการณ์เพื่อพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนต้นที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL)

Research Title: THE USE OF SIMULATION TECHNIQUES TO ENHANCE ENGLISH SPEAKING SKILLS OF EFL SECONDARY SCHOOL STUDENTS

ส่วนผู้สัมภาษณ์

Interviewer: _____ Date: _____

Time: _____ Place: _____

ส่วนผู้ถูกสัมภาษณ์

Interviewee: _____ Gender: _____

Class: _____ Number: _____

ส่วนคำถาม(Question)

1. นักเรียนมีความคิดเห็นอย่างไรเกี่ยวกับการเรียนพูดภาษาอังกฤษโดยใช้เทคนิคสถานการณ์จำลอง?

(What do you think about learning to speak English by using simulation techniques?

....

....

....

....

2. นักเรียนคิดว่าการใช้เทคนิคสถานการณ์จำลองสามารถพัฒนาทักษะการพูดของนักเรียนได้หรือไม่ อย่างไร?

(Can simulation techniques improve your English speaking skills? How?)

....

....

....

....

3. นักเรียนชอบสถานการณ์ไหนของการใช้เทคนิคสถานการณ์จำลองมากที่สุด เพราะอะไร

(Which simulation lesson is your favorite one? Why?)

....

....

....

....

4. นักเรียนประสบปัญหาอะไรจากการใช้เทคนิคสถานการณ์จำลอง?

(What are the problems with simulation techniques?)

....

....

....

....

Appendix D: The validity of the lesson plan

The Index of Item Objective Congruence of the lesson plans

Items	Opinions			IOC	Results
	Expert 1	Expert 2	Expert 3		
1.1	+1	+1	+1	3	1
1.2	0	+1	+1	2	0.67
2.1	+1	+1	+1	3	1
2.2	0	+1	+1	2	0.67
2.3	+1	+1	+1	3	1
3.1	+1	0	+1	2	0.67
3.2	+1	+1	+1	3	1
3.3	+1	+1	+1	3	1
4.1	+1	+1	+1	3	1
4.2	+1	+1	+1	3	1
5.1	+1	0	+1	2	0.67
5.2	+1	+1	+1	3	1

Appendix E: The validity of the pre-test and post-test

The Index of Item Objective Congruence of the pre-test and post-test

Items	Opinions			IOC	Results
	Expert1	Expert2	Expert3		
1	+1	+1	+1	3	1
2	0	+1	+1	2	0.67
3	+1	+1	+1	3	1
4	+1	+1	+1	3	1
5	+1	+1	+1	3	1
6	+1	+1	+1	3	1
7	+1	+1	+1	3	1
8	0	+1	+1	2	0.67
6	0	+1	+1	2	0.67
10	+1	+1	+1	3	1
11	0	+1	+1	2	0.67
12	+1	+1	+1	3	1
13	0	+1	+1	2	0.67
14	0	+1	+1	2	0.67
15	+1	+1	+1	3	1
16	+1	+1	+1	3	1
17	0	+1	+1	2	0.67
18	0	+1	+1	2	0.67
19	+1	+1	+1	3	1
20	+1	+1	+1	3	1

Appendix F: The reliability of the pre-test and post-test

The Cronbach's Alpha Coefficient of the pre-test and post-test

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.973	20

Appendix G: The validity of the semi-structured interview

The Index of Item Objective Congruence of the Interview

Items	Opinions			IOC	Results
	Expert1	Expert2	Expert3		
1	+1	+1	+1	3	1
2	+1	+1	+1	3	1
3	+1	+1	+1	3	1
4	+1	+1	+1	3	1
5	+1	+1	+1	3	1

BIOGRAPHY

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