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TAILORING IN THE ESL CLASSROOM : FINDING A FIT BETWEEN INSTRUCTIONAL AND LEARNING STYLES THROUGH THE MEDIUM OF SIMULATIONS

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Abstract

This paper presents the findings of a study on student's perceptions regarding the use of simulations to teach advanced speaking skills at the tertiary level. Data for the study was provided by two surveys carried out over a period of two semesters on a group of second year BA in English Studies' students from the Language Centre (Pusat Bahasa), University Kebangsaan Malaysia.

The study, which started off initially as a teacher initiative, was based on the assumption that young adult learners want to be in charge of their learning; and simulations allow for this by placing the responsibility for the learning process on the learner himself.

This paper argues for a wider use of simulations in the ESL classroom on the basis of the original assumption. This was born out in the preliminary findings, which indicated positive orientations and enthusiasm, providing clear support for the inclusion of simulations in the ESL curriculum. Evidence shows that not only are simulations learner-centred and humanistic, they provide ample opportunity for natural language use in the classroom recreating situations that allow for the spontaneous generation of a notable volume of student talk. Findings also show that simulations are self-motivating because learners indicated that they were sufficiently motivated to be responsible for their own learning, relying on available language resources to resolve problems and reach consensus unconsciously, without reservation, in a relaxed atmosphere and without fear of any intervention by the teacher.

BACKGROUND

The decision to use simulations as a device in the teaching of advanced speaking skills in an oral communication course was based on the premise that young adult learners at the tertiary level of education learn best when they feel they are in charge of their learning. This is notwithstanding the fact that they are all individuals and may well have their own idiosyncratic ways of learning. By extension, this also means that they want to be responsible for the learning process by shaping it themselves, relying on personal experience, knowledge and skills. Experience and sociocultural awareness has made it clear that while functional or instrumental motivation play an important part in language learning (Gardner & Lambert, 1972), it was also largely influenced by what was perceived to be meaningful in the learning experience or of sufficient interest to the learner. To echo Vincent (1983:42) "We cannot promise that English will be useful to all our students...that every student needs it in an instrumental sense, but we can aim at arousing

intrinsic motivation by making English lessons interesting". Alternatively, this means that learners learn best when they are doing what they want to. This implies that there would be an intrinsic interest in the learning experience too. It is no secret that students will always work better with materials, devices and activities that involve them at least emotionally and intellectually in learning a new language. Hence, teachers must go out and find these materials and activities. Simulations as instructional devices may be able to fulfill some of these learning aspirations that have been posited, because they allow for an interplay of the factors that shape the learning process. They also ensure group activity and the generation of spontaneous language use. Within the trappings of the preferred option of the communicative approach, simulations seem to offer an attractive means for increasing language learning opportunities for students at the tertiary level.

The study was therefore embarked on to test out the hypotheses that young adults want to be in charge of their learning and that simulations allow for this through groupwork; and secondly that the language generated in the process was not only spontaneous and natural, it was also authentic in nature. The study involved the administration of two questionnaires, one at the end of each semester of a two semester course, to second year students taking a B.A. in English studies at University Kebangsaan. This paper reports the findings of the second survey and compares it to the findings of the first which were presented at FIPLV World Congress 1988.

Simulations were introduced as part of an eclectic methodology on an exploratory basis in the second half of the first semester, i.e. level one of the oral communication programme. After this 'treatment', i.e. at the end of the first semester, the subjects were required to complete a questionnaire to gauge their perceptions of the use of the simulations. The assumption was that as clientele of the course, they could say if they perceived the inclusion of simulations in the course to be of value to them in improving their speaking skills. As the findings of the first survey were positive and favourable in that direction, a revised and refined version of the questionnaire was administered at the end of the second semester to substantiate the first set of findings, after more

complex and structured simulations of longer duration had been included as elements of course content. At four points in the course, structured simulations supplied a week's language activity of six hours each, broken down into the three parts of 'preparation', 'action' and 'follow-up'. Positive orientations were established for the second survey that matched the previous findings on a consistent basis. It must be pointed out, however, that the study did not set out to measure how much learning took place. The students had already been exposed from the first year onwards to a wide variety of instructional devices and materials and educational technology. This would have made it difficult to identify simulations as the significant variable in the whole learning experience. They were already familiar with improvisations, role-play, creative dramatics, and the language laboratory and the use of video. The aim of the study was mainly to determine if simulations offered an effective and viable means of teaching advanced oral skills in keeping with the writer's hypotheses on the motivation and learning styles of young adults.

CONCERNS OF THE STUDY

The Use of Simulations as Language Activity and a Medium of Learning

Theoretically, the simulation as a model of learning is the application of cybernetics to the learning environment whereby the human being is seen as being able to generate a course of action and then redirect or correct the action by means of feedback. This feedback is sensorially experienced as the environmental consequences of that course of action. Extending the model into the classroom entails the creation, therefore, of an environment for the learners in which this feedback occurs and provides the learning experience. In the classroom, it is "an attempt to place learners in circumstances resembling as closely as possible, those they will actually meet in daily life." (Maley & Duff, 1978). Although simulations have been used for some time, particularly in business management and military training, only more recently have they begun to make their mark in language teaching.

There are three major types of simulations: (1) person-to-person simulation which subsumes simulated role play; (2) person-to-computer simulation, and (3) computer-to-computer simu-

lation. Only the first type was considered a suitable and feasible learning model for this study because it entailed human involvement and co-operation, necessary conditions for proving the hypotheses, not possible with the other two. Used in the language classroom this type of simulation is dependent for its realization on the process of human communication which "is a continuous process of expression, interpretation and negotiation" (Savignon, 1983:8). It involves being oneself or someone else in a simulated real life situation that demands individual skills in problem solving or decision making. The simulations used in the study ranged from problem-solving discussion types to decision-making structured types consisting of three parts. Simulations are best seen as language activities in which interactive and communicative skills are utilized in the performance of tasks that require learners to focus on the communication of meanings rather than on the manipulation of forms. Hence, the learners' underlying competence is tapped.

There are clear external trappings of reality in a simulation, but more relevantly "there is reality of function" not pretence (Jones, 1982:4). Sturtridge calls it a "rehearsal for life" (1981: 130). It is learner centred in the true sense of the word because it cannot be taught. Jones states that it is "owned" by the participants who "share power" either collectively or individually (1980). With power comes courage which results in positive attitudes to action. For adult learners who want to be responsible for their learning it provides an attractive pedagogical means because the direction its evolution takes is their responsibility (Herbert & Strutridge, 1979). As participants, with roles and functions, duties and responsibilities within a structured situation, learners shape the course and outcome of the simulations. A simulation is therefore self motivating and language generating as language is perforce used. There is a real need to communicate in order to perform the tasks and the interaction that ensues is invariably extended. Participants are so involved in achieving the end that the means to it, i.e. language use, is achieved naturally. Lastly, it provides realistic communicative experience in the classroom that is similar to communication in the natural environment.

The Opportunities Simulations Provide for Group-work and Interaction

If "successful communication is a collaborative enterprise" (Gordon, 1981) then there is obvious pedagogical value in group activity and simulations offer opportunities for group activity. "Since co-operative work rather than individual competition reduces anxiety and increases awareness of possible solutions to problems (Brumfit, 1984). Furthermore, the pedagogical value of group-work has been increasingly supported in the literature. Speaking of small group work among age peers in the ESOL classroom, Long says that not just the quantity but the quality of language produced is of greater variety than that achieved in lock stop practice. "The richer and more accomodating sets of relationships provided by small group interaction" allows for the development of "personalised, creative talk" (Long, 1975 : 219). According to Long and Porter (1985), small group-work provides the optimum environment for negotiated comprehensible output. A study by Rulon and McCreary (1986:195) showed that" when students are placed in a group situation and asked to complete a contextualized two-way task, significantly more negotiation takes place than when the teacher leads the discussion. In Nunan's view, "Group-work provides an environment in which learners can comprehend; it gives them opportunities for production and it provides contexts within which meaning can be negotiated" (1988). Reporting on a survey of the research literature, Brumfit notes that "any use of group work will massively increase the likelihood, in language classes, of students producing and receiving language. It will also contribute considerably to both cognitive and affective development" (Brumfit, 1984 : 75). The more learners hear, understand and produce language, the better users of the language they become. The interactive nature of group-work ensures that they 'talk to learn.'

For simulations, group numbers are not predetermined by the teacher but imposed by the type or structure of the simulation and by the roles, functions and duties of the participants in it. The groups are also partly teacher selected. While the pedagogical value and advantages of self selection obviously lies in the natural social grouping it indicates, partial teacher selection should not be viewed as an infraction of the

conditions necessary for group work for the following two reasons. Self selection in the Malaysian situation inevitably leads to a certain level of racial polarisation and grouping on the basis of gender. Secondly, self selection invariably results in less proficient students grouping together because of feelings of diffidence and inadequate ability. The converse is true for more proficient students.

The first reason for the teacher's partial 'intervention' in group formation is to ensure that there is a certain level of 'comprehensible input' (Krashen, 1978 ; 1982) and 'output' (Swain, 1983), within each group provided by the members themselves. This is supported by Porter's findings on input and output. "Pedagogically... learners got more input and better quality input from advanced learners than from intermediates...Thus, teachers might wish to pair students of differing proficiency levels in the language classroom." With reference to output, "...the higher-level learner will have ample opportunities to produce comprehensible output and more opportunities to practice the negotiation of meaning than with a matched partner." (Porter, 1986 : 219-220). The corollary of 'planting' more proficient students in all groups is that the weaker students will simply have to work harder at producing and processing language. Minor points, but of interest nevertheless, are that firstly, prevailing socio-cultural norms favour segregation of males and females and secondly, females invariably predominate in the English language class. Males could be usually 'distributed' evenly within the groups on the assumption that, at the very least, such an arrangement might provide another dimension to the ensuing talk.

The value of such 'intervention' by the teacher may be queried on the grounds that this injects a certain amount of anxiety into individuals. However, 'psychological research suggests that we should not necessarily feel obliged to eliminate anxiety altogether...it seems that a certain amount of it can stimulate a learner to invest more energy in the task" (Littlewood, 1984 : 59). Research by Smith, Johnson and Johnson (1981) suggests that some kinds of conflicts in groups, provided they are resolved within the group, leads to high achievement and retention, (cited by Brumfit, 1984). Despite partial self selection and teacher 'intervention' in group formation, the quality of interac-

tion is actually enhanced with weaker students learning from better students. The latter display higher levels of cooperation and sensitivity in turn taking and all acquire improved social skills. The effect of group dynamics and the principle of cooperation which underpins the demands of the tasks actually work towards absorbing the effects of anxiety experienced initially in the learning environment. It appears to make them more confident and fluent by the end of the course. This is based on classroom observation and student introspection.

The Generation of Natural, Spontaneous Language Use that is also Authentic in Nature

The study also set out to find out if simulations generate spontaneous natural language use that is also authentic in nature. Widdowson argued that "authenticity has to do with appropriate response," on the basis that "it is better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver." (Widdowson, 1976 :263). Authenticity in this view is a function of the interaction between (for purposes of this study) the hearer and the discourse as incorporating the intentions of the speaker. By "appropriate response" he means (speaking specifically of its application to ESP) the reader's interpretation by reference to the conventions (both linguistic and rhetorical) associated with a particular discourse type. The analogy should then logically apply to a hearer/speaker situation where the hearer realizes or uncovers the intentions of the speaker by reference to a set of shared conventions. If the advantage of spoken discourse (in contrast to written discourse) is that it is full of opportunities for the negotiation of meanings, then it also facilitates more appropriate responses. So on this basis, the language generated during a simulation can be considered authentic with reference to the nature of the responses produced in relation to directed language or interaction. Since, for Widdowson, "Authenticity" is realized by appropriate response, it is also viewed as a terminal behaviour and "the language teacher is responsible for designing a methodology which will establish the condition whereby this authenticity can ultimately be achieved" (Widdowson, 1976 : 270). Having picked up the methodological challenge, and without challenging the theoretical basis of this position, authenticity can therefore be viewed as

resultant language behavior - the result of the interactive processes of communication as exemplified in natural, spontaneous speech. In a second language situation this speech will undoubtedly be within various stages of the interlanguage continuum and may be marked by instances of fossilisation, exhibit some features of transitional competence and approximate systems (perhaps even idiosyncratic dialects). However, it should be considered authentic language behaviour, particularly if its communicative value is similar to that for the same situation in the mother tongue. If it can be posited and accepted that language learning takes place in a continuum, then speaking as exemplified in learner-response to a need to interact within the structure of a simulation is authentic language use albeit in a non-native situation. An important aspect of this interlanguage or learner-talk is that although learners (by definition at least),"...cannot provide each other with accurate grammatical and sociolinguistic input that native speakers can provide them, learners can provide genuine (and / or by extension authentic) communicative practice including the negotiation of meaning that is believed to aid second language acquisition" (Porter, 1986 : 220).

PROCEDURES

Proceeding on an introspective basis, two questionnaires were administered to the same group of 46 students at two different points in time i.e. at the end of the first and second semester of the 1987/1988 session. The simulations were also video taped for empirical purposes.

Both questionnaires consisted of a total of thirty-three questions of both open and closed-form types to elicit perceptions regarding the use of simulations in the oral communication course. The second questionnaire was a refined version of the first. There were four sections to both questionnaires. The first part comprised six questions on biographical details. The second part of eighteen questions dealt with attitudinal responses to the course to determine positive and negative orientations. Fifteen of them were Yes/No responses and asked students to rank in order of preference the simulations used and the parts of the simulation (briefing, action, debriefing) they enjoyed particularly and thought were most beneficial to language learning. The third part comprised four questions on sets of related statements about the use of simulations. Respondents

had to rank agreement or disagreement using a modified Likert Scale. No neutral or undecided response was solicited for since the questionnaire was directed to the clientele the course catered for, in whose best interests it was to indicate their opinions and feelings of the course as honestly as possible for the purposes of course feedback and possible redesign. The last part was of the open-type to elicit free and unrestricted responses. The first question in this section asked students to indicate perceived levels of student versus teacher talk on a sliding scale of 10-100% of class time.

The cover note to the questionnaire stated that they were for research purposes only and that there were no right or wrong answers. Secondly, as both sets of the questionnaires were personally administered, all respondents had equal access to any information on the items. They were given some time to study all questions. Subsequently, any question, term or word that they did not understand, know, or was ambiguous as indicated verbally by them, was explained as objectively as possible before responses were elicited and in Bahasa Malaysia where necessary.

DISCUSSION OF THE FINDINGS

The findings provided clear indications of student attitudes and perceptions towards the use of simulations. Student perceptions are a valid and important source of information. Not only are they readily available as respondents, but as the clientele of a course have a clear and direct interest in it. Studies that seek to correlate student evaluation of courses and those of practitioners and experts show that there is a close similarity in the responses of the respective groups (Falk & Kwong Lee Dow; 1971). Students are able to distinguish with admirable clarity what they regard as defects in syllabus, materials, methodology and instruction. Adult learners particularly are good judges of the quality of instruction and know what they want out of a course, they can be motivated on that basis.

Consistently high positive orientations towards the use of simulations in the course were obtained for both surveys. In response to Question 19 on whether or not a classroom methodology based on the use of simulations was a good way of teaching oral skills, 100% of the respondents in the first survey and 96% in the second agreed. Both sets of respondents (83% and 84%)

said that the course had improved their oral skills (Question 12). The humanistic and cooperative aspects of group work as manifested in the simulations used in the course were also supported. More than 95% of the respondents for both surveys (98% and 96%) confirmed that the course gave them ample opportunity to interact with each other (Question 9). 95% and 87% said that they found it easier to interact with each other because of the course (Question 10) while 93% and 91% said that the simulations used helped to foster closer rapport among class member (Question 13) through group work.

The correlation between the attitudinal responses for Part II of the questionnaires for both surveys was established at a high positive correlation where r = 0.91 (significant beyond the 0.01 level).

A few of the questions received lower ratings than the rest and merit discussion. Question 8 (62% and 56%) was on learner perception of individual spoken English language ability and responses were indicative of individual variations as the class was not homogenous. Perhaps there was also an element of sociocultural downgrading and indirectness. Question 16 asked if local sociocultural settings within the simulations would enhance their learning of English. Interestingly, responses were not as high as might have been expected (60% and 60%). Question 17 asked if they felt physically comfortable during the simulations in relation to the movement and activity involved in doing the simulations. The students presumably did not like the physical movement simulations entailed. Only 52% and 47% respectively said that they were comfortable. A possible other reason could be that at the end of Semester I and throughout Semester II, the simulations were structured and specific roles had to be assumed. Adopting these roles may not have come easily or been acceptable to some for cultural and psychological reasons.

In response to a related question (Question 18) on whether they experienced any problems in learning English through the use of simulations, 48% and 60% of the respondents of the first and second survey respectively said that they did. While these responses appear to be a contradiction of the conditions advanced for the use of simulations, and examination of the reasons given by the respondents reveals that the

problems identified are mainly language problems, with low perceptions of adequate vocabulary use, compounded by feelings of diffidence and fears of global language deficit for the occasion. A sampling of the responses indicates this.

Questionnaire I
- could not find/think of the right words to use at the right time

- difficult to express thoughts because of poor vocabulary

- sometimes don't have the confidence to express ideas

- face grammatical problems

- feel nervous

Questionnaire II
- I feel difficulties in expressing my ideas

- problems using the correct terminology and vocabulary for expressing views or opinions

- I realise that I have language problems

- especially on my vocabulary

- have to use high standard vocabulary

- try to organise my thoughts and choosing the right words

In contrast to Question 17, Question 21 asked if they enjoyed using simulations in class and 83% and 76% responded positively for a variety of reasons which supported the study. They can be largely grouped into psychological, cognitive, linguistic and social reasons. A small sample of responses is given below:

"It is exciting and challenging" (psychological)

"The simulations gave me opportunities to think..." (cognitive)

"I get to interact with the rest of my course mates..." (social)

"They keep me in improving my language ability" (linguistic)

Question 23 asked which part of the simulations were the most enjoyable. In both instances, the action was picked as the most enjoyable. Responses for which parts were perceived to be the

most beneficial to language learning were more evenly distributed. The majority in the first survey felt that the 'action' was the most beneficial while the majority in the second felt that it was the follow-up. One reason for this could have been the fact that in the second semester, the follow-up was invariably a remedial/feedback session.

Section III comprised four sets of stated claims for simulations called from the literature. Each set was made up of related statements. Respondents had to rate them using the modified Likert Scale where neutral responses were not elicited. The bar graphs for all these four questions (for survey II) show that the responses were clearly in favour of the statements provided (see Appendix B).

The largest number of statements (Question 27) were in the affective domain. While nine out of twelve statements for Question 27 received high positive responses (above 70% for both surveys), two did not. It is perhaps of significance that these were in the realm of individual learner initiatives such as (C) "...help you to learn at your own pace" (60% and 58%) and (I) "...allow you to interact without the fear of making mistakes" (60% and 67%).

Perhaps the bases for the reasons for these two responses were socio-cultural or perhaps they were purely psychological. As the class was not homogenous there were weak students. Obviously weak students cannot be expected to be confident about themselves or take initiatives to interact in a speaking class without taking some risks as well, which they were reluctant to do. It was reassuring to note, however, that for (I), positive responses had increased. In response to a related statement (A) that simulations allowed the learner to be himself, only 53% agreed the second time round, compared to 74% the first time. This was perhaps due to the inclusion of structured simulations involving specific role simulations in the 2nd semester that required assuming specific roles. However, three related questions on speaking vis-a-vis the use of simulations yielded a high number of positive responses as in (D) "...help you to overcome the fear of speaking" (90% and 80%), (F) "...give you ample opportunity to practise speaking skills" (85% and 87%) and (K) "...give you confidence in your ability to speak" (86% and 73%).

Respondents also turned in a strong verdict of affirmation (86% and 93%) with regard to the use of simulations (and role simulations) to teach oral communication skills (Question 28).

In response to the statement that simulations put them in charge of their learning, 95% and 82% of the respondents agreed positively for survey I and II respectively. These responses clearly support the original hypothesis on motivation and learning using simulations as an instructional device or medium of learning.

All the questions in Section IV solicited open responses, except for Question 29. This question asked for student perception of an approximate percentage of time spent talking by teachers and students when a simulation was in progress, on a sliding scale of 10-100%. This included a consideration of all three segments of the simulations, except for teacher conducted remedial sessions as part of the follow-up. On an approximate basis for both surveys, learners felt that teacher talk did not exceed 40% and conversely that student talk (on a collective basis) did not fall below 60%. This indicates that teacher talk falls to a (necessary) lower level and that simulations can, therefore, be successfully used to elicit a higher level of student talk in the classroom.

Student's responses regarding the usefulness of the first (Question 30) and third part (Question 31) of a simulation, i.e. the preparation and follow-up respectively, were highly positive, showing that the students appreciated the pedagogical need for these segments if they were to benefit from the use of simulations as learning strategies. Responses for Question 32 on the follow-up also ranged from" very useful" to "useful" with the majority seeing it as either a remedial or feedback session. Responses to both questions included words such as "important," "necessary" and "effective" in the rhetoric but none elaborated on them.

Question 32 asked them to say to what extent they thought simulations had helped them to achieve the objectives of the course, i.e. to make continued improvement in advanced oral skills. Respondents for both surveys indicated that simulations had helped them in one way or another. Of this number 48% and 76% said specifically that simulations had improved their

communicative ability or increased their confidence in speaking. It is perhaps significant that the majority thought so at the end of the second semester, i.e. end of the oral programme. One respondent actually said, "I can speak better English (now) than my friends who are not doing this course". Four respondents said that it made them realise and overcome some of their language problems and another four and two respectively said that it helped improve their vocabulary. There was only one negative response.

In response to Question 33(a), the majority agreed that the language use was authentic. However, a closer examination of the responses revealed that only very few fully understood the implications of the term although it had been explained to them.

This was expected, but a few of the respondents who appeared to have understood the term actually did see authenticity as a construct in terms of the responses they made as participants in the simulation.

Example 1. "...they (i.e.the other participants) did respond in the manner they are supposed to".

Example 2. "...we give responses as we are supposed and required to".

These two examples of perceived authentic language use can be seen to correspond with the hypothesis on language use put forward.

Question 33(b) asked to what extent they perceived the language generated to be natural. Again while the majority returned positive responses, reasons given were either too simplistic or irrelevant. Six respondents, on the other hand, said that the language generated was not natural. It was discovered that these responses were on the basis of partial understanding of the term; three respondents were uncertain and one said that real life situations would be more dramatic than those recreated in class and therefore the language use was not natural. Questions 33 (a and b) had been included in the questionnaires in the expectation that if the respondents understood the terms (as they were explained to them) they would have been able to make judgements on those aspects of language use.

Question 34 on their opinion of the use of simulations in the course compensated for the awkwardness of the two preceeding questions.

All respondents turned in positive responses that could be grouped broadly into psychological, cognitive, linguistic and social categories as in the examples given below:

"...very interesting" -(psychological)

"...very mind stimulating" -(cognitive)

"...builds up vocabulary power" -(linguistic)

"...closer interaction with course-mates" -(social)

Lastly, a section on additional comments on the course elicited a few remarks. Two were complaints that some members dominated the activities. Conversely, one respondent said that some members were reluctant participants. Such responses were to be expected given the heterogeneous class composition. Such comments also indicated involvement rather than detachment in the learning process.

Limitations

There were some limitations to the project. For instance, the study would have benefited from a structured interview. Despite the overwhelming numbers of favourable responses, the opinion measure has its shortcomings. For example, in using the (modified) Likert Scale, it is unlikely that the responses are of equal value in the agreement and disagreement expressed. "It is doubtful whether equal scores obtained by several individuals indicate equal favourableness toward the given position. Actually different combinations of positions can yield equal score values without necessarily indicating equivalent positions of attitude or opinion" (Best & Kohn, 1986:182). There is also the possibility that students' views may incorporate intellectual instances and emotional attachments that may influence the responses. Also, despite responding anonymously, they may answer according to what they think they should feel rather than how they do feel. However, video tapes provided empirical evidence of the dynamics of group interaction and a notable volume of student talk.

Conclusions

It can be said in conclusion that in the main, the findings substantiated the assumptions made

about young adult learners at the tertiary level; they learn best when they are in charge of their learning by shaping it themselves, bringing to bear on the learning tasks their experience, acquired knowledge and language skills. Simulations through group work and interaction provided opportunities for this sort of learning to take place, as evidenced by the support given to them and the perceptions regarding their efficacy as a medium of learning. They also generate a large volume of student talk that was authentic in nature. However, no further claims can be made for simulations either as an instructional device or a medium of learning based on this study alone, which was principally a teacher initiative in trying to match an instructional device within an eclectic methodology with the hypothesized preferred learning style of the students.

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Appendix A

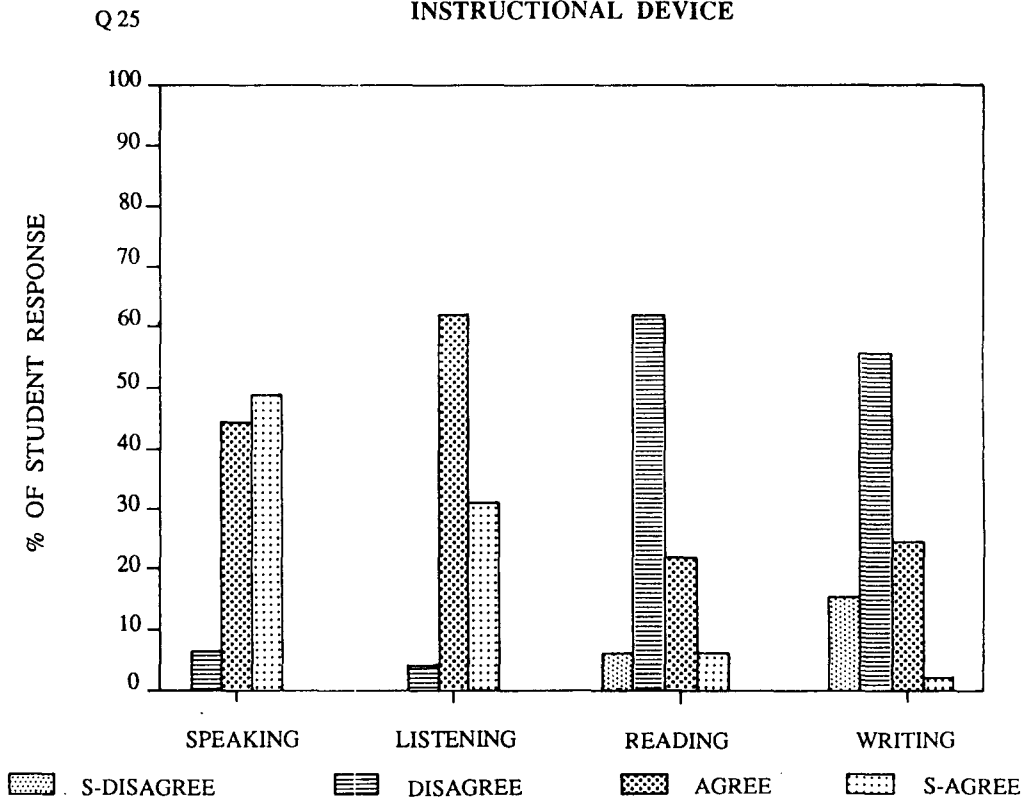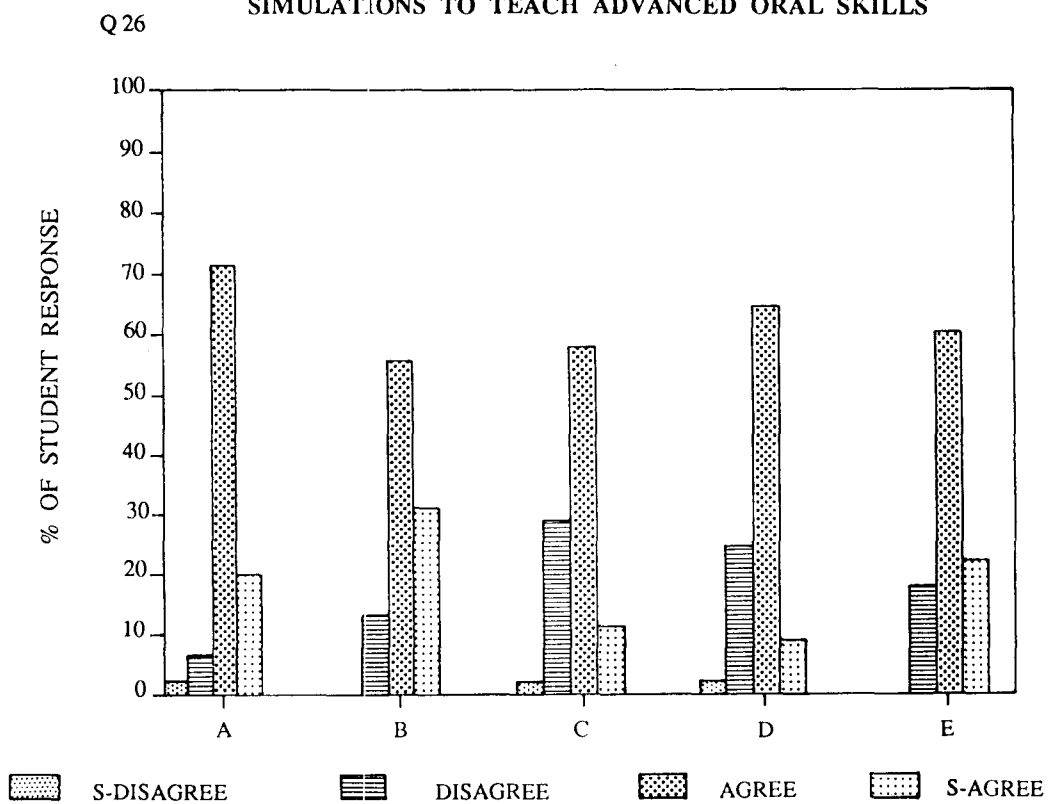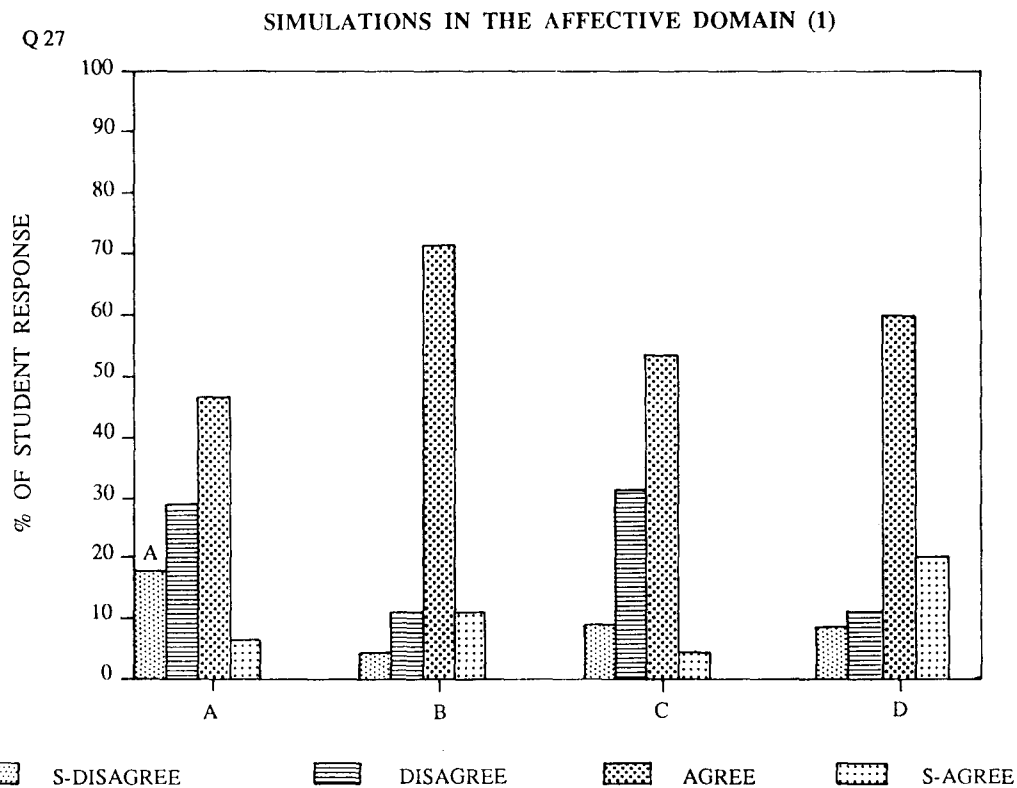PLOT OF SURVEY 2 WITH SURVEY 1
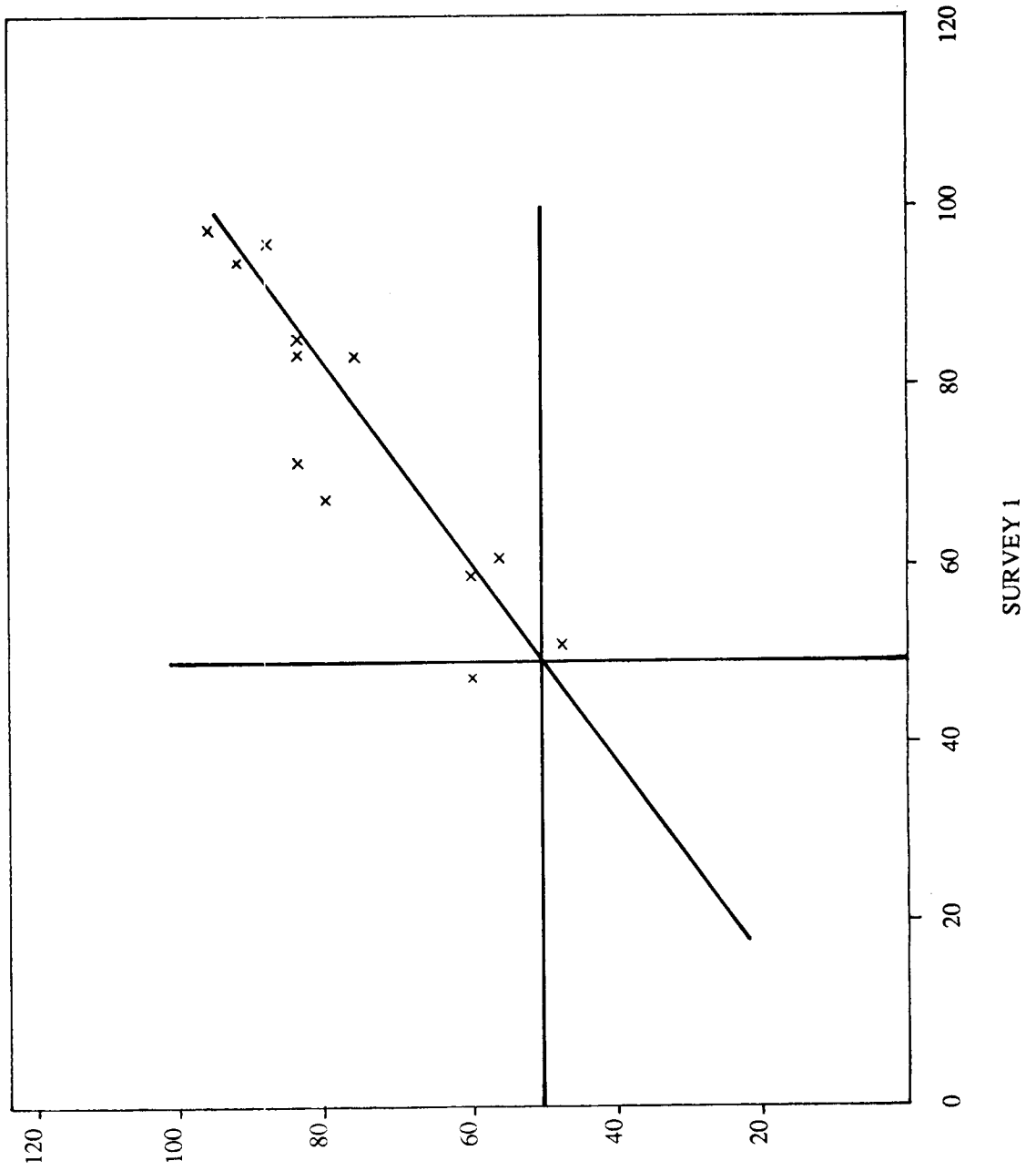
Appendix B

SIMULATIONS AS METHODOLOGY /
INSTRUCTIONAL DEVICE

Q 25

S-DISAGREE   DISAGREE   AGREE   S-AGREE

SIMULATIONS TO TEACH ADVANCED ORAL SKILLS

Q 26

S-DISAGREE   DISAGREE   AGREE   S-AGREE

SIMULATIONS IN THE AFFECTIVE DOMAIN (1)

Q 27

| | S-DISAGREE | | DISAGREE | | AGREE | | S-AGREE |

A...   allow the learner to be himself.

B...   put the learner in charge of his learning.

C...   help the learner to learn at his own pace.

D...   help the learner to overcome the fear of speaking.

SIMULATIONS IN THE AFFECTIVE DOMAIN (2)

Q 27

| | S-DISAGREE | | DISAGREE | | AGREE | | S-AGREE |
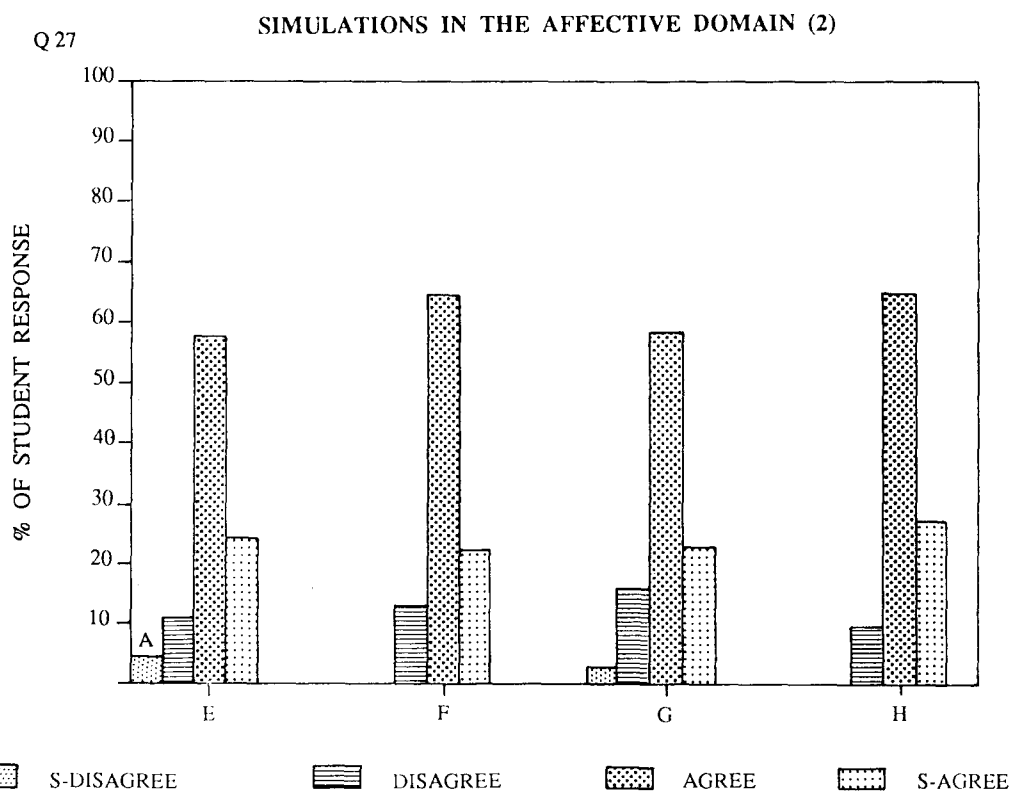
E...   provide practice in real life situations.

F...   give the learner ample opportunities to practise speaking skills.

G...   make the learner fall back on his own knowledge and experience.

Q 27

SIMULATIONS IN THE AFFECTIVE DOMAIN (3)

| | S-DISAGREE | | DISAGREE | | AGREE | | S-AGREE |

I... allow the learner to interact without the fear of making mistakes.

J... are an interesting and enjoyable way to learn.

K... give the learner confidence in his ability to speak.

L... foster rapport and cooperation among class members.

WHICH METHOD / INSTRUCTIONAL DEVICE
TEACHES ORAL COMM. SKILLS BEST?

Q 28

| | S-DISAGREE | | DISAGREE | | AGREE | | S-AGREE |

A... simulations and role-simulations

B... communication games.

C... role play and role-simulations.

D... informal drama and improvisations.

E... creative dramatics.

F... educational technology.