

## ABSTRACT

**A PROPOSED SUPPLEMENTARY SPEAKING SKILL MATERIAL FOR  
COLLEGE ENGLISH INTENSIVE READING FOR THE FIRST-YEAR  
UNDERGRADUATES OF ARTS AND SCIENCES AT GUIZHOU UNIVERSITY  
OF TECHNOLOGY, GUIZHOU, CHINA**

Tian Xiaomei

Payap University, Chiang Mai, 2000

Supervising Professor: Dr. Imelda Y. Flores

The objectives of this study are: (1) To identify the long-term needs of the first-year undergraduates of Arts and Sciences at Guizhou University of Technology in terms of English oral communication; (2) to evaluate the current material (*College English Intensive Reading, Volume One*) to find out any language skills that may not have been included; (3) to design a supplementary speaking skill material that would fill the identified inadequacy based on the results of the needs analysis and the findings of the material evaluation cited in objectives (1) and (2).

The respondents of this study were: Forty first-year undergraduates of Arts and Sciences who were learning *College English Intensive Reading, Volume One* in the first

semester of the academic year 1999/2000, 20 former students of Arts and Sciences who graduated from Guizhou University of Technology and have worked for at least one year, and 10 teachers who were teaching the first-year undergraduates of Arts and Sciences at Guizhou University of Technology.

The instruments used in this study were four sets of questionnaires, the six guidelines proposed by Dubin and Olstain (1990) for evaluating EFL materials and a framework for designing a material which would detail the functions, objectives, situations, activities, time allotment, materials, grammar review, and evaluation modes of the objectives of each lesson to supplement *College English Intensive Reading, Volume One*.

The findings are: (1) The first-year undergraduate-respondents of Arts and Sciences at Guizhou University preferred to learn *Buying Things, Greeting & Responding to Greetings, Invitation, Expressing Agreement & Disagreement* and *Telling Stories*; (2) learning activities such as repetition, simulation, discussion, role-playing, singing songs, invitation of guest speakers, group work and whole class work were preferred by both the first-year undergraduate-respondents and graduate-respondents; (3) *College English Intensive Reading, Volume One* has not included speaking skills and opportunities for English oral communication.

Based on the aforementioned findings, this writer designed a supplementary speaking skill material for *College English Intensive Reading, Volume One* to assist in fulfilling the identified long-term needs of the first-year undergraduates of Arts and Sciences at Guizhou University of Technology.