English Teaching Simulator (ETS): A Dynamic Method of Teaching English

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Abstract
Sitting in the classroom for rather a long time, listening to the teacher and other students, and having occasional responses are what typically happen in the English teaching classrooms around the world. ETS, a big hall with at least three sites as language learning zones, brings about a dynamic method which environmentally simulates communicative occasions to provide the learners with an exciting and intensive practice on the current conversations through role-playing. In this study, the efficiency of ETS was evaluated in an experimental research design. To do so, 34 students of English Language and Literature at Semnan University were taken as subjects in two conversation classes. Upon the completion of the course for 10 sessions, a T-test was applied to see if the method makes any significant improvement. The result showed that ETS was significantly better than the traditional method. To see the students' opinions about the method, a questionnaire was also conducted with the results revealing students' positive feedback toward the method.

Key words: English; Learning, Simulator; Site, Role-playing; Semnan University; Conversation

Introduction

Language learning *in the classroom* is a prevailing method around the world. Learners sit for about one hour and half and listen to an English teacher. The disadvantages of the occasion, such as mechanical exercises and sitting in one place for a long time, establish unpromising circumstances in learners especially

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those young students who are energetic and cannot sit up long in one place. Now the question is if there is any method that can serve better than the traditional methods and which can provide the learners with more active and practical communication. ETS tries to do so by providing situations in which students find language learning fun and approximate as close as possible to the natural communication situation.

It is also believed that learning is enhanced in ETS, because it is deferent from other current classroom learning in which they are sitting and performing more or less the same routines such as listening to the teacher and answering to certain questions. ETS is an artificial environment which copies natural foreign situations with learners actively playing varied frequent roles. It also involves other encouraging factors such as competition and feeling of completion as they best accompany the method. ETS is mainly based on the following beliefs:

1. By exposing learners to the natural environment through role-playing, they experience communication with all integrating factors, thus perform efficiently in other similar situations.
2. Task-based activities psychologically force the performer to finish the job and experience the feeling of completion. In ETS learners follow certain tasks such as filling a form or helping someone find an address.
3. Learning is enhanced when it is considered as fun. ETS provides luring scenes and involves theater-like activities.
4. Competition among learners increases their motivation and results in better performance.
5. Learning is enhanced if it integrates psychomotor activities. In ETS sites the traditional classroom atmosphere is deviated. Learners stand up, move around, fill in forms and perform many other physical activities along with verbal communication.

ETS applies role-playing as the major technique to help students enhance their communicative abilities. It is worth mention that it has always been applied in difference scientific areas as an effective tool too: for instance as a data collection method (Mackey and Gass, 2005), in clinical skills (Comer, 2005), in teaching the sciences at schools (Stellato, 2002), in teaching chemistry (Spain, 1992), in teaching writing (Smagorinsky, 1991), in teaching disabled children (Beck and

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Verticchio, 2003), in introducing information system in business (Kerr, Troth, and Pickering, 2003), and in fostering intrinsic motivation (Dickey, 2006).

Of course role-playing is almost always recommended along with other input. For example Tompkins (1998) concludes that when the role playing/simulation technique is employed, it should be integrated with other language learning activities, given the preparation and care which is required in any language learning method, and adapted to student needs and level (p.10). However, the model presented here applies role-playing as the major learning technique to be used in all sites.

Review of Literature

The notion of teaching methods has had a long history in language teaching, as is witnessed the rise and fall of a variety of methods throughout the recent history of language teaching.

One of recent and the most influential trends in language teaching is Communicative Language Teaching (CLT) from which ETS has taken its main ideas. Lindsay and Knight (2006) present the main features of CLT which are principally taken by ETS as follows:

- The goal is to learn to communicate in the target language.
- There is an emphasis on meaning and using the language rather than on the structure and form of the language.
- Oral and written activities may be used from the start, for example, role-plays, dialogues, games, and problem-solving.
- One role for the teacher is that of a 'facilitator' who helps learners to communicate in English and motivates them to work with the language.
- Learners often interact with each other through pair or group work.
- The four skills are developed simultaneously.

Meanwhile, a collection of role plays, games and other communicative classroom activities was developed subsequently for inclusion in the adaptation of the French CREDIF materials, Voix et Visages de la France. The accompanying guide (Savignon, 1974) described their purpose as that of involving learners in the experience of communication. Teachers were encouraged to provide learners with the French equivalent of expressions like "What's the word for?", and "Please repeat . . .", expressions that would help them to participate in the negotiation of

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meaning. Not unlike the efforts of Breen and Candlin (2001) and his colleagues working in a European EFL context, the focus was on classroom process and learner autonomy. The use of games, role-play, pair and other small group activities has gained acceptance and is now widely recommended for inclusion in language teaching programs.

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One more realization which came from communicative approach was Task-based language learning (TBLL), also known as Task-based language teaching (TBLT) or Task-based instruction (TBI) it is a method of instruction in the field of language acquisition. It focuses on the use of authentic language, and to students doing meaningful tasks using the target language; for example, visiting the doctor, conducting an interview, or calling customer services for help. Assessment is primarily based on task outcome (ie: the appropriate completion of tasks) rather than simply accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence (Jeremy, 2001, p. 79).TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it.

Willis (2007) holds that TBLT is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides

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for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are likely to be familiar to the students (e.g. visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

Another generally important issue in ELT, which is taken into consideration in ETS, is motivation. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence that rate and success of second foreign language learning: As Dornyei (200, p. 116) notes,'' teachers skills in motivating learners should be seen as central to teaching effectiveness''. Motivated students are every teacher's dream. they are willing to work hard ,add their own goals to those of the classroom, focus their attention on the tasks at hand, preserving through challenges, don't need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning.

The original impetus in second motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions toward the speech community in question. Gardner (1985, p. 10) defines L2 motivation as the ''extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.'' More specifically, motivation is conceptualized to subsume three components: motivational intensity, desire to learn the language, and an attitude toward the act of learning the language.

As the literature review indicates, there is no evident attempt to stimulate students' motivation directly by integrating language skills through tasks and role-playing activities. The lack of such research and study in the field in both local Iranian and global environment urges the author to provide a model for teaching genuine in nature and efficient in practice.

As it is seen, role playing and TBLT among others were the contribution of communicative approach to language teaching. Role playing not only provided the class with fun, but also it took the learners closer to the natural target language

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environment. TBLT also viewed language learning as different tasks which reflect everyday verbal events.

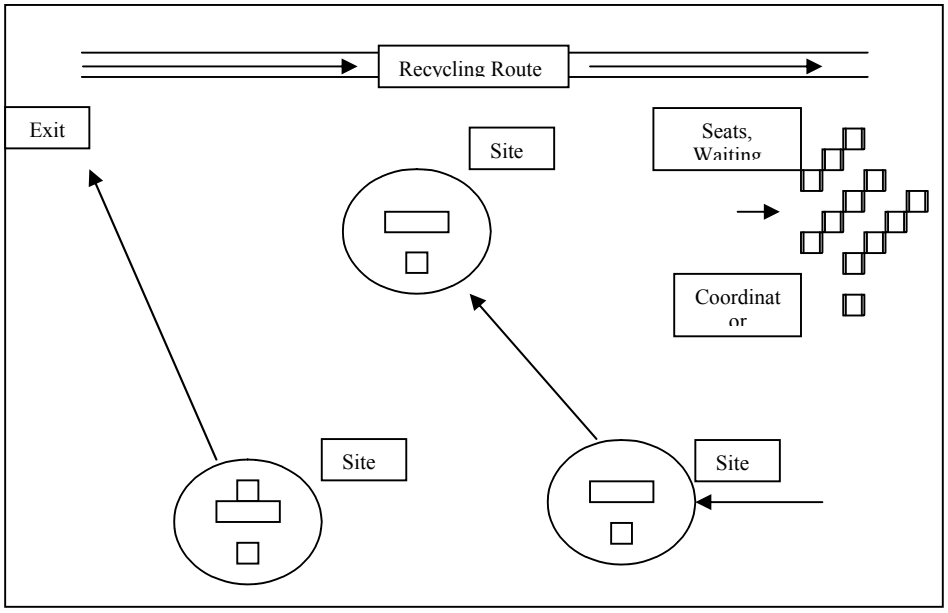
Now the question is if the domination of role-playing in the form of simulators along with TBLT can be integrated in the classroom. Could there be a method which can take students away from the boring time of the classroom, keep them physically active and encouragingly motivate them to use the language in different occasions? Could there be a method to require learners to compete in an amusing atmosphere and make them whirl as they actually do in real verbal events? ETS tries to do so with its specifications elaborated as follows.

How does ETS Operate?

ETS is a big hall with three to five sites as language learning zones. In each site a model of situation is developed. Each site has at least one operator (teacher) who has been trained to handle the site. In each situation the operator is acting a specific role such as doctor, polite, secretary, etc. and the learner acts mainly as a client, say, a customer, an inquirer, a buyer, etc. Figure one shows different elements of ETS.

Figure 1

Different elements of ETS



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The learner has already been instructed in a guide-book on the role, the topic and the situations. He/she is also informed of the related vocabulary and some exemplar dialogues (see Appendix A). Depending on the design of the course, there are usually 12 sessions with 3 sites in each; therefore, there are 36 topics in each course. Following in the procedure, you will find more details about ETS.

Hypotheses

The present study attempts to find out the efficiency of the ETS as an English teaching method. To do this, an experiment was designed and two research hypotheses were made as follows:

- There is no significant difference between traditional method of language teaching and ETS to improve conversational abilities of English language and literature students at Semnan University.
- There is no sense of satisfaction for ETS among English language and literature students at Semnan University.

To investigate the above hypotheses, a pre-experimental research was designed with a pre-test and post test in two groups of experiment and control. The tests were in the form of interview which was done by the researcher. The other instrument to explore subjects' reaction to ETS was the questionnaire which focused on the subjects' attitudes on the whole ETS program.

Procedure

Since ETS is primarily an oral approach to language teaching, it is not surprising that the processes involve extensive oral interaction. The focus of the method is on mastering prevailing conversations. There is little provision for grammatical explanation or talking about the language. In a typical ETS event, the following procedures would be observed:

1. The students first study the dialogues by focusing on the related vocabulary, the comprehension of the lines, the structures, and the possible culture-bound issues. Then they listen to the dialogues on the tapes to make sure they pronounce the words correctly. They are to imagine the situation and rehearse the lines. At this stage they are also encouraged to practice the conversation with other peers such as family members, friends or classmates.

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2. When the dialogues are due to be performed at the sites, they attend the hall to register their names and receive the simulator card. This card (see appendix B) includes student's name, site numbers as well as evaluation information.

3. When they attend each site, they greet and introduce themselves and hand in their simulator card. At this time, the teacher and the learner act as interlocutors thus practically get involved in the conversation. Based on the topic, the students are required to answer questions, help the teacher to fill a form, explain, or even perform a physical task. During the conversation, if required, the teacher prompts the students with cue boards to help him/her pick up the rest of the conversation.

4. When the student finishes, he/she receives the simulator card and leaves the site to attend the succeeding site.

5. When the student finishes the last site, he/she may need, based on the teacher's evaluation, to repeat the site. If this is not the case he/she gives the simulator card to the coordinator and leaves the hall waiting for the result and the ranking to be announced the day after. Students are evaluated and ranked based on fluency, proper pronunciation, vocabulary and structural application. The final score is estimated according to the number of repeating the sites.

Participants

The participants in this method were all university students at the second year of studying English Language and Literature at Semnan University. They were 34 students (29 girls and 5 boys) who registered in speaking and listening course 2. They all passed the speaking and listening course 1 which is a prerequisite for this course. The students came from different cities mainly from Tehran, Karaj, Shahroud, and Semnan but did not show considerable culture differences. One third of their course final marks were considered for their performance in the simulators. This course was selected by the researcher for the study on purpose because it specially aims to improve their conversational abilities.

In order to make sure that the subjects who would be assigned in two groups of experimental group and control group were at the more or less the same level of conversational ability in English, a pre-test in the form an interview was administered. As their English background knowledge could play a significant role on the research, it was controlled by almost equally dividing them according to the

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answers the subjects provided in the second and third questions in the interview format (see Appendix D). The second question asked about how many terms they passed in any English institutes. The third question inquired about the marks they received in the previous Course of English Listening and Speaking Skills. Table one shows the descriptive statistics, that is, Means and Standard Deviations (SD) of subjects' background knowledge according to the English terms they passed and their marks on the Previous English Listening Speaking Skills Course (PELSSC). Finally fifteen students were assigned into Control Group (CG) with 12 girls and 3 boys and 19 in the Experimental Group (EG) with 17 girls and 2 boys.

Table 1

Means and SD of subjects' background knowledge according to the English terms they passed and their marks on the Previous English Listening Speaking Skills Course (in mean)

No.	Group	No.	Terms Passed		Mark on PELSSC	
1	**EG**	**19**	**Mean**	3.68	**Mean**	14.79
			SD	1.376	**SD**	1.751
2	**CG**	**15**	**Mean**	3.60	**Mean**	14.73
			SD	1.242	**SD**	2.154

EG = Experimental Group CG = Control Group

Design

The design of this research was nonequivalent pretest posttest in which there were both experimental and control groups. The subjects in the EG received ETS treatment and CG had the traditional role-playing (to find the procedure see below) for 45 minutes in each session. The course included 14 sessions: however, the research took 10 sessions with two sessions for pretest and posttest. The lesson there is the list of vocabulary, including those in the lesson and those which could be used in conversations with the similar topic.

Site Requirements

The statistical technique applied was a t-test to compare the pre-test and post-test in both groups. The independent variable was the ETS and the dependent variable was the student's conversational skills on the final post-test which was administered in the form of an interview.

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Materials

The materials included in this study can be classified into two topics of the course lessons and the site requirements including the devices and decoration used, as well as the documents. In the following each of these materials is elaborated.

Course Lessons

The 14 session course for experimental group encompassed instruction in ETS. In every session one simulator which included three sites were performed. Every simulator revolved around a major topic and every site on a minor topic that viewed the major topic from a specific perspective. The topics were selected from the most frequent ones at current English teaching packages. Every lesson starts with the lesson topic and some relevant pictures. Then there is some explanation on what the learner is supposed to do and in case there is any culture bound issue, which could be unfamiliar for the learner, it is elaborated all in learner's first language, that is, Persian. Following that there come three exemplar conversations under the titles of site 1-3. Students are reminded that the conversations are only some samples; therefore, they can have their own lines of conversations as long as they follow the same trend of talk. At the end of

Each site in the stimulators is supposed to provide a situation similar to the real one. Therefore, the supervisor is needed to decide on the furniture and other devices required as well as the decoration for the site before the session is held. In this study, the supervisor as well as the researcher put in the required items for each site such as a stethoscope, a thermometer, white uniform for a medical clinic; or the clothes and jewelries for a shop and made them prepared before the site was held.

The other series of materials needed for the site were the documents such as the simulator card (see Procedure above and Appendix B), and the list of the students' ranking held by the supervisor. This list includes the subject's names who attended the simulator along with their ranking.

Instruments

In this study two instruments were used to collect data from the subjects. Each instrument corresponded with each research question: the first question required comparison of students' performance on conversational skills; therefore, an interview was held as an instrument. Second question required subjects' feedback

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on ETS. To know this a questionnaire was designed. The two instruments will be elaborated as follows:

Interview

As the study focused on speaking and listening skills, the pre/post tests were in the form of an interview. For this purpose, the interview format (see Appendix D) was taken from Ur (1996) with the maximum mark expanded from 10 to 20 to give us a more careful evaluation. According to the interview format interviewees were first asked about their last and first names, their marks at previous Conversation Course, their levels of English background in the form of the number of terms they attended in any language institutes, and whether they had any self study. There were also some questions about the interviewee's sex type as well as the interview topic that the interviewer answered on the format sheet. The interviewees were evaluated according to their accuracy and fluency at five levels of proficiency in the original form. Each level was expanded to two levels which results in 20 levels of both accuracy and fluency. For interviewer's better evaluation the explanation of each level was given on the interview sheet. When the interview was finished and the score was given, the interviewer was required to write the date, his/her name and sign the sheet.

The topics for the pre-test interview were taken from the list given out by Sadeghi (2001). The list included the most frequent topics from s even current English teaching packages. For the post-test interviews, the topics were selected from those which were studied in the course.

Questionnaire

The questionnaire (see Appendix C), which was in the closed form, was intended to draw information on experimental group attitudes on different components of ETS. It had three general questions with the first question including 5 sub-questions. Prior to the development of the questionnaire, certain measures were taken to make sure the questionnaire is valid. To check for the content validity of the instruments, first, all components of the method such as textual material, the site decoration and furniture, the teachers, the supervisor as well as the execution and administration were taken as areas for which subjects to comment; therefore, the first question itself had five subcategories to ask about subjects' satisfaction on each. The second question asked about their overall satisfaction on the ETS, and

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the third question inquired if ETS could be a suitable replacement for current methods of teaching English conversations.

The questionnaire was also face-validated by asking three assistant professors in Teaching English as a Foreign Language (TEFL) to comment and check. Their comments and suggestion were taken into consideration for the final draft of the questionnaire.

Research procedure

As ETS was more like a role-play workshop rather than an English teaching classroom with teachers required playing roles, encouraging the learners to speak, and evaluating their performance, three teachers, one for each site, were selected to possess these abilities.

A training course was also conducted and taught by the researcher himself for four and half hours in three sessions. This was a welcomed chance for the teachers to get familiar with the especial requirements of the course such as not responding to students talking Farsi, encouraging them to speak more, teaching them how to evaluate learner's performance and how to fill out the evaluating card as well as teaching ETS practically as a demonstration.

The workshop was held in the library hall, at Semnan University, Faculty of Human Sciences. It was a big room with bookcases around where students could use it for their study. The place was hired for the workshop; therefore, other students were not permitted to enter while the workshop was in session. It was especially good for the purpose as it had big tables to let role plays with their relevant tackles be performed around them.

Upon assigning the subjects into two groups, the EG received the ETS (to find the detailed procedure for ETS, see *how ETS operates* in the review of literature) for 45 minutes. Each subject entered the hall to register for the day simulator. The coordinator gave her/him the simulator card (see Appendix B) then the subject started attending the sites one after the other. When she/he finished attending all three sites with acceptable marks, she/he, as instructed, handed in the simulator card to the coordinator and left the hall. However, if the performance was not acceptable the subject would be required to start the simulator from the beginning

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and would repeat the cycle until she/he could get the acceptable marks for all three sites.

The CG received the traditional role play techniques for the same 45 minutes. In this period, the subjects were asked to present in front of the class for the day role-playing, as they were assigned before. They were told that the conversations in the pamphlet had been exemplar and they could feel free to produce their own words and structure as long as they followed the trends of the dialogues. In this group only the subjects played the roles. When they finished, the teacher gave each, a mark according to their overall performance.

Upon the completion of the course and with a week time lapse, the post-test in the form of an interview was held for all subjects in both groups. The interview (see Appendix D) was especially designed to assess student's conversational skills. Each interview took about 10 minutes for each subject. The interviews were held in the morning and in the afternoon of the same day (see diagram 2.1 for schematic presentation of the research procedure).

Results of the Independent T-test

To determine the homogeneity of the subjects, before starting the instruction, the students in both groups took a pre-test in the form of an interview. The interview assessed subjects' conversational skills—on the topics they learned in the course —in two columns of fluency and accuracy with 10 marks for each and 20 in totals. The reason for this pre-testing was twofold. First, it was to ensure the homogeneity of the two groups to start the treatment. Second, it was intended to make a criterion to compare the results of the post-test with, and to come up with the magnitude of gain—if any—in each group's proficiency improvement. As it can be seen in table two which reports the independent samples T-test for the pre-test and post-test, there was no significant difference in scores for experimental group ($M = 14.16$, $SD = 2.34$) and control group ($M = 14.33$, $SD = 1.59$), $t(32) = .25$, $p<.05$.

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Table 2
Independent Samples T-test for Pre-test and Post-test

Equal variances assumed	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
Pre-test	-.248	32	.805	-.175	.706
Post-test	2.421	32	.021	1.839	.759

Following the course in experimental and control groups, another interview with the same format as for pre-test was conducted as a post-test. In order to see if there is any significant difference between the two groups, independent samples T-test was carried out. As you can see the results in table two, there is a significant difference in scores for experimental group (M = 17.11, SD = 2.40) and control group (M = 15.27, SD = 1.91), t (32) = 2.42, $p<.05$. Therefore, we can safely conclude that the average 1.84 score difference is not due to chance but the result of the treatment in the experimental group.

Results on the Questionnaire

The questionnaire (see appendix C) was used to collect data on the extent to which subjects felt satisfied with different aspects of the method. It had three general questions with the first question including 5 sub-questions. The questionnaire addressed such components as textual material, the site decoration and furniture, the teachers, the supervisor as well as the execution and administration in the first question. The second question asked about their overall satisfaction on the ETS, and the third question inquired if ETS could be a suitable replacement for current methods of teaching English conversations. The results on the questionnaire show that there is a relatively acceptable satisfaction from the pamphlet of exemplar conversations, the decorations of the simulators, teachers' performance, the site supervisor planning and administering simulators. For the last two questions, that is, subjects' general satisfaction on the simulators and if ETS can be an appropriate replacement for the current methods of teaching English conversation, subjects selected the choices very much and much 73.7% and 82% respectively.

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Conclusions

The results of this study confirm what Lindsay and Knight (2006) enumerate as the main features of CLT. When the goal of CLT is to learn to communicate in the target language, ETS, by simulating real communicative situations, encourages learners to speak and use the language as a means of communication.

From the results of this study, it can be concluded that the whole atmosphere that ETS provides the learners with, makes learning English easier. Learners enjoy ETS because it takes them away from the boring situation of classroom learning in which they have to sit down and mainly do activities such as learning grammar, vocabulary, or reading strategies, hoping to be able to use them in real communication. The results show that learners like to attempt learning in real application of language. They enjoy using the language with the real goals of communication.

Recent outcome of communicative approach attracted the practitioners' attention. Nunan defines a communicative task as ' *a piece* of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form'. Motivation is also praised to be a driving force for the whole learning process, although, some doubt the research on it. However, no teaching method has ever taken all these useful factors with the domination of role-playing in the form of simulators at workshop. ETS attempts to do this by making a serious innovation to keep the learner aroused by being active on the scene. The results of this study showed that the integration of all these elements in the system of ETS would make better language learners.

Implications

The general implication that this study has, is for language teaching centers. ETS takes the learners out of the boring conditions which results from the traditional classrooms. The authorities at these institutions should accept that in this modern world of new inventions and development, it is hard for people to sit down for a rather long time in one place and deal with the forms of language. Students need to be very close to their required situations and learn how to perform appropriately in those situations. Therefore, it is a good idea to renovate the current teaching conditions (if not completely) to provide the learners with similar target situations which also help them have variety and fun.

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Still other implications could be for the policy makers in education. This research showed that addressing applications of language communication can result in better linguistic performance. With reference to education, in general, and language, in particular, decision makers should know that implementation of practical tasks not only motivates the learners but also gets them close to perceived needs in a way that they enjoy the immediate teaching of education.

Finally, this study implies for teachers and students the magical power of innovation in learning and the adherence of learners to the ultimate requirements. Teachers should keep their teaching as varied as possible. They should also see how they can encourage their learners to apply what they learn and not attend to the form of the language but to the communicative aspects.

Learners should also know that for learning a language it is not needed to know a lot of words but those which they normally use in communication. It is not needed to know all the grammatical points and structures but those which are currently used. In order to make this happen, they can reverse the order, that is, instead of starting from vast bottom level of language proficiency which includes educationally prepared materials on a large amount of vocabulary and grammar. They can begin from the ultimate communicative situations and

In ETS, the learners are required to attend to meaning rather than structure and form of the language as it is the case in CLT because they use the language to do things like suggesting, inviting, agreeing, requesting, etc.

The simulated sites enjoy integration of all language skills. Learners step in the sites to perform all usual communicative tasks. They are supposed to listen attentively and respond orally. They are also required to fill in the forms, write summary, read text, and speak on the phone. This is a necessary requirement in CLT which emphasizes the development of four skills simultaneously.

As Hymes (1971) suggests communicative competence as a reaction to Chomsky's linguistic competence, focused on social behaviors. ETS takes language as a social phenomenon; therefore, encourages learners to use language in the context of its use. Application of techniques such as role-play as an effective way of teaching by CLT is focal in ETS. As a matter of fact the whole system is based on the roles which are played at sites in ETS.

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The results on the questionnaire also confirmed the efficiency and attraction of principal goals in ETS. ETS by providing a different learning atmosphere drew learners' satisfaction. Students by being dynamic and involved, enjoy the learning. The other reasons which resulted in learners' satisfaction were gaining the ability of learning transfer because of the similarity of the occasions to the real communication, practicing the most common expressions, as well as developing sense of competition.

Discussion

As it was mentioned in the review of literature, role-playing, TBLT, motivation, and psychomotor activities, as focal issues, have been fully studied in the field. Each of these issues has been seen from different perspectives. Role-playing is said to be an excellent way for students to learn in a nontraditional fashion where it motivates them to be active their own learning. Role-playing is repeatedly recommended as *a technique* to be used in the classroom and a great way to make connection between the outside world and the classroom. TBLT, as a recent outcome of communicative approach, attracted the practitioners' attention. Nunan defines a communicative task as ' *a piece* of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form'. Motivation is also praised to be a driving force for the whole learning process, although, some doubt the research on it. However, no teaching method has ever taken all these useful factors with the domination of role-playing in the form of simulators at workshop. ETS attempts to do this by making a serious innovation to keep the learner aroused by being active on the scene. The results of this study showed that the integration of all these elements in the system of ETS would make better language learners.

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conditions (if not completely) to provide the learners with similar target situations which also help them have variety and fun.

Still other implications could be for the policy makers in education. This research showed that addressing applications of language communication can result in better linguistic performance. With reference to education, in general, and language, in particular, decision makers should know that implementation of practical tasks not only motivates the learners but also gets them close to perceived needs in a way that they enjoy the immediate teaching of education.

Finally, this study implies for teachers and students the magical power of innovation in learning and the adherence of learners to the ultimate requirements. Teachers should keep their teaching as varied as possible. They should also see how they can encourage their learners to apply what they learn and not attend to the form of the language but to the communicative aspects.

Learners should also know that for learning a language it is not needed to know a lot of words but those which they normally use in communication. It is not needed to know all the grammatical points and structures but those which are currently used. In order to make this happen, they can reverse the order, that is, instead of starting from vast bottom level of language proficiency which includes educationally prepared materials on a large amount of vocabulary and grammar. They can begin from the ultimate communicative situations and To sum up, the method presented in this article is an escape from traditional methods of language teaching. ETS, as an innovative method, makes students learn the spoken language communicatively by putting them in intensive conversational situations similar to the real ones. In this method, attempt has been made to go away from monotony of classroom situations by keeping students active moving and providing an attractive and competitive setting similar to the ones they predicatively face in future. This similarity makes the transfer of learning easier and result in students' better performances in reality. Although inventor’s intention is to make ETS an independent teaching course, it can also be used as a supplement to the classroom teaching, as some teachers may not consider it as a complete set of teaching package. In this way, the best suggestion is to apply it every other session along with classroom instruction.

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Appendix A
Simulator 1
At the Bank

In this simulator you are at a bank and want to open an account (site 1), withdraw money (site 2), and cash a check (site 3). To do so you should know different accounts and words and expressions needed at bank conversations. First learn the following words and expressions, and then practice the conversations.

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دراين سايت دربانك هستيد و مي خواهيد يك حساب بازكنيد. براي اين كارشمابايستي انواع حسابها و لغات مربوطه رابه قرار زيربدانيد.
انواع حساب بانكي:
١. حساب جاري : با گشايش اين حساب دسته چكي به شما تعلق مي گيرد.
٢. حساب پس انداز: بااين حساب مي توانيد پول پس انداز كرده و بهره بگيريد.

Vocabulary: English words and Persian translation

Pay back	پول کسی را پس دادن	Cash/ in cash	نقد/ نقداً
Withdraw	برداشت کردن از حساب	Transfer money	انتقال پول
Deposit	سپرده گذاری کردن	Debit card / Credit card	کارت اعتباری
Interest	بهره	Bill	قبض/اسکناس
Balance	موجودی	To sign and seal	امضا و مهر کردن
Save	پس انداز کردن	Lend / Borrow	قرض دادن/ گرفتن
Bank Statement	صورت حساب بانکی	Notice	یادداشت
Check book	دسته چک	Bank charges	کار مزد بانکی
Bank account	حساب بانکی	Savings account	حساب پس انداز
Pay	پرداخت کردن	Formalities	کاغذ بازی
Joint account	حساب مشترک	Current account	حساب جاری
Counterfoil	ته چک	Fill in (a form)	پر کردن (فرم)
Income / expenditure	در آمد/ هزینه	Overdraft	برداشت بیش از موجودي
Branch	شعبه	Check, cheque (GB)	چک
Crossed / Carrier	به نام/ حامل (چک)	Internet banking	بانک اینترنتی
Open an account	گشودن حساب بانکی	Buying in plastic	خرید حضوری
Automatic Telling Machine			دستگاه (خودپرداز ATM)
Standing order			شرایط پرداخت خودکار قسط توسط بانک
Buying with a credit card			خرید با کارت اعتباری
Installment / by installments			قسط/ بطور اقساط

Site 1
Open an Account
A: Good morning.
B: Good morning, can I help you?
A: Yes, sure. I want to have a check book, please.
B: Yes, sir, but first you need to open a savings account, after a

Site 2
Withdrawal
A: Hello.
B: Hello, can I help you?
A: I want to get money.
B: What's your account number?
A: 7770324
B: How much do you withdraw?

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while, you can ask to open a current account with which you can get a checkbook.
A: all right. What should I do first?
B: It's quite simple. There are very few formalities. Just fill in this form.
A: Can you help me do it?
B: With all my pleasure, Sir.
A: I need to take all my money out
B: All right, but remember if you empty your account, you can't take part in bank lottery.
A: It's no matter. I'm deeply in debt and I have to pay pack.

Site 3
Cash a check

A: Hello, Sir.
A: I have a check to cash.
A: Sure, here you are.
A: Ok, here it is.
B: Please also sign here.
A: here is also my ID card.
A: Cash please!
B: here you are.
B: Good morning, how can I help you?
B: May I take a look?
B: You need to fill in the part on the back. Make sure to write your telephone number.
B: All right. How do you like your money, cash or travel check?
A: Thank you very much.

Appendix B
Simulator card

Simulator 1 At the bank	
Name: ----------	ID No.: ----------
Date: ----------	
Site 1: Flu. OOO Voc. OOO Str. OOO Pro. OOO	Overall Yes O No OOO
Site 1: Flu. OOO Voc. OOO Str. OOO Pro. OOO	Overall Yes O No OOO
Site 1: Flu. OOO Voc. OOO Str. OOO Pro. OOO	Overall Yes O No OOO
Str.= Structure	Final Score: ----------
Voc.= Vocabulary Pro. = Pronunciation	

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Appendix C
Questionnaire in English

Dear Student:
Please endorse the extent of your satisfaction on different parts of the English Teaching Simulator (ETS) by marking the relevant circles. I appreciate your cooperation in advance.

1. a. The pamphlet of exemplar conversations
very good O good O no idea O poor O very poor O

1. b. The decoration of simulators
very good O good O no idea O poor O very poor O

1. c. Site conversers (teachers)
very good O good O no idea O poor O very poor O

1. d. Supervisor of the simulators
very good O good O no idea O poor O very poor O

1. e. Planning and administering simulators
very good O good O no idea O poor O very poor O

2. Overall, to what extent did the simulators fulfill your satisfaction?
very much O much O no idea O little O very little O

3. To what extent, do you think, English Teaching Simulators can be an appropriate replacement for the current methods of teaching English conversations?

very much O much O no idea O little O very little O

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