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Appendices

Appendix 1: Questionnaire of Pre-course Needs Assessment

Dear Students,

This questionnaire is for getting to know more about you as the participants of our experiment on the Effects of Narrative Tasks Repetition on the English Oral Performance of Thai Undergraduate Students. Please respond to the questionnaire as truthfully as possible, and feel free to answer in Thai if that could help you express yourself better for some of the questions. The information obtained from this questionnaire will be kept strictly confidential. The data will be reported as group data only without mentioning any participants' real names.

Part 1: General Data

1. Name & Surname Age.....years
2. Place of birthContact number
3. Contact address.....
4. How long have you been studying English? years
5. How many hours per week do you spend studying English in your program?
..... hours
6. How many hours per week do you spend practicing speaking English in your program?
..... hours
7. Do you have any extra English learning/practice outside the class?
If yes, please give more details about it.....
.....
8. Have you ever been to any English-speaking countries?
If yes, what country, when and why?
.....
9. Do you speak any other languages at home besides Thai?
If yes, please indicate what language(s).....
How good are you when speaking that language?

Part 2: Self-assessment

Below is the scale of English speaking ability followed by some questions for you to answer. For the rating scale, please decide and rate your English speaking ability in the given situation by putting a cross (x) on it, and then answer the questions as best as you can.

1 = poor	2 = fair	3 = good	4 = very good	5 = excellent
----------	----------	----------	---------------	---------------

Imagine that you meet an English-speaking person from another country. He does not know anything about you and your country. Assess your speaking ability by putting a cross on the scale that is appropriate to you.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I can tell him when and where I was born. | 5 | 4 | 3 | 2 | 1 |
| 2. I can describe my hometown to him. | 5 | 4 | 3 | 2 | 1 |
| 3. I can tell him what kinds of food and drink I like and don't like. | 5 | 4 | 3 | 2 | 1 |
| 4. I can tell him about my hobbies. | 5 | 4 | 3 | 2 | 1 |
| 5. I can tell him what kinds of books I like to read. | 5 | 4 | 3 | 2 | 1 |

6. I can tell him how to get to a certain place by public transport.	5	4	3	2	1
7. I can tell him about some Thai festivals.	5	4	3	2	1
8. I can tell him what is considered to be impolite in Thai culture.	5	4	3	2	1
9. When shown a postcard of the Songkran Festival, I can tell him a story of that event.	5	4	3	2	1

(Questions)

10. What are you good at when speaking English?.....

.....

11. What do you find difficult when speaking English?

.....

12. Are you satisfied with your English speaking ability?

.....

How are you going to improve your English speaking skill given that you have the opportunity to do whatever you want to?

.....

13. In your opinion, what factors can help you improve your English speaking skill?

.....

14. If you have to tell a story about something, what would you do to make it interesting to the listeners?

.....

15. If you have to repeat telling the same story, what would you do about it?

.....

Why would you do it that way?

.....

Part 3: Topics/themes

Below is a list of topics/themes to talk about. If you have to speak about the following topics, select 4 topics by ranking from the ones you like most to the ones you like least with a cross (x) in front of them.

- Personal information
- My family
- Education & future career
- Free time & entertainment
- Travel
- Holidays & festivals
- Health & welfare
- Shopping
- Food & drink
- Weather
- Culture
- Environment
- The World
- Technology

What other topics would you like to suggest?

.....

Part 4: Expectation(s)

1. What are your expectation(s) from attending an English course on speaking skills?

.....

2. What can you do to achieve your expectation(s)?

.....

3. What do you think the teacher can do to help you achieve your expectation(s)?

.....

Thank you for your cooperation.

แบบสอบถามเพื่อประเมินความต้องการของผู้เรียน

นิสิตทุกท่าน

แบบสอบถามนี้เพื่อถามข้อมูลเกี่ยวกับตัวคุณ ในฐานะที่เป็นผู้เข้าร่วมงานวิจัยเรื่องผลของกิจกรรมการเล่าเรื่องซ้ำต่อการพูดภาษาอังกฤษของนิสิตปริญญาตรี

กรุณาตอบคำถามให้ตรงกับข้อเท็จจริงเท่าที่จะทำได้

และคุณสามารถเขียนเป็นภาษาไทยหากคิดว่าจะทำให้อธิบายได้ดีกว่าภาษาอังกฤษ

ข้อมูลที่ได้รับจากแบบสอบถามนี้จะเก็บเป็นความลับ

และจะรายงานผลในงานวิจัยในลักษณะของกลุ่มข้อมูล โดยมีได้กล่าวถึงชื่อจริงของนิสิตแต่อย่างใด

ส่วนที่ 1: ข้อมูลทั่วไป

1. ชื่อและนามสกุล อายุ ปี
2. สถานที่เกิด เบอร์โทรศัพท์ที่ติดต่อได้
3. ที่อยู่ที่สามารถติดต่อได้
4. คุณเรียนภาษาอังกฤษมาเป็นระยะเวลาานเท่าใด ปี
5. คุณใช้เวลาเรียนภาษาอังกฤษในสาขาวิชาที่เรียนอยู่ ชั่วโมงต่อสัปดาห์
6. คุณใช้เวลาฝึกฝนการพูดภาษาอังกฤษในสาขาวิชาที่เรียนอยู่ ชั่วโมงต่อสัปดาห์
7. คุณมีการเรียนหรือฝึกฝนภาษาอังกฤษเพิ่มเติมนอกห้องเรียนหรือไม่
ถ้ามีกรุณาระบุรายละเอียด
8. คุณเคยเดินทางไปประเทศที่ต้องใช้ภาษาอังกฤษบ้างหรือไม่
ถ้าเคยไป กรุณาระบุประเทศที่เดินทางไป ปีที่เดินทาง และสาเหตุที่เดินทางไปประเทศนั้น
ประเทศ ปีที่เดินทาง
9. คุณพูดภาษาต่างประเทศอื่น ๆ นอกเหนือจากภาษาไทยที่บ้านหรือไม่
ถ้าพูดภาษาต่างประเทศอื่น ๆ กรุณาระบุว่าเป็นภาษาอะไร

ส่วนที่ 2: การประเมินตนเอง

ตารางที่ปรากฏข้างล่างนี้คือเกณฑ์การวัดความสามารถในการพูดภาษาอังกฤษของคุณ

กรุณาประเมินความสามารถในการพูดภาษาอังกฤษของคุณตามสถานการณ์ต่อไปนี้

	1 = ไม่ดี	2 = ปานกลาง	3 = ดี	4 = ดีมาก	5 = ดีเยี่ยม
ลองนึกภาพว่าคุณพบชาวต่างประเทศที่พูดได้แต่ภาษาอังกฤษ					
เขาไม่เคยรู้จักคุณและประเทศไทยมาก่อน					
ประเมินความสามารถในการพูดภาษาอังกฤษของคุณ โดยการใส่เครื่องหมาย (x) บนเกณฑ์วัดที่เหมาะสมกับคุณ					
1. ฉันสามารถบอกเขาว่าเกิดเมื่อไรและที่ไหน				5	4
2. ฉันสามารถบรรยายบ้านเกิดของฉันให้เขาฟังได้				5	4
3. ฉันสามารถบอกเขาได้ว่าชอบและไม่ชอบอาหาร				5	4
และเครื่องคัมอะไร				5	4

4. ฉันสามารถบอกเขาเกี่ยวกับงานอดิเรกได้	5	4	3	2	1
5. ฉันสามารถบอกเขาว่าชอบอ่านหนังสืออะไร	5	4	3	2	1
6. ฉันสามารถบอกเขาว่าจะเดินทางไปสถานที่บางแห่ง โดยการใช้บริการขนส่งมวลชนได้	5	4	3	2	1
7. ฉันสามารถบอกเขาเกี่ยวกับประเพณีของไทยได้	5	4	3	2	1
8. ฉันสามารถบอกเขาว่าอะไรถือเป็นเรื่องไม่สุภาพ ตามวัฒนธรรมของคนไทยได้	5	4	3	2	1
9. เมื่อได้เห็นโปสเตอร์เกี่ยวกับประเพณีสงกรานต์ ฉันสามารถเล่าเรื่องเกี่ยวกับประเพณีนั้นได้	5	4	3	2	1

(คำถามเพิ่มเติม)

10. คุณมีความชำนาญทางด้านใดในการพูดภาษาอังกฤษ

11. คุณพบว่าสิ่งใดเป็นเรื่องยากในการพูดภาษาอังกฤษ

12. คุณพอใจกับความสามารถในการพูดภาษาอังกฤษของคุณหรือไม่

ถ้าไม่ คุณต้องการปรับปรุงปัญหาในการพูดภาษาอังกฤษในด้านใด

คุณจะปรับปรุงทักษะการพูดภาษาอังกฤษของคุณอย่างไรหากคุณมีโอกาที่จะทำ

13. ในความคิดเห็นของคุณ อะไรเป็นปัจจัยที่ช่วยให้คุณปรับปรุงทักษะการพูดภาษาอังกฤษให้ดีขึ้น

14. หากคุณต้องเล่าเรื่องเกี่ยวกับบางสิ่งบางอย่าง คุณจะทำอะไรที่ช่วยให้ผู้ฟังสนใจเรื่องเล่าของคุณ

15. หากคุณต้องเล่าเรื่องเดิมซ้ำอีกครั้ง คุณจะทำอะไรเกี่ยวกับการเล่าเรื่องนั้น

ทำไมคุณจึงทำเช่นนั้น

ส่วนที่ 3: หัวข้อ/เรื่อง

ต่อไปนี้เป็นรายการหัวข้อ/เรื่องต่าง ๆ ที่มักใช้ในการพูด หากคุณต้องพูดเกี่ยวกับหัวข้อเหล่านี้ กรุณาเลือก 4 หัวข้อที่คุณชอบมากที่สุดโดยการใส่เครื่องหมาย (x) หน้าหัวข้อนั้น ๆ

- รายละเอียดเกี่ยวกับตัวฉัน
- ครอบครัวของฉัน
- การศึกษาและอาชีพในอนาคต
- เวลาว่างและการบันเทิง
- การท่องเที่ยว
- วันหยุดและเทศกาล
- สุขภาพและการอยู่ดีมีสุข
- การจับจ่ายซื้อของ
- อาหารและเครื่องดื่ม
- อากาศ
- วัฒนธรรม
- สิ่งแวดล้อม
- โลก
- เทคโนโลยี

หัวข้ออื่น ๆ ที่คุณอยากจะแนะนำคือ

.....

.....

ส่วนที่ 4: ความคาดหวัง

1. คุณคาดหวังสิ่งใดเมื่อเข้าเรียนวิชาที่เกี่ยวกับทักษะการพูดภาษาอังกฤษ
-
-
2. คุณทำสิ่งใดที่จะทำให้ความคาดหวังของคุณสำเร็จ
-
-
3. คุณคิดว่าคุณครูผู้สอนสามารถทำอะไรได้บ้างเพื่อช่วยให้คุณบรรลุความคาดหวังได้
-
-

ขอขอบคุณ

Appendix 2: Content Validity of Questionnaire for Needs Assessment

Objectives of Part 1	Contents	Experts' Validation +1 0 -1
<p>1. To get more information from the subjects in terms of their characteristics.</p> <p>2. To get more information from the subjects in terms of their English educational backgrounds and their language skills.</p>	<p>1. Name & Surname, and age</p> <p>2. Place of birth, and contact no.</p> <p>3. Contact address</p> <p>4. How long have you been studying English?</p> <p>5. How many hours per week do you spend studying English in your program?</p> <p>6. How many hours per week do you spend practicing speaking English in your program?</p> <p>7. Do you have any extra English learning/practice outside the class? If yes, please give more details about it</p> <p>8. Have you ever been to any English-speaking countries? If yes, what country, when and why?</p> <p>9. Do you speak any other languages at home besides Thai? If yes, please indicate what language (s). How good are you when speaking that language?</p>	<p>Expert One: +1</p> <p>Expert Two: 0</p> <p>Expert Three: +1</p> <hr/> <p>Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p>
Objectives of Part 2	Contents	Experts' Validation +1 0 -1
<p>1. To know more about the subjects' English speaking ability on various situations or topics through their own self-assessment.</p> <p>2. To know more about the subjects' problems on their English speaking ability.</p>	<p>(Rating scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent)</p> <p>1. I can tell him when and where I was born.</p> <p>2. I can describe my hometown to him</p> <p>3. I can tell him what kinds of food and drink I like and don't like.</p> <p>4. I can tell him about my hobbies.</p> <p>5. I can tell him what kinds of books I like to read.</p> <p>6. I can tell him how to get to a certain place by public transport.</p> <p>7. I can tell him about some Thai festivals.</p>	<p>Expert One: +1</p> <p>Expert Two: 0</p> <p>Expert Three: +1</p>

	<p>8. I can tell him what is considered to be impolite in Thai culture.</p> <p>9. What are you good at when speaking English?</p> <p>10. What do you find difficult when speaking English?</p> <p>11. Are you satisfied with your English speaking ability? If not, what areas of speaking problems do you want to improve? How are you going to improve your English speaking skill given that you have the opportunity to do whatever you want to?</p> <p>12. In your opinion, what factors can help you improve your English speaking skill?</p>	<p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p>
Objectives of Part 3	Contents	Experts' Validation +1 0 -1
<p>1. To know more about the topics that the subjects like to talk about so as to be implemented in the lesson plans.</p>	<p>Below is a list of topics/ themes to talk about. If you have to speak about the following topics, select 4 topics that you like best by putting a cross (x) in front of them.</p> <p>Personal information My family Educational & future career Free time & entertainment Travel Holidays & festivals Health & welfare Shopping Food & drink Weather Culture Environment The World Technology What other topics would you like to suggest?</p>	<p>Expert One: +1 Expert Two: +1 Expert Three: +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>

Objectives Part 4	Contents	Experts' Validation		
		+1	0	-1
1. To know more about the subjects' expectations from the English course they attend.	1. What are your expectation(s) from attending an English course on speaking skills?	Expert One: +1	Expert Two: +1	Expert Three: 0
2. To know more about the subjects' plan and implementation so as to achieve their goals	2. What can you do to achieve your expectation(s)?			
		<hr/> Note: $IOC = \frac{\sum R}{N}$ $R = 2$ $N = 3$ $IOC = \frac{2}{3}$ $= .67$		

Note: 1) Meanings of scores: +1 = Agree, 0 = Questionable, -1 = Disagree

2) The formula is $IOC = \frac{\sum R}{N}$ where $\sum R$ = total of scores; N = no. of experts

The value of the content validity or Index of Item Objective Congruence (IOC) was high at 0.84 comparing to the acceptable value of IOC at 0.50.

Appendix 3: Teaching materials

Lesson plan of a new narrative task for the topic of "Snack Attack"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare some snacks.
 2. Prepare the postcards and pictures of fat children.
 3. Prepare a set of picture (s) to elicit discussions.
 4. Prepare a list of questions to elicit utterances or sentences that are necessary for a narrative performance.
 5. Prepare a list of words and phrases that are useful for the narrative task.

(Assigned student: Low score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Bring in some snacks. Let them try some of the snacks. Talk to them about those snacks, e.g., which kinds of snacks they like, why they like them, what are the most ingredients in the snacks, whether the snacks are nutritious and good for the children, etc.
2. Show them some pictures of fat children and junk food. Show them the postcards of health problems of fat children and start discussion.
3. Interact with the students by asking the following questions:
 - Could you guess what the children would say if we were to ask how many kinds of vegetables they knew?
 - Do you think they could come up with a lot of answers?
 - Why could they come up with a lot of answers?/ or Why couldn't they come up with a lot of answers?
 - What do the children normally like to eat?
 - Why is it bad to eat junk food?
 - If we go back to see our topic, what do you think about it?
 - What is one of the major health problems for children nowadays?
 - How would the obesity affect children?
 - Besides eating too much junk food or snacks, what could cause obesity in children?
 - Do a lot of Thai children have this kind of problem?
 - If Thai children have this problem, how will their health be in 20 years?
 - What do you think?
 - How can we solve the problem?

4. Topic and lesson's objectives introduction.
 - 4.1 Tell the students that the topic of speaking is "Snack Attack".
 - 4.2 Tell the students that the objectives of this lesson are:
 - 4.2.1. To give details of person(s), place, time and situation from the picture(s).
 - 4.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 4.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 4.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

5. Useful words and phrases provision. Prepare the following words and phrases in advance on PowerPoint and show on screen:
 - nutrition/ nutritious (knowing what food that is good for your body)
 - healthy (good for your body)
 - fast food (food that you can buy quickly, e.g., McDonald's, KFC)
 - Junk food is not nutritious. It contains a lot of fat, salt or sugar.
 - Gain weight/ get fat
 - Childhood obesity
 - In some countries, the rate of childhood obesity has tripled in the past 15 years.
 - There is a debate over the causes of childhood obesity.
 - It can come from too much watching TV, playing computer games, and so on.
 - It may be because most of the working parents are not around to monitor their kids' eating habits.
 - It is also possible that children don't get enough physical activity to burn out fat and sugar consumed.
 - High blood pressure
 - Diabetes
 - More children are showing signs of high blood pressure, heart disease and diabetes that normally affect only in adults.

B. During task stage

Procedures:

1. Groups dividing. Divide the students into 4 small groups. There should be 5 students of mixed abilities per group.

2. Roles and stimulus materials assignment. Assign students in an individual group a different role and explain to them what their job responsibilities are. Then give each group the same set of pictures to plan for their narrative tasks. Tell them the instruction:

Each group will be given a set of pictures. Please discuss in English within your group to plan for your narrative by making notes of what your story would be. You will have fifteen minutes for this planning. After the planning time is over, your group representative who is assigned to be a reporter will come in front of the class to narrate the story for us for five minutes. You can refer to your notes while you are narrating, but please do not read from the notes. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the

problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.

3. Planning time. Teacher informs them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they are going to say. Teacher encourages them to work together and discuss in English.
4. Task performance. After that, the students who have been assigned a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere and avoid embarrassing other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Lesson plan of a narrative task repetition for the topic of "Snack Attack"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare a questionnaire, "You Are What You Eat".
 2. Prepare slides of quizzes about the food facts.
 3. Prepare a set of picture (s) to elicit discussions.

(Assigned student: Same person of Low score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Distribute the handout of the questionnaire, "You Are What You Eat" to the students. Let them answer some of the questions in the handout. Discuss with them. Then give them the answers.
2. Discuss with them about the smart food and junk food. Then ask them a few quizzes about the food facts: Are french fries from France? And Is chop suey Chinese?
After that, give them the answers.

3. Topic and objectives introduction.
 - 3.1. Tell the students that the topic of speaking is "Snack Attack". And since it is a repeated task and topic, encourage them to try to improve their stories in whatever way they like, e.g., add more details, or make any changes, and so on.
 - 3.2. Tell the students that the objectives of this lesson are:
 - 3.2.1. To describe what is happening from the pictures.
 - 3.2.2. To tell a story from the pictures with a sequence of events using their imagination and creativity.
 - 3.2.3. To express their personal opinions on making suggestions to solve the problem.

B. During task stage

Procedures:

1. Groups dividing. Assign the students into the same groups where they belonged when they performed the new narrative task of this topic.
2. Roles and stimulus materials assignment. Assign students in an individual group the same role as when they performed the new narrative task of this topic. Remind them of their job responsibilities. Then give each group the same set of pictures to plan for their narrative task repetition. Tell them the instruction: *Each group will be given the same set of pictures as that of its new narrative task. Please discuss in English within your group to plan for your story. This time you can make any changes, add any information or opinions as much as you want to your story. After the planning time is over, the same person who presented this topic last time will have to narrate the story. Again you can refer to your notes, but please do not read it to the class. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.*
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they have been discussing. Encourage them to work together and discuss in English. Also tell them to add more descriptions or opinions to their narratives as they like, or to adjust their stories the way they want to.
4. Task performance. After that, the students who have been a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

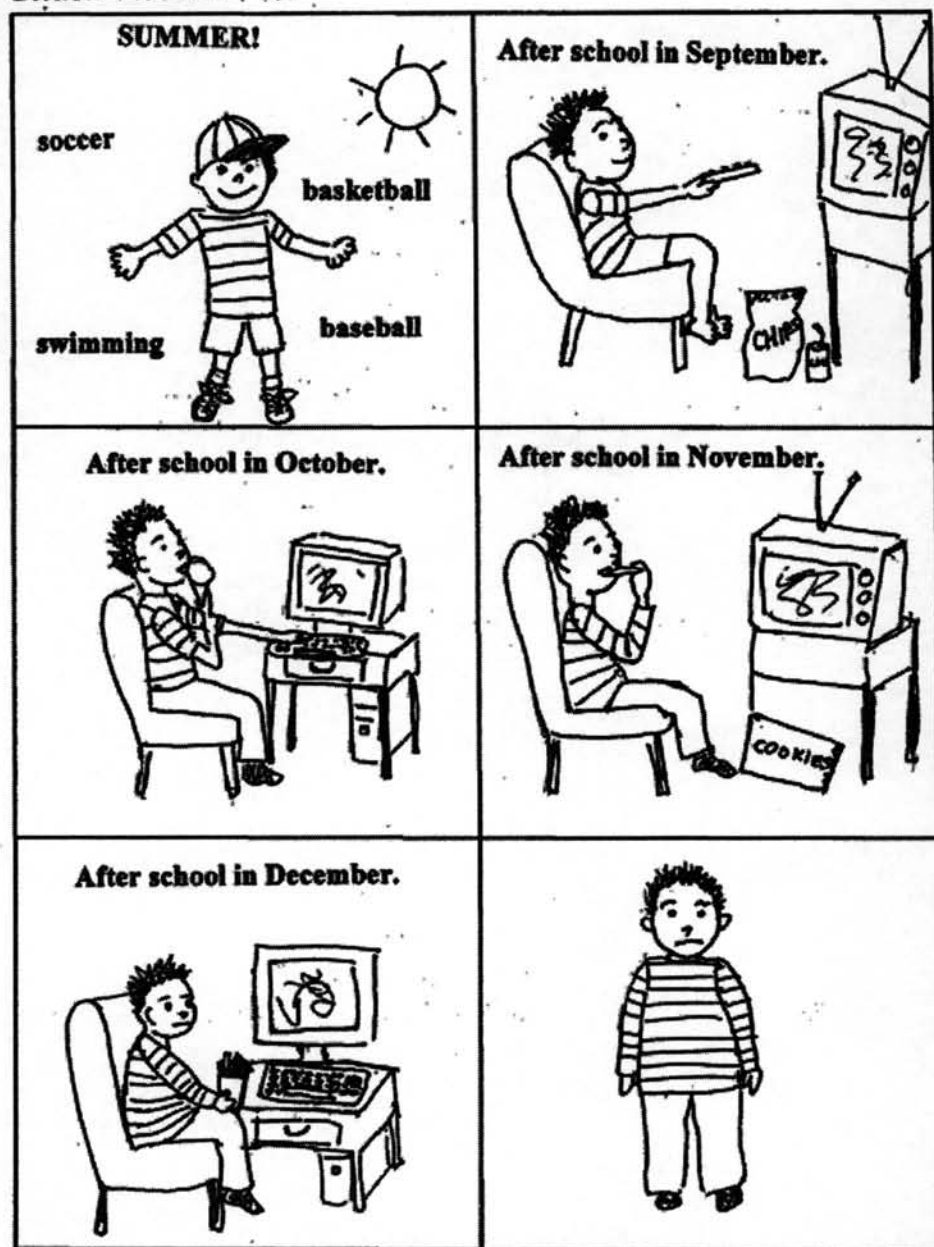
Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.

2. Reflection. Try to encourage the students to reflect on their peers' narrative performances and on how they build up the story and relate the events together.

Stimulus materials for narrative tasks (Topic 1)

Snack Attack



Lesson plan of a new narrative task for the topic of "Shopping"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare some pictures/images of people doing their shopping and a slide of phrases for warm-up discussion.
 2. Prepare some slides of flower pictures for warm-up activity.
 3. Prepare a set of picture (s) to elicit discussions.
 4. Prepare a list of questions to elicit utterances or sentences that are necessary for a narrative performance.
 5. Prepare a list of words and phrases that are useful for the narrative task.

(Assigned student: Low score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Show the students some pictures of people doing some shopping. Later show them a slide of sayings and discuss what they think about these sayings.
2. Shows students the slides of some flowers. Tell them that their very best friend is going to get married. They decide to order a bride's bouquet for the bride-to-be. Ask them which kind of flower they would buy for their friend: roses, carnations, lilies or orchids. Later tell them flowers can convey some meanings about love, and show them what each kind of flower means.
3. Interact with the students by asking the following questions:
 - Do you enjoy shopping?
 - How often do you go shopping?
 - What do you usually buy?
 - Are you a price conscious shopper?
 - If yes, what do you do before buying something? / Or / If no, what makes you buy something without comparing the price with other stores?
 - Do you sometimes buy things that you don't need?
 - If yes, what do you buy and why do you buy them?
 - If no, how would you resist the temptation of merchandises on sales?
 - What do you spend most of your money on?
 - What is the thing that you are thinking of buying very soon?
 - Why do you want to buy it?
 - What store do you like best when you want to go shopping?
 - Why do you like it?
 - Do you usually buy products that are made in Thailand? /Or/ Do you prefer buying the imported products?
 - Why do you make that decision?

- When you shop for the groceries or toiletries, do you buy the refilled products?
- Why do you buy them?/ Or/ Why don't you buy them?
- What is your opinion on the groceries that are made under the generic brand or the house brand of a specific grocery store?
- Do you think they are of low quality?/ Or/ Do you think they have the same quality as the famous brand names?
- Why do you think that way?
- Do you think home shopping, shopping online, or catalogue order is good for the modern life styles of people nowadays?
- Why do you think it is good?/ Or/ Why do you think it is not good?

4. Topic and lesson's objectives introduction.

4.1 Tell the students that the topic of speaking is "Shopping".

4.2 Tell the students that the objectives of this lesson are:

4.2.1. To give details of person(s), place, time and situation from the pictures.

4.2.2. To tell the main event sequence and the problem or the turning point of the story.

4.2.3. To tell what finally happens by using students' own imagination or creativity.

4.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

5. Useful words and phrases provision. Write the following words and phrases on the board, or prepare them in advance:

- Every weekend; every other week
- Often/ usually/ seldom go shopping
- Clothes such as shirts, blouses, skirts, pants, and so on
- Food including three meals if we don't cook for ourselves or groceries such as fresh produce, fruit and vegetables if we have to do the cooking
- Stationeries
- Entertainment such as going to the movies or karaoke, and so on
- Luxury items such as MP 3 player, new mobile phone, and so on
- Window shopping; shop around to compare prices
- Want it so badly because our friends already bought it
- A feeling of group belonging
- Buy it as a reward for yourself
- Sales gimmicks make us think that it is very cheap so we buy it whether we want it or not
- Big and modern department store with a variety of trendy products on display
- Convenient store in the neighborhood
- Some people think that products that are made in Thailand are of low quality
- Some people believe that brand name products are cool and can help reflect your social status
- Refilled products help reduce the number of plastic bottles or plastic waste that are hard to destroy
- Everything we buy affects the environment, i.e., buy products that help conserve the natural resources, save energy and prevent waste = 'green purchasing'

- Generic brand or house brand products are usually cheaper than those of the famous brand products
- Some people think generic or house brand products are of low quality because they are cheaper
- Home shopping, shopping online or catalogue order is another alternative way of shopping
- It is convenient because we don't have to leave our houses to buy the things we want
- It is not good because it is so easy to spend money even at home

B. During task stage

Procedures:

1. Groups dividing. Divide the students into 4 small groups. There should be 5 students of mixed abilities per group.
2. Roles and stimulus materials assignment. Assign students in an individual group a different role and explain to them what their job responsibilities are. Then give each group the same set of pictures to plan for their narrative tasks. Tell them the instruction: *Each group will be given a set of pictures. Please discuss in English within your group to plan for your narrative by making notes of what your story would be. You will have fifteen minutes for this planning. After the planning time is over, your group representative who is assigned to be a reporter will come in front of the class to narrate the story for us for five minutes. You can refer to your notes while you are narrating, but please do not read from the notes. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.*
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they are going to say. Encourage them to work together and discuss in English.
4. Task performance. After that, the students who have been assigned a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Lesson plan of a narrative task repetition for the topic of "Shopping"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare CD and handouts of "You'll buy anything".
 2. Prepare a set of picture (s) to elicit discussions.

(Assigned student: Same student of Low score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Play the CD and ask students to answer the questions in the handouts. Later discuss with them what they would be interested in buying and why they would buy it.
2. Topic and objectives introduction.
 - 2.1. Tell the students that the topic of speaking is "Shopping". And since it is a repeated task and topic, encourage them to try to improve their stories in whatever way they like.
 - 2.2. Tell the students that the objectives of this lesson are:
 - 2.2.1. To give details of person(s), place, time and situation from the pictures.
 - 2.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 2.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 2.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

B. During task stage

Procedures:

1. Groups dividing. Assign the students into the same groups where they belonged when they performed the new narrative task of this topic.
2. Roles and stimulus materials assignment. Assign students in an individual group the same role as when they performed the new narrative task of this topic. Remind them of their job responsibilities. Then give each group the same set of pictures to plan for their narrative task repetition. Tell them the instruction: *Each group will be given the same set of pictures as that of its new narrative task. Please discuss in English within your group to plan for your story. This time you can make any changes, add any information or opinions as much as you want to your story. After the planning time is over, the same person who presented this topic last time will have to narrate the story. Again you can refer to your notes, but please do not read it to the class. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally*

happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.

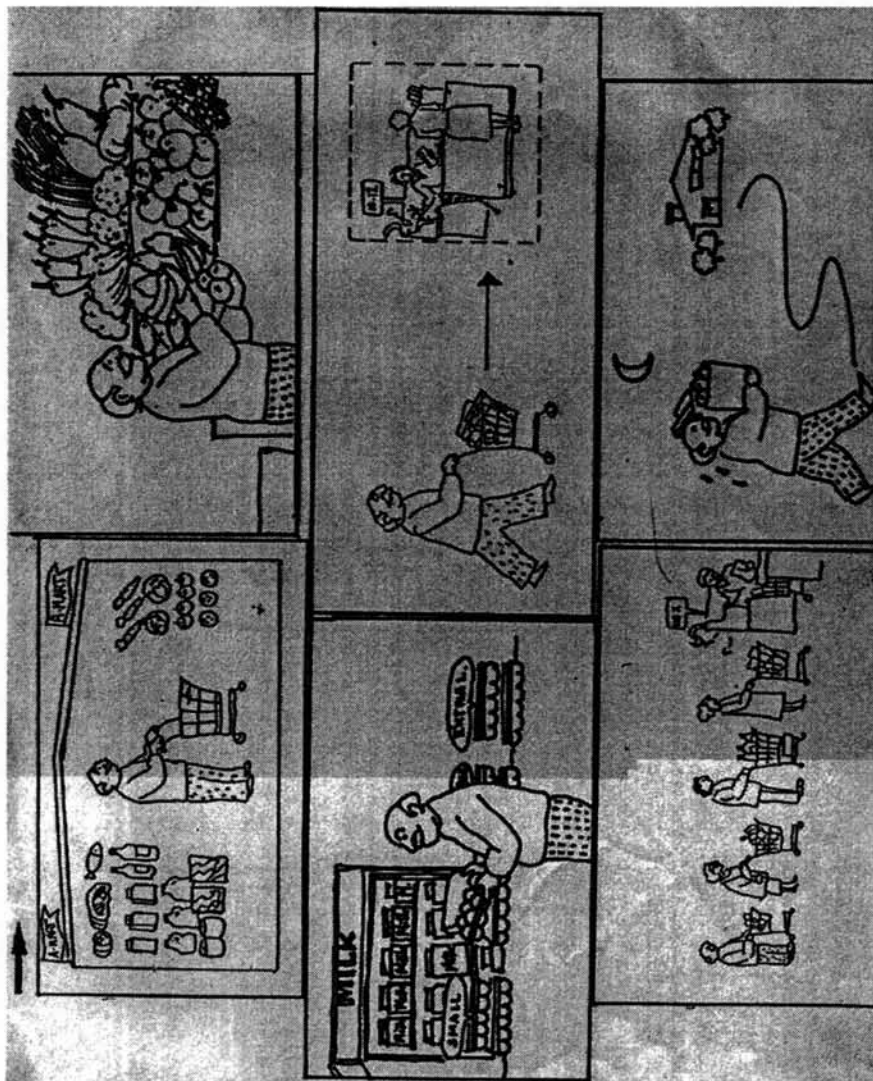
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they have been discussing. Encourage them to work together and discuss in English. Also tell them to add more descriptions or opinions to their narratives as they like, or to adjust their stories the way they want to.
4. Task performance. After that, the students who have been a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Stimulus materials for narrative tasks (Topic 2)



Lesson plan of a new narrative task for the topic of "Free Time"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare some pictures/images of different activities done during free time.
 2. Prepare pictures from the newspaper of children's activities.
 3. Prepare a set of picture (s) to elicit discussions.
 4. Prepare a list of questions to elicit utterances or sentences that are necessary for a narrative performance.
 5. Prepare a list of words and phrases that are useful for the narrative task.

(Assigned student: Medium score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Show the students some pictures of people doing the activities in their free time on the screen. Ask them what they normally do in their free time.
2. Shows students the pictures of city and up-country children doing their activities in their free time. Ask them whether they can see any difference.
3. Interact with the students by asking the following questions:
 - Do you think it is good to work most of the time?
 - Why do you think that way? / Why don't you think that way?
 - Is it good to have free time to do whatever you like?
 - Why is it good? / Why is it not good?
 - Besides the pictures you have seen, what other people would do in their free time?
 - Do you think it is a waste of time to do those activities?
 - Why do you think that way? / Why don't you think that way?
 - When you were young, what did you do in your free time?
 - Do you think nowadays Thai children have more free time than they used to have?
 - Why do you think they do? / Why do you think they don't?
 - Do you think they are deprived of their playing time?
 - Why do you think that way? / Why don't you think that way?
 - Do you think children living in the city would spend their free time in the same way as those in up-country?
 - What is a difference? / What is the same?
 - According to the survey, it says that most of the adults and children spend their free time in front of either the TV or computer. What is your opinion on that?
 - Do you think it is good or bad to spend most of your free time doing those activities?
 - Why do you think it is good? / Why do you think it is bad?

4. Topic and lesson's objectives introduction.
 - 4.1 Tell the students that the topic of speaking is "Free Time".
 - 4.2 Tell the students that the objectives of this lesson are:
 - 4.2.1. To give details of person(s), place, time and situation from the pictures.
 - 4.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 4.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 4.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

5. Useful words and phrases provision. Write the following words and phrases on the board, or prepare them in advance:
 - Give ourselves a break
 - Relaxation
 - Calm our mind
 - Exercise to strengthen the muscles
 - Leisure activities can be divided into indoors/outdoors; cheap/expensive; individual/team; active/passive; or mental/physical.
 - Indoor activities: painting; reading; playing yoga, or other kinds of sports; watching movies or TV; playing cards or chess, and so on
 - Outdoor activities: horseriding; fishing; swimming; playing golf, tennis or other kinds of sports; going on a picnic, and so on.
 - Helping the charity or community organization
 - Socio-economics
 - Spend the weekends in the tutoring schools or shopping in the department stores
 - Can't afford to buy expensive toys
 - Have to work to help the family to earn a living
 - Do some chores to help the parents such as buying for groceries, doing the laundry, cleaning the house, working in the yard, and so on

B. During task stage

Procedures:

1. Groups dividing. Divide the students into 4 small groups. There should be 5 students of mixed abilities per group.

2. Roles and stimulus materials assignment. Assign students in an individual group a different role and explain to them what their job responsibilities are. Then give each group the same set of pictures to plan for their narrative tasks. Tell them the instruction: *Each group will be given a set of pictures. Please discuss in English within your group to plan for your narrative by making notes of what your story would be. You will have fifteen minutes for this planning. After the planning time is over, your group representative who is assigned to be a reporter will come in front of the class to narrate the story for us for five minutes. You can refer to your notes while you are narrating, but please do not read from the notes. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you*

will highlight or evaluate some points of the story using your personal opinions.

3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they are going to say. Encourage them to work together and discuss in English.
4. Task performance. After that, the students who have been assigned a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Lesson plan of a narrative task repetition for the topic of "Free Time"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare handouts about Why People Have More Free Time & How You Spend Your Time.
 2. Prepare a reading passage about The Changing Weekend.
 3. Prepare a set of picture (s) to elicit discussions.

(Assigned student: Same student of Medium score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Distribute the handouts of Why People Have More Free Time & How You Spend Your Time. Give the students five minutes to fill in the information before discussing it with them.
2. Show the reading passage of The Changing Weekend on the screen. Go through the passage with them and discuss it.
3. Topic and objectives introduction.
 - 3.1. Tell the students that the topic of speaking is "Free Time". And since it is a repeated task and topic, encourage them to try to improve their stories in whatever way they like.
 - 3.2. Tell the students that the objectives of this lesson are:
 - 3.2.1. To give details of person(s), place, time and situation from the pictures.

- 3.2.2. To tell the main event sequence and the problem or the turning point of the story.
- 3.2.3. To tell what finally happens by using students' own imagination or creativity.
- 3.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

B. During task stage

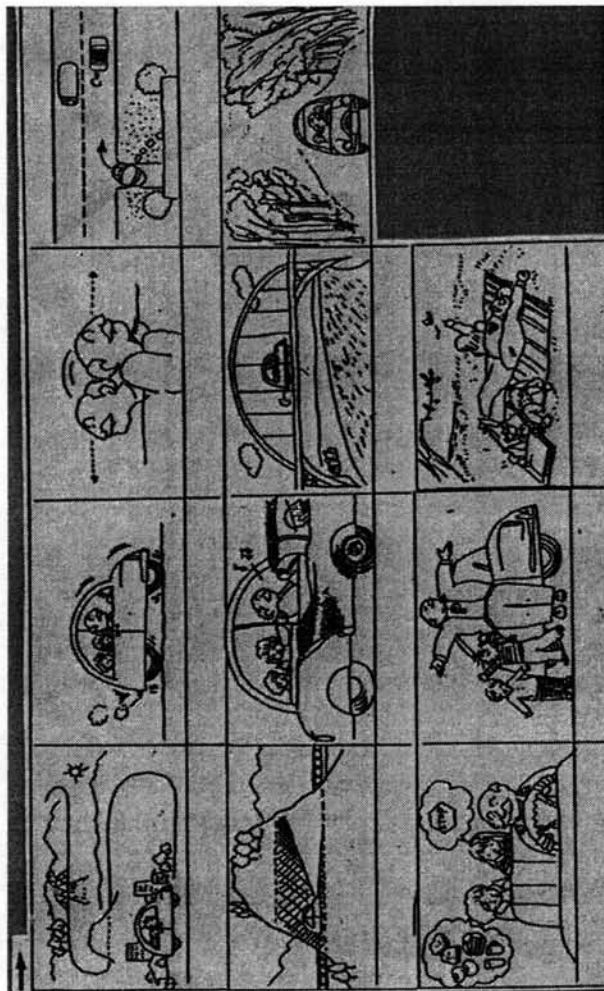
Procedures:

1. Groups dividing. Assign the students into the same groups where they belonged when they performed the new narrative task of this topic.
2. Roles and stimulus materials assignment. Assign students in an individual group the same role as when they performed the new narrative task of this topic. Remind them of their job responsibilities. Then give each group the same set of pictures to plan for their narrative task repetition. Tell them the instruction: *Each group will be given the same set of pictures as that of its new narrative task. Please discuss in English within your group to plan for your story. This time you can make any changes, add any information or opinions as much as you want to your story. After the planning time is over, the same person who presented this topic last time will have to narrate the story. Again you can refer to your notes, but please do not read it to the class. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.*
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they have been discussing. Encourage them to work together and discuss in English. Also tell them to add more descriptions or opinions to their narratives as they like, or to adjust their stories the way they want to.
4. Task performance. After that, the students who have been a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Stimulus materials for narrative tasks (Topic 3)

Lesson plan of a new narrative task for the topic of "Travel"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare some pictures/images of beaches and the filthy ones.
 2. Prepare a picture of trek walk and question for warm-up activity
 3. Prepare a set of picture (s) to elicit discussions and narration.
 4. Prepare a list of questions to elicit utterances or sentences that are necessary for a narrative performance.
 5. Prepare a list of words and phrases that are useful for the narrative task.

(Assigned student: Medium score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Show the students some pictures of beaches. Ask them to recommend the beach that they have ever been to or the one that they like best for a tourist. Students should be able to tell where it is and why they recommend that place.
2. Show the students a picture of trek walk in the Northern part of Thailand. Tell them to name 5 things they should take with them if they were to go trekking. Then show them a list of things on the screen and see who get more correct items.
3. Interact with the students by asking the following questions:
 - How often do you travel?
 - When was the last time you traveled?
 - Where did you go?
 - Did you travel alone or with the family?
 - Did you travel with a lot of baggage or did you like to travel light?
 - What were the things that impressed you most from your last trip?
 - Why did you feel impressed?
 - What were the things that annoyed you most from that trip?
 - Why did you feel annoyed?
 - In your opinion, what are the benefits of traveling?
 - Do you think people travel only for pleasure?
 - Why do you think they do?/ Why do you think they don't?
 - What other purposes can it be?
 - If you could choose one place to go this weekend, where would it be?
 - Why would you choose to go there?
 - Would you organize and book yourself, or buy a package tour?
 - Why would you make that decision?
 - Do you think the type of vacation one takes reflects one's social status?
 - Why do you think it does?/ Why do you think it doesn't?

- Travel and tourism is one of the country's largest industries. It contributes an average of 10% or more to the Gross Domestic Product of the country. However, if there are tourists who are unaware of the country's natural resources or environment, it will be harmful rather than good. For example: Look at this polluted beach. Tourists litter the trash all over the beach. What is your opinion on that?
 - How could you help solve this problem?
4. Topic and lesson's objectives introduction.
- 4.1 Tell the students that the topic of speaking is "Travel".
- 4.2 Tell the students that the objectives of this lesson are:
- 4.2.1. To give details of person(s), place, time and situation from the pictures.
- 4.2.2. To tell the main event sequence and the problem or the turning point of the story.
- 4.2.3. To tell what finally happens by using students' own imagination or creativity.
- 4.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.
5. Useful words and phrases provision. Write the following words and phrases on the board, or prepare them in advance:
- Bring only necessary items
 - Peaceful and country-side scenery
 - Ancient and historic places
 - Boisterous city life
 - Hospitality of the local people
 - Hot and polluted climate
 - Hawkers or vendors everywhere along the streets
 - For pleasure, adventure, or education
 - Itinerary has been already planned
 - Do not have to worry about the place to stay, visit and dine
 - Explore places to visit
 - Too rigid schedule with no flexibility such as 7-8-9 schedule in the morning
 - Types of tourism can be for pleasure, well-being, adventure, sport or education purposes
 - Travel for pleasure to admire the customs, arts and crafts, gastronomy including culture of the people
 - Travel for well-being to improve the physical or spiritual condition of an individual such as detoxification clinics or spas
 - Travel for adventure involves programs/activities with a connotation of challenge or expeditions full of surprises such as climbing, or jeep safaris
 - Sport tourism involves activities/programs of specific sports such as mountaineering, golf, diving, fishing
 - Education tourism includes study or research purpose. Study tourism is for learning, training or increasing knowledge on site involving students and teachers with local professors. Research tourism deals with trip or expedition for survey and/or study developed by institutions or professors interested in a specific topic.
 - Smuggled flora and fauna
 - Ecologically deteriorating destinations

- Aggravate the environmental degradation of tourism destinations
- Ecotourism – responsible travel to natural areas that conserves the environment and improves the well-being of local people
- Build environment and cultural awareness and respect
- Provide positive experiences for both visitors and hosts
- Raise sensitivity to host countries' political, environmental and social climate
- Sustainable tourism
- Thailand has three distinct regions for traveling – mountains in the north, culture in the center and beaches in the south

B. During task stage

Procedures:

1. Groups dividing. Divide the students into 4 small groups. There should be 5 students of mixed abilities per group.
2. Roles and stimulus materials assignment. Assign students in an individual group a different role and explain to them what their job responsibilities are. Then give each group the same set of pictures to plan for their narrative tasks. Tell them the instruction: *Each group will be given a set of pictures. Please discuss in English within your group to plan for your narrative by making notes of what your story would be. You will have fifteen minutes for this planning. After the planning time is over, your group representative who is assigned to be a reporter will come in front of the class to narrate the story for us for five minutes. You can refer to your notes while you are narrating, but please do not read from the notes. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.*
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they are going to say. Encourage them to work together and discuss in English.
4. Task performance. After that, the students who have been assigned a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Lesson plan of a narrative task repetition for the topic of "Travel"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare a CD of conversations about the tropical adventure taken from Listen In: Self Study Practice (Book 3).
 2. Prepare handouts for listening activity.
 3. Prepare handouts for the game, "Where's in the world is it?" taken from Listen In (Book 2).
 4. Prepare a set of picture (s) for narration.

(Assigned student: Same student of Medium score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Distribute the handouts about the tropical adventure and tell the class to listen to the CD of people talking about their trips and adventures. Ask them to answer the questions from the handouts.
2. Distribute the handouts of the game, "Where's in the world is it?", and let them try answering those quizzes before giving them the answers. The person who gets the most correct answers will be a winner.
3. Topic and objectives introduction.
 - 3.1. Tell the students that the topic of speaking is "Travel". And since it is a repeated task and topic, encourage them to try to improve their stories in whatever way they like.
 - 3.2. Tell the students that the objectives of this lesson are:
 - 3.2.1. To give details of person(s), place, time and situation from the pictures.
 - 3.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 3.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 3.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

B. During task stage

Procedures:

1. Groups dividing. Assign the students into the same groups where they belonged when they performed the new narrative task of this topic.
2. Roles and stimulus materials assignment. Assign students in an individual group the same role as when they performed the new narrative task of this topic. Remind them of their job responsibilities. Then give each group the same set of pictures to plan for their narrative task repetition. Tell them the instruction: *Each group will be given the same set of pictures as that of its*

new narrative task. Please discuss in English within your group to plan for your story. This time you can make any changes, add any information or opinions as much as you want to your story. After the planning time is over, the same person who presented this topic last time will have to narrate the story. Again you can refer to your notes, but please do not read it to the class. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.

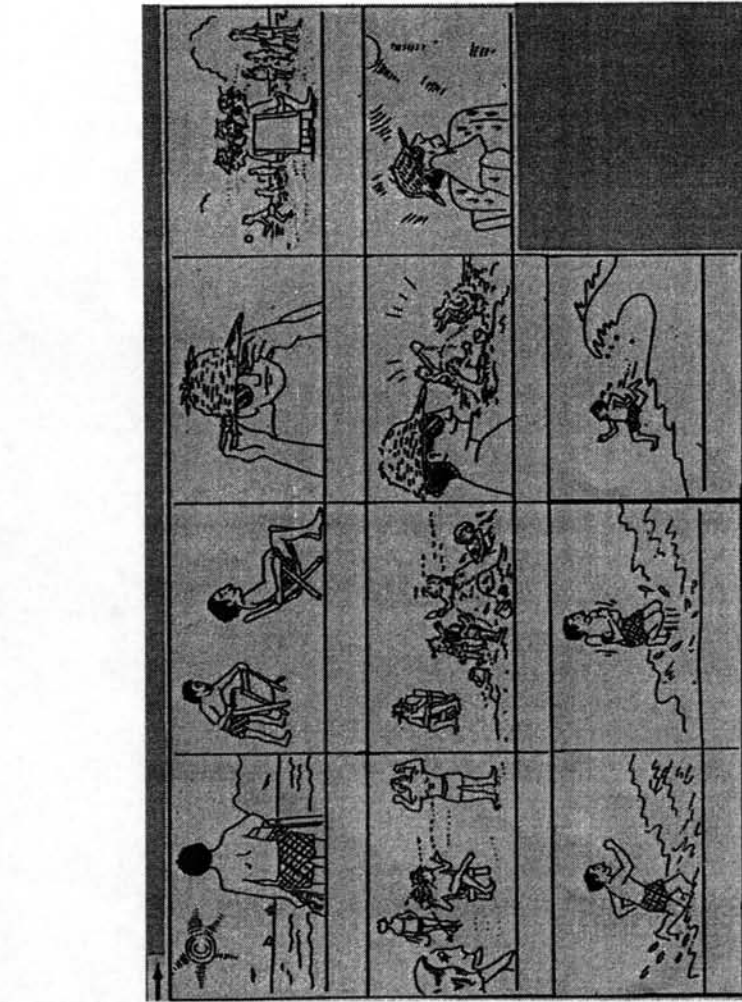
3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they have been discussing. Encourage them to work together and discuss in English. Also tell them to add more descriptions or opinions to their narratives as they like, or to adjust their stories the way they want to.
4. Task performance. After that, the students who have been a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Stimulus materials for narrative tasks (Topic 4)



Lesson plan of a new narrative task for the topic of "Study Time"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare some pictures/images of formal & informal classrooms.
 2. Prepare slides of "Preparing to Study".
 3. Prepare a set of picture (s) to elicit discussions.
 4. Prepare a list of questions to elicit utterances or sentences that are necessary for a narrative performance.
 5. Prepare a list of words and phrases that are useful for the narrative task.

(Assigned student: High score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Show the students some pictures of formal and informal classrooms including those of homeschools on the screen. Ask them which picture they like best, why they like it, what they think about each picture and why they think that way.
2. Shows students the slides of some suggestions of how to prepare for a study. Go through those suggestions and discuss with them.
3. Interact with the students by asking the following questions:
 - Do you think that the only place for the students to study is in the classroom?
 - Why do you think that way? Why don't you think that way?
 - Do you think that the students should depend entirely on their teachers to feed them the knowledge, or do you think students can study by themselves?
 - Why do you think students should depend entirely on their teachers?/ Why do you think students can study by themselves?
 - What are the advantages and disadvantages of depending only on teachers to spoon feed the students that you can think of?
 - What are the advantages and disadvantages of studying by yourself that you can think of?
 - If you were to become teachers, what would you do to help your students to become autonomous learners?
 - Besides promoting learners' autonomy, do you think students should learn how to learn?
 - Why do you think they shouldn't? / Why do you think they should?
 - Do you think students are the same?
 - What makes them the same?
 - What makes them different?

4. Topic and lesson's objectives introduction.
 - 4.1. Tell the students that the topic of speaking is "Study Time".
 - 4.2. Tell the students that the objectives of this lesson are:
 - 4.2.1. To give details of person(s), place, time and situation from the pictures.
 - 4.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 4.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 4.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

5. Useful words and phrases provision. Write the following words and phrases on the board, or prepare them in advance:
 - Home school
 - Virtual learning
 - Computer Assisted Learning
 - Teacher as a person who knows all
 - Teacher as a mentor
 - Teacher as a guide or facilitator
 - Cover the relevant information vs. irrelevant information
 - Passive learner vs Active learner
 - Learning by doing
 - No guidance given
 - Be responsible of their own learning
 - Possess critical thinking skill
 - Multiple intelligences – different kinds of abilities/sensitivities to learn something or to acquire new information
 - Nine types of Multiple Intelligences: Verbal-Linguistic = Word Smart; Logical-Mathematical = Math Smart; Spatial = Picture Smart; Bodily-Kinesthetic = Body Smart; Musical = Music Smart; Interpersonal = People Smart; Intrapersonal = Self Smart; Naturalistic = Nature Smart; and Existential = Spiritual Smart
 - Aware of their own learning styles – students' internal characteristics, often not perceived or consciously used for the intake and comprehension of new information
 - Three main types of learning styles: Visual = learn more effectively through seeing; Auditory = learn more effectively through hearing; Tactile-Kinesthetic = learn more effectively through touch or complete body experience.

B. During task stage

Procedures:

1. Groups dividing. Divide the students into 4 small groups. There should be 5 students of mixed abilities per group.

2. Roles and stimulus materials assignment. Assign students in an individual group a different role and explain to them what their job responsibilities are. Then give each group the same set of pictures to plan for their narrative tasks. Tell them the instruction: *Each group will be given a set of pictures. Please discuss in English within your group to plan for your narrative by making notes of what your story would be. You will have fifteen minutes for this*

planning. After the planning time is over, your group representative who is assigned to be a reporter will come in front of the class to narrate the story for us for five minutes. You can refer to your notes while you are narrating, but please do not read from the notes. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.

3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they are going to say. Encourage them to work together and discuss in English.
4. Task performance. After that, the students who have been assigned a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Lesson plan of a narrative task repetition for the topic of "Study Time"

- Objectives:**
1. To make students describe what is happening from the pictures.
 2. To make students tell a story with a sequence of events using their imagination and creativity.
 3. To make students express their personal opinions on what they have seen from the pictures.

Time: 2 hours

- Preparation:**
1. Prepare VCD of movie called "Mona Lisa Smiles".
 2. Prepare slides of "Managing Study Time" for the study.
 3. Prepare a set of picture (s) for narration.

(Assigned student: Same student of High score achiever)

A. Pre-task stage (Warm-Up)

Procedures:

1. Play the VCD, "Mona Lisa Smiles" at the scenes of the classrooms. Then discuss with them how they would feel and what they would do if they were the teacher in that movie.
2. Show slides of "Managing Study Time", and discuss about those suggestions with the students.
3. Topic and objectives introduction.
 - 3.1. Tell the students that the topic of speaking is "Study Time". And since it is a repeated task and topic, encourage them to try to improve their stories in whatever way they like.
 - 3.2. Tell the students that the objectives of this lesson are:
 - 3.2.1. To give details of person(s), place, time and situation from the pictures.
 - 3.2.2. To tell the main event sequence and the problem or the turning point of the story.
 - 3.2.3. To tell what finally happens by using students' own imagination or creativity.
 - 3.2.4. To express students' personal opinions or ideas to highlight or evaluate the story.

B. During task stage

Procedures:

1. Groups dividing. Assign the students into the same groups where they belonged when they performed the new narrative task of this topic.
2. Roles and stimulus materials assignment. Assign students in an individual group the same role as when they performed the new narrative task of this topic. Remind them of their job responsibilities. Then give each group the same set of pictures to plan for their narrative task repetition. Tell them the instruction: *Each group will be given the same set of pictures as that of its new narrative task. Please discuss in English within your group to plan for your story. This time you can make any changes, add any information or opinions as much as you want to your story. After the planning time is over, the same person who presented this topic last time will have to narrate the*

story. Again you can refer to your notes, but please do not read it to the class. Please remember that you have to give details of persons, place, time and situation from the pictures. Then tell the main event sequence and the problem or turning point of the story. After that, you will tell what finally happens using your own imagination. Finally, you will highlight or evaluate some points of the story using your personal opinions.

3. Planning time. Inform them that they have 15 minutes to plan for their narrative tasks. They can take notes of what they have been discussing. Encourage them to work together and discuss in English. Also tell them to add more descriptions or opinions to their narratives as they like, or to adjust their stories the way they want to.
4. Task performance. After that, the students who have been a role of a 'reporter' will come in front of the class to narrate the story. Remind them that they can refer to their notes, if necessary, but don't encourage them to read from the notes.

C. Post-task stage

Procedures:

1. Discussion. Discuss with the students any language problems that they have. Try to make the students join the discussion. Create a relaxing atmosphere to avoid embarrassing the other students.
2. Reflection. Try to encourage the students to reflect their ideas on their peers' narrative performances on how they build up the story and relate the events together.

Stimulus materials for narrative tasks (Topic 5)



Appendix 4: Content Validity of teaching materials

Topic 1: Snack Attack (New narrative)

Objectives	Contents	Experts' Validation		
		+1	0	-1
1. Topic: To validate the topic whether it is appropriate for the students who are low score achievers.	1. The topic is Snack Attack.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
2. Pictures: To validate a set of picture(s) whether it is appropriate to the student's level.	2. There are six frames of pictures. They are about a boy who spends his time watching TV and playing computer games while eating snacks.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
3. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	3.1. Real snacks are given to the students to eat before starting discussion with them. 3.2. Some pictures of fat children and junk food and postcards about health problems of fat children are shown to the students.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
4. Guided questions: To validate whether the guided questions can be used to interact with the students to promote their involvement with the topic of the lesson.	4.1. Could you guess what the children would say if we were to ask how many kinds of vegetables they knew? 4.2. Do you think they could come up with a lot of answers? 4.3. Why could/couldn't they come up with a lot of answers? 4.4. What do the children normally like to eat? 4.5. Why is it bad to eat junk food? 4.6. If we go back to see our topic, what do you think about it?	Comment: It was suggested that Q. 4.1. to 4.3. should be addressed directly to the students in class.		

	<p>4.7. What is one of the major health problems for children nowadays?</p> <p>4.8. How would obesity affect children?</p> <p>4.9. Besides eating too much junk food/snacks, what could cause obesity in children?</p> <p>4.10. Do a lot of Thai children have this kind of problem?</p> <p>4.11. If Thai children have this problem, how will their health be in 20 years?</p> <p>4.12. What do you think?</p> <p>4.13. How can we solve the problem?</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
<p>5. Target objectives: To validate the target objectives of the lesson.</p>	<p>Students should be able to:</p> <p>5.1. describe the setting, character(s), time, and situation.</p> <p>5.2. describe what the character(s) is doing in the picture.</p> <p>5.3. tell the problem/turning point/crisis of the story.</p> <p>5.4. tell what finally happens by using their own imagination/creativity.</p> <p>5.5 give their own opinion(s) to highlight/evaluate the story.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
<p>6. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.</p>	<p>Students should be able to:</p> <p>6.1. use present simple, present continuous, present perfect, past simple, and/or future tenses.</p> <p>6.2. use adverb of time: in the evening, after school, etc.</p> <p>6.3. use correct subject-verb agreement.</p> <p>6.4. use correct prepositions: on, in, for, etc.</p> <p>6.5. use gerund after certain verbs: start cooking, etc.</p> <p>6.6. use conjunctions: and, but, so, etc.</p> <p>6.7. use phrasal verbs: turn on, turn off, etc.</p> <p>6.8. use relative clauses as adjectives.</p> <p>6.9. use some vocabulary about size: fat, chubby, obesity.</p> <p>6.10. use some vocabulary about furniture: chair, couch.</p> <p>6.11. use other vocabulary: sodas, soft/frizzy drinks, salty, crispy, computer games, etc.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>

Topic 1: Snack Attack (Narrative repetition)

Objectives	Contents	Experts' Validation		
		+1	0	-1
1. Topic: To validate the topic whether it is appropriate for the students who are low score achievers.	1. The topic is Snack Attack.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
2. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	2.1. Questionnaire: You Are What You Eat 2.2. Slides of quizzes about the food facts	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
4. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.	Students should succeed in: 4.1. using present simple, present continuous, present perfect, past simple, and/or future tenses. 4.2. using adverb of time: in the evening, after school, etc. 4.3. using correct subject-verb agreement. 4.4. using correct prepositions: on, in, for, etc. 4.5. using gerund after certain verbs: start cooking, etc. 4.6. using conjunctions: and, but, so, etc. 4.7. using phrasal verbs: turn on, turn off, etc. 4.8. using relative clauses as adjectives. 4.9. using some vocabulary about size: fat, chubby, obesity. 4.10. using some vocabulary about furniture: chair, couch. 4.11. using other vocabulary: sodas, soft/frizzy drinks, salty, crispy, computer games, etc.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		

Topic 2: Shopping (New narrative)

Objectives	Contents	Experts' Validation		
		+1	0	-1
1. Topic: To validate the topic whether it is appropriate for the students who are low score achievers.	1. The topic is Shopping	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
2. Pictures: To validate a set of picture(s) whether it is appropriate to the student's level.	2. There are six frames of pictures. They are about an old man doing the grocery shopping.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
3. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	3.1. Slides of people doing their shopping. 3.2. Activity: Students will be asked to decide which kind of flower they would buy for their friend who will be a bride-to-be. Later, teacher will discuss about the meanings that flowers can convey to them.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
4. Guided questions: To validate whether the guided questions can be used to interact with the students to promote their involvement with the topic of the lesson.	4.1. Do you enjoy shopping? 4.2. How often do you go shopping? 4.3. What do you usually buy? 4.4. Are you a price-conscious shopper? 4.5. If yes, what do you do before buying something? Or: If not, what makes you buy			

	<p>something without comparing the price with other stores?</p> <p>4.6. Do you sometimes buy things that you don't need?</p> <p>4.7. If yes, what do you buy and why do you buy them?</p> <p>4.8. What do you spend most of your money on?</p> <p>4.9. What is the things that you are thinking of buying very soon?</p> <p>4.10. Why do you want to buy it?</p> <p>4.11. What store do you like best when you want to go shopping?</p> <p>4.12. Why do you like it?</p> <p>4.13. Do you usually buy products that are made in Thailand? Or: Do you prefer buying the imported products?</p> <p>4.14. Why do you made that decision?</p> <p>4.15. When you shop for the groceries/toiletries, do you buy the refilled products?</p> <p>4.16. Why do/don't you buy them?</p> <p>4.17. What is your opinion on the groceries that are made under the generic brand/house brand of a specific grocery store?</p> <p>4.18. Do you think they are of low quality? Or: Do you think they have the same quality as the famous brand names?</p> <p>4.19. Why do you think that way?</p> <p>4.20. Do you think home shopping, shopping online, or catalogue order is good for the modern life styles of people nowadays?</p> <p>4.21. Why do you think it is/isn't good?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <hr/> <p>Note: $IOC = \sum R/N$</p> <p>$R = 3$</p> <p>$N = 3$</p> <p>$IOC = 3 \div 3$</p> <p>$= 1.00$</p>
<p>5. Target objectives: To validate the target objectives of the lesson.</p>	<p>Students should be able to:</p> <p>5.1. describe the setting, character(s), time, and situation.</p> <p>5.2. describe what the character(s) is doing in the picture.</p> <p>5.3. tell the problem/turning point/crisis of the story.</p> <p>5.4. tell what finally happens by using their own imagination/creativity.</p> <p>5.5 give their own opinion(s) to highlight/evaluate the story.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <hr/> <p>Note: $IOC = \sum R/N$</p> <p>$R = 3$</p> <p>$N = 3$</p> <p>$IOC = 3 \div 3$</p> <p>$= 1.00$</p>

6. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.	<p>Students should be able:</p> <p>6.1. use present simple, present continuous, and future tenses.</p> <p>6.2. use adverbs of frequency: often, usually, always, etc.</p> <p>6.3. use correct prepositions: on, in, for, etc.</p> <p>6.4. use correct subject-verb agreement.</p> <p>6.5. use quantifiers for food: a bottle of, a pack of, etc.</p> <p>6.6. use conjunctions: and, but, so, etc.</p> <p>6.7. use "there is" and "there are".</p> <p>6.8. use some vocabulary about fruit: bananas, apples, etc.</p> <p>6.9. use some vocabulary about vegetables: celeries, onions, etc.</p> <p>6.10. use some vocabulary about the dairy products: milk, cheese, cream, etc.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>
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Topic 2: Shopping (Narrative repetition)

Objectives	Contents	Experts' Validation +1 0 -1
1. Topic: To validate the topic whether it is appropriate for the students who are low score achievers.	1. The topic is Shopping	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>
2. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	Students were to listen to CD and answer the questions in the handouts about "You'll buy anything".	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>

3. Target objectives: To validate the target objectives of the lesson.	Students should be able to: 3.1. describe the setting, character(s), time, and situation. 3.2. describe what the character(s) is doing in the picture. 3.3. tell the problem/turning point/crisis of the story. 3.4. tell what finally happens by using their own imagination/creativity. 3.5 give their own opinion(s) to highlight/evaluate the story.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
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Topic 3: Free Time (New narrative)

Objectives	Contents	Experts' Validation +1 0 -1
1. Topic: To validate the topic whether it is appropriate for the students who are medium score achievers.	1. The topic is Free Time	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
2. Pictures: To validate a set of picture(s) whether it is appropriate to the student's level.	2. There are eleven frames of pictures. They are about an old man who takes his grandchildren for a ride to have a picnic	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
3. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	3.1. Pictures of people doing their free time activities. 3.2. Pictures from a newspaper of city and up-country children doing their free time activities and discuss about the pictures.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$

<p>4. Guided questions: To validate whether the guided questions can be used to interact with the students to promote their involvement with the topic of the lesson.</p>	<p>4.1. Do you think it is good to work most of the time? 4.2. Why do/don't you think that way? 4.3. Is it good to have free time to do whatever you like? 4.4. Why is it/is it not good? 4.5. Besides the pictures you have seen, what other people would do in their free time? 4.6. Do you think it is a waste of time to do those activities? 4.7. Why do/don't you think that way? 4.8. When you were young, what did you do in your free time? 4.9. Do you think nowadays Thai children have more free time than they used to have? 4.10. Why do you think they do/don't? 4.11. Do you think they are deprived of their playing time? 4.12. Why do/don't you think that way? 4.13. Do you think children living in the city would spend their free time in the same way as those in up-country? 4.14. What is a difference? Or: What is the same? 4.15. According to the survey, it says that most of the adults and children spend their free time in front of either the TV or computer. What is your opinion on that? 4.16. Do you think it is good or bad to spend most of your free time doing those activities? 4.17. Why do you think it is good/bad?</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
<p>5. Target objectives: To validate the target objectives of the lesson.</p>	<p>Students should be able to: 5.1. describe the setting, character(s), time, and situation. 5.2. describe what the character(s) is doing in the picture. 5.3. tell the problem/turning point/crisis of the story. 5.4. tell what finally happens by using their own imagination/creativity. 5.5 give their own opinion(s) to highlight/evaluate the story.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
<p>6. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.</p>	<p>Students should be able: 6.1. use present simple, present continuous, present perfect, present perfect continuous, and past perfect tenses. 6.2.use modal verbs. 6.3. use correct prepositions and prepositional phrases.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p>

	6.4. use correct subject-verb agreement. 6.5. use coordinating conjunctions: and, but, etc.. 6.6. use comparative and superlative degrees. 6.7. use phrasal verbs: send someone over, etc. 6.8. use determiners: either, some, this, etc. 6.9. use conditionals. 6.10. use subordinations: (adverbial clauses) when, while, etc.; (adjective clauses) who, that, etc. 6.11. use some vocabulary for car: fumes, exhaust pipe, etc. 6.12. use other vocabulary: hum, drift, etc.	$R = 3$ $N = 3$ $IOC = \frac{3}{3}$ $= 1.00$
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Topic 3: Free Time (Narrative repetition)

Objectives	Contents	Experts' Validation +1 0 -1
1. Topic: To validate the topic whether it is appropriate for the students who are medium score achievers.	1. The topic is Free Time	$Expert\ One \quad +1$ $Expert\ Two \quad +1$ $Expert\ Three \quad +1$ ----- Note: $IOC = \frac{\sum R}{N}$ $R = 3$ $N = 3$ $IOC = \frac{3}{3}$ $= 1.00$
2. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	Handouts of "Why people have more free time" were distributed to students for filling in the information. Then a passage of the "Changing Weekend" was shown on the screen for discussion.	$Expert\ One \quad +1$ $Expert\ Two \quad +1$ $Expert\ Three \quad +1$ ----- Note: $IOC = \frac{\sum R}{N}$ $R = 3$ $N = 3$ $IOC = \frac{3}{3}$ $= 1.00$
3. Target objectives: To validate the target objectives of the lesson.	Students should be able to: 3.1. describe the setting, character(s), time, and situation. 3.2. describe what the character(s) is doing in the picture.	$Expert\ One \quad +1$ $Expert\ Two \quad +1$ $Expert\ Three \quad +1$ -----

	<p>3.3. tell the problem/turning point/crisis of the story.</p> <p>3.4. tell what finally happens by using their own imagination/creativity.</p> <p>3.5 give their own opinion(s) to highlight/evaluate the story.</p>	<p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>
<p>4. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.</p>	<p>Students should succeed in:</p> <p>4.1. using present simple, present continuous, present perfect, present perfect continuous, and past perfect tenses.</p> <p>4.2. using modal verbs.</p> <p>4.3. using correct prepositions and prepositional phrases.</p> <p>4.4. using correct subject-verb agreement.</p> <p>4.5. using coordinating conjunctions.</p> <p>4.6. using comparative and superlative degrees.</p> <p>4.7. using phrasal verbs.</p> <p>4.8. using determiners: either, some, this, etc.</p> <p>4.9. using conditionals.</p> <p>4.10. using subordinations: (adverbial clauses) when, while, etc.; (adjective clauses) who, that, etc; and (complex prepositions): despite.</p> <p>4.11. using some vocabulary for car: fumes, exhaust pipe, etc.</p> <p>4.12. using other vocabulary: hum, drift, etc.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>

Topic 4: Travel (New narrative)

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>1. Topic: To validate the topic whether it is appropriate for the students who are medium score achievers.</p>	<p>1. The topic is Travel</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>		

<p>2. Pictures: To validate a set of picture(s) whether it is appropriate to the student's level.</p>	<p>2. There are eleven frames of pictures. They are about an old man who takes his grandchildren for a ride to have a picnic</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00</p>
<p>3. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.</p>	<p>3.1. Pictures of beaches were shown to students. They were asked to recommend which one they liked best, and why they liked it. 3.2. They were to name 5 things they would bring if they were to go trek-walking. Then the answers were shown on the screen to see who got the most correct items.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00</p>
<p>4. Guided questions: To validate whether the guided questions can be used to interact with the students to promote their involvement with the topic of the lesson.</p>	<p>4.1. How often do you travel? 4.2. When was the last time you traveled? 4.3. Where did you go? 4.4. Did you travel alone or with the family? 4.5. Did you travel with a lot of baggage or did you like to travel light? 4.6. What were the things that impressed you most from your last trip? 4.7. Why did you feel impressed? 4.8. What were the things that annoyed you most from that trip? 4.9. Why did you feel annoyed? 4.10. In your opinion, what are the benefits of traveling? 4.11. Do you think people travel only for pleasure? 4.12. Why do you think they do/don't? 4.13. What other purposes can it be? 4.14. If you could choose one place to go this weekend, where would it be? 4.15. Why would you choose to go there? 4.16. Would you organize and book yourself, buy a package tour?</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00</p>

	<p>4.17. Why would you make that decision?</p> <p>4.18. Do you think the type of vacation one takes reflects one's social status?</p> <p>4.19. Why do you think it does/doesn't?</p> <p>4.20. Travel and tourism is one of the country's largest industries. It contributes an average of 10% or more to the Gross Domestic Product of the country. However, if there are tourists who are unaware of the country's natural resources or environment, it will be harmful rather than good. For example: Look at this polluted beach. Tourists litter the trash all over the beach. What is your opinion on that?</p> <p>4.21. How could you help solve this problem?</p>	
<p>5. Target objectives: To validate the target objectives of the lesson.</p>	<p>Students should be able to:</p> <p>5.1. describe the setting, character(s), time, and situation.</p> <p>5.2. describe what the character(s) is doing in the picture.</p> <p>5.3. tell the problem/turning point/crisis of the story.</p> <p>5.4. tell what finally happens by using their own imagination/creativity.</p> <p>5.5 give their own opinion(s) to highlight/evaluate the story.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>
<p>6. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.</p>	<p>Students should be able:</p> <p>6.1. use present simple, present continuous, present perfect, present perfect continuous, and past perfect tenses.</p> <p>6.2. use past and present participles.</p> <p>6.3. use correct prepositions and prepositional phrases.</p> <p>6.4. use correct subject-verb agreement.</p> <p>6.5. use modifying clauses: too...that, etc.</p> <p>6.6. use coordinating conjunctions.</p> <p>6.7. use conjunctive adverbs: however, etc.</p> <p>6.8. use phrasal verbs.</p> <p>6.9. use subordinations: (adverbial clauses) when, while, etc.; (adjective clauses) who, that, etc.</p> <p>6.10. use passive voice.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p>

	6.11. use some vocabulary for traveling: round-trip ticket, etc. 6.12. use other vocabulary: folded beach chair, etc.	
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Topic 4: Travel (Narrative repetition)

Objectives	Contents	Experts' Validation		
		+1	0	-1
1. Topic: To validate the topic whether it is appropriate for the students who are medium score achievers.	1. The topic is Travel	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
2. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	Students were to listen to CD "That sounds dangerous" and answer the questions. Then a game called "Where's in the world is it?" was played among students in class	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
3. Target objectives: To validate the target objectives of the lesson.	Students should be able to: 3.1. describe the setting, character(s), time, and situation. 3.2. describe what the character(s) is doing in the picture. 3.3. tell the problem/turning point/crisis of the story. 3.4. tell what finally happens by using their own imagination/creativity. 3.5 give their own opinion(s) to highlight/evaluate the story.	Expert One Expert Two Expert Three	+1 +1 +1	
		----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$		
4. Target language: To validate the target language expected from the students' performances	Students should succeed in: 4.1. using present simple, present continuous, present perfect, present perfect	Expert One Expert Two Expert Three	+1 +1 +1	

<p>when comparing to the suggested narrative.</p>	<p>continuous, and past perfect tenses. 4.2. using past and present participles. 4.3. using correct prepositions and prepositional phrases. 4.4. using correct subject-verb agreement. 4.5. using modifying clauses: too...that, etc. 4.6. using coordinating conjunctions. 4.7. using conjunctive adverbs: however, etc. 4.8. using phrasal verbs. 4.9. using subordinations: (adverbial clauses) when, while, etc.; (adjective clauses) who, that, etc. 4.10. using passive voice. 4.11. using some vocabulary for traveling: round-trip ticket, etc. 4.12. using other vocabulary: folded beach chair, etc.</p>	<p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
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Topic 5: Study Time (New narrative)

Objectives	Contents	Experts' Validation +1 0 -1
<p>1. Topic: To validate the topic whether it is appropriate for the students who are high score achievers.</p>	<p>1. The topic is Study Time</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
<p>2. Pictures: To validate a set of picture(s) whether it is appropriate to the student's level.</p>	<p>2. There are sixteen frames of pictures. They are about an old man who takes his grandchildren for a ride to have a picnic</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$</p>

		= 1.00
3. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	<p>3.1. Pictures of formal and informal classrooms were shown to students for discussion.</p> <p>3.2. Slides of "How to prepare for the study" are shown to students for discussion.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00</p>
4. Guided questions: To validate whether the guided questions can be used to interact with the students to promote their involvement with the topic of the lesson.	<p>4.1. Do you think that the only place for the students to study is in the classroom?</p> <p>4.2. Why do/don't you think that way?</p> <p>4.3. Do you think that the students should depend entirely on their teachers to feed them the knowledge, or do you think students can study by themselves?</p> <p>4.4. Why do you think students should depend entirely on their teachers?/Why do you think students can study by themselves?</p> <p>4.5. What are the advantages and disadvantages of depending only on teachers to spoon feed the students that you can think of?</p> <p>4.6. What are the advantages and disadvantages of studying by yourself that you can think of?</p> <p>4.7. If you were to become teachers, what would you do to help your students to become autonomous learners?</p> <p>4.8. Besides promoting learners' autonomy, do you think students should learn how to learn?</p> <p>4.9. Why do you think they should/shouldn't?</p> <p>4.10. Do you think students are the same?</p> <p>4.11. What makes them the same?</p> <p>4.12. What makes them different?</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00</p>
5. Target objectives: To validate the target objectives of the lesson.	<p>Students should be able to:</p> <p>5.1. describe the setting, character(s), time, and situation.</p> <p>5.2. describe what the character(s) is doing in the picture.</p> <p>5.3. tell the problem/turning point/crisis of the story.</p> <p>5.4. tell what finally happens by using their own</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ R = 3 N = 3</p>

	imagination/creativity. 5.5 give their own opinion(s) to highlight/evaluate the story.	IOC = $3 \div 3$ = 1.00
6. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.	Students should be able: 6.1. use appropriate tenses with correct subject-verb agreement. 6.2. use embedded noun clauses as object/subject. 6.3. use adjective clauses. 6.4. use adverbial phrases. 6.5. use prepositional phrases. 6.6. use phrasal verbs. 6.7. use coordinators. 6.8. use subordinators: so...that, because, since, etc. 6.9. use vocabulary for study: concentration, study table, etc. 6.10. use other vocabulary: sci-fi series, fall asleep, etc.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: IOC = $\sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00

Topic 5: Study Time (Narrative repetition)

Objectives	Contents	Experts' Validation		
		+1	0	-1
1. Topic: To validate the topic whether it is appropriate for the students who are high score achievers.	1. The topic is Study Time.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: IOC = $\sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00		
2. Warm-up activities: To validate whether the activities can lead the students into the topic of the lesson.	Students were to watch CD "Mona Lisa Smiles" and discuss about the movie. Slides of "How to manage study time" were shown on the screen followed by discussion.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: IOC = $\sum R/N$ R = 3 N = 3 IOC = $3 \div 3$ = 1.00		

3. Target objectives: To validate the target objectives of the lesson.	Students should be able to: 3.1. describe the setting, character(s), time, and situation. 3.2. describe what the character(s) is doing in the picture. 3.3. tell the problem/turning point/crisis of the story. 3.4. tell what finally happens by using their own imagination/creativity. 3.5 give their own opinion(s) to highlight/evaluate the story.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \frac{\sum R}{N}$ $R = 3$ $N = 3$ $IOC = \frac{3 \div 3}{1} = 1.00$
4. Target language: To validate the target language expected from the students' performances when comparing to the suggested narrative.	Students should succeed in: 4.1. using appropriate tenses with correct subject-verb agreement. 4.2. using embedded noun clauses as object/subject. 4.3. using adjective clauses. 4.4. using adverbial phrases. 4.5. using prepositional phrases. 4.6. using phrasal verbs. 4.7. using coordinators. 4.8. using subordinators: so...that, because, since, etc. 4.9. using vocabulary for study: concentration, study table, etc. 4.10. using other vocabulary: sci-fi series, fall asleep, etc.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \frac{\sum R}{N}$ $R = 3$ $N = 3$ $IOC = \frac{3 \div 3}{1} = 1.00$

To conclude, all the five topics were divided into three levels as follows:

Levels for:	Topics
Low score achievers	1. Snack Attack 2. Shopping
Medium score achievers	3. Free Time 4. Travel
High score achievers	5. Study Time

When referring to the validation information, the IOC index of content validity of the teaching materials for all five topics of both new narrative and repeated narrative tasks was very high at 1.00.

Appendix 5: Oral Proficiency Test and Band Scales

Since there are two parts of the oral proficiency test, the task characteristics and conditions including the test constructs will be mentioned individually.

Part I: Interview test

Task characteristics and conditions

Interview is the most common procedure for assessing spoken language proficiency. Many suggestions from the research into the interview for assessing purposes have been made about how the interviewer can elicit adequate language from the students. One of them is the suggestion made by Manidis and Prescott on the procedures of an oral assessment interview (1994: 27 cited in Burns and Joyce, 1997: 106). It is generally employed to elicit the subjects' most spontaneous speech. There are general questions to elicit responses from the learners at the exploratory stage while moving along to the analytical and extending stage. During this stage, learners are asked to select one picture prompt as topical support for the interview. The time used for this interview test is five minutes.

Stages	Procedure	Assessment
Exploratory	Welcome learner and introduce self. Explain purpose of interview. Initiate conversation.	Make an intuitive assessment
Analytical probing and extending	<i>Phase I:</i> Elicit language samples by directing questions that allow the learner to display features of language behavior described in the level you have selected.	Check level
	<i>Phase II:</i> Extend depth of questions, use visual stimuli and change topics to seek extension of the language behavior.	Adjust level (if necessary), check level
	<i>Phase III:</i> Take learner to the point at which he/she can no longer function comfortably. Compare with previous level of interaction for confirmation of level.	Confirm level
Concluding, winding down	Return to comfortable level of interaction for learner. Return to general conversation and proceed with a remainder of assessment.	Record assessment

Interview test constructs and rating scales

According to Chalhoub-Deville (1995:21), the purpose of interview test is to measure the following: length of students' responses, linguistic maturity (simple vs complex), vocabulary, appropriateness of the language used with the topic, students' understanding of interviewer, students' attempt to get meaning across, ability to converse on diverse topic and giving detail unassisted. A rating scale which is a series of short descriptions of different levels of language ability has been developed by taking the above test constructs into consideration. The purpose of having a rating scale is not only to describe briefly what the learners at each level can do, but also to facilitate the assessor to decide what level or score to give each learner in a test. The score assigned to the learners depends on the following performance criteria:

1. Complexity of the language structure
2. Accuracy of the language structure
3. Fluency of the speech
4. Pronunciation
5. Appropriacy of register or vocabulary
6. Flexibility to adapt to the change of topic or task
7. Confidence to initiate speech

Part II: Narrative test

Task characteristics and conditions

Narrative test is based on picture(s) or a sequence of cartoon drawings. This test is considered effective in providing learners with the '...opportunity for personal expression and interpretation' (Underhill, 1987: 67). It is used to test the ability to recount events coherently and sometimes creatively. The time used for this part is five minutes.

Narrative test constructs and rating scales

In Chalhoub-Deville's study (1995: 21), the following scales were considered in the narration test: vocabulary, linguistic maturity (simple vs complex), students' attempts to get the meaning across, adequacy of information in students' narrations, proper temporal shift, ability to tell a story, and creativity. The performance criteria of the rating scales will be based on:

1. Complexity of the language structure
2. Accuracy of the language structure
3. Fluency of the speech
4. Pronunciation
5. Appropriacy of register or vocabulary
6. Thematic development
7. Coherence and cohesion

Weighting

The weighting of the scores for each performance criteria in this test is given the equal importance though the traditional mark weighting may favor the structural accuracy over the content for three times of the mark (Underhill, 1987: 97). Considering the theoretical framework of communicative competence (Canale and Swain, 1980: 28-34) and the mental ease of marking for the assessor are the reasons for assigning an equal weight for all performance criteria.

Rater

Two important considerations focused in this area are the notions of rating reliability and the consistent role of the rater/interviewer. In order to ensure the inter-rater reliability, the raters will be trained to get the information of the assessment procedures and its scales. The first rater will assign the scores once after having a face-to-face oral test with the learners, and the second marking will be done again with the audio-tapes. The second rater will rate again from the audio-recordings. If there is a dispute between these two raters, the third rater will make a final rating. Another consideration that the rater/interviewer needs to pay attention to, especially, in the interview test is her consistent role. The interviewer chooses the questions to suit the purpose of each stage. After realizing that the function of one stage has been achieved, she then makes a smooth transition to the next stage. The interviewer should not correct errors, speak too quickly or too much, engage in other activities, fill silences of the interviewees, impose her own unnecessary opinion and interrupt unless necessary (Underhill, 1987: 55-56 and Fulcher, 2003: 150).

Framework for describing test tasks

Part I: Interview test

Task Orientation: Guided. It is a face-to-face encounter between an interviewer/examiner and a candidate/test taker. The interviewer asks questions from a suggested list in order to rate the performance. The questions selected by the interviewer guide the test taker through the process.

Interactional Relationship: Two-way, between the interviewer and the test taker.

Goal Orientation: Convergent. The interview test is a structured encounter conducted for measurement purposes.

Interlocuter Status and Familiarity: The interviewer is of higher status, acting as a rater as well.

Topics: Variable. Topics and questions are selected by the interviewer according to each stage starting from the exploratory stage to the analytical probing and extending.

Situations: An interview, mainly constructed of questions by the interviewer and answers provided by the test taker.

Part II: Narrative test

Task Orientation: Guided. While there may be some possibility for some test takers to change the story creatively, most narrative tasks require the speakers to produce the expected story.

Interactional Relationship: One-way. The interviewer may ask clarification questions.

Goal Orientation: Convergent. The test taker is primarily required to produce a monologue that will tell a story as efficiently as possible.

Interlocuter Status and Familiarity: The interviewer is of higher status, acting as a rater as well.

Topics: Short stories that can be visually depicted in pictures.

Situations: Variable.

Oral Proficiency Test

Time: 10 minutes

For examiner's use only

Part I: Interview

Interviewer: Good morning/ afternoon,...(candidate's name)... My name is..., your interviewer. In this part of the test, I'm going to interview you for about 2 minutes. After that, I will give you the pictures to look at for 1 minute. Then I will ask you some questions about the pictures. Do you understand the instruction?

(2 mins)

Candidate:

Interviewer: Give the instruction again if the candidate doesn't understand it
Shall we begin the interview now?

Candidate:

Interviewer: Where are you studying at the moment?

Candidate:

Interviewer: What is your major?

Candidate:

Interviewer: Why do you major in English?

Candidate:

Interviewer: How do you like studying at Chulalongkorn University?

Candidate:

Interviewer: Select one set of the following questions, and ask each question one by one.

* What do you plan to do after graduation?
Why do you make that decision?

* Do you enjoy studying English?
If you were to become an English teacher, how would you make your students enjoy your class?

Candidate:

Interviewer: Thank you. Now I'd like you to see the pictures. You will have one minute to look at them. After that, I'm going to ask you questions about the pictures.

(3 mins)

Allowing one minute before saying: Would you like to begin now?

Prompt card: Education

Interviewer: * (Prompt card)

Look at the two pictures and describe what you see.

Candidate:

Interviewer: Is your school or university like either one of the two pictures shown here? In what ways is it the same?

Candidate:

Interviewer: In what ways is it different?

Candidate:

Interviewer: How do you think this university prepares you for a job or career after your graduation?

Candidate:

Interviewer: Thank you. Now we are going to start the second part of the test.

Part II: Narrative test

Interviewer: For this part of the test, you are asked to tell a story for three minutes about the cartoon pictures which consist of four small pictures in a series. You can describe the pictures as well as add your imagination into the story. You will one minute to look at them, and prepare for the story. Do you understand the instructions?
(5 mins)

Candidate:

Interviewer: Repeat the instructions if the candidate does not understand them.

Here are the pictures.

Allowing time of one minute before saying:

Would you like to start now?

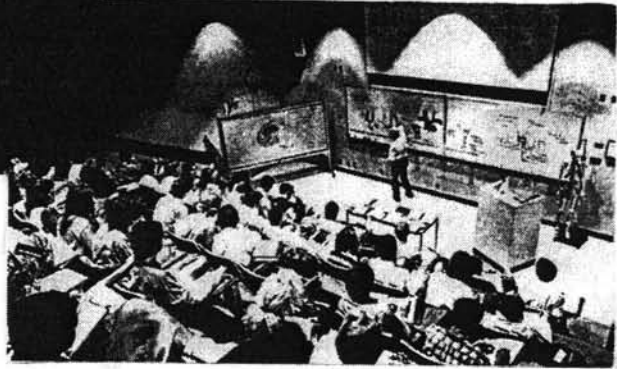
Candidate:

.....

.....

Interviewer: Thank you. This is the end of the test.

Prompt card picture



Picture for narrative test



Oral Proficiency Test Evaluation Form

Please fill in the information below before giving this form to the examiner.

Test date:.....	Institute name:.....
Student's name:.....	Year:..... Student's no.....
Email address:.....	Contact no:.....

(Rater Use Only)

<u>Part 1: Interview test</u>	<u>Part 2: Narrative test</u>																																																																						
<p>COMPLEXITY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>ACCURACY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>FLUENCY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>PRONUNCIATION</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>VOCABULARY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>FLEXIBILITY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>CONFIDENCE TO INITIATE SPEECH</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table>	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	<p>COMPLEXITY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>ACCURACY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>FLUENCY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>PRONUNCIATION</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>VOCABULARY</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>THEMATIC DEVELOPMENT</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table> <p>COHERENCE & COHESION</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5.</td><td>4.</td><td>3.</td><td>2.</td><td>1.</td></tr> </table>	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.	5.	4.	3.	2.	1.
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Note:.....

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Rater's signature.....

Descriptive Band Scales for Interview Test

	COMPLEXITY
5	Shows more use of complex structures besides those of simple and compound.
4	Shows a variety use of simple and compound sentences with a few complex structures.
3	Shows a variety use of simple and compound structures.
2	Uses simple structures correctly with a few compound structures.
1	Uses fragments and/or choppy sentences.
	ACCURACY
5	Shows an ability to use correct grammatical structures for all types of sentences. Very few minor grammatical errors can be detected.
4	Shows an ability to use fairly correct subordinate clauses. Few major grammatical errors are still found.
3	Shows an ability to use correct word order, prepositions, subject-verb agreement, and plural forms. Shows a correct use of conjunctions. Other major and/or minor grammatical errors are found.
2	Uses correct word order and prepositions. Shows an incorrect use of compound structures. Errors in subject-verb agreement, verb form after modal, plural forms, and other incorrect grammatical structures can be found.
1	Errors in word order and verb form after modal always occur. Shows an omission of prepositions and plural form markers. Mixes up tenses and/or tends to forget to mark subject-verb agreement.
	FLUENCY
5	Can express him/herself at length with smooth, effortless, and unhesitating flow even when dealing with a conceptually difficult topic.
4	Can express him/herself fluently. Only a conceptually difficult subject can hinder a natural smooth flow of language.
3	Can produce longer utterances with fewer pauses.
2	Can produce long utterances. There are many noticeably long pauses.
1	Can produce short utterances. Pauses and false starts are evident.
	PRONUNCIATION
5	Has acquired a clear near-native, or almost native-like intonation and pronunciation of English language speakers. Can use stress and articulation to express finer shade of meaning.
4	Has acquired a natural and almost near-native intonation and pronunciation of English language speakers.
3	Can place sentence stress correctly. Has acquired intelligible English language pronunciation and intonation.
2	Pronunciation is understandable with a noticeable Thai accent. Mispronunciations may sometimes occur.
1	Mispronunciation always occurs, and hard to be understood with heavy Thai accent.

VOCABULARY	
5	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialism.
4	Possess a broad lexical repertoire enough for expressing him/herself without using any circumlocutions. Has basic knowledge of idiomatic expressions.
3	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies, work, travel, and current events.
2	Has elementary vocabulary for the expression of basic communicative needs.
1	Has a little repertoire of vocabulary.
FLEXIBILITY	
5	Shows a high flexibility in reformulating ideas to express him/herself clearly on all topics without having to restrict on what he/she wants to say.
4	Shows a flexibility to express him/herself on general, academic, or leisure topic relevant to his/her own interest and experience.
3	Shows sufficient range of language to be able to give descriptions or express viewpoints pertinent to his/her everyday life. Shows a limitation in situations beyond his/her familiar topic.
2	Shows basic sentence patterns with memorized expressions for communicative or survival needs.
1	Shows little flexibility in using basic sentence pattern.
CONFIDENCE TO INITIATE SPEECH	
5	Can interact with ease, confidence, and skill, picking up, and using non-verbal and intonation cues apparently effortlessly. Can interweave his/her contribution into the right discourse with fully natural turn-taking, and referencing.
4	Can interact on a wide range of general, academic, or leisure topic. Can pick up the meaning of non-verbal and intonation cues, but cannot use them with confidence.
3	Can maintain simple face-to-face conversation on a topic of his/her familiarity or personal interest. Need to repeat back part of what someone has said to confirm mutual understanding.
2	Can communicate in a simple way, but not enough to keep conversation going of his/her own accord.
1	Can only answer very simple questions about personal details, but with repetition, rephrasing, and repair.

Descriptive Band Scales for Narrative Test

	COMPLEXITY
5	Shows more use of complex structures besides those of simple and compound.
4	Shows a variety use of simple and compound sentences with a few complex structures.
3	Shows a variety use of simple and compound structures.
2	Uses simple structures correctly with a few compound structures.
1	Uses fragments and/or choppy sentences.
	ACCURACY
5	Shows an ability to use correct grammatical structures for all types of sentences. Very few minor grammatical errors can be detected.
4	Shows an ability to use fairly correct subordinate clauses. Few major grammatical errors are still found.
3	Shows an ability to use correct word order, prepositions, subject-verb agreement, and plural forms. Shows a correct use of conjunctions. Other major and/or minor grammatical errors are found.
2	Uses correct word order and prepositions. Shows an incorrect use of compound structures. Errors in subject-verb agreement, verb form after modal, plural forms, and other incorrect grammatical structures can be found.
1	Errors in word order and verb form after modal always occur. Shows an omission of prepositions and plural form markers. Mixes up tenses and/or tends to forget to mark subject-verb agreement.
	FLUENCY
5	Can express him/herself at length with smooth, effortless, and unhesitating flow even when dealing with a conceptually difficult topic.
4	Can express him/herself fluently. Only a conceptually difficult subject can hinder a natural smooth flow of language.
3	Can produce longer utterances with fewer pauses.
2	Can produce long utterances. There are many noticeably long pauses.
1	Can produce short utterances. Pauses and false starts are evident.
	PRONUNCIATION
5	Has acquired a clear near-native, or almost native-like intonation and pronunciation of English language speakers. Can use stress and articulation to express finer shade of meaning.
4	Has acquired a natural and almost near-native intonation and pronunciation of English language speakers.
3	Can place sentence stress correctly. Has acquired intelligible English language pronunciation and intonation.
2	Pronunciation is understandable with a noticeable Thai accent. Mispronunciations may sometimes occur.
1	Mispronunciation always occurs, and hard to be understood with heavy Thai accent.

VOCABULARY	
5	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialism.
4	Possess a broad lexical repertoire enough for expressing him/herself without using any circumlocutions. Has basic knowledge of idiomatic expressions.
3	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies, work, travel, and current events.
2	Has elementary vocabulary for the expression of basic communicative needs.
1	Has a little repertoire of vocabulary.
THEMATIC DEVELOPMENT	
5	Can give elaborate descriptions or narratives, integrating sub-themes, developing particular turning points or problems, and rounding off with an appropriate conclusion or solution.
4	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting details and examples.
3	Can describe from the picture about its scene, characters, and events in a sequence.
2	Can only describe from the picture in a simple list of points about its scene, some of its characters, and/or some of the main events.
1	Can hardly describe about the scene, character (s), and/or event from the picture.
COHERENCE AND COHESION	
5	Can produce smoothly flowing and well-structured speech through the use of connectors, pronouns, determiners, and transition expressions including other cohesive devices.
4	Use pronouns and determiners as well as a variety of connectors to mark the cohesion of ideas.
3	Can use a variety of simple connectors to mark the relationships between ideas.
2	Can use only some simple connectors like 'and' and 'but' to link simple sentences in order to describe something or events in a sequence.
1	No apparent use of any simple connectors to link groups of words together.

Appendix 6: Content Validity of Oral Proficiency Test and Band Scales

8.1. Validation of the Interview Test

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p><u>Exploratory stage:</u></p> <p>1. The objective was to initiate a conversation between the interviewer and the test-taker.</p> <p>2. The test constructs were:</p> <ul style="list-style-type: none"> - test-taker should be able to provide general information of where s/he was studying. - test-taker should be able to give general reason of his/her major selection of the study. - test-taker should be able to give an attitude toward his/her university. 	<p>1. Where are you studying at the moment?</p> <p>2. What is your major?</p> <p>3. Why do you major in English?</p> <p>4. How do you like studying at Chulalongkorn University?</p>	<p>Expert One 0</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p> <p><u>Comment:</u> Question 1 and 4 was contradictory because what if the answer of Q.1 was other universities rather than Chulalongkorn University.</p>		
<p><u>Analytical probing and extending stage: Phase I</u></p> <p>1. The objective was to elicit language samples from the test-taker through questions. There are two set of questions for the test-taker to choose.</p> <p>2. The test constructs of the first set of questions were that test-taker should be able to express his/her intention and reason. For the second set of questions, the test-taker should be able to express her/his feeling and give explanation.</p>	<p>Q's set 1:</p> <p>1.1. What do you plan to do after graduation?</p> <p>1.2. Why do you make that decision?</p> <p>Q's set 2:</p> <p>2.1. Do you enjoy studying English?</p> <p>2.2. If you were to become an English teacher, how would you make your students enjoy your class?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>		
<p><u>Analytical probing and extending stage: Phase II</u></p> <p>1. The objective was to extend depth of questions by using visuals to change a topic of conversation and seek extension of language behavior.</p> <p>2. The test constructs of Prompt card A were:</p> <ul style="list-style-type: none"> - test-taker should be able to describe what s/he sees and feels. - test-taker should be able to 	<p>(Prompt card A):</p> <p>Q's: Briefly describe what you can see in the pictures and say how they make you feel.</p> <p>What do you think the benefits of computer technology are?</p> <p>(Prompt card B):</p> <p>Q's: Look at the two pictures and describe what you see.</p> <p>Is your university like either of these two pictures?</p>	<p>Expert One 0</p> <p>Expert Two +1</p> <p>Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 1$ $N = 3$ $IOC = 1 \div 3$</p>		

<p>express his thoughts.</p> <p>The test constructs of Prompt card B were:</p> <ul style="list-style-type: none"> - test-taker should be able to describe what s/he sees and make descriptions. - test-taker should be able to compare and tell similarities and/or differences. 	<p>In what way are they the same/or different?</p>	<p>= .33</p>
<p><u>Analytical probing and extending stage: Phase III</u></p> <p>1. The objective was to pose a question that makes the test-taker functions uncomfortably because s/he has to come up with her/his own ideas.</p> <p>2. The test constructs of Prompt card A were that the test-taker should be able to express her/his thought, attitude, and make predictions.</p> <p>The test constructs of Prompt card B were that the test-taker should be able to express her/his attitude, value, and explain.</p> <p>(Prompt card A): Q: How do you think computer technology will develop in the next twenty years?</p> <p>(Prompt card B): Q: How do you think your university/faculty prepares you for a job or career after graduation?</p>	<p>(Prompt card A): Q: How do you think computer technology will develop in the next twenty years?</p> <p>(Prompt card B): Q: How do you think your university/faculty prepares you for a job or career after graduation?</p>	<p>Expert One 0 Expert Two +1 Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 1$ $N = 3$ $IOC = 1 \div 3$ $= .33$</p> <p><u>Comments</u> for both Phase II and III of this stage were:</p> <p>Having two prompt cards on different topics was questionable because talking about technology might be difficult for the students majoring in English to talk about. Additionally, it was also questionable about having two different topics because both of them did not share anything in common.</p>

The overall IOC index of the content validity for the interview test was .58 from the accepted level of .50.

Validation of the Band Scales for the Interview Test

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>1. To validate the descriptive band scales used for the interview test under seven different aspect of language proficiency.</p> <p>1. COMPLEXITY</p>	<p>Descriptive band scales: from 5 to 1</p> <p>5 shows a prominent use of complex sentences other than those of simple and compound.</p> <p>4 shows a variety use of simple and compound sentences with a few complex structures.</p> <p>3 shows a variety use of simple and compound structures.</p> <p>2 uses simple structures correctly with a few compound structures.</p> <p>1 uses fragments and/or choppy sentences.</p>	<p>Expert One 0</p> <p>Expert Two +1</p> <p>Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 1</p> <p>N = 3</p> <p>IOC = $1 \div 3$</p> <p> = .33</p> <p>-----</p> <p>Comment: It was commented that people normally use simple sentence structures in everyday conversation.</p>		
<p>2. ACCURACY</p>	<p>5 shows an ability to use correct grammatical structures for all types of sentences. No grammatical error is detected.</p> <p>4 shows an ability to use fairly correct subordinate clauses. Very minor grammatical errors are found.</p> <p>3 shows an ability to use correct word order, prepositions, subject-verb agreement, and plural forms. Shows a correct use of conjunctions. Other grammatical errors are still found.</p> <p>2 uses correct word order and prepositions. Shows an incorrect use of compound structures. Errors in subject-verb agreement, verb form after modal, plural forms, and other incorrect grammatical structures can be found.</p> <p>1 errors in word order and verb form after modal always occur.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p> = 1.00</p>		

	Shows an omission of prepositions and plural form markers. Mixes up tenses and/or tends to forget to mark subject-verb agreement.	
3. FLUENCY	<p>5 can express her/himself at length with smooth, effortless, and unhesitating flow even when dealing with a conceptually difficult topic.</p> <p>4 can express her/himself fluently. Only a conceptually difficult subject can hinder a natural smooth flow of language.</p> <p>3 can produce longer utterances with a few short pauses.</p> <p>2 can produce long utterances. There are some noticeably long pauses.</p> <p>1 can produce short utterances. Pauses and false starts are evident.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
4. PRONUNCIATION	<p>5 has acquired a clear near-native, or almost native-like intonation of English speakers.</p> <p>4 can place stress correctly in order to express finer shades of meaning. Has acquired a natural and almost near-native intonation of English speakers.</p> <p>3 can place sentences stress correctly. Has acquired a natural and intelligible pronunciation and intonation.</p> <p>2 pronunciation is understandable with a noticeable Thai accent. Mispronunciations may sometimes occur.</p> <p>1 Mispronunciation always occurs, and hard to be understood.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
5. VOCABULARY	<p>5 has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialism.</p> <p>4 possess a broad lexical repertoire enough for expressing him/herself without using any circumlocutions. Has basic knowledge of idiomatic expressions.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$</p>

	<p>3 has a sufficient vocabulary to express her/himself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies, work, travel, and current events.</p> <p>2 has elementary vocabulary for the expression of basic communicative needs.</p> <p>1 has a little repertoire of vocabulary.</p>	<p>N = 3</p> <p>IOC = $3 \div 3$ = 1.00</p>
6. FLEXIBILITY	<p>5 shows a native-like flexibility in reformulating ideas to express her/himself clearly on all topics without having to restrict on what s/he wants to say.</p> <p>4 shows a flexibility to express her/himself on general, academic, or leisure topic relevant to her/his own interest and experience.</p> <p>3 shows sufficient range of language to be able to give descriptions or express viewpoints pertinent to her/his everyday life. Shows a limitation in situations beyond her/his familiar topic.</p> <p>2 shows basic sentence patterns with memorized expressions for communicative or survival needs.</p> <p>1 shows little flexibility in using basic sentence pattern.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: IOC = $\sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$ = 1.00</p>
7. CONFIDENCE TO INITIATE SPEECH	<p>5 can interact with ease, confidence, and skill, picking up, and using non-verbal and intonation cues apparently effortlessly. Can interweave her/his contribution into the right discourse with fully natural turn-taking, and referencing.</p> <p>4 can interact on a wide range of general, academic, or leisure topic. Can pick up the meaning of non-verbal and intonation cues, but cannot use them with confidence.</p> <p>3 can maintain simple face-to-face conversation on a topic of her/his familiarity or personal interest. Need to repeat back part of what someone has said to confirm mutual understanding.</p> <p>2 can communicate in a simple way, but not enough to keep conversation going of her/his own accord.</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: IOC = $\sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$ = 1.00</p>

	I can only answer very simple questions about personal details, but with repetition, rephrasing, and repair.	
		Overall IOC of Part I was $.67 \div 7 = .90$
II. To validate whether the descriptors or rubrics are easy to use.	As mentioned above	Expert One +1 Expert Two +1 Expert Three 0 ----- Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$ Comment: It was commented that the descriptors were too complicated to rate spontaneously.
III. To validate whether the number of band scales appropriate.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
IV. To validate whether the weight given to each band scale appropriate.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$

V. To validate whether the band scales appropriate for measuring the instructional objectives of the test.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
--	--------------------	--

The IOC value of content validity of interview test including its descriptive band scales was high at 0.91.

Validation of Narrative Test

Objectives	Contents	Experts' Validation +1 0 -1
The objective was to elicit the test-taker English oral performance through her/his storytelling creatively produced from the prompt. The test constructs were: - test-taker should be able to describe the character, scene, and situation in the prompt. - test-taker should be able to narrate events or sequences of events. - test-taker should be able to speculate on future events and their consequences. - test-taker should be able to express personal ideas for the conclusion.	The picture consisted of four small frames. There were three characters shown in the picture. The scene of the picture was in the supermarket.	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$

The IOC value of content validity of the narrative test was at 1.00.

Validation of the Band Scales of the Narrative Test

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>I. To validate the descriptive band scales used for the interview test under seven different aspect of language proficiency.</p> <p>1. COMPLEXITY</p>	<p>Descriptive band scales: from 5 to 1</p> <p>5 shows a prominent use of complex sentences other than those of simple and compound. 4 shows a variety use of simple and compound sentences with a few complex structures. 3 shows a variety use of simple and compound structures. 2 uses simple structures correctly with a few compound structures. 1 uses fragments and/or choppy sentences.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 1$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>		
<p>2. ACCURACY</p>	<p>5 shows an ability to use correct grammatical structures for all types of sentences. No grammatical error is detected. 4 shows an ability to use fairly correct subordinate clauses. Very minor grammatical errors are found. 3 shows an ability to use correct word order, prepositions, subject-verb agreement, and plural forms. Shows a correct use of conjunctions. Other grammatical errors are still found. 2 uses correct word order and prepositions. Shows an incorrect use of compound structures. Errors in subject-verb agreement, verb form after modal, plural forms, and other incorrect grammatical structures can be found. 1 errors in word order and verb form after modal always occur. Shows an omission of prepositions and plural form markers. Mixes up tenses and/or tends to forget to mark subject-verb agreement.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>		
<p>3. FLUENCY</p>	<p>5 can express her/himself at length with smooth, effortless, and unhesitating flow even when dealing with a conceptually difficult topic.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p>		

	<p>4 can express her/himself fluently. Only a conceptually difficult subject can hinder a natural smooth flow of language.</p> <p>3 can produce longer utterances with a few short pauses.</p> <p>2 can produce long utterances. There are some noticeably long pauses.</p> <p>1 can produce short utterances. Pauses and false starts are evident.</p>	<p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
4. PRONUNCIATION	<p>5 has acquired a clear near-native, or almost native-like intonation of English speakers.</p> <p>4 can place stress correctly in order to express finer shades of meaning. Has acquired a natural and almost near-native intonation of English speakers.</p> <p>3 can place sentences stress correctly. Has acquired a natural and intelligible pronunciation and intonation.</p> <p>2 pronunciation is understandable with a noticeable Thai accent. Mispronunciations may sometimes occur.</p> <p>1 Mispronunciation always occurs, and hard to be understood.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
5. VOCABULARY	<p>5 has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialism.</p> <p>4 possess a broad lexical repertoire enough for expressing him/herself without using any circumlocutions. Has basic knowledge of idiomatic expressions.</p> <p>3 has a sufficient vocabulary to express her/himself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies, work, travel, and current events.</p> <p>2 has elementary vocabulary for the expression of basic communicative needs.</p> <p>1 has a little repertoire of vocabulary.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
6. THEMATIC DEVELOPMENT	<p>5 can give elaborate descriptions or narratives, integrating sub-themes, developing particular</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p>

	<p>turning points or problems, and rounding off with an appropriate conclusion or solution.</p> <p>4 can develop a clear description or narrative, expanding and supporting her/his main points with relevant supporting details and examples.</p> <p>3 can describe from the picture about its scene, characters, and events in a sequence.</p> <p>2 can only describe from the picture in a simple list of points about its scene, some of its characters, and/or some of the main events.</p> <p>1 can hardly describe about the scene, character(s), and/or event from the picture.</p>	<p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
7. COHERENCE AND COHESION	<p>5 can produce smoothly flowing and well-structured speech through the use of connectors, pronouns, determiners, and transition expressions including other cohesive devices.</p> <p>4 use pronouns and determiners as well as a variety of connectors to mark the cohesion of ideas.</p> <p>3 can use a variety of simple connectors to mark the relationships between ideas.</p> <p>2 can use only some simple connectors like "and" and "but" to link simple sentences in order to describe something or events in a sequence.</p> <p>1 no apparent use of any simple connectors to link groups of words together.</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
		Overall IOC of Part I was 1.00
II. To validate whether the descriptors or rubrics were easy to use.	As mentioned above	<p>Expert One +1 Expert Two +1 Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p>

		Comment: It was commented that the descriptors were too complicated to rate test-taker's production spontaneously.
III. To validate whether the number of band scales appropriate.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
IV. To validate whether the weight given to each band scale appropriate.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
V. To validate whether the band scales appropriate for measuring the instructional objectives of the test.	As mentioned above	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$

The overall IOC index value of content validity for the Oral Proficiency Test used as a Pretest and Posttest was at 0.934.

Appendix 7: Teacher's Observation Form and Field Notes

Teacher's Observation Form and Field Notes

(New/Repetition) Date:.....

Yes No

1. Is the task effective in getting participants to interact and practice their oral skills?

In what ways?.....

2. Are there some tensions among certain participants that tend to interfere with the task?

What kinds of them? (Describe the scene)

3. Do the participants find the topic/material/task interesting?

How? (Describe the scene)

4. Do they have enough time to complete the task?

5. Do they have enough language skills to participate in this task?

What they do to prove that?

6. Do they listen to each others during the task?

7. Do they ask each others for opinions during the task?

8. Do they work collaboratively with their peers?

9. Do they act naturally and collaboratively towards their peers?

10. When group discussions occur, do they all tend to contribute?

How? (Describe the scene)

.....

.....

11. Do they incorporate the ideas of each others in completing the task?

How?

.....

12. Do they share all task responsibilities equally during the task?

How?

.....

.....

13. Do most of them cooperate rather than compete with one another during the task?

How?

.....

.....

14. Do they show a common concern for the success of their groups/classes?

How?

.....

.....

15. Are there some participants who want their work to be better than their peers?

How? (Describe the scene)

.....

.....

.....

.....

I. How did the participants co-construct a narrative task during their collaborative work?
(By negotiation?/ By interaction?/ By other methods? Then what is it?)

.....

.....

.....

.....

II. Do they succeed in co-constructing a narrative task?

.....

.....

.....

III. What did they talk about during the planning time?
(About form?/ About meaning?/ About other things? Then what is it about?)

.....

.....

.....

.....

Appendix 8: Content Validity of Teacher's Observation Form and Field Notes

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>Part 1: Check-lists</p> <p>1. To find out how and in what ways the task affected the participants.</p>	<p>Questions 1 to 2</p> <p>Q1: Is the task effective in getting participants to interact and practice their oral skills? Yes/No</p> <p>Q2: Are there some tensions among certain participants that tend to interfere with the task? Yes/No</p>	Expert One	+1	
	<p>2. To find out what factors helped the participants work together.</p>	<p>Questions 3 to 5</p> <p>Q 3: Do the participants find the topic/material/task interesting? Yes/No</p> <p>Q 4: Do they have enough time to complete the task? Yes/No</p> <p>Q 5: Do they have enough language skills to participate in this task? Yes/No</p>	Expert Two	+1
<p>3. To find out how the participants reacted among their peers while they were working together.</p> <p>4. To find out what the participants did when they were working together.</p>	<p>Questions 6 to 15</p> <p>Q 6: Do the participants listen to each other during the task? Yes/No</p> <p>Q 7: Do they incorporate the ideas of each other in completing the task? Yes/No</p> <p>Q 8: Do they share all task responsibilities equally during the task? Yes/No</p> <p>Q 9: Do they ask each other for opinions during the task? Yes/No</p> <p>Q 10: Do they work collaboratively with their peers? Yes/No</p>	Expert Three	+1	

Note: $IOC = \sum R/N$
 $R = 3$
 $N = 3$
 $IOC = 3 \div 3$
 $= 1.00$

Expert One +1
 Expert Two +1
 Expert Three +1

Note: $IOC = \sum R/N$
 $R = 3$
 $N = 3$
 $IOC = 3 \div 3$
 $= 1.00$

Expert One +1
 Expert Two +1
 Expert Three +1

Note: $IOC = \sum R/N$
 $R = 3$
 $N = 3$
 $IOC = 3 \div 3$
 $= 1.00$

	<p>Q 11: Do they act naturally and collaboratively towards their peers? Yes/No</p> <p>Q 12: When group discussions occur, do they all tend to contribute? Yes/No</p> <p>Q 13: Do most of them cooperate rather than compete with one another during the task? Yes/No</p> <p>Q 14: Do they show a common concern for the success of their groups/class? Yes/No</p> <p>Q 15: Are there some participants who want their work to be better than their peers? Yes/No</p>	<p><u>Comments:</u> Q 9 to 12 should come before Q 7 because participants needed to ask before they incorporated.</p>
<p><u>Part 2: Open-ended questions</u></p> <p>1. find out how the participants built their knowledge together while they were working in the group.</p> <p>2. To find out what type of knowledge the participants were focusing on when they worked together in the group.</p>	<p><u>Questions:</u></p> <p>I. How did they co-construct a narrative task during their collaborative work? (By negotiation?/ By interaction?/ By other methods? Then what was it?)</p> <p>II. Did they succeed in co-constructing a narrative task?</p> <p>III. What did they talk about during the planning time? (About form?/ About meaning?/ About other things? Then what was it about?)</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$</p> <p>R = 3</p> <p>N = 3</p> <p>IOC = $3 \div 3$</p> <p>= 1.00</p> <p><u>Comments:</u> It was suggested that observer's assistant should be trained of how to use this Observation Form together with the definitions of the terms "negotiation" and "interaction".</p>

The overall IOC index of the content validity for the Teacher's Observation Form was very high at 1.00.

Appendix 9: Student's Report FormStudent's Report Form

Date:.....	Name:.....
Member of the group: 1/ 2/ 3/ 4/5	Assigned role:.....
New/ Repeated Narrative Task	Topic:

1. Write the name of the person who acted as a **chair**.
2. Write the name of the person who acted as a **monitor**.
3. Write the name of the person who acted as a **reporter**.
4. Write the name of the person who acted as a **time-keeper**.
5. Write the name of the person who acted as a **note-taker**.
6. What one word would you use to describe **how the group was today?**
7. What one word would describe the way **you would like the group to be?**.....
8. Was everyone participating? **Yes/No**
- Could you explain why this **happened/did not happen?**.....
-
-
-
-
9. Did you **try to help each others and say what you had thought?** **Yes/No**
- If **yes**, give some examples of what you said from your thought.
-
-
- If **no**, why didn't you do that?
-
-
10. Did you **listen and pay attention** to each others? **Yes/No**.....
- If **YES**, why did you listen and pay attention to each others?
-
-
- If **NO**, why didn't you listen and pay attention to each other?.....
-

11. Was there anyone talking most of the time? **Yes/No**.....

Do you know why? Please explain

.....
.....
.....
.....

12. What **language knowledge** (e.g., vocabulary, grammatical structures, new expressions, etc.) have you learned today **from working in your group**? Please **explain in details and give examples** (e.g., I learn new vocabulary such as ..., new expressions such as ..., and so on)

.....
.....
.....
.....
.....
.....

13. If you have learned some new language knowledge today, **how did you learn this new language knowledge** (e.g., talking about a language problem with your peers, looking up new words, and so on)? Please explain in details

.....
.....
.....
.....
.....
.....

Appendix 10: Content Validity of Student's Report Form

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>1. To get more information whether the participants work collaboratively in their group.</p> <p>2. To find out whether the participants contribute to their group besides performing their own role.</p>	<p><u>Questions 1 to 11</u></p> <p>1. Write the name of the person who acted as a chair.</p> <p>2. Write the name of the person who acted as a monitor.</p> <p>3. Write the name of the person who acted as a reporter.</p> <p>4. Write the name of the person who acted as a time-keeper.</p> <p>5. Write the name of the person who acted as a note-taker.</p> <p>6. What one word would you use to describe how the group was today?</p> <p>7. What one word would describe the way you would like the group to be?</p> <p>8. Is everyone participating? Y/N Why?/Why not?</p> <p>9. Are you trying to help each other and say what you think? Y/N Why?/Why not?</p> <p>10. Are you listening and paying attention to each other? Y/N If No, Why not?</p> <p>11. Is there anyone talking most of the time? Y/N Why?/Why not?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p> <p><u>Comments:</u> Q 8 to Q 11: Questions "Why/Why not?" are quite vague. And the tense should be in the past.</p>		
<p>3. To get more information on what type of language knowledge the participants have gained from working within their group.</p>	<p>12. What language knowledge have you learned today?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p> <p><u>Comment:</u> There should be an example after the words "language knowledge" to be clearer.</p>		

4. To get more information on how the participants get the new language knowledge	13. If you have learned new language knowledge today, how did you learn this new language knowledge?	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$ <u>Comment:</u> An example should be provided after "how did you learn this new language knowledge?".
---	--	--

The IOC index of content validity for the Student's Report Form was very high at 1.00.

Appendix 11: Interview Questions for Co-construction Process

Date:	Week:
Name of interviewee:	

1. Did you have problems/troubles while working on the planning of the narrative task?

If **YES**, go to question 2.

If **NO**, go to question 3.

2. What were the problems/troubles?

.....

How did you solve the problems/troubles?

.....

3. How did you plan the narrative task with your group?

.....

4. What language knowledge (e.g., vocabulary, grammatical structures, new expressions, etc.) did you learn from working together with your group?

.....

.....

5. Do you think your group collaborated well?

If **YES**, why?

.....

If **NO**, why not?.....

.....

6. What do you think could be done to improve your work together?

.....

.....

.....

Appendix 12: Content Validity of Interview Questions for Co-construction Process

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>1. To find out the possible problems that may arise while the participants are planning for the task.</p> <p>2. To find out how they solve these problems.</p>	<p><u>Question 1 to 2</u></p> <p>1. Did you have problems while working on the planning of the narrative task? If yes, go to question 2. If no, go to question 3.</p> <p>2. What were the problems? How did you solve the problems?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p> <p>Comment: Add problems/troubles.</p>		
<p>3. To get more information on what the participants do while they are planning the task.</p>	<p>3. What were the things that you did while you were planning for the narrative task in your group?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p> <p>Comment: Agree, except the word "THINGS".</p>		
<p>4. To find out what type of language knowledge the participants gain from the co-construction process.</p>	<p>4. What language knowledge (e.g., vocabulary, grammatical structures, new expressions, etc.) did you learn from working together with your group?</p>	<p>Expert One +1</p> <p>Expert Two +1</p> <p>Expert Three +1</p>		

		<p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
To get more information on what should be improved to enhance the collaboration within the group	<p>5. Do you think your group collaborated well? If yes, Why? If no, Why not?</p> <p>6. What do you think could be done to improve your work together?</p>	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>

The content validity of this instrument was very high showing the IOC index at 1.00.

Appendix 13: Guidelines for T-unit, clauses, and errors

T-units

- a) A T- unit is defined as an independent clause and all its dependent clauses.
 b) Count run-on sentences and comma splices as two T-units with an error in the first T-units with an error in the first T-unit.

Ex. My school was in Saudi Arabia, it was the best school there.

T	/	T
1 error		error-free

If several comma-splices occur in a row, count only the last as error free.

- c) For sentence fragments, if the verb or copula is missing, count the sentence as 1 T-unit with an error. If an NP is standing alone, attach it to the preceding or following T-unit as appropriate and count as an error. If a subordinate clause is standing alone, attach it to the preceding or following S and count it as 1 T-unit with an error.
 d) When there is a grammatical subject deletion in coordinate clause, count the entire sentence as 1 T-unit.

Ex. First we went to our school and then went out with our friends.

- e) Count both “so” and “but” as coordinating conjunctions. Count “so that” as a subordinating conjunction unless “so” is obviously meant.
 f) Do not count tag-questions as separate T-units.
 g) Count S-nodes with a deleted complementizer as a subordinate clause as in

Ex. I believe that A and (that) B = 1 unit.

- h) But, direct quotes should be counted as:

Ex. John said, “A and B.”

1 T-unit	1 T-unit
----------	----------

- i) Assess the following type of structures on a case-by-case basis.

Ex. If A, then B and C.

As a result, A or B.

- j) Count T-units in parentheses and individual T-units.

Clauses

- a) A clause equals an overt subject and a finite verb. The following are only one clause each.

Ex. He left the house and drove away.

He wanted John to leave the house.

- b) Only an imperative does not require a subject to be considered a clause.

c) In a sentence that has a subject with only an auxiliary verb, do not count that subject and verb as a separate clause (or as a separate T-unit).

Ex. John likes to ski and Mary does too.

John likes to ski, doesn't he?

John is happy and Mary is too.

Error Guidelines

- a) Do not count spelling errors (including word changes like "there/their").
- b) Be conservative about counting comma errors; don't count missing comma between clauses or after prepositional phrases. Comma errors related to restrictive/non-restrictive relative clauses *should* be counted. Extraneous commas should also be considered errors.
- c) Base tense/reference errors on preceding discourse; do not look at the sentence in isolation.
- d) Don't count British usages as errors.

Ex. "in hospital", "at university" - collective nouns count as plural

- e) Be lenient about article errors from translations of proper nouns.
- f) Don't count errors in capitalization.
- g) Count errors that could be made by native speakers (e.g. between you and I).
- h) Do not count register errors related to lexical choices (e.g. lots, kinds).
- i) Disregard an unfinished sentence at the end of the essay.

Word Count

- a) Count contractions as one word whether correct or not.
- b) Count numbers as one word.
- c) Count proper nouns in English and in other languages as they are written.
- d) Do not count hyphenated words as single words. (e.g. well-written = 2 words)
- e) Don't include essay titles in word count.
- f) Count words as they are written, even if they are incorrect. (e.g. a lot - 1 word)

(Source: Polio, C. G. 1997. Measures of linguistic accuracy in second language writing research. *Language Learning* 47/1: 101-143.)

Modifications of T-unit for this study

T-unit is defined as an independent clause with or without any dependent clauses attached to it. However, the independent clauses that are used for a purpose of interacting with the audience, e.g., all right, ok, and so on are discarded, and not counted as a T-unit.

Fluency is calculated in terms of the number of unfilled pauses (for one second) indicating by the sign (+) per T-unit. The higher the number of pause it is, the less fluent the speech. However, fillers and false starts such as er, um, and so on are not counted.

Accuracy is calculated in terms of the incidence of error per T-unit. The higher the number of error it is, the less accurate the speech. Errors include the incorrect use of articles, tenses, subject-verb agreement, phrasal verbs, prepositions, and vocabulary. The repetitions of words, grammatical errors, or slips of tongue followed by an immediate self-correction are not taken into consideration.

Complexity is calculated in terms of the number of grammatical words per T-unit. The higher the number of words it is, the more complex the speech. However, the repetitions of words before the self-correction or grammatical errors are not counted as well as words that are used to interact with the audience, e.g., ok, ah ha, and so on.

CONVENTION OF TRANSCRIPTION

/	indicated the cutting point for each T-unit
+	indicated a pause of one second
X	indicated an incomprehensible or inaudible word
XXX	indicated an incomprehensible or inaudible phrase length
()	indicated a translation of a word or a phrase spoken
{ }	indicated a description or an explanation of an action
(!)	indicated an interruption
w0rd	indicated an emphasis
wo:rd	indicated a prolongation of sound
£word£	indicated smile voice
wo(h)rd	indicated laugh particle inserted within a word
((word))	indicated transcriber's comments

Appendix 14: Transcriptions of Pilot Studies

1. The Pilot Study of Topic 1 (Snack Attack) conducted with 5 participants: A, B, C, D, and E.

1) Participant: A

Transcription of new narrative

(1) Um Smith is a healthy boy / (2) um he always plays soccer basketball swimming and baseball / (3) he is an active boy / (4) he always do the activities / (5) however in September after school he he start er eating snack and he always spends most of the time watching TV and play the computer game / (6) um + after four month um he hasn't exercised at all / (7) um as a result um he's get fat

Numbers of T-unit = 7

T-unit	Pauses	Errors	No. of words
1	-	-	5
2	-	-	8
3	-	-	5
4	-	1	5
5	-	3	24
6	1	1	8
7	-	2	6
Total: 7	1	7	61

Transcription of narrative task repetition

(1) During last summer Peter is an active healthy boy / (2) he always do this the sport activity such as soccer swimming basketball and baseball during his free time but later he started to ignore the the activity and started to watch TV played the computer game and enjoyed eating snack / (3) as a result four month later he find himself getting chab er getting fat and lose confidence

Numbers of T-unit = 3

T-unit	Pauses	Errors	No. of words
1	-	1	9
2	-	4	38
3	-	3	14
Total: 3	-	8	61

2) Participant: B

Transcription of new narrative

(1) This is a story of a boy / (2) um once there was a boy / (3) he lived in America and his name was Tommy / (4) Tommy was a very active boy / (5) during the summer vacation he has more free time so he loved rolling on a green grass um playing soccers sunbathing swimming playing basketball / (6) but when the time to go back to school has come Tommy have to change his habit by er from er rolling on the grass or from playing the sports / (7) he have to stay in the house and by watching his television um er playing the internet or playing the video games / (8) so during his watching he is so lazy to go into the kitchen and find something to eat so he like to having a snack during he playing the game or during he watching the television / (9) well after the four month has passed he was getting fat / (10) and when he go to school his friend was teasing him / (11) um he call they call him a fatty so um Tommy was very sad / (12) and he try to figure out the way to solve this problem so he try to exercise start exercise again / (13) his he try to play basketball again / (14) he try to swimming again so well for this one or two month pass he became a healthy boy again

Numbers of T-unit = 14

T-unit	Pauses	Errors	No. of words
1	-	-	7
2	-	-	5
3	-	-	9
4	-	-	6
5	-	2	23
6	-	2	27
7	-	2	18
8	-	6	36
9	-	1	11
10	-	1	11
11	-	1	10
12	-	4	20
13	-	1	6
14	-	5	19
Total: 14	-	25	198

Transcription of narrative task repetition

(1) Once upon a time there was a fat boy / (2) his name was Oak / (3) what Oak loved to do is to play computer game and to watch television / (4) and while doing these things he's too he was too lazy to walk into the kitchen and to have a proper meal like rice and meat / (5) then he came up with a solution / (6) he grasped all the snacks like French fries potato chips cookies and ice cream with him and then he ate all these snacks while during he continued doing his favourite activities / (7) Oak hate exercising / (8) he never played with the other kids during the lunch time / (9) one day he found that he cannot put on his fav favourite jeans anymore / (10) it was too tight and his t-shirt was was too small / (11) then he came up with the idea that he he was too fat / (12) and then he need to to be he needs to be thinner / (13) then he have to exercise / (14) he start playing basketball spending time with the outdoor and

rather sitting in the room and then playing the computer or to watch the television / (15) four month passed by Oak found out that he can put on the same jeans again and he feel happier / (16) then he promised that he will not er eat too much snack again

Number of T-unit = 16

T-unit	Pauses	Errors	No. of words
1	-	-	9
2	-	-	4
3	-	1	14
4	-	-	24
5	-	-	7
6	-	-	30
7	-	1	3
8	-	-	11
9	-	1	13
10	-	-	10
11	-	-	12
12	-	1	7
13	-	1	5
14	-	5	25
15	-	3	20
16	-	1	12
Total: 16	-	14	206

3) Participant: C

Transcription of new narrative task

(1) This is a boy / (2) his name is Tom / (3) um this is his summer vacation / (4) + + + he has free time to play soccer basketball swimming and baseball because he don't have to go to he doesn't have to go to school / (5) and after the summer vacation end the school and the stress will come back again so he have to study hard and um do a lot of homework / (6) ah because of lots of homework and his stress his ah his parents bought ah buy a lot of snacks and cookies so so he um eat a lot and during and watch TV / (7) and after a month his parents buy a new computer + + + and he and this and Tom always spend time in front of computer / (8) um + + + + and during during he's spend time in front of computer . he's also having ice cream and snack that his parents buy so so um one day he get fatter / (9) and after he get fatter ah his parents ah set a rule that he have to ah that if he want to play computer or watching TV he have to he has to um do sport

Numbers of T-unit = 9

T-unit	Pauses	Errors	No. of words
1	-	-	4
2	-	-	5
3	-	-	5
4	3	-	19
5	-	3	27
6	-	2	25
7	3	1	19
8	4	3	25
9	-	4	25
Total: 9	10	13	154

Transcription of narrative task repetition

(1) Today I have a story about Tom to tell you / (2) in a in a sunny day there is a there is a healthy and cheerful boy and his name is Tom / (3) Tom likes playing sport and outdoor activities such as camping soccer and basketball / (4) he always spend time with his friends when he has when he has free time but one day he has his own TV in his own bedroom / (5) his habit is changed / (6) he's lazier because he watch TV all the time and while watching TV he eat snacks / (7) after a lit fortunately he er he get a good fortunately he get a good grade from school so he becomes a new a he becomes a new computer as a birthday gift from his parents / (8) and after they get a computer they pay all his attention to his new computer and and the same and the same case he eat sweet in the he eat sweet while while um while playing computer / (9) after two after just two weeks pass he feel bored with his computer and then he returned to watch TV / (10) and you can guess he still eat snacks / (11) and the same (laughing) the same situation happen that he bored with his compu with his TV again and turn to pay attention to the his compute um but you can guess again that he still ah eat sweet and snacks / (12) the result of ah playing computer not playing sport and watching TV and eat snacks ah make Tom make Tom a fat boy / (13) and after he go and then when he goes to school he was teased by his friends again and again / (14) and he think that um he don't like ah he don't like himself in this situation that he's a fat boy so he changes his habit / (15) he turn to play sports and outdoor activities - and he try to eat the proper amount of snacks and sweets / (16) finally he's successful with his diet course / (17) then he become a healthy boy

Numbers of T-unit = 17

T-unit	Pauses	Errors	No. of words
1	-	-	10
2	-	-	16
3	-	1	13
4	-	1	24
5	-	-	4
6	-	2	16
7	-	3	21
8	-	7	25
9	-	2	18
10	-	1	8
11	-	4	36
12	-	1	19
13	-	1	15
14	-	2	21
15	-	2	20
16	-	-	7
17	-	1	6
Total: 17	-	28	279

4) Participant: D

Transcription of new narrative task

(1) Today I would like to + tell you a story about a boy called Tony / (2) Tony was a sport boy / (3) in summer he loved to play + sports like basketball swimming and baseball / (4) his his look was very smart but something happened in his life / (5) after summer vacation he he had to go to school / (6) and after school in September he + enjoyed his his favourite activities like + watching TV / (7) he watched his favourite program um like game shows Fan PunThae and while while he was watching TV he eats he ate snack like potato chips and also Coca Cola / (8) and do you know do you know what happened in his life / (9) if you don't I will tell you about his life in October / (10) in October + after school after school in October he also do he he also did such activity but um but his um ah um the more thing he did was um playing computer and surfing the internet / (11) and he stopped he stopped eating potato chips and Cola Cola + but now but then the trend of his ah his food was Um ice cream + Swenson / (Laughing) (12) and ah do you already know what happened to his life / (13) if not (laughing) the story is continuing / (14) after school in November he he turned to watch TV again / (15) and now he watched the movie called the Aviator / (16) and while watching TV he ate S&P cookies / (17) ugh he enjoyed it very much / (18) can you guess now what happened to him / (19) no no really / (20) ok so the story about him I I will explain you again / (21) ah I will explain you later / (22) no no no I don't mean that / (23) I mean I mean I will tell (laughing) I will tell you activities of him in December / (24) in December again again he he played er computer he he played computer / (25) and he what what what did he eat / (26) I I um I think French fry French fry / (27) no I I think now you you have to know what happened to him / (28) he become became fatter and fatter + + and he looks very fat / (29) the smart look of him is gone / (30) now he is a fat boy and his parent his parent don't know what happen to him so they they try to figure out what happen to him and they they don't know / (31) they they just know

that he always play computer game he always play internet always watch TV but his parents don't know at all that he + that he + always eat while he is doing his enjoyable activities

Numbers of T-unit = 31

T-unit	Pauses	Errors	No. of words
1	1	-	14
2	1	-	5
3	-	-	12
4	-	-	11
5	-	-	9
6	2	-	13
7	-	1	27
8	-	-	12
9	-	-	12
10	1	2	21
11	2	-	20
12	-	-	10
13	-	-	6
14	-	-	10
15	-	-	9
16	-	-	8
17	-	-	6
18	-	-	8
19	-	-	3
20	-	1	11
21	-	-	5
22	-	-	5
23	-	-	9
24	-	-	6
25	-	-	5
26	-	1	4
27	-	-	12
28	2	1	10
29	-	1	7
30	-	3	29
31	2	5	34
Total: 31	11	15	353

Transcription of narrative task repetition

(1) Today I will I will talk about the story of of Peter / +++ (2) I'm a friend of Peter / (3) I've known him since last summer / (4) er I have saw I I saw his picture because Peter is I know him from the computer game online and he sent his picture to me / (5) he + he was a very good-looking boy / (6) he was very very very healthy boy I think but I have never met him personally that that that time but one day um just last week I met him / (7) I met Peter but he he didn't look like his picture / (8) he was very very fat and I can't believe that it was Peter / (9) and he explained me this is the

real Peter but but he was he was like he was fatter because and because then he explained me the reason why he gets fatter / (10) er during during since last summer he + he was always playing computer games and watching TV and I I believe him because I also play computer games with him / (11) I also chatting with him / (12) I also playing the game online but but er he while while he while he was playing games he also eats snack / (13) he also drink and he he didn't play sport like last summer + so he get fat / (14) and he explained me the reason and I try to understand him + but that know everyone can get fat + get fat / (15) and that's all about my story

Numbers of T-unit = 15

T-unit	Pauses	Errors	No. of words
1	-	-	9
2	3	-	5
3	-	-	6
4	-	1	20
5	1	-	23
6	-	1	25
7	-	-	10
8	-	-	12
9	-	3	28
10	1	1	25
11	-	1	5
12	-	1	16
13	1	3	15
Total: 15	7	14	223

5) Participant: E

Transcription of new narrative task

(1) Today I would like to tell a story about a boy named Sakol / (2) um Sakol is a healthy boy / (3) he love to play a lot of sport like basketball baseball ah soccer but after he found the interesting TV program he never played sport anymore / (4) he spent a lot of his time to + ah + watch TV play games or something and because his parent has to work outside so he has to find some meal but he can't cook anything so he has to find some snack to eat while he watched TV / (5) and he never know himself that he get fatter and fatter during this four months + until he fall in love with one girl / (6) and + he looks himself that he very fat + so his his his um that girl never interested in him so he turned to play sport again / (7) he played um soccer basketball very hard / (8) and after that he get thinner and thinner and become a + handsome guy a happy and a popular in many girls

Numbers of T-unit = 8

T-unit	Pauses	Errors	No. of words
1	-	-	13
2	-	-	5
3	-	5	25
4	2	6	47
5	1	3	23
6	2	5	22
7	-	1	6
8	1	2	21
Total: 8	6	22	162

Narrative task repetition

(1) Today I would like to tell a story about a problem in family at the present day / (2) um this is a boy named Sakol / (3) he is ten years old / (4) um his parents have to work all day and come home late at night / (5) he ignore to take care of his children / (6) + ah + he spoil his child with money and + he think that money can make him happy / (7) and during holiday this boy spend time playing game watching cartoon and eating snack / (8) he live in their own world that's he doesn't have relationship with his friends / (9) until one day his mother come home early he she found that his child seem to be unhappy / (10) he doesn't have interaction with other people and the most important thing he get fatter + so his mother try to help him to lose his weight / (11) she suggest his child to + exercise / (12) he plays a lot of sport like um soccer basketball swimming and baseball / (13) after one month in summer he becomes thinner and handsome guy and become the most happiest guy in the world

Numbers of T-unit = 13

T-unit	Pauses	Errors	No. of words
1	-	-	17
2	-	-	6
3	-	-	5
4	-	-	13
5	-	2	8
6	3	2	15
7	-	3	14
8	-	4	14
9	-	4	17
10	1	4	26
11	1	1	6
12	-	1	12
13	-	2	20
Total: 13	5	23	173

2. The pilot study of Topic 4 (Travel) conducted with one participant of was a Medium score achiever.

Transcription of new narrative

(1) Our today's topic is Travel / (2) and I and fortunate everyone in this class likes traveling / (3) people travel for many purposes / some travel for business work some for study and some for specific purpose / (4) + today I have a story about a man named Mark to tell you / (5) + one sunshine day in the hot summer + the heart-broken young handsome guy named Mark went to Thailand to forget his bad memory about love / (6) he went to the beach Panya Island be(h)cause he heard that there are many sexy beautiful girls and it's a nice place to find someone new / (7) + while he was sitting alone he was looking around / (8) and + a sexy girl came to him and asked him a question + that he didn't understand but later he know he knew that she see she sold seashell on the seashore / (9) and the seashell that she sells at sh and the sea(h)shell that she sells are the sh seashore shells / (10) he decided not to buy it / (11) and later that he saw a muscle man and he thought that how handsome he is / (12) oh my goodness / (13) he realized that he isn't x / (14) he is bisexual / (15) he loves the man really / (16) his hot heart make the temperature ri(h)ses / (17) + he wanted to swim so he ran directly to the sea / (18) unfortunately the na the nature punished him / (19) the big wave swallowed him in the deepest sea / (20) he couldn't avoid death / (21) like us we all must die one day / (22) please notice that we must die in some day / (23) we don't know when so + do it your best and make a good deed before we die

Number of T-units = 23

T-unit	Pauses	Errors	No. of words
1	-	-	5
2	-	3	8
3	-	-	5
4	1	-	13
5	2	-	24
6	-	1	26
7	1	1	8
8	2	2	26
9	-	1	10
10	-	1	6
11	-	4	13
12	-	-	3
13	-	-	5
14	-	-	3
15	-	2	4
16	-	2	7
17	1	-	11
18	-	-	5
19	-	9	9
20	-	-	4
21	-	-	8
22	-	1	8
23	1	-	17
Total: 23	8	27	228

Narrative repetition

(1) Today is a story of Travel again and I would like to tell you a story of Saint Lucifer / (2) + (!) Lucifer / (3) + one hot summer Saint Lucifer was assigned by God to observe the human world so he disguised himself to be like ordinary people / (4) he went to Tarutao Beach / (5) he met a lot of people there / (6) he saw the beautiful woman a strong men / (7) he saw lovely children and he thought that human beings were so very happy and wonderful and he wants this world line last forever / (8) suddenly he felt something wrong / (9) the weather was hotter and hotter / (10) he used his supernatural power to stop the sun power / (11) then the climate was cool and so dark because of this sudden climate change / (12) the underwater wave named Sunami occurred / (13) + how good he is / he sacrificed himself to save the world from this disaster / (14) he fought with the enormous wave / (15) finally this world became beautiful again up until now / (16) in real world we don't know that Angel or God exists or not but everybody has an angelic characteristic within his or herself / (17) this angelic characteristic to do a good deed to make our world beautiful and peaceful / (18) and I would like to invite all of you to do good deeds for our beloved country and our world / (19) just a little good thing you do can make our world better

Total of T-units = 19

T-unit	Pauses	Errors	No. of words
1	-	-	19
2	1	-	1
3	1	-	23
4	-	-	5
5	-	-	7
6	-	3	8
7	-	2	24
8	-	-	5
9	-	-	6
10	-	-	10
11	-	2	13
12	-	-	6
13	1	-	4
14	-	-	6
15	-	-	9
16	-	1	23
17	-	3	14
18	-	-	20
19	-	-	12
Total: 19	3	11	215

3. The pilot study of Topic 5 (Study Time) conducted with one participant who was a High score achiever.

New narrative task

(1) First of all I believe that all all of you all final exams are just around the corner and all of you have your own way to study / (2) right? / (3) So today um I would like to introduce you one of a high school boys that used his study time ah less + um + not useful enough / (4) well + um this boy his name is Mike / (5) + and Mike is a high school boy at St. Gabriel School / (6) he was a very X and a smart guy / (7) one day after school he went home and he realized that he had a lot of work to do and he had a lot of ah + a lot of ah subjects and he needs to study for his final exam + so he went on his all schedule and set on the desk / (8) as soon as he sat on the desk he felt asleep and he yawned all the time / (9) + and he don't know what happened with him when he sat on the desk / (10) + then he want he wanted to + er relax himself by calling his friends and he talked on the phone for an hour / (11) then + he felt hungry / (12) he went to the kitchen and grasped one apple from the refrigerator and came back to study again / (13) + but suddenly he realized that his + his famous show was on TV during that time so he he turned around he turned around his back and turned on the television which is the Academy Fantasia Season Three Program and Tui V12 is his role model so he watched he watched that TV program until the end of the show / (14) then he + came back to study again but as soon as + as soon as he + he went back to the desk he felt that he need something interesting more than reading a book so he + he turned on the radio / (15) and as soon as the radio + the song of El Ninyo + started he turn ah his heart is his heart was un out of control / (16) and he was dancing along + along the song until the end of the song but finally + when his eyes catch when his

eyes caught on the clock it's already ah almost five sorry eleven o'clock at night / (17) he went back again er on on his study but + + he he already felt asleep so he went back to sleep / (18) and then + and then he + he woke up with no + condition of any anything in his head / (19) and this is just one story of one person who used the time badly so I I recommend all of you to + to manage the time wisely to study on your final exam

Total of T-units = 19

T-unit	Pauses	Errors	No. of words
1	-	4	24
2	-	-	1
3	-	3	22
4	1	1	6
5	1	1	11
6	-	-	8
7	2	9	46
8	-	-	17
9	1	2	14
10	2	1	18
11	1	-	4
12	-	-	18
13	2	3	51
14	4	2	35
15	2	2	16
16	2	-	29
17	2	2	18
18	3	3	14
19	1	2	31
Total: 19	24	35	383

Narrative repetition

(1) Today is Study Time / (2) I believe that our final examination is just around the corner / (3) right? / (4) So today I have one story about a student who who who er who actually uses his study time badly so let's begin / (5) this is a story of a student named Tom / (6) he is a third year student at one college / (7) one day after class he realized that he had a lot of work to do so when he was home he start he started thinking about all the work he had he had to finish / (8) but as soon as he + opened the book he felt asleep and yawned and yawning all the time / (9) suddenly he he thought of his friends and he went to the phone call call up his friends and he talked for an hour / (10) and then he felt very hungry so he went to the kitchen and grasped one apple to eat / (11) while he was studying and then he realized that the TV program he liked was on air this time so he decided to turn on his television and watched it until the end of the program / (12) but unfortunately it was about nine o'clock in the evening so he had to get back to work / (13) + and then he after he sat on his desk studying and doing his homework his mind doesn't concentrate on it anymore so he decided again to turn on the radio and danced along his favorite music until his eyes caught on the clock and it was almost midnight / (14) so + again he turned off the radio and sat down to study / (15) however it was too late for him he felt asleep again

and he left all his homework and went to sleep / (16) since then his work would never be done and his behavior would never be changed / (17) so after after I have tell I have told you this story I + ah suggest all of you that you have to manage your time wisely and use er your time to study and I hope that you will be successful in your study

Total of T-unit = 16

T-unit	Pauses	Errors	No. of words
1	-	-	4
2	-	-	11
3	-	-	1
4	-	4	18
5	-	-	9
6	-	1	9
7	-	-	31
8	1	3	15
9	-	2	22
10	-	1	17
11	-	3	34
12	-	4	17
13	1	1	48
14	1	-	12
15	-	-	21
16	-	-	15
17	1	-	38
Total: 17	4	19	322

Appendix 15: Content validity of categories for co-construction process

Background information to explain the co-construction process

I. A model of group development

Gersick (1988, cited in Burn, 2004: 183-185) created a model of group development from his field study's observation of his special project groups to study the developmental phases of time-limited task groups. He called his model, "Punctuated Equilibrium Model", where the small groups were given tasks to work on with specific deadlines for their completion. His phase model of group development is as follows:

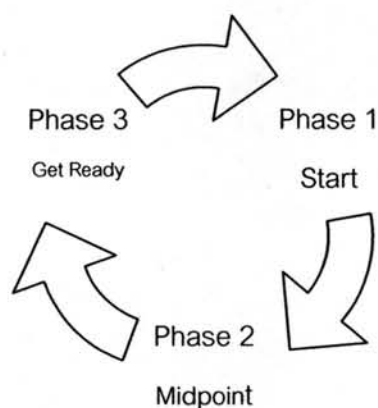
First Meeting & Phase 1	Midpoint Transition	Phase 2	Final Meeting & Completion
At the first meeting members display the framework through which they approach their projects for the first half of their calendar time. A period of inertia results where group moves on the course suggested by its initial framework.	Midpoint between the time it starts work and its deadline, the group undergoes change. Sense of urgency about finishing on time. Contacts between organizational contexts lead to reframing of strategy and new agreement about how to complete the task. Little conflict	Execution of plans created in transitional phase. Interpersonal conflicts likely. A second period of inertia occurs where group moves according to the revised framework.	Focus on preparation of final product for presentation. Discussion of outsider expectations prominent.

(Gersick, 1988, cited in Burn, 2004:185)

This model of group development is modified in order to fit into the working cycle while the participants spend 15 minutes planning for the narrative tasks with their group members:

Phase 1: Start (5 minutes)	Phase 2: Midpoint (5 mins – 7 mins)	Phase 3: Get Ready (5 mins - 3 mins)
A period where the group starts discussing and planning for their task after being informed of the task, its topic, its framework, and the members' roles.	A period where the group members are sharing their ideas to build up the content of the narrative task according to its framework and making an agreement about how to complete the task. The sense of urgency to finish planning the task on time is shared among the members.	A period where the members are putting pieces of information to prepare for the final narrative presentation.

Cycle of group development during the planning time



II. Categories from the observation and recordings data

The following categories aim to describe the behavior and structure of interaction used in the co-construction process of the participants. The following categories are modified from other studies on social interaction in the language classrooms (Rulon & McCreary, 1986; Lee, 2004; Foster & Ohta, 2005; Nakatani, 2006) to be more appropriate for the emerged data and the nature of the narrative task which is contextualized and problem-solving (Livo and Rietz, 1986: 20). When they are interacting, they mostly try to make sense of their narratives' content.

The categories are as follows:

Category 1: *Continuers* (modified from Foster and Ohta, 2005) referred to expressions a speaker used to encourage his/her peers to contribute more ideas in their collaborative work. For example: "yes", "ah ha", a complimentary encouragement like "that's a good one", or a phrase such as "go ahead" which is sometimes accompanied by a body gesture to indicate his/her peers to continue speaking.

Extract I:

S1: Once upon a time...and while he watch the television, he eats many snacks.
 S2: *Yes*
 S1: OK and when he didn't watch the television, he played...
 S2: *Yes*
 S1: He gets fat and his friends laugh at him.
 S2: *That's a good one.*

Note: S2 who was the chair of the group asked his peers to share their ideas, and every member collaborated well. When each peer contributed his/her idea, the chair did not listen idly, but rather showing a sign of attention to encourage his peer to continue.

Extract II:

S1: ...maybe we just use the Seven Wonders of the World. Maybe it is the Fuji Mountain because it is one of the Seven Wonders.
 S2: *Go ahead.* [Nodding her head]

Note: All the members were looking at the pictures while discussing of how to narrate a story in a more interesting way. One participant who was S1 suggested his peers to

use one of the Seven Wonders to describe about the scenery in the pictures, and another peer, S2, encouraged him to express his idea further.

Category 2: Other-initiated correction (modified from Lee, 2004) referred to expressions in which the listener provided more accurate pieces of information, in terms of content, vocabulary, and grammar for the speaker.

Extract III:

S1: ...but he just...

S2: *Put off*

S1: Ah ha, he...

S2: *postponed*

S1: Yes, he bought a new computer game.

S2: Ah ha

S1: he postponed to tomorrow and tomorrow and tomorrow.

Note: While S2 was listening to the content of the story that S1 said, he first provided a phrasal verb to help build up the story. Later, S2 offered another choice of word with a similar meaning to that phrasal verb. After that, S1 used the word "postponed" that S2 had suggested.

Extract IV:

S1: Maybe they just got lost...

S2: Or maybe they spent the time so happily, and suddenly they didn't know how to go back home [in Thai].

S1: So?

S2: ...no gas...[in Thai].

S1: *The car run out of gas.*

S2: Yah, gasoline.

Note: The group's members were discussing about the turning point of the story. S1 suggested his idea of having the characters in the pictures to get lost in the wood. Then S2 continued with his idea and got stuck with some words, so she spoke them in Thai. After that, S1 helped her with the words though his sentence was not grammatically correct.

Category 3: Appeal for assistance (modified from Lee, 2004) referred to expressions when a speaker asked for the contribution of content, characterized by "Wh-questions" or expressions such as "What about you?", "What do you think?", and so on, or for the correct word or spelling, characterized by expressions such as "What is it called?" or "How do you spell it?", and so on.

Extract V:

S1: One...*What is that?*

S2: Once upon a time

S1: Ah, once upon a time.

Note: S1 who was a reporter tried to begin telling a story to her peer, but she forgot the words that were normally used to begin a story, "Once upon a time". She, then, asked her friends what the words were.

Extract VI:

S1: *What do you think about this?*

S2: It's [the pictures] too plain.

S3: It's too plain. We have to make a difference.

S4: *What should we do?*

Note: S1, who was a chair this time, was asking for her peers' help while showing the pictures to her peers. S2 and S3 commented on the pictures, and S3 suggested that they should come up with a story that was different and not plain.

Category 4: Helping out (modified from Lee, 2004) referred to expressions which can be a word, phrase or whole sentence, ideas, or suggestions provided by one peer of the group members.

Extract VII:

S2: So what's the name? What should be the name?

All members: [silence]

S1: *Paradon* [It's a name of famous Thai tennis player.]

All members: [show signs of agreement by laughing]

Note: S2 was asking his members of what the topic of the story should be. While every member was thinking, S1 suggested that they should use the name of famous Thai tennis player to be the topic of the story.

Extract VIII:

S3: One... What is that? [in Thai]

S4: *Once upon a time.*

S3: Ah, once upon a time.

Note: S3 was appealing for assistance because she forgot the words. Then S4 helped her by saying the right words which were "Once upon a time".

Extract IX:

S4: What should we do?

S3: *Make up a story as we have done of the two stories for the last two weeks.*

S2: *Add some [something] interesting to it.*

Note: S4 was asking her peers after one of them suggested making a difference in the story. After that, each member contributed his and her idea.

Category 5: Content confirmation checks (modified from Rulon & McCreary, 1986) referred to expressions made to confirm the speaker's previous utterance which were characterized by the rising intonation.

Extract X:

S2: The topic tomorrow, tomorrow, tomorrow, *do you think it's OK?*

Note: S2 was confirming about the topic/content of the story, in this case, he wanted to make sure that every member also agreed on that.

Extract XI:

S1: ...so is this the title of the story? *You've got [it] already?*
 S2: Title of the story? Yah.

Note: After the discussion, S1 asked his peers whether the previous idea was the title of the story. Then he confirmed with S2 who was the note-taker of the group to make sure that she could get it all.

Category 6: Content clarification checks (modified from Rulon & McCreary, 1986; Foster & Ohta, 2005) referred to expressions made to elicit clarification of the speaker's previous utterance which were characterized by "Wh-questions", "Yes-No questions", tag questions, repetitions of all or part of the speaker's preceding utterance(s) with rising intonation or other utterances such as "Do you understand?", "All right?", and so on.

Extract XII:

S2: ...I like your words saying tomorrow, tomorrow, tomorrow, tomorrow many times. Maybe we can make it a topic? Do you think so?
 Members: *What?*

Note: The chair of the group (S2) was trying to get an agreement from his peers on the topic of the story, and his members were not sure that it was what S2 wanted. Therefore, some members asked him to clarify what he wanted exactly.

Extract XIII:

S1: We'd better be precise in the story...
 S2: *What do you mean by precise?*
 S1: Not much in details in the story.

Note: S1 suggested his idea that the group should spend their planning time on the gist of the story and leave a job of elaborating on its details to the reporter.

Category 7: Content confirmation or clarification (modified from Rulon & McCreary, 1986; Foster & Ohta, 2005) referred to non-verbal or verbal *expressions* which can be a body gesture, word, phrase or whole sentence provided by a speaker *to confirm or clarify the question being asked* by one peer member, or to *confirm the previous utterance of another peer speaker as to show support or agreement* on what s/he had said. It was coded as CCC.

Extract XIII:

S1: What is it? He has lived what?
 S2: *For many many many years.*

Note: S1 was not clear about the previous message, so she asked S2 to clarify it. And S2 confirmed it again.

Category 9: Other-initiated paraphrase (modified from Lee, 2004) referred to words, phrases or sentences that a *listener, on her/his own initiative, repeated or expanded upon another speaker's utterance*. It was coded as OIP.

Extract XIV:

S1: I think he thinks that the queue is empty.

S2: *It's empty.*

S3: ...but it's full, so...

S2: So?

S3: ...so he went home at night.

S2: *at night...*

Note: S2 paraphrased words after his friends.

III. Explanation of the co-construction process

In order to explain about the co-construction process of the participants, I plan to divide the transcripts during their planning time into 3 phases: Phase I, II and III.

Then I will describe the behaviors or interaction structures of the participants in each phase using the categories in Part II.

Planning-time cycle = 15 minutes

Phase 1 (5 minutes): How are they co-constructing their narrative in the Start Phase?

Phase 2 (5 to 7 minutes): How are they co-constructing their narrative in the Midpoint Phase?

Phase 3 (5 to 3 minutes): How are they co-constructing their narrative in the Get-Ready Phase?

Objectives	Contents	Experts' Validation		
		+1	0	-1
<p>I. A model of group development: Objectives:</p> <ol style="list-style-type: none"> To decide on an appropriate model of group development based on other educational theorists. To divide the phases of group development during 15 minute planning time to facilitate the analysis of co-construction process. 	See background information to explain the co-construction process	Expert One	+1	
		Expert Two	+1	
		Expert Three	+1	

		Note: $IOC = \sum R/N$		
		R = 3		
		N = 3		
		IOC = $3 \div 3$		
		= 1.00		
<p>II. Categories from the observation and recording data: Objectives:</p> <ol style="list-style-type: none"> To describe the different aspects of co-construction process by breaking down into categories. To define each category to differentiate from one to another. 	See category 1: Continuers	Expert One	+1	
		Expert Two	+1	
		Expert Three	+1	

		Note: $IOC = \sum R/N$		
		R = 3		
		N = 3		
		IOC = $3 \div 3$		
		= 1.00		
		<u>Comment:</u>		
		There should be an example after the words "language knowledge" to be clearer.		
	See category 2: Other-initiated correction	Expert One	+1	
		Expert Two	+1	
		Expert Three	0	

		Note: $IOC = \sum R/N$		
		R = 2		
		N = 3		
		IOC = $2 \div 3$		
		= .67		

		<p>Comment: Examples provided are not really correction. They can be suggestions.</p>
	Category 3: Appeal for assistance	<p>Expert One +1 Expert Two +1 Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p>
	Category 4: Helping Out	<p>Expert One +1 Expert Two +1 Expert Three +1</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$</p>
	Category 5: Content confirmation checks	<p>Expert One +1 Expert Two +1 Expert Three 0</p> <p>-----</p> <p>Note: $IOC = \sum R/N$ $R = 2$ $N = 3$ $IOC = 2 \div 3$ $= .67$</p> <p>Comment: One of the examples is ambiguous.</p>

	Category 6: Content clarification checks	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
	Category 7: Content confirmation and clarification	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$
	Category 8: Other-initiated paraphrase	Expert One +1 Expert Two +1 Expert Three +1 ----- Note: $IOC = \sum R/N$ $R = 3$ $N = 3$ $IOC = 3 \div 3$ $= 1.00$

From the experts' comments, category 2 was divided into other-initiated suggestion/comment and other-initiated correction.

The total value of IOC is .89.

Appendix 16: Transcriptions during Planning-time of the Focus Group

CODING CATAGORIES

I. Category 1: *Continuers* (modified from Foster and Ohta, 2005) referred to non-verbal or verbal expressions a speaker used to encourage his/her peers to contribute more ideas in their collaborative work. For example: “yes”, “ah ha”, a complimentary encouragement like “that’s a good one”, or a phrase such as “go ahead” which is sometimes accompanied by a body gesture to indicate his/her peers to continue speaking. It was coded as **CON**.

II. Category 2: *Other-initiated suggestion/comment* (modified from Lee, 2004) referred to expressions in which a speaker used to suggest or comment on her/his own initiative on what other members had been discussing in order to indicate her/his opinion. For example: “I think...”, or the speaker’s own expressions of her/his own suggestion/comment on that context. For example: “How about...?” It was coded as **OISC**.

III. Category 3: *Other-initiated correction* (modified from Lee, 2004) referred to expressions in which the listener provided more accurate pieces of information on her/his own initiative, in terms of content, vocabulary, and grammar for the speaker. It was coded as **OIC**.

IV. Category 4: *Appeal for ideas or assistance* (modified from Lee, 2004) referred to expressions when a speaker asked for the contribution of content, characterized by “Wh- questions” or expressions such as “What about you?”, “What do you think?”, and so on, or for the correct word or spelling, characterized by expressions such as “What is it called?” or “How do you spell it?”, and so on. It was coded as **AIA**.

V. Category 5: *Helping out* (modified from Lee, 2004) referred to expressions which can be a word, phrase or whole sentence; or an idea or suggestion provided by a listener after being asked by one peer member to help contribute a content or solve a problem of a word choice or spelling as well as to help complete another member’s sentence. It was coded as **HO**.

VI. Category 6: *Content confirmation checks* (modified from Rulon & McCreary, 1986) referred to expressions made to confirm the speaker’s previous utterance which were characterized by the rising intonation or the questioned-word form. It was coded as **CONC**.

VII. Category 7: *Content clarification checks* (modified from Rulon & McCreary, 1986; Foster & Ohta, 2005) referred to expressions made to elicit clarification of the speaker’s previous utterance which were characterized by “Wh-questions”, “Yes-No questions”, tag questions, repetitions of all or part of the speaker’s preceding utterance(s) with rising intonation or other utterances such as “Do you understand?”, “All right?”, and so on. It was coded as **CONCLA**.

VIII. Category 8: *Content confirmation or clarification* (modified from Rulon & McCreary, 1986; Foster & Ohta, 2005) referred to non-verbal or verbal expressions which can be a body gesture, word, phrase or whole sentence provided by a speaker to

confirm or clarify the question being asked by one peer member, or to confirm the previous utterance of another peer speaker as to show support or agreement on what s/he had said. It was coded as **CCC**.

IX. Category 9: Other-initiated paraphrase (modified from Lee, 2004) referred to words, phrases or sentences that a listener, on her/his own initiative, repeated or expanded upon another speaker's utterance. It was coded as **OIP**.

Topic No. 2: Shopping (Low-score Achiever)

New Narrative Task

Focus group members (Group I): L2 = Reporter, M2 = Chair, H = Monitor, M1 = Note-taker, and L1 = Time-keeper

Names	Transcriptions	Categories
	PHASE 1	
M2	What do you think about these pictures? Should we give his name first?	AIA
L1	An old man xxx (voice unheard)	HO
H	His face... his face looks like...um Pringles.	OISC
M2	Yes, yes. Oh, yes.	CCC
H	In the Pringles' product.	OISC
L1	Pringles?	CONCLA
H	Yeh, in the logo.	CCC
M1	How to spell it?	AIA
H	It's potato chips.	HO
M2	It's a Pringle's potato chips.	OIC
M1	OK.	CCC
M2	What is he doing?	AIA
H	He's going to the shopping mall, buying something alone.	HO
M2	Mm, maybe he um he he might have a party at his home.	OISC
H	Umhm	CON
M2	And he goes for shopping...	OISC
H	Ah ha	CON
M2	...his stock	OISC
H	Maybe he is like the modern family that um father or man can go shopping instead of woman.	OISC
M1	Again please? I've got to note this.	CONC
H	He does the shopping instead of...	CCC
M1	...his wife	HO
H	...the wife. The story looks so plain, I think.	OIP + HO OISC
Members	Umm	CCC
H	Maybe we can add something creative.	OISC
M1	Yah, can we make it related with the current situation?	CCC AIA
M2	Do we have to put the consequence like the time order? Do I have to write in order?	AIA
H	Maybe we can do it later. Now it's like a draft.	HO
M1	Umhm	CCC
L1	It's three minutes past.	
H	All right, now how we build up the story?	AIA

Members	{Listening}	
H	Maybe we can tell the story like one old man. You know he's a hundred years old already or something because he goes shopping alone and walking home and he felt something. It's like something...	OISC
M1	...exercise	HO
H	Yah, exercise, or maybe. What do you think?	OIP AIA
M2	He might be a vegetarian.	OISC
L1	But he eats eggs.	OISC
M2	It's Ah simple for a vegetarian to eat eggs, not the meat.	OIC
H	Or maybe we can build up the story like Um he's a healthy man. He pays attention to what he eats.	OISC
M2	Ah ha	CON
H	So it makes him have a longer life. Maybe now he's two hundred years older.	OISC
Members	{laughed}	CCC

Names	Transcriptions	Categories
	PHASE 2	
H	So how we gonna start the story?	AIA
Members	{laughed}	
M2	With the word Pringles, do you have any idea to support the story?	AIA
H	One day สมมุติแล้วกันนะ (Translation: let's suppose) one day there's a man named ...	HO
L2	Mr. Pringles.	HO
H	He's two hundred years.	OISC
L2	Two hundred years?	CONC
H	No, no. You don't need to tell his age first. We can make the audience guess, and the Mart is far away from his house like a hundred kilometers.	CCC OISC
M1	Oh, wow.	CON
H	Make it, make it exaggerated. Then one day he goes to buy some food for his whole year or maybe whole month.	OISC
M1	Umhm	CON
H	He is a good shopper like a considerate shopper.	OISC
M2	He's a good consumer. He can choose his um...	OIC OISC
H	He's considerable.	OISC
M1	Again please?	CONC
H	Ah, he thinks of what he wants to buy	CCC
M2	He is a wise consumer.	OISC
H	Yah, wise consumer. Er, is it OK to use the word "consumer"? What do you think?	OIP + CCC AIA
M1	Consumer is like he care about his health. That's OK.	OISC CCC
H	Ah, so use it. And? And?	CCC AIA
Members	{thinking}	
H	he walks to the cashier and stands...	HO

M2	I think he walks very slowly from here to the stand...	OISC
H	Ah ha.	CON
M2	And for this, he has to ...er...	OISC
M1	...take a queue	HO
M2	Yah, take a queue, a long queue.	CCC OISC
H	Um. Be the last of the queue.	OISC
L2	I think he thinks that the queue is empty...	OISC
H	It's empty.	OIP
L2	but it's full, so...	OISC
H	So?	AIA
L2	...so he went home at night.	HO/OISC
H	at night... maybe we can change the story that...	OIP OISC
M2	Ah ha	CON
H	...he goes to Mart in the early morning, and then gets back home at night.	OISC
M2	Ah ha	CON
H	All right? Talking about the time, he goes to the Mart early morning...	CONC OISC
M1 & M2	Early morning	OIP
H	and gets back home ...	OISC
M1	At night	HO
H	He's a considerative consumer.	OISC
M1	Um Mm. Considerative consumer.	CCC OIP
L2	So it shows that he spends much of time...	OISC
H	much of time ... um selecting, looking at what he wants.	OIP OISC

Names	Transcriptions	Categories
	PHASE 3	
M1	We can end the story by saying "Choose wisely, eat well". I've got it from television.	OISC
H	We can also change Ah like the character to be somebody like บุรุษที่สาม (Translation: third-person singular subject). It may look more interesting. Maybe you can suppose him as your grandfather. Is it may look more interesting? More than just say he da da da, and he da da da. It's like we...	OISC
M2	...know him.	HO
H	Yah, know him. It's like we are talking about somebody. Maybe we change him to be third person character.	OIP OISC
Members	{nodding}	CCC
M1	Can you remember the spot of Pu Chiew?	AIA
L1	Oh, yah. ที่เขินเขาไปซื้อขอให้แฟนตัวเองฟัง (Translation: He went to play his Chinese Classical music instrument at his wife's grave.)	HO
Members	{laughed}	

H	It's very popular, so put it here.	OISC
M1	What's his name?	AIA
L1 & M2	Pu Chiew Grandpa	HO
M1	Three minutes left.	
H	Now the real one, not the draft one.	OISC
M2	Do you have any idea for the title?	AIA
Members	{thinking}	
M2	I have one. I think this story is about Pu Chiew's secret.	HO
M1	What? What secret?	CONCLA
M2	It is a secret of...ah...	CCC
H	...how to have...	HO
M2	...he can live...Ah stay healthy while his wife Ah has gone.	OISC
H	Oh, you mean you bring Pu Chiew ah I mean adapting to the story?	CONC
M2	Yes. In the spot, Pu Chiew ah goes to play ๑๕ໂຮງ (Translation: What was that?)	CCC AIA
Members	໑໖ (Chinese classical music instrument)	HO
H	Chinese musical instrument, whatever.	OIC
M2	Ah ha for his wife, his dead wife	CCC
H	Ah ha	CON
M2	But this story will tell our friends to know how he can live to ah to play this musical instrument	OISC
H	This musical instrument. Ah ha	OIP CON
M1	The theme is different to the old one, ປຶ້ມໃໝ່ (Translation: right?) This new theme is about how he lives long, but the old one er is about he just goes to shopping at the early morning...	CONC
H	Ah ha	CON
M1	but he spends too much time, so he came back late. Why it's different? And what theme do we want? I have to write the new one.	CONC
H	We say, "choose, choose...	CCC
M1	...live well.	CCC
M2	Choose wisely, live well.	OIC
H	That's the theme. Maybe we have to choose the new title. Do you want the old one, not the new one? Pu Chiew something. Do you know the story? {talked to the reporter}	CCC OISC CONC
L2	Yes	CCC
M2	You can go with this plot.	OISC
H	You can open the speech like, "many many years ago". Many many many like five times..	OISC
Members	{laughed}	CCC
L2	At the beginning?	CONC
H	Yah. And at the end you can ask how many years this guy...	CCC OISC
L1	...lives	HO
H	...has lived. Maybe something like that.	OIC

M1	What is it? He has lived what?	CONC
H	For many many many years.	CCC
M2	The time is running out. Cut it short.	OISC
H	Our theme is one man. He wisely choose the things he eats, so it's good for him. OK, that's it. And what we really want to talk to er deliver to the audience is...	CCC
M1	...his secret to live long.	HO
H	Yah, To live a hundred years.	CCC CCC
M1	Should be two hundred.	OISC
PLANNING TIME IS OVER		

Topic No. 2: Shopping (Low-score Acheiver)

Narrative Task Repetition

Focus group members: L2 = Reporter, M2 = Chair, H = Monitor, M1 = Note-taker, and L1 = Time-keeper

Names	Transcriptions	Categories
	PHASE 1	
M2	Could we change any plot or anything, whatever? Reporter, how about your opinion?	CONC
M1	Pu Chiew. Pu Chiew	CCC
H	It's time to think.	OISC
M1	I think we should use the same story, but have it more interesting because no one has new idea.	OISC
H	Ah ha. How?	AIA
M1	He goes shopping and he selects food and vegetables...	HO
H	Um Mm	CON
M2	...and he choose milk.	OISC
H	What kind of story do you want to report? {turned to reporter}	CONC
L2	I can't remember all the details.	CCC+AIA
H	Maybe you can use your own experience to add up because it will make you more fluent in speaking. Right? You don't have to remember much.	HO/OISC
M2	You can arrange Ah the story by yourself.	OISC
H	Yes, it will be easy for you to deliver the message to the audience. Sometimes it's kind of a hard thing to brainstorming. Think of brainstorming, but the reporter cannot remember a thing, so it doesn't work at all though we have such a good story. What story do you like to tell?	CCC OISC CONC
L2	Pu Chiew, we can use Pu Chiew.	CCC
H	Would it be OK if we first introduce the character of the story, and then you tell about the background of ...	AIA+CONC
M2	Ah ha	CON
H	...of the plot, what happened in the story, and then we lead to the climax point, and then end up with the ending point?	AIA+CONC
M2	Tell them on your own.	OISC
H	Yah, because sometimes you just go in front of the class and then tell Pu Chiew da da da da, and we don't know the background of the character, so sometimes it's hard for the audience to understand the whole story. Or maybe we just answer 5 Wh-questions: what, where, when, why, how. And that will be easier	OISC

	to understand.	
L1	Five minutes past	

Names	Transcriptions	Categories
	PHASE 2	
L2	Two hundred years old...	OISC
H	Two hundred years old. That's the title?	OIP CONC
L2	That's the introduction.	CCC
H	Ah ha the introduction.	OIP
M2	It's the information of ...	OISC
L2	...Pu Chiew	HO
H	Ah ha	CON
L2	What's about his wife. Maybe his wife is younger, and...	OISC
H	Ah ha	CON
L2	...and she's very lazy to go shopping herself..	OISC
H	Ah ha. Is he like a family man?	CON CONCLA
M1	He did something to please ..	OISC
H	...his wife.	HO
M2	Maybe we can call him a house husband.	OISC
H	A house husband?	CONCLA
M2	As opposed to a house wife.	CCC
L2	He loves his wife very very much..	OISC
H	Ah, he loves his wife very much, so he would do...	HO
M1	...anything for her. And?	HO AIA
L2	He choose the best goods for his wife by himself.	HO
H	Is it OK if we talk about something more I mean broader wider meaning? Like one day he goes shopping, and you just get into the specific details like he selects the best thing for his wife, Is it OK?	AIA OISC CONC
Members	{nodded}	CCC
M1	One day, you mean this part? {pointed to the note}	CONC
H	In this part, we introduce the character. And the second one, we just narrate the story. One day,...	CCC OISC
M1	...he feels he has mood to choose the thing because he don't want his wife angry about why he buy a thing in not good quality...	HO
H	Ah ha	CON
M1	He's like afraid of his wife.	OISC
H	You mean like กลัวเมีย (Translation: afraid of being henpecked)	CONC
M1	(laughed)	CCC
H	How how should we use this word in English? I have no idea. Maybe we can add up Thai language to make the audience understand. Or maybe we can say that ah his wife is the head of ...	AIA OISC
M1	...the family.	HO

L1	A leader.	OIC
M1	A leader instead of him.	OISC

Names	Transcriptions	Categories
	PHASE 3	
M2	I think we should get a climax of...	OISC
H	Ah ha	CON
M2	..the story, so we can run the story...	OISC
H	...at that time. Now let's get to the plot. One day he goes to the A-Mart. Then he...	HO OISC
M2	...selects the food for his wife as... ตามปกติอะไรนะ (Translation: What to say in English for doing something on a routine basis?)	HO AIA
H	อ้อ as usual	HO
M2	As usual	OIP
H	One day he goes to the supermarket alone and as usual, choosing the best quality of food to please...	OISC
M1	...his wife	HO
H	To please his wife. The narrator, what do you think?	OIP AIA
L2	{laughed}	
M1	What about as he spends much of his time choosing, so he came back home late, and his wife thinks he has another girl.	OISC
Members	That's a good idea.	CON
M1	His wife don't let him get into the house, and he have to cry and run to another place.	OISC
H	And to the บ้านพักคนชรา (Translation: A home for the old-aged) Right?	HO CONC
M1	{nodded}	CCC
H	That's a sad movie.	OISC
L1	Funny	OISC
H	Funny? All right, so we got the point, right?	CONC
Members	Right	CCC
H	because he is afraid of his wife, so he takes so long time choosing the best quality of the food for his wife, and then it takes Um it takes time all day long. And he goes back home at night. While his wife is waiting for dinner, so she can't stand waiting and then she gets so angry, so when he is at home, she just scolds him and ไล่ him	OISC
Members	{laughed}	CON
H	so a poor Pu Chiew sits still and cry at the corner of the house, and then he just นั่งโง่ and so...	OISC
Members	{laughed}	CON
H	...so a poor Pu Chiew sits still and cry at the corner of the house, and then he just...	OISC
M1	For him, he has to go to สี่งอ at the hill because he cannot came back home.	HO
Members	{laughed}	
H	Is it OK, the plot?	CONC

	Do you get the climax that he goes back home late at night, and then his wife you know scolds him and then he just น้อยใจ and so...	
Members	{laughed}	CON
H	...he run away home.	OISC
L1	One minute left	
H	Reporter, make a sentence on your own, and it will make you more fluent in speaking.	OISC
M2	Right, I think you should note only the important words {talked to the note-taker}.	CCC
H	Right, so she can just you know speak and have more details when speaking.	OISC
M1	OK	
H	You just look at the line, and then you speak as you understand {talked to the reporter}.	OISC
M2	How to say อย่าปล่อยให้คนหัวล้านใจน้อย? (Translation: Don't make the bald people feel offended.)	AIA
H	Don't let the bald down	HO
	PLANNING TIME IS OVER	

Topic No. 3: Free Time (Medium-score Achiever)

New Narrative Task

Focus group members: M1 = Reporter, L1 = Chair, H = Time-keeper, M2 = Note-taker, and L2 = Monitor

Names	Transcriptions	Categories
	PHASE 1	
L1	What do you think about this? {pointed to the picture}	AIA
M1	It's too plain.	OISC
H	It's too plain. We have to make a difference.	OISC
L2	What should we do?	AIA
H	Make up a story as we have done of the two stories for the last two weeks.	HO
M1	Add some interesting to it.	OISC
L1	What should we add?	AIA
Members	{thinking}	
H	Reporter, tell about the trip? {pointed to the picture}	AIA
M1	Boring.	HO
H	All right. We are the last group. It should be more interesting of the four groups. How to make a difference? Generally, we always introduce the character first in the first of the speech, so now why don't we...	OISC AIA OISC
M1	I think we should choose something it seems popular in the press to make it more interesting, but I don't know what.	HO
H	Ha! Maybe we just use or bring the Seven Wonders of the World. Maybe it is the Fuji Mountain because it is one of the Seven Wonders.	OISC
M1	Go ahead. {Nodding her head}	CON
H	Maybe we just add the Seven Wonders of the World as the setting and then associate the character to the press.	OISC
M1	So they have to go abroad? I'm thinking of the ads about จน เครียด กินเหล้า (Translation: Poor, Serious and Got Drunk).	CONC OISC

	Do you remember this ad on TV?	AIA
H	You really mean that?	CONC
M1	{nodding her head}	CCC
Members	{laughing}	CCC
H	All right. What is your idea?	AIA
M1	It starts with this. ผู้ชายคนนี้นอน และก็มีปัญหาเครียด ๆ พอจะ แต่แทนที่จะกินเหล้า เขาก็ออกไปเที่ยว (Translation: This man is poor and has a lot of problems in his life, but instead of drinking alcohol, he goes out for sightseeing.)	HO
H	Yah, you've got the idea.	
M1	Poor, serious and what?	AIA
H	Maybe use "let's go out", OK?	HO+CONC
M1	Let's go out.	OIP+CCC
H	So is this the title of the story?	CONC
M1	Yah, title of the story	CCC
H	What do you think, chairperson?	AIA
L1	I don't have any idea.	
H	Five minutes past	

Names	Transcriptions	Categories
	PHASE 2	
L1	I don't understand this picture. Why they cross the bridge? {pointed to the picture}	CONC
H	I think they just have the idea of just going out for a picnic, but they have no certain destination.	CCC
L1	Oh! I've got it.	
H	They're just like, "Stop! It's beautiful. The sun rose, so we just want to have a picnic." And it looks like he doesn't know where he wants to go, so he has no destination where he wants to go.	OISC
L2	They drive to many places.	OISC
H	We'd better be precise in the story.	OISC
M1	What do you mean by precise?	CONCLA
H	Not much in details in the story. It will be easier for the reporter to um to make the speech if she has you know ...	CCC OISC
L2	...her own idea.	HO
H	Yah, if she has the idea, maybe she can add up when gives a speech.	OISC
M1	He don't know where to go.	OISC
H	Ah ha. Do you agree?	CONC
M1	Yes.	CCC
H	So we've just got um the concept of the story the theme like he has no destination to go, so they just drive with no...	OISC
L1	...way.	HO
H	Ah ha	CON
L1	To somewhere beautiful	OISC
H	Yah, so why don't we add up the turning point?	CONC
M1	He starts with no destination.	CCC
H	Um mm no purpose, no goals in driving whatever. And then maybe it's the road uphill, going up to the hill to the top of the hill, cross the bridge and then slow but sure. Oh, five minutes left.	OISC

Names	Transcriptions	Categories
	PHASE 3	
M1	What do you think about the road?	CONC
H	I think it's a road on the hill...	CCC
L1	...to see the view.	HO
H	What kind of tense would you like to use?	AIA
M1	Past tense. Is it OK?	HO AIA
H	แล้วแต่ ขึ้นอยู่กับความคุ้นเคยกับการใช้ประโยคของผู้เล่าเรื่อง (Translation: It depends on the reporter's familiarity of sentence structure.)	HO
M1	OK	
H	By the way, three minutes left. So what's the turning point? Anyone? Any idea?	CONC
M1	Maybe they spent the time so happily, and suddenly they didn't know how to back home.	CCC
H	So?	CONC
M1	น้ำมันหมด (Translation: no gas)	CCC
H	The car runs out of...	OIC
M1	...gasoline.	HO
H	Gas, so they couldn't go back home. That's the ending, isn't it?	OISC CONC
L1	What about after they have a picnic, they sleep. When they wake up, they are at home. It's just a dream.	OISC
H	Yah, that's the turning point. It's a good idea. It's like you know narrating the story from the beginning to the end, and then we conclude that it's not the reality.	OIC OISC
M1	And how to make the story like to surprise the audience? If we say that they wake up, and it is only a dream. It's so plain.	AIA OISC
H	Um, what do you think?	AIA
M1	I don't like it. Suddenly, they wake up and find out it's just a dream. It's too plain.	OISC
L1	What about something wakes him?	HO
H	Yah, something like the butterflies...	OISC
M1	...try to bite him.	HO
Members	(laughed)	CON
H	Then he surprisingly...	OISC
M1	...wakes up.	HO
H	Wakes up	OIP
Members	(laughed)	CON
H	OK, now let's wrap up the story and then the conclusion.	OISC
M1	How can we do that?	AIA
H	Explain that he's the old man and he really hates his life, so he wants to go out alone with his...	HO
L2 & M2	...children	HO
H	Ah ha, children, nephew, niece, whatever. All right?	OIC CONC
L1	Ah ha	CCC
H	Then um it's a kind of fun. He went out to everywhere he want with no destination.	OISC
L2	He planned to go many place.	OISC
H	Yes	CON

L2	He planned to go many places with no destination.	OISC
H	Oh, right! You mean why he stopped the car often?	CONC
L2	Yah	CCC
H	Maybe we just get in the story, and then start something like a surprise in the end like a butterfly...	OISC
L1	...bites him.	HO
H	Ah ha, so that's the turning point.	OIC
M1	The butterfly eats him.	OISC
H	That's not logical.	OIC
PLANNING TIME IS OVER		

Topic No. 3: Free Time (Medium-score Achiever)

Narrative Task Repetition

Focus group members: Belle = Reporter, Bee = Chair, Bomb = Time-keeper, Beam = Note-taker, and Bam = Monitor

Names	Transcriptions	Categories
	PHASE 1	
L1	OK, let's continue our story. Anyone has new idea? What should be the story?	CONC
M2	Shall we brainstorm?	CCC
M1	If you think we can use the same idea, I don't have to plan the story. I just use proper grammatical words.	OISC
Members	(thinking)	
H	Is it OK if we make the story more special? More than just telling the story in the same old way not to make the audience...	AIA
M1	...bored. What should we do?	HO AIA
M2	Can you narrate this story? {turned to the reporter}	CONC
M1	Can it be in Thai? เหมือนกับถ้าเคยได้ดูโฆษณา "จน เครียด กินเหล้า" นั่นละ การกินเหล้าไม่ได้ช่วยอะไรเลย คราวนี้เราจะนำเสนอตัวอย่างการระบายความเครียดวิธีใหม่ ก็คือ "จน เครียด เทียว" เหมือนกับผู้ชายคนนี้เครียดครรหยาของเขา ขับรถ ก็เลยแอบพาลูกไปเที่ยวโดยที่ไม่ให้เมียเห็น แล้วออกไปเที่ยว ขับรถไปเรื่อย ๆ ซ้ำทางอากาศดี ก็ออกไปเที่ยวพักผ่อน อู๋ ๆ ก็มีผีเสื้อโผล่มา ผู้ชายคนนี้ก็ตกใจ ก็เลยตื่น ปรากฏว่าที่เล่าทั้งหมดเป็นแค่ความฝัน เขาก็รู้สึกว่ามันเสียดายที่เป็นแค่ความฝัน แต่อย่างน้อย ตอนนี้เขาก็รู้ว่าจะทำยังไงถึงจะผ่อนคลายความเครียดของเขา (Translation: If you have ever watched the advertisement on "Poor Stressful Getting Drunk", that shows that drinking alcohol helps nothing. Now we will present another new method of releasing the stress which is "Poor Stressful Going Out". This man is stressful because of his nagging wife. He, then, takes his children to go out for sightseeing without telling his wife. He just drives along the road because the weather is nice. Suddenly, a butterfly appears in front of him from nowhere. And it wakes him up. All of this happening is just a dream. He feels sorry that it's only a dream. However, at least now he realizes how to release his stress.)	CCC

Names	Transcriptions	Categories
	PHASE 2	
H	OK, maybe we can focus the story around...	OISC
M1	...butterfly.	HO
H	Do you remember when we study an American Literature? Do you remember the Roads Not Taken?	AIA
M1	No	
H	The Roads Not Taken. There're two roads in front of you, and you choose anyone of them, but...	HO
M1	...จะไม่สามารถกลับไปได้อีกแล้ว (Translation: you cannot go back)	HO
H	Yah, and you'll be careful because to choose the right one, you will arrive with natures at last. So it seems completed. Don't you think? The Road's Not Taken, or maybe we bring some thoughts of the movie. Did you watch the Polar Express?	OISC AIA
M1	No.	
H	It said, "it doesn't matter where the train is going, but the matter is prepare to get on." Maybe we can say that the man and then two children, they got lost in the countryside or maybe something like that. We just tell that two children get on. Do you understand what I'm saying?	HO CONC
L1	How can we prepare the story?	AIA+CONC
H	I can wrap up if you like it. Maybe we can change, or if you like the old one, we can remain the same. You don't like it?	HO+CCC AIA+CONC
M1	Boring.	CCC-
H	So, it's time to change. People always see this man as the grand daddy. Maybe we can change him into a cab-driver, and change the kids to be somebody who get lost somewhere, and then the car driven past past them, and then this man get out of the car and then ask the two children where they are going, and then just say they got lost, and because he's so kind and gentle so he takes the two children in his car and drives to nowhere. He doesn't know and finally he knows that the real destination of the road is nature, not home because we are born to nature. Maybe you can add up the story like this.	HO+CCC OISC
M1	I can't remember it.	AIA
H	Maybe you can get the idea and then don't just write a lot because you'll be kind of nervous and become worried...	HO
M1	...of remembering.	HO
H	Yah, you just speak naturally like the first picture and then the second and the third and tell to the class. You just speak naturally. Can I speak in Thai for a little while? จะดีกว่ากับการที่เราพูดเป็นธรรมชาติ มากกว่าการพูดทุกอย่างแต่ไม่เป็นธรรมชาติ คุณได้ concept นี้แล้วใช่ไหม ก็พูดมาเลยเป็นอย่างนี้ คุณมีรูปแล้วก็ short note คุณก็พูดเป็นธรรมชาติ คุณจะพูดผิดหรือไม่พูดตามเนื้อเรื่อง ก็ไม่มีใครเห็น เราถือออกไปพูด เหมือนผมไปดูหนังเมื่อวานนี้ ก็มาเล่าเรื่องเพราะเข้าใจเรื่อง แต่ก็ไม่ได้จดมาเล่า คุณรู้เรื่องก็เล่า แล้วก็ใช้ then, next, after that, finally แล้วก็จบแล้ว (Translation: It is better to speak naturally than to speak words by words but not in your style. You have the concept of the story, so speak it out with your pictures and short notes. When you speak naturally, no one will recognize whether you will say it wrongly or not according to the story. Just speak it out. For example, I watched the movie yesterday. I can tell you its story without making some	OISC

	notes from the movie because I know the story. When you know the story, you just tell it and use then, next, after that, finally and then the story ends.)	
M2	We've got the main idea, and use your own words.	OISC
H	Ten minutes past ladies.	

Names	Transcriptions	Categories
	PHASE 3	
M1	XX {the sound is unheard}	OISC
H	Yes, go on.	CON
M1	Where is your home? We're born...	OISC
H	...from nature.	HO
M1	From nature	OIP
H	The two kids don't know where to go because they are too young. They forget where are they...	OISC
L1	...they are from.	HO
H	...from their house, their parents. Where are they?	OISC
M1	เป็นปรัชญามาก (Translation: It's so philosophical.)	OISC
H	So this man who is somebody...	OISC
M1	...a taxi driver.	HO
H	Yah, he may be a taxi driver in the countryside.	OISC
M1	He give the children a lift.	OISC
H	Ah ha. I know you've got the story, but you're not sure. I bet you can. Believe me, believe me.	OISC
M1	Oh, I'm so excited.	OISC
H	Be confident in front of the class. Look at our group, and we will smile at you. Don't be afraid. Believe me, just do your best.	OISC
M2	I think it's better if you speak by your own.	OISC
H	Ah ha. Just the main idea of each theme.	OISC
M1	So I remember the themes? Theme ที่หนึ่งเด็กไปไหน theme ที่สองเค้าทำอะไร (Translation: Where are the children going to in Theme One? What are they doing in Theme Two?)	CONC
H	Yah. And after you look at the main idea, you'll know how to narrate it after that. You don't need to read anymore. All right?	CCC HO AIA
M1	{silence}	
H	Don't worry. Time will help. Believe me. Have you got the story all?	HO CONC
M1	เด็กหลงทางสองคน (Translation: There were two children who went astray...)	CCC
H	Maybe you can add something like you know you can just imitate the taxi-driver by walking out of podium and say, "where are you going, two kids?" "Where are your parents?" {made a sound of a taxi-driver} And make a sound of the kids saying, "we don't know where to go. Can you pick me up and then drive me home?"	OISC
M1	Will we use the old title?	CONC
H	Maybe you can change to "where is our home?"	CCC
M1	เหมือนกับเค้าตามหาบ้าน (Translation: Is it like they are looking for their home?)	CONC
H	Yah, the man the old is looking for...	CCC
L2	...their real destination.	HO

H	The kids doesn't know the kids don't know where to go because they are too young. They don't know where their parents go, so they get lost, and this man help them.	OISC
M1	Then?	CONC
H	Then the kids get into the car. They don't know where to go. And finally they drive drive and drive and finally they find some place to stay, i.e., nature. They drive around the mountain and finally the kids just look out the window, and then they say, "this is my home. This is my home. Maybe you can just stop. Stop here." And the old man adds, "is this your home?" And the kids don't say anything. They just...	CCC
M1	Ah ha	CON
H	They just get out of the car and then sits on the grass whatever. And then the man finds...	CCC
M1	...the real home.	HO
H	And you can add like finally, and then you can ask the audience, "where is their home?" "Do you know why they stop at this destination?"	CCC+OISC
M1	Why don't we start by saying, "have you found your real home?"	CONC
H	That's good, but make your voice you know... Maybe you add the action with your speaking.	CCC
PLANNING TIME IS OVER		

Topic No. 5: Study Time (High-score Achiever)

New Narrative Task

Focus group members: Bomb = Reporter, Bee = Note-taker, Bam = Time-keeper, Beam = Monitor, and Belle = Chair

Names	Transcriptions	Categories
PHASE 1		
M1	What do you think about the pictures? Have any idea?	AIA
M2	Picture's clear, but it's too...	HO+OISC
L1	...simple.	HO
H	So make it more...	OISC
M1	...interesting.	HO
M2	Maybe we can add up with something this week.	OISC
H	Um..like we used to do before. It's a dream. Remember the big butterfly?	OISC AIA
M1	Yah	HO
H	Maybe he just um thinks that's OK. It's a dream because ah he's very diligent. He's always you know nerd...	OISC
M1	Yah	CON
H	He always gets the work done as soon as possible, but this time he's got a lot of work, and he get it done all, but still he feel there's a lot of work, he feel just like "hallucination" (Translation: Hallucinated) in his mind. You know sometimes you need to be relaxed in your study.	OISC
M1	Yah	CON
H	Is it OK? Or is it too simple?	CONC
M1	It's still simple, but you can add like a tone or another detail to make it more interesting.	CCC OISC

Members	{thinking}	
H	Time flies. Five minutes past. How can we start?	AIA
PHASE 2		
L1	What is a title?	AIA
Members	{thinking}	
H	First of all I'd like to tell you about the plot of the story...	OISC
M1	Yah	CON
H	...and then we can add up a little bit. The plot is like he has a lot of work to get done, to send, and he wastes time by you know watching TV, having snack and then um listening to music, dancing um and so on until time pass to ah midnight so that he feel very tired and he cannot do the work. He feel so sleepy, so he go to bed without doing any work. And that's one-day pass.	OISC
M1	What about er if he's not เด็กขยัน? (Translation: not hard-working)	AIA
L1	Lazy	HO
M1	...lazy, lazy boy, but today he want to change, to develop himself...	OISC
H	Ah ha	CON
M1	...but when he telephone, eat or do anything...	OISC
H	Ah ha	CON
M1	...the time pass, and it's the same. Nothing change.	OISC
L1	He can't change.	OISC
H	What do you mean by that? Repeat that again.	CONCLA
M1	เหมือนกับปฏิวัติ (Translation: Just like a revolution)	CCC
H	Ah ha	CON
M1	ฉันจะเปลี่ยนแปลงตัวเอง แต่พอเอาเข้าจริง ๆ ก็เกินสัญชาตญาณ ก็เหมือนเดิม ไม่เปลี่ยนแปลง (Translation: I will revolutionize myself, but in reality, it's beyond my instinct. Therefore, it's still the same. I can't change myself.)	OISC
H	Ah ha. OK, we've got the entire story.	CCC
M1	Is the title "A Revolution Day"?	CONC
H	Yes.	CCC
L1	What about the plot?	CONC
H	Just like um he's got a lot of work, want to finish all, want to change to be a new person who is diligent, who is eager to work, but still...	CCC
M1	เหมือนกับมีไฟ แล้วพอมานเจอสิ่งชั่วๆ ไฟก็ค่อยๆ ดับ (Translation: Just like the flame of desire to revolutionize himself is burning, but when there is a temptation, this flame is slowly extinguished.)	OISC
H	Ah ha, the distractions um the song, the food, the snack...	OISC
M1	...TV, telephone	HO
H	Yah, get him distracted from his work. So what's the turning point?	OISC CONC
M1	Turning point is he can't change anything.	CCC
H	All right, so now we've got the plot.	
M2	I think he does a lot of things, but he doesn't look at the clock.	OISC
M1	Um	CON
H	Is our main point misled because of the time?	CONC
M1	No. In my opinion, every time he join or หลง abuse this activity, he came back again and again. เหมือนกับมีสติว่ากลับมาทำ กลับมาทำนะ แต่พอ frame สุดท้าย สุดท้น ไม่ทำแล้ว นอนเลย ก็เลยกลับมาเหมือนเดิม เหมือนกับไฟแห่งความงู	CCC+OISC

	มานะมอดสติทจริง ๆ (Translation: It is like his consciousness tells him to get back to his study, but in the last frame, he can't stand the distractions. He stops studying and goes to bed. His flame of effort has been entirely extinguished.)	
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Names	Transcriptions	Categories
	PHASE 3	
L1	So what's the title?	CONC
H	A Revolution Day. What is his name? Mac?	CCC CONC
M1	Why it has to be Mac?	AIA
H	I don't know.	
L1	Yo.	HO
H	OK, Yo is a very lazy boy. He never does his homework, and he got a pile of work to get done in one night.	OISC
M1	Um	CON
H	One day he want to change himself to be an intelligent person.	OISC
M1	Umm	CON
H	Ah, he wakes up in the early morning to read the book, but just for a while everything around him distracts him. So have you got a plot? Two minutes left	OISC CONC
L1	Adding more details?	CONC
M2	We can add some...	CCC
H	...some thoughts	HO
M2	Yah, some thoughts	OIP
H	Maybe the best victory is the victory to overcome yourself, to beat yourself.	OISC
L1	So what is our plot?	CONC
H	Yo is a lazy man.	CCC
L1	And?	CON
H	He wants to revolutionize himself. "Today I wanna make a revolution. Be a new person. Be more diligent."	OISC
M1	แล้วเหมือนกับมีสิ่งช่วยมาคั่นตลอดเวลา เขาก็... (Translation: and he has been continually interrupted by the distractions, so he...)	OISC
H	Um	CON
M1	เขาก็พยายามดึงตัวเองกลับมาอ่านหนังสือเรื่อย ๆ เสร็จ ทีวีมา พอดูเสร็จก็กลับมาอ่านหนังสือ เสร็จฟังเพลง ก็กลับมาอ่านหนังสือ แต่พอตอนสุดท้าย เหมือนกับทนนไม่ไหว พิวส์ขาด นอนเลยดีกว่า ไว้ปฏิวัติวันหลังละกัน วันนี้ขออนก่อน (Translation: He is trying to pull himself to the study. When the TV is on, he pulls himself back to his study after watching it. When the music comes, he also pulls himself back to the study. Finally, he can't resist the temptations. He goes to bed and leave the revolution to be some other time. Today, he wants to sleep.)	
H	And one day, no, and finally as time flies, it's 11 o'clock. It's time to bed...	OISC
L1	...and he think the Revolution Day may be tomorrow, not today.	HO
H	...not today. Got it all? {asked the note-taker} How to write การเอาชนะตัวเอง เป็นการเอาชนะที่แท้จริง (Translation: A real victory is the victory of conquering	OIP CONC

	yourself.)	
M1	Use the word conquer. Right?	CCC+AIA
H	No other victory is better than the victory of overcoming oneself.	HO
L1	Again please?	CONC
H	No other victory is, oh no, no other victories are better than the victory of overcoming oneself.	CCC
	PLANNING TIME IS OVER	

Topic No. 5: Study Time (High-score Achiever)

Narrative Task Repetition

Focus group members: Bomb = Reporter, Bee = Note-taker, Bam = Time-keeper, Beam = Monitor, and Belle = Chair

Names	Transcriptions	Categories
	PHASE 1	
M1	OK, do we plan to use the Academy Fantasia theme?	CONC
H	Ah ha. Do you want to add anything?	CCC CONC
M2	We can add the action of this man.	CCC+OISC
H	Ah ha.	CON
M2	Rewrite the lyric to his work.	OISC
M1	Maybe this time you may dance. Sometimes you sing, and sometimes you dance.	OISC
H	It's so hard for me, you know. You see I'm not good at dancing.	OISC
M1	OK, let's get back to the theme.	OISC
H	OK, let's get back to the theme. What should it be about?	OIP CONC
M2	He writes his work, and when he look at the TV and hear the song, he stand up and dance...	CCC+OISC
H	Ah ha...he sing along the song...	HO
M2	He put the pen on his ear, and when he come back for his work, he can't find his pen.	OISC
H	And then?	CON
M2	He dance. Next he back to his work...	OISC
H	Ah ha...time by time, so the work haven't being done.	HO
L1	And?	CON
M2	And he cannot find his pen.	OISC
H	Ah ha. Then?	CON
M2	He waste the time.	OISC
M1	In my opinion, I think about he decide not to XXX {voice unheard} to the people there, but when he hear it...	OISC
H	...he can't control himself.	HO
M1	It's by instinct. He can't control it.	OISC
H	That's good. What about you? Want to add something more?	CONC
L2	I er you mean this man ผู้ชายคนนี้ไม่ใช่คนที่แข่งโชว์หรือเปล่า เป็นคนที่ติดโชว์ไหม (Translation: Is this man a contestant or a fan of the Academy Fantasia?)	CONCLA
M1	เป็นคนที่ติด Academy (Translation: He's a fan of Academy.)	CCC
H	Ah ha. He's Academy lover.	OIC

Names	Transcriptions	Categories
	PHASE 2	
H	And then I think we may not follow all the pictures. It will make the story you know...	OISC
M1	...too much detail.	HO
H	Ah ha. Maybe we bring the point some points in here like telling the change to be the distracters of the point, and then me um, I just cannot control myself of looking at it. It's by an instinct of mine. And then we think the action the situation of myself and link it to the study time. And then it comes to the issue of responsibility.	OISC
M1	ถ้ามันใจก็สามารถเอาชนะตัวเองได้ อย่างนั้นแหละ (Translation: Does it imply that if we're confident, we can do it?)	CONC
H	Yah. It's the theme um the food for thought of the story. Um no matter what, no matter how, responsibility should come first.	CCC OISC
M1	Do we always end with the quotes?	CONC
L1	It's our style.	CCC
H	You know everybody is given twenty-four hours, it does not matter how much we are given, but the matter is how we spend it. Do you think the first one or the second one we should lead this message to the audience?	OISC CONC
M1	I think I prefer the second one.	CCC
H	The second one.	OIP
M1	It's about how to manage the time.	OISC
H	How to manage the time. The second one? All right, I end up with the second one because it is about time. And we have time as the core of the story. All right? We have time as the core, and then we link and we bring the situation around it. And I will er keep telling the time the point of time and add the action between the period of time. All right?	CONC CCC CONC
Members	{nodded}	CCC
H	I will introduce the character. The story is about the same as I'm a music lover and I'm also a Academy Fantasia lover.	OISC
L1	Does it OK if you commence the presentation with singing the Academy Fantasia song?	AIA
H	Yah, after that I would come back to the situation. Then I will sing the second line...	HO
L1	Yah	CON
H	...of the song, and then come back to the situation. Would it look OK?	OISC AIA
M2	OK	HO
M1	มันดูขุ่นไปไหม มันอาจจะทำให้คนดูงง (Translation: Will it confuse the audience?) แยกอาจจะร้อง ๆ ๆ แล้วก็กลับมาตั้งใจเรียน ... (Translation: You may sing, sing, and sing. Then you go back to your study...)	OISC
H	Ah ha.	CON
M1	แล้วจู่ ๆ ก็หันมาดู Academy อะโรยแบบนี้ (Translation: Suddenly, you turn to watch the Academy again. It's something like that.)	OISC
H	Ah ha, but the whole song, right?	CONC
M1	No, just some parts of it.	CCC

Names	Transcriptions	Categories
	PHASE 3	
H	Um, I've got it. I've got it. And then would it be OK if we just leave the substance of the story by asking a question to the audience, "have my work done yet?"	AIA
M1	What did you say? I don't understand it.	CONCLA
H	I said, "have my work done yet?" Ask the question to the audience.	CCC
M1	นี่คือตอนจบหรือ เอะดูไม่เครียด (Translation: Is that the ending? It's good because it doesn't sound serious.)	CONC+OISC
H	เหมือนกับไม่จบ ถามเขาว่าเหตุการณ์ที่ดู ๆ มาเนี่ย ตอนจบถามเขาว่างานนะเสร็จไหม (Translation: It doesn't seem like the ending. I will ask the audience whether my work has been done yet from the situations that they have been watching.)	CCC
M1	แล้วยังมี quote ตามละเปล่า (Translation: Will there be any quote after it?)	CONC
H	มี ก็คืออันนี้จบเรื่อง (Translation: There is a quote as an ending.)	CCC
M1	คือจบ จบแล้วก็ค้าง แล้วพูด quote ใหม่นะ (Do you mean almost to the end, you will pause and then say a quote?)	CONC
H	ใช่ ให้เขาคิดเอง (Translation: Yes, let them think.) เสร็จแล้วเราจะ quote ว่า (Translation: At the end, we will quote) that it doesn't matter how much we are given, but the matter is how we spend it. Is that OK?	CCC CONC
L1	Yes.	CCC
H	Let's wrap up. First we introduce the character. Then we will have the situation like ah I and the television. I am a person who want to you know finish the work, the Statistic work.	OISC
L1	Statistic work?	CONC
H	Yah, I want to finish all the work of Statistics, but unfortunately, that night is the Academy Fantasia...	CCC
L1	...final round.	HO
L1	Ah ha	CON
H	...but I was distracted all the time, so the work hasn't been done.	OISC
L1	Umm	CON
H	That's why I won't way the work hasn't been done. I will ask a question. Maybe I'll ask our group. You can answer my question.	OISC
	PLANNING TIME IS OVER	

Appendix 17: Transcriptions of NNTs and NTRs

Topic 2: Snack Attack (New narrative)

Group I: L2

My name is from Group 1. (1) Today I will tell you er about a secret of one hundred / (2) um many many many many many years ago {laugh} + there's one man named Pu Chiew {laugh} / (3) + one early morning he go shopping alone/ (4) + he go shopping himself instead of his wife / (5) + she's vegetarian / (6) he pay attention to what he eat / (7) he's wise consumer / (8) he spend much of time to select the best thing / (9) he's such a + a con considerative consumer / (10) at the dairy booth ah he always choose a quality egg fruit and vegetables um for example vegetable no spot + so he has to wait so long to take a queue for the cashier / (11) finally he went home late at night / (12) you know why / (13) + his home far from the market ninety kilometers and he take this chance to exercise / (14) let's guess how old she is {audience answered "hundred"} / (15) + um he is ninety years old / (16) he lives long because he choose the best thing for himself / (17) remember choose wisely live well.

Total of T-unit = 17

T-Unit	Pauses	Errors	No. of words
1	0	3	9
2	1	0	9
3	1	1	6
4	1	2	7
5	1	1	1
6	0	2	5
7	0	1	3
8	0	3	8
9	1	1	4
10	1	5	29
11	0	1	6
12	0	1	3
13	1	3	14
14	0	1	5
15	1	0	5
16	0	2	9
17	0	0	5
Total: 17	8	27	128

Inter-rater suggested correction

[Today I will tell you about a secret of one hundred years old / many many many many many years ago, there's one man named Pu Chiew / one early morning, he goes shopping alone/ he goes shopping by himself instead of his wife / he's vegetarian / he pays attention to what he eats / he's a wise consumer / he spends much of his time selecting the best thing / he's such a considerate consumer / at the dairy booth, he always chooses quality eggs, fruit and vegetables, for example, vegetable which has no spot, so he has to wait so long to take a queue for the cashier / finally he goes home late at night / Do you know why? / his home is far from the market ninety kilometers, and he takes this chance to exercise / let's guess how old he is / he is ninety years old / he lives long because he chooses the best things for himself / remember choose wisely live well.]

Group II: L2

Good afternoon everyone. (1) is you know food is important for your health / (2) I've got a friends / (3) + he alway eat + healthy food and he gets very handsome / (4) here's a story about + an old man which is care of food and health / (5) his name is uncle John / (6) ok the story begins at one days / (7) that day is his ninety-nine anniversary birthday / (8) do you know why he live that long / (9) because he alway eats he alway eat + + healthy food and nutritional food so he get healthy and strong / (10) that day he going he's going to prepare for a party so his wife is call his neighborhood to his house and he goes to the supermarket / (11) his way to supermarket is quite long but + the the stuff is + very variety / (12) so at the mar at the supermarket he is try to pick up the best quality food just like vegetables milk and eggs / (13) he want to buy + he want to buy ah some low quality food so he choose it for a long time / (14) and when he got to pay the er for the price oh my god the low is very the queue is very long for he has to wait for a long time / (15) then it's very late at night when he leave with supermarket / (16) he rushing he rush to his house but he found that his guest is asleep.

Total of T-unit = 16

T-Unit	Pauses	Errors	No. of words
1	0	1	8
2	0	1	3
3	2	2	7
4	1	3	11
5	0	0	5
6	0	1	6
7	0	1	6
8	0	1	6
9	2	2	13
10	0	1	23
11	2	1	12
12	0	2	16
13	1	3	14
14	0	1	24
15	0	1	10
16	0	2	10
Total 16	8	23	174

Inter-rater suggested correction

[Do you know food is important for your health/ I've got a friend / he always eats healthy food and he gets very handsome / here's a story about an old man who cares about food and health / his name is uncle John / ok, the story begins on one day / that day is his ninety-ninth anniversary birthday / do you know why he lives that long / because he always eats healthy food and nutritional food so he gets healthy and strong / that day he's going to prepare for a party so his wife calls his neighborhood to his house and he goes to the supermarket / his way to supermarket is quite long but the stuff is very various / at the supermarket, he tries to pick up the best quality food like vegetables, milk and eggs / he doesn't want to buy some low quality food so he chooses it for a long time / and when he gets to pay the for the price, oh my god, the queue is very long so he has to wait for a long time / then it's very late at night when he leaves the supermarket / he rushes to his house but he finds that his guest is sleeping.]

Group III: L2

Good afternoon teacher and class. (1) Today + I will told er I will tell you about + myself and someone who make me realize something / (2) er + I I like shopping very much / (3) what I always buy is are bag shoes er clothes er like other girls / (4) when I come in this class I see this picture and it makes me think of someone / (5) er he is my grandfather / (6) + er now he is seventy years old but he's still healthy / (7) he always come comes to the supermarket near near my house / (8) er + he is a wise shopper / (9) he always care about what he'll he'll buy / (10) he will choose the + things that make us healthy like er fresh vegetable and fruit / (11) + er + + he is a good man 'cause he's always on queue but it's sometimes it makes him + er come back home late / (12) er + er um + finally I thank to our teacher to give me this picture because er if I didn't come to this class I will I will not realize what I should do + to + myself / (13) I will change my + lifestyle / (14) I will be the + do like my er I will find something that is good for my health.

Total of T-unit = 14

T-Unit	Pauses	Errors	No. of words
1	2	3	14
2	1	1	5
3	0	2	11
4	0	1	17
5	0	0	4
6	1	0	10
7	0	2	9
8	1	0	5
9	0	1	6
10	1	1	13
11	4	0	20
12	4	3	26
13	1	0	5
14	1	0	10
Total 14	16	14	155

Inter-rater suggested correction

[Today I will tell you about myself and someone who makes me realize something / I like shopping very much / what I always buy are bag , shoes and clothes like other girls / when I come in this class, I see this picture, and it makes me think of someone / he is my grandfather / now he is seventy years old, but he's still healthy / he always comes to the supermarket near my house / he is a wise shopper / he always cares about what he'll buy / he will choose the things that make us healthy like fresh vegetables and fruit / he is a good man 'cause he's always on queue, and it sometimes makes him come back home late / (12) finally I thank to our teacher who gives me this picture because if I don't come to this class, I will not realize what I should do to myself / I will change my lifestyle / I will find something that is good for my health.]

Group IV: L2

((Show anxiety)) Good afternoon class. (1) Let we start about my story / (2) it's a story of uncle Dawson / (3) + uncle uncle Dawson is very old / (4) he's living in the uptown girl {audience laugh} er in the up(h) town so he needs to go shopping every week but the shop + is very far from his home / (5) he need to take a bus from his home in the uptown to the downtown but he's single and + because his old age he has the Alzheimer / (6) he needs to + + note everything whenever he go out to shopping / (7) when he go to A-mart department store he try to find the stuff that he need to find / (8) first he go to + + + the de the part of vegetables / (9) he's very careful to select everything for example he needs to buy fruit he select banana and he look every part of it / (10) thus there is any fault or any worm or the price is too expensive / (11) then he walks to + the daily + the daily product and he also do that / (12) he need to look at the milk is al already + expire day or there is any bad thing on it / (13) + he do it every part of the item that he need to buy so it takes too long time when he shopping / (14) he went to + the A department store from ten o'clock in the morning and he finish select everything about ten o'clock in the in the evening / (15) + and when he and when he watch his watch he found that oh it's the shop nearly close so he decide to go to + + cash everything / (16) and he needs to wait for a long queue so he he feel worry because the bus will + will have no bus anymore if he walk out too late / (17) when he already cash and he went out the market / (18) and when he went out the department store he found no bus / (19) it made him more worried more worry so he needs to walk home from downtown to uptown because + every every stuff is very heavy and he needs to walk home / (20) + he walks / (21) suddenly he die with heart attack

Total of T-unit = 21

T-Unit	Pauses	Errors	No. of words
1	0	2	4
2	0	0	6
3	1	1	5
4	1	4	22
5	1	2	26
6	2	2	9
7	0	3	15
8	3	3	7
9	0	5	21
10	0	2	13
11	2	4	9
12	1	5	15
13	1	5	19
14	1	3	21
15	3	7	16
16	1	5	21
17	0	4	8
18	0	2	10
19	1	1	26
20	1	0	2
21	0	1	5
Total 21	19	61	280

Inter-rater suggested correction

[Let us start about my story / it's a story of uncle Dawson / Uncle Dawson is very old / he's living in the uptown so he needs to go shopping every week but the shop is very far from his home / he needs to take a bus from his home in the uptown to the downtown but he's single and because of his old age, he has the Alzheimer / he needs to note everything down whenever he goes shopping / when he goes to A-mart department store, he tries to find the stuff that he needs to find / first he goes to the part {section} of vegetables / he's very careful in selecting everything for example if he needs to buy fruit, he selects banana and he looks at every part of it / thus there is neither any fault or any worm nor the price is too expensive / then he walks to the daily {dairy} product and he also does the same / he needs to look at the milk whether it is al already expired or there is no bad thing in it / he do {checks} with every part of the item that he needs to buy so it takes too long time when he is shopping / he goes to the A department store from ten o'clock in the morning and he finishes selecting everything about ten o'clock in the in the evening / and when he and when he looks at his watch, he finds that oh it's the shop is nearly closed so he decides to go to pay cash for everything / and he needs to wait for a long queue so he feels worried because there will be no bus anymore if he walks out too late / after he's already paid cash, he leaves the market / and when he goes out of the department store, he finds no bus / it makes him more worried, so he needs to walk home from downtown to uptown because every stuff is very heavy and he needs to walk home / he walks / suddenly he dies with heart attack.]

Topic 2 (Snack Attack) Narrative repetitionGroup I: L2

(1) Today I will tell you a story about Pu Chiew same as two weeks ago / (2) Pu Chiew is 200 years old and he lives with his younger wife / (3) ah and she is very lazy to buy a thing so er we can call him a househusband {as opposed to housewife} / (4) he loves his wife very much so he can do anything for his wife / (5) + um so he can do anything for her even choose the best thing for his wife / (6) one day he goes to the supermarket alone as usual choosing the best quality food for his wife / (7) he has to be careful to choose a thing because he is afraid of his wife or กลัวเมีย {in Thai: Krua Mere} / (8) he spends most of his time to choose the best thing because he doesn't want his wife annoyed when he choose the bad quality you know [with rising tone] um so he comes back home late / (9) ah his his wife um can't stand waiting for him ah so when he come back home late his wife scold him and don't let him get into the house / (10) he ran away and cry crying all the way / (11) um the important thing ah from the story is don't let the bald down or อย่าปล่อยให้คนหัวล้านใจน้อย {in Thai: Ya Ploi Hai Kun Huay Larn Jai Noi}.

Total of T-unit = 11

T-Unit	Pauses	Errors	No. of words
1	0	3	15
2	0	0	13
3	0	1	16
4	0	1	29
5	1	2	12
6	0	2	16
7	0	0	19
8	0	4	30
9	0	3	23

10	0	2	6
11	0	1	20
Total: 11	1	19	199

Inter-rater suggested narrative repetition correction

[Today I will tell you a story about Pu Chiew which was the same as two weeks ago / Pu Chiew is 200 years old, and he lives with his younger wife / she is very lazy to buy anything, so we can call him a househusband / he loves his wife very much, so he can do anything for his wife / he can do anything for her even choosing the best thing for his wife / one day he goes to the supermarket alone as usual to choose the best quality food for his wife / he has to be careful to choose a thing because he is afraid of his wife or Krua Mere / he spends most of his time choosing the best thing because he doesn't want his wife to be annoyed when he chooses the bad quality, you know, so he comes back home late / his wife um can't stand waiting for him, so when he comes back home late, his wife scolds him and doesn't let him get into the house / he runs away and cries all the way / the important thing from the story is don't let the bald down or Ya Ploi Hai Kun Huay Larn Jai Noi.]

Group II: L2

Good afternoon everyone. (1) Today is a story of uncle John once again / (2) it's a new version / (3) there's the old man Uncle John / (4) he's old man with very good health and very handsome because he ate only vegetables and meat which is the best quality / (5) today is his ninety ninth birthday so he can have a party / (6) at first he want to he want to take a party at the restaurant like MK or the Pizza but he think it's junk food and it's very expensive so he decide to to take a party at home / (7) on that day he heard a new a news that there's a supermarket supermarket open nearby / (8) this supermarket slogan is a man can shop as a woman {laugh} so this supermarket is open until midnight / (9) oh he think he has a lot of time so he rush to the supermarket and choose the food / (10) first he stop at the vegetable stand / (11) he pick up some + banana orange onion and some kind of vegetable he want for the barbeque party / (12) he chooses for a long time because he want to find the best quality vegetable for the party / (13) next he stop at the milk and eggs stand / (14) he chooses big size and + some some egg that look beautiful because he think the beautiful egg is the best quality / (15) ++ he spend time there very long because he just choose choose and select the best so he look at his watch it's very late at night / (16) he rush to the to the pay line but the line is very long so he has to wait for a long time until he can leave the store / (17) ++ immediately he rush to his house and going to prepare the party but he forgets one thing / (18) he don't call for the guests.

Total of T-unit = 18

T-Unit	Pauses	Errors	No. of words
1	0	0	9
2	0	0	4
3	0	1	6
4	0	6	20
5	0	0	11
6	0	4	30
7	0	1	12
8	1	1	17
9	0	3	15
10	0	1	6
11	1	8	11

12	0	2	16
13	0	1	8
14	1	3	18
15	2	4	22
16	0	2	26
17	0	3	16
18	0	3	2
Total	18	5	43
			249

Inter-rater suggested narrative repetition correction

[Today is a story of uncle John once again / it's a new version / there's an old man named Uncle John / he's an old man with very good health, and he is very handsome because he eats only vegetables and meat which are the best quality / (5) today is his ninety ninth birthday so he can have a party / at first he wants to have a party at the restaurant like MK or the Pizza but he thinks it's junk food and it's very expensive, so he decides to have a party at home / on that day he hears a news that there's a supermarket opened nearby / this supermarket slogan is a man can shop as a woman {laugh}, and this supermarket is opened until midnight / oh he thinks he has a lot of time so he rushes to the supermarket and chooses the food / first he stops at the vegetable stand / he picks up some bananas, oranges, onions and some kinds of vegetables he wants for the barbeque party / he chooses for a long time because he wants to find the best quality of vegetables for his party / next he stops at the milk and eggs stand / he chooses the big size and some eggs that look beautiful because he thinks the beautiful egg is the best quality / he spends time there very long because he just chooses and selects the best so when he looks at his watch, it's very late at night / he rushes to the pay point, but the line is very long so he has to wait for a long time until he can leave the store / immediately, he rushes to his house and is going to prepare for the party, but he forgets one thing / he hasn't invited any guests.]

Group III: L2

Good afternoon my teacher and friends. (1) You see this picture / (2) I'll tell you about "The Last Supper" {laughs} / (3) this is Mr. Smith / (4) he is a good he is a good man / (5) he's very + er he work so hard / (6) he's a family man / (7) he + er he is so rich / (8) he has many er many huge heritage / (9) today is the thirtieth of his anniversary / (10) + today he goes to the supermarket and find some of the delicious food for + making dinner er for his wife / (11) so + + what's going on / (12) maybe you are curious / (13) when he is on queue he thinks about his wife / (14) he scare that his wife may er bring his heritage so he thinks and thinks and thinks / (15) when he comes home his wife comes to him and say "Where have you been my dear / (16) I er + I have waited for you for a long time / (17) and er and this anniversary I'll make the great er I'll make the great supper just for you."

Total of T-unit = 17

T-Unit	Pauses	Errors	No. of words
1	0	1	4
2	0	0	7
3	0	0	4
4	0	0	5
5	1	2	3
6	0	0	4
7	1	1	3
8	0	1	4
9	0	0	7
10	2	1	18
11	2	0	4
12	0	2	4
13	0	0	10
14	0	3	14
15	0	0	17
16	1	0	9
17	0	0	11
Total 17	7	11	128

Inter-rater suggested narrative repetition correction

[You see this picture / I'll tell you about "The Last Supper"/ this is Mr. Smith / he is a good man / he works very hard / he's a family man / he is very rich / he has many huge heritages / today is the thirtieth of his anniversary / today he goes to the supermarket to find some of the delicious food for making dinner for his wife / so what's going on? / maybe you are curious to know / when he is on queue, he thinks about his wife / he is scared that his wife may take his heritage, so he thinks and thinks and thinks / when he comes home, his wife comes to him and say, "Where have you been my dear" / "I have waited for you for a long time" / "and this anniversary, I'll make the great supper just for you."]

Group IV: L2

((The narrator looks more relaxed. She's smiling to the audience.)) Good afternoon, class. (1) I'll talk about the story of Uncle Dawson / (2) his full name is Mr. MAN Dawson / (3) he has he is short + he was short / (4) he had white hair and he had a bald / (5) and he had a mustache / (6) he was a guy who loved shopping / (7) he was also a shopaholic like many women in this class alright / (8) maybe all of you concluded that he was a gay because he liked to shop like woman / (9) tonight he wanted to find to found some stuff for cooking dinner + with his young white nice boy {audience laugh} so he went to the downtown again to A-Mart market / (10) he picked a banana for dessert like ah banana ice-cream / (11) he picked orange for orange juice / (12) and he also picked dairy products for doping that he could talk with the young white nice boy all night / (13) + after picking with all the stuff and put it into the cart he took a long time for waiting the queue and pay the money / (14) when he finished he found that he had no money anymore even a coin for taking the bus home so he need to walk home + alone + but he was so happy because tonight his dream about his young white nice boy will come true.

Total of T-unit = 14

T-Unit	Pauses	Errors	No. of words
1	0	0	8
2	0	0	7
3	1	0	3
4	0	0	9
5	0	0	5
6	0	0	7
7	0	0	12
8	0	1	16
9	1	2	26
10	0	0	9
11	0	0	6
12	0	2	20
13	1	1	24
14	1	0	44
Total 14	4	6	196

Inter-rater suggested narrative repetition correction

[I'll talk about the story of Uncle Dawson / his full name is Mr. Man Dawson / he was short / he had white hair and he had a bald / and he had a mustache / he was a guy who loved shopping / he was also a shopaholic like many women in this class, alright? / maybe all of you concluded that he was a gay because he liked to shop like women / tonight he wanted to find some stuff for cooking a dinner with his young white nice boy {audience laugh} so he went to the downtown again to A-Mart market / he picked a banana for dessert like ah banana ice-cream / he picked some oranges for making the orange juice / and he also picked dairy products for doping that he could talk with the young white nice boy all night / after picking all the stuff and put it into the cart, he took a long time for waiting the queue and pay the money / when he finished, he found that he had no money anymore even a coin for taking the bus home so he needed to walk home alone but he was so happy because tonight his dream about his young white nice boy will come true.]

Topic 3 (Free Time) New narrative

Group I:M1

Good afternoon teacher and my friends. (1) Everyone can have seen the advertisement that have the man drinking alcohol and keep shouting จน เครียด กินเหล้า (Translation: poor, stressful, drinking alcohol) / (2) like it show + us that drinking alcohol help nothing so in this week we gonna present you about story of the man who choose the best way to release his stress / (3) the story is + Poor Serious Let's go out / (4) + the story begin with the man who's feel serious because of his wife keep complaining about their family his family's poverty so he want to relieve his stress but he don't know what to do / (5) then he decides to go out wherever without his wife + so + he took his children with him / (6) and watched er saw left or right that his wife don't know where where he's gonna go so he left her home / (7) he drove up the hill drove across the river just drove with no destination but then he and his children enjoy the trip like singing along the trip / (8) then when he drove + past past the forest his children say oh papa this + this place very beautiful / (9) we should stop here and have picnic together today / (10) so he decide to enjoy his afternoon with his family there / (11) + they just have er good er the air is fresh and the father take a nap while his children play around / (12) suddenly you see the butterfly the butterfly in the picture {asking the audience} / (13) + he saw the butterfly / (14) he think that it's simple just a butterfly around the park but he found that he saw the butterfly eyes / (15) it have it had a bad attention oh no + it had a bad ++ intention / (16) yes it had a bad intention / (17) so do you see the girl right / (18) she point the butterfly / (19) then the butterfly bit her finger / (20) then he realize that oh this butterfly is going to attack attack them / (21) then the butterfly fly and approach him / (22) then he scream / (23) ah and do you know + all the thing he found in the story is just a dream / (24) yes it's just a dream / (25) he felt a bit + pity don't have a trip a beautiful trip like this / (26) anyway finally he found that what he's going to relieve to relieve his stress / (27) so you see if you have + if you are serious with something don't drink the alhocol / (28) just remember one thing poor serious let's go out.

Total of T-unit = 28

T-unit	Pauses	Errors	No. of words
1	0	5	15
2	1	6	26
3	1	0	8
4	1	7	29
5	2	2	15
6	0	7	15
7	0	4	24
8	2	2	15
9	0	0	9
10	0	1	10
11	1	3	12
12	0	1	10
13	1	1	3
14	0	3	15
15	3	1	4
16	0	1	5
17	0	0	7
18	0	2	3

19	0	1	5
20	0	1	11
21	0	3	4
22	0	1	2
23	1	1	15
24	0	0	5
25	1	3	10
26	0	3	6
27	1	0	13
28	0	0	9
Total 28	15	59	305

Inter-rater suggested new narrative correction

[Everyone may have seen the advertisement that there is a man drinking alcohol and keeping shouting จน เครียด กินเหล้า (English translation: poor, stressful, drinking alcohol) / it shows us that drinking alcohol helps nothing, so in this week we gonna present you about a story of a man who chooses the best way to release his stress / the story is Poor Serious Let's go out / the story begins with the man who feels serious because his wife keeps complaining about his family's poverty, so he wants to relieve his stress, but he doesn't know what to do / then he decides to go out anywhere without his wife, so he takes his children with him / he watched left and right to make sure that his wife doesn't know where he's gonna go, so he leaves her home / he drives up the hill, drives across the river, just driving with no destination, but he and his children enjoy the trip like singing along the trip / then when he is driving past the forest, his children say, "oh papa this place is very beautiful" / "we should stop here and have picnic together today" / so he decides to enjoy his afternoon with his family there / the air is fresh, and the father takes a nap while his children are playing around / suddenly, can you see the butterfly - the butterfly in the picture? / he sees the butterfly / he thinks that it's just a simple butterfly around the park, but he sees the butterfly eyes / it has a bad intention / yes, it has a bad intention / so do you see the girl, right? / she points to the butterfly / then the butterfly bites her finger / he realizes that oh this butterfly is going to attack them / the butterfly flies and approaches him / then he screams / and do you know all the thing he found in the story is just a dream? / yes, it's just a dream / he feels a bit pity of not having a beautiful trip like this / anyway, finally, he finds out how to relieve his stress / so you see if you are serious with something, don't drink the alcohol / just remember one thing: poor, serious, let's go out.]

Group II: M1

Good afternoon teacher and class. (1) Today I will tell you a story about Uncle John / (2) it's the story about Free Time Uncle John / (3) can you remember last time we do the Uncle John / (4) last time when he do the shopping {interact with audience} / (5) for this time it's time for their his kids to visit him / (6) when his grand grandchildren er come to visit him he always take them to + something to relax + to the zoo something like that but for this time Uncle John took them to see the beautiful sightseeing er up upcountry in the upcountry / (7) + he drove over the mountain down to the valley / (8) take it so long to get there because Uncle John drove + Uncle John drove so slowly because he want he wanted his children er grandchildren to see beautiful scenery / (9) ++ and finally + they cross the bridge / (10) it's name is Terabethia / (11) + and they enter the jungle / (12) + oh his his grandchildren named Leslie and Jesse / (13) that's the topic / (14) Leslie and Jesse wanted to take a break so they told Uncle John to pull over / (15) Uncle John Uncle John it was very fantastic / (16) I want to pull over here [making Jesse's voice] / (17) Uncle John said ho ho yes you can {making Uncle John's voice} / (18) ++ finally Uncle John agreed that he stopped the car and had a

little picnic / (19) they ate / (20)+ they play around and when Uncle John laid down he fell asleep / (21) Jesse and Leslie played near the creek alone / (22) + unfortunately + er it's going to be about the the tragedy / (23) while Leslie was swam across the creek the rope broke down and Leslie fell into the water and was drown / (24) she drown into the water and + she dead / (25) then Jesse + er ran back to tell Uncle John that Leslie was dead was dead / (26) + Uncle John was shocked and broke down / (27) + finally Uncle John took Jesse home with Leslie's body and prepare the funeral ceremony / (28) that's the ending.

Total of T-unit = 28

T-unit	Pauses	Errors	No. of words
1	0	0	10
2	0	0	6
3	1	1	11
4	0	4	6
5	0	0	12
6	2	4	37
7	1	0	9
8	1	4	20
9	3	1	5
10	0	0	4
11	1	1	4
12	1	2	6
13	0	0	3
14	0	0	16
15	0	0	6
16	0	0	6
17	0	0	8
18	2	3	10
19	0	1	1
20	1	1	11
21	0	1	7
22	2	0	8
23	2	0	8
24	0	1	19
25	1	0	12
26	1	0	7
27	1	1	13
28	0	0	3
Total 28	20	25	268

Inter-rater suggested new narrative correction

[Today I will tell you a story about Uncle John / it's the story about Free Time, Uncle John / can you remember last time we did the Uncle John? / can you remember last time when he did the shopping? / for this time, it's time for his kids to visit him / when his grand grandchildren come to visit him, he always take them to some places to relax such as to the zoo something like that, but for this time, Uncle John took them to see the beautiful sightseeing in the upcountry / he drove over the mountain down to the valley / it took so long to get there because Uncle John drove so slowly and because he wanted his niece and nephew to see the beautiful scenery / and finally, they crossed the bridge / it's name was

Terabethia / and they entered the jungle / oh his nephew and niece were named Leslie and Jesse / that's the topic / Leslie and Jesse wanted to take a break, so they told Uncle John to pull over / "Uncle John, Uncle John, it was very fantastic" / "I want to pull over here" [making Jesse's voice] / Uncle John said, "ho, ho, yes, you can" {making Uncle John's voice} / finally, Uncle John agreed to stop the car and have a little picnic / they ate lunch / they were playing around, and when Uncle John laid down, he fell asleep / Jesse and Leslie were playing near the creek alone / unfortunately, it's going to be about the tragedy / while Leslie was swimming across the creek, the rope broke down and Leslie fell into the water and was drown / she was drown into the water, and she was dead / then Jesse ran back to tell Uncle John that Leslie was dead / Uncle John was shocked and broke down / finally, Uncle John took Jesse home with Leslie's body and prepared the funeral ceremony / that's the ending.]

Group III: M1

Good afternoon teacher and class. (1) Today I gonna tell you about Halabaloo, the road, the bridge and the salvation {audience made a surprised sound} / (2) you see the pictures right / (3) there is a family that + they + THere ARE THree + members grand+ father and two grand+ children / (4) um + this man + his name is Sampath / (5) his family lives in a city a + competitive society / (6) + they suffer from the whole thing in the city and they want to escape from those things so Sampath plan to take his grandchildren to go to + to go picnic / (7) um + + so you see from the picture / (8) Sampath is um driving a car to + to picnic and + + he don't know where to go so he has to choose / (9) he don't know which road is better but he has to choose because he has to go / (10) right {interact with the audience} / (11) + and + the god tell him that he should go this way / (12) then she follow that voice / (13) + + + after that she reach the hill and he want to climb it up / (14) it was very very hard to go up hill right {interact with the audience} / (15) but he has to go because he wants to find the place that was really really good for that family for his family / (16) and + + even it is very hard to go uphill but they are ah happy to go / (17) you see they sing / (18) + they are very very happy to go uphill / (19) then he they find the bridge + the bridge / (20) do you know what the bridge means / (21) + + + it was a connection / (22) yes {interact with the audience} it's the {audience laugh} + it connects the city and the nature / (23) + it's like you live in the reality and you want to escape it so you have to come across the bridge and you go to an imaginary world / (24) + they go through the nature the way that there are the trees on both side / (25) + + they go go go and go / (26) + they are now they are really really tired that they think think about the food the relaxation and the time to rest in the park ah in the nature so they keep going / (27) then finally there is a place / (28) it + it's like a really really good feeling for for them / (29) this you see this picture / (30) they feel ah {making a sound showing a feeling of relief} so now they are in salvation / (31) and you understand the word salvation / (32) no {interact with the audience} / (33) can I speak in Thai {ask the teacher} / (34) Nipphan {in Thai} / (35) they are like they are in salvation in the healing of god so it's very good feeling / (36) and do you want to go like them / (37) why {interact with the audience} / (38) + + it's good feeling right Jet {interact with one audience} / (39) so I will end this story that if you want to go to somewhere and you really want to go even you have to + go + through the hardship you have to pass it.

Total of T-unit = 39

T-unit	Pauses	Errors	No. of words
1	0	0	13
2	0	0	5
3	5	2	12
4	2	0	6

5	1	0	9
6	2	1	27
7	2	1	6
8	3	1	18
9	0	1	16
10	0	0	1
11	2	1	10
12	0	2	3
13	3	3	10
14	0	1	8
15	0	1	18
16	2	1	14
17	0	1	3
18	1	0	7
19	1	1	4
20	0	0	7
21	3	1	3
22	1	0	8
23	1	0	28
24	1	4	9
25	2	0	4
26	1	2	25
27	0	0	6
28	1	0	8
29	0	1	4
30	0	0	8
31	0	1	6
32	0	0	1
33	0	0	5
34	0	1	1
35	0	0	17
36	0	0	8
37	0	0	1
38	2	1	5
39	2	0	33
Total 39	38	28	377

Inter-rater suggested new narrative correction

[Today I gonna tell you about Halabaloo, the road, the bridge and the salvation / you see the pictures, right? / there is a family of which there are three members, grandfather and two grandchildren / this man, his name is Sampath / his family lives in a city, a competitive society / they suffer from the whole thing in the city and they want to escape from those things, so Sampath plans to take his grandchildren to go picnic / so can you see from the picture? / Sampath is driving a car to picnic and he doesn't know where to go so he has to choose / he doesn't know which road is better but he has to choose because he has to go / right? / and the god tells him that he should go this way / then he follows that voice / after that he reaches the hill and he wants to climb it up / it is very very hard to go up hill, right? / but he has to go because he wants to find the place that was really really good for his family / and even it is very hard to go uphill, they are happy to go / you see they are singing / they are

very very happy to go uphill / then they see the bridge / do you know what the bridge means / it was a connection / yes, it connects the city and the nature / it's like you live in the reality and you want to escape it, so you have to come across the bridge and you go to an imaginary world / they go into the nature where there are trees on both sides / they go, go, go and go / they are now really really tired and they think about the food, the relaxation and the time to rest in the nature, so they keep on going / then finally there is a place / it's like a really really good feeling for for them / this, do you see this picture? / they feel ah {making a sound showing a feeling of relief}, so now they are in salvation / and do you understand the word salvation? / no / can I speak in Thai / It's Nipphan {in Thai} (In Bhuddism, Nipphan or Nirvana is seen as an end to suffering, reincarnation and ignorance) / they are like they are in salvation, in the healing of god, so it's a very good feeling / and do you want to go like them? / why? / it's a good feeling, right Jet? {interact with one audience} / so I will end this story that if you want to go to somewhere and you really want to go even you have to go through the hardship, you have to pass it.]

Group IV: M1

Good afternoon teacher and my friends. (1) Today I want to talk about free time in Thailand from American family who came here / (2) that has a ah a grandfather ++ the grandfather named Trirat / (3) he had an idea to take grandchildren to travel in the summer so +++ he think that the the great place that he he wants to take their grandchildren to go to is Khao Yai National Park / (4) it has many things that they can do so + he tell he tell their children / (5) and + in the next day they go to Khao Yai by wheels +++ by wheels / (6) little car + that's a nice car in the red color / (7) so + he drove a Beetle car and the children er surprising in that car ++ because it's an old car but it can drove / (8) +++ he look + he is ah grandfather he is he is ah carefully person so he looks out all the time ah on the road that is safe or not / (9) so he drove past Pattaya to Khao Yai + National Park / (10) and when it has a traffic jam +++ he ++ he don't worry about it / (11) he song he sing a song + he sang a song all the time / (12) then they passed er Rama 8th Bridge and across Chao Phaya River / (13) after that they drove at Choke Chai Farm / (14) they want to milk the cows and ride the horse / (15) next they arrived in they arrived Khao Yai National Park / (16) it's time to have lunch / (17) + they took a fresh breath from nature ++ and at there they took a break / (18) and I think it's it has a it's been a good vacation for the people to take a break for their own.

Total of T-unit = 18

T-unit	Pauses	Errors	No. of words
1	0	1	16
2	2	2	4
3	3	4	31
4	1	7	8
5	4	3	9
6	1	1	7
7	3	7	18
8	4	10	14
9	1	0	10
10	5	4	7
11	1	0	7
12	0	1	10
13	0	1	7
14	0	1	9
15	0	0	7

16	0	0	5
17	3	1	13
18	0	2	17
Total 18	28	45	199

Inter-rater suggested new narrative correction

[Today I want to talk about free time in Thailand from an American family who came here / there was a grandfather named Trirat / he had an idea to take his grandchildren to travel in the summer so he thought that the great place that he wanted to take their grandchildren to go to was Khao Yai National Park / there were many things that they could do so + he told this to his children / on the next day, they went to Khao Yai on wheels / it's a nice little car in the red color / so he drove a Beetle car and the children were surprised being in that car because it's an old car but it could be driven / the grandfather was a careful person so he looked on the road all the time to see whether it was safe or not / so he drove past Pattaya to Khao Yai + National Park / when there was a traffic jam, he wasn't worried about it / he sang a song all the time / then they passed er Rama 8th Bridge and crossed Chao Phaya River / after that they drove to Choke Chai Farm / they wanted to milk the cows and ride the horse / next they arrived Khao Yai National Park / it's time to have lunch / they took a fresh breath from the nature and they took a break there / and I think it must be a good vacation for the people to take a break for their own.]

Topic 3 (Free Time) Narrative repetition

Group I: M1

Good afternoon class. Good afternoon teacher. (1) Last week I advised you about how to relieve the stress right / (2) but this week I have a new thing for you / (3) I've got a question to ask you that where is your real home / (4) + there's a man who's a taxi driver drive along the road / (5) suddenly he noticed that there're two kids without their parents stand and cried on the street so he stopped the car and asked the kids / (6) "Hey kids where are your parents and why you why you are here" / (7) then the kids just replied that they get lost / (8) they don't know where they don't know where to go but they want to go home so + the man the taxi driver volunteered to bring the kids home / (9) he drive along along the road passed the mountain passed the bridge but the kids still don't find their home / (10) + actually when he drive crossed the forest the kids just shout "hey stop stop / (11) here's my home here's my home" / (12) so the man stopped but he noticed that + the scenery outside the car is just the grass field / (13) the forest / (14) nothing / (15) there's no home so he wondered "ha is that home / (16) really" / (17) something like that then the kids asked them no the kids asked him to lie down at the grass field / (18) then he finally realized that the home that the kids mean is not just the building where to live with the family but it's nature + because people every human being just born from nature so have you this is my question / (19) that have you already found your real home.

Total of T-unit = 19

T-unit	Pauses	Errors	No. of words
1	0	0	12
2	0	0	10
3	0	0	12
4	1	1	10
5	0	1	25

6	0	0	11
7	0	1	8
8	1	2	22
9	0	1	17
10	1	2	12
11	0	0	6
12	1	0	17
13	0	3	2
14	0	4	1
15	0	0	9
16	0	0	1
17	0	1	11
18	1	6	33
19	0	0	7
Total 19	5	22	226

Inter-rater suggested narrative repetition correction

Last week I advised you about how to relieve the stress, right? / but this week I have a new thing for you / I've got a question to ask you, "where is your real home?" / there's a man who's a taxi driver driving along the road / suddenly, he noticed that there were two kids without their parents standing and cried on the street, so he stopped the car and asked the kids/ "Hey kids where are your parents and why are you here?" / then the kids just replied that they got lost / they didn't know where to go, but they wanted to go home, so the man, the taxi driver, volunteered to bring the kids home / he drove along the road passed the mountain passed the bridge, but the kids still didn't find their home / actually when he drove crossed the forest ,the kids just shout "hey stop stop" / "here's my home, here's my home" / so the man stopped, but he noticed that the scenery outside the car was just the grass field / it was just the forest / there was nothing / there's no home, so he wondered, "ha is that home?" / "really?" / then the kids asked him to lie down on the grass field / he finally realized that the home that the kids meant was not just the building where we lived with the family, but it's the nature because every human being was born from nature so this is my question / "have you already found your real home?"

Group II: M1

One afternoon teacher and class. (1) One fine weather day + Er Uncle John's grandchildren came to visit him / (2) + Uncle John has two grandchildren named Lessie and Jesse / (3) they always visit Uncle John when they have free time / (4) by the way Uncle John is a careful person / (5) when he drive to take the children to travel he drive carefully and securely / (6) + Uncle John and his grandchildren cross the bridge named Terabithia / (7) + they enter the jungle / (8) they watch the beautiful scenery / (9) + and while they're watching the views Lessie and Jesse cry out and say "Uncle John we are hungry / (10) please stop the car we want to have a lunch right here" / (11) and Uncle John wants the same to have the picnic / (12) "OK kids / (13) yes you can" / (14) Finally they have lunch near the creek do some activity to relax breathe some fresh air and finally they take a nap there.

Total of T-unit = 14

T-Unit	Pauses	Errors	No. of words
1	1	2	9
2	1	2	9

3	0	0	10
4	0	0	9
5	0	3	11
6	1	1	9
7	1	0	4
8	0	0	5
9	1	0	18
10	0	0	12
11	0	2	9
12	0	0	3
13	0	0	3
14	0	0	23
Total 14	5	10	134

Inter-rater suggested narrative repetition correction

[One fine weather day Uncle John's niece and nephew come to visit him / Uncle John has two grandchildren who were named Lessie and Jesse / they always visit Uncle John when they have free time / by the way Uncle John is a careful person / when he drives to take the children to travel, he drives carefully and slowly / Uncle John and his niece and nephew cross the bridge named Terabithia / they enter the jungle / they watch the beautiful scenery / and while they're watching the views, Lessie and Jesse cry out and say, "Uncle John we are hungry" / "please stop the car we want to have a lunch right here" / and Uncle John also wants to have the picnic / "OK kids" / "yes, you can" / Finally, they have lunch near the creek, do some activity to relax, breathe some fresh air and finally they take a nap there.]

Group III: M1

Good afternoon teacher and class. (1) Today I gonna tell you about the story of Richard Cory {audience made surprising sounds} but it's not the same Richard Cory that some of you know / (2) ah ha {interact with the audience} there is a family in a big city / (3) the parents are very very busy and work so they don't have time to look after the kids / (4) accordingly they want to employ a babysister / (5) er they decide to employ + a very simple and calm old man but who knows this old man has mental disorder / (6) he just ran out of the hospital where he lives where he's lived there for two years / (7) + can you imagine / (8) he has no friend during he lives in the hospital but he looks very very kind and gentle + like he is the sunshine in snowy day / (9) one day the parents go to work and the kids go to school / (10) when the kids come back home from the school parents er doesn't come back + but er the old man Cory + the old man's name is Cory Richard Cory he tells the children that er their parents go to um + go to work and will not come back / (11) so in the next two days ah the parents tell him to take + the kids to their place their work place ah ha so in the next two days Cory takes the kids ah to + to ah the parents' place / (12) ah ha {interact with the audience} they plan to picnic together with the parents / (13) + they go uphill and cross the bridge and go into the forest / (14) the children are very very happy because they will see the parents right / (15) ah ha {interact with the audience} Cory drives the car and she ah no he talks with the children / (16) they are very very excited to see their parents / (17) + when they reach the destination the children feel very excited and they feel very happy to meet their mama and papa + but they doesn't ah they don't see their parents so they ask Cory / (18) where is my mamy / (19) where is my papy / (20) you say that we'll meet our parents here" / (21) and Cory tell them that "your parents are HEre six feet under HEre"

Total of T-unit = 21

T-unit	Pauses	Errors	No. of words
1	0	1	22
2	0	0	8
3	0	3	16
4	0	1	6
5	1	3	19
6	0	1	14
7	1	0	3
8	1	6	21
9	0	0	13
10	3	2	31
11	2	0	26
12	0	0	8
13	1	1	12
14	0	0	13
15	0	1	9
16	0	0	9
17	2	0	31
18	0	0	4
19	0	0	4
20	0	0	8
21	0	1	12
Total 21	11	20	289

Inter-rater suggested narrative repetition correction

[Today I gonna tell you about the story of Richard Cory, but it's not the same Richard Cory that some of you have known / there is a family in a big city / the parents are very very busy with their work so they don't have time to look after their kids / accordingly, they want to employ a babysitter / they decide to employ a very simple and calm old man, but no one knows that this old man has mental disorder / he just ran out of the hospital where he'd lived there for two years / can you imagine? / he had no friend while he was living in the hospital, but he looked very very kind and gentle like he was the sunshine in a snowy day / one day the parents go to work and the kids go to school / when the kids come back home from the school, parents haven't come back yet, but the old man Cory tells the children that their parents go to work and will not come back / the parents tell him to take the kids to their work place, so in the next two days, Cory takes the kids to the parents' place / they plan to picnic together with the parents / they go uphill and cross the bridge and go into the forest / the children are very very happy because they will see the parents, right? / Cory drives the car and he talks to the children / they are very very excited to see their parents / when they reach the destination, the children feel very excited and they feel very happy to meet their mama and papa, but they don't see their parents so they ask Cory / "where is my mamy?" / "where is my papy?" / "you say that we'll meet our parents here" / and Cory tells them, "your parents are here six feet under here."]

Group IV: M1

Good afternoon teacher and class. (1) Today I will talk about the story of someone that you should think about of her in some day / (2) one lovely spring day Uncle Macdonald who was American invited little Mac to his neighborhood to travel to Khao Yai National Park in Thailand / (3) Uncle Macdonald was a single man / (4) he was an author / (5) he paid everything for children who came with him / (6) he rent a car and drove by himself to travel in Thailand / (7) the car that he select was a red Beetle car / (8) he loved red color / (9) + and children and Uncle Macdonald was + have a very happy time together / (10) Macdonald worried about the direction so he always turned his left and right to find the way to go to KY National Park / (11) Uncle Macdonald looked the way all the time but he didn't care because children and him have interested activity together in the car that was they sang + Loy Krathong song all the time / (12) + and then + Uncle Macdonald drove from Bangkok to Nakorn Rachasima / (13) they start at seven o'clock / (14) they cross Rama Bridge Rama Eighth Bridge at eight o'clock / (13) two hours ago from Bangkok they stopped at Chokchai Farm / (15) children liked to milk a cow and ride a horse + at Chokechai Farm / (16) after that they had lunch together and bought some sandwiches for picnic at Khao Yai National Park / (17) er Uncle Macdonald drove into the entrance of Khao Yai National Park that made children be interested in + the forest / (18) an hour ago children were hungry and stopped at Green Field in KY National Park / (19) he has er he has stopped his car and take a deep breath / (20) they feel fresh / (21) + they liked vivid color of nature that made him feel like back to the nature / (22) + and they found a nice place for picnic / (23) and they used all their time on the valley in Mother's Day / (24) so you know + this is a story about someone who + want to have some special day with someone + so don't forget to go picnic or have an activity with your mother in the next Mother's Day.

Total of T-unit = 24

T-unit	Pauses	Errors	No. of words
1	0	0	15
2	0	0	24
3	0	0	6
4	0	0	4
5	0	1	9
6	0	1	11
7	0	1	9
8	0	0	4
9	1	4	9
10	0	1	24
11	2	0	10
12	0	1	4
13	0	1	7
14	0	1	7
15	1	0	13
16	0	0	17
17	1	5	16
18	0	5	14
19	0	1	8
20	0	1	2
21	1	2	14

22	1	0	8
23	0	1	12
24	2	5	33
Total 24	9	31	273

Inter-rater suggested narrative repetition correction

[Today I will talk about the story of someone whom you should think of in some day / one lovely Spring day, Uncle Macdonald who was American invited little Mac to his neighborhood to travel to Khao Yai National Park in Thailand / Uncle Macdonald was a single man / he was an author / he paid everything for the children who came with him / he rented a car and drove by himself to travel in Thailand / the car that he had selected was a red Beetle car / he loved red color / the children and Uncle Macdonald had a very happy time together / Macdonald was worried about the direction, so he always turned his left and right to find the way to go to Khao Yai National Park / Uncle Macdonald looked out on the road all the time, but he didn't care because he and the children had an interesting activity together in the car which was singing Loy Krathong song all the time / and then Uncle Macdonald drove from Bangkok to Nakorn Rachasima / they started at seven o'clock / they crossed Rama Eighth Bridge at eight o'clock / two hours later, they stopped at Chokchai Farm / children liked to milk a cow and ride a horse at Chokechai Farm / after that, they had lunch together and bought some sandwiches for picnic at Khao Yai National Park / Uncle Macdonald drove into the entrance of Khao Yai National Park which made children feel excited to be in the forest / an hour later, the children were hungry, so they stopped at the green field in Khao Yai National Park / he stopped his car and took a deep breath / they felt fresh / they liked vivid color of the nature that made them feel like back to the nature / and they found a nice place for picnic / they used all of their time on the valley in Mother's Day / so you know this is a story about someone who wanted to have a special day with some special persons, so don't forget to go picnic or have an activity with your mother in the next Mother's Day.]

Topic 5 (Study Time) New narrative

Group I: H

I hope you don't mind I hope you don't mind that I put down in words how wonderful life that you're in the world I hope you don't mind I hope you don't mind that I put down in words how wonderful life that you're in the world {singing as an introduction and all the audience applause} (1) this is my nature / (2) I love listening to the song / (3) I love dancing / (4) I love talking on the mobile phone / (5) + and that and that is not all about me / (6) let's hear about my true story {acting as if just waking up} / (7) um ah wonderful morning today is very wonderful morning / (8) it's six o'clock and today I set this day as my REVOLUTION Day / (9) all of the work in this semester should be done in this day / (10) let's start to work from the subject Composition English Mathematics Poetry Communicative Grammar / (11) Oh such a lot of work to get done / (12) + how should I start {interact with the audience} / (13) what what should be first subject to start {interact with the audience} / (14) can you + recommend or advise me {interact with the audience} / (15) Mathematics {interact with audience} / (16) oh I hate it a lot especially Statistics / (17) Poets {interact with the audience} / (18) that's a lot of work / (19) paraphrase / (20) + a lot of work to get done today but I have to because it is my Revolution Day / (21) ah let's start with this subject / (22) English / (23) I like English / Ring Ring {make the telephone ringing sound} / (24) the phone is ringing /

(25) who's calling me / (26) hello oh Janice you accept you accept + you accept Marina {make an exciting sound} / (27) £she wants to marry you / (28) £ I'm good to hear that / (29) oh that's very good news {audience laugh} / (30) all right all right today is my Revolution Day / (31) I want to change all my stuff to be a better person a better man so I have to hang up the phone and get my work done / (32) all right see you later bye bye / (33) then I keep starting doing my work [acting as if writing something] time to time five minutes past ten minutes past / welcome to Channel V Thailand today we've got to work we've a special star / (34) wow Channel V Thailand it's program it's my favorite one / (35) it's time to see {audience laugh} / Hey Paula £Paula£ wow / (36) £ you see it's almost ++ the noon twelve o'clock but the work does haven't get done so I've got to work / come back and work work work {acting as if writing something} เหมือนมีบางสิ่ง เหมือนมีบางอย่าง นำทางให้เราเข้าไป {singing in Thai} / (37) it's the song of Taviphop the Musical / (38) I've been there before / (39) I've been watching this kind of performance / (40) it's time to hear from it {acting and the audience laugh} but the work haven't been done / (41) I've got to work again [acting] /'cause a mahump mahump mahump{singing, dancing and the audience laugh} / (42) oh £ my favorite song £ but the work hasn't get done / (43) I've got to work / (44) see what time it is / (45) oh my go:d / (46) it is midnight and it's time to sleep but the work doesn't + haven't been done {audience laugh} / (47) maybe tomorrow is the other Revolution Day for me / (48) thank you bye bye / (49) got to go to sleep bye bye / (50) from the story I've learned a lot of things / (51) ++ no other victories is better than overcoming yourself goodbye but I'm trying / thank you.

Total of T-unit = 51

T-unit	Pauses	Errors	No. of words
1	0	0	4
2	0	0	6
3	0	0	3
4	0	0	7
5	1	0	6
6	0	0	6
7	0	0	7
8	0	0	13
9	0	0	13
10	0	2	11
11	0	1	8
12	1	0	4
13	0	2	7
14	1	0	6
15	0	0	1
16	0	0	7
17	0	1	0
18	0	0	5
19	0	0	1
20	1	2	18
21	0	0	5
22	0	0	1
23	0	0	3
24	0	0	4
25	0	0	3

26	0	0	5
27	0	0	5
28	0	1	4
29	0	1	4
30	0	0	7
31	0	1	25
32	0	0	7
33	0	3	15
34	0	3	8
35	0	2	3
36	2	0	21
37	0	0	7
38	0	0	4
39	0	2	7
40	0	3	10
41	0	0	5
42	0	1	9
43	0	0	4
44	0	1	5
45	0	0	3
46	1	0	13
47	0	1	7
48	0	0	4
49	0	1	7
50	0	0	9
51	2	1	11
Total 51	9	29	358

Inter-rater suggested new narrative correction

[this is my nature / I love listening to the song / I love dancing / I love talking on the mobile phone / and that is not all about me / let's hear about my true story / ah wonderful morning, today is very wonderful morning / it's six o'clock, and today I set this day as my Revolution Day / all of the work in this semester should be done in this day / let's start working from the subjects: Composition, English, Mathematics, Poetry and Communicative Grammar / oh, such a lot of work to get done / how should I start / what should be the first subject to start with / can you recommend or advise me / Mathematics? / oh, I hate it a lot, especially, Statistics / Poetry? / that's a lot of work / paraphrase / there is a lot of work to get done today, but I have to because it is my Revolution Day / ah let's start with this subject / English / I like English / Ring Ring {make the telephone ringing sound} / the phone is ringing / who's calling me / hello, oh, Janice, you accept Marina / he wants to marry you / It's good to hear that / oh, that's a very good news / all right, today is my Revolution Day / I want to change myself to be a better person, a better man, so I have to hang up the phone and get my work done / all right, see you later, bye bye / then I keep on doing my work from time to time, five minutes past and ten minutes past / welcome to Channel V Thailand today we've got to work we've a special star / wow Channel V Thailand it's a program of my favorite ones / it's time to watch it / Hey Paula Paula wow / you see it's almost twelve o'clock, but the work hasn't get done, so I've got to work / it's the song of Taviphop the Musical / I've been there before / I've watched this performance before / it's time to listen to it, but the work hasn't been done / I've got to work again / oh, my favorite song, but the work hasn't get done / I've got to work / see what time it is / oh, my god / it is midnight, and it's time to sleep, but the work hasn't been done / maybe tomorrow is another Revolution

Day for me / thank you, bye bye / I've got to go to sleep, bye bye / from the story, I've learned a lot of things / no other victories is better than overcoming yourself, goodbye, and I'm trying.]

Group II: H

Good afternoon well (1) THis Is the true story of my friend Tong / ah ha {interact with the audience} (2) well Tong Tong + told me about his experience on Monday night / (3) well he enrolled the course er Expository writing and the Report Writing so he had a lot of work to do + ah ha {interact with the audience} and the final essay of Ajarn David he had to er hand it in on + on what day {ask the audience} on the next day / (4) suppose on the next day / (5) that day while he was writing his essay he felt sleepy very sleepy so he decided to close the book and think of something else to do / (6) he thought about one of his friend his SPEcial FRiend ah ha {interact with the audience} so he made a phone call to her / (7) you know who {one audience answered, "It's me"} for his girl / (8) and he and he had er a long conversation for two hours / (9) then + the girl ask him out for dinner {one audience said, "wow"} + £somewhere£ not far from the dormitory so they had a dinner together and she gave she gave him one apple / (10) this is a special apple to him because it have it had a meaning / (11) she gave it to him because she thought he's the apple in her eyes / (12) do you know this meaning {interact with the audience} / (13) that mean he is her lover so when he went er when he went back to his room he just thought of her all the time and a little happiness that they stayed together / (14) he um watched the movie that they have went that they had gone to see together um of their first day of their first date / (15) after that he thought about the song that they sang together so he turned on the music and listened and danced all night until it's almost midnight / (16) and he realized that he + he didn't finish his work so he had to um write all the essay er all night / (17) + so that's why the next day he woke up late and he missed two thing / (18) first he missed the class / (19) he er he didn't hand the work he didn't hand in the work and another thing is he miss that girl.

Total of T-unit = 19

T-Unit	Pauses	Errors	No. of words
1	0	0	9
2	1	0	9
3	2	3	36
4	0	2	5
5	0	1	27
6	0	3	18
7	0	2	3
8	0	0	8
9	1	1	25
10	0	2	10
11	0	0	14
12	0	0	5
13	0	3	28
14	0	1	14
15	0	0	27
16	1	0	19
17	1	3	14
18	1	0	5
19	0	2	12
Total 19	6	23	288

Inter-raters suggested new narrative correction

[This is the true story of my friend Tong / well Tong told me about his experience on Monday night / well he enrolled the courses called Expository writing and the Report Writing so he had a lot of work to do, and for the final essay of Ajarn David, he had to hand it in on the next day / suppose it was on the next day / on that day, while he was writing his essay, he felt sleepy, very sleepy, so he decided to close the book and think of something else to do / he thought about one of his friends who was his special friend, so he made a phone call to her / do you know who his girl is / he had a long conversation for two hours / then the girl asked him out for dinner somewhere not far from the dormitory, so they had a dinner together, and she gave him one apple / this was a special apple to him because it had a meaning / she gave it to him because she thought he's the apple in her eyes / do you know this meaning / that meant he was her lover so when he went back to his room, he just thought of her all the time and of a little happiness that they had stayed together / he watched the movie that they had gone to see together on their first date / after that, he thought about the song that they sang together so he turned on the music and listened and danced all night until it's almost midnight / and he realized that he didn't finish his work, so he had to write all the essay all night / so that's why on the next day he woke up late and he missed two things / first he missed the class / he didn't hand in the work, and another thing was he missed that girl.]

Group III: H

I don't know why people call me NErd / (2) I'm not NErd / (3) I'm just a play boy + {acting as if she's a man} / (4) I don't like WOrk / (5) I don't like SCHool / (6) I don't like ASSIGNments / (7) why people call me THat / (8) I can't understand + but people just keep telling me that I always work and study at home well-prepared for school / (9) I DON't / (10) when I feel I want to sleep I sleep / (11) when I want to yawn I yawn / (12) + when I want to talk on the telephone I talk / (13) Oh I talk a lot of girl friends / (14) um she's hot / (15) when I feel hungry I eat / (16) I don't care / (17) I I don't care about fat / (18) you know stupid / (19) when you feel you wanna eat you eat of course / (20) + when I find something interesting on television I watch / (21) I watch till it ends / (22) Oh I love that program especially that CSI / (23) um what else people calling me / (24) Nerd / (25) No / (26) when I want to listen to music I listen / (27) I like hip hop / (28) I know rocks / (29) I can dance / (30) oh I love to dance / (31) Yeh I dance well / (32) awesome / (33) um I am cool and when I feel nervous before I go to bed I feel I feel nervous / (34) yes I feel because I can't the work / (35) it's undone / (36) I'm a little bit nervous but when I go to school without my work I don't worry / (37) I told teachers I don't I don't finish it / (38) that's it / (39) that's my life everyday / (40) come on man what's your problem / (41) I'm not Nerd / (42) oh mirror would you tell I'm Nerd / (43) I have to go to school / (44) now I can't / (45) I can't disappoint my family but I need some good grades / (46) Shoot I have to work / (47) many assignments to do today / (48) I have I have to / (49) I can't sleep / (50) I can't watch television / (51) I can't I can't I can't oh I can't dance I can't dance / (52) It's just a dream because actually mirror would you tell me I'm nerd.

Total of T-unit = 52

T-unit	Pauses	Errors	No. of words
1	0	0	8
2	0	0	4
3	0	0	4
4	0	0	4
5	0	0	4
6	0	0	4

7	0	1	5
8	1	1	21
9	0	0	2
10	0	0	9
11	0	0	7
12	1	0	10
13	0	1	7
14	0	2	1
15	0	0	6
16	0	0	3
17	0	0	5
18	0	2	3
19	0	0	10
20	1	1	9
21	0	0	5
22	0	1	6
23	0	2	4
24	0	0	1
25	0	0	1
26	0	0	9
27	0	0	4
28	0	0	3
29	0	0	3
30	0	0	4
31	0	0	3
32	0	1	1
33	0	1	10
34	0	2	8
35	0	0	2
36	0	3	15
37	0	1	7
38	0	0	2
39	0	1	4
40	0	0	6
41	0	0	3
42	0	2	6
43	0	0	6
44	0	0	3
45	0	1	10
46	0	0	4
47	0	2	5
48	0	1	4
49	0	0	3
50	0	0	4
51	0	0	3
52	0	0	13
Total 52	3	26	288

Inter-rater suggested new narrative correction

[I don't know why people call me nerd / I'm not nerd / I'm just a play boy / I don't like work / I don't like school / I don't like assignments / why people call me that / I can't understand that, but people just keep telling me that I always work and study at home, well-prepared for school / I don't / when I feel I want to sleep, I sleep / when I want to yawn, I yawn / when I want to talk on the telephone, I talk / oh, I talk a lot of girl friends / um, they are hot / when I feel hungry, I eat / I don't care / I don't care about fat / you know it's stupid / when you feel you wanna eat, you eat of course / when I find something interesting on television, I watch it / I watch till it ends / oh, I love that program, especially, that CSI / um, what else do people call me? / nerd / No / when I want to listen to music, I listen / I like hip hop / I know rocks / I can dance / oh, I love to dance / yeh, I dance well / it's awesome / um, I am cool, but I feel nervous before I go to bed / (34) yes, I feel that because I can't finish the work / it's undone / I'm a little bit nervous, but when I go to school without my work, I am not worried / I tell teachers I don't finish it / that's it / that's my life in everyday / come on man, what's your problem? / I'm not Nerd / oh, mirror would you tell me whether I'm Nerd / I have to go to school / now I can't / I can't disappoint my family, but I need some good grades / shoot, I have to work / there are many assignments to do today / I have to work / I can't sleep / I can't watch television / oh, I can't dance / It's just a dream because actually mirror would you tell me I'm nerd.]

Group IV: H

Good afternoon teacher and class (1) everyone knows that this semester is very difficult for all for all of students that we we are the third year student of the faculty of Education and all of you have to prepare and control yourself strictly unless you will be like the guy in this story / (2) his name is Trirat {audience laugh} / (3) £yes£ {interact with the audience} + he's he is very intelligent but today he has a lot of homework + to do such as Statistics Curriculum Pedagogy and English for Future Career / (4) it's a lot of homework for him to do and he decided to do all of his work / (5) start at six o'clock and he sit sit on the chair at six o'clock but suddenly he hear the telephone ring and he he think that that this call must from Jan his girl friend but {one of the audience said, "It's me again} yes b(h)ut it's not true it's / (6) and he receive the call that's from someone is very mischievous / (7) ah the sound of the call tell him that tells him that go to receive the apple in front of the house please / (8) and he think that it's good for him because now he feels hungry with it and he goes in front of the house and he PICK up the apple in front of his house / (9) it is a poisonous apple / (10) it's made him becomes lazy / (11) + and suddenly the Black Devil Ping {making of appearing sound} at the top of the right of his shoulder and tell him that + it's time to relax you know / (12) suddenly he opens the television and he see and he watching and he watch Academy Fantasia and he cheer up with Pee Tui / (13) er I don't know the number of Pee Tui {audience answered, "V 12"} / (14) OK V Twelve / (15) and it's the program is end at about nine o'clock but suddenly the White Angel Ping in the left of the top of his shoulder tell that it's time for you to do all of your homework / (16) and he come back to sit again but Pee Tui songs is recall in his head / (17) ah ha and he go to turn on the radio to become to dance the song that Pee Tui already sung / (18) yes it's เ้จ้ (Translation: a kind of Thai northeastern folk classical dance which is called "Serng") / (19) ok that song the White Angel pick up the clock to appear before him / (20) it's now eleven o'clock so he very worries about his homework but all of his energy was exhausted by เ้จ้ / (21) um erm and he put all of all of his books take it under his pillow that's he thinks that it's only the one way can absorb or osmosis all of contents into his head / (22) yes I know that this method YOU YOU ever do it all right {interact with audience} / (23) and so that's all / (24) he cannot do just a little of his homework / (25) and the conclusion believe in White Angel + {audience laugh} / (26) you have to be stable and don't let everyone change your decision.

Total of T-unit = 26

T-unit	Pauses	Errors	No. of words
1	0	5	38
2	0	0	4
3	2	0	25
4	0	1	17
5	0	5	28
6	0	2	8
7	0	1	18
8	0	5	29
9	0	0	5
10	0	3	3
11	2	3	20
12	0	8	9
13	0	0	8
14	0	0	3
15	0	3	31
16	0	3	13
17	0	3	16
18	0	0	3
19	0	3	10
20	0	1	18
21	0	3	26
22	0	2	9
23	0	0	4
24	0	1	8
25	1	1	7
26	0	0	12
Total 26	5	53	372

Inter-rater suggested new narrative correction

[everyone knows that this semester is very difficult for all for all of students, and since we the third year student of the faculty of Education, and we have to prepare and control ourselves strictly unless you will be like the guy in this story / his name is Trirat / yes, he's very intelligent, but today he has a lot of homework to do such as Statistics, Curriculum Pedagogy, and English for Future Career / it's a lot of homework for him to do and he decides to do all of his work / he sits on the chair at six o'clock, but suddenly he hears the telephone rings, and he thinks that that this call must be from Jan, his girl friend, but it's not true / he receives the call that's from someone who is very mischievous / the sound of the call tells him that go to get the apple in front of the house please / and he thinks that it's good for him because now he feels hungry, so he goes in front of the house and he picks up the apple which is in front of his house / it is a poisonous apple / it makes him become lazy / suddenly the Black Devil appears at the top of the right of his shoulder and tells him that it's time to relax / suddenly he opens the television to see the Academy Fantasia which he is a fan of Pee Tui / I don't know the number of Pee Tui / OK V Twelve / (15) and the program ends at about nine o'clock but suddenly the White Angel on the left of the top of his shoulder says, " it's time for you to do all of your homework" / he comes back to sit again, but Pee Tui song is echoing in his head / and he goes to turn on the radio to dance with the song that Pee Tui has already sung / yes, it's เพลง (Translation: a kind of Thai northeastern folk

classical dance which is called “Serng”) / after that song, the White Angel picks up the clock to show him / it’s now eleven o’clock, so he worries about his homework, but all of his energy is exhausted by เจริญ / and he puts all of his books under his pillow because he thinks that it’s only the one way to absorb or osmosis all of contents into his head / yes I know that this method you used to do it, right? / and so that’s all / he can do just a little of his homework / and the conclusion is believe in the White Angel / you have to be stable and don’t let everyone change your decision.]

Topic 5 (Study Time) Narrative task repetition

Group I: H

Good afternoon class good afternoon how are you {interact with the audience} / (1) are you ready to listen to my story / yes no yes / (2) all right this is the story about myself ((pause to hold audience’ attention)) / (3) as you know or as I told you last time I am a person who is crazy for music or I am a music lover so Academy Fantasia in this season in this Season Three I can’t miss it even a week particularly in the + performance day on Saturday and this is One of my Day / (4) + I have planned to finish the pile of work of the Statistics / (5) you know Statistics {interact with audience} / (6) that’s a lot of work to get done but one that Saturday I’ve got to watch the program Academy Fantasia / (7) it’s the final round so I just can’t miss it / (8) I have my work done in front of the TV / (9) this is the TV monitor and this is me doing my homework / (10) before starting do the homework + at nine o’clock the program’s coming ((pause to hold audience’ attention)) but I keep telling myself I have to concentrate on my work / บนทางเดินแห่งความฝันนี้ อาจไม่มีพรมแดงปูทาง อุปสรรคขวากหนามมากมายเหลือเกิน {singing in Thai} (Translation: There is no red carpet paving the way of dreams except plenty of obstacles.) / (11) oh, Mint you have beautiful voice / (12) I have ah to focus on my work {acting as if writing something} / แต่จุดหมายปลายทางของใจ จุดพลังให้ฉันมีแรงก้าวไป ฝันให้ไกลแค่ไหนจะไหวว่า {singing in Thai} (Translation: ...but the destination of the heart makes me go forward. I will reach for the dream no matter how far it is.) / (13) oh you have very beautiful voice {audience laugh} / (14) I have to control myself £ / (15) um I’ve got to work on my work my homework / (16) I have work to get done {act as if writing something} / บนทางเดินที่ดูยาวไกล กายและใจยังคงเดินไป และไม่มีวันไหนที่หันหลังกลับ {singing in Thai and audience laugh} (Translation: My body and soul are still going forward on the long pavement and will never turn back.) / (17) oh I would never look back at the program because I have got have my work done / (18) I’ve got to finish it and it is ten p.m. + / อาจจะล้ม อาจมีน้ำตา ก็จะลุกขึ้นมาด้วยตัวฉันเอง ฉันมั่นใจกับทางที่เลือกเดิน {singing in Thai} (Translation: I may fall down or I may be in tears, but I will stand up by myself because I am confident in my chosen journey.) / (19) I’m confident in my way / (20) I’ve got to finish {audience laugh} / (21) wait it’s twelve p.m. / (22) do you think my work has been done yet {interact with the audience, and the audience answered, “no”} / (23) why {interact with the audience} / so please tell me why {singing} / (24) why why why my work hasn’t been done {interact with the audience} / (25) correct correct {interact with audience} everybody {pause to hold the audience’ attention} is Given twenty four hours equally / (26) it doesn’t matter HOW MUCH we are given but the matter IS HOW we spend it / (27) it’s about time management / thank you

Total of T-unit = 27

T-unit	Pauses	Errors	No. of words
1	0	0	8
2	0	0	6
3	1	6	49

4	1	1	11
5	0	1	3
6	0	1	19
7	0	1	9
8	0	1	9
9	0	2	10
10	1	7	19
11	0	0	5
12	0	0	7
13	0	0	5
14	0	0	5
15	0	0	7
16	0	0	6
17	0	1	16
18	1	0	10
19	0	0	5
20	0	0	4
21	0	0	4
22	0	0	9
23	0	0	1
24	0	1	4
25	0	0	8
26	0	0	15
27	0	0	4
Total 27	4	22	258

Inter-rater suggested narrative repetition correction

[Are you ready to listen to my story? / yes/ no/ yes / all right, this is a story about myself / as you know or as I told you last time, I was a person who was crazy for music or I was a music lover, so Academy Fantasia in this Season Three, I can't miss it even a week particularly in the performance day which was on Saturday, and this is one of my day / I planned to finish the pile of work of the Statistics / do you know Statistics? / that's a lot of work to get done, but that Saturday, I've got to watch the program Academy Fantasia / it's the final round, so I just couldn't miss it / I had my work done in front of the TV / this was the TV monitor and this was me doing my homework / before I started doing the homework at nine o'clock, the program had been coming, but I kept telling myself I had to concentrate on my work / บนทางเดินแห่งความฝันนี้ อาจไม่มีพรมแดงปูทาง อุปสรรคขวากหนามมากมายเหลือเกิน {singing in Thai} ((Translation: There is no red carpet paving the way of dreams except plenty of obstacles.)) / "oh, Mint you have beautiful voice" / "I have to focus on my work" / แต่จุดหมายปลายทางของใจ จุดพลังให้ฉันมีแรงก้าวไป ฝันให้ไกลแต่ไหนจะไขว่คว้า {singing in Thai} (Translation: ...but the destination of the heart makes me go forward. I will reach for the dream no matter how far it is.) / "oh you have very beautiful voice" / "I have to control myself" / "um I've got to work on my homework" / "I have work to get done" / บนทางเดินที่ดูยาวไกล กายและใจยังคงเดินไป และไม่มีวันไหนที่หันหลังกลับ {singing in Thai and audience laugh} (Translation: My body and soul are still going forward on the long pavement and will never turn back.) / "oh I would never look back at the program because I have got to have my work done" / "I've got to finish it and it is ten p.m." / อาจจะมีน้ำตา ก็จะลุกขึ้นมาด้วยตัวฉันเอง ฉันมั่นใจกับทางที่เลือกเดิน {singing in Thai} (Translation: I may fall down or I may be in tears, but I will stand up by myself because I am confident in my chosen journey.) / "I'm confident in my way" / "I've got to finish" {audience laugh} / wait it's

twelve p.m. / do you think my work has been done yet ?/ (22) why? {interact with the audience} / so please tell me why {singing} / why hasn't my work been done? / correct, everybody is given twenty four hours equally / it doesn't matter how much we are given, but the matter is how we spend it / it's about time management.]

Group II: H

Good afternoon class / (1) well we don't have the same problem about the study that we have a lot of work to do / (2) right {interact with the audience} / (3) and you know for today I have a tip for you to be a smart student and how to manage your work / (4) I have er I have a chance to interview one of the smartest student / (5) here remember Pee Pok / (6) yah {interact with audience} now he's a senior and he tells me that the tip of how to be a smart teacher er of how to be a smart student is not that hard / (7) first when you plan to finish your work you have to er you have to make it / (8) whenever you feel sleepy you can take a break or stop / (9) you may call your friend or find something to eat while you are working or studying or maybe you can watch TV until you feel better but not taking too long on it to watch TV / (10) then hurry back to er to your homework / (11) and when that feeling the sleepy the tiredness come to you again you can take a break a little break / (12) maybe you can listen to the radio or sing a song / (13) and then after you feel better you must get back to your work again / (14) so this is the tip for you to er handle this a lot of work / (15) and when you finish your work you must have time to sleep because sleeping is + you know is very important to us / (16) so you see that being a genius or smart student is not that hard and the simple rule Is Don't TAKE It TOO SERIOUS / thank you

Total of T-unit = 16

T-Unit	Pauses	Errors	No. of words
1	0	0	18
2	0	0	1
3	0	0	22
4	0	1	10
5	0	0	3
6	0	0	22
7	0	0	13
8	0	0	11
9	0	0	33
10	0	0	6
11	0	1	19
12	0	0	11
13	0	0	14
14	0	0	14
15	1	0	22
16	0	0	24
Total 16	1	2	243

Inter-rater suggested narrative repetition correction

[well we don't have the same problem about the study that we have a lot of work to do / right? / and you know for today I have a tip for you to be a smart student and how to manage your work / I have a chance to interview one of the smartest students / remember Pee Pok / yah, now he's a senior, and he tells me that the tip of how to be a smart student is not that

hard / first when you plan to finish your work, you have to make it / whenever you feel sleepy, you can take a break or stop / you may call your friend or find something to eat while you are working or studying, or maybe you can watch TV until you feel better, but do not take too long to watch TV / then hurry back to your homework / and when that feeling of the tiredness come to you again, you can take a break - a little break / maybe you can listen to the radio or sing a song / and then after you feel better, you must get back to your work again / so this is the tip for you to handle this a lot of work / and when you finish your work, you must have time to sleep because sleeping is you know very important to us / so you see that being a genius or smart student is not that hard and the simple rule is don't take it too serious.]

Group III: H

Good afternoon class / (1) I'm going to tell you the story of Next Station / (2) um first of all we have been listening to um the stories from you know many groups so please relax and enjoy your time / (3) now please follow these instructions {interact with audience} / (4) spread your arms / spread spread your arms / (5) relax / (6) ok now breathe in and breathe out / (7) one more time breathe in and breathe out / (8) now you do like this {instruct the audience to stretch and lift the hands} and then close your eyes gently / (9) count one to three / (10) ok now breathe in again / (11) breathe out / (12) ok now back into time / (13) thank you {instruct the audience to meditate} / relax now {interact with the audience} good good for you £ {interact with audience} / (14) so I think now that you have erm good concentration on these pictures because you have practiced the meditation breathe in and breathe out / (15) now you can see that this boy / (16) he's inert but he has a lot of work to do / (17) he has to study tonight / (18) well er the point is that he went to the pub with Janice last night / (19) umm he er he feels so sleepy right now / (20) he's so tired um so he feels sleepy / (21) he is yawning but something something's speaking in his head and he stop yawning he stops and that is his telephone ringing / (22) he just grasps it / (23) hello hi I know I know I know {act as if talking on the phone} / (24) talking on the phone talking on the phone for more than an hour / (25) then he decides to study no more telephone but he feels hungry / (26) oh he needs something / (27) he needs an apple or just anything that can stop his hunger ok so he goes to the fridge and grasps an apple and ok now he keeps studying all right / (28) he is doing his homework and he is eating umm {make a sound of munching an apple} but then something gets into his intention no attention {audience laugh} / (29) erm he sees something interesting on television / (30) it's UFO / (31) um I love it / I love it / (32) he feels the heat that he wants to watch television right now stop his work / (33) I don't want to do it ANYmore / (34) so he watches television / (35) he keeps watching until the program ends / (36) can you believe that {interact with audience} / (37) then he he sees that it is time that I tha that he has to keeps um doing his homework so he goes back to his desk and suddenly he thinks that what about music / (38) oh television stop now / (39) here comes the music / (40) and then he turns on the radio and listens to Get 102.5 / Get Diva no Get Diva is in the morning ok {interact with the audience and the audience laugh} / (41) he erm so his his feeling's telling him that ok I have to I have to dance right now and um if I if I listen to music and I don't dance that's weird / (42) I have to dance a little bit just just to make some sweaty on my T-shirt or something all right before get back to my work / (43) then ugh so unbeliev:able it's now eleven o'clock / (44) no this is this gets worse this gets worse / (45) he is back to his work again / (46) and he's really confused and he's very nervous / (47) and he he won't finish his work / (48) but anyway he's human like us / (49) he's tired / (50) he's talking on the phone and he keeps talking on the phone eating watching television erm dancing / (51) and Then he is tired right now / (52) he can't keep going anymore / (53) + he gets back to sleep / (54) that's what he will do / (55) gets some rests relaxation / (56) and then he thinks that may be in the morning he goes to school and I can copy homework from my friend / (57) but but I'm going to ask you guys right now / (58) what if this boy has a chance has a chance to change everything in his life no more skip working no more sleeping no more hunger /

(59) do you think he deserves it / (60) do you think he deserves change his life routine {interact with audience} / (61) no / (62) why / (63) he seems to be a nice boy so angel from above gives him this / (64) it's universal remote control {audience laugh} that he can change on his Life MEnu / (65) change the channel no more work no more study no more yawning no more hunger / (66) click your life menu click / (67) oh there has erm some kind of rewind first stage too / click click click click {make a sound of clicking a remote control} / (68) oh somehow it's the angel gives him this remote control this universal / (69) and he clicks on his life menu / (70) click click / (71) he changes everything / (72) he fastforward all the yawning all the hunger all the television all the telephone all the music from his life / (73) he gets it out of his life and then he rewinds all the study time back to his life again and that he can grasp some more time to study / (74) click {make a sound of clicking a remote control} / (75) do you think it is worthy {interact with the audience} / (76) click you click it and click you rewind it and fast forward it / (77) click do you think it's worthy / (78) why he doesn't deserve {interact with audience} / (79) no why / (80) so no more remote control it's only plastic / (81) no more remote but he can manage his life routine / (82) he can think what he should do for his life / (83) he knows what he should do now or not now or if that is his choice that he has the right to choose choose to study and choose not to go with Janice to the pub {audience laugh} / (84) no / (85) and erm no more telephone when he is studying / (86) he has a choice / (87) so right now think before you do / (88) look before you leap / (89) plan it ahead / (90) don't regret everything you have done / (91) please mind the gap between train and platform / thank you

Total of T-unit = 91

T-unit	Pauses	Errors	No. of words
1	0	0	10
2	0	0	22
3	0	0	5
4	0	0	3
5	0	0	1
6	0	0	7
7	0	0	8
8	0	0	11
9	0	0	3
10	0	0	5
11	0	0	2
12	0	0	5
13	0	0	2
14	0	1	22
15	0	2	5
16	0	0	11
17	0	0	5
18	0	0	13
19	0	0	6
20	0	0	7
21	0	1	18
22	0	0	4
23	0	0	4
24	0	1	9
25	0	1	12
26	0	0	3

27	0	1	28
28	0	0	16
29	0	0	6
30	0	0	2
31	0	0	3
32	0	2	15
33	0	0	7
34	0	0	4
35	0	0	7
36	0	0	4
37	0	2	29
38	0	1	2
39	0	0	4
40	0	0	11
41	0	0	23
42	0	2	19
43	0	2	7
44	0	2	2
45	0	0	7
46	0	0	7
47	0	0	5
48	0	0	5
49	0	0	2
50	0	1	16
51	0	0	6
52	0	0	5
53	0	1	5
54	0	0	5
55	0	0	4
56	0	0	19
57	0	0	9
58	0	1	23
59	0	0	6
60	0	0	9
61	0	0	1
62	0	0	1
63	0	1	14
64	0	1	12
65	0	1	15
66	0	0	5
67	0	2	7
68	0	1	10
69	0	0	6
70	0	0	2
71	0	0	3
72	0	2	19
73	0	2	27
74	0	0	1

75	0	0	6	
76	0	0	12	
77	0	0	6	
78	0	2	3	
79	0	0	2	
80	0	3	8	
81	0	2	10	
82	0	0	10	
83	0	2	36	
84	0	0	1	
85	0	3	8	
86	0	0	4	
87	0	0	7	
88	0	0	4	
89	0	0	3	
90	0	0	6	
91	0	0	8	
Total	91	0	43	782

Inter-rater suggested narrative repetition correction

[I'm going to tell you the story of Next Station / first of all we have been listening to um the stories from you know many groups so please relax and enjoy your time / now please follow these instructions / spread your arms / spread spread your arms / relax / ok, now breathe in and breathe out / one more time, breathe in and breathe out / now you do like this {instruct the audience to stretch and lift the hands}, and then close your eyes gently / count one to three / ok, now breathe in again / breathe out / ok, now back into time / thank you / relax now / good, good for you / so I think now that you have good concentration on these pictures because you have practiced the meditation breathe in and breathe out / now can you see this boy? / (16) he's inert, but he has a lot of work to do / (17) he has to study tonight / well, the point is that he went to the pub with Janice last night / he feels so sleepy right now / he's so tired, so he feels sleepy / he is yawning but something's speaking in his head, so he stops yawning, and that is his telephone ringing / he just grasps it / "hello, hi, I know I know I know" {act as if talking on the phone} / he's talking on the phone for more than an hour / then he decides to study with no more telephone, but he feels hungry / oh, he needs something / he needs an apple or just anything that can stop his hunger, so he goes to the fridge and grasps an apple and now he keeps on studying / he is doing his homework, and he is eating umm {make a sound of munching an apple}, but then something gets into his attention / he sees something interesting on television / it's a UFO / um I love it / I love it / he feels the heat that he wants to watch television right now and to stop his work / "I don't want to do it anymore" / so he watches television / he keeps watching until the program ends / can you believe that? / then he sees that it is time that he has to keep on doing his homework, so he goes back to his desk, and, suddenly, he thinks that what about music / oh, television stops now / here comes the music / and then he turns on the radio and listens to Get 102.5 / Get Diva no Get Diva is in the morning ok {interact with the audience and the audience laugh} / his feeling's telling him that, "I have to dance right now, and if I listen to music and I don't dance, that's weird" / I have to dance a little bit just to make some sweat on my T-shirt or something all right before getting back to my work / then ugh it's so unbelievable because it's now eleven o'clock / no, this is getting worse / he is back to his work again / he's really confused, and he's very nervous / he won't finish his work / anyway he's human like us / he's tired / he's talking on the phone, and he keeps talking on the phone, eating, watching television and dancing / and then he is tired right now / he can't keep going anymore / he gets back to sleep / that's what he will do / get some rests / and

then he thinks that maybe in the morning he goes to school and he can copy homework from his friend / but I'm going to ask you guys right now / what if this boy has a chance to change everything in his life: no more skip working, no more sleeping and no more hunger / do you think he deserves it? / do you think he deserves change in his life routine? / no / why? / he seems to be a nice boy, so angel from the above gives him this / it's a universal remote control that he can change on his life menu / change the channel - no more work, no more study, no more yawning and no more hunger / click your life menu, "click" / oh there is a kind of rewind first stage too / click, click, click, click {make a sound of clicking a remote control} / oh somehow it's the angel who gives him this universal remote control / he clicks on his life menu / click, click / he changes everything / he fastforwards all the yawning, all the hunger, all the television, all the telephone and all the music from his life / he gets them out of his life, and then he rewinds all the study time back to his life again, so he can grasp some more time to study / click {make a sound of clicking a remote control} / do you think it is worthy? / "click", you click it, and "click" you rewind it and fast forward it / "click", do you think it's worthy? / why doesn't he deserve it? / no, why? / so there is no more remote control because it's only plastic / there is no more remote control, but he can manage his life routine / he can think what he should do for his life / he knows what he should do now or not now, or if that is his choice that he has the right to choose, he will choose to study and choose not to go with Janice to the pub / no / and choose to have no more telephone when he is studying / he has a choice / so right now think before you do / look before you leap / plan it ahead / don't regret everything you have done / please mind the gap between train and platform.]

Group IV: H

Good afternoon ok / (1) you know from last week that Buay already met with angel and devil so they gave a magic mirror to Buay and now he has a magic mirror at his home / (2) + the first thing that he do today is ask for a magic / mirror mirror mirror hanging on the wall {singing and audience laugh} £ ok £ yes / (3) Buay ask the mirror that mirror mirror hanging on the wall please tell me what homework do I have to finish / (4) oh lots of lots of it / (5) you have mechanics poetry / (6) this Friday you have same homework and the final project of presentation of it / (7) remember {interact with the audience and the audience laugh} £ brochure £ brochure introduce the university and stat statistics / (8) a lot of homework / (9) oh my go:d / (10) so he made up made up his mind to do all of his homework / (11) he sitted and he think that he feels that it's impossible to finish all of it so he needs someone someone's helps / (12) and he calls 1900 1900 11 Theptida Prayakorn ((a fortuneteller)) {audience laugh} / (13) hello, Theptida Prayakorn speaking / (14) oh Theptida Prayakorn how can I finish all of my homework one only one night / (15) ok you have to find the green apple and it will make you lucky and you can do all of this homework just one night / (16) thank you / (17) oh my go:d green apple / (18) he goes to the refrigerator / (19) oh I just one I have one I have one ok green apple / (20) today I will do all my homework / (21) ok he bite {make a sound of biting an apple} / umm lucky lucky lucky / hot news today car bomb about car bomb with Thai Prime Minister Thaksin Shinawat {making a sound of broadcasting news} / (22) wow what a big news what a big news / (23) it serves him right สมน้ำหน้า / (24) ugh so sorry for someone who love Mr. Thaksin {interact with the audience} / car bomb it's ok / (25) what time is it what time is it / (26) it's nine o'clock / (27) oh it's too late / (28) I have I have to do all my homework / ok {act as if writing something} อคทนเวลาที่ฝนพรา อย่างน้อยก็รู้ถึงความแตกต่าง {singing in Thai} ((Translation: Be patient when it's raining. At least we know the difference)) / (29) oh this song keep recall in my head / (30) this song I just see I just saw this song with my girl friend / (31) oh so romantic / (32) yes Season Change {interact with the audience} / (33) oh my god just one just once I have to open the radio for listen this to listen to this song / อคทนเวลาที่ฝนพรา {singing in Thai} / (34) ok ok that's all that's all / (35) what time is it / (36) oh it's ten o'clock / (37) it's time for healthy person to sleep / (38) you know ten o'clock you have to go to bed / (39) healthy for you {audience laugh} you know

you will your body will lack of energy / (40) oh my god ten o'clock / (41) ok ok I have to go to bed and I will set alarm clock at five o'clock tomorrow yes to get up to do all my homework / (42) ok five o'clock five o'clock but you know I think everyone in this classroom ever do like this / (43) set up the alarm clock for doing your homework but you can't you can't wake up / (44) yes {interact with the audience} / (45) no / (46) ok that's all / (47) so this story can tell you that seize the day do what you want to do all you want to do / (48) do it but don't forget to control your mind and do the right thing at the right time / thank you

Total of T-unit = 48

T-unit	Pauses	Errors	No. of words
1	0	3	30
2	1	2	11
3	0	1	18
4	0	0	3
5	0	0	4
6	0	2	12
7	0	5	6
8	0	1	4
9	0	2	3
10	0	1	11
11	0	0	15
12	0	0	4
13	0	0	4
14	0	1	13
15	0	2	23
16	0	0	2
17	0	2	5
18	0	0	6
19	0	0	5
20	0	1	6
21	0	3	2
22	0	0	4
23	0	0	4
24	0	2	7
25	0	0	4
26	0	0	3
27	0	0	3
28	0	0	7
29	0	2	5
30	0	3	8
31	0	1	2
32	0	1	3
33	0	1	16
34	0	0	3
35	0	0	4
36	0	0	3
37	0	1	7

38	0	1	10
39	0	2	11
40	0	1	4
41	0	1	25
42	0	2	11
43	0	0	14
44	0	0	1
45	0	0	1
46	0	0	3
47	0	0	21
48	0	0	18
Total 48	1	44	387

Inter-rater suggested narrative repetition correction

[As you know from last week that Buay already met with angel and devil, they gave a magic mirror to Buay, and now he has a magic mirror at his home / the first thing that he does today is to ask for a magic / mirror mirror mirror hanging on the wall {singing and audience laugh} £ ok £ yes / Buay asks the mirror that mirror mirror hanging on the wall please tell me what homework I have to finish / “oh, lots of it” / “you have mechanics poetry” / “this Friday you will have the same homework and the final project of presentation” / “remember you have to do a brochure introducing the university and statistics” / that’s a lot of homework / “oh my god”, he exclaims / so he makes up his mind to do all of his homework / he feels that it’s impossible to finish all of it, so he needs someone’s helps / he calls 1900 1900 11 Theptida Prayakorn ((a fortuneteller)) / “hello, Theptida Prayakorn’s speaking” / “oh, Theptida Prayakorn how can I finish all of my homework in only one night” / “ok you have to find the green apple, and it will make you lucky, and you can do all of this homework in just one night” / thank you / “oh my god, find the green apple” / he goes to the refrigerator / “oh, I just have one green apple” / “today I can do all my homework” / then he bites it {make a sound of biting an apple} / umm lucky lucky lucky / hot news today car bomb about car bomb with Thai Prime Minister Thaksin Shinawatt {making a sound of broadcasting news} / wow what’s a big news / it serves him right / I’m so sorry for someone who loves Mr. Thaksin / car bomb it’s ok / what time is it? / it’s nine o’clock / oh it’s too late / I have to do all my homework / ok {act as if writing something} อดทนเวลาที่ฝนพรำ อย่างน้อยก็รู้ถึงความแตกต่าง {singing in Thai} ((Translation: Be patient when it’s raining. At least we know the difference)) / oh this song keeps recalling in my head / this song, I just watched its movie with my girl friend / oh, it’s so romantic / yes, it’s Season Change {interact with the audience} / oh, my god, I have to open the radio to listen to this song just once / อดทนเวลาที่ฝนพรำ {singing in Thai} / ok, ok, that’s all / what time is it? / oh, it’s ten o’clock / it’s time for a healthy person to sleep / you know at ten o’clock you have to go to bed / it’s healthy for you you know otherwise your body will lack of energy / oh, my god, it’s ten o’clock / ok, I have to go to bed, and I will set an alarm clock at five o’clock tomorrow to get up to do all my homework / ok, five o’clock, but you know I think everyone in this classroom has ever done like this / set up the alarm clock for doing your homework but you can’t wake up / yes / no / ok, that’s all / so this story can tell you that seize the day, do what you want to do – all you want to do / do it, but don’t forget to control your mind, and do the right thing at the right time.]

Appendix 18: Inter-rater Statistics**Pilot of Oral Proficiency Test**

Inter-rater reliability of rating scores of Chulalongkorn University Students

		RATER 1	RATER 2
RATER 1	Pearson Correlation	1	.758(**)
	Sig. (2-tailed)		.000
	N	294	294
RATER 2	Pearson Correlation	.758(**)	1
	Sig. (2-tailed)	.000	
	N	294	294

** Correlation is significant at the 0.01 level (2-tailed).

Oral Proficiency Test in the main study

Inter-rater reliability of rating scores of Pretest

		RATER 1	RATER 2
RATER 1	Pearson Correlation	1	.844(**)
	Sig. (2-tailed)		.000
	N	280	280
RATER 2	Pearson Correlation	.844(**)	1
	Sig. (2-tailed)	.000	
	N	280	280

** Correlation is significant at the 0.01 level (2-tailed).

Inter-rater reliability of rating scores of Posttest

		RATER 1	RATER 2
RATER 1	Pearson Correlation	1	.925(**)
	Sig. (2-tailed)		.000
	N	280	280
RATER 22	Pearson Correlation	.925(**)	1
	Sig. (2-tailed)	.000	
	N	280	280

** Correlation is significant at the 0.01 level (2-tailed).

Appendix 19: Percentiles and ranks

Names	Score	Rank
Dan	28	1
Joyce	29	2
Bow	30	3
Pat	31	4
Dara	32	5
Bee	32	6
Joy	32	7
Petsy	33	8
June	37	9
Paul	37	10
Beam	37	11
Bell	39	12
Dew	39	13
Pink	40	14
Dolly	41	15
Jane	44	16
Pam	47	17
Daisy	52	18
Jill	53	19
Bomb	54	20

The formula of computing the Rank was $R = \frac{P}{100} (N+1)$

We will compute the 30th and the 70th percentiles.

For the 30th, $R = \frac{30}{100} (20+1) = 6.29$

IR = 6 ; FR = 0.29

Rank/R and Rank/R+1 = score Rank 6 and Rank 7 = 32 and 32

$0.29 (32-32) + 32 = 32.29$

** Therefore, the participants whose scores were ≤ 33 were the low score achievers.

For the 70th, $R = \frac{70}{100} (20+1) = 14.70$

IR = 14 ; FR = 0.70

Rank/R and Rank/R+1 = score Rank 14 and Rank 15 = 40 and 41

$0.70 (41-40) + 40 = 40.70$

** Therefore, the participants whose scores were > 41 , or Rank 16, were the high score achievers, but since only four high score achievers were needed, there was an adjustment to move to Rank 17.

Appendix 20: Consent form and Explanatory letter

Consent Form

“The Effects of Narrative Task Repetition on the English Oral Language Performance of Thai Undergraduate Students”

I,(Student’s Name), agree to participate in the study of “The Effects of Narrative Task Repetition on the English Oral Language Performance of Thai Undergraduate Students” being conducted by Mrs. Tanisaya Jiriyasin. The study is being done as part of a doctoral dissertation at the English as an International Language Program, Chulalongkorn University. In signing this form, I give permission for Mrs. Tanisaya Jiriyasin to:

- use my narrative task performances,
- use my draft notes for planning the narrative tasks,
- use my classroom discourse during the planning time, and
- use information that I truthfully supply on questionnaires, interviews, and students’ evaluation forms for further analysis.

I understand that the results of this study will appear in Mrs. Tanisaya Jiriyasin’s doctoral dissertation, and may also appear in published form or in papers presented at conferences. I understand that Mrs. Tanisaya Jiriyasin may be using direct quotations from various forms of my narrative task performances, and that she will conceal my name and other features that may serve to identify me in order to preserve my privacy. I also concede that because of the very public nature of the academic research that she cannot guarantee complete anonymity, it may be possible for readers of her work to determine my identity.

Signature

(.....)

June, 2006

Explanatory Letter

June, 2006

Dear Students,

My name is Tanisaya Jiriyasin and I am a Ph.D. candidate at the English as an International Language Program, Chulalongkorn University. You are participating in the main study of "The Effects Narrative Task Repetition on the English Oral Language Performance of Thai Undergraduate Students", a study that investigates the English oral language performances of English-majored students through the use of narrative tasks and their repetitions for the whole semester. This study is intended to help develop the English oral performance of Thai Undergraduate students who wish to be English teachers in the future, and your invaluable contribution will enable me to attain my goal in this respect.

For this study, I plan to listen to and analyze the English oral language performances of narrative tasks and their repetitions that you perform in the class. I will be interested in observing how you plan your performance with your peers. I will also ask you to fill in the questionnaires and evaluation forms as well as answer some of my follow-up interview questions.

The results of this study will become part of the doctoral dissertation to be submitted to the Graduate School of Chulalongkorn University. It is also likely that I will present portions of my research at professional conferences, and that some of the findings may be published in article or book form, or shared among professional educators. In all public forms of this work, I will remove your name and any other information that might serve to identify individual students. I hope you will give me a permission to do so.

I would appreciate if you could participate in this study for the growth of research in English language teaching and learning. Please sign the attached form to indicate that you are willing to participate and return the form to me.

Thank you again for your kind cooperation.

Sincerely yours,

(Mrs. Tanisaya Jiriyasin)

BIOGRAPHY

Tanisaya Jiriyasin got her M.A. (TESL) from Arizona State University, and a B.A. (English) with a Second-Class honor from Kasetsart University. She used to work as a principal tutor at the Direct English, Thailand which was an English training institute from Pearson Education (Harlow) for many years. She also worked as a part-time instructor at several universities such as Chulalongkorn University, Kasetsart University, International Program at Rajaphat Sri Ayuddhaya University, and University of Thai Chamber of Commerce. Her areas of interest are the development of Thai students and Thai teachers who teach English in the EFL context.