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APPENDICES

APPENDIX A**LNG 102 FUNDAMENTAL ENGLISH II****Credits:** 3 (2-2-6)**Prerequisites:** Pass at LNG 101 Fundamental English I or Pass from Placement Procedure**Course Description:**

This course builds on LNG 101 by providing further strategy training and places a strong emphasis on the cognitive skills of the students. A wide range of cognitive skills is covered including logical, creative and critical thinking. These cognitive skills are dealt with through a series of English medium tasks, which include problem solving, library tasks and Internet projects. Students' language difficulties are dealt with as they arise thus addressing students' real needs. Covering all four skills, the content of the course includes occupational as well as academic English. To enhance autonomous learning skills, students are encouraged to learn independently using the Self-Access Learning Centre as well as Internet and library resources.

Course Concept:

1. Strategy training is very important for students to overcome difficulties in English language learning.
2. Cognitive skills including logical, creative and critical thinking can help students improve their skill of systematic thinking together with reasoning.
3. Occupational and academic English can enhance the ability of students to learn and work in the future.
4. Autonomous learning or independent learning is one of the most important skills to be used to train students towards life-long learning.

Measurement and Evaluation:

The measurement and evaluation of this course is based on 4 main parts: class attendance, ongoing assessment, quizzes and the final examination. You will be evaluated according to the following criteria:

1.	Class Attendance	5%
2.	Ongoing Assessment	40%
	2.1 Portfolio Task and Self Study (10%)	
	2.2 Dictionary Task (5%)	
	2.3 Resourcing Task (25%)	
	- <i>Oral Presentation (10%)</i>	
	- <i>Written Report (15%)</i>	
3.	Quizzes	15%
	3.1 Dictionary Quiz (5%)	
	3.2 Quiz on Students' Common Mistakes (5%)	
	3.3 Listening Quiz (5%)	
4.	Final Examination	40%
	- Dictionary (15%)	
	- Getting Main Idea and Related Details (15%)	
	- Note-taking and Summary Writing (10%)	
	Total	100%

Tentative Schedule:

Week No.	Lesson	Teaching Programme
Week 1	Lesson 1	Getting to Know You Activity / Course Outline / Introduction to Resourcing Task
	Lesson 2	Introduction to Portfolio
Week 2	Lesson 1	Using a Dictionary I
	Lesson 2	Using a Dictionary II
Week 3	Lesson 1	Using a Dictionary III
	Lesson 2	Dictionary Quiz (~30 mins.) / Consultation on Resourcing Task
Week 4	Lesson 1	Resourcing: Getting Main Idea & Related Details I
	Lesson 2	Resourcing: Getting Main Idea & Related Details II
Week 5	Lesson 1	Resourcing: Getting Main Idea & Related Details III
	Lesson 2	Consultation on Resourcing Task (Continued)
Week 6	Lesson 1	Resourcing: Note-taking from Reading I
	Lesson 2	Resourcing: Note-taking from Reading II
Week 7	Lesson 1	Resourcing: Note-taking from Reading III
	Lesson 2	Resourcing: Note-taking from Listening I
Week 8	Lesson 1	Resourcing: Note-taking from Listening II
	Lesson 2	Listening Quiz (~30 mins.) / Consultation on Portfolio
Week 9	Lesson 1	Consultation on Portfolio (Continued)
	Lesson 2	Group Consultation on Students' Common Mistakes
Week 10	Lesson 1	Resourcing: Summary Writing I
	Lesson 2	Resourcing: Summary Writing II
Week 11	Lesson 1	Resourcing: Summary Writing III
	Lesson 2	Speaking and Presentation Skills I:

Week 12	Lesson 1	Speaking and Presentation Skills II:
	Lesson 2	Speaking and Presentation Skills III:
Week 13	Lesson 1	Group Consultation on Written Report I
	Lesson 2	Group Consultation on Written Report II
Week 14	Lesson 1	Presentation Session I
	Lesson 2	Presentation Session II
Week 15	Lesson 1	Quiz on Students' Common Mistakes (~30 mins.) / Course Review
	Lesson 2	Course Evaluation

APPENDIX B**Achievement Test**

Objective: This test is designed to assess students' language ability before and after taking an LNG 102: Fundamental English II course which is being evaluated by the researcher of the study entitled "An Application of the Integrated Stake-Tyler Model to an Evaluation of a Task-based English Course at King Mongkut's University of Technology Thonburi. The findings will be used as fundamental information for this evaluation study only. You are assured that all of your information will be kept confidential.

Instructions:

1. This examination paper consists of 3 main parts, 12 pages (excluding the cover).
2. Write your name and student code on the top right of every page.
3. Write your answer on this paper.
4. Do not take the examination paper out of the examination area.
5. Do not use any types of dictionary.

<i>Part</i>	<i>Topic</i>	<i>Obtained Score</i>
1	Using a dictionary(30 marks)	
	A(10 marks)	
	B(20 marks)	
2	Getting main ideas and related details(30 marks)	
	A(20 marks)	
	B(10 marks)	
3	Note-taking and summary writing (20 marks)	
	1 (10 marks)	
	2 (10 marks)	
Total	80 marks	

Part 1: Using a dictionary (30 marks)**A) Instructions: Study the dictionary extracts provided on page 2 and then, answer these questions (10 marks).**

1. What are the parts of speech of the word "state"?

2. How many meanings does the word "state" contain in a noun form?

3. How many meanings does the word "state" contain in a verb form?

4. What are the meanings of the word "state" in the following sentences?

- 4.1 I am very concerned about the *state* of her health.

In this sentence, *state* means _____

- 4.2 The President paid a *state* visit to Britain.

In this sentence, *state* means _____

- 4.3 The witness *stated* that he had not seen the woman before.

In this sentence, *stated* means _____

5. Complete the following sentences using the words in the box provided below. Only four words are needed, and each word can be used only once.

<i>States</i>	<i>stateside</i>	<i>statement</i>
<i>states</i>	<i>statesmen</i>	<i>state-of-the-art</i>

- 5.1 Trade with other city-_____ supported the growth of the cities.

- 5.2 This _____ is extremely important because it provides a check to the question.

- 5.3 It is also considered positive for a company to provide _____ support for working parents with on-site daycare, help for parents with sick children, and flexible hours whenever possible.

- 5.4 Our family has lived in the _____ for about five years.

Name:.....
Student's code:.....

star wars /'sɜːr, wɔːz/ n [U] *infml* (plans for) the use of special modern weapons to destroy enemy missiles in space —see also **SDI**

stash ¹ /stæʃ/ v [T+obj+adv/prep] *infml* to store secretly; hide: *He keeps his money stashed (away) under the bed.*

stash ² n [(of)] *infml* a secret store: *a stash of drugs*

state ¹ /steɪt/ n 1 [C (of)] a condition in which a person or thing is; a particular way of being, feeling, or thinking considered with regard to its most important or noticeable quality: *Water can exist in three states: a liquid state, a gaseous state (= steam), and a solid one. (= ice) I'm very concerned about the state of her health. | The survivors of the fire are still in a state of shock. | He seems to be in a rather confused state of mind. | A state of war now exists between the two countries. | The house we're buying is in a very good state of repair. | After the hurricane the President declared a state of emergency. | The deteriorating state of the country's roads [an embarrassing state of affairs (= situation)] 2 [(the) U] (often cap.) the government or political organization of a country: *Should industry be controlled by the state? | The ministers were discussing important matters of state. | What is the proper relationship between Church and State? | state-owned railways | state secrets* —see also **POLICE STATE, WELFARE STATE** 3 [C] a country considered as a political organization: *Most former colonies have now become self-governing states. | France is one of the member states of the EEC.* —see **RACE (USAGE)** 4 [C] (often cap.) any of the smaller partly self-governing areas making up certain nations: *the 50 states of the US | Queensland is one of the states of Australia. | the state elections in California* 5 [U] the grandness and ceremony connected with governments and rulers: *The Queen drove to the palace in state. | The President paid a state visit to Britain. | The opening of Parliament is one of the great state occasions.* —see also **lie in state (LIE¹)**; 6 [C *usu. sing.*] *infml*, esp. **BrE** a very nervous, anxious, or excited condition: *She let herself get in/into a state before the exams.**

state ² v [T] 1 to say, express, or put into words, esp. formally: *State your name and address. | This book states the case for women's rights very clearly. [+ (that)] The witness stated that he had not seen the woman before. [+ wh-] Please state whether you are married or single.* 2 to mention exactly, esp. before or in advance; **SPECIFY**: *Theatre tickets must be used on the stated date.*

state-craft /'steɪtkrɑːft/ n [U] the art of government; the skill of being a **STATESMAN**

State Department /'steɪt, dɪ'pɑːtmənt/ n [the] the American government department which deals with foreign affairs —compare **FOREIGN OFFICE**

state-hood /'steɪthʊd/ n [U] the condition of being an independent nation b any of the states making up a nation such as the **US**

state-less /'steɪtləs/ adj having no citizenship; not officially belonging to any country: *stateless refugees* —ness n [U]

state-ly /'steɪtli/ adj 1 formal; ceremonious: *The procession moved at a slow and stately speed.* 2 grand in style or size; **NOBLE** ¹ (2): *a row of tall stately columns* —liness n [U]

stately home /'steɪtli hoʊm/ n (in Britain) a large country house, usu. of historical interest and containing fine works of art, esp. one which people pay to visit —compare **PALACE** (2)

state-ment /'steɪtmənt/ n 1 [C] something that is stated; a written or spoken declaration, esp. of a formal kind: *The police took down the witness's statement. | a signed/sworn statement | The punishment for making false statements to the tax authorities can be severe. [+ that] His statement that he had nothing to do with the affair was greeted with some scepticism. | The police have issued a statement urging the public to cooperate in this inquiry.* 2 [C] a list showing amounts of money paid, received, owing, etc., and their total: *I get a bank statement every month.* 3 [U] *fm* expression in words: *The details of the agreement need more exact statement.*

state-of-the-art /'steɪtəvəʊf ðə ɑːt/ adj using the most modern and recently-developed methods, materials, or knowledge: *state-of-the-art technology*

state-room /'steɪtrʊm, -rʊm/ n a passenger's private room, esp. a large and comfortable one, on a ship

States /steɪts/ n [the] *infml* the **US**

state's evidence /'steɪts ɪ'vɪdəns/ n **AmE** for **QUEEN'S EVIDENCE**

state-side /'steɪtsaɪd/ adj, adv **AmE** *infml* of, in, or towards the **US**

states-man /'steɪtsmən/ n -men /mən/ *usu. apprec* a political or government leader, esp. one who is respected as being wise, honourable, and fair-minded —see also **ELDER STATESMAN** —~like adj —~ship n [U]

static ¹ /'stætɪk/ adj 1 not moving, changing, or developing, esp. in a way that is undesirable: *Prices on the stock market are rather static at the moment. | The characters in his novels seem rather static.* —compare **DYNAMIC** (1) 2 [A *no comp.*] *tech* of or being electricity not flowing in a current, but collecting on the surface of objects: *Some people get static electricity in their hair.*

static ² n [U] noise or other effects caused by electricity in the air and blocking or spoiling regular radio or TV signals

statics /'stætɪks/ n [U] the science dealing with the forces that produce balance in objects that are not moving —compare **DYNAMICS**

sta-tion ¹ /'steɪʃən/ n 1 [C] a (the building or buildings at) a place where the stated public vehicles regularly stop so that passengers can get on and off, goods can be loaded etc.: *a bus/coach station | a tube/subway station | (AmE) a train station* b esp. **BrE** also railway station *fm* — a place like this where trains regularly stop: *I drove her to the station and saw her off in the train. | We left from Victoria Station. | the station waiting room* 2 [C] a building that is a centre for the *usu.* stated kind of service or activity: *a biological research station | a life-boat station | I'd like you to come down to the station (= police station) and answer a few questions please, sir. | a petrol station | a polling station (= where people vote in an election)* 3 [C] an organization that broadcasts on television or radio: *I can't get pick up (= hear) many foreign stations on this little radio. | This programme's boring — what's on the other station? | 4 [C] a *usu.* small military establishment: *a naval station* 5 [C] a large sheep or cattle farm in Australia or New Zealand 6 [C] *old-fash* one's position in life; social rank: *She married beneath her station. (= married someone of a lower social class)* 7 [U] *tech* (esp. of a warship) position in relation to others in a group —see also **ACTION STATIONS, COMFORT STATION, SPACE STATION***

station ² v [T+obj+adv/prep; often pass.] to put (esp. a person) into a certain place for esp. military duty: *Guards were stationed round the prison. | During most of my time in the army I was stationed in Germany. | Police officers had stationed themselves at all the entrances to the building.*

sta-tion-a-ry /'steɪʃənəri/ n-eri/ adj standing still; not moving: *A stationary target is easiest to aim at. | How did you manage to drive into a stationary vehicle?*

station break /'steɪʃən breɪk/ n **AmE** a pause during a radio or television broadcast for local stations to give their names

sta-tion-er /'steɪʃənə/ n a person in charge of a shop that sells stationery: *I bought some pencils at the stationer's (shop).*

sta-tion-er-y /'steɪʃənəri/ n-eri/ n [U] 1 materials for writing; paper, pens, pencils, etc. 2 paper for writing letters, *usu.* with matching envelopes: *a letter on hotel stationery*

sta-tion house /'steɪʃən haʊs/ n **AmE** for **POLICE STATION**

sta-tion-master /'steɪʃən, mɑːstə/ n -mɑːs- / n the person in charge of a railway station

sta-tions of the Cross /'steɪʃən əv ðə krɒs/ n [the + P] (often cap. S) a set of 14 pictures showing events during Christ's last sufferings and death, *usu.* put up in order round the walls inside a Roman Catholic church

sta-tion wagon /'steɪʃən wɑːɡən/ n **AmE** for **ESTATE CAR**

B) Study dictionary entries provided in each item. Choose the most appropriate word to complete each statement. The first item has been done as an example (20 marks).

Example: Early settlers in America arrived in a _____.

- a. bark (n) = the outer covering of a tree
- b. bark (n) = a sailing ship with three to five masts
- c. bark (n) = sharp harsh sound made by dogs and foxes
- d. bark (n) = any similar sound, eg. the sound of gunfire or of a cough

Answer = b

1. There is very little _____ in a desert, but lots of it in a rain forest.

- a. vegetable (n) = plants eaten as food, e.g. potatoes, beans, onions.
- b. vegetation (n) = plants in general
- c. vegetarian (n) = person who, for humane, religious or health reasons, eat no meat
- d. vegetarianism (n) = practice or philosophy of being a vegetarian

Answer = _____

2. Fruits and vegetables contain many important _____ (s) for a healthy body.

- a. nutrient (n) = substance serving as or providing nourishment, esp. for plants or animals
- b. nutritious (adj) = (approving) of food very good for you; containing many of the substances which help the body to grow
- c. nutrition (n) = process of giving and receiving nourishing food
- d. nutritionist (n) = expert in nutrition

Answer = _____

3. There are many tropical rain forests in _____ areas.

- a. equator (n) = imaginary line(or one drawn on a map, etc.) around the earth at an equal distance from the North and South Poles
- b. equation (n) = action of making equal or regarding as equal
- c. equatorial (adj) = of or near the equator
- d. equal (adj) = the same in size, amount, value, number, degree, status, etc.

Name:.....

Student's code:.....

Answer = _____

4. Most rain forest land is exhausted after only two years of _____.

- a. farm (n) = area of land, and buildings on it, used for growing crops
- b. farm (v) = to use land for growing crops and/or keeping animals
- c. farmer (n) = a person who owns or manages a farm
- d. farming (n) = professing of working on or managing a farm

Answer = _____

5. When the trees are removed, the _____ of the forest disappears.

- a. rich (adj) = producing or produced abundantly
- b. dry (adj) = not wet, damp or sticky; without water or moisture
- c. richness (n) = quality or state of being rich
- d. dryness (n) = the condition of not containing or being covered by a liquid (especially water)

Answer = _____

6. Unemployment is one of the major problems of _____ times.

- a. modernity (n) = being modern
- b. modern (n) = person living in modern times
- c. modern (adj) = using or having the newest methods, equipment, buildings, etc.
- d. modern (adj) = of the present or recent times

Answer = _____

7. If customers buy juices and soft drinks in _____ bottles, they can give them back to the store.

- a. return (n) = coming or going back to a place
- b. return (n) = bringing, giving, putting or sending back
- c. returnable (adj) = that can or must be returned
- d. return (n) = official report or statement, esp. one made in reply to a formal demand

Answer = _____

Name:.....

Student's code:.....

8. When Harry was unemployed, he was on a strict _____.
- budget (n) = having only a small amount of money
 - budget (v) = to be careful about the amount of money you spend; to plan to spend an amount of money for a particular purpose
 - budget (adj) = low in price
 - budget (n) = annual government statement of a country's expenditure and how it will be financed

Answer = _____

9. The change in performance can be _____ when employees feel they are part of the team.
- drama (n) = excitement
 - drama (n) = play for the theatre, radio or TV
 - dramatic (adj) = of drama
 - dramatic (adj) = exciting or impressive

Answer = _____

10. Throughout history, every _____ has had some forms of superstition.
- sociable (adj) = (of people) enjoying spending time with other people
 - socialist (n) = supporter of socialism
 - society (n) = particular grouping of humanity with shared customs, laws
 - social (n) = informal meeting or party organized by a group or club

Answer = _____

Part 2: Getting main ideas and related details (30 marks)

A) Instructions: Read the text below and answer the questions that follow.

The Human Brain



- 1 It is common to compare the human brain and the computer. The human brain is the central processing unit (CPU) of a living body. It directs all the body's functions. The brain send signals for the body's *respiration* (breathing), *digestion* (the breaking down

Name:.....

Student's code:.....

of foods into substances that the body can use), and the *circulation* (the continuous movement of blood and other fluids through the body). In human beings, the brain regulates the ability to move muscles to walk, talk, and also maintain balance. The brain receives and interprets information from the *senses*: it not only allows us to see, hear, feel, smell, and taste, but it also enables the body to react to *sensory* input. The brain recognizes danger and sends messages about how to escape from a dangerous situation.

- 2 The human brain is adaptive to some specific function, or tasks. It can recognize patterns; that's why people can express their understanding of the world by such means as language and mathematics. The brain makes possible experiencing emotions such as sadness and happiness. The brain is also responsible for the human ability to think—to form ideas, to remember, to predict, to judge, and to create imaginary pictures. Indeed, there is no life without the brain. Babies that are born without a fully formed brain die soon after birth, usually within a few hours. It is surprising, therefore, that less is known about the brain than about any other organ of the body. Scientists and doctors understand the heart, liver, stomach, and lungs much better than the brain.
- 3 The adult human brain is made up of about one hundred billion cells. All of these cells and more are present when a person is born, but some brain cells die naturally every day. There are so many brain cells, however, that their loss is not noticed. However, it is important to remember that the brain never gets any new brain cells; if they are destroyed, they are gone forever. It is also important to remember that some activities like smoking and some chemical substances, like drugs, increase brain cell death dramatically, and that great loss of brain cells damages a person irreversibly.
- 4 The brain cells that do the thinking are called neurons; they come in many different sizes, some less than a millimeter in length, some more than a meter (about a yard). Each brain cell generally consists of a central cell body with a set of dendrites and an axon, both of which extend from the cell body. The thin, threadlike dendrites are branches like long thin hairlike roots that they go out from the central cell body, sometimes forming as many as thousand branches. Each branch sends and receives messages to and from other neurons, thus forming a network of brain connections.
- 5 Although one neuron may have thousands of dendrites, it has only one axon extending from the central cell body. The axon is a long filament (rather like a thread) that is surrounded by protective insulation. Axons transmit (send) information from one neuron to another; so, together with dendrites, axons make communication among neurons possible. Surprisingly, neurons almost never touch one another; they are separated by an extremely small space, a *synapse*. One or more specific chemicals called neurotransmitters (or "sender") are released from the axon of one neuron and travel across the synapses (small space or gap) between the axon and the connecting dendrites from other neurons. It is through these neurotransmitters that neurons communicate with one another.
- 6 Although nearly one hundred distinct (different) neurotransmitters have already been identified, most experts think that more of these chemical communicators will be discovered. Each of the roughly one hundred chemicals causes a distinct reaction in the receiving dendrite. Sometimes the reaction tells the neuron to ignore the message. However, at other times, the reaction produces a distinct electrical current. The electrical impulse(a signal) travels through the dendrites to the cell body, where tiny amounts of energy begin to collect. When a large enough charge has accumulated in the cell body, the cell body transmits an electrical charge (the impulse) down its axon to a synapse. The charge crosses the synapse and enters another cell. How does the energy get from the axon to the other cell? Inside the axon, very near the synapse, there are hundreds of tiny containers or pockets (they are called *vesicles*) it may cause some of

Name:.....

Student's code:.....

them to release their chemical contents. The chemicals jump across the synapse, carrying the message.

- 7 Communication among the neurons is an electrochemical process; it involves interrelated electrical and chemical signals. The human brain supports an amazing complex electrochemical communication system. It consists of about 100 billion neurons; each one is capable of receiving chemical information into an electrical impulse, and finally transmitting this information by using various combinations of at least one hundred distinct neurotransmitters. The number of cell connections and the amount of information that can be received and transmitted are staggering! Most people do not understand such large numbers because they are far too large for the human mind to imagine. Moreover, as experts learn more about the brain, the statistics from their research will undoubtedly be even more difficult to understand.

Source: Zukowski/Faust, J. and Johnston, S.S. (2002). *Steps to academic reading: Between the lines*. Boston: Massachusetts: Thomson/Heinle.

1. This reading text consists of seven paragraphs. Each of these paragraphs has a main idea. Match paragraphs 1-7 to main ideas a-j. Only six main ideas are needed. Write the letter (a, b, c, d, e, f, g, h, i, or j) in the spaces provided. The first item has been done as an example. (12 marks)

<i>Paragraphs</i>	<i>Main ideas</i>
<u> e </u> Paragraph 1	a. The brain has a lot of brain cells but once lost, they do not grow back.
<u> </u> Paragraph 2	b. The brain is always changing and learning.
<u> </u> Paragraph 3	c. Neurons are brain cells with a complex structure.
<u> </u> Paragraph 4	d. The brain can perform multiple functions
<u> </u> Paragraph 5	e. The brain runs the whole body.
<u> </u> Paragraph 6	f. The brain is a complex organ that scientists are learning more about daily.
<u> </u> Paragraph 7	g. Over a hundred different chemicals cause the brain to work as it does.
	h. A neuron has a structure which is like a center with threads branching out.
	i. The brain needs to be exercised in order to work well.
	j. Messages are transferred within the brain by an electrochemical process.

Name:.....

Student's code:.....

2. Answer these questions in a note form (8 marks).

1. Find the names of five body organs in the reading.

2. How many brain cells does an adult human have?

3. What is the scientific name for thinking cells?

4. What two reasons are there for brain cells to die?

- B) Instructions:**
1. Study the following paragraph. Each paragraph contains sentences numbered 1-4.
 2. Identify the topic sentence that contains the main idea and supporting details of each paragraph. Write only the number (1,2,3,or 4) in the space provided.
 3. Specify the type of supporting details in each paragraph (whether it is *reason, sample, restatement or a combination of two types or more*). Write the answers in the space provided (10 marks).

Example: (1) John often forgot what he had to buy when he went shopping. (2) In the same way he rarely remembered his appointments. (3) When he wrote a letter, he often put it in his briefcase and found it there a week later. (4) He was very forgetful.

Topic sentence: *sentence no. 4*

Supporting details: *sentences no. 1,2, and 3*

Type of supporting details: *sample*

1. (1) There are a lot of deer here. (2) There are bears, mountain lions and coyotes. (3) This area attracts a great number of hunters and fishermen. (4) To the east there are streams full of trout, and there are ducks, geese and pheasants.

Topic sentence: sentence no. _____

Supporting details: sentences no. _____

Name:.....
 Student's code:.....

Type of supporting details: _____

2. (1) Many people think that cassava is a pretty terrible crop. (2) Some agronomists claim that it extracts all important nutrients from the soil. (3) Consequently, the land will eventually turn into desert. (4) several environmentalists point out that tapioca flour factories have polluted the environment.

Topic sentence: sentence no. _____

Supporting details: sentences no. _____

Type of supporting details: _____

3. (1) What is amnesia? (2) If you say only that it is loss of memory, you include any man who forgets his wife's birthday or goes off to the office without his wristwatch. (3) Actually, amnesia is something a bit more serious. (4) It is loss of memory, to be sure, but it is of the sort brought on by injury, overwork, worry, or nasty blow on the head.

Topic sentence: sentence no. _____

Supporting details: sentences no. _____

Type of supporting details: _____

4. (1) Deserts are very dry regions. (2) They have very little rainfall. (3) Some deserts have a surface of sand. (4) The sand often forms dunes which are created by the wind.

Topic sentence: sentence no. _____

Supporting details: sentences no. _____

Type of supporting details: _____

Part 3: Note-taking and summary writing (20 marks)

A) Instructions: Read the text below and answer the questions that follow.



Name:.....

Student's code:.....

The skin which covers the tips of the fingers and thumbs is crossed by numerous ridges arranged in different patterns. These patterns are permanent from birth and remain exactly the same throughout a person's life, even when the skin becomes wrinkled and cracked as a result of old age. Such patterns are never passed from parents to children, and no one in the world has the same patterns as anyone else. Even identical twins have different sets of fingerprints. As a result, fingerprints offer a most useful and foolproof way of identifying people.

Any ridged part of the hand and the foot may be used as a means of identification, but finger impressions are usually preferred since they can be taken easily and quickly. Fingerprints are classified in three ways: by general shapes and contours, by the finger positions of the pattern types, and by size (often measured by counting the ridges in the loops).

Every set of fingerprints has different "ridge characteristics" (i.e. the print of each separate finger is different from all the other fingers), which belong to one of the basic groups: arches, loops, whorls and composites.

*Arch**Loop**Whorl**Composite*

All fingerprints can then be divided into 1,024 groups. By using details in the patterns above, these 1,024 groups can be further divided into thousands of smaller groups, thus making it possible to find a particular set of prints in a few minutes.

It has been claimed that a system of fingerprinting was first used by the Chinese thousands of years ago although precise details of this system are not known. The first person to be convicted of murder on the evidence of her fingerprints, however, was Francesca Rojas, who was proven guilty in 1892 of murdering her children. When police found her bloody fingerprints on a door, they at once cut out part of the door on which the prints were visible and took it to experts for examination. Rojas, who had at first accused a neighbor of murdering her children, then confessed to the crime. The process of taking and matching fingerprints was thus proven to be accurate and reliable although at that time it was slow and tedious since all the prints had to be matched manually with the aid of a magnifying glass. Later techniques were developed by which all fingerprints found at the scene of a crime could be lifted and quickly matched with existing prints on police records.

Even when fingerprints are hidden at the scene of a crime, they can first be dusted with aluminum powder so that they can be seen and photographed. Sometimes a piece of tape is pressed over such invisible, or latent, fingerprints and then attached to a record card for future use. Marks on shiny surfaces are easy to deal with, and special techniques make it possible to reveal prints on paper, clothing and even skin. Although many criminals wear gloves to make sure that they leave no fingerprints at the scene of a crime, the police can sometimes identify these criminals by the distinctive marks made by the gloves themselves.

The Automatic Fingerprint Identification System (AFIS) is now used in many countries throughout the world, enabling investigations to conduct searches within a very short time and to

Name:.....

Student's code:.....

refine poor quality or smudged prints found at the scene of a crime into much clearer prints for matching purposes. The AFIS comprises three parts: the fingerprint reader, the fingerprint matching processor and the data bank. When a card containing prints of the ten digits on a suspect's hands is fed into the AFIS for the first time, the print details are scanned, analyzed and stored in the computer's memory. The fingerprint matching processor can later search for an identical print or a print which most closely resembles the suspect's print, listing all the similarities in order. A database containing all this information and stored on optical disks then make it possible to obtain all relevant information in minutes. This system can now enable police to identify and arrest a suspect within a few hours of committing a crime.

Source. Heaton, B. and Dunmore, D. (1994). *Topics in English: A reading skills course 2*. Hongkong: Longman Asia.

1. Complete the following notes by choosing the word provided in the box to fit each blank. Choose only ten of them. Each word can be used only once. Write your answers in the space given (10 marks).

arrested	comprises	fingerprinting	fingerprints
identical	latent	murdered	person
ridges	size	stores	suspect
techniques	unique		

Fingerprints = patterns of ridges at finger tips

All (1) _____ are different, even in identical twin.

Thus, it is a perfect way to identifying individuals.

Fingerprints = classified according to

- (a) shapes and contours
- (b) finger positions of the pattern types
- (c) (2) _____

4 basic types of (3) _____: arches, loops, whorls and composites.

First (4) _____ convicted using fingerprints = Francesca Rojas

((5) _____ her children—her bloody fingerprints found on door)

(6) _____ -- slow and tedious at first.

If invisible = (7) _____ prints

Use special techniques to see and photographs fingerprints.

AFIS: quick and clear

Name:.....

Student's code:.....

(8)_____ 3 parts:

- a. fgs—scanned, analyzed & stored
- b. search fgs—(9)_____ or most closely resembles
- c. poss. obtain all inf. in mins.

AFIS—now helps police identify and arrest a (10)_____ soon after he/she has committed a crime.

2. Complete the following summary of the text by writing a suitable *phrase* or *clause* in each blank. Use the information for each sentence from the notes you made in item A. Write your answers in the space given (10 marks).

Fingerprints are (1)_____ -- all are different (even among (2)_____). As a result, fingerprints provide (3)_____ of identifying people. Finger prints (4)_____ according to shapes and contours, (5)_____ of the pattern types and size. (6)_____: arches, loops, whorls and composites. The first (7)_____ - was Francesca Rojas, when her bloody fingerprints were found on door after (8)_____ her children. At first taking and matching prints was a slow process but later special techniques were developed to reveal both visible and (9)_____. The Automatic Fingerprint Identification System is widely used in many countries to help (10)_____.

APPENDIX C

Goals and Objectives

As there is no explicit statement of goals and objectives of the LNG 102 course which is very essential in course evaluation, the handout on course outline i.e., the course syllabus, is studied carefully and thoroughly in order to formulate goals and objectives which are observable and measurable. The following are goals and objectives for this course:

Strategy training

Goal 1. By the end of this course, students will be able to utilize a variety of learning strategies to overcome difficulties in developing the four English language skills.

Objectives

1.1 Students will be able to use reading strategies in reading English.

1.1.1 Students will be able to skim English texts.

1.1.2 Students will be able to scan English texts.

1.1.3 Students will be able to identify the main ideas and related details of the English texts they have read.

1.2 Students will be able to use writing strategies in writing English.

1.2.1 Students will be able to take notes using a variety of symbols and formats.

1.2.1 Students will be able to do summary writing.

1.2.3 Students will be able to write references in English.

1.3 Students will be able to use reading strategies in reading English.

1.3.1 Students will be able to understand lectures in English.

1.3.2 Students will be able to take notes from listening.

1.4 Students will be able to use speaking strategies in speaking English.

1.4.1 Students will be able to express their ideas in English.

1.4.2 Students will be able to give oral presentation in English.

Cognitive skills

Goal 2. By the end of this course, students will be able to develop and improve their skill of systematic thinking together with reasoning.

Objectives

Students will be able to:

2.1 think critically.

2.1.1 Students will be able to do deductive reasoning.

2.1.2 Students will be able to do inductive reasoning

2.1.3 Students will be able to do decision making.

2.1.4 Students will be able to do problem-solving.

2.2 think creatively.

2.2.1 Students will be able to generate many ideas.

2.2.2 Students will be able to shift perspective and conceive something new.

Occupational and academic English

Goal 3. By the end of this course, students will be able to develop their ability in using English for occupational and academic purposes.

Objectives

Students will be able to:

3.1 use different types of language skills necessary for their future careers.

3.1.1 Students will be able to read English texts, in science and technology in particular.

3.1.2 Students will be able to write a short paragraph concerning science and technology in English.

3.1.3 Students will be able to do oral presentation in English.

3.2 use different types of language skills necessary for their academic study.

3.2.1 Students will be able to use English dictionary effectively.

3.2.1.1 Students will be able to use the English dictionary to get the meaning of the unknown words.

3.2.1.2 Students will be able to identify English parts of speech, context

clues, synonyms and antonyms.

Autonomous learning

Goal 4. By the end of this course, students will be able to develop their autonomy in language learning.

Objectives

Students will be able to:

4.1 develop their capacity for active, independent learning, critical reflection and decision making.

- 4.1.1 Students will be able to make their own plans of learning.
- 4.1.2 Students will be able to choose their own ways of learning.
- 4.1.3 Students will be able to do self-monitoring.
- 4.1.4 Students will be able to do self-evaluating.

4.2 use language learning strategies to become self-directed learners.

- 4.2.1 Students will be able to use different types of cognitive strategies.
 - 4.2.1.1 Students will be able to use resources for receiving and sending messages.
 - 4.2.1.2 Students will be able to reason deductively.
- 4.2.2 Students will be able to use different types of metacognitive strategies.
 - 4.2.2.1 Students will be able to pay attention and overview /link with already familiar material.
 - 4.2.2.2 Students will be able to organize, set goals and objectives, consider the purpose and plan for a language task.
 - 4.2.2.3 Students will be able to do self-monitoring.
 - 4.2.2.4 Students will be able to do self-evaluating.

APPENDIX D

Test Manual

Rationale

This test is designed for first-year undergraduate students who study a foundation English course (Foundation English II: LNG 102) at King Mongkut's University of Technology Thonburi (KMUTT). It is an achievement test which is a type of the so called 'criterion-referenced tests' designed for a task-based English course that aims at enabling students to use English effectively in academic as well as occupational context. This criterion-referenced achievement test will be administered to the students at the beginning and the end of the semester. Its content covers all the students have learned throughout the semester with the focus on reading and writing skills.

The LNG 102 course places a strong emphasis on the cognitive skills of the students including logical, creative and critical thinking. These cognitive skills are dealt through a series of English medium tasks, which include resourcing, dictionary and portfolio task and internet projects. Students are also encouraged to learn independently using Self-Access learning Center as well as Internet and Library resources.

Specifications

1. Purpose

The purposes of this test are:

- 1.1 to determine the degree of the students' learning in relation to the course objectives focusing on English language skills through a task-based approach;
- 1.2 to make decisions about how individual students proceed through the course and how well they are attaining specific objectives of the course
- 1.3 to investigate the students' improvements in mastery of English language skills with regard to their academic work as well as future career.

The following table shows the specifications of this test:

Part	Task	Learning area	Skill	Test type	Weight	Point	Time
1	Dictionary	Study skill and grammar	Using a dictionary Guess meaning from context	Gap-filling and Short response Multiple choice	40%	30	55 min.
2	Getting main ideas and related details	Reading & writing	Skimming the text for the main ideas Scan the text for specific information Skimming the text for the general idea of the text	Matching task Short response Gap-filling	40%	30	55 min.
3	Note-taking and Summarizing	Reading & writing	Skimming the text for the gist & taking notes Writing a summary from reading	Gap-filling Gap-filling	20%	20	40 min.

2. Description of the test

The following table illustrates characteristics of the test tasks

Test Task Characteristics	
Characteristics of the setting: Physical characteristics	A quiet and well-lit classroom with cool temperature ranging from 20-25 degree Celsius. Individual chairs with arm rests for writing, paper and pencils are also needed.
Participants	Students taking this course and teachers as test administrators
Time of tasks	3 hours; twice: at the beginning and by the end of the semester
Characteristics of the test rubrics: Instructions Language Channel	Target Visual

<p>Characteristics of the test rubrics (continued): Specification of Procedures and tasks</p> <p>Structure Number of parts/tasks Saliency of parts/tasks Sequence of parts/tasks</p> <p>Relative importance of parts/tasks</p> <p>number of tasks/items per part</p> <p>Time allotment</p> <p>Scoring method criteria for correctness procedures for scoring the response explicitness of criteria and procedures</p>	<p>Clearly stated</p> <p>A collection of parts (3 main parts) Explicitly marked Well sequenced</p> <p>Scores on each part are specified, and weighted according to the importance of each sub-task. Sufficient</p> <p>Not specified for individual test tasks, however, it takes approximately 150 minutes for the whole paper.</p> <p>Very clear Very clear Explicitly stated</p>
<p>Characteristics of the input:</p> <p>Format Channel Form Language Length Type degree of speededness vehicle</p>	<p>Visual Language Target Medium Specified Unspeeded Live</p>
<p>Language of input</p> <p><u>Language characteristics</u></p> <p>Organizational characteristics</p> <p>Grammatical</p> <p>Textual</p> <p>Pragmatic characteristics</p>	<p>Knowledge of vocabulary specially related to EAP and EOP, morphology and syntax; and sentence writing</p> <p>Knowledge of cohesion and rhetorical organisation</p>

<p>Functional</p> <p>Sociolinguistic</p> <p><u>Topical characteristics</u></p>	<p>Knowledge of ideational, and manipulative functions</p> <p>Knowledge of dialect/variety: standard, register: moderately formal</p> <p>Academic, and technical</p>
<p>Characteristics of the expected response:</p> <p>Format</p> <p>Channel</p> <p>Form</p> <p>Language</p> <p>Length</p> <p>Type</p> <p>degree of speededness</p>	<p>Visual</p> <p>Language</p> <p>Target</p> <p>Varies : words, phrases, and sentences</p> <p>Varies: selected, limited responses</p> <p>Depends upon perception of test takers</p>
<p>Language of expected response</p> <p><u>Language characteristics</u></p> <p>Organizational characteristics</p> <ul style="list-style-type: none"> - grammatical - textual <p>Pragmatic characteristics</p> <ul style="list-style-type: none"> - functional - sociolinguistic <p><u>Topical characteristics</u></p>	<p>Written and formal</p> <p>Knowledge of vocabulary specially related to EAP and EOP, morphology and syntax; and sentence writing</p> <p>Knowledge of cohesion and rhetorical organisation</p> <p>Knowledge of ideational, and manipulative functions</p> <p>Knowledge of dialect/variety: standard, register: moderately formal.</p> <p>Academic and technical</p>
<p>Relationship between input and response:</p> <p>Reactivity</p> <p>Scope of relationship</p> <p>Directness of relationship</p>	<p>Non-reciprocal</p> <p>Somewhat broad</p> <p>Direct and indirect</p>

3. Characteristics of test takers

3.1 Personal characteristics

Test takers are undergraduate students at King Mongkut's University of Technology Thonburi (KMUTT). They are Thai natives who are at least 17 years of age, mostly between 18 and 23, and both males and females. All of them take a task-based English course that is LNG 102 which is the second course of the task-based English program provided by Department of Language School of Liberal Arts.

3.2 General level and profile of language ability

General ability level of the test takers varies from pre-intermediate to intermediate. Generally, these test takers can read much better than they can write. Some of them may be able to perform receptive skills (reading and listening) better than productive skills (speaking and writing).

3.3 Topical knowledge

Test takers have relatively diverse topical knowledge due to their different socio-economic backgrounds. However, since all test takers are high school graduates and they are in the same age group, they may have more-or less study-related experiences.

Considerations of some qualities of usefulness

1. Authenticity

Generally, the level of authenticity are stated in terms of task characteristics and expected perceptions on the part of test takers and test users. The authenticity of the test tasks is relatively high with respect to the real-life TLU task such as the use of dictionary extracts in Part 1, analytic reading tasks in Part 2, as well as, academic writing tasks in Part 3. Moreover, these are the tasks that the test takers are likely to encounter in their study.

2. Interaction/ Interactiveness

Minimum levels of interactiveness will be set quite high because the characteristics of the test tasks allow for high level of involvement of language knowledge, topical knowledge, and strategy use.

2.1 Language knowledge: A fairly wide range of language knowledge is involved because of the variation and complexity of the tasks.

2.2 Topical knowledge: Significant involvement of topical knowledge is involved because the test takers need to use their academic knowledge as well as language knowledge when completing each test task.

2.3 Strategies: Need and opportunity for strategy use is high. Most of the test task requires the test takers to use different types of strategies especially, reading and writing strategies. To do some test tasks, the test takers are also expected to utilize their metacognitive strategies.

2.4 Affect: Affective responses may be relatively positive, since the types and topics of the test tasks are familiar to them.

3. Impact/Consequences (e.g. washback, educational and social input)

The test is designed to have positive impact on test takers and instructors as its content follows closely the stated objective of the course. The test takers would have a positive affective response to the test tasks because they are consistent with the instructional tasks, and with TLU task, they would need to perform such tasks in their study. The instructors would be satisfied with the test tasks as they know that their students are being tested fairly on materials that have been emphasized in the instruction. If the test takers gain very low scores on this test, it implies that there might be some problems concerning teaching materials, teaching methodology, language proficiency of test takers or instructors, and the like that the test developer and/or program director need to examine.

4. Practicality

All the responses are scored objectively. Scoring Criteria together with answer keys are provided for testers to use as a guideline when marking the exam paper. It will not take amount of time on the part of testers as scoring procedures are straightforward. On the part of the test takers, all of the instructions in this test are clearly stated. Some test tasks also provide samples that help facilitate the test takers understanding on how to complete each task.

5. Reliability

Reliability of a language test can be also examined by measuring rater consistency, i.e., intra-rater and inter-rater reliability. The former is concerned with the consistency of multiple ratings by one rater using the same set of criteria. The latter refers to the consistency of ratings given by two different raters using the same criteria. In case it is a classroom-based test administered by only one tester, it is the reliability of ratings of a single rater should be taken into consideration. With the

well-defined scoring scheme including scoring keys and guidelines, the test can be scored objectively by any testers. The scores given by different testers to the same test tasks are also similar. Therefore, this test contains a high level of reliability as it shows consistency in scoring.

6. Content validity

To investigate the content validity in this situation, we should look at content relevance and coverage. The specifications of this test link directly to the learning objectives of the syllabus contributes to a high degree of content relevance. Content coverage is examined by peer/expert validation. Experts in task-based language teaching, language assessment and program evaluation will be asked to validate this test for the purpose of the improvement of its validity.

Answer Key

Part 1: Using a dictionary (30 marks)

A) 10 marks (1 mark each)

1. noun and verb
2. 6
3. 2
- 4.1 condition
- 4.2 the grandness and ceremonies connected with governments or rulers
- 4.3 said
- 5.1 states
- 5.2 statement
- 5.3 state-of-the-art
- 5.4 States

B) 20 marks (2 marks each)

- | | |
|------|-------|
| 2. b | 7. d |
| 3. a | 8. c |
| 4. c | 9. a |
| 5. d | 10. d |
| 6. c | 11. c |

Part 2: Getting main ideas and related details (30 marks)

A) 20 marks

1. (12 marks: 2 marks each)

b. - c. 4 d. 2 e. 1 f. - g. 6 h. 5 i. - j. 7

2. (8 marks: 2 marks each)

1. Heart, liver, stomach, lung, and brain
2. One hundred billion cells
3. Neurons
4. Some brain cells die naturally. Some are destroyed by activities like smoking and taking drugs.

B) 10 marks (2.5 marks each)

1. Topic sentence: sentence no 3. (1 mark)
 Supporting details: sentences no. 1, 2, and 4 (1 mark)
 Type of supporting details: Sample (0.5 mark)
2. Topic sentence: sentence no. 1
 Supporting details: sentences no. 2, 3, and 4
 Type of supporting details: Reason
3. Topic sentence: sentence no. 1
 Supporting details: sentences no. 2, 3, and 4
 Type of supporting details: Restatement and sample
4. Topic sentence: sentence no. 1
 Supporting details: sentences no. 2, 3 and 4
 Type of supporting details: Reason

Part 3: 20 marks

A) 10 marks (1 mark each)

- | | |
|-----------------|-------------------|
| 1) fingerprints | 6) fingerprinting |
| 2) size | 7) latent |
| 3) ridges | 8) comprises |
| 4) person | 9) identical |
| 5) murdered | 10) suspect |

B) 10 marks (1 mark each)

- | | |
|--------------------------------------|--|
| 1) patterns of ridges at finger tips | 6) There are four basic types of ridges |
| 2) identical twins | 7) person to be convicted on murder
on the basis of finger print evidence |
| 3) a most perfect way | 8) had murdered |
| 4) are classified | 9) invisible prints |
| 5) finger positions | 10) identify and arrest a suspect within a
very short time. |

Note: There is no subtraction of score for any minor grammatical mistakes e.g. spelling, article, preposition, etc. However, if the answer is not completed and contains lots of mistakes that are not understandable, it scores 0.

Appendix E**Analytic Scale for Rating Product Portfolio**

Format	Marks
Incorrect format Includes only some required items	1
Correct format Includes all the required items	2
Accuracy	Marks
Copies Writes name Writes isolated letters or words only	1
Writes in phrases and chunks only Incorrect use of basic structure Poor spelling	2
Limited use of basic language structures Basic spelling and punctuation mistakes	3
Mostly correct use of basic language structures	4
Communicative ability	Marks
Irrelevant information Reader cannot follow the message Vocabulary inadequate	1
Some of the information relevant Reader can follow the message easily Vocabulary quite adequate	2
Most of the information relevant Reader can follow the message very easily Vocabulary generally adequate	3
Information is relevant Message is clear and well-organized Adequate vocabulary	4

Marking Scheme

The total score of the Portfolio task is 20 marks: 10 from the Holistic Scale for Rating Portfolio Task (Process) and another 10 marks from the Analytic Scale for Rating Portfolio task (Product). It is, then, divided by 2 to count 10%.

Key to mark allocation for the Analytic Scale for Rating Product Portfolio

9-10 = Excellent

6-8 = Good

3-5 = Fair

1-2 = Need to do more work

Appendix F

Holistic Scale for Rating Process Portfolio

Grade	Description
1-3	<p>Shows limited awareness of portfolio goals and objectives (e.g. strategies training, skill development, creative thinking, and critical thinking)</p> <p>Limited explanation of choices made</p> <p>Demonstrates little evidence of student progress, i.e., how students plan, perform, and evaluate the portfolio task</p> <p>Has difficulty relating to self/peer assessment</p> <p>Shows limited awareness of independent learning (e.g. self-management, self-monitoring, relative independence from teacher, and self-evaluation)</p> <p>Has difficulty associating the portfolio task with real-life tasks</p>
4-7	<p>Reflects awareness of some portfolio goals and objectives (e.g. strategies training, skill development, creative thinking, and critical thinking)</p> <p>Explains choices made in a relevant way</p> <p>Demonstrates some evidence of progress, i.e., how students plan, perform, and evaluate the portfolio task</p> <p>Relates to self/peer assessment</p> <p>4-7</p> <p>Reflects some awareness of independent learning (e.g. self-management, self-monitoring, relative independence from teacher, and self-evaluation)</p> <p>Associates the portfolio task to real-life tasks</p>
8-10	<p>Reflects awareness of portfolio goals and objectives (e.g. strategies training, skill development, creative thinking, and critical thinking)</p> <p>Fully explains choices made</p>

Grade	Description
8-10 (continued)	<p>Demonstrates evidence of progress, i.e., how students plan, perform, and evaluate the portfolio task</p> <p>Reaches high level of reliability in self/peer assessment</p> <p>Reflects awareness of independent learning (e.g. self-management, self-monitoring, relative independence from teacher, and self-evaluation)</p> <p>Indicates a clear association between the portfolio task and real-life tasks</p>

Marking Scheme

To mark process portfolios, each of the following attributes must be carefully studied:

1. Awareness of portfolio goals and objectives (see items 1, 2, 5, and 8)
 - Items 1 and 2 report students' skill development and creative thinking
 - Items 5 and 8 reveal students' critical thinking
2. Explanation of choice made (see item 3)
3. Student progress (see item 4)
4. Self/peer assessment (see item 9)
5. Awareness of independent learning (see items 6, 7, 8, and 9)
 - Items 6 and 7 indicate students' self-monitoring and self-evaluation
 - Item 8 reveals students' self-management
 - Item 9 illustrates students' relative independence from the teacher
6. Association of portfolio task with real-life tasks (see item 10)

Appendix G

Self-Assessment Checklist

The purpose of this self-assessment checklist is to obtain information on students' perceptions of self-directed learning through portfolio tasks. You, as a student who are taking the fundamental English II course this semester, will be asked to fill out this form after doing portfolio tasks, to see your perceptions toward self-directed learning. Your information will be kept confidential and used as fundamental information for the evaluation study entitled "An Application of the Integrated Stake-Tyler Model to an Evaluation of a Task-based English Course at King Mongkut's University of Technology Thonburi" only.

Instructions

Read each statement carefully and put a tick (✓) under each category of the statements that can best describe what you think about self-directed learning.

Criteria: Yes = agree with the statement

Undecided = feel uncertain with the statement

No = disagree with the statement

No.	Students' perceptions towards self-directed learning	Yes	Undecided	No	Opinion/Comment
1	I can learn English by myself without teacher supervision.				
2	I can learn English by working alone at my own pace.				
3	I can choose my own way of learning English.				
4	I can choose my own learning situation suitable to my way of learning English.				
5	A big problem in most classes is that students have different levels.				
6	If I had the right materials, I would prefer to spend some time studying alone.				
7	I don't have enough choice about what I study.				
8	I don't have enough choice about how I study.				
9	Besides language class, I always plan activities that give me a chance to use English.				

No.	Students' perceptions towards self-directed learning	Yes	Undecided	No	Opinion/ Comment
10	Besides language class, I always plan activities that give me a chance to learn English.				
11	Cassettes are good resources for me to learn English.				
12	Videos are good resources for me to learn English.				
13	Computers are good resources for me to learn English.				
14	Library is a good resource for me to learn English.				
15	Self-Access Learning Center is a good resource for me to learn English.				
16	I can set my own goals and objectives of learning.				
17	I can check whether I accomplished my goals and objectives of learning.				
18	I can figure out my special problems.				
19	I can deal with my special problems.				
20	I can develop my own techniques to practice listening.				
21	I can develop my own techniques to practice speaking.				
22	I can develop my own techniques to practice reading.				
23	I can develop my own techniques to practice writing.				
24	I can develop my own techniques to improve my pronunciation.				
25	I can develop my own techniques to improve my grammar.				
26	I can develop my own techniques to improve my vocabulary.				
27	If I make a mistake, I always ask people to correct me.				
28	I can correct my own mistakes.				

No.	Students' perceptions towards self-directed learning	Yes	Undecided	No	Opinion/ Comment
29	I can learn English from my own mistakes.				
30	I think I am a competent student with good study habits.				

(Adapted from Barnette's Attitudes questionnaire for self-access in Wenden, 1991)

แบบประเมินตนเอง

แบบประเมินตนเองฉบับนี้มีวัตถุประสงค์เพื่อเก็บข้อมูลความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนรู้ด้วยตนเองผ่านงาน portfolio ท่านซึ่งเป็นผู้ที่กำลังเรียนวิชา LNG 102: Fundamental English II ในภาคการศึกษานี้ จะถูกขอให้กรอกข้อมูลแบบประเมินตนเองนี้หลังทำ portfolio ทั้งนี้ เพื่อดูความคิดเห็นของนักศึกษาในการเรียนรู้ด้วยตนเอง ข้อมูลของท่านจะถูกเก็บเป็นความลับและใช้เป็นข้อมูลพื้นฐานสำหรับงานวิจัยเชิงประเมินเรื่อง การใช้แบบจำลองแบบบูรณาการสเต็มและ ไทเลอร์เพื่อประเมินรายวิชาภาษาอังกฤษแบบเน้นงานที่มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรีเท่านั้น

คำสั่ง จงอ่านแต่ละข้อความอย่างถี่ถ้วนและใส่เครื่องหมายถูก (✓) ลงในแต่ละช่องความคิดเห็น ซึ่งสามารถอธิบายสิ่งที่ท่านคิดเกี่ยวกับการเรียนรู้ด้วยตนเองได้ดีที่สุด

เกณฑ์

ใช่ = เห็นด้วยกับข้อความนั้น

ไม่แน่ใจ = ไม่แน่ใจกับข้อความนั้น

ไม่ใช่ = ไม่เห็นด้วยกับข้อความนั้น

ลำดับที่	ความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนรู้ด้วยตนเอง	ใช่	ไม่แน่ใจ	ไม่ใช่	ความคิดเห็น/ ข้อเสนอแนะ
1	ข้าพเจ้าสามารถเรียนภาษาอังกฤษได้ด้วยตนเองโดยไม่ต้องให้ครูช่วยเหลือ				
2	ข้าพเจ้าสามารถเรียนภาษาอังกฤษได้ด้วยตนเองตามความสามารถของตน				
3	ข้าพเจ้าสามารถเลือกวิธีการเรียนภาษาอังกฤษได้ด้วยตนเอง				
4	ข้าพเจ้าสามารถเลือกสถานการณ์ในการเรียนที่เหมาะสมกับวิธีการเรียนภาษาอังกฤษของตนเองได้				

ลำดับที่	ความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนรู้ด้วยตนเอง	ใช่	ไม่แน่ใจ	ไม่ใช่	ความคิดเห็น/ข้อเสนอแนะ
5	ข้าพเจ้าคิดว่าปัญหาสำคัญในชั้นเรียนส่วนใหญ่คือนักศึกษามีความสามารถที่แตกต่างกัน				
6	ถ้าข้าพเจ้ามีแบบเรียนที่เหมาะสม ข้าพเจ้าอยากใช้บางเวลาเรียนรู้มันด้วยตนเอง				
7	ข้าพเจ้าไม่มีโอกาสเพียงพอในการเลือกสิ่งที่เรียน				
8	ข้าพเจ้าไม่มีโอกาสเพียงพอในการเลือกวิธีการเรียน				
9	นอกจากในชั้นเรียนภาษาอังกฤษแล้วข้าพเจ้าจะวางแผนหากิจกรรมให้ตนเองได้ใช้ภาษาอังกฤษอยู่เสมอ				
10	นอกจากในชั้นเรียนภาษาอังกฤษแล้ว ข้าพเจ้าจะวางแผนหา กิจกรรมให้ตนเองได้เรียนรู้ภาษาอังกฤษอยู่เสมอ				
11	แผ่นบันทึกเสียง(CD)เป็นแหล่งเรียนรู้ที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า				
12	วิดีโอ (video) เป็นแหล่งเรียนรู้ที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า				
13	คอมพิวเตอร์ (computer) เป็นแหล่งเรียนรู้ที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า				
14	ห้องสมุดเป็นแหล่งเรียนรู้ที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า				

ลำดับที่	ความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนรู้ด้วยตนเอง	ใช่	ไม่แน่ใจ	ไม่ใช่	ความคิดเห็น/ข้อเสนอแนะ
15	ศูนย์การเรียนรู้แบบพึ่งตนเอง (Self-Access Learning Center) เป็นแหล่งเรียนรู้ที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า				
16	ข้าพเจ้าสามารถตั้งเป้าหมายและวัตถุประสงค์ในการเรียนของตนเองได้				
17	ข้าพเจ้าสามารถตรวจสอบได้ว่าข้าพเจ้าสามารถบรรลุเป้าหมายและวัตถุประสงค์ที่ตั้งไว้หรือไม่				
18	ข้าพเจ้าสามารถคิดได้ว่าปัญหาในการเรียนเฉพาะของคนที่คืออะไร				
19	ข้าพเจ้าสามารถจัดการกับปัญหาในการเรียนเฉพาะของตนเองได้				
20	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการฝึกฝนทักษะการฟังได้				
21	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการฝึกฝนทักษะการพูดได้				
22	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการฝึกฝนทักษะการอ่านได้				
23	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการฝึกฝนทักษะการเขียนได้				
24	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการปรับปรุงการออกเสียงของตนเองได้				
25	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการปรับปรุงไวยากรณ์ของตนเองได้				

ลำดับที่	ความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนรู้ด้วยตนเอง	ใช่	ไม่แน่ใจ	ไม่ใช่	ความคิดเห็น/ข้อเสนอแนะ
26	ข้าพเจ้าสามารถพัฒนาเทคนิคส่วนตัวในการปรับปรุงคำศัพท์ของตนได้				
27	ถ้าข้าพเจ้าทำผิดพลาดในการเรียน ข้าพเจ้าจะขอให้ผู้อื่นแก้ไขให้อยู่เสมอ				
28	ข้าพเจ้าสามารถแก้ไขข้อผิดพลาดด้วยตนเองได้				
29	ข้าพเจ้าสามารถเรียนรู้ภาษา อังกฤษจากข้อผิดพลาดของตนเองได้				
30	ข้าพเจ้าคิดว่าตนเองเป็นนักศึกษาที่มีความสามารถและมีนิสัยการเรียนที่ดี				

(ดัดแปลงจาก Barnette's Attitudes Questionnaire for Self-access in Wenden, 1991)

APPENDIX H

Interview questions for English teachers

Before the main study

1. What do you perceive as the purposes (goals and objectives) or guiding philosophy of the LNG 102 course?
ท่านเห็นว่าวัตถุประสงค์ (เป้าหมายและวัตถุประสงค์) หรือแนวทางทฤษฎีของรายวิชา LNG102 คืออะไร
2. Are the goals and objectives of the course derived from needs analysis?
เป้าหมายและวัตถุประสงค์ของรายวิชานี้เกิดจากการวิเคราะห์ความต้องการของผู้เรียนใช่หรือไม่
3. Do you think the goals and objectives are appropriate for the specified groups of students?
ท่านคิดว่าเป้าหมายและวัตถุประสงค์เหมาะสมกับกลุ่มนักศึกษาที่ระบุไว้หรือไม่
4. What do you think the theory for the course is? How do you think it works?
ท่านคิดว่าทฤษฎีของรายวิชานี้คืออะไร ท่านคิดว่าทฤษฎีของรายวิชานี้นำมาใช้ได้ดีมากน้อยเพียงใด
5. What concerns do you have about the program (e.g. outcomes, operations or other issues)?
ท่านมีความกังวลเรื่องใดเกี่ยวกับรายวิชานี้ (เช่น ผลลัพธ์ การดำเนินการ หรือ ปัญหาอื่นๆ)
6. What issues do you hope to learn from the evaluation? Why are they important to you?
ปัญหาใดที่ท่านหวังว่าจะเรียนรู้จากการประเมินนี้ ทำไมปัญหาเหล่านั้นจึงสำคัญต่อท่าน

After the main study

1. What do you like about it?
ท่านชอบอะไรเกี่ยวกับรายวิชา LNG102
2. What you do not like about it?

ท่านไม่ชอบอะไรเกี่ยวกับรายวิชา LNG102

3. Do you think the course is being implemented as planned?

ท่านคิดว่ารายวิชานี้เป็นไปตามที่วางแผนไว้หรือไม่

4. Do you think the tasks and activities are related with the course goals and objectives?

ท่านคิดว่างานและกิจกรรมตรงกับเป้าหมายและวัตถุประสงค์ของรายวิชานี้หรือไม่

5. Do you think the resources provided are adequate?

ท่านคิดว่าแหล่งข้อมูลที่จัดให้เพียงพอหรือไม่

6. Do you think the assessment procedures are appropriate to the prespecified objectives?

ท่านคิดว่ากระบวนการประเมินผลเหมาะสมกับวัตถุประสงค์ที่ระบุไว้หรือไม่

APPENDIX I

Interview questions for audiences

1. Does the LNG 102 course work as it promised?
รายวิชา LNG102 ประสบผลอย่างที่คาดหวังไว้หรือไม่
2. Do you think the goals and objectives of the course are appropriate for the specified groups of students?
ท่านคิดว่าเป้าหมายและวัตถุประสงค์ของรายวิชานี้เหมาะสมกับกลุ่มนักศึกษาที่ระบุไว้หรือไม่
3. What concern do you have about the course? About its outcomes? Its operations?
Other issues?
ท่านมีความกังวลเรื่องใดเกี่ยวกับรายวิชานี้ ผลลัพธ์ การดำเนินการ หรือ ปัญหาอื่นๆ
4. What do you hope to learn from the evaluation? Why are these issues important to you?
ปัญหาใดที่ท่านหวังว่าจะเรียนรู้จากการประเมินนี้ ทำไมปัญหาเหล่านั้นจึงสำคัญต่อท่าน
5. How could you use the information provided by the answers to these questions?
(Would you use it to make decisions, to enhance your understanding, or for other purposes?)
ท่านจะนำข้อมูลที่ได้จากคำตอบของคำถามเหล่านี้ไปใช้ประโยชน์ได้อย่างไร (ท่านจะใช้ข้อมูลในการตัดสินใจ เพิ่มพูนความเข้าใจ หรือเพื่อวัตถุประสงค์อื่นๆ)

APPENDIX J

Interview questions for subject teachers

1. What do you expect from an English course?
ท่านคาดหวังอะไรจากรายวิชาภาษาอังกฤษ
2. What English skill do you consider the most important skills for your students?
ท่านคิดว่าทักษะภาษาอังกฤษประเภทใดสำคัญที่สุดสำหรับนักศึกษาของท่าน
3. What English skill do you consider the most important problems for your students?
ท่านคิดว่าทักษะภาษาอังกฤษประเภทใดเป็นปัญหาสำคัญที่สุดสำหรับนักศึกษาของท่าน
4. Do you provide any opportunities to your students to use English in class or outside class?
ท่านเปิดโอกาสให้นักศึกษาของท่านได้ใช้ภาษาอังกฤษในหรือนอกห้องเรียนบ้างหรือไม่
 - 4.1 Do your students need to read English text?
นักศึกษของท่านจำเป็นต้องอ่านตำราภาษาอังกฤษหรือไม่
 - 4.2 Do your students need to write a report in English?
นักศึกษของท่านจำเป็นต้องเขียนรายงานเป็นภาษาอังกฤษหรือไม่
 - 4.3 Do your students need to do an oral presentation in English?
นักศึกษของท่านจำเป็นต้องรายงานปากเปล่าเป็นภาษาอังกฤษหรือไม่
 - 4.4 Do your students need to listen to lectures in English?
นักศึกษของท่านจำเป็นต้องฟังคำบรรยายเป็นภาษาอังกฤษหรือไม่
5. What English skills do you think your students need for their academic studies and future careers?
ท่านคิดว่าทักษะภาษาอังกฤษประเภทใดที่นักศึกษาของท่านต้องใช้ในการเรียนหรือการทำงานในอนาคต
6. Do you think the goals and objectives of the LNG 102 course (e.g., strategies training, critical thinking, teaching EAP and EOP) are appropriate for your students?

ท่านคิดว่าเป้าหมายและวัตถุประสงค์ของรายวิชา LNG 102 เช่น การฝึกฝนกลวิธีการเรียน การคิดเชิงวิเคราะห์ การเรียนภาษาอังกฤษเพื่อการเรียนและอาชีพ เหมาะสมกับนักศึกษาของท่านหรือไม่

APPENDIX K

Interview questions for students

Current students

1. What do you like about the LNG102 course?
ท่านชอบอะไรเกี่ยวกับรายวิชา LNG102
2. What do you do not like about LNG102 course?
ท่านไม่ชอบอะไรเกี่ยวกับรายวิชา LNG102
3. Do you think the resources (e.g. books, textbooks, journals, magazines, newspapers, and the internet service provided at the main library, your department library, and Self-Access Learning Center) are adequate?
ท่านคิดว่าแหล่งข้อมูล (เช่น หนังสือ ตำรา วารสาร หนังสือพิมพ์ อินเทอร์เน็ต ที่จัดให้ที่ สำนักหอสมุด ห้องสมุดคณะของท่าน และศูนย์การเรียนรู้แบบพึ่งตนเอง) เพียงพอหรือไม่
4. What did you learn from this course?
ท่านเรียนรู้อะไรจากรายวิชานี้
5. What are advantages of the task-based English course?
ข้อดีของรายวิชาภาษาอังกฤษแบบเน้นงานคืออะไร
6. What are disadvantages of the task-based English course?
ข้อเสียของรายวิชาภาษาอังกฤษแบบเน้นงานคืออะไร
7. What are difficulties you encountered during performing tasks?
ท่านพบปัญหาใดบ้างขณะที่กำลังทำ 'งาน' (tasks)
8. Do you think this course should be improved?
ท่านคิดว่ารายวิชานี้ควรปรับปรุงหรือไม่
 - 8.1 If yes, what element of the course you think should be improved or revised e.g. teaching method, tasks, teaching materials, assessment procedures?
ถ้าใช่ องค์ประกอบใดของรายวิชาที่ท่านเห็นว่าควรปรับปรุงหรือแก้ไข เช่น วิธีการสอน งาน สื่อการสอน วิธีการประเมินผล

8.2 If no, why not?

ถ้าไม่ใช่ ทำไมถึงไม่ควรปรับปรุง

9. Do you think this course can help improve your language ability?

ท่านคิดว่ารายวิชานี้สามารถช่วยปรับปรุงความสามารถทางภาษาของท่านหรือไม่

9.1 If yes, how?

ถ้าใช่ รายวิชานี้สามารถช่วยปรับปรุงความสามารถทางภาษาของท่านอย่างไร

9.2 If no, why not?

ถ้าไม่ใช่ ทำไมรายวิชานี้ถึงไม่สามารถช่วยปรับปรุงความสามารถทางภาษาของท่านได้

10. Do you think your what you learn is the result of instruction directly or from extraneous factors?

ท่านคิดว่าสิ่งที่ท่านเรียนรู้เป็นผลโดยตรงของการสอนหรือจากปัจจัยภายนอกอื่นๆ

Ex-Students who has already passed the LNG 102 Course

1. What did you learned from the LNG 102 course?

ท่านเรียนรู้อะไรบ้างจากรายวิชา LNG102

2. Do you have any opportunities to use English outside English class, in your academic studies or careers?

ท่านมีโอกาสดูใช้ภาษาอังกฤษนอกห้องเรียน ในการเรียนวิชาของท่าน หรือการทำงานบ้างหรือไม่

3. Do you apply learning strategies (e.g. note-taking, summary writing, reading for main ideas, setting goals and objectives, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating) you have learned in the LNG 102 course to your studies or work?

ท่านได้ประยุกต์ใช้กลวิธีในการเรียน (เช่น การจดโน้ต การย่อความ การอ่านจับใจความ สำคัญ การวางเป้าหมายและวัตถุประสงค์ การวางแผนสำหรับงานภาษา การหาโอกาสในการฝึกฝน การตรวจสอบตนเอง การประเมินตนเอง) ซึ่งท่านได้เรียนในรายวิชา LNG102
กับการเรียน หรือการทำงานบ้างหรือไม่

4. Have you ever engaged in any independent work e.g., self-directed learning after taking the LNG 102 course?

ท่านได้เคยเกี่ยวข้องกับ การเรียน โดยอิสระเช่น การเรียนรู้ด้วยตนเอง หลังจากได้เรียนรายวิชา LNG102 แล้วหรือไม่

5. Do you still keep portfolios?

ท่านยังคงเก็บแฟ้มสะสมงานอยู่หรือไม่

- 5.1 If yes, for what purpose?

ถ้าใช่ เพื่อวัตถุประสงค์ใด

- 5.2 If no, what are your reasons for not keeping portfolios?

ถ้าไม่ใช่ อะไรคือเหตุผลที่ท่านไม่เก็บแฟ้มสะสมงาน

Classroom Observation Checklist

APPENDIX L

- A. Observing the class
 Instruction: Put a tick(✓) under the categories corresponding to what you observe in class.

Things to be observed	TBL framework			Observation		Note
	Pre-task	Task cycle	Lang. focus	Observed	Not observed	
1. The teacher introduced the topic and task.		NA	NA			
2. The teacher identified the steps involved in doing a task.		NA	NA			
3. The teacher provided preliminary activities to introduce the topic.		NA	NA			
4. The teacher described what the task involves; what its goals are and what outcome is required.		NA	NA			
5. The teacher gave clear instructions.						
6. The teacher tried to get every students to talk.						
7. The teacher allowed students to ask when they got struck.						
8. The teacher allowed enough preparation time for each task.						
9. The teacher gave specific language guidance.						

Things to be observed	TBL framework			Observation			Note
	Pre-task	Task cycle	Lang. focus	Observed	Not observed	Not applicable	
10. The teacher actively involved all students.							
11. The teacher talked in a target language (English).							
12. The teacher talked in a mother tongue (Thai).							
13. The teacher balanced a target language and a mother tongue.							
14. The teacher concluded the lesson by summarizing the main points.							
15. The teacher provided opportunities for students to learn by themselves.							
16. The teacher motivated students.							
17. The teacher actively involved in every students in classroom activities.							
18. The teacher had students share information in discussion tasks.							
19. The teacher encouraged students to ask questions.							
20. The teacher encouraged students to speak out while being asked questions.							

Things to be observed	TBL framework			Observation			Note
	Pre-task	Task cycle	Lang. Focus	Observed	Not observed	Not applicable	
21. The teacher allowed students to talk in a target language (English).							
22. The teacher allowed students to talk in a mother tongue (Thai).							
23. The teacher allowed students to use both English and Thai in communication.							
24. The teacher encouraged students to correct their own mistakes effectively.							
25. The teacher encouraged students to evaluate their own performance.							
26. The teacher had students work in pairs or small groups.							
27. The teacher did not talk too much.							
28. The teacher encouraged students to cope with problems and experience with solution.							
29. The teacher provided enough practice of language form.							
30. The teacher encouraged students to be confident in handling the task.							

Appendix M

Expert Profiles

As this study is highly context-specific, the experts who were asked to validate research instruments, are the persons who know the evaluated course very well. They are current staff of the Department of Language Studies, School of Liberal Arts, KMUTT. All of them also have, more or less, experience in teaching task-based English courses at King Mongkut's University of Technology Thonburi. The following is a list of experts presented in alphabetical order.

1. **Name:** Dr. Ananya Tuksinvarajarn

Position: Lecturer

Education:

B.Ed. (SWU)

M.Ed. (SWU)

Cert. (Talkbase, AIT)

Ph.D. Education-TESOL (The University of Mississippi)

Sample Work:

Tuksinvarajarn, A. (1993). Talkbase: English for Science and Technology Project.

KMIT'S EST BULLETIN, vol. 7, no. 1, pp. 17-27.

2. **Name:** Chada Kongchan

Position: Assistant Professor

Education:

B.Ed. (Bansomdet Teachers' College)

M.A. (App. Ling. in EST, KMITT)

Sample Work:

Kongchan, C. and Pichaipathanasophon, N. (2001) Teacher Reactions to word Curribula Innovation, *rEFLECTIONS* vol.3 pp. 8-18.

Kongchan, C. (2001) The Practicalities of Designing Courses. In Watson Todd, R. (Ed.) *Task-based Learning and Curriculum Innovation*. Bangkok: King Mongkut's University of Technology Thonburi.

Kongchan, C. (2002) From Consultations to Learner Profiles. In Chinnawongs, S. (Ed.) *Selected Presentation Summaries of the 22nd Annual Thailand TESOL Conference*. Chiangmai: Thailand TESOL.

Kongchan, C. (2002) Using Learner Profiles to Inspire Effective Consultations,

rEFlections vol.4 pp. 15-30.

3. **Name:** Dr. Kitcha Thepsiri

Position: Lecturer

Education:

B.Ed. (SWU)

M.A. (App. Ling. in EST) (KMITT)

Grad.Dip. (Thai-English Translation) (TU)

Cert. (EBT, RELC, Singapore)

M. Ed. (TESOL , Newcastle , UK)

Ph.D. (Educational and Applied Linguistics , Newcastle , UK)

Sample Work:

Thepsiri, K. (2001). Portfolios. In Watson Todd, R.(Ed.) *Task-based Learning and Curriculum Innovation*. Bangkok: King Mongkut's University of Technology Thonburi.

4. **Name:** Kulawadee Yamkate

Position: Lecturer

Education:

B.A. (CU)

M.Ed. (CU)

M.Sc. (Aston U. in Birmingham, UK)

Sample Work:

Yamkate, K. (1997). Treasure Chest Project. Proceeding of Autonomy 2000: The Development of Learning Independence in Language Learning. November 20-22, Bangkok, KMUTT.

Yamkate, K. (2002). Investigation of Awareness of Oral Communication Skills through Self-Assessment. The 22nd Thailand International Conference, January 17-19, Chiang Mai, Thailand.

Yamkate, K. and Uantrai, N. (2003). A Study of Upper and Lower Secondary School students' difficulties with Language in Using the Internet for Independent Learning. *rEFlections* vol.5 pp. 32-40.

Riamliw, J., Yamkate, K and Tepsuriwong, S. (2004). The Use of Macro Skills in Giving Consultations. *rEFlections* vol.6 pp. 17-22.

Yamkate, K. (2004). Classmate and Teachers as Consultants: Role Changing for Better Understanding. The 24th Thailand International Conference, January 29-31, Khonkaen, Thailand.

5. Name: Dr. Saowaluck Tepsuriwong

Position: Assistant Professor

Education:

B.A. (Hons.), (PSU.)

M.A. (App. Ling. in EST, KMITT)

Ph.D. (App. Ling., U. of Reading, UK)

Sample Work:

Riamliw, J., Yamkate, K and Tepsuriwong, S. (2004). The Use of Macro Skills in Giving Consultations. *rEFlections* vol.6 pp. 17-22.

Tepsuriwong, S. (2004). Vocabulary Strategy Training: An Attempt to activate Passive Vocabulary for Written Communication. *rEFlections* vol.6 pp.23-27.

Tepsuriwong, S. (2004). Dictionaries and Concordances: A promising Tool for Raising Students' Language Awareness. The 24th Thailand International Conference, January 29-31, Khonkaen, Thailand.

DoHuy, L., Hull, J. and Tepsuriwong, S. (2006). Effect of Extensive Reading on Students' Perceptions of Reading Ability and Use of Reading Strategies. *rEFlections* vol.8 pp. 52-61.

6. Name: Dr. Wareesiri Singhasiri

Position: Assistant Professor

Education:

B.A. (English, Khonkaen)

M.A. in App.Ling. in EST (KMITT)

Ph.D. in App.Ling. (Essex)

Sample Work:

Singhasiri, W (2003). Enlarging Vocabulary size : A Collaborative Action Research Study Conducted With Low Proficiency Students Selected *Proceedings of Research in ELT*, an International Conference, Bangkok.

Singhasiri, W (2003). A Teacher's Office Design: An Authentic and Creative Task for Architecture Students. The 23rd Thailand International Conference, January 23-25, Bangkok, Thailand.

- Singhasiri, W. and Kongchan, C. (2004). Reflections on Collaborative Research. The 24th Thailand International Conference, January 29-31, Khonkaen, Thailand.
- Boonmoh, A., Singhasiri, W. and Hull, J. (2006). Problems Using English Dictionaries to Translate Thai Written Essays into English. *rEFlections* vol.8 pp. 8-21.

APPENDIX N

Test of the Quality of Test Items

To examine the effectiveness of the test items of the achievement test before using it in the main study, the reliability, difficulty indexes and discrimination indexes were analysed using Cronbach's Alpha. The calculation was done by using SPSS package.

Items	p	r	Items	p	r
1	0.57	0.37	28	0.85	0.32
2	0.30	0.49	29	0.60	0.27
3	0.42	0.57	30	0.33	0.32
4	0.32	0.38	31	0.60	0.39
5	0.40	0.65	32	0.60	-0.00
6	0.35	0.64	33	0.80	0.44
7	0.47	0.31	34	0.60	0.15
8	0.27	0.10	35	0.50	0.51
9	0.20	0.04	36	0.57	0.63
10	0.25	-0.07	37	0.37	0.60
11	0.80	0.05	38	0.67	0.60
12	0.40	0.00	39	0.62	0.79
13	0.20	-0.17	40	0.17	0.32
14	0.30	-0.07	41	0.35	0.24
15	0.30	0.27	42	0.55	0.71
16	0.75	0.12	43	0.45	0.81
17	0.70	-0.06	44	0.60	0.67
18	0.55	-0.20	45	0.35	0.32
19	0.90	0.04	46	0.27	0.26
20	0.50	-0.14	47	0.45	0.07
21	0.55	0.37	48	0.37	0.69
22	0.75	0.13	49	0.47	0.23
23	0.85	0.23	50	0.45	0.48
24	0.90	0.15	51	0.35	0.53
25	0.40	0.34	52	0.30	0.60

Items	<i>p</i>	<i>r</i>	Items	<i>p</i>	<i>r</i>
26	0.85	-0.02	53	0.05	0.26
27	0.26	0.35	54	0.30	0.60

APPENDIX O

Findings from Interviews

The interview data were analyzed using content analysis. The data obtained from the semi-structured interviews were conceptualized, coded, quantified, tallied and presented in a form of frequency distribution. The following table presents thematic framework representing the evaluation questions to be answered, newly emergent issues arisen from the interview data as well as some illustrative quotations from the interviews.

Note: These abbreviations are used to represent different groups of interviewees.

A = audience ET = English teacher ST = subject teacher
S = student Ex = Ex-student

Thematic framework	Issue	Illustrative quotation
Congruence of goals and objectives with stakeholders' needs	Lack of formal needs analysis	They [needs] were anticipated by the curriculum developers that the students should learn 3 to 4 skills, and tasks were developed accordingly. There was no formal needs analysis conducted by the department of Language studies (A). Needs are not originally derived from students (ET).
	Lack of evidence of student achievement	Students' <i>immediate</i> achievement cannot be assessed while the students are still studying at the university but it may be measured by interviewing graduates who can use English autonomously and effectively for daily communication and work (A). The university board wants to see concrete evidence of student achievements measured by using some kinds of objective tests like exit exam or standardized tests (A).
	Students' academic needs	In regular program, reading is the most needed skill. Students need to be able to read English texts, and translate the information they have read into Thai. Students rarely use writing, speaking

Thematic framework	Issue	Illustrative quotation
		<p>and listening skills as Thai is a medium of teaching in almost all undergraduate courses (ST).</p> <p>Reading English texts is the skill that the students need to practice. But, personally, I think that they need to know how to communicate in English. The students, especially the third- and fourth-year ones, should practice listening and speaking skills so that they can use them efficiently after graduation (ST).</p>
Appropriateness of goals and objectives for specified groups of students	Unclear goals	<p>I'm not so sure that the goals and objectives of the course would meet the needs of the students. We need to ask every department [to which we provide English support courses] what English skills they want their students to practice (A).</p> <p>I think the goals and objectives of the course are not appropriate, but I still don't know what our students really need to study. They [curriculum developers] themselves set goals (ET).</p>
Relevance of tasks to course objectives	Irrelevant task	<p>Note-taking from listening is a very difficult skill and students do not need it to complete the assigned tasks. The most needed skills are reading and writing (ET).</p>
Adequacy of resources	Most frequently used resource	<p>I search information mostly from the Internet because it's an easy and quick way of searching (S).</p> <p>I sometimes go to the library because it's quite difficult to find the information I'm looking for. I prefer to use on-line libraries provided by a number of universities (S).</p> <p>Most of the information is from the Internet. Students need to search it from at least 2-3 different sources [websites] (ET).</p>

Thematic framework	Issue	Illustrative quotation
	Least frequently used resource	<p>I've never been to SALC [Self-Access Learning Center] because I'm always busy. I prefer to use the Internet (S).</p> <p>I've never used SALC. I've heard that I have to pay for a membership fee (S).</p>
Appropriateness of course	<p>Unclear and unfair assessment</p> <p>Subjective assessment</p> <p>Difficult tasks</p> <p>Different teaching methods</p>	<p>I don't like the assessment procedure. I don't know what criteria the teachers use in marking our assignments. Some teachers are tough graders. Some are not (S).</p> <p>I want to know how the teacher marks each task. I worked very hard, but I got very low scores (S).</p> <p>To avoid subjective marking, the students need to do a lot of quizzes (ET).</p> <p>Personally, I don't like this course. The course content is very difficult, especially the resourcing task (ET).</p> <p>My friends [in another class] told me that their teacher is very kind and easy-grading. Mine is more strict. Their teacher just teaches the lessons in the handouts and corrects the students' mistakes by explaining complicated rules when giving grammar feedback. My teacher likes her students to figure out how to self-correct their own mistakes (S).</p> <p>In spite of teaching the same course, the individual teachers teach each class differently (S).</p> <p>Implementing the course depends on teachers' views towards it. Some teachers think that the course content was too much. Some think that there should be some more supplements for students to practice. Teachers find</p>

APPENDIX P**Test of Normality of the Pretest and Posttest Scores**

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pretest	.037	189	.200*
posttest	.048	189	.200*

* $p < 0.05$

The SPSS package was used to test whether the pretest and posttest scores were normally distributed. It was found that both the significant values of both pretest and the posttest scores were greater than the critical value of 0.05, indicating that both test scores were normally distributed.

APPENDIX Q

Findings from portfolio assessment

No.	Product#1 (k = 30)	Product#2 (k = 30)	Process#1 (k = 30)	Process#2 (k = 30)
1	24	21	18	18
2	23	23	13	13
3	18	16	12	11
4	22	21	18	16
5	21	17	14	17
6	20	20	18	17
7	22	18	19	18
8	20	17	19	18
9	19	17	9	16
10	18	17	9	16
11	20	21	12	8
12	23	21	21	22
13	17	22	12	16
14	17	18	10	9
15	25	24	24	24
16	18	17	17	20
17	18	20	16	16
18	20	20	20	23
19	20	24	21	21
20	17	12	12	13

Criteria for interpreting scores on portfolio tasks:

21-30	High
11-20	Average
0-10	Low

APPENDIX S

Portfolio Task

Process portfolio

Name:.....

Date:

Topic/Unit:

Level:

Source:

 Inside SALC Outside SALC

Instructions: Reflect what you feel toward your portfolio task. Answer the following questions:

1. What did you learn from the text (e.g., content, vocabulary, grammar, expression or idiom)?

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.....

2. What skills did you improve from doing this task? How did you monitor your improvement? Did you develop your own techniques to practice such skills?

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3. Why did you choose this item/text? Specify the reason(s) including your interests, needs, and so on.

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4. How did you plan your portfolio task? Did you set your own goals and objectives of learning before doing this task? Did you check whether you accomplished your goals and objectives of learning?

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5. What do you want to improve in the item/text (e.g., content, idea, task type, exercises)? If not, give reason(s).

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6. How did you feel about your performance? Did you work well on your task? Why or why not ?

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.....

7. Evaluate your own performance. Indicate your rating by putting a circle on the scale.

	1	2	3	4	5	
Very poor						Excellent

8. What were the problem areas you encountered (e.g., content, vocabulary, grammar, expression or idiom)? How did you solve your problems?

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9. How did you correct your mistakes? Did you correct your own mistakes? Did you ask people to help you? If so, who are they?

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10. How can you apply the knowledge you have gained from this task to your real-life situations?

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.....
.....

APPENDIX T**Test of Normality of Portfolio Scores**

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Product	.101	20	.200*
Process	.127	20	.200*

The normality of score distribution of two types of portfolios – product and process—was assessed using the SPSS package. Results showed that the significant values of both scores were greater than the critical value of 0.05. That means they were normally distributed.

APPENDIX U**Test of Homogeneity of Variances of Portfolio Scores**

	Levene Statistic	df1	df2	Sig.
Product	6.265	2	57	0.003
Process	1.603	2	57	0.210

To test ANOVA assumption that each set of portfolio scores rated by different raters has the same variances, Levene's Test provided by the SPSS package was applied. Results showed that the scores on process portfolios had similar variances. The assumption of ANOVA was not violated, therefore, F statistic was employed. On the other hand, the variances of the scores on product portfolios were not equal, the Brown Forsythe Test was used to perform robust tests of equality of means.

BIOGRAPHY

Pamararat Wiriyakarun obtained her first degree in English from Faculty of Humanities, Chiang Mai University. She has been involved in teaching profession since 1989. Her first job was teaching technical and business English at Rajamangala Institute of Technology, Chumporn Khet-Udomsak campus. In 1994, she earned a master degree in Applied Linguistics specialized in EST (English for Science and Technology) from Mahidol University. Pamararat is currently a lecturer in the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT). She has been involved in various research and teaching projects, for example, Teaching Survival English for Workforce (Rajburi Project), Teaching English to KMUTT staff, Teaching Thai to Exchange Engineering Students from New Zealand, Designing Self-Access Materials for Secondary Schools under the Supervision of Bangkok Metropolitan, and Developing Self-Access Materials for Secondary Education Quality Improvement Project (known as SEAR project).

Pamararat is currently a Ph.D. candidate in English as an International Language at Chulalongkorn University. Her research interests include task-based language teaching, program evaluation and learner autonomy.