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# APPENDICES

## Appendix A

### Needs Survey Questionnaire for Missionary Monk on Duty

.....

#### Section 1 General information about you

**Instructions** Please put a check (✓) in the box that represents you.

1. age       21 – 30 years       41 – 50 years  
                   31 – 40 years       51 – 60 years  
                   older than 60 years
2. lent period    less than 5 years       5 – 10 years  
                           11 – 20 years       more than 20 years

3. your education background

- lower than Bachelor's degree    Bachelor's Degree  
 Master's Degree                       Doctoral Degree

4. number of years you have been working as a Buddhist missionary monk

- less than 2 years                       2 – 5 years  
 5 – 10 years                               more than 10 years

5. your English skills

skill	Excellent	Good	Average	Poor
Listening				
Speaking				
Reading				
Writing				

6. You enrolled in the Training Program for Oversea-Going Buddhist Missionary Monk Class 1 2 3 4 5 6 7 8 9 10

#### Section 2 The needs to use English from your own experience

**Instructions** Please rate how necessary to English functions used to fulfill the following are used by putting a check (✓) in the box.

5 = most necessary

4 = second most necessary

3 = necessary

2 = least necessary

1 = not necessary at all

Tasks	5	4	3	2	1
<b>Listening</b>					
Listening to instructions or announcements and responding properly e.g., at the airport, on the plane, at the customs, in the doctor's office, at a clinic					
Listening to congregations' problems and answering base on Buddhist way of life					
Listening and responding to the phone call					
<b>Speaking</b>					
Asking and answering questions					
Asking for directions when lost					
Asking for permission					
Asking for price/ Bargaining					
Requesting information and assistance					
Having a small talk and keeping conversation flow					
Making an appointment on the phone					
Contacting government offices					
Describing places					
Describing things					
Describing people					
Discussing with other people about issues of interest					
Talking about Thai culture and belief					
Describing and answering questions about own illness					
Reporting problems or requesting assistance about health and belongings					
Reporting emergency					
Having the prescription filled					
Explaining Buddhism and its importance					
Explaining monks' role and duties in Thai society					
Explaining and discussing Dhamma issues					
Discussing the significance of daily chanting					
Talking about monk's role and outfit					
Taking foreigners to tour around the temple					
Teaching meditation					



<b>Tasks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Telling tales					
<b>Reading</b> Reading instructions, schedule, or announcement and responding properly					
Reading signs and maps and following directions					
<b>Writing</b> Filling forms and documents required					

Please add other functions you have to use English from your experience.


**Thank you very much for your time and cooperation.**

**Appendix B**  
**Needs Survey Questionnaire for Monk Student**

.....  
**Section 1 General information about you**

**Instructions** Please put a check (√) in the box that represents you.

1. age       21 – 30 years       41 – 50 years  
                   31 – 40 years       51 – 60 years  
                   older than 60 years
2. lent period    less than 5 years       5 – 10 years  
                           11 – 20 years       more than 20 years

3. your education background

- lower than Bachelor's degree       Bachelor's Degree  
 Master's Degree       Doctoral Degree

4. number of years you have been working as a Buddhist missionary monk

- less than 2 years       2 – 5 years  
 5 – 10 years       more than 10 years

5. your English skills

skill	Excellent	Good	Average	Poor
Listening				
Speaking				
Reading				
Writing				

**Section 2 The needs to use English from your expectation**

**Instructions** Please rate how necessary English functions are used by checking √ in the box.

5 = most necessary

4 = second most necessary

3 = necessary

2 = least necessary

1 = not necessary at all

Tasks	5	4	3	2	1
<b>Listening</b>					
Listening to instructions or announcements and responding properly e.g., at the airport, on the plane, at the customs, in the doctor's office, at a clinic					
Listening to congregations' problems and answering base on Buddhist way of life					
Listening and responding to the phone call					
<b>Speaking</b>					
Asking and answering questions					
Asking for directions when lost					
Asking for permission					
Asking for price/ Bargaining					
Requesting information and assistance					
Having a small talk and keeping conversation flow					
Making an appointment on the phone					
Contacting government offices					
Describing places					
Describing things					
Describing people					
Discussing with other people about issues of interest					
Talking about Thai culture and belief					
Describing and answering questions about own illness					
Reporting problems or requesting assistance about health and belongings					
Reporting emergency					
Having the prescription filled					
Explaining Buddhism and its importance					
Explaining monks' role and duties in Thai society					
Explaining and discussing Dhamma issues					
Discussing the significance of daily chanting					
Talking about monk's role and outfit					
Taking foreigners to tour around the temple					
Teaching meditation					

Tasks	5	4	3	2	1
Telling tales					
<b>Reading</b> Reading instructions, schedule, or announcement and responding properly					
Reading signs and maps and following directions					
<b>Writing</b> Filling forms and documents required					

Please add other functions you expect to learn from the English

Intensive course for Buddhist missionary monks. (You may write in Thai.)


**Thank you very much for your time and cooperation.**

## Appendix C

### Semi-structure interview questions for Administrators

.....

#### **About syllabus:**

1. What are monk students in this program expected to do after completing the course?
2. What do you think the objectives of the course should be like?

#### **About needs:**

3. What language skills do the missionary monks need while doing their mission abroad? ( personal needs, social needs, job-related needs)
4. Do you think what are taught in the intensive course meet all their needs?
5. What are the gaps?

#### **About classroom instruction:**

6. What would you expect teachers to teach?
7. What do you think is the key to successful teaching in this class?

#### **About materials and content:**

8. What kind of material do you want the teacher to use in class?
9. What changes should be made about the course/ class?
10. What Western cultural aspects do you think the monks should be aware of when staying abroad?
11. What aspect of Thai culture should the monks be able to express when communicating with the foreigners?

#### **About evaluation:**

12. How would you like to evaluate the students' progress? In what aspect would you like to evaluate the course?



## Appendix D

## The Follow-up Questionnaire

.....

ส่วนที่ ๑ ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ชื่อ..... อายุ.....ปี อายุพรรษา.....พรรษา

วุฒิการศึกษาสูงสุดที่ได้รับ.....

ปัจจุบันนี้ท่านปฏิบัติงานอยู่ที่วัด .....

ประเทศ .....

ท่านมีโอกาสใช้ภาษาอังกฤษในชีวิตประจำวันบ้างหรือไม่

ใช้น้อย ในการ .....

ใช้บ้าง ในการ .....

นานๆครั้ง ในการ .....

ไม่ได้ใช้เลย

หลังจากการอบรมท่านได้เรียนภาษาอังกฤษเพิ่มเติมจากที่ใดหรือไม่

เรียนจาก.....

ไม่ได้เรียนเพราะ .....

ภาษาอื่นนอกเหนือจากภาษาไทยและอังกฤษท่านสามารถใช้ภาษาอะไรได้บ้าง

ภาษา.....ระดับ  ดีมาก  ดี  พอใช้

ภาษา.....ระดับ  ดีมาก  ดี  พอใช้

ภาษา.....ระดับ  ดีมาก  ดี  พอใช้

ท่านได้เดินทางมาปฏิบัติหน้าที่พระธรรมทูตประจำวัดไทยในต่างประเทศที่

วัด.....ประเทศ.....

ออกเดินทางวันที่.....

ข้อมูลอื่นๆที่ผู้วิจัยควรรู้เกี่ยวกับท่าน

.....

.....

.....

สิ่งอื่นๆที่ท่านต้องการบอกผู้วิจัย

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ส่วนที่ ๒ ความคิดเห็นของท่านที่มีต่อการใช้ภาษาอังกฤษในการปฏิบัติงานในฐานะพระธรรมทูต  
โปรดทำเครื่องหมาย (✓) ในช่องที่ตรงกับความคิดเห็นของท่าน

หมายเลข	ความหมายของตัวเลขในช่อง “ท่านได้ใช้ภาษาอังกฤษหรือไม่” เฉพาะเรื่อง การขอวีซ่า* การโดยสารเครื่องบิน* การไปพบแพทย์*
๕	จำเป็นต้องใช้ภาษาอังกฤษมากที่สุด
๔	จำเป็นต้องใช้ภาษาอังกฤษพอสมควร
๓	ต้องใช้ภาษาอังกฤษบ้าง
๒	ใช้ภาษาอังกฤษเล็กน้อย
๑	ไม่จำเป็นต้องใช้ในสถานการณ์เช่นนี้เลย

หมายเลข	ความหมายของตัวเลขในช่อง “ท่านได้ใช้ภาษาอังกฤษหรือไม่”
๕	จำเป็นต้องใช้ภาษาอังกฤษบ่อยที่สุด (๕-๖ ครั้งต่อสัปดาห์)
๔	จำเป็นต้องใช้ภาษาอังกฤษพอสมควร (๓-๔ ครั้งต่อสัปดาห์)
๓	ใช้ภาษาอังกฤษบ้างในบางครั้ง (น้อยกว่า ๓ ครั้งต่อสัปดาห์)
๒	นานๆจึงจะมีสถานการณ์ที่ต้องใช้ภาษาอังกฤษ (น้อยกว่า ๒ ครั้งต่อเดือน)
๑	ไม่จำเป็นต้องใช้ในสถานการณ์เช่นนี้เลย

หมายเลข	ความหมายของตัวเลขในช่อง “ประสิทธิภาพของการใช้ภาษาอังกฤษ”
๕	ใช้ได้พอดี
๔	มีปัญหาเล็กน้อย
๓	มีปัญหาบ้าง
๒	มีปัญหาหนัก
๑	ใช้ไม่ได้เลย

การใช้ภาษาอังกฤษในการปฏิบัติงานใน สถานการณ์จริง	ท่านได้ใช้ ภาษาอังกฤษหรือไม่					ประสิทธิภาพของ การใช้ภาษาอังกฤษ					ปัญหาที่ พบ
	๑	๒	๓	๔	๕	๑	๒	๓	๔	๕	
การขอวีซ่า*											
การโดยสารเครื่องบิน*											
การรายงานปัญหาต่างๆที่เกิดขึ้น											
การสอบถามข้อมูลจากแหล่งต่างๆ											
การเดินทางไปไหนมาไหน											
การไปพบแพทย์*											
การสนทนาเรื่องต่างๆเกี่ยวกับวัตรปฏิบัติของ พระสงฆ์ เช่น การห่มจีวร											
การสนทนาเรื่องต่างๆเกี่ยวกับวัฒนธรรมไทย											
การอธิบายธรรมตลอดจนการพูดคุยเป็นรายกรณี											

โปรดชี้แจงรายละเอียดเกี่ยวกับบทเรียน (เช่น การใช้โทรศัพท์ การอ่านสลากยา การพูดเรื่องเทศกาลของไทย ฯลฯ)

บทเรียนใดบ้างที่เป็นประโยชน์มาก ควรเพิ่มเติมการฝึกฝนเป็นพิเศษ
บทเรียนใดบ้างที่ท่านเรียนแต่ไม่ได้ใช้ประโยชน์
สิ่งใดบ้างที่ท่านไม่ได้เรียนแต่ต้องใช้ภาษาอังกฤษในกรณีนั้นๆมาก ควรเพิ่มไว้ในบทเรียน
ท่านคิดว่าวิธีการสอนที่มีการทำงานเป็นกลุ่ม มีการนำเสนอ การแสดงบทบาทสมมติ ช่วยให้ท่านสามารถใช้ภาษาอังกฤษในสถานการณ์จริง ได้มากน้อยเพียงใด
ท่านคิดว่าการประเมินผล โดยให้ท่านออกไปรายงานหน้าชั้น หรือ การแสดงบทบาทสมมติ เป็นวิธีการที่เหมาะสมหรือไม่
โปรดเสนอแนะข้อมูลอื่นๆที่น่าจะเป็นประโยชน์ต่อการจัดทำหลักสูตรภาษาอังกฤษสำหรับพระธรรมทูต

กราบขอบพระคุณพระเจ้าที่กรุณาใช้เวลามาให้ข้อมูลอันเป็นประโยชน์  
**Thank you very much for your time and cooperation.**

**Translation**

**Part 1 Respondent's information**

Name ..... age ..... years    lent period ..... years  
 Education.....  
 Present address .....  
 country .....

How often do you use English in your daily life?

- always use English in .....
- sometimes use English in .....
- seldom use English in .....
- never use English

Have you ever furthered your studies in English?

- Yes, from.....
- No, because .....

Other language(s) you can use besides Thai and English

Language.....level     Excellent     good     okay  
 Language.....level     Excellent     good     okay  
 Language.....level     Excellent     good     okay

You are now working as a Buddhist missionary Monk at

Temple name.....Country.....  
 Date departed from Thailand .....

Other things the researcher should know about you

.....  
 .....

Other things you want to tell the researcher

.....  
 .....

**Part 2 Your opinion toward your using English as a Buddhist missionary monk on duty**

**Please tick (✓) in the box relevant to your opinion**

Number	Meaning of numbers in "Do you use English in this situation?" Especially on visa application* boarding the plane* and visiting a doctor*
5	Most necessary
4	Necessary
3	Sometimes necessary
2	Not necessary
1	No need to use English at all

Number	Meaning of numbers in "How often do you use English in this situation?"
5	Very often (5-6 times per week)
4	Often (3-4 times per week)
3	Sometimes (less than 3 times per week)
2	Seldom (less than twice a month)
1	Never use English in this situation

Number	Meaning of numbers in "How effective do you use English in this situation?"
5	Very well
4	With slight problem
3	With some problems
2	With a lot of problems
1	Cannot use English

In these situations	Do you use English?					How effective do you use English?					problems
	1	2	3	4	5	1	2	3	4	5	
Visa application*											
Boarding the plane*											
Reporting problems											
Requesting information from different sources											
Getting around											
Visiting a doctor*											
Talking about monks											
Talking about Thai culture											
Explaining and discussing cases											

**Please explain about each lesson (e.g. telephoning, reading medicine label, talking about Thai festivals)**

Which lessons are very useful and should be emphasized more?
Which lessons are not very useful and should be cut?
Which topics are worth studying but not in the lessons yet?
Do you think TBI and role play are of use for your work?
What do you think about having students present the group results or role play in front of the class as the evaluation?
Please give any suggestions you think useful to the intensive English course for the Buddhist missionary monks.

**Thank you very much for your time and cooperation.**



### Respondents of the Follow-up Questionnaire

There were fourteen respondents from the participants. Four of them were from students who still stay in Thailand waiting to be contacted by the temples abroad. Two respondents sent back some e-mail saying they could not send back the questionnaire due to their lack of technology knowledge. Two tried so hard to send back the questionnaire via e-mails and MSN messengers, but they could not get through to the researcher. By the end of February 2007, there are ten respondents that can be used. Their data are reported in the table below.

No	Age	Lent period	Education background	Other languages	Date informant departed	Date questionnaire received	Current location
1	46	20	M.A.	-	-	09/08/06	Malaysia
2	41	21	M.A.	-	11 /07/06	10/08/06	C.A., USA
3	26	6	B.A	-	21 /07/06	30/08/06	A.L., USA
4	32	11	M.A.	-	21 /08/06	31/08/06	C.A., USA
5	28	8	B.A	Laotian	28 /07/06	06/09/06	C.O., USA
6*	43	22	M.A.	Marti, Laotian	24 /07/06	19/10/06	T.X., USA
7*	26	6	B.A		17/10/06	20/10/06	N.Y., USA
8	33	12	M.A.	Khmere, Laotian	23/10/06	20/11/06	C.A., USA
9	29	9	B.A	French, Japanese	09 /09/06	23/11/06	N.J., USA
10	33	11	B.A.	Laotian, Khmere, Spanich	19/12/06	23/03/07	F.L., USA

\* The monks from the sample group

**Appendix E**  
**Speaking test scoring sheet**

.....  
Name \_\_\_\_\_ Number \_\_\_\_\_

**Instructions:** Write the raw scores in the space below the component.

**Role card 1**

<b>Task: Request information about ESL class</b>			
Component	level	Raw scores	Description
Communication	4	13-15	Able to ask relevant information and understand the message very well.
	3	9-12	Some minor difficulties in carrying out the task e.g., showing reluctance or pause once or twice.
	2	5-8	Errors or difficulties led to major breakdown in communication.
	1	1-4	Unable to achieve the purpose of the tasks.
	0	0	No response.
Grammar	4	13-15	Grammar was used to communicate effectively.
	3	9-12	A few minor difficulties arose e.g. using wrong tense, having errors in verb agreement
	2	5-8	Grammatical errors led to struggle or difficulties or one major breakdown in communication.
	1	1-4	Grammatical errors severely hampered communication.
	0	0	Could not speak at all.
Vocabulary & expression	4	13-15	Appropriate vocabulary and polite expressions were used to request information about ESL class.
	3	9-12	A few minor difficulties arose from not using appropriate vocabulary.
	2	5-8	Some difficulties arose due to limited vocabulary and/or bad diction.
	1	1-4	Communication was severely hampered due to lack of vocabulary.
	0	0	No response.
Pronunciation	4	13-15	Pronunciation was clear with proper stress, appropriate intonation, and inflections were used to enhance communication.
	3	9-12	No serious problems arose, but there were errors in pronunciation, inflection, and/or non-verbal communication.
	2	5-8	Communication problems arose due to unclear pronunciation and/or lack of inflection and/or wrong stress and intonation.
	1	1-4	Pronunciation, inflection, and/or stress and intonation confused communication.
	0	0	No response.

Fluency	4	13-15	Speech flowed with no long pauses.
	3	9-12	Pausing or struggling during the conversation were evident, but gesture or facial expression were used to maintain the conversation.
	2	5-8	There were 1-2 long pauses during the conversation that almost made the conversation failed.
	1	1-4	2-3 long pauses during the conversation created a communication breakdown.
	0	0	No response.

### Role card 2

<b>Task: Explain health problem/ describe own illness</b>			
Component	level	Raw scores	Description
Communication	4	13-15	Able to describe own illnesses very well.
	3	9-12	Some minor difficulties in carrying out the task e.g., showing reluctance or pause once or twice.
	2	5-8	Errors or difficulties led to major breakdown in communication
	1	1-4	Unable to achieve the purpose of the tasks
	0	0	No response.
Grammar	4	13-15	Grammar was used to communicate effectively.
	3	9-12	A few minor difficulties arose e.g. using wrong tense, having errors in verb agreement
	2	5-8	Grammatical errors led to struggle or difficulties or one major breakdown in communication.
	1	1-4	Grammatical errors severely hampered communication.
	0	0	No response.
Vocabulary & expression	4	13-15	Appropriate vocabulary and polite expressions were used to describe own illness or health problem.
	3	9-12	A few minor difficulties arose from not using appropriate vocabulary.
	2	5-8	Some difficulties arose due to limited vocabulary and/or bad diction.
	1	1-4	Communication was severely hampered due to lack of vocabulary.
	0	0	No response.
Pronunciation	4	13-15	Pronunciation was clear with proper stress, appropriate intonation, and inflections were used to enhance communication.
	3	9-12	No serious problems arose, but there were errors in pronunciation, inflection, and/or non-verbal communication.

	2	5-8	Communication problems arose due to unclear pronunciation and/or lack of inflection and/or wrong stress and intonation.
	1	1-4	Pronunciation, inflection, and/or stress and intonation confused communication.
	0	0	No response.
Fluency	4	13-15	Speech flowed with no long pauses.
	3	9-12	Pausing or struggling during the conversation were evident, but gesture or facial expression were used to maintain the conversation.
	2	5-8	There were 1-2 long pauses during the conversation that almost made the conversation failed.
	1	1-4	2-3 long pauses during the conversation created a communication breakdown.
	0	0	No response.

### Role card 3

<b>Task: Give explanation about Karma and give examples</b>			
Component	level	Raw scores	Description
Communication	4	13-15	Able to give explanation and examples about karma very well
	3	9-12	Some minor difficulties in carrying out the task e.g., showing reluctance or pause once or twice.
	2	5-8	Errors or difficulties led to major breakdown in communication
	1	1-4	Unable to achieve the purpose of the tasks
	0	0	No response.
Grammar	4	13-15	Grammar was used to communicate effectively.
	3	9-12	A few minor difficulties arose e.g. using wrong tense, having errors in verb agreement
	2	5-8	Grammatical errors led to struggle or difficulties or one major breakdown in communication.
	1	1-4	Grammatical errors severely hampered communication.
	0	0	No response.
Vocabulary & expression	4	13-15	Appropriate vocabulary and polite expressions were used to explain about Karma and give examples.
	3	9-12	A few minor difficulties arose from not using appropriate vocabulary.
	2	5-8	Some difficulties arose due to limited vocabulary and/or bad diction.
	1	1-4	Communication was severely hampered due to lack of vocabulary.
	0	0	No response.
Pronunciation	4	13-15	Pronunciation was clear with proper stress, appropriate intonation, and inflections were used to enhance



			communication.
	3	9-12	No serious problems arose, but there were errors in pronunciation, inflection, and/or non-verbal communication.
	2	5-8	Communication problems arose due to unclear pronunciation and/or lack of inflection and/or wrong stress and intonation.
	1	1-4	Pronunciation, inflection, and/or stress and intonation confused communication.
	0	0	No response.
Fluency	4	13-15	Speech flowed with no long pauses.
	3	9-12	Pausing or struggling during the conversation were evident, but gesture or facial expression were used to maintain the conversation.
	2	5-8	There were 1-2 long pauses during the conversation that almost made the conversation failed.
	1	1-4	2-3 long pauses during the conversation created a communication breakdown.
	0	0	No response.

**Role card 1**

You are a monk in a Thai temple in the USA. You've found an announcement in a local newspaper about an ESL class for the new comers. You're interested to enroll in the class but you need to know more information so that you can decide whether you can apply or not. Call the school to ask as much information as you can.

**Role card 2**

You are a monk in a Thai temple in the USA. You're sick so you go to see a doctor. Explain your problem to the doctor.

**Role card 3**

You are a monk in a Thai temple in the UK. A British who's interested in Buddhism especially in Karma comes to visit your temple. He'd ask you some questions about Karma. Give him an explanation.





### บัตรบทบาท 1

ท่านเป็นพระที่วัดไทยในอเมริกา ท่านอ่านหนังสือพิมพ์ท้องถิ่น พบประกาศสอนพิเศษภาษาอังกฤษสำหรับคนที่เพิ่งไปตั้งใหม่ๆ ท่านสนใจอยากจะเรียน แต่ต้องการได้ข้อมูลเพิ่มเติมเพื่อตัดสินใจว่าจะเรียนได้หรือไม่ ท่านจึงโทรศัพท์ไปถามรายละเอียดเกี่ยวกับการเรียนนี้ นิมนต์ท่านสนทนาทางโทรศัพท์เป็นภาษาอังกฤษกับครู

### บัตรบทบาท 2

ท่านเป็นพระที่วัดไทยในอเมริกา ขณะนี้ท่านไม่ค่อยสบายและกำลังอยู่ต่อหน้าแพทย์ นิมนต์ท่านบรรยายอาการอาหารของท่านให้แพทย์ฟังเป็นภาษาอังกฤษ

### บัตรบทบาท 3

ท่านเป็นพระที่วัดไทยในอังกฤษ มีชาวอังกฤษผู้หนึ่งสนใจในพระพุทธศาสนาโดยเฉพาะอย่างยิ่งเรื่องกรรมมาหาท่านที่วัด เขาถามปัญหาเรื่องกรรมกับท่าน นิมนต์ท่านสนทนาเป็นภาษาอังกฤษ โดยสมมติว่าครูคือชาวอังกฤษคนนั้น

## Appendix F

## Sample Speaking Test

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**The pre-test with a student from the low ability group**

(R = rater, L = student from the low ability group)

Task 1

You are a monk in a Thai temple in the USA. You've found an announcement in a local newspaper about an ESL class for new comers. You're interested in enrolling in the class, but you need to know more information so that you can decide whether you should apply or not. Call the school to ask as much information as you can.

R1: (Ring, ring, ring) Hello, community service, may I help you?

L4: Hello, err I want, I want to know ah I want to know a school teach English language err for a little.

R1: OK, yes we have a class for new comers and we open this class from 9.00 - 11.00 everyday for one month.

L4: Oh 11.00.

R1: Yes, finish 11.00, start 9.00.

L4: Ah.. Sunday.

R1: On Monday, Tuesday, Wednesday, till Friday. We stop on Saturday and Sunday. We do this for only one month, and open for only 30 students. Are you interested to be with us?

L4: (Pause for a long time)

R1: ไม่ได้ไม่เป็นไรค่ะ ถ้าไม่ถนัด ยังไม่ตอบก็ได้ ลองดูแผ่น 2 ใหม่นะ (It's okay if you can't answer. No problem. Would you like to see role card 2?)

Task 2

You are a monk in a Thai temple in the USA. You're sick so you go to see a doctor. Explain your problem to the doctor.

R1: พร้อมไหมคะ (Are you ready?)

L4: ศัพท์ยาก (The vocabulary is difficult.)

R1: ไม่เป็นไรค่ะ จะดูเรื่องที่ 3 ใหม่นะ เรื่องเกี่ยวกับพุทธศาสนา (Never mind. Would you like to see the third task? It's about Buddhism.)

L4: ลองดูก็ได้ (I'll try.)

Task 3

You are a monk in a Thai temple in the UK. A Brit who's interested in Buddhism, especially in Karma, comes to visits your temple. He asks you some questions about Kamma. Give him an explanation.

R1: Excuse me, sir? I'm interested in Buddhism, but I don't know what Kamma is. Can you explain to me? what Kamma is?

L4: Kamma, Kamma means all in Buddhism, make me, ah...ah.. all. พุทไม่ถูกเลยอาจารย์ (I don't know what to say, madam.)

R2: ไม่เป็นไรค่ะ เอาไว้ไปเตรียมก่อนแล้วค่อยมาคุยกันหลังเรียนดีกว่า (That's ok, keep it until the end of the course)

**The post-test with the same student from the low ability group**

Task 1

You are a monk in a Thai temple in the USA. You've found an announcement in a local newspaper about an ESL class for new comers. You're interested in enrolling in the class, but you need to know more information so that you can decide whether you should apply or not. Call the school to ask as much information as you can.

---

- R1: (Ring, ring, ring) Hello, community school, may I help you?  
 L4: I'd like learn English here.  
 R1: OK, we open on Monday 9.00 -11.00 everyday for one month.  
 L4: I think so. I'd like I learn a year because I speak English a little bit.  
 R1: We have a class for only one month.  
 L4: I'd learn to speak English here for teacher and everybody here and my friend in a classroom.  
 R1: We have only 30 students.  
 L4: Thirty students. I think ah I need friends, strong speaking English. We speak follow him and everybody.  
 R1: Yes, you can. In fact we'll ask you to speak with friends. So do you want to study this class?  
 L4: I think I learn in this class.  
 R1: Ok. What's your name, please?  
 L4: My name is L4  
 R1: Spell please.  
 L4: (Long pause)  
 R1: Spell L-4-what?  
 L4: Spell L-4. Pali name L-4.  
 R1: Please come on Monday 9.00. Next Monday 9.00. I reserve a seat for you already.  
 L4: Next Monday 9.00. I get it.  
 R1: Anymore question?  
 L4: No question.  
 R1: Ok then, see you on Monday.  
 L4: I think so too. See you on Monday.  
 R1: Bye-bye.  
 L4: Bye-bye.
- 

Task 2

You are a monk in a Thai temple in the USA. You're sick, so you go to see a doctor. Explain your problem to the doctor.

---

- R1: Good afternoon sir.  
 L4: Good afternoon doctor.  
 R1: What seems to be the problem?  
 L4: Err, I think err I be a cold ผมเป็นหวัด err body hot and err ศัพท์ไม่ออกได้ (Then he used

- body language to show that he was sick.)
- R1: Ok, you think you have a cold?
- L4: Yes.
- R1: Ok, open your mouth and put this in your mouth
- L4: (pretended to open his mouth and put a thermometer in)
- R1: Oh, you have a fever. Do you have a sore throat?
- L4: I think so that.
- R1: Do you have a runny nose?
- L4: A little bit.
- R1: A little bit? Ok I'll write you a prescription. Take this prescription to a pharmacist and you'll get the medicine, ok?
- L4: Yes.
- R1: Take this medicine for three days. If you don't feel better, you can come back to see me again.
- L4: Yes,
- R1: I think you can get better in three days. All right, please see the reception outside before you leave.
- L4: Ok
- R1: Bye-bye.
- L4: Bye-bye.

### Task 3

You are a monk in a Thai temple in the UK. A Brit who's interested in Buddhism, especially in Karma, comes to visit your temple. He asks you some questions about Kamma. Give him an explanation.

- R1: Excuse me sir, I'm interested in Buddhism. I've heard a word that I don't understand. Can you tell me what is Karma?
- L4: Kamma, action in Buddhism. Buddha taught Kamma or action in Buddhism 3 way. Three ways. Number one Buddha taught 'Not to do evil' this one way. Number two 'To do good'. Number three ah 'To purify of mind, of my mind' Three way of Buddhism and this is the heart of Buddhist. But I would like to 3 Kamma, 3 Kamma or 3 action ah, ah... Three action ah... 3 way for bodily action, and verbal action, and mental action. First, I'd like bodily action, ah bodily action to abstain from killing ah.. abstain from killing, to abstain from stealing, and to abstain from sexual misconduct. It is a bodily action. Next, verbal action, ah to abstain from false speech, ah to abstain from talk badly, to abstain from ah a half talk. Next mental action, to abstain from evil, fraud wills, is Buddha taught for Karma.
- R1&2:  $\text{ਸਾਠੁ}$  (Sathu—the expression of Buddhist which has similar sense as Christian's 'amen')

### His scores from both raters

#### Task 1 Asking for information on the phone

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	1	9	1	9
Grammar	1	9	1	8
Vocabulary & expression	1	8	1	8
Pronunciation	1	9	1	9
Fluency	1	9	1	8
Total	5	44	5	42

#### Task 2 Visiting a doctor

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	0	10	0	9
Grammar	0	9	0	8
Vocabulary & expression	0	8	0	8
Pronunciation	0	9	0	9
Fluency	0	10	0	8
Total	0	46	0	42

#### Task 3 Explaining about Kamma

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	1	9	1	10
Grammar	1	9	1	9
Vocabulary & expression	1	9	1	9
Pronunciation	1	8	1	8
Fluency	1	9	1	10
Total	5	44	5	46

<b>Speaking test total scores</b>	10	134	10	130
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### The pre-test with a student from a high ability group

(R = rater, H = student from a high group)

#### Task 1

You are a monk in a Thai temple in the USA. You've found an announcement in a local newspaper about an ESL class for new comers. You're interested in enrolling in the class, but you need to know more information so that you can decide whether you should apply or not. Call the school to ask as much information as you can.

- R1: (Ring, ring, ring) Hello, community service, may I help you?  
 H2: Yes, I want to know, in the advertising I interest to learn English.  
 R1: You mean you read from a newspaper?  
 H2: Yes.  
 R1: We open a class for 30 new comers. Start from the first Monday of next month, from 9.00 – 11.00, 2 hours a day, five days a week, for 4 weeks or one month.  
 H2: I want to know about the payment.  
 R1: It's free of charge. This is the community services. You don't have to pay anything.  
 H2: Free of charge?  
 R1: Yes, and it's for only 30 students.  
 H2: Only 30 students.  
 R1: Right and it's first comes, first serves. We'll open until we have 30 students and then we'll close. Are you interested?  
 H2: Yes.  
 R1: Are you sure you can come everyday for one month?  
 H2: I don't sure to come every day.  
 R1: Only two hours a day. Do you want to reserve the seat?  
 H2: Yes.  
 R1: What's your name, please?  
 H2: My name is H2.  
 R1: Can you spell that, please?  
 H2: H-2. Err, what day you will start?  
 R1: Please come on Monday 9.00 sharp.  
 H2: Next Monday at 9.00 sharp. Next Monday, it's mean the first day of the month?  
 R1: Yes, the first day of the month. Is there a problem?  
 H2: Err no, no, no.  
 R1: No problem. Ok, so see you on next Monday at 9.00.  
 H2: Yeah, see you.  
 R1: Anything else you want to ask?  
 H2: Nothing.  
 R1: Ok, see you on Monday. Bye.  
 H2: Bye-bye.

#### Task 2

You are a monk in a Thai temple in the USA. You're sick, so you go to see a doctor. Explain your problem to the doctor.

- 
- R1: Excuse me sir, what's the matter with you?  
 H2: I feel my headache.  
 R1: You've got a headache?  
 H2: Yes.  
 R1: How long have you got a headache?  
 H2: Few days ago.  
 R1: Do you have any other symptoms like fever?  
 H2: Yes, fever.  
 R1: Do you have a sore throat?  
 H2: Yes.  
 R1: Do you have an earache?  
 H2: No, no, no.  
 R1: Do you have pain all over your body?  
 H2: Oh yes, pain on my body.  
 R1: All right. How about your muscle? Do you feel tired?  
 H2: Yes, very tired.  
 R1: Oh. Have you got a runny nose?  
 H2: Yes.  
 R1: Do you have err, cough? Do you cough?  
 H2: Yes.  
 R1: It sounds like you've got a cold.  
 H2: Yes, I've got a cold. I think.  
 R1: I'll check your body and I'll prescribe, ok? Usually if you got a cold that's not so hard, you just stay inside, drink a lot of water and take some rest.
- 

### Task 3

You are a monk in a Thai temple in the UK. A Brit who's interested in Buddhism, especially in Karma, comes to visit your temple. He asks you some questions about Kamma. Give him an explanation.

---

- R1: Excuse me sir? I'm interested in Buddhism especially about Kamma, but I'm not surer about it. Can you explain? Can you tell me what Kamma is?  
 H2: ยากนะ (Quite difficult.)  
 R1: ถ้าไม่ได้ไม่เป็นไร เรือนจบแล้วขอตอบก็ได้ (Never mind if you can't answer, I'll ask you again after the course.)  
 H2: The Kamma, it means do good, not do evil, err like, err can make a long a, a five precepts. Do you understand five precepts?  
 R1: No.  
 H2: The first thing, err is abstain from killing, something like that. And number two abstain from err stealing. Number three abstain from err, err, I can't, I can't remember, err not about sexual, something like that. And number four, abstain from wrong speech, just say right speech. The five abstain from err ah something like alcohol.  
 R1: So Kamma is to abstain from these?  
 H2: Yes, we have to err finish this five precepts.  
 R1: And if I receive five precepts I do good Kamma?  
 H2: Yes, it's a good way to, to make good.

- R1: How about the people who do something bad? They do bad thing, they'll get bad Kamma or what?
- H2: Yes.
- R1: People who do bad thing, do they do bad Kamma? Or you only have good Kamma?
- H2: Oh no no no no err... (very long pause) มันคิดศัพท์ไม่ออก (Can't recall the vocabulary and then he laughed)
- R1: ไม่เป็นไรค่ะ (Never mind.)

### The post-test with the same student from the high ability group

#### Task 1

You are a monk in a Thai temple in the USA. You've found an announcement in a local newspaper about an ESL class for new comers. You're interested in enrolling in the class, but you need to know more information so that you can decide whether you should apply or not. Call the school to ask as much information as you can.

- R1: (Ring, ring, ring) Hello, community service, may I help you?
- H2: Hello, err after I err I read a newspapers ah.. I saw an advertisement about an English teaching course.
- R1: Ok?
- H2: I'm interested for practice English language so I'd like to know the detail about the course.
- R1: Oh, the course opens next Monday.
- H2: Next Monday?
- R1: Yes, starts from 9.00 to 11.00, five days a week.
- H2: Five days a week.
- R1: Yes, and it's only one month. We open for only 30 students.
- H2: Thirty students
- R1: Yes, are you interested?
- H2: Uh..Huh.
- R1: Do you want to join the class?
- H2: Oh yes, I want to join.
- R1: It's first come, first serve. If you want to join you have to reserve the seat.
- H2: Ok, ok.
- R1: Do you want to join?
- H2: Yes, I want to join.
- R1: May I have your name, please?
- H2: Ah, H2.
- R1: How do you spell that please?
- H2: H-2- \_ \_ \_
- R1: Oh, OK, all right. Can you come for the class on next Monday for sure?
- H2: Yes, I'm sure.
- R1: All right, so see you then.
- H2: Ok, see you then
- R1: Any question?
- H2: It's all clear.

- R1: Pardon? Do you have any other question?  
 H2: No question.  
 R1: See you on Monday.  
 H2: See you.  
 R1: Bye-bye.
- 

### Task 2

You are a monk in a Thai temple in the USA. You're sick, so you go to see a doctor. Explain your problem to the doctor.

---

- H2: I have a stomachache.  
 R1: You have a stomachache? How long have you got a stomachache?  
 H2: Two years.  
 R1: Two years?  
 H2: No, no, no two days, two days ago.  
 R1: Two days ago, I see. Two days ago did you take some allergic food?  
 H2: Yes, I think so.  
 R1: What kind of food did you...?  
 H2: Spicy food like Tom Yam.  
 R1: You ate Tom Yam and then you started to have a stomachache?  
 H2: Yes, I feel very bad now. I feel very bad.  
 R1: And you got diarrhea?  
 H2: Ha?  
 R1: Do you go to toilet very often?  
 H2: Yes, today I go to toilet more than six times.  
 R1: Oh, is it true story?  
 H2: Yes, last night I have to go to see the doctor. And I feel very bad now.  
 R1: Oh, do you need to go to toilet now?  
 H2: Oh, not that bad. I just feel bad. I feel very bad today.  
 R1: Oh, ok. So you got some diarrhea. You talk about your sickness quite clearly.  
 R2: We wish you good health soon. Ok, let's go to task 3.
- 

### Task 3

You are a monk in a Thai temple in the UK. A Brit who's interested in Buddhism, especially in Karma, comes to visit your temple. He asks you some questions about Kamma. Give him an explanation.

---

- R1: Excuse me, sir? I'm interested in Buddhism but I don't know what Kamma is. Can you explain about Kamma, please?  
 H2: Kamma  
 R1: What is it?  
 H2: Ahh Kamma, err Kamma, its mean ah action, action. In Buddhist, in Buddhist we're believe in Kamma. Kamma its means when we was born in this world we have Kamma in our own. It means when we were born we have Kamma. And Kamma can be divided into three ways. Body way, it's called Kayakamma, body action. Just like killing others and stealing things that others not given.

And two Vacikamma, Vacikamma verbal action, verbal action it mean not speak in bad way and ... (pause for a few seconds.)

R1: What's the last one?

H2: And there Manokamma, Manokamma mental action. Err bad think, thinking in bad way.

R1: Only bad side? How about good action? Good action we don't call Kamma? Is it good Kamma?

H2: Err, Kamma it's mean action, action, action I think it's bad way.

R1: Bad way? If I do good thing we don't say Kamma?

H2: No, no we don't say Kamma, we say do good.

R1: Ok, ok thank you very much.

### His scores from both raters

#### Task 1 Asking for information on the phone

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	9	13	9	14
Grammar	9	13	9	12
Vocabulary & expression	9	13	9	12
Pronunciation	9	11	9	12
Fluency	6	14	7	14
Total	42	64	43	62

#### Task 2 Visiting a doctor

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	9	12	9	12
Grammar	9	12	9	11
Vocabulary & expression	6	12	10	11
Pronunciation	9	12	9	11
Fluency	7	12	7	12
Total	40	60	40	57

#### Task 3 Explaining about Kamma

Component	Rater 1		Rater 2	
	Pre-test	Post-test	Pre-test	Post-test
Communication	7	12	8	12
Grammar	9	12	9	12
Vocabulary & expression	9	12	9	12
Pronunciation	9	12	9	12
Fluency	8	12	8	12
Total	42	60	43	60

<b>Speaking test total scores</b>	122	184	126	179
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**Appendix G**  
**Sample Lesson Plan and Teaching Materials**

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**Unit 1**  
**Applying for visas**

**Unit objectives:**

1. to have students practise filling out forms and documents required
2. to have students practise answering interview questions at the embassy

**Duration:** 180 minutes**Expected outcomes:** Students will be able to

1. fill out forms and documents required
2. answer questions about themselves during the interview session at the embassy

**Language skills to be practiced:**

Listening, speaking, reading, writing

**Target language samples:****Vocabulary**

first/ last name	a surname	date of birth	place of birth
nationality	an address	passport number	issuance date
issuing country	an expiration date	national identification number	
occupation	telephone number	fax number	marital status
married	single	divorced	widowed
separated	sex	male	female

**Expressions**

What's your name?

My name is ....

Where are you from?

I'm from.....

Why do you want to go to .....?

I'm a missionary monk going to work in a Thai temple at ....

What kind of work are you going to perform there?

I'm supposed to ....., ..... and.....

How long do you plan to stay in....?

I plan to stay there for .... years.

**Materials:**

1. word cards (task sheet 1)
2. visa application forms from different countries for each group according to their destination (task sheet 2)
3. interview session worksheet (task sheet 3)

**Tasks****Pre-task 1 (20 minutes)**

1. Teacher elicits necessary words used for form filling such as first name, surname, address, place of birth, date of birth, nationality, issuance date, expiry date, etc. Then she posts all the cards with those words on the board (task sheet 1 part 1). Teacher should also ask questions to check students' background knowledge on form filling. A blank form (task sheet 1 part 2) should be posted on the board after the students identify the meaning of each word posted. The language used as a medium of instruction is English and Thai or code switching.
2. Teacher asks for a volunteer who will be interviewed by the class to seek his personal information. Then students use the information to fill out the form on the board. Teacher facilitates the asking and answering questions process. Clarification and explanation may be given.
3. After the form on the board is completed, teacher tells students that the visa application forms will be distributed to the groups that aim to go to certain countries. So the students who are going to the USA sit together and work on the US visa, the students who are going to Europe sit together and work on EU visa. Each group should not have more than five people. All the group members will work together on the task assigned.

**Task cycle1 (50 minutes)**

1. An application (task sheet 2) is given to all students. They are to fill out the forms with their personal information. They are allowed to discuss in their group what to write. If there are any problems that the group cannot solve, they are supposed to make a list of the problems and prepare to report those problems after 30 minutes.
2. Each group sends a representative to report the problems they face in filling out the forms

**Language focus 1 (30 minutes)**

1. Teacher discusses with the whole class how to solve each problem reported and explains the language structures or phrases that could have caused the problems; for example, *if applicable, spouse's DOB, mobile/cell number, number of entries requested, civil partnership*, etc. Teacher should explain the meaning and the significance of sentences in the last part of the application before the applicant signs his name. Those sentences may use different wording but they require the applicant to guarantee that he signs the document with full understanding and acceptance of the rules of those destination countries. Those sentences are:

*I, ... hereby undertake that I shall utilize my visit to India for the purpose for which the visa has been applied for and shall not, on arrival in India, try to obtain employment or set up business or extend my stay for any other purpose.*

*I declare that to the best of my knowledge all particulars supplied by me are correct and complete.*

*I hereby apply for an entry clearance to the United Kingdom. The information I have given is complete and true to the best of my knowledge.*

*I certify that I have read and understood all the questions set forth in this application and the answer I have furnished on this form are true and correct to the best of my knowledge and belief.*

2. After the whole class agrees with what to do, teacher asks some questions to check if they really understand, and then asks the students to finish their application forms.

**Task cycle 2 (40 minutes)**

1. Teacher explains the steps of applying for visas. The applicant must submit the forms with certain documents and wait to be interviewed by the officer. For a US visa, the applicant is supposed to fill in the form and submit it online.
2. Teacher asks if any student has applied for visas. If there is any, ask that student to tell the class about his experience. If not, teacher shares her experience with the class.

3. Teacher tells students to work in groups of five. They must listen to the tape and try to figure it out what questions are asked in the interview session (task sheet 3).
4. Teacher distributes a blank piece of paper to each group and asks students to brainstorm the questions that would be asked at the interview with the officer at the embassy. Each group lists at least 5 questions and submits them to teacher. (10 minutes)
5. Teacher distributes lists of questions to different groups; each group is supposed to discuss and provide the best answer to those questions and prepare to send 2 representatives to role-play the interview at the embassy with their list of questions. (10 minutes)
6. Every group takes turns sending two representatives to role-play the interview at the embassy using their questions and answer lists.

**Language focus 2 (30 minutes)**

1. Teacher gives comments and feedback about the questions and answers from the role-play. Other questions may be added to the whole list of the class; some alternative answers may be suggested. Teacher encourages a discussion from the class about what they have learned from the role play. Here are some samples of questions and answer:

*What kind of work are you going to perform there? (I'm going to help in constructing building, working on the computer, and teaching meditation.)*

*How long have you been teaching mediation? (I've been a meditation teacher for 20 years.)*

*How can you teach meditation in English? (I can demonstrate and teach basic techniques using English and there's someone to help me when I have to explain the difficult part.)*

2. Teacher lets students listen to the tape again and they may repeat if they want. Some pronunciation of certain words or expressions may be focused.
3. Teacher lets students complete a dialogue on task sheet 3, and then asks them to work in pairs to practice asking and answering questions. (5-10 minutes)
4. Teacher leads students to conclude the whole process of applying for visas.

**Evaluation (10 minutes)**

1. Teacher checks the application forms.
2. Teacher randomly asks individual students questions.
3. Some pairs are called out to role-play the interview in front of the class.

**Note:** The visa application forms from different countries that missionary monks are going to are available in a folder at the back of the class so that the students can make use of them during their free time.

**Task sheet 1****Part 1**

These words are in flashcards to be posted on the board during the pre-task stage.

First name	Surname	Date of birth	Nationality
Address	Place of birth	Passport number	Issuance date
Issuing country	Expiration date	National identification number	Occupation
Telephone number	Fax number	Sex	Marital status
Single	Married	Divorced	Widowed
Separated	Spouse	Purpose	Issued
Refused	Revoked	Immigrant	Citizen

**Part 2**

**Instruction:** All the class interviews a volunteer and fills out this form using the information from the interview.

Name .....	(Please print.)		
first	last		
Age .....	Date of birth .....	Place of birth .....	
ID number .....	Issuance date .....	Expiry date .....	
Passport number .....	Issuance date .....	Expiry date .....	
Issuing country .....	Marital status .....	Sex .....	
Address .....	Occupation .....		



### Task sheet 2

**Instruction:** Please choose the visa application form that relevant to you and fill it out with your own information.

1. US visa application form  
(Source: [https://evisaforms.state.gov/ds156\\_complete.asp?pdf=DS156\\_Complete.pdf](https://evisaforms.state.gov/ds156_complete.asp?pdf=DS156_Complete.pdf))
2. UK visa application form  
(Source: [http://www.fco.gov.uk/Files/kfile/vaf1\\_feb\\_2006,0.pdf](http://www.fco.gov.uk/Files/kfile/vaf1_feb_2006,0.pdf))
3. EU visa application form  
(Source: [http://www.migrationsverket.se/blanketter/bob/visum/blvisa\\_119031\\_en.pdf](http://www.migrationsverket.se/blanketter/bob/visum/blvisa_119031_en.pdf))
4. India visa application form  
(Source: <http://www.indianembassy.org/consular/visa.pdf>)
5. Other visa application forms relevant to missionary monks  
(Source: <http://www.google.co.th/search?hl=th&q=visa+application+form+&meta=> )

### Task sheet 3 Interview session

#### Part 1

**Instruction:** Listen to the tape and try to figure out what questions are asked in this conversation.

#### Part 2

**Instruction:** Listen to the tape and complete the conversation.

Officer:	Can you ..... yourself?
Monk:	My name is Somchai. I've ordained and lived in Wat Aranyikawasa since 1990. Just recently my friend in ..... told me his temple needs a monk to teach meditation and his temple invited me to go there to help.
Officer:	..... are you from?
Monk:	I'm from .....
Officer:	..... do you want to go to the USA?
Monk:	I've never been abroad, so I think this is a good chance and I also want to ..... that temple as a meditation teacher.
Officer:	How ..... do you plan to stay there?
Monk:	I plan to stay there for ..... and come back.
Officer:	What is the ..... of that temple and where is it located?
Monk:	Wat Phromkunaram, it's in Arizona. And here is the recommendation ..... from the abbot.

Officer:	Oh, I see. Thank you. You can come and pick up your ..... on the date and time mentioned in this slip.
Monk:	..... very much.

**Tape script:**

Officer:	Can you introduce yourself?
Monk:	My name is Somchai. I've ordained and lived in Wat Aranyikawasa since 1990. Just recently my friend in the US told me his temple needs a monk to teach meditation and his temple invited me to go there to help.
Officer:	Where are you from?
Monk:	I'm from Chonburi.
Officer:	Why do you want to go to the USA?
Monk:	I've never been abroad, so I think this is a good chance and I also want to help that temple as a meditation teacher.
Officer:	How long do you plan to stay there?
Monk:	I plan to stay there for 2 years and come back.
Officer:	What is the name of that temple and where is it located?
Monk:	Wat Phromkunaram, it's in Arizona. And here is the recommendation letter from the abbot.
Officer:	Oh, I see. Thank you. You can come and pick up your passport on the date and time mentioned in this slip.
Monk:	Thank you very much.



**Appendix H**  
**Subjects' Profiles**

No.	Age	Lent period	Education background	Destination country
1	43	22	MA	USA
2	43	22	BA	USA
3*	41	21	MA	USA
4*	45	21	MA	Malaysia
5	41	20	MA	Germany
6*	39	17	MA	-
7*	36	15	BA	India
8	36	15	MA	USA
9*	37	15	BA	USA
10	35	15	Secondary school (M.6)	USA
11*	34	14	BA	USA
12	42	13	MA	-
13*	31	11	MA	USA
14*	32	11	MA	USA
15*	32	11	MA	-
16*	32	10	BA	USA
17	47	10	BA	India
18*	31	10	MA	-
19*	31	10	BA	USA
20	30	9	BA	USA
21*	41	9	BA	Germany
22	32	9	Diploma	USA
23*	30	8	BA	USA
24	28	8	BA	USA
25*	27	7	BA	USA
26*	27	7	MPA	USA
27*	26	6	BA	USA
28*	26	5	BA	USA
29*	27	5	Diploma	USA
30*	26	5	BA	USA

\* Key informants

## Appendix I

### Student's log

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After the end of each day the key informants will be asked to write their opinion on the lesson content, teaching methodology, materials, and evaluation. This data will be analyzed with regard to students' attitudes towards TBI. The data will reveal to what extent students' needs have been satisfied, and whether the students are motivated studying with TBI.

คำสั่ง กรุณาเขียนเล่าความรู้สึกของท่านที่มีต่อการเรียนการสอนแบบเน้นการปฏิบัติงานในประเด็นต่อไปนี้

#### ก. เนื้อหาบทเรียน

- ท่านรู้สึกอย่างไรกับเนื้อหาของบทเรียน
- เนื้อหาบทเรียนนี้ยากไป ง่ายไป หรือ พอเหมาะพอดีกับความสามารถของท่าน
- เนื้อหาบทเรียนตรงกับความต้องการของท่านหรือไม่
- เนื้อหาบทเรียนตรงกับจุดประสงค์ของโครงการหรือไม่
- การนำเสนอเนื้อหาบทเรียนชัดเจนหรือไม่
- ท่านต้องการเพิ่มเติมหัวข้อใดหรือไม่
- ท่านต้องการเปลี่ยนแปลงเนื้อหาบทเรียนส่วนใดหรือไม่

#### ข. วิธีการสอน

- ท่านรู้สึกอย่างไรกับวิธีการสอนที่ผู้สอนใช้
- ท่านชอบวิธีการเรียนรู้โดยช่วยกันทำงานกลุ่ม หรือทำงานเดี่ยว
- ท่านชอบวิธีการอภิปรายในชั้นเรียนไหม
- ท่านชอบการนำเสนอผลงานกลุ่มหน้าชั้นหรือไม่
- ท่านคิดว่าวิธีการสอนแบบนำข้อมูลจากหลายๆส่วนมาประกอบกัน และการแสดงบทบาทสมมติมีประโยชน์หรือไม่
- ท่านคิดว่าท่านได้เรียนรู้จากวิธีการปฏิบัติงานที่มีความหลากหลายเพียงพอหรือไม่
- ท่านคิดว่าเวลาที่กำหนดให้ทำกิจกรรมแต่ละอย่างนั้นมากพอที่จะทำให้กิจกรรมนั้นๆสำเร็จหรือไม่
- ท่านคิดว่าท่านมีเวลามากพอในการนำเสนอผลงานหรือไม่
- ท่านคิดว่าเวลาที่กำหนดให้ทำกิจกรรมแต่ละอย่างนั้นเหมาะสมแล้วหรือไม่
- ท่านคิดว่าท่านมีโอกาสฝึกปฏิบัติที่เน้นด้านภาษามากเพียงพอหรือไม่
- ท่านคิดว่าการเล่น โดยเพื่อนร่วมชั้นมีประโยชน์หรือไม่
- ท่านคิดว่าวิธีการสอนแบบนี้เหมาะสมกับผู้เรียนที่เป็นพระหรือไม่
- จากกิจกรรมหนึ่งไปสู่อีกกิจกรรมหนึ่งมีการเชื่อมต่อที่เข้ากันหรือไม่
- ท่านได้ฝึกปฏิบัติเพียงพอหรือไม่
- ท่านมีคำแนะนำในการปรับปรุงวิธีการสอนให้ดีขึ้นอย่างไร

#### ค. สื่อการสอนและการปฏิบัติงาน

- ท่านรู้สื่ออย่างไรกับสื่อการสอน (เช่น ใบงาน ใบความรู้ เทป วิดีทัศน์) และการปฏิบัติงานที่ผู้สอนใช้ในบทเรียนนี้
  - ท่านคิดว่าสื่อการสอนยากเกินไป ง่ายเกินไป หรือ พอเหมาะพอดีกับความสามารถของท่าน
  - สื่อการสอนที่ใช้ในบทเรียนตรงกับความต้องการของท่านหรือไม่
  - สื่อการสอนที่ใช้ในบทเรียนใช้ได้ในชีวิตจริงและเป็นประโยชน์ต่อท่านหรือไม่
  - สื่อการสอนและชิ้นงานที่ให้ปฏิบัติตรงกับจุดประสงค์ของบทเรียนหรือไม่
  - ท่านได้รับคำสั่งที่ชัดเจนในการปฏิบัติงานหรือไม่
  - ท่านมีคำแนะนำในการปรับปรุงสื่อการสอนและการปฏิบัติงานให้ดีขึ้นอย่างไร
- ง. ระยะเวลาในการสอน
- ท่านรู้สื่ออย่างไรกับระยะเวลาในการสอนแต่ละกิจกรรม
  - ระยะเวลาในการสอนบทเรียนนี้ยาวไป สั้นไป หรือ พอเหมาะพอดีกับความสามารถของผู้เรียน
- จ. การประเมินผล
- ท่านรู้สื่ออย่างไรกับการประเมินผลที่ผู้สอนใช้ในบทเรียนนี้
  - ท่านคิดว่าวิธีการประเมินผลแบบนี้สามารถประเมินความสามารถที่แท้จริงของผู้เรียนได้หรือไม่
  - ท่านมีคำแนะนำในการปรับปรุงการประเมินผลให้ดีขึ้นอย่างไร
- ฉ. อื่นๆ
- กรุณาเขียนความเห็นเพิ่มเติมเรื่องอื่นเกี่ยวกับเรื่องที่เรียนไปแล้ว



## Translation

**Instruction:** Please describe your feeling towards the Task-based Instruction in the following areas.

1. Lesson content
  - How do you feel about the lesson content?
  - Is it too difficult/ too easy/ does it match your abilities?
  - Is it relevant to your needs?
  - Is it appropriate to the objectives of the training program?
  - Is the lesson clearly presented?
  - Is there any topic that you want to include?
  - Do you want any changes?
2. Teaching methodology
  - How do you feel about the way the teacher taught the class?
  - Do you like working in groups, or individually?
  - Do you like discussion in class?
  - Do you like to give a presentation in front of the class?
  - Do you think jigsaw/ role play tasks are useful?
  - Do you think you have enough variety of tasks?
  - Do you think you have enough time to complete tasks?
  - Do you think you have enough time for your presentation?
  - Do you think the time allotted to each task is appropriate?
  - Do you think you have enough practice on the language focus?
  - Do you think peer evaluation is useful?
  - Do you think this method is appropriate for monk students?
  - Is the links between each task cycle clearly established?
  - Do you have any suggestion to improve the method of teaching?
3. Teaching materials and tasks
  - How do you feel about the teaching materials (printed/ audio/ video) and tasks used in the lesson?
  - Are they too difficult/ too easy/ or appropriate for your abilities?
  - Are they relevant to your needs?
  - Are they authentic and useful?
  - Are materials and tasks enough to meet the lesson objectives?
  - Do you have clear instructions before doing each task?
  - Do you have any suggestion to improve the materials and tasks used for the class?
  - Do they give you enough practice?
4. Evaluation
  - How do you feel about the evaluation in the lesson?
  - Do you think the evaluation can reflect the real abilities of students?
  - Do you have any suggestion to improve the evaluation used for the class?
5. Others
 

Please feel free to write any other comments concerning the lesson taught

## Appendix J

### Sample Teacher's Diary

**Date:** Sun. April 30, 2006

**Class time:** 8.30 -11.00 a.m.

**Unit:** 1 Applying for visa

**Skill:** Listening, speaking, reading, writing

#### 1. Lesson content

All of the students needed to fill out their own visa application forms in the future; therefore this lesson content met their needs. I went over the necessary vocabulary and had them fill out forms in groups and then individually. The steps were clear and easy.

Since the majority of students expect to go abroad after they finish training, this lesson was necessary for them. They not only paid their full attention to the vocabulary and forms presented, they also needed to know what to fill out in order to avoid having problems at the embassy. This content seemed to be the gate to a new mission for them. It sounded like ordinary general English to many English teachers; but for some of the monk students in this group who did not have much English education in their background, this was something that really aroused their interest because they thought that whether they would be allowed to go abroad or not depended on their ability to get a visa or not. No other teacher in their academic history has ever taught this lesson to them.

For average and advanced students, there was no problem. The poor students had a lot of problems because some of them could not read English at all. They had to put the meaning in Thai to almost every word and they needed someone to help them all along. This will surely occur in their real lives.

If possible, I wanted to extend the time of this lesson to 6 hours to make sure everybody finished filling out their forms and had more time to practice the interview session. Three hours (as planned) was good for 30 students but their number increased more than 2 times; how could I finish everything by the limited time mentioned?

The real materials and the need to fill out forms made students eager to learn and try their best to accomplish the tasks. Moreover, the students who had experience in applying for visas were willing to help their peers because they knew their friends needed help. These students were monks who had just finished 2 months of an exhausting construction section and a silent meditation section together. They were real good friends and willing to help one another as friends and as good monks having a chance to help others. That made the teacher feel much better because I did not have to work so hard alone but I had a lot of voluntary assistants

## 2. Teaching methodology

During the task phase and the language focus phase, the students who wanted to ask questions had a chance to ask and the ones who wanted to answer took their chances too. Some of them loved to give presentations in front of the class but the poor students were too shy to make mistakes; or they really had nothing to show. The latter loved to see others present.

The students had to do all the following: introduction to vocabulary, discussion about each word, form filling, interview session. It took a long time to fill out visa application forms, especially for the low level students. The limited time made everything a rush. However, if I extended the lesson time, it would affect the afternoon lesson. I could not have more time so I had to squeeze the lesson into the morning session as planned. In this lesson, the students were assigned to work in groups. Their peers could help one another fill out the forms. The students were adult and mature. Therefore, their judgments should be considered. The ones who evaluated felt that their voices and views had some meaning and the ones who were evaluated knew how their peers viewed them. This method forced students to produce some results, which related to their life in the future. The achievement of the tasks led to the next ones.

I was not so pleased with the way I had to rush when I ran out of time. I asked the students to finish filling out the forms on their own. If only I had longer time I should have spent time in filling out forms more. I had done my best in such a short time. I would have liked to extend the teaching time but it was impossible.

For doing tasks, they liked both: working in groups and individually. Working in groups was good especially for the low level students because the advanced students could help them; while working individually may be good only for the very advanced students. However, because of their good relationship as a group of monks, the advanced students saw it as a good chance to help their peers.

What I noticed was that the students asked for meanings of vocabulary they wanted to know and I had to spend time explaining the meanings of those words. The advanced students wanted to share their ideas and experiences. Therefore, they did not have much time to practice. They had to practice filling out the forms on their own.

## 3. Teaching materials and tasks

The tasks were something they had to do in the future and this was the chance they first had to do it with some guidance and assistance from teacher and peers so they paid a lot of attention. All of them needed to fill out visa application forms before going abroad. The forms used in the class were the real forms they had to fill out in their real lives. Due to the limitation of time, these materials and tasks were more than enough. The instruction was simple. They only had to fill out forms.

I was glad I had pre-prepared various kinds of visa application forms to serve their needs. Unfortunately, I did not prepare a visa form for New Zealand and

Singapore. A few students who were to go to those countries had to work on other visas. I told them they could retrieve the visa application form they wanted from the Internet. A student came to me with a Thailand departure and an arrival form. He asked me to teach how to fill up these forms to his peers too. I looked at it and found that there were both Thai and English sentences on the forms. I told him that the person who filled these forms could use Thai, and that there was no need to teach him. He said that it might be useful for the people who did not have background in English to practice writing first before jumping to the visa form. I thanked him but I did not have time to present the forms yet. He may have felt disappointed somehow but I had to go with my plan, right? Anyway, I introduced these forms and passed them around to let everybody see the forms.

All students accepted that they had to fill out visa application forms, so even the low proficiency students who found it too difficult needed to try their best or ask someone to help them accomplish the tasks. For the average and advanced students, they managed to finish them quite well.

What I'd like to suggest are the following:

1. Make varieties of listening exercises for interview session so that the students can have more samples.
2. Use native speakers to record the tape. I used a Thai missionary monk who had worked abroad for more than 10 years. His English was good and his experience was precious to the class but his accent was not a native-like one. I decided to do this to let students hear that they did not have to have the native-like accent; as long as they could communicate, no matter what accent they had, they could accomplish their goal. However, if there were more samples of the interviews with the Immigration officers, the students would get more benefit.

#### **4. Evaluation**

If each student was evaluated one by one, it would take days to finish. Therefore, picking some students randomly was the easiest way to evaluate, and the results showed that they could answer the questions. In such a short time, this was good enough.

Since the time was too short and the students had to eat lunch at eleven, only few students could be evaluated. From my observation, I could tell that there were more people whose abilities I had to check to answer questions.

#### **5. Others**

The problem of this class was having too short a time. It happened, because the CULI test was administered this morning instead of yesterday according to the lack of electricity. This event was out of control so I had to do everything within the short period of time, much shorter than what I planned. The number of students was also a big problem, with more than 30 students as planned. I had to take responsibility for the whole group of 77 students. It definitely took more time to let 77 students practice or even ask questions from me than the ideal class in the proposal. Ironically, this group is more realistic than that in the plan. If I did the main study with 30 students



and the results came out perfect, that result would be nice to write in a research but it will not be that useful because when I or other teachers have to teach real classes in the future, we have to deal with a larger number of students. So why worry? Just live with what is real and do the best I can. With this amount of time and the number of students, the results that may come out can be applied to the next classes for the later years.



## Appendix K

### Open-Ended Interview Questions for Key Informants

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The interview questions are designed to elicit the key informants' ideas about the lesson, the methodology, and the materials. This data will be analyzed and used as triangulation with student's log and teacher's diary.

1. ท่านรู้สึกอย่างไรกับการเรียนการสอนทั้งหมด/ เนื้อหาบทเรียน / และวัสดุอุปกรณ์ประกอบการสอน?  
(ถามแยกทีละหัวข้อ)
  - ก. สิ่งทีกล่าวนมาแล้วเหมาะสมกับพื้นฐานความรู้ความสามารถของท่านหรือไม่?
  - ข. สิ่งทีกล่าวนมาแล้วช่วยให้ท่านเรียนรู้ได้ดีขึ้นหรือไม่?
  - ค. สิ่งทีกล่าวนมาแล้วเหมาะกับวิธีการเรียนรู้ของท่านหรือไม่?
  - ง. สิ่งทีกล่าวนมาแล้วช่วยให้ท่านอยากเรียนรู้ภาษาอังกฤษมากขึ้นหรือไม่?
  - จ. มีการฝึกฝนเพียงพอที่จะทำให้ท่านมั่นใจในการใช้ภาษาอังกฤษหรือไม่?
  - ฉ. สิ่งทีกล่าวนมาแล้วสนับสนุนให้เกิดการเรียนรู้ร่วมกันกับเพื่อนๆหรือไม่?
  - ช. สิ่งทีกล่าวนมาแล้วช่วยเพิ่มพูนความสามารถทางภาษาให้ท่านหรือไม่?
2. ท่านรู้สึกอย่างไรกับการประเมินผลที่ผู้สอนใช้ในบทเรียนนี้
  - ท่านคิดว่าวิธีการประเมินผลแบบนี้สามารถประเมินความสามารถที่แท้จริงของผู้เรียนได้หรือไม่
  - ท่านมีคำแนะนำในการปรับปรุงการประเมินผลให้ดีขึ้นอย่างไร
3. ท่านคิดว่าท่านได้อะไรมาที่สุดจากการเรียนวิชานี้โดยการเน้นภาระงาน? อภิปรายในด้านต่อไปนี้
  - ก. ด้านภาษา
  - ข. ด้านการสื่อสาร
  - ค. ด้านวัฒนธรรม
  - ง. ด้านทักษะทางสังคม
  - จ. ด้านจิตวิทยา
4. ท่านมีสิ่งใดจะแนะนำในการปรับปรุงพัฒนาบทเรียนเพื่อนำไปใช้ต่อไป?
  - ก. ถ้าท่านมีโอกาสปรับเปลี่ยนส่วนใดก็ได้ในบทเรียนที่ผ่านมา ท่านจะเปลี่ยนอะไรเพื่ออะไร?
  - ข. ท่านมีข้อเสนอแนะอะไรในการปรับปรุงเพื่อวางรากฐานวิชานี้

## Translation

### Semi-structure interviewed questions

1. How do you feel about overall teaching/ lesson contents/ materials? (Ask each topic separately.)
  - a. Is it appropriate to your level of proficiency?
  - b. Does it help your learning?
  - c. Does it match your learning style?
  - d. Does it motivate you to study English?
  - e. Does it provide enough practice to give you self-confidence in using English?
  - f. Does it promote collaborative work?
  - g. Does it increase your language proficiency?
2. How do you feel about the evaluation?
  - a. Do you think the evaluation can reflect the real abilities of students?
  - b. Do you have any suggestion to improve the evaluation used for the class?
3. What do you think you gain most from studying this course with TBI? Discuss this in relation to the following
  - a. Linguistic /language aspect
  - b. Communicative aspect
  - c. Cultural awareness aspect
  - d. Social skills aspect
  - e. Psychological aspect
4. Do you have any suggestion for improvement?
  - a. If you have a chance to change any part of the lessons, what will you change and why?
  - b. What are your suggestions for improvement/ implement?

## Appendix L

### A Checklist for Expert to Validate Lesson Plan

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This checklist is a guideline for assessing classroom materials for the research “The Development of the Intensive English Course for Buddhist Missionary Monks Using Task-Based Instruction. It comprises 2 main parts: the outline of the lessons and the lesson plan and materials. Please put a tick in the box that is relevant to your opinion and please feel free to write your comments and suggestions in the last column of each topic.

#### 1. Outline of the lesson

Topics	Opinion			Comments and suggestions
	Yes	No	Not sure	
1. The lesson topics are suitable for the research objectives.				
2. The topics are relevant to the students' needs.				
3. The tasks are useful.				
4. The tasks are authentic				
5. The sequence of the topics is appropriate.				
6. The sequence of the tasks is appropriate.				
7. The time allotment for the lessons is suitable.				
8. The language skills focus is adequate.				
9. The language skills focus is authentic.				
10. The language skills focus is useful.				
11. The lessons cover necessary issues students need to know in order to perform their work abroad as missionary monks.				

## 2. Lesson plan

Topics	Opinion			Comments and suggestions
	Yes	No	Not sure	
<b>Objectives:</b>				
1. The unit objectives are consistent with research objectives.				
2. The unit objectives are appropriate.				
<b>Contents:</b>				
3. The contents are relevant to the students' needs.				
4. The lessons are suitable for the time allotted.				
5. The sequence of the contents is appropriate.				
6. The lessons cover necessary issues students need to know in order to perform their work abroad as missionary monks.				
7. The target language focus is clear and appropriate to students' mixed level abilities.				
<b>Tasks:</b>				
8. The tasks are useful.				
9. The tasks are authentic.				
10. The tasks are engaging.				
11. The tasks are interesting.				
7. The tasks are varied.				
8. The tasks are sufficient to serve the unit objectives.				
9. The tasks are relating to the unit objectives				
10. the sequence of the tasks is consistent with the proposed framework.				
11. The sequence of the tasks is appropriate.				

Topics	Opinion			Comments and suggestions
	Yes	No	Not sure	
<b>Unit 1</b>				
12. The tasks are suitable for the time allotted.				
13. The level of difficulty of the tasks is suitable.				
14. The instruction is clear.				
15. The instruction is appropriate to the monk students.				
16. There is enough practice for the students.				
<b>Materials:</b>				
17. The materials are sufficient.				
18. The materials are user-friendly.				
<b>Evaluation:</b>				
19. The evaluation can measure students' abilities.				
20. The evaluation is appropriate to students' mixed level abilities				
21. the evaluation relevant to the unit objectives.				
<b>Lesson plan:</b>				
22. The lesson plan is user-friendly.				
23. The lesson plan is easy to follow.				





## BIOGRAPHY

Ms.Noppawan Chimroylarp was born on 7 October 1963 in Chonburi. She graduated with a B.A.(Honor) in English Language and Literature from Sri Nakharinwirote University at Bangsaen (currently Burapha University) in 1984 and an M.A. in Teaching English as a Foreign Language from Kasetsart University in 1998.

She started her first job in 1985 as an ESL teacher teaching Indo-Chinese refugee students with the Consortium of World Learning, Save the Children Federation, and World Education at Panat Nikhom Processing Center, Chonburi. Her career path was gradually moved up until she became a teacher supervisor and trainer by the time the refugee camp closed. Her nine years of teaching experience in a cross-cultural environment in a refugee camp pursued her a grant from Ford Foundation to attend the 1995 International Summer School on Refugee Studies Programme at Queen Elizabeth House, Oxford University, UK. After she graduated from Kasetsart University, with her interest in teaching monks and her Master's degree thesis about the needs survey of the Buddhist missionary monks in the USA, she was invited to be a special lecturer at the Training Project for Overseas Going Buddhist Missionary Monks co-conducted by Mahachulalongkornrajavidyalaya University, the Council of Thai Bhikkhus in USA, and the Office of National Buddhism since 1998 until present. She also worked at Sripatum University, Chonbui Campus as an English lecturer for four years. Then she joined an extra-curricular activity of the EIL Program, Chulalongkorn University to embark on educational visits to several universities in California in USA in 2004 where she got chances to also collect her data by personal observation and interviews Buddhist missionary monks in many Thai temples. She had a chance to present her dissertation at CULI's 2006 International Conference entitled "Facing EFL Challenges" in Bangkok and her paper concerned with this research was accepted for publication in CULI's 2006 International Conference Proceeding.

Currently, she works in the faculty of Education, Kasetsart University, Bang Kaen. Her fields of interest are ESP, curriculum and instruction, and e-learning. Her e-mail address is [nchimroylarp@yahoo.com](mailto:nchimroylarp@yahoo.com).