The Effects of Speaking Portfolios on Speaking Ability and Interactional Competence of Thai EFL Undergraduate Students

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ผลการใช้แฟ้มสะสมผลงานการพูดต่อความสามารถทางด้านการพูดและสามัตถิยะปฏิสัมพันธ์ของ
นักศึกษาไทยระดับปริญญาตรีที่เรียนภาษาอังกฤษในฐานะภาษาต่างชาติ

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พิรดา อนุเวช : ผลการใช้แฟ้มสะสมผลงานการพูดต่อความสามารถทางด้านการพูดและสามัตถิยะปฏิสัมพันธ์ของ
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        สามัตถิยะปฏิสัมพันธ์ได้รับความสนใจในวงวิชาการสอนและวัดประเมินทางภาษามาเป็นเวลานาน เช่นเดียวกับ
การใช้แฟ้มสะสมผลงานเป็นทางเลือกหนึ่งในการวัดและประเมินในชั้นเรียนเพื่อให้ผู้เรียนได้มีโอกาสในการสังเกตการณ์ใน
ความก้าวหน้าของตนเองและเพิ่มพูนทักษะภาษาในเวลาเดียวกัน การศึกษาวิจัยครั้งนี้มุ่งเน้นพิจารณาผลการใช้แฟ้มสะสมผลงาน
การพูดต่อระดับความสามารถการพูดและระดับสามัตถิยะปฏิสัมพันธ์ของนักศึกษาระดับปริญญาตรี   โดยมีวัตถุประสงค์
ดังต่อไปนี้ 1) เพื่อศึกษาผลการใช้แฟ้มสะสมผลงานการพูดต่อระดับความสามารถการพูดของนักศึกษา; 2) เพื่อศึกษาผลการ
ใช้แฟ้มสะสมผลงานการพูดต่อระดับสามัตถิยะปฏิสัมพันธ์ของนักศึกษา; และ 3) เพื่อศึกษาเจตคติของนักศึกษาเมื่อมีการใช้
แฟ้มสะสมผลงานการพูดในการจัดการเรียนการสอน เครื่องมือวิจัยที่ใช้ประกอบด้วยบทเรียนที่มีการใช้แฟ้มสะสมผลงานการพูด
ในฐานะสื่อการสอนและเครื่องมือวัดและประเมินการเรียนรู้ แบบทดสอบการพูดซึ่งทำการทดสอบก่อนและหลังการใช้เครื่องมือ
ในการจัดการเรียนการสอน และแบบสำรวจระดับเจตคติ การวิเคราะห์ข้อมูลวิจัยใช้สถิติเชิงพรรณนาและการวิเคราะห์
paired sample t-test ผลการวิจัยสะท้อนให้เห็นว่าระดับคะแนนของนักศึกษาในการทดสอบก่อนและหลังเรียนมีความ
แตกต่างอย่างมีนัยสำคัญทางสถิติทั้งในคะแนนการพูดและคะแนนระดับสามัตถิยะปฏิสัมพันธ์ นอกจากนี้ ยังพบว่าภายหลัง
จากการจัดการเรียนการสอนโดยมีการใช้แฟ้มสะสมผลงานการพูด ค่าระดับเจตคติของนักศึกษาอยู่ในระดับสูงทั้งโดยรวมและใน
รายด้าน

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สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต	....
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Interactional competence has been in the lime light of L2 instruction and assessment over the recent decades as well as the use of portfolio assessment in language classrooms to provide students with opportunities to monitor their own progress as well as enhancing their language skills. This present study was thus conducted to examine the effects of using speaking portfolios on speaking ability and interactional competence of Thai EFL undergraduate students in order to serve three major objectives as follows: 1) to examine the effects of using speaking portfolios on students' speaking ability; 2) to examine the effects of using speaking portfolios on students' interactional competence; and 3) to examine student's attitude towards the use of speaking portfolios in the instruction. The instruments used included instructional materials with the use of speaking portfolios as an instructional and assessment instrument, a speaking test administered at the pre- and post-implementation stage, and an attitude survey form. The data derived were computed and analysed using descriptive statistics and paired sample t-test. The results of this study show that there were statistically significant differences in pre-test and post-test scores of all speaking tasks which could reflect a positive effect of the instruction implementation with the use of speaking portfolios on students' speaking scores and interactional competence scores. In addition, it was found that the result of the attitude survey conducted after the instruction appeared to be at high level both in overall and in every individual aspect.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

It could be observed that the emphasis on English language proficiency in tertiary education has increased significantly in many countries (Chong, & Ellis, 2014; Freeman, 2017; Low, 2016; Mak, 2016; Nallaya, 2012). As English has become more and more important in business, technology, media, and education, the demand for research and development in English language teaching and testing continuously have been seen growing to fulfil individuals and institutions with several instrumental purposes. Many organisations and educational institutes have included English language in their recruitment and admission criteria, and use English test scores to make an inference of the candidates' communication skills. Then upon the further recruitment and admission process, interview which has been considered one of the most commonly used candidate selection tools (Ployhart, Schneider, & Schmitt, 2006) might be conducted in English.

In terms of language instruction and acquisition, speaking skills could be regarded as essential foundation for language learners to achieve effective communication development (Goh & Burns2012). In addition, speaking could also be regarded as imperative macro skill to language learning and assessment as it could provide verbal evidence of what the learners could do and how well they have achieved (Khamkian, 2010). Furthermore, productive language performance such as English speaking scores could be used as a predictor of overall academic achievement of international students studying in an English-medium university (Ginther & Yan,

2017). That means candidates with better English speaking performance could have more opportunity for academic advancement. Effective language instruction and assessment to help develop students' English speaking performance is thus crucial.

Despite having been considered as a very important part of language teaching and learning, English speaking development in Thai EFL students still faces a great deal of difficulties (Boonkit, 2010; Khamkhien, 2010; Sinwongsuwat, 2012;). Khamkhien (2010) based on limited exposure and opportunity to use English in their daily communication and speaking test format could also be regarded as the major problems for English speaking instruction and assessment in Thailand. To help students observe their own speaking performance, and reflect on strength and points-to-improve of both themselves and the instruction, portfolios could be a choice of alternative assessment to support the formation and development of students' speaking performance. A number of studies on alternative assessment using video portfolio, or e-portfolio have been done with a mutual aim to monitor improvement in learners' speaking skills (*Çağatay,* 2012; Jensen and Harris, 2009; Huang & Hung, 2010; Safari & Koosha, 2016; Wang & Chang, 2016). A study of *Çağatay* (2012) reveals that all stakeholders including EFL teachers and students at tertiary level demonstrated positive attitudes towards the implementation of speaking portfolio. *Çağatay* (2012) asserts that speaking portfolios could help foster an improvement in the students' oral skills and self-reflection skills. Speaking portfolios presented via electronic platform were found to benefit learners by allowing more opportunity for self-monitoring and revision during extensive oral practices out of classroom setting (Huang and Hung, 2010).

However, a limitation of speaking portfolios which involves rehearsal opportunities and absence of face-to-face interaction could still be observed (Huang and Hung 2010). In several previous studies (Safari and Koosha, 2016; Tarighat and Kodabakhsh, 2016; Efthymiou, 2012; Huang and Hung 2010; Jensen and Harris, 2009) students were required to demonstrate only their monologue speaking and allowed to rehearse what they were going to say when completing tasks in their speaking portfolio. This could also affect authenticity of the spoken artefact and fairness of the assessment (East, 2015). In addition, monologue speaking activities in the portfolios seemed to limit the practice of skills needed for real-life interpersonal communication. Sinwongsuwat (2012) advocates for including speaking tasks which more oriented towards features of natural conversation such as peer-to-peer non-scripted role-play. Thus, in this present study pair and group speaking tasks were included into the operationalisation of speaking portfolios.

Paired speaking tasks have been found to help boost overall speaking performance of students as well as eliciting wider range of interactional features (Brook, 2009). Integrating paired speaking tasks into portfolio assessment could be a solution for authenticating more interpersonal interaction in the assessment. Despite the claim that rehearsal opportunity in individual speaking portfolios has been perceived as a threat to authenticity of the assessment (Huang & Hung 2010); in the present study, more rehearsal opportunities with peers in a paired speaking task might lead to better collaboration, reflection, and more exposure to communication in target language. Therefore, the present group of intermediate and lower-intermediate EFL undergraduate students could be benefited from rehearsal opportunity in pair during their pre-task planning time (Lam, 2015, 2018; O'Grady, 2019). Furthermore, cross-

examination of students' speaking performance with other face-to-face assessment as recommended by East (2015); Gottlieb (1995); and Huang & Hung (2010) has also been included in the pre-test and post-test of the present study. To help EFL undergraduate students at intermediate and lower-intermediate levels develop their interactional competence which could benefit their academic and professional communication, the approach of explicit CA-based interactional competence instruction (Barraja-Rohan, 2011; Kasper, 2006; Wong, 2002; Wong & Waring, 2010; Young, 2011) with speaking portfolio assessment (Huang & Hung, 2010; *Çağatay*, 2012; East, 2015; Safari & Koosha, 2016) has been selected to be the treatment in this non-randomized one-group pretest-posttest experimental study.

1.2. Statement of the problems

According to Thai Qualification Framework for Higher Education (TQF 1) for Bachelor of Arts, English major curriculum, the population of EFL undergraduate students in the present study were required to demonstrate ability to discuss general topics in daily life, topics related to personal interests and their field of study, and engage in argumentative discussion by the end of their third year. Speaking abilities required for engaging in general and argumentative discussion under a variety of topics and area of interests could be somewhat associated with features of interactional competence such as producing responses contingent on previous speaker contribution (Lam, 2018; Roever & Kasper, 2018), turn taking (Barraja-Rohan, 2011; Young, 2011; Roever & Kasper, 2018, Galaczi & Taylor, 2018), and organisation, or topic management (Galaczi & Taylor, 2018; Teng & Sinwongsuwat, 2015). Based on classroom observations, occupational practicum inspection and first-hand experience

of the researcher as an instructor who have taught and acquainted with the target population, the number of individuals who could demonstrate substantial mastery of spoken language and ability to effectively engage in general and argumentative discussions was found to accounted for less than 50 percent of the English major graduates in each academic year of this university. English proficiency level of current students and the graduates each academic year could be one of important urgent issues that the faculty are trying their best and hardest to improve. Regardless of its benefits to students, awareness of interactional competence development and assessment has been yet far from substantial. Certain features and knowledge of interactional competence have been found to benefit L2 learners in several ways (Brook, 2009; Gan, 2010; van Batenburg et al., 2016). If learners at intermediate and lower proficiency level knew how to employ their knowledge of interactional competence and practice to compensate for their limited linguistic resources (Roever & Kasper, 2018), they would be able to make optimum use of their potential in both academic and professional communication.

Furthermore, the current practice of classroom-based speaking assessment in this university could be observed to be limited to teacher led interview, individual monologic task, and classroom presentation. As could be observed, the speaking assessment tasks appear to be grounded within the demonstration of individual speaking skills only. Interactional-based speaking tasks have not yet been included in the assessment practice. Role-play, paired/group discussion, and other talk-in-interaction activities have only been employed as a part of instructional activity in the majority of English courses. They have not been utilized as assessment approach in the current context. As a result, the summative decision making on whether the

students have sufficient speaking ability to pass the course or to be rewarded with a certain grade point could be limited to only a handful of speech sample derived through a couple of occasions throughout 16 weeks of each semester. This could highlight the issue concerning incompleteness of speech sample in speaking assessment (Bachman, 1990). As mentioned earlier that speaking portfolios could not only provide learners with more opportunity to prepare, practice, and reflect on their growth, but also could it provide teachers with wider range of speech sample as evidences of whether or students have learned and acquired the target language.

Since the 1980s when Kramsch (1986) introduced the term interactional competence and advocated for including this construct into speaking assessment until now this key aspect of face-to-face communication has been yet rather under-researched and under-investigated in second and foreign language learning and testing context (May, Nakatsuhara, Lam, & Galaczi, 2019). Several scholars in language instruction and testing have been advocating for more empirical studies exploring interactional competence and task types in L2 (Lam, 2018; Plough et al., 2018). The issue of which approaches or task designs which could successfully elicit interactional competence and lead to effective use of test scores denoting the test-takers' speaking ability, have still been in demand (Plough et al., 2018).

Regarding the research in language instruction and assessment over the recent decades, the investigations of L2 interactional competence have been in focus. This expanding body of research has provided evidences reflecting the use of conversational analysis (CA) as both a theory and method for describing the features of L2 speakers' interactional competence (IC). Studies using CA to investigate L2 talk-in-interaction have contributed to understanding of how indispensable IC is in L2

communication and interaction (Barrajah-Rohan, 2011; Hall & Pekarek Doehler, 2011; Patharakorn, 2018; Teng & Sinwongsuwat, 2015). In addition, it was also remarked in several studies that EFL students at intermediate level with interactional competence could employ this knowledge to compensate for their limited linguistic resources (Gan, 2010; Roever & Kasper, 2018). However, the research gap concerning the way in which CA could be implemented in order to develop L2 interactional competence and its effectiveness should yet to be further investigated (Barrajah-Rohan, 2011; Chalhoub-Deville, 2003; Hall & Pekarek Doehler, 2011; Lam, 2015; May, Nakatsuhara, Lam, & Galaczi, 2019; Plough, Iwashita, & Banerjee, 2018). In addition, as the operationalisation of speaking portfolios in this present study had included pair and group speaking tasks, students were provided with more opportunities to co-construct and develop interactional competence while constructing their speaking portfolios.

This present study on the implementation of speaking portfolios as instruction and assessment instrument intended to provide more insight to bridge the gap on conceptualization of L2 interactional competence for pedagogical implementation. Further the issues investigated in this study were considered more or less supporting information for aligning research findings to achieve more productive operationalisation of interactional competence as a speaking construct in language instruction and assessment (Lam, 2018).

1.3. Objectives of the Study

This present study was conducted to serve the following objectives:

1.3.1. To examine the effects of using speaking portfolios on students' speaking ability.

1.3.2. To examine the effects of using speaking portfolios on students' interactional competence.

1.3.3. To explore student's attitude towards the use of speaking portfolios.

1.4. Research Questions

This study addresses the following research questions:

1.4.1. What are the effects of using speaking portfolios on students' speaking ability?

1.4.2. What are the effects of using speaking portfolios on students' interactional competence?

1.4.3. What are students' attitudes towards speaking portfolios?

1.5. Statement of hypotheses

To determine the effectiveness of speaking portfolios, students' general speaking performance and interactional competence, Booth, Doumas, & Murray (2017) recommended that precise scientific assumption be made to verify statistical significance. Thus, the following null hypotheses were formulated:

1.5.1. The students' English speaking scores gained from the post-test administered after they have been exposed to the speaking instruction using speaking portfolios may not differ from the speaking scores gained from the pre-test.

1.5.2. The students' interactional competence scores gained from the post-test administered after they have been exposed to the speaking instruction using speaking portfolios may not differ from the speaking scores gained from the pre-test.

1.6. Scope of the study

This present study was grounded within the following aspects:

1.6.1 Physical context: The implementation of speaking portfolios in the present study was carried out in a core subject of English language course for undergraduate students enrolled in Bachelor of Art, English Major Curriculum in Chandrakasem Rajabhat University in Bangkok, Thailand.

1.6.2. Participants: The participants in this study comprised of 42 students whose English language proficiency were at A2 – B2 CEFR, derived from an intact group of English major in Rajabhat University through their enrolment in the following courses: Fundamental Listening and Speaking (ENGL1201), Intermediate Listening and Speaking (ENGL1202), English for Academic Purposes (ENGL3701), and English for Specific Career Purposes (ENGL3702).

1.6.3. Variables:

1.6.3.1 Independent variables: speaking portfolios

1.6.3.2 Dependent variables: students' scores on speaking performance and interactional competence

1.6.4. Target interactional competence features: In this study the target interactional competence included only the following constructs: 1) ability to organise conversation in coherent sequence; 2) ability to open, change, and close the topic; and 3) ability to co-construct transition of the turns by providing response tokens, assessment markers, and adjacency pairs (Barraja-Rohan, 2011; Barrajah-Rohan & Pritchard, 1997; Galaczi & Taylor, 2018; Lam, 2018; Plough et al., 2018; Young, 2011). These features of interactional competence were analysed according to the framework of interactional practice of Wong and Waring (2010) with major foci on turn taking practice and sequential organisational practice.

Non-verbal behaviours such as body gesture, eye-contact, and facial expressions during the interaction are not included in the analyses.

1.7. Definition of terms

1) Speaking portfolios

Speaking portfolios are regarded as a purposeful collection of students' work that documents their progress overtime (Hancock, 1994; Hung, 2012; O'Malley & Valdez Pierce, 1996). The artefacts compiled in the speaking portfolios can range from speech sample, sound records, or VDO records of personal Vlogs, reflections, and peers' comments to teacher's feedback (Hung, 2012).

The speaking portfolios in this present study include a collection of students' pair and group speaking tasks by which the students themselves construct, collect, revise following the feedback from teacher and their reflections, and then selectively compile the series of video clips recording their speaking to present for assessment at the end of the course.

2) Speaking ability

Theoretically speaking ability refers to ability to conceptualize and formulate (Thornbury, 2005) and employ linguistic resources to articulate or produce auditory signals or verbal utterance aiming to convey meaning, idea, information, and feelings to the listener, and to derive a variety of responses from the listener (Florez, 1999; Howarth, 2001; Bygate, 1987; Bailey, 2005).

In the operationalization of this present study speaking ability is defined following top-down theoretical framework and considered the interactive process of spoken text production in order to convey idea, information, feelings, and meaning as well as providing responses to verbal and non-verbal input. Therefore, ability to speak can be observed through a series of activities which requires students to interact to one another, and produce appropriate form and meaning of spoken language to convey their thoughts, feelings, information, and intention as well as providing responses to their interlocutor (Luoma, 2004; Bailey, 2005; Thornbury, 2005).

The measurement of speaking ability in this present study was operationalised based on the speaking assessment rubric adopted from Teng and Sinwongsuwat (2015) which included the following components: grammar resource, lexical resource, pronunciation, discourse management, and interactive communication.

3) Interactional Competence

According to Kramsch (1986) interactional competence is regarded as the ability to interact in a purposeful and meaningful way, considering sociocultural and pragmatic dimension of the speech situation, event, and acts. In terms of oral communication, interactional competence is considered multifaceted and including

aspects of interactive listening, topic management, turn management, break-down repair, and non-verbal or visual behaviours (Barraja-Rohan, 2011; Galaczi and Taylor, 2018; Lam, 2018; ; May, Nakatsuhara, Lam, & Galaczi, 2019; Plough et al., 2018; Young, 2011).

In the operationalization of this present study, the emphasis of interactional competence includes only interactional features which can be verbally observable during an exchange of conversations as follows: 1) ability to organise conversation in coherent sequence; 2) ability to open, change, and close the topic; and 3) ability to co-construct transition of the turns by providing response tokens, assessment tokens, and adjacency pairs (Barraja-Rohan, 2011; Barrajah-Rohan & Pritchard, 1997; Galaczi and Taylor, 2018; May et al. 2019).

In this present study the measurement of interactional competence was derived from the framework of interactional practice of Wong and Waring (2010). The aspects of interactional competence in participants' speaking performance were measured in terms of ability to conduct turn taking practice including turn allocation, turn construction, and provision of contingent response to the prior turn, and sequential practice including provision of appropriate response sequence, construction of opening-centering-closing sequence, and acknowledgement of opening-centering-closing sequence (Wong & Waring, 2010).

4) Thai EFL undergraduate students

In the local context of this present study, Thai EFL undergraduate students are 42 undergraduate students studying in Chandrakasem Rajabhat University, majoring

in English. The third year English major students who participate in an English class this present study are to be assigned to the teacher-researcher as an intact group.

5) Conversational analysis (CA)

Conversational analysis (CA) is a methodology for analysing a broad range of speech exchange systems, or spoken interaction (Markee, 2007). Wong and Waring (2010) explained the originality of conversational analysis as a field of study in sociology originated in the 1960s with the work of Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. Conversational analysis has later spread rapidly beyond the field of sociology, and framed the work of scholars and practitioners in a variety of disciplines, including: applied linguistics, anthropology, psychology, and communication studies (Wong & Waring, 2010).

Heap (1997) has pointed out the central focus of CA work which involving the sequential organization of conversation as turns at talk. It could be observed that researchers on language and education have widely employed conversation analysis as a method to advance understanding of classroom talk as a variant of naturally occurring conversation, and to explore and clarify a wide range of pedagogical, assessment, classroom management, and community relation issues in educational settings (Heap, 1997).

In this present study, conversational analysis (CA) was employed in two major ways. First, it has been reviewed to establish the guideline for designing and developing SPICS instructional materials. Furthermore, during the analysis of qualitative data concerning students' speaking performance, conversational analysis (CA) was employed to transcribe and interpret speech features denoting speaking

ability and interactional competence (Atkinson, & Heritage, 1984; Heap, 1997; and Wong & Waring, 2010)

6) Attitude questionnaire

An attitude is defined by Allport (1935: 810) as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related".

Language attitudes refer to the extent to which L2 learners perceive the L2, its speakers, its community, its culture as well as the tangible or utilitarian benefits that L2 can bring to its seekers. Success in second or foreign language learning is associated with the learners' positive attitudes and strong motivation (Cheng & Dörnyei, 2007).

Attitude questionnaire in this present study was employed as an instrument to collect quantitative data to determine whether the students find the implementation of speaking instruction using speaking portfolios beneficial to them. The 15 items of 5-Likert scale questionnaire were developed following the framework of Goh & Burns (2012); Gardner (1985); and Krathwohl, Bloom, & Masia (1956).

1.8. Significance of the study

1.8.1 Theoretical significance:

Although L2 spoken interaction has assumed greater importance, in light of the growing role of the communicative approach to language teaching, learning, and assessment in the last two decades (Galaczi & Taylor, 2018), its theoretical conceptualisation and practical operationalization have been yet to be further

developed in terms of second and foreign language instruction and assessment (May et al. 2019). This present study which has aimed to investigate the implementation of CA-based interactional competence instruction and speaking portfolios in Thai EFL context might be able to provide more insight into teaching, learning and assessing interactional competence in a comprehensive and learner-friendly way (May et al., 2019).

In responding to Lam's (2018) advocate for more empirical studies on interactional competence to bridge the gap of L2 interactional competence conceptualization and aligning research findings to achieve more productive operationalization of the construct in learning and assessment, this research study could be one of classroom action research in the field of language instruction and assessment to provide more insight into this area. Furthermore, the findings might help extend more testimony for interactional competence on whether or not assessment format of alternative assessment and task types would affect the degree of interactional competence development (Plough et al., 2018; Galaczi and Taylor, 2018). In addition, an implementation of CA-based instruction on interactional competence integrated with operationalization of classroom based alternative speaking assessment could be further introduced to Thai EFL context.

1.8.2 Pedagogical significance:

The experiment and investigation in present study has been proposed to gain more insight into possible solution for developing speaking and interactional competence in low to intermediate EFL learners. Integration of paired speaking tasks into portfolios and introducing this assessment approach for learning to Thai EFL

class in combination with CA-based interactional instruction could provide more alternatives for English language teachers who would like to improve their learners' speaking ability in Thai context. Moreover, the reference framework for speaking rating scales to assess interactional competence with an implementation of speaking portfolios and through several kinds of speaking tasks in this study could be adjusted, replicated, and reused in language classroom under similar contexts.

จุฬาลงกรณ์มหาวิทยาลัย

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CHAPTER 2

LITERATURE REVIEW

The review of related literature and previous studies has been divided into 6 sections as follows:

2.1 Speaking ability

2.2 L2 speaking instruction

2.3 L2 speaking assessment

2.4 Interactional competence

2.5 Interactional competence instruction

2.6 Interactional competence assessment

2.7 Portfolio assessment

2.8 Attitude

2.9 Related previous studies

2.1. Speaking ability

2.1.1 Definition of speaking ability

In order to develop a speaking instruction and assessment, teachers and developers should have clear understanding of what it means to be able to speak a language so that they could transfer the understanding to the design of tasks and rating criteria. This could begin with clarifying the definition of speaking in general. Speaking could be defined with respect to two major perspectives, bottom up and top-down. According to Bygate's (1987) bottom up perspective, speaking is basically viewed in relations to motor perceptive skills and defined as the production of

auditory signals aiming to derive a variety of responses from the audience. This involves combining sounds in a systematic way, according to specific language principles to form meaningful utterances. Thus, the bottom-up speaking ability could be dominated by pronunciation accuracy, lexical resources, and grammatical structure at sentence level (Bailey, 2005).

Speaking in top-down perspective is considered systematic production of verbal utterances to convey meaning (Bailey, 2005), and comprised of broader communication skills including decision making and cooperating with interlocutor in real time (Bygate, 1995). According to this we could define speaking as two-way process of conveying ideas, information, or emotions to the audience (Florez, 1999; Howarth, 2001). The spoken text following top-down perspective of speaking could thus be an outcome of co-construction between interlocutors in shared time and context.

Thornbury (2005) argues that speaking involves linear of utterance production that occurs in real time, and can be considered contingent by nature. The contingence of speaking which accounts for its spontaneity, could be based on the fact that the utterances produced by each interlocutor might be more or less interdependent to one another. As in real-life speaking situation, such as an everyday conversation in particular, each utterance production might overlap with the production of the previous one and planning time could be very limited.

More or less the same as Thornbury (2005), Burns & Joyce (1997), and Luoma (2004) also elaborate the interactive nature of speaking into their construct definition. They define speaking as an interactive process of constructing the meaning that involves spontaneous producing, receiving, and processing information in

context. That means the language forms and meanings depend on the context in which the speaking takes place, including purposes of speaking, physical environment, and the participants themselves. Thus, the spoken text or speech might not always be predictable, yet rather open-ended and evolving.

In the operationalization of this present study speaking ability is defined following top-down theoretical framework and considered the interactive process of spoken text production in order to convey idea, information, feelings, and meaning as well as providing responses to verbal and non-verbal input. Therefore, ability to speak could be observed through a series of activities which requires students to interact to one another, and produce appropriate form and meaning of spoken language to convey their thoughts, feelings, information, and intention as well as providing responses to their interlocutor.

2.1.2 Speaking as meaningful interaction

Bailey (2005) argues that an interaction takes place when two or more people communicate with one another. Thus, it could be observed that a typical spoken interaction may be comprised of two or more people talk to each other about a topic of their mutual interests. The purpose of their talk could be to pass the time, to amuse each other, to share opinions, or to accomplish a certain task. In addition, they could also aim to do several of these and other things at once. Most of the time their spoken interaction could probably be situated in real time. They might not have all the time in the world to plan, prepare, and revise a complete version of what they would say in advance. Due to this nature of spoken interaction, it could be commonly observed that speakers construct their spoken text as the talk unfolds, or even co-construct it with

their interlocutor. They hence need to use some linguistic strategies such as pause fillers, hesitations, and so on to buy some time to think of what to say in their responses. In addition, they might also be required to take feedback from their interlocutors into account to avoid misunderstandings (Goh & Burns, 2012). The point in their interaction could be that they do these things together. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes – which could be both shared and individual (Luoma, 2004: 20). Characteristics of speaking that makes it a meaningful interaction are as follows.

2.1.2.1 The openness of meaning in interaction

Spoken text found during an interaction could be open-ended and evolving. This refers to the openness of meaning in the interaction. Luoma (2004) asserts that when people talk to one another, they have to interpret the meaning of what they are saying and hearing. However, the meaning may not always be explicitly presented and meaning of each utterance in the interaction could be interpreted into more than one way. It could be observed during a conversation that an utterance could convey several meanings when the speakers use it to discuss different topics. By selectively using certain utterances in certain speech situations, the openness of meaning in spoken interaction could be employed to indicate the speaker's attitude towards the topic and towards the other participant(s), or to reflect the speaker's topical knowledge, as well as signalling the move of the conversation, and more. The openness and non-explicitness of meaning appears in many verbal forms, and it has many motivations.

2.1.2.2 Purposes of interaction: Listener related or information related

The purposes of speaking each time could be different as speech events differ from one another. Brown, Anderson, Shillcock, & Yule, (1984) characterise two main purposes of speaking as follows: 1) for chatting or listener-related; and 2) for giving information or information-related. However, it is yet impossible to draw a clear-cut border and divide purposes of speaking into dichotomous system, as speech rather varies in dimension along which sections of talk will be situated. Moreover, both types of talk could occur in one speech event, and the same time; in fact, this is what normally happens (Brown et al., 1984).

Brown et al. (1984) explains listener-related talk, or chatting as the exchange of casual conversational turns with another speakers. The primary purpose is to make and maintain social contact. In a general chat, topics are not necessarily discussed very deeply. It is more important to create a positive atmosphere and agreement than to precisely express oneself or to be completely truthful. In first language, individual chatting and communicating styles are closely connected to personality and may not be taught (Brown et al., 1984). However, in second and foreign language speaking instruction some focus on basic phrases for chatting are considered necessary. Furthermore, understanding of learners' personalities and their social behaviours which based on their cultures as well as appropriate topics for intercultural communication should also be taken into consideration when planning second and foreign language speaking instruction and assessment (Luoma, 2004).

Brown's concept of information-related speaking (Brown et al. 1984) refers to verbal communication which aims to transfer information on particular topic.

Speaking in professional context mostly belongs to this end of the continuum, for example, police officers talking to witnesses, nurses and doctors talking to patients and to each other, or factory workers interacting with each other.

Information-related talk is also very much a part of language teaching and learning, and the situations mentioned above could be found included in speaking assessment as well. Therefore, techniques for more effective information-related speaking could be taught (Brown et al., 1984; Luoma, 2004). Major aim of information-related talk in general is to get the message across and to confirm that the listener has understood it. Establishing common ground, giving the information in bite-size chunks, logical progression, questions, repetitions and comprehension checks help speakers reach this aim. These features should therefore appear in students' performances on information-related speaking tasks (Luoma, 2004; Bailey, 2005).

2.1.2.3 Social situations of interaction

One set of features that has an influence on the spoken interaction and its dynamic is the social and situational context in which the interaction happens. Hymes (1972) structures these concerns into a framework that forms the acronym SPEAKING. The framework has so many categories because it is meant to be applicable to a large variety of social situations, but all of them may not be relevant for every situation.

The **SPEAKING** framework lists the potential social and contextual factors influencing speech as presented in the following table.

Table 2.1: SPEAKING Framework

Situation	The physical setting (for instance a classroom) and nature of the event (for instance an end-of-term test of speaking).
Participants	Speaker, hearer, audience, etc.; for instance, two examinees, an interlocutor and an assessor (whether present in the situation or absent, only listening to the interaction afterwards from tape).
Ends	Conversational outcomes of the event, if any. For instance, accomplishing whatever task is the goal of the event, or producing a test score and verbal feedback. The ends also include the individual participants' goals, such as exposing the strengths and weaknesses of the examinees' speaking ability, showing one's ability to speak a foreign language at its best, or making fair and equitable assessments.
Act sequence	The form and content of speech acts: the content of what is said, and the way it is said: how each act is spoken, and the sequence of acts in the discourse.
Key	Tone, manner, or spirit of act; for instance, supportive, friendly, open, formal, impersonal, tentative, withdrawn.
Instrumentalities	Channel or mode, e.g. spoken, written, pre-recorded. Form of speech: dialects, accents, and varieties used.
Norms	Norms of interpretation and norms of interaction, such as right/responsibility to initiate topics, ask questions, express views, ask for clarification, explain, and elaborate.
Genre	Categories such as a joke, lecture description, instruction, storytelling, presentation.

(Derived from Luoma, 2004: 24 – 25)

Language teachers could employ SPEAKING framework to plan speaking lessons as well as practice and assessment tasks. Likewise test developers could use this framework to outline the initial plan of their tests. The framework provides a guideline for describing the test construct in details. Later in the development work, the tester could consult the framework when making comparison of individual test administrations against each other, to ensure the fairness. The categories could be used to compare speaking in the test with other speaking situations that the examinees are likely to meet outside the test. This is significouldt because the speaking test scores may be used to predict the test-takers' ability to handle the non-test situations on the basis of their speaking ability (Luoma, 2004).

2.2 L2 speaking instruction

For many decades, L2 speaking instruction has been through a number of debates and certain amount of development over abstract theories, practical techniques and classroom materials (Harmer, 2007). The very first stepping stone could possibly be marked in 1940s when the Audio-lingual teaching method was deployed originally in military education and training context. Later in 1970s, such method as the Silent Way led teachers to limit their talking and put the onus on their students. However, the advocate of Silent Way did not seem to make a success as it has not been as widely used nowadays. Unlike other methods such as Grammar – translation and Communicative Language Teaching (CLT) that disembarked onto the road of L2 speaking instruction around the same period of time. The name Grammar-translation method was first introduced in 1980s to the language teaching method by

which presenting students with short grammar rules and words lists along with translation exercises in which the same rules and words had to be used.

Among these concepts of L2 teaching method, there are two main directions of instructional sequence order: bottom up and top-down.

2.2.1. Bottom-up speaking instruction

Speaking instruction has been seen to aim for helping learner develop L2 linguistic competence from mastering the sounds, words, to grammar pattern of the target language (Bailey, 2005). The approach to teach bits and pieces of L2 until learners could put them all together and communicate has been regarded as bottom-up speaking instruction. Bottom-up speaking instruction approach has been adopted by audio-lingual disciples. In terms of speaking instruction, the bottom-up approach suggests that teachers should start with teaching the smallest units of sounds before taking a step forward to verbalizing words, then mastering the formation of sentences and finally reaching longer connected speech at discourse level (Cornbleet & Carter, 2001: 18; Bailey, 2005: 3). The audio-lingual teaching materials mostly present the learners with structured and de-contextualised practice tasks (Hughes, 2011). Limitations of this approach could be based on the fact that when the interactive and social aspects of speaking are overlooked, conceptualization of speaking performance may be restricted to psychomotor sense only. Furthermore, it might be difficult to ensure a concrete transition from classroom practice to real life use of speaking skills (Luoma, 2004; Thornbury, 2005).

2.2.2 Top-down speaking instruction

In contrast to bottom-up design, top-down speaking instruction would rather focus on encouraging leaners to take part in spoken discourse than practicing pronunciation and sentence formation in isolation (Bailey, 2005; Goh and Burne, 2012). The top-down sequence could be found in interactive instructional method suggested by Thornbury (2005). In order to promote interactional competence, Thornbury (2005) suggests that speaking instruction should include three main stages in the practice: 1) conceptualization; 2) formulation; and 3) articulation, and at the same time learners' self-monitoring mechanism is also needed. The repertoire of communication and discourse strategies is considered useful for learners in a top-down speaking class because it allows students to achieve a degree of communication beyond their immediate linguistic means (Thornbury, 2005).

2.2.3. Rethinking current practices in teaching speaking

Goh and Burns (2012) raise an observation that in the past peaking skills were typically taught with a focus on acquiring correct pronunciation and grammar. For example, the repetition of modelling and drilling in audio-lingual method was establish to ensure that students learned correct forms and appropriate pronunciation. Later, upon the advent of communicative language teaching, the dynamic of second and foreign language instruction shifted to encouraging learners to produce more meaningful language in context by using their current linguistic resources. Communicative language teaching emphasizes its instructional focus on providing extensive practice on oral communication among language learners. Pair and group tasks that require learners to communicate in target language when completing the

tasks with their classmates are often used in communicative language curricular in order to increase students' talk time and speaking fluency. Feedback and correction on language usage are minimized during the communicative activities. The learning of grammar, pronunciation, vocabulary, and correct language forms are to be carried out in context. Furthermore, learners are also encouraged to use communication strategies to compensate for their limited linguistic resources.

Although communicative instructional activities seemed like a good method as it could allow learners to acquire speaking skills in context of which closely resemble to the authentic ones, the result might not all the time as fruitful as expected. Weaknesses of communicative language curricular may lied in minimal attention to accuracy and in some case this may effect learners' speaking ability at discourse level, especially in academic context (Goh & Burns, 2012). This limitation of communicative instructional activities could be replenished by designing the CLT speaking instruction with academic settings in mind. Defining speaking ability that second or foreign language learners needed for verbally communicating during their enrolment in schools or colleges might help prepare them with adequate L2 speaking for the types of communication and genre involved. Goh and Burns (2012); therefore, propose a teaching approach that could account for both tangible speaking outcomes as well as the cognitive and affective processes of learning to speak second language as follows.

Goh & Burns' (2012) initial principles for teaching speaking:

(1) Include activities that could potentially develop learners' speaking skills for engaging critically with their academic learning and social environment.

(2) Plan activities that draw learners' attention to linguistic forms, discourse structure, and vocabulary so ast to develop the learners ability to speak accurately.

(3) Consider the teacher's role in scaffolding classroom interaction so that learners are guided progressively towards effective speaking skills.

(4) Make the classroom environment non-threatening, and encourage guided reflection or discussion to help learners monitor and eventually lower their language anxiety.

(5) Teach learners to use strategies for dealing with anxiety and improve their speaking performance.

2.2.4 Framework for L2 speaking instruction

It could be essential that EFL teacher recognise the importance of speaking and consider organizing instruction activities for learners based of methodological framework and pedagogical model for classroom implementation (Goh & Burns, 2012). In their book on teaching speaking using holistic approach, Goh & Burns (2012) introduce a model of teaching cycle for developing students' speaking. The seven steps of teaching speaking cycle comprise of 1) focus learners' attention on speaking; 2) provide input and/or guide planning. 3) conduct speaking tasks; 4) focus on language/ discourse/ skills/ strategies; 5) repeat speaking tasks; 6) direct learners'

reflection on learning; and 7) facilitate feedback on learning. At each stage of this cycle, teacher has been considered having critical role to facilitate the practice and learning, and providing input and feedback. Collaboration and dialogue among peers could be incorporated into a variety of stages along the cycle, this could provide students with more opportunities to speak while working together. Goh & Burns' (2012) series of learning activities sequenced in cyclical order is presented in Figure 3.1 as follows.
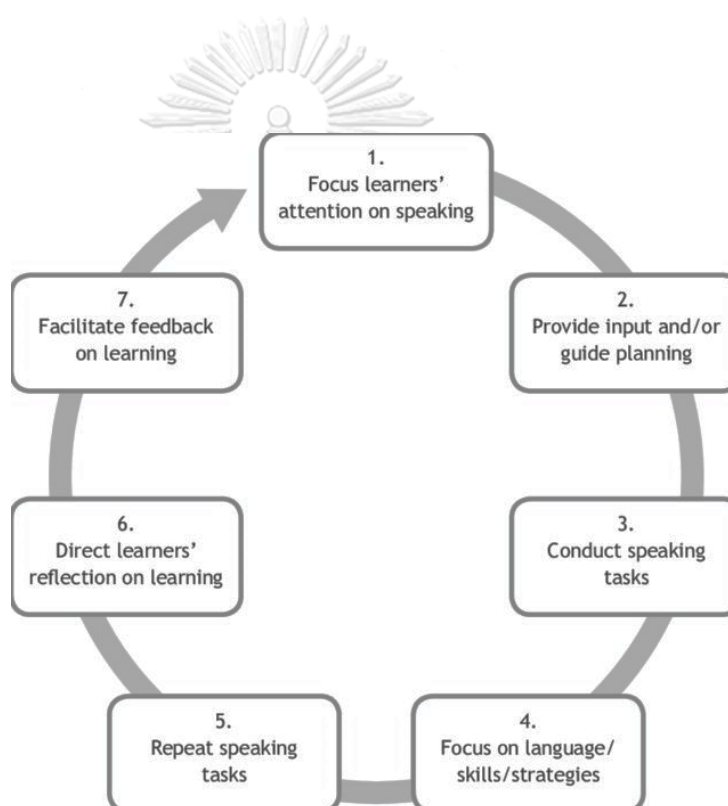
Figure 2.1: The teaching-speaking cycle (Goh & Burns, 2012)

According to Goh & Burns (2012), the first stage: Focus learners' attention on speaking is aiming at raising students' awareness of metacognitive knowledge in relations to person knowledge, task knowledge, and strategic knowledge respectively. This provides students with a preparation for approaching a specific speaking task.

The second stage of providing input/ or guide planning is aiming at giving students some support for the speaking task that they are about to do. At this stage students are also allowed to take time to plan what they are going to say and how they are going to say it. The preparation in this stage involves teaching of language in focus; allowing students to reconstruct, or reorganise linguistic knowledge, recycling or reactivating learners' specific language resources needed for the task; giving students some time to process and clarify their ideas related to the content for the task; leading students to interpret tasks in more demanding ways and use language to express more complex meaning (Skehan 1998; Goh & Burns, 2012).

In stage 3: conduct speaking task, students are to be provided with context where they could practice speaking through a communication task. The task should encourage students to express their meaning with linguistic knowledge, skills, and strategies they have. In other word, this stage of the cycle encourages students to develop fluency of expression without having to concern too much about accuracy or form. Their efforts are also made less demanding by the teacher-guided or individual pre-task planning that has taken place in the previous stage.

The fourth stage that involves focusing on language/ skills/ strategies is compensating for the lack of attention to explicit teaching of relevant language, skills, and strategies that contribute to effective speaking. The aim of this stage to address this limitation leads teacher to create more opportunities for students to improve their language accuracy as well as enhancing their effective use of skills and strategies by draw students' attention to selected parts of the fluency task they have completed.

At the stage 5: repeat speaking task, students carry out the speaking task of stage 3 again. The difference between stage 3 and stage 5 is that the students have had

chance to analyse and practice selected language items or skills during stage 4. Therefore, they are able to apply this knowledge in order to improve their performance. The repetition of speaking task in this stage could be carried out in a variety of ways. It is recommended by Bygate (2005) that whole task or parts of the original task are repeated. This could be carried out by having students change groups or speaking partners. Repetition of speaking task in this stage could benefit students in the way that it could help reduce cognitive overload and facilitate automaticity in combining wide range of linguistic knowledge and skills through rehearsal.

Stage 6: direct students' reflection on learning involves students reflecting on their learning experiences. This is different from stage 1 in the way that students are encourage to self-regulate their own learning through monitoring and evaluating what they have learned from the prior stages. This is also considered an opportunity for students to consolidate their knowledge about language, skills, and strategies use. Teacher could encourage students to think about their learning in pairs, or in small groups. This activity encourage students to draw on their experiences and consider how they could prepare themselves for future tasks of a similar nature.

In the final stage of Goh & Burns' (2012) framework of teaching-speaking cycle, important feedbacks from teacher on students' performance in the earlier stages is to be provided. It is often difficult to give immediate individual feedback to every student in a large class. Yet, along the way through this cycle, students have been required to record their thoughts in stage 6, it is now possible to offer some personal feedback based on what the student have reflected about their own learning experiences. This feedback could take many forms, and be given in form of guided peer feedback as well.

In addition to Goh & Burns (2012), Richards (2008) asserts that in designing speaking activities or instructional materials for ESL and EFL teaching, the difference between functions of speaking performs in daily communication and the purposes for which the students develop their speaking skills need to be recognised. Consideration of styles (i.e. formal or informal) and functions of speaking (i.e. maintaining social relations or exchange of information)could account for the pedagogical implications on kinds of speaking skills and speaking strategies to be taught in class as well as addressing the design of instructional activities.

According to the current EFL context and English proficiency level of learners in the present study, teaching speaking on the basis of *talk as performance* (Richards, 2008) seems to be more suitable and practical to scaffold the students for develop their interactional competence and speaking ability (Brown & Yule, 1983; Burns, 1998; Jones, 1996).

Speaking instruction with major emphasis on performance or teaching talk as performance (Richards, 2008) requires various teaching strategies including preparation and scaffolding (Jones, 1996). This approach involves providing students with example or model of speeches through audio or video recording as well as written examples. These spoken texts are later to be analysed or 'deconstructed' to make explicit how such texts work and what their linguistic and other organisational features are (Richards, 2008). After the presentation and deconstruction of the sample spoken texts, student work jointly on planning their own texts, which are then to be presented to the class. Feez & Joyce (1998) provides a good model for teaching speaking focus on performance which involves five instructional phases as follows.

Phase 1 Building the context

In this stage students:

- Are introduce to the social context of an authentic model of the text-type being studied.

- Explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.

- Explore the immediate context of situation by investigating the register of a model text that has been selected based on the course objectives: to build knowledge of topic; understand the roles and relationships of the participants involved; and understand the channel of communication being used.

Phase 2 Modelling and deconstructing the text

In this stage students:

- Investigate the structural pattern and language features of the model.

- Compare the model with other example of the same text-type.

Phase 3 Joint construction of the text

In this stage:

- Students begin to contribute to the construction of a whole example of the text-type.

- The teacher gradually reduce the contribution to text construction, as the students move closer to being able to control text-type independently.

Phase 4 Independent construction of the text

In this stage:

- Students work independently with the text.

- Students' performances are used for achievement assessment.

The speaking tasks at this stage could involve role plays, simulated or authentic dialogues.

Phase 5 Linking to related text

In this stage, students investigate how what they have learned in this teaching and learning cycle could be related to via the following activities:

- Role-playing of what could happen if the same text-type is used in their real-life situations.

- Comparing the spoken transcription.

- Researching how a key language feature used in this text could be used in other text-types or situations.

Figure 2.2: Teaching speaking as performance framework (Feez & Joyce, 1998)

According to the speaking instruction frameworks presented in Richards (2008), assessment of speaking performance is based on the independent construction of spoken text in phase 4. However, assessment and evaluation of students' speaking appear to be isolated from learning process.

According to the remarks of Feez & Joyce's (1998: 29), modelling and deconstruction in the second phase could be done at both the entire text, clause, and expression levels. It is at this stage where explicit teaching activities (including CA-based interactional competence instruction) take place.

2.2.5. Spoken text for speaking instruction

It has been recommended by Thornbury and Slade (2006) that dialogue scripts in speaking course books reflect kind of authentic language people naturally use in real life situations outside the classroom (Thornbury and Slade, 2006; Goh and Burns, 2012). However, there are still many speaking course books and materials providing scripted or introspected texts based on traditional grammars derived from written language. Those materials often demonstrate spoken exchanges as neat, fluid, predictable, and unproblematic for the speakers as exemplified below (Porter and Roberts, 1981 cited in Burns, Joyce, & Gollin, 1996; Goh & Burns, 2012). The following aspects of artificially designed spoken text could be observed.

- Utterances often occur as fully formed and complete sentences.

- Certain structures are repeated rather unnaturally.

- Each speaker takes distinct turns with no overlapping of talk, hesitations, or listener feedback.

- Each speaker gives approximately same amount of talk.

- The speakers use formal and standardized language forms.

- Vocabulary is usually restricted to one topic or field of discourse.

- Speakers tend to make overly explicit references to people, objects, or experiences.

- Contextual knowledge is very explicitly provided throughout the text, and there is often limited presence of shared knowledge.

In contrast to general scripted dialogue in speaking course books, most of authentic spoken language, especially in casual social interaction might not appear to be furnished with high level of grammatical, lexical, and structural mechanism, yet rather rendering pragmatic use. This could be due to the fact that speakers might be often obliged to create meaning according to immediate needs in each conversation. Therefore, "core grammar" of spoken language could probably emphasize conjunctions, deixis, simple past and present verb tense forms, question formulation, and head and tail fillers (Thornbury and Slade, 2006 cited in Goh and Burns, 2012).

It could be observed that the spoken form of language is presented as having a rich and diverse grammar of its own. In spoken language, a reduced form of grammar and specific meaning of vocabulary requiring mutual experience and understanding to interpret could be found. In addition, the speakers might be observed to use contracted and shortened forms in the familiar pattern of their ordinary everyday speech. The utterances could be thus typically short and often elliptical. Construction that could be found occurring commonly in speech might not be necessarily acceptable in formal and dignified writing. (Yungzhong, 1985: pp. 15, in Hughes, 2011: pp. 52)

Spoken grammar as well as vocabulary used in textbook for a speaking instruction could be selected and developed following the descriptively oriented model of grammar in Figure 2.3.
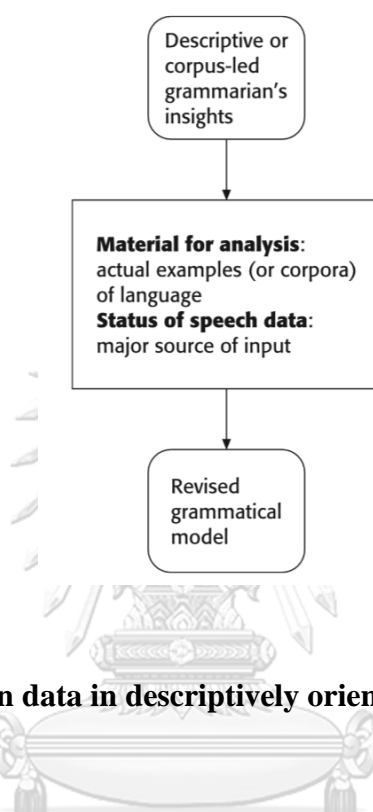
Figure 2.3 Spoken data in descriptively oriented models of grammar

The instructional material used in a study of Barrajah-Rohan (2011) was developed by the teacher-researcher following CA concepts of which included naturally occurring audio and video records of unscripted conversations. This method of spoken text development has been considered relatively resembling the model of using spoken data in descriptively oriented grammar. This present study had also made use of sample format of spoken text in the CA-based course book "Beyond Talk: A Course in Communication and Conversation Skills for Intermediate Adult Learners of English" (Barraja-Rohan & Pritchard, 1997), with the transcription using simplified version of CA, and the descriptively oriented models of grammar based on

spoke data to specify the spoken text and design the instructional materials for teaching interactional competence in a speaking course.

2.3 L2 Speaking Assessment

Speaking assessment is somewhat interrelated to listening, and the test-takers' speaking often involves the aural intake from their interlocutors (Brown, 2003). In addition, speaking assessment in L2 learning context can provide an insight into learners' progression and achievement in oral communication skills (Goh & Burns, 2012). As a result, many educational systems have directed their focus toward assessing students' ability to speak the target language based on the outcomes and benchmarks of their performance. Therefore, students' speaking ability can be assessed by referring to criteria that describe the ability to perform a series of certain tasks (Brindley, 1998). The development of L2 speaking assessment tasks can be discussed and conducted in terms of cycle of assessment as follows.

2.3.1 Cycle of assessing speaking

Based on Luoma (2004) concept of speaking as meaningful interaction between people, the assessment focusing on linguistic features would be directed toward appropriate function of meaning in context and comprehensibility of pronunciation. Interactive and social features of speaking could make conversations with different people turn out to be different even if the speakers have more or less the same things to say, because speakers react to each other and construct discussion together. As well as meaning, choices of expressions could thus vary according to the situation. Therefore, the upon the procedures to design of rating criteria and rubrics

the testers should bear in mind that pauses and repletion may not always be a mark of deficiency. The test-takers may repeat or mirror the other speaker's phrases and structures or develop topics by referring to earlier turns and building up on them. They may also use a long pause to express certain feelings or draw attention of the interlocutor (Plough et al., 2018). Then these features show that they know how to work interactively with other speakers. These important points should be taken into consideration when developing a speaking assessment. In addition, the following cycle of assessing speaking proposed by Luoma (2004) can be adopted for the practice.

- Define the kind of speaking they want to test in a particular context.

- Develop tasks and rating criteria that test this.

- Inform the examinees about what they test.

- Make sure that the testing and rating processes actually follow the stated plans.

2.3.2 Classroom Based Speaking Assessment

The following taxonomy for oral production (Brown, 2003: pp. 141 - 142) had been employed as the framework for fundamental types of speaking tasks in classroom assessment in this present study.

1) **Imitative**: At one end of a continuum of types of speaking performance is the ability to simply parrot back (*imitate*) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. At the imitative level of speaking task, only the

pronunciation is emphasized; without any inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. As it does not particularly require active listening in an imitative speaking task, this task type may not be included in the series of speaking task to assess students' interactional competence in this present study.

2) **Intensive**: A second type of speaking assessment is the production of short stretches of spoken language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological compositions (i.e. such prosodic elements as intonation, stress, rhythm, and juncture). The speaker must be aware of semantic properties in order to respond, but interaction with an interlocutor might be restricted to as minimal as possible. Examples of intensive speaking assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion tasks, limited picture-cued tasks using simple sequences, or translation up to the simple sentence level.

3) **Responsive**: This type of speaking assessment tasks include interaction and test comprehension; however, at rather limited level of very short conversations such as standard greetings and small talk, or simple requests and comments. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps a couple of follow-up questions or retorts.

4) **Interactive**: Interactive speaking assessment tasks differ from responsive tasks in terms of length and complexity of the interaction. Interactive tasks sometimes include multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which has purpose of

exchanging specific information or interpersonal exchanges. The primary purposes of an interpersonal exchange interaction is to maintain social relationship. Furthermore in interpersonal exchange, the production of spoken language can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, humour, and other social conventions.

5) **Extensive**: Extensive speaking assessment tasks are normally performed individually in form of a monologue speaking. This kind of tasks include a variety of speeches, oral presentation, and story-telling during which the opportunity for spoken interaction between the speaker and listener(s) can be found either highly limited to only nonverbal responses, or ruled out altogether. In extensive speaking assessment tasks, style of spoken language is frequently more deliberative (pre-task planning can probably be included) and formal. However, some certain informal monologues can not be ruled out; for instance, a casually delivered speech about leisure activities, memorable experience, or retelling the plot of a novel or movie.

Goh and Burns (2012) point out the fact that intrinsic challenge in speaking classroom is possible to be posted for both teachers and learners at the same time. Speaking classes seldom provides teachers and learners with a clear record of one another's performance because spoken language is transient, and there is a little record of it once the activities have finished. This somewhat depicts the measurement limitations involve incompletion of speech sample that may affect subjectivity in assessment (Bachman, 1996). In order to gain more access to as complete range of

evidence to define students' speaking ability throughout a speaking course, alternative assessment can be implemented to extend more opportunity to observe and keep record of students' speaking performance.

2.3.3. Alternative Assessment

Brown (2003) defines alternative assessment as an umbrella term governing range of assessment approaches that provide supplement elicitation of more authentic and meaningful communication to represent language learners' ability to use the language. In addition to his explanation, the following qualities can be found in alternative assessment.

- Continuous long-term assessment

- Untimed, free-response format

- Contextualised communicative tasks

- Individualised feedback and washback

- Criterion-referenced scores

- Open-ended, creative answers

- Formative

- Oriented to process

- Interactive performance

- Foster intrinsic motivation

2.3.4 Authentic Assessment

2.3.4.1 Definition of authentic assessment

Authentic assessment could be defined by situational appropriateness of teaching and learning practice (Paris and Ayres, 1994). It could thus be considered an assessment approach consisting of multiple ways of evaluating students' learning, achievement, motivation, and attitudes that considered consistent with classroom goals, curricula, and instructional methods (Paris and Ayres, 1994:165).

In addition, it could be also important to identify some of principles underlying this approach. In a classroom where authentic assessment is implemented, students could be found required to be active participants in assessment of their own learning rather than passive respondents to a series of tests. The main task of teachers here, could be to make sure that assessment in their classrooms reflect the valued outcomes in their curricula and which considered aligned with their instructional method so that students could regard the assessments as genuine and fair. It has been further recommended by Paris and Ayres (1994) that students display initiative and responsibility when activities are open-ended and stimulating. Then in every learning activity, teachers shall seek for an opportunity to observe and assess the content of students' knowledge as well as their process of learning (Paris and Ayres, 1994: 5 – 7).

2.3.4.2 Features of authentic assessment

Valencia, Hiebert, and Afflerbach, (1994) and Paris and Ayres (1994) discuss the features of authentic assessment as follows.

1) Authentic assessment is consistent with classroom practices. It has instructional and curricular validity because assessment procedures and content are derived

from students' everyday learning in school. In practice, this means that students are asked questions about meaningful information and asked to solve problems that are relevant to their educational experience.

2) Authentic assessment collects diverse evidence of students' learning from multiple activities. Rather than relying on a single test or narrow samples of students' knowledge, authentic assessment involves gathering evidence over time from many different academic activities (Calfee and Hiebert, 1990). These performance measures might include oral reading and retelling, multiple-choice tests about text, written responses to literature, creative writing, book logs, and journals (Winograd, Paris, and Bridge, 1991).

3) Authentic assessment promotes learning and teaching among the participants. Assessment is functional, pragmatic, and beneficial. Messick (1989) argues that validity ought to include an account of the consequences of assessment so that it results in the intended effects and has no unintended consequences (Linn, Baker, and Dunbar, 1991). Thus authentic assessment seeks to promote students' learning and motivation directly and is evaluated against that benchmark.

4) Authentic assessment reflects local values, standards, and control. It is not impose externally with norms and expectation from an unknown population, nor are control and authority removed from the participants. Authentic assessment can be modified by teachers to elicit optimal performance from students and provide useful information to parents and administrators. What is measured is valued in the community, and how it is assessed assures that students are providing reliable indicators of their performance.

5) One of the most popular alternatives in authentic assessment is portfolio assessment which includes a purposeful collection of students' work that demonstrates their effort, progress, and learning achievement in given areas (Brown, 2003; Genesee & Upshur, 1996).

In this present study portfolio assessment was operationalised to document student performance across time with major aims to allow students to learn from their own performance and observe their progress as well as learning from their peer- and teacher's feedbacks to improve their future performance in speaking and develop interactional competence.

2.3.5 Speaking assessment in the operationalisation of this present study

In this present study a series of semi-scripted speaking test tasks were used for assessing students' speaking ability and interactional competence level in the pre- and post-test. The test tasks were developed following the course objectives of English for Specific Career Purposes course. The test aims at assess students speaking ability in the following areas.

In task 1 job interview, students were tested on speaking ability to verbally handle a job interview questions, and performing interactional competence required for taking turn with appropriate turn allocation, turn construction, provision of contingent response to the prior turn, and following sequential organisation of a job interview conversation.

In task 2 telephone conversation, students were required to perform a pair speaking task with their peer. Task 2 telephone conversation was conducted to test speaking ability to handle a conversation to inquire and provide information over the phone, and interactional competence required for taking turn with appropriate turn allocation, turn construction,

provision of contingent response to the prior turn, and following sequential organisation of a telephone conversation which involved the sequences of summon-answer, identification recognition, establishing anchor point, responding to anchor point, and closing the conversation.

In task 3 team meeting students were required to conduct a group task with their peers to test speaking ability to express agreement and disagreement during a meeting discussion, and perform interactional competence to allocate and construct turns; and follow sequential organization of a meeting conversation.

The students' performance throughout three tasks of semi-scripted roleplay were rated and scored based on the following criteria (Patharakorn, 2018; Teng & Sinwongsuwat, 2015):

1) **Grammar resource:** including range, flexibility, and accuracy
2) **Lexical resource:** including range and appropriacy
3) **Discourse management:** including coherence, extent, and relevance
4) **Pronunciation:** including stress, rhythm, intonation, and individual sounds
5) **Interactive communication:** including initiating, responding, turn taking, and hesitation

2.4 Interactional competence

2.4.1 Definition and features

Kramsch, (1986) introduces the term interactional competence and suggests that test developers include the ability to interact in a purposeful and meaningful way, considering sociocultural and pragmatic dimension of the speech situation, event, and acts. As speaking proficiency is considered multicomponent model; speakers with interactional competence may employ this ability to compensate for limited linguistic ability (Roever & Kasper, 2018). The speaking construct of interactional competence

has therefore attracted attention of researchers in the field of language instruction and assessment over a period of time. In addition, the interactional competence variables and the relationship among them have been considered rather complex; therefore, to identify distinct features of the construct could also be exhaustively challenging (Plough et al., 2018).

Interactional competence (IC) has been believed to consist of pragmatic competence and conversational syntax knowledge such as spoken grammar, as well as embodied actions (Kasper & Rose, 2001; Barraja-Rohan, 2011). Barraja-Rohan (2011) further, describes interactional competence as the following abilities to:

1. engage in a variety of interaction events to co-construct talk with various participants and display pragmatic knowledge through the use of conversational syntax as well as paralinguistic knowledge including kinesics, proxemics, facial expressions, and eye-contact;

2. jointly manage the turn-taking system with co-participants by adopting appropriate interactional roles. This accounts for demonstration of understanding, and how turns are designed and responding to in a coherent and sequential manner, displaying maintenance of mutual understanding and repairing in order to prevent breakdown in communication, showing engagement and empathy when relevant or intended, as well as accomplishing social actions befitting the interaction context and social/ institutional goals.

(Barraja-Rohan, 2011, p. 482)

Kasper (2006) views interactional competence as infinite construct that involves a variety of resources, organization and abilities by which participants bring into the interaction. Kasper (2006) defines instructional competence includes ability to understand and produce social actions in sequential contexts; take turns at talk in organized fashion; format actions and turns and construct epistemic stance (Ochs, 1996) by drawing on different types of semiotic resources (Young, 2008); repair problems in speaking, hearing, and understanding; co-construct social and discursive identities through sequence organization, talk-in-interaction and semiotic resources; and recognize and produce boundaries between activities, including transitions from states of contact to absence of contact.

Although interactional competence arises from the theories of competence, it is different from communicative competence and communicative language ability. A number of scholars separate interactional competence from other kinds of competence mention previously (He& Young, 1998; Roever & Kasper, 2018). In one sense, interactional competence basically adds further components to the four components of communicative competence (Young, 2011). Based on an addition of linguistic and pragmatic resources on top of other resources, He and Young (1998) define instructional competence as a knowledge of rhetoric scripts, certain lexical and syntactic patterns specific to the practice, management of turns and topical organization, means for signalling boundaries practice and transitions within practice itself.

Lam (2018) defines interactional competence as a relationship between participants' employment of linguistic and interactional resources (Young, 2008) and the context in which they are employed. This definition can be extended in association with Hall and Pekarek Doehler's (2011) definition which leads to conceptualization interactional

competence as comprised of knowledge of social-context-specific communicative events; ability to deploy and to recognize context-specific patterns by which turns are taken, actions are organized, and practices are ordered; and prosodic, linguistic, sequential and non-verbal resources conventionally used for producing and interpreting turns and actions.

In brief, speakers whose interactional competence is noticeable in their speaking are supposed to entail aspects of interactive listening, topic management, turn management, break-down repair, and non-verbal or visual behaviours (Galazci and Taylor, 2018).

Based on aforementioned definition of interactional competence, certain repeated features or overlapping areas of knowledge an ability can be summarized and represent following Tree Framework of Galaczi and Taylor (2018).
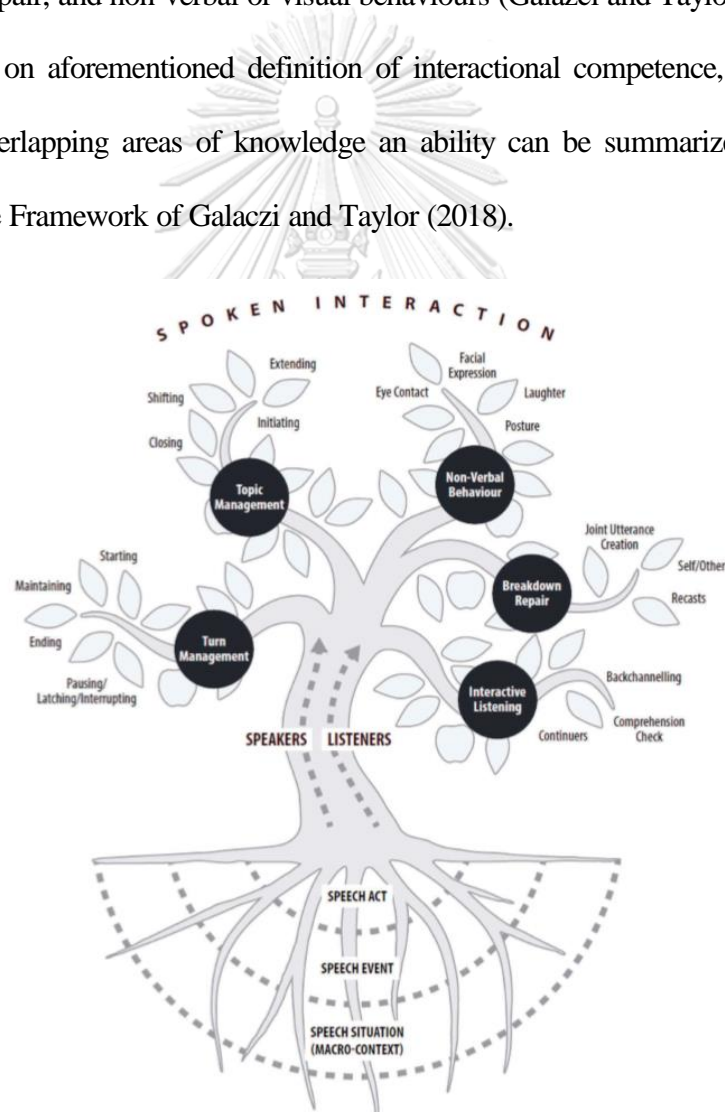
Figure 2.4: Defining interactional competence (Galaczi & Taylor, 2018)

Tree framework of Galaczi and Taylor (2018) in Figure 2.4 illustrates features of interactional competence that can be identified as underlying constructs, locating simultaneously within the context. There are two level of contexts according to tree framework of Galaczi and Taylor (2018), macrolevel context of speech situation and microlevel context of speech event and speech act respectively. The participants, as interlocutors or interactional partners (Young, 2011; Galaczi & Taylor, 2018) are co-located in the trunk of the tree meaning that their speaking is in shared time and space, regardless of whether their interaction is face-to-face or online. In addition, when engaging in interaction, the interactional partners are taking the roles of both speaker and listener interchangeably. The respective interactional ability of turn management and topic management are presented as major limbs from which emanate microfeatures of starting, maintaining, interrupting, and ending turn as well as initiating, extending, shifting and closing topic down the smaller branches on the speaker's side. Macrofeatures of interactional competence down the branches of interactive listening, breakdown repair, and non-verbal behaviours delineate what interactional partners have to do to accomplish the communication goal together.

According to a study of May (2010), interactional competence as operationalized in the rating scales designed for rating a paired speaking test consisted of three main aspects: 1) understanding interactional partner's message; 2) appropriately responding to interactional partner; and 3) use communicative strategies appropriately. In addition to first three features other salient features perceived by raters as mutually accomplishments of an interaction also include ability to work cooperatively with interactional partner, contribute to authenticity and quality of

interaction. May (2010) also raises the issue of the extent to which it is possible to assess individual contribution to the co-constructed performance.

Young (2011) notes four foundation aspects of interactional competence that he found in language instruction and testing as follows. First, the main focus of interactional competence is directed to spoken interaction and related non-verbal behaviours. Second, the relationship between form of utterance opted by participants in each interaction and the social contexts in which they are used is considered fundamental to interactional competence. Because interactional competence can be context-dependent especially in highly specialized domains (Kim, 2018). Third, interactional competence is regarded as the construction of a shared mental context through the collaboration of all interactional partners. Finally, the context of an interaction is not limited to only time and place in which the sequences of interaction occur. Understanding of interactional competence hence requires a further examination into social, institutional, political, and historical circumstances that extend beyond the horizon of a single interaction.

Regarding features of interactional Young (2008; 2011) extends his discussion by sorting seven resources of interactional competence into three categories. The list of seven resources that participants bring to interaction is not limited to only linguistic knowledge; instead, covers other several resources as can be seen Figure 2.5.

• **Identity resources**	1. *Participant framework*: the identities of all participants in an interaction, present or not, official or unofficial, ratified or unratified, and their footing or identities in the interaction
• **Linguistic resources**	2. *Register*: the features of pronunciation, vocabulary, and grammar that typify a practice
	3. *Modes of meaning*: the ways in which participants construct interpersonal, experiential, and textual meaning in a practice
• **Interactional resources**	4. *Speech acts*: the selection of acts in a practice and their sequential organization
	5. *Turn-taking*: how participants select the next speaker and how participants know when to end one turn and when to begin the next
	6. *Repair*: the way in which participants respond to interactional trouble in a given practice
	7. *Boundaries*: the opening and closing acts of a practice that serve to distinguish a given practice from adjacent talk

Figure 2.5 Seven resources of interactional competence (Young, 2008; 2011)

In addition to the features of interactional competence discussed earlier, Lam (2018) believes that contingent responses including formulating previous speaker's contribution; express agreement/disagreement; and extending previous speaker's idea are significant features denoting interaction competence. Based on his analysis of conversational actions representing the production of responses contingent on previous speaker to demonstrate understanding of co-participants' talk, he provides the detailed description about the nature of contingent responses as follows.

(1) *Formulating previous speakers' contributions*:

- paraphrasing or summarizing previous speakers' talk in one's own words; or (could be) transforming the previous speakers' original ideas

(2) *Accounting for agreement/ disagreement with previous speakers' ideas*:

- providing reasons for supporting/ contesting previous speakers' ideas or viewpoints, thereby topicalizing the main idea or particular elements in the previous speakers' talk

(3) *Extending previous speakers' ideas*:

- developing previous speakers' ideas further through providing examples, more specific details, or additional arguments; sometimes with explicit reference to the previous speakers and their talk

Lam (2018, p. 392)

2.4.2 Interactional Practices (IP)

International practices are the systematic verbal and nonverbal methods that participants use to engage in social interaction (Wong & Waring, 2010). It is compulsory that EFL/ESL learners develop their interactional competence in conjunction with other components of communicative competence. From their studies, Wong and Waring (2010) have systematically drawn up a pedagogically sounding framework of interactional practices which comprise four major components as follows:

1) Turn-taking practices: involve ways of allocating and constructing turns in a conversation.

2) Sequencing practices: involve ways of initiating and responding to talk while performing actions such as requesting, inviting, story-telling, or topic initiation.

3) Overall structuring practices: involve ways of organizing a conversation as a whole from opening until closing.

4) Repair practices: involve ways of addressing problems in speaking, hearing, or understanding of the talk.

Wong & Waring's (2010) model of interactional practices (IP) can be illustrated as in the figure below.
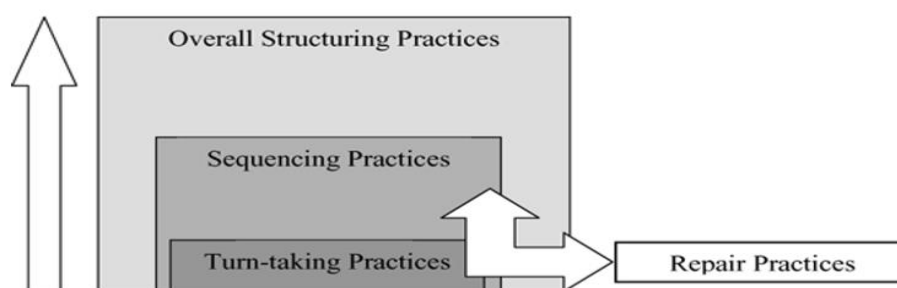
Figure 2.6 Model of Interactional Practices (Wong & Waring, 2010: 8)

Waring (2018) advocates for more CA-oriented pedagogical practice to give L2 interactional competence instruction. She recommends shifting the discussion from interactional competence to its observable framework– the interactional practices. Instruction of turn-taking, sequencing, overall structuring and repair are believed to be interactional practice framework (Wong & Waring, 2010). This can also be adopted as a useful template for construct definition when assessing interactional competence in a pedagogical context.

2.4.3 Definition of IC for operationalisation in the present study

In the operationalisation of this present study, the emphasis of speaking ability and interactional competence includes only interactional features which can be observed in verbal communication during an exchange of conversations are as follows: 1) turn management, or turn taking practice which involves ability to co-construct transition of the turns by providing response tokens, assessment tokens, and adjacency pairs;2) sequential organisation or sequencing practice which involves ability to organise conversation in coherent sequence; and 3) topic management which involves ability to open, change, and close the topic (Barraja-Rohan, 2011; Barrajah-Rohan & Pritchard, 1997; Galaczi and Taylor, 2018; May et al. 2019; Wong & Waring, 2010). In this present study the measurement of interactional competence was derived from the framework of interactional practice of Wong and Waring (2010). The aspects of interactional competence in participants' speaking performance were measured in terms of ability to conduct turn taking practice including turn allocation, turn construction, and provision of contingent response to the prior turn, and sequential practice including provision of appropriate response sequence, construction of opening-centering-closing sequence, and acknowledgement of opening-centering-closing sequence (Wong & Waring, 2010).

2.5 Instruction of interactional competence

2.5.1 Disciplinary foundation of IC instruction

With consideration of sociocultural and pragmatic dimension of the speech situation, event, and acts in teaching and testing speaking constructs, the current conceptualisation of interactional competence (IC) is based on two main areas of

theoretical and empirical foundation. First theoretical framework of communicative language teaching (CLT) provides the basis of target construct definition and pedagogical approach to direct the path for developing students' language abilities needed for communicating in their target situations (Canale, 1983; Canale & Swain, 1980; Hall & Pekarek Doehler, 2011; Hymes, 1972).

Communicative competence is regarded as imperative concept to CLT (Savignon, 1972; Hymes, 1971; Habermas, 1970; Jakobovits, 1970). The term 'communicative competence' was introduced in the early 1970s in language education by Dell Hymes (1962, 1964, 1972) who coined this term in contrast to Chomsky's concept of communicative view of language and competence. This concept could be traced back to theory of social function as the source of linguistic forms when Hymes (1964) argues that language can be conceptualized as context-embedded social action. He establishes the concept of communicative competence referring to the capacity to acquire and use language appropriately (Hymes, 1972). Furthermore, Hymes (1962) proposes the ethnography of speaking as both a conceptual and methodological framework to capture the language knowledge and pattern of language use in the communications of sociocultural group members within certain sociocultural contexts such as in communicative events and in their communities.

In addition to Hymes (1972), Canale and Swain (1980; Canale, 1983) are among the first scholars in applied linguistics to draw on Hyme's (1972) concept of communicative competence for the pedagogical purposes. The framework of Canale and Swain (1980; Canale, 1983) comprises of four components: 1) grammatical, which includes lexical, morphological, syntactic, semantic, and phonological knowledge; 2) sociolinguistic, which includes knowledge of the rules of language use

based on sociocultural contexts; 3) strategic, which includes knowledge of strategies to overcome communicative problems and to prevent a communication breakdown; and 4) discourse competence, which involves the knowledge needed for participating in literacy activities.

Later in mid-1980s, the term 'interactional competence' was first used by Claire Kramsch to conceptualise the basis of successful interaction which comprised of the shared knowledge of the world, reference to a common external context of communication, as well as the construction of a shared internal context or 'sphere of inter-subjectivity' that is built through the collaborative effort of the interactional partners (Kramsch, 1986, p.367).

Regarding some scholars; He & Young (1998), Roever & Kasper (2018), and Young (2011) for instance, interactional competence although arises from the theories of competence, it could be viewed separately from communicative competence and communicative language ability. In one sense, interactional competence basically adds further components to the four components of communicative competence (Young, 2011). Based on an addition of linguistic and pragmatic resources on top of other resources, He and Young (1998) define instructional competence as a knowledge of rhetoric scripts, certain lexis and syntactic patterns specific to the practice, management of turns and topical organization, means for signalling boundaries practice and transitions within practice itself.

In the current pedagogical practice of this present study, interactional competence is to be viewed as a supportive construct embedded within speaking constructs required for determining an accomplishment of face-to-face verbal communication (Barraja-Rohan, 2011; Galaczi and Taylor, 2018; May et al. 2019). In

addition, the four aspects of communicative competence (Hymes; 1972; Canale, 1983; Canale and Swain, 1980) are to be employed to scope target area of lexis and grammar; sociocultural practice in target language context; communicative language strategies to provide appropriate responses; and discourse knowledge to sequentially organise the interaction.

2.5.2 CA-based IC instruction

Wong (2002) argues that second language learners can benefit from study of transcriptions of recorded naturally occurring conversation in order to learn how to construct, reconstruct, and orient to social actions. More attention to transcription of live interaction should be necessitated; therefore, second language learners can attain interactional competence in part by systematic study of discursive practices outside the classroom (Wong, 2002; Crandall & Basturkmen, 2004).

It is suggested that the process of instruction involve two moments (Young, 2011). First, learners are guided through conscious, systematic study of the practice, in which they mindfully abstract, reflect upon, and speculate about the sociocultural context of the practice and the verbal, interactional, and non-verbal resources that participants employ in the practice. Further in the second moment, learners are guided through participation in the practice by more experienced participants. These two pedagogical moments could facilitate the development of interactional competence in second language (Hall, 1999).

CA-based instruction, or CA-informed pedagogical approach can be one of the practical methods to help teach interactional competence by using materials designed for this particular purpose (Barraja-Rohan, 2011). Barraja-Rohan (2011) has

investigated the use of conversational analysis (CA) to teach interactional competence in English to adult second language learners whose proficiency was at intermediate level. According to her classroom research (Barraja-Rohan, 2011) teacher-made materials and unscripted, or naturally occurring conversation conducted by native speakers of English were employed in the instructional activities to teach CA concepts to L2 English learners. In addition, CA-based course book (*Beyond talk*; Barraja-Rohan & Pritchard, 1997) was used as an instructional material. The transcription of audio media in this course book uses simplified CA version to make it more accessible to L2 learners. In this course book only some relevant conventions for highlighting turn-taking devices; for example, overlaps, intonation contour, sentence stress, softer talk and silence are retained. The intonation contours are represented by an upward or downward arrow. The conversations selected for the instruction of CA concepts were transcribed following the course book, *Beyond talk* simplified CA conventions. A number of CA concepts were gradually introduced, and specialist terminology used in class was modified to suit students' language level when necessary. In addition, instructional activities designed for teaching interactional features were isolated and conducted after analysis of the conversations. The CA-based teaching methodology in a study of Barraja-Rohan is presented in Figure 2.7.
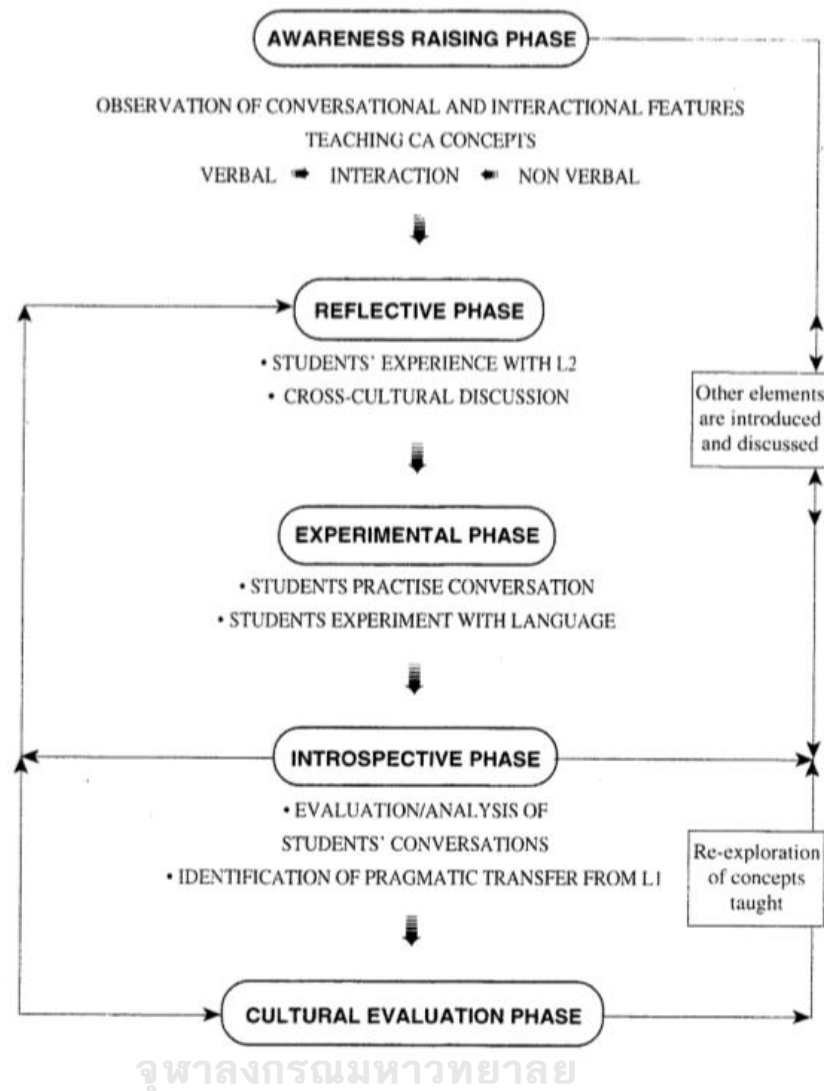
Figure 2.7: CA-based teaching methodology (Barraja-Rohan, 2011).

In the CA-based instruction of interactional competence, the following concepts were taught: social actions, affiliation, adjacency pairs, polarity, repair mechanism, turn-taking system, topic management and sequential organization. The sequential organization included opening, centring, pre-closing, and closing. Sociocultural norms including greeting (in opening) and leave-taking (in closing) as well as invitation and apology were taught. Based on teacher's observation,

classroom record, and students' pre-instruction conversations, these 3 following concepts were included in the instruction for certain reasons.

1) Response tokens: Some students did not use response tokens in their pre-instruction conversations. As a result a lesson to help raise students' awareness of how feedback is given was included in the course.

2) Assessments: It was found that none of the students used assessment in their pre-instruction conversations. Assessments were therefore taught explicitly. In addition to general response tokens such as "yeah", "okay", "oh", and "umm", assessment statements to indicate the recipient's continued interest in the conversation such as "good", "lovely", "how terrible" and so on were highlighted in the practice.

3) Adjacency pairs and sociocultural norms of interaction: It was observed that students appeared to struggle with some common sociocultural norms such as greetings and conversation closing. This led to an instruction of adjacency pairs to provide them with interdependent utterances. So that they could provide the co-participants with an appropriate response befitting to the prior utterance; for example, responding greeting with greeting, question with answer.

The outcomes found in students' evaluation and post-instruction conversations were very positive. The high level of participation and interest were noticeable. In addition, the students made very positive comments in the discussion with the teacher-researcher and students. More importantly, upon the post-instruction conversation, it could be observed that students' performance improved throughout the course. Therefore, Barraja-Rohan's (2011) framework of CA-based instruction was considered beneficial for the present study.

2.6 Interactional competence assessment: Possible speaking tasks to elicit interactional competence

A variety of speaking tasks have been used to elicit and assess interactional competence. In a validation study of Batenburg et al. (2016) administer a series of speaking tasks which require a test-taker to individually interact with a provided interlocutor. The interlocutor's contribution is strictly scripted to ensure the equal linguistic and interactional challenges posed to all test-takers. The tasks were designed to test pre-vocational learners at middle-management level in Business and Administration department. The task types, settings, interactional routines and context validity was analysed following McNamara (1997) and Bygate (1987). Three types of service-encounter simulation including instruction task, advice tasks, and sales tasks were developed and devised as presented in Table 2.2.

Each task type consisted of were two dialogic tasks in which authentic interaction was simulated. There were thus six tasks in total. For example, there was a task in professional domain requiring the test-taker to take the role of hotel receptionist and explain a procedure to a hotel guest (performed by a scripted interlocutor); and another task situated in personal domain by which similar language, but different content delivered to different type of audience was targeted. During the task under personal domain, both the test-taker and interlocutor were assuming the role of acquaintances.

Implementation of paired and group speaking tasks has become more widespread and attracted more empirical attention (Galaczi & Taylor, 2018). In addition, the pair and group format of speaking tests were found to provide more symmetrical interactional possibilities as well as opportunities to demonstrate ability

to manage the conversation (Együd & Glover, 2001: Galaczi, 2008); and wider sample of speech functions (Brook, 2009; Gan, 2010).

Table 2.2 Six interactional tasks in Batenburg et al. (2016)

Task type	Task	Goal	Domain
Instruction	(1) (1) Key card	Explain to a customer how to open the door using a hotel key card.	Professional
	(2) Apple cake	Explain to a family friend how to bake apple cake.	Personal
Advice	(3) Hotel room	Advise a guest which hotel room to choose.	Professional
	(4) Cinema	Advise a family member which film to see.	Personal
Sales	(5) Board game	Persuade a guest to buy a gift from the hotel souvenir shop.	Professional
	(6) Headphones	Persuade an acquaintance to buy your second-hand headphones.	Personal

May (2011) employed pair format of structured discussion task which provided the test-takers with a problem and three possible solutions, in her study to investigate interactional competence features salient to the raters. The structured discussion used in May's (2011) study consisted of two parallel forms developed by the researcher herself. The first form focused on cloning issues, and the second form focused on GM food. The justification for this task type is that it was used in a high-stake speaking test at an Australian university's language institute. In order to

complete the task, the test-takers were allowed to a five-minute pre-task planning. The discussion itself could take up to 12 minutes. Figure 2.8 presents excerpt from May's (2011) structured discussion including instruction and prompt for the test-takers.

Speaking task- Form A

Instructions
Please read the following task description carefully. If you have any questions, ask for clarification. After you have indicated that you have understood the task, you may take up to five minutes to organise your thoughts. You may make notes if you wish.

You can begin the discussion at any time that both you and your partner feel ready, and in any way that you choose. Once you begin speaking, you will have 12 minutes to discuss the given topic. You will be informed when 10 minutes have passed, and asked to finish the discussion at 12 minutes.

The Situation
The government is considering the issue of human cloning. Medical researchers, scientists and drug companies want clear guidelines as to what is legal. There is also public concern over the morality of human cloning.

The government is considering three proposals:

i) Banning all research relating to the cloning of human beings
ii) Allowing therapeutic cloning (which will provide stem cells to help cure injury and disease), but banning reproductive cloning
iii) Allowing any research relating to human cloning that scientists feel is reasonable and will benefit humanity

Your task

1. Discuss the value of each proposal. In doing this you should refer to ideas from the given readings, and may also refer to other knowledge of the topic that you may have.

2. State the proposal which you think is best, and give reasons for your opinion.

3. Considering the points that have been raised, come to an agreement, compromise, or "agree to disagree" with your partner.

In order to complete the task, you will need to:

➤ Ask for, and give information
➤ Express your opinion
➤ Explain and justify your opinions in a clear and convincing way
➤ Give your partner the opportunity to express his/her opinion
➤ Respond to your partner's opinions
➤ Summarise a discussion
➤ Reach a conclusion

Figure 2.8 Structured discussion task sheet given to the test-takers (May, 2011)

Gan (2010) used group discussion to examine interactional features produced by higher- and lower-scoring test-takers. The group speaking test tasks in Gan's (2010) study was designed to assess students' interactive communication skills in school-based assessment (SBA) context. This task type was used because it could facilitate interactive communication among the members in the group and focus the

analysis on each member's contribution during the discussion (Gan, 2010). The discussion task assigned to the higher-scoring group was to discuss and make decisions about selecting a gift for the main character in the movie Forest Gump. As the movie was one of the recommended movies in the required viewing program for the students, all participants were believed to have equivalent background knowledge and familiarity with the character as their subject of discussion. The 6-band assessment criteria consisting of four domains of performance: pronunciation and delivery; vocabulary and language pattern; idea and organization; and communication strategies, was used to rate the speaking performance.

2.7 Portfolio Assessment

Portfolio assessment (PA) has been considered an alternative method of assessment within a framework of communicative language teaching (Brown, 2003). In language instruction and assessment context, a portfolio has been defined as "a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given area" (Genesee & Upshur, 1996; Brown 2003). As portfolio assessment has been derived from the more general concept of Dynamic Assessment or DA of which based on Vygotsky's zone of proximal development concept (Tarighat and Khodabakhsh, 2016), it could also be regarded as "an assessment approach that provides more of flexibility in implementation of assessment (Hamp-Lyons and Condon, 2000; Yin, 2014). Three general characteristics of portfolio assessment were found to be comprised of: collection, selection, and reflection (Hamp-Lyons & Condon, 2000; Cummins & Davesnes, 2009; Duong, Cuc, & Griffin, 2011; Yin, 2014). Reflection has been considered essential part of PA by O'Malley

and Valdez Pierce (1996). They stated that "without self-assessment and reflection on the part of the students, a portfolio is not a portfolio" (p.35).

2.7.1 Foundation of portfolio assessment: Alternative Assessment

Brown (2003) has defined alternative assessment as an umbrella term governing range of assessment approaches that provide supplement elicitation of more authentic and meaningful communication to represent language learners' ability to use the language. In addition to his explanation, the following qualities could also be found in alternative assessment.

- Continuous long-term assessment

- Untimed, free-response format

- Contextualised communicative tasks

- Individualised feedback and washback

- Criterion-referenced scores

- Open-ended, creative answers

- Formative

- Oriented to process

- Interactive performance

- Foster intrinsic motivation

2.7.2 Foundation of portfolio assessment: Authentic Assessment

Authentic assessment could be defined by situational appropriateness of teaching and learning practice (Paris and Ayres, 1994). It could be thus considered an

assessment approach consisting of multiple ways of evaluating students' learning, achievement, motivation, and attitudes that could be found consistent with classroom goals, curricula, and instructional methods (Paris and Ayres, 1994:165).

In addition, it was considered important to identify some of principles that underlie this approach. In a classroom where authentic assessment has been implemented, students would be required to be active participants in assessment of their own learning rather than passive respondents to a series of tests. The main task of teachers here, was to make sure that assessment in their classrooms reflect the valued outcomes in their curricula and found aligned with their instructional method so that students regard the assessments as genuine and fair. It has been further recommended by Paris and Ayres (1994) that students could display initiative and responsibility when activities were open-ended and stimulating. Then in every learning activity, teachers should seek for an opportunity to observe and assess the content of students' knowledge as well as their process of learning (Paris and Ayres, 1994: 5 – 7).

2.7.2.1 Features of authentic assessment

Valencia, Hiebert, and Afflerbach, (1994) and Paris and Ayres (1994) have discussed the features of authentic assessment as follows.

1) Authentic assessment could be found consistent with classroom practices. It had instructional and curricular validity because assessment procedures and content were derived from students' everyday learning in school. In practice, this means that students could be asked questions about meaningful

information and asked to solve problems that found relevant to their educational experience.

2) Authentic assessment would lead to collecting diverse evidences of students' learning from multiple activities. Rather than relying on a single test or narrow samples of students' knowledge, authentic assessment has been found involved gathering evidence over time from many different academic activities (Calfee and Hiebert, 1990). These performance measures might include oral reading and retelling, multiple-choice tests about text, written responses to literature, creative writing, book logs, and journals (Winograd, Paris, and Bridge, 1991).

3) Authentic assessment could promote learning and teaching among the participants. Assessment has been considered functional, pragmatic, and beneficial. Messick (1989) has argued that validity ought to include an account of the consequences of assessment so that it could result in the intended effects and had no unintended consequences (Linn, Baker, and Dunbar, 1991). Thus, authentic assessment could be found promoting students' learning and motivation directly and evaluating against that benchmark.

4) Authentic assessment has been considered reflecting local values, standards, and control. It might not be imposed externally with norms and expectation from an unknown population, nor that control and authority removed from the participants. Authentic assessment could be modified by teachers to elicit optimal performance from students and provide useful information to parents and administrators. What has been measured could be valued in the

community, and how it has been assessed could assure that students had been providing reliable indicators of their performance.

Portfolio assessment has been considered one of the most popular alternatives in authentic assessment of which including a purposeful collection of students' work that demonstrates their effort, progress, and learning achievement in given areas (Brown, 2003; Genesee & Upshur, 1996).

2.7.2.2 Features of portfolio assessment

Hamp-Lyons and Condon (2000) has expanded the three distinctive characteristics of PA into a list of nine aspects. These following characteristics are also considered applicable to assessing language skills other than writing.

1. Portfolios should consist of a *collection* of more than one performance.

2. Collection should allow a *range* of performances, rather than only the single performance of a traditional exam.

3. The range of performances, which have been completed under different constraints over a period of time, thus it could display *context richness*. That could be considered as the context in which learning takes place and has been represented by the portfolio.

4. Because collection, selection, and reflection could take time, portfolios could be observed to often involve *delayed (summative) evaluation*. This could give students the opportunity to revisit and improve earlier work, and teachers the opportunity to focus on formative feedback rather than solely summative grades or scores.

5. Range, context richness, and delayed evaluation could allow selection of the learner's works which best representing his or her achievement.

6. When teachers have delayed summative evaluation and given students a degree of latitude over selection, student-centred assessment could be found controlling results. Such control over their portfolio process and content could enable students to see the value of effort and time on task in affecting their summative outcomes.

7. It has been hoped that as their control and decision making over their portfolios increase, learner would become more explicitly aware of their learning. This *reflection and self-assessment* could lead to further learning.

8. The selected works could display growth along specific parameters – in assessment terms, the construct(s) were to be evaluated. These could usually be articulated in grading criteria that the learner can self-assess on.

9. Given the characteristics above, portfolios could also show a learner's *development over time*. This development could be across assignments, within one assignment, or both; multiple assignments in the collection which could be seen as snapshots taken over the duration of the class, while the inclusion of revisions (e.g., multiple drafts of one essay) could also show change within one assignment.

In ELT context the initial interest in portfolio assessment began with an implementation of writing portfolios at the State University of New York at Stony Brook (Elbow, 1986; Hamp-Lyons & Condon, 2000, cited in Yin, 2014, p. 4). The growth and popularity of portfolio assessment have been found in line with several significant pedagogical trends as follows:

- The increase of process-oriented approaches to writing pedagogy which focus on formative feedback on multiple revisions (Hamp-Lyons &

Condon, 2000; Romova & Andrew, 2011, cited in Yin, 2014, p. 4). In these

process-oriented approaches, portfolios could be implemented as a platform

or forum where feedback and revisions that have been generated.

- Portfolio assessment could provide a range of student performances across the duration of a course. This has been considered supporting the movement to diverge from fixed response testing toward performance assessment.

- The spread of communicative language teaching methodologies of which socially appropriate use of language has been emphasized and also expected to bring about growth in portfolio assessment implementation. Portfolios could afford the collection of students' linguistic performances over a range of social contexts for a variety of purposes (Cummins & Davesne, 2009, cited in Yin, 2014, p. 4).

- In portfolio assessment, learners could have opportunity to reflect on and review their progress, to receive meaningful feedback to help fostering growth. This has been considered in line with social constructionist theories of learning that regard learning as a process of development and construction of understanding (Gipps, 2002; Klenowski, 2002, cited in Yin, 2014, p. 4). Therefore, the growth of social constructionism in pedagogy has also led to widening portfolio assessment.

Due to availability of digital and online technologies, the use of electronic portfolios (e-portfolios) has increased in educational context. The main characteristic of e-portfolios could be that electronic technology has been used as the container to allow students and teachers to collect and organize portfolio artefacts in many media

types by using internet links to present the materials and evidence to appropriate
outcomes, goals, or standards (Barrett, 2005; cited in Cheng, 2008, p. 100; and Yin,
2014, p. 5) In EFL context, the literature on portfolio assessment suggests that it has
been introduced to assess at classroom and program level, not at institutional or
systemic level (Aydin, 2010; Lo, 2010; Duong et al., 2011, cited in Yin, 2014, p. 5).
A phenomenon to be observed could probably be that in the larger scale of PA
implementation, the greater emphasis on summative uses and reporting, and the less
the emphasis on formative uses (Yin, 2014). Furthermore, in situations where PA
serves summative purposes, the assessment results could be expected to be in
accordance with external exams as evidence of student achievement (Klenowski,
2002, cited in Yin, 2014, p.5)

2.7.3 Effectiveness of Portfolios in language classroom

Benefits of PA: Yin (2014) has listed beneficial points of portfolio assessment
from empirical studies as follows;

PA could help direct the assessment toward the goals of a curriculum better
than an external or one-shot exams. As those exams might not match with what the
teachers have taught (Song & August, 2002; Lam & Lee, 2010; Romova & Andrew,
2011).

1. PA could lead to improvement in language abilities; e.g., vocabulary,
   grammar, and rhetorical skills (Aydin, 2010); linguistic accuracy and ability
   to generate idea (Lam & Lee, 2010); and cross-genre awareness (Yayli,
   2011).

2. PA could help increase students' self-reflection, autonomy, and metacognition (Chen, 2006; Lam & Lee, 2010; Romova & Andrew, 2011).

3. PA could help increase communication between students and teachers as well as providing supportive learning environment through teachers' feedback (Lam & Lee, 2010; Romova & Andrew, 2011).

In addition to Yin's (2014) list of benefits, portfolio assessment could help create a sense of personal ownership over students' own collection and accomplishments. This could as well lead to promoting and fostering students' self-esteem, responsibility, and dedication (Paris and Ayres, 1994).

However, Yin (2014) has argued that caveats and counter-evidence should be taken into consideration before implementing PA. First, since most of the studies investigating the effectiveness of PA in language classroom have relied on self-report about perceived learning, rather than objective evaluations; therefore, experimental research with pre-tests and post-tests has been recommended. Yet, it would be somewhat complicated to separate which effects might be attributable to PA and which to certain teaching method, as they could be found intertwined in practice.

Second, there could still be the possibility of students finding PA a burden to some extent. Students might lack experience producing portfolios and find it difficult to reflect on their work. Then the class might probably become product focused than process focused.

2.7.4 Speaking Portfolio

In this present study PA has been implemented in an English language course for EFL undergraduate students with major aims to document students' progress in

speaking ability and interactional competence. Further merits of PA that this study has aimed at could be more dynamic and supportive learning environment that could provide students with more opportunity to produce authentic language in their freer practicing activities (Harmer, 2007) out of class with their peers, and to learn from teachers' feedback as well as their self-reflection (Lam & Lee, 2010; Romova & Andrew, 2011).

In order to optimise the implementation of speaking portfolios, the developmental scheme: CRADLE (Gottlieb, 1995) should be employed to help considering the nature and purpose of the current portfolio assessment.

Collecting

Reflecting

Assessing

Documenting

Linking

Evaluating
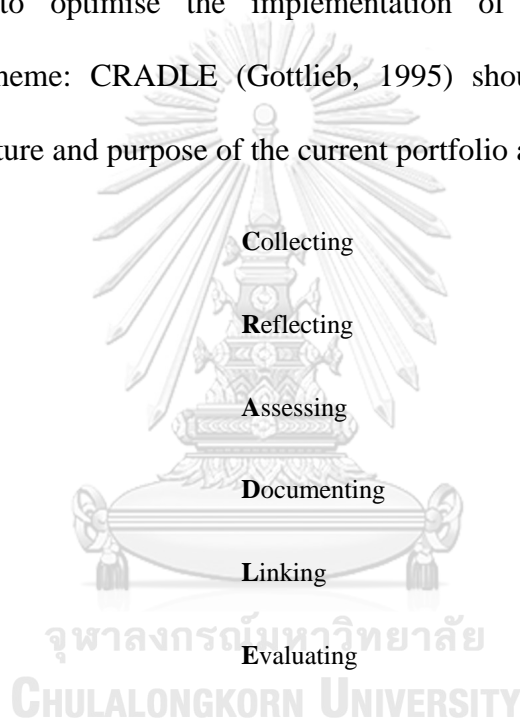
Regarding the **C**ollection of the portfolios, students must be granted freedom to select the pieces of work that best represent their performance or achievement. **R**eflective practice through self-assessment has been considered important part of the portfolios as it could help students to recognise their strengths and points to improve. In addition, both students and teacher were required to take part in **A**ssessing the quality of work and development over time. Speaking portfolios has been regarded as an important **D**ocumenting instrument to record students' progress, changes in performances, and achievement rather than only a pile of tests aiming for grades.

Speaking portfolios should serve as a meaningful **L**ink between students and teacher in co-constructing the learning. Finally, **E**valuation of speaking portfolios required certain extent of time and cross examination with other form of assessment to generate accountability (Brown, 2003; Gottlieb, 1995). Therefore, in this present study speaking portfolio assessment has been implemented to cross examine with teacher-led assessment upon the pre-test and post-test to generate more accountability for students' progress in overall speaking and interactional competence.

2.7.5 Speaking portfolio instruction framework

In this present study, portfolio assessment or PA has been considered an assessment approach of as well as for learning. The speaking portfolios were thus planned to be implemented as both instruction and assessment device. According to Gottlieb's (1995) CRADLE frame work (collecting, reflecting, assessing, documenting, link, and evaluation) and Brown's (2003) recommendation, portfolio assessment was required to be used for not only assessing students' performance, but also to document and reflect their learning by including students' reflection and teachers' feedback over an extended period of time with the cross-examination of result to other form of assessment. In order to help students collect evidence of their performance; meaningfully learn from their production of work; and systematically observe their progress, Pintrich's (2000) four cyclical phases to promote students' self-regulations in learning has been applied to scaffold students for devising speaking portfolios in their language learning (Mak & Wong, 2017; Pintrich, 2000).

The cycle of four-phase self-regulatory process to frame the implementation of speaking portfolios in this present study included 1) forethought, planning, and

activation; 2) monitoring; 3) control; and 4) reaction and reflection. The first phase, forethought, planning, and activation involved goal setting, activating prior knowledge concerning the learning content, and activating knowledge that students might develop to accomplish the task, such as knowledge about conversation pattern and purpose of communication. The second and third phases of monitoring and controlling where students engage in monitoring the gap between their process and desired goals were intimately intertwined. This stage helped enable students to exercise their control of language production and regulate their own strategies by revising and modifying plan of action based on their progress. Further in the final phase, students were asked to react to their performance against the task, and reflect on their strengths, weaknesses, and areas for improvement. In the implementation of speaking portfolios for instruction, students were provided with opportunities to redo their tasks and select the artefacts they think represent their best performance to be include in the final collection to submit at the end of the course. This series of phases do not necessarily follow a linear process, whereby the monitoring, controlling, and reaction could occur concurrently and repeatedly in a loop during the instruction process over the semester of the course (Mak & Wong; Pintrich, 2000). In this present study each phase was adopted to guide the implementation of speaking portfolios as follows.

1) **Phase 1 Forethought, planning, and activation**

The first phase to facilitate the implementation of speaking portfolios in speaking instruction, teacher would provide instructional scaffolding, joint construction, and independent construction, starting from, activating students' prior

knowledge of the structure and language features needed for accomplishing the task. This could be done by deconstructing model conversations and examining assessment criteria. The second step at this phase involved a collaboration between teacher and students to reconstruct their own model of conversation. Then, the students would set goals in relation to task-specific features that corresponded to the assessment criteria introduced to them earlier. Teacher took this stage to introduce explicit CA-based interactional competence instruction to students through the observation and reconstruction of the model conversations. This could help familiarize students with the patterns and goals of interactions as well as IC features needed for accomplishing the speaking tasks. In addition, this also provided students with a good opportunity to plan the composition of their entry, the use of target language features and what to include in each entry of their speaking portfolios, before they carry out the task assigned.

2) **Phase 2 Monitoring**

After the first phase of forethought, activation, and planning, the monitoring in the second phase took place when the students together with teacher reviewed and assessed their performance in the first try of each speaking portfolio entry. The analytic speaking rubric and IC checklist were referred to when monitoring and providing feedback on students' performance at this stage. Both teacher's feedback and peer-feedback were aiming towards the use of target language to accomplish goals of each task, and the feedbacks could be expected to comprise of outstanding points and areas to improve respectively.

3) Phase 3 Control

After having been scaffold with instruction and goal setting in the first phase, and guided through the monitoring by their teacher and peers in the second phase, upon the third phase, students would assert more control into revising each of the entry in their speaking portfolios using feedbacks from their peers and teacher. The control phase compelled students to revisit their thinking, reconsider their existing knowledge, and critically correct their errors. The redo of each speaking portfolio entry could occur two time or more depending on whether or not the students have fixed their points to improve.

Throughout the second and third phase, teacher could support students with more opportunity to develop their speaking ability using IC via engaging them in monitoring and controlling of their own work and progress towards goals.

4) Phase 4 Reaction and reflection

Upon the revision and selection of their speaking portfolio entries and, students were asked to provide responses to reflection questions to recap their reaction on good points of their speaking and the errors they have made as well as reflect their own thoughts on whether or not they consider the speaking portfolios beneficial to their learning. The phase of reflection could support students with opportunity to engage in critical thinking and regulate their own speaking progress towards the goals. Further this also provided them with clearer direction of where to proceed. It was also supposed that students could be enable to adjust their speaking strategies and plan for developing interactional competence in the subsequent entries of their speaking portfolios. After these four phases have been implemented and recycled, it could be ultimately expected that at the end of the course, students could have

achieved the better development in their speaking ability through the instruction of interactional competence and speaking portfolios.

2.7.6 E- speaking portfolio

Advance of information communication technology and availability of internet provides a variety of tools for EFL instruction and assessment including online platform for electronic portfolios, or e-portfolios (Ducate & Lomicka, 2009; Kwak & Yin, 2018, Lord & Lomicka, 2004). The recent generation of web applications were more interactive and able to engage students in learning process via online communication (Huang, 2015). As a result, there have been a number of scholars and educators including the use of information communication technology and internet into classroom assessment (Huang & Hung, 2010, 2015; Kwak & Yin, 2018).

Electronic portfolios, or e-portfolios could be defined as 'multimedia environment where learners could present a purposeful collection of the works that articulate their growth and competencies' (Gray, 2008; Macdonald, Liu, Lowell, Tsai, & Lohr, 2004; Yastibas & Cepik, 2014). E-portfolios have been found to be more potential than paper-based portfolios and able to benefit EFL learners in a variety of ways. In addition, online platform could also provide learners with more individualised feedback through two-way communication between teacher and learners, as well as peer feedback (Kwak & Yin, 2018).

According to several studies, EFL students perceive e-speaking portfolios as an effective learning and assessment tool (Burner, 2014; Huang & Hung, 2015; Hung, 2012; Kwak & Yin, 2018; Yastibas & Cepik, 2014). It has been observed and found that e-speaking portfolios could provide students with useful diagnostic information to

raise their awareness of their current state of language development and direction for improvement (Kwak & Yin, 2018). The result of a study by Yastibas & Cepik (2014) revealed that teacher, like students appeared to have positive attitudes towards the implementation of e-portfolios in speaking class; although it might involve some challenges to overcome. Therefore, speaking portfolios in this present study were conducted in form of e-speaking portfolios with combination of off-line submission of their final product.

2.8 Attitude

Language attitudes could be found referring to the extent to which L2 learners perceive the L2, its speakers, its community, its culture as well as the tangible or utilitarian benefits that L2 can bring to its seekers. Success in second or foreign language learning is associated with the learners' positive attitudes and strong motivation.

Cheng and Dörnyei (2007) has considered motivation as the starter that L2 ignites the process of acquiring a second or foreign language and keeps that process intact. Attitude has been defined by Allport (1935: 810) as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related".

Allport's definition indicated that attitudes could be shaped, formed and built through experience, and we were not born with such attitudes, yet we develop them through our own contexts. It could be seen that social and cultural milieus might be the factors that determine and configure L2 learners' attitudes and motivation towards learning a foreign or a second language. Similarly, Dörnyei (1996: 77) has argued that

all the affective factors attached to learners' motivation are "formed by the social milieu in which L2 learning takes place". Likewise, Gardner (2005) developed the Fundamental Model which authenticates the effect the educational and cultural contexts have on the learners' motivation and attitudes towards learning a language.

Attitude/Motivation Test Battery of Robert C. Gardner (Gardner, 1985) has been applied to develop research instruments for assessing the major affective components involved in several language instruction studies (Doğan & Tuncer, 2020; Eshghinejad, 2016; MacIntyre & Gardner, 1994). The major applications of Gardner's (1985) AMTB have generally involved studies of (a) the correlations of sub-tests and composite test scores with indices of language achievement and behavioural intentions to continue language study, (b) the effects of specific programs, excursions, etc., on attitudinal/motivational characteristics, and (c) the relation of attitudes and motivation to classroom behaviour. As Gardner's (1985) instrument appeared to provide a reliable and valid index; however, of the various attitudinal/motivational characteristics which researchers might wish to investigate could still take place in many different contexts. According to Gardner's (1985) Learners' Attitude/Motivation Test Battery, the framework to govern instrument design could be specifically focusing on attitudes toward the learning situation. Measure of learners' attitude toward learning situation could be applied as an index of the student's reactions to the language learning context with an intention to assess students' attitudes toward the context in which languages are taught. This could be considered based on the sum of students' evaluations of either the instruction or the language course itself. The other components such as teacher rapport, competence, inspiration, interest, difficulty and utility of the course are not included in this index.

This present study had partially employed this measure to assess learners' attitude toward learning EFL speaking and learning situation applied from the Attitude/Motivation Test Battery of Gardner (1985). Following this framework, non-linguistic aspects of language learning outcome concerning attitude and motivation were considered important factors that could lead to success or failure of language learning. To investigate learners' attitudes toward learning English speaking using speaking portfolios (SPICS materials) it has been recommended that the questions be written in form of Positively Worded Items for instance; 1) Learning English speaking with SPICS is really *great*; 2) I really *enjoy* learning English speaking with SPICS; 3) English speaking is an *important part of* the school programme; and/or 4) I *plan to learn* as much English speaking as possible (Gardner, 1985; 1994).

Regarding examples of positively worded items in the previous paragraph, it could be observed that keywords in the questions including: *great, enjoy,* and *important*, are cooperate with Krathwohl, Bloom, & Masia's (1964) affective taxonomy which describe learners' attitude towards language learning in 5 level.
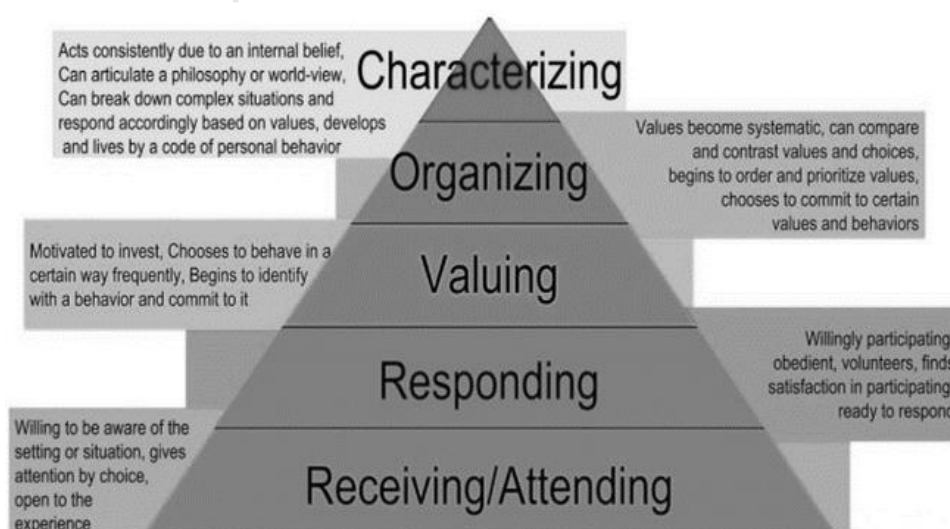
Figure 2.9: Affective Taxonomy of Krathwohl, Bloom, & Masia (1964)

In order to effectively measure level of students' attitude the questions in this questionnaire inquiry have thus been developed following attitude assessment framework of Krathwohl, Brown, & Masia (1964) and with elaboration of speaking criteria employed in the speaking rubric.

2.9 Related previous studies

2.9.1 Previous studies on interactional competence

Following theoretical debates on interactional competence, a substantial number of research studies on L2 assessment that has provided substantial insight about interactional competence construct and its salient features, the construct validation (e.g. Gan, 2010; May, 2011; May et al., 2019; Patharakorn, 2018; van Batenburg et al., 2016) can be found, yet empirical studies on practical operationalization of interactional competence in second and foreign language instruction seem fairly limited (Barrajah-Rohan, 2011; Teng & Sinwongsuwat, 2015).

Gan (2010) employed group oral assessment in his study to examine students' interactive skills in a school based context. He suggests that group oral assessment format can be suitable for this operationalized context because it can authentically reflect students' interactional skills and their moment-by-moment construction of social linguistic identity. It was found that higher-scoring students constructively engaged with their interlocutors during the task, and also demonstrated following speech functions: suggestions, explanations, challenges, and agreement or disagreement (Gan, 2010). Group oral assessment could be seen as an opportunity to produce genuine communication through a substantial conversation (Gan, 2010). In lower-scoring students Gan (2010) found that they engaged in negotiation of meaning

over linguistic impasses in order to maintain a collaborative dialogue. It was also found that the lower-scoring group members assisted one another through co-construction to find correct linguistic forms and to express meaning. The interactional features of higher- and lower-scoring students during the practice group oral assessment observed in a study of Gan (2010) were in line with a growing awareness of speaking ability development as a communicative competence (Canale & Swain, 1980) or sociolinguistic function rather than solely as an individualized internal process.

In a construct validation study of Batenburg et al. (2016) strictly scripted oral tasks were administered to pre-vocational L2 learners with trained research assistants as interlocutors. In order to sufficiently control interlocutor contributions and standardization, they used interlocutor script that prescribed the entire interlocutor's textual and interaction contribution. Batenburg et al. (2016) suppose that this could standardize both linguistic (complexity, register, style) and interactional challenges (set points requiring the use of interactional strategies) prompted for test-takers. Following the construct validity concerning linguistic accuracy and interactional ability and rating framework provided in previous study of Batenburg et al. (2016), this present study could be carried out with some alteration on interlocutor part. The present study will allow students to accomplish the paired speaking tasks and provide them with knowledge of interactional strategies prior to the assessment.

Besides issues on task types, number of interactional participants, and whether the interlocutor's contribution is to be scripted or not, salient features of interactional competence has been widely investigated and debated. The studies of May (2011) and May et al. (2019) concern not only possible formats of speaking tasks to elicit

interactional competence, but also the interactional features salient to the raters and possible rating checklist to provide feedback on learners' interactional skills. First in 2011, May (2011) has investigate the salient features of interactional competence and practicality of assessing and scoring those interactional features salient to the raters. The study found that the construct of interactional competence can be operationalized in paired speaking test as the paired tasks provide substantial opportunity to display range of interactional features including turn taking, initiation of topics and extended discourse engagement. However the impact of interlocutor in the jointly negotiated discourse and implications for assessing co-construction of interactional competence tend to be areas of concern. Later in the study of May et al. (2019) aimed for developing an empirically driven checklist and supplementing descriptions and recommendations practical for learning oriented assessment (LOA). The macro categories of salient interactional features were identified and modified through thematic analysis of examiner comments from the focus group. The following salient interactional features denoting learners' interactional competence including the following ability: 1) start the discussion and contribute new ideas; 2) respond to a partner; 3) maintain and develop interaction; 4) negotiate towards a common decision; 5) provide or need support; 6) demonstrate interactive listening; 7) use body language; 8) use effective functional language for interaction; and 9) interact confidently and naturally. In addition the checklist and accompanying feedback developed in this empirical study of May et al. (2019) represents initial steps towards building the infrastructure for learning oriented assessment of interactional competence in discussion tasks. However, the salient interactional features and checklist with accompanying feedback materials derived from this study were based on only one test

and one particular task type. The generalizability is thus restricted to only a decision making discussion task.

The research study of Patharakorn (2018) to investigate the performances of Thai EFL undergraduate students on multiparty roleplay task called socialising has explored empirical evidence to validate the measurement of interactional competence through this certain task. Conversation analysis (based on Clift, 2016; Sacks, 1992; Schegloff, 2007; Sidnell & Strivers, 2013) was employed to identify comparable interactional activities and determine the interactional strategies utilised by the students in completing the assessment activities. The findings of Patharakorn (2018) implied that interactional competence constructs including self-introduction, understanding display, alignment display, work talk, affiliation display, activity termination, making post-conference arrangements, and bringing up contact exchange could be consistently assessed by applying the rating scale despite the different degree of severity among the raters.

In addition to previous studies on interactional competence assessment, the empirical studies concerning instruction of interactional competence to be discussed here include the study of Barrajah-Rohan (2011) and Teng and Sinwongsuwat (2015). Both of these empirical studies employed CA-based instruction to develop interactional competence of English language learners. The learners in Barrajah-Rohan's (2011) study were adult ESL learners in Australia while the participants of Teng and Sinwongsuwat (2015) were Thai EFL undergraduate students. Not only conversation analysis was employed as an instructional method but also a method to analyse qualitative data in this qualitative study of Barrajah-Rohan (2011). On the other hand, Teng and Sinwongsuwat (2015) employed quasi experimental research

design to compare if CLT and CA-based instruction would bring about equal degree of progress in interactional competence. The findings of Teng and Sinwongsuwat has shown that students participated in CA-based instruction outperformed students in CLT class. This is in line the result of Barrajah-Rohan's (2011) qualitative study that after having been exposed to CA-based pedagogical approach the students have developed better awareness of both mechanism and norms of spoken interaction. Based on empirical studies of Barrajah-Rohan (2011) and Teng and Sinwongsuwat (2015) the salient CA concepts to help develop students' interactional competence are including turn-taking, adjacency pairs, and preference organisation.

2.9.2 Previous studies on speaking portfolios

As portfolios assessment can provide teachers with a variety of more authentic and creative sample of students performance (Yurdabakan & Erdogan, 2009) as well as more opportunity for the learner to learn while being assessed and to transfer that to future task (Tarighat & Khodabakhsh, 2016), there was solid body of empirical research on portfolio assessment and speaking portfolios that conveyed positive results.

Hung (2012) has employed multiple instruments including interviews, observations, document analysis, and reflective journal to investigate washback on e-portfolio assessment in a teacher preparation program in Taiwan, and found that e-portfolio assessment could generate following positive washback: 1) enhancing learning of content knowledge; 2) cultivating critical thinking; 3) facilitating peer learning; 4) building community practice; and 5) promoting professional development.

The method of observation employed by Hung (2012) including reflective journal had been taken into consideration of this present study. Therefore, in this present study an additional way to reflect and document the reflection on students' learning has been operationalized in form of students' reflection embedded in the final part of every unit of the SPICS instructional material. The questions to elicit students' reflection were including the checking and recaption of the content knowledge they thought they had learned (Hung, 2012) as well as other areas of development through out the implementation of speaking portfolios.

Similar to Hung (2012), Safari & Koosha (2016) investigated instructional efficacy of portfolios for assessing EFL learners' speaking ability in Iran. Speaking ability of the participants in Safari & Koosha's (2016) study were at intermediate and advanced proficiency levels. They were randomly selected and divided into four groups according to their language proficiency levels. Pre-test, post-test, and questionnaire were used as research instruments to collect data. The findings demonstrated that the participants in speaking portfolio groups performed better in terms of speaking ability than ones in other group with other form of assessment. Furthermore, the findings of Tarighat & Khodabakhsh's (2016) classroom action research suggested that as an additional classroom assessment approach alongside other form of traditional assessment, speaking portfolios could be implemented via mobile assisted language assessment (MALA).

As could be observed that the study of Safari and Koosha (2016) could be considered a good example of experimental study to validate efficacy of speaking portfolio implemented into EFL instruction. However, it was rather beyond the capacity of this present study due to the fact that this present study was confined to

the design of one-group-prettest-posttest and had only derived the participants via intact group assigned to the researcher. As the findings of Safari and Koosha (2016) highlighted the progress in their experimental group, this present study could expect to later find some improvement in students' speaking and interactional competence scored after the implementation of SPICS material with the use of speaking portfolios in the instruction.

Li-ping & Ahmad (2023) conducted to study the emerging of information technology "online platform" and the formative assessment "e-portfolio", and integrate e-portfolio in the online environment into the Business English oral English with an aim to meet the individual needs of students' oral English learning and promote the improvement of students' learning enthusiasm and language output skills. They found that speaking portfolios implemented on electronics platform could promote effective acquisition, to a large extent, determines students' learning effect of the course. Furthermore, Li-ping & Ahmad (2023) also assert that the implementation of speaking portfolios via electronics platform could influence students' future career development. They believe that a good use of e-portfolio assessment could possibly provide stimulation to raise students' interest, and make them become actively engaged in the curriculum in addition to improve their abilities as a whole.

Cabrera-Solano (2020) studied the use of digital portfolios to motivate and enhance EFL speaking skills in students at the A2 CEFR level. Her study had employed free cloud storage services and smartphones as ICT tools for creating and saving EFL speaking portfolios. Cabrera-Solano (2020) asserted that this application had allowed instructors to keep a record of students' artifacts, analyse them, and provide personalized feedback along the learning process.

It had been found in the study of Cabrera-Solano (2020) that he organization of digital portfolios had helped students practice their speaking skills through the learners' practice by doing which positively encouraged students to become more active and look for opportunities to improve their oral language skills. As students systematically recorded their artifacts, they had felt more confident to speak the target language. Furthermore, the use of digital platform to store and present portfolios also found to allow teachers to provide timely feedbacks. In terms of language development, the most important benefits of digital portfolios in teaching EFL speaking were found related to grammar, vocabulary, pronunciation, and fluency. Among all of these aspects, pronunciation and fluency are the most outstanding according to students' perceptions.

In response to the studies of Li-ping & Ahmad (2023) and Cabrera-Solano (2020) by which positive results of e-portfolios used in speaking class were found, this present study could expect to find positive improvement in both speaking and interactional competence score after the implementation of speaking portfolios. As the findings of Cabrera-Solano (2020) suggested, the improvement in speaking scores concerning pronunciation and fluency might be expected after the implementation of speaking portfolios in the instruction.

2.9.3 Previous studies on attitude survey

Phoongprasertying and Teeranon (2012) studied students' attitudes toward advantages and disadvantages of portfolio in a comparison between students' pre-start and post-end attitude toward advantages and disadvantages of portfolio. They had found that post-end attitudes were higher than that of the pre-start. The results had

confirmed the advantages of portfolio due to the high interval post-end and pre-start scoring. However, regarding time consuming which could be considered one of the disadvantages of portfolio, post-end and prestart scoring was nearly equal. It had also been found that the difference between post-end and pre-start reach the statistical significance.

From the attitude towards the use of portfolio process, portfolio was perceived as a successful tool to promote self-study. It had been found to exhibit students' effort, learning progress, and self-reflection in one or more areas. Their findings had demonstrated that the portfolio process had shifted the roles of teachers and students from that of teacher-centred roles to student-centred ones. As it could possibly be interpreted here, the students had been allowed to have chosen their own work by having the teacher as a facilitator. This had been found to correspond to the objective of Thailand Educational reform, teacher-centred education is to be shifted to student-centred. These findings of Phoongprasertying and Teeranon (2012) could also be found in line with the constructivism concept; the students construct knowledge from practice and adjust their learning methods in each step to reach the set learning objectives.

Muenthaisong, Khampusaen, Lao-un, & Amornrojanavaravutti (2020) investigated the effects of the implementation of electronic portfolio of Thai EFL students' attitude during the course of EFL speaking in nursing college setting. They had specifically focused their analysis on Thai EFL nursing students' opinions toward the use of the e-portfolio in promoting their oral communication. The qualitative data on students' opinions which could reflect their attitude towards the use of portfolios in EFL speaking instruction were collected through overall oral self-reflection video by

which students were required to verbally answer a series of open-ended questions and record their response onto a video file. Muenthaisong, et al. (2020) analysed the data obtained from self-reflection videos qualitatively to find the students' opinions toward the use of the e-portfolio on promoting the students' oral communication by coding them depending on the categories of the questions. The results Muenthaisong, et al. (2020) demonstrated that the majority of students perceived the e-portfolio as an effective and beneficial learning tool in fostering their oral communication. Students who had participated in the study reflected in their self-reflection video that they had improved in terms of pronunciation, fluency, and confidence. Furthermore, they had found teacher feedbacks and opportunities to review their own performance to observe their ow errors very useful and encouraging to keep them on track of speaking development.

In response to the study of Muenthaisong, et al. (2020), this present study employed students' reflection into the SPICS material at the final activity of each unit. However, instead of oral response, this present study allowed students to reflect in written form and the data derived were coded and analysed qualitatively to identify thematic findings from students' writing without the prejudice on grammar errors. As can be seen in the results of Muenthaisong, et al. (2020) that most of their students perceived the use of portfolios in their oral communication course positively in variety of areas, this present study could as well employ the observed codes and themes into the current qualitative analysis.

Apart from the attitude studies conducted in Thai EFL context, Kwak and Yin (2018) had conducted a study on the use of electronic speaking portfolios and

investigated students' attitude towards the use of electronic speaking portfolios as a learning instrument in Korean EFL context.

Kwak and Yin (2018) found that repeating the recording and reviewing stage of constructing speaking portfolios could help lower students' level of anxiety in both taking a test and speaking in English. They further explained several reasons why students felt less vulnerable when they were speaking in e-speaking portfolios (Kwak & Yin, 2018). First, students reported that they felt less burdened because they had plenty of chances to redo their speaking performance. While students could not help but feel high levels of test anxiety in other, one-shot, timed assessments, this fear-free environment in e-speaking portfolio allowed them to display their best performance. Moreover, students also felt more empowered and confident because they were allowed more opportunities to select and post their best performance to represent their speaking ability. Hence, speaking portfolios had not only reduced their test anxiety but also lowered their language anxiety. In addition to unlimited opportunities for speaking, the absence of large audience at the moment of speaking led them to become less afraid of making mistakes, thus concentrating more on their speaking task.

In summary, the previous studies have shown the effectiveness of portfolio assessment as well as positive affective response from students. Several of the studies have utilized e-portfolio assessment and designed to include essential factors, such as feedback utilisation, collection of multiple drafts, chances for students to revise their oral drafts, or use of video files in the assessment process. These aspects of studies could be employed as a guideline to explore an in-depth view of students' learning experiences using speaking portfolios.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses research methodology in the following order: research design, population and sample, research procedures, research instruments, data collection, and data analyses.

3.1 Research Design

The one-group pretest-posttest design has been employed to structure this mixed-method research study (Wasanasomsithi, 2015). The participants were measure before and after the exposure of the treatment which consisted of speaking instruction using speaking portfolios. Pre-test and post-test were aiming at investigating whether the independent variables contribute to changes in the participants' speaking ability and interactional competence (Dane, 1990).

Table 3.1: One-group pretest-posttest design

	Pre-test	Treatment	Post-test
Speaking instruction using speaking portfolios	O_1	X	O_2

Table 3.1 illustrates the research design with O_1 and O_2 represent dependent variable, and X represents independent variable in this study. As can be seen in Table

3.1, O_1 represents overall speaking performance and level of interactional competence measured in the pre-test before the manipulation of independent variable which is the treatment consisting of speaking instruction using speaking portfolios. Then after the intervention the post-test were administered to derive O_2 and examine whether there were any changes in the participants' overall speaking performance and interactional competence level.

3.2 Population and sample

3.2.1 Population

The current population of this study consisted of 310 undergraduate students studying in the Faculty of Humanities and Social Sciences, majoring in English. All of them were required to study Fundamental Listening and Speaking (ENGL1201), Intermediate Listening and Speaking (ENGL1202), English for Academic Purposes (ENGL3701), and English for Specific Career Purposes (ENGL3702) according to the Bachelor of Arts, English Major Curriculum, and they also were required to achieve certain mastery of English speaking by the time they complete all these courses. In terms of speaking ability as prescribed in the curriculum and in Thai Qualification Framework for Higher Education 1 by the Office of Higher Education Committee, Ministry of Education in 2018, these students were expected to demonstrate the following speaking ability at the end of each academic year. AS could be seen in Table 3.2 interactional competence was considered associated with target speaking ability of undergraduate students after completing the first three years in the curriculum. The italicized statements in Table 3.2 denotes speaking abilities related to interactional competence.

3.2.2 Participants

The participants in the sample group were drawn via an assignment of an intact group consisting of 42 undergraduate students majoring in English whose English language proficiency were at A2 – B2 according to CEFR level. They were taking English for Specific Career Purposes (ENGL3702) course during their second semester of their third academic year. The fundamental purposes of these two courses were to develop English communication skills in academic context and professional context respectively. According to TQF 1 for Bachelor of Arts, English major as well as the undergraduate students in this population group were supposed to be able to discuss general topics in daily life, topics related to personal interests and their field of study, and engage in argumentative discussion by the end of their third year in the curriculum (Table 3.2).

In order to verbally engage in general and argumentative discussion under a variety of topics and area of interests, speaking abilities associated with features of interactional competence such as producing responses contingent on previous speaker contribution, turn management, and topic management are needed (Barraja-Rohan, 2011; Galaczi & Taylor, 2018; Roever & Kasper, 2018; Teng & Sinwongsuwat, 2015; Young, 2011). Therefore, the English course of ENGL30702 English for Specific Career Purposes was planned to equipped with speaking portfolio instruction to promote interactional competence and improve the students' speaking ability. This could presumably be a supportive mechanism to help gearing this group of Thai EFL undergraduate students towards the better speaking ability and higher achievement in interactive communication.

3.2.3 Derivation of the participants

Based on the TQF 1 and the current teaching context of the researcher, the population of this present study was determined by current job description as a lecturer in English Department of the Faculty of Humanities and Social Sciences in Chandrakasem Rajabhat University, and the current teaching schedule ENGL30702 English for Specific Career Purposes. All 42 participants with English proficiency at A2 − B2 CEFR were thus assigned to the researcher as an intact group by the university's Office of Registrar. Due to this limitation of class schedule, derivation of sample group this study was limited to purposive sampling of an assigned intact group. Therefore, it appeared that the present study had been conducted under the governed of one-group pretest-posttest design.
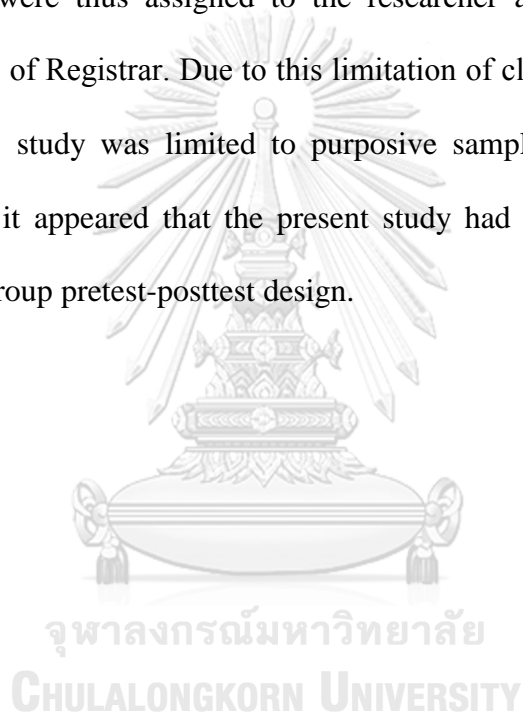
Table 3.2: Thai Qualification Framework for Higher Education 1, 2 for BA (English)

TQF 1 (the Office of Higher Education Committee, 2018)	TQF 2 (the Bachelor of Arts, English Major Curriculum)		
Expected outcome	Skills	Semester	Core Subjects
1st Year: able to use following listening and speaking skills to communicate - listening for main idea - *giving spoken responses concerning general topics in daily life and topics related to personal interests* 2nd Year: able to use following listening and speaking skills to communicate - listening for main idea - giving spoken responses concerning academic topics 3rd Year: able to use following listening and speaking skills to communicate - listening for main idea - *giving argumentative spoken responses in related topics* 4th Year: able to use following listening and speaking skills to communicate - listening and summarizing main idea - defining facts and opinions in the text - giving presentation in meetings - giving public speech	Listening and speaking	1st Year Semester 1 Semester 2 3rd Year Semester 1 Semester 2	ENGL1201 Fundamental Listening and Speaking ENGL1202 Intermediate Listening and Speaking ENGL3701 English for Academic Purposes ENGL3702 English for Specific Career Purposes

However, participation in the experiment of this study was not made compulsory to every student according to the course requirements and did not result in either addition or deduction of the course grade. The students retained full rights to make decision on their voluntary basis whether they would like to participate in the experimental session or not. Likewise, absence of experimental tasks was not deemed for any score deduction. The participants had all rights to withhold or deny to disclose any sensitive information, or withdraw from the study at any time upon their own judgement without any repercussion or prejudice against their grade points. Identity and personal details of the participants had been strictly kept confidential. Pseudonyms, and thematic codes were used to protect the participants' privacy. In addition, the researcher was obliged to clarify objectives of the study, benefits and drawbacks as well as data collection procedures to the participants at the beginning of the semester. Detailed written agreement was provided in the research subject consent form, and clearly explained to the participants before granting the permission.

3.3 Research instruments

3.3.1 English speaking test

The speaking test used for assessing students' speaking ability and interactional competence level in the pre- and post-test is to be developed following the course objectives. The test aims at assess students speaking ability in the following areas.

In task 1 job interview, students were tested on speaking ability to verbally handle a job interview questions, and performing interactional competence required for taking turn with appropriate turn allocation, turn construction, provision of

contingent response to the prior turn, and following sequential organisation of a job interview conversation.

In task 2 telephone conversation, students were required to perform a pair speaking task with their peer. Task 2 telephone conversation was conducted to test speaking ability to handle a conversation to inquire and provide information over the phone, and interactional competence required for taking turn with appropriate turn allocation, turn construction, provision of contingent response to the prior turn, and following sequential organisation of a telephone conversation which involved the sequences of summon-answer, identification recognition, establishing anchor point, responding to anchor point, and closing the conversation.

In task 3 team meeting students were required to conduct a group task with their peers to test speaking ability to express agreement and disagreement during a meeting discussion, and perform interactional competence to allocate and construct turns; and follow sequential organization of a meeting conversation.

The speaking test in this present study was therefore conducted in the format of semi-scripted roleplay.

Table 3.3 Summary of speaking test tasks for pre-test and post-test

Speaking Task	Format	Summary of target Constructs
Task 1 Job Interview	Individual (Teacher – Student)	Speaking: Ability to verbally handle a job interview IC: Ability to allocate and construct turns; and follow sequential organization of a job interview

Speaking Task	Format	Summary of target Constructs
Task 2 Telephone Conversation	Pair (Student – Student)	Speaking: Ability to make requirements and provide information via telephone IC: Ability to allocate and construct turns; and follow sequential organization of a telephone conversation
Task 3 Team Meeting	Group (Student – Student)	Speaking: Ability to express agreement and disagreement at a meeting IC: Ability to allocate and construct turns; and follow sequential organization of a meeting conversation

The test tasks, contents, and speaking rubrics were validated by three English language instruction and assessment experts to determine the item-objective congruence; therefore, the content validity of the test was established and derived IOC value of 0.65 meaning that this instructional material could be deemed appropriate for the assessment objectives.

In terms of internal reliability, upon the trial study Cronbach's alpha was computed to determine reliability coefficients and all three tasks were rated to be reliable at 0.97, 0.96, and 0.95 respectively. In addition, an interrater reliability was conducted and yielded the overall result of Pearson correlation coefficients at 0.88.

Table 3.4: Target constructs tested in the speaking test

Tasks	Target speaking constructs:	Interactional competence:
Task 1 Job interview	1. Ability to verbally handle a recruitment interview 2. Ability to give appropriate responses in a recruitment interview 3. Ability to provide appropriate self-introduction 4. Ability to provide appropriate answer to competency-based question in a recruitment interview.	▪ **Turn taking**: allocate and construct turns accordingly in a job interview ▪ **Sequential organization**: small talk, self-introduction, and competency-based answer ▪ **Overall organization**: organize small talk, self-introduction, and competency-based answer as an interviewee
Task 2 Telephone conversation	1. ability to conduct a telephone conversation 2. ability to make an inquiry for specific information over the phone 3. ability to provide specific information over the phone	▪ **Turn taking**: allocate and construct turns accordingly during a phone conversation ▪ **Sequential organization**: summon-answer, identification/recognition sequences, greeting sequences, question-answer sequences as anchor point, pre-ending and ending sequences ▪ **Overall organization**: organize a telephone conversation with summon-answer, identification/recognition

Tasks	Target speaking constructs:	Interactional competence:
		sequences, greeting sequences, question-answer sequences as anchor point, pre-ending and ending sequences
Task 3 Team meeting	1. ability to conduct a discussion in a meeting 2. ability to make suggestion 3. ability to express agreement and disagreement	• **Turn taking**: allocate and construct turns accordingly during a meeting • **Sequential organization**: demonstrate ability to conduct a collaborative discussion with appropriate expressions of suggestion announcement, agreement/disagreement, and closure with • **Overall organization**: organize a meeting conversation in a collaborative discussion manner with appropriate sequences since the beginning until the closing

The speaking test was administered prior to the instruction of speaking and interactional competence using SPICS materials. During the first week of semester teacher had administered the speaking the to all students including the participants. Students' test scores were used as the baseline of pre-test. Upon the completion of speaking and interactional competence instruction this speaking test was administered again to derive post-test score. These two score sets were analysed using paired sample t-test to define if there was any significant difference between pre- and post-test scores or not.

3.3.2 Speaking assessment rubrics

In order to quantify and collect the data concerning students' speaking ability, two teachers as examiners were cooperating to observe and allocate marks to each test taker following the speaking assessment rubrics presented in Table 3.4. The scores of 1 – 5 were rewarded in each criterion of the analytical rubric covering the following areas of English spoken language.

1) Grammar resource: including range, flexibility, and accuracy

2) Lexical resource: including range and appropriacy

3) Discourse management: including coherence, extent, and relevance

4) Pronunciation: including stress, rhythm, intonation, and individual sounds

5) Interactive communication: including initiating, responding, turn taking, and hesitation

3.3.3 Interactional competence rubric

Following the Wong & Waring's (2010) Interactional Practice (IP) Framework, the rubric to assess interactional competence of participants in this study comprised of two major areas: 1) turn-takin practice, and 2) sequential organization practice.

Table 3.5 Scoring rubrics and descriptor of speaking assessment

(Adapted from Cambridge Assessment, 2015 and Patharakorn, 2018)

Grammar resources	1	2	3	4	5
	Have many grammatical errors that severely interfere with meaning	Have limited control of grammar with several errors that somewhat interfere with meaning	Demonstrate an adequate control of simple grammatical forms, and attempts some complex grammatical forms with occasional errors that may be distracting but not interfering with meaning.	Demonstrate a good control of both simple and complex grammar with a few errors	Maintain full control of grammar with very few or no errors.

Lexical resources	1	2	3	4	5
	Have a limited range of vocabulary and struggle to find many	Have a basic range of vocabulary to give and exchange	Uses a moderate range of vocabulary to give and exchange views	Uses appropriate vocabulary to give and exchange views	Use a wide range of appropriate vocabulary with

words to give and exchange views	views with self-correction or help from the interlocutor	on certain routine or familiar areas only	on familiar topics or certain routine on certain routine or familiar areas only	flexibility to give and exchange views on a wide range of topics including unfamiliar and abstract topics.
Pronunciation	1	2	3	4	5
	Very difficult to understand.	Somewhat difficult to understands and have errors that interfere with meaning.	Sounds moderately comprehensible and clearer at word level; with several errors; and may have some difficulties with intonation in connected speech.	Speaks with reasonably comprehensible pronunciation with some minor errors.	Speaks with clear and comprehensible pronunciation. Effectively use phonological features to convey and stress the meaning.

Discourse management	1	2	3	4	5
	Produce very short statements with very few or no cohesive devise and discourse marker.	Produce limited amount of long statements beyond sentential level. Have some difficulty using cohesive devises and discourse markers to organize ideas.	Produces extended stretches of language with some hesitation. Contributions are relevant and use cohesive devises and discourse markers to organise the ideas.	Produces extended stretches of language with little hesitation. Contributions are relevant, coherent, and varied. Use a wide range of cohesive devices and discourse markers.	Produces extended stretches of language with flexibility and very little hesitation. Makes full and effective use of a wide range of cohesive devices and discourse markers.

Interactive communication	1	2	3	4	5
	Heavily rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Able to allocate and construct turns to provide contributions linking to those of other speaker(s).	Initiates and responds appropriately. Maintains and develops the interaction and negotiate towards an outcome.	Interact with ease by skilfully allocate and construct turns to contribute coherent responses into the conversation, and direct the communication towards an outcome.

According to the IC assessment rubric, participants who can allocate and construct their turn contingent with their interlocutor's utterance(s) would get 5 marks in turn taking practice while to do so in sequential organization they would have to provide and acknowledge appropriate answer structure with opening, centering, and closing. The detailed descriptors of each interaction competence aspect could be observed in Table 3.5 - 3.6 as follows.

Table 3.6: Sample of scoring rubrics of interactional competence assessment

(Developed based on Cambridge Assessment, 2015; Patharakorn, 2018;

and Wong & Waring, 2010)

	1	2	3	4	5
Turn taking	☐	☐	☐	☐	☐
Turn allocation	☐	☐	☐	☐	☐
Turn construction	☐	☐	☐	☐	☐
Provide contingent responses					

	1	2	3	4	5
Sequential organization	☐	☐	☐	☐	☐
Provide appropriate answer structure	☐	☐	☐	☐	☐
Provide opening, centering, and closing	☐	☐	☐	☐	☐
Acknowledge the opening, centering, and closing					

Table 3.7: Scoring rubrics and descriptor of Interactional competence

assessment (Developed based on Cambridge Assessment, 2015; Patharakorn, 2018;

and Wong & Waring, 2010)

Turn taking	1	2	3	4	5
Turn allocation	Struggle to allocate the turns or notify when to speak	Appear to need assistance from the interlocutor to allocate the turns or notify when to speak	Demonstrate attempts to allocate the turns, but often with either intrusive- or delayed- response.	Demonstrate ability to allocate the turns but with a few delays or interruptions to the interlocutor.	Successfully allocate the turns by providing appropriate response tokens at the right moments
Turn construction	Struggle to function TCU at all levels.	Attempt to function TCU with assistance from the interlocutor.	Demonstrate ability to function TCU at only lexical or phrasal level, with some mistakes.	Demonstrate ability to function TCU at lexical, phrasal, clausal, or sentential level with a few mistakes or errors.	Demonstrate ability to function TCU to serve communicative purposes meaningfully at lexical, phrasal, clausal, or sentential level with flexibility.
Provide coherent responses	Struggle to provide coherent responses	Attempt to provide coherent responses with	Demonstrate ability to provide coherent responses with	Demonstrate ability to provide coherent responses with	Effectively provide coherent responses with accuracy.

	1	2	3	4	5
		assistance from the interlocutor.	several grammatical mistakes.	a few grammatical mistakes.	
Sequential organization	1	2	3	4	5
Provide appropriate answer structure	Struggle to put the answer in correct order	Able to provide answer with assistance, clarifications, and corrections by the interlocutor.	Able to provide answers in understandable order with several repetitions or self-corrections	Able to provide answers appropriate to context with a few repetitions or self-corrections	Effectively provide answer to each question – appropriate to context
Provide opening, centering, and closing	Provide incomplete or out-of-context answers	Able to connect each part of answers together with assistance, and corrections by the interlocutor.	Able to provide complete answers to some questions, but may lack of pre-expansion or closing	Able to provide complete answers to most of the questions, but may lack of pre-expansion or closing	Effectively string the answers smoothly in comprehensible fashion
Acknowledge the opening, centering, and closing	Demonstrate fault start and/or interruption due to failure to acknowledge	Provide responses in somewhat awkward manner with several delays	Acknowledge the centering part but may miss the opening and/or closing, and provide	Acknowledge the centering part but may miss the opening and/or closing, and provide	Acknowledge opening, centering, and closing appropriately, and provide responses in

the opening,	or fault starts	responses	responses	logical and
centering, and		cohesively with	cohesively	timely fashion
closing		a few delays or	with a very	
		fault starts	few delays or	
			fault starts	

3.3.4 Attitude questionnaire

Attitude questionnaire in this present study was employed as an instrument to collect quantitative data to determine whether the students find the implementation of speaking instruction using speaking portfolios beneficial to them. The 15 items of 5-Likert scale questionnaire were developed following the framework of Goh & Burns (2012); Gardner (1985); and Krathwohl, Bloom, & Masia (1956). The series of 15 questions (see Appendix) in this attitude questionnaire were developed in English and then translated into Thai as L1 of the participants and then uploaded onto a Google form to accommodate the survey via online platform which could be more convenient for the participants.
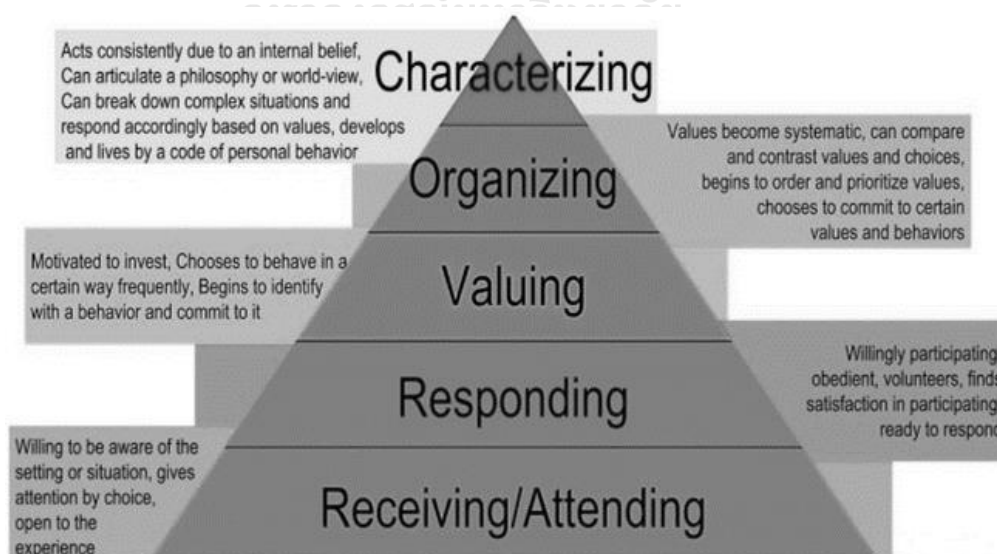
Figure 3.1: Affective Taxonomy of Krathwohl, Bloom, & Masia (1964)

In order to effectively measure level of students' attitude the questions in this questionnaire inquiry have thus been developed following attitude assessment framework of Krathwohl, Brown, & Masia (1964) and with elaboration of speaking criteria employed in the speaking rubric.

After having derived all research instruments the validation of item objective congruence and internal consistency of the instruments were conducted.

Table 3.8 Sample questions in the attitude questionnaire

Objective of the question	Statements	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
to investigate students' attitude at receiving level towards speaking portfolios	1. I know how to develop speaking portfolios. ฉันรู้จักวิธีการสร้างแฟ้มสะสมผลงานการพูด					
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	2. I want to develop speaking portfolios to practice English speaking. ฉันต้องการสร้างแฟ้มสะสมผลงานการพูดภาษาในการเรียนอังกฤษ					
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	3. I want to develop speaking portfolios to assess my spoken English. ฉันต้องการสร้างแฟ้มสะสมผลงานการพูดภาษาเพื่อประเมินคความสามารถการพูดภาษาอังกฤษของฉัน					

3.3.5 Students reflection

As recommended in Goh & burns (2012) that student reflections should cover various areas of metacognitive awareness. Students should be encouraged to draw on their experiences and to consider how they could prepare themselves for future tasks of a similar nature. The future tasks could be both classroom tasks in the future, and communicative situations in their real-life context outside the classroom. The following points had been included in the prompt to elicit student reflection.

- Demands of the speaking task that learners have to become aware of.
- The strategies that are useful for meeting the demands of the task.
- Students' informal assessment of their abilities and performance
- Areas of their performance that show improvement.
- Areas to be further improved.
- Plan for improving specific areas.

In this present study student reflection had been employed as an instrument to collect qualitative data demonstrating how students perceive and respond to the use of speaking port folios.

Figure 3.2 Sample questions from students' reflection in SPICS material

In addition, it also allowed students to review and reflect on their learning when responding the questions concerning their own performance and strategies they had employed to overcome the speaking tasks. Student reflection consisted of a series of open-ended questions embedded in the final part of each SPICS unit. The written data derived were coded and analysed using content analysis.

3.4 Research procedures

The research procedures in this study are divided into two phases: 1) designing the framework of speaking instruction using speaking portfolio (SPICS framework) and developing research instruments, and 2) conducting the experiment with the implementation of SPICS instruction using speaking portfolio. Research instruments had been proposed to systematically developed to ensure validity, reliability, and usefulness.

Experimental phase of speaking instruction using SPICS instructional materials and speaking portfolio assessment covered 8 out of 16 weeks of the integrated skill course of ENGL3702: English for Specific Career Purposes. The stages of research procedures could be observed in Figure 3.2.

3.4.1 Design of speaking instruction using speaking portfolios

3.4.1.1 Rationale of the course

In the current EFL context of this study, the undergraduate students were required to achieve the mastery of English in giving argumentative spoken responses in related topics by the end of their third year in university according to TQF 1 for Bachelor of Arts, English major (Office of the Higher Education Commission, 2017). In order to verbally engage in general and argumentative discussion under a variety of topics and area

of interests, speaking abilities associated with features of interactional competence such as producing responses contingent on previous speaker contribution, turn management and topic management were needed (Barraja-Rohan, 2011; Galaczi & Taylor, 2018; Roever & Kasper, 2018; Teng & Sinwongsuwat, 2015; Young, 2011). Therefore, an English-speaking instruction with focus on interactional competence had presumably been considered as a supportive mechanism to help develop speaking abilities needed for giving argumentative spoken responses in related topics discussed in both academic and professional context.
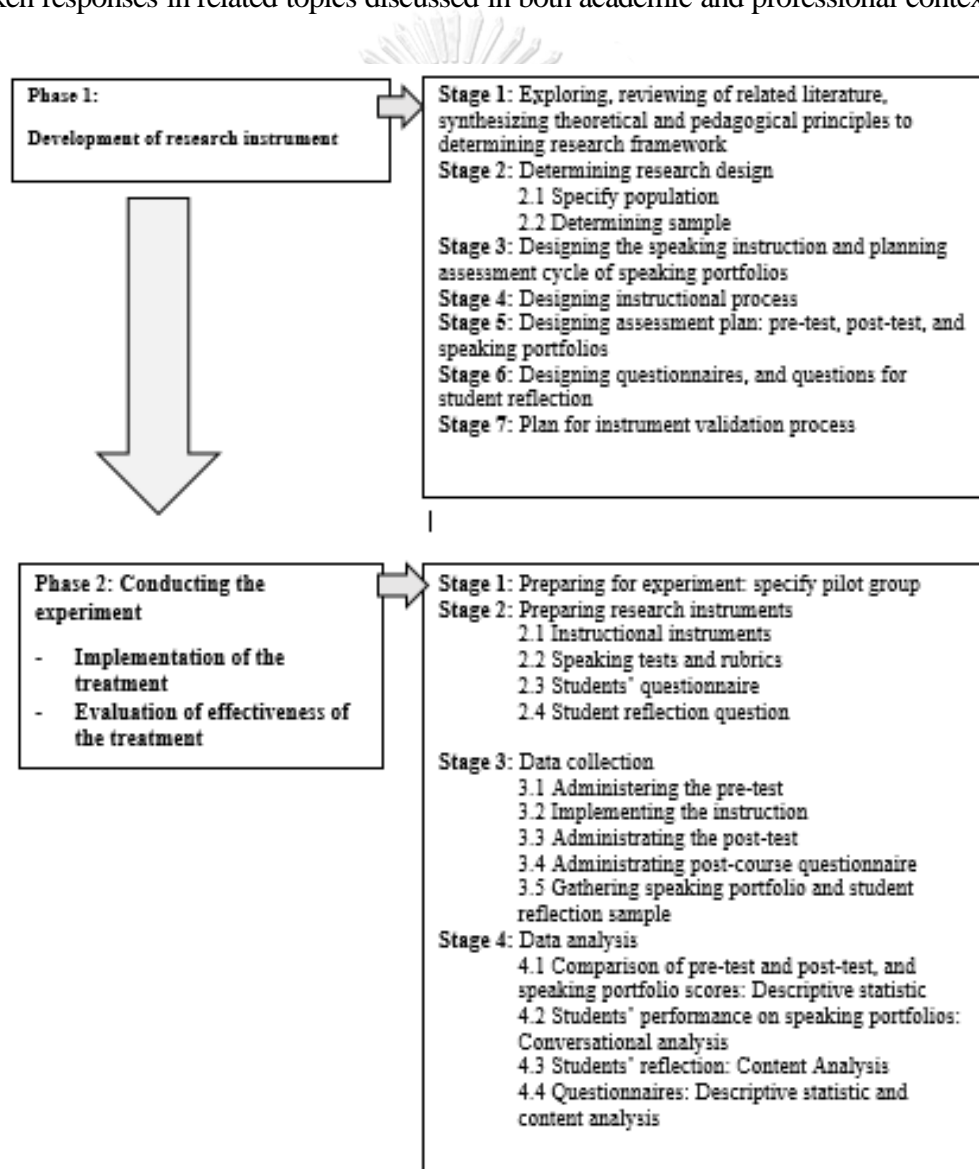
Figure 3.3 Speaking instruction using speaking portfolios

In this present study, portfolio assessment or PA had been considered not only an assessment approach *of* learning but also *for* learning. The speaking portfolios were thus planned to be implemented as both instruction and assessment device. According to Gottlieb's (1995) CRADLE frame work (**c**ollecting, **r**eflecting, **a**ssessing, **d**ocumenting, **l**inking, and **e**valuation) and Brown's (2003) recommendation, portfolio assessment needed to be used for not only assessing students' performance, but also for documenting and reflecting their learning by including students' reflection and teachers' feedback over an extended period of time with the cross-examination of the result to other form of assessment. Therefore, in this present course, the result from speaking portfolios had been cross-examined with pre- and post-test scores.

3.4.1.2 Objectives of the course

The primary objectives of English-speaking instruction in this were aiming at providing students with supportive knowledge and practice to develop their speaking ability by employing interactional competence to communicate in both academic and specific career context. According to the objectives prescribed in the course description, students were expected to demonstrate the following speaking abilities by the end of the course.

- Giving appropriate responses in an interview,
- Engaging in a negotiation in a telephone conversation
- Speaking in a meeting to assign and take a work assignment

In the operationalization of this present study, the emphasis of speaking ability and interactional competence includes only interactional features which could be observed in verbal communication during an exchange of conversations were as follows: 1) turn management, or turn taking practice which involves ability to co-construct transition of the turns by providing response tokens, assessment tokens, and adjacency pairs;2) sequential organisation or sequencing practice which involves ability to organise conversation in coherent sequence; and 3) topic management, or overall organisation which involved ability to open, change, and close the topic to carry out the conversation until its end (Barraja-Rohan, 2011; Barrajah-Rohan & Pritchard, 1997; Galaczi and Taylor, 2018; May et al. 2019; Wong & Waring, 2010). The related aspects of interactional competence and the course objectives could be observed in the following table of mapping of target speaking abilities according to the course objectives and interactional competence features needed.

Table 3.9 Target speaking abilities according to the course objectives and

the focused areas of interactional competence features

(Studied speaking ability bolded and italicised)

Target speaking abilities in the course objective	Interactional competence features to be taught
▪ Giving appropriate responses in an interview ▪ Engaging in a negotiation in a telephone conversation ▪ Speaking in a meeting to assign and take a work assignment	▪ Turn taking: response tokens, assessment tokens, adjacency pair (i.e. using tokens to express understanding, engagement, and empathy, as well as responding to questions and statements in the prior turn) ▪ Sequential organization (i.e. opening, centering, and closing) ▪ Overall organisation: Topic management (i.e. acknowledging and following the sequences of opening, changing, and closing the topic of discussion)

The conceptual framework to govern the instruction of English speaking with the implementation of speaking portfolios in this present study was developed based on the framework of 'Teaching-speaking cycle' of Goh & Burns (2012) and an instruction framework using portfolio in English teaching of Mak & Wong (2017), and Pintrich (2000).

3.4.2 Speaking instruction framework

A practical framework of teaching cycle for developing students' speaking has been introduced in the literature on teaching speaking using holistic approach, by Goh & Burns (2012). The framework consisted of seven steps of teaching speaking cycle as follows: 1) focus learners' attention on speaking; 2) provide input and/or guide planning. 3) conduct speaking tasks; 4) focus on language/ discourse/ skills/ strategies; 5) repeat speaking tasks; 6) direct learners' reflection on learning; and 7) facilitate feedback on learning.

At each stage within this cycle, teacher had critical role to facilitate the practice and learning, and to provide input and feedback. Collaboration and dialogue among peers were expected to be incorporated into a variety of stages along the cycle, this could provide students with more opportunities to speak while working together.
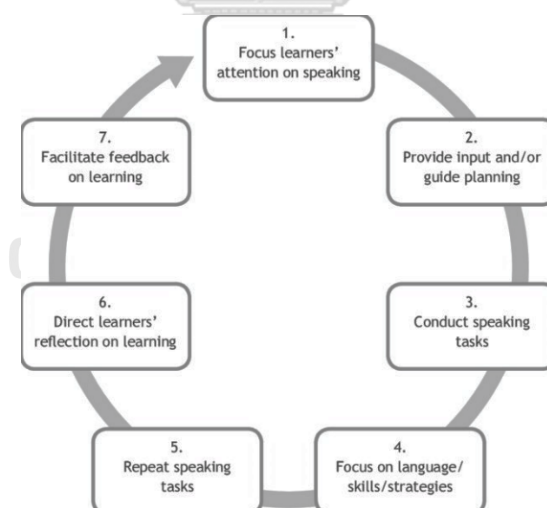
Figure 3.4 The teaching-speaking cycle (Goh & Burns, 2012)

The first stage of focus learners' attention on speaking, students' metacognitive awareness related to learning English speaking including person

knowledge, task knowledge, and strategic knowledge was expected to be activated through metacognitive raising activities. The purposes of metacognitive raising activities could be either 1 encouraging students to plan for overall speaking development; or, 2) preparing students to approach a specific speaking task. In an activity to encourage students to plan for overall speaking development, a variety of prompts could be provided for the students to activate their thoughts on the demands of learning to speak English and how they could prepare for it. In addition to starting the class with encouraging students to plan for overall speaking development, prompts could be used for the purpose of familiarising the students with outcomes of the speaking task and strategies they needed in order to accomplish it.

The second stage of providing input/ or guide planning was supposed to take place before the actual speaking task so that teacher could scaffold students as they were preparing to meet demands of the speaking task. This stage was aiming at giving students some support for the speaking task that they were about to do. At this stage students were also allowed to take time to plan what they were going to say and how they were going to say it. The preparation in this stage could be found including teaching of language in focus; allowing students to deconstruct, reconstruct, or reorganise linguistic knowledge, recycling or reactivating learners' specific language resources needed for the task; giving students some time to process and clarify their ideas related to the content for the task; leading students to interpret tasks in more demanding ways and use language to express more complex meaning (Skehan 1998; Goh & Burns, 2012).

In stage 3: conduct speaking task, students were expected to be provided with context where they could practice speaking through a communication task. The task

could also be expected to encourage students to express their meaning with linguistic knowledge, skills, and strategies they had practiced. In other word, this stage of the cycle provided students with opportunity to develop fluency of expression without having to concern too much about accuracy or form. Their efforts were also made less demanding by the teacher-guided or individual pre-task planning that had taken place in the previous stage.

The fourth stage that involved focusing on language/ skills/ strategies could be compensating for the lack of attention to explicit teaching of relevant language, skills, and strategies that contribute to effective speaking. The aim of this stage to address this limitation could lead teacher to create more opportunities for students to improve their language accuracy as well as enhancing their effective use of skills and strategies by draw students' attention to selected parts of the fluency task they had completed.

At the stage 5: repeat speaking task, students would be led to carry out the speaking task of stage 3 again. The difference between stage 3 and stage 5 is that the students had chance to analyse and practice selected language items or skills during stage 4. Therefore, they would be able to apply this knowledge in order to improve their performance. The repetition of speaking task in this stage could be carried out in a variety of ways. It has been recommended by Bygate (2005) that whole task or parts of the original task be repeated. This could be carried out by having students change groups or speaking partners. Repetition of speaking task in this stage could benefit students in the way that it could help reduce cognitive overload and facilitate automaticity in combining wide range of linguistic knowledge and skills through rehearsal.

Stage 6: direct students' reflection on learning was expected to involve students reflecting on their learning experiences. This was different from stage 1 in the way that students were encourage to self-regulate their own learning through monitoring and evaluating what they had learned from the prior stages. This was also considered an opportunity for students to consolidate their knowledge about language, skills, and strategies use. Teacher could encourage students to think about their learning in pairs, or in small groups. This activity was aiming at encouraging students to draw on their experiences and considering how they could prepare themselves for future tasks of a similar nature.

In the final stage of Goh & Burns' (2012) framework of teaching-speaking cycle, important feedbacks from teacher on students' performance in the earlier stages were compulsory to be provided.

It could be often difficult to give immediate individual feedback to every student in a large class. Yet, along the way through this cycle, students would have been required to record their thoughts in stage 6, it could be now possible to offer some personal feedback based on what the student had reflected about their own learning experiences. This feedback could take many forms, and be given in form of guided peer feedback as well.

In addition to Goh & Burns (2012 four cyclical phases of speaking portfolio instruction could be applied to scaffold students for conducting and collect evidences of their performance; systematically observing their progress; and meaningfully learning from the production of their works (Mak & Wong, 2017 Pintrich, 2000).

3.4.3 Portfolio instruction framework

The cycle of four-phase process to frame the implementation of portfolios for speaking instruction in this present study was derived from an empirical study of Mak & Wong (2017); which comprised of 1) forethought, planning, and activation; 2) monitoring; 3) control; and 4) reaction and reflection.

The first phase, forethought, planning, and activation involved goal setting, activating prior knowledge concerning the learning content, and activating knowledge that students might develop to accomplish the task, such as knowledge about conversation pattern and purpose of communication.

The second and third phases of monitoring and controlling where students could be found engaging in monitoring the gap between their process and desired goals were intimately intertwined. This stage helped enable students to exercise their control of language production and their own strategies by revising and modifying plan of action based on their progress.

Further in the final phase, students were required to react to their performance against the task assessment rubrics, and reflect on their strengths, weaknesses, and areas for improvement.

In the implementation of speaking portfolios for instruction, students were provided with opportunities to redo their tasks and select the artefacts they thought representing their best performance to be include in the final collection to submit at the end of the course. This series of phases do not necessarily follow a linear process, whereby the monitoring, controlling, and reaction might occur concurrently and repeatedly in a loop during the instruction process over the semester of the course (Mak & Wong; Pintrich, 2000).

3.4.4 Synthesis of the frameworks

Based on the teaching-speaking cycle framework of Goh & Burns (2012) and the framework of four-phase implementation of portfolios in teaching speaking from Mak & Wong (2017), the synthesis of English-speaking instruction frame work in the present study could be illustrated in the following figure.
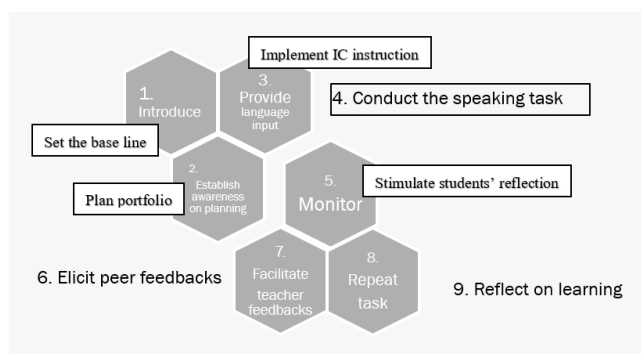
Figure 3.5 Instructional steps derived from the synthesis of conceptual frameworks of Goh & Burns (2012) and Mak & Wong (2017)

3.4.5 Conceptual framework of the present study

Based on the teaching-speaking cycle framework of Goh & Burns (2012) and the framework of four-phase implementation of portfolios in teaching speaking, the instructional stages of this study could be illustrated in the following figure. Upon each stage instructional activities could be included as follows.
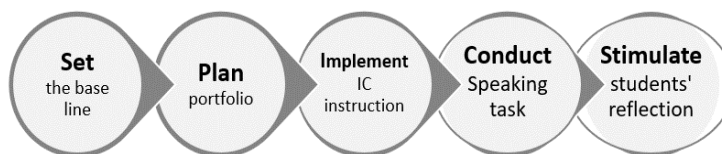
Figure 3.6 Conceptual framework of speaking instruction using speaking

portfolios (SPICS)

(Developed based on Goh & Burns, 2012; and Mak & Wong, 2017)

Stage 1 Set the baseline

At the beginning of SPICS instruction, students were directed to focus on the speaking task of each unit; i.e., job interview for unit 1 and 2; telephone conversation for unit 3; and team meeting for unit 4. They were asked to record their first try of the speaking task according to the role-card given. The record of their baseline performance would be reviewed later in stage 5: stimulate students' reflection during activity 5 monitoring own performance and reviewed by peers during activity 6 eliciting peer feedbacks.

Stage 2 Plan portfolio

At this stage, students could receive guidelines concerning how to construct, compile, and select artefact to include into their portfolio entry of each unit. The demands and objectives of each speaking task in each unit would be retell and recap to them. The time frame in relation to the instruction operation and due date to upload their entry could be established here.

Stage 3 Implement IC instruction

At this stage, IC instruction and language input would be provided to students throughout speaking instruction activities focusing on target language

knowledge and interactional practice needed for completing the speaking task in each unit.

Students would then conduct their speaking task and make the second record after they had received instruction at the end of stage three and the beginning of stage 4: conduct the speaking task. During the transition of between these two stages the changes in their performance could be expected as they were equipped with target language knowledge and interactional practice taught from the earlier stage.

Stage 4 Conduct the speaking task

At stage 4, the extensive stage of conducting the speaking task, after receiving instruction on IC and target language needed for conducting the speaking task in each unit, students were also asked to monitor their own performance. They were provided with an extensive opportunity to review their video records featuring their first and second try against the scoring rubric in order to observed and assess their own performance. Then they were asked to exchange their work with peers and conduct peer assessment. After exchanging peer feedbacks at this stage, teacher who had been observing students' activities would provide students with corrective feedbacks on language usage and instructional practice. At the end of this stage students were provided with opportunity to redo the task using peer and teacher feedbacks to improve their performance. Then selected the best piece of performance to upload on their speaking portfolio entry.

Stage 5 Stimulate students' reflection

Finally at stage five, stimulate students' reflection, students were asked to write down their response to questions eliciting their thoughts to reflect on their learning experience facilitated with speaking portfolios. The content of students'

reflection was taken into consideration and analysis to improve further instructions in the future.

The conceptual framework of SPICS: Speaking portfolios instruction to develop interactional competence and speaking was implemented throughout 8 weeks during the second half of the course ENGL3702 English for Specific Career Purposes as could be observed in the Table of scope, sequences, and instruction activities below.

Table 3.10 Scope, sequences, and instruction activities under SPICS framework

Week	Scope	Sequences	Instruction activities	Remarks
1	Precourse Orientation	Introduction to SPICS	**Introduction to SPICS** **-** Speaking Portfolios - Interactional Competence - Target Language Use Situations - Set the base line: Recruitment Interview - **Pre-test**	Pre-test
2	**Unit 1** **Tell me about yourself** **Speaking:** Small talk and self-introduction **Interactional Competence:** Sequential organization and response tokens **Language focus:** Elliptical sentences and pronunciation of prepositions in connected speech	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	
3	**Unit 1** **Tell me about yourself**	Conduct speaking task	Part 4: Conduct speaking task	

Week	Scope	Sequences	Instruction activities	Remarks
	Speaking: Small talk and self-introduction **Interactional Competence:** Sequential organization and response tokens **Language focus:** Elliptical sentences and pronunciation of prepositions in connected speech	Stimulate students' reflection	Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	
4	**Unit 2** **Competency-based questions** **Speaking:** Providing complete answers to competency-based questions **Interactional Competence:** Turn taking and sequential organisation **Language focus:** Past tense forms, and pronunciation of -ed in past tense verbs	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	
5	**Unit 2** **Competency-based questions** **Speaking:** Providing complete answers to competency-based questions **Interactional Competence:** Turn taking and sequential organisation **Language focus:** Past tense forms, and pronunciation of -ed in past tense verbs	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	Upload 1st entry: Job interview

Week	Scope	Sequences	Instruction activities	Remarks
6	**Unit 3** **Making a phone call** **Speaking:** Making a phone call to inquire information and make a reservation **Interactional Competence:** Sequential organisation of a telephone conversation and repair practice **Language focus:** Making inquiry and negotiation on the phone	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	
7	**Unit 3** **Making a phone call** **Speaking:** Making a phone call to inquire information and make a reservation **Interactional Competence:** Sequential organisation of a telephone conversation and repair practice **Language focus:** Making inquiry and negotiation on the phone	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	Upload 2st entry: Telephone conversation
8	**Unit 4** **Team meeting** **Speaking:** Assigning and taking assignment **Interactional Competence:** Sequential organisation of a discussion in meetings **Language focus:** Expressing agreement and disagreement	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	

Week	Scope	Sequences	Instruction activities	Remarks
9	**Unit 4** **Team meeting** **Speaking:** Assigning and taking assignment **Interactional Competence:** Sequential organisation of a discussion in meetings **Language focus:** Expressing agreement and disagreement	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	Upload 2st entry: Telephone conversation
10	**Portfolio submission, discussion, and review**	Review of SPICS: Set the baseline Plan portfolios IC instruction Conduct speaking task Stimulate students' reflection	- Review - Overall reflection discussion - **Attitude survey** - **Post test**	Submission of speaking portfolio

In addition to the scope, sequences, and instructional activities implemented through the use of SPICS instruction framework and materials, the sample of materials could be observed as follows (See Appendix D for more details).

Figure 3.7 Sample of SPICS instructional material Unit 1

(Developed based on Barrajah-Rohan, 2011; Goh & Burns, 2012; Mak & Wong,

2017; PAtharakorn, 2018; and Teng & Sinwongsuwat, 2015)

3.4.6 Speaking portfolios

As portfolios has been believed to be a purposeful collection of students' work

that document their progress over time (Hung, 2012). In addition, Huang's (2015)

study suggested that e-speaking portfolios with production of multiple speaking drafts

could help provide positive effect to speaking instruction. Hence, in this present study

speaking portfolios were introduced to the class at the first stage of instructional

activity so as to establish the base line of students' speaking ability by recording their

first try of the speaking task before the teaching of each lesson. Further, during the

speaking practice in class, students will record their second try. They were also

compelled to record the third and/or further tries of each speaking task as an out of

class assignment. The speaking portfolios were implemented with student reflection

form which they record their self-assessment, teacher and peer feedback to scaffold their speaking development.

There were three main speaking tasks taken from one of the objectives of speaking instruction of the course which requires students to be perform their speaking skills in an interview, a telephone conversation, and a team meeting. In order to help students developing speaking ability and interactional competence needed for performing dialogue speaking in pair tasks and a group task, in each unit of learning, students were encouraged to record at least three entries of each speaking task then select two of them into speaking portfolios and upload onto Google classroom's assignments. At the end of the course, the students were required to select two entries of each task to compile into their speaking portfolio album to share on the learning group and save onto an external hard-drive to submit.

3.5 Data collection and analysis

The present study was conducted in order to examine the effects of speaking portfolios on students' overall speaking performance and interactional competence. In addition, the extent to which students find the implementation of speaking portfolios as an instruction and assessment tool beneficial to their language learning was determined. Besides the framework of speaking instruction using speaking portfolios, other instruments employed in this research study were developed and devised to elicit evidences in response to the research questions as presented in Table 3.6.

Research question 1: To elicit evidences to define an extent to which the implementation of speaking instruction using speaking portfolios affect students' overall speaking

performance, the speaking tests were administered as the pre- and post-test. In addition to the quantitative record of speaking scores, the pre- and post-test which were computed to analyse in terms of descriptive statistic and paired sample t-test, series of students' speaking performance in video records were analysed following conversational analysis framework derived from Wong & Waring (2010) for qualitative data analysis as well.

Table 3.11 Data collection and analysis

Research question	Instruments	Quantitative data analysis	Qualitative data analysis
1. What are the effects of using speaking portfolios on students' speaking ability?	▪ Speaking test	▪ Descriptive statistic of speaking test scores ▪ Paired sample t-test	▪ Conversational analysis of students' speech during the test
2. What are the effects of using speaking portfolios on students' interactional competence?	▪ Speaking test	▪ Descriptive statistic of IC scores ▪ Paired sample t-test	▪ Conversational analysis of students' speech during the test
3. What are students' attitudes towards speaking portfolios?	▪ Questionnaire ▪ Student reflection	▪ Descriptive statistic of student's attitude level	▪ Content analysis of students' reflection and open-ended questions in the questionnaire

Research question 2: To define how the implementation of speaking instruction using speaking portfolios affect students' interactional competence, the series of students' speech sample during the pre- and post-test were video recorded, transcribed following conversation analysis (CA) conventions for further analyse. Therefore, the details of interactional features in the student-participants' speaking could be revealed. At this state the findings are to be triangulate the IC scores from analytical rating rubrics denoting student-participants' interactional competence. The statistic analyses employed to define the findings to research question 2 included descriptive statistic and paired sample t-test.

Research question 3: To elicit evidences of students' attitudes toward the implementation of speaking instruction using speaking portfolios, the attitude questionnaire was developed and administered at the end of the course of the implementation in addition to the student reflections which had been collected during the course. The obtained quantitative data from the questionnaire were analysed with descriptive statistic and triangulate with qualitative data from the open-ended questions and student reflection.

CHAPTER 4

RESULTS OF THE STUDY

This present study was conducted to examine the effects of speaking portfolios on speaking ability, interactional competence, and attitude level of EFL undergraduate students in a Thai university. In order to examine the effects of using speaking portfolios on students' speaking ability, interactional competence, and attitude towards the implementation of SPICS instruction using speaking portfolios, three sets of instruments were employed including SPICS instructional materials, three tasks of speaking test, and an attitude survey. The data collected here included test scores and 5-scale attitude survey results were analysed descriptively and inferentially using mean, standard deviation, and paired sample t-test.

The results of this study are to be presented in accordance to three research questions as follows:

4.1 What are the effects of using speaking portfolios on students' speaking ability?

4.2 What are the effects of using speaking portfolios on students' interactional competence?

4.3 What are students' attitudes towards speaking portfolios?

4.1 Research question 1: What are the effects of using speaking portfolios on students' speaking ability?

4.1.1 Quantitative findings on the effects of speaking portfolios on students' speaking ability

To examine the effects of SPICS instructional material using speaking portfolios on students' speaking ability the experimental design of one-group pretest-posttest design was employed to structure this mixed-method research study (Wasanasomsithi, 2015). The participants were measure before and after the exposure of the treatment which consisted of speaking instruction using SPICS material and speaking portfolios. Pre-test and post-test aimed at investigating whether the independent variable which was the use of SPICS instructional material with speaking portfolios contributed to changes in the participants' speaking ability and interactional competence (Dane, 1990).

The examination of how the use of SPICS instructional material with speaking portfolios contributed to changes in the participants' speaking ability started from the administration of pre-test prior to the implementation of SPICS instruction using speaking portfolios and later at the end of the course the same speaking test was administer to derive the post-test scores. The comparison of speaking scores upon pre-test and post-test could be observed in Table 4.1 as follows.

Table 4.1 Descriptive statistics: Pre-test and Post-test speaking task 1, 2, 3

	N	Mean Pre	SD	Mean Post	SD
Speaking task 1: Job interview	42	1.87	.57	3.16	.72
Speaking task 2: Telephone conversation	42	2.17	.51	3.94	.46
Speaking task 3: Team meeting	42	2.17	.40	3.67	.57

As can be seen Table 4.1 that the post-test scores in all three speaking tasks appeared to be higher than the pre-test. In addition, the largest improvement could be observed in post-test speaking score of task 2 telephone conversation which increased from 2.17 (SD=0.51) to 3.94 (SD=0.46), followed by task 3 team meeting which increased from 2.17 (SD=0.40) to 3.67 (SD= 0.57), and task 1 which increased from 1.87 (SD=0.57) to 3.16 (SD= 0.72) respectively.

The improvement of speaking scores in each task could be observed in all aspects of speaking according to the speaking assessment rubric employed in this present study. Table 4.2 presents the pre-test and post-test scores by speaking components of speaking task 1.

Table 4.2 Descriptive statistics: Pre-test and post-test task 1 job interview

	N	Mean Pre	SD	Mean Post	SD
Grammar resource	42	1.86	.65	2.95	.70
Lexical resource	42	2.07	.78	3.26	.73
Pronunciation	42	1.93	.71	2.74	.59
Discourse management	42	1.74	.70	3.29	1.11
Interactive communication	42	1.74	.59	3.55	.89
Overall speaking task 1	42	1.87	.57	3.16	.72

As could be seen in Table 4.2 that an improvement in overall speaking scores of task 1 could be observed as the overall speaking score of task 1 had increased from 1.87 (SD = 0.57) in pre-test to 3.16 (SD = 0.72) in post-test.

Upon the pre-test, it could be observed that the score of lexical use was the highest (Mean = 2.07, SD = 0.78) followed by pronunciation (Mean = 1.93, SD = 0.71), grammar (Mean = 1.86, SD = 0.65), discourse management (Mean = 1.74, SD = 0.70), and interactional communication (Mean = 1.74, SD = 0.59) respectively.

Later at the post-test, it could be observed that the score of interactional communication was the highest (Mean = 3.55, SD = 0.89) followed by discourse management (Mean = 3.29, SD = 1.11), lexical use (Mean = 3.26, SD = 0.73), grammar (Mean = 2.95, SD = 0.70), and pronunciation (Mean = 2.74, SD = 0.59) respectively.

In addition to the comparison of speaking scores by components in speaking test task 1, an improvement in speaking scores could also be observed in speaking task 2. This could be seen in Table 4.3 as follows.

Table 4.3 Descriptive statistics: Pre-test and post-test task 2 telephone conversation

	N	Mean Pre	SD	Mean Post	SD
Grammar resource	42	2.40	.63	3.77	.43
Lexical resource	42	2.52	.67	4.07	.46
Pronunciation	42	1.93	.46	3.43	.50
Discourse management	42	2.10	.79	4.24	.66
Interactive communication	42	1.88	.55	4.21	.78
Overall speaking task 2	42	2.17	.51	3.94	.46

As could be seen in Table 4.3 that an improvement in overall speaking scores of task 2 could be observed as the overall speaking score of task 2 had increased from 2.17 (SD = 0.51) in pre-test to 3.94 (SD = 0.46) in post-test.

Upon the pre-test, it could be observed that the score of lexical resource was the highest (Mean = 2.52, SD = 0.67) followed by grammar resources (Mean = 2.40, SD = 0.63), discourse management (Mean = 2.10, SD = 0.79), pronunciation (Mean = 1.93, SD = 0.46), and interactive communication (Mean = 1.88, SD = 0.55) respectively.

Later at the post-test, it could be observed that the score of discourse management was the highest (Mean = 4.24, SD = 0.66) followed by interactive communication (Mean = 4.21, SD = 0.78), lexical resource (Mean = 4.07, SD = 0.46), grammar resource (Mean = 3.77, SD = 0.43), and pronunciation (Mean = 3.43, SD = 0.50) respectively.

In addition to the comparison of speaking scores by components in speaking test task 1 as presented in Table 4.2, and task 2 as presented in Table 4.3, an

improvement in speaking scores could also be observed in speaking task 3. This could

be seen in Table 4.4 as follows.

Table 4.4 Descriptive statistics: Pre-test and post-test task 3 team meeting

	N	Mean Pre	SD	Mean Post	SD
Grammar resource	42	2.36	.48	3.60	.50
Lexical resource	42	2.50	.51	3.60	.50
Pronunciation	42	2.00	.66	3.14	.47
Discourse management	42	2.05	.54	4.02	.84
Interactive communication	42	1.95	.44	4.00	.88
Overall speaking task 3	42	2.17	.40	3.67	.57

As could be seen in Table 4.4 that an improvement in overall speaking scores

of task 3 could be observed as the overall speaking score of task 3 had increased from

2.17 (SD = 0.40) in pre-test to 3.67 (SD = 0.57) in post-test.

Upon the pre-test, it could be observed that the score of lexical resource was

the highest (Mean = 2.50, SD = 0.51) followed by grammar resource (Mean = 2.36,

SD = 0.48), discourse management (Mean = 2.05, SD = 0.54), pronunciation (Mean =

2.00, SD = 0.66), and interactive communication (Mean = 1.95, SD = 0.44)

respectively.

Later at the post-test, it could be observed that the score of discourse

management was the highest (Mean = 4.02, SD = 0.84) followed by interactive

communication (Mean = 4.00, SD = 0.88), grammar resource (Mean = 3.60, SD =

0.50), lexical resource (Mean = 3.60, SD = 0.50), and pronunciation (Mean = 3.14,

SD = 0.47) respectively.

As could be seen in Table 4.2, 4.3, and 4,4 that the post-test speaking scores in all three tasks had increased. To examine the differences between these scores set, t-statistics was computed to determine the significance of these changes. The results of paired sample t-test in overall speaking scores of three speaking tasks between pre-test and post-test could be observed in Table 4.5 as follows.

Table 4.5 Paired sample t-test: Speaking task 1, 2, and 3

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	*P*	Effect size
Pair 1	SpeakingPre1 - SpeakingPost1	-1.29	.56	.09	-1.47	-1.11	-14.82	41	.000	-3.23
Pair 2	SpeakingPre2 - SpeakingPost2	-1.78	.47	.07	-1.92	-1.63	-24.71	41	.000	-5.39
Pair 3	SpeakingPre3 - SpeakingPost3	-1.50	.52	.08	-1.66	-1.34	-18.85	41	.000	-4.11

Table 4.5 presents the results of paired sample t-test computed from the pre-test and post-test speaking scores with effect size (Cohen, 1988). As it could be observed here in Table 4.5 that t-test results in all pairs yield large effect size of > 0.8 (Cohen, 1988). Furthermore, all three pairs appear to have statistical significance difference in t-test result ($p = .000$). The biggest difference could be observed in pair 2: speaking task 2, the difference between pre-test and post-test scores was t = -24.71 ($p = .000$) with large effect size of -5.39 (Cohen's d > 0.8), followed by pair 3: speaking task 3, the difference between pre-test and post-test scores was

t = -18.85 (*p* = .000) with large effect size of -4.11 (Cohen's d > 0.8), and pair 1:

speaking task 1, the difference between pre-test and post-test scores was t = -14.82 (*p*

= .000) with large effect size of -3.23 (Cohen's d > 0.8) respectively.

In addition to the statistically significant differences in overall speaking scores

across three tasks, speaking scores in each task could be observed to have statistically

significant differences in all aspects of speaking according to the speaking assessment

rubric employed in this present study. Table 4.6 presents the results of paired sample t-test

between pre-test and post-test scores by speaking components of speaking task 1.

Table 4.6 Paired sample t-test: Speaking task 1 job interview

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	*p*	Effect size
Pair 1	Grammar	-1.10	.62	.10	-1.29	-.90	-11.50	41	.000	-2.51
Pair 2	Lexical	-1.19	.77	.12	-1.43	-.95	-9.99	41	.000	-2.18
Pair 3	Pronunciation	-.80	.74	.11	-1.04	-.58	-7.07	41	.000	-1.54
Pair 4	Discourse management	-1.55	1.09	.17	-1.89	-1.21	-9.23	41	.000	-2.01
Pair 5	Interactive communication	-1.80	.77	.12	-2.05	-1.57	-15.18	41	.000	-3.31
Pair 6	Overall speaking 1	-1.29	.56	.09	-1.47	-1.11	-14.82	41	.000	-3.23

As could be observed in Table 4.6 that there were statistically significant differences between pre-test and post-test scores in all aspects of speaking components in speaking task 1 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen, 1988).

The overall speaking score of post-test task 1 could be observed to have statistical difference with t = -14.82 *(p = .00)* with large effect size of -3.23 (Cohen's d > 0.8). The speaking component which yielded the biggest statistically significant difference appeared to be of interactive communication with t = -15.18 (p = .00), and large effect size of -3.31 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in pronunciation with t = -7.07 (p = .00), and large effect size of -1.54 (Cohen's d > 0.8).

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' scores in speaking test task 1 appeared to improve the most in terms of interactive communication, but did not improve much in terms of pronunciation.

In addition to the statistically significant differences in speaking scores of speaking task 1 job interview, speaking scores in task 2 telephone conversation could also be observed to have statistically significant differences in all aspects of speaking according to the speaking assessment rubric employed in this present study. Table 4.7 presents the results of paired sample t-test between pre-test and post-test scores by speaking components of speaking task 2.

As could be observed in Table 4.7 that there were statistically significant differences between pre-test and post-test scores in all aspects of speaking

components in speaking task 2 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen, 1988).

The overall speaking score of post-test task 2 could be observed to have statistical difference with t = -24.71 *(p = .00)* and large effect size of -5.39 (Cohen's d > 0.8).

Table 4.7 Paired sample t-test: Speaking task 2 telephone conversation

			Paired Differences							
						95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	*P*	Effect Size
Pair 1	Grammar	-1.36	.66	.10	-1.56	-1.15	-13.41	41	.000	-2.92
Pair 2	Lexical	-1.55	.71	.11	-1.77	-1.33	-14.22	41	.000	-3.10
Pair 3	Pronunciation	-1.50	.55	.09	-1.67	-1.33	-17.61	41	.000	-3.84
Pair 4	Discourse management	-2.14	.72	.11	-2.37	-1.92	-19.34	41	.000	-4.22
Pair 5	Interactive communication	-2.33	.72	.11	-2.56	-2.11	-20.96	41	.000	-4.57
Pair 6	Overall speaking 2	-1.78	.47	.07	-1.92	-1.63	-24.71	41	.000	-5.39

The speaking component which yielded the biggest statistically significant difference appeared to be of interactive communication with t = -20.96 (*p* = .00), and large effect size of -4.57 (Cohen's d > 0.8) while the smallest statistically significant

difference could be found in grammar with t = -13.41 (p = .00), and large effect size of -2.92 (Cohen's d > 0.8).

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' scores in speaking test task 2 appeared to improve the most in terms of interactive communication, but did not improve much in terms of grammar.

In addition to the statistically significant differences in speaking scores of speaking task 1 job interview and task 2 telephone conversation, speaking scores in task 3 team meeting could also be observed to have statistically significant differences in all aspects of speaking according to the speaking assessment rubric employed in this present study. Table 4.8 presents the results of paired sample t-test between pre-test and post-test scores by speaking components of speaking task 3.

Table 4.8 Paired sample t-test: Speaking task 3 team meeting

| | | **Paired Differences** | | | | | | | | |
| | | | | | **95% Confidence Interval of the Difference** | | | | | |
		Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**Df**	**P**	**Effect Size**
Pair 1	Grammar	-1.24	.53	.08	-1.40	-1.07	-15.07	41	.000	-3.29
Pair 2	Lexical	-1.10	.62	.10	-1.29	-.90	-11.50	41	.000	-2.51
Pair 3	Pronunciation	-1.14	.57	.09	-1.32	-.97	-13.08	41	.000	-2.85

Pair 4	Discourse management	-1.98	.92	.14	-2.26	-1.69	-13.87	41	.000	-3.02
Pair 5	Interactive communication	-2.05	.91	.14	-2.33	-1.76	-14.59	41	.000	-3.18
Pair 6	Overall speaking 3	-1.50	.52	.08	-1.66	-1.34	-18.85	41	.000	-4.11

As could be observed in Table 4.8 that there were statistically significant differences between pre-test and post-test scores in all aspects of speaking components in speaking task 3 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen, 1988).

The overall speaking score of post-test task 3 could be observed to have statistical difference with t = -18.85 *(p = .00)* with large effect size of -4.11 (Cohen's d > 0.8). The speaking component which yielded the biggest statistically significant difference appeared to be of grammar with t = -15.07 (p = .00), and large effect size of -3.29 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in lexical with t = -11.50 (p = .00), and large effect size of -2.51 (Cohen's d > 0.8).

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' scores in speaking test task 2 appeared to improve the most in terms of grammar resource, but did not improve much in terms of lexical resource.

As can be seen from Table 4.1 to 4.8 that there were statistically significant differences between pre-test and post-test scores in all three speaking tasks, it could

probably be assumed that the use of SPICS instruction with speaking portfolios had contributed to the changes of students' speaking scores. In addition, from t-statistics with minus values and effect size larger than 0.8 in all categories signifying that the post-test scores were higher than the pre-test with statistical significance ($p = .00$), it could thus be observed that there were some improvements in students' speaking scores.

4.1.2 Qualitative findings on the effects of speaking portfolios on students' speaking ability

In this section the qualitative analysis of students' speaking performance would be discussed based to the assessment aspects found in quantitative results according to speaking scored rated by the rubric which comprised of grammar resource, lexical resource, pronunciation, discourse management, and interactive communication.

4.1.2.1 Speaking performance in speaking task 1 job interview

According to table 4.6 presenting the differences between two sets of speaking scores pre-test and post-test respectively, it has been found that both overall speaking scores and speaking scores in each speaking component appeared to have t-value in minus meaning that the post-test scores were higher than the pre-test meaning that students' performance could be expected to improve in all aspects including grammar resource, lexical resource, pronunciation, discourse management, and interactive communication.

In addition, the speaking component which yielded the biggest statistically significant difference appeared to be of interactive communication with t = -15.18 (*p* = .00), and large effect size of -3.31 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in pronunciation with t = -7.07 (*p* = .00), and large effect size of -1.54 (Cohen's d > 0.8) meaning that after having been taught with SPICS instruction using speaking portfolios, students' scores in speaking test task 1 appeared to improve the most in terms of interactive communication, but might not have improved much in terms of pronunciation.

To note the differences found in students' pre-test and post-test speaking performance, the features of speaking components from conversational analysis based on the speaking assessment rubric could be observed in a sample of student SS-M1 in the Excerpt 1 and 2.

Excerpt 1: Speaking performance of pre-test task 2 telephone conversation

Student SS-M1 taking a job interview.

TT = teacher

SS-M1 = student

Turn	Speaker	Transcription	Remarks
16	TT:	right. uh in the administrative department=	
17		you have to cooperate with a variety of	
		departments and many uh many staff.	
18		we are an international office.	
19		so↓ you have to meet many people from	

		many countries all around the world.	
20		uh do you↑ think you are good at talking to people.	
21	SS-M1:	**um:: yes and da::**	**Dispreferred**
22		**I I positive** that I can adapt with people=	**response:**
23		**in like personality or anything** I=	**Using response token**
24		I can do anything **ah:: (0.5)** for the job.	**"yes" Grammar**
25		yes.	**error: missing of**
			verb to be "am"
			Showing reluctance
			with "um::", "da::",
			and stutter: Limited
			lexical resource
			Long pause and
			"ah": Limited lexical
			resource
26	TT:	okay?	

In Excerpt 1 featuring speaking performance of student SS-M1 on pre-test task 1 job interview, some reluctance, limited lexical resource, and a grammar error could be observed. As can be seen in excerpt 1 that, student SS-M1 appeared to be able to handle the question, yet his answer seemed rather unspecific with the lexical use of "in like personality or anything" and "I can do anything ah:: (0.5) for the job". This could be considered as a sign of limited confidence and reluctance due to limited lexical resource to construct the answer. This might as well reflect limited ability to

convey his message in more elaborate way and perform discourse management to function longer stretch of utterances.

     After having been taught with SPICS instruction using speaking portfolios, students could be expected to perform differently in the post-test. The different speaking features could be observed in Excerpt 2 presenting student SS-M1 speaking performance of task 1 job interview in the post-test.

Excerpt 2: Speaking performance of post-test task 1 job interview

Student SS-M1 taking a job interview.

TT = teacher

SS-M1 = student

Turn	Speaker	Transcription	Remarks
34	TT:	right, okay.	
35		are you a good team player?	
36	SS-M1:	**I think** I am↑	**Preferred response with affiliation**
37	TT:	could you please↑ tell me about a time when you worked well as a team member?	
38	SS-M1:	**I think it:: I think I** am good at teamwork all the time	**Repetition: Self correction**
39		because **I have ah** responsibility↑ to:: <gather the member> **to work together=schedule** the time	**Connected speech pronunciation: Mixed of slower and faster**

40	they **have ah I have ah.**	**speech expressing an**
41	I ask everyone (0.3) about time **they available**=	**attempt to convey thoughts**
42	and **we we** work together.	**Missing of discourse marker "to"**
		Grammar error: Missing verb to be "are"
43	**like** I didn't push them too much.	**Using filler "like" to**
44	**like** the time they not available and.	**exemplify**
		Using discourse marker "and" to connect ideas
45	you have to do it now **like** now. I don't do that.	
46	I (0.3) talk to them and.	**Using discourse marker "and" to connect ideas**
47	hey↓ are you available **at this time?**	**Pronunciation: Rising intonation to mark questioning**
48	if they're not. **Okay↑**	**Pronunciation: Louder speech to highlight meaning**
49	fine. Uh.	
50	I will find another time **and and** [yes.	**Stutter**

51	TT:	So] how do you make sure the work	
		will finish on schedule?	
52	SS-M1:	**so if if ah::** this person not available↑	**Response token "so"**
			Stutter
			Grammar error:
			Missing verb to be
			"is"
53		<I will take> this responsibility=	
54		I will work for **him**.	**Non-PC pronoun:**
			Limited lexical
			resource

It could be seen in excerpt 2 that student SS-M1 appeared to provide longer stretch of answer to an interview question about his team working skills with the use of several tokens marking interactive communication and discourse management. Student SS-M1 appeared to use the word "like" several times as a filler and discourse marker to string his answer together and exemplify his actions. Furthermore, different pronunciation features including the use of intonations in connected speech with rising intonation, louder, slower, and faster speech to convey meaning could also be observed in Turn 39 and 48. However, there was still a grammar error in his speaking performance including a missing of verb to be "is" as in Turn 52.

As can be seen in excerpt 1 and 2, students appeared to have some degree of progress in term of interactional communication. In the post-test speaking task 1 job interview, student SS-M1 appeared to perform the speaking task with the use of response tokens to allocate his turns to speak and conduct longer stretch of utterance

to convey his thoughts with contingency to the question asked. However, some grammatical errors still persisted. This could be assumed that the SPICS instruction might have certain effect to students' speaking performance in task 1 job interview in terms of interactive communication and discourse management rather than grammar development.

4.1.2.2 Speaking performance in speaking task 2 telephone conversation

According to table 4.7 presenting the differences between two sets of speaking scores pre-test and post-test respectively, it has been found that both overall speaking scores and speaking scores in each speaking component appeared to have t-value in minus meaning that the post-test scores were higher than the pre-test. As a result, students' performance could be expected to improve in all aspects including grammar resource, lexical resource, pronunciation, discourse management, and interactive communication.

In addition, the speaking component which yielded the biggest statistically significant difference appeared to be interactive communication with t = -20.96 (p = .00), and large effect size of -4.57 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in grammar with t = -13.41 (p = .00), and large effect size of -2.92 (Cohen's d > 0.8) meaning that after having been taught with SPICS instruction using speaking portfolios, students' scores in speaking test task 2 appeared to improve the most in terms of interactive communication, but might not have improved much in terms of grammar.

To note the differences found in students' pre-test and post-test speaking performance, the features of speaking components from conversational analysis based on the speaking assessment rubric could be observed in a sample of student SS-M1 and SS-M2 in the Excerpt 3 and 4.

Excerpt 3: Speaking performance of pre-test task 2 telephone conversation

Student SS-M1 called student SS-M2 for booking a meeting room.

Turn	Speaker	Transcription	Remarks
01	SS-M2:	hello.	**Correct summon-answer sequence**
02	SS-M1:	hi↑ **ah:: I want to:: book** a meeting room=	**Anchor point** **Pronunciation: Long**
03		is \<there any\> meeting room available?	**vowel to stress information**
04	SS-M2:	**ah:: ha how can I help you?=**	**Irrelevant response**
05		I'm central administration?	
06		do you **want to booking** room?	**Grammar error** **Repair: repeat the question**
07	SS-M1:	yes=[please.	**Overlapping**
08	SS-M2:	there] there are four meeting room now.	
09		meeting room A and B can accommodate ten participant and equipped with computer projector and sound system=	

10		meeting room C and D **are small meeting room**=	**Mispronounced [s]**
11		for **five participant** without additional visual and audio equipment.	
12		(0.5) which which room do you **prefer to booking**.	**Grammar error: to + V.ing**
13	SS-M1:	um:: (0.4) meeting room A please↑	
14	SS-M2:	ah what when do you **prefer to booking**.	**Grammar error: to + V.ing**

In Excerpt 3, it could be observed that student SS-M1 and SS-M2 appeared to conduct their telephone conversation with correct summon-answer sequence with student SS-M2, the call-receiver answered with "hello" then student SS-M1 directly led to anchor point of making an inquiry for a meeting room. However, in Turn 4 to 5 student SS-M2's identification recognition sounded somewhat irrelevant. Then he made a repair by repeating question in Turn 6. In addition to the irrelevant response made, in these students' speaking performance some grammar error could be observed. As can be seen, some certain grammatical errors including mispronunciation of [s] in plural marker and using Verb-ing after 'want to' and 'prefer to' can be observed in their performance.

After having been taught with SPICS materials with the use of speaking portfolios, it could be observed in excerpt 4 that in the post-test task 2 students SS-M1 and SS-M2 had conducted their telephone conversation with appropriate sequential practice. The conversation started with correct summon-answer sequence with student

SS-M2, the call receiver started the conversation by answering and conduct identification recognition sequence.

Excerpt 4: Speaking performance of posttest task 2 telephone conversation

Student SS-M1 called student SS-M2 for booking a meeting room.

Turn	Speaker	Transcription	Remarks
01	SS-M2:	hello I'm Thammasat from admin staff working=	**Summon answer - identification recognition**
02		for central administration.	
03		**how can I help you. how can I help you** sir?	**Repetition**
04	SS-M1:	hello I am staff of marketing team.	**Identification recognition**
05		I want to book the meeting room.	**Anchor point: requesting**
06	SS-M2:	**ah:: well**	**Using response token to express acknowledgement**
07		I have **4 meeting room** available in my office.	**Response to anchor point** **Grammar error:**
08		Meeting room A and B can accommodate at least ten **participant**	**mispronounced [s]**
09		and equip with computer, projector	
		and sound system.	
10		Meeting room C and D are small meeting room	**Grammar error:**
11		for five **participant**	**mispronounced [s]**

12		without additional visual or audio equipment.	
13		Which one do you **want to booking**?	**Following up** **Grammar error: to + V. ing**
14	SS-M1:	Meeting room A, please.	**Anchor point: Requesting**

From the students' speaking performance presented in the excerpts above, it could be observed that improvement in interactive communication was visible; however, some repetitions of grammar errors persisted. This could be considered in accordance with the quantitative findings that after the implementation of SPICS instruction using speaking portfolios, students could be found to do better in speaking in task 2 with interactive communication more than other aspect whereas they might not have improved much in terms of grammar.

4.1.2.3 Speaking performance in task 3 team meeting

According to the quantitative result presented in able 4.8, the differences between two sets of speaking scores of task 3 at pre-test and post-test could be seen in both overall speaking scores of task 3 and the scores in each aspect. It could be observed that the t-values were in minus meaning that the post-test scores were higher than the pre-test. In addition, significant coefficients appear to be .000 (sig two-tailed) which is less than 0.05 meaning that the differences of between pre-test and post-test scores of task 3 were statistically significant with large effect size (Cohen's $d > 0.8$) in all categories.

In addition, the speaking component which yielded the biggest statistically significant difference appeared to be of grammar with t = -15.07 (p = .00), and large effect size of -3.29 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in lexical with t = -11.50 (p = .00), and large effect size of -2.51 (Cohen's d > 0.8). This means that, after having been taught with SPICS instruction using speaking portfolios, students could appear to do better in speaking with correct grammar more than other aspect; however, they might not have improved much in terms of lexical use.

To note the differences found in students' pre-test and post-test speaking performance of task 3, the features of speaking components from conversational analysis based on the speaking assessment rubric could be observed in a sample of students' speaking performance in the Excerpt 5 and 6.

Excerpt 5 presents students speaking performance on pre-test task 3 team meeting.

Excerpt 5: Speaking performance of pre-test task 3 team meeting

Student SS-F1, SS-F2, SS-F3, and SS-F4 having a team meeting

Turn	Speaker	Transcription	Remarks
01	SS-F1:	good morning↑	
02		=today I would like to talk about adopting *fix* time work schedule.	**Incorrect lexical use**
03		what are your opinion.	**Pronunciation: Missing [s] as plural marker**
04	SS-F4:	((raise hand))	**Asserting agreement with**

05		I am uh uh \<representative work\>	**limited preannouncement**
06		uh uh **I'm accounting and finance**	
		department(.)	**Incorrect lexical use**
07		\<agree to work on flexible hour\>	
			Grammar error: missing
			subject
08	SS-F2:	((raise hand))	
09		**\<I am\> PR and marketing**	**Asserting agreement with**
		department.	**limited preannouncement**
10		I think *swift* work(.) I think *swift* work	**Incorrect lexical use**
		said to are not \<a problem for me\>	**Grammar error: incorrect**
11		(.)because most of the time I don't to go	**sentential structure**
		the company.	
12		because I have to go out **\<to meet\> to(.)**	**Stutter: Limited control**
		\>to to\< to meet client \<and have\>	**over discourse**
		meetings outside.	**management**
13	SS-F3:	ah I am representative from Human	**Turn allocation**
		resource department.	**Asserting disagreement**
14		I'm not very confident in this concept.	**with limited**
15		I think(.) it's better that we clock into,	**preannouncement**
16		into work in office every day,	
17		and it's very helpful **to keeping ah for(.)**	**Grammar error: to + V.**
		work.	**ing**
			Limited lexical resource

As can be seen in excerpt 5 that students had performed speaking task 3 in their pre-test with several incorrect lexical use and grammar errors including using incorrect word choices and incorrect sentence structures. It could be seen in Turn 2 and 10 that students appeared to struggle with talking about "flex time work" by using incorrect lexical items. Furthermore, they also appeared to have a problem with declaring their representation of their department as in Turn 6 and 9 that they seemed to have miss the word "from" before declaring the name of their department. In addition, the statement said in Turn 10 could be observed to have structural inaccuracy in terms of grammatical structure at sentential level.

Another aspect of students' speaking performance that could be observed in excerpt 9 was interactional communication. It could be observed that students appeared to have limited interactional communication when constructing the turns to assert their opinion with limited preannouncement contingent to statement in the prior turn. As could be seen in Turn 4, 9, and 13.

After having been taught with SPICS materials with the use of speaking portfolios, it could be observed in excerpt 6 that in the post-test task 3 students SS-F1 appeared to conduct the meeting with more appropriate sequential organization of meeting conversation started with preannouncement. Further, a collaboration from her team members could also be observed in Turn 2 – 6 when student SS-F2, SS-F3, and SS-F4 provided responses to the preannouncement made by student SS-F1.

Excerpt 6: Speaking performance of post-test task 3 team meeting

Student SS-F1, SS-F2, SS-F3, and SS-F4 having a team meeting

Turn	Speaker	Transcription	Remarks
01	SS-F1:	everyone here right?	**Preannouncement**
02		thank you for coming miss Kanyaphak miss Piyada and miss ↓Nisarat	
03		shall we get started?	
04	SS-F3:	so far so ↓good	**Response to**
05	SS-F2:	↑yes go ahead.	**preannouncement**
06	SS-F4:	sure let's do it.	
07	SS-F1:	**okay=**at this meeting	**Discourse marker:**
08		**let's discuss** the flex time work schedule.	**"Okay" Announcement**
09		I need to hear from all parties involved.	
10		What do you think about that?	**Turn allocation:**
			current selects next
11	SS-F4:	↑**absolutely**	**Using assessment token**
12		I like the idea of having(.)	**Asserting agreement**
13		the flex time wo::rk **becau::se**	**Discourse marker:**
14		schedule of my work can be ↑done on computer anywhere	**"because"**
15		without coming into the ↑office	
16	SS-F2:	↑**well** I think the flex time work schedule?	**Using response token**
			"well"
17		are not a problem for me.	**Asserting agreement**

18		**as** most of my ↑team does not clock in everyday as usual?	**Discourse marker: "as"**
19		**<this is because>** we often have to <visit the client>	**Discourse marker: "this is because"**
20		**=and** attend meeting outside the company.	**Discourse marker: "and"**
21	SS-F3:	**that's a good point.**	**Using agreement preface**
22		**but** I'm not so convinced by the idea(.)	**Asserting disagreement Discourse marker: "but"**

Moreover, a turn allocation practice of current select next could also be observed in Turn 10 when student SS-F1 initiated the question to draw opinions from her team member. This could be considered an appropriate move in meeting conversation to initiate the discussion and keep the conversation going. Further in Turn 11, a use of assessment token "absolutely" could be observed in the response before student SS-F4 asserted her agreement statement. Likewise, in Turn 16 student SS-F2 appeared to use response token "well" to allocate her turn before asserting her agreement. This could be considered a mark of interactional communication in speaking. In addition, another example of a salient feature in speaking could be found in Turn 21 when student SS-F3 using agreement preface "that's a good point" before asserting her disagreement with discourse marker "but". As could also be observed all

along the conversation that there were several uses of discourse markers to keep the conversation going and conveying their message.

It could be observed in Excerpt 6 that the conversational analysis had prevailed some salient features of interactive communication, discourse markers, and functional lexical use with no grammar error found. This could be considered complementing the quantitative findings that students could be expected to do better in speaking with correct grammar more than other aspect in task 3.

4.2 Research question 2: What are the effects of using speaking portfolios on students' interactional competence?

4.2.1 Quantitative findings on the effects of speaking portfolios on students' interactional competence

In order to examine the effects of SPICS instructional material using speaking portfolios on students' interactional competence the experimental design of one-group pre-test-posttest design was employed to structure this mixed-method research study (Wasanasomsithi, 2015). The participants were measure before and after the exposure of the treatment which consisted of speaking instruction using SPICS material and speaking portfolios. Pre-test and post-test aimed at investigating whether the independent variable which was the use of SPICS instructional material with speaking portfolios contributed to changes in the participants' interactional competence (Dane, 1990).

The examination of how the use of SPICS instructional material with speaking portfolios contributed to changes in the participants' interactional competence started from the administration of pre-test prior to the implementation of SPICS instruction

using speaking portfolios. The comparison of speaking scores upon pre-test and post-test could be observed in Table 4. as follows.

Table 4.9 Descriptive statistics of interactional competence score

in pre-test and post-test speaking task 1, 2, 3

	N	Mean IC Pre	SD	Mean IC Post	SD
Speaking task 1: Job interview	42	1.51	.38	3.24	.85
Speaking task 2: Telephone conversation	42	1.65	.56	4.17	.61
Speaking task 3: Team meeting	42	1.71	.44	3.87	.71

As can be seen Table 4.9 that the post-test interactional competence scores in all three speaking tasks appeared to be higher than the pre-test. In addition, the largest improvement could be observed in post-test speaking score of task 2 telephone conversation which increased from 1.65 (SD=0.56) to 4.17 (SD=0.61), followed by task 3 team meeting which increased from 1.71 (SD=0.44) to 3.87 (SD= 0.71), and task 1 which increased from 1.51 (SD=0.58) to 3.24 (SD= 0.85) respectively.

The improvement of speaking scores in each task could be also observed in all aspects of interactional competence according to the interactional competence assessment rubric employed in this present study. Table 4.2 presents the pre-test and post-test scores by speaking components of speaking task 1.

Table 4.10 Descriptive statistics: Interactional competence scores

in pre-test and post-test task 1 job interview

	N	Mean Pre	SD	Mean Post	SD
Turn allocation	42	2.02	.56	3.71	.95
Turn construction	42	1.79	.61	3.52	.99
Contingent response	42	1.62	.49	3.21	1.00
Appropriate response structure	42	1.26	.45	2.91	.91
Opening-closing-centering	42	1.17	.38	2.91	.82
Acknowledge opening-centering-closing	42	1.19	.46	3.19	.99
Overall interactional competence	42	1.51	.38	3.24	.85

As could be seen in Table 4.10 that an improvement in overall interactional competence scores of task 1 could be observed, and the overall interactional competence score of task 1 had increased from 1.51 (SD = 0.38) in pre-test to 3.24 (SD = 0.85) in post-test.

Upon the pre-test, it could be observed that the score of turn allocation was the highest (Mean = 2.02, SD = 0.56) followed by turn construction (Mean = 1.79, SD = 0.61), provision of contingent response (Mean = 1.62, SD = 0.49), provision of appropriate response structure (Mean = 1.26, SD = 0.45), acknowledgement of opening-centering-closing (Mean = 1.19, SD = 0.46), and construction of opening-centering-closing (Mean = 1.17, SD = 0.38) respectively.

Later at the post-test, it could be observed that the score of turn allocation was the highest (Mean = 3.71, SD = 0.95) followed by turn construction (Mean = 3.52, SD = .99), provision of contingent response (Mean = 3.21, SD = 1.00), acknowledgement of opening-centering-closing (Mean = 3.19, SD = 0.99), construction of opening-centering-closing (Mean = 2.91, SD = 0.82), and provision of appropriate response structure (Mean = 2.91, SD = 0.91) respectively.

In addition to the comparison of interactional competence scores by components in speaking test task 1, an improvement in interactional competence scores could also be observed in speaking task 2 as could be seen in Table 4.11 as follows.

As could be seen in Table 4.11 that an improvement in overall interactional competence scores of task 2 could be observed, and the overall interactional competence score of task 2 had increased from 1.65 (SD = 0.57) in pre-test to 4.17 (SD = 0.62) in post-test.

Upon the pre-test, it could be observed that the score of turn allocation was the highest (Mean = 1.93, SD = 0.68) followed by turn construction (Mean = 1.88, SD = 0.67), provision of contingent response (Mean = 1.81, SD = 0.77), acknowledgement of opening-centering-closing (Mean = 1.60, SD = 0.70), provision of appropriate response structure (Mean = 1.33, SD = 0.57), and construction of opening-centering-closing (Mean = 1.33, SD = 0.57) respectively.

Table 4.11 Descriptive statistics: Interactional competence scores

in pre-test and post-test task 2 telephone conversation

	N	Mean Pre	SD	Mean Post	SD
Turn allocation	42	1.93	.68	4.21	.72
Turn construction	42	1.88	.67	4.38	.58
Contingent response	42	1.81	.77	4.10	.82
Appropriate response structure	42	1.33	.57	4.24	.66
Opening-closing-centering	42	1.33	.57	3.83	.73
Acknowledge opening-centering-closing	42	1.60	.70	4.29	.81
Overall interactional competence	42	1.65	.57	4.17	.62

Later at the post-test, it could be observed that the score of turn construction was the highest (Mean = 4.38, SD = 0.58) followed by acknowledgement of opening-centering-closing (Mean = 4.29, SD = 0.81), provision of appropriate response structure (Mean = 4.24, SD = 0.66), turn allocation (Mean = 4.21, SD = .72), provision of contingent response (Mean = 4.10, SD = .82), and construction of opening-centering-closing (Mean = 3.83, SD = .73) respectively.

In addition to the comparison of interactional competence scores by components in speaking test task 1 and task 2, an improvement in interactional competence scores could also be observed in speaking task 3 as could be seen in Table 4.12 as follows.

As could be seen in Table 4.12 that an improvement in overall interactional competence scores of task 3 could be observed, and the overall interactional competence score of task 3 had increased from (SD = 0.) in pre-test to (SD = 0.) in post-test.

Table 4.12 Descriptive statistics: Interactional competence scores

in pre-test and post-test task 3 team meeting

	N	Mean Pre	SD	Mean Post	SD
Turn allocation	42	2.14	.57	4.12	.86
Turn construction	42	2.12	.55	4.12	.86
Contingent response	42	1.81	.67	4.05	.91
Appropriate response structure	42	1.43	.55	3.55	.50
Opening-closing-centering	42	1.38	.49	3.62	.62
Acknowledge opening-centering-closing	42	1.41	.50	3.79	.75
Overall interactional competence	42	1.71	.44	3.87	.72

Upon the pre-test, it could be observed that the score of turn allocation was the highest (Mean = 2.14, SD = 0.57) followed by turn construction (Mean = 2.12, SD = 0.55), provision of contingent response (Mean = 1.81, SD = 0.67), provision of appropriate response structure (Mean = 1.43, SD = 0.55), acknowledgement of opening-centering-closing (Mean = 1.41, SD = 0.50), and construction of opening-centering-closing (Mean = 1.38, SD = 0.49) respectively.

Later at the post-test, it could be observed that the score of turn construction and turn construct were at the highest (Mean = 4.12, SD = 0.86) followed by provision of contingent response (Mean = 4.05, SD = .91), acknowledgement of opening-centering-closing (Mean = 3.79, SD = 0.75), construction of opening-centering-closing (Mean = 3.62, SD = 0.62), and provision of appropriate response structure (Mean = 3.55, SD = .50) respectively.

As could be seen in Table 4.10, 4.11, and 4.12 that the post-test interactional competence scores in all three tasks had increased. To examine the differences between these scores set, t-statistics was computed to determine the significance of these changes. The results of paired sample t-test in overall interactional competence scores of three speaking tasks between pre-test and post-test could be observed in Table 4.13 as follows.

**Table 4.13 Paired sample t-test of interactional competence scores
in speaking task 1, 2, and 3**

		Paired Differences								
			Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	p	Effect Size
		Mean								
Pair 1	ICPre1 - ICPost1	-1.73	.66	.10	-1.94	-1.53	-17.16	41	.000	-3.75
Pair 2	ICPre2 - ICPost2	-2.53	.73	.11	-2.75	-2.30	-22.49	41	.000	-4.91
Pair 3	ICPre3 - ICPost3	-2.16	.72	.11	-2.38	-1.94	-19.41	41	.000	-4.24

Table 4.13 presents the results of paired sample t-test computed from the pre-test and post-test interactional competence scores with effect size (Cohen, 1988). As it could be observed here in Table 4.13 that t-test results in all pairs yield large effect size of > 0.8 (Cohen, 1988). Furthermore, all three pairs appear to have statistical significance difference in t-test result (p = .000). The biggest difference could be observed in pair 2: speaking task 2, the difference between pre-test and post-test scores was t = -22.49 (p = .000) with large effect size of -4.91 (Cohen's d > 0.8), followed by pair 3: speaking task 3, the difference between pre-test

and post-test scores was t = -19.41 (p = .000) with large effect size of -4.24 (Cohen's d > 0.8), and pair 1: speaking task 1, the difference between pre-test and post-test scores was t = -17.16 (p = .000) with large effect size of -3.65 (Cohen's d > 0.8) respectively.

In addition to the statistically significant differences in overall interactional competence scores across three tasks, interactional competence scores in each task could be observed to have statistically significant differences in all aspects according to the interactional competence assessment rubric employed in this present study. Table 4.14 presents the results of paired sample t-test between pre-test and post-test scores by interactional competence components of speaking task 1.

As could be observed in Table 4.14 that there were statistically significant differences between pre-test and post-test scores in all aspects of interactional competence components in speaking task 1 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at

larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen,

1988).

The overall interactional competence score of post-test task 1 could be

observed to have statistical difference with t = -17.16 *(p = .00)* with large effect size

of -3.75 (Cohen's d > 0.8). The interactional competence component which yielded

the biggest statistically significant difference appeared to be of construction of

opening-centering-closing with t = -16.94 (*p* = .00), and large effect size of -3.70

(Cohen's d > 0.8) while the smallest statistically significant difference could be found

in provision of contingent response with t = -10.45 (*p* = .00), and large effect size of -

2.28 (Cohen's d > 0.8).

Table 4.14 Paired sample t-test: Interactional competence scores

in speaking task 1 job interview

					Paired Differences						
			Std.	Std. Error	95% Confidence Interval of the Difference						Effect
		Mean	Deviation	Mean	Lower	Upper	t	Df	*p*	Size
Pair 1	Turn allocation	-1.69	.78	.12	-1.93	-1.45	-14.04	41	.000	-3.06
Pair 2	Turn construction	-1.74	.86	.13	-2.01	-1.47	-13.14	41	.000	-5.93
Pair 3	Contingent response	-1.60	.99	.15	-1.90	-1.29	-10.45	41	.000	-2.28

Pair 4	Appropriate response structure	-1.64	.88	.14	-1.92	-1.37	-12.12	41	.000	-2.64
Pair 5	Opening-closing-centering	-1.74	.67	.10	-1.95	-1.53	-16.94	41	.000	-3.70
Pair 6	Acknowledge opening-centering-closing	-2.00	.86	.13	-2.27	-1.73	-15.15	41	.000	-3.30
Pair 7	Overall IC	-1.73	.66	.10	-1.94	-1.53	-17.16	41	.000	-3.75

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' interactional competence scores in speaking test task 1 appeared to improve the most in terms of construction of opening-centering-closing sequence, but did not improve much in terms of provision of contingent response.

In addition to the statistically significant differences in interactional competence scores of speaking task 1 job interview, interactional competence scores in task 2 telephone conversation could also be observed to have statistically significant differences in all aspects of interactional competence components according to the interactional competence assessment rubric employed in this present study. Table 4.15 presents the results of paired sample t-test between pre-test and post-test scores by interactional competence components rated in speaking task 2.

Table 4.15 Paired sample t-test: Interactional competence scores in speaking

task 2 telephone conversation

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	*p*	Effect Size
Pair 1	Turn allocation	-2.29	.77	.12	-2.53	-2.05	-19.14	41	.000	-4.18
Pair 2	Turn construction	-2.50	.77	.12	-2.74	-2.26	-20.96	41	.000	-4.57
Pair 3	Contingent response	-2.29	.86	.13	-2.56	-2.02	-17.16	41	.000	-3.74
Pair 4	Appropriate response structure	-2.91	.82	.13	-3.16	-2.65	-22.94	41	.000	-5.01
Pair 5	Opening-closing-centering	-2.50	.99	.15	-2.81	-2.19	-16.30	41	.000	-3.56
Pair 6	Acknowledge opening-centering-closing	-2.69	.99	.15	-3.00	-2.38	-17.44	41	.000	-3.81
Pair 7	Overall IC	-2.53	.73	.11	-2.75	-2.30	-22.49	41	.000	-4.90

As could be observed in Table 4.15 that there were statistically significant differences between pre-test and post-test scores in all aspects of interactional competence components in speaking task 2 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at

larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen, 1988).

The overall interactional competence score of post-test task 2 could be observed to have statistical difference with t = -22.49 *(p = .00)* with large effect size of -4.90 (Cohen's d > 0.8). The interactional competence component which yielded the biggest statistically significant difference appeared to be of provision of appropriate response structure with t = -22.94 (p = .00), and large effect size of -5.01 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in construction of opening-centering-closing with t = -16.30 (p = .00), and large effect size of -3.56 (Cohen's d > 0.8).

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' interactional competence scores in speaking test task 1 appeared to improve the most in terms of provision of appropriate response structure, but did not improve much in terms of construction of opening-centering-closing.

In addition to the statistically significant differences in interactional competence scores of speaking task 1 job interview and task 2 telephone conversation, interactional competence scores in task 3 team meeting could also be observed to have statistically significant differences in all aspects of interactional competence components according to the interactional competence assessment rubric employed in this present study. Table 4.16 presents the results of paired sample t-test between pre-test and post-test scores by interactional competence components rated in speaking task 3.

As could be observed in Table 4.16 that there were statistically significant differences between pre-test and post-test scores in all aspects of interactional competence components in speaking task 3 including the overall speaking scores with large effect size (Cohen, 1988). The effect size in all aspect could be observe to be at larger than 0.8 and considered to be large according to Cohen's d effect size (Cohen, 1988).

Table 4.16 Paired sample t-test: Interactional competence scores in speaking task 3 team meeting

					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	*p*	Effect Size
Pair 1	Turn allocation	-1.98	.87	.13	-2.25	-1.71	-14.73	41	.000	-3.22
Pair 2	Turn construction	-2.00	.83	.13	-2.26	-1.74	-15.68	41	.000	-3.42
Pair 3	Contingent response	-2.24	.98	.15	-2.54	-1.93	-14.76	41	.000	-3.22
Pair 4	Appropriate response structure	-2.12	.67	.10	-2.33	-1.91	-20.50	41	.000	-4.47

Pair 5	Opening-closing-centering	-2.24	.69	.11	-2.45	-2.02	-20.97	41	.000	-4.58
Pair 6	Acknowledge opening-centering-closing	-2.38	.76	.12	-2.62	-2.14	-20.21	41	.000	-4.41
Pair 7	Overall IC	-2.16	.72	.11	-2.38	-1.94	-19.41	41	.000	-4.24

The overall interactional competence score of post-test task 2 could be observed to have statistical difference with t = -19.41 *(p = .00)* with large effect size of -4.24 (Cohen's d > 0.8). The interactional competence component which yielded the biggest statistically significant difference appeared to be of construction of opening-centering-closing sequence with t = -20.97 (*p* = .00), and large effect size of -4.58 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in turn allocation with t = -14.73 (*p* = .00), and large effect size of -3.22 (Cohen's d > 0.8).

This could be interpreted that after having been taught with SPICS instruction using speaking portfolios, students' interactional competence scores in speaking test task 1 appeared to improve the most in terms of construction of opening-centering-closing sequence, but did not improve much in terms of turn allocation.

As can be seen from Table 4.13 to 4.16 that there were statistically significant differences in interactional competence scores between pre-test and post-test in all three speaking tasks, it could probably be assumed that the use of SPICS instruction with speaking portfolios had contributed to the changes of students' interactional

competence scores. In addition, from t-statistics with minus values and effect size larger than 0.8 in all categories signifying that the post-test scores were higher than the pre-test with statistical significance ($p = .00$), it could thus be observed that there were some improvements in students' interactional competence scores.

4.2.2 Qualitative findings on the effects of speaking portfolios on students' interactional competence

In this section the qualitative analysis of students' speaking performance to denote interactional competence practice would be discussed based to the assessment aspects found in quantitative results according to interactional competence scored rated by the rubric which comprised of turn allocation, turn construction, provision of contingent response, provision of appropriate response structure, construction of opening-centering-closing sequence, and acknowledgement of opening-centering-closing.

4.2.2.1 Interactional competence in speaking task 1 job interview

According to table 4.13 – 4.16 presenting the differences between two sets of interactional competence scores pre-test and post-test respectively, it has been found that both overall interactional competence scores and scores in each interactional competence component appeared to have t-value in minus meaning that the post-test scores were higher than the pre-test meaning that students' performance could be expected to improve in all aspects including turn allocation, turn construction, provision of contingent response, provision of appropriate response structure, construction of opening-centering-closing sequence, and acknowledgement of opening-centering-closing.

In addition, in speaking task 1 job interview, the interactional component which yielded the biggest statistically significant difference appeared to be construction of opening-centering-closing with t = -16.94 (p = .00), and large effect size of -3.70 (Cohen's d > 0.8) while the smallest statistically significant difference could be found in provision of contingent response with t = -10.45 (p = .00), and large effect size of -2.28 (Cohen's d > 0.8) meaning that after having been taught with SPICS instruction using speaking portfolios, students' interactional competence scores in speaking test task 1 appeared to improve the most in terms of construction of opening-centering-closing, but might not have improved much in terms of provision of contingent response.

To note the differences found in students' interactional competence practiced in pre-test and post-test speaking performance, the features of interactional competence components from conversational analysis based on the speaking assessment rubric could be observed in a sample of student SS-F8 and SS-F9 in the Excerpt 7 and 8.

Excerpt 7: Interactional competence features in speaking performance

pre-test 1 job interview

Student SS-F8 taking a job interview

Turn	Speakers	Transcription	Remarks
37	TT:	↑right let's see if you have the matching skills with our [work.	
38	SS-F8:	umm]	
39	TT:	as an administrative assistant you have to cooperate with people.	
40	SS-F8:	**yes?**	**Response token "yes" to**

41	TT:	could you please tell me about your communication skills=	
42		tell me <about the time> when your communication <can be a good solution> for your work.	
43	SS-F8	**um:: so uh sched=schedule?**	**Response token "um:: so" to allocate turn**
44		**I have a scheduling for time right?**	**Struggling to construct contingent response in turn**
45	TT:	I mean when you::	
46		when your communication]	
47	SS-F8	[yes?	**Response token "yes" to allocate turn**
48	TT:	can give a good result to work↓	
49		<can you please tell me about the time>	
50		when your communication gives a good result to work↓	
51	SS-F8	**um:: I'll uh** (.) good good result to work?	**Response token "um:: so" to allocate turn but struggling to construct turn with contingent response**
52		um:: **I huh sorry I I'm I mean ah::**	**Struggling to repair**
53		in the work of field like	
54		try:: *tang tang jai* uh huh ((laughing))	**Speaking in Thai**
55	TT:	okay↓ well let's move on	
56	SS-F8:	**uh:: try try to:: try to talk and::**	**Response token "um:: so" to allocate turn but struggling to construct**

			turn with contingent response
57		**and:: uh:: when when you:: work**	**Token "when" to signify opening sequence of answer**
58		**ah very nervous like now like me**	
59		hahaha:: ((laughing))	
60		**uh I I I get I think it's um.**	**Token "I think" to signify centering sequence of answer**
61		**you can like breathe::**	
62		**in one two three count it.**	
63		and feel like ↑free	
64		free more(.) it (.) **is it good solution?**	**Closing**
65		for me?	
66	TT:	$okay$ right ah::	
67		you told me about your interpersonal skills right?	
68		that you have interpersonal skills	
69		can you tell me uh::	
70		have you ever worked with people from different cultural background?	
71		>and could you please tell me<	
72		<how you> how you deal with the situation.	
73		when you have to work.	
74		with people from various cultural backgrounds.	
75	SS-F8	**okay?=I (.) um:: yes I:: have**	**Assessment token "okay" to allocate turn** **Token "yes I have"**

			signify opening
76		**and I I prepare my↑self**	**Centering**
77		for for:: people ah other cul(.) uh	
78		culturing↓ yes↓ **yes that.**	**Token "yes that" signify closing**
79	TT:	okay and how you communicate with them?	
80		or how you cooperate with people	
81		=who have different cultural background from you?	
82	SS-F8:	**um:: (.04) I I prepare myself first ye**	**Opening**
83		=like uh:: I:: ↑**when** I with with ↑them	**Centering**
84		I'm (.) I **I use my uh knowledge.** ((laughing))	
85		**and ↑that's it =that's all.** ((laughing))	**Closing**

In Excerpt 7 it could be observed that student SS-F8 had use response token "yes" several times to allocate turns, yet she still appeared to struggle to construct turns with contingent response to the question in prior turn. Another token that had also been employed to allocate turn was response token "um::", as could be observed in Turn 43, 51, 56, and 83. However, her "um::" could also sound to express somewhat reluctance and less of confidence in providing answer. In addition, there was also one time in Turn 75 that she used assessment token "okay" to take turn. Besides the use of response tokens and an assessment token, the structure of her answer could be observed to appear in the sequence of opening-centering-closing; however, with her limited linguistic resources, she did not

seem to accomplish constructing complete and clear answer with contingency to the question asked the previous turn.

        After having been taught with SPICS instruction using speaking portfolios, it could be observed in excerpt 8 that in the post-test task 1 job interview students SS-F1 appeared to demonstrate some markers of interactional competence including using mitigation to tone down dispreferred response as well as allocating and constructing turns with contingent responses.

Excerpt 8: Interactional competence features in speaking performance post-test 1 job interview

Student SS-F1 taking a job interview

Turn	Speaker	Transcription	Remarks
48	TT:	because you know as working with people=	
49		There could be some several problems=	
50		not everyone thinks the same, right?	
51	SS-F1:	**Yes**	**Response token "yes": Correct adjacency pair**
52	TT:	so↑ how would you manage the team.	
53		if you have to work with someone that have a different opinion from you?	
54	SS-F1:	**um well↑ let me think↑**	**Dispreferred response: Mitigation using "um well let me think"**
55		when **I I I** worked with other people.	
56		**uh** when I manage **yeah I uh everyone's ah everyone want ah makes** responsibility (0.3) but **not not not**	**Stutters: reluctance and limited lexical resources**
57	TT:	okay, can you please tell me about the time you work well as a team?	

58	SS-F1	**well, let me think about the time when I worked in a team.**	**Dispreferred response:**
59		**when I study** of university **ah I**	**Mitigation using "well, let me think" and**
60		I have **a project team**	**repeat a part of the**
61		and it's it well **um** it's good.	**question to signify**
62		**I I** like to work with other people	**opening**
63		**and::** sometimes **da** sometimes **um** problem there **but it's it's okay though**	**Token "when I study" to signify centering** Stutters: reluctance and limited lexical resources Token "but it's ok though" to signify closing
64	TT:	okay,	
65		so you work with your team=	
66		to conduct a research when you studied, right?	
67	SS-F1:	**Yes**	**Response token "yes":** **Correct adjacency pair**
68		how was your research?	
69		was it successful?	
70	SS-F1:	**yes it it's successful.**	**Correct adjacency pair:** **employed repetition to** **highlight the answer**
71	TT:	okay. right↑	
72		i think it's quite substantial for now↑ khun poythip.	
73		thank you for coming.	
74		i will conclude the interview right here?	
75	SS-F1:	**my pleasure.**	**Correct adjacency pair:** **Response to thanking**
76		thank you for having me too.	
77	TT:	okay=that's great.	

78		have a good day, khun poythip.	
79	SS-F1:	**thank you**	**Correct adjacency pair**

Excerpt 8 presents speaking performance with interactional competence of student SS-F1 on post-test task 1 job interview. It could be seen in excerpt 8 that student SS-F1 employed mitigation "umm well let me think" to assert a dispreferred response in an attempt to delay giving answer that she might have been thinking or arranging in her thought. This could be considered a function of interactional competence to compensate for limited linguistic resources and keep the conversation going. As can be seen in her answer in Turn 55 – 56 and Turn 58 – 63 that she seemed struggling to put her answer in correct order and appeared to have some stutters. However, later at the end of the conversation she seemed to do better in term of providing correct adjacency pairs in thanking and part-taking during the conclusion of the interview.

From excerpt 7 – 8, it could be observed that students seemed to have changed the way they have conveyed their answer by employing more interactional practice in term of turn construction and provision of coherent responses contingent to the questions asked. Furthermore, as could be seen the post-test performance of student SS-F1 that she appeared to provide answer in the sequence of opening, centering, and closing. However, in the post-test performance of student SS-F1 some reluctance markers were still found. This could be considered in accordance with the quantitative finding in task 1 job interview.

4.2.2.2 Interactional competence in task 2 telephone conversation

According to table 4.15 presenting the differences between two sets of interactional competence scores pre-test and post-test respectively, it has been found that both overall interactional competence scores and scores in each aspect appeared to have t-value in minus meaning that the post-test scores were higher than the pre-test meaning that students' performance could be expected to improve in all aspects including turn allocation, turn construction, provision of contingent response, provision of appropriate response sequence, construction of opening-centering-closing sequence, and acknowledgement of opening-centering-closing sequence.

In addition, the largest statistically significant difference in interactional competence scores of task 2 telephone conversation could be observed in the component of provision of appropriate response sequences with t = -22.94 (p =.000) while the smallest statistically significant difference was in the component of construction of opening-centering-closing sequences (t = -16.30, p = .000). That is to say students could appear to do better in speaking with provision of appropriate response sequences more than other aspect; however, they might not have improved much in terms of constructing opening-centering-closing sequences in telephone conversation.

A sample of a student's performance on interactional competence in speaking pre-test task 2 telephone conversation could be observed in excerpt 9.

As can be seen in excerpt 17 that during pre-test task 2 telephone conversation SS-F1 and SS-F2 had performed this speaking task with incorrect summon-answer

sequence (Turn 1 – 3) and did not complete the closing part of telephone conversation (Turn 18 – 19).

Excerpt 17: Interactional competence of pre-test task 2 telephone conversation

Student SS-F2 calling student SS-F1 for booking a meeting room

Turn	Speaker	Transcription	Remarks
01	SS-F2:	good ↑morning	**Incorrect sequence of**
02	SS-F1:	good ↑morning Princess hotel.	**summon answer and**
03		may I help you?	**identification recognition**
04	SS-F2:	I'd like to che::ck a meeting room **for for** my team (0.4) **for my for my for my team**	**Anchor point: Making inquiry** **Stutter and long pause**
05		on Wednesday at 1pm until 3pm=	
06		is there a meeting room meeting room available.	
07	SS-F1:	Sorry=I have not place because conference room A is being reque::	**Response to anchorpoint**
08		=but I also offer room B.	
09		How many people **will the participant ↑will participant** come to the meeting.	**Following up**
10	SS-F2:	there are eight people attending the meeting.	**Response to following up**
11	SS-F1:	okay=our hotel has equip computer projector and::	**Anchor point**
12		s:: sound system for use.	
13	SS-F2:	<that's great> I will cont- I uh.	**Initiating preclosing**
14		>that's great<	
15		we will contact you again.	
16	SS-F1:	thank you for choose choosing our hotel	**Response to preclosing**

17		and have a nice day.	
18		Goodbye.	**Closing**
19	SS-F2:	(-)	**No response to complete closing**

However, the overall sequences of this telephone conversation appeared to be understandable. The students seemed to complete the conversation following appropriate order of a telephone conversation and have exchanged sufficient information, yet there was no reservation made. That is to say they appeared to have carried out all conversation alright, but did not seem to achieve the purpose of communication.

After having been taught with SPICS instruction using speaking portfolios, it could be observed in excerpt 10 that in the post-test task 2 telephone conversation students SS-F1 and SS-F2 appeared to demonstrate some markers of interactional competence including providing correct summon-answer sequence, making anchor point, and providing contingent response to the anchor point.

As can be seen in excerpt 19 that student SS-F1 and SS-F2 appeared to conduct a correct summon-answer sequence with appropriate identification recognition. Then in Turn 3 student SS-F2 introduced the anchor point by making a request. The response from student SS-F1 in Turn 5 appeared to be contingent with the request made by student SS-F2, and there was also a contingent following up to keep conversation going further in Turn 8 – 9. Further in Turn 12 student SS-F1 appeared to use toke "sorry" to mitigate a dispreferred response and led to explanation for limitation of the situation. This could be considered a marker of interactional

competence performed to project a dispreferred statement in a conversation of which

the request could not be fulfilled.

Excerpt 19: Interactional competence of posttest task 2 telephone conversation

Student SS-F2 called student SS-F1 for booking a meeting room.

Turn	Speaker	Transcription	Remarks
01	SS-F1:	hello↑ Poythip speaking.	**Correct summon-answer**
02		how may I help you?	**sequence**
03	SS-F2:	hello↑ I want a meeting room (0.4 inaudible) up to ten participants	**Anchor point**
04		for the meeting on wednesday at 1pm? until 3pm?	
05	SS-F1:	Alright (.) our company has a total of 4 company rooms	**Response to anchor point**
06		room A and room B with electronic devices.	
07		room C and room D without electronic devices.	
08	SS-F2:	I need a room with full (0.3)	**Following up**
09		I need a room with full (.) of electronic device.	
10		and want you to prepare eight set of cup, glass, saucers, spoon and fork.	**Initiating second anchor point: making request**
11		with eight bottle of water.	
12	SS-F1:	sorry= <there will>	**Response to anchor point (appropriate dispreferred response)**
13		there will maintenance of of room meeting A meeting A: this Wednesday.	
14		due to break down in air conditioning system.	
15	SS-F2:	so↑ I'd to book meeting room (.)	**Following up:**

		so↑ I'd to book **meeting room A**=	**disinformation**
		so↑ I'd to book meeting room(.)	
		so↑ I'd to book **meeting room A instead**.	
16	SS-F1:	I will make(.)	**Following up: Grammar error**
		I will make a reservation **ah** meeting room for you.	
17	SS-F2:	thank you for helping me(.) for	**Preclosing**
		thank you for helping me.	
18	SS-F1:	you're welcome.	**Response to preclosing**
19		thanks for calling=	**Closing**
20		have a good day.	
21	SS-F2:	thank you (.) you too	**Response to complete closing**

Furthermore, in the end of the conversation, complete sequence of conversation closing could be observed in Turn 18 – 21. However, some mistakes still happened in their post-test performance including the misinformation in Turn 15 and a reluctance marker "ah" in Turn 16 as well as other observable repetition and stutters all along.

As could be observed in excerpt 10, some changes in performance of student SS-F1 and SS-2 could be observed. In addition, their used of interactional competence could be observed in term of sequential organization and provision of appropriate response tokens contingent to previous turns to keep the conversation going and achieve their communicative purposes. This could be considered in accordance with the quantitative finding in task 2 telephone conversation.

4.2.2.3 Interactional competence in task 3 team meeting

According to table 4.18 presenting the differences between two sets of interactional competence scores pre-test and post-test respectively, it has been found that both overall interactional competence scores and scores in each aspect appear to have t-value in minus meaning that the post-test scores were higher than the pre-test meaning that students' performance could be expected to improve in all aspects including turn allocation, turn construction, provision of coherent response, provision of appropriate sequential organization, provision of opening-centering-closing sequence, and acknowledgement of opening-centering-closing sequence.

In addition, the largest statistically significant difference in interactional competence scores of task 3 team meeting could be observed in the interactional competence component of construction of opening-centering-closing sequences with t = -20.97 (p =.000) while the component of turn allocation (t = -14.73, p = .000) could be observed to have the smallest statistically significant difference. That is to say after being taught with SPICS instruction with the use of speaking portfolios, students could be found performing better in term of conducting open-centering-closing sequence of their utterance in meeting discussion rather than allocating their turns.

A sample of a student's performance on interactional competence in speaking pre-test task 3 team meeting could be observed in excerpt 11 as follows.

Excerpt 11: Interactional competence of pre-test task 3 team meeting

Student SS-M1, SS-F5, SS-F6, and SS-F7 having a team meeting.

Turn	Speaker	Transcription	Remarks
01	SS-M1	Okay. good day everyone.	**Preannouncement**
02		Today:: <I want to talk> <with you guys> about	
03		>I want to hear your opinion< about flex time work schedule.	**Announcement**
04		and:: <I think> (.) online and weekly report will be the good way to keep track with staff performance.	
05		However, I still prefer to have weekly meeting on-site at the office.	**Following up**
06		so my schedule on monday(.)	
07		I need to attend to the board meeting every Monday morning=	
08		so I would be available at monday morning,	
09		but in the Monday afternoon would be great. aw(.) what what do you think?	
10	SS-F5	I'm not so convinces by the idea of adopted flex time work schedule.	**Preferred response: Disagreement Asserting disagreement with no preface**
11		I think that is better for you and your team in the work in the office every day.	
12		this way is more practical for you to follow up with your staff work.	
13		I also think that is quite difficult to check if you staff ready to their work.	
14		If the company adopt the flex time	

		which are allowed them to work from home or outside the office.	
15		so, I prefer to have weekly meeting to get your staff report which they have done to you on-site	
16	SS-M1	okay, that that's great and what about you?	**Response token "okay" Turn allocation: Current selects next**
17	SS-F6	I am the representative from PR and marketing department.	**Asserting agreement with limited preliminary**
18		I did agree your idea to flex time work schedule as much as my team.	
19		Do not call in every day as usual because they often to visit the science	
20		and attend meeting outside the company.	

As can be seen in excerpt 11 that the first part of a meeting conversation performed by student SS-M1, SS-F5, and SS-F6 was rather incomplete in term of sequential organization of a meeting. It could be observed that student SS-M1 as the chairperson appeared to speak in a long-self-selected turn at the beginning and provide limited preannouncement without waiting for the response to preannouncement from his participants. It could be observed that after asserting the announcement "I want to hear your opinion about flex time work schedule", student SS-M1 appeared to go on asserting further opinion of his own without waiting for any response from his participants. This could be considered a marker of lack of interactional competence in his speaking performance in term of turn allocation and sequential organization in a meeting conversation. In addition to this, it could also be observed in Turn 10, student SS-F5 appeared to assert her disagreement with no preliminary and no agreement preface to mitigated the disagreement at all. This could

also be considered a marker of lack of interactional competence in her speaking performance in term of turn construction in a meeting conversation.

After having been taught with SPICS materials with the use of speaking portfolios, it could be observed in excerpt 12 that in the post-test task 3 team meeting students appeared to demonstrate some markers of interactional competence including providing correct sequences to begin the meeting, constructing turns to assert agreement and this agreement, and providing contingent response to the previous turn.

As could be observed in excerpt 12 that students appeared to conduct a meeting conversation with appropriate sequential organization. It could be seen at the beginning in Turn 1 – 10 that student SS-F10 started the conversation with a preannouncement and received responses from her team members before leading into the main announcement.

Excerpt 23: Interactional competence of post-test task 3 team meeting

Student SS-F9, SS-10, SS-F11, and SS-F12 having a team meeting.

Turn	Speakers	Transcription	Remarks
01	SS-F10:	everyone's here right?	**Preannouncement**
02		thank you for coming.	
03		Panchita, Kochakorn, Patra*	***Pseudonyms**
04		Shall we get started?	**Turn allocation: Current selects next**
05	SS-F9:	↑yeah right	**Response to**
06	SS-F12:	↑yes go ahead	**preannouncement**
07	SS-F11:	↑sure let's do it.	
08	SS-F10:	**↑right** (.)	**Assessment token "right"**

09		this morning we'll be discussing about	**Announcement**
10		=having considered adopting flex time work schedule for our office.	
11		the flex time work will allow staff to come into the office only three days per week.	**Following up: Providing information**
12		that means (.) not every staff is required to present every day.	
13		\<there should be\> at least two or three member of each team	
14		\>present at the office each day\<	
15		↑and I need to hear your:: aw	**Turn allocation: Current selects next**
16		opinion from all parties involve.	
17	SS-F12:	(0.4) **that sounds interesting**, **but I** think (.)	**Assessment token "interesting": Agreement preface to mitigate disagreement and establish preliminary**
18		adopting flex time work schedule \<wouldn't help reduce\> \>the energy bills\<	
19		\<because\> there might be some staff working OT on their work day.	
20		and start (.) and stay up late at the office	
21		↑so:: you would prefer limiting OT hours	
22		=at the office (.)	
23		would be more effective way to keep the cost down.	
24	SS-F9:	↑**yes** I agree with what you said	**Response token "yes" Asserting agreement**
25		\<because\> some of my work can be done on computer (.)	
26		Anywhere without coming into the office.	

27		more importantly I think=	
28		>having less people working< may result (.)	
29		Using less energy and less expenditure	
30	SS-F11:	that's a **good idea (.) bu::t**	**Assessment token "good idea but": Agreement preface to mitigate disagreement and establish preliminary**
31		↑I think >it is< <better for us>	
32		to clock in and work in the office every day.	
33		this way is simpler and more practical?	
34		for me to follow up with my staff work?	
35		↑I also think that <it is> quite difficult	
36		=to check it (.) my ↑staff really do their work?	
37		If the company adopt the flex time which (.)	
38		allow them to work ah:: from home or outside the office.	
39	SS-F10:	any↑way it depends on the company	**Response to disagreement**
40		that will adopt the flex time work schedule.	
41		↑**and finally** let's have a follow up meeting	**Preclosing: Arrangement**
42		for this next monday afternoon at the office?	
43		is there anyone busy on monday afternoon.	**Turn allocation: Current selects next**
44	SS-F11:	**actually** ↑I have a meeting on monday morning?	**Assessment token "actually" Agreement preface to**
45		=and will be busy to leading staff (.)	**mitigate disagreement**

46		training from tuesday to Friday	
47		so:: I prefer ah to have (.)	
48		the following up meeting on monday afternoon	
49	SS-F9:	I'm available every day.	**Turn allocation: Next self-select** **Preferred response**
50	SS-F12:	it's **okay**	**Assessment token "okay"**
51		=I'm not busy	**Preferred response**
52	SS-F10:	↑**alright** (.)	**Assessment token "alright"**
53		>thank you for coming everyone<	**Preclosing: Thanking**
54		now let's call it a day.	**Closing**
55		have a good day.	
56	SS-F9	thank you=you too	**Response to complete**
57	SS-F12	Thanks (.) see you	**closing**

The way in which student SS-F10 introduced the meeting topic was conducted appropriately according to sequential practice of a meeting conversation. Furthermore, in Turn 17, 30, and 44, the use of agreement preface to mitigate and establish preliminary to disagreement could be observed. This could be considered a marker of interactional competence used in speaking at a meeting to assert their disagreement accordingly and provide responses contingent to the previous turn.

In addition, another example of appropriate sequential organization could also be found at the end of the conversation when student SS-F10 provide the preclosing in Turn 41 and 50. In Turn 41 she initiated an arrangement by using the token "finally" to mark the ending of the meeting. Further in Turn 44 – 49 contingent responses from

her team members could be observed. Then in Turn 50 student SS-F10 declared the end of the meeting preceded by an assessment token "alright" to make her announcement contingent to the previous turn.

In addition to the closing, responses to complete closing from the team members could also be observed. These Turns with employment of interactional competence markers could be considered making their performance in post-test significantly different from their pre-test in task 3 team meeting.

As could be observed in excerpt 11 − 12, some changes in performance of students could be observed, and it could be seen that their used of interactional competence in term of sequential organization and provision of appropriate response tokens contingent to previous turns to keep the conversation going and achieve their communicative purposes were presented. This could be considered in accordance with the quantitative finding in task 3 team meeting.

4.3 What are the students' attitudes towards the use of speaking portfolios?

4.3.1 Quantitative results: Students' attitudes towards the use of speaking portfolios

In order to examine students' attitude towards the implementation of SPICS instruction using speaking portfolios an attitude of surveys was conducted at the end of the course after the implementation concluded. After conducting the surveys with the use of the 5-scale survey with a series of 15 questions, the data were analysed and interpreted using descriptive statistics to determine students' attitude level. A 5-scale survey was employed to quantify, analyse, and interpret the level of students' attitudes

to the implementation of SPICS instruction using speaking portfolios and could be
interpreted as presented in Table 4. (Likert, 1932).

Table 4.17 Interpretation of attitude scales

Scales	1	2	3	4	5
Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Interpretation of levels	Very low	Low	Neutral	High	Very high

The results of attitude survey could be observed in Table 4.18 as follows.

Table 4.18 Descriptive statistics: Attitude survey

Descriptive Statistics

Questions	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Q1. How SS receive speaking portfolios	33	2.00	5.00	3.91	.95	**High**
Q2 How SS respond to speaking portfolios as a learning instrument	33	2.00	5.00	3.91	.88	**High**
Q3 How SS respond to speaking portfolios as an assessment instrument	33	1.00	5.00	3.91	1.01	**High**
Q4 Recommendation of speaking portfolios as a learning instrument	33	2.00	5.00	4.00	.90	**High**

Questions	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Q5 Recommendation of speaking portfolios as an assessment instrument	33	2.00	5.00	3.91	.91	**High**
Q4 Recommendation of speaking portfolios as a learning instrument	33	2.00	5.00	4.00	.90	**High**
Q5 Recommendation of speaking portfolios as an assessment instrument	33	2.00	5.00	3.91	.91	**High**
Q6 How SS value speaking portfolios in terms of grammar learning	33	2.00	5.00	3.94	.79	**High**
Q7 How SS value speaking portfolios in terms of vocabulary learning	33	2.00	5.00	4.06	.90	**High**
Q8 How SS value speaking portfolios in terms of pronunciation practice	33	1.00	5.00	3.82	.98	**High**
Q9 How SS value speaking portfolios in terms of discourse management	33	1.00	5.00	3.94	1.00	**High**
Q10 How SS value speaking portfolios in terms of interactional competence	33	2.00	5.00	3.94	.97	**High**

Questions	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Q11 How SS systematically categorized speaking portfolios as a learning tool based on their performance	33	1.00	5.00	4.12	.89	**High**
Q12 How SS systematically categorized speaking portfolios as a learning tool based on their progress	33	2.00	5.00	4.15	.87	**High**
Q13 If SS believe that this learning and assessment tool can benefit them in meaningful way based on their progress	33	1.00	5.00	4.12	.89	**High**
Q14 If SS believe that this learning and assessment tool can benefit them in meaningful way based on peer and teacher feedbacks	33	2.00	5.00	4.00	.90	**High**
Q15 If SS believe that this learning and assessment tool can benefit them in meaningful way based on the process	33	2.00	5.00	4.18	.85	**High**
Overall attitude level	**33**	**1.73**	**5.00**	**3.99**	**.75**	**High**

As could be seen in Table 4.18 that the overall attitude towards the use on speaking portfolios in SPICS instruction appeared to be at high level (Mean = 3.99, SD = 0.75). Furthermore, it could be seen to be at high level in all aspects of the survey.

The aspect that had been rated the highest appeared to be students' belief in speaking portfolios a learning tool and assessment tool in a meaningful way based on the process (Mean = 4.18, SD = 0.85). This could be assumed that students might have believed that their learning experience with the use of speaking portfolios as a learning and assessment tool had been made meaningful due to the process they had been through.

The aspect that had been rated the lowest appeared to be students' value on speaking portfolios in terms of pronunciation practice (Mean = 3.82, SD = 0.98). This could be assumed that students might not have strongly believed that their learning experience with the use of speaking portfolios could benefit them much in terms of pronunciation practice. This could be considered in accordance with the quantitative finding of which pronunciation had appeared to be the aspect to have gained the least statistically significance difference in speaking test scores.

4.3.2 Qualitative results: Students' attitude towards the use of speaking portfolios

The qualitative results of the survey part of this present study were derived from an analysis of student participants' responses to open-ended questions in the survey and students' reflection, and could be found presented respectively as follows.

4.3.2.1 Open-ended questions

4.3.2.1.1 Open-ended question 1: Do you think using speaking portfolios an affect your attitude towards learning English speaking? If yes, please explain how.

This question aims to investigate how student participants perceived the use of speaking portfolios as an instrument to learn and assess English language learning.

During post-instruction survey, it could be observed that the majority of student participants were giving positive responses to this question. The answers could be observed to reflect their realization of the effect on their learning from the use of speaking portfolios in term of self-development that could possibly stemmed from learning through their own mistakes. Based on the comments from student participants, it could be observed that students appeared to perceived their own mistakes and limitations as a learning opportunity which could be considered positive attitude towards learning English speaking through the use of speaking portfolios. The comments could be observed as follows.

*"Yes, it has affected my learning, because the use of speaking portfolios in learning English makes me realize how much the speaking can be better, and **how I can improve to the point where I can be satisfied with my own performance."***

*"Yes, it has effect because **I can see my own mistakes clearly and systematically."***

*"Yes, it has affected my learning, **because I can get to know what I did wrong and how to fix it."***

*"Yes, **I have known my own mistakes each time I do**."*

Another aspect of students' attitude towards the use of speaking portfolios to learn English could be found related to fluency development as follows.

*"It **helps me speak more fluently**."*

*"**The more often I speak, the more fluent** I become."*

*"It helps **support my speaking fluency**."*

As it could be observed from student participants' comments upon the post-instruction attitude survey that students appeared to have positive attitude towards the use of speaking portfolio as a learning instrument to help them learn and practice English speaking. In addition, they seemed to consider the use of speaking portfolios as supporting instrument to help them learn from their own performance and mistakes, provide them with more opportunity to practice speaking, and develop their speaking fluency.

4.3.2.1.2 Open-ended question 2: Would you recommend that speaking portfolios continue to be used in English speaking classes?

This question aims to investigate how student participants responded to the use of speaking portfolios as an instrument to learn and assess English language learning, and whether or not they would prefer to use speaking portfolios in learning English. In addition to this, students' comments were found including some response to the continuous use of speaking portfolios in terms of self-development and improvement based on their own limitation.

As could be observed in students' recommendation in their responses to continuous use of speaking portfolios upon the survey that "development" and "improvement based on own limitations and weaknesses" appeared to be the key message and rationale for continuation of the use of speaking portfolios in English

speaking classroom. The majority of students' responses reflected their support to continuation of the use of speaking portfolios in English speaking class with supporting reasons as follows.

*"(It) should continue, because (we) can **get to see our development all the time, or see where to improve.**"*

*"(It) should continue, because we can **get to know how good our English could be and how far we have developed ourselves.**"*

*"It could be good, we will **know our own development**, if there are some **weaknesses**, we can **take that to improve and turn them into strengths later**."*

*"Yes, because **it can help pointing out my own development**."*

*"(I) recommend using speaking portfolios because it can be considered **a way to use knowledge from first-hand experience.**"*

*"I would like to recommend the continuation use of speaking portfolios, because **it allows us to know our proficiency** level."*

*"I do agree, because **we can use speaking portfolios to improve our speaking to be better by identifying our mistakes** in each speaking task and **adjust our speaking then we can later be better and more fluent**."*

*"I want this in my class, because **I can evaluate myself when doing the task**."*

*"Yes, it **helps building the habits**."*

*"I want to **integrate this into my daily life**."*

As it could be observed in students' responses to the continuation of the use of speaking portfolios in English speaking class that most of them appeared to regard the use of speaking portfolios positively and recommend continuously using speaking portfolios in learning English speaking. The major rationale could be observed to be in relation to self-development, self-evaluation, and learning from their own mistakes or weaknesses to further improve themselves. The last two response regarding "building habits" and "integrate into daily life" could be considered based on the aspect of speaking portfolios of more opportunity to conduct the task could probably provide them with more exposure to the use of English speaking.

4.3.2.1.3 Open-ended question 3: What did you learn from doing speaking portfolios?

This question aims to investigate how student participants perceive and evaluate their learning experience throughout the use of speaking portfolios as an instrument to learn and assess English language learning.

Upon the post-instruction attitude survey, there were students providing their answer to this question with the majority of their responses reflected their learning experience in relation to self-development, self-evaluation, and learning opportunity to improve themselves according to their mistakes.

As could be observed from the responses of students to this question, the learning experience they received from the use of speaking portfolios appeared to be rather positive as students have mentioned that they had learned from their own performance and mistakes, and used that learning experience to further develop their speaking. In addition, it could also be observed that some of them regard this learning

experience as useful for their future learning with possibility to apply this into their real life speaking. These aspects of learning experience could be observed in the following comments.

"I could clearly **see my weaknesses and improve accordingly**, and also get to **learn practical steps of speaking** which **can be used when communicating in professional** context in the future"

"Making me **speak more fluently**."

"What I have learned from constructing speaking portfolios was that I have **developed my thinking, improved my speaking,** and I also get to **learn to further develop myself**."

"Having **more opportunity to speak, gaining more experience**."

"I have **learned about speaking techniques** in a variety of situations, this allowed me to **apply the techniques to improve my speaking**."

"**Speaking naturally** and **not get panicked** when having to speak **in real-life situations**."

"(It) allowed me to **improve myself step by step**, from the beginning to the final stage. (I could) see my development clearly, and learn more about speaking in a variety of situations."

"(I) can speak English **more fluently** with more skills."

"Getting to **know my mistakes and my potential** in each aspect which I can develop."

"Getting to know my development at each task to **improve my future performance**."

*"Getting to **learn from my performance**."*

*"Getting to **know my mistakes** and take them into consideration to*
revise and improve myself."

In addition to the open-ended questions in the attitude survey, student participants were also asked to provide their response to a series of questions in students' reflection to reflect on their learning experience with SPICS instruction using speaking portfolios.

The reflection questions included:

1. What are the demands of this speaking task, and how do you find it?

2. What strategies do you find useful for completing this task?

3. What do you think about your performance?

4. Please list the points that you did well.

5. Please list the points that you want to improve.

6. How would you improve those points (as mentioned in 5.)?

The findings based on the responses from student participants were as follows.

4.3.2.2.1 Students' reflection Question 1: Demands of this speaking task and their opinions

The first question on students' reflection was aiming to encourage students to review and recap on the demand of each speaking task they had to complete in each unit and allow them to express their opinion on the degree of difficulty or complexity of the task.

The key points reflected on students' response mostly involved the expression of "challenging"; "recaption of the objectives of each task"; and "recaption of speaking context in which students had to accomplish". It could be observed in their response as follows.

*"During this speaking instruction, there have been **several tasks which are challenging** to my level of proficiency."*

*"I have to **prepare to speak according to the content taught in the unit**, like this unit I have to make a phone call to make reservation and inquire for information. I find it **challenging and having various levels of difficulty**, both easy and difficult which could be **beneficial to my speaking practice**."*

*"I have to **plan what to speak in specific situation**; i.e., job interview. I have to plan my self-introduction and anticipate the questions or statements that the interviewer might say to me, and somehow **prepare what to say in response** to that."*

*"In **the meeting** I have to **cooperate with my team to find solution** together as well as express my thoughts. There might be some agreements and disagreements which I have to **use the language taught in this unit to handle the conversation** and achieve the goal together."*

As can be seen in the response to students' reflection question 1 that students appeared to provide positive response expressing that they understood the demands of the speaking tasks and find the task beneficial to their speaking practice.

4.3.2.2.2 Students' reflection Question 2: Strategies that students find useful for completing the speaking tasks

The second question in students' reflection was aiming at eliciting students' opinion on their learning and speaking strategies they had employed and found them useful to their practice.

Based on the responses from student participants to this question, most of the students mentioned about "practice" and "preparation" as the key to accomplish their task. It could be observed that the key strategies they mentioned seemed to be in accordance with the practice of SPICS instruction using speaking portfolios which encourage students to redo their tasks, observe their own performance, revise their performance again and again over a period of time.

Samples of students' response to the second question of students' reflection could be observed as follows.

*"**Understanding** of what you are talking about"*

*"**Prioritizing what to say** according to the importance of ideas, topics, and situations."*

*"**Knowing** the speaking **techniques**."*

*"To speak successfully, it has to **be clear and comprehensible** in the context of the situation. Sincerity and politeness can be good for establishing confidence and understanding. It is also good to **speak naturally at normal speed** which is not too fast or too slow, and not too wordy. This can be accomplish based on **good planning and practice**."*

*"First, I think is to **hold onto awareness** of my surroundings and properly solve the task if there is **a proper procedure**. Second, if the situation is too sudden, I might **look for help** from surroundings or outside."*

*"**Practice, review**, and try to **include English speaking into daily life** as often as I can"*

*"I think we should **rehearse what to say** to **practice speaking** so that we can achiever better fluency and better understanding of the contents or messages we have to convey. This can help me understand what to say by adjusting the scripts to suit my style then I can become more confident."*

*"**Prepare** the scripts and **practice and practice over and over**."*

*"**Think before I speak** and **employ the knowledge I have learned** from each unit."*

*"**Practice and preparation**.*

4.3.2.2.3 Students' reflection Question 3: Students' opinions on their own performance

The third question in students' reflection was aiming to examine students' opinion on their own performance. At this question, they were asked to reflect on their own speaking performance at each task whether or not they thought they had done good enough or how satisfied they were on their speaking.

Based on the responses from student participants to this question, most of the students mentioned that they were fairly satisfied with their own performance, yet there were some points to improve. Reviewing of their own performance allowed them to revisit the points to improve and encourage learning through more practice.

Furthermore, this question allowed students to realize their potential and establish self-efficacy on their ow speaking practice. Samples of students' responses to this question could be observed as follows.

*"I feel that there are **a lot more to improve** in terms of organisation of my spoken expressions."*

*"**Fair**"*

*"**Not too bad, but not so satisfactory** as there are many points I have missed, and I still have to fix them to make it better."*

Not bad and not too great but at least I can properly do any task given to me.

*"There were a couple of mistakes and errors, somehow a little bit **disappointed** when I could not speak well like when I rehearsed, but it was **better than nothing**, and **still proud of myself** for daring to do what I have done."*

*"I think there were still some points I **could have done better** like following the scripts without looking at them, I should have tried to **be more natural** and worry less, should have express **more confidence** in myself and let it flow."*

*"Yes, it was **fair** enough, quite **OK**, **moderately fine**."*

*"I am **quite satisfied** with what I did."*

*"I feel **OK with my performance**, but **not too great** because there are still **a lot more to fix and improve** myself."*

4.3.2.2.4 Students' reflection Question 4: Students' opinions on their performance based on what they did well

The fourth question in students' reflection was aiming to examine students' opinion on their own performance based on their potential or the aspects they found they had done well. This question allowed students to realize their plus points or the good aspects in their own performance and encouraged them to keep up with it.

Based on the responses from student participants to this question, most of the students mentioned that "understanding" and "willingness" could be considered the key potential to achieve their mastery or best performance based on the aspect they found having done well. The sample of their responses to the fourth question in students' reflection could be observed as follows.

"Consciousness"

"Understanding of contents"

"Willingness to improve myself"

"Speaking with clear voice, appropriate facial expressions and natural gestures, using comprehensible spoken language and sound casual."

"I can do any job as long as it is properly guided even just the start and I'm ready for any stress."

"Providing responses in conversation"

"I can speak immediately with fluency and understand what I am talking about, what I need to present."

"Problem solving when coming across some obstacles."

*"**Understanding of the meanings** my interlocutor trying to convey during the conversation."*

*"Telephone conversation is **my best performance**; I think I can do this better than the previous task. **My partner and me can work together very well with very good chemistry.**"*

*"**Speaking** within the current topic and not getting lost or being too wordy."*

*"Speaking in pair task, **working well with my friend**. We can take turns to speak naturally and **understand** what one another is thinking **through our speaking**."*

4.3.2.2.5 Students' reflection Question 5: Students' opinions on their performance based on points to improve

The fifth question in students' reflection was aiming to examine students' opinion on their own performance based on the aspects they thought they needed to improve. This question allowed students to review and reflect on points to improve and encouraged students to take their mistakes and errors and their learning opportunities.

Based on the responses from student participants to this question, most of the students mentioned that after they have monitored themselves, they might have to calm down a bit more. This could be observed in the keywords students had mentioned including: too rush, proper pauses, stutter, more courage, anxiety, and confidence. All these could be fixed when they were calmer; and then they could have stayed more focused and might have performed better. The sample of their responses to the fourth question in students' reflection could be observed as follows.

*"Some **too casual** language and **several mispronunciations**"*

*"Speaking in **too rush**"*

*"I need to **learn more** and **acquire more new knowledge**"*

*"Speaking with **appropriate tempo**, **proper pauses**, **correct word order and word choices**"*

*"**Stutter**!"*

*"I need **more courage for conversation**. I can only do so when I really need to."*

*"**Anxiety and fear of making mistakes**"*

*"**Active listening and understanding** of interlocutor"*

4.3.2.2.5 Students' reflection Question 6: Students' opinions on how to improve their performance based on points to improve

The fifth question in students' reflection was aiming to examine students' on how to improve their performance based on points to improve they had mentioned in question 5. This question allowed students to reflect on their learning based on their own limitations or points to improve as well as encouraging them to take autonomy in fixing their mistakes and establish their own solution by themselves.

Based on the responses from student participants to this question, most of the students mentioned that "more practice time" could be the key remedy for them. More time to prepare, revisit what they had learned, and practice what to say could be their solution to achieve better performance. According to SPICS instruction using speaking portfolios, the stage of conducting the speaking task and reflect on learning could take an extensive period to allow students more time to revisit, rehearse, and

redo the task. Then, they could get to familiarize themselves with both the task and the language usage as well as gaining more exposure to the use of target language. It could be considered positive that students appeared to realize this point and recommend it in their response to the question about remedy to their points to improve. The sample of their responses to the fourth question in students' reflection could be observed as follows.

*"**Practice more on listening and speaking,** I should not speak too fast or be in too rush. I should try better to speak clearly with proper pronunciation."*

*"I should **practice more** and employ the knowledge I have and try to expand it."*

*"I can try **learn more from a variety of learning sources**; e.g., YouTube, and websites or applications for language learning"*

*"I need to **practice meditation and stay calm,** telling myself that everything is fine to reduce my anxiety. With clearer mind and less worry, I think I can perform better. The more I do it again and again, the better I can achieve."*

*"Talk to someone. **Find some help from others**."*

*"**Rehearse more, practice more** and more"*

*"I think I need **more time to prepare** the scripts, read it, understand it, and **speak from my understanding** so I can worry less when forgetting the scripts."*

*"Trying to **familiarize myself with the task**: interview, phone calls, and group discussion. Maybe, I can **practice more with my friends**."*

*"I should **study more vocabulary**, review more on language taught in each unit."*

*"**Keep practicing** and getting ready"*

*"**Listen more** and try to **speak** to myself **more** often"*

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS FOR

FURTHER STUDIES

This chapter presents the conclusion of this present study and the discussion according to the objectives which aim to examine: 1) the effect of speaking portfolios on students' speaking ability; 2) the effect of speaking portfolios on students' interactional competence; and 3) the effect of speaking portfolios on students' attitude. Furthermore, the recommendations for further studies in the future could also be observed in the final part.

5.1 Conclusion

This present research study discusses the effect of speaking portfolios on Thai EFL undergraduate students' speaking ability, interactional competence, and attitude level. The results reveal that the overall post-test scores of students who participated in the study had improved in all aspects of all three test tasks with statistic significant differences less than .05. The test task that had the most significant improvement in post-test scores was task 2 telephone conversation with t = -22.963 ($p < 0.05$) followed by task 3 team meeting with t = -20.968 ($p < 0.05$), and task 1 job interview with t = -16.944 ($p < 0.05$) respectively.

In terms of students' attitude towards SPICS instruction using of speaking portfolios, it was found that upon the post-implementation survey the overall attitude towards the use of speaking portfolios in SPICS instruction appeared to be at high

level (Mean = 3.99, SD = 0.75). Furthermore, it could be seen to be at high level in all aspects of the survey.

The aspect that had been rated the highest appeared to be students' belief in speaking portfolios a learning tool and assessment tool in a meaningful way based on the process (Mean = 4.18, SD = 0.85). This could be assumed that students might have believed that their learning experience with the use of speaking portfolios as a learning and assessment tool had been made meaningful due to the process they had been through.

The aspect that had been rated the lowest appeared to be students' value on speaking portfolios in terms of pronunciation practice (Mean = 3.82, SD = 0.98). This could be assumed that students might not have strongly believed that their learning experience with the use of speaking portfolios could benefit them much in terms of pronunciation practice. This could be considered in accordance with the quantitative finding of which pronunciation had appeared to be the aspect to have gained the least statistically significance difference in speaking test scores.

5.2 Discussion

5.2.1 Effect of using speaking portfolios on students' speaking ability

As can be seen in the results, after the implementation of SPICS instruction using speaking portfolios, students' speaking scores have improved in all aspects with statistical significance of less than 0.05. This finding was in line with a study of Li-ping & Ahmad (2023) which conducted to study the use of e-portfolios as formative assessment and integrate the online environment into the Business English with an aim to meet the individual needs of students' oral English learning and promote the

improvement of students' learning enthusiasm as well as language output skills. Li-ping & Ahmad (2023) found that speaking portfolios implemented on electronics platform could promote effective acquisition to a large extent, and could also determine students' learning effect of the course. Furthermore, Li-ping & Ahmad (2023) also asserted that the implementation of speaking portfolios via electronics platform could influence students' future career development. They believed that a good use of e-portfolio assessment could possibly provide stimulation to raise students' interest, and make them become actively engaged in the curriculum in addition to improveing their abilities as a whole.

As could be observed in the quantitative results that speaking components which had improved with statistical significance appeared to be of interactive communication while pronunciation did not seem to improve as much as other aspects. Furthermore, in the excerpts in Chapter 4, it could also be observed in the samples of students' performance that several pronunciation mistakes, grammar errors, and misuses of lexical items could be seen persistence in both pre-test and post-test. These findings appeared to be contradict to a study of Cabrera-Solano (2020) which analysed the use of digital portfolios to enhance EFL (English as a Foreign Language) speaking skills in English major undergraduate students at Universidad Tecnica Particular de Loja, in southern Ecuador. The results of their study had highlighted that the use of speaking portfolios could benefit students' performance in the aspect of pronunciation improvement. As the findings of Cabrera-Solano (2020) show that digital portfolios were effective to enhance students' pronunciation and fluency, and also reflected that the implementation of digital portfolios through free storage services could be observed to enhance students'

motivation to practice oral skills in target language use situation. Cabrera-Solano (2020) further asserts that the use of digital portfolios could be found motivating for enhancing EFL speaking skills at the A2 CEFR level. This level of language proficiency could be considered relatively compatible with the sample of this present study, and the results perceived were considered similar; however, in this present study student participants at A2 – B2 of CEFR did not appear to demonstrate much progress in pronunciation.

Based on the statistically significance improve in speaking test scores after the implementation of speaking portfolios in SPICS instruction, this could be considered as instructional efficacy of speaking portfolios. This finding could be considered in accordance with a study of Safari and Koosha (2016) which was conducted to investigate instructional efficacy of portfolio for assessing Iranian EFL learners' speaking ability. As can be seen that speaking portfolios had begun to be implemented as a learning assessment prior the more current phase where it became instructional instrument. The findings of Safari and Koosha (2016) indicated that the participant who were instructed with the use of speaking portfolios appeared to perform better than the control groups in terms of speaking ability. Furthermore, the advantages of speaking portfolios such as self-assessment, peer-feedback in addition to improvement of speaking skills could also be observed. These findings could be considered in line with the present study of which the quantitative and qualitative results appeared to reflect improvement in students' speaking ability. Furthermore, both this present study and the study of Safari and Koosha (2016) could provide a testimony for the use of speaking portfolios to instructors, administrators, and test

developers that speaking portfolios could be considered a spractical alternative instrument to improve and assess speaking skill throughout the speaking instruction.

As could be observed in this part of discussion that speaking portfolios could be one of alternative assessments to be implemented in EFL speaking classroom with major aims to provide speaking instruction with more learning opportunities for students to plan, review, and improve their speaking ability throughout their own action which could be recorded and observed along the process of constructing and compiling portfolios. This could be considered positive aspects of implementing speaking portfolios in speaking classroom.

5.2.2 Effect of using speaking portfolios on students' interactional competence

As can be seen in the results, after the implementation of SPICS instruction using speaking portfolios, students' IC scores have improved in all aspects with statistical significance *(p =.000)*. This finding was in line with a study of Duong, et. al. (2011) which asserted that portfolios could be an assessment instrument to encompass both product-oriented and process-oriented features of writing instruction.

In cases of speaking instruction as in this present study, students were allowed to redo the speaking tasks over and over again, and equipped with both peer and teacher feedbacks. As a result, they could learn to adjust and improve their performance throughout the period of time. As a result, student participants in this present study appeared to improve IC in their speaking in terms of turn management. They were found to be able to allocate and construct turns contingent to the previous utterances in more fluent manners. This could be considered in accordance with a

study of Yekta & Kana'ni, (2020) in which e-portfolios have been used and resulted in improvement of speaking fluency.

In addition, it could also be observed in the growth of IC scores in this present study that even in minimum IC scores of whose achievement appeared to be at lower level, there was also an improvement in many aspects of their IC. There were several aspects of IC improvement including turn allocation, turn construction, and provision of appropriately response structure found to have improvement in the minimum scores meaning that even those who had limited proficiency could still benefit from the intervention of SPICS instruction using speaking portfolios and foster their growth in interactional competence. The SPICS materials were designed and develop based on content knowledge and language stemmed from CA-informed instruction. This could be complementing to the advocacy for CA-informed instruction from Barrjah-Rohan (2011), Hall et. al. (2011), Abe & Roever (2019) and Pekarek Doehler (2018). In terms of IC informed instruction, not only could the students of intermediate and higher proficiency be able to make use of the IC development (Hall et. al., 2011, Abe & Roever, 2019) but Pekarek Doehler (2018) also asserts that the development of IC could entail increasing diversification and efficiency in the deployment of methods for verbal action and grammar-for-interaction. This means that interactional competence could still be possibly achieved by lower- level learners although their methods may be less diverse and their delivery less efficient.

As the contents of the instructional materials used in this study were designed based on conversational analysis, it was found to be in line with Kunitz and Yeh (2019) who have illustrated the design and the outcomes of IC- based instruction for students enrolled in their first year in their study. The study has specifically shown the

potential of incorporating CA into speaking instruction, so that students could adopt a view of language as a way to accomplish actions in interaction and design pedagogical materials that target the interactional skills needed to participate in the unfolding interaction in fitting and socially recognizable ways. Ideally, Kunitz and Yeh (2019) believe that teachers could design IC units on the basis of CA findings. The claim was highlighted in terms of the effectiveness of IC-based instruction, the preliminary findings on the entire group of participants indicated that, at the end of the second semester of IC. based instruction, the students used the language taught in the classroom and were able to initiate new topics and elaborate on prior topics. Some difficulties, however, still remain for topic changes and topic shifts, and for the use of specific discourse markers. In relation to the present study, it could be observed in the IC scores of sequential organizations that students could effectively conduct open-centering-closing of the topic with t = -20.968 in task 3 team meeting. This finding was considered in accordance with Kunitz and Yeh (2019) who stated that the instructional contents derived from CA-based design could provide students with IC improvement.

5.2.3 Students' attitude towards SPICS instruction using speaking portfolios

As could be seen in the result of RQ3 that the overall attitude towards the use of speaking portfolios in SPICS instruction appeared to be at high level (Mean = 3.99, SD = 0.75). In addition, it could also be observed that in all aspects of the survey were rated at high level.

Regarding the attitude survey results, in this present study students appeared to express quite positive attitude towards the use of speaking portfolios as could be observed that all aspects of the survey had yield the results at high level. This finding could be considered in line a study of Kwak and Yin (2018). Kwak and Yin (2018) found that repeating the recording and reviewing stage of constructing speaking portfolios could help lower students' level of anxiety in both taking a test and speaking in English. They further explained several reasons why students felt less vulnerable when they were speaking in e-speaking portfolios (Kwak & Yin, 2018). First, students reported that they felt less burdened because they had plenty of chances to redo their speaking performance. While students cannot help but feel high levels of test anxiety in other, one-shot, timed assessments, this fear-free environment in e-speaking portfolio allowed them to display their best performance. Moreover, students also felt more empowered and confident because of the opportunity to select and post their best performance to represent their speaking abilities. Hence, speaking portfolios not only reduced their test anxiety but also lowered their language anxiety. In addition to unlimited opportunities for speaking, the absence of large audience at the moment of speaking led them to become less afraid of making mistakes, thus concentrating more on their speaking task.

During the implementation of SPICS instruction using speaking portfolios in this present study, student reflection was considered a crucial part of speaking portfolios containing guiding questions to help students review and reconsider the objective of each task as well as evaluate if they had achieved the task requirements. This manner of implementation could similarly found in a study of Al- Hawamleh, M. S., Alazemi, A. F., & Al- Jamal, D. A. H. (2022). Al- Hawamleh, et al. (2022)

conducted a survey research study to describe and analyze the contribution of the digital learning portfolio to the use of self-regulation strategies of high school students during speaking activities in Kuwaiti classes. Their findings reflected that the teacher and students' willingness to improve work was found to be strategies used by a large majority of students. In addition, during the preparation phase of constructing and compiling portfolios a list of objectives to check progress were recommended to be employed (Al- Hawamleh, et. al., 2022). That is to say in order keep track of the performance students should cross check their portfolio plan with the task's objectives, and this activity could be observed in the reflection part of the SPICS instruction using speaking portfolios in this present study.

According to the survey responses and content analysis of the students' reflection part in this present study, students appear to find the process of conducting speaking portfolios beneficial to their learning. This could be considered in line with results of Al- Hawamleh, et. al. (2022) in the aspect of which they considerd the approach proposed by the learning portfolio, particularly the reflection on the processes and learning could help direct students to appropriately define their strengths and challenges in speaking. On the other hand, despite difficulties in organizing documents in the portfolio, most students in the study of Al- Hawamleh, et. al. (2022) appeared to realize the relevance of carrying out self-assessments of their oral productions. Al- Hawamleh, et. al. (2022) further asserts that the use of video recordings could be considered providing opportunities for the students to raise awareness, and the fact that these recordings could also make it possible to keep in the portfolio traces of the productions carried out and to offer the students the possibility of better observing their evolution over time. The research results presented by

Al- Hawamleh, et. al. (2022) suggests that the portfolio allowed students to verbalize the causes of their successes and failures. This could be considered in accordance with the qualitative result of this present study by which students' comments in open-ended questions reflected as a number of students mentioned that they "have learned from reviewing their own performance before, during, and after the instruction, and seen their own transformation". As this present study and the study of Al- Hawamleh, et. al. (2022) have established similar results accordingly, it could be assumed that the use of the speaking portfolio as a learning instrument could be considered a good device which offered an important advantage regarding the verbalization of these strategies by the students.

5.3 Implications of the study

5.3.1 Theoretical implications

Although L2 spoken interaction has assumed greater importance, in light of the growing role of the communicative approach to language teaching, learning, and assessment in the last two decades (Galaczi & Taylor, 2018), its theoretical conceptualisation and practical operationalization have been yet to be further developed in terms of second and foreign language instruction and assessment (May et al. 2019). This present study with aims to investigate the implementation of CA-based interactional competence instruction and speaking portfolios in Thai EFL context could provide more insight into teaching, learning and assessing interactional competence in a comprehensive and learner-friendly way (May et al., 2019). As it could be observed in the implementation of CA-informed design of SPICS instructional materials with the use of speaking portfolios, one more solid advocate

for CA-informed integrated with alternative assessment as learning could be established here.

In responding to Lam's (2018) advocate for more empirical studies on interactional competence to bridge the gap of L2 interactional competence conceptualization and aligning research findings to achieve more productive operationalization of the construct in learning and assessment, this research study could be one of classroom action research in the field of language instruction and assessment to provide more insight into this area. Furthermore, the findings could as well help extend more testimony for interactional competence on whether or not assessment format of alternative assessment and task types would affect the degree of interactional competence development (Plough et al., 2018; Galaczi and Taylor, 2018). As could be seen in the findings of this present study that the format of pair-speaking task appeared to yield the largest statistical significance in terms of speaking and interactional competence score improvement.

As a result, this present study could provide another encouragement for an implementation of CA-based instruction on interactional competence integrated with operationalization of classroom based alternative speaking assessment could be further introduced to Thai EFL context.

5.3.2 Pedagogy implications

As the experiment and investigation in present study had been conducted to gain more insight into possible solution for developing speaking and interactional competence in low to intermediate EFL learners. Integration of paired speaking tasks into portfolios and introducing this assessment approach for learning to Thai EFL

class in combination with CA-based interactional instruction could provide more alternatives for English language teachers who would like to improve their learners' speaking ability in Thai context. The positive results in terms of statistically significant improvement in speaking and interactional competence scores could provide a verification for implementing SPICS instructional framework with the use of speaking portfolios to develop students' speaking ability and interactional competence in Thai EFL context.

Moreover, the reference framework for speaking rating scales to assess interactional competence with an implementation of speaking portfolios and through several kinds of speaking tasks in this study could be adjusted, replicated, and reused in language classroom under similar contexts.

In addition to the pedagogical framework and speaking assessment instrument, the attitude survey and students' reflection questions in this present study could also be implemented in similar EFL speaking instruction context to encourage and raise more awareness of students on self-reflection and self-efficacy.

5.4 Limitations of the study

As could be seen that this present study was conducted under the govern of one-group-pretest-posttest experiment, not the quasi experiment, an absence of comparison between controlled and experimental group could be observed. In order to verify more concrete effect of implementing speaking portfolios into speaking instruction to develop interactional competence of EFL students, further studies with more solid experimental design might be required.

Another limitation of this present study lies in the statistical analysis part which was limited to only paired sample t-test. In order to further examine whether the quantity of portfolio entries made could affect the degree of language learning or speaking and interactional competence improvement, more robust statistical analysis such as ANOVA could be applied to the studies on this matter in the future.

In addition, it could also be observed in the conversational analysis that there were a couple incidents which repair practice was employed by student participants, However, repair practice was not included in the analysis of this present study. Likewise, non-verbal behaviours of the participants were not included in the analysis of this present study. This could be another area of analysis available for future studies in the similar context.

5.5 Recommendation for further study

Based on the results showing that speaking portfolios seemed to post a positive effect on speaking ability and interactional competence scores in all speaking tasks including individual (task 1: job interview), pair (task 2: telephone conversation), and group task (task 3: team meeting), further in-depth analysis on quantity of speaking portfolios on interactional competence could therefore be conducted. To examine whether the quantity of speaking portfolio entries could have an impact on interactional competence scores, a more in-depth analysis could be conducted using more robust statistical analysis, such as analysis of variance (ANOVA). The future study could employ ANOVA to determine if there could be a significant relationship between the two variables including the number of speaking portfolio entries posted with development of interactional competence scores. This

analysis could probably help identify any potential effects of speaking portfolio quantity on interactional competence.

In terms of students' attitude towards the implementation of speaking portfolios, apart from overall attitudes towards the whole process of speaking portfolio implementation, it could be valuable to investigate how students perceive task complexity and whether their attitude towards complexity would differ from their overall attitude towards the speaking portfolios as a whole. To gain a deeper understanding of each task type, conducting separate qualitative studies for each task can be beneficial. This approach might allow for a more detailed analysis of the unique characteristics, challenges, and outcomes associated with each task type. Researchers could probably employ methods such as interviews, observations, or focus groups to explore participants' experiences, perceptions, and attitudes towards specific tasks. This qualitative data could also provide valuable insights that complement quantitative findings.

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APPENDICES

Appendix A English speaking test

Speaking test

(for Pre- and Post-test)

Test takers: Undergraduate English major students, studying in 3rd year, at Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University

Test takers' proficiency level: upper elementary, pre-intermediate, and intermediate or from (upper) basic to independent users of English as described in CEFR; therefore, the proficiency range of the test takers could be divided into 3 main groups from more- to less-able respectively.

B2	▪ able to use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. ▪ able to communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. ▪ able to interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. ▪ able to highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	▪ able to communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. ▪ able to express thoughts on more abstract, cultural topics such as films, books, music etc. ▪ able to exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. ▪ able to enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	▪ able to interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. ▪ able to manage simple, routine exchanges without undue effort. ▪ able to ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. ▪ able to express simple opinions or requirements in a familiar context.

Objectives: The test consists of 3 tasks with the following objectives.

Task	Objectives
1 **Recruitment Interview**	1. To test abilities needed for handling a recruitment interview 2. To test ability to provide appropriate self-introduction 3. To test ability to provide appropriate answer to competency-based question in a recruitment interview. 4. To test interactional competence needed for allocate and construct turns accordingly in a job interview 5. To test interactional competence needed for construct the following sequences: making a small talk, self-introduction, and competency-based answer
2 **Telephone Conversation**	1. To test ability to conduct a telephone conversation 2. To test ability to make an inquiry for specific information over the phone 3. To test ability to provide specific information over the phone 4. To test interactional competence needed for allocate and construct turns accordingly during a phone conversation 5. To test interactional competence needed for constructing the following sequences: summon-answer, identification/recognition sequences, greeting sequences, question-answer sequences as anchor point, pre-ending and ending sequences
3 **Team Meeting**	6. To test ability to conduct a discussion during a meeting 7. To test ability to make suggestions during a meeting 8. To test ability to express agreement/disagreement during a meeting 9. To test interactional competence needed for allocate and construct turns accordingly during a meeting 10. To test interactional competence needed for constructing the following sequences: pre-announcement and announcement, expressing agreement/disagreement, pre-closing and making closure to a meeting

Speaking Test Tasks

Task 1 Recruitment Interview

Format: Individual

Interaction: Teacher to student

Target speaking constructs:

1. Ability to verbally handle a recruitment interview by giving appropriate responses in a recruitment interview
2. Ability to provide appropriate self-introduction
3. Ability to provide appropriate answer to competency-based question in a recruitment interview.

Interactional competence:

- Turn taking: allocate and construct turns accordingly in a job interview
- Sequential organization: small talk, self-introduction, and competency-based answer

Sample questions

Stages	Questions	Examiner note: Students' response
Greeting and socializing	Hello! How are you doing? Hi, come on in. Please have a seat. How was the traffic on the way here? Are you ready?	
Self introduction [following-up question]	Please tell me about yourself. Could you please introduce yourself? [And, you apply for …?]	
Competency-	- Please describe a time when effective time management is	

based question 1	the key to success. - Please describe a situation which required you to be sensitive to the needs of your fellow co-workers. - Could you please give an example about a time when practical improvements need to be made based on a large amount of data? - Could you please give an example of a situation that required your creativity and critical thinking to solve a problem?	
Competency-based question 2	- Could you please tell me about an experience when you had to use intercultural communication skills at work? - Please tell me about your experience when you had to deal with customers' diversity. - Could you please give an example of how you give an instruction to your team? - Please give me an example of a work experience when you had to collaborate with people from many different cultural backgrounds.	
Closure	Well, that's all for now. And, if you have any questions about the work you are applying for, please feel free to ask. If, there's no more questions, I think we can call it a day, here. I have several more interviews to do today, so I'll let you know the result soon after.	

| Thanking and parting | Thanks for coming. Have a good day. | |

Scoring rubrics

Speaking assessment rubric

Grammar resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Lexical resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Pronunciation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Discourse management	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Interactive communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Criteria and score descriptors of speaking assessment

Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Grammar resources	1	2	3	4	5
	Have many grammatical errors that severely interfere with meaning	Have limited control of grammar with several errors that somewhat interfere with meaning	Demonstrate an adequate control of simple grammatical forms, and attempts some complex grammatical forms with occasional errors that may be distracting but not interfering with meaning.	Demonstrate a good control of both simple and complex grammar with a few errors	Maintain full control of grammar with very few or no errors.
Lexical resources	1	2	3	4	5
	Have a limited range of vocabulary and struggle to find many words to give and exchange views	Have a basic range of vocabulary to give and exchange views with self-correction or help from the interlocutor	Uses a moderate range of vocabulary to give and exchange views on certain routine or familiar areas only	Uses appropriate vocabulary to give and exchange views on familiar topics or certain routine on certain routine or familiar areas only	Use a wide range of appropriate vocabulary with flexibility to give and exchange views on a wide range of topics including unfamiliar and abstract topics.
Pronunciation	1	2	3	4	5
	Very difficult to understand.	Somewhat difficult to understands and have	Sounds moderately understandable and clearer at	Speaks with reasonably comprehensible pronunciation	Speaks with clear and comprehensible pronunciation.

	1	2	3	4	5
		errors that interfere with meaning.	word level; with several errors; and may have some difficulties with intonation in sentential level and in connected speech.	with some minor errors.	Effectively use phonological features to convey and stress the meaning.
Discourse management	1 Produce very short statements with very few or no cohesive devise and discourse marker.	2 Produce limited amount of long statements beyond sentential level. organize ideas.	3 Produces extended stretches of language with some hesitation. Use cohesive devises and discourse markers to organise the ideas.	4 Produces extended stretches of language with little hesitation. Contributions are relevant, coherent, and varied.	5 Produces extended stretches of language with flexibility and very little hesitation. Makes full and effective use of cohesive devices and discourse markers.
Interactive communication	1 Heavily rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	2 Rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	3 Able to allocate and construct turns to provide contributions linking to those of other speaker(s).	4 Initiates and responds appropriately. Maintains and develops the interaction and negotiate towards an outcome.	5 Interact with ease by skilfully allocate and construct turns to contribute coherent responses, and direct the communication towards an outcome.

Interactional competence assessment rubric: Job interview

Turn taking	1	2	3	4	5
Turn allocation	☐	☐	☐	☐	☐
Turn construction	☐	☐	☐	☐	☐
Provide coherent responses	☐	☐	☐	☐	☐
Sequential organization	1	2	3	4	5
Provide appropriate answer structure	☐	☐	☐	☐	☐
Provide opening, centering, and closing	☐	☐	☐	☐	☐
Acknowledge the opening, centering, and closing	☐	☐	☐	☐	☐

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Criteria and score descriptors of interactional competence assessment rubric: Job interview

Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Turn taking	1	2	3	4	5
Turn allocation	Struggle to allocate the turns or notify when to speak	Appear to need assistance from the interlocutor to allocate the turns or notify when to speak	Demonstrate attempts to allocate the turns, but often with either intrusive- or delayed-response.	Demonstrate ability to allocate the turns but with a few delays or interruptions to the interlocutor.	Successfully allocate the turns by providing appropriate response tokens at the right moments
Turn construction (TCU = Turn Construction Unit)	Struggle to function TCU at all levels.	Attempt to function TCU with assistance from the interlocutor.	Demonstrate ability to function TCU at only lexical or phrasal level, with some mistakes.	Demonstrate ability to function TCU at lexical, phrasal, clausal, or sentential level with a few mistakes or errors.	Demonstrate ability to function TCU to serve communicative purposes meaningfully at lexical, phrasal, clausal, or sentential level with flexibility.
Provide coherent responses	Struggle to provide coherent responses	Attempt to provide coherent responses with assistance from the interlocutor.	Demonstrate ability to provide coherent responses with several grammatical mistakes.	Demonstrate ability to provide coherent responses with a few mistakes.	Effectively provide coherent responses with accuracy.

Sequential organization	1	2	3	4	5
Provide appropriate answer structure	Struggle to put the answer in correct order	Able to provide answer with assistance, clarifications, and corrections by the interlocutor.	Able to provide answers in understandable order with several repetitions or self-corrections	Able to provide answers appropriate to context with a few repetitions or self-corrections	Effectively provide answer to each question – appropriate to context
Provide opening, centering, and closing	Provide incomplete or out-of-context answers	Able to connect each part of answers together with assistance, and corrections by the interlocutor.	Able to provide complete answers to some questions, but may lack of pre-expansion or closing	Able to provide complete answers to most of the questions, but may lack of pre-expansion or closing	Effectively string the answers smoothly in comprehensible fashion
Acknowledge the opening, centering, and closing	Demonstrate fault start and/or interruption due to failure to acknowledge the opening, centering, and closing	Provide responses in somewhat awkward manner with several delays or fault starts	Acknowledge the centering part but may miss the opening and/or closing, and provide responses cohesively with a few delays or fault starts	Acknowledge the centering part but may miss the opening and/or closing, and provide responses cohesively with a very few delays or fault starts	Acknowledge opening, centering, and closing appropriately, and provide responses in logical and timely fashion

Task 2 Telephone Conversation

Format: Paired task

Interaction: Student to student

Target speaking constructs:

- ability to conduct a telephone conversation
- ability to make an inquiry for specific information over the phone
- ability to provide specific information over the phone

Interactional competence:

- Turn taking: allocate and construct turns accordingly during a phone conversation
- Sequential organization: summon-answer, identification/recognition sequences, greeting sequences, question-answer sequences as anchor point, pre-ending and ending sequences

Sample Task 2.1

A calls B: Meeting room reservation

Role Card: Student A (Caller)

You are an admin staff of Marketing Team.

You have to book a meeting room for your team's weekly meeting.

There are 8 people in your team.

So, you want Meeting Room A which can accommodate up to 10 participants.

The meeting will be on Wednesday at 1pm until 3 pm.

There will be a short presentation of your team's work-in-progress, so you need a projector.
You will bring the refreshment for your team and just need cutleries and water.

That means you need to ask the central admin to inform the office maid to prepare 8 sets of cups, glasses, saucers, spoons and folks with 8 bottles of water for you.

Role Card: Student B (Call Receiver)

You are an admin staff working for central administration.

You are in charge of Meeting Room schedule and reservation.

There are 4 meeting rooms in your office.

Meeting Room A and B can accommodate 10 participants and equipped with computer, projector, and sound system.

Meeting Room C and D are small meeting rooms for 5 participants with out additional visual or audio equipment.

The admin office has 2 spare portable projectors in case someone need to present in the small meeting room.

This Wednesday there will a maintenance of air-conditioning system in the Meeting Room A.

Sample Task 2.2

B calls A: Someone left their ID badge in the meeting room

Role Card Student B (Caller)

You are an admin staff working for central administration.

You are in charge of managing the Meeting Room schedule and reservation.

Yesterday, in the afternoon there was a meeting in Meeting Room B.

The office maid found someone's ID badge left on the table while cleaning up.

You realize that it might be from someone in the Marketing Team.

You need to make a call to the admin staff of the Marketing team and let them know.

The name on the badge is Jane Kim.

The badge is available for pickup during the office hour at your desk.
In case the person who come to collect the badge want to give you a call in advance, they can call 0819109112.

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Role Card Student A (Call Receiver)

You are an admin staff working for the Marketing Team.

Yesterday you had a team meeting at Meeting Room B in the afternoon.

Someone in your team happened to forget their ID badge in the meeting room.

You will receive a call from the central admin informing you about the incident.

You need to know the name on the ID badge to make sure that it belongs to your team member.

You will let the owner of the badge know as soon as possible, and need the number for calling back in order to arrange for receiving the badge.

As a person of contact, you want to express thanks on behalf of the team member.

Scoring rubrics

Speaking assessment rubric

Grammar resources	1	2	3	4	5
	☐	☐	☐	☐	☐
Lexical resources	1	2	3	4	5
	☐	☐	☐	☐	☐
Pronunciation	1	2	3	4	5
	☐	☐	☐	☐	☐
Discourse management	1	2	3	4	5
	☐	☐	☐	☐	☐
Interactive communication	1	2	3	4	5
	☐	☐	☐	☐	☐

Criteria and score descriptors of speaking assessment

Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Grammar resources	1	2	3	4	5
	Have many grammatical errors that severely interfere with meaning	Have limited control of grammar with several errors that somewhat interfere with meaning	Demonstrate an adequate control of simple grammatical forms, and attempts some complex grammatical forms with occasional errors that may be distracting but not interfering with meaning.	Demonstrate a good control of both simple and complex grammar with a few errors	Maintain full control of grammar with very few or no errors.
Lexical resources	1	2	3	4	5
	Have a limited range of vocabulary and struggle to find many words to give and exchange views	Have a basic range of vocabulary to give and exchange views with self-correction or help from the interlocutor	Uses a moderate range of vocabulary to give and exchange views on certain routine or familiar areas only	Uses appropriate vocabulary to give and exchange views on familiar topics or certain routine on certain routine or familiar areas only	Use a wide range of appropriate vocabulary with flexibility to give and exchange views on a wide range of topics including unfamiliar and abstract topics.

Pronunciation	1	2	3	4	5
	Very difficult to understand.	Somewhat difficult to understands and have errors that interfere with meaning.	Sounds moderately comprehensible and clearer at word level; with several errors; and may have some difficulties with intonation in sentential level and in connected speech.	Speaks with reasonably comprehensible pronunciation with some minor errors.	Speaks with clear and comprehensible pronunciation. Effectively use phonological features to convey and stress the meaning.
Discourse management	1	2	3	4	5
	Produce very short statements with very few or no cohesive devise and discourse marker.	Produce limited amount of long statements beyond sentential level. organize ideas.	Produces extended stretches of language with some hesitation. Use cohesive devises and discourse markers to organise the ideas.	Produces extended stretches of language with little hesitation. Contributions are relevant, coherent, and varied.	Produces extended stretches of language with flexibility and very little hesitation. Makes full and effective use of cohesive devices and discourse markers.

Interactive communication	1	2	3	4	5
	Heavily rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Able to allocate and construct turns to provide contributions linking to those of other speaker(s).	Initiates and responds appropriately. Maintains and develops the interaction and negotiate towards an outcome.	Interact with ease by skilfully allocate and construct turns to contribute coherent responses into the conversation, and direct the communication towards an outcome.

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Interactional competence assessment rubric: Telephone Conversation

Turn taking	1	2	3	4	5
Turn allocation	☐	☐	☐	☐	☐
Turn construction	☐	☐	☐	☐	☐
Provide coherent responses	☐	☐	☐	☐	☐
Sequential organization	1	2	3	4	5
Conduct summon-answer sequencing practices	☐	☐	☐	☐	☐
Conduct identification-recognition sequencing practices	☐	☐	☐	☐	☐
Conduct question-answer sequencing practices	☐	☐	☐	☐	☐

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Criteria and score descriptors of interactional competence assessment rubric: Telephone Conversation
Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Turn taking	1	2	3	4	5
Turn allocation	Struggle to allocate the turns or notify when to speak	Appear to need assistance from the interlocutor to allocate the turns or notify when to speak	Demonstrate attempts to allocate the turns, but often with either intrusive- or delayed-response.	Demonstrate ability to allocate the turns but with a few delays or interruptions to the interlocutor.	Successfully allocate the turns by providing appropriate response tokens at the right moments
Turn construction	Struggle to function TCU at all levels.	Attempt to function TCU with assistance from the interlocutor.	Demonstrate ability to function TCU at only lexical or phrasal level, with some mistakes.	Demonstrate ability to function TCU at lexical, phrasal, clausal, or sentential level with a few mistakes or errors.	Demonstrate ability to function TCU to serve communicative purposes meaningfully at lexical, phrasal, clausal, or sentential level with flexibility.
Provide coherent responses	Struggle to provide coherent responses	Attempt to provide coherent responses with assistance from the interlocutor.	Demonstrate ability to provide coherent responses with several errors.	Demonstrate ability to provide coherent responses with a few mistakes.	Effectively provide coherent responses with accuracy.

Sequential organization	1	2	3	4	5
Conduct summon-answer sequencing practice	Fail to conduct summon-answer sequencing practice	Attempt to conduct summon-answer sequencing practice with delays or fault starts and errors	Demonstrate ability conduct summon-answer sequencing practice with several errors.	Demonstrate ability to conduct summon-answer sequencing practice with a few mistakes.	Effectively conduct summon-answer sequencing practice with accuracy.
Conduct identification-recognition sequencing practice	Fail to conduct identification-recognition sequencing practice	Attempt to conduct identification-recognition sequencing practice with delays or fault starts and errors	Demonstrate ability conduct identification-recognition sequencing practice with several errors.	Demonstrate ability to conduct identification-recognition sequencing practice with a few mistakes.	Effectively conduct identification-recognition sequencing practice with accuracy.
Conduct question-answer sequencing practice	Fail to conduct question-answer sequencing practice	Attempt to conduct question-answer sequencing practice with delays or fault starts and errors	Demonstrate ability conduct question-answer sequencing practice with several errors.	Demonstrate ability to conduct question-answer sequencing practice with a few mistakes.	Effectively conduct question-answer sequencing practice with accuracy.

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Task 3 Team Meeting

Format: Group task (in a group of 4)

Interaction: Student to student

Target speaking constructs:

- ability to conduct a discussion in a meeting
- ability to make suggestion
- ability to express agreement and disagreement

Interactional competence:

- Turn taking: allocate and construct turns accordingly during a meeting
- Sequential organization: demonstrate ability to conduct a collaborative discussion with appropriate expressions of suggestion announcement, agreement/disagreement, and closure.

Sample Task 3: Team Meeting

Adopting flex-time work schedule

Situation: Your team are having a meeting to consider adopting flex-time work schedule for the office. The flex-time work will allow staff to come into office only 3 days per week. That means not every staff is required to present every day. There should be at least 2 – 3 members of each team present at the office each day. This working policy is aiming at reducing the energy usage and provide employees with more flexible working style. However, not everyone at the meeting agrees with this policy. Apart from whether or not the company will adopt the flex-time work schedule, there are other several issues to discuss including how to keep track with the staff's performance, and whether the weekly review should be conduct online or onsite at the office.

Role Card for Student A

> **Member 1 (Representative from the Management Board: Chair of the Meeting)**
>
> You are the team leader and in charge of leading this meeting.
>
> You have to make sure everyone in the team has equal chances to speak and share their opinions.
>
> You have to attend the board meeting every Monday morning.
>
> You prefer having flex-time work schedule, but still need to hear from all parties involved.
>
> You think online itinerary and weekly report could be a good way to keep track with staff's performance.
>
> However, you still prefer to have weekly meeting onsite at the office.
>
> For the next meeting, you prefer to have it on Monday afternoon.

Role Card for Student B

> **Member 2 (HR Director)**
>
> You are the representative from Human Resources Department.
>
> You are not so convinced by the idea of adopting flex-time work schedule.
>
> You think that it is better for you and your team to clock in and work in the office every day.
>
> This way is simpler and more practical for you to follow up with your staff's work.
>
> You also think that it is quite difficult to check if your staff really do their work if the company adopts the flex-time which allows them to work from home or outside the office.
>
> So, you prefer to have weekly meetings to get your staff report what they have done to you on-site.
>
> For next week, you have a team meeting on Monday morning and will be busy with leading staff training from Tuesday to Friday.
>
> So, you prefer to have the following up meeting on Monday afternoon.

Role Card for Student C

Member 2 (PR and Marketing Director)

You are the representative from PR and Marketing Department.

You are indifferent to flex-time work schedule as most of your team do not clock in every day as usual. This is because they often have to visit the clients and attend meetings outside the company.

By the way you don't think adopting flex-time work schedule would help reduce the energy bill, because there might be some staff doing OT on their work days and stay up late at the office.

So, you would prefer limiting OT hours at the office would be more effective way to keep the cost down.

Next week you have only Monday and Friday available, because you have to attend a seminar during the midweek.

Role Card for Student D

Member 2 (Accounting and Finance Director)

You are the representative from Accounting and Finance Department.

You quite like the idea of having a flex-time work schedule because some of your work can be done on computer anywhere without coming into the office.

More importantly, you think having less people working in the office may result in using less energy and less expenditure.

You think that you and the head of each department can invigilate the staff's work online and get them to submit weekly report via email.

Next week, you are available every day.

Scoring rubrics

Speaking assessment rubric

Grammar resources	1	2	3	4	5
	☐	☐	☐	☐	☐
Lexical resources	1	2	3	4	5
	☐	☐	☐	☐	☐
Pronunciation	1	2	3	4	5
	☐	☐	☐	☐	☐
Discourse management	1	2	3	4	5
	☐	☐	☐	☐	☐
Interactive communication	1	2	3	4	5
	☐	☐	☐	☐	☐

Criteria and score descriptors of speaking assessment

Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Grammar resources	1 Have many grammatical errors that severely interfere with meaning	2 Have limited control of grammar with several errors that somewhat interfere with meaning	3 Demonstrate an adequate control of simple grammatical forms, and attempts some complex grammatical forms with occasional errors that may be distracting but not interfering with meaning.	4 Demonstrate a good control of both simple and complex grammar with a few errors	5 Maintain full control of grammar with very few or no errors.
Lexical resources	1 Have a limited range of vocabulary and struggle to find many words to give and exchange views	2 Have a basic range of vocabulary to give and exchange views with self-correction or help from the interlocutor	3 Uses a moderate range of vocabulary to give and exchange views on certain routine or familiar areas only	4 Uses appropriate vocabulary to give and exchange views on familiar topics or certain routine on certain routine or familiar areas only	5 Use a wide range of appropriate vocabulary with flexibility to give and exchange views on a wide range of topics including unfamiliar and abstract topics.

Pronunciation	1	2	3	4	5
	Very difficult to understand.	Somewhat difficult to understands and have errors that interfere with meaning.	Sounds moderately comprehensible and clearer at word level; with several errors; and may have some difficulties with intonation in sentential level and in connected speech.	Speaks with reasonably comprehensible pronunciation with some minor errors.	Speaks with clear and comprehensible pronunciation. Effectively use phonological features to convey and stress the meaning.
Discourse management	1	2	3	4	5
	Produce very short statements with very few or no cohesive devise and discourse marker.	Produce limited amount of long statements beyond sentential level. organize ideas.	Produces extended stretches of language with some hesitation. Use cohesive devises and discourse markers to organise the ideas.	Produces extended stretches of language with little hesitation. Contributions are relevant, coherent, and varied.	Produces extended stretches of language with flexibility and very little hesitation. Makes full and effective use of cohesive devices and discourse markers.
Interactive communication	1	2	3	4	5
	Heavily rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Rely on other speaker(s) elicitation to allocate and construct turns and follow sequential organisation.	Able to allocate and construct turns to provide contributions linking to those of other speaker(s).	Initiates and responds appropriately. Maintains and develops the interaction and negotiate towards an outcome.	Interact with ease by skilfully allocate and construct turns to contribute coherent responses, and direct the communication towards an outcome.

Interactional competence assessment rubric: Team Meeting

Turn taking	1	2	3	4	5
Turn allocation	☐	☐	☐	☐	☐
Turn construction	☐	☐	☐	☐	☐
Provide coherent responses	☐	☐	☐	☐	☐
Sequential organization	1	2	3	4	5
Conduct pre-announcement and announcement	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Conduct expression of agreement/disagreement	☐	☐	☐	☐	☐
Conduct pre-closing and closure sequencing practice					

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Criteria and score descriptors of interactional competence assessment rubric: Telephone Conversation

Adapted from Patharakorn (2018) and Cambridge Assessment (2015)

Turn taking	1	2	3	4	5
Turn allocation	Struggle to allocate the turns or notify when to speak	Appear to need assistance from the interlocutor to allocate the turns or notify when to speak	Demonstrate attempts to allocate the turns, but often with either intrusive- or delayed- response.	Demonstrate ability to allocate the turns but with a few delays or interruptions to the interlocutor.	Successfully allocate the turns by providing appropriate response tokens at the right moments
Turn construction	Struggle to function TCU at all levels.	Attempt to function TCU with assistance from the interlocutor.	Demonstrate ability to function TCU at only lexical or phrasal level, with some mistakes.	Demonstrate ability to function TCU at lexical, phrasal, clausal, or sentential level with a few mistakes or errors.	Demonstrate ability to function TCU to serve communicative purposes meaningfully at lexical, phrasal, clausal, or sentential level with flexibility.
Provide coherent responses	Struggle to provide coherent responses	Attempt to provide coherent responses with assistance from the interlocutor.	Demonstrate ability to provide coherent responses with several errors.	Demonstrate ability to provide coherent responses with a few mistakes.	Effectively provide coherent responses with accuracy.

Sequential organization	1	2	3	4	5
Conduct preannouncement and announcement	Fail to conduct announcement and announcement sequencing practice	Attempt to conduct announcement and announcement sequencing practice with delays or fault starts and errors	Demonstrate ability conduct announcement and announcement sequencing practice with several errors.	Demonstrate ability to conduct announcement and announcement sequencing practice with a few mistakes.	Effectively conduct announcement and announcement sequencing practice with accuracy.
Conduct expression of agreement/ disagreement	Fail to conduct expression of agreement/ disagreement sequencing practice	Attempt to conduct expression of agreement/ disagreement sequencing practice with delays or fault starts and errors	Demonstrate ability conduct expression of agreement/ disagreement sequencing practice with several errors.	Demonstrate ability to conduct expression of agreement/ disagreement sequencing practice with a few mistakes.	Effectively conduct expression of agreement/ disagreement sequencing practice with accuracy.
Conduct pre-closing and closure sequencing practice	Fail to conduct pre-closing and closure sequencing practice	Attempt to conduct pre-closing and closure sequencing practice with delays or fault starts and errors	Demonstrate ability conduct pre-closing and closure sequencing practice with several errors.	Demonstrate ability to conduct pre-closing and closure sequencing practice with a few mistakes.	Effectively conduct pre-closing and closure sequencing practice with accuracy.

Appendix B Index of Congruence Form for Pre-Test and Post-Test

Description: This index is to validate the questions used for **pre-test and post-test.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

No.	Items	Objectives	Expert's analysis			Comments/ Suggestion
			-1	**0**	**1**	
Speaking Task: 1 Recruitment Interview						
1.	**Small Talk**	1. To test abilities needed for handling a recruitment interview				
2.	**Self-introduction**	2. To test ability to provide appropriate self-introduction				
3.	**Competency-Based Questions**	3. To test ability to provide appropriate answer to competency-based question in a recruitment interview. 4. To test interactional competence needed for allocate and construct turns accordingly in a job interview 5. To test interactional competence needed for constructing the following sequences: making a small talk, self-introduction, and competency-based answer				

No.	Items	Objectives	-1	0	1	Comments/ Suggestion
Speaking Task 2: Telephone Conversation						
1.	**Making a phone call**	6. To test ability to conduct a telephone conversation 7. To test ability to make an inquiry for specific information over the phone				
2.	**Receiving a phone call**	8. To test ability to provide specific information over the phone 9. To test interactional competence needed for allocate and construct turns accordingly during a phone conversation 10. To test interactional competence needed for constructing the following sequences: summon-answer, identification/recognition sequences, greeting sequences, question-answer sequences as anchor point, pre-ending and ending sequences				

No.	Items	Objectives	-1	0	1	Comments/ Suggestion
Speaking Task 3: Team Meeting						
1	**Having a team meeting concerning work schedule**	11. To test ability to conduct a discussion during a meeting 12. To test ability to make suggestions during a meeting 13. To test ability to express agreement/disagreement during a meeting 14. To test interactional competence needed for allocate and construct turns accordingly during a meeting 15. To test interactional competence needed for constructing the following sequences: pre-announcement and announcement, expressing agreement/disagreement, pre-closing and making closure to a meeting				

Additional Comments

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Signature……………………………………..

(…………………………………………)

Date:
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Appendix C Index of Congruence Form for Attitude Questionnaire

To survey students' attitude towards the implementation of speaking instruction and assessment using speaking portfolios

This present series of questionnaire inquiries has been developed to collect quantitative and qualitative data regarding students' attitude towards the use of speaking portfolios as instructional and assessment instrument. This questionnaire consisted of three parts as follows.

1. Part A inquires personal information of gender and age. The participants are to take part in this study as anonymous volunteer; therefore, their further personal details are not included.

2. Part B

In order to effectively measure level of students' attitude the questions in this questionnaire inquiry have thus been developed following attitude assessment framework of Krathwohl, Brown, & Masia (1964) and with elaboration of speaking criteria employed in the speaking rubric.
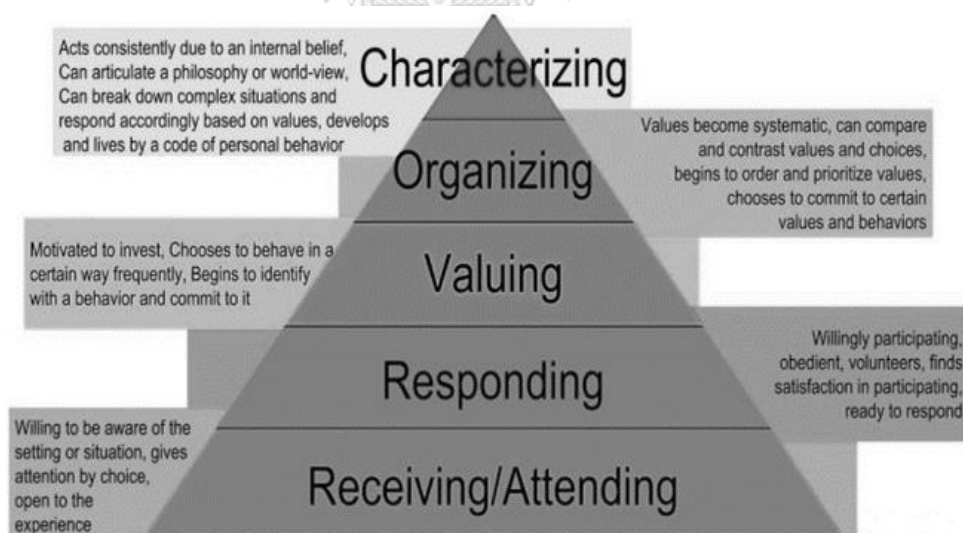
Figure 1: Affective Taxonomy of Krathwohl, Bloom, & Masia (1964)

Questions 1 aims to investigate students' attitude at receiving/attending level, or how they perceive speaking portfolios

Questions 2 – 5 aim to investigate students' attitude at responding level, towards speaking portfolios as a learning (question 2) and assessment instrument (question 3) respectively.

Questions 6 – 10 aim to investigate students' attitudes at valuing level, to evaluate whether they find speaking portfolios helpful to their language learning in terms of grammar (question 6), vocabulary (question 7), pronunciation (question 8), discourse management (question 9), and interactional competence (question 10) respectively.

Question 11 -12 aim to investigate students' attitude at organizing level, to evaluate whether they can systematically categorize speaking portfolios as a learning tool based on their experience with speaking portfolios

Question 13 – 15 aim to investigate students' attitude at charactering internal value toward speaking portfolios, to evaluate if they believe that this learning and assessment tool can benefit their learning of spoken English in a meaningful way.

Open-ended question 16 aims to probe the overall attitude of students towards speaking portfolios at receiving and responding level.

Open-ended question 17 aims to probe the overall attitude of students towards speaking portfolios at valuing levels.

Open-ended question 18 aims to probe the overall attitude of students towards speaking portfolios at organizing and characterizing levels.

The following part presents demographical inquiries in Part A; attitude survey questions 1 – 15 in Part B; and following up open-ended questions 16 - 18 in Part C.

Please review and score each question with:

- 1 if the question does not appear to serve instrumental objective
  0 in case of uncertainty, or the question may serve instrumental objective with minor revisions
  1 if the question can serve instrumental objective

Your comments and recommendation are very much appreciated.

Thank you very much for your kind consideration.

Part A: Personal information: Gender: ☐ F   ☐ M   Age _____

-1	0	1	Comments

Part B: Please read the following statements and choose the option that best applies to your situation.

Objective of the question	Statements	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree		-1	0	1	Comments
to investigate students' attitude at receiving level towards speaking portfolios	4. I know how to develop speaking portfolios. ฉันรู้จักวิธีการสร้างแฟ้มสะสมผลงานการพูด										
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	5. I want to develop speaking portfolios to practice English speaking. ฉันต้องการสร้างแฟ้มสะสมผลงานการพูดภาษาในการเรียนอังกฤษ										
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	6. I want to develop speaking portfolios to assess my spoken English. ฉันต้องการสร้างแฟ้มสะสมผลงานการพูดภาษาเพื่อประเมินค										

		ความสามารถการพูด ภาษาอังกฤษของฉัน								
to investigate students' attitude at responding level towards speaking portfolios as a learning instrument	7.	I would recommend using speaking portfolios as a learning tool to develop English speaking. ฉันจะแนะนำให้มีการใช้ แฟ้มสะสมผลงานการพูด เป็นเครื่องมือเพื่อ พัฒนาการเรียนรู้การพูด ภาษาอังกฤษ								
to investigate students' attitude at responding level towards speaking portfolios as an assessment instrument	8.	I would recommend speaking portfolios as an assessment tool to assess English speaking. ฉันจะแนะนำให้มีการใช้ แฟ้มผลงานการพูดเพื่อ ประเมินการพูด ภาษาอังกฤษ								
to evaluate whether they find speaking portfolios helpful to their language learning in terms of grammar, at valuing level	9.	The process of developing speaking portfolios can help increase my knowledge of grammar. กระบวนการสร้างแฟ้ม สะสมผลงานการพูดช่วย								

	เสริมสร้างความรู้ด้าน ไวยากรณ์										
to evaluate whether they find speaking portfolios helpful to their language learning in terms of vocabulary, at valuing level	10. The process of developing speaking portfolios can help increase my knowledge of vocabulary. กระบวนการสร้างแฟ้ม สะสมผลงานการพูดช่วย เสริมสร้างความรู้ด้าน คำศัพท์										
to evaluate whether they find speaking portfolios helpful to their language learning in terms of pronunciation, at valuing level	11. The process of developing speaking portfolios can help improve my pronunciation. กระบวนการสร้างแฟ้ม สะสมผลงานการพูดช่วย เสริมสร้างความรู้ด้านการ ออกเสียง										
to evaluate whether they find speaking portfolios helpful to their language learning in terms of discourse management, at valuing level	12. The process of developing speaking portfolios can help increase my knowledge of discourse management. กระบวนการสร้างแฟ้ม สะสมผลงานการพูดช่วย										

	เสริมสร้างความรู้ด้านการจัดการสัมพันธสาร									
to evaluate whether they find speaking portfolios helpful to their language learning in terms of interactional competence, at valuing level	13. The process of developing speaking portfolios can help increase my knowledge of interactional competence. กระบวนการสร้างแฟ้มสะสมผลงานการพูดช่วยเสริมสร้างความรู้ด้านสามัตถิยะปฏิสัมพันธ์									
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking portfolios	14. The process of developing speaking portfolios can help me see areas to improve for better speaking skills. กระบวนการสร้างแฟ้มสะสมผลงานการพูดช่วยทราบถึงจุดที่ต้องพัฒนาเพื่อให้ทักษะการพูดดีขึ้น									
to evaluate whether they have systematically categorized speaking portfolios as a learning tool based on their experience with speaking	15. The process of developing speaking portfolios can help me see my progress in learning English speaking.									

portfolios	กระบวนการสร้างแฟ้มสะสมผลงานการพูดช่วยให้เห็นความก้าวหน้าในการเรียนรู้										
to evaluate if they believe that this learning and assessment tool can benefit them in meaningful way at characterizing level	16. I can apply what I learned from developing speaking portfolios to enhance my English language learning ฉันสามารถนำเอาสิ่งที่ได้เรียนรู้จากการทำแฟ้มสะสมผลงานการพูดมาประยุกต์ใช้เพื่อส่งเสริมการเรียนรู้ภาษาอังกฤษได้										
	17. I can apply the feedback from my teacher and classmate when developing speaking portfolios to enhance my English language learning. ฉันสามารถนำเอาคำข้อคิดเห็นที่ได้รับจากครูและเพื่อร่วมชั้นจากการทำแฟ้มผลงานการพูดมาประยุกต์ใช้เพื่อส่งเสริมการเรียนรู้ภาษาอังกฤษได้										

	18. The process of developing speaking portfolios can help me learn English speaking in a meaningful way. กระบวนการสร้างแฟ้มสะสมผลงานการพูดสามารถช่วยให้ฉันเรียนรู้การภาษาอังกฤษได้อย่างมีนัยยะสำคัญ										

Part C: Please answer the following questions in as much detail as possible.

[Objective: to probe the overall attitude of students towards speaking portfolios at receiving and responding level]

19. Do you think using speaking portfolios an affect your attitude towards learning English speaking? If yes, please explain how.

คุณคิดว่าการใช้แฟ้มสะสมผลงานการพูดมีผลต่อเจตคติในการเรียนรู้การพูดภาษาอังกฤษหรือไม่ อย่างไร (จงอธิบาย)

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

-1	0	1	Comments

[Objective: aims to probe the overall attitude of students towards speaking portfolios at valuing levels]

17. Would you recommend that speaking portfolios continue to be used in English speaking classes?

Please explain why, or why not.

คุณอยากจะแนะนำให้มีการใช้แฟ้มสะสมผลงานการพูดในการเรียนรู้การพูดภาษาอังกฤษในชั้นเรียนอย่างต่อเนื่องหรือไม่ อย่างไร

(จงอธิบาย)

-1	0	1	Comments

[Objective: aims to probe the overall attitude of students towards speaking portfolios at organizing and characterizing levels]

18. What did you learn from doing speaking portfolios?

กรุณาอธิบายถึงสิ่งที่คุณได้เรียนรู้จากการทำแฟ้มสะสมผลงานการพูด

-1	0	1	Comments

Thank you very much.

Appendix D Scope, sequences, and instruction activities under SPICS framework

Week	Scope	Sequences	Instruction activities	Remarks
1	Precourse Orientation	Introduction to SPICS	**Introduction to SPICS** - Speaking Portfolios - Interactional Competence - Target Language Use Situations - Set the base line: Recruitment Interview - **Pre-test**	Pre-test
2	**Unit 1** **Tell me about yourself** **Speaking:** Small talk and self-introduction **Interactional Competence:** Sequential organization and response tokens **Language focus:** Elliptical sentences and pronunciation of prepositions in connected speech	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	

Week	Scope	Sequences	Instruction activities	Remarks
3	**Unit 1** **Tell me about yourself** **Speaking:** Small talk and self-introduction **Interactional Competence:** Sequential organization and response tokens **Language focus:** Elliptical sentences and pronunciation of prepositions in connected speech	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	
4	**Unit 2** **Competency-based questions** **Speaking:** Providing complete answers to competency-based questions **Interactional Competence:** Turn taking and sequential organisation **Language focus:** Past tense forms, and pronunciation of -ed in past tense verbs	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	

Week	Scope	Sequences	Instruction activities	Remarks
5	**Unit 2** **Competency-based questions** **Speaking:** Providing complete answers to competency-based questions **Interactional Competence:** Turn taking and sequential organisation **Language focus:** Past tense forms, and pronunciation of -ed in past tense verbs	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task Part 9: Reflect on learning	Upload 1st entry: Job interview
6	**Unit 3** **Making a phone call** **Speaking:** Making a phone call to inquire information and make a reservation **Interactional Competence:** Sequential organisation of a telephone conversation and repair practice **Language focus:** Making inquiry and negotiation on the phone	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	

Week	Scope	Sequences	Instruction activities	Remarks
7	**Unit 3** **Making a phone call** **Speaking:** Making a phone call to inquire information and make a reservation **Interactional Competence:** Sequential organisation of a telephone conversation and repair practice **Language focus:** Making inquiry and negotiation on the phone	Conduct speaking task Stimulate students' reflection	Part 4: Conduct speaking task Part 5: Monitor own performance Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task - Part 9: Reflect on learning	Upload 2ˢᵗ entry: Telephone conversation
8	**Unit 4** **Team meeting** **Speaking:** Assigning and taking assignment **Interactional Competence:** Sequential organisation of a discussion in meetings **Language focus:** Expressing agreement and disagreement	Set the baseline Plan portfolios IC instruction	Part 1: Set the baseline Part 2: Portfolios forethought planning Part 3: IC instruction and language input	
9	**Unit 4** **Team meeting** **Speaking:** Assigning and taking assignment	Conduct speaking task Stimulate students'	Part 4: Conduct speaking task Part 5: Monitor own performance	Upload 2ˢᵗ entry: Telephone conversation

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	Interactional Competence: Sequential organisation of a discussion in meetings Language focus: Expressing agreement and disagreement	reflection	Part 6: Elicit peer feedbacks Part 7: Facilitate teacher feedback Part 8: Repeat the speaking task	
10	**Portfolio submission, discussion, and review**	Review of SPICS: Set the baseline Plan portfolios IC instruction Conduct speaking task Stimulate students' reflection	- Review - Overall reflection discussion - **Attitude survey** - **Post test**	Submission of speaking portfolio

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Unit 1: Tell me about yourself

- **Speaking: Small talk and self-introduction**
- **Interactional Competence: Sequential organization and response tokens**
- **Language focus: Elliptical sentences and pronunciation of prepositions in connected speech**

Part 1 Set the Base Line

In pairs record a short VDO clip of a role play in a job interview situation.
The VDO clip should not be longer than 3 minutes.

Student A may use the questions below while student B may improvise his/her answers.

Hello!
How are you doing?
Have a seat!

How was the traffic?
Did you have any problems finding our office?
Are you ready?
Please tell me about yourself.

for Speaking 1: Set the base line!

Interviewer

- You are a Human Resources Supervisor in charge of conducting a job interview for recruiting the office's Administrative Assistant.

- You have to lead and a job interview starting off by greeting the interviewee.

- You may say: **"Hi! How are you doing?"**; or **"Good morning/afternoon! How are you?"**; or **"Hello! How do you feel? Ready?"**

- Tell her/him to sit down.

- You may say: **"Sit down, please"**; or **"Please have seat"**; or **"Let's have a seat"**.

- Do a little bit of socializing by asking about the traffic; how she/he got to your office; or how her/his weekend was.

- You may say: **"How was traffic this morning/afternoon?"**; or **"How did you get here?"**; or **"Did you have any troubles finding our office?"**; or **"How was your weekend?"**; or **"How did you find out about our recruitment?"**

- Ask the interviewee if she/he is ready.

- You may say: **"Are you ready?"**; or **"Ready to start?"**; or **"Let's get started"**.

- Ask the interviewee to introduce herself/himself.

- You may say: **"Please tell me about yourself"**; **"Could you tell me about yourself?"**; **"Could you please briefly introduce yourself?"**

- You may thank the interviewee for her/his answer.

- You can end the first recording of your VDO clip here.

Interviewee (Applicant/Candidate)

- ☐ You are having a job interview for the position of Office Administrative Assistant.

- ☐ You have already arrived at the office and are called in to have an interview.

- ☐ You will be interviewed by a Human Resources Supervisor.

- ☐ Prepare to provide responses to the questions the interviewer may have.

- ☐ Try your best to give good answers in response to the interviewer's statements.

Part 2: Portfolio forethought planning

Activating metacognitive awareness with scaffolding and planning

Speaking portfolio entries will be included in this unit. You are required to produce, compile, and present your speaking sample following these 4 steps below.

Step 1: At the beginning of the class you record your first try even before receiving any instruction or teaching. This is to **set the base line**.
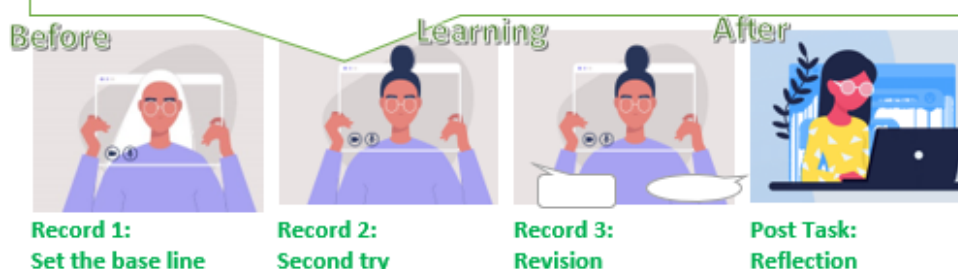
"Before moving on to do your second recording you will receiving instruction on interactional competence and target language input."

Step 2: Record your **second try** after receiving instruction on interactional competence and target language input. At this stage, your should try using the strategy and useful language taught in your speaking class.

"After finishing the second try, have a close look at your work. Check and make a comparison between your first and second try to see how much you have improved. And then share your VDO recording with classmates, and exchange your views with your peers. By doing this you can help one another learn in a collaborative way."

Step 3: Make the third recording with some revisions according to your teacher's and peers' feedback. You may re-record as many times as you want. Then, select the best VDO clips as your speaking sample for your *"after"* of this unit. Your VDO from Set the base line activity will be included as the first sample that represents your *before*, and the best one from this step is your *after*. Then submit your work onto Google Classroom.

Step 4: Reflect on your own learning. Answer student reflection questions to share your feedback on the speaking task and language learning so that both your teacher and you can keep on improving your work together.

Before   Learning   After

Record 1:
Set the base line

Record 2:
Second try

Record 3:
Revision

Post Task:
Reflection

In pair discuss with your peer what an interviewee has to say at the very first few turns of an interview conversation.

Hello

How are you?

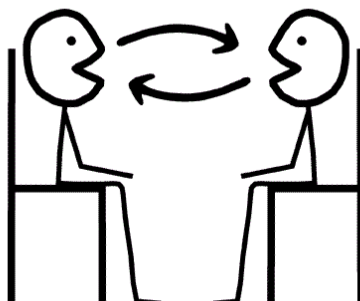Nice to see you!

Thanks for coming in.

Have a seat, please.

How's the traffic today?

Are you ready?

Umm…

………….

Part 3: IC Instruction and Language Input

Interactional Competence in Focus

Having an interview for a job can probably cause stress and anxiety especially when you as a candidate is interviewed in a non-native language. **Interactional competence (IC)** development can provide a guideline to help you throughout the interview. Information on how a typical job interview is sequenced and organized can help you prepare your answers. Turn-taking practice can give you guidance on when and what to say to accomplish in verbal communication.

Anticipating what you may encounter at the very first moment at the interview and thinking about what to say when responding to those can be useful for your interview preparation. As first impression is very important for job interviews, the exchanges during the first few minutes of the interview need to be carried out appropriately.

Most interviews are normally led by the interviewer, and as an interviewee, you are expected to perform a listener role and provide appropriate responses to the statements produced by your interviewer(s).

3.1 Listening for language input

3.1.1 Before listening

In this part you will be listening to an extract containing the first few minutes of Janie's job interview.

Before listening, try to answer the following question.

Which of the following expressions do you think you will hear in the extract?

- ☐ Hello
- ☐ May I have your name please?
- ☐ So kind of you!
- ☐ How are you?
- ☐ Nice to meet you
- ☐ Thank you
- ☐ How about you?
- ☐ Please have a seat
- ☐ What's your name?

3.1.2: Listen to an extract of a job interview and answer the following questions.

Which part of the interview is the extract?

☐ Small talk   ☐ Self – introduction   ☐ Competency question

Listening 3.1.3:
Listen to Janie's job interview again and
check your answers.

3.2 Language Input: Listener's role and usage of elliptical sentences

3.2.1 Before reading to support forethought planning, discuss these 2 questions with your peers:

1) Should you remain silent throughout a conversation?
2) What do you normally do when having a conversation?

Listener's Role

When having an interview, especially a high-stake one like job interview, you need to not only listen carefully but also show the speaker/ interviewer that you are following the conversation. In order to demonstrate that you can take the listener-role the following actions can be performed.

- **Using body language and gestures** by making eye contact with the speaker and nodding, or even smiling in response to their statement. This is called non-verbal feedback, or non-verbal response.

- **Saying something** like "yeah", "mm", "okay", "right", "well" and so on. These are types of verbal feedback called feedback tokens. You can use feedback tokens to acknowledge the speaker that you are with her/him i.e., let them know that you are listening.

- **Saying words** like "great", "good", "sure", "that's alright" and etc. These are also forms of verbal feedback, but they are called assessment tokens, or assessments, in short.

They are a little different from feedback tokens, because they give some sense of agreement and encourage further interactions. Assessments can also be used to show that you are listening and understand what is going on in the conversation. Consider taking these actions; then the speaker can make sure that his/her message is received and probably understood. To show that you are listening and following the conversation is considered polite and important for a job interview.

(Adapted from Barajah-Rohan, 2011)

3.2.2 Comprehension check

After reading, answer the following questions.

1) Give example of gestures to demonstrate that you are following the conversation.

2) When do you give feedback token?

    a. While the interviewer is speaking.

    b. When the interviewer finished or about to finish speaking.

3) What are assessment tokens?

3.2.3 Reading for language input: Elliptical sentences

In an attempt to give a short answer or provide response token to the interviewer, you may say something short and simple. They do not have to be in a full-sentence form. Your response can come in "chunks" or at "word or phrasal level". For example; to answer the question "How are you doing?" you can just say "Very well! Thanks" or "Fine! Thanks", and then return the question by saying "And you?". That is to say, whenever you cut some bits off your full sentence, and say just the key message, you are using an elliptical sentence.

Elliptical sentences or **ellipses** can make you sound more natural, more casual and spoken-like. An elliptical sentence or ellipsis occurs when a word or words become omitted. It refers to sentence structure in which words are left out of a sentence but the sentence can still be understood. Ellipsis helps us avoid a lot of redundancy without losing much meaning. Some examples of ellipsis can be listed below:

- I need to sort something out in my office, *[and I will be back in]* **just a moment**.
- I can help with product design; **my colleagues** *[can help with the design]*, **too**.
- We speak several foreign languages in our office, **but I can speak only two** *[languages.]*

The words between [parentheses] can be omitted and the sentences can still be meaningful.

3.2.4 Listening for language input

Listen to following conversation and cross out the words you don't hear.

~~It is~~ my pleasure!	It is okay.
I thank you for having me, too.	I am sorry for keeping you waiting.
I feel great! and how about you?	Yes, I am. I am sure that I am ready.
I am fine, thank you.	Could you please tell me about yourself?
There is no problem!	Are you ready?

3.2.5 After Listening:

Put the following responses in the correct boxes.

My pleasure! Thanks for having me, too	Okay	Well, I'm Lisa …
Great! Thanks, how about you?	Yes, sure.	No problem!

1. How are you?	Great! Thanks, how about you?
2. Thanks for coming in today.	_____

3. Have a seat, and please give me a minute. I'll be back shortly.	Thanks! _____
4. Sorry for keeping you waiting.	_____
5. Well, well, well, ready?	_____
6. So, please tell me about yourself?	_____

3.2.6 Language input comprehension check: Elliptical sentences

Make the following statements become elliptical sentences.

1. **It is right!**

2. **The traffic was fine. There was no traffic jam.**

3. **It is alright! I am ready.**

4. **That is no problem at all.**

5. **You can take your time to do that, go ahead.**

6. **I would like to thank you for this interview opportunity.**

7. **I would like to say many thanks for having me.**

8. **That is ok. Please, could you let me introduce myself.**

9. **That is great!**

10. **My weekend was great. How was your weekend?**

3.3 Reading to support forethought planning and activation

3.3.1 Pre-reading:

Discuss the following questions with your peers.

1) What kind of questions could be asked before the interview?

2) How would you go about those questions?

Sequential Organization of a Job Interview

The conversational sequences of an interview are usually comprised of small talk, then a preliminary question which requires the candidate to introduce themselves before moving on to competency questions, and finally the last stage allows the candidate to ask any questions they may have.

Small talk

Most interviews are likely to start off with a greeting and a bit of a small talk. Small talk is used to build a comfortable environment before the interview begins. This may include the questions about how you are doing, your travel to the interview, the weather, how your weekend was, and more. All you need to do is be polite and friendly. Keep your answers short.

You can also feel free to turn the question back to the interviewer. For instance, if your interviewer asks how you are feeling, you can also respond; "Great! How about you?". You can prepare yourself for small talk by asking yourself some easy, simple, non-personal questions, or you can also practice this with your friends. The following example questions can be useful for a small talk practice.

How are you doing?

Did you have any trouble finding our office?

How did you find out about our recruitment?

(Adapted from Barrajah-Rohan, 2011; Wong & Waring, 2010; and Rachel's English, 2016)

3.3.2 Comprehension check:

List several expressions that you may say during a small talk ate the beginning of a job interview. (You may go back and have a look at language in 3.2.1 – 3.2.6)

3.4 Listening to support forethought planning and activation

3.4.1 Watch two samples of a job interview with two different candidates. Discuss the following questions with your peers:

1) Which candidate is more likely to score better at the interview and why?

2) Is there anything you think could be improved in the interview? Please explain.

3.4.2 Watch the sample again and complete the following statements.

1) Alright, _____ thank you for the interview.

2) _____ Ladda Boonmee.

3) _____ a Bachelor's degree in English.

4) _____ at BBC Bangkok Bureau.

5) So, _____ from this internship, I'm _____ I can handle the work here.

6) I really _____ and ready to answer the questions you may have.
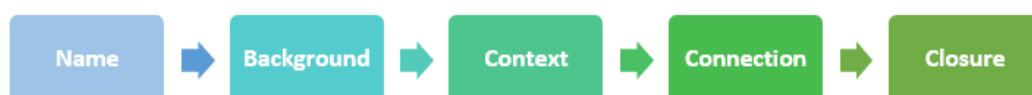
3.5 Reading to obtain language input

Impressive self-introduction

Talking about Yourself

The most common first interview question after the small talk could be "Please tell me about yourself". This is how the interviewer gets to know more about the candidate. In addition, this simple question can provide you with an opportunity to impress them by demonstrating how well-prepared you are.

A well-organized self-introduction can effectively give a good impression and unique selling points of the candidate. The interviewer can get to know who you are and what you can do throughout your self-introduction. Further, they could also assume how well you would probably perform at work from listening and watching you talking about yourself.

One good way to structure your self-introduction is talking about yourself in an elevator-pitch format. *Elevator pitch* is a kind of brief speech used for describing business in summary within less than 1 minute. It is thus a short and simple way to introduce yourself in a nutshell. An elevator pitch to introduce yourself can *begin with telling your name* and then a bit of your educational or professional *background*. It is also recommended that you provide some *context*, or supportive information for your background. After that you should make a *connection* to the current position or company you are applying for. Finally, you can make a *closure* by either telling them why they should hire you or leading them to ask you the questions they may have.

Name	My name's (name)
	I'm (name)
	You can call me (nickname)
Background	I'm currently studying *in* my …. year of a Bachelor's degree, majoring *in* ……….
	at ………. University.
	I've got a Bachelor's degree *in* ………. *from* ………. University.
Context	**I'm really keen to work in (field),** so I took several related courses such as
	……………………
	I did an internship **at (company/organization)**
	I've worked **for (company/organization), for** …. years, **as** a/an (position)
Connection	I hope to get an internship here at your company and consider this a very important opportunity.
	During my internship I've learned to (V. 1)
	During my internship I've learned about (Noun / Gerund)
	So, with the (Adjective) skills and experience from this internship,
	I'm positive that I can handle the work as a/an (position) for your company.
	I'm looking for a more challenging job and opportunity to grow, so I apply for the position of (job title) here.
Closure	(Well, Now, So) *I'm really grateful **for** this interview opportunity and **am** ready to* answer the questions you may have. Thank you.
	(Well, Now, So) I really appreciate this interview opportunity and am ready to answer the questions you may have. Thank you.

Name	My name's (name)
	I'm (name)
	You can call me (nickname)
Background	I'm currently studying *in* my …. year of a Bachelor's degree, majoring *in* ………. *at* ………. University.
	I've got a Bachelor's degree *in* ………. *from* ………. University.
Context	**I'm really keen to work in (field),** so I took several related courses such as ………………………..
	I did an internship **at** (company/organization)
	I've worked **for** (company/organization), **for** …. years, **as** a/an (position)
Connection	I hope to get an internship here at your company and consider this a very important opportunity.
	During my internship I've learned to (V.1)
	During my internship I've learned about (Noun / Gerund)
	So, with the (Adjective) skills and experience from this internship,
	I'm positive that I can handle the work as a/an (position) for your company.
	I'm looking for a more challenging job and opportunity to grow, so I apply for the position of (job title) here.
Closure	(Well, Now, So) *I'm really grateful for* this interview opportunity and *am ready to* answer the questions you may have. Thank you.
	(Well, Now, So) I really appreciate this interview opportunity and am ready to answer the questions you may have. Thank you.

(Picture derived from ESLLearning. (2014, April 30). Job Interview: I want to Learn (ESL) [Video file]. YouTube.)

3.6 Listening for language input

3.6.1 Listen to an example of self-introduction by Ladda Boonmee and underline parts that refer to name, background, context, connection, and closure according to NBCCC structure.

Example self-introduction:

to NBCCC structure.

Example self-introduction:

Interview for an Internship

name

"(Hello/ Well/ Alright) My name's Ladda Boonmee. I'm currently studying in my last year of a Bachelor's degree, majoring in English, at Chandrakasem Rajabhat University. I'm really keen to work in the media and mass communication field, so I took several related elective courses such as English for Mass Communication and English for Advertisement. I hope to get an internship here at your company and consider this a very important opportunity. So, I really appreciate this interview opportunity, and now I'm ready to answer the questions you may have. Thank you."

3.6.2 In natural speech the unstressed syllable will take shorter vowel or sometimes become /ə/ sound. In addition, contraction is often used in spoken form.

Listen to two more examples of Ladda's self-introduction and highlight /ə/ sound and contractions in her speech.

Job Interview: Fresh Graduate

"(Hello/ Well/ Alright) My name is Ladda Boonmee. I've got a Bachelor's degree in English from Chandrakasem Rajabhat University. I did an internship at BBC, Bangkok Bureau. During my internship I've learned to sort out the administrative work of international media back office. So, with the organizational skills and experience from this internship, I'm positive that I can handle the work as an Event Coordinator for your company. I really appreciate this interview opportunity and am ready to answer the questions you may have. Thank you."

Job Interview: Candidate with Work Experience

"(Hello/ Well/ Alright) My name is Ladda Boonmee. I've got a Bachelor's degree in English from Chandrakasem Rajabhat University. I've worked for AMS, an international MICE company for two years, as an Event Coordinator. I'm looking for a more challenging job and opportunity to grow, so I apply for the position of Assistant to Project Manager here. I really appreciate this interview opportunity and now I'm ready to answer the questions you may have. Thank you."

Part 4: Conduct Speaking Task

Speaking Task: Job Interview

- Work in pair to record a short VDO clip of a job interview role play (not longer than 3 mins).
- Take turn with a peer to give yourself a try on being both the interviewer and candidate to practice having a conversation in the context of job interview.
- Use role cards presented in Task 1.

You can consult the reading text and your notes from the example job interviews to prepare and plan what to say.
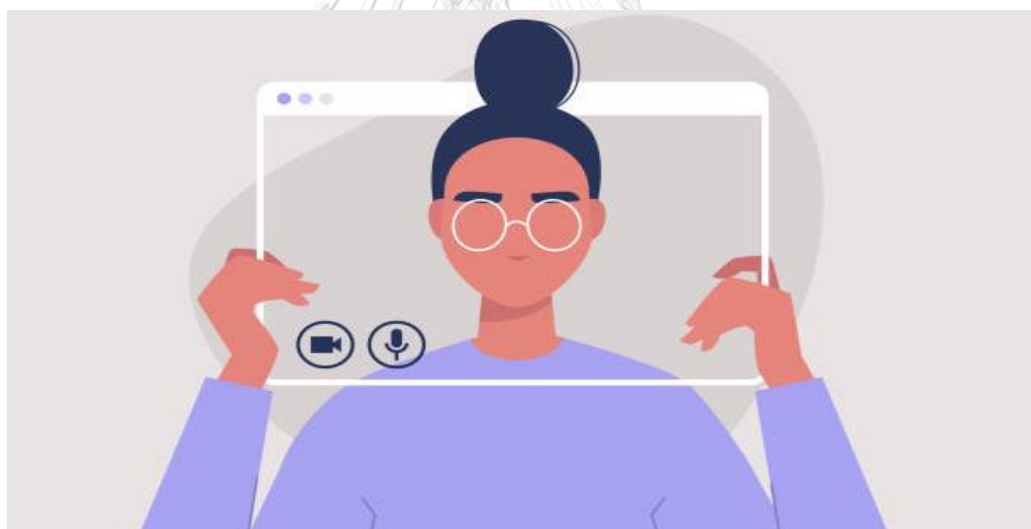
Part 5: Self-Assessment and Reflections

Monitor your own speaking performance

After learning about the first part of a job interview, now you are going to review your own speaking practice in order to keep monitoring your performance.

The following speaking rubrics and criteria will be used to review and monitor your speaking performance.

Watch your first and second VDO recording of your performance on the job interview speaking task and evaluate your own performance according to the interactional competence checklist and speaking rubrics provided here.

5.1: Unit 1 Interactional competence checklist: Job interview (Opening)

Tick ☑ what you have done.

First try	Second try
☐ **Take turns in small talk**	☐ **Take turns in small talk**
☐ **Provide appropriate response tokens**	☐ **Provide appropriate response tokens**
☐ **Provide well-organized self-introduction**	☐ **Provide well-organized self-introduction**

Note down what you think you did well and the areas you want to improve:

_____

_____

_____

_____

5.2: Unit 1 Speaking rubric: Job interview (Opening)

Give yourself a score from 1 to 5 in each category.

Score descriptor: Ranging from highest to lowest	
5	You did a perfect job.
4	You did well and almost everything right.
3	You made a good effort but there are still several points to be fixed.
2	You tried hard but it did not seem to work well.
1	You really could not do it.

Speaking rubric	First try	Second try
Grammar resource: how well you can accurately use a range of spoken grammar in the conversation		
Lexical resource: how well you can use vocabulary and spoken expressions to convey meanings appropriately		
Discourse management: how well you can provide sufficient, coherent, and relevant information in your speech		
Pronunciation: how well and comprehensibly you can speak with appropriate stress, rhythm, intonation, and pronunciation.		
Interactive communication: how well you can respond to questions/statements; initiate and take turns to speak in order to get the message across		

Note down what you think you did well and the areas you want to improve:

Part 6: Elicit peer feedback

Let your classmates watch your first and second VDO recordings of your performance on the job interview speaking task. Ask them to evaluate your performance according to the interactional competence checklist and speaking rubrics provided, and write down their comments below.

6.1: Unit 1 Interactional competence checklist: Job interview (Opening)

Tick ☑ what you peers have done.

Peer 1: _____

First try	Second try
☐ Take turns in small talk	☐ Take turns in small talk
☐ Provide appropriate response tokens	☐ Provide appropriate response tokens
☐ Provide well-organized self-introduction	☐ Provide well-organized self-introduction

Comments:

_____

_____

_____

_____

Peer 2: _____

First try	Second try
☐ Take turns in small talk	☐ Take turns in small talk
☐ Provide appropriate response tokens	☐ Provide appropriate response tokens
☐ Provide well-organized self-introduction	☐ Provide well-organized self-introduction

Comments:

6.2: Unit 1 Speaking rubric:

Job interview (Opening)

Give your classmate a score from 1 to 5 in each category.

Speaking rubric:	First try	Second try
Grammar resource		
Lexical resource		
Discourse management		
Pronunciation		
Interactive communication		

Peer 1: _____

Note down what your classmates can do well and the areas he/she may need to improve:

_____

_____

_____

6.2: Unit 1 Speaking rubric:

Job interview (Opening)

Give your classmate a score from 1 to 5 in each category

Speaking rubric:	First Try	Second try
Grammar resource		
Lexical resource		
Discourse management		
Pronunciation		
Interactive communication		

Peer 2: _____

Note down what your classmates can do well and the areas he/she may need to improve:

_____

_____

_____

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Part 7: Facilitate teacher feedback on language accuracy
Make notes of teacher feedback on language accuracy

At this stage, you can receive the feedback on language accuracy from your teacher. In order to improve your vocabulary grammar and pronunciation, it is strongly recommended that you note down the grammar points, vocabulary, and other language errors corrected by the teacher.

Unit 1: Error log

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part 8: Repeat the speaking task

Speaking Task: Job Interview

▪ Work in pairs with a different partner, to record a VDO clip of a job interview role play.

▪ Take turns with your partner to give yourself a try at being both interviewer and candidate to practice having a conversation in the context of job interview.

You can consult your notes in the error log, self-evaluation, and peer feedback to improve your performance

Part 9: Reflect on learning

Please answer the following questions in order to reflect on your learning

Student reflection:

1. What do you have to say in the main task of your speaking portfolio in this unit?

_____
_____
_____
_____
_____
_____
_____
_____

2. What do you think about the main speaking task in this unit?

(Whether it is difficult or easy; close to what you have to/ will have to do in

your real-life situation or not?)

_____

_____

_____

_____

_____

_____

3. Which VDO clip would you put in your speaking portfolio, and why?

_____

_____

_____

_____

_____

_____

_____

4. What do you think about your performance in the VDO clip you selected

for your speaking portfolio?

_____

_____

_____

_____

_____

5. Please list the points that you did well on.

_____

_____

_____

_____

_____

_____

6. Please list the points that you want to improve.

_____

_____

_____

_____

_____

_____

7. How would you improve on those points (as mentioned in 6)?

_____

_____

_____

_____

_____

_____

VITA

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