

PAYYAP UNIVERSITY

APPENDICES

APPENDIX A

NEEDS SURVEY

(ENGLISH VERSION)

PAYAP UNIVERSITY

NON – ENGLISH MAJOR STUDENTS' NEEDS QUESTIONAIRES FOR ELECTIVE
CONVERSATION COURSE

Part I. Personal Information

Directions: Please fill in or check your personal information

1. Gender: Male () Female ()
2. Age: _____
3. Years of studying English in Elementary –Secondary level _____
4. Faculty: _____ Major: _____

Part II. Learning Style

Directions: Please answer all of the following questions by circling the number which most closely corresponds to your opinion.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

1. I really enjoy working or studying with other people in groups. 1 2 3 4 5
2. I understand better from discussions rather than studying from 1 2 3 4 5
lectures or study alone.
3. I like to share my ideas with others when I study. 1 2 3 4 5
4. I would much rather study alone than with other people. 1 2 3 4 5

5. I like to study in a quiet place alone without being influenced by other students. 1 2 3 4 5
6. I don't like to share information, talk or discuss with others in class because I trust my own ideas. 1 2 3 4 5
7. I remember something better if I write it down. 1 2 3 4 5
8. I always visualize pictures structure and words in my head. 1 2 3 4 5
9. I like the teacher to use aids like the overhead projector, video and pictures. 1 2 3 4 5
10. I feel easier to understand or remember the information when I read it aloud rather than to read it silently. 1 2 3 4 5
11. I get more information through listening to video or TV without watching. 1 2 3 4 5
12. I prefer to listen to the instruction rather than read it myself. 1 2 3 4 5
13. I like the teacher to give us more time to practice speaking in class. 1 2 3 4 5
14. I like the teacher to explain everything to the class. 1 2 3 4 5

5. ฉันชอบปลีกตัวเรียนในที่เงียบมากกว่าฟังความคิดเห็นของผู้อื่น 1 2 3 4 5
6. ฉันไม่ชอบแลกเปลี่ยนความคิดเห็นกับผู้อื่นในห้องเพราะฉันมั่นใจในความคิดของตนเอง 1 2 3 4 5
7. การเขียนทำให้ฉันจำบทเรียนได้ดีขึ้น 1 2 3 4 5
8. ฉันมักจะจินตนาการเห็นรูปวาด โครงสร้าง หรือคำในขณะที่ยังเรียน 1 2 3 4 5
9. ฉันชอบให้ครูใช้ภาพประกอบจาก เครื่องฉายโอเวอร์เฮด หรือวิดีโอ 1 2 3 4 5
10. ฉันรู้สึกเข้าใจหรือจำเนื้อหาได้ดีขึ้นจากการอ่านออกเสียงมากกว่าการอ่านในใจ 1 2 3 4 5
11. ฉันรับมุลได้ดีขึ้นจากการฟังวิดีโอหรือโทรทัศน์มากกว่าการดู 1 2 3 4 5
12. ฉันชอบฟังคำสั่งมากกว่าการอ่านด้วยตนเอง 1 2 3 4 5
13. ฉันชอบให้ผู้สอนให้เวลากับการฝึกสนทนาในห้องมากขึ้น 1 2 3 4 5
14. ฉันชอบให้ผู้สอนอธิบายทุกอย่างในบทเรียน 1 2 3 4 5

APPENDIX C

RESULTS OF NEEDS SURVEY

PAYYAP UNIVERSITY

Needs Survey Report

Part I: Personal Information

A. Sex	Number
Male	3
Female	10
Total	13

B. Age	Number
19	1
20	8
21	3
22	1
Total	13

C. Years of studying English	Number
7	1
8	3
9	2
12	5
14	1
16	1
Total	13

Part II: Methodology	Percentage
1. Enjoy working and studying in groups	70
2. Understand better from discussion than studying alone	50
3. Like to share my ideas with others	50
4. Do not like to study alone	50
5. Do not like to study in a quiet place	60
6. Like to share information, talk or discuss with others	90

Part III: Learning Styles	Percentage
1. Need to write down things to remember	60
2. Need to visualize picture structure	80
3. Like video, pictures and projectors	70
4. Read information out loud	70
5. Learn better by watching TV	50
6. Like to listen to instructions	50
7. Require more time to practice	60
8. Like the teacher to explain everything	70

CONCLUSION

From the results, it could be concluded that students were both visual and auditory learners. Therefore, the researcher propose review activities that require both speaking and listening skills.

APPENDIX D

**LESSON PLANS BASED ON TASK-BASED
LEARNING ACTIVITIES**

PAYYAP UNIVERSITY

Lesson Plan

For

Lesson 1: Moving into a House

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: Moving into a house

Language Focus: Sharing opinions

Date : June 19, 2003

Duration : 80 min.

Terminal Objectives: Students will be able to

1. describe objects using correct vocabulary.
2. suggest appropriate solutions to problems.

Enabling Objectives: Students will be able to

1. use correct forms of *There is/There are*.
2. differentiate between singular and plural nouns.
3. use correct structures of *Will definitely/Might have to/Need to*.
4. use critical thinking to making decisions.

Materials:

1. Pictures of house cleaning equipments
2. Language pattern (Things to be done in the houses)
3. Vocabulary sheet

Procedures: (80 min.)

Pre-Test:

1. Ask the students how often they clean their room, how they clean it and who helps them.
2. Show students pictures of house cleaning equipments and talk about verbs used with cleaning equipments.
3. Assess students' knowledge on vocabulary through a grammar exercise sheet.

Pre Task Stage:

Ask students what they would do if the accommodations they had chosen were not as clean as they had expected them to be.

Task Cycle Stage:

1. Tell students that share the same accommodation to form a group.
2. Give students language pattern (Things to be done in the houses) and have them describe what they see in the picture using *There is/There are* and expand the sentence with more information.
3. Ask students what they would do to clean the house by using given patterns:

Q: *What are you going to do about those beer bottles?*
will definitely
 A: *I might have to throw them away.*
need to

4. Students do role plays talking about their new accommodations.

Language Focus Stage:

1. Students discuss their presentations in groups.
2. Students share opinions about mistakes made during the presentations.

Reflection Writing:

Students write down reflections about the lesson's content, activity, adjustments and problems and solutions they experience during the lesson.

Lesson Evaluation:

Students fill out the lesson plan evaluation form at the end of the class.

Name: _____

Date: _____

Lesson 1

Moving Into Houses

I. You might find the following items listed below in your new accommodation.

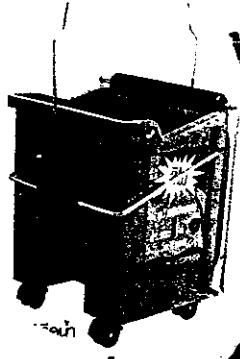
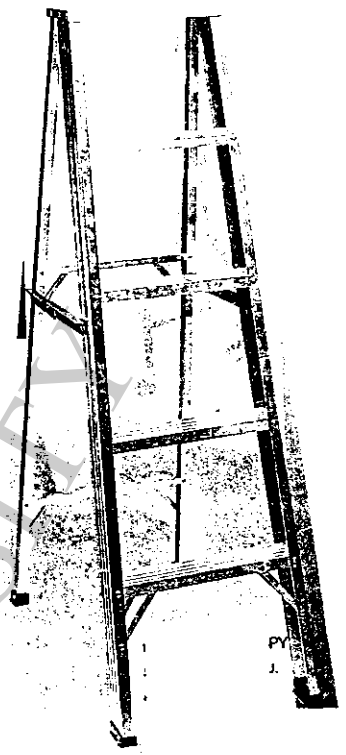
Instruction: Underline the correct answer.

1. There (is / are) dust on the table.
2. There (is / are) trash everywhere.
3. There (is / are) bugs on the chairs.
4. There (is / are) graffiti on the wall.
5. There (is / are) a dead dog on the floor.

II. What are you going to do to clean up your new room?

Instruction: Underline the correct answer.

1. I need to (scrubbing / scrub) the wall.
2. I will definitely (bury / buried) the dog.
3. I need to (threw / throw) out the garbage.
4. I might have to (cleaned / clean) the table.
5. I will definitely (spray / spraying) the bugs in the room.



Vocabulary

Nouns :

pan	frayed wire/flex/lead	cracked plates
old calendar	broken curtain rail/rod	empty beer bottles
dead plants	torn curtains	dead dog
light bulb	leaking waste pipes	cob/spider web
graffiti	leaking/dripping tap/faucet	cockroaches/roaches
dirty hand prints	frayed carpet/throw rug/mat	flies
sink	dust/dirt	ants
nail through a chair	filth/filthy	bugs
broken chairs	grime	insects
poster	trash	

Verbs :

throw away/out	turn
wash	bury (dog)
clean/clean up	jammed
tidy/straighten up	to be upside down
draw/hang/put up curtain	to be trashed
hang	scrub
fix	trim
fasten	cut
screw	clip
repair	

People who can be employed :

plumber
 joiner/carpenter
 handyman
 maintenance man
 repair man
 electrician
 painter

Things to be done in the houses



Useful language

There is/ There are

There is + singular noun

There are + plural noun

Will definitely

Subject + will definitely + Verb (infinitive without TO) + Subject.

Might have to

Subject + might have to + Verb (infinitive without TO) + Subject.

Need to

Subject + need to + Verb + Subject.

APPENDIX E

**LESSON PLAN EVALUATION FORM
(ENGLISH VERSION)**

**Evaluation Form of Effectiveness of English Lessons for Course 001310
Oral Expression II**

Lesson _____

Date _____

Name _____

Instruction: Please mark (X) in the blank that matches with your opinion the most

5=excellent

4=good

3=moderate

2=fair

1=poor

Topic	Detail	The Effectiveness of Lessons				
		5	4	3	2	1
Terminal Objective	1. Clear learning and teaching objectives for students to see what they could do after finishing the lesson	.....	.....	.....	.....	.....
	2. All learning and teaching procedures relate to terminal objectives	.....	.....	.....	.....	.....
Content	3. The content used was suitable for learning objectives for course 001310 Oral Expression II	.....	.....	.....	.....	.....
	4. The content used were applicable for daily situations	.....	.....	.....	.....	.....
	5. The content used was appropriate for the learners' level	.....	.....	.....	.....	.....
	6. The content was suitable for the time given	.....	.....	.....	.....	.....

Topic	Detail	The Effectiveness of Lessons				
		5	4	3	2	1
Procedure Pre-Task	7. The instructor explained structures and expressions to students before performing the task	.....	.....	.....	.....	.....
Task Cycle	8. The instructor clearly explained to the students about the process and the task	.....	.....	.....	.....	.....
	9. The students could apply what they learned in the pre task stage to perform assigned task	.....	.....	.....	.....	.....
	10. Students cooperated with classmates to perform group task	.....	.....	.....	.....	.....
Language Focus	11. Students were able to perform effectively in front of peer	.....	.....	.....	.....	.....
	12. Students were able to discuss with the instructor the language pattern in used during task cycle.	.....	.....	.....	.....	.....
Tasks	13. Overall, teaching and learning procedures were clear	.....	.....	.....	.....	.....
	14. The task was interesting	.....	.....	.....	.....	.....
	15. The task allowed students to practices their speaking-listening skills	.....	.....	.....	.....	.....
	16. The task allowed different levels of students to cooperate with each other	.....	.....	.....	.....	.....
	17. The task helped students to apply what they learned during group work	.....	.....	.....	.....	.....
	18. The task gave students practical knowledge that could be used in daily situations	.....	.....	.....	.....	.....

APPENDIX F

LESSON PLAN EVALUATION FORM

(THAI VERSION)

แบบประเมินประสิทธิภาพของบทเรียนวิชาภาษาอังกฤษ 310 Oral Expression II

บทเรียนที่ _____

วันที่ _____

ชื่อ – สกุล _____

ชี้แจง: จงทำเครื่องหมาย (X) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

หัวข้อ	ข้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
จุดประสงค์การเรียนรู้	1. การเรียนการสอนนี้มีจุดประสงค์ที่ชัดเจนว่าผู้เรียนจะสามารถทำอะไรได้บ้างหลังจากเรียนบทเรียนและปฏิบัติงานตามที่ได้รับมอบหมายแล้ว 2. การจัดการเรียนการสอนทุกขั้นตอนสอดคล้องกับจุดประสงค์การเรียนรู้	.....	.....	.....	.....	.....
เนื้อหา	3. เนื้อหาที่ใช้สอดคล้องกับจุดประสงค์รายวิชา 310 Oral Expression II ที่หลักสูตรกำหนด 4. เนื้อหาที่ใช้เป็นบทเรียน ผู้เรียนสามารถนำไปประยุกต์ใช้ได้สภาพจริง 5. เนื้อหาที่ใช้เป็นบทเรียนเหมาะสมกับระดับความรู้ ความสามารถของผู้เรียน 6. เนื้อหาของบทเรียนเหมาะสมกับเวลาที่ใช้สอน	.....	.....	.....	.....	.....

หัวข้อ	ข้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
ขั้นตอนการจัดการเรียนการสอน	7. ผู้สอนอธิบายศัพท์ โครงสร้าง และ คำนวน ให้ผู้เรียนเข้าใจก่อนการปฏิบัติงาน	.....	.....	.....	.....	.....
ขั้นก่อนปฏิบัติงาน	8. ผู้สอนอธิบายลักษณะงาน และการปฏิบัติ ให้ผู้เรียนเข้าใจอย่างชัดเจน	.....	.....	.....	.....	.....
ขั้นปฏิบัติงาน	9. ผู้เรียนได้นำความรู้ทางภาษาที่ได้เรียนมาประกอบการปฏิบัติงาน	.....	.....	.....	.....	.....
	10. ผู้เรียนร่วมมือกับเพื่อน เพื่อปฏิบัติงานกลุ่ม เป็นอย่างดี	.....	.....	.....	.....	.....
	11. ผู้เรียนนำเสนอผลงานของกลุ่มต่อหน้าชั้นเรียน ได้ชัดเจน	.....	.....	.....	.....	.....
ขั้นหลังปฏิบัติงาน	12. ผู้เรียนสามารถอภิปรายร่วมกับครูผู้สอนถึงขั้นตอนการปฏิบัติงาน และภาษาที่ใช้ขณะปฏิบัติงานได้	.....	.....	.....	.....	.....
	13. ขั้นตอนในการจัดการเรียนการสอนในภาพรวม มีความชัดเจนดี	.....	.....	.....	.....	.....

หัวข้อ	ข้อความ	ประสิทธิภาพของบทเรียน				
		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
งานปฏิบัติ	14. มีความสนใจ	.....	.....	.....	.....	.....
	15. ช่วยให้ผู้เรียนได้ใช้ทักษะการพูดเพื่อความสำเร็จของงาน ได้อย่างมาก	.....	.....	.....	.....	.....
	16. เปิดโอกาสให้ผู้เรียนที่มีความสามารถแตกต่างกันได้ช่วยเหลือกันในการแก้ปัญหางานให้ลุล่วงไปได้	.....	.....	.....	.....	.....
	17. งานช่วยให้ผู้เรียนได้ฝึกใช้ความรู้ที่เรียนมาเพื่อปฏิบัติงานของกลุ่มให้สำเร็จ	.....	.....	.....	.....	.....
	18. ทำให้ผู้เรียนสามารถนำความรู้ไปใช้ในชีวิตประจำวันและในการทำงานได้	.....	.....	.....	.....	.....

APPENDIX G

**CLASSROOM OBSERVATION FORM
(ENGLISH VERSION)**

PAYAP UNIVERSITY

Classroom Observation Form

Name: _____ Date: _____ Lesson: _____					
Criteria of Speaking-Listening Abilities for Oral Presentation in course 001310 Oral Expression II					
	5	4	3	2	1
(Comprehensibility)	General meaning is clear and understandable.	Most simple sentences are understandable. Clear intentions with some interruptions.	A lot can be understood with some clarifications needed.	Only short sentences or phrases can be understood. Considerable Effort need for comprehension	Hardly anything can be understood. Clarifications are needed nearly every time.
	5	4	3	2	1
(Fluency)	Smooth delivery with appropriate expressions.	Has to search for desired meaning some of the time but mostly fairly smooth delivery	Has to make an effort for much of the time. Rather halting delivery and fragmentary. Fair range of expression.	Long pauses while searching for desired meaning. Frequently fragmentary and halting delivery. Limited range of expression.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression
	5	4	3	2	1
(Grammar)	A few minor grammatical and lexical errors but most utterances are clear with no confusion.	A few grammatical and lexical errors but only one or two major errors causing confusion.	Several grammatical and lexical errors with some confusion (more than 3 mistakes).	Many basic grammatical and lexical errors causing breakdown in communication (more than 5 mistakes).	Serious pronunciation errors as well as many basic grammatical and lexical errors.

APPENDIX H

**CLASSROOM OBSERVATION FORM
(THAI VERSION)**

PAYAP UNIVERSITY

ชื่อนักศึกษา: _____ วันที่: _____ บทเรียน: _____					
เกณฑ์การประเมินความสามารถทางการพูดในการปฏิบัติ งานของผู้เรียน ในบทเรียนรายวิชาภาษาอังกฤษ 310 Oral Expression II					
	5	4	3	2	1
ความสามารถพูดให้ผู้อื่น เข้าใจ (Comprehensibility)	เข้าใจคำพูด ที่ผู้เรียนพูด เป็นส่วน ใหญ่	เข้าใจเอ้กคต ประโยค (simple sentences) ที่สั้นๆ	เข้าใจบาง กลุ่มคำและ บางวลี	เข้าใจเพียง เล็กน้อยที่ เป็น ส่วนย่อยๆ หรือคำ เดี่ยวๆ	ไม่สามารถ เข้าใจ สิ่งที่ผู้เรียนพูดเลย
	5	4	3	2	1
ความแคล่วคล่อง (Fluency)	พูดได้อย่าง สบายและ ราบรื่น	มีความลังเล ในการพูด บางครั้ง เพราะต้อง จัดเรียงคำ ใหม่	มีความลังเล บ่อย และพูด ตะกุกตะกัก	พูดช้ามาก บาง ประโยคที่ ใช้ไม่ สมบูรณ์	ประโยคไม่ ประคิปะต่อ และไม่สามารถ สนทนากันได้
	5	4	3	2	1
ไวยากรณ์ (Grammar)	ใช้ โครงสร้าง ไวยากรณ์ ได้อย่าง ถูกต้อง แทบทุก ประโยค	ใช้ โครงสร้าง ไวยากรณ์ถูก ต้องเป็นส่วน ใหญ่	ใช้โครงสร้าง ไวยากรณ์ได้ ถูกต้อง พอสมควร (ผิด มากกว่า 3 แห่ง)	ใช้ โครงสร้าง ไวยากรณ์ ถูกบ้างเป็น บ้างประโยค (ผิด มากกว่า 5 แห่ง)	ใช้โครงสร้าง ไวยากรณ์ผิด แทบทุกประโยค

APPENDIX I

PRE AND POST INTERVIEW QUESTIONS

PAYYAP UNIVERSITY

Name:

Date:

Pre Test

**Interview Questions
Oral Expression II 310**

1. Please introduce yourself.
2. What do you do during your free time?
3. Do you like studying English? Why/Why not?
4. Do you think English will be important for your future career?
Why/Why not?
5. What do you expect from this course?

APPENDIX J

**ASSESSMENT FOR ORAL
PRESENTATIONS**

PAYYAP UNIVERSITY

Role Play 1

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: Housewarming time

Language Focus: Applying previously learned patterns to a given situation

Date : June 26, 2003

Duration : 80 min.

Terminal Objectives:

Students will be able to demonstrate correct usage of patterns previously learned.

Materials: Situation sheet

1. Situation 1

- Your friends visit your place.
- Show them around and describe your new place. Refer back to the type of house you selected.
- Tell them what you have done with the house.
- Complain about your neighbors and ask your friends how to solve your problems with your neighbors.

2. Situation 2

- You visit your friend's place.
- Show how you feel about their place and ask any suitable questions.
- Give any suggestions on how to decorate or furnish a place. Tell them about your dream house.
- Share your experience of dealing with neighbors who caused you problems.

Procedures: (80 min.)

1. Divide students into groups of fours; two students should be assigned position of host/hostess.
2. Students take 15 min. for preparation.
3. Each group performs a role play for 10 min.
4. The whole class does peer assessment for each group.

PAYAP UNIVERSITY

Role Play 2

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: What a week!

Language Focus: Sharing experiences

Date : July 10, 2003

Duration : 80 min.

Terminal Objectives:

Students will be able to use appropriate patterns to respond properly according to a given situation.

Materials:

Situation: A group of three students in a restaurant talks about their experiences in going shopping, outing, seeing a doctor and describes what happened to them on the way to the restaurant.

Procedures: (80 min.)

1. Divide students into groups of fours.
2. Students take 15 min. for preparation.
3. Each group performs a role play for 10 min.
4. Remind students to share equal parts.
5. The whole class does peer assessment for each group.

Election Speech

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: My fellow classmates...

Language Focus: Delivering a proper speech

Date : July 17, 2003

Duration : 80 min.

Terminal Objectives : Students will be able to

1. deliver an election speech based on provided guide line.
2. demonstrate appropriate manner during a formal social situation.
3. respect the group's decision as final.

Procedures: (80 min.)

1. Candidates for Chairperson deliver their speech first.
2. The class votes on who should be the Chairperson.
3. Let the newly elected Chairperson conduct the rest of the election.
4. Students take turns to perform their speeches.
5. The whole class does peer assessment after each candidate delivers their speech.

Impromptu Speech

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: Surprise!

Language Focus: Delivering a speech without rehearsal

Date : August 5, 2003

Duration : 80 min.

Terminal Objectives :

Students will be able to share past experiences.

Procedures: (80 min.)

1. Divide students into groups of four. Each student chooses a topic and delivers the speech without preparation.
2. Each speech should take about 3 minutes.
3. Remind all students to be good listeners during a speech.
4. Students do peer assessment after all the students performed their presentations through role plays.

Role Play 3

Teacher: Tavee Nestisingha

Subject: 00310 Oral Expression II

Level: 2nd-4th yr. Undergraduate students

Topic: Time flies when you're having fun

Language Focus: Sharing experiences

Date : Septembere 4, 2003

Duration : 80 min.

Terminal Objectives:

Students will be able to use appropriate expressions to relate to past events sensibly.

Materials:

Situation: A group of four students met in a cafeteria and talks about their experiences in Election Day, meetings, and part time job interviews.

Procedures: (80 min.)

1. Divide students into groups of fours.
2. Students take 15 min. for preparation.
3. Each group performs a role play for 10 min.
4. Remind students to share equal parts.
5. The whole class does peer assessment for each group.

IMPROMPTU TOPICS

- What I like about ILC.
- What I think about my life at the present time.
- What kind of student I would like to be.
- Movies/TV movies that I like.
- The thing I like to avoid.
- An unforgettable moment of my life.
- My favorite country.
- What I would do if I had a million dollars.
- A person that I'd like to be like
- My country.
- What I'd like to change in Matfield.
- Which is more important: to be rich or to be a good person?
- The kind of life I'd like my family to have.
- How can one be a good teacher.
- The advantages of having your own transportation while Staying in Matfield.
- What I like to do on weekends.
- The kind of girlfriend/boyfriend I'd like to have.
- The most valuable thing or person in my life.
- My first day at Matfield.
- The disadvantages of living in a big city.

APPENDIX K

**REFLECTION QUESTIONS FOR
STUDENTS**

(ENGLISH VERSION)

PAYAP UNIVERSITY

Lesson: _____

Date: _____

Reflection Questions For Students

1. What did I learn from this lesson?

2. Was the activity appropriate? If not, how should it be improved?

3. What problems did I encounter during the lesson? What are some solutions to those problems?

APPENDIX L

**REFLECTION QUESTIONS FOR
STUDENTS**

(THAI VERSION)

บทเรียน: _____

วันที่: _____

บันทึกการเรียนรู้ของนักศึกษา

1. ข้าพเจ้าได้รับความรู้อะไรบ้างจากบทเรียน?

2. กิจกรรมการเรียนรู้เหมาะสมสำหรับบทเรียนหรือไม่? ถ้าไม่เหมาะสม ควรปรับปรุงอย่างไร?

3. ข้าพเจ้าประสบปัญหาอะไรบ้างระหว่างการเรียนการสอน? ข้าพเจ้ามีวิธีแก้ปัญหานั้นอย่างไร?

APPENDIX M

**REFLECTION QUESTION FOR TEACHER
(ENGLISH VERSION)**

Lesson: _____

Date: _____

Reflection Questions For Teacher

1. What objectives did I achieve for the lesson?
2. What were some problems in the pre-task stage?
3. What were some problems during the task cycle stage?
4. Was the activity appropriate for the lesson? If not, how could it be improved?
5. How useful was the language focus stage?

APPENDIX N

**REFLECTION QUESTIONS FOR TEACHER
(THAI VERSION)**

บทเรียน: _____

วันที่: _____

บันทึกการสอนของผู้สอน

1. การจัดการเรียนการสอนทุกขั้นตอนสอดคล้องกับจุดประสงค์การเรียนรู้หรือไม่?
2. มีปัญหาอะไรบ้างระหว่างชั้นก่อนปฏิบัติงาน?
3. มีปัญหาอะไรบ้างระหว่างชั้นปฏิบัติงาน?
4. กิจกรรมการเรียนการสอนเหมาะสมหรือไม่? ถ้าไม่เหมาะสมควรปรับปรุงอย่างไร?
5. ชั้นหลังปฏิบัติงานมีประโยชน์มากแค่ไหน?

APPENDIX O

STUDENTS' REFLECTION

PAYYAP UNIVERSITY

Reflection from the students Student 1

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Pattern applicable to daily life	Appropriate	Pronunciation difficulty/ Clarification from the instructor
Lesson 2 Complaining about neighbors	Pattern applicable to daily life	Appropriate	Fluency difficulty/Increase practice during task
Lesson 3 Going shopping	Polite pattern for asking for assistance	Appropriate	Grammar/Peer reinforcement
Lesson 4 Outing	Accept and refuse invitation	Appropriate	Difficulty keeping up with peer/Focus on fluency
Lesson 5 Going to the doctor	Describe symptoms	Appropriate	None
Lesson 6 Gossiping	Provide information about someone	Appropriate	None
Lesson 7 Telling a story	Use of past tense	Appropriate	Switching between past and present tense/Self correction
Lesson 8 Cockroach terminator	Give instructions	Appropriate	None
Lesson 9 Meeting	Proper vocabulary for meeting	Appropriate	None
Lesson 10 Job interview	Proper language to use during an interview	Appropriate	None
Lesson 11 Asking questions	Form questions	Appropriate	None
Lesson 12 Reporter			

Student 2

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Useful vocabulary and sentence structure review	Appropriate	Difficulty in keeping pace with the group/Concentrate more on pattern
Lesson 2 Complaining about neighbors	Useful vocabulary	Appropriate	Lack of confidence and too much concentration on grammar/Focus more on short response
Lesson 3 Going shopping	Review previous knowledge on giving direction	Appropriate: definitely retain this activity	Word meaning/Clarification by the instructor
Lesson 4 Outing	Review previous pattern and practice accepting and refusing invitation	Appropriate	None
Lesson 5 Going to the doctor	New vocabulary and expression	Appropriate/More vocabulary concerning symptoms	Didn't perform efficiently due to lack of sleep previous night/Talk to peer about the lesson
Lesson 6 Gossiping	Give opinion about someone	Appropriate	Uncertainty about word meaning/Use describing technique to help peer understand
Lesson 7 Telling a story	Describe past events	Appropriate	Difficulty in retelling story/Sequence events
Lesson 8 Cockroach terminator	Use creativity to design a machine	Appropriate	None
Lesson 9 Meeting	Proper language usage during meeting	Appropriate	Lack of suggestions as to which restaurant to choose /Listen to peer's experience
Lesson 10 Job interview	Use proper language during interview	Appropriate	None
Lesson 11 Asking questions	Ask different types of questions	Appropriate	None
Lesson 12 Reporter	Report news	Appropriate	Difficult vocabulary/Replace with related words

Student 3

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Budget planning and useful, applicable vocabulary	Appropriate	Pronunciation, syllable stress, difficulties and lack of confidence/ Ask instructor for pronunciation guidance and used of the dictionary to check for proper stress
Lesson 2 Complaining about neighbors	Proper expression for complaining	Appropriate	Lack of confidence in speaking due to pronunciation difficulty/Imitate instructor's pronunciation
Lesson 3 Going shopping	Review previous patterns for shopping	Appropriate	Some confusion on vocabulary/Refer back to given pattern
Lesson 4 Outing	Review making and refusing invitation	Appropriate/Need a bigger budget	Still lack confidence to speak/Need to socialize more
Lesson 5 Going to the doctor	More new vocabulary about sickness	Appropriate	Pronunciation/Reduce speed in speaking
Lesson 6 Gossiping	Express negative opinion about others	Appropriate	Hesitation caused by difficulty understanding peer/Focus on listening skill
Lesson 7 Telling a story	Use of past tense to talk about a certain events	Appropriate	Switch between present and past tense/Sequence all events in past tense
Lesson 8 Cockroach terminator	Give instructions	Appropriate	Difficulty in finding vocabulary for getting rid of animals
Lesson 9 Meeting	Proper language use during meeting	Appropriate	None
Lesson 10 Job interview	Use correct interview pattern	Appropriate	None
Lesson 11 Asking questions	Ask questions	Appropriate	None
Lesson 12 Reporter	Experience the excitement of reporting news	Appropriate	Nervous/Slow speech performance

Student 4

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Increase in vocabulary, sentence structure and problem solving skills	Appropriate: opportunity to exchange ideas with peer increase confidence to speak	New vocabulary/ Clarification from peer and instructor
Lesson 2 Complaining about neighbors	New polite complaint expression and reported speech	Appropriate	Difficulty in understanding partner's hesitant replies caused by partner's nervousness/Speak slowly and give encouragement to partner
Lesson 3 Going shopping	New vocabulary and correct grammar usage	Appropriate	Incorrect usage and pattern /Clarification by instructor
Lesson 4 Outing	Appropriate invitation acceptance and refusal	Appropriate/Need bigger budget	None
Lesson 5 Going to the doctor	New vocabulary for describing symptoms to doctor	Appropriate/More symptoms and pictures	Word meaning/Clarification from instructor
Lesson 6 Gossiping	Aware of the negative side of gossiping	Appropriate	Word meaning/Clarification from instructor
Lesson 7 Telling a story	New vocabulary from peer	Appropriate: encourage use of one's imagination and creativity	Difficulty in understanding peer/Ask for clarification
Lesson 8 Cockroach terminator	Describe steps to follow while giving instructions	Appropriate	None
Lesson 9 Meeting	Steps in conducting a meeting	Appropriate	None
Lesson 10 Job interview			
Lesson 11 Asking questions	Correct response to questions	Appropriate	None
Lesson 12 Reporter	Problem solving skills	Appropriate	None

Student 5

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary and review previous sentence structure	Appropriate/There should be games so the whole class can participate as a big group	New vocabulary/Clarification from peer and instructor
Lesson 2 Complaining about neighbors	Correct usage of making complaints	Appropriate/Students should be able to choose peer group	Too nervous during presentation/ Try to control emotion and stay calm
Lesson 3 Going shopping	Proper patterns for requesting assistance	Appropriate	Couldn't remember previous pattern/Clarification by instructor
Lesson 4 Outing	Proper invitation pattern and time management	Appropriate	Wrong tense/Focus on communication first then go back to correct grammar
Lesson 5 Going to the doctor	New vocabulary about symptoms, asking question and giving advice	Appropriate	Hesitation/More concentration on fluency
Lesson 6 Gossiping	Express both positive and negative opinions about others	Appropriate	Word meaning/Clarification from instructor
Lesson 7 Telling a story	Connectors used to continue the story	Appropriate	Lack of vocabulary and wrong tense/Peer assistance
Lesson 8 Cockroach terminator	Sequence logic steps for giving instructions	Appropriate	Lack of vocabulary/Clarification by the instructor
Lesson 9 Meeting	Patterns for suggesting ideas	Appropriate: practical for possible future situation	Peer reluctant to suggest ideas/ Provide own ideas to encourage peer to participate
Lesson 10 Job interview			
Lesson 11 Asking questions	Prepare correct questions	Appropriate	None
Lesson 12 Reporter	Report news	Appropriate	Difficult vocabulary/Use related words

Student 6

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary and work as a team	Appropriate: students had the chance to exchange ideas and the freedom to express them/ Adjust content according to university level—present content too easy	None
Lesson 2 Complaining about neighbors	Make and respond to complaints	Appropriate	Lack of concentration caused by headache
Lesson 3 Going shopping	Polite request patterns and give directions	Appropriate	None
Lesson 4 Outing	Persuasive techniques	Appropriate/More pattern variety for invitations	None
Lesson 5 Going to the doctor	Describe symptoms and present perfect tense	Appropriate/More variety of symptoms	None
Lesson 6 Gossiping	Pattern of giving negative opinions about others	Appropriate	None
Lesson 7 Telling a story	Correct usage of past tense	Appropriate/Might want to talk about impressive experience	None
Lesson 8 Cockroach terminator			
Lesson 9 Meeting	Proper language during a meeting	Appropriate	None
Lesson 10 Job interview			
Lesson 11 Asking questions	Prepare questions for different situations	Appropriate	None
Lesson 12 Reporter	Report news	Appropriate	None

Student 7

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Correct grammar usage and interactions between peer	Appropriate: not too hard or too easy; encouraged shy students to have more confidence	Shy of speaking to peer/ Concentrate more on fluency than grammar
Lesson 2 Complaining about neighbors	Reported speech and grammar patterns to deal with complaints	Appropriate: students had enough practice as a group before performing the task	Performed better during practice than in front of class/Need to be calm during presentation
Lesson 3 Going shopping	Correct pattern for asking for assistance	Appropriate	Slightly dominated by peer/Increase opportunity to speak
Lesson 4 Outing	Previous knowledge of invitation found to be incorrect	Appropriate: increased confidence to talk to peer	Couldn't remember language pattern/Receive reinforcement from peer
Lesson 5 Going to the doctor	Correct usage of describing symptoms	Appropriate	Couldn't keep up with peer/Need to talk more
Lesson 6 Gossiping	Share opinions about others as a group	Appropriate	Lack of vocabulary/Ask peer for assistance
Lesson 7 Telling a story	New vocabulary and correct usage of past and present perfect	Appropriate	Difficulty in continuing the story due to previous humorous events from peer/Concentrate on sequence of events
Lesson 8 Cockroach terminator	Use creative thinking and share responsibility within a group	Appropriate	None
Lesson 9 Meeting	Accept peer's suggestions	Appropriate	None
Lesson 10 Job interview	Exchange previous knowledge with peer	Appropriate	None
Lesson 11 Asking questions	Practice asking question before doing the final interview	Appropriate	None
Lesson 12 Reporter	Use creative thinking to assume a role	Appropriate	Nervous/Concentrate on stories being reported

Student 8

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary and correct usage of verb and sentence structure	Appropriate: activity related to content; students felt free to express opinions among peer	Pronunciation/Require more practice with peer during class
Lesson 2 Complaining about neighbors	Correct usage of reported speech and exchange opinion within peer group	Appropriate: students learn to respond to complaints in a rational manner	Too much concern with grammar which lead to hesitations and wrong pronunciation/Slow down speech delivery to ensure correct pronunciation
Lesson 3 Going shopping	Reinforce parts of speech such as verb or noun	Appropriate	Pronunciation/Continue to mimic proper pronunciations from instructor
Lesson 4 Outing	Invitation patterns applicable in daily life	Appropriate	None
Lesson 5 Going to the doctor	Correct usage of symptoms	Appropriate	None
Lesson 6 Gossiping			
Lesson 7 Telling a story	Past simple tense	Appropriate	Switch between present and past tense/Self correction
Lesson 8 Cockroach terminator	Explain steps in giving instruction	Appropriate	Lack of vocabulary/Use similar word to help peer understand
Lesson 9 Meeting	Express opinion during a meeting	Appropriate	None
Lesson 10 Job interview	Applicable and practical response	Appropriate: useful for future situations	None
Lesson 11 Asking questions			
Lesson 12 Reporter	Problem solving skills	Appropriate	None

Student 9

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Correct usage of household items and sentence structure	Appropriate: applicable to daily situation and encouraged students to use critical thinking	New vocabulary/Clarification by instructor
Lesson 2 Complaining about neighbors			
Lesson 3 Going shopping	Correct pattern for asking and giving direction	Appropriate	Confusion caused by variety of accents in class/Focus on listening skills
Lesson 4 Outing	Proper invitation pattern	Appropriate/Need bigger budget	Peer's different accents caused confusion/Concentrate on listening skills
Lesson 5 Going to the doctor			
Lesson 6 Gossiping	Review adjectives used to describe people	Appropriate	Lack of vocabulary/Use other related words to clarify meaning
Lesson 7 Telling a story	Using imagination to continue the story	Appropriate	Subject and tense agreement/Self correction
Lesson 8 Cockroach terminator			
Lesson 9 Meeting	Share information in a formal manner	Appropriate	None
Lesson 10 Job interview	Apply previous knowledge to real situations	Appropriate	None
Lesson 11 Asking questions			
Lesson 12 Reporter	Use imagination to solve problems	Appropriate	Translation problem/Think in English

Student 10

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary concerning budget planning	Appropriate: had the chance to express opinions and listen to peer's different views	None
Lesson 2 Complaining about neighbors	A variety of ways to respond to complaints	Appropriate: applicable in daily life	Too much concern with grammar/Focus more on fluency and communication
Lesson 3 Going shopping	New vocabulary on buying variety of items and asking for directions	Appropriate	Word meaning/Clarification by instructor
Lesson 4 Outing	New invitation patterns and polite refusals	Appropriate: confidence increased	None
Lesson 5 Going to the doctor	Appropriate patterns used between doctor and patient	Appropriate	None
Lesson 6 Gossiping	Variety of adjectives used to describe people in different professions	Appropriate	Lack of vocabulary/Ask peer
Lesson 7 Telling a story	Applying past tense to daily situations	Appropriate	Wrong tense/Increase frequent usage in daily situations
Lesson 8 Cockroach terminator	Create new invention through cooperation with peer	Appropriate	None
Lesson 9 Meeting	Present opinion to peer in a formal situation	Appropriate	None
Lesson 10 Job interview	New samples of interview questions	Appropriate	None
Lesson 11 Asking questions	Exchange opinions through questions and response	Appropriate	None
Lesson 12 Reporter	Use critical thinking		Lack of vocabulary/Use related words

Student 11

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary about planning	Not appropriate: Discussion as a class needed	Extensive vocabulary but not enough peer communication/need teacher center
Lesson 2 Complaining about neighbors	Applicable in daily life	Appropriate	None
Lesson 3 Going shopping	Description of surrounding environment when providing direction	Appropriate	None
Lesson 4 Outing	Proper response to invitation	Appropriate	None
Lesson 5 Going to the doctor	Describe symptoms and give advice	Appropriate/Update on vocabulary for new diseases	None
Lesson 6 Gossiping	Give different opinions about others	Not appropriate: might not be applicable in daily life	None
Lesson 7 Telling a story	Use past tense in imaginary situation	Appropriate	None
Lesson 8 Cockroach terminator	Provide clear instruction	Appropriate/Assigned activity as a project and present the next meeting in class	None
Lesson 9 Meeting			
Lesson 10 Job interview			
Lesson 11 Asking questions	Problem solving skills	Appropriate	None
Lesson 12 Reporter	Test impromptu ability	Appropriate	None

Student 12

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	Exchange opinions and cooperation among peer	Appropriate: applicable in real life	Difficulty in organizing sheet/All sheet should be put together in a booklet form
Lesson 2 Complaining about neighbors	Vocabulary and sentence structures	Appropriate	None
Lesson 3 Going shopping	Correct pattern for asking and giving directions	Appropriate	Noisy environment
Lesson 4 Outing	Previous invitation reinforced	Appropriate/Might add more slangs	Hot weather and noisy environment
Lesson 5 Going to the doctor	Patterns between patient and doctor	Appropriate/More symptoms should be added to the list	Hot weather/Turn on the fan
Lesson 6 Gossiping	Variety of sharing opinions	Appropriate/More pattern should be provided	Hot weather
Lesson 7 Telling a story	Use past tense to describe past events	Appropriate: everyone participated as a class	None
Lesson 8 Cockroach terminator	Give instruction	Appropriate/Should include more idioms	None
Lesson 9 Meeting	Proper language for meeting	Appropriate	None
Lesson 10 Job interview	Useful pattern for future use	Appropriate: might invite a foreigner to participate	None
Lesson 11 Asking questions	Pattern of possible replies to questions	Appropriate	None
Lesson 12 Reporter	Test impromptu ability	Appropriate	Nervous/Pronounce words clearly and slowly

Student 13

Lesson	Content	Activity/Adjustment	Problem/Solution
Lesson 1 Moving into houses	New vocabulary and sentence structures	Appropriate	Couldn't keep up with peers
Lesson 2 Complaining about neighbors	More expressions concerning complaints	Appropriate	None
Lesson 3 Going shopping	Correct patterns for buying items	Appropriate	None
Lesson 4 Outing	Polite acceptance and refusal	Appropriate	None
Lesson 5 Going to the doctor	Appropriate pattern between doctor and patient	Appropriate	None
Lesson 6 Gossiping	Variety of gossiping patterns	Appropriate	None
Lesson 7 Telling a story	Use past tense to tell a story	Appropriate	None
Lesson 8 Cockroach terminator	Steps of giving clear instructions	Appropriate	None
Lesson 9 Meeting	Express opinions in a meeting	Appropriate: make sure every student speak	None
Lesson 10 Job interview	Practical patterns for future situations	Appropriate	None
Lesson 11 Asking questions	Ask and answer questions	Appropriate	None
Lesson 12 Reporter	Use language in formal situations	Appropriate	None

APPENDIX P

**COMPARISON OF LESSON PLAN
ASSESSMENT CONDUCTED BY THE
TEACHER AND STUDENTS**

Comparison of Lesson Plans Assessment		Term		Cont		Pre		Task		Lang.		Tasks									
Teacher's Evaluation	Obj.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Stand dev	
		TO1	TO2	C1	C2	C3	C4	PT1	PT2	TC1	TC2	TC3	LF1	LF2	T1	T2	T3	T4	T5		
Lesson1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.78
Lesson2	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.78
Lesson3	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.78
Lesson4	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.06
Lesson5	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.61
Lesson6	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.33
Lesson7	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.89
Lesson8	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Lesson9	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.67
Lesson10	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.83
Lesson11	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.94
Lesson12	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.33
Average	4.25	4.25	4.17	4.08	3.83	4.25	3.83	4.08	4.00	4.25	4.08	3.92	4.25	4.25	4.42	4.33	4.50	4.25	4.25	4.17	0.19
Stand dev	0.43	0.43	0.55	0.76	0.98	0.72	0.55	0.28	0.71	0.72	0.86	0.86	0.60	0.64	0.75	0.50	0.72	0.72	0.72	0.72	0.35
	0.43						0.75	0.41				0.76	0.73								0.67
Students' Evaluation	Obj.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Stand dev	
		TO1	TO2	C1	C2	C3	C4	PT1	PT2	TC1	TC2	TC3	LF1	LF2	T1	T2	T3	T4	T5		
Lesson1	4.00	4.00	4.23	4.69	4.23	4.38	4.38	4.38	4.38	4.54	4.38	4.38	3.77	4.08	4.00	4.23	4.38	4.23	4.15	4.46	4.25
Lesson2	4.17	4.33	4.58	4.67	4.33	4.42	4.58	4.42	4.42	4.42	4.42	4.33	3.92	3.83	4.17	4.33	4.33	4.08	4.42	4.42	4.32
Lesson3	4.15	4.23	4.08	4.62	4.08	3.92	4.46	4.46	4.46	4.46	4.46	4.31	3.77	3.85	4.31	4.38	4.23	4.38	4.31	4.54	4.25
Lesson4	4.15	4.23	4.08	4.62	4.08	3.92	4.46	4.46	4.46	4.46	4.46	4.31	3.77	3.85	4.31	4.38	4.23	4.38	4.31	4.54	4.25
Lesson5	4.08	4.25	4.08	4.58	4.08	3.92	4.42	4.42	4.42	4.42	4.42	4.25	3.75	3.83	4.25	4.42	4.25	4.42	4.33	4.58	4.24
Lesson6	4.42	4.08	4.33	4.50	4.58	4.42	4.33	4.33	4.33	4.33	4.33	4.58	4.33	4.50	4.42	4.58	4.42	4.75	4.42	4.33	4.43
Lesson7	4.38	4.31	4.38	4.46	4.62	4.31	4.00	4.54	4.31	4.69	4.31	4.69	4.31	4.31	4.54	4.69	4.31	4.23	4.54	4.69	4.42
Lesson8	4.55	4.45	4.73	4.55	4.73	4.55	4.73	4.82	4.64	4.73	4.45	4.64	4.45	4.64	4.82	4.64	4.27	4.73	4.64	4.45	4.62
Lesson9	4.50	4.50	4.75	4.50	4.58	4.42	4.33	4.58	4.50	4.44	4.44	4.44	4.08	4.25	4.50	4.67	4.33	4.50	4.33	4.58	4.45
Lesson10	4.56	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.36	4.55	4.64	4.55	4.82	4.82	4.64	4.55	4.59
Lesson11	4.55	4.73	4.55	4.55	4.55	4.64	4.55	4.45	4.45	4.45	4.45	4.73	4.36	4.55	4.64	4.55	4.82	4.82	4.64	4.55	4.59
Lesson12	4.67	4.58	4.58	4.50	4.58	4.58	4.58	4.50	4.42	4.42	4.42	4.75	4.42	4.58	4.58	4.58	4.58	4.58	4.58	4.58	4.57
Average	4.35	4.36	4.42	4.57	4.43	4.44	4.45	4.50	4.44	4.47	4.41	4.24	4.11	4.24	4.40	4.48	4.40	4.47	4.43	4.52	4.41
Stand dev	0.21	0.22	0.25	0.07	0.24	0.27	0.18	0.12	0.08	0.20	0.29	0.33	0.22	0.15	0.18	0.22	0.15	0.22	0.15	0.09	0.16
	0.22					0.21	0.15				0.19		0.19	0.27							

APPENDIX Q

PRE AND POST INTERVIEW RESULTS

PAYYAP UNIVERSITY

Student	Pre and Post Interview Results										Total		
	Pre-fluency	Post-fluency	Change in %	Pre-accuracy	Post-accuracy	Change in %	Pre-Comp	Post-comp	Change in %	Change in %	Total pre	Total post	Total change
1	25	25	0.0	25	25	0.0	25	25	0.0	0	25.00	25.00	0.00
2	22	23	4.5	23	23	0.0	25	25	0.0	1.5	23.33	23.67	1.5
3	19	23	21.1	23	24	4.3	22	25	13.6	13.0	21.33	24.00	13.0
4	24	24	0.0	25	25	0.0	25	25	0.0	0.0	24.67	24.67	0.0
5	20	21	5.0	20	22	10.0	24	25	4.2	6.4	21.33	22.67	6.4
6	22	22	0.0	24	24	0.0	23	25	8.7	2.9	23.00	23.67	2.9
7	20	20	0.0	20	25	25.0	25	25	0.0	8.3	21.67	23.33	8.3
8	24	25	4.2	24	24	0.0	24	25	4.2	0.0	24.00	24.67	2.8
9	21	22	4.8	22	22	0.0	25	25	0.0	1.6	22.67	23.00	1.6
10	24	25	4.2	20	20	0.0	25	25	0.0	1.4	23.00	23.33	1.4
11	25	25	0.0	24	25	4.2	25	25	0.0	1.4	24.67	25.00	1.4
12	23	25	8.7	24	25	4.2	24	25	4.2	5.7	23.67	25.00	5.7
13	18	21	16.7	21	21	0.0	25	25	0.0	5.6	21.33	22.33	5.6
Average	22.1	23.2	5.3	22.7	23.5	3.7	24.4	25.0	2.7	3.9	23.05	23.87	3.9