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APPENDICES

Appendix A

Frequency of the Pretest Score Distribution

Descriptive statistics: Pretest

N	Valid	251
	Missing	0
Mean		19.93
Std. Deviation		7.996
Variance		63.943
Skewness		.629
Std. Error of Skewness		.154
Kurtosis		.005
Std. Error of Kurtosis		.306
Range		38
Minimum		6
Maximum		44
Percentiles	30	15.00
	70	23.00

Frequency: Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	6	2	.8	.8	.8	
	7	3	1.2	1.2	2.0	
	8	8	3.2	3.2	5.2	
	9	8	3.2	3.2	8.4	
	10	5	2.0	2.0	10.4	
	11	12	4.8	4.8	15.1	
	12	7	2.8	2.8	17.9	
	13	7	2.8	2.8	20.7	
	30 th PR	14	15	6.0	6.0	26.7
		15	15	6.0	6.0	32.7
70 th PR	16	12	4.8	4.8	37.5	
	17	16	6.4	6.4	43.8	
	18	9	3.6	3.6	47.4	
	19	19	7.6	7.6	55.0	
	20	8	3.2	3.2	58.2	
	21	12	4.8	4.8	62.9	
	22	12	4.8	4.8	67.7	
	23	10	4.0	4.0	71.7	
	24	8	3.2	3.2	74.9	
	25	6	2.4	2.4	77.3	
	26	6	2.4	2.4	79.7	
	27	3	1.2	1.2	80.9	
	28	5	2.0	2.0	82.9	
	29	6	2.4	2.4	85.3	
	30	9	3.6	3.6	88.8	
	31	5	2.0	2.0	90.8	
	32	4	1.6	1.6	92.4	
	33	2	.8	.8	93.2	
34	4	1.6	1.6	94.8		
35	4	1.6	1.6	96.4		
37	2	.8	.8	97.2		
38	1	.4	.4	97.6		
39	1	.4	.4	98.0		
40	2	.8	.8	98.8		
42	1	.4	.4	99.2		
44	2	.8	.8	100.0		
Total		251	100.0	100.0		

Appendix B

Comparisons of the SC and OC Mean Scores before Receiving the Treatments

Independent Samples Test

1. Low Achiever Groups

Error Treatment	N	Mean	S.D.	Mean Difference	t	df	p
Self	35	11.63	2.669	-.06	-.089	68	.929
Overt	35	11.69	2.709				

2. Moderate Achiever Groups

Error Treatment	N	Mean	S.D.	Mean Difference	t	df	p
Self	35	19.29	2.321	.00	.005	68	1.000
Overt	35	19.29	2.270				

3. High Achiever Groups

Error Treatment	N	Mean	S.D.	Mean Difference	t	df	p
Self	35	30.51	5.101	.31	.261	68	.795
Overt	35	30.20	4.963				

4. Total

Error Treatment	N	Mean	S.D.	Mean Difference	t	df	p
Self	105	20.48	8.56	.09	.073	208	.942
Overt	105	20.39	8.39				

Appendix C

Scripts of the CALL Contents

Here are some examples of the CALL scripts and the feedback that students would receive when they answer each choice. For more details on the sequence of the explanations/ feedback, please refer to Table 3.3.

Test 1

Directions: Complete each sentence with the correct form of the verb. Use Present Simple, Present Continuous, or Past Simple form.

The window washers ___(1)___ the windows right now. They ___(2)___ to our house once a month.

Question	Feedback
<p>1. A. washing B. washed C. wash D. are washing</p> <p>Explanation in Thai: ข้อนี้พูดถึงสิ่งที่กำลังเกิดขึ้น ในขณะนี้โดยดูจากคำว่า right now</p> <p>เฉลยเมื่อถูก :</p> <p>1. อันดับแรก คำว่า right now เป็นตัวบอกว่าพูดถึงสิ่งที่กำลังเกิดขึ้นอยู่ขณะนี้ ต้องใช้ present continuous</p> <p>2. รูปประโยคต้องเป็น V.be+ Ving เมื่อมีประธานหลายคน จึงต้องเลือกใช้ are washing</p>	<p>Highlight: right now</p> <p>A. No. 'Washing' CANNOT be used without a helping verb BE.</p> <p>B. No. Look at the clue. It's not in the past time.</p> <p>C. No. Look at the clue; the sentences are about an activity / action which is happening at the moment of speaking.</p> <p>D. Correct. Excellent!</p>

<p>2.</p> <p>A. are coming B. comes C. come D. came</p> <p>Explanation in Thai: เห็นคำว่า once a month ทำให้รู้ว่าตอนนี้ต้องการพูดถึงความบ่อยของสิ่งที่เกิดขึ้น ซึ่งเป็นข้อเท็จจริง</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. คำว่า once a month เป็นตัวระบุ tense ว่าคือ simple present 2. ประธานคือ they (หลายคน) กริยาจึงไม่ต้องเติม -s 	<p>Highlight: once a month</p> <p>A. No. This is NOT talking about an activity / action which is happening at the moment of speaking.</p> <p>B. No. The subject 'they' is NOT a third-person singular.</p> <p>C. Correct. Excellent!</p> <p>D. No. This is a usual / habitual activity, NOT a completed one.</p>
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Julie is very talented. She ___(3)___ several musical instruments well. Every afternoon after school, she ___(4)___ for several hours.

<p>3.</p> <p>A. play B. plays C. played D. is playing</p> <p>Explanation in Thai: ข้อนี้พูดถึงลักษณะของजूतीว่าเป็นคนมีพรสวรรค์ สามารถเล่นเครื่องดนตรีได้หลายชนิด เป็นการกล่าวถึงข้อเท็จจริงโดยทั่วไป</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. อันดับแรกต้องเลือก tense ก่อน ข้อนี้ไม่เป็นการกล่าวถึงข้อเท็จจริงในปัจจุบัน (ดูจากคำว่า is ในประโยคแรก) จึงควรเลือก simple present 2. ต่อมาพิจารณาประธาน เป็นเอกพจน์ (คนเดียว) กริยาไม่ต้องเติม -s 	<p>Highlight: is</p> <p>A. No. The subject 'she' is a third-person singular.</p> <p>B. Correct. Excellent!</p> <p>C. No. This is NOT a completed activity / action.</p> <p>D. No. This is a general / usual fact about Julie, NOT an activity / action which is happening at the moment of speaking.</p>
<p>4.</p> <p>A. practices B. is practicing C. practiced D. practice</p> <p>Explanation in Thai: ตัวบอกเวลา every afternoon ตอนบ่ายของทุกวัน ทำให้รู้ว่าต้องการพูดถึงความบ่อยของสิ่งที่เกิดขึ้น ซึ่งเป็นข้อเท็จจริง</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. คำว่า every afternoon เป็นตัวระบุ tense ว่าคือ simple present เพราะต้องการบอกความบ่อยของการฝึกซ้อม 2. ต่อมาพิจารณาประธาน เป็นเอกพจน์ (คนเดียว) กริยาไม่ต้องเติม -s 	<p>Highlight: every afternoon</p> <p>A. Correct. Excellent!</p> <p>B. No. This talks about 'general / usual' activity / action, NOT the one which is happening at the moment of speaking.</p> <p>C. No. This option will be good to talk about a 'completed' activity / action, but not for this situation.</p> <p>D. No. The subject 'she' is a third-person singular.</p>

Angela was a professional golfer. She _____ (5) _____ playing golf when she was five years old. She _____ (6) _____ her first amateur tournament in 1995. Angela stopped her career as a golfer because she _____ (7) _____ a car accident in 1999. Nowadays, she _____ (8) _____ at Lakeville golf club three days a week. She teaches young children there.

<p>5. A. starts B. start C. is starting D. started</p> <p>Explanation in Thai: เมื่อพิจารณาตัวบอกเวลาตั้งแต่ประโยคแรก 'was' ทำให้ทราบว่าเขาเคยเป็นนักกอล์ฟ (แปลว่าปัจจุบันไม่ได้เป็นแล้ว) ประโยคที่สองต้องการเล่าว่าเริ่มเล่นกอล์ฟตั้งแต่อายุห้าปี "when she was five years old" ทำให้ทราบว่าเป็นการพูดถึงเรื่องในอดีต</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. ในการระบุ tense เราต้องหาตัวระบุเวลา เมื่อดูที่ when she was five years old จึงรู้ว่าพูดถึงเรื่องอดีตที่จบไปแล้ว จึงต้องเป็น simple past 2. รูปกริยาช่องที่2 คือ started 	<p>Highlight: when she was five years old A. No. It's not in the present time. Look at "was" B. No. It's not in the present time. C. No. This is NOT an activity which is happening at the moment of speaking. D. Correct. Excellent!</p>
<p>6. A. won B. wins C. is winning D. wonned</p> <p>Explanation in Thai: ข้อนี้ต่อเนื่องจากข้อ 5 บอกถึงประวัติในอดีต (in 1995) ว่าชนะการแข่งขันครั้งแรกเมื่อไหร่</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. คำว่า in 1995 เป็นตัวระบุเวลา ว่าเหตุการณ์เกิดขึ้นในอดีต จึงให้ simple past 2. รูปอดีตมี 2 ข้อ คือ won และ wonned กริยาดังนี้เป็น irregular verb คือจะเปลี่ยนรูปเมื่อเป็นอดีต ไม่ใช้การเติม -ed จึงเลือก "won" เป็นคำตอบ 	<p>Highlight: in 1995 A. Correct. Excellent! B. No. Look at the clue. It's the past time. C. No. This does NOT talk about an action which is happening at the moment of speaking. D. "Win" is an irregular verb. It doesn't take -ed to form the V2.</p>
<p>7. A. has B. had C. is having D. have</p> <p>Explanation in Thai: แองเจลาเลิกเล่นกอล์ฟ เพราะอุบัติเหตุเมื่อปี 1999 ตัวบอกเวลาชัดเจนว่าเป็นเรื่องที่เกิดขึ้นแล้วในอดีต</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. คำว่า in 1999 เป็นตัวระบุเวลาว่าเป็นอดีต ฉะนั้นต้องใช้ simple past 	<p>Highlight: stopped, in 1999 A. No. Look at "in 1999" which is the past time. B. Correct. Excellent! C. No. This does NOT talk about an activity / action which is happening at the moment of speaking. D. No. This is not in the present time. Also, never use "have" with "she".</p>
<p>8. A. works</p>	<p>Highlight: nowadays, three days a week</p>

<p>B. work C. is working D. worked</p> <p>Explanation in Thai: วลี three days a week และคำว่า nowadays ทำให้ทราบว่าตอนนี้กำลังจะเปลี่ยนมาพูดเรื่องปัจจุบัน บอกข้อเท็จจริงว่าทำงานที่ไหน</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. คำว่า nowadays และ three days a week เป็นตัวระบุเวลาทำให้ทราบว่าหันกลับมาพูดเรื่องปัจจุบัน 2. การบอกว่าทำงานที่ไหน บ่อยแค่ไหน เป็นการพูดเรื่องข้อเท็จจริง ไม่ใช่สิ่งที่กำลังเกิดขึ้น จึงเลือกใช้ simple present 3. ประธานเอกพจน์ กริยาต้องเติม -S 	<p>A. Correct. Excellent! B. No. The subject is singular. C. No. This talks about a usual/habitual fact, NOT an activity / action which is happening at the moment of speaking. D. No. Look at the clue. It's not in the past time.</p>
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Orville Wright (1871-1948) and **Wilbur Wright** (1867-1912) ___(9)___ American airplane inventors. The two brothers ___(10)___ their first plane in their bicycle shop in Ohio. On December 17, 1903, Orville ___(11)___ their plane, *Flyer 1*, a distance of 120 feet. It lasted only 12 seconds.

<p>9. A. was B. were C. are D. are being</p> <p>Explanation in Thai: เห็นตัวเลขในวงเล็บแสดงปีเกิดและตาย ทำให้ทราบว่าสองพี่น้องตระกูลไรท์เสียชีวิตไปแล้วทั้งคู่ จึงเป็นการเล่าถึงอดีต</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. ตัวเลขค.ศ. ในวงเล็บทำให้ทราบว่า เป็นเรื่องในอดีต จึงใช้ simple past 2. ประธานพหูพจน์(มากกว่า 1 คน) verb to be ที่ถูกต้องคือ were 	<p>Highlight: 1871-1948 ... 1867-1912 A. No. The subject is plural. B. Correct. Excellent! C. No. Look at the clue. It's in the past time. D. No. Look at the clue; it is about persons who died years ago.</p>
<p>10. A. build B. builded C. are building D. built</p> <p>Explanation in Thai: แม้ไม่มีตัวบอกเวลาที่ชัดเจนในประโยคนี้ แต่เนื้อเรื่องสืบต่อจากข้อ 9 เป็นการเล่าถึงอดีตของการสร้างเครื่องบินลำแรก</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. ข้อนี้ยังคงเป็นการเล่าเรื่องอดีต ถึงการสร้างเครื่องบินลำแรก จึงใช้ simple past 2. รูปกริยาของสองของ 'build' คือ 'built' เพราะมันเป็น irregular verb 	<p>Highlight: A. No. Look at the clue. B. No. "Build" is an irregular verb. It doesn't take -ed. C. No. The passage talks about an activity / action that happened years ago, NOT the one which is happening at the moment of speaking. D. Correct. Excellent!</p>

<p>11. A. fly B. flies C. flew D. is flying Explanation in Thai: ตัวระบุเวลาคือปี 1903 แสดงให้เห็นชัดเจนว่าเป็นเรื่องอดีต เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. ปี 1903 เป็นอดีต เหตุการณ์การทดลองก็จบสิ้นไปแล้ว จึงควรใช้ simple past 	<p>Highlight: 1903 A. No. Look at the clue. It's NOT in the present time. B. No. Look at the clue. It's in the past time. C. Correct. Excellent! D. No. This is NOT an activity / action which is happening at the moment of speaking. It happened years ago!</p>
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Wilma: Tony. Be quiet!

Tony: Why? What _____ (12) _____ ?

Wilma: I _____ (13) _____ my homework!

Tony: Oh, I'm sorry.

<p>12. A. do you do B. did you do C. are you doing D. am you doing Explanation in Thai: แม้ไม่มีตัวบอกเวลาที่ชัดเจน แต่เนื้อเรื่องที่ Wilma บอกให้เงียบ Tony คงสงสัยว่าทำไมต้องเงียบ เธอกำลังทำอะไรอยู่ เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. ให้สังเกตคำว่า 'be quiet' เมื่อถูกสั่งให้เงียบ คนถูกสั่งคงสงสัยว่าอีกฝ่ายหนึ่งกำลังทำอะไรอยู่ จึงเป็น present continuous 2. ต่อมาต้องเลือก verb to be ให้ถูกต้อง ประธาน 'you' ต้องใช้กับ 'are' 	<p>Highlight: Be quiet! A. No. What 'do you do' is used to ask for career or work. B. No. It doesn't talk about past time event. C. Correct. Excellent! D. No. Don't use 'am' with 'you'. Check the form.</p>
<p>13. A. do B. is doing C. did D. am doing Explanation in Thai: เมื่อมีผู้ถามว่าเรากำลังทำอะไรอยู่ การตอบกลับไปก็จะเป็นแบบเดียวกัน เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. เลือกใช้ present continuous ในการตอบ เพราะเขาถามมาแบบนั้น 2. ต่อมาต้องเลือก verb to be ที่เหมาะสมกับประธาน 'I' คำตอบก็คือ 'am' 	<p>Highlight: are you doing A. No. Look at the question. B. No. Look at the subject. We don't use 'is' with 'I'. C. No. This is NOT an activity in the past. D. Correct. Excellent!</p>

Roger Federer is the Swiss tennis player whose victories at Wimbledon in 2003, 2004, 2005 and 2006 ____ (14) ____ him the most dominant men's player in the world. Federer ____ (15) ____ in Basel, Switzerland in 1981. In 2001, he made a name for himself by beating defending champion Pete Sampras at Wimbledon.

<p>14. A. make B. made C. are making D. makes Explanation in Thai: ทั้งหมดกล่าวถึงการแข่งขันที่จบไปแล้ว แม้ปี 2006 จะเป็นปีปัจจุบัน แต่เรื่องพูดถึงชัยชนะในปี 2003-2006 แปลว่าการแข่งขันผ่านพ้นไปแล้วทั้งสิ้น</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> พิจารณาเรื่องพบที่พูดถึงชัยชนะที่ผ่านมาในปี 2003-2006 ทำให้เขาเป็นนักเทนนิสที่โดดเด่นของโลก เหตุการณ์ทั้งหมดเกิดขึ้นแล้วและจบลงแล้ว ฉะนั้นต้องใช้ simple past กริยาช่องสอง ก็คือ 'made' 	<p>Highlight: 2003, 2004, 2005, 2006 A. No. It talks about past time. B. Correct. Excellent! C. No. This talks about events that were completed in the past, NOT now! D. No. The subject 'victories' are plural. Also, this does NOT talk about present time.</p>
<p>15. A. were born B. was born C. is born D. are born Explanation in Thai: ปีค.ศ.ช่วยระบุเวลา แต่ถึงไม่มีมาให้ก็ต้องสามารถเข้าใจได้ว่า การพูดว่า "ใครเกิดที่ไหน หรือเมื่อไหร่" เป็นเรื่องที่เกิดขึ้นแล้วและจบกระบวนการลงไปแล้ว</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> อันดับแรกต้องเลือกก่อนว่าเวลาเป็นอดีตหรือปัจจุบัน ข้อนี้เป็น การเล่าเรื่องอดีตว่าเกิดที่ไหน การเกิดจบสิ้นไปแล้ว ใช้ simple past ประธานคือ he ซึ่งเป็นเอกพจน์ จึงเลือกใช้ was 	<p>Highlight: 1981 A. No. The subject is singular. Check the form of Verb Be. B. Correct. Excellent! C. No. It talks about the past event. D. No. This talks about past event. In addition, don't use 'are' with 'he'.</p>

Situation: Babara and her husband, Mike, are on vacation now. Barbara is writing a letter to her friend Judy.

Dear Judy,

We're in beautiful, sunny Hawaii now. When we ____ (16) ____ Boston two days ago, it ____ (17) ____ cold and snowy, but now I ____ (18) ____ in the warm sun. Honolulu is beautiful, and we both ____ (19) ____ it here.

It is afternoon now, and I'm at the beach. Mike isn't here. He has gone shopping for souvenirs downtown. He ____ (20) ____ me to go with him, but I don't like to shop. Bye for now and I'll see you in Boston at the end of the month.

Take care,

Barbara

<p>16. A. leave B. leaves C. are leaving D. left Explanation in Thai: คำว่า 'two days ago' ระบุเวลาชัดเจนว่าเขาออกเดินทางจากบอสตันมาเมื่อ 2 วันที่แล้ว จึงเป็นการพูดถึงเรื่องอดีต เฉลยเมื่อถูก : 1. อันดับแรกต้องเลือกก่อนว่าเวลาเป็นอดีตหรือปัจจุบัน ข้อนี้เป็น การเล่าเรื่องอดีตที่เกิดขึ้นเมื่อ 2 วันก่อน จึงต้องใช้ simple past</p>	<p>Highlight: two days ago A. No. 'Two days ago' indicates past time. B. No. Look at the clue. Also, never add -s to the verb that follows a plural subject. C. No. The clue is very clear; this is NOT an action that is happening at the moment of speaking. D. Correct. Excellent!</p>
<p>17. A. is B. was C. is being D. were Explanation in Thai: ข้อนี้ยังเป็นการพูดถึงอดีตเช่นเดียวกับข้อ 16 ว่าตอนที่จากบอสตันมา(2วันที่แล้ว)นั้นอากาศหนาวเย็น เฉลยเมื่อถูก : 1. พิจารณาเรื่องแล้วยังต่อเนื่องกับข้อที่แล้ว เล่าว่าในวันที่ยังจากบอสตันมาอากาศหนาวเย็น แน่แน่นอนว่าเหตุการณ์ในอดีตที่จบไปแล้วต้องใช้ simple past 2. ประธานของประโยคคือ 'it' ซึ่งเป็นเอกพจน์ กริยาช่วย Be ที่ถูกก็คือ was</p>	<p>Highlight: two days ago A. No. Look at the clue. It's in the past. B. Correct. Excellent! C. No. She talks about the past event. D. No. The subject is singular, NOT plural.</p>

<p>18. A. am sitting B. sit C. sat D. sits</p> <p>Explanation in Thai: ข้อนี้ต้องการเปรียบเทียบให้เห็นความแตกต่างกันของสภาพอากาศ ว่า ตอนนี ฝน เวลาที่พูด อากาศอบอุ่นสบายสบาย</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. การดูเวลาของข้อนี้ เมื่ออ่านข้อความพบว่าการเปรียบเทียบว่าตอนจากมา(อดีต)อากาศหนาวเย็น แต่ตอนนี้อากาศอบอุ่นสบายเวลาจึงเป็นปัจจุบันแน่นอน 2. ต่อมาดูว่าจะใช้เป็นปัจจุบันแบบไหน ข้อนี้ไม่ได้ต้องการเล่าถึงกิจกรรมหากแต่ต้องการเน้นว่า ณ เวลานั้นตนอยู่ที่ไหนอย่างไร จึงควรใช้เป็น present continuous 	<p>Highlight: now A. Correct. Excellent! B. No. This does NOT talk about a usual activity. C. No. Look at the clue. D. No. This talks about 'here and now'. Also, the subject 'I' is NOT a third-person singular.</p>
<p>19. A. are loving B. loved C. love D. loves</p> <p>Explanation in Thai: การใช้ love ในข้อนี้มีความหมายใกล้เคียงกับคำว่า like เป็นการพูดถึงความชอบ ณ เวลาปัจจุบัน ว่าเราทั้งคู่ชอบที่นี้จำได้ไหมว่าการแสดงความคิดเห็นว่าชอบ/ไม่ชอบ ให้ tense อะไร</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. การพูดแสดงความคิดเห็นว่าชอบ/ไม่ชอบ โดยทั่วไปให้ simple present (ยกเว้นกรณีมีตัวระบุเวลาชัดเจนว่าเป็นอดีต) 2. ประธานคือ we ซึ่งเป็นพหูพจน์ กริยาไม่ต้องเติม -s 	<p>Highlight: is, here A. No. The verb "love" does not normally have an '-ing' form. B. No. The clues indicate the present time. C. Correct. Excellent! D. No. The subject 'we' is NOT a third-person singular. No need to add -s to the verb.</p>
<p>20. A. ask B. is asking C. asked D. asks</p> <p>Explanation in Thai: ข้อนี้ไม่ระบุเวลาชัดเจน แต่อ่านจากเนื้อเรื่องพบว่า ไมค์ไม่อยู่ ออกไปซื้อของ เขาขอหรือชวนให้บารบาร่าออกไปด้วย แสดงว่าการขอนั้นเกิดขึ้นก่อนที่เขาจะออกไป ซึ่งต้องเป็นอดีต</p> <p>เฉลยเมื่อถูก :</p> <ol style="list-style-type: none"> 1. พิจารณาเวลาของข้อนี้ ไมค์ขอให้บารบาร่าไปด้วยก่อนที่เขาจะออกไปตอนนี้เขาไม่อยู่ แปลว่าการขอนั้นเกิดขึ้นในอดีตนั่นเอง 2. รูปกริยาช่องสอง ก็คือ asked นั่นเอง 	<p>Highlight: Mike is not here. A. No. Think about the time. Mike did the action before he's gone shopping. Also, 'ask' is for a plural subject. B. No. Mike is not here; he can't do the action of 'is asking'. C. Correct. Excellent! D. No. Think about the time. Mike did the action before he's gone shopping.</p>

Appendix D

List of Experts

There are three groups of experts that helped in the validation process of the present study:

1. Experts validating the CALL contents
 - 1.1 Ajarn Dr.Mattanee Palungtepin, Chulalongkorn University
 - 1.2 Ajarn Dr.Tuanjit Jitaree, Huachiew Chalermprakiet University
 - 1.3 Ajarn Ratchumas Lappayawichit, Bangkok University

2. Experts validating the CALL design
 - 2.1 Ajarn Dr. Praweenya Suwannatthachote, Chulalongkorn University
 - 2.2 Ajarn Suree Siripat, Dhurakij Pundit University
 - 2.3 Ajarn Woranuch Pleehachinda, Huachiew Chalermprakiet University

3. Experts validating the test of English tenses usage
 - 3.1 Ajarn Dr. Jaruwan Charintranont, Silpakorn University
 - 3.2 Ajarn Robert Troyer, Chulalongkorn University
 - 3.3 Ajarn Somjit Jirananthiporn, Chulalongkorn University

1. Expert Profile: CALL Contents

1.1 Ajarn Dr. Mattanee Palungtepin

Education:

B.A. in English (First Class Hons.), Chulalongkorn University

M.A. in Applied English Linguistics, University of Wisconsin-Madison

Ph.D. in Curriculum & Instruction (with specialization in Teaching English as a Second/Foreign Language and Educational Media/Materials),
University of Wisconsin-Madison

Current position and work place:

Full-time lecturer

Department of English, Faculty of Arts, Chulalongkorn University

Related work experience:

January – May 2004 Volunteer teacher at the Even Start Family Literary Program
(Madison, Wisconsin)

February 2004 Workshop presenter—presenting a workshop on the use of media technologies in TESOL for Dam County Parent Council All-Staff Meeting 2004 (Madison, Wisconsin)

Areas of interest:

English Phonology, Teaching English as a Second/Foreign Language (especially the use of educational media and materials in ESL/EFL teaching)

1.2 Ajarn Dr. Tuanjit Jitaree

Education:

B.Ed. in English, College of Education at Pitsanulok

M.Ed. in Higher Education and Teacher Education, Srinakharinwirot University
at Prasarnmit

Ph.D. in Higher Education, Southern Illinois University at Carbondale

Current position and work place:

Full-time lecturer

Department of English, Faculty of Liberal Arts,

Huachiew Chalermprakiet University

Related work experience:

Courses responsible: English foundation courses, Remedial course, Business
English, Translation.

1.3 Ajarn Ratchumas Lappayawichit

Education:

B.Sc. (Biochemistry), Chulalongkorn University

M.A. (Applied Linguistics), Mahidol University

Current position and work place:

Full-time teacher (General English)

Language Institute, Bangkok University

Related work experience:

1996 (2 months)	Part-time teacher, Silpakorn University
1989-1993	Teaching English for refugee, Phanat Nikhom Camp, Chonburi
1995	Part-time staff, Peace Corps.
1995-1996	Teaching Thai for Foreign teachers at British Council, Bangkok

2. Expert Profile: CALL Program

2.1 Ajarn Dr. Praweenya Suwannattachote

Education:

B.Ed. (Educational Technology), Prince of Songkla University

M.Ed. (Audio Visual Education), Chulalongkorn University

Ph.D. (Educational Communications and Technology), Chulalongkorn University

Current position and work place:

Full-time instructor

Department of Curriculum, Instruction, and Educational Technology

Faculty of Education, Chulalongkorn University

2.2 Ajarn Suree Siripat

Education:

- 1977-1980 **Mahanakorn Commercial College**
Received a Diploma of Vocational Education in Accounting
- 1979-1982.1.1.1 **Ramkamhaeng University**
Received a B.A. in English (Minor in General Management)
- March 1983 **Japanese School of Japan Information Service Center**
Japan Embassy, Thailand
Received a Certificate in Intermediate Japanese
- 1983-1986 **Srinakharinwirot University (Prasarnmit)**
Received an M.Ed. in Educational Linguistics

Current position and work place:

- 1987- Present **Dhurakij Pundit University**
Work as a Business English Instructor for the Language Institute.
Responsible for teaching English as a second language for accounting and business administration undergraduates.

Related work experience:

- 2002- Present **Academia Network**
Worked as a Webmaster dealing with e-learning and e-training technology, together with e-commerce solutions. Responsible for Web design and development based on e-learning, e-training, e-commerce, including e-marketing strategy for business customers at URL: <http://academiae.biz>
- March 23, 2005 **Bansomdejchaopraya Rajabhat University**
Worked as a project trainer who was responsible for the training topic based on English teaching and education technology, and e-learning Web design and development for English Program Academy at URL: <http://www.epacademy.org>,

2.3 Ajarn Woranuch Pleehachinda

Education:

B.Sc. in Computer Science, Huachiew Chalermprakiet University

M.Sc. in Information Technology,

King Mongkut's Institute of Technology Ladkrabang

Current position and work place:

Instructor and Acting Head of the Department of Computer Science,

Huachiew Chalermprakiet University

Related work experience:

Teaching the following courses:

-Database

-Decision Support System

-Data Mining

-E-learning

3. Expert Profile: Test of English Tenses Usage

3.1 Ajarn Dr. Jaruwan Charintranont

Education:

B.A. (English), Chulalongkorn University

M.A. (Applied Linguistics), Mahidol University

Ph.D. (Applied Linguistics), University of Pittsburgh, USA

Current position and work place:

English lecturer at the Department of Western Languages,

Faculty of Archaeology, Silpakorn University, Bangkok

Related work experience:

- Guest lecturer at Mahidol University in M.A. Program (Second Language Acquisition Course)
- Guest lecturer at Kasetsart University in B.A. Program (Syntax and Morphology)
- Courses responsible: Translation I, II
Translation for Business
English Communication Skills
Fundamentals of Writing

3.2 Ajarn Robert Troyer

Education:

B.S. in Secondary Education/ English Language Arts, Western Oregon
University

M.A.T. (Master of Arts in Teaching) in Secondary Education/ English Language
Arts, Western Oregon University

Current position and work place:

English Instructor, Chulalongkorn University Language Institute

Related work experience:

1994-1999 English Literature and Composition Instructor, Amity High
School, Amity, OR, USA

1994-1999 Scorer for Oregon's Statewide Writing Assessment (Use of
analytical trait and mode scoring rubric for student essays)

1999 English Literature and Composition Instructor, Chemeketa
Community College, McMinnville, OR, USA

1990-2000 English Language Instructor, Chouifat International School,
Cairo, Egypt

2001-2004 English Literature and Composition Instructor, Chiang Mai
International School, Chiang Mai, Thailand

3.3 Ajarn Somjit Jiranthiporn

Education:

B.A. in English, Chulalongkorn University

M.A. in English, Chulalongkorn University

M.A. in Language, Reading and Culture, University of Arizona, USA

TESOL Summer Institute (1993)

Current position and work place:

Lecturer with the English Department, Faculty of Arts, Chulalongkorn University

Related work experience:

- Over 15 years as an English instructor
- Coordinator of several English courses; foundation English courses (integrated skills courses one component of which is grammar), and intermediate reading and writing courses
- Write and edit tests/ exams
- Test writer for Chula's Test Center
- Test writer for MUA's Entrance Examination

Appendix E

Evaluation Form of the CALL Contents

Please state your opinion towards the contents and the feedback of the CALL program by making a tick (✓) in the form below. Thank you.

No.	Traits	Opinions				
		Very Good 5	Good 4	Acceptable 3	Poor 2	Needs work 1
	Contents					
1	Content accuracy เนื้อหาถูกต้องตามหลักวิชาการ					
2	The difficulty suits levels of the learners ความยากง่ายของเนื้อหาและแบบฝึกหัดเหมาะกับระดับผู้เรียน					
3	Content Coverage ครอบคลุมเนื้อหาที่ควรทราบในเรื่องนั้น ๆ					
4	Sequence of all the lessons การเรียงลำดับบทเรียนมีความเหมาะสม					
5	Sequence of the items in each lesson ลำดับของแบบฝึกหัดในแต่ละบทเรียนเหมาะสม					
6	Enough numbers of the items per lesson จำนวนข้อของแบบฝึกหัดเพียงพอ					
	Feedback	5	4	3	2	1
7	Correctness of the feedback ข้อมูลย้อนกลับมีความถูกต้อง					
8	The feedback is comprehensible อ่านเข้าใจง่าย					
9	Feedback order ลำดับการให้ข้อมูลย้อนกลับมีความเหมาะสม					

No.	Traits	Opinions				
		Very Good	Good	Acceptable	Poor	Needs work
		5	4	3	2	1
10	Specific to particular errors ข้อมูลย้อนกลับมีความเฉพาะ เหมาะสำหรับแต่ละเงื่อนไขความ ผิดพลาด					
11	Usefulness to learners มีประโยชน์สำหรับผู้เรียน					

Other comments/ Suggestions:

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Reviewer: _____

Date: _____

(.....)

Appendix F

CALL Storyboards

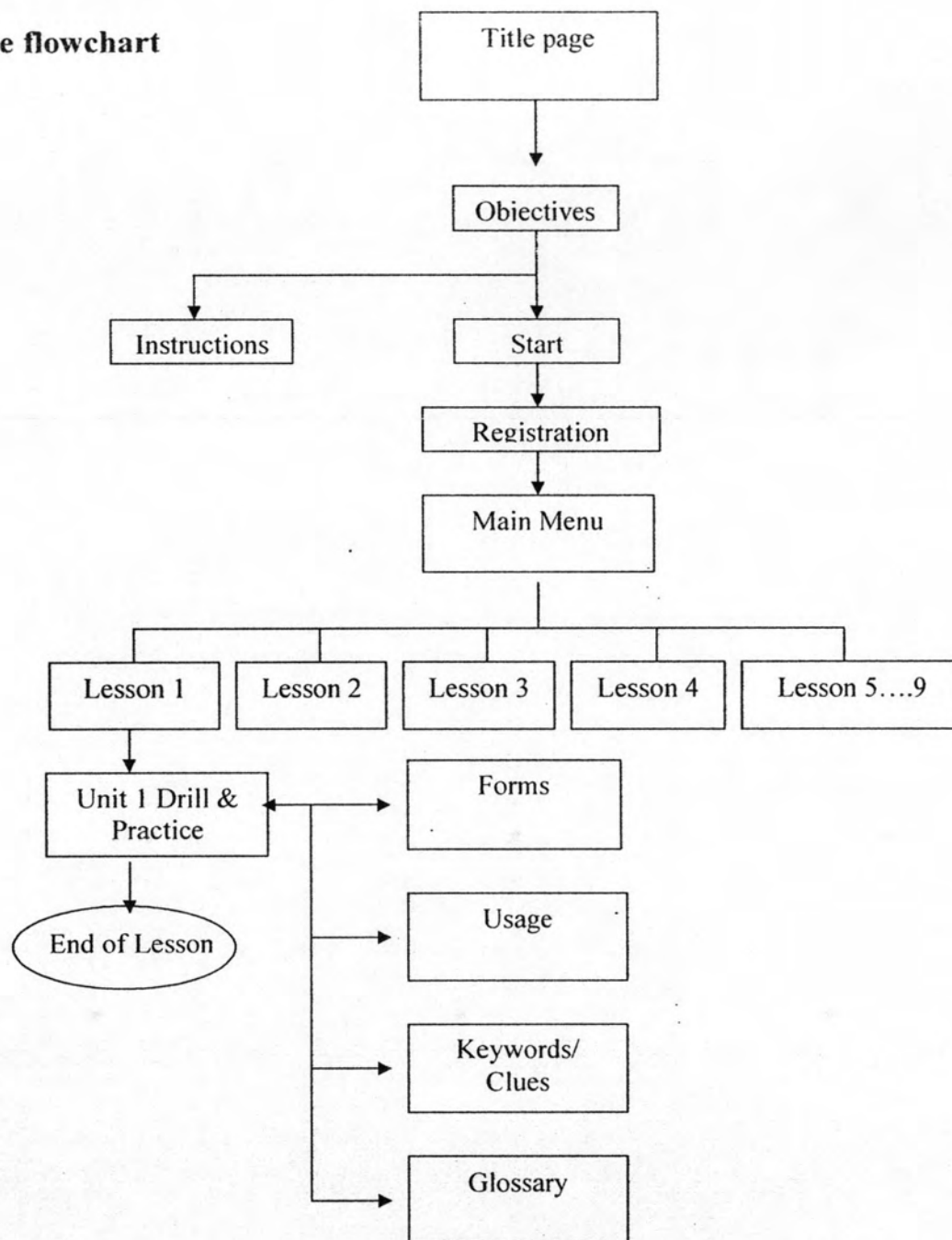
Title : Practice Your Tenses

The Audience: The intent users were undergraduate students of Huachiew Chalermprakiet University.

The Objectives:

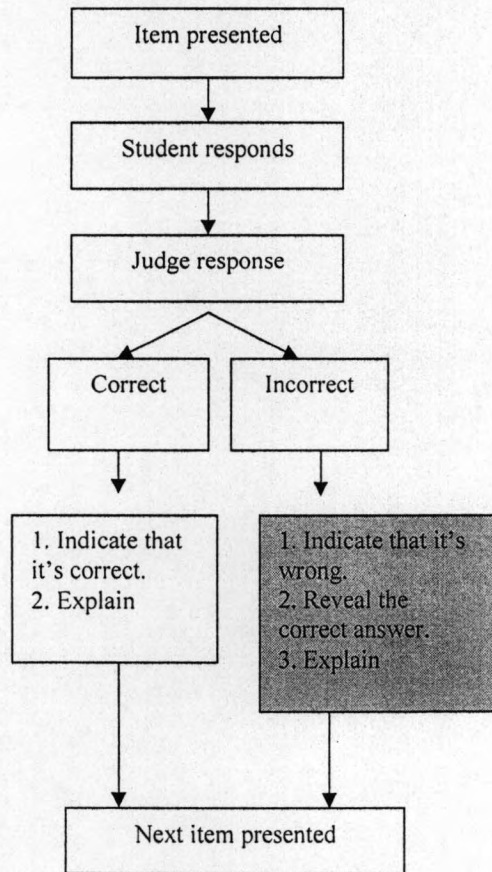
1. The main objective was to develop two CALL programs to be used as a research tool in the dissertation that was aimed at comparing two types of error treatment – overt correction and self-correction.

2. At the same time, the programs were designed to provide the students with exercises and relevant references about the seven English tenses. After practicing with the programs, the students would be able to identify the correct forms of each verb tense and would be able to use the English tenses appropriately.

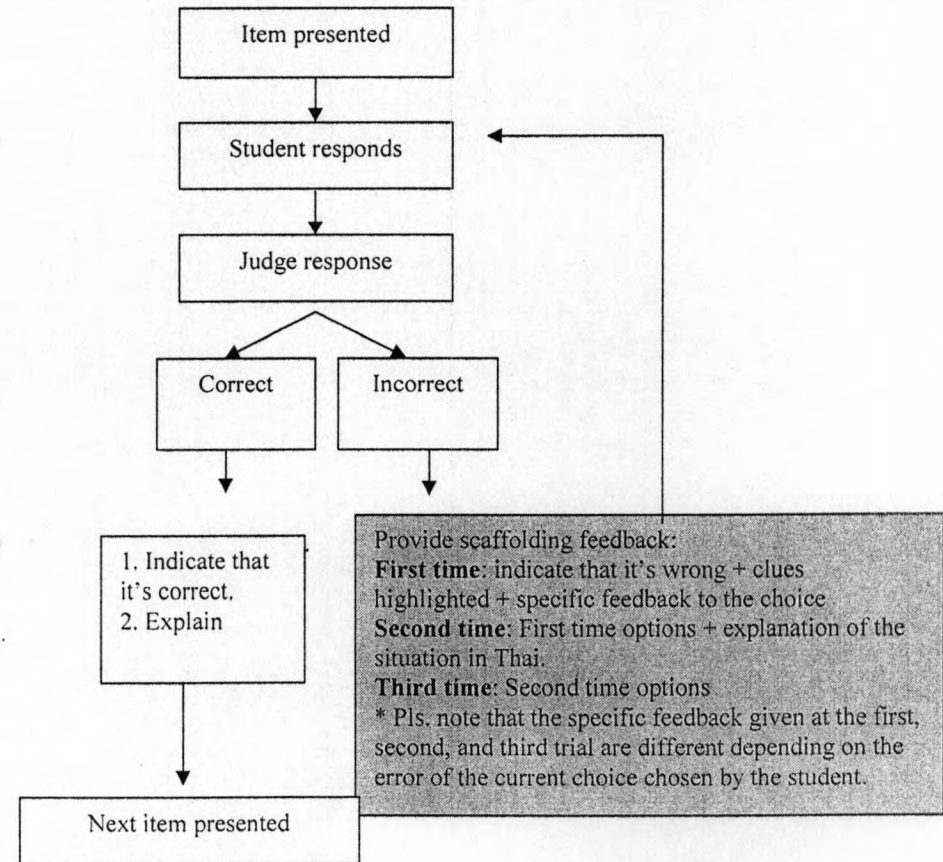
The flowchart

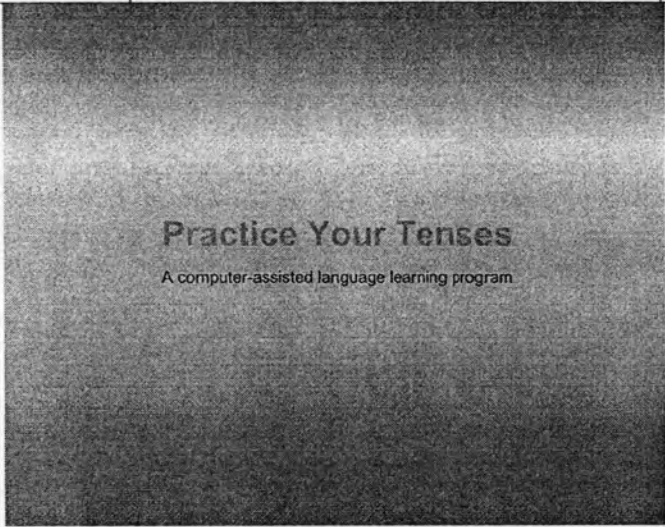
Structures and flows of each item

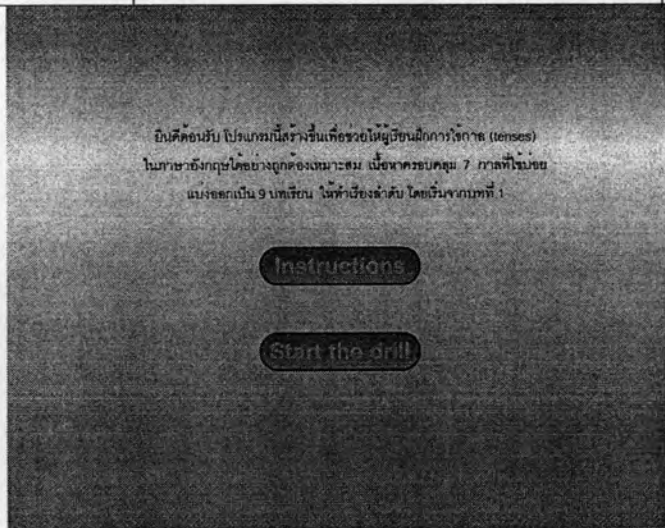
Overt correction

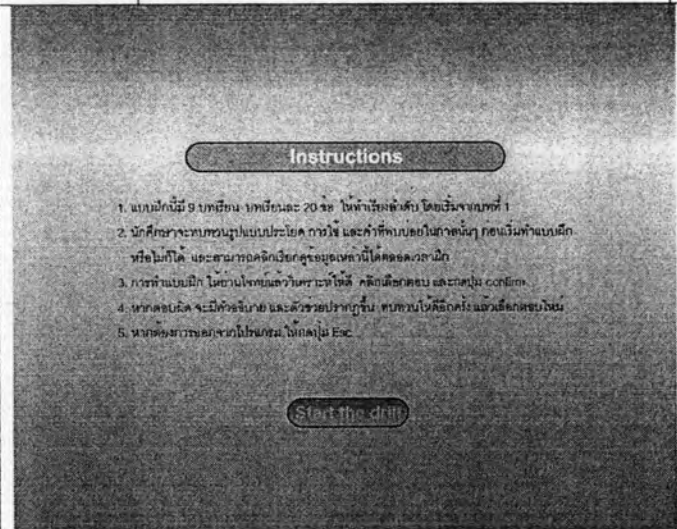


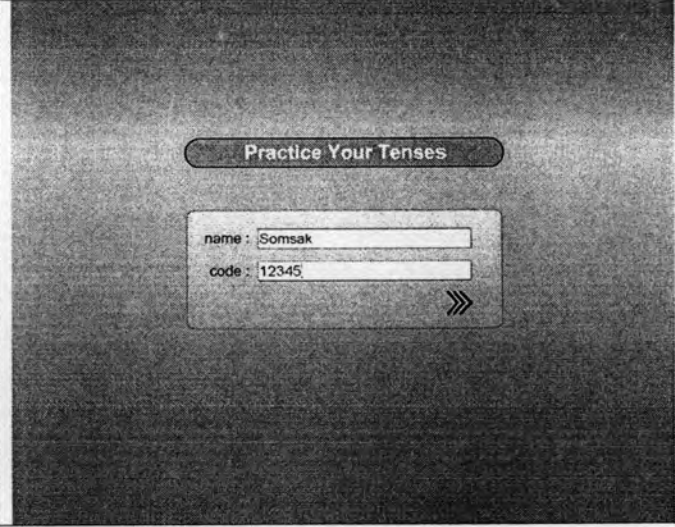
Self-correction

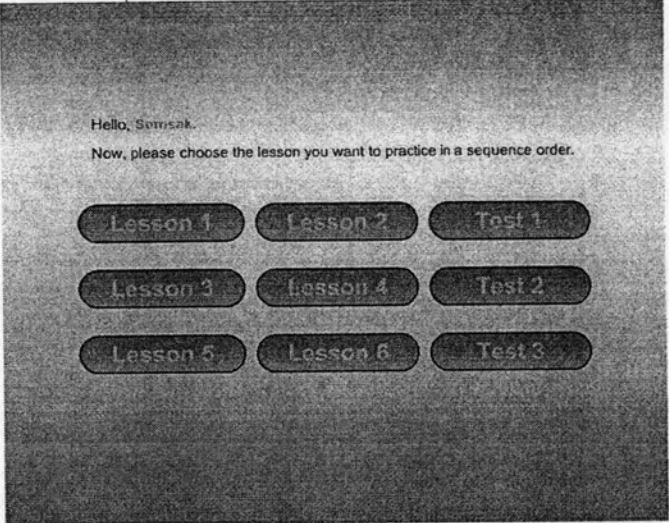


Lesson/ page	Title page	Plain backgr. (green)	Text, Graphics and Interaction
Topic			
Frame #	1		
			<ul style="list-style-type: none"> - punch in letters "Practice your tenses". - Hold the page for 3 seconds and move to the next frame
Note:			Sounds and Narration -

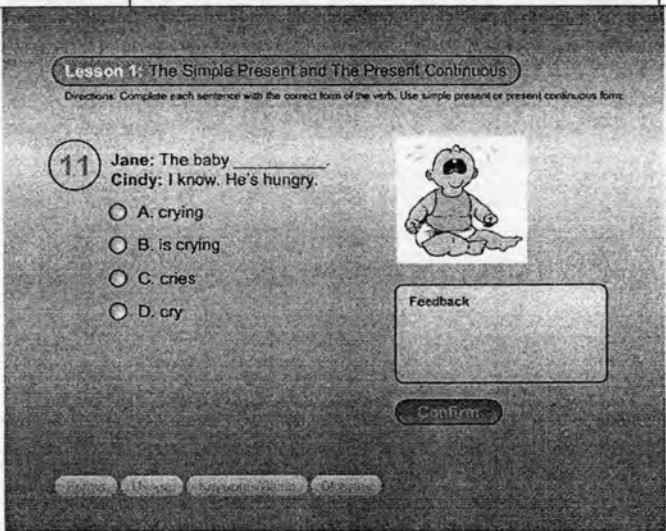
Lesson/ page	Welcome page	Plain backgr. (green)	Text, Graphics and Interaction
Topic			
Frame #	2		
			<p>Interactions: Two buttons</p> <ol style="list-style-type: none"> 1. "Instructions" button to link to the instructions page 2. "Start the drill" button to go to the registration page
Note:			Sounds and Narration -

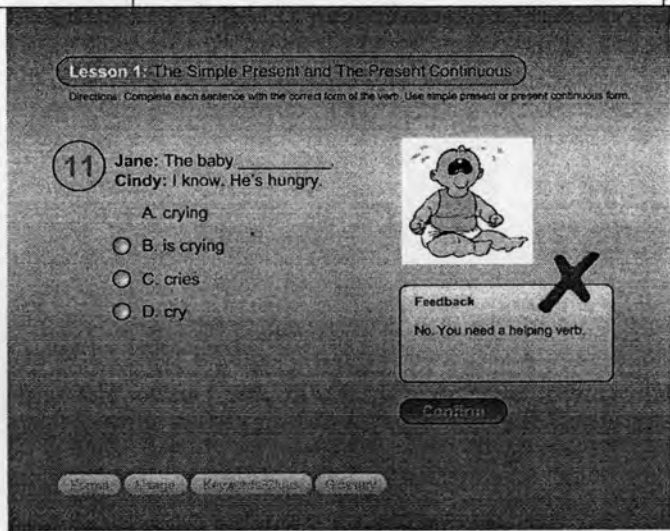
Lesson/ page	Instructions page (self-correction)	Plain backgr.	Text, Graphics and Interaction
Topic		(green)	
Frame #	3		
			<p>Interactions: 1 Button</p> <p>1. "Start the drill" to link to the registration page.</p>
Note:			Sounds and Narration -

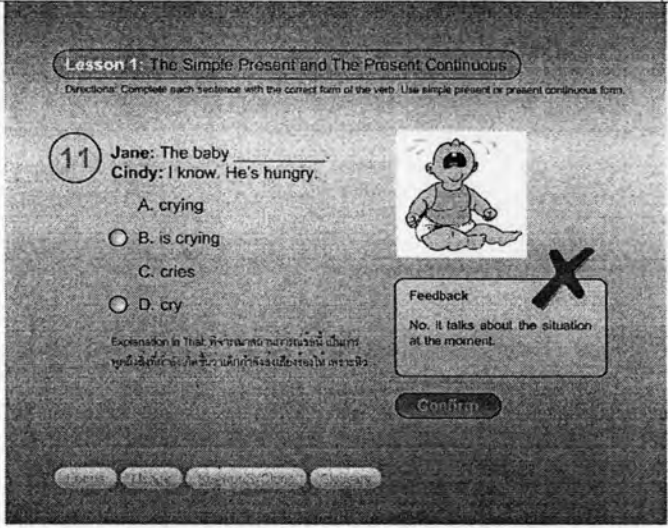
Lesson/ page	Registration Page	Plain backgr.	Text, Graphics and Interaction
Topic		(green)	
Frame #	4		
			<p>Interactions: 2 text fields</p> <p>1. "Name" for the user to type in his name</p> <p>2. "Code" for the user to fill in his student code</p> <p>Then click on the arrow or press 'enter' to move on to the main menu</p>
Note:			Sounds and Narration -

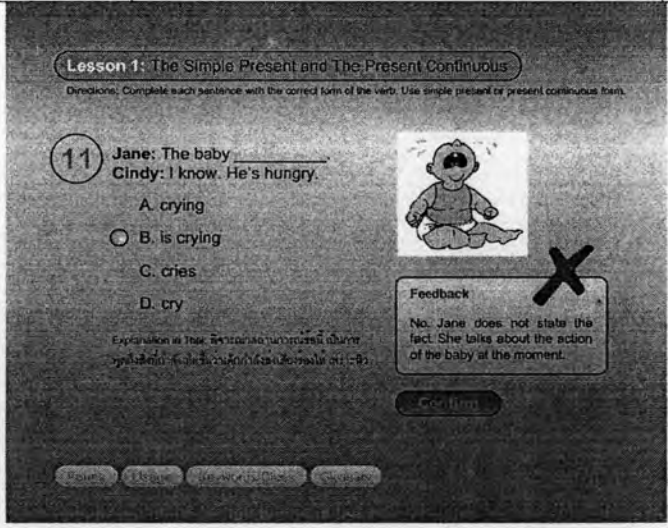
Lesson/ page	Main Menu	Plain backgr. (green)	Text, Graphics and Interaction
Topic			
Frame #	5		
			<p>Interactions:</p> <ol style="list-style-type: none"> 1. user name appears in the {.....} 2. Nine buttons link to the lessons. Full name of each lesson appears when the mouse is over the button.
Note:			Sounds and Narration -

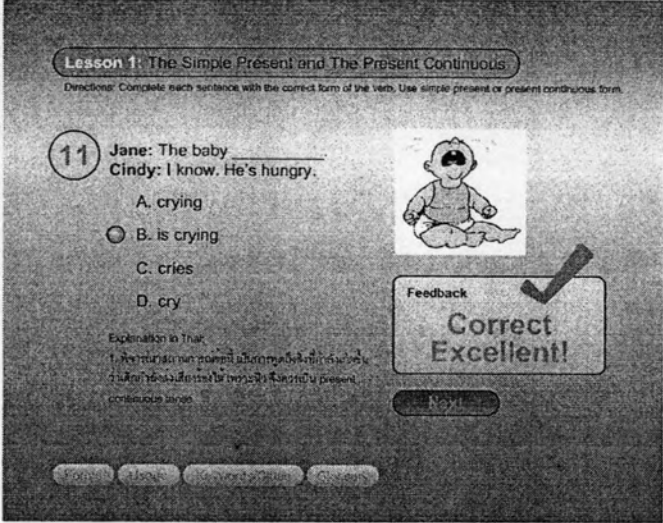

Here's an example of how the SC program works.

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11 frame 1		
		<p>Interactions:</p> <ol style="list-style-type: none"> Four buttons to select the answer and a "confirm" button to confirm selection Four buttons at the bottom of the page that link to content pages 	
Note:		Sounds and Narration -	

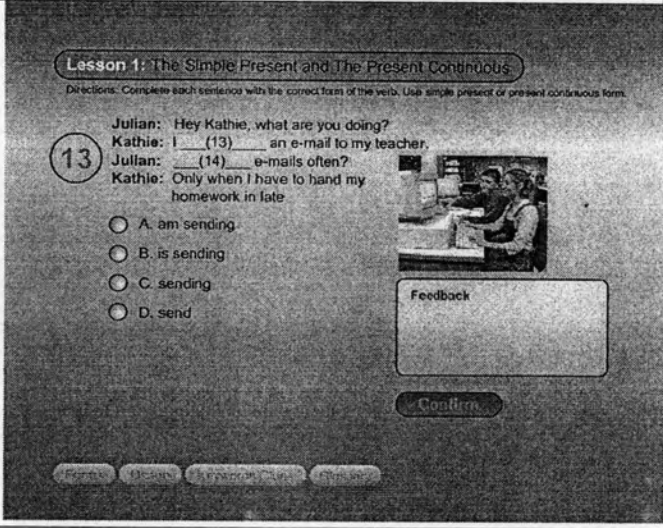
Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11 frame 2		
		<p>When the learner choose a wrong answer for the first time,</p> <ul style="list-style-type: none"> - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. 	

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11 frame 3		
		<p>When the learner choose a wrong answer for the second time,</p> <ul style="list-style-type: none"> - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. - Explanation in Thai provided. 	
Note:		Sounds and Narration -	

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11 frame 4		
		<p>When the learner choose a wrong answer for the third time,</p> <ul style="list-style-type: none"> - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. - Explanation in Thai provided. 	
Note:		Sounds and Narration -	

Lesson	1	Picture #	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous	1_11	
Frame #	Item 11 frame 5		
 <p>Lesson 1: The Simple Present and The Present Continuous Directions: Complete each sentence with the correct form of the verb. Use simple present or present continuous form.</p> <p>11 Jane: The baby _____ Cindy: I know. He's hungry.</p> <p>A. crying <input type="radio"/> B. is crying C. cries D. cry</p> <p>Explanation in Thai: 1. Jane: The baby _____ Cindy: I know. He's hungry. The correct answer is B. is crying. This is because the sentence is in the present continuous tense.</p> <p>Feedback  Correct Excellent!</p> <p>Next</p>		<p>When the learner gets to the correct answer,</p> <ul style="list-style-type: none"> - Green tick appears. - The praise "Correct, Excellent" shown. - "Next" button that links to the following item appears. 	
Note:		Sounds and Narration -	

The programs begin with simple and concrete items. At the end of each module, the questions get longer and more complicated. Frequently, tenses that the learner has already practiced are mixed up. Here is an example.

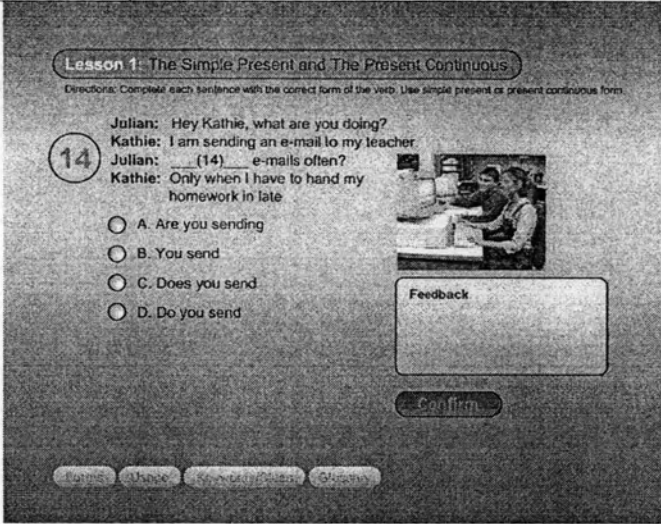
Lesson	1	Picture #	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 13 frame 1		
			<p>Interactions:</p> <ol style="list-style-type: none"> Four buttons to select the answer and a "confirm" button to confirm selection Four buttons at the bottom of the page that link to content pages
Note:	Sounds and Narration -		

Lesson	1	Picture # 1_13	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 13 frame 2		
		<p>When the learner choose a wrong answer for the first time,</p> <ul style="list-style-type: none"> - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. 	
Note:		Sounds and Narration -	

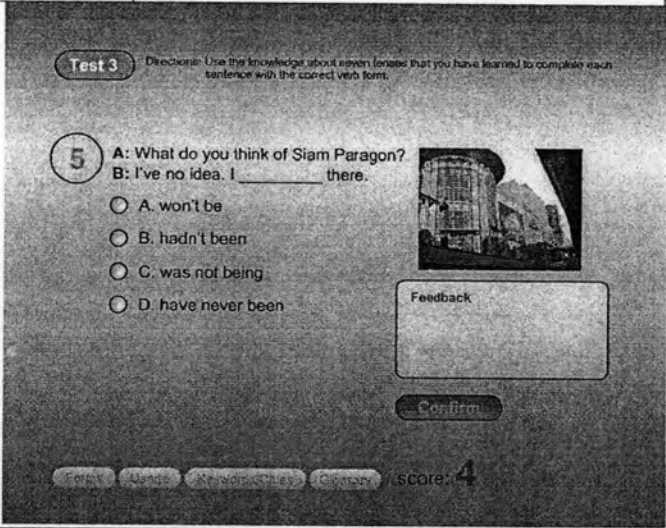
Lesson	1	Picture # 1_13	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 13 frame 3		
		<p>When the learner choose a wrong answer for the second time,</p> <ul style="list-style-type: none"> - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. - Explanation in Thai provided. 	
Note:		Sounds and Narration -	

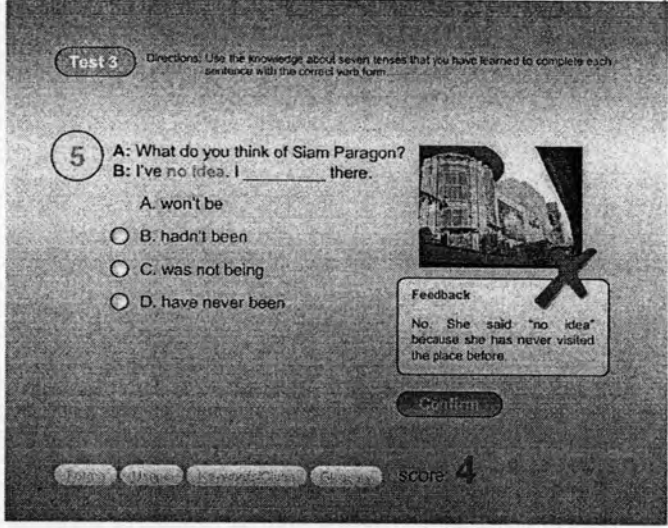
Lesson	1	Picture #	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous	1_13	
Frame #	Item 13 frame 4		
			When the learner choose a wrong answer for the third time, - The big cross "X" appears -Clue is highlighted (if there is one). -Specific feedback to the choice is given. - Explanation in Thai provided.
Note:			Sounds and Narration -

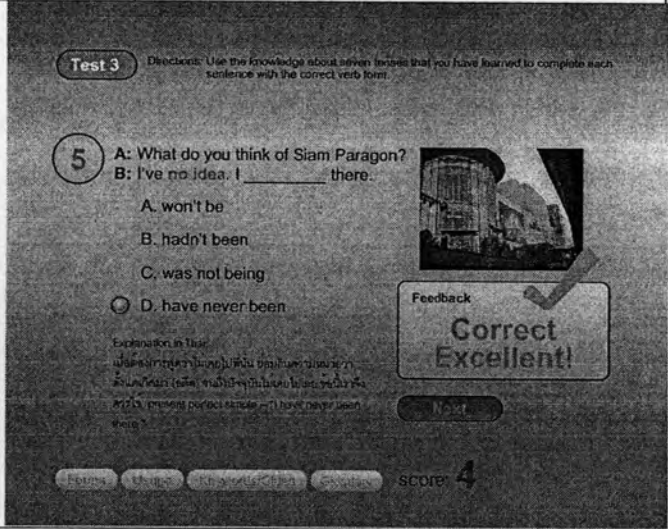
Lesson	1	Picture #	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous	1_13	
Frame #	Item 13 frame 5		
			When the learner gets to the correct answer, - Green tick appears. - The praise "Correct, Excellent" shown. - "Next" button that links to the following item appears.
Note:			Sounds and Narration -

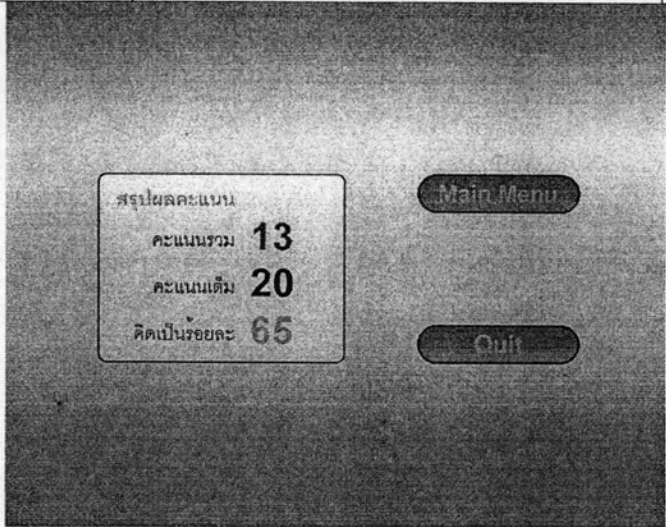
Lesson	1	Picture # 1_13	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 14 frame 1		
 <p>Lesson 1: The Simple Present and The Present Continuous Directions: Complete each sentence with the correct form of the verb. Use simple present or present continuous form.</p> <p>Julian: Hey Kathie, what are you doing? Kathie: I am sending an e-mail to my teacher. Julian: (14) e-mails often? Kathie: Only when I have to hand my homework in late.</p> <p><input type="radio"/> A. Are you sending <input type="radio"/> B. You send <input type="radio"/> C. Does you send <input type="radio"/> D. Do you send</p> <p>Feedback</p> <p>Confirm</p> <p>Home Back Previous Next</p>		<p>When move on to the next question, the answer from the previous item replaces the blank.</p>	
Note:	Sounds and Narration -		

Here is an example of how the program works in Tests 1-3. Basically, learners that use the SC program can choose at most 4 times, until they get to the correct answer by themselves. One thing that is added in the tests is the “score” in order to help them evaluate their ability in the particular practice area. Although learners can choose more than one time, they will get score only if they make it right for the first time. On the last screen before the program closes, there is a summary of score telling the learners how many items they did correctly overall. The score is also converted to percentage to make it easy to understand.

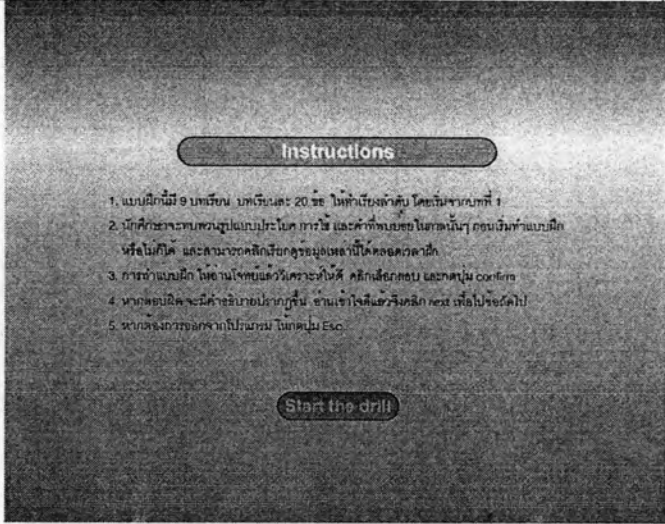
Lesson	Test 3	Picture # T3_5	Text, Graphics and Interaction
Topic			
Frame #	Item 5, frame 1		
			
Note:			Sounds and Narration -

Lesson	Test 3	Picture # T3_5	Text, Graphics and Interaction
Topic			
Frame #	Item 5, frame 2		
			
Note:			Sounds and Narration -

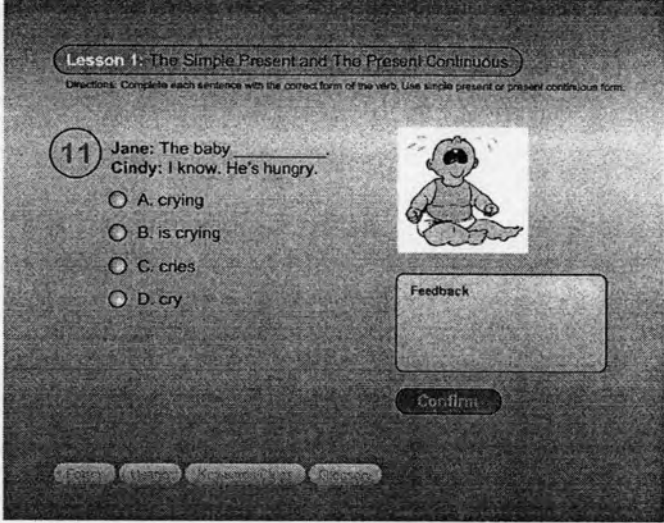
Lesson	Test 3	Picture # T3_5	Text, Graphics and Interaction
Topic			
Frame #	Item 5, frame 5		
			
Note:			Sounds and Narration -

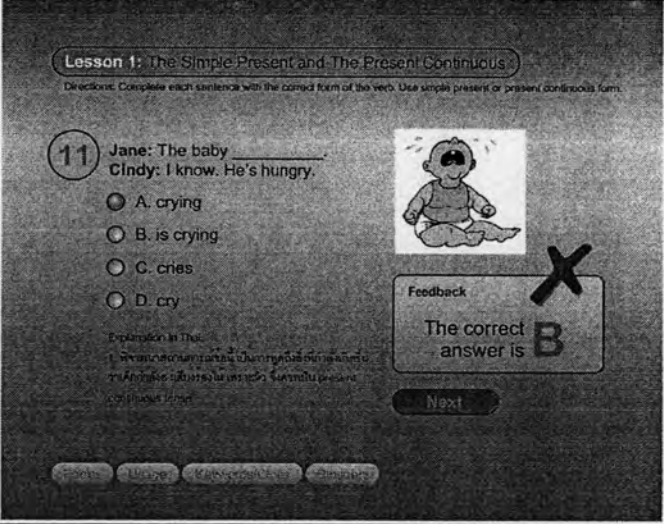
Lesson	Test 3	Plain backgr.	Text, Graphics and Interaction
Topic			
Frame #	Summary of score (last frame)		
			
Note:			Sounds and Narration -

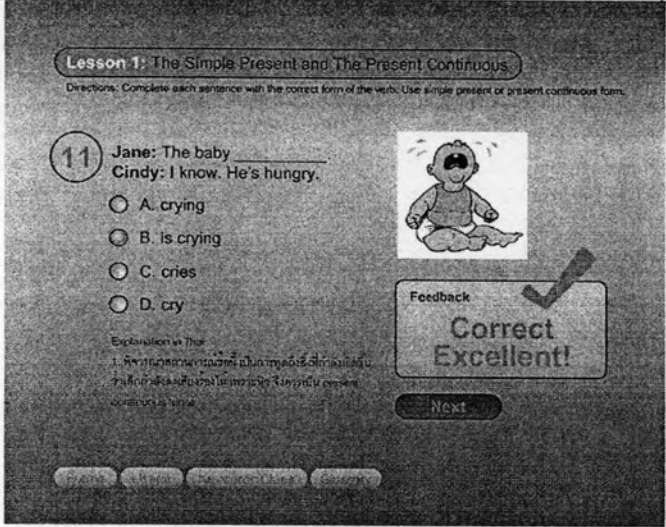

The following frames are some examples of the overt correction program that differs from the self-correction. First, the 'instructions' are different.

Lesson	Instructions page (overt)	Plain backgr. (blue)	Text, Graphics and Interaction
Topic			
Frame #	3		
	 <p>Instructions</p> <ol style="list-style-type: none"> 1. แบบฝึกมี 9 บทเรียน บทเรียนละ 20 ข้อ ให้ทำแบบฝึกตามลำดับ 2. นักศึกษาจะพบหน้าจอแบบฝึก การฝึก และคำอธิบายข้อในภาษาไทย ก่อนเริ่มทำแบบฝึกหรือไม่ก็ได้ และสามารถคลิกที่รูปของธงชาติไทยเพื่อกลับไป 3. การทำแบบฝึก ให้อ่านโจทย์แล้วคลิกขวาที่คำตอบที่ถูกต้องและคลิก confirm 4. หากตอบผิด จะมีคำอธิบายปรากฏขึ้น อ่านเข้าใจแล้วคลิก text เพื่อไปข้อต่อไป 5. หากต้องการออกจากโปรแกรม ให้กดปุ่ม Esc <p>Start the drill!</p>	<p>Interactions: 1 Button</p> <p>1. "Start the drill" to link to the registration page.</p>	
Note:			Sounds and Narration -

Second, learners who use OC program will have only one chance to choose the answer. If they get it right, they will receive positive feedback and explanation to confirm their understanding. However, if they choose a wrong answer, the program will indicate that it is wrong, reveal what the correct answer is, and give a full explanation.

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11, frame 1		
			Item presented.
Note:			Sounds and Narration -

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11, frame 2 (answer incorrectly)		
			When the answer is incorrect.
Note:			Sounds and Narration -

Lesson	1	Picture # 1_11	Text, Graphics and Interaction
Topic	The Present Simple & The Present Continuous		
Frame #	Item 11, frame 3 (answer correctly)		
 <p>Lesson 1: The Simple Present and The Present Continuous Directions: Complete each sentence with the correct form of the verb. Use simple present or present continuous form.</p> <p>11 Jane: The baby _____ Cindy: I know. He's hungry.</p> <p><input type="radio"/> A. crying <input type="radio"/> B. is crying <input type="radio"/> C. cries <input type="radio"/> D. cry</p> <p>Explanation in Thai 1. Jane พูดว่า "The baby _____" Cindy ตอบว่า "I know. He's hungry." จากประโยคของ Cindy เราสามารถอนุมานได้ว่า เด็กผู้ชายคนนี้กำลังร้องไห้ ดังนั้น คำตอบที่ถูกต้องคือ D. cry</p> <p>Feedback  Correct Excellent!</p> <p>Next</p>			If the student answers correctly.
Note:			Sounds and Narration -

Appendix G

Evaluation Form of the CALL Design

Please state your opinion towards the CALL program by making a tick (✓) in the form below. Thank you.

No.	Traits	Opinions				
		Very Good 5	Good 4	Acceptable 3	Poor 2	Needs work 1
	Design, Interface & Navigation					
1	Displays ความเหมาะสมของปริมาณเนื้อหาในหน้าจอ					
2	Screen Design ภาพรวมของการออกแบบหน้าจอ					
3	Instruction Design การออกแบบการฝึก(drill) โดยภาพรวม					
4	Consistency ความสม่ำเสมอกลมกลืนของแต่ละหน้าในโปรแกรมเดียวกัน					
5	User control ผู้เรียนสามารถใช้ด้วยตัวเองได้ง่าย					
6	Directions คำอธิบายวิธีการใช้โปรแกรม					
7	Text Quality ขนาดและสีของตัวอักษร					
8	Navigation Aids เครื่องมือในการเชื่อมต่อไปยังส่วนต่าง ๆ ของโปรแกรม					
	Pedagogy					
9	Motivation ความน่าสนใจทำให้อยากเรียน					
10	Interactivity ปฏิสัมพันธ์ระหว่างผู้เรียนกับโปรแกรม					

No.	Traits	Opinions				
		Very Good 5	Good 4	Acceptable 3	Poor 2	Needs work 1
11	Format of Feedback รูปแบบของข้อมูลย้อนกลับ					
12	Quality of Feedback คุณภาพของข้อมูลย้อนกลับ					
13	Others Records and Data การบันทึกผลและข้อมูล					
14	Robustness ไม่มีความผิดพลาดในการใช้งาน (bug)					

Other comments/ Suggestions:

.....

.....

.....

.....

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.....

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.....

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Reviewer: _____

Date: _____

(.....)

Appendix H

Test of English Tenses Usage (TETU)

1. Table of specifications of the TETU
2. Contents of the TETU

1. Table of Specifications of the TETU

Objectives	Types of the Objectives	Format	Items no.	Scoring
1. Students are able to use appropriate verb forms in different situations	Application	Multiple-choice with 5 alternatives		Objective scoring: 1 point if students choose the correct answer, 0 if they choose any of the four distracters
1.1 Simple Present			2, 3, 7, 10, 22, 29, 33, 35, 36, 37, 41	
1.2 Simple Past			8, 13, 18, 23, 32, 43, 44, 47, 49	
1.3 Present Continuous			6, 17, 19, 26, 31, 40	
1.4 Present Perfect			5, 9, 12, 28, 38, 42, 45, 46, 48	
1.5 Future Tenses			14, 15, 20, 27, 39, 50	
1.6 Past Continuous			1, 4, 25, 30, 34	
1.7 Past Perfect			11, 16, 21, 24	

2. Contents of the TETU

Test of English Tenses Usage (TETU)

Part I: Sentence Completion (30 points)

Directions: Choose the correct form of the verbs to complete the sentences. Mark the best answer on your answer sheet.

1. Yesterday, I met some old friends at Siam Square while I _____ to the Sky Train station.

a. walk	b. am walking
c. had walked	d. was walking
e. have walked	

2. Somsak is multilingual. In addition to Thai, he _____ four other languages.

a. spoke	b. speaks
c. has spoken	d. will speak
e. was speaking	

3. Because my aunt and uncle own a small farm, every morning they _____ up before sunrise.

a. woke	b. are waking
c. have woken	d. had woken
e. wake	

4. Our school bus broke down this morning. While we _____ for another bus, we sang songs and told stories.

a. wait	b. was waiting
c. were waiting	d. are waiting
e. have waited	

5. We _____ from Jack since he moved to Toronto.

a. do not hear	b. will not hear
c. have not heard	d. had not heard
e. did not hear	

6. Slow down! That is a siren. An ambulance _____.
- a. comes
 - b. was coming
 - c. came
 - d. has come
 - e. is coming
7. I _____ watching TV. I prefer reading.
- a. don't like
 - b. didn't like
 - c. won't like
 - d. hadn't liked
 - e. hasn't liked
8. Last weekend, Charlie _____ to a summer arts festival in Spain.
- a. is going
 - b. goes
 - c. has gone
 - d. went
 - e. had gone
9. Uncle Brian _____ insurance for almost twenty years. He still enjoys it.
- a. sold
 - b. sells
 - c. has sold
 - d. is selling
 - e. had sold
10. Vicky _____ coffee on her way to work every day.
- a. buys
 - b. bought
 - c. is buying
 - d. has bought
 - e. will buy
11. George Eliot wrote *Middlemarch* in 1872. She _____ several other novels in earlier years.
- a. had written
 - b. will write
 - c. was writing
 - d. has written
 - e. writes
12. Since Kathie joined the tennis club, she _____ a lot of new people.
- a. was meeting
 - b. has met
 - c. met
 - d. had met
 - e. is meeting

13. We missed the train this morning because our taxi driver _____ a wrong turn on the way to the station.
- a. takes
 - b. was taking
 - c. will take
 - d. took
 - e. is taking
14. I have to go now. I _____ you tonight, alright?
- a. called
 - b. have called
 - c. will call
 - d. was calling
 - e. call
15. Tom, if you don't study hard, you _____ the exam.
- a. will not pass
 - b. did not pass
 - c. have not passed
 - d. are not passing
 - e. had not passed
16. I couldn't sleep last night because I _____ four cups of coffee.
- a. drink
 - b. was drinking
 - c. had drunk
 - d. am drinking
 - e. will drink
17. A: Hello. Could I speak to Ron, please?
B: Sorry. He _____ a bath at the moment. Would you like to leave a message?
- a. takes
 - b. took
 - c. was taking
 - d. has taken
 - e. is taking
18. A: Did Loius Pasteur develop the chicken pox vaccine?
B: No. He _____ the rabies vaccine.
- a. is developing
 - b. has developed
 - c. will develop
 - d. had developed
 - e. developed

19. A: Help! Someone _____ me.
B: Here. Come inside!
- a. follows
b. is following
c. had followed
d. followed
e. was following
20. A: Oh, I'm sorry. I just spilled some milk
B: Don't worry. I _____ it up.
- a. clean
b. was cleaning
c. will clean
d. had cleaned
e. cleaned
21. We arrived at work in the morning and found that somebody _____ into the office during the night. So we called the police.
- a. had broken
b. breaks
c. break
d. was breaking
e. has broken
22. The moon _____ the Earth every twenty-eight days.
- a. circled
b. will circle
c. circles
d. had circled
e. was circling
23. The film wasn't very good. I _____ it very much.
- a. don't enjoy
b. haven't enjoyed
c. am not enjoying
d. hadn't enjoyed
e. didn't enjoy
24. My flight back from Japan last night was terrible. It was raining heavily. The old lady sitting next to me on the plane was very nervous because she _____ before.
- a. never flies
b. has never flown
c. never flew
d. will never fly
e. had never flown

25. Jill burnt her fingers while she _____ dinner last night.
- a. was cooking
 - b. cooked
 - c. cooks
 - d. had cooked
 - e. is cooking
26. The water _____. Can you turn it off, please ?
- a. was boiling
 - b. is boiling
 - c. boils
 - d. boiled
 - e. had boiled
27. A: What would you like to eat?
B: I _____ a sandwich, please.
- a. have
 - b. will have
 - c. had
 - d. had had
 - e. was having
28. A: Do you often go to the cinema?
B: No, I _____ to the cinema for almost two years.
- a. won't go
 - b. hadn't gone
 - c. didn't go
 - d. haven't gone
 - e. wasn't going
29. Vegetarians are persons who _____ meat.
- a. did not eat
 - b. do not eat
 - c. had not eaten
 - d. are not eating
 - e. were not eating
30. I met Janet at the airport a few weeks ago. We had a chat while we _____ for our flights.
- a. were waiting
 - b. was waiting
 - c. wait
 - d. had waited
 - e. have waited

Part II: Grammar in Context (20 points)

Directions: Choose the correct form of the verbs to complete the conversations.

Mark the best answer on your answer sheet.

Situation I: Bill and Mike are classmates. They are talking about Bill's vacation.

MIKE: Hi, Bill. What ___(31)___?

BILL: I'm looking at pictures of my summer vacation. I ___(32)___ it at my cousins' house.

MIKE: Where ___(33)___?

BILL: They live in the North of Thailand.

MIKE: Did you have a good time?

BILL: Yes, I did. I studied Thai while I ___(34)___ there.

MIKE: How ___(35)___ 'hello' in Thai?

BILL: That's easy. *Sawasdee krap!*

- | | |
|----------------------|-------------------|
| 31. a. do you do | b. did you do |
| c. are you doing | d. have you done |
| e. will you do | |
| 32. a. spend | b. am spending |
| c. spent | d. had spent |
| e. will spend | |
| 33. a. did they live | b. do they live |
| c. had they lived | d. will they live |
| e. were they living | |
| 34. a. had stayed | b. was stayed |
| c. am staying | d. was staying |
| e. stay | |
| 35. a. did you say | b. will you say |
| c. have you said | d. are you saying |
| e. do you say | |

Situation II: Sue is a journalist for a music magazine. She is interviewing Rob Meldon, a singer who sometimes gives free concerts to get money for hungry people.

SUE: Rob, you're doing a lot of work to help hungry people at the moment. What makes you so interested in helping them?

ROB: Well, I read the newspapers like everyone else. Every week you ___(36)___ pictures of places where the people are dying of hunger. It makes me so angry when I see that! Doesn't it make you angry?

SUE: Oh yes, Rob. But a lot of people ___(37)___ that the problem is so big that they can't do anything to help. What do you say to this?

ROB: Just that even the smallest gift helps someone. And also, this: just imagine that you are living in a place where no rain ___(38)___ for years. Perhaps you don't want to accept help from others, but you know you must because your children are suffering. If your neighbor has food, you ___(39)___ help from him, right?

SUE: Yes. But I don't see exactly what you mean...

ROB: What I ___(40)___ is this: we're all neighbors on this planet, and we can all help. We ___(41)___ to be a special kind of person to do something for others. Anyone can do that!

- | | |
|------------------|------------------|
| 36. a. have seen | b. are seeing |
| c. saw | d. see |
| e. had seen | |
| 37. a. felt | b. were feeling |
| c. had felt | d. will feel |
| e. feel | |
| 38. a. falls | b. has fallen |
| c. is falling | d. was falling |
| e. fell | |
| 39. a. accepted | b. accept |
| c. have accepted | d. are accepting |
| e. will accept | |

40. a. am saying
c. was saying
e. will say
- b. said
d. had said
41. a. won't need
c. aren't needing
e. hadn't needed
- b. don't need
d. haven't needed

Situation III: Wang, a Taiwanese, has moved to the U.S. to look for a job. He is sharing with you his life there.

Hi, my name is Wang Tsue. I am in the US now. I ____ (42) ____ in New York for one year. My life has changed a lot since I ____ (43) ____ here. For example, in my country I ____ (44) ____ as an engineer, but I don't have a job now. All this month, I have been looking for a job, but I ____ (45) ____ one yet. I know it takes time.

Here everybody has a car. I ____ (46) ____ to own a car. I ____ (47) ____ my driver's license three months ago, but I ____ (48) ____ a car yet because I don't have enough money. I plan to buy one in the near future.

Since I ____ (49) ____ here, my life has not been easy, but I know that I ____ (50) ____ in this country in time.

42. a. lived
c. am living
e. had lived
- b. live
d. have lived
43. a. came
c. will come
e. was coming
- b. come
d. am coming

44. a. work
c. have worked
e. will work
45. a. wasn't finding
c. won't find
e. am not finding
46. a. will always want
c. was always wanting
e. have always wanted
47. a. get
c. got
e. will get
48. a. haven't bought
c. am not buying
e. don't buy
49. a. am coming
c. had come
e. came
50. a. succeeded
c. succeed
e. had succeeded
- b. worked
d. am working
- b. haven't found
d. hadn't found
- b. had always wanted
d. am always wanting
- b. had got
d. am getting
- b. won't buy
d. was not buying
- b. come
d. have come
- b. will succeed
d. was succeeding

Appendix I

Item-Objective Congruence Index of the TETU

Traits	Item No.	Expert G	Expert H	Expert I	Average (-1 to 1)
Obj.1. Students are able to use appropriate verb forms in different situations					
1.1 Simple Past	8	1	1	1	1
	13	1	1	1	1
	18	0	1	1	0.67
	23	1	1	1	1
	32	1	0	1	0.67
	43	1	1	1	1
	44	1	1	1	1
	47	1	1	1	1
	49	1	1	1	1
1.2 Simple Present	2	1	1	1	1
	3	1	1	0	0.67
	7	1	1	1	1
	10	1	1	0	0.67
	22	1	1	-1	0.33
	29	1	1	0	0.67
	33	1	1	1	1
	35	1	1	1	1
	37	1	1	1	1
	41	1	1	1	1
1.3 Simple Future	14	0	1	1	0.67
	15	1	1	1	1
	20	1	1	1	1
	27	1	1	1	1
	40	1	1	1	1
	50	1	1	1	1
1.4 Past Continuous	1	1	0	1	0.67
	4	1	1	0	0.67
	25	1	0	1	0.67
	30	1	1	0	0.67
	34	1	-1	0	0

Traits	Item No.	Expert G	Expert H	Expert I	Average (-1 to 1)
1.5 Present Continuous	6	1	1	1	1
	17	1	1	1	1
	19	1	1	-1	0.33
	26	1	1	1	1
	31	1	1	1	1
	36	1	1	1	1
	38	0	1	1	0.67
1.6 Past Perfect	11	1	0	1	0.67
	16	1	1	1	1
	21	1	0	1	0.67
	24	1	-1	1	0.33
1.7 Present Perfect	5	1	1	1	1
	9	1	1	-1	0.33
	12	1	1	1	1
	28	1	1	1	1
	39	0	1	1	0.67
	42	1	1	1	1
	45	0	0	0	0
	46	1	1	1	1
	48	1	1	1	1
Grand mean of all 50 items = 0.81					

Overall comments on the test:

Expert 1: Overall, the items look fine except for a few items mentioned. To me, the directions might be rewritten to convey a more understandable message.

Expert 2: Very nice. I know that multiple choice items are very difficult to write, especially when testing for tense which relies a lot on context. Good use of a variety of methods to indicate in the stem the tense of the missing verb. Good combination of discrete point items, contextualized passages and productive skills.

Expert 3: For the sentential level, the test is generally easy and quite basic. The result doesn't necessarily prove that subjects can apply their knowledge of tenses at a higher level. However, it can definitely help screen subjects who haven't mastered basic usage of tenses from those who have. A lot of items, for example, contain time expressions that give away correct answers such as "at the moment", "yesterday", "every morning". The semi-discourse is quite well designed, and the result should indicate a great deal about subjects' ability to use tenses.

Appendix J

Results from the Item Analysis of the TETU

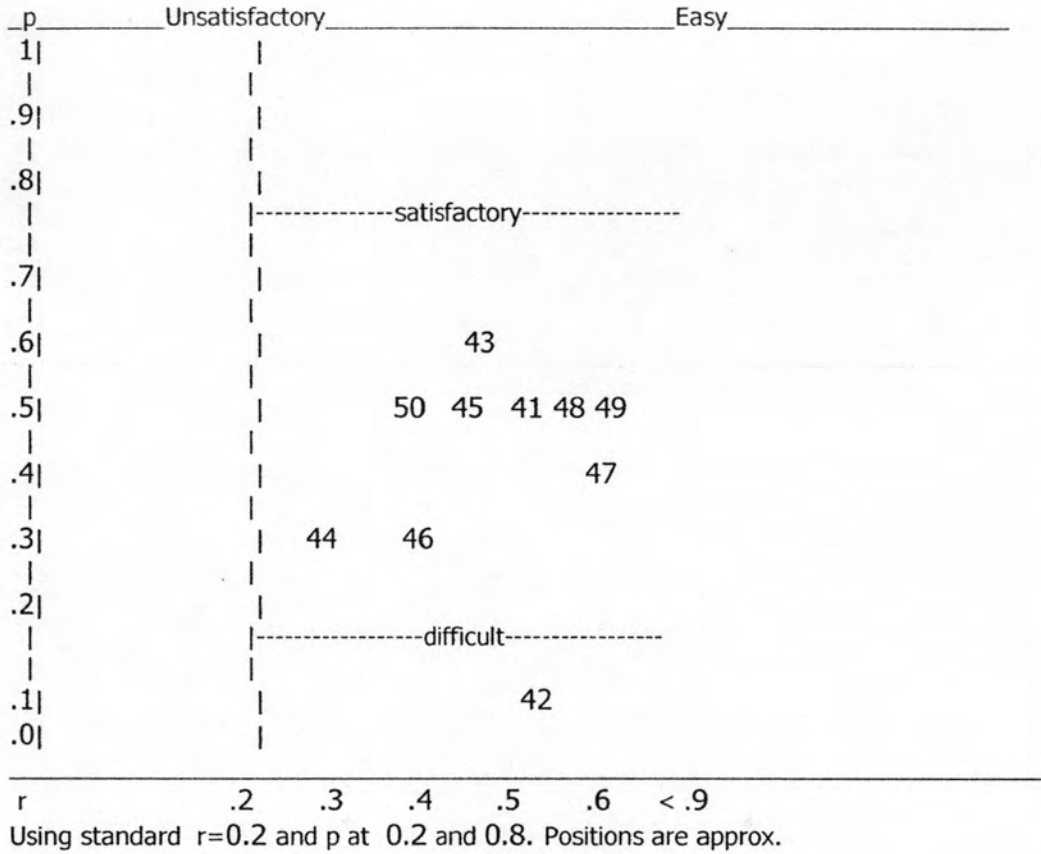
Siree-ER: Item Analysis 05-04-2006 Page: 1
 Department: English Institute: Huachiew Chalermprakiet
 Subject: Pilot Test Semester: - Year: 2006 File: a:\EXAM1.txt
 Students: 129 Items: 50 Choices: 5 **KR-20= .90**
 Max= 48 Min= 9 Mean= 24.78 Median= 24.50 SD= 9.62 Er of M.= 3.12
Average difficulty : 0.50 Average discrimination: 0.40
 E: 2 D: 1 S: 41 U: 6 Cutoff: r= .2 difficult p <.2 easy p >=.8

Item Quality [1 - 40] Table = 1/2

p	Unsatisfactory	Easy
1		
.9		
.8	7 8	
	-----satisfactory-----	
.7	31 2 6 15	
.6	10 1 14	
.5	12 22 19 20 26 30 3 17 29	
.4	33 5 13 4 9 16 23 28 34 35 37 39	
.3	25 11 32 40 38 18	
.2	21 36 24 -----difficult-----	
.1	27	
.0		
r	.2 .3 .4 .5 .6 <.9	

Using standard r=0.2 and p at 0.2 and 0.8. Positions are approx.

Item Quality [41 - 50] Table = 2/2



Distribution of Difficulty Indexes

RANGE	N	(%)	HISTOGRAM
.9 - 1	0	(0%)	
.8 - .9	2	(4%)	**
.7 - .8	4	(8%)	****
.6 - .7	4	(8%)	****
.5 - .6	14	(28%)	*****
.4 - .5	13	(26%)	*****
.3 - .4	8	(16%)	*****
.2 - .3	3	(6%)	***
.1 - .2	2	(4%)	**
.0 - .1	0	(0%)	

Distribution of Discrimination Indexes

RANGE	N	HISTOGRAM
.9 - 1	0 (0%)	
.8 - .9	0 (0%)	
.7 - .8	0 (0%)	
.6 - .7	3 (6%)	***
.5 - .6	7 (14%)	*****
.4 - .5	21 (42%)	*****
.3 - .4	12 (24%)	*****
.2 - .3	1 (2%)	*
.1 - .2	3 (6%)	***
.0 - .1	2 (4%)	**
< .0	1 (2%)	*

P-value and r-value of each choice in the items

Item	Sol	p	r	Q*	p1	r1	p2	r2	p3	r3	p4	r4	p5	r5
1	4	.65	.55	S*	.03	.24	.08	.19	.16	.21	.65	.55	.09	.33
2	2	.74	.41	S*	.05	.16	.74	.41	.12	.16	.04	.20	.05	.25
3	5	.50	.56	S*	.05	.17	.29	.46	.09	.17	.06	-.06	.50	.56
4	3	.48	.44	S*	.05	.20	.19	.02	.48	.44	.22	.29	.06	.19
5	3	.44	.32	S*	.09	.16	.05	.23	.44	.32	.16	-.02	.25	.15
6	5	.70	.49	S*	.14	.23	.07	.30	.06	.18	.03	.14	.70	.49
7	1	.88	.30	E*	.88	.30	.07	.16	.05	.23	.00	.00	.01	.10
8	4	.82	.48	E*	.02	.16	.01	.13	.07	.28	.82	.48	.09	.29
9	3	.48	.48	S*	.07	.23	.13	.21	.48	.48	.15	.30	.17	.01
10	1	.60	.41	S*	.60	.41	.04	.17	.13	.19	.10	.23	.13	.11
11	1	.39	.31	S*	.39	.31	.12	.05	.17	.23	.29	.09	.02	.05
12	2	.50	.33	S*	.16	.23	.50	.33	.10	.06	.12	-.08	.12	.26
13	4	.46	.40	S*	.16	.23	.26	.04	.05	.23	.46	.40	.08	.19
14	3	.66	.57	S*	.07	.13	.06	.27	.66	.57	.11	.26	.10	.30
15	1	.70	.48	S*	.70	.48	.18	.29	.04	.20	.06	.25	.02	.08
16	3	.48	.41	S*	.11	.34	.32	.04	.48	.41	.06	.16	.03	.22
17	5	.50	.54	S*	.28	.35	.05	.19	.06	.23	.12	.05	.50	.54
18	5	.39	.56	S*	.09	.22	.30	.42	.02	-.08	.20	.06	.39	.56
19	2	.50	.42	S*	.41	.29	.50	.42	.02	.16	.05	.16	.02	.13
20	3	.57	.45	S*	.12	.20	.09	.28	.57	.45	.09	.11	.12	.14
21	1	.21	.01	U*	.21	.01	.09	.34	.43	-.24	.13	-.12	.14	.19
22	3	.58	.37	S*	.05	.29	.19	.13	.58	.37	.07	.07	.11	.16
23	5	.47	.51	S*	.13	.13	.19	.28	.11	.13	.09	.21	.47	.51
24	5	.22	.10	U*	.08	-.11	.42	.10	.21	-.04	.07	.15	.22	.10
25	1	.39	.08	U*	.39	.08	.44	-.21	.03	.05	.06	.17	.08	.35
26	2	.57	.34	S*	.05	.16	.57	.34	.19	.29	.14	.03	.05	.05
27	2	.19	.14	U*	.73	.10	.19	.14	.02	.01	.03	-.01	.03	.07
28	4	.42	.43	S*	.12	.34	.11	-.06	.33	.18	.42	.43	.03	.24
29	2	.53	.60	S*	.17	.19	.53	.60	.05	.26	.19	.29	.05	.23

30	1	.59	.39	S *	.59	.39	.16	.01	.05	.18	.09	.19	.12	.29
31	3	.78	.37	S *	.20	.37	.02	.05	.78	.37	.00	.00	.00	.00
32	3	.37	.36	S *	.18	.15	.20	.26	.37	.36	.07	.06	.17	.02
33	2	.47	.10	U *	.39	-.04	.47	.10	.05	.24	.05	.05	.05	.02
34	4	.49	.49	S *	.12	.07	.22	.21	.09	.31	.49	.49	.08	.16
35	4	.49	.48	S *	.21	.08	.12	.27	.14	.24	.49	.48	.05	.19
36	1	.26	-.02	U *	.26	-.02	.19	-.10	.09	.13	.11	.16	.34	-.12
37	5	.44	.46	S *	.15	.01	.17	.26	.16	.26	.09	.12	.44	.46
38	2	.34	.42	S *	.26	-.12	.34	.42	.16	.30	.12	.30	.11	.14
39	5	.44	.65	S *	.16	.28	.15	.22	.15	.20	.11	.23	.44	.65
40	1	.37	.30	S *	.37	.30	.36	.12	.08	.16	.05	.16	.14	.04
41	2	.53	.47	S *	.11	.09	.53	.47	.24	.26	.09	.24	.03	.15
42	4	.19	.52	D *	.25	.11	.43	.29	.11	.07	.19	.52	.02	-.06
43	1	.61	.45	S *	.61	.45	.15	.33	.05	.22	.05	.21	.14	.01
44	2	.37	.25	S *	.27	-.16	.37	.25	.16	.14	.16	.32	.04	.13
45	2	.58	.42	S *	.09	.25	.58	.42	.12	.20	.13	.15	.08	.07
46	5	.39	.35	S *	.22	.13	.09	.01	.08	.30	.22	.08	.39	.35
47	3	.49	.64	S *	.17	.36	.16	.13	.49	.64	.10	.21	.08	.26
48	1	.53	.44	S *	.53	.44	.11	.29	.09	.19	.02	.15	.25	.12
49	5	.50	.48	S *	.07	.21	.16	.44	.14	.04	.12	.03	.50	.48
50	2	.52	.37	S *	.09	.20	.52	.37	.21	.11	.09	.31	.08	.07

Appendix K

Student Self-Rating Scales

แบบประเมินความรู้ด้วยตนเอง

คำชี้แจง ให้นักศึกษาประเมินความรู้ของตนเอง โดยทำเครื่องหมาย ✓ ลงในช่องระดับความรู้ในแต่ละเรื่องที่ตรงกับความคิดของเราที่สุด แบบประเมินนี้ใช้เพื่อการวิจัยเท่านั้น ไม่เกี่ยวข้องกับคะแนน

ลำดับ ที่	Traits หัวข้อประเมิน	Opinions ความคิดเห็น				
		มีความรู้ ดีมาก	มีความรู้ ดี	มีความรู้ ดีพอใช้	พอมิ ความรู้ บ้าง	ไม่มี ความรู้ เลย
		4	3	2	1	0
1	Simple present tense e.g. He usually walks to school.					
2	Simple past tense e.g. He took a bus to school yesterday.					
3	Present continuous tense e.g. I am answering the questionnaire.					
4	Future tenses e.g. I'll have tuna salad, please. I am going to drive there.					
5	Present perfect simple tense e.g. I haven't seen Julie for 3 years.					
6	Past continuous tense e.g. The telephone rang while I <u>was taking</u> a bath.					
7	Past perfect simple tense e.g. Ken didn't come with us because he <u>had</u> already <u>seen</u> the movie.					

Appendix L

The Opinionnaire

แบบประเมินความคิดเห็นหลังการฝึก

คำชี้แจง ให้นักศึกษาแสดงความคิดเห็นเกี่ยวกับโปรแกรมที่ใช้ฝึก โดยทำเครื่องหมาย ✓ ลงในช่องความคิดเห็นที่ตรงกับข้อความนั้น ๆ ขอให้ตอบตามความจริงและให้ตรงกับที่เราคิดมากที่สุด การประเมินนี้จะไม่มีส่วนกับคะแนนหรือเกรดแต่อย่างใด

ลำดับ ที่	Traits หัวข้อประเมิน	Opinions ความคิดเห็น				
		เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย ยิ่ง
		5	4	3	2	1
	ด้านเนื้อหา และ โปรแกรม (Contents and Design)					
1	Easy to use ผู้เรียนใช้ด้วยตนเองได้ง่าย					
2	The instruction is comprehensible คำอธิบายวิธีใช้โปรแกรมเข้าใจง่าย					
3	Font size and color are appropriate ขนาดและสีของตัวอักษรเหมาะสม					
4	Number of items in each lesson is appropriate จำนวนข้อในแต่ละบทเรียนเหมาะสม					
5	The difficulty suits the learners' levels ความยากง่ายของเนื้อหาเหมาะกับระดับผู้เรียน					
6	The program is motivating. โปรแกรมน่าสนใจ ทำให้อยากเรียน					
7	The program helps me understand about 'tenses' much better โปรแกรมนี้ช่วยให้ข้าพเจ้ามีความเข้าใจเรื่อง tense มากขึ้น					

ลำดับ ที่	Traits หัวข้อประเมิน	Opinions ความคิดเห็น				
		เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่ เห็น ด้วย	ไม่ เห็น ด้วย อย่าง ยิ่ง
		5	4	3	2	1
8	I always pay attention when I practice with the program ข้าพเจ้าตั้งใจทำแบบฝึกทุกครั้ง อย่างสม่ำเสมอ					
9	I think I know more about tenses after practicing with the program. ข้าพเจ้ารู้สึกว่าคุณเองมีความรู้เรื่อง tense ดีขึ้น หลังใช้โปรแกรมนี้					
ด้านข้อมูลย้อนกลับ (Feedback)						
10	The feedback is useful and helpful. ข้อมูลย้อนกลับที่ได้รับมีประโยชน์					
11	The feedback is easy to understand. ข้อมูลย้อนกลับอ่านเข้าใจง่าย					
12	The feedback makes me understand the contents better. ข้อมูลย้อนกลับที่ได้รับทำให้เข้าใจเนื้อหาดีขึ้น					
13	I always consciously read the feedback and the explanation. ข้าพเจ้าอ่านข้อมูลย้อนกลับ และคำอธิบายอย่างตั้งใจเสมอ					

Appendix M

Test of the Multivariate Normality

Normality of score distribution is one of the basic assumptions of ANOVA. For purposes of significance testing, the dependent variable should be normally distributed in each category of the independent variable(s) (Garson, 1998). Tirakanant (2003: 315) suggests that a proper test of normality for small sample size is the test of *Kolmogorov-Smirnov* which does not have an assumption about the distribution of scores. Results provided by the SPSS package are presented in table below.

Error treatment		Low Achievers			Moderate Achievers			High Achievers		
		Statistic	df	Sig.	Statistic	df	Sig.	Statistic	df	Sig.
POSTTEST	Overt	.135	35	.106	.112	35	.200	.098	35	.200
	Self	.144	35	.062	.144	35	.065	.116	35	.200

To assess the normality of score distribution, we simply look at the significant values from the calculation given by the SPSS package. It was found that the significant values of all six sub-groups were greater than the critical value of .05, indicating that all groups had normal distribution of scores.

Appendix N

Test of the Homogeneity of Variances

Homogeneity of variances is another basic assumption of ANOVA. The dependent variable should have the same variance in each category of the independent variable (Garson, 1998). When there is more than one independent, there must be homogeneity of variances in the cells formed by the independent categorical variables. SPSS provides 'Levene's Test of Equality of Variance' to test the ANOVA assumption that each group of the independent(s) has the same variance. Results from Levene's Test are presented in the following table.

<i>F</i>	df1	df2	Sig
3.10	5	204	.01

It can be seen from the table that the *F* value was equal to 3.10 ($p < .05$). This means that the variances across groups were not equal. However, ANOVA is robust for small and even moderate departures from homogeneity of variance (Steckler & Oleson, 2007; Box, 1954; cited in Garson, 1998). Still, a rule of thumb is that the ratio of largest to smallest group variances should be 3:1 or less. Moore (1995, cited in Garson, 1998) suggests the more lenient standard of 4:1. Steckler and Oleson (2007) point out that as long as the largest variance is no more than 4 or 5 times the size of the smallest variance and the sample sizes are equal, then the test is robust to violations. To obtain the ratio, Steckler and Oleson suggest that a researcher simply squares the largest and the smallest standard deviation to get the variances, and then divide the larger by the smaller.

The largest standard deviation (Table 4.1) was 8.10 and the smallest was 5.16. By squaring these values, we obtained the variances of 65.63 and 26.63. Therefore, the ratio was 65.63: 26.63 or about 2.5: 1 which was acceptable. Then, two-way ANOVA can be used.

Appendix O

Test of the Sphericity

To find answers about the retention of the two error treatment types over time, two-way repeated measures ANOVA has been applied. The first step is to examine the 'sphericity' to determine if the homogeneity of variance assumption is met. The sphericity assumption states that the variance of the difference scores in a within-subjects design is equal across all the groups (Newsom, 2006). The sphericity assumption is similar to the homogeneity of variance assumption with between subjects ANOVA. Normally, SPSS program automatically provides *Mauchly's test of Sphericity* value. Results from the sphericity test are presented in the table below.

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Epsilon(a)		
				Greenhouse-Geisser	Huynh-Feldt	Lower-bound
TEST	.878*	25.986	2	.891	.903	.500

* $p < .05$

The 'test' factor had *Mauchly's W* value of .878 ($p < .05$) which was significant. This means that the sphericity assumption was not met. Newsom (Ibid.) suggests that when this assumption is violated, there will be an increase in Type I errors, because the critical values in the F-table are too small. However, there are several different approaches to correct the problem. The three well known approaches include Greenhouse-Geisser correction, Huynh-Feldt correction, and Lower-bound correction. Experts (Becker, 1999; Bates College, 2004; Newsom, 2006) suggest that when the sphericity assumption is violated, and if the various correction tests lead to different conclusions, the Huynh and Feldt correction is recommended because its correction is the least severe (for detailed discussions, see Newsom, 2006). Baguley (2004) suggests that Huynh-Feldt should be used when the true value of epsilon is near or above 0.75. Therefore, *Huynh-Feldt* correction would be the best choice when looking at the values from the 'tests of within-subjects effects' table in the present study.

BIOGRAPHY

Somsri Jansom was born in 1970 in Samutprakan, Thailand. She received a Bachelor of Nursing from the Thai Red Cross College of Nursing with second class honors in 1992. During the last year of her nursing study, she was chosen to be one of the two representatives of Thai youths to participate in the 'Youth and Health' workshop in Singapore. Her participation in that international setting made her truly realize the importance of English as an international language. Then, after completing her Bachelor's degree and worked at Chulalongkorn Hospital for one year, she decided to further her studies in Applied Linguistics at Mahidol University where she gained her Master of Arts in 1998.

Somsri started her career as a registered nurse at Chulalongkorn Hospital in 1992. While she was studying at Mahidol, she developed Thai language courses for the British Council and taught Thai language to its staff. She also worked as a part-time English teacher at Silpakorn University, Nakornpatom. In 1997, Somsri joined Nava Language School as a branch manager. Two years later, she was promoted to the position of School Coordinator of Nava to oversee the academic standards of its 3 schools. Somsri is now a full-time instructor at the Department of English, Huachiew Chalermprakiet University.

Apart from her studies and work, Somsri has participated in a lot of social activities. She assisted as a liaison in many projects held by the Thai Red Cross, for example, the Asia-Pacific Youth Gathering 1991-1992, and the International Youth Camps. She worked voluntarily as a coordinator for foreign participants in the 3rd Thailand Fencing Open. Also, she participated in the "Ship for Southeast Asian Youth Program 1996" and was elected the 'Youth Leader' of Thailand in that program.