

## REFERENCES

- Abu Rass, R. 2001. Integrating reading and writing for effective language teaching. Forum. 39 (1): 30.
- Adams, M. J. 1990. Beginning to Read: Thinking and Learning about Print. Cambridge: MIT Press.
- Aiken, A. G. & Lisa B. 2002. They love words. The Reading Teacher. 56(1): 68-74.
- Ary, D., Jacobs, L.C., & Razavieh, A. 2002. Introduction to Research in Education. 6<sup>th</sup> ed. Belmont: Wadsworth/Thomson Learning.
- Bartlett, F. C. 1967. Remembering: A Study in Experimental and Social Psychology. Cambridge: Cambridge University Press.
- Baumann, J. F. & Ivey, G. 1997. Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom. Reading Research Quarterly. 32 (3), 244 – 75.
- Beach, R. & Myers, J. 2001. Inquiry-Based English Instruction: Engaging Students in Life and Literature. New York: Teachers College.
- Beck, I. L., & McKeown, M. G. 2001. Text talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher. 55(1): 10–20.
- Becker, H. 2003. Teaching ESL K-12: Views from the Classroom. Boston: Heinle & Heinle.
- Benson, P. 2001. Teaching and Researching Autonomy in Language Learning. London: Longman.
- Benson, P. 2003. Learner autonomy in the classroom, in Nunan, D. (Ed.), Practical English Language Teaching. New York: McGraw-Hill.
- Bialystok, E. 1981. The role of conscious strategies in second language proficiency. Modern Language Journal. 65: 13-24.
- Bickley, V. (Ed.). 1989. Language Teaching and Learning Styles Within and Across Cultures. Institute of Language in Education, Education Department, Hong Kong.
- Borich, G.D. 2004. Effective Teaching Methods. 5<sup>th</sup> ed. Upper Saddle River: Pearson.
- Bowen, J.D., Madsen, H., & Hilferty, A. 1985. TESOL Techniques and Procedures. Rowley: Newbury House.
- Bowman, B., Burkart, G. & Robson, B. 1989. TEFL/TESL Teaching English as a Foreign or Second Language. Washington, DC: Peace Corps.

- Brown, H.D. 1994. Principles of Language Learning and Teaching. 3<sup>rd</sup> ed. Englewood Cliffs: Prentice Hall Regents.
- Brown, H.D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall Regents.
- Brown, H.D. 2002. Strategies for Success: A Practical Guide to Learning English. New York: Longman.
- Byrne, D. 1987. Techniques for Classroom Interaction. London: Longman.
- Cameron, L. 2001. Teaching Language to Young Learners. Cambridge: Cambridge University Press.
- Canale, M. and Swain, M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics 1:1-47.
- Carson, J.G. and Longhini, A. 2002. Focusing on Learning Styles and Strategies: A Diary Study in an Immersion Setting. Language Learning. 52 (2): 401-438.
- Celce-Murcia, M. 1991. Teaching English as a Second or Foreign Language. 2<sup>nd</sup> ed. Boston: Heinle & Heinle.
- Chamot, A. & O'Malley, M. 1994. The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading: Addison Wesley.
- Cho, K-S & Kim, H-J. 2004. Recreational reading in English as a Foreign Language in Korea: Positive effects of a sixteen-week program. Knowledge Quest. 32(4): 36-8.
- Clarke, D. F. & Nation, I. S. P. 1980. Guessing the meanings of words from context: strategy and techniques. System. 8: 211-20.
- Clay, M. M. 1991. Introducing a new storybook to young readers. The Reading Teacher. 45: 264 – 73.
- Christenson, T.A. 2002. Supporting struggling writers in the elementary classroom. Newark, DE: International Reading Association.
- Cohen, A. 1990. Language Learning: Insights for Learners, Teachers, and Researchers. New York: Newbury House.
- Cohen, A. et al. 1996. The Impact of Strategies-Based Instruction on Speaking a Foreign Language: A Research Report. Center for Advanced Research on Language Acquisition: University of Minnesota. Coleman, S. L. 2000 Exploring the use of a writer's workshop in a primary grade classroom. Dissertation Abstract International. (University Online No. AAT 1400259).

- Cummins, J. 1991. Conversational and academic language proficiency in bilingual contexts. In Hulstijn, J. & Matter, J. (Eds.), Reading in Two Languages, 75-89. AILA-Review 8/91.
- Cummins, J., Harley, B., Swain, M., & Allen, P. 1990. The Development of Second Language Proficiency. New York: Cambridge University Press.
- Cunningham, P. 2006. What if they can say the words but don't know what they mean? The Reading Teacher. 59(7): 708-11.
- Cunningham, P. M., Hall, D. P., & Defee, M. 1991. Nonability-grouped, multilevel instruction: A year in a first grade classroom. The Reading Teacher. 44: 566-71.
- Cunningham-Andersson, U. & Andersson, S. 1999. Growing Up with Two Languages: A Practical Guide. London: Routledge.
- Danuwong, N. 1994. Effects of Using Negotiation for Meaning Teachnique of English Language Learning Achievement of Mathayom Suksa Three Students. MA Thesis. Bangkok: Chulalongkorn University.
- Dole, J.A., Brown, K.J., & Trathen, W. 1996. The effects of strategy instruction on the comprehension performance of at-risk students. Reading Research Quarterly. 31(1): 62-88.
- Dornyei, A. & Thurrell, S. 1991. Strategic Competence and How to Teach It. ELT Journal, 45(1), 16 – 23.
- Ellis, R. 1994. The Study of Second Language Acquisition. New York: Oxford University Press.
- Ehrman, M. 1996. Understanding Second Language Learning Difficulties. Thousand Oaks, CA: Sage.
- Embi, M.A. 2000. Language Learning Strategies: A Malaysian Context. Malaysia.
- Fraenkel, J.R. & Wallen, N.E. 2000. How to Design and Evaluate Research in Education. 4<sup>th</sup> ed. Boston: McGraw-Hill.
- Freppon, P.A. 1992. Children's concepts of nature and purpose of reading and writing in different instructional settings. Journal of Reading Behavior: A Journal of Literacy. 23: 139-63.
- Goatley, V. J., Brock, C. H., & Raphael, T. E. 1995. Diverse learners participating in regular education "Book Clubs." Reading Research Quarterly. 30 (3): 352-80.

- Gregersen, T., Martinez, R. V., Rojas, P. P. & Alvarado, L. E. 2001. Can foreign language learning strategies turn into crutches? A pilot study on the use of strategies by successful and unsuccessful language learners. Revista Signos. 34(49-50): 101-11.
- Gunn, C.L. 2003. Teaching, Learning and Researching in an ESL Context. Lanham: University Press of America.
- Gunning, T.G. 2003. Creating Literacy Instruction for All Children. 4<sup>th</sup> ed. Boston, MA: Allyn & Bacon.
- Gunter, M.A., Estes, T.H., & Schwab, J. 1995. Instruction: A Model Approach. Boston: Allyn & Bacon.
- Hall, E. T. 1977. Beyond Culture. Garden City, NY: Anchor Press.
- Han J. W. & Ernst-Slavit, G. 1999. Come join the literacy club: One Chinese ESL child's literacy experience in a 1<sup>st</sup>-grade classroom. Journal of Research in Childhood Education. 13(2): 144-54.
- Hatch, E. & Farhady, H. 1982. Research Design and Statistics for Applied Linguistics. MA: Newbury House Publishers, Inc.
- Haugland, S.W. & Wright, J.L. 1997. Young Children and Technology: A World of Discovery. Boston, MA: Allyn & Bacon.
- Hismanoglu, M. 2000. Language Learning Strategies in Foreign Language Learning and Teaching. The Internet TESL Journal, 6(8). <http://iteslj.org/>
- Honig, B. 1996. Teaching Our Children to Read: The Role of Skills in a Comprehensive Reading Program. CA: Corwin Press, Inc.  
<http://www.nflrc.hawaii.edu/rfl/October2003/mohdasraf/mohdasraf.html>.
- Huang, G. 1993. Beyond Culture: Communicating with Asian American Children and Families. ERIC Clearinghouse on Urban Education New York NY.
- Hughes, R. 2002. Teaching and Researching Speaking. London: Pearson Education.
- Isaac, S. & Michael, W. B. 1981. Handbook in Research and Evaluation. CA: EdITS Publishers.
- Jalongo, M.R. 1992. Early Childhood Language Arts. Boston: Allyn & Bacon.
- Kasper, L. F. 1996. Writing to read: Enhancing ESL students' reading proficiency through written response to text. Teaching English in the Two-Year College. 23: 25-33.

- Katchen, J. E. (1989). Teaching English – American Styles – at a Chinese University. in Bickley, Verner (Ed.), Language Teaching and Learning Styles Within and Across Cultures. Institute of Language in Education, Education Department, Hong Kong.
- Kong, A. & Fitch, E. 2002. Using Book Club to engage culturally and linguistically diverse learners in reading, writing, and talking about books. The Reading Teacher. 56 (4): 352–62.
- Lan, L. and Oxford, R. 2003. Language Learning Strategy Profiles of Elementary School Students in Taiwan. International Review of Applied Linguistics in Language Teaching, 41 (4): 339-379
- Lasley II, T.J. et al. 2002. Instructional Models: Strategies for teaching in a Diverse Society. 2<sup>nd</sup> ed. Belmont: Wadsworth/Thomson Learning.
- Light, P. & Littleton, K. 1999. Social Processes in Children's Learning. New York: Cambridge University Press.
- Lightbown, P.M. & Spada, N. 2001. How Languages are Learned. 2<sup>nd</sup> ed. Oxford: Oxford University Press.
- Maley, A. 1989. Divided Worlds: Divided Minds. in Bickley, Verner (Ed) Language Teaching and Learning Styles Within and Across Cultures. Institute of Language in Education, Education Department, Hong Kong.
- Mallett, M. 1999. Young researchers: Informational Reading and Writing in the Early and Primary Years. London: Routledge.
- Manzo, A.V. & Manzo U.C. 1995. Teaching Children to be Literate: A Reflective Approach. Fort Worth, TX: Hartcourt Brace College.
- Marcos, K. 2000. Why, How, and When Should My Child Learn a Second Language? <http://www.kidsource.com/kidsource/content3/second.language.p.k12.2.html#credits>  
ERIC Clearinghouse on Languages and Linguistics.
- Mathes, P. G., & Allison E. B. 2001. The effects of peer-assisted literacy strategies for first-grade readers with and without additional mini-skills lessons. Learning Disabilities Research & Practice. 16(1): 28–44.
- Mathes, P. G., Howard, J. K., Allen, S. H., & Fuchs, D. 1998. Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. Reading Research Quarterly. 33 (1): 62–94.
- McDonough, S. 1995. Strategy and Skill in Learning a Foreign Language. London: Edward Arnold.

- McMillan, J. & Schumacher, S. 1997. Research in Education: a Conceptual Introduction. 4<sup>th</sup> ed. New York: Longman.
- Mendelsohn, D. 1994. Learning to Listen: A Strategy-based Approach for the Second-Language Teaching. Dominie Press.
- Nunan, D. 1991. Language Teaching Methodology: A Textbook for Teachers. New York: Prentice Hall.
- O'Malley, M., & Chamot, A. 1990. Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press.
- Oxford, R. 1990. Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House.
- Oxford, R. 1990. Learning strategies. New York: Newbury House.
- Oxford, R., & Nyikos, M. 1989. Variables affecting choice of language learning strategies by university students. The Modern Language Journal. 73: 291-300.
- Palmquist, M. 1997. Overview: Experimental and Quasi Experimental Research. Colorado State University. Available at:  
<http://writing.colostate.edu/references/research/experiment/index.cfm>
- Palmquist, M. 1997. Overview: Generalizability and Transferability. Colorado State University. Available at:  
<http://writing.colostate.edu/references/research/gentrans/index.cfm>
- Peart, S. C. 2003. Enhancing grade one children's responses to literature through creative expression. Dissertation Abstract International. (University Online No. AAT MQ81108).
- Ra-Ngubtook, W. 1993. A Comparison of the Effectiveness of Direct and Embedded Metacognitive Learning Strategy Training Models in English Reading Comprehension for Upper Secondary School Students. Doctoral Dissertation. Bangkok: Chulalongkorn University.
- Reutzel, D. R. & Fawson, P. C. 1989. Using a literature webbing strategy lesson with predictable books. The Reading Teacher. 43(3): 208-15.
- Reutzel, D. R., & Fawson, P. 1991. Literature webbing predictable books: A prediction strategy that helps below-average, first-grade readers. Reading Research and Instruction. 30(4): 20-30.
- Richards, J.C. 1998. Teaching in Action: Case Studies from Second Language Classrooms. Alexandria: TESOL.

- Richards, J.C. & Renandya, W.A. 2002. Methodology in Language Teaching. Cambridge: Cambridge University Press.
- Robinson, G. 1985. Crosscultural Understanding: Process and Approaches for Foreign Language, English as a Second Language and Bilingual Educators. New York: Pergamon Press.
- Rubin, J. & Thompson, I. 1994. How to be a More Successful Language Learner. 2<sup>nd</sup> ed. Boston: Heinle & Heinle.
- Ruddell, R.B. 2002. Teaching Children to Read and Write: Becoming an Effective Literacy Teacher. 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.
- Ruddell, R.B. & Ruddell, M.R. 1995. Teaching Children to Read and Write: Becoming an Influential Teacher. Boston, MA: Allyn & Bacon.
- Savignon, S.J. & Sysoyev, P.V. 2002. Sociocultural Strategies for a Dialogue of Cultures. *The Modern Language Journal*, 86, IV.
- Searfoss, L.W. & Readence, J.E. 1994. Helping Children Learn to Read (3<sup>rd</sup> Ed.). MA: Allyn and Bacon.
- Sharples, J. & De' Ath, C. 1997. The Complete Guide to International Schools in Thailand 1997-98. 2<sup>nd</sup> ed. Bangkok: Head Line Books.
- Shelley A. C., Bridwell B., Hyder, L., Ledford, N. & Patterson P. 1997. Revisiting the KWL: What we Knew; What we Wanted to Know; What we Learned. Reading Horizons. 37: 233-42.
- Smith, C.B. 2003. Grammar and Language Skills: The Benefits of Direct Instruction. Bloomington: ERIC Clearinghouse on Reading, English, and Communication.
- Smith, P.G. 2001. Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction. Newark: International Reading Association.
- Sowers, J. 2000. Language Arts in Early Education. Albany, NY: Delmar.
- Stewig, J.W. & Nordberg, B. 1995. Exploring Language Arts in the Elementary Classroom. Belmont: Wadsworth.
- Tomalin, B. & Stempleski, S. 1993. Cultural Awareness. Oxford: Oxford University Press
- Vale, D. & Feunteun, A. 1995. Teaching Children English: A Training Course for Teachers of English to Children. Cambridge: Cambridge University Press.
- Vacca, R. T., & Rasinski, T. V. 1992. Case Studies in Whole Language. TX: Harcourt Brace Jovanovich.

- Wachtmann, B. J. 1982. Enhancing student achievement through improved observation techniques and instructional conferencing skills of elementary principals: A two year study. Dissertation Abstract International. (University Online No. AAT 8224805)
- Wenden, A. 1991. Learner Strategies for Learner Autonomy. Prentice Hall.
- Yates, I. 1998. Language and Literacy. Warwickshire: Scholastic.



## **APPENDICES**

## APPENDIX A

### Social Strategies Questionnaire for Young Language Learners







#### Instruction:

1. This questionnaire aims to study children's use of social strategies when learning English. There is no correct answer for each question. Children are to choose the answer that truly applies to their own behaviors.
  
2. There are 9 items in this questionnaire, which are divided into 3 main categories according to the social strategies as follows:
  - 2.1. *Asking questions*
    - General: Question 1
    - Clarification or verification: Question 2
    - Correction: Question 3
  
  - 2.2. *Cooperating with others*
    - General: Question 4
    - Peers: Question 5
    - Proficient users of the language: Question 6
  
  - 2.3. *Empathizing with others*
    - General: Question 7
    - Develop cultural understanding: Question 8
    - Aware of others' thoughts and feelings: Question 9
  
3. This questionnaire will be administered twice, prior and after the experiment of teaching social strategies. The total time to complete the questionnaire is approximately 30 minutes.




























## Social Strategies Questionnaire for Young Language Learners

### Example:

Read the statements on the left columns and mark X over the face in the box that suits you most.

	Often	Sometimes	Rarely
1. I watch television			
2. I speak English			

**Read / Listen to the following statements and think about your own behaviors.  
Mark X over the face in the box that suits you most.**

	Often	Sometimes	Rarely
1. I ask questions in the classroom			
2. I ask teachers to speak louder when I cannot hear			
3. I ask friends to check if I understand correctly			
4. I like doing group work			
5. I work with friends to learn English			
6. I work with English speakers to help me learn English			
7. I like to be friend with people from different cultures			
8. I try to learn about English speakers' culture			
9. I try to understand others' thoughts and feelings			

## APPENDIX B

### Social Strategies Classroom Observation Checklist

**Instruction:** During the lessons and tasks, please observe the students and mark X under the appropriate column.

**Date:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_ **Group:** \_\_\_\_\_

Name	Asking questions for clarification or verification	Asking for correction	Cooperating with peers	Cooperating with proficient users of the new language	Developing cultural understanding	Becoming aware of others thoughts and feelings	TOTAL
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
<b>TOTAL</b>							



















## APPENDIX C

## Social Strategies Self-reflection Checklist

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instruction:** Ask students to reflect their behaviors and mark X over the face suits he / she the most.

	Often	Sometimes	Rarely
Asking questions for clarification or verification e.g. <ul style="list-style-type: none"> <li>• Can you repeat that?</li> <li>• What does that mean?</li> </ul>			
Asking for correction e.g. <ul style="list-style-type: none"> <li>• Is this right?</li> <li>• Am I correct?</li> </ul>			
Cooperating with peers e.g. <ul style="list-style-type: none"> <li>• High interaction</li> <li>• Group work</li> </ul>			
Cooperating with proficient users of the new language e.g. <ul style="list-style-type: none"> <li>• Talk to proficient users</li> <li>• Initiate conversation</li> </ul>			
Developing cultural understanding e.g. <ul style="list-style-type: none"> <li>• Learn about target culture</li> <li>• Understand different cultures</li> </ul>			
Becoming aware of others thoughts and feelings e.g. <ul style="list-style-type: none"> <li>• Caring</li> <li>• Open-minded</li> </ul>			

**Social Strategies:**

- Asking questions
  - Clarification or verification:
  - Correction
- Cooperating with others
  - Peers
  - Proficient users of the language
- Empathizing with others
  - Develop cultural understanding
  - Aware of others' thoughts and feelings

**Scoring:**

- Often = 3
- Sometimes = 2
- Rarely = 1

## APPENDIX D

### Cambridge Young Learners English Test (YLE)

The tests are colourful and fun, and test all the four skills of listening, speaking, reading and writing. All children taking one of the tests receive a certificate award from Cambridge showing how well they did in each part.

#### **What are the Cambridge Young Learners English Tests?**

The Cambridge Young Learners English Test are a series of examinations for learners of English as a foreign language. The tests are available at three levels - Starters, Movers and Flyers. The tests aim to sample relevant and meaningful language use, measure ability accurately and fairly, present the first positive impression of international tests, and promote and encourage effective learning and teaching.

The Young Learners exams are a series of tests designed to assess the English of children between the ages of seven and twelve. The tests are presented in a fun way to give children a positive experience of international tests and to promote and encourage effective learning and teaching.

The exams, which are available at three levels, Starters, Movers and Flyers, provide highly motivating ways of assessing the four skills of speaking, listening, reading and writing. As the highest level test Flyers is roughly equivalent in language level to the KET, it can serve as an appropriate bridge to the KET or a step leading to PET, as learners move into adolescence.

#### **Who are the tests for?**

The tests are designed to assess the English of primary learners of all nationalities, whatever their first language, between the ages of 7 and 12. The material is intended to be relevant and interesting to all. A great deal of thought has gone into designing the tests

for children in this age group. They are just as reliable as the Cambridge tests for adults, but they are based on the kinds of topics and activities, which are familiar to children.

### **Which skills do the tests cover?**

All four of the main language skills are tested: listening, speaking, reading and writing - to give a comprehensive picture of the learner's overall level of English.

### **What are they like?**

Each level of the test has three components: Reading and Writing, Listening and Speaking. All three components are attractively illustrated in full-colour.

#### *Reading and Writing*

This is a paper and pencil test which lasts between 20 minutes (Starters) and 40 minutes (Flyers). Texts are short and constrained by a specified set of words and structures. Candidates perform simple operations such as selecting and ticking, writing words and phrases in gaps, or answering open-ended questions. Papers are sent to UCLES for marking.

#### *Listening*

This is also a paper and pencil test which lasts between 20 minutes (Starters and Flyers) and 25 minutes (Movers). As with the Reading and Writing paper, texts are limited in the language assessed to what is specified in the test specifications. Candidates listen to short recorded dialogues involving both child and adult speakers, and perform simple operations such as drawing lines, selecting, matching and colouring. Papers are sent to UCLES for marking.

## *Speaking*

This is a face-to-face test which lasts between 5 and 10 minutes with suitably qualified, experienced and trained Examiners. Children perform various activities in response to prompts from the examiner using visual stimuli, and give simple information about themselves.

### **Who marks the tests?**

Trained oral examiners assess the children's performance in the Speaking Test. Reading & Writing and Listening tests are sent to Cambridge and marked by UCLES.

### **What do candidates receive?**

There is no pass or fail. Every candidate who attempts all three components will receive an Award showing a number of badges (Cambridge crests) out of five for each component. For example, a candidate may obtain three badges for Reading and Writing, four badges for Listening and five badges for Speaking. The minimum Award for children who have attempted all three components is an Award with one badge for each component.

### **When do candidates receive their results?**

Marking is completed at UCLES within two weeks of receiving the children's completed answer booklets. So children should receive their Awards within one month of taking their test, allowing for despatch time.

### **What teaching materials are available?**

The Cambridge Young Learners tests were developed in close collaboration with Homerton College, the teacher training college in Cambridge, which has published a



range of learning materials for this age group. However, the tests are not tied to a particular course, and are designed to be suitable for use with any of the established Young Learners courses and textbooks. Syllabuses for all three tests, test specifications, as well as publication details are provided in the Young Learners Handbook. Full-colour sample materials can be purchased from the Publications Unit, UCLES.

### **Where do the tests take place?**

Whenever possible our Examinations Centre will arrange tests for your candidates to be held in your school.

### **When do the tests take place?**

There are no fixed dates for any of the Young Learners Tests. Our Centres can arrange tests at any time of the year, to meet your needs, although you will need to register your candidates for the tests at least six weeks in advance, providing you have the minimum number of candidates (10 per session, not necessary all on the same level).

### **What are the test fees?**

The fees will vary slightly from year to year. The current ones are:

Level Fee:

- Starters GBP 25
- Movers GBP 27
- Flyers GBP 29

### **What are the conditions for registering candidates for the tests?**

Please note that there is a minimum requirement of 10 candidates for any test date. A completed YLET Provisional Entry Request Form and evidence of fee payment should

reach our Centre by post or fax at least two months before the requested test date. We will confirm receipt of your request by returning a signed copy of the Form to you.

If you have initially paid only a minimum of 10 test fees for a given test date, the second and final payment of the fees for all your entries should reach our Centre together with the final list of your candidates at least 4 weeks before the agreed test date.

**Further information**

If you are a parent and would like your child to take a YLE, please ask their English teacher to contact the Centre at:

T: + 40 (21) 307.96.03

F: + 40 (21) 307.96.01

e-mail: [exams@britishcouncil.ro](mailto:exams@britishcouncil.ro)

## An Overview of Cambridge Young Learners English Test Starters



<b>Test Content</b>	Listening Reading & Writing Speaking
<b>Length of Test</b>	Approximate total length: 45 minutes Listening: 20 minutes Reading & Writing: 20 minutes Speaking: about 3-5 minutes
<b>Learning Level</b>	After about 100 hours of English language learning. This will vary according to the age and linguistic background of the child.
<b>Linguistic Content</b>	Vocabulary - approximately 390 words Topics - 10 topic areas Structures Concepts
<b>Number of Questions</b>	Listening: 4 parts, 20 questions Reading & Writing: 5 parts, 25 questions Speaking: 5 parts
<b>Task Types</b>	
<b>Listening</b>	selecting answers; following instructions and choosing objects to color
<b>Reading &amp; Writing</b>	recognition, spelling and a little writing
<b>Speaking</b>	talking about oneself and following instructions

**APPENDIX E**  
**Examples of Lesson Plans for the Experimental Group**

**Lesson Plan 1: *Fiction and Non-Fiction + Introduction to Social Strategies***

**Date:** September, 2005      **Time:** 40 Minutes      **Group:** Experimental      **Instructor:** Juckrawooth Attanawanich

**Aim:** To introduce and enhance the students' knowledge on:

1. *Libray Skills*

1.1. RLc: Understand the differences between fiction and non-fiction

1.2. RLd: Check out both fiction and non-fiction books

2. *Social Strategies*

2.1. Asking questions

2.2. Cooperating with others

2.3. Empathizing with others

**Level:** Grade 1 and Grade 2

**Objective:** At the end of session, students should be:

1. Able to tell the characteristics of a fiction book

2. Able to tell the characteristics of a non-fiction book

3. Able to tell the differences between fiction and non-fiction

4. Able to choose both fiction and non-fiction books to read at home

5. Able to recall the name and understand the concept of the introduced social strategies

- Materials:**
1. A set of fiction books
  2. A set of non-fiction books
  3. A poster of social strategies
  4. A set of social strategies name card (A4-size): *Asking Questions, Cooperating with Others, and Empathizing with Others.*

**Procedures:**

Step	Time	Teacher's Tasks	Students' Tasks	Purpose(s)
1	5 mins	<p><b>Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Greeting.</li> <li>2. <u>Introduce the three social strategies by showing the poster to Ss.</u></li> <li>3. <u>Ask Ss to read the names of social strategies on the poster.</u></li> <li>4. Review the library rules and regulation using the following questions:               <ol style="list-style-type: none"> <li>4.1. What do we do in the library? (<i>Read a book, Be quiet, Walk, Not tearing a book, Share a book with friends, etc.</i>)</li> <li>4.2. What kind of voice do we use in the library? (<i>Inside voice</i>)</li> <li>4.3. How many books do we take out to read at</li> </ol> </li> </ol>	<p>Give responses to T.</p> <p>Listen and look.</p> <p>Read</p> <p>Listen and share ideas.</p>	To gain students' attention.

		<p>a time? (<i>One book</i>)</p> <p>4.4. Where do we put the book back after reading? (<i>Shelves / Trolley</i>)</p> <p>4.5. How many books can we check out to read at home? (<i>Two</i>)</p> <p>4.6. What kinds of book can we check out? (<i>Fiction and Non-fiction</i>)</p> <p>4.7. Who can help you checking out books? (<i>Ms. Yui / Mr. Ant</i>)</p>		
2	10 mins	<p><b>Presentation:</b></p> <ol style="list-style-type: none"> <li>Show the fiction and non-fiction books to Ss by selecting one book from each pile at a time.</li> <li>Ask if they know what kinds of book these are. (<i>Do you know what kind of book is this?</i>)</li> <li>If yes, ask how they can tell the type of a book.</li> <li>If no, ask if they can see the differences between the twos.</li> <li><u>Show the Asking Questions strategy card and model to Ss how this strategy can help them understand better.</u></li> </ol>	<p>Look and listen.</p> <p>Listen and give responses to T's questions.</p> <p>Respond to T's questions.</p> <p>Listen, look and respond.</p> <p>Look and listen.</p> <p>Listen.</p>	To present today's library skills to the class.

		6. Explain to Ss the differences between fiction and on-fiction books and show Ss the book labels on the back of each book to distinguish between these twos. ( <i>F = Fiction / NF = Non-Fiction</i> )		
3	10 mins	<p><b><i>Practice &amp; Evaluation:</i></b></p> <ol style="list-style-type: none"> <li>Put Ss into five groups by assigning number 1 – 5 to each student and ask Ss who share the same number to form their group.</li> <li>Explain today activity which is asking Ss to separate the given pile of books into two groups of fiction and non-fiction.</li> <li><u>Show the Cooperating with Others strategy card and ask Ss how this strategy can help them work.</u></li> <li>Ask Ss if they understand how to play the game and <u>show the Asking Questions strategy card to encourage Ss to ask questions.</u></li> <li>Start the activity by giving out one pile of mixing fiction and non-fiction books (5 each) to each group.</li> <li>Check each group after they finished the task.</li> </ol>	<p>Respond to T's instruction.</p> <p>Listen.</p> <p>Look and respond.</p> <p>Listen, think, and ask question(s), if there's any.</p> <p>Participate in the activity.</p> <p>Complete the activity.</p> <p>Look and respond.</p> <p>Respond.</p> <p>Respond.</p>	To check if students understand today lesson.

		<p>7. <u>Show the Empathizing with Others strategy card and ask the first group to finish the task tells their feelings.</u></p> <p>8. <u>Then, ask the same group how they would feel if they finish the last.</u></p> <p>9. <u>Repeat the question with other groups.</u></p>		
4	15 mins	<p><b>Conclusion:</b></p> <p>1. Ask Ss how they differentiate the fiction and non-fiction books.</p> <p>2. <u>Ask Ss to name the three social strategies.</u></p> <p>3. Conclude today lesson using the concept questions.</p> <p>4. Let Ss choose books to check out for home reading.</p>	<p>Respond to T's instruction.</p> <p>Respond.</p> <p>Listen.</p> <p>Participate in the activity.</p>	<p>To summarize today lesson.</p>



**Concept Questions:**

- What is a fiction / non-fiction book?
- Is it a real or pretend story?
- Can you give some examples?
- How many books you can check out to read at home?
- What kinds of book you can check out to read at home?
- Which strategies did we learn today?
- Which strategy can help you understand better?
- Which strategy can help in group work?
- Which strategy can help you understand how others feel?

**Assessment:** Observing students' participation and interaction in the classroom in the following aspects:

- Students can tell the characteristics of a fiction book.
- Students can tell the characteristics of a non-fiction book.
- Students can to tell the differences between fiction and non-fiction.
- Students can choose both fiction and non-fiction books to read at home.
- Students can recall the name and understand the concept of the introduced social strategies

## APPENDIX F

### Examples of Lesson Plans for the Control Group

#### Lesson Plan 1: *Fiction and Non-Fiction*

**Date:** September, 2005      **Time:** 40 Minutes      **Group:** Control      **Instructor:** Juckrawooth Attanawanich

**Aim:** To introduce and enhance the students' knowledge on:

1. *Libray skill*

1.1. RLC: Understand the differences between fiction and non-fiction

1.2. RLd: Check out both fiction and non-fiction book

**Level:** Grade 1 and Grade 2

**Objective:** At the end of session, students should be:

1. Able to tell the characteristics of a fiction book
2. Able to tell the characteristics of a non-fiction book
3. Able to tell the differences between fiction and non-fiction
4. Able to choose both fiction and non-fiction books to read at home

**Materials:** 1. Fiction books  
2. Non-fiction books

**Procedures:**

Step	Time	Teacher's Tasks	Students' Tasks	Purpose(s)
1	5 mins	<p><b>Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Greeting.</li> <li>2. Review the library rules and regulation using the following questions:               <ol style="list-style-type: none"> <li>2.1. What do we do in the library? (<i>Read a book, Be quiet, Walk, Not tearing a book, Share a book with friends, etc.</i>)</li> <li>2.2. What kind of voice do we use in the library? (<i>Inside voice</i>)</li> <li>2.3. How many books do we take out to read at a time? (<i>One book</i>)</li> <li>2.4. Where do we put the book back after reading? (<i>Shelves / Trolley</i>)</li> <li>2.5. How many books can we check out to read at home? (<i>Two</i>)</li> <li>2.6. What kinds of book can we check out? (<i>Fiction and Non-fiction</i>)</li> <li>2.7. Who can help you checking out books? (<i>Ms. Yui / Mr. Ant</i>)</li> </ol> </li> </ol>	<p>Give responses to T.</p> <p>Listen and share ideas.</p>	<p>To gain students' attention.</p>

2	10 mins	<p><b>Presentation:</b></p> <ol style="list-style-type: none"> <li>1. Show the fiction and non-fiction books to Ss by selecting one book from each pile at a time.</li> <li>2. Ask if they know what kinds of book these are. (<i>Do you know what kind of book is this?</i>)</li> <li>3. If yes, ask how they can tell the type of a book.</li> <li>4. If no, ask if they can see the differences between the twos.</li> <li>5. Explain to Ss the differences between fiction and non-fiction books and show Ss the book labels on the back of each book to distinguish between these twos. (<i>F = Fiction / NF = Non-Fiction</i>)</li> </ol>	<p>Look and listen.</p> <p>Listen and give responses to T's questions.</p> <p>Respond to T's questions.</p> <p>Listen, look and respond.</p> <p>Listen.</p>	<p>To present today's library skills to the class.</p>
3	10 mins	<p><b>Practice &amp; Evaluation:</b></p> <ol style="list-style-type: none"> <li>1. Put Ss into five groups by assigning number 1 – 5 to each student and ask Ss who share the same number to form their group.</li> <li>2. Explain today activity which is asking Ss to separate the given pile of books into two groups of fiction and non-fiction.</li> </ol>	<p>Respond to T's instruction.</p> <p>Listen.</p> <p>Listen, think, and ask question(s), if there's</p>	<p>To check if students understand today lesson.</p>

		<ol style="list-style-type: none"> <li>3. Ask Ss if they understand how to play the game.</li> <li>4. Start the activity by giving out one pile of mixing fiction and non-fiction books (5 each) to each group.</li> <li>5. Check each group after they finished the task.</li> </ol>	<p>any.</p> <p>Participate in the activity.</p> <p>Complete the activity.</p>	
4	15 mins	<p><b>Conclusion:</b></p> <ol style="list-style-type: none"> <li>1. Ask Ss how they differentiate the fiction and non-fiction books.</li> <li>2. Conclude today lesson using the concept questions.</li> <li>3. Let Ss choose books to check out for home reading.</li> </ol>	<p>Respond to T's instruction.</p> <p>Listen.</p> <p>Participate in the activity.</p>	To summarize today lesson.

**Concept Questions:**

- What is a fiction / non-fiction book?
- Is it a real or pretend story?
- Can you give some examples?
- How many books you can check out to read at home?
- What kinds of book you can check out to read at home?

**Assessment:** Observing students' participation and interaction in the classroom in the following aspects:

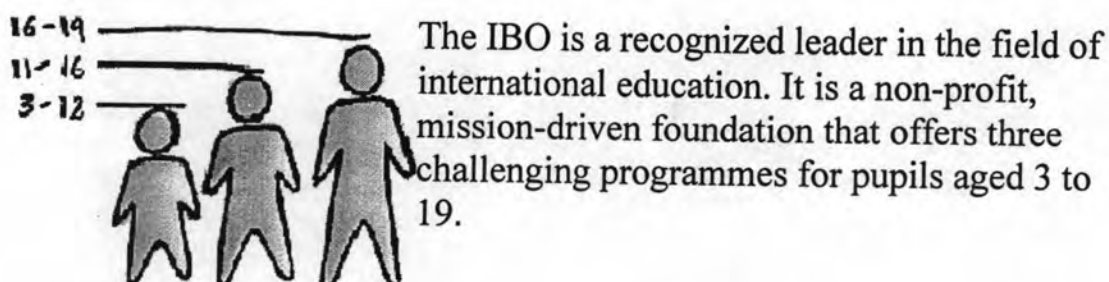
- Students can tell the characteristics of a fiction book.
- Students can tell the characteristics of a non-fiction book.
- Students can to tell the differences between fiction and non-fiction.
- Students can choose both fiction and non-fiction books to read at home.

## APPENDIX G



## International Baccalaureate Organization

The International Baccalaureate Organization (IBO) offers three programmes of international education for students aged 3 to 19.



- **The Primary Years Programme (PYP) for pupils aged 3 to 12** focuses on the development of the whole child in the classroom and in the world outside.
- **The Middle Years Programme (MYP) for students aged 11 to 16** provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.
- **The Diploma Programme for students aged 16 to 19** is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world.

## APPENDIX H

### IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

*International Baccalaureate Organization 2006*





## BIOGRAPHY

Juckrawooth Attanawanich was born and raised in Bangkok, Thailand. He received his bachelor degree in Education with the concentration on Early Childhood from Chulalongkorn University in 1994. Two years later, he received his master degree in Management from National University, the USA. He has been working in the international education field since the year 2000 and has put his interest in children's language acquisition and children's language learning in a bilingual context. Learning styles and strategies, supporting the language learning, are also areas of his interest and have been investigated in this dissertation.