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## APPENDICES

## APPENDIX A

### ANALYSIS OF THE STUDENTS' ERROR TYPES

#### A.1 The categorization of the students' written errors

Sentences	semantics	morphosyntax	spelling	punctuation
1. Mexico City is location in North America.		/	/	
2. They aren't enough jobs for all of them.		/		
3. I studying electronic.		/		
4. Would be the cigarette companies.		/		/
5. He is born in....		/		
6. I have got a official family.		/		
7. Well you from this campus in March.		/		
8. What do you job?		/		
9. Where do you live job?	/	/		
10. No, it is.	/	/		
11. Cigarette should banned.		/		
12. As a boy he we infer in film marketing.	/	/		
13. It's have every job.	/	/		
14. I would be the cigarette companies.	/	/		
15. He using his father's 8 mm. Camera.		/		
16. Where was going to finish you study?		/		
17. He is make a movie position of film making.		/		
18. How they is find a job?		/		
19. What you find a job is.		/		/
20. Do you go campus in March 2005?		/		
21. What are you think a job?		/		
22. Do you using his father's 8 mm. camera.		/		
23. Where do you camp stay?	/	/		
24. It is a cigarettes.		/		
25. What do you do is going to finish your studying.		/		
26. How did using his father's 8 mm camera.		/		
27. What do you will after graduate?		/		
28. Where do you a new job?		/		
29. I be the cigarette companies.		/		
30. Where do you plan to job?		/		
31. What our studying from this campus?		/		
32. It was he born on...		/		
33. What you going to finish?	/	/		
34. What will do you do		/		
35. He be the official family photographer.		/		
36. Steven Spielberg is movie star.		/		
37. He was born Cincinati, Ohio.		/		

38. What do you plan in the future?	/	/		
39. I'll have like to start with a soup.		/		
40. I'll have you like to a soup.	/	/		
41. My hobby is play guitar.		/		
42. I am comes from Chumphon.		/		
43. I am live in Bangkok.		/		
44. I'm like to learn English.		/		
45. I'm work as a Video Easy.		/		
46. I nineteen year old.		/		
TOTAL	9	46	1	2

## A.2: TYPES OF ERRORS

The students' syntactic errors are divided into three types according to the syntactic categories: noun phrase, verb phrase, and prepositional phrase.

sentences	NP	VP	PP	Remarks
1. Mexico City is <u>location</u> in North America.		/		Inflectional ending
2. <u>They</u> aren't enough jobs for all of them.	/			Pronoun
3. I <u>studying</u> electronic.		/		Aux.
4. ^Would be the cigarette companies.	/			Subject
5. He <u>is</u> born in....		/		Tense
6. I have got <u>a</u> official family.	/			Determiner
7. Well you ^ from this campus in March.		/		Verb
8. What do you ^ job?		/		Verb
9. Where do you <u>live</u> job?		/		word choice
10. No, it is.		/		
11. Cigarette should banned.		/		Voice
12. As a boy <u>he we</u> infer in film marketing.	/			Word choice
13. It's <u>have</u> every job.		/		Word choice
14. <u>I</u> would be the cigarette companies.	/			Pronoun
15. He <u>using</u> his father's 8 mm. Camera.		/		Tense & aspect
16. Where <u>was</u> going to finish you study?		/		Tense & aspect, word choice
17. He <u>is</u> make a movie position of film making.		/		Tense
18. How they <u>is</u> find <u>a</u> job?	/	/		Aux. (tense and word order), determiner
19. What ^ you find a job is.		/		Aux.
20. Do you go ^ campus in March 2005?		/		
21. What <u>are</u> you think ^ a job?		/	/	Aux., prep.
22. Do you <u>using</u> his father's 8 mm. Camera.		/		Inflectional ending
23. Where do you camp stay?		/		Word choice
24. It is <u>a</u> cigarettes.	/			Noun

25. What do you do <u>is going to</u> finish your studying.				Word choice
26. How did <u>using</u> his father's 8 mm camera.	/	/		Subject, inflectional ending
27. What do you <u>will</u> after graduate?		/		Word choice
28. Where do you ^ a new job?		/		Verb
29. I <u>be</u> the cigarette companies.		/		Word choice, tense
30. Where do you plan to <u>job</u> ?		/		Word choice
31. What <u>our studying</u> from this campus?	/	/		Aux., subject, verb
32. It was he ^ born on...	/			Complex sentence
33. <u>What</u> ^ you going to finish?		/		Aux.
34. What <u>will do</u> you do		/		Aux.
35. He <u>be</u> the official family photographer.		/		Tense
36. Steven Spielberg is <u>movie star</u> .	/			Determiner
37. He was born <u>Cincinnati</u> , Ohio.			/	Preposition
38. What do you plan ^ in the future?		/		To-infinitive
39. I'll <u>have like to</u> start with a soup.		/		Word choice
40. I'll <u>have you like to</u> a soup.		/		Word choice
41. My hobby is <u>play</u> guitar.	/			Gerund
42. I <u>am comes</u> from Chumphon.		/		Word choice
43. I <u>am live</u> in Bangkok.		/		Word choice
44. I'm <u>like to</u> learn English.		/		Word choice
45. I'm <u>work</u> as a Video Easy.		/		Word choice
46. I ^ nineteen <u>year</u> old.	/	/		Verb, plural noun
	13	35	2	
	26%	70%	4%	

## APPENDIX B

### PATTERNS OF CORRECTIVE FEEDBACK

#### 1. Recast

- S: Dangerous? (phonological error: /dange'rus/)  
 T: Yeah, good. **Dangerous**. (recast) You remember? Safe and dangerous.  
 If you...

#### 2. Translation

- T: All right, now, which place is near the water?  
 S: Non, j'ai pas fini. (L1)  
 T: You haven't finished? Okay, Bernard, **have you finished?**  
 (translation)

#### 3. Clarification Request

- S: I want practice today, today. (grammatical error)  
 T: **I'm sorry?** (clarification request)

#### 4. Metalinguistic feedback

- S: Nouvelle Ecouse (L1)  
 T: **Oh, but that's in French.** (metalinguistic feedback)

#### 5. Elicitation

- S: New Ecouse. (L1)  
 T: New Ecouse. I like that. I'm sure they'd love that. **Nova...?**  
 (elicitation)  
 SmS: Nova Scotia. (repair)

#### 6. Explicit correction

- S: The day...tomorrow. (lexical error)  
 T: Yes, **No, the day before yesterday.** (explicit correction)

#### 7. Repetition

- T: ...Here, when you do a paragraph, you start here, well, let's see,  
 anyway, you write...write, write, write (pretends to be writing on the board),  
 remember this is...What is this called?  
 S: Comma (lexical error)  
 T: **Comma?** (repetition)  
 SmS: Period. (repair)



## APPENDIX C

### T-UNIT ANALYSIS

#### Guidelines for T-units, Clauses, and Errors

##### *T-units*

- a. A T-unit is defined an independent clauses and all its dependent clauses.
- b. Count run-on sentences and comma splices as two T-units with an error in the first T-unit.

Ex. My school was in Saudi Arabia, it was the best school there.

T	/	T
1 error		error-free

If several comma-splices occur in a row, count only the last as error free.

- c. For sentence fragments, if the verb or copula is missing, count the sentence as one T-unit with an error. If an NP is standing alone, attach it to the preceding or following T-unit as appropriate and count as an error. If a subordinate clause is standing alone, attach it to the preceding or following S and count it as one T-unit with an error.
- d. When there is a grammatical subject deletion in a coordinate clause, count the entire sentence as one T-unit.

Ex. First we went to our school and then went out with our friends.

- e. Count both "so" and "but" as coordinating conjunctions. Count "so that" as a subordinating conjunction unless "so" is obviously meant.
- f. Do not count tag-question as separate T-units.
- g. Count S-nodes with a deleted complementizer as a subordinate clause as in: I believe that A and (that) B = one T-unit.

h. But, direct quotes should be counted as:

John said, "A      and B."

1 T-unit          1 T-unit

i. Assess the following type of structures on a case-by-case basis:

If A, then B and C.

As a result, A or B.

##### *Clauses*

- a. A clause equals an overt subject and a finite verb. The following are only one clause each:

He left the house and drove away.

He wanted John to leave the house.

- b. Only an imperative does not require a subject to be considered a clause.
- c. In a sentence that a subject with only an auxiliary verb, do not count the subject and verb as separate clause or as a separate T-unit. (e.g. John likes to ski and Mary does too; John likes to ski, doesn't he?; John is happy and Mary is too)

*Error Guideline*

- a. Do not count spelling errors (including word changes like "there/their").
- b. Be conservative about counting comma errors; don't count missing commas between clauses or prepositional phrases. Comma related to restrictive/non-restrictive relative clause should be counted. Extraneous commas should also be considered errors.
- c. Base tense/reference error on preceding discourse; do not look at the sentence in isolation.
- d. Don't count British usage as errors, ( e.g. "in hospital," "at university," collective noun as plural).
- e. Be lenient about article errors from translation or proper noun.
- f. Don't count errors in capitalization.
- g. Count errors that could be made by native speakers ( e.g. between you and I).
- h. Do not count register errors related to lexical choices (e.g. lots, kids).
- i. Disregard an unfinished sentence at the learning essay.

(Polio, 1997:138-140)

## APPENDIX D

## RESULTS OF MEASURES BEFORE THE STUDY

D1: Results of Measures for Normality of Students' Previous Achievement Scores

Achievement Score	Kolmogorov-Smirnov Z		
	Statistic	<i>df</i>	Sig.
	1.637	149	0.009

D2: Descriptive Statistics for the Pretest Score

Source	N	Mean	SD.	Variance
1	32	30.489	6.3151	40.857
2	32	30.498	6.4823	39.915
3	32	30.514	6.3408	41.742
Total	96	30.5	6.3123	40.838

D3: Results of Measures ANOVA for Pretest

	SS	<i>df</i>	MS	<i>F</i>	<i>p</i>
Between Groups	0.01	2	0.005	0	1
Within Groups	3785.279	93	40.702		
Total	3785.29	95			

## APPENDIX E

### EXAMPLES OF LESSON PLAN AND TEACHING MATERIALS

#### E1.1 Example of Lesson Plan

#### Chapter 5 Lesson 12

#### Class: Task-based instruction

**Class:** first year diploma students (Automotive Technology students and Sound System & Avionics students)

**Level of students:** Pre-intermediate to intermediate

**Age:** 18-20

**Number of students in class:** 31 students

**Time available:** 6 hours

**Material to be used:** Handout chapter 5 lesson 12

**Method to be used:** Task-based instruction

**Theme / Topic of the lesson planned:** Describing an object

**Introductions:** This lesson plan is built on the framework of the task-based instruction. The following lesson plan is provided with all components stated in the framework.

**Aims :** At the end of this lesson the students are able to:

1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and material of objects
3. Describe the features of objects
4. Indicate vocabulary and expressions for describing functions and use of objects
5. Describe functions and use of objects
6. Specify the detail information of reading materials

**Target Language:** 1. To describe the features of an object

- Parts of the tool (contain, consist of, be composed of)
- Specifications
  - length, *e.g.*, Common length of hacksaw blades are 8, 10 and 12 in.
  - width, *e.g.*, The saw blades generally used are ½ in. wide.
  - thickness, *e.g.*, The saw blades generally used are 0.25 in. thick.
  - material, *e.g.*, Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel.
  - shape, *e.g.*, The frame on most hacksaw can be flat or tubular.

2. To describe the function of the tools:

- Be used for / be for + VERB *ing*
- Be used to / be to + VERB
- Use + the tool + for + VERB *ing*
- Use + the tool + to + VERB

**Teaching materials:** See the attached material (Chapter 5 Lesson 12)

**In class**

## Pre-task

### Step 1 Introducing and defining the task.

1. T. asks Ss. to look at the pictures of dental floss, newspaper, cloth hanger and cloth pin and asks the whole class the questions "what do you generally use it/them for?"
2. After talking about the use of the objects, T. asks Ss to work with their partner and think of as many imaginative uses after providing examples in which the target language is enhanced.
3. Ss presents the outcome of their discussion.

#### Introducing topic by establishing an outcome of the task

Steps 1, 2, and 3 are to provide Ss with an imaginative thinking in which it would help Ss when they perform the task in groups and they have to use their imagination to create a new tool.

### Step 2 Content and task Preparation

4. With book closed, T. writes the word "hand hacksaw" on the board and asks Ss to draw their hand hacksaw they usually find in their workshop.
5. T. asks some volunteers to show and explain their hand hacksaw.
6. T. asks Ss to read and answer the questions (see the teaching material Chapter 5 lesson 12).

#### Vocabulary-based activities

Steps 4, 5 and 6 are to provide Ss with a reading input which is a pre-modified input.

### Step 3 Strategic Planning Time

7. T. introduces and defines the task.
8. T. asks Ss to plan for the task using the questions:
  - how would you introduce your tool?
  - how do you start your writing? Does your first sentence direct attention of your readers?
  - do you give enough information so that your readers have no questions about it?
  - how do you end your writing?

#### Providing strategic planning of the task

Step 7 is to provide strategic planning of the task. There is no teacher's intervention on the forms of the language

## During-task Phase

### Step 4 Student Discussion of the task

9. Ss work in groups and discuss in order to produce the outcome of the task.
10. T. monitors and assists Ss with the content and organization.

### Step 5 Work arising from the Discussion

11. Ss produce the first draft writing.
12. Ss prepare for the presentation. T. encourages Ss to self- and peer correction
13. Ss present the outcome of the task orally and submit the writing work.

**Step 6 Teacher's feedback on writing**

14. T. gives feedback on grammatical forms implicitly and on the content and organization.

**Feedback on the grammatical forms and content**

T. gives feedback on content using comments.

**Post-task Phase****Step 7 Student Reflection on their Performance**

15. T. leads Ss to reflect on task performance by providing a set of questions that ask Ss to reflect on the comments given on their writing (see 'Think about the Language' section in the teaching material)

16. During the reflection T encourages Ss to share their problems, their likes and dislikes freely.

**Reflection on content**

Ss are encouraged to reflect on their performance through a set of questions

**Step 8 Consciousness-raising Activity**

17. T. provides the consciousness-raising activities through reading input or speaking input so that Ss could recognize / induce the rules and structures (See 'Practice More' section in the teaching material)

**Step 9 Re-writing Activity**

18. T asks Ss to re-write their writing work so that the written production would be improved. T. assesses their writing.

## E1.2 Example of Lesson Plan

### Chapter 5 Lesson 12

**Class: Conventional instruction**

**Class:** first year diploma students ( Building & Construction student)

**Level of students:** Pre-intermediate to intermediate

**Age:** 18-20

**Number of students in class:** 31 students

**Time available:** 6 hours

**Material to be used:** Handout chapter 5 lesson 12

**Method to be used:** Conventional instruction

**Theme / Topic of the lesson planned:** Describing an object

**Introductions:** This lesson plan is built on the framework of the conventional instruction.

**Aims :** At the end of this lesson the students are able to:

1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and material of objects
3. Describe the features of objects
4. Indicate vocabulary and expressions for describing functions and use of objects
5. Describe functions and use of objects
6. Specify the detail information of reading materials

**Target Language:** 1. To describe the features of an object

- Parts of the tool (contain, consist of, be composed of)
- Specifications
  - length, *e.g.*, Common length of hacksaw blades are 8, 10 and 12 in.
  - width, *e.g.*, The saw blades generally used are ½ in. wide.
  - thickness, *e.g.*, The saw blades generally used are 0.25 in. thick.
  - material, *e.g.*, Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel.
  - shape, *e.g.*, The frame on most hacksaw can be flat or tubular.

2. To describe the function of the tools:

- Be used for / be for + VERB *ing*
- Be used to / be to + VERB
- Use + the tool + for + VERB *ing*
- Use + the tool + to + VERB

**Teaching materials:** See the attached material (Chapter 5 Lesson 12)

**In class**

## Presentation

### Step 1 Presenting samples of target language via reading

1. T. leads Ss to the lesson using questions:  
e.g. What hand tools can you find in your workshop?  
Can you tell one for me? What is it?
2. T. introduces the lesson.  
e.g. Today we're going to learn about hand tools.
3. T. asks Ss to read silently.

### Step 2 Explaining the target language

4. T. tells the meaning of the target vocabulary and structure.  
e.g. We have some words and structures to learn today.
5. T writes the words on the board (handle, frame, blade, adjusting wing nut, length, wide, thick mount, used to, made of, contain, composed of), asks students to repeat and tells the meaning.
6. T. asks Ss. to read again and answer the questions.
7. T. elicits the answers from the students one by one.
8. T. writes the correct answer on the board and gives Ss time to copy the correct answer.

### Step 3 Rules are stated

7. T. asks Ss to look at the 'language focus' and with the whole class, the structures are constructed  
e.g. to describe the functions  
a X is a hand tool used to + Verb<sub>1</sub>  
a X is a hand tool used for + Verb<sub>ing</sub>  
a X is used to + Verb<sub>1</sub>  
a X is used for + Verb<sub>ing</sub>  
to describe the features  
X consists of/contains/is composed of  
The length (s) is(are)...  
X(s) is(are)...in. wide / thick  
X (s) is (are) made of ....  
X(s) is (are) (*shape: flat, tabular*)
8. Ss note down the rule in their work book.

## Practice

### Step 4 Students Practice the rule.

9. Ss practice the target structure using the cue given in sentence level (exercises A, B)
10. Ss practice the target structures in paragraph level and the exercises are given to check the comprehension (exercises C, D)
11. Ss practice the target language in an extended exercises, new structure is also presented (exercise E).
12. Ss do the task in groups (Your work)

### Presenting the samples of the target language via reading

The target words and structures are presented implicitly via reading.

### Explaining the target language

Steps 4, 5 and 6 are to provide Ss with a reading input which is a pre-modified input. The teacher explains the meaning of words and the new structure. The teacher checks if the students comprehend the reading passage.

### Stating the rules

Step 7 is to provide the rules or structures of the target language.



**Step 5 Work arising from the Discussion**

11. Ss produce the first draft writing by themselves
12. Ss prepare for the presentation. This can be done out of class.

**Production****Step 6 Work Report**

13. Ss. report the outcome of the task orally.
14. Ss. submit their writing work right after the presentation.

**Step 7 Teacher's Feedback on Writing**

15. T. corrects the grammatical errors.
16. T. returns the students' work.

**Feedback on grammar**  
T. corrects the grammatical errors.

**Step 8 Analyzing Language Performance**

17. T. tells Ss if there is any question from the teacher's correction, Ss could ask. If the students show that they do not understand the target language learned, T. gives an immediate remedial exercise.

**Step 9 Re-writing Activity**

18. T asks Ss to correct the errors and re-write their writing based on the teacher's correction so that the written production would be improved. T. assesses their writing.

### E1.3 Example of Lesson Plan

#### Chapter 5 Lesson 12

#### Class: Form-and-task-based instruction

**Class:** first year diploma students (Automotive Technology students and communication Technology students)

**Level of students:** Pre-intermediate to intermediate

**Age:** 18-20

**Number of students in class:** 30 students

**Time available:** 6 hours

**Material to be used:** Handout chapter 5 lesson 12

**Method to be used:** Form-and-task-based instruction

**Theme / Topic of the lesson planned:** Describing an object

**Introductions:** This lesson plan is built on the framework of the form-and-task-based instruction. The written target forms are typed in bold and italics. During the discussion, T pays special interest to the errors of the target forms Ss make and treats them using Lyster and Ranta's (1997) model of error treatment. Examples of the corrective feedback are recast, translation, clarification request, metalinguistic feedback, elicitation, correction, and repetition.

**Aims :** At the end of this lesson the students are able to:

1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and material of objects
3. Describe the features of objects
4. Indicate vocabulary and expressions for describing functions and use of objects
5. Describe functions and use of objects
6. Specify the detail information of reading materials

**Target Language:** 1. To describe the features of an object

- Parts of the tool (contain, consist of, be composed of)
- Specifications
  - length, *e.g.*, Common length of hacksaw blades are 8, 10 and 12 in.
  - width, *e.g.*, The saw blades generally used are ½ in. wide.
  - thickness, *e.g.*, The saw blades generally used are 0.25 in. thick.
  - material, *e.g.*, Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel.
  - shape, *e.g.*, The frame on most hacksaw can be flat or tubular.

2. To describe the function of the tools:

- Be used for / be for + VERB *ing*
- Be used to / be to + VERB
- Use + the tool + for + VERB *ing*

- o Use + the tool + to + VERB

**Teaching materials:** See the attached material (Chapter 5 Lesson 12)

**In class**

### Pre-task

#### Step 1 Introducing and defining the task. (Time 15 minutes)

1. T. asks Ss. to look at the pictures of dental floss, newspaper, cloth hanger and cloth pin and asks the whole class the questions  
“what do you generally use it/them for?”
2. After talking about the use of the objects, T. asks Ss to work with their partner and think of as many imaginative uses after providing examples in which the target language is enhanced.
3. Ss presents the outcome of their discussion.

#### Introducing topic by establishing an outcome of the task

Steps 1, 2, and 3 are to provide Ss with an imaginative thinking in which it would help Ss when they perform the task in groups and they have to use their imagination to create a new tool.

#### Step 2 Language Preparation

4. With book closed, T. writes the word “hand hacksaw” on the board and asks Ss to draw their hand hacksaw they usually find in their workshop.
5. T. asks some volunteers to show and explain their hand hacksaw.
6. T. asks Ss to read and answer the questions (see the teaching material Chapter 5 lesson 12).

#### Vocabulary-based activities

Steps 4, 5 and 6 are to provide Ss with a reading input in which the target language and vocabulary are presented implicitly using the input enhancement.

#### Step 3 Strategic Planning Time

6. T. introduces and defines the task.
7. T. asks Ss to plan for the task using the questions:
  - o how would you introduce your tool?
  - o how do you start your writing? Does your first sentence direct attention of your readers?
  - o do you give enough information so that your readers have no questions about it?
  - o how do you end your writing?

#### Providing strategic planning of the task

Step 7 is to provide strategic planning of the task. During their time, T. asks Ss to focus on the target language

### During-task Phase

#### Step 4 Student Discussion of the task

8. Ss work in groups and discuss in order to produce the outcome of the task.
9. T. monitors and assists Ss with the forms of the language as well as the content and organization.

#### Giving reactive focus-on-form

Step 9 T. assists Ss with the forms of the language by using reactive focus-on-form

#### Step 5 Work arising from the Discussion

10. Ss produce the first draft writing.
11. Ss prepare for the presentation. T. encourages Ss to self- and peer correction
12. Ss present the outcome of the task orally and

submit the writing work.

#### Step 6 Teacher's feedback on writing

12. T. gives feedback on grammatical forms implicitly and on the content and organization.

#### Feedback on the grammatical forms and content

T. gives feedback on the grammatical forms by indicating the errors using the code such as T(tense), VF(verb form) and on content using comments.

### Post-task Phase

#### Step 7 Student Reflection on their Performance

13. T. leads Ss to reflect on both language and task performance by providing a set of questions for Ss to retrospect their language knowledge before the reflection time starts (see 'Think about the Language' section in the teaching material) and to analyse the errors that T. indicates in their writing work.

14. During the reflection T encourages Ss to share their problems, their likes and dislikes freely.

#### Reflection on language and content

Ss are encouraged to reflect on their language and content based on their performance through a set of questions

#### Step 8 Consciousness-raising Activity

15. T. provides the consciousness-raising activities through reading input or speaking input so that Ss could recognize / induce the rules and structures (See 'Practice More' section in the teaching material)

#### Step 9 Re-writing Activity

16. T asks Ss to re-write their writing work so that the written production would be improved. T. assesses their writing.

## **E2.1: Teaching Material for Task-based Instruction**

### **Chapter 5 Describing objects**

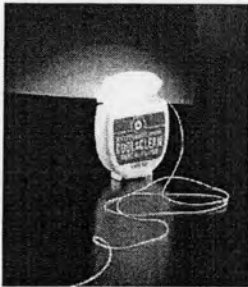
In this chapter you will learn to:

1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and color of objects
3. Describe the features of objects
4. Specify the detail information or main ideas of listening and reading materials
5. Indicate vocabulary and expressions for describing functions and use of objects
6. Describe functions and use of objects
7. Specify the detail information or main ideas of listening and reading materials

## Lesson 12: What does it look like?

### Preview

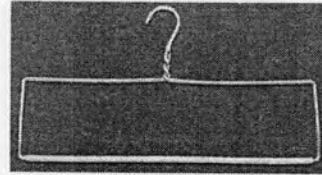
A. With a partner think of as many imaginative uses as you can for these everyday objects.



dental floss



newspaper



cloth hanger

I know you can use dental floss to tie a package

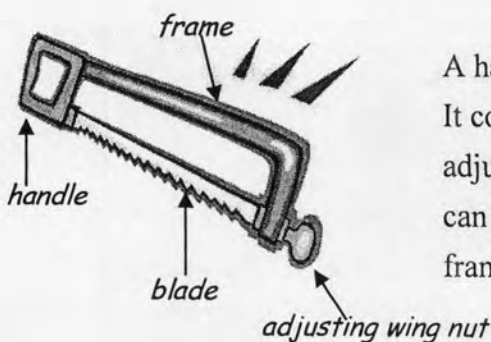


cloth pin

And you can use it to make a clothes line.

B. Read about the hand hacksaws below.

### HAND HACKSAWS



A hacksaw is a hand tool used to cut metal. It consists of four main parts: handle, frame, blade, and adjusting wing nut. The frame on most hacksaws can be flat or tubular. Most hacksaws have adjustable frames to accommodate various hacksaw blade lengths.

#### Hacksaw Blades

Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel. The saw blades generally used are  $\frac{1}{2}$  in. wide, and .025 in. thick. Common lengths of hacksaw blades are 8, 10, and 12 in. There is a hole at each end of the blade for mounting it on the hacksaw frame.

The distance between each tooth on a blade is called the pitch. It is important to use the right pitch for the work being cut.

**C. Answer the following questions**

1. What is the hacksaw used for?
2. What are the main parts of the hacksaw?
3. What shape is the frame?
4. Why does the hacksaw have adjustable frame?
5. What are the handsaw blades made of?
6. What is the common size of the saw blades?
7. How long are the common hacksaw blades?
8. What are the holes of the blades used for?
9. What is the pitch?

**Your task**

Design a new tool. Sketch its picture and describe it. Don't forget to tell its name, price, parts, function of each part, size and specification, and what you can use it for.

**Planning time**

Think of these questions:

1. How would you introduce your tool?
2. How do you start your writing? Does your first sentence direct the attention of your readers ?
3. Do you give enough information so that your readers have no questions about it?
4. How do you end your writing?

**Reflection on Your Task**

- Look for the comments given by the teacher in your writing. Go through the rest of your writing for any words you don't understand. Underline them. Ask your partners to see if they could correct. If they cannot, prepare them for the reflection time.
- Reflect your problem when working in groups to the class.
- Complete the questions below and discuss them with the class.

Practice more

**A. In your workshop you must use your tools properly in order to produce parts efficiently, accurately and safely. To do so, a technician must know the function of the tool.**

We usually have the verb 'use' to tell about the function of the tool. We have 4 ways to describe it.

- 1) be used for / be for + VERBing  
*e.g.* A drill is used for making holes.  
 A drill is for making holes.
- 2) be used to / be to + VERB  
*e.g.* A drill is used to make holes.  
 A drill is to make holes.
- 3) Use + the tool + for + VERBing  
*e.g.* We use a drill for making holes.
- 4) Use + the tool + to + VERB  
*e.g.* We use a drill to make holes

**Use 4 sentence patterns to describe the tools given below. Tell which rule you are using.**



pliers- grip objects and for cutting



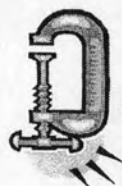
goggle- protect our eyes from glare



torch-weld



tool belt- carry hand tools



c-clamp- hold the work piece tightly



Screwdriver- fasten and loosen the screws.



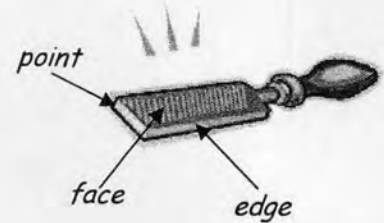
file- smooth the surface



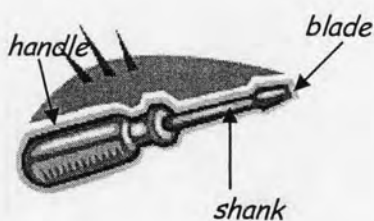
**B. Work with a partner. Underline the words that describe the function, parts, and features. Then put each under it column it belongs to.**

### Files

<sup>1</sup>A file is a hand cutting tool with many teeth.  
<sup>2</sup>It is used to remove burrs, sharp edge, and surplus metal.  
<sup>3</sup>It is also used to produce finished surface.  
<sup>4</sup>Files are made of high-carbon steel.  
<sup>5</sup>Hundreds of sharp cutting teeth remove metal quickly and make for easy clearing chips.



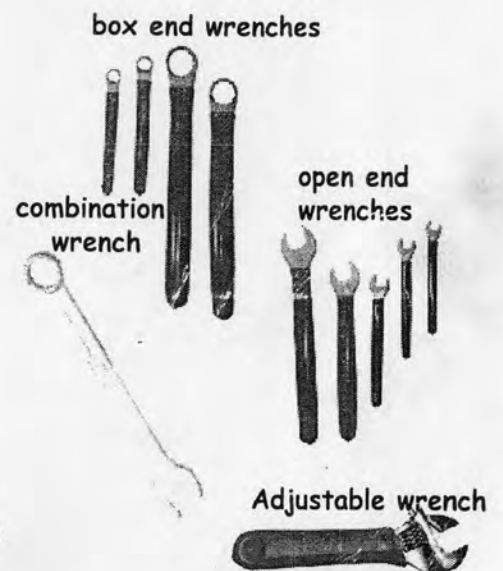
### Screwdrivers



<sup>6</sup>Screwdrivers are made in a variety of shapes, types, and sizes.  
<sup>7</sup>The common screwdriver is on slotted-head screws.  
<sup>8</sup>It consists of three parts: the blade, the shank, and the handle.  
<sup>9</sup>Although most shanks are round, those on heavy-duty screwdrivers are square.  
<sup>10</sup>This permits the use of wrench to turn the screwdriver.

### Wrenches

<sup>11</sup>Wrenches are used to turn threaded fasteners.  
<sup>12</sup>Three types of wrenches are commonly used.  
<sup>13</sup>They are the open end, box, and combination wrenches.  
<sup>14</sup>The box end wrench is closed, the open end wrench is open, and the combination wrench is a box and an open end.  
<sup>15</sup>When certain size wrenches are not available, the adjustable wrench is used.  
<sup>16</sup>It is able to fit bolts and nuts of different sizes.  
<sup>17</sup>Wrench sets can be purchased in both English (USC) and metric sizes.



<b>Functions</b>	<b>Sentence No.</b>	<b>Notes</b>
<i>Describing functions</i>		
<i>Describing parts</i>		
<i>Describing features:</i> <i>Width</i> <i>Thickness</i> <i>Material</i> <i>Shape</i> <i>Others</i>		

**E2.2: Teaching Material for Conventional Instruction****Chapter 5**  
**Describing objects**

In this chapter you will learn to:

1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and color of objects
3. Describe the features of objects
4. Specify the detail information or main ideas of listening and reading materials
5. Indicate vocabulary and expressions for describing functions and use of objects
6. Describe functions and use of objects
7. Specify the detail information or main ideas of listening and reading materials

## Lesson 12: What does it look like?

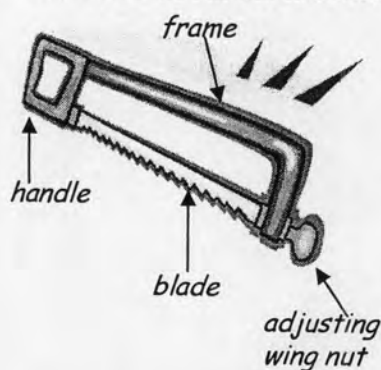
### Before you read

There are many hand tools. Think of one hand tool. Talk to a partner these questions.

- What is it?
- What is it used for?
- What does it consist of?
- How big is it?

### Read

A. Read about the hand hacksaws below.



### HAND HACKSAWS

A hacksaw is a hand tool used to cut metal. It consists of four main parts: handle, frame, blade, and adjusting wing nut. The frame on most hacksaws can be flat or tubular. Most hacksaws have adjustable frames to accommodate various hacksaw blade lengths.

#### Hacksaw Blades

Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel. The saw blades generally used are  $\frac{1}{2}$  in. wide, and .025 in. thick. Common lengths of hacksaw blades are 8, 10, and 12 in. There is a hole at each end of the blade for mounting it on the hacksaw frame.

The distance between each tooth on a blade is called the pitch. It is important to use the right pitch for the work being cut.

B. Answer the following questions

1. What is the hacksaw used for?
2. What are the main parts of the hacksaw?
3. What shape is the frame?
4. Why does the hacksaw have adjustable frame?
5. What are the handsaw blades made of?
6. What is the common size of the saw blades?
7. How long are the common hacksaw blades?
8. What are the holes of the blades used for?
9. What is the pitch?

## Language focus

The expressions you would use to describe objects

### Describing the functions

A hacksaw is a hand tool used	to cut metal.
We use a hacksaw	for cutting metal
A hacksaw is used	

### Describing the features

#### *Parts of objects*

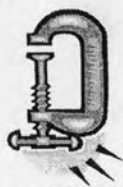
It consists of four main parts: handle, frame, blade, and adjusting wing nut.

#### *Specification*

- Length: Common lengths of hacksaw blades are 8, 10, and 12 in.  
 Width: The saw blades generally used are ½ in. wide  
 Thickness: The saw blades generally used are 0.25 in. thick.  
 Material: Hacksaw blades are made of high-speed, molybdenum or tungsten alloy steel.  
 Shape: The frame on most hacksaws can be flat or tubular

## Practice

### A. What is it?



c-clamp / hold the work piece tightly



File / smooth the surface



pliers / grip objects and cut

1. A c-clamp is a tool used to \_\_\_\_\_.
2. A file is \_\_\_\_\_ used for \_\_\_\_\_.
3. Pliers are \_\_\_\_\_ used \_\_\_\_\_ grip objects and for \_\_\_\_\_.

### B. What are the tools used for?



tool belt / carry hand tools



torch / weld



screwdriver / tighten or loosen screws

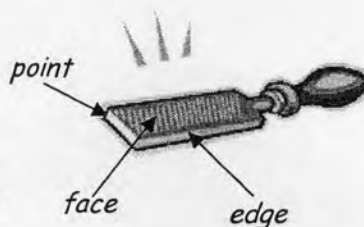
1. A tool belt is used for carrying the hand tools.
2. A torch is \_\_\_\_\_ welding.
3. A screwdriver \_\_\_\_\_ tighten or loosen screws.

C. Complete each paragraph with the words given below. Name the parts of the tools using the words from the paragraph.

- used      made      consists      have/has      is/are

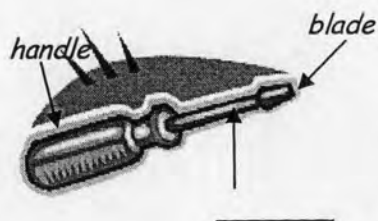
**Files**

A file is a hand cutting tool with many teeth. It is \_\_\_\_\_ remove burrs, sharp edge, and surplus metal. It \_\_\_\_\_ also used to produce finished surface. Files are \_\_\_\_\_ of high-carbon steel. Hundreds of sharp cutting teeth remove metal quickly and make \_\_\_\_\_ for easy clearing chips.



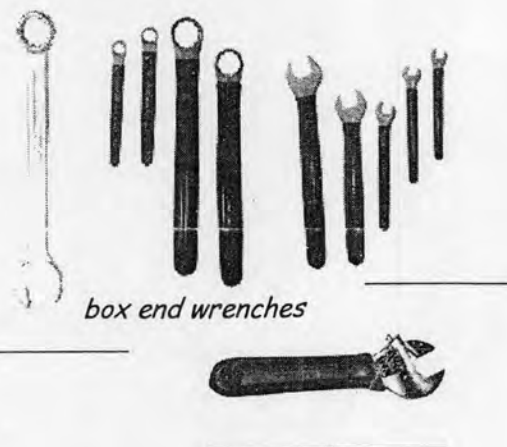
**Screwdrivers**

Screwdrivers are made in a variety of shapes, types, and sizes. The common screwdriver is \_\_\_\_\_ on slotted-head screws. It \_\_\_\_\_ of three parts: the blade, the shank, and the handle. Although most shanks are round, those on heavy-duty screwdrivers \_\_\_\_\_ square. This permits the use of wrench to turn the screwdriver.



**Wrenches**

Wrenches are used to turn threaded fasteners. Three types of wrenches are commonly \_\_\_\_\_. They are the open end, box, and combination wrenches. The box end wrench \_\_\_\_\_ closed, the open end wrench is open, and the combination wrench \_\_\_\_\_ a box and an open end. When certain size wrenches are not available, the adjustable wrench \_\_\_\_\_ used. It is able to fit bolts and nuts of different sizes. Wrench sets can be purchased in both English (USC) and metric sizes.



D. Answer the questions about the files, screwdrivers, and wrenches

**Multiple Choice**

1. A \_\_\_\_\_ is used to remove sharp edge.
 

a. file	b. screwdriver	c. wrench
---------	----------------	-----------
2. Files are made of \_\_\_\_\_.
 

a. high-carbon steel	b. wrought iron	c. stainless steel
----------------------	-----------------	--------------------
3. Screwdrivers have \_\_\_\_\_ essential parts.
 

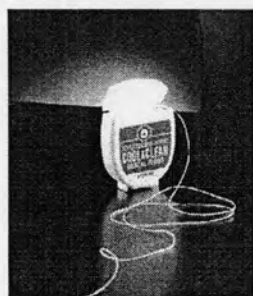
a. two	b. three	c. four
--------	----------	---------

4. On the heavy duty task, the \_\_\_\_\_ shank screwdriver is used.
  - a. round
  - b. square
  - c. flat
5. A \_\_\_\_\_ is used to turn threaded fasteners.
  - a. file
  - b. screwdriver
  - c. wrench
6. What type of wrenches has the end closed?
  - a. Open end
  - b. Adjustable
  - c. Box end
7. A(n) \_\_\_\_\_ wrench can fit different sizes of bolts and nuts.
  - a. box end
  - b. open end
  - c. adjustable.

Short answer

8. Three parts of a file are: 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_
9. Three parts of a screwdriver are: 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_
10. Types of wrenches are: 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 3) \_\_\_\_\_

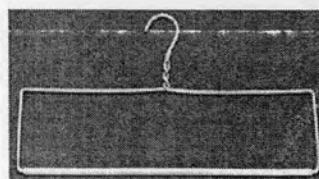
E. With a partner think of as many imaginative uses as you can for these everyday objects.



dental floss



newspaper



cloth hanger



cloth pin

I know you can use dental floss to tie a package

And you can use it to make a clothes line.

**Your work**

Design a new tool. Sketch its picture and describe it. Don't forget to tell its name, price, parts, function of each part, size and specification, and what you can use it for.

**E2.3: Teaching Material for Form-and-task-based Instruction Class****Chapter 5**  
**Describing objects**

In this chapter you will learn to:

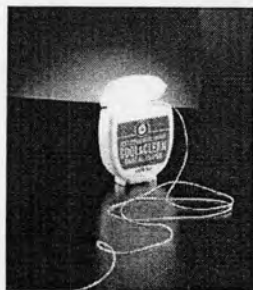
1. Indicate vocabulary and expressions for describing the features of objects
2. Indicate shape, size and color of objects
3. Describe the features of objects
4. Specify the detail information or main ideas of listening and reading materials
5. Indicate vocabulary and expressions for describing functions and use of objects
6. Describe functions and use of objects
7. Specify the detail information or main ideas of listening and reading materials



## Lesson 12: What does it look like?

## Preview

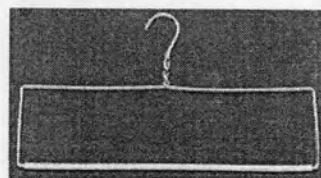
A. With a partner think of as many imaginative uses as you can for these everyday objects.



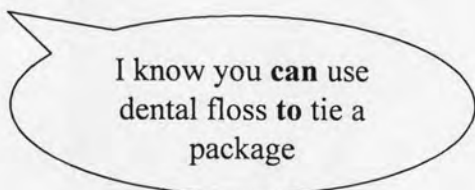
dental floss



newspaper



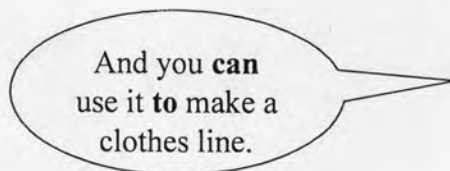
cloth hanger



I know you **can** use dental floss **to** tie a package



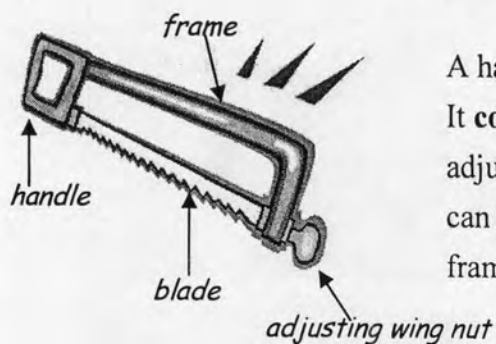
cloth pin



And you **can** use it **to** make a clothes line.

B. Read about the hand hacksaws below.

## HAND HACKSAWS



A hacksaw is a hand tool **used to** cut metal. It **consists of** four main parts: handle, frame, blade, and adjusting wing nut. The frame on most hacksaws can be flat or tubular. Most hacksaws have adjustable frames to accommodate various hacksaw blade lengths.

## Hacksaw Blades

Hacksaw blades **are made of** high-speed, molybdenum or tungsten alloy steel. The saw blades generally used are  $\frac{1}{2}$  in. **wide**, and .025 in. **thick**. Common **lengths** of hacksaw blades are 8, 10, and 12 in. There is a hole at each end of the blade **for mounting** it on the hacksaw frame.

The distance between each tooth on a blade **is called** the pitch. It is important to use the right pitch for the work being cut.

**C. Answer the following questions**

1. What is the hacksaw used for?
2. What are the main parts of the hacksaw?
3. What shape is the frame?
4. Why does the hacksaw have adjustable frame?
5. What are the handsaw blades made of?
6. What is the common size of the saw blades?
7. How long are the common hacksaw blades?
8. What are the holes of the blades used for?
9. What is the pitch?

**Your task**

Design a new tool. Sketch its picture and describe it. Don't forget to tell its name, price, parts, function of each part, size and specification, and what you can use it for.

**Planning time**

Think of these questions:

1. How would you introduce your tool?
2. How do you start your writing? Does your first sentence direct the attention of your readers ?
3. Do you give enough information so that your readers have no questions about it?
4. How do you end your writing?

**Think about the language**

- Look for any errors marked by teacher in your writing. Go though the rest of your writing for any words you don't understand. Underline them. Ask your partners to see if they could correct. If they cannot, prepare them for the language reflection time.
- Reflect your problem when working in groups to the class.

**A. In your workshop you must use your tools properly in order to produce parts efficiently, accurately and safely. To do so, a technician must know the function of the tool.**

We usually have the verb 'use' to tell about the function of the tool. We have 4 ways to describe it.

- 1) be used for / be for + VERBing  
*e.g.* A drill is used for making holes.  
 A drill is for making holes.
- 2) be used to / be to + VERB  
*e.g.* A drill is used to make holes.  
 A drill is to make holes.
- 3) Use + the tool + for + VERBing  
*e.g.* We use a drill for making holes.
- 4) Use + the tool + to + VERB  
*e.g.* We use a drill to make holes

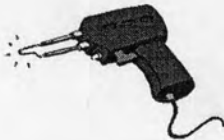
**Use 4 sentence patterns to describe the tools given below. Tell which rule you are using.**



pliers- grip objects and for cutting



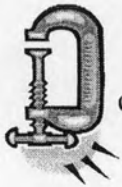
goggle- protect our eyes from glare



torch-weld



tool belt- carry hand tools



c-clamp- hold the work piece tightly



file- smooth the surface

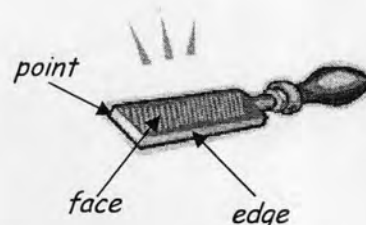


Screwdriver- fasten and loosen the screws.

**B. Work with a partner. Underline the words that describe the function, parts, and features. Then put each under its column it belongs to.**

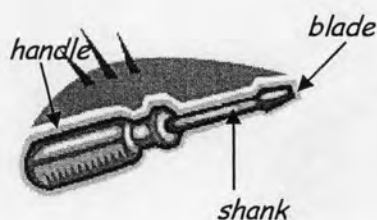
### Files

<sup>1</sup>A file is a hand cutting tool with many teeth.  
<sup>2</sup>It is used to remove burrs, sharp edge, and surplus metal.  
<sup>3</sup>It is also used to produce finished surface.  
<sup>4</sup>Files are made of high-carbon steel.  
<sup>5</sup>Hundreds of sharp cutting teeth remove metal quickly and make for easy clearing chips.



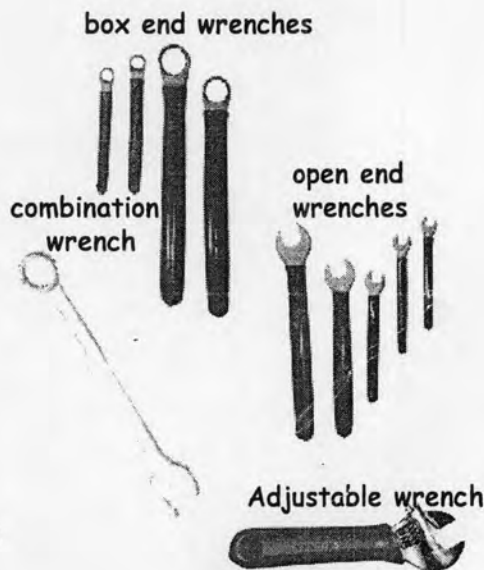
### Screwdrivers

<sup>6</sup>Screwdrivers are made in a variety of shapes, types, and sizes.  
<sup>7</sup>The common screwdriver is on slotted-head screws.  
<sup>8</sup>It consists of three parts: the blade, the shank, and the handle.  
<sup>9</sup>Although most shanks are round, those on heavy-duty screwdrivers are square.  
<sup>10</sup>This permits the use of wrench to turn the screwdriver.



### Wrenches

<sup>11</sup>Wrenches are used to turn threaded fasteners.  
<sup>12</sup>Three types of wrenches are commonly used.  
<sup>13</sup>They are the open end, box, and combination wrenches.  
<sup>14</sup>The box end wrench is closed, the open end wrench is open, and the combination wrench is a box and an open end.  
<sup>15</sup>When certain size wrenches are not available, the adjustable wrench is used.  
<sup>16</sup>It is able to fit bolts and nuts of different sizes.  
<sup>17</sup>Wrench sets can be purchased in both English (USC) and metric sizes.



<b>Functions</b>	<b>Sentence No.</b>	<b>Notes</b>
<i>Describing functions</i>		
<i>Describing parts</i>		
<i>Describing features:</i> <i>Width</i> <i>Thickness</i> <i>Material</i> <i>Shape</i> <i>Others</i>		

## APPENDIX F ACHIEVEMENT TEST

### F1. TEST SPECIFICATION AND A BLUEPRINT

#### Classroom achievement test for a foundation English course at RMUTS

##### Introduction

This is a development of an achievement test designed specially for the students who are in the first year diploma level course at Rajamangala University of Technology Suvarnaphumi (RMUTS) Nonthaburi and who participated in the research entitled 'A comparative study of the task-based instruction, form-and-task-based instruction and conventional instruction on the students' English learning achievement and their writing ability'. The purpose of the test is to assess the effects of three teaching methods with regard to the students' development in their language ability. The results are to be used to make decisions about the effects of the teaching methods on the students' English learning achievement. Since the research takes place in the actual learning and teaching situation, the students' score of this test is used to be one criteria to determine the degree to which the students meet minimum standards of the content.

The course is entitled "English I". The goals of the course are to enable the students:

1. to develop their speaking, listening, reading and writing skills
2. to communicate conversationally using proper language
3. to understand essential information of the reading texts
4. to write short passages using proper vocabulary, expressions and structures
5. to have good attitude towards English as a communication tool and a searching tool for knowledge advancement.

Specifically, this course focuses on the interpersonal, knowledge and experiences categories which can be explained by the following:

1. To be able to establish and maintain interpersonal relationship, the students are expected to have ability to greet others and introduce themselves and others, to make a request and give permission, to apologize and thank others.
2. To provide information, the students are expected to be able to give instructions and describe objects.
3. To be able to narrate real and imaginative experiences, the students should be able to describe present, past and future events.

This course focuses on the development of listening, speaking, reading and writing skills. The objectives are stated to determine what the students should know and be able to do. The weights are prespecified. Both the objectives and weights are used as a base to make the test specification.

#### I. Description of characteristics of test takers

##### A. Personal characteristics

1. Age: 18-20

2. Sex: mostly male
  3. Nationalities: Thai
  4. Native language: Thai
  5. Level and type of general education: diploma, technical studies
  6. Type and amount of preparation or prior experience with a given test: Test takers are familiar with this kind of achievement test.
- B. Topical knowledge of test takers*
1. In general test takers have basic technical knowledge.
  2. Some highly specific topical knowledge such as environmental science, computer technology, modern automotive technology, robotics due to personal interests.
- C. Level and profiles of language knowledge of test takers*
1. General level of language ability: lower intermediate to intermediate
  2. Specific writing ability: none
- D. Possible affective responses to taking the test:* Most students have positive towards the test but some may feel threatened by the test if they recognize themselves not meet minimum standard of the course.

### Part 1: Speaking

#### Description of TLU domains and task types

##### *A. Identification of tasks*

##### **1. TLU domain: both language- instructional and real-life**

The TLU domain is identified as language-instructional because this test is an achievement test which is designed to cover the functions of language as stated in the course objectives. However, the instruction is likely based on communicative language teaching so the TLU domain would correspond to real life communication outside classroom. Therefore, the TLU domain is both language instructional and real-life.

##### **2. Identification and selection of TLU tasks for consideration of test tasks**

Test tasks would need to be drawn from both course objectives and real life communication with regard to the situation domain in which inferences about the students' language abilities are intended to generalize. Selection appropriate TLU tasks needs to be careful due to the fact that the first year technical students whose language proficiency ranges from lower intermediate to intermediate and whose motivations for learning English are to be strengthened.

Interview is selected based on the following reasons:

- a. Task familiarity: familiarity with a task could reduce the transformations that a speaker would be required to.
  - b. The material could be structured in a way which is comprehensible to the speaker.
  - c. The questions could be designed to meet the inference about the students' abilities.
- Each question would give a new start with different topics during the interview.

d. The interview allows for interaction between the students and the examiner.

B. *Description of TLU task types*

SETTING

**Physical characteristics:** location: classroom, noise level: quiet, seating condition: individual desk, lighting: good.

**Participants:** students

**Time of task:** daytime

INPUT

**Format:** The paper contains two parts:

Format	Part 1	Part 2
<i>Channel</i>	aural	visual
<i>Form</i>	language	language
<i>Language</i>	target	target
<i>Length</i>	discourse	discourse
<i>Type</i>	task	discrete point
<i>Speedness</i>	speeded	speeded
<i>Vehicle</i>	direct	indirect

**Language characteristics**

*Organizational characteristics*

Grammatical:

Lexical: Fixed phrase, expressions with a fixed grammatical pattern which may include variable semantic elements *e.g. I'm afraid not, That's quite all right, My pleasure, No problem.*

Morphosyntax:

- Adjective
- Adverbials
- Auxilliary verb (be / do / have)
- Modal
- Simple Present, Simple Past, Simple Future
- Past Continuous, Present Continuous
- Present Perfect

Textual: cohesive relationship in the discourse, establishing, maintaining and terminating conversation, attention getting, topic nomination, topic development and conversation maintenance.

*Pragmatics*

Functional:

Ideational



- Asking for information
- Describing events

Manipulative (instrumental and interactional)

- Greeting someone
- Saying goodbye
- Refusing a request
- Giving a request
- Asking for permission
- Giving permission
- Refusing permission
- Thanking
- Responding to thanks
- Making an apology
- Responding to apologies

Sociolinguistic: variety: standard, register: interview, talks, informal and spoken language

Naturalness: natural

**Topical characteristics:** none

EXPECTED RESPONSE

Format	Part 1	Part 2
<i>Channel</i>	oral	visual
<i>Form</i>	language	non- language
<i>Language</i>	target	target
<i>Length</i>	single word/sentence	approx.15 items
<i>Type</i>	constructed response	selected response
<i>Speedness</i>	speeded	speeded
<i>Vehicle</i>	direct	indirect

**Language characteristics**

*Organizational characteristics*

Grammatical

Vocabulary: non-technical

Morphosyntax:

- Adjective
- Adverbials
- Auxilliary verb (be do have)
- Modal
- Simple Present, Simple Past, simple Future
- Past Continuous, Present Continuous

- Present Perfect

Textual cohesive relationship in the discourse, establishing, maintaining and terminating conversation, attention getting, topic nomination, topic development and conversation maintenance.

### *Pragmatics*

#### Functional

#### Ideational

- Providing personal information

#### Manipulative (instrumental and interactional)

- Greeting someone
- Refusing a request
- Giving a request
- Asking for permission
- Giving permission
- Refusing permission
- Thanking
- Making an apology
- Responding to apologies

Sociolinguistic: variety: standard, register: interview, talks, informal and spoken

**Topical characteristics:** none

#### RELATIONSHIP BETWEEN INPUT AND RESPONSE

**Reactivity:** both reciprocal and non reciprocal

**Scope of relationship:** Closely related

**Directness of relationship:** direct and indirect

#### **Definition of construct**

According to the course objectives, students should be able to

- greet other and introduce themselves and others
- make a request and give permission
- apologize and thanks
- describe present, past and future events

To elicit the sample of language as indicated, the test types are both task and items. The task type format is an interview with focused questions. The item type format contains script talks in which the focused functions are deleted with multiple choices. The questions will be divided into three functional language of a speaking test: informational and interactional skills (see the design statement)

- Language ability* (see the design statement)
- Strategic competence:* Students may use their communication strategies (e.g. circumlocution) in order to reach the purpose of their communication.

C. *Topical knowledge*: none

II. **Table of specifications**

Test constructs	Numbers of items						Totals
	Greeting and introductions	Request and permission	Apology and thanks	Describing present events	Describing past events	Describing future events	
1. Ability to provide personal information	task						
2. Ability to greet and introduce someone	3						3
3. Ability to introduce yourself	4						4
4. Ability to request		2					2
5. Ability to respond to a request		2					2
6. Ability to seek permission		2					2
7. Ability to give / refuse permission		2					2
8. Ability to apologize			1				1
9. Ability to respond to apologies			1				1
10. Ability to thank/respond to thank			1				1
11. Ability to describe events				Speaking task			
<b>Totals</b>	7	8	3				18

**Part 2**

**Listening test**

**Description of TLU domains and task types**

*A. Identification of tasks*

**1. TLU domain:** language- instructional

The TLU domain is identified as language-instructional because this test is an achievement test which is designed to cover the functions of language as stated in the course objectives. Another reason is the authenticity of the listening material used in the instruction. The listening material is made or selected ensuring the coverage of language skills and listening ability as indicated in the course objectives.

**2. Identification and selection of TLU tasks for consideration of test tasks**

*C. Description of TLU task types*

SETTING

**Physical characteristics:** location: classroom, noise level: quiet, seating condition: individual desk, lighting: good.

**Participants:** teachers, all of whom are likely to be familiar with test takers.

**Time of task:** daytime

#### INPUT

<b>Paper format</b>	2 parts, each contains a recorded text or conversation and corresponds comprehension task including language knowledge and listening skills.
<b>Number of questions</b>	Approximately 40
<b>Task format</b>	8 texts involving conversation and monologue, of approximately 1-2 minutes each.
<b>Task type</b>	Short extracts with two or three four-option multiple-choice task, being an objective task type
<b>Task focus</b>	Understanding specific information, place, situation, function, addressee, content, speaker, feeling, purpose, relationship, main points and details
<b>Text type</b>	Announcement, interviews, talks, advertisements, meetings, narration etc.
<b>Naturalness</b>	Semi-scripted texts
<b>Recording information</b>	Each text is heard once only
<b>Answering</b>	Students write their answers on an answer sheet.
<b>Timing</b>	Approximately 30 minutes.
<b>Marks</b>	Each question carries one mark.

#### Language characteristics

##### *Organizational characteristics*

Grammatical: vocabulary: ranging from non-technical to semi-technical, less frequent

morphosyntax: modal auxiliaries, modal idioms, present progressive, simple sentence (to express future time), present simple tense (to express present state, habitual present, instantaneous present, present perfect, past tense, verbs sensing progressive, imperative, negative imperative.

Textual: cohesive relationship in the discourse,

##### *Pragmatics*

Functional: variables: ideational, manipulative (instrumental and interactional)

Sociolinguistic: variety: standard, register: formal, informal and spoken

Naturalness: natural

**Topical characteristics:** none

EXPECTED RESPONSE

**Format**

*Channel:* visual  
*Form:* non-language  
*Language:* target  
*Length:* approximately 40 items  
*Type:* selected response  
*Speedness:* speeded  
*Vehicle:* indirect

**Topical characteristics:** none

RELATIONSHIP BETWEEN INPUT AND RESPONSE

**Reactivity:** both reciprocal and non reciprocal

**Scope of relationship:** closely related

**Directness of relationship:** direct and indirect

**Definition of construct**

The students should have ability to specify the detail information or main ideas of listening materials related to

- a) Greeting and introductions.
- b) Request and permission
- c) Giving instructions
- d) Describing present events
- e) Describing past events

*D. Language ability*

Grammatical features

Lexical: non-technical to semi-technical

Morphosyntax:

Modal auxiliaries or modal idioms: may, might, can could, would, shall, be able to

Tense and aspect: present progressive, simple sentence (to express future time) or present progressive, present simple tense ( to express present state, habitual present, instantaneous present), present perfect, past tense

Adjectives: condition, opinion

Adverb: Time ( point in time e.g. eventually, duration e.g. lately, frequently e.g. rarely)

Preposition: Time (range e.g. from, starting point e.g. since, duration e.g. for)

Textual features:

Cohesion:

Cohesive relationship in the discourse: establishing, maintaining and terminating conversation, topic development

Pragmatic features

Functional:

Ideational: Obtaining factual information, recognize the attitude of the speaker, following sequence of event

Manipulative:

Instrumental: requesting for permission, requesting for information,

Interpersonal: greeting and introductions

E. *Strategic competence*: None

F. *Topical knowledge*: None

### III. Test Specifications

Test constructs	Test Items					
	Greeting and introductions	Request and permission	Instruction	Describing Present Events	Describing Past Events	Totals
1. Ability to obtain the gist	1	1	1	1	2	6
2. Ability to recognize the attitude of the speaker	-	3	-	-	-	3
3. Ability to obtain factual information	6	4	3	4	7	24
4. Ability to understand requests for permission	-	1	-	-	-	1
5. Ability to understand request for information	-	1	-	-	-	1
6. Ability to follow sequence of events	-	-	4	5	2	11
Totals	7	10	8	10	11	45

### Part 3: Reading

#### Description of TLU domains and task types

##### A. *Identification of tasks*

##### 1. **TLU domain:** both language- instructional and real-life

The TLU domain is identified as language-instructional because this test is an achievement test which is designed to cover the functions of language as stated in the course objectives. However, the instruction is likely based on communicative language teaching so the TLU domain would correspond to real life communication

outside classroom. Therefore, the TLU domain is both language instructional and real-life.

## 2. Identification and selection of TLU tasks for consideration of test tasks

Test tasks would need to be drawn from both course objectives and real life communication with regard to the situation domain in which inferences about the students' language and reading abilities are intended to generalize. Therefore, the TLU tasks should be the items focusing on both content and organization of the texts.

### B. Description of TLU task types

#### SETTING

**Physical characteristics:** location: classroom, noise level: quiet, seating condition: individual desk, lighting: good.

**Participants:** teachers, all of whom are likely to be familiar with test takers.

**Time of task:** daytime

#### INPUT

**Format:** The paper contains three parts:

**Part 1 (vocabulary)** consists of two unrelated texts, which may be articles from journals, magazines, or newspapers. Each text is followed by seven four-option multiple-choice lexical options.

**Part 2 ( grammar)** consists of one text, which may be drawn from texts (both fiction and non-fiction), leaflets, or instructional manual. Students are required to find out which words of the text have been removed.

**Part 3 (main idea and specific details)** consists of three short texts, drawn from articles or texts (both fiction and non-fiction), leaflets, advertisement or instructional manual. There are five four-option multiple choice questions testing content and understanding of text organization.

<b>Number of questions</b>	about 40
<b>Length of texts</b>	Approximately 1,000 words in total, excluding items and rubrics.
<b>Task types</b>	Multiple-choice cloze, four option multiple choice
<b>Text types</b>	Text or extracts (both fiction and non-fiction), articles (in newspapers, journals or magazines), leaflets, plans, advertisements, manuals, letters, notices and signs
<b>Text forms</b>	description, instruction, narration.
<b>Sources</b>	Books, journals, magazines, newspapers, manuals, ephemera (advertisements, brochures, leaflets)
<b>Answering</b>	Students indicate answer on a given answer sheet.
<b>Timing</b>	one hour thirty minutes
<b>Marks</b>	One mark is given for each correct answer in Part 1 and 2 Two marks for each correct answer in Part 3.

Part	Task type and Focus	Number of questions	Task format
1	Four-option multiple-choice lexical cloze	14	Two modified cloze texts (about 100 words in total), from a range of sources. Each text contains seven gaps and is followed by seven four option multiple-choice questions.
2	Four-option multiple-choice grammatical cloze	7	One texts (about 100 words in total) from a range of sources.
3	Four-option multiple-choice Content/detail, main idea	23	Three texts ( 700 words in total) from a range of sources.

### Language characteristics

#### *Organizational characteristics*

##### Grammatical features

Lexis: phrasal verbs. Their definitions are as the following:

**Phrasal verbs:** A verb plus preposition and/or adverb which together form a unit of meaning. Items may test the verb or the other element. (Ashton, 2003:141)

Morphosyntax: modal auxiliaries or modal idioms, present progressive, simple sentence (to express future time) or present progressive, present simple tense ( to express present state, habitual present, instantaneous present), present perfect, past tense, adverb of time

Textual: pronoun reference, logical connector

#### *Pragmatics*

Sociolinguistic: variety: standard, register: written formal and informal

**Topical characteristics: NONE**

### EXPECTED RESPONSE

#### Format

*Channel* Visual

*Form* Non language

*Language* Target

*Length* Short

*Type* Restricted

*Speededness* Speeded

**Topical characteristics: none**

### RELATIONSHIP BETWEEN INPUT AND RESPONSE

**Reactivity: non reciprocal**



**Scope of relationship:** closely related

**Directness of relationship:** indirect

**Definition of construct**

The construct definition is based on the course objectives in which the students should be able to:

1. Specify and sentence structures and expressions when giving instructions
2. Select discourse markers for indicating the steps of an instruction
3. Specify the detail information or main ideas of reading materials related to instructions
4. Indicate vocabulary and expressions for describing objects
5. Indicate shape, size and color of objects
6. specify the detail information or main ideas of reading materials related to describing objects
7. Indicate vocabulary and expressions for describing functions and use of objects
8. Specify the detail information or main ideas of reading materials related to describing functions and use of objects
9. Select the present verb form to make the correct subject-verb agreement
10. Specify the present time adverbs
11. Specify the detail information or main ideas of reading materials related to describing present events
12. Specify the past time adverbs
13. Specify the detail information or main ideas of reading materials related to describing past events
14. Specify the future time adverbs
15. Select the forms of future tense verbs with correct subject-verb agreement
16. Specify the detail information or main ideas of reading materials related to describing future events

*A. Language ability*

Grammatical features

Lexical

Phrasal verbs: consist of, made of, used to, used for, come with

Morphosyntactic

Inflectional affixes: verb ending *\_ed*, *\_s/\_es*, *\_ing*

Syntactic structures:

Modal auxiliaries or modal idioms: may, might, can, could, would, shall, be able to,

Tenses and aspects: present progressive, simple sentence (to express future time) or present progressive, present simple tense ( to express present state, habitual present, instantaneous present), present perfect, past tense, adverb of time

Adjectives: size, shape, color

Adverb: Time (point in time e.g. eventually, duration e.g. lately, frequency e.g. rarely)

Preposition: Time (range e.g. from, starting point e.g. since, duration e.g. for)

Textual features:

Cohesion

Inferences: pronoun reference, propositional informational inference.

Rhetorical

Logical connectors: chronology, definition, process

Pragmatic features

Sociolinguistics

variety: standard,

register: written formal and informal

*B. Strategic competence: None*

*C. Topical knowledge: None*

### III. Table of specifications

Test constructs	Item Numbers					
	Giving instructions	Describing objects	Describing present events	Describing past events	Describing future events	Totals
1. Ability to display sentence structure	19	-	20 21	15 16	22	6
2. Ability to understand vocabulary	-	1 3 5 7 8 2 9 13 6	-	-	-	9
3. Ability to select discourse markers	10 12	-	-	-	-	2
4. Ability to understand adverbs of time	-	-	18	17	-	2
5. Ability to understand adjectives e.g. shape size, color,	-	4	-	-	-	3

condition		11 14				
6. Ability to specify detail information and main idea	24 25 38	37 41 45 39 40 42 43 44	23 26 27 33 34	28	29 30 31 32 35 36	23
Totals	6	20	8	4	7	45

#### Part 4: Writing

#### Description of TLU domains and task types

##### C. Identification of tasks

##### 1. TLU domain: both language- instructional and real-life

The TLU domain is identified as language-instructional because this test is an achievement test which is designed to cover the functions of language as stated in the course objectives. However, the instruction is likely based on communicative language teaching so the TLU domain would correspond to real life communication outside classroom. Therefore, the TLU domain is both language instructional and real-life.

##### 2. Identification and selection of TLU tasks for consideration of test tasks

Test tasks would need to be drawn from both course objectives and real life communication with regard to the situation domain in which inferences about the students' language and writing abilities are intended to generalize. Therefore, the TLU tasks should be the items focusing on target language and task focusing on both content, language and organization of the writing production.

##### D. Description of TLU task types

##### SETTING

**Physical characteristics:** location: classroom, noise level: quiet, seating condition: individual desk, lighting: good.

**Participants:** first year diploma technical students at RMUTS

**Time of task:** daytime

#### INPUT

##### Paper format: 3 parts

**Part 1 (sentence writing)** consists of ten sentence writing. Students are provided with ten frames. Each consists of sets of words in which students have to combine into a single sentence in the order. The frames give control over the form and meaning, making the writing production very restricted.

**Part 2 (descriptive writing)** consists of one input text. The input must be short (no more than 50 words in length). The input must give sufficient context so that students could see a point and purpose to their writing.

**Part 3 (descriptive writing)** consists of illustrative input with target language. Students are required to describe the picture. This makes their writing task very specific.

All are compulsory and a paper format for the students to write their answer must be provided.

#### Task format

Format	Part 1	Part 2	Part 3
<i>Channel</i>	Visual	Visual	Visual
<i>Form</i>	Language	Language/illustration	Illustration with language
<i>Language</i>	Target	Target, providing a point and purpose to the writing	Target, providing a point and purpose to the writing
<i>Length</i>	Sentence	Short discourse (no more than 50 words)	Short discourse (no more than 50 words)
<i>Dialect</i>	Standard	Standard	Standard
<i>Style</i>	Formal	Formal written language	Formal written language
<i>Vehicle</i>	Indirect	Indirect	Indirect

#### Language characteristics

##### *Organizational characteristics*

Grammatical:

Lexical:

Morphosyntactic:

Textual:

Pragmatics

Functional: giving information

Sociolinguistics:

**Topical characteristics:** none

**EXPECTED RESPONSE**

Format	Part 1	Part 2	Part 3
<i>Channel</i>	Visual	Visual	Visual
<i>Form</i>	Language	Language	Language
<i>Length</i>	Sentence	Discourse (approximately 120 words)	Discourse (approximately 75 words)
<i>Type</i>	Constructed response: sentence writing	Constructed response: essay writing	Constructed response: descriptive writing
<i>Language</i>	Target	Target, providing a point and purpose to the writing Describing events	Target, providing a point and purpose to the writing Describing objects
<i>Operation</i>	-	Short discourse (about 75-100 words)	Short discourse (about 75-100 words)
<i>Length</i>	Sentence	Non-specialist relevant to the test taker	Non-specialist relevant to the test taker
<i>Topic</i>	-	Message	Message
<i>Type</i>	Item discrete point	Speeded	Speeded
<i>Speededness</i>	Speeded	Indirect	Indirect
<i>Vehicle</i>	Indirect		

**Language characteristics***Organizational characteristics*

## Grammatical feature:

Lexical: phrasal verbs such as consist of, be used for/to

Morphosyntactic: verb tenses, adjectives, adverbs, noun prepositions

Textual: Chronology, classification, process, definition,

*Pragmatics*

Functional: Describing events and objects

Sociolinguistics:

Variety: standard

Register: formal written language.

**Definition of construct**

The construct definition is based on the course objectives in which the students should be able to:

1. Give a definition to describe an object
2. Use correct verb forms to describe an object
3. Organize the paragraph of description logically, starting with topic sentence, following with support details and ending with wrap-up sentence.
4. Use adjectives and adverbs to express sensory description, especially,
  - touch e.g. sharp, soft, flexible
  - see, e.g., round, square
  - taste, e.g., salt water, sweet
  - feelings, e.g., cool water
  - smell, e.g., ocean air
5. Use transitional words to describe the physical location, e.g., below, along with, to the right
6. Use correct verb forms to describe past events
7. Use correct verb forms to describe future events
8. Describe functions and uses of an object
9. Describe features of an object
10. Construct affirmative, question and negative sentences.

### III. Table of specifications

Test constructs	Task numbers			
	Describing Objects	Describing Present Events	Describing Past Events	Describing future events
1. Ability to describe the features of objects	Writing task1			
2. Ability to describe functions and use of objects				
3. Ability to give a definition to describe an object				
4. Ability to use correct verb forms to describe an object				
5. Ability to organize the paragraph of description logically, starting with topic sentence, following with support details and ending with wrap-up sentence.				
6. Ability to use adjectives and adverbs to express sensory description				
7. Ability to construct affirmative, question and negative sentences			Sentence writing	
8. Ability to use correct verb forms to describe present, habitual and factual events			Writing task2	

9.Ability to use correct verb forms to describe the past events		
10.Ability to use correct verb forms to describe the future plan		

**F2. TEST****ENGLISH I****INSTRUCTIONS TO STUDENTS**

Do not open this booklet until you are told to do so.

Write your name, student identification, and department on the answer sheet in the spaces provided.

There are **four** parts (21 pages) in this paper. **Complete all.**

**Part 1 : Listening test (30 marks: question 1-30)**

**Part 2: Speaking test (25 marks: question 31-55)**

**Part 3: Reading test (30 marks: questions 56-85)**

**Part 4: Writing test (30 marks: question 1-3)**

At the end of the examination, you should hand in both the question paper and the answer sheet.

**LISTENING TEST****INSTRUCTIONS TO STUDENTS**

There are **2 parts** in this paper:

Part 1: conversation (questions 1-22)

Part 2: monologue (questions 23-30)

Answer **all** questions. Each carries one mark.

**PART ONE**

You will hear **six** conversations. Listen to each conversation and choose the alternative (1, 2, 3 or 4) which fits best to what you hear. Mark your answer on the separate answer sheet

**Listening 1**

1. Kim and John are \_\_\_\_\_ .
  1. dancing
  2. greeting each other
  3. driving their new car
  4. talking to their girl friends
2. Kim is \_\_\_\_\_
  1. an officer
  2. a programmer
  3. graduate student
  4. an international relation
3. John works at \_\_\_\_\_.
  1. a Student Center
  2. a National Bank
  3. a textile company
  4. an International Airline
4. This is \_\_\_\_\_ that Kim and John have met.
  1. the first time
  2. the second time
  3. the third time
  4. the fourth time

**Listening 2**

5. Mary, Carol, and Albert are \_\_\_\_\_.
1. friends
  2. family
  3. colleagues
  4. business partners
6. Who ask Albert to fill in the form?
1. Mary
  2. Carol
  3. the policeman
  4. the insurance man
7. Albert feels better because \_\_\_\_\_.
1. he likes grapes
  2. he is not worried about his work
  3. he sees Carol and Mary
  4. he has got a lot of sleep.

**Listening 3**

8. Leo Jones wants to \_\_\_\_\_.
1. have dinner
  2. see a show
  3. watch a movie
  4. talk to the receptionist
9. Leo Jones is \_\_\_\_\_.
1. a hotel quest
  2. a hotel staff
  3. the receptionist's friend
  4. the receptionist's boss.
10. Leo Jones seems \_\_\_\_\_.
1. rude
  2. polite
  3. cold
  4. friendly
11. The receptionist refuses to give information about the \_\_\_\_\_.
1. show
  2. hotel
  3. coach
  4. theatre

**Listening 4**

12. Bob is a \_\_\_\_\_ of Mary.
1. partner
  2. neighbor
  3. supervisor
  4. business client
13. Bob talks to Mary about the \_\_\_\_\_.
1. dog's fashion
  2. mid-night noise
  3. week-end traveling
  4. children's education
14. Bob feels unhappy because he could not \_\_\_\_\_.
1. look after his dog
  2. sleep at night
  3. visit his parents
  4. go to the sport club
15. Mary knows that she has to \_\_\_\_\_.
1. say sorry
  2. study harder
  3. quit the job
  4. meet the clients



**Listening 5**

16. Paul knows \_\_\_\_\_.
1. when to fry potato chips
  2. why to serve potatoes
  3. how to cook potatoes
  4. what is best of potatoes
17. \_\_\_\_\_, steam the potatoes.
1. First of all
  2. Secondly
  3. Next
  4. Finally
18. \_\_\_\_\_ peeling the potatoes, cool them.
1. For
  2. While
  3. After
  4. Before
19. When the potatoes are done, they will be \_\_\_\_\_.
1. soft and brown
  2. crisp and brown
  3. soft and gold
  4. crisp and gold

**Listening 6**

20. The customer calls because \_\_\_\_\_.
1. he has destroyed the video.
  2. he has lost his instructions.
  3. he wants to buy the video.
  4. he wants to change the video.
21. To record the program, the first step is to \_\_\_\_\_.
1. press timer once
  2. look at the monitor
  3. clean the timer
  4. check the standby
22. When seeing "stop", the customer can \_\_\_\_\_.
1. stop the machine
  2. stop the recording
  3. select the finishing time
  4. select the recording time

**PART TWO**

You will hear **two** monologues. Listen to each monologue and choose the alternative (A, B, C or D) which fits best to what you hear. Mark your answer on the separate answer sheet

**Monologue 1**

23. The speaker is talking about his \_\_\_\_\_.
1. school life
  2. holiday
  3. life at home
  4. traveling
24. \_\_\_\_\_ is visiting him on Sunday afternoon
1. His friend
  2. His father
  3. His tutor
  4. His brother
25. On Sunday he will probably \_\_\_\_\_.
1. watch TV
  2. go swimming
  3. go shopping
  4. wake up late

**Monologue 2**

26. The talk is about \_\_\_\_\_.
1. Sequoyah, the creator of the alphabet
  2. Sequoyah, the best leader
  3. Sequoyah, the great traveler
  4. Sequoyah, the big hunter
27. Sequoyah was \_\_\_\_\_.
1. an American
  2. a Cherokee Indian
  3. a Red Indian
  4. a European
28. Sequoyah lived in \_\_\_\_\_.
1. Archisp, India
  2. Arkansas, the U.S.A
  3. Aphaedia, South Africa
  4. Amorphis, Europe
29. Sequoyah had to leave home in \_\_\_\_\_.
1. 1810
  2. 1811
  3. 1812
  4. 1813
30. Sequoyah successfully \_\_\_\_\_ in 1821.
1. reached home
  2. traveled around the world
  3. built the Cherokee's house
  4. made 86 sound symbols in the Cherokee language

.....END OF LISTENING TEST.....

**SPEAKING TEST**

**There are 25 questions (31-55) in this paper. Answer all. Each carries 1 mark**

Instructions: Read the scripted dialogues. Each dialogue has some gaps. Fill each gap by choosing the alternative (1, 2, 3, or 4) which fits best to what you read. Mark your answer on the separate answer sheet.

**At home**

Anne Louise, I'd like you to meet my cousin, Richard .

Richard (31) \_\_\_\_\_, Louise.

Louise Hello, nice to meet you.

Anne And (32) \_\_\_\_\_

Richards Oh, how do you do?

Anne How do you do?

31.
  1. Hello
  2. Be yourself.
  3. You are very nice.
  4. I wish you are good.
32.
  1. What a nice day, isn't it?
  2. How nice of you, Mr. green.
  3. This is our neighbor, Mrs. Green.
  4. It's my pleasure to meet you, thank you.

**At the conference**

Jane Good morning Khun Siri. (33) \_\_\_\_\_.

Siri Good morning, Jane. Nice to see you, too. How are you?

Jane (34) \_\_\_\_\_. Thank you. How about you?

Siri Good. Thank you. How's the business at Toyota, Japan?

Jane (35) \_\_\_\_\_. Thank you.

Excuse me. I must go to the meeting now. See you later.

Siri I hope so. Good luck and good-bye.

Jane Good-bye.

33. 1. How are things?  
2. Nice to see you again  
3.. I have forgotten, I'm afraid.  
4. Are you looking for something?
34. 1. Let's go.  
2. I am sickening.  
3. I'm very well.  
4. Need some help?
35. 1. It's going well.  
1. You must be sure.  
2. I'm sorry. I can't.  
3. Do you like Japan better?

**At a hotel**

James This hotel stinks.

Front receptionist What's wrong?

James I got no sleep. Every 15 minutes this loud banging sound woke me up.

Front receptionist (36) \_\_\_\_\_

James That's all right

36. 1. I am really sorry for that.  
2. Oh! That doesn't matter.  
3. What are your feelings about that?  
4. Everyone is happy about that, isn't it?

**After lunch**

Jane Would you like me to make coffee now?

Bob Yes, thanks! Um...look, I wonder if I could possibly use your phone?

Jane (37) \_\_\_\_\_. You see it's out of order again.

37. 1. OK. Go ahead.  
2. You may love this.  
3. I am sorry, it is not possible.  
4. Wow! I like your phone.

**At a crowded restaurant**

John Excuse me, is anybody sitting here?  
 Anne Uh no...no, here, You can sit here.  
 John (38) \_\_\_\_\_. Say, haven't I seen you with Jack Davidson?  
 Anne I work with him. How do you know Jack?  
 John Jack and I went to school together. What sort of work do you do?  
 Anne Oh, I... I work on commercial accounts with him. Um... what do you do?  
 John I'm a telephone installer. (39) \_\_\_\_\_ – my name is John Spencer.  
 Anne Well, (40) \_\_\_\_\_  
 John Happy to know you.

38. 1. Thank you.  
 2. Need some help?  
 3. Leave that alone.  
 4. That's not polite.
39. 1. Do you know me?  
 2. Guess, who I am.  
 3. Good afternoon, Miss.  
 4. I should introduce myself
40. 1. I'm Anne Kennedy.  
 2. Well, I'm sorry, John.  
 3. Allow me to write my name.  
 4. Would you know my name?

**At a restaurant**

Bob Well, what do you think of this, Mary? Do you like this restaurant?  
 Mary Oh, honey, it looks very nice. Oh, look, let's see if we can sit over there by the window so we can look at the water!  
 Bob Oh yeah, sure. Uh, hm... excuse me Miss,(41) \_\_\_\_\_  
 Waitress Nuh, I'm sorry. We're closing that section.  
 Would you mind sitting over here?  
 Mary (42) \_\_\_\_\_  
 Bob Mm...well, OK, I wonder what's on the menu.

41. 1. we need a table over there by the window.  
 2. could we have a table over there by the window?  
 3. would you mind if we have a table over there by the window?  
 4. we would like to have a table over there by the window.
42. 1. So what?  
 2. All right, sure.  
 3. Excuse me, Miss.  
 4. Let me explain.

**After dinner**

John Oh, Anne that was a wonderful dinner. That's the best meal I've had in a long time.

Anne Oh! (43) \_\_\_\_\_

John Can I give you a hand with the dishes?

Anne (44) \_\_\_\_\_. I'll do them myself later.

John All right. Uh, do you mind if I smoke?

Anne (45) \_\_\_\_\_

John Oh, I left my cigarettes in the hall.

43. 1. My God.  
2. You are nasty.  
3. You must be joking.  
4. Thank you very much.
44. 1. What do you think?  
2. Another chance?  
3. Oh, how come?  
4. No, don't bother.
45. 1. I'm with you.  
2. Not at all. Go ahead.  
3. Need some help?  
4. Please let me go, thanks.

**At an office**

John Morning, Bob! Late again

Bob (46) \_\_\_\_\_.

John Mm...what's the excuse this time?

Bob I just don't know what to say. I must have turned the alarm clock off and gone back to sleep again, I...

John Yeah, and last week one of the children wasn't well?

Bob Yes, I know...

John Mmm!

Bob I'm really sorry! I promise you it won't happen again.

John (47) \_\_\_\_\_! Look! I've got a bit of a problem here...Bruce has phoned while you were out...

46. 1. Oh, I'm ever so sorry.  
2. There we are. Good morning.  
3. Morning. How are you today?  
4. Morning. Would you like me to work now?
47. 1. Never mind.  
2. Yes, certainly.  
3. Oh, come on.

4. Oh, I'm sorry.

**At an office**

Clerk Can I have permission to leave the office early today, sir?  
 Boss Well, (48) \_\_\_\_\_. Is it something important?  
 Clerk Yes, it's important.  
 Boss Do you mind if I ask what it is?  
 Clerk I want to get a good seat for the football match to night. May I leave at four thirty to get there in plenty of time?  
 Boss (49) \_\_\_\_\_ but I can't possibly allow you to leave earlier than other people, unless you are ill. It wouldn't be fair.

*Ten minutes later...*

Clerk Excuse me, sir. (50) \_\_\_\_\_. I've suddenly begun to feel ill.

48. 1. are you all right?  
 2. wonder what's in there?  
 3. how do you like this room?  
 4. It would be rather inconvenient.
49. 1. I'm sorry  
 2. Watch out.  
 3. Am I right?  
 4. Take it easy.
50. 1. I agree with most of what you say.  
 2. I would like to turn off the electricity.  
 3. I wonder if I could go home early today.  
 4. I'm afraid I find myself unable to accept you.

**At a workshop**

Ben Hello, Tim. How are you?  
 Tim I'm OK. Thanks. And you?  
 Ben Fine. Thanks. Tim, (51) \_\_\_\_\_.  
 Tim Sure. Any thing I can do for you?  
 Ben Yes, please. Could you show me how to use a fire extinguisher?  
 Tim OK. You should know about this in case of fire.  
 Ben You're right. (52) \_\_\_\_\_.  
 Tim You pull the pin.  
 Ben This pin? (53) \_\_\_\_\_.  
 Tim Aim the nozzle at the base of fire. Like this.  
 Ben (54) \_\_\_\_\_.  
 Tim Then squeeze the handle to release the extinguishing agent.  
 Ben OK. (55) \_\_\_\_\_.  
 Tim OK. Here's the handle.

51. 1. are you OK?  
2. are you sure?  
3. wouldn't you say so?  
4. have you got a moment?
52. 1. What do you do first?  
2. How do you like it?  
3. What's your opinion?  
4. Why don't you consider the pin?
53. 1. What next?  
2. Guess what.  
3. What was that?  
4. What was it?
54. 1. Like what?  
2. So. What?  
3. What's this?  
4. Then what?
55. 1. Let me try.  
2. Not to worry.  
3. Just for me.  
4. That's true.

.....END OF SPEAKING TEST....

## READING TEST

### INSTRUCTIONS TO STUDENTS

There are 30 questions in this paper. Answer **all** questions.

This paper has **3** parts:

Part 1: vocabulary (56-60)

Part 2: grammar & structure (61-74)

Part 3: reading comprehension (75-85)

### Part 1

Directions: For questions **56-60**, each sentence has an underlined word or phrase. Choose one word or phrase from **1, 2, 3, or 4** that best keeps the meaning of the original sentence. Mark your answer on the separate answer sheet

- 
56. A power generator makes electricity.  
1. has  
2. contains  
3. produces  
4. maintains
57. The magnetic field is composed of lines of force.  
1. uses  
2. drives  
3. contains  
4. operates

58. A rectifier allows a current to flow in one direction.
1. is
  2. lets
  3. uses
  4. causes
59. To work with machines, keep your hair short since long hair can be caught in moving machine.
1. so
  2. and
  3. when
  4. because
60. The lower assembly is known as the knee assembly.
1. is called
  2. is labeled
  3. is noticed
  4. is announced

### Part 2

Directions: For questions 61-74, read the three texts below and decide which answer (1, 2, 3, or 4) best fits each gap. Mark your answer on the separate answer sheet

---

#### Mirror

A mirror is very smooth and shiny. It consists of a thin layer of silver. There are many different (61) \_\_\_\_\_ of mirrors. The most common ones are the ordinary (62) \_\_\_\_\_ ones we look at while washing or trying on clothes. Then there are the (63) \_\_\_\_\_ ones that we use when we shave or put on make-up. Cars (64) \_\_\_\_\_ rear-view mirrors which give a wide-angle view of the road behind. There are also the (65) \_\_\_\_\_ mirrors. They make us look either too long or too short or give us a funny shape.

61.    1. sizes  
       2. types  
       3. layers  
       4. modes
62.    1. flat  
       2. round  
       3. square  
       4. rectangle
63.    1. normal  
       2. ordinary  
       3. distorting  
       4. magnifying
64.    1. are  
       2. create  
       3. offer  
       4. have
65.    1. normal  
       2. ordinary  
       3. distorting  
       4. magnifying

#### Screw Extractor

There are many occasions where bolts are broken off. A broken bolt that is not (66) \_\_\_\_\_ of hardened steel may be (67) \_\_\_\_\_ a hole with a screw extractor. First a hole must be drilled into the (68) \_\_\_\_\_ bolt. Then the correct size screw extractor is (69) \_\_\_\_\_ the hole. The screw extractor is then (70) \_\_\_\_\_ counterclockwise with a tap wrench. The screw extractor acts much like a corkscrew to remove the broken bolt.

66.    1. built  
       2. made  
       3. seen  
       4. taken



67. 1. led  
2. taken from  
3. left in  
4. moved into
68. 1. broken  
2. stored  
3. progressed  
4. developed
69. 1. placed  
2. placed with  
3. placed on  
4. placed into
70. 1. made  
2. turned  
3. moved by  
4. directed to

### Golds Beat Silvers

In the first soccer game, the Golds beat the Silvers, 6 to 3. The Silver team played a great game, but its defense was still weak. The Golds defended the ball more aggressively. Of course, Ace Jackson helped win the game for the Golds. He was back on the field (71)\_\_\_\_\_. He was hurt badly last season, but he has recovered (72)\_\_\_\_\_. Although he didn't play well as people expected, he still handled the ball well. He (73)\_\_\_\_\_ handled it the most skillfully of anyone on the team. Watch Ace this season, and watch the Silvers. They (74)\_\_\_\_\_ a new coach this year. I think we will see them play better and better as the season progresses.

71. 1. today  
2. tomorrow  
3. next week  
4. since 2005
72. 1. yet  
2. slowly  
3. quickly  
4. yesterday
73. 1. never  
2. certainly  
3. probably  
4. rarely
74. 1. has  
2. have  
3. had  
4. had to have

### Part 3

Directions: You are going to read **three** extracts. For each item, choose the answer (1, 2, 3, or 4) which you think fits best according to the text. Mark your answers on the separate answer sheet.

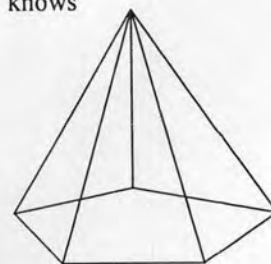
#### Not All Pyramids Are Square

The pyramids of Egypt are one of the wonders of the world. Even today no one knows how these impressive *monuments* were constructed.

The Great Pyramid is particularly striking. It is 480 feet high.

The base is a square that is 756 feet on each side. It may have taken  
5 4,000 workers 30 years to build this huge structure.

Many people think that all pyramids must look like the ones in Egypt. But that is not the case. Pyramids can have many different shapes. The side faces of a pyramid are always triangles. But the base can be some shape other than square. The base can be a triangle. It can also be a five



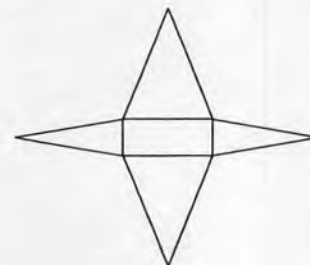
- 10 sided shape called a pentagon or a six-sided shape called a hexagon. In fact, the base of a pyramid can be any polygon.

Pyramids are named by the shapes of their bases. The Egyptian pyramids are called square pyramids because their bases are squares. But many pyramids

- 15 aren't square. A triangular pyramid has a triangle for a base. A rectangular pyramid has a rectangle for a base.

Models of pyramids are easy to make. Start by drawing any straight-sided shape. Put triangles on each side. Make each triangle the same height. Cut out the pattern and fold it up.

- 20 You'll have a model of a pyramid. The drawing at the right shows a rectangle with four triangles around it. When folded, the pattern will make a rectangular pyramid.



75. The passage is mainly concerned with \_\_\_\_\_
- 1.. the Great Pyramid.
  2. the pyramids in Egypt
  3. the types of pyramids
  4. the constructions of the pyramids
76. The side faces of a pyramid \_\_\_\_\_.
1. are identical
  2. are always triangles
  3. are always square
  4. can be different shapes
77. To make a model of a pyramid, \_\_\_\_\_ you have to draw the straight-sided shape.
1. first
  2. second
  3. third
  4. finally
78. 'monuments' (line 2) refers to \_\_\_\_\_.
1. the pyramids
  2. the structures
  3. the great pyramids
  4. the pyramids in Egypt
79. The last paragraph is about \_\_\_\_\_.
1. how to name pyramids
  2. how to build a model
  3. how the base and the side faces are constructed
  4. how Egyptian pyramids differ from the others

#### The Project

This is to tell how the Malaysia project is coming along. Firstly, all the equipment has been installed and we start testing the machines on Monday next week. We hope to finish at the end of this month – June. Secondly, the operator training already started on Wednesday this week. This first course ends next

- 5 Friday. Fred Hyman, the maintenance trainer, will arrive on Saturday, the 12<sup>th</sup>. **He** will have a week before he starts training. The first maintenance course will begin a week from Monday. The last course – the supervisor's course – is in July and this will finish at the end of the month. We plan to start up in August.

We have got a provision start-up date on August 25<sup>th</sup>. If all the tests are OK, we 10 will build up capacity slowly. We hope to reach full capacity by September 8<sup>th</sup>.

Importantly, the client wants an official opening date for the plant. The Works Manager said the middle of September, the 15<sup>th</sup>, would be OK.

80. '**He**' (line 6) refers to the \_\_\_\_\_.
1. operator
  2. supervisor
  3. works manager
  4. maintenance trainer

81. The project is about the \_\_\_\_\_ .
1. sport complex
  2. amusement park
  3. department store
  4. manufacturing plant
82. If they are sure that they \_\_\_\_\_ , the official opening will take place.
1. install all machine
  2. reach the full capacity
  3. train their maintenance staffs
  4. have the provision start-up date

#### **Roomba 4210 Robotic Vacuum**

This robotic vacuum cleaner is very modern and easy to use. Press the “clean” button, it will vacuum the whole floor and it is able to adjust automatically to any floor surfaces. It has the convenient features. The vacuum’s artificial intelligence determines the room size and adjusts the rum time to ensure that it cleans the whole floor. The integrated sensors detect dirt and increase the focus and intensity of cleaning in that area. The infra-red cliff sensors detect stairs, furniture and walls for cleaning efficiently. With its wide cleaning path and a three-stage cleaning system, this robotic vacuum cleaner can get the floor clean than the traditional upright vacuums.

83. What is the passage about?
- 1 a real robotic vacuum
  - 2 a Lego robotic vacuum
  - 3 a prototype robotic vacuum
  - 4 a science fiction robotic vacuum
84. What do you do start Roomba 4210?
1. press sensors
  2. adjust the vacuum
  3. press the clean button
  4. include artificial intelligence
85. The cleaning system of Roomba 4210 has \_\_\_\_\_ stages.
- A. two
  - B. three
  - C. four
  - D. five

...END OF READING TEST...

### **WRITING TEST**

#### **INSTRUCTIONS TO STUDENTS**

Your answers must follow the instructions given.

Write your answers on the separate answer paper provided.

Write clearly in pen, not pencil. Make sure that your work is easy to read. Write the question numbers clearly in the left-hand margin at the beginning of your answer.

#### **INFORMATION FOR STUDENTS**

There are three parts:

- Part 1: Sentence writing. There are ten sentences. Each sentence carries one mark.
- Part 2: Describing an object. There is one diagram. It carries eight marks
- Part 3: Describing events. There is one question. It carries twelve marks.

**Part 1**  
**Sentence writing**

- Instructions:** 1. Rearrange the words given to make up a **correct sentence with appropriate punctuation mark(s)**
2. Change the **verb** to make the **correct forms** (subject-verb / aux agreement, correct tense)
- 

1. Proton in Malaysia / plan to produce / within the next five years / petrol-electric cars
2. what time / our Eden, an exotic island / hit / the tsunami
3. can / how many ways / write / the same exact things / you
4. earth, wind & fire / the name of a popular 1970s band / not / be
5. cause / indoor air pollution / 1.6 million deaths per year in developing countries
6. not like / Mary / watching / sport on television
7. in the future / we / not use / only fuel energy
8. when we left home / rain / it
9. move down / at this moment / planes / the runway / how many
10. the soccer team / go to Japan / next month

**Part 2**  
**Describing an object**

**Instructions:** Read the information about "A robotic soldier ant" and describe it (about 75-100 words).

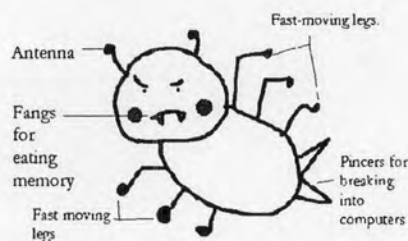
*Robotics scientists and the micro-electrical researchers have built a robotic soldier ant. Human operators control it via radio or fibre optics. This robot is used to control and destroy the computerized vehicles. It has...*

**Questions:**

What do you think a robot soldier ant looks like? Below is an imagined soldier ant. It is called a "Saboteur Ant". Write about it (size, shape, color, useful qualities etc.). What does each part do? What is it used for?

You can make use of the information given in your writing and add your imagination in your writing.

**You must use correct verb tense. Write in paragraphs!!!**



**Part 3****Describing events**

Instructions: You **must** answer the question given below. Write your answer on the **answer sheet** provided.

**Question:** Write an essay in about **75-100** words to answer the following advertisement.

<p><b>Win a dream holiday</b></p> <p><b>Write to tell us</b></p> <ul style="list-style-type: none"><li>• <b>What you usually do during your holiday</b></li><li>• <b>What was your most impressive holiday</b></li><li>• <b>What is a perfect holiday for you</b></li></ul> <p><b>.....And you might win a prize</b></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

You can use the following questions as a guideline for your writing.

- Did you have a good holiday?
- If yes, what did you do?
- Where did you go?
- What did you like about it?
- What do you usually do during your holiday?
- Do you like it?
- What will be your next holiday?
- What will you do to make it perfect for you?
- Where will you go?
- Will you enjoy your holiday with your friend?
- Will you love to stay quietly?

and etc...

### F3.1 CHECKLIST: TEST EVALUATION

*Instructions: Following are different sets of minor objectives that different test items are trying to measure. Please check whether or not you agree with the test writer by putting an X in the slots that best suit your opinions.*

	Yes	Not sur	No	Comments
<b>Part 1: Interview</b>				
1 – responding to question about personal information				
2 – responding to question about personal information				
3 – responding to question about personal information				
4 – responding to question about personal information				
5 – responding to question about personal information				
6 – expressing opinions				
7 – responding to question and request about present study				
8 – responding to question and request about previous study				
9 – responding to question about free time activities				
10 – responding to request about future plan				

#### Part 2: Functions of language

1– answering an introduction				
2 – introducing someone				
3– greeting someone				
4 – small talk				
5 – small talk				
6– apologizing				
7– refusing a request				
8– thanking				
9 – introducing oneself				
10 – introducing yourself				
11 – requesting				
12 – accepting an offer				
13 – responding to thanks				
14 – turning down an offer				
15 – giving permission				
16 – apologizing				
17 – accepting an apology				
18 – refusing a request				
19 – refusing a request				
20 – asking for permission				
21 – requesting				
22 – asking for the first step of an instruction				
23 – asking for the next step of an instruction				
24 – asking for the next step of an instruction				
25 – requesting				

**Reading**

1 – recognizing the meaning of a verb used to describe function of an object				
2 – recognizing the meaning of a verb used to describe feature of an object				
3 – recognizing the meaning of a verb used to describe function of an object				
4 – recognizing the meaning of a connector used to give a reason				
5 – recognizing a verb used to give definition				
6 – recognizing a verb used to describe function of an object				
7 – recognizing a noun used to classify an object				
8 – recognizing an adjective used to describe feature of an object				
9 – recognizing an adjective used to describe features of an object				
10 – recognizing a verb used to describe features of an object				
11 – recognizing a verb used to describe features of an object				
12 – recognizing a verb used to describe function of an object				
13 – recognizing an adjective used to describe features of an object				
14 – recognizing a verb used to describe function of an object				
15 – recognizing a verb used to describe function of an object				
16 – recognizing a verb used to describe past events				
17 – recognizing an adverb of time used to describe past events				
18 – recognizing an adverb of time used to describe past events				
19 – recognizing an adverb of manner used to describe past events				
20 – recognizing an adverb of manner used to describe past events				
21 – recognizing a verb used to describe present events				
22 – recognizing a verb used to describe present events				
23 – identifying implicitly stated main ideas				
24 – obtaining specific information				
25 – obtaining specific information				
26 – using contextual clue to identify meaning of unknown word				
27 – obtaining main ideas				
28 – transferring grammatical knowledge on Present Perfect				
29 – identifying reference				
30 – making a propositional inference				
31 – making a propositional inference				
32 – making a propositional inference				
33 – obtaining specific information				
34 – making a propositional inference				
35 – recognizing topic sentence				
36 – obtaining specific information				

37 – obtaining specific information				
38 – obtaining specific information				
39 – identifying reference				
40 – making a propositional inference				
<b>Listening</b>				
1 – obtaining main point				
2 – indicating specific information				
3 – indicating specific information				
4 – making inference				
5 – making inference				
6 – recognizing requests for permission				
7 – making inference				
8 – indicating specific information				
9 – recognizing speaker's purpose				
10 – making inference				
11 – recognizing tones and intonation				
12 – indicating specific information				
13 – drawing inference				
14 – obtaining main idea				
15 - indicating specific information				
16 – indicating specific information				
17 – obtaining main idea				
18 – indicating sequence of instruction				
19 – indicating specific information				
20 – indicating specific information				
21 – indicating specific information				
22 – indicating specific information				
23– indicating sequence of instruction				
24 – indicating specific information				
25 – indicating specific information				
26 – obtaining main idea				
27– indicating specific information				
28– indicating specific information				
29– making inference				
30 – using propositional thinking				
31 – Obtaining main idea				
32 – indicating specific information				
33 – indicating specific information				
34 – indicating specific information				
35 – indicating specific information				



**Writing (part 1)**

1 – Present Simple: Affirmative sentence				
2 – Past Simple: Question sentence				
3 – Present Simple: Question sentence				
4 – Past Simple: Negative sentence				
5 – Present Simple: Affirmative sentence				
6 – Present Simple: Negative sentence				
7 – Future Simple: Negative sentence				
8 – Past Simple: Affirmative sentence				
9 – Future Simple: Question sentence				
10 – Future Simple: Affirmative sentence				

**Writing (part 2)**

1 - Describing features of an object				
2 - Describing functions of an object				
3 - Describing uses of an object				
4 - Using correct verb forms to describe an object				
5 - Using adjectives and adverbs to express sensory description				
6 - Using transitional words to describe the physical location				
7 - Organizing ideas				
8 - Organizing the paragraph of description logically, starting with topic sentence, following with support details and ending with wrap-up sentence.				

**Writing (part 3)**

1 - Using correct verb forms to describe past events				
2 - Using correct verb forms to describe future events				
3 - Using correct verb forms to describe future events				
4 - Using adjectives and adverbs to express sensory description				
5 - Using transitional words to describe the physical location				
6 - Using adjectives and adverbs to express sensory description				
7 - Organizing ideas				
8 - Organizing the paragraph of description logically, starting with topic sentence, following with support details and ending with wrap-up sentence.				

**F4 QUALITY OF THE TESTS: OBJECTIVE TEST TYPE**

ITEM ANALYZES: 85

NUMBER OF CHOICES: 4

RESPONDENTS : 174

STANDARD DEVIATION: 9.90

MEAN STANDARD ERROR: 0.751

MAXIMUM: 59

MINIMUM: 16

RANGE: 43

QUANTILE DEVIATION: 6.50

MEAN: 31.00

MODE: 33

SKEWNESS: 0.80

KURTOSIS: 0.39

**TEST STATISTICS**

	Mean	Min.	Median	Max.	Std.Devn	Variance
Test Score	31.948	16.000	37.500	59.000	9.904	98.096
Diff. Index	0.376	0.184	0.486	0.787	0.491	0.241
Delta	14.348	9.773	13.207	16.642	1.399	1.958
Disc. Index	0.282	0.130	0.446	0.446	0.153	0.023
Biserial (RBIS)	0.311	-0.038	0.351	0.351	0.162	0.026
Point-Biserial (RPB)	0.245	-0.028	0.282	0.283	0.129	0.017

**KUDER-RICHARDSON RELIABILITY STATISTICS**

R20 = 0.820

SEM20= 4.200

R21 = 0.806

SEM21= 4.360

**CRONBACH ALPHA RELIABILITY STATISTICS**

ALPHA = 0.82

SEM-ALPHA = 4.200

**F6 QUALITY OF THE TESTS: SUBJECTIVE TEST TYPE**

Subjective Tests	IDiff	IDisc
1. Sentence writing	0.346	0.498
2. Composition writing 1	0.458	0.661
3. Composition writing 2	0.409	0.657
4. Oral interview	0.436	0.536

**RELIABILITY STATISTICS**

CRONBACH ALPHA : 0.972

## F5 WRITING RUBRICS

<b>DESCRIBING AN OBJECT</b>	
<b>Content and Ideas</b>	<p><b>4-5</b> The writing is clear and focused. The reader can imagine what is being described.</p> <ul style="list-style-type: none"> <li>• Main ideas stand out and are well developed.</li> <li>• Details communicate the point.</li> <li>• Details are strong and specific.</li> </ul> <p><b>2-3</b> The writing is reasonably clear and focused. The reader can easily understand the main ideas although they may not be specific.</p> <ul style="list-style-type: none"> <li>• The central idea is maintained.</li> <li>• Details are occasionally slightly off-topic.</li> <li>• Details are sufficient for understanding.</li> </ul> <p><b>0-1</b> The writing lacks a central idea or purpose.</p> <ul style="list-style-type: none"> <li>• The reader cannot predict what is being described.</li> <li>• Details are limited or extensively repeated.</li> <li>• Length is too short to demonstrate the development of ideas.</li> <li>• Details are unclear or irrelevant.</li> </ul>
<b>Organization</b>	<p><b>4-5</b> The organization moves the reader through the writing without confusion.</p> <ul style="list-style-type: none"> <li>• The topic sentence is placed logically.</li> <li>• The paragraph has a beginning and a reasonable and logical ending.</li> <li>• Details support the main idea.</li> </ul> <p><b>2-3</b> The organization moves the reader through the writing without too much confusion.</p> <ul style="list-style-type: none"> <li>• The topic sentence is presented but it does not tell about the topic</li> <li>• The paragraph has a beginning and an ending but it seems to be undeveloped.</li> <li>• Details are not specific.</li> </ul> <p><b>0-1</b> The writing lacks organization which ultimately distorts the main point.</p> <ul style="list-style-type: none"> <li>• The topic sentence is an awkward placement</li> <li>• Details frequently confuse the reader, or the piece is too short to demonstrate the organizational skills.</li> <li>• The paragraph fails to provide an identifiable beginning, body and ending.</li> <li>• The writing is difficult to follow.</li> </ul>
<b>Grammar</b>	<p><b>4-5</b> The writing shows strong control of grammar and usage.</p> <ul style="list-style-type: none"> <li>• Writing contains consistently strong use of simple, compound and complex sentences.</li> <li>• Writing demonstrates accurate use of entire range of the English tenses.</li> <li>• The writing shows little need for editing.</li> </ul> <p><b>2-3</b> The writing shows limited control of grammar and usage</p> <ul style="list-style-type: none"> <li>• Sentences are correct especially simple sentences.</li> <li>• Writing demonstrates some English tenses.</li> <li>• The writing shows moderate need for editing</li> </ul> <p><b>0-1</b> The writing shows numerous errors in spelling, grammar and usage.</p> <ul style="list-style-type: none"> <li>• Most sentences are incorrect</li> <li>• The writing demonstrates inaccurate use of tenses.</li> <li>• The writing needs extensive editing</li> </ul>
<b>Voice</b>	<p><b>4-5</b> The writing is expressive and engaging.</p> <ul style="list-style-type: none"> <li>• The writer reveals his/her attitude/feeling towards the object being described.</li> <li>• The writing is pleasant.</li> </ul> <p><b>2-3</b> The writer is not fully engaged or involved.</p> <ul style="list-style-type: none"> <li>• The writer occasionally reveals his/her attitude/feeling towards the object being described.</li> <li>• The writing is pleasant but cautious.</li> </ul> <p><b>0-1</b> The writing is mechanical. Attitudes/feelings are not presented.</p> <ul style="list-style-type: none"> <li>• The writing fails to connect with the audience</li> <li>• The writing reveals nothing about attitude/feeling towards the object being described.</li> <li>• The writing is lifeless.</li> </ul>
<b>Vocabulary</b>	

**4-5** Words conveyed the intended message illustrate the reader's imagination.

- Words are specific and accurate.
- Writing has rich use of vocabulary.
- Word choices enhance the meaning and clarify understanding.

**2-3** Words are correct but not striking. They do not appeal the reader's physical sense.

- Words are accurate but general.
- Writing has adequate use of vocabulary. It contains familiar words or phrases, and simple expressions.
- Word choices fit the text but sometimes incomprehensible.

**0-1** The writing shows very limited vocabulary.

- Words are mostly inaccurate
- The writer shows an extremely limited of words.
- The writing fails to communicate
- Words do not fit the text; they seem imprecise

#### **Cohesive and coherence**

**4-5** Writing has an effective flow and rhythm.

- Transitions for describing features of the object are effectively connected.
- Reader moves easily from one sentence to the next.
- A variety of devices are used.
- The paragraph is coherent.

**2-3** Writing tends to be mechanical.

- Sentences are connected but inappropriate or inadequate use of transitions for describing feature of the object is noticeable.
- The reader can move through the piece although it is not well connected.
- Sentences are completed but the writer has little control over a paragraph.
- The writer is half way to achieve paragraph coherence.

**0-1** The writing is difficult to follow.

- The writing has awkward constructions.
- The reader may slow down or reread.
- Sentences are disjointed, confusing or rambling

### **DESCRIBING PAST EVENT**

#### **Content and Ideas**

**4-5**The writing is clear and focused. The pictures are fully described.

- The description of event is fully presented.
- The writing is clear and focused.
- The writer adds his/her own ideas effectively.

**2-3** The writing is reasonably clear. The pictures are described, though not all details are presented.

- The central idea is maintained, but not fully described.
- The writing is reasonably clear.
- The writer adds his/her own ideas, though not well related.

**0-1**The writer can hardly describe the pictures.

- The reader cannot see what is describing.
- The writing is not clear.
- The writer does not add his/her own ideas.

#### **Organization**

**4-5** The writing is well-organized.

- The topic sentence is presented logically and appropriately.
- The writing presents introduction and conclusion.
- The writer can describe and sequence the pictures correctly.

**2-3** The organization moves the reader through the writing without too much confusion.

- The topic sentence is presented.
- The writing presents recognizable introduction and conclusion.
- The writer can sequence the pictures correctly, though not all details in the pictures are presented

<p><b>0-1 The writing lacks organization.</b></p> <ul style="list-style-type: none"> <li>• The topic sentence is not presented.</li> <li>• There is neither lead-in nor real conclusion.</li> <li>• The writing does not show the organization of information</li> </ul>
<p><b>Voice</b></p> <p><b>4-5 The writing is engaged and lively.</b></p> <ul style="list-style-type: none"> <li>• The writing communicates the message lively.</li> <li>• The writer connects with the audience through words that appeal the reader.</li> <li>• The writer reveals his/her attitude towards the event.</li> </ul> <p><b>2-3 The writing is mechanical.</b></p> <ul style="list-style-type: none"> <li>• The writing tells only facts and necessary details.</li> <li>• The writer attempt to connect with the audience but unable to use words that appeal the reader.</li> <li>• The writer occasionally reveals his/her attitude towards the event.</li> </ul> <p><b>0-1 The writer is not comfortable with the content.</b></p> <ul style="list-style-type: none"> <li>• Individual perspective is minimally recognized.</li> <li>• The writing fails to connect with the audience.</li> <li>• The writing is lifeless.</li> </ul>
<p><b>Vocabulary</b></p> <p><b>4-5 Words convey the intended message in a precise and natural way.</b></p> <ul style="list-style-type: none"> <li>• Words are specific and accurate</li> <li>• Word choices enhance the meaning and clarify understanding.</li> <li>• Verbs and adverbs are lively.</li> </ul> <p><b>2-3 Words are correct but not striking. They do not capture the reader's attention.</b></p> <ul style="list-style-type: none"> <li>• Words are general but not effective and purposeful</li> <li>• Words are common and familiar. They do not capture the reader's interest.</li> <li>• The writer attempts at colorful language that seem overdone.</li> <li>• Word choices fit the text but sometimes not precise or specific.</li> </ul> <p><b>0-1 The writing shows very limited vocabulary.</b></p> <ul style="list-style-type: none"> <li>• Words and phrases are vague.</li> <li>• The writing fails to communicate</li> <li>• The writer shows an extremely limited of words.</li> <li>• Words do not fit the text; they seem imprecise and inadequate.</li> </ul>
<p><b>Cohesion and coherence</b></p> <p><b>4-5 Writing has an effective flow.</b></p> <ul style="list-style-type: none"> <li>• The writing contains an effective list-order paragraph.</li> <li>• The paragraph has a topic sentence with relevant /specific details.</li> <li>• Reader moves easily from one sentence to the next</li> </ul> <p><b>2-3 Writing tends to be mechanical.</b></p> <ul style="list-style-type: none"> <li>• The writing contains an effective list-order paragraph, but inappropriate use of transition is found.</li> <li>• The writer has good control over sentence construction but little control over a paragraph.</li> <li>• The reader can move through the piece although it may lack a certain rhythm</li> </ul> <p><b>0-1 The writing is difficult to follow.</b></p> <ul style="list-style-type: none"> <li>• Sentences are disjointed, confusing or rambling</li> <li>• Ideas are not connected. Paragraph breaks so frequently. No relation to the text.</li> <li>• The reader may slow down or reread.</li> </ul>
<p><b>Grammar and mechanics</b></p> <p><b>4-5 The writing shows good control of grammar and mechanics.</b></p> <ul style="list-style-type: none"> <li>• Sentences contain consistently varied structures.</li> <li>• The writing demonstrates correct grammar, especially, tense, word order, preposition, adverb. Few errors can be found.</li> <li>• The writing contains correct spelling, comma, punctuation, or question marks.</li> </ul> <p><b>2-3 The writing shows limited control of grammar and mechanics.</b></p> <ul style="list-style-type: none"> <li>• Sentences are correct , especially simple sentences</li> <li>• Errors in tense, word order, preposition, adverb are found but not impede readability.</li> <li>• The writing has some errors in spelling, comma, punctuation, or question marks.</li> </ul>

**0-1 The writing shows numerous errors in grammar and mechanics.**

- Frequency of grammar errors is overwhelming that the reader finds it difficult to focus on message.
- Frequent errors significantly impair readability.
- Spelling, comma, punctuation, or question marks are incorrect.

**F4. SCORING RUBRICS FOR SPEAKING TEST**

Speaking Scales	Pronunciation
5	There may be an obvious foreign accent, but this in no way impedes comprehension.
4	There may be a fairly strong accent but problems with intelligibility rarely occur.
3	Pronunciation is generally intelligible.
2	Errors in phoneme articulation, stress and intonation may impede communication.
1	Pronunciation is unintelligible.
	<b>Vocabulary</b>
5	Vocabulary is close to that of a similarly educated native speaker.
4	Vocabulary use is precise. Circumlocution is sometimes found.
3	Limited vocabulary ranges necessitates a great deal of circumlocution
2	Vocabulary is limited.
1	Vocabulary is limited. Most are often inappropriately used.
	<b>Grammar</b>
5	Grammatical errors are fairly rare and if found, errors never interfere with understanding. Is able to correct immediately.
4	Grammatical errors are made but they rarely interfere with understanding.
3	Usually handles simple structure fairly accurately, but lack of grammatical control shows in more complex sentences.
2	Word order and grammatical forms are influenced by L1. Use basic referential cohesive devices but many are unreliable.
1	Utterances are generally very short, many consisting of isolated words.
	<b>Fluency</b>
5	No unnatural pauses, almost effortless and smooth production
4	Few unnatural pauses, smooth production.
3	Some unnatural pauses.
2	Hesitant production, with pauses between words
1	Very hesitant production, frequent long pauses between words.
	<b>Amount of Communication</b>
5	Appropriate response to question and request for information. All required information is communicated.
4	Generally appropriate response to question and request for information. Most required information is communicated.
3	Somewhat appropriate response to question and request for information. Some required information is communicated.
2	Generally inappropriate response to question and request for information. Very little required information is communicated.
1	No evidence of ability to response to question and request for information. No required information is communicated.

## APPENDIX G

### WRITING TESTS

#### G1. Classroom writing tests for a foundation English course at RMUTS

##### Introduction

This is a development of three writing tests for students in the first year diploma level course at Rajamangala University of Technology Suvarnaphumi (RMUTS) Nonthaburi. The purpose of the tests is to assess the effects of the instruction on students' writing ability. The results are to be used to determine what have been effectively taught, what might be reviewed.

##### I. Description of characteristics of test takers

###### A. *Personal characteristics*

1. **Age:** 18-20
2. **Sex:** mostly male
3. **Nationalities:** Thai
4. **Native language:** Thai
5. **Level and type of general education:** diploma, technical studies
6. **Type and amount of preparation or prior experience with a given test:** Test takers are familiar with writing tests.

###### B. *Topical knowledge of test takers*

1. In general test takers have basic technical knowledge.
2. Some highly specific topical knowledge such as environmental science, computer technology, modern automotive technology, robotics due to personal interests.

###### C. *Level and profiles of language knowledge of test takers*

1. General level of language ability: lower intermediate to intermediate
2. Specific writing ability: none

**D. *Possible affective responses to taking the test:*** Most students have positive towards the test but some may feel threatened by the test if they recognize themselves not meet minimum standard required.

#### II. Blueprint

##### Description of TLU domains and task types

###### A. *Identification of tasks*

1. **TLU domain:** both language-instructional and real-life

The TLU domain is identified as language-instructional because this test is designed to cover the course objectives. However, the instruction is likely based on communicative language teaching so the TLU domain would correspond to real life communication outside classroom. Therefore, the TLU domain is both language-instructional and real-life.

2. **Identification and selection of TLU tasks for consideration of test tasks**

Test tasks would need to be drawn from both course objectives and real life communication with regard to the situation domain in which inferences about the students' language and writing abilities are intended to generalize. Therefore, the TLU

students' language and writing abilities are intended to generalize. Therefore, the TLU tasks should be the tasks of writing which focus on both language and content and organization of the writing production.

B. *Description of TLU task types*

SETTING

**Physical characteristics:** location: classroom, noise level: quiet, seating condition: individual desk, lighting: good.

**Participants:** first year diploma technical students at RMUTS

**Time of task:** The tests will take place in the first academic year 2006 which lasts 17 weeks. The test is to be administered as shown in the following table:

Writing tests	Weeks	Time
1	5	60 minutes
2	10	60 minutes
3	15	60 minutes

INPUT

The students are asked to write one compulsory composition in each test so that they are given equal opportunity to demonstrate their skills leading to the reliability in assessment. The topic will be very specific due to the requirement of the course. Each question in each test carries 30 marks. The audience is provided so that the students could use style and register directly. The formats of the test are as the following:

Format	Test 1	Test 2	Test 3
<i>Channel</i>	Visual	Visual	Visual
<i>Form</i>	Language	Language and illustration	Language and illustration
<i>Language</i>	Target, providing a point and purpose to the writing.	Target, providing a purpose to the writing.	Target, providing a purpose to the writing.
<i>Length</i>	Prompt includes a list of possible points that needed to be included	Very short discourse(no more than 50 words) with illustrations	Very short discourse(no more than 50 words) with illustrations
<i>Type</i>	Prompt and task	Prompt and task	Prompt and task
<i>Speededness</i>	Speeded (30 mins.)	Speeded (30 mins.)	Speeded (3 mins.)
<i>Dialect</i>	Standard	Standard	Standard
<i>Style</i>	Formal written language	Formal written language	Formal written language
<i>Vehicle</i>	Indirect	Indirect	Indirect



**Language characteristics**

The language in the input of the tests is characterized as follows:

*Organizational characteristics*

Grammatical:

Lexical: wide range of general and technical vocabulary.

Morphology and syntax: wide range of organized structures.

Textual: wide range of cohesive devices.

Pragmatics

Functional: giving information

Sociolinguistics: formal standard dialect

**Topical characteristics:** none

**EXPECTED RESPONSE**

The students are expected to use the input and their ideas to produce a composition. The essay should be complete in itself and should have a central idea which provides a point and purpose to the writing. The expected format of the essay will be as the following:

Format	Test 1	Test 2	Test 3
<i>Channel</i>	Visual	Visual	Visual
<i>Form</i>	Language	Language	Language
<i>Length</i>	Discourse (approximately 50-70 words)	Discourse (approximately 70-100 words)	Discourse (approximately 70-100 words)
<i>Type</i>	Constructed response: essay writing	Constructed response: essay writing	Constructed response: descriptive writing
<i>Operation</i>	Describing people	Giving an instruction	Describing events
<i>Topic</i>	Non-specialist relevant to the test taker	Non-specialist relevant to the test taker	Non-specialist relevant to the test taker
<i>Speededness</i>	Speeded	Speeded	Speeded
<i>Vehicle</i>	Indirect	Indirect	Indirect

**Definition of construct**

The students should be able to:

1. write a composition to introduce people by:
  - 1.1 producing an essay containing an introduction, development and conclusion.
  - 1.2 recognizing sentences
  - 1.3 using end-of-sentence punctuation, especially, a period, an exclamation point and a question mark.

- 1.4 using capital letters correctly
2. write an instruction by:
  - 2.1 producing a time-order paragraph, having a topic sentence
  - 2.2 using time-order transitional signals to relate ideas
  - 2.3 using coordinate conjunctions, especially, and, but, or, so to produce a compound sentence
  - 2.4 using commas correctly
3. describing past events by:
  - 3.1 introducing a paragraph with a topic sentence with relevant / specific details
  - 3.2 using prepositional phrase, especially, time and place
  - 3.3 using adverb appropriately to produce lively writing
  - 3.4 closing the paragraph with a concluding sentence

### III. Table of specifications

Test construct	Test 1	Test 2	Test 3
1. writing a composition to introduce people	/		
2. producing an essay containing an introduction, development and conclusion.	/	/	/
3. recognizing sentences	/	/	/
4. using end-of-sentence punctuation, especially, a period, an exclamation point and a question mark.	/	/	/
5. using capital letters correctly	/	/	/
6. writing clear instructions		/	
7. producing a time-order paragraph, having a topic sentence		/	
8. using coordinate conjunctions, especially, and, but, or, so to produce a compound sentence		/	/
9. using commas correctly		/	/
10. describing past events			/
11. introducing a paragraph with a topic sentence with relevant / specific details		/	/
12. using prepositional phrase, especially, time and place		/	/
13. using adverb appropriately to produce lively writing		/	/
14. closing the paragraph with a concluding sentence		/	/

## APPENDIX G2.1

## Writing Test 1

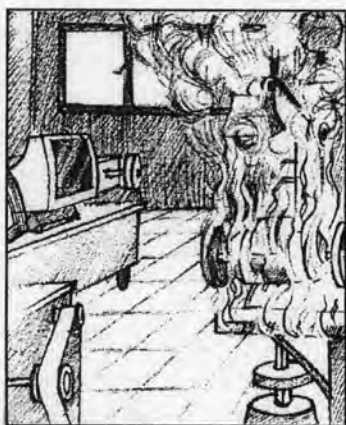
**Instructions:** A teen-magazine opens for young people to write an essay about one football player. Write an essay about **Ronaldo** using the information given below. Add any information you needed.

## Ronaldo

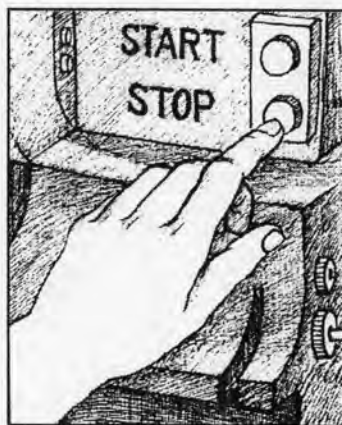
<b>Full name</b>	Luis Nazário de Lima Ronaldo
<b>Nickname</b>	O Fenômeno ("The Phenomenon")
<b>Nationality</b>	Brazilian and Spanish
<b>Date of birth</b>	September 22, 1976
<b>Place of birth</b>	Bento Ribeiro, Rio de Janeiro, Brazil
<b>Height</b>	183 cm
<b>Marital status</b>	Divorced
<b>Number of Children</b>	1
<b>Occupation</b>	Football player
<b>Previous club</b>	Inter Milan
<b>Length of time in Inter Milan</b>	1997-2001
<b>Current club</b>	Real Madrid
<b>Length of time in Real Madrid</b>	since 2002
<b>Position</b>	Forward
<b>Honors and awards</b>	FIFA World Player of the Year (1996, 1997, 2002 ) European Footballer of the Year (1997, 2002, 2005) UEFA Most Valuable Player (1998)

### Writing Test 2

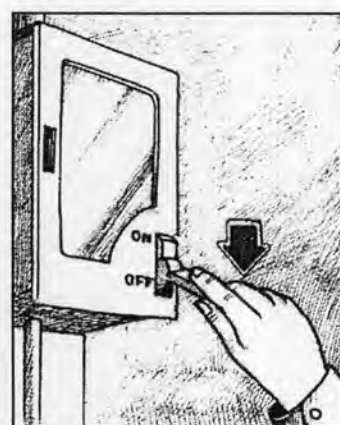
**Instructions:** Working in workshops is dangerous if you do not follow the safety rules. A fire is hazardous. What do you do if a fire starts in your workshop? Look at the pictures below and write an essay about how to stop a fire in the workshop. Your essay will be uploaded in your department website.



At a machine shop



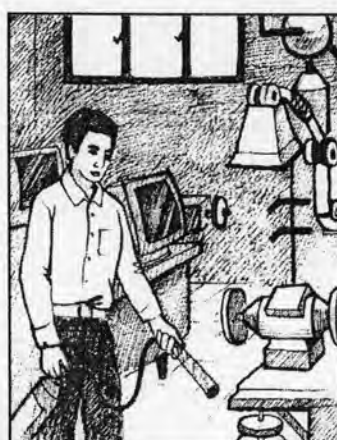
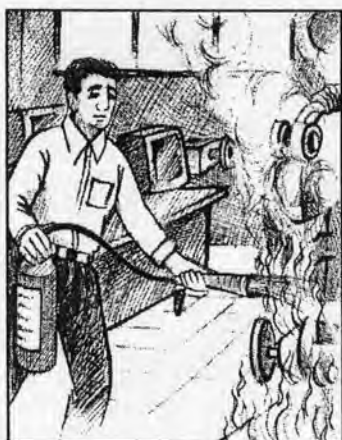
Electricity control switch for the machines



Electricity control switch for the workshop

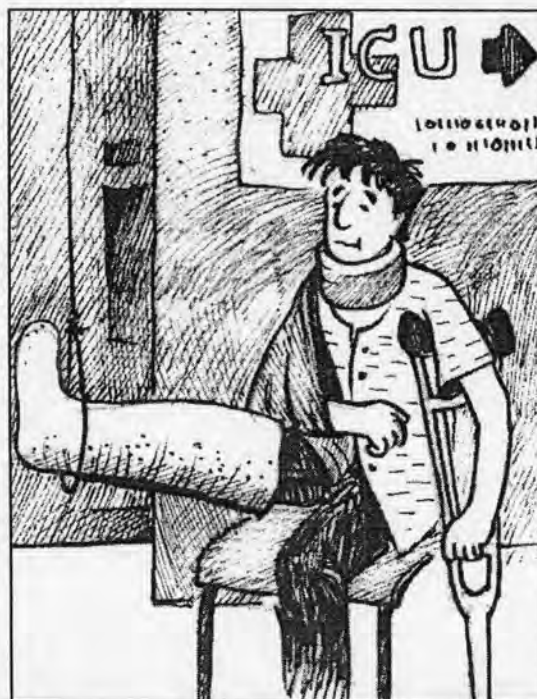
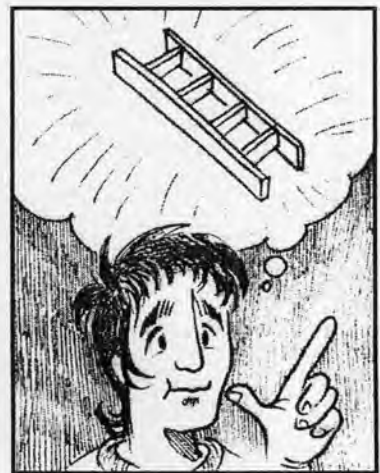


Read the instructions on the fire extinguisher



### Writing Test 3

**Instructions:** Bird is a student. He is at the hospital. The pictures tell you why he has broken his leg. Write an essay to your teacher to describe Bird's past event.



## APPENDIX G2.2

## RUBRIC FOR WRITING TEST 1

<b>SCORING RUBRIC: DESCRIBING PEOPLE</b>	
<b>Content and Idea</b>	<p><b>4-5 The content is clearly written and reflects elaboration of ideas and specific details.</b></p> <ul style="list-style-type: none"> <li>• The writer uses the controlling idea to focus the writing effectively.</li> <li>• The writer uses details from the input to elaborate the focus effectively.</li> <li>• Added information is shown particularly in the introduction and conclusion.</li> </ul> <p><b>2-3 The content is somewhat unclear.</b></p> <ul style="list-style-type: none"> <li>• The writer uses the controlling idea from the input to focus the writing with some effectiveness.</li> <li>• The content lacks appropriate elaboration.</li> <li>• Added information is recognizable though some are not relevant and appropriate.</li> </ul> <p><b>0-1 The reader can hardly understand the content.</b></p> <ul style="list-style-type: none"> <li>• The writer shows deficiency in understanding and conveying ideas through writing.</li> <li>• The writer rarely shows the ability to use the input appropriately.</li> </ul>
<b>Organization</b>	<p><b>4-5 The writing is well-organized.</b></p> <ul style="list-style-type: none"> <li>• The writing is well organized having an introduction, development and conclusion.</li> <li>• The content is well developed, making it understandable to the reader.</li> </ul> <p><b>2-3 The writing moves the readers without too much confusion.</b></p> <ul style="list-style-type: none"> <li>• The writing is organized with some effectiveness. It lacks either introduction or conclusion.</li> <li>• The details are not well ordered, requiring some interpretation on the part of the reader.</li> </ul> <p><b>0-1 The writing lacks organization.</b></p> <ul style="list-style-type: none"> <li>• The writing lacks organization.</li> <li>• Sequencing of information confuses the readers.</li> </ul>
<b>Mechanics</b>	<p><b>4-5 The writing is mostly correct.</b></p> <ul style="list-style-type: none"> <li>• Capitals are mostly correct.</li> <li>• Periods, exclamations, or question marks are used in the right place</li> </ul> <p><b>2-3 The writing has a number of mistakes.</b></p> <ul style="list-style-type: none"> <li>• Most sentences and proper nouns begin with capitals.</li> <li>• Problems in periods, exclamations, or question marks make the readers stumble.</li> </ul> <p><b>0-1 The writing lacks editing. It is very hard for the readers to get the message.</b></p> <ul style="list-style-type: none"> <li>• Capital letters are not under control.</li> <li>• Punctuations are very limited, making reading very difficult.</li> </ul>
<b>Cohesion and coherence</b>	<p><b>4-5 Writing has an effective flow with appropriate cohesive devices.</b></p> <ul style="list-style-type: none"> <li>• Cohesive devices, particularly, pronouns, are correctly used.</li> <li>• Reader moves easily from one sentence to the next.</li> <li>• Paragraphs are coherent.</li> </ul> <p><b>2-3 Writing tends to be mechanical.</b></p> <ul style="list-style-type: none"> <li>• Sentences are connected with pronouns but incorrect use is sometimes found.</li> <li>• The reader can move through the piece although it is not well connected.</li> <li>• The writer is half way to achieve paragraph coherence.</li> </ul> <p><b>0-1 The writing is difficult to follow.</b></p> <ul style="list-style-type: none"> <li>• Sentences are disjointed, confusing or rambling</li> <li>• The reader may slow down or reread.</li> <li>• Paragraph breaks so frequently. No relation in the text.</li> </ul>
<b>Grammar</b>	<p><b>4-5 The writing shows good control of grammar and usage.</b></p> <ul style="list-style-type: none"> <li>• All types of sentence are correct.</li> <li>• Few errors in agreement, tenses, modals, verb to be, and pronouns are found.</li> <li>• The sentence gives a complete thought.</li> </ul> <p><b>2-3 The writing shows limited control of grammar and usage</b></p> <ul style="list-style-type: none"> <li>• Sentences are correct, especially simple sentences</li> <li>• Errors in agreement, tenses, modal verb, verb to be, and pronouns are fairly found.</li> </ul>

- The meaning of the sentence is sufficient.
- 0-1 The writing shows numerous errors in grammar and usage.**
- The writing shows incorrect use of the simple structures.
  - Sentence meaning is not sufficient.
  - The reader cannot understand the piece.

## RUBRIC FOR WRITING TEST 2

### SCORING RUBRIC: GIVING AN INSTRUCTION

#### Content and Ideas

**4-5 The writing is clearly written. It can be followed correctly.**

- The instruction is clear and completed.
- The instruction is correctly sequenced.
- The reader can completely follow the instruction.

**2-3 The writing is reasonably clear. The reader needs more details in order to follow the instruction.**

- The writing is reasonably clear and partially completed.
- The sequence of the instruction is mostly correct.
- The reader can follow the instruction, though not all significant information is presented.

**0-1 The reader can hardly follow the instruction.**

- The instruction is not completed written.
- The reader cannot follow the instruction.

#### Organization

**4-5 The writing is well organized.**

- The paragraph begins with a topic sentence, drawing the reader in writing.
- The steps are in time order.
- Time-order transition signals such as first, next, after, last are appropriately used.

**2-3 The writing moves the readers without too much confusion.**

- The topic sentence is mentioned, but too obvious such as "My topic is....".
- The instruction is sequenced with considerable effectiveness.
- Time order transition signals are used though some are not appropriate.

**0-1 The writing lacks organization.**

- The topic sentence is an awkward placement.
- Sequencing of information confuses the readers.
- No evidence of time-order transitional signals.

#### Mechanics

**4-5 The writing is mostly correct. There are fairly few errors.**

- Capitals are used correctly.
- Periods, commas, exclamation, or question marks are used in the right place.

**2-3 The writing has some mistakes.**

- Most sentences and proper nouns begin with capitals.
- Problems in periods, commas, exclamation, or question marks make the reader stumble.

**0-1 The writing lacks editing. It is very hard for the readers to get the message.**

- Capital letters are not under control.
- Punctuations are very limited and make reading very difficult.

**Vocabulary****4-5 Words convey the intended message precisely.**

- The writing has accurate words.
- The writing shows the right word choices for giving instruction.
- Word choices enhance the meaning and clarify understanding.

**2-3 Words convey the intended message, though errors in choice of word are found.**

- Words are correct but not specific.
- Writing has adequate use of vocabulary.
- Meaning is communicated, though some words are inappropriate.

**0-1 The writing shows very limited vocabulary.**

- Words are mostly inaccurate and inappropriate.
- The writer shows little knowledge of vocabulary.
- Words do not fit the text.

**Cohesion and coherence****4-5 Writing has an effective flow.**

- Sentences are well connected with time order markers and conjunctions.
- Reader moves easily from one sentence to the next.
- Paragraph is coherent.

**2-3 Writing tends to be mechanical.**

- Sentences are connected but inappropriate use of time order markers and conjunctions.
- The reader can move through the piece although it is not well connected.
- The writer is half way to achieve paragraph coherence.

**0-1 The writing is difficult to follow.**

- Sentences are disjointed, confusing or rambling.
- The reader may slow down or reread.
- Paragraph breaks so frequently. No cohesive devices.

**Grammar****4-5 The writing shows good control of grammar and usage.**

- The writing demonstrates use of compound structures.
- Few errors in agreement, tense, modals, and imperatives are found.
- The sentences are mostly complete. The sentence gives a complete thought.

**2-3 The writing shows limited control of grammar and usage.**

- Sentences are correct, especially simple sentences.
- Errors in agreement, tenses, modals, and imperative are fairly found.
- The writing shows variety of complete sentences.

**0-1 The writing shows numerous errors in grammar and usage.**

- The writing shows inaccurate use of simple structures
- Grammatical errors are numerous.
- The writing does not communicate.



## RUBRIC FOR WRITING TEST 3

## SCORING RUBRIC: DESCRIBING EVENTS

## Content and Ideas

**4-5 The writing is clear and focused. The pictures are fully described.**

- The description of event is fully presented.
- The writer uses the controlling idea to focus the writing effectively.
- The writing is well elaborated, enabling the reader to picture the story clearly.

**2-3 The writing is reasonably clear. The pictures are described, though not all details are presented.**

- The central idea is maintained, but the details are not fully described.
- The writing is occasionally unclear.
- The writing lacks some elaboration of the details; the reader has to reread to predict the story.

**0-1 The writer can hardly describe the pictures.**

- The reader can hardly see what is describing. After rereading, the reader remains confused.

## Organization

**4-5 The writing is well-organized.**

- The topic sentence is presented logically and appropriately.
- The writing shows a well developed introduction and conclusion.
- The writing reflects clear sequence of events.

**2-3 The organization moves the reader through the writing without too much confusion.**

- The topic sentence is presented, but it is too short and too obvious to lead the reader in the writing.
- The writing presents recognizable introduction or conclusion, but undeveloped.
- The writer can describe the events though the reader has to figure it out.

**0-1 The writing lacks organization.**

- The topic sentence is not presented.
- There is neither lead-in nor real conclusion.
- The writing does not show the organization of information

## Mechanics

**4-5 The writing is mostly correct. There are fairly few errors.**

- Capitals are used correctly.
- Periods, commas, exclamation, or question marks are used in the right place.

**2-3 The writing has some mistakes.**

- Most sentences and proper nouns begin with capitals.
- Problems in periods, commas, exclamation, or question marks make the reader stumble.

**0-1 The writing lacks editing. It is very hard for the readers to get the message.**

- Capital letters are not under control.
- Punctuations are very limited and make reading very difficult.

**Vocabulary****4-5 The writing shows rich use of vocabulary.**

- The writing shows rich use of accurate vocabulary.
- Word choices enhance the meaning and clarify understanding.
- Verbs and adverbs are lively.

**2-3 Words are adequate and accurate.**

- Words are adequate and accurate.
- Word choices fit the text but sometimes not specific, or overdone.
- The writing is lifeless due to the lack of adverbs.

**0-1 The writing shows very limited vocabulary.**

- The writer shows an extremely limited of words.
- Words are too basic.
- Words do not fit the text; they seem imprecise and inadequate.

**Cohesion and coherence****4-5 Writing has a good flow.**

- The writing contains transitional devices, particularly, time and sequence.
- The paragraph is coherent.
- Reader moves easily from one sentence to the next

**2-3 Writing tends to be mechanical.**

- The writing contains some transitional devices, but inappropriate use is found.
- The writer is half way of coherence.
- The reader can move through the writing but the reader may slow down or reread.

**0-1 The writing is difficult to follow.**

- Sentences are disjointed, no or almost no transitional devices.
- Ideas are not connected. Paragraph breaks so frequently. No relation to the text.
- The reader feels unpleasant because the writing is difficult to follow.

**Grammar****4-5 The writing shows good control of grammar.**

- The writing contains variety of complete sentences.
- The writing demonstrates correct grammar, especially, tenses, word order, preposition, adverb. Few errors can be found.

**2-3 The writing shows limited control of grammar and mechanics.**

- The writing show control of simple sentences
- Errors in tense, word order, preposition, adverb are found but not serious enough to impede readability.

**0-1 The writing shows numerous errors in grammar and mechanics.**

- Frequency of grammar errors is overwhelming that the reader finds it difficult to focus on message.
- Frequent errors significantly impair readability.

**APPENDIX G4****RESULTS OF MEASURE FOR QUALITY OF THE TESTS**

Writing tests	IDiff	IDisc
1. Describing people	0.592	0.497
2. Giving an instruction	0.517	0.476
3. Describing past events	0.486	0.674

Reliability: 0.8925.

## APPENDIX H QUESTIONNAIRE

### H1. มาตรการวัดเจตคติต่อการเรียนการสอนวิชาภาษาอังกฤษ 1

คำแนะนำในการตอบ

1. มาตรการฉบับนี้ต้องการวัดเกี่ยวกับเจตคติของนักศึกษาต่อการเรียนการสอนวิชาภาษาอังกฤษ 1
2. กรุณาตอบตามความรู้สึกที่เกิดขึ้นหลังจากที่ท่านอ่านข้อความที่ให้ คำตอบของนักศึกษาไม่มีคำตอบที่ถูกหรือผิด
3. โปรดกาเครื่องหมาย X ทับตัวเลขในช่องที่ตรงกับระดับความรู้สึกที่แท้จริงของท่าน

ตัวอย่าง

0. การเรียนภาษาอังกฤษ โดยทั่วไปข้าพเจ้ารู้สึก...

ยาก     : ..X.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :     ง่าย

จากตัวอย่างดังกล่าวให้นักศึกษาเลือกหมายเลข 3 หมายความว่า โดยทั่วไปการเรียนภาษาอังกฤษสำหรับนักศึกษาเป็นสิ่งที่ยากมาก

คะแนน 3 หมายถึง ยากมาก

คะแนน 2 หมายถึง ยาก

คะแนน 1 หมายถึง ค่อนข้างยาก

คะแนน 0 หมายถึง ปานกลาง

คะแนน 1 หมายถึง ค่อนข้างง่าย

คะแนน 2 หมายถึง ง่าย

คะแนน 3 หมายถึง ง่ายมาก

1. การเรียนวิชาภาษาอังกฤษ 1 โดยทั่วไป ข้าพเจ้ารู้สึกว่า...

- |      |               |                                                           |             |
|------|---------------|-----------------------------------------------------------|-------------|
| 1.1  | มีความทุกข์   | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | มีความสุข   |
| 1.2  | สนุก          | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | น่าเบื่อ    |
| 1.3  | ยาก           | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | ง่าย        |
| 1.4  | ชอบ           | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | เกลียด      |
| 1.5  | มีประโยชน์    | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | ไร้ประโยชน์ |
| 1.6  | เข้าใจง่าย    | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | เข้าใจยาก   |
| 1.7  | ผิดหวัง       | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | สมหวัง      |
| 1.8  | ไม่ได้ความรู้ | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | ได้ความรู้  |
| 1.9  | เครียด        | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | ไม่เครียด   |
| 1.10 | ดี            | : ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. : | ไม่ดี       |

## 2. การสอนวิชาภาษาอังกฤษของครู โดยทั่วไปข้าพเจ้ารู้สึกว่...

2.1	ช้า	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เร็ว
2.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
2.3	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
2.4	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
2.5	เครียด	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เครียด
2.6	น่าเบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าสนใจ
2.7	เข้าใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เข้าใจ
2.8	หลากหลาย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ซ้ำซาก
2.9	เข้าใจยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เข้าใจง่าย
2.10	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

## 3. การเรียนคำศัพท์และไวยากรณ์ โดยทั่วไปข้าพเจ้ารู้สึกว่...

3.1	เพียงพอ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	น้อย
3.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	เกลียด
3.3	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	น่าเบื่อ
3.4	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	ง่าย
3.5	เข้าใจง่าย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	เข้าใจยาก
3.6	คุ้มค่า	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	สูญเปล่า
3.7	น่าเบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	น่าสนใจ
3.8	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	มีประโยชน์
3.9	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	สมหวัง
3.10	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	ไม่ดี

## 4. การทำกิจกรรมอยู่กับเพื่อนเพื่อฝึกภาษา โดยทั่วไปข้าพเจ้ารู้สึกว่...

4.1	กระตือรือร้น	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เฉื่อยชา
4.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
4.3	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
4.4	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
4.5	เข้าใจง่าย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เข้าใจยาก
4.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
4.7	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
4.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

5. การทำกิจกรรมกลุ่ม โดยทั่วไป ข้าพเจ้ารู้สึก...

5.1	ตื่นเต้น	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เฉื่อยหงา
5.2	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
5.3	เกลียด	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..1.. :	ชอบ
5.4	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
5.5	สร้างความแตกแยก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สร้างความร่วมมือ
5.6	จำเป็น	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่จำเป็น
5.7	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

6. การทำกิจกรรมรายงานหน้าห้อง โดยทั่วไป ข้าพเจ้า รู้สึก...

6.1	เร็ว	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ช้า
6.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
6.3	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
6.4	ขาดความมั่นใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มั่นใจ
6.5	เข้าใจง่าย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เข้าใจยาก
6.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
6.7	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
6.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

7. การพูดกับเพื่อนเป็นภาษาอังกฤษ โดยทั่วไป ข้าพเจ้ารู้สึก...

7.1	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
7.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
7.3	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
7.4	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
7.5	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
7.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
7.7	ล้มเหลว	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ประสบความสำเร็จ
7.8	ขาดความมั่นใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มั่นใจ
7.9	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

#### 8. การพูดกับครูเป็นภาษาอังกฤษ โดยทั่วไปข้าพเจ้ารู้สึก...

8.1	น่าเบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สนุก
8.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
8.3	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
8.4	ขาดความมั่นใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มั่นใจ
8.5	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
8.6	ล้มเหลว	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ประสบความสำเร็จ
8.7	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

#### 9. การทำกิจกรรมการเขียน โดยทั่วไปข้าพเจ้ารู้สึก...

9.1	ง่าย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ยาก
9.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
9.3	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
9.4	ล้มเหลว	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ประสบความสำเร็จ
9.5	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
9.6	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
9.7	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
9.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

#### 10. การทำกิจกรรมการอ่านภาษาอังกฤษ โดยทั่วไปข้าพเจ้ารู้สึก...

10.1	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
10.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
10.3	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
10.4	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
10.5	เข้าใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เข้าใจ
10.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
10.7	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
10.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

### 11. การทำกิจกรรมการฟังภาษาอังกฤษ โดยทั่วไปเข้าพเจ้ารู้ศึก...

11.1	น่าเบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สนุก
11.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
11.3	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
11.4	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
11.5	ล้มเหลว	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ประสบผลสำเร็จ
11.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
11.7	ไร้ประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีประโยชน์
11.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

### 12. การตรวจงานเขียนของครู โดยทั่วไปเข้าพเจ้ารู้ศึก...

12.1	หยาบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ละเอียด
12.2	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
12.3	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
12.4	เข้าใจง่าย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เข้าใจยาก
12.5	ลำเอียง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ยุติธรรม
12.6	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
12.7	ช้า	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เร็ว
12.8	โปร่งใส	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่โปร่งใส
12.9	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

### 13. การเตรียมตัวทำกิจกรรมกลุ่ม โดยทั่วไป เข้าพเจ้ารู้ศึก...

13.1	สร้างความแตกแยก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สร้างความสามัคคี
13.2	ช้า	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เร็ว
13.3	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
13.4	สนุก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าเบื่อ
13.5	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
13.6	วุ่นวาย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่วุ่นวาย
13.7	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
13.8	เฉื่อยชา	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	กระตือรือร้น
13.9	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

14. การทำกิจกรรมแสดงงานเขียนของกลุ่ม โดยทั่วไปข้าพเจ้ารู้สึก...

14.1	ขาดความมั่นใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มั่นใจ
14.2	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
14.3	น่าอาย	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	น่าภูมิใจ
14.4	รู้เรื่อง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่รู้เรื่อง
14.5	น่าเบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สนุก
14.6	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
14.7	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
14.8	สร้างความสามัคคี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สร้างความแตกแยก
14.9	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
14.10	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

15. การทำกิจกรรมทบทวนแก้ไขภาษา โดยทั่วไปข้าพเจ้ารู้สึก...

15.1	ช่วยแก้ไข	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ช่วยแก้ไข
15.2	เบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สนุก
15.3	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
15.4	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
15.5	ผิดหวัง	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สมหวัง
15.6	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

16. การแก้ไขงานเขียน โดยทั่วไปข้าพเจ้ารู้สึก...



16.1	ไร้สาระ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	มีสาระ
16.2	ยาก	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ง่าย
16.3	มีประโยชน์	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไร้ประโยชน์
16.4	เบื่อ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	สนใจ
16.5	เข้าใจ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เข้าใจ
16.6	ชอบ	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	เกลียด
16.7	เชื่อต่อการเรียนรู้	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่เชื่อต่อการเรียนรู้
16.8	ดี	: ..3.. : ..2.. : ..1.. : ..0.. : ..1.. : ..2.. : ..3.. :	ไม่ดี

ขอบคุณในความร่วมมือของนักศึกษาเป็นอย่างยิ่ง



## H2. 1 Quality of the questionnaire

## แบบประเมินความเหมาะสมของมาตรวัดเจตคติต่อการเรียนการสอนวิชาภาษาอังกฤษ 1

คำชี้แจง แบบประเมินมี 2 ตอน

ตอนที่ 1 การใช้ภาษา

ตอนที่ 2 ความสัมพันธ์ระหว่างข้อความกับคำคุณศัพท์

ตอนที่ 1 การใช้ภาษา

คำชี้แจง โปรดใส่เครื่องหมาย X ลงในช่องความเห็น ใช่ / ไม่ใช่ / ไม่แน่ใจ ถ้าไม่ใช่หรือไม่แน่ใจ โปรด  
แนะนำ

ข้อความ	ความเห็น			คำแนะนำ
	ใช่	ไม่ใช่	ไม่ แน่ใจ	
1. ภาษาถูกต้อง				
2. ภาษาชัดเจน				
3. คำสั่งชัดเจน				

ตอนที่ 2 ความสัมพันธ์ระหว่างข้อความกับคำคุณศัพท์

คำชี้แจง โปรดแสดงความคิดเห็นของท่านต่อคำคุณศัพท์ที่ใช้ว่าครอบคลุมประเด็นสำคัญ ของการเรียนการสอนโดยทำ  
เครื่องหมายลงในช่องความเห็น ใช่ / ไม่ใช่ / ไม่แน่ใจ ถ้าไม่ใช่หรือไม่แน่ใจ โปรดแนะนำคำคุณศัพท์ที่ท่านเห็นว่ามี  
ความสำคัญต่อแต่ละประเด็นในการเรียนการสอน

ข้อความ	ความเห็น			คำแนะนำ
	ใช่	ไม่ใช่	ไม่ แน่ใจ	
1. คำคุณศัพท์ในข้อ 1.1-1.10 สามารถประเมิน ความรู้สึกรักของนักศึกษาต่อกิจกรรมการเรียนการสอน ของการเรียนวิชาภาษาอังกฤษโดยทั่วไปได้				
1.1 มีความทุกข์ ----- มีความสุข				
1.2 สนุก ----- น่าเบื่อ				
1.3 ยาก ----- ง่าย				
1.4 ชอบ ----- เกลียด				
1.5 มีประโยชน์ ----- ไร้ประโยชน์				

1.6	เข้าใจง่าย	----	เข้าใจยาก				
1.7	ผิดหวัง	----	สมหวัง				
1.8	ไม่ได้ความรู้	----	ได้ความรู้				
1.9	เครียด	----	ไม่เครียด				
1.10	ดี	----	ไม่ดี				
2. คำคุณศัพท์ในข้อ 2.1-2.11 สามารถประเมินความรู้สึกของนักศึกษาต่อกิจกรรมการเรียนการสอนของครูได้							
2.1	ช้า	----	เร็ว				
2.2	ชอบ	----	เกลียด				
2.3	ไร้ประโยชน์	----	มีประโยชน์				
2.4	สนุก	----	น่าเบื่อ				
2.5	เครียด	----	ไม่เครียด				
2.6	น่าเบื่อ	----	น่าสนใจ				
2.7	เข้าใจ	----	ไม่เข้าใจ				
2.8	หลากหลาย	----	ซ้ำซาก				
2.9	เข้าใจยาก	----	เข้าใจง่าย				
2.10	ดี	----	ไม่ดี				
3. คำคุณศัพท์ในข้อ 3.1-3.10 สามารถประเมินความรู้สึกของนักศึกษาต่อกิจกรรมการเรียนการสอน คำศัพท์และไวยากรณ์ได้							
3.1	เพียงพอ	----	น้อย				
3.2	ชอบ	----	เกลียด				
3.3	สนุก	----	น่าเบื่อ				
3.4	ยาก	----	ง่าย				
3.5	เข้าใจง่าย	----	เข้าใจยาก				
3.6	คุ้มค่า	----	สูญเปล่า				
3.7	น่าเบื่อ	----	น่าสนใจ				
3.8	ไร้ประโยชน์	----	มีประโยชน์				
3.9	ผิดหวัง	----	สมหวัง				
3.10	ดี	----	ไม่ดี				

4. คำคุณศัพท์ในข้อ 4.1-4.9 สามารถประเมินความรู้สึก ของนักศึกษาต่อ กิจกรรมคู่ที่นักศึกษาฝึกทำกับเพื่อนเพื่อ ฝึกภาษาได้					
4.1 กระตือรือร้น	-----	เฉื่อยชา			
4.2 ชอบ	-----	เกลียด			
4.3 สนุก	-----	เบื่อ			
4.4 ยาก	-----	ง่าย			
4.5 เข้าใจง่าย	-----	เข้าใจยาก			
4.6 ผิดหวัง	-----	สมหวัง			
4.7 ไร้ประโยชน์	-----	มีประโยชน์			
4.8 ดี	-----	เลว			
5. คำคุณศัพท์ในข้อ 5.1-5.7 สามารถประเมินความรู้สึก ของนักศึกษาต่อ กิจกรรมกลุ่มได้					
5.1 ตื่นเต้น	-----	เฉื่อยชา			
5.2 สนุก	-----	น่าเบื่อ			
5.3 เกลียด	-----	ชอบ			
5.4 ไร้ประโยชน์	-----	มีประโยชน์			
5.5 สร้างความแตกแยก	-----	สร้างความร่วมมือ			
5.6 จำเป็น	-----	ไม่จำเป็น			
5.7 ดี	-----	ไม่ดี			
6. คำคุณศัพท์ในข้อ 6.1-6.8 สามารถประเมินความรู้สึก ของนักศึกษาต่อ กิจกรรมการรายงานหน้าห้องได้					
6.1 เร็ว	-----	ช้า			
6.2 ชอบ	-----	เกลียด			
6.3 สนุก	-----	น่าเบื่อ			
6.4 ขาดความมั่นใจ	-----	มั่นใจ			
6.5 เข้าใจง่าย	-----	เข้าใจยาก			
6.6 ผิดหวัง	-----	สมหวัง			
6.7 ไร้ประโยชน์	-----	มีประโยชน์			
6.8 ดี	-----	ไม่ดี			

7. คำคุณศัพท์ในข้อ 7.1-7.10 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการพูดกับเพื่อนเป็นภาษาอังกฤษได้					
7.1	เชื่อต่อการเรียนรู้ ----- ไม่เชื่อต่อการเรียนรู้				
7.2	ชอบ ----- เกือบ				
7.3	ยาก ----- ง่าย				
7.4	สนุก ----- น่าเบื่อ				
7.5	ไร้ประโยชน์ ----- มีประโยชน์				
7.6	ผิดหวัง ----- สมหวัง				
7.7	ล้มเหลว ----- ประสบผลสำเร็จ				
7.8	ขาดความมั่นใจ ----- มั่นใจ				
7.9	ดี ----- ไม่ดี				
8. คำคุณศัพท์ในข้อ 8.1-8.8 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการพูดภาษาอังกฤษกับครูเป็นภาษาอังกฤษได้					
8.1	น่าเบื่อ ----- น่าสนใจ				
8.2	ชอบ ----- เกือบ				
8.3	ยาก ----- ง่าย				
8.4	ขาดความมั่นใจ ----- มั่นใจ				
8.5	มีประโยชน์ ----- ไร้ประโยชน์				
8.6	ล้มเหลว ----- ประสบผลสำเร็จ				
8.7	ดี ----- ไม่ดี				
9. คำคุณศัพท์ในข้อ 9.1-9.8 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการเขียนภาษาอังกฤษได้					
9.1	ง่าย ----- ยาก				
9.2	ชอบ ----- เกือบ				
9.3	สนุก ----- น่าเบื่อ				
9.4	ล้มเหลว ----- ประสบผลสำเร็จ				
9.5	ผิดหวัง ----- สมหวัง				
9.6	ไร้ประโยชน์ ----- มีประโยชน์				
9.7	เชื่อต่อการเรียนรู้ ----- ไม่เชื่อต่อการเรียนรู้				

9.8 ดี	----	ไม่ดี				
10. คำคุณศัพท์ในข้อ 10.1-10.8 สามารถประเมิน ความรู้สึกของนักศึกษาต่อ กิจกรรมการอ่าน ภาษาอังกฤษได้						
10.1 สนุก	----	น่าเบื่อ				
10.2 ชอบ	----	เกลียด				
10.3 ยาก	----	ง่าย				
10.4 ไร้ประโยชน์	----	มีประโยชน์				
10.5 เข้าใจ	----	ไม่เข้าใจ				
10.6 ผิดหวัง	----	สมหวัง				
10.7 เชื่อต่อการเรียนรู้	----	ไม่เชื่อต่อการเรียนรู้				
10.8 ดี	----	ไม่ดี				
11. คำคุณศัพท์ในข้อ 11.1-11.8 สามารถประเมิน ความรู้สึกของนักศึกษาต่อ กิจกรรมการฟังภาษาอังกฤษ ได้						
11.1 น่าเบื่อ	----	สนุก				
11.2 ชอบ	----	เกลียด				
11.3 ยาก	----	ง่าย				
11.4 เชื่อต่อการเรียนรู้	----	ไม่เชื่อต่อการเรียนรู้				
11.5 ล้มเหลว	----	ประสบความสำเร็จ				
11.6 ผิดหวัง	----	สมหวัง				
11.7 ไร้ประโยชน์	----	มีประโยชน์				
11.8 ดี	----	ไม่ดี				
12. คำคุณศัพท์ในข้อ 12.1-12.9 สามารถประเมิน ความรู้สึกของนักศึกษาต่อ กิจกรรมการตรวจงานเขียน ของครูได้						
12.1 หยาบ	----	ละเอียด				
12.2 มีประโยชน์	----	ไร้ประโยชน์				
12.3 ชอบ	----	เกลียด				
12.4 เข้าใจง่าย	----	เข้าใจยาก				
12.5 ลำเอียง	----	ยุติธรรม				

12.6	ผิดหวัง	----	สมหวัง				
12.7	ช้า	----	เร็ว				
12.8	โปร่งใส	----	ไม่โปร่งใส				
12.9	ดี	----	ไม่ดี				
13. คำคุณศัพท์ในข้อ 13.1-13.9 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรม การเตรียมตัวทำกิจกรรมกลุ่มได้							
13.1	สร้างความแตกแยก	----	สร้างความสามัคคี				
13.2	ช้า	----	เร็ว				
13.3	ชอบ	----	เกลียด				
13.4	สนุก	----	น่าเบื่อ				
13.5	มีประโยชน์	----	ไร้ประโยชน์				
13.6	วุ่นวาย	----	ไม่วุ่นวาย				
13.7	ผิดหวัง	----	ไม่ผิดหวัง				
13.8	เฉื่อยชา	----	กระตือรือร้น				
13.9	ดี	----	ไม่ดี				
14. คำคุณศัพท์ในข้อ 14.1-14.10 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการ แสดงงานเขียนของกลุ่มได้							
14.1	ขาดความมั่นใจ	----	มั่นใจ				
14.2	ชอบ	----	เกลียด				
14.3	น่าอาย	----	น่าภูมิใจ				
14.4	รู้เรื่อง	----	ไม่รู้เรื่อง				
14.5	น่าเบื่อ	----	สนุก				
14.6	มีประโยชน์	----	ไร้ประโยชน์				
14.7	ผิดหวัง	----	สมหวัง				
14.8	สร้างความสามัคคี	----	สร้างความแตกแยก				
14.9	เชื่อต่อการเรียนรู้	----	ไม่เชื่อต่อการเรียนรู้				
14.10	ดี	----	ไม่ดี				

15. คำคุณศัพท์ในข้อ 15.1-15.6 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการทบทวนการแก้ไขภาษาได้					
15.1 ช่วยแก้ไข	----	ไม่ช่วยแก้ไข			
15.2 เบื่อ	----	สนุก			
15.3 มีประโยชน์	----	ไร้ประโยชน์			
15.4 เชื่อมต่อการเรียนรู้	----	ไม่เชื่อมต่อการเรียนรู้			
15.5 ผิดหวัง	----	สมหวัง			
15.6 ดี	----	ไม่ดี			
16. คำคุณศัพท์ในข้อ 16.1-16.8 สามารถประเมินความรู้สึกของนักศึกษาต่อ กิจกรรมการแก้ไขงานเขียนได้					
16.1 ไร้สาระ	----	มีสาระ			
16.2 ยาก	----	ง่าย			
16.3 มีประโยชน์	----	ไร้ประโยชน์			
16.4 เบื่อ	----	น่าสนใจ			
16.5 เข้าใจ	----	ไม่เข้าใจ			
16.6 ชอบ	----	เกลียด			
16.7 เชื่อมต่อการเรียนรู้	----	ไม่เชื่อมต่อการเรียนรู้			
16.8 ดี	----	ไม่ดี			

ขอขอบพระคุณในความร่วมมือของท่านเป็นอย่างยิ่ง



## APPENDIX I

## RESULTS OF STATISTICAL ANALYSIS

## I1 The students' English learning achievement

Descriptive Results by Measures for Pretest and Posttest Score

	Treatment	N	Min.	Max.	$\bar{X}$	SD	Variance
TBI	Pretest	31	20	46.07	30.38	6.55	43.01
	Posttest	31	23	68.6	43.38	11.29	127.62
FTBI	Pretest	30	20	44.4	30.98	6.2	38.64
	Posttest	30	28	59.75	43.8	8.03	64.53
CI	Pretest	31	18.5	44.58	30.66	6.42	41.25
	Posttest	31	27.17	75	44.73	10.75	115.57

Results of Measures by Kruskal-Wallis *H* Test for English Learning Achievement

Treatments	N	Mean Rank	Test Statistics	
			<i>df</i>	Asymp.Sig.
FTBI	30	48.1	2	0.708
TBI	31	43.26		
CI	31	48.19		

Descriptive Results by Measures for Pretest and Posttest Score

	Treatment	N	Min.	Max.	$\bar{X}$	SD	Variance
TBI	Pretest	31	20	46.07	30.38	6.55	43.01
	Posttest	31	23	68.6	43.38	11.29	127.62
FTBI	Pretest	30	20	44.4	30.98	6.2	38.64
	Posttest	30	28	59.75	43.8	8.03	64.53
CI	Pretest	31	18.5	44.58	30.66	6.42	41.25
	Posttest	31	27.17	75	44.73	10.75	115.57

Paired Sample *t*-Tests for the TBI, FTBI and CI students

	N	Pre-Post Mean Difference	SD	<i>df</i>	<i>t</i> -value
TBI	31	12.99	7.87	31	9.18*
FTBI	30	12.82	8.84	29	7.94*
CI	31	14.06	10.13	30	7.73*

\*  $p < 0.05$

## I2.1 T-unit analysis: CI group

HA1

<sup>1</sup>Ronaldo or Full name Luis Nazario de Lima Ronaldo, or O FenÔmeno (“The Phenomenon”) nickname, was born on 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>2</sup>Ronaldo height 183 cm. and marital status Divorce. have 1 children. <sup>3</sup>he is now working on his football player. <sup>4</sup>He play football very goog. <sup>5</sup>Previous club is Inter Milan (1997-2001). <sup>6</sup>Current club is Madrid (since 2002) and Position Forward. <sup>7</sup>He honors and awards has FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998) “Ronaldo my hero”.

Results Total T-units 7

T error-free 0

At a machine shop

<sup>1</sup>Stop a fire in the workshop

<sup>2</sup>First, electricity control switch for the machines. <sup>3</sup>Next, electricity control switch for the workshop. <sup>4</sup>And, read the instructions on the fire extinguisher. <sup>5</sup>Next, direct the nozzle at the based fo the fire and sweep across the burning area.

Results

Total T-units 5

T error-free 2 (units 4, 5)

<sup>1</sup>He and She thay are danced in the nite culb. <sup>2</sup>He went back home 2.00 a.m. <sup>3</sup>He forgotten is key. <sup>4</sup>He went has ladder. <sup>5</sup>He up the ladder but he up ladder no home he undered ladder he has broken his leg. <sup>6</sup>He went to the hospital.

Results

Total T-units 6

T error-free 1 (T-unit 6)

HA2

<sup>1</sup>Luis Nazario de Lima Ronaldo, or O FenÔmeno, he is Bazilian and Spanish Nationality Was born on 22th September 1976, in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>2</sup> He is height 183 cm. and he is 1 children. <sup>3</sup> He is football player Occupation. <sup>4</sup> He is to play football in Inter Milan. <sup>5</sup> He is length in Inter Milan on 1977-2001. <sup>6</sup> He is current club in Real Madrid. <sup>7</sup>And He is length in Real Madrid since 2002. <sup>8</sup>He is a

Forward. <sup>9</sup>He is player football FIFA world cup of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).

Results      Total T-units 9  
T error-free 1 (T-unit 8)

<sup>1</sup>Working in workshops is dangerous if you do not follow the Safety rule. <sup>2</sup>First, you must At a machine shop. <sup>3</sup>Next, you must electricity control switch for machines. <sup>4</sup>And, you must electricity control switch for the workshop. <sup>5</sup>Now, you must talk. is people get out for area. <sup>6</sup>Next, you must mount the fire extinguisher. <sup>7</sup>And, you must read the instruction on the fire extinguisher. <sup>8</sup>Now, you are to direct the nozzle at the base of the fire and sweep across burning area. <sup>9</sup>Last, you are to fire .control escape essay quickly.

Results      Total T-units 9  
T error-free 3 (T-units 1, 7, 8)

<sup>1</sup>I wanted to go to bird day. <sup>2</sup>He did forgottoned my key. <sup>3</sup>he wanted to go to keep ladder. <sup>4</sup>he want ladder on the home. <sup>5</sup>He did passed ladder in the foor. <sup>6</sup>I called an ambulance. <sup>7</sup>I slepted in hospital.

Results      Total T-units 7  
T error-free 0

HA3

<sup>1</sup>Luis Nazario de Lima Ronaldo, his nickname O FenÔmeno (“The Phenomenon”), was born 22th September 1976, in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>2</sup>His me height 183 cm.

<sup>3</sup>He is number 1 of children. <sup>4</sup>His is now working on his football player career. <sup>5</sup>The marital status of me divorce.

<sup>6</sup>The previous club is inter Milan, length of time inter Milan (1997-2001), his real Madrid in current club-length of time in real Madrid (since 2002), his the forward position

<sup>7</sup>He is now in working on his career.

<sup>8</sup>(1996, 1997, 2002) FIFA world cup of the year,

(1997, 2002 and 2005) European Footballer of the year

(1998) UEFA Most Valuable Player

Results Total T-units 8

T error-free 2 (T-units 4, 7)

<sup>1</sup>Working in workshops is dangerous if you do not follow the safety rules. <sup>2</sup>A fire is hazardous. <sup>3</sup>What do you do if a fire starts in your workshop?

<sup>4</sup>First, at a machine shop. <sup>5</sup>Next, you must press electricity control switch for the machine. <sup>6</sup>And, electricity control switch for the workshop. <sup>7</sup>And, Do not keep the extinguisher too close to where a fire might occur. <sup>8</sup>Then, you must read the instructions on the fire extinguisher. <sup>9</sup>Then you must direct the base of the fire and sweep across burning area. <sup>10</sup>Last, gets out of control, you can escape easily.

Results Total T-units 10

T error-free 6 (T-units 1-3, 5, 8, 9)

<sup>1</sup>A man and friend singing in the party last night. <sup>2</sup>He went to come home. <sup>3</sup>He've not a key. <sup>4</sup>He's used ladder put in the window. <sup>5</sup>His mother get up. <sup>6</sup>His mother saw and song help thief. <sup>7</sup>His mother used hand put ladder, <sup>8</sup>he's slept the floor. <sup>9</sup>His mother called an ambulance. <sup>10</sup>they was went to ICU.

Results Total T-units 10

T error-free 1 (T-unit 9)

MA1

<sup>1</sup>Luis Nazario de Lima Ronaldo or O Fenômeno ("The Phenomenon"), His nationality is Brazilian and Spanish. <sup>2</sup>He's date of birth is 22th September 1976. <sup>3</sup>The place at Bento Ribeiro, Rio de Janeiro, Brazil.

<sup>4</sup>He's height 183 cm. and <sup>5</sup>his marital status is divorce. <sup>6</sup>He's have a first number of children. <sup>7</sup>The Previous club is Inter Milan. <sup>8</sup>And length of time in Inter Milan is 1997-2001. <sup>9</sup>He's current club is Real Madrid. <sup>10</sup>And length of time in Real Madrid is since 2002. <sup>11</sup>His position is forward.

<sup>12</sup>He has a honours and awards is FIFA world cup of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most Valuable (1998).

Results Total T-units 12

T error-free 5 (T-units 4, 7, 8, 10, 11)
<p><sup>1</sup>First at the machine shop have fire.</p> <p><sup>2</sup>Second push stop of electricity control switch for the machine.</p> <p><sup>3</sup>Then turn off the electricity control switch for the workshop.</p> <p><sup>4</sup>Next tell people to have a come down and get out the workshop.</p> <p><sup>5</sup>And get a fire extinguisher.</p> <p><sup>6</sup>After that read the instructions on the fire extinguisher.</p> <p><sup>7</sup>Then cash the hold fire extinguisher and spray.</p> <p><sup>8</sup>Last check the machine to finish a stop fire.</p> <p>Results    Total T-units 8</p> <p style="text-align: center;">T error-free 3 (T-units 3, 5, 6)</p>
<p><sup>1</sup>Bird is a young student. <sup>2</sup>First picture he haved dancing. <sup>3</sup>And second picture he forgot the key to go in his home. <sup>4</sup>The third he thought about the ladder to climbed.</p> <p><sup>5</sup>Then fourth when he climbed his mother saw Bird and she had a mix-up she thought the boy is a thief. <sup>6</sup>Next page Aaa! Bird haved accident. <sup>7</sup>And then his mother say Oh no. I'll called an ambulance! <sup>8</sup>Last picture Birds a young boy sit on the shair. <sup>9</sup>he has broke his lake.</p> <p>Results    Total T-units 9</p> <p style="text-align: center;">T error-free 5 (T-unit 1)</p>

MA2

<p><sup>1</sup>Full name luis Nazario de Lima Ronaldo. <sup>2</sup>Nickname O FenÔmeno ("The Phenomenon"). <sup>3</sup>Nationality Brazilian and Spanish. <sup>4</sup>Date of birth 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>5</sup>Height 183 cm. marital status divorce. <sup>6</sup>Number of children 1. <sup>7</sup>Occupation football player. <sup>8</sup>Previous club inter milan. <sup>9</sup>Length of time in inter milan 1997-2001. <sup>10</sup>Current club real Madrid. <sup>11</sup>Length of time in real madrid since 2002. <sup>12</sup>Position forward. <sup>13</sup>Honors and awards fifa world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).</p> <p>Results    Total T-units 13</p> <p style="text-align: center;">T error-free 0</p>
<p><sup>1</sup>First, at a machine shop. <sup>2</sup>Next, electricity control switch for the machines. <sup>3</sup>Next, electricity control switch for the workshop. <sup>4</sup>Then, read the instructions on the fire extinguisher.</p>

Results	Total T-units 4 T error-free 1 (T-unit 4)
<sup>1</sup> He and she played sing a song. <sup>2</sup> He don't has my key. <sup>3</sup> He got to ladder. <sup>4</sup> he geted up go help thief. <sup>5</sup> He wanted aaah. <sup>5</sup> The picture telled you why he has broken his leg. <sup>6</sup> he is at the hospital.	
Results	Total T-units 6 T error-free 1 (T-unit 6)

MA3

<sup>1</sup> Full name luis Nazario de Lima Ronaldo. <sup>2</sup> Nickname O FenÔmeno ("The Phenomenon"). <sup>3</sup> Nationality Brazilian and Spanish. <sup>4</sup> Date of birth 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. Height 183 cm. <sup>5</sup> marital status divorce. <sup>6</sup> Number of children 1. <sup>7</sup> Occupation football player. <sup>8</sup> Previous club Inter Milan. <sup>9</sup> Length of time in inter milan 1997-2001. <sup>10</sup> Current club real Madrid. <sup>11</sup> Length of time in real madrid since 2002. <sup>12</sup> Position forward. <sup>13</sup> Honors and awards fifa world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).	
Results	Total T-units 13 T error-free 0
<sup>1</sup> Electricity control switch for the machines. <sup>2</sup> Electricity control switch for the workshop. <sup>3</sup> Stop! no go in shop. <sup>4</sup> Go the fire extinguisher. <sup>5</sup> Read the instructions on the fire extinguisher.	
Results	Total T-units 5 T error-free 1 (T-unit 5)
<sup>1</sup> Bird goed to the party. <sup>2</sup> Bird came to the home at 2.00 am. <sup>3</sup> Bird no keyed. <sup>4</sup> Bird wnted ladder. <sup>5</sup> bird went to the bedroom by ladder. <sup>6</sup> Bird up ladder in home. <sup>7</sup> Next my mom dumed looked and a hased broken leg. <sup>8</sup> Finally bird went to the hospital.	
Results	Total T-units 8 T error-free 2 (T-units 5, 8)

MA4

<sup>1</sup> This's Ronaldo. <sup>2</sup> He name is Luis Nazario de Lima Ronaldo. <sup>3</sup> Nickname O FenÔmeno ("The Phenomenon"). <sup>4</sup> He Nationality Brazilian and Spanish. <sup>5</sup> His date of	
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birth day September 22, 1976. <sup>6</sup>He Place of birth is Bento Ribeiro, Rio de Janeiro, Brazil. <sup>7</sup>He Height is 183 cm. <sup>8</sup>Marital status Divorce. <sup>9</sup>Ronaldo Number of children is 1. <sup>10</sup>He like Football player is Previous club Inter Milan 1997-2001, Real Madrid since 2002. <sup>11</sup>Ronaldo Honors and awards FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).

Results      Total T-units 11  
T error-free 0

At a machine shop. <sup>1</sup>First, you stop Electricity control switch for the machines. <sup>2</sup>Next, turn off an Electricity control switch for the workshop. <sup>3</sup>Then, Don't come in the workshop <sup>4</sup>And, much Fire extinguisher. <sup>5</sup>After that, looking Read the instruction on the fire extinguisher. <sup>6</sup>And, stop a fire in the workshop. Last,

Results      Total T-units 6  
T error-free 3 (T-units 1, 2, 6)

<sup>1</sup>He was a singsong in the Bar. <sup>2</sup>he went to home at 2.00 o'clock. <sup>3</sup>But he don't kied. Oh no I've forgotten my key. <sup>4</sup>He went in the home. <sup>5</sup>This was ladder. <sup>6</sup>He had the ladder. <sup>7</sup>he is singed <sup>8</sup>Help! Thief. On no! I'll called an ambulance! <sup>9</sup>Ha had broken his leg. <sup>10</sup>He went to the hospital. <sup>11</sup>he brokened his leg. <sup>11</sup>he lived ICU.

Results      Total T-units 11  
T error-free 4 (T-units 6, 8, 9, 10)

LA1

<sup>1</sup>He has fall name is Luis Nazario de Lima Ronaldo O FenÔmeno ("The Phenomenon"). <sup>2</sup>He has Nationality is Brazilians and Spanish. <sup>3</sup>He's Birth day is September 22, 1976 at Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup>He's a football player. <sup>5</sup>He length in Inter Milan and Real Madrid.

Results      Total T-units 5  
T error-free 1 (T-unit 4)

(Did not write)

<sup>1</sup>He went to the for dance. <sup>2</sup>He goed to at home 2 am. o'clock. Oh no! I've forgotten my key!

Results      Total T-units 2  
T error-free

LA2

<p><sup>1</sup>Full name or O Fenômeno (“The Phenomenon”) the Bento Ribeiro, Rio de Janeiro, Brazil. <sup>2</sup>Date of birth Football player on occupation Inter Milan Position since 2002 Marital status FIFA World Player of the Height Bento Ribeiro since Forward Divorce</p> <p>Results      Total T-units 2</p> <p>                    T error-free</p>
<p>At a machine shop</p> <p>Electricity control switch for the machines</p> <p>Electricity control switch for the workshop.</p>
<p><sup>1</sup>Bird goes dinner with girlfriend First two o'clock he has forgotten my key ladder her girl with open the door Next mother bird is got the ladder is down. Birdmaster cold to artalmes The last is log.</p>

LA3

<p><sup>1</sup>Full name Luis Nazario de Lima Ronaldo date of birth 22 September 1976 Height 183 cm. <sup>2</sup>Nationality Brazilian and Spanish. <sup>3</sup>Place of birth in Betto Ribeiro, Rio de Janeiro, Brazil.</p> <p><sup>4</sup>Number of children 1. <sup>5</sup>Marital status Divorce. <sup>6</sup>Occupation Football player. <sup>7</sup>Previous club Inter Milan. <sup>8</sup>Length of time in Inter Milan 1997-2001. <sup>9</sup>Current club Real Madrid. <sup>10</sup>Length of time in Real Madrid since 2002.</p> <p><sup>11</sup>Position Forward Honors and awards FIFA World Player of the Year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005 UEFA Most valuable player (1998).</p> <p>Results      Total T-units 11</p> <p>                    T error-free</p>
<p><sup>1</sup>Working in workshops is dangerous.</p> <ol style="list-style-type: none"> <li>1. At a mach shop.</li> <li>2. Electricity control switch for the machines.</li> <li>3. Electricity control Switch for the workshop.</li> <li>4. <sup>2</sup>We are Safety first.</li> <li>5. <sup>3</sup>He is runs go to extinguisher.</li> <li>6. <sup>4</sup>Read the instructions on the fire extinguisher.</li> <li>7. <sup>5</sup>He is extinguisher.</li> </ol>



Results	Total T-units 5 T error-free 2 (T-unit 1, 4)
<sup>1</sup> Bird was a student. <sup>2</sup> Be was open the door my hous. <sup>3</sup> He was the ladder. <sup>4</sup> He saw people in our hous. <sup>5</sup> He was broken his leg. <sup>6</sup> He went to the hospital ICU.	
Results	Total T-units 6 T error-free 3 (T-unit 1, 5, 6)

## I2.2 T-unit analysis : TBI group

### HA1

Ronaldo or Luis Nazario de Lima. <sup>1</sup>His nickname is O Fenômeno. <sup>2</sup>He is Brazilian and Spanish nationality. <sup>3</sup>He was born on 22 September 1976 at Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup>He has 183 cm of height.

<sup>5</sup>He is Divorce. <sup>6</sup>He has 1 child. <sup>7</sup>he is football player in position forward.

<sup>8</sup>Ronaldo live in Inter Milan in 1997-2001 and he leave to Real Madrid since 2002.

<sup>9</sup>His honors and awards are FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) and UEFA Most valuable player (1997).

Results      Total T-units 9

T error-free 5 ( Units 1, 3, 5, 6, 9)

<sup>1</sup>How to stop a fire in the workshop

<sup>2</sup>I will tell you about stop a fire in the work shop. <sup>3</sup>First, press the shop button Electricity control switch for the machines. <sup>4</sup>Next, you must turn off Electricity control switch for the workshop. <sup>5</sup>Then,, you are to stop people into safety, and get a fire extinguisher. <sup>6</sup>And, you must read the instructions on the fire extinguisher. <sup>7</sup>Lastly, you are to sweep the fire extinguisher to fire. is hazardous.

Results      Total T-units 7

T error-free 5 (T-units 1, 2, 3, 4, 6)

<sup>1</sup>Bird went to disco pub. <sup>2</sup>He danced and sang music with girl friend. <sup>3</sup>At 2 am he backed home. but he had not key. <sup>4</sup>He thought ladder to climbed up home into the window. <sup>5</sup>After he climbed his mother seeing. <sup>6</sup>She thought thief. <sup>7</sup>She pushed ladder down. <sup>8</sup>Bird held to the floor. <sup>9</sup>he has broken his leg. <sup>10</sup>He went to hospital with ambulance.

Results      Total T-units 10

T error-free 5 (T-units 1, 2, 7, 9, 10)

### HA2

Luis Nazario de Lima Ronaldo or O Fenômeno ('The Phenomenon'). <sup>1</sup>He nationality is Brazilian and Spanish. <sup>2</sup>He date of birth is 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>3</sup>He height has 183 cm. <sup>4</sup>He maital status is divorce. <sup>5</sup>He has 1 child. <sup>6</sup>His occupation has football in Inter Milan length of time at 1997-

2001. <sup>7</sup>He current club is Real Madrid length of time since 2002. <sup>8</sup>He is FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005). <sup>9</sup>He is UEFA Most valuable player (1998).

Results      Total T-units 9  
T error-free 3 (T-units 5, 8, 9)

<sup>1</sup>How to stop a fire in the workshop

<sup>1</sup>What the Fire at a machine shop. <sup>2</sup>Switch of electricity control switch for the machines. <sup>3</sup>electricity control switch for the workshop. <sup>4</sup>read the instructions on the fire extinguisher.

Results      Total T-units 4  
T error-free 2 (T-units 2, 4)

<sup>1</sup>First, Bird go out home. <sup>2</sup>Bird go to the RCA and girlfriend. <sup>3</sup>Bird and girl friend is dancing but RCA close at 2 am. <sup>4</sup>Then, Bird go to home at the 2 am, but bird forgotten my key in the home. <sup>5</sup>Next, Bird want a ladder. <sup>6</sup>Next, Bird up the ladder but mother, Help! thief. <sup>7</sup>Next, the mother pull the ladder. <sup>8</sup>Next, the mother look at the on the floor, Oh that bird! Oh no! I'll call an ambulance. <sup>9</sup>Finally, Bird is at the hospital because mother is pull the ladder bird has broken his leg.

Results      Total T-units 10  
T error-free 5 (T-units 1, 2, 7, 9, 10)

HA3

<sup>1</sup>Ronaldo full name's Luis Nazario de Lima Ronaldo nickname The Phenomenon. <sup>2</sup>He is nationality Brazilian and Spanish. <sup>3</sup>He is place of birth is Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup>Date of birth 22 September 1976. <sup>5</sup>He number of 1 children.

<sup>6</sup>Ronaldo is occupation football player in Real Madrid and previous club Inter Milan length of time in Inter Milan 1997-2001. <sup>7</sup>He is length of time in Real Madrid since 2002 - forward. <sup>8</sup>He is FIFA world player of the year (1996, 1997, 2002), are European Footballer of the year (1997, 2002 and 2005). <sup>9</sup>He is UEFA Most valuable player (1998).

Results      Total T-units 9  
T error-free 2 (T-units 8, 9)

<sup>1</sup> Turn off electricity control switch of the machines and tune off control switch of the workshop. <sup>2</sup>Remove us out of the workshop. <sup>3</sup>And read the instructions on the fire extinguisher and clack.

Results	Total T-units 3 T error-free 1 (T-units 1)
<sup>1</sup> Bird goes to tex at night. <sup>2</sup> He is don't comes home. <sup>3</sup> He is thing ladder comes home. <sup>4</sup> She is saes help thief.	
Results	Total T-units 4 T error-free 0

MA1

<sup>1</sup> Ronaldo Luis Nazario de Lima Ronaldo. O FenÔmeno. <sup>2</sup> He is Brazilian and Spanish. <sup>3</sup> was born 22 September 1976 at Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup> He height 183 cm. <sup>5</sup> He has football player at Inter Milan Club. <sup>6</sup> He current club Real Madrid His forward	
<sup>7</sup> Honors and awards FIFA world player of the year (1996, 1997, 2002), are European Footballer of the year (1997, 2002 and 2005). <sup>8</sup> He is UEFA Most valuable player (1998).	
Results	Total T-units 8 T error-free 2 (T-units 2, 8)
<sup>1</sup> First, for staff to get out. <sup>2</sup> Next, press switch stop for the machines. <sup>3</sup> And, press switch off for the workshop. <sup>4</sup> Then, run go to the fire extinguisher. <sup>5</sup> This, read the instruction on the fire extinguisher. <sup>6</sup> Next, push the fire extinguisher sweep the fire. <sup>7</sup> Lass, notice fire.	
Results	Total T-units 7 T error-free 2 (T-units 5, 7)
<sup>1</sup> He go dance at pub & resterrant is Rachader. <sup>2</sup> He come beck home but forgotten my key. <sup>3</sup> He looked ladder. <sup>4</sup> She looked he thief he is pussout Ladder. <sup>5</sup> He is pent. <sup>6</sup> She call an ambulance. <sup>7</sup> He is go hospital at I.C.U. room.	
Results	Total T-units 7 T error-free 0

MA2

<sup>1</sup> Luis Nazario de Lima Ronaldo nickname or O FenÔmeno ("The Phenomenon"). <sup>2</sup> He nationality is Brazilian and Spanish. <sup>3</sup> He . Date of birth 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup> His height has 183 cm. <sup>5</sup> He marital status is divorce. <sup>6</sup> He has 1 Child. <sup>7</sup> His occupation has football player in Inter Milan. <sup>8</sup> Length of time at 1997-2001. <sup>9</sup> He current club is Real Madrid length of time since 2002.	
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<sup>10</sup>His position has forward. <sup>11</sup>His Honors and awards has FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).

Results      Total T-units 11  
T error-free    1 (T-units 6)

<sup>1</sup>Working in workshops is dangerous if you do follow the safety rules. <sup>2</sup>Frist, at machine shop. <sup>3</sup>Next, electricity control switch for the machines. <sup>4</sup>After, electricity control switch for the workshop. <sup>5</sup>Then, you must work the door, <sup>6</sup>And, remove the fire extinguisher. <sup>7</sup>And read the instructions on the fire extinguisher. <sup>8</sup>Last, cear fire.

Results      Total T-units 8  
T error-free 3 (T-units 1, 6, 7)

<sup>1</sup>Good morning. My name is Bird. <sup>2</sup>I am student. <sup>3</sup>First I am a sing song. <sup>4</sup>I dan music and happy. <sup>5</sup>Next, time is it 2 am. <sup>6</sup>I am go to school. <sup>7</sup>I've forgotten. <sup>8</sup>And I go to window school. <sup>9</sup>Teacher help thief. <sup>10</sup>Then, I is in the hospital. ICU.

Results      Total T-units 10  
T error-free    2 (T-units 1, 2)

MA3

<sup>1</sup>Luis Nazario de Lima Ronaldo was born on 22 September 1976. <sup>2</sup>He have nickname O FenÔmeno. come from Brazil. <sup>3</sup>He are Bento Ribeiro, Rio de Janeiro or Brazil. <sup>4</sup>He height has 183 cm. or Divorce. <sup>5</sup>He have 1 child. <sup>6</sup>He have a football player. <sup>7</sup>He Previous club Inter Milan or current club Real Madrid. <sup>8</sup>His born in Real Madrid since 2002.

Results      Total T-units 8  
T error-free    0

How to s top a fire in the workshop

<sup>1</sup>First about how to stop a fire in the workshop. <sup>2</sup>Next, at a machine shop. <sup>3</sup>And Electricity control switch for the machines. <sup>4</sup>Then electricity contro switch the workshop. <sup>5</sup>Finally read the instructions on the fire extinguisher.

Results      Total T-units 5  
T error-free 1 (T-unit 5)

<sup>1</sup>Bird is a student. <sup>2</sup>He is at the hospital. <sup>3</sup>The pictures tell you why he has broken his leg. <sup>4</sup>Oh no! I've forgotten my key. <sup>5</sup>Oh no! I'll call an ambulance!

Results      Total T-units 5

T error-free 3 (T-units 1, 2, 3)

MA4

<sup>1</sup>My name is Ronaldo nickname or O Fenômeno ("The Phenomenon").

<sup>2</sup>Nationality Brazilian and Spanish. <sup>3</sup>Date of birth 22 September 1976 Place of birth Bento Ribeiro, Rio de Janeiro, Brazil and Real Madrid height 183 cm. occupation football player Brazil Previous club inter Milan curre clup Real Madrid champean football of 5 year of FIFA wolcup.

Results Total T-units 3

T error-free 0

<sup>1</sup>How much At a machine shop working in workshops is dangerous. <sup>2</sup>Press the start control switch are to electricity control switch for the machines.

<sup>3</sup>What do you do if a fire starts electricity control switch for the workshop go to switch on-off.

<sup>4</sup>Read the instructions on the fire extinguisher clean in the workshop is dangerous you safety first in department.

Results Total T-units 4

T error-free 0

<sup>1</sup>Bird is a student is party dancing to your freid I will go to house oh no! I've forgotten my key door. <sup>2</sup>Bird go to walk back house go on the ladder on the back house

Results Total T-units 2

T error-free 0

LA1

<sup>1</sup>Ronaldo of Luis Nazario de Lima Ronaldo or O Fenômeno ("The Phenomenon"). <sup>2</sup>He nationality is Brazilian and Spanish. He . <sup>3</sup>Date of birth 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup>His height has 183 cm. <sup>5</sup>He marital status is divorce. <sup>6</sup>He has 1 Child. <sup>7</sup>His occupation has football player in Inter Milan. <sup>8</sup>Length of time at 1997-2001. <sup>9</sup>He current club is Real Madrid length of time since 2002. <sup>10</sup>His position has forward. <sup>11</sup>His Honors and awards has FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).

Results Total T-units 10

T error-free 1 (T-unit 6)

1. <sup>1</sup>At a machine shop.
2. Electricity control switch for the machines.
3. Electricity control switch for the workshop.
4. You must stop.
5. <sup>2</sup>Run the fire extinguisher.
6. <sup>3</sup>Read the instructions on the fire extinguisher.

Results      Total T-units: 3  
                   T error-free: 1 ( T-unit 3)

<sup>1</sup>He is to go party. <sup>2</sup>And go house at 02.00 am. <sup>3</sup>He is forgotten your key. <sup>4</sup>He come ladder on window. <sup>5</sup>His mother see ladder at window. "Help! Thief" <sup>6</sup>She is dun ladder. <sup>7</sup>He is at the hospital.

Results      Total T-units: 6  
                   T error-free: 1 (T-unit 7)

LA2

<sup>1</sup>Ronaldo of Luis Nazario de Lima Ronaldo or O FenÔmeno was born or 22 September 1976 his Bento Ribeiro, Rio de Janeiro, Brazil. <sup>2</sup>He height 183 cm. <sup>3</sup>His is football player. <sup>4</sup>his previous club Inter Milan.

Results      Total T-units: 4  
                   T error-free: 0

<sup>1</sup>Everybody muct stop fire with the use of fire extinguishers. <sup>2</sup>First, electricity control switch for the workshop. <sup>3</sup>Next, electricity control switch for the machines. <sup>4</sup>Next, at machine shop. <sup>5</sup>Then, read the instructions on the fire extinguisher.

Results      Total T-units: 5  
                   T error-free: 2 (T-units1, 5)

- <sup>1</sup>Oh no I've forgotten my key.
- <sup>2</sup>Bird ting ladder.
- <sup>3</sup>Help thief. Aaaaah!
- <sup>4</sup>Oh, no, I'll call an ambulance.
- <sup>5</sup>Bird go hospital on ICU.

Results      Total T-units: 5  
                   T error-free: 0

LA3

<sup>1</sup>Ronaldo He is name Luis Nazario de Lima Ronaldo. <sup>2</sup>He has nickname The Phenomenon. <sup>3</sup>He is nationality Brazilian and Spanish. <sup>4</sup>He Date of birth September 22, 1976. <sup>5</sup>He play in Inter Milan previous club. <sup>6</sup>He play Length of time in Inter Milan to 1997-2001. <sup>7</sup>He play soccer has Honors and awards of FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998). <sup>8</sup>Ronaldo play in Real Madrid Current club. <sup>9</sup>He is 1 child. <sup>10</sup>He have height 183 cm. <sup>11</sup>He is Place of birth Bento Ribeiro, Rio de Janeiro, Brazil.

Results      Total T-units: 11  
T error-free: 0

<sup>1</sup>Working in workshops is dangerous if you not follow the safety rules.

<sup>2</sup>Look at the pictures. <sup>3</sup>First stop go to switch for the workshop. <sup>4</sup>Next use handset switch turn off and remove running got o switch machines pull stop. <sup>5</sup>You look people not in workshop you walk running to the fire extinguishers. <sup>6</sup>You must read the instructions on the fire extinguisher. <sup>7</sup>You use the fire extinguisher go stop fire extinguisher.

Results      Total T-units: 7  
T error-free: 3

<sup>1</sup>He go to daning in pub. <sup>2</sup>He's have girlfriend danings. <sup>3</sup>next He return at home. <sup>4</sup>So He no masterkey. <sup>5</sup>He jump go in home. <sup>6</sup>It is emergency. <sup>7</sup>She is pull on Bird. <sup>8</sup>She call an ambulance! <sup>9</sup>It bird sleep on the hospital.

Results      Total T-units: 9  
T error-free: 0



### I2.3 T-unit analysis: FTBI group

#### HA1

<sup>1</sup>Luis Nazario de Lima Ronaldo or O Fenômeno nickname. <sup>2</sup>He has Brazilian and Spanish nationality. <sup>3</sup>He was born 22 September 1976, Bento Ribero, Rio de Janeiro in Brazil. <sup>4</sup>He has height 183 cm.

<sup>5</sup>He has football player and previous club Inter Milan. <sup>6</sup>Length of time Inter Milan 1997-2001. <sup>7</sup>He current club Real Madrid and since 2002 in Real Madrid. <sup>8</sup>He has position forward.

<sup>9</sup>He has the volt FIFA World Player of the Year 1996, 1997, 2002. And European Footballer of the year 1997, 2002, 2005. UEFA Most Valuable Player in 1998.

Results      Total T-units: 9  
T error-free: 2 (T-units 2, 3)

#### At a machine shop

<sup>1</sup>Stop a fire in the workshop. <sup>2</sup>First, press stop electricity control switch for the machines. <sup>3</sup>After this, turn off electricity control switch for the workshop. <sup>4</sup>And no people in the workshop. <sup>5</sup>Then, get the fire extinguisher. <sup>6</sup>Next, read the instructions on the fire extinguisher. <sup>7</sup>Finally, press the fire extinguisher.

Results      Total T-units: 7  
T error-free: 4 (T-units 1, 3, 5, 6)

<sup>1</sup>Bird went to dance. <sup>2</sup>After, he went to dance. <sup>3</sup>He went to home. <sup>4</sup>He is forgoted a key. <sup>5</sup>He getted a ladder. <sup>6</sup>He uped on a ladder. <sup>7</sup>Sister das help! Thief. <sup>8</sup>She removed a ladder. <sup>9</sup>He has brokened his leg. <sup>10</sup>Sister called an ambulance. <sup>11</sup>Bird went to hospital.

Results      Total T-units: 11  
T error-free: 3 (T-units 1, 9, 11)

#### HA2

<sup>1</sup>Luis Nazario de Lima Ronaldo. <sup>2</sup>He is nickname O Fenômeno ("The Phenomenon"). <sup>3</sup>He is a Nationality Brazilian and Spanish. <sup>4</sup>He was born 22 september 1976. <sup>5</sup>He is a place born Bento Ribeiro, Rio de Janeiro, Brazil. <sup>6</sup>He is a height 183 cm. <sup>7</sup>He is now marital status was divorce. <sup>8</sup>He is 1 children. <sup>9</sup>He is a football player. <sup>10</sup>He previous club Inter Milan. <sup>11</sup>He is a length of time in Inter Milan

1997-2001 and <sup>12</sup>He is a length of time in Real Madrid in since 2002. <sup>13</sup>He is a position in Forward. <sup>14</sup>He is honors and awards FIFA World Player of the Year <1996, 1997, 2002> and European Footballer of the Year (1997, 2002, 2005) and UEFA Most Valuable Player <1998>

Results      Total T-units: 4  
T error-free: 1 (T-units 9)

<sup>1</sup>Working in workshops is dangerous if you do not follow the safety rules. <sup>2</sup>You ought not at a machine. <sup>3</sup>First, you should electricity control switch for the machines. <sup>4</sup>Next, you must turn off switch for the work shop. <sup>5</sup>And, you ought stop people go to in workshop. <sup>6</sup>After, you are to go the fire extinguisher. <sup>7</sup>Then, you ought to read the instructions on the fire extinguisher. <sup>8</sup>And you must to go to the fire extinguisher control a fire is hazardous. <sup>9</sup>Finally, you ought to clean a machine shop.

Results      Total T-units: 9  
T error-free: 4 (T-units 1, 4, 7, 9)

<sup>1</sup>Bird is a student. <sup>2</sup>One day bird went to Pub and girl friend. <sup>3</sup>Bird and girl friend to get dance and <sup>4</sup>Bird went home. <sup>5</sup>Bird Oh No! I've forgotten my key! <sup>6</sup>Bird to think ladder. <sup>7</sup>Bird went home girl friend and <sup>8</sup>Bird went climb window. <sup>9</sup>Girl friend help me thief girlfriend push ladder. <sup>10</sup>Bird fall down girl friend see Bird Oh on! Bird I'm sorry I to think thief. <sup>11</sup>Girl friend calling an ambulance and <sup>12</sup>Bird went hospital.

Results      Total T-units: 12  
T error-free: 2(T-units 1, 4)

HA3

<sup>1</sup>He name is Luis Nazario de Lima Ronaldo. <sup>2</sup>He Nickname is O Fenômeno ("The Phenomenon"). <sup>3</sup>He have Nationality is Brazilian and Spanish. <sup>4</sup>He is date of birth September 22, 1976. <sup>5</sup>He is Place of birth Bento Ribeiro, Rio de Janeiro, Brazil, <sup>6</sup>He is Height 183 cm. <sup>7</sup>He is Divorce.

<sup>8</sup>He is Number 1 of Children. <sup>9</sup>He is football player. <sup>10</sup>He is Inter Milan club. <sup>11</sup>He is Length of time in Inter Milan 1997-2001. <sup>12</sup>He is current club Real Madrid. <sup>13</sup>He is Length of time in Real Madrid since 2002. <sup>14</sup>He is Position Forward.

<sup>15</sup>He is Honors and awards FIFA World Player of the Year (1996, 1997, 2002) European Footballer of the Year (1997, 2002, 2005), UEFA Most Valuable Player (1998).

Results	Total T-units: 15 T error-free: 2(T-units 7, 9)
In structions to stop a fire in the workshop	
<sup>1</sup> In structions to stop a fire in the workshop. First, put switch stop for the machines. <sup>2</sup> next put electricity control switch off for the workshop. <sup>3</sup> next talk have a people to escap. <sup>4</sup> next go to the fire extinguisher. <sup>5</sup> next use the fire extinguishe. <sup>6</sup> finally to stop a fire. <sup>7</sup> Finally clean the workshop.	
Results	Total T-units: 7 T error-free: 2 (T-units 5, 7)
<sup>1</sup> Why he has broken his leg!	
<sup>2</sup> First he's dancing in the clup. <sup>3</sup> Next he's go to black home. <sup>4</sup> Next he's forgotten the key. <sup>5</sup> Next he have good idear. <sup>6</sup> Next he's use ladder go on to the window. <sup>7</sup> Next he friend mind the thief. <sup>8</sup> next he's friend put the ladder. <sup>9</sup> next he's friend call an ambulance. <sup>10</sup> next he's broken his leg.	
Results	Total T-units: 10 T error-free: 2 (T-units 1, 10)

MA1

<sup>1</sup> Ronaldo Full name is Luis Nazario de Lima Ronaldo. <sup>2</sup> Nickname O FenÔmeno ("The Phenomenon"). <sup>3</sup> He is Nationality Brazilian and Spanish. <sup>4</sup> He is date of birth September 22, 1976. <sup>5</sup> He is Place of birth Bento Ribeiro, Rio de Janeiro, Brazil, <sup>6</sup> He is Height 183 cm. <sup>7</sup> He is marital Status Divorced. <sup>8</sup> He is Number of Children one. <sup>9</sup> He is Occupation Football player. <sup>10</sup> Previous club Inter Milan club. <sup>11</sup> He is Length of time in Inter Milan 1997-2001. <sup>12</sup> He is current club Real Madrid. <sup>13</sup> He is Position Forward.	
Results	Total T-units: 13 T error-free: 1 (T-unit 1)
<sup>1</sup> How to stop a fire in the workshop <sup>2</sup> First, stop switch for the machines. <sup>3</sup> Second, close electricity control switch for the workshop. <sup>4</sup> Thirt, give the fire extinguisher. <sup>5</sup> Four, read the instruction on the fire extinguisher. <sup>6</sup> Fifth, open the fire extinguisher. <sup>7</sup> Stop fire at a machine shop. <sup>8</sup> Last, close the fire extinguisher.	

Results	Total T-units: 8 T error-free: 4 (T-units 1, 2, 5, 7)
Bird at the hospital	
<p><sup>1</sup>Bird is a students. <sup>2</sup>One day is at 12 am. <sup>3</sup>He went to the dancing. <sup>4</sup>Next time at 2 am He went to back home. <sup>5</sup>But he forgotten my key. <sup>6</sup>He no come on. <sup>7</sup>He thirng is a ladder. <sup>8</sup>He have ladder and has on the window. <sup>9</sup>Sister at the home. <sup>10</sup>She ladder out for window. <sup>11</sup>He has broken his leg. <sup>12</sup>She will call an ambulance. <sup>13</sup>He is at the hospital.</p>	
Results	Total T-units: 13 T error-free: 2(T-units 11,13)

MA2

<p><sup>1</sup>My name Luis Nazario de Lima Ronaldo and <sup>2</sup>My nickname O FenÔmeno ( "The Phenomenon"). <sup>3</sup>He is nationality Brazilian and Spanish. <sup>4</sup>My Birthday September 22<sup>th</sup>, 1976. <sup>5</sup>I have height 183 cm. <sup>6</sup>Length of time in Inter Milan 1997-2001. <sup>7</sup>I play club Real Madrid year since 2002. <sup>8</sup>Honors and awards FIFA World player of the year (1996, 1997, 2002 and European Footballer of the year (1997, 2002, 2005 and UEFA Most Valuable Player (1998) and Number of children 1.</p>	
Results	Total T-units: 8 T error-free: 0
How to stop a fire in the workshop	
<p><sup>1</sup>Fist, At a machine shop. <sup>2</sup>Next, Electricity switch for the machines. <sup>3</sup>Then, Electricity control switch for the workshop. <sup>4</sup>And, not turn on. <sup>5</sup>Afterthis, . Give fire extinguisher. <sup>6</sup>And, use fire extinguisher. <sup>7</sup>Finally, to the workshop.</p>	
Results	Total T-units: 7 T error-free: 1 (T-unit 6)
<p><sup>1</sup>I go denner and Lie is danser. <sup>2</sup>He is say <sup>3</sup>oh no I've forgotten my key. <sup>4</sup>He is think use ladder go up. <sup>5</sup>one women see. <sup>6</sup>she is think thief and push ladder. <sup>7</sup>She is say <sup>8</sup>oh, no I'll call an ambulance <sup>9</sup>because He is broken his leg.</p>	
Results	Total T-units: 9 T error-free: 2(T-units 3, 8)

## MA3

<sup>1</sup>Luis Nazario de Lima Ronaldo. <sup>2</sup>Nickname is Phenomenon. <sup>3</sup>He is Nationality Brazilian and Spanish. <sup>4</sup>He does birthday September 22, 1976 and a place of birth Bento Ribeiro, Rio de Janeiro, Brazil. <sup>5</sup>He has 1 Children. <sup>6</sup>He is an playing Football. <sup>8</sup>They are playing Teem Inter Milan. <sup>9</sup>He was time in Inter Milan 1997-2001. <sup>10</sup>They are playing Foolball Real Madrid Club. <sup>11</sup>He was time in Real Madrid since 2002.

Results      Total T-units: 11  
                   T error-free: 0

How to use in the workshop at a machine shop

<sup>1</sup>You can use in the workshop. <sup>2</sup>First, you must stop electricity control switch for the machines. <sup>3</sup>And, turn off switch for the workshop. <sup>4</sup>Next, You must read the instructions on the fire extinguisher. <sup>5</sup>Finally, You must stop a fire in the workshop.

Results      Total T-units: 5  
                   T error-free: 4 (T-units 2, 3, 4, 5)

<sup>1</sup>How are Bird?

<sup>2</sup>First, bird go to dance with his my girl friend. <sup>3</sup>Next he go to home and <sup>4</sup>he forgot a key. <sup>5</sup>Then, time he remember a ladder <sup>6</sup>he clim a ladder to the window. <sup>7</sup>And, mother see think he is thief. <sup>8</sup>Finaly, he push a ladder tall the window.

Results      Total T-units: 8  
                   T error-free: 1 (T-units 4)

## MA4

<sup>1</sup>He name is Luis Nazario de Lima Ronaldo. <sup>2</sup>He birth day is on 22, September 1976, <sup>3</sup>place of birth at Bento Ribeiro, Rio de Janeiro, Brazil. <sup>4</sup>He have height 183 cm. <sup>5</sup>He have nationality Brazilian and Spanish. <sup>6</sup>He is football player. <sup>7</sup>He player at Current clup Real Madrid. <sup>8</sup>He length of time in Real Madrid on since 2002. <sup>9</sup>He honors and awards FIFA World Player of the Year 1996, 1997, 2002) European footballer of the year (1997, 2002, 2005) and UEFA Most valuable player (1997).

Results      Total T-units: 9  
                   T error-free: 1 (T-unit 6)

How to stop a fire in the workshop

<sup>1</sup>Most people know how to stop a fire in the workshop. <sup>2</sup>First, you must look at a machine electricity control switch for the machines. <sup>3</sup>Next you must press switch off. <sup>4</sup>Lastly you are to not people inside. <sup>5</sup>Next you must use extinguisher and <sup>6</sup>you are to read the instructions on the fire extinguisher. <sup>7</sup>Last, use fire extinguisher. <sup>8</sup>Finally, you ought to keep the extinguisher. <sup>9</sup>it finish.

Results      Total T-units: 9

T error-free: 5 (T-units 1, 5, 6, 7, 8)

<sup>1</sup>Bird go to dance with his girl friend last night. <sup>2</sup>Next he go home at 2 am. and <sup>3</sup>he forgot the key.

<sup>4</sup>Next time he remember a ladder <sup>5</sup>he clim a ladder to the window. <sup>6</sup>Next mother see think she is thief. <sup>7</sup>She push the ladder fall the window. <sup>8</sup>Next mother call an ambulance <sup>9</sup>he go to the hospital.

Results      Total T-units: 9

T error-free: 1 (T-units 3)

LA1

<sup>1</sup>Luis Nazario de Lina Ronaldo. <sup>2</sup>Nickname O FenÔmeno ("The Phenomenon"). <sup>3</sup>He is Brazilian and Spanish nationality. <sup>4</sup>He is born September 22, 1976 at Bento Ribeiro, Rio de Janeiro, Brazil. <sup>5</sup>He is height 183 cm. <sup>6</sup>He has 1 Children. <sup>7</sup>He is an football player.

Results      Total T-units: 7

T error-free: 0

'how to stop a fire in the workshop'

<sup>1</sup>First, at a machine shop. <sup>2</sup>Next, electricity control switch for the machines. <sup>3</sup>After this, electricity control switch for the workshop. <sup>4</sup>And, read the instructions on the fire extinguisher. <sup>5</sup>They use the fire extinguisher. Finally,

Results      Total T-units: 5

T error-free: 1 (T-unit 4)

<sup>1</sup>Bird went to birdday party. <sup>2</sup>He went home at 2 am. <sup>3</sup>Oh no! Bird forgottened my key! <sup>4</sup>He get ladder for under the window. <sup>5</sup>Help! Thief. <sup>6</sup>mother spoke and

Results      Total T-units: 6

T error-free: 3 (T-units 1, 5, 6)

## LA2

<sup>1</sup>Luis Nazario de Lima Ronaldo. <sup>2</sup>He's nickname O Fenômeno ("The Phenomenon"). <sup>3</sup>He is Brazilian and Spanish. <sup>4</sup>He is birth in 22, September 1976. <sup>5</sup>He's place of birth in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>6</sup>He loogi 183 cm. <sup>7</sup>He is number of children at 1. <sup>8</sup>He is football player in Inter Milan previous club. <sup>9</sup>he length of time in Real Madrid on since 2002. <sup>10</sup>He has position at Forward. <sup>11</sup>He has honors and awards in FIFA World Player of the Year (1996, 1997, 2002) and European footballer of the year (1997, 2002, 2005) and UEFA Most valuable player (1997).

Results      Total T-units: 11  
                   T error-free: 1(T-unit 3)

## How to stop a fire in the work shop

<sup>1</sup>If a fire starts at a machine shop. <sup>2</sup>First, stop the electrical control switch for the machines. <sup>3</sup>And, off the electricity control switch for the workshop. <sup>4</sup>Next, turn on off the work shop. <sup>5</sup>After, going at the fire extinguisher. <sup>6</sup>And read the instructions on the fire extinguisher. <sup>7</sup>Next, doing to stop a fire in the workshop from you read the instructions on the fire extinguisher. <sup>8</sup>Finally, can you stop the fire at the workshop.

Results      Total T-units: 9  
                   T error-free: 2(T-units 2, 6)

<sup>1</sup>In a night after school. Bird went dane with his friend. <sup>2</sup>after he went dane with his friend. He com back to home at 2.00 am. <sup>3</sup>He was forgotten his key. <sup>4</sup>He thought to ladder. <sup>5</sup>He sue ladder come back to home. <sup>6</sup>His mother saw him. <sup>7</sup>She thought him is a thief. <sup>8</sup>She out of ladder fome window. <sup>9</sup>Him put on the foor. <sup>10</sup>His moter call ambulance. <sup>11</sup>He has broken his leg and <sup>12</sup>he is at the hospital.

Results      Total T-units: 12  
                   T error-free: 2(T-units 1, 6, 11, 12)

## LA3

<sup>1</sup>He's name Luis Nazario de Lima Ronaldo. <sup>2</sup>He's nickname is O Fenômeno ("The Phenomenon"). <sup>3</sup>He is nationality of Brazilian and Spanish. <sup>4</sup>He is birthday of on in 22, September 1976 a place of birth in Bento Ribeiro, Rio de Janeiro, Brazil. <sup>5</sup>He is height 183 cm. <sup>6</sup>Marital status of Divorce. <sup>7</sup>He is number 1 of children at. <sup>8</sup>He's play football in Real Madrid to current club.

<sup>9</sup>Length of time in Real Madrid sine 2002 in position Forward. <sup>10</sup>He's Honors and awards is FIFA world player of the year (1996, 1997, 2002), European Footballer of the year since 1997, 2002 and 2005 and UEFA Most valuable player (1997).

Results      Total T-units: 10  
                   T error-free: 0

#### How to stop a fire in the workshop

<sup>1</sup>Working in workshop is dangerous if you do not follow the safety rules. <sup>2</sup>A fire is hazardous. <sup>3</sup>You must stop a fire at a machine shop. <sup>4</sup>First, close to electricity control switch for the machines and close to electricity control switch for the workshop. <sup>5</sup>Next, carrying person to safety zone. <sup>6</sup>After this, bring up extinguisher coming read the instructions on the fire extinguisher. <sup>7</sup>Then, you must catch nozzle inject to the fire position. <sup>8</sup>Finally, when extinguish off a fire please clear to the machine shop area.

Results      Total T-units: 8  
                   T error-free: 3 (T-units 1, 2, 3)

<sup>1</sup>Bird is a student high school, <sup>2</sup>he find a girl which he like very much <sup>3</sup>he then meeting to date with a girl. <sup>4</sup>Bird sniffing a girl at discotech. <sup>5</sup>Bird and a girl enjoy dancing a muse. <sup>6</sup>When discotech to close. he and a girlfriend return to home. <sup>7</sup>Bird as return t home also. <sup>8</sup>When he come to home be apparent Bird is forgotten my key. <sup>9</sup>he not put in a home. <sup>10</sup>Bird then think of a ladder. <sup>11</sup>he attempt use a ladder climb up to window. <sup>12</sup>But my mother frighten think of a thief. <sup>13</sup>Mother then push a ladder to fell. <sup>14</sup>Bird then fall and roll. <sup>15</sup>Mother call an ambulance after then cure a leg fo Bird of break.

Results      Total T-units: 15  
                   T error-free: 0



## I2.4 Results of T-unit analysis

Results of T-unit Analyses for Grammatical Accuracy of Writing 1

	FTBI			TBI			CI		
	T-units			T-units			T-units		
	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy
HA1	9	2	22	9	5	56	7	0	0
HA2	14	1	7	9	3	33	9	1	11
HA3	15	2	13	9	2	22	8	2	25
MA1	3	1	33	8	2	25	12	5	42
MA2	8	0	0	11	1	9	13	0	0
MA3	11	0	0	8	0	0	13	0	0
MA4	9	1	11	3	0	0	11	0	0
LA1	7	0	0	10	1	10	5	1	20
LA2	11	1	9	4	0	0	2	0	0
LA3	10	0	0	11	0	0	11	0	0
Total	9.7	0.8	9.5	8.2	1.4	15.5	9.1	0.9	9.8

Results of T-unit Analyses for Grammatical Accuracy of Writing 2

	FTBI			TBI			CI		
	T-units			T-units			T-units		
	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy
HA1	7	4	57.0	7.0	5.0	71.0	5.0	2.0	40.0
HA2	9	4	44.0	4.0	2.0	50.0	9.0	3.0	33.0
HA3	7	2	29.0	3.0	1.0	33.0	10.0	6.0	60.0
MA1	8	4	50.0	7.0	2.0	29.0	8.0	3.0	38.0
MA2	7	1	14.0	8.0	3.0	38.0	4.0	1.0	25.0
MA3	5	4	80.0	5.0	1.0	20.0	5.0	1.0	20.0
MA4	9	5	56.0	4.0	0.0	0.0	6.0	3.0	50.0
LA1	5	1	20.0	3.0	1.0	33.0	2.0	0.0	0.0
LA2	9	2	22.0	5.0	2.0	40.0	2.0	0.0	0.0
LA3	8	3	38.0	7.0	3.0	43.0	5.0	2.0	40.0
Total	7.4	3	41.0	5.3	2.0	35.7	5.6	2.1	30.6

## Results of T-unit Analyses for Grammatical Accuracy of Writing 3

	FTBI			TBI			CI		
	T-units			T-units			T-units		
	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy	Total	Error-free	% Accuracy
	HA1	11	3	27.00	10	5	50.00	6	1
HA2	12	2	17.00	10	5	50.00	7	0	0.00
HA3	10	2	20.00	4	0	0.00	10	1	10.00
MA1	13	2	15.00	7	0	0.00	9	5	56.00
MA2	9	2	22.00	10	2	20.00	6	1	17.00
MA3	8	1	13.00	5	3	60.00	8	2	25.00
MA4	9	1	11.00	2	0	0.00	11	4	36.00
LA1	6	3	50.00	6	1	17.00	2	0	0.00
LA2	12	2	17.00	5	0	0.00	2	0	0.00
LA3	15	0	0.00	9	0	0.00	6	3	50.00
Total	10.5	1.8	19.2	6.8	1.6	19.7	6.7	1.7	21.1

## Results of Analysis of Grammatical Accuracy

Source	Treatment	N	Mean Rank	Test Statistics	
				<i>df</i>	Asymp.Sig.
writing 1	FTBI	10	17.35	2	0.663
	TBI	10	15.35		
	CI	10	13.8		
writing 2	FTBI	10	17.35	2	0.663
	TBI	10	15.35		
	CI	10	13.8		
writing 3	FTBI	10	16.3	2	0.87
	TBI	10	14.35		
	CI	10	15.85		

## 12.5 Results of error analysis (CI) of writing 1

## HA1

No.	NP	VP	PP	Notes
1	Ronaldo or Full name Luis Nazario de Lima Ronaldo, or O FenÔmeno ("The Phenomenon") nickname	was born	on 22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil.	NP : Wrong placement of noun (full name, nick name)
2	Ronaldo Height	183 cm.		VP: No verb NP: No possessive determiner
3	marital status	Divorce.		NP: No pronoun VP : No verb
4	ns	have 1 children		NP : No subject Wrong singular form
5	he	is now working	on his football player	NP : No main noun (career)
6	He	play football very goog.		VP: Wrong sub-verb agreement
7	Previous club	is Inter Milan (1997- 2001).		NP: No pronoun
8	Current club	is Madrid (since 2002)		NP: No pronoun
9	and Position	Forward.		NP: No pronoun NP: No article VP: No verb
10	He honors and awards	has FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998) "Ronaldo my hero".		NP: Nominative pronoun used as genitive pronoun VP: wrong word choice of verb

## HA2

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo, or O FenÔmeno, he	is Bazilian and Spanish Nationality		NP : wrong placement of pronoun VP : wrong word choice of verb

				NP : wrong plural form
2	ns	Was born	on 22th September 1976, in Bento Ribeiro, Rio de Janeiro, Brazil	No subject
3	He	is height 183 cm.		NP: wrong placement of 'height'
4	and he	is 1 children		VP : wrong choice of verb NP: wrong singular form
5	He	is football player Occupation.		NP: no article NP : wrong placement of 'occupation'.
6	He	is to play football	in Inter Milan.	PP : wrong word choice of preposition
7	He	is length	in Inter Milan on 1977-2001.	VP: wrong time (present instead of past) NP: wrong placement of 'length'. PP: wrong word choice of preposition
8	He	is current club	in Real Madrid.	NP: wrong placement of 'current club'
9	And He	is length	in Real Madrid since 2002	VP: wrong time and aspect (present simple instead of present perfect) NP: wrong placement 'length'
10	He	is a Forward		
11	He	is player football FIFA world cup of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		NP: wrong sequence of NP VP: wrong word choice of verb

HA3

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo, his	was born	22th September 1976, in Bento Ribeiro,	PP: no preposition NP: wrong placement of

	nickname O Fenômeno ("The Phenomenon"),		Rio de Janeiro, Brazil	'his nick name'.
2	His me height	183 cm.		VP: wrong word choice of accusative pronoun VP: no verb
3	He	is number 1 of children.		NP: wrong sequence of NP VP: wrong word choice
4	His	<b>is now working</b>	on his football player career.	NP: accusative pronoun used as subject NP: wrong sequence (player)
5	The marital status of me	divorce.		NP: pronoun used as noun VP: no verb
7	The previous club	<b>is</b>	inter Milan,	
8	length of time inter Milan	(1997-2001)		PP: no preposition (in) VP: no verb NP: no pronoun
9	his real Madrid, in current club-length of time in real Madrid (since 2002),			Not a sentence
10	his the forward position			Not a sentence
11	He	is now in working	on his career.	
12	(1996, 1997, 2002) FIFA world cup of the year, (1997, 2002 and 2005) European Footballer of the year (1998) UEFA Most Valuable Player			Not a sentence

MA1

No.	NP	VP	PP	
1	Hes nationality	<b>is Brazilian and Spanish.</b>		

2	He's date of birth	is	22th September 1976.	
3	He	's hight 183 cm.		NP: wrong placement of 'height'
4	and his marital status	is divorced.		
5	He	's have a first number of children.		VP: not possible form NP: wrong possible form (here)
6	The Previous club	is Inter Milan.		
7	And length of time in Inter Milan	is 1997-2001.		PP: no preposition
8	He's current club	is Real Madrid.		
9	And length of time in Real Madrid	is since 2002.		
10	Hes position	<b>is forward.</b>		NP: no article (a Forward)
11	Hes	have a honours and awards is FIFA world cup of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most Valuable (1998).		Run-on sentence

## MA2

No.	NP	VP	PP	Notes
1	Full name	luis Nazario de Lima Ronaldo.		NP: no pronoun VP: no verb
2	Nickname	O Fenômeno ("The Phenomenon").		NP: no pronoun VP: no verb
3	Nationality	Brazilian and Spanish.		NP: no pronoun, wrong plural form VP: no verb
3	Date of birth		22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil.	NP: no pronoun VP: no verb PP: no preposition
4	Height	183 cm.		NP: no pronoun VP: no verb
5	marital status	divorce.		NP: no pronoun

				VP: no verb
6	Number of children	1.		NP: no pronoun VP: no verb
7	Occupation	football player.		NP: no pronoun VP: no verb
8	Previous club	inter milan.		NP: no pronoun VP: no verb
9	Length of time in inter milan	1997-2001.		NP: no pronoun VP: no verb
10	Current club	real Madrid.		NP: no pronoun VP: no verb
11	Length of time in real madrid	since 2002.		NP: no pronoun VP: no verb
12	Position	forward.		NP: no pronoun VP: no verb
13	Honors and awards	fifa world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		NP: no pronoun VP: no verb

## MA3

No.	NP	VP	PP	Notes
1	Full name	luis Nazario de Lima Ronaldo.		NP: no possessive pronoun VP: no verb
2	Nickname	O FenÔmeno ("The Phenomenon").		NP: no possessive pronoun VP: no verb
3	Nationality	Brazilian and Spanish.		NP: no possessive pronoun VP: no verb
4	Date of birth		22 September 1976 in Bento Ribeiro, Rio de Janeiro, Brazil.	NP: no possessive pronoun VP: no verb
5	Height	183 cm.		NP: no possessive pronoun VP: no verb
6	marital status	divorce.		NP: no possessive pronoun VP: no verb
7	Number of children	1.		NP: no possessive pronoun VP: no verb

8	Occupation	football player.		NP: no possessive pronoun VP: no verb
9	Previous club	Inter Milan.		NP: no possessive pronoun VP: no verb
10	Length of time in inter milan	1997-2001.		NP: no possessive pronoun VP: no verb
11	Current club	real Madrid.		NP: no possessive pronoun VP: no verb
12	Length of time in real madrid	since 2002.		NP: no possessive pronoun VP: no verb
13	Position	forward.		NP: no possessive pronoun VP: no verb
14	Honors and awards	fifa world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		NP: no possessive pronoun VP: no verb

MA4

No.	NP	VP	PP	Notes
1	This	's Ronaldo.		
2	He name	is Luis Nazario de Lima Ronaldo.		NP: nominative pronoun used as accusative pronoun
3	Nickname	O FenÔmeno ("The Phenomenon").		NP: no possessive pronoun VP: no verb
4	He Nationality	Brazilian and Spanish.		NP: nominative pronoun used as genitive pronoun VP: no verb
5	His date of birthday	September22, 1976		VP: no verb NP: wrong choice of noun (birthday)
6	He Place of birth	is Bento Ribeiro, Rio de Janeiro, Brazil.		NP: nominative pronoun used as genitive pronoun
7	He Height	is 183 cm.		NP: nominative pronoun used as genitive pronoun
8	Marital status	Divorce.		NP: no possessive pronoun (genitive)



				VP: no verb
9	Ronaldo Number of children	is 1.		NP: no possessive determiner
10	He	like Football player is Previous club Inter Milan 1997-2001, Real Madrid since 2002 .		Run-on sentence
11	Ronaldo Honors and awards	FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		NP: no possessive determiner VP: no verb

## LA1

No.	NP	VP	PP	Notes
1	He	has full name is Luis Nazario de Lima Ronaldo or O FenÔmeno ("The Phenomenon").		Run-on sentence
2	He	has Nationality is Brazilias and Spanish.		Run-on sentence
3	He's Birthday	is September22, 1976	at Bento Ribeiro, Rio de Janeiro, Brazil.	
4	He	'sa football player.		
5	He	length in Inter Milan and Real Madrid.		VP: no verb

## LA2

No.	NP	VP	PP	Notes
1	Full name or O FenÔmeno ("The Phenomenon") the Bento Ribeiro, Rio de Janeiro, Brazil.			Not a sentence
2	Date of birth Football player on occupation Inter Milan Position			Not a sentence

	since 2002 Marital status FIFA World Player of the Height Bento Ribeiro since Forward Divorce			
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LA3

No.	NP	VP	PP	Notes
1	Full name	Luis Nazario Nazario Ronaldo Lima		NP: no possessive pronoun (genitive) VP: no verb
2	date of birth	22 September 1976		NP: no possessive pronoun (genitive) VP: no verb
3	Height	183 cm.		NP: no possessive pronoun (genitive) VP: no verb
4	Nationality	Brazilian and Spanish.		NP: no possessive pronoun (genitive) VP: no verb
5	Place of birth		in Betto Ribeiro, Rio de Janeiro, Brazil.	NP: no possessive pronoun (genitive) VP: no verb
6	Number of children	1.		NP: no possessive pronoun (genitive) VP: no verb
7	Marital status	Divorce.		NP: no possessive pronoun (genitive) VP: no verb
8	Occupation	Football player.		NP: no possessive pronoun (genitive) VP: no verb
9	Previous club	Inter Milan.		NP: no possessive pronoun (genitive) VP: no verb
10	Length of time in Inter Milan	1997-2001.		NP: no possessive pronoun (genitive) VP: no verb
11	Current club	Real Madrid.		NP: no possessive pronoun (genitive) VP: no verb

12	Length of time in Real Madrid		since 2002.	NP: no possessive pronoun (genitive) VP: no verb
13	Position	Forward		NP: no possessive pronoun (genitive) VP: no verb
14	Honors and awards	FIFA World Player of the Year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		NP: no possessive pronoun (genitive) VP: no verb

## 12.6 Results of error analysis (FTBI) of writing 1

### HA1

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo or O Fenômeno nickname			Not a sentence
2	He	has Brazilian and Spanish nationality.		NP: wrong plural form NP: no article
3	He	was born	22 September 1976, Bento Ribero, Rio de Janeiro in Brazil.	NP: no preposition
4	He	has height 183 cm.		NP: wrong placement of 'height'
5	He	has	football player	VP: Wrong word choice of verb
6	and previous club	Inter Milan.		VP: No verb NP: no possessive pronoun
7	Length of time Inter Milan	1997-2001		PP: no preposition VP: no verb NP: no possessive pronoun
8	He current club	Real Madrid		PP: nominative pronoun used as genitive

				VP: no verb
9	and since 2002 in Real Madrid			Not a sentence
10	He	has position forward.		NP: Wrong sequence of NP
11	He	has the volt FIFA World Player of the Year 1996, 1997, 2002.		NP: wrong word choice of noun
11	And European Footballer of the year 1997, 2002, 2005.			Not a sentence
12	UEFA Most Valuable Player in 1998.			Not a sentence

## HA2

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo.			Not a sentence.
2	He	is nickname O FenÔmeno ("The Phenomenon").		NP: wrong placement of 'nick name'.
3	He	is a Nationality Brazilian and Spanish.		NP: wrong choice of article NP: wrong sequence of NP
4	He	was born	22 september 1976.	PP: no preposition.
5	He	is a place born	Bento Ribeiro, Rio de Janeiro, Brazil.	VP: wrong verb tense (time). NP: wrong placement of 'a place' PP: no preposition.
6.	He	is a height 183 cm.		NP: wrong placement of 'a height'
7	He	is now marital status was divorce.		Run-on sentence. VP: wrong verb tense (time)

8	He	is 1 children.		VP: wrong word choice of verb. NP: wrong singular form.
9	He	is a football player.		
10	He previous club	Inter Milan		VP: no verb (copula) NP: nominative used as genitive
11	He	is a length of time	in Inter Milan 1997-2001	PP: no preposition of time. NP: wrong placement of 'a length of time'
12	He	is a length of time	in Real Madrid in since 2002.	VP: wrong word choice PP: preposition of time (redundancy) NP: wrong placement of 'a length of time'
13	He	is a position in Forward.		NP: Wrong placement of 'a position' PP: wrong preposition
14	He	is honors and awards FIFA World Player of the Year <1996, 1997, 2002> and European Footballer of the Year (1997, 2002, 2005) and UEFA Most Valuable Player <1998>		VP: wrong word choice of verb.

HA3

No.	NP	VP	PP	Notes
1	He name	is Luis Nazario de Lima Ronaldo.		NP: nominative used as genitive
2	He Nickname	is O Fenômeno ("The Phenomenon").		NP: nominative used as genitive
3	He	have Nationality is Brazilian and Spanish		Run-on sentence
4	He	is date of birth	September 22, 1976	NP: Wrong placement of 'date of birth' PP: no preposition.

5	He	is Place of birth	Bento Ribeiro, Rio de Janeiro, Brazil,	NP: Wrong placement of 'place of birth' PP: no preposition
6	He	is Height 183 cm		NP: wrong placement of 'height'
7	He	is Divorce.		
8	He	is Number 1 of Children.		VP: Wrong choice of verb NP: not possible form
9	He	is football player		NP: determiner (article)
10	He	is	Inter Milan club	NP: No preposition VP: wrong choice of verb
11	He	is Length of time	in Inter Milan 1997-2001	VP: wrong tense (time) NP: wrong placement of 'length of time' PP: no preposition of time
12	He	is current club Real Madrid		NP: wrong placement of 'current club.
13	He	is Length of time	in Real Madrid since 2002.	VP: wrong tense (time) NP: wrong placement of 'length of time'.
14	He	is	Position Forward.	NP: wrong sequence of NP VP: wrong word choice of verb
15	He	is Honors and awards	FIFA World Player of the Year ( 1996, 1997, 2002) European Footballer of the Year ( 1997, 2002, 2005), UEFA Most Valuable Player (1998).	NP: wrong placement of 'honors and awards'.

MAI

No.	NP	VP	PP	Notes
1	Ronaldo Full name	is	Luis Nazario de Lima Ronaldo	NP: not possible form
2	Nickname		O Fenômeno	VP: no verb

			("The Phenomenon").	
3	He	is nationality	Brazilian and Spanish.	NP: wrong placement of 'nationality'
4	He	is date of birth September 22, 1976		VP: not possible form
5	He	is Place of birth Bento Ribeiro, Rio de Janeiro, Brazil,		NP: not possible form
6	He	is Height 183 cm		NP: not possible form
7	He	is marital Status Divorced. I		NP: not possible form
8	He	is Number of Children one.		NP: not possible form
9	He	is Occupation Football player.		NP: not possible form
10	Previous club Inter Milan club.			Not a sentence
11	He is		Length of time in Inter Milan 1997- 2001.	NP: not possible form PP: wrong form
12	He	is current club Real Madrid.		NP: not possible form
13	He is Position			Incomplete sentence

## MA2

No.	NP	VP	PP	Notes
1	My name	Luis Nazario de Lima Ronaldo		VP: no verb
2	and My nickname	O FenÔmeno ("The Phenomenon").		VP: no verb
3	He	is nationality	Brazilian and Spanish.	NP: wrong placement of 'nationality'
4	My Birthday	September 22 <sup>th</sup> , 1976.		VP: No verb PP: no preposition
5	I	have height 183 cm.		NP: not possible form(183 cm. in height)
6	Length of time in		1997-2001.	NP: no possessive

	Inter Milan			pronoun. VP: no verb PP: no preposition
7	I	play	club Real Madrid year since 2002.	PP: no preposition 'for'. NP: wrong word order pattern of NP NP: wrong placement of 'year' VP: wrong tense and aspect (present perfect)
8	Honors and awards	FIFA World player of the year (1996, 1997, 2002 and European Footballer of the year (1997, 2002, 2005 and EUFA Most Valuable Player (1998) and Number of children 1.		NP: no possessive pronoun VP: no verb

## MA3

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo.			Not a sentence
2	Nickname	is Phenomenon		NP: no possessive pronoun
3	He	is Nationality Brazilian and Spanish.		NP: wrong placement of noun
4	He	does birthday	September 22, 1976	VP: wrong word choice of verb PP: no preposition
5	and a place of birth		Bento Ribeiro, Rio de Janeiro, Brazil.	NP: wrong choice of determiner (possessive) VP: no verb PP: no preposition of place.
6	He	has 1 Children		NP: plural/singular
7	He	is	an playing Football.	NP: wrong choice of article. NP: wrong word order pattern of NP (wrong



				sequence). NP: not possible form (playing)
8	They	are playing	Teem Inter Milan.	PP: no preposition NP: wrong word order pattern of NP (wrong sequence) VP: wrong tense and aspect
9	He	was time	in Inter Milan 1997-2001.	NP: wrong placement of 'time' PP: no preposition of time
10	They	are playing Football	Real Madrid Club.	NP: wrong pronoun reference PP: no preposition of place (for).
11	He	was time	in Real Madrid since 2002.	NP: wrong placement of 'time' VP: wrong tense and aspect

## MA4

No.	NP	VP	PP	Notes
1	He name	is	Luis Nazario de Lima Ronaldo.	NP: nominative used as genitive
2	He birth day	is	on 22, September 1976	NP: nominative used as genitive
3	, place of birth		at Bento Ribeiro, Rio de Janeiro, Brazil.	NP: no determiner (possessive) VP: no verb
4	He	have height 183 cm.		VP: wrong inflection NP: no article PP: no preposition 'of'.
5	He	have nationality Brazilian and Spanish.		VP: wrong inflection NP: wrong word order pattern of NP
6	He	is football player.		NP: no article
7	He	player	at Current clup Real Madrid.	VP: wrong inflection PP: wrong choice of preposition NP: no possessive

				pronoun
8	He length of time		in Real Madrid on since 2002.	NP: nominative used as genitive VP: no verb PP: wrong choice of preposition
9	He honors and awards	FIFA World Player of the Year 1996, 1997, 2002) European footballer of the year (1997, 2002, 2005) and UEFA Most valuable player (1997).		NP: nominative used as genitive VP: no verb

## LA1

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo.			Not a sentence
2	Nickname O FenÔmeno ("The Phenomenon").			Not a sentence
3	He	is Brazilian and Spanish nationality.		VP: wrong choice of verb NP: wrong plural form
4	He	is born	September 22, 1976 at Bento Ribeiro, Rio de Janeiro, Brazil.	VP: wrong tense (time) NP: no preposition of time
5	He	is height 183 cm.		NP: wrong word order pattern of NP
6	He	has 1 Children.		NP: wrong singular form
7	He	is an football player.		NP: wrong choice of determiner (article)

## LA2

No.	NP	VP	PP	notes
1	Luis Nazario de Lima Ronaldo.			Not a sentence
2	He	's nickname O FenÔmeno ("The		NP: wrong placement of 'nick name'

		Phenomenon”).		
3	He	is Brazilian and Spanish.		
4	He	is birth	in 22, September 1976.	VP: wrong tense (time) VP: wrong choice of word 'birth' NP: wrong choice of preposition 'in'
5	He	's place of birth	in Bento Ribeiro, Rio de Janeiro, Brazil.	VP: wrong word choice of verb NP: wrong placement of 'place of birth'
6	He	loogi 183 cm.		VP: wrong word choice of verb
7	He	is number of children at 1.		VP: wrong word choice of verb NP: wrong word order pattern of NP
8	He	is football player	in Inter Milan previous club	VP: wrong tense (time) NP: no determiner (article) NP: no possessive pronoun (his previous club)
9	he length of time		in Real Madrid on since 2002	NP: nominative used as genitive VP: no verb PP: choice of preposition
10	He	has position at Forward.		VP: wrong word choice of verb NP: no determiner (article) PP: wrong choice of preposition
11	He	has honors and awards in FIFA World Player of the Year (1996, 1997, 2002) and European footballer of the year (1997, 2002,		PP: wrong placement of preposition 'in'.

		2005) and UEFA Most valuable player (1997).		
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LA3

No.	NP	VP	PP	Notes
1	He	's name Luis Nazario de Lima Ronaldo.		VP: no inflection of 'name'
2	He's nickname	is O FenÔmeno ("The Phenomenon").		
3	He	is nationality of Brazilian and Spanish.		NP: wrong placement of 'nationality of'
4	He	is birthday	of on in 22, September 1976 a place of birth in Bento Ribeiro, Rio de Janeiro, Brazil.	VP: wrong tense (time) VP: wrong choice of word 'birthday' (born) PP: choice of preposition (redundancy) NP: wrong placement of 'a place of birth'
5	He	is height 183 cm		NP: wrong word order pattern of 'height'
6	Marital status of Divorce.			Not a sentence
7	He	is number 1 of children at.		VP: wrong word choice NP: wrong word order pattern of NP
8	He	's play football	in Real Madrid to current club.	VP: wrong placement of 'be' PP: wrong word choice of preposition 'in' NP: wrong post modifier
9	Legnth of time in Real Madrid	sine 2002 in position Forward.		NP: no possessive pronoun VP: no verb PP: no preposition (of) between 'position' and 'Forward'
10	He's Honors and awards	is FIFA world player of the year (1996, 1997, 2002), European Footballer of the year		VP: wrong verb inflection

		since 1997, 2002 and 2005 and UEFA Most valuable player (1997).		
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### 12.7 Results of error analysis (TBI) of writing 1

HA1

no.	NP	VP	PP	Notes
1	His nickname	is	O FenÔmeno.	
2	He	is Brazilian and Spanish nationality.		VP: Wrong word choice of verb NP: wrong plural form
3	He	was born	on 22 September 1976 at Bento Ribeiro, Rio de Janeiro, Brazil.	
4	He	has 183 cm of height.		
5	He	is Divorced		
6	He	has 1 child.		
7	he	is football player	in position forward.	NP: no determiner (article) PP: no preposition (of)
8	Ronaldo	live	in Inter Milan in 1997-2001	VP: Wrong subject-verb agreement PP: wrong word choice of preposition of time
9	and he	leave to Real Madrid	since 2002.	VP: wrong tense and aspect PP: wrong word choice of preposition (leave for)
10	His honors and awards	are FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) and UEFA Most valuable player (1997).		

HA1

No.	NP	VP	PP	Notes
1	He nationality	is Brazilian and Spanish.		NP: nominative used for genitive
2	He date of birth	is 22 September 1976	in Bento Ribeiro, Rio de Janeiro, Brazil.	NP: nominative used for genitive PP: Wrong placement of PP
3	He height	has 183 cm.		NP: nominative pronoun used for genitive pronoun VP: wrong word choice of verb
4	He marital status	is divorce		NP: no main noun (player)
5	He	has 1 child.		
6	His occupation	has football	in Inter Milan length of time at 1997-2001.	VP: Wrong word choice of verb NP: no modifier
7	He current club	is Real Madrid	length of time since 2002.	NP: nominative pronoun used for genitive pronoun  PP: Wrong placement of PP
8	He	is FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005).		NP: no determiner (article)
9	He	is UEFA Most valuable player (1998).		NP: no determiner (article)

HA2

No.	NP	VP	PP	Notes
1	Ronaldo full name	's Luis Nazario de Lima Ronaldo nickname The Phenomenon		NP: no possessive determiner NP: wrong placement of 'nickname The Phenomenon'.
2	He	is nationality Brazilian and Spanish.		NP: wrong placement of noun (nationality)

3	He	is place of birth is Bento Ribeiro, Rio de Janeiro, Brazil.		Run-on sentence
4	Date of birth		22 September 1976	VP: No verb NP: no determiner (possessive pronoun)
5	He	number of 1 children		VP: No verb NP: not possible form
6	Ronaldo	is occupation football player	in Real Madrid	NP: wrong placement of 'occupation'. NP: no determiner (article)
7	and previous club Inter Milan length of time in Inter Milan 1997-2001			Not a sentence
8	He	is length of time in Real Madrid	since 2002 - forward.	NP: wrong placement of 'length of time'. VP: wrong tense (time and aspect)
9	He	is FIFA world player of the year (1996, 1997, 2002), are European Footballer of the year (1997, 2002 and 2005).		Run-on sentence
10	He	is UEFA Most valuable player (1998).		NP: no determiner (article)

HA3

No.	NP	VP	PP	notes
1	He	is	Brazilian and Spanish.	
2		was born	22 September 1976 at Bento Ribeiro, Rio de Janeiro, Brazil.	NP: wrong deletion of subject PP: No preposition of time PP wrong preposition of place
3	He	height	183 cm.	VP: wrong word choice of verb
4	He	has football player	at Inter Milan Club.	VP: wrong word choice

				NP: no determiner PP: wrong preposition
5	He current club	Real Madrid His forward		VP: No verb NP: nominative used for genitive pronoun NP: wrong placement of NP (his forward)
6	Honors and awards	FIFA world player of the year (1996, 1997, 2002), are European Footballer of the year (1997, 2002 and 2005).		NP: No possessive pronoun VP: wrong placement of verb (are)
7	He	is UEFA Most valuable player (1998).		NP: no determiner (article)

## MA1

No.	NP	VP	PP	notes
1	He nationality	is Brazilian and Spanish		NP: nominative used for genitive pronoun
2	He . Date of birth	22 September 1976	in Bento Ribeiro, Rio de Janeiro, Brazil.	NP: nominative used for genitive pronoun VP: no verb PP: wrong placement of PP
3	His height	has 183 cm.		VP: Wrong word choice
4	He marital status	is divorce.		NP: nominative pronoun used for genitive pronoun
5	He	has 1 Child		
6	His occupation	has football player	in Inter Milan. Length of time at 1997-2001.	VP: Wrong word choice. NP: wrong placement of NP (length of time)
7	He current club	is Real Madrid	length of time since 2002.	NP: : nominative pronoun used for genitive pronoun PP: wrong placement of PP (since 2002) NP: wrong placement of 'length of time'.
8	His position	has forward.		VP: wrong word choice of verb NP: no determiner (no



				article)
9	His Honors and awards	has FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		VP: wrong word choice of verb

## MA2

No.	NP	VP	PP	Notes
1	Luis Nazario de Lima Ronaldo	was born	on 22 September 1976.	
2	He have nickname O FenÔmeno. come from Brazil.			Run-on sentence
3	He	are Bento Ribeiro, Rio de Janeiro or Brazil.		VP: wrong tense VP: wrong voice (no 'born' as passive) PP: no preposition of place
4	He height	has 183 cm. or Divorce.		NP: possessive, VP: wrong word choice of verb
5	He	have 1 child.		VP: subject-verb agreement (copula)
6	He	has a football player.		VP: wrong word choice of verb
7	He Previous club	Inter Milan		NP: possessive pronoun VP: no verb
8	or current club	Real Madrid.		NP: no possessive VP: No verb
9	His	born in Real Madrid since 2002.		NP: Pronoun reference VP: no verb

## MA3

No.	NP	VP	PP	notes
1	My name	is Ronaldo nickname or O FenÔmeno ("The Phenomenon").		Run-on sentence

2	Nationality	Brazilian and Spanish		VP: No verb NP: No possessive pronoun
3	Date of birth 22 September 1976 Place of birth Bento Ribeiro, Rio de Janeiro, Brazil and Real Madrid height 183 cm.			Not a sentence
4	occupation football player Brazil Previous club inter Milan curre clup Real Madrid champean football of 5 year of FIFA wolcup.			Not a sentence

MA4

No.	NP	VP	PP	Notes
1	He nationality	is Brazilian and Spanish		NP: possessive
2	He Date of birth	22 September 1976	in Bento Ribeiro, Rio de Janeiro, Brazil	VP: No verb NP: Wrong possessive pronoun PP: wrong inclusion of PP
3	His height	has 183 cm.		VP: wrong word choice of verb
4	He marital status	is divorce.		NP: wrong possessive
5	He	has 1 Child.		
6	His occupation	has football player	in Inter Milan.	VP: wrong word choice of verb
7	Length of time	at 1997-2001.		VP: No verb
8	He current club	is Real Madrid length of time since 2002		NP: possessive NP: wrong use of noun clause
9	His position	has forward		VP: Wrong word choice of verb
10	His Honors and awards	has FIFA world player of the year (1996, 1997,		VP: Wrong word choice of verb

		2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		
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## LA1

No.	NP	VP	PP	Notes
1	Ronaldo of Luis Nazario de Lima Ronaldo or O FenÔmeno	was born	Or 22 September 1976 his Bento Ribeiro, Rio de Janeiro, Brazil.	PP: wrong choice of preposition
2	He	height 183 cm.		VP: Wrong word choice of verb
3	His	is football player.		NP: wrong form of reference pronoun
4	his previous club	Inter Milan.		VP: No verb

## LA2

No.	NP	VP	PP	Notes
1	Ronaldo He	is name Luis Nazario de Lima Ronaldo		NP: wrong placement of nominative pronoun VP: no verb inflection in passive form VP: wrong tense (time)
2	He	has nickname The Phenomenon.		NP: wrong placement of noun
3	He	is nationality Brazilian and Spanish		NP: wrong placement of noun
4	He	Date of birth September 22, 1976.		NP: wrong placement of NP VP: no verb
5	He	play	in Inter Milan previous club.	VP: wrong Subject-verb agreement. PP: wrong choice of preposition
6	He	play	Length of time in Inter Milan to 1997-2001.	VP: wrong subject-verb agreement PP: Wrong choice of preposition

				NP: wrong placement of NP(length of time)
7	He	play soccer has Honors and awards of FIFA world player of the year (1996, 1997, 2002), European Footballer of the year (1997, 2002 and 2005) UEFA Most valuable player (1998).		Run-on sentence.
8	Ronaldo	play	in Real Madrid Current club	VP: wrong aspect PP: wrong choice of preposition NP: no possessive pronoun
9	He	is 1 child.		VP: wrong word choice of verb
10	He	have height 183 cm.		VP: wrong choice of verb.
11	He	is Place of birth Bento Ribeiro, Rio de Janeiro, Brazil.		VP: Wrong choice of verb NP: wrong placement of NP (place of birth) PP: no preposition of place

## I2.8 Error analysis of writing 2(CI)

HA1

No.	NP	VP	PP	Notes
1		Stop a fire	At a machine shop in the workshop	
2		First, electricity control switch for the machines		VP: no verb.
3		Next, electricity control switch for the workshop.		VP: no verb.
4		And, read the instructions	on the fire extinguisher	
5		Next, direct the nozzle	at the based fo the fire	

6		And sweep across the burning area.		
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HA2

No.	NP	VP	PP	Notes
1	Working in workshops	is dangerous		
2	if you	do not follow the Safety rule.		
3	First, you	must	at a machine shop.	VP: no non-finite verb
4	Next, you	must electricity control switch for machines.		VP: no non-finite verb
5	And, you	must electricity control switch for the workshop.		VP: no non-finite verb
6	Now, you	must talk. is people get	out for area	VP: wrong choice of verb PP: wrong word choice of preposition
7	Next, you	must mount the fire extinguisher		
8	And, you	must read the instruction	on the fire extinguisher	
9	Now, you	are to direct the nozzle	at the base of the fire	
10		and sweep across burning area		
11	Last, you	are to fire .control escape essay quickly.		Run-on

HA3

No.	NP	VP	PP	Notes
1	Working in workshops	is dangerous		
2	if you	do not follow the safety rules		
3	A fire	is hazardous.		
4	you	What do (you) do		
5	if a fire	starts	in your workshop?	
6			First, at a machine	Not a sentence

			shop.	
7	Next, you	must press electricity control switch for the machine. And, electricity control switch for the workshop.		NP: no article
8		And, Do not keep the extinguisher too close	to where a fire might occur.	
9	Then, you	must read the instructions	on the fire extinguisher	
10	Then you	mush direct	the base of the fire	VP: no direct object PP: no preposition of place
11		and sweep across buning area		NP: no article ( <i>the</i> burning area)
13		Last, gets out of control		NP: no subject VP: not possible form of verb Wrong subordination (no marker 'if').
14	you	can escape easily.		

## MA1

No.	NP	VP	PP	Notes
1		have fire.	First at the machine shop	NP: no subject
2		Second push stop of electricity control switch for the machine.		NP: No article NP: No main noun (the stop <i>button</i> )
3		Then turn off the electricity control switch for the workshop.		
4		Next tell people to have a come down and get out the workshop.		VP: wrong word choice of verb
5		And get a fire extinguisher.		

6		After that read the instructions	on the fire extinguisher.	
7		Then cash the hold fire extinguisher		VP: wrong placement of 'the'
8		and spray.		
9		Last check the machine to finish a stop fire.		NP: wrong modifier NP: wrong article

## MA2

No.	NP	VP	PP	
1			First, at a machine shop.	Not a sentence
2		Next, electricity control switch for the machines.		VP: no verb
3		Next, electricity control switch for the workshop.		VP: no verb
4		Then, read the instructions	on the fire extinguisher.	

## MA3

No.	NP	VP	PP	Notes
1		Electricity control switch for the machines.		VP: no verb
2		Electricity control switch for the workshop.		VP: no verb
3		Stop!		
4		no go in shop.		VP: wrong aux in negation.
5		Go the fire extinguisher.		VP: wrong word choice
6		Read the instructions	on the fire extinguisher	

## MA4

No.	NP	VP	PP	Notes
1	First, you	stop Electricity control switch for the machines.	At a machine shop.	NP: no article
2		Next, turn off an		

		Electricity control switch for the workshop.		
3		Then, Don't come in the workshop		VP: wrong word choice
4		And, much Fire extinguisher.		VP: no verb
5		After that, looking Read the instruction	on the fire extinguisher.	VP: not possible form of verb
6		And, stop a fire in the workshop		NP: wrong article

LA1

No.	NP	VP	PP	Notes
	NS			

LA2

No.	NP	VP	PP	Notes
1		Electricity control switch for the machines Electricity control switch for the workshop.	At a machine shop	Not a sentence

LA3

No.	NP	VP	PP	Notes
1	Working in workshops	is	dangerous.	
2		Electricity control switch for the machines.	At a mach shop.	Not a sentence
3		Electricity control Switch for the workshop.		Not a sentence
4	We	Are Safety first.		VP: wrong word choice
5	He	is runs go to extinguisher.		VP: not possible form of verb
6		Read the instructions	on the fire extinguisher.	
7	He	is extinguisher.		VP: wrong word choice of verb



## I2.9 Error analysis of the TBI group (writing 2)

HA1

No	NP	VP	PP	Notes
1		How to stop a fire	in the workshop	
2	I	will tell you about stop a fire	in the work shop.	NP: incorrect NP (noun clause) in the object position
3		First, press the shop button Electricity control switch for the machines		PP: no preposition (possession 'of': the stop button <i>of</i> ...)
4	Next, you	must turn off Electricity control switch for the workshop.		NP: no article ( <i>the</i> ) in front of Electricity control switch)
5	Then, you	are to stop people into safety		
6		, and get a fire extinguisher		
7	And, you	must read the instructions	on the fire extinguisher.	
8	Lastly, you	are to sweep the fire extinguisher to		VP: wrong use of infinitive (to) as sequential complement.
9	fire	is hazardous.		

HA2

No	NP	VP	PP	Notes
1		How to stop a fire	in the workshop	
2	<sup>1</sup> What the Fire at a machine shop.			Not a sentence.
3		<sup>2</sup> Switch of electricity control switch for the machines.		VP: wrong use of particle ('of' instead of 'off').
4	electricity control switch for the workshop.			Not a sentence
5		read the instructions	on the fire extinguisher.	

## HA3

No	NP	VP	PP	Notes
1		Turn off electricity control switch of the machines		NP: no article for 'electricity control switch'.
2		tune off control switch of the workshop		NP: no article for "control switch"
3		Remove us out of the workshop		VP: wrong word choice of NP in the object position
4		read the instructions on the fire extinguisher		
5		and clack.		

## MA1

No	NP	VP	PP	Notes
1		to get out.	First, for staff	VP: wrong form of verb.
2		Next, press switch stop for the machines		NP: no article for 'stop switch'. NP: wrong word order pattern for NP
3		And, press switch off for the workshop		NP: no article for 'switch' PP: wrong preposition ( <i>for</i> the workshop)
4		Then, run go to the fire extinguisher		VP: wrong form (run go)
5		read the instruction	on the fire extinguisher	
6		Next, push the fire extinguisher sweep the fire		No conjunction NP: wrong word choice of NP in the position of object (sweep the <i>fire</i> )
7		Lass, notice fire.		NP: no article

## MA2

No	NP	VP	PP	Notes
1	Working in workshops	is dangerous		
2	if you	do follow the safety rules		
3			Frist, at machine	Not a sentence.

			shop	
4		Next, electricity control switch for the machines		VP: No imperative verb NP: no article before 'electricity switch'
5		After, electricity control switch for the workshop		VP: No imperative verb NP: no article before 'electricity control switch'
6		Then, you must work the door		
7		And, remove the fire extinguisher		
8		And read the instructions on the fire extinguisher		
9		Last, clear fire.		NP: no article before 'fire'

## MA3

No	NP	VP	PP	Notes
1		How to stop a fire in the workshop		
2		<sup>1</sup> First about how to stop a fire in the workshop.		Not a sentence.
3			<sup>2</sup> Next, at a machine shop.	Not a sentence.
4		And Electricity control switch for the machines		VP: no imperative verb
5		<sup>4</sup> Then electricity control switch the workshop		VP: no imperative verb
6		Finally read the instructions	on the fire extinguisher.	

## MA4

No	NP	VP	PP	Notes
1	<sup>1</sup> How much At a machine shop working in workshops is dangerous			Not a complete sentence

2		<sup>2</sup> Press the start control switch are to electricity control switch for the machines.		Run-on
3	<sup>3</sup> What do you do if a fire starts electricity control switch for the workshop go to switch on-off.			Run-on
4	<sup>4</sup> Read the instructions on the fire extinguisher clean in the workshop is dangerous you safety first in department.			Run-on

## LA1

No	NP	VP	PP	Notes
1	At a machine shop.			Incomplete sentence VP: Wrong choice of word
2		Electricity control switch for the machines.		VP: no verb NP: no article
3		Electricity control switch for the workshop.		VP: no verb NP: no article
4	You	must stop.		VP: omission of object for the transitive verb
5		Run the fire extinguisher.		VP: wrong word choice of verb
6		Read the instructions	on the fire extinguisher.	

## LA2

No	NP	VP	PP	Notes
1	Everybody	muct (must) stop fire	with the use of fire extinguishers.	

2		First, electricity control switch for the workshop		VP: no verb NP: no article
3		Next, electricity control switch for the machines.		VP: no verb NP: no article
4			Next, at machine shop.	Not a sentence
5		Then, read the instructions	on the fire extinguisher.	

## LA3

No	NP	VP	PP	Notes
1	Working in workshops	is dangerous		
2	if you	not follow the safety rules.		VP: wrong form of negation (no aux)
3		Look at the pictures		
4		First stop go to switch	for the workshop.	VP: wrong form of verb
5		Next use handset switch turn off and remove running got o switch machines pull stop.		Run-on sentence
6		You look people not in workshop you walk running to the fire extinguishers.		Run-on sentence
7	You	must read the instructions	on the fire extinguisher.	
8	You	use the fire extinguisher <i>go stop fire</i> extinguisher.		VP: wrong complement (omission of 'to') NP: wrong choice of noun

## I2.9 Error analysis of FTBI group (writing 2)

## HA1

No.	NP	VP	PP	Notes
1		Stop a fire	in the workshop	
2		First, press stop		

		electricity control switch for the machines		
3		After this, turn off electricity control switch for the workshop		
4		And no people in the workshop		VP: no verb
5		Then, get the fire extinguisher.		
6		Next, read the instructions	on the fire extinguisher.	
7		Finally, press the fire extinguisher.		

HA2

No.	NP	VP	PP	Notes
1	Working in workshops	is dangerous		
2	if you	do not follow the safety rules		
3	You	ought not at a machine		VP: finite/non-finite verb
4	First, you	shoud electricity control switch for the machines		VP: no non-finite verb
5	Next, you	must turn off switch for the work shop		
6	And, you	ought stop people go to in workshop		VP: finite/non-finite
7	After, you	are to go the fire extinguisher		VP: wrong word choice of verb
8	Then, you	ought to read the instructions	on the fire extinguisher.	
9	And you	must to go to the fire extinguisher control a fire is hazardous		VP: finite/non-finite verb (modal)
10	Finally, you	ought to clean a machine shop.		

## HA3

No.	NP	VP	PP	Notes
1	Instructions		to stop a fire in the workshop	NP: wrong modifier
2	Instructions to stop a fire in the workshop			Repeated phrase
3		First, put switch stop for the machines.		VP: wrong word choice of verb NP: wrong word order pattern of NP
4		next put electricity control switch off for the workshop.		NP: no article
5		next talk have a people to escap (escape)		VP: direct object, VP: wrong word choice NP: wrong article 'a'.
6		next go to the fire extinguisher.		
7		next use the fire extinguisher		
8		finally to stop a fire.		Coordinating sentence and no marker
9		Finally clean the workshop.		

## MA1

No.	NP	VP	PP	Notes
1		How to stop a fire in the workshop		
2		First, stop switch for the machines.		VP: wrong word choice
3		Second, close electricity control switch for the workshop.		VP: wrong word choice of verb
4		Thirt, give the fire extinguisher.		VP: wrong word choice of verb
5		Four, read the instruction	on the fire extinguisher.	

6		Fifth, open the fire extinguisher		VP: wrong word choice
7		Stop fire at a machine shop.		
8		Last, close the fire extinguisher.		VP: wrong word choice

## MA2

No.	NP	VP	PP	Notes
1		How to stop a fire in the workshop		
2			Fist, At a machine shop	Not a sentence
3		Next, Electricity switch for the machines.		Not a sentence
4		Then, Electricity control switch for the workshop		Not a sentence
5		And, not turn on.		VP: wrong form of negation VP: no direct object
6		After this, Give fire extinguisher		VP: wrong word choice
7		And, use fire extinguisher.		NP: no article
8		Finally, to the workshop		Not a sentence

## MA3

No.	NP	VP	PP	Notes
1		How to use in the workshop at a machine shop		VP: no direct object
2	You	can use	in the workshop	VP: no direct object
3	First, you	must stop electricity control switch for the machines.		
4		And, turn off switch for the workshop		
5	Next, You	must read the	on the fire extinguisher	



		instructions		
6	Finally, You	must stop a fire	in the workshop.	

MA4

No.	NP	VP	PP	Notes
1		How to stop a fire in the workshop		
2	Most people	know how to stop a fire in the workshop		
3	First, you	must look at a machine electricity control switch for the machines		
4	Next you	must press switch off.		NP: determiner
5	Lastly you	are to not people inside.		VP: wrong form of negation
6	Next you	must use extinguisher		NP: no article
7	and you	are to read the instructions	on the fire extinguisher.	
8		Last, use fire extinguisher.		
9	Finally, you	ought to keep the extinguisher		VP: wrong word choice (keep away)
10	it	finish.		NP: wrong use of nominative pronoun

LA1

No.	NP	VP	PP	Notes
1		'how to stop a fire in the workshop'	First, at a machine shop.	
2		Next, electricity control switch for the machines.		VP: no verb
3		After this, electricity control switch for the workshop.		VP: no verb
4		And, read the instructions	on the fire extinguisher.	
5	They	use the fire extinguisher.		NP: wrong use of nominative pronoun

## LA2

No.	NP	VP	PP	Notes
1		How to stop a fire in the work shop		
2	<sup>1</sup> If a fire	starts	at a machine shop.	
3		First, stop the electrical control switch for the machines.		
4		And, off the electricity control switch for the workshop.		VP: no verb
5		Next, turn on off the work shop.		PP: wrong choice of preposition
6			After, going at the fire extinguisher.	Not a sentence
7		And read the instructions	on the fire extinguisher.	
8		Next, doing to stop a fire in the workshop from you read the instructions on the fire extinguisher.		Run-on
9		<sup>8</sup> Finally, can you stop the fire at the workshop.		VP: wrong placement of modal

## LA3

No.	NP	VP	PP	Notes
1		How to stop a fire in the workshop		
2	Working in workshop	is dangerous		
3	if you	do not follow the safety rules.		
4	A fire	is hazardous.		
5	You	must stop a fire	at a machine shop.	
6		First, close to electricity control switch for the machines		VP: wrong word choice

7		and close to electricity control switch for the workshop		VP: wrong word choice
8		Next, carrying person to safety zone.		VP: not possible form of verb
9		After this, bring up extinguisher		
10		coming read the instructions	on the fire extinguisher.	VP: not possible form of verb
11	Then, you	must catch nozzle inject to the fire position.		VP: emergence of coordinating sentence; not correct(no linking marker) NP: no article
12		please clear (clear) to the machine shop area.	Finally, when extinguish off a fire	VP: wrong insertion of 'to' VP: wrong use of 'when' PP: wrong preposition NP: wrong article

### I2.10 Error analysis of writing 3 (CI)

#### HA1

No.	NP	VP	PP	Notes
1	He and She [thay] (they)	are [danced]	in the nite culb. (night club)	NP: repetition VP: _ing inflection
2	He	went back home	[] 2.00 a.m.	PP: no preposition of time
3	He	[forgotten is] key.		VP: wrong form
4	He	[went has] ladder.		VP: wrong form
5	He	[up] the ladder		VP: wrong word choice of verb VP: wrong tense (time)
6	he	[up] ladder	[no] home	VP: wrong word choice of verb VP: wrong tense (time)
7	he		[undered] ladder	VP: wrong word choice of verb
8	he	has broken his leg		
9	He	went	to the hospital	

#### HA2

No.	NP	VP	PP	Notes
1	I	wanted to go to bird day.		
2	He	[did forgottened] [my]		VP: wrong verb

		key.		inflection NP: wrong choice of pronoun (use first person singular genitive pronoun 'my' for third person singular genitive pronoun 'his').
3	he	wanted to go to keep ladder		
4	he	[want] [] ladder	[on] the home.	VP: wrong tense (time) NP: no article PP: wrong preposition
5	He	[did] passed [] ladder	[in] the foor.	VP: omission of 'not' NP: no article PP: wrong choice of preposition of place
6	[I]	called an ambulance.		NP: wrong choice of pronoun (first person singular nominative for third person singular nominative pronoun).
7	[I]	[sleped] in hospital.		NP: wrong choice of pronoun (first person singular nominative for third person singular nominative pronoun). VP: wrong past irregular form.

HA3

1	NP	VP	PP	
2	A man and [] friend	[] singing	in the party lats (last) night.	NP: no possessive pronoun VP: no indication of tense (time) VP: wrong aspect (inflection) PP: wrong word choice of preposition
3	He	went [to come] home.		VP: wrong use of infinitive

4	He	['ve not] [a] key.		VP: wrong use of negation VP: wrong verb inflection VP: wrong tense (time) NP: wrong word choice of determiner
5	He	['s] used [] ladder [] put	[in] the window.	VP: wrong form of verb NP: no article VP: no infinitive for sequential infinitive structure PP: wrong choice of preposition
6	His mather (mother)	[get] up.		VP: wrong tense (time)
7	His mather (mother)	saw and [song] help thief.		VP: wrong word choice of verb
8	His mather (mother)	used [] hand [] put ladder,		NP: no possessive pronoun VP: no infinitive for sequential infinitive structure VP: wrong word choice of verb (put for push)
9	he	['s ] [sleped]	[] the floor.	VP: not possible form of verb VP: wrong word choice of verb PP: no preposition of place.
10	His mather (mother)	called an ambulance.		
11	they	[was] went	to ICU.	VP: wrong form of verb

MA1

No.	NP	VP	PP	Notes
1	Bird	is a young student.		
2	he	[haved] dancing.	First picture	VP: wrong form of verb VP: wrong word choice of verb
3	he	forgot the key to go []	And second picture	Incomplete sentence.

			in his home.	Not a sentence.
4	he	thought about the ladder to [climbed.]	The third []	VP: wrong use of infinitive NP: no main noun
5	his mother	saw Bird	Then fourth when he climbed	
6	and she	had a mix-up		
7	she	thought the boy [ is] a thief.		VP: wrong tense
8	Aaa! Bird	[haved] accident.	Next page	VP: wrong possible form of irregular verb.
9	And then his mother	[say] Oh no. I'll called an ambulance!		VP: wrong tense
10	Birds a young boy	[sit] on the shair (chair).	Last picture	VP: wrong tense
12	he	has [broke] his lake (leg).		VP: wrong form of irregular verb (broken)

## MA2

No.	NP	VP	PP	Notes
1	He and she	played [sing] a song.		VP: wrong tense No indication of coordinating sentence.
2	He	[don't] [ has] [my] key.		VP: wrong tense VP: wrong form of verb NP: wrong choice of pronoun (first person singular genitive for third person singular genitive pronoun).
3	He	got [to] [] ladder.		VP: wrong placement of infinitive 'to' NP: no article
4	he	[geted] up [] [go] help thief		VP: wrong form of irregular verb No indication of coordinating sentence VP: wrong tense.
5	He	wanted [] aaah.		VP: no object, resulting in incomplete sentence

6	The picture	[telled] you why he has broken his leg.		VP: wrong past form of irregular verb
7	he	[is]	at the hospital.	VP: wrong tense

MA3

No.	NP	VP	PP	Notes
1	Bird	[goed] to the party.		VP: wrong past form of irregular verb
2	Bird	came []	to [the] home at 2.00 am.	VP: no particle for came (back) NP: wrong word choice of determiner.
3	Bird	[no keyed].		VP: wrong possible form of verb
4	Bird	wnted (wanted) [] ladder.		NP: no article
5	bird	went	to the bedroom by [] ladder.	NP: no article
6	Bird	[] up ladder	[in] home.	VP: no verb PP: wrong word choice of preposition
7	Next [my] mom	dumed (dumped) [] looked and [a] [hased] broken [] leg.		NP: wrong word choice of possessive pronoun 'my' VP: no object for 'dumped' VP: no object for 'looked' VP: wrong past form of irregular verb NP: wrong placement of 'a' NP: no possessive pronoun No subject for 'had broken his leg'
8	Finally bird	went to the hospital.		

MA4

No.	NP	VP	PP	Notes
1	He	[was] [a] [singed] song	in the Bar.	VP: wrong placement of 'was' NP: wrong sequence of article 'a' VP: wrong past form of irregular verb
2	he	went to home	at 2.00 o'clock.	
3	But he	[don't] [kied].		VP: wrong tense NP: wrong choice of verb.
4	Oh no I	've forgotten my key.		
5	He	went	in the home.	PP: wrong word choice of preposition
6	This	was [] ladder.		NP: no article
7	He	had the ladder.		
8	he	[is singed] Help! Thief.		VP: wrong possible form of verb VP: wrong choice of verb
9	On no! I	'll called an ambulance!		
10	Ha (He)	had broken his leg.		
11	He	went to the hospital.		
12	he	[brokened] his leg.		VP: wrong possible form of verb
13	he	[lived]	[] ICU.	VP: wrong word choice of verb PP: no preposition

LA1

No.	NP	VP	PP	Notes
1	He	went to the [] [for] dance.		NP: no noun VP: wrong word to show sequential infinitive (to dance)
2	He	[goed]	[to at] home 2 am. o'clock.	VP: wrong past form of irregular verb PP: wrong word choice of preposition NP: wrong placement



				of 'o'clock'.
3	Oh no! I	've forgotten my key!		

## LA2

No.	NP	VP	PP	Notes
1	Bird	[goes] dinner	with girlfriend	VP: wrong word choice VP: wrong tense
2	he	[has forgotten] [my] key	First two o'clock	VP: wrong tense NP: wrong use of possessive pronoun (first person singular for third person singular)
3	ladder her girl with open the dear			Not a sentence.
4	Next [mother bird]	[is gots] the lader (ladder) [is] down.		NP: wrong word order pattern of NP. VP: wrong form of verb No indication of coordinating sentence (and) VP: wrong word choice of verb.
5	Birdmter cold to artalmes			Not a sentence
6	The last	is log.		Incomplete sentence.

## LA3

No.	NP	VP	PP	Notes
1	Bird	was a student.		
2	Be (He)	[was open] the door	[] my hous (house)	VP: wrong possible form of verb PP: no preposition
3	He	[was] the ladder.		VP: wrong word choice of verb
4	He	saw peple (people)	in [our] hous (house)	NP: inconsistent pronoun
5	He	[was] broken his leg.		VP: wrong possible form of verb.
6	He	went to the hospital ICU.		

## 12.11 Error analysis TBI group writing

## HA1

No.	NP	VP	PP	Notes
1	Bird	went	to [] disco pub.	NP: no article
2	He	danced and sang music	with [] girl friend.	NP: no determiner (possessive)
3	he	[backed] home.	At 2 am	NP: wrong word choice of verb
4	but he	had not [] key.		NP: no article
5	He	thought [] [] ladder to [climbed] up [home]	[into] the window.	VP: no particle NP: no article VP: wrong infinitive
6		his mother [seeing].	[After] he climbed	VP: not possible form
7	She	thought [thief].		VP: wrong form of complement
8	She	pushed ladder down		
9	Bird	[held] to the floor.		VP: wrong word choice of verb
10	he	has broken his leg.		
11	He	went to hospital	with [] ambulance.	NP: no article

## HA2

No.	NP	VP	PP	Notes
1	First, Bird	[go] out home.		VP: wrong tense
2	Bird	[go] to the RCA	[and] girlfriend.	VP: wrong tense PP: no preposition
3	Bird and [] girl friend	[is dancing]		NP: no determiner (possessive) VP: wrong tense VP: not possible form
4	but RCA	[close]	at 2 am.	VP: wrong tense
5	Then, Bird	[go] to home	at the 2 am	VP: wrong tense
6	but bird	[forgotten] [my] key	[in the] home.	VP: wrong past form of irregular verb NP: wrong pronoun (first person genitive pronoun for third person genitive) PP: wrong word choice of preposition
7	Next, Bird	[want] a ladder.		VP: wrong tense

8	Next, Bird	[ ] up the ladder		VP: no verb
9	but mother	, Help! thief.		VP: no verb in the main clause
10	Next, the mother	[pull] the ladder		VP: wrong tense VP: wrong word choice of verb
11	Next, the mother	[look] at	[the] on the floor	VP: wrong tense VP: no object PP: wrong placement of 'the'
12	Finally, Bird	[is]	at the hospital	VP: wrong tense
13	because mother	is pull the ladder bird has broken his leg.		Run-on

## HA3

No.	NP	VP	PP	Notes
1	Bird	[goes] to tex	at night.	VP: wrong tense
2	He	[is don't comes] home.		VP: not possible form
3	He	[is thing] [ ] ladder [comes home].		VP: not possible form NP: no article VP: wrong complement structure
4	She	[is saes] help thief.		VP: not possible form of verb

## MA1

No.	NP	VP	PP	Notes
1	He	[go dance] at [ ] pub & resterrant	[is] Rachader	VP: wrong tense VP: wrong form of gerund structure as object complement
2	He	[come] beck home but [forgotten] [my] key.		VP: wrong tense VP: wrong past form of irregular verb
3	He	looked [ ] [ ]ladder.		VP: no particle for 'looked' NP: no article
4	She	looked he thief he is		Run-on

		pussout Ladder.		
5	He	[is pent] (fainted)		VP: wrong tense
6	She	[call] an ambulance.		VP: wrong tense
7	He	[is go] hospital	at I.C.U. room.	VP: wrong tense VP: not possible form of verb

## MA2

No.	NP	VP	PP	Notes
1	Good morning. My name	is Bird.		
2	I	am [] student.		NP: no article
3	First I	[am a sing song].		VP: not possible form
4	I	[dance music] and [] happy.		VP: wrong placement of 'music' VP: no verb in the coordinating sentence
5	Next, [] time	is	[it] 2 am.	NP: no determiner PP: wrong placement of pronoun 'it'.
6	I	[am] go to school.		VP; wrong placement of 'am'.
7	I	've forgotten [].		VP: no object for transitive verb 'forget'
8	And I	go to window school		
9	Teacher	help thief.		NP: no determiner VP: no verb in the main clause.
10	Then, I	[is] in the hospital. ICU.		VP: wrong aspect

## MA3

No.	NP	VP	PP	Notes
1	Bird	is a student.		
2	He	is at the hospital.		
3	The pictures	tell you why he has broken his leg		
4	Oh no! I've forgotten my key. Oh no! I'll call an ambulance!			

## MA4

No.	NP	VP	PP	Notes
1	Bird is a student is party dancing to your freid I will go to house oh no! I've forgotten my key door.			Run-on
2	Bird go to walk back house go on the ladder on the back house			Run-on

## LA1

No.	NP	VP	PP	Notes
1	He	is to go	[] party	PP: no preposition NP: no article
2		And go	house at 02.00 am.	PP: no preposition of place NP: No NP in the subject position.
3	He	[is forgotten] your key		VP: not possible form of verb NP: wrong pronoun (second person for third person)
4	He	[come] [] ladder	on window.	VP: no verb inflection _s NP: no article
5	His mother	[see] [] ladder	at window.	VP: no verb inflection
6		"Help! Thief"		Not a sentence
7	She	[is dun] (dumped) ladder.		VP: not possible form
8	He	is	at the hospital.	

## LA2

No.	NP	VP	PP	Notes
1	Oh no I	've forgotten my key.		Not a sentence
2	Bird	[ting] [ladder].		VP: wrong word choice of verb. NP: no article

3		Help thief. Aaaaah!		Not a sentence
4		Oh, no, I 'll call an ambulance.		Not a sentence
5	Bird	[go] hospital	on ICU.	VP: no inflection PP: wrong preposition

## LA3

No.	NP	VP	PP	Notes
1	He	go [to] daning (dancing)	in [] pub.	VP: not possible form of verb NP: no article
2	He	[ 's have] [] girlfriend danings.		VP: not possible form of verb NP: no article
3	next He	[return]	[at] home.	VP: no verb inflection PP: wrong preposition
4	So He	[] no masterkey.		VP: no verb
5	He	jump go.	in home	VP: not possible form of verb
6	It	is emergency.		
7	She	[is pull] on Bird.		VP: not possible form of verb
8	She	[call] an ambulance!		VP: no verb inflection
9	It	[] bird sleep	[on] the hospital.	VP: no verb NP: no complement PP: wrong preposition.

## II.12 Error analysis of writing 3 (FTBI)

## HA1

No.	NP	VP	PP	Notes
1	Bird	went to dance.		
2	After, he	went to dance		
3	He	went to home.		VP: wrong use of to infinitive
4	He	[is forgoted] [a] key		VP: not possible form of verb NP: wrong word choice of determiner
5	He	[getted] a ladder.		VP: wrong past form of

				verb
6	He	[uped]	on a ladder.	VP: wrong word choice of verb
7	[] Sister	[das] help! Thief.		NP: no determiner VP: wrong word choice of verb
8	She	removed [a] ladder.		NP: wrong article
9	He	has [brokened] his leg		VP: wrong past form of irregular verb
10	[] Sister	called an ambulance.		NP: no determiner
11	Bird	went to hospital.		

## HA2

No.	NP	VP	PP	Notes
1	Bird	is a student.		
2	One day bird	went to [] Pub	[and] girl friend.	NP: no article PP: wrong placement of 'and' in the preposition position.
3	Bird and [] girl friend	[to get] dance		NP: no determiner VP: wrong placement of to infinitive
4	and Bird	went home.		
5	Bird	[] Oh No! I've forgotten my key!		VP: no verb in the main clause
6	Bird	[to think] [] [] ladder.		VP: wrong placement of to infinitive VP: no particle for 'think' NP: no article
7	Bird	went home	[] girl friend	PP: no preposition
8	and Bird	[went] climb window.		VP: wrong word choice of verb
9	Gird friend	help me thief girlfriend push ladder.		Run-on
10	Bird	[fall] down		VP: wrong tense
11	[] girl friend	see Bird		NP: no determiner (possessive)
12		Oh no! Bird I'm sorry I to think thief.		No main clause

13	[] Girl friend	calling an ambulance		NP: no determiner (possessive)
14	and Bird	went hospital.		

HA3

No.	NP	VP	PP	Notes
1		Why he has broken his leg!		
2	First he	's dancing	in the clup (club).	VP: wrong tense and aspect
3	Next he	[ 's go] [to] black (back) home.		VP: wrong possible form of verb VP: wrong placement of to infinitive
4	Next he	[ 's forgotten] the key.		VP: wrong tense VP: wrong possible form
5	Next he	[have] [] good idear.(idea)		VP: wrong tense NP: no article
6	Next he	[ 's use] [] ladder [] go on to the window.		VP: wrong possible form NP: no article VP: no to infinitive in the sequential infinitive structure.
7	Next [he] friend	[mind] the thief.		NP: nominative pronoun used for genitive pronoun VP: wrong word choice of verb VP: wrong tense
8	next he's friend	put the ladder.		
9	next he 's friend	[call] an ambulance		VP: wrong tense
10	next he	[ 's broken] his leg.		

MA1

No.	NP	VP	PP	Notes
1	Bird at the hospital			
2	Bird	is a students		
3			One day [ is] at 12 am.	PP: wrong placement of verb 'is'.
4	He	went	to the [dancing]	NP: wrong word choice of noun.



5			Next time at 2 am	Not a sentence
6	He	went [to] back home.		VP: wrong placement of to infinitive
7	But he	[forgotten] [my] key.		VP: wrong past form of irregular verb NP: wrong genitive pronoun (first person for third person)
8	He	[no] come on.		VP: wrong negation
9	[He] thirng	[is] a ladder.		NP: wrong pronoun (nominative used as genitive pronoun) VP: wrong tense
10	He	[have] [] ladder and [has] on the window.		VP: wrong tense NP: no article VP: wrong tense
11	[] Sister	[] at the home.		NP: no possessive pronoun VP: no verb
12	She	[] [] ladder	out for window.	VP: no verb NP: no determiner PP: wrong preposition (out of the window) NP: no article (the).
13	He	has broken his leg.		
14	She	[will call] an ambulance		VP: wrong tense
15	He	[is]	at the hospital.	VP: wrong tense

## MA2

No.	NP	VP	PP	Notes
1	I	[go] denner (dinner)		VP: wrong tense VP: no complement
2	and Lie	[is] [] danser.(dancer)		VP: wrong tense NP: no article
3	He	[is say ] oh no I've forgotten my key.		VP: wrong tense VP: not possible form of verb
4	He	[is think] [] use [ladder] go up		VP: wrong tense VP: not possible form of

				verb VP: no particle 'of' NP: no article VP: no to infinitive in the infinitive structure.
5	one women	[see].		VP: wrong tense.
6	she	[is think] thief and [push] ladder.		VP: wrong tense VP: wrong possible form of verb VP: wrong subordinate clause VP: wrong tense
7	She	[is say] oh, no I'll call an ambulance		VP: wrong verb tense VP: wrong possible form of verb
8	because He	[is] broken his leg.		VP: wrong possible form VP: wrong tense

## MA3

No.	NP	VP	PP	Notes
1		How [are] Bird?		VP: wrong tense and aspect
2	First, bird	[go] to dance	with [his my] girl friend.	VP: wrong tense NP: wrong word choice of possessive pronoun
3	Next he	[go]	to home	VP: wrong tense
4	and he	forgot [a] key		NP: wrong word use of determiner
5	Then, time he	[remember] [a] ladder		VP: wrong tense NP: wrong article
6	he	[clim] [a] ladder	to the window.	VP: wrong tense NP: wrong article
7	And, mother	[see think] he [is] thief.		VP: not possible form of verb VP: wrong tense VP: wrong tense
8	Finally, he	[push] [a] ladder	[tall] the window.	VP: wrong tense NP: wrong article PP: wrong preposition.

No.	NP	VP	PP	Notes
1	Bird he	go to the hospital. go to dance	with his girl friend last night	Run-on
2	Next he	[go] home	at 2 am.	VP: wrong tense
3	and he	forgot the key.		
4	Next time he	[remember] a ladder		VP: wrong verb tense VP: not possible form of object complement
5	he	[clim] [a] ladder	to the window.	VP: wrong tense NP: wrong article
6	Next [] mother	[see] [think] she [is] thief.		NP: no determiner (possessive) VP: wrong tense in the main clause VP: no object for 'see' No indication of coordinating sentence. (She saw him and thought) VP: wrong tense in the subordinating clause.
7	She	[push] the ladder [fall the window].		Run-on
8	Next [] mother	call an ambulance		NP: no determiner (possessive pronoun)
9	he	[go] to the hospital.		NP: wrong tense

## LA1

No.	NP	VP	PP	Notes
1	Bird	went to [] birthday party		NP: no article
2	He	went home	at 2 am	
3	Bird	[forgotten] [my] key		VP: wrong inflection (past form) NP: wrong pronoun ( first person for third person genitive pronoun )
4	He	[get] [] ladder	[for under] the window	VP: wrong tense NP: no determiner

				PP: wrong word choice of preposition
5	[] mother	spoke	Help! Thief.	NP: no determiner

LA2

No.	NP	VP	PP	Notes
1			In a night after school	
2	Bird	went [dane]	with his friend.	VP: wrong form of object complement with the same subject (dancing)
3			after he went [dane] with his friend.	VP: wrong form of object complement with the same subject (dancing)
4	He	[com] back [to] home	at 2.00 am.	VP: wrong tense VP: wrong placement of 'to'
5	He	[was forgotten] his key		VP: wrong tense
6	He	thought [to] [] ladder		VP: wrong particle NP: no article
7	He	[sue] (use) [] ladder [] come back [to] home		VP: wrong tense NP: no article VP: no 'to' for the infinitive structure VP: wrong placement of 'to'
8	His mother	saw him.		
9	She	thought [him] [is] a thief.		NP: wrong pronoun (accusative for nominative) VP: wrong tense
10	She		out of [] ladder fome [] window.	VP: no verb NP: no article NP: no article
11	Him	[put]	on the foor.	NP: wrong pronoun (third person singular accusative pronoun for third person singular nominative pronoun)

				VP: wrong word choice of verb
12	His moter(mother)	[call] [] ambulance		VP: wrong tense NP: no article
13	He	has broken his leg		
14	and he	[is]	at the hospital.	VP: wrong tense

LA3

No.	NP	VP	PP	Notes
1	Bird	[is] [a student high school]		VP: wrong tense NP: wrong word order pattern of NP.
2	he	[find] a girl which he [like] very much		VP: wrong tense in the main clause VP: wrong tense in the subordinate clause.
3	he then	[meeting to date] with [a ]girl.		VP: wrong word choice of VP VP: not possible form NP: wrong article
4	Bird	[sniffing] [a] girl	at discotech	VP: not possible form NP: wrong article
5	Bird and [a] girl	[enjoy] dancing [a muse].		NP: article VP: wrong tense VP: not possible form
6	he and [a] girlfriend	[return] to home.	When [] discotech [to] close.	NP: no article VP: wrong tense VP: wrong placement of 'to' NP: no article
7	Bird [as]	[return] t(o) home also.		VP: wrong verb tense
8	[be apparent] Bird	is forgotten [my] key	When he [come] to home	VP: wrong placement of VP NP: wrong pronoun (first person for third person)
9	he	[not put] in [a] home.		VP: wrong form of negation NP: wrong determiner.
10	Bird then	[think] of a ladder.		VP: wrong tense
11	he	[attempt] [] use [a]		VP: wrong tense

		ladder [] climb up [to] window.		VP: wrong to infinitive structure NP: wrong article
12	But my mother	frighten think of a thief.		Run-on
13	[] Mother	then [push] [a] ladder [to fell].		NP: no determiner (possessive) VP: wrong tense VP: wrong infinitive structure
14	Bird then	[fall] and [roll].		VP: wrong verb tense
15	Mother	break. call an ambulance		Run-on
16	after then cure a leg fo Bird of			Not a sentence.

#### Percentage errors produced by students receiving different treatments

<i>writing 1</i>	VP	NP	PP	Others	Total
TBI	36.8% (43)	41.9% (49)	14.5% (17)	6.8% (8)	100% (117)
FTBI	28.8% (47)	44.8% (73)	19% (31)	7.4% (12)	100% (163)
CI	38.9% (63)	51.9% (84)	3.7% (6)	5.6% (9)	100% (162)

<i>writing 2</i>	VP	NP	PP	Others	Total
TBI	36.5% (19)	32.7% (17)	3.8% (2)	26.9% (14)	100% (52)
FTBI	63% (34)	20.4% (11)	3.7% (2)	13% (7)	100% (54)
CI	53.7% (22)	24.4% (10)	4.9% (2)	17.1% (7)	100% (41)

<i>writing 3</i>	VP	NP	PP	Others	Total
TBI	61.3% (57)	20.4% (19)	9.7% (9)	8.6% (8)	100% (93)
FTBI	59.5% (103)	28.9% (50)	3.5% (6)	8.1% (14)	100% (173)
CI	59.5% (69)	23.3% (27)	9.5% (11)	7.8% (9)	100% (116)

### I3 The students' writing ability

Results of Kruskal Wallis *H* test analysis of writing ability

Treatments	n	Mean Rank	df	Asymp. Sig.
<b>Writing 1</b> FTBI	30	48.93	2	.061
TBI	31	37.58		
CI	31	53.06		
<b>Writing 2</b> FTBI	30	55.77	2	.057
TBI	31	44.06		
CI	31	39.97		
<b>Writing 3</b> FTBI	30	57.26	2	.003*
TBI	31	34.26		
CI	31	48.39		

Descriptive Statistics of Writings 1, 2 and 3

	N	Minimum	Maximum	$\bar{X}$	SD
<b>Writing 1</b>					
FTBI	30	0.7	16.7	11.1	3.7
TBI	31	0.0	16.3	10.0	3.6
CI	31	4.0	16.7	11.7	2.8
<b>Writing 2</b>					
FTBI	30	2.7	23.7	15.4	5.0
TBI	31	0.5	28.0	10.0	3.6
CI	31	4.7	20.7	11.7	5.7
<b>Writing 3</b>					
FTBI	30	7.0	19.7	13.8	3.5
TBI	31	5.0	20.7	10.3	4.9
CI	31	6.0	20.3	12.4	3.8

Results of the Post-hoc Multiple Comparison on Writing 3

Source	Sum Rexp	Zobt	Eta Squared
FTBI&TBI	930	3.03*	0.153
TBI&FTBI	961	-3.044*	
TBI&CI	961	-2.17*	
CI&TBI	976.5	2.386*	0
CI&FTBI	961	-1.6	
FTBI&CI	930	1.6	

\* $p < .03$

**I4 The relationship between grammatical accuracy and writing ability**

Correlation of Grammatical Accuracy and Writing Ability  
for TBI, FTBI and CI groups

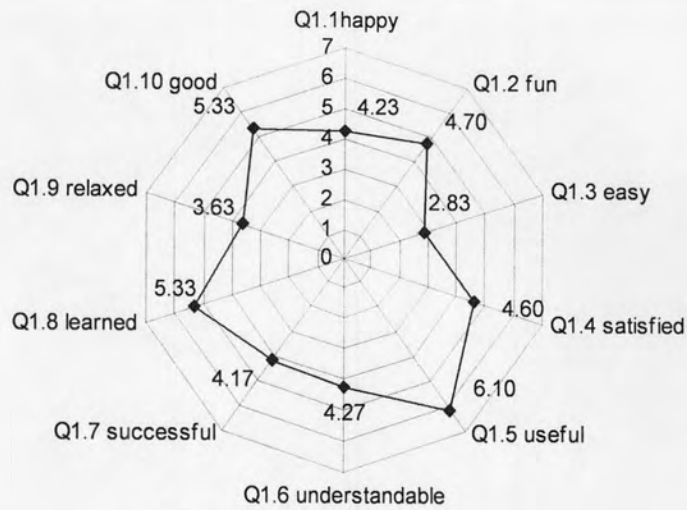
	n	$r_{xy}$	$r^2$	d
TBI	31	.583*	0.339	1.43
FTBI	30	.559*	0.312	1.34
CI	31	0.6*	0.36	1.5

\*  $p < .05$  (2-tailed)

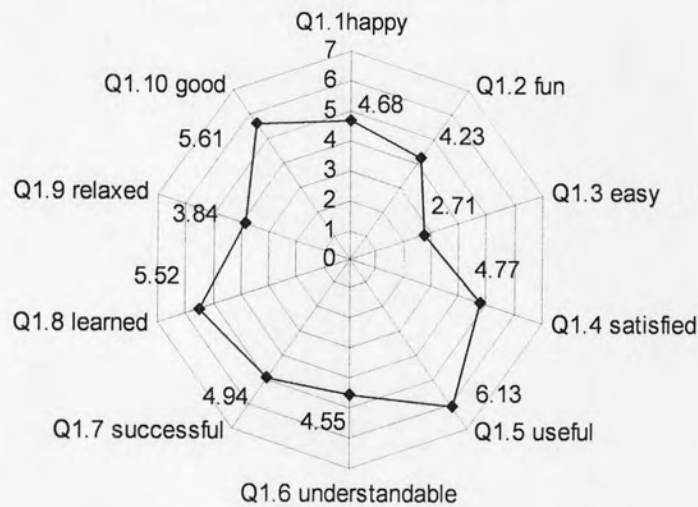


**I5.1 Results of analysis of questionnaire**

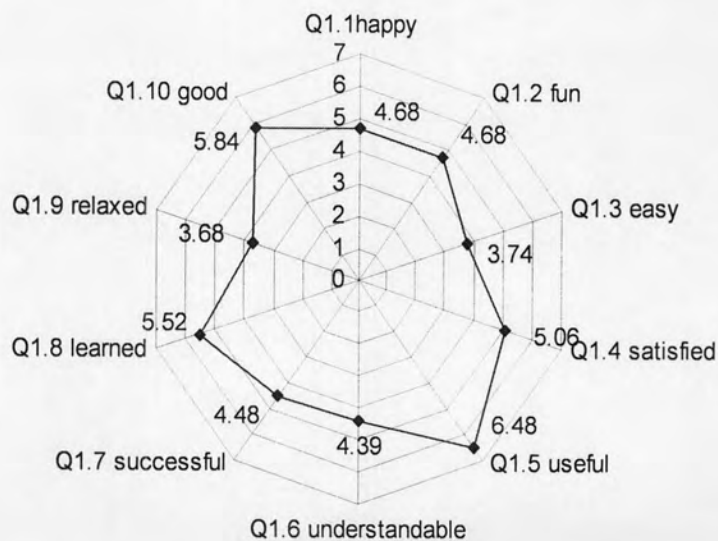
**FTBI: Learning English 1**

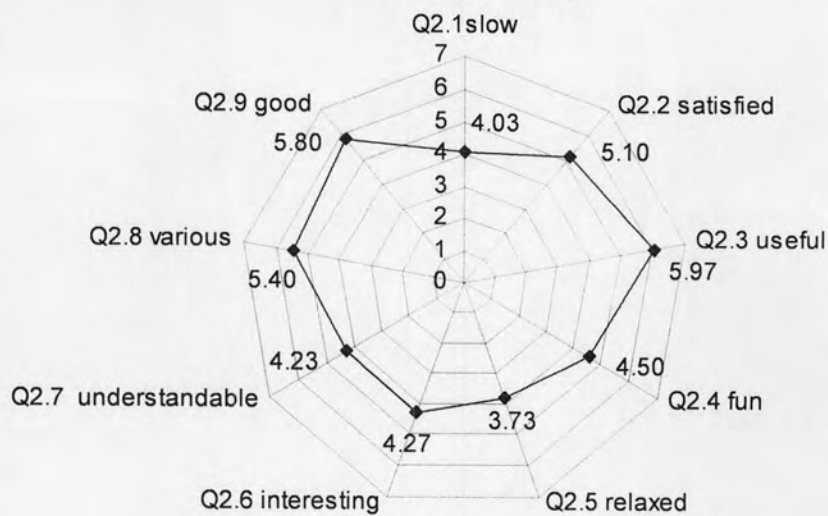
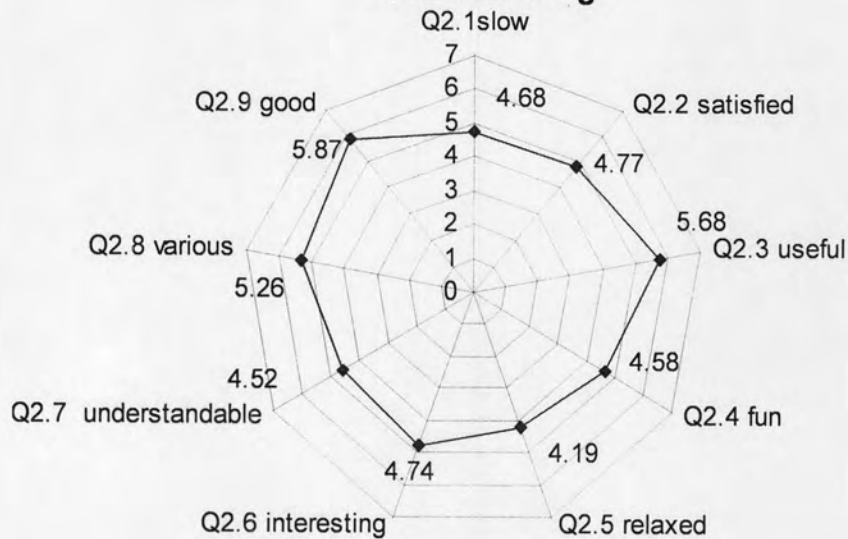
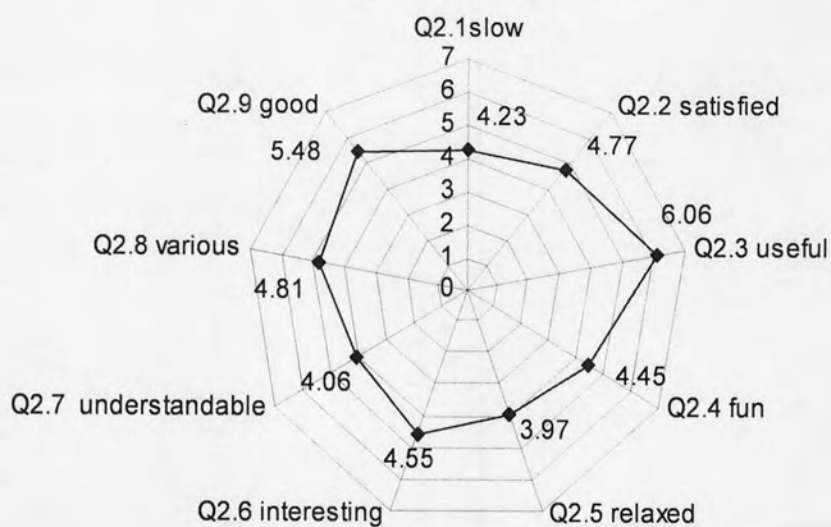


**TBI: Learning English 1**

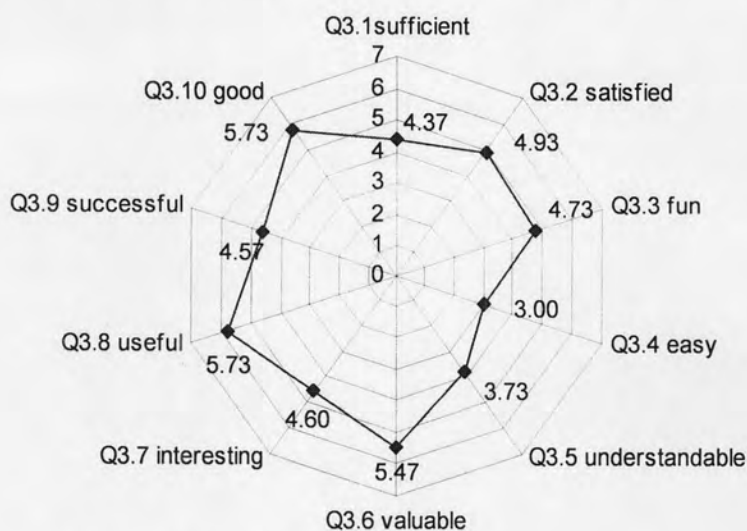


**CI: Learning English 1**

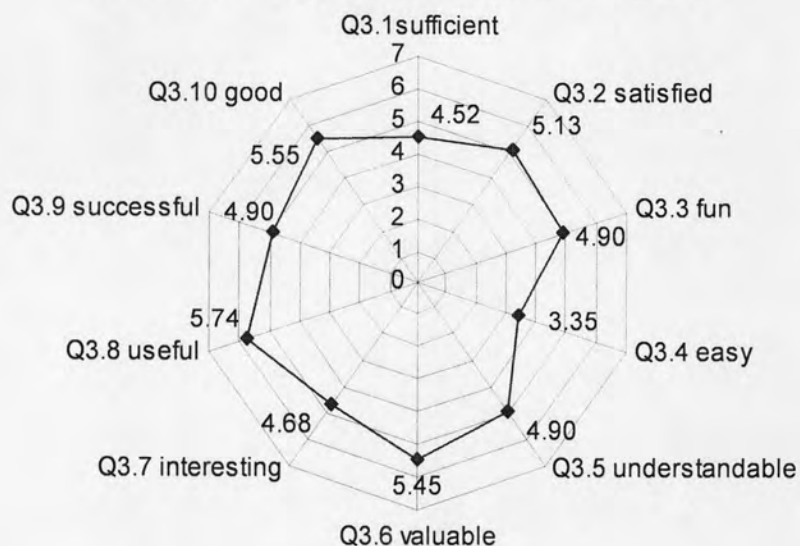


**FTBI: Teaching****TBI: Teaching****CI: Teaching**

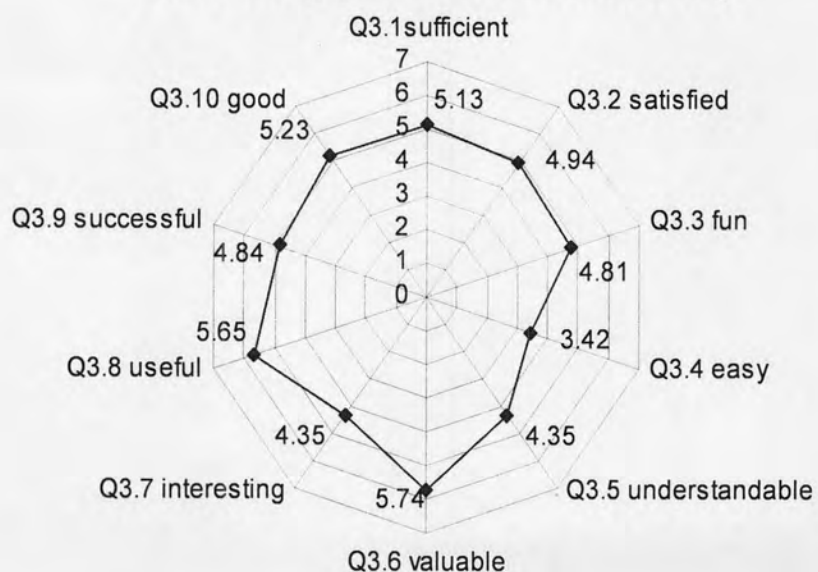
### FTBI: Learning grammar and vocabulary



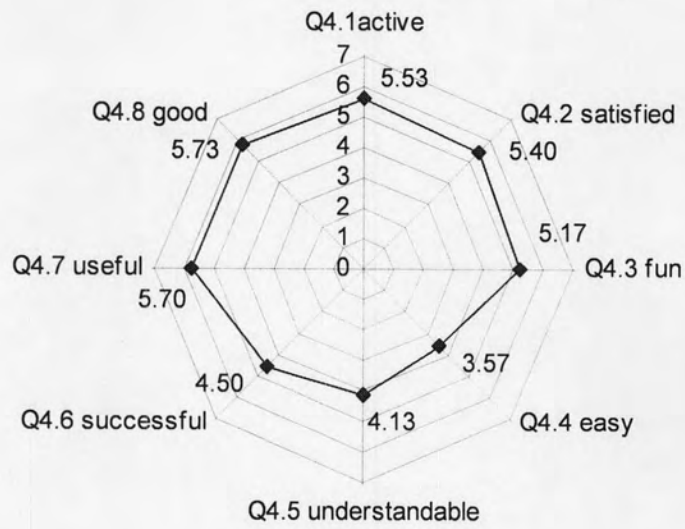
### TBI: Learning grammar and vocabulary



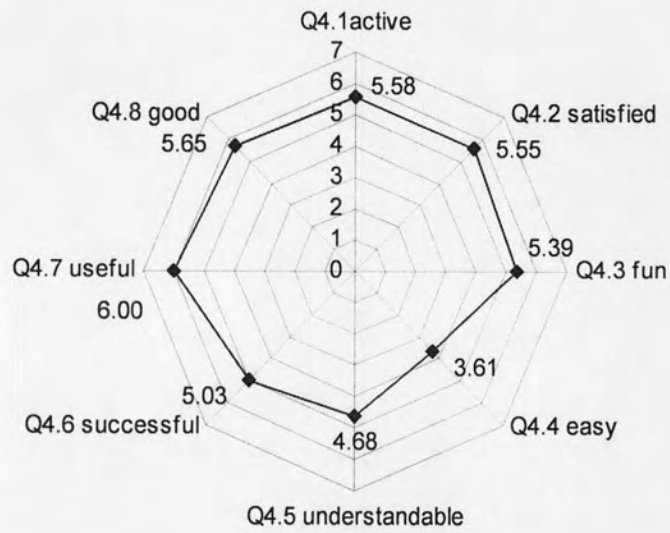
### CI: Learning grammar and vocabulary



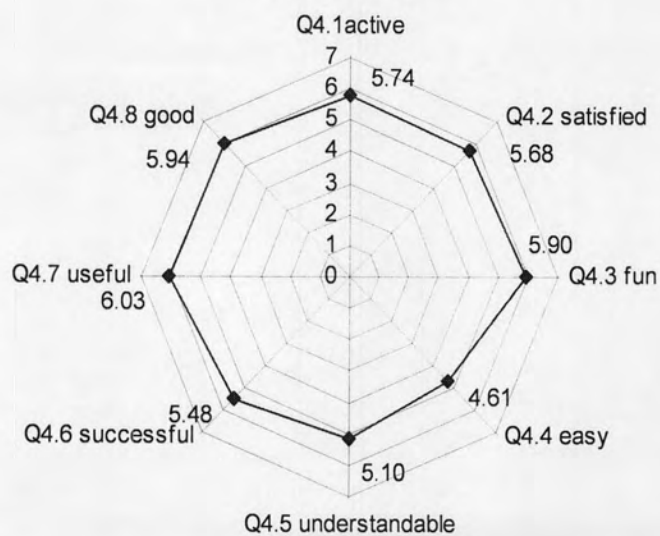
### FTBI:Pairwork



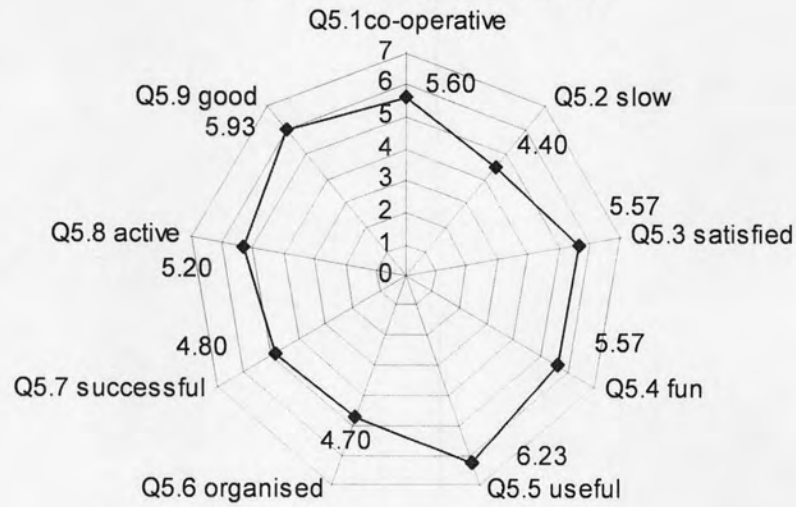
### TBI: Pairwork



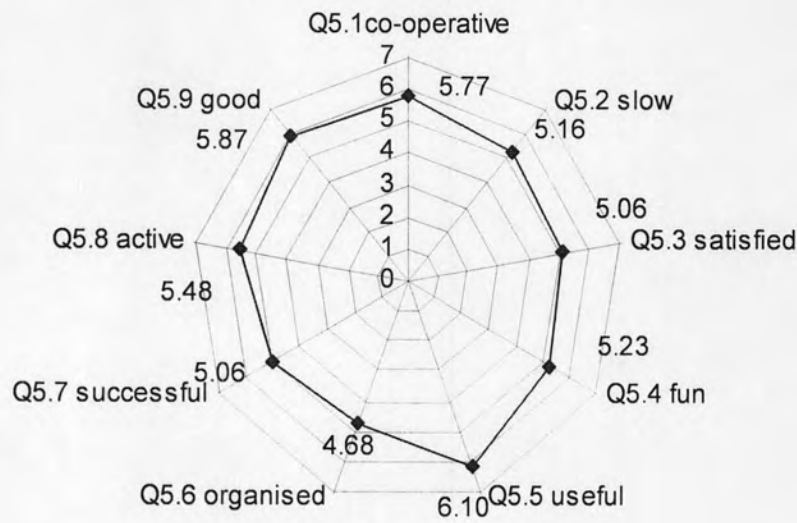
### CI:Pairwork



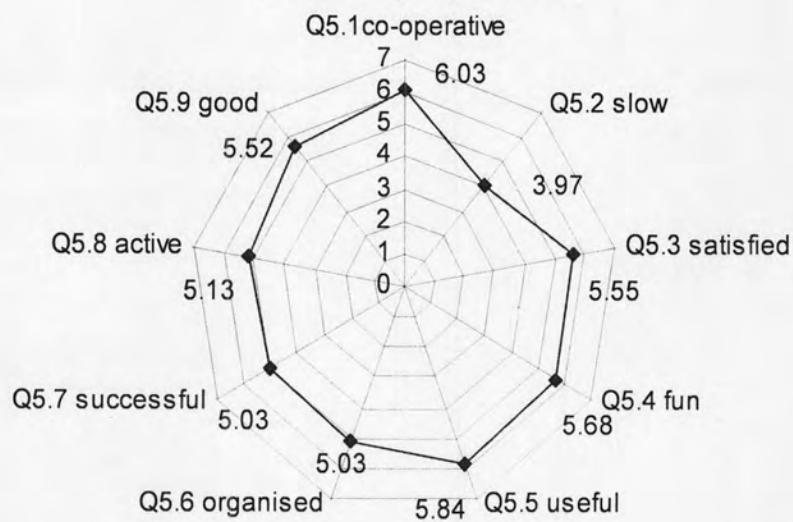
### FTBI: Task preparation



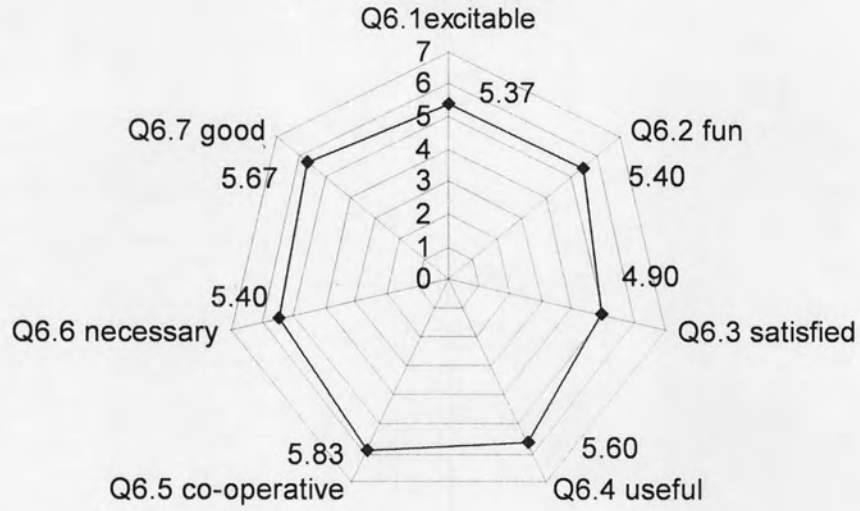
### TBI: Task Preparation



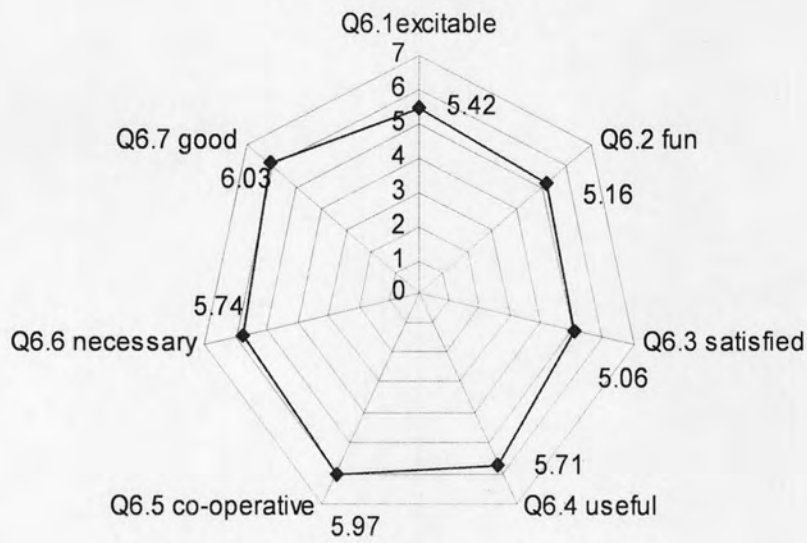
### CI: Task preparation



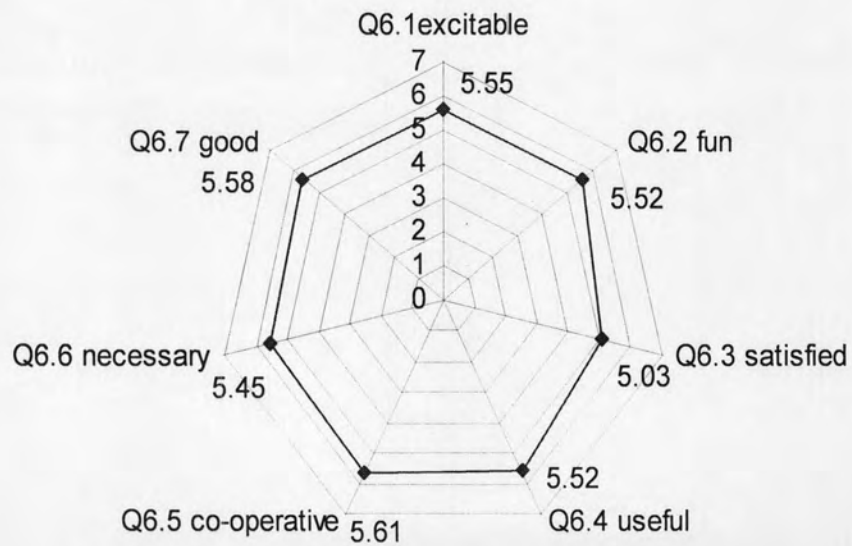
**FTBI: Group work**



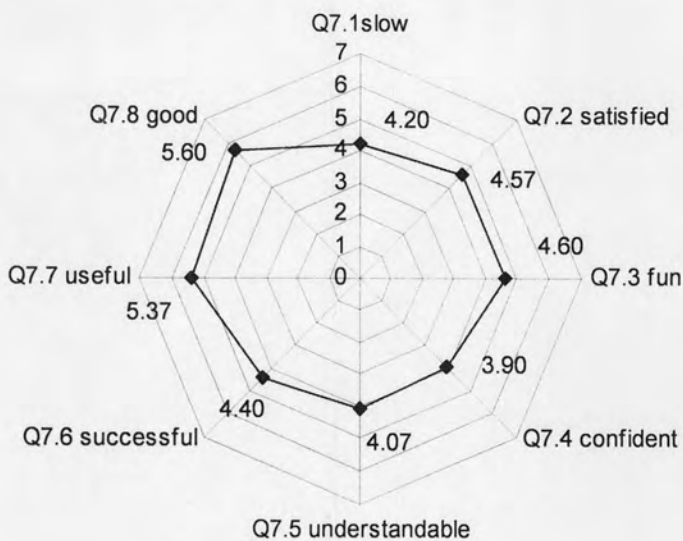
**TBI: Group work**



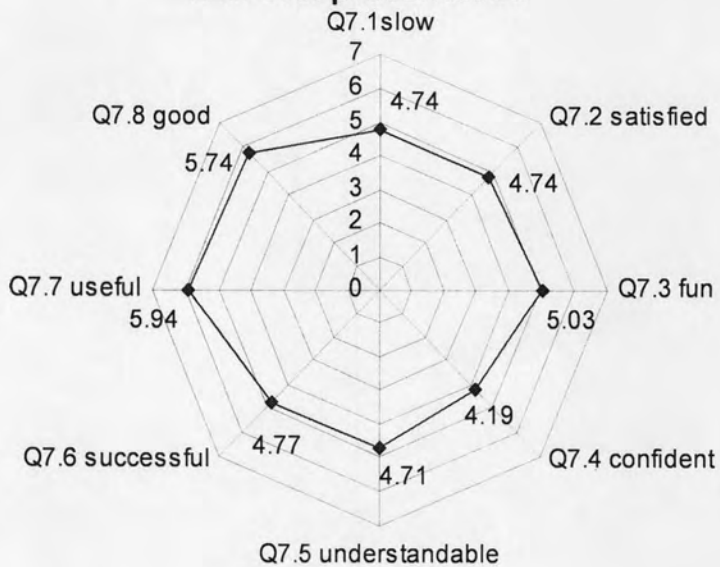
**CI: Group work**



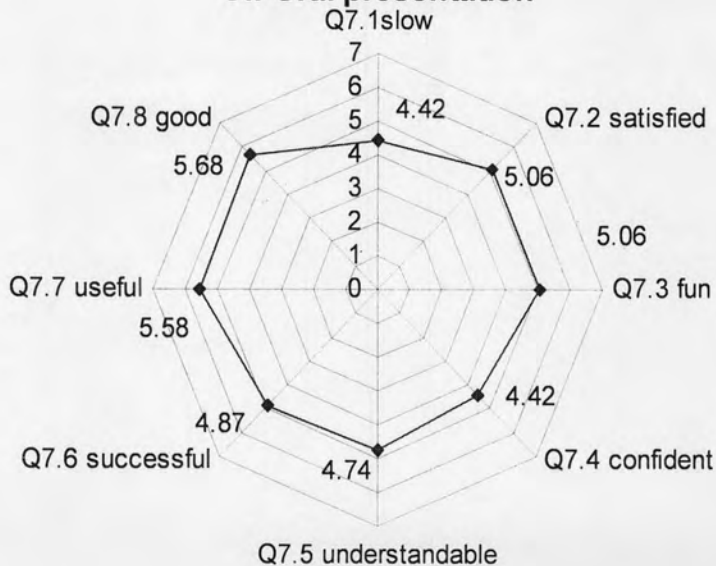
**FTBI: Oral presentation**



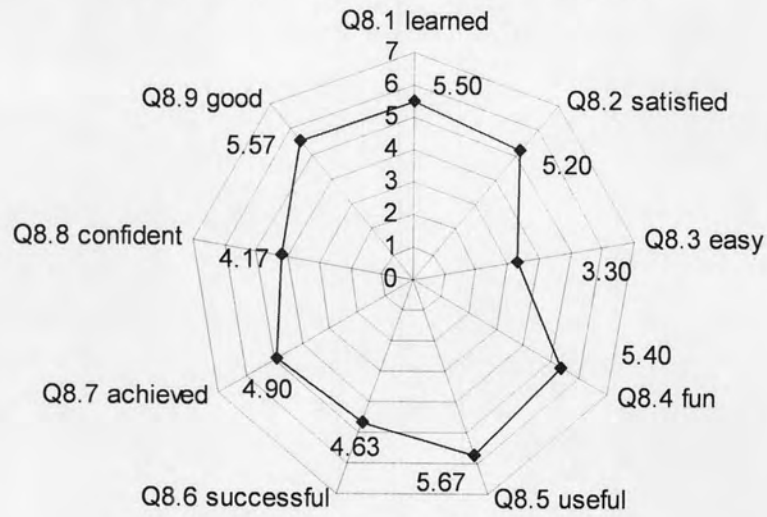
**TBI: Oral presentation**



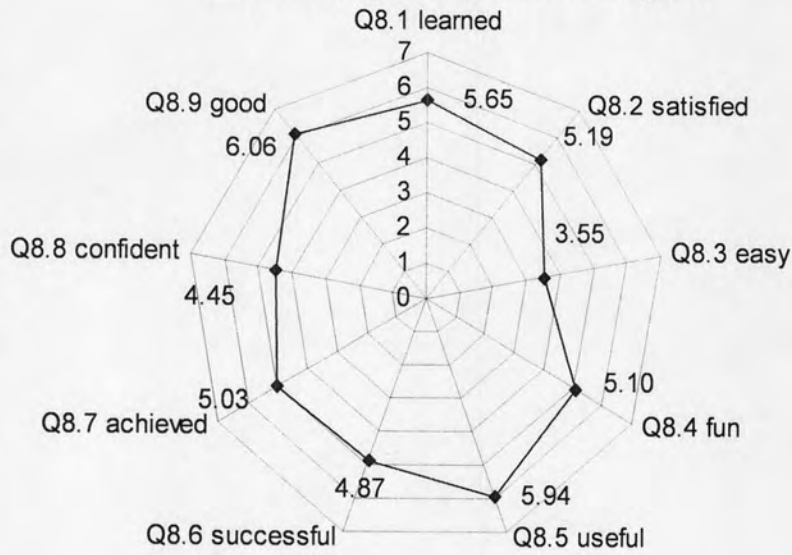
**CI: Oral presentation**



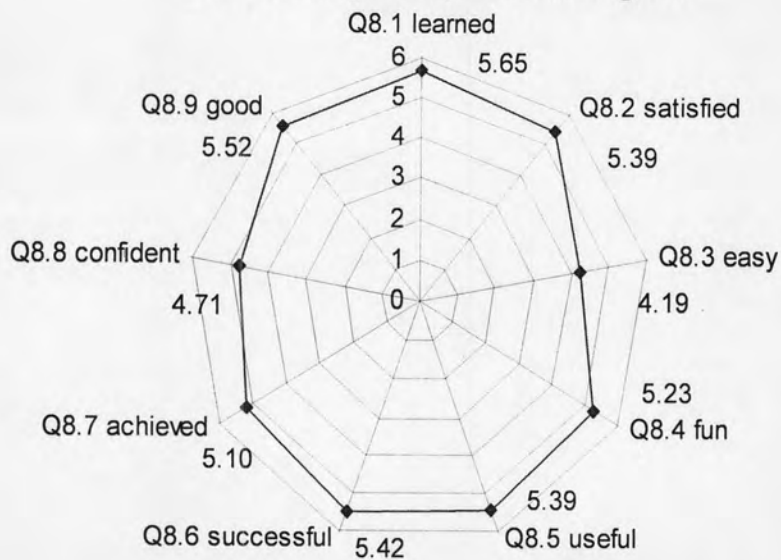
**FTBI: Talking with peers in English**



**TBI: Talking with peers in English**

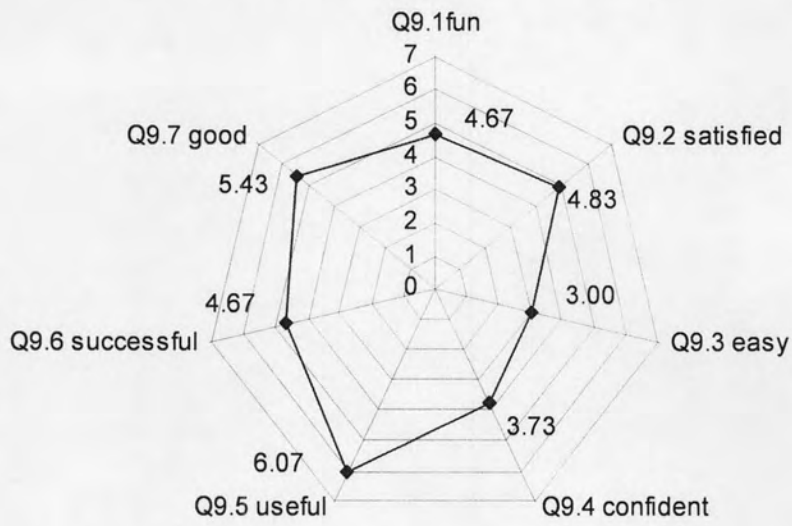


**CI: Talking with peers in English**

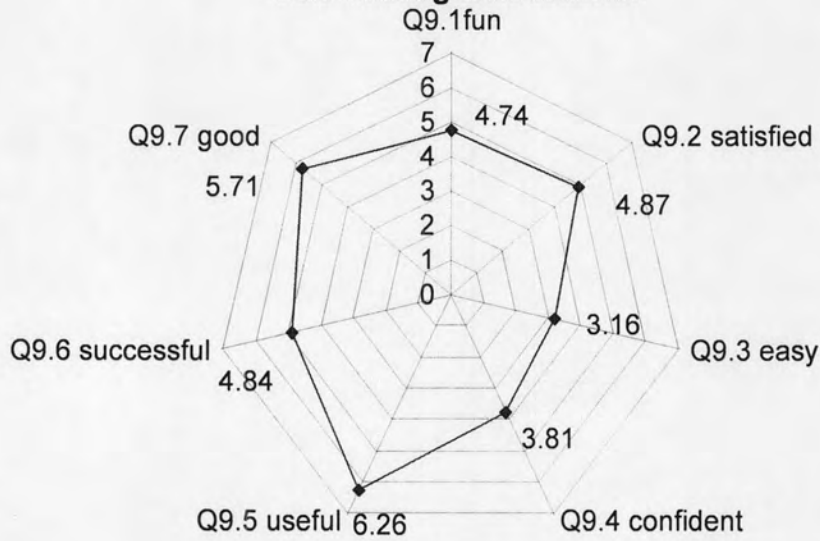




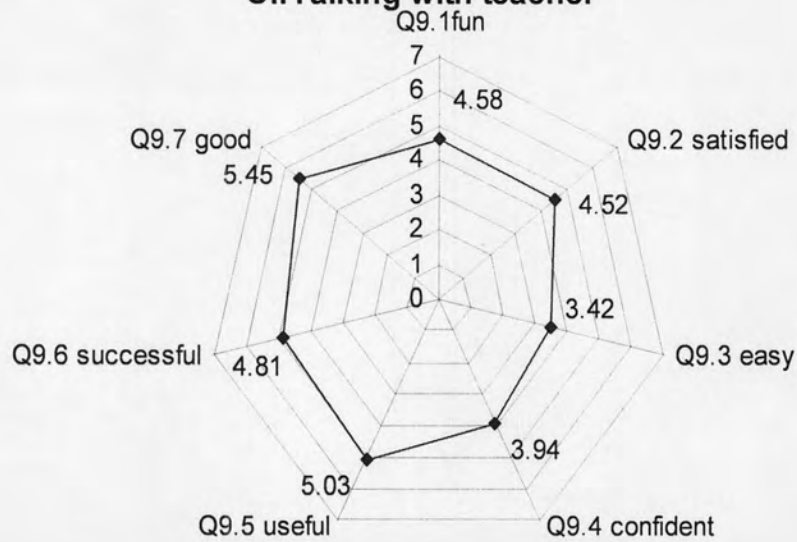
**FTBI: Talking with teacher**



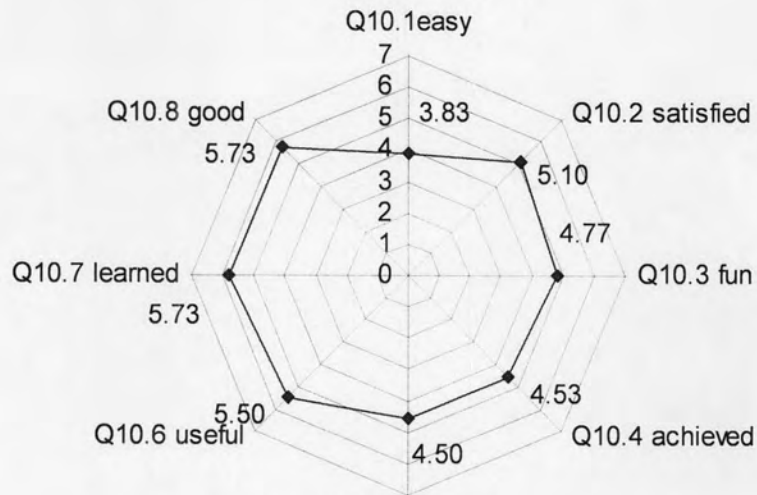
**TBI: Talking with teacher**



**CI: Talking with teacher**

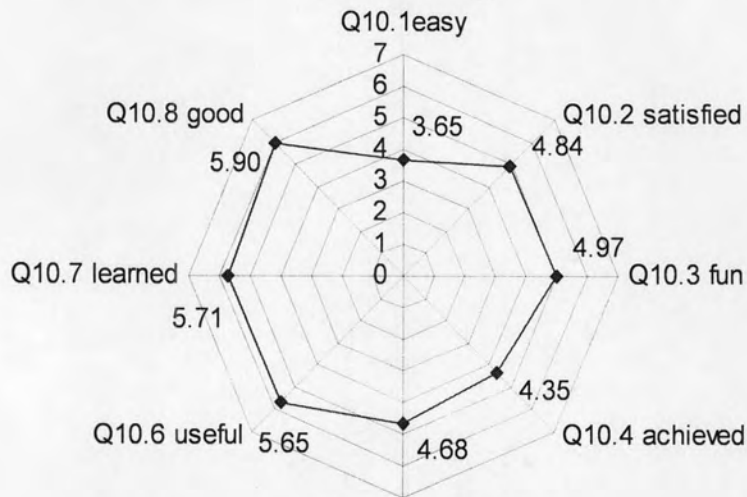


**FTBI: Writing**



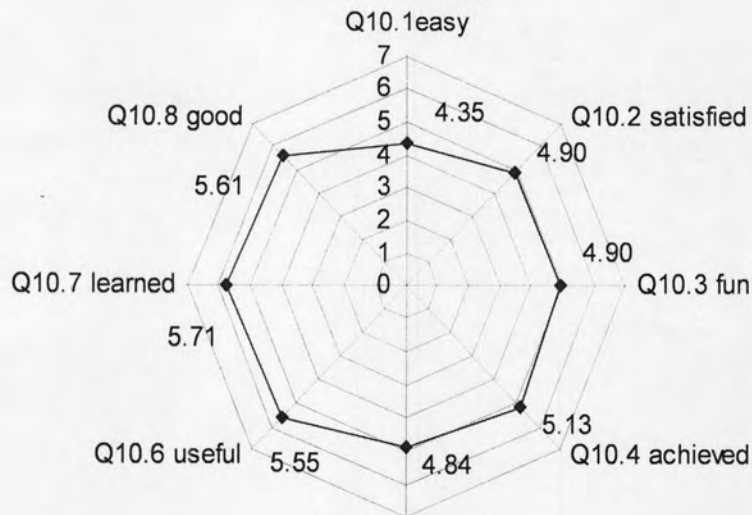
Q10.5 successful

**TBI: Writing**



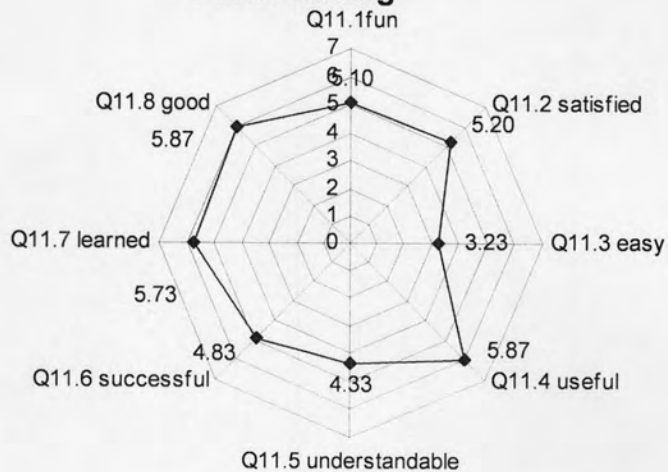
Q10.5 successful

**CI: Writing**

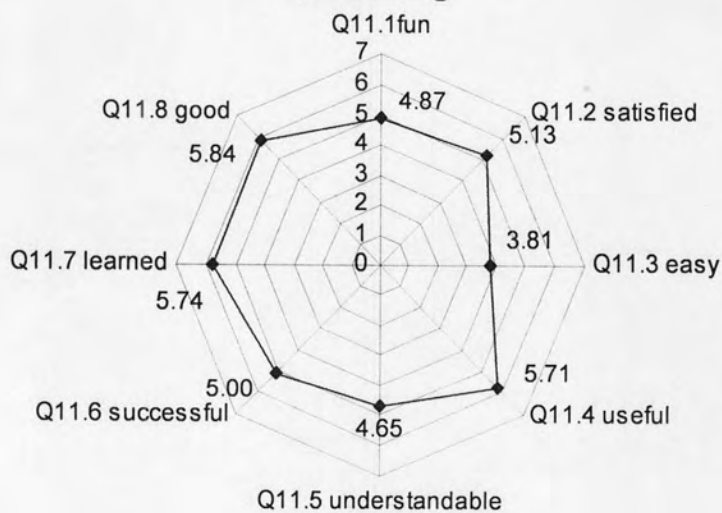


Q10.5 successful

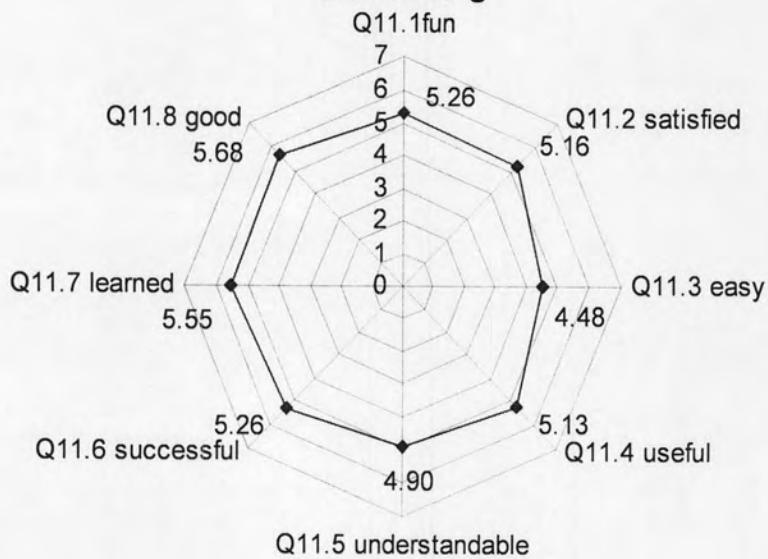
**FBI:Reading**



**TBI:Reading**



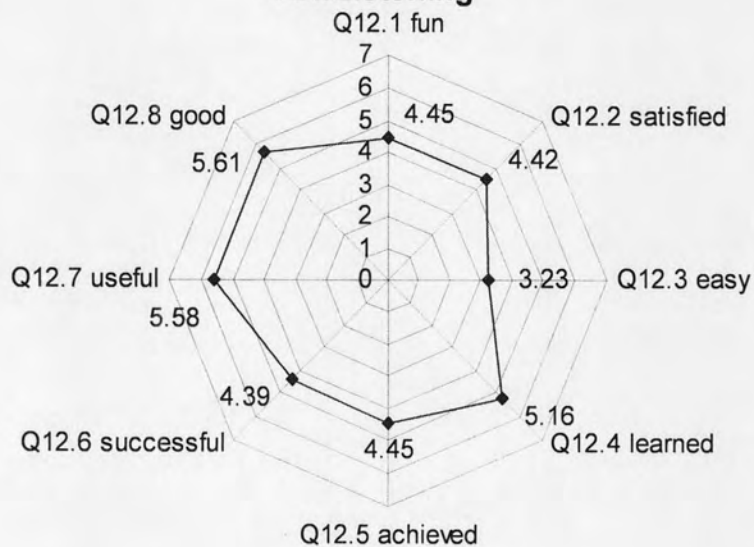
**CI:Reading**



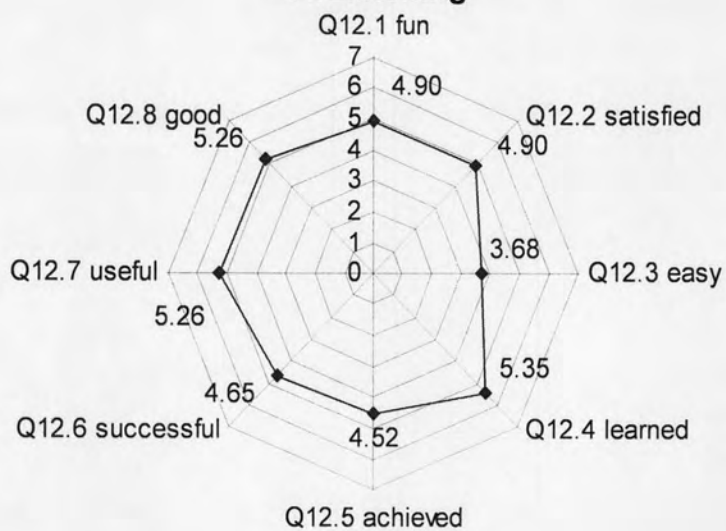
**FBI:Listening**



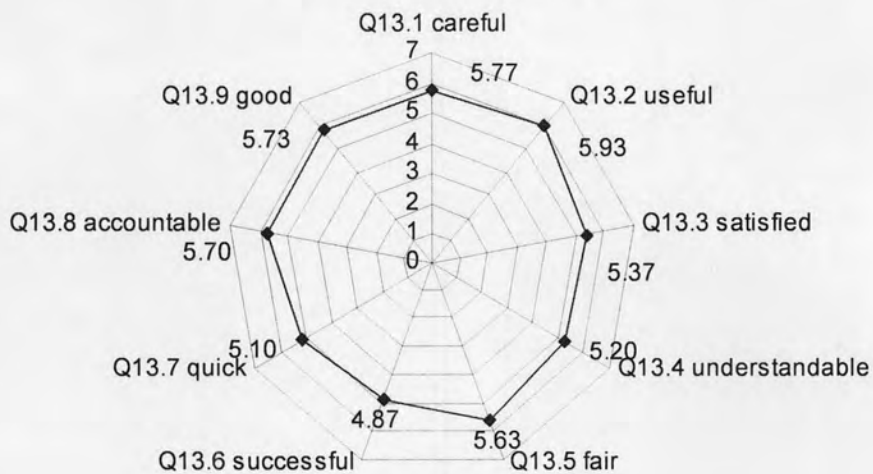
**TBI:Listening**



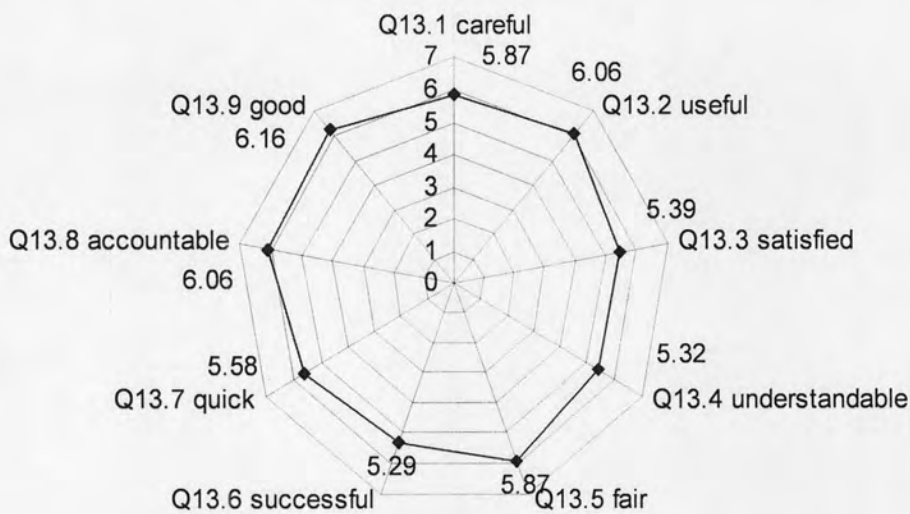
**CI:Listening**



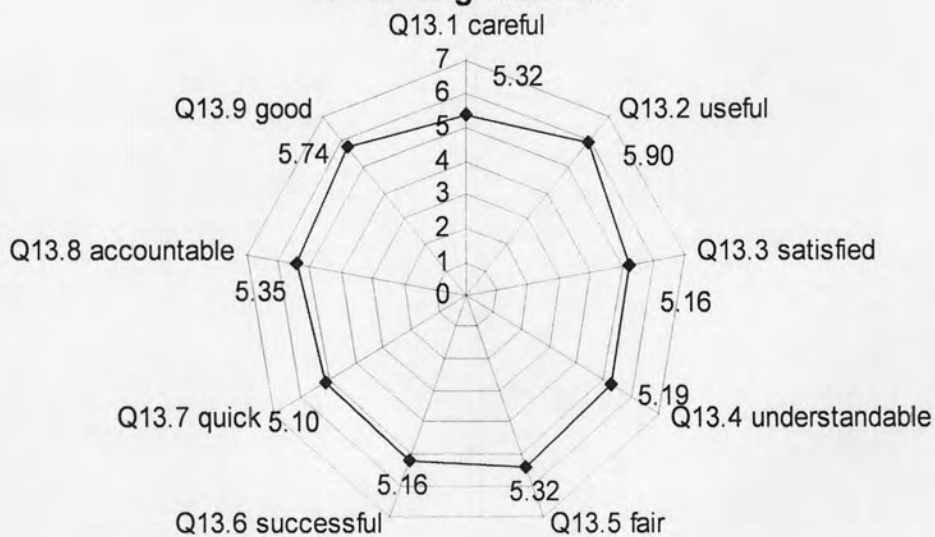
**FBI:Wring feedback**



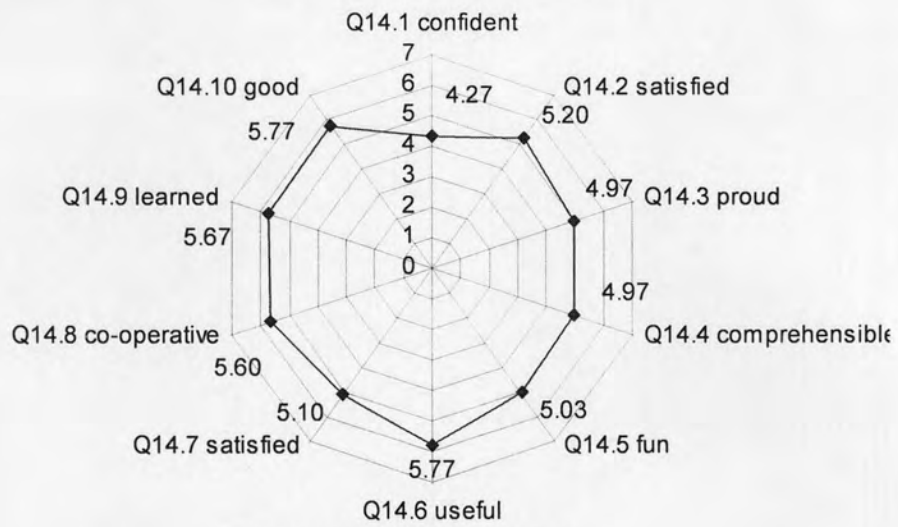
**TBI:Writing feedback**



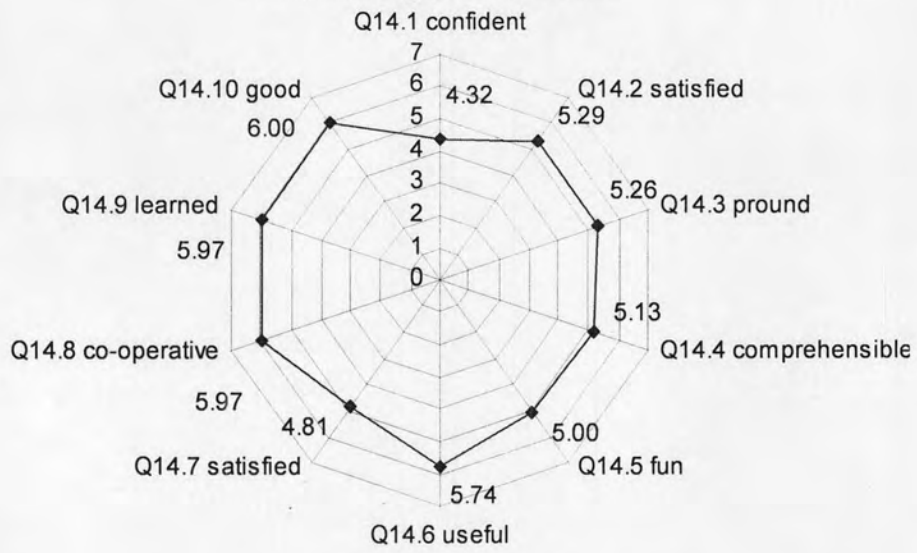
**CI:Writing feedback**



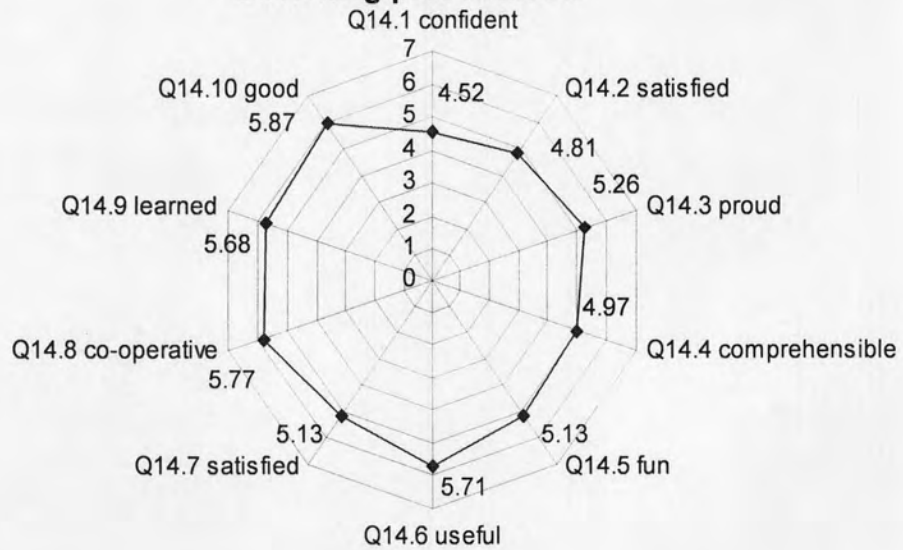
**FBI: Writing presentation**



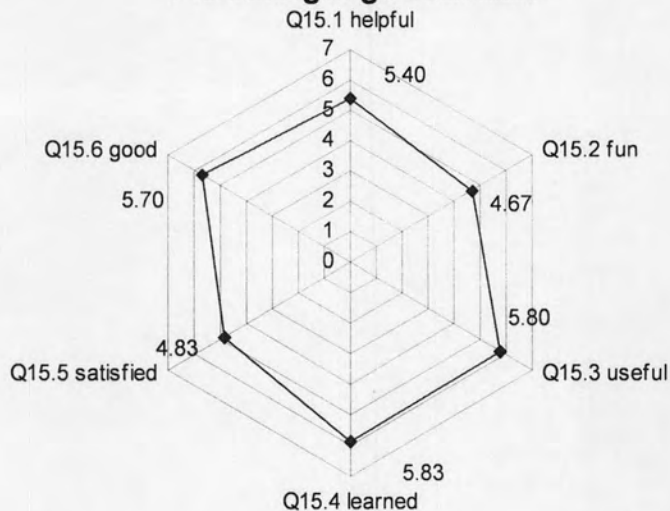
**TBI: Writing presentation**



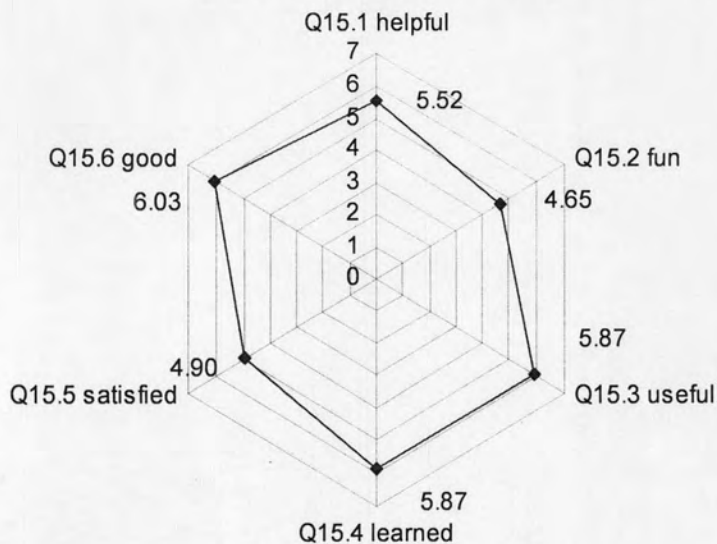
**CI: Writing presentation**



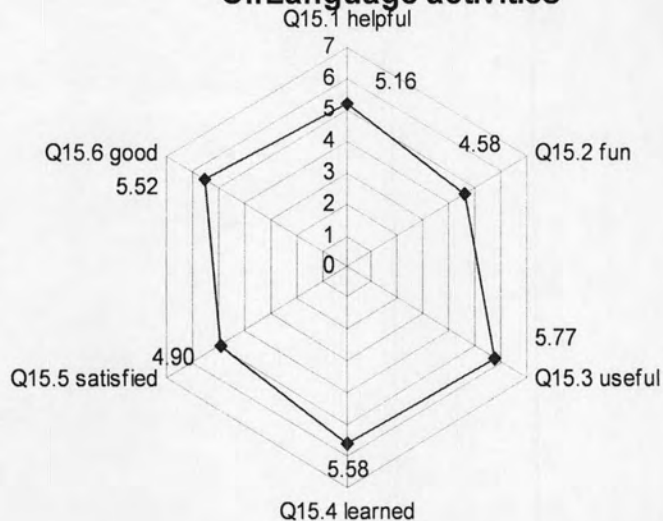
**FBI:Language activities**

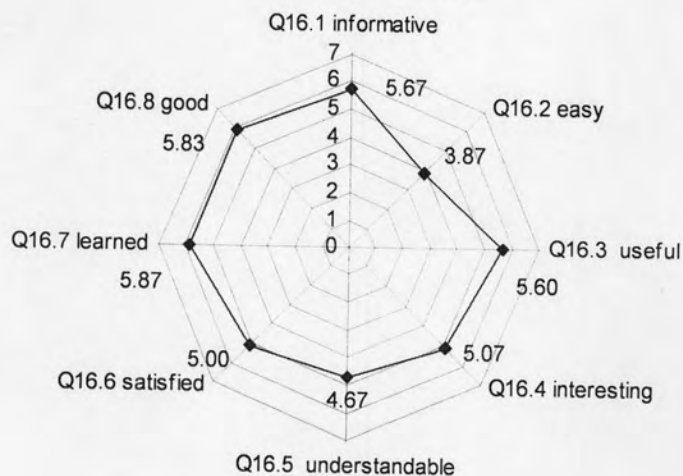
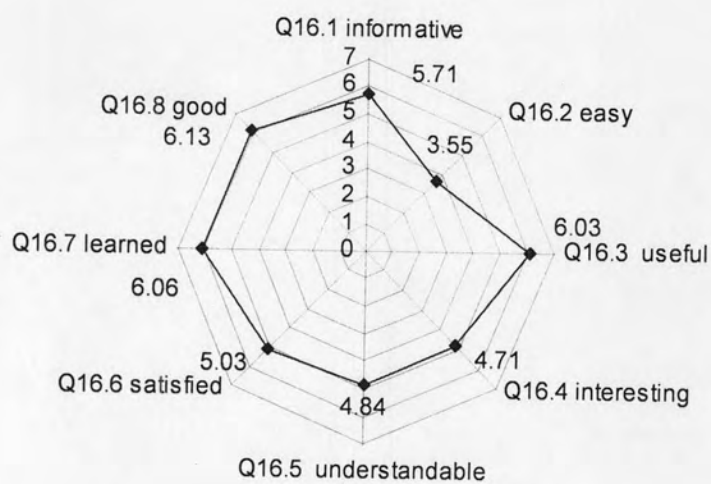
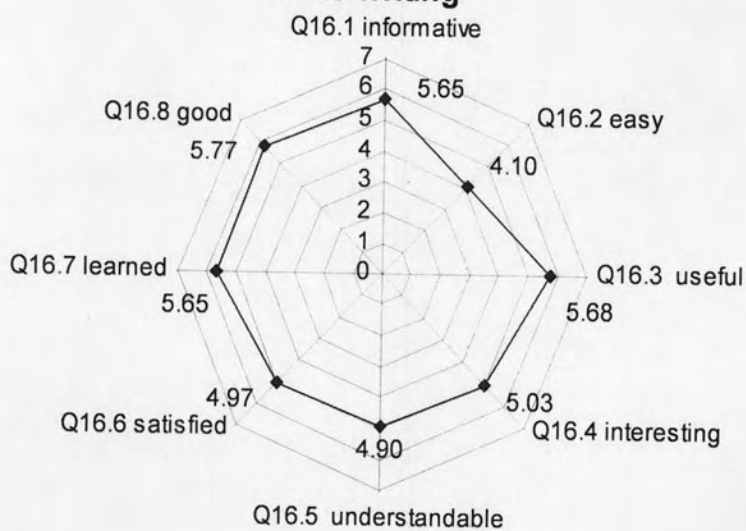


**TBI:Language activities**



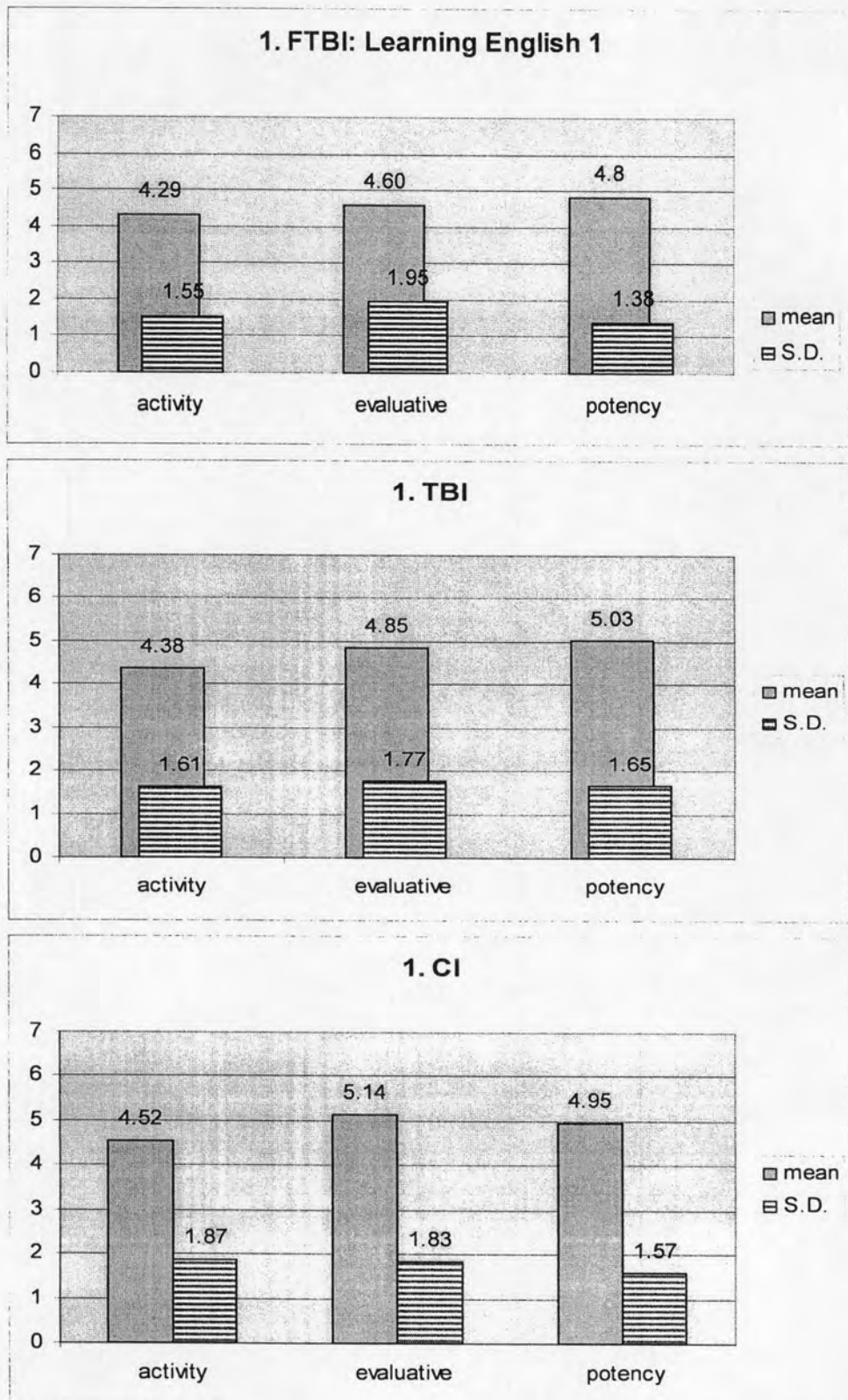
**CI:Language activities**



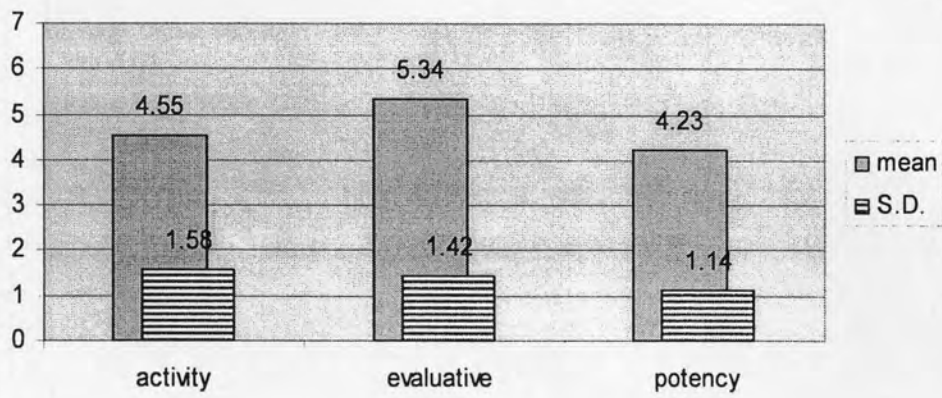
**FBI:Re-writing****TBI:Re-writing****CI:Re-writing**



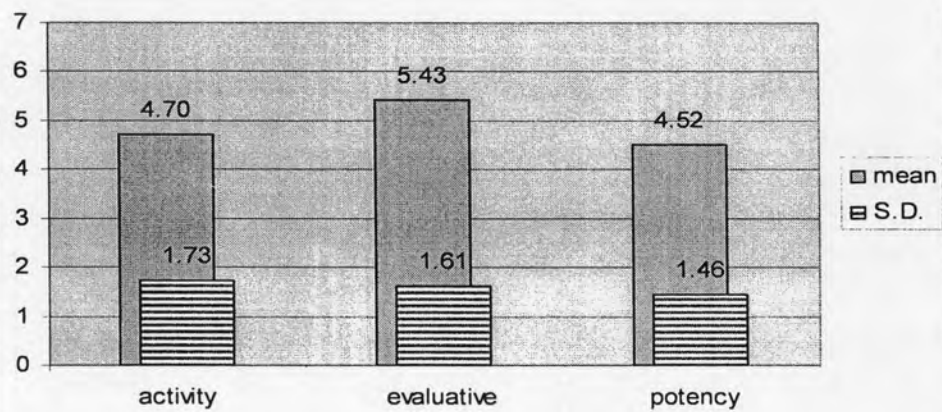
I 5.2 Results of students' attitude measures (semantic differential scale)



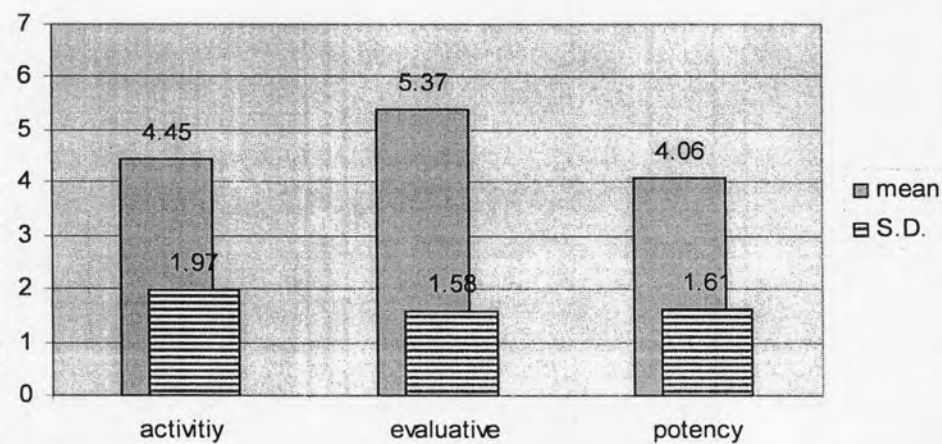
### 2. FTBI: Teacher's teaching



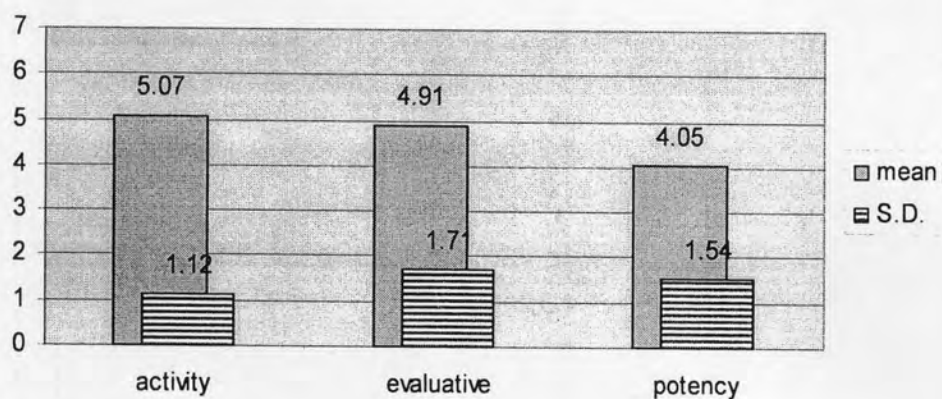
### 2. TBI



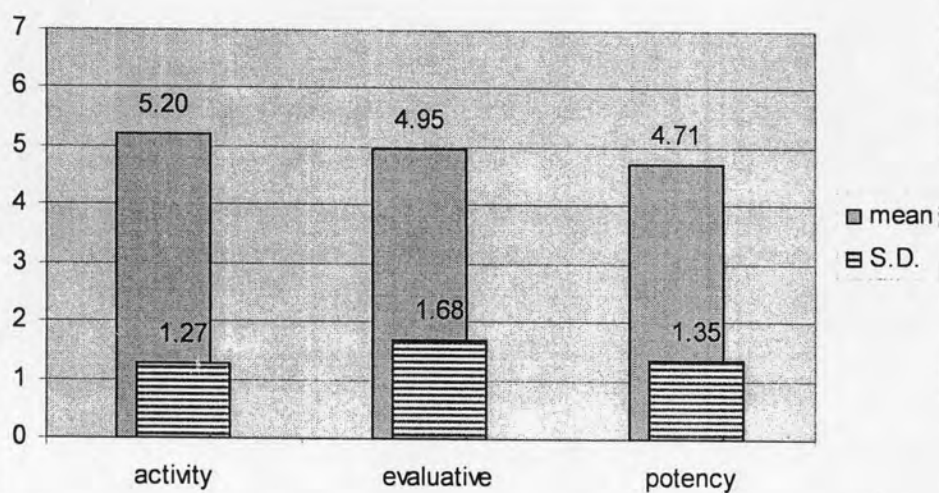
### 2. CI



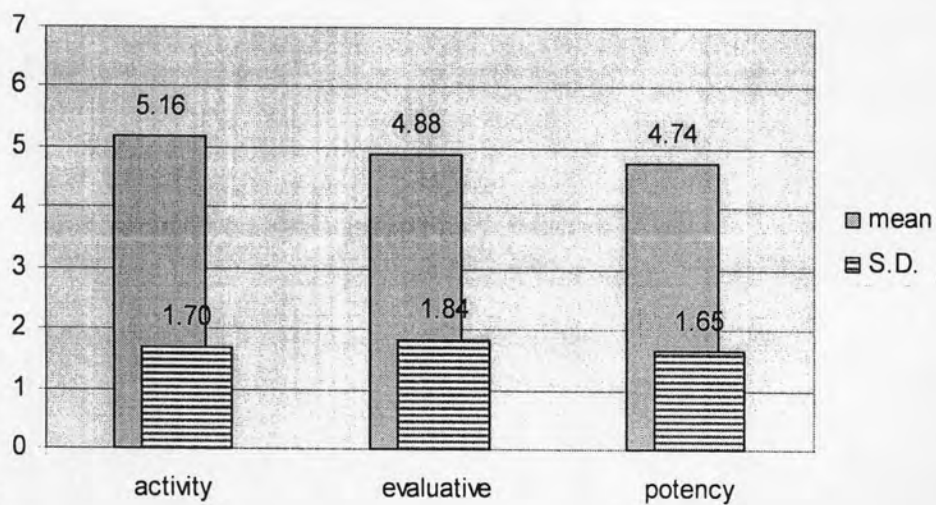
### 3. FTBI: Learning grammar and vocabulary



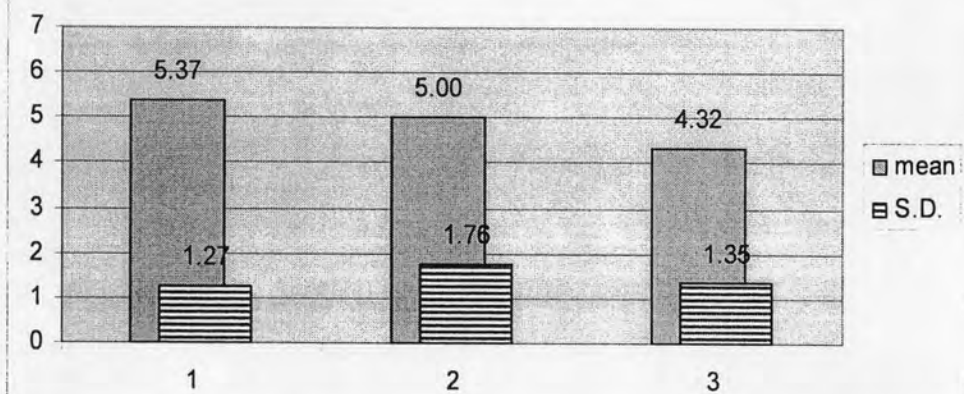
### 3. TBI



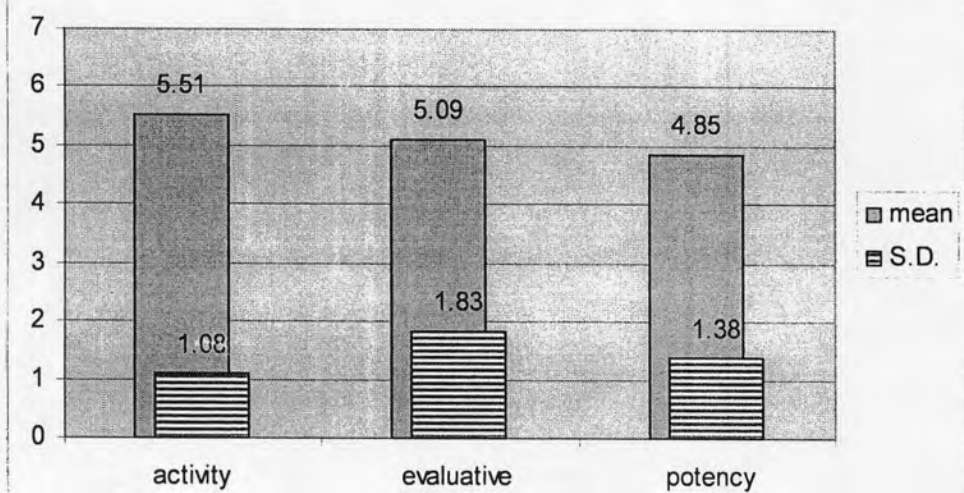
### 3. CI



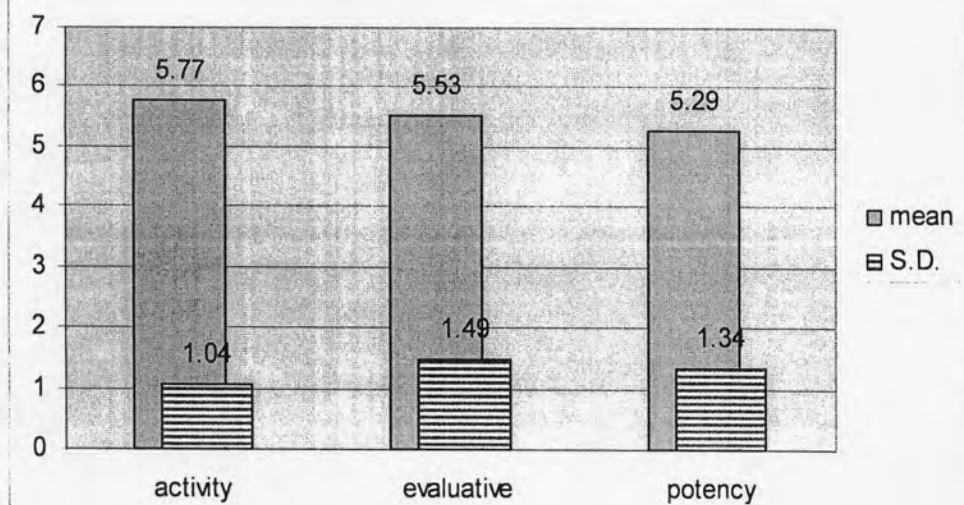
## 4. FTBI: Pair work



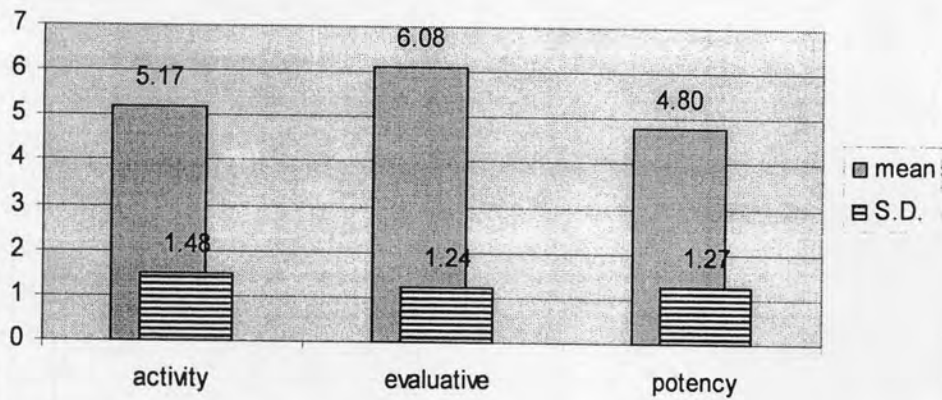
## 4. TBI



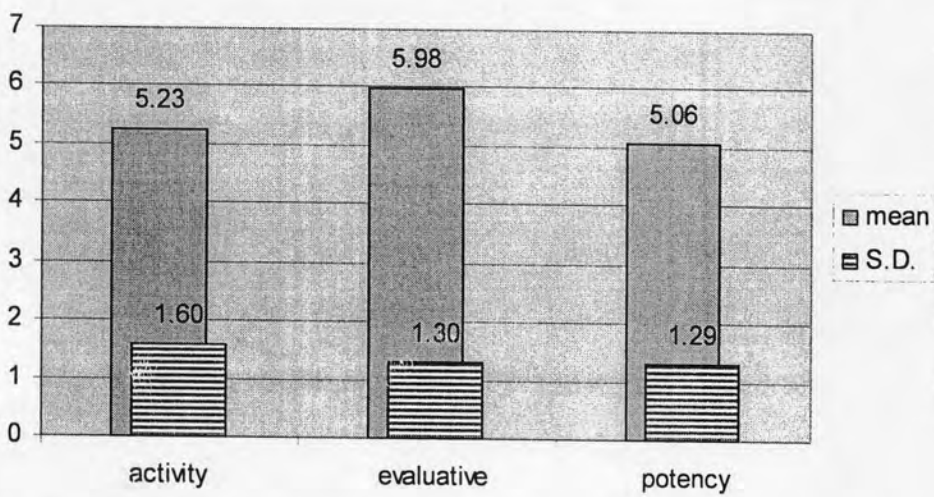
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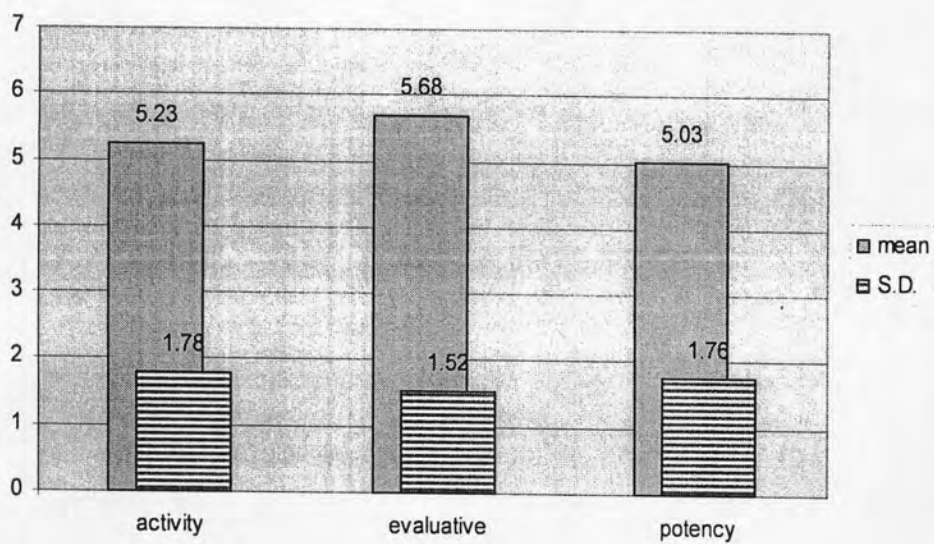
### 5. FTBI: Task preparation



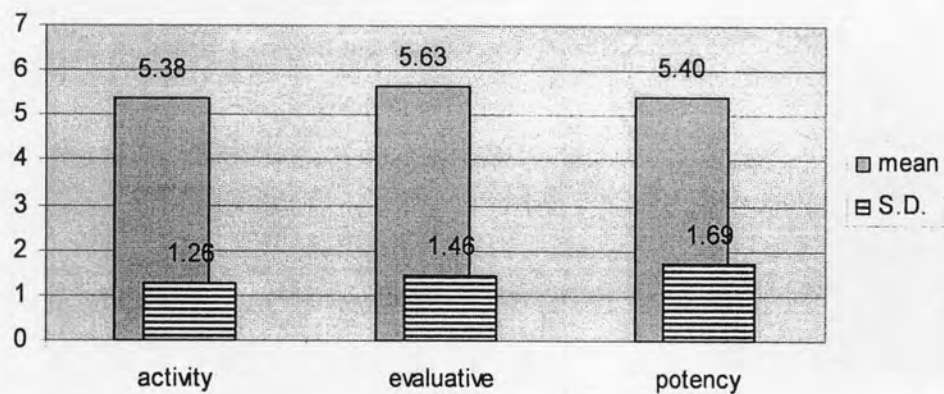
### 5. TBI



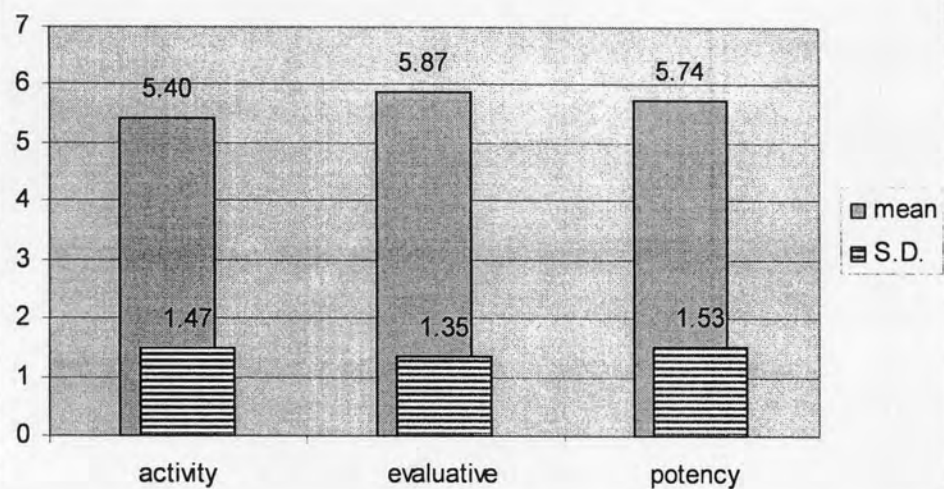
### 5.CI



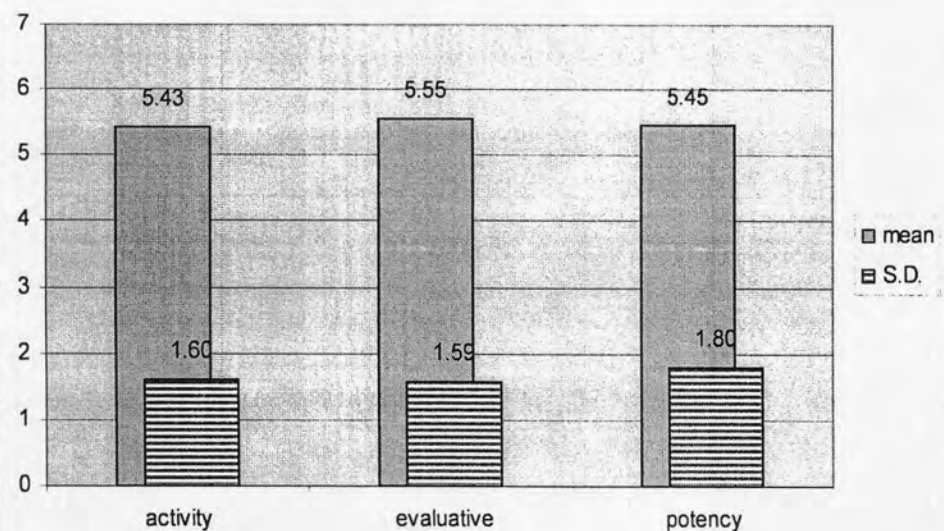
## 6. FTBI: Group work



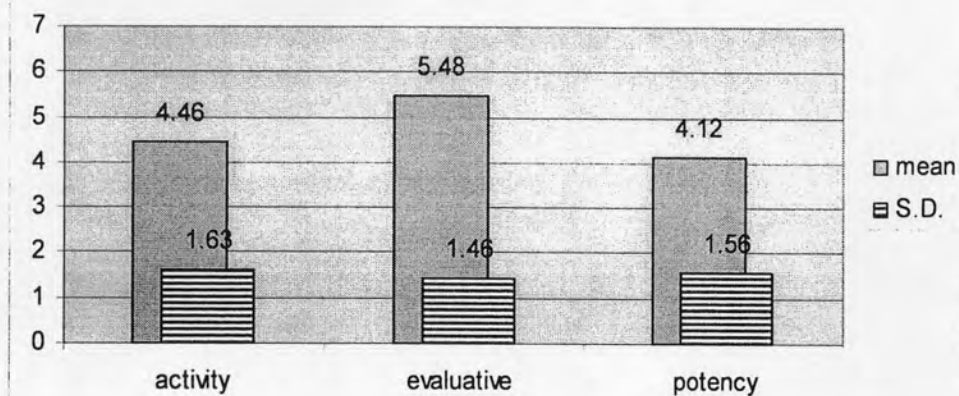
## 6. TBI



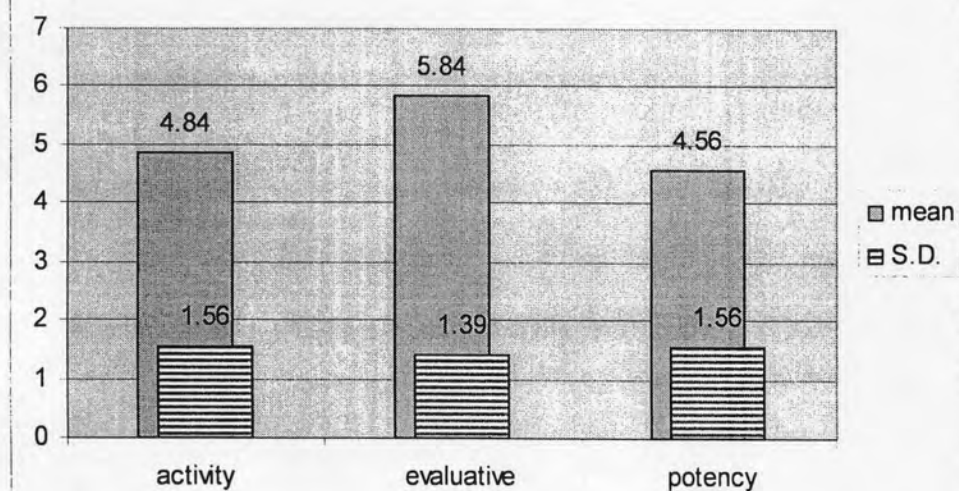
## 6.CI



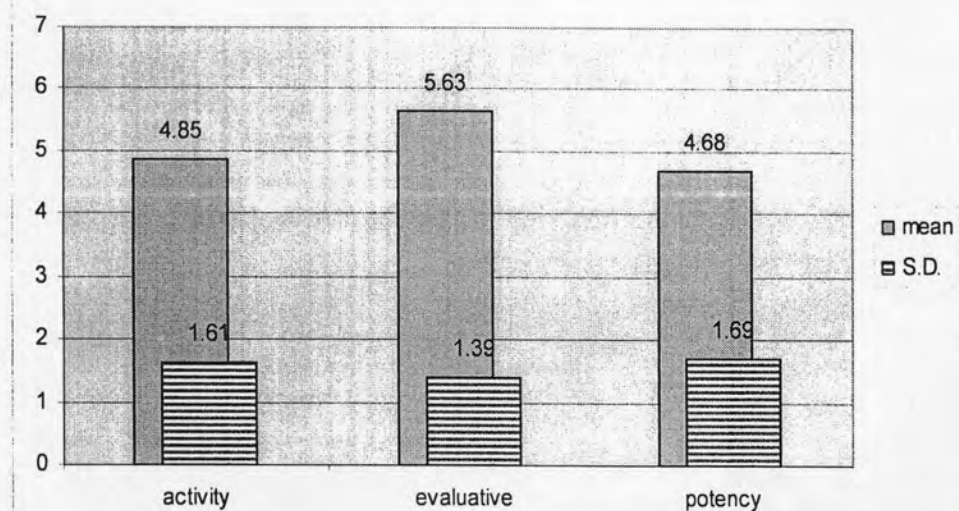
## 7. FTBI: Oral preparation



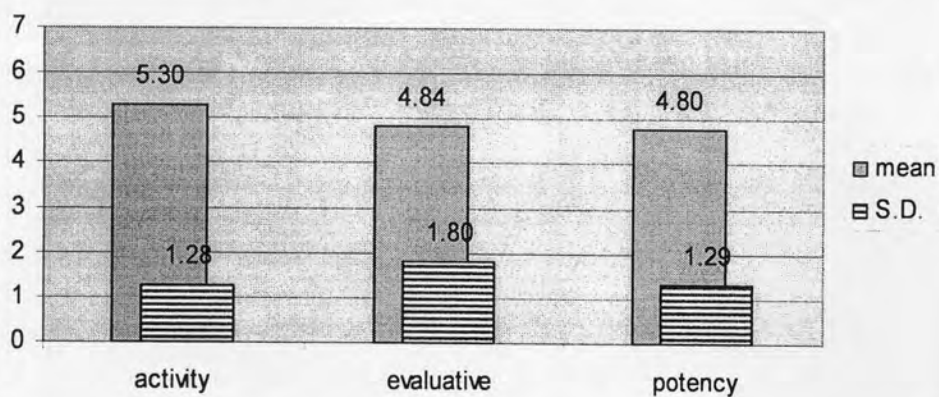
## 7. TBI



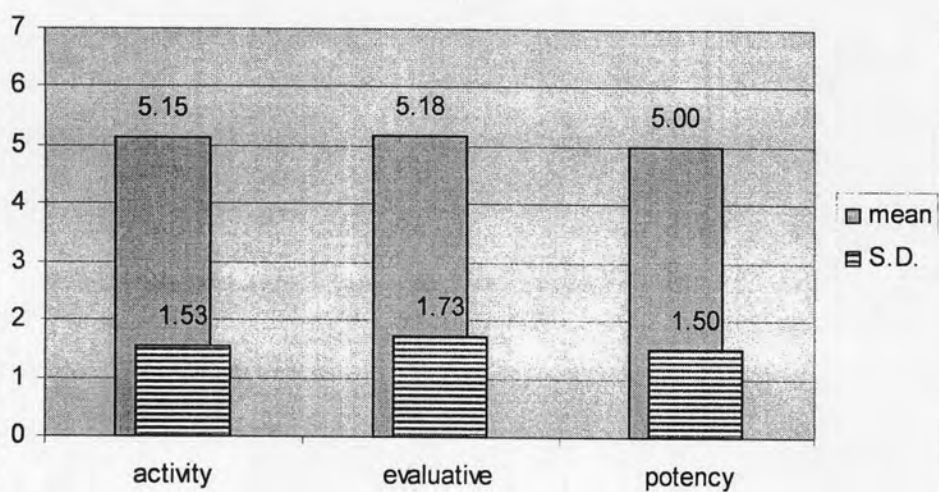
## 7. CI



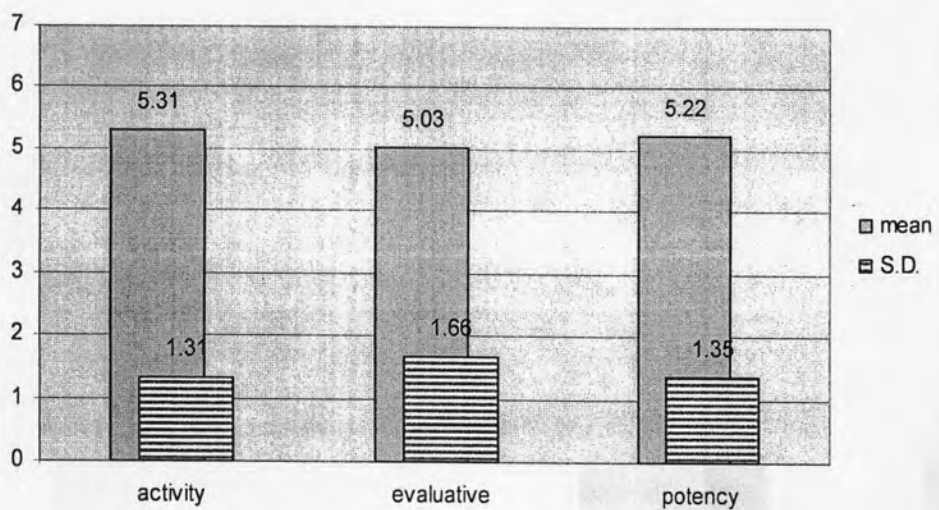
### 8. FTBI: Talking with peer in English



### 8. TBI

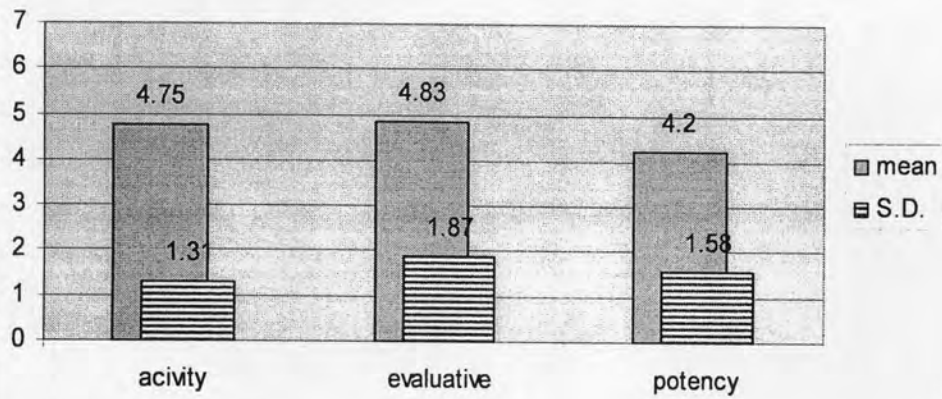


### 8.CI

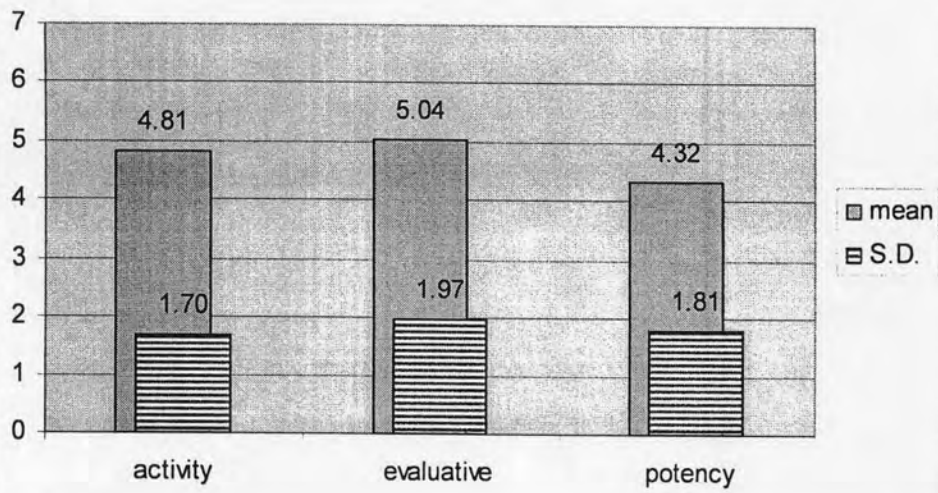




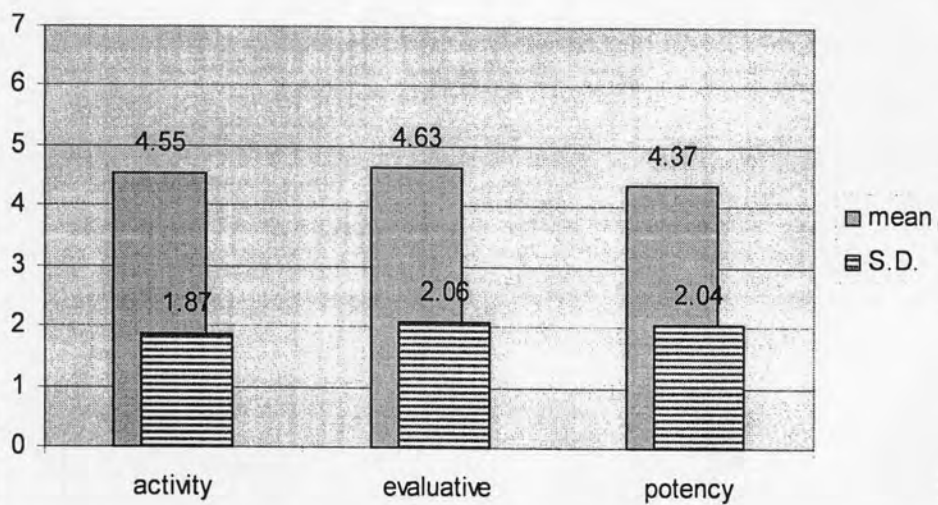
### 9. FTBI: Talking with teacher in English



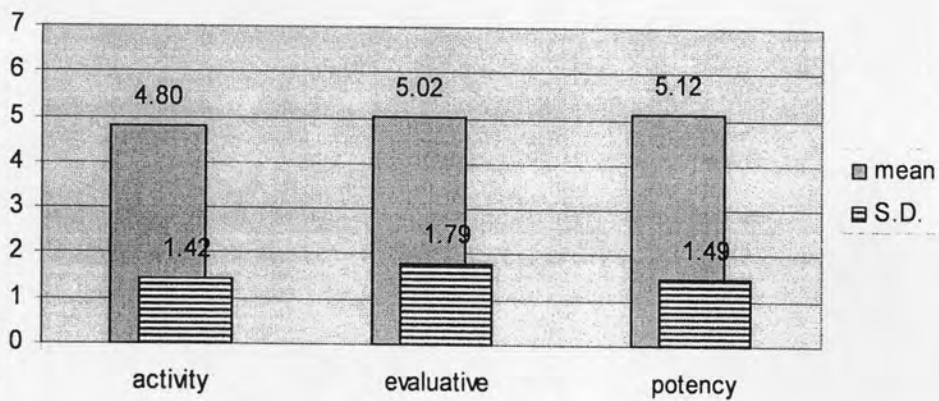
### 9. TBI



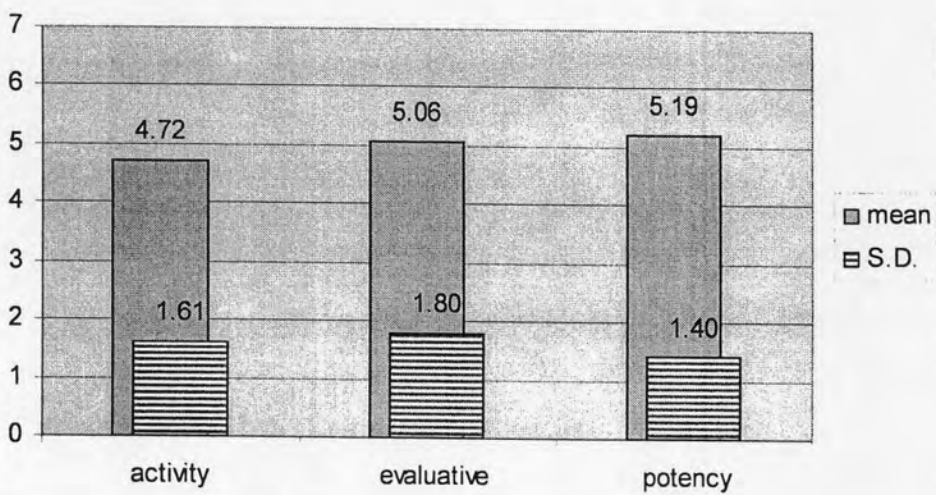
### 9. CI



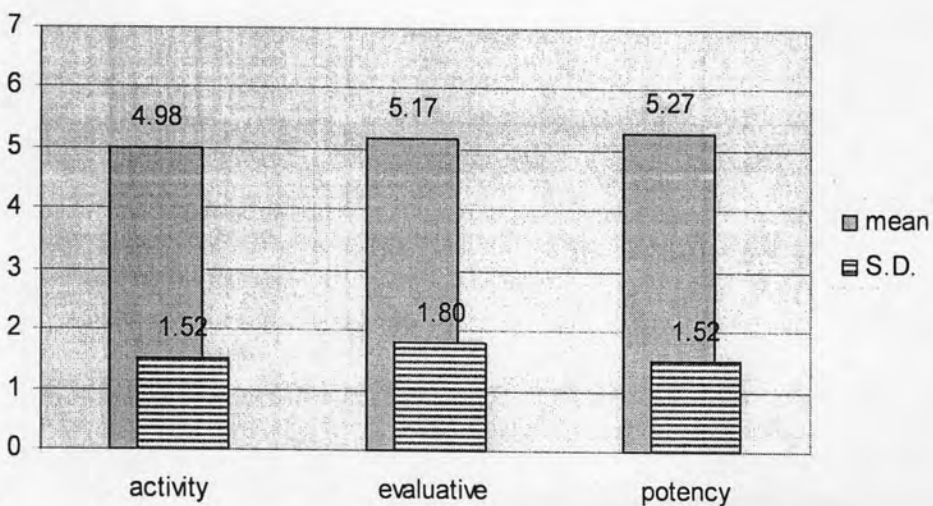
## 10. FTBI: Writing



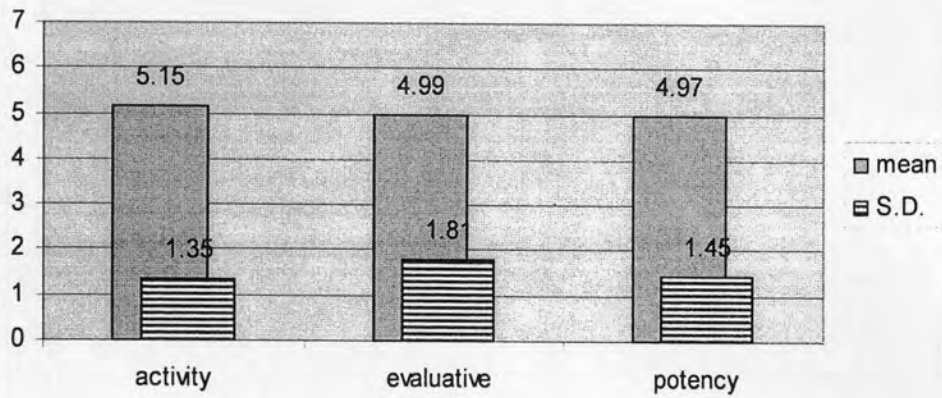
## 10. TBI



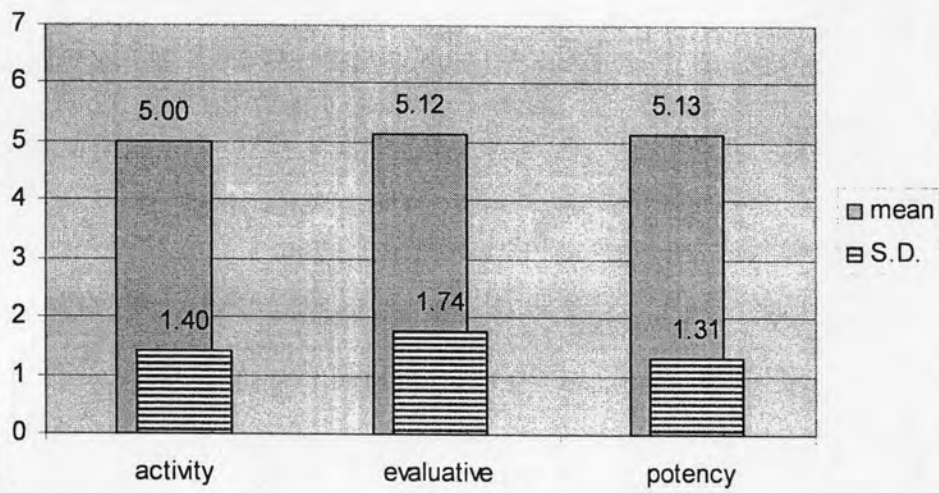
## 10.CI



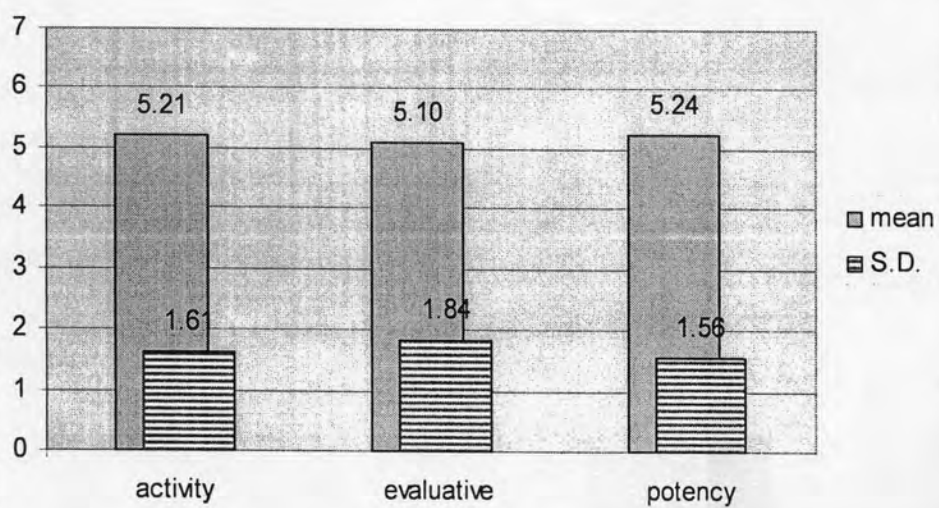
## 11. FTBI: Reading



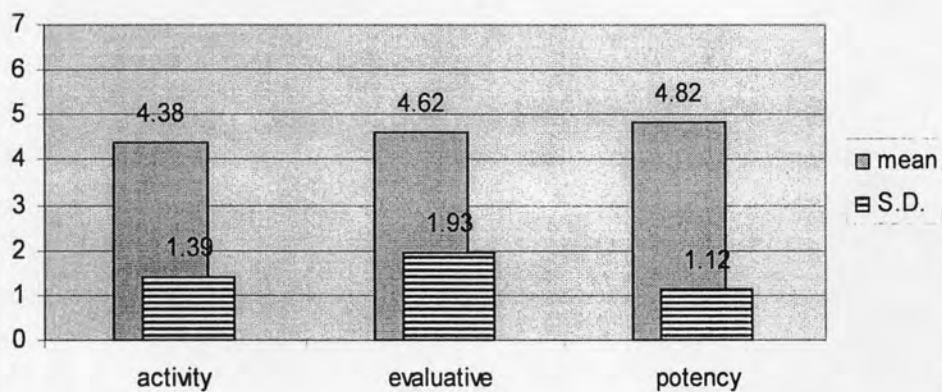
## 11. TBI



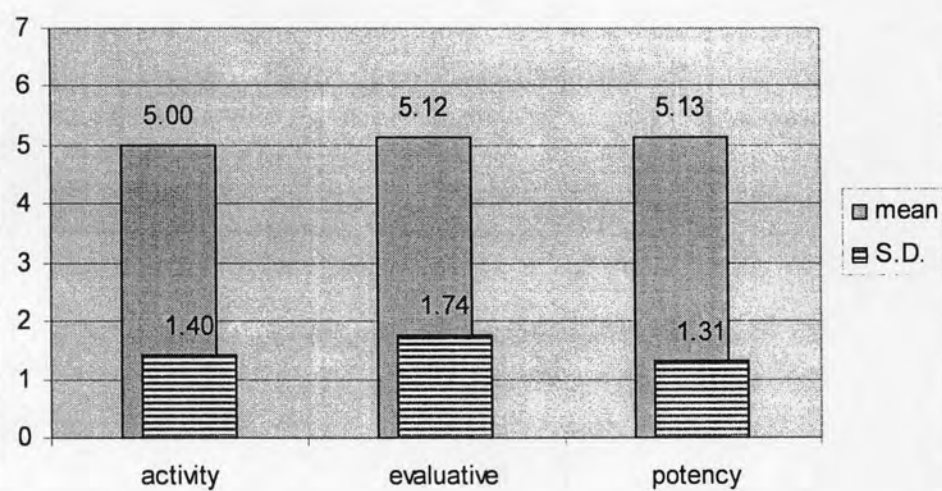
## 11.CI



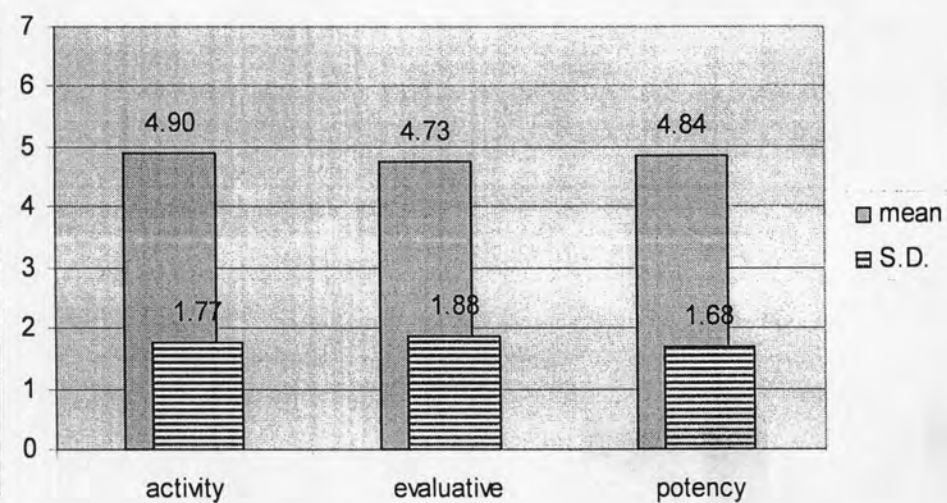
## 12. FTBI: Listening



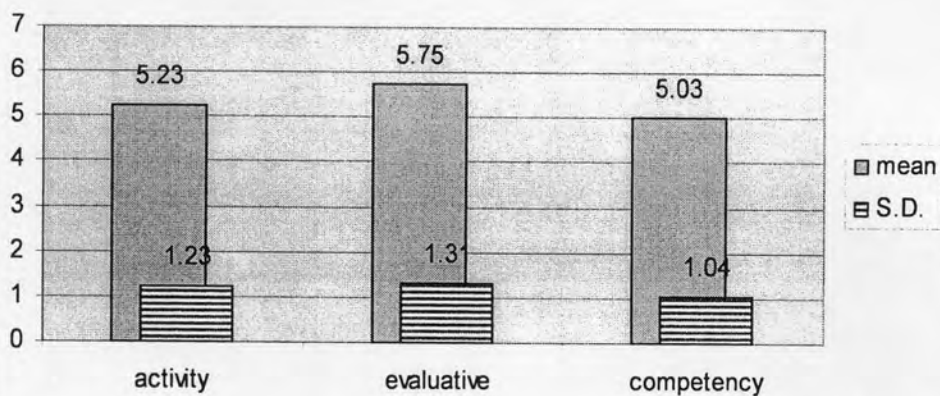
## 12. TBI



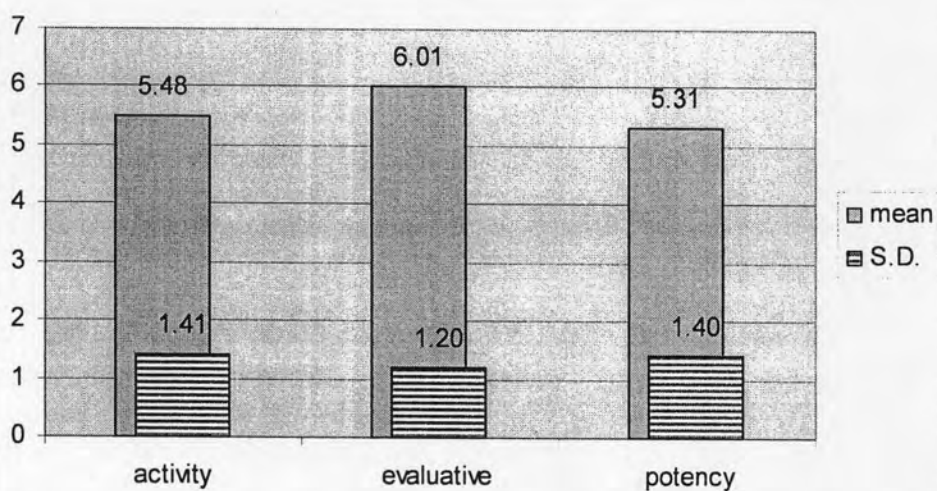
## 12. CI



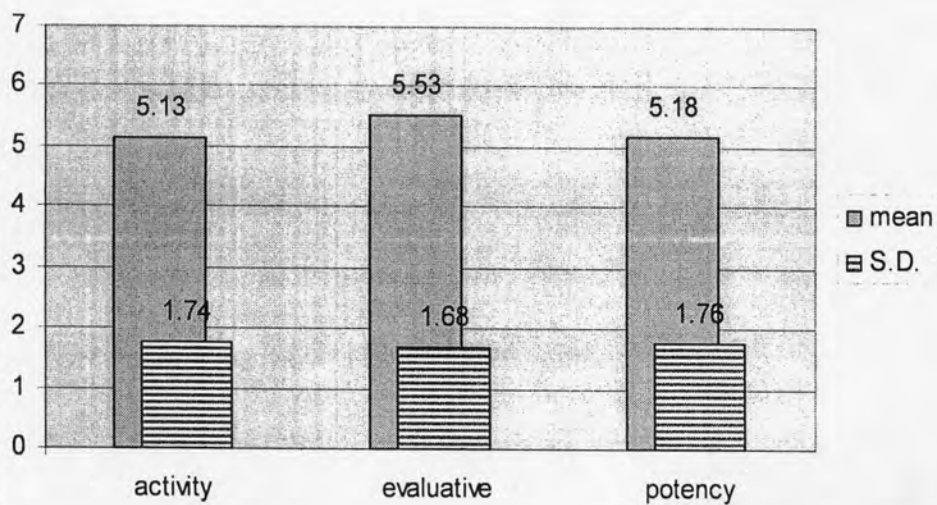
### 13. FTBI: Teacher's feedback on writing



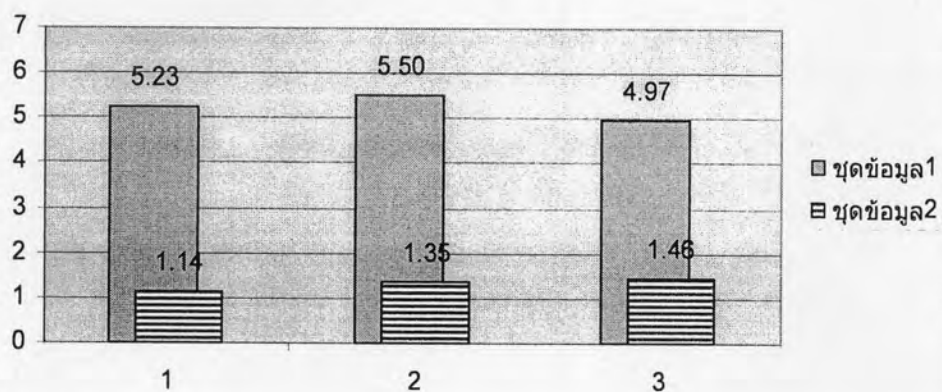
### 13. TBI



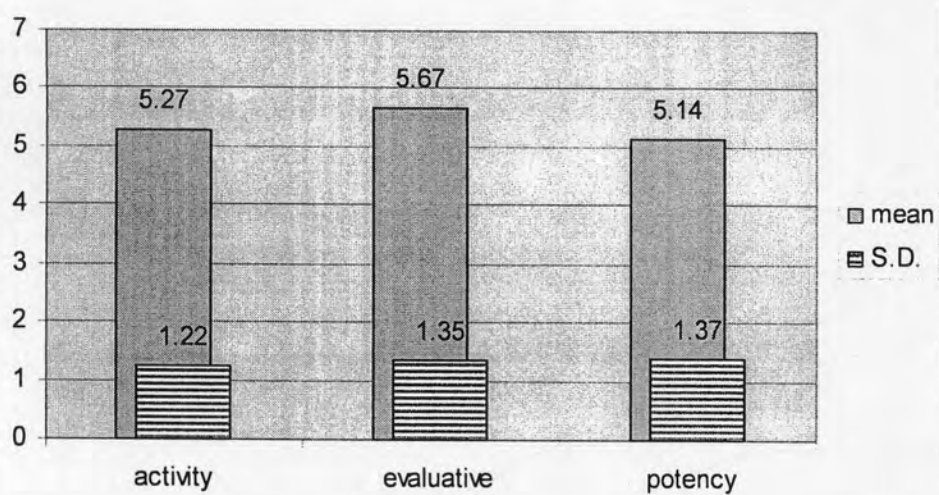
### 13. CI



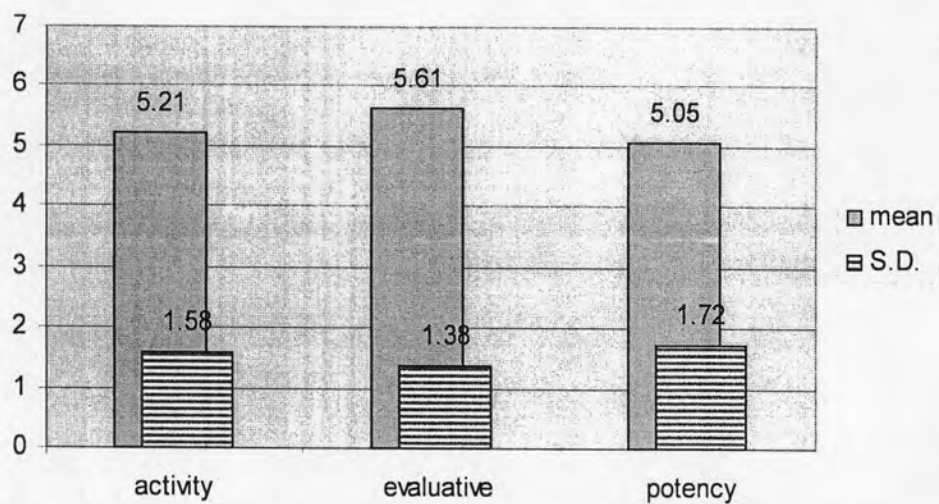
## 14. FTBI: Writing exhibition



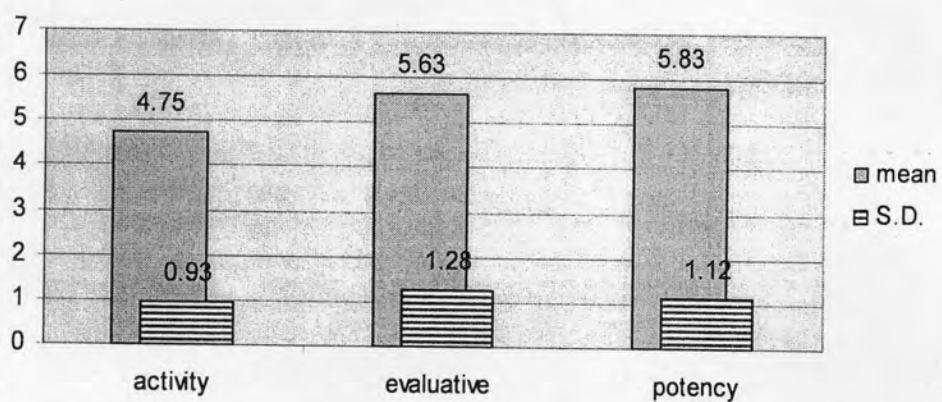
## 14. TBI



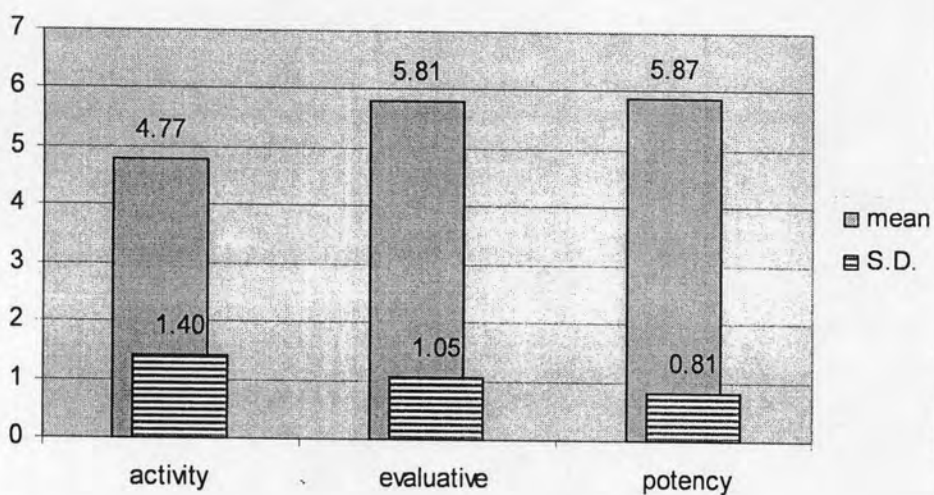
## 14. CI



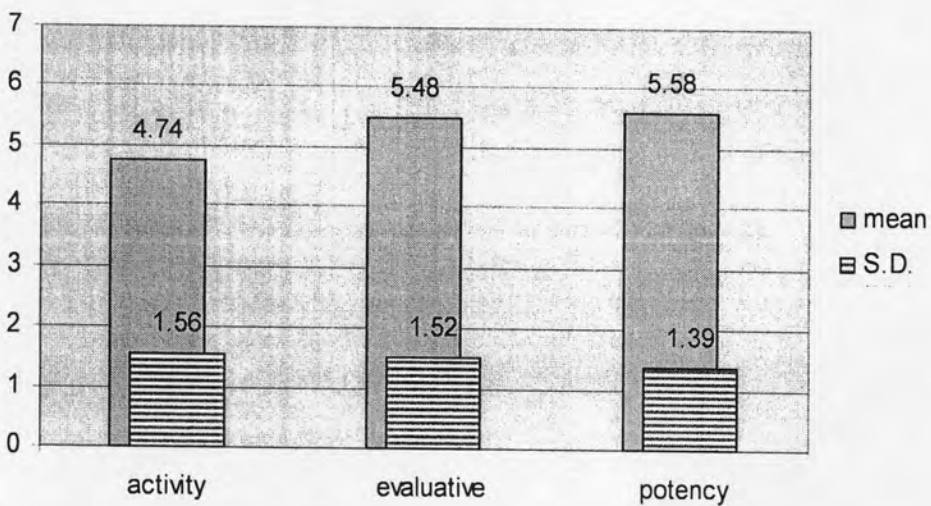
### 15. FTBI : Language activity



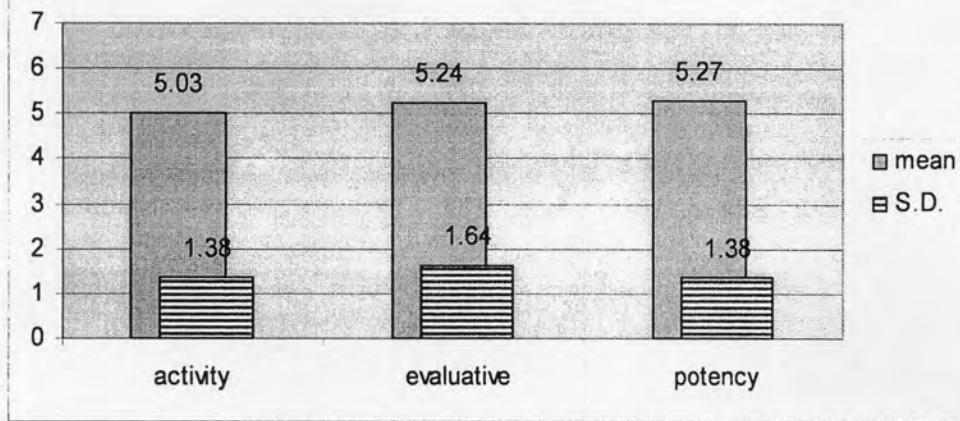
### 15. TBI



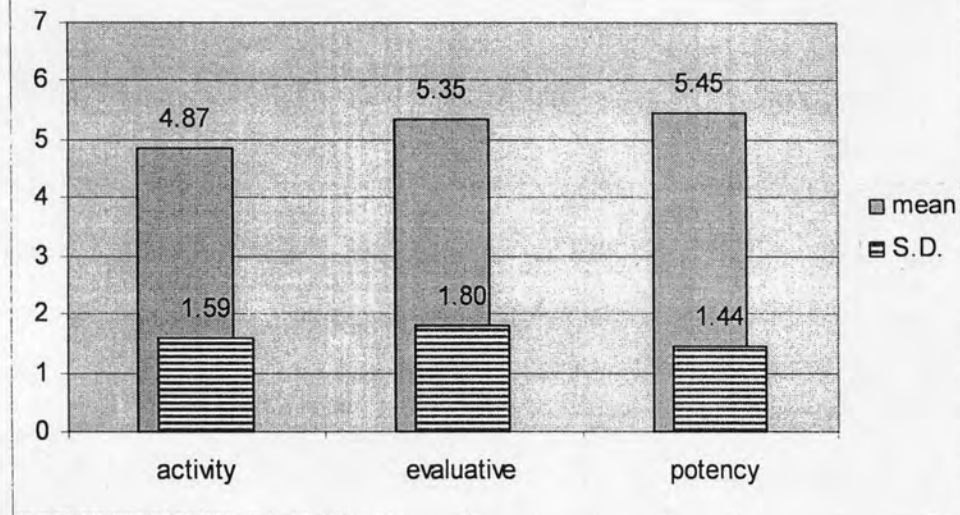
### 15. CI



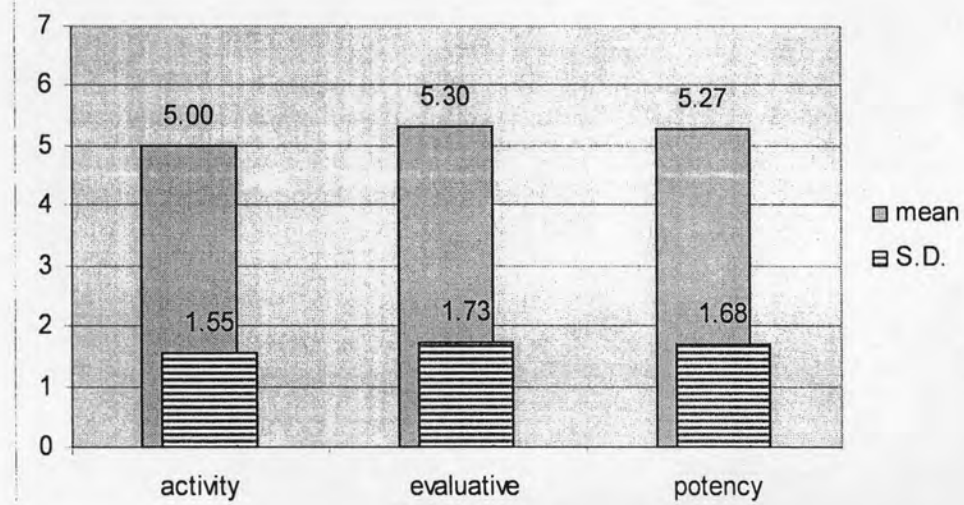
### 16. FTBI: Re-writing



### 16. TBI



### 16. CI





## Attitude relating to Evaluative, Potency and Activity Dimension on TBI Components

	TBI components	Evaluation	Potency		Activity	
1	Teacher feedback on writing (TFW)	6.01	LA	5.87	PW	5.51
2	Task preparation (TP)	5.98	GW	5.74	TFW	5.48
3	Group work (GW)	5.87	RW	5.45	GW	5.4
4	Oral presentation (OP)	5.84	TFW	5.31	WE	5.27
5	Language activity (LA)	5.81	WTG	5.19	TP	5.23
6	Writing exhibition (WE)	5.67	WE	5.14	TPE	5.15
7	Re-writing (RW)	5.35	RDG	5.13	LGV	5.04
8	Talking with peer in English (TPE)	5.18	LTG	5.13	RDG	5
9	Reading (RDG)	5.12	TP	5.06	LTG	5
10	Listening (LTG)	5.12	TPE	5	RW	4.87
11	Pair work (PW)	5.09	PW	4.85	OP	4.84
12	Writing (WTG)	5.06	LGV	4.71	TTE	4.81
13	Talking with teacher in English (TTE)	5.04	OP	4.56	LA	4.77
14	Learning grammar and vocab. (LGV)	4.89	TTE	4.32	WTG	4.72

## Attitude relating to Evaluative, Potency and Activity Dimension on CI Components

	CI Group	Evaluation	Potency		Activity	
1	Task preparation (TP)	5.68	LA	5.58	PW	5.77
2	Oral presentation (OP)	5.63	GW	5.45	GW	5.43
3	Writing exhibition (WE)	5.61	TTE	5.45	TTE	5.43
4	Group work (GW)	5.55	PW	5.29	TPE	5.31
5	Talking with teacher in English (TTE)	5.55	WTG	5.27	TP	5.23
6	Pair work (PW)	5.53	RW	5.27	RDG	5.21
7	Teacher feedback on writing (TFW)	5.53	RDG	5.24	WE	5.21
8	Language activity (LA)	5.48	TPE	5.22	TFW	5.13
9	Re-writing (RW)	5.3	TFW	5.18	RW	5
10	Writing (WTG)	5.17	WE	5.05	WTG	4.98
11	Reading (RDG)	5.1	TP	5.03	LTG	4.9
12	Talking with peer in English (TPE)	5.03	LGV	4.98	OP	4.85
13	Learning grammar and vocab. (LGV)	5.01	LTG	4.84	LGV	4.83
14	Listening (LTG)	4.73	OP	4.68	LA	4.74

Attitude relating to Evaluative, Potency and Activity Dimension on FTBI  
Components

	FTBI components	Evaluation	Potency		Activity	
1	Task preparation (TP)	6.08	PW	5.83	TFW	5.38
2	Teacher feedback on writing (TFW)	5.75	TFW	5.4	LA	5.37
3	Group work (GW)	5.63	LGV	5.27	RDG	5.3
4	Language activity (LA)	5.63	TTE	5.12	TP	5.23
5	Writing exhibition (WE)	5.5	GW	5.03	GW	5.23
6	Oral presentation (OP)	5.48	TP	4.97	WE	5.17
7	Re-writing (RW)	5.24	TPE	4.97	TPE	5.15
8	Writing (WTG)	5.02	OP	4.82	LGV	5.03
9	Pair work (PW)	5	RDG	4.8	TTE	4.8
10	Reading (RDG)	4.99	WE	4.8	PW	4.75
11	Learning grammar and vocab. (LGV)	4.98	RW	4.47	WTG	4.75
12	Talking with peer in English (TPE)	4.84	LA	4.32	RW	4.71
13	Talking with teacher in English (TTE)	4.83	WTG	4.2	LTG	4.46
14	Listening (LTG)	4.62	LTG	4.12	OP	4.38

## BIOGRAPHY

Sasidhorn Soonklang is currently a teacher at the Rajamangala University of Technology Suvarnabhumi, Nonthaburi. She received a *TEFL* diploma from the University of Sydney, Australia. She has a degree in Applied Linguistics from King Mongkut's University of Technology, Thonburi. She is particularly interested in the exploration of new and effective teaching methodologies which promote learners' motivation and achievement.

