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## APPENDICES

APPENDIX A



### Assessment of Contributions of Group Members (Fink, 2002)

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*Instruction:*

Assess the contributions that each member of the group made to the work of the group. The contribution should presumably reflect the your judgment as follows:

- Preparation: were they prepared when they came to class?
- Contribution: did they contribute productively to group discussion and work?
- Respect for others' idea: did they encourage others to contribute their ideas?
- Flexibility: were they flexible when disagreement occurred?

Remember to raise the evaluation of members who truly worked hard for the good of the group and lower the evaluation of those they perceived not to be working as hard on group tasks.

The assessment is kept confidential by the teacher.

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Evaluate the contributions of each person in your group except yourself, by distributing 100 points among them. Include comments for each person.

Group: _____	Points Awarded:
1. Name: _____ Reasons for your evaluation:	_____
2. Name: _____ Reasons for your evaluation:	_____
3. Name: _____ Reasons for your evaluation:	_____
4. Name: _____ Reasons for your evaluation:	_____
5. Name: _____ Reasons for your evaluation:	_____
6. Name: _____ Reasons for your evaluation:	_____



APPENDIX B



## APPENDIX C

## Online group magazine project

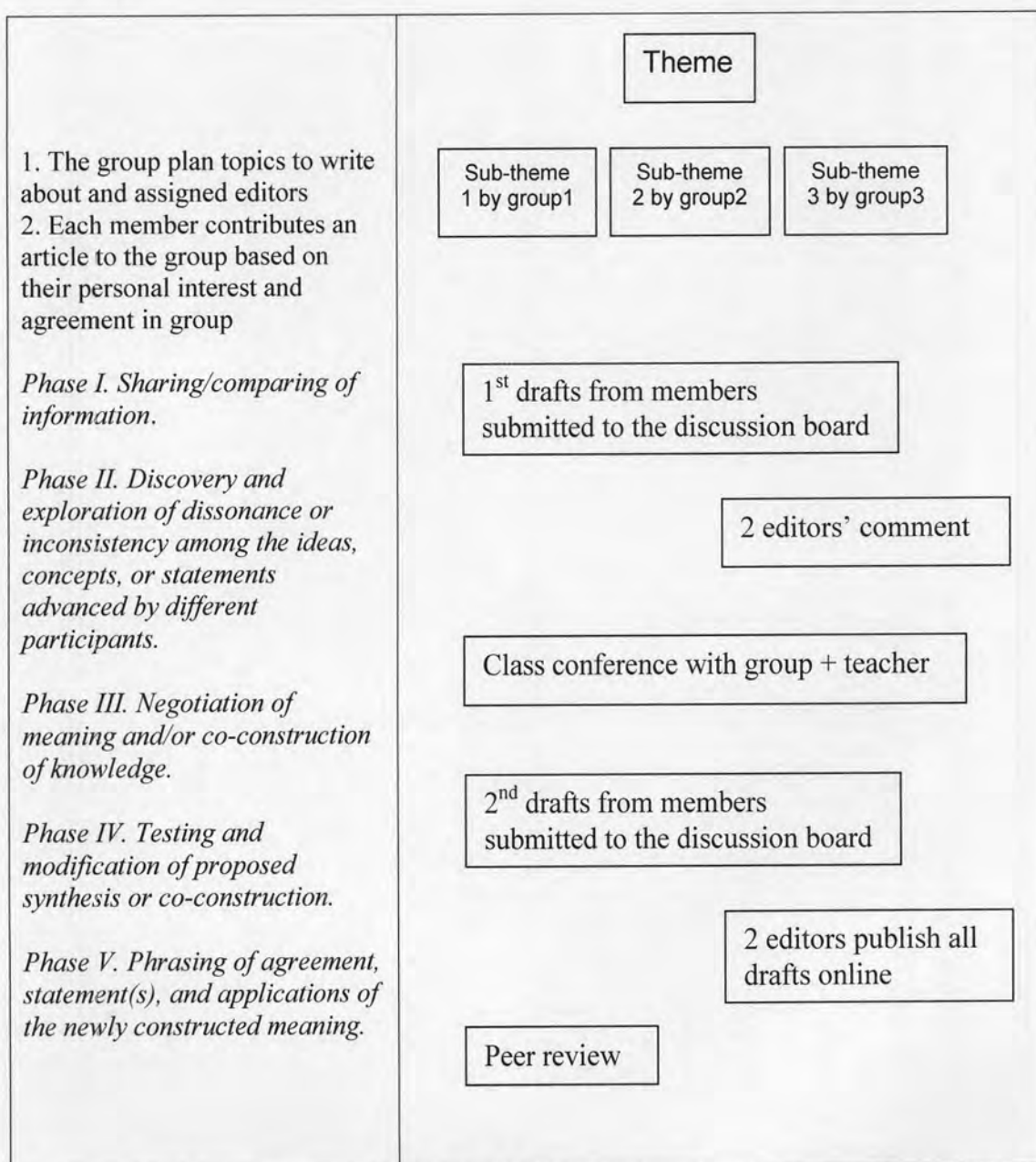
*Theme: Entertainment*

### *Warm-up activity*

The students in groups answer the question: If your group received 100,000 baht and had to spend it all during the weekend to entertain yourselves together, what would you do? Please indicate activities, place, time spent on each activity and cost.

The students shared their answers in class. Then, the teacher and class summarize the entertaining activities addressed by the students. The types of activities addressed are used to define sub-themes which each group of students is required to work on.

### *Task process*



Note: adapted from Gunawardena et al.'s (1997) model of online interaction analysis

## APPENDIX D

# Chulalongkorn University Experiential English



My photo

Name:

E-mail:

Faculty:

Academic year:

Personal interest:



# My Language biography

# 1

## Foreign languages I have learned:

Instruction: Circle 1 = poor; 2 = fair; 3 = good; and 4 = excellent

Languages	How long?	Where?	Skills															
			Understanding				Producing											
			Listening		Reading		speaking		writing									
English			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

## Language examination I have passed or certificates I have attained are:

Language Exam/Certificate	When? (year)	Score	Further comments

## English language related activities I have done or courses I have taken are:

Activities/Courses	Where?	When? (year)	How long?	Details (language use/learned)

## Overseas experiences:

Countries	When? (year)	How long?	Purposes/activities



# My Language Ability

## (Self-assessment grid)

# 2

### Part 1: Specific skills and levels of competence demonstrated in your task

**Instruction:** Put  for what I can do and mark  on what I would like to be able to do

	Understanding		Speaking		Writing
	Listening	Reading	Spoken/written interaction	Spoken production	
A1	<input type="checkbox"/> I can understand very simple words and basic phrases about myself, my family and things around me. <i>∴ when people speak slowly and clearly.</i>	<input type="checkbox"/> I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	<input type="checkbox"/> I can ask and answer simple questions on very familiar topics when the other person is prepared to repeat or rephrase things at a slower rate of speech and help me with what I'm trying to say.	<input type="checkbox"/> I can use simple phrases and sentences to describe where I live and people I know.	<input type="checkbox"/> I can fill in forms with personal details (e.g. my name, nationality, and address). <input type="checkbox"/> I can write a short, simple postcard (e.g. holiday greeting cards).
A2	<input type="checkbox"/> I can understand simple phrases and expressions about things important to me (e.g. basic personal and family information, shopping, local area, study) <input type="checkbox"/> I can catch the main point in short, clear, simple messages, announcements, and simple everyday conversations. <i>∴ when people speak slowly and clearly.</i>	<input type="checkbox"/> I read very short, simple texts and answer questions on the content. <input type="checkbox"/> I can find specific, predictable information in simple everyday material (e.g. advertisements, prospectuses, menus, timetables and simple personal letters).	<input type="checkbox"/> I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. <input type="checkbox"/> I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	<input type="checkbox"/> I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent activity.	<input type="checkbox"/> I can write short, simple notes and messages on familiar subjects, with a limited range of structures and vocabulary. <input type="checkbox"/> I can write a personal letter (e.g. thanking someone for something).
B1	<input type="checkbox"/> I can understand the main points of clear speech on familiar matters, factual information, everyday conversations, many radio or TV programs on current affairs or topics of personal interest <i>∴ when people speak clearly.</i>	<input type="checkbox"/> I can understand the main points of written language regularly encountered in school, leisure, etc. <input type="checkbox"/> I can understand the description of events, feelings and wishes in personal letters.	<input type="checkbox"/> I can deal with most everyday conversations. <input type="checkbox"/> I can enter unprepared into conversation on familiar topics, of personal interest or relevant to everyday life (e.g. family, hobbies, study, work, travel and current events).	<input type="checkbox"/> I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. <input type="checkbox"/> I can briefly give reasons and explanations for opinions and plans. <input type="checkbox"/> I can narrate a story or the plot of a book or film and describe my reactions.	<input type="checkbox"/> I can write simple connected text on topics which are familiar or of personal interest. <input type="checkbox"/> I can write a personal letters describing experiences and impressions. <i>∴ Despite a few errors, it is clear what I am trying to express.</i>
B2	<input type="checkbox"/> I can understand lectures and complex lines of argument on familiar topics, interviews, most TV and radio programs and the majority of films <i>∴ when people speak standard language</i>	<input type="checkbox"/> I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. <input type="checkbox"/> I can understand contemporary literary prose (e.g. short stories, fictions).	<input type="checkbox"/> I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. <input type="checkbox"/> I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	<input type="checkbox"/> I can present clear, detailed descriptions on a wide range of subjects related to my interest. <input type="checkbox"/> I can explain a viewpoint on an issue giving the advantages and disadvantages of various options. <i>∴ I rarely make mistakes which lead to misunderstanding.</i>	<input type="checkbox"/> I can write clear, detailed text on a wide range of subjects related to my interests (e.g. essay or report), passing on information or giving reasons in support of or against a particular point of view. <i>∴ I rarely make mistakes which lead to misunderstanding.</i>
C1	<input type="checkbox"/> I can understand most extended speech on abstract and complex topics beyond my own field even when it is not clearly structured <input type="checkbox"/> I can follow television programs and films containing slang and idioms, lectures, discussions and debates without too much effort.	<input type="checkbox"/> I can understand long and complex factual and literary texts and recognize implicit meaning. <input type="checkbox"/> I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	<input type="checkbox"/> I can express myself fluently and spontaneously without much obvious searching for expressions. <input type="checkbox"/> I can use language flexibly and effectively for social, academic, and professional purposes. <input type="checkbox"/> I can formulate ideas and opinions and relate my contribution to those of other speakers.	<input type="checkbox"/> I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	<input type="checkbox"/> I can express myself in clear, well-structured text, expressing points of view at some length. <input type="checkbox"/> I can write about complex subjects in a letter, an essay or a report for social, academic and professional purposes. <input type="checkbox"/> I can select a style appropriate to the reader with high grammatical accuracy.
C2	<input type="checkbox"/> I can understand virtually everything I heard. I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	<input type="checkbox"/> I can understand virtually everything read. <input type="checkbox"/> I can understand and interpret critically all forms of writings including abstract, structurally complex or highly colloquial writings (such as specialized articles and literary works). <input type="checkbox"/> I can summarize information from different written sources.	<input type="checkbox"/> I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. <input type="checkbox"/> I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	<input type="checkbox"/> I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. <input type="checkbox"/> I can summarize and reconstruct information or arguments in a coherent presentation.	<input type="checkbox"/> I can write clear, smoothly-flowing, complex text in an appropriate style. <input type="checkbox"/> I can write letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. <input type="checkbox"/> I can write summaries and reviews of professional or literary works.

# My Language Learning

# 3

## Section 1

Start → My English language proficiency and my target:

(\*see the self-assessment grid)

Instruction: Put  on the level I can now achieve and mark  on the level I would like to achieve

Date: _____	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

My general goal/purpose(s) of learning English:

Finish → My English language proficiency and my target:

(\*see the self-assessment grid)

Instruction: Put  on the level I can now achieve and mark  on the level I would like to achieve

Date: _____	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

(Teacher only)

## Section 2

Teacher's feedback on my portfolio

Learning management <input checked="" type="checkbox"/>	Learning content & reflection	Learning achievement At ____ level, the student shows...
<input type="checkbox"/> 1 <sup>st</sup> submission	_____ 1 <sup>st</sup> submission	<input type="checkbox"/> <b>5</b> Highly complete achievement with concrete evidence <input type="checkbox"/> <b>4</b> Complete achievement with adequate evidence <input type="checkbox"/> <b>3</b> Moderate achievement with some evidence <input type="checkbox"/> <b>2</b> Sufficient effort in achievement with some evidence <input type="checkbox"/> <b>1</b> Minimal effort in achievement with little evidence <input type="checkbox"/> <b>0</b> no achievement with no evidence
<input type="checkbox"/> 2 <sup>nd</sup> submission	_____ 2 <sup>nd</sup> submission	
<input type="checkbox"/> 3 <sup>rd</sup> submission	_____ 3 <sup>rd</sup> submission	
<input type="checkbox"/> 4 <sup>th</sup> submission	_____ 4 <sup>th</sup> submission	
<input type="checkbox"/> 5 <sup>th</sup> submission	_____ 5 <sup>th</sup> submission	
Score	/ 5	/ 10
		/ 5

Total score = \_\_\_\_\_

# My Action Plan

# 4

Description of tasks I carried out in Experiential English \_\_\_/20\_\_:

<input type="checkbox"/>	Date	No.	Task and description of activities	Skills practiced	Level of competence	Score

**Task Title:** \_\_\_\_\_ **Number** \_\_\_\_\_

**# 5**

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

**Section 1: This task shows that I can accomplish the level of competence:**

**Instruction:** Put  on the level I can now achieve

(for student)

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						
General language ability						

(\*see the self-assessment grid)

(for teacher)

**The student shows...**

- 5** Highly complete achievement with concrete evidence
- 4** Complete achievement with adequate evidence
- 3** Moderate achievement with some evidence
- 2** Sufficient effort in achievement with some evidence
- 1** Minimal effort in achievement with little evidence
- 0** No achievement with no evidence

**Section 2: Reflection on the task I can carry out using English language**  
 (for student)

	Feedback (for teacher)
1. <i>My goal for this task is ...</i>	1 2 3 4
2. <i>I think I have done the following very well ...</i>	1 2 3 4
3. <i>From this task, I have learned ...</i>	1 2 3 4
4. <i>Difficulty I had was ...</i>	1 2 3 4
5. <i>My future plan to improve my ability is ...</i>	1 2 3 4

Teacher's comment

Total score: \_\_\_\_\_



## BIOGRAPHY

Ms Tavicha Phadvivulya was born on July 28<sup>th</sup>, 1980 in Bangkok. She graduated with an M.A. in English as an International Language (EIL) from Chulalongkorn University in 2003. In 2004, she joined an extra-curricular activity of the EIL program to embark on educational visits to different universities and language institutes in Brisbane and Sydney in Australia. She received a scholarship from Royal Golden Jubilee Ph.D. Program by Thailand Research Fund (RGJ-TRF) to further her Ph.D. study in English as an International Language (EIL) at the Chulalongkorn University in 2003. In 2004, she joined another extra-curricular activity of the EIL program to embark on educational visits to different universities in California in the United States of America. With the RGJ-TRF, she had the opportunities to visit Waseda University, Tokyo, Japan in 2005 and University of Pittsburgh, Pennsylvania, USA in 2006-2007 as a visiting researcher. The purpose of the first trip to Waseda University is to seek for knowledge and ideas to produce research instruments before she came back to conduct a pilot and the main study. The purpose of the second trip to University of Pittsburgh is to discuss the interpretation of the findings and complete the dissertation. In both trips, she participated in Ph.D. research seminars, presented her research and shared knowledge and ideas with scholars in related fields.

Her fields of interest are foreign language education and educational technology. Based on her dissertation, she presented ideas and findings from her study at four international conferences. First, she presented a paper on “Enhancing English proficiency of Thai students by using web-based teaching and learning materials” at Chulalongkorn University Language Institute’s (CULI) 2003 International Conference, Bangkok, Thailand during 15-17 December 2003. Second, her presentation is on “A Development of a Network Technology-Enhanced Language Learning Model (NTELL) Based on Social Constructivism Approach for EFL learners” at the JALTCALL conference, Reitsumeikan University, Shiga, Japan during 2-5 June 2005. Third, she presented her pilot study under the topic of “EFL Learners’ Development of Autonomy in a Hybrid NTELL Environment Based on Social Constructivism Theory” at the PAAL conference, University of Edinburgh, UK during 2-5 August 2005. Fourth, she presented on “A hybrid network technology-enhanced language learning model: responding to the needs of 21<sup>st</sup> century global community” at the 6<sup>th</sup> Symposium on Natural Language Processing (SNLP) in Chiang Rai, Thailand, during 12-15 December 2005.

Based on her presentations at the SNLP and CULI’s International conference, she has two peer-reviewed articles to be published in the conference proceedings. Apart from the presentations at the conferences, she conducted a research on “Foreign language education in Japan: from westernization to globalization” and produced a paper published in *Manusya*, a refereed journal of humanities in 2004. This research was also sponsored by Thailand Research Fund.

She has started her career in language education since her second year in undergraduate school. Then, she has experienced in marketing and advertising business, and computer network and graphic design before switching back into language education in 2003 when she started her Master’s degree study. She has been teaching English in different contexts and levels such as private tutorial sessions with 10 to 60 students, public tutorial sessions with more than 2,000 students, web-based tutorial sessions, video tutorial sessions, corporate training, and teaching in primary schools, secondary schools, and universities. During her Ph.D. study, she taught in Mahidol Wittayanusorn Science School and Chulalongkorn University Language Institute and she was a teacher assistant in Waseda University. These three institutions primarily including earlier teaching experience are where the inspirations, ideas and hands-on experience emerged and she put in this dissertation.