An Implementation of an Integrated Performance Assessment Module to Promote English Speaking Ability and Learning Engagement of Undergraduate Students

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การผสมผสานการประเมินผลกับการสอนถือเป็นความท้าทายของครูผู้สอนภาษาอังกฤษโดยเฉพาะอย่างยิ่งในวิชาการพูดภาษาอังกฤษ ดังนั้น จึงเป็นสิ่งสัญที่จะผสมผสานการสอนและการประเมินเพื่อเพิ่มพูลความสามารถในการพูดของนักศึกษา การวัดและการประเมินผลสมรรถนะแบบผสมผสานซึ่งออกแบบโดย the American Council on the Teaching of Foreign Languages (Adair-Hauck et al., 2015) เป็นการประเมินผลแบบกลุ่มที่ประกอบไปด้วย การตีความหมาย การสื่อสารระหว่างบุคคล และการนำเสนอ เพื่อเชื่อมโยงการสอนและการประเมินอย่างเป็นเนื้อเดียวกัน รวมทั้งสะท้อนถึงวิธีการใช้ภาษาของผู้เรียน งานวิจัยฉบับนี้จัดทำขึ้นเพื่อ 1) ศึกษาผลกระทบของโมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษาระดับชั้นปริญญาตรี 2) เพื่อศึกษาผลกระทบของโมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานต่อความยึดมั่นผูกพันกับการเรียนของนักศึกษาระดับปริญญาตรี และ 3) เพื่อศึกษาความคิดเห็นของนักศึกษาระดับชั้นปริญญาตรีต่อการใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสาน งานวิจัยนี้ใช้การวิจัยแบบผสมผสานโดยมีกลุ่มทดลองเพียงกลุ่มเดียว ใช้การทดสอบก่อนและหลังเรียนเพื่อเก็บข้อมูลทั้งในเชิงปริมาณและเชิงคุณภาพ ผู้เข้าร่วมวิจัยคือนักศึกษาระดับปริญญาตรีเอกภาษาอังกฤษจำนวน 33 คนซึ่งเรียนในวิชาการพูดภาษาอังกฤษที่มหาวิทยาลัยของรัฐแห่งหนึ่ง เครื่องมือในการวิจัยประกอบไปด้วย แบบทดสอบก่อนและหลังเรียน แบบทดสอบท้ายบท แบบสอบถามความคิดเห็นต่อโมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสาน แบบรายงานตนเองเกี่ยวกับความยึดมั่นผูกพันกับการเรียน และการสัมภาษณ์แบบกึ่งโครงสร้าง งานวิจัยใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานจำนวน 3 โมดูลในการสอนโดยใช้เวลา 9 สัปดาห์ในภาคการศึกษาที่ 1 ปีการศึกษา 2563 สถิติในการวิเคราะห์ข้อมูลเชิงปริมาณประกอบไปด้วยค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ร้อยละและการทดสอบสมมติฐานเพื่อเปรียบเทียบค่าเฉลี่ยของกลุ่มตัวอย่าง (T-test) ทั้งนี้ ทั้งนี้ใช้การวิเคราะห์เนื้อหาในการวิเคราะห์ข้อมูลเชิงคุณภาพ ผลการวิจัยแสดงให้เห็นว่าการใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานจำนวน 3 โมดูลมีผลกระทบในเชิงบวกต่อความสามารถในการพูดของนักศึกษา นอกเหนือจากนี้ การวิจัยนี้ยังแสดงหลักฐานในเชิงบวกว่าการใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานในวิชาการพูดภาษาอังกฤษเพิ่มระดับความความยึดมั่นผูกพันกับการเรียนในสามประเภทได้แก่ทางพฤติกรรม ทางอารมณ์และทางการรับรู้ นักศึกษายังแสดงความคิดเห็นในเชิงบวกต่อการใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสาน การวิจัยนี้เป็นการเน้นถึงความสำคัญของความเชื่อมโยงกันระหว่างการสอนและการประเมินผลอย่างเป็นเนื้อเดียวกันซึ่งสามารถเพิ่มพูนความสามารถในการพูดของนักศึกษาในแบบพลวัต ในขณะที่ทำให้นักศึกษามีส่วนร่วมในกระบวนการเรียนรู้ ดังนั้น การวิจัยนี้สามารถสรุปได้ว่าการใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานสามารถใช้เป็นวิธีการเรียนการสอนและการประเมินที่มีประสิทธิภาพและสามารถเพิ่มพูนความสามารถในการพูดและเพิ่มระดับความยึดมั่นผูกพันกับการเรียนของนักศึกษา

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Benjawan Plengkham : An Implementation of an Integrated Performance Assessment Module to Promote English Speaking Ability and Learning Engagement of Undergraduate Students. Advisor: Assoc. Prof. PUNCHALEE WASANASOMSITHI, Ph.D.

Integrating assessment with instruction has been a challenge for English language teachers, especially in English speaking courses. Therefore, it is crucial to incorporate instruction and assessment methodologies that can help enhance students' speaking ability. The Integrated Performance Assessment (IPA), designed by the American Council on the Teaching of Foreign Languages (Adair-Hauck et al., 2015), is a cluster assessment consisting of three modes of communication, namely interpretive, interpersonal, and presentational, to seamlessly connect instruction and assessment as well as reflect how students use the language. This study was conducted to 1) investigate the effects of an IPA module on undergraduate students' English speaking ability, 2) examine the effects of an IPA module on undergraduate students' learning engagement, and 3) explore undergraduate students' opinions of the implementation of an IPA module. This mixed-methods research employed a one-group pretest and posttest design to collect both quantitative and qualitative data. The participants were 33 undergraduate students majoring in English who enrolled in an English speaking course at a Thai public university. The research instruments included the pre- and posttests, unit tests, an IPA opinion questionnaire, a self-report questionnaire on learning engagement, and a semi-structured interview protocol. Three IPA modules were taught over nine weeks in the first semester of the academic year 2020. The quantitative data were analyzed using descriptive statistics of mean, standard deviation, percentage, and the paired-samples t test, while content analysis was used to analyze the qualitative data. The findings suggested that the implementation of three IPA modules had a positive effect on students' speaking ability in an English speaking course. Moreover, this study provides positive evidence that implementing the IPA module into an English speaking course increased students' levels of learning engagement in three dimensions: behavioral, emotional, and cognitive engagement. Students also revealed positive opinions on the implementation of the IPA module. This study highlighted the importance of the seamless connection between instruction and assessment, which dynamically enhances students' speaking ability while engaging them in the learning process. Therefore, it can be concluded that the implementation of the IPA module could be an alternative instructional and assessment model that can effectively improve undergraduate students' English speaking ability as well as increase their level of learning engagement.

Field of Study:	English as an International Language	Student's Signature .....
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the 21st century, a shift in educational paradigms is evident, particularly in English language instruction and assessment. There are new pedagogical approaches and assessment methods that have been proposed and used. For example, nowadays English language teaching has changed from grammar-based instruction to communication and performance-based instruction (Adair-Hauck et al., 2006). With reference to the American Council on the Teaching Foreign Language (ACTFL) (2011), language educators have agreed that the development of learners' language proficiency through modes of communication which seem to reflect real-life situations is currently the goal of language teaching.

As for communication skills, it is undeniable that conversation is considered an important element of schooling and teaching pedagogy. Hence, language development is one crucial factor for building interaction and engaging learners into social relationships as well as creating a sense of belonging (Mousena & Sidiropoulou, 2017). In EFL settings, learners tend to use their English-speaking skills both inside and outside classrooms. To illustrate, while EFL learners need to be able to speak English in the classroom, they are also expected to be able to speak English when encountering a foreigner outside class or when they pursue a job after graduation. Put another way, learners need to master effective English speaking skills because those who can speak English well seem to have a greater opportunity for achieving higher education and getting better jobs (Baker & Westrup, 2003). However, it was found that EFL learners

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tend to have less motivation in learning English speaking. Most importantly, they seem to have inadequate English speaking ability even after years and years of instruction. This is partly due to the fact that the lack of an English speaking environment affects learners' opportunities to speak and practice English outside the classroom (Nakhalah, 2016). Simply put, there are inadequate inputs for learners to effectively learn English, so speaking the language seems to be difficult for EFL learners. Therefore, English speaking instruction is very important as it is the opportunity that enhances learners' likelihood of mastering English speaking skills. However, although English speaking courses are offered in many educational institutes in EFL settings, teaching pedagogy used in each institute is different. Despite the fact that Communicative Language Teaching (CLT) has long been implemented in many countries, including Thailand, it seems that EFL learners' English speaking proficiency is still unsatisfactory (Atagi, 2011). For this reason, passively learning to speak English in class alone may not be enough to develop learners' speaking ability. An alternative is to simultaneously engage them in the learning process.

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Accordingly, learning engagement may be considered another important factor to help promote learners' speaking ability. Learning engagement is defined as learners' interaction in school concerning their time and effort, which leads to learning development (Trowler, 2010). Recent research has shown that engagement contributes to learners' positive outcomes in the educational system (Gunuc & Kuzu, 2015). It is believed that learners learn best when they engage in the learning process. Previous studies have revealed that if instructors wanted to engage learners, they had to modify their instructional approach so that learners could have interaction with the teaching materials, as this led to meaningful learning (Grasha, 1990; Huba & Freed, 2000). It is

believed that once learners are engaged, they are more likely to be active learners and be more willing to participate in learning both inside and outside the classroom, which contributes to learners' academic success (Mackenzie, 2014). Studies on learning engagement play a significant role in educational research studies, particularly in educational psychology, because there is a good possibility that having engaged learners generally yield a positive learning outcome in the educational system (Gunuc & Kuzu, 2015). However, it is reported that learning engagement tends to decline starting from elementary to middle school, and learners reveal the lowest engagement level in their high school. To illustrate, research showed that 40% to 60% percent of high school learners are disengaged (Martin & Torrers, 2016). In higher education, it is even more challenging for instructors to engage learners in classroom learning. If instructors want to engage learners in learning, their role is important, as they have to assist learners in interacting with the content and encourage them to develop their own knowledge. Thus, selection of effective teaching methods can contribute to an increase in learning engagement and lead to learners' positive learning outcomes (Collaço, 2017).

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Apart from modifying pedagogical approaches and promoting learning engagement that may contribute to learners' positive learning outcomes, it is also well-established that selection of assessment methods is another important aspect of language education. This is due to the fact that assessment reflects how instructors identify learners' needs, indicate their progress, and determine instructors' instructional plan (Frank, 2012), so appropriate selection of assessment methods can contribute to positive learning outcomes. As for traditional assessment, it is defined as a method of assessment that is typically based on pencil-and-paper tests and quizzes (Mertler, 2017),

which is widely used in classrooms since instructors can assess many learners at the same time. However, in traditional assessment, instruction and assessment are seen as two separate constructs. Traditionally, the assessment takes place after the completion of a unit of teaching and is represented as the final assessment, usually in the form of letter grades or comments at the end of a unit. It is assumed that such a form of assessment might not contribute to learners' language improvement since it does not provide adequate information for learners to improve themselves (Tunstall & Gipps, 1996). Currently, it seems that the end product of learners' learning in the form of a score or grade may not be the only ultimate goal of language teaching. In contrast, it is crucial for the instructors to also explore the learners' learning process rather than the end product alone. When considering the type of assessment, both summative and formative assessments have been used in classroom assessment. As for the summative assessment, it is defined as the assessment method that aims to assess what learners have learned at the end of the course and how well they meet the course objectives (Brown & Abeywickrama, 2018). It could be seen that summative assessment alone is probably inadequate to assess learners' learning processes. As a result, formative assessment has been widely adopted by language instructors to mirror how learners learn the language. Formative assessment refers to the assessment method that evaluates learners' performance in terms of their progress in building their competence and skills, as well as the aim of continuing their learning development process (Brown & Abeywickrama, 2018). The use of formative assessment may not only help language instructors provide immediate assistance to learners, but it may also assist learners in improving themselves along the process of their learning. This is due to the fact that formative assessment focuses on learners' performance as it happens and actively

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involves both instructors and learners in the learning process (SEDL, 2012). There are many types of assessments for assessing learners formatively. One of it is Integrated Performance Assessment (henceforth IPA). It is believed that IPA provides a rich opportunity for instructors and language learners to focus on learning progress of learners.

To accommodate both instruction and assessment, a new language learning assessment paradigm has been devised to support ongoing, formative, and standard-based assessments which aim to seamlessly integrate instruction and assessment (Adair-Hauck & Troyan, 2013). The American Council on the Teaching of Foreign Languages (ACTFL) designs the assessment protocol that assesses language learners' progress in order to meet the National Standard across World-Readiness Standards for Learning Language, known as the 5 Cs, providing a rationale for language education (Adair-Hauck et al., 2015; Center for Advanced Research on Language Acquisition, 2019). The 5 Cs include communication, cultures, connections, comparison, and communities. The IPA is designed to assess whether language learners can communicate in a foreign language across different modes of communication. Generally, the IPA is defined as a multi-cluster of assessment featuring three modes of communication, including interpretive, interpersonal, and presentation. While focusing on the modes of communication, it is crucial to incorporate the 5 Cs standards when implementing the IPA in foreign language classrooms. The IPA is believed to be an effective assessment and instructional approach as it is a performance-based assessment that enables learners to perform tasks that are meaningful, motivating, and suitable for their background. Moreover, the IPA is an authentic assessment since it mirrors real-world tasks. In the IPA, authentic assessment is underlined for providing the real-world

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context necessary to assess learners' competence based on the 5 Cs goal areas (Adair-Hauck et al., 2015; Sandrock 2008). Most importantly, the IPA offers a seamless connection between instruction and assessment. In other words, the IPA blends classroom instruction and experiences by prevailing the disconnection between instruction and assessment from the traditional assessment.

Another aspect of the IPA that shows great potential in learners' language learning is feedback. In the past, it seemed that feedback occurred after the completion of the instructional unit, so some types of feedback that occurred after the instructional phase, such as grades or a score from a standardized test, might not provide learners with a rich opportunity to improve themselves along the learning process (Tunstall & Gipps, 1996). However, since the new paradigm of feedback shifted to ongoing, formative, and standard-based assessments, the IPA feedback is believed to fit the new paradigm. To illustrate, an IPA session provides dynamic and ongoing feedback that raises learners' awareness of their learning improvement. The feedback aspect of IPA is involved in each mode of communication so as to enable learners to realize their strengths and weaknesses during the process of their learning. That is, learners can realize what they have to do in order to improve their language performance based on the authentic task across the three modes of communication. Moreover, the IPA feedback is considered a co-constructive feedback that provides responsive assistance. In essence, the description of feedback from instructors and learners is the benefit of the IPA feedback loop, as it helps provide useful information for both instructors and learners. The IPA is also useful for instructors to prepare the next stages of teaching in the next IPA unit.

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At Nakhon Pathom Rajabhat University, students who study English as a foreign language (EFL), majoring in English Education, are required to enroll in a variety of English courses. As regards the English speaking course, it is considered a highlighted course in this program because English speaking ability is necessary for them to communicate in the classroom as well as in their future careers and other social situations in their real life. For example, students may be required to deliver a presentation in English when they work for an international company or organization. Besides this, it is obvious that speaking English is deemed an essential skill among pre-service instructors in language education programs as the students need to deliver their lessons effectively in English when they become instructors after graduation. However, it has been observed that most students struggle with English speaking courses and find it challenging to use English in the classroom. In terms of classroom assessment at this university, students are evaluated mostly by means of a summative assessment. That is, half of the scores in each course are based on the midterm and final examinations. In this regard, instructors and students may overlook the individual development while the students are still in the learning process. To explain, instructors may not have adequate information about the level of assistance needed, and the learning process that students undergo to improve their speaking ability is based on only their scores from mid-term and final examinations. Students may always be anxious about their exam results, so they mostly pay attention to what is tested rather than what they have learned during the learning process. As a result, students may not achieve the learning outcome as they should be because they may focus too much on memorization rather than comprehension. More importantly, a lack of feedback sessions may be another issue that deprives students of a chance to improve themselves. In fact, giving feedback is

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important because it provides students with useful information they need for further development. In speaking courses, students are usually more concerned with whether they can pass speaking tests than with how and whether they can apply the in-class speaking activities in their real-life situations. Therefore, it is vital to enable students to learn and use speaking skills beyond the classroom. To this end, the IPA was implemented in a speaking course in order to explore if this type of assessment could help develop students' speaking ability. It was expected that the IPA could be used as an alternative to seamlessly connect instruction and assessment in order to develop language skills of students and enhance their language learning outcomes.

Research studies on the IPA have been conducted mostly in the United States. They have shown a positive result towards the implementation of the IPA in different foreign language classes. However, to date, little research on the IPA with learners who speak English as a foreign or international language has been conducted. This study, therefore, aimed to investigate the effects of the IPA on Thai EFL students' speaking skill development to see if this type of assessment is effective for use in the Thai context.

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1.2 Research Questions

The present study was guided by the following questions:

1.2.1 What are the effects of an IPA module on undergraduate students' English speaking ability?

1.2.2 What are the effects of an IPA module on undergraduate students' learning engagement?

1.2.3. What are undergraduate students' opinions on the implementation of an IPA module?

1.3 Objectives of the Study

The objectives of this study were as follows:

1.3.1 To investigate the effects of an IPA module on undergraduate students' English speaking ability

1.3.2 To examine the effects of an IPA module on undergraduate students' learning engagement

1.3.3 To explore undergraduate students' opinions on the implementation of an IPA module

1.4 Statement of Hypotheses

According to the literature review, the IPA is believed to be an effective assessment protocol that consistently links instruction and assessment together (Adair-Hauck et al., 2015). It has been reported that the implementation of the IPA could change the design of assessment in a foreign language classroom (Adair-Hauck et al., 2006). A number of studies have reported successful implementation of IPA (Adair-Hauck et al., 2006; Glisan et al., 2007; Zapata, 2016) even though they were implemented in various foreign and second language learning contexts. A study by (Adair-Hauck et al., 2006), for example, showed the positive results that IPA encouraged instructors to refocus on the instructional plan in order to meet learners' needs. In terms of learners' opinions on the implementation of the IPA, Zapata (2016) reported that learners expressed a positive view on the IPA and some of them could see the connection between instruction and assessment through the use of the IPA. The IPA model is also considered useful when learners have prepared the assessment task. Most importantly, Glisan et al. (2007) found that incorporating the presentational mode into the instruction, as suggested by the IPA, could increase learners' speaking performance.

Based on the assumptions of the previous studies, the hypothesis of the current study was formulated as follows:

1.4.1 After the implementation of an IPA module, the students' posttest mean score of speaking ability is higher than the pretest mean scores.

1.5 Scope of the Study

This research focused on the implementation of the IPA module in an English speaking course in the context of Thai EFL undergraduate students. The primary purpose was to examine whether the IPA had positive effects on Thai EFL undergraduate students' speaking ability in an English speaking course. Additionally, the study aimed to explore if the IPA could also contribute to development of students' learning engagement in an English speaking course. This study further investigated students' opinions on the implementation of an English instructional module with the IPA in their English speaking classes. Three variables were presented in this study. The independent variable was an English instructional module with the IPA, while the two dependent variables were students' speaking ability and their learning engagement. The data collection period was in the first semester of the academic year 2021. The English speaking course was divided into three IPA units with a total of nine weeks. The theme of each IPA lesson was based on students' interests concerning a general speaking topic such as traveling, eating, or young people.

1.6 Definition of Terms

The definitions of the terms of this research study are as follows:

1.6.1 Integrated Performance Assessment (IPA)

The IPA is an assessment protocol originally designed by the American Council on the Teaching of Foreign Languages (ACTFL). The purpose of the IPA is to measure learners' progress and determine if they meet the specific aspects of the National Standards for Foreign Language Learning in the 21st Century. The design of the IPA mirrors how communication occurs in the real world. With regard to the structure of the IPA, it is a multi-task assessment represented by the three modes of communication, including interpersonal, interpretive, and presentational (Adair-Hauck et al., 2015). In this study, the IPA was used in an English speaking course. Apart from focusing on the communication mode, the IPA incorporated the World-Readiness Standards for Learning Language, commonly referred to as the 5 Cs: communication, cultures, connections, comparison, and communities. These five standards were incorporated into the design of the IPA to align with the nature of IPA assessments. Based on the 5 Cs standards, in addition to the three modes of communication, the integration of culture into the IPA reflected the significance of understanding and exploring cultural practices and perspectives. It also involved making connections between the target language and other disciplines. Furthermore, students were encouraged to compare their own language and culture with the target language and culture. Lastly, the sharing of language and culture beyond the classroom was also an essential aspect of IPA.

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In terms of assessment, IPA rubrics were specifically designed and simplified to be learners-friendly so that learners could clearly understand the scoring criteria. Learners then received feedback on their performance based on these rubrics, enabling them to gain insights into their strengths and areas for improvement. As part of the assessment process, the IPA employed the principle of co-constructive feedback, which

entailed dynamic collaboration between instructors and learners in providing feedback on learners' performance. By the end of the IPA co-constructive feedback session, learners would understand the level of their performance and realize what they needed to improve further.

1.6.2 IPA Module

The IPA module refers to the instruction and assessment method used in this study. The IPA module comprised three modes of communication, namely interpretive, interpersonal, and presentational, which were combined into a single-unit assessment and integrated within the same theme or content into tasks in a unit. The present study involved three IPA modules that were conducted over a period of nine weeks, with each module lasting three weeks for unit completion. Each assessment task in the IPA module reflected the necessary information and linguistic interaction required for students to perform subsequent tasks in the same unit of assessment, based on the principle of each communication mode. The interpretive IPA mode entailed the interpretation of meaning from the written or spoken form, where students were required to listen to or read an authentic text and answer questions. In the interpersonal mode, students engaged in active negotiation of meaning with others, while the presentational mode involved the production of oral messages with interpretation made by the audience. In this mode, students were asked to present their ideas, research, or opinions in the form of speech production. Upon the completion of each IPA mode, students took the unit test and were assessed using IPA rubrics. During the IPA assessment, a co-constructive feedback session was conducted, involving active collaboration between students and the instructors. It is worth noting that the feedback session in the three modes of communication was conducted in Thai in order to ensure

that students could understand what they were required to do to meet the performance expectation and what still needed to be improved in the next IPA lesson. As for the role of the instructors in this study, providing IPA feedback was a critical aspect of developing students' speaking ability. The type of feedback in the IPA in this study was co-constructed, aiming to raise students' awareness of their strengths and weaknesses in English speaking.

1.6.3 Speaking Ability

Speaking ability refers to the ability to orally share and exchange information with other people. In this study, speaking ability involved the use of speaking micro- and macro skills (Brown & Abeywickrama, 2018). The speaking micro skills in this study concerned the use of stress patterns and speaking fluency. The speaking macro skills referred to learners' ability to accomplish communicative function, convey meaning by using non-verbal cues along with a spoken language, and use appropriate speaking strategies.

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1.6.4 Speaking Instruction

With regards to the speaking instructional design in this study, the speaking instruction cycle designed by Goh and Burns (2012) was used. The speaking instructional cycle was utilized to design the speaking tasks in the IPA module. To assess students' speaking ability, the IPA was implemented as the assessment tool. The three speaking tasks in the IPA module were provided to measure students' speaking ability development. For example, students watched a video and answered the questions in the interpretive task before sharing their opinions on the topic in the interpersonal task. Finally, students delivered a speech in the presentational task. In this study, it was

expected that students' speaking ability should be developed through the implementation of the IPA module. As for speaking assessment, the IPA rubric was developed to assess students' development of speaking ability.

1.6.5 Learning Engagement

Learning engagement refers to the interactions that learners have in school. The interaction involves learners' time, and effort contributing to the enhancement of their learning development (Trowler, 2010). In this study, the level of learning engagement before and after the implementation of the IPA module was compared. The three types of learning engagement investigated in this study included behavioral, emotional, and cognitive engagement. Behavioral engagement referred to students' learning behavior in class during the implementation of the IPA module. Emotional engagement involved students' emotions in terms of enjoyment, sense of belonging, sadness, and boredom in the IPA class. The emotional engagement referred to students' emotional reactions to instructors and their classmates during the implementation of the IPA module. Lastly, cognitive engagement referred to the degree of students' willingness and effort to perform the IPA task. To investigate learning engagement before and after the implementation of the IPA module, an engagement self-report and questions for the in-depth interview were used.

1.6.6 Undergraduate Students

In this study, undergraduate students referred to third-year students majoring in English Education at a public university in Nakhon Pathom Province. They were enrolled in the English Listening and Speaking course in the first semester of the academic year 2021. Their level of English proficiency was at Novice, Intermediate,

and Advanced level as determined by the scores obtained from the online EF set test which was a standardized language test.

1.7 Significance of the Study

The present study aimed to investigate the effects of an IPA module on undergraduate students' English speaking ability and learning engagement, as well as their opinions on the implementation of an IPA module. In terms of theoretical significance, it was anticipated that this study would contribute to a better understanding of how the IPA can be implemented to develop English speaking ability of students who are learning English as a foreign language. Additionally, the study findings may reveal how the IPA can be utilized to promote students' learning engagement. Particularly, since IPA has not been implemented in the Thai context before, this research may provide evidence as to whether this assessment protocol is appropriate for and can be effectively implemented in the Thai EFL context.

Pedagogically speaking, the findings may lead to the development of an instructional and assessment model in foreign language courses, especially English speaking courses. The findings could be used as a guideline for instructors or course developers who wish to create a course that helps develop students' speaking ability and engagement. The results of this study may also provide useful information regarding students' opinions on the implementation of the IPA, thus offering richer data for instructors and course developers who wish to design and integrate an IPA module into their classes to better meet students' needs. Moreover, the findings of this study are beneficial as it may contribute to a more profound understanding of IPA implementation in order to develop language skills of language learners who are trying to develop their English speaking skills in a Thai context.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews related literature and research on the topics of integrated performance assessment, learning engagement, and speaking ability.

2.1 Integrated Performance Assessment

According to Adair-Hauck et al. (2015), integrated performance assessment or IPA is defined as "a multi-task cluster assessment featuring three tasks, each of which reflects one of the three modes of communication, including interpersonal, interpretive, and presentational" (p. 22). This multi-task is outlined in the Standard for Foreign Language Learning in the 21st century (National Standards in Foreign Language Education Project (NSFLEP), 1996, 1999, 2006). The standard features five goal areas, known as the 5 Cs outlined in World-Readiness Standards for Foreign Languages, including communication, cultures, connections, comparisons, and communities (Adair-Hauck et al., 2015). In addition, Center for Advanced Research on Language Acquisition (2019) defines the IPA as the assessment protocol that assesses learners' language at different levels of proficiency, including novice, intermediate, and advanced. The IPA entails the use of standard-based and performance-based language assessment. To assess learners, the IPA is utilized with a scoring rubric to assess learners' performance, whether they meet, exceed, or do not meet expectations upon the task completion. The IPA rubrics is provided and further explained later on in this chapter.

In terms of the emergence of the IPA, Glisan et al. (2007) point out that standards-based assessment in the United States was demanded many years ago. In this

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regard, the American Council on the Teaching of Foreign Languages (ACTFL) received a fund to create an assessment protocol to measure learners' progress if they meet the Standard for Foreign Language Learning (SFLL). This assessment protocol is the IPA, which is considered a new invention of assessment protocol representing great potential for assessing learners in the three modes of communication (Adair-Hauck et al., 2006). To date, the IPA is implemented at different levels of education, including middle school, high school, and university levels (Davin et al., 2011).

The design of the IPA mirrors how communication happens in the real world. With regards to Glisan et al. (2007), the purpose of IPA development is to measure learners' progress if they meet the specific aspects of the National Standards for Foreign Language Learning in the 21st Century and to seamlessly connect instruction and assessment. In other words, using the IPA develops both learners' performance and instruction. Another purpose of the IPA creation is to identify the national need for assessing learners' progress toward the content area of the National Standards to demonstrate learners' performance outlined in ACTFL performance descriptors and delineate the progress toward specific proficiency levels in the ACTFL proficiency guidelines. It is assumed that the IPA prototype provides a process which is beyond the current practice in language assessment. That is, the IPA determines the level of learners' capability in the interpretation of authentic texts in a foreign language; interaction by using the target language in the form of written or oral presentation; and presentation in oral and printed messages to the audiences (Adair-Hauck et al., 2015).

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In connection with the need for the IPA, the IPA in association with linguistic and cultural competence in the global community is discussed. To illustrate, the field of language education in the United States has emphasized what language learners

should know and be able to do with the language and how they should be strongly engaged to learn and construct meaning in real-world situations beyond the classroom environment. Most importantly, the IPA also serves to integrate instruction, learning, and assessment altogether, contributing to desirable outcomes of classroom learning.

Apart from its role as the assessment tool for measuring learners' proficiency in standards-based assessment, the IPA is believed to conceptualize foreign language by incorporating it with other disciplines and the 21st-century skills. That is, the IPA enriches the readiness of language learners in terms of life and work preparation in the 21st century. According to the Partnership for 21st Century Skills (2011) as cited in Adair-Hauck et al. (2015), the IPA promotes language learners' abilities in terms of "visual and information literacy, cultural literacy and global awareness, curiosity, creativity, risk-taking, higher-order thinking and sound reasoning, teaming and collaboration, interactive communication, effective use of real-world tools, and life and career skills" (p. 15).

Moreover, it is believed that the IPA potentially plays an important role in changing learners' learning mindsets (Adair-Hauck & Troyan, 2013). Dweck (2007) conducted research on learners' mindsets and found that there are two types of mindset—a fixed mindset and a growth mindset. Learners' fixed mindset refers to the belief of learners in what makes them smart, and this rule is frequently embedded in learners' learning. In contrast, learners' growth mindset refers to when learners believe that their abilities can be further developed. Through the assessment method using co-constructed feedback in the IPA, it is assumed that learners' growth mindset can be promoted in their language learning.

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2.1.1 Characteristics of the IPA

There are six important characteristics of the IPA for the instructors or course developers to be aware of before designing and implementing this type of assessment into the language courses (Adair-Hauck et al., 2015; Sandrock 2008). The six features are as follows:

To begin with, as previously mentioned, the IPA is based on the three modes of communication consisting of interpretive, interpersonal, and presentational as outlined in the Standard of Foreign Language Learning in the 21st Century (National Standards for Foreign Language Education Project, 1996, 1999, 2006 as cited in Adair-Hauck et al., 2015). These three modes are integrated as one unit assessment and aligned within the same theme or content throughout the tasks in one unit. Each task reflects the necessary information as well as the linguistic interaction needed for learners to perform the subsequent tasks in the same unit of assessment. Based on the principle of each mode, the interpretive IPA refers to the interpretation of meaning from the written or spoken form. In this task, learners are asked to listen to or read an authentic text and answer the questions. According to Troyan et al. (2023), the interpretation of cultural meaning is integrated in this IPA mode. As for the interpersonal mode, it is defined as the active negotiation of meaning among individuals. In the IPA interpersonal task, learners are asked to perform an oral interpersonal task with the members in conversation. The last IPA mode is presentational which is the production of oral or written messages with the interpretation made by the audience. In this mode, learners are asked to share their idea, research, or options in the form of oral or written production. These principles serve as a key component of the design of the IPA unit (Adair-Hauck et al., 2015; Sandrock 2008).

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Figure 1:

Integrated Performance Assessments: A Cyclical Approach (Glisan et al., 2003, p. 18)

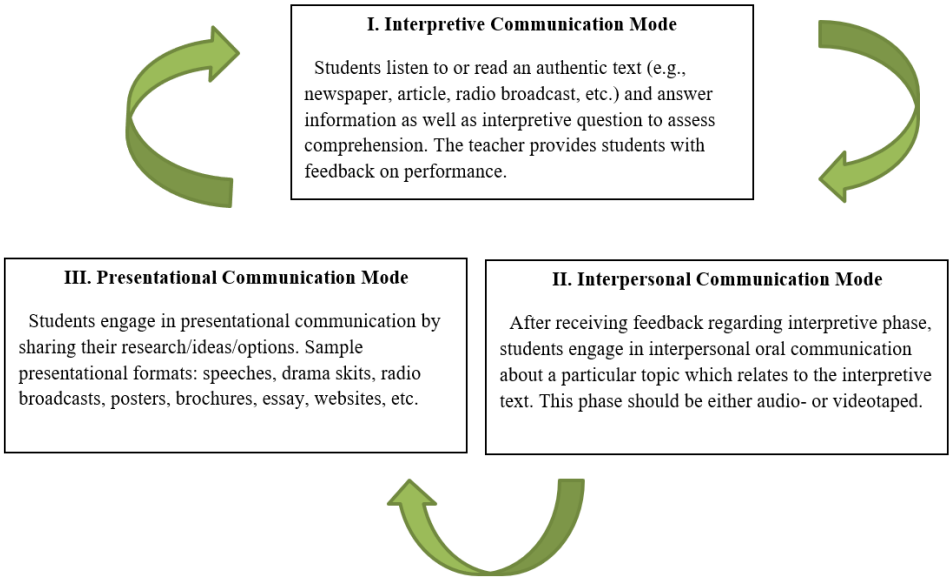

Figure 1 provides a cyclical approach of the IPA to portray language performance in the three modes of communication according to ACTFL performance descriptors for language learners. The performance descriptors encompass the communicative purpose concerning the three modes of communication and depict how language learners meet the expectation of each mode. To understand what language learners should perform in three modes of communication, it is important to clearly understand the principle in each mode. Table 1 illustrates the principles of three modes of communication.

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Table 1:

The Principles of Three Modes of Communication (American Council on the Teaching of Foreign Languages, 2012)

Interpretive	Interpersonal	Presentational
- Interpretation of what the writer, speaker, or sender of the message wants the recipient to comprehend	- Active negotiation of meaning among learners - Active negotiation of the meaning of the message among learners	- Production of the messages with the purpose to inform, explain, persuade, or narrate
- One-way communication without the need of assistance in negotiating meaning with the writer, speaker, or message sender	- Members in conversation observe and monitor to notice how meaning and intention are being corresponded.	- One-way communication proposed to assist the interpretation by members of the other culture where no direct chances for meaning negotiation between members of the two cultures exist
- Interpretation is different from comprehension and translation since it entails learners' ability in reading, listening, or viewing "between the line" as well as the understanding from inside the cultural attitude or viewpoint.	- Adaptation and clarification are created accordingly.	- To make sure that the target audience successfully interprets the messages, the speaker needs to know the language and culture of the audience.
- Examples of tasks include reading websites, stories, articles; listening to speeches, messages, songs; or viewing videos of authentic materials.	- Examples of tasks include speaking in conversation, reading and writing text messages or in social media.	- Examples of tasks include writing messages, articles, reports; speaking in the form of telling a story, giving a speech, describing a poster; or visually presenting in the form of video or PowerPoint.

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Based on Table 1, the implementation of the principles of the three modes of communication in the speaking course involved adjusting each principle according to its purpose, aiming to enhance speaking ability. However, in this study, the interpretive mode was utilized as the input to equip learners with sufficient information about the speaking topic. This enabled them to engage in speaking tasks in the interpersonal and presentational modes, respectively. While the principle of the interpretive mode was not directly linked to speaking ability, it was crucial to include it to ensure learners were adequately and effectively prepared for subsequent speaking tasks.

In accordance with the Center for Advanced Research on Language Acquisition (2019), three modes of communication in the IPA are aligned within a single theme, which mirrors how learners acquire and utilize language in a classroom and real-world situations. Before the implementation of each mode, instructors provide learners with information and generate linguistic interaction that is essential for completing the subsequent task. Adair-Hauck et al. (2015) explained that the IPA generally employs themes related to learners' interests and correspond with the curriculum. Below are examples of themes used in the IPA lesson from different fields divided by the level of learners' proficiency.

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Table 2:

Example of IPAs from the Fields (Adair-Hauck et al., 2015, p. 82)

Level	Theme(s)
Novice	Vacation
	International studies
Intermediate	Famous Persons
	Ecology
	Poetry as Social Commentary
Intermediate High	Healthy Eating
	Immigration
	Dandelion School Transformation Project
Advanced	Divorce
	Freedom

Table 2 is served as an exemplar for themes created in the IPA module. However, it is noteworthy that this model is specifically designed based on different instructional contexts. Therefore, these examples may not be applicable to all contexts and the themes should be adapted based on different instructional contexts.

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As for the second characteristic, the IPA is a performance-based assessment that enables learners to perform tasks that is meaningful, motivating, and suitable for their background (Adair-Hauck et al., 2015; Sandrock 2008). To explain, a performance-based assessment focuses on a learner-focused assessment task that requires learners to perform tasks by using skills they have learned in class. This type of assessment involves learners' collaboration to complete the work based on general topics and the delivery of a presentation is required in the final stage. It is believed that a performance-based assessment shows great potential for learners' performance. For example, performance-based learning provides learners with the skills which are necessary for

the modern workplace. That is, it does not rely on memorization; however, it concerns critical thinking and problem-solving skills. It is also important to note that a performance-based assessment is helpful for English language classrooms since it consists of a broad range of skill levels and languages. Moreover, when learners work in groups, learners with different proficiency can improve their English skills together. Most importantly, it is believed that a performance-based assessment offers learners the empowerment and engagement in learning because learners are assessed on how well they can present their work, rather than focus on memorization only (Murphy, 2017). For this reason, a principle of a performance-based assessment has influenced the design of the IPA and it is considered one of the important characteristics of the IPA.

Thirdly, the IPA is considered an authentic assessment as it mirrors real-world tasks (Adair-Hauck et al., 2015; Sandrock 2008). An authentic assessment refers to an assessment method which is based on real-world tasks concerning the meaningful application of fundamental knowledge and skills (Mueller, 2005). Accordingly, the IPA tasks are designed to feature the authentic task which is based on the real-world situation. In the IPA, the authentic assessment is underlined for providing the real-world context in order to assess learners' competence based on the 5 Cs goal areas. According to Wiggins and McTighe (2005), there are six characteristics of the authentic tasks featured in the IPA. To illustrate, the tasks are realistic when assessing learners' knowledge and ability in real-world situations; showing judgment and innovation; demanding learners to perform the academic subject rather than focus on memorization so that they complete a language task in a meaningful way; imitating or recreating the context in which adults are tested in the working environment and daily life so that learners can interact with the real audience, not only in a classroom environment;

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assessing learners' ability to efficiently and effectively use a collection of knowledge and skills to complete a complex task; and providing learners with opportunities to rehearse, practice, explore resources, receive feedback, and refine performances and products.

Another characteristic of the IPA is its developmental nature. The development in the IPA refers to the developmental progress of language learners toward the specific levels of proficiency outlined in the ACTFL Proficiency Guidelines (2012a) which is the descriptions of what language learners can do with the language in four skills including speaking, writing, listening, and reading at different levels of proficiency based on real-world situations. The proficiency levels are ranged along the continuum of language learning labeled Novice, Intermediate, Advanced, Superior, and Distinguished. In the IPA, the ACTFL Proficiency Guidelines incorporate the ACTFL Performance Descriptors designed as a roadmap for demonstrating how language learners use the language across the three levels of proficiency in the three modes of communication including interpretive, interpersonal, and presentational. Hence, the IPA is designed based on the developmental nature of learners' progress based on their proficiency levels (Adair-Hauck et al., 2015; Sandrock 2008; Troyan et al., 2023). Figure 2 below illustrates ACTFL Proficiency Guidelines (2012):

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Figure 2:

ACTFL Proficiency Guidelines (2012)

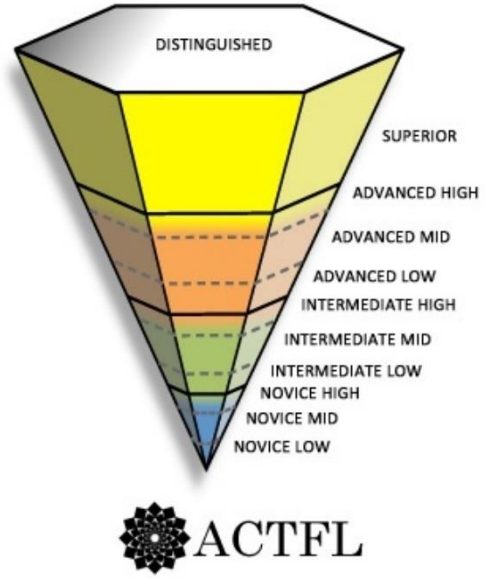

Figure 2 depicts the levels of proficiency based on ACTFL Proficiency Guidelines. As can be seen, Advanced, Intermediate, and Novice levels of proficiency are divided into sublevels, which are high, mid, and low levels, respectively

Furthermore, the IPA is a standard-based assessment focusing on the integration of the standard goal areas outlined in the World-Readiness Standards for Learning Languages (the 5 Cs). In the present study, apart from emphasizing the communication standard in three modes of communication, the IPA was also combined with the other four standard goal areas in the 5 Cs, namely cultures, connections, comparisons, and communities. The incorporation of the communication goal in three modes of communication with the other standard goal areas was reflected in the IPA assessment tasks which was further explained in the redesign of the unit plan (Adair-Hauck et al.,

2015; Center for Advanced Research on Language Acquisition, 2019; Sandrock 2008). Table 3 illustrates how the 5 Cs standards goal areas were integrated in the IPA module in this study.

Table 3:

A Summary of World-Readiness Standards for Learning Languages (ACTFL, 2023)

Standards	Description
Communication	Focuses on three modes of communication: interpretive, interpersonal, and presentational
Cultures	Emphasizes understanding and exploration of cultural practices and perspectives
Connections	Links between the target language and other disciplines
Comparisons	Encourages learners to compare their own language and culture with the target language and culture
Communities	Highlights the importance of real-world applications beyond the classroom

The last important characteristic of the IPA is its seamless connection between instruction and assessment. In other words, the IPA blends classroom instruction and assessment different from traditional assessment. In so doing, the IPA concerns the reconceptualization of the assessment practice. Recent research in language assessment has emphasized the use of assessment information for improving instruction and learning. It is believed that a performance-based assessment, authentic assessment, the model of performance description, and the role of feedback in the assessment are considered important elements for linking instruction and assessment in a seamless manner. Consequently, this concept is inserted in the IPA as one of the important characteristics (Adair-Hauck et al., 2015; Sandrock 2008; Troyan et al., 2023).

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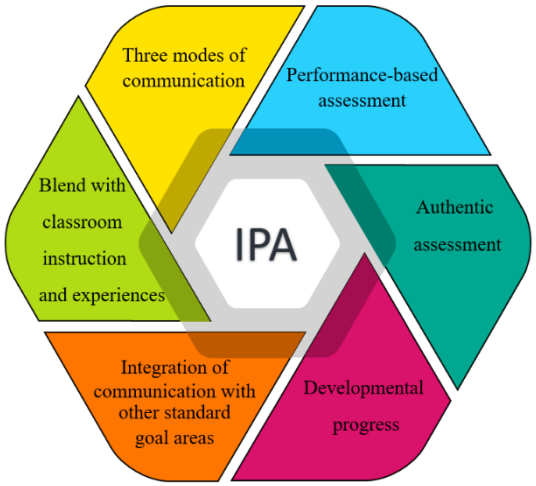
Based on the six characteristics of the IPA described above, the theoretical framework is illustrated below:

Figure 3:

IPA Theoretical Framework



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2.1.2 The Overview of the IPA Tasks

The IPA generally starts with an overview of the lesson providing contexts and purposes of the authentic tasks. The instructor then provides learners with the assessment framework prior to the instruction in order to explain how each task is related to others (Adair-Hauck et al., 2015). The overview of the three tasks is explained as follows:

2.1.2.1 Interpretive Task

As for the interpretive mode, the task includes receptive skills, which are either reading or listening. In this case, learners are assigned to read, listen,

or watch authentic materials related to the topic of the lesson. Shrum and Glisan (2010) point out that the interpretive tasks concern both literal comprehension and interpretation of the text. In the current trend of the IPA, either bottom-up or top-down processing is used by language learners to construct meaning. As for bottom-up processing, the language elements are analyzed in a consecutive order. That is, language learners construct the meaning of the text from small to larger units. In contrast, learners use contextual and background knowledge to negotiate the meaning in top-down processing. In the interpretive task, learners use both approaches to interpret and understand the text. However, the task types in the interpretive mode may be different depending on the age, background, and level of proficiency of language learners (Adair-Hauck et al., 2015). National Capital Language Resource Center (2014) mentions that the interpretive tasks allow the instructor to blend the embedded knowledge of learners with the new information from the lesson and remove unnecessary information, so only the key points or concepts are emphasized.

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According to Adair-Hauck et al. (2015), learners' performances in interpretive mode are illustrated from literal to interpretive comprehension. In the IPA interpretive tasks, literal comprehension includes keyword recognition, main idea detection, and supporting detail detection. These skills concern the surface level of meaning so it is considered a literal comprehension task. For interpretive comprehension tasks, the performance expectation includes organization features, guessing the meanings from contexts, inferences, the author's perspective, and cultural perspectives. Noticeably, learners tend to expose the deeper meanings of the text by using the skills required in the

interpretive comprehension tasks. Nevertheless, the level of task complexity in interpretive task types may be different depending on the learners' background. For instance, the task for young learners may include only a prediction in the story while adult learners' task may be about getting the author's viewpoint on the topic (Adair-Hauck et al., 2015).

2.1.2.2 Interpersonal Task

With reference to National Standards for Foreign Language Education Project (1999), the interpersonal mode of communication generally concerns two-way communications which can be both in written and oral forms (Adair-Hauck et al., 2006). However, the IPA interpersonal task is solely based on the oral interpersonal communication. To support this idea, Shrum and Glisan (2005) explain that the IPA interpersonal mode refers to oral communication. Firstly, the IPA interpersonal task requires two or more speakers in the conversation in order that they can exchange information accordingly. More importantly, the speakers in this mode of communication engage in conversation and perform tasks without a script or memorization. To this end, speakers are required to listen, interpret, and negotiate the meaning for each other in order to understand the messages.

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According to Adair-Hauck et al. (2015), the IPA interpersonal task includes interactive tasks such as telephone conversations, face-to-face interaction, or written correspondence. Learners exchange information and reveal their feelings and opinions toward the topic of the lesson. In oral interpersonal communication, however, learners speak spontaneously with their partners without a script. The two speakers discuss the information derived from

the interpretive tasks. Consequently, the information obtained from the interpersonal task is needed to continue the next task in the presentational mode. The task types include sharing information, filling the information gap, or having a discussion. Content and appropriate register and pragmatics are basically highlighted in this task (National Capital Language Resource Center, 2014). In terms of language performance in the IPA interpersonal task, learners are expected to negotiate the meaning of the text with other members or partners of the conversation. In completing the task, learners generally notice and observe themselves to reflect on how they communicate with each other in the interpersonal task. During this process, adjustments and clarification of meaning construction are made. To implement the IPA interpersonal task, instructors first illustrate an example of the task in the form of a video and then provide learners with the interpersonal rubric so that they can understand the criteria of the interactive speaking performance. Upon task completion, learners are scored by using the IPA interpersonal rubric then instructors provide feedback on learners' performance. It is suggested that instructors should demonstrate the model performance to enhance learners' understanding of the criteria they are expected to achieve.

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2.1.2.3 Presentational Task

The IPA presentational mode of communication concerns one-way communication. Following Adair-Hauck et al. (2015), the task in the IPA presentational mode refers to a speaking or writing activity in which learners perform a one-way communication in the role of a speaker or a writer. Sandrock (2008) maintains that the IPA presentational task focuses on the delivery of the

message as well as audience awareness. Examples of the task in the IPA presentational mode are giving an oral presentation and creating newscasts or videos, reports, brochures, or PowerPoint slideshows (Adair-Hauck et al., 2015; National Capital Language Resource Center, 2014). Learners use the information they have obtained from the interpretive and the interpersonal tasks to complete the presentational task (Adair-Hauck et al., 2015). The IPA presentational task is normally planned or rehearsed before learners actually perform the tasks in the classroom. The task reflects learners' ideas through the result of the assigned task and it is also depicted through learners' final product as well as how they create the new content in the presentational task (National Capital Language Resource Center, 2014). The written or spoken presentational tasks mirror what learners experience in the real world outside the classroom. To this end, it is believed that the IPA presentational tasks not only enables learners to perform language for their instructors but also includes the other groups of the intended audience whom they may need to communicate with in real life. Another characteristic of the IPA presentational task is discussed by Lamb et al. (2016) who explain that the IPA presentational task enables learners to inform, explain, or narrate one-way communication aiming to facilitate the interpretation of the audience from other cultures. In this task, the audience does not have a direct opportunity to negotiate the meaning with the task performer. Therefore, it is advised that the task performer, in the role of the presenter, should have knowledge toward the intended audience's language and culture in terms of writing and speaking or visual presentation.

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2.1.3 IPA Rubrics

According to Center for Advanced Research on Language Acquisition (2019), IPA consists of three sets of generic rubrics with a descriptor of each performance mode. However, the IPA rubrics are also analytic as they cover a set of criteria with a range of descriptions for each performance expectation. As Adair-Hauck et al. (2015) have pointed out, the purposes of the IPA rubrics is primarily to provide the criteria to learners before the actual assessment. In this step, instructors generally share the model or exemplars of learners' tasks along with the IPA rubrics so that learners are able to prepare themselves for the IPA lessons. Another purpose of the IPA rubrics is to give descriptive feedback to learners according to the continuum of performance so that they realize the level of their performance and understand how they should improve themselves in the next task. Moreover, the IPA rubrics are illustrated to identify how learners exceed or go beyond the performance expectation, as well as challenge the learners to improve themselves. It is also highlighted that the IPA rubrics serve as a model for language educators to adjust performance expectations and use them as exemplars for learners to perform the task. Since the IPA rubrics in the three modes are generic, it is advantageous for instructors to adapt the IPA rubrics for specific learning contexts to serve two purposes. Firstly, IPA rubrics can be more specifically used for performance expectations in IPA tasks. Moreover, the IPA rubrics can be adapted by making them more learner-friendly and suitable for learners' age and linguistic competence levels. For example, younger learners may need clearer and simpler IPA rubrics. However, it is important to note that the IPA rubrics can be adapted based on the local context of the user.

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As mentioned earlier, the IPA rubrics are based on the three modes of communication including interpretive, interpersonal, and presentational rubrics. The elements of rubrics in the three modes of communication can be explained as follows:

As for the IPA interpretive rubric, Adair-Hauck et al. (2015) have stated that the skills required to complete the interpretive task are not aligned in the linear order as learners use both bottom-up and top-down processes to perform the tasks. Since learners perform listening and reading tasks in different manners when compared to writing and speaking tasks, learners' performance in the interpretive mode can be assessed along with a continuum of performance regardless of the linguistic level and age of the learners. The latest version of the IPA interpretive rubric consists of two main aspects—literal and interpretive comprehension.

Table 4:

Performance Expectation in the IPA Interpretive Rubric (Adair-Hauck et al., 2015, p. 27)

Criteria	Descriptions
LITERAL COMPREHENSION	
Keyword recognition	Identify keywords in the text that provide clues to the overall meaning of the text
Main idea detection	Identify the main idea(s) of the text
Supporting detail detection	Identify important details that further explain the main ideas(s)
INTERPRETIVE COMPREHENSION	
Organizational features	Identify how the text is organized and the purpose of organizing the information in that manner

Guessing meaning from the context	Use contextual clues and knowledge of the language and text structure to infer the meaning of new words and phrases
Inferences (Reading between the lines)	Interpret the overall meanings contained in the text by combining knowledge of key vocabulary, important details, text features, and their own background knowledge
Author's perspective	Identify the author's perspective and provide a justification
Cultural perspectives	Identify cultural perspectives/norms by connecting practices/products to cultural perspectives

Table 4 illustrates the performance expectation in the interpretive rubric in two main areas. As for literal comprehension, learners' performance is assessed based on the criteria of keyword recognition, main idea detection, and supporting detail detection. For interpretive comprehension, the performance expectation concerns organizational features, guessing meanings from contexts, inferences, the author's perspective, and cultural perspectives (Adair-Hauck et al., 2015). In this study, however, the interpretive rubric was developed without using all of the criteria from the original IPA rubrics. The criteria for the interpretive rubric in this study covered only keyword recognition, main idea detection, supporting detail detection, guessing meanings from contexts, and cultural perspectives

As can be seen in Table 4, there are no separated rubrics at a different level of proficiency in the interpretive rubric since learners' performance can be assessed along the continuum regardless of their proficiency level as explained earlier. However, the IPA rubrics in the interpersonal and the presentational modes are separated into four levels based on learners' level of proficiency including novice, intermediate, intermediate high, and advanced levels.

Even though the IPA interpersonal and presentational rubrics share common criteria, there are some different aspects. For the IPA interpersonal rubric, the aspects include language function, text type, communication strategies, comprehensibility, and language control. For language function, learners are assessed if they are able to perform the task in spontaneous manner such as learners creating a question about food in a restaurant. Regarding text type, learners' performance is measured on the quantity and organization of language discourse. Another aspect of assessing learners in the interpersonal mode is communication strategies. In this aspect, learners are assessed in terms of engagement quality and how they interact in conversation as well as how much they can negotiate meanings. The focus is also on comprehensibility to assess if learners' language can be understood by native speakers. Lastly, learners are assessed in terms of language control. In this mode, grammatical accuracy, appropriateness of vocabulary, and degree of fluency are mainly focused. For presentational rubrics, it consists of the same aspects as those of the interpersonal rubric except for one aspect. Instead of using communication strategies, the presentational rubric includes the impact to assess learners whether they can maintain the audience's interest and attention.

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Table 5:

Performance Expectation in the Interpersonal and Presentation Rubrics (Adair-Hauck et al., 2015, pp. 164-168)

Criteria	Description
	Interpersonal
	(All levels of proficiency)
Language Function	In language tasks, the speaker is able to handle them in a consistent, comfortable, sustained, and spontaneous manner.
Text Type	Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)
Communication Strategies	Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of the breakdown of communication
Comprehensibility	Type of audience who can understand the speaker's language, such as a sympathetic listener used to interacting with non-natives or a native speaker unaccustomed to non-native speech
Language Control	Grammatical accuracy, appropriate vocabulary, and degree of fluency
	Presentational
	(All levels of proficiency)
Language Function	In language tasks, the speaker/writer is able to handle them in a consistent, comfortable, sustained, and spontaneous manner.
Text Type	Quantity and organization of language discourse (continuum: word - phrase -sentence - connected sentences - paragraph - extended discourse)
Impact	Clarity, organization, and depth of presentation; the degree to which presentation maintains the attention and interest of the audience
Comprehensibility	Type of audience who can understand the speaker's language, such as a sympathetic listener used to interacting with non-natives or a native speaker unaccustomed to non-native speech
Language Control	Grammatical accuracy, appropriate vocabulary, degree of fluency

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Table 5 portrays the performance expectations in the interpersonal and presentational IPA rubrics. The full performance expectation in the rubrics for all levels of learners is shown in the Appendix.

2.1.4 Feedback in the IPA

One aspect of the IPA that shows great potential for learners' learning development is feedback. In the past, it was believed that feedback occurred after the instructional phase. This notion posited that traditional feedback was disconnected from teaching and learning. However, Wiggins (1998) has argued that this belief might be due to the misconception about assessment, evaluation, and feedback since they are considered the activity which takes place after teaching and learning. Because of this belief, the feedback session is viewed as a separate activity from teaching and learning. Tunstall and Gipps (1996) contend that the feedback from a standardized test, grades, or general comments at the end of the unit may not improve learners' performance. It is because this form of feedback provides an inadequate description of the accomplishment of learners' performance and it does not really identify how learners can develop themselves to be better language learners.

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The paradigm of assessment and feedback during the past ten years shifted to ongoing, formative, and standard-based assessments (Adair-Hauck & Troyan, 2013). This movement emphasizes the connection between what is taught to what is learned and assessed. The new paradigm was created in order to integrate assessment and instruction to enhance learners' learning (Shepard, 2000; Shrum & Glisan, 2010). Notwithstanding the movement of the new assessment paradigm, Hattie and Timperley (2007) have expressed the view that the amount of feedback in the current assessment is still minimal. It mostly depends on recall and is used as an external indicator rather

than the feedback devices that connect the teaching and learning processes. To this end, the emergence of the IPA plays an important role with respect to feedback. According to Adair-Hauck et al. (2015), the IPA is well-established within the new paradigm as it provides a dynamic and ongoing feedback cycle between learners and instructors. It is believed that the IPA feedback loop plays a vital role in raising learners' awareness of what they need to do to improve their language performance as well as how to meet the Standard for Foreign Language Learning (SFLL). Also, the IPA feedback session helps provide useful information for both instructors and learners. Learners can realize what they have to do in order to improve their language performance based on authentic tasks across the three modes of communication.

To further elaborate on the significance of feedback in the IPA process, it is important to understand the characteristics of IPA feedback. The IPA is co-constructive feedback, where the instructors and learners engage in a dialogue regarding the learners' performance. Both the instructors and learners review the performance, assess it using the IPA rubrics, and participate in a discussion to identify specific aspects of the learners' performance (Adair-Hauck et al., 2015). To this end, IPA feedback allows learners to self-reflect on their performance. However, it is still necessary to take into account the feedback provided by instructors on learners' IPA task performance (Sedor, 2022).

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According to Sedor (2022), IPA feedback plays a vital role in all three IPA tasks, including interpretive, interpersonal, and presentational. Certain types of feedback for each IPA mode not only help improve performance but also serve as a protective measure against the negative impact on performance that can occur in their

absence. Hence, it is crucial for instructors and learners to conduct feedback sessions effectively in each IPA mode.

Regarding the characteristics of feedback in each mode of the IPA, Adair-Hauck (2003) have explained that the IPA feedback loop is considered responsive or co-constructive feedback. The feedback loop begins when instructors guide learners on their performance in the interpretive mode. After instructors provide learners with feedback in the interpretive mode as well as correct learners' responses, then instructors understand the level of assistance that learners need to complete their tasks. For example, instructors realize that learners have performed well in understanding the main idea and supporting detail but they could do better in guessing the meaning from the context. This notion relates to learners' zone of proximal development (ZPD) during the feedback session since instructors have a rich opportunity to work on the degree of assistance that learners need in completing the tasks. Vygotsky (1978) defines ZPD as "the distance between the learners' actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or more capable peers" (p. 86). When instructors understand learners' need for assistance from the feedback loop, they can prepare the other stages for enhancing classroom interaction during the feedback loop. In the IPA feedback loop, the description of the co-construction of performance assessment between instructors and learners is an important aspect as it contributes to learners' learning development (Adair-Hauck et al., 2015).

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The next feedback session occurs in the interpersonal mode of learners' performance. According to Adair-Hauck (2003), the main focus of feedback in the interpersonal mode is based on a social constructivist approach which is embedded in

the IPA feedback loop. In other words, interpersonal IPA feedback involves assisting performance in language teaching. According to Tharpe and Gallimore (1988 as cited in Adair-Hauck et al., 2015), there are three components of assisting performance used in the interpersonal IPA feedback—modeling, feeding-back, and questioning. To understand the discursive nature of co-constructive feedback in the interpersonal IPA, the interaction between instructors and s learners is explained. Tunstall and Gipps (1996) have categorized feedback into four types which are recognized along the continuum from evaluative to descriptive types, known as A, B, C, and D.

Table 6:

Types of Feedback (Tunstall & Gipps, 1996)

Evaluative Feedback	**Descriptive Feedback**
A1: Rewarding	C1: Specifying attainment
A2: Punishing	C2: Specifying improvement
B1: Approving	D1: Constructing achievement
B2: Disapproving	D2: Constructing the way forward

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Table 6 illustrates four types of feedback. Types C and D are considered the most salient types in the IPA feedback loop because they are based on a standard-based and social constructivist approach which are inserted in IPA feedback (Adair-Hauck, 2003). Adair- Hauck and Troyan (2013) simplify the IPA feedback loop in Types C and D by renaming them Types 1 and 2.

Figure 4:

Continuum of Feedback Types in IPA Feedback Loop (Troyan et al., 2023, p. 49)

Figure 4 displays the continuum of the feedback types in the IPA feedback loop. Type 1 is called monologic which is a teacher-directed approach, while type 2 is a student-led approach which engages students and enables them to identify their aspects of competence through a co-constructed description of performance (Adair-Hauck et al., 2015; Troyan et al., 2023; Tunstall & Gipps, 1996).

In reference to the study of Adair-Hauck and Troyan (2013), the characteristic of instructors' feedback in the interpersonal IPA is considered descriptive feedback. Many researchers have proposed that descriptive feedback with detailed criteria is more meaningful for learners as it leads to the improvement of learners' performance (Muñoz & Álvarez, 2010; Sadler, 1989; Shohamy, 1992; Shohamy et al., 1996; Wall & Alderson, 1993; Wiggins, 2004 as cited in Adair-Hauck & Troyan, 2013). Adair-Hauck and Troyan (2013) posit that the feedback in the interpersonal IPA is descriptive because it mainly focuses on learners' actual performance compared to the model performance which is provided at the beginning of unit instruction and clearly described in IPA rubrics. Another aspect that reinforces the notion of descriptive feedback in the interpersonal IPA is a mutual appraisal of performance. That is, bi-directional feedback from both instructors and learners is used during performance assessment.

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In terms of co-constructive feedback features in the interpersonal IPA, Adair-Hauck and Troyan (2013) focus on the interaction between learners and instructors. It has been documented that the interaction in the interpersonal IPA feedback underlines three features. To begin with, dialogic and bi-directional feedback negotiated by instructors and learners is used through language. Furthermore, a large number of assisting questions and cognitive probes are used to assist learners in self-assessment, self-reflection, and self-regulation. Furthermore, the discourse of the everyday language used outside the classroom is also employed. It is believed that instructors' discourse features encourage learners to perform, self-reflect, and think in the feedback session. According to research conducted on discourse features during the IPA feedback loop, instructors rarely used directives, commands, judgmental exclamations, or instructors talk. In contrast, instructors use language to create a co-constructive bridge which eventually contributes to learners' individual problem-solving (Adair-Hauck & Donato, 1994). For the use of critical discourse features, it is essential to note that instructors encourage learners to assess themselves first then the follow-up appraisal by instructors is later conducted. Through the use of these discourse features, it is believed that instructors help learners to be more self-reflective and self-regulated. As cited in Adair-Hauck et al. (2015), Adair-Hauck and Troyan (2013) explain the discourse features used to facilitate a co-constructive approach to IPA feedback. The features are as follows:

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1. Dialogic or symmetrical combination of instructors and student talk
2. Judicious use of explicit directives and metastatements, mainly used initially to define the task and establish a context
3. Use of first-person collective pronoun "we" for joint problem-solving

4. Sparse use of assessment questions
5. An abundance of assisting questions and cognitive probes
6. Use of presuppositions, ellipsis, and abbreviated speech
7. Language especially questions, needs to be attuned to a level where performance requires assistance (p. 71).

It is believed that instructors' discourse strategies in the IPA feedback loop are used as arches or pillars to scaffold learners during a co-constructed feedback loop (Adair-Hauck & Troyan, 2013). Following Vygotsky (1978), discourse is an important tool that plays a vital role in a social setting in terms of language and cognitive development. This socially constructed model pinpoints that awareness is co-constructed through the social interaction between instructors and learners inside the instructional setting. As mentioned earlier, this socially constructed approach has been inserted within learner assistance and then asserted in the IPA feedback circle.

2.1.5 Research on Integrated Performance Assessment

Research on IPA has been conducted on a variety of levels of language learners, and interesting perspectives on the implementation of the IPA have been reported, some of which are worth discussing here.

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Adair-Hauck et al. (2006) spent three years conducting a study on connecting IPA to instruction and learning. The goal of the study was to develop an assessment instrument for measuring students' progress concerning the SFLL in the 21st Century. Another objective was to use the IPA as a catalyst to reform curricula and pedagogy. The study illustrated the IPA prototype, including its sample and discussion on the washback effects of the IPA on instructors' perceptions which was evident in classrooms with integration of the IPA. The participants were 30 foreign language

instructors, designated as ACTFL assessment fellows who received professional training in Oral Proficiency Interview (MOPI), and about 1,000 students including Chinese, French, German, Italian, and Spanish from many areas in the USA. The study was carried out during the academic year 1997-1998. The assessment tasks, rubrics, and professional training were developed for instructors at the pilot site. In the first phase of the study, it was found that students could not perform well in interpersonal communication tasks. Since students' conversations were videotaped, it could be seen that students only read scripted colloquy instead of showing a spontaneous conversation. Subsequently, additional professional development training was provided in six field sites. The purpose of additional training was to help students distinguish between the interpersonal and presentational modes of communication. After revision, the IPA was implemented with 445 students at different levels in five languages including Chinese, French, German, Italian, and Spanish. The final version of the IPA was derived from the 2000 administrations and scoring.

The result of this study reflected how the IPA contributed to the positive washback regarding instructors' perceptions toward their instructional actions and practices. To illustrate, 83% of the participants revealed that using the IPA in their instruction created a positive impact, and 91% mentioned that the use of the IPA brought about positive effects on their future assessment design. The instructors' comments on the implementation of the IPA in their classes confirmed that the IPA created awareness of how instructors could adjust their teaching strategies. For instance, instructors realized that it was important to integrate the three modes of communication into the course. With the use of the IPA, instructors realized that the use of authentic materials was important in this type of assessment. Moreover, this study also discussed

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the challenges of the IPA implementation in the curriculum. One of the challenges experienced by instructors was the difficulty of teaching students in the interpersonal communication mode. In other words, it was difficult to teach students to think on their own without a script when they practiced conversation in a foreign language. All in all, this study confirmed that the IPA was an assessment protocol that enhanced instructors' perceptions when developing their teaching plans to meet students' expectations. However, it is a challenge for the researchers to conduct research on the IPA from different perspectives such as classroom observation and follow-up interviews.

Glisan et al. (2007) conducted a performance-based assessment research project at the US Air Force Academy with the primary objective to investigate the number of students whose performances exceeded, met, or did not meet the communication standard in the three modes of communication. It also examined if the secondary and post-secondary language study influenced students' performance in the three modes of communication. The participants were 29 students from three sections who enrolled in an advanced Spanish course on Latin American culture and civilization. The course was taught by two native Spanish instructors with 15 years of teaching experience. The detail of the IPA project was introduced to students at the beginning of the semester in order to ensure that they were familiar with the IPA format. After the interpretive, interpersonal, and presentational tasks were given to students, it was found that students had the best performance in the oral presentational mode. It was assumed that in the presentational mode, students had adequate time to prepare, organize, and practice their tasks. It was also believed that students were familiarized with presentational communication assessment from the courses that they had taken earlier such as essay writing and oral presentation.

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However, it was found that some students did not meet performance expectations in the interpretive mode. The instructors mentioned that they had to spend more time teaching interpretive learning strategies, such as making the inference of unfamiliar words and identifying supporting details. The result also showed that students could not perform well in the interpersonal task probably due to the fact that this task required face-to-face communication and students' ability to construct meaning. Moreover, it might be difficult for students to express their thought in the interpersonal mode of communication.

In terms of the influence on students' performance in secondary and post-secondary language study, the findings showed a positive correlation between years of study in middle school and students' performance in interpersonal communication. It was believed that early exposure to the target language contributed to acquisition of L2. To illustrate, exposure to the target language created students' endowment in terms of cognitive flexibility as well as oral proficiency. It also enabled students to have more confidence in L2 speaking when they had to speak spontaneously or interpersonally (Bongaerts, Mennen, & Van der Slik, 2000; Flege, 1999; Harley, 1986; Wang, 1997 as cited in Glisan et al., 2007). Moreover, in the United States, a lot of middle school programs focused on the listening and speaking development of novice-level language learners, so students were engaged in communication and interactive activities. To this end, it contributed to a positive correlation between the number of years of study in middle school and the performance of students in the IPA interpersonal mode at a higher level of education.

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It is worth noting that a negative correlation was found between the number of years learning high school Spanish and performance across three modes of

communication. From the data obtained from the questionnaires, it was discovered that most students received general traditional education such as teacher-centered or grammar-based instruction at their high school level. Most students mentioned that the program paid attention to grammatical structure and vocabulary so they learned by memorization. Only one student in this study said that the course highlighted interpersonal communication in Spanish. As a result, it might affect students' performance at a higher school level.

Another interesting point to be discussed about this research was the instructors' perspective. Many high school instructors revealed that before they received the IPA training, they focused on assessing oral and written presentations. Some instructors could not even distinguish the difference between the interpersonal and presentational modes of communication. Additionally, instructors mentioned that they had to emphasize grammatical structures and vocabulary because students needed them for their computer-generated, standardized language, and placement test.

Kissau and Adams (2016) looked into instructional decision-making and assessment of modes of communication in the IPA implemented by instructors in foreign language classes. The belief and practices of both students and instructors were also examined. The study focused on the frequencies of accessed modes of communication in the IPA and factors influencing instructors to make a decision regarding each mode of communication used in introductory foreign language classes. In the study, instructors used a proficiency-based instructional approach to teach foreign languages to K-12 students in nine foreign language classes in the southeastern United States with the IPA as the assessment protocol. There were six instructors whose students from grade six to grade nine volunteered to be the participants in this study.

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Training for curriculum development based on the backward design was organized for instructors before the implementation of the IPA. After the training, instructors designed the curriculum using the IPA protocol based on backward design principles which allowed instructors to set the goal that students were expected to achieve at the end of the lesson. In light of this, instructors formed a context for language use which was meaningful and related to students. The context focused on communication and connection to students' personal culture and target language community cultures. Afterward, concepts, skills, vocabulary, and formative and summative tasks were designed. The developed IPA was sent to all instructors for feedback, and the final IPA lessons were pilot-tested in foreign language classes before it was actually implemented in the study. After the implementation of IPA, instructors uploaded digital copies of all assessments onto Google Drive. As mentioned earlier, formative and summative assessments were used to assess students' progress based on the three modes of communication. Also, interviews were conducted with instructors and students to examine how frequently each mode of communication was used and how it was addressed. The findings showed that the assessment of the interpretive reading and presentational writing were more emphasized than those on the interpretive listening and interpersonal speaking. This result showed the inconsistency between instructors' beliefs and assessments. That was, the instructors did not assess the mode of communication equally. This study also confirmed that the adoption of the IPA in foreign language classes contributed to the philosophical and pedagogical change.

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Davin et al. (2011) did research on the implementation of the IPA in an Early Foreign Language Learning Program. The main purpose was to investigate the performance of students, who had studied Spanish for four years, when the IPA was

implemented. It also examined the patterns of performance in the three modes of communication that were revealed in the rating. Another objective was to find out if there were any adaptations needed in the use and scoring of the IPA for young learners. The study also aimed to investigate students' perceptions of the IPA and opinions on preparation for the IPA. This study created a collaboration between elementary school Spanish language learners and university partnerships, and the IPA units were created through the collaboration of instructors and researchers. There were 48 students who were the participants in this study, but those who studied Spanish for fewer than four years or were absent from one of the three IPA tasks were excluded from the research, so the final number of participants was 30. Twenty-one of them were students in grade 5, and the remaining nine students were in grade 4. During 12 weeks of the implementation of the IPA, a combination of students in grades 4 and 5 were observed by two researchers. In each task, the ACTFL IPA guideline for the novice level was used as a scoring rubric. Additionally, Spanish instructors in this study were interviewed twice, before and after implementation of the IPA. The results showed that students had the highest level of performance on the interpersonal task, and 21 students could not perform well on the interpretive task. For students' final rating towards their performance of three tasks compared to their actual performance, the interpretive and presentational tasks were considered. Furthermore, there was no relationship between the interpretive task scores and those of the other two tasks. Students also expressed their opinions showing that they realized the difficulties of what they had studied. This paper claimed that the IPA is an effective classroom-based performance assessment, especially when the objective of the study program is to measure students' communicative competence. In terms of a recommendation for future research, it was

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suggested that a longitudinal study should be conducted to trace students' performance on the IPA when they continue their language learning. Moreover, a washback on the IPA was another interesting research issue to be conducted since a positive washback was found in this study. Also, it is interesting to conduct research about the consequences of implementation of the IPA on different angles which are on instructors, curriculum, and foreign language programs in educational institutes.

Zapata (2016) explored university students' perceptions of the IPA and the connection between classroom learning and assessment. Since the IPA has been embraced at all levels of education in private universities in Southern California, this research paper reported on the opinions of students and perceptions on a reflection from classroom instruction based on the IPA. In this study, the IPA was adopted in three basic levels of L2 Spanish instruction which were novice high, intermediate low, and intermediate mid. Since commercial textbooks were used, the IPA materials were created and aligned with the textbook chapters for the three levels of students' proficiency. The participants of this research were 1,236 students including novice, intermediate low, and intermediate mid-Spanish students. A questionnaire was used as the research instrument and distributed to students who enrolled in the classes taught by 26 instructors or graduate students. The participants were required to rate their level of agreement on the implementation of the IPA. By using the Likert scale, students showed overall positive opinions on the IPA within all instructional levels. However, students with low English proficiency stated that they needed more exposure to listening comprehension and interpretation practice. Also, students in levels 2 and 3 were anxious about the IPA if it might affect their grades. The result of this study claimed that students could see the connection between classroom instruction and

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assessment in the IPA classroom. They also found that the IPA model activity was helpful for their task preparation. All in all, the biggest contribution of this research was the validation of the IPA, which is considered an effective instructional tool that connects learning and assessment as well as the use of target language in authentic real-world tasks.

In terms of research on the impact of the IPA model on speaking ability, Kurniawan et al. (2022) looked into how the IPA could enhance English students' speaking skills of Indonesian students, particularly in the setting of a discussion course. Data from four cycles were gathered by the researchers in order to assess both qualitative and quantitative data which led to a conclusion that the students' fundamental speaking ability improved over the course of the cycles as a result of the application of the IPA model.

2.2 Learning Engagement

Pedagogically, the term engagement refers to learners' interest and participation in class activity (Philp & Duchesne, 2016). According to Gunuc and Kuzu (2015), studies on learning engagement play a vital role in educational research studies, particularly on educational psychology. It is believed that engagement contributes to learners' positive outcomes in the educational system. The present study aimed to explore if IPA could promote student engagement in English speaking courses. To analyze the role of IPA in promoting student engagement, it is crucial to understand the concept of learning engagement.

The definition of learning engagement has been defined by many scholars. According to Trowler (2010), engagement is defined as the interaction that involves learners' time and effort contributing to the enhancement of learners' learning

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development as well as educational institutes' reputation. Accordingly, learning engagement is one of the important factors contributing to learners' successful learning outcomes at the college levels.

In the first decade of the 21st century, the issue of learning engagement emerged and was considered "…an organizing construct for institutional assessment, accountability, and improvement efforts" (Kuh, 2009, p. 5). The concept of engagement is simplified by Kuh (2009) that engagement refers to learners' actions when they study in the classroom. To explain, when learners' study a course, they know about the content, and then they tend to have a deeper understanding. Moreover, when learners' practice and receive feedback for what they have learned from school, they can manage their anxiety and endure ambiguity as well as be able to work in various situations with different groups of people.

Dunleavy and Milton (2009) also discussed the emergence of learning engagement in the 1980s. The traditional concept first focused on the cause of engagement, such as family background and peers' impact. Later, the concept has been reshaped by emphasizing more on the impact of the school context. Hence, the connection between school climate and learning engagement has been more concentrated. Although learning engagement is defined differently and the measurements used to measure it vary depending on approaches used from study to study, the primary focus of the studies mostly pay attention to the two key aspects including social engagement and academic engagement.

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2.2.1 Dimensions of Engagement

As mentioned in the previous section, the majority of student learning engagement includes social engagement and academic engagement.

Dunleavy and Milton (2009) have explained that social engagement refers to learners' sense of belonging in school. It is believed that learners tend to have more motivation when they feel that they are a part of the school community, and this feeling seems to make them have better academic performance (OECD, 2017). Additionally, social engagement is regarded as learners' acceptance of the goals of schooling, and a sentiment of being associated with and accepted by classmates. Social engagement also includes learners' experience with adults who pay attention to them as an individual (Dunleavy & Milton, 2009).

Previous research revealed that learners' attachment to school causes a huge impact on the rate of learners' school dropouts. Although social engagement is not considered the only factor contributing to engagement in learning, research has confirmed that when learners feel isolated in school society, they may not be able to perform well in school activities (National Research Council – Institute of Medicine, 2003). To measure social engagement, the indicators including attendance, class activity participation, and emotional attachment to school are used to measure if learners are engaged or disengaged (Dunleavy & Milton, 2009).

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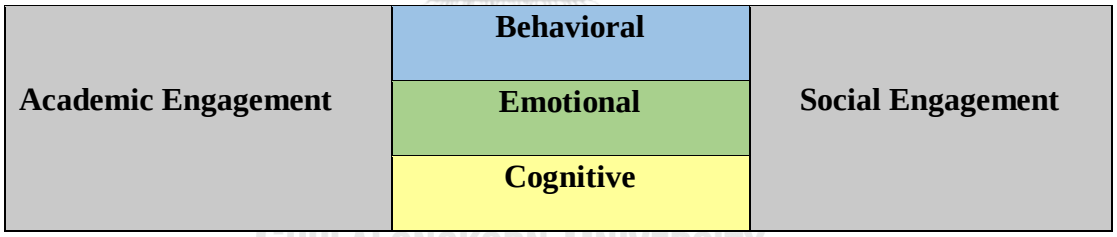
Another dimension of learning engagement is academic engagement. Newmann et al. (1992) define academic engagement as "the student's psychological investment in an effort directed toward learning, understanding or mastering the knowledge, skills, or crafts that academic work is intended to promote" (p. 12). The concept of academic engagement has also been defined by other scholars. For instance, according to Shapiro (2004), the concept of academic engagement is divided into two approaches including active and passive engagement. The former refers to the amount of learners' attention that they actively perform the task in the classroom, while the latter refers to when

learners show their cognitive attention to instructional stimuli. It is believed that it might be difficult to predict the degree of passive or active engagement of learners in the classroom; however, it is important to realize that learners may not obtain benefits from the classroom without academic engagement (Gettinger & Seibert, 2002). In terms of the measurement of academic engagement, Dunleavy and Milton (2009) have posited that academic engagement can be measured by observing learners' behavior. These behaviors include the time that learners spend on a task and the completion of the assignment. Later, from studies to studies, research started to explore individualized measurements such as a sense of competence and personal interest and effort. Figure 5 illustrates the current definitions of student engagement.

Figure 5:

Current Definitions of Student Engagement (Dunleavy & Milton, 2009, p.7)



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As discussed earlier, many researchers distinguish the dimensions of engagement in order to mirror a more typical range of social or academic engagement. To understand how learners are engaged in school or academic work, there are three components of learning engagement to be discussed: behavioral engagement, emotional engagement, and cognitive engagement.

To begin with, behavioral engagement refers to when learners are engaged in terms of their behavior in class, such as class attendance (Trowler, 2010). Behavioral

engagement normally consists of three aspects—learners' class performance, participation in school activities, and interest in academic tasks (Cooper, 2014; Fredricks, Blumenfeld & Paris, 2004; Shernoff, 2013; Yazzie-Mintz & McCormick, 2012 as cited in Nguyen et al., 2016). Cooper (2014) has also explained that behavioral engagement is the degree to which learners show their behaviors in class. Examples of those behaviors are assignment completion, class participation, and other school activities. Also, behavioral engagement can be expressed in both positive and negative behavior. For example, learners meet school expectations or they disobey their instructors. These examples reflect a high or low level of behavioral engagement (Finn, 1993; Finn et al., 1995; Finn & Rock, 1997).

The next dimension is emotional engagement which is regarded as learners' involvement with an affective reaction (Trowler, 2010). The emotions include enjoyment, a sense of belonging, sadness, and boredom. These emotions contribute to classroom climate, which affects the relationship between instructors and learners. The emotion also concerns the motivation of learners for their learning in the classroom (Meyer & Turner, 2006; Trowler, 2010). It is believed that emotional engagement covers both positive and negative reactions of learners reacting to their classmates, instructors, and school. All these aspects may enable learners to be willing to participate in classroom learning (Fredricks et al., 2004). Markowitz (2017) has also suggested that emotional engagement with the school may contribute to preventing problems in learners' behavior as well as improve their psychological functioning.

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Another dimension is cognitive engagement which is elaborated when learners are cognitively engaged. According to Corno and Mandinach (1983), cognitive engagement is the degree of learners' willingness and effort to perform the learning

task; in other words, learners show the amount of their effort to perform the task. Cognitive engagement can be considered a psychological state. This state shows how much learners put effort to comprehend the topic and continue to study for a long period of time (Rotgans & Schmidt, 2011). The term cognitive engagement is defined based on the two works of literature. The first literature concerns psychological investment in learning while another view focuses on cognition and strategic learning (Fredricks et al., 2004, p. 65). It is believed that only one view of the definition cannot describe the qualitative component of cognitive engagement. To explain, learners may use their learning strategies when they want to receive a good grade; however, it does not mean that they have the motivation in learning at the same time. In contrast, the learners may have high motivation in learning, but they do not have adequate skills to apply those learning strategies. The notion of cognitive engagement is believed to be beneficial for contributing to the success of an educational institute. Fredricks et al. (2004) have suggested that the scholar should combine "…the specificity of cognitive processes provided by the self-regulated learning literature with definitions of psychological investment found in the motivational literature" (p. 65).

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In addition to the three dimensions of engagement mentioned earlier, some scholar categorizes engagement into four dimensions. Appleton et al. (2006) have pointed out that engagement is a multidimensional construct including academic, behavioral, cognitive, and psychological engagement. Psychological engagement refers to affective engagement. In each construct, there are different indicators. For instance, time spent on the task and the number of credits earned for graduation are examples of an indicator of academic engagement while behavioral engagement focuses on attendance, classroom participation, and participation in extracurricular. However,

cognitive and psychological engagement highlight internal indicators. For cognitive engagement, the indicators are such as self-regulation and the value of learning while psychological engagement includes belonging, identification with school, and school membership.

With reference to Gunuc and Kuzu (2015), the dimensions of learning engagement can be further explained depending on the educational level. For instance, the dimension of learning engagement in higher education was explored in two main aspects—campus engagement and class engagement. On the one hand, campus engagement focuses on values, a sense of belonging, and participation; on the other hand, class engagement covers cognitive engagement, emotional engagement, and behavioral engagement.

2.2.2 The Measurement of Student Engagement

One crucial issue regarding student learning engagement is its measurement. To measure student learning engagement, there are varieties of measurement tools that have been reported by different studies.

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The common measurement tool that has been widely used particularly in higher education is the National Survey of Higher Education (NSSE). The NSSE was created to serve three purposes—institutional improvements, documenting good practice, and public advocacy. The NSSE is based on five benchmarks as shown in the Table 7:

Table 7:

Benchmarks of Effective Educational Practice (National Survey of Student Engagement, 2010)

Benchmarks	Examples
Level of Academic Challenge (LAC)	- Class preparation such as writing and rehearsing relating to an academic program - Number of assigned textbooks - Campus environment focusing on time studying and on academic work
Active and Collaborative Learning (ACL)	- Asking questions in class or having a class discussion - Giving a class presentation - Tutoring or teaching other classmates - Discussing ideas from reading or classes with other people outside the classroom such as students, family, etc.
Student-Faculty Interaction (SFI)	- Discussing grade or assignments with instructors - Discussing a future career with a faculty member or instructors - Working on activities apart from coursework with faculty members - Receiving written or oral feedback about students' academic performance
Enriching Educational Experiences (EEE)	- Sharing different backgrounds with other students such as beliefs, political views, or values - Using technology to complete the class assignments - Participating in various activities such as community service, foreign language coursework, learning communities, etc.
Supportive Campus Environment (SCE)	- Assisting students in achieving academic success - Helping students to cope with non-academic responsibility - Maintaining the quality of the relationship between students and faculty members

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Table 7 illustrates the benchmarks of effective educational practice and examples of each benchmark that are used in the NSSE. LAC emphasizes the challenging intellectual and creative work of learners, while ACL relies on learners' involvement in their education as well as the ability of learners for applying knowledge in different settings. This involvement is believed to enable learners to learn more. ACL also focuses on learners' collaboration with other peers in solving problems in daily life or after college. SFI relates to learners' experience with their faculty members such as instructors, advisors, etc. By interacting with faculty members, learners see how experts solve the problem, and then they become role models for learners. Another benchmark is EEE which refers to the integration of learning inside and outside the classroom. That is, the understanding of diversity allows learners to realize themselves and people from other cultures. The last benchmark is SCE which relates to learners' satisfaction with the campus environment. It is believed that learners perform better at colleges that are committed to their success.

Based on the structure of the NSSE, five categories are included in the questionnaire for collecting information from the participants as follows:

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Figure 6:

Information Collected with the NSSE Questionnaire (Kuh, 2009, p. 11)

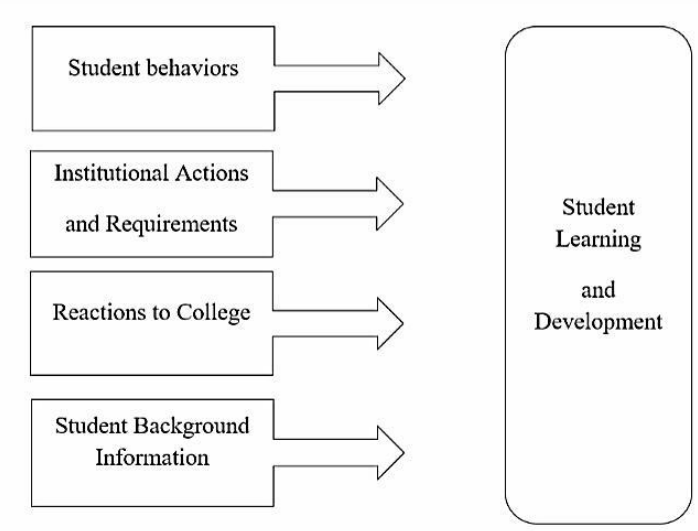

Figure 6 shows the information categories to be collected from the participants. Following Kuh (2009), the first category concerns learners' behavior in participating in activities such as learners' interaction with faculty and peers and time spent on studying or participating in extra activities. Secondly, institutional actions and requirements refer to what learners are demanded to perform by the institution, such as the amount of reading and writing or the form of examination. The next set of questions elicit the reaction to college which refers to learners' perceptions of the institution's environment. This environment involves the efforts of the institution that lead to learners' achievement, satisfaction, and persistence. The questions also look into learners' opinion about the support from the institute contributing to learners' academic success (Astin, 1993; Pascarella & Terenzini, 2005; Tinto, 1993 as cited in Kuh, 2009). The fourth set of questions asks about learners' background information such as age, gender, race, and educational status. Finally, the last category asks learners to provide information about the growth of their learning and development.

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The NSSE is used as a research instrument in many research studies including the EFL context. Loo et al. (2018) conducted a study on Thai English major students' perception of engagement in an international higher education environment. Quantitatively, the NSSE was modified and used as a research instrument to measure student engagement. Qualitative data were also elicited using a focus group interview. The results showed that all engagement categories were significantly correlated except the correlation between supportive environment and faculty interaction. Moreover, there was a significant effect of students' year of study on at least three components of engagement.

Hu et al. (2011) conducted quantitative research using the freshman-junior student survey (FJSS) to develop the Taiwan student engagement model (TSEM). Using a stratified sampling method, 49,608 freshman and junior students in the academic years 2003, 2005, and 2007 were recruited. FJSS was divided into seven sections including academic experiences, educational expenditures, academic lifestyle, future plans, school satisfaction, self-evaluation, and background demography. Using the NSSE as the model, five types of activities were related to the desired outcome in the field of education. These clusters include "…academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment" (Kuh, 2009 as cited in Hu et al., 2011, p. 76). Accordingly, FJSS items were compared with NSSE aspects in order to develop TSEM. With regard to the results of the study, it was found that certain kind of activities assisted the learners to develop skills including general, cognitive, and social skills.

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In addition to using a survey to measure learning engagement, Fredricks and McColskey (2012) discussed a variety of tools that can be used for engagement

measurement, including self-reports, experience sampling, interviews, and observation. All of the mentioned tools consist of both advantages and disadvantages. Firstly, a self-report is commonly used to measure learning engagement. In terms of methodology, learners are asked to choose the items that reflect different aspects of engagement. However, it is cautioned that the content of the self-report survey is general rather than specific, but it is easy to use because it provides feasibility which makes it easy to carry out in school. Another advantage of using a self-report is that it can be administered with a big group of popularity and compare the data with other schools. However, learners may not reveal their real intention when choosing the items especially when there is no anonymity in conducting the survey. Therefore, the information may not really reflect the real learners' behavior and strategies applied in the classroom (Appleton et al., 2006; Garcia & Pintrich, 1996 as cited in Fredricks & McColskey, 2012).

Another tool to measure learning engagement is experience sampling or ESM. Using this technique, the participants hold an alarm watch which is set for a period of time. The participants are required to respond to the ESM signal by filling in a self-report questionnaire. The questionnaire consists of items about "…location, activities, and cognitive and affective response (Fredricks & McColskey, 2012, p. 766). In terms of the advantages of this measurement method, it allows the researcher to collect data in various engagement situations across different times. Nonetheless, ESM has some limitations as it needs a lot of time to collect data. The success of using ESM also depends on participants' competency and their willingness to participate in the study.

Additionally, an instructor rating of students is another method to measure learning engagement. Some instructor checklists or rating scales are used to measure

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behavioral and emotional engagement, while others focus on a multi-dimensional construct of engagement such as behavioral, emotional, and cognitive engagement (Skinner & Belmont 1993; Wigfield et al., 2008 as cited in Fredricks & McColskey, 2012). It was found that the use of instructor ratings is helpful for young participants as they may find it difficult to complete a self-report because of inadequate literacy skills and reading time requirements.

Moreover, the interview is considered another measurement tool for measuring learning engagement. With reference to Turner and Meyer (2000), interview techniques may fall on a continuum as they range from structured to semi-structured interviews. As for the interview questions, they can be predesigned questions in which the participants are asked to provide their information in an open-ended style. Obviously, using interviews enable the researcher to obtain more insight information from the participants. The interview also reflects how the participants involve with each construct and mirrors what is behind the other type of measurements, such as in self-report or observation. To this end, the participants can redefine the construct and may provide some new viewpoints on the theoretical concepts. Nevertheless, there is some risk to use the interview technique due to the level of knowledge and skill of the interviewer as well as the relationship between the interviewer and interviewee.

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Observations are also used as the measurement tool to assess learning engagement. This method can be used at either the individual or classroom level. For the individual level, observation is used to measure academic engagement for both on- and off-task behavior (Volpe, Diperna, Hintze, & Shapiro, 2005 as cited in Fredricks & McColskey, 2012). Alternatively, the observation method is used not only in many research studies but also by school psychologists to select children with general and

special needs. Specifically, observation is useful for children who are at risk for disengagement and may lack academic success (Fredricks & McColskey, 2012).

After conducting a literature review in terms of the measurement of learning engagement, this study; therefore, tends to use a self-report and interview as the measurement tools. These tools are used to measure three types of learning engagement: behavioral, emotional, and cognitive engagement.

2.3 Speaking Ability

This section explores the definitions of speaking, types of speaking, speaking instruction, and speaking assessment.

2.3.1 Definition of Speaking

Many scholars define speaking in various contexts. According to Bailey (2005), speaking is one of the four language skills —listening, speaking, reading, and writing. Speaking is considered a productive and oral skill. The element of speaking comprises "…systematic verbal utterances to convey the meaning (p. 2). It is said that speaking is a basic human activity that is typically analyzed. According to Brown and Abeywickrama (2018), speaking is mostly associated with listening. That is, it is difficult to confine speaking alone without the interaction of aural awareness. However, there are some types of speaking which do not require the interlocutor such as monologues, telling a story, and reading aloud. Luoma (2004) considers the nature of speaking in terms of applied linguistics which refers to spoken language, speaking and interaction, and speaking as a social and situation-based activity.

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2.3.2 Types of Speaking

Brown and Abeywickrama (2018) categorize speaking into five basic types: imitative, intensive, responsive, interactive, and extensive.

As mentioned earlier, the first type of speaking is imitative. Based on the speaking performance continuum, imitative speaking asks the learners to repeat a word, phrase, or sentence. Brown and Abeywickrama (2018) state that while imitative speaking focuses on the "phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance" (p. 157). However, imitative speaking emphasizes pronunciation and does not focus on the comprehension of meaning. It is believed that imitative speaking, therefore, enables English language instructors to assess learners' pronunciation ability.

The second type of speaking is intensive speaking which - involves the production of a limited amount of oral language. The production includes grammatical, phrasal, lexical, or phonological relationships. Semantic properties are also necessary for the speaker's ability to respond; however, the cooperation between the interlocutors is not mainly emphasized. Examples of intensive speaking include reading aloud, directed response, picture-cued tasks, and sentence and dialogue completion tasks (Brown & Abeywickrama, 2018).

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Another type of speaking is responsive, which is slightly more complicated than intensive speaking. This type focuses on interaction and comprehension; however, the level of conversation is quite limited. Some of the responsive speaking tasks inlcude greetings and small talk. A spoken prompt is a stimulus with a few follow-up questions (Brown & Abeywickrama, 2018).

Interactive is another type of speaking which is different from responsive speaking in terms of the complexity and the length of the speaking interaction. Interactive speaking may cover multiple exchanges or multiple participants. The interaction of this type of speaking consists of two forms, which are transactional language and interpersonal exchanges. In transitional language, the purpose of the speakers is to share information while the interpersonal exchanges aim to maintain a social relationship. When the speakers interact with interpersonal exchanges, the oral production may be pragmatically complex. The use of colloquial language, slang, and humor are used in interpersonal exchanges (Brown & Abeywickrama, 2018).

The last type of speaking type is extensive or monologue. This type of oral production involves extensive tasks such as speech, oral presentations, and storytelling. The characteristic of extensive speaking is the limited interaction of the listeners or audiences as they sometimes express only non-verbal responses. Extensive speaking requires a great deal of preparation, and oral production is made in a formal way (Brown & Abeywickrama, 2018).

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2.3.2.1 Micro and Macro Skills of Speaking

Brown and Abeywickrama (2018) contend that speaking skill is divided into two subskills including micro and macro skills. In micro skills, the speakers produce a language in the smaller unit while macro skills emphasize larger elements of language such as discourse, fluency, and nonverbal communication. Some of the micro skills include the ability to differentiate between English phonemes and their allophonic variants, produce language chunks of varying lengths, demonstrate proper stress patterns, and use appropriate intonation contours. Additionally, proficiency in using reduced forms, employing an

adequate range of lexical units for pragmatic purposes and producing fluent speech at different rates of delivery are also assessed.

Furthermore, macro skills in speaking involve accomplishing communicative functions based on specific situations, participants, and goals. This includes using appropriate styles, registers, implicatures, redundancies, and pragmatic conventions in face-to-face conversations. The ability to convey links and connections between events and feelings, articulate relationships between new and given information, express generalizations and exemplifications, and utilize nonverbal cues such as facial features, kinesics, and body language is also evaluated. Lastly, speaking strategies play a crucial role, encompassing techniques such as emphasizing keywords, rephrasing, providing contextual interpretation, seeking assistance, and accurately assessing the interlocutor's level of understanding. These objectives collectively provide a comprehensive framework for assessing speaking proficiency across various linguistic and communicative dimensions.

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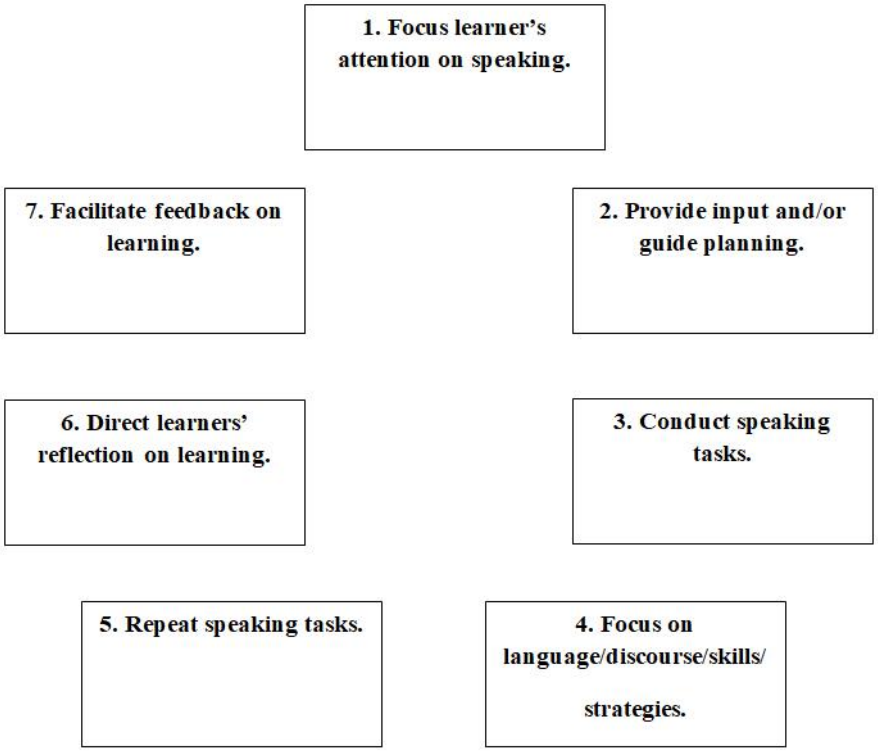
2.3.3 Speaking Instruction

Goh and Burns (2012) state that although speaking is considered an important skill, instructors are often not equipped with a specific model for teaching speaking. Therefore, the instructors must have an appropriate model to encourage learners to develop their speaking competence. It is also noted that the process of learning to speak is vital because it makes the learners understand the objectives of the speaking activity and recall what they have learned during the process. At this point, Goh and Burns (2012) identify the teaching-speaking cycle which is illustrated in Figure 7.

Figure 7:

The Teaching-Speaking Cycle (Goh & Burns, 2012)



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As can be seen in figure 7, the first stage of the teaching-speaking cycle focuses on the learners' attention to speaking. At this stage, the instructors aim to raise learners' metacognitive awareness to speak a second language as well as develop learners' self-regulated performance. The activity in this stage can be conducted before the class in order to prepare learners to be ready for the next stage.

The second stage is providing input and/or guiding planning. It is believed that language learners are anxious when learning a second language and they also persist with cognitive overload. Due to this circumstance, it is suggested that learners should gain some support when they perform a speaking task. Moreover, they should have time to prepare what and how they are going to perform the speaking task. In other words,

scaffolding activities should be provided prior to the actual speaking task in order that learners can successfully complete the speaking task. However, not only the instructors' role in providing learners input but also learners' planning for themselves is needed. To explain, learners speculate communication strategies when they are assigned to participate in conversation or discussion.

The third stage is to conduct speaking tasks by focusing on learners' fluency rather than accuracy. In other words, learners are encouraged to express the meaning that they speak regardless of their linguistic knowledge. It is suggested that instructors should provide a situation that offers learners a communicative need and personal motivation. Consequently, this stage creates oral communication in the form of pair or group tasks. Examples of the task are discussions and problem-solving tasks.

In contrast to the third stage, the fourth stage provides learners with opportunities for improving themselves in terms of language accuracy as well as enhancing learners to effectively use skills and strategies. By doing tasks in this stage, learners complete tasks by selecting parts of tasks they have done in stage 3. Discourse markers and intonation features are examples of areas in which learners can pay attention to realize their importance for producing the speaking tasks. For instance, learners can comprehend the organization of discourse by looking at a transcript of a competent speaker.

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As for the fifth stage, learners are required to repeat the speaking tasks they have completed in the third stage. Learners' performance expectation in this task is different from those in the third stage since they have already practiced the selected language features or skills in stage 4. As a result, task repetition enables learners to use their knowledge for improving their speaking performance. To explain, when learners repeat

the same or similar tasks, their cognitive overload is reduced so that they can perform better. It is also believed that the advantage of rehearsal contributes to learners' automaticity in incorporating linguistic knowledge and skills.

The focus of stage 6 is on learners' reflection on learning. At this stage, students are encouraged to self-regulate their learning by means of monitoring and evaluating based on the task they have completed at the previous stages. Additionally, learners' reflection on learning provides an opportunity for learners to strengthen their new language knowledge as well as skills and use of strategies. In terms of providing reflection, it does not necessarily come from the instructors only; however, students can reflect on their learning through their peers. Furthermore, learners' reflection can also occur when learners are asked to bring in their experience and think about the future preparation for a similar task both inside and outside the classroom.

The final stage concerns facilitating feedback on learning. At this stage, the instructor gives important feedback on learners' performance. However, in addition to the instructor' feedback, learners can also be trained to give peer feedback. Feedback can be in many forms such as comments, grades, written reflections, and informal comments in learner blogs.

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2.3.4 Speaking Assessment

Luoma (2004) views speaking skills as an important element of language curriculum and instruction. Because of their importance, speaking skills are also considered a crucial object in the assessment. It is believed that assessing speaking is challenging as there are many factors to assess the test takers' speaking skills.

2.3.4.1 The Cycle of Assessing Speaking

Luoma (2004) explains that speaking assessment concerns many stages that relate to each other. In the assessment process, there are many people involved in the speaking assessment cycle. Not only does the assessment developer play a vital role in the cycle of assessing speaking, but other people such as the test-takers, interlocutors, raters, and score users are also essential players in the cycle.

Figure 8:
The Activity of Assessing Speaking (Luoma, 2004)

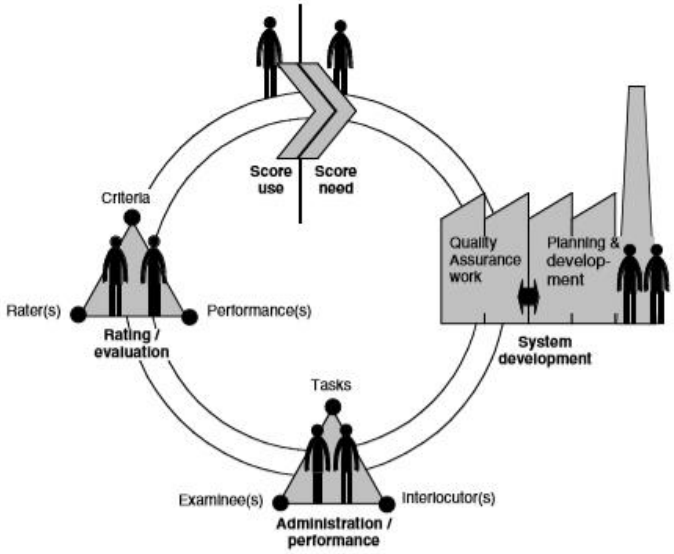

Figure 8 displays the activities in the cycle of speaking assessment. As can be seen, the activity starts with the score needed, which contributes to planning, development, and quality assurance work. At this stage, the test developer decides on what to be tested, develops the test, conducts a pilot test, revises the test task, creates

the rating criteria, and administers the test. Quality assurance is also used to monitor the process during the assessment cycle. The next stage is administration and performance which concerns two interactive processes. During this stage, the interaction occurs between the participants and/or the examiners for performing the speaking task. Additionally, the rating and evaluation process is made, where the raters use the rating criteria for the speaking test. Finally, all stages lead to the score which can be either a numerical score or verbal feedback (Luoma, 2004).

2.3.4.2 Assessment Tasks

Based on the four types of speaking discussed above, the design of each assessment task can be done as illustrated as follows.

Brown and Abeywickrama (2018) discuss the tasks in imitative speaking, pointing out that there was a belief that non-meaningful imitation tasks were useless. However, this idea has evaporated in recent years. That is, when the fluency is too much emphasized, it decreases speech accuracy. To this end, the focus has been shifted to the pronunciation test task in order to assist language learners to be more comprehensible. Nevertheless, repetition tasks are still used occasionally, with the tasks being varied from word to sentence levels based on a specific phonological criterion. Another example of an imitative speaking task is the Versant test, which is an oral production test available in the commercial market. This test places a significant emphasis on imitation tasks, primarily focusing on the repetition of sentences.

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In intensive speaking, the assessment tasks focus on producing short stretches of discourse. In terms of linguistic ability, test-takers are required to show their linguistic ability at a certain level of language. The cued tasks are

commonly used in the intensive speaking assessment. Examples of tasks in intensive speaking include a directed response, read-aloud, sentence/dialogue completion tasks, oral questionnaires, picture-cued, and translation of limited stretches of discourse (Brown & Abeywickrama, 2018).

As for responsive speaking, the assessment tasks include brief interaction with the interlocutor. Responsive speaking tasks are different from intensive tasks because they allow the test-taker to use creativity within a limited length of discourse. Examples of responsive speaking tasks are questions and answers. In this task, there are normally one or two questions that can be ranged from a display question to a referential question. Another responsive speaking task is giving instruction and direction. The speech act in this task is relatively common and allows the test-taker to extend their stretches of utterance. Paraphrasing is another type of responsive speaking task. In this task, the test-takers are asked to read or hear sentences and paraphrase the sentences (Brown & Abeywickrama, 2018). In addition to this, there is another popular commercial speaking assessment test called Test of Spoken English or TSE which is a 20-minute audiotaped test of oral language ability. The purpose of the test is to elicit speech production in terms of various discourse types. The content specification of TSE is describing something physical, giving instruction, comparing and contrasting, and defining (Brown, 2004).

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In an interactive speaking assessment, the test-tasks involve long stretches of interactive discourse. Examples of activities include role-plays, games, interviews, and discussions. However, interactive speaking tasks also include long duration but less interaction such as telling long stories and

speeches. Obviously, the difference between the two types of tasks is about the degree of interaction. The most outstanding interactive speaking task is the interview when the test administrator and the test-taker interact with face-to-face oral communication or it can be tap-recorded for later scoring. The most common interview test that is globally used is the Oral Proficiency Interview (OPI). According to ACTFL (2012b), OPI is a valid and reliable speaking test that is used to measure speaking ability. The interview is conducted by a certified ACTEL examiner with the examinee and the duration of the interview is 20-30 minutes. Brown and Abeywickrama (2018) explain that OPI is a series of structured tasks that are designed to elicit "…pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge, grammar, and vocabulary (p. 187)." OPI employs the criteria outlined in the ACTFL Proficiency Guidelines 2012 in the speaking section. Another example of a task in interactive speaking assessment is role play which is a popular speaking activity in communicative language teaching. This task allows learners to use their creativity in terms of linguistic output.

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The last speaking assessment task is extensive speaking. This task is considered the most complex speaking task type as it relates to complex and long discourse with minimal verbal interaction. The oral presentation is an example of an extensive speaking task. Oral presentation commonly uses a checklist as the means of scoring. The important rules of practical assessment involve specifying criteria, having appropriate tasks, eliciting optimal output, and creating an efficient and reliable scoring process. An example of extensive speaking task is picture-cued storytelling. This task enables the test-taker to

show their oral production through visual objects such as pictures, photographs, charts, and diagrams. In this task, the picture is used as a stimulus for a longer story or description and the test-takers are asked to talk about the given picture (Brown & Abeywickrama, 2018).

2.3.4.3 Speaking Rubrics

According to Wiggins and McTighe (2005), rubrics refer to a clear and well-designed collection of criteria employed to evaluate a specific type of tasks or performances. In speaking assessment, rubrics are normally designed to examine the speaker's ability (Luoma, 2004). Rubrics for assessing speaking can typically be categorized into two main types: holistic and analytic (Ulker, 2017). Kuvera et al. (2022) explain that holistic criteria are utilized for the comprehensive assessment of projects or products, considering all criteria simultaneously and facilitating an overall evaluation of the quality of the work. One example of holistic speaking rubrics that have been used worldwide is the ACTFL speaking scale. ACTFL divides rubrics based on the main five levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. Table 8 is a brief overview of the holistic rubric descriptors of the ACTFL Proficiency Guidelines 2012 for assessing speaking.

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Table 8:

The ACTFL Proficiency Guidelines (2012) – Speaking

Level	Speaking Performance Descriptors
Distinguished	Use language skillfully, and with accuracy, efficiency, and effectiveness.
Superior	Communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.
Advanced	Engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest.
Intermediate	Create with the language when talking about familiar topics related to their daily life.
Novice	Communicate short messages on highly predictable, everyday topics that affect them directly.

Another type of speaking rubrics that has been used is analytic rubrics. Analytic rubrics for speaking enable a thorough evaluation of an individual's speaking abilities by assessing specific criteria or elements in detail (Mertler, 2001). One example of an analytic rubric that has gained widespread recognition is the speaking test of the International English Language Testing System (IELTS). Table 9 illustrates criteria used in IELTS analytic rubrics.

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Table 9:

IELTS Speaking Band Rubrics (IELTS, 2023)

Criteria	Fluency and coherence
	Lexical resource
	Grammatical range and accuracy
	Pronunciation
Band score range	0-9

2.4 Conceptual Framework

In the scope of this study, the concepts of IPA and speaking instruction were combined for designing the IPA module. The conceptual framework illustrates how the IPA module shows positive effects on the two variables in this study—speaking ability and learning engagement. Figure 9 illustrates the conceptual framework of this study.

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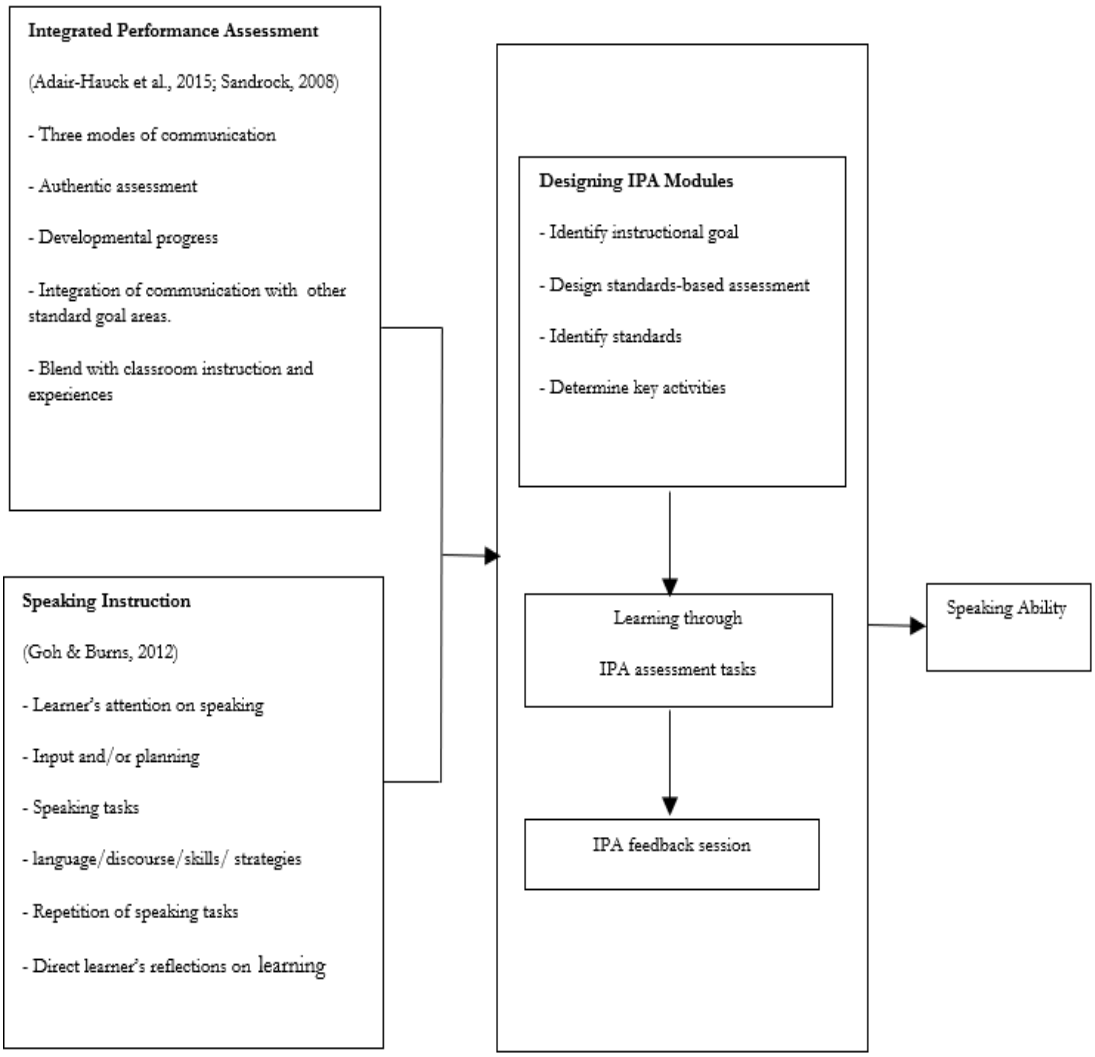
Figure 9:

Conceptual Framework



In order to develop students' speaking ability and learning engagement, the teaching-speaking cycle (Goh & Burns, 2012) and IPA (Adair-Hauck et al., 2015) were used as the instructional and assessment method in the present study. Similarly, the teaching speaking cycle and IPA reflected some common concepts which are shown in Table 10.

Table 10:

The Concepts of the Speaking Instruction Cycle and IPA

The teaching-speaking cycle (Goh & Burns, 2012)	**IPA (Adair-Hauck et al., 2015)**
1. Focus the learner's attention on speaking	Interpretive
2. Provide input and/or guide planning	Interpretive
3. Conduct speaking tasks	Interpretive
	Interpersonal
	Presentational
4. Focus on language/discourse/skills/ strategies	Interpretive
	Interpersonal
	Presentational
5. Repeat speaking tasks	Interpersonal
	Presentational
6. Direct learners' reflection on learning	Interpersonal
	Presentational
7. Facilitate feedback on learning	Interpretive
	Interpersonal
	Presentational

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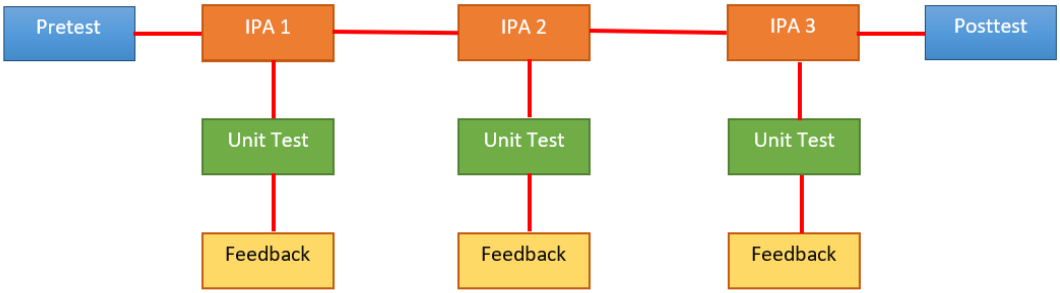
As can be seen from Table 10, the speaking tasks are proposed to use both principles on the speaking teaching cycle and IPA to create the IPA module. To begin with, the IPA lesson is designed based on the three modes of IPA. Each IPA unit starts with the interpretive activity that raises students' attention to the theme of the unit as well as scaffolds them for engaging them in the class activity. The next phase is the interpretive activity which enables students to use interpersonal speaking skills. In the interpersonal task, students have chances to make a direct reflection on learning by themselves or with their peers. The final task in the IPA unit is the presentational activity which requires students to perform an oral presentation. In terms of feedback,

instructors facilitate feedback on learning given to students in the form of co-constructive feedback. Figure 10 illustrates how the IPA module is organized in the English speaking course.

Figure 10:

The Teaching Procedure of the IPA Module



As can be seen in Figure 10, the course was divided into three IPA lessons. Before the implementation of the IPA module, students were asked to do the pretest. After that, the three IPA units were conducted within nine weeks. In each IPA unit, students were asked to do the unit test. The result from the unit test was recorded and then compared in order to see the number of students who passed and failed during the implementation of the IPA module. The assumption was whether the number of students who failed the unit test decreased or increased after the implementation of the IPA module. Also, this was to see the progress of students' learning by using IPA module and whether or not it showed positive effects on students' speaking ability. Finally, students were asked to do the posttest.

As aforementioned in Chapter One, this study hypothesized that the implementation of the IPA module in the speaking course could result in positive effects on students' speaking ability and learning engagement. Since the IPA module was systematically divided into three phases, students could be aware of what they had to prepare themselves for the subsequent tasks within the IPA module and realize what they had to improve for their speaking skills. It was also expected that the IPA module could contribute to students' engagement in learning speaking skills since students were asked to do different kinds of activities. Additionally, it was predicted that students would have a positive attitude toward the implementation of the IPA module in English-speaking courses.

2.5 Conclusion

In the present study, the IPA module was designed based on the principle of IPA, a review of learning engagement and speaking ability. To begin with, the IPA was a cluster of assessment featuring three modes of communication and incorporating 5 Cs standards. These communication modes enabled students to demonstrate their language skills in various contexts and fostered a more comprehensive evaluation of their abilities. Additionally, the module incorporated the 5 Cs standards: communication, cultures, connections, comparisons, and communities. This holistic approach provided a well-rounded assessment of students' language proficiency and cultural understanding. The IPA co-constructive feedback also played a significant role in improving students' performance. Also, the review of learning engagement within the IPA module ensured that students were actively involved in the assessment process. Moreover, since the IPA module was designed to investigate students' speaking ability,

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the principle of speaking ability, speaking instruction, and speaking assessment were also included.

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CHAPTER III
METHODOLOGY

This chapter illustrates the research methodology of the study, including participants, research procedures, research instruments, data collection, and data analysis. This study was divided into two phases: the development and validation of research instruments and the implementation and evaluation of the effects of the IPA module. The research instruments included the pretest and posttest, IPA assessment tasks, IPA rubrics, IPA opinion questionnaire, engagement self-report, and a semi-structured interview protocol. As for the findings, the score of the pretest and posttest were quantitatively analyzed to portray students' English speaking ability before and after the implementation of the IPA module in an English speaking course, while the results obtained from the questionnaire reflected the opinions of the students towards the implementation of the IPA module. Qualitatively, the data were elicited by using semi-structured interviews to explore the additional opinions of students. Additionally, the engagement self-report and a semi-structured interview protocols were also employed to elicit data regarding levels of student engagement to determine whether or not the IPA module could contribute to the positive effects on student engagement.

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3.1 Research Design

The present study employed a mixed-methods research design to collect data on students' speaking ability, student engagement, and opinions. As regards speaking ability, a one-group pretest-posttest design was conducted with 33 students by comparing two sets of scores from the pretest and posttest to explore whether the IPA module could promote Thai undergraduate students' speaking ability in English speaking course.

Figure 11:

One Group Pretest and Posttest Design

O_1	X	O_2

Figure 11 displays the research design. Os refers to the result from the pretest and the posttest, while X refers to the implementation of the IPA module. Following Dimiter and Rumrill Jr. (2003), the pretest-and-posttest design is generally used when the researcher intends to compare the results from the experimental treatment. This study intended to compare the scores from the pretest and posttest to determine whether or not the IPA module had a positive effect on students' speaking ability.

3.2 Participants

The participants in the study were 33 undergraduate students who majored in English Education at Nakhon Pathom Rajabhat University, in Nakhon Pathom province, Thailand. They constituted an intact assigned to the researcher by the university. The students were enrolled in the speaking course in the first semester of the academic year 2021. In terms of their proficiency levels, the participants' proficiency levels were categorized according to the ACFTL proficiency guideline. Two students were at the novice level, 29 students were at the intermediate level, and two students were at the advanced level. However, it is noteworthy that the proficiency levels of the students were utilized solely for the purpose of identifying their levels in order to design the IPA module, ensuring that it was tailored to their specific proficiency levels.

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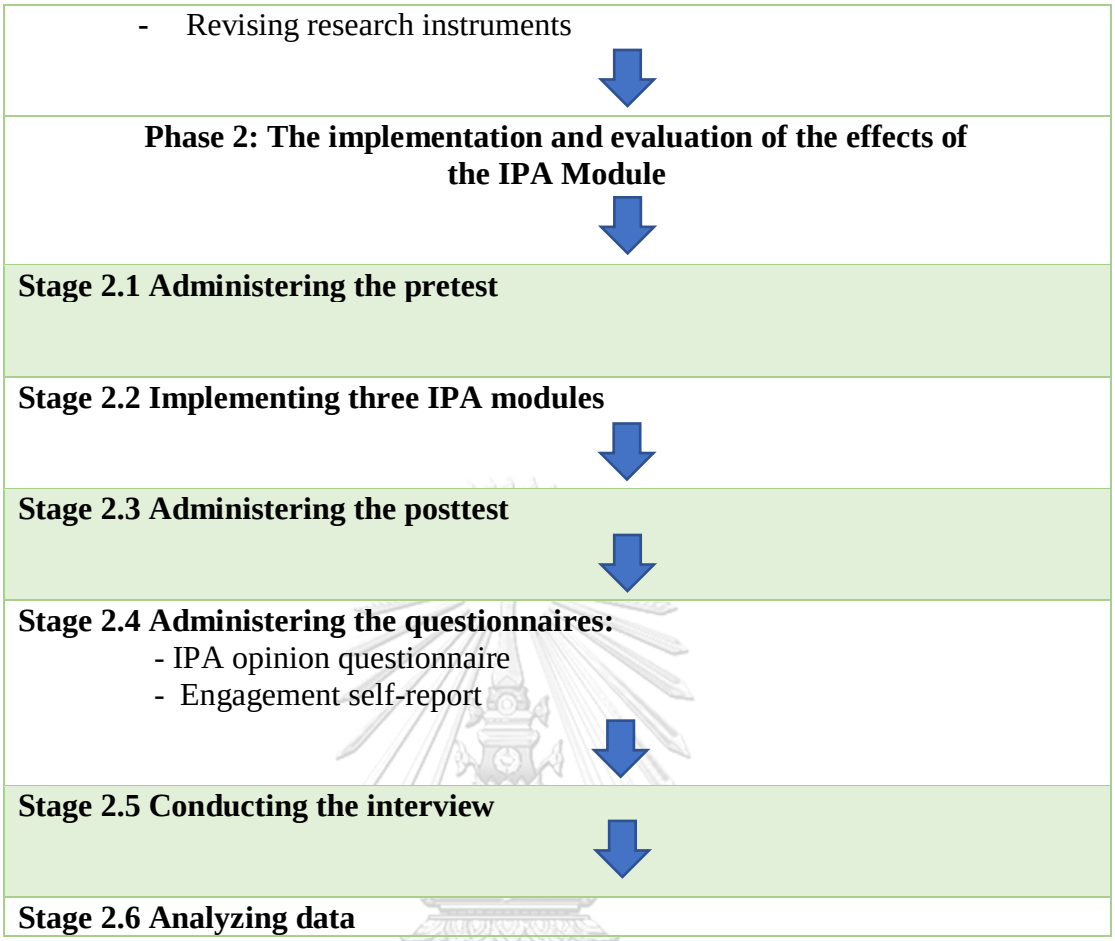
3.3. Research Procedure

This study was divided into two phases, which included the development of the IPA module and the implementation and evaluation of the effects of the IPA module. The research procedures were illustrated as follows:

Table 11:

Research Procedures

Phase 1: The development of the IPA module
Stage 1.1: Reviewing the related literature - Integrated performance assessment (IPA) - Speaking ability - Learning engagement **Stage 1.2: Developing the IPA module** - Constructing the unit plans - Constructing the IPA assessment tasks - Validating and revising the unit plans - Validating and revising IPA assessment tasks **Stage 1.3: Developing research instruments** - Pretest/posttest - IPA rubrics - IPA opinion questionnaire - Engagement self-report - Questions for interview **Stage 1.4: Validating research instruments** - Pretest/posttest - IPA rubrics - IPA opinion questionnaire - Engagement self-report - Questions for interview **Stage 1.5: Revising research instruments** - Pretest/posttest - IPA rubrics - IPA opinion questionnaire - Engagement self-report - Questions for interview
Stage 1.6: Conducting the pilot study - Conducting the pilot study



Phase 1: The development of the IPA module

Stage 1.1 Reviewing the related literature

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Before the implementation of the IPA module, the researcher explored the related theories on the IPA. It was found that IPA is an effective assessment method that combines instruction with assessment (Adair-Hauck et al., 2015). In this study, the IPA module was integrated into an English-speaking course in order to see if the IPA module had positive effects on students' English-speaking ability. Previous studies on the IPA have been conducted in many contexts in reference to foreign language instruction; however, there is no study conducted in the Thai context. The researcher was, therefore, interested in implementing the IPA in the Thai context. In addition to a

literature review on IPA, the researcher also reviewed the general concepts of speaking ability based on the study of Brown and Abeywickrama (2018) and Goh and Burns (2012). Furthermore, the concepts of speaking assessment, which are mainly based on Luoma's (2004) study, were also reviewed. Since this study also investigated if the IPA module could also contribute to the positive effects on student learning engagement in the classroom, the concepts of student engagement were also defined and explained from different perspectives.

Stage 1.2: Developing the IPA module

1. **Constructing the unit plans**

The unit plans were designed based on the IPA framework (Adair-Hauck et al., 2015). Accordingly, nine IPA unit plans were constructed based on students' different levels of proficiency. Each unit consisted of three phases, which were interpretive, interpersonal, and presentational phases. Each IPA unit employed the single themes shown in Figure 12.

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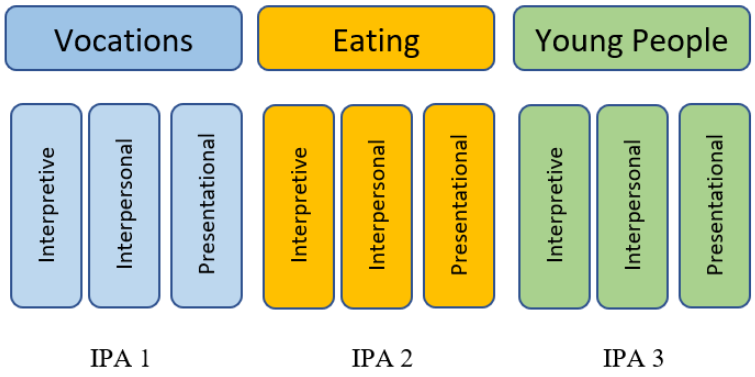
Figure 12:
Themes in IPA Module



As for Figure 12, the unit plans for each IPA module was primarily constructed based on three levels of students' proficiency including Novice, Intermediate, and Advanced levels. Consequently, the lesson plans were then selected based on students' proficiency.

2. Constructing the IPA assessment tasks

Following the three thematic units, there were three main IPA assessment tasks in each unit. Each assessment task represented each IPA mode, including interpretive, interpersonal, and presentational.

Interpretive test task

The interpretive task involved literal comprehension, including keyword recognition, main idea detection, and supporting detail detection. The task also entailed interpretive comprehension of cultural perspectives. The activities in IPA interpretive tasks were such as listening to a broadcast or radio or watching a film or video. Below is an example of the IPA interpretive task.

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Interpretive task

Prompt: Your university is going to arrange a food festival. You are assigned to create a food booth to showcase Thai food. To create the food booth, you will need to find information about Thai food. In order to have a variety of ideas on different food in Thailand, you also need to find more information about the best Thai dishes. Watch a video and answer the questions.

Interpersonal task

The interpersonal task focused on language function, discourse type, communication strategies, comprehensibility, and language control. The activities in IPA interpersonal tasks concerned two-way oral interaction communications such as conversation and discussion. Below is an example of the IPA interpersonal task.

Interpersonal task

Prompt: Now that you have some ideas about Thai food, you want to gather more information about Thai cooking recipes. Watch a video of a Thai food cooking tutorial and discuss with your classmate about the recipe and other related topics.

Presentational task

The presentational task was based on language function, discourse type, impact, comprehensibility, and language control. In this study, the activities in the IPA presentational task included oral presentation and video blog. Below is an example of the IPA presentational task.

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Presentational task

Prompt: After the discussion with your classmate earlier, you now have some ideas about Thai food. Work with your partner to create a food booth for presenting an amazing Thai local dish that you want to recommend to visitors.

3. Validating and revising the unit plans

To validate the lesson plan, Item-Objective Congruent Index (Henceforth IOC) was used by three experts. As for the qualification of the three experts, all of them held

a Ph.D. in English or related fields and had at least two years of experience in teaching English speaking courses at the university level. The lesson plan was sent to the three experts, together with the checklist which included the objectives of the study, instructional activities, procedures, materials, and evaluation. To evaluate the appropriateness of the lesson plan, the experts were asked to rate it based on the value of OIC evaluation below:

1 = Congruent

0 = Questionable

-1= Incongruent

As for score interpretation, the items which scored lower than 0.5 were revised, while the items scored equal to or higher than 0.5 were considered valid and congruent with the objectives.

Based on the validation process of unit plans, there were some items that need a revision as follows:

The design of the unit plan

The expert suggested that the design of the IPA unit plans should emphasize the connection of the 5 Cs more. The revised version of the unit plan incorporated all the 5 Cs into the assessment tasks and established connections between them.

Objectives

The experts recommended that the objectives should illustrate more clearly what students need to know and be able to do by the end of the unit. To explain, the learning objectives should clearly demonstrate the relationship between the 5 Cs and the three modes of communication. The learning objectives were revised by aligning

each objective with the corresponding standard and including the standard number after each objective for clarity.

Activities

It was suggested by the experts that the activity in each IPA mode should reinforce each other. In the revised version, the activities were carefully designed to create a cohesive and interconnected learning experience among the three modes of communication. Moreover, it was recommended that the IPA presentational mode should be revised. In response to this suggestion, significant changes were made to enhance the presentational mode. The revised version focused on providing learners with clear guidelines and prompts to effectively express their ideas that they had learned from the previous two tasks in interpersonal and presentational modes.

4. Validating and revising the IPA assessment tasks

The IPA assessment tasks were submitted to the three experts for validation with the OIC. The experts were holders of a Ph.D. in English or related fields and had at least two years of experience teaching speaking in universities. In this study, as mentioned earlier, there were three IPA assessment tasks in each unit, so nine IPA assessment tasks were validated. The IPA assessment tasks were sent to the experts along with the checklist, which had the same format as the pretest and posttest, and which were considered appropriate for the test task in the three modes of interpretive, interpersonal, and presentational modes. The experts rated the scores based on the value of the IOC described below:

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1 = Congruent

0 = Questionable

-1= Incongruent

As for the interpretation of the OIC scores, the items scored equal to or higher than 0.5 were considered congruent with the objectives, while the item scores lower than 0.5 were revised.

Regarding the reliability of all tests consisting of the pretest, posttest, and IPA assessment tasks, inter-rater reliability was used to ensure the reliability of the tests. Pearson's Correlation Coefficient was used to test the inter-rater reliability. In this study, the raters consisted of two instructors who were experienced in teaching the same speaking course. Both raters were responsible for evaluating students on the pretest and posttest across all IPA tasks, which included interpretive, interpersonal, and presentational tasks. The result of inter-rater reliability, as indicated by Cronbach's alpha coefficient of .814, suggested a high level of consistency among the raters. With a value of .814, which fell between 0 and 1, it indicated a strong internal consistency between the two raters' assessments of the items. This means that the raters tended to provide similar ratings for the items being evaluated. A higher Cronbach's alpha coefficient generally indicated a higher level of reliability in the ratings. Having a reliability coefficient of .814 indicated a robust level of agreement among the raters in their IPA assessment of the speaking test.

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In the process of revising the IPA assessment tasks, two specific tasks were identified for modification. Firstly, the IPA interpretive task underwent revision, with a particular emphasis on improving main idea detection. Secondly, the IPA presentational task included the revision of the oral presentation.

Stage. 1.3: Developing research instruments

The next stage was to design the research instrument. Table 12 depicts the research instruments used in the current study.

Table 12:
Research Instruments

Research questions	Research instruments
1. What are the effects of an IPA module on undergraduate students' English speaking ability?	Pretest Posttest IPA rubrics Semi-structured interview
2. What are the effects of an IPA module on undergraduate students' learning engagement?	Engagement self-report Semi-structured interview
3. What are undergraduate students' opinions towards the implementation of an IPA module?	IPA opinion questionnaire Semi-structured interview

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According to Table 12, the development of research instruments can be explained as follows:

1. Pretest and posttest

The pretest was constructed to evaluate the students' English speaking ability at the beginning of the course, while the posttest was constructed to evaluate their speaking ability after the implementation of the IPA module. Both

the pretest and posttest were designed based on the IPA and speaking framework (Adair-Hauck et al., 2015; Goh & Burns, 2012). In this study, the pretest and posttest consisted of three tasks representing three modes of communication—interpretive, interpersonal, and presentational modes. The three tasks were aligned with the same topic. The first task required the students' ability to interpret the message from the given information. In the second task, the students were asked to negotiate the meaning with the interlocutor. The final task allowed the students to produce a speech. Elements of the pretest and posttest are illustrated in Table 13.

Regarding data analysis, the data was obtained from the scores of the pretest and posttest. The scores were analyzed using mean, standard deviation, and frequency. The dependent t-test was also run in order to determine if there was a significant difference between the means of two sets of scores from the pretest and posttest.

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Table 13:
Elements of the Pretest and Posttest

Pretest – Posttest			
IPA Modes	**Assessment Criteria**	**Assessment Tasks**	**Time Allocation**
Interpretive	Keyword recognition	Students watched a movie trailer and provided ten words they heard from the video.	15 minutes
	Main idea detection	Students watched the whole movie and wrote about the main idea of the story.	15 minutes (After watching a movie)

Pretest – Posttest			
IPA Modes	**Assessment Criteria**	**Assessment Tasks**	**Time Allocation**
	Supporting detail detection	Students wrote the supporting details of the story based on the words given.	15 minutes
	Cultural perspectives	Students answered questions related to the cultural perspectives found in the movie compared to their own culture.	15 minutes
Interpersonal	Language Function Discourse Type Communication Strategies Comprehensibility Language Control	Students had a conversation about the movie with the instructor in the form of an interview.	5 minutes
Presentational	Language Function Discourse Type Impact Comprehensibility Language Control	Students delivered a two-minute speech to review the movie.	2 minutes

2. IPA rubrics

In this study, the IPA rubrics were used to assess the students' speaking ability in the three IPA modes—interpretive, interpersonal, and presentational. The IPA rubrics in this study were developed from the ACTFL IPA rubrics (Adair-Hauck et al., 2015). Based on the original IPA rubrics, it was divided into three sections corresponding to the three IPA modes. As for the interpretive rubric, it consisted of two main sections, including literal and interpretive comprehension. Since the interpretive rubric was used to assess students' performance along the continuum regardless of the levels of students' proficiency, there were no separate rubrics at different levels of students' proficiency. As for interpersonal and presentational rubrics, it was divided into three levels, namely novice, intermediate, and advanced. In this study, the level

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of students' proficiency was at an intermediate level; therefore, the adapted interpersonal and presentational rubrics were used.

The summary of the criteria in the performance expectation in IPA rubrics in this study, which was developed from ACTFL IPA rubrics, are illustrated in Tables 14 and 15. (See the appendix for the complete descriptors of all rubrics across all proficiency levels.)

Table 14:
Performance Expectation in Interpretive Rubric (All Levels of Proficiency)

Criteria	Description
	LITERAL COMPREHENSION
Keyword recognition	Identify the spoken words in a video or audio that give clues to the overall meaning of the messages
Main idea detection	Identify the main idea of the message
Supporting detail detection	Identify the important details that further support the main idea of the message
	INTERPRETIVE COMPREHENSION
Cultural perspectives	Identify cultural perspectives/norms by connecting practices/products to cultural perspectives

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Table 15:
Performance Expectation in Interpersonal and Presentational Rubric (All Levels of Proficiency)

Criteria	Description
	Interpersonal
Language Function	The language tasks that the speaker consistently, comfortably, sustainably, and spontaneously handles
Discourse Type	Quantity and organization of language discourse on a continuum ranging from individual words to phrases,

Criteria	Description
	sentences, connected sentences, paragraphs, and extended discourse
Communication Strategies	Quality of engagement and interactivity, assessing how well one participates in conversations and advances it; strategies for negotiating meaning when communication breakdowns occur
Comprehensibility	How well the speaker's message is understood by the audience
Language Control	Grammatical accuracy, appropriate vocabulary usage, and the degree of fluency exhibited by the speaker
	Presentational
Language Function	The language tasks that the speaker consistently, comfortably, sustainably, and spontaneously handles
Discourse Type	Quantity and organization of language discourse on a continuum ranging from individual words to phrases, sentences, connected sentences, paragraphs, and extended discourse
Impact	Clarity, organization, and depth of presentation; the degree to which presentation maintains attention and interest of the audience
Comprehensibility	How well the speaker's message is understood by the audience
Language Control	Grammatical accuracy, appropriate vocabulary usage, and the degree of fluency exhibited by the speaker.

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3. Engagement self-report

In this study, the engagement self-report was used to measure three types of students' engagement levels, namely behavioral, emotional, and cognitive engagement. Using student self-report is generally considered a practical

approach to collect students' information, which may be non-observable or subjective indicators of engagement (Mandernach, 2015). During data collection using the engagement self-report, students were asked to rate their engagement in terms of their behavior, experience, feeling, or opinions in the classroom. The constructions of each student's engagement self-report were illustrated as follows:

1. Construction of students' behavioral engagement self-report

As for students' behavioral engagement, students were asked to report their response towards the statements concerning their behavior in English speaking course through the implementation of the IPA module. The questions in the engagement self-report were based on students' academic activity, including class attendance, class participation, assignment completion, asking questions, and time and effort. With regard to the construction of the engagement self-report, the questions were derived and developed from those found in the literature, as illustrated in Table 16.

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Table 16:

Review of Previous Survey Questions for Measuring Students' Behavioral Engagement from the Literature

Categories	Questions	Sources
Class attendance	I always come to class on time.	Handelsman et al. (2005)
	I skip classes during school.	National School Engagement (2006)
	I come to class every day.	Handelsman et al. (2005)
Class participation	When I'm in class, I participate in class discussions.	Skinner et al. (2009)
	I pay attention in class.	Skinner et al. (2009)
	I actively participate in small group discussions.	Handelsman et al. (2005)
Assignment completion	I do all the homework.	Handelsman et al. (2005)
	I come to class without completing readings or assignments.	NSSE (2019)
	I do presentation in class.	
Asking question	I ask questions or contribute to course discussions in other ways.	NSSE (2019)
	I ask another student to help you understand the course material.	
	I ask questions when I don't understand the instructor.	Handelsman et al. (2005)
	I ask the instructor to review assignments or tests.	
Time and Effort	I try hard to do well in school, and when I am in class, I work as hard as I can.	Skinner et al. (2009)
	I examine the strengths and weakness of my own views on a topic or issue.	NSSE (2019)
	I form a new idea or understanding from various pieces of information.	

2. Construction of students' Emotional engagement self-report

The second part of the engagement self-report was used to measure students' level of emotional engagement. In this section, students were asked to report their responses towards the statements

concerning their enjoyment, interest, a sense of belonging, and boredom when they actually studied in the English speaking course with the integration of the IPA module. The questions in the engagement self-report were derived and developed from those found in the literature, as illustrated in Table 17.

Table 17:
Review of Previous Survey Questions for Measuring Students' Emotional Engagement

Categories	Questions	Sources
Enjoyment	When I'm in class, I feel good.	Skinner et al. (2009)
	I enjoy learning new things in class.	
	I have fun in class.	Handelsman et al. (2005)
	I feel happy in school.	Fredricks et al. (2005)
	I feel excited by the work in school.	
	I enjoy talking to the students here.	Appleton and Christenson (2004)
	I enjoy talking to the instructors here.	
	I enjoy the work I do in class.	National School Engagement (2006)
	I am satisfied with the activities offered to me.	Tinio (2009)
Interest	When we work on something in class, I feel interested.	Skinner et al. (2009)
	I have been challenged to come up with new ideas.	Kember and Leung (2009)
Sense of belonging	I feel I can take the responsibility of my own learning.	Kember and Leung (2009)
	I feel a strong sense of belonging to my class group.	
	When we work on something in class, I get involved.	Skinner et al. (2009
	I am confident that I can learn and do well in the class.	Handelsman et al. (2005)
Boredom	I feel bored in school.	Fredricks et al. (2005)
	I feel bored during lectures.	Tinio (2009)

3. Construction of students' cognitive engagement self-report

The third part of the engagement self-report focused on the measurement of students' cognitive engagement. The questions were designed to explore students' cognitive engagement in two views, which were self-regulation and cognitive strategies. In terms of cognitive strategies, it was divided into two types, which were deep and shallow strategies. In this section, students were asked to report their responses to the items related to cognitive engagement. The construction of a self-report for measuring cognitive engagement was based on the literature review shown in Table 18.

Table 18:
Review of Previous Survey Questions for Measuring Students' Cognitive Engagement

Categories	Questions	Sources
Self-Regulation	It is easy for me to establish goals for learning in this class. I organize my study time well for this class. I have a clear idea of what I am trying to accomplish in this class. When I finish working a problem, I check my answer to see if it is reasonable. When I finish working on practice problems, I check my work for errors.	Miller et al. (1996)
Deep Strategy Use	I compare and contrast different concepts. While learning new concepts, I tried to think of practical applications.	Greene and Miller (1996)

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Categories	Questions	Sources
	I make sure I understand the material that I study.	
	When I finish working on practice questions/problems, I check my work for errors.	
	When studying, I try to combine different pieces of information from course materials in new ways.	Miller et al. (1996)
	I work on the practice problems to check my understanding of new concepts or rules.	
	I classify problems into categories before I begin to work on them.	
	When I work a problem, I analyze it to see if there is more than one way to get the right answer.	
Shallow Strategy Use	I mainly read the course materials to get the information needed for the test.	Greene & Miller (1996)
	I try to memorize the steps for solving problems presented in the text or in class.	Miller et al. (1996)
	I find reviewing previously solved problems to be a good way to study for a test.	

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To analyze data for measuring students' level of engagement in three dimensions, the data from the engagement self-report was analyzed by using the Statistical Package for Social Sciences (SPSS) program. Descriptive statistics of mean, standard deviation, and frequency were used.

For the rating scale used to measure the level of students' engagement, the degree of opinion was based on a five-point Likert scale with the following criteria presented in Table 19.

Table 19:
A Rating Scale for the Five-Point Likert Scale for Measuring Students' Level of Learning Engagement

Frequency Level	Scores
Always	5
Often	4
Sometimes	3
Occasionally	2
Never	1

Accordingly, the mean value of data derived from each statement was interpreted as the degree of opinion below:

Very high = 4.21 – 5.00 points
High = 3.41 – 4.20 points
Moderate = 2.61 – 3.40 points
Low = 1.81 – 2.60 points
Very low = 1.00 – 1.80 points

The width of each level was calculated as follows:

$$\text{Class interval} = \frac{\text{Range}}{\text{The width of the class}}$$

$$= \frac{\text{The highest width – The lowest width}}{\text{The width of class}}$$

$$= \frac{5-1}{5}$$

$$= 0.80$$

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However, due to the nature of the engagement self-report statement used in this study, which primarily consisted of 38 positive statements and two negative statements, the scoring for the negative statements was reversed by calculating the mean scores in the opposite

direction. By reversing the scores, it allows for a standardized interpretation of the data, where higher scores consistently indicate higher levels of engagement, regardless of whether the statement is positive or negative.

4. IPA opinion questionnaire

To explore students' opinions towards the implementation of the IPA module in English speaking course, the IPA opinion questionnaire was designed. The questionnaire was divided into two parts as follows:

Part 1: Personal information of the applicants

The first part of the questionnaire concerned the background information of the participants, including gender, year of study, the number of English speaking courses enrolled in the past, and current grade point average.

Part 2: IPA opinion survey questionnaire

The second part of the questionnaire asked about the opinions of the participants towards the implementation of the IPA module in three aspects, including opinion on overall satisfaction with the implementation of the IPA module, the development of English speaking ability through the IPA module, the 5 Cs standards, the IPA instructional activities, and the IPA feedback session. The questionnaire consisted of 27 questions which were based on a five-point Likert scale. In the first category, as aforementioned, the participants were asked to rate their overall satisfaction towards the implementation of the IPA module. In the second category, the participants were asked to rate the level of agreement on each mode of IPA. The result

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from this part portrayed the IPA mode that students were mostly satisfied with. The third category was based on students' opinions on the IPA feedback session. Table 20 shows the categories of questions on the IPA opinion survey questionnaire.

Table 20:
Categories of Questions on IPA Opinion Survey Questionnaire

Categories of questions on the IPA opinion survey questionnaire	Number of questions	Level of agreement (Five-point Likert Scale)				
		5	4	3	2	1
Overall satisfaction with the implementation of the IPA module	5					
Opinions on the development of English speaking ability through the IPA module	6					
Opinions on the 5 Cs standards	4					
Opinions on the IPA instructional activities	7					
Opinions on the IPA feedback session	5					

To analyse the data on students' opinions towards implementing IPA in an English speaking course, the data from the IPA opinion questionnaire was analyzed by using the Statistical Package for Social Sciences (SPSS) program. Descriptive statistics of mean, standard deviation, and frequency were used.

The rating scale used in the quantitative analysis was based on a five-point Likert scale with the following criteria shown in Table 21.

Table 21:
A Rating Scale for the Five-Point Likert Scale for Measuring Students' Opinions on IPA Module

Degree of Opinion	Scores
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Accordingly, the mean value of data derived from each statement was interpreted as the degree of opinion below:

Very high = 4.21 – 5.00 points
High = 3.41 – 4.20 points
Moderate = 2.61 – 3.40 points
Low = 1.81 – 2.60 points
Very low = 1.00 – 1.80 points

The width of each level was calculated as follows:

$$\text{Class interval} = \frac{\text{Range}}{\text{The width of the class}}$$

$$= \frac{\text{The highest width} - \text{The lowest width}}{\text{The width of class}}$$

$$= \frac{5-1}{5}$$

$$= 0.80$$

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5. Semi-structured interviews

Semi-structured interviews were conducted to elicit further information from the participants regarding their opinions towards the implementation of the IPA module on speaking ability and learning engagement. The interview

protocol was developed by the researcher to further explore participants' opinion toward the implementation of the IPA.

Regarding the selection of the participants for the interview, six students were selected. Two of them were students who achieved high scores on all IPA assessment tasks, another two students at the middle level, and the remaining two at the low level. Each interview, which lasted approximately 30 minutes, was audio-recorded.

Table 22:
List of Interview Questions

Categories of questions	Sample interview questions
IPA	1. Overall, how do you feel when studying in this English speaking course with the IPA module? 2. Do you like the class activities with the IPA module? Why? 3. What best helped you prepare for studying with the IPA module? 4. What do you think about the teaching materials in this course? 5. What are the advantages of the IPA module compared to what you have learned in previous English speaking courses you took? 6. What IPA mode can you perform best? 7. What is the most difficult IPA mode? 8. Is your speaking skill developed after learning through the IPA module? Why? 9. Is the IPA feedback session helpful for you? How? 10. Do you have any suggestions for the implementation of the IPA module in an English speaking course?

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Categories of questions	Sample interview questions
Student Engagement	11. Do you want to study this course? Why? 12. How do you feel when participating in class discussions? 13. What are your problems with assignment completion? 14. Do you like to ask questions? Why or why not? 15. Do you enjoy studying in this course? Please explain. 16. Are you nervous when speaking English in this course? Please explain. 17. How much do you get involved in classroom activities? 18. How can you be sure that you understand the course materials? 19. How can you prepare yourself for the test? 20. How can you deal with the problems when studying in this course?

As for data analysis, qualitative data obtained from the interviews was transcribed, ensuring an accurate record of participants' responses. Subsequently, content analysis was employed as the analytical approach to systematically examine and interpret the data, aiming to extract deeper insights and generate a more comprehensive understanding of the effectiveness of the implementation of the IPA module on enhancing students' speaking ability and their learning engagement.

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Stage 1.4 Validating the research instruments

After the research instruments were designed, the validation of each instrument was conducted as follows:

1. **Pretest and posttest**

Once the pretest and posttest were constructed, they were sent to the three experts for validation. Considering the qualification of the three experts, all of them held a Ph.D. in English or related fields and had at least two years of experience in teaching English speaking courses in the university. The pretest and posttest were sent to the experts along with the checklist which consisted of the appropriateness of the test tasks in three modes, including interpretive, interpersonal, and presentational. To validate the pretest and posttest, the experts were asked to rate the scores based on the value of IOC described below:

1 = Congruent

0 = Questionable

-1= Incongruent

For the interpretation of the OIC score, the items scored equal to or higher than 0.5 were considered congruent with the objectives, while the item scored lower than 0.5 were revised.

2. IPA rubrics

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After the IPA rubrics were developed from the original ACTFL IPA rubric (Adair-Hauck et al., 2015), the next stage was to validate the rubric which was sent to the three experts who had expertise in language assessment and evaluation with the checklist consisting of subcategories of each IPA rubric. As previously mentioned, the rubric consisted of three modes, including interpretive, interpersonal, and presentational. Each mode had subcategories reflecting students' performance in different elements. To illustrate, the interpretive rubric was used to evaluate students' performance on keyword recognition, main idea detection, supporting idea detection, guessing meaning,

and cultural perspectives. The interpersonal rubric focused on language function, discourse type, communication strategies, comprehensibility, and language control. As for the presentational rubric, students were evaluated in terms of language function, discourse type, impact, comprehensibility, and language control. The rubrics were validated by using OIC with the description of values below:

1 = Congruent

0 = Questionable

-1= Incongruent

The items in the rubrics that scored equal to or higher than 0.5 were considered congruent with the objectives, while the item scored lower than 0.5 were revised.

3. IPA opinion questionnaire

To ensure the validity of the IPA opinion survey questionnaire, content validity was confirmed by a panel of three experts. The IOC was used to evaluate content validity based on the scores ranging from -1 to +1. The items scored equal to or higher than 0.5 were considered valid items. For the items which were scored lower than 0.5, they were omitted from the questionnaire.

4. Engagement self-report

The validation of the engagement self-report was validated by three experts who held a Ph.D. in English and had at least two years of experience in teaching English at the university level. The scores ranging from -1 to +1 were given to each of the items, and the items scored equal to or higher than 0.5 were

considered congruent, and the items scored lower than 0.5 were considered incongruent.

5. The semi-structured interview protocol

to the interview protocol was also validated by the same three experts. The interview questions consisted of two parts, eliciting students' opinions towards the implementation of the IPA module and the students' engagement. The results from the OIC was rated from -1 to +1 to confirm the validity of the interview questions in the protocol. For the value of OIC evaluation, the items scored equal to or higher than 0.5 were considered congruent, and the items which scored lower than 0.5 were subject to revision.

Stage 1.5 Revising research instruments

Upon completion of the validation process of all research instruments, all items that were considered incongruent were revised.

Stage 1.6 Conducting the pilot study

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The pilot study was conducted with 30 students whose characteristics were similar to those of the participants of the main study who were enrolled in the English Listening and Speaking course in the first semester of the academic year 2020 to determine the reliability of the research instruments. However, it is worth noting that only one IPA module was piloted within the period of three weeks. After the pilot study, it was discovered that the research instruments proved effective in assessing students' understanding of how the IPA module was implemented. Furthermore, it could effectively investigate students' speaking ability, explore their learning engagement levels, and explore their opinions towards the implementation of the IPA

module. However, it is crucial to allocate additional time for explaining the IPA rubrics to students, as they require more time to comprehend them.

Phase 2: implementation and evaluation of the effects of the IPA Module

Stage 2.1 Administering the pretest

The participants in that study were asked to do the pretest, which was administered in the first week of the course. The purpose was to measure students' speaking ability before they actually took the course that incorporated the three IPA modules. The pretest consisted of three tasks, including interpretive, interpersonal, and presentational. The first task asked students to watch a video and answered questions based on the video. The first task enabled students to become familiar with the topic. The next task was the interview. In this task, students were asked questions by the instructors. The questions in the second task were the same theme as in the first task in which students already had the ideas about the topic. The final task in the pretest was an oral presentation. In this task, students used the information from the first two tasks to deliver a two-minute speech. The score obtained from the pretest was compared with the posttest score to see the changes in the students' scores after they completed the English speaking course with the IPA module.

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Stage 2.2 Implement the IPA Module

After the pretest was administered, the IPA module were implemented. There were three IPA lessons to be taught within nine weeks, each of which employed different themes based on general topics which matched students' interest. In each lesson, students were assessed with the IPA rubrics based on the three modes of communication. The tasks were specifically designed based on the principles of each mode, including interpretive, interpersonal, and presentational modes.

Table 23:
IPA Unit plans

Week	Learning activities	Theme	IPA mode	Standards	Level
1	IPA Pretest	Movie	Interpretive Interpersonal Presentational	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced
2	**IPA Module 1** -Answering questions about tourist attractions in New York -Providing information about tourist attractions in New York -Expressing opinions on how tourist attractions in New York reflect culture -Identifying cultural similarities or differences when traveling between New York and Thailand	Vocations	Interpretive	Standard 1.1: Communication Standard 1.2: Culture Standard 1.4: Comparison	Novice Intermediate Advanced
3	**IPA Module 1** - Discussing the location, attractions, and activities to do in New York	Vocations	Interpersonal	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection	Novice Intermediate Advanced
4	**IPA Module 1** - Delivering a presentation on locations, attractions, and activities to do in New York	Vocations	Presentational	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced
5	**IPA Module 2** - Watching a video about Thai popular dishes and do the exercises; identifying the keywords;	Eating	Interpretive	Standard 1.1: Communication Standard 1.2: Culture	Novice Intermediate Advanced

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Week	Learning activities	Theme	IPA mode	Standards	Level
	finding the main idea; identifying supporting details; and expressing opinion towards cultural perspectives			Standard 1.4: Comparison	
6	**IPA Module 2** - Discussing the ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao - Planning and discussing Thai recipes including ingredients, steps of cooking, how to serve and eat, and food experience	Eating	Interpersonal	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced
7	**IPA Module 2** - Creating a food booth and doing a cooking demonstration, telling a history of the food, explaining how to serve and eat the food, and expressing food experiences	Eating	Presentational	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced
8	**IPA Module 3** - Answering questions about teenagers' problems - Providing information about teenagers' problems - Expressing opinions on how culture is related to teenagers' problems - Identifying similarities or differences in problems faced by Thai teenagers and teenagers from other countries	Young people	Interpretive	Standard 1.1: Communication Standard 1.2: Culture Standard 1.4: Comparison	Novice Intermediate Advanced
9	- Discussing the background, survey results, and solutions to teenagers' problems	Young people	Interpersonal	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection	Novice Intermediate Advanced

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Week	Learning activities	Theme	IPA mode	Standards	Level
10	-Delivering a presentation on background, survey results, and solutions to teenagers' problems	Young people	Presentational	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced
11	IPA Posttest	Movie	Interpretive Interpersonal Presentational	Standard 1.1: Communication Standard 1.2: Culture Standard 1.3: Connection Standard 1.4: Comparison Standard 1.5: Community	Novice Intermediate Advanced

Table 23 displays the unit plan of the IPA module. As mentioned earlier, the pretest consisted of three tasks that were conducted in the first week. For the first task, students were asked to watch a video that gave information about the topic and answer the questions that followed. The second task was the interview session. The instructors' role was the interviewer asking students questions about the topic, which was the same topic as that in the first task. Finally, students were asked to give a two-minute speech about the same topic. These three tasks represented the three modes of the IPA which were interpretive, interpersonal, and presentational. As can be seen in Table 23, the IPA lessons were implemented from week 2 to week 10. Each lesson was divided into three IPA phases. The themes in each lesson were general topics, including vacations, eating, and young people. In the interpretive task, students had to interpret the message they heard from the speaker. The task types included watching the video and listening to speeches, messages, or songs. In the interpersonal task, students had to negotiate the

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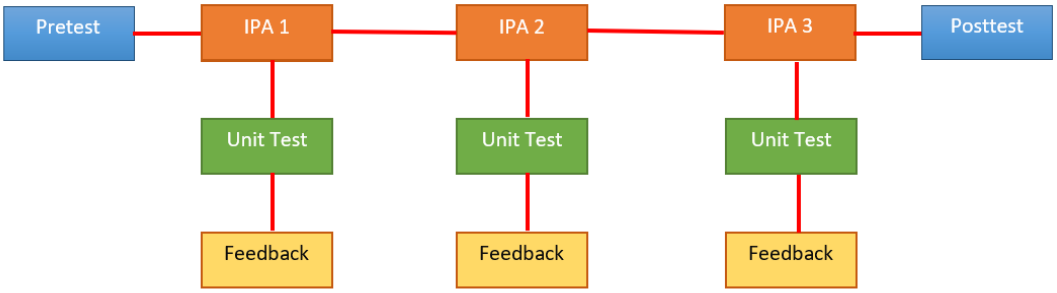
meaning with classmates about the topic in the lesson. The task types included conversation and discussion. The presentational task was the final task in each lesson. This task referred to the production of an oral message with different purposes to inform, explain, persuade, or narrate. At the end of the lesson, students were asked to deliver an oral presentation or speech on the same topic as that in the previous two tasks in the interpretive and interpersonal modes. Moreover, upon completion of each IPA assessment task, IPA feedback session was conducted. Figure 13 illustrates the teaching procedure of the three IPA modules.

Figure 13:

Teaching Procedures



Stage 2.3 Administering the posttest

After nine weeks of implementation of the IPA module, students were required to take the posttest. The tasks in the posttest were similar to those in the pretest. As mentioned earlier, they had to watch the video and explain what they understood about the topic. After that, they were interviewed by the instructors about the topic, and they were finally asked to give a speech on the topic.

Stage 2.4 Administering the questionnaires

The next stage was to administer the two questionnaires, which were the IPA opinion questionnaire and the engagement self-report, administered in week 12 after students had already done the posttest in week 11. Students were asked to complete two questionnaires separately. Firstly, they were asked to complete the IPA opinion questionnaire asking them about personal information and their opinion towards the implementation of the IPA in the English speaking course. When they finished the first questionnaire, they completed the engagement self-report, asking them about their experience in response to their engagement in this course. In terms of time allocation, students had unlimited time to complete the two questionnaires. Students could ask the researchers questions for clarification if they did not understand any items in the questionnaires.

Stage 2.5 Conducting a semi-structure interview

The interview session was the last stage of data collection. Six students were selected as for a semi-structured interview. They were divided into three groups, with two students chosen based on their performance on the IPA assessment tasks—high, middle, and low. During the interviews, students were asked about their additional opinions regarding the implementation of the IPA and their learning engagement in this course. Additional comments about the IPA implementation were welcome.

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Stage 2.6 Analyzing data

The data obtained from the instruments were quantitatively and qualitatively analyzed.

Based on the quantitative analysis, the scores of the pretest and posttest were analyzed using descriptive statistics in order to compare the two sets of scores and

whether or not the IPA had positive effects on students' speaking ability. The dependent t-tests were also run in order to complement the findings from the two sets of scores, leading to more profound support of the implementation of the IPA in an English speaking course. Another quantitative analysis was conducted with the data obtained from the questionnaire. The data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics of mean, standard deviation, and frequency were used to analyze quantitative data, while content analysis was used to analyze qualitative data.

3.4 Data collection

Data collection was separated into two phases, which were the pilot test and the main study as mentioned in the research procedure above.

3.5 Data analysis

Data analysis for the two research questions are presented in the research procedure above.

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3.6 Conclusion

This study employed a mixed-methods research design, utilizing a one-group pretest and posttest to collect both quantitative and qualitative data. The research instruments included pre- and post-tests, unit tests, an IPA opinion questionnaire, a self-report questionnaire on learning engagement, and a semi-structured interview protocol. As for data analysis, the quantitative data were analyzed using descriptive statistics such as mean, standard deviation, and percentage. The dependent t-test was also run to examine the statistical significance of the results. Additionally, content analysis was

used to analyze the qualitative data, allowing for a thorough examination and interpretation of the semi-structured interview protocol.

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CHAPTER IV
FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the analysis of quantitative and qualitative data obtained from the implementation of the IPA module in an English speaking course. The findings were analyzed in response to the research questions of this study. This chapter is divided into four parts as follows: demographic characteristics of the study participants, the effects of the IPA module on undergraduate students' English speaking ability, the effects of the IPA module on undergraduate students' leaning engagement, and students' opinions on the implementation of the IPA.

4.2 Demographic Characteristics of the Participants

This part presents the findings regarding demographic characteristics of the participants in this study. The information included gender, year of study, number of English speaking courses taken in each semester, and current grade point average.

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Table 24:

Demographic Characteristics of the Participants

	N	Gender	Year of study	Number of oral English courses taken in each semester	Current grade point average
Participant	33	M=14 (42.4 %) F=19 (57.6 %)	Third-year students = 33 (100%)	4 subjects or more=2 (6.1%) 3 subjects=4 (12.1%) 2 subjects=11(33.3%) 1 subject=16 (48.5%)	3.60 - 4.00=8 (24.2 %) 3.00 - 3.59=22 (66.7 %) 2.50 - 2.99= 3 (9.1 %) Below 2.50=0 (0 %)

As can be seen in Table 24, more than half of the participants were female, accounting for 57.6% or 19 students, while the other 4 students, or 42.4 %, were male.

As for the year of study of the participants, all of the participants, or 100%, were third-year students. In addition, 48.5%, or 16 students, enrolled in only one English-speaking course each semester, while 11 students or 33.3% took two English speaking courses. However, there were four students, or 12.1%, who studied three English speaking courses, and only two students, or 6.1% enrolled in four English speaking courses. Regarding the participants' current grade point average, 22 of them had their grade point average ranging from 3.00 to 3.59, making up 66.7% of the total, while eight students, or 24.2%, had a grade point average of 3.60 or higher. Also, only three students, or 9.1%, had a grade point average between 2.50 and 2.99, while none of them had a grade point average below 2.50.

4.3 The Effects of the IPA Module on Undergraduate Students' English Speaking Ability

4.3.1 Results from the Pretest and Posttest of Students' English Speaking Ability Before and After Studying Through the IPA Module

To investigate whether or not students' speaking ability improved after they studied in an English speaking course with the integration of the IPA module, a pretest and a posttest were administered. As previously mentioned, both the pretest and posttest consisted of three tasks, including interpretive, interpersonal, and presentational tasks. In terms of evaluation, students' performance was assessed using the IPA rubrics, which were adapted from the IPA original rubrics, and they were used based on the differences in students' English proficiency. The pretest and posttest results are depicted in three dimensions, which corresponded to the tasks undertaken by students in both tests. Specifically, the analysis encompassed interpretive, interpersonal, and

presentational tasks, along with an evaluation of overall performance across the three test tasks.

Table 25:

Summary of the Results of the Pretest and Posttest

IPA mode	Pretest				Posttest				*t*	*Sig. (2-tailed)*
	M	*SD*	Min	Max	*M*	*SD*	Min	Max		
Interpretive	2.12	.38	1.38	2.88	3.03	.41	1.88	3.75	-10.42	.000*
Interpersonal	2.80	.43	2.00	3.70	3.34	.38	2.70	3.90	-14.66	.000*
Presentational	2.94	.43	2.30	3.50	3.45	.34	2.80	3.90	-12.88	.000*
Total	**2.62**	**.31**	**2.01**	**3.15**	**3.27**	**.32**	**2.52**	**3.85**	**-18.76**	**.000***

*p < .05

Table 25 shows the summary of the findings obtained from the pretest and posttest. As can be seen from the overall mean score between the pretest and posttest, students' speaking ability improved, as the posttest mean score (M = 3.27, SD = .32) was higher than the pretest mean score (M = 2.62, SD = .31). Moreover, it was found that the posttest mean score was significantly different from the pretest mean score ($t(32) = -18.76$, $p \leq .05$). Therefore, the hypothesis was accepted.

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Table 26:

Results of the Interpretive Task of the Pretest and Posttest

Aspects	Pretest				Posttest				*t*	Sig. (2-tailed)
	M	*SD*	Min	Max	*M*	*SD*	Min	Max		
Keyword recognition	2.15	.49	1.00	3.00	2.65	.59	1.00	3.00	-4.00	.000*
Main idea detection	1.82	.74	1.00	3.50	2.71	.59	1.50	4.00	-5.77	.000*
Supporting detail detection	2.35	.81	1.00	4.00	3.48	.63	2.00	4.00	-6.62	.000*
Cultural perspectives	2.17	.65	1.00	3.50	3.27	.49	2.00	4.00	-7.60	.000*
Total	**2.12**	**.38**	**1.36**	**2.88**	**3.03**	**.41**	**1.88**	**3.75**	**-10.42**	**.000***

*p < .05

Table 26 illustrates the findings obtained from the interpretive task in the pretest and posttest. It was found that the posttest mean score (*M* = 3.03, *SD* = .41) was higher than the pretest mean score (*M* = 2.12, *SD* = .38). When considering each aspect of the interpretive test task, students had a higher average score in all aspects. In the keyword recognition aspect, students' posttest mean score (*M* = 2.65, *SD* = .59) was higher than the pretest mean score (*M* = 2.15, *SD* = .49). As for the main idea detection aspect, the student's posttest mean score (*M* = 2.71, *SD* = .59) was higher than the pretest mean score (*M* = 1.82, *SD* = .74). In the aspect of supporting detail detection, the students' posttest mean score (*M* = 3.48, *SD* = .63) was increased from the pretest mean score (*M* = 2.35, *SD* =. 81). As for cultural perspective aspect, students' posttest mean score (*M* = 3.27, *SD* = .49) was higher than the pretest mean score (*M* = 2.17, *SD* = .65). When comparing students' performance on each aspect of the interpretive task, it was found that the aspect that the students' mean score improved the most was the supporting detail detection aspect, while the one that improved the least was the keyword recognition aspect. Furthermore, the results from the paired sample t-test revealed that the posttest mean scores of all aspects of the interpretive task were significantly higher

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from the pretest mean scores (Total: $t(32) = -10.42$, $p \leq .05$, keyword recognition: $t(32) = -4.00$, $p \leq .05$, main idea detection: $t(32) = -5.77$, $p \leq .05$, supporting detail detection: $t(32) = -6.62$, $p \leq .05$, cultural perspectives: $t(32) = -7.60$, $p \leq .05$).

Table 27:

Results of the Interpersonal Task of the Pretest and Posttest

Aspects	**Pretest**				**Posttest**				***t***	***Sig. (2-tailed)***
	M	*SD*	Min	Max	*M*	*SD*	Min	Max		
Language Function	2.59	.52	2.00	4.00	3.30	.57	2.00	4.00	-9.43	.000*
Discourse Type	2.64	.49	2.00	3.00	3.06	.35	2.50	3.50	-6.12	.000*
Communication Strategies	2.73	.56	2.00	4.00	3.42	.56	2.00	4.00	-9.68	.000*
Comprehensibility	3.24	.63	2.00	4.00	3.74	.40	3.00	4.00	-5.41	.000*
Language Control	2.79	.43	2.00	3.50	3.18	.50	2.00	4.00	-5.28	.000*
Total	**2.80**	**.43**	**2.00**	**3.70**	**3.34**	**.38**	**2.70**	**3.90**	**-14.66**	**.000***

*p < .05

Table 27 displays the results obtained from the interpersonal task of the pretest and posttest. As for this task, students' posttest mean score ($M = 3.34$, $SD = .38$) was higher than the pretest mean score ($M = 2.80$, $SD = .43$). With regards to each aspect of the interpersonal task, students' posttest mean score was higher in all aspects. In the language function aspect, students' posttest mean score ($M = 3.30$, $SD = .57$) was higher than their pretest mean score ($M = 2.59$, $SD = .52$). As for discourse type aspect, the student's posttest mean score ($M = 3.06$, $SD = .35$) was higher than the pretest mean score ($M = 2.64$, $SD = .49$). When it came to supporting communication strategies, students' posttest mean score ($M = 3.42$, $SD = .56$) increased from the pretest mean score ($M = 2.73$, $SD = .56$). As regards comprehensibility, students' posttest mean score ($M = 3.74$, $SD = .40$) was higher than the pretest mean score ($M = 3.24$, $SD = .63$).

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Similarly, in terms of language control, students' posttest mean score (M = 3.18, SD = .50) was higher than the pretest mean score (M = 2.79, SD = .43). When comparing students' performance on each aspect of the interpersonal task, it was found that students' posttest mean score of the language function aspect improved the most, while the posttest mean score of the language control aspect improved the least.

Additionally, the results from the paired sample t-test confirmed that the posttest mean scores of all aspects of the interpersonal task were significantly higher than the pretest mean scores. (Total: t=-14.66, $p \leq .05$, language function: $t(32)$ = -9.43, $p \leq .05$, discourse type: $t(32)$ = -6.12, $p \leq .05$, communication strategies: $t(32)$ = -9.68, $p \leq .05$, comprehensibility: $t(32)$ = -5.41, $p \leq .05$, language control: $t(32)$ = -5.28, $p \leq .05$).

Table 28: Results of the Presentational Task of the Pretest and Posttest

Aspects	Pretest				Posttest				*t*	*Sig. (2-tailed)*
	M	*SD*	Min	Max	*M*	*SD*	Min	Max		
Language Function	3.14	.79	2.00	4.00	3.58	.50	3.00	4.00	-4.93	.000*
Discourse Type	2.52	.51	2.00	3.00	3.06	.24	2.50	3.50	-7.13	.000*
Impact	2.67	.49	2.00	3.50	3.27	.66	2.00	4.00	-7.01	.000*
Comprehensibility	3.50	.48	3.00	4.00	3.90	.26	3.00	4.00	-5.12	.000*
Language Control	2.90	.39	2.00	3.50	3.40	.52	2.50	4.00	-6.45	.000*
Total	**2.94**	**.43**	**2.30**	**3.50**	**3.45**	**.34**	**2.80**	**3.90**	**-12.88**	**.000***

*p < .05

Table 28 explains the findings from the pretest and posttest in the presentational task. Students' posttest mean score (M =3.45, SD = .34) was higher than the pretest mean score (M = 2.94, SD = .43). As for each aspect of the presentational task, students had a higher mean score in all aspects. In the language function aspect, students' posttest mean score (M = 3.58, SD = .50) improved from the pretest mean score (M = 3.14, SD = .79). As for discourse type, students' posttest mean score (M = 3.06, SD =.

24) was higher than the pretest mean score (M = 2.52, SD = .51). In the aspect of impact, students' posttest mean score (M = 3.27, SD = .66) was increased from the pretest mean score (M = 2.67, SD = .49). Likewise, regarding their comprehensibility aspect, the students' posttest mean score (M = 3.90, SD = .26) was higher than the pretest mean score (M = 3.50, SD = .48). In terms of language control, the students' posttest mean score (M = 3.40, SD = .52) was higher than the pretest mean score (M = 2.90, SD = .39). When comparing students' performance on each aspect of the interpersonal task, it was discovered that students' posttest mean score of the language impact aspect improved the most, while that of the comprehensibility aspect completed the least.

The results of the paired sample t-test confirmed that the posttest mean scores of all aspects of interpersonal task were significantly higher than the pretest mean scores (Total: t= -12.88, $p \leq .05$, language function: $t(32)$ = -4.93, $p \leq .05$, discourse type: $t(32)$ = -7.13, $p \leq .05$, impact: $t(32)$ = -7.01, $p \leq .05$, comprehensibility: $t(32)$ = -5.12, $p \leq .05$, language control: $t(32)$ = -6.45, $p \leq .05$). Therefore, the hypothesis was accepted.

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4.3.2 Findings from Semi-Structured Interviews

To support the quantitative data, the qualitative data obtained from the semi-structured interviews were analyzed, reflecting students' positive comments towards the improvement of their English speaking ability with the use of the IPA module, as shown in the following excerpts:

> *"I thought my speaking skill had greatly improved. Before I studied in this course, I did not dare to speak English and I did not realize my weaknesses." (Student #1)*

"My speaking skill has improved a lot. I was am now more confident and not afraid to speak in front of an audience. I used to be afraid that someone would bully me because of my poor speaking ability, but after taking this course, I no longer had that worry. I am quite pleased with all of my presentations." (Student #2)

There were several factors contributing to the improvement of students' English speaking ability as exemplified and discussed below.

Cyclical approach

The results from the semi-structured interviews indicated that the principle of the IPA cyclical approach was identified as one contributing factor to students' improvement of their speaking ability. To clarify, the IPA module started with an overview that gave a clear context and purpose for the learning unit. Most significantly, the IPA module demonstrated how each activity was connected to and built upon the previous one. As a result, the students' oral presentation, which was the final outcome of the IPA module, could significantly be improved, as shown in the following excerpts:

"I liked the examples that the instructor provided to me prior to the presentation assignment. It gave me good guidance on how to create my presentation and provided me with useful tips for constructing my own presentation. More importantly, the fact that the course was divided into three assignments assisted me in organizing my thoughts and allowed me to devote more time to explore the speaking topic. I also gained more ideas from my classmates since we had to exchange the idea in the interpersonal task." (Student #3)

"Overall, I was happy to study the way this course taught me. I thought it was a good thing when the instructor started by giving an overview of the topic as if no one had background knowledge about the topic. Moreover, I thought that watching a video in the first task was an effective way to lead students into the lesson. At first, I did not have any idea about the topic and the video was very helpful. Moreover, when I had a chance to talk with my friends about the topic in task 2, I could not only improve my speaking skill but also expand my idea. Finally, I could apply the knowledge obtained from the first two tasks in my final presentation. I assumed that once I had sufficient information and proper language structures, preparing my final oral presentation would be simple." (Student #5)

"*For me, my speaking ability improved a lot. I thought one important factor for my improvement was my interest in the topic and how invested I was in it. When the unit was separated into three tasks, I believed my thinking was becoming more structured when I was studying this course." (Student #1)*

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"In the first task, I listened to find the idea, and then I talked with my friend in the second task. These two tasks assisted me to come up with my final presentation in the third task. The learning steps were organized in a way that I enjoyed them. Although it took a long time, I believed this teaching module was better than starting with theory and then assigning the presenting task." (Student #4)

"I liked the cycle of the unit when the instructor provided students with three tasks. I believed that learning in stages was a good idea. I could understand the

topic before I exchanged my idea with classmates. I could use those ideas for creating my presentation." (Student #2)

However, there were also some contradictory comments from students towards the cycle of the IPA tasks. Since each IPA task was scored separately, some students mentioned their stress over the evaluation of the task, as can be seen below.

"This course was fine. However, I thought that some assignments might be too big and could make students worry about their scores. It would be better if some assignments were not scored or if the points were smaller so that students wouldn't take them too seriously." (Student #1)

Feedback

According to the data obtained from the semi-structured interviews, feedback also played an important role in the improvement of students' English speaking skills in various areas as follows:

Development of speaking ability

"The feedback was very useful for me. I totally agreed with the feedback I received from the instructor. I could realize my weaknesses and improve my speaking." (Student #2)

"I really liked the feedback session as it was very useful for me. When the instructor gave me comments, it reflected my strengths and weaknesses and I could develop my speaking skill." (Student #5)

Motivation in learning

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"The feedback from the instructors and friends was very useful. For me, my heart was fulfilled again because I had never received this kind of feedback before. It wasn't a criticism for me, but rather a constructive suggestion. As a result, I didn't feel threatened when I received feedback and I became motivated to learn in this course." (Student #2)

4.4 The Effects of the IPA Module on Undergraduate Students' Learning Engagement

4.4.1 Results from Student's Engagement Self-report

Learning engagement was investigated in three dimensions: behavioral, emotional, and cognitive. The findings obtained from the student's engagement self-report and semi-structured interviews are presented below.

4.4.1.1 Results from Student's Behavioral Engagement Self-Report

To examine the effects of the IPA module on students' learning engagement after they had studied an English speaking course with the integration of the IPA module, students were asked to complete the self-engagement report, which was divided into three parts based on different types of students learning engagement. The first part of the engagement self-report explored the level of students' behavioral engagement, while the second part investigated the level of students' emotional engagement. The last part consisted of statements eliciting data about the level of students' cognitive engagement.

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Table 29:

The Mean Scores of Students' Behavioral Engagement

Aspects	Statements	*M*	*SD*	Interpretation of engagement level
Class attendance	1. I came to class on time.	4.58	.71	Very high
	2. I wanted to skip this class.	4.52	.71	Very high
	3. I wanted to come to this class.	4.24	.66	Very high
	Total	**4.44**	**.48**	**Very high**
Class participation	4. I participated in class discussion.	3.70	.88	High
	5. I paid attention to this course.	4.33	.60	Very high
	Total	**4.02**	**.81**	**High**
Assignment completion	6. I finished my assignment.	4.73	.52	Very high
	7. I liked to give a presentation in class.	3.58	.87	High
	Total	**4.15**	**.91**	**High**
Asking questions	8. I asked questions when I do not understand.	3.24	1.25	Moderately high
	9. I asked the instructors to review class assignments or tests.	3.55	1.28	High
	10. I asked my classmates when I did not understand the course materials.	4.67	.48	Very high
	Total	**3.82**	**1.22**	**High**
Time and Effort	11. I worked hard in this course.	4.33	.54	Very high
	12. I noticed my strengths and weaknesses in the topic I learned.	4.70	.47	Very high
	13. I came up with a new idea from various pieces of information in this course.	4.21	.70	Very high
	Total	**4.41**	**.60**	**Very high**
Total mean score		**4.18**	**.91**	**High**

Table 29 shows students' behavioral engagement report reflecting their level of behavioral engagement. Overall, it was found that students revealed a high level of behavioral engagement (*M* = 4.18, *SD* = .91). When considering each aspect, students demonstrated a very high level of engagement regarding their behavioral engagement in class attendance (*M* = 4.44, *SD* = .48) and time and effort (M = 4.41, *SD* = .60).

Additionally, behavioral engagement was at a high level in terms of class participation (M = 4.02, SD = .81), assignment completion (M = 4.15, SD = .91), and asking questions (M = 3.82, SD = 1.22).

4.4.1.2 Results from Semi-Structured Interview Regarding Behavioral Engagement

To support the quantitative data, semi-structured interviews were also conducted to shed more light on students' behavioral engagement, as exemplified below.

Class attendance

It was found that students were willing to come to this course in which the IPA module was implemented. Some students revealed that they felt comfortable studying in this course and they loved the challenges when they had to accomplish the assigned tasks, as they described:

"I was first concerned when I learned that I would have to take an English speaking course because my speaking ability was poor. However, after I joined this course, I was always eager to come to the class and I loved the challenges I faced in this course."

(Student #4)

"I always wanted to study this course and I was comfortable to come to this class." (Student #2)

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"Yes, I wanted to study this course. I was waiting for my final video presentation, and I couldn't wait to show it to my instructor and classmates. I always put in a lot of effort and was curious to see how the instructor reacted." (Student #6)

"I liked coming to this class although I was sometimes concerned about homework." (Student #1)

"It was the only course I was interested in this semester." (Student #5)

"I was always ready to study this course." (Student #4)

Class participation

In terms of class participation, most of the students revealed that they enjoyed participating in class discussions since they were able to incorporate new ideas from the discussion into their presentations.

"Sharing ideas and discussing them in class was something I enjoyed doing since it successfully brought the class to focus on the topic." (Student #1)

"I was happy to see a variety of opinions from my classmates." (Student #2)

"I thought I could apply the information from the class discussion into my presentation." (Student #4)

"It was interesting to hear from different people. It helped me understand that other students may have different ideas, and mine may not be the best." (Student #5)

"It was good to broaden my ideas by means of class discussion. I could come up with a new idea once I discussed it with my classmates." (Student #6)

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Moreover, some students expressed their opinion that they participated in class activities by asking questions about things they did not understand, as they stated:

"Firstly, I was hesitant to ask questions. However, when I studied this course, I dared to ask questions if I did not understand something." (Student #2)

"I would try to find the answers by myself first. If I could not find the answers, I normally asked my friends. However, if my friends did not know the answer, I finally asked the instructor." (Student #4)

However, some students revealed that they did not ask questions, and there were different reasons that they shared:

"I did not ask many questions because the majority of the assignment examples were clear and I could understand it." (Student #1)

"I have not asked many questions, but I always thought about and responded to what the instructor taught in my mind." (Student #5)

"When I didn't understand anything, I didn't dare to ask questions." (Student #6)

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Problems on assignment completion

When asking students about their problems on assignment completion, some students indicated that they had similar problems on their speaking skills and time management, as can be seen in the following excerpts:

"My major problem was my speaking fluency and pronunciation, and it sometimes made me worried." (Student #6)

"When I practiced my speech alone, I had a difficulty. I wasn't sure whether I was speaking it correctly." (Student #1)

"My issue was time management since it took me a long time to come up with ideas or make a decision. As a result, I was occasionally unable to finish the speaking assignments on time." (Student #4)

4.4.1.3 Results from Student's Emotional Engagement Self-Report

Table 30:

The Mean Score of Students' Emotional Engagement

Aspects	Statements	*M*	*SD*	Interpretation of engagement level
Enjoyment	14. I enjoyed studying in this course.	4.06	.66	High
	15. I liked to learn new things in this course.	4.55	.56	Very high
	16. I was enthusiastic when I studied in this course.	4.12	.65	High
	17. I liked to talk in English to my classmates.	3.64	.78	High
	18. I liked to talk in English to my instructors.	4.18	.77	High
	19. I enjoyed doing an assignment in this course.	3.45	1.06	High
	20. I liked the class activities in this course.	3.97	.88	High
	21. I was interested in what I have done in this course.	4.09	.68	High
	Total	**4.01**	**.82**	**High**
Interest	22. I have been challenged to create new things in this course.	4.30	.77	Very high
	23. I could be responsible for my learning.	4.52	.62	Very high
	Total	**4.41**	**.70**	**Very high**
	24. I felt that I belonged to my class group.	4.33	.74	Very high

Aspects	Statements	*M*	*SD*	Interpretation of engagement level
Sense of belonging	25. I felt I got involved when I do class activities in this course.	4.24	.66	Very high
	26. I was confident that I could do well in this course.	3.88	.74	High
	Total	**4.15**	**.73**	**High**
Boredom	27. I was bored when n this course.	4.27	.72	Very high
	Total	**4.27**	**.72**	Very high
Total mean score		**4.11**	**.79**	**High**

Table 30 illustrates students' level of emotional engagement. In this section, students were asked to rate their level of emotional engagement during the implementation of the IPA module in their English speaking course. Overall, it was found that students revealed a high level of emotional engagement (*M* = 4.11, *SD* = .79). As for each aspect of emotional engagement, students revealed a very high level in the aspect of interest (*M* = 4.41, *SD* = .70). Moreover, students' emotional engagement was at a high level in terms of enjoyment *(M* = 4.01, *SD* = .82), sense of belonging (*M* = 4.15, *SD* = .73). Nevertheless, in terms of a negative statement asking students about their boredom presented in question number 27, the calculation of the mean score was inverted (*M* = 4.27, *SD* = .72).

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4.4.1.4 Results from Semi-Structured Interview Regarding Emotional Engagement

Apart from the findings from the self-engagement report, the data obtained from the semi-structured interviews revealed a positive response toward the students' level of emotional engagement. Most students mentioned that they enjoyed studying in this course, as can be seen below.

"I enjoyed studying this course because it was a very practical subject." (Student #1)

"Studying was fun for me since it was exciting every time I did it. Although we were worried about the topics, the activities were enjoyable." (Student #4)

Another interesting issue of students' emotional engagement was their nervousness. Although students enjoyed learning in this course, some of them were nervous when they had to deliver a presentation. They described:

"I was nervous every time I delivered a presentation in this course. Although I could recall a speech script, I was nervous when I had to deliver it in front of the class." (Student #4)

"I was nervous when I had to speak in front of the audience." (Student #5)

4.4.1.5 Results from Student's Cognitive Engagement Self-Report

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Table 31:

The Mean Scores of Students' Cognitive Engagement

Aspect	Statement	*M*	*SD*	Interpretation of engagement level
Self-Regulation	28. It was easy for me to set a learning goal in this course.	3.94	.70	High
	29. I could manage my study time well in this course.	3.82	.88	High
	30. I understood what I was doing in this course.	4.33	.60	Very high
	31. I checked my answer when I finished my work in this course.	4.45	.56	Very high
	Total	**4.14**	**.74**	**High**

Aspect	Statement	*M*	*SD*	Interpretation of engagement level
Deep Strategy Use	32. I could compare different concepts	4.12	.74	High
	33. I could contrast different concepts	4.03	.81	High
	34. I was sure that I understood the class materials in this course.	4.39	.56	Very high
	35. I checked whether there were errors after I finished my work.	4.39	.66	Very high
	36. I came up with some new ideas by combining different pieces of information from the class materials.	4.12	.74	High
	37. Before I solved problems, I classified them into categories.	3.72	.94	High
	38. I thought there was more than one way to get the correct answer for my work's problem.	4.21	.70	Very high
	Total	**4.14**	**.76**	**High**
Shallow Strategy Use	39. When I prepared myself for the test, I focused on the information from the course materials.	4.45	.67	Very high
	40. I thought a review of previous problems was a good way to study for a test.	4.67	.48	Very high
	Total	**4.56**	**.59**	**Very high**
	Total mean score	**4.21**	**.75**	**Very high**

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Table 31 displays students' levels of cognitive engagement. In this part, students were asked to rate their levels of cognitive engagement during the implementation of the IPA module in the English speaking course. Overall, it was found that the scores reflected a very high level of cognitive engagement (*M* = 4.21, *SD* = .75). When investigating each aspect of cognitive engagement, it could be seen that the students' responses reflected at a very high level of cognitive engagement in the aspect of shallow strategy use (*M* = 4.56, *SD* = .59), while they showed a high level of cognitive

engagement in terms of self-regulation (*M* = 4.14, *SD* = .74) and deep strategy use (*M* = 4.14, *SD* = .76).

4.4.1.6 Results from Semi-Structured Interview Regarding Cognitive Engagement

To elicit more information, semi-structured interviews was conducted. In terms of students' cognitive engagement, students expressed their opinions regarding the strategies that they used to study in the speaking course with the implementation of the IPA module.

First of all, the students mentioned that they liked the course materials chosen by the instructor because they enabled them to understand the content of the units more easily and provided valuable resources for their studies, as they explained:

> *"When I didn't understand anything, I always went back to check the course materials, such as a video example. It was quite helpful in ensuring that I was on the right way." (Student #1)*

> *"I checked the worksheet when I did not understand anything as it guided me to a lot for my presentation." (Student #5)*

> *"The course materials served as a handbook for me. Despite the fact that I understood the unit's material, I may return to it at any moment for clarification."* (Student #6)

Another interesting issue was the students' preparation for the test. It was found that the most important element on which students put a lot of emphases on was exploring the best idea for their presentation.

"I think exploring about the topic was important. I paid close attention when I was composing my speech script. I have revised it until I could come up with the best version." (Student #1)

"My initial issue was with the ideas. After I came up with the ideas, then I spent a few days to write a script." (Student #4)

4.5 Students' Opinions on the Implementation of the IPA Module

Table 32:

The Mean Score of Students' Overall Satisfaction with the Implementation of the IPA Module

Statement	*M*	*SD*	Interpretation of agreement level
1. I was satisfied with studying an English speaking course through the IPA module.	4.12	.74	Agree
2. I like the IPA classroom environment.	4.06	.83	Agree
3. I was more satisfied with studying an English Speaking course through the IPA module than the speaking course I had taken before.	4.27	.80	Strongly agree
4. Studying through the IPA module enabled me to be a better learner.	4.39	.66	Strongly agree
5. I was satisfied with the teaching materials in the IPA module.	4.30	.68	Strongly agree
Total	**4.23**	**.74**	**Strongly agree**

Table 32 indicates that most students strongly agreed with the statements in terms of students' overall satisfaction towards the implementation of the IPA module (M = 4.23, SD = .74).

Table 33:

The Mean Scores of Students' Opinions on the Development of English Speaking Ability Through the IPA Module

Statements	*M*	*SD*	Interpretation of agreement level
6. The IPA module has improved my English speaking ability.	4.52	.57	Agree
7. I was more confident when speaking in this course.	4.09	.72	Agree
8. The IPA module gave me a great opportunity to practice English speaking skill.	4.58	.56	Strongly agree
9. The IPA module enabled me to speak more English with my classmates.	3.88	.82	Agree
10. The IPA module allowed me to speak more English with my instructors.	4.42	.61	Strongly agree
11. The IPA module allowed me to study an English speaking course through the three modes of communication including interpretive, interpersonal, and presentational modes.	4.48	.57	**Strongly agree**
Total	**4.32**	**.64**	**Strongly agree**

Table 33 states that most students strongly agreed with the statements in terms of students' opinions on the development of English speaking ability through the IPA module (*M* = 4.32, *SD* = .64).

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Table 34:

The Mean Scores of Students' Opinions Towards the 5 Cs Standards

Statement	M	SD	Interpretation of agreement level
12. The IPA module enabled me to integrate a cultural perspective in IPA tasks into my daily situations.	4.30	.68	Strongly agree
13. The IPA module enabled me to use English to connect with other disciplines.	4.30	.68	Strongly agree
14. After studying through the IPA module, I could compare my language and culture to the English language and cultures.	4.30	.64	Strongly agree
15. After studying through the IPA module, I could share the English language and culture beyond the classroom.	4.18	.68	Agree
Total	**4.27**	**.67**	**Strongly agree**

Table 34 shows the level of agreement of students in terms of students' opinions towards the 5 Cs standards. It was found that most students strongly agreed with the statements in response to opinions towards the 5 Cs standards (M = 4.27, SD = .67).

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Table 35:

The mean Scores of Students' Opinions On the IPA Instructional Activities Through the IPA Module

Statements	M	SD	Interpretation of agreement level
16. The interpretive tasks made you understand the content of interpersonal and presentational task more easily).	4.27	.63	Strongly agree
17. The teaching materials in IPA interpretive task were effective.	4.21	.40	Strongly agree
18. The teaching materials in IPA interpersonal task were effective.	4.46	.62	Strongly agree

Statements	M	SD	Interpretation of agreement level
19. The teaching materials in IPA presentational task were effective.	4.55	.56	Strongly agree
20. The IPA interpretive activity improved my ability to interpret the meaning of the text after I watched a video or listening to an excerpt.	4.15	.76	Agree
21. The IPA interpersonal activity allowed me to actively negotiate the meaning with my interlocutor.	4.15	.67	Agree
22. The IPA presentational activity allowed me to effectively create an oral presentation.	4.06	.86	Agree
Total	**4.26**	**.69**	**Strongly agree**

Table 35 shows the mean score of students' opinions on the IPA instructional activity through the IPA module. As can be seen, most students strongly agreed with most of the statements (*M* = 4.26, *SD* = .69).

Table 36:

The Mean Scores of Students' Opinions on the IPA Feedback Session

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Statement	M	SD	Interpretation of agreement level
23. The feedback from the instructors was very helpful.	4.90	.38	Strongly agree
24. Giving feedback helped me realize my strengths and weaknesses.	4.90	.38	Strongly agree
25. The feedback in each IPA mode built upon each other.	4.60	.61	Strongly agree
26. The IPA feedback provided me with knowledge and strategies for improving my performance.	4.48	.57	Strongly agree

Statement	M	SD	Interpretation of agreement level
27. The feedback provided an ongoing feedback cycle between students and instructors.	4.60	.56	Strongly agree
Total	**4.70**	**.50**	**Strongly agree**

Table 36 illustrated students' levels of agreement in terms of their opinions on the IPA feedback session. It was confirmed that most students agreed with most of the statements about feedback in the IPA feedback session (*M* = 4.70, *SD* = .50).

As can be seen from Tables 33, 34, 35, 36, and 37, students showed the highest level of agreement in the aspect of students' opinions on the IPA feedback session (*M* = 4.70, *SD* = .50) followed by students' opinions on the development of English speaking ability through the IPA module (*M* = 4.32, *SD* = .64), students' opinions towards the 5 Cs standards (*M* = 4.27, *SD* = .67), students' opinions on the IPA instructional activity through the IPA module (*M* = 4.26, *SD* = .69), and students' overall satisfaction towards the implementation of the IPA module (*M* = 4.23, *SD* = .74).

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To obtain additional information from the IPA opinion questionnaire, the data from the semi-structured interviews also explained students' opinions on the implementation of the IPA module.

For overall satisfaction, students explained that they were satisfied with studying an English speaking course through the IPA module.

"Overall, I enjoyed studying in this course since it gave me more confidence in my speaking abilities" (Student #1).

"I was very satisfied and I could say that this was the first course that changed my attitudes on studying an English speaking course. I had been thinking that speaking English was too difficult to me and I lacked any confidence. After taking this course, I gained more confidence and made an attempt to speak English." (Student #2)

As for students' opinions on the development of English speaking ability with the IPA module, students mentioned that their English speaking ability was improved:

"My speaking skill was better than it was in the past. I had been told that I was a monotonous speaker, but I thought my speaking skill improved a lot. It was because I received many constructive comments and realized my weaknesses." (Student #4)

"I thought my speaking skill was better in terms of my confidence. I had more confidence in speaking English. I used to be tense when I spoke English since I was worried about my pronunciation, but I felt much better after I studied this course." (Student #5)

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Obviously, one important factor contributing to students' development of English speaking ability as well as their satisfaction with the English speaking course with the IPA module was that students received constructive feedback from the instructor and their peers.

"When I was studying this course, I received genuine comments that helped me realize what I needed to work on further. Most importantly, I had more confidence to speak English." (Student #1)

"The feedback session was beneficial because I had seldom received detailed feedback from prior courses. When I received this kind of feedback, I could realize what I had to improve next time. I agreed with all of the instructor's feedback, and it truly helped me improve my speaking ability." (Student #4)

"Firstly, I didn't have any idea of how I should speak. I thought my presentation in the first week was OK, but I was not confident. After I received feedback from the instructor, I was able to identify my weaknesses that I might not have realized before, such as my pronunciation. I loved the feedback in Thai because it gave me a better understanding of my improvement."

(Student #6)

Another interesting comment from students was on instructional activities. Students believed that the instructional activities offered an excellent opportunity for them to successfully practice their English and allowed them to speak English in class, as they described:

"In this course, I not only spoke English in the oral presentation assignment, but I also practiced speaking English in task 2 that I had to speak with my partners. This gave me more opportunities to speak more English."

(Student #1)

"I liked speaking task in task 2 because it allowed me to communicate with my friends and exchange ideas. I thought that I could practice speaking skills and came up with new ideas by doing so." (Student #4)

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However, in order to develop the English speaking course with the implementation of the IPA module, students made some suggestions. Some students felt that they were focusing too much on their speech scriptwriting, so it was suggested that the instructors may put less emphasis on writing a speech script, as one of them stated:

"Since I was too concerned with my speech script and was anxious, I believed the instructor may inform students that they should not be serious when writing their speech scripts." (Student #1)

Another interesting issue was the assessment issue. Students mentioned that some tasks should not be scored since they made students focus on their scores more than the actual practice they got:

"I think the overall course was fine, but we, as Thai students, when it came to English assignments, we thought that every scored task was important and we took them very seriously at times. I suggested that some parts such as interpretive tasks may not be scored so that I could focus more on my speaking skills." (Student #3)

"The course was good but I thought that the score in task 1 and task 2 was excessive." (Student #1)

4.6 Summary

Overall, the findings showed that students' speaking ability improved after they studied in the English speaking course with the integration of the IPA module. The results obtained from quantitative data collection confirmed that students' scores improved when comparing the pretest and posttest scores. Moreover, the qualitative

data also supported the quantitative data in terms of the improvement of their speaking ability. To explain, the additional data obtained from the semi-structured interviews showed that students revealed positive comments about their speaking ability after they enrolled in this course.

In terms of students' learning engagement, the data from the self-engagement report illustrated that students had a high level of behavioral, emotional, and cognitive engagement. Likewise, the data obtained from the semi-structured interviews indicated that students revealed a positive opinion on their learning engagement.

As for students' opinions towards the implementation, the results obtained from the IPA opinion questionnaire confirmed that students had a positive opinion on the implementation of the IPA module. The data from the semi-structured interviews also indicated that students had a positive reaction when they took an English speaking course through the implementation of the IPA module.

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CHAPTER V
DISSCUSSION AND CONCLUSION

This chapter consists of six parts, including a summary of the study, a summary of the findings, a discussion of the research findings, implications of the study, limitations of the study, recommendations for future research, and a conclusion.

5.1 Summary of the Study

The present study aimed to answer three research questions: 1) What are the effects of an IPA module on undergraduate students' English speaking ability? 2) What are the effects of an IPA module on undergraduate students' learning engagement?, and 3) What are undergraduate students' opinions on the implementation of an IPA module?

IPA is a cluster assessment protocol which mainly features three modes of communication: interpretive, interpersonal, and presentational. Regarding the IPA's implementation, the IPA module uses the same theme within the same instructional unit depending primarily on the three modes of communication mentioned earlier. To begin with, students are expected to interpret the message from what they hear or see in the interpretative mode. Students are then asked to create a dialogue with their interlocutor while in the interpersonal mode. Finally, the students are required to deliver a speech in the presentational mode.

This study implemented the IPA module in an English speaking course to investigate its effects on students' speaking ability and learning engagement. The participants in this study were 33 Thai EFL undergraduate students who enrolled in an English speaking course at a public university in Nakhon Pathom province, Thailand.

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A mixed-methods research design was employed in this study, using a one-group pretest-and-posttest design. The students' posttest scores were compared to their pretest scores in order to determine students' improvement of their speaking ability after the implementation of the IPA module. Additionally, students' engagement and their opinions on the implementation of the IPA module were also investigated.

The study was conducted in two phases: 1) the development and validation of research instruments, and 2) the implementation of the IPA module and evaluation of its effects. Developing the research instruments involved studying related theories and literature, constructing and validating various instruments including a lesson plan, the pretest, the posttest, unit tests, the engagement self-report, and the IPA opinion questionnaire, and semi-structured interview questions. After the research instruments had been validated by experts and pilot tested, the IPA module was implemented in the English speaking course.

In terms of data collection, the experiment was conducted over a period of 11 weeks. Before the implementation of the IPA module, students were asked to take the pretest, which was constructed based on three IPA modes. After that, three IPA modules were taught to 33 students for nine weeks. The three units of instruction included 'Traveling in New York,' 'Eating in Thailand,' and 'Young People Today.' At the end of each unit, students were asked to take unit tests based on the three different IPA modes: interpretive, interpersonal, and presentational. After the implementation of the three IPA module, students took the posttest which was developed with the same test construct as that of the pretest. The students were then asked to complete the engagement self-report to investigate their level of learning engagement. The IPA opinion questionnaire was also administered to elicit students' opinions on the

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implementation of the IPA in the English-speaking course. Finally, the semi-structured interviews were conducted with six students to further probe into their opinions.

5.2 Summary of the Findings

The findings can be summarized in three aspects: the effects of the IPA module on students' speaking ability, the effects of the IPA module on students' learning engagement, and students' opinions on the implementation of the IPA module.

5.2.1 Effects of the IPA Module on Students' Speaking Ability

The findings showed that the IPA module had a positive effect on students' speaking ability as evidenced by as the increase in students' posttest mean score.

Moreover, the qualitative findings obtained from the semi-structured interview yielded support to the positive effects of the IPA. One of the factors that enabled students to develop their speaking abilities was the cycle of IPA activities. Furthermore, the co-constructive IPA feedback session enabled students to realize their strengths and weaknesses.

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5.2.2 Effects of the IPA Module on Students' Learning Engagement

It was found that integrating the IPA module into an English speaking course had positive effects on students' learning engagement. Data were obtained from the engagement self-report which encompassed three dimensions of learning engagement: behavioral, emotional, and cognitive engagement. The findings indicated that students had a high level of behavioral engagement, a very high level of emotional engagement, and also a very high level of cognitive engagement.

The semi-structured interviews suggested that when it came to behavioral engagement, students were willing to attend this course and participate in class

activities even though some may have been worried about their speaking skills and time management when completing class assignments. With regards to emotional engagement, students revealed that they enjoyed studying with the IPA module, although some of them were still anxious when delivering a presentation. The findings from the interview also confirmed that students were cognitively engaged since the IPA module enabled them to effectively utilize their learning strategies to develop their speaking ability in this course.

5.2.3 Undergraduate Students' Opinions on the Implementation of The IPA Module

The findings obtained from the IPA opinion questionnaire reflected students' positive opinions on the implementation of the IPA module. Overall, students were satisfied with the implementation of the IPA module, they believed that their speaking ability was developed with the implementation of the IPA module, they were satisfied with the 5 Cs standards, and they found that the IPA instructional activities enabled them to perform speaking tasks better. Finally, the students strongly agreed that the IPA feedback sessions contributed to a positive outcome of their speaking performance.

The qualitative findings obtained from the semi-structured interviews also reflected positive opinions as the students expressed that they were satisfied with the IPA module because it enhanced their speaking ability. They further explained that the important factors contributing to the improvement of their speaking ability included the effectiveness of IPA instructional activities as well as the constructive feedback that they received from the instructor and their peers.

5.3 Discussion

The findings of the present study indicated that the implementation of the IPA module significantly improved students' speaking ability and increased their levels of learning engagement. Furthermore, it was found that students had positive opinions on the implementation of the IPA module in their English speaking course. Such findings could be discussed as follows:

5.3.1 The Effectiveness of the IPA Module on Students' Speaking Ability

The findings of the present study indicated that the implementation of the IPA module had positive effects on the students' development of speaking ability. Such findings were congruent with the findings of Davin et al. (2011) who found that students performed better in speaking tasks when they performed IPA tasks. Furthermore, Kurniawan et al. (2022) confirmed that the implementation of the IPA in speaking courses improved students' speaking ability. One plausible explanation for the positive effects of the IPA module is its unique characteristics that seamlessly connect the assessment tasks with instruction. In a traditional classroom, assessment and instruction were separate constructs, and students were often taught and subsequently tested at the end of the instruction. As a result, students had to wait until the end of the instruction to learn if they were able to master what had been taught, which was sometimes too late for them to improve. The IPA, in contrast, incorporates assessment into the learning process. For this reason, students have a chance to learn about what they have already mastered and what they need to further develop while they are still in the learning process. Evidently, this leads to more desirable learning outcomes. As Glisan et al. (2007) have pointed out, students tend to have a better opportunity to learn and simultaneously improve themselves during the learning process when all three aspects

of teaching, learning, and assessment are combined so that students do not have to wait until the end of the course to figure out what they have to develop in the future.

Another crucial element of the IPA that helps promote students' speaking ability is class activities. In this study, the explanation for this assumption was derived from the quantitative data showing that students were satisfied with the task cycles in the three IPA modules. Also, they acknowledged that this was a new experience for them in learning English. As a result, the IPA module may be claimed to have improved students' learning success due to the cyclical tasks sequenced in the IPA module. To illustrate, in the IPA interpretive task, students were equipped with information about the unit's theme. They then had a chance to develop sufficient comprehension of the topic, which provided them with the information they needed to complete the tasks in the following two IPA modes. When it came to the IPA interpersonal task, students could depend on the information they obtained from the interpretive task when they discussed and exchanged ideas with their classmates. In other words, they could insure that they had the same understanding as their classmates based on the information they obtained from the interpretive task. Finally, students could utilize the information from the previous two tasks to complete the presentational task which was the final production of the IPA module. Due to the fact that the IPA offered authentic classroom activities that were used within the cycle of the three IPA tasks, students had the kind of opportunity they rarely had in a traditional classroom. Students were therefore more likely to be interested in engaging in such activities. The fact that the activities were designed based on real-life situations made them even more interesting for students. These positive findings were congruent with the claim made by Adair-Hauck et al. (2015) that the IPA is distinct from typical speaking tasks, which focus primarily on

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linguistic accuracy. Instead, the IPA gives students authentic tasks that help them learn through a situation that may occur in the actual world, hence better learning. These findings also concurred with those of a prior study by Zapata (2016) which found that students benefited from the IPA class activities since they assisted them in completing and preparing for assignments.

In addition, the finding that the IPA had a positive effect on students' development of speaking ability may have resulted from students' familiarity with the IPA task cycles which helped them realize what they needed to do better in the upcoming assignments. According to the findings obtained from the semi-structured interviews, students remarked that the interconnectedness of each IPA task assisted them in giving their speech delivery. Based on this finding, it could be assumed that the links between the three IPA tasks gave students access to sufficient knowledge and improved their comprehension of what was expected for their speaking assignment. Similarly, according to the Center for Advanced Research on Language Acquisition (2019), the interconnectedness of the three IPA modes maximizes students' learning potential. Troyan et al. (2023) have contended that that the IPA task cycle not only delivers crucial information but also elicits linguistic interaction that is essential for students to successfully undertake the subsequent tasks. This sequential progression of tasks ensures that students receive the necessary input and engage in meaningful linguistic exchanges, enabling them to build upon their knowledge and skills throughout the IPA task completion. Unlike in a traditional classroom, where the instructors may use activities that do not build upon one another, there may not be a consecutive learning task cycle within a single unit of instruction. Because of this, some students in traditional classrooms may be unable to make connection of necessary

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language skills or knowledge of the topic required to produce an effective speaking performance. In contrast, the IPA module can increase students' subject knowledge, providing them with speaking practice opportunities and assisting them so that they can come up with ideas for their speech performance. This is in line with the findings of Adair-Hauck et al. (2015) who found that the interpersonal task prompted students to negotiate meaning and learn new information from their interlocutor. As a result, it facilitated students' ability to efficiently construct a speech performance utilizing the relevant information they have acquired from the interpersonal task. Nevertheless, it is worth noting that this result was in contrast to a prior study by Glisan et al. (2007) which claimed that students could not successfully complete the interpersonal task since it demanded spontaneous communication. It is possible to assume that if students struggled in the interpersonal activities, it might also have an impact on how effectively they spoke in the presentational task.

Another reason for the positive finding is based on students' understanding of how each IPA task was built upon the preceding task. To explain, understanding how IPA modes were interrelated contributed to students' greater performance in using their language ability for communication, particularly in speaking. This notion is consistent with Glisan et al.'s study (2007) which reports that students became more aware of how they could use the language for communication once they realized the connections between the three IPA modes of communication. Moreover, Kissau and Adams (2016) have lent support to the claim that when students were familiar with learning through the three IPA modes and understood the interconnectedness among the three modes, they would be able to utilize the language to communicate more successfully. Davin et al. (2011), on the other hand, have reported a conflicting conclusion indicating that

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there appeared to be a disconnection between the interpretative task and the two subsequent tasks.

Besides this, another important factor contributing to students' improvement in their speaking ability is the assessment method used in the IPA module. This is due to the fact that IPA module provide students with a dynamic assessment throughout their learning in each IPA mode (Glisan et al., 2007). When compared to the traditional classroom, the IPA's cyclical procedure involves a dynamic assessment process which is in favor of improvement of students' speaking ability. To illustrate, in the present study, students were assessed immediately after they had performed the interpretive task and received feedback. Then, they continued to be dynamically assessed in the interpersonal and presentational tasks that followed. Hence, there were more opportunities to learn and develop through the application of dynamic assessment in the IPA module. Such a finding is similar to the findings reported by Madison (2019) who agreed that the IPA's dynamic assessment principle promoted students' ability to acquire the language more successfully due to the instructor's constant interaction with each student during the assessment cycle.

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In addition to the assessment method used in the IPA module, the inclusion of assessment tasks tailored to different proficiency levels can serve as an additional factor that improves students' performance. In the present study, students' proficiency levels varied. The design of each assessment was then based on their proficiency levels. According to Troyan et al. (2023), the IPA is a proficiency-based framework. Just like any kind of assessment, when teaching and assessment are designed with students' proficiency levels being taken into account, it means that students receive appropriate support and challenges that promote their language development.

The IPA rubrics are considered another factor contributing to improvement of students' speaking ability. In the assessment procedure in this study, the IPA rubrics were thoroughly explained to students who received information of what were expected of them when they had to perform the speaking task. The IPA rubrics were given to students before the assessment was undertaken. Once students had better understanding of what they were expected to do, they were more likely to perform better. Adair-Hauck and Troyan (2013) have pointed out that IPA rubrics enabled students to become familiarized with types of performance that they needed to do. However, Troyan et al. (2023) have cautioned that it is not easy for some instructors to use IPA rubrics effectively.

In addition, students in this study expressed satisfaction with how each task was evaluated while they were still in the learning process. Instead of having to wait until the end of the unit or course, as they would in a traditional classroom, students were able to identify their strengths and weaknesses nearly immediately after being assessed in the IPA module. As a result, they had time to learn from what they had done, improved what they had not been able to fully mastered, and were able to develop their speaking performance.

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The findings of the current study also helped clarify the significance of the co-constructive feedback employed in the IPA feedback loop. Based on the qualitative data obtained from the semi-structured interviews, it was confirmed that the feedback session was beneficial as it helped students improve themselves by giving them a chance to reflect on their prior performance and also prepare themselves to improve in the subsequent tasks. Adair-Hauck et al. (2015) contend that IPA feedback should be viewed as a continual feedback loop between the instructor and students. In the present

study, the fact that feedback was ongoing was crucial to the improvement of the students' speaking ability because, in addition to receiving letter grades, they also received dynamic feedback in the form of oral and written comments upon completing each IPA task. Such feedback was considered responsive feedback since the instructor directed students' performance through the feedback loop while providing feedback that could help them improve. Therefore, students' ability to produce a more effective speech during the final presentational task was fostered. Adair-Hauck and Troyan (2013) posit that the IPA feedback loop is essential in raising students' awareness of how to improve their language performance. It seems that the co-constructed feedback in the IPA feedback loop offers students a wide range of opportunities to discover their areas for self-improvement. This is due to the fact that each IPA task involves students receiving descriptive feedback rather than judgmental feedback based on detailed criteria. As such, as Adair-Hauck and Troyan (2013) have argued, providing descriptive feedback in IPA is more meaningful to students, leading to improvement in students' performance.

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5.3.2 The Effectiveness of The IPA Module on Students' Learning Engagement

The findings of the current study confirmed that the implementation of the IPA module had a positive effect on students' learning engagement in an English speaking course as students' learning engagement was high in all three dimensions: behavioral, emotional, and cognitive engagement.

In terms of behavioral engagement, students demonstrated high levels of engagement in class attendance, participation, assignment completion, asking questions, and time and effort. Based on the self-engagement report, the highest mean

score of students' behavioral engagement was found in class attendance. According to the study of National School Engagement (2006), research suggested that attendance, as a measure of behavioral engagement, was more strongly correlated with learning engagement than grades. This is likely because attendance reflects a student's active participation in the learning process, whereas grades may not fully capture a student's engagement or effort.

Furthermore, the positive findings could be also attributed to the design of the IPA module. The module included a series of class activities that built upon each other, which may have been more effective to stimulate students' enthusiasm and motivation to participate in class. These modules may have helped students see the relevance and coherence of different learning activities. Moreover, they helped students develop engagement in the learning progress and a sense of achievement when they successfully completed each task. As a result, students were more likely to be more invested in the learning process, which could have contributed to their positive reactions and made them more attentive to IPA module.

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In terms of class discussion which is one indicator of behavioral engagement, students mentioned in the semi-structured interviews that class discussion in the IPA module was very useful for them. Through discussion and sharing of ideas in the interpersonal task, they were able to learn from each other and build their idea on their classmates' ideas. For this reason, class discussion was important in increasing students' behavioral engagement. Adair-Hauck et al. (2015) have explained that the activities in the IPA classes result in meaningful communication which helps prepare students for the interpersonal task. By engaging in communication that is relevant and

authentic, students can build the necessary skills and confidence to perform well on interpersonal tasks assigned by the instructor.

The implementation of IPA module also positively impacted students' emotional engagement, as indicated by their self-reported levels of enjoyment, interest, sense of belonging, and lack of boredom. Interestingly, students had the highest level of emotional engagement in terms of their interest when taking part in the IPA module. Based on this finding, it could be assumed that the use of authentic assessment, which was embedded in the design of the IPA module used in this study, played a significant role in enhancing students' interest in their learning and, consequently, their emotional engagement. This was because authentic assessment mirrored real-life situations, making them more relevant and meaningful to students. Thus, when students could see the practical application of what they were learning, they were more likely to become more interested, which was one aspect of emotional engagement. According to Messier (2022), students are likely to demonstrate an increase in engagement and retention through the utilization of authentic assessment.

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Moreover, the IPA module had a positive effect on students' cognitive engagement. The self-engagement report was used to measure students' cognitive engagement in terms of self-regulation, deep strategy, and shallow strategy. The findings suggested that students exhibited the highest level of cognitive engagement when employing shallow strategies. This may be because shallow strategies are often more accessible and require less cognitive effort. To explain, shallow strategies encompass the surface-level aspects of the materials, enabling students to provide swift and immediate responses. In addition to this, students' self-regulation and deep strategies were also found to be high when considering cognitive engagement resulting

from the implementation of the IPA module in this study. This could be explained that dynamic assessment, which was in the IPA module, emphasized a collaborative and interactive approach to evaluation, encouraging ongoing feedback and adaptation. Through this process, students were more actively involved in their learning process, which could lead to an increase in self-regulation. When students felt empowered in their learning, they were more likely to set goals, monitor their progress, and employ effective learning strategies, ultimately becoming self-regulated learners.

This notion was supported by D. et al. (2022) whose research has shown that the use of dynamic assessment is a promising approach to promoting self-regulation because it encourages students to actively participate in the learning process, providing them with opportunities to receive immediate feedback and adapt their strategies accordingly. Unlike traditional assessment, which typically focuses on evaluating students' existing knowledge, dynamic assessment focuses on assessing students' potential for learning and development

5.3.3 Students' Opinions on the Implementation of The IPA Module

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The findings revealed that students expressed positive opinions on implementation of the IPA module in their English speaking course.

5.3.3.1 Overall Satisfaction with the Implementation of the IPA Module

The findings showed that students were satisfied with the implementation of the IPA module. To begin with, the students felt that the IPA module enabled them to learn better because the IPA made students realize their strengths and weaknesses. When students understand their own strengths and weakness, they are better able to focus their efforts on areas that require improvement. This self-awareness allows them to tailor their learning strategies

and allocate time and resources more effectively. By identifying their strengths, students can build upon their existing knowledge and skills, gaining confidence and motivation to excel in those areas. On the other hand, realizing their areas for improvement empowers students to actively seek extra assistance, practice, or resources, enabling them to overcome challenges and improve their learning.

Furthermore, when the IPA rubrics were used, students were better able to understand the performance expectation, so they knew what they needed to do to meet the expectation. As a result, they had better learning outcomes. By comprehending the IPA rubrics, students could gain insight into how they can enhance their language skills and become better learners. Finally, with feedback they received while performing the IPA tasks, students were able to pinpoint their strengths and weaknesses. This valuable feedback enabled them to make targeted adjustments to their learning, leading to an overall enhancement in their performance, particularly in speaking tasks. When students realized that they were able to perform speaking tasks better with the IPA, they developed satisfaction with its implementation in their speaking class.

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5.3.3.2 Opinions on the Development of English Speaking Ability Through the IPA Module

Based on the findings obtained from the IPA opinion questionnaire and the semi-structured interview protocol, it was evident that students expressed positive opinions regarding the demonstration of their speaking ability improvement. The highest mean score clearly indicated that the IPA module provided students with an excellent opportunity to practice speaking English. The qualitative findings also revealed that the feedback session was one of the

most influential factors contributing to the improvement of students' speaking ability. They mentioned that feedback helped them become more aware of their weaknesses, such as pronunciation, intonation, and grammar. This improvement could be attributed to the detailed and constructive feedback provided by the instructor during the IPA feedback sessions at the end of different IPA tasks. With the feedback they received, students had a better understanding what they needed to do to enhance their speaking ability more effectively.

However, students had experienced some pressure while studying with the IPA module. Some students explained that while they generally found the course to be effective, they had concerns about some IPA assignments. This was because all IPA assignments were scored, and scores made them worried about their performance for fear that they would get low scores if their performance was not good enough. They suggested that certain parts of the IPA module, particularly interpretive tasks, could be excluded from scoring since this task was not directly related to the speaking task. The rationale behind this recommendation was to enable students to allocate more attention and effort to developing their speaking ability.

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5.3.3.3 Opinions on the 5 Cs standards

In terms of students' opinions of the 5 Cs standards, the findings revealed that students held positive views regarding the applications of 5 Cs standards in the IPA module. Based on the IPA opinion questionnaire, it was confirmed that students were enabled to incorporate a cultural perspective into their daily interactions and tasks related to the IPA. This suggested that studying with the IPA helped them gain a deeper understanding of cultural differences

associated with the target language, and this likely improved their ability to communicate effectively in cross-cultural contexts. Moreover, the IPA module facilitated students' use of English as a means to connect with other academic disciplines. For instance, they were encouraged to integrate historical knowledge with language in order to complete each IPA task. This implied that learning with the IPA provided students with a valuable tool for interdisciplinary communication and collaboration.

5.3.3.4 Opinions on the IPA instructional activities

Students' responses to the IPA instructional activities were positive. They believed that the teaching materials in the three IPA tasks were effective. One plausible explanation for this positive feedback is that, in the present study, the teaching materials were specifically designed to align with students' interests. To elaborate, the use of authentic materials might have fostered a sense of relevance among students, making the learning experience more enjoyable and meaningful. Adair-Hauck et al. (2015) supported the idea that using authentic materials related to the theme of the unit enabled instructors to gain better insight into their students' strengths and weaknesses. As a result, incorporating authentic materials into each IPA task likely contributed to the overall effectiveness of the instructional materials, leading to positive student learning outcomes of the teaching materials, leading to positive student learning outcomes.

5.3.3.5 Opinions on the IPA feedback session

In the present study, it was found that the role of feedback in the speaking course with implementation of the IPA module was very important. During the semi-structured interviews, students frequently discussed the topic of feedback. They stated that the feedback they received through conversations with the instructor proved to be meaningful and beneficial. To explain, IPA feedback sessions employed a co-constructive feedback approach, which referred to the approach where both the instructor and the students actively participated in providing feedback. Due to its nature, co-constructive feedback enabled students to set their performance goals. When students had chance to set their performance goals, they were able to take control of their learning and striving to achieve their goals. Moreover, co-constructive feedback enabled students to understand their progress in learning, as well as their strengths and weaknesses during the learning process. When students realized their learning progress and their strengths and weaknesses, they were better equipped to make targeted improvements and capitalize on their strengths to enhance their overall language performance. Such findings were congruent with the findings of Adair-Hauck et al. (2015) who discovered that co-constructive IPA feedback loop promoted an active role of learners, encouraging them to engage in self-reflection, self-assessment, and peer-assessment. To explain, the co-constructive IPA feedback loop encouraged students to play an active role in their learning process. By actively participating in self-reflection, self-assessment, and peer-assessment, students became more aware of their own strengths and weaknesses in language learning. When students took ownership

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of their learning and were actively involved in the feedback process, they became more motivated to improve and make targeted efforts to achieve their learning goals.

Overall, students expressed positive views regarding the IPA feedback sessions in the English speaking course. During the semi-structured interviews, students emphasized the significance and effectiveness of the co-constructive feedback they received during conversations with the instructor, which enabled them to gain insights into their strengths and weaknesses through a meaningful feedback loop. Moreover, students were given the opportunity to ask questions, discuss their performance expectations with their instructor, and make improvements accordingly.

5.4 Implications of the Study Findings

According to the study findings, the IPA module could be utilized to bridge instruction and assessment in a speaking class to promote students' speaking ability and learning engagement. To implement the IPA module in English speaking courses, there are certain implications that instructors should take into consideration as follows:

Firstly, although the IPA module consisted of three modes, it is important for instructors to decide which mode of the IPA should be prioritized. While the findings of the current study revealed an improvement in students' performance in all IPA modes, it is recommended that more attention should be paid to interpersonal and presentational tasks. This is due to the fact that these two tasks require students to perform their speaking ability; hence, these tasks typically take longer to complete. Also, students need more practice and guidance to master them. For instance, according to the data obtained from the semi-structured interviews, some students acknowledged

that they found it difficult to perform interpersonal and presentational tasks as they required extra time to prepare. Therefore, instructors should allocate sufficient time to help students complete their interpersonal and presentational tasks. However, this does not mean that the interpretive task should be overlooked. This is because the primary purpose of interpretive tasks is to provide essential information about the topics to students, and without the information, students may not be able to complete interpersonal and presentational tasks. Madison (2019) has pointed out that equal emphasis on each IPA task is not required. Thus, it depends on the instructors' decision to place an emphasis on which IPA tasks.

Secondly, time constraints are another issue of which instructors should be carefully aware when incorporating IPA module into an English speaking classroom. The present study found that each IPA module took more time than the instructor had initially expected. The issue of time constraints arose from class activities and feedback sessions. As for class activities, the instructors should allocate time appropriately, especially for interpersonal and presentational tasks. During an interpersonal task, students need sufficient time to practice speaking English through conversation, as this allows them to generate ideas on the topic and enables them to express their ideas about the given topic. Furthermore, during a presentational task, the instructors may consider giving additional presentation time beyond the initial plan so that students have a greater opportunity to deliver their presentation more effectively as they may encounter unexpected situations, such as technical problems. In terms of the feedback session, feedback plays a vital role in implementing the IPA module in the English speaking course. Without sufficient feedback, it would be difficult, if not impossible, for students to learn about their areas of strength as well as areas needing improvement on their

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speaking performance so that they could improve themselves further. To provide an effective feedback session, it is suggested that no more than one IPA task should be administered per class period so that instructors and students will have enough time to discuss the feedback. This is because detailed feedback from instructors makes students realize their strengths and weaknesses for their further improvement in the next IPA tasks. Madison (2019) has cautioned that administering all three IPA tasks in one class period may lead to students missing out on the feedback loop and being too overwhelmed to benefit from the feedback they receive. In other words, instructors should not assign multiple IPA tasks in a single class period, as this can reduce the effectiveness of the feedback process. By adopting this concept, students will have sufficient time to interact with the feedback they are given and should be able to make significant progress in their completion of each IPA task. Besides this, instructors should take into account the format of the feedback they give to their students as some of the students in the present study mentioned that feedback in numerical forms caused them stress and they preferred verbal feedback that gave them details for further improvement.

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All in all, this study suggests that instructors should prioritize interpersonal and presentational tasks when implementing IPA module in an English speaking classroom due to the time and practice required to master them. Instructors should manage time and resources for feedback sessions, with no more than one IPA task administered per class period. This is to ensure that students and instructors can perform the effective feedback session. Finally, students mentioned that feedback without numerical scores may be more beneficial, as it reduces stress and allows for better preparation for the final speaking task in the IPA presentation task.

5.5 Limitations of the study

In the present study, there were some limitations that should be acknowledged as follows:

To begin with, the study was carried out for only nine weeks using three IPA modules to investigate the effects of the IPA module on students' speaking ability. A period of nine weeks may be too short to actually observe the extent to which the IPA module can improve speaking ability of students.

In addition, as the study participants were assigned to the researcher as an intact group, and there was no control group included in this study, it was not possible to conclude with complete confidence that the improvement in the students' speaking ability actually resulted from the implementation of the IPA module, and not from the students' mere exposure to the instruction of the instructor, the skill practice, and the target language.

Furthermore, since all IPA tasks were scored, it might put pressure on students' performance. Put another way, when students were aware that their performance would be evaluated and graded, they became stressed or pressured. This evaluation aspect might have induced additional stress and anxiety among some students, particularly those who were more sensitive to assessment and performance-related pressures. The fear of making mistakes or receiving lower scores could have affected their confidence and motivation, potentially hindering their ability to perform at their best during the IPA tasks.

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Another limitation was on conducting the IPA feedback. This study did not specifically investigate students' responses to IPA feedback and how it significantly impacted their speaking ability. Additionally, the study did not deeply look into how

students utilized the IPA feedback to identify areas for improvement and practice their speaking skills. Thus, there was no opportunity to gain deeper insights into how students responded to and effectively use feedback to correct, practice, and enhance their speaking ability.

5.6 Recommendations for further studies

Based on the findings of the current study, there are some recommendations for future research as follows:

Firstly, research may be conducted to look into students' responses to IPA feedback, as it appears to have a significant impact on their speaking ability. Moreover, how students utilize the IPA feedback to identify areas for improvement and to practice speaking skills should be examined. As a result, the research findings could provide insight into how students respond to and utilize feedback to correct, practice, and enhance their speaking ability.

Furthermore, future research be carried out to compare types of different feedback and feedback provision methods to determine which is more effective for instructors to implement in English speaking classes. Thus, the appropriate selection of feedback type and feedback provision method should enable instructors to more effectively help students progress and improve their skill development. The effects of feedback on learning engagement should also be explored.

Finally, longitudinal studies should be undertaken to determine whether there are long-term positive effects of the IPA module on students' speaking ability. Such studies would also allow researchers to track students' language skill development over time and observe whether the IPA module has a sustained positive impact on students' speaking ability.

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APPENDIX

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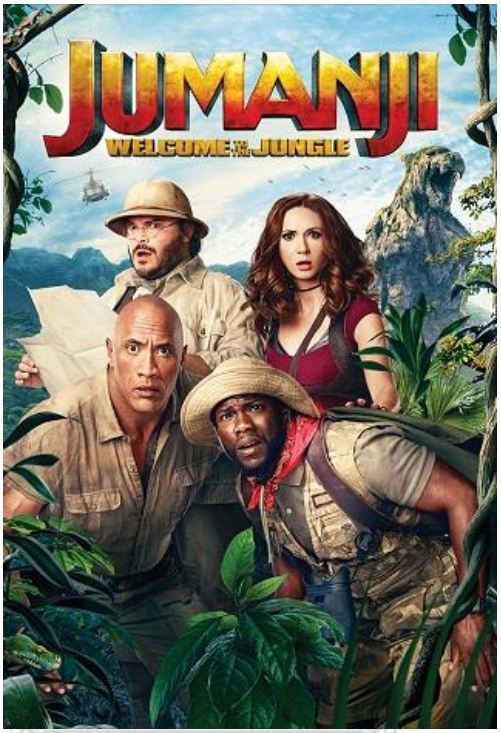
APPENDIX A

PRETEST

Interpretive task

Directions: Watch a trailer of the movie "JUMANJI: WELCOME TO THE JUNGLE" and answer the questions.



Task 1: Keyword recognition

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Directions: Provide 10 words you heard from the movie, "JUMANJI: WELCOME TO THE JUNGLE".

1._____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Task 2: Main Idea(s)

Directions: According to the movie, identify the main idea(s) of the movie, "JUMANJI: WELCOME TO THE JUNGLE". (Not exceeding 50 words)

_____

_____

_____

Task 3: Supporting Details

Directions: According to a movie, "JUMANJI: WELCOME TO THE JUNGLE", provide information about the following words.

A. Basketball

_____

B. Cheating

_____

C. Staples

_____

D. Board game

_____

E. Avatar

_____

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Task 4: Cultural perspectives

Directions: Answer the following questions.

1. According to the movie scene, what did you learn about school punishment?

_____

_____

_____

_____

2. What are cultural similarities or differences regarding school punishment in the movie and your country?

_____

_____

_____

_____

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Interpersonal task

Directions: Watch the remaining part of the movie, "JUMANJI: WELCOME TO THE JUNGLE" and choose your favorite character and study on the following topic:

- **Your favorite characters and the supporting reasons**
- **Your favorite scene**
- **Moral from the movie**

Suppose that you are the character in the movie; use the information you learn from the movie and answer the questions.

Example of the dialogue

T: Hello, what is your name?

SS: Hi, my name is Spencer.

T: What is your character in the game?

SS: I was Dr. Xander in Jumanji.

T: Well, Spencer, how do you feel about being Dr. Xander in the game?

SS: I think it was a great experience for being him. He is an incredible person!

T: Can you explain how incredible he is?

SS: You know what, I have never been brave for all of my life, but Dr. Xander is a very brave person. He has leadership skills.

T: What is your most favorite skill of Dr. Xander in the game?

SS: I really love his climbing skill. Without him, I am always afraid of height!

T: What is your favorite scene in Jumanji?

SS: I love all the fighting scenes. It was so exciting.

T: What did you get from being in the Jumanji game

SS: It was such a great experience. I have learned a lot about teamwork and the value of life.

T: Thank you very much, Spencer, hope you will meet Dr. Xander one day.

SS: I hope so. Thank you.

Presentational task

Directions: Give a two-minute speech of a movie review, "JUMANJI: WELCOME TO THE JUNGLE". Your speech should include the following points:

- **Your favorite characters and the supporting reasons**
- **Your favorite scene**
- **Moral from the movie**

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POSTTEST

Interpretive task

Directions: Watch a trailer of the movie "JUMANJI: THE NEXT LEVEL" and answer the questions.

Task 1: Keyword recognition

Directions: Provide 10 words you heard from the movie, "JUMANJI: THE NEXT LEVEL".

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1._____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Task 2: Main Idea(s)

Directions: According to the movie, identify the main idea(s) of the movie, "JUMANJI: THE NEXT LEVEL". (Not exceeding 50 words)

_____

_____

_____

Task 3: Supporting Details

Directions: According to a movie, "JUMANJI: WELCOME TO THE JUNGLE", provide information about the following words.

A. Bedroom

_____

B. Basement

_____

C. Green jewel

_____

D. Grandfather

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_____

E. Restaurant

_____

Task 4: Cultural perspectives

Directions: Answer the following questions.

1. According to the movie scene, what did you learn about family relationships between people of different ages?

_____

_____

_____

_____

2. What are the cultural similarities or differences regarding family relationships between people of different ages in the movie and your country?

_____

_____

_____

_____

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Interpersonal task

Directions: Watch the remaining part of the movie, "JUMANJI: THE NEXT LEVEL" and choose your favorite character. Suppose that you are the character in the movie; answer the questions.

- **Your favorite characters and the supporting reasons**
- **Your favorite scene**
- **Moral from the movie**

Suppose that you are the character in the movie; use the information you learn from the movie and answer the questions.

Example of the dialogue

T: Hello, what is your name?

SS: Hi, my name is Eddie.

T: What is your character in the game?

SS: I was Dr. Xander in Jumanji.

T: Well, Eddie, how do you feel about being Dr. Xander in the game?

SS: I think it was like a dream come true. I became a very strong person

and I was able to fightwith everyone !

T: What do you mean by saying " it was a dream come true"?

SS: It's so simple. I am just an old man staying home every single day but being him

gave me a

lot of opportunities to be back in my old strong day.

T: What is your most favorite skill of Dr. Xander in the game?

SS: He can run so fast ! I can't do it anymore in reality.

T: Thank you very much, Eddie, I hope this is your greatest memory of all time.

SS: Definitely.

Presentational task

Directions: Directions: Give a two-minute speech of a movie review, "JUMANJI: THE NEXT LEVEL". Your speech should include the following points:

-Your favorite characters and the supporting reasons
- Your favorite scene
- Moral from the movie

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APPENDIX B

IPA RUBRICS (REVISED VERSION)

INTERPRETIVE RUBRIC
(ALL LEVELS OF PROFICIENCY)
เกณฑ์การให้คะแนนด้านการตีความหมาย

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจเป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Literal comprehension ความเข้าใจด้านความหมายตามตัวอักษร				
Keyword recognition การบ่งชี้คำสำคัญ	Identifies all keywords appropriately. สามารถบอกคำสำคัญได้ทุกคำอย่างเหมาะสม	Identifies most of the keywords appropriately. สามารถบอกคำสำคัญได้เป็นส่วนใหญ่อย่างเหมาะสม	Identifies some keywords appropriately. สามารถบอกคำสำคัญได้บางคำอย่างเหมาะสม	Identifies a few keywords appropriately. สามารถบอกคำสำคัญได้เพียงเล็กน้อยอย่างเหมาะสม
Main idea detection การจับใจความสำคัญ	Identifies the complete main idea(s) สามารถระบุใจความสำคัญได้อย่างครบถ้วน	Identifies most of the main idea(s) สามารถระบุใจความสำคัญส่วนใหญ่ได้	Identifies some part of the main idea. สามารถระบุใจความสำคัญได้เป็นบางส่วน	Identifies some part of the idea but does not represent the main idea(s) สามารถระบุใจความบางส่วนได้ แต่ไม่ใช่ใจความสำคัญ
Supporting detail detection การระบุรายละเอียดสนับสนุน	Identifies all supporting details accurately. สามารถระบุรายละเอียดสนับสนุนได้ถูกต้องทั้งหมด	Identifies most of the supporting details สามารถระบุรายละเอียดสนับสนุนได้เป็นส่วนใหญ่	Identifies some supporting details. สามารถระบุรายละเอียดสนับสนุนได้บ้าง	Identifies a few supporting details. สามารถระบุรายละเอียดสนับสนุนได้เล็กน้อย
Interpretive comprehension ความเข้าใจด้านการตีความ				
Cultural perspectives มุมมองทางวัฒนธรรม	Identifies all cultural perspectives appropriately. สามารถบอกประเด็นวัฒนธรรมได้ถูกต้องทั้งหมด	Identifies most cultural perspectives appropriately สามารถบอกประเด็นทางวัฒนธรรมได้ถูกต้องเป็นส่วนใหญ่	Identifies some cultural perspectives appropriately สามารถบอกประเด็นทางวัฒนธรรมได้ถูกต้องบ้าง	Unable to identifies cultural perspectives appropriately ไม่สามารถบอกประเด็นทางวัฒนธรรมได้ถูกต้อง

Remark: The interpretive rubric does not include separate rubrics based on different proficiency levels because students' performance can be evaluated across the entire range of proficiency, regardless of learners' proficiency levels.

INTERPERSONAL RUBRIC (NOVICE LEVEL)
เกณฑ์การให้คะแนนด้านการสื่อสารระหว่างบุคคล (ระดับต้น)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจเป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Successfully uses language to ask and answer questions in straightforward social situations in spontenous manner. สามารถใช้ภาษา ได้อย่างมีประสิทธิภาพเพื่อถาม/ตอบในสถานการณ์ที่ตรงไปตรงมาได้อย่างสบายๆ	Uses memorized language to ask and answer questions, with some attempts to create conversation in straightforward social situations. May use a short pause when responding to a question. สามารถใช้ภาษาที่ท่องจำเพื่อ ถาม/ตอบ พยายามสร้างบทสนทนาในสถานการณ์ที่ตรงไปตรงมาได้ อาจมีการหยุดเป็นช่วงสั้นๆ บ้าง เมื่อตอบคำถาม	Used only memorized or familiar language. ใช้เฉพาะภาษาที่ท่องจำหรือคุ้นเคยเท่านั้น	No functional ability or attempt to create with language. ไม่มีความสามารถหรือความพยายามในการสร้างด้วยภาษา
Discourse Type ลักษณะข้อความที่ใช้	Uses simple sentences and some strings of sentences. ใช้ประโยคความเดียวและมีการเชื่อมโยงประโยคเข้าเป็นข้อความ ได้บ้าง	Uses simple sentences and memorized phrases. ใช้ประโยคความเดียวและใช้วลีจากการท่องจำ	Uses words, phrases, chunks of language, and lists. ใช้คำ วลี กลุ่มคำ และรายการคำศัพท์	Uses isolated words. ใช้คำโดด
Communication Strategies กลยุทธ์ในการสื่อสาร	Creates a conversation by responding to direct questions and requests for information. May restate when facing with miscommunication. สนทนาด้วยการโต้ตอบคำถามที่ไม่ซับซ้อน อาจมีการทวนความเมื่อเกิดการสื่อสารผิดพลาด	Creates a conversation by responding to basic direct questions. Repetition may be required. สนทนาด้วยการโต้ตอบคำถามพื้นฐานที่ไม่ซับซ้อน อาจต้องมีการกล่าวซ้ำ	Creates a conversation by responding to a limited number of questions. Repetition may be required. สนทนาด้วยการโต้ตอบคำถามได้อย่างจำกัดที่ไม่ซับซ้อน อาจต้องมีการกล่าวซ้ำ	Is unable to participate in the conversation. ไม่สามารถมีส่วนร่วมในการสนทนาได้

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจเป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Comprehensibility ความเข้าใจ	Speaking is generally understood by the interlocutor. Repetition or rephrasing may be required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้ในภาพรวม มีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่	Speaking is understood by the interlocutor with some difficulty Repetition or rephrasing may be required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยยากบ้าง มีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่	Speaking is understood by the interlocutor with a lot of difficulty. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยยากเป็นอย่างมาก	Speaking is understood with only repetition. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยการพูดซ้ำเท่านั้น
Language Control การควบคุมทางด้านภาษา	Speaks accurately when producing a simple sentence. May have grammar and pronunciation mistakes, but doesn't affect the meaning of the message. Uses appropriate vocabulary. สามารถพูดโดยใช้ประโยคง่ายได้ อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียง แต่ไม่ทำให้ผิดความหมาย ใช้คำศัพท์ที่เหมาะสม	Speaks accurately when producing simple sentence with memorized language, including phrases. May have some grammar and pronunciation mistakes, but doesn't affect the meaning of the message. Use basic vocabulary. สามารถพูดโดยใช้ประโยคง่ายได้ด้วยภาษาที่ท่องจำ รวมไปถึงวลีต่างๆ อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียง แต่ไม่ทำให้ผิดความหมาย ใช้คำศัพท์พื้นฐาน	Speaks with limited memorized words. May have some grammar and pronunciation mistakes which may affect the meaning of the message. Use basic vocabulary. สามารถพูดด้วยคำที่ท่องจำอย่างจำกัด อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียง แต่ไม่ทำให้ผิดความหมาย ใช้คำศัพท์พื้นฐาน	Has little accuracy even with memorized words. มีความแม่นยำเพียงเล็กน้อยแม้ใช้คำที่ท่องจำ

PRESENTATIONAL RUBRIC (NOVICE LEVEL)
เกณฑ์การให้คะแนนด้านการนำเสนอ (ระดับต้น)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจเป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Creates with language. Express personal meaning in a basic way by delivering an oral presentation based on general topics in a comfortable manner. ใช้ภาษาได้อย่างสร้างสรรค์ สื่อความหมายเฉพาะตนได้ในระดับพื้นฐานโดยการพูดนำเสนอในเรื่องทั่วๆไปได้อย่างสบายๆ	Uses mostly memorized language with some attempt to create. Express personal meaning a basic way by delivering oral presentation based on general topics in a comfortable manner. สามารถใช้ภาษาที่ท่องจำเพื่อสร้างสรรค์ สื่อความหมายเฉพาะตนได้ในระดับพื้นฐานโดยการพูดนำเสนอในเรื่องทั่วๆไปได้อย่างสบายๆ	Used only memorized or familiar language in delivering oral presentation. ใช้เฉพาะภาษาที่ท่องจำหรือคุ้นเคยเท่าในการพูดนำเสนอเท่านั้น	No functional ability or attempt to create with language in delivering oral presentation. ไม่มีความสามารถหรือความพยายามในการสร้างด้วยภาษาในการพูดนำเสนอ
Discourse Type ลักษณะข้อความที่ใช้	Uses simple sentences and some strings of sentences. ใช้ประโยคความเดียวและมีการเชื่อมโยงประโยคเข้าเป็นข้อความได้บ้าง	Uses simple sentences and memorized phrases. ใช้ประโยคความเดียวและใช้วลีจากการท่องจำ	Uses words, phrases, chunks of language, and lists. ใช้คำ วลี กลุ่มคำ และรายการคำศัพท์	Uses isolated words. ใช้คำโดด
Impact ผลกระทบ	Delivers an oral presentation in a clear and organized manner with rich details. Use presentation technique and visuals to maintain most of the audience's interest and attention พูดนำเสนอได้อย่างชัดเจน และเป็นขั้นตอน โดยมีรายละเอียดสมบูรณ์ ใช้เทคนิคการนำเสนอและสื่อต่าง ๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟังส่วนใหญ่ได้	Delivers an oral presentation in a clear and organized manner with adequate details. Use presentation technique and visuals to maintain most of audience interest and attention. พูดนำเสนอได้อย่างชัดเจน และเป็นขั้นตอน โดยมีรายละเอียดเพียงพอ ใช้เทคนิคการ	Delivers an oral presentation in a clear and organized manner with adequate details. Use presentation technique and visuals to maintain some of audience interest and attention พูดนำเสนอได้อย่างชัดเจน และเป็นขั้นตอน โดยมีรายละเอียดเพียงพอ ใช้เทคนิคการ	Delivers an oral presentation in an unclear and unorganized manner. Minimal to no effort to use presentation technique and visuals to maintain audience's attention and interest. พูดนำเสนอได้ไม่ชัดเจน และไม่มีขั้นตอน มีความพยายามเพียงเล็กน้อยหรือไม่มีความพยายามเลยในการใช้เทคนิคการนำเสนอและ

		นำเสนอและภาพต่างๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟังส่วนใหญ่ได้	นำเสนอและภาพต่างๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟังได้บ้าง	ภาพต่างๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟัง
Comprehensibility ความเข้าใจ	Speaking is understood by the audience. Additional effort may be needed for creating comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ อาจต้องใช้ความพยายามในการทำความเข้าใจ	Speaking is understood with some difficulty. Additional effort may be needed for creating comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ โดยอาจมีข้อผิดพลาดบ้าง อาจต้องใช้ความพยายามในการทำความเข้าใจ	Speaking is understood with most difficulty. Additional effort may be needed for creating comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ โดยอาจมีข้อผิดพลาดอย่างมาก อาจต้องใช้ความพยายามในการทำความเข้าใจ	Speaking is not understood. Have many errors from the speaker. . ผู้ฟังไม่สามารถเข้าใจสิ่งที่พูดได้ โดยอาจมีข้อผิดพลาดอย่างมาก มีข้อผิดพลาดจากผู้พูด
Language Control การควบคุมทางด้านภาษา	Speaks with a few grammar and pronunciation mistakes. Use a wide range of vocabularies. Accuracy may decrease when speaking complex language. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงเล็กน้อย ใช้คำศัพท์ได้อย่างเหมาะสม ความถูกต้องอาจลดลงบ้างเมื่อพูดด้วยภาษาที่มีความซับซ้อน	Speaks with some grammar and pronunciation mistakes but doesn't affect meaning of the message. Use appropriate vocabulary. Accuracy may decrease when speaking complex language. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงบ้างแต่ไม่ทำให้ผิดความหมาย มีการใช้คำศัพท์ที่เหมาะสม ความถูกต้องอาจลดลงบ้างเมื่อพูดด้วยภาษาที่มีความซับซ้อน	Speaks with a lot of grammar and pronunciation mistakes. May cause misunderstanding of the message. Use basic vocabularies. Accuracy may decrease when speaking beyond the word level. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงอย่างมาก อาจก่อให้เกิดความเข้าใจผิด มีการใช้คำศัพท์พื้นฐาน ความถูกต้องอาจลดลงบ้างเมื่อพูดเกินระดับคำ	Is able to speak only with memorized words. Make a lot of grammar and pronunciation mistakes. Cause the misunderstanding of the message. สามารถพูดได้ด้วยภาษาท่องจำเท่านั้น มีข้อผิดพลาดด้านไวยากาณ์และการออกเสียงอย่างมาก ก่อให้เกิดความเข้าใจผิดของข้อความ

INTERPERSONAL RUBRIC (INTERMEDIAET LEVEL)

เกณฑ์การให้คะแนนด้านการสื่อสารระหว่างบุคคล (ระดับกลาง)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจได้เป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Successfully uses language to ask and answer questions in the varieties of complicated situations in a comfortable and spontaneous manner. สามารถใช้ภาษา ได้อย่างมีประสิทธิภาพ เพื่อถาม/ตอบในสถานการณ์ที่ซับซ้อนได้อย่างสบายๆโดยทันที	Successfully uses language to ask and answer questions in the basic uncomplicated situations in a comfortable manner. May use a short pause when responding to a question. สามารถใช้ภาษาได้อย่างมีประสิทธิภาพ เพื่อ ถาม/ตอบในสถานการณ์ทั่วไปที่ไม่ซับซ้อน ได้อย่างสบายๆ อาจมีการหยุดเป็นช่วงสั้นๆบ้าง เมื่อตอบคำถาม	Successfully uses language to ask and answer questions in straightforward situations. May use a long pause when responding to a question. สามารถใช้ภาษา ได้อย่างมีประสิทธิภาพ เพื่อ ถาม/ตอบในสถานการณ์ที่ตรงไปตรงมา อาจมีการหยุดเป็นช่วงยาวเมื่อตอบคำถาม	Uses mostly memorized language with some attempts to ask and answer the questions. ใช้ภาษาในการถาม/ตอบจากการท่องจำเป็นส่วนใหญ่และต้องใช้ความพยายามพอสมควรในการตอบคำถาม
Discourse Type ลักษณะข้อความที่ใช้	Uses mostly connected sentences and some paragraph-like discourse. ใช้ประโยคที่มีการเชื่อมโยงกันเป็นส่วนใหญ่และใช้ข้อความที่มีลักษณะคล้ายย่อหน้าได้บ้าง	Uses strings of sentences with some complex sentences. ใช้ข้อความที่ประกอบด้วยประโยคความซ้อนได้บ้าง	Uses simple sentences and some strings of sentences. ใช้ประโยคความเดียวและมีการเชื่อมโยงประโยคเข้าเป็นข้อความ ได้บ้าง	Uses some simple sentences and memorized phrases. ใช้ประโยคความเดียวและใช้วลีจากการท่องจำ
Communication Strategies กลยุทธ์ในการสื่อสาร	Creates a conversation with confidence. Use communication strategies to maintain conversation such as paraphrasing.	Creates a conversation by responding to direct questions. Use communication strategies	Creates a conversation by responding to direct questions. May try to restate in the face of miscommunication.	Creates a conversation by responding to direct questions with limited comments. May need

	สนทนาด้วยความมั่นใจ สามารถใช้กลยุทธ์ในการสื่อสาร เช่น การถอดความ/การปรับรูปประโยคหรือใช้คำใหม่ เพื่อดำเนินการสนทนา	to maintain conversation such as restating. สนทนาด้วยการตอบคำถามที่ไม่ซับซ้อน สามารถใช้กลยุทธ์ในการสื่อสาร เช่น การกล่าวซ้ำ/ทวนความเพื่อดำเนินการสนทนา	สนทนาด้วยการโต้ตอบคำถามที่ไม่ซับซ้อน อาจมีการทวนความเมื่อเกิดการสื่อสารผิดพลาด	clarification by using the repetition of words. สนทนาด้วยการตอบคำถามที่ไม่ซับซ้อนด้วยถ้อยคำที่จำกัด อาจต้องมีการอธิบายเพิ่มด้วยการพูดซ้ำๆ จึงจะสามารถตอบโต้ได้
Comprehensibility ความเข้าใจ	Speaking is easily understood by the interlocutor without errors in conversation. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยง่ายโดยไม่มีข้อผิดพลาดในบทสนทนา	Speaking is generally understood by the interlocutor with a few errors in conversation. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้ในภาพรวมโดยมีข้อผิดพลาดในบทสนทนาเพียงเล็กน้อย	Some errors occur in conversation but speaking is still understood by the interlocutor. Repetition or rephrasing may be required. มีข้อผิดพลาดเกิดขึ้นบางส่วนในบทสนทนา โดยที่คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้บางส่วน มีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่	Many errors occur in conversation. Speaking is understood with some difficulties by the interlocutor. Many repetitions or rephrasing may be required. มีข้อผิดพลาดเกิดขึ้นมาก คู่สนทนาเข้าใจสิ่งที่พูดได้ยาก มีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่หลายรอบ
Language Control การควบคุมทางด้านภาษา	Speaks accurately using complex language. May have a few grammar and pronunciation mistakes. Uses a wide range of vocabulary. สามารถพูดได้อย่างแม่นยำโดยใช้ภาษาที่ซับซ้อน อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงบ้างเล็กน้อย มีการใช้คำศัพท์ที่หลากหลาย	Speaks accurately using familiar language. May have some grammar and pronunciation mistakes when attempting to produce more complex forms. Uses appropriate vocabulary. สามารถพูดโดยใช้ภาษาที่คุ้นเคย อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงบ้างเมื่อพยายามใช้รูปประโยคที่ซับซ้อน ใช้คำศัพท์ได้อย่างเหมาะสม	Speaks accurately when producing a simple sentence. May have grammar and pronunciation mistakes, but doesn't affect the meaning of the message. Uses basic vocabulary. สามารถพูดโดยใช้ประโยคง่ายได้ อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียง แต่ไม่ทำให้ผิดความหมาย ใช้คำศัพท์พื้นฐาน	Speak with only memorized language including phrases. Uses limited vocabulary. พูดด้วยภาษาท่องจำเท่านั้นรวมไปถึงวลี ใช้คำศัพท์ได้อย่างจำกัด

PRESENTATIONAL RUBRIC (INTERMEDIATE LEVEL)
เกณฑ์การให้คะแนนด้านการนำเสนอ (ระดับกลาง)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจได้เป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Effectively deliver an oral presentation. Express a variety of meanings using information related to a particular interest in a consistent, comfortable, and spontaneous manner. พูดนำเสนอได้อย่างมีประสิทธิภาพ สื่อความหมายได้หลากหลายจากข้อมูลที่มีในเรื่องนั้น ๆ ได้อย่างสบายๆและโดยทันที	Creates with language. Express personal meaning by delivering an oral presentation based on general topics in a comfortable and spontaneous manner. ใช้ภาษาได้อย่างสร้างสรรค์ สื่อความหมายเฉพาะตนโดยการพูดนำเสนอในเรื่องทั่วๆ ไปได้อย่างสบายๆ และโดยทันที	Creates with language. Express personal meaning in a basic way by delivering an oral presentation based on general topics in a comfortable manner. ใช้ภาษาได้อย่างสร้างสรรค์ สื่อความหมายเฉพาะตนได้ในระดับพื้นฐาน โดยการพูดนำเสนอในเรื่องทั่วๆไป ได้อย่างสบายๆ	Uses only memorized or familiar language in delivering an oral presentation with some attempt to create. ใช้ภาษาในการนำเสนอจากการท่องจำหรือใช้ภาษาง่ายๆ โดยต้องใช้ความพยายาม ในการพูดนำเสนอ พอสมควร
Discourse Type ลักษณะข้อความที่ใช้	Uses mostly connected sentences and some paragraph-like discourse. ใช้ประโยคที่มีการเชื่อมโยงกันเป็นส่วนใหญ่ และใช้ข้อความที่มีลักษณะคล้ายย่อหน้าได้บ้าง	Uses strings of sentences with some complex sentences. ใช้ข้อความที่ประกอบด้วยประโยคความซ้อนได้บ้าง	Uses simple sentences and some strings of sentences. ใช้ประโยคความเดียวและมีการเชื่อมโยงประโยคเข้าเป็นข้อความได้บ้าง	Uses some simple sentences and memorized phrases. ใช้ประโยคความเดียวและใช้วลีจากการท่องจำ

Impact ผลกระทบ	Delivers an oral presentation in a clear, systematic, and organized manner with originality, and rich details. Effectively uses a variety of presentational techniques and visuals that capture all audience interest and attention. พูดนำเสนอได้อย่างชัดเจน เป็นระบบ และเป็นขั้นตอน แสดงให้เห็นถึงความคิดริเริ่มและรายละเอียดที่สมบูรณ์ สามารถดึงดูดความสนใจและความใส่ใจของผู้ฟังได้ด้วยเทคนิคการนำเสนอและสื่อต่างๆที่หลากหลายได้อย่างมีประสิทธิภาพ	Delivers an oral presentation in a clear and organized manner with rich details. Use presentation technique and visuals to maintain most of the audience interest and attention. พูดนำเสนอได้อย่างชัดเจน และเป็นขั้นตอน โดยมีรายละเอียดสมบูรณ์ ใช้เทคนิคการนำเสนอและสื่อต่าง ๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟังส่วนใหญ่ได้	Delivers an oral presentation in a clear and organized manner with adequate details. Show effort of using presentation technique and visuals in order to maintain audience interest and attention. พูดนำเสนอได้อย่างชัดเจน และเป็นขั้นตอน โดยมีรายละเอียดเพียงพอ แสดงให้เห็นถึงความพยายามที่จะใช้เทคนิคการนำเสนอและภาพต่างๆ เพื่อจับความสนใจและความใส่ใจของผู้ฟัง	Delivers an oral presentation in an unclear and unorganized manner. Minimal effort to use presentation technique and visuals in order to gain audience attention and interest. พูดนำเสนอได้ไม่ชัดเจน และไม่มีขั้นตอน แสดงความพยายามเพียงเล็กน้อยใช้เทคนิคการนำเสนอและภาพต่างๆเพื่อจับความสนใจและความใส่ใจของผู้ฟัง
Comprehensibility ความเข้าใจ	Speaking is easily understood by the audience. No clarification is needed. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้อย่างง่ายดายโดยไม่ต้องการคำชี้แจงให้ชัดเจนแต่อย่างใด	Speaking is generally understood by the audience with a few errors from the speaker but does not affect the audiences' comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ในภาพรวมโดยอาจมีข้อผิดพลาดจากผู้พูดเพียงเล็กน้อยแต่ไม่ได้ส่งกระทบความเข้าใจของผู้ฟัง	Speaking is somewhat understood by the audience with some errors from the speaker. An additional effort may be needed for creating comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้เพียงบางส่วนโดยอาจมีข้อผิดพลาดจากผู้พูดบ้าง อาจต้องใช้ความพยายามในการทำความเข้าใจ	Speaking is understood with some difficulties. Have many errors from the speaker. A lot of additional effort may be needed for creating comprehensibility. ผู้ฟังเข้าใจสิ่งที่พูดได้ยาก มีข้อผิดพลาดจากผู้พูด ผู้ฟังต้องใช้ความพยายามอย่างมากในการทำความเข้าใจ

Language Control การควบคุมทางด้านภาษา	Speaks with very few grammar and pronunciation mistakes. Use a wide range of vocabulary. Accuracy may decrease when attempting to speak or deliver an oral presentation at an advanced level. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงบ้างเล็กน้อย มีการใช้คำศัพท์ที่หลากหลาย ความถูกต้องอาจลดลงบ้างเมื่อพยายามพูดหรือนำเสนอในระดับสูง	Speaks with a few grammar and pronunciation mistakes, but doesn't affect the meaning of the message. Uses appropriate vocabulary. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงเล็กน้อยแต่ไม่ทำให้ผิดความหมาย ใช้คำศัพท์ได้อย่างเหมาะสม	Speaks with some grammar and pronunciation mistakes. May cause some misunderstandings of the message. Uses basic vocabulary. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงบ้าง จนอาจทำให้เกิดความใจผิดบ้างได้ ใช้คำศัพท์พื้นฐาน	Speaks with a lot of grammar and pronunciation mistakes. Cause the misunderstanding of the message. Uses memorized vocabulary. พูดโดยมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงจำนวนมาก จนอาจทำให้เกิดความใจผิดได้ ใช้คำศัพท์จากการท่องจำ

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

INTERPERSONAL RUBRIC (ADVANCED LEVEL)
เกณฑ์การให้คะแนนด้านการสื่อสารระหว่างบุคคล (ระดับสูง)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจได้เป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Successfully uses language to accurately and fluently discuss in the varieties of complicated situations in a comfortable and spontaneous manner May illustrate an argument to support opinions. สามารถใช้ภาษา ได้อย่างมีประสิทธิภาพ เพื่ออภิปรายได้อย่างแม่นยำและคล่องแคล่วในสถานการณ์ที่ซับซ้อนได้อย่างสบายๆโดยทันทีอาจแสดงข้อโต้แย้งเพื่อสนับสนุนความเห็นได้	Consistently uses language to accurately discuss in the varieties of complicated situations in a comfortable and spontaneous manner. Provide an appropriate supports. สามารถใช้ภาษาได้อย่างต่อเนื่องเพื่ออภิปรายได้อย่างแม่นยำในสถานการณ์ที่ซับซ้อนได้อย่างสบายๆโดยทันที มีการให้เหตุผลสนับสนุนอย่างเหมาะสม	Consistently uses language to accurately discuss in the varieties of complicated situations in a comfortable and spontaneous manner. May use a short pause when responding to a question. สามารถใช้ภาษาได้อย่างต่อเนื่องเพื่ออภิปรายได้อย่างแม่นยำในสถานการณ์ที่ซับซ้อนได้อย่างสบายๆโดยทันที อาจมีการหยุดเป็นช่วงสั้นๆบ้าง เมื่อตอบคำถาม	Uses language to discuss some topics related to the exchange of basic information, although not consistently. สามารถใช้ภาษาเพื่ออภิปรายบางหัวข้อในการแลกเปลี่ยนข้อมูลพื้นฐานแม้ว่าจะไม่มีความต่อเนื่อง

Discourse Type ลักษณะข้อความที่ใช้	Uses paragraph-length discourse and some extended discourse with the appropriate register. ใช้ข้อความที่มีลักษณะคล้ายย่อหน้าและข้อความแบบขยายได้บ้างโดยมีระดับภาษาที่เหมาะสม	Uses connected, and paragraph-length discourse with the appropriate register. ใช้ข้อความที่มีความเชื่อมโยงและมีลักษณะคล้ายย่อหน้าโดยมีระดับภาษาที่เหมาะสม	Uses connected, sentences, and paragraph-length discourse with an appropriate register. ใช้ประโยคที่มีการเชื่อมโยงกันและใช้ข้อความที่มีลักษณะคล้ายย่อหน้าโดยมีระดับภาษาที่เหมาะสม	Used mostly connected sentences and some paragraph-like discourse. ใช้ประโยคที่มีการเชื่อมโยงกันเป็นส่วนใหญ่และใช้ข้อความที่มีลักษณะคล้ายย่อหน้าได้บ้าง
Communication Strategies กลยุทธ์ในการสื่อสาร	Successfully creates a conversation with ease and confidence. Use communication strategies to maintain conversation such as paraphrasing, and circumlocution. สนทนาอย่างมีประสิทธิภาพด้วยความผ่อนคลายและมั่นใจ สามารถใช้กลยุทธ์ในการสื่อสาร เช่น การถอดความ/การปรับรูปประโยคหรือใช้คำใหม่ และการพูดโดยอ้อมเพื่อดำเนินการสนทนา	Creates a conversation with ease and confidence. Use communication strategies to maintain conversation such as rephrasing and circumlocution. สนทนาด้วยความผ่อนคลายและมั่นใจ สามารถใช้กลยุทธ์ในการสื่อสาร เช่น การพูดซ้ำและการพูดโดยอ้อมเพื่อดำเนินการสนทนา	Creates and maintains conversation by using some communicative strategies such as rephrasing, and circumlocution. สร้างและดำเนินการสนทนาด้วยกลยุทธ์ในการสื่อสารเช่นการพูดซ้ำและการพูดโดยอ้อมเพื่อดำเนินการสนทนา	Maintain conversation by asking for clarification or paraphrasing. ดำเนินการสนทนาโดยถามเพื่อความชัดเจนหรือการถอดความ/การปรับรูปประโยคหรือใช้คำใหม่

Comprehensibility ความเข้าใจ	Speaking is easily understood by the interlocutor without errors in conversation. No repetition or rephrasing is required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยง่ายโดยไม่มีข้อผิดพลาดในบทสนทนา ไม่ต้องมีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่	Speaking is generally understood by the interlocutor without errors in conversation. Repetition or rephrasing may be required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้โดยทั่วไปโดยไม่มีข้อผิดพลาดในบทสนทนา อาจมีการต้องพูดซ้ำ ปรับรูปประโยค หรือใช้คำใหม่	Speaking is understood by understood by the interlocutor. Repetition or restatement may be required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้ อาจมีการต้องพูดซ้ำ ปรับรูปประโยค หรือกล่าวซ้ำ	Speaking is somewhat understood by by the interlocutor. Many repetitions may be required. คู่สนทนาสามารถเข้าใจสิ่งที่พูดได้บ้าง อาจมีการต้องพูดซ้ำ ปรับรูปประโยคหลายครั้ง
Language Control การควบคุมทางด้านภาษา	Speaks accurately and fluently using complex language. May have very few grammar and pronunciation mistakes. Use precise vocabulary. May have some breakdown in terms of accuracy when attempting	Speaks accurately using complex language. May have a few grammar and pronunciation mistakes. Uses a wide range of vocabulary. May have some breakdown in terms of quality and quantity of speech when attempting	Speaks with minimal fluency. May have some grammar and pronunciation mistakes when attempting to produce more complex forms. Uses general vocabulary. May have some breakdown in terms of quality and quantity of speech when attempting to	Speaks by using only Intermediate-level language. May have some breakdown in one or more of the following areas: use of paragraph-length discourse, fluency, the wideness of vocabulary.

	to speak in topics beyond the Advanced level. สามารถพูดได้อย่างแม่นยำและคล่องแคล่วโดยใช้ภาษาที่ซับซ้อน อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงเพียงเล็กน้อยมาก มีการใช้คำศัพท์ที่กระชับ อาจมีความผิดพลาดบ้างเมื่อพยายามพูดในหัวข้อที่อยู่ในระดับเกินกว่าขั้นสูง	to speak in topics beyond the Advanced level สามารถพูดได้อย่างแม่นยำโดยใช้ภาษาที่ซับซ้อน อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงบ้างเล็กน้อย มีการใช้คำศัพท์ที่หลากหลาย อาจมีความผิดพลาดบ้างเมื่อพยายามพูดในหัวข้อที่อยู่ในระดับเกินกว่าขั้นสูง	speak in topics beyond the Advanced level สามารถพูดได้อย่างคล่องแคล่วได้น้อย อาจมีข้อผิดพลาดด้านไวยากรณ์และการออกเสียงบ้าง มีการใช้คำศัพท์ทั่วไป อาจมีความผิดพลาดบ้างเมื่อพยายามพูดในหัวข้อที่อยู่ในระดับเกินกว่าขั้นสูง	สามารถพูดได้โดยใช้ภาษาระดับกลางเท่านั้น อาจมีปัญหาใดข้อหนึ่งหรือมากกว่าในด้านต่อไปนี้: การใช้ประโยคที่มีความยาว ความคล่องแคล่วว่า ความหลากหลายของคำศัพท์

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

PRESENTATIONAL RUBRIC (ADVANCED LEVEL)
เกณฑ์การให้คะแนนด้านการนำเสนอ (ระดับสูง)

Categories หมวดหมู่	**Exceed Expectation** เกินความคาดหวัง	**Meet expectation** ตรงความคาดหวัง		**Does Not Meet Expectations** ไม่ตรงตามความคาดหวัง
		Strong comprehension เข้าใจได้เป็นอย่างดี	**Minimal comprehension** เข้าใจได้น้อย	
Language Function การใช้ภาษา	Effectively and accurately deliver an oral presentation. Express a variety of meanings using information related to a particular interest in a consistent, comfortable, and spontaneous manner. May illustrate a structured argument to support opinions or may construct hypotheses. พูดนำเสนอได้อย่างมีประสิทธิภาพและแม่นยำ สื่อความหมายได้หลากหลายจากข้อมูลที่มีในเรื่องนั้น ๆ ได้อย่างสบายๆและโดยทันที อาจมีแสดงการโต้แย้งที่มีโครงสร้างเพื่อสนับสนุนความเห็นหรืออาจสร้างสมมติฐาน	Consistently deliver an oral presentation. Express a variety of meanings using information related to a particular interest in a consistent, comfortable, and spontaneous manner. พูดนำเสนอได้อย่างมีต่อเนื่อง สื่อความหมายได้หลากหลายจากข้อมูลที่มีในเรื่องนั้น ๆ ได้อย่างสบายๆและโดยทันที	Consistently deliver an oral presentation. Express a variety of meanings using information related to familiar topics. พูดนำเสนอได้อย่างต่อเนื่อง สื่อความหมายได้หลากหลายจากข้อมูลในหัวข้อที่คุ้นเคยได้	Deliver an oral presentation. Express a variety of meanings using information related to familiar topics, although not consistently. พูดนำเสนอได้ สื่อความหมายได้หลากหลายจากข้อมูลในหัวข้อที่คุ้นเคยได้ แม้อาจไม่มีความต่อเนื่อง

Discourse Type ลักษณะข้อความที่ใช้	Uses paragraph-length discourse and some extended discourse. ใช้ข้อความที่มีความยาวลักษณะย่อหน้าและข้อความขยายได้	Used connected, paragraph-length discourse. ใช้ข้อความมีการเชื่อมโยงกันและใช้ข้อความที่มีความยาวลักษณะคล้ายย่อหน้าได้	Used connected sentences and paragraph-length discourse. ใช้ประโยคที่มีการเชื่อมโยงกันและใช้ข้อความที่มีความยาวลักษณะคล้ายย่อหน้าได้	Uses mostly connected sentences and some paragraph-like discourse. ใช้ประโยคที่มีการเชื่อมโยงกันเป็นส่วนใหญ่และใช้ข้อความที่มีลักษณะคล้ายย่อหน้าได้บ้าง
Impact ผลกระทบ	Delivers an oral presentation in a clear, systematic, and organized manner with originality, and rich details. Uses unexpected features or special presentational techniques that capture audience interest and attention. พูดนำเสนอได้อย่างชัดเจน เป็นระบบและเป็นขั้นตอน แสดงให้เห็นถึงความคิดริเริ่มและรายละเอียดที่สมบูรณ์ สามารถดึงดูดความสนใจและความใส่ใจของผู้ฟังได้โดยใช้ลักษณะเด่นที่คาดไม่ถึงหรือเทคนิคพิเศษในการนำเสนอต่างๆ	Delivers an oral presentation in a clear, systematic, and organized manner with originality, and rich details. Effectively uses a variety of presentational techniques and visuals that capture most of audience interest and attention. พูดนำเสนอได้อย่างชัดเจน เป็นระบบและเป็นขั้นตอน แสดงให้เห็นถึงความคิดริเริ่มและรายละเอียดที่สมบูรณ์ สามารถดึงดูดความสนใจและความใส่ใจของผู้ฟังส่วนใหญ่ได้ด้วยเทคนิคการนำเสนอและสื่อต่างๆที่หลากหลายได้อย่างมีประสิทธิภาพ	Delivers an oral presentation in a clear and organized manner with adequate details. Show effort of using a variety of presentational techniques and visuals that capture some audience interest and attention. พูดนำเสนอได้อย่างชัดเจนและระบบโดยมีรายละเอียดเพียงพอ แสดงความพยายามในการดึงดูดความสนใจและความใส่ใจของผู้ฟังบางส่วนได้ด้วยเทคนิคการนำเสนอและสื่อต่างๆที่หลากหลายได้บ้าง	Attempts to deliver an oral presentation, although in an unclear and unorganized manner. Minimal effort to gain audience attention and interest. พยายามพูดนำเสนอแม้ว่าจะไม่ชัดเจนและไม่เป็นเป็นระบบ มีความพยายามน้อยในการดึงดูดความสนใจและความใส่ใจของผู้ฟัง

Comprehensibility ความเข้าใจ	Speaking is easily and clearly understood by the audience, including native speakers who are accustomed to speaking with non-native speakers. No clarification is needed. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้อย่างง่ายดายและชัดเจนโดยไม่ต้องการคำชี้แจงให้ชัดเจนแต่อย่างใด รวมถึงเข้าใจได้โดยเจ้าของภาษาที่มีความคุ้นเคยกับการพูดกับคนที่ไม่ใช่เจ้าของภาษา	Speaking is easily understood by the audience. No clarification is needed. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้อย่างง่ายดายโดยไม่ต้องการคำชี้แจงให้ชัดเจนแต่อย่างใด	Speaking is generally understood by the audience with a few errors from the speaker but does not affect the audiences' comprehensibility. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ในภาพรวมโดยอาจมีข้อผิดพลาดจากผู้พูดเพียงเล็กน้อยแต่ไม่ได้ส่งกระทบความเข้าใจของผู้ฟัง	Speaking is understood by the audience with a lot of error from the speaker. Comprehension gaps may be occurred due to interference from another language. ผู้ฟังสามารถเข้าใจสิ่งที่พูดได้ในภาพรวมโดยอาจมีข้อผิดพลาดจากผู้พูดจำนวนมาก ความเข้าใจอาจคลาดเคลื่อนเนื่องจากการแทรกแทรงจากภาษาอื่น
Language Control การควบคุมทางด้านภาษา	Speaks fluently and accurately. Have almost no grammar and pronunciation mistakes. Use precise vocabulary. Accuracy may decrease when attempting to create an oral presentation beyond Advance-level. พูดอย่างคล่องแคล่วและแม่นยำแทบไม่มีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงเลย ใช้คำศัพท์ที่กระชับ ความถูกต้องอาจลดลงบ้างเมื่อพยายามพูดหรือนำเสนอที่เกินกว่าระดับสูง	Speaks fluently. May have a few grammar and pronunciation. Use extensive vocabulary. Accuracy may decrease when attempting to create an oral presentation beyond Advance-level. พูดอย่างคล่องแคล่วอาจมีข้อผิดพลาดด้านไวยากรณ์หรือการออกเสียงเล็กน้อย ใช้คำศัพท์ที่กว้างขวาง ความถูกต้องอาจลดลงเมื่อพยายามพูดหรือนำเสนอที่เกินกว่าระดับสูง	Speaks with minimal fluency. May have some grammar and pronunciation mistakes Used non-specific vocabulary. Accuracy may decrease when attempting to create an oral presentation tasks beyond Advance-level. พูดโดยมีความคล่องแคล่วน้อยอาจมีข้อผิดพลาดด้านไวยากรณ์บ้าง ใช้คำศัพท์ที่ไม่เจาะจง ความถูกต้องอาจลดลงเมื่อพยายามพูดหรือนำเสนอที่เกินกว่าระดับสูง	Speaks with some grammatical and pronunciation mistakes. Use only Intermediate-level language. When attempting to deliver a presentation in Advanced level, may have some breakdown in one or more of the following areas: use of paragraph-length discourse, fluency, the wideness of vocabulary.พูดโดยมีข้อผิดพลาดด้านไวยากรณ์และคำศัพท์บ้าง ใช้ภาษาได้ในระดับกลางเท่านั้น เมื่อพยายามพูดนำเสนอในระดับสูงอาจมีปัญหาใดข้อหนึ่งหรือมากกว่าในด้านต่อไปนี้: การใช้ประโยคที่มีความยาว ความคล่องแคล่ว ความหลากหลายของคำศัพท์

APPENDIX C

UNIT PLAN (NOVICE LEVEL)

THEME: Foods	**TOPIC: Eating in Thailand**	**ESSENTIAL QUESTION: What are popular dishes in Thailand? How are Thai dishes are eaten and served?**
LEVEL: Undergraduate	**LANGUAGE: English**	**TARGET PROFICIENCY: Novice**
UNIT DEVELOPED BY: Benjawan Plengkham		

UNIT OVERVIEW

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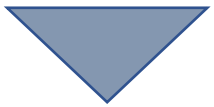
DESCRIPTION OF UNIT
Learners will give the information about the best Thai popular dishes. They will discuss about food ingredients, cooking method and choose a Thai dish then share the information with partners. Finally, they will create a food booth and present it online.

INSTRUCTIONAL GOALS - What will learners know and able to do by the end of the unit? **Standard 1.1: Communication** **Standard 1.2: Culture** **Standard 1.3: Connection** **Standard 1.4: Comparison** **Standard 1.5: Community**	Learners will be able to: - Answer questions about the ingredients of Thai dishes. (Standard 1.1, 1.2) - Provide information about Thai dishes. (Standard 1.1, Standard 1.2) - Express opinion for how the ingredients used in Thai food reflect Thai culture. (Standard 1.2) - Identify similarities or differences of the recipe of Thai food and international food. (Standard 1.1, 1.2, 1.4) - Discuss the ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao. (Standard 1.1, 1.2, 1,3) - Plan and discuss Thai recipes including ingredients, steps of cooking, how to serve and eat, and food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5) - Create a food booth do a cooking demonstration, tell the history of the food, explain how to serve and eat the food and express their food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5)

STANDARD-BASED ASSESSMENT - Does the performance assessment include the three modes of Communication, including interpretive, interpersonal, and presentational? - Does the assessment provide evidence of achievement of the instructional goals? - Do the interpretive tasks inform the content of the interpersonal and presentational tasks?	<u>Interpretive Tasks</u> - Watch a video about Thai popular dishes and do the exercises; identify the keywords; find the main idea; identify the supporting details and express opinion towards cultural perspective. <u>Interpersonal Tasks</u> - Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". - Share the information about the recipe including ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao. - Work with a partner by choosing one of Thai food. Plan and discuss recipes and record a conversation. <u>Presentational Tasks</u> - Create a food booth, do a cooking demonstration, and tell the background story of selected Thai food.
CULTURES EXAMPLES - Are cultural products, practices, perspectives integrated into daily lessons? Product Practices  Perspectives	**Products:** Thai Foods **Practices:** Eating Thai food **Perspectives:** How eating Thai food reflect culture? **Products:** Ingredients of Thai food **Practices:** Use Thai herbs for cooking Thai food. **Perspectives:** Thai herbs are good for health and have other special other quality.

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CONNECTION EXAMPLES - Do learners use the target language to explore other disciplines?	**Making connections**	**Acquiring information and Diverse Perspective**
	Health: Answer questions about Thai food related to health knowledge. History: Provide background information about food related to history.	Internet: Find information about Thai food from various online sources
COMPARISON EXAMPLES - Do learners compare their language and culture to the target language and cultures?	**Language Comparison**	**Cultural Comparisons**
	Compare the language used in a cooking demonstration in English and Thai.	Compare cultural similarities or differences of food including cooking, how to serve and eat between Thai food and international food.
COMMUNITIES EXAMPLES - Do the learners share the target language and culture beyond the classroom? - Do they set personal learning goals and monitor their progress?	**School and Global Communities**	**Lifelong Learning – Goal setting**
	Talk with people in the local area about food beliefs and practices.	Set personal learning goals for communication when eating different types of food.
CONNECTIONS TO COMMON CORE - Which Common Core Anchor Stands are supported by this unit's learning activities?	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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Summary of Assessment Tasks

Mode of communication	*Interpretive task*
Performance Assessment The first assessment task is provided at the beginning of the unit after students have learned the necessary vocabulary about Thai food. **Standards:** **Communication** **Culture** **Connection** **Comparison**	Material needed: An excerpt, comprehension questions, the IPA interpretive rubric Students answer the pre-listening questions then listen to an excerpt about ten Thai dishes. After listening, students are asked to do four tasks as follows: ***Task 1: Keyword Recognition.*** **Direction: Match the dishes with its ingredients.** **Thai Dishes** **Ingredients** 1. _____ Tom Yum Goong a. onions 2. _____ Somtam b. green Thai chilies 3. _____ Pad Thai c. shrimp 4. _____ Gaeng Keow Wan d. papaya 5. _____ Khao Pad e. galangal 6. _____ Pad Gaprao f. wide chewy rice noodles 7. _____Khao Soi g. holy basil 8. _____Pad See Ew h. peanuts 9. _____Tom Kha Gai i. crunchy egg noodles 10. _____Panang Curry. j. tofu ***Task 2: Main Idea(s).*** **Directions: According to excerpt, identify the main idea(s).**

	Task 3: Supporting Details. **Directions: Read the statements below carefully, write TRUE if the statement is correct or write FALSE if the statement is incorrect and provide the correct information in the space provided.** 1. The addition of peanuts makes Panang curry different from other Thai curry. 2. Tom Kha Gai is a bowl full of the strong aromatic flavors. 3. Pad See Ew is a Thai food which has received an influence from China. 4. Khao Soi uses all the same ingredients with Tom Kha Gai. 5. Basil has a special feature as an insect repellent. 6. Thai people from all parts of Thailand eat Khao Pad daily. 7. The most of important ingredient of Gaeng Keow Wan is green Thai chilies. 8. Pad Thai is served only at the luxurious restaurants. 9. Somtam can be made from both ripe and unripe papaya. 10. Tom Yam Goong cannot be adjusted into vegetarian food. **Task 4: Cultural perspectives.** **Directions: Answer the following questions.** 1. According to the video about Thai dishes, how do the ingredients used in Thai food reflect Thai culture? 2. What are the similarities or differences of the recipe of Thai food and international food?
Mode of communication	***Interpersonal***
Performance Assessment This assessment task is the second series from the interpretive task by using the same theme from the first task.	Material needed: An excerpt, comprehension questions, the IPA interpersonal rubric **Task 1: Students answer the pre-listening questions then listen to an excerpt about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)"** **After watching a video, students work with your partner and share the information about the recipe in the following topics:**

Standards: **Communication** **Comparison**	- The ingredients of Pad Gaprao - Steps of cooking - Reasons why Thai people love to eat Pad Gaprao **Task 2: Conversation** **Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of Thai food. Plan and discuss your recipe and record a conversation. You should discuss the following topics:** - Ingredients - Steps of cooking - How to serve and eat - Food experience
Mode of communication	***Presentational***
Performance Assessment This assessment task is placed at the end of the unit. The task uses the same theme with the previous two tasks. **Standards:** **Communication** **Connection** **Community**	Material needed: the IPA presentational rubric **Directions: Students are assigned to create a food booth and record a video. They will need to:** - Choose one of local Thai food. - Demonstrate how to cook and serve it. - Explain the background story of the food.

TOOLBOX		
Can-do Statements	**Related Structures/Patterns**	**Priority Vocabulary**
Interpretive Mode I can identify the keywords I listen to the excerpt about ten popular Thai dishes. I can identify the main idea I listen to the excerpt about ten popular Thai dishes. I can give the supporting details I listen to the excerpt ten popular Thai dishes. I can express opinions towards cultural perspective.	The ingredients of (a dish) are……. (A dish) consists of (ingredient) The popular Thai dishes are……. What makes Panang curry different from other Thai curry is that…….. (A dish) has received an influence from…… (A dish) has a special feature as …….. The most interesting ingredient of (a dish) is…… (A dish) is served only at……. (A dish) can be made from…….. (A dis) can/cannot be adjusted into… How do the ingredients used in Thai food reflect Thai culture? What are the similarities or differences of the recipe of Thai food in each area?	culinary, dishes, flavors, recommend, sweet salty, nutty, mouthfeel, aromatic, distinct, ingredient, curry, holy basil, repellent, staple, assorted, delicious, preparation, shred, crunchy, meatless,
Interpersonal Mode I can ask and answer questions about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)	What are the ingredients of Pad Gaprao? How to cook Pad Gaprao? Why Thai people love to eat Pad Gaprao? How to serve (a dish)? I have some experience about eating (a dish)…	
Presentational Mode I can create an oral presentation about Thai food recipe and the belief on Thai food.	(A dish) originates from…….. I would like to show you how to cook…..	

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LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS	
Beginning **(Interpretive mode)**	- Before the unit starts, the instructor reviews the interpretive rubric so that students understand the interpretive performance expectation that they will be evaluated. - The unit starts with an introduction about Thai popular dishes. The instructor asks students about their Thai favorite dishes. - Students are asked to share five words when think about Thai food. The instructor randomly selects students from the list then each student share five words about Thai food. - The vocabulary is introduced before the interpretive task begins. The key vocabulary is taken from the listening excerpt which might be unfamiliar words. Students practice to pronounce each word correctly. - Before the interpretive task starts, students also answer the pre-listening questions then students are asked to listen to the excerpt about best ten Thai dishes and do the four interpretive tasks including keyword recognition, main idea(s), supporting details, and cultural perspectives. - Students are assessed by using the interpretive rubric introduced at the beginning of the unit.
Middle **(Interpersonal mode)**	- In the next class, students are asked to share what they remembered about Thai dishes based on the interpretive task they already completed in the previous class. - Before the instructor continues the unit, the interpersonal rubric is illustrated so that students understand the interpersonal performance expectation in which they will be assessed. - The vocabulary is introduced before the interpersonal task begins. The key vocabulary is taken from the listening excerpt which might be unfamiliar words. Students practice to pronounce each word correctly. - Before the interpretive task starts, students are asked to share what they knew about Pad Gaprao. - In the interpersonal task, students are asked to watch the video about “How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)”. - The instructor shows the sentence frames to students for how to ask, answer and share the information from the video. - After watching the video, students are asked to do the pair work. They will have to report and share the information they watched from the video to their partner. They are asked to record their conversation.

	- Students are also asked to choose one of their Thai dishes, and discuss about the recipe. Students are asked to upload the audio file online with the picture of the dish. - Students are assessed by using the interpersonal rubric introduced at the beginning of the class. - After completing the interpersonal task, students are asked to prepare for their presentational task.
End **(Presentational mode)**	- In presentational task, students are asked to create a food booth, do cooking demonstration and tell the history of the food. In this task, they will have to record and upload a video on YouTube. - Apart from the instructor's evaluation, students are asked to do a self-reflection on their oral presentation. - The instructor wraps up the unit and answers questions students may have.

RESOURCES	DIGITAL LITERACY INTEGRATION
https://www.youtube.com/watch?v=5NRjuSnajzE https://www.youtube.com/watch?v=q_9rDq2gGmg	Upload a presentation online.

UNIT PLAN (INTERMEDIATE LEVEL)

THEME: Foods	**TOPIC: Eating in Thailand**	**ESSENTIAL QUESTIONS: What are popular dishes in Thailand? How Thai dishes are cooked and served?**
LEVEL: Undergraduate	**LANGUAGE: English**	**TARGET PROFICIENCY: Intermediate**
UNIT DEVELOPED BY: Benjawan Plengkham		

UNIT OVERVIEW.

DESCRIPTION OF UNIT

Learners will give the information about the best Thai popular dishes. They will discuss about food ingredients, cooking method and choose a Thai dish then share the information with partners. Finally, they will create a food booth and present it online.

INSTRUCTIONAL GOALS - What will learners know and able to do by the end of the unit? **Standard 1.1: Communication** **Standard 1.2: Culture** **Standard 1.3: Connection** **Standard 1.4: Comparison** **Standard 1.5: Community**	Learners will be able to: - Answer questions about the ingredients of Thai dishes. (Standard 1.1, 1.2) - Provide information about Thai dishes. (Standard 1.1, Standard 1.2) - Express opinion for how the ingredients used in Thai food reflect Thai culture. (Standard 1.2) - Identify similarities or differences of the recipe of Thai food and international food. (Standard 1.1, 1.2, 1.4) - Discuss the ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao. (Standard 1.1, 1.2, 1,3) - Plan and discuss Thai recipes including ingredients, steps of cooking, how to serve and eat, and food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5) - Create a food booth do a cooking demonstration, tell the history of the food, explain how to serve and eat the food and express their food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5)

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- Does the assessment provide evidence of achievement of the instructional goals?
- Do the interpretive tasks inform the content of the interpersonal and presentational tasks?</td>
<td colspan="2"><u>Interpretive Tasks</u>
- Watch a video about Thai popular dishes and do the exercises; identify the keywords; find the main idea; identify the supporting details and express opinion towards cultural perspective.

<u>Interpersonal Tasks</u>
- Watch a video about “How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)”.
- Share the information about the recipe including ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao.
- Work with a partner by choosing one of Thai food. Plan and discuss recipes and record a conversation.

<u>Presentational Tasks</u>
- Create a food booth, do a cooking demonstration, and tell the background story of selected Thai food.</td>
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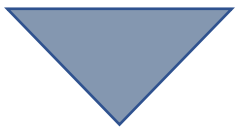
<tr>
<td>CULTURES EXAMPLES
- Are cultural products, practices, perspectives integrated into daily lessons?

Product Practices
 
Perspectives</td>
<td colspan="2">Products: Thai Foods
Practices: Eating Thai food
Perspectives: How eating Thai food reflect culture?

Products: Ingredients of Thai food
Practices: Use Thai herbs for cooking Thai food.
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<tr><td rowspan="2">COMPARISON EXAMPLES
- Do learners compare their language and culture to the target language and cultures?</td><td>Language Comparison</td><td>Cultural Comparisons</td></tr>
<tr><td>Compare the language used in a cooking demonstration in English and Thai.</td><td>Compare cultural similarities or differences of food including cooking, how to serve and eat between Thai food and international food.</td></tr>
<tr><td rowspan="2">COMMUNITIES EXAMPLES
- Do the learners share the target language and culture beyond the classroom?
- Do they set personal learning goals and monitor their progress?</td><td>School and Global Communities</td><td>Lifelong Learning – Goal setting</td></tr>
<tr><td>Talk with people in the local area about food beliefs and practices.</td><td>Set personal learning goals for communication when eating different types of food.</td></tr>
<tr><td>CONNECTIONS TO COMMON CORE
- Which Common Core Anchor Stands are supported by this unit’s learning activities?</td><td colspan="2">SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td></tr>
</table>

Summary of Assessment Tasks

Mode of communication	*Interpretive task*
Performance Assessment The first assessment task is provided at the beginning of the unit after students have learned the necessary vocabulary about Thai food. **Standards:** **Communication** **Culture** **Connection** **Comparison**	Material needed: a video, comprehension questions, the IPA interpretive rubric Students answer the pre-listening questions then listen to an excerpt about ten Thai dishes. After listening, students are asked to do four tasks as follows: ***Task 1: Keywords recognition*** **Directions: Watch a video about "What to eat in Thailand" and match the menu with its description.** **Thai Dishes** / **Description** 1. _____ Tom Yum Goong — a. a red curry with a salty and nutty taste 2. _____ Somtam — b. boiled and crunchy egg noodles in coconut milk 3. _____ Pad Thai — c. spicy, hot, and sour shrimp soup 4. _____ Gaeng Keow Wan — d. stir-fried holy basil with meat or seafood 5. _____ Khao Pad — e. wide chewy rice noodles with egg, Chinese broccoli, and a meat. 6. _____ Pad Gaprao — f. made from shredded or julienned unripe papaya 7. _____Khao Soi — g. stir-fried rice noodles, egg and tofu 8. _____Pad See Ew — h. coconut creamy milk soup with chicken and mushroom 9. _____Tom Kha Gai — i. a green curry mixed with coconut milk 10. _____Panang Curry. — j. fried rice with eggs, onions, and garlic, and vegetables

	Task 2: Main Idea(s). **Directions: According to the excerpt, identify the main idea(s).** ***Task 3: Supporting Details.*** **Directions: Circle the letter of each statement that is actually mentioned in the video and write the information that is given in the video in the space provided.** A. Signature dishes in Thailand B. Strong aromatic flavors C. How first Thai dish is made D. An influence on Thai food from China E. Special medicational application of Basil F. Local Thai food from four regions of Thailand G. How Pad Thai is served H. Price of Thai food I. Types of papaya J. Different ways to cook Tom Yum Koong **Task 4: Cultural perspectives.** **Directions: Answer the following questions.** 1. According to the video about Thai dishes, how do the ingredients in Thai food reflect Thai culture? 2. What are the similarities or differences between the recipe of Thai food and international food?

Mode of communication	***Interpersonal***
Performance Assessment This assessment task is the second series from the interpretive task by using the same theme from the first task. **Standards:** **Communication** **Comparison**	Material needed: a video, comprehension questions, the IPA interpersonal rubric **Task 1: Conversation** **Directions: Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". After watching a video, work with your partner and share the information about the recipe in the following topics:** - The ingredients of Pad Gaprao - Steps of cooking - Reasons why Thai people love to eat Pad Gaprao **Task 2: Conversation** **Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of the Thai dishes and create an online vlog. You should discuss the following topics:** - Ingredients - Steps of cooking - How to serve and eat - Food experience

Mode of communication	***Presentational***
Performance Assessment This assessment task is placed at the end of the unit. The task uses the same theme as the previous two tasks. **Standards:** **Communication** **Connection** **Community**	Material needed: the IPA presentational rubric **Task 1: Oral presentation** **Directions: Suppose that you are assigned to organize the food festival at your university, create a food booth and record a video, then upload it on YouTube. You will need to:** - Choose one of the local Thai food. - Demonstrate how to cook and serve it. - Explain the background story of the food.

<table>
<tr><th colspan="3">TOOLBOX</th></tr>
<tr><th>Can-do Statements</th><th>Related Structures/Patterns</th><th>Priority Vocabulary</th></tr>
<tr><td>Interpretive Mode

I can identify the keywords when I watch a video about ten popular Thai dishes.

I can identify the main idea when I watch a video about ten popular Thai dishes.
I can give the supporting details when watch a video about ten popular Thai dishes.
I can express opinions from a cultural perspective.</td><td>The ingredients of (a dish) are…….
(A dish) consists of (ingredients)

The popular Thai dishes are…….
What makes Panang curry different from other Thai curries is that……..
(A dish) has received an influence from……
(A dish) has a special feature as ……..
The most interesting ingredient of (a dish) is……
(A dish) is served only at…….
(A dish) can be made from……..
(A dish) can/cannot be changed into…
How do the ingredients in Thai food reflect Thai culture?
What are the similarities or differences between the recipes for Thai food in each area?</td><td rowspan="3">culinary, dishes, flavors, recommend, sweet, salty, nutty, mouthfeel, aromatic, distinct, ingredient, curry, holy basil, repellent, staple, assorted, delicious, preparation, shred, crunchy, meatless</td></tr>
<tr><td>Interpersonal Mode

I can ask and answer questions about “How to make ‘Pad Gaprao’ (stir-fried holy basil recipe)</td><td>What are the ingredients of ‘Pad Gaprao’?
How is ‘Pad Gaprao’ cooked?
Why do Thai people love to eat ‘Pad Gaprao’?
How is ‘Pad Gaprao’ served?
I have some experience with eating (a dish)…</td></tr>
<tr><td>Presentational Mode
I can create an oral presentation about Thai food recipes and the beliefs of Thai food.</td><td>(A dish) originates from…….
I would like to show you how to cook…..</td></tr>
</table>

LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS	
Beginning **(Interpretive mode)** **Week 1** **(3 hours)**	- Before the unit starts, the instructor reviews the interpretive rubric so that students understand the interpretive performance expectation that they will be evaluated on. The rubric is written in Thai to make sure that students understand all criteria. - The unit starts with an introduction to Thai popular dishes. The instructor asks students about their favorite Thai dishes. - Students are asked to share five words that come to mind when thinking about Thai food. The instructor randomly selects students from the list and each student shares five words about Thai food. - The vocabulary is introduced before the interpretive task begins. The key vocabulary, which might be unfamiliar, is taken from the video. Students also practice pronouncing each word correctly. - Before the interpretive task starts, students also answer the pre-listening questions. After that, students are asked to watch a video about the best ten Thai dishes and do the four interpretive tasks, which include keyword recognition, main idea(s), supporting details, and cultural perspectives. - Students are assessed by using the interpretive rubric introduced at the beginning of the unit. - Students are also requested to do a self-assessment by using the interpretive rubric.
Middle **(Interpersonal mode)** **Week 2** **(3 hours)**	- In the next class, students are asked to share what they remember about Thai dishes based on the interpretive task they already completed in the previous class. - Before the instructor continues the unit, the Thai version of the interpersonal rubric is shown so that students understand the interpersonal performance expectation on which they will be assessed. - The vocabulary is introduced before the interpersonal task begins. The key vocabulary, which might be unfamiliar, is taken from a video. Students practice pronouncing each word correctly. - Before the interpretive task starts, students are asked to share what they know about ‘Pad gaprao’. - In the interpersonal task, students are asked to watch the video about “How to make ‘Pad gaprao’ (stir-fried Thai holy basil recipe)”. - The instructor shows the sentence frames to students for how to ask, answer and share information, based on the example in the video.

	- After watching the video, students are asked to do two pieces of pair work that interpersonally focus on their speaking ability. Firstly, they will have to report and share the information they found from watching the video with their partner. In this task, they are asked to record their conversation. - After finishing the first interpersonal task, students are asked to choose one of the Thai dishes, and create an online vlog. - Students are assessed by using the interpersonal rubric introduced at the beginning of the class. - Students are also requested to do a self-assessment by using the interpersonal rubric. - After completing the interpersonal task, students are asked to prepare for their presentational task. - The instructor shows a sample video for the presentational task that students are asked to do. - The presentational rubric is shown in advance for students' preparation of the presentational task.
End **(Presentational mode)** **Week 3** **(3 hours)**	- In the presentational task, students are expected to use their speaking ability to present their food booth as the prompt suggested at the beginning of the unit. In this task, they are asked to incorporate and use the information they obtained from the previous two tasks to create a food booth. They are asked to do a cooking demonstration, tell the history of the food, explain how to serve and eat the food, and talk about their experience with the food. They will have to record and upload a video to YouTube. - Apart from the instructor's evaluation, students are also asked to do a self-reflection on their oral presentation. - The instructor wraps up the unit and answers any questions students may have.

RESOURCES	DIGITAL LITERACY INTEGRATION
https://www.youtube.com/watch?v=q_9rDq2gGmg https://www.youtube.com/watch?v=5NRjuSnajzE	Upload a presentation online.

UNIT PLAN (ADVANCED LEVEL)

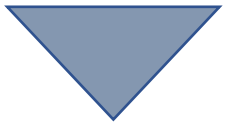
THEME: Foods	**TOPIC: Eating in Thailand**	**ESSENTIAL QUESTION: What are popular dishes in Thailand? How are Thai dishes are eaten and served?**
LEVEL: Undergraduate	**LANGUAGE: English**	**TARGET PROFICIENCY: Advanced**
UNIT DEVELOPED BY: Benjawan Plengkham		

UNIT OVERVIEW

DESCRIPTION OF UNIT

Learners will give the information about the best Thai popular dishes. They will discuss about food ingredients, cooking method and choose a Thai dish then share the information with partners. Finally, they will create a food booth and present it online.

INSTRUCTIONAL GOALS - What will learners know and able to do by the end of the unit? **Standard 1.1: Communication** **Standard 1.2: Culture** **Standard 1.3: Connection** **Standard 1.4: Comparison** **Standard 1.5: Community**	Learners will be able to: - Answer questions about the ingredients of Thai dishes. (Standard 1.1, 1.2) - Provide information about Thai dishes. (Standard 1.1, Standard 1.2) - Express opinion for how the ingredients used in Thai food reflect Thai culture. (Standard 1.2) - Identify similarities or differences of the recipe of Thai food and international food. (Standard 1.1, 1.2, 1.4) - Discuss the ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao. (Standard 1.1, 1.2, 1,3) - Plan and discuss Thai recipes including ingredients, steps of cooking, how to serve and eat, and food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5) - Create a food booth do a cooking demonstration, tell the history of the food, explain how to serve and eat the food and express their food experience. (Standard 1.1, 1.2, 1.3, 1.4, 1.5)

STANDARD-BASED ASSESSMENT - Does the performance assessment include the three modes of Communication, including interpretive, interpersonal, and presentational? - Does the assessment provide evidence of achievement of the instructional goals? - Do the interpretive tasks inform the content of the interpersonal and presentational tasks?	Interpretive Tasks - Watch a video about Thai popular dishes and do the exercises; identify the keywords; find the main idea; identify the supporting details and express opinion towards cultural perspective. Interpersonal Tasks - Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". - Share the information about the recipe including ingredients of Pad Gaprao, steps of cooking, and the reason why Thai love eating Pad Gaprao. - Work with a partner by choosing one of Thai food. Plan and discuss recipes and record a conversation. Presentational Tasks - Create a food booth, do a cooking demonstration, and tell the background story of selected Thai food.
CULTURES EXAMPLES - Are cultural products, practices, perspectives integrated into daily lessons? Product Practices  Perspectives	**Products:** Thai Foods **Practices:** Eating Thai food **Perspectives:** How eating Thai food reflect culture? **Products:** Ingredients of Thai food **Practices:** Use Thai herbs for cooking Thai food. **Perspectives:** Thai herbs are good for health and have other special other quality.

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CONNECTION EXAMPLES - Do learners use the target language to explore other disciplines?	**Making connections**	**Acquiring information and Diverse Perspective**
	Health: Answer questions about Thai food related to health knowledge. History: Provide background information about food related to history.	Internet: Find information about Thai food from various online sources
COMPARISON EXAMPLES - Do learners compare their language and culture to the target language and cultures?	**Language Comparison**	**Cultural Comparisons**
	Compare the language used in a cooking demonstration in English and Thai.	Compare cultural similarities or differences of food including cooking, how to serve and eat between Thai food and international food.
COMMUNITIES EXAMPLES - Do the learners share the target language and culture beyond the classroom? - Do they set personal learning goals and monitor their progress?	**School and Global Communities**	**Lifelong Learning – Goal setting**
	Talk with people in the local area about food beliefs and practices.	Set personal learning goals for communication when eating different types of food.
CONNECTIONS TO COMMON CORE - Which Common Core Anchor Stands are supported by this unit's learning activities?	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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Summary of Assessment Tasks

Mode of communication	*Interpretive task*
Performance Assessment The first assessment task is provided at the beginning of the unit after students have learned the necessary vocabulary about Thai food. **Standards:** **Communication** **Culture** **Connection** **Comparison**	Material needed: An excerpt, comprehension questions, the IPA interpretive rubric Students answer the pre-listening questions then listen to an excerpt about ten Thai dishes. After listening, students are asked to do four tasks as follows: ***Task 1: Keyword Recognition.*** **Direction: Watch a video about "What to eat in Thailand" and write the ingredients of each dish.** ***Task 2: Main Idea(s).*** **Directions: According to excerpt, identify the main idea(s).** ***Task 3: Supporting Details.*** **Directions: According to the names of Thai dishes given below, write at two supporting details based on video you watched.** 1. Tom Yam Koong 2. Pad Thai 3. Gaeng Keow Wan 4. Khao Pad 5. Pad Gaprao 6. Khao Soi 7. Khao Soi 8. Pad See Ew 9. Tom Kha Gai 10. Panang Curry.

	Task 4: Cultural perspectives. **Directions: Answer the following questions.** 1. According to the video about Thai dishes, how do the ingredients used in Thai food reflect Thai culture? 2. What are the similarities or differences of the recipe of Thai food between this video and in your hometown?
Mode of communication	***Interpersonal***
Performance Assessment This assessment task is the second series from the interpretive task by using the same theme from the first task. **Standards:** **Communication** **Comparison**	Material needed: An excerpt, comprehension questions, the IPA interpersonal rubric **Task 1: Students answer the pre-listening questions then listen to an excerpt about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)"** **After watching a video, students work with your partner and share the information about the recipe in the following topics:** - The ingredients of Pad Gaprao - Steps of cooking - Reasons why Thai people love to eat Pad Gaprao **Task 2**: **Conversation** - **Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of Thai food. Plan and discuss your recipe and record a conversation and upload it online together with the picture of a Thai dish. You should discuss the following topics:** - Ingredients - Steps of cooking - How to serve and eat

	- Food experience
Mode of communication	***Presentational***
Performance Assessment This assessment task is placed at the end of the unit. The task uses the same theme with the previous two tasks. **Standards:** **Communication** **Connection** **Community**	Material needed: the IPA presentational rubric Directions: Students are assigned to create a food booth, record and upload a video on YouTube. They will need to: - Choose one of local Thai food. - Demonstrate how to cook and serve it. - Explain the background story of the food.

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I can identify the main idea I listen to the excerpt about ten popular Thai dishes.
I can give the supporting details I listen to the excerpt ten popular Thai dishes.
I can express opinions towards cultural perspective.</td><td rowspan="3">The ingredients of (a dish) are…….
(A dish) consists of (ingredient)

The popular Thai dishes are…….
What makes Panang curry different from other Thai curry is that……..
(A dish) has received an influence from……
(A dish) has a special feature as ……..
The most interesting ingredient of (a dish) is……
(A dish) is served only at…….
(A dish) can be made from……..
(A dis) can/cannot be adjusted into…
How do the ingredients used in Thai food reflect Thai culture?
What are the similarities or differences of the recipe of Thai food in each area?
What are the ingredients of Pad Gaprao?
How to cook Pad Gaprao?
Why Thai people love to eat Pad Gaprao?
How to serve (a dish)?
I have some experience about eating (a dish)…

(A dish) originates from……..
I would like to show you how to cook…..</td><td rowspan="3">culinary, dishes, flavors, recommend, sweet salty, nutty, mouthfeel, aromatic, distinct, ingredient, curry, holy basil, repellent, staple, assorted, delicious, preparation, shred, crunchy, meatless,</td></tr>
<tr><td>Interpersonal Mode

I can ask and answer questions about “How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)</td></tr>
<tr><td>Presentational Mode
I can create an oral presentation about Thai food recipe and the belief on Thai food.</td></tr>
</table>

LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS	
Beginning **(Interpretive mode)**	- Before the unit starts, the instructor reviews the interpretive rubric so that students understand the interpretive performance expectation in which they will be evaluated. - The unit starts with an introduction about Thai popular dishes. The instructor asks students about their Thai favorite dish. - Students are asked to share five words when think about Thai food. The instructor randomly selects students from the list then each student share five words about Thai food. - The vocabulary is introduced before the interpretive task begins. The key vocabulary is taken from the listening excerpt which might be unfamiliar words. Students practice to pronounce each word correctly. - Before the interpretive task starts, students also answer the pre-listening questions then students are asked to listen to the excerpt about best ten Thai dishes and do the four interpretive tasks including keyword recognition, main idea(s), supporting details, and cultural perspectives. - Students are assessed by using the interpretive rubric introduced at the beginning of the unit.
Middle **(Interpersonal mode)**	- In the next class, students are asked to share what they remembered about Thai dishes based on the interpretive task they already completed in the previous class. - Before the instructor continues the unit, the interpersonal rubric is illustrated so that students understand the interpersonal performance expectation in which they will be assessed. - The vocabulary is introduced before the interpersonal task begins. The key vocabulary is taken from the listening excerpt which might be unfamiliar words. Students practice to pronounce each word correctly. - Before the interpretive task starts, students are asked to share what they knew about Pad Gaprao. - In the interpersonal task, students are asked to watch the video about “How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)”. - The instructor shows the sentence frames to students for how to ask, answer and share the information from the video. - After watching the video, students are asked to do the pair work. They will have to report and share the information they watched from the video to their partner. They are asked to record their conversation.

	- Students are also asked to choose one of their Thai dishes, and discuss about the recipe. Students are asked to upload the audio file online with the picture of the dish. - Students are assessed by using the interpersonal rubric introduced at the beginning of the class. - After completing the interpersonal task, students are asked to prepare for their presentational task.
End **(Presentational mode)**	- In presentational task, students are asked to create a food booth, do cooking demonstration and tell the history of the food. In this task, they will have to record and upload a video on YouTube. - Apart from the instructor's evaluation, students are asked to do a self-reflection on their oral presentation. - The instructor wraps up the unit and answers questions students may have.

RESOURCES	DIGITAL LITERACY INTEGRATION
https://www.youtube.com/watch?v=5NRjuSnajzE https://www.youtube.com/watch?v=q_9rDq2gGmg	Upload a presentation online.

APPENDIX D

ASSESSMENT TASKS

(NOVICE LEVEL)

TASK OVERVIEW
Your university is going to arrange the Food Festival. You have been assigned to create a food booth and present your local food for representing your hometown. To design a food booth, you will need to find the information and discuss with a classmate about what to be included in the presentation of a food booth. Finally, you will present your food booth.
Interpretive Task In order to have a variety of ideas for different food in Thailand, you need to find more information about Thai best dishes. Watch a video and answer questions.
Interpersonal Task Now you have some ideas about Thai food, and now you want to gather more information about Thai recipes. Watch a Thai food cooking tutorial video and talk with your classmate about Thai cooking as well as discuss about the Thai food experience.
Presentational At this time, you have information about food including food experience. Work with your partner to create a food booth for presenting one amazing local dish in which you want the visitors to try eating.

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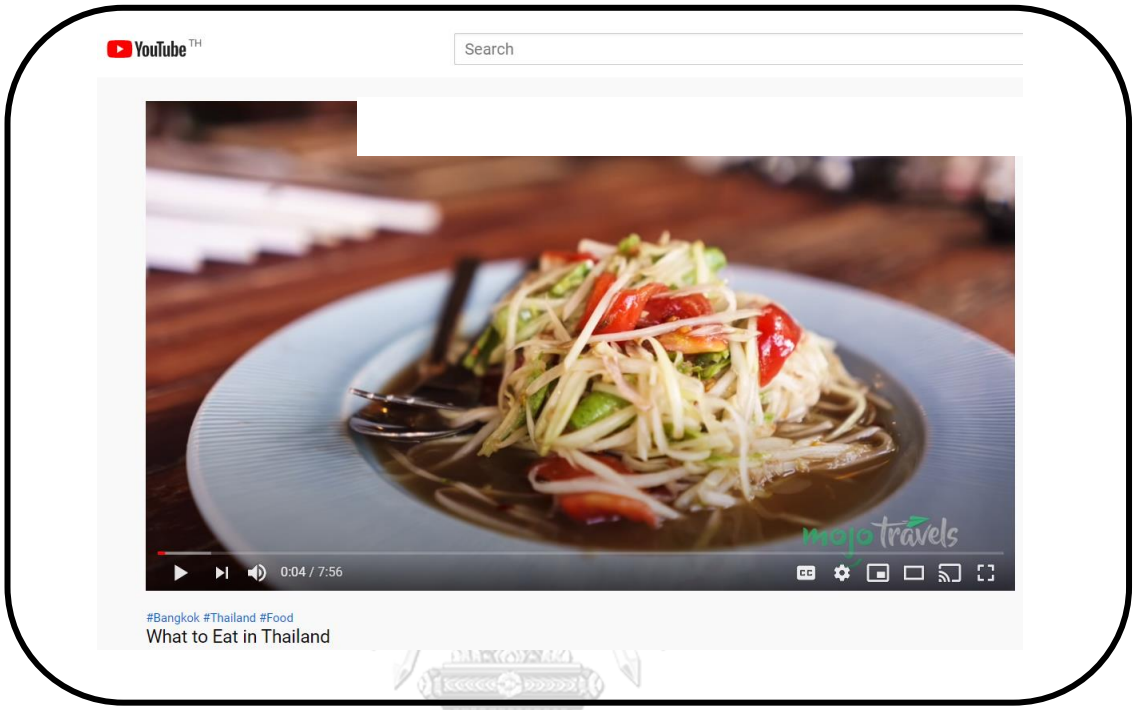
INTERPRETIVE TASK
(NOVICE LEVEL)

Task 1: Keywords recognition

Directions: Watch a video about "What to eat in Thailand" and match the dishes with its ingredients.



Source: https://www.youtube.com/watch?v=5NRjuSnajzE

Thai Dishes	Ingredient
1. _____ Tom Yum Goong	a. onions
2. _____ Somtam	b. green Thai chilies
3. _____ Pad Thai	c. shrimp
4. _____ Gaeng Keow Wan	d. papaya
5. _____ Khao Pad	e. galangal
6. _____ Pad Gaprao	f. wide chewy rice noodles
7. _____Khao Soi	g. holy basil
8. _____Pad See Ew	h. peanuts
9. _____Tom Kha Gai	i. crunchy egg noodles
10. _____Panang Curry.	j. tofu

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Task 2: Main Idea(s)

Directions: According to the video, identify the main idea.

_____
_____
_____
_____

Task 3: Supporting Details.

Directions: Read the statements below carefully, write TRUE if the statement is correct or write FALSE if the statement is incorrect and provide the correct information in the space provided.

1. The addition of peanuts makes Panang curry different from other Thai curry.

_____

2. Tom Kha Gai is a bowl full of the strong aromatic flavors.

_____

3. Pad See Ew is a Thai food which has received an influence from China.

_____

4. Khao Soi uses all the same ingredients with Tom Kha Gai.

_____

5. Basil has a special feature as an insect repellent.

_____

6. Thai people from all parts of Thailand eat Khao Pad daily.

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_____

7. The most of important ingredient of Gaeng Keow Wan is green Thai chilies.

_____

8. Pad Thai is served only at the luxurious restaurants.

_____

9. Somtam can be made from both ripe and unripe papaya.

_____

10. Tom Yam Goong cannot be adjusted into vegetarian food.

_____

Task 4: Cultural perspectives

Direction: Answer the following questions.

1. According to the video about Thai dishes, how do the ingredients used in Thai food reflect Thai culture?

2. What are the similarities or differences of the recipe of Thai food and international food?

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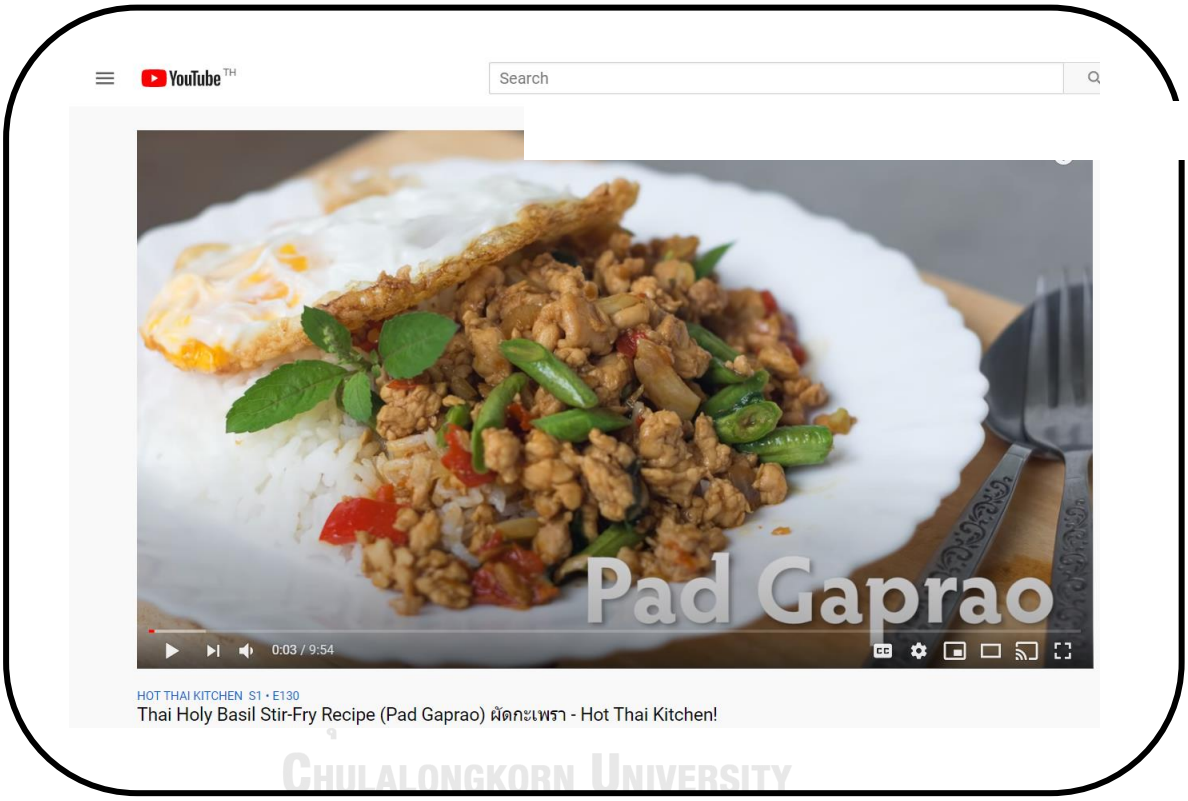
INTERPERSONAL TASK
(NOVICE LEVEL)

Task 1: Conversation

Directions: Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". After watching a video, work with your partner and share the information about the recipe in the following topics:

- The ingredients of Pad Gaprao
- Steps of cooking
- Reasons why Thai people love to eat Pad Gaprao



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Source: https://www.youtube.com/watch?v=q_9rDq2gGmg

Task 2: Conversation

Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of the Thai dishes and create an online vlog. You should discuss the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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PRESENTATIONAL TASK
(NOVICE LEVEL)

Task 1: Oral presentation

Directions: Suppose that you are assigned to organize the food festival at your university, create a food booth and record a video, then upload it on YouTube. You will need to choose one of Thai food and demonstrate the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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ASSESSMENT TASKS
(INTERMEDIATE LEVEL)

TASK OVERVIEW
Your university is going to arrange a food festival. You are assigned to create a food booth and present Thai food. To create the food booth, you will need to find information and discuss what is to be included in the presentation of the food booth with a classmate. Finally, you will present Thai food at your food booth.
Interpretive Task In order to have a variety of ideas on different foods in Thailand, you need to find more information about the best Thai dishes. Watch a video and answer questions.
Interpersonal Task Now that you have some ideas about Thai food, you want to gather more information about Thai recipes. Watch a video of a Thai food cooking tutorial and talk with your classmate about the recipe and other related topics.
Presentational Task After the discussion with your classmate earlier, you now have some ideas about Thai food. Work with your partner to create a food booth for presenting an amazing Thai local dish that you want to recommend to visitors.

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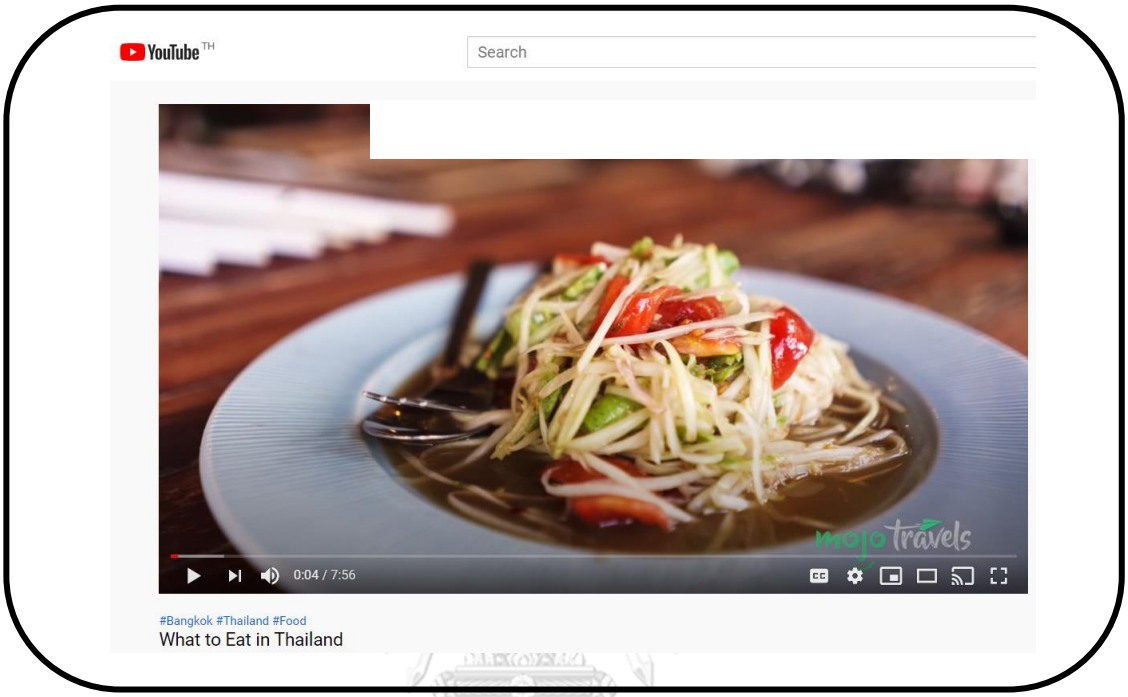
INTERPRETIVE TASK
(INTERMEDIATE LEVEL)

Task 1: Keywords recognition

Directions: Watch a video about "What to eat in Thailand" and match the menu with its description.



Source: https://www.youtube.com/watch?v=5NRjuSnajzE

Thai Dishes

1. _____ Tom Yum Goong
2. _____ Somtam
3. _____ Pad Thai
4. _____ Gaeng Keow Wan
5. _____ Khao Pad
6. _____ Pad Gaprao
7. _____Khao Soi
8. _____Pad See Ew
9. _____Tom Kha Gai
10. _____Panang Curry.

Description

a. a red curry with a salty and nutty taste
b. boiled and crunchy egg noodles in coconut milk
c. spicy, hot, and sour shrimp soup
d. stir-fried holy basil with meat or seafood
e. wide chewy rice noodles with egg, Chinese broccoli, and meat
f. made from shredded or julienned unripe papaya
g. stir-fried rice noodles, egg and tofu h. coconut creamy milk soup with
i. a green curry mixed with coconut milk chicken and mushroom
j. fried rice with eggs, onions, and garlic, and vegetables

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Task 2: Main Idea(s)
Directions: According to the video, identify the main idea. (Not exceeding 50 words)

_____
_____
_____
_____

Task 3: Supporting Details

Directions: Circle the letter of each statement that is actually mentioned in the video and write the information that is given in the video in the space provided.

1. Signature dishes in Thailand

_____

2. Strong aromatic flavors

_____

3. How first Thai dish is made.

_____

4. An influence on Thai food from China

_____

5. Special medicational application of Basil

_____

6. Local Thai food from four regions of Thailand

_____

7. How Pad Thai is served.

_____

8. Price of Thai food

_____

9. Types of papaya

_____

10. Different ways to cook Tom Yum Koong

_____

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Task 4: Cultural perspectives

Direction: Answer the following questions.

1. According to the video about Thai dishes, how do the ingredients in Thai food reflect Thai culture?

2. What are the similarities or differences between the recipe of Thai food and international food?

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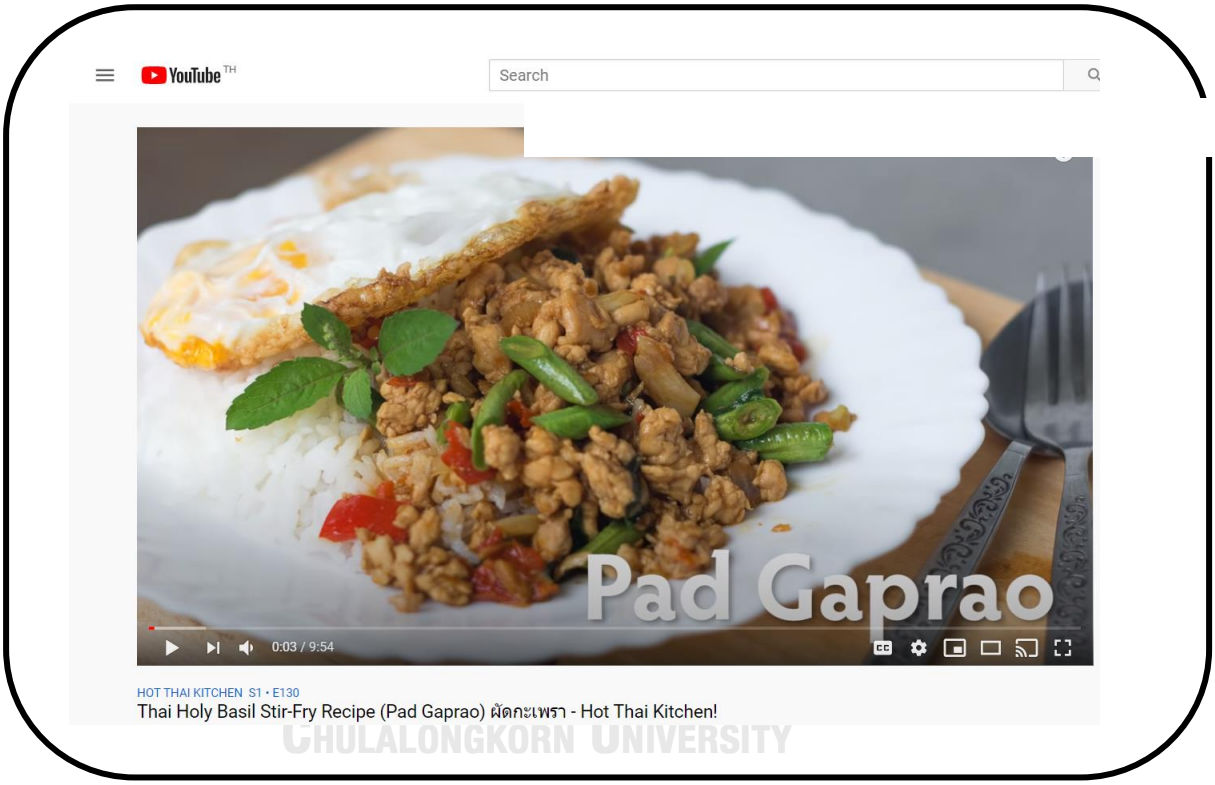
INTERPERSONAL TASK
(INTERMEDIATE LEVEL)

Task 1: Conversation
Directions: Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". After watching a video, work with your partner and share the information about the recipe in the following topics:

- The ingredients of Pad Gaprao
- Steps of cooking
- Reasons why Thai people love to eat Pad Gaprao



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Source: https://www.youtube.com/watch?v=q_9rDq2gGmg

Task 2: Conversation

Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of the Thai dishes and create an online vlog. You should discuss the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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PRESENTATIONAL TASK
(INTERMEDIATE LEVEL)

Task 1: Oral presentation

Directions: Suppose that you are assigned to organize the food festival at your university, create a food booth and record a video, then upload it on YouTube. You will need to choose one of Thai food and demonstrate the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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ASSESSMENT TASKS
(ADVANCED LEVEL)

TASK OVERVIEW
Your university is going to arrange a food festival. You are assigned to create a food booth and present Thai food. To create the food booth, you will need to find information and discuss what is to be included in the presentation of the food booth with a classmate. Finally, you will present Thai food at your food booth.
Interpretive Task In order to have a variety of ideas on different foods in Thailand, you need to find more information about the best Thai dishes. Watch a video and answer questions.
Interpersonal Task Now that you have some ideas about Thai food, you want to gather more information about Thai recipes. Watch a video of a Thai food cooking tutorial and talk with your classmate about the recipe and other related topics.
Presentational Task After the discussion with your classmate earlier, you now have some ideas about Thai food. Work with your partner to create a food booth for presenting an amazing Thai local dish that you want to recommend to visitors.

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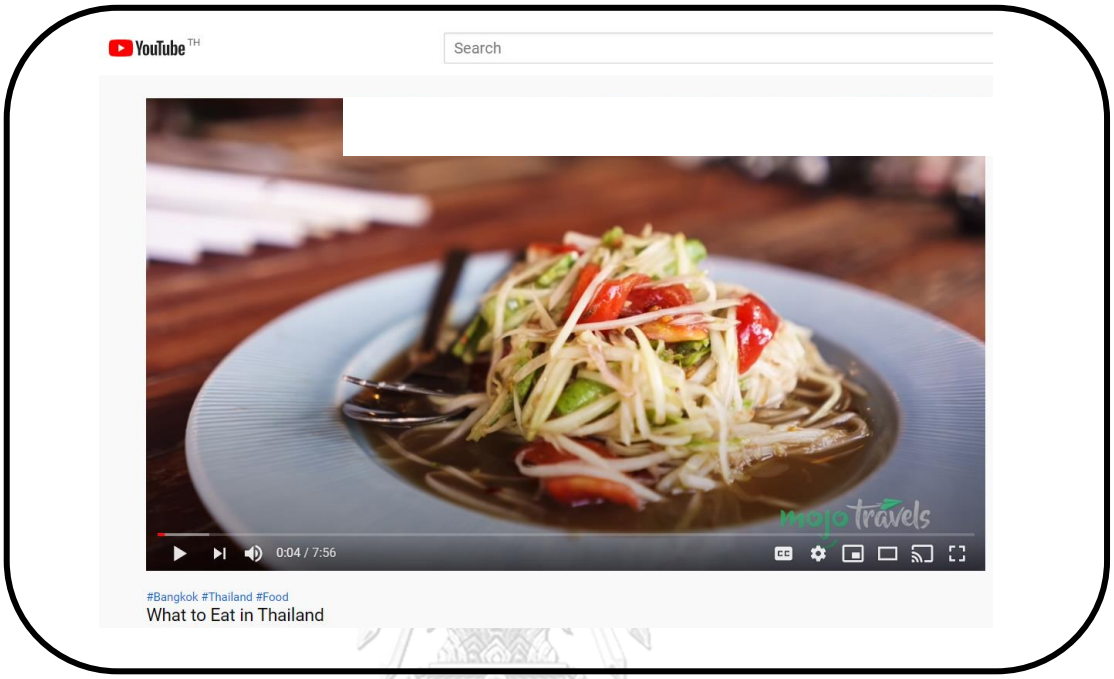
INTERPRETIVE TASK
(ADVANCED LEVEL)

Task 1: Keywords recognition

Directions: Watch a video about "What to eat in Thailand" and write the ingredients of each dish.



Source: https://www.youtube.com/watch?v=5NRjuSnajzE

Thai Dishes	Ingredient
1. Tom Yam Koong	_____
2. Pad Thai	_____
3. Gaeng Keow Wan	_____
4. Khao Pad	_____
5. Pad Gaprao	_____
6. Khao Soi	_____
7. Khao Soi	_____
8. Pad See Ew	_____
9. Tom Kha Gai	_____
10. Panang Curry	_____

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Task 2: Main Idea(s)
Directions: According to the video, identify the main idea.

_____
_____
_____
_____

Task 3: Supporting Details.

Directions: Circle the letter of each statement that is actually mentioned in the video and write the information that is given in the video in the space provided.
1. What are the primary flavor of Panang curry?

_____
2. What are the main ingredients and flavors found in Tom Kha Gai?

_____
3. How much is the price for Pad See Ew?

_____
4. What position does Khao Soi hold among the top ten popular Thai dishes?

_____
5. What are alternative applications of holy basil apart from being utilized as food ingredient

_____
6. What type of meat is usually included in Khao Pad?

_____
7. What is the other name of Gaeng Keow Wan?

_____
8. What is the main ingredient of Pad Thai sauce?

_____
9. How many types of papaya in Somtam?

_____
_____
10. In which region of Thailand is Tom Yum Goong widely recognized as a popular dish?

_____

Task 4: Cultural perspectives

Direction: Answer the following questions.

1. According to the video about Thai dishes, how do the ingredients used in Thai food reflect Thai culture?

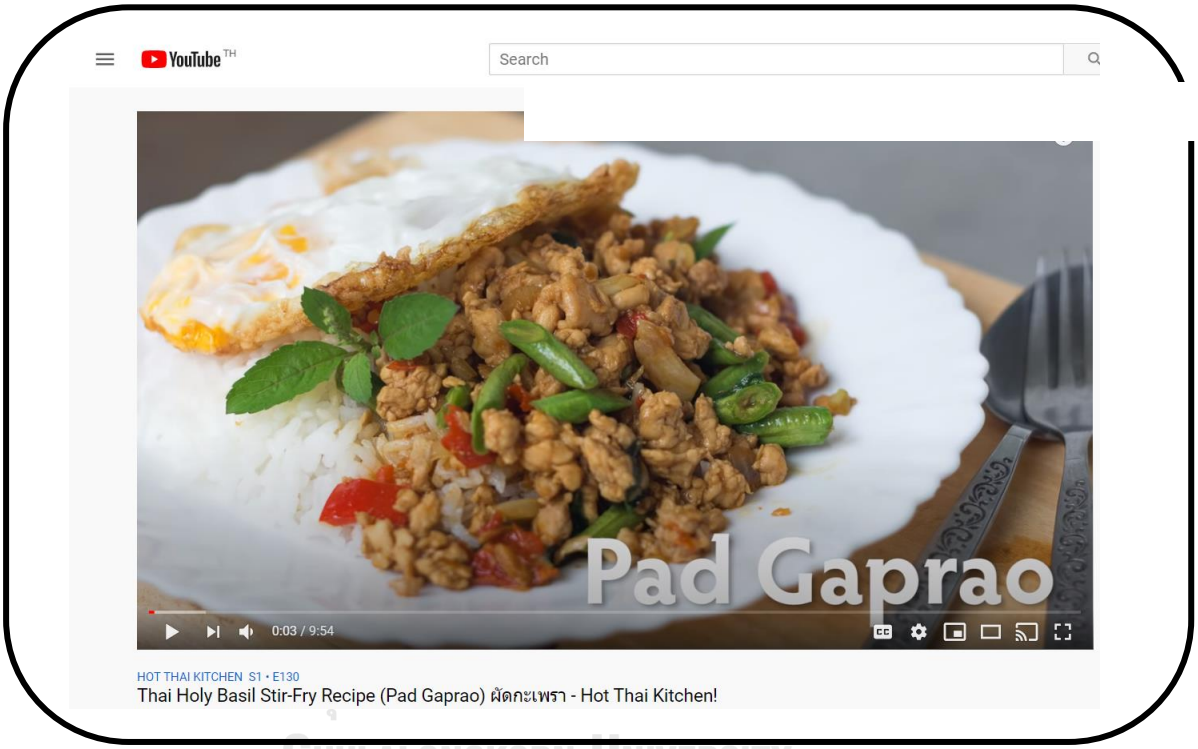
2. What are the similarities or differences of the recipe of Thai food between this video and in your hometown?

INTERPERSONAL TASK
(ADVANCED LEVEL)

Task 1: Conversation

Directions: Watch a video about "How to make Pad Gaprao (Thai Holy Basil Stir-Fry Recipe)". After watching a video, work with your partner and share the information about the recipe in the following topics:

- The ingredients of Pad Gaprao
- Steps of cooking
- Reasons why Thai people love to eat Pad Gaprao



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Source: https://www.youtube.com/watch?v=q_9rDq2gGmg

Task 2: Conversation

Directions: Since you already have some ideas about a Thai food cooking tutorial, work with a partner by choosing one of the Thai dishes and create an online vlog. You should discuss the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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PRESENTATIONAL TASK
(ADVANCED LEVEL)

Task 1: Oral presentation

Directions: Suppose that you are assigned to organize the food festival at your university, create a food booth and record a video, then upload it on YouTube. You will need to choose one of Thai food and demonstrate the following topics:

Background of the food
Ingredients
Steps of cooking
How to serve and eat Thai food
Food experience

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APPENDIX E

Questionnaire

Questionnaire No ……

(หมายเลขแบบสอบถาม)

Dear participants

เรียนผู้เข้าร่วม

This questionnaire is used as a research instrument for the dissertation entitled, "An Implementation of an Integrated Performance Assessment Module to Promote English Speaking Ability and Learning Engagement of Undergraduate Students" In this research, the researcher implemented the instructional module called "Integrated Performance Assessment Module" (IPA module). The characteristic of the IPA module is to implement the instruction and assessment through the three modes of communication including interpretive, interpersonal, and presentational modes. The participants can be assured that all of the personal information will be kept strictly confidential. Your name or other identifying information will not appear in this research. Moreover, your answers will not affect your grades in any way.

แบบสอบถามฉบับนี้ใช้เพื่อเป็นเครื่องมือในการวิจัยสำหรับดุษฎีนิพนธ์ชื่อว่า "การใช้โมดูลการวัดและการประเมินผลสมรรถนะแบบผสมผสานเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษและความยึดมั่นผูกพันกับการเรียนของนักศึกษาระดับปริญญาตรี" โดยในการวิจัยครั้งนี้ ผู้วิจัยได้ทำการสอนโดยใช้บทเรียนที่เรียกว่า "บทเรียนแบบผสมสาน" (IPA module) ซึ่งมีลักษณะคือการใช้การสอนและการประเมินโดยผ่านการสื่อสารทั้งหมด 3 ประเภทได้แก่ การตีความหมาย การสื่อสารระหว่างบุคคล และการการนำเสนอ ทั้งนี้ผู้เข้าร่วมสามารถมั่นใจได้ว่าข้อมูลส่วนบุคคลจะถูกเก็บไว้เป็นความลับ ชื่อของคุณและข้อมูลที่ระบุจะไม่ปรากฏในงานวิจัย นอกเหนือจากนี้ คำตอบของคุณจะไม่มีผลต่อผลการเรียนของคุณในทางใดก็ตาม

The questionnaire is divided into two categories as follows:
Part 1: Personal information of the participants.
Part 2: Opinion questionnaire on IPA module

แบบสอบถามแบ่งออกเป็น 2 หมวดหมู่ดังต่อไปนี้

ส่วนที่ 1: ข้อมูลส่วนบุคคลของผู้เข้าร่วม

ส่วนที่ 2 : แบบสอบถามความเห็นที่มีต่อบทเรียนแบบผสมผสาน

Name…….

Telephone……..E-mail……

Part 1: Personal information (ส่วนที่ 1: ข้อมูลส่วนบุคคล)

Direction: Please mark ✓ in the ☐ below. (คำชี้แจง: โปรดกาเครื่องหมาย ✓ ใน ☐ ด้านล่าง)

1. Gender (เพศ)

☐ Male (ชาย) ☐ Female (หญิง)

2. Year of study ชั้นปีที่เรียน

☐ First year student (ปี 1) ☐ Second year student (ปี 2)

☐ Third year student (ปี 3) ☐ Fourth year student (ปี 4)

3. Number of English speaking courses enrolled in each semester
(จำนวนวิชาการพูดภาษาอังกฤษที่ลงเรียนในแต่ละภาคการศึกษา)

☐ 4 subjects or more (4 วิชาหรือมากกว่า) ☐ 3 subjects (3 วิชา)

☐ 2 subjects 2 (วิชา) ☐ 1 subject (1 วิชา)

4. Current grade point average (เกรดเฉลี่ยปัจจุบัน)

☐ 4.00 – 3.60 ☐ 3.59 - 3.00

☐ 2.99 – 2.50 ☐ Below 2.50

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Part 2: Opinion questionnaire on IPA module

(แบบสอบถามความคิดเห็นที่มีต่อบทเรียนแบบผสมผสาน)

Directions: Please mark ✓ to indicate your level of agreement towards the implementation of the IPA module in an English speaking course

(คำชี้แจง: โปรดกาเครื่องหมาย ✓ เพื่อระบุระดับความเห็นต่อการใช้บทเรียนแบบผสมผสานในวิชาการพูดภาษาอังกฤษ)

Questions (คำถาม)	**Level of agreement** (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	**Disagree** ไม่เห็นด้วย	**Neutral** ไม่แน่ใจ	**Agree** เห็นด้วย	**Strongly agree** เห็นด้วยอย่างมาก
Overall satisfaction towards the implementation of the IPA module ความพึงพอใจโดยรวมที่มีต่อการใช้บทเรียน **IPA**					
1. I was satisfied with studying an English speaking course through the IPA module. 1. ฉันรู้สึกพึงพอใจในการเรียนวิชาการพูดภาษาอังกฤษผ่านบทเรียนแบบผสมผสาน (IPA module)					
2. I like the classroom environment. 2. ฉันชอบสิ่งแวดล้อมในห้องเรียน					
3. I was more satisfied with studying an English Speaking course through the IPA module than the speaking course I had taken before. 3. ฉันรู้สึกพอใจในการเรียนวิชาการพูดภาษาอังกฤษผ่านบทเรียนแบบผสมผสาน(IPA module) มากกว่าการเรียนวิชาการพูดภาษาอังกฤษที่เคยประสบมา					
4. Studying through the IPA module enabled me to be a better learner					

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Questions (คำถาม)	**Level of agreement** (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	**Disagree** ไม่เห็นด้วย	**Neutral** ไม่แน่ใจ	**Agree** เห็นด้วย	**Strongly agree** เห็นด้วยอย่างมาก
4. การเรียนผ่านบทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันเรียนรู้ได้ดีขึ้น					
5. I was satisfied with the teaching materials in the IPA module. 5. ฉันรู้สึกพอใจกับสื่อการเรียนการสอนในบทเรียนแบบผสมผสาน (IPA module)					
Opinion on the development of English speaking ability through the IPA module **ความคิดเห็นต่อการพัฒนะทักษะการพูดภาษาอังกฤษผ่านทางบทเรียนแบบผสมผสาน**					
6. The IPA module has improved my English speaking ability. 6. บทเรียนแบบผสมผสาน (IPA module) พัฒนาความสามารถทางด้านการพูดภาษาอังกฤษของฉัน					
7. I was more confident when speaking in this course. 7. ฉันรู้สึกมั่นใจมากขึ้นเมื่อพูดภาษาอังกฤษในวิชานี้					
8. The IPA module gave me a great opportunity to practice English speaking skill. 8. บทเรียนแบบผสมผสาน (IPA module) ให้โอกาสที่ดีกับฉันในการได้ฝึกทักษะการพูดภาษาอังกฤษ					
9. The IPA module enabled me to speak more English with my classmates 9. บทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันได้พูดภาษาอังกฤษกับเพื่อนร่วมชั้นมากขึ้น					
10. The IPA module allowed me to speak more English with my instructor.					

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Questions (คำถาม)	**Level of agreement** (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	**Disagree** ไม่เห็นด้วย	**Neutral** ไม่แน่ใจ	**Agree** เห็นด้วย	**Strongly agree** เห็นด้วยอย่างมาก
10. บทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันได้พูดภาษาอังกฤษกับอาจารย์มากขึ้น					
11. The IPA module allowed me to study an English speaking course through the three modes of communication including interpretive, interpersonal, and presentational modes. 11. บทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันได้เรียนวิชาการพูดภาษาอังกฤษผ่านทางการสื่อสารทั้ง 3 ประเภทอย่างครบถ้วนได้แก่ การสื่อความหมาย การสื่อสารระหว่างบุคคล และการนำเสนอ					
Opinion towards the 5 Cs standards **ความคิดเห็นต่อมาตรฐาน 5 Cs**					
12. The IPA module enabled me to integrate a cultural perspective in IPA tasks into my daily situations. 12. บทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันสามารถบูรณาการมุมมองทางวัฒนธรรมในแบบฝึกแบบผสมผสาน (IPA tasks) เข้ากันกับสถานการณ์ประจำวันของฉันได้					
13. The IPA module enabled me to use English to connect with other disciplines. 13. บทเรียนแบบผสมผสาน (IPA module) ทำให้ฉันสามารถใช้ภาษาอังกฤษในการเชื่อมโยงไปยังแขนงวิชาอื่นๆได้					
14. After studying through the IPA module, I could compare my language and culture to the English language and cultures.					

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Questions (คำถาม)	Level of agreement (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly agree เห็นด้วยอย่างมาก
14. หลังจากที่เรียนผ่านบทเรียนแบบผสมผสาน (IPA module) ฉันสามารถเปรียบเทียบภาษาและวัฒนธรรมของฉันกับภาษาอังกฤษและวัฒนธรรมของอังกฤษได้					
15. After studying through the IPA module, I could share the English language and culture beyond the classroom. 15. หลังจากที่เรียนผ่านบทเรียนแบบผสมผสาน (IPA module) ฉันสามารถใช้ภาษาอังกฤษและวัฒนธรรมในบริบทที่นอกเหนือจากห้องเรียนได้					
Opinion on the IPA instructional activity **ความคิดเห็นเกี่ยวกับกิจกรรมการเรียนการสอนแบบผสมผสาน**					
16. The interpretive tasks made me understand the content of interpersonal and presentational task more easily. 16. แบบฝึกการตีความหมายทำให้ฉันเข้าใจเกี่ยวกับเนื้อหาของแบบฝึกการสื่อสารระหว่างบุคคลและแบบฝึกการนำเสนอได้อย่างง่ายขึ้น					
17. The teaching materials in IPA interpretive task were effective. 17. สื่อการสอนในแบบฝึกแบบผสมผสานด้านการตีความหมาย (IPA interpretive task) มีประสิทธิภาพ					
18. The teaching materials in IPA interpersonal task were effective. 18. สื่อการสอนในแบบฝึกแบบผสมผสานด้านการสื่อสารระหว่างบุคคล (IPA interpersonal task) มีประสิทธิภาพ					
19. The teaching materials in IPA presentational task were effective.					

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Questions (คำถาม)	**Level of agreement** (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	**Disagree** ไม่เห็นด้วย	**Neutral** ไม่มีความเห็น	**Agree** เห็นด้วย	**Strongly agree** เห็นด้วยอย่างมาก
19. สื่อการสอนในแบบฝึกแบบผสมผสานด้านการนำเสนอ (IPA presentational task) มีประสิทธิภาพ					
20. The IPA interpretive activity improved my ability to interpret the meaning of the text after I watched a video or listening to an excerpt. 20. กิจกรรมแบบผสมผสานด้านการตีความหมาย (IPA interpretive activity) ได้พัฒนาความสามารถของฉันในการตีความหมายของข้อความหลังจากได้ดูวิดีโอหรือฟังข้อความที่ตัดตอนมา					
21. The IPA interpersonal activity allowed me to actively negotiate the meaning with my interlocutor. 21. กิจกรรมแบบผสมผสานด้านการสื่อสารระหว่างบุคคล (IPA interpersonal activity) ให้ฉันได้ต่อรองเจรจาหาความหมายร่วมกับคู่สนทนาของฉัน					
22. The IPA presentational activity allowed me to effectively create an oral presentation. 22. กิจกรรมแบบผสมผสานด้านการนำเสนอ (IPA Presentational activity) ทำให้ฉันได้สร้างงานนำเสนอด้วยวาจาได้อย่างมีประสิทธิภาพ					
Opinion on the IPA feedback **ความคิดเห็นเกี่ยวกับข้อเสนอแนะของ IPA**					
23. The feedback from the instructor was very helpful. 23. ข้อเสนอแนะจากอาจารย์เป็นประโยชน์อย่างยิ่ง					
24. Giving feedback helped me realize my strengths and weaknesses. 24. การให้ข้อเสนอแนะช่วยให้ฉันได้ตระหนักถึงจุดแข็งและจุดอ่อนของฉัน					

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Questions (คำถาม)	Level of agreement (ระดับความเห็น)				
	Strongly disagree ไม่เห็นด้วยอย่างมาก	Disagree ไม่เห็นด้วย	Neutral ไม่แน่ใจ	Agree เห็นด้วย	Strongly agree เห็นด้วยอย่างมาก
25. The feedback in each IPA mode built upon each other. 25. ข้อเสนอแนะในแต่ละประเภทของการวัดและการประเมินผลแบบผสมผสาน (IPA) มีความเชื่อมโยงถึงกัน					
26. The IPA feedback provided me with knowledge and strategies for improving my performance. 26. ข้อเสนอแนะของการวัดและการประเมินผลแบบผสมผสาน (IPA) ได้ให้ความรู้และกลยุทธ์ในการพัฒนาการสมรรถภาพของฉัน					
27. The feedback provided an ongoing feedback cycle between students and instructors. 27. ข้อเสนอแนะทำให้เกิดวงจรที่สร้างการให้ผลตอบรับที่ต่อเนื่องระหว่างผู้เรียนและผู้สอน					

Suggestions for improving IPA module (You can answer in Thai.)
ข้อแนะนำในการปรับปรุงบทเรียนแบบผสมผสาน (ท่านสามารถตอบเป็นภาษาไทย)

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APPENDIX F

Engagement Self-report

(แบบรายงานตนเองด้านการมีส่วนร่วม)

The questionnaire is divided into four categories as follows:

Part 1: Self-report on behavioral engagement

Part 2: Self-report on emotional engagement

Part 3: Self-report on cognitive engagement

แบบสอบถามแบ่งออกเป็น 4 หมวดหมู่ดังต่อไปนี้

ส่วนที่ 1: แบบรายงานตนเองด้านการมีส่วนร่วมทางพฤติกรรม

ส่วนที่ 2: แบบรายงานตนเองด้านการมีส่วนร่วมทางอารมณ์

ส่วนที่ 3: แบบรายงานตนเองด้านการมีส่วนร่วมทางการรับรู้

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Part 1: Self-report on behavioral engagement

(ส่วนที่ 1: แบบรายงานตนเองด้านการมีส่วนร่วมทางพฤติกรรม)

Directions: Please mark ✓ in the box to indicate your response toward the statements concerning behavior engagement.

(คำชี้แจง: โปรดกาเครื่องหมาย ✓ ในช่องที่ตรงกับความรู้สึกของคุณต่อข้อความที่เกี่ยวข้องกับการมีส่วนร่วมทางพฤติกรรม)

Statement (ข้อความ)	**Frequency Level** (ระดับความถี่)				
	Never ไม่เคยเลย	**Occasionally** นาน ๆ ครั้ง	**Sometimes** บางครั้ง	**Often** บ่อยครั้ง	**Always** ตลอดเวลา
1. I came to class on time. 1. ฉันมาเรียนตรงเวลา					
2. I wanted to skip this class. 2. ฉันต้องการที่จะเลี่ยงการเรียนวิชานี้					
3. I wanted to come to this class. 3.ฉันต้องการมาเรียนวิชานี้					
4. I participated in class discussion. 4. ฉันร่วมการอภิปรายในชั้นเรียน					
5. I paid attention to this course. 5. ฉันตั้งใจเรียนวิชานี้เสมอ					
6. I finished my assignment. 6. ฉันทำงานที่ได้รับมอบหมายเสร็จ					
7. I liked to give a presentation in class. 7. ฉันชอบนำเสนอในชั้นเรียน					
8. I asked questions when I do not understand 8. ฉันถามคำถามเมื่อฉันไม่เข้าใจ					
9. I asked the instructor to review class assignments or tests. 9.ฉันขอให้อาจารย์ทบทวนงานที่มอบหมายหรือการสอบให้					
10. I asked my classmates when I did not understand the course materials. 10. ฉันถามเพื่อนร่วมชั้นเรียนเมื่อฉันไม่เข้าใจสื่อการเรียนการสอน					
11. I worked hard in this course.					

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Statement (ข้อความ)	Frequency Level (ระดับความถี่)				
	Never ไม่เคยเลย	Occasionally นาน ๆ ครั้ง	Sometimes บางครั้ง	Often บ่อยครั้ง	Always ตลอดเวลา
11. ฉันขยันเรียนวิชานี้					
12. I noticed my strengths and weaknesses in the topic I learned. 12. ฉันสังเกตถึงจุดแข็งและจุดอ่อนของฉันในหัวข้อที่ฉันได้เรียนรู้					
13. I came up with a new idea from various pieces of information in this course. 13. ฉันเกิดแนวคิดใหม่จากชุดข้อมูลต่าง ๆ ในวิชานี้					

Part 2: Self-report on emotional engagement

(แบบรายงานตนเองด้านการมีส่วนร่วมทางอารมณ์)

Directions: Please mark ✓ in the box to indicate your response toward the statements concerning emotional engagement.
(คำชี้แจง: โปรดกาเครื่องหมาย ✓ ในช่องที่ตรงกับความรู้สึกของคุณต่อข้อความที่เกี่ยวข้องกับการมีส่วนร่วมทางอารมณ์)

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Statement (ข้อความ)	Frequency Level (ระดับความถี่)				
	Never ไม่เคยเลย	Occasionally นาน ๆ ครั้ง	Sometimes บางครั้ง	Often บ่อยครั้ง	Always ตลอดเวลา
14. I enjoyed studying in this course. 14. ฉันมีความสุขเมื่อได้เรียนในวิชานี้					
15. I liked to learn new things in this course. 15. ฉันชอบที่จะเรียนรู้สิ่งใหม่จากวิชานี้					
16. I was enthusiastic I was enthusiastic when I studied in this course. 16. ฉันรู้สึกกระตือรือร้นเมื่อฉันเรียนในวิชานี้					

Statement (ข้อความ)	Frequency Level (ระดับความถี่)				
	Never ไม่เคยเลย	Occasionally นาน ๆ ครั้ง	Sometimes บางครั้ง	Often บ่อยครั้ง	Always ตลอดเวลา
17. I liked to talk in English to my classmates. 17. ฉันชอบพูดคุยเป็นภาษาอังกฤษกับเพื่อนร่วมชั้นเรียนในวิชานี้					
18. I liked to talk in English to my instructor. 18. ฉันชอบพูดคุยเป็นภาษาอังกฤษกับอาจารย์					
19. I enjoyed doing an assignment in this course. 19. ฉันสนุกในการทำงานที่ได้รับมอบหมายในวิชานี้					
20. I liked the class activities in this course. 20. ฉันชอบกิจกรรมในห้องเรียนวิชานี้					
21. I was interested in what I have done in this course. 21. ฉันรู้สึกสนใจในสิ่งที่ฉันทำในวิชานี้					
22. I have been challenged to create new things in this course. 22. ฉันรู้สึกท้าทายที่จะสร้างสรรค์สิ่งใหม่ ๆ ในวิชานี้					
23. I could be responsible for my learning. 23. ฉันสามารถรับผิดชอบต่อการเรียนของฉันได้					
24. I felt that I belonged to my class group. 24. ฉันรู้สึกเป็นส่วนหนึ่งกับกลุ่มในห้องเรียนของฉัน					
25. I felt I got involved when I do class activities in this course. 25. ฉันรู้สึกมีส่วนร่วมเมื่อฉันทำกิจกรรมในห้องเรียนของวิชานี้					
26. I was confident that I could do well in this course. 26. ฉันรู้สึกมั่นใจว่าฉันทำได้ดีในวิชานี้					
27. I was bored when studying in this course. 27. ฉันรู้สึกเบื่อเมื่อเรียนในวิชานี้					

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Part 3: Self-report on cognitive engagement

(แบบรายงานตนเองด้านการมีส่วนร่วมทางการรับรู้)

Directions: Please mark ✓ in the box to indicate your response toward the statements concerning cognitive engagement.

(คำชี้แจง: โปรดกาเครื่องหมาย ✓ ในช่องที่ตรงกับความรู้สึกของคุณต่อข้อความเกี่ยวกับการมีส่วนร่วมทางการรับรู้)

Statement (ข้อความ)	**Frequency Level** (ระดับความถี่)				
	Never ไม่เคยเลย	**Occasionally** นานๆ ครั้ง	**Sometimes** บางครั้ง	**Often** บ่อยครั้ง	**Always** ตลอดเวลา
28. It was easy for me to set a learning goal in this course. 28. เป็นเรื่องง่ายสำหรับฉันในการกำหนดเป้าหมายการเรียนรู้ในวิชานี้					
29. I could manage my study time well in this course. 29. ฉันสามารถจัดการเวลาเรียนของฉันในวิชานี้ได้ดี					
30. I understood what I was doing in this course. 30. ฉันเข้าใจสิ่งที่ฉันทำในวิชานี้					
31. I checked my answer when I finished my work in this course. 31. ฉันตรวจทานคำตอบของฉันเมื่อฉันทำงานในวิชานี้เสร็จ					
32. I could compare different concepts 32. ฉันสามารถเปรียบเทียบแนวคิดที่ต่างกันได้					
33. I could contrast different concepts 33. ฉันสามารถบอกความแตกต่างของแนวคิดที่ต่างกันได้					
34. I was sure that I understood the class materials in this course.					

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Statement (ข้อความ)	Frequency Level (ระดับความถี่)				
	Never ไม่เคยเลย	Occasionally นาน ๆ ครั้ง	Sometimes บางครั้ง	Often บ่อยครั้ง	Always ตลอดเวลา
34. ฉันมั่นใจว่าฉันเข้าใจสื่อการเรียนการสอนในวิชานี้					
35. I checked whether there were errors after I finished my work. 35. ฉันตรวจสอบว่ามีข้อผิดพลาด หรือไม่หลังจากฉันทำงานเสร็จ					
36. I came up with some new idea by combining different pieces of information from the class materials. 36. ฉันเกิดแนวคิดใหม่โดยการรวบรวมชุดข้อมูลต่างๆจากสื่อการเรียนการสอน					
37. Before I solved problems, I classified them into categories. 37. ก่อนที่ฉันจะแก้ไขปัญหา ฉันแบ่งประเภทปัญหาเป็นหมวดหมู่					
38. I thought there was more than one way to get the correct answer for my work's problem. 38. ฉันคิดว่ามีมากกว่าหนึ่งแนวทางในการหาคำตอบที่ถูกต้องสำหรับปัญหาในการทำงานของฉัน					
39. When I prepared myself for the test, I focused on the information from the course materials. 39. เมื่อฉันเตรียมตัวสอบ ฉันมุ่งเน้นไปยังเนื้อหาที่ได้จากสื่อการเรียนการสอน					
40. I thought a review of previous problems was a good way to study for a test. 40. ฉันคิดว่าการทบทวนปัญหาที่ผ่านมาเป็นแนวทางที่ดีในการเตรียมตัวสอบ					

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APPENDIX G

Interview Protocol

Name:……

Interview date:……..Duration:……

Interview Questions

1. Overall, how do you feel when studying in this English speaking course with the IPA module?
   (โดยภาพรวมแล้วคุณรู้สึกอย่างไรกับการเรียนวิชาการพูดภาษาอังกฤษผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)
2. Do you like the class activities with the IPA module? Why?
   (คุณชอบกิจกรรมในชั้นเรียนที่ใช้โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) หรือไม่ ทำไม)
3. What best helped you prepare for studying with the IPA module?
   (สิ่งที่ช่วยให้คุณได้เตรียมตัวในการเรียนด้วยโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ได้ดีที่สุดคืออะไร)
4. What do you think about the teaching materials in this course?
   (คุณคิดอย่างไรกับสื่อการเรียนการสอนในวิชานี้)
5. What are the advantages of the IPA module compared to what you have learned in previous English speaking courses you took?
   (อะไรคือข้อดีของโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) เมื่อเปรียบเทียบกับสิ่งที่คุณได้เรียนรู้จากวิชาการพูดภาษาอังกฤษที่เคยได้)เรียนมา
6. What IPA mode can you perform best?
   (โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ประเภทใดที่คุณทำได้ดีที่สุด)
7. What is the most difficult IPA mode?
   (โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ประเภทใดที่ยากที่สุด)
8. Is your speaking skill developed after learning through the IPA module? Why?
   (ทักษะการพูดภาษาอังกฤษของคุณพัฒนาขึ้นหรือไม่หลังจากเรียนผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำไม)
9. Is the IPA feedback session helpful for you? How?
   (การให้ผลตอบรับใน โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) มีประโยชน์ต่อคุณหรือไม่อย่างไร)
10. Do you have any suggestions for the implementation of the IPA module in an English speaking course?
    (คุณมีข้อแนะนำใดหรือไม่ ในการนำโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ไปใช้ในวิชาการพูดภาษาอังกฤษ)
11. Do you want to study this course? Why?
    (คุณอยากเรียนวิชานี้หรือไม่ ทำไม)
12. How do you feel when participating in class discussions?
    (คุณรู้สึกอย่างไรเมื่อร่วมอภิปรายในชั้นเรียน)

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13. What are your problems with assignment completion?
(คุณมีปัญหาอะไรบ้างในการทำงานที่ได้รับมอบหมายให้สำเร็จ)
14. Do you like to ask questions? Why or why not?
(คุณชอบถามคำถามหรือไม่ ด้วยเหตุผลใด)
15. Do you enjoy studying in this course? Please explain.
(คุณรู้สึกสนุกในการเรียนวิชานี้หรือไม่ โปรดอธิบาย)
16. Are you nervous when speaking English in this course? Please explain.
(คุณรู้สึกกังวลในการพูดภาษาอังกฤษในวิชานี้หรือไม่ โปรดอธิบาย)
17. How much do you get involved in classroom activities?
(คุณมีส่วนร่วมในกิจกรรมในห้องเรียนแค่ไหน)
18. How can you be sure that you understand the course materials?
(คุณแน่ใจได้อย่างไรว่าคุณเข้าใจสื่อการเรียนการสอน)
19. How can you prepare yourself for the test?
(คุณเตรียมตัวสอบอย่างไร)
20. How can you deal with the problems when studying in this course?
(คุณจัดการกับปัญหาในการเรียนวิชานี้ได้อย่างไร)

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APPENDIX H

Index of Congruence for Pre-Test and Post-Test

Description: This index is to validate the questions used for **pre-test and post-test.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

No.	Items	Objectives	Experts' analysis			IOC Scores	Results
			1	2	3		
IPA mode: Interpretive							
1.	**Keyword Recognition**	Identify keywords in the text.	1	1	0	0.67	Congruent
2.	**Main Idea(s).**	Identify the main idea(s) of the text.	1	1	0	0.67	Congruent
3.	**Supporting Details.**	Identify important details that further explain the main ideas(s).	1	1	0	0.67	Congruent
4.	**Cultural perspectives.**	Identify cultural perspectives.	1	1	1	1.00	Congruent
IPA mode: Interpersonal							
5.	**Conversation**	Negotiate the meaning with the interlocutor about the topic.	1	1	0	0.67	Congruent
IPA mode: Presentational							
6.	**Oral presentation**	Deliver an oral presentation.	1	1	-1	0.33	Need revision
Average Score						0.66	Congruent

APPENDIX I

Index of Congruence for IPA Rubric

Description: This index is to validate the questions used for **IPA rubric.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

No.	Criteria	Description	Experts' analysis			IOC Scores	Results
			1	2	3		
1. Interpretive Rubric							
1.	**Keyword recognition**	Number of keywords identified in the text	1	1	1	1.00	Congruent
2.	**Main idea detection**	Correctness of main idea detection	1	1	1	1.00	Congruent
3.	**Supporting detail detection**	Correctness of important details that further explain the main idea	1	1	1	1.00	Congruent
4.	**Cultural perspectives**	Appropriateness of cultural perspectives	1	1	0	0.67	Congruent
2. Interpersonal Rubric							
1.	**Language Function**	Language tasks the speakers perform in a comfortable and spontaneous manner	1	1	0	0.67	Congruent
2.	**Discourse Type**	Quantity and organization in language discourse	1	1	1	1.00	Congruent
3.	**Communication Strategies**	Quality of engagement and interactivity in the conversation and strategies used for negotiation of meaning	1	1	1	1.00	Congruent
4	**Comprehensibility**	Quality of comprehensibility understood by the interlocutor	1	1	-1	0.33	Need revision
5	**Language Control**	Grammatical accuracy and appropriateness of vocabulary	1	1	0	0.67	Congruent
3. Presentation Rubric							

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No.	Criteria	Description	Experts' analysis			IOC Scores	Results
			1	2	3		
1.	**Language Function**	Language tasks the speakers perform in a comfortable and spontaneous manner	1	1	0	0.67	Congruent
2.	**Discourse Type**	Quantity and organization in language discourse	1	1	1	1.00	Congruent
3.	**Impact**	Clarity, organization, and depth of the presentation and the degree to which the presentation maintains the attention and interest of the audience	1	1	0	0.67	Congruent
4	**Comprehensibility**	Quality of comprehensibility understood by the audience	1	1	-1	0.33	Need revision
5	**Language Control**	Grammatical accuracy and appropriateness of vocabulary	1	0	1	0.67	Congruent
Average score						0.76	Congruent

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APPENDIX J

Index of Congruence for a Unit Plan

Description: This index is to validate the questions used for **a lesson plan.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

No.	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
Scope and Design						
1.	The scope and sequence are appropriate for the level of students	1	0	1	0.67	Congruent
2.	The theme of the IPA lesson plan is appropriate.	1	1	1	1.00	Congruent
3.	The design of the IPA lesson plan is appropriate and clear.	1	1	-1	0.33	Need revision
Objectives						
4.	The objectives illustrate what learners need to know and able to do by the end of the unit.	1	1	-1	0.33	Need revision
5.	The objectives are matched with the theme of the lesson.	1	1	0	0.67	Congruent
6.	The objectives represent the standards used in the IPA module.	1	1	0	0.67	Congruent
Class session						
7.	The cla0ss period is appropriate.	1	1	0	0.67	Congruent
8.	The learning activity enables students to perform tasks in three IPA modes.	1	1	0	0.67	Congruent
9.	The learning activity enhances students' speaking ability.	1	1	0	0.67	Congruent
10.	The learning activity in each IPA mode reinforces each other.	1	1	-1	0.33	Need revision
11.	The activity for the IPA interpretive mode is appropriate.	1	1	0	0.67	Congruent

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No.	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
12.	The activity for the IPA interpersonal mode is appropriate.	1	1	0	0.67	Congruent
13	The activity for the IPA presentational mode is appropriate.	1	0	0	0.33	Need revision
14	The teaching materials are appropriate for the IPA tasks.	1	1	1	1.00	Congruent
Evaluation and assessment						
15.	Evaluation and assessment are appropriate.	1	1	0	0.67	Congruent
Average Score					0.62	Congruent

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APPENDIX K

Index of Congruence for IPA assessment task

Description: This index is to validate the questions used for **a unit test.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

No.	Items	Objectives	Experts' analysis			IOC Scores	Results
			1	2	3		
IPA mode: Interpretive							
1.	**Keyword Recognition**	Identify keywords in the text.	1	1	1	1.00	Congruent
2.	**Main Idea(s).**	Identify the main idea(s) of the text.	1	1	-1	0.33	Need revision
3.	**Supporting Details.**	Identify important details that further explain the main ideas(s).	1	1	0	0.67	Congruent
4.	**Cultural perspectives.**	Identify cultural perspectives.	1	1	0	0.67	Congruent
IPA mode: Interpersonal							
1.	**1st Conversation**	Negotiate the meaning with the interlocutor about the topic.	1	1	0	0.67	Congruent
2.	**2nd Conversation**	Negotiate the meaning with the interlocutor about the topic.	1	1	0	0.67	Congruent
IPA mode: Presentational							
1.	**Oral presentation**	Deliver an oral presentation.	1	1	-1	0.33	Need revision
Average Score						0.62	Congruent

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APPENDIX L

Index of Congruence for IPA Opinion Questionnaire

Description: This index is to validate the questions used for the **IPA opinion questionnaire.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
Part 1: General information						
General information **ข้อมูลทั่วไป**	Gender เพศ	1	1	0	0.67	Congruent
	Year of study ชั้นปีที่เรียน	1	0	1	0.67	Congruent
	Number of English speaking course(s) enrolled in each semester จำนวนวิชาด้านการพูดภาษาอังกฤษที่ลงเรียนในแต่ละภาคการศึกษา	1	1	1	1.00	Congruent
	Current grade point average เกรดเฉลี่ยปัจจุบัน	1	1	1	1.00	Congruent
Part 2: Opinion questionnaire on the IPA module						
Overall satisfaction towards the implementation of the IPA module **ความพึงพอใจโดยรวมที่มีต่อการใช้โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)**	1. I was satisfied with studying an English speaking course through the IPA module. 1. ฉันรู้สึกพึงพอใจในการเรียนวิชาการพูดภาษาอังกฤษผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)	1	1	1	1.00	Congruent
	2. I like classroom environment. 2. ฉันชอบสิ่งแวดล้อมในห้องเรียน	1	0	1	0.67	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	3. I was more satisfied with studying an English Speaking course through the IPA module than the course I have taken before. ฉันรู้สึกพอใจในการเรียนวิชาการพูดภาษาอังกฤษผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) มากกว่าการเรียนพูดภาษาอังกฤษรูปแบบอื่นที่เคยประสบมา	0	0	1	0.33	Need revision
	4. Studying through the IPA module allowed me to be a better learner 4. การเรียนผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันเรียนรู้ได้ดีขึ้น	1	0	1	0.67	Congruent
	5. I was satisfied with the teaching materials in the IPA module. 5. ฉันรู้สึกพอใจกับสื่อการเรียนการสอนในโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)	1	1	1	1.00	Congruent
Opinion on the development of English speaking ability through the IPA module **ความคิดเห็นต่อการพัฒนะทักษาการพูดภาษาอังกฤษผ่านทางโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)**	6. IPA module has improved my English speaking ability. 6. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) พัฒนาความสามารถทางด้านการพูดภาษาอังกฤษของฉัน	1	1	1	1.00	Congruent
	7. I was more confident when speaking in this course. 7. ฉันรู้สึกมั่นใจมากขึ้นเมื่อพูดภาษาอังกฤษในวิชานี้	1	1	1	1.00	Congruent
	8. IPA module gave me a great opportunity to	1	1	1	1.00	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	practice English speaking skill. 8. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) เป็นโอกาสที่ดีที่ฉันได้ฝึกทักษะการพูดภาษาอังกฤษ					
	9. IPA module allowed me to speak more English with my classmates 9. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันได้พูดภาษาอังกฤษกับเพื่อนร่วมชั้นมากขึ้น	1	0	1	0.67	Congruent
	10. IPA module allowed me to speak more English with my instructors. 10. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันได้พูดภาษาอังกฤษกับอาจารย์มากขึ้น	1	0	1	0.67	Congruent
Opinion towards the 5 Cs standards **ความคิดเห็นต่อมาตราฐาน 5 Cs**	11. IPA module completely allowed me to study an English speaking course through the three modes of communication including interpretive, interpersonal, and presentational modes. 11. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันได้เรียนวิชาการพูดภาษาอังกฤษผ่านทาง 3 ประเภทของการสื่อสารอย่างครบถ้วน ได้แก่ การสื่อความหมาย การสื่อสารระหว่างบุคคล และการนำเสนอ	1	0	1	0.67	Congruent
	12. IPA module enables me to integrate a cultural perspective in IPA tasks into my daily situations.	1	1	1	1.00	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	12. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันสามารถบูรณาการมุมมองทางวัฒนธรรมในแบบฝึกการวัดและประเมินผลแบบผสมผสาน (IPA tasks) เข้ากันกับสถานการณ์ประจำวันของฉันได้					
	13. IPA module enables me to use the target language for connecting with other disciplines. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ทำให้ฉันสามารถใช้ภาษาปลายทาง ในการเชื่อมโยงไปยังแขนงวิชาอื่นๆได้	-1	1	1	0.33	Need revision
	14. After studying through the IPA module, I can compare my language and culture to the target language and cultures 14. หลังจากที่เรียนผ่านทางโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ฉันสามารถเปรียบเทียบภาษาและวัฒนธรรมของฉันกับภาษาปลายทางและวัฒนธรรมได้	-1	1	1	0.33	Need revision
	15. After studying through the IPA module, I can share the target language and culture beyond the classroom.	-1	1	1	0.33	Need revision
	15. หลังจากที่เรียนผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ฉันสามารถใช้ภาษาและวัฒนธรรมปลายทางในบริบทที่นอกเหนือจากห้องเรียนได้					
Opinion on the IPA instructional activity	16. The interpretive tasks smoothly inform the content of the	0	0	1	0.33	Need revision

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
ความคิดเห็นเกี่ยวกับกิจกรรมการเรียนการสอนในโมดูล IPA	interpersonal and presentational task. 16. แบบฝึกการตีความหมายสื่อถึงเนื้อหาเกี่ยวกับแบบฝึกการสื่อสารระหว่างบุคคลและแบบฝึกการนำเสนอได้อย่างราบรื่น					
	17. The teaching materials in the three modes of IPA tasks were effective. 17. สื่อการสอนในแบบฝึกทั้ง 3 ประเภทของแบบฝึกการวัดและประเมินผลแบบผสมผสาน (IPA tasks) มีประสิทธิภาพ	0	1	1	0.67	Congruent
	18. IPA interpretive activity improved my ability to interpret the meaning of the text after I watch a video or listening to an excerpt. 18. กิจกรรมด้านการตีความของการวัดและประเมินผลแบบผสมผสาน (IPA) ได้พัฒนาความสามารถของฉันในการตีความหมายของข้อความหลังจากได้ดูวีดีโอหรือฟังข้อความที่ตัดตอนมา	1	1	1	1.00	Congruent
	19. IPA interpersonal activity allowed me to actively negotiate the meaning with my interlocutor. 19. กิจกรรมด้านการสื่อสารระหว่างบุคคลของของการวัดและประเมินผลแบบผสมผสาน(IPA) ทำให้ฉันได้พยายามค้นหาความหมายร่วมกับคู่สนทนาของฉัน	-1	1	1	0.33	Need revision
	20. IPA Presentational activity allowed me to effectively create an oral presentation.	1	1	1	1.00	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	20. กิจกรรมด้านการนำเสนอ ของการวัดและประเมินผลแบบผสมผสาน (IPA) ทำให้ฉันได้สร้างงานนำเสนอด้วยวาจาได้อย่างมีประสิทธิภาพ					
Opinion on the IPA feedback session **ความคิดเห็นต่อช่วงเวลาการให้ผลตอบรับในโมดูล**	21. The feedback from the instructors is very helpful. 21. ผลตอบรับจากครูเป็นประโยชน์อย่างยิ่ง	1	0	1	0.67	Congruent
	22. The feedback session helps me realize my strengths and weaknesses. 22. ช่วงเวลาในการให้ผลตอบรับช่วยให้ฉันได้ตระหนักถึงจุดแข็งและจุดอ่อนของฉัน	0	1	1	0.67	Congruent
	23. The feedback in each IPA mode builds upon each other. 23.ผลตอบรับในแต่ละประเภทของการวัดและประเมินผลแบบผสมผสาน (IPA) มีความเชื่อมโยงถึงกัน	0	1	1	0.67	Congruent
	24. The IPA feedback session provides me with knowledge and strategies for improving my performance. 24. ช่วงเวลาให้ผลตอบรับได้ให้ความรู้และ กลยุทธ์ในการพัฒนาการสมรรถภาพของฉัน	0	1	1	0.67	Congruent
	25. The feedback session provides an ongoing feedback cycle between students and instructors	0	1	1	0.67	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	25. ช่วงเวลาให้ผลต่อรับทำให้เกิดวงจรที่สร้างการให้ผลตอบรับที่ต่อเนื่องระหว่างผู้เรียนและผู้สอน					
Part 3: Additional comments ความคิดเห็นเพิ่มเติม						
Additional comments ความคิดเห็นเพิ่มเติม	Please write additional suggestions or comments for improving IPA module procedures. โปรดเขียนข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมในการปรับปรุงกระบวนการของโมดูล IPA	1	1	1	1.00	Congruent
Average Score					0.72	Congruent

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APPENDIX M

Index of Congruence for Engagement Self-Report

Description: This index is to validate the questions used for **engagement self-report.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
Part 1: General information						
General information ข้อมูลทั่วไป	1. Gender 1. เพศ	1	1	0	0.67	Congruent
	2. Year of study 2.ชั้นปีที่เรียน	1	0	1	0.67	Congruent
	3. Number of English speaking course(s) enrolled in each semester 3. จำนวนวิชาด้านการพูดภาษาอังกฤษที่ลงเรียนในแต่ละภาคการศึกษา	1	1	1	1.00	Congruent
	4. Current grade point average 4. เกรดเฉลี่ยปัจจุบัน	1	1	1	1.00	Congruent
Part 2: Self-report on behavioral engagement						
Class attendance การเข้าเรียน	1. I come to class on time. 1. ฉันมาเรียนตรงเวลา	1	1	1	1.00	Congruent
	2. I want to skip this course. 3. ฉันต้องการที่จะหนีเรียนวิชานี้	0	1	1	0.67	Congruent
	3. I want to come to this course every day 3.ฉันต้องการมาเรียนวิชานี้ทุกวัน	0	1	1	0.67	Congruent
Class participation การถามคำถาม	4. I participate in class discussion. 4. ฉันร่วมการอภิปรายในชั้นเรียน	1	1	1	1.00	Congruent
	5. I always pay attention in this course. 5. ฉันตั้งใจเรียนวิชานี้เสมอ	1	0	1	0.67	Congruent
Assignment completion การทำงานที่ได้รับมอบหมาย	6. I finish my homework. 6. ฉันทำการบ้านเสร็จ	1	1	1	1.00	Congruent
	7. I like to give a presentation in class. 7. ฉันชอบนำเสนอในชั้นเรียน	1	1	1	1.00	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
Asking questions การถามคำถาม	8. I ask questions when I do not understand 8. ฉันถามคำถามเมื่อฉันไม่เข้าใจ	1	1	1	1.00	Congruent
	9. I ask the instructors to review class assignments or tests. 9.ฉันขอให้อาจารย์ทบทวนงานที่มอบหมายหรือการสอบให้	1	0	1	0.67	Congruent
	10. I ask my classmate when I did not understand the course materials. 10. ฉันถามเพื่อนร่วมชั้นเรียนเมื่อฉันไม่เข้าใจสื่อการเรียนการสอน	1	1	1	1.00	Congruent
Time and Effort เวลาและความพยายาม	11. I work hard in this course. 11. ฉันขยันเรียนวิชานี้	1	1	1	1.00	Congruent
	12. I notice my strengths and weaknesses in the topic I learned. 12. ฉันตระหนักถึงจุดแข็งและจุดด้อยของฉันในหัวข้อที่ฉันเรียน	1	0	1	0.67	Congruent
	13. I come up with a new idea from various pieces of information in this course. 13. ฉันได้แนวคิดใหม่จากชุดข้อมูลต่าง ๆ ในวิชานี้	1	1	1	1.00	Congruent
Part 3: Self-report on emotional engagement						
Enjoyment ความสนุกสนาน	14. I am happy when I study in this course. 14. ฉันมีความสุขเมื่อได้เรียนในวิชานี้	1	1	1	1.00	Congruent
	15. I like to learn new things in this course. 15. ฉันชอบที่จะเรียนรู้สิ่งใหม่จากวิชานี้	1	1	1	1.00	Congruent
	16. I have fun in this course. 16. ฉันสนุกที่ได้เรียนวิชานี้	1	1	1	1.00	Congruent
	17. I am excited when I learn this course. 17. ฉันรู้สึกตื่นเต้นเมื่อเรียนวิชานี้	1	1	1	1.00	Congruent
	18. I like to talk to my classmates in this course. 18. ฉันชอบพูดคุยกับเพื่อนร่วมชั้นเรียนในวิชานี้	1	0	1	0.67	Congruent
	19. I like to talk to my instructors. 19. ฉันชอบพูดกับคุยกับอาจารย์	1	0	1	0.67	Congruent
	20. I enjoy doing an assignment in this course. 20. ฉันสนุกในการทำงานที่ได้รับมอบหมายในวิชานี้	1	1	1	1.00	Congruent
	21. I like the class activities in this course.	1	1	1	1.00	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	21. ฉันชอบกิจกรรมในห้องเรียนวิชานี้					
Interest **ความสนใจ**	22. I am interested in what I have done in this course. 22. ฉันรู้สึกสนใจในสิ่งที่ฉันทำในวิชานี้	1	1	1	1.00	Congruent
	23. I have been challenged to create new things in this course. 23. ฉันรู้สึกท้าทายให้สร้างสรรค์สิ่งใหม่ ๆ ในวิชานี้	0	1	1	0.67	Congruent
Sense of belonging **ความรู้สึกมีส่วนร่วม**	24. I am able to responsible for my learning. 24. ฉันสามารถรับผิดชอบในการเรียนรู้ของฉันได้	0	1	1	0.67	Congruent
	25. I feel that I belong to my class group. 25. ฉันรู้สึกเป็นส่วนหนึ่งกับกลุ่มในห้องเรียนของฉัน	1	1	1	1.00	Congruent
	26. I feel I get involved when I do class activities in this course. 26. ฉันรู้สึกมีส่วนร่วมเมื่อฉันทำกิจกรรมในห้องเรียนของวิชานี้	1	1	1	1.00	Congruent
	27. I am confident that I can do well in this course. 27. ฉันรู้สึกมั่นใจว่าฉันทำได้ดีในวิชานี้	0	1	1	0.67	Congruent
Boredom **ความเบื่อหน่าย**	28. I am bored when learning in this course. 28. ฉันรู้สึกเบื่อเมื่อเรียนในวิชานี้	1	1	1	1.00	Congruent
Part 4: Self-report on cognitive engagement						
Self-Regulation **วินัยของตนเอง**	29. It is easy for me to set a learning goal in this course. 29. เป็นเรื่องง่ายสำหรับฉันในการกำหนดเป้าหมายการเรียนรู้ในวิชานี้	1	1	1	1.00	Congruent
	30. I can manage my study time well in this course. 30. ฉันสามารถจัดการเวลาเรียนของฉันในวิชานี้ได้ดี	1	1	1	1.00	Congruent
	31. I understand what I am doing in this course. 31. ฉันเข้าใจสิ่งที่ฉันทำในวิชานี้	1	1	1	1.00	Congruent
	32. I check my answer when I finish my work in this course. 32. ฉันตรวจทานคำตอบของฉันเมื่อฉันทำงานในวิชานี้เสร็จ	1	1	1	1.00	Congruent
Deep Strategy Use **การใช้กลยุทธ์เชิงลึก**	33. I can compare and contrast different concepts 33. ฉันสามารถเปรียบเทียบและบอกความแตกต่างของแนวคิดที่ต่างกันได้	1	0	1	0.67	Congruent

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Categories	Items	Experts' analysis			IOC Scores	Results
		1	2	3		
	34. I am sure that I understand the class materials in this course. 34. ฉันมั่นใจว่าฉันเข้าใจสื่อการเรียนการสอนในวิชานี้	1	0	1	0.67	Congruent
	35. I check whether there are errors after I finish my work. 35. ฉันตรวจสอบหากมีข้อผิดพลาดหลังจากฉันทำงานเสร็จ	1	1	1	1.00	Congruent
	36. I come up with the new idea by combining different pieces of information from the class material. 36. ฉันได้แนวคิดใหม่จากการรวบรวมชุดข้อมูลที่ต่างกันผ่านทางสื่อการเรียนการสอน	1	1	1	1.00	Congruent
	37. Before I will solve problems, I classify them into categories. 37. ฉันแยกโจทย์ให้เป็นหมวดหมู่ก่อนที่จะแก้ปัญหานั้น	1	1	1	1.00	Congruent
	38. I think there is more than one way to get the correct answer for my work's problem. 38 ฉันคิดว่ามีมากกว่าหนึ่งแนวทางในการหาคำตอบที่ถูกต้องสำหรับปัญหาในการทำงานของฉัน	1	1	1	1.00	Congruent
Shallow Strategy Use **การใช้กลยุทธ์เชิงตื้น**	39. When I prepare myself for the test, I focus on the information from the course material. 39. เมื่อฉันเตรียมตัวสอบ ฉันจดจ่อกับเนื้อหาที่ได้จากสื่อการเรียนการสอน	1	1	1	1.00	Congruent
	40. I think a review of previous problems is a good way to study for a test. 40. ฉันคิดว่าการทบทวนปัญหาที่ผ่านมาเป็นแนวทางที่ดีในการเตรียมตัวสอบ	1	1	1	1.00	Congruent
Average Score					0.89	Congruent

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APPENDIX N

Index of Congruence for Semi-Structured Interview Questions

Description: This index is to validate the questions used for **Semi-structured interview questions.** Please indicate your agreement according to the following scale by marking a ✓ in the boxes and give additional suggestions or comments in the provided boxes.

IOC Value: The scores range from Congruent (1), Questionable (0), and Incongruent (-1).

Questions	Experts' analysis			IOC Scores	Results
	1	2	3		
Part 1: Questions on IPA module					
1. Overall, how do you feel when studying an English speaking course through the IPA module? 1. โดยภาพรวมแล้วคุณรู้สึกอย่างไรกับการเรียนวิชาการพูดภาษาอังกฤษผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)	1	1	1	1.00	Congruent
2. How do you like the class activities in the IPA module? 2. คุณรู้สึกอย่างไรกับกิจกรรมในชั้นเรียนที่ใช้โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)	1	0	1	0.67	Congruent
3. what best helped you prepare for studying through the IPA module? 3. สิ่งที่ช่วยให้คุณได้เตรียมตัวในการเรียนด้วยโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ได้ดีที่สุดคืออะไร	1	1	1	1.00	Congruent
4. What do you think about the teaching materials in this course? 4. คุณคิดอย่างไรกับสื่อการเรียนการสอนในวิชานี้	1	1	1	1.00	Congruent
5. What are the advantages of the IPA module compared to the previous English speaking course you have taken? 5. อะไรคือข้อดีของโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) เมื่อเปรียบเทียบกับวิชาการพูดภาษาอังกฤษที่คุณเคยได้เรียนมา	1	1	1	1.00	Congruent
6. What IPA mode can you perform best?	1	1	1	1.00	Congruent

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Questions	Experts' analysis			IOC Scores	Results
	1	2	3		
6. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ประเภทใด ที่คุณทำได้ดีที่สุด					
7. What is the most difficult IPA mode? 7. โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ประเภทใดที่ยากที่สุด	1	1	1	1.00	Congruent
8. How is your speaking skill developed after learning through the IPA module? 8. ทักษะการพูดภาษาอังกฤษของคุณพัฒนาอย่างไรบ้างหลังจากเรียนผ่านโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module)	1	0	1	0.67	Congruent
9. How is the IPA feedback session helpful for you? 9. การให้ผลตอบรับใน โมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) มีประโยชน์ต่อคุณอย่างไร	1	0	1	0.67	Congruent
10. Do you have any suggestions for the implementation of the IPA module in an English speaking course? 10. คุณมีข้อแนะนำใดหรือไม่ ในการนำโมดูลการวัดและประเมินผลแบบผสมผสาน (IPA module) ไปใช้ในวิชาการพูดภาษาอังกฤษ	1	1	1	1.00	Congruent
Part 2: Questions on student engagement					
11. Why do you want to come to study this course? 11. เหตุใดคุณจึงอยากมาเรียนวิชานี้	1	0	1	0.67	Congruent
12. How do you feel when participating in class discussions? 12. คุณรู้สึกอย่างไรเมื่อร่วมอภิปรายในชั้นเรียน	1	1	1	1.00	Congruent
13. What are your problems with assignment completion? 13. คุณมีปัญหาอะไรบ้างในการทำงานที่ได้รับมอบหมายให้สำเร็จ	1	1	1	1.00	Congruent
14. Do you like to ask questions? Why or why not? 14. คุณชอบถามคำถามหรือไม่ ด้วยเหตุผลใด	1	1	1	1.00	Congruent
15. Is class fun for you? Please explain. 15. คุณรู้สึกสนุกกับการเรียนในวิชานี้หรือไม่ โปรดอธิบาย	1	1	-1	0.33	Need Revision
16. Are you nervous when speaking English in this course? Please explain. 16.คุณรู้สึกกังวลในการพูดภาษาอังกฤษในวิชานี้หรือไม่ โปรดอธิบาย	1	1	1	1.00	Congruent
17. How much you get involved in classroom activities?	1	1	1	1.00	Congruent

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Questions	Experts' analysis			IOC Scores	Results
	1	2	3		
17. คุณมีส่วนร่วมในกิจกรรมในห้องเรียนแค่ไหน					
18. How can you make sure that you understand the course materials? 18. คุณแน่ใจได้อย่างไรว่าคุณเข้าใจสื่อการเรียนการสอน	1	1	1	1.00	Congruent
19. How can you prepare yourself for the test? 19. คุณเตรียมตัวสอบอย่างไร	1	1	1	1.00	Congruent
20. How can you deal with the problems when studying in this course? 20. คุณจัดการกับปัญหาในการเรียนวิชานี้ได้อย่างไร	1	1	1	1.00	Congruent
Average Score				0.90	Congruent

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