



Research Project Report

Assessment of English Communication Skills of Primary 6 and Secondary 3  
Students: A Case Study of Satit Bilingual School of Rangsit University

by

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#### ABSTRACT

This paper reports findings of the assessment of English communication skills of primary 6 and secondary 3 students at Satit Bilingual School of Rangsit University. This is a research project funded by the Research Center of Rangsit University in the duration of January 2013- May 2014. The purpose is to find out the extent to which the students at the level of primary 6 and secondary 3 have acquired English language skills in communicating their ideas about themselves and their school life.

The subjects were 34 primary 6 students and 18 secondary 3 students. Their parents gave consent in allowing their children to participate in the study. All subjects were interviewed by appointment in March and August 2013. Two bilingual interviewers of Thai and English—one Thai researcher and one American researcher—used a set of ten questions to conduct a 15-minute interview in English with each subject. They used specific criteria in five domains to assess the level of language performance regarding the use of (1) lexis (words), (2) syntax (sentence structure), (3) discourse (conversational turns in interactions), (4) interactions and (5) strategic competence (verbal and non-verbal strategies in conveying thought or ideas). Their

language performance in the five target domains were assessed at five levels: (1) Level 1: Full control, (2) Level 2: Functional control, (3) Level 3: Moderate control, (4) Level 4: Sufficient control, and (5) Level 5: Marginal control. All interviews were recorded with consent of the subjects. During each interview, two more bilingual researchers of Thai and English were present to collect spontaneous speech data of each subject in the five language areas as well.

The major research findings indicate that those subjects at the level of primary 6 performed at five levels with a majority at level 2. The subjects in secondary 3 performed at three levels (1-3) with a majority at level 2; there was none at level 4 or 5. The subjects at the level of primary 6 and secondary 3 show similar language features at specific levels in the five domains with some variation in each, depending on the meanings individual subjects would like to convey in responding to the two bilingual interviewers. The overall results of communication skills assessment point to (1) the subjects with at least three years' exposure of language input at SBS performed at levels 1 and 2, (2) the subjects with less than three years' exposure of language input at SBS performed at level 3 dominantly and level 4, (3) the subjects with less than one year's exposure of language input at SBS performed at level 5. It was observed from spontaneous speech products collected during the interviews and the subjects' responses that the majority of the subjects at level 1 and 2 though proficient in language use, appeared to lack a natural interactional mode in conversational turns. This lacking feature definitely reflects a need for cultural impact on interaction. It suggests the subjects' need for native interaction input both inside and outside the classroom rather than dominant interaction with Thai teachers.

**Key words:** language acquisition, communication skills, English communication skill levels, lexis, syntax, discourse, strategic competence

## DEDICATION

This research is dedicated to three professors who are always inspiring  
mentors and role models to me in leading an academic life:

Professor D. D. Lawson

Professor Dr Norman A. Page

Professor Dr John Patrick B. Allen

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## CHAPTER 1

### INTRODUCTION

#### 1. RATIONALE AND BACKGROUND OF THE STUDY

The study has its rationale in the prime importance of language education that enables learner to communicate in the mother tongue and the second language or English. Such importance is prescribed in the language curriculum in Basic Education of the Ministry of Education, Thailand. Language education that aims at effective communication skills of learners have prompted quite a large number of Thai schools at the primary and secondary level to attempt at their English Program in major subject strands: mathematics, science, social studies and English. Some other schools that have highly qualified teachers who are native speakers of English have opted for a bilingual program that requires partial or full immersion. It should be note that a full immersion, though difficult in securing qualified staff members for its operations, yields good results in language performance via natural language acquisition. This is because a target second language is naturally acquired by learners through interactions rather than by direct instruction. This is the case of Satit Bilingual School of Rangsit University (SBS).

This section therefore will briefly describe a general perspective of Thai Language Education and a profile of Satit Bilingual School of Rangsit University as a case in this study.

##### 1.1 General Perspective of Thai Language Education

Bilingual Education is of prime importance to academic and intellectual development of learners. Its significance has been well recognized as a major part of Thailand Education Reform in rendering learners competent in the mother tongue as well as English which is a language of wider communication in business, science and technology (Office of National Education Commission 2009, 2011). As a result, a

number of English Programs as part of the Ministry of Education Curriculum on a medium scale, and bilingual schools on a relatively small scale have been on the rise in the last decade in the country. The main purpose is to support Thai students to become competent in English communication skills in response to the far-from-satisfactory O-Net scores in English on the national test. It should be noted that in 2011, the O-Net English scores of Primary 6 and Secondary 3 at the country level were 38.37 (SD 17.79) and 30.09 (SD 10.79), respectively (Office of national Assessment, 2011).

[Scores of O-Net and SD in 2013-2014 to be supplemented if required]

It is obvious that evidence of relevancy and success of bilingual school operations definitely relies on English language performance of students who have gone through the language acquisition process for a number of years (Pholsward, 2006a, 2006b). Urgency for language assessment at specific levels has been apparent in quite a few local studies (Sukket 2007, Panti 2007, Kittitherawat 2008). It is important for language practitioners to assess language mastery of students after a period of three years' language exposure, especially at specific levels: Primary 3/ 6 and Secondary 3/ 6. This is to ensure that students' language performance be at the target level of functional competency and to enable the school to remedy language limitations of those learners identified as in need of a remedial language program.

In this perspective, the researcher has felt an acute need to assess student language performance in terms of natural communication skills being mastered after a period of three years, i.e., Primary 3-6 and Secondary 1-3. This is to secure information on individual students' language acquisition in five areas: (1) lexis or word, (2) syntax or sentence structure, (3) discourse or conversational turns in interaction, (4) interactions and (5) strategic competence in the use of verbal and non-verbal strategies. It is expected that the results of assessment can generate pedagogic implications for SBS and other bilingual schools in Thailand.

## 1.2. A Case Study of Satit Bilingual School of Rangsit University

At Satit Bilingual School of Rangsit University (a co-ed school of K 1- M 12, with enrolment in 2013 at 950), one of its academic policies is to conduct educational research in bilingual education. This type of research serves as a tool to investigate whether learners can attain target English language skills, academic achievements in mathematics, and bilingual-bicultural mastery. The School has been assisted by the Faculty of Education RSU in conducting research in bilingual education in the following areas: (1) Language acquisition of Kindergarten students in 2006, (2) English Language Proficiency of Secondary 3 students in 2006, (3) Assessment of Analytical Thinking Skills via problem-solving tasks in mathematics in 2006-7, (4) A Study of Thai Writing Skills of Primary 1- Secondary 3 Students in 2008-2010, followed by (5) Teaching Methods Used by Social Studies Teachers in 2011 (Pholsward 2006a, 2006b, 2007, 2008, 2009, Pholsward et al. 2010, 2011]. In 2012-2013, a planned research has its focus on a study on English Communication skills of Primary 6 and Secondary 3 Students to assess their level of language mastery after the period of language immersion for three years. This is to identify strengths and limitations in students' language performance at the levels of Primary 6 and Secondary 3.

## 2. SCOPE OF THE STUDY

The scope of the study is a case of Satit Bilingual of Rangsit University. The study requires voluntary participation of primary 6 and secondary 3 students with consent of their parents.

## 3. RESEARCH OBJECTIVES

The study has two research objectives:

3.1 To assess English communications skills of Thai bilingual students at the level of Primary 6 and Secondary 3 in five areas: (1) lexis or word (2) syntax or sentence

structure (3) discourse or conversational turns, (4) interactions, and (5) strategic competence in the use of verbal and nonverbal strategies

3.2. To identify limitations of language communication skills shown in learners' performance in the five areas mentioned in Research Objective 1.

It is expected that the significance of the study in obtaining data on communication skills of students at the primary 6 and secondary 3 can shed light on specific language performance levels with language features in the domains of lexis, syntax, discourse, interactions and strategic competence. The obtained data can in turn reflect both strengths and limitations of language communication skills shown in learners' performance in those five domains. Such information can be used in a support program to remedy language features in weaker or less proficient students. It can also be used in an enhancement program to accelerate language mastery in stronger or more proficient students. In addition, the assessment tools and procedure used in the study can serve as guidelines for bilingual schools to assess students' language performance as needed, particularly in Pathumthani and other provinces in its vicinity.

## CHAPTER 2

### LITERATURE REVIEW

The study reports selected literature as background of the study in four areas: (1) Significance of ICT literacy and communication skills, (2) Significance of bilingual education, (3) Language acquisition, and (4) Language performance assessment.

#### **2.1 Significance of ICT literacy and communication skills**

Documents by the Ministry of Education Thailand and Office of National Education Commission point to the significance of ICT and communication skills in English as tools to acquire new knowledge via information search and transfer to support continuous and lifelong learning (Ministry of Education 2008, Office of National Education Commission 2009, 2011). All schools at the primary and secondary level in Thailand have attentively followed the guideline of the Ministry of Education in devising ICT and English communication skills as essential requirements in their school curriculum.

#### **2.2 Significance of bilingual education**

Bilingual education has undoubtedly become a focus of educational practices in Thailand as seen in the increasing number of bilingual schools in different parts of the country. There has been concern for the quality of educational practices in these schools which are now monitored by the Office of Educational Quality Assurance. Most bilingual schools tend to identify language proportion of Thai and English as a matter of preference; some schools repeat instruction in Thai for the subjects taught in English while others like Satit Bilingual School of Rangsit University or SBS advocate to full immersion. Satit Bilingual School of Rangsit University is a good example of bilingual education practices in Thailand; the school has adopted the curriculum of the Thai

Ministry of Education and modified it with major components of international curricula [Ourairat 2011]. Besides concern for curriculum development and implementation, quite a few earlier researchers paid attention to the importance of culture in the language for natural performance of learners (Levine and Adelman 1993, Ziesing 2001, Tan 2006).

### 2.3 Language acquisition

There have been many studies in second language acquisition especially in the theoretical aspects and practices of second language acquisition (Babrakzai 2006, Ellis 2008), and the use of language activities and model instruction to support development of speaking skills (Sangamuang 2002, Boonsue 2003, and Boonsompan 2008). Other research issues in second language acquisition deal with the age factor (Fougere 2001), students' achievements and second language acquisition proficiency (Dean 2006), vocabulary acquisition (Asbeck 2008), to name but a few. As seen in these studies, language acquisition has been considered a current issue of attention for quite a few researchers in language education.

### 2.4 Language performance assessment

Bilingual Schools need to identify effective ways to assess students' language performance for the reason that a higher degree of language mastery can occur after a specific period of language exposure or immersion. There have been some studies that deal with the use of language activities to develop and assess vocabulary knowledge and speaking ability (Sukket 2007, Panti 2007, Kittitherawat 2008). As for international literature, researchers worked on assessment of knowledge and skills (Roberts 2008), students' language achievements (Evans 2009), language performance with the approach of second language acquisition (Yanyan 2009), to name but recent ones.

Language performance assessment has always been a challenge for many researchers to find ways to assess learners' language performance effectively and authentically.

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## CHAPTER 3

### RESEARCH METHODOLOGY

This section will describe the subjects and the research instruments used in the study.

#### 3.1 Subjects

The subjects were from Satit Bilingual of Rangsit University, participating in the study on a voluntary basis with consent from their parents or guardians. The number of Primary 6 subjects was 34 (of 62=54.83%) and that of Secondary 3 subjects was 18 (of 56=32.14%). These subjects presumably had at least three years' immersion or exposure to the English language in the school context. However, it was found out at the data collection stage that some subjects had language exposure of less than three years at SBS. Given such a circumstance, it was expected that the number of years in language exposure could have impact on the subjects' language performance.

#### 3.2 Research Instruments

Two tools were constructed and validated for the purpose of assessing English communication skills with specific criteria as follows:

Communication Skills Assessment

Instrument 1: A List of Guiding Questions for a 15-minute oral interview:

- Would you like to introduce yourself briefly?
- How did you or your parents find about the school?
- What is the best part of the school you enjoy most?
- What is the part of the school you would like to suggest improvement?
- What about your favorite subjects?
- What about some interesting school activities?

- What about your teachers?
- What about your friends/ your good friends?
- What is your plan for the future?
- Is there any question would you like to ask us?

#### Instrument 2: Assessment Criteria of English Communication Skills

Each subject was assigned to a fifteen-minute timeslot for an oral interview with two interviewers [one bilingual Thai speaker and one native speaker of English]. Each interviewee's language performance at the lexical, syntactical, and discursal, together with interactions, strategic competence were holistically evaluated by two interviewers on a five-point scale from 1 (high) to 5 (low) with the following meanings: 1 = Proficient, 2 = Highly functional, 3 = Functional, 4 = Sufficient, and 5 = Marginal. In addition, two observer-researchers [two bilingual Thai speakers] were present at the interviews to observe interactions and collect spontaneous speech data in five areas: (1) lexis, (2) syntax, (3) discourse, (4) interactions, and (5) strategic competence or detectable communicative strategies.

#### Specifications of Criteria

##### Lexical Use

- Level 1 Full control of the use of vocabulary
- Level 2 Functional control of the use of vocabulary
- Level 3 Moderate control of the use of vocabulary
- Level 4 Sufficient control of the use of vocabulary
- Level 5 Marginal control of the use of vocabulary

##### Syntactical Use

- Level 1 Full control of the use of structures
- Level 2 Functional control of the use of structures
- Level 3 Moderate control of the use of structures

Level 4 Sufficient control of the use of structures

Level 5 Marginal control of the use of structures

#### Discoursal Use

Level 1 Full control of the use of oral discourse (relevance and appropriateness of conversational turns)

Level 2 Functional control of the use of oral discourse (relevance and appropriateness of conversational turns)

Level 3 Moderate control of the use of oral discourse (relevance and appropriateness of conversational turns)

Level 4 Sufficient control of the use of oral discourse (relevance and appropriateness of conversational turns)

Level 5 Marginal control of the use of oral discourse (relevance and appropriateness of conversational turns)

#### Interactions

Level 1 Fully appropriate verbal and nonverbal interactions

Level 2 Functionally appropriate verbal and nonverbal interactions

Level 3 Moderately appropriate verbal and nonverbal interactions

Level 4 Sufficiently appropriate verbal and nonverbal interactions

Level 5 Marginally appropriate verbal and nonverbal interactions

#### Strategic competence

Level 1 Fully competent in the use of verbal and non verbal strategies

Level 2 Functionally competent in the use of verbal and non verbal strategies

Level 3 Moderately competent in the use of verbal and non verbal strategies

Level 4 Sufficiently competent in the use of verbal and non verbal strategies

Level 5 Marginally competent in the use of verbal and non verbal strategies

All these criteria were designed to guide bilingual interviewers to assess holistically English communication skills of the subjects by taking into consideration classified language features as well as verbal/ non-verbal interactions/ strategies.

### 3.3 Data Collection

Data Collection by oral interview of the primary 6 subjects was completed in March 2013 whereas that of the M 3 subjects in August of the same year. It should be noted that it was somewhat difficult to access M 3 subjects because almost all were engaged in seeking admission in a new school or extra study programs after the second semester [typically in the period of March to May]. With assistance of one staff member at SBS in making contacts with parents of the subjects for their cooperation, the researcher was able to have access to 18 students at the M 3 level. At the time of interview in August, these M 3 subjects were actually in semester 1 of M 4.

The data collection procedure required a fifteen-minute timeslot for an oral interview for each subject. Two interviewers—one bilingual Thai speaker and one native speaker of English—assessed each interviewee's language performance at the lexical, syntactical, and discursal, together with interactions and strategic competence. These features were holistically evaluated by two interviewers on a five-point scale from 1 (high) to 5 (low) with the following meanings: 1 = Proficient, 2 = Highly functional, 3 = Functional, 4 = Sufficient, and 5 = Marginal. Also present at each interview were two observer-researchers [two bilingual Thai speakers] who observed interactions and collected spontaneous speech data in five areas: (1) lexis, (2) syntax, (3) discourse, (4) interactions, and (5) strategic competence or detectable verbal and nonverbal strategies.

### 3.4 Data Analysis

The obtained data were language performance levels as assessed by two interviewers and supplemented by the two bilingual observer-researchers. These data were analyzed in frequency to establish communication skills at five levels: 1 = Proficient, 2 = Highly functional, 3 = Functional, 4 = Sufficient, and 5 = Marginal.

All interviews were recorded with consent of the subjects and transcribed later by a research assistant. Transcribed data were meant to countercheck accuracy of spontaneous speech products collected by two observer-researchers.

All language features in the lexical domain were analyzed in frequency and listed alphabetically. Those in the domains of syntax and discourse were analyzed in occurrence at specific communication skills with typical examples for illustration. The other two domains—interactions and strategic competence--were analyzed in terms of patterns of occurrence and their typical examples.

These results on communication skill levels, language features in the domains of lexis, syntax, discourse, interactions and strategic competence are reported in the section on Results of the Study.

## CHAPTER 4

### RESULTS OF THE STUDY

The results of the study as related to the years of language exposure indicate the following:

- The subjects with 6-9 years at SBS performed at the highly functional level (level 2) to Proficient level (level 1) in their communication skills. There were no limitations in listening skills or speech production.
- The subjects with 3 years at SBS performed at the highly functional (level 2). There were no limitations in listening skills. However, slight limitations were apparent in speech production.
- The subjects with 1-2 years at SBS performed at the sufficient level (level 4) to the functional level (level 3). The subjects appear to possess functional listening skills though with some limitations in speech production.
- The obtained interview data of the proficient subjects show missing cultural features naturally embedded in “extension devices in conversational turns” due to insufficient social interactions with their native English-speaking teachers.

The obtained data by domain are reported in 11 tables as shown below:

#### 4.1 Communication Skill Levels

Table 1

Communication Skill Levels of P 6 Students (N=34)

---

Level 1: Proficient= 4 of 34 (11.77%)

---

Level 2: Highly functional= 16 of 34 (47.06%)

---

Level 3: Functional= 11 of 34 (29.41)

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Level 4: Sufficient= 3 of 34 (8.82)

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Level 5: Marginal= 1 of 34 (2.94)

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Table 2

Levels of Communication Skills of Primary 6 Students (N=34)  
Established after Assessment with the Use of Instruments 1 and 2

---

Name	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4	SUM	Averaged
------	-------------	-------------	-------------	-------------	-----	----------

Established level

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P 6 Level 1: 4 of 34= 11.77%

Student 21	1	1	1	1	4	1	1
Student 9	1	2	1	1	5	1.25	1
Student 25	1	2	1	1	5	1.25	1
Student 31	1	3	1	2	7	1.75	1

---

P 6 Level 2: 16 of 34= 47.06%

Student 11	2	2	2	2	8	2	2
Student 34	2	3	1	2	8	2	2
Student 20	2	-	2	2	6	2	2
Student 3	2	2	2	2	8	2	2
Student 24	2	3	2	2	9	2.25	2

Student 29	2	3	1	3	9	2.25	2
Student 35	2	3	1	3	9	2.25	2
Student 23	2	3	2	2	9	2.25	2
Student 26	2	-	2	3	7	2.33	2
Student 15	2	3	3	2	10	2.5	2
Student 33	2	4	2	2	10	2.5	2
Student 22	2	4	2	2	10	2.5	2
Student 19	2	4	3	2	11	2.75	2
Student 7	3	3	2	2	11	2.75	2
Student 30	2	3	3	3	11	2.75	2
Student 13	2	3	3	3	11	2.75	2

---

P 6 Level 3: 10 of 34= 29.41%

Student 1	3	4	3	2	12	3	3
Student 32	2	4	3	3	12	3	3
Student 4	3	3	3	3	9	3	3
Student 8	3	3	3	3	12	3	3
Student 10	3	3	3	3	12	3	3
Student 2	3	4	3	3	13	3.25	3
Student 18	3	4	3	3	13	3.25	3
Student 12	4	4	3	3	14	3.5	3
Student 27	2	5	3	4	14	3.5	3
Student 17	4	5	3	3	15	3.75	3

---

P 6 Level 4: 3 of 34= 8.82%

Student 6	5	4	4	4	17	4.25	4
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Student 14	4	5	4	4	17	4.25	4
Student 16	4	5	4	4	17	4.25	4

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P 6 Level 5: 1 of 34= 2.94%

Student 5	5	5	5	5	20	5	5
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Evaluator 1: R-Principal Researcher

Evaluator 2: S-Research Assistant 1

Evaluator 3: D-Research Assistant 2

Evaluator 4: J-Research Assistant 3

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Table 3

Communication Skill Levels of M 3 Students (N=18)

---

Level 1: Proficient= 9 of 18 (50.00%)

---

Level 2: Highly functional= 8 of 18 (44.44%)

---

Level 3: Functional= 1 of 18 (5.56)

---

Level 4: Sufficient= NIL

---

Level 5: Marginal= NIL

---

Table 4

Levels of Communication Skills of Secondary 3 Students (N=18)

Established after Assessment with the Use of Instruments 1 and 2

Name	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4	SUM	Averaged
Established level						
Level 1: 9 of 18= 50%						
Student 11	1	-	1	1	3	1
Student 12	1	-	1	1	3	1
Student 2	1	-	1	1	3	1
Student 5	1	-	1	1	3	1
Student 14	1	-	1	1	3	1
Student 4	2	-	1	1	4	1.33
Student 1	1	-	2	2	5	1.67
Student 6	1	-	1	3	5	1.67
Student 16	2	-	1	2	5	1.67
Level 2: 8 of 18= 44.44%						
Student 8	1	-	2	3	6	2
Student 9	1	-	2	3	6	2
Student 7	2	-	2	3	7	2.33
Student 3	2	-	2	3	7	2.33
Student 13	2	-	3	2	7	2.33
Student 18	2	-	2	3	7	2.33
Student 15	2	-	3	3	8	2.67

Student 10	3	-	2	3	8	2.67	2
------------	---	---	---	---	---	------	---

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Level 3: 1 of 18= 5.56%

Student 17	2	-	4	3	9	3	3
------------	---	---	---	---	---	---	---

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Evaluator 1: R-Principal Researcher

Evaluator 2: S-Research Assistant 1

Evaluator 3: D-Research Assistant 2

Evaluator 4: J-Research Assistant 3

---

#### 4.2 Lexis

Table 5

Lexical Items of P 6 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

P 6 LEXIS Level 1 N= 4 of 34= 11.77%

Frequency in square brackets [ ]

Academic Activities Advertisement Alien America Australia Aunt

Autocad

Baby Balloon Basketball Beautiful Bilingual Blame [2] Broccoli

Cabbage Canberra Canteen Cards Cheerleading Chemistry

Chinese Clearly Coloring Competition

Difficult Drawing

Education Electronic Energized English Expat teacher Experiment [3]

Explore

Favorite [2] Finish

Games Gymnastic

Harsh Helping

Information Internet

Language Listen Los Angeles

Math Mom

Nutrient

Onion

Parents Planets Phonics Possible Practice Presentation Primary

Projects Proud Punish

Questions

Remember

Scientists Sharing Snacks Solar system Solid Sometimes Species

Speech Stars Studied Surface

Technology Translated Thai

Understand [2] Universe

Vegetable Vegetarian Video games

P 6 Level 2: 16 of 34= 47.06%

Frequency in square brackets [ ]

A bit activities activity [2] ago [2] Algebra Alien allergy a little bit [2] a lot  
 [3] already always Am [7] America angry [2] anymore April area  
 areas Art [2] asked assignment astronomer astronomy [2] Australia  
 Bad Badminton ball banana basic basketball [5] battery boat Bangkok  
 Basic beach beautiful because[6] best better bicycle [2] big [3] bigger  
 birthday black Book break brother [3] buildings butterfly  
 Call came candies Canteen [2] card cartoon centimeters chair ball chemistry  
 chicken China Christmas class [4] circuit classroom classic clean cheer  
 chemical Chula [2] close [2] club [3] come [3] competition competitor country  
 cry cube curried rice  
 Dad Dance day [3] design did die different dirt do [7] doctor dog draw  
 duck dust  
 Easy easier eight eighty electricity eleven England [2] English [10] enjoy [2]  
 every [3] Everyday experience experiment [2]

Facebook Family Fast Fat favorite [5] feel festival field fifty Finish [2] first [3]  
 five floor football [7] food [2] four free friend [3] friends [10] full moon fun [7]  
 fun fair[4] funny [3] future [3]

Game [5] games [2] Grandma general get [2] give go [5] Good [8] grammar  
 grass great guardian guitar [3] Gungnum style gymnastic

Happen hard [2] has have [7] Help [5] here high school hip hop history  
 hobby holidays home [3] homework homeroom teacher [2] host hour house  
 [4] how hundred

ICT idea interesting [2] internet [2] is [5]

Joke jet ski

Kick [2] kind [2] Kindergarten [4] know [4]

Lab Late last laugh Learn [5] Learned leave Lecture left lesson Library like [10]  
 liquid listen live [3] living look [3] long loud [3] love lunch

Magnetic Make [3] Math [6] mathematics many [3] may mean medicine meter  
 minutes [2] money mom monk month more most mother move [3] mum

music fair myself [2] much [3] my [9]

Name [3] Near [4] need Nickname [5] nine [6] normal [2] now [2]

Old [7] one [3] only open outside oulele

Paranoid parent parents [2] Pass Pathumthani PE [2] people [6] percent phone  
 [3] photoshop pictures [2] place plan planet play [10] piano [2] pool [2]

poster pressure problem put

Questions

Racquet rain remember [3] return ride Rubic run [2]

Said salt saw [2] say [2] scare science [10] scientists [2] school [5] scare  
 score second [3] September seven [3] shapes sheep shout show [2] since  
 sing-song Singapore sister six sixty skill sky small snow soccer solar system

social [4] solid some [2] someone something sometimes [6] song [2] songs  
speak [4] sport [6] sport day [2] star start stay [2] staying strict [2] students [2]  
studied study [7] South Africa [2] subject [5] sure [3] swimming [4]  
Table [3] tall [2] Teacher [14] teach [5] teaching team teams tear technology  
ten tennis term test [2] Thai [8] thing [4] things think [6] thinking thirteen  
thirty thirty-one thirty-five three time [6] to be today together toilet told [2]  
took torture toy trouble Tuesday [2] twelve two  
Universities university use  
Very [6] video game Vitamin C volume  
Wake up want [5] warm-up suit water ski week weeks weekend well [2] went  
what [3] what's where white whole work [2] workplace world [2]  
Ya yeah year [6] years [8] young your

---

P 6 Level 3: 10 of 34= 29.41%

Frequency in square brackets [ ]

about [3] activities admin again [2] a little [older] A lot am [2] animal animals  
animation anything art [2] Ayutthaya  
ball [2] Bangkok basketball [2] because [2] book build building [2]  
can [2] car career canteen cartoon chair ball [2] change children circle  
class [2] classroom clean computer [3] continue  
day design do [3] doctor [3] doing don't draw [2] drive  
easy eat eleven every [2] everything  
fair feel fifteen find finish five [2] food [2] friend [3] forty four frog fun  
[2]  
game [3] get glasses go [2] gold good [3] grade guitar [2]

hand have [4] health history hobby house  
 ICT [2] Internet is [2]  
 King [2] know [4]  
 Learn [2] Learning let [2] like [8] live  
 Make math medium minutes more move mum Music [2] my [2]  
 Nickname [3] nine  
 Old older open  
 Parents party PE People Photo photoshop picture [2] Play [9]  
 pool pop program programming  
 Rally read remember  
 Same say sell seven School [3] shoot [2] short science [5]  
 sister six [4] sixteen skype sport [2] sport day social [5] some [2]  
 something [2] sometimes [4] song stories students swimming  
 Talking take [2] teach [3] teacher [7] telephone tell ten [2] Thai [4]  
 Thailand that things think [2] thirty-one this [3] three-forty-five  
 time to be twelve [2] two  
 Want [3] War Week weeks what [2] work [2] worm would like  
 Yah yeah Year years [3] yet your

---

P 6 Level 4: 3 of 34= 8.82%

Frequency in square brackets [ ]

All area a lot of

Barcelona Basketball [2]

Card Chair ball champion Christmas circle

Don't



Eleven English EP everybody exams

Favorite five football friend

Games go Gocart good

Have [2] homework

Is [2] Italy

Kind know

Last Like [2]

Malaysia math much my [2]

Nickname Name [2] nine

Old [2] one [2] other

PE [2] play practice

Remember

Science Show speak sport student study studying Sunday sure

Tall Teach teacher [3] telephone tell term test that things

twelve

Very

Want week

Year years [2]

P 6 Level 5: 1 of 34= 2.94%

Frequency in square brackets [ ]

Brown

Small

tall

Table 6

Lexical Items of M 3 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

M 3 LEXIS Level 1: N =9 of 18= 50%

Frequency in square brackets [ ]

A bit About [3] after air conditioning a lot also [2] America  
 American Apartment architecture are [2] art [2] Ask attend  
 Australia [2]  
 Bad basketball [4] Be [3] beautiful because [2] before better [2]  
 bilingual board brand brother [2] business [2]  
 Call Cats Come [2] Came care cars chance chat check  
 chemistry clean computer computer engineering continue cricket  
 curriculum  
 Dad [2] difficult [2] Doctor dorm dormitory draw [2] drawing  
 Eat Engineer economics English [4] explain every [2]  
 Fair [2] father [2] favorite finish first [2] fixed Football [2] four  
 friendly [2] friends [5] fun funny future  
 Game Games [2] garment give go [2] Go to going out  
 going to good [3] grade guitar gym  
 Hang out Hard [2] Have [6] Have to hobby home homeroom  
 Hong Kong host  
 ICT [2] information is [3] interview  
 Japan Japanese jokes

keep

LCD learn learning left like [7] live [2] look love [2]

lunch

Make Makes Mandarin may maybe me mom mum

more month movies [3] muscle my [8]

Name [4] near net now nothing

Okay old [2] one [2] online our own

Parents [2] PE people physics place play [5] playing [2]

primary pretty [2] programming project projector

questions quite [2]

real reason resort resorts return returned right

school [6] science [1] screen seven since sixteen shopping should

[2] sister [2] social sometimes special specialist speak speaks

spell spend started [2] stay [2] students study [3] studied [3]

summer [2] sure the States

talk talking talked [2] talks taught teacher [6] teachers [2] teaching

tell [2] ten than Thai [2] that their them they this [2]

thought time today tourism track travelling

UK uncle [2] understand [2] use usually

want [2] was watch [3] way week weekend went what when

whether with [3] work working write would why

years [3] year [2]

M 3 Level 2: N = 8 of 18= 44.44%

Frequency in square brackets [ ]

About [3]    Abroad    Activities [2]    again    ago    a lot    are    art  
 around [2]    ask [3]    Ayuttaya  
 Back    badminton    Basket    basketball [3]    because [2]    better  
 biology [2]    book [2]    bottled    brother    brothers    Building    buildings  
 bungalow    business [3]    buy  
 Called    Came    cartoons    celcius    chemistry    class    club [2]  
 colder    come    come to [1]    computer [2]    container    cooking  
 costumes    court [2]  
 Dad    degree    dentist    detention    Do [2]    dormitory    doctor  
 Eat    eight    engineer    England    English [6]    enjoy    enjoyed  
 equal    exciting    explain    experiments [2]  
 Family    Father    field    fifteen    find    Fine    fishing    Five    floor  
 foam    food [3]    football    forms    free [4]    Friday    Fridays    friend [4]  
 friends [5]    fun    funny [2]  
 Game [2]    get    give    go [2]    go out by    good [2]    grade    gym  
 Halloween day    hang out    has    have [4]    have to [3]    heard  
 help [3]    here    history [2]    hobby    home [2]    homeroom    how  
 ICT [2]    interview    is [5]  
 Japanese  
 Know  
 Lab [2]    Land    larger    learn [3]    Like [4]    listen to    live [3]  
 London    long    love    lunch  
 Make [2]    math [2]    Maybe    me [2]    Monday    month    more    more than  
 mum    mum's    music [2]    my [10]  
 Name [5]    near    Need    New [2]    nickname    now  
 Old [6]    okay    One [2]    once    other [4]    outside    Online

Parent Parents [2] pass physics piano place [2] play [7]  
 please PM postcard primary problem public  
 Read reading reimburse Resort return rice roller coaster  
 Saturdays Say [2] saw sea school [8] singing sister [2] slip  
 snorkeling so some sometimes space Speak spelled Stonehenge  
 study [5] studied subjects [2]  
 Talk talked Teacher [4] teachers [2] Team Ten Thai [4] Thailand  
 Think [2] this They [2] time [6] to be together Too [2] tractors  
 translator turn two  
 Uncle understand [2] university  
 Very [2] Visit  
 Want [3] Walk watch water Wednesdays well when why  
 with [5] wrong  
 Yourself year [2] years [6]

---

M 3 Level 3: N = 1 of 18= 5.56%

Frequency in square brackets [ ]

American

Barcelona

champion

English

Favorite football

Good

Help

Is  
 Job  
 Know  
 Little like  
 Mat me my  
 Play performing arts  
 Sports  
 Teacher  
 World

---

As seen in Tables 3-6, the subjects at the specific communication skill levels reveal some similarity in lexical items apparent in their speech products. The subjects at Levels 1 and 2 have a good control of lexis and can have a variety of words to convey their intended meanings.

As for conceptual or semantic complexity of the lexical items, they are considered similar at specific communication skill levels. An exemplified contrastive analysis of lexical items at Level 1 is needed to illustrate conceptual or semantic complexity of words used in the subjects' speech products. It should be noted from the contrastive analysis of lexical items that we can perceive certain degree of their conceptual complexity. The choice of lexical items or words in one's speech product is naturally determined by the meanings the speaker would like to convey as well as the functions intended with the use of specific words. As a result, we may not be able to find much repetition of lexical items used by two speakers though being addressed or prompted by the same question. However, a variety of lexical items tend to appear in speech products of older speakers like the M 3 subjects.

Some examples of lexical items with a similar degree of conceptual complexity in the speech products of P 6 and M 3 at Level 1 of Communication Skills are given below. It should be noted that older speakers [M 3] tend to have a variety of lexical items in their speech products.

Table 7  
Exemplified Contrastive Analysis of Conceptual Complexity  
of Lexical Items of P 6 and M 3 Students at Level 1 of Communication Skills

---

P 6: academic      advertisement

M3: apartment    architecture

P 6: balloon        blame

M3: brand            business

P 6: canteen        competition

M3: continue       curriculum

P 6: difficult        drawing

M3: difficult        dormitory

P 6: energized      experiment

M3: engineer        explain

P 6: favorite        finish

M3: favorite        finish

P 6: games      gymnastic

M3: games      garment

P 6: harsh      helping

M3: host      hang out

P 6: information Internet

M3: information interview

P 6: NIL

M3: Japanese      jokes

P 6: NIL

M3: keep

P 6: language listen

M3: learning left

P 6: math      Mom

M3: Mandarin Mom

P 6: nutrient

M3: nothing

P 6: onion

M3: online

P 6: primary      projects



M3: primary projects

P 6: questions

M3: questions

P 6: remember

M3: reason

P 6: species surface

M3: specialist screen

P 6: technology translated

M3: tourism taught

P 6: understand universe

M3: understand usually

P 6: NIL

M3: video games vegetable

P 6: NIL

M3: weekend whether

P 6: NIL

M3: year years

---

As seen in the examples given, it is important for a bilingual school academic staff to check bilingual learners at a certain stage, particularly after giving language input or exposure for learners for a period of three years, whether or not the learners have acquired lexical items at specific communication skill levels. It is important that we check lexical items in learners' actual speech products or their use of the language for real communication, rather than their knowledge of the language normally assessed in pencil-paper tests.

### 4.3 Syntax

#### Syntax of Primary 6

It is observed that three types of structures—simple (with a modifier), compound, complex—are clearly apparent at Level 1 of Communication Skills. Levels 2-4 also reveal the use of the three structures though with flaws as seen in incomplete structures. Selected examples of Primary 6 data are shown in Table 8 by levels of communication skills.

Table 8

#### Syntactical Features of P 6 Students at Five Levels of Communication Skills

Established after Assessment with the Use of Instruments 1 and 2

At Level 1, all three types of structures appear in the subjects' speech data. Selected examples are shown below.

Level 1

Simple Structure:

I mean English for the competition P 4 ....

My parents have information about the school from the internet.

My friends are always energized ....

I like to play cards with friends every morning.

Compound Structure:

I got 77 but they didn't help anything.

I like my teachers because they are like my parents....

I like friends because my friends have ... are good and helping.

Complex Structure:

She said she saw some advertisement and she came to the school.

in Thai school, students don't like those who [know more] answer all questions....

At Level 2, all three types of structures appear in the subjects' speech data; however, the structures are not complete [SUBJECT/ VERB MISSING]. The data show the use of three structures, mainly simple structures. There are inconsistencies in the use of structures. The obtained data reveal code switching to Thai words and a tendency to use phrases. Selected examples are shown below.

Simple Structure:

I speak English with friends and sometimes with my father.

he likes to do many activities in class....

I don't have any trouble anymore.

we have to learn more about ....

I like about the buildings.

[Library] some books are old and tear... [said old in Thai [MIXED THAI WORDS]

he don't like us to do ... [AGREEMENT]

Teacher Kaew .. she is very loud teacher and have black skin. [AGREEMENT]

Move to Bangkok [SUBJECT MISSING]

this school near my house [VERB MISSING]

sometimes he angry with my friend. [VERB MISSING]

Thai math with Teacher Em [PHRASE]

he study at Australia for three years [TENSE]

In one day today I work little bit with my mom and brother with little bit time I saw cartoon and play games .... [TENSE INCONSISTENCY]

I'm twelve year [s not heard].. [PLURAL]

... the table was left in the rain... [PASSIVE VOICE]

Compound Structure:

the floor of canteen should have less dust because some [students develop] allergy.

I went to friend's house and we have fun together

In my old school K 1 and K 3 ...teacher in that school not good and my parents saw this school... [VERB MISSING]

I like English because teacher is very kind and funny.

I will be a doctor and will learn ....

Complex Structure:

My dad said that I must go to one of the universities

I don't know how to say this [wire]....

I like when we do activities....

I think cook is fun .... [THAT MISSING]

he shout very loud and say to people that do the bad thing a lot .... [VERB AGREEMENT]

I like teacher that teach fun [VERB AGREEMENT]

At Level 3, all three types of structures show in the subjects' speech data; however, most sentences are in simple structure. Most structures are not complete [SUBJECT/ VERB MISSING]

NON-STRUCTURE: The data show the use of one-word answers, group of words, group of words without SUBJECT or VERB, use of PHRASES, use of THINK +OBJECT

SIMPLE STRUCTURE: The use of a full question is apparent in two subjects' data. The rest show incomplete structure, incomplete INFINITIVE, SUBJECT repeated with a pronoun, TENSE not used, and AGREEMENT not used.

COMPOUND STRUCTURE: The first clause is deleted in a compound structure; the first clause appears with a modifier.

COMPLEX STRUCTURE: The complex structure appears without THAT.

It should be noted about the obtained data at level 3 that students at SBS perhaps need oral practice to be able to express themselves in the use of complete structures. Oral reports in front of the class should enable students to reduce the tendency in using single words, or two-word combinations in their communication. Selected examples are shown below.

Level 3

Simple Structure:

I like to play basketball.. chair ball....

I go to play in Muangthong....

I think about five or six year [no s] [PLURAL]

sometimes read ... book... cartoon book .../ ... war ... / Thai cartoon [?]..../ [SUBJECT deleted]

I know Khao Pun in P 3 [tense]/ [TENSE not used]

teacher would give easy time ../ [ARTICLE not used]

It good everything../ [VERB MISSING]

it make me have like ... make me feel good [VERB AGREEMENT]

I like draw a picture... [incomplete INFINITIVE]

Compound Structure:

I think learning with teacher [moderate grammatical errors] [THAT deleted]

And we find .. that have volume for ... [FIRST CLAUSE deleted]

Complex Structure

I feel that some classroom ..... [CLAUSE incomplete]

At Level 4, all three types of structures appear in the subjects' speech data; however, the structures are not complete [SUBJECT/ VERB MISSING]. Most sentences have a simple structure.

NON-STRUCTURE: The data show the use of one-word answers, group of words, EXPRESSION "Not sure" used by one subject.

SIMPLE STRUCTURE: The obtained data reveal SUBJECT MISSING, VERB MISSING, AGREEMENT not used, WORD FUNCTIONS wrongly used like ADJECTIVE in place of ADVERB. Also appears the use of one word as a modifier in a simple structure.

COMPOUND STRUCTURE: No data

COMPLEX STRUCTURE: one complex structure appears once in the data of one subject.

It should be noted about the obtained data at level 4 that students at SBS perhaps need oral practice to be able to express themselves in the use of complete structures. Oral

reports in front of the class should enable students to reduce the tendency in using single words, or two-word combinations in their communication.

Selected examples are shown below.

Level 4

Simple Structure:

I remember my teacher from P 2 [to] P 5 and P 6.

I champion GO CART.

Football I like Barcelona [ONE-WORD MODIFIER]

Teacher good/ one year/ [VERB MISSING]

go Satit/ [SUBJECT MISSING]

I speak ... very good/ [WORD FUNCTION: Adjective in place of Adverb]

everybody like to study .../[VERB AGREEMENT]

Christmas... have the show ... [VERB AGREEMENT]

Complex Structure

she tell a lot of things that student want to know.... [VERB AGREEMENT]

At Level 5, all three types of structures do not appear; the subject [student at level 5] cannot communicate [can listen and get some meanings but cannot articulate].

NON-STRUCTURE: The data show the use of one-word answers like Teacher, adjectives like tall, small, brown [used by one subject]

SIMPLE STRUCTURE: No data

COMPOUND STRUCTURE: No data

COMPLEX STRUCTURE: No data

Level 5

No Structure:

The interviewers resorted to simplified communication. They elicited words by asking about different parts of the body, giving instructions to the subject to go to the wall and point the level of his teacher's height. It was clear that the subject understood but was not able to produce the language. This is typical of an early stage of language acquisition in that a learner understands via listening and will take a dormant period before speech production.

---

### Syntax of Secondary 3

At Level 1, all three types of structures appear in the subjects' speech data. It was observed in the data analysis that the P 6 subjects at Level 1 were able to use more developed sentence structures--simple, compound, complex-- than those of the M3 subjects at Level 1. It was obvious that the M 3 subjects at level 1 used very few complex structure.

Table 9

Syntactical Features of M 3 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

### Secondary 3 Level 1

NON-STRUTURE: group of words, EXPRESSION, PHRASE

SIMPLE STRUCTURE: SUBJECT deleted, Agreement, AGREEMENT and TENSE,

CORRECT use of PAST TENSE, SIMPLE STRUCTURE with PHRASE MODIFIER, VERB

MISSING, SUBJECT deleted/ PRESENT PERFECT TENSE, OBJECT before SIMPLE

STRUCTURE, , Full question



COMPOUND: incomplete COMPOUND, double COMPOUND

COMPLEX: "THAT" missing in Compound Structure

Simple Structure

She is working at the Dormitory now

I don't like science [sai-an] very much

I spend my time watching TV. ; chat on FACEBOOK

Play computer game ... on line game ... [SUBJECT deleted]

Started at SBS in M 1; from Tak Province ...; [English not good when first came to SBS] ..; [SUBJECT deleted]

May be go to Australia ... [SUBJECT deleted]

my parents own two resorts in Samui .... [TENSE]

Their friends tell about the school [TENSE]

I was in America for one year.. when I returned I went to a bilingual school [SBS];

[SIMPLE STRUCTURE with Modifier Clause/ CORRECT use of PAST TENSE]

in my old school it doesn't have a gym like this .... [SIMPLE STRUTURE with MODIFIER PHRASE]

in English I like ... songs ... [SIMPLE STRUCTURE with PHRASE MODIFIER]

Biology ... chemistry .... Make me very tire [not tired] .... Biology I have to remember a lot .... [OBJECT before SIMPLE STRUCTURE]

like every week I call my mom and my dad.; [MODIFIER before a SIMPLE STRUCTURE]

### Compound Structure

I like art because I love drawing ... ;

I like Chemistry but it is also hard to understand

My dad wants me to study architecture in Japan but I don't want to study in Japan because I don't want to learn Japanese

we can play basketball both at the school and ... [place].

Go to UK to study tourism and return to continue [my] father's business?

at St John Mary, friends talk, teachers keep on talking and I don't understand ..;

right now I don't like ICT [in Secondary 4] because ... change teacher [Teacher Lee in Secondary 1 and 2] [incomplete COMPOUND]

### Complex Structure

I'm not sure whether it is good or bad .... Study in Japan ...

I don't know how to explain

the stuff we used in science class

my mum thought the school should be good ... good for my future .... [THAT deleted]

### Secondary 3 Level 2

At Level 2, all three types of structures appear in the subjects' speech data; however, the structures are not complete [SUBJECT/ VERB MISSING]. The data show the use of three structures, mainly simply structures. The data show inconsistencies in the use of structures. Data show use of MIXED THAI WORDS. Tend to use phrases or group of words.

NON-STRUCTURE: group of words, EXPRESSION, PHRASE

SIMPLE STRUCTURE: SUBJECT deleted, Agreement, AGREEMENT and TENSE, CORRECT use of PAST TENSE, SIMPLE STRUCTURE with PHRASE MODIFIER, VERB missing, OBJECT before SIMPLE STRUCTURE, CODE SWITCHING in SIMPLE STRUCTURE, Full question [MODIFIER CLAUSE before SIMPLE STRUCTURE], Full question/ "DO" missing

COMPOUND: incomplete COMPOUND, complete COMPOUND [very few]

COMPLEX: Complex structure, "THAT" missing in Complex Structure [very few]

Simple Structure

my parents do business with food for Japanese .... ;

Some friends have problem with other friend;

I go fishing with my friends ... snorkeling, ....

Live at Lam Luka Klong 3...; [SUBJECT MISSING]

Want to be engineer ... [SUBJECT MISSING]

Go out with friends sometimes ... play computer games online ... ; [SUBJECT MISSING]

can go out by yourself Wednesdays return by 6 PM, [SUBJECT MISSING]

Fridays and Saturdays can go out and return by 8 PM; [SUBJECT MISSING/ MODIFIER preceding SIMPLE STRUCTURE]

For the school I want lunch water back .... [SIMPLE STRUCTURE with PRECEDING MODIFIER]

..... have been at SBS from P 1... sixteen years old ... [SUBJECT MISSING/ the use of PRESENT PERFECT TENSE]

I not good in English; [VERB MISSING]

My old school near this place ... at SBS for 10 years; [VERB MISSING]

teacher teach me good; [VERB AGREEMENT]

My dad pass the school [live in Ramintra] .... [leave home at 7 AM].. [go home about 5 PM] [TENSE]

Now I'm not good for Kemee [Chemistry—code switching to Thai] and Physics ; [CODE SWITCHING in SIMPLE STRUCTURE]

Compound Structure

I don't have activities because I have to go home ..;

we have the lab.. but we can't do the lab...; [change topic]...

the current one is air-conditioned] but they don't want to turn it [the aircon] on ....

I enjoyed because of my friends and teachers .....

Complex Structure

I don't know how to say ....

I think [THAT] I do in math very well other subjects so so; [THAT missing]

I think [THAT] my mum saw postcard of the school [THAT missing]

Secondary 3 Level 3

At Level 3, the data show only the use of simple structure. The subjects to use group of words.

NON-STRUTURE: group of words, EXPRESSION, PHRASE

SIMPLE STRUCTURE: SUBJECT deleted, VERB missing, AGREEMENT and TENSE,  
OBJECT before SIMPLE STRUCTURE, CODE SWITCHING in SIMPLE STRUCTURE

COMPOUND: No data

COMPLEX: No data

---

Simple Structure

I know Eng little.

Teacher Nyoï is my favorite teacher.

Football I like... [OBJECT before SIMPLE STRUCTURE]

She help me English. [AGREEMENT/ TENSE]

World Champion. [group of words]

I like good job. สวย (Working with beautiful

Compound Structure

NIL

Complex Structure

NIL

---

#### 4.4 Discourse

The subjects' discursual performance refers to their conversational turns in terms of relevance between the speaker's and the hearer's speech products. Besides relevancy in speech products in turns between the speaker and the hearer

[respondent], it is important to consider appropriateness of conversational turns in spontaneous speech data. Discoursal performance is evaluated as the speaker's control of the use of oral discourse in Full [Level 1], Functional [Level 2], Moderate [Level 3], Sufficient [Level 4], or Marginal [Level 5].

Tables 10 and 11 present data on examples of relevant and appropriate conversational turns of P 6 and M 3 subjects, respectively. Examples of irrelevant and inappropriate examples of conversational turns are also presented at those levels other than level 1 or the Proficient Level.

Table 10

Discoursal Features of P 6 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

P 6 Discourse Level 1 [N=4]

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

I'm fine today/ My nickname... This year in June ... K 1 to P 2.. my teachers.. Techer  
Kaew. I have many friends..

Nick name Gai-oo../ I'm twelve year [s not heard]../ I'm from Satit Rangsit../ nine years../  
three years [old at K 1]../ .. Teacher John ../

Conversational turns generated by Question 2

2. How did you or your parents find about the school?

She think that this should be my school because it is bilingual... she said she saw some  
advertisement and she came to the school/

I don't know this much. My parents have information about the school from the internet ... new activities/ it's a little bit .. / my last school is phonics.. /In this school use sentence../ I want science English../ other school in Thai and English/ it be translated so that we understand more clearly/ Teacher Noi and Teacher Pascal teach the same topic at the same time/

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

I like about the projects ... I like friends because my friends have .. are good and helping and sometimes friends play and teachers [tell them to stop] .. My best friend is .. NAME but he is always play in class... sometimes he sleeps [in clas] ... play cards under the desk.. [his friend can understand English well] ... Teacher Lin she teach us very easy ... she will let us read and Chinese words change to Thai... [the student can read Chinese] ...sometimes they ask me about ... [before the Chinese school] I stay in Rainbow Nursery...

Conversational turns generated by Question 4

4. What is the part of the school you would like to suggest improvement?

About science../ to have more experiments in science.../

NOT RELEVANT and NOT APPROPRIATE:

Teacher love the students very much../ the thing ... white [uniform? school building?] like / warming up suit../ ....look like black sheep and white sheep [uniform design different]../

[okay—nodding]

Conversational turns generated by Question 5

5. What about your favorite subjects?

Science because my teacher let me do experiment .... He has snake as a pet... he put a plastic cup .. put the soap in... the ice around it [the glass covered with ice...

Conversational turns generated by Question 6

6. What about some interesting school activities?

I like to play cards with friends every morning.. in the afternoon... some of them [losing games] cry .../ Teacher Chris let us play [cards] but only in class.../ sometimes I play [basketball] with my friends../

Conversational turns generated by Question 7

7. What about your teachers?

I enjoy teacher ... if I do anything wrong they will say don't do it again. The English education is very good. But the Thai education at the school not very good. That's about it... / I like my teachers because they are like my parents... sometimes they are harsh.. they punish us.. that's it../

Conversational turns generated by Question 8

8. What about your friends/ your good friends?

My friends are always energized .. they walk around in the classroom.. I have three best friends... just play games....

Conversational turns generated by Question 9



9. What is your plan for the future?

I want to something about alien.. about the universe.. changing the surface of the sun...  
we didn't explore yet../ .. give the name to the star.../ [John asked how to improve  
English] book ... more improvement... I can speak very early....

Leave school after M 6../ I think .. Mor-Rangsit [after M 6]../ [chosen area my father  
sell .. I will do like ... [him].../

About science../ to have more experiments in science.../

NOT RELEVANT and NOT APPROPRIATE:

[will stay at Satit at M 1]../ [pet] a dog [called Ma-Kheua]../ big dog../ play football [with  
the dog] ../ Thoo-pa-the-mee... [a play area]. [Rather not relevant]

Conversational turns generated by Question 10

10. Is there any question would you like to ask us?

I think I don't have any ../ [waving hand].. see you later

What's the time?

Don't have../

What's your name? Do you teach?

What subject do you like in P 6 [when you were in P6]?

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

Nickname Win .../ I'm eleven year(s) old.. / I have no brother or sister ... I live in Pathumthani... I like Science [sai-an].../ basic science ... /

My name is.. I study at Satit Rangsit/ Now I'm twelve years old/ [clear and good pronunciation]/ I move from .../ this school near my house/

NOT RELEVANT and NOT APPROPRIATE:

I come from nine years / I came here for nine years ago/ My Thai teacher is Teacher Kaew/ Teacher Kaew teach [no es] social [pronunciation with near native speech flow]/ because I like // He is very strict

Conversational turns generated by Question 2

2. How did you or your parents find about the school?

I don't know because ... / I remember... I'm in SBS already .../

NOT RELEVANT and NOT APPROPRIATE:

Not sure ...

Dad and mum stay with me in the school [on the first day in P 1] ... not in this school... near my house.... Good teachers... good friends

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

Enjoy classes..

Conversational turns generated by Question 4

4. What is the part of the school you would like to suggest improvement?

I like to have the school to have playground [will stay for M 1 at SBS] .../

NOT RELEVANT and NOT APPROPRIATE:

It's hard [question].. don't know.. some people don't want to learn Thai...

I like when we do activities..../ [no improvement she wants now]

Conversational turns generated by Question 5

5. What about your favorite subjects?

I like Science and Sport .. / it's fun and help experiment.. / like when we use medicine for vitamin C [vi-ta-min].. / [soft voice]

Like Science/ because Science .. has many activities/ to test some chemical or magnetic

I think English second... first math... I think I like math English because it is easier than math Thai..../ [math] volume of liquid and solid... different shapes ... sometimes have a cube and hundred of cube...

Conversational turns generated by Question 6

6. What about some interesting school activities?

I can play sport .. soccer... after school.. / I think .... Weekend have two teams ... more than twenty [players] .../ a person [winner of shooting goals] can pick the first player [and so on] .... / I like table tennis ... [need] good table and good racquet [SBS don't have good table] / ... the table was left in the rain.../

Again please../ Sport Day.../ in January .../ In sport day we have cheer .. sing song.. we have sport ... / I sing song ../ have run and have two people [tied together] to move [in one].. [in a bag?]/

Conversational turns generated by Question 7

7. What about your teachers?

In Primary Teacher Josh ... he likes to do many activities in class../ I like Kru Joy ... because she makes us o do many activities in career .... Experiment with ... in home ... recycling .../ I like when teachers have activities ... not stress... teachers ask about ... / I like ICT .. I like about computer and program... Teacher Carlos... [Thai teacher for ICT] in P 1 p2 and P 3 Teacher Song ...

Conversational turns generated by Question 8

8.What about your friends/ your good friends?

Thirty friends/ from Kiondergarten have only seven.. eight people/ play sport/

I have very best friend ... we have played together ... I went to friend's house and we have fun together

I play with my friends ... sometimes [meet] after school../ [don't see friends on weekend] / sometimes late sometimes fast [mathayom class clsed late].../ they check where the home is and they check where our home [my house] is ../

Conversational turns generated by Question 9

9. What is your plan for the future?

Stay at SBS in M 1.../ My dad said that I must go to one of the universities .... [did not have the university name yet]... I want to be a scientist..... an astronomy [Astro physics]

Move to Bangkok/ because it is near my parent .../ yes I will go to Bangkok tomorrow [to Satit Prasarnit]/ my friend.. two move ../ I want to go to Chula/ I like to be [a scientist?]

I want to play guitar/ .. Art and Music Fair

If in M4, I go to other country.../ I like to learn about technology [computer]... future game....

I want to be Chef../ I think cook is fun .... In the future if I be chef../ [moving chair left and right]/ ...[cook] Thai food

Go to England for one month [study] ... study in April and return in May ... [return to SBS] ... stay with host family [outside London] ....

NOT RELEVANT and NOT APPROPRIATE:

.. I can play piano.. for four years.. I learn Piano at Watcharapol ../ ..[piano] competition]..song in Christmas

Conversational turns generated by Question 10

10.Is there any question would you like to ask us?

I want to ask about the fashion designer learning ... is it hard?

What do you like to play? ...

[asked the interviewer] Why you like to speak English?

NOT RELEVANT and NOT APPROPRIATE:

What do you want in the future? What happen if the world gone? If not with money? ...  
I don't help you.. I don't know who you are.../

---

P 6 Discourse Level 3 [N=10]

It is observed that most P 6 subjects at Level 3 tended to give rather brief answers in one or two words without elaboration. Often the interviewers had to interpret what was heard for full meaning.

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

...Can you say that again? / five year [s not heard]/ Teacher ... Teacher Chuck.. Teacher Dew, Teacher Josh/ [now] Teacher Kaew and Teacher Victor.../

NOT RELEVANT and NOT APPROPRIATE:

Again.. [when hearing a question from Oct]/ I like to play computer/ I like to program.. game..

I like draw a picture... I like to take photo .... [started at SBS] P 1../ I like it [SBS] / Teacher Victor ... P 6/ [from Baan Ploy School] ../

Conversational turns generated by Question 2

2.How did you or your parents find about the school?

Friend ... Internet

[the father] drive a car .....

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

I like music and art../ ICT../ photo shop...[in ICT class]../

Conversational turns generated by Question 4

4. What is the part of the school you would like to suggest improvement?

... food

Eat food in the class [?] .../.... no change [happy now] ..

Conversational turns generated by Question 5

5. What about your favorite subjects?

[English] Teacher Victor ....

English../ social and Career../ house clean../ Science [sai-an] with Thai pronunciation, e.g paper] finish [no ending sound]/ three forty five../ Thai.. /

Conversational turns generated by Question 6

6. What about some interesting school activities?

Maak Horse.. / the same as Maak Rook in Thailand [with hand gestures on the table]/

[use full YES, not “ya” or “yeah”/ I go to play in Muangthong../ [being asked about

computer] I want to build... [something like FIREWALL]

Music .../ I like to play guitar.../ Pop .../ guitar / I think Yamaha .. / I think about five or six year [no s]/

Conversational turns generated by Question 7

7. What about your teachers?

English teacher .... Teacher Victor ... sometimes he play with students.../ sport teacher ... Teacher ] Je-le ... [rather dark] .... Teacher Victor ... fair .... Gold [blond] .... ICT ... Teacher Carlos ... make animation ....

...Teacher Kaew and Teacher Victor/ Teacher Kaew teach [no "s"] social and That/ she.. fun/

Conversational turns generated by Question 8

8. What about your friends/ your good friends?

My good friend .../ take picture .. / use telephone.. / .. easy time.. / teacher would give easy time .. /

Conversational turns generated by Question 9

9. What is your plan for the future?

computer programming .... Animation... [no idea the place to study animation yet] ... / don't know yet [whether to stay at SBS ...

I like to be a doctor....] / help people.. /



Want to be a doctor ...it will make you feel a good people in thatland have a good doctor like this ....

NOT RELEVANT and NOT APPROPRIATE:

Design ../ building../ [tend to have word or two-word answers]/ yes.. [laugh] / ..

Thammasat [when asked about the university she may want to go to] [NOTE: Hearer need to interpret for full meaning, like a career as a designer]

my mum sell food in the seven [7-eleven]/ .. Thai food/ [nodding as meaning YES]

Conversational turns generated by Question 10

10. Is there any question would you like to ask us?

No

Do you like the school [SBS or Rangsit University]

What thing you would like to do? [asked one interviewer]

NOT RELEVANT and NOT APPROPRIATE:

I want to know what you do....

---

P 6 Discourse Level 4 [N=3]

It is observed from data obtained from P 6 subjects at Level 4 that the subjects tended to give brief answers in one or two words, without elaboration. There were traces

of broken English and some answers were prompted for YES or NO by one of the interviewers.

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

[Spoke softly ] English [ending with s] / I champion GO CART/ Football I like  
Barcelona / Italy/ Malaysia/ Italy number 2/ Go CART I ... /

Nickname Time .. / [sitting hunching a bit].. / five years.. / My name is Time.. twelve years  
old.. / play card ... / P 2 [started SBS] I remember my teacher from P 2 [to] P 5 and P 6

Conversational turns generated by Question 2

2. How did you or your parents find about the school?

Not sure [weaker students tend to use “not sure” as a typical response, like “I don’t  
know”]

NOT RELEVANT and NOT APPROPRIATE:

Teacher good/ one year/ go Satit/

Conversational turns generated by Question 3

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

... and teachers ../ ... everybody like to study ../ [soft voice] [The interviewer asked CHOICE questions—the student answered with one word or two words]../ [question about what she learned in social] .. like../

NOT RELEVANT and NOT APPROPRIATE:

I don't speak English

Conversational turns generated by Question 4

Conversational turns generated by Question 4

NOT RELEVANT and NOT APPROPRIATE:

4. What is the part of the school you would like to suggest improvement? [swiping face as NO] [non-verbal]

Conversational turns generated by Question 5

5. What about your favorite subjects?

P 5 / OAH/ I like EP English/ Not good [at math]/ [using a lot of hand gestures when communicating]

Science [sai-an] [student appears not confident, hunching a little..]/math.../ area of a circle .../ PE.. I play basketball.. in term 1.. Sunday.../

Conversational turns generated by Question 6

6. What about some interesting school activities?

.../ [mumbling with soft voice/ incomprehensible]

Conversational turns generated by Question 7

7. What about your teachers?

[no favorite teacher] Teacher victor... tall... [broken English]

Conversational turns generated by Question 8

8. What about your friends/ your good friends?

I have only one friend / ... not much homework

Conversational turns generated by Question 9

9. What is your plan for the future?

.. [mumbling] [try to use Thai]

Business.../ [asked about plan this summer] ....

[nil]../ [soft voice] [asked about holiday] No .../ [asked about what to do at home] play games

Conversational turns generated by Question 10

10. Is there any question would you like to ask us?

No [swiping face as No]

---

P 6 Discourse Level 5 [N=1]

It is observed at P 6, Level 5 that the only one subject could hardly communicate. The interviewers had to go back to basic by asking the subject different parts of the body, to go to the wall and point the level of height of the teacher [name mentioned]. This is typical of a learner at the early stage of language acquisition; that is, the learner can understand but still cannot produce the language. It is a natural process that listening precedes language production in speaking.

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

[scratching head and forehead] [first year at Satit] [hunching over, scratching head and forehead]

Question 2: No speech product

Question 3: No speech product

Question 4: No speech product

Question 5: No speech product

Question 6: No speech product

Conversational turns generated by Question 7

7. What about your teachers?

Teacher Victor. (The interviewee described his appearance) tall, small, brown (hair).

Question 8: No speech product

Question 9: No speech product

Question 10: No speech product

### M 3 DISCOURSE

It is observed from data obtained from M-3 subjects that most of the subjects could handle conversational turns relevantly and appropriately. However, even at Level 1, it was found that a few subjects produced irrelevant and inappropriate conversational turns. Such irrelevancy and inappropriateness was more apparent in the speech products of some subjects at Levels 2 [Functional] and 3 [Moderate]. At level 3, the subject gave rather brief answers in one or two words without elaboration.

Table 11

Discoursal Features of M 3 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

### M 3 Discourse Level 1 [N=9]

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

... sixteen years old ....at Satit Bilingual School of Rangsit University ... I'm in grade 10.....; seven years at SBS ... started at Grade 4 ....; I live in Pathumthani ...;

My name is Tin Tin ... real name Kritin .... study at SBS in M 4 [started at P 6] I have one sister [seven years older] ... my parents own two resorts in Samui .... I like playing football and games [clear plural S] [cousin of Ma Muang from Samui] .. two resorts pretty near ... [neighbor Ma Muang's resorts]

I have one brother ... at SBS for four years ....before went to Francis Xavier ....

Started at SBS in M 1; from Tak Province ..; [English not good when first came to SBS] ..; speak Mandarin ... Carter's Garment brand ... parents' business in Tak .... ; have been to the States before .. attend a summer school ... have a American host family ..; [learn more about discipline]

My name is Porsh .... I studied in at the school [SBS] for about ten years.... I spend my time watching TV. ; chat on FACEBOOK ...

Conversational turns generated by Question 2

2. How did you or your parents find about the school?

Beautiful school ... like the gym ... in my old school it doesn't have a gym like this .... I play basketball after school .... ; Teacher John play cricket .... ; when we study ... Thai curriculum is better than Koh samui .... [at Koh Samui teachers hit students]

First I studied at Primary one ... my mum thought the school should be good ... good for my future .... At first in my first year was a bit hard ..... Teacher Josh .....

NOT RELEVANT and NOT APPROPRIATE:

I like air conditioning at SBS [Samui doesn't have air-conditioned classrooms]

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

When they have like SBS Fair .....; we can play basketball both at the school and ...  
[place].

The way they teach ... more English ... ; [No English speaking when he first came to  
SBS]

Like activities .... A lot of activities .... Play ... one month [good th sound]... in English I  
like ... songs ...

Social ...; at St John Mary, friends talk, teachers keep on talking and I don't  
understand ..; I talked to my uncle ... [then moved to SBS] ..

Conversational turns generated by Question 4

4. What is the part of the school you would like to suggest improvement?

LCD projector screen not fixed; teacher cannot write on the board.. ; [give advice to  
report to marketing]

School lunch ... should be better [when I was in Primary it was better]

Everything is okay .... Buildings a little bit old ... yah... experiments [want more].. ;  
science class very old ..... the stuff we used in science class ....[rather old ... same old  
thing]



Conversational turns generated by Question 5

5. What about your favorite subjects?

I like art because I love drawing ... ; I like Chemistry but it is also hard to understand

I study science in Thai and English ...; favorite Thai teachers ... I talk to them Thai teachers [not because I don't like foreign teachers]; ... like every week I call my mom and my dad..; I go home every month ... ; I go out watch movies ... hang out with friends ... [you can go out on Sundays] if you have good reasons ....

Conversational turns generated by Question 6

6. What about some interesting school activities?

Nothing special ... I like to draw ... [by himself] .... [EXPRESSION]

Play basketball [slippery floor],

NOT RELEVANT and NOT APPROPRIATE:

I don't like science [sai-an] very much

Conversational turns generated by Question 7

7. What about your teachers?

He's been my homeroom teacher .... He care about teaching ... he make sure that the students are learning ... he teach economics ..... [Tin Tin likes this teacher Teacher Vic? From Africa] ..

Teacher John English teacher .... Pretty fun .... He usually give us time .... To watch movies .... He talks and makes funny jokes...; [teacher he remembers] Teacher Lee in ICT ... he taught ... I like him because he is very kind ... his [ICT] class is very interesting ....[sometimes has to figure hard about words he wants to say]..; .... I like Art ... I like to draw ...; right now I don't like ICT [in Secondary 4] because ... change teacher [Teacher Lee in Secondary 1 and 2]

Conversational turns generated by Question 8

8. What about your friends/ your good friends?

Play football with my friends .... We play sometimes at weekend or after school ... sometimes watch movies with my Mum] .... I live in Nontaburi ... Rattanathibet Road ... ; not difficult to come to school...

Play computer game ... on line game ... I like to stay at home

Conversational turns generated by Question 9

9. What is your plan for the future?

I'm not sure whether it is good or bad [mature EXPRESSION].... Study in Japan ... My dad wants me to study architecture in Japan but I don't want to study in Japan because I don't want to learn Japanese ..... Been to Hong Kong, Japan, ....

Finish at SBS; my father is a an engineer about cars

Computer engineering .... Go to Chula.... [can go to Chula easily to Chula] ... come to SBS by car [his father's]

I want to work in PPT ... I just want to know about [traveling] ... ; Thammasat .. I don't want to go away from my mom and my dad...

May be go to Australia ... I may be in programming [computer] .... [look like no specific plan for the future]

Conversational turns generated by Question 10

10. Is there any question would you like to ask us?

Why do you have to ask [this type of] questions.....

No

What would use our information [data collection

Today why interview me?

NOT RELEVANT and NOT APPROPRIATE:

It's quite difficult ... I have to check .....

---

M 3 Discourse Level 2 [N=8]

Conversational turns generated by Question 1

1. Would you like to introduce yourself briefly?

I study in M 4 ... I live with my uncle [my home place is far] my parents do business with food for Japanese .... ; we do the lab ... no experiments ... very old .... I think I do in math very well other subjects so so; I study with my father and sister ..;

NOT RELEVANT and NOT APPROPRIATE:

hesitant speech ....if don't speak Thai in English subjects; studied at SBS for five years;

Conversational turns generated by Question 2

2. How did you or your parents find about the school?

My dad pass the school [live in Ramintra] .... [leave home at 7 AM].. [go home about 5 PM]

My sister heard about the school he learn here [SBS] for one year ...I not good in English; teacher teach me good; he explain [no ks sound]... he help me when I speak wrong ... Teacher John and Teacher Keith .... Teacher .. I don't know the name

NOT RELEVANT and NOT APPROPRIATE:

Free time ... I read book.. listen to music .....

Ten years ago .... My old school near this place ... at SBS for 10 years; my school has buildings ..

Conversational turns generated by Question 3

3. What is the best part of the school you enjoy most?

I like basketball .... For the school I want lunch water back .... We have to buy bottled water ....public water yes ... but you need a container .... I want a new basketball field [the one we have now] ...; [the current one is air-conditioned] but they don't want to turn

it [the aircon] on .... [Slippery floor] the floor make me slip .... ; play on the school team ...; play together with my friend ... teacher Gai, Teacher Goi

Again please ... like Halloween Day ... have costumes .... Some [students] do.. some don't [EXPRESSION]

I don't have activities because I have to go home ..; sometimes I go to the gym to play badminton .... ; I learn and play piano ... ; I enjoy to learn at SBS

Conversational turns generated by Question 4

4. What is the part of the school you would like to suggest improvement?

More activities..... cooking club [very Thai in behavior—smiling and laughing in a Thai way] [asked the mother to be with her... showing lack of confidence] ... hang out with friends

Food ... better food [John said more selection?] ... steak ....[Noodles ... chicken rice ...] ... come to school [Dad drives him to school] .....

Conversational turns generated by Question 5

5. What about your favorite subjects?

I like Chemistry if it has experiments .... ICT too ... I like English more than Thai ... the teacher is funny ... [can follow instruction] ....

NOT RELEVANT and NOT APPROPRIATE:

Enjoyed P 5 P 6... I enjoyed because of my friends and teachers ....; I wouldn't be in club..; .... Sometimes when teacher ask .... Sometimes [help with school work] ;

English .... Teacher John [from Australia]; Chinese [Teacher Chin] ...  
when I returned I went to a bilingual school [SBS]; my father speaks English to me

Conversational turns generated by Question 6

6. What about some interesting school activities?

In free time we reading book... music

[NOTE: Most subjects gave data to this question in their answers to other questions; as a result, the interviewers did not repeat this question [because the data were obtained via answers to other questions]]

Conversational turns generated by Question 7

7. What about your teachers?

They are funny ... Teacher John .... English teacher very funny .... Equal [grammar and conversation]

She's thai teacher .... She explain[ no ks sound] ... she help me a lot .... Teacher Kay ...  
homeroom teacher

NOT RELEVANT and NOT APPROPRIATE:

[science] she teach me so long time ...

Teacher Keith ... English ... in M 1... Jason.. John ...

Conversational turns generated by Question 8

8. What about your friends/ your good friends?

Some friends have problem with other friend; history or biology ... cannot understand well.; I ask other English teacher .... I have to ask Thai teacher about biology .... They come to class, play computer, walk around [one or two teachers] ..; new teachers every year [those who do not teach well] ...; we have the lab.. but we can't do the lab...; [change topic]... we cannot have court to play ... ; [my English pretty good now] I learn English at SBS ...[not outside class] [HIGHLY ARTICULATE]

Go out with friends sometimes ... play computer games online ... ; exciting game Roller Coaster .... Sometimes love to go on it

Conversational turns generated by Question 9

9. What is your plan for the future?

I with business of my parents ..; study business to help with food business[food and vegetables, green chili, dog food as well .... [Jongsiri Food] ... have factories

Make a resort ... bungalow... I have land by the sea .... I go fishing with my friends ... snorkeling, ....

Want to be engineer ... go to Thammasat [electrical engineering] ... [John asked what subjects he has to take if wanting to be an engineer]

Go to university abroad... England [has been there before twice].. ; London ... [Not sure what area you want to study] .... May be a translator ... Monday and Friday we're in London ... Stonehenge .... [favorite place in London ] .... Brighton .... Colder in Thailand ... in April .... 10 degree celcius.; .... [in Thailand go] Cihengmai ....;

NOT RELEVANT and NOT APPROPRIATE:

I don't like to be a doctor..; I like singing .. English and Thai ... I don't know how to say ..

Now I'm not good for Kemee [Chemistry—code switching to Thai] and Physics ; ... want to be a dentist ..... go to eat with friends ... [INDIRECT ANSWER]

Conversational turns generated by Question 10

10. Is there any question would you like to ask us?

How old are you [asked the interviewer]; How many years do you work at the [school—this word is not recorded at the time of data collection]?

Why you want to interview me? ....

Most subjects answered "No."

---

M 3 Discourse Level 3 [N=1]

Conversational turns generated by Question 1

NOT RELEVANT and NOT APPROPRIATE:

1.Would you like to introduce yourself briefly?

I know English little. American football. Football..I like.. Barcelona.



Question 2

2.How did you or your parents find about the school?

No data

Conversational turns generated by Question 3

3.What is the best part of the school you enjoy most?

Teacher good.

Question 4

4.What is the part of the school you would like to suggest improvement?

No data

Conversational turns generated by Question 5

5.What about your favorite subjects?

I like PE English, Mat English, Performing Arts.

Conversational turns generated by Question 6

6.What about some interesting school activities?

Sports, play football

Conversational turns generated by Question 7

7.What about your teachers?

Teacher Nyoï (ครูหน้อย), Teacher Em. Teacher Nyoï is my favorite teacher. She help me English.

Conversational turns generated by Question 8

8.What about your friends/ your good friends?

Ploy [is my good friend].

Conversational turns generated by Question 9

9.What is your plan for the future?

World Champion. I like good job. สวย [Working with beautiful things]

Question 10

10.Is there any question would you like to ask us

No data

---

#### 4.5 Interactions

Interactions in fact are part oral discourse in that they reveal how speeches of the speaker's and the speech flow in interaction emerge in conversational turns.

Interactions can be examined in terms of verbal and non-verbal devices that support speech flows occurring between two conversational partners—each party taking turn to be the speaker and the hearer or respondent.

From the obtained data detected from oral discourse, the P 6 and M3 subjects at Level 1 showed fully appropriate verbal and non-verbal interactions. The subjects used “ya,” “yeah” and expressions in response to the interviewer to keep the conversation continued naturally. The P 6 and M 3 subjects at the other levels—Level 2 [Functionally appropriate], Level 3 [Moderately appropriate], Level 4 [Sufficiently appropriate], Level 5 [Marginally appropriate]—interacted with the two interviewers with relatively less appropriate in varied interactions. The lowest end of verbal variation is broken English or responses in one or two words.

One type of verbal interactions that reflects cultural inappropriateness should deserve attention regarding language development. One subject when prompted with Question 10 [Is there any question would you like to ask us?] asked “How old are you?” Such a response first shows less relevancy in conversational turn; it in fact reveals a cultural impact on the speech product in that Thai culture allows a speaker to ask personal information whereas English does not particularly in the first social encounter.

It was observed that non-verbal interactions took the form of voice control as soft and mumbling—somewhat difficult to hear or guess the meaning. Such soft voice or mumbling usually prompted the interviewer to repeat a guessed word with YES or NO from the interviewed subject. Those at less appropriate levels also uttered hesitant speech in responding to the interviewers’ questions.

Selected examples of verbal and non-verbal interactions of P 6 and M 3 are shown in Tables 12 and 13.

Table 12

Interactions of P 6 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

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P 6 Interactions Level 1

VERBAL:

use “yeah” “ya”/

NON-VERBAL:

[okay—nodding]

[waving hand].. see you later

---

P 6 Interactions Level 2

VERBAL:

I want to ask about the fashion designer learning ... is it hard? [PROMPTING  
RESPONSE]

NON-VERBAL:

like when we use medicine for vitamin C [vi-ta-min]../ [soft voice]

---

P 6 Interactions Level 3 [N=10]

OBSERVED: Rather brief answers in one or two words without elaboration. Hearer need to interpret for full meaning.

---

P 6 Interactions Level 3

VERBAL:

Thai.. / [should have more elaboration]

[use full YES, not “ya” or “yeah”/

Want to be a doctor ...it will make you feel a good people in Thailand have a good doctor like this .... [use running speech products..]

Design ../ building../ [tend to have word or two-word answers]/ yes.. [laugh] / ..

Thammasat [when asked about the university she may want to go to] [NOTE: Hearer need to interpret for full meaning, like a career as a designer]

NON-VERBAL:

[soft voice]

[soft voice] [John asked ..] [JAM by Oct] .. food / one word answer—no elaboration]

[English] Teacher Victor .. [student tends to swirl his chair left and right ..]

Music .../ I like to play guitar.../ Pop .../ [when answering often followed by a slight trace of laugh]/ guitar [with Thai pronunciation—flat one]

No [swiping face meaning No]

Moving face from left to right—signally NO

I like to play guitar.../ Pop .../ [when answering often followed by a slight trace of laugh]/

P 6 Interactions Level 4

VERBAL:

[no favorite teacher] Teacher victor... tall... [broken English]

Showing BROKEN ENGLISH as communication goes on/ answering with single words mainly/ no phrase used

NON-VERBAL:

[Spoke softly ]

everybody like to study .../ [soft voice]

[soft voice] [asked about holiday] No .../

[mumbling with soft voice/ incomprehensible]

Nickname Time ../ [sitting hunching a bit]../

[swiping face as NO] [non-verbal]

[ swiping face as No]

Not good [at math]/ [using a lot of hand gestures when communicating]

---

P 6 Interactions Level 5 [N=1]

P 6 interactions at level 5 were back to basic: Simplification only [cannot collect data] [asked different parts of the body] [go to the wall and point the level of height of Teacher Victor] [can understand but still cannot produce the language]—typical early language acquisition [listening comes first before language production in speaking]

---

P 6 Interactions Level 5

VERBAL:

NON-VERBAL:

[scratching head and forehead] [first year at Satit] [hunching over, scratching head and forehead]

---

Table 13

Interactions of M 3 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

M 3 Interactions Level 1

VERBAL:

Buildings a little bit old ... yah...

NON-VERBAL:

Eye contact, responsive facial expression, nodding, hand gestures

---

M 3 Interactions Level 2

VERBAL:

10. Is there any question would you like to ask us?

How old are you [asked John]; How many years do you work at the  
[school—this word is not recorded at the time of data collection]? QUESTION

CONTENT--CULTURALLY INAPPROPRIATE

NON-VERBAL:

Eye contact, responsive facial expression, nodding, hand gestures

More activities..... cooking club [very Thai in behavior—smiling and laughing in a Thai way] [asked the mother to be with her... showing lack of confidence] ... hang out with friends

hesitant speech ....

---

M 3 Interactions Level 3

VERBAL:

Teacher good. [BROKEN ENGLISH]

NON-VERBAL:

---

#### 4.6 Strategic Competence

Similar to interactions, data on strategic competence can be detected from oral discourse and its conversational turns. Strategic competence can be simply explained in terms of communicative competence which enable the speaker [also taking turn as a hearer or respondent] to interact with the conversational partner in keeping the conversation continued in a naturally extended flow typical of English pattern of development in speaking. The speaker may use either verbal or non-verbal strategies to support their communication to achieve the intended meaning.

The P 6 and M 3 subjects at Level 1 [Fully competent in the use of verbal and non-verbal strategies] showed their communication skills with their competency in the use of verbal strategies in (1) Linguistic devices to keep the conversation going like “Again, please,” “Can you say that again?”; (2) Full control of tenses like “He’s been my homeroom teacher ....,” “[we] have been to the States before,” “I think my mum saw



postcard of the school”; (3) Natural expressions like “Nothing special,” “hang out”; (4) Negation strategy like “No idea, ” “Not sure”; and (5) Avoidance strategy like “It’s quite difficult ... I have to check, ” “It’s a lot .. I don’t know how to explain.”

As for verbal strategies at the less competent levels other than Level 1, it was found that some subjects resorted to code switching from English to Thai. Quite a few subjects pronounced the word “science” as /sai-an/ without ending sound “s” or mixed Thai word like “สวยงาม” /suay/ meaning beautiful, “Maak Horse..,” “I like Kru [Teacher] Joy ...” A few turned to Thai structure in expressing ideas in English like “Football I like Barcelona,” “She help me English.”

Non-verbal data obtained from the P 6 and M 3 subjects reveal competency in communication at Level 1 [Fully competent in the use of verbal and non verbal strategies] and Level 2 [Functionally competent in the use of verbal and non verbal strategies] in the form of eye contact, hand gestures, leaning forward [when asking for clarification], nodding [in agreement], appropriate proximity, good voice control, and good or native-like prosodic features.

As for non-verbal strategies of those subjects who were less competent in non-verbal strategic competence--at Level 3 [Moderately competent in the use of verbal and non verbal strategies], level 4 [Sufficiently competent in the use of verbal and non verbal strategies], Level 5 [Marginally competent in the use of verbal and non verbal strategies]—the obtained data point to the use of (1) lack of proper eye contact, (2) shy facial expression and body language, (3) soft voice and mumbling, (4) moving hands [nervously], (4) scratching head and forehead, and (5) swirling chair to and fro [while talking].

Selected examples of verbal and non-verbal strategies of the P 6 and M 3 subjects are presented in Tables 14 and 15 as shown below.

Table 14

Strategic Competence of P 6 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

P6 Strategic Competence Level 1

VERBAL:

No idea

1. Would you like to introduce yourself briefly? I'm fine today/ My nickname...

This year in June ... K 1 to P 2.. my teachers.. Techer Kaew. I have many friends.. / all

P 6 [good articulation and pronunciation... can tell ID number clearly/ I cannot

remember all .../ [GOOD EXAMPLE OF Well-articulated speech]

Mor-Rangsit [CODE SWITCHING]

NON-VERBAL:

---

P6 Strategic Competence Level 2

VERBAL:

I study at Satit Rangsit/ Now I'm twelve years old/ [clear and good pronunciation]/ I

move from .../ this school near my house/

Not sure ... [AVOIDANCE]

Again please../

I like Kru Joy ... [CODE SWITCHING]

lacking elaboration strategies like asking back or explaining her answers further

NON-VERBAL

...[I can] piano a little bit .../ learn piano with English teacher, [prosodic features and curve of pronunciation quite flat --- saying with drawling voice kind of word by word – lacking liveliness].

Go to England for one month [study] ... study in April and return in May ... [leaning forward asking “hah” to John for clarification]... [return to SBS]

P6 Strategic Competence Level 3

VERBAL:

Can you say that again?

Again.. [when hearing a question from the interviewer]/

English../ social and Career../ house clean../ Science [sai-an] with Thai pronunciation, e.g paper] finish [no ending sound]/ three forty five../

Maak Horse.. / the same as Maak Rook in Thailand [CODE SWITCHING]

What thing you would like to do? [asked the interviewer]

10.Is there any question would you like to ask us? I want to know what you do....

NON-VERBAL

[with hand gestures on the table]/

[leaning forward saying ‘hah’ [for clarification]...

My friend [rising voice] ../ [QUESTIONING]

P6 Strategic Competence Level 4

VERBAL:

Not sure [weaker students tend to use “not sure” as a typical response, like “I don’t know”]

.. [mumbling] [try to use Thai] [CODE SWITCHING]

Football I like Barcelona [Thai structure]

NON-VERBAL

---

P6 Strategic Competence Level 5

VERBAL:

NON-VERBAL

---

Table 15

Strategic Competence of M 3 Students at Five Levels of Communication Skills  
Established after Assessment with the Use of Instruments 1 and 2

---

M 3 Strategic Competence Level 1

VERBAL:

Nothing special ... I like to draw ... [by himself] .... [EXPRESSION]

He’s been my homeroom teacher ....

have been to the States before

Pretty fun .... He usually give us time .... To watch movies ....

4.What is the part of the school you would like to suggest improvement? It’s a lot .. I

don’t know how to explain [AVOIDANCE]

the stuff we used in science class ....[rather old ... same old thing]

I go out watch movies ... hang out with friends

my mum thought the school should be good ... good for my future .... At first in my first year was a bit hard

right now I don't like ICT

I don't like science [sai-an] very much [CODE SWITCHING]

I'm not sure whether it is good or bad [mature EXPRESSION]....

It's quite difficult ... I have to check ..... [response when asked with Question 10: Is there any question would you like to ask us?] [AVOIDANCE STRATEGY]

NON-VERBAL:

---

M 3 Strategic Competence Level 2

VERBAL:

Again please ... like Halloween Day ... have costumes .... Some [students] do.. some don't [EXPRESSION]

I don't know how to say ..

Now I'm not good for Kemee [Chemistry—code switching to Thai] [CODE SWITCHING]

8.What about your friends/ your good friends?

Some friends have problem with other friend; history or biology ... cannot understand well.; I ask other English teacher .... I have to ask Thai teacher about biology .... They come to class, play computer, walk around [one or two teachers] ..; new teachers every year [those who do not teach well] ...; we have the lab.. but we can't do the lab...; [change topic]... we cannot have court to play ... ; [my English pretty good now] I learn English at SBS ...[not outside class] [HIGHLY ARTICULATE]

I think I do in math very well other subjects so so; [COLLOQUIAL/ NATURAL]

I think my mum saw postcard of the school [TENSE CONTROL]

most of the time stayed in mathayom building [TENSE CONTROL]

when I returned I went to a bilingual school [SBS]; my father speaks English to

me ....[TENSE CONTROL]

NON-VERBAL

M 3 Strategic Competence Level 3

VERBAL:

I know English little. [THAI STRUCTURE [EXCUSE STRATEGY]

Teacher Nyo (ครูหน้อย), Teacher Em. Teacher Nyo is my favorite teacher. She help me English. [CODE SWITCHING to THAI]

World Champion. I like good job. สวย (Working with beautiful things) [CODE SWITCHING to THAI]

Football I like... [Thai structure]

NON-VERBAL

Moving hands and nodding

CHAPTER 5  
DISCUSSION OF RESULTS

The results of the study reported so far show dominant data of five domains under investigation: (1) Lexis or the use of words, (2) Syntax or the use of sentence structure, (3) Discourse or conversational turns, (4) interactions that occur in conversational turns, and (5) strategic competence or detectable communication strategies used in oral discourse. All full sets of lexical data and exemplified data in other four domains are presented in Tables 5-15 and can be condensed to project an overall picture of the subjects' language performance being assessed with the use of Instruments 1 and 2 as presented in Table 16 below.

Table 16:

Sum-up Points of Communication Skills of P 6 and M 3 Students

---

Lexis: Variety of words used to convey meanings with varied conceptual complexity

A mix of Thai words in the data of less proficient subjects

---

Syntax: The use of three structures: Simple, Compound, Complex  
The use of each structure determined by conceptual complexity of the intended meanings conveyed by the subjects

Evidence of broken English in less proficient subjects

Evidence of transferred structure from the first language in less proficient subjects

---

Discourse: Conversational turns appear natural in the data of proficient and functional subjects

Conversational turns reflect irrelevancy and inappropriateness in less proficient subjects

---

Interactions Verbal and non-verbal interactions appear appropriate in the data of proficient and functional subjects

Verbal and non-verbal interactions appear limited and inappropriate in the data of less proficient subjects

Evidence of cultural impact from the first language on verbal and non-verbal interactions in the data of less proficient subjects

---

Strategic Competence

Competency in the use of verbal and non-verbal strategies in the data of proficient and functional subjects

Competency in the use of verbal and non-verbal strategies limited or missing in the data of less proficient subjects

---

## 5.1 Lexis

As seen in the lexical data presented in the results part of this report, vocabulary control was dominant in the speech products of proficient subjects. The



variety of words used in conveying intended meanings was in full control of those who have acquired the language at a higher level. It was observed from the data analysis that older subjects at M 3 level naturally expressed more complex concepts or ideas in conversation with the interviewers, and as a result tended to produce more variety of words in response to the interview questions. The age factor in language acquisition was emphasized in the work of Fougere (2001).

Vocabulary acquisition is of prime importance in language acquisition (Asbeck 2008), and this kind of importance is reflected in those subjects who were less proficient and thus limited in the use of vocabulary. Those less proficient tended to respond in one or two words without placing them in any structure. This is typical of the early stage of language acquisition in which one or two words appear first, followed by an expansion or addition of words into a phrase [group of words] and a simple structure at the later stage of language mastery (Pholsward, 2006a, 2006b).

## 5.2 Syntax

Acquisition of language structure—Simple, Compound or Complex—naturally emerge at the later stage of vocabulary acquisition (Babrazai 2006, Ellis 2008). The boundary between lexis and syntax is separated for the purpose of a linguistic analysis; acquisition of syntax in fact evolves out of vocabulary acquisition in its expansion from the vertical [one word] to the horizontal pattern [group of words in a structure]. It should be noted that language acquisition at all stages evolve out of interactions with language input or immersion/ exposure. The more exposure and higher quality language input can accelerate the acquisition process and subsequently determine the quality of language output in all domains—be it Lexis, Syntax, Discourse, Interactions or Strategic Competence.

The data obtained from the P 6 and M 3 subjects at the proficient level reveal an interesting finding: the majority of proficient P 6 subjects tended to produce more developed structures than those proficient subjects at the M 3 level. However, as pointed earlier, those proficient P 6 subjects produced a smaller variety of lexical items. It is not perhaps an exaggeration to suggest that language input and exposure obtained in the home environment and the school context could account for this type of language evidence.

### 5.3 Discourse

Proficiency in speaking skills can be seen in a speaker's performance in handling conversational turns. Quite a few researchers paid attention to the use of language activities and model instruction to support development of speaking skills (Sangamuang 2002, Boonsue 2003, and Boonsompan 2008). As seen in this study, data on speaking skills with a focus on conversational turns deserve a close examination regarding the subjects' ability in handling conversational turns naturally and effectively.

It was found that those proficient subjects were able to respond relevantly and appropriately to the interviewers' questions. On the contrary, those who were less proficient responded to the interviewers' questions with language limitations. As recorded in the interview data, the interviewers resorted to speech simplification or promptings for YES or NO answer from those subjects with severely limited speech products.

### 5.4 Interactions

Interactions between the speaker and the hearer or respondent can be detected from conversational turns in discourse. The flow of speech in interactions usually determines proficiency of the speaker and how the speaker alternates the role to be a

hearer or respondent. Those proficient subjects appeared to produce a good flow of conversation with appropriate prosodic features or native-like pronunciation while those who are less proficient were not be able to move along with the conversational flow.

It was pointed out by quite a few researchers that culture plays an important role in yielding natural performance of learners (Levine and Adelman 1993, Ziesing 2001, Tan 2006). As seen in the data obtained in this study, those less proficient subjects turned back to the culture of the first language in interactions, particularly not being sensitive to extended speech required in English conversation. They tended to lean back on the Thai pattern of verbal strategies as seen in giving an answer when asked without an extension. As for non-verbal strategies, the impact of the Thai culture generates their interactions in minimal or missing eye contact, shy facial expression, and tightly composed body language.

### 5.5 Strategic Competence

Strategic competence is the final and perhaps an ultimate domain in assessing a speaker's performance. Learners at a high proficiency level can use language as a tool to support their academic achievements (Dean 2006). It should be noted that strategic competence generally refers to one's ability to communicate the intended meanings or ideas to the conversational partner. Even though the speaker may be handicapped with verbal expressions, the speaker can communicate meanings or ideas non-verbally. Those who are limited in lexis or syntax can also alternate indirect verbal expressions to show their avoidance in answering the question or diversion of the conversation topic into the nominated topic the speaker wishes to communicate with the conversational partner.

It was found that those proficient subjects showed their communication skills reflecting competence in the use of strategic competence both verbally and non-

verbally. Those less proficient and severely limited in lexis tended to resort to code switching—turning to Thai words to make their communication with the interviewers possible. This type of code switching in fact shows a positive sign in language development in that the speaker will try utmost to keep conversation continued by filling in the intended meaning with words from the first language instead of letting the conversation fail or be terminated. This is a typical performance of a learner in an early stage of language acquisition.

It should be noted that those linguistically handicapped subjects volunteered information that they joined SBS within a year or simply transferred from a Thai-instruction school. The researcher also noted that those who were exposed to the immersion approach at SBS more than three years did not produce code switching.

## 5.6 Conclusion and Implications of the study

The study has its goal on assessment of English communication skills Primary 6 and Secondary 3 in five areas: (1) lexis or word (2) syntax or sentence structure (3) discourse or conversational turns, (4) interactions, and (5) strategic competence in the use of verbal and nonverbal strategies. Research in bilingual education is a major requirement in operations of a bilingual school. Its significance is seen in both local and international literature on the significance of language proficiency assessment (Sukket 2007, Panti 2007, Kittitharawat 2008, Roberts 2008, Yanyan 2009). Satit Bilingual School of Rangsit University or SBS is no exception in this type of research. Language performance assessment is periodically conducted to ensure learners' target language development at specific levels. This study has provided findings in five language or language-related domains: Lexis, Syntax, Discourse, Interactions, and Strategic Competence. Major findings of the study can serve as guidelines for the school's academic team regarding considerations of strengths and limitations of students in the

language domains as reported in this study. It is possible for bilingual schools to assess their students' language performance preferably at the level of Primary 6 and Secondary 3.

As for implications of the results of the study, the obtained and exemplified data presented in the results and discussion part can serve as benchmarks for bilingual schools to adopt as somewhat criteria to assess their students, especially those criteria at the proficient [Level 1] or functional level [Level 2]. It is important to assess bilingual students' communication skills to make sure that their proficiency can serve as an effective tool to support academic achievements in major subject strands as required in the core curriculum of the Ministry of Education, Thailand. Such assessment can in turn help students to perform at a relatively high level on the O-Net in the subject strand of English, as shown by bilingual students at SBS. It should be noted that the identified limitations of language communication skills shown in learners' performance in the five domains could be used as contents for an enhancement program to accelerate language mastery or acquisition in weaker students. In addition, the instruments constructed with specifications could also serve as guidelines for language performance assessment in different domains as seen appropriate in particular bilingual school contexts.

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## APPENDICES

### Communication Skills Assessment

#### Appendix A: Instrument 1

A List of Guiding Questions for a 15 minute-oral interview:

- Would you like to introduce yourself briefly?
- How did you or your parents find about the school?
- What is the best part of the school you enjoy most?
- What is the part of the school you would like to suggest improvement?
- What about your favorite subjects?
- What about some interesting school activities?
- What about your teachers?
- What about your friends/ your good friends?
- What is your plan for the future?
- Is there any question would you like to ask us?

#### Appendix B: Instrument 2

##### Assessment Tool of English Communication Skills

Procedure: Students will be assigned to a fifteen-minute timeslot for an oral interview with two interviewers [one bilingual Thai speaker and one native speaker of English] and two observers [two bilingual Thai speakers]. Each interviewee's language interactions and communicative competence at the lexical, syntactical, and discorsal levels will be holistically evaluated by two interviewers on a five-point scale from 1 (high) to 5 (low) with the following meanings: 1 = Proficient, 2 = Highly functional, 3 =Functional, 4 = Sufficient, and 5 = Marginal. Two more researcher-observers will collect language features in four areas: (1) lexis, (2) syntax, (3) discourse, and (4) strategic competence or detectable communicative strategies.

##### Specifications of Criteria

#### Lexical use

- Level 1 Full control of the use of vocabulary
- Level 2 Functional control of the use of vocabulary
- Level 3 Moderate control of the use of vocabulary
- Level 4 Sufficient control of the use of vocabulary
- Level 5 Marginal control of the use of vocabulary

#### Syntactical use

- Level 1 Full control of the use of structures
- Level 2 Functional control of the use of structures
- Level 3 Moderate control of the use of structures
- Level 4 Sufficient control of the use of structures
- Level 5 Marginal control of the use of structures

#### Discoursal use

- Level 1 Full control of the use of oral discourse (relevance and appropriateness of conversational turns)
- Level 2 Functional control of the use of oral discourse (relevance and appropriateness of conversational turns)
- Level 3 Moderate control of the use of oral discourse (relevance and appropriateness of conversational turns)
- Level 4 Sufficient control of the use of oral discourse (relevance and appropriateness of conversational turns)
- Level 5 Marginal control of the use of oral discourse (relevance and appropriateness of conversational turns)

## Strategic Competence

### A. Language interactions

- Level 1 Fully appropriate verbal and nonverbal interactions
- Level 2 Functionally appropriate verbal and nonverbal interactions
- Level 3 Moderately appropriate verbal and nonverbal interactions
- Level 4 Sufficiently appropriate verbal and nonverbal interactions
- Level 5 Marginally appropriate verbal and nonverbal interactions

### B. Communicative competence

- Level 1 Fully competent in the use of verbal and non verbal strategies
- Level 2 Functionally competent in the use of verbal and non verbal strategies
- Level 3 Moderately competent in the use of verbal and non verbal strategies
- Level 4 Sufficiently competent in the use of verbal and non verbal strategies
- Level 5 Marginally competent in the use of verbal and non verbal strategies

## Appendix C: Examples of Transcribed Data of Primary 6 and Secondary 3 Subjects

### P 6 Level 1

[O and J: Interviewers; S: Student]

J: Hello, good morning

S :Hi

J: This is my student from K3

O: Can you tell us your full name first?

S: My name is [Name]

O: How are you today?

S: I'm fine today.

O: Good. My name is Oct and this is John, teacher John. You know him already right?

Today we're going to ask you some questions okay. So, you can start by telling us about yourself

S: My nickname is Jeff. My age is eleven. This year in the June, I will be twelve. And I studying in this school from K1 to P6 and next year I will be in this school. My teachers, present teachers teacher Victor and teacher Keaw. And I have many friends. I mean P.6b.

O:How many friends?

S: I have P6

O: Oh, all of P6.

S: I can be friend to all

J: Okay. Jeff, you've been coming here since K1.

S: Yes

J:You started in K1, wow.

S: Yes, my student ID is 4700035

J: Wow, you on top of it.

S:Yes

J: you have the same ID number the whole way with you?

S: Yeah

J: How much can you remember all time you've been here? You remember all your teachers?

S: I cannot remember all but I seem to remember

J: Can you tell us some names and tell us about them

S: Like teacher Dew. She teach me in P1. She tells me many things, to help me revise in the test. And teacher John in P3, he's a good teacher. I like to play with him. And, wait

a minute teacher Yim, she teach me like teacher Dew. When I in P4, I had teacher Dew. She teach me many English. And teacher Christ, he teach me science. I like science. Teacher Victor, in the present year, he teach me English. Teacher Keaw, she teach me social. Yes.

J: Okay, also present year teacher Keaw in the present year.

S: Yes

J: You told us about teacher Dew teaching you like English right?

S: Yes

J: In P4 right, teaching you English. Was it P4, teacher Dew taught you English?

S: I mean taught a lot English for the competition

J: Oh competition. I see

S: Yes, P4 in the P4 she teach me Thai

J: Oh she taught you Thai. So, you went to competition for Thai speaking?

S: For English speaking. She can teach English

J: She can help get ready for it. So, you learn a lot in that time frame?

S: Yes

J: What kind of activities you do to practice English

S: Like a speech. The speech for like practicing what is my name, age and speaking in paragraph pros and cons like that.

J: Wow. You already knew some English at that time right? You already have some English knowledge behind you.

S: Yes

J: so, already easy for you at that time.

S: yes

J: yeah. How did you do on the competition? Did you enjoy the competition?

S: I enjoy the competition

J: Good

O: what did you get? What place did you get?

S: In the competition? It calls something about like diamond, diamond. I got not very high score but I am proud of it.

J: Good, we proud of you too Jeff.

O: Okay, you said that you liked science with teacher Christ, can you tell us more about that?

S: Oh, teacher Christ teach me about interesting things. Like a his native place, Africa. About rhino about elephant and something like that. And he did a very interesting experiments in the science lab so I really enjoys it.

O: can you give some examples of the experiments you did with him?

S: Like about the setting a electricity. About moving the rulers do like this and you hair go up.

J: What did you use on your hair?

S: a ruler

J: What did you do with the ruler?

S: rub my hair

J: You just rub your hair and it stands up

S: And then the hairs rise up

J: Oh, the hair rises up from the ruler.

O: I'll try that

J: I'll try that too. I should have done that this morning. What about the balloon? You can do that with the balloon too right? I didn't know that we can use a ruler but before we use the balloons.

S: cool. Oh teacher, make me remember that this year, teacher Christ teach me again and then the midterm he uses the balloons rub many people hair. Their hair rise up too.



J: And which you think it's more effective?

S: I think it's a balloon

J: you recommend a balloon.

S: Yes

J: Okay

S: Orr.. if it not a balloon, I think it's a forss use to rub it because when I use a forks and ruler to rub my hair, it go rise up very good. Teacher Christ used it, it rise up really high.

J: Yeah?

S: When he used it on a girl

O: Have to have long hair to get really high right?

S: Yes

J: And Christ is really good with that

S: Yes

J: Okay, Jeff since you been here such a long time. Maybe you don't remember. If you don't remember, it's okay. Do you know how your mum fond this school in the first place?

S: She thinks that this will be my school. Because it's a be-lingual

J: It's a bilingual, okay. Did you know how she found out? By internet or advertise

S: She said she saw some advertisement and then she come, come to this school. And register me as a student.

J: Oh, okay. Since you've been here for so long, can you suggest something for us how you like to see us improve the school? How you think the school could get better?

S: About science. About to have many experiments and then some, some lab, more lab in science. I really like science. The most my favorite subject.

J: That's your favorite subject?

S: Yes

J: But you like to see more experiments

S: Yes

J: Okay, what other area in general, you see possible improvement can be made?

S: Possible improvement? I think we could build the arr... arr more shops in the canteen

J: More shops in the canteen, okay. Good idea.

S: Like a like the other school, I think they have something like a noodle. Something that students can buy. Something that like a snack. Must be a good snack like a chicken fries, French fries

J: So, shops for a good snack in canteen area?

S: Yes

O: You don't have snack shop in your canteen?

S: I have but I think we could include more variety of food

J: it's a good suggestion

S: Or we can say the more nutrient food like more vegetable like that.

J: That's a good idea.

S: For the students. For vegetable.

O: Are you vegetarian?

S: No, I'm not a vegetarian.

O: But you like vegetable?

S: Yes

O: Okay. What kind of vegetable that you like to eat?

S: I like many kinds. I like like a broccoli, a corn, cabbage and onion and something but I don't know which name in English

O: Can you describe what it looks like?

S: it look like green. It is green and small thing. It's a very small vegetable and we put it on noodles, on a pizza like that.

O: it's like a leaf or

S: It's like a leaf

J: it's not a Chinese cabbage. In Thai it's a ka-na.

S: Can you say again

J: Ka-naa or not. That's okay. It's a good suggestion. How about academic speaking, can you improve on that?

S: Ac-co-do-mic

J: yeah, you have any suggestion at academic area?

S: I think... improvement in sports. Like more varieties in sports in the school. Like many soccers. It's not many soccers. It's like I don't know it in Thai. It's like a soccer.

J: It's like soccer?

S: yeah

J: Describe what you do with that sport.

S: We don't play on the grass field, we play it in the solid field

J: Thai foot sol

S: Foot sol

J: It's indoor soccer right.

S: Yes, so we can play when the rain comes

J: I see. What other sport would you like to see

S: other sport? Arr.. I have no other thing to tells

J: That's okay. Tell me your favorite subject. You say you like science

S: Yes, I am very...I like to know about many things so science explains me. So, science is interesting in that way in the pass. I think it is said, so want to become a scientist

J: Oh wow, good plan

S: To be a Martian colony

J: What kind?

S: Martian .. Colony.

J: Colony

S: On the planet

J: Oh, study of planets

S: Yes

O: So, do you have a favorite star?

S: My favorite stars? I like about the astral or the in the new about two years ago one years ago there's a new planets in the solar system. I like to study that planet.

O: Do you remember the name?

S: It's not given the name yet.

O: Oh wow, you might be the one.

J: It's smaller than Pluto? Is it small planet in the system?

S: The news didn't tell. But I think it is sometimes bigger than Pluto.

J: Maybe bigger than Pluto. Is it further away than Pluto or closer...from the sun?

S: I think...in the news closer than Pluto. But not really close to the sun.

J: Still pretty far away from the sun.

S: Yes

O: Did they say that we can live there?

S: They say that's in the future they may but now they don't have abundant supply of oxygen and water

O: Um good point. Good to know.

J: Okay Jeff, tell us more little bit about your friends.

S: My friends? My best friends have likes to fold papers or say 'Or-ring-ngi'

J: Origami

S: Yes, about the Japanese to fold papers in the shapes and sometimes friends discussion in the schools. Like a ..friend tell me to do homework, we do homework, projects like that. About our school.

O: How about when you're not at school, what you like to do with your friends?

S: we out school. My friends likes to go many place in the world. Like a different countries, so I go with them sometimes. This year I will go to Malaysia.

J: You will go?

S: Yes, in 24 this month

J: This month?

S: Yes

J: Wow, two more weeks

S: Yes

J: Nice

O: Where have you been before? What was your last trip?

S: My last trip is Japanese, Japan. But my friends didn't go with me. I go to Japan and see some train stations and my dad and my mum let me go to the train station buy a tickets go to many fun place in Japan. We go to the city of electronics, we some video games plus arr somethings electronic like some computer and air conditioner.

J: So, you went to Japan with your parents?

S: Yes

J: Just three people?

S: With a Tour too, bus this is the free day that we can go to anywhere so we go to different place and come back in the evening to our hotels.

J: Okay, and let me ask you one more question. Did you say that you like to do a scientist? Tell us what you like to do in the future?

S: I like to do something about aliens, atonal, and about stars the universe and sometimes the species, and earth the change an earth surface the... the sun, the stars, because the stars is very beautiful. It's shiny in the dark and it have many stars we did explore yet. We are giving the names, so I be the scientist that give the names to some stars.

J: Nice. Very good Jeff. I notice one thing that from kindergarten 3 you were my class to P6, Your English has become you know very expansive very quickly. Tell me how, tell me what you think have been the best thing that help your English most? Your English classes or talking to friends, watching a movie, in your opinion..

S: a books. It makes my brain more improvement, develop my brain, it makes me understand a thing I can..I can speak a Thai language when I was about 3 years or 4 years like that. I can speak very early. Yes.

J: Yes, all really good answers. You can ask us a question.

:I think I don't have any in my brain.

J: Thank you very much Jeff

## P 6 Level 2

[O and J: Interviewers; S: Student]

O: Good morning. How r you today?

S: Good morning. I'm fine. Pann Panyawai

O: What's your name?

S: My name is [Name].

O: You're suppost to come on Sunday right?

S: Yes

O: Can you say your name again?

S: My name is [Name]. First name is [Name] and my second name is [Name].

Researcher: I can't find your name. Sunday, what time?

S: I have to come on Sunday like... afternoon.

Researcher: Okay, number 12 on Sunday. I got it.

J: Okay so we're going to interview now. Hi, my name is teacher John.

O: Hi, I'm teacher Oct

J: What is your nickname again?

S: My nick name [Nickname]

J: [Nickname] were you in K3 with me?

S: Ha? Yes, in kindergarten.

J: That's right. Long time ago. So, you've been in Satit for this whole time.

S: Yes

J: Ever since K1?

S: Yes, I come for 9 years

J: 9 years. Wow, that is the first year the school open.

S: Yes

J: Okay, can you introduce yourself briefly?

S: My name is [Name] and my 2<sup>nd</sup> name is [Name] . I came here for 9 years ago and I in P6B. My teacher is teacher Victor and my Thai teacher is teacher Keaw. Teacher Victor teach English and teacher Keaw teach social.

O: Social studies, Okay.

J: What other classes you have from foreign teachers?

S: Um, I think only English.

O: Do you know how did your parents know about Satit School?

S: Um, I think my mother know well.

O: Okay. What is the part of the school that you enjoy most?

S: Um, like teaching class, like math like that.

O: Can you tell me more why you like math?

S: Because I like teacher Zeth

O: Why you like him?

S: Because he's very strict and make me do well in class.

O: Any other subject that you like?

S: I like Science.

O: What you like to do in Science class?

S: Because science class have many activities.

O: Can you tell me more?

S: Like teacher Christ will show us like insect like that and to test some chemicals or magnetic like that

J: Okay, can you us any part of this school you would like to suggest improvement?

S: Um I think like. I think I don't have

J: Good answer

O: What about interesting activities that you like?

S: like festivals, like Christmas, has a show in P 1, 2, 3, 6 like that.

O: what did you do in the show?

P: Dance, Gang-num style like that.

O: who is your favorite teacher?

Teacher Zeth.

O: Tell us more

S: he likes to do (แบบ) like the club and every Friday if we pass exam we will have a fun day. Like play sport with teacher Zeth like that.

O: What kind of sport?

S: like basketball, dust ball. I'm not very good at that.

O: what are you good at?



S: Math and Science

O: How about sport, are you good?

S: No

O: How about your friends. Tell us about that.

S: My friend is nice friend. Nice for everything.

O: How many close friends?

S: like 30

O: The whole class?

S: Yes (laugh)

O: are they from kindergarten?

S: No, from kindergarten like 7 peoples or 8 peoples. I play sport with them even I'm not good.

O: What is your plan for the future?

S: I will move to Bangkok.

O: Why?

S: Because it nears my parents work place. I will go to Bangkok like tomorrow. I will study at Satit Prasarnmit School.

J: So, you change school for high school? Are you excited?

S: Yes. Yes, im excited. And two of my friend will move with me.

J: what is your plan for university?

S: I like to go to Chula. To be....I don't know yet.

O: Okay, do you have any question to ask us before you go?

S: No

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P 6 Level 3

[O and J: Interviewers; S: Student]

J: How are you doing today?

S: I'm fine, but I feel little bad.

J: How come?

S: I feel I have a headache.

J: Oh yeah. Hopefully this interview won't give you too much of headache. This is easy interview. We ask some easy question in English only about your school. What did you do in there? What you like about it. You can answer how you like to answer about it. Feel free to say how you feel about it. I'm teacher John and this is teacher Oct.

O: First of all can you introduce yourself?

S: My name is [Name]. I'm in P6A.

J: Okay, can you tell us about your age and things you like .

S: My age is 13. My guardian is my grandma. And my mum and my dad is they live in Sa- Kaew.

O: Okay

S: And this day I gonna go there.

J: Today?

S: Yes

J: Where is Sa- Kaew?

S: Near Cambodia

J: Near Cambodia border?

S: Yes

J: So, you gonna drive there today?

S: I go to โรงเกลือ

J: To where?

S: To โรงเกลือ

J: Oh

S: It's a border between Thai and Cambodia.

J: Oh okay. How many hours you have to drive?

S: four or three hour

J: Three to four hours, okay. You're going there today?

S: Yes

J: After you finish this?

S: Yes

O: Can you tell us how long have you been at SBS?

S: Um, three or four year

O: Three or four years, okay. Can you tell us what do you like about SBS?

S: I like English because teacher is very unrr kind of funny. And he always make a jokes.

J: What teacher is that?

S: Teacher Victor

J: Oh okay. So, you like teacher Victor?

S: Yes

J: And you say you've been here three or four years?

S: Yes, because I am here in P3.

J: In P3?

S: Yes

J: Can you remember any teachers?

S: Teacher Andrew umm

J: He's your homeroom teacher?

S: Yes, I in P3C

J: You're in P3C

S: Yes

J: Okay, do you know did how your grandma or your parents find out about this school?

S: Um, they learn in this university before.

O: Oh, okay.

J: They knew about the university first?

S: What?

J: They knew about the Rangsit University?

S: Yes, because they learn in here.

J: Oh, they learnt here.

O: Both of them?

S: Both them.

J: Okay, both of them.

O: Do you know what faculty?

S: what?

O: What faculty? What major?

S: Major?

O: Science or ...?

S: I like science.

O: Okay, you like science. Is that your favorite subject?

S: Yes

O: Can you tell us why?

S: Because I to see something out in this world. Like star, planets or alien.

O: Ou..okay. What did you do in the class? Can you tell us more?

S: I leaning about geologic time and rock cycle.

J: So, you like science and you like to find out more about everything outside of the earth?

S: Yes

J: would you say that the science class is your favorite part of going to school?

S: I like both English and Science.

J: Both English and Science?

S: Yes

J: Okay, that's your number one your favorite?

S: One, two..um English because teacher is more funnier than teacher Christ.

J: Okay, what is your 3rd favorite?

S: PE

J: PE?

S: Yes

J: Why you like PE?

S: because it's very fun.

J: very fun?

S: Yes

O: Why you say that? What did you do in the class?

S: Swimming and make some jokes and sometime we got free time if we do the lesson quickly.

J: Who is your teacher?

S: Teacher Tea- lay.

J: is it taught in Thai?

S: Thai

J: In Thai language?

S: Yes

J: So, you don't have foreign teacher for PE.

S: Yeah

J: You have foreign teachers for English, Math and Science?

S: Yes

J: Do you think you like to have PE taught in PE also?

S: Maybe

J: That would be fun ah. I think maybe they have that in Mathayom.

S: No, because I see mathayom student have PE teacher from English teacher.

J: Yeah, that's right. What's his name?

S: I don't know because

J: Yeah I knew before but I can't remember.

O: Are you going to stay here after you finish P6?

S: Yes, I still stay here.

O: Can you tell us more about your activities that you like to do in SBS?

S: Um, free time.

O: Yeah, what you do in free time?

S: Maybe playing card or talking or watching a movie in the teacher Zeth class. In the fun day, he will let us go to play dash ball or baseball. Ur, stay in class and watch Simson.

J: You say that you've been at SBS for three or four years, right?

S: Yes

J: What kind of things that you think we should improve at SBS?

S: Um, it's hard question.

J: I know. That's okay. You can take your time to think.

O: Take your time to think. Think about what would like to change?

S: I don't know.

O: That's okay.

J: Maybe suggestion about building or sport field

S: Maybe Thai, because most people don't like to learn Thai.

J: Okay, how would you change that?

S: Make the Thai teacher they make the easier to understand and fun and make student fun with Thai.

J: Oh, make it more fun.

S: Yes

J: And easier to understood. Okay, how is the class now?

S: Boing. It's boring.

J: It's boring yeah? How come?

S: Sometimes some student even sleep.

J: really? What make it boring?

S: Yes, I try before.

J: You cry before?

S: Yes and no one notice me. Unless someone who near me.

J: What do you think it's making the class boring?

S: Talk arr when teacher speak sometimes is boring. It doesn't have any funny ascent.

J: She speaks for long time?

S: She is very...I don't know in English อ๊ะ

J: Try me go head?

S: She is look like a devil

J: She gives a mean look? Look mean or something?

S: No, but she look very scare.

J: Look scary yeah? Look at some students with scary look.

S: Sometimes it care, sometimes it just normal

J: Okay, so you like PE that one of your favorite subject?

S: Yes

J: You like math too? Do you like math?

S: No, I don't like math because the week before the test. I have to do like this to the desk because someone do the bad thing in the classroom and usually most people don't like it.

J: So, you got angry with that person?

S: No, if people do a good thing, he be a funny teacher but mostly everyone do the bad thing.

J: I see. So, when people do the good things, then the teacher's funny teacher?

S: Yes, in the math.

J: Usually they do the bad things?

S: Yes, sometimes.

J: Tell me what those bad things might be?

S: They're talking very loud when start a class. Sometimes they even play iPhone in the class and they make a joke that teacher doesn't want in the ...when teacher teaching. And they make ar..they drawing the table.

J: Drawing on the table?

S: Yes, some of student, I have to clean the table because someone drawing.

J: really

S: Yes

J: You had to come and clean it?

S: Yes

J: Teacher asked you to clean it?

S: Yes

O: Why you have to clean it? You didn't do it right?

S: Because teacher say that arr the class that we today that we learn that no other class that learning so we have to.



J: So, everybody in the class has to help clean?

S: Someone who is a good student they don't have to. Who give the work every time and not fail the tests and have a good score.

J: Okay

O: Can you tell us about your friends?

S: In P4, my friend like to call me duck sometimes even rose.

O: Why is that?

S: I don't know.

O: Did you like it?

S: No

O: How did you tell them?

S: They tell in group. In the group. So, it's really annoying.

O: What did you do?

S: In the P6 I use the pencil and then put it in someone back. And then some of the part of a pencil is sticking his back. But, it finished now it don't have any trouble anymore.

O: Okay, what do you about that situation?

S: It's bad. Yeah.

O: What can you change?

S: Now, they don't call me now, the duck now.

O: What happened, what you going to do if that thing happens again?

S: Um, if it only one time it well I say I will never do that again. If it too many, I don't know. Because, sometimes when you got a pressure a lot, you don't know what to do you paranoid.

O: Okay, all right how about in the future or tomorrow or this summer, what is your plan for the future?

S: Go to vocation in about December go to English, England ๑๕.

O: England?

S: Yes

O: With who?

S: Parent and my grandma and my brother

O: Have you been there before?

S: Nop

O: Are you exited?

S: Yeah, but I'm not really exited now.

O: Where else have you been?

S: China umm only China oh and Singapore.

O: Really good. You've doing very well. Can you think of a question to ask us before you go?

S: Umm what do you want in the future?

O: I want to travel around the world.

S: And what happened if the world gone?

O: Good question. I might have to travel to other planet.

S: What happened if you got no money?

O: I don't know.

S: If I, I transit sneaky and then telling there.

O: How can you help me?

S: I won't help you because well I don't know where you were or where you are.

O: Oh, okay. That's another thing to think about.

S: Very good English skill. Keep up the good work.

O: Thank you very much have a good holiday.

S: Thank you.

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## P 6 Level 4

[O and J: Interviewers; S: Student]

O: How r you?

S: I'm fine thank you.

O: Can I have your name first?

S: My name is Time

O:Time. What your full name?

S: [Name]

O: Louder please

S: [Name]

J: Time is your nickname right? How you spell that

:[Spelling]

J: [Name], I'm john this is Oct. We're going to ask you some questions, so try to answer as much as you want. They are really easy questions. Just relax and tell us what you want to tell us. First of all can you just introduce yourself?

S: ...

J: Just normal introduction like what your name..

S: My name is [Name]. I am 12 years old.

O: Louder please

J: How long have you been in SBS?

S: 5 year

J: 5 years now. Okay.

O: Start again a little bit louder

S: My name is [Name]. I am 12 years old. Umm..

O: Where are you from?

S: ...

O: What you like to do in your free time? What's your hobby?

S: Play with friend

O: What kind of play can you tell us more

S: Play การ์ด

O: Play cards?

S: Yes

O: Can you explain more about the cards?

S: that's video game cards.

O: Okay

S: Arr..

O: Anything else?

S: No

O: Okay, that's fine.

J: You've been in SBS for 5 years right?

S: Yes

J: Okay, so your first year was what year?

S: P2

J: P2 was your first year. Could you remember all different teachers all the way back there?

S: No

J: Not all. Can you remember some of them?

S: Yes

J: For example who was your teacher in P3

S: I can remember the teacher from P2, P4, P5 and P6

J: Okay tell us about them

S: My P2 teacher was teacher Charity and P4 teacher teacher Christ, P5 teacher teacher Bascaw and P6 is teacher Victor.

J: Okay

O: can you tell who is your favorite one? Why?

S: ...

O: You don't have a favorite one

S: No

O: Can you tell us about Victor?

S: He's a English teacher. He teach English. ....

O: What he looks like?

S: He... arr

O: Is he tall?

S: No

O: Short? Can you tell us how high he is? Maybe you can stand up?

S: I think he is...

O: Okay. How big?

S: (use hands to tell)

O: Okay just normal not too big not too small

J: And [Name], when you say you came at SBS in grade 2 right. How can you find out about SBS>?

S: ...

J: Not sure. How your parents found it?

S: My mum is SBS teacher

J: She SBS teacher?

S: Yes

J: What's her name

S: Teacher Noi

J: okay. What grade dose she teach?

S: P5

J: You were with her?

S: No, last year she was in P6

J: Okay. So, tell me about what kind of think you do enjoy at school?

S: Arr I have many friend in this school. In P1 I only have 1 friend.

O:What else you enjoy?

S: ..um not have many homework

O: how about the environment, class room and teachers?

S: Teachers

O: What do you like the most?

S: Arr ...

O: Okay that's fine. You said that your mum is teacher Noi, what subject does she teach?

S Science Thai

O: Okay, do you like science?

S: Yes

O: Do you have to study with her a lot?

S: ...

O: How about Science English?

S: I'm not good at science English

O: Can you explain more who's teaching that class?

S: Teacher Christ

O: What you good at?

S: Science Thai and math

O: Okay. Who is teaching you?

S: Teacher Noi and teacher Zeth

O: Can you tell us a little bit more about teacher Zeth in class?

S: How to find area, degree, parameter and...

J: Okay, find the area. What kind of shapes that you have to find the area?

S: circle, triangle and square

J: circle, triangle and square. Can you do it? Is it difficult?

S: ...

J: Is it easy

S: .....

J: oh okay. I forgot already how you find the area of circle?

S: circle area is  $\pi R^2$

J:  $\pi r^2$  square. Okay, good. I see. Now, you said that you've been here for 5 years. Can you tell us how we can improve the school? Any suggestion? Anything you want to see or add to get better or anything?

S: ...

J: No, okay. No suggestion. So, you tell us that you enjoy math and science. What's your 3rd favorite subject?

S: PE

J: PE? Okay, what you like about PE?

S: Um, I like swimming and play basketball

J: Okay. When you get to play basketball?

S: in term 1

J: And how many days in a week you get to play?

S: one

J: Just one day. Can you describe what you guys do when you get together before you play?

S: ...

J: Tell me about it. You have to do what first

S: Just play

J: Just play. So, we got PE, science and math. Those are the subjects you like most.

Beside the subjects what are activities that you like to do?

S: Play game

J: Play game? What kind of games?

S: all kind

J: All kind. Okay, tell me about some of the game you like.

S: ....run

J: Telephone game

S: Telephone

J: how about sport . What you play beside basketball?

S: Na

J: what's that? Only basketball, okay. And who teaches you when you play basketball?

S:Teacher Telay

J: Oh okay. And now you don't play any more.

S: Swimming

J: Tell me about swimming class.

S: Um I can't not explain it

O: Can't explain? That's fine. Are you cold?

S:...

O: Rub your hands. Okay.

J: Tell me about your plan in the future



S: No

J: Don't have yet.

S: Don't have yet

J: What about just for like this summer? What you think you gonna do?

S: stay at home

J: Okay.

O: how about next year?

S: Umm ..... Maybe

O: how about school next year? Where you're going?

S: SBS

O: Still at SBS.

S: Yes

O: Okay

J: you think you ga anywhere for the holiday?

S: No

J: No. Would you go out town some where else

S: No

O: Like to stay home?

S: Yes

J: What kind of thing to keep busy during the day when you stay home?

S: Play game

J: Play game. Do you have a game natindo also.

S: only a game computer

J: okay. Have you ever been on a holiday around Thailand?

S: ...

J: do you have a favorite place you like to go?

S: ....

J: No. Tell me about sometimes you on holiday

S: umm....

J: That's okay. We've been asking questions. You've done very well. Thank you very much.

### P 6 Level 5

[O and J: Interviewers; S: Student]

O: How are you? Feeling alright? What's your name?

S: [Name]

O: [Name]? Okay. First of all would you like to introduce yourself briefly?

S: .....

O: Tell us your name. What you like to do. Anything you like to tell us.

S: .....

O: No. Do you come with your parents? Mum and Dad?

S: .....

O: Yes. How long have you been studying at Satit?

S: .....

O: Is this your first year at Satit?

S: .....

O: Yeah. Are you from P6?

S: .....

O: Can you tell us about you at Satit?

S: .....

O: That's okay

J: That's okay. How old are you?

S:.....

J: Not sure. I'm 38 by the way.

O: Okay, tell me your name again. My name is..

S: My name is [Name]

O: What do you like to do in your free time? What do you like to play?

S: Play football

O: Play football? And you have a lot of friends at Satit

S: Yes

O: How many?

S: .....

J: Do you know any body parts in English? What do you call this?

J: Can you call hair, hair? Say hair

S: Hair

J: H- A- I- R Hair

S: H-A-I-R Hair

J: Hand

S: Hand

J: What do you call this? Start with f

S:.....

J: Fing. Start with Fing

S: Fing fing

J: Fingers Fingers

J: What about this? With E. What is it? Think think hard E A Ear

S: Ear

J: What is this? You want to try? Try

S: Try

J: Yeah, not so bad. What about this? How you call.. E Y E

S: Eye. E Y E

J: Ah, do you have teacher? P6 teacher? Teacher name.

S: Teacher Victor

J: I know teacher Victor. Victor's from America? Tell me about him.

S: Um

J: Tall Victor tall. Tall

S: Tall

J: How tall? Could you get up to the wall? Yeah, how tall. Good

O: Is he big or small?

S: Small

J: What about his hair? His hair black or brown like this?

S: Yeah

J: Brown. Victor got brown hair that right.

O: How about the length?

S: Short

J: Good job. Thank you

### M 3 Level 1

[O and J: Interviewers; S: Student]

:My name is [Name]. Im 16 years old. I was born on ...October 1977. I study at Satit Rangsit School University. Im grade 10, Mathtayom 4. That's it. I can't say "S"

J: Okay. Tell me more about SBS. How long have you gone there?

S: 3 years. Grade 4

J: What did you do before Grade 4?

S: My brother finished grade 6 and my mother was looking for school so Satit School.

J: How you like it?

S: Good

J: Do you remember your primary teachers?

S: Yes, teacher Dew my Thai teacher.

J: Is she still there?

S: Yes, she still teach there

O: What you like to do at school?

S: Umm.....I don't know. Activities..... Nothing special. Drawing pictures. I like to draw. My drawing is kind of Japanese style. I learn to draw by myself. I draw quite good.

O: How about subjects what subjects you like?

S: I like English. The teacher is great. He's open mind. He's from Australian, teacher John. He plays basketball.

J: Tell me more about your English class. What you like about it?

S: I like conversation not much work... He lets us watch movies, American movie.

J: what do you do on your weekend?

S: I don't really do anything on my weekend. Most just rest and sleep.

J: Do you live around here? How do you come to school?

S: I live in Patumtani. My mum drive here.

J: Can you tell us about your friends?

S: My best friend is [Name].

J: He's from SBS?

S: Oh yes.

O: He likes to draw as well.

S: No, he doesn't like to draw.

O: when you finish SBS. What do you like to do in the future?

S: Be a doctor. Muscle specialist. I like to go to Pramongkut University

O: Do you have a good grades?

S: Yes, 3.54

O: Good job

S: Thank you

O: Would you like to ask us anything?

S: Why you do this?

### M 3 Level 2

[O and J: Interviewers; S: Student]

O: well we just gonna ask you some questions- some general questions and you just have to try to answer as much as you can. We just wanna see how well you can speak English for this research. This is John and I'm Oct Ok so just first of all introduce yourself and tell us about yourself.

S: My name is [Name] I'm study in M4

O: Could you speak louder

S: Ok I have one brother, young brother and I live with my uncle, I didn't live with my father and mother be cause his house is very far from there. And my father and my mother doing bus business, kind of food to send to Japaneese yes and my uncle and my aunt have business at Taiwan, yes, and I thi8nk I study at SBS is ok but is more I think is like we do the lab , don't have the chemmy or the thing can do because he very old. And we study, some teacher doesn't teach very well. Um I think I do in math is very well but in science is so so, uh in English is so so. I'm study here for five years

O: 5 years?

S: Yes I'm have uh I study here with my brother and my sister, yes, and mmmmm mm eh, uh..... (pause)

O: That's ok. What do you like to do in your free time?

S: Sometime I reading a book and listen to music

O: What about activities at school , what kind of activities do you like to do at school?

S: MMMM I , I don't have much activity because if after school I have to go home. I cannot wait. But sometime I go to the library or go to the gym to play badminton

O: At SBS?

S: Yes

O: You join any club at SBS?

S: No

O: Any club you'd like to have at SBS?

S: I I like music. Yes. I like to play piano

O: Can you play piano?

S: Yes If because in my young, I go to learn piano every Saturday and Sunday but now I don't go because I don't have much time.

O: Ok well can you tell us what you enjoy most at SBS?

O: Hmmm um I'm enjoy..... I enjoy to learn at SBS but and with friend, but sometimes pass a problem with friend or teacher uh because uh some teacher didn't teach very well. I cannot understand they teach me, yes. I have to go to another teacher to help me.

O: Can you tell me what kind of subject?

S: Like history , yes

O: Thai or English

S: English, like history or biology

O: So have you ever asked the teachers to help?

S: Uh sometimes I ask but I don't understand. I have to ask another teacher can help me

O: Ok. When you ask another teacher, is it also English uh well foreigner guys or expat teachers, or Thai teachers

S: Um I ask other English teacher yes, but if have sometime in uh biology, I have to ask Thai teacher because I cannot understand the teacher teach like that chapter or what.

O: Can you tell us more about the problem, like when you say that teacher is not good with teaching

S: mmm like sometime they coming in class they have to teach but they didn't teach. Have a play computer or give us uh work and we do work but he didn't help or what he play computer or walking around in the class yes.

J: Were there many teachers who do that kind of thing or just one or two?

S: One or two

J: Have you found that to be the case throughout your time at SBS like every year there's been some teachers who are like that who just give you work

S: Yes every year

J: But then there's some teachers that are interactive

S: Yes

J: So it just depends

S: Yes

O: When you say every year is that different teachers or the same teachers?

S: No, different teachers. yes

J: And are some of those teachers still there now?

S: Yes

J: The one's that you've had in the past

S: Yes, some teachers.

O: Ok so, do you have any suggestions about what you want the school to change or anything like that?



S: Uh, I want uh have, have nothing like . we have to the lab but not have the thing can do the lab .... can do and want yes, and in sport - I want to they give they change the don't have much badmitton or basketball. Its sometimes we cannot play because just have uh

O: Equipment?

S: Yes.

J: Going back to what you said about some of the teachers being interactive and some of them not very interactive - so basically you think you could have learned more English if you'd had more interactive teachers for every year..

S: Yes, I can I can I learn more language

J: You learn more language..

S: Yes

J: And right now I think your English is pretty strong. Do you feel like you've learned a whole lot of English at SBS through school, or do you have other ways that you've learned also like through movies or you tube or like you know talking in English with friends, or do you think it's a combination of everything?

S: MMM I didn't talk to friends much in English and didn't learn English uh after school or I'm learn in SBS

J: Just through SBS

S: Just in SBS

O: So your happy with your improvement?

S: Yes

O: Can you tell us where you see yourself in the future?

S: MMm Myself..

O: What is your plan for the future?

S: MMM um In my future, I think I will mmm if I er I think I will learn about business and will go back to help my father and my mother. Yes because as my my father has five factories. Its very much yes. I think I will go to help them yes.

O: Where do your parents live?

S: ????????

O: So you think you want to study some kind of business and then go back to help them?

S: Yes

J: I'm sorry, what is the business again?

S: Um a kind of food.

J: Send food to Japan

S: Yes

J: What kind of food do you send?

S: Uh in, have food and vegetable, is like uh chili, green chili, and have uh..... I cannot remember. Is very much

O: Is that all Thai food

S: Yes Thai food have, and have dog dog food, is made from chicken. Yes.

O: Can you tell us the company name

S: The company name is.....

O: Or the brand.

S: Uh,, MM, If the dog food, is PPS food, and with uh vegetable, is song silly.

O: Song seelie

:Yes

J: Can you explain a little bit how it works. For example, do you all own some farm land and you have people work the land, then you take the product and send it, or do you

guys just have connections with other farms where you buy things directly from other farms or markets and then import it?

S: Um, we buy, buy from the farm, but we have to uh come and change and check. Some is uh,, we have to watch them is ok or not because Japan is very fixed in uh in their products. Yes. Very fixed and or, if not send to but is not ok, we have to..... we have to get them back and have to, send, yes send the money to them.

J: And what kinds of things to you have to check for? I mean do you just mean for quality or is there other things like uh, like the way that they grow it like they put some chemicals on it and you have to make sure that they don't have the chemicals?

S: Yes all of them have to um, first have to look at the goal and the finally look at the when we send already, yes. If one or all is not ok, they will send back them all.

J: Ok, so if just one thing is not right,

S: Yes.

J: you have to do it over

S: Yes

J: and reimburse the money also

S: Yes

J: And does that happen very often, or are you guys pretty good at checking

S: MMM I think we pretty good at checking, yes

J: Pretty good? How long have you had this kind of business?

S: MMM (counting in Thai) about five to six year.

(question inaudible)

S: Yes is have much a I cannot remember or ....

(inaudible)

S: PPS dog food, yes. MMM um we use from the chicken, but we do it , is not very mmmm

Researcher: Spicy?

S: No, is not spicy , is like a some dog cannot eat eat very well?

Researcher: is it dry, or kind of soft/moisture

S: Yes is very, yeah, some soft.

Researcher: yeah, moist, soft, Chewy, chunky?

S:Yes, like, like that

Researcher: What flavor, salmon?

S: MMMM

(Researchers discussing dog food then asking about the logo)

S: Uh, I didn't see the logo now because the uh, mmm

Researcher: produce? Do you produce, or them

S: Yes, um my father just start the dog food, yes.

Researcher: so do you know what breed?

S: Yes, I didn't see the package, but they start in three or four months

Researcher: General ones, or little ones or .... big ones small ones, what breed?

S: Uhmm both of them

J: Do you guys have a factory that makes the dog food now? Or is It like the vegetables where you buy from others...

S: No, um now have the factory

J: Oh, so you have the whole process which can take care of it..

S: Yes yes.

J: So its kind of a brand new brand that just went on the market?

S: Yes, new brand, new brand

(inaudible)

J: Will you sell it in Thailand too, or just only in Japan?

S: I think will sell in Thailand too.

O: (wraps up the interview with no questions offered by student)

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### M 3 Level 3

[O and J: Interviewers; S: Student]

J: What's your name, and tell us a little about yourself.

S: Um my name is [Name]. I am fifteen years old, I study at Satit Bilingual School. My hobbies basketball

J: Basketball

S: And ride bicycle. I ... .. study Mathayom 4 and ..... ..

J: Ok how long have you been going to SBS?

S: Um... ..How long I at school?

J: Right.

S: I ..... .. uh study at um ..... .. primary 4 and until um grade six and I go um Sintersain, and come back in Matheom 3.

J: Ok, so you went to St. Joseph for two years?

S: Yeah

J: Ok, St Joseph is where exactly?

S: In Muang Ake.

J: Oh its in Muang Ake. Near our school right? Ok on the way to like Future Park if you go the back way.....

: Yeah

J: Ok, its on the right, it has a big soccer field. And how did you find that school - St. Josheph?

S: Um..... .. My mom , my um..... my mom friend, and she teld about school

J: Ok. So then how did you find out about SBS?

S: I don't know.

J: You don't know. Do you remember anything about the years you spent in primary? ...

Not much? Do you remember any of your teachers?

S: Umm.. I remember - can remember year one name

S: What was her name?

S: Can't remember

J: Oh, you can remember, but not her name. That's ok. .... You uh..... Are you pretty happy with SBS? Is it a good school?

O: Stay until M6?

S: Yeah

O: Yeah?

J: What kinds of things do you like about it?

S: Um.... the school..... mm PE and ..... basketball

O: Your on the school team right?

S: Yeah.

O: Have to do competitions with other school?

S: Yeah.

J: You have to play at other schools? Do you go there, or do they come here?

S: Um..... both

J: Both? How often do you play games?

S: Two times or in one term.

J: Per week, or do you mean the whole term?

O: Term.

J: Oh just one or two times the entire term. Ok. And do you wear uniforms when you play?

S: Uniform?

J: Do you have a basketball uniform?

S: Yeah

J: You do? What color is it?

S: White.

J: White, SBS logo?

S: And it have a red

J: Red stripe? Ok. And are you guys pretty good?

S: Uh, don't know

O: Do you win most of the time?

S: Again...

O: Do you win most of the time?

S: Ooooh. uh..... yeah

O: Or 50/50

S: 50/50

J: Do you have referees? When you play a game, do you have a referee?

S: Um..

J: You know like a guy with a whistle to call the fouls...

S: Oooh.

J: Do you have a referee?

S: yeah

J: And he's not from either school? Not from SBS and not from the other school, he's neutral? Oh. Ok. Who's your coach?

S: Teacher Gai.

J: Teacher who?

S: Gai

J: Teacher Gai.... A Thai teacher?

S: yeah

J: And is it a man or a woman?

S: Man

J: He teaches PE also?

S: No PE umm Geography.

J: Geography. Ok Do you guys practice every day?

S: Uh, last year, every day. but I ..... lazy (laughing)

J: Lazy? So they still practice every day, but you don't always practice.

S: Yeah.

J: What about uh... Since you've been at SBS for a long time, can you tell us what you would like to see improve at the school?

S: Uh..... Don't have.

J: Nothing at all? Anything about the buildings or the equipment or food or teachers or anything?

S: Oooh..... Food. Food

J: Food number one huh?

S: Yeah.

J: What would you do about the food?

S: Uh ..... ..

J: How would you change it? If you were the manager of the cafeteria, what would you do? If you could spend all the money you needed, what would you do to change it?

S: Um.... Macdonald every day.

J: What was that?

S: Macdonald every day.

J: That sounds like my diet. And anything else you'd like to see improve or change about the school?

S: Um, in class have table and chair.



J: Tables and chairs? Are they like old?

S: Yeah

J: Broken?

S: Broke

J: Uh huh, so they need new ones or they just need to fix the old ones?

S: New one.

J: They need new ones, Ok. In all the classrooms or just some?

S: All class

J: All classes, Ok. and uh, do you stay in the dorms, or do you live off campus?

S: Um, at home in Muang Ake.

J: In Muang Ake. Ok. How do you come to school?

S: Drive.

J: Drive yourself? Do you have a car?

S: Yeah

J: Do you have a driver's license ..... Do you have a driver's license?

S: Driver's license?

J: A driver's license is like you know, a little card that says you can drive in Thailand.

S: Oooh. No (laughing)

J: How old do you have to be to have a driver's license?

S: Eighteen.

J: You have to be eighteen? How old are you?

S: Sixteen

J: Oh, Ok.

O: A few more years. But just drive around Muang Ake?

S: Yeah

O: Yeah, have you ever driven out of Muang Ake as well?

S: Yeah.

O: Yeah, as well, ok.

J: Have you ever driven into Bangkok?

S: Yeah.

J: Yeah. Have you ever driven on the freeway?

S: Yeah.

J: On the freeway, yeah? Have you ever driven to China?

S: China? No no.

J: No not that far. Lets see, tell me more about some subjects you like at school besides PE.

S: Um..... ... Art. and

J: You like art?

S: Thai.

J: Art and Thai? Ok. Um, tell me about your teachers.

S: Who?

J: Um, pick one.

O: One's that you like, one that you don't like.. Anyone..

S: Um.. My homeroom teacher, teacher John]

J: Homeroom teacher? Who is it?

S: Teacher John

J: Ok.

S: Uh .....

J: Tell me about him.

S: Pud mai tuk.. mai tuk.

O: Its ok, just try.

J: He's a nice guy?

S: Uh... When I come school late one minute, he, ..... uh, write... one hundred. One hundred times.

O: The whole page?

J: One hundred times? What do you have to write?

S: Change every day.

J: It changes every day.

O: It's like a sentence?

S: Yeah

J: Like 'I will not be late'..

S: Yeah

J: So, and you like that?

O: So you like John? He's your homeroom teacher?

S: Good.

J: Where's he from? Is he from like Europe or America?

S: I think Europe.

J: Europe. I think I might know him. Is he like short guy?

S: No, he tall and ....

J: Tall and muscular guy.

O: I thought he used to play basketball.

S: Yeah. He play basketball at school.

J: Oh, he's from Australia.

S: Yes. Um last year, he very long hair and this year he short.

J: Short.. I know John. Yeah. He's from Australia. He has two kids who go to kindergarten.

O: Do you play basketball with him? Cause I thought he likes to play basketball.

J: He did yeah. he used to go play all the time. Now he's changed to cricket.

O: How about your friends? Who do you hang out with? What do you do with them?

S: Meuw

O: Meuw?

S: Yeah.

O: Ok

S: And ..... um..... I don't know. Every Friday, go Future, Central Chegwattana and play games.

O: What kind of games at Future? Future?

S: Future and Central.

O: And Chengwattana...

S: And uh ....

O: Oh, like a game center?

:Yeah.

O: Ok. Other activities that you like to do with your friends besides playing games? Do you go somewhere together like outdoors? Driving somewhere together?

:Yeah, ..... um..... Hall Bandit

O: Oh, to the dormitory? Bandit dormitory? So you got friends there?

S: Yeah.

O: Ok. What do you do there?

S: I don't know, um walk around.

O: Oh, Ok.

J: How about when you have like a long holiday from school? I know that you have a lot of holidays - time in October, time at Christmas, like two months in the summer.. Do you travel? And , or do you stay around your home, what do you like to do?

S: Um..... I .... .. I want to go the last summer.. Go to Veepet, Beepet

J: Where?

S: Veepet I went to Veepet.

J: Oh, Veepet. Where is that?

S: Uh..... .. .

O: Where is that? Is it north, south, ..

J: Its in Thailand?

S: Yeah , is.

O: South?

S: Uh... .. (inaudible)

J: Is it at the beach?

S: Yeah.

J: Oh, ok. Like on the way to Phuket? That same side? Did you drive the car there?

S: I'm go with my family, family.

J: Your family. How long did you stay there?

S: Two week.

J: So you say you like Art and PE mostly at school right? and what about, what do you think about when you graduate from SBS, what do you think you might do?

S:.....

J: Do you have any plan about what kind of college you might want to go to?

S: Oh... No

J: Not yet.. Are you interested in any job of a certain kind, or are you still thinking about it?

S: .....

J: I see. Ok. Um.. What else do we want to know Oct?

O: I want to ask what you want to do in the future.. After graduating, what do you want to be?

S: Don't have think.

O: Have you thought about it?

S: No

O: What would you like to learn in the future, or like what university? Any plan?

S: No

O: How about right now, what subject do you like the most?

S: Art

O: Art. You good at drawing?

S: No.

O: But you like to draw?

S: .... (Inaudible)

O: you like to draw, Ok. Cause one of your friends, Posh, or someone likes to draw as well - cartoons. Yeah. You know him?

S: Yeah.

O: Yeah, yeah

S: Know him very good.

O: Cheevit I think. He love to draw. Can you draw the same thing as him? Ok.

Researcher: What is your GPA

O: Your grade?

Researcher: ... (inaudible)

S: uh.. ... two

O: About two?

S: Two.

J: And what do you like better? Do you like having classes in English or Thai better? I know that you have biology in both languages right? And Chemistry in both languages - so which one do you prefer?

S: Thai

J: You prefer Thai. In all subjects yeah?

S: Yeah.

J: Yeah? And I know that you have about four or five different science classes. So do you like some of those more than others?

S: I'm ... I am... choose math. I don't have biology. I have five

O: Five subjects?

J: No biology?

S: No biology.

J: Do you have Physics?

S: Only science.

J: Only general science? So tell me all the classes that you have in one day.

S: ..... Two math and one English, um Thai math Thai.

J: Thai and math Thai. Ok. How long is each class?

S: 50 minute

J: How many?

S: 50 minute.

J: Ok. Alright. Is there anything you would like to ask us?

S: Nothing

J: Nothing?

Researcher: I have one question. Have you heard about Parwa? The accident on the freeway? She was your senior. Did you hear about the accident? The van fell from the expressway.

S: Ooooh.

Researcher: Parwa is your senior. Student. One thing is a concern is that your fifteen and if you have an accident, your whole life changes.

O: So be careful.

Researcher: so be careful Ok...

O: So drive home carefully - thank you for today

J: Thank you

S:Thank you

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NOTES on Two Progress Reports for SBS:

- Progress Report 1 to SBS Board Meeting on 5.06.13  
Report on the preliminary analysis of P 6 data
- Progress Report 2 to SBS Board Meeting on 17.01.14  
Report on the preliminary analysis of M 3 data

End of Text

มหาวิทยาลัยรังสิต  
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