



**THE EFFECTS OF MEDIATED PROMPTS AS DYNAMIC
ASSESSMENT INTERVENTION TO ASSIST STORYTELLING
TASKS ON YOUNG STUDENTS' ENGLISH SPEAKING ABILITY**

BY

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Abstract

This study aimed 1) to design mediated prompts as dynamic assessment (DA) intervention to enhance young students' English-speaking ability in storytelling tasks and 2) to explore the effects of the designed mediated prompts as DA intervention on English speaking ability of young students. The research was conducted into two phases. The first phase involved the design of mediated prompts as DA intervention to assist students' in improving their English-speaking ability in storytelling tasks. Ten students from K3 level were selected as participants for this phase. In the second phase, the research aimed to explore the effects of the designed mediated prompts as DA intervention on the English-speaking ability of K3 students. Twenty K3 students were selected for this phase to assess the impact of the intervention. This research was conducted in an international school in Thailand and lasted for 8 weeks. The first phase illustrated the process of designing mediated prompts: 1) designing, 2) planning and organizing, 3) offering mediated prompts as DA intervention in storytelling tasks, and 4) observing, evaluating and adjusting. The result of second phase indicated that the DA intervention with designed mediated prompts had a positive effect on K3 students' English-speaking ability in storytelling tasks. This study will benefit educators by providing insights into designing and applying mediated prompts during DA intervention in storytelling tasks for young students, ultimately improving their English-speaking ability.

(Total 99 pages)

Keywords: Dynamic assessment, mediated prompts, intervention, storytelling, young students, English speaking ability

Student's Signature Thesis Advisor's Signature

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Abbreviations and Symbols

Symbol	Meaning
DA	Dynamic Assessment
ZPD	Zone of Proximal Development
MLE	Mediated Learning Experience
EFL	English as a Foreign Language
IOC	Item Objective Congruence
MLU	Mean Length of Utterance
MLO	Mediated Learning Observation
SRST	Story Retelling Speaking Test
EBB	Empirically derived, Binary-choice, Boundary-definition scale

Chapter 1

Introduction

This chapter of the thesis begins with the background of the study and statement of problems that suggest why it is necessary to explore the design process of mediated prompts as DA intervention and to investigate the effects of DA intervention on young students' English-speaking ability in storytelling tasks. Secondly, this chapter also elucidate the research questions, research objectives scope of the study, limitation and significance of the research.

1.1 Background and Problem Statement

1.1.1 The Importance of Assessment in English Language Teaching

Assessment plays a critical role in both English language teaching and learning process. Through the assessment, teachers can gather the information about students' current level of knowledge, skills, difficulties in foreign language learning (Tosuncuoglu, 2018). The result of assessment can provide an opportunity for educators and teachers to evaluate if their teaching techniques or methods work or not (Kaufman, Guerra & Platt, 2006). It can also help to diagnose students' learning strengths and weaknesses related to current curriculum arrangement and classroom activities. Based on the conclusion of assessment, further curriculum can be designed to stimulate students' learning motivation and better teaching techniques can be applied to scaffold students' learning process.

There are various assessments for English students, depending on their age, education background, culture, usage requirements and etc. However, not all of the assessments are considered effective or acceptable, and not all of the influence of assessments can lead to positive attitude of learning. Some researchers argue that the inappropriate assessment methods and contents can evoke negative memories for students, such as anxiety, embarrassment, stress and fear of failure. Moreover, students' motivation of language learning can be considerably reduced because of the unexpected outcomes (Berry, 2010).

1.1.2 Dynamic Assessment and Storytelling

To apply or design an assessment, it is important to focus on the needs of students and to always place students as the central. Assessment should have the function of gathering information about students' awareness, understanding, perception and attitude of learning. Dynamic assessment (DA) is the type of assessment that not only concludes all the above elements, but also combines teaching and testing in a unitary instructional intervention (Safdari & Fathi, 2020). In DA, the interaction between teacher and student plays the important role as capturing current knowledge of students and passing potential knowledge for students (Regan, 1998). Distinguished from the traditional assessment, teachers in DA provide mediation as a series of prompts, as a respond of students' error and the underlying development in language acquisition (Herazo, Davin & Sagre, 2019).

For the young English Language students (ELL), picking up mediation material besides teachers themselves can be very delicate and complicated. Although storytelling is known as one of the most popular activities in early childhood, the value behind it has been neglected in a great extent. First of all, instead of looking at the books during story reading activities, storytelling requires much more interaction between teacher and students. When children share the story, without the pictures to show, they

are obliged to explain the story using abundant body language and vivid facial appearance. Moreover, they will be engaged in inevitable eye contact with teacher and the other students, which increase a greater detail of the teacher-student interaction (Zeece, 1997). Secondly, without the guide of vocabulary and sentences showed in story books, the method of storytelling offers plenty of chances for the young students to use their own language that they have achieved to illustrate the picture. During this process, teachers can easily examine students' current oral language level, so that the teachers can design and arrange the curriculum according to the student's potential speaking ability.

1.1.3 Storytelling and Oral Language Development

Oral language is considered to be the crucial part of a child's literacy development (Aldridge, 2005). Acquiring speaking ability is the first step for the interaction with social community in the future (Zuhriyah, 2017). Developing oral language means developing the skills and knowledge that goes into other aspects of language skills, such as listening, writing and reading. The loss of any part may cause some difficulties in communication for children and adults. For instant, the idea expression can be constricted from the shortage of vocabulary, the conversation can be interrupted from the loss of fluency, the communication can be misunderstood from the deficiency of pronunciation.

Storytelling has been proved to have significant positive effect on language development as mediation, especially in terms of oral language achievement (Genishi, 1988). It can be used as a teaching strategy to improve English students' comprehension, vocabulary, grammar, and pronunciation. Storytelling can also create an effective learning environment for young English students. In storytelling event, young students have more freedom in making up stories with given elements and repeating phrases or refrains (Roney, 1996). Colon-Vila (1997) agrees that by understanding the schema of

story, young children can develop skills in oral communication. Furthermore, Collins (1999) found out the relationship between storytelling and experience forming. She believes that the framework of storytelling can provide children with a model of language and thoughts that they can imitate.

1.1.4 Problem Statement

The benefit of dynamic assessment is quite clear according to the previous research. The mediated prompts are one of the most common interventions that used during DA intervention. The previous research illustrated very clear and comprehensive that mediated prompts as DA intervention can enhance young students' English ability in general. However, majority of previous research tend to apply the previous theory and prompts as DA intervention. The process of mediated prompts design was rarely seen or explained. According to the characteristic of DA intervention, the mediated prompts should fit individual student's strength and weakness to stimulate their potential ability. In other word, to further investigate the design process of mediated prompts as DA intervention can stimulate young students acquire not only over-expected development in speaking ability, but also more efficient and interesting atmosphere in the learning English as Second Language classroom.

Moreover, storytelling as one of the most common activities in kindergarten, is unfortunately considered as a leisure activity instead of the essential. It is commonly arranged during the less important time in the daily activities in the kindergarten, such as a short period of time for preparing students to go home or a 10 minute break time between lunch and nap. In most of kindergartens' classes, the importance and advantage of dynamic assessment has been underestimated. If the importance of storytelling can capture more attention from teachers or educators, the curriculum can be carefully designed and arranged.

Overall, this study combined the design process of mediated prompts as DA

intervention and the effects of DA intervention with designed mediated prompts on young students' English-speaking ability. Thus, young students could be scaffolded with targeted mediated prompts as DA intervention during the storytelling tasks to improve their English-speaking ability.

1.2 Research Objectives

This research aimed to explore the design process of mediated prompts as DA intervention and to investigate the effects of DA intervention on young EFL students' English-speaking ability by applying designed mediated prompts in storytelling tasks. As mentioned before, DA provides a better opportunity to scaffold individual student's development if the teacher applies appropriate mediated prompts. Furthermore, due to the different learning characteristics of young students, it is necessary to create a more suitable learning environment and explore more effective teaching methods. Therefore, the research objectives for this study were:

- 1) To design mediated prompts as DA intervention to assist young English students' English-speaking ability in storytelling tasks.
- 2) To explore the effects of the designed mediated prompts as DA intervention on the English-speaking ability of young students.

1.3 Research Questions

Research questions set up for this study were:

- 1) How mediated prompts are designed as DA intervention to assist young students' English-speaking ability in storytelling tasks?
- 2) To what extent does the designed mediated prompts as DA intervention affect English speaking ability of young students?

1.4 Significance of Study

The content of the study determined the effects of the designed mediated prompts as DA intervention on the English-speaking ability of young students. The value of this study can be beneficial in several aspects.

From the perspective of young English students, storytelling can guarantee an interesting and relaxing learning atmosphere. Speaking ability in any kind of language is an essential gate leads to more knowledge, culture, and the outside world. An attempting storytelling activity can easily catch young students' attention and reduce the distance between teacher and students. DA intervention assured the flexible evaluation process without anxiety, frustration and other negative emotional reactions of students caused by other score-based tests.

For the teachers and educators, the study may shed new light on teaching and assess methods. The DA intervention allows teachers to gain insights about students' potential ability. By diagnosing weakness of lagging students, more specific teaching methods and material can be designed for certain goal. The multiple choices including traditional assessments such as answering questions or worksheet can be combined and compared together in order to create a student-center learning environment. Furthermore, gathering concepts of mediated prompts, DA and storytelling, the research gave a guidance to the teachers who do not know how to arrange an efficient storytelling class.

Moreover, this research emphasized on the importance and practical value of mediated prompts as DA intervention and storytelling tasks. The curriculum designer can help to broad the concepts and give instruction into the general educational scaffolding.

1.5 Conceptual Framework

This study aimed at DA intervention using a series of mediated prompts to improve young students' English-speaking ability in storytelling tasks. The research framework was planned with a pretest-intervention-posttest structure of DA. As shown Figure 1, pretest of English speaking via storytelling were given to young students of which a marking scheme was judged based on a non-DA before intervention. The mediated prompts as DA intervention to help young students in their English storytelling tasks were taught to the young students. After that, the post-test of English-speaking test via storytelling were given to young students of which a marking scheme was judged based on a non-DA assessment.

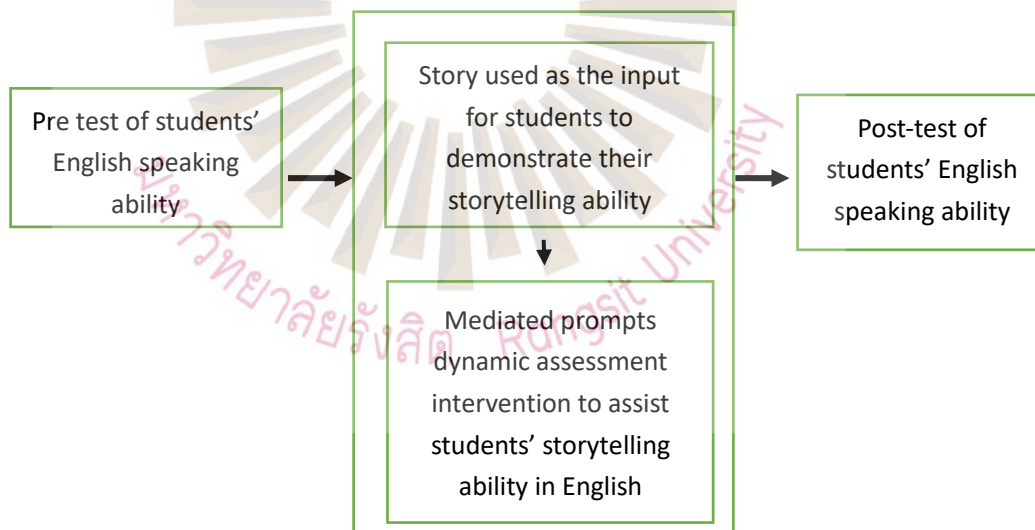


Figure 1.1 Conceptual framework of the study where test-intervention -test structure of DA was applied.

1.6 Scope of the study

1.6.1 Contexts of the study

This research was carried out in an international school in Pathum Thani, Thailand. It is a private school which meets the standard of ministry of education in Thailand and supervised by an educational graduated foreign educators and consults. It is a small-scale institute with 72 students from age 2 to 6 years old, and 9 teachers from speaking English as Second Language countries and 1 native speaking teacher. The students are divided into 4 levels (Preschool, K1, K2, K3) according to their age. The curriculum of this school includes 7 different subjects, they are science, mathematics, English literacy, art, PE, and music. All the subjects are taught in only English, and students are always required to speak English even during playtime.

This research was designed to implement with a class of 10 young students from K3 level to explore the design process of mediated prompts as DA intervention. Another 20 kindergarten students from K3 were selected to investigate the effects of DA using prompts in storytelling task for 8 weeks on the students' English-speaking ability.

1.6.2 Population and sample of the study

The population of this study was 72 students in total from 2 to 6 years old. These students were selected according to following criteria.

The inclusion criteria contain:

- 1) The attendance of students needs to be stable to control their time of speaking English and participation in the experiment.
- 2) Students who are proficient in English will be recommended by the teachers in the school to ensure the participants can understand researcher's request during tasks.
- 3) Only participants whose parents/caregivers and themselves gave

comparisons consent are included in the study.

The exclusion criteria contain:

16 toddlers with ages range between 2 to 3 years old who have not yet a certain ability to express themselves with words, phrases and sentences or they may not be healthy at the time the data are collected.

The withdrawal criteria of the participants contain:

The participants who may not want or those whose parents are unwilling to let them to attend the DA treatment can withdraw from the sessions at any time when they want to without explanation.

1.6.3 Variables

The independent variable of the study was the mediated prompts as dynamic assessment intervention to assist young students in the storytelling tasks and the dependent variable was young students' English-speaking ability before and after the intervention to examine the effects of mediation prompts dynamic assessment.

1.7 Limitation

This study used wordless story books as mediation to measure students' speaking ability. The stories' topics and themes were mainly about daily life of a little boy and his family, so the students can combine their own life experience to tell and retell stories. However, as many studies verified, different forms and themes of stories, such as fairy tale, folktales can affect the result of speaking ability. On the other hand, for the students who already developed reading ability, story books with texts can also differ in comprehension and expression of the story.

The study population and sample were targeted at kindergarten children in Thailand. The Thai culture has its own uniqueness, the students tend to be more prudent

and modest when talking to teachers. And because of particularly mode of this small-scale school, the findings may lack of generalization and can only be applied in this school.

1.8 Definition of Terms

Dynamic assessment (DA)

It is a pre test – intervention - posttest procedure to test students' speaking ability individually. The DA helps teachers and researchers to look into students' current weakness and potential ability. During the DA, teachers can scaffold students' learning progress with verbal and non-verbal interaction.

Mediated prompts as DA intervention

Mediated prompts refer to a series of questions, hints and implications teachers may ask during the storytelling tasks. Mediated prompts intend to help students narrate the stories and to correct mistakes of language use that students probably make during the storytelling activities. In this study, mediated prompts were used in the intervention step of DA.

Storytelling

Storytelling in this study refers to the activity with 4 wordless picture books. The topics of all four-story books are about a little boy's and his family's daily life. The storytelling tasks assist young students' English-speaking ability in this study.

Young students

Young students in this study refers to the Thai students from an international school in Pathum Thani, Thailand. The age of young students in this study are from 5 to 6 years old and all have same English learning experience.

English speaking ability

English Speaking ability in this study refers to the ability of telling and retelling stories before and after teachers' intervention. The English speaking was considered and evaluated in two aspects: narrative ability and language use ability.



Chapter 2

Literature Review

2.1 Dynamic Assessment

2.1.1 The origin of dynamic assessment

The idea of assessment has emerged since the beginning of the twentieth century. Before the concept of dynamic assessment, many researchers have been working on the measurement to test mental abilities. However, it was not until 1970s that Brown established the concept of dynamic assessment based on Vygotsy's theory - Zone of Proximal Development (ZPD) (Tzuriel, 2001). There were several criticisms have been raised against traditional tests and assessments. Those were mainly about following aspects: the lack of information about learning process (Feuerstein, Rand & Hoffman, 1979; Guthke & Stein, 1996; Haywood, 1988, 1997; Tzuriel & Haywood, 1992); the insufficient of showing many children's potential performance (Rogoff & Chavajay, 1995); disregard of individual differences (Utley, Haywood & Masters, 1992). The research and study never stop for finding better assessment to maximize the benefit for all students.

The definition of ZPD is the distance between someone's actual developmental level without any guidance and their potential higher level after the instruction from adults or peers. Since then, many researchers were encouraged to investigate the learning potential of individuals and focused on using various mediation to promote students' ability. Meanwhile, DA has been pursued by schools and psychologists as an

efficient and accurate way to assess the individual's potential ability, so it can be considered as an instruction for future development (Sternberg & Grigorenko, 2002).

Another concept along with DA is the Mediated Learning Experience (MLE) theory. MLE refers to the mediation used during the educational process, and the interaction between educators and students (Feuerstein et al., 1979). The researchers believed that the more mediation students interact, the higher curiosity, vigilance, and perceptual acuity can be aroused. In other words, examiners are requested to be act an active role to scaffold students' learning achievement during the DA, so that they can promote students' abilities in the field they aimed to assess and help (Ebadi & Asakereh, 2017). According to Feuerstein et al (1979), there are 12 criteria to test the validity of mediation, 3 of the mediation were considered the most generalize for all races and groups of students: Intentionality and Reciprocity, Transcendence, and Meaning. The other 9 mediation were meant to assess the individual differences in terms of culture, motivation, belongings, and so on. The 12 criteria were further investigated by Lidz later in 2002, she demonstrated that since "Interaction is the most defining feature of a DA, ... the students who experience mediational environments ... have increased chances of developing higher mental functioning and increasing their competence in learning situations" (Lidz, 2002).

2.1.2 The application of dynamic assessment with young students

DA is widely studied in the early childhood education due to its similar features as young students' learning characteristic. From the perspective of early childhood education, researchers believed that children are more likely to take ownership and responsibility in a learning-based environment (Hutt, Tyler, Hutt & Christopherson, 1989; Gura, 1992; Whitebread, 1996; Tyrell, 2001). A creative and investigative environment can encourage them to explore and understand the world, to overcome difficulties and develop problem-solving skills (Athey, 1990; Nutbrown, 2006).

Meanwhile, unlike Traditional assessment preventing participants get intervene in the process of testing, DA is known by the application of game-like features mediation, it involves participants as active roles during the process. It doesn't only deal with the short-attention span features of young students but also give children the freedom to explore until they satisfied themselves.

Moreover, another significant highlight of DA is the interaction between examiner and participants. The research in Early Childhood field turned out that the children can acquire more social, behavioral, and cognitive development learning with responsive teachers and suitable curriculum (Hamre, 2014). Same as the ZPD theory-based definition of DA, the process of assessment can be tailored to children's situation, experience and needs (including academic needs and emotional needs). The verbal abstraction of examiners determines the flexibility according to the children's accessibility (Tzuriel, 1991). Meaning, depending on the type of tasks and targets, any mediation such as using changing tones, eye contact, facial expression, body language, physical attachment, etc. can be adjusted to fit for children's psychological state. The emotional support can prevent children from behavior problem and help children to gain more academic skills.

Since the traditional assessments is considered have many flaws, previous research applied DA with young children to investigate if DA can be valid when including obvious cultural and ability differences. An extensive study was conducted with children from Turkey, Moroccan and Dutch (Hessels, 1997). The children were assessed in 5 aspects: classification, number series, figurative analogies, word-object association and syllable recall. The result indicated the correspondence between intelligence and learning potential. And the details affected by cultural difference was also revealed in the study. Another study aimed to demonstrate how DA can be used with children in different speaking levels.

Tzuriel and Klein (1985) used to carry out a study with students with unequal speaking skill. For all the students who speak English as second language, they were

divided into four groups based on their level: being advantaged, disadvantaged, having needs for special education and MR. The DA result after mediation not only revealed the potential of two lower level students, but also confirmed the diverse mediation has corresponding effect on high level students. A further study by Tzuriel divided children into broad two groups: advantage and disadvantage. After comparing the retest and post test score, researcher was able to find out the speed of improvements among two groups and was able to design better mediation for further learning.

2.1.3 Dynamic assessment in speaking context

Oral language was defined by Snow (2011) as “extended oral productions, whether monologic or multi-party, centered around a topic, activity or goal” (p,323). The researcher suggested that the oral language should include grammar, vocabulary and pragmatic skills for effective communication. Hence, in order to develop student’s speaking skills, assessments and interventions need to be carefully designed and filtered to test students’ current level for the future learning. In the aspect of language acquisition, there are many previous studies have applied DA as an evaluation tool to test and explore the students’ speaking ability. Some studies can prove the vital influence of DA on linguistic development.

A study was conducted to investigate the effect of DA on English speaking proficiency with Iranian English as second language students (Safa, Donyaie & Mohanmadi, 2015). The participants were divided into DA group and Non-DA group to compare two groups of data at the end. The learning process was scored by an interview at the end of research, using IELTS scale of scoring speaking to identify the result. By analyzing and comparing two groups, the result turned out that the overall score of speaking ability in two control groups were significantly higher than the non-control group who got non mediation. Furthermore, the post score of two control groups in speaking proficiency showed a considerable improvement compared by the pretests.

The result indicated the efficiency of mediation during DA in enhancing English students' speaking ability.

The importance of using DA in speaking context also has been explored by Limmerstedt and Lyhre (2011) in South Africa with young students age from preschool to Grade 1 primary school. The study aimed to determine if DA can develop students' narrative skill. Researcher applied wordless picture sequence and focused questioned as mediation. Meanwhile, some necessary changes were made due to the situation of young participants during the study. The researcher used test-teach-retest DA design so that they can draw conclusion by comparing two sets of data. The result showed the doubtful raising consequence on all sixteen measures of narrative. So the mediation designed for specific narrative task was proved to be successful.

There have been numerous studies to investigate the relationship between DA and speaking ability. Hill and Sabet (2009) had a study to explore the effect of mediation on linguistic skill. The students majored in Spanish Language were given a picture story and asked to retell story. Oral performance before and after the mediation were scored with the rubrics in terms of pronunciation, fluency, grammar, vocabulary, content and comprehensibility. After analyzing participants speaking ability result, the researcher drew the conclusion as "the mediator is able to gain a deeper understanding of the students' capabilities".

Khoshima and Farokhipours (2016) carried out a study on how mediation of DA promotes speaking. The study employed interventionist and interactionist mediation to look into the role of different models of DA. The study had two sessions, first is speak without feedback, second is speak with both feedback and mediation. The findings of research indicated that interactionist DA is good at stimulating students' motivation and arising their enthusiasm. The researcher also listed the most effective strategies can be used in the interactionist DA for promoting speaking ability, which are: repetition and verification, error clarification, explanation and metalinguistic clues.

In summary, the theory and studies can be considered a promising effect of DA

on enhancing language students' speaking ability. More generally, these findings are consistent with research showing that even for the students who have different culture background and first language influence, dynamic assessment can still be used as a reliable instrument and evaluation to promote students' oral language development.

2.1.4 Mediated Prompts in DA intervention

Prompt is a procedure during the dynamic assessment to stimulate children's ability until she or he solves the tasks (Tzuriel, 2001). As Aljaafreh and Lantolf (1994) argued, the prompt strategy includes asking implicit questions, giving task related hints and offering explicit identification, which entirely fit the theory of ZPD in terms of giving children the effective development.

In one of the research projects of Lantolf and Poehner (2011), the L2 teacher adapted 8 prompts to support students' learning process. The prompts include: 1) Teacher pause and wait 2) Teacher repeat the whole phrase questioningly without telling the mistake 3) Teacher repeat only the part with mistake but without telling 4) Teacher confirm the existed mistake and encourage students to find out 5) Teacher points out the mistake 6) Teacher give options and ask either... or... question 7) teacher identify the correct answer 8) teacher give explanation and compare the difference.

There are many researchers have summarized the teaching methods and suggestion to help student acquire higher language proficiency. Wang (2005) focused on creating a motivate atmosphere for English speaking classroom. And he gave five teaching strategies can benefit teachers as: 1) create an open and pleasant learning climate; 2) act as a friendly, creative and enthusiastic role; 3) apply multiple meaningful and intercultural teaching material; 4) Maximum students' autonomy; 5) Assess individually. Wang's suggestions were further explained and revised by other researchers based on the different study contexts (Dinçer, 2011; Dinçer, Yeşilyurt, & Göksu, 2010; Kayı, 2006; Reeve, 2006; Reeve & Jang, 2006). Some detailed changes

were made to explain the teaching targets so the teachers can apply in the practical classroom. The researchers pointed out that teachers need to listen carefully and empathize the errors students made, offer progress-enabling hints when students stuck, and correct students' mispronounced words less while they speaking.

2.2 Storytelling

2.2.1 Storytelling for young students

Early childhood English acquisition cannot be compared with teenagers or adults because the abilities of young students are very limited. Young students are more dependent on the interaction with adults and peers when learning their first and second language. Among the various methods have been applied in preschools and kindergartens to teach young students' English language, storytelling is considered as one of the mediations that has been proved successful. The facts that the plentiful information (such as storyline, themes and animation creatures) of story book and the flexible ways of telling stories greatly expand the chance of interaction (Robin, 2016). To determine if the story is qualified for telling tasks, a five-part definition of digital stories standard formed by California State University (2011) can be an example for educators to look into the benefits of storytelling activities. The researchers claimed that an educational digital story should has the features as: "presenting compelling narrative, providing a meaningful context, presenting the image to expand the audience emotionally, complementing the music and other sound effects to reinforce the ideas, and inviting thoughtful reflection from audience." The standard refers to the notions of emotional expression and logically thinking. The storytelling task also matches the demands of children's oral language ability (Bosch, 2014). Bosch suggested that "children should be able to use their own experience to understand the illustrations, and try to acquire vocabulary about mood, atmosphere, figures, gestures, etc." Overall, the

maximized use of story books can pave the way for young students to development. Combine the use of storybooks and storytelling task has the power of arising students' interests of learning because the students are allowed to combine their own life experience, release emotional feelings, and express in a free space.

Worldwide studies have demonstrated the positive effects of using story books to promote students' language skills. Silvern (1985) believed that the more frequently children are exposed to story books, the higher level of language development (such as comprehension skills, letter and symbol recognition, vocabulary knowledge and complex sentence application, etc.) they can get. Story books perfectly capture all the features of children's learning process. A qualified story can provide plenty of opportunities to gather word knowledge in terms of sound and meaning (Rubin & Wilson, 1995). Additionally, storybook can enhance and sustain the growth of language while creating an interesting and stress-free atmosphere by the pictures inside (Fillmore& Snow, 2000).

A study applied the method of digital storytelling was conducted to test young English students' vocabulary acquisition in Indonesia (Gaya, 2017). Researcher carried out research with 3 cycles to compare the learning achievement in each. After the 3-cycle observation, the result showed that the children could not only identify and respond to the items in English, their attitude towards learning English also transfer to be enthusiastic and passionate. From data analyze, Gaya pointed out that the great improvement emerged started since Cycle II. During and after the second period, significant vocabulary acquisition can be observed and collected clearly. The findings of this study can be understood as guidance and confirmation of the positive effect of picture-based oral storytelling activity, although it was based on a digital storytelling course. More methods and strategies of storytelling tasks will be explored later.

Applying the similar methodology as the research mentioned above, Team and Exchange (2021) arranged a complete storytelling class. The researcher aimed to create a positive and meaningful communicative environment. In the study, teachers were

storyteller, and the teaching materials were pictures, flash card and books. The scores from three cycles indicated that using storytelling as mediated strategy for teaching speaking can promote the teaching-learning goal optimally.

In a case study of Hu (2008), a 5-year-old girl who speaks English as second language was evaluated after a 10-week tutoring session with story books. The result showed a significantly improvement in her oral development, especially the aspect of oral vocabulary knowledge, the author described “the girl was able to communicate at a higher language level”.

In conclusion, for the past decades, a decent amount of previous research has proved that storytelling has the ability of increasing young children’s interest in learning English, enhancing the ability of oral language, and deepening the understanding of illustrations. However, the different intention and interpretation of using story books worth further exploration.

2.2.2 Storytelling and speaking ability

Storytelling was defined as a co-creative and interactive cycle communication where audience and teller both involved with various expression methods (Roney, 1996). Likewise, the same concept was brought up and defined by Hsu again in 2010. The researcher defined storytelling as the use of verbal and non-verbal expressions to create interaction between teller and audience. Practically, in the storytelling events, the words are created and used through spontaneous performance of the facial expression, eye contact and body movement. It is in a great extent depends on audience’ reaction and participation (Isbell, Sobol, Lindauer & Lowrance, 2004). In other words, how the story is received is greatly depends on the personal ability of speaking, comprehension and performance ability. This characteristic of storytelling activity is considered to be helpful in observing students’ current language level and find out their potential level of ZPD (Ryokai, Vaucelle & Cassell, 2003).

In terms of the oral interaction in storytelling event, Li and Seedhouse (2010) carried out research in Taiwan with EFL students. The research lasted two months to record the oral production and expression. According to the result after 26 story - based lessons, not only the motivation and interest showed the rising trend, the vocabulary and oral production also turned out to be expanded and increased. The study suggested the positive relationship between storytelling and oral language development in EFL classroom.

Another study conducted by Isabell et al. (2004) facilitated the positive impact of storytelling. Thirty-eight children attended the study, and they were divided into the story reading group and storytelling group. Researchers analyzed the participants' speaking ability in terms of mean length of utterance (MLU), fluency, and vocabulary diversity. While both groups used the same mediation, which is storybooks, the intervention of books were different. Researchers worked on the potential result from two different techniques (story reading and storytelling). Based on the results of the study, storytelling group performed better in the story retelling task, and they had higher level in summarizing the story with formal ending. The result of this study indicated that storytelling could assist young children in oral retelling ability.

Gurung (2021) investigated how story telling techniques can be used to develop speaking ability in English. The study applied digital story telling technique with primary students in Bhutan. The researcher took pre-tests and post-testes to compare and analyze the speaking ability data. She also designed 4 interview questions to investigate young participants' attitude toward digital story telling. The data clearly illustrated the significant increase in the post score of pronunciation, grammar, vocabulary, fluency and comprehension. Moreover, students all expressed the positive attitude towards the use of digital storytelling techniques.

2.2.3 Re-telling story

As mentioned in Chapter 2.2.2, storytelling has been verified as an effective activity in a teaching as second language classroom. Thanks to abundant source from pictures, children are able to screen and extract the information that attracts them so they can share and practice. The previous literature review confirmed that storytelling can be used as teaching treasures for students from different levels and ages in enhancing speaking and comprehension ability. In addition, story retelling activity a necessary process as well. There also are considerable studies to prove the inseparable and irreplaceable position of story retelling task.

First of all, retelling can enhance the comprehension ability because it requests the ability of rearranging information from the story context (Stoicovy, 2004). Although memorization is a part of retelling activities, the main idea is not only about reciting the story they read or heard word by word. Retelling focuses on the manipulating of expressive words, conceptually thinking, and structural organization (Brown & Cambourne, 1987). Thus, story retelling has the positive potential in promoting ability of oral language complexity, story comprehension and understanding of story structure.

Secondly, retelling need proper guides to maximize its value in language learning and development. Some researchers suggested that several guidelines should be followed when engaging children retell stories: 1) Clarify the retell demands before telling; 2) Encourage children to retell to others who has never heard before; 3) Stimulate children by using open-ended prompts (Gibson, Gold & Sgouros, 2003). This guidance was also supported by Morrow (1989), he claimed that prompting for students thinking process is more important than the retelling itself. To explain how the prompts facility story retelling, researcher gave detailed technique as Five finger retelling and visual prompts. The effect of prompts can be expanded by combining 5 questions start with “Who, What, Where, When and Why” with visual supports such as puppets or felt board (Owocki, 1999) to remind students of stories and enhance their understanding.

From the prompts, teachers and researchers will be able to determine the strengths and weaknesses of students.

The promising impact of story retelling task was confirmed by Rachmawaty and Hermagustiana (2015). The research was conducted in Indonesian with six low English speaking ability. Participants were asked to retell story after heard from researchers. The fluency in retelling story is the main objective of the research, meanwhile a questionnaire was delivered to explore the strategies the participants used by themselves in the retelling task. Based on the findings, researchers drew a conclusion as retelling can be applied to improve students' speaking fluency. Even more to the point, researchers also emphasize the strategies examiners and students used as prompts during retelling. The prompts were designed to solve the problem of dysfluency because of the vocabulary knowledge imitation. The prompts can be summarized as listing essential words, phrase and sentence as hints during the story retelling task, and avoiding or replacing the unfamiliar words. The study revealed the truth that appropriate intervention can enlarge the effect of story retelling.

Another study aimed to determine whether bilingual children can gain narratives through retelling tasks was conducted in Utah and Texas, USA (Squires et al, 2014). Because of the language background culture, the participants were all Latino prekindergarten children who can speak English and Spanish. The children attended in a mixed group regardless of their speaking proficiency. Both teachers and children needed to retell a story in both languages using wordless storybook. Their performance was coded with specific rubrics for scoring retells. The rubrics contains majority elements of story retelling task so that the overall ability can be measures precisely. From the data of macro-structure aspect, researchers found that the students were able to provide more details and had clear general frame at the end of sessions. From the data of micro-structure, retelling also facilitated the vocabulary usage to connect the plots and make story more logically. In discussion part, researchers confirmed the supportive effect of story retelling for narrative ability. Especially for the bilingual

children, the language learning process can be more complicated and unpredictable. Luckily, retelling story with proper assessments and mediation can be useful in monitoring language progress.

Research also associated with bilingual young children was conducted by Roch, Florit and Levorato (2016). The children in this research can speak Italian and English, age from 5 to 7 years old. The study gave inspiration in the areas of narrative production and comprehension at a macro- structural level. The researcher revealed the truth that there are some facts can decide the effect of story retelling task. One of the factors is age. The older kids statistically showed a higher score than the younger participants in the story retelling story.

In conclusion, the previous research all verified the positive effect of story retelling on different speaking skills, such as fluency, accuracy, narrative and comprehension. Furthermore, the research with bilingual students contribute the solid foundation for current study context as Thai-English speaking students. The gap exists between previous research and current study is the semantic and syntactic difference between Thai and other languages, it may affect the understanding and expression in story retelling task.

2.3 Speaking ability

2.3.1 Speaking skills

Language can be divided into two categories: receptive and expressive. Receptive refers to receiving and understanding while expressive relates to expression and speech. Speaking as one of the four English language skills, is defined as productive skill (Mundhe,2015). Speaking skill includes comprehension, convey, expression, communication and other important and essential skills people need to use in daily life (Locke, 2013).

2.3.2 Narrative

Narrative is very crucial in human development because it can provide coherent meaning to reality. According to Bruner (1990), narrative thinking is the most direct reflection of the thinking progress and can be various from different situation, emotion, behavior and language (Egan, 2006). With the help of narrative, story can be built and told with a certain motive, one's own experience and one's own unique role in socio-cultural practices. (Paris, 2013). Since the narrative ability is conceptualized as an essential way to understand human thoughts and behavior, it can also be used in educational practice. According to the main target in this study, the importance of narrative for young children will be discussed.

The narrative competence for young children is normally assessed and demonstrated by telling or telling stories, whereas teacher can gain insight into children's beliefs, thoughts, experiences, language development, etc (Engel, 2003). Some researchers pointed out that the narrative ability of children age as 2 to 3 years old can be prospered while they express and adjust their innate desire (Stein & Albro, 1996). For the young children, narrative is always triggered by their own willing or the activities interest them, in notions of narrating and understanding their own and other people's demands, desires, plans and emotional reactions. In other word, the daily communication, such as telling or retelling stories and sharing personal experience can be designed as a natural part of narrative curriculum for young students (Engelbrecht, 2011).

In the activities involved stories and pictures, narrative ability can be gained from the discussion of sequence-based pictures with adults about characters, actions, intentions and endings (Dickenson & Smith, 1994). As children grow, their narrative ability will develop from simple non-goal sequences towards a coherent episode structure with goal, attempt and outcome (Soodla & Kikas, 2010). And they will also gain deeper understanding of the underlying and internal features of stories so that they

can integrate the meaning of pictures (Case, 1992).

Three studies were conducted to look into if narrative comprehension can be promoted by using wordless books (Paris, 2003). The participants were young students age from kindergarten to primary school in U.S.A. The researcher used wordless books in three steps: picture walk (observe the pictures to get familiar with the story), retelling (retell the story without the book) and prompted comprehension (Q&A about pictures to deepen the understanding of characters and plots). The result indicated that even children have different educational background, they still have great similarity in understanding book. The ability of retelling and prompted comprehension are tightly related to stimulate narrative comprehension. What is worth mentioning is that, the researcher also arouses the underlying positive effect of narrative. It is believed that narrative competence can also promote the early literacy and cognitive development. However, these 3 studies were aimed on 5 to 8 years old children who already acquired basic phonemic awareness. There is a possibility that students also borrow the strength of reading techniques to understand the story. Hence give the gap to carry out more researches in a wider age and academic range.

A dynamic assessment of children's narrative performance was applied by Peña and Fiestas (2018) with bilingual children from age 6 to 9 years old in Texas, USA. The study aimed to explore the relationship between mediated learning experience (MLE) and narrative improvement. Children who can speak Spanish and English were the target participants and were divided into MLE group and non-MLE group. By comparing two sets of data, researchers found that children's stories improved more in control group than non-control, they learned to elaborate more on character and setting information. Furthermore, in aspects of cognitive and modifiability, the result also implied a significant increase. But one of the limitations is that teachers spoke more Spanish than English while holding retelling activity, so the story production might have differences depends on the amount of input language.

In South Africa, researcher also conducted a study with young English students

to promote narratives production (Carolina & Elisabeth, 2011). The research used a wordless picture sequence to elicit the narrative samples. The implementation of the study included narrative pretest - teaching - narrative post-test, and two transcription samples were transcribed and compared at last. The data of all 16 measurements showed increasing score from post-test. Meanwhile, researchers suggested that narrative ability has a potential value of measuring child's language ability. However, researchers stated the cultural difference of South Africa than the other countries. From observations during sessions, researchers found the participants tended to be shyer and more nervous during the class, and that to a certain extent effected the generalization of the study.

Overall, multiple research projects have proved that narrative can be promoted along with the other language ability. Meanwhile, narratives exert positive effect on the other early childhood development such as cognitive, literacy and learning motivation. From another point of view, these research all have limitations as lack of generalization of culture or country, and rarely contained the younger children from 3 to 4 years old as participants. Like the research analyzed the statement of bilingual students in South Africa and Texas, the culture background and language environment have great impacts on the production of narratives. And as mentioned before, the improvement of narratives can differ from the selected stories, input and output language, participants' personality, and many other factors.

2.3.3 Language use factors

Among four language skills, speaking in a foreign language was considered as the most challenging and complex skill (Nunan, 2003). It is because the communication occurs in real time, speakers and listeners need to give and receive immediate response according to the culture and social contexts (Martinez-Flor, Uso-Juan, & Soler, 2006; Schmitt, 2012). Speaking is an anxiety progress because it requires the ability of plan, organize, and adjustment during real communication. There were various studies were

conducted to valid the strategies can be used to promote speaking ability such as role-play, videos, flashcards, graphs and combination of all (Ttayama, 1998; Rice & Woodsmall, 1988; Leinhardt, Zaslavsky, & Stein, 1990, p.20; Pesce, 2013). It is believed that interesting activities can motivate students to study and speak English better than traditional teaching.

It is not easy to speak the target second language fluently and appropriately, the main two factors are speaking accuracy and fluency (Gower, Philips, & Walter, 1995). Speaking accuracy pertains to be the ability of speaking without hesitation or pausing in a decent speed (Skehan, 1996, p.20). Accuracy refers to the appropriate use of vocabulary, grammar and pronunciation. These two factors are further discussed.

2.3.3.1 Fluency

In terms of fluency of second language, it is primarily evaluated as how efficiently the speaker can manage the speech internally and produce verbally. The elements of fluency commonly refer to the flow, continuity and smoothness of speech (Segalowitz, 2010). Th researcher suggested that “the qualities that make speech fluent include fast speech, and the relative absence of undue hesitations, pausing, repetition and repairs,” (Segalowitz, 2012, p.240). However, researcher was claimed that the L2 fluency can be significantly affected by L1 fluency. The individual variety such as age, culture, personality and etc. was other underlying factors that determine the level of fluency. Over the past decades, several strategies were employed to develop speaking fluency for second language learning. Some research confirmed the impact of repetition on improving students’ fluency by practicing same topics for three times (Jong & Perfetti, 2011). This direct strategy of fluency training is also reported to be successful by Ellis and Shintani (2014) as raising students’ awareness of speaking fluency. The student-centered teaching approach aims to promote fluency in speaking skill was suggested in 2000 by Larsen-Freeman. The approach indicated a teaching method can be used, which is correction. The researcher believes that the grammatical or

pronunciation errors are tolerable and probable because they can imply the natural language development.

2.3.3.2 Accuracy

Accuracy contains the concept of vocabulary, grammar, and pronunciation through various activities (Gower, Philips, & Walter, 1995). These factors work on different areas of linguistic ability. Pronunciation as intelligibility, grammar as structure, and vocabulary as foundation (Goh, 2007; Larsen-Freeman, 2001; Nation, 2001, p. 129). The ability of pronouncing correct word stress, using non-error grammar and picking suitable vocabulary is essential to create a healthy communication environment. To enhance the communication ability in English, some types of strategies were suggested by Brown (2007): 1) imitation as practicing certain vowel sounds and intonations; 2) responsive as participating in real dialogues and giving comments; 3) intensive as learning phonological or grammatical features; 4) transactional dialogue as exchanging or manipulating the information; 5) interpersonal dialogue as understanding and acknowledging social relationships; 6) extensive as summarizing and performing for advanced students.

Lin and Hwang investigated into students' oral performance in Taiwan (2019). 33 students were trained with online community course in the experimental group, and data was collected for 18 weeks process from oral tests. The study measured oral performance in following aspects: accuracy, comprehensibility and pronunciation, fluency, comprehension, content, and maturity of language. The experimental group showed undoubtedly higher score than control group. Which indicated the significant improvement of accuracy and fluency after instrument applied.

Alternatively, research was conducted with 45 speaking English as second language university students in UK (Tavakolu, Campbell & McCormack, 2016). The research used to retell a picture story as training strategy to evaluate speakers' fluency in terms of speed, pausing and repair measures. After 4-week session of training, the

data indicated that students were able to produce longer runs, had higher articulation and speech rates, meanwhile had fewer pauses overall. In addition, the researchers also found the intensive relationship among fluency and other skills such as accuracy and complexity. The participants could speak with less mistakes and made more complex language syntactically. Although this is a very short period of study, the result still highlighted the influence of strategies on practicing speaking skills.

Overall, the literature reviews of linguistic factors in speaking English as second language contained considerable depth of fields, wide range of participants from different countries and at different age. However, the rubrics or scales for assess and evaluate were adapted according to the age, background, current English level and other factors. In addition, the strategies and key point of training students' speaking ability also various due to researchers' objectives. Thus reveals the gaps and shortcomings of existed studies and this study. According to the age of kindergarten students, learning environment in school and family, culture of Thailand, this study uses the rubric and scales specifically.



Chapter 3

Research Methodology

This chapter describes the methodology used to investigate two research questions: 1) How mediated prompts are designed as dynamic assessment intervention to assist young student in storytelling tasks? 2) To what extent does the designed mediated prompts as dynamic assessment intervention affect the English language speaking ability of young students?

This chapter starts with the research design, followed by Phase I: designing the mediated prompts as DA intervention to assist young students' English speaking ability in storytelling tasks and Phase II: Exploring the effects of the designed mediated prompts as DA intervention on English speaking ability of young students. The population, context of the study, research instruments, research procedure, data collection and data analysis are described under each phase respectively.

3.1 Research Design

The current study was a one group pretest - posttest design which incorporated both quantitative and qualitative techniques. The research aimed to 1) explore the design process of mediated prompts as DA intervention and 2) to investigate the effects of the mediated prompts as DA intervention on young students' English speaking ability during storytelling tasks.

To serve the first purpose, a study was conducted in Phase I to illustrate the process of mediated prompts design. Phase I aimed to figure out the students' potential weakness and strength based on their ability of narration and ability of language use.

Then the mediated prompts were designed and adjusted based on each specific potential mistakes so researcher can offer targeted help and promote the speaking ability to a higher level.

To serve the second purpose, the study employed the typical structure process of DA (Pretest- intervention – posttest) as Phase II. The designed mediated prompts were applied as intervention in between the non-mediated pre-test and post-test for individual student. The performance of the post-test was compared to the pre-test to evaluate how much development each individual student reached after applying mediated prompts as DA intervention.

In summary, Phase I enabled the researcher to adapt and adjust the mediated prompts as DA intervention in storytelling tasks, so the effectiveness of designed mediated prompts could be confirmed and guaranteed in Phase II.

3.2 Phase I: Designing the mediated prompts as DA intervention to assist young students' English-speaking ability in storytelling tasks

Phase I was conducted to explore the design process of mediated prompts which integrated the components of DA intervention and storytelling techniques. The study aimed to figure out students' potential weakness and strength based on their speaking ability in terms of narration and language use. Then the mediated prompts were designed based on each specific potential weakness so researcher can offer targeted help. Meanwhile, Phase I study also played the role as testing the applicability of designed mediated prompts in the storytelling tasks with young students for Phase II.

3.2.1 Population and Sample

According to the inclusion criteria of participants, the participants of Phase I

were 10 young students from K3 level who aged 5 to 6 years old, had stable attendance, and shared similar previous English learning background and acquired basic proficient in English.

3.2.2 Context of the Study

The context was an international school in Pathum Thani, Thailand. The school meets the standard of ministry of education in Thailand and supervised by an educational graduated foreign educators and consults. It is a small-scale school with 72 students from age 2 to 6 years old and accordingly divided into 4 levels. The curriculum was taught in only English, and students were always required to speak English even during playtime.

3.2.3 Research Procedures

Step1: Designing

In order to ensure the effectiveness of prompts, some initial mediated prompts were designed and applied before intervention. Previous studies were adapted in the design process of mediated prompts as framework. The narrative mediated prompts were adapted from Gibson, Gold & Sgourous' (2003) "open-ended prompts" suggestion and Owocki's (1999) five questions theory with "Who, What, When and Why". The sequence of narrative mediated prompts was adapted from Petersen, CHanthongthip. Ukrainetz, Spencer & Steeve's (2017) research (See table 3.1). The language use mediated prompts design for Phase I was adjusted based on Lantolf and Poehner's (2011) validated 8 phrases prompt to assist students' learning process (See table 3.2).

Table 3.1 The sequence of narrative mediated prompts

Prompt 1. Correct and/ or prompt immediately	Immediately stop the child if there is an error or an omission of a target feature
Prompt 2. Use least-to-most verbal prompting	Use a two-step prompting procedure Level 1: Open-ended questions Level 2: Model the target
Prompt 3. Use overcorrection procedure	Use the overcorrection procedure so that the child produces the target feature multiple times and has the opportunity to produce the target feature in context. Go back one step in the story before the target element so the child has an opportunity to produce the target in a meaningful context.
Prompt 4. Foster Independence	Especially during Steps 3 and 4 of the teaching phase, use the least amount of verbal prompting possible.

Table 3.2 The sequence of language use mediated prompts

Level of explicitness	Mediated prompts
Prompt 1	Teachers repeats the sentence questioningly without pointing out the mistake.
Prompt 2	Teacher repeats the phrase with mistakes questioningly but without pointing out.
Prompt 3	Teacher confirms the mistake and wait for students to correct.
Prompt 4	Teacher gives options, ask “either... or...” questions.
Prompt 5	Identify the correct answers and give explanation.

Step 2: Planning and Organizing (Lesson Plan See Appendix D)

Each young student took approximately 20 minutes to complete storytelling and story retelling tasks with a wordless picture book. The pictures of storybook were

printed on A4 paper and presented to participants page by page. The process was videotaped for researcher to look through the communication, interaction and strategies used during the task, so the final version could be subjected to trial validity and reliability check before the actual use.

Before offering mediated prompts, warm up activity was held to clarify the demands of tasks and stimulate students' interest and curiosity (Limmerstedt & Lyhre ,2011) In addition, to ensure the students have thoroughly observation of the pictures in story, a certain period was given to prevent the interruption. Students were asked to tell the story individually in pre-test and post-test in a non DA intervention situation so individual's potential problems could be recorded and summarized to generalize the larger sample for Phase II. During the intervention, the mediated prompts of narrative was applied as shown in Table 3.1, the language use mediated prompts was applied as shown in Table 3.2.

Step 3: Offering mediated prompts in storytelling task as DA intervention

The storytelling task in intervention phrase was conducted with designed mediated prompts to assess the applicability of designed mediated prompts. The students received support using the DA intervention strategy as shown in Table 3.3

Table 3.3 Steps in each DA teaching cycle

Steps	Researcher Behavior	Student Behavior
1. Model	<ul style="list-style-type: none"> ● Lay out pictures ● Model the story ● Place icons near pictures ● Name the story elements 	

Table 3.3 Steps in each DA teaching cycle (cont.)

Steps	Researcher Behavior	Student Behavior
2. Group Retell	<ul style="list-style-type: none"> ● Leave pictures displayed on table ● Picks up icons and place on corresponding pictures ● Provide support and mediated prompts ● Ensure all parts are included 	<ul style="list-style-type: none"> ● Each students selects an icon ● Each students tell one part of the story
3. Individual Retell with pictures and icons	<ul style="list-style-type: none"> ● Leave pictures displayed on table ● Provide support and mediated prompts ● Select preassigned 1 to 3 students to retell 	<ul style="list-style-type: none"> ● One student tells the entire story ● Others students listen and observe

Step 4: Observing, Evaluating and Adjusting

Scoring rubric of narrative ability and language use ability were adapted to test students' English-speaking ability after DA intervention. The scores of pre-test and post-test were compared to identify the effectiveness of designed mediated prompts. Based on the observation during DA intervention, pre-and post test, the researcher got to know the weakness of students in English narrative and language use ability. Thus the mediated prompts were able to be adjusted for individual student. The effective mediated prompts could be officially designed and confirmed for Phase II.

In summary, the design process of mediated prompts procedure is as shown in.

Table 3.4 The design process of mediated prompts

Procedure of mediated prompts design	Procedure Objectives
Step1: Designing	<ul style="list-style-type: none"> ● To ensure the effectiveness of prompts ● To relate theoretical prompts with practical study
Step 2: Planning and Organizing	<ul style="list-style-type: none"> ● To clarify the demands of tasks ● To stimulate students' interest and curiosity ● To trail validity and reliability check before Phase II
Step 3: Offering mediated prompts in storytelling task as DA intervention	<ul style="list-style-type: none"> ● To assess the applicability of designed mediated prompts ● To get knowledge of students' weakness
Step 4: Observing, Evaluating and Adjusting	<ul style="list-style-type: none"> ● To test the effectiveness of mediated prompts ● To fit students' current English-speaking level ● To confirm mediated prompts for Phase II

3.2.4 Research Instruments

In order to answer the first research question, there were three research instruments used in the mediated prompts design process.

3.2.4.1 Lesson Plan (See Appendix D)

Lesson plan was designed for researcher to familiarize the procedure. Lesson plan include the procedure of Phase I, which is Pretest (Storytelling) – DA intervention – Post test(Story Retelling). The story telling and story retelling each took around 5 minutes, and the intervention took approximately 10 minutes. The designed prompts were adapted in the intervention.

3.2.4.2 Scoring Rubrics for Narrative Ability (See Appendix B)

The rubric designed by Squires et al (2014) was initially developed in both English and Spanish to test two specific wordless story books in USA with pre-kindergarten bilingual children. The rubrics included 7 macro structure elements to evaluate young students' retelling ability as characters, setting, initiating event, internal response, plot, actions, and consequence.

This scoring rubrics of retelling event was valid by Pena's (2011) research mentioned above. In his research using "One Frog Too many" in a story retelling task. The scores of macro-structure and micro-structure showed a clear and significant result between two students' group so the researchers were able to analyze data and drew a reliable conclusion.

3.2.4.3. Scoring Rubrics for Language Use Ability (See Appendix C)

The rating scale established for a story retelling task was named as Story Retelling Speaking Test (SRST) by Koizumi (2013). In his research, he designed and compared three different scales to assess the speaking ability in notions of communicative efficiency, grammar and vocabulary, content and pronunciation in the story retelling tasks. One of SRST types Koizumi mentioned was an empirically derived, binary-choice, boundary-definition (EBB) scale (e.g., Upshur & Turner, 1995). The EBB scales can benefit students by providing task-specific feedback and give diagnose appropriately (Center for Advanced Research on Language Acquisition, 2009).

EBB was used as the instrument to evaluate the language use speaking ability during story telling tasks in this study to explore the learning process of English language use ability among young students.

3.2.5 Data Collection

This phase was concerned with the design of mediated prompts as DA

intervention to assist young students to complete storytelling tasks in English. Descriptions of the stages involved in designing and the validation was collected as qualitative data, the score of pre-test and post test was collected as quantitative data.

3.2.6 Data Analysis

The data analysis included coding procedure analysis for mediated prompts design process. The Dependent Samples t-test was adapted to identify the difference of young students' English-speaking ability in pre-test and post-test. The effectiveness of designed mediated prompts was also revealed by the result of t test.

3.3 Phase II: Exploring the effects of the designed mediated prompts as DA intervention on the English-speaking ability of young students

Phase II was conducted to investigate the effects of designed mediated prompts as DA intervention on young students' English-speaking ability through storytelling tasks. The main study followed classic DA structure as pretest-intervention-posttest. The scores of students' English-speaking ability from pre-test and post-test were compared to identify the effect of DA intervention on young students' English ability in storytelling tasks.

3.3.1 Participants and Population

The population in Phase II was 72 students from 2 to 6 years old studying in an international school in Thailand.

The participants of this study were 20 students from K3, because the young students tend to pose the following characteristics:

- 1) shared a similar educational background from previous years,
- 2) had basic understanding of teacher's instruction,
- 3) had ability to express themselves.
- 4) had longer attention span in the class than the other kindergarten levels and had stable attendance to ensure the mediation reception.

3.3.2 The Context of the Study

See Chapter 3.2.2

3.3.3 Research Procedure

1) DA overview

The entire procedure occurred in 8 weeks. The first week was pretest and the 8th week was posttest with same story book. DA was administered since the 2nd week and was held 1 time per week. Different story books were used every 2 weeks to serve the twofold objectives: develop young students' English-speaking ability in terms of narration and language use ability. All participants received DA session for approximately 30 minutes every time. Each 30-minute DA session comprised: a pretest of storytelling, an intervention using designed mediated prompts, and a posttest of story retelling. The pre-test and post-test of storytelling were scored according to scoring rubrics with same wordless story book. In the intervention phase, researcher integrated designed mediated prompts to assist young students' storytelling task.

2) Selection of wordless picture book

Wordless books have been proved to be effective in improving learners' English ability. Thanks to the non-district standards and demands of reading illustration in wordless books, readers tend to feel positive and comfortable in the reading process. Margaret (1991) pointed out that with the built-in story structure, these books encourage students to produce longer, more detailed, coherent, and cohesive texts, which in turn

fosters linguistic confidence in the students.

The story books for this study were selected to fit for young students' experience in real life to deepen their understanding of the story. In addition, the four story books contain exactly same main characters, which saved student' re-recognizing process and put more emphasis on the other aspects of abilities such as settings, internal responses, and so on.

3) DA Pre-test and Post-test

In the pre and post-test phases of DA sessions, young students were required to tell the story in English with no DA intervention assist. The storytelling and retelling lasted around 10 minutes. The scores of pretest and post-test were scored according to the rubrics. The score for narrative was recorded according to narrative rubrics with 7 elements (character, setting, internal response, initiating event, plot, action, and consequence) and 3 points for each element, which made the total possible score was 21 points. The score for language use was scored according to linguistic rubrics and total possible score was 5.

4) DA intervention

The intervention phase was adjusted based on the individual narrative intervention procedures used in previous studies (Spencer et al., 2014). The intervention included 3 steps to a teaching cycle (See Table 3.3). During the students' storytelling task in intervention phase, 7 narrative elements were always targeted: Character, setting, internal response, initiating event, plot, action, and consequence. The language use was also targeted in terms of grammar and accuracy.

3.3.4 Research Instrument

1) Unit Plan (see Appendix E)

To explore the effects of designed mediated prompts as DA intervention for young students' English speaking ability, an 8 week unit plan were followed to trace

the development of students and the intervention teaching process of teacher.

There were three phases of intervention teaching in the entire unit plan. Each phase includes two sessions, the first session is for storytelling task and the second is for story retelling task. Different approaches of intervention teaching as DA were input as the main teaching purpose. Week 2 ~3 was narrative approach intervention teaching, Week 4~5 was linguistic approach intervention teaching, and week 6~7 was the combination of both approaches.

2) Scoring Rubrics for Narrative and Linguistic Ability

see Chapter 3.2.4

3.3.5 Data Collection

The quantitative and qualitative data was collected in 8 weeks following the test-intervention - test DA structure. The pretest and posttest with non-dynamic assessment provided quantitative data in the first week and the eighth week. The qualitative data was collected as the description of unit plan.

3.3.6 Data Analysis

This phase was concerned with the English-speaking ability of young children after the DA intervention. Dependent sample t test was applied to examine whether the gain scores of the post test of the English-speaking ability was significantly different from that of the pretest scores. Effect size was calculated if the improvement of the scores is significance at a small, medium, or large effect.

3.4 Validity and Reliability of Research Instruments

3.4.1 Content validity

Content validity was conducted to evaluate the quality of the designed mediated prompts as DA intervention and the scoring rubrics for English speaking ability which had been previously used in research to assess 1) the applicability of designed mediated prompts as DA intervention in assisting storytelling tasks, 2) the scoring rubrics of narrative ability 3) rubrics of language use ability 4) Lesson Plan for the applicability of mediated prompts in Phase I and 5) Unit plan for DA intervention in Phase II. The Item Objective Congruence (Laksana, 2016) was designed to evaluate the fit between test items and the design of research procedure and instruments. Three experts who have teaching experience in bilingual education and early childhood education were invited to further estimate research content and construct validity. The points of IOC were rated in three scale. Each expert evaluated each item by giving a rating 1,0 or -1.

+1: the item meets the measure of the objective.

0: the item not clearly meets the measure of the objective

-1: the item does not meet the measure of the objective.

The calculation of IOC will use the formula $IOC = \frac{\sum R}{n}$. For this study, the acceptable score should remain at range from 0.67 to 1.00 to ensure the validity of current study. All three experts agreed on the lesson plan, unit plan and designed mediated prompts with the total index of IOC at 1.00. The result indicated that the research instruments were valid for the study.

3.4.2 Inter-rater Reliability

Two raters who are qualified to evaluate on the performance of the students' speaking ability. They were trained to use the scoring rubric and independently rate the

students' speaking ability. The correlation was conducted to check the reliability of these two raters. This inter-rater reliability was used to check the students' performance of the pretest and post-test scores.

3.5 Ethical Consideration

1) Ethical approval was given by the Rangsit University prior to commencing the research.

2) Verbal assent was obtained from the school principal and written informed consents were obtained from the parents/legal guardians and from each child prior to the study (Information letter parents/legal guardians, Child assent template).

3) All the participants and their parents were informed that anonymity and confidentiality are guaranteed and that the rights of the participants are protected (Information letter parents/legal guardians). Data for each participant was coded by number to safeguard the confidentiality of information.

4) The selected participants and relevant parties were informed of all the aspects of the study. Participation was voluntary and participants were allowed to withdraw participation at any time.

5) The procedures of the study were not imposed any risks to the participants.

6) The results of the study will be made available to colleagues and the public without identifying participants.

3.6 Summary

The following table is made to summarize the research the objectives, research instruments, data collection and data analysis.

Table 3.5 Relationship among research questions, research instruments and data analysis

Research Questions	Research Instruments	Data Collection	Data Analysis
How mediated prompts are designed as DA intervention to assist young students in storytelling tasks?	Lesson plan	Judgments by three experts with IOC form	- IOC - Descriptions of the stages involved in designing
	Scoring rubrics for narrative and language use ability	- Pre-test before intervention - Post-test after intervention	- Dependent Sample t-test
To what extent does the designed mediated prompts as DA intervention affect the English-speaking ability of young students?	Units plan of the DA intervention	Judgments by three experts with IOC form	IOC
	Scoring rubrics for narrative and language use ability	- Pre-test before intervention - Post-test after intervention	- Dependent Sample t-test - Cohen's D Effect size

Chapter 4

Result and Findings

This chapter presents the result of the research according to two research objectives as follows: 1) How mediated prompts are designed as DA intervention to assist young students' English-speaking ability in storytelling tasks? 2) To what extent does the designed mediated prompts as DA intervention affect the English-speaking ability of young students? Since the study included two phases to answer research questions, Phase I: Designing the mediated prompts as DA intervention to assist young students' English-speaking ability in storytelling tasks and Phase II: Exploring the effects of the designed mediated prompts as DA intervention on the English speaking ability of young students, the findings were presented following the sequence of research as well.

4.1 Findings to Research Question 1

The findings were revealed from 4 steps of mediated prompts designning:1) designing, 2) planning and organizing, 3) offering mediated prompts in storytelling tasks as DA intervention, and 4) observing. evaluating and adjusting (see Table 3.4). The findings are presented as follows.

4.1.1 Observation and adjustment of mediated prompts design

4.1.1.1 Problems related to narrative mediated prompts design

Initially, there were four steps of mediated prompts to follow as an intervention cycle. The original mediated prompts mainly focused on verbal instruction with open questions and corrections. However, based the observation of phase I, young students had following weakness in different aspects of narrative.

- 1) The students often internalized the feelings of characters without describing.
- 2) The students expected the next page to show as soon as possible without paying attention to the prompt questions.

It was necessary to adjust the designed mediated prompts to stimulate young students' interest of speaking and deepen their understanding of the instruction.

4.1.1.2 Adjustment made for narrative mediated prompts in Phase II

In order to solve the problems mentioned above, some non-verbal mediated prompts were added to better assist young students' storytelling task. First, gestures, facial expression and body language were applied to illustrate the pictures. The young students understood characters' feeling better with the teacher-student interaction such as voice tone and facial expression. The body language also vividly illustrated the actions and helped young students to identify the most precise verb to describe characters' action. Furthermore, researcher provided positive feedback to stimulate young students' interest by reducing their potential negative feeling of being corrected. Differences and similarity between original adjusted mediated were shown in Table 4.1.

Table 4.1 Differences and similarities of mediated prompts in Phase I and Phase II

Mediated Prompts	Phase I	Phase II
Prompt 1. Correct and/ or prompt immediately	Immediately stop the child if there is an error or an omission of a target feature	[Same] <i>(e.g. Good, but you forgot to look at the lady.)</i>

Table 4.1 Differences and similarities of mediated prompts in Phase I and Phase II (cont.)

Mediated Prompts	Phase I	Phase II
Prompt 2. Use least-to-most verbal prompting	Use a two-step prompting procedure Level 1: Open-ended questions Level 2: Model the target	[Same] with essential body language, gesture, voice tune and gesture. Level 1: Open-ended questions <i>(e.g. How does the lady feel? How does her face look like? – facial expression/ body language)</i> Level 2: Model the target <i>(e.g. Now let's try to say again like you are the mom)</i>
Prompt 3. Use overcorrection procedure	Use the overcorrection procedure so that the child produces the target feature multiple times and has the opportunity to produce the target feature in context. Go back one step in the story before the target element so the child has an opportunity to produce the target in a meaningful context.	[Same] with positive feedback and comments <i>(e.g., Very good! How does the lady feel? [Students answer] Excellent! Why does she feel that way? [Student answer] That's right)</i>
Prompt 4. Foster Independence	Especially during Steps 3 and 4 of the teaching phase, use the least amount of verbal prompting possible.	[Same]

4.1.1.3 Problems related to language use mediated prompts design

Initially, there were five levels of mediated prompts to follow as language use intervention from the perspective of Grammar & Vocabulary. However, according to the observation of Phase I, the following problems were revealed.

1) Young students had different ability in the aspects of tense, pronouns and prepositional.

2) Some students could figure out the correct answer right after the first prompt, while some students needed all levels of mediated prompts.

It was necessary to adjust mediated prompts to fit for individual student's ability.

4.1.1.4 Adjustment made for language use mediated prompts in Phase II

In order to solve the problem mentioned above, the 5 level prompts maintained the same but put into sequence so the researcher could manage the mediated prompts application.

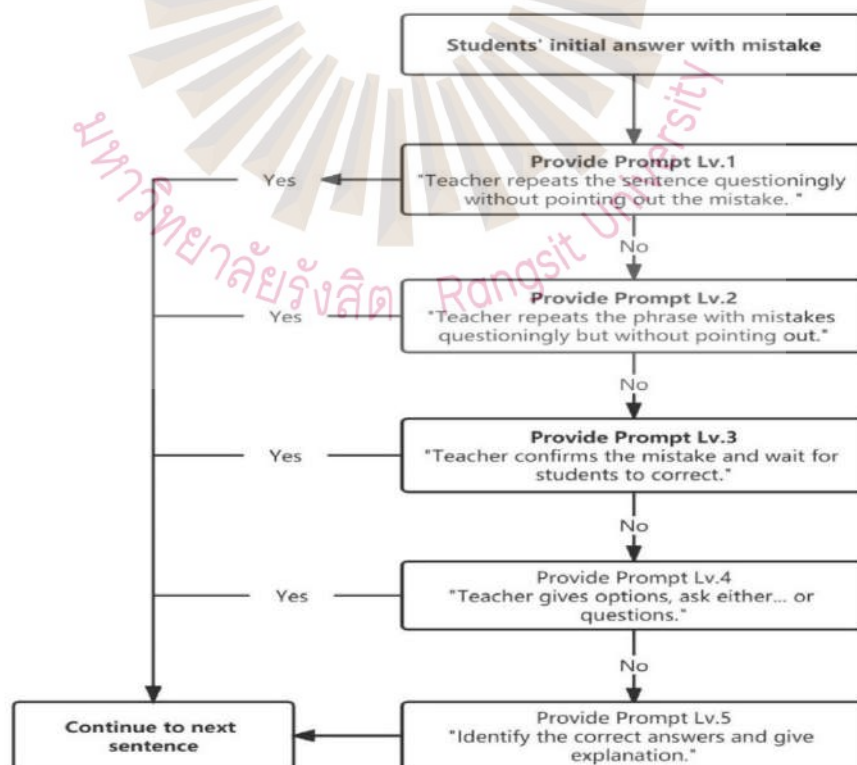


Figure 4.1 Adjustment of mediated prompts used in Phase II

4.1.2 Effectiveness of designed mediated prompts

The effect of designed mediated prompts was analyzed according to the pre- and post test result of storytelling with 10 young students. The performance of students' storytelling with assistant of designed mediated prompts in pre-test and post-test were scored according to the narrative rubric and language use rubric proposed by Squires et al (2014) (See Appendix A) and Fucher (2003) (See Appendix B). The result of narrative mediated prompts effect was shown in Table 4.2, and the result of language use mediated prompts was shown in Table 4.3.

Table 4.2 The effectiveness of designed narrative mediated prompts

[illegible]

The mean score of pre-test was at 11.1 while the post-test was at 18.8 from 21. It was determined that the young students' score of narrative ability was significantly higher in post-test ($t(10) = -10.78, p < 0.05$). This indicated that the effect of designed narrative mediated prompts was positive.

Table 4.3 The effectiveness of designed language use mediated prompts

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	10	2.22	1.56	-1.78	-8.00	9	.000
Post-Test	10	4.00	2.00				
*P < 0.05							

The mean score of pre-test was at 2.22 while the post-test was at 4.00 from 5. It was determined that the young students' scores of language use ability was significantly higher in post-test ($t(10) = -8.00, p < 0.05$). This indicated that the effect of designed language use mediated prompts was positive.

4.2 Findings to Research Question 2

To answer this research question, the t-test was performed to compare the mean scores of pre-test and post-test. In both pre-test and post-test, the students were given the same printed wordless storybook while telling the story in a non-dynamic assessment situation. The results of the effect DA intervention on young students' English narrative ability are illustrated in Table 4.4., the result of the effect on English language use ability is shown in Table 4.5..

Table 4.4 The difference of the narrative ability in pre and post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	20	10.5	27.42	-6.8	-5.16	19	.000
Post-Test	20	17.3	7.27				
*P < 0.05							

As illustrated in table 4.4, the t-test result indicated that the p-value is 0.000 and it is less than 0.05. The result can be concluded that the difference between the pre-test and post-test results for narrative ability was statistically significant. It indicated that there was a significant positive effect of the designed mediated prompts as DA intervention on narrative ability in the storytelling tasks.

Table 4.5 The difference of the language use score in pre-t and post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	20	2.60	0.78	-0.75	-2.8	19	0.008
Post-Test	20	3.35	0.66				
*P < 0.05							

Table 4.5 is the present of young students' English language use ability difference between pre-test and post-test. The result revealed the fact that students' English speaking ability of language use was significantly improved after DA intervention ($t(20) = -2.8, p < 0.05$).

Overall, the effectiveness of designed mediated prompts as DA intervention on young students' both narrative and language use speaking ability were significantly positive.

In addition, the researcher employed Cohen's d to investigate the effect size of the mediated prompts as DA intervention on English speaking ability of young students in the storytelling tasks. The value of the effect size was interpreted by using the following classification.

$d = 0.2 - 0.4$	small
$d = 0.5 - 0.7$	medium
$d = \text{or} > 0.8$	large

The effect size of mediated prompts as DA intervention on English speaking ability of young students in the storytelling tasks is presented on the table below.

Table 4.6 The Effect Size of mediated prompts as DA intervention on English speaking ability in the storytelling tasks

	Cohen's d	Effect Size
Narrative Ability	0.34	Small Effect
Linguistic Ability	1.04	Large Effect

The result indicated that mediated prompts as DA intervention affect narrative ability and language use ability differently. For narrative ability, the influence of mediated prompts can be considered small. In terms of language use ability, there was a large effect of applying mediated prompts as DA intervention to assist young students' English-speaking ability during the storytelling tasks.

4.3 Summary

In this chapter, through the analysis of the mediated prompts design progress and the effects of DA intervention, two research questions have been answered. 1) The design process of mediated prompts was first based on previous research, then adjusted according to the current students' ability. After adjustment, the mediated prompts not only contained verbal instruction but also interactive strategies and flexible sequence to fit for individual student's learning situation. The t test result indicated that the difference between pre-test and post-test was significant ($t(10) = -10.78, p < 0.05$; $t(10) = -8.00, p < 0.05$), which indicated the designed mediated prompts used as DA intervention were effective in assisting young students' storytelling task. 2) DA intervention has positive influence on narrative ability and language use ability. For the narrative ability, it showed that there was a significant difference between pre-test and post-test ($t(20) = -8.00, p < 0.05$). For language use ability, the difference was also

significant between pre-test and post-test ($t(20)=-2.8$, $p<0.05$).



Chapter 5

Conclusion, Discussion and Recommendation

The purpose of this study was to explore the process of mediated prompts design and to investigate the effects of mediated prompts as DA intervention on young students' English-speaking ability. The study in Phase I illustrated the steps of mediated prompts design process. The study in Phase II was conducted to look into the effects of DA intervention on young students' English-speaking ability during the storytelling tasks.

In this chapter, the findings of two phases are discussed and then pedagogical implications and recommendations for future research are presented.

5.1 Conclusion of the research findings

5.1.1 The findings of Phase I: Designing the mediated prompts as DA intervention to assist young students' English-speaking ability in storytelling tasks

The findings of Phase I were concluded and provided based according to the research question: How mediated prompts are designed as DA intervention to assist young student in storytelling tasks?

The design of mediated prompts included 4 steps: 1) designing, 2) planning and organizing, 3) offering mediated prompts in storytelling tasks as DA intervention, and 4) observing, evaluating, and adjusting (see Table 3.4). Based on previous research, researcher adapted occurred mediated prompts to make lesson plan and offered the original mediated prompts as DA intervention in Phase I. The effectiveness of mediated

prompts was revealed from the third step according to students' answer and reaction. There were some problems emerged from the fourth step. The observation of young students' storytelling task indicated some weakness of their English-speaking ability, such as the disadvantage of recognizing, lack of verbally expression and so on. Based on the potential weakness and initial mistakes, some adjustments were adapted for the Phase II. The adjustments included two aspects as follow: 1) interactive strategies such as gesture, facial expression, and body language to deepen young students' comprehension of the storybooks. 2) flexible sequence of the mediated prompts to fit for individual ability difference (see details in Table 4.1 and Figure 4.1).

Moreover, based on the score comparison between pre-test and post-test, it was determined that there was a significantly difference on students' English speaking ability between the pre-test and post-test ($t(10) = -8.00, p < 0.05$). The result also indicated that the designed mediated prompts were effective to be used as DA intervention in the storytelling tasks for the young students.

5.1.2 The findings of Phase II: Exploring the effects of the designed mediated prompts as DA intervention on the English language ability of young students

The findings of Phase II were presented according to the research question: To what extent does the designed mediated prompts as DA intervention affect the English-speaking ability of young students? The effects of designed mediated prompts as DA intervention on young students' English-speaking ability was concluded in two aspects:

5.1.2.1 The development of narrative ability

In terms of the development in young students' narrative ability, the results showed that the mean score of post-test ($\bar{x} = 17.3$) was higher than pre-test ($\bar{x} = 10.5$). The result from t test indicated that there was a significant difference between the pre-test and post-test ($t(20) = -5.16, p < 0.05$). On the other hand, the result from Cohen's d s

effect size was 0.34. The result indicated that there was a small effect of mediated prompts on students' narrative ability in storytelling tasks.

5.1.2.2 The development of language use ability

From the perspective of young students' language use ability, the result of t test showed the significant difference between pre-test and post-test ($t(20)=-0.75$, $p<0.05$). The result from the Cohen's d effect size was also 1.04 which indicated that mediated prompts as DA intervention had a large effect on young students' English language use ability.

5.2 Discussion

The objectives of this study were to explore the design progress of mediated prompts to use as DA intervention and to investigate the development of young students' English-speaking ability using mediated prompts in storytelling tasks. This section presents the discussion of the findings in relation to the previous studies.

5.2.1 Phase I: Designing the mediated prompts as DA intervention to assist young students' English-speaking ability in storytelling tasks

The results from the phase I indicated that applying mediated prompts as DA intervention had many advantages for both teaching and learning process. As Wang (2005) suggested, there are five strategies can benefit teachers and students on creating a motivate atmosphere for English-speaking classroom. The design of mediated prompts as dynamic assessment intervention greatly met the standard of five main strategies.

1) Create an open and pleasant learning climate

The design of mediated prompts for narrative ability was based on the concept

of Gibson, Gold & Sgouros' (2003) "open-ended" suggestion, the guidance was also supported by Morrow (1989) with his Five Finger prompts. The questions of narrative ability as mediated prompts were designed flexibly according to the children's accessibility and adjusted to fit for their psychological state. For example, in one of the pictures of book "Fetch", all the young students could narrate the fact that "the dog didn't want to fetch" but for the reason behind, young students had various answer. After researcher gave mediated prompts "why" to guide student find internal response, the answers appeared to be "he doesn't want to be wet" "he cannot swim" "he is sick" and so on. The open-question feature of mediated prompts gave a platform for the young students to express their own comprehension. Thus, relating with their own life experience, more conversation appeared between researcher and young students, which created a pleasant learning atmosphere.

For linguistic mediated prompts design progress, prompts were presented and adjusted based on Lantolf and Poehner (2011)'s 8-phrase prompts. During the intervention stage of DA, the prompts were not only verbally, but also physically such as tones, eye contact, facial expression, body language and physical attachment to fit for children's psychological state. From the observation, the young students were able to answer questions easier without the worries of making mistakes. The design of mediated prompts as DA intervention was supported by previous research. Khoshima and Farokhipours (2016) carried out a DA study and found that DA is good at stimulating students' motivation and arising their enthusiasm. Therefore, a pleasant climate can be gradually formed.

2) Act as a friendly, creative, and enthusiastic role

The interaction in the design progress of mediated prompts could not be ignored. By constantly asking and answering questions, researcher was requested to act as an active role to scaffold students' learning achievement during DA intervention stage (Ebadi & Asakerech, 2017). The result of Phase I reflected that students actively relate their life experience with the story plots and enthusiastically shared with researcher,

which offered researcher a better understanding of student's potential interest. For example, after guiding the student's correct description of "water" to "lake", the student immediately shared her own fishing experience. The passionate conversation deepened students' memory of using word "lake" in the post-test.

3) Apply multiple meaningful and intercultural teaching material

The mediated prompts were designed and adjusted with British English picture book. The settings and plots were also based on western culture custom. There were several misunderstanding of mediated prompts during the storytelling task. For instance, to describe the setting of the story, none of the student gave the answer of "autumn" due to the tropical season in Thailand. However, the students were able to get close to describe the feature of autumn, such as "windy" "sunny" "falling leaves", etc. It could be considered as an early foundation of cultural awareness. In terms of teaching material, although in this study, storytelling tasks were conducted with printed paper, there are many potential teaching materials can be applied to assist mediated prompts in storytelling tasks.

4) Maximum students' autonomy

The design progress of mediated prompts greatly illustrated students' improvement of English-speaking ability. In the story retelling task after intervention, most of young students could avoid the same mistakes they made in pre-test (e.g., verb tense, prepositional phrase). Some of the students acquired the ability of self-correction without mediated prompts intervention. This behavior was also confirmed by several researchers. Feuerstein et al. (1979) suggested that the more mediation students interact, the higher curiosity, vigilance and perceptual acuity can be aroused; Lidz (2002) suggested that "the students who experienced mediational environments have increased chance of developing higher mental functioning and increasing their competence in learning situations". Moreover, researchers believed that children are more likely to take ownership and responsibility in a learning-based environment (Hutt et al., 1989; Gura, 1992; Whitebread, 1996; Tyrell, 2001).

5) Assess individually

The design of mediated prompts as DA intervention aimed to assess young students' English-speaking ability in an individual private situation. The mediated prompts were applied flexibly to tail for each student's current level and personal need. The individual DA intervention served the advantages as follows: acquire information about students' learning process (Feuerstein et al., 1979; Guthke & Stein, 1996; Haywood, 1988, 1997; Tzuriel & Haywood, 1992); the knowledge of students' potential performance (Rogoff & Chavajay, 1995); and the attention of individual differences (Utle, Haywood & Masters, 1992).

5.2.2 The findings of Phase II: Exploring the effect of the designed mediated prompts as DA intervention on the English-speaking ability of young students

The result from the comparison of the pre-test and post-test of English-speaking ability indicated that the difference of young students' English-speaking ability between pre-test and post-test was significant.

5.2.2.1 Development of narrative ability

For narrative ability, the difference between pre-test and post-test was significant ($t(20) = -5.16, p < 0.05$) while the result from the Cohen's d s effect size was 0.34 which indicated that mediated prompts as DA intervention had a small effect on English narrative ability. In addition, the S.D value between pre-test and post-test suggested some changes in young students' speaking ability. Post-test's S.D value ($SD = 27.42$) was lower than pre-test's S.D. value ($SD = 7.27$). This meant that students' score distribution was narrowed after DA intervention. Looking at young students' speaking from the pre-test mean ($\bar{x} = 10.5$) and then comparing the post-test mean ($\bar{x} = 17.3$), it can be concluded that young students' ability of English narrative was improved.

However, although neither mediated prompts nor DA intervention had been

applied in young students' English learning experience, most of them were requested to share their daily lives verbally in the class. The young students' narrative ability was already established to a certain degree that they could tell their own stories fluently. In this study, the students were mostly improved in few elements of narrative ability, such as initiating events, internal response, and consequences while the other parts showed only insignificant change. This might be the reason why there was only small effect showed on the development of narrative ability according to Cohen's d effect size.

Considering students' speaking improvement in terms of 7 dimensions of narration by Squires et al. (2014), such as character, setting, internal response, initiating event, plot, action, and consequence. Compared by t test, most of the scores (Six out of seven) showed significant different between pre-test and post-test, only 1 item (Consequence) did not show significant difference. Overall, the results suggested that many students could present their stories with deeper comprehensive understanding. The findings of this study were consistent with several studies as after DA intervention, children gained deeper understanding of the underlying and internal features of stories so they could integrate the meaning of pictures (Case, 1992); children's narrative ability developed from simple non-goal sequence towards a coherent episode structure with goal, attempt and outcome (Soodla & Kikas, 2010); children learned to elaborate more on character and setting information (Pena & Fiecastas, 2018).

5.2.2.2 Development of language use ability

In terms of the development of language use ability, the t test result indicated that there was a significant difference between pre-test and post-test ($t(20) = -0.75$, $p < 0.05$). The Cohen's d s effect size was suggested there was a larger effect of mediated prompts of DA intervention on young students' English linguistic ability ($d = 1.02$). The result suggested that mediated prompts as DA intervention had positive effect on young students' linguistic ability during the storytelling tasks.

The result from this study were also consistent with findings from other research

implanting mediated prompts as DA intervention to promote children's language use ability in terms of accuracy and grammar. The participants in Tavakolu, Campbell & McCormack (2016) got improved in multiple linguistic ability such as accuracy, complexity, and fluency after interfering with dynamic assessment. The result was also supported by Gurnung (2021) that participants' use of grammar and vocabulary got significant increase in the post-test compared to the pre-test.

Hence, the study would like to put the forth that mediated prompts as DA intervention can play an important role as teaching strategy. The intervention of providing mediating prompts is considered a vehicle for learning and for the development of one's cognitive ability and academic skill aiming to improve students' learning performance (Feuerstein et al., 1979). Through the intervention as DA, the students could think more independently and further into the details of the pictures. It can help the teachers understand students better. Meanwhile, the interaction between researcher and young students enabled the learning environment to be interesting and relaxing. In this way, the active learning environment boost the students' ability of English language speaking in both narrative and linguistic aspects.

5.3 Pedagogical Implication

The findings of this study lead to some suggestions for the implication of using mediated prompts as DA intervention in storytelling tasks among young students. First of all, the findings of this study revealed that mediated prompts can assist teachers to understand students' current level and hence the intervention can be adjusted individually to stimulate each student's potential. In addition, mediated prompts as DA intervention contains a lot of interaction between researcher and participant, which created an active learning environment. Based on the result, researcher proposed some strategies to design mediated prompts as intervention, which have important implications for English teaching and English learning with storytelling classes.

For teachers and educators, the design of mediated prompts as DA intervention should play a key role in gaining insights about students' potential ability. By diagnosing weakness, the adjustment should be made for individual student. From phase I, researcher concluded that young students had basic comprehension of picture's surface meaning but lack of internal meaning understanding and expression. Thus the mediated prompts were mainly focused on series questions that could guide students' to find underlying reasons.

It is also important to give clear feedback while applying mediated prompts during intervention. Teachers and researchers need to guarantee the relaxing and creative learning environment for young students, so that the effect of mediated prompts can be maximized. The design progress should also take teacher-student interaction included to clarify the answer, stimulate students' interest, and catch students' attention. During phase I, the researcher gave positive feedback and recommendation as "Good" "Very good" "Excellent", and it turned out that most of students had stronger willing to express their feeling and share with researcher.

In terms of learning achievement, the combination of mediated prompts, DA intervention and storytelling task could enhance students' English-speaking ability. The mediated prompts created plentiful opportunities for students' verbal expression. Young learners got the chance to practice their daily-learned vocabulary in the narration of story. Based on the result, students acquired the knowledge of several correct tense of verb, appropriate pattern of prepositional phrase and the replacement with pronouns. The combination of mediated prompts and DA intervention in storytelling tasks not only improved their speaking ability while reading storybook, but also benefit their daily communication in English.

5.4 Recommendations

This study explored the effects of mediated prompts as DA intervention to assist

young students' English-speaking ability in storytelling tasks. However, mediated prompts as DA intervention are a flexible teaching method, the result can be different due to teachers' experience, material, teaching method and other aspects. More research is needed to fill the research gap in the future. There were some recommendations for future research as follow:

1) This study used a series of British English wordless book as teaching material to design mediated prompts and apply DA intervention. The stories' topics and themes were about daily life of a little boy and his family. The future research can engage different forms of book as DA intervention (such as fairy tale, folktales, fiction etc.) to investigate the effects of mediated prompts on English-speaking ability.

2) This study was investigated with 20 young students from an international school in Thailand. It is recommended that future researchers expand the scope of research participants.

3) To further explore the effects of DA intervention on young students' English-speaking ability, more longitudinal research studies are highly recommended. The intervention period in this study only lasted for 3 weeks, a longer period of study is necessary to investigate.

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APPENDICE

Appendix A

Certificate of Approval by Ethics Review Board of Rangsit University





COA. No. RSUERB2023-096

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2023-096
Protocol Title	The Effect of Mediated Prompts as Dynamic Assessment Intervention to Assist Storytelling Tasks on Young Students' English Speaking Ability
Principle Investigator	Zhou Hanlu
Co-investigator	Associate Professor Dr. Sumalee Chinokul
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	7 July 2023
Date of Expiration:	7 July 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....*Panan Kanchanaphum*.....
 (Associate Professor Dr. Panan Kanchanaphum)
 Chairman, Ethics Review Board for Human Research



The logo of Rangsit University is a large, faint watermark in the background. It features a stylized flame or sunburst design at the top, with a circular arrangement of rays below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

Appendix B

Narrative Rubrics for “Fetch” in Pre-test and Post-test

Element	0	1	2	3	Total
Character	Pronouns only (e.g., he, it, she, they)	Must include 3 of the following: <ul style="list-style-type: none"> - A girl - A boy - A dog - The mom 	Name 3 characters included plus: <ul style="list-style-type: none"> - The other dogs 	Name 3 characters included plus: <ul style="list-style-type: none"> - The other dogs - The old lady 	
Setting	No reference to time or place (e.g., A girl is playing with a dog)	Must include 1 of the following: <ul style="list-style-type: none"> - One day - A lake/pond - In park 	Must include 2 of the following: <ul style="list-style-type: none"> - One day - A lake/pond - In park 	Must include 3 of the following: <ul style="list-style-type: none"> - One day - A lake/pond - In park 	
Initiating Event	No problem or “starting” event	Must include 1 of the following:	Must include 2 of the following:	Must include 3 of the following:	

		<ul style="list-style-type: none"> - They go to the park with their dog. - They want the dog to fetch the stick. - They throw a stick, but the dog doesn't fetch. - The wind blows the cap away. 	<ul style="list-style-type: none"> - They go to the park with their dog. - They want the dog to fetch the stick. - They throw a stick, but the dog doesn't fetch. - The wind blows the cap away. 	<ul style="list-style-type: none"> - They go to the park with their dog. - They want the dog to fetch the stick. - They throw a stick, but the dog doesn't fetch. - The wind blows the cap away 	
Internal Responses	No mention of characters' feelings, desires or thoughts	Must include 1 of the following: <ul style="list-style-type: none"> - She is very <u>excited</u>. - The dog closes his eyes. - The dog <u>doesn't like to</u> fetch. - They are <u>confused</u>. 	Must include 2 of the following: <ul style="list-style-type: none"> - She is very <u>excited</u>. - The dog closes his eyes. - The dog <u>doesn't like to</u> fetch. - They are <u>confused</u>. 	Must include 3 of the following: <ul style="list-style-type: none"> - She is very <u>excited</u>. - The dog closes his eyes. - The dog <u>doesn't like to</u> fetch. - They are <u>confused</u>. - They are <u>shocked/ surprised</u>. 	

		<ul style="list-style-type: none"> - They are <u>shocked/ surprised</u>. - The dog feels very <u>proud</u>. - The family is <u>happy</u> 	<ul style="list-style-type: none"> - They are <u>shocked/ surprised</u>. - The dog feels very <u>proud</u>. - The family is <u>happy</u> 	<ul style="list-style-type: none"> - The dog feels very <u>proud</u>. - The family is <u>happy</u> 	
Plot	No statements provided about plot prediction.	Must include 1 of the following: <ul style="list-style-type: none"> - The family want the dog to <u>learn fetch</u>. - The dog <u>will / will not go fetching</u>. - The dog <u>will/ will not get the stick</u>. 	Must include 2 of the following: <ul style="list-style-type: none"> - The family want the dog to <u>learn fetch</u>. - The dog <u>will / will not go fetching</u>. - The dog <u>will/ will not get the stick</u> 	Must include 3 of the following: <ul style="list-style-type: none"> - The family want the dog to <u>learn fetch</u>. - The dog <u>will / will not go fetching</u>. - The dog <u>will/ will not get the stick</u>. 	

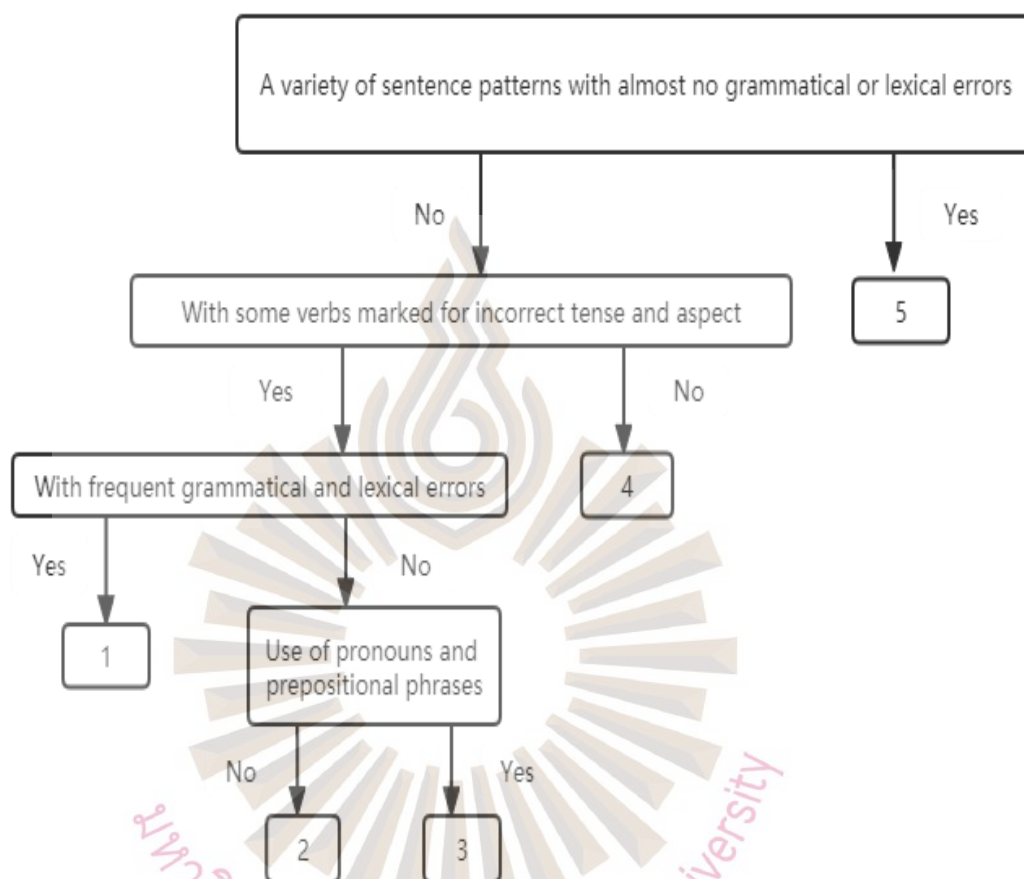
Actions	None of the actions	Must include 2 of the	Must include 3 of the	Must include 4 of the	
Verb list provided: - throw into - point at - cheer up - jump into - fetch)	(Only use the verbs in the list)	following besides verb list: - They <u>take</u> the dog to the park. - They <u>observe/ watch</u> the other dogs. - Mom is <u>telling</u> the dog to fetch. - The girl <u>tries</u> to throw again - The wind <u>blows</u> the cap away. - They have their <u>thumbs up</u> .	following besides verb list: - They <u>take</u> the dog to the park. - They <u>observe/ watch</u> the other dogs. - Mom is <u>telling</u> the dog to fetch. - The girl <u>tries</u> to throw again - The wind <u>blows</u> the cap away. - They have their <u>thumbs up</u> .	following besides verb list: - They <u>take</u> the dog to the park. - They <u>observe/ watch</u> the other dogs. - Mom is <u>telling</u> the dog to fetch. - The girl <u>tries</u> to throw again - The wind <u>blows</u> the cap away. - They have their <u>thumbs</u> <u>up</u> .	

Consequence	None of the consequences.	Must include 1 of the following:	Must include 2 of the following:	Must include 3 of the following:	
		<ul style="list-style-type: none"> - the dog doesn't like to fetch at first because... - the dog fetch in the end because... - The family are happy at last because... 	<ul style="list-style-type: none"> - the dog doesn't like to fetch at first because... - the dog fetch in the end because... - The family are happy at last because... 	<ul style="list-style-type: none"> - the dog doesn't like to fetch at first because. - the dog fetch in the end because... - The family are happy at last because... 	
Macro Total Score:					

The image features a large, faint watermark of the Rangsit University logo in the background. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines in the middle, and a circular base. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

Appendix C

Language Use Rubrics for “Fetch” in Pre-test and Post-test



Language Use Rubrics for “Fetch” in Pre-test and Post-test

The logo of Rangsit University is a watermark in the background. It features a stylized flame or sunburst design at the top, with a circular arrangement of rays below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the right side of the arc.

Appendix D

Lesson Plan for “Fetch” in Pre- test and Post-test

Topic: Fetch

Objectives:

- Teacher apply mediated prompts during intervention teaching phase to assist students' English narrative ability and language use ability.
- Students observe the story and narrate according to the narrative elements.

Materials:

- camera for recording
- printed picture

Steps in DA intervention

1. Introduction (Warm up)

- To clarify the demands of task
 - Catch students' attention and stimulate students' interest
- "Today I will show you a story, but we need to look at the pictures and tell the story together."

2. Model

- Teacher lay out pictures

"This is the story we will tell today."
- Place icons near pictures

"Here are five numbers relate to five pictures."
- Name the story elements

e.g. "This is a little boy; his name is Same- Character; It is a cold morning – Setting; Sam is very happy – Internal responses..."
- Model the story

Tell the story with students together.

3. Group Retell

- Leave pictures displayed on table
- Pick up icons and place on corresponding pictures
e.g. This is picture 1, this is picture 2...
- Provide support and mediated prompts
 1. *Correct and/ or provide prompts immediately*
 2. *Use least-to most verbal prompts with open-ended questions (e.g. What happened? How does he feel?)*
 3. *Integrate interactive strategies (e.g. eye contact, gesture, voice tone...)*
 4. *Use overcorrection procedure with positive feedback*
- Ensure all parts are included

4. Individual retell with pictures and icons

- Leave pictures displayed on table
- Select pre-assigned 1 to 3 students to retell the story; Other students listen to the story and observe
- Provide support and mediated prompts
Same as above

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

Appendix E

Unit Plan for DA Intervention

Purpose	Weeks	Assessment	Story book	Objectives
Pre-test	Week 1	Non DA	Fetch	Tell the story without mediated prompts
Narrative	Week 2 To Week 3 (30 min per class)	DA intervention	The lost Teddy	Observe and describe the pictures with narrative elements. Be able to tell the whole story with or without mediated prompts.
Linguistic	Week 4 To Week 5 (30 min per class)	DA intervention	Getting up	Tell the story with adequate language use. Be able to correct with or without designed mediated prompts.
Narrative & Linguistic	Week 6 To Week 7 (30 min per class)	DA intervention	The big box	Tell the story with narrative elements and adequate language use Be able to tell the story with or without mediated prompts
Post-test	Week 8	Non DA	Fetch	Tell the story without mediated prompts



Appendix F

Item Objective Congruence Index (IOC) Form

Item Objective Congruence (IOC) Form

Research objective:

- 1) To design mediated prompts as DA intervention to assist young students' English-speaking ability in storytelling tasks.
- 2) To explore the effects of the designed mediated prompts as dynamic assessment intervention on the English-speaking ability of young students.

Response format:

- Scoring rubric for narrative ability adapted from Squires et al (2014) and validated by Pena's (2011).
- Scoring rubric for language use ability was adapted and adjusted from Koizumi (2013).
- Lesson plan for Phase I
- Unit plan for Phase II

Scoring criteria

The three experts evaluate the content validity of each item of the research instrument based on these criteria: Yes (+1), Not sure (0), No (-1). The scoring range of IOC between -1 and +1,

+1: The item is clearly consistent with the objectives.

0: It is not sure whether the item fully meets the objectives, and some items need to be modified or deleted.

-1: The item does not meet the objective at all and need to be modified.

The total score of each project must be above 0.67, so that the item can be effective and the item can be consistent with the measurement objective (Povinelli, Hambleton 1977)

Part 1: Rubrics of narrative ability in English during pretest and post-test

Please evaluate and comment whether the elements and criteria of the scoring rubrics can reflect the different levels of narrative ability in English performed by the students				
	-1	0	+1	comment
1. Character 0- Pronouns only (he, she, it, they) 1- Must include 3 of the following (a girl, a boy, a boy, the mom) 2- Name 3 characters included plus (the other dog) 3- Name 3 characters included plus (the other dog & the old lady)				
2. Setting 0- No reference to time or place (e .g., A girl is playing with a dog) 1- Must include 1 of the following content 2- Must include 2 of the following content 3- Must include 3 of the following content Content: One day / A lake or pond / In park				
3. Initiating Event 0- No mention of any problems or events 1- Must include 1 of the following content 2- Must include 2 of the following content 3- Must include 3 of the following content Content: They go to the park with their dog./ They want the dog to fetch the stick. / They throw a stick, but the dog doesn't fetch. / The wind blows the cap away.				

<p>4. Internal Responses</p> <p>0- No mention of characters' feelings, desires or thoughts</p> <p>1- Must include 1 of the following <u>content</u></p> <p>2- Must include 2 of the following content</p> <p>3- Must include 3 of the following content</p> <p>Content:</p> <p>She is very <u>excited</u>. / The dog <u>closes his eyes</u>. /The dog <u>doesn't like</u> to fetch. /They are <u>confused</u>. / They are <u>shocked (surprised)</u>. / The dog <u>feels very proud</u>. / The family is <u>happy</u>.</p>				
<p>5. Plot</p> <p>0- No statements provided about plot prediction.</p> <p>1- Must include 1 of the following content</p> <p>2- Must include 2 of the following content</p> <p>3- Must include 3 of the following content</p> <p>Content:</p> <p>The family want the dog to learn fetch. / The dog will / will not go fetching. /The dog will (not) get the stick.</p>				

<p>6. Actions (Verb list provided: throw into, point at, cheer up, jump into, fetch)</p> <p>0- None of the actions</p> <p>1- Must include 1 of the following besides verb list</p> <p>2- Must include 2 of the following besides verb list</p> <p>3- Must include 3 of the following besides verb list</p> <p>Content:</p> <p>They take the dog to the <u>park</u>. / They <u>observe</u> (watch) the other dogs. / Mom <u>tells</u> the dog how to fetch. / The girl <u>tries</u> to throw again. / The wind <u>blows</u> the cap away. / They have their <u>thumbs up</u>.</p>				
<p>7. Consequence</p> <p>0- None of the consequences</p> <p>1- Must include 1 of the following content</p> <p>2- Must include 2 of the following content</p> <p>3- Must include 3 of the following content</p> <p>Content:</p> <p>the dog doesn't like to fetch at first because... / the dog fetch in the end because... / The family are happy at last because...</p>				

Experts' assessment of narrative ability scoring rubric

Item Number	Expert 1	Expert 2	Expert 3	IOC Average	Comments
1	1	1	1	1	
2	1	1	1	1	
3	1	1	1	1	
4	1	1	1	1	

5	1	1	1	1	
6	1	1	1	1	
7	1	1	1	1	

Part 2: Rubrics of language use ability in English during pretest and post-test

Please evaluate and comment whether the elements and criteria of the rubric can reflect the different levels of language use ability.

```

graph TD
    A[A variety of sentence patterns with almost no grammatical or lexical errors] -- No --> B[With some verbs marked for incorrect tense and aspect]
    A -- Yes --> C[5]
    B -- Yes --> D[With frequent grammatical and lexical errors]
    B -- No --> E[4]
    D -- Yes --> F[1]
    D -- No --> G[Use of pronouns and prepositional phrases]
    G -- No --> H[2]
    G -- Yes --> I[3]
  
```

	-1	0	+1	comment

Experts' assessment of narrative ability scoring rubric

Item Number	Expert 1	Expert 2	Expert 3	IOC Average	Comments
1	1	1	1	1	

Part 3: Lesson plan for DA intervention in Phase I

Please evaluate if the lesson plan adequately display the use of mediated prompts as DA intervention to assist young students' speaking ability in storytelling tasks in Phase I ?

<p>Topic: Fetch</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Teacher apply mediated prompts during intervention teaching phase to assist students' English narrative ability and language use ability. - Students observe the story and narrate according to the narrative elements. <p>Materials:</p> <ul style="list-style-type: none"> - camera for recording - printed picture
<p>Steps in DA intervention</p>
<p>1. Introduction (Warm up)</p> <ul style="list-style-type: none"> - To clarify the demands of task - Catch students' attention and stimulate students' interest <p>"Today I will show you a story, but we need to look at the pictures and tell the story together."</p>
<p>2. Model</p> <ul style="list-style-type: none"> - Teacher lay out pictures <ul style="list-style-type: none"> <i>"This is the story we will tell today."</i> - Place icons near pictures <ul style="list-style-type: none"> <i>"Here are five numbers relate to five pictures."</i> - Name the story elements <ul style="list-style-type: none"> <i>e.g. "This is a little boy; his name is Same- Character; It is a cold morning – Setting; Sam is very happy – Internal responses..."</i> - Model the story <ul style="list-style-type: none"> <i>Tell the story with students together.</i>

3. Group Retell

- Leave pictures displayed on table
- Pick up icons and place on corresponding pictures
e.g. This is picture 1, this is picture 2...
- Provide support and mediated prompts
 1. Correct and/ or provide prompts immediately
 2. Use least-to most verbal prompts with open-ended questions
(e.g. What happened? How does he feel?)
 3. Integrate interactive strategies (e.g. eye contact, gesture, voice tone...)
 4. Use overcorrection procedure with positive feedback
- Ensure all parts are included

4. Individual retell with pictures and icons

- Leave pictures displayed on table
- Select pre-assigned 1 to 3 students to retell the story; Other students listen to the story and observe
- Provide support and mediated prompts
Same as above

	-1	0	+1	comment

Experts' Assessment of lesson plan in DA intervention in Phase I

Item Number	Expert 1	Expert 2	Expert 3	IOC Average	Comments
	1	1	1	1	

Part 4: Unit plan for DA intervention in Phase II

Please evaluate if the unit plan adequately display the use of mediated prompts as DA intervention to assist young students' speaking ability in storytelling tasks in Phase II ?

Purpose	Weeks	Assessment	Story book	Objectives
Pre-test	Week 1	Non DA	Fetch	Tell the story without mediated prompts
Narrative	Week 2 To Week 3 (30 min per class)	DA intervention	The lost Teddy	Observe and describe the pictures with narrative elements. Be able to tell the whole story with or without mediated prompts.
Linguistic	Week 4 To Week 5 (30 min per class)	DA intervention	Getting up	Tell the story with adequate language use. Be able to correct with or without designed mediated prompts.
Narrative & Linguistic	Week 6 To Week 7 (30 min per	DA intervention	The big box	Tell the story with narrative elements and adequate language use Be able to tell the story with or without mediated prompts

	class)						
Post-test	Week 8	Non DA	Fetch	Tell the story without mediated prompts			
			-1	0	+1	comment	

Experts' Assessment of Unit plan in DA intervention in Phase I

Item Number	Expert 1	Expert 2	Expert 3	IOC Average	Comments
	1	1	1	1	

Biography

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