References

- จุฬารัตน์ อินทะแสน (Jutarat Intasan), (2544). การศึกษาการบริหารงานวิชาการของโรงเรียนนำ ร่องการใช้หลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2544 สังกัดสำนักงาน กณะกรรมการประถมศึกษาแห่งชาติ เขตการศึกษา 5. A Study of Academic Affairs Administration of Pilot Schools in the Foundation Curriculum Implementation Project B.E. 2544 of the Office of the National Primary Education Commission, Education Region Five. จุฬาลงกรณ์มหาวิทยาลัย. บัณฑิตวิทยาลัย. Chulalongkorn University. Bangkok (Thailand). Graduate School.
- นั้นที่ยา แสงสิน. (2543). การเรียนการสอนภาษาอังกฤษเป็นภาษาที่สองหรือภาษาต่างประเทศ. ภาควิชามัธยมศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่.
- วินิตยา ประเสริฐสุนทร (Winitaya Prasertsoontorn). (2539). กิจกรรมการสื่อสารที่เน้นรูปแบบ ไวยกรณ์กับการเรียนรู้ภาษาอังกฤษของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ.Form Focused Communication Tasks and English Laguage Acquisition of English as a Foreign Language Learnersมหาวิทยาลัยเขียงใหม่. บัณฑิตวิทยาลัย. Chiang Mai University. Chiang Mai (Thailand). Graduate School
- เสริมศรี ไชยศร. (2526). แบบบันทึกการใช้คำถามในการสอน. เอกสารประกอบการประชุมเชิง ปฏิบัติการ เรื่อง วิธีการสอนและวัดผลการศึกษา วันที่ 7-10 พ.ย. 2526 ณ. โครงการจัดการ ลุ่มน้ำแม่สา บ้านโป่งใครั อ.แม่ริม จ.เชียงใหม่
- Bissell, J. (No date). NNS-NNS vs. NS-NNS interactions. Cues for L2 acquisition: Difference in NNS-NS interactions.

Retrieved from http://www.tc.columbia.edu/Academic/TESOL/Han/Jonathan.html.

Brown, G. and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

Brumfit, C. (1984). Communicative Methodology in Language Teaching: *The Roles of Fluency and Accuracy*. Cambridge: Cambridge University Press.

Bygate M., Skehan P & Swain M. (2001). Researching Pedagogic Tasks. Second Language Learning, Teaching and Testing. Harlow: Longman.

Byrne, D. (1987). Techniques for Classroom Interaction. Harlow: Longman.

Cloutier, C. (1999). The Effect of Task-type on the Interactional Discourse of NNS NNS dyads: Jigsaws, Information-gap, Problem-solving, Decision-making, and Opinion-exchange Tasks. Ph.D. Dissertation. Georgetown University.

Commission on Higher Education (Bureau of International Cooperation Strategy). *Thai Higher Education Review*. Vol. IV No. 14 October- November 2005. ISSN 1685-5078

Doughty, C. and Pica, T. (1986). "Information gap" tasks: Do they Facilitate Second Language Acquisition?. TESOL Quarterly; v.20 (June 1986).

Duff, P. A. (1986). Another look at interlanguage talk: Taking task to task. in Richard R. D. (ed). *Talking to Learn*. pp.147-181 New York: Newbury House Publishers, Inc.

Duranti, A. and Goodwin, C. (1992). Language in Context and Language as Context: The Samoan Respect Vocabulary. In Duranti, A. and Goodwin, C. (eds.) Rethinking Context: Language as an Interactive Phenomenon. Cambridge: Cambridge University Press.

Ellis, R. (1986). Understanding Second Language Acquisition. Oxford: Oxford University Press

Ellis, R. (1988). Classroom Second Language Development. Ohio: Merrill Prentice Hall.

Ellis, R. (1994). The Study of Second Language Acquisition. London: Oxford University Press.

Ellis, R. (2003). Task-based Language Learning and Teaching. New York: Oxford University Press.

Gass, S. M., Mackey, A. and Pica T.(1998). The Role of Input and Interaction in Second Language Acquisition. *The Modern Language Journal*: v.82 no3 (Autumn, 1998) pp.299-307.

Gass, S. M. and Veronis, E. M. (1985). Task variation and nonnative/nonnative negotiation of meaning. In S. Gass& C. Madden (eds.) *Input in Second Language Acquisition*. pp.149-161. Rowley, MA: Newbury House.

Iwashita, N. (1993). Comprehensible Output in NNS-NNS Interaction in Japanese as a Foreign Language. M.A. Thesis: The University of Melbourne.

Iwashita, N. (2001). The effect of learner proficiency on interactional moves and modified output in nonnative-nonnative interaction in Japanese as a foreign language. System 29 (2001). pp 267-287.

Johnson, K (1982). Communicative Syllabus Design and Methodology. Oxford: Pergamon.

Kasanga, L. A. (1996). Peer interaction and L2 learning. Canadian Modern Language Review: V.52 (June 1996) pp.611-639.

Kegan, S. (2004). Jigsaw Cooperative Learning Strategy.

Retrieved from http://discovery.tie.net/supplements/jigsaw.html.

Klippel, F.(1984). Keep talking: Communicative Fluency Activities for Language Teaching. Cambridge: Cambridge University Press.

Larsen-Freeman, D. (2002). Techniques and Principles in Language Teaching. China: Oxford University Press.

Lightbrown, P.M. and Spada, N. (1995). *How Languages are Learned*. Hong Kong: Oxford University Press.

Long, M. (1981). Questions in Foreigner Talk Discourse. Language Learning 31.pp 135-157.

Long, M. (1985). *Input and Second Language Acquisition Theory*. In S. Gass & C. Madden (eds.) Input in second language acquisition (pp.377-393). Rowley, MA: Newbury House.

Long, M. H. and Porter, P. A. (1985). Group work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, Vol.19, No. 2, June (1985) pp. 207-227.

Lyster, R. (2001). Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classroom. *Language Learning* 51 (2001).

Moore, J. L.(2004). Foreign language students' conversational negotiations in different task environments. *Applied Linguistics* 25/3: 340-370.

Hall, J. K.(2002). Methods for Teaching Foreign Languages. Ohio: Merrill Prentice Hall.

Mackey, A. and Oliver, R. (2002). Interactional feedback and children's L2 development. System 30 (2002) pp.459-477.

Mackey, A. and Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and redherring. *The Modern Language Journal;* v. 82 no3 (Autumn 1998) pp. 338-356.

Mackey, A., Oliver, R. and Leeman, J. (2003).Interactional input and the incorporation of feedback: An exploration of NS-NNS and NNS-NNS adult and child dyads, *Language Learning*; 53:1, March 2003.

Matthews, C.(1994). Speaking Solutions. United States of America: Longman.

Mayo, M. D. P. G. and Pica, T. (2000). L2 learner interaction in a foreign language setting: Are learning needs addressed? IRAL; 38 (2000) pp. 35-58.

McCaslin, M. and Good, T. L. (1996). *Listening in Classrooms*. New York: Harper Collins College Publishers.

McDonough, K.(2004). Learner-learner interaction during pair and small group activities in a Thai EFL context. System 32 (2004) pp. 207-224.

Ministry of Thai Education. (2000). The Synthesis Report of Teaching and Learning Methods and Techniques of Thai, English, Math, and Science Subjects in secondary level. Bangkok: Ministry of Religious Affairs Publishing.

Ministry of Thai Education. (2003). The Management of Thai Education in Second Language Learning Following the Basic Educational Curriculum 2001. Bangkok: Express Transportation Organization Publishing.

Nakahama, Y., Tyler, A. and Van Lier, L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. *TESOL Quarterly* Vol.35, No.3, (Autumn 2001) pp.377-405.

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.

Nunan, D. (1989). Understanding language classroom. Prentice Hall. Nunan, D. (199 tasks and the language curriculum. *TESOL Quarterly*, Vol. 25, No. 2, (Summer 1991) pp. 279-295.

Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25 (2), pp. 279-295.

Nunan, D. (1992). Collaborative Language Learning and Teaching. New York: Cambridge University Press.

Office of the National Education Commission, Office of the Prime Minister, Kingdom of Thailand (1999). National Education Act of B.E. 2542. Bangkok: Seven Printing Group.

Oliver, R. and Mackey, Al.(2003). Interactional context and feedback in child ESL classrooms. *The Modern Language Journal*, 87, iv, (2003) pp.519-533.

Patanasorn, C. (2004). An Analysis of Features of Negotiation for Meaning and Form in Synchronous Computer-mediated Communication of Khon Kaen University Students (Abstract). M.A. Thesis. English as an International Language. Chulalongkorn University.

Retrieved from http://eil.grad.chula.ac.th/research.htm.

Pica, T. and Dougty, C. (1985). Input and Interlanguage in the Communicative Language Classroom: A comparison of teacher-fronted and group activities. In S.

Gass &. C. Madden (eds.) Input in Second Language Acquisition (pp.115-132). Rowley, MA: Newbury House.

Pica, T., Young, R. and Doughty, C. (1987). The impact of interaction on comprehension. *TESOL Quarterly*, Vol 21, No.4, December 1987.

Pica, T.(1996). Do second language learners need negotiation? IRAL; v.34 (Feb.1996) p.1-21.

Pica, T., Lincoln-Porter, F., Paninos, D. and Linnell, J. (1996). Language learners' interaction: How does it address the input, output, and feedback needs of L2 learners?. *TESOL Quarterly* Vol.30, No. 1, Spring 1996.

Pica, T., Evans, B. and J V. (No date). Teacher and Peer Responses as a Source of Negative Evidence to L2 Learners in Content-based and Grammar-based Classroom Activities. Retrieved from http://www.wpel.net/v16/vl 6n2Pica.pdf.

Richards, J.C. (1995). Understanding Communication in Second Language Classrooms. Cambridge: University Press.

Richards, J.C. (2000). Listen Carefully. China: Oxford University Press.

Swain, M. & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 83; pp. 320-337.

Shehadeh, A. (1999). Insights into learner output. Forum, Vol 37 No 4, October-December 1999 Page 2. Retrieved From http://l/exchange.state.govlforumlvols/vol371no41p2.htm

Shehadeh, A. (1999). Non-native speakers production of modified comprehensible output and second language learning. *Language Learning*; v.49 no.4 (December, 1999) pp.627-675.

Shehadeh, A. (200 1). Self- and other-initiated modified output during task-based interaction. *TESOL Quarterly* Vol.35, No. 3, (Autumn 2001) pp.433-457.

Shehadeh, A. (2002). Comprehensible output, from occurrence to acquisition: An agenda for acquisitional research. *Language Learning* 52:3, (September 2002) pp. 597-647.

Swain, M.(1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (eds.) *Input in Second Language Acquisition* (pp.235-235). Rowley, MA: Newbury House.

Swain, M. (1995). Three functions of output in second language learning. In Cook, Guy and Seidlhofer, Barbara (eds.) *Principle & Practice in Applied Linguistics*. (pp.125-144). England: Oxford University Press.

Underhill, N. (1998). Testing Spoken Language. Cambridge: Cambridge University Press.

Wajnryb, R. (1992). Classroom Observation Tasks. Great Britain. Cambridge University Press.

Widdowson, H. (1990). Aspects of Language Teaching. Oxford: Oxford University Press.