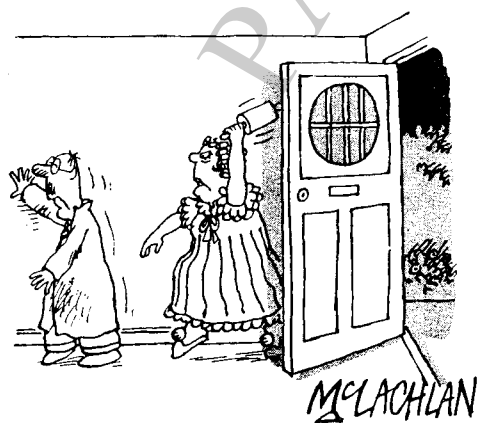
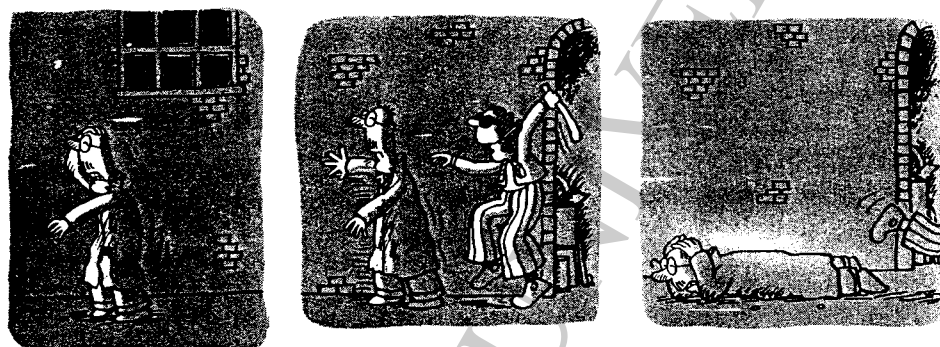
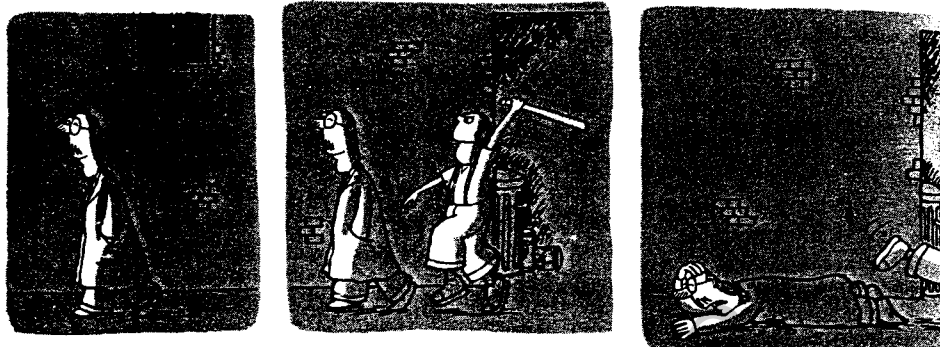


APPENDICES

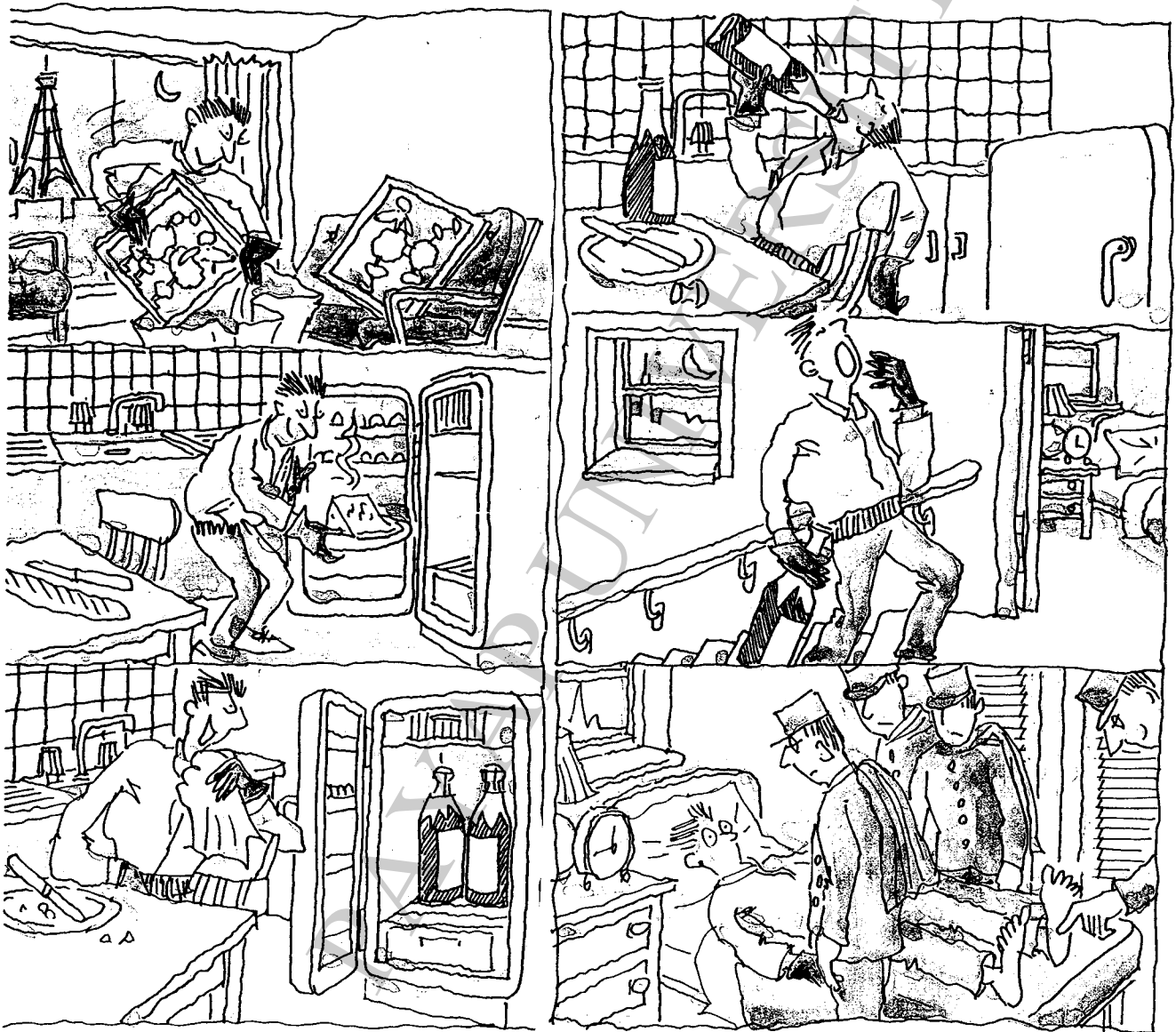
PAYAP UNIVERSITY

**APPENDIX A**  
**PICTURE STORIES USED IN THE SESSIONS**

Picture 1, Session 1



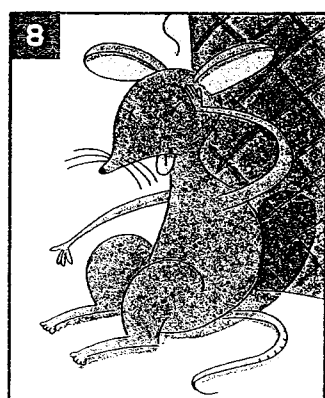
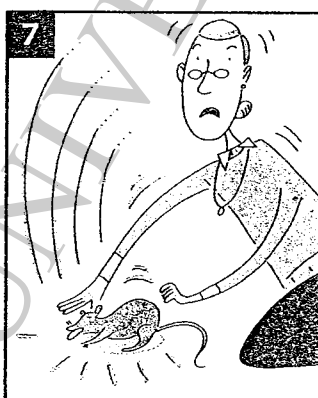
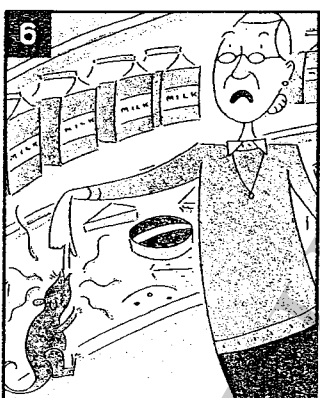
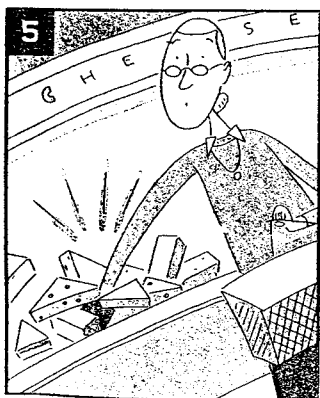
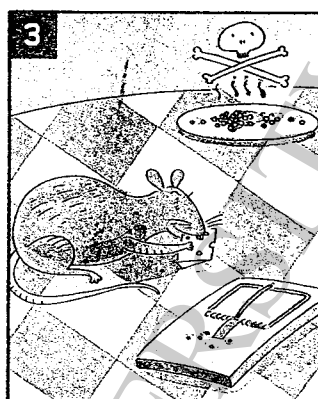
Picture 2, Session 2



## Picture 3, Session 3



Picture 4, Delayed Session 4



APPENDIX B  
LEARNER CORRECTED TRANSCRIPTS OF ORAL  
PERFORMANCES

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## Session 1

## Learner 1

Pen

The Unlucky Man

first session

In the evening about 6 PM, ~~have~~ <sup>A man</sup> ~~uh~~ <sup>ed</sup> one man who is a doctor walk along the street to go to the house because he just finish <sup>had</sup> <sup>ed</sup> to work. And after that ~~have~~ <sup>ing</sup> There is <sup>a</sup> some girl to attack him <sup>on</sup> ~~uh~~ his head. And he fell in the floor and he feel dizzy. After that, he got up to continue to walk, <sup>to</sup> go to his house and the same woman <sup>did</sup> <sup>ed</sup> attack him again on his head. And he feel <sup>felt</sup> very very dizzy..more than ~~that~~ <sup>the</sup> ~~um~~ the first time and his clothes...very...his clothes very <sup>dirty</sup>..ugly. And after that he <sup>went</sup> <sup>go to</sup> ~~go~~ along to ~~um~~ his house and he knock <sup>at</sup> the door and his wife ~~um~~ used some equipment to attack him again on his head. And he feel <sup>felt</sup> very confused, ~~at~~ <sup>at</sup> ~~um~~ that why the people attack <sup>ed</sup> <sup>so</sup> him ~~um~~ many times on his head and he <sup>didn't</sup> ~~don't~~ know about what happened in that day and he <sup>didn't</sup> ~~don't~~ know about what <sup>should he</sup> ~~he~~ <sup>should</sup> do in that day.

## Learner 2

Aum

- Story One

There <sup>was</sup> is a man <sup>walked</sup> walk on the street. Suddenly, a robber <sup>followed</sup> follow him  
 and <sup>pushed</sup> push club and hit him on his head. And then he <sup>lied</sup> is lie down and  
 he <sup>touchd</sup> touch his head. And he <sup>felt</sup> feel a headache. After that, he <sup>stood</sup> stand up  
 on the street and he still <sup>touchd</sup> touch his head. He still touched his head.  
 After that, he <sup>walked</sup> walk on the street and suddenly a robber <sup>followed</sup> follow him.  
 He <sup>brang</sup> bring a club and hit his head again. He <sup>lied</sup> is lie down again. He  
 headache. He <sup>touchd</sup> touch his head. After that, he <sup>walked</sup> walk on the street. He  
 walk on the street to at home and then he <sup>brang</sup> bring up a key and  
 opened the door. He <sup>through</sup> to the door and he met his wife and his wife  
<sup>brang</sup> bring rolling pin will hit his head again.

## Session 2

## Learner 1

Pen

Story 2:

In the evening, at the house, <sup>there is a man</sup> ~~and have one man~~ who was cleaning  
 his room. And when he <sup>had ed</sup> cleaning he <sup>ed</sup> ~~feel~~ hungry and he want <sup>ed</sup> to eat  
 something and then he went <sup>ed</sup> to the kitchen and <sup>found ed</sup> find something to  
 eat. He opened the refrigerator and met some cake and he want <sup>ed</sup> to  
 eat. And when he finished to eat he want <sup>ed</sup> to drink some water. And  
<sup>After that,</sup> then he found the two bottles in the refrigerator and he pick <sup>ed</sup> up the  
 bottle and drank it. <sup>After</sup> ~~And when~~ he drank <sup>it</sup> ~~he~~ already, he fell to sleep.  
<sup>when</sup> And he went to the bedroom and <sup>felt</sup> feel unconscious ~~in~~ on...his bed  
 and <sup>There is a</sup> ~~have some~~ man who want to visit him and knock <sup>ed</sup> the door and  
<sup>didn't</sup> don't have any answer from the house. And <sup>then</sup> he came in the house  
 and <sup>found</sup> find him and then he <sup>met</sup> meet him on the bed and <sup>felt</sup> feel shocked  
 because he <sup>felt</sup> fell unconscious and he <sup>bring</sup> bring him to the hospital. And  
 then after 10 or 15 minutes when he <sup>came</sup> come in the hospital he shocked  
 because he saw lots of people near him and he didn't know about  
 him. <sup>came</sup> Why he come in the hospital and lay on the bed.

## Learner 2

Aum

## story 2

There is a young man, <sup>picked</sup> pick up a picture, <sup>into</sup> put on to a bag and then  
 he <sup>went</sup> go to the kitchen at his home. He <sup>picked</sup> pick up cheese, <sup>took</sup> take out from  
 refrigerator in order to cooking. He felt hungry and he was cooking  
<sup>for</sup> from dinner when he <sup>had</sup> have dinner finish, <sup>and</sup> he <sup>was</sup> drinking alone in the  
 kitchen. After that he felt sleepy and he <sup>carried</sup> carry a bottle beside him  
 and he <sup>walked</sup> walk up stair to his bedroom. After that, in the morning he <sup>still</sup>  
<sup>lied</sup> lie down on his bed and there are a lot of people <sup>came</sup> come to him at his  
 bedroom and they <sup>wake</sup> wake up him at the morning to get something.

↓  
 came in order to

Session 3  
Learner 1

Pen – Story 3

Sarah was a beautiful woman and she <sup>was</sup> middle-age. And she ~~always~~ wore a well dress and she <sup>said</sup> ~~wait~~ on the <sup>chair</sup> table and look <sup>ed</sup> at the calendar ~~that he saw..um,~~ the birthday of her mother and she <sup>thought</sup> about <sup>going</sup> to the pet shop to see some pet ~~and then when she go~~ when she went to the pet shop she <sup>got</sup> look at the parrot. The parrot is interesting for her and <sup>was</sup> ~~is~~ very beautiful. This parrot <sup>could</sup> ~~can~~ sing and speak ~~is about... is...~~ <sup>it</sup> was about 50 million baht and after that she decided to buy it for her mother. After that, when she bought it she went to her home and packed a gift for her mother and she ~~take...~~ <sup>bring</sup> took... delivery man to send her gift to her mother. And then when the delivery man <sup>bought</sup> sent it already, <sup>Her</sup> her mother called to Sarah and <sup>ed</sup> talk with her <sup>Al,</sup> ~~that~~ she <sup>had</sup> already cooked the parrot to eat dinner. And then Sarah felt <sup>ed</sup> ~~shocked~~ that her mother do it. And when her mother <sup>returned</sup> ~~call~~ talk with her already she <sup>ed</sup> come to sit the table dinner and <sup>ate</sup> ~~eat~~ the parrot and laugh and feel happy on the table <sup>because</sup> ~~that~~ she talk with Sarah and ate the parrot.

## Learner 2

Aum

## Story 3

<sup>was</sup> There ~~is~~ a middle-aged woman. She <sup>was a</sup> curly hair. She <sup>wearing</sup> ~~wear~~  
<sup>thought</sup> a necklace. She sat on a chair. She ~~think~~ to her mother because today  
 her mother birthday on 6. After that, he — oh — she went to the pet  
 store and she <sup>walked</sup> want to come in the store. She saw a parrot and a  
 parrot sang a song and she felt happy and she <sup>liked</sup> like it. She <sup>wanted</sup> want to  
 buy a parrot to give for her mother. After that he, she walk to the  
 cashier and a seller and a seller he <sup>was a bald</sup> bal(d). She <sup>payed</sup> pay some money to  
 the seller and the seller <sup>gave</sup> give a gift to her. After that, she <sup>called</sup> call to her  
 mother and she said (ys) do you like..do you like a gift from her.  
 Her mother <sup>talked</sup> talk and after that her mother <sup>brought</sup> bring a parrot <sup>cooked</sup> cooking  
 for the meal and <sup>a fried parrot</sup> parrot fried for the dinner.  
<sup>came to</sup>

APPENDIX C  
DELAYED PERFORMANCE

## Learner 1

Pen

follow up

One day Mr...Mrs. Mary want to cook dinner for the... for her family but she found some cheese to cook but in the refrigerator didn't have it and she want to bought it in the near...um...near..bought it at the supermarket near her house and the supermarket that's near her house is ver...are...was very dirty because I...because I heard that that supermarket have a lot of mouse and the saleman was chase /cheese/ them everyday and cheese..chase them everyday...the mouse like to eat cheese and they was very careful because they didn't eat poison and went to the trap and one day Mrs. Mary went to this store and want to buy some cheese and she brought her hand to bring some piece of cheese and after that have have a rat bite in the finger, bit in his finger. Suddenly, she smashed a rat on the ground and she feel that this store was very dirty not clean and she feel next time she didn't go this store - she want to buy um to..she want to go the new supermarket and that rat that rat that she smashed it on the ground feel, fell very dizzy because um she smashed it very heavy.

## Learner 2

Aum

follow-up

There is the old women. She is wearing glasses and she wearing the gray shirt. She thought about something. She was going to buy something at the shop. After that um inside the shop there is a mouse ran around the shop and the seller carry a broom...chee...chee..cra...cha (trying to say 'chase') and a seller carry a broom cra a mouse cre mouse...(laughing). Inside building a mouse ran ran ran to eat to eat some cheese and then there are a person ('poison') and chap ('trap') beside a mouse. After that the old women came to the shop...she hold order and she carry a basket into the shop she came. She went to check up cheese and suddenly a mouse bite her finger. She surprise. She smash a mouse on the ground. And and a mouse bizzy ('dizzy') back the wall.

**APPENDIX D**  
**13 LEVELS OF ASSISTANCE SCALE**

### 13 levels of Assistance Scale (Aljaahfreh & Lantolf, 1994, p.471)

0. Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial.
1. Construction of a “collaborative frame” prompted by the presence of the tutor as a potential dialogic partner.
2. Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
3. Tutor indicates that something may be wrong in a segment (sentence, line, or clause) – “Is there anything wrong in this sentence?”
4. Tutor rejects unsuccessful attempts at recognizing the error
5. Tutor narrows down the location of the error (e.g. tutor repeats or points to the specific location of the error.
6. Tutor indicates the nature of the error, but does not identify the error (e.g., “There is something wrong with the tense marking here.”).
7. Tutor identifies the error (“You can’t use an auxiliary here”).
8. Tutor rejects learner’s unsuccessful attempts at correcting the error.
9. Tutor provides clues to help the learner arrive at the correct form (e.g., “It is not really the past but some thing that is still going on”).
10. Tutor provides the correct form.
11. Tutor provides some explanation for the use of the correct form.
12. Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.