



THE EFFECTS OF PEER MEDIATOR IN DYNAMIC ASSESSMENT AND
SELF-REGULATORY STRATEGY INSTRUCTIONAL PROCESS ON
THAI UNIVERSITY STUDENTS' ENGLISH LISTENING
COMPREHENSION ABILITY

Parinun Permpoonsap

I.D. No. 5729407

A Dissertation Submitted in Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

2018

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ABSTRACT

I.D. No.: 5729407

Key Words: DYNAMIC ASSESSMENT/ PEER MEDIATOR/ SELF-REGULATORY STRATEGY/ LISTENING INSTRUCTION/ ENGLISH LISTENING SKILL

Name: PARINUN PERMPOONSAP

Thesis Title: THE EFFECTS OF PEER MEDIATOR IN DYNAMIC ASSESSMENT AND SELF-REGULATORY STRATEGY INSTRUCTIONAL PROCESS ON THAI UNIVERSITY STUDENTS' ENGLISH LISTENING COMPREHENSION ABILITY

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The peer mediator (PM) in dynamic assessment (DA and self-regulatory strategy (SRS) or PM DA-SRS refers to an instructional process with an ultimate goal to develop Thai university students' English listening comprehension ability. This study is divided into two phases. The first phase is the instructional process development and the second phase is the main study. Both phases consist of three modules which start from the self-regulatory and listening strategy instruction, followed by the peer mediator training and the student's PM DA-SRS application respectively. The objectives of this study were 1) to develop the PM DA-SRS instructional process for its applicability in the listening instruction; 2) to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability; 3) to examine how the PM DA-SRS instructional process can enhance the students' English listening comprehension ability; and 4) to explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

This study took the form of one group pretest-posttest experimental design where treatment was conducted between the pre-test and the post-test. Eight research instruments were utilized to collect quantitative and qualitative data with 29 students who were trained to be peer mediators in classroom setting. Most instruments were implemented during and after the invention period which lasted 15 weeks.

The findings revealed that 1) the four main research instruments could appropriately be used for the main study and the two emerged themes were problems related to the provision of mediating prompts and the insufficient time for peer mediator training; 2) there was a statistically significant difference on the students' English listening comprehension ability through the application of the PM DA-SRS instructional process; 3) the four emerged themes which could enhance the students' English listening ability were the development of self-regulation, the reduction of mediating prompts, the increased frequency of progressive moves, and the use of listening strategies; and 4) the students' attitudes towards the usefulness of the application of the PM DA-SRS instructional process was at high level, which benefited them academically, socially, and psychologically. However, two major problems were reported during the process application.

Apart from being served as a guideline for listening instruction in L2 classrooms, this study provided implications and recommendations which could pave the way for English teachers and researchers to conduct further investigations on related issues.

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LIST OF ABBREVIATIONS

ABBREVIATIONS

1. DA stands for Dynamic Assessment
2. PM stands for Peer Mediator
3. SRS stands for Self-Regulatory Strategy
4. R stands for Researcher
5. S stands for Student



CHAPTER I

INTRODUCTION

This chapter provides the background of the study with the focus on the importance of English listening skill, Thai university students' English listening comprehension problems, and their attitudes towards English listening comprehension. Next, the objectives of the study, research questions, research hypothesis, scope, definitions of terms, limitations, assumptions, and significance of the study are stated.

1.1 Background of the Study

With the progress of economic and cultural globalization in the 21st century, people from all over the world need to use an international language to communicate. English is undoubtedly regarded as an international language of communication for several purposes. It is the official aviation language, the leading language of business, science, technology and computers, and a major medium of education, diplomacy, entertainment and cultural development. Crystal (2006) estimates that the number of those speaking English as a first, second and foreign language increased from 1.2 billion in 2003 to 1.5 billion in 2006 while Howson (2013) points out that English which is the international language of the 21st century is spoken at a useful level by some 1.75 billion people or a quarter of the world's population. Due to its importance, most students in many countries throughout the world start studying English as their first foreign language in both school and university levels.

1.1.1 The Role of English Language in Thailand

The role of English language has become more crucial particularly here in Thailand, with the emergence of ASEAN Economic Community (AEC) in 2015. All

ten member countries (Thailand, Indonesia, Laos, Brunei, Vietnam, Philippines, Myanmar, Singapore, Malaysia, and Cambodia) have agreed to use English as the operative language of ASEAN business (Crocco & Bunwirat, 2014). The Tourism Authority of Thailand has also encouraged Thai students to improve their English language skill with the launch of AEC so that they will be able to compete with people from other South East Asian nations. Sakkarin Niyomsilpa, a demographic expert at Mahidol University's Institute for Population and Social Research (IPSR), said those who are bilingual or multilingual will be very advantageous at finding job positions while those who do not have a good command of English may lose their good opportunities (Tansubhapol, 2011).

1.1.2 Thai People's Level of English Skills

In Thailand, English is considered as a foreign language (EFL) which is a compulsory subject for all primary students from grade one to university levels. In 2005, Thai schools were encouraged to establish bilingual programs, which would improve learners to communicate more effectively in English (Ministry of Education, 2005). In 2006, there were 29 public higher education institutions and 23 private higher education institutions which initiated new international programs to serve those requirements (Bureau of International Cooperation Strategy, 2007).

Although there has been an attempt to improve English ability of Thai people, the level of English proficiency of Thai people remains low. Several reports from both Thai and foreign organizations indicate that the ability of Thai people to communicate in English language has not reached the satisfactory level. The average English skill level of Thai university students measured by The Test of English as a Foreign Language (TOEFL) was only 75 points from 120 points as of the year 2010 (ETS report, 2010). Though the Thai score was better than the average score of Laos,

Vietnam, Cambodia and Myanmar, it was relatively low comparing to other ASEAN countries such as Singapore, Malaysia, Indonesia and Philippines.

Similarly, the Jobstreet.com, one of the leading Internet Recruitment websites in the Asia Pacific, conducted the Jobstreet.com English Language Assessment (JELA). A total of 1,540,785 people, working in Singapore, the Philippines, Malaysia, Indonesia and Thailand, participated in the assessment. Thai workers ranging from all levels of employment scored the lowest in English skills among counterparts in ASEAN while Singaporean workers scored highest at 81 percent, followed by Filipinos at 73 percent, Malaysians at 72 percent and Indonesians at 59 percent respectively (Nguyen, 2013).

Moreover, according to Education First English Proficiency Index (EPI) which is the world's largest ranking of countries by English skills, Thailand ranks almost the lowest proficiency scores of 45.35 in 2015, with a 15-point different from Singapore (Education First Institute, 2013). Other previous studies have reached a similar conclusion that Thailand is still low in English language competency.

1.1.3 The Importance of English Listening Comprehension Ability

As a means of communication, Anderson and Lynch (1998) consider both listening and speaking as important skills in oral communication. People cannot successfully communicate with each other without listening to speakers' messages and understanding them. People need to listen before making a response. If they do not listen effectively, their communication will break down. Rivers (1981) points out that listening comprehension is important in communication because communication will not take place if people do not understand the language they are exposed to.

More importantly, listening is also considered as a fundamental skill in language acquisition (Nunan, 1997). Several studies indicate that listening

comprehension skill plays an important role in increasing the ability of language learners, particularly in the EFL environment. According to Second Language Acquisition (SLA) theory, language input is considered the most important element in language acquisition. New-born babies first recognize a language through their listening process before they start speaking. This action is the natural process of humans in acquiring a new language (Buck, 2001). Similarly, when students are introduced with a new language, they have to listen to the words before they can recognize how to pronounce those words correctly. Grant (1987) summarizes that there are two main purposes why we need to listen. First, it is used for communication. Second, it helps students to learn the language more easily. According to Nunan and Miller (1995), listening is essential in the language instruction since it provides input for learners. Likewise, Rost (2002) views listening comprehension skill as a vital role in second-language instruction because it is the fundamental basis for developing any language.

1.2 Statement of the Problem

1.2.1 Thai University Students' English Listening Comprehension Problems

In a circumstance where English is learned as a Foreign Language or EFL, EFL students such as Thai students have less opportunity to expose to English listening materials or to communicate with native speakers. As a result, listening which lags behind other skills seems to be the most demanding skill for EFL students (Cubalit, 2016).

In general, two major common problems in second language (L2) listening comprehension pointed out by Rubin and Thompson (1994) and Underwood (1989) are the speaker's speed of delivery and the lack of knowledge on topics being

discussed. Zeng (2007) who conducted his study with EFL college students in China reveals that speech rate is the most important source of his students' listening problems. When the speech rate is too fast for students to catch the words, students naturally get distracted and will not be able to continue to process the information.

There has been numerous research (Anandapong, 2011; Chonprakay, 2009; Khamprated, 2012; and Warawudhi, 2013) which show that Thai students have problems with their English listening and speaking despite the fact that they have studied the formal English for at least 16 years at school and university level. According to Anandapong's (2011) research findings, most Thai students who study English program from various universities are reluctant when they have to communicate with foreigners. When they do not understand what foreigners say, they dare not to ask for repetition. Anandapong also points out that factors causing listening problems among college students are lack of regular listening practice. Conprakay's (2009) research findings indicate that listening is a serious and widespread problem among undergraduate students. Students need more practice in order to become an effective listener. Likewise, Khamprated's (2012) research findings conclude that Thai students have difficulty with listening and speaking skills which may cause them to lose confidence in their communication. Warawudhi's (2013) research findings reveal that students realize that listening and speaking skills are their most difficult skills when they really use them on their jobs.

1.2.2 Current Listening Practices Leading to Listening Problems in Thai Context

Several studies (Ratanapruks, 2015; Sriprom, 2011) report the less emphasis on the use of process-oriented listening comprehension approach which is one major cause of listening problems among Thai university students.

In her study, Sriprom (2011) states that there is a less emphasis on the process of studying English listening and speaking skills while the use of grammar, writing and reading skills is the main focus in the Thai education system. Similarly, the listening instruction of many schools and universities in Thailand emphasizes more on a product which is the question-oriented response approach (Ratanapruks, 2015). According to Ratanapruks (2015), the actual listening of the learners occurs when the pre-listening exercises are presented while the teachers tend to teach grammar and vocabulary for the rest of the class. Likewise, a study conducted by Simasangyaporn (2016) reveals that one major problem of teaching listening in Thai context is the fact that there is no actual teaching of listening as a skill. Instead, most classes follow a common pattern of pre-listening activities, the listening activity such as answering comprehension questions, and the checking of the answers. Simasangyaporn claims that the listening instruction in Thai university level tends to focus on the completion of listening tasks rather than listening development.

It can be observed that the findings of the studies mentioned above are similar to Goh's (2010, pp.179-180) description of one scene in teaching listening as below:

"...The teacher plays the recording and the students listen attentively. They complete the activity by giving appropriate written responses...The teacher plays the recording again and instructs the students to confirm or change their responses. After that, she tells the class what the correct responses are and the students find out where they have gone wrong".

Other research conducted by Rubin (1994), Rost (2002), Buck (2003), Vandergrift (2007), and Field (2008) also report on the use of product-oriented listening approaches through quantitative methods. They call for a need to explore the listening process through qualitative methods. Buck (2003) has expressed his concern on the need to create new diagnostic listening assessments which can identify specific areas learners need to improve.

Due to Thai university students' English listening comprehension problems, there is a crucial need to develop an instructional process which integrates important components suitable for listening comprehension development.

The following part discusses all important components to be included in the instructional process of this study.

1.2.3 Dynamic Assessment (DA)

Being guided by Vygotsky's (1978) sociocultural theory or SCT, dynamic assessment which is considered a process-oriented approach refers to a combination of assessment and instruction into one single activity aimed at "promoting learner development through appropriate forms of mediation that are sensitive to the individual's (or in some cases a group's) current abilities. In essence, DA is a procedure for simultaneously assessing and promoting development that takes account of the individual's (or group's) zone of proximal development and his/her responsiveness to mediation" (Lantolf & Poehner, 2004, p.50). According to Vygotsky (1978), the zone of proximal development or ZPD refers to the distance between one learner's actual level of performance and his/her potential level of development under guidance from more capable peers. Based on this perspective, many researchers (Anton, 2009; Lantolf & Poehner, 2004; and Poehner, 2005) have investigated the effectiveness of DA in L2 contexts and found out that DA is considered a successful method for promoting second language acquisition for all levels and for measuring potential language learning.

Lantolf and Poehner (2004) define DA as a process-oriented approach, which is different from other forms of L2 assessment. One major principle of DA refers to a dyadic model with one teacher and one student. This form of administration occurs when a teacher serving as a mediator intervenes by means of providing mediating

prompts, which mediate students in acquiring strategies to be able to manage their task independently (Kozulin & Garb, 2002). Kozulin and Garb (2002) consider the provision of mediating prompts as the use of strategy similar to Safa and Rozati (2017) who perceive mediation as strategies. This clearly shows that DA considers mediation as an instrument powerful for student learning. Successful mediation can be beneficial in many ways. For example, it builds self-assurance in the students, stimulates students to improve their learning, and provides students with presentation improvement information (Erfani & Nikbin, 2015). Therefore, the provision of mediation has a great impact on students' progress (Gibbons, 2003).

According to Haywood and Lidz (2007), DA leads to the assessment of cognitive processes. Proponents of DA (Kozulin & Garb, 2002; Poehner & Lantolf, 2013) believe that DA procedures are feasible and effective for developing the learners' cognitive processes since they can help students concerning their gain of new text comprehension strategies.

So far, two major approaches of DA, the interventionist approach and the interactionist approach, have been opted for conducting DA studies. The interventionist approach relies on a standardized procedure of mediation where a set of pre-scripted hints are provided to students who cannot give the right answer to a test question. The interactionist approach, on the other hand, is not in line with any standardization in DA procedures. Rather, the mediation emerges from the interaction between the teacher and student.

1.2.4 DA and English Listening Comprehension Ability

Generally, the current assessments of English listening comprehension follow a traditional approach where test-takers listen to an audio recording and then answer a set of comprehension questions individually (Hidri, 2014). In this traditional approach,

there is no joint interaction of the learners required for approaching the learning input (Lidz & Gindis, 2003). Some researchers (Lantolf & Poehner 2006; Ohta 2000) argue that language acquisition and learning can be achieved through joint interactions in the forms of using prompts, hints, clarifications, and leading questions. Moreover, as pointed out earlier, several researchers (Buck, 2003; Goh, 2010; Field, 2008; Rost, 2002) call for a need to emphasize more on process-oriented approach for the development of English listening comprehension ability.

Since the concept of DA is attributed to the processes which lead to the end product, it has gained interest among applied linguists and L2 researchers whose studies have applied DA to promote the learners' L2 reading skill (Ajideh & Nourdad, 2012; Naeini & Duvall, 2012), the learners' L2 writing skill (Alavi & Taghizadeh, 2014; Aljafreh & Lantolf, 1994) and the learners' L2 speaking skill (Anton, 2009; Poehner, 2005). However, research on DA-based instruction in L2 listening context has scarcely been conducted. One reason that L2 listening comprehension is the least researched skill could be its complexity (Sara, Saeed, & Hossein, 2015). Supported by Buck (2003), listening processes are covert since they remain in the mind of learners. He claims that listening is a difficult skill to research.

In order to understand deeper in the listening processes which influence successful English listening comprehension, DA, a process-oriented approach where teachers provide mediation to help students overcome problems, is considered capable of promoting and enhancing students' English listening comprehension skills.

1.2.5 Group-DA and English Listening Comprehension Ability

Browsing the literature of DA research in the field of second language learning, it can be observed that DA has been conducted following one-to-one interaction between teacher and learner. However, SCT practitioners agree that it is possible for

the teacher or mediator to simultaneously provide group of learners with mediating prompts and comments (Poehner, 2009). Poehner (2009) proposes a new framework known as group dynamic assessment or G-DA to investigate the use of DA with a group of learners rather than individuals in classroom setting.

Some studies (Davin, 2013; Lantolf & Poehner, 2011) have recently applied G-DA procedures with second language learners in classroom settings. Lantolf and Poehner (2011) analyzed the efforts of a Spanish teacher aiming to improve oral proficiency of her elementary students through G-DA. They observed and witnessed that the process of G-DA could gradually lead to the development.

To date, only a few research studies on the application of G-DA in English listening context with university students have been conducted. For example, Alavi, Kaivanpanah, and Shabani (2012) conducted a research study to test out the applicability of G-DA of listening in the classroom context and to examine its potential in assessing and promoting listening abilities of 15 undergraduate students. The finding revealed that although one of the students' major problem was their unfamiliarity with the political news and vocabulary, they could still benefit from the interaction and mediational strategies provided by teacher to resolve their listening comprehension problems. Another study following the G-DA format belongs to Sara, Saeed, and Hossein (2015). In their study, they focused on the effects of G-DA with 50 EFL learners at university level in the context of listening. Through the analysis of the mediated interactions between the learners and the mediator, the process of G-DA implemented in their study led to the improvement of learners' listening ability.

The two existing studies on the application of G-DA in English listening context mentioned above have yielded positive results. However, the process of English listening has not been adequately analyzed through G-DA in the context of classroom

setting. Therefore, there is a significant need to conduct a study on the application of G-DA in English listening context, with a particular attention to the teaching methodological process.

1.2.6 DA and Student as a Peer Mediator (PM)

As previously mentioned, DA deals with an interaction between one teacher as a mediator and one student as a novice while G-DA refers to an interaction between one teacher and a group of students in the classroom context. As a mediator, the teacher provides mediating prompts which mediate students in acquiring strategies to be able to manage their task independently (Kozulin & Garb, 2002).

In order to reflect the student-centered learning approach to which several educators in Thailand have paid attention (Syamananda, 2017), this study attempts to promote students in replacement of teachers to be peer mediators (PM) who provide mediating prompts to other students following G-DA format.

There are several benefits from promoting students to be peer mediators who provide mediating prompts to other students in the field of English language learning. For example, there is less social distance in student-student relationship when compared to teacher-student relationship (Garcia & Asencion, 2001). A study conducted by Erfani and Nikbin (2015) investigated the effect of peer-assisted mediation vs teacher-intervention within dynamic assessment framework on writing development of Iranian EFL university level students. To do so, 30 students were divided into two groups. In peer-assisted mediation group, the writing assignments were assessed by peers while the teacher assessed and provided feedback to students in teacher-intervention group during the instruction. At the end, the peer-assisted mediation outperformed the teacher-intervention groups on the post test of writing.

Based on these research findings, it can be implied that students should be provided with more opportunities to interact through the process of providing mediating prompts to their peers. Therefore, this study aims to promote students to be peer mediators, which can lead to the development of their English listening comprehension ability.

1.2.7 Self-Regulatory Strategy (SRS) Instruction

Generally, self-regulation refers the ability to adjust one's behaviors in order to achieve goals and desired results in the light of changing environment (Zeidner, Boekaerts, & Pintrich, 2000). There have been numerous studies which demonstrate that the ability to self-regulate one's own learning can improve foreign language learning (Ma & Oxford, 2014; Oxford, 2011; Sinclair, 2000; Zimmerman & Risemberg, 1997). According to Sinclair (2000), when learners are conscious of their learning process and use self-regulatory strategies, they will be able to plan, choose appropriate strategies, and evaluate learning outcomes.

In this study, all students serve for two roles; the first role as a PM while the second role as an active participant. As a PM, students need to learn how to prepare themselves to become effective peer mediators. Responsibilities of a PM include providing mediating prompts (prepared in advance by the teacher/researcher) to those who cannot reach a correct response, previewing class materials to make outline of important concepts, checking if all group members understand the listening text, and evaluating the effectiveness of the provision of mediating prompts. As an active participant, students need to learn how to manage their listening process. Responsibilities of an active participant include selecting appropriate listening strategies to be used before listening, organizing ideas and thoughts for a better understanding, checking their understanding to keep track of listening progress, and

evaluating the effectiveness of listening strategies used as compared to the listening purposes.

In order to help students learn how to prepare themselves to become effective peer mediators as a PM and learn how to manage their listening process as an active participant, such important skills as self-regulatory strategies need to be incorporated in the framework. Zimmerman (2000) states that those who are highly regulated can be compatible to various situations and are able to find an appropriate solution while approaching a task in a purposeful manner. This study employs Oxford's (2011) S²R Model for self-regulatory strategies as the theoretical framework. S²R Model focuses on four metacognitive strategies of planning, organizing, monitoring, and evaluating. Oxford (2011) points out that a metacognitive approach which involves the awareness and regulation of thinking gives learners a deeper understanding of themselves as someone who is learning another language. When students are trained with these strategies, they are expected to be able to regulate many aspects of their learning: their internal mental states, beliefs, observable behaviors, and the learning environment (Oxford, 2011). As a result, students can become effective peer mediators in the context of classroom setting while at the same time, can manage their own listening process.

1.2.8 Listening Strategy Instruction

The shift from the interest in the product of language learning to the process have brought attention to an explicit instruction of listening strategies, which aims to develop the skills of L2 learners and raise their consciousness of listening process (Vandergrift, 2003). A large number of researchers (Field, 1998; Vandergrift, 2003; Vandergrift & Goh, 2012) agree that listening strategies can and should be taught to improve listening comprehension particularly for low proficiency learners while several

research studies (Cohen, 2007; O'Malley, Chamot, & Kupper, 1989; Vandergrift, 2003; Vandergrift & Goh, 2012) have shown that strategy instruction does help improve listening comprehension.

In order to develop the students' English listening comprehension ability, the listening strategy instruction is needed as Bei and Xinguang (2017) express that difficulties in listening can be overcome by the use of listening strategies, which help to enhance not only students' listening ability but also confidence in themselves. Adapted from Oxford (2011) and Vandergrift & Goh (2012), this study includes nine cognitive listening strategies, which are activating knowledge, conceptualizing broadly, focusing attentively, elaborating, inferencing, predicting, double-checking, summarizing, and note-taking.

Since the students' attitudes play an important role in language learning, the following part discusses how students think about the application of dynamic assessment.

1.2.9 Students' Attitudes towards Dynamic Assessment

Attitudes are considered one of the affective variables that have a great impact on second language learning and influence on students' success or failure in their learning (Gardner & Lambert, 1972; Oxford, 2001). Karahan (2007) contends that positive language attitudes allow learners to have positive learning performance towards learning English.

According to Ajzen and Fishbein's (1980) theory of reasoned action, beliefs about an object lead to an attitude about it, meaning that performing a task with favorable attitude towards the task will result in positive outcomes. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude. Based on this theory, it can be assumed that human's behavior is controlled by their

attitudes. The way they evaluate something helps them decide how they will behave towards it. There have been several studies (Babamoradi, Nasiri, & Mohammadi, 2018; Kusumaningrum & Karma, 2018; Taheri & Dastjerdi, 2016) which emphasize on the student's attitudes towards the interventionist approach of dynamic assessment, though in the aspect of improving writing and speaking skills. All of them indicated that students held positive attitudes towards this method. For example, the results of the study conducted by Kusumaningrum and Karma (2018) showed that the mediation during the DA process to improve the student's speaking skill positively affected the student's learning motivation. The students agreed that the process had elicited their motivation improved for further learning development.

In short, the three major components being integrated into the instructional process to shape the conceptual framework of the current study include dynamic assessment (DA), peer mediator (PM), and self-regulatory strategies (SRS). These three components are related as follows. DA is selected since it is considered a process-oriented approach, with a focus on having students taking the PM role to reflect the student-centered learning approach for lifelong learning in the 21st century. In order to prepare and train students to be ready for the PM role, another component of SRS must be incorporated in the conceptual framework.

1.3 Conceptual Framework

The conceptual framework of PM DA-SRS serves as an instructional process which integrates self-regulatory strategy into the application of peer mediator in dynamic assessment, with an ultimate goal to develop Thai university students' English listening comprehension ability. This study promotes students to be peer mediators in the context

of classroom setting so that it can fill the gaps in the research literature on how to develop listening ability via the DA application with an emphasis on the student's role.

Due to its newness on the application of the PM DA-SRS instructional process, the current study consists of two phases which are: Phase I: Instructional development process and Phase II: Main study. The first phase aims to answer the first research question while the main study in the second phase to answer the second, third, and fourth research questions.

1.4 Research Objectives

1. To develop the PM DA-SRS instructional process for its applicability in the listening instruction.
2. To investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability.
3. To examine how the PM DA-SRS instructional process can enhance the students' English listening comprehension ability.
4. To explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

1.5 Research Questions

The research is designed to answer the following questions:

1. How the PM DA-SRS instructional process has been developed for its applicability in the listening instruction?
2. What is the effect of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability?

3. How can the PM DA-SRS instructional process enhance the students' English listening comprehension ability?

4. What are the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability?

1.6 Research Hypothesis

For RQ2: There is a statistically significant difference on the students' English listening comprehension ability through the application of the PM DA-SRS instructional process.

1.7 Scope of the Study

1. The population of this study was 225 undergraduate students from the Business-English department who enrolled the course EN2230, a major requirement subject in the academic year 2/2017. The students must have undergone the Basic English courses, English I, English II, and English III as their prerequisite course.

2. The samples of this study were 29 third-year students whose level of English language proficiency was at intermediate level.

3. The independent variable of this study is the PM DA-SRS instructional process. The dependent variables of this study are English listening comprehension ability and students' attitudes towards English listening comprehension.

1.8 Definitions of Terms

In the present study, the following terms are defined:

1. PM DA-SRS instructional process stands for peer mediator in dynamic assessment and self-regulatory strategy which refers to an instructional process consisting of three main modules as follows.

- **Module I:** SRS and listening strategy instruction
- **Module II:** Peer mediator training
- **Module III:** The student's PM DA-SRS application

The ultimate goal is to develop the students' English listening comprehension ability. By following this process, one appointed student takes the role of peer mediator providing mediating prompts to other students who do not understand nor complete a set of comprehension questions in their listening worksheets.

2. Self-regulatory Strategies (SRS) refer to an explicit instruction of four metacognitive strategies during the first module of the PM DA-SRS instructional process. Based on Oxford's (2011) S²R Model, the strategies include planning, organizing, monitoring, and evaluating. In this study, self-regulation refers to students' self-responsibilities as a PM who knows how to prepare themselves to become effective peer mediators and as an active participant who knows how to manage their listening process. The students' use of self-regulatory strategies was measured by the SRS questionnaire.

3. Listening strategies refer to an explicit instruction of nine cognitive listening strategies during the first module of the PM DA-SRS instructional process. The strategies include activating knowledge, conceptualizing broadly, focusing attentively, predicting, elaborating, inferencing, double-checking, summarizing, and note-taking. These aim to develop the students' English listening comprehension ability. The students' use of listening strategies was measured by the SRS questionnaire.

4. **Listening comprehension ability** refers to the ability of EN2230 students who apply all learned strategies to their listening process in order to understand verbal messages based on three different listening contexts which are daily life, academic, and business settings. This was measured by the score of the English listening post-test.
5. **Peer Mediator (PM)** refers to a student who provides mediating prompts to help those who cannot give the correct response in their listening worksheets during the application of the PM DA-SRS instructional process in classroom settings.
6. **Mediating prompts** refer to the use of listening strategies. The provision of mediating prompts is conducted as a way to instruct and encourage students to apply listening strategies so that they will be able to understand listening texts and to complete a set of comprehension questions in their listening worksheets independently with accuracy. All mediating prompts were prepared in advance by the teacher/researcher and arranged from the most implicit to the most explicit ones as to facilitate the role of peer mediator. There are five mediating prompts in the current study as follows.
 - **Prompt 1:** Accepting or rejecting response
 - **Prompt 2:** Replaying the segment of the listening text
 - **Prompt 3:** Giving key words
 - **Prompt 4:** Translation
 - **Prompt 5:** Providing an explicit explanation to a correct response
7. **The Student's PM DA-SRS application** refers to the third module of the PM DA-SRS instructional process which consists of three stages to follow. The 1st stage is assessing the student's current listening ability, the 2nd stage is offering mediating prompts, and the last stage is discussing effective strategies. In this

module, students must be able to apply what they have learnt and put into practice.

- 8. Dynamic Assessment (DA)** refers to integrated listening activities of assessing and instructing where a peer mediator provides mediating prompts (prepared in advance by the teacher/researcher) to students who have listening difficulties in classroom setting.
- 9. Attitudes** refer to the students' opinions in the usefulness of the PM DA-SRS instructional process. Usefulness in this study refers to overall benefits from the application of the PM DA-SRS instructional process which can be categorized into academic, social, and psychological benefits. The students' attitudes were measured by the PM DA-SRS opinionnaire.

1.9 Limitations of the Study

1. The findings can be generalized to other language learners who probably have particular needs, different language background or different learning environment. However, it should be conducted with caution due to a lack of random assignment of the subjects.
2. The study will focus on the English listening skill only.

1.10 Assumptions of the Study

1. This study assumes that every student honestly completed the questionnaire and the opinionnaire with the assurance of total confidentiality and anonymity.
2. This study assumes that every student sincerely provided true information during a semi-structured interview since there was no influence on their grades nor course scores.

1.11 Significance of the Study

The findings of this study will be beneficial in many ways as follows:

1. If the hypothesis is accepted, administrators, curriculum developers, language instructors, or teachers and other universities can use the findings as guidelines to provide direction towards developing the existing approach of listening instruction, particularly in EFL classrooms. In addition, language instructors or teachers can use PM DA-SRS for teaching English listening skills with more confidence that it can help improve English listening comprehension ability of Thai students. With the assistance from their peers during the PM DA-SRS process, the students' English listening ability is expected to increase.

2. If the hypothesis is rejected, the findings can be served as guidelines to pave the way for further research on how to develop Thai tertiary students' listening ability focused on the more effective use of listening strategies and the application of dynamic assessment. In addition, although the findings of the research become a small part of the growing literature in the field of second language acquisition, they offer a rationale for drawing attention to the importance of self-regulation in English language teaching.

3. Based on the findings on the students' attitudes towards the application of PM DA-SRS in classroom settings, teachers of English can adjust their role in providing appropriate and professional advices for students to be more self-regulated in their language learning.

1.12 Chapter Summary

This chapter introduces the background and some of the listening problems that most Thai students in EFL context have experienced on their daily life. The integration of peer mediator in dynamic assessment and self-regulatory strategies is proposed to be

an instructional process to shape the conceptual framework of the current study, with an ultimate goal to develop Thai university student's English listening comprehension ability.

The research questions, the objectives of the study, the hypothesis, the scope of the study, the definitions of key terms, the limitations, the assumptions, and the significance of the study are all discussed in the chapter.



CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to provide a review of the core concepts that are necessary to understand this study. Two theoretical models in this study deal with socio-cultural theory (SCT) which forms the theoretical background of Dynamic Assessment (DA), and social cognitive theory which forms the theoretical background of self-regulatory strategy (SRS). The section on DA includes important concepts of DA and DA-based listening instruction. The section on SRS includes its importance to language learning particularly in L2 listening instruction. This chapter also reviews the role of listening in second language learning, listening comprehension models, micro and macro listening skills, as well as listening strategy instruction. The student's attitude, and related research studies are also discussed in the chapter.

2.1 Sociocultural Theory-based Dynamic Assessment: Theoretical Background

The framework of dynamic assessment (DA) can be traced to Vygotsky's sociocultural theory of human and learning development, which states that consciousness and cognitive development are the result of social interaction.

Two major constructs of Vygotsky's sociocultural theory which are important to the concept of dynamic assessment refer to Zone of Proximal Development (ZPD) and mediation. Vygotsky defines the term ZPD as a distance between the actual development level determined by independent problem solving and the level of potential development under guidance of teachers or in collaboration with more capable peers. The actual level reveals the independent performance of the task without the help of others while the potential level of development reveals teacher/adult-child collaboration in performing

the task. When implementing the ZPD in a learning context, the teacher or adult is likely to take the role of a more capable person who gives assistance to children who are incapable of performing tasks independently. Children learn to complete tasks from interacting with the teacher or adult (Frawley & Lantolf, 1985). In regard to mediation, Vygotsky specifies that mediation can be achieved with the help of another more knowledgeable person through interactions. Interactions are an essential factor which leads to the learner's cognitive development. From this perspective, Vygotsky places an emphasis on the role of social factors in cognitive development and believes that the learning occurs when the learner is engaged in a joint activity with a teacher or an experienced peer who provides mediation to the learner.

In short, it can be summarized that the learner's ZPD can be increased through interactions between a teacher as a more knowledgeable person and a learner as a novice through the appropriate forms of mediation.

2.1.1 Dynamic Assessment (DA)

DA is considered another new approach to L2 assessment which has received a growing support in language pedagogy (Anton, 2009; Lantolf & Poehner, 2004; Poehner, 2005). Poehner (2008) believes that DA derives from a perspective of human abilities where social milieu is the main element in cognitive development occurred from individual's cooperation and involvement in different activities. Lantolf and Poehner (2004) describe that DA has been used for several purposes which are 1) differentiating between people whose learning disability is primarily biological and those whose difficulties are the result of their social background, 2) offering a more valid assessment of students' general intellectual abilities, and 3) identifying the underlying causes of poor performance in classes and on standardized tests. Different definitions have been used to explain the term DA. Usually, DA is defined as an approach which integrates

both teaching and assessment activities simultaneously in order to modify performance. Haywood and Lidz (2007) define DA as an interactive approach with one distinctive feature which refers to an active intervention provided by the mediator during the testing process and the assessment of learners' responsiveness to the intervention. Based on various definitions, DA can be summarized as a structured approach which combines assessment with instruction to help the learner exceeds beyond his/her existing capability through appropriate forms of mediation. At the same time, DA can be used as a learning approach particularly to promote second language learner development at all levels (Poehner, 2005).

Since DA offers learners an opportunity to learn, the goal of DA is to improve the learner's performance through interaction with a teacher or peer while interaction can occur during the exam or between a pre-test and post-test (Lantolf & Thorne, 2006). In most cases, DA deals with one-to-one interaction where a teacher as an expert or mediator offers mediation to a student as a novice.

2.1.2 Differences between Static and Dynamic Assessment

According to Sternberg and Grigorenko (2002), DA differs from the traditional approach to testing known as static assessment (SA) in terms of the nature of the examiner-student relationship, the content of feedback, and the emphasis on process rather than on product. Sternberg and Grigorenko (2002) define static assessment as an exam in which test items are presented to examinees either one at a time or all at once, and each examinee is asked to respond to these items successively, without feedback or intervention of any kind. Based on this definition, testing and learning are completely separated in the static process of increasing (Poehner, 2005).

Unlike the traditional assessment, DA is considered as a procedure that combines assessment and instruction together aiming for future development through the provision

of mediation (Lantolf & Poehner, 2004). Teachers who perform dynamic assessment take two roles of being instructors and testers at the same time. Teachers can also be called mediators when they provide their assistance in diagnosing and evaluating the students' abilities.

Poehner (2009) points out that one major difference that distinguishes DA from other types of assessment is that DA requires active intervention in the learner's development. At this point, the mediation is a key component of DA. With gradual standardized hints from the most implicit to the most explicit (Poehner, 2005), the DA procedure allows the mediators to evaluate the students' existing abilities and their potential learning abilities, which is more informative than what the static assessment can measure (Sternberg & Grigorenko, 2002).

2.1.3 Approaches to DA

Two major approaches to DA which have inspired a large amount of research in the literature so far are interventionist and interactionist (Lantolf & Poehner, 2004). These two approaches are different in the degree of freedom the mediators have in response to the students' difficulties as follows.

2.1.3.1 Interventionist approach

The interventionist approach of dynamic assessment primarily and usually relies on a pretest-intervention or training-posttest format. All tasks and materials are well-selected and designed in advance based on the prediction of problems students are likely to encounter. Mediation is pre-scripted in the form of hints, prompts, and leading questions from implicit to explicit with a number showing their position in the sequence. During the DA procedure, the mediator strictly follows the scale of providing mediation arranged from the most implicit to the most explicit in order to help students reach the correct response (Lantolf & Poehner, 2004). Poehner (2008) outlines that the “mediators

are not free to respond to learners' needs as these become apparent during the procedure but must instead follow a highly scripted approach to mediation" (p.44-45). In other words, teacher provides standard interventions. According to Thouësny (2010), the analysis of interventionist approach is quantitative with mediations hierarchically arranged in advance. It can be applied with group or individual settings. Similarly, Lantolf and Poehner (2004) point out that the interventionist approach provides an opportunity for dynamic assessors to administer DA for a large number of learners.

One disadvantage of the interventionist approach is that since the mediator has to follow strictly the hierarchical order of mediation from the most implicit to the most explicit, he/she has to stick to the limited number of prompts he can mediate for the learner. The hierarchical arrangement of the hints, prompts, questions, and other mediational reactions can hinder the on-the-spot answer since the prediction of the beforehand mediation assumes an idealized learner whose individual characteristics are general for all the learners. The interventionist approach cannot seek into the difference between the learners from different socio-historical backgrounds as accurately as the interactionist approach can. However, the generalization for all the learners equips the interventionists to administer the approach in classes with a large number of learners.

2.1.3.2 Interactionist approach

In contrast to the previous one, DA mediation of interactionist approach is not pre-scripted in advance but is instead flexible and can be in the form of prompts, questions, hints, or suggestions (Lantolf & Poehner, 2005). The mediator of interactionist DA is likely to have more freedom in mediation since the prompts are not prepared in advance. The mediator helps students step beyond his/her current independent performance (Lantolf & Poehner, 2010). The interaction between the mediator and the learner makes the problems be negotiated rather than predicted in the

interactionist approach (Lantolf & Poehner, 2004). This view of interaction in the process of problem solving offers a great amount of freedom for the mediators to make an effort to tune their assistance to the learner's need throughout the course of interaction. This makes the mediator be able to understand his learner's mental functioning in detail. However, there are some disadvantages attributed to this approach.

In general, the analysis of interactionist approach of DA relies on a qualitative research methodology in which microgenetic analysis and idea unit analysis were used to reveal the frequency and quality, the two criteria to interpret the student's development. The microgenetic analysis which refers to the ability to measure the process of change in learning is normally conducted on the two principles; the completion of the task and the amount and quality of mediation required for learners to comprehend the text. According to Thouëсны (2010), the analysis of interactionist approach is qualitative and in smaller scale where mediation is adjusted to the responsivity of students.

Kozulin and Garb (2002) comment that any mediator applying the interactionist approach to develop and assess the individuals' cognitive functions might have to reveal different styles of behavior due to the interpretation of the learner's needs in the context of interaction. The examination of each individual with a different outcome, even by the same mediator, might not let the exact comparison between the learners for selection and scoring purposes. Although Poehner (2008) insists that the preparation of profiles for each individual might reduce the problem of comparison, it can lead to different interpretations of the results. In addition, since the interactionist approach relies on one-to-one interaction as a source of data analysis, the interaction with the whole class or large groups might not let the researcher or teacher enter into the detail analysis of each learner.

As a whole, the major differences between both interventionist and interactionist approaches to dynamic assessment are summarized in Table 2.1.

Table 2.1: Major Differences between Interventionist and Interactionist Approaches

Interventionist	Interactionist
-Mediation established in advance ranging from implicit to explicit	-Mediation tailored to learners' responsivity with different interpretations of the results
-Individual or group settings	-Individual
-Large scale assessment	-Time consuming due to learners' different styles of behaviors
-Quantitative analysis	-Qualitative analysis

Adapted from: Thouësy's (2010) Assessing second language learners' written texts

This study intends to benefit from the interventionist approach for the development of the students' English listening comprehension ability due to the following justifications.

Firstly, since the subjects of this study assigned to take the peer mediator role have never had experiences in the provision of mediation before, the mediation should be, therefore, pre-scripted and prepared in advance by the teacher/researcher. By following the pre-scripted mediating prompts prepared by the teacher/researcher, the quality of mediation can be assured. Furthermore, students would not confront difficulties in offering the mediation, which can be provided item-by-item. Students can also compare performance of one student to others more easily (Lantolf & Poehner, 2011).

Secondly, this study is conducted based on a context of classroom setting consisting of 29 subjects. It seems to be unrealistic to rely on the interactionist approach with one-to-one interaction for a typical classroom setting. As pointed out by Poehner (2008), this kind of individualized form of mediation is difficult to apply to a large number of learners and time-consuming. Also, this study aims to generalize the findings

to a large number of learners whose English proficiency are at intermediate level, Therefore, the interventionist which helps to reduce the effort and time (Poehner & Lantolf, 2013) is more appropriate to be applied to a context of group setting in this study.

2.1.4 Group- DA (G-DA)

Typically, Vygotsky's (1978) original concept of the ZPD or Zone of Proximal Development deals with one-to-one interaction between novice and expert. As one of those who supports the Group-DA, Poehner (2009) points out that one-to-one interaction which characterizes DA framework seems to be unrealistic model for a typical classroom setting. He suggests the use of DA with groups of second language learners and offers two formats to conduct group DA which are concurrent and cumulative (see details in 2.1.4.1 and 2.1.4.2).

When conducting the group DA, the mediator can interact simultaneously with a group of learners in co-constructing several ZPDs while at the same time moving the entire group forward in their ZPD (Poehner, 2009). Poehner (2009) contends that there is no difference in principle between one-to-one and group-based DA in offering mediation. Alavi et al. (2012) conducted a study with a group of L2 learners ranging in age from 20-25 in order to test the applicability of G-DA in identifying the mediational strategies offered by a mediator in a context of listening. The typology of mediational strategies of this study breaks new grounds for the incorporation of G-DA procedures into classroom-based assessment and teaching of listening.

Poehner (2009) identifies two forms of G-DA: concurrent and cumulative. Poehner also divides the participants of interaction in G-DA into primary and secondary interactants. When the teacher and the learners are engaged in the process of providing

mediating prompts, the learners play the roles of primary interactants while other participants of the group play the role of secondary interactants.

2.1.4.1 Concurrent G-DA

In the concurrent G-DA, the teacher interacts with the entire group by providing mediation in response to an individual. Once the primary interactant fails to give a correct response, the teacher provides the first hint and calls the secondary interactant to reformulate the answer. The role of primary and secondary interactants can be rapidly changed when that individual fails to give a correct answer.

2.1.4.2 Cumulative G-DA

On the other hand, in the cumulative G-DA, the teacher conducts a series of one-on-one interactions with one individual until that individual reaches the correct answer (Poehner, 2009). In other words, the teacher runs through the full range of mediating prompts with one single student until he/she answers correctly. Since the exchange occurs in the social space of the class and before the other students, it has mediating potential to the whole class. In this way, individuals take turns engaging as primary interactants with the teacher.

Due to a large number of students in class, the concurrent G-DA is more appropriate in the context of this study since the peer mediators do not have to spend a lot of time with only one student. Students are equally given an opportunity to be primary interactants who engage or interact with the peer mediators in the way that when one student gives an incorrect answer, the teacher provides mediation and calls upon other students to reformulate the answer. By following the principle of concurrent G-DA, every student takes turn being primary and secondary interactants.

2.1.5 Mediation

Based on Vygotsky's SCT perspective, mediation is a means of studying social process, which reflects that learning occurs from the social mediation provided by interactions. Following the SCT framework in DA research, it is essential to use mediation in the form of hints, prompts, and leading questions as a means to develop the students' listening comprehension process. Haywood and Lidz (2007) believe that the provision of mediation leads to cognitive development.

According to the Common European Framework of Reference (CEFR), the concept of mediation refers to an ability of one person who acts as a social agent to help or convey meaning (within the same language or from one language to another), with a focus on the role of language to communicate, collaborate to construct new meaning, or encourage others to construct or understand new meaning in an appropriate form. There are six levels (C2, C1, B2, B1, A2, A1) of those who are able to provide mediation. The six levels to describe their ability to provide mediation are as follows.

C2 refers to those in the mastery level who can mediate effectively and naturally based on the needs of the people and situation involved. Those in this level can explain and convey evaluative aspects in clear, fluent, and well-structured language.

C1 refers to those in the effective operational proficiency level who can act effectively as a mediator in maintaining positive interaction and in intervening in order to redirect talk.

B2 refers to those in the vantage level who can work collaboratively with people from different backgrounds and create positive atmosphere by giving support or asking questions to identify common goals. Those in this level can convey detailed information within his or her fields of professional and personal interest.

B1 refers to those in the threshold level who can collaborate with people and invite other people to contribute their expertise and their views. They can convey information clearly on subjects they are familiar with although his/her lexical limitations cause difficulty in the provision of mediation.

A2 refers to those in the elementary level who can just use simple words to explain or mediate others. They can convey only main point involved in short and simple conversations or texts on everyday subjects.

A1 refers to a group of beginners who can use simple words and non-verbal signals to show interest in an idea.

Since the subjects of the current study are at the intermediate level, they can be considered in the level of B1 and B2 who can mediate other people by asking or answering questions, formulating or responding to suggestions, and proposing alternative ideas, with the use of a clear and well-structured language on subjects they are familiar with.

2.1.5.1 Mediating prompts

Mediation refers to the provision of mediating prompts or assisting prompts in order to improve and promote the students' English development in general (Ableeva, 2010). In this study, the provision of mediating prompts is served as a way to encourage students to apply all learned strategies so that they will be able to understand listening texts and to complete a set of comprehension questions in their listening worksheets independently with accuracy. When students face any problem, the mediator provides mediation in the form of mediating prompts, which is hierarchically arranged from the most implicit to the most explicit (Lantolf & Poehner, 2010). The prompts are functioned to mediate errors.

The mediating prompts used in the current study were adapted from Ableeva's (2010) typology of mediator's strategies occurred during the DA-based instruction with the following justifications.

1. The arrangement of Ableeva's (2010) typology of mediation is structured in line with Aljaafreh and Lantolf's (1994) regulatory scale, one of the first mediational inventories on the basis on DA application (Poehner, 2005). The structure of both scales can be classified into five major categories; managing the interactions, helping the learners to reconsider their recall, helping the learners to overcome the problem, enhancing listening comprehension, and promoting L2 development (Ableeva, 2010).

2. Ableeva's (2010) typology of mediation is directly applied with a group of learners who have the similar goal as the subjects in this study, to improve their English listening comprehension ability.

Ableeva's typology arranged hierarchically from implicit to explicit emerged as a result of a close analysis of interactions that occurred during the DA sessions. Ableeva's arrangement of mediation which has followed Aljaafreh and Lantolf's (1994) regulatory scale consists of 10 strategies as follows.

1. Accepting or rejecting response

This mediational strategy is used to accept or reject response. Generally, the mediator provides this mediating prompt in order to encourage to the students when they respond correctly. This kind of mediation also gives the students confidence that their comprehension to the listening text is correct.

2. Structuring the text

This mediational strategy is used to encourage the students' use of top-down and bottom up knowledge.

3. Replaying the segment of the listening text

This mediational strategy is used when the mediator provides more assistance by narrowing students' focus to the part where they have some misunderstandings. Replaying the whole sentence which contains the part students have misunderstandings in the listening text provides students an opportunity to re-listen. This allows students to be able to find out what they fail to catch during the first listening. Moreover, this strategy can help to refresh the content of the text for students.

4. Asking the words

This mediational strategy is provided to students who cannot produce correct response after one or two additional listenings to a text. Examples of questions are, "What kind of words did you hear?" or "Can you put these words together?" The mediator uses this strategy by asking students to verbalize the words they remember from their listening to the sentence, put them together, and try to make sense of them. This strategy supports the principle that groupwork results in sharing of knowledge and abilities, while at the same time encourages collaborative work.

5. Identifying a problem area

This mediational strategy provides valuable information to the mediator regarding the underlying sources of listening problems which cause breakdowns of text comprehension. Mostly, listening problems deal with metalinguistic terms, which need more explicit help.

6. Offering metalinguistic clues

This mediational strategy which is used to correct students' grammatical errors. In other words, this strategy can bring the attention of students to the structure and function of language. Metalinguistic knowledge is defined as the explicit knowledge

about the syntactic (the use of subject, verb tense, auxiliaries, articles, etc.) and semantic (collocations, idioms, etc.) features of an L2 (Hu, 2002).

7. Offering choice

This mediational strategy contains one correct and one incorrect pattern. Poehner (2005), whose study deals with learners producing narratives in the past tenses, indicates that this strategy can be a useful technique to differentiate whether students have some understanding of the structure in question or not.

8. Translation

Providing a translation in Thai is a useful technique when the students produce an error but are unable to correct it with a less explicit form of mediation. Providing a Thai translation is always sufficient for the students to correct the mistake.

9. Providing a correct pattern

This mediational strategy is the most explicit technique since the mediator needs to provide a correct pattern. In case of unknown words, the mediator may write down the words for students so that they can understand the lexical item in question better.

10. Providing an explicit explanation

When other forms of mediation do not help the students improve their text comprehension, the provision of an explicit explanation with correct response is the most explicit technique.

It should be noted here that all ten mediational strategies refer to mediating prompts in this study. Although Ableeva's (2010) mediational strategies were produced to improve the students' listening ability, three of the strategies which included structuring the text (prompt2), offering metalinguistic clues (prompt6), and providing a correct pattern (prompt9), were not included in the current study due to the following justifications.

During the pre-listening stage of each PM DA-SRS session, students were encouraged to activate their relevant schema from the pre-listening activities which were divided into two types; bottom-up and top-down. In this study, vocabulary work together with pre-instruction of key vocabularies as a bottom-up pre-listening activity helped to prepare and support students with linguistic knowledge. On the other hand, top-down pre-listening activity such as discussion questions allowed students to think of their prior or existing knowledge. Therefore, the pre-listening activities before the actual listening which help students activate the appropriate schemata can be compared to the use of prompts 2, 6, and 9.

Initially, a protocol of mediating prompts consisted of seven prompts starting from the most implicit to the explicit ones as follows.

Prompt 1: Accepting or rejecting response

Prompt 2: Replaying the segment of the listening text

Prompt 3: Giving keywords

Prompt 4: Identifying a problem area

Prompt 5: Offering choice

Prompt 6: Translation

Prompt 7: Providing an explicit explanation to a correct response

All in all, accepting or rejecting response and replaying the segment of the listening text are forms of mediation that help to manage the mediator-student interactions. Replaying the listening text encourages the students to recall to the listening text. Asking the words, identifying a problem area, and offering choice are considered to help the students overcome the problem and to support the students' text comprehension. Translation is used when problems relating to word recognition in the student's vocabulary. Providing an explicit explanation is meant to "address and remediate specific problem areas in order to advance development" (Ableeva, 2010, p.262).

Following the first phase conducted in semester 1/2017, two mediating prompts were adapted to be easier for students to understand. Therefore, there were five mediating prompts remaining in the main study as follows.

Prompt 1: Accepting or rejecting response

Prompt 2: Replaying the segment of the listening text

Prompt 3: Giving key words

Prompt 4: Translation

Prompt 5: Providing an explicit explanation to a correct response

Each mediating prompt functions differently as follows.

Prompt 1: To show encouragement and give confidence to students

Prompt 2: To use focusing attentively and double-checking strategies

Prompt 3: To use conceptualizing broadly strategy

Prompt 4: To help students who produce an error but are unable to correct it

Prompt 5: To give more clarification to students

In the context of this study, Prompt 1 is used to show encouragement to the group members who respond correctly and give students confidence that their comprehension to the listening text is correct. Prompt 2 is served as a means to encourage students to apply focusing attentively and double-checking strategies. Replaying only the segment of the listening text helps students to pay attention to the part they do not understand. Similar to Prompt 2, Prompt 3 helps to encourage students to apply the conceptualizing broadly strategy. Giving some key words to students facilitates them to capture main ideas of the listening text. Prompt 4 helps students who produce an error but are unable to correct it while Prompt 5 is used to clarify the students' understanding.

In conclusion, the provision of five mediating prompts is served for two main purposes. The first purpose as a means to encourage students to apply listening strategies so that they will be able to understand listening texts and to complete a set of comprehension questions in their listening worksheets independently with accuracy, while another function for analyzing the students' listening development.

Referring to Poehner (2005), when analyzing the students’ learning development, attention should be given not only to the number of mediating prompts used but also the learners’ response to mediation referred to as learners’ responsive moves, which are discussed in the following section.

2.1.6 Learners’ Responsive Moves

The analysis of learners’ moves in response to the mediation during the application of dynamic assessment is called “Learners’ Responsive Moves” (Ableeva, 2010). By examining the students’ responsive moves can give information about changes in the students’ listening development.

Generally, the range of moves starts from the learners’ inability to understand or the learners have the very least understanding to the mediation continues to the highest level where the learners take full responsibility for the performance by themselves (Ableeva, 2010). Ableeva categorizes the learners’ moves based on the notion of progression and regression as shown in Table 2.2.

Table 2.2: Ableeva’s Learner Responsive Moves

Regressive Moves	Progressive Moves
Move1: Unresponsive	Responsive
Move2: Provides negative response	Provides positive response
Move3: Makes a wrong choice	Makes a correct choice
Move4: Does not decipher a pattern/word	Decipher a pattern/word correctly
Move5: Does not overcome problem	Overcomes problem

Ableeva’s (2010) Responsive Moves were invented based on the analysis of mediator-learner interactions following the effects of DA-based instruction. Her analysis suggests that learners tend to produce various contrastive responsive moves. This reflects Vygotsky’s double-sided view of development. For Vygotsky, development involves both progressive and regressive moves, and even if a move is regressive, it can contribute to general movement forward.

Following Vygotsky’s double-sided view of development, the inventory of learners’ responsive moves in the current study contained the notion of both progression and regression. The analysis of students’ responsive moves allowed the researcher to notice if students made progress in their listening development.

Based on the analysis of the behaviors and participation of the current study’s subjects which were observed from the VDO recordings during five PM DA-SRS sessions, there were both progressive and regressive responsive moves of the students occurred in this study. All of them are outlined in Table 2.3.

Table 2.3: Learners’ Responsive Moves Used in This Study

Regressive Moves	Progressive Moves
Move1: Unresponsive	Responsive
Move2: Provides negative response	Provides positive response
Move3: Does not incorporate feedback	Incorporates feedback
Move4: Accepts the mediator’s assistance	Rejects the mediator’s assistance

Explanations for each move are as follows.

Move1: Unresponsive vs Responsive

According to Ableeva (2010), the Responsive move refers to students’ attempt to respond to mediation while the Unresponsive move can simply suggest the students’ inability to provide any correct or incorrect response to mediation, by remaining silent. There might have been several unknown reasons for students who did not make any response as Poehner (2005) points out that “without a subsequent verbalization or attempt to identify or overcome an error, any immediate effect of the mediator’s move cannot be known” (p. 183).

Move2: Negative response vs Positive response

Compared to the Unresponsive/Responsive moves, these moves suggest that students are cooperatively engaged and understand the mediation. Negative response

generally occurs after the mediator offers assistance which still leads to additional errors. When this happens, the mediator needs to provide a more explicit level of mediation. On the other hand, Positive response occurs when students who initially answer incorrectly are assisted by the mediator and able to reformulate and eventually provide the correct response.

Move3: Does not incorporate feedback vs Incorporate feedback

In the context of this study, these responsive moves occur in situations when students can or cannot incorporate feedback received from the mediator. When students cannot incorporate feedback, they need a more explicit level of mediating prompts. However, when students can incorporate feedback, they can self-correct via feedback which are in the form of mediating prompts. In other words, feedback is followed by self-correction (Lyster, 2004).

Move4: Rejects the mediator's assistance vs Accepts the mediator's assistance

These responsive moves occur when students can or cannot reach correct responses without the mediator's assistance. When students cannot reach correct responses, it is important for them to let the mediator know which part they are experiencing difficulties, which in turn can lead them to further development. In contrast, students who are able to reach correct responses by themselves do not need the mediator's assistance.

To conclude, the learners' responsive moves contain the notion of both progression and regression. Those considered as progressive moves are being responsive, providing positive response, incorporating feedback, and rejecting the mediator's assistance. On the other hand, being unresponsive, providing negative response, not incorporating feedback, and accepting the mediator's assistance are regarded as regressive moves. As previously stated, examining learners' responsive

moves is useful for providing information about changes in the students' listening development over a period of time.

2.1.7 DA and Student as a Peer Mediator

Typically, dynamic assessment which has been influenced by the SCT theory deals with one-to-one interaction between teacher as a mediator and student as a novice. One of the mediator's responsibilities in DA classroom is to provide mediating prompts in order to mediate students in acquiring strategies so that they can manage their task independently (Kozulin and Garb, 2002). Browsing through DA research, there are some studies which promote students to be peer mediators who provide mediation to other students. The significance of peer mediation is that it strengthens the central claim of DA that assessment and instruction should be a unified activity.

The application of peer mediator in the dynamic assessment framework, though not discussed in the context of L2 listening development, can be witnessed from one study conducted by Erfani and Nikbin (2015) which investigated the effect of peer-assisted mediation vs. teacher-intervention on writing development of university students. Following the interventionist DA approach, 60 students were divided into two groups; peer-assisted mediation group and teacher-intervention group. The findings revealed that peer-assisted mediation proved to be more effective on the students' writing development. The applied dynamic assessment both in a form of peer-assisted mediation and teacher-intervention led to positive development on writing skill during treatment sessions. However, the writing development of peer-assisted mediation group was higher in the posttest. Erfani and Nikbin (2015) concluded that the peer mediation was beneficial in many ways. For example, peers could mediate the learning process of writing through the provision of mediating prompts in pairs or groups and provide comments or feedbacks on writing assignments of the other peers. This was proved to be

useful since it was a great help in enhancing and promoting the students' writing ability. Moreover, the students' attitudes towards writing positively changed while the course was going on as the peer mediation helped to build self-assurance in the students.

The results of the study are in favor of using students as peer mediators. According to Davin and Donato (2013), one reason to support the applicability of peer mediation is that when students are arranged to work in small groups to complete their tasks, they are likely to participate without fear of losing face in front of the whole class. Similarly, Kessler (1992) claims that if students can interact with peers in a classroom with guidance from their teacher, they will have an opportunity to learn by being stimulated by greater input and output from others.

With numerous benefits from the application of peer mediation, this study, therefore, assigns students to be peer mediators to lead classroom in G-DA format. Major responsibilities of peer mediators are to provide mediating prompts to students who do not understand the listening text and provide a wrong response. This is conducted in a group of four to five students following the concurrent format of G-DA (see details in 2.2.4.1). With the provision of mediating prompts received from a peer mediator, students are expected to understand the listening texts better and be able to complete their listening worksheets with more accuracy.

2.1.8 DA and Role of Teacher

With respect to the role of teacher following the DA framework, the teacher is mainly responsible for providing mediating prompts to students who encounter with learning difficulties. Since DA mediation of interactionist approach is flexible with no preparation of prompts in advance, the teacher has more freedom in mediation. On the other hand, the teacher in the interventionist approach needs to be responsible for creating mediating prompts which should contain two important characteristics. First,

all mediating prompts should be contingent. In order to meet this characteristic, the mediating prompts must be presented to test takers only when they need them. Test testers are not allowed to have access to all mediating prompts at once. The second characteristic is that all mediating prompts must be hierarchically arranged from the most implicit to the most explicit (Aljafraah & Lantolf, 1994).

Apart from the creation of mediating prompts, the role of teacher in DA is to provide mediating prompts to the test takers. The teacher is not supposed to reveal the correct answer right away to the test takers. Rather, the teacher follows the hierarchical order of mediating prompts from a very implicit probing question to be more explicit. In case the test takers fail to get the correct answer after receiving all mediating prompts, the correct answer together with a short explanation about it is provided. Then, the next test item is presented. Suggested by Duplass (2006), the teacher should always monitor group activity in order to make sure that students are not too far from the assigned task. The teacher should also be available for answering questions raised by the students and guiding them through discussion.

Following the PM DA-SRS instructional process in this study, another important role that the teacher needs to perform is to train students to be effective peer mediators. Besides, the teacher also needs to be a motivator and facilitator (see details in 3.3.5.4). Overall, it can be summarized that the application of DA requires the teacher to involve in the process (Sternberg & Grigorenko, 2002) as peers may not be a successful resource for the development of a second language (Lantolf, 2000). The teacher can direct the students' attention to language form and task goals during the activity (Lynch, 1997; Samuda, 2001).

Based on the literature on DA, Figure 2.1 displays all major components of dynamic assessment applied in this study.

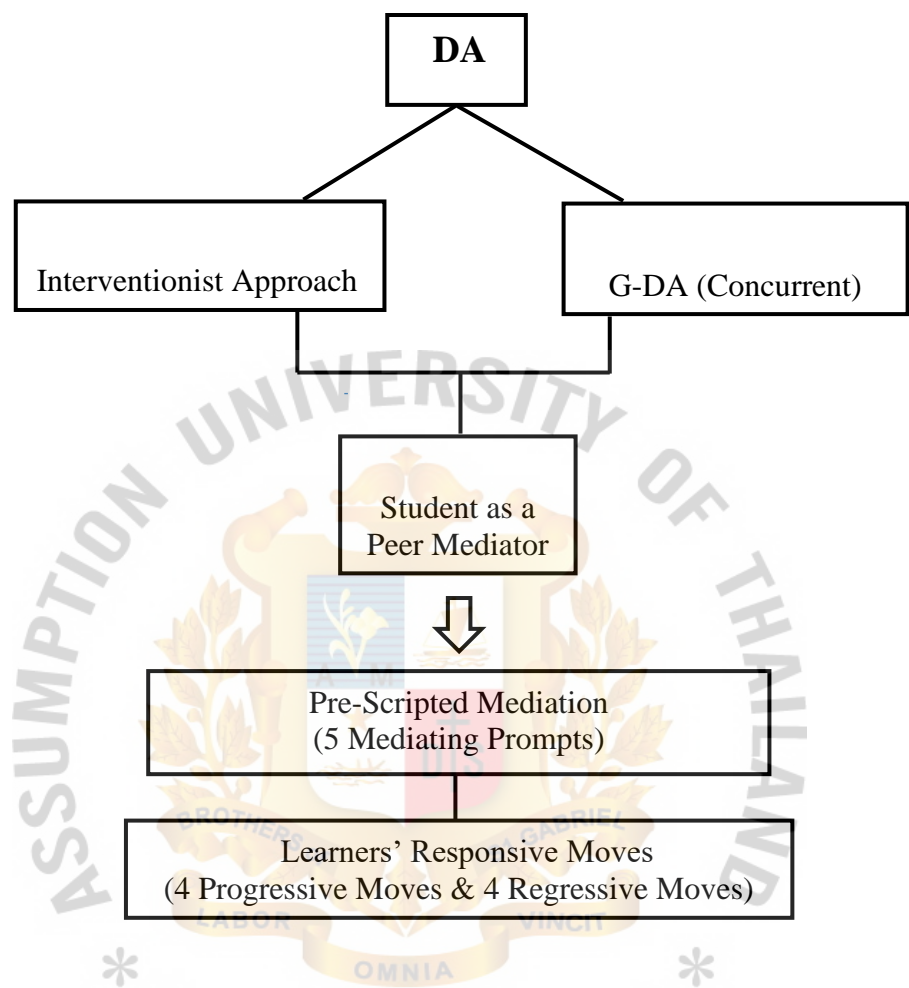


Figure 2.1: Major Components of DA

In summary, the current study intends to apply the interventionist approach of Group-DA in Concurrent format to develop Thai students’ English listening comprehension ability. By having students serving as peer mediators, the role of student is highlighted. They are mainly responsible for providing five mediating prompts as a way to encourage other students to apply all learned strategies so that they will be able to understand listening texts and to complete a set of comprehension questions in their listening worksheets independently with accuracy. Through the

student's provision of mediating prompts, the inventory of learners' responsive moves occurs.

Since students are assigned to take the peer mediator role instead of the teacher, students need to become more independent from their teacher. In order to prepare students to be independent and ready for the peer mediator role, the instruction of self-regulatory strategies needs to be integrated in the framework of the current study.

2.2 Social Cognitive Theory of Self-Regulatory Strategy (SRS)

Self-regulation is one of most developments in second language learning. According to Bandura's (1977) social cognitive theory of self-regulation, any individual who has ability to possess a self-system would enable them to exercise a measure of control over their thoughts, feelings, motivation and actions. Similar to Bandura, two other social cognitive theorists such as Pintrich (2000) and Zimmerman (2000) define the term self-regulation in the same way. The common key characteristics for self-regulation for Pintrich and Zimmerman are regulation of cognition, motivation, and behavior. Bandura (1977) states that students can be described as self-regulated to the degree they are metacognitively, motivationally, and behaviorally active participants in their own learning process. Students need to be able to direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction. Moreover, students learning must involve the use of specified strategies to achieve academic goals. Based on this definition, students must be responsible in their learning process with the use of specified strategies. Oxford (1990) believes that metacognitive strategies are vital for language learning since they develop necessary skills important to self-directed learning. Oxford finds out that learners with better metacognitive self-regulation use

more learning strategies to promote effective language learning. This is because metacognitive strategies are used to regulate and supervise learning, plan and monitor cognitive activities, as well as evaluate the effectiveness of those activities (Flavell, 1979).

Moreover, successful learning also involves skill of learners which correspond to motivation and use of effective strategies inherent in self-regulation (Pintrich & DeGroot, 1990). For example, Schmidt and Watanabe (2001) investigated American college students and found out that motivation affected in the students' use of strategy. The findings revealed that motivation affected the use of metacognitive and cognitive strategies the most. Numerous studies (Eisenberg, 2010; Graham & Harris, 2000) support the relationship between self-regulated learning, motivation, and academic achievement. These studies suggest that students who are able to engage in self-regulated learning tend to have higher motivations in learning, which eventually results in better academic performance.

Throughout the literature review, empirical research supports that student' self-regulation influences academic success via the enhancement of motivation. Since this study aims to promote and motivate students to be effective peer mediators, students must be highly motivated to take that role. Therefore, Bandura's (1977) Social Cognitive Theory and Oxford's (2011) S²R Model for self-regulatory strategies are applied to be part of the theoretical framework to prepare, motivate, and train students to be ready and become effective peer mediators.

When considering the role of students in the context of this study, every student needs to perform two major roles which are as a peer mediator and as an active participant. As a peer mediator, students' responsibilities include providing mediating prompts (prepared in advance by the teacher/researcher) to those who cannot reach a

correct response, previewing class materials to make outline of important concepts, checking if all group members understand the listening text, and evaluating the effectiveness of the provision of mediating prompts. As an active participant, students' responsibilities include selecting appropriate listening strategies to be used before listening, organizing ideas and thoughts for a better understanding, checking their understanding to keep track of listening progress, and evaluating the effectiveness of listening strategies used as compared to the listening purposes.

It should be noticed that no matter what role the students have to perform, they need to be self-regulated in their learning by being able to apply strategies in order to become successful in their learning process. This justifies why Bandura's (1977) Social Cognitive Theory of self-regulation is chosen for this study.

Along with the Social Cognitive Theory, Oxford's (2011) S²R Model is selected to be a guideline for the self-regulated learning in this study due to the following justifications.

Firstly, the concept of mediated learning found in DA is similar to the concept of Oxford's S²R model that self-regulatory strategies can be learned and developed through help or mediation from others. Oxford explains that this concept is the foundation of Reuven Feuerstein's Instrumental Enrichment (FIE) Program, which focuses on mediated learning. To elaborate, FIE is a classroom curriculum designed to enhance the cognitive functions necessary for academic learning and achievement. Based on Feuerstein's theory, intelligence is dynamic and modifiable, not static or fixed. Therefore, the program seeks to help correct students' deficiencies in thinking skills while at the same time, provides students with the skills, strategies, and techniques necessary to function as independent learners. This eventually helps students learn how to learn (Feuerstein, Falik, & Rand, 2003).

Secondly, according to Oxford (2011), there are three major learning theories integrated in her S²R model; psychology, social cognition, and sociocultural dimensions. The first one is psychology which relates to cognitive information-processing, metacognition, motivation, emotion and beliefs. The second theory, social cognitive strand, deals with strategies associated with task phases, self-efficacy, and social comparison. The last theory, sociocultural dimension, involves strategies linked with mediated learning, instrumental enrichment, the ZPD, and cognitive apprenticeship. Moreover, the S²R model provides “double utility” (p.41), which means that the strategies can be applied in any learning situations particularly in learning problem circumstances.

In the S²R Model, self-regulated L2 learning strategies are defined as deliberate, goal-directed attempts to manage and control efforts to learn the L2 (Afflerbach, Pearson, & Paris, 2008). These strategies are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes (e.g., constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and/or developing L2 proficiency and self-efficacy in the long term). When learning strategies became well known in the 1980's and 1990's, some people might have believed that strategies would remove all the hard work from language learning and teaching.

Although learning strategies makes learning easier in some senses, their purpose is much more significant. For example, strategies make learning deeper, more productive, and more lasting (Cohen & Macaro, 2008; Holschuh & Altman, 2008; Winne & Perry, 2000). Based on Oxford (1999a), it is possible to identify the following self-regulated learning strategies in Vygotsky's work: Planning, Conceptualizing in Details (especially listening for some specific information), Conceptualizing Broadly

(especially listening for main ideas), Monitoring, and Evaluating, all of which Vygotsky (1981) called higher-order mental functions.

In order to prepare and train students to be ready and become effective peer mediators, the current study applies four strategies of the metacognitive dimension from Oxford's (2011) S²R model to be part of the framework called SRS. The four SRS are used as follows.

- **Planning:** (a) To practice providing mediating prompts to those who cannot reach a correct response (b) To practice listening to understand the listening text (c) To answer comprehension questions in the listening worksheet (d) To check answer with the answer key
- **Organizing:** To preview class materials to make outline of important concepts
- **Monitoring:** To check if all group members understand the listening text
- **Evaluating:** To evaluate the effectiveness of the provision of mediating prompts to all group members

Apart from being used to train students to become effective peer mediators, the four SRS are expected to help students acting as an active participant be able to manage their listening processes effectively. They are used as follows.

- **Planning:** (a) To select appropriate listening strategies to be used before listening in order to better understand the listening text, and (b) To decide listening purposes before listening such as listening for main ideas or supporting details of the text
- **Organizing:** To organize ideas and thoughts for a better understanding before listening

- **Monitoring:** To check, verify, or correct my understanding to keep track of listening progress
- **Evaluating:** To evaluate the effectiveness of listening strategies used as compared to the listening purposes

In conclusion, self-regulatory strategies or SRS consist of four metacognitive strategies of planning, organizing, monitoring and evaluating, which aim to train students to be ready to perform the peer mediator role successfully, while at the same time to help students be able to manage their listening processes effectively as an active participant.

2.3 English Listening Comprehension

This section reviews definitions of listening, listening comprehension models, and listening strategy instruction.

2.3.1 Definitions of Listening

Rost (2002) comprehensively summarizes the definition of listening comprehension in teaching listening comprehension which shows the four orientations of the receptive, the constructive, the collaborative and the transformative. On the basis of research studies by many scholars, O' Mally and Chamot (1989) state that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Vandergrift (1990) also holds the same view that listening comprehension is a complex and active process.

Receptive listening refers to the fact that the listener receives the utterance the speaker actually expresses. Specially, listening is to catch the words the speaker says,

grasp his or her thought, decipher the information, divide the content and get the shift of speakers' images, impressions, ideas, beliefs, emotions and attitudes. Under this view, listening is conventionally referred to as a receptive skill. Being receptive does not, however, mean being passive. Listening is in fact a highly active process (O' Mally & Chamot, 1989; Rost, 2002; Vandergrift, 1997) For reorganizing speaker's intentional message, the hearer has to positively utilize the knowledge linguistically and nonlinguistically. The linguistic source includes the following items such as vocabulary, syntactic and phonetic problems. The nonlinguistic source refers to background knowledge. Hearer can recognize the continuous sound as meaningful units at all only by applying his knowledge of the language, and he can interpret the meaning only by comparing these units with the shared knowledge between himself and the speaker.

In fact, the majority of utterances that we hear in daily life could be seen as carrying different meanings in different circumstances, and it is only because we are actively involved in the communication process that we are generally able to relate them to single appropriate meaning. If the listener fails to process the linguistic signals, he would also fail to understand the meaning. But it is very hard for the hearer to realize his misunderstanding when he continues to involve himself in the communication, not making him distracted by sense of failure by means of using the linguistic clues and nonlinguistic knowledge. He'd better be aware that some clues are less important than others in the message. Hence, even he doesn't know some pieces of language, he should be told not to be panic as he is capable of making use of other clues to understand the message to achieve his basic purpose better.

In the light of constructive view, listening means constructing and representing meaning. Especially, listening signifies that the hearer should look for interesting things in speaker' words, find out the most relevance, reconstruct the relevant information from

speaker's message and understand the strategy of speaker's way of expressing. In the light of collaborative view, listening means negotiating meaning with the speaker on the choice of a code and a context and responding. In particular, listening refers to the response to the speakers' utterance, the process of sharing ideas or information with the speaker, active participation in speaker's talk and react to the speaker whether you grasp his idea or not.

Transformative listening means the creation of the meaning by means of imagination, involvement and empathy. Especially, listening can not only be understood as the creation of the connection between the speaker and the listener, of the empathy with speaker's motivation as he speaks, of a process of meaning making in the communication, but also as the accomplishment of communication, the consciousness feeling when the hearer pay concern to things and the process of changing the cognitive environment of both the speaker and the listener. It can be easily seen that in the last three perspectives of listening, the key concept is meaning, the understanding of which is the main purpose of listening comprehension.

Based on these definitions of listening, it is obvious that listening mainly involves the interpreting and understanding of the conveyed messages.

2.3.2 Listening Comprehension Models

One of the most widely known listening comprehension models is proposed by Anderson (1990). The process of comprehension consists of three phases which are perception, parsing and utilization. Perceptual processing is the encoding of the acoustic or written message. In listening, an individual pays attention to input and preserve the sounds in echoic memory. In the second phase, parsing, words are converted into a mental representation of the combined meaning of these words. This meaningful information can be stored in short term memory. Finally, in the last process, utilization,

listeners try to link prior knowledge with the newly received information. If these two things match together, listening comprehension occurs. All three phases are interrelated and can happen concurrently during a single listening event.

According to Rost (2011), four types of listening processing are neurological processing, linguistic processing, semantic processing, and pragmatic processing. Neurological processing involves nerve activities in language comprehension and processing language features. In short, it relates to how the brain responds to the incoming sounds and how it encodes the message from those sounds. Linguistic processing refers to decoding process of the incoming signal into linguistic features. Semantic processing involves comprehension which relates to association of the language with the concept representing the world knowledge in the person's mind. This occurs when a person makes inferences and connections between each part of the text. The last type is pragmatic processing which occurs when listeners are able to interpret not only a literal meaning but also the speaker's intention and to apply knowledge of the cultural context relating to the setting of the conversation.

In an attempt to explain the processes involved in L2 listening, two distinct processes in listening comprehension known as top-down processing and bottom-up processing are discussed in several studies (Buck, 2001; Field, 2004; Vandergrift & Goh, 2012). Top-down processing is applied when listeners use prior knowledge to understand the meaning of a message. Prior knowledge includes knowledge of the topic, the listening context, the text type, the culture, or other information stored in long-term memory as schemata. In contrast, listeners use bottom-up processing when they build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to understand the final message. Vandergrift and Goh (2012) summarize that listening comprehension is not either top-down nor bottom-up

processing, but an interactive and interpretive process where listeners use both prior knowledge and linguistic knowledge to understand spoken messages. Similarly, Gilakjani and Ahmadi (2011) suggest that listening comprehension is a process of interaction among the acoustic inputs, different types of linguistic knowledge, details of the context and general world knowledge and so forth.

This study combines both bottom-up and top-down approaches to develop Thai students' English listening comprehension ability.

2.3.3 Micro and Macro Listening Skills

According to Brown (2007), micro and macro listening skills can help to achieve listening awareness. Brown offers a simplified list of micro and macro skills for conversational listening. The micro skills remain at sentence level while macro skills relate to the discourse level of organization. Brown's (2007) listening comprehension micro-skills for conversational discourse are as follows.

- Retain chunks of language of different lengths in short-term memory
- Discriminate among the distinctive sounds of English
- Recognize English stress patterns, words in stressed and unstressed
- Recognize reduced forms of words.
- Distinguish and interpret word order patterns
- Process speech containing pauses, errors, and other performance variables.
- Detect sentence constituents and distinguish between major and minor constituents.

Brown's (2007) macro-skills for conversational discourse are as follows.

- Recognize the communicative functions of utterances
- Infer situations, participants, goals using real-world knowledge
- Detect relations such as main idea, supporting idea

- Distinguish between literal and implied meanings
- Use facial, body language, and other nonverbal cues to decipher meanings
- Develop and use listening strategies, such as detecting key words, guessing the meaning of words from context

In order to let students practice their micro and macro listening skills, Vandergrift and Goh (2012) suggest listening stages which include pre, while, and post listening activities as a pedagogical sequence. In pre-listening stage, students are expected to bring to consciousness their knowledge of the topic and anticipate words or ideas that are expected to hear. During while-listening stage, students are expected to evaluate continually whether the listening text is understood, check and verify progress in comprehension of the information. In post-listening stage, students are expected to reflect on difficulties encountered, confirm comprehension with a transcript of parts or all of the listening text, and reflect on the sources of problem-solving efforts.

2.3.4 Listening Strategy Instruction

Listening strategy instruction has become another alternative in L2 listening although it has been criticized by some researchers that it lacks of theories and principles behind listening strategy training (Renandya & Farrell, 2011). However, several research studies (Cohen, 2007; O'Malley, Chamot, & Kupper, 1989; Liu, 2009; Vandergrift, 2003; Vandergrift & Goh, 2012) highlight the main differences in strategy use between more and less skilled listeners. The general findings of these studies suggest that the use of metacognitive strategies can distinguish between more effective listeners and less effective listeners and that the strategy instruction does help to improve listening comprehension. More skilled students were reported to use certain cognitive strategies such as note-taking and meta-cognitive strategies such as focusing attentively more frequently than less skilled students.

According to Goh (2000), the use of some listening strategies such as inferencing and elaborating helps students in the top-down listening process. With the use of inferencing and elaborating, students can predict or interpret when they are not able to recognize every word. More complex cognitive strategies such as note-taking can help students develop abilities to identify key words in a conversation or speech, which also reinforce the top-down process in listening. Since cognitive strategies involve with understanding and storing input in working memory or long-term memory for later retrieval (O'Malley & Chamot, 1990), they are investigated from the aspects of bottom-up strategies and top-down strategies. Practicing and analyzing are examples of cognitive strategies which enable learners to understand and produce new language by different ways (O'Malley & Chamot, 1990). Buck (2001) identifies cognitive strategies as mental activities which relate to comprehending and storing input in working memory or long-term memory for later retrieval. In other words, the comprehension processes associate with the processing of linguistic and non-linguistic input while the memory processes associate with the storing of linguistic and non-linguistic input in working memory or long-term memory. The retrieval processes engage with accessing memory to be ready for output.

With several reasons mentioned above, listening strategies are included in the first module of the PM DA-SRS instructional process. Adapted from Oxford (2011) and Vandergrift & Goh (2012), the instruction of nine listening strategies are as follows.

- **Activating knowledge:** Before listening, to think about what you already know to understand the listening text better
- **Predicting:** Before listening, to anticipate the general contents and details for specific parts of the listening text using what you know

- **Conceptualizing broadly:** During listening, to listen for keywords to capture main ideas of the listening text
- **Focusing attentively:** During listening, (a) to listen for some specific information or supporting details of each main point in the listening text (b) to pay particular attention to the parts of listening text that you do not understand
- **Double-checking:** To check understanding during the second time of listening
- **Inferencing:** (a) *Voice and paralinguistic inferencing:* To use tone of voice within the listening text to guess the meanings of unfamiliar language items, or to fill in missing information (b) *Extralinguistic inferencing:* To use background sounds and relationships between speakers in the listening text to guess the meanings of unfamiliar language items, or to fill in missing information (c) *Between parts inferencing:* To use information from different parts of the listening text to guess the meanings of unfamiliar language items, or to fill in missing information
- **Elaborating:** During listening, to use visual elaboration (mental or actual pictures) and world elaboration (knowledge gained from experience in the world) to understand the listening text better
- **Note-taking:** To write down important words and concepts during listening in order to understand the listening text better
- **Summarizing:** To make a written summary of language and information

In short, this study applies an interactive listening process which combines both bottom-up and top-down approaches to develop the students' English listening comprehension ability. With the listening instruction of nine cognitive strategies, students need to use both prior knowledge and linguistic knowledge in order to

understand verbal messages in the three different contexts of daily life, academic, and business.

To conclude, with an ultimate goal to develop the students' English listening comprehension ability, there is a need to develop an instructional process which integrates the three major components of PM, DA, and SRS to shape the conceptual framework of this study.

As previously stated, the three components are related as follows. DA is considered a process-oriented approach due to the use of its provision of mediation during the intervention session. This leads to a deeper understanding of the student's listening process. In order to reflect the student-centered learning approach, students in this study are assigned to take the peer mediator role instead of a teacher to provide five mediating prompts to their group members who fail to understand the listening texts. Therefore, students must be instructed with self-regulatory and listening strategies so that they can learn how to prepare themselves to become effective peer mediators and effective listeners.

Figure 2.2 displays the conceptual framework of PM DA-SRS instructional process for the development of English listening comprehension ability.

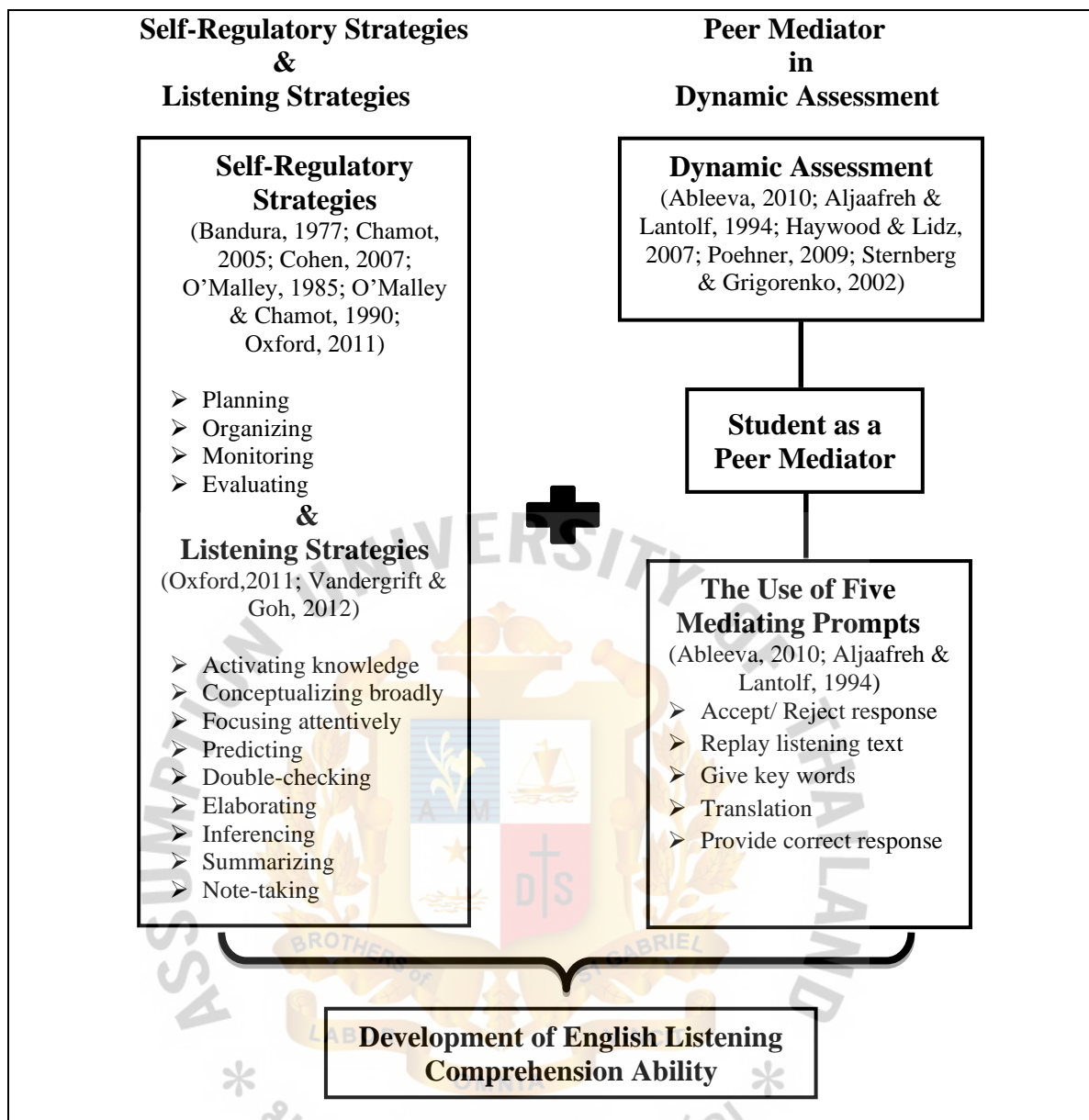


Figure 2.2: The Conceptual Framework of PM DA-SRS Instructional Process

Since the students' attitudes play an important role in language learning, they should be taken into consideration particularly their attitudes towards the application of dynamic assessment, which is one major component of the conceptual framework for the development of English listening comprehension ability in this study.

2.4 Students' Attitudes towards Dynamic Assessment

Several researchers (Gardner & Lambert, 1972; Oxford, 2001) have emphasized on the importance of attitudes in language learning since it is considered one of the affective variables that have a great impact on second language learning. Gardner and Lambert (1972) believe that attitude correlates with some affective factors. For example, it plays a role in the formation of motivation toward language learning itself. The learner's motivation would be "determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language" (p. 134). Oxford supports that claim, contending that examining learners' attitudes is very important for teachers.

According to Ajzen and Fishbein's (1980) theory of reasoned action, attitudes are "a function of beliefs" (p. 7). Based on this theory, believing that performing a task with favorable attitude towards the task will result in positive outcomes. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude. Therefore, it can be assumed that if students believe that the application of dynamic assessment can help to develop their English listening comprehension ability, then this will be to their own benefit. Since human's behavior is controlled by their attitudes, the way they evaluate something helps them decide how they will behave towards it.

The following studies emphasize on the student's attitude towards the interventionist approach of dynamic assessment. They are reviewed as follows.

Taheri and Dastjerdi (2016) conducted a study with 35 low intermediate Iranian EFL learners aged from 15 to 30 years old aiming to explore both the effect of the interventionist DA on writing skill of learners and their attitudes towards the DA approach. During the treatment, the learners were provided with the mediation in the

form of pre-scripted and standardized prompts which were sequenced from the most implicit to the most explicit. At the end of the treatment, a Persian questionnaire was administered. While the first part of the questionnaire gathered personal information of the participants, the second part consisted of 16 statements relating to the learners' feelings about assessment through DA approach. All items in the questionnaire were designed based on a Likert scale response using a five-interval scale of “Strongly Disagree”, “Disagree”, “No Idea”, “Agree”, and “Strongly Agree”. The results showed that the learners held positive attitudes toward the use of interventionist DA approach. Moreover, their confidence in their own English writing ability also increased.

In another study conducted by Babamoradi, Nasiri, and Mohammadi (2018), the EFL learners' attitudes toward the effect of computerized dynamic assessment or CDA on IELTS writing task was investigated. Following the interventionist DA approach, the treatment was in the form of the developed software which was capable of dynamically assessing the writing skills of 22 learners by offering pre-scripted mediating prompts when the learners made a mistake in each writing session. The learners had to write an essay and answer IELTS writing task one questions with the help of mediating prompts. After each treatment session, the learners were required to write down their attitudes towards the effectiveness of CDA in the form of diary while the thematic content analysis was employed to understand their attitudes. At the end, the results revealed that all learners had positive attitudes towards this method. The high-scored learners mentioned that it was a highly-new method which was very interesting. With learning through testing, it was considered one of the strengths of this method in comparison with traditional assessment. The average-scored learners pointed

out that getting the correct answer immediately after the tests was the positive point of this method.

Kusumaningrum and Karma (2018) explored the attitudes of high school students towards the effect of DA interventionist approach on speaking skill in classroom setting. The open-ended questionnaire focusing on motivation, anxiety, mental and physical conditions, need, engagement, confidence, awareness, and self-reflection was employed to collect the data. The results of the study showed that the mediation during the DA process positively affected the student's learning motivation. The students agreed that the process had elicited their motivation improved for further learning development.

2.4.1 The Usefulness of the PM DA-SRS Instructional Process

According to Ajzen and Fishbein's (1980) theory of reasoned action, beliefs about an object lead to an attitude about it, meaning that performing a task with favorable attitude towards the task will result in positive outcomes. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude. Based on this theory, it can be assumed that human's behavior is controlled by their attitudes. The way they evaluate something helps them decide how they will behave toward it.

In this study, attitudes refer to the students' opinions in the usefulness of the PM DA-SRS instructional process. Usefulness refers to overall benefits from the application of the PM DA-SRS instructional process, which can be categorized into academic, social, and psychological benefits.

2.4.1.1 Academic benefits

In terms of academic benefits, the most unique characteristic of dynamic assessment is the inclusion of intervention in the form of providing mediating prompts.

Feuerstein, Rand, and Hoffman (1979) suggest that an individual learns from mediated experiences which are the most proximal influences of cognitive functioning.

Mediation is seen as a vehicle for learning and for the development of one's cognitive ability and academic skill. Similarly, Thompson (1991) and Tzuriel (1989) believe that mediational intervention is associated with improved performance, which enhances the performance of the lower-functioning students in particular.

According to Lidz (1991), three common features of dynamic assessment which lead to several academic benefits are; 1) the assessor actively works to facilitate learning and induce active participation in the learner, 2) the assessment focuses on process rather than product, and 3) the assessment produces information about learner modifiability and the means by which change is best accomplished. Since the application of dynamic assessment helps to identify the student's deficiencies, it can result in a more accurate description of the learner than other traditional approaches. This, therefore, leads to more accurate predictions of the learner's response to instruction, which allows the mediator to be able to correct these deficiencies more effectively.

Deutsch and Reynolds (2000) conducted a study to explore the effectiveness and perceptions of interventionist and interactionist dynamic assessment approaches among 119 educational psychologists. The results revealed that a majority of 74 percent of respondents had positive attitudes toward these two approaches. The results also showed that there were several perceived advantages of both interventionist and interactionist DA approaches. For example, it helped to promote the students' critical thinking skill. The process of dynamic assessment was considered highly interactive compared to the standardized testing, which creates a motivating learning situation. The learning the student will show depends on the quality of mediation given. More

importantly, the process of dynamic assessment allowed the teacher to gain information about a student's learning needs, the type of intervention a student required, and the analysis of cognitive functions which helped to identify a student's barriers to learning. As suggested by Citrus and Stance (2014), dynamic assessment has different purposes from the standardized testing. It does not aim to compare or to rank the student's learning ability but to understand, explore advise, and provide appropriate mediational interventions.

Based on the review of literature mentioned above, the application of dynamic assessment offers several academic benefits which can be summarized in the following statements as follows.

- To help students develop their cognitive thinking and learning performance: As pointed out by Feuerstein, Rand, and Hoffman (1979), mediation is seen as a vehicle for learning and for the development of one's cognitive abilities and academic skills.
- To cause students to actively participate in class: This occurs because the process of dynamic assessment is considered interactive compared to the standardized testing (Deutsch & Reynolds, 2000).
- To help students receive useful feedback, become aware of their learning difficulties, and be able to handle with their learning difficulties which lead to the improvement of their learning performance: Since dynamic assessment can reveal the student's deficiencies, the teacher/mediator is able to provide mediation to correct these deficiencies more effectively (Lidz, 1991).

2.4.1.2 Social benefits

Social benefits refer to social supports within a great learning environment for students. According to Utley (2001), students under the approach of peer-mediated intervention are taught to be systematic and provide feedback when working together in pairs or small groups. One social benefit from using peer-mediated intervention in education classroom is that it improves acceptance of students with different needs and establish good relationships among all students. Maheady (1998) believes that by having students serve as instructional assistants for classmates, it leads to numerous benefits such as the increased amounts of active student engagement, more frequent opportunities to respond, and more frequent and immediate feedback on academic performance. As a result, students are likely to have a more favorable and positive learning environment.

Similarly, Flood, Wilder, Flood, and Masuda (2002) have all agreed that as students are actively involved in interacting with each other in groups on a regular basis, it represents the most effective form of interaction which helps to strengthen the students' social relationship within the classroom. Following this line of reasoning, it takes away the students' boringness in the classroom and reduces their stress during the learning process (Meyers & Jones, 1993) while at the same time, the teaching and learning atmosphere in the class becomes enjoyable and friendly (Weimer, 2013).

It can be concluded that social benefits from using the peer-mediated intervention approach derive largely from the student's status as a peer. The following statements represent social benefits.

- To provide a favorable, friendly, and positive learning atmosphere: This occurs due to having students as instructional assistants for classmates (Maheady, 1998).

- To be fun and enjoyable: This occurs because when students interact with their peers instead of the teacher, they become less stressful (Weimer, 2013).
- To build up a good relationship among students in the classroom: The interaction of students on a regular basis helps to strengthen the students' social relationship within the classroom (Flood, Wilder, Flood, & Masuda, 2002).

2.4.1.3 Psychological benefits

Psychological benefits relate to motivational strategy which includes all learning situations in which students work in groups to accomplish learning objectives (Gardner & Lambert, 1972). Under this, students are motivated to show their learning proficiency for social approval since they wish to avoid negative sanctions for not doing their fair share in working towards group success. (Ames & Ames, 1984).

Gardner and Lambert (1972) classify motivation into two types which are integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people while the latter suggests and implies that a student learns a language in support of a purpose relating to occupation or further useful motive. These two types of motivation are considered useful for second language learning since they affect and control the outcome of learning. Students who don't have instrumental or integrative motivation are likely to face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

Another concept in the field of motivation introduced by Ryan and Deci (2000) is known as Self-Determination Theory. To Ryan and Deci, two types of motivation

refer to extrinsic and intrinsic motivation. Extrinsic motivation is the propensity to take part in activities, because of motives which are not associated to the task. These reasons can be the anticipation of reward or punishment such as being successful in the exam or getting a good mark (Vansteenkiste, Simons, Lens, & Deci, (2004). On the other hand, intrinsic motivation is the eagerness and interest to do and take part in some of the activities because an individual may feel that they are attractive and pleasant. Students with intrinsic motivation are disposed to stay with intricate and complicated problems and gain knowledge from their slips and faults (Walker, Greene, & Mansell, 2006).

Interestingly, adapted from the work of Feuerstein, Falik, and Rand (2002), Lauchlan (2012) developed a checklist of learning principles in order to record the students' performance during the intervention session of dynamic assessment approach. His checklist consists of cognitive and affective domains. Learning principles of dynamic assessment in affective domain include showing confidence in providing responses, being relaxed and comfortable in class, being motivated to perform tasks, and being tolerant with difficult or challenging tasks.

As previously stated, the study of Deutsch and Reynolds (2000) which aimed to explore the effectiveness and perceptions of interventionist and interactionist dynamic assessment approaches (see details in 2.2.3), the results of the study revealed that apart from academic benefits, dynamic assessment also helps to enhance the student's self-esteem by "enabling him/her to see himself/herself as a himself/herself as a person who could rather than could not learn, as looking for strengths rather than weaknesses and for maximal rather than average performance" (p. 322). Furthermore, dynamic assessment also reduces the student's anxiety since it is a class which "links between assessment and instruction", not just only for testing (p. 323). This, therefore, distinguishes the process of dynamic assessment from that of standardized testing.

In summary, the following statements represent psychological benefits.

- To enhance the student's motivation to learn: As pointed out by Gardner and Lambert (1972), students are likely to be motivated when they learn or work in groups in order to accomplish learning objectives.
- To enhance the student's self-confidence: Lauchlan's (2012) work reveals that students show more confidence in providing correct answer during the intervention session of dynamic assessment approach.
- To reduce the student's anxiety: Since dynamic assessment is not just for testing, the level of student's anxiety is lower than other traditional standardized testing Deutsch and Reynolds (2000).

To conclude, the student's attitude in the context of this study refers to the usefulness of the PM DA-SRS instructional process, which can be categorized into three aspects of academic, social, and psychological benefits.

2.5 Related Research Studies

Not too many research studies in the area of DA following the interventionist approach to develop the students' English listening comprehension ability can be referred to. The most two related research studies are reviewed as follows.

The first study was conducted by Khoshsima and Izadi (2014) to compare two forms of dynamic assessment and standard assessment of university students' listening comprehension. 59 students were randomly assigned to two test administration groups. Students from both groups received the same listening materials and listening tasks. However, the methods used to assess students were different. In the first group (dynamic-supported group) which relied on the interventionist approach, students received pre-scripted mediating prompts from the researcher when they failed to

provide correct response to the questions asking main and supporting details in their listening tasks. Students received the mediating prompts until they answered each question correctly. The mediation, which started with the most implicit contingent help to the most explicit one in a regulatory scale consisted of six prompts. These included 1) Listening to the text again, 2) Listening to a particular section, 3) Posing stimulating questions, 4) Offering keywords or phrases along with their definition, 5) Part listening being pronounced for students, and 6) Clarifying correct response. Another group was in the form of standard assessment where students completed their listening tasks independently without mediation. The results presented that students from dynamic-supported group achieved higher levels of comprehension on the listening tasks than those from the standard assessment group. The study confirmed that dynamic learning significantly increased the student's consciousness and cognitive level by directing their attention to the key information in listening which helped them to have a better understanding.

Ashraf, Motallebzadeh, and Ghazizadeh (2016) conducted a study to investigate the impact of electronic-based dynamic assessment on the listening skill of EFL students aged between 26 to 38 years old. The study employed a quasi-experimental pretest and posttest design. 40 students were divided into control ($n=20$) and experimental ($n=20$) groups. Following the interventionist approach, students in the experimental group were taught the listening skill through electronic-based dynamic assessment so, they were asked to install Telegram Mobile Software on their smart mobile phones. Then, they were asked to create a group so that they could receive the audio files. The students needed to answer the comprehension questions posed by the teacher/researcher. Pre-scripted mediating prompts for every question were also sent to help the group respond more accurately. Students in the control group received the

same listening materials as those in the experimental group. Audio files were brought to class while the teacher/researcher provided a set of pre-scripted mediating prompts to those having listening problems. The analyses of the quantitative data from the pretest and posttest indicated that the treatment helped to develop the listening performance of students in the experimental group significantly.

Due to the scarcity of DA studies applying the interventionist approach to develop listening skill, the following part reviews the interventionist DA approach to develop other skills which are reading, writing, and speaking. They are as follows.

Kozulin and Garb (2002) investigated the effects of DA with the application of interventionist design on the text comprehension of EFL young adults aged between 18-25. They assessed the students' ability to learn and apply effective strategies during reading comprehension. The study started with students taking a static test. Then, the teacher went through the test with the students by mediating for them what strategies required in each question and teaching them how to transfer strategies from one task to another. The findings revealed that the student's performance on the posttest was better resulted from the mediation.

Following the interventionist DA approach to develop the learners' writing skill, Taheri and Dastjerdi (2016) conducted a study with 35 intermediate EFL learners aged from 15 to 30 years old. Students from the experimental group received the intervention in the form of pre-scripted mediating prompts. In this study, three levels of mediating prompts were as follows: 1) General prompt (take another look): The teacher asked the students to take another look at their writing to edit it. 2) Suggested area of focus (take a look at your writing structure) 3) Specific area of focus/directive with feedback. The number and the type of prompts was checked for the quantitative analysis. On the other hand, students from the control group was assessed in a non-

dynamic way in which they answered the tests without the mediation. At the end of the treatment, the writing scores from the pretest and posttest of the two groups were obtained and compared. The analysis of the test scores through t-test revealed that the experimental group did statistically better in the test.

Another study conducted by Estaji and Farahanynia (2019) was to investigate the effects of two major approaches of Dynamic Assessment (interventionist and interactionist approaches) on learners' speaking skill. To this end, 34 EFL learners were assigned to an interactionist Group (InA.G) and interventionist group (InV.G). Initially, both groups were given a pretest of speaking. During the treatment phase, the InV.G was asked to narrate a video and received pre-scripted mediating prompts on their errors. The InA.G narrated the video while being provided with scaffolding during narration. Then both groups were given a posttest. The results indicated that both groups' oral performance significantly increased.

Furthermore, it is also worthwhile exploring DA studies to develop the students' English listening comprehension ability, though in the aspect of the interactionist approach. They are reviewed as follows.

Ableeva (2010) conducted a study following an interactionist DA approach to improve the listening skills of seven intermediate university students studying French ranging in age from 18-20. Three stages in her experiment included a non-dynamic pretest, a mediation process stage, and a dynamic test. After completing their pretest, the students were offered non-standardized mediation. The result showed that when the learners were engaged in mediational dialogue, they showed their responsiveness to assistance, offered explicitly or implicitly, and were able understand listening texts better.

Alavi, Kaivanpanah, and Shabani (2012) conducted a research study to test out the applicability of G-DA of listening in the classroom context and to examine its potential in assessing and promoting a group of students' listening abilities. Following a concurrent G-DA interactionist approach, the research was conducted with a group of 15 undergraduate students of English major. The finding revealed that although one of the students' major problem was their unfamiliarity with the political news and vocabulary, they could still benefit from the interaction and mediational strategies provided by teacher to resolve their listening comprehension problems. This study concluded that the G-DA procedure helped the mediator identify specific problems learners faced during listening comprehension.

A study conducted by Sara, Saeed, and Hossein (2015) investigated the applicability of G-DA in assessing a group of 50 EFL learners in the age range of 14-18 at a language institute in the context of listening. The subjects received mediational support during the ten-week G-DA procedure. Following a concurrent G-DA interactionist approach, the mediation offered in this study was not pre-specified and emerged from the mediator's ongoing collaborations with learners. At the final session of mediation, the findings revealed that the mediational support resulted in significant changes in the listening ability of the learners.

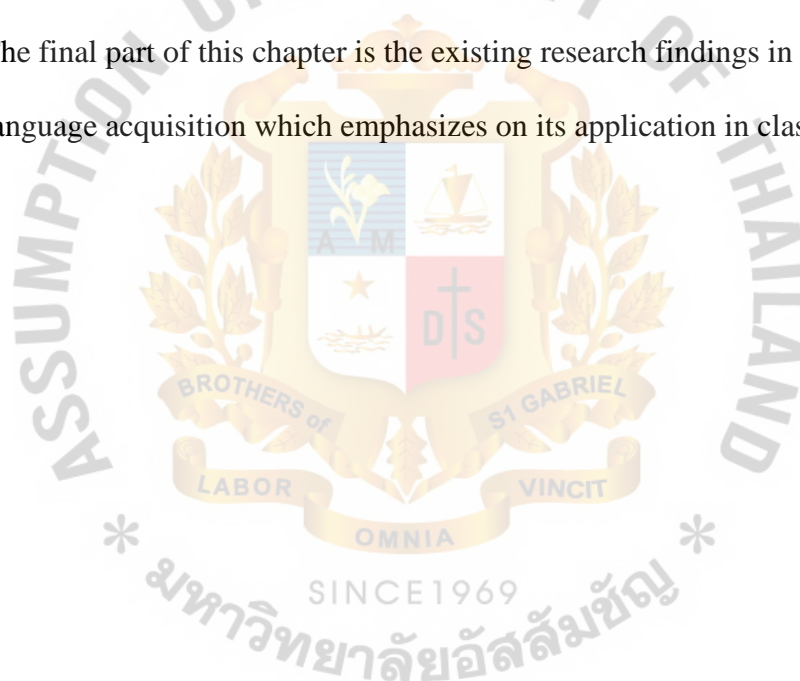
2.6 Chapter Summary

The chapter discusses the literature in relating to the two theoretical models; socio-cultural theory which forms the theoretical background of Dynamic Assessment (DA) and social cognitive theory of self-regulatory strategy (SRS).

The chapter commences with a review of the sociocultural theory with a connection to the application of DA. The importance of peer mediator role in the

student's learning process is also presented since students in the current study are assigned to take the peer mediator role to lead classroom in DA format. After that, social cognitive theory of self-regulatory strategy is reviewed based on the justification that students need to possess self-regulatory skills so that they can perform the role of peer mediators effectively. Next, the importance of listening as an important skill in language learning acquisition (Chamot, 2005; Nunan, 1997; Rost, 2002) is discussed, followed by several definitions of listening, listening comprehension models, and listening strategy instruction. Last but not least, the student's attitude towards dynamic assessment in terms of the usefulness of the PM DA-SRS instructional process is reviewed.

The final part of this chapter is the existing research findings in the area of DA in second language acquisition which emphasizes on its application in classroom setting.



CHAPTER III

RESEARCH METHODOLOGY

The current study has a one group pretest-posttest experimental design which incorporates both quantitative and qualitative techniques. This chapter describes the methodology used to investigate four research questions:

1. How the PM DA-SRS instructional process has been developed for its applicability in the listening instruction?
2. What is the effect of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability?
3. How can the PM DA-SRS instructional process enhance the students' English listening comprehension ability?
4. What are the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability?

The chapter starts with the research design, followed by Phase I: Instructional development process and Phase II: Main Study. The population and subjects, the context of the study, research procedure, research instruments, data collection, and data analysis are described under each phase respectively. The chapter concludes with a chapter summary.

3.1 Research Design

The current study aims to develop the PM DA-SRS instructional process and to investigate the effects of the process on the development of the students' English listening comprehension ability. More specifically, the study attempts to closely

examine how the PM DA-SRS instructional process can enhance the students’ English listening comprehension ability. Therefore, this study took the form of one group pretest-posttest experimental design.

Table 3.1 presents the diagram of the research design.

Table 3.1: Research Design

One Group Pretest-Posttest Experimental Design			
Experimental group	O1	X	O2

O1=Pre-test

O2=Post-test

X= PM DA-SRS Instructional Process

Following the interventionist Concurrent-group DA (Lantolf & Poehner, 2004), the treatment of this study which referred to the PM DA-SRS instructional process was conducted in between the pre-test and the post-test. After the treatment, the performance of the post-test was compared to the pre-test in order to evaluate how much development an individual reached following the treatment (Sternberg & Grigorenko, 2002).

This study consisted of two phases; Phase I: Instructional development process which was conducted in order to answer the first research question, and Phase II: Main study which was conducted to answer the second, third, and fourth research questions.

3.2 Phase I: Instructional Development Process

Phase I was conducted in the academic year 1/2017 during August to December, with the primary purpose to develop an instructional process which integrated the three major components of PM, DA, and SRS and to test out its applicability in the listening instruction. Since students in this study have never had experiences in providing mediating prompts nor in taking the peer mediator role instead of the teacher before, another important purpose of the first phase was to assess

whether all students could perform the peer mediator role effectively. Moreover, the four research instruments used in this phase including the English listening comprehension test, SRS Questionnaire, PM DA-SRS Opinionnaire, semi-structured interview could be analyzed for their reliability. The listening worksheet as a pedagogical tool was also tested in order to make sure that the level of the listening text difficulty was not too far beyond or below the comprehension level of the students.

3.2.1 Population and Subjects

In the academic year 1/2017, the total number of students enrolling the course EN2230 was 239. Those who were eligible to take EN2230 must have undergone the Basic English courses, English I, English II, and English III or they must have taken IELTS or TOEFL exams with the score of 6 or 500 at the minimum respectively. Therefore, their English proficiency was at intermediate level.

Due to the fact that students were grouped by the Registrar Office, cluster sampling technique was considered the most appropriate for subject selection (Fraenkel & Wallen, 2000). The number of students per section was from 25-30. Since the researcher was responsible for teaching two sections, one group was selected for the experiment, with the total number of 24 students participating.

3.2.2 The Context of the Study

The context was an international university, which provided BA program with four majors, which are business- English, business- Japanese, business-Chinese, and business-French. The curriculum required the students to pass Basic English III so that they were eligible to enroll the course of EN2230 Listening and Speaking which was a major required course of the faculty (see details in 3.3.2).

3.2.3 Research Procedures

Following the form of one group pretest-posttest experimental design, the treatment was conducted in between the pre-test and the post-test. The treatment was the PM DA-SRS instructional process consisting of three modules; Module I: SRS and listening strategy instruction, Module II: Peer mediator training, and Module III: The student's PM DA-SRS application (see details in 3.3.5.1, 3.3.5.2, and 3.3.5.3).

During the first week of the semester, all students took the English listening comprehension test which was used as a pre-test and post-test in this study. The results of the listening pre-test measured the current level of the students' listening comprehension ability before receiving treatments. In week 4, the students were instructed with four self-regulatory strategies and nine listening strategies (Module I). After that, they attended in a two-day peer mediator training in week 5 (Module II). Before the training session ended, all students in the section were randomly divided into five groups. Four groups consisted of five members while one group with four members. Since the first phase aimed to assess whether the students could perform the peer mediator role, five students based on the purposive sampling method were selected to be peer mediators of each group to perform their roles during the last module which lasted three sessions in weeks 6, 7, and 9 (Module III). In week 10, the listening post-test, SRS questionnaire, PM DA-SRS opinionnaire, and semi-structured interview were administered.

3.2.4 Research Instruments

In order to answer the first research questions, there were four research instruments used in the instructional development process. The four instruments included the English listening comprehension test, SRS questionnaire, PM DA-SRS

opinionnaire and semi-structured interview (see details for the research instruments' content validation and reliability in 3.3.6.2).

3.2.5 Collection of Data

The listening pre-test was administered to all students during the first week of the semester while the listening post-test was administered in week 10 after the three PM DA-SRS sessions. Similar to the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire, and semi-structured interview were conducted after the three PM DA-SRS sessions in week 10.

3.2.6 Data Analysis

To answer the first research question, the data analysis included the Dependent Samples t-test for the English listening comprehension test, the mean and SD for SRS questionnaire and PM DA-SRS opinionnaire, as well as coding procedure and thematic content analysis for semi-structured interview.

3.3 Phase II: Main Study

3.3.1 Population and Subjects

For the subjects' demographic details, the present study was virtually conducted with a group of those who were third-year undergraduate students majoring in business-English at Faculty of Arts, Assumption University. All of them were Thais who have had at least 12 years of learning English prior to university, starting from grade one to high school. They consisted of male and female students aged from 19 to 24 years old. Gender was not a factor for a grouping criterion.

The total number of students enrolling the course EN2230 in the academic year 2/2017 was 225. Those who were eligible to take EN2230, the major required course of the department, must have undergone the Basic English courses, English I, English II,

and English III or they must have taken IELTS or TOEFL exams with the score of 6 or 500 at the minimum respectively. In terms of grading system, the criteria used to judge the level of the students were based on the scoring criteria applied at Faculty of Arts as follows: 90% up A, 87-89% A-, 84-86% B+, 80-83% B, 77-79% B-, 74-76% C+, 70-73% C. Any student receiving the grade lower than C must repeat the course until a higher grade was obtained. Therefore, all of these criteria are to guarantee that the students' level of English language proficiency is at an intermediate level.

3.3.1.1 Subject selection

As a normal practice, students are free to choose any course sections depending on their schedules and on the availability of seats in the offered sections. The Registrar Office was responsible for the section assignments.

Due to the fact that students were grouped by the Registrar Office, cluster sampling technique was considered the most appropriate for subject selection (Fraenkel & Wallen, 2000). In the academic year 2/2017, 225 students enrolled in the subject. The number of students per section was from 25-30. Since the researcher was responsible for teaching two sections, one group was selected for the experiment, with the total number of 29 students participating.

In regard to the subject compatibility, a listening pre-test was administered to all subjects. Scores of the listening pre-test were used for statistical tests to ensure that all subjects in the group were similar in their English listening comprehension ability.

3.3.2 The Context of the Study

The context was an international university, which provided BA program with four majors, which are business- English, business- Japanese, business-Chinese, and business-French. The curriculum required the students to pass Basic English III so that

they were eligible to enroll the course of EN2230 Listening and Speaking which was a major required course of the faculty. The course objectives were as follows:

- To demonstrate by both written and oral language their understanding of the theoretical concepts of listening and speaking by utilizing in-class activities.
- To successfully make use of skills of listening and speaking in both group and individual presentations based on three different contexts; daily life, academic, and business settings.
- To apply intercultural & non-verbal communication theories to international business practices.

Since the course aimed to improve the students' listening and speaking skills, the students had to practice their speaking and listening skills in three different contexts which were based on daily life, academic, and business settings. The instruction of speaking and listening skills was equally divided. In other words, 15 classes were allocated for speaking skill while the other 15 classes for listening skill. At the same time, the background knowledge of listening and speaking theory was also provided. The topic of intercultural communication was included in the course as well.

Normally, each section is made up of 30 undergraduate students who are required to attend a 90-minute class twice a week for 15 weeks or 45 hours as a total.

3.3.3 Generalizability of the Findings

Representativeness and sufficiency of the subjects in relation to the population of the study are two main factors essential for the generalizability of the findings or external validity.

Due to the fact that the present study employed the cluster sampling of the subjects for the experimental group, this can assure the representativeness of the

subjects to the population. In regard to the sufficiency of the subjects, the researcher had no control over the matter since the number of subjects was limited due to a class size policy of the university.

3.3.3.1 Threats to internal validity

Threats to internal validity to be considered are history, maturation, testing, instrumentation, differential selection of subjects, and mortality. In regards to history, all subjects had similar backgrounds for their English proficiency as explained earlier. Since the subjects were in the treatment period for 15 weeks or one academic semester, maturation was under controlled. The period of 15 weeks was not long enough for the maturation threat. Threat to testing could also be controlled because the administration of pre-test and post-test was conducted on the first week and the last week of the semester. The gap of 15 weeks was long enough to prevent memorization by the subjects. Since the current study employed the listening section of IELTS test, the instrumentation was considered reliable and effective. Mortality was under control since the course EN2230 was a prerequisite course for Arts-English students. Also, the subjects who were second year students were less likely to withdraw from the university compared to the first-year students (Fraenkel & Wallen, 2000).

3.3.3.2 Threats to external validity

Threats to external validity are also another concern in this study. To begin with, threat to reactive effects of testing tended not to occur since the testing threat to internal validity was controlled. The interaction effects of selection bias threat were minimized since this study used cluster sampling technique to select the subjects. Thus, every student in the section was expected to participate in this experiment. Lastly, it is possible to control the Hawthorne effect from the reactive effects of experimental

arrangements since the researcher taught all subjects for the same duration with the same materials as other regular classes (Nunan & Bailey, 2009).

In conclusion, since this study had high internal validity, it undoubtedly led to external validity. In other words, the application of the findings in this study can be generalized with other groups in other settings at other times, as long as the conditions are similar to those of the study.

3.3.4 Ethical Issues

Ethical issues have been considered from many perspectives. According to Frankel and Wallen (2000), three issues which are primary ethical concerns to the researcher consist of protecting participants from harm, ensuring confidentiality of research data, and deception.

3.3.4.1 Possible harm to the participants

This study examined how to develop the students' English listening comprehension ability. Students were provided with treatments which referred to the instruction of self-regulatory and listening strategies including the application of the PM DA-SRS instructional process to develop their English listening comprehension ability. There was no foreseen physical nor psychological harm to participation in this study.

3.3.4.2 Confidentiality of the research data

The students were expected to complete the questionnaire or write their learning journals with the assurance of total confidentiality and anonymity. They had a full freedom to complete the questionnaire and opinionnaire. Therefore, confidentiality of the research data did not appear to bear issue for this study.

3.3.4.3 Deception

No deception was experienced in the experiment since copies of consent form (Appendix A) must be obtained from all participants before conducting the experiment. Therefore, deception of the research did not appear to bear issue for this study.

3.3.5 Research Procedures

Similar to the first phase, all 29 students in the main study followed the three modules of the PM DA-SRS instructional process; Module I: SRS and listening strategy instruction, Module II: Peer mediator training, and Module III: The student's PM DA-SRS application. The three modules are described in details as follows.

3.3.5.1 Module I: SRS and listening strategy instruction

This module consisted of an explicit instruction of four self-regulatory strategies (SRS) and nine listening strategies which were introduced to students in the fourth week of the semester.

In order for students to understand all strategies clearly and be able to apply them in their actual learning, this study followed the Cognitive Academic Language Learning Approach (CALLA) as a guideline to teach strategies to students.

The CALLA developed by Chamot (2009) consists of five phases as follows.

1. Preparation: The teacher identifies what learning strategies students have already known and how students apply these strategies.
2. Presentation. All names and definitions of the strategies are explicitly explained to students and then the teacher demonstrates how to use each strategy.
3. Practice. This is considered a student-centered phase where the teacher acts as a facilitator giving opportunity for students to practice new strategies in many different contexts.

4. Evaluation. Students have to evaluate their performance, which can be conducted individually or cooperatively.

5. Expansion. Students have an opportunity to transfer the learned strategies to new tasks. The teacher should ensure that students keep practicing the use of strategies.

SRS instruction

The framework for self-regulatory strategy instruction was based on Oxford’s (2011) S²R Model. The instruction of SRS served for two purposes. Firstly, it helped students learn how to prepare themselves to become effective peer mediators. Secondly, it helped students learn how to manage their listening process. During the strategy instruction, it was important that all strategy objectives be clarified to students so that they were able to understand why they needed to apply these strategies for preparing themselves to become effective peer mediators and for managing their listening process.

Four self-regulatory strategies and strategy objectives for students to become effective peer mediators are presented in Table 3.2a.

Table 3.2a: SRS Instruction for Effective Peer Mediators

Self-regulatory strategies	Strategy objectives
Strategy 1: Planning	<ul style="list-style-type: none">• To encourage students to practice providing mediating prompts to all group member• To practice listening to understand the listening text• To answer comprehension questions in the listening worksheets in advance
Strategy 2: Organizing	<ul style="list-style-type: none">• To check answer with the answer key• To encourage students to practice previewing class materials to make outline of important concepts
Strategy 3: Monitoring	<ul style="list-style-type: none">• To encourage students to check if all group members have a better understanding
Strategy 4: Evaluating	<ul style="list-style-type: none">• To encourage students to evaluate the effectiveness of the provision of mediating prompts to all group members

For the purpose of helping students learn how to manage their listening process, four self-regulatory strategies and strategy objectives are displayed in Table 3.2b.

Table 3.2b: SRS Instruction for Managing Listening Process

Self-regulatory strategies	Strategy objectives
Strategy 1: Planning	<ul style="list-style-type: none">• To encourage students to select appropriate listening strategies to be used before listening• To encourage students to decide listening purposes before listening such as listening for main ideas or details• To practice students to organize ideas and thoughts for a better understanding before listening• To encourage students to check or correct understanding to keep track of listening progress• To encourage students to evaluate the effectiveness of listening strategies used as compared to the listening purposes
Strategy 2: Organizing	
Strategy 3: Monitoring	
Strategy 4: Evaluating	

The four self-regulatory strategies were taught to students following a chronological sequence of pre-listening, while listening, and post-listening for the most effective result.

Details on the SRS application and justification are explained in Table 3.3.

Table 3.3: SRS Application and Justification

Strategy/Sequence	Application	Justification
Planning and organizing (pre-listening)	<u>Listening worksheet</u> <ul style="list-style-type: none">• Students read a set of comprehension questions in their listening worksheets in advance while at the same time write down strategies they plan to use.	<ul style="list-style-type: none">• Listening worksheet helps students think of strategies they plan to use to complete their work.
Monitoring (while-listening)	<u>Listening worksheet and strategy manual</u> <ul style="list-style-type: none">• Students listen to the listening text and answer questions relating to the listening text. They also check, verify, and correct understanding to keep track of listening progress.	<ul style="list-style-type: none">• Listening worksheet directs students to focus on some specific information.• Strategy manual helps to remind students of all strategies they are introduced to.
Evaluating (post-listening)	<u>Strategy checklist</u> <ul style="list-style-type: none">• Students evaluate the effectiveness of listening strategies used as compared to the listening objectives. Students also mark which strategies they use during their listen in their strategy checklist.	<ul style="list-style-type: none">• Strategy checklist helps students evaluate which listening strategies they use during their learning progress.

Listening strategy instruction

Similar to SRS instruction, CALLA was applied as a guideline to teach listening strategies to students. Adapted from Vandergrift & Goh (2012), there were nine listening strategies which aim to develop students’ English listening comprehension ability.

Table 3.4 describes nine listening strategies and objectives.

Table 3.4: Listening Strategies and Objectives

Listening strategies	Strategy objectives
Strategy 1: Activating knowledge	<ul style="list-style-type: none">• To practice students to think about and use what they already know or background knowledge to help them understand the listening text• To practice students to listen for main ideas• To practice students to pay particular attention to some specific parts of the listening text that they do not understand• To practice students to check, verify, and correct understanding during the second time of listening• To practice students to anticipate the general contents and details for specific parts of the listening text using what they know• To practice students to use paralinguistic inferencing, extralinguistic inferencing, and between part inferencing to guess the meanings of unfamiliar items• To practice students to use visual elaboration (actual pictures) and world elaboration (knowledge gained from experience in the world) to understand better• To practice students to make a written summary of language and information presented in the listening text• To practice students to write down important words and key concepts
Strategy 2: Conceptualizing broadly	
Strategy 3: Focusing attentively	
Strategy 4: Double-checking	
Strategy 5: Predicting	
Strategy 6: Inferencing	
Strategy 7: Elaborating	
Strategy 8: Summarizing	
Strategy 9: Note-taking	

Students were instructed that a variety of strategies could be used to develop listening comprehension rather than to use one strategy with one listening task as Oxford (2011) posits that the strategy combination can be made when needed for tasks.

Details on the listening strategy application and justification are explained in

Table 3.5.

Table 3.5: Listening Strategy Application and Justification

Strategy	Application	Justification
Activating knowledge/ Conceptualizing broadly/ Focusing attentively/ Double-checking/ Predicting/Inferencing/ Elaborating/ Summarizing/ Note-taking	<u>Listening worksheet,</u> <u>strategy manual, and</u> <u>strategy checklist</u> <ul style="list-style-type: none">• Students listen to a listening text for the first time and summarize what they understand in the listening worksheet. After listening for the second time, students answer comprehension questions in the worksheet.• Students evaluate the selected strategies and mark which strategies they use during their listen in the strategy checklist.	<ul style="list-style-type: none">• Listening worksheet is used to check the students’ listening comprehension ability.• Strategy manual helps to remind students of all strategies they are introduced to.• Strategy checklist helps to remind students what strategies they use for the most effective listening result.

All students must be able to recognize the names of each strategy. By recognizing the name of each strategy, students were able to share feedback of strategies they use with their peers appropriately.

By gradually providing the students adequate time with regular practices to identify sources of their listening problems and to take active part in solving the problems (Goh, 2000), the students were able to take control of their own listening skill confidently and completely.

Figure 3.1 summarizes all self-regulatory and listening strategies provided to students during the first module of the PM DA-SRS instructional process.

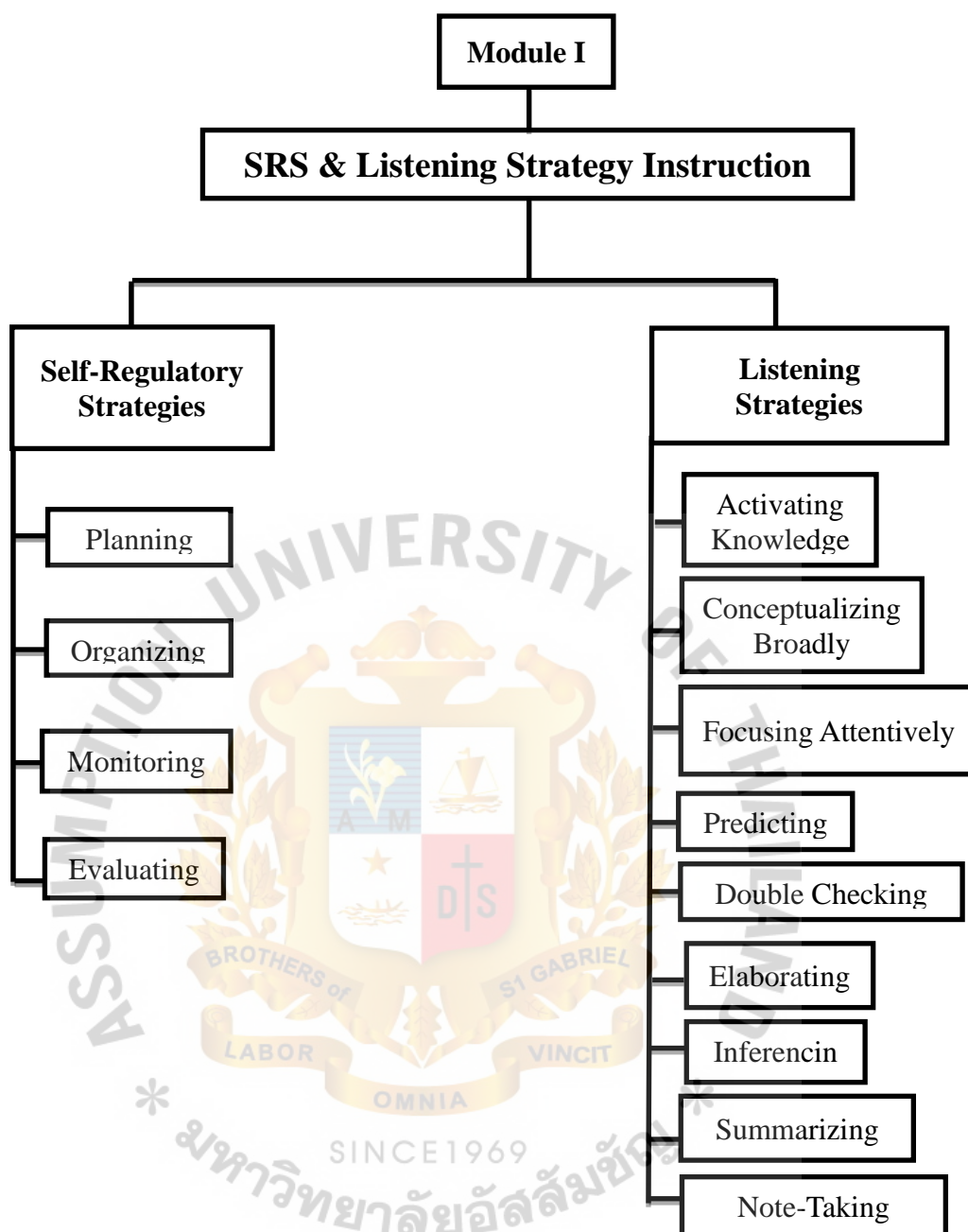


Figure 3.1: SRS and Listening Strategy Instruction

The next part refers to the second module of the PM DA-SRS instructional process; Peer mediator training.

3.3.5.2 Module II: Peer mediator training

This module consisted of an overview of DA, mediator demonstration, and mediator practice. Since all students were assigned to take the role of peer mediator

from weeks 6 to 11, it was necessary for them to attend the peer mediator training which took two sessions during week 5, with 1.30 hours per session. Details of the peer mediator training sessions aiming to put theory into practice are in the following part.

Overview of DA (Lecture)

An overview of theoretical background of DA namely Vygotskian cognitive psychology was presented to the students in the form of lecture on the first training session of week 5. This was to make sure that the students understood the key concept of the PM DA-SRS instructional process and became more confident to conduct the process accurately.

Table 3.6 presents details to be included in an overview of DA based on Lantolf and Poehner (2006).

Table 3.6: Overview of DA

1. Vygotsky’s Theory
a. The Importance of Mediation
2. Principles of Dynamic Assessment (DA)
a. The combination of teaching and testing
b. Being different from static assessment
i. Teachers do not assist students during the exam
ii. DA looks forward to the students’ potential development
c. Interventionist Approach in Concurrent Group-DA Format
i. Pre-scripted mediation
ii. No improvisation

Mediator demonstration (Class activity)

After explaining the concept of DA, the teacher/researcher demonstrated how to act as a peer mediator to students. Together with the demonstration, a list of mediating prompts adapted from Ableeva’s (2010) Typology of mediation (see Table 3.7) was introduced to all students. In doing so, students learned when and how to use each prompt with their peers during the process of peer mediation.

In order to familiarize students with the use of mediating prompt, each student was given a list of five mediating prompts with examples on how to use each of them. A list of mediating prompts was presented in the form of mediation procedural checklist, which served as a guideline for all students to follow (see details in 3.3.6.1).

One of the peer mediator’s major responsibility was to provide mediating prompts to those who failed to answer comprehension questions in the listening worksheet correctly. Instead of offering a correct answer, the peer mediators intervened and gave assistance in the form of mediating prompts, which was hierarchically arranged from the most implicit to the most explicit (Lantolf & Poehner, 2010).

Table 3.7 contains five mediating prompts with examples of how to apply them in an actual situation during the PM DA-SRS instructional process.

Table 3.7: Mediating Prompts

Level of explicitness	Mediating prompts
Prompt 1	Accepting response Mediator “Yes, Very good, Ok, That’s it”. Rejecting response (Repeat the incorrect answer by asking a question) Mediator “Did the speaker say that? Are you sure?”
Prompt 2	Replaying the listening text (Replaying the segment focusing to a specific detail) Mediator “Let’s listen to this part again”.
Prompt 3	Giving key words to the correct answer Mediator “Here are some key words I am going to give to you”.
Prompt 4	Translation Mediator “What’s the meaning of.....in English?”
Prompt 5	Providing explicit explanation with correct response Mediator “The correct answer is.....”.

Adapted from: Ableeva’s (2010) typology of mediation

Training students to provide mediating prompts related to the first module of strategy instruction in the way that the provision of mediation helped to encourage students to apply listening strategies they learned. Once students applied all learned

strategies, they could understand the listening texts better. For example, Prompt 2 (replaying the segment of the listening text) could be compared to the use of focusing attentively and double-checking strategies. For those who did not understand the listening text in the first time, replaying the segment of the listening text allowed them to know where to focus which could lead them to the correct response. Meanwhile, Prompt 2 for students who already understood the listening text allowed them to double-check whether what they listened in the first time was accurate. This, therefore, automatically encouraged students to use double-checking strategy. Similarly, the use of Prompt 3 (giving key words) helped students realize which part could lead them to the main idea of the listening texts so, this could be compared to the use of conceptualizing broadly or listening for main ideas.

According to Ableeva (2010), these prompts were proved to be effective in promoting students' listening ability since they were regularly and typically employed during each dynamically conducted assessment. The researcher demonstrated how to provide mediating prompts starting from the implicit to the most explicit ones. The demonstration followed Ableeva's (2010) work, which was allowing students to listen to one selected text and the researcher called one student to answer listening comprehension questions. The example of how the mediator accepted the student's response (the first prompt) as a way to encourage that student was shown below.

S = the student M= the mediator

- 1) S: Here it's redundant and there is more diversity in France...
- 2) M: Very good. That's it. Ok.
- 3) S: Yeah, I remember her saying redundant...
- 4) M: Yes!!! Redundant...

(Adapted from Ableeva's (2010) mediating typology)

In this situation, the mediator accepted the student's correct response and showed encouragement in line 2. However, when the student produced poor recalls, the

mediator used the second prompt, which was to re-listen to the text in order to find a specific detail as illustrated in the excerpt below (Ableeva, 2010).

- 1) S: We....usually eat like pizza, hamburgers and desserts...
 - 2) M: who?
 - 3) S: We do...the Americans...
 - 4) M: Americans or he does?
 - 5) S: Americans.
 - 6) M: Ok, try to understand...who eats...who eats less desserts...Listen!!
- (Adapted from Ableeva's (2010) mediating typology)*

When the student showed confusion about “who eat pizza” in line 1, the mediator asked a question in line 2 and directed the student to focus his attention to “who” in line 6.

The first peer mediator training session concluded with a review of the use of mediating prompts.

Mediator practice

The second training session referred to the mediator practice which was conducted in a small group of five students. In terms of group arrangement, the researcher arranged the pre-test scores of all students from the highest to the lowest. Students were grouped systematically, in which student number one was in the same group with student number six, eleven and so forth. Similarly, student number two was in the same group with student number seven, twelve and so forth. The process was repeated until the whole class was divided into six groups of five in total. Since the total number of students in this study was 29, five groups consisted of five members while only one group with four members. With this method, students with high and low proficiency were mixed within the same groups. Students who received the highest scores of listening pre-test from each group had to be the peer mediators for their groups for the mediator practice session and for the first PM DA-SRS session scheduled in week 6 (see Table 3.10). In the same way, the other six students receiving

the second highest scores from each group were peer mediators on the second PM DA-SRS session. The process ended up with the fifth students performing their mediating roles on the last PM DA-SRS session. It should be noted here that students remained the same group throughout the course of the study.

After the group arrangement, a list of mediating prompts together with audio transcript and answer keys for comprehension questions in the listening worksheet prepared by the teacher/researcher was given to six students who were assigned to be peer mediators for the mediator practice. The teacher/researcher needed to make sure all six students serving as peer mediators understood the listening text.

Meanwhile, other students were assigned to complete the pre-listening activity such as group discussion with their group members to activate their previous knowledge. Once the six students were ready to perform their roles, all students listened to the selected listening text for the first time together and tried to answer comprehension questions in their listening worksheets individually. Following Poehner's (2009) concurrent G-DA, those acting as a peer mediator started to call one of their members in the group to give an answer. If the member failed to answer correctly, the peer mediator offered the first prompt as a feedback and called upon a different member in the group to reformulate the answer. In case the second member still could not answer correctly, the peer mediator used the second prompt and called the third member to reformulate the answer again. The peer mediator used prompts starting from the most implicit to the explicit ones until the correct answer was reached.

The mediator practice was served as a good opportunity for the students to take the peer mediator role in the classroom setting. Besides, those acting as peer mediators

tended to become more familiar with the provision of mediating prompts while others observed and benefited from the actual interaction.

It should be noted here that the audio file of listening material, audio script, together with keys to correct answers in listening worksheet were provided to the peer mediators of each group three days before the actual PM DA-SRS session.

Extra peer mediator practice

Since the lecture classes during the first sessions of weeks 6,7,9, and 11 lasted for only 60 minutes, the rest of 30 minutes was allocated to extra peer mediator practice in order to familiarize students with the PM DA-SRS instructional process. The selected students took the peer mediator role to lead their groups.

In order to motivate students who have never experienced the role of peer mediators before, the teacher/researcher introduced a self-talk strategy (Oxford, 2011) to students in order to increase their intrinsic motivation and self-confidence. The teacher/researcher gave a clear instruction and modelled for students how to apply the strategy by saying, for example, “I feel nervous about being the peer mediator but I have practiced offering mediating prompts and even if I am not perfect, I know I can say something. Ok, I am going to take a deep breath and I will be ready.” Positive self-talk words and phrase of encouragement were taught to students. Then, students were asked to practice using self-talk strategy.

Extra peer mediator meeting

The extra peer mediator meeting was held to check whether the peer mediators were well-prepared for the role. Although the peer mediator training was provided to the students in the second module of the process, those responsible for the peer mediator role also needed to attend a 25-minute extra peer mediator meeting at the researcher’s office. Although audio file of listening material, audio script, together with

keys to correct answers in listening worksheet were provided to the peer mediators of each group three days before the actual PM DA-SRS session, they were encouraged to practice listening and answering comprehension questions in their own listening worksheets before checking their answers with the keys. They were told that this would be for their own benefits or else they missed opportunity to practice listening. Since all listening materials were provided to peer mediator students three days before the actual session of PM DA-SRS, they could practice listening as many times as they wanted to.

During the 25-minute meeting, the peer mediators listened to the prepared listening text again and took turn offering mediating prompts to the teacher/researcher in the teacher/researcher's office. By doing this way, the teacher/researcher would be able to find out whether or not the peer mediators really understood the listening text in every single detail. If not, the teacher/researcher spent this period to clarify all points the peer mediators were doubtful. This could be assured that all peer mediators understood the listening text and were able to follow the PM DA-SRS process thoroughly. A review of the whole process and an awareness of the importance of the peer mediator role was again emphasized in the meeting.

The following part is the last module of the PM DA-SRS instructional process.

3.3.5.3 Module III: The student's PM DA-SRS application

During the last module starting from weeks 6 to 11, students needed to apply what they were instructed and trained from the first and second modules and be able to put into practice. In the last module, students performed two roles as a peer mediator and an active participant. Since there were five sessions in this module, each student had an opportunity to serve as a peer mediator role in one session while the rest of four sessions as an active participant. The role of teacher/researcher was less emphasized in this module. The teacher/researcher acted as a facilitator who observed the student's

overall performance in the provision of mediation, provided assistance during the intervention session, and gave feedback to peer mediator students in order to enhance their mediating skills.

The last module was divided into three stages adapted from Ableeva's (2010) Mediating Procedure. Each stage was renamed by the researcher in accordance with the activities being conducted. They were as follows.

Stage one: Assessing the student's listening ability

In this stage, students acting as active participants worked in their own groups to complete the pre-listening activity such as group discussion in order to activate their background knowledge. Then, students listened to one selected listening text together for the first time. The listening text was replayed for the second time while the students were asked to answer comprehension questions in their listening worksheets individually. In doing so, the student's listening ability was assessed from their listening worksheets whether or not their answers were correct. The questions were designed in various forms which included multiple choices and filling in the blanks.

Stage two: Offering mediating prompts

Instead of providing the correct response right away, those acting as peer mediators of each group started calling one of their members to answer questions in their listening worksheets. If the first member gave a wrong response, the peer mediators offered the first prompt as a feedback and called upon a different member in the group to reformulate the answer. In case the second member still could not reach a correct response, the second prompt was provided while the third member was called to answer. The process repeated until all correct responses to each question were reached. The provision of mediating prompts at this stage followed the interventionist approach of G-DA.

Stage three: Discussing effective strategies

When all correct answers were revealed, all students listened to the text for the last time with a copy of the audio transcript to read in silence. Then, students engaged in the post-listening activity with their peer mediators to discuss the most effective strategies. They exchanged and shared ideas which listening strategies they used in order to lead them to the correct response of each question, with a particular attention to look for other effective methods to complete comprehension questions in the next time’s listening worksheet with more accuracy.

Table 3.8 summarizes three stages of the student’s PM DA-SRS application.

Table 3.8: Three Stages of the Student’s PM DA-SRS Application

Procedure	Description
Stage one	<i>Assessing the Student’s Listening Ability</i> <ul style="list-style-type: none">• Pre-listening activity such as group discussion in order to activate the students’ background knowledge• The students listened to one selected listening text twice and they were asked to answer comprehension questions individually.
Stage two	<i>Offering Mediating Prompts</i> <ul style="list-style-type: none">• The PM provided mediating prompts to the member who couldn’t answer correctly and called another different member to reformulate the response.• The process repeated until all correct answers to each question were reached.
Stage three	<i>Discussing Effective Strategies</i> <ul style="list-style-type: none">• The students listened to the listening text with an audio transcript.• Post-listening activity: The PM and group members discussed together the most effective listening strategies to be applied in the next time’s listening.

To summarize, the current study consisted of two phases. The first phase referred to the instructional development process while the second phase was the main study.

The following part clarifies how the three major components (PM, DA, and SRS) were integrated and transferred to become the PM DA-SRS instructional process

consisting of three modules; Module I: SRS and listening strategy instruction, Module II: Peer mediator training, and Module III: The student's PM DA-SRS application.

All students in this study were assigned to be peer mediators instead of teachers so, they must be initially instructed with SRS and listening strategies in the first module which enabled them learn how to apply the strategies in preparing themselves to be effective peer mediators and in managing their own listening process. Next, since all students have never had experiences in the PM role before, the second module which trained students to be peer mediators particularly in the part of providing five mediating prompts must be integrated in the process. Under this circumstance, the first and second modules of the PM DA-SRS instructional process were considered the use of process-oriented approach which reflected how students were instructed and trained step-by-step to become effective peer mediators and effective listeners. Both of the first and second modules illustrated the process of the student's learning progress.

Once students were fully equipped with practical strategies and with sufficient training, they were ready for the third module which was regarded as the application period where students must be able to apply what they learned from the first and second modules to perform the two roles of peer mediator and active participant. As an active participant, students needed to apply all learned strategies to answer questions in their listening worksheets individually. As a PM, students needed to offer mediating prompts to those who failed to reach the correct response. At the end of Module III, both the PM and students in the groups discussed together the most effective listening strategies to be applied in the next time's listening. In short, all students must be able to put what they learned into practice.

Figure 3.2 displays the PM DA-SRS instructional process for the development of the students' English listening comprehension ability.

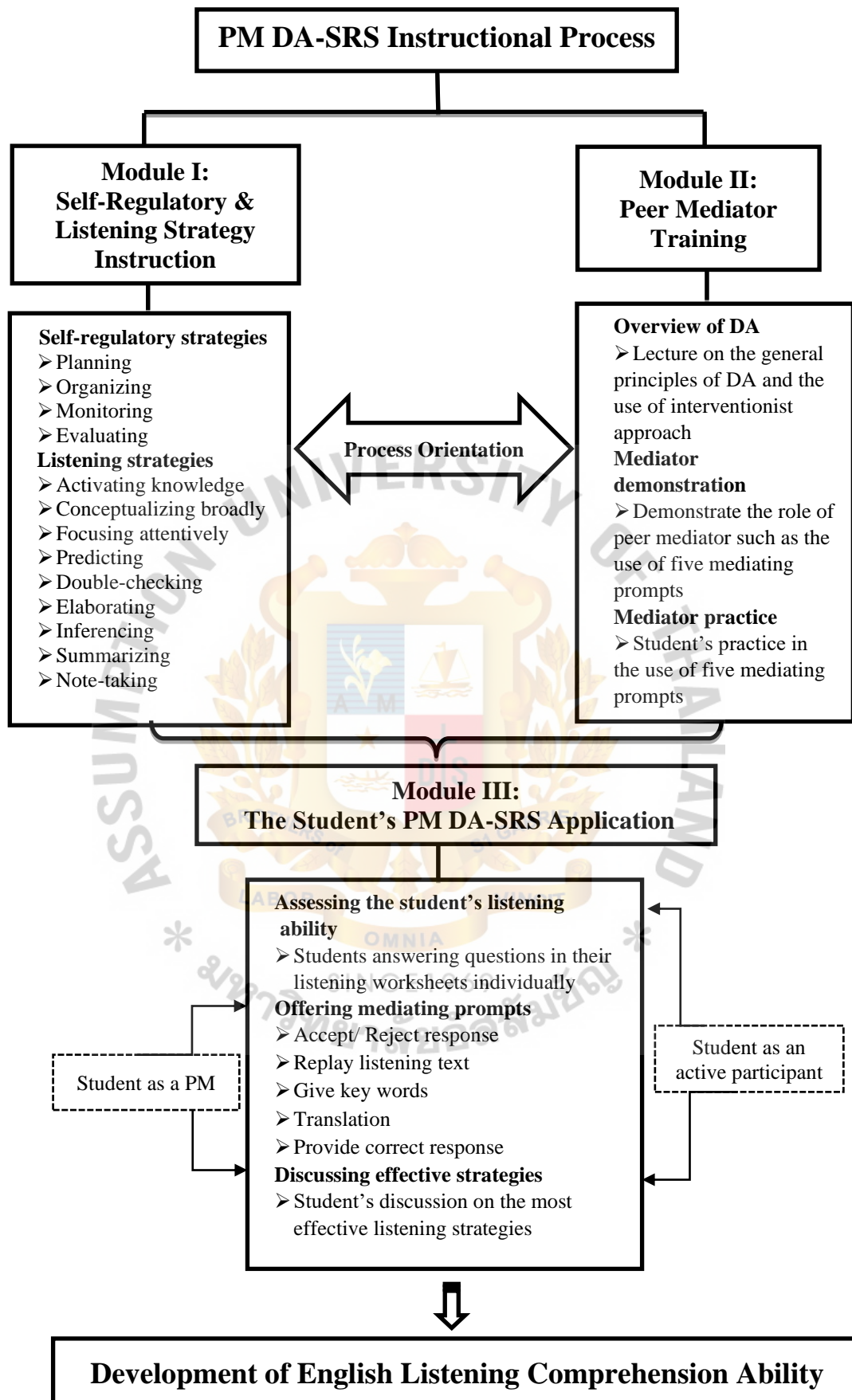


Figure 3.2: PM DA-SRS Instructional Process

The following part shows the schedule of the PM DA-SRS instructional process for the whole semester of 15 weeks. Although the class participation was not accounted for course evaluation, the minimum of 80 percent of class attendance was required for all students enrolling in the course EN2230. All students were required to attend a 90-minute class twice a week for 15 weeks.

The first week started with the course introduction and the administration of listening pre-test. The instruction of SRS and listening strategy was provided to students in week 4.

Week 5 referred to the peer mediator training while the application of the PM DA-SRS instructional process was scheduled from weeks 6 to 11. Specifically, the second sessions of weeks 6, 7, 9, 10, and 11 were allocated for five PM DA-SRS sessions. Besides, the first sessions of weeks 6, 7, 9, and 11 were allocated for lectures based on the course content of EN2230. As previously stated, since the lectures in the four sessions took only one hour per session, the rest of 30 minutes were spent for extra peer mediator practice.

It should be noted here that there were three listening quizzes throughout the semester as part of EN2230. The first and the second quizzes based on daily life and business basis were in the first sessions of weeks 3 and 10 respectively. The third listening quiz which was a combination of daily life, academic, and business contexts was conducted in the first session of week 15.

Last week before the end of the semester was for the administration of listening post-test, SRS questionnaire, PM DA-SRS opinionnaire, and semi-structured interview.

To conclude, the first module which included the SRS and listening instruction was conducted in week 4. The second module of peer mediator training (overview of DA, mediator demonstration, and mediator practice) was conducted in week 5. The

student's PM DA-SRS application which was the last module of the PM DA-SRS instructional process was conducted in weeks 6, 7, 9, 10, and 11 respectively as illustrated in Table 3.9.

Table 3.9: Schedule of the PM DA-SRS Instructional Process

Week	Session 1 (1.30 hours)	Session 2 (1.30 hours)
1	<ul style="list-style-type: none"> • Course introduction • Listening pre-test 	Lecture: Listening & Speaking theory
2	Lecture: Daily life listening	Lecture & Group discussion: Daily life speaking
3	Listening quiz I	Role play presentation
4	SRS instruction	Listening strategy instruction
5	Peer mediator training (DA Overview & Demonstration)	Peer mediator training (Mediator practice)
6	Lecture: Academic listening & Extra peer mediator practice	PM DA-SRS: Mediator I Listening practice
7	Lecture: Academic speaking & Extra peer mediator practice	PM DA-SRS: Mediator II Listening practice
8	Group presentation	Group presentation
	<i>Mid-term Examination</i>	<i>Mid-term Examination</i>
9	Lecture: Business listening & Extra peer mediator practice	PM DA-SRS: Mediator III Listening practice
10	Listening quiz II	PM DA-SRS: Mediator IV Listening practice
11	Lecture: Business speaking & Extra peer mediator practice	PM DA-SRS: Mediator V Listening practice
12	Group presentation	Group presentation
13	Lecture & Group discussion: Intercultural communication	Lecture & Group discussion: Intercultural communication
14	Group presentation: Case study	Impromptu speech
15	Listening quiz III	<ul style="list-style-type: none"> • Listening post-test • SRS questionnaire • PM DA-SRS opinionnaire • Semi-structured interview
	<i>Final Examination</i>	<i>Final Examination</i>

3.3.5.4 Roles of the teacher and students

This part summarizes details on how the roles of the teacher and students related to the application of PM DA-SRS instructional process in the present study.

The teacher

The teacher/ researcher played a crucial role in developing the students' English listening comprehension ability. Starting from the first role as a trainer, the teacher prepared all students to be able to take the peer mediator role effectively and to understand English listening texts by providing them the SRS and listening strategy instruction (see details in 3.3.5.1). Apart from the strategy instruction, the teacher explained and trained the students of how to keep records of their learning effectively in the provided learning diaries.

From weeks 5 to 11, the teacher had two roles to perform. The teacher acted as a role model in demonstrating how to be a peer mediator when leading a small group in DA format. Once the students took the peer mediator role during PM DA-SRS sessions, the teacher turned to be a facilitator who assisted, observed, and monitored the students' performance. The teacher always monitored group activity in order to make sure that students were not too far from the assigned task. The teacher was also available for answering questions raised by the students (Duplass, 2006).

In the meantime, the teacher needed to show the students how the students could use their learning diaries when they attended in PM DA-SRS sessions. The students took note what strategies they used in order to help them understand the listening texts and complete their works.

As a motivator, the teacher used strategies to motivate and enhance the students' intrinsic motivation in the classroom through activities proposed by Oxford (2011) such as positive self-talk (see details in 3.3.5.2). Students' intrinsic motivation is

considered a psychological construct that activates the self-regulation process (Zimmerman, 2008). According to Dornyei (2001), motivation concerns the direction and magnitude of human behaviors and this becomes the choice of why people decide to do something, how long they are willing to maintain it, or how hard they are going to pursue it.

Besides, the teacher also acknowledged that listening is quite difficult to non-native speakers while at the same time, gave reassurance to students (Hedge, 2002).

The students

All students were active participants in their learning process. A PM DA-SRS classroom required active students who fully participated and shared ideas during class discussions.

As previously explained, all students in this study had to be the peer mediators who assisted their peers to complete listening worksheets through a set of mediating prompts ranging from the most implicit to the most explicit. At the same time, the students needed to be active participants who gave contribution or took part in the PM DA-SRS instructional process in order to reach a correct answer.

All students were responsible for completing their learning diaries in the form of worksheets provided by the researcher. In other words, they were required to record their learning processes every time when they attended in PM DA-SRS sessions. There were five PM DA-SRS sessions. Each student took the role of peer mediator for one class while they acted as active participants for the other four sessions. This means the students had to record their learning processes as active participants for four times and as mediators for only once. Records of each student's learning process were collected at the end of the semester.

Before the first PM DA-SRS session began, a 20-minute-training on how to write the learning diary was provided to the students (see details in 3.3.6.2). In the provided worksheet, there were questions asking the students to reflect their thoughts. The students described what strategies they used when they faced any listening difficulties as well as how they monitored or evaluated the strategies that they selected in order to improve their listening comprehension ability.

3.3.6 Research Instruments

3.3.6.1 The pedagogical tools

Three pedagogical tools are as follows.

1. PM DA-SRS lesson plan and listening worksheet (Appendix B)

In the context of this study, lesson plans used for the strategy instruction and mediator training reflected the CALLA's five phases of preparation, presentation, practice, evaluation, and expansion. A detailed description of each class's objectives, materials, procedures, and duration were stated in the lesson plans. In terms of listening worksheets, they can be served as one indicator to measure how well students understand listening texts. In each session, students were assigned to listen to one listening text and answered a set of comprehension questions in the worksheet. The number of correct answers could indicate how well the students understood each listening text.

In addition, since the listening worksheet was also designed to encourage students to use many listening strategies, a variety of different activities were also added in the worksheet. Adapted from Mendelsohn (1994), each listening worksheet consisted of three main parts. The first part was pre-listening stage to activate schemata. Finding the meaning of idioms in the context and small group discussions were examples of pre-listening activities, which could help students generate

predictions based on their world knowledge. The second part referred to while-listening stage, which was a set of comprehension questions. Finally, the last part of the worksheet called post-listening stage, which allowed students to share feedback with their group members and the teacher on evaluation of the strategies they used.

There were five listening worksheets for five sessions of the PM DA-SRS instructional process. Although the use of each strategy was individually introduced, students were instructed that various strategies could be used to order to facilitate their comprehension process as a whole.

2. Mediation procedural checklist (Appendix C)

Those performing as the peer mediators of the groups would receive the mediation procedural checklist three days before each PM DA-SRS session started.

The checklist adapted from Haywood and Lidz (2007) was to describe the process of how to offer mediating prompts to their peers. It included what the peer mediator should do during the intervention session. There were five mediating prompts starting from the most implicit to the most explicit. Moreover, the audio transcripts as well as correct answers in accordance to the listening comprehension questions were also provided. All of these helped to facilitate those who act as peer mediators during the PM DA-SRS sessions.

3. Strategy manual (Appendix D)

Similar to the strategy checklist, the strategy manual was adapted from Oxford (2011) and Vandergrift and Goh (2012). It was distributed to the students at the beginning of the semester. Names with definitions and full explanations of all SRS and listening strategies were clearly presented. The strategy manual included all SRS and listening strategies. When having doubts or being unclear in the use of any strategy, the students could consult with the manual all the time.

Apart from the three pedagogical tools, this research employed eight research instruments to collect both quantitative and qualitative data. Quantitative research instruments were the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire, and the students' strategy checklist. Qualitative research instruments were learning diary, VDO recordings, teacher's observation, and semi-structured interview schedule. These research instruments will be described in details in relation to the research questions.

3.3.6.2 Main research instruments

In this study, there were eight research instruments which are described in relation to each research question as follows (see 3.2.4 for research instruments to answer RQ1).

To answer research question 2, the English listening comprehension test was used to collect the data.

1. The English listening comprehension test

IELTS listening module was used as a pre-test and post-test in this study. The result of the listening pre-test in the beginning of the class was served for two purposes:

- To measure the current level of student's listening comprehension ability before receiving treatments
- To group students during PM DA-SRS sessions. A group of five should consist of students with different abilities.

The post-test was administered to the students again in week 15, which aimed to examine the difference before and after the subjects receive the treatments.

The justification for using IELTS

According to Farhady (2005), the listening module of IELTS tests on real life contexts, which reflect the content of the course EN2230. Questions 1 to 20 in IELTS

listening section relate to daily life and business contexts such as the job application while questions 31 to 40 deal with academic lectures in the university. Furthermore, listening texts in the course EN 2230 contain a variety of accents, aiming to familiarize students with various different accents. Similar to the test, several accents are found in the recordings.

Since the IELTS test is considered a standardized test, its content validity and reliability does not appear to be an issue. However, the test specification was conducted in according to Hughes' (2003) guideline. It consists of four main parts which are content, format and timing, criteria levels of performance, and scoring procedure (Appendix E1).

The IELTS listening section was taken from University of Cambridge ESOL Examinations, which consisted of 40 questions based on four different recordings with a variety of Australian, British, New Zealand, and North American accents. The four recordings were as follows.

- Recording 1: a conversation between two people set in an everyday social context (Questions 1-10).
- Recording 2: a monologue set in an everyday social context, e.g. a speech about local facilities (Questions 11-20).
- Recording 3: a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment (Questions 21-30).
- Recording 4: a monologue on an academic subject, e.g. a university lecture (Questions 31-40).

The students had approximately 30 minutes to answer 40 questions which were in different question types including multiple choice, short-answer questions, sentence completion, form/note/summary/diagram/flow-chart/table completion, diagram/ plan/ map labeling, and matching.

The band score for the test was given in Table 3.10.

Table 3.10: IELTS Listening Module Band Scores

Correct Answers	Band Scores	Proficiency Level
39-40	9	Expert user: A full operational command of the language
37-38	8.5	
35-36	8	Very Good user: A fully operational command of the language with only occasional unsystematic inaccuracies usage
32-34	7.5	
30-31	7	Good user: An operational command of the language, though with occasional inaccuracies usage
26-29	6.5	
23-25	6	Competent user: An effective command of the language despite some inaccuracies usage
18-22	5.5	
16-17	5	Modest user: A partial command of the language with many mistakes
13-15	4.5	
11-12	4	Limited user: A basic but limited competence

Besides, the researcher also tried out the listening module of the test in the academic year 1/2017 in order to make sure that the test was appropriate to the students' English proficiency level.

The trial of the test

The test was pilot-tested with 24 students whose English proficiency was homogeneous. The mean score of pre-test was at 20.33 while the post-test at 24.25 from 40. The test of normality was also conducted with a result of normal distribution at 0.62. This indicated that the subjects' English listening proficiency was at intermediate level compared to IELTS listening module band scores (see Appendix E2 for the test).

To answer research question 3, five research instruments which were the SRS questionnaire, the students' strategy checklist, learning diary, VDO recording, and teacher's observation were utilized to collect the data.

2. SRS questionnaire

The SRS questionnaire was administered to the students at the end of the semester in week 15. The justifications to use the questionnaire for data collection were that it was a useful tool in collecting various types of data if the research questions and specific survey questions were clearly identified. The respondents could manage their own time to finish the questionnaire which was standardized in format and easy to understand (Brown, 2001b).

The development of the questionnaire

The SRS questionnaire was used to reflect the students' capacity to apply all learned strategies when they experienced with listening difficulties. Based on two major constructs of self-regulatory strategies and listening strategies, the questionnaire consisted of 36 statements.

The questionnaire asked about the students' capacity to use self-regulatory and listening strategies after the strategy instruction. Most statements in the questionnaire were adapted from these following theorists while some were written by the researcher.

- Statements relating to SRS were adapted from Chamot et al.'s (1999) Learning Strategies, Pintrich et al.'s (1993) Motivated Strategies for Learning Questionnaire (MSLQ), and Vandergrift et al.'s (2006) Metacognitive Awareness of Listening Questionnaire (MALQ).
- Statements relating to listening strategies were adapted from Chamot et al.'s (1999) Learning Strategies, Oxford's (1990) Strategy Inventory for

Language Learning (SILL), and Vandergrift et al.'s (2006) Metacognitive Awareness of Listening Questionnaire (MALQ).

The questionnaire directly corresponded with the first module of PM DA-SRS instructional process which instructed the students to apply self-regulatory and listening strategies. The SRS questionnaire allowed the researcher to clarify how the application of PM DA-SRS could enhance the students' English listening comprehension ability.

In order to allow students to express whether or not they agreed or disagreed with each statement easily, the SRS questionnaire was constructed in the five-point Likert-scale from strongly agree, agree, uncertain, disagree, or strongly disagree with a set of preference statements (Fraenkel & Wallen, 2000).

The questionnaire was written in English on the justification that the language in each questionnaire statement was simplified and easy to understand. However, the teacher/researcher gave explanations in Thai language in case the students were unclear in any statement.

Interpretation of the students' use of SRS and listening strategies was as follows:

- 5 means the students' use of SRS and listening strategies was very high.
- 4 means the students' use of SRS and listening strategies was high.
- 3 means the students' use of SRS and listening strategies was moderate.
- 2 means the students' use of SRS and listening strategies was low.
- 1 means the students' use of SRS and listening strategies was very low.

The evaluation criteria of the questionnaire were as follows:

- 0.00-1.50 means the students' use of SRS and listening strategies was very low.
- 1.51-2.50 means the students' use of SRS and listening strategies was low.
- 2.51-3.50 means the students' use of SRS and listening strategies was very moderate.
- 3.51-4.50 means the students' use of SRS and listening strategies was high.
- 4.51-5.00 means the students' use of SRS and listening strategies was very high.

In regard to the questionnaire's validation, three English instructors with extensive experience in the field of L2 English listening judged the congruence between the objectives and questionnaire statements (see Appendix F1 for names and

qualifications of the three experts). The obtained data was used to calculate the Index of Item-Objective Congruence (IOC) of each questionnaire statement.

Overall, the content validity of the questionnaire was 0.81 (Appendix F2).

There were six statements of which the IOC values were unacceptable and therefore, were eliminated. The questionnaire finally consisted of 36 statements as follows:

- *Self-regulatory strategies* 9 statements
 - Planning 3 statements
 - Organizing 2 statements
 - Monitoring 2 statements
 - Evaluating 2 statements
- *Listening strategies* 27 statements
 - Activating knowledge 2 statements
 - Conceptualizing broadly 2 statements
 - Focusing attentively 5 statements
 - Predicting 4 statements
 - Inferencing 2 statements
 - Elaborating 4 statements
 - Summarizing 2 statements
 - Note-taking 4 statements
 - Double checking 2 statements

Next, the questionnaire was pre-piloted with five students in order to investigate whether the English statements were clear to them. Some minor changes in terms of wordings were conducted in relating to their comments. For example, the verb “to anticipate” was changed to “to predict”. This allowed the students to understand the statement better. The questionnaire was then piloted.

The trial of the SRS questionnaire

In order to find the reliability of the questionnaire, the SRS questionnaires were administered to 60 students who enrolled the course EN2230 in the academic year 1/2017. The data from the questionnaires were analyzed by using SPSS to compute the Cronbach’s alpha coefficient. It was found that the reliability of the questionnaire was

0.97, which could be appropriately used for the main study (see Appendix F3 for the SRS questionnaire).

3. Strategy checklist (Appendix G)

Every student received the strategy checklist, which was in the form of handout adapted from Oxford (2011) and Vandergrift and Goh (2012). The checklist included names of all SRS and listening strategies. At the end of each PM DA-SRS session, the students were asked to mark what strategies they used during their listening comprehension process. The checklist can be served as an indicator of which SRS or cognitive listening strategies each student used in order to enhance their English listening comprehension ability. In addition, it can also be served as additional data to confirm the findings derived from the SRS questionnaire and the students' learning diary.

4. Learning diary (Appendix H)

All students were requested to record important information about their own learning process in the learning diary, which was considered as the learning reflection. They recorded their learning process when they attended every PM DA-SRS session. There were five sessions of PM DA-SRS throughout the semester. Each student took the role of peer mediator once while the rest of four times to be active participants. In other words, all students needed to record their learning process for five times, once as a peer mediator and four times as an active participant, to be submitted on the following week after each PM DA-SRS session. After that, the teacher/researcher checked all students' learning diaries and provided appropriate written feedback to any problems raised by students.

At the end of the course, each student submitted two pieces of their diaries. One was recorded on the behalf of the peer mediator role while another one was a summary of four pieces recorded on behalf of active participants.

The learning diary in this study was adapted from Goh's (2010) *Listening as Process: Learning activities for self-appraisal*. With guiding questions, the students wrote their diaries by answering questions in the area of listening report. This reflected how the students thought about the PM DA-SRS instructional process and how they used, monitored, or evaluated the use of listening strategies.

The main reason for asking the students to write their diaries was to discover how the PM DA-SRS instructional process helped them to develop their listening skills in their diaries. Students were also asked to reflect how they felt towards the peer mediator training, as well as their feelings when they were peer mediators or participants in the group. Besides, the learning diary enabled the students to explain what strategies they used while they were engaged in listening to aural texts in class. Therefore, the learning diary was divided into five parts, which included reflection on the use of strategies, reflection on the peer mediator training, reflection on the PM DA-SRS instructional process, reflection on the role of peer mediator, and reflection on the role of active participant.

Students used English to record their thoughts on the justification that their English proficiency was at intermediate level. Through the learning diary, which assisted in the student's listening comprehension development, the students could learn how to develop their use of self-regulatory and listening strategies.

The information obtained from the learning diary was used to triangulate data from the SRS questionnaire to examine how the PM DA-SRS instructional process could enhance the students' English listening comprehension ability.

5. Video recording

According to Duff (2008), videotaping in particular “allows researchers to better attend to nonverbal aspects of language interaction, such as gestures, participants’ orientation to various media in their environment, eye gaze, and so on” (p. 139). With this in mind, the students’ interactions in each session of PM DA-SRS process were video recorded, which started from the peer mediators providing mediating prompts to their group members until the process ended. In order not to be perceived as being intrusive, one member from every group was assigned to record the students’ interactions by using their mobile phones. All recorded data were later on sent to the researcher through LINE application.

In the present study, the data from video recordings was used as a tool for keeping track of the students’ developmental changes in their listening performance from the first until the last sessions. The development changes can be analyzed from the level and number of mediating prompts used to help the group members finish listening worksheets and the students’ responsive moves during their interactions with peer mediators of the groups.

6. Teacher’s observation

All data obtained from teacher’s observation can be served as additional data to answer the second research question. The observations were viewed as significant data providing researchers’ opportunities for sense-making and data comparison (Creswell, 2012). According to Farrell (2008), classroom observation gives language teachers an opportunity to gather information about their own teaching and classroom practices so that they can scrutinize classroom actions more carefully.

In this study, a nonparticipant observation was conducted. The process of recording thoughts and reflections from observations was carried out following Spradley’s (1980) key dimensions for teacher’s observation. According to Spradley, the dimensions allow teachers to be more focused on the areas for reflection and guiding their effort to the right direction.

Spradley’s key dimensions for teacher’s observation is demonstrated in Table 3.11.

Table 3.11: Spradley’s Key Dimensions for Teacher’s Observation

Dimension	Definition
1. Actors	The people involved
2. Activities	A set of related acts people do
3. Acts	Single action that people do
4. Events	A set of related activities that people carry out
5. Time	The sequencing that takes place over time
6. Goal	The things that people are trying to accomplish
7. Feelings	The emotions felt and expressed

The observation was conducted along with detailed fieldnote taking throughout the semester (Duff, 2008), with a particular attention to the students’ use of listening strategies during the five sessions of PM DA-SRS in order to examine how listening strategies were employed in relation to different genres of listening texts with which the students faced. This, as a result, helped to answer how the PM DA-SRS process could enhance the students’ English listening comprehension ability.

To answer research question 4, two research instruments of the PM DA-SRS opinionnaire and the semi-structured interview were employed to collect the data.

7. The PM DA-SRS opinionnaire

Similar to the SRS questionnaire, the administration of the PM DA-SRS opinionnaire was conducted with the students at the end of the course in week 15.

The development of the opinionnaire

The PM DA-SRS opinionnaire based on the students' belief in the usefulness of PM DA-SRS instructional process was written in English since the language in each opinionnaire was simplified and easy to understand. However, the teacher/researcher gave explanations in Thai language in case the students were unclear in any statement.

Regarding to the usefulness of PM DA-SRS instructional process, it can be categorized into academic benefits, social benefits, and psychological benefits. The total number of statements was 20. Most statements in the opinionnaire were adapted from these following theorists while some of them were written by the researcher.

- Statements relating to academic benefits of dynamic assessment were adapted from Feuerstein, Rand, and Hoffman (1979), Lidz (1991), and Deutsch and Reynolds (2000).
- Statements relating to social benefits of dynamic assessment were adapted from Flood, Wilder, Flood, and Masuda (2002), Maheady (1998), and Weimer (2013).
- Statements relating to psychological benefits of motivational strategy were adapted from Gardner and Lambert (1972), Lauchlan (2012), and Deutsch and Reynolds (2000).

Similar to the SRS questionnaire, the PM DA-SRS opinionnaire relied on the five-point Likert-scale from strongly agree, agree, uncertain, disagree, or strongly disagree with a set of preference statements (Fraenkel and Wallen, 2000). Interpretation of the students' attitudes towards the usefulness of PM DA-SRS was as follows:

- | | |
|---|--|
| 5 | means positive attitude towards PM DA-SRS was very high. |
| 4 | means positive attitude towards PM DA-SRS was high. |
| 3 | means positive attitude towards PM DA-SRS was moderate. |
| 2 | means positive attitude towards PM DA-SRS was low. |
| 1 | means positive attitude towards PM DA-SRS was very low. |

The evaluation criteria of the opinionnaire were as follows:

0.00-1.50	means positive attitude towards PM DA-SRS is very low.
1.51-2.50	means positive attitude towards PM DA-SRS is low.
2.51-3.50	means positive attitude towards PM DA-SRS is very moderate.
3.51-4.50	means positive attitude towards PM DA-SRS is high.
4.51-5.00	means positive attitude towards PM DA-SRS is very high.

In regard to the validation of the opinionnaire, three English instructors with extensive experience in the field of L2 English listening judged the congruence between the objectives and opinionnaire statements (see Appendix F1 for names and qualifications of the three experts). The obtained data was used to calculate the Index of Item-Objective Congruence (IOC) of each opinionnaire statement.

Overall, the content validity of the opinionnaire was 0.92 (Appendix I1). All statements were acceptable. The 20-statement questionnaire was based on the three collaborative learning benefits as follows:

• Academic benefits	12 statements
• Social benefits	4 statements
• Psychological benefits	4 statements

Next, the opinionnaire was pre-piloted with five students in order to investigate whether the English statements were clear to them. Some minor changes in terms of wordings were conducted in relating to their comments. The opinionnaire was then piloted.

The trial of the opinionnaire

In order to find the reliability of the opinionnaire, the PM DA-SRS opinionnaires were administered to 60 students who enrolled the course EN2230 in the academic year 1/2017. The data from the opinionnaires were analyzed by using SPSS to compute the Cronbach's alpha coefficient to find the reliability of the opinionnaire. It was found that the reliability of the opinionnaire was 0.93, which could be

appropriately used for the main study (see Appendix I2 for the PM DA-SRS opinionnaire).

8. The semi-structured interview

The semi-structured interview was scheduled at week 15 after the administration of the PM DA-SRS opinionnaire. The justifications to use semi-structured interview were that to allow the students to generate more ideas because the interviewees were not forced to answer a set of prepared questions, compared with structured interviews (Nunan, 1992). With its open-ended format, the researcher may gain many aspects of one interviewee's experience in depth (Brown, 2001b).

The selection of the informants

By following the purposive sampling method, the researcher used personal judgment to select people who could and were willing to provide information for qualitative research (Frankel & Wallen, 2000). Seven students were selected for the semi-structured interview. The interview was conducted in a group of seven and was audio recorded.

The information obtained from the interview was used to complement the data obtained from the PM DA-SRS opinionnaire in terms of the students' attitudes towards the usefulness of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

In terms of the content validity, three English language instructors who were experts in the area of English listening skill judged the congruence between the interview question and its objective (see Appendix F1 for names and qualifications of the three experts). The obtained data was used to calculate the Index of Item-Objective Congruence (IOC) of each interview question.

Overall, the content validity of the interview question was 0.92 (Appendix J1).

The interview was conducted in Thai.

The interview questions and its objectives are shown in Table 3.12.

Table 3.12: The Interview Questions and Its Objectives

The interview question	Objective of the question
1. What were benefits from the application of PM DA-SRS instructional process?	To reflect on benefits of the PM DA-SRS process To reflect on the learning environment
2. Do you feel the PM DA-SRS instructional process helps to provide a great learning environment? Why?	To reflect on the increase of motivation to learn
3. Were you more motivated to learn with the application of PM DA-SRS instructional process? Why?	To reflect on suggestions to improve the PM DA-SRS process
4. Do you have any suggestions to improve the PM DA-SRS instructional process?	

3.3.7 Collection of Data

In this study, the eight research instruments used for the data collection procedure are described in relation to each research question as follows (see 3.2.5 for the data collection for RQ1).

3.3.7.1 Collection of data for research question 2

To answer research question 2, the English listening comprehension test was used to collect the data.

1.The English listening comprehension test

The listening pre-test was administered by the researcher during the first week of the course to all subjects in class. The test time was approximately 30 minutes for all subjects to answer 40 comprehension questions.

The post-test, which administered to all subjects at the end of the course in week 15, was similar to the pre-test on the justification that the gap between the two tests was approximately four months, long enough to prevent the student's memorization.

3.3.7.2 Collection of data for research question 3

Five research instruments were employed in the collection of data for research question 3 as follows.

2. The SRS Questionnaire

The SRS questionnaire to examine how the application of PM DA-SRS can enhance the students' English listening comprehension ability was distributed to all students at the end of the course after the listening post-test in week 15.

To avoid students' misinterpretation problem, instructions were clearly explained in Thai language by the researcher. 20 minutes were allocated for the students to complete the questionnaires. The students were encouraged to rate the questionnaires with honest due to the fact that all information was not considered as part of the course evaluation. Lastly, the researcher collected the questionnaire.

3. Strategy checklist

As previously stated, all students had to mark what strategies they used during their listening comprehension process. The checklist, therefore, was collected at the end of the five sessions of PM DA-SRS process. In other words, the collection period was conducted during weeks 6,7,9,10, and 11.

4. Learning diary

As previously stated, all students were requested to write their learning diaries. They kept records of their learning five times to be submitted to the researcher. The collection period was conducted at the end of the course. With the learning diary, the

researcher could track each individual's learning progress. In addition, the students were informed that all information was kept confidential and not considered as part of the course evaluation.

5. Video recording

The five sessions of PM DA-SRS during weeks 6,7,9,10, and 11 were video recorded in the form of video clip. This allowed the researcher to be able to measure the number of mediating prompts and responsive moves occurred during the mediating process of each group.

6. Teacher's observation

As a nonparticipant observer, the researcher observed with fieldnote taking on how the students used strategies to improve their listening performance during the five sessions of PM DA-SRS during weeks 6,7,9,10, and 11.

3.3.7.3 *Collection of data for research question 4*

Two research instruments were employed in the collection of data for research question 4 as follows.

7. The PM DA-SRS Opinionnaire

The PM DA-SRS opinionnaire was given to all students at the end of the course in week 15. After having completed the listening post-test and the SRS questionnaires, students rated the PM DA-SRS opinionnaire in order to reveal their attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

The teacher/researcher spent approximately 15 minutes for the students to complete the questionnaire. The students were informed that their suggestions and contributions were considered very valuable since they could lead to the improvement

in teaching listening at Assumption University. Lastly, the researcher collected the questionnaire.

8. The semi-structured interview

The semi-structured interview was conducted in the last session of week 15. The total number of students needed for the interview was 6 following the purposive sampling. The interview which was conducted in group of six students lasted for 25 minutes. It was audio recorded.

3.3.8 *Data Analysis*

In this study, the data analysis of the eight instruments are described in relation to each research question as follows (see 3.2.6 for the data analysis for RQ1).

3.3.8.1 *Data analysis for research question 2*

1. The English listening comprehension test

In order to test the hypothesis, the Dependent Samples t-test was calculated to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability.

3.3.8.2 *Data analysis for research question 3*

2. The SRS questionnaire

The mean and SD were used to examine how the PM DA-SRS instructional process could enhance the students' English listening comprehension ability.

3. Strategy checklist

After the collection period of the students' strategy checklist, each strategy item was counted and converted into percentages to see the use of listening strategies during the five PM DA-SRS sessions. The obtained information was analyzed to examine the frequency in the students' use of listening strategies.

4. The learning diary

Coding procedures and thematic content analysis were used to analyze information obtained from the learning diary. Information from the learning diary was reviewed and categorized under each particular key concept. The data was analyzed to examine how the PM DA-SRS instructional process could enhance the students’ English listening comprehension ability.

To ensure reliability of the data, inter-rater reliability was measured. Information from the learning diary was coded by the researcher and one rater independently.

The Pearson Product Moment Correlation (Pearson’s correlation) was used to find the correlation of the two sets of scores. Table 3.13 shows the correlation value of 0.99, which confirms that there appears to be a positive correlation between the two sets of scores.

Table 3.13: Correlations between the Two Sets of Scores

	Coder1	Coder2
Coder1 Pearson Correlation	1	0.99**
Sig. (2-tailed)		0.00
N	15	15
Coder2 Pearson Correlation	0.99	1
Sig. (2-tailed)	0.00	
N	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

It can be concluded that the data analysis of learning diary is ensured with strong confidence for the reliability.

5. Video recording

After data collection, all recorded data were analyzed and transcribed using transcription conventions adapted from Poehner (2005) as follows.

... indicates that the protocol begins partway through an utterance
 (...) indicates a pause
 (?) indicates that speech was inaudible

The recorded data allowed the researcher to see the students' performances on two levels as follows.

Firstly, the quality and number of mediating prompts used to help the group members complete the listening worksheet. The number of mediating prompts used by each group was counted and compared across the five sessions of PM DA-SRS process to determine if the students' listening comprehension ability developed (see Appendix K1 for a full VDO data transcription).

Secondly, the students' responsive moves demonstrating signs of listening development during their interactions with the group mediators. Poehner (2005) believes that the students' responsive moves reflect their learning development. By examining the kinds of responsive moves needed by each student is one indicator to track developmental changes over time. Inspired by Ableeva (2010), the current study took the students' responsive moves into consideration through the notion of progression and regression. The justification for this investigation is in line with the SCT theory which reflects Vygotsky's double-sided view of development. According to Vygotsky (1978), human development is normally engaged with both progressive and regressive moves. Although the move is regressive, it can be considered as movement forward (see Appendix K2 for the students' use of responsive moves).

The PM DA-SRS instructional process was conducted in a group of five students. Since there were 29 participants in the current study, students were divided into six groups; five groups with five students and only one group with four students. All recorded data of every group were analyzed and transcribed.

It should be noted here that the count of mediating prompts and responsive moves is considered objective. Therefore, reliability of the data analysis does not appear to be an issue.

6. Teacher's observation

After data collection, teacher's fieldnotes during weeks 6, 7, 9, 10, and 11 were interpreted following Holliday's (2007) three-stage process; beginning with description, an initial making sense of the observation, and moving toward an argument in which the whole experience was clarified in the final report for the reader. Then, coding procedures and thematic content analysis were used to analyze information from the fieldnotes on how the students were engaged in the use of listening strategies.

3.3.8.3 *Data analysis for research question 4*

7. The PM DA-SRS opinionnaire

In order to explore the students' attitude towards the usefulness of the PM DA-SRS instructional process for the development of their English listening comprehension ability, the mean and SD were utilized to measure for the data analysis.

8. The semi-structured interview

For the data analysis of the semi-structured interview, three steps were taken as follows.

Step 1: Back-translation: Since the semi-structured interview with seven students was conducted in Thai language, the process of back-translation was applied to ensure the quality of translation and accurateness. Three kinds of data based on its source were considered; original version, translated text, and back-translated text (Shu-ling, 2016). In this study, the audio recordings which were in Thai was translated into English version by the researcher. Then, the translated text was re-translated back into Thai language by one translator who did not listen to the original text (The back-

translator of this study had an extensive experience in the field of English-Thai translation for more than two years). After that, the back-translated Thai text was compared to the original version to determine if there was equivalence of the meaning between the target and the source of language version (Tyupa, 2011).

In this study, the back-translation was analyzed from the aspect of keyword or phrase level (Shu-ling, 2016) relating to the three categories of social, academic, and psychological benefits as well as the two categories of problems from noise & interference and from mediator role during the application of the PM DA-SRS instructional process. The analysis results illustrated the correspondence between the Thai original version and back-translated text (see Appendix J2 for the Thai original version, translated text, and back-translated text).

In terms of keywords/ phrases, the analysis result showed that among 23 keywords/ phrases, 20 data were equivalent in meanings while three of them were considered as inequivalent. This general finding is summed in Table 3.14.

Table 3.14: The Equivalence of Meaning

	Equivalent Meaning	Inequivalent Meaning
Number of Keywords/ Phrases	20	3
Total	23	

Table 3.14 indicates that the quality of translation and its accurateness is ensured with the equivalence of meaning at 86.96 percent (Shu-ling, 2016).

Step 2: After the process of back-translation, coding procedure and thematic content analysis were employed to analyze the data obtained from the semi-structured interview. The interview was audio-recorded, transcribed, and analyzed by the method of content analysis (Braun & Clarke, 2006). The answers were categorized under each particular key concept and quantified for the data analysis.

Step 3: To ensure reliability of the data, inter-rater reliability was conducted. Information from the interview was coded by the researcher and one rater independently.

The Spearman’s rho was used to find the correlation of the two sets of scores. Table 3.15 shows the correlation value of 0.83, which confirms that there appears to be a positive correlation between the two sets of scores.

Table 3.15: Correlations between the Two Sets of Scores

	Coder1	Coder2
Coder1 Spearman’s rho Correlation	1	0.83**
Sig. (2-tailed)		0.02
N	7	7
Coder2 Spearman’s rho Correlation	0.83**	1
Sig. (2-tailed)	0.02	
N	7	7

** . Correlation is significant at the 0.05 level (2-tailed).

Based on Table 3.15, it can be concluded that the data analysis of semi-structured interview is ensured with strong confidence for the reliability.

To sum up, the current study consisted of two phases. In Phase I (Instructional development process), data were collected through the four research instruments to answer the first research questions. In Phase II (Main study), data were collected through all research instruments to answer the second, third, and fourth research questions. For readers’ convenience, the overview of the research methodology which includes all research instruments with data analysis in relation to the four research questions are displayed in Table 3.16.

Table 3.16: Overview of the Research Methodology

Phase	Research Questions	Instruments	Data Analysis
Phase I: Instructional Development Process	1. How the PM DA-SRS instructional process has been developed for its applicability in the listening instruction?	<ul style="list-style-type: none"> • English listening comprehend test • SRS questionnaire • PM DA-SRS opinionnaire • Semi-structured interview 	<ul style="list-style-type: none"> • Dependent Samples t-test • Mean and SD • Mean and SD • Thematic content analysis
Phase II: Main Study	2. What is the effect of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability?	<ul style="list-style-type: none"> • English listening comprehension test 	<ul style="list-style-type: none"> • Dependent Samples t-test
	3. How can the PM DA-SRS instructional process enhance the students' English listening comprehension ability?	<ul style="list-style-type: none"> • SRS questionnaire • Strategy checklist • Learning diary • VDO recording • Teacher's observation 	<ul style="list-style-type: none"> • Mean and SD • Percentage frequency • Thematic content analysis • Transcribe and the frequency of mediating prompts count • Thematic content analysis
	4. What are the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability?	<ul style="list-style-type: none"> • PM DA-SRS opinionnaire • Semi-structured interview 	<ul style="list-style-type: none"> • Mean and SD • Thematic content analysis

In regard to the research procedure, the first phase was initially conducted for trials of the four research instruments. Then, the second phase was conducted for the development of the students' English listening comprehension ability. The overall research procedure showing the sequence of when each research instrument was applied and the sequence of data analysis is presented in Figure 3.3.

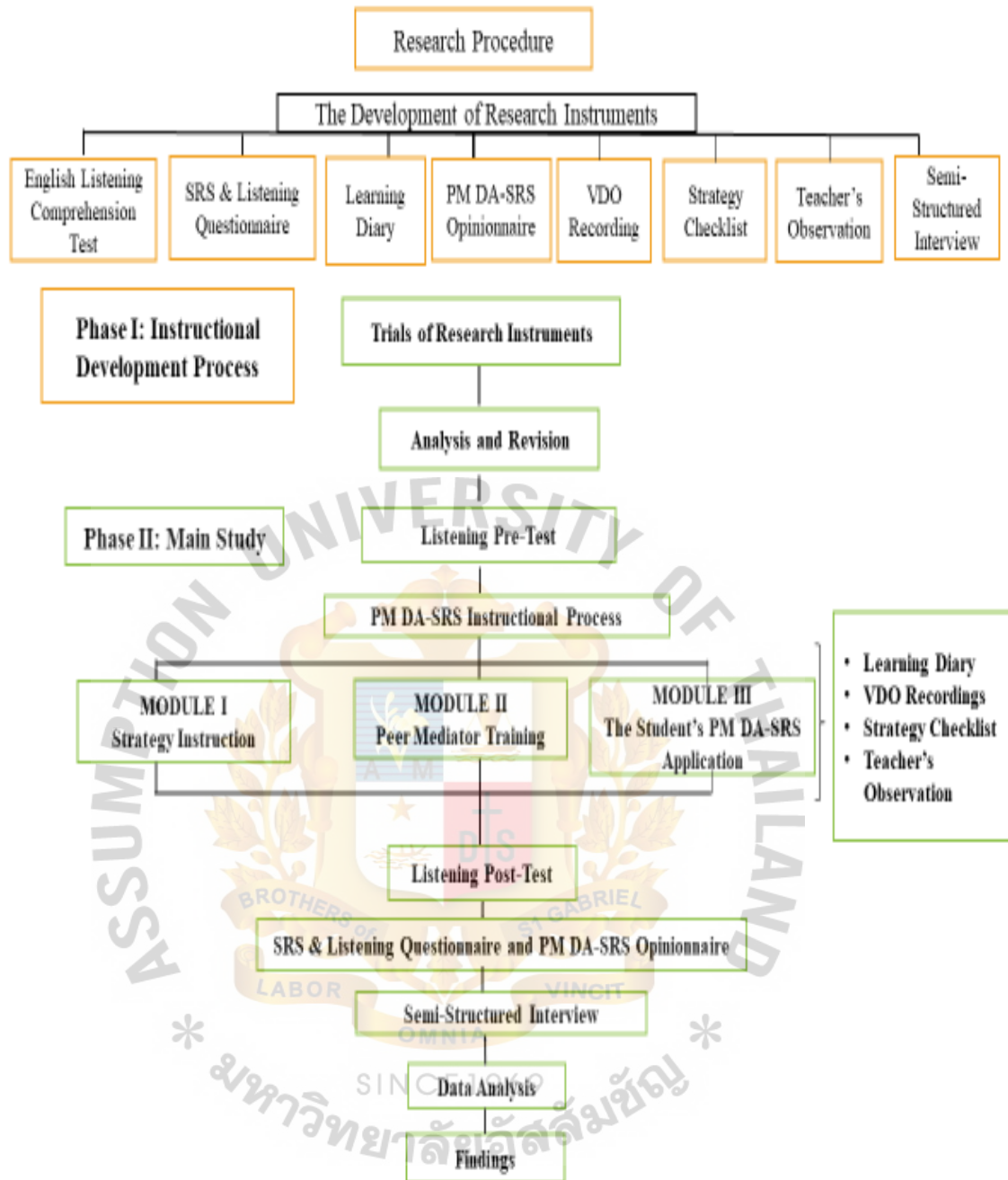


Figure 3.3: Overall Research Procedure

3.4 Chapter Summary

The current study takes the form of one group pretest-posttest experimental research design which incorporates both quantitative and qualitative techniques. Being divided into two phases, the first phase was conducted to answer the first research question on how to develop the PM DA-SRS instructional process for its applicability

in the main study. The second phase referred to the main study aiming to answer the second, third, and fourth research questions. Eight research instruments were utilized to collect both the quantitative and qualitative data in the main study. They were the English listening comprehension test, the SRS questionnaire, the strategy checklist, the learning diary, the VDO recording, the teacher's observation, the PM DA-SRS opinionnaire, and the semi-structured interview.

In the main study, the listening pre-test was administered during the first week of the semester and the post-test at the end of the course during week 15. The Dependent-Sample t-test was calculated to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability. The scores between listening pre- and post-tests of students showed the effectiveness of the process. The mean and SD were used to analyze data from the SRS questionnaire to examine how the application of the PM DA-SRS instructional process could enhance the students' English listening comprehension ability. The mean and SD were also utilized to analyze data from the PM DA-SRS opinionnaire to explore the students' attitudes towards the effectiveness and usefulness of the PM DA-SRS instructional process. In terms of the qualitative data collection, thematic content analysis was used to analyze the data. The qualitative data were then categorized and quantified to triangulate, support and complement the quantitative findings and discussions. The chapter ends with the collection of data and data analysis.

CHAPTER IV

RESEARCH FINDINGS

The findings from the eight research instruments are reported in details in this chapter. The findings from each research instrument are presented in order of the research objectives and questions. Since this study consisted of two phases: Phase I: Instructional Development Process and Phase II: Main study, the results of the first phase are presented in the first part while those of the main study are reported in the second part.

Phase I: Instructional Development Process

4.1 Findings to Research Objective 1

In order to develop the PM DA-SRS instructional process for its applicability in the listening instruction, four major instruments including the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire and semi-structured interview were used. The findings are presented as follows.

4.1.1 The English Listening Comprehension Test

The English listening comprehension test was piloted with 24 students. The mean score of pre-test was at 20.33 while the post-test at 24.25 from 40. It was determined that the students' scores of listening post-test were significantly higher than those of the listening pre-test ($t(24) = -5.99$, $p < 0.05$). This indicated that the subjects' English proficiency was at intermediate level.

4.1.2 SRS Questionnaire

The mean and SD were applied to calculate the students' capacity to use SRS and listening strategies. On average the students' use of SRS and listening strategies was at high level ($M = 3.91$, $SD = 0.73$). The data from the questionnaires were also analyzed by using SPSS to compute the Cronbach's alpha coefficient to find the reliability of the questionnaire. It was found that the reliability of the questionnaire was 0.97, which could be appropriately used for the main study.

4.1.3. PM DA-SRS Opinionnaire

Similar to SRS questionnaire, the mean and SD were applied to calculate the students' attitudes towards the usefulness of the PM DA-SRS instructional process. On average, the student' attitude was at high level ($M = 4.43$, $SD = 0.53$). The data from the opinionnaires were also analyzed by using SPSS to compute the Cronbach's alpha coefficient to find the reliability of the opinionnaire. It was found that the reliability of the opinionnaire was 0.93, which could be appropriately used for the main study.

4.1.4 Semi-Structured Interview

The results of the semi-structured interview with five peer mediator students which were audio recorded reflected the two emerged themes which were problems related to the provision of mediating prompts and problems related to the insufficient time for peer mediator training.

4.1.4.1 Theme 1: Problems related to the provision of mediating prompts

Initially, there were seven mediating prompts to follow. Although two sessions were allocated for the peer mediator training in the second module of the PM DA-SRS instructional process, all five students selected to perform the PM role based on the purposive sampling method still could not provide some mediating prompts properly.

They struggled with prompt 4: Identifying a problem area and Prompt 5: Offering choice. All peer mediator students complained that it was difficult for them to spontaneously identify what problem areas each group member had. Since each group member may have had many different problems in their listening process, the peer mediator could not prepare the fourth prompt in advance. With this in mind, it was necessary to adjust the list of mediating prompts to reduce the students' ongoing struggle which is one cause leading to the low level of self-efficacy among students (Paris & Winograd, 1990).

Adjustments in the main study

In order to solve the problems relating to the provision of mediating prompts, the number of mediating prompts was decreased from seven to five. Prompts 4 and 5 were not used in the main study on the justification that Prompt 4 was more appropriate for the interactionist DA approach in the way that the PM must be flexible and spontaneous to mediate in according to the learner's response. However, this study relied on the interventionist approach with a pre-scripted mediating prompts so, the PM did not have freedom to mediate on their own in dealing with different listening problems from their group members. The justification of not using Prompt 5 was that key words were explicitly given in Prompt 3 and this could cause overlapping in the mediation.

Table 4.1 shows some similarities and differences in the provision of mediating prompts between the original and the simplified versions.

Table 4.1: Similarities and Differences of Mediating Prompts Used in Phases I and II

Mediating Prompts	Phase I	Phase II
Prompt 1	Accepting/Rejecting response	Accepting/Rejecting response
Prompt 2	Replaying the segment of the listening text	Replaying the segment of the listening text
Prompt 3	Giving key words	Giving key words
Prompt 4	Identifying a problem area	Translation
Prompt 5	Offering choice	Providing an explicit explanation with a correct response
Prompt 6	Translation	-
Prompt 7	Providing an explicit explanation with a correct response	-

4.1.4.2 Problems related to the insufficient time for peer mediator training

Apart from the problems related to the provision of mediation, four students felt that only two sessions for training students to become effective peer mediators were not sufficient especially in a classroom with more than 20 students. Since none of them has never taken the PM role before, they needed more time to familiarize themselves with the use of five mediating prompts. During the training process, every student was expected to practice providing mediating prompts to the researcher. The researcher could give feedback on each student's mediating skill which enabled them to provide mediating prompts in a more proper manner in the future.

Adjustments in the main study

Based on the course syllabus, EN2230 emphasizes on both skills of speaking and listening so, the amount of time allocated to each skill must be equal. Throughout one semester, all students were required to attend a 90-minute class twice a week for 15 weeks, meaning that 15 sessions were spent for listening instruction. The researcher had no control on this issue. However, a 30-minute extra peer mediator practice was set up in some lecture classes which could be finished within an hour (see details in 3.3.5.2).

Since every student in the main study was assigned to take the PM role, another 25-minute extra peer mediator meeting at the researcher's office was also put on schedule so that the researcher would be able to determine whether or not the peer mediator students could provide mediating prompts in a proper way (see details in 3.3.5.2).

Apart from these two major problems, there were some other minor problems worth mentioning such as problems with the sources of the texts which were too long. Initially, the source was taken from TED Talk but then changed to be BBC Learning English where most texts did not exceed five minutes and offered a variety of listening contexts corresponding to the course description of EN2230. Another problem was with question types in the student's listening worksheets which were in the form of multiple choice, causing students to make guesses instead of putting more effort when they did not understand the text. In order to solve this problem, the question types were changed to be short-answer questions which were suitable for the listening text where the main point of the message was clear (Buck, 2003).

To conclude, all of the aforementioned problems were adjusted which could be appropriately applied for the main study.

Phase II: Main Study

4.2 Findings to Research Objective 2

In order to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability, the results of the English listening comprehension test are presented as follows.

4.2.1 English Listening Comprehension Test

The dependent samples t-test was calculated to test the hypothesis. It was determined that, on average the students' scores of the listening post-test were significantly higher than the scores of the listening pre-test ($t(28) = -12.29$, $p < 0.05$) as shown in Table 4.2.

Table 4.2 Statistical Test of Mean of the Listening Test

Listening Test	n	Mean	SD	Assessment	Mean Gain	t	df	Sig. (Two-tailed)
Pre-Test	29	24.89	4.80	Competent User	6.59	-12.29	28	0.00
Post-Test	29	31.48	3.80	Good User				

This can answer the second research question and indicates that there is a statistically significant difference on the students' English listening comprehension ability through the application of PM DA-SRS instructional process. Therefore, the hypothesis is accepted. In addition, the effect size (ES) which was measured by Cohen's d is 2.28 (Cohen, 1988). Cohen's d values and the interpretation for the magnitude of the effect are specified as follows.

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

Therefore, it can be inferred that magnitude of the effect of the PM DA-SRS on students' English listening comprehension ability is large.

To compare, the students' mean score of the listening pre-test was 24.89 ($SD = 4.80$), which was considered '*competent user*' according to the IELTS listening module band scores. For the listening post-test, the students' mean score increased to 31.48 ($SD = 3.80$), which was considered '*good user*'.

Besides the findings of the pre- and post-test scores, a further analysis of each listening context was also conducted in order to obtain more information. The listening test was assessed in according to three listening contexts; daily life listening, business listening, and academic listening (listening to lecture). Comparisons between the pre-test scores and post-test scores are displayed in Table 4.3.

Table 4.3: Statistical Comparison between Pre-Test and Post-Test Scores

Listening contexts	Listening test	N	Mean	SD	Mean Gain	t	df	Sig. (Two-tailed)
Daily life	Pre	29	7.48	1.52	1.48	-6.02	28	0.00
	Post	29	8.96	0.98				
Business	Pre	29	6.68	1.49	1.10	-3.90	28	0.00
	Post	29	7.79	1.42				
Academic	Pre	29	10.72	2.95	4.00	-9.92	28	0.00
	Post	29	14.72	2.37				

The results in Table 4.3 indicated that the post-test scores were significantly increased from the pre-test scores in all listening contexts ($p=0.00$). The contexts students gained the highest scores refers to academic, followed by daily life, and business contexts respectively.

In conclusion, the students' English listening comprehension ability significantly improved after the application of the PM DA-SRS instructional process.

4.3 Findings to Research Objective 3

In order to examine how the PM DA-SRS process can enhance the students' English listening comprehension ability, the results of the five instruments (SRS questionnaire, strategy checklist, learning diary, VDO recording, and teacher's observation) were analyzed. There were four emerged themes which answer the third research question. They related to the development of self-regulation, the reduction of

mediating prompts, the increased frequency of progressive moves, and the use of listening strategies. They are reported as follows.

4.3.1 Theme1: The Development of Self-regulation

The data of the SRS Questionnaire and the student's learning diary showed that the students were engaged in self-regulated learning.

4.3.1.1 SRS questionnaire

The mean and SD were applied to calculate the students' capacity to use SRS and listening strategies. The findings of the data analysis are demonstrated in Table 4.4.

Table 4.4: Mean Score of Each Domain of the SRS Questionnaire (36 Items)

Domain	N	Mean	Std. Deviation	Meaning
SRS	29	3.59	.60	High
Listening strategies	29	3.84	.44	High

As previously stated in Chapter III, the mean scores of 3.51 to 4.50 out of 5.00 is considered at a high level. Therefore, Table 4.4 indicates that, on average the students' use of SRS was at high level ($M = 3.59$, $SD = 0.60$). Similarly, the students' use of listening strategies was also high ($M = 3.84$, $SD = 0.44$).

Apart from the mean of each domain, it is worthwhile exploring the mean of each strategy under each domain to gain some interesting information. The results are presented in Table 4.5 and 4.6.

Table 4.5: Mean Score of 3.50 of Self-Regulatory Strategies

Strategy	n	Mean	Std. Deviation	Meaning
Planning	29	3.74	.63	High
Organizing	29	3.17	1.12	Moderate
Monitoring	29	4.02	.66	High
Evaluating	29	3.43	.82	Moderate

Table 4.5 shows that the students' use of planning ($M = 3.74$, $SD = 0.63$) and of monitoring ($M = 4.02$, $SD = 0.66$) was considered at high level. However, students were moderate users of organizing ($M = 3.17$, $SD = 1.12$) and evaluating ($M = 3.43$, $SD = 0.82$)

Table 4.6: Mean Score of 3.50 of Listening Strategies

Strategy	n	Mean	Std. Deviation	Meaning
Activating knowledge	29	3.69	.70	High
Predicting	29	3.78	.61	High
Conceptualizing broadly	29	4.16	.70	High
Focusing	29	4.34	.57	High
Elaborating	29	3.71	.93	High
Inferencing	29	3.32	.80	Moderate
Double checking	29	3.91	.73	High
Summarizing	29	3.33	.96	Moderate
Note-taking	29	3.99	.98	High

Table 4.6 demonstrates that the most highly used listening strategy referred to focusing attentively to the part they had trouble understanding ($M = 4.34$, $SD = 0.57$), followed by conceptualizing broadly or listening for main ideas ($M = 4.16$, $SD = 0.70$) and note-taking ($M = 3.99$, $SD = 0.98$) respectively. Additionally, the students also reported the high use of activating knowledge ($M = 3.69$, $SD = 0.70$), predicting ($M = 3.78$, $SD = 0.61$), elaborating ($M = 3.71$, $SD = 0.93$), and double-checking ($M = 3.91$, $SD = 0.73$). However, the only two strategies students used moderately were inferencing ($M = 3.32$, $SD = 0.80$) and summarizing ($M = 3.33$, $SD = 0.96$).

Overall, the SRS questionnaire reported a high use of both SRS and listening strategies. The high use of SRS strategies served as an evidence reflecting the students' development of self-regulation. The most highly used SRS strategy was the while-listening strategy, that was monitoring one's understanding across a set of comprehension questions in the listening worksheets. Regarding the students' use of

listening strategies, the results revealed that the most frequently used strategy was focusing attentively. Most students tended to focus on keywords and the topic of the listening text in order to help them determine the information on which to concentrate and to help them locate the correct response.

4.3.1.2 *Learning diary*

Apart from the SRS Questionnaire, the student's learning diary also served as a good evidence to show the student's development of self-regulation. As previously explained, major responsibilities of a peer mediator included being able to explain and provide hints to the group members who could not reach a correct answer. Therefore, the students taking the peer mediator role needed to prepare themselves in advance. This reflects the students' use of planning strategy and their ability to be responsible not only for themselves but also responsible for others.

In order to show a clear picture of how the students taking the peer mediator role were responsible for themselves and for others, the students' excerpts of their preparation process are reported in quotations displayed in Table 4.7.

Table 4.7: The Students' Preparation before Taking the Peer Mediator Role

The students' preparation	Quotation	Frequency	Percentage
Listening to the text and answering a set of comprehension questions	<p><i>"Before taking the peer mediator role, I was trained to listen to the listening text many times until I understood the story". (S1)</i></p> <p><i>"The teacher encouraged me to be a good peer mediator and a good active participant who attended class regularly if I wanted to develop my listening skill. As a peer mediator, I was motivated to practice providing mediating prompts so that I could perform my role successfully". (S5)</i></p> <p><i>"I prepared myself by listening to the text and tried to find the correct answer and checked it with the key to make sure that I made no mistakes before I taught to my friends." (S19)</i></p> <p><i>"Before taking the peer mediator role, I practiced listening and giving hints with the teacher. This helped me become less nervous. The teacher kept guiding me how to give the mediating prompts step by step until my friends reached correct answer. This made me feel more confident to take the PM role". (S21)</i></p>	17	48.57
Studying and practicing how to provide mediating prompts	<p><i>"Before taking the mediator role, I practiced giving hints with the teacher. This helped me become less nervous. I learned how to give hints step by step until my friends reached correct answer." (S21)</i></p> <p><i>"I have learned how a good mediator should be by preparing myself in advance. For me, preparing means I read every prompt and try to understand how to use each of them." (S7)</i></p> <p><i>"I practiced giving hints to help my friends." (S22)</i></p> <p><i>"I also prepared hint to provide for participant to make them answer correctly." (S24)</i></p>	15	42.86
Finding the meaning of unknown words	<p><i>"I tried to see some words which I didn't understand and tried to find meanings of unknown words." (S27)</i></p>	3	8.57

Based on the students' excerpts displayed in Table 4.7, there were three categories to show three different ways of how students prepared themselves before taking the mediator role. The keyword used to code in the first category was "listening" which appeared in the students' learning diaries in phrases such as "listening at home", "listening more than three times", "replay listening", and "listening to the audio recording". Another keyword used to code in the first category referred to "answer" which were used in different ways such as "get the answer", "list down answer", and "answer the questions". This shows how a majority of students (48.57%) prepared themselves by listening to the texts and answering a set of comprehension questions in advance.

For the second category, one keyword used to code referred to "prompts". Again, this keyword came in different phrases such as "prepare prompts", "study prompts", and "practice giving mediating prompts". Table 4.7 shows that some of them (42.86%) prepared themselves by practicing how to provide mediating prompts.

Another one keyword to code the third category was "unknown words". Only three or 8.57% students prepared by finding the meanings of unknown words.

It could be deduced from here that students started to gain a sense of self-responsibility. They were responsible not only for themselves but also for others as they planned in advance what they had to do before taking the mediator role. More importantly, some students also gained a sense of self-reliance as they looked up the meanings of unknown words, which was not included in the peer mediator training process.

In addition, the results of the learning diary also revealed that most students preferred to have student as a peer mediator rather than teacher as a mediator. This shows that students were in favor of student-centered who tended to actively participate

in their learning process. The students' excerpts explaining why they preferred to have student as a peer mediator are reported in quotations displayed in Table 4.8.

Table 4.8: The Students' Preferred Mode of Learning

The students' preferred mode of learning	Quotation	Frequency	Percentage
Student as a PM	<p><i>"I preferred student as a mediator since it was easier for me to answer the questions. I dared to answer the questions without having fear that my answer might have been right or wrong. If I went wrong, my group mediator could explain and help members to get the right answer". (S3)</i></p> <p><i>"I was not shy but felt comfortable to answer questions especially when having my friend as my PM". (S5)</i></p> <p><i>"Having a student as a peer mediator was better. I felt so stressed and did not want to answer or say anything back to the teacher. But when my friend was the peer mediator, it was a different feeling. I felt much better because we were close to each other like there was no gap between us and I dared to answer question from my friend rather than from the teacher". (S6)</i></p> <p><i>"I preferred student as a mediator. Students would know the listening ability of all group members so this was a very significant way to help each other improve listening skill". (S10)</i></p> <p><i>"I was not nervous but felt free when doing activities in a small group and the mediator could reach us more easily than teacher compared to a normal class with a lot of other students" (S27).</i></p>	21	72.41
Teacher as a PM	<p><i>"Having student as a mediator could not help the members get the right answer. There was no extra explanation". (S1)</i></p> <p><i>"I preferred teacher to be a mediator because teacher would know the best how to help students". (S10)</i></p> <p><i>"Teachers have more knowledge and teachers could explain to me in the right way and clearly". (S23)</i></p>	8	27.59

According to the students' excerpts presented in Table 4.8, a majority of students (72.41%) preferred to have student as a peer mediator since they felt more comfortable and less tense when they answered questions raised by the peer mediator, instead of teacher. Also, when they were in small groups, they felt that the peer mediator would be able to understand and reach them more easily. In terms of the keywords used to code the first category, they included for example, "small group", "less/no stress/ fear", and "feel free or comfortable".

However, some students (27.59%) said that they preferred to have teacher as a mediator since they believed that the teacher could provide a better explanation. So, the keywords to code this category related to "more knowledge" and "clear explanation". It could be assumed that apart from promoting the sense of self-reliance, the PM DA-SRS instructional process also helped to promote critical thinking among peers as students received more opportunities to work as a group. As a result, students learned how to apply many different strategies to teach and help each other to finish their works. This could explain how the PM DA-SRS instructional process gradually paved the way for students to become self-regulated in their learning.

The following part describes the triangulation of quantitative and qualitative data with examples.

4.3.1.3 The convergence of data

A great convergence in findings was found between the SRS Questionnaire and the student's learning diary. To elaborate, the results of the SRS Questionnaire reported a high use of planning strategy which aligned with the findings of the student's learning diary. Before taking the peer mediator role, the students prepared themselves by listening to the text in advance, answering a set of comprehension questions in advance, checking their answers with the provided keys, practicing how to provide mediating

prompts to their group members, and finding the meanings of unknown words. All of these reflect the student’s use of planning strategy, which might have influences on students to become more self-regulated in their learning.

4.3.1.4 *The divergence of data*

A divergence in findings was also witnessed between the SRS questionnaire and the student’s learning diary. The SRS questionnaire reported a high use of monitoring strategy while the results of the student’s learning diary showed that students possessed many other skills such as self-reliance and critical thinking which helped them to be able to follow the whole PM DA-SRS instructional process accurately.

Table 4.9 summarizes the data triangulation from two research instruments; SRS questionnaire, and learning diary.

Table 4.9: The Data Triangulation

Instruments	
SRS questionnaire	Learning diary
High use of planning	High use of planning
High use of monitoring	Self-reliance
	Critical thinking

Based on Table 4.9, it can be summarized that the data of SRS questionnaire and learning diary were convergent in terms of the of the student’s use of planning strategy. However, some differences were found. The SRS questionnaire reported a high use of monitoring while other skills such as self-reliance, critical thinking, and collaboration among peers were witnessed only in the student’s learning diary.

4.3.2 *Theme2: The Reduction of Mediating Prompts*

The data of the VDO recordings and the teacher’s observation showed the descending patterns in the student’s use of mediating prompts throughout the course of the study as follows.

4.3.2.1 VDO recording

Every student's performance during five sessions of PM DA-SRS process was video recorded to examine how the students were engaged in the use of listening strategies. Then, the data of the video recordings were transcribed in order to report the frequency and level of mediating prompts used to help students complete the task.

As previously stated, the process of PM DA-SRS was conducted in a small group of four to five students. Since there were 29 participants in the current study, they were divided into six groups. The first student from the first group was assigned as S1 until the last student from group6 as S30. Since one student, S15, withdrew from the course, Group3 was the only group with four students.

A protocol of mediating prompts in the current study consisted of five prompts starting from the most implicit to the explicit ones as follows.

Prompt 1: Accepting or rejecting response

Prompt 2: Replaying the segment of the listening text

Prompt 3: Giving key words

Prompt 4: Translation in Thai

Prompt 5: Providing an explicit explanation with a correct response

In the context of the current study, Prompt 2 was considered the use of two listening strategies; focusing attentively and double checking. Focusing attentively was used when the group mediator replayed only some specific parts of the listening text to the student who could not reach a correct response. For those who understood the listening text, double checking was used to verify their understanding across comprehension questions in their listening worksheets during the second time of listening.

The purpose of mediating prompts used by the mediator was to offer an opportunity to students to develop their English listening ability. It is, therefore, important to track the students' development through the count of number of mediating prompts used during the mediated sessions over a period of time. The decrease in the

need of mediating prompts indicated positive changes leading to the student's listening development.

Table 4.10 presents the frequency in the number of mediating prompts used by six groups during five PM DA-SRS sessions.

Table 4.10: The Frequency in the Number of Mediating Prompts Used by Six Groups during Five PM DA-SRS Sessions

Groups	Session I No. of prompts	Session II No. of prompts	Session III No. of prompts	Session IV No. of prompts	Session V No. of prompts
1*	8	8	8	7	6
2	10	7	X	8	X
3*	9	8	8	7	7
4*	8	7	X	7	6
5*	9	9	9	7	6
6*	12	10	6	6	6
Total	56	49	31	42	31

It should be noted here that X refers to the absence of peer mediators. Since there were three peer mediators who were absent from classes, their group members were assigned to join other groups. To elaborate, two peer mediators from Group2 were absent from the third and last PM DA-SRS sessions while one peer mediator from Group4 was absent from the third PM DA-SRS session. Overall, there were 27 VDO recordings (see Appendix K1 for a full VDO data transcription of all groups).

Table 4.10 reveals that the descending patterns in the number of mediating prompts were demonstrated in every group except Group2. The number of mediating prompts used by Groups 1, 3, 4, 5, and 6 from the first until the last sessions tended to gradually decline. For example, the number of mediating prompts used by Group1 during the first three sessions was eight. However, the number started to decrease to seven in the fourth session and further declined to six in the last session. Group2 was the only group which did not follow the patterns. In other words, the number of

mediating prompts used by Group2 was seven in the second session but moved up to eight in the fourth session.

Figure 4.1 presents the total number of mediating prompts used by six groups.

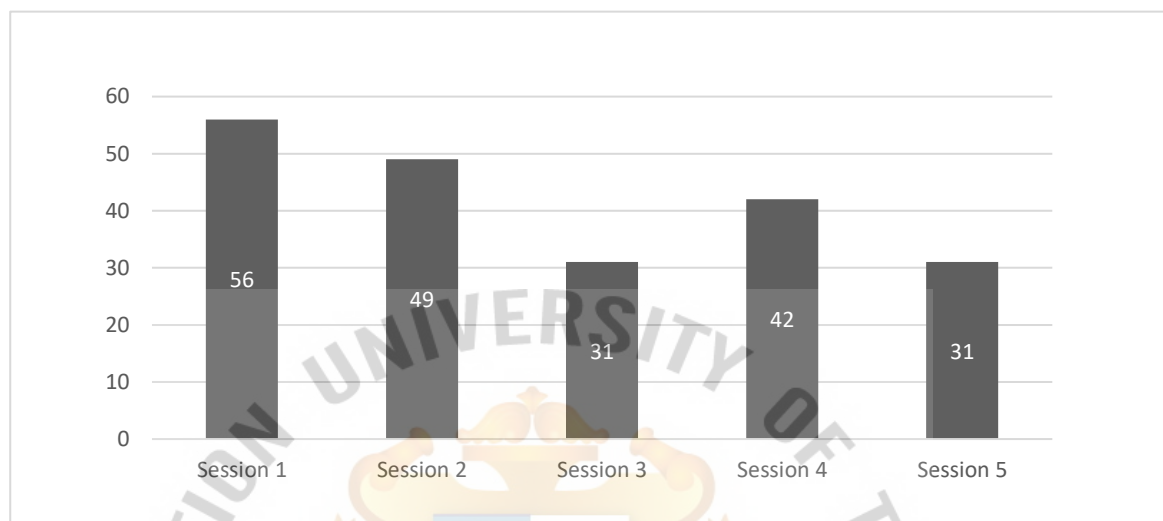


Figure 4.1: The Total Number of Mediating Prompts Used by Six Groups during Five PM DA-SRS Sessions

It should be noted here that the results from Sessions I, II and IV were considered since every group fully participated in the experiment. As shown in the Figure 4.1, the total number of mediating prompts used by six groups in the first session was 56, which gradually decreased to 49 in Session II and to 42 in Session IV. It can be concluded that the lower the number of mediating prompts needed, the more likely it was that the improvement in listening comprehension ability occurred.

The following part includes examples of some excerpts from the transcriptions, which present the students' use of each mediating prompt occurred during the PM DA-SRS instructional process (see Appendix K1 for a full VDO data transcription of all groups). An excerpt is presented with the lines of text in order to facilitate reference to specific parts of the interactions. In addition, the use of abbreviation R stands for the researcher while PM for the peer mediator of the group and S for the student.

The following excerpt was taken from Group6 in the second PM DA-SRS session, which was based on business listening (see Appendix B for listening worksheet and audio transcript).

Excerpt 12: Group 6

1. S27 (PM). What's the position Anna applies for?
2. S29. Sales executive.
3. S27 (PM). **Right.** The next question? → **Prompt1**
4. S30. Promote and sell cloth?
5. S27 (PM). **No.** → **Prompt1**
6. S27 (PM). **Let's listen again.** → **Prompt2**
After listening
7. S28. Promote and sell a range of cloth.
8. S27 (PM). Yes. What's the answer for the third question?
9. S26. Time keeping? → **Prompt1**
10. S27 (PM). **No. Let's listen again.** → **Prompt2**
After listening
11. S27 (PM). Got it?
12. S29. Organize?
13. S27 (PM). **A position to take care of cash management of the company.** → **Prompt3**
That's the key word.
Silence
14. S27 (PM). **A treasurer.** (Translating in Thai) → **Prompt4**
15. S29. Uh...
16. S27 (PM). **It's a treasurer.** Now the fourth question. → **Prompt5**
17. S28. Complete work on time?
18. S27 (PM). No. Listen to this.
After listening
19. S26. I cannot hear.
After listening
20. S28. She organizes budget on what to buy.
21. S27 (PM). Correct. And the last question, can you answer? (Pointing to S26)
22. S26. He asked the reason why she applied for the job
23. S27 (PM). Yes.

Excerpt12 illustrates the use of five different types of mediating prompts. To answer the third question (line 8), S27 (PM) used the first prompt to reject the answer (line 10) while at the same time replaying the segment of the listening text as the second prompt (line 10). As previously explained, replaying the segment of the listening text was regarded as the use of focusing attentively strategy or focused listening since the PM replayed only some specific parts the student could not answer.

After the re-listen, no one produced a correct answer, S27 (PM), therefore, decided to offer prompt3 in line 13 as a more explicit hint. Still, no one could answer, resulting in the use of prompt4 which was translating into Thai language (line 14). Again, no one in the group answered. S27 (PM) finally gave the correct response to the third question as seen in line 16.

4.3.2.2 Teacher's observation

This section presents the descriptions of the students' use of mediating prompts (from Group1) based on the teacher's field notes during the five sessions of the PM DA-SRS instructional process as follows.

1) Session I

"The first session of PM DA-SRS was involved with daily life listening. Since the pre-listening activity was to find the meanings of idioms, the use of planning strategy could be easily observed. After having completed the pre-listening activity, S1 who was the group mediator started to follow the process by calling one of her group members to answer the first question. Every student in the group looked a little stressful, including the group mediator. There was no use of mediating prompts until the fourth question which asked about three suggestions on how to take notes. S4 could provide only two of them, resulting the mediator to give some more hints, which were replaying the listening text and giving some key words. The mediator replayed only the part leading to the correct answer. This could be compared as the use of focusing strategy since it dealt with focused listening. At the end of the session, the total number of prompts used before reaching all correct answers was eight". (FN, Feb. 20, 2018)

2) Session II

"Similar to the first session of PM DA-SRS, the second session started off with the pre-listening activity, which related to listening in business context. After having completed the activity, the peer mediator started to call one of the students in her group to answer the first question. Since the first question was answered correctly, the peer mediator used the first prompt to accept the response. However, the second, third, and fourth questions could not be answered, the peer mediator needed to rely on the second prompt. The peer mediator replayed the listening text only the segment that contained the correct answer. This could be served as the use of focusing attentively strategy. The total number of mediating prompts used in this session remained the same as the previous session, which was eight". (FN, Feb. 27, 2018)

3) Session III

"Students from Group1 have not yet shown any listening progress as the total number of mediating prompts used in the third session remained stable as the previous session which was eight. There were five comprehension questions in the listening worksheet.

The first and second questions were answered accurately so, the group mediator just used the first prompt as a way to accept the response. However, no one could provide a correct answer to the third question, resulting in the mediator's use of second and third mediating prompts". (FN, Mar. 20, 2018)

4) Session IV

"This was the first time that Group1 started to require less prompts compared to the previous sessions. The number of mediating prompts in the fourth session of PM DA-SRS, which was listening in academic context decreased to seven. Instead of replaying the segment of the listening text, the group mediator used the third prompt (giving some keywords) as a hint for questions one and three". (FN, Mar. 27, 2018).

5) Session V

"The students from Group1 seemed to have more confidence in answering questions during the last session. Some students in the group answered the questions with no hesitation since they became more familiar with the process. When compared to the previous sessions, Group1 required the least number of mediating prompts in the last session, which slightly decreased from seven to six. The second prompt or replaying the segment of the listening text was used only once before one student reached the correct answer". (FN, April 3, 2018)

The data from the teacher's observation indicated that the number of mediating prompts used by Group1 during the first three sessions remained stable at eight. However, the number started to decrease from eight to seven in the fourth session and continued to drop from seven to six in the last session. The decrease in the number of mediating prompts over a period of mediated time resulted from the students' use of listening strategies during the PM DA-SRS process. The students' use of planning strategy was observed in the pre-listening activity. The strategies of focusing attentively and double checking which were regarded as the second prompt were offered to those who could not provide a correct response. When the listening strategies were used, students could understand English listening texts better. As a result, the number of mediating prompts students needed became less. This clearly reflected the students' English listening development.

The following part describes the triangulation of data from the VDO recording and the teacher's observation with examples.

4.3.2.3 The convergence of data

A great convergence was found in findings between the VDO recordings and teacher's observation in terms of the reduction of mediating prompts due to the students' use of listening strategies during five sessions of the PM DA-SRS instructional process. The result of VDO recordings showed that the total number of prompts used by six groups in Session I was 56, which gradually decreased to 49 in Session II and to 42 in Session IV. Similarly, the data from teacher's observation also revealed the declining patterns in the number of prompts used by Group1. Although the number of prompts remained stable during the first three sessions, it continuously decreased to seven in Session IV and to six in Session V respectively.

4.3.3 Theme3: The Increased Frequency of Progressive Moves

Apart from the reduction of mediating prompts used, the data of the VDO recordings and the teacher's observation also showed the increased frequency of students' progressive moves throughout the course of the study as follows.

4.3.3.1 VDO recording

Further evidence to show the students' developmental changes came from the analysis of their responsive moves occurred in response to the provision of mediation during five sessions of PM DA-SRS process. In the context of this study, responsive moves were categorized into progressive and regressive moves. Progressive moves included being responsive, providing positive response, incorporating feedback, and rejecting the mediator's assistance. On the other hand, regressive moves referred to being unresponsive, providing negative response, not incorporating feedback, and accepting the mediator's assistance. The information was intended to show listening

development particularly on the progressive and regressive moves that represented the process of improvement in the students’ listening ability occurred over the time of this study.

Table 4.11 summarizes the total number of progressive and regressive moves used by six groups during five PM DA-SRS sessions.

Table 4.11: The Total Number of Progressive and Regressive Moves Used by Six Groups during Five PM DA-SRS Sessions

Groups	No. of Progressive Moves	No. of Regressive Moves
1	26	14
2	13	12
3	24	18
4	18	7
5	24	18
6	26	19
TOTAL	130	88

For readers’ convenience, the total number of progressive and regressive moves used by six groups during five PM DA-SRS sessions is summarized in Figure 4.2.

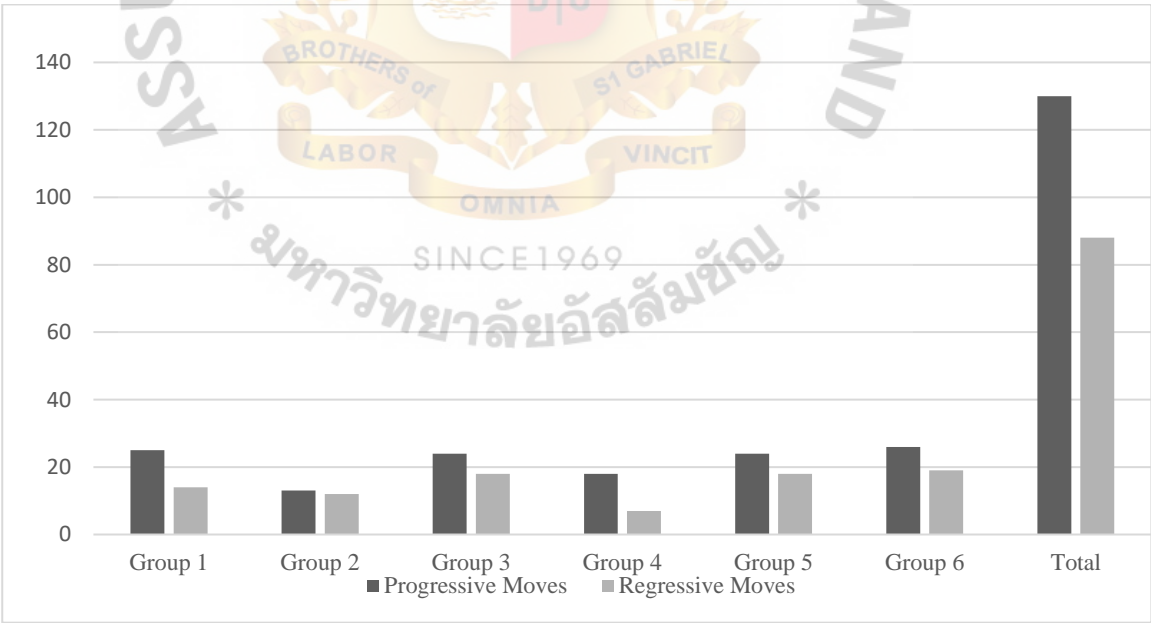


Figure 4.2: The Total Number of Progressive and Regressive Moves Used by Six Groups during Five PM DA-SRS Sessions

Table 4.11 and Figure 4.2 indicate that the total number of progressive moves used by every group during five sessions of the PM DA-SRS process was 130, which

was higher than the total number of regressive moves by 42 (see Appendix K2 for the students' use of responsive moves).

The following segment includes examples of some excerpts from the transcriptions, which present the students' use of progressive and regressive moves.

The example below was taken from some parts of *Excerpt 11*.

Excerpt 11: Group 5

1. S22 (PM). Can you answer the first question? (Looking at S24)
2. S24. **Sales executive**. → *Being responsive*
3. S22 (PM). Yes, correct. Can you answer the second question? (Looking at S23)
4. S23. **She promotes and sells clothes**. → *Being responsive*
5. S22 (PM). Correct...Can you answer the next question?
6. S25. **No**. → *Being unresponsive*
7. S22 (PM). I will replay this part for you. After listening,
8. S25. **She was a treasurer**. → *Providing positive response*
9. S22 (PM). Yes, correct. The next question, you?
10. S21. **No, I can't**. → *Being unresponsive*
- S22 (PM) replayed the segment of the listening text. After listening
11. S23. **She can make decision**. → *Providing negative response*
12. S22 (PM). Almost correct. It's about budget management.
13. S25. Money?
14. S24. Organize budget?
15. S22 (PM). Yes, almost. → *Incorporating feedback*
16. S25. **Make decision and organize budget before buy something**.
17. S22 (PM). Yes, correct.

In line 2, S24 could answer the first question correctly without receiving any hint. This refers to being responsive which is one of the progressive moves. On the other hand, S25 could not answer one question (line 6), resulting S22 (PM) to replay the segment of the listening text one more time. After re-listening, S25 provided a positive response (line 8) because replaying only the segment of the listening text was considered the use of focusing attentively and double-checking strategies, which allowed students to focus only on the part they could not answer. In line 10, S21 could not give an answer, which resulted S22 (PM) to replay the text again. After an additional prompt, S24 responded in line 14 while S22 (PM) pointed out that it was

almost correct (line 15). Finally, S25 came to realize that the correct answer must have consisted of “make decision” and “organize budget.” S25, therefore, combined two verb phrases in her final response, which was a correct answer (line 16). This clearly shows that group-DA format allowed students to construct a new understanding leading to the correct answer, and also reflects S25’s ability to incorporate feedback after receiving some hints.

Apart from the VDO recording data, the finding from the teacher’s observation also showed the increased frequency of students’ progressive moves throughout the course of the study.

4.3.3.2 Teacher’s observation

This section presents the descriptions of the students’ increased frequency of progressive moves (from Group1) based on the teacher’s field notes during the five sessions of PM DA-SRS process as follows.

1) Session I

“There were both progressive and regressive moves during the first session of PM DA-SRS process. For the first two questions, S3 and S4 did a good job for being able to answer correctly without receiving any hint. This was considered as being responsive, which was one of the progressive moves. However, for the fourth question, S5 was called to answer the question but she did not know the answer. This was considered as being unresponsive, which was one of the regressive moves. Throughout the session, S3, S4, and S5 showed signs of struggle and development”. (FN, Feb. 20, 2018)

2) Session II

“In this session, there was no progress in the students’ listening performance. The number of progressive moves and the number of regressive moves remained unchanged when compared to the previous session”. (FN, Feb. 27, 2018)

3) Session III

“Even though the number of mediating prompts remained stable, the students showed signs of development which could be seen from the increasing number of progressive moves in this session. The number of regressive moves also decreased from 4 to 3”. (FN, Mar. 20, 2018)

4) Session IV

“The number of regressive moves continued to decrease in this session. The students seemed to understand the listening text better since no one could not make a response. However, their responses did not include all details, resulting the peer mediator to ask a more specific question”. (FN, Mar. 27, 2018).

5) Session V

“The students seemed to understand what the listening text was about. There was only one question that was not answered. Therefore, one regressive move which could be witnessed in this session was being unresponsive”. (FN, April 3, 2018)

Overall, the data from the teacher’s observation indicated that through the final session of the mediational phase, the number of progressive moves used by Group1 outweighed the number of regressive ones, which was an indication of listening development. This mainly resulted from the students’ use of listening strategies. Apparently, focusing attentively and double-checking strategies were witnessed when group mediators replayed the segment of the listening text as the second prompt.

The following part describes the triangulation of data from the VDO recording and the teacher’s observation with examples.

4.3.3.3 The convergence of data

The findings of VDO recordings and teacher’s observation were parallel in terms of the number of progressive and regressive moves used during five sessions of PM DA-SRS. The result of VDO recordings showed that the total number of progressive moves used by six groups during five sessions was 130, which was higher than the total number of regressive moves which was reported at 88. Similarly, the data from teacher’s observation also revealed the development of Group1 students’ listening performance. The finding showed that the total number of progressive moves outweighed that of regressive one at the end of the process.

4.3.4 Theme4: The Use of Listening Strategies

The results of four research instruments, the SRS questionnaire, the strategy checklist, the student's learning diary and the teacher's observation showed the students' increasing use of listening strategies throughout the course of this study as follows:

4.3.4.1 SRS questionnaire

The mean and SD were applied to calculate the students' capacity to use SRS and listening strategies. On average the students' use of SRS strategies was at high level ($M = 3.59$, $SD = 0.60$). Similarly, the students' use of listening strategies was also high ($M = 3.84$, $SD = 0.44$). (see details in 4.3.1.1).

4.3.4.2 Strategy checklist

This section explores the use of SRS and listening strategies to note similarities or differences during five PM DA-SRS sessions. The percentages were calculated based on the frequencies and employed for the data description.

Table 4.12 presents the frequency and percentage in the use of each SRS and listening strategy in each PM DA-SRS session while at the same time, displays the overall use of these strategies over a period of time.

Table 4.12: The Frequency and Percentage in the Use of Each SRS and Listening Strategy in Each PM DA-SRS Session

Strategies	Session 1		Session 2		Session 3		Session 4		Session 5		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
SRS												
Planning	21	16	17	13	22	14	21	12	23	12	104	14
Organizing	12	9	9	7	13	8	12	7	14	7	60	8
Monitoring	7	6	11	8	12	8	14	8	20	10	64	9
Evaluating	6	5	10	8	12	8	14	8	14	7	56	8
Cognitive Listening Strategies												
Activating knowledge	6	4	5	4	9	6	13	7	9	5	42	6
Predicting	13	10	7	5	13	8	8	4	8	4	49	7
Conceptualizing Broadly	2	1	6	4	7	4	11	6	14	7	40	6
Focusing attentively	23	18	25	19	24	15	24	13	24	12	120	17
Double-checking	6	5	15	11	7	4	13	7	11	6	52	7
Elaborating	2	1	2	2	2	1	3	2	4	2	13	1
Inferencing	3	2	3	2	2	1	5	3	5	3	18	2
Notetaking	11	8	7	5	14	9	19	10	20	10	71	10
Summarize	5	4	5	4	6	4	8	4	13	7	37	5
Total	117	100	122	100	143	100	165	100	179	100	726	100

According to Table 4.12, the most highly used strategy was focusing attentively (17%) while the least often used one referred to elaborating (1%) strategy. Another interesting finding was the use of monitoring which dramatically increased from 6% in the first session to 10% in the last session. Likewise, there was a sharp increase in the

students’ use of conceptualizing broadly (from 1% to 7%) and the strategy of summarizing (from 4% to 7%).

In order to show a clear picture, the overall use of listening strategies during five PM DA-SRS sessions is displayed in Figure 4.3 while Figure 4.4 reports the most frequently used listening strategies during five PM DA-SRS sessions.

The overall use of listening strategies during five PM DA-SRS sessions is displayed in Figure 4.3.

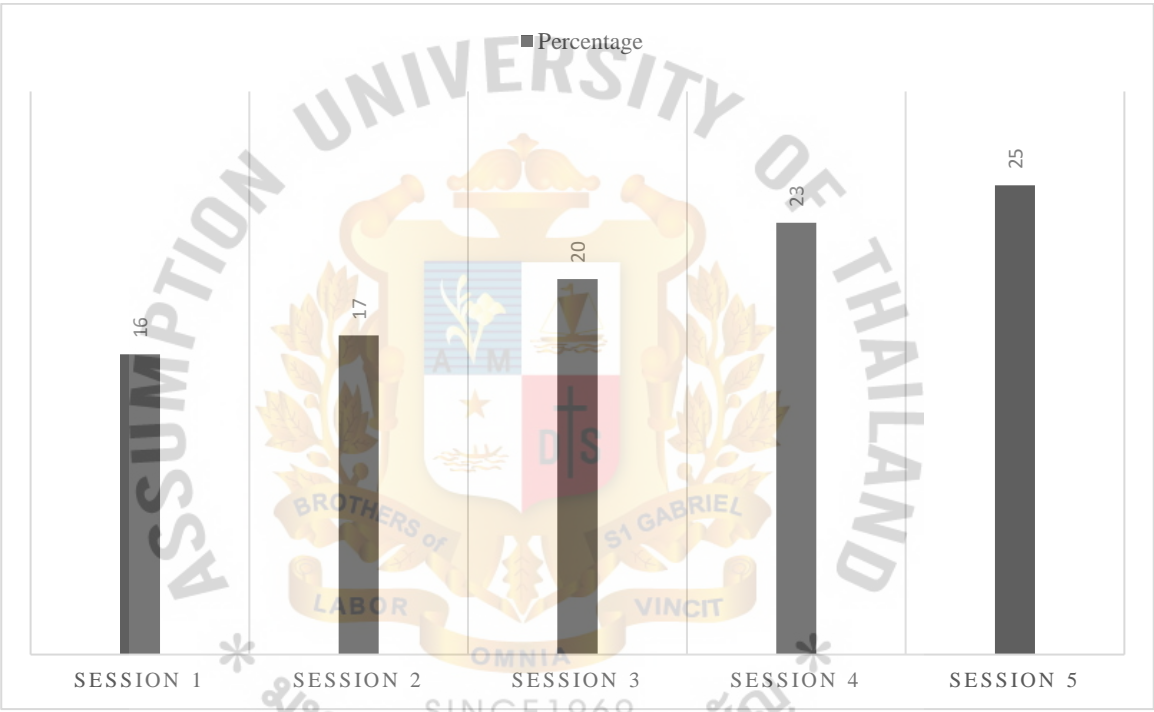


Figure 4.3: The Overall Use of Listening Strategies during Five PM DA-SRS Sessions

Figure 4.3 illustrates the students’ overall use of listening strategies in percentages which gradually increased from 16% in the first session to 17% in the second session of conducting the PM DA-SRS instructional process. The number climbed up to 20% in the third session, and finally rose to 25% in the last session.

Figure 4.4 reports the most frequently used SRS and listening strategies during five PM DA-SRS sessions.

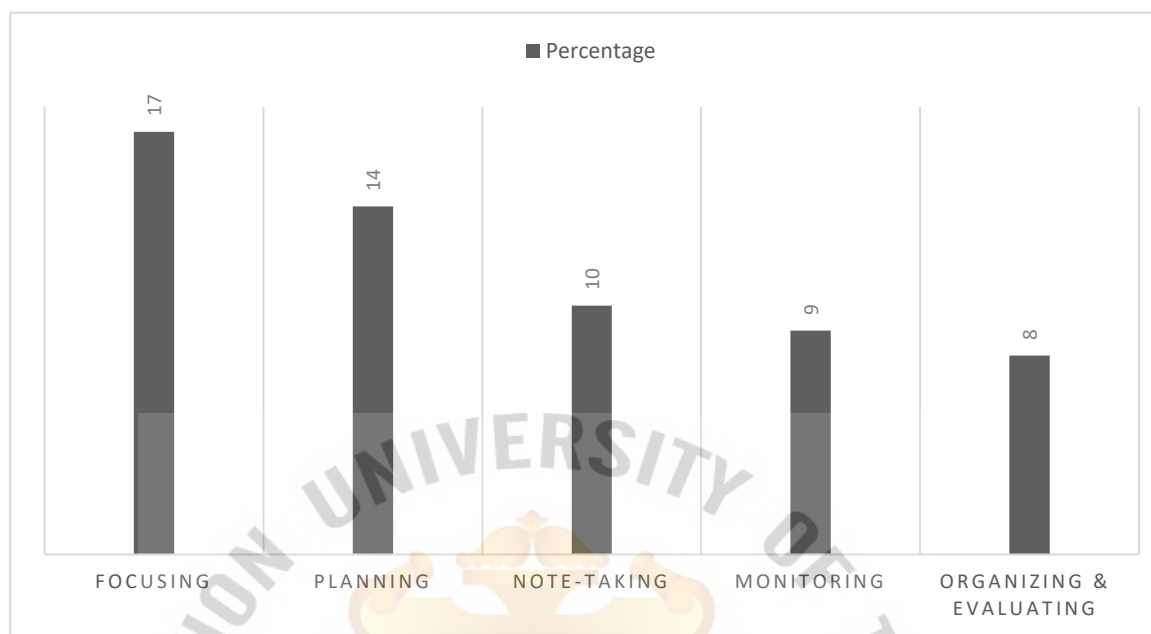


Figure 4.4: The Most Frequently Used SRS and Listening Strategies during Five PM DA-SRS Sessions

According to Figure 4.4, the most frequently used listening strategies during five PM DA-SRS sessions were focusing attentively (17%), followed by planning (14%), note-taking (10%), and monitoring (9%) respectively.

Overall, the strategy checklist reports the percentages of the students' use of listening strategies from the first until the last sessions of conducting the PM DA-SRS instructional process. It indicates that there was a total increase of 9% (from 16% to 25%) in the use of listening strategies from the first until the last PM DA-SRS sessions.

In terms of the most frequently used listening strategy, the result of the strategy checklist was in line with that of the SRS questionnaire, which indicated that focusing attentively was used the most since the students were likely to focus on keywords and the topic of the listening text in order to help them determine the information on which to concentrate.

4.3.4.3 Learning diary

The main purpose of the student's learning diary was to employ the students' reflections to perceive how they used SRS for the peer mediator role and to manage their listening process as well as how they used listening strategies to develop their listening comprehension ability.

In order to show a clear picture of which SRS or listening strategies was the most frequently used and how each of them was applied, the students' applications of each strategy are reported in quotations displayed in Table 4.13.

Table 4.13: The Students' Reflections on the Use of SRS and Listening Strategies

Strategy	Quotation	Frequency	Percentage
Self-Regulatory Strategies			
Planning	<i>"I thought of what listening strategies I wanted to use before listening. Reading questions in advance helped me know which part I needed to pay attention to". (S2)</i> <i>"I learned to read questions in advance because it helped me know where to focus". (S3)</i> <i>"I read the topic first and continued reading the questions. I tried to guess what questions were likely to be asked". (S6)</i>	13	18.31
Organizing	<i>"After reading the questions, I tried to organize my thoughts by writing down some key points that related to the questions to make me understand the story as much as possible". (S6)</i> <i>"I organized my way of memorizing the main idea of the listening text". (S8)</i> <i>"I organized my ideas by analyzing the situation in the listening text before listening". (S21)</i>	3	4.23
Monitoring	<i>"As a mediator, I asked my groupmates if they could catch up with the listening text. If they did not understand, I replayed the text again". (S4)</i> <i>"I always checked if what I listened to could be the answer for any questions". (S11)</i>	3	4.23
Evaluating	<i>"At the end of the activity, I've realized that planning was very practical for me". (S8)</i>	1	1.41

Listening Strategies			
Activating knowledge	<p><i>"I tried to relate what I listened to with my background knowledge to make me understand the whole context more". (S1)</i></p> <p><i>"I guessed what the topic was about and listed down the information I knew about the topic". (S2)</i></p>	2	2.82
Predicting	<p><i>"Reading questions helped me guess what the topic of the listening text". (S7)</i></p> <p><i>"I tried to guess from the topic of the listening text what situation the conversation took place". (S9)</i></p>	5	7.04
Conceptualizing broadly	<i>"When the mediator started the listening text for the first time, I listened to find main ideas of the text". (S8)</i>	3	4.23
Focusing attentively	<p><i>"I focused on the part the questions asked". (S3)</i></p> <p><i>"I focused on the most important part which could be the answers and ignored those unnecessary one". (S4)</i></p> <p><i>"I focused on keywords in the listening text in order to be answer the questions". (S7)</i></p> <p><i>"I focused on the points that I could not catch up from the first time of listening". (S17)</i></p>	18	25.35
Double-checking	<p><i>"When the mediator replayed the listening text again, I tried to catch the words I think was the answer". (S16)</i></p> <p><i>"Listening to the text again made me understand the text better. Also, I could check if my answer was correct". (S20)</i></p>	5	7.04
Inferencing	<p><i>"I used the context to guess the part I didn't understand because most of the time, the text clearly explained everything". (S1)</i></p> <p><i>"I listened to the surrounding sound to guess where the conversation took place". (S9)</i></p>	2	2.82
Elaborating	-	0	
Notetaking	<p><i>"I wrote down information in my own words while I listened". (S12)</i></p> <p><i>"I summarized and took note in my own words while listening". (S24)</i></p> <p><i>"I used my notes to answer the questions that my mediator asked". (S26)</i></p> <p><i>"Notetaking was a practical strategy for me since I used information from my notes to answer the questions from the group mediator". (S30)</i></p>	11	15.50

Summarizing	<i>"I always used phrases to summarize the part that was emphasized in the listening text". (S2)</i> <i>"I wrote down what I heard and after that, I summarized the content to answer". (S13)</i>	5	7.04
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Regarding to what keywords used to code the students' use of self-regulatory strategies, "in advance" was considered the use of planning such as "thinking of what strategies to use in advance" and "reading questions in advance". Also, "check" was the keyword to show that students were engaged in monitoring strategy. For the students' use of listening strategies, examples of keywords included "write down and note" for summarizing and note-taking, "keywords or main points" for focusing attentively, "guess" for predicting and activating knowledge, and "listen again" for double-checking, and "main idea" for conceptualizing broadly.

Based on the students' learning diaries, the most frequently employed listening strategy throughout five sessions was focusing attentively (25.35%). Most students were likely to focus on keywords to help them be able to answer the questions correctly. Planning strategy (18.31%) came secondly. Most students indicated that they planned by reading the questions in their listening worksheets in advance, which helped them know where they needed to focused on while listening. The third highest employed strategy referred to note taking (15.50%) which ranked the third place. Most students agreed that they took note by writing down important information in their own words after listening.

4.3.4.4 Teacher's observation

This section describes how students (as participants) used listening strategies during the five sessions of PM DA-SRS process. Based on the teacher's fieldnotes, two emerged themes were pre-listening strategies and while-listening strategies as follows.

1) Pre-listening strategies (Planning and activating knowledge)

Two listening strategies which seemed to be useful for students in the pre-listening activity included planning and activating knowledge. These two strategies helped students to gain information on the text to which they were going to listen to. One example showing students using planning could be observed from the teacher's field note taken during Session I. In this session, students were assigned to find the meanings of six idiomatic expressions for their pre-listening activity.

“Once the listening worksheets were distributed to all students, they seemed to work on their pre-listening activity seriously and quietly. This was probably because it was the first session to conduct PM DA-SRS process. I saw two students from Group1, S2 and S5 started to look up the meanings of the idioms from their mobile phones. The other two students from the same group discussed the meanings of the idioms while at the same time read comprehension questions in their worksheets”. (FN, Feb. 20, 2018, Session I)

It can be seen that the students planned by reading through all questions in advance in order to find useful information and to predict the content of the listening text they were going to listen to. In the beginning of the semester, half of the students in the section read through all questions prior to their listening. This, later on, became a normal practice for almost all students in the class.

The students' use of planning could be observed throughout Sessions II, III, IV, and V. Similar to the first session, most students seemed to read a set of comprehension questions right after they received their listening worksheets.

“The students from Group1 turned their attention to the comprehension questions on the first page of their listening worksheets before the listening text started. After having read all comprehension questions, S4 pointed out that today's listening text must be something relating to job interview”. (FN, March 20, 2018, Session III)

“Again, it was S4 who predicted that today's listening text must have related to lecture on essay writing after having read through all comprehension questions in the listening worksheets. She underlined some key words in her worksheet, suggesting a pre-determined course of action she planned to do next”. (FN, March 27, 2018, Session IV)

“After having received the listening worksheets, students from Group1 turned to the question page first because they wanted to see the questions so that they could guess what the listening text would be about”. (FN, April 3, 2018, Session V)

The use of activating background knowledge could be observed from the teacher’s field note taken during Session II which related to listening to a job interview.

“After viewing the whole listening worksheet, S28 from Group6 turned very quickly to one of her group members to comment that today’s listening text might have related to last week’s lecture which was about the characteristics of five different types of job interviews. Another student, S29, in the same group interrupted by showing that she was reading the background information about job interviews in her textbook”. (FN, Feb. 27, 2018, Session II)

In order to activate their background knowledge, the first student from Group6 tried to recall her memory of what she learned from the previous class while another student started to read background information from the textbook. Through the use of activating background knowledge, they could recall their relevant knowledge and relate it to the listening text, enabling them to have a better understanding.

2) While-listening strategies (Summarizing and note taking)

The while-listening stage occurred when the students finished their pre-listening activity and started to work individually on completing all comprehension questions in their listening worksheets. The general atmosphere could be observed as follows.

“At the beginning of the while-listening stage, most students remained quiet as they concentrated on the listening text. During their listening, most students wrote something down on their scrapped paper. I approached Group1 to see what information they were putting on the paper. S4 from Group1 jotted down important pieces of information in phrases with the use of some abbreviations while others just wrote down words or sentences that they could catch from the listening text. Furthermore, some other students in the class turned to their group members and started to discuss something in a lower voice. Once the listening text ended, a couple of students left their seats and walked out of the class with unknown reasons. I also noticed some students copying work from their group members”. (FN, Feb. 20, Session I)

Apparently, the students' use of note-taking could be seen when most students wrote down important pieces of information while listening. Since every student was trained to use listening strategies in clusters rather than using them separately, it was also possible that the students summarized important pieces of information before writing them down by using their own words and abbreviations. Another example of the student's use of note taking could be observed as follows.

“During the mediating process, the mediator of Group6 replayed the segment of the listening text as a hint to S28 who failed to answer one question incorrectly. When S28 listened, she stared at the amplifier, nodded her head slowly, and then put some notes down on the paper. While S28 was occupied with her note taking, the mediator was about to call another student to reformulate the answer. S28 gave a hand stop sign for the mediator to wait for her. Before the class ended, I saw S28 explaining a segment of the listening text to another student”. (FN, Feb. 27, Session II)

A close observation into the students' use of note taking strategy revealed two interesting points. Firstly, most students tended to take their notes individually except the students from Group5 who preferred to divide the note taking responsibilities to every member in the group. This occurred during Session IV when the students were assigned to listen to one lecture about essay writing.

“To my surprise, I noticed all members in Group5 agreed to help each other in the note taking process. Since there were four main points in the lecture, one student was responsible for one main idea and its supporting details. When they finished, they discussed and shared information of what they got”. (FN, Mar. 27, Session IV)

Since the students shared and discussed information in details to one another, all of them seemed to have an overall understanding towards the listening text.

3) While-listening strategy (Focusing attentively)

With further observation, some students used the strategy of focusing attentively in order to find some keywords so that they could use them to answer the questions or to locate the parts that could answer the questions. This was observed during Session I.

“Prior to the listening, S4 from Group1 checked the questions, highlighted, and took notes of important keywords which could help her track the answer from the listening text. While listening, S4 stayed focused in order to locate the keywords in the listening text. After the listening, S4 answered comprehension questions in her listening worksheet by looking at a piece of paper in her hand. I found out that what she answered in the worksheet included some of the keywords and important phrases that she wrote down in her note”. (FN, Feb. 20, Session I)

Another example proving that the students used focusing attentively was when S24 asked the mediator to replay only the segment she had difficulties with at the end of Session III.

“When the class ended, S24 asked the mediator of the group to replay the listening text for her. She did not want to listen to the whole text but only a part. She repeatedly listened to that particular part two more times before asking for audio script from the mediator”. (FN, Mar. 20, Session III)

Although S24 remained confused with the listening text, her request to listen only to the part that she missed proved that she used the strategy of focusing attentively in order to help repair her comprehension once she faced listening difficulties.

In summary, the observational data revealed that students overall made use of listening strategies during the five sessions of the PM DA-SRS instructional process. To begin with, planning and activating knowledge were applied during the pre-listening stage. The use of different listening strategies was witnessed during the while-listening activity since each student had their own preferences as a way to repair their text comprehension. The two strategies which could be observed were note-taking and focusing attentively.

The following part describes the triangulation of quantitative and qualitative data with examples.

4.3.4.5 The convergence of data

In terms of the most frequently used listening strategy, a great convergence in findings was found among SRS questionnaire, strategy checklist, and learning diary. To be more specifically, the results of the three instruments indicated that focusing attentively was the most frequently used listening strategy throughout the course of the study. The students' use of focusing attentively was considered at high level based on the results of the SRS questionnaire. Similarly, focusing attentively was the most frequently mentioned strategy in the students' strategy checklists and learning diaries. Moreover, it was also found that planning was the second highest employed strategy according to the findings from both of the student's strategy checklist and learning diary.

4.3.4.6 The divergence of data

Regarding the least frequently used listening strategy, the results of the SRS questionnaire were somewhat different from the results of the strategy checklist and learning diary. According to the SRS questionnaire, organizing strategy was reported the least frequently used strategy. However, data obtained from the strategy checklist and learning diary yielded the same result that the use of elaborating was the least mentioned.

Table 4.14 summarizes the data triangulation from three research instruments; SRS questionnaire, strategy checklist, and learning diary.

Table 4.14: The Data Triangulation

Frequency of listening strategy	Instruments		
	SRS questionnaire	Strategy checklist	Learning diary
Most used	Focusing attentively	Focusing attentively	Focusing attentively
Least used	Organizing	Elaborating	Elaborating

It should be noted here that the use of listening strategies usually depended on the types of tasks students have to perform. Based on Table 4.14, it can be summarized that the data of SRS questionnaire, strategy checklist, and learning diary were convergent in terms of the of the student's increasing use of listening strategies and the most frequently used listening strategy.

4.4 Findings to Research Objective 4

In order to explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability, two research instruments which were the PM DA-SRS opinionnaire and semi-structured interview were used. The results of the PM DA-SRS opinionnaire showed that students' attitudes were at high level. The following section will outline these findings.

4.4.1 PM DA-SRS Opinionnaire

The results of the PM DA-SRS opinionnaire revealed that students received academic, social, and psychological benefits from the PM DA-SRS instructional process. The mean and SD were applied to calculate the students' attitudes towards the usefulness or benefits of the PM DA-SRS instructional process.

The findings of the data analysis are demonstrated in Table 4.15.

Table 4.15: Mean Score of 3.50 of the PM DA-SRS Opinionnaire (20 Items)

Domain	N	Mean	Std. Deviation	Meaning
PM DA-SRS	29	4.02	.43	High

As previously stated, the mean scores of 3.51 to 4.50 out of 5.00 is considered at a high level. Therefore, Table 4.15 indicates that the students' attitudes towards the usefulness of the PM DA-SRS instructional process was at high level ($M = 4.02$, $SD = 0.43$). Besides the findings of the overall attitudes towards the usefulness of PM DA-SRS instructional process, a further analysis of each domain provided some interesting findings. Table 4.16 points out these findings.

Table 4.16: Mean Score of 3.50 of Every Domain of the PM DA-SRS Opinionnaire

Domain	n	Mean	Std. Deviation	Meaning
Academic benefit	29	3.94	.49	High
Social benefit	29	4.16	.57	High
Psychological benefit	29	3.95	.46	High

Table 4.16 demonstrates that the students had positive attitudes towards the PM DA-SRS instructional process. Regarding to what benefits the students received the most, the mean of social benefits was at the highest level ($M = 4.16$, $SD = 0.57$), followed by psychological benefits ($M = 3.95$, $SD = 0.46$), and academic benefits ($M = 3.94$, $SD = 0.49$) respectively.

4.4.2 Semi-Structured Interview

The results of the semi-structured interview revealed the two emerged themes which related to the benefits of the PM DA-SRS instructional process and the problems during the application of the process.

4.4.2.1 Theme1: Benefits of the PM DA-SRS instructional process

The information obtained from the interview was used to complement the data obtained from the PM DA-SRS opinionnaire in terms of the students' attitudes towards the usefulness of the PM DA-SRS instructional process for the development of their English listening comprehension ability. Since the interview was conducted with seven

students in Thai language, the students’ Thai interviews were translated into English with an attempt to maintain its original version of structure and tone.

The first interview question asked about the benefits of the PM DA-SRS instructional process. Since major findings of the second and third interview questions were to complement the results of the first interview question, they are presented together in the following part.

Question 1 asked “What were benefits from the application of the PM DA-SRS instructional process?” Three categories of benefits namely academic, social, and psychological benefits are presented in Table 4.17.

Table 4.17: Benefits of the PM DA-SRS Instructional Process

Benefits	Frequency	Percentage
Social benefit	11	47.83
Academic benefit	9	39.13
Psychological benefit	3	13.04

1) Social benefit

The most reported benefit related to social benefit (47.83%). Social benefit in this study referred social supports within a great learning environment. When further asked with *Question 2 “Do you feel the PM DA-SRS instructional process helps to provide a great learning environment? Why?”* All students agreed that the process gave opportunity for them to interact with one another in class throughout the five sessions of the PM DA-SRS process. When being involved in interacting, their relationship became strengthened. As a result, the learning environment in class became positive as exemplified in the following excerpts from six students.

“I made more new friends from this activity. By working in the same group for five times, each student took turn being the peer mediator while the rest needed to answer questions. This made the relationship of group members strengthened. And this made the class become more pleasant since I could get along well with my group members”.
(S1)

"It was the first time for me to have this type of learning in class It was like playing game in the class with friends. When we worked in group with friends, it helped the relationship among group members become stronger. This made the class atmosphere become exciting and fun at the same time". (S2)

"I felt no pressure when I was in class. The classroom atmosphere seemed to be relaxing and all my group members were friendly to me. This activity let every student in the class know each other quite well after having worked together for many times". (S4)

"Being the peer mediator of the group helped me become more patient and opened up to my classmates. For example, talking to my classmates who I did not know before let me have more friends. When everyone knew each other quite well from working in small groups for many times, the classroom atmosphere was not serious but relaxing instead". (S6)

"I think this activity enabled me to establish a good relationship particularly with my group members because we had to do the activity together many times". (S7)

"It seems to me that there was no pressure in the classroom when the students, not the teacher, took the mediator role". (S29)

2) Academic benefit

Academic benefit was rated as the second highest category (39.13%). Through the PM DA-SRS instructional process, students agreed that the provision of mediating prompts helped them understand the listening text, develop their cognitive thinking skills, and actively participate in class. Moreover, students also had more chance to practice listening more often. These, as a result, led to the development of their overall listening performance. Below are excerpts released from four students.

"The process let us practice listening all the time. The more I listened to the listening texts, the more I understood the stories. Also, it was important to pay attention to the listening texts and became more active all the time no matter you acted as a peer mediator or as a participant. Being a peer mediator, I needed to listen to listening texts more than one time to understand the story. This made me realize that if I wanted to improve my listening skill, practice made perfect. So, I planned to practice listening more and more for my own benefit. Well...as a participant, I needed to stay active all the time because I might be called to answer the question any time during the process". (S1)

“When I could not answer the questions, the group mediator helped me by offering some mediating prompts. The use of mediating prompts helped me think further. For example, giving me the keyword helped me think further what could lead me to the correct answer. Overall, the mediating prompts helped me to answer questions in the listening worksheet accurately.” (S2)

“This activity forced the students to listen to many listening texts, which had different accents. At first, I did not understand much because speakers talked too fast. However, as time passed by, I think I could gradually catch up more and understood the stories better because I got used to it.” (S4)

“Apart from having more chances to practice listening under this process, I could answer comprehension questions in the worksheet more correctly. When the peer mediator replayed the audio file especially the parts I had problems with, I knew where to focus. I knew which part was important and which part could lead me to the correct response”. (S6)

“I have practiced listening many times from this class. At first, I could not catch up with some important information so, I could not answer the questions in the worksheet. Normally, I was not able to remember and understand everything from the first time of listening. However, when we were in group with having a peer mediator, it helped me to understand better since the peer mediator always replayed that part that I could not catch at the first time. At least, it let me realize what that part was about”. (S7)

“I’ve got a better understanding from the prompts. When I got keywords from the peer mediator, I knew which part was important in the listening text so, I tried to understand that particular part in order to have an overall understanding”. (S9)

“By receiving many prompts, I learned to think step by step. For example, when the mediator gave the third prompt, it helped me think in a deeper detail on my own. It was like a step-by-step process and I really got better understanding”. (S29)

3) Psychological benefit

Being mentioned by three students with 13.04%, psychological benefits in this study included reducing the students’ listening anxiety, increasing the students’ confidence in providing mediating prompts, and motivating the students to regularly attend and pay attention to the class. The students’ excerpts are exemplified as follow.

“With the training process in the process of PM DA-SRS, I felt more confident when I took the peer mediator role and I was willing to be the mediator of the group”. (S4)

“Before having served as a peer mediator, I felt nervous and afraid that I would not be able to complete the process. But after having practiced providing prompts, I was more

confident in both speaking and listening. As a peer mediator, I was more confident in speaking. As a participant, I was more confident in listening". (S9)

"I always felt nervous when I listened to English language. But now, I think I had more confidence to listen in English". (S29)

When further asked with *Question 3 "Were you more motivated to learn with the application of PM DA-SRS instructional process? Why?"* All students answered "yes", with different preferences relating to the PM DA-SRS instructional process as exemplified here.

"I felt motivated to attend the class because it helped to improve my listening. The PM DA-SRS process let me expose to various types of texts and I have got a lot of listening practices. I was confident and was not shy to answer questions in the group". (S1)

"In the past, I did not like listening class at all. It was difficult for me to understand the listening text. However, this process let me practiced listening more and more until I had more confidence in listening. I was not nervous but felt motivated to come to class". (S2)

"Actually, I wanted to attend class when I acted the peer mediator of the group. This was because I wanted to know whether or not my group members would be able to give correct answers after having received the mediating prompts". (S4)

"I was curious to know whether or not I could perform the mediator role successfully so, of course, I wanted to go to class to prove that. Also, the process was challenging for me since I never did something like this before. Of course, I felt nervous and worried before taking the role. But after I did the role, I felt proud of myself for being able to help my friend reach the correct answer. Being the peer mediator was not as difficult as I thought". (S9)

"Since the process let me practice listening all the time, I was not nervous when I listened anymore. I felt motivated to learn more on how to because I really wanted to improve my listening skill". (S29)

To conclude, the students' attitudes towards the usefulness of the PM DA-SRS instructional process for the development of their English listening comprehension ability were perceived in terms of academic, social, and psychological benefits. Based on the findings of the semi-structured interview, the most reported benefit was social benefit since students could make more friends from working within the same groups

throughout the course of the study. Academic benefit ranked as the second highest category followed by psychological benefit.

4.4.2.2 Theme 2: Problems during the application of the PM DA-SRS instructional process

Apart from the social, academic, and psychological benefits from the PM DA-SRS process, the result of the semi-structured interview showed that the students confronted with the two major problems during the PM DA-SRS instructional process which are as follows.

Two categories of problems are displayed in Table 4.18.

Table 4.18: Problems during the Application of the PM DA-SRS Instructional Process

Problems	Frequency	Percentage
Noise and interference problem	7	63.64
Mediator role related problem	4	36.36

1) Noise and interference problem

There were 63.64% students who voiced their concerns on noise and interference problems following the application of the PM DA-SRS process as exemplified here.

“One of the mediating prompts was to replay the listening text. Since every group had their own amplifiers, we could not avoid some noise from other groups. It would be better if we had a bigger class where we could sit far apart from other groups to avoid this problem”. (S2)

“I had a hard time trying to understand to the listening text especially when the mediators of other groups started to call out their participants to answer the questions and when the mediators had to replay the audio files as a prompt to help those who could not give correct response. In my opinion, the process should have been conducted in a larger room so that each group could sit in their own area and the students would not be distracted by the noise of other groups”. (S6)

“When it was time to replay the listening text, I was distracted with noise interruption from other groups. As a result, I was also confused with the information I received”. (S9)

2) Mediator role related problem

There were three or 36.36% students who complained that the preparation period for the peer mediator role was not sufficient. As previously discussed, only two sessions were spent for training students to be peer mediators. The students did not have enough time to practice offering mediating prompts in class. As a result, some peer mediators did not perform their roles effectively. Here are some examples of the students' complaints.

“Some students were not familiar with the process of providing prompts. It would be better if the students had more time to prepare themselves before taking the mediator role. Also, every student should have taken the mediator role more than once in order to become more familiar with the process”. (S1)

“It seemed that some peer mediators did not have enough practice on providing mediating prompts. Students who took the peer mediator role should have realized that they had to be responsible not only to themselves but also to other participants in the group. For the most effective result, they should have practiced listening for themselves and practiced offering hints to the group members many times before taking the peer mediator role”. (S29)

In conclusion, the findings of the semi-structured interview revealed that one major problem with which the students confronted during the PM DA-SRS instructional process related to the noise and interference problem. Another problem referred to the mediator role-related problems.

The following part describes the triangulation of quantitative and qualitative data with examples.

4.4.3 The Convergence of Data

The results of the PM DA-SRS opinionnaire corresponded to those of the semi-structured interview, which stated that the students had positive attitudes towards the PM DA-SRS instructional process. Regarding to what benefits the students received the most, the findings of the two research instruments reported the social benefit as the highest.

4.4.4 The Divergence of Data

Based on the results of the PM DA-SRS opinionnaire, psychological benefits ranked the second place, followed by academic benefits. On the other hand, the results of the semi-structured interview showed that academic benefits came the second place followed by psychological benefits.

Table 4.19 summarizes the triangulation of data from the PM- DA-SRS opinionnaire and the semi-structured interview.

Table 4.19: The Data Triangulation

Order of ranks	Instruments	
	PM DA-SRS opinionnaire	Semi-structured interview
1 st rank	Social benefit	Social benefit
2 nd rank	Psychological benefit	Academic benefit
3 rd rank	Academic benefit	Psychological benefit

To conclude, the findings from the eight research instruments are reported in this chapter. This study consisted of two phases. Phase I: Instructional Development Process was conducted in responding to the first research objective while Phase II: Main study was conducted in relation to the second, third, and fourth research objectives.

For readers' convenience, a summary of the findings in relation to the four research objectives are displayed in Table 4.20.

Table 4.20: Summary of the Findings in Relation to the Four Research Objectives

Phase	Research Objectives	Instruments	Results
Phase I: Instructional Development Process	1. To develop the PM DA-SRS instructional process for its applicability in the listening instruction process	<ul style="list-style-type: none"> • English listening comprehension test • SRS questionnaire • PM DA-SRS opinionnaire • Semi-structured interview 	$t(24) = -5.99, p < 0.05$ $ES = 2.22$ $(M = 3.91, SD = 0.73)$ $(M = 4.43, SD = 0.53)$ Theme 1: Problems related to the provision of mediating prompts Theme 2: Problems related to the insufficient time for peer mediator training
Phase II: Main Study	2. To investigate the effects of the PM DA-SRS instructional process on the development of the students' listening comprehension ability	<ul style="list-style-type: none"> • English listening comprehension test 	$t(28) = -12.29, p < 0.05$ $ES = 2.28$
	3. To examine how the PM DA-SRS instructional process can enhance the students' listening comprehension ability	<ul style="list-style-type: none"> • SRS questionnaire • Learning diary 	Theme 1: The development of self-regulation
		<ul style="list-style-type: none"> • VDO recording • Teacher's observation 	Theme 2: The reduction of mediating prompts
		<ul style="list-style-type: none"> • VDO recording • Teacher's observation 	Theme 3: The increased frequency of progressive moves
		<ul style="list-style-type: none"> • SRS questionnaire • Strategy checklist • Learning diary • Teacher's observation 	Theme 4: The use of listening strategies
	4. To explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their listening comprehension ability.	<ul style="list-style-type: none"> • PM DA-SRS opinionnaire 	Social benefits $(M = 4.16, SD = 0.57)$ Psychological benefits $(M = 3.94, SD = 0.46)$ Academic benefits $(M = 3.93, SD = 0.49)$
		<ul style="list-style-type: none"> • Semi-structured interview 	Theme 1: Benefits of the PM DA-SRS instructional process Theme 2: Problems during the application of the PM DA-SRS instructional process

Based on Table 4.20, the results of the four research instruments used in Phase I to answer the first research question showed the effectiveness of the PM DA-SRS instructional process which led to the development of students' English listening comprehension ability. With some adjustments to solve problems relating to the provision of mediating prompts and the insufficient time for peer mediator training, the PM DA-SRS instructional process could be appropriately used in the main study.

4.5 Chapter Summary

This chapter presents the findings of the data analysis in responding to each research objective and research question.

In order to develop the PM DA-SRS instructional process for the first research objective, the results revealed that the four research instruments (the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire, and semi-structured interview) were reliable to be applied in the main study. In regard to the second research objective aiming at investigating the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability, the results revealed that the students' scores of the listening post-test were significantly higher than the scores of the listening pre-test. Therefore, the hypothesis is accepted.

The third research objective was to examine how the PM DA-SRS instructional process could enhance the students' English listening comprehension ability. Four themes emerged based on the findings of the five research instruments (SRS questionnaire, strategy checklist, learning diary, VDO recording, and teacher's observation). These related to the development of self-regulation, the reduction of mediating prompts, the increased frequency of progressive moves, and the use of listening strategies.

The fourth research objective was to explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability. The results of the PM DA-SRS opinionnaire revealed that students received academic, social, and psychological benefits from the PM DA-SRS instructional process.

The last part of this chapter is the summary of the findings from all research instruments used in the current study in relation to the four research objectives.



CHAPTER V

CONCLUSION, DISCUSSIONS, AND RECOMMENDATIONS

This chapter includes three major parts. The first part shows the summary of the study which briefly describes research objectives, subjects, research design and research instruments, the procedure of the data collection and data analysis, and the findings of the study. The second part presents the discussions of the findings while the third part offers the recommendations of the study.

5.1 Summary of the Study

5.1.1 Research Objectives

1. To develop the PM DA-SRS instructional process for its applicability in the listening instruction.
2. To investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability.
3. To examine how the PM DA-SRS instructional process can enhance the students' English listening comprehension ability.
4. To explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability.

5.1.2 Research Questions

1. How the PM DA-SRS instructional process has been developed for its applicability in the listening instruction?
2. What is the effect of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability?

3. How can the PM DA-SRS instructional process enhance the students' English listening comprehension ability?
4. What are the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their English listening comprehension ability?

5.1.3Hypotheses

For RQ2: There is a statistically significant difference on the students' English listening comprehension ability through the application of the PM DA-SRS instructional process.

5.1.4Population and Subjects of the Study

The population of the study was 225 third-year undergraduate students majoring in business-English at Faculty of Arts, Assumption University. All of them were Thais who enrolled the course EN2230 in the academic year 2/2017. Due to the fact that students were grouped by the Registrar Office, cluster sampling technique was considered the most appropriate for subject selection (Frankel & Wallen, 2000). The number of students per section was from 25-30. Since the researcher was responsible for teaching two sections, one group was selected for the experiment, with the total number of 29 students participating.

5.1.5 Research Design

This study was divided into two phases; Phase I: Instructional development process and Phase II: Main study. The overall research design of both phases followed one group pretest-posttest experimental design where treatment was conducted between the pre-test and the post-test. The quantitative data was used to compare the performance between the pre-test and the post-test in order to evaluate how much development an individual reached. The qualitative data was also applied to support

quantitative research by collecting data from the student's learning diary, VDO recording, teacher's observation, and semi-structured interview.

5.1.6 Research Instruments

This study employed eight research instruments to collect both quantitative and qualitative data. Quantitative research instruments were the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire, and the students' strategy checklist. Qualitative research instruments were learning diary, VDO recordings, teacher's observation, and semi-structured interview schedule.

During Phase I, only four research instruments were used which included the English listening comprehension test, SRS questionnaire, PM DA-SRS opinionnaire, and semi-structured interview. During Phase II, all eight research instruments were applied.

Brief details of the research instruments are presented below.

5.1.6.1 The English listening comprehension test

The IELTS listening module which was used as a pre-test and post-test in this study was taken from University of Cambridge ESOL Examinations. It consisted of 40 questions based on four different recordings with a variety of accents. Since the IELTS test is considered a standardized test, its content validity and reliability does not appear to be an issue. However, the test specification was conducted in according to Hughes' (2003) guideline (Appendix E1). Besides, the researcher also tried out the listening module of the test in the academic year 1/2017 in order to indicate the students' English proficiency level.

5.1.6.2 The SRS questionnaire

The SRS questionnaire which was used to reflect the students' capacity to use SRS and listening strategies consisted of 36 statements. The questionnaire was

validated and its content validity was 0.81 from the calculation of the Index of Item-Objective Congruence (IOC) of each questionnaire statement.

Besides the SRS questionnaire, the strategy checklist was applied to collect the quantitative data which indicated which SRS or listening strategies each student used in order to develop their English listening comprehension ability. The strategy checklist was also served as additional data to confirm the findings derived from the SRS questionnaire. Other research instruments to collect the qualitative data to support the quantitative data mentioned above included student's learning diary, VDO recording, and teacher's observation. These instruments were used to gain more information for the data discussion.

5.1.6.3 The PM DA-SRS opinionnaire

The PM DA-SRS opinionnaire which was used to reflect the students' belief in the usefulness of PM DA-SRS instructional process in terms of academic, social, and psychological benefits contained 20 statements. Overall, the content validity of the opinionnaire was 0.92. All statements were acceptable.

In addition, the semi-structured interview was also used to collect the qualitative data as a triangulation with the opinionnaire. Overall, the content validity of the interview question was 0.92.

5.1.7 Data Collection Procedures

The pre-test of the English listening comprehension test was administered by the researcher during the first session of EN2230 course to all 29 subjects in class. The listening post-test which was the same form of the pre-test was administered in week 15. Similar to the listening post-test, the SRS questionnaire, the PM DA-SRS opinionnaire, and the semi-structured interview were administered by the researcher in class after the completion of the PM DA-SRS instructional process in week 15.

The data collection procedures of other instruments which included strategy checklist, student's learning diary, VDO recording, and teacher's observation started from week 6 to week 11.

5.1.8 Data Analysis

For the first research question, the Dependent Samples t-test for the English listening comprehension test, mean scores and standard deviation (DA) for each domain of SRS questionnaire and PM DA-SRS opinionnaire, and thematic content analysis for semi-structured interview were used in order to develop the PM DA-SRS instructional process for its applicability in the listening instruction.

For the second research question, the Dependent Samples t-test was used to investigate the effects of the PM DA-SRS instructional process on the development of the students' English listening comprehension ability. Also, the effect size was calculated. The Statistical Package for the Social Sciences on Personal Computer (SPSS) was applied for the data analysis.

For the third research question, mean scores and standard deviation (SD) of each domain of the SRS questionnaire were calculated to examine how the PM DA-SRS instructional process enhanced the students' listening comprehension ability. In order to analyze the data from the student's learning diary, thematic content analysis was conducted. The information was categorized and frequently counted for the presentation of the findings. For the analysis of video recording, all recorded data were analyzed and transcribed using transcription conventions adapted from Poehner (2005). The quantified qualitative data were further used to support and provide insights for the quantitative findings and data discussions.

For the fourth research question, mean scores and standard deviation (SD) of each domain of the PM DA-SRS opinionnaire were calculated to explore the students'

attitudes towards the application of the PM DA-SRS instructional process for the development of their listening comprehension ability. Moreover, thematic content analysis was also conducted to analyze the data from the semi-structured interview.

5.1.9 Findings

The findings in relation to the four research objectives were as follows.

1. It was determined that the students' scores of listening post-test were significantly higher than those of the listening pre-test ($t(24) = -5.99$, $p < 0.05$).

Moreover, the students' use of SRS and listening strategies was at high level ($M = 3.91$, $SD = 0.73$). The students' attitudes towards the usefulness of the PM DA-SRS instructional process was at high level ($M = 4.43$, $SD = 0.53$). Besides, there were two emerged themes from the semi-structured interview; Theme 1: Problems related to the provision of mediating prompts and Theme 2: Problems related to the insufficient time for peer mediator training. In order to solve problems, some adjustments were made to be applied in the main study (see details in 4.1.4.1 and 4.1.4.2).

2. There was a statistically significant difference on the students' listening comprehension ability through the application of the PM DA-SRS instructional process, $t(28) = -12.29$, $p < 0.05$. The effect size was 2.28 which was considered large.

3. The four emerged themes which were the development of self-regulation, the reduction of mediating prompts, the increased frequency of progressive moves, and the use of listening strategies were considered major causes to explain how the PM DA-SRS instructional process could enhance the students' English listening comprehension ability. For example, the lower the number of mediating prompts needed, the more likely it was that the development in listening comprehension ability occurred.

4. The students' attitudes towards the usefulness of PM DA-SRS instructional process was at high level ($M = 4.01$, $SD = 0.43$). Regarding to what benefits the

students received the most, the mean of social benefits was at the highest level ($M = 4.16$, $SD = 0.57$), followed by psychological benefits ($M = 3.94$, $SD = 0.46$), and academic benefits ($M = 3.93$, $SD = 0.49$) respectively. However, two major problems were reported during the application of the PM DA-SRS instructional process. The first problem related to noise and interference while another one referred to mediator role-related problem.

For readers' convenience, a summary of the findings in relation to the four research objectives are displayed in Table 5.1.



Table 5.1 Summary of the Findings in Relation to the Four Research Objectives

Phase	Research Objectives	Instruments	Results
Phase I: Instructional Development Process	5. To develop the PM DA-SRS instructional process for its applicability in the listening instruction	<ul style="list-style-type: none"> • English listening comprehension test • SRS questionnaire • PM DA-SRS opinionnaire • Semi-structured interview 	<p>$t(24) = -5.99, p < 0.05$ $ES = 2.22$ $(M = 3.91, SD = 0.73)$ $(M = 4.43, SD = 0.53)$</p> <p>Theme 1: Problems related to the provision of mediating prompts Theme 2: Problems related to the insufficient time for peer mediator training</p>
Phase II: Main Study	6. To investigate the effects of the PM DA-SRS instructional process on the development of the students' listening comprehension ability	<ul style="list-style-type: none"> • English listening comprehension test 	<p>$t(28) = -12.29, p < 0.05$ $ES = 2.28$</p>
	7. To examine how the PM DA-SRS instructional process can enhance the students' listening comprehension ability	<ul style="list-style-type: none"> • SRS questionnaire • Learning diary 	Theme 1: The development of self-regulation
		<ul style="list-style-type: none"> • VDO recording • Teacher's observation 	Theme 2: The reduction of mediating prompts
		<ul style="list-style-type: none"> • VDO recording • Teacher's observation 	Theme 3: The increased frequency of progressive moves
		<ul style="list-style-type: none"> • SRS questionnaire • Strategy checklist • Learning diary • Teacher's observation 	Theme 4: The use of listening strategies
	8. To explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their listening comprehension ability.	<ul style="list-style-type: none"> • PM DA-SRS opinionnaire 	<p>Social benefits $(M = 4.16, SD = 0.57)$ Psychological benefits $(M = 3.94, SD = 0.46)$ Academic benefits $(M = 3.93, SD = 0.49)$</p>
		<ul style="list-style-type: none"> • Semi-structured interview 	<p>Theme 1: Benefits of the PM DA-SRS instructional process Theme 2: Problems during the application of the PM DA-SRS instructional process</p>

5.2 Discussions of the Findings

Discussions of the findings in this chapter are structured according to the four research objectives.

5.2.1 The Development of the PM DA-SRS Instructional Process for Its Applicability in the Listening Instruction.

The development of the PM DA-SRS instructional process with reference to research objective and research question 1 is discussed as follows.

After having been served as a full-time lecturer responsible for the course EN2230 for more than 10 years, it could be observed that the listening instruction seemed to follow the product-oriented approach with no actual teaching of how to listen and the teacher-centered approach with no or less involvement from students in the class. As a result, personality traits of some Thai students in EFL class were still hesitant to share different ideas with their peers and tend to agree with the group or team leaders' opinions. To solve this problem, providing a discussion in class was not sufficient. Sriprom, Rungswang, Sukwitthayakul, and Chansri (2019) suggest that students be assigned to act as moderators which can help them engage in raising their voices whether they agree or disagree with others.

With this in mind, a search for which appropriate teaching methodologies to let students take part in the listening class was conducted. To this end, a final decision was reached, with a selection of having students to act as peer mediators in dynamic assessment framework for teaching methodology based on the justifications as follows. Firstly, DA which was considered a process-oriented approach enabled students learn how to listen from the provision of mediating prompts. Secondly, the provision of mediation in DA approach allowed students take some active roles which was a peer mediator instead of teacher which reflected the student-centered learning approach. Lastly, students should be provided with the instruction of self-regulatory

and listening strategies so that they would be ready for the peer mediator role and to become effective listeners at the same time.

Next, the emphasis was on how to integrate the three major components of PM, DA, and SRS into an instructional process. Since all students were assigned to take two roles in this study; as a PM to provide mediating prompts and as an active participant to manage their own listening process, the self-regulatory and listening strategy instruction was needed at the initial stage which was considered as Module I. Due to the fact that students did not have any experiences in the provision of mediation before, a process of training students to be peer mediators was, therefore, sequenced as Module II. More importantly, in order to determine whether or not students understood and were able to apply what they were trained and learned from the first and second modules, they needed to show their ability by performing the peer mediator role once and the active participant four times in Module III. In short, the three major components were integrated to become the PM DA-SRS instructional process.

Before the PM DA-SRS instructional process was implemented, pedagogical tools served as instructional materials such as listening worksheet, strategy manual, and mediation procedural checklist were produced and assembled to be used with the target students. For the most effective result, all listening worksheets were produced based on three pedagogical sequences of pre, while, and post listening activities. Questions in the listening worksheets enabled students to make use of listening strategies. For example, when the listening text related to the academic context or listening to lectures, questions in the listening worksheet were designed and developed to reflect the student's use of summarizing and note-taking strategies. In terms of the selection of listening texts, all of them were relevant and corresponded to the

requirement of the EN2230 course where students must be able to understand listening in three different contexts; daily life, academic, and business contexts. Therefore, listening texts included short talks, lectures, and business talks based on real-life situation. Equally important, a pre-scripted mediating prompts for each PM DA-SRS session together with audio files, audio transcripts, and keys to correct answers were also prepared in advance to facilitate students who performed the peer mediator role.

After the development, the PM DA-SRS instructional process was implemented with a group of 24 students in the academic year of 1/2017 which was considered as Phase I: Instructional development process. Students were exposed to the three modules of the PM DA-SRS instructional process in a real classroom setting. During the first and second modules, students were provided with knowledge in terms of strategy instruction and how to be a peer mediator. After that, students were required to apply what they learned and put into practice in the third module.

Lastly, the PM DA-SRS instructional process was evaluated for its overall effectiveness. In doing so, the semi-structured interview was conducted with five students who served as peer mediators in order to obtain their feedbacks. It was found that peer mediator students faced with two major problems during Module III or the student's PM DA-SRS application. They were problems related to the provision of mediating prompts and problems related to the insufficient time for peer mediator training. Once all feedbacks and suggestions were collected, they were reviewed and used to adjust or modify the PM DA-SRS instructional process for the next implementation in the main study (see details for problems and adjustments in 4.1.4.1 and 4.1.4.2).

The findings of the study confirm the necessity of the instructional development process. With an advance technology in the 21st century, the implication

is that those aiming to develop an instructional process should consider the computerized method as a way of teaching and learning English language with a particular attention to the development of listening comprehension ability. In doing so, teachers should also be trained and provided with advanced and professional computer courses demonstrating ways of using technology to facilitate listening comprehension in classroom.

5.2.2 The Effects of the PM DA-SRS Instructional Process on the Development of the Student's Listening Comprehension Ability

Based on the findings of the second research objective, the students' mean score of the listening pre-test was 24.89 (SD = 4.80), which increased to 31.48 (SD = 3.80) in the listening post-test. The students' scores of the listening post-test were significantly higher than the scores of the listening pre-test ($t(28) = -12.29$, $p < 0.05$) as shown in Table 4.2. The measure of effect size was 2.28 and its magnitude was large. The students' development in their English listening comprehension ability occurred due to the development of self-regulation, the reduction of mediating prompts, the increased frequency of responsive moves, and the use of listening strategies, which were derived from the findings of research objective and research question 2. Therefore, the possible reasons to explain these are discussed in details together with section 5.2.3 in the following part.

5.2.3 The Examination on How the PM DA-SRS Instructional Process Can Enhance the Students' Listening Comprehension Ability?

With reference to research objective and research question 3 aiming to examine how the PM DA-SRS instructional process can enhance the students' listening comprehension ability, four emerged themes leading to the development of the students' listening comprehension ability related to the development of self-regulation, the reduction of mediating prompts, the increased frequency of responsive

moves, and the use of listening strategies. Each theme is discussed in details as follows.

5.2.3.1 Theme 1: The development of self-regulation

Based on the finding of the SRS questionnaire, the students' use of SRS was at high level. The use of SRS was rated at 3.59 out of 5.00 respectively (Table 4.4). The evidence to support this interpretation could be obtained from the qualitative data, the student's learning diary, which showed the students' preparation before taking the peer mediator role (Table 4.7), reflecting their ability to be responsible not only for themselves but also responsible for others. Besides, the student's learning diary also revealed that students preferred to have student as a peer mediator rather than teacher as a mediator (Table 4.8). All of the evidence supported that overall students held a high degree of self-regulation. The high level of self-regulation may be due to the following reasons.

The student's engagement in metacognition

Assigning students to take the peer mediator role and the active participant role in the PM DA-SRS instructional process reflects the students' developing ability to become self-regulated learners.

In terms of the peer mediator role, once students were informed that they needed to be peer mediators within the DA framework instead of the teacher, they were aware that they should be responsible not only for themselves but also for other students in the learning process. Then, students became more aware of the importance of the peer mediator role during the second module of the PM DA-SRS process. They were trained to be responsible for providing mediating prompts (prepared in advance by the teacher/researcher) to those who could not reach a correct response, previewing class materials to make outline of important concepts, checking if all group members

understood the listening text, and evaluating the effectiveness of their provision of mediating prompts. In order to become an effective peer mediator, students were encouraged to apply planning and organizing strategies before taking the peer mediator role, monitoring strategy while performing the role, and evaluating strategy at the end of the process.

Based on the finding of the SRS questionnaire conducted at the end of the study, the students' use of planning ($M = 3.74$, $SD = 0.63$) and of monitoring ($M = 4.02$, $SD = 0.66$) was considered at high level. The following excerpts taken from the finding of the student's learning diary revealed how students used planning as a preparation process before taking the peer mediator role.

"Before taking the peer mediator role, I was trained to listen to the listening text many times until I understood the story. Also, I tried to remember the prompts and practice on how to use them in order". (S1)

"I prepared myself by listening to the text and tried to find the correct answer and checked it with the key to make sure that I made no mistakes before I taught to my friends". (S19)

S1 used planning by practicing listening and providing mediating prompts to the group members while S19 used planning by checking the correct answer with the answer key to make sure that she would not make any mistakes.

The following excerpt showed how one student was engaged in using the monitoring strategy while performing the peer mediator role.

"As a mediator, I asked my groupmates if they could catch up with the listening text. If they did not understand, I replayed the text again". (S4)

Undoubtedly, students were capable of using these strategies due to the strategy instruction during the first module of the PM DA-SRS instructional process. Even when having doubts or being unclear in the use of any strategy, students could consult with the strategy manual all the time.

Although each student served as a peer mediator only once during the course of the study, the student's use of planning, organizing, monitoring, and evaluating was still indispensable for managing their listening process as an active participant. During the third module when the peer mediator offered mediating prompts, active participants were called to answer the questions individually. Under this circumstance, it can be considered as learning through self-regulation which enables students to take part in their learning actively by some methods (Schunk, 2008). The use of these strategies helped to lead students to the correct response. Below are excerpts taken from the student's learning diary to show how each student (as an active participant) used the strategies of planning, organizing, monitoring, and evaluating to manage their listening process respectively.

"I learned to read questions in advance because it helped me know where to focus". (S3)

"After reading the questions, I tried to organize my thoughts by writing down some key points that related to the questions to make me understand the story as much as possible". (S6)

"I always checked if what I listened to could be the answer for any questions". (S11)

"At the end of the activity, I've realized that planning was very practical for me and I would use it for my next listening". (S8)

Considering from what students said in their learning diary, students applied these strategies which were really useful for them regardless of what roles they served in the PM DA-SRS process. As pointed out by Oxford (1990), metacognition is accepted as a process that affects the student's learning process. It is composed of metacognitive strategies such as planning, organizing, monitoring, and evaluating which develop necessary skills important to self-regulated learning. In the same vein, Haywood and Lidz (2007) believe that metacognition concerns the ability to self-regulate, to plan, and to organize. It involves the ability to function flexibly and to

retrieve relevant information from long-term memory into working memory. Therefore, it can be deduced from here that the use of metacognitive strategies or SRS in this study paves the way for all students to become more self-regulated in their learning process.

The findings of this study correspond to Flavell's (1979) metacognition theory which states that metacognitive strategies are used to regulate, plan, monitor, and evaluate the effectiveness of activities. Thus, there is a relationship between metacognition and self-regulation. Similarly, Bandura (1977) contends that students can be described as self-regulated to the degree they are metacognitively in their own learning process. Students need to be able to direct their own efforts to acquire knowledge rather than relying on teachers.

The implication is that the application of peer mediation under the DA framework enables students to take responsibilities for their own learning, which paves the way for them to possess self-regulated learning behavior. Therefore, students should be assigned to take some active roles in class such as the peer mediator role. This can automatically encourage students to apply metacognitive skills in order to perform the assigned roles successfully and effectively.

Intrinsic motivation

Another additional reason to explain why students held a high degree of self-regulation relates to the students' intrinsic motivation, which is considered a psychological construct that activates the self-regulation process (Zimmerman, 2008).

Satisfaction can be described as intrinsic motivation (Ryan & Deci, 2000). In this study, student as a peer mediator was satisfied with experiencing a new challenging task whereas student as an active participant was satisfied with having student as a peer mediator and the learning listening in small group.

As a peer mediator, students learned and practiced how to provide mediating prompts ranging from the most implicit to the most explicit during the second module of the PM DA-SRS process. At this point, it can be said that all students were exposed to a new English language learning experience in which they have never had before, particularly the part of taking the peer mediators of the group instead of teacher. Therefore, it might be possible that students were eager, curious, or even interested to actively take part in the process. The evidence to support this could be obtained from the qualitative data of the semi-structured interview (see details in 4.4.2.1). Below are excerpts released from each student.

“Actually, I wanted to attend class when I acted the peer mediator of the group. This was because I wanted to know whether or not my group members would be able to give correct answers after having received the mediating prompts”. (S4)

“I was curious to know whether or not I could perform the mediator role successfully so, of course, I wanted to go to class to prove that. Also, the process was challenging for me since I never did something like this before. Of course, I felt nervous and worried before taking the role. But after I did the role, I felt proud of myself for being able to help my friend reach the correct answer. Being the peer mediator was not as difficult as I thought”. (S9)

Based on the excerpts, it can be assumed that students wanted to try taking the peer mediator role of the group, which was a challenging task for them. Ryan and Deci's (2000) self-determination theory contend that human beings always look for what evokes their interest and attempt to overcome the challenges they encounter. Satisfaction is described as an intrinsic motivation which “makes an individual do an activity for its inherent satisfactions, for fun, or the challenge entailed, rather than for some separable consequence” (p.56). This can explain why students who acted as peer mediators were intrinsically motivated.

As an active participant, each student was called by the peer mediator to answer questions in their listening worksheets during the application of the PM DA-SRS

instructional process in the third module. In case any student gave a wrong response, the peer mediator offered the prompt as a feedback. Under this situation, one good point of having student as a peer mediator is based on the fact that there is less social distance among students, which makes students become more relaxed comparing to the time with the teacher in the class (Garcia & Asencion, 2001). Therefore, it can be said that the assistance from the peer mediator, not from the teacher, had a positive impact on the student's intrinsic motivation.

Drawing on what students felt about the PM DA-SRS instructional process, they were satisfied and enjoyed the learning process from having student as a peer mediator. Here are some examples from their learning diaries (Table 4.8).

"I preferred student as a peer mediator since it was easier for me to answer the questions. I dared to answer the questions without having fear that my answer might have been right or wrong. If I went wrong, my group mediator could explain and help members to get the right answer". (S3)

"I was not shy but felt comfortable to answer questions especially when having my friend as my PM". (S5)

"Having a student as a peer mediator was better. I felt so stressed and did not want to answer or say anything back to the teacher. But when my friend was the peer mediator, it was a different feeling. I felt much better because we were close to each other like there was no gap between us and I dared to answer question from my friend rather than from the teacher". (S6)

The excerpts showed that students felt more comfortable to answer questions raised by their peers as pointed out by Erfani and Nikbin (2015) that peer mediation helps encourage learners to attend class and take part in problem-solving situations.

Apart from having student as a peer mediator, what students also liked about the PM DA-SRS instructional process relates to learning listening small group. In a group

of four to five, students were less tense when working on the assigned tasks. The following excerpts revealed what each student said in their learning diaries (Table 4.8).

“I was not stressed at all when doing activities in a small group and the peer mediator could reach us more easily than teacher compared to a normal class with a lot of other students”. (S27)

“I felt more comfortable to come to class because it was a listening in small group, which was better than listening in the big class with no interaction”. (S29)

The excerpts showed that student as an active participant was satisfied with the PM DA-SRS process due to two main reasons, which were having students as a peer mediator instead of teacher and learning listening in small group. Satisfaction can be categorized as part of intrinsic motivation. Zimmerman (2002, 2013) comments that increases in self-satisfaction enhance learners' motivation that leads them to feel satisfied, which in turn sustains their efforts to learn, whereas decreases in self-satisfaction lead to lowering learners' self-efficacy level and discouraging them from further efforts to learn.

The findings of this study reinforce the importance of the students' intrinsic motivation no matter what roles students performed. The intrinsic motivation of those as peer mediators was generated by their satisfaction to experience challenging tasks they have never had before whereas those of active participants occurred from peer mediation and learning listening in small group. With intrinsic motivation, students' responsibility and willingness to engage in language learning process increase (Benson, 2007). This, as a result, paves the way for students to become more engaged in self-regulated learning.

The findings of this study appear to support the results of a study conducted by Kusumaningrum and Karma (2018) which explored the attitudes of high school

students towards the effect of DA interventionist approach on speaking skill in classroom setting. The results of the study showed that the mediation during the DA process positively affected the student's learning motivation while the student's anxiety was minimized during the implementation of DA process. The findings of this study are also in line with the self-determination theory advocated by Ryan and Deci (2000), which states that intrinsic motivation refers to a state in which learners are willing to learn a subject matter or target skills for a variety of reasons, such as interest in the content or a desire to overcome challenges.

The findings imply that a good rapport between student-student relationship is a fundamental need particularly in student-centered approach as a way towards increasing the student's intrinsic motivation to learn the language, which should be embedded into language curricula and instructional approaches. This statement can be explained by Noels, Pelletier, Clement, and Vallerand (2003) who state that intrinsic motivation helps to promote L2 learners' autonomy and self-regulation towards the learning. As a result, students will keep on learning when they are no longer in a formal classroom setting (Oxford, 1990).

In conclusion, there are two major reasons leading to the development of the student's self-regulation. The first reason relates to the student's engagement in metacognition while another reason deals with the intrinsic motivation, which directly affects to the level of self-regulation.

5.2.3.2 Theme 2: The reduction of mediating prompts

The data of the VDO recordings showed that the total number of mediating prompts used by six groups throughout the course of the study gradually decreased (Table 4.10 and Figure 4.1). During the five sessions of PM DA-SRS instructional process, the descending pattern in the use of mediating prompts was demonstrated. The

data of the VDO recordings pointed out that the total number of mediating prompts used by six groups in the first session was 56, which gradually decreased to 49 in Session II and to 31 in the last session. The lower number in the use of mediating prompts served as a good indicator that the students' listening comprehension ability has increased. The possible reasons to explain the reduction of mediating prompts are as follows.

The development of student's cognitive thinking process

In this study, the student's cognitive thinking process has developed from the provision of mediating prompts offered by the peer mediator. During the provision of mediating prompts in the third module of the PM DA-SRS process, the peer mediator did not provide the correct answer right away. Instead, the peer mediator stimulated and gave room for the student's self-correction with mediating prompts starting from the most implicit to the most explicit. If students still could not answer accurately, the peer mediator continued to further provide a more explicit mediating prompt which was systematically prepared in advance by the teacher/researcher. By providing mediating prompts, it helped not only to reduce the chances of the students' inaccurate guesses, but also to raise the students' consciousness of the key elements and organization of the listening text since they were supposed to collect pieces of information received from the mediating prompts from their peer mediator before reaching a correct response. Therefore, it can be said that the provision of mediating prompts helped students to foster their cognitive thinking and to reconstruct the possible correct response rather than waiting for spoon-feeding (Li, 2017). This can be considered as a process-oriented approach. It clearly reflects how the students actively learned how to listen after having received mediating prompts, which comprise all cognitive functions that are not yet "fully developed but are in the process of maturing" (Ableeva, 2010, p. 7).

The evidence to support this could be obtained from the finding of the student's semi-structured interview which asked students how the mediating prompts helped them to develop their cognitive thinking process. (see details in 4.4.2.1). Here are some examples.

“When I could not answer the questions, the group mediator helped me by offering some mediating prompts. The use of mediating prompts helped me think further. For example, giving me the keyword helped me think further what could lead me to the correct answer. Overall, the mediating prompts helped me to answer questions in the listening worksheet accurately.” (S2)

“By receiving many prompts, I learned to think step by step. For example, when the mediator gave the third prompt, it helped me think in a deeper detail on my own. It was like a step-by-step process and I really got better understanding.” (S29)

From the students' perspectives, the term “think further” and “think step by step” can be assumed that consciousness of one's learning enhances his/her cognitive development (Holzman, 2009). This statement is supported by many researchers. For example, Poehner (2008) states that DA is not only seen as an assessment method but rather the framework of the integration of teaching and assessing to understand learners' talents and to support their cognitive development. To Kinginger (2002), DA offers learners' cognitive development within social context, which helps students to understand the process of deductive reasoning and problem solving. Similarly, Kozulin and Garb (2002) believe that DA procedures are so applicable and effective in the development of cognitive performance, which is also useful in other areas particularly in the EFL context.

The findings here correspond to the results of Khoshsima and Izadi's (2014) study to compare two forms of dynamic assessment and standard assessment of university students' listening comprehension. Following the interventionist DA approach, 59 university students were randomly assigned to two groups. The dynamic-supported group received pre-scripted mediating prompts from the researcher when they failed to provide correct response to the questions. Students in another group

received no mediation. The results showed that dynamic learning significantly increased the student's consciousness and cognitive level by directing their attention to the key information in listening which helped them to have a better understanding.

In addition, the findings here are also in line with Ableeva's (2010) study which stated that mediational strategies in dynamic assessment was beneficial for students to activate their cognitive processes, which led to the development of listening ability. In contrast to the current study, Ableeva's study followed the interactionist DA approach with one-to-one interaction which offered non-standardized mediation including leading questions, hints and prompts while the provision of mediation in this study was based on a set of pre-scripted mediating prompts prepared in advance ranging from the most implicit to the most explicit forms.

Despite the difference in the application of DA approaches, it can be concluded from here that the mediation from both interventionist and interactionist models which reveal the accurate or current level of students' cognitive potential is conducive to more cognitive learning and also assists university students to reach a higher level of their learning ability. Therefore, what can be implied is that the integration of interventionist and interactionist DA approaches can be another alternative approach to promote the university students' listening comprehension in the context of classroom setting.

Regular listening practice

No one denies that successful listening skill needs a lot of practice. For those acting as peer mediators, they received a package of audio files with scripts of listening texts three days before each PM DA-SRS session started. The peer mediators could practice listening as many times as they could until they understood the content of the texts before coming to class. Although each student took the peer mediator role only once, they became more aware of what they needed to do in a systematic way in order

to have a better listening performance. In other words, their level of awareness to become an effective listener increased after having been motivated and trained to be peer mediators during the second module of the PM DA-SRS instructional process.

The evidence to support this could be drawn from what one student said in the semi-structured interview asking about what benefits she received from the PM DA-SRS instructional process, here is her response (see details in 4.4.2.1).

“The process let us practice listening all the time. The more I listened to the listening texts, the more I understood the stories. Also, it was important to pay attention to the listening texts and became more active all the time no matter you acted as a peer mediator or as a participant. Being a peer mediator, I needed to listen to listening texts more than one time to understand the story. This made me realize that if I wanted to improve my listening skill, practice made perfect. So, I planned to practice listening more and more. Well...as a participant, I needed to stay active all the time because I might be called to answer the question any time during the process”. (S1)

As an active participant, students regularly received listening practices. According to the schedule of the PM DA-SRS instructional process (Table 3.10), students practiced listening almost every class during weeks 4 to 11. In each session, students were exposed to many different types of listening texts with various accents which included short talks, lectures, and business talks. After listening, students needed to complete listening exercises such as completing gap fills and transcriptions. Through regular listening practice in the classroom, students involved in both top-down and bottom-up listening processes. Top-down process enabled students to develop real-life listening skill while bottom-up approach helped students with word recognition skill (Vandergrift, 2004). As a result, students became more familiar with varying speeds and accents from many different listening texts while at the same time, they could expand the vocabulary knowledge. The evidence to support this could be obtained from the finding of the semi-structured interview as follows (see details in 4.4.2.1).

“This activity forced the students to listen to many listening texts, which had different accents. At first, I did not understand much because speakers talked too fast. However, as time passed by, I think I could gradually catch up more and understood the stories better because I got used to it”. (S4)

It can be summarized that when students were accustomed to varying speeds and accents from many different listening texts through regular listening practice, they were likely to become effective listeners. This clearly reflects learning effort which is an unstable factor over which the learner can exercise a great deal of control (Weiner, 1986). Learners who accept learning responsibility and put effort into their learning are likely to recognize their learning achievement or success resulted from their personal effort.

The findings from here support the results of a study conducted by Ashraf, Motallebzadeh, and Ghazizadeh (2016) which investigated the impact of electronic-based dynamic assessment on the listening skill of EFL students aged between 26 to 38 years old. Following the interventionist DA approach, students in the experimental group were asked to install Telegram Mobile Software on their smart mobile phones so that could receive the audio files and practice listening as often as possible. Pre-scripted mediating prompts for every question were also sent to help the group respond more accurately. Audio files were brought to class while the teacher/researcher provided a set of pre-scripted mediating prompts to those having listening problems. The analyses of the quantitative data from the pretest and posttest indicated that the treatment which referred to the mediation with student's listening practice helped to develop the listening performance of students in the experimental group significantly.

The findings of Ashraf, Motallebzadeh, and Ghazizadeh's (2016) and the current studies reinforce the statement “practice makes perfect”. The implication is that regular listening practice should be supported by having collaborative activities in class which will be more effective to build the student's comprehension as they compare the

way they listen and share their listening experience in a form of group discussion. As a result, students can “receive a lot of comprehensible and enjoyable listening input” (Renandya & Farrell, 2010, p. 5).

What can be concluded is that there are two major reasons leading to the reduction of mediating prompts, which relate to the development of student’s cognitive thinking process and the regular listening practice.

5.2.3.3. Theme 3: The increased frequency of progressive moves

The qualitative data of the VDO recordings, which showed the increased frequency of students’ progressive moves throughout the course of the study (see Appendix K2 for the students’ use of responsive moves), indicated that the total number of progressive moves used by every group outweighed the regressive ones by 42 (Table 4.11 and Figure 4.2). This represents the development process of the students’ listening ability occurred over the time of this study. There are two reasons to explain this. The first one is due to the regular listening practice discussed in section 5.2.3.2 while another reason relates to the high use of Prompt 2: Replaying the segment of the listening text.

High use of Prompt 2: Replaying the segment of the listening text

Based on the findings of a full VDO data transcription (Appendix K1) in this study, the most frequent and fruitful mediating prompts employed by the peer mediators of every group throughout the five sessions of PM DA-SRS instructional process was replaying the segment of the listening text.

During the second module of peer mediator training, students were trained to replay only the segment of the listening text relating to the questions in the listening worksheet. Since the mediating prompts were prepared in advance by the teacher/researcher, which part of listening text for the replay was clearly stated to peer

mediator students. By replaying the segment of the listening text, students as active participants were able to narrow their focus to the part where they had some misunderstandings. Even when students had no idea what the listening text was about, replaying the segment of the listening text provided an opportunity for students to re-listen or to refresh the memory. Consequently, students were able to find out which part they failed to catch during the first listening since this prompt also helped to refresh the overall content of the text for students.

When asked how replaying the segment of the listening text helped students as active participants to understand the listening text better, here are some responses taken from the results of the semi-structured interview (see more details in 4.4.2.1).

“Apart from having more chances to practice listening under this process, I could answer comprehension questions in the worksheet more correctly. When the peer mediator replayed the audio file especially the parts I had problems with, I knew where to focus. I knew which part was important and which part could lead me to the correct response”. (S6)

“I have practiced listening many times from this class. At first, I could not catch up with some important information so, I could not answer the questions in the worksheet. Normally, I was not able to remember and understand everything from the first time of listening. However, when we were in group with having a peer mediator, it helped me to understand better since the peer mediator always replayed that part that I could not catch at the first time. At least, it let me realize what that part was about”. (S7)

The excerpts clearly showed how replaying the segment of the listening text helped those who could not understand the listening text nor answer the comprehension questions in their listening worksheets. Interestingly, it is worth mentioning that the increased number of progressive moves pointed to the fact that although the provision of mediating prompts did not always lead to the appropriate or correct answer, the students' listening comprehension ability was continuously developing.

In line with the findings of this study are those conducted by Ableeva (2010) and Marzban, Bagheri, and Sadighi (2017). Although the two studies followed the

interactionist DA approach to enhance university students' listening comprehension in an EFL context, the results of their studies indicated that replaying the segment of the listening text or focused replay was proved to be the most frequent and useful prompt to develop the students' listening ability.

The findings here imply that replaying the segment of the listening text is useful and appropriate for teaching English listening no matter what interventionist or interactionist DA approaches to be applied. In case that DA approach is not applied in normal listening class, teachers should consider focused replay in order to give students repeated exposure to the passage as well as to develop their general aural recognition and comprehension skills (Renandya, 2011, p. 37), instead of just providing the correct response to students immediately.

5.2.3.4 Theme 4: The use of listening strategies

As discussed in section 5.2.3.1, the findings from the SRS questionnaire indicated that overall the students' use of listening strategies was at high level. Other evidence to support the questionnaire finding could also be obtained from the strategy checklist, the learning diary, the VDO recording, and the teacher's observation. When considering the strategy checklist result, the students' use of listening strategies in percentages gradually increased from 16% in the first session to 17% in the second session and climbed up to 24% in the last session of conducting the PM DA-SRS instructional process (Table 4.12 and Figure 4.3). The possible reason to explain the increased use of listening strategies is as follows.

The provision of pre-scripted mediating prompts

The provision of pre-scripted mediating prompts leads to the increased use of listening strategies which in turn helps to develop the students' English listening comprehension ability.

In this study, five mediating prompts ranging from the most implicit to the most explicit functioned differently as follows.

The first and main function of pre-scripted mediating prompts was served as a way to encourage students to apply all learned strategies so that they would be able to understand listening texts and to complete a set of comprehension questions in their listening worksheets independently with accuracy. It helped in the student's awareness raising in the use of listening strategies which is very essential for language learners to know how to organize them and transfer them to new language learning contexts systematically (Chamot, 2004; Cohen, 2007; Latifi, Tavakoli, & Dabaghi, 2014; Mareschal, 2007; Mendelsohn, 2001; Vandergrift & Tafaghodtari, 2010). This is supported by the hypothesis of Cognitive Psychology that second language acquisition (SLA), like other learning, requires learners' awareness and attention in what is being attended to. With awareness raising in the use of listening strategy, students will be able to manage their listening task to become less problematic and comprehend the listening material better (Vandergrift, 2004).

Besides, Kozulin and Garb (2002) justify the provision of mediation that they mediated for their students which strategies required in each question so that their students would be able to perform their tasks independently. For example, Prompt 2 (replaying the segment of the listening text) was used in order to encourage students to apply focusing attentively and double-checking strategies. When group members could not reach a correct response, the peer mediator replayed only some specific parts of the listening text to make group members realize which part they needed to focus on in order to reach a correct response. In other words, Prompt 2 was used in order to encourage students to apply the strategy of focusing attentively. For those who already understood the listening text, replaying the segment of the listening text

could be served as the use of double-checking strategy, which was employed to verify their understanding across comprehension questions in their listening worksheets during the second time of listening. In short, Prompt 2 helped to refresh the content of the text for students (Ableeva, 2010). Moreover, Prompt 3 (giving the key word) was used in order to signal the main idea of the listening text to students, which could be compared to the use of conceptualizing broadly strategy or listening for main idea. When students received some key words, they would be able to recognize which parts they needed to focus on in order to lead them to obtain the main idea of the listening text.

The evidence to prove that Prompts 2 and 3 stimulated the use focusing attentively and conceptualizing broadly strategies could be obtained from the SRS questionnaire demonstrated (Table 4.6). The quantitative data showed that the most highly used cognitive listening strategy referred to focusing attentively ($M = 4.34$, $SD = 0.57$), followed by conceptualizing broadly or listening for main ideas ($M = 4.16$, $SD = 0.70$).

Furthermore, the qualitative data from the semi-structure interview could also be served as another piece of evidence to support how students used the mediating prompts (see details in 4.4.2.1). Here are the excerpts from two students.

“Apart from having more chances to practice listening under this process, I could answer comprehension questions in the worksheet more correctly. When the peer mediator replayed the audio file especially the parts I had problems with, I knew where to focus. I knew which part was important and which part could lead me to the correct response”. (S6)

“I’ve got a better understanding from the prompts. When I got keywords from the peer mediator, I knew which part was important in the listening text so, I tried to understand that particular part in order to have an overall understanding”. (S9)

According to S6, the provision of Prompt 2 which was replaying the segment of the listening text allowed S6 to be aware which part to be focused. This can be compared to the use of focusing attentively strategy. In the same vein, Prompt 3 which was giving a key word allowed students to be able to realize which part served as the main idea of the listening text. Therefore, it can be said that the use of Prompt 2 and Prompt 3 helped to encourage students to apply the two listening strategies of conceptualizing broadly and focusing attentively.

Apart from being served as a way to encourage students to apply all learned strategies, the second function of pre-scripted mediating prompts helped to motivate students to participate and reconsider their performances. For example, Prompt 1 (accepting or rejecting response) assisted students to engage or take part in the PM DA-SRS process. According to Poehner (2008), this strategic form of mediation encourages students to engage in the peer mediator-student interaction. By accepting response, the peer mediator showed encouragement to students who answered correctly. Based on the teacher's observation, the encouragement was shown in the form of nonverbal behaviors such as nodding heads with smiling. This helped students to become more confident that their comprehension to the listening text was correct. However, when the student's response was rejected, it helped students to reflect on and to reattempt to reformulate their response. In addition, the peer mediator's accepting or rejecting response also energized the students to maintain and continue paying attention to the DA procedure (Taheri, 2016).

In order to examine the effect of providing Prompt 1, a sample of Excerpt 6 is presented here as a representative of how Prompt 1 functioned (see Appendix K1 for a full VDO data transcription).

Excerpt 6: Group 6

1. S26 (PM). Ok, what is the answer for the first question?
2. S27. The university.
3. S26 (PM). Yes, very good. What about question number two?
4. S29. It's marketing.
5. S26 (PM). What about question number three?
6. S28. Take note.
7. S30. Jot down the important things
8. S29. Write in your own word.
9. S26 (PM). Umm, almost correct. For this question, there are three main points. The first one is to jot down, the second one is to write in your own word, and the last one is to use...
10. S27. Abbreviation.

As appeared in Excerpt 6, line 3 indicates that the peer mediator (S26) confirmed the response and line 9 shows that the peer mediator (26) rejected the response. Although the answer was not all correct, the use of Prompt 1 helped to stimulate the students to continue taking part in the PM DA-SRS process.

The function underlying Prompt 4 (translation) was to help students overcome or resolve the problem and support them in doing so. For example, providing translation in Thai language helped to raise students' consciousness towards the topical and world knowledge. This level of mediating prompt offered greater levels of assistance through activating the required schemata (Izadi, Khoshsim, Nourmohammadi, & Yarahmadzahi, 2018).

In order to examine the effect of providing Prompt 4, a sample of Excerpt 12 is presented here as a representative of how Prompt 4 functioned (see Appendix K1 for a full VDO data transcription).

Excerpt 12: Group 6

24. S27 (PM). What's the position Anna applies for?
25. S29. Sales executive.
26. S27 (PM). Right. The next question?
27. S30. Promote and sell cloth?
28. S27 (PM). No, let's listen again.

After listening

29. S28. Promote and sell a range of cloth.

30. S27 (PM). Yes. The third question,

31. S26. Time keeping?

32. S27 (PM). No. Let's listen again.

After listening

33. S27 (PM). Got it?

34. S29. Organize?

35. S27 (PM). A position to take care of cash management of the company. That's the key word.

Silence

36. S27 (PM). A treasurer (Translating in Thai)

37. S30. It's a treasurer.

This excerpt illustrated S29's inability to answer correctly after having received the third prompt in line 12. This prompted the peer mediator (S27) to provide Prompt 4 (translation) in line 13 to help students overcome or resolve the problem. By supporting students with Thai translation helped S30 to activate her schemata, resulting in a correct response in line 14.

The last function of the pre-scripted mediating prompts was to probe for the students' understanding of the listening texts which could be seen from Prompt 5 (providing the correct response with explanation). When no other prompts, the last and most explicit mediation was aimed to convey an instructional value and to reflect an instructional function of DA, which helped to guide students to notice the gaps in their knowledge and accordingly to enhance their listening comprehension (Izadi, Khoshsima, Nourmohammadi, & Yarahmadzahi, 2018). Since DA helps students to develop to a higher level of their actual performance through mediation, Prompt 5 is generally used whenever students cannot decode a word or structure (Taheri, 2016).

The results of the study illustrate that the interventionist approach of DA mediation resulted in the development of the students' English listening comprehension ability. The findings here are congruent with the results of Khoshsima and Izadi's (2014) study which followed the interventionist DA approach using six pre-scripted

mediating prompts as strategies to develop the university students' listening comprehension ability. Based on their findings, it was empirically confirmed that DA students experiencing pre-scripted mediating prompts yielded higher levels of comprehension on the listening tasks than those in another group. Therefore, Khoshshima and Izadi (2014) concluded that DA allowed teachers to learn the student's current level of cognitive potential and to indicate what elements that caused listening difficulties for their students.

There have also been other DA research studies which apply the pre-scripted mediation following the interventionist approach to develop the student's ability, though not discussed in listening skill. For example, Kozulin and Garb (2002) relied on the interventionist design to improve the reading skill of EFL young adults. The researchers assessed the students' ability to learn and went through the test with the students by mediating for them what strategies required in each question and teaching them how to transfer strategies from one task to another. The findings revealed that the student's performance on the posttest was better resulted from the mediation. Taheri and Dastjerdi (2016) conducted a study to develop the writing skill of intermediate EFL learners aged from 15 to 30 years old. Students from the experimental group received the intervention in the form of pre-scripted mediating prompts served as writing strategies, which were classified into three levels while the control group received no mediation. At the end of the treatment, the analysis of the pretest and posttest scores through t-test revealed that the experimental group did statistically better in the test.

It can be concluded that the interventionist DA approach can be effective and applicable to students with intermediate level of English proficiency. Regarding the number of mediating prompts, it depends on the student's proficiency level. To elaborate, students with high and intermediate English proficiency require lower

number of mediating prompts than those with low performance. The results of this study and other related ones suggest that different designs of three to six mediating prompts be appropriate to assist and correct the performance of students with intermediate level during the intervention. Besides, it should be kept in mind that the development or creation of mediating prompts must be contingent and graduated.

What can be implied from here is that only the strategy instruction may not be sufficient to encourage students to apply all learned strategies. The provision of mediating prompts under the DA framework which can be in the forms of hints, feedback, or leading questions (Poehner, 2008) should be supplemented during the treatment for a more effective result.

5.2.4 The Exploration of Students' Attitudes towards the Application of the PM DA-SRS Instructional Process for the Development of Their Listening Comprehension Ability

With reference to research objective and research question 4 aiming to explore the students' attitudes towards to the application of the PM DA-SRS instructional process, the findings of the PM DA-SRS opinionnaire (Table 4.15) revealed that the students' attitudes towards the application of the process was at high level ($M = 4.02$, $SD = 0.43$). The three domains of academic, social, and psychological benefits of the PM DA-SRS questionnaire will be utilized for the discussion (Table 4.16). Meanwhile, the results of the semi-structured interview revealed the two emerged themes which related to the benefits of the PM DA-SRS instructional process and the problems during the application of the process. Since the first theme was convergent to the findings of the PM DA-SRS opinionnaire, the information obtained from the semi-structured interview will be used to complement the data from the PM DA-SRS opinionnaire in terms of the students' attitudes towards the usefulness of the PM DA-SRS instructional process.

5.2.4.1 Theme 1: Benefits of the PM DA-SRS instructional process

1) Social benefits

The findings of the PM DA-SRS opinionnaire showed that the mean of social benefits was at the highest level ($M = 4.16$, $SD = 0.57$) which were convergent to those of the semi-structured interview. The findings of the semi-structured interview revealed that most students agreed that the PM DA-SRS process provided a great and positive learning atmosphere in class. One possible reason to explain this relates to the students' social relationship.

The students' social relationship

Throughout the five sessions of the PM DA-SRS instructional process in this study, every student was assigned to take the role of peer mediator and active participant working in a small group of four to five students. Students were motivated and encouraged to actively take part in the process. For example, as a peer mediator, students were required to provide mediating prompts to their group members until the correct response was reached. The use of peer mediation improved acceptance of other students' differences and opinions. When students learned to accept and respect different viewpoints from others, it established good relationships among students in the groups (Utley, 2001). Similarly, as an active participant, students were expected to interact with their peer mediator by answering questions. When being actively involved in asking and answering questions with each other in groups on a regular basis, it helps to strengthen the students' social relationship within the classroom (Flood, Wilder, Flood, & Masuda, 2002).

The evidence to support this could be obtained from the excerpts of the students' semi-structured interview (see details in 4.4.2.1) as follows.

"I made more new friends from this activity. By working in the same group for five times, each student took turn being the peer mediator while the rest needed to answer questions. This made the relationship of group members was strengthened. and this made the class become more pleasant since I could get along well with my group members". (S1)

"Being the peer mediator of the group helped me become more patient and opened up to my classmates. For example, talking to my classmates who I did not know before let me have more friends. When everyone knew each other quite well from working in small groups for many times, the classroom atmosphere was not serious but relaxing instead". (S6)

"It seems to me that there was no pressure in the classroom when the students, not the teacher, took the mediator role". (S29)

Based on the excerpts, learning atmosphere in class was relaxing, enjoyable, and friendly. It can be said that a great and positive learning atmosphere in class occurred as a result of the peer mediating process where students were engaged in asking and answering questions in small group. This, in turn, promoted the students' social relationship. The statement is supported by Wilen, Bosse, Hutchinson, and Kindsvatter (2004) who suggest that letting students be involved in the learning process is a fundamental part of establishing a good learning environment. Therefore, this can explain why the students' social relationship led to a great and positive learning atmosphere which reflects positive effects in terms of social benefits of the PM DA-SRS instructional process on students' attitudes.

2) Psychological benefits

The findings of the PM DA-SRS opinionnaire showed that the mean of psychological benefits was at high level ($M = 3.95$, $SD = 0.46$). The findings of the semi-structured interview revealed that the PM DA-SRS instructional process motivated students to learn or to take part in activities in class. One possible reason to explain this is as follows.

Role of teacher

In traditional or static assessment, the teacher has a neutral role. However, the role of teacher in both interventionist and interactionist DA approaches becomes more prominent since the teacher who acts as a mediator needs to make a good relationship with students in order to increase the level of their learning. When considering the role of teacher in the current study which applied the peer-mediated DA, the presence of teacher was still needed as peers may not be a successful resource for the development of a second language (Lantolf, 2000). The teacher had several roles to perform. For example, the teacher as a motivator who needed to use strategies to enhance the students' learning motivation in the classroom (see details in 3.3.5.4). Another example is the teacher as a facilitator who provided assistance and guidance for students when facing difficulties during the peer-mediated intervention session. Besides, the teacher as a trainer who trained students to become effective peer mediators. Based on the findings of the students' learning diaries (Table 4.7), the role of teacher was mentioned by some students in a positive way as follows.

Teacher as a motivator

"The teacher encouraged me to be a good peer mediator and a good active participant who attended class regularly if I wanted to develop my listening skill. As a peer mediator, I was motivated to practice providing mediating prompts so that I could perform my role successfully". (S5)

Teacher as a facilitator

"Before taking the peer mediator role, I practiced giving hints with the teacher. This helped me become less nervous. The teacher kept guiding me how to give the mediating prompts step by step until my friends reached correct answer. This made me feel more confident to take the PM role". (S21)

With several roles the teacher/researcher performed in this study, the teacher/researcher-student relationship in this study became strengthened. As claimed by Ames (1992), the manner in which the teacher interacts with their students in the

classroom definitely plays a significant role on student's learning motivation in language classroom. Thus, the role of teacher under the application of PM DA-SRS instructional process had a great impact on student's learning motivation as students were motivated to attend class and to perform two roles as peer mediators and active participants.

Since the teacher has a great impact on the students' learning motivation and mediating performances, the findings of this study call for teachers who aim to promote student to be peer mediators to be aware of their supportive role. The implication is that it is necessary that teachers systematically plan training sessions and work closely side-by-side with peer mediator students.

3) Academic benefits

The findings of the PM DA-SRS opinionnaire showed that the mean of academic benefits was also at high level ($M = 3.94$, $SD = 0.49$). The findings of the semi-structured interview revealed that the PM DA-SRS instructional process helped students develop their listening ability in various ways such as understanding the listening text better, developing their cognitive thinking skills, and actively paying more attention in class. All of these, as a result, led to the development of their overall listening performance. This can be explained by the two unique characteristics of the PM DA-SRS instructional process discussed as follows.

The intervention of providing mediating prompts

The first characteristic relates to the intervention of providing mediating prompts. During the five sessions of the PM DA-SRS instructional process, students received mediating prompts when they failed to answer correctly and the mediating prompts were provided until the correct response was reached. At this point, 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 the

student's learning performance (Feuerstein, Rand, & Hoffman, 1979; Tzuriel, 1989).

Based on the findings of the semi-structured interview, students agreed that the intervention of pre-scripted mediating prompts helped them learn in various ways.

The evidence to support this could be obtained from the excerpts of the students' semi-structured interview (see details in 4.4.2.1) as follows.

"When I could not answer the questions, the group mediator helped me by offering some mediating prompts. The use of mediating prompts helped me think further. For example, giving me the keyword helped me think further what could lead me to the correct answer. Overall, the mediating prompts helped me to answer questions in the listening worksheet accurately." (S2)

"By receiving many prompts, I learned to think step by step. For example, when the mediator gave the third prompt, it helped me think in a deeper detail on my own. It was like a step-by-step process and I really got better understanding". (S29)

"Apart from having more chances to practice listening under this process, I could answer comprehension questions in the worksheet more correctly. When the peer mediator replayed the audio file especially the parts I had problems with, I knew where to focus. I knew which part was important and which part could lead me to the correct response". (S6)

What students said reinforced how the intervention of providing mediating prompts played a major role in the PM DA-SRS instructional process. Firstly, the mediating prompt (Prompt 3: Giving keywords) enabled students (S2 and S29) learn how to think further and deeper in details on their own, which is an indicator to show the development in their cognitive thinking ability. Secondly, the mediating prompt (Prompt 2: Replaying the segment of the listening text) helped students (S6) know where to focus in order to understand the listening text. Once students had a better understanding, they answered the questions in their listening worksheets correctly.

The following part refers to the second characteristic of dynamic assessment which stimulates active participation in students (Lidz, 1991).

DA as an interactive process

During the intervention session, students acting as active participants were randomly called by the peer mediator to answer questions in their listening worksheets. If one failed to answer, another one was immediately called to reformulate the answer. Thus, students needed to stay alert throughout the session in order to keep up with their learning process.

The evidence to support this could be obtained from the excerpt of the student's semi-structured interview (see details in 4.4.2.1) as follows.

“....so, I planned to practice listening more and more for my own benefit. Well...as a participant, I needed to stay active all the time because I might be called to answer the question any time during the process”. (S1)

It can be clearly seen that the PM DA-SRS instructional process forced S1 to stay active and pay attention to her group all the time due to the interactive process of dynamic assessment. As explained by Lidz (1991), the assessor in DA process actively works to facilitate learning and induces active participation in the learner.

In short, it can be explained that the two characteristics of the PM DA-SRS instructional process which are the intervention of providing mediating prompts and its interactive process led to several academic benefits. Students understood the listening text better, developed their cognitive thinking skills, and actively paid more attention to class. These, therefore, reflect positive effects in terms of academic benefits of the PM DA-SRS instructional process on students' attitudes.

The findings of this study in terms of academic, social, and psychological benefits imply that 21st century students have found a new way to learn and improve themselves in English language acquisition. One approach to promote their

performance is learning through peer interaction or peer mediation which allows students to take the peer mediator role.

Since the results of the semi-structured interview relating to the first theme of the benefits of the PM DA-SRS process was discussed in the previous section, it is also worth mentioning another theme which was the problems during the application of the PM DA-SRS instructional process.

5.2.4.2 Theme 2: Problems during the application of the PM DA-SRS instructional process

The findings of the semi-structured interview revealed that there were two major problems with which the students confronted during the PM DA-SRS instructional process. The first problem which related to the noise and interference problem occurred because of the following reason.

Replaying listening texts from different Bluetooth loudspeakers

In the current study, since each group was provided with one portable Bluetooth loudspeaker, the noise and interference problem occurred when peer mediators of each group replayed the listening texts to their group members from different loudspeakers. Even though the size of the classroom used for this study could accommodate up to 90 students, the noise and interference still occurred since every group did not replay the listening text at the same time. It is true that L2 listeners often have more difficulties in perceiving and understanding speech in the presence of noise than native listeners. Regarding to the difficulties in listening comprehension, Yagang (1994) attributes the difficulty of listening comprehension in four sources which include the message, the speaker, the listener, and the physical setting.

One student voiced her concern on noise and interference problems following the application of the PM DA-SRS instructional process as exemplified here:

“I had a hard time trying to understand to the listening text especially when the mediators of other groups started to call out their participants to answer the questions and when the mediators had to replay the audio files as a prompt to help those who could not give correct response. In my opinion, the process should have been conducted in a larger room so that each group could sit in their own area and the students would not be distracted by the noise of other groups”. (S6)

The findings here are supportive of the findings from Hasan’s (2000) study that one important factor which hinders the students’ listening comprehension centers on poor conditions in the classroom. The poor conditions include background noises on the recording and environmental noise which can take the listeners’ mind off the content of a listening passage.

The findings of this study suggest the use of individual earphone connected to the portable Bluetooth loudspeaker in order to reduce the noise and interference problem in classroom setting during the PM DA-SRS instructional process. Earphones can be accessories to help students stay focused and concentrate on their listening texts without being interrupted. Students can exploit technology to improve their listening skills when learning outside the classroom. In order to be attuned to each listener’s capacity, individualized listening tools such as MP3 players are found to be more acceptable when handling students with poor linguistic ability and poor metacognitive awareness (Durroux, Poussard, Lavaur, & Aparicio, 2011).

Another problem found during the application of the PM DA-SRS instructional process was the mediator role-related problem. This occurred due to the following reason.

Not sufficient time to get students familiar with the process of mediation provision

Due to the time constraints with only two sessions spent for training students to be peer mediators during the second module of the PM DA-SRS instructional process, it seemed that students did not have enough time to practice providing mediating

prompts. Students complained that the preparation period for the peer mediator role was not sufficient. As a result, some peer mediators did not perform their roles effectively. Here is an example of the student's complaint.

“It seemed that some peer mediators did not have enough practice on offering mediating prompts. Students who took the peer mediator role should have realized that they had to be responsible not only to themselves but also to other participants in the group. For the most effective result, they should have practiced listening for themselves and practiced offering hints to the group members many times before taking the peer mediator role”. (S29)

Based on what S29 said, it can be implied that more time should be allocated for training sessions while at the same time, students should be trained to have more awareness that they have to be responsible not only for themselves but for other group members as well. With sufficient training and practice, students are expected to become more familiar with the provision of mediating prompts and to be ready for the peer mediator role.

In short, it can be concluded that all students in this study could be peer mediators but not all of them were ready for the role. Students with high level of self-responsibility were likely to perform the peer mediator role very well since they prepared themselves in advance by practicing listening to the texts and providing mediating prompts. On the other hand, it was not surprising that those with low level of self-responsibility who lacked of practices would not be able to become good and effective peer mediators.

To address the question: “How ready are the research participants to act as a peer mediator?”, it depends on several factors. One major factor is that students must be able to understand the principles of the interventionist DA approach and be able to apply or follow the process accurately particularly in the provision of mediating

prompts. For example, students need to understand that the mediating prompts arranged in advance from the most implicit to the most explicit must be provided in sequence. Another factor depends on the student's level of self-responsibility. Students with high level of self-responsibility are likely to perform better than those with low level of self-responsibility.

For readers' convenience, the summary of the discussions in relation to the findings of the four research objectives are displayed in Table 5.2.



Table 5.2: Summary of the Discussions in Relation to the Findings of the Four Research Objectives

Phase	Research Objectives	Results	Discussions
Phase I: Instructional Development Process	1.To develop the PM DA-SRS instructional process for its applicability in the listening instruction	$t(24) = -5.99, p < 0.05$ ES = 2.22	<ul style="list-style-type: none"> The integration of the three major components of PM, DA, and SRS into an instructional process. The implementation of the PM DA-SRS instructional process in Phase I The evaluation of the PM DA-SRS instructional process
		(M= 3.91, SD= 0.73)	
		(M= 4.43, SD= 0.53)	
		Two themes from the semi-structured interview Theme 1: Problems related to the provision of mediating prompts Theme 2: Problems related to the insufficient time for peer mediator training	
Phase II: Main Study	2.To investigate the effects of the PM DA-SRS instructional process on the development of the students' listening comprehension ability	$t(28) = -12.29, p < 0.05$ ES = 2.28	<ul style="list-style-type: none"> In relation to the research objective and research question 3
		Theme 1: The development of self-regulation	
		Theme 2: The reduction of mediating prompts	
		Theme 3: The increased frequency of progressive moves	
	3.To examine how the PM DA-SRS instructional process can enhance the students' listening comprehension ability	Theme 4: The use of listening strategies	<ul style="list-style-type: none"> The student's engagement in metacognition Intrinsic motivation The development of student's cognitive thinking process Regular listening practice High use of Prompt 2: Replaying the segment of the listening text The provision of pre-scripted mediating prompts
		Theme 1: Benefits of the PM DA-SRS instructional process	
		Social benefits (M= 4.16, SD= 0.57)	
		Psychological benefits (M= 3.94, SD= 0.46)	
	4.To explore the students' attitudes towards the application of the PM DA-SRS instructional process for the development of their listening comprehension ability.	Academic benefits (M= 3.93, SD= 0.49)	<ul style="list-style-type: none"> The students' social relationship Role of teacher The invention of providing mediating prompts DA as an intervention process Replaying listening texts from different Bluetooth loudspeakers Not sufficient time to get students familiar with the process of mediation provision
		Theme 2: Problems during the application of the PM DA-SRS instructional process	
		1 st problem: Noise and interference problem	
		2 nd problem: mediator role-related problem	

5.3 Recommendations

There are a number of recommendations for educational administrators, for teachers of English, and for further research as follows.

5.3.1 Recommendations for Educational Administrators

1. Since the findings of this study showed that students were able to take the peer mediator role in providing assistance in the form of mediating prompts to their group members, educational administrators should promote the educational policy to be more student-centered, which is the foundation to develop students' capacity for being self-regulated learners for lifelong learning.

2. In order to lead students to successful listening performance and self-regulated learning, education administrators should provide the extra-curricular activities wherein listening and self-regulatory strategies can be introduced and integrated into the existing curriculum. This will allow students to apply self-regulated learning concepts for out of class listening practice. Through this process, students can think of what strategies to be used, reflect on what outcomes they have, or even make plan for future strategy use. As a result, students can see themselves as the agents of their own learning while their self-regulatory skills are strengthened (Graham, 2006).

3. A teacher training of language learning strategies and self-regulatory practice should be set up so that teachers are able to perceive the importance and the advantages of employing them in the language class. According to the research finding of one study (Li, 2017), teachers may resist to integrate listening strategies because they could not realize the importance of strategy integration in listening instruction or even considered it unnecessary. Additionally, some instructors may be reluctant to integrate strategies into listening instruction if the curriculum does not require them to do so. As Goh (2008) points out, some teachers may not have capacity to integrate listening

strategies into their instruction. To achieve this goal, education administrators play an important role in setting up such a teacher training and professional development in language learning strategies, which provides a step-by-step guidance on the strategy integration. Once receiving trainings, teaching quality can be improved.

5.3.2 Recommendations for Teachers of English

1. To help students develop their listening comprehension ability, teachers can consider the application of the PM DA-SRS as an alternative pedagogical process for developing Thai college students' listening comprehension ability. Teachers should change their mindset on listening instructional method. Instead of teaching listening by following the previous routine which focuses on product-oriented listening approaches (Field, 2008; Goh, 2008; Rost, 2002; Vandergrift, 2007), teachers should incorporate the application of dynamic assessment with students as peer mediators together with an explicit strategy instruction in their listening classrooms. This enables students consciously know which strategies to use while listening. Guiding students through the metacognitive processes, students learn how to listen so that they can develop not only their listening performance but also their self-regulatory skills. As pointed out by Oxford (2011), effective strategy instruction never involves merely transferring or transmitting the strategies; instead, it transforms learners from passive learners to be active participants.

2. According to the qualitative findings, most students preferred to work in small groups by having student as a peer mediator rather than teacher as a mediator. Therefore, teachers are recommended to include groupwork structures particularly in the pre- and post- listening stages of the listening task. The data findings clearly showed that students did activate their background knowledge when they discussed the listening topic with their group members during the pre-listening activities. After

listening, students shared their answers with their group members. They also discussed what strategies they used to make them understand the listening text better during the post-listening activities. Under this circumstance, it, therefore, can be assumed that students can gain more knowledge about the listening text and useful recommendations about strategy use from working in group.

3. The qualitative findings of the current study revealed that the teacher played an important role in the process of training students to become effective peer mediators. In the context of this study, the teacher/researcher acted as a facilitator who provided guidelines and suggestions to students. As a motivator, the teacher/researcher developed students' motivation to mediate their peers. All of these are crucial for training students to become peer mediators. Therefore, teachers should adjust their role in providing appropriate and professional advice as well as motivating students to become more self-regulated in their learning, which will lead to more learning effectiveness and achievement. Apart from serving as a motivator and a facilitator, teachers' role can be manifested by creating a social environment in the classroom where students are engaged in collaborative learning. As pointed out by Dörnyei (2001), collaborative learning is one aspect of group motivation which can help students in terms of producing learning gains and student achievement. Therefore, teachers should be responsible for building up an atmosphere in the classroom which not only introduce various learning strategies but also let students feel comfortable in sharing ideas among their classmates since interaction in the classroom directly influences the students' learning progress (Bajrami, 2015).

5.3.3 Recommendations for Further Research

1. The findings of this study revealed that the subjects who were 29 undergraduates of an international university in Thailand with intermediate level of

English proficiency could be peer mediators providing assistance in the form of pre-scripted mediating prompts to their group members. Therefore, a replication of this study with another group of students at another university in Thailand should be conducted to compare and to strengthen the reliability of the findings, as well as to provide some useful contributions about the proposed conceptual framework of PM DA-SRS instruction process.

2. It is highly recommended that all students, no matter they are over or under performers, take part as peer mediators following the framework of dynamic assessment as long as they can be assured that they receive a proper training through regular practice. However, if without regular practice in the provision of mediating prompts, students are not ready to be peer mediators. Moreover, it should be kept in mind that the interventionist DA approach be applied with students who are under-performers since the provision of mediating prompts are pre-scripted and prepared in advance. Therefore, students will not struggle in the provision of mediation. On the other hand, the interactionist DA approach with no pre-scripted mediation can be applied with students who are over-performers as a way to challenge their mediating ability.

3. In regard to the process of training students to be peer mediators Module II of the PM DA-SRS instructional process, only two sessions were spent in this study. One session was for mediation demonstration while another for mediator practice, which were not be sufficient to familiarize students with the process of providing mediating prompts. Additional mediational practice and reflection will help students be able to mediate in a more proper manner. Therefore, a separate study which more focuses on peer mediator training with several opportunities for mediators to refine their practice needs to be undertaken.

4. For a better understanding of the students' use of listening strategies to facilitate individual development in listening comprehension, more longitudinal research studies are recommended. The intervention period in this study lasted for a semester. A longer period of strategy instruction and practice is interesting to investigate.

5. According to Oxford (2017), affective dimension which focuses on emotions plays an important role in second language learning. However, there is a dearth of research written about effective social/affective strategy instruction. One reason for the lack of concern about affective dimension is because most people tend to believe that “cognition and metacognition are all important and that the affective domain does not play a role equal to the cognitive domain” (p. 214). Another reason is that affective strategy instruction might seem “new and more daunting” for some teachers (p. 214), who may not know the benefits of affective strategies or even how to teach them. Therefore, further studies on the development of students' listening comprehension ability are recommended to take social/affective domain into account.

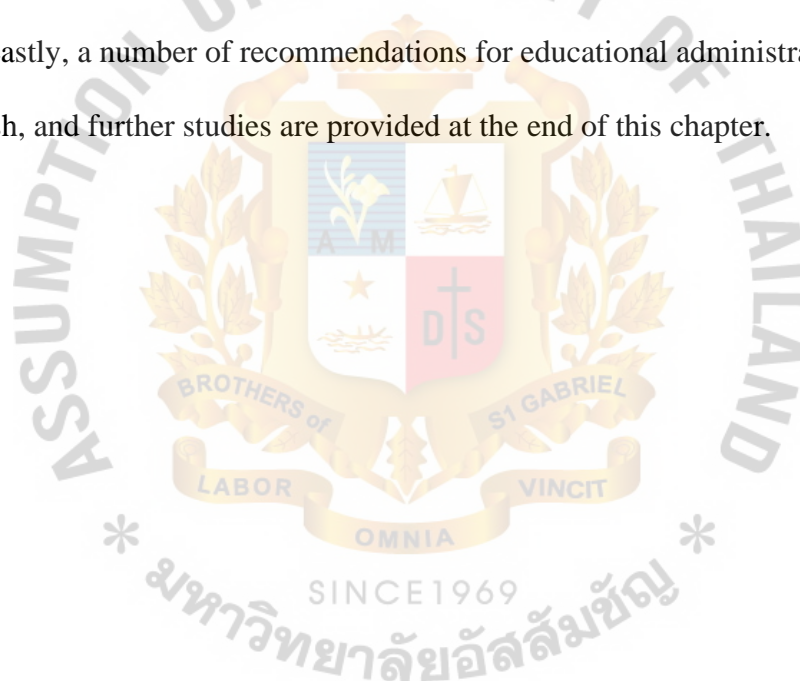
5.4 Chapter Summary

This final chapter commences with the summary of the research study, i.e. the research objectives, research questions, subjects, research design, research instruments, data collection procedures, data analysis, and findings. Then, the research findings were discussed in relation to the research objectives and based on the triangulation of quantitative and qualitative data.

How the PM DA-SRS instructional process has been developed was discussed in relation to the research objective and research question 1. The effects of the PM DA-SRS instructional process on the development of the student's listening comprehension

ability and the effect size were discussed in relation to the research objective and research question 2. The discussions on how the PM DA-SRS process can enhance the students' listening comprehension ability examined possible factors to explain the four emerged themes relating to the development of self-regulation, the reduction of mediating prompts, the increased frequency of responsive moves, and the use of listening strategies. The discussions on attitudes towards the application of the PM DA-SRS instructional process explored possible factors to explain the usefulness of the process in terms of social, psychological, and academic benefits and problems during the application of the process.

Lastly, a number of recommendations for educational administrators, teachers of English, and further studies are provided at the end of this chapter.



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APPENDICES





APPENDIX A

Consent Form

Consent Form

You are invited to participate in an educational research study. This study aims to investigate the effectiveness of the PM DA-SRS on the students' English listening comprehension ability. If you decide to participate, you will be asked to fill out two sets of questionnaires and write learning diaries to reflect your thoughts. Some of you might be requested to take part in the semi-structured interview at the end of the semester.

Your participation in this study should be a memorable and helpful experience for you to continue improving your English listening ability in the future. You have no obligation to participate in this study and are free to withdraw from the experiment any time. In addition, all of your answers from the questionnaires are guaranteed to be kept confidential and will not affect to your grade in the course EN2230 Listening and Speaking.

If you have any questions or doubts about the study, please feel free to directly ask or contact the researcher. The researcher can be reached at the following email address: honeyparinun@yahoo.com. Lastly, if you would like to, the researcher will be more than happy to discuss the findings of the study with you when it is completed. Please make a decision to participate in the study. Your signature indicates that you have read all information above and have decided to participate. You may withdraw your decision at any time if you wish to.

.....
Signature of participate

.....
Date

.....
Signature of researcher Parinun Permpoonsap
Doctoral candidate in the ELT program

.....
Date



APPENDIX B

PM DA-SRS Lesson Plan and Listening Worksheet

Module I: SRS and Listening Strategy Instruction

Lesson 1: SRS

Listening Worksheet 1: SRS

Lesson 2: Listening Strategy

Listening Worksheet 2: Listening Strategy

Module II: Peer Mediator Training

Lesson 1: Overview of DA and Mediator Demonstration

Lesson 2: Mediator Practice

Listening Worksheet: Mediator Practice

Module III: Then Student's PM DA-SRS Application

Session 1: Daily Life Listening

Listening Worksheet 1: Daily Life Listening

Session 2: Business Listening

Listening Worksheet 2: Business Listening

Session 3: Business Listening

Listening Worksheet 3: Business Listening

Session 4: Academic Listening

Listening Worksheet 4: Academic Listening

Session 5: Business Listening

Listening Worksheet 5: Business Listening

Module I: SRS and Listening Strategy Instruction

Lesson 1: SRS

Focus Strategies: Planning/Organizing/Monitoring/Evaluating

Strategy Objective: *Planning* involves selecting appropriate strategies. *Organizing* involves organizing students' thoughts before listening. *Monitoring* and *evaluating* are used to measure students' effectiveness while listening to the texts.

Strategy Rationale: *Planning* helps students select which listening strategies to be used when having listening difficulties. *Organizing* allows students to organize their thoughts before listening. *Monitoring* helps students check if the selected strategies are effective. *Evaluating* helps students verify if the used strategies are successful.

Materials: The daily life listening text and listening worksheet

Procedures:

Strategy	Procedures
1. Planning	<p>Preparation</p> <ol style="list-style-type: none"> 1. Ask students to look at their listening worksheets and ask them how and what they should prepare in advance in order to answer the comprehension questions in their listening worksheets correctly. <p>Presentation</p> <ol style="list-style-type: none"> 2. Teacher explains to students that planning is a very useful strategy. If the students plan by thinking of what listening strategies to be used while listening, it helps them to understand the text better.
2. Organizing	<ol style="list-style-type: none"> 3. Tell students that after planning, they should organize their thoughts what strategies to be used in sequence.
3. Monitoring	<ol style="list-style-type: none"> 4. Tell students that it is also important to monitor or to check if the selected strategies work. And the last step is to evaluate or to measure the effectiveness of strategies they use.
4. Evaluating	<p>Practice</p> <ol style="list-style-type: none"> 5. Have students look at their listening worksheets again and think of what strategies they plan to use in order to answer the comprehension questions. Then, let students listen to the text for the first time and try to finish their worksheets individually. <p>Evaluation</p> <ol style="list-style-type: none"> 6. Teacher calls one student to give his/her answer to one of the comprehension questions. Also, ask that student to explain how he/she plans. Then, discuss with the whole class how to reach the correct answer. <p>Expansion</p> <ol style="list-style-type: none"> 7. Suggest students to apply these four strategies to pre, while, and post listening step. 8. Ask whether students will apply all learned strategies for the next listening task.

Listening Worksheet 1: SRS

Listening Exercise, A

Stage 1: Pre-listening

What you are going to listen to is based on a conversation between a woman and a man who is looking for an apartment. Before you listen to the audio, try to find the answers to Who? What? When? Where? and Why?

- Who are the speakers?
- What are they talking about?
- When is something happening?
- Where is something happening?
- Why are they having a conversation?

Stage 2: While-listening

Now, listen carefully to the conversation.

Questions 1-5: Complete the form with no more than three words for each answer.

Woodside Apartments: Tenant Application Form			
Last name.....James.....	1.....	First	
Address 2.....Street,			Apt.
3.....			
Phone: Home....721-0584.....			Work:
4.....			
Date of birth 5....., 1978			

Questions 6-8: Choose three letters.

- What features will James get with his apartment?
- Study Balcony Garage parking space
- Storage space Exercise club Fireplace Washing machine

Listening Exercise B

Stage 1: Pre-listening

Identify the following words whether they are for comparisons or for contrast.

- In common Correspondingly Otherwise Instead
- Just as Nevertheless Although Even though
- Still While Resemble

Stage 2: While-listening

Questions 1-2: Put X to show if these items are alike or different.

1.

Jobs	Alike	Different
1. Salary		
2. Schedule		
3. Responsibilities		
4. Location		
5. Transportation		

2.

Libraries	Alike	Different
1. Location		
2. Size		
3. Parking facilities		
4. Number of books		
5. Services		

Listening Exercise C

Stage 1: Pre-listening

Discuss with your partners when you hear the following words and phrases that indicate chronological order.

To begin with In childhood Prior to Previously
In conclusion Finally Formerly

Stage 2: While-listening

Questions 1-2: Put these actions in the correct sequence.

1.

.....Fill out application
.....Submit application
.....Get references
.....Pay a deposit
.....Receive notification of apartment
.....Sign lease

2.

.....Leopole Mozart published a book.
.....Wolfgang Mozart began to compose music.
.....Leopole began taking Wolfgang on tours of Europe.
.....Wolfgang Mozart settled in Vienna.
.....Wolfgang’s mother died.

Stage 3: Post-listening

Now, discuss with your classmates by expressing the main points of the text they heard, and whether or not the strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Lesson 2: Listening Strategy

Focus Strategies: Activating knowledge/Conceptualizing broadly/Focusing attentively/Double checking/Predicting/Elaborating/Inferencing/Summarizing/Note-taking

Strategy Objective: *Activating knowledge and predicting* involve anticipating what to listen in advance by using background knowledge. *Conceptualizing broadly* involves listening for gist. *Focusing attentively* is to listen for some specific information. *Double checking* is to make sure the received information is correct. *Predicting* involves anticipating general contents and details. *Inferencing* involves guessing the meaning of new words. *Elaborating* is to use background knowledge in order to understand the listening text better. *Summarizing* and *note-taking* help students to better understand what they listen to and to write down all important main points.

Materials: The academic listening text and listening worksheet

Procedures:

Strategy	Procedures
1. Activating knowledge 2. Predicting	<p>Preparation and Presentation 1</p> <ol style="list-style-type: none"> 1. Teacher asks students what they do before listening the text. 2. Teacher explains the pre-listening strategies which are activating knowledge and predicting. <p>Practice 1</p> <ol style="list-style-type: none"> 3. Tell students that they are going to listen to a topic of “Background Music” and let them predict what they are going to listen to by using background knowledge. <p>Evaluation 1</p> <ol style="list-style-type: none"> 4. Teacher asks students to share their background knowledge and predictions of the listening text. Ask students to write down their answers on the board. <p>Expansion 1</p> <ol style="list-style-type: none"> 5. Suggest students to use the pre-listening strategies before they start to listen. <p>Preparation 2</p> <ol style="list-style-type: none"> 6. Ask students what techniques they use in order to take notes while listening to lectures. <p>Presentation 2</p> <ol style="list-style-type: none"> 7. Introduce three methods of how to take notes; Outlined method, Sentence method, and Charting method. 8. Tell students that they are going to practice the strategy <i>summarizing</i> to help them understand what they listen to. <p>Practice 2</p> <ol style="list-style-type: none"> 9. Have students listen to the lecture and summarize
3. Note-Taking 4. Summarizing 5. Conceptualizing broadly 6. Focusing attentively	

<p>7. Inferencing 8. Elaborating 9. Double Checking</p>	<p>main points and details of each main point. Ask students to take notes by using one of methods mentioned earlier.</p> <p>Evaluation 2</p> <p>10. After students finish the summarizing and note-taking parts, ask them to discuss their findings with the classmate.</p> <p>Expansion 2</p> <p>11. Tell students that they can use these two strategies while listening to lectures.</p> <p>Preparation and Presentation 3</p> <p>12. Have students scan through comprehension questions in their listening worksheets and underline new words.</p> <p>13. Teacher asks what strategies they use to find the meanings of new words while listening.</p> <p>14. Teacher models how to find the meaning of new words by guessing based on the clues such as prefix, suffix, context, etc. Also, tell students to double check if their guesses make sense.</p> <p>Practice 3</p> <p>15. Have students listen to the lecture for the second time and work in pairs to find the meanings of new words. After that, tell students to double check if their guesses make sense.</p> <p>Evaluation 3</p> <p>16. Have students share answers with the class and discuss how they made their guesses.</p> <p>Expansion 3</p> <p>17. Teacher emphasizes students to use these strategies while listening in order to find the meanings of new words.</p> <p>Preparation 4</p> <p>18. Ask students to compare their answers to comprehension questions in their worksheets with the partner.</p> <p>Presentation 4</p> <p>19. Teacher explains that the strategy <i>focusing attentively</i> is used when the students want to get some specific information.</p> <p>Practice 4</p> <p>20. Let students listen to the lecture for the last time and pay particular attention to the part they answer incorrectly.</p> <p>Evaluation 4</p> <p>21. Have students correct the wrong answers.</p> <p>Expansion 4</p> <p>22. Discuss students' answers. Teacher asks them to give answers and explain why they select their answers.</p>
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Listening Worksheet 2: Listening Strategy

Stage 1: Pre-listening

Today, you are going to listen to a topic of “Background Music”. Before listening, please predict what you are going to listen by using background knowledge. Then, write down your thoughts in the provided space. Also, write down what listening strategies do you plan to use when you face with listening difficulties.

After listening to the lecture for the first time, verify your predictions by writing in the “Summary after listening” column. How does your summary compare with your prediction? Note the accuracy in the last column.

Listening strategies you plan to use	Prediction before listening	Summary after listening	Verification of prediction

Stage 2: While-listening

Now, let’s listen to the lecture for the second time and take notes in the provided space. Also, give short answers to the following questions.

Your notes

Main points	Supporting details
<ul style="list-style-type: none"> • Definition of Muzak • The effects of Muzak 	

Questions

1. What is the lecture mainly about?
2. According to the lecture, what can be inferred about “stimulus progression”?
3. How does Muzak influence those shopping in the supermarket?
4. How does Muzak influence those having meals in fast food restaurants?

Stage 3: Post-listening

Discuss with your classmates whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the provided space.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Module II: Peer Mediator Training

Lesson 1: Overview of DA and Mediator Demonstration

Objectives:

1. To provide a general description of the PM DA-SRS process
2. To demonstrate the peer mediator role

Materials: Mediation procedural checklist

Procedures:

1. Teacher introduces the general concept of dynamic assessment to students in the form of lecture. This includes Vygotsky's theory, principles of dynamic assessment, with a focus on the interventionist approach in concurrent group-DA Format
2. Teacher asks students to think about benefits in terms of academic, social, and psychological benefits of having dynamic assessment in the classroom.
3. Teacher discusses the importance of dynamic assessment in the classroom, paying particular attention to how dynamic assessment helps to develop the students' English listening comprehension ability.
4. Teacher introduces the provision of mediation which is an important component in dynamic assessment.
5. Teacher distributes the "mediation procedural checklist" to students.
6. Teacher informs that every student will have to take the peer mediator role who applies four self-regulatory strategies of planning, organizing, monitoring, and evaluating in order to perform the role following the interventionist approach in concurrent group-DA format.
7. Teacher explains how planning, organizing, monitoring, and evaluating help students perform the peer mediator role successfully.
8. Teacher also explains how to use each mediating prompts and give examples to students
9. Teacher demonstrates how to offer mediating prompts when students cannot give correct response in their listening worksheets.
10. Teacher summarizes the whole process of PM DA-SRS.

Lesson 2: Mediator Practice

Objectives:

1. To develop the students' awareness of peer mediator role and responsibilities
2. To practice the students every step of being the peer mediators of the group

Materials: Mediation procedural checklist, the academic listening text, and listening worksheet

Procedures:

1. Teacher reviews the process of PM DA-SRS which includes the provision of mediating prompts starting from the implicit to the most explicit ones.
2. Teacher tells students that they are going to take the peer mediator role in order to practice English listening comprehension skill.
3. Teacher divides students into six groups, a group of four to five students, in according to their listening pre-test scores. Also, teacher selects one student (the one with the highest score of the group) from each group to be the peer mediator.
4. Teacher distributes the listening worksheet to all students.
5. Teacher asks students to work in their own groups discussing the pre-listening activity in the worksheet. Examples of pre-listening activities include group discussion in order to activate the students' background knowledge. During the pre-listening activity, teacher allows the six selected students to read the prepared audio script so that they will understand what the listening text is about. Then, teacher provides correct answers together with a list of pre-scripted mediating prompts. The six students practice providing mediating prompts with teacher.
6. Teacher plays the audio CD and asks the whole class to take notes while listening to one lecture.
7. Teacher asks students to answer comprehension questions in their listening worksheets individually.
8. Teacher asks the six peer mediators to follow the process of PM DA-SRS with their own groups.
9. Teacher reminds students to finish the post-listening activity which allows group members to discuss which listening strategies they use are effective and which listening strategies they think are more effective for the next listen.
10. Each group reports to the class the difficulties they encounter while offering mediating prompts to their peers.
11. Teacher points out some factors that may prevent students to offer mediating prompts effectively and gives some suggestions.

Listening Worksheet: Mediator Practice

Stage 1: Pre-listening

Discuss with your group members about the ancient world history in relating to Greek physicians. Then, write down the names of important people and their contributions to today’s medical science in the space provided.

Names of important people	Their contributions to the medical science

Stage 2: While-listening

Now, let’s listen to the lecture and take notes in the provided space.

Your note

Main point	Supporting details

Questions

2. What is the lecture mainly about?
3. What was Hippocrates ’greatest contribution to medicine?
4. What was Aristotle’s greatest contribution to medicine?
5. What was Dioscorides ’greatest contribution to the history?
6. What was the contribution made to medicine by William Harvey?

Stage 3: Post-listening

Discuss with your classmates whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the provided space.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Module III: The Student's PM DA-SRS Application

Session 1: Daily Life Listening

Objectives:

Students will be able to:

1. To apply all learnt skills into practices
2. To demonstrate their understanding of the listening text based on daily life context

Materials: Mediation procedural checklist, the daily life listening text, and listening worksheet

Procedures:

Procedures	Duration
1. Teacher reviews the process of PM DA-SRS; the use of mediating prompts.	10 mins
2. Teacher asks students to work in their own groups discussing the pre-listening activity.	10 mins
3. Teacher asks the whole class to listen to the listening text for the first time.	5 mins
4. Teacher plays the listening text for the second time and asks students to answer comprehension questions in their listening worksheets.	10 mins
5. Teacher asks the peer mediators to start offering the mediating prompts to their group members.	20 mins
6. Teacher checks whether all students know the correct answers. Teacher randomly calls any student to explain how to reach the correct answer. In case that student cannot explain, the peer mediator of that student must explain again.	10 mins
7. All peer mediators share their experiences (such as how they prepared themselves for the mediator role, which level of mediating prompts they used before receiving the correct answer, and what difficulties they experienced while offering prompts) to the class.	10 mins
8. Teacher discusses with the class the difficulties each peer mediator experienced and offers solutions.	5 mins
9. Students discuss the post-listening activity.	10 mins
TOTAL	90 mins

Listening Worksheet 1: Daily Life Listening

Stage 1: Pre-listening

Discuss with your group members about the meanings of these vocabularies. Write down your answer in the space provided below.

- Keep up:
 - Phrases:
 - Jot down:
 - Abbreviation:
 - Word-for-word:
 - Guidance
 - Module

(Source: <http://www.bbc.co.uk/learningenglish/english/features/english-at-university/>)

Stage 2: While-listening

Listen to the conversation between Professor Not and Mary. Answer the following questions in full sentences?

1. Where does the conversation take place?
2. What can be inferred about the course Professor Not is teaching?
3. What are the suggestions of how to take notes given by Professor Not?
4. What action needs to be taken when you quote someone?
5. What useful phrases do you use when you cannot catch up with the note-taking?

Stage 3: Post-listening

Now, listen to the conversation one last time with a particular attention to the part that causes any listening difficulties. Discuss with your group members whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space provided below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Audio Script

Narrator Hello. Welcome back to English at University – the series that follows Mary through her first year of study abroad and teaches her and us some useful phrases.

It's the second term and students at the University of Studies settle down to some hard work. Mary's in a lecture, struggling to write down everything that Professor Not is trying to say...

Prof. Not: ...so this term, we're doing the module on marketing. Business and marketing go hand-in-hand. Any business in a marketplace is likely to be in competition with other firms offering similar products...

Mary: Err... excuse me Professor... could you say that again please?

Prof. Not: ... I said... any business in a marketplace...

Mary: No the bit before that... please. You're going a bit too fast for me.

Narrator: Having trouble Mary?

Mary: Yes. I'm trying to write down everything he says but I can't keep up.

Narrator: You can't write everything down – you need to take notes.

Mary: Notes?

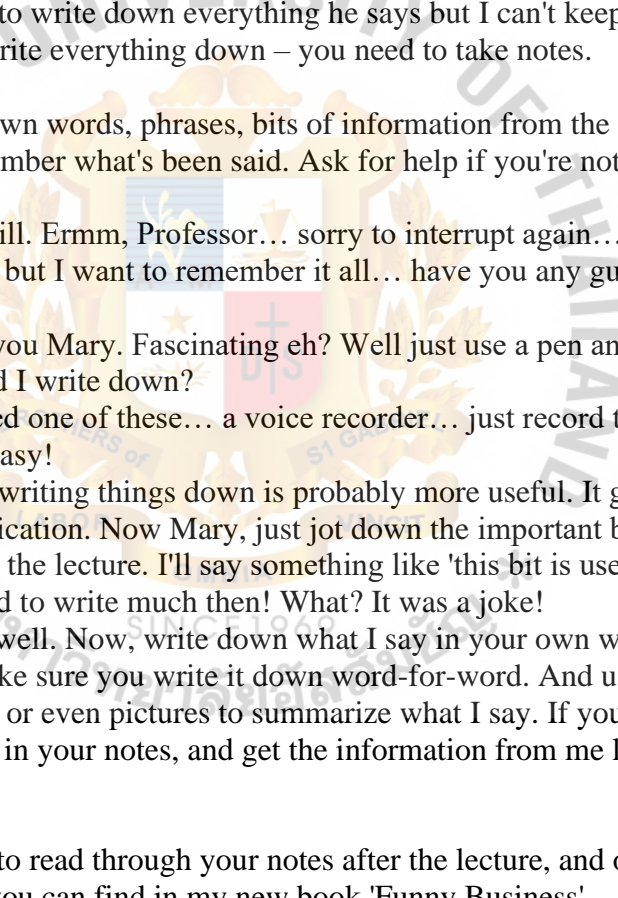
Narrator: Just note down words, phrases, bits of information from the lecture – things that will help you remember what's been said. Ask for help if you're not sure what to do.

Mary: Yes, I think I will. Ermm, Professor... sorry to interrupt again... what you're saying is fascinating... but I want to remember it all... have you any guidance about how to take notes?

Prof. Not: Oh, thank you Mary. Fascinating eh? Well just use a pen and a notebook...

Mary: But what should I write down?

Daniel: I think you need one of these... a voice recorder... just record the whole thing, listen back to it later. Easy!

Prof. Not: Is it? Well, writing things down is probably more useful. It gives you a chance to ask for clarification. Now Mary, just jot down the important bits... I'll emphasize these bits in the lecture. I'll say something like 'this bit is useful to know...'.


Daniel: You won't need to write much then! What? It was a joke!

Prof. Not: Hmm. Yes, well. Now, write down what I say in your own words – although if I quote someone, make sure you write it down word-for-word. And use words, abbreviations, symbols or even pictures to summarize what I say. If you miss something, leave a gap in your notes, and get the information from me later. Does that help?

Mary: Perfectly.

Prof. Not: Remember to read through your notes after the lecture, and of course, anything you do miss you can find in my new book 'Funny Business'.

Narrator: That's been a useful lesson, hasn't it, Mary? Note taking is an important skill to learn. If you're not sure where to start, ask for help using these phrases...

Could you say that again please? You're going a bit too fast for me.

Have you any guidance about how to take notes?

And here's Professor Not's tips for taking notes...

Write down the important bits... I'll emphasize these bits in the lecture. Write down what I say in your own words – although if I quote someone, make sure you write it

down word-for-word. Use words, abbreviations, symbols or even pictures to summarize what I say. If you miss something, leave a gap in your notes, and get the information from me later. Remember to read through your notes after the lecture.

You can pick up a few more top tips for studying in the UK on our website at bbclearningenglish.com. Now, let's find out how the note taking's going...

Prof. Not: So that's all for today... must dash, I've got a yoga class to go to. We can discuss this further in your tutorial.

Daniel: Oh no! Oh, I don't believe it.

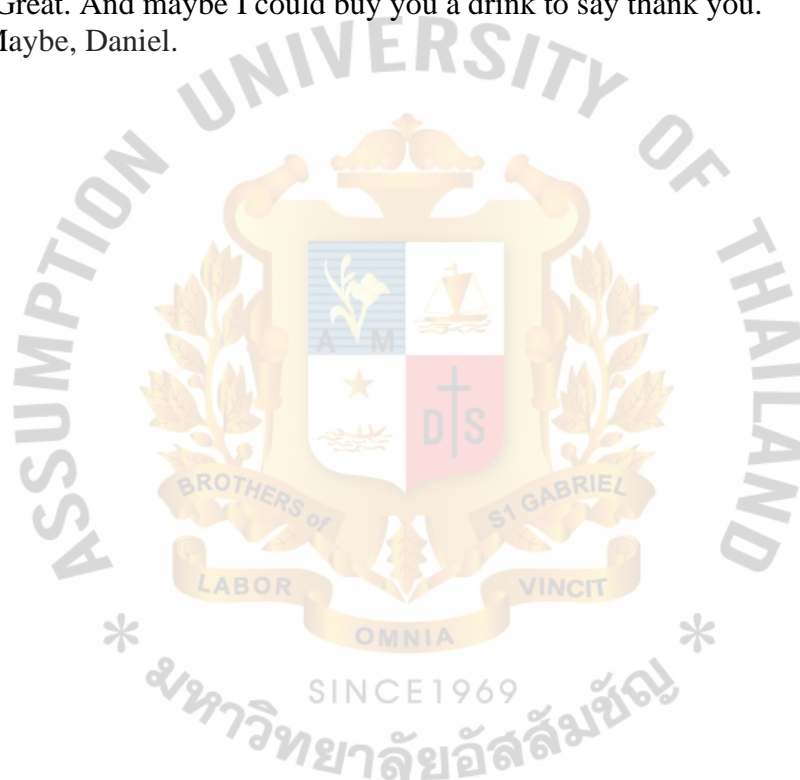
Mary: Problem Daniel?

Daniel: The batteries on my voice recorder have run out... so annoying... I don't suppose...

Mary: Yes, you can copy my notes.

Daniel: Great. And maybe I could buy you a drink to say thank you.

Mary: Maybe, Daniel.



Session 2: Business Listening

Objectives:

Students will be able to:

1. To apply all learnt skills into practices.
2. To demonstrate their understanding of the listening text based on business context.

Materials: Mediation procedural checklist, the business listening text, and listening worksheet

Procedures:

Procedures	Duration
1. Teacher reviews the process of PM DA-SRS; the use of mediating prompts.	10 mins
2. Teacher asks students to work in their own groups discussing the pre-listening activity.	10 mins
3. Teacher asks the whole class to listen to the listening text for the first time.	5 mins
4. Teacher plays the listening text for the second time and asks students to answer comprehension questions in their listening worksheets.	10 mins
5. Teacher asks the peer mediators to start offering the mediating prompts to their group members.	20 mins
6. Teacher checks whether all students know the correct answers. Teacher randomly calls any student to explain how to reach the correct answer. In case that student cannot explain, the peer mediator of that student must explain again.	10 mins
7. All peer mediators share their experiences (such as how they prepared themselves for the mediator role, which level of mediating prompts they used before receiving the correct answer, and what difficulties they experienced while offering prompts) to the class.	10 mins
8. Teacher discusses with the class the difficulties each peer mediator experienced and offers solutions.	5 mins
9. Students discuss the post-listening activity.	
TOTAL	10 mins
	90 mins

Listening Worksheet 2: Business Listening

Stage 1: Pre-listening

Discuss with your group members what you should prepare before you go to job interview. Write down your ideas in the space below.

Interview Preparation Process
1. 2. 3. 4. 5.

Stage 2: While-listening

Now, listen to a job interview between Paul, the Manager of Tip Top Trading, and Anna, the job applicant. Answer the following questions in a full sentence.

1. What position did Anna apply for in Tip Top Trading company?
2. What sales experience did Anna has had before?
3. What was Anna’s role in the university debating society?
4. What made Paul believe that Anna was a good planner?
5. What was the last question that Paul asked Anna during the interview?

Stage 3: Post-listening

Now, listen to the text for the last time with a particular attention to the part that causes any listening difficulties. Discuss with your group members whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space provided below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Audio Script

Narrator: Hold tight please! This is Anna, on a bus going to an interview for a job as a sales executive at Tip Top Trading – one of London's fastest growing companies. How are you feeling Anna?

Anna: Oh, a little nervous but I really want this job.

Narrator: Well don't worry Anna, as long as you say the right things, you'll be fine.

Anna: The right things!? Like what?

Narrator: You need to sell yourself, be confident, not arrogant and give examples. Like: A good example that comes to mind. I'm particularly proud of. Timekeeping is important to me.

Anna: Oh right. Thanks. Perhaps you can come with me?

Narrator: Sorry Anna, you're on your own now – but we'll be listening in. Look! You've just arrived. Good luck!

Paul: Come in. Hello, I'm Paul, the Manager of Tip Top Trading. And you must be....?

Anna: It's Anna.

Paul: Yes, very good. Thanks for coming. Now somewhere in this pile, I've got your CV...

Anna: Err, is that it there?

Paul: Oh yes, thanks Hannah. Your qualifications look impressive but what sales experience can you bring to our company?

Anna: I worked in a shop once.

Narrator: Ohhh Anna! Sell yourself. Give a good example!

Anna: Oh right...mmm....well a good example that comes to mind is when I was involved with a campaign to promote and sell a new range of clothes – I loved doing it and it was...

Denise: Oh sorry, excuse me, here's your tea Paul.

Paul: Thanks Denise. Now Anna, it looks like you've achieved a lot during your time at university. Could you give me an example of good team working during your time there?

Denise: Sorry! I forgot the sugar.

Paul: Thank you Denise.

Anna: Hmm, so you want an example? I was the treasurer of the debating society at university. That was OK I suppose.

Narrator: Come on Anna. Be more enthusiastic – the debating society is exciting!

Anna: I mean... I'm particularly proud of how I organized the finances for the debating society. We had a very small budget and I had to make decisions on what to buy.

Narrator: I like it! "I'm particularly proud of" - Positive but not boasting. You're doing well.

Paul: Very impressive – so you're a good planner Anna! We like organized people here... ooops, silly me. I seemed to have spilt tea over your CV.

Anna: Oh, do you need some help?

Paul: Oh no...I'm sure it'll dry out... carry on please... Anna: Also... timekeeping is important to me...

Narrator: "Timekeeping is important to me" – that's good!

Anna: I always try to complete my work on time. At university I never handed my assignments in late.

Paul: That's good to hear. We like punctuality here...

Denise: Excuse me Paul. Sorry it's a bit late – but I thought you might like a biscuit with your tea.

Paul: Hmm thanks....oh lovely, custard creams... mmm. Now Hannah, finally I wanted to ask you what exactly made you apply for this job at this company?

Anna: Errrr... ooo... well. The reason I applied is....

Narrator: Yes, yes, yes Anna? Do you need a bit more time to think?

Anna: Errr...mmm...

Narrator: What's she going to say? How would you answer that? Join us next time to find out. Before we go, here's a reminder of some of the great lines Anna's used today... A good example that comes to mind I'm particularly proud of. Timekeeping is important to me.



Session 3: Business Listening

Objectives:

Students will be able to:

1. To apply all learnt skills into practices.
2. To demonstrate their understanding of the listening text based on business context.

Materials: Mediation procedural checklist, the business listening text, and listening worksheet

Procedures:

Procedures	Duration
1. Teacher reviews the process of PM DA-SRS; the use of mediating prompts.	10 mins
2. Teacher asks students to work in their own groups discussing the pre-listening activity.	10 mins
3. Teacher asks the whole class to listen to the listening text for the first time.	5 mins
4. Teacher plays the listening text for the second time and asks students to answer comprehension questions in their listening worksheets.	10 mins
5. Teacher asks the peer mediators to start offering the mediating prompts to their group members.	20 mins
6. Teacher checks whether all students know the correct answers. Teacher randomly calls any student to explain how to reach the correct answer. In case that student cannot explain, the peer mediator of that student must explain again.	10 mins
7. All peer mediators share their experiences (such as how they prepared themselves for the mediator role, which level of mediating prompts they used before receiving the correct answer, and what difficulties they experienced while offering prompts) to the class.	10 mins
8. Teacher discusses with the class the difficulties each peer mediator experienced and offers solutions.	5 mins
9. Students discuss the post-listening activity.	
TOTAL	10 mins
	90 mins

Listening Worksheet 3: Business Listening

Stage 1: Pre-listening

Discuss with your group members some possible questions to be asked during the job interview and how you are likely to answer the questions. Write down your ideas in the space below.

Possible Questions	Possible Answers
1.	
2.	
3.	
4.	

Stage 2: While-listening

Now, listen to a job interview between John, the manager of sales department at Rosco International, and Pia, the job applicant. Answer the following questions in a full sentence.

1. How did Pia learn that Rosco International opened for a job application?
2. What was Pia’s first work experience when she left university?
3. What sort of company did Pia’s mother run?
4. What was Pia responsible for in her mother’s company?
5. What can be inferred about Bradley Footwear, a shoe company Pia used to work for?

Stage 3: Post-listening

Now, listen to the text for the last time with a particular attention to the part that causes any listening difficulties. Discuss with your group members whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space provided below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Audio Script

John: Ah, good morning, PiaMarcotti, isn't it?

Pia: Yes, good morning.....

John: Oh, I'm John Reeves. I manage the sales department here at Rosco International. You can call me John.

Pia: Ok John.

John: Have you already been shown around the company?

Pia: Yes, I got here at 9am and Suzy gave me a tour of the place.

John: And what did you think?

Pia: It's a lot bigger than I thought it would be.

John: Yes, a lot of people say that. Now we have over fifty people working for us here. Did you bring your CV?

Pia: I sent it by e-mail last week.

John: Oh yes, of course. I was reading it only yesterday. Now, where is it....ah, here it is, here we are. PiaMarcotti, 26 years old, born in Rome...hmmm...ok, let's see. Where did you hear about Rosco International?

Pia: My brother worked for you a couple of years ago and has always spoken well of you.

John: Luigi Marcotti, yes, I remember him. How long did he work here for?

Pia: I think it was about 10 months. Now he's living in the UK. He's been working for a magazine in London for around a year.

John: You'll say "hi" to him from me, won't you?

Pia: OK, sure.

John: Now, tell me something about your work experience Pia.

Pia: Well, I worked in the offices of my mother's company when I left university.

John: And what sort of company does your mother run?

Pia: It's a caterer. She does the catering for weddings, graduations, funerals, that type of thing.

John: And how long did you work there for?

Pia: About a year or so. They put me on the phones and I was also responsible for all the advertising and our leaflets, business cards and the website.

John: So, you didn't do any of the cooking?

Pia: No ...they kept me a long way from the kitchen.

John: So, what did you do after that?

Pia: Well, I traveled for a little while, mostly in Europe and a little in South America.

John: How long did you go traveling for?

Pia: Oh, it wasn't too long. Maybe about six months. I had a job that was going to start at the end of the year so I had about six months free, so I thought "why not?".

John: Did you have any problems with the languages where you went?

Pia: Not really. I speak Italian and Spanish quite well....

John: Oh yes, it's written here on your resume, isn't it? How long have you been studying those languages?

Pia: Well, my father is Italian so I am fluent in Italian. I have studied Spanish for about seven years so I can get by pretty well in that too.

John: Actually, we do have a lot of business with Sicily so your Italian could be really important.

Pia: I would really like the chance to use my Italian for work.

John: What did you do when you came back from your travels?

Pia: Well, as I said before, I already had another job lined up and that was in a small shoe company just outside town.

John: Err...Bradley Footwear, it's called, isn't it?

Pia: Bradford Footwear.

John: Ah yes, here it is. It says here you worked in their sales department. How long did you do that for?

Pia: I was there for three years and I worked in the sales department for two of those three years.

John: Did you enjoy the work?

Pia: Well, it was fun at the beginning, but it's not a very large company and they only have a few customers in the region, so it got pretty repetitive after a while. That's why working for an international company like yourselves would really interest me.

John: OK, let's go and get a cup of coffee and we can continue this conversation afterward.



Session 4: Academic Listening

Objectives:

Students will be able to:

- 1. To apply all learnt skills into practices.
- 2. To demonstrate their understanding of the listening text based on academic context.

Materials: Mediation procedural checklist, the academic listening text, and listening worksheet

Procedures:

Procedures	Duration
1. Teacher reviews the process of PM DA-SRS; the use of mediating prompts.	10 mins
2. Teacher asks students to work in their own groups discussing the pre-listening activity.	10 mins
3. Teacher asks the whole class to take notes while listening to the lecture for the first time.	5-7 mins
4. Teacher plays the listening text for the second time and asks students to answer comprehension questions in their listening worksheets.	10 mins
5. Teacher asks the peer mediators to start offering the mediating prompts to their group members.	20 mins
6. Teacher discusses with the class the methods of notetaking.	10 mins
7. All peer mediators share their experiences (such as how they prepared themselves for the mediator role, which level of mediating prompts they used before receiving the correct answer, and what difficulties they experienced while offering prompts) to the class.	10 mins
8. Teacher discusses with the class the difficulties each peer mediator experienced and offers solutions.	5 mins
9. Students discuss the post-listening activity.	10 mins
TOTAL	90 mins

Listening Worksheet 4: Academic Listening

Stage 1: Pre-listening

Discuss with your group members about the meanings of these vocabularies. Write down your answer in the space provided below.

- Essay:
 - Prose:
 - Poetry:
 - Redundant:
 - Viewpoint:
 - Composition:

Stage 2: While-listening

Listen to a talk by a college instructor in an English class. Answer the following questions in full sentences?

1. What is the talk about?
 2. What is the first characteristic of an essay?
 3. What is the second characteristic of an essay?
 4. Why are “Essay on Man” and “Essay on Criticism” not considered essays?
 5. What is the most important characteristic of an essay?

Stage 3: Post-listening

Now, listen to the talk for the last time with a particular attention to the part that causes any listening difficulties. Discuss with your group members whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space provided below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Audio Script

So many different kinds of writing have been called essays, it is difficult to define exactly what an essay is. Perhaps the best way is to point out four characteristics that are true of most essays. First, an essay is about one topic. It does not start with one subject and digress to another. Second, although a few essays are long enough to be considered a small book, most essays are short. 500 words is the most common length for an essay. Third, an essay is written in prose, not poetry. True, Alexander Pope did call two of his poems essays, but that word is part of a title, and after all, the “Essay of Man”, and the “Essay on Criticism” really are not essays at all. They are long poems. Fourth, and probably the most important, an essay is personal. It is the work of one person whose purpose is to share a thought, idea, or point of view. Let me also state here that since an essay is always personal, the term “personal essay” is redundant. Now, taking into consideration all of these characteristics, perhaps we can now define an essay as a short, prose composition that has a personal viewpoint that discusses one topic. With this in mind, let’s brainstorm, some topics for your first essay assignment.



Session 5: Business Listening

Objectives:

- Students will be able to:
1. To apply all learnt skills into practices.
 2. To demonstrate their understanding of the listening text based on business context.

Materials: Mediation procedural checklist, the business listening text, and listening worksheet

Procedures:

Procedures	Duration
1. Teacher reviews the process of PM DA-SRS; the use of mediating prompts.	10 mins
2. Teacher asks students to work in their own groups discussing the pre-listening activity.	10 mins
3. Teacher asks the whole class to listen to the listening text for the first time.	5 mins
4. Teacher plays the listening text for the second time and asks students to answer comprehension questions in their listening worksheets.	10 mins
5. Teacher asks the peer mediators to start offering the mediating prompts to their group members.	20 mins
6. Teacher checks whether all students know the correct answers. Teacher randomly calls any student to explain how to reach the correct answer. In case that student cannot explain, the peer mediator of that student must explain again.	10 mins
7. All peer mediators share their experiences (such as how they prepared themselves for the mediator role, which level of mediating prompts they used before receiving the correct answer, and what difficulties they experienced while offering prompts) to the class.	10 mins
8. Teacher discusses with the class the difficulties each peer mediator experienced and offers solutions.	
9. Students discuss the post-listening activity.	5 mins
TOTAL	10 mins
	90 mins

Listening Worksheet 5: Business Listening

Stage 1: Pre-listening

Discuss with your group members what phrases for business telephone calls you would respond in the following situations.

Situations	How would you respond?
1. Taking a call to greet the callers professionally	
2. Giving reasons for calling	
3. Transferring a call	
4. Making requests	
5. Asking the other person to speak louder	

Stage 2: While-listening

Now, listen to a telephone conversation between Jackie and David and answer the following questions.

1. What did the customer try to order from the website?
2. Which department indicated that there was a problem with the servers?
- 3-4. Fill in the missing words in the following conversation.
Jackie: Oh, I'm sorry about that Sir. That's probably why you had some (3).....
David: Your site had a great offer on something called Viva Voce. The price was something like (4)..... off the normal recommended retail price. Could you tell me something more about this product please?
5. What did the customer expect to get in order to be in the same condition as those ordered through the website?
- 6-8. Fill in the missing words in the following conversation.
David: One more question for you and then I'll be done. Is there a (6)..... included with the software? I tried to find out from your website but it didn't seem to be very clear whether there was a (7)..... included or not.
Jackie: Yes, all our speech 8)..... software comes with a free microphone although, between you and me, the quality isn't the best.
9. What is the customer's order number?
10. What topic did the customer mention before the end of the conversation?

Stage 3: Post-listening

Now, listen to the text for the last time with a particular attention to the part that causes any listening difficulties. Discuss with your group members whether or not strategies you use are effective. Also, what strategies do you think are more effective for the next listen and write them down in the space provided below.

Used listening strategies	Success or failure?	Other listening strategies for the next listen

Audio script

Jackie: Good morning, Power Net Software, this is Jackie. Can I help you?

David: Hi, I've been trying to order some of your software from the website but there seems to be a problem because my order didn't go through.

Jackie: Oh, I'm sorry about that Sir. The technical department sent everyone a memo this morning saying there was a problem with one of the servers. That's probably why you had some difficulty.

David: Would it be possible for me to place my order through you now? I really need this software as soon as possible. It's for my work you see. I don't want to have to wait until tomorrow as I might be out seeing customers.

Jackie: OK, sure. Now then, what is it you would like to order from us?

David: Your site had a great offer on something called Viva Voce. The price was something like 25% off the normal recommended retail price. Could you tell me something more about this product please?

Jackie: Well, I'm afraid that price is only available for those of our customers who order through our site.

David: That's hardly fair, is it? I just tried to order through your site and, as I told you, the sale wouldn't go through. Can't you give me that discount anyway?

Jackie: Yeah, I think that would be alright. It's not as if it's your fault. Now, what did you want to know about Viva Voce? It's one of our best-selling products.

David: Do you have that program also in the Professional edition? I only saw the Standard edition but we need the extra recording software which comes with the Professional edition.

Jackie: Fine, let's have a look ... Yes, we have the Professional edition and that is also discounted 25%.

David: Now, in our office, there are both Windows and Mac computers. How much is the Mac version of this software? I don't want to have to pay too much more.

Jackie: Hmmm, we don't seem to have the Mac version in stock at the moment. It's arriving this evening or tomorrow morning.

David: One more question for you and then I'll be done. Is there a microphone included with the software? I tried to find out from your website but it didn't seem to be very clear whether there was a mic included or not.

Jackie: Yes, all our speech recognition software comes with a free microphone although, between you and me, the quality isn't the best. I would recommend you buy a higher quality one, especially if you are planning to use this for your work.

David: Thanks a lot for that information. Those free mics are usually pretty poor, aren't they? OK, we're done. I have ordered through you before and my customer number is 794791. You should have all my contact information and credit card number on file.

Jackie: 794791 ... let's see, oh yes. Here you are, Mr. David Thompson, is that correct?

David: Yes, that's me. How long will the delivery take?

Jackie: You should have this by Wednesday. Can I just confirm then - you want one Windows edition and one Mac edition when it comes through to us this evening or tomorrow?

David: No, just send me the one Windows Professional. We'll just have to do all the speech recognition work on the Windows computers, it's not such a big deal.

Jackie: Great. Thanks for calling Power Net Software. Have a nice morning.

David: Thanks very much, goodbye.



APPENDIX C

Mediation Procedural Checklist

Instruction

1. Start the PM DA-SRS session.

Peer Mediator: “Today I will be your peer mediator who provides mediating prompts when you answer comprehension questions in your listening worksheets incorrectly. In order to help you understand the listening text better, I divide the listening into three phases which are pre-listening, while-listening, and post-listening. Let’s start with the first phase”.

2. Follow the instruction in your listening worksheet. Start from the pre-listening phase.
3. After your group members finish the first phase, let them listen to the selected listening text and then complete comprehension questions in their listening worksheet individually.

4. When all of your members finish, you...

4.1 call one of your members in the group to give answer to the first question.

4.1.1 In case the member provides a correct answer, you call another member to answer the second question.

4.1.2 In case the student provides an incorrect answer, give the first mediating prompt to that member. Then, call another member to reformulate the answer. If the second member still gives the wrong response, give the second mediating prompt and call another different student to answer.

4.1.3 Follow the process until the correct response is reached.

Level of explicitness	Mediating prompts
Prompt 1	Accepting response Mediator “ Yes, Very good, Ok, That’s it.” Rejecting response) Repeat the incorrect answer by asking a question(Mediator “ Did the speaker say that? Are you sure?”
Prompt 2	Replaying the listening text)Replaying the segment focusing to a specific detail(Mediator “ Let’s listen to this part again.”
Prompt 3	Giving some key words Mediator “ Here are some key words I am going to give to you. They are.....”
Prompt 4	Translation Mediator “ What’s the meaning of.....in English?”
Prompt 5	Providing explicit explanation)Showing the audio transcript and correct response(Mediator “ The correct answer is”.....

5. Once all correct answers in the listening worksheet are revealed, distribute the audio transcripts to every member in the group.
6. Move to the post-listening phase and follow the instruction. Please make sure that your members write down their answers to all questions in their listening worksheets.





APPENDIX D
Strategy Manual

SRS for Effective Peer Mediators

Strategy	Definition
Planning	(a) To practice providing mediating prompts to those who cannot reach a correct response (b) To practice listening to understand the listening text (c) To answer comprehension questions in the listening worksheet (d) To check answer with the answer key
Organizing	To preview class materials to make outline of important concepts
Monitoring	To check if all group members understand the listening text
Evaluating	To evaluate the effectiveness of the provision of mediating prompts to all group members

SRS for Managing Listening Process

Strategy	Definition
Planning	(a) To select appropriate listening strategies to be used in order to better understand the listening text, and to handle listening difficulties (b) To set listening purposes before listening such as listening for main ideas or supporting details of the text
Organizing	To organize ideas and thoughts for a better understanding before listening
Monitoring	To check, verify, or correct understanding to keep track of listening progress
Evaluating	To evaluate the effectiveness of listening strategies used as compared to the listening objectives

Listening Strategies

Strategy	Definition
Activating knowledge	To think about and use what you already know or knowledge background to help you understand the listening text better
Conceptualizing broadly	To listen for gist/ main ideas of the text
Focusing attentively	(a) To listen for some specific information in the text (b) To pay particular attention to some specific parts of the listening text that you don't understand
Double checking	To check, verify, or correct understanding during the second time of listening
Predicting	To anticipate the general contents and details for specific parts of the listening text using what you know
Inferencing	(a) <i>Voice and paralinguistic inferencing</i> : To use tone of voice within the listening text to guess the meanings of unfamiliar language items, or to fill in missing information (b) <i>Extralinguistic inferencing</i> : To use background sounds and relationships between speakers in the listening text to guess the meanings of unfamiliar language items, or to fill in missing information (c) <i>Between parts inferencing</i> : To use information from different parts of the listening text to guess the meanings of unfamiliar language items, or to fill in missing information
Elaborating	To use visual elaboration (mental or actual pictures) and world elaboration (knowledge gained from experience in the world) to understand the listening text better
Summarizing	To make a written summary of language and information
Note-taking	To write down important words and concepts



APPENDIX E1

The English Listening Comprehension Test Specification

Specifications of the Test

Specifications of the test consist of four main parts which are 1) content, 2) format and timing, 3) criteria levels of performance, and 4) scoring procedure.

1. Content

The IELTS listening section is based on four different recordings, which include the ability to

- Make assumptions
- Understand numbers
- Distinguish similar sounds
- Listen for descriptions/explanation
- Listen for time/similar meanings and negative meanings/emotions
- Listen for comparisons and contrasts/classifications/chronology

2. Format and Timing

The format and timing of the IELTS test is subjected to the Council of Europe’s Common European Framework of Reference for Languages (CEFR), which provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.

The IELTS listening section consists of 40 questions in different question types including multiple choice, short-answer questions, sentence completion, chart/table completion, diagram/plan/map labeling, matching, and selecting from a list. The test items aim to test the student’s ability to apply micro and macro listening skills. The micro skills remain at sentence level while the macro skills relate to the discourse level of organization.

The audio lasts approximately 30 minutes. During the test, students are given 20 seconds to read the questions before they hear the audio. Students are suggested to write their answers as they listen. At the end of each listening text, students are given 30 seconds to check their answers.

Table 1 provides details on which micro and skills expected to be applied to which number of test items.

Table 1: Micro and Macro Skills in Relation to Number of Test Items

Micro Skills	No. of Items	Items
Retain chunks of language of different lengths in short-term memory	32	2-10, 12-17, 18-20, 21-22, 27-30, 33-35, 37-40
Discriminate among the distinctive sounds of English	15	2-10, 12-17, 18-20
Recognize English stress patterns, words in stress	24	1-7, 8-10, 12-26
Detect sentence constituents between major and minor	19	21-30, 31-32, 33-40
Recognize reduced forms of words	10	6, 8-10 15-20
Distinguish and interpret word order patterns	10	31-36, 37-40
Process speech containing pauses, corrections	10	1-7, 8-10
	No. of	

Macro Skills	Items	Items
Recognize the communicative functions of utterances	30	1-7, 8-10, 21-30, 31-40
Infer situations, participants, goals using real-world knowledge	13	1-7, 12-14, 15-17
Detect relations such as main idea and supporting detail	20	1-10, 31-40
Distinguish between literal and implied meanings	9	4, 6, 21, 27, 30, 37-40
Develop and use listening strategies such as detecting key words, guessing the meanings of words from context	33	2-10, 11-17, 18-20, 21-22, 27-30, 33-35, 37-40

3. Criteria Levels of Performance

Since the IELTS test is considered a standardized test, the band score of the test is in according to the Council of Europe's Common European Framework of Reference for Languages (see Table 3.11).

4. Scoring Procedure

The total score of the test is 40. Although the test applies short-answer questions and sentence completion type, it is considered the objective test with a specific answer which can be obtained directly from the listening text. However, the following criteria are taken into consideration:

- Incomplete or shortened answers are marked as incorrect.
- The answers must be spelled correctly in according to British or American English spelling.
- The answers that exceed word limits (even use of *a* and *the*) are marked as incorrect.



APPENDIX E2

The English Listening Comprehension Test

Instruction: Listen carefully to the conversation between an interviewer and a woman shopper and answer the following questions.

Section 1 Questions 1-7: Choose the correct letters, A, B, or C.

1. The interviewer wants to find out about
 - a. when the mall is open.
 - b. people's shopping habits.
 - c. the best stores' in the shopping center.
2. The interviewer wants to speak with
 - a. married woman.
 - b. any shopper.
 - c. children.
3. What is the respondent's age?
 - a. 18-25
 - b. 26-35
 - c. 36-45
4. How often does the respondent shop at the mall?
 - a. Less than once a month
 - b. Once a week
 - c. Two or more times a week
5. What does the respondent usually shop for?
 - a. Clothes
 - b. Books
 - c. Groceries
6. How much time does the respondent usually spend at the mall?
 - a. One hour or less
 - b. Between one and two hours
 - c. More than two hours
7. What method of transportation does the respondent use to get to the mall?
 - a. Car
 - b. Bus
 - c. Subway

Questions 8-10: Write the correct answer with no **more than 3 words** for each answer.

8. Why does the respondent like the shoe store?
.....
9. Why doesn't the respondent like the food court?
.....
10. What improvement does the respondent suggest?
.....

Section 2 Question 11: Choose the correct letters, A, B, or C.

11. The tour of the health club is for
 - a. people who want to become members of the club.
 - b. people who are already members of the club.
 - c. people who work at the club.

Questions 12-14: Choose 3 letters, A-F, and write down in the blank.

What are three things that members can do at the club?

- A. Learn to play tennis B. Buy exercise equipment
C. Consult a nutrition expert D. Exercise on a machine

- E. Run on a track
- F. Swim competitively

12.....13.....14.....

Questions 15-17: Choose 3 letters, A-F, and write down in the blank.

What three things should club members bring with them to the locker room?

- A. Towels
- B. Soap
- C. Shampoo
- D. Hair dryers
- E. Rubber sandals
- F. Locks

15.....16.....17.....

Questions 18-20: Complete the notice below **with no more than 3 words**.

Swimming Pool Rules

18. No children allowed without
19. Be safe! Please.....near the pool because the floor is wet.
20. Be clean! Use.....before getting into the pool.

Section 3 Questions 21-22: Write the correct answer with **no more than 3 words** for each answer.

21. How often will the students have to write essays?
.....
22. How long should each essay be?
.....

Questions 23-26: Complete the chart below with **no more than 3 words**.

Essay Type	Sample Topic
23.....	How to change the oil in a car
24.....	Three kinds of friends
25.....	Student cafeteria food and restaurant food
Argumentative	The necessity of 26.....

Questions 27-30: Choose the correct letters, A, B, or C.

27. How will the students get their essay topics?
- a. The professor will assign them.
- b. Students will choose them.
- c. They will come from books.

- 28. When are the essays due?
 - a. Every Monday
 - b. Every Wednesday
 - c. Every Friday
- 29. What percentage of the final grade comes from the essays?
 - a. 15 percent
 - b. 20 percent
 - c. 65 percent
- 30. The professor wants
 - a. computer-written essays.
 - b. handwritten essays.
 - c. photocopied essays.

Section4 Questions 31-32: Write the correct answer with no **more than 3 words** for each answer.

- 31. What is the name of the class?
.....
- 32. What day does the class meet?
.....

Questions 33-36: Complete the notes below **with no more than 3 words**.

- 33. In hunter-gatherer societies, gathering is done by.....
- 34. All humans lived in hunter-gatherer societies until.....ago.
- Today, we can find hunter-gatherer societies in the Arctic, 35.....
- and 36.....

Questions 37-40: The following are characteristics of which type of society?

Mark X at column **A** if it is a characteristic of **hunter-gatherer societies**

Mark X at column **B** if it is a characteristic of **farming societies**

Characteristic	A	B
37. They usually remain in one area.		
38. They move around.		
39. They live in larger groups.		
40. They have an egalitarian social structure.		

Answer Keys

1. B
2. A
3. B
4. C
5. C
6. B
7. A
8. Employees are polite/ Give good service/ Very good service/ Polite employees
9. It's very expensive
10. Add more parking/ More parking spaces/ Add parking spaces/ Add parking
11. A
- 12-14. Choices (A), (D), and (F) are correct.
- 15-17. Choices (C), (E), and (F) are correct.
18. An adult
19. Don't run
20. The shower
21. Weekly/ Every week/ Once a week
22. 350-400 words
23. Process
24. Classification
25. Compare and contrast
26. Homework
27. B
28. C
29. C
30. A
31. Introduction of anthropology
32. Tuesday
33. Women
34. 12,000 years
35. Some desert areas/ Deserts
36. Rainforests/ Tropical rainforests
37. B
38. A
39. B
40. A

Audio Scripts

Questions 1-7

- M1: Excuse me, ma'am. Could I have a few minutes of your time?
- W1: What do you need?
- M1: First, welcome to Lougheed (Lawheed) Mall, the largest shopping center in Vancouver. We're conducting a survey of the shoppers at this mall. We want to learn about when and how often people shop, the stores they prefer, in general, people's habits when they shop at the mall. Would you mind answering a few questions about your shopping?
- W1: Not at all.
- M1: Thank you. Today we're interviewing married women, that is women with husbands and children who shop for their families. So, the first question is, do you fit this category?
- W1: Yes, I do.
- M1: Wonderful. Now, I need to know your age. Are you between the ages of 18 and twenty-five, twenty-six and ...?
- W1: (interrupting) I'm 34.
- M1: Great. OK. Now, how often do you shop here? Less than once a month, at least once a month, once a...
- W1: I have a big family. I have to buy a lot of things. I'm here at least twice a week.
- M1: Well that's just fine. You must be very familiar with the stores here.
- W1: I certainly am.
- M1: All right then. The next question concerns the things that you buy. What do you usually shop for here?
- W1: Just about everything. I've been in all the stores at one time or another. The clothing stores are quite nice, though, frankly, their prices are a bit high, and I like the bookstore too, but...
- M1: What I need to know, though, is what is the one type of thing you shop for most often? Would it be books?
- W1: Oh, no. That's only occasionally. The reason I come here so often is for food. I told you I have a large family. I buy all our food at the supermarket here.
- M1: OK. So, the next question is how much time do you usually spend at the mall?
- W1: What do you mean? Do you mean every week?
- M1: I mean, each time you come here, how long do you spend?
- W1: Oh, I'd say about an hour and a half or so. Maybe a little longer, but I'm hardly ever here for more than two hours.
- M1: Now there's one last question in this section. How do you usually come to the mall? Do you take the bus, the ...?
- W1: I always drive.

Questions 8-10

- M1: Fine. OK, the next part of the questionnaire concerns your opinions. You say you've been in all the stores in the mall. In general, in which store would you say you've had the best shopping experience?
- W1: That's easy. The shoe store.
- M1: That's a big store, isn't it? They have a huge selection of shoes.
- W1: They do, but I consider it a good store because the employees there are so polite. They give very good service.
- M1: Now, you may have had a chance to eat at our new food court.
- W1: Yes, I have, but I don't think I'll eat there again.
- M1: Why not?
- W1: Well, the food tastes fine, but it's very expensive. It shouldn't cost so much.
- M1: I have just one last question. Do you have any suggestions for improvements to the mall?

W1: Yes. You should add more parking spaces. I can never find a place to park. It's really annoying sometimes when ...

Questions 11-14

Good afternoon. Welcome to the Riverside Health Club. The purpose of today's tour is to let you become familiar with the different activities available at the club. I hope that by the end of the tour all of you will decide to become members.

When you become a member of the health club, you will have the opportunity to participate in a wide range of fitness activities. Over here we have our indoor tennis courts. There are three of them, and if you don't know how to play, we offer tennis lessons throughout the week. Right here next to the courts is the club store. It's quite small, you see, but we have it as a convenience. So, if you need snacks or drinks after exercising, you can buy them here.

OK, now this is the exercise room. It's the most well-equipped exercise facility in the city. You won't find old-fashioned weights for lifting here. We have only the most modern exercise machines. All the machines are electronic. They automatically adjust to your weight and fitness level, so you get the workout that's just right for you. The exercise room is run by Peter Jones, who's an expert in both fitness and technology, so he can help you become familiar with the machines. Once you learn how to use them, and Peter makes that easy, they're really great. I work out on them myself just about every day.

OK. In here we have the swimming pool. We offer different types and levels of swimming lessons. Also, you'll notice that the pool is Olympic size, so it's well-suited for competitions. In fact, our swimming team is well-known throughout the city. As a club member, you would have the opportunity to try out for the swim team if you're interested.

Questions 15-20

Over there at the other end are the locker rooms where you can change from your business clothes to your swimsuit or whatever. You can look in them later if you wish. They're very comfortable. We keep them well-stocked with the basic necessities such as towels and soap. You'll have to supply your own shampoo, however. There are plenty of showers, so you'll never have to wait your turn. We also have hairdryers for you to use. For safety reasons, we ask that everyone wear rubber sandals in the changing rooms. What else? Oh, you'll have to supply your own lock, of course. That's for your security.

Before we leave the pool area, I'd like to make you aware of some of our rules. The pool is the most popular place in the club, and it's often crowded, so we have rules for everyone's comfort and safety. The most important one, if you have children, please be aware that they are not allowed in the pool area alone. Children must be accompanied by an adult at all times. Naturally, there is no running near the pool. The floor is very wet, and it would be easy to get hurt. One last thing, for sanitary reasons, we ask everyone to shower before entering the pool. All right, I hope you've enjoyed the tour. Are there any questions?

Questions 12-26

W1: In this class we focus on developing writing skills, so one of the most important things we do is practice those skills by writing essays. Today we'll go over the requirements for your essay assignments. You'll have to write one essay each week. They're not very long essays, just about 350 to 400 words apiece. Every week I'll assign a different type of essay, so I thought today we'd go over some of the important essay types. The first type of essay I'll assign will be an essay describing a process. So you'll need to choose something that you can describe step-by-step. Yes, Mr. Smith?

M1: Is that a "how to" essay? I mean, would a topic be something like "How to fix a car?"

W1: Well, you should be more specific. Remember, you have a limited number of words. A better example would be "How to change the oil in a car." Yes?

- W2: How about friendship as a topic? “How to make friends.” Would that be a topic for a process essay?
- W1: It could be, but actually friendship is a better topic for a classification essay, which is the second type I’ll assign. In a classification essay you present your idea by organizing it into categories. “Three types of friends” would be a good topic for a classification essay. The third essay type you’ll write is compare and contrast. So, obviously, for your topic you’ll pick two or more things to compare.
- M2: (*laughing*) Like comparing the food in the student cafeteria to the food in a real restaurant.
- W1: Why not? That could actually be quite a good topic. But it really doesn’t matter which topic you choose, as long as you develop your argument well. The next essay type is argumentative, in which you’ll present an opinion and prove or defend it.
- M1: I like to argue.
- W1: Then you should do quite well with an argumentative essay. When writing this type of essay, be sure to state your opinion in a clear, straightforward sentence. For example, “Homework is necessary” could be a thesis statement. Yes?

Questions 27-30

- W2: Will you give us the topics, or do we pick our own?
- W1: I’d like you to pick your own topics. That way you can write about things that interest you. But be sure your topics are original. I want them to come out of your own heads, not out of any book on essay writing. So, any original topic is fine as long as it fits the assigned essay type. Are there any more questions? Yes?
- M2: When are the essays due?
- W1: Every Monday I’ll make a new essay assignment, which you’ll have to hand in to me the following Friday. Another question?
- W2: Will the essays count toward the final grade?
- W1: Of course. The essays are the most important thing we do in this class. All together your essays will count for 65 percent of your final grade. Other class work will count for 15 percent and your tests will be 20 percent of the final grade. One more thing. Please type your essays on a computer. Handwritten essays are not acceptable, and I don’t want to receive any photocopied work either.

Questions 31-36

Good evening. I’m Professor Williams and this class is Introduction to Anthropology. This class meets every Tuesday evening from 6:45 until 8:15. Please be on time for each class session.

This evening we’ll begin with a discussion of hunter-gatherer societies. This is an important topic because at one time all humans were hunter-gatherers. What are hunter-gatherer societies? They are groups of people that survive by hunting animals and gathering plant to eat. Typically, in these societies the men’s job is to hunt large animals while the women both gather plants and hunt smaller animals. Before twelve thousand years ago, all humans lived as hunter-gatherers. Now there are relatively few groups of people living this way, but there are some. Experts estimate that in about 50 years or so all such groups will have disappeared. Today hunter-gatherer societies still exist in the Arctic, in some desert areas, and in tropical rainforests. These are areas where other forms of food production, namely agriculture, are too difficult because of the climate.

Questions 31-36

In history, many hunter-gatherer societies eventually developed into farming societies. What are some of the basic differences between hunter-gatherers and farmers? The first is that hunter-gatherers tend to be nomadic. They travel from place to place. Once they have used up the food in one area, they have to move on to the

next place to find more. Farmers, on the other hand, are more likely to be sedentary. They can't move often because, of course, they have to stay in one place long enough to plant their crops and harvest them.

Another difference is that hunter-gatherer societies generally have lower population densities. Farming can support much higher population densities than hunting and gathering can because farming results in a larger food supply. So you'll find smaller groups among hunter-gatherers. Another very important difference is in social structure. A characteristic of hunter-gatherer societies is that they tend not to have hierarchical social structures. They usually don't have surplus food, or surplus anything, and if they did, they would have no place to keep it since they move around so often. So in a hunter-gatherer society, there is little ability to support full-time leaders. Everybody has to spend their time looking for food. These societies are more egalitarian than farming societies, where we see hierarchical social structures begin to develop.

Please bear in mind that everything I have said so far this evening is of a general nature. Next we will look at some specific examples of hunter-gatherer societies to see how these general concepts translate into reality.





APPENDIX F1

Names and Qualifications of the Three Experts

Names and Qualifications of the Three Experts

1. Asst. Prof. Dr. Neelawan Vanichakorn

Position: Lecturer

Affiliation: Language Division Department of Social and Applied Science, College of Industrial Technology, King Mongkut's University of Technology North Bangkok (KMUTNB)

2. Asst. Prof. Dr. Tanisaya Jiriyasin

Position: Lecturer

Affiliation: Department of English for Business Communication, Faculty of Humanities and Applied Arts, University of the Thai Chamber of Commerce (UTCC)

3. Asst. Prof. Dr. Supalak Nakhornsri

Position: Lecturer

Affiliation: Faculty of Applied Arts, King Mongkut's University of Technology North Bangkok (KMUTNB)



APPENDIX F2

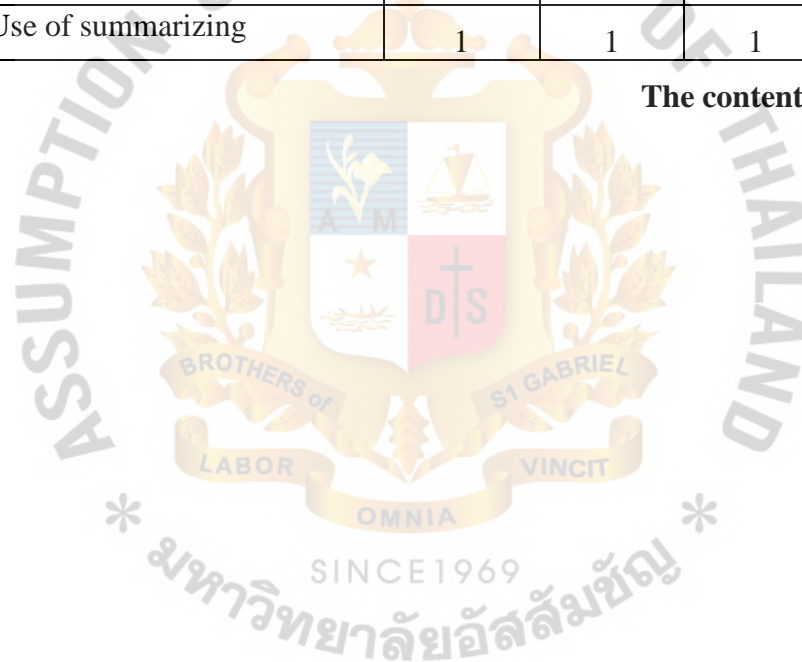
The Index of Item-Objective Congruence of the SRS Questionnaire



Items	Objectives	Opinion Scores of Experts			Total Scores	IOC Value
		Expert 1	Expert 2	Expert 3		
1	Use of planning	0	1	0	1	0.33
2	Use of planning	1	1	0	2	0.67
3	Use of planning	1	0	0	1	0.33
4	Use of planning	1	0	1	2	0.67
5	Use of planning	1	1	1	3	1.00
6	Use of organizing	1	1	1	3	1.00
7	Use of organizing	1	0	1	2	0.67
8	Use of monitoring	1	1	1	3	1.00
9	Use of monitoring	1	1	-1	1	0.33
10	Use of monitoring	0	0	1	1	0.33
11	Use of monitoring	0	1	1	2	0.67
12	Use of evaluating	1	1	0	2	0.67
13	Use of evaluating	1	1	1	3	1.00
14	Use of evaluating	1	1	-1	1	0.33
15	Use of evaluating	1	1	-1	1	0.33
16	Use of activating knowledge	1	1	1	3	1.00
17	Use of activating knowledge	1	1	1	3	1.00
18	Use of activating knowledge	1	1	1	3	1.00
19	Use of predicting	1	1	1	3	1.00
20	Use of predicting	1	1	1	3	1.00
21	Use of predicting	1	1	1	3	1.00
22	Use of conceptualizing broadly	1	1	1	3	1.00
23	Use of conceptualizing broadly	1	1	1	3	1.00
24	Use of conceptualizing in details	0	1	1	2	0.67
25	Use of conceptualizing in details	1	1	1	3	1.00
26	Use of focusing attentively	0	1	1	2	0.67
27	Use of focusing attentively	0	1	1	2	0.67
28	Use of focusing attentively	1	1	1	3	1.00
29	Use of elaborating	1	1	1	3	1.00

30	Use of elaborating	0	1	1	2	0.67
31	Use of interfering	1	1	1	3	1.00
32	Use of interfering	1	1	1	3	1.00
33	Use of interfering	1	1	1	3	1.00
34	Use of interfering	1	1	1	3	1.00
35	Use of double checking	0	1	1	2	0.67
36	Use of double checking	0	1	1	2	0.67
37	Use of note taking	1	1	1	3	1.00
38	Use of note taking	1	1	1	3	1.00
39	Use of note taking	1	1	1	3	1.00
40	Use of note taking	1	1	1	3	1.00
41	Use of summarizing	0	1	1	2	0.67
42	Use of summarizing	1	1	1	3	1.00

The content validity = 0.81





APPENDIX F3

The SRS Questionnaire

Instruction

This questionnaire was constructed to examine how the application of PM DA-SRS can enhance the students' English listening comprehension ability. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured while the information of each student shall not be revealed. Moreover, your answers shall not lead to any effect on your grade from this course. The obtained information will be for further development of English listening instruction.

Part I: The use of self-regulatory strategies

Instruction: After you read each statement, please state how much you agree with each statement by making a tick \checkmark on the number which means the followings:

- 5 = Strongly Agree
 4 = Agree
 3 = Uncertain
 2 = Disagree
 1 = Strongly Disagree

Statements		1	2	3	4	5
1.	Before listening, I think about what listening strategies I may use when I have listening difficulties.					
2.	Before listening, I decide in advance what my listening purpose is and I listen with that goal in mind.					
3.	Before listening, I set my listening purposes in advance; such as listening for main ideas and supporting details of the text.					
4.	Before listening, I preview class materials to help me organize my thoughts.					
5.	Before listening, I preview class materials to make outline of important concepts.					
6.	As I listen, I keep asking myself if I understand the text.					
7.	As I listen, I always verify my understanding across the comprehension questions in my listening worksheets I have received.					
8.	After listening, I judge whether the listening strategies I used helped me understand the text better.					
9.	After listening, I think about what I might do differently to make me understand the text better next time.					

Part II: The use of listening strategies

10.	Before listening, I try to activate general knowledge that relates to the topic of the listening text.					
11.	Before listening, I think of similar texts that I may have listened to or read.					
12.	Before listening, I think of what I've already known about the topic of the listening text.					
13.	Based on the topic of the listening text, I anticipate in advance the general contents in the text I am going to listen to.					
14.	Based on the topic of the listening text, I anticipate in advance the details for specific parts of the text I am going to listen to.					
15.	Before listening, I look at the topic of the listening text to imagine what the text might be about.					
16.	I always try to find the central theme of the listening text as I listen.					
17.	I always try to get the main idea of the listening text as I listen.					
18.	I always seek some specific details in what I listen to.					
19.	I always try to get supporting details of each main idea as I listen.					
20.	As I listen, I pay special attention to the part that I have trouble understanding.					
21.	I try to get back on track when I lose concentration.					
22.	When my mind wanders, I recover my concentration right away.					
23.	I try to understand the listening texts by making pictures in my mind to represent information.					
24.	As I listen, I use knowledge gained from experience in the world to understand the listening text better.					
25.	I use the speaker's tone of voice in the listening text to help me guess the meaning of unfamiliar words.					
26.	I use background sounds in the listening text to guess the meaning of unknown words.					
27.	I use relationships between speakers in the listening text to guess the meaning of unknown words.					
28.	I use information from different parts of the listening text to guess the meaning of unknown words.					
29.	As I listen, I always verify my understanding across comprehension questions in the listening worksheets I have received during the second time of listening.					

30.	I keep asking myself if my interpretation makes sense during the second time of listening.					
31.	As I listen, I write down key words or important information.					
32.	Taking notes while listening helps me listen to the text more carefully.					
33.	Taking notes while listening helps me understand the text better.					
34.	Taking notes while listening helps me answer comprehension questions in the listening worksheets accurately.					
35.	I make summaries of information that I listen to.					
36.	I try to summarize important information (in my head or in writing) that I listen to.					

Other comments (if any)

.....

.....

.....

.....

If you are willing to take part in an interview, please give your name and telephone number.

Name: Telephone No:

THANK YOU VERY MUCH FOR YOUR CO-OPERATION





APPENDIX G
Strategy Checklist

Name.....ID.....Section.....(PM DA-SRS: I, II, III, IV, V)

Strategy Checklist

Instruction: Please mark ✓ in front of the box which presents the strategies you have used when you face with listening difficulties.

1. SRS

- ☐ Planning
- ☐ Organizing
- ☐ Monitoring
- ☐ Evaluating

2. Listening strategies

- ☐ Activating knowledge
- ☐ Prediction
- ☐ Conceptualizing broadly
- ☐ Elaborating
- ☐ Inferencing
- ☐ Focusing attentively
- ☐ Summarizing
- ☐ Double-checking unfamiliar expression
- ☐ Note-taking

1. Which strategies did you use the most often today? Why?

.....

.....

.....

.....

.....

2. How did you use the strategies to help you understand the listening text better?
Please explain in details.

.....

.....

.....

.....

.....



Appendix H

Learning Diary

Name.....ID.....Sec.....

As a peer mediator

Reflection on the Use of Strategies

1. When you didn't understand the listening text, what did you usually do to help you understand better? Why?
2. Which listening strategies did you use to help you understand the listening text better? How did you use them?

Reflection on the Peer Mediator Training

3. Did the mediator training process help you to become a good mediator? How did it help you?
4. To your understanding, what functions did the mediator perform?

Reflection on the Process of PM DA-SRS

5. Which parts of the PM DA-SRS process do you like or dislike? Why?
6. Did the process of PM DA-SRS help you to understand the listening text better? How?
7. Between the mediator of the group or the participant, which role enabled you to understand the listening text better? Why?
8. Which one do you prefer between teacher as a mediator or student as a mediator? Why?
9. Do you have any suggestion to improve the quality of PM DA-SRS process?

Reflection on the Role of Peer Mediator

10. How did you prepare yourself before taking the mediator role?
11. How did you feel when you were the mediator of the group? Were your feelings different before and after you took the mediator role?
12. Which level of mediating prompts was mostly used before receiving the correct answer?
13. What have you learned from being the mediator of the group?
14. Do you think you were a good mediator of the group? Why or why not?

Name.....ID.....Sec.....

As an active participant

Reflection on the Use of Strategies

1. When you didn't understand the listening text, what did you usually do to help you understand better? Why?
3. Which listening strategies did you use to help you understand the listening text better? How did you use them?

Reflection on the Peer Mediator Training

4. Did the mediator training process help you to become a good mediator? How did it help you?
5. To your understanding, what functions did the mediator perform?

Reflection on the Process of PM DA-SRS

6. Which parts of the PM DA-SRS process do you like or dislike? Why?
7. Did the process of PM DA-SRS help you to understand the listening text better? How?
8. Between the mediator of the group or the participant, which role enabled you to understand the listening text better? Why?
9. Which one do you prefer between teacher as a mediator or student as a mediator? Why?
10. Do you have any suggestion to improve the quality of PM DA-SRS process?

Reflection on the Role of Participant

11. When you could not provide a correct answer, how did your mediator help you?
12. Did the process of PM DA-SRS help you to understand the listening text better? How?
13. Which mediating prompts did you rely on the most? How did you use them?



Appendix I 1

The Index of Item-Objective Congruence of the PM DA-SRS Opinionnaire



Items	Objectives	Opinion Scores of Experts			Total Scores	IOC Value
		Expert 1	Expert 2	Expert 3		
1	To gain more understanding	1	1	1	3	1.00
2	To gain more understanding	1	1	1	3	1.00
3	To improve listening performance	1	1	1	3	1.00
4	To exchange knowledge	1	1	1	3	1.00
5	To enable students to help weaker students in the group	1	1	1	3	1.00
6	To receive useful feedbacks	1	1	1	3	1.00
7	To enhance English communicative skills	1	1	0	2	0.67
8	To promote critical thinking	0	1	1	2	0.67
9	To be aware of listening difficulties	0	1	1	2	0.67
10	To know how to handle with listening difficulties	1	1	1	3	1.00
11	To enable students to complete comprehension questions	1	1	1	3	1.00
12	To enable students to answer comprehension questions	1	1	1	3	1.00
13	To provide a great learning environment	1	1	1	3	1.00
14	To be interesting and fun	1	0	1	2	0.67
15	To make new friends	1	1	1	3	1.00
16	To establish a good relationship	1	1	1	3	1.00
17	To reduce listening anxiety	1	1	1	3	1.00
18	To increase more self-confidence	1	1	0	2	0.67
19	To increase motivation to learn	1	1	1	3	1.00
20	To increase motivation to learn	1	1	1	3	1.00

The content validity = 0.92



Appendix I2

The PM DA-SRS Opinionnaire

Instruction

This opinionnaire was constructed to explore the students' attitudes towards the application of PM DA-SRS for the development of their English listening comprehension ability. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured while the information of each student shall not be revealed. Moreover, your answers shall not lead to any effect on your grade from this course. The obtained information will be for further development of English listening instruction.

Part 1: Usefulness of PM DA-SRS instructional process

Instruction: After you read each statement, please state how much you agree with each statement by making a tick \checkmark on the number which means the followings:

- 5 = Strongly Agree
 4 = Agree
 3 = Uncertain
 2 = Disagree
 1 = Strongly Disagree

Statements		1	2	3	4	5
• Academic Benefits						
1.	The PM DA-SRS instructional process caused me to actively pay attention to the listening texts.					
2.	The PM DA-SRS instructional process helped me to understand the listening texts better.					
3.	The PM DA-SRS instructional process helped me to improve my overall listening performance.					
4.	The PM DA-SRS instructional process allowed me to exchange knowledge and information from the listening texts with other members in the group.					
5.	The PM DA-SRS instructional process enabled students to help weaker students in the group.					
6.	The PM DA-SRS instructional process led to useful and helpful feedbacks for effective listening from other members in the group.					
7.	The PM DA-SRS instructional process enhanced my English communicative skill, particularly my listening ability.					
8.	The PM DA-SRS instructional process stimulated my cognitive thinking.					
9.	The PM DA-SRS instructional process made me aware of what listening difficulties I had.					
10.	The PM DA-SRS instructional process helped me handle with my listening difficulties more effectively.					

11.	The PM DA-SRS instructional process enabled me to complete comprehension questions in the listening worksheet faster.					
12.	The PM DA-SRS instructional process enabled me to answer comprehension questions in the listening worksheet with more accuracy.					
<ul style="list-style-type: none"> Social Benefits 						
13.	The PM DA-SRS instructional process provided a great learning environment.					
14.	The PM DA-SRS instructional process was interesting and fun.					
15.	The PM DA-SRS instructional process gave me an opportunity to make new friends.					
16.	The PM DA-SRS instructional process built up a good relationship among members in the group.					
<ul style="list-style-type: none"> Psychological Benefits 						
17.	The PM DA-SRS instructional process helped me to reduce my listening anxiety.					
18.	The PM DA-SRS instructional process helped me to have more self-confidence in providing mediating prompts to my members in the group.					
19.	The PM DA-SRS instructional process motivated me to regularly attend my listening class.					
20.	The PM DA-SRS instructional process motivated me to listen attentively to the listening texts.					

Other comments (if any)

.....

If you are willing to take part in an interview, please give your name and telephone number.

Name: Telephone no:

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix J1

The Index of Item-Objective Congruence of the Interview Questions



Items	Objectives	Opinion Scores of Experts			Total Scores	IOC Value
		Expert 1	Expert 2	Expert 3		
1	To reflect on benefits of the PM DA-SRS process	1	1	1	3	1.00
2	To reflect on the learning environment	1	1	1	3	1.00
3	To reflect on the increase of motivation to learn	1	0	1	2	0.67
4	To reflect on suggestions to improve the PM DA-SRS process	1	1	1	3	1.00

The content validity = 0.92





Appendix J2

Thai Original Version, Translated Text, and Back-Translated Text

The following part shows the process of back-translation in the context of what benefits and problems students experienced during the application of the PM DA-SRS instructional process.

Benefits of the PM DA-SRS Instructional Process

1) Social benefit

Student 1

Thai original version: “หนูมีเพื่อนใหม่จากกิจกรรมนี้ เราทำงานกลุ่มเดียวกัน 5 ครั้ง โดยนักเรียนแต่ละคนสลับกันเป็น *peer mediator* และนักเรียนที่เหลือต้องตอบคำถาม กิจกรรมนี้ทำให้ความสัมพันธ์คนในกลุ่มใกล้ชิดสนิทกันและทำให้ห้องเรียนน่าเรียนเพราะว่าหนูเข้ากับเพื่อนในกลุ่มได้ดีขึ้น”

Translated text: “I made more new friends from this activity. By working in the same group for five times, each student took turn being the *peer mediator* while the rest needed to answer questions. This made the relationship of group members strengthened. And this made the class become more pleasant since I could get along well with my group members”.

Back-translated text: “หนูได้เพื่อนใหม่จากกิจกรรมนี้ ใน 5 รอบที่ทำงานกลุ่มเดียวกัน แต่ละคนได้สลับกันเป็น *peer mediator* และคนที่เหลือต้องตอบคำถาม ทำให้คนในกลุ่มสนิทกัน และทำให้ห้องน่าเรียนเพราะว่าหนูสนิทกับเพื่อนในกลุ่มมากขึ้น”

Student 2

Thai original version: “มันเป็นครั้งแรกที่หนูได้เรียนแบบนี้ เหมือนแบบได้เล่นเกมกับเพื่อนในห้องมากกว่า พอตอนทำงานกลุ่มก็ทำให้เพื่อนสนิทกันความสัมพันธ์กันก็มีมากขึ้น พอเป็นแบบนี้แล้วบรรยากาศในห้องมันทั้งตื่นเต้นและสนุกไปในเวลาเดียวกัน”

Translated text: “It was the first time for me to have this type of learning in class. It was like playing game in the class with friends. When we worked in group with friends, it helped the relationship among group members become stronger. This made the class atmosphere become exciting and fun at the same time”.

Back-translated text: “นี่เป็นครั้งแรกที่หนูได้เรียนแบบนี้ มันเหมือนได้เล่นเกมในห้องกับเพื่อน ๆ เวลาทำงานกลุ่มกับเพื่อนทำให้สมาชิกในกลุ่มสนิทกันมากขึ้น ทำให้บรรยากาศในห้องน่าตื่นเต้นและสนุกไปพร้อมกัน”

Student 4

Thai original version: “หนูไม่รู้สึกกดดันตอนอยู่ในห้อง บรรยากาศในห้องชิลชิลและเพื่อนในกลุ่มก็แบบเป็นกันเอง กิจกรรมนี้ทำให้นักเรียนในห้องรู้จักกันมากขึ้นหลังจากที่ทำงานด้วยกันมาหลายครั้ง”

Translated text: “I felt no pressure when I was in class. The classroom atmosphere seemed to be relaxing and all my group members were friendly to me. This activity let

every student in the class know each other quite well after having worked together for many times”.

Back-translated text: “หนูรู้สึกไม่กดดันเวลาอยู่ในห้อง บรรยากาศในห้องผ่อนคลายขึ้นและเพื่อนในกลุ่มก็อัธยาศัยดี กิจกรรมนี้ทำให้เด็กในห้องรู้จักกันมากขึ้นหลังจากที่ทำงานด้วยกันหลายครั้ง”

Student 6

Thai original version: “เวลาเป็น *peer mediator* ทำให้เราต้องอดทนและเปิดใจรับฟังเพื่อนความคิดเพื่อนมากขึ้น เช่น พอได้คุยกับเพื่อนที่ไม่รู้จักมาก่อนทำให้มีเพื่อนเพิ่มขึ้น พอทุกคนได้รู้จักกันสนิทกันมากขึ้นจากการทำงานกลุ่มหลาย ๆ ครั้ง บรรยากาศในห้องก็จะไม่ซีเรียสอะไรแต่แบบขิลมากขึ้น”

Translated text: “Being the peer mediator of the group helped me become more patient and opened up to my classmates. For example, talking to my classmates who I did not know before let me have more friends. When everyone knew each other quite well from working in small groups for many times, the classroom atmosphere was not serious but relaxing instead”.

Back-translated text: “การเป็น *peer mediator* ทำให้หนูเป็นคนอดทนและเปิดใจฟังเพื่อนมากขึ้น เช่น การได้คุยกับเพื่อนที่ไม่รู้จักมาก่อนทำให้มีเพื่อนมากขึ้น พอทุกคนได้รู้จักกันมากขึ้นจากการทำงานกลุ่มหลาย ๆ ครั้ง บรรยากาศในห้องก็จะไม่เครียดแต่ผ่อนคลายมากขึ้น”

Student 7

Thai original version: “หนูว่ากิจกรรมนี้ทำให้หนูสร้างความสัมพันธ์ที่ดี โดยเฉพาะกับเพื่อนในกลุ่มเพราะเราต้องทำกิจกรรมด้วยกันหลายครั้ง”

Translated text: “I think this activity enabled me to establish a good relationship particularly with my group members because we had to do the activity together many times”.

Back-translated text: “หนูคิดว่ากิจกรรมนี้ทำให้หนูสนิทกับเพื่อนมากขึ้น โดยเฉพาะเพื่อนในกลุ่มเพราะเราต้องทำกิจกรรมด้วยกันหลายครั้ง”

Student 29

Thai original version: “หนูไม่รู้สึกเลยว่ามี ความกดดันเวลานักเรียนเป็น *mediator* แทนที่จะเป็นอาจารย์”

Translated text: “It seems to me that there was no pressure in the classroom when the students, not the teacher, took the mediator role”.

Back-translated text: “หนูรู้สึกว่าห้องเรียนไม่ค่อยกดดันเวลานักเรียนเป็น *mediator* แทนอาจารย์”

Based on the excerpts taken from the semi-structured interview, there were eight keywords/ phrases relating to the social benefits of the PM DA-SRS instructional process, which included “made new friend”, “relationship strengthened”, “friendly”, “get along well”, “exciting”, “fun”, “pleasant classroom”, and “relaxing classroom”.

All keywords/phrases in Thai original text, translated text, and back-translated text were displayed in Table 1 to show the equivalence and inequivalence of meanings.

Table 1: Keywords/ Phrases of Social Benefits

No.	Thai original text	Translated text	Back-translated text
1.	มีเพื่อนใหม่	Made new friends	ได้เพื่อนใหม่
2.	ความสัมพันธ์คนในกลุ่มสนิทกัน	Relationship strengthened	คนในกลุ่มสนิทกัน
3.	เป็นกันเอง	Friendly	อัธยาศัยดี
4.	เข้ากับเพื่อนในกลุ่มได้ดีขึ้น	Get along well	สนิทกับเพื่อนในกลุ่มมากขึ้น
5.	ตื่นเต้น	Exciting	ตื่นเต้น
6.	สนุก	Fun	สนุก
7.	ห้องเรียนน่าเรียน	Pleasant classroom	ทำให้ห้องน่าเรียน
8.	บรรยากาศในห้องผ่อนคลาย	Relaxing classroom	บรรยากาศในห้องดูผ่อนคลายขึ้น

In this category, the two keywords which were inequivalent in meanings were “friendly”, and “get along well” while the rest of six were all equivalent.

2) Academic benefit

Student 1

Thai original version: “กระบวนการนี้ทำให้เราฝึกฟังตลอดเวลา ยิ่งพอฝึกฟังมากเท่าไรก็ยิ่งทำให้เราเข้าใจเนื้อความใน *listening text* มากขึ้น นอกจากนี้ สิ่งสำคัญคือต้องตั้งใจฟัง *listening text* และต้อง *active* ตลอดเวลา ไม่ว่าจะเป็น *peer mediator* หรือ เป็น *participant* การเป็น *peer mediator* หนูต้องฟัง *listening text* มากกว่าหนึ่งครั้ง เพื่อจะได้เข้าใจเนื้อเรื่อง ทำให้หนูตระหนักว่าถ้าหนูต้องการจะพัฒนาศักยภาพการฟัง การฝึกฝนเป็นสิ่งที่ดีที่สุด เพราะฉะนั้นหนูตั้งใจจะฝึกการฟังให้มากขึ้นไปอีกเพื่อประโยชน์ของตัวเอง ในส่วนของการเป็น *participant* หนูต้อง *active* ตลอดเวลาเพราะหนูอาจถูกเรียกตอบคำถามเมื่อไรก็ได้ไม่รู้”

Translated text: “The process let us practice listening all the time. The more I listened to the listening texts, the more I understood the stories. Also, it was important to pay attention to the listening texts and became more active all the time no matter you acted as a peer mediator or as a participant. Being a peer mediator, I needed to listen to listening texts more than one time to understand the story. This made me realize that if I wanted to improve my listening skill, practice made perfect. So, I planned to practice listening more and more for my own benefit. Well...as a participant, I needed to stay active all the time because I might be called to answer the question any time during the process”.

Back-translated text: “วิธีนี้ทำให้เราได้ฝึกการฟังตลอดเวลา ยิ่งฟัง *listening text* มากก็ยิ่งเข้าใจเนื้อเรื่องมากขึ้น การตั้งใจฟัง *listening text* และ *active* ตลอดเวลาเป็นสิ่งที่สำคัญมากไม่ว่าจะเป็น *peer mediator* หรือ *participant* ตอนที่หนูเป็น *peer mediator* หนูต้องฟัง *listening text* มากกว่า 1 ครั้งเพื่อให้เข้าใจเนื้อเรื่อง มันทำให้หนูเข้าใจว่าถ้าอยากพัฒนาทักษะการฟังต้องฝึกบ่อย ๆ หนูเลยวางแผนว่าจะฝึกฟังมากขึ้นเพื่อประโยชน์ของตัวเอง แต่ว่าตอนเป็น *participant* หนูก็ต้อง *active* ตลอดเวลาเพราะอาจจะถูกเรียกให้ตอบคำถามเมื่อไรก็ได้ไม่รู้”

Student 2

Thai original version: “เมื่อหนูไม่สามารถตอบคำถามได้ group mediator ช่วยหนูโดยการให้ mediating prompts การใช้ mediating prompts ช่วยให้หนูคิดต่อได้ ตัวอย่างเช่น การให้ keyword จะช่วยให้หนูคิดต่อไปได้ว่าอะไรที่จะนำไปสู่คำตอบที่ถูกต้อง โดยรวมแล้ว mediating prompts ช่วยให้หนูตอบคำถามใน listening worksheet ได้ถูกต้อง”

Translated text: “When I could not answer the questions, the group mediator helped me by offering some mediating prompts. The use of mediating prompts helped me think further. For example, giving me the keyword helped me think further what could lead me to the correct answer. Overall, the mediating prompts helped me to answer questions in the listening worksheet accurately”.

Back translated text: “ตอนหนูตอบคำถามไม่ได้ group mediator ก็จะช่วยให้ mediating prompt ซึ่ง mediating prompt นี้ช่วยให้หนูพยายามคิดเยอะขึ้น เช่น การให้ keyword ช่วยให้หนูคิดเยอะขึ้นว่าอะไรคือคำตอบที่ถูกต้อง โดยรวมแล้ว mediating prompt ช่วยให้หนูตอบคำถามใน listening worksheet ถูกต้อง”

Student 4

Thai original version: “กิจกรรมนี้บังคับให้นักเรียนต้องฟังหลาย listening texts ที่มีหลาย accents ตอนแรกหนูไม่ค่อยเข้าใจเพราะ speakers พูดเร็วมาก แต่พอเวลาผ่านไปหนูก็ค่อยๆตามทันและเข้าใจเนื้อเรื่องมากขึ้นเพราะว่าหนูเริ่มชินกับสำเนียง”

Translated text: “This activity forced the students to listen to many listening texts, which had different accents. At first, I did not understand much because speakers talked too fast. However, as time passed by, I think I could gradually catch up more and understood the stories better because I got used to it”.

Back-translated text: “กิจกรรมนี้ทำให้นักศึกษาได้ฝึกฟัง listening text หลายสำเนียง ตอนแรกหนูไม่ค่อยเข้าใจเท่าไรเพราะคนพูดพูดเร็วมาก แต่พอฟังไปเรื่อย ๆ หนูค่อย ๆ จับใจความได้และเข้าใจเนื้อเรื่องมากขึ้นเพราะเริ่มชินกับมัน”

Student 6

Thai original version: “นอกจากที่มีโอกาสได้ฝึกฟังแล้ว หนูสามารถตอบคำถามใน worksheet ได้ถูกต้อง เมื่อ peer mediator เล่นไฟล์เสียงที่หนูฟังไม่ทันอีกครั้ง ก็ทำให้หนูรู้ว่าต้อง focus ที่ไหน หนูรู้ว่าส่วนไหนที่สำคัญและส่วนไหนที่สามารถนำไปสู่คำตอบที่ถูกต้อง”

Translated text: “Apart from having more chances to practice listening under this process, I could answer comprehension questions in the worksheet more correctly. When the peer mediator replayed the audio file especially the parts I had problems with, I knew where to focus. I knew which part was important and which part could lead me to the correct response”.

Back-translated text: “นอกจากจะได้มีโอกาสฝึกการฟังจากกิจกรรมนี้แล้ว หนูก็สามารถตอบคำถาม comprehension ใน worksheet ได้มากขึ้น เวลา peer mediator เล่นไฟล์เสียงซ้ำโดยเฉพาะ part ที่หนูมีปัญหา หนูรู้ว่าต้องโฟกัสตรงไหน หนูรู้ว่า part ไหนสำคัญ และ part ไหนคือคำตอบที่ถูกต้อง”

Student 7

Thai original version: “หนูได้ฝึกฟังหลายครั้งจาก class นี้ ตอนแรกหนูฟังส่วนที่สำคัญๆ ไม่ทัน เลยทำให้หนูตอบคำถามใน worksheet ไม่ได้ ปกติหนูจะไม่สามารถจำและเข้าใจทุกอย่างจากการฟังครั้งแรกได้ แต่พอเราอยู่ในกลุ่มที่มี *peer mediator* มันช่วยให้หนูเข้าใจมากขึ้นเพราะว่า *peer mediator* จะเปิดแค่ *part* ที่หนูฟังไม่ทันในตอนแรกอีกครั้ง อย่างน้อยก็ทำให้รู้ว่า *part* นั้นมันเป็นเรื่องเกี่ยวกับอะไร”

Translated text: “I have practiced listening many times from this class. At first, I could not catch up with some important information so, I could not answer the questions in the worksheet. Normally, I was not able to remember and understand everything from the first time of listening. However, when we were in group with having a *peer mediator*, it helped me to understand better since the *peer mediator* always replayed that part that I could not catch at the first time. At least, it let me realize what that part was about”.

Back-translated text: “หนูได้ฝึกฟังหลายรอบจากวิชานี้ ตอนแรกหนูฟังไม่ทันว่าอะไรคือใจความสำคัญ เลยตอบคำถามใน worksheet ไม่ได้ ปกติแล้วหนูไม่สามารถเข้าใจและจำทุกอย่างได้จากการฟังครั้งแรก แต่เวลาอยู่ในกลุ่มที่มี *peer mediator* มันช่วยให้หนูเข้าใจมากขึ้นเพราะ *peer mediator* จะเล่น *part* ที่หนูตามไม่ทันในรอบแรกซ้ำอีกรอบ อย่างน้อยมันก็ทำให้หนูรู้ว่า *part* นั้นเกี่ยวกับอะไร”

Student 9

Thai original version: “หนูมีความเข้าใจมากขึ้นจาก *prompts* ที่ได้รับ เมื่อหนูได้รับ *keyword* จาก *peer mediator* ก็ทำให้หนูรู้ว่าส่วนไหนใน *listening text* ที่สำคัญ หนูเลยพยายามทำความเข้าใจในส่วนนั้นเพื่อที่จะทำให้เข้าใจเนื้อเรื่องทั้งหมด”

Translated text: “I’ve got a better understanding from the prompts. When I got keywords from the *peer mediator*, I knew which part was important in the listening text so, I tried to understand that particular part in order to have an overall understanding”.

Back-translated text: “หนูมีความเข้าใจมากขึ้นจากการมี *prompts* เวลาได้ *keyword* จาก *peer mediator* หนูรู้เลยว่า *part* ที่สำคัญใน *listening text* คือ *part* ไหน หนูเลยพยายามเข้าใจ *part* นั้นเพื่อจะได้เข้าใจภาพรวม”

Student 29

Thai original version: “การได้ *prompts* ทำให้หนูเรียนรู้ที่จะคิดอย่างเป็นขั้นตอน ตัวอย่างเช่น ตอนที่ *mediator* ให้ *prompt* ที่สาม มันช่วยให้หนูคิดลึกลงในรายละเอียดด้วยตัวเอง แบบมันเหมือนกระบวนการความคิดหนูเป็นขั้นเป็นตอนและหนูก็เข้าใจมากขึ้นจริงๆ”

Translated text: “By receiving many prompts, I learned to think step by step. For example, when the mediator gave the third prompt, it helped me think in a deeper detail on my own. It was like a step-by-step process and I really got better understanding”.

Back-translated text: “หลังจากได้รับ *prompts* หนูเรียนรู้ที่จะคิดเป็นขั้นเป็นตอน เช่น เวลาที่ *mediator* ให้ *prompt* ที่ 3 มันช่วยทำให้หนูคิดอย่างละเอียดมากขึ้น มันเหมือนคิดเป็นขั้นเป็นตอนและหนูก็เข้าใจมากขึ้น”

Based on the excerpts taken from the semi-structured interview, there were five keywords/ phrases relating to the academic benefits of the PM DA-SRS instructional process. All keywords/phrases in Thai original text, translated text, and back-translated text were displayed in Table 2 to show the equivalence and inequivalence of meanings.

Table 2: Keywords/ Phrases of Academic Benefits

No.	Thai original text	Translated text	Back-translated text
1.	ฝึกฟังตลอดเวลา	Practice listening all the time	ฝึกการฟังตลอดเวลา
2.	เข้าใจเนื้อความมากขึ้น	Understand listening text better	เข้าใจเนื้อเรื่องมากขึ้น
3.	ตอบคำถามใน listening worksheet ได้ถูกต้อง	Correct answer in the listening worksheet	ตอบคำถามใน listening worksheet ถูกต้อง
4.	เล่นไฟล์เสียงที่หนูฟังไม่ทันอีกครั้ง ก็ทำให้หนูรู้ว่าต้อง focus ที่ไหน หนูรู้ว่าส่วนไหนที่สำคัญและส่วนไหนที่สามารถนำไปสู่คำตอบที่ถูกต้อง	Replay: Know where to focus Replay: Know which part leading to correct response	เล่นไฟล์เสียงซ้ำโดยเฉพาะ part ที่หนูมีปัญหา หนูรู้ว่าต้องโฟกัสที่ตรงไหน หนูรู้ว่า part ไหนที่สำคัญ และ part ไหนคือคำตอบที่ถูกต้อง
5.	การได้ prompts ทำให้หนูเรียนรู้ที่จะคิดอย่างเป็นขั้นตอน	Mediating prompts: Learn to think step by step	หลังจากได้รับ prompts หนูเรียนรู้ที่จะคิดเป็นขั้นเป็นตอน

In this category, all keywords/ phrases were equivalent in meanings.

3) Psychological benefit

Student 1

Thai original text: “หนูรู้สึกอยากเข้าเรียนเพราะมันช่วยให้หนูพัฒนาการฟัง กระบวนการ PM DA-SRS ทำให้หนูได้เจอ text หลายๆแบบ และหนูก็ได้ฝึกการฟังมากขึ้น หนูรู้สึกมั่นใจและไม่อายที่จะตอบคำถามในกลุ่ม”

Translated text: “I felt motivated to attend the class because it helped to improve my listening. The PM DA-SRS process let me expose to various types of texts and I have got a lot of listening practices. I was confident and was not shy to answer questions in the group”.

Back-translated text: “หนูรู้สึกอยากมาเรียนมากขึ้นเพราะวิชานี้ช่วยให้การฟังหนูดีขึ้น PM DA-SRS ทำให้หนูได้ฟัง text หลายๆแบบ และได้ฝึกการฟังมากขึ้น หนูมีความมั่นใจและไม่อายที่จะตอบคำถามในกลุ่ม”

Student 2

Thai original text: “แต่ก่อนหนูไม่ชอบ listening class เลย มันยากที่จะเข้าใจ listening text แต่กระบวนการนี้ก็ช่วยให้หนูได้ฝึกฟังมากขึ้นจนหนูมีความมั่นใจในการฟังมากยิ่งขึ้น หนูไม่รู้สึกกังวลแต่กลับอยากจะมาเข้า class”

Translated text: “In the past, I did not like listening class at all. It was difficult for me to understand the listening text. However, this process let me practiced listening more and more until I had more confidence in listening. I was not nervous but felt motivated to come to class”.

Back-translated text: “เมื่อก่อนหนูไม่ชอบวิชาการฟังเลย มันยากที่จะฟัง *listening text* ให้เข้าใจ แต่วิธีการนี้ทำให้หนูได้ฝึกการฟังมากขึ้นจนหนูมีความมั่นใจมากขึ้น หนูไม่รู้สึกลัวแต่กลับรู้สึกว่ายากมาเรียนมากขึ้น ”

Student 4

Thai original text: “จริงๆแล้วหนูอยากจะทำหน้าที่เป็น *peer mediator* ของกลุ่ม เพราะหนูอยากจะทำให้สมาชิกกลุ่มของหนูจะสามารถตอบคำถาม ได้ถูกต้องมีหลังจากที่พวกเขาได้รับ *mediating prompts* ”

Translated text: “Actually, I wanted to attend class when I acted the peer mediator of the group. This was because I wanted to know whether or not my group members would be able to give correct answers after having received the mediating prompts”.

Back-translated text: “จริงๆแล้วหนูอยากเรียนวิชาที่เวลาหนูได้เป็น *peer mediator* เพราะหนูอยากรู้ว่าเพื่อนในกลุ่มสามารถตอบคำถามได้มีหลังจากที่ได้ *mediating prompts* ”

Student 9

Thai original text: “หนูสงสัยว่าหนูจะทำหน้าที่เป็น *mediator* ได้สำเร็จมี หนูเลยอยากไป class เพื่อที่ได้พิสูจน์อีกอย่างกระบวนการนี้มันก็ท้าทายเพราะหนูไม่เคยทำอะไรแบบนี้มาก่อน ที่แน่ๆ หนูตื่นเต้นและก็กังวลก่อนที่จะทำหน้าที่นี้ แต่พอหลังจากที่ได้ทำแล้ว หนูก็รู้สึกภูมิใจที่ได้ช่วยเพื่อนตอบคำถาม ได้ถูกต้อง การเป็น *peer mediator* ไม่ได้ยากอย่างที่หนูคิดเลย”

Translated text: “I was curious to know whether or not I could perform the mediator role successfully so, of course, I wanted to go to class to prove that. Also, the process was challenging for me since I never did something like this before. Of course, I felt nervous and worried before taking the role. But after I did the role, I felt proud of myself for being able to help my friend reach the correct answer. Being the peer mediator was not as difficult as I thought”.

Back-translated text: “หนูอยากรู้ว่าหนูสามารถทำหน้าที่ *mediator* ได้ดีมี หนูเลยอยากมาเรียนวิชาที่เพื่อพิสูจน์ดูและวิธีนี้ก่อนข้างท้าทายสำหรับหนูเพราะหนูไม่เคยทำอะไรแบบนี้มาก่อน แน่แน่นอนว่าหนูรู้สึกกลัวและกังวลก่อนที่จะทำหน้าที่นี้ แต่หลังจากที่หนูลองทำดู หนูรู้สึกภูมิใจในตัวเองที่สามารถช่วยเพื่อนตอบคำถามได้ การเป็น *peer mediator* ไม่ได้ยากอย่างที่คิด ”

Student 29

Thai original text: “เพราะว่ากระบวนการนี้ทำให้หนูได้ฝึกฟังตลอดเวลาหนูเลยไม่กังวลเวลาฟังอีกเลย หนูรู้สึกอยากเรียนรู้วิธีการมากขึ้นเพื่อที่จะพัฒนา *skill* การฟังของหนู”

Translated text: “Since the process let me practice listening all the time, I was not nervous when I listened anymore. I felt motivated to learn more on how to because I really wanted to improve my listening skill”.

Back-translated text: “เพราะวิธีนี้ทำให้หนูได้ฝึกการฟังบ่อย ๆ เวลาฟังหนูจึงไม่รู้สึกกลัวอีกต่อไป หนูรู้สึกอยากเรียนรู้วิธีการมากขึ้นเพราะหนูอยากพัฒนาทักษะการฟังของตัวเอง ”

Based on the excerpts taken from the semi-structured interview, there were five keywords/ phrases relating to the psychological benefits of the PM DA-SRS instructional process. All keywords/phrases in Thai original text, translated text, and back-translated text were displayed in Table 3 to show the equivalence and inequivalence of meanings.

Table 3: Keywords/ Phrases of Psychological Benefits

No.	Thai original text	Translated text	Back-translated text
1.	รู้สึกอยากเข้าเรียน	Felt motivated to attend class	รู้สึกอยากมาเรียน
2.	รู้สึกมั่นใจและไม่อายที่จะตอบคำถามในกลุ่ม	Confident and not shy to answer questions in the group	มีความมั่นใจและไม่อายที่จะตอบคำถามในกลุ่ม
3.	มีความมั่นใจในการฟังมากยิ่งขึ้น	Had more confidence in listening	ฝึกการฟังมากขึ้นจนหนูมีความมั่นใจ
4.	สงสัยว่าหนูจะทำหน้าที่เป็น mediator ได้สำเร็จมั๊ย	Curious: Whether to perform the PM role successfully	อยากรู้ว่าหนูสามารถทำหน้าที่ mediator ได้มั๊ย
5.	ไม่กังวลเวลาฟังอีกเลย	Not nervous to listen anymore	เวลาฟังหนูจึงไม่รู้สึกกลัวอีกต่อไป

In this category, the only one keyword/ phrase which was inequivalent in meaning was “nervous” while the rest of four were all equivalent.

Problems during the Application of the PM DA-SRS Instructional Process

1) Noise and interference problem

Student 2

Thai original text: “หนึ่งใน *mediating prompts* คือการเล่น *listening text* ซ้ำ พอทุกกลุ่มมีลำโพงเป็นของตัวเอง มันก็จะมีเสียงรบกวนมาจากกลุ่มอื่น มันจะดีกว่านี้ถ้า *class* ใหญ่ขึ้นซึ่งทำให้เราสามารถนั่งห่างจากกลุ่มอื่นๆเพื่อที่จะลดปัญหานี้ได้”

Translated text: “One of the *mediating prompts* was to replay the *listening text*. Since every group had their own amplifiers, we could not avoid some noise from other groups. It would be better if we had a bigger class where we could sit far apart from other groups to avoid this problem”.

Back-translated text: “หนึ่งใน *mediating prompt* คือการเล่น *listening text* ซ้ำ เนื่องจากทุกกลุ่มมีเครื่องขยายเสียงของตัวเอง จึงไม่สามารถหลีกเลี่ยงเสียงรบกวนจากกลุ่มอื่นได้ คงจะดีกว่านี้ถ้ามีห้องเรียนที่ใหญ่ขึ้นและสามารถนั่งห่างจากกลุ่มอื่นได้เพื่อไม่ให้เกิดปัญหานี้”

Student 6

Thai original text: “หนูว่ามันยากมากที่จะเข้าใจ *listening text* โดยเฉพาะตอนที่ *mediator* ของกลุ่มอื่นเรียกคนในกลุ่มเค้าตอบคำถาม แล้วก็ตอนที่ *mediator* เล่นไฟล์เสียงซ้ำเพื่อช่วยคนที่ไม่สามารถตอบคำถามได้ ในความเห็นหนู หนูว่าน่าจะทำในห้องที่ใหญ่กว่านี้ เพื่อที่ว่าแต่ละกลุ่มจะได้นั่งในบริเวณของตัวเองและนักเรียนก็จะไม่ถูกรบกวนจากเสียงของกลุ่มอื่นๆ”

Translated text: “I had a hard time trying to understand to the listening text especially when the mediators of other groups started to call out their participants to answer the questions and when the mediators had to replay the audio files as a prompt to help those who could not give correct response. In my opinion, the process should have been conducted in a larger room so that each group could sit in their own area and the students would not be distracted by the noise of other groups”.

Back-translated text: “หนูมีปัญหาในการฟัง *listening text* โดยเฉพาะอย่างยิ่งเวลา *mediator* ของกลุ่มอื่นเรียกชื่อคนในกลุ่มเพื่อตอบคำถาม และเวลา *mediator* เล่น ไฟล์เสียงซ้ำเพื่อเป็น *prompt* ช่วยคนที่ตอบคำถามไม่ถูก ในความคิดเห็นของหนู วิธีการนี้ควรจะทำในห้องที่ใหญ่กว่านี้เพื่อที่แต่ละกลุ่มจะสามารถนั่งอยู่ในบริเวณของตนเองและจะได้ไม่ถูกเสียงของกลุ่มอื่นรบกวน”

Student 9

Thai original text: “เวลาที่มีการเล่นไฟล์เสียงซ้ำก็จะมีเสียงรบกวนจากกลุ่มอื่นๆ หนูเลยสับสนกับสิ่งที่หนูได้ฟัง”

Translated text: “When it was time to replay the listening text, I was distracted with noise interruption from other groups. As a result, I was also confused with the information I received”.

Back-translated text: “เมื่อถึงตอนที่เล่น *listening text* ซ้ำอีกรอบ หนูจะถูกละเสียงของกลุ่มอื่นรบกวน ผลที่ตามมาคือหนูสับสนกับสิ่งที่ได้ยิน”

Based on the excerpts, there were three keywords/ phrases relating to the noise and interference problem during the application of the PM DA-SRS instructional process. All keywords/phrases in Thai original text, translated text, and back-translated text were displayed in Table 4 to show the equivalence and inequivalence of meanings.

Table 4: Keywords/ Phrases of Noise and Interference Problem

No.	Thai original text	Translated text	Back-translated text
1.	เสียงรบกวนมาจากกลุ่มอื่น (ลำโพง)	Noise from amplifiers	เสียงรบกวนจากกลุ่มอื่น (เครื่องขยายเสียง)
2.	น่าจะทำในห้องที่ใหญ่กว่านี้ เพื่อที่ว่าแต่ละกลุ่มจะได้นั่งในบริเวณของตัวเองและนักเรียนก็จะไม่ถูกรบกวนจากเสียงของกลุ่มอื่นๆ”	A larger room: Not distracted by the noise of other groups	ควรจะทำในห้องที่ใหญ่กว่านี้ เพื่อที่แต่ละกลุ่มจะสามารถนั่งอยู่ในบริเวณของตนเองและจะได้ไม่ถูกละเสียงของกลุ่มอื่นรบกวน
3.	มีเสียงรบกวนจากกลุ่มอื่น ๆ	Distracted with noise interruption	จะถูกเสียงของกลุ่มอื่นรบกวน

In this category, all three keywords/ phrases were equivalent in meanings.

2) Mediator role-related problem

Student 1

Thai translated text: “นักเรียนบางคนไม่ชินกับกระบวนการการให้ *prompts* มันจะดีกว่านี้ถ้านักเรียนมีเวลาในการเตรียมตัวมากขึ้นก่อนที่จะเป็น *mediator* อีกอย่าง นักเรียนทุกคนควรจะให้เป็น *mediator* มากกว่าหนึ่งครั้ง เพื่อที่จะได้ชินกับกระบวนการการให้ *prompts*”

Translated text: “Some students were not familiar with the process of providing prompts. It would be better if the students had more time to prepare themselves before taking the mediator role. Also, every student should have taken the mediator role more than once in order to become more familiar with the process”.

Back-translated text: “นักศึกษาบางคนไม่ชินกับการให้ *prompts* แก่คนในกลุ่ม มันคงจะดีกว่านี้ถ้านักศึกษามีเวลาเตรียมตัวก่อนที่จะทำหน้าที่เป็น *mediator* นอกจากนี้ นักศึกษาทุกคนควรได้เป็น *mediator* มากกว่า 1 ครั้ง เพื่อทำความเคยชินกับขั้นตอนของการเป็น *mediator*”

Student 29

Thai original text: “peer mediator บางคนดูเหมือนจะไม่ได้ฝึกการให้ *mediating prompt* มากพอ นักเรียนที่เป็น peer mediator ควรจะต้องรู้ว่าพวกเขาคือต้องมีความรับผิดชอบแค่กับตัวพวกเขาเองแต่ต้องมีกับคนอื่นในกลุ่มด้วย พวกเขาควรจะต้องฝึกฟังด้วยตัวเองและฝึกให้ *hint* กับคนอื่น ๆ ในกลุ่ม หลายๆครั้งก่อนที่จะมาเป็น peer mediator เพื่อที่จะให้ผลออกมาดีที่สุด”

Translated text: “It seemed that some peer mediators did not have enough practice on providing mediating prompts. Students who took the peer mediator role should have realized that they had to be responsible not only to themselves but also to other participants in the group. For the most effective result, they should have practiced listening for themselves and practiced offering hints to the group members many times before taking the peer mediator role”.

Back-translated text: “peer mediator เหมือนจะไม่ค่อยได้ฝึกการให้ *mediating prompt* เท่าไร คนที่เป็น peer mediator ควรทำความเข้าใจว่าเขาไม่ได้รับผิดชอบแค่ตนเองคนเดียวแต่ต้องรับผิดชอบต่อ *participant* คนอื่น ๆ ในกลุ่มด้วย ถ้าจะให้ผลลัพธ์ออกมาดี คนที่เป็น mediator ควรฝึกฟังเองบ่อย ๆ และฝึกให้คำใบ้แก่เพื่อนในกลุ่มบ่อย ๆ ก่อนที่จะมาเป็น peer mediator”

Based on the excerpts taken from the semi-structured interview, there were two keywords/ phrases relating to the mediator role-related problem during the application of the PM DA-SRS instructional process. They referred to “not familiar with the process of providing prompts” and “not enough practice on providing mediating prompts”. All keywords/phrases in Thai original text, translated text, and back-translated text were displayed in Table 5 to show the equivalence and inequivalence of meanings.

Table 5: Keywords/ Phrases of Mediator Role-Related Problem

No.	Thai original text	Translated text	Back-translated text
1.	ไม่ชินกับกระบวนการการให้ prompts	Not familiar with the process of providing prompts	ไม่ชินกับการให้ prompts แก่คนในกลุ่ม
2.	ไม่ได้ฝึกการให้ mediating prompt มากพอ	Not enough practice on providing mediating prompts	ไม่ค่อยได้ฝึกการให้ mediating prompt เท่าไร

In this category, all two keywords/ phrases were equivalent in meanings.

To sum up, the results of back-translation analysis showed that the total number of keywords/ phrases to be considered from all categories of benefits and problems during the application the PM DA-SRS instructional process was 23. Two keywords/ phrases from social benefits: “friendly” and “get along well” and one keyword/ phrase from psychological benefits: “nervous” were inequivalent in meanings.





Appendix K1

A Full VDO Data Transcription

The following part includes all 27 excerpts from the VDO transcriptions, which present the use of each mediating prompt from every group.

Session I: Daily-Life Listening

Excerpt 1: Group 1

1. S1 (PM). Ok, the first question, maybe you. (Pointing to S3)
2. S3. The conversation is in business classroom.
3. S1 (PM). Yes, correct. The second question, “What can be inferred about the course Professor Knot is teaching?”
4. S4. It’s about marketing.
5. S1 (PM). Yes. And the third one, the suggestions on how to take notes?
6. S2. “Write down in your own word,” “Using abbreviation or symbol.” That’s all I got.
7. S4. “Jot down important things and leave the gap if you don’t get answer.”
8. S1 (PM). Correct. And number four?
9. S5. I don’t know.
10. S1 (PM) replayed the segment of the listening text. After listening
11. S1 (PM) Can you answer the fourth question? (Looking at S4)
12. S4. Yes. “Could you say that again please?”, and “Can you give me a guideline?”
13. S1 (PM). There is another one. It’s not a question. If I speak too fast, what would you guys say to me?
14. S4. Can you repeat what you say again?
15. S1 (PM). This one...I speak too fast...
16. S4. I cannot catch up?
17. S1 (PM) Yes...because I...
18. S4. Because it’s too fast that I cannot catch up.
19. S1 (PM) Yes. That’s correct.

Excerpt1 shows that the total number of prompts used before reaching all correct answers was eight. The use of prompt 1 which can be seen in lines 3, 5, 8, and 18 refers to how S1 (PM) accepted the correctness of the student’s response. Additionally, Excerpt1 demonstrates the effectiveness of replay as a form of prompt2 which can be seen in line 10. After the additional listening, since S4 who was expected to list all three suggestions on how to take notes could provide only two of them, S1 (M), therefore gave some more hints in lines 13, 15, and 17. Table 1 summarizes the total number and levels of mediating prompts used for each question from Group1.

Table 1: The Total Number and Levels of Mediating Prompts from Group1

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text				I
3. Giving some key words				III
4. Translating in Thai				
5. Providing an explanation with correct response				
TOTAL 8				

Excerpt 2: Group 2

S8, S7 and S9 were called to answer the first, second, and third questions respectively. All of them responded accurately. However, no one could answer the last question. S6 (PM) started to offer the prompt, replaying the segment of the listening text (S6 PM's verbal report). After listening,

1. S6 (PM). What's the last answer?
2. S8. Use pen and notebook and voice recorder.
3. S6 (PM). Maybe, you listen again.
After listening
4. S6 (PM). It's a question, like a phrase in a question. It's a question you heard in the listening text.
5. S8. "Can you please go more slowly??"
6. S6 (PM). Listen again.
7. S7. "Have you any guidance how to take notes?"
8. S8. Maybe we listen again.
After listening
9. S8 "Could you say that..."
10. S6 (PM). "Again please." What about the second one? Do you want to help? (Looking to S9)
11. S9. "A little bit too..."
12. S8. Fast? "You're going too fast."
13. S6 (PM). Uh huh, yes. So, the answer is "Can you say that again please?", "You are a bit too fast for me", and "Have you any guidance on how to take notes?"

Excerpt2 provides evidence in the use of prompt2, which can be seen from lines 3,6, and 8. Despite the additional listening, S8 still could not answer correctly. S6 (PM), therefore, decided to use prompt3 in line 4. Table 2 summarizes the total number and levels of mediating prompts used for each question from Group2.

Table 2: The Total Number and Levels of Mediating Prompts from Group2

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text				III
3. Giving some key words				I
4. Translating in Thai				
5. Providing an explanation with correct response				II
TOTAL 10				

Excerpt 3: Group 3

Similar to Group 2, S14 and S13 provided the correct answers for the first and second questions respectively. However, no one could answer the third question. (Teacher observation)

1. S11 (PM) replayed the segment of the listening text.
After listening
2. S11 (PM). Got it? What is your answer? (Looking at S12)
3. S12. “Jot down the important data”, “Write down in your words.”
4. S11 (PM). One more, have three...
5. S14. You have to write words for words.
6. S11 (PM). There are three answers, the first one is “jot down the important bits”, the second is “write in your own words” and the third one is...
7. S13. Summarize?
8. S11 (PM). I have to give hint, right?
9. S14. Use abbreviation?
10. S11 (PM). Ah yes, correct. (Repeating the three suggestions that are answer to the third question) Now, number four. What is your answer?”
11. S14. The first phrase is “Can you say that again please?” I don’t know how many phrases.
12. S11 (PM). Yes, what else? How about you? (Can you answer?)
13. S12. Actually, I think my answer is not correct. I write “record the whole and listen again.”
14. S11 (PM). No, no. Let’s listen. This is for number four. (Replaying one segment) Got it?
15. S13. “Can you say that again please?”
16. S12. “You are a bit too fast for me”, and “Have you...?”
17. S11 (PM). Yes, and the last one is “Have you any guidance on how to take notes?”

Excerpt3 displays the use of prompt2 in lines 1 and 14 before starting to give some important key terms twice in lines 4 and 6. With the time constraint, instead of using prompts3 and 4 for the last question, S11 (PM) provided the correct response in line 17. Table 3 summarizes the total number and levels of mediating prompts used for each question from Group3.

Table 3: The Total Number and Levels of Mediating Prompts from Group3

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text			I	I
3. Giving some key words			II	
4. Translating in Thai				
5. Providing an explanation with correct response				I
TOTAL 9				

Excerpt 4: Group 4

1. S16 (PM). “Where does the conversation take place?” (Pointing to S17 to answer)
2. S17. It takes place at the English university.
3. S16 (PM). Ok. What about question two?
4. S18. It’s about business marketing.
5. S16 (PM). Yes, and the third one, “What are suggestions given by Professor Knot?”
6. S19. The first one is “to jot down” and “word abbreviation” and “write down in your own words.”
7. S16 (PM). Yes, and for the last question. “What are useful phrases?” There are three. (Pointing to S20 to answer)
8. S20. “Could you say that again?”, “You are going a bit the best?”
9. S16 (PM). “Too fast.” One more. It is a question.
10. S18. “Have you any guidance about the course?”
11. S16 (PM). It’s “Have you any guidance about how to take notes?”

Apparently, S16 (PM) relied on the first prompt of accepting response for questions 1 to 3. For the last question, S16 (PM) gradually increased the level of explicitness by giving key words in lines 7 and 9 before providing the correct response in lines 9 and 11. Table 4 summarizes the total number and levels of mediating prompts used for each question from Group4.

Table 4: The Total Number and Levels of Mediating Prompts from Group4

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text				
3. Giving some key words				II
4. Translating in Thai				
5. Providing an explanation with correct response				II
TOTAL 8				

Excerpt 5: Group 5

1. S21 (PM). Okay, number one.
2. S24. The university.
3. S21 (PM). Yes. Number two, you.
4. S23. The marketing course.
5. S21 (PM). Yes. Number three, you.
6. S22. He suggests to write down word to word.
7. S21 (PM) replayed only the segment of the listening text. After listening
8. S22. The professor suggests to write down in your own words and abbreviations.
9. S21 (PM). Yes. What else? To write something quickly for the important.
10. S23. Jot down?
11. S24. Summarize?
12. S21 (PM). Yes, jot down important things. Number four, you.

13. S25. I can't.
14. S23. I cannot too.
15. S21 (PM). Can you read the answer you write down in the listening worksheet?
16. S22. Write down on your own words?
17. S21 (PM). No, that's number three. Let's listen.
After listening
18. S21 (PM). No one answers? They are phrases.
No one answered.
19. S21 (PM). The answer is "Can you say that again?", "You are a bit too fast for me.", and "Have you any guidance about how to take notes?"

As exemplified in Excerpt5, only replaying the segment of the listening text in line 7 suddenly triggered S22 to produce the answer with no help from the mediator in line 8. However, one suggestion was still missing, resulting S21 (PM) to give more hint in line 9. Additionally, since S22 gave a wrong response for the last question, S21 (PM) rejected the response while at the same time invited the student to re-listen in line 17. Still, no one answered, resulting S21 (PM) to give key words in line 18 and eventually provide the correct response in line 19. Table 5 summarizes the total number and levels of mediating prompts used for each question from Group5.

Table 5: The Total Number and Levels of Mediating Prompts from Group5

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text			I	I
3. Giving some key words			I	I
4. Translating in Thai				
5. Providing an explanation with correct response				I
TOTAL 9				

Excerpt 6: Group 6

11. S26 (PM). Ok, what is the answer for the first question?
12. S27. The university.
13. S26 (PM). Yes, very good. What about question number two?
14. S29. It's marketing.
15. S26 (PM). What about question number three?
16. S28. Take note.
17. S30. Jot down the important things
18. S29. Write in your own word.
19. S26 (PM). Umm, almost correct. For this question, there are three main points.
The first one is to jot down, the second one is to write in your own word, and the last one is to use...
20. S27. Abbreviation.
21. S26 (PM). Yes. What about the last question?
22. S30. I don't know.
23. S26 (PM). Let's listen one more time.
After listening

24. S29. One answer is “Could you say it again please?”
25. S26 (PM). What else? There are three phrases. The first one is “Could you say it again please?” and two more. What’s the answer?
Silence
26. S26 (PM). When you cannot catch up with what Ajarn says, what do we ask?
Silence
27. S26 (PM). When the teacher said too fast, what would you say? (Translating in Thai)
28. S27. Please...
29. S29. “You said that too fast.”
30. S26 (PM). Yes, something like that. “You are going a bit too fast for me.” And the last one, when you want some tips from Ajarn how to take note, what you will ask? It’s about the guidance.
The researcher intervened and helped the mediator offer the prompt.
31. R. When you ask for suggestion, can you find the synonym for suggestion?
Starting with G.
32. S29. Guideline
33. R. Almost correct but it’s not guideline. It’s a noun. It’s...
34. S29. Guidance.
35. R. Right. Now when you ask someone if you have suggestion for me, what would you ask?
36. S29. “Can you give me guidance?”
37. S26 (PM). Yes, it’s “Have you any guidance how to take note?”

Excerpt6 illustrates the highest number of mediating prompts used in Group6. The illustration began with S30’s inability to answer the last question in line 12. The use of prompt2 was used in line 13, followed by prompt3 in lines 15, 16, 20, 21, and 23. This excerpt also displays that the mediator shuffled the use of prompts3 and 4 as seen from lines 17 and 20. Table 6 summarizes the total number and levels of mediating prompts used for each question from Group6.

Table 6: The Total Number and Levels of Mediating Prompts from Group6

Levels of Mediating Prompts	Q1	Q2	Q3	Q4
1. Accepting or rejecting response	I	I	I	I
2. Replaying the segment of the listening text				I
3. Giving some key words			I	IIII
4. Translating in Thai				I
5. Providing an explanation with correct response				
TOTAL 12				

Table 7 summarizes the total number of mediating prompts of every group during the first session of PM DA-SRS.

Table 7: The Summary of the Total Number of Mediating Prompts in the 1st Session

Groups	Q1 No. of prompts	Q2 No. of prompts	Q3 No. of prompts	Q4 No. of prompts	Q5 No. of prompts	Total/session I
1	1	1	1	5	-	8
2	1	1	1	7	-	10
3	1	1	4	3	-	9
4	1	1	1	5	-	8
5	1	1	3	4	-	9
6	1	1	2	8	-	12

TOTAL = 56

Session II: Business Listening

Excerpt 7: Group 1

1. S3 (PM). What's the answer for the first question? Can you answer please? (Looking at S2)
2. S2. She applies for sales executives.
3. S3 (PM). Yes. The second question? Maybe you. (Looking at S1)
4. S1. She promotes the product.
5. S3 (PM). And?
6. S1. I don't know.
7. S3 (PM). I will replay it for you.
After listening,
8. S3 (PM). Can you answer?
9. S1. She promotes and sells new cloth?
10. S3 (PM). Yes. The next question, can you answer please?
11. S2. She organizes the university's debate society and makes the decision to buy....something?
12. S3 (PM). No.
13. S3 (PM) replayed the segment of the listening text. After listening
14. S3 (PM). Can you answer the question?
15. S2. She was the treasurer of the university debating society.
16. S3 (PM). Can you spell (treasurer) please?
17. S2. T-r-e-a-s-u-r-e-r
18. S3 (PM). Correct. The next question, maybe you.
19. S5. She has a good decision and has good time keeping.
20. S3 (PM). No
21. S3 (PM) replayed the segment of the listening text. After listening
22. S5. She...have to make a decision on what to buy and a good time keeping?
23. S3 (PM). Not enough. Let me give you some key words. It's budget management.
24. S5. Organize financial?
25. S3 (PM). Yes. And the last question, what is the answer?
26. S2. He asks about why Anna applies to his organization.
27. S3 (PM). Yes.

Excerpt7 is representative of the mediator indicating the correctness of the student's response as shown in lines 3, 10, and 25. Prompt2 was used to answer questions 2, 3 and 4 as seen in lines 7, 13, and 21 respectively. Table 8 summarizes the total number and levels of mediating prompts used for each question from Group1.

Table 8: The Total Number and Levels of Mediating Prompts from Group1

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text		I	I	I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 8					

Excerpt 8: Group 2

1. S7 (PM). The first question, I will ask you. (Pointing to S10)
2. S10. Sales executive.
3. S7 (PM). That's right. And number two, I will ask you. (Pointing to S8).
4. S8. She has worked in a shop once. She has to promote and sell her cloth.
5. S7 (PM). Yes. And number three, I will ask you. (Pointing to S6).
6. S6. Um...
7. S7 (PM). Let me give you the first hint. (Replaying the segment of the text)
After listening
8. S7 (PM). Did you hear that?
9. S8. Er...treasurer something.
10. S7 (PM). Yes, yes, it's treasurer. Treasure is like budget management. Ok, next question, for you.
11. S10. Because Anna can complete the work on time.
12. S7 (PM). That's not a correct answer. I will replay again.
After listening
13. S7 (PM). Could you get that? (Looking at S10)
14. S10. About the budget?
15. S7 (PM). It's close to the answer. Anyone want to answer this question?
16. S6. Organize the finance.
17. S7 (PM). Yes, correct. And number five, you. (Looking at S6)
18. S6. "What makes Anna applies for the company?"
19. S7 (PM). Yes, correct.

Group2 started to use fewer mediating prompts in this session, which was a good sign to investigate the student's listening development. Similar to Group1 from Excerpt7, only prompt1and 2 were used in order to answer all five comprehension questions. Lines 3 and 5 exemplify the use of prompt1, accepting the response. However, line 12 also shows the use of prompt1, but in another form of rejecting the response. Lines 7 and 12 demonstrate the use of prompt2 for the third and fourth

questions. Table 9 summarizes the total number and levels of mediating prompts used for each question from Group2.

Table 9: The Total Number and Levels of Mediating Prompts from Group2

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I	I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 9: Group 3

1. S12 (PM). So, what's the answer for the first question?
2. S14. The position that she applies for is sales executive.
3. S12 (PM). The position that she applies for is in part of marketing department.
4. S11. Sales executive.
5. S12 (PM). Correct. Sales executive. So, the second question?
6. S13. I did not get the answer.
7. S12 (PM). So, do you want me to play again?
8. S13 and S14 nodded their heads. After listening
9. S13. Sell a new range of cloth.
10. S12 (PM). Yes, yes. The answer is to promote and sell the new range of cloth.
Ok, the next question? Have you got the correct answer?
11. S11. She was the leader.
12. S12 (PM). No. Let's listen to this part again.
After listening, no one produced a correct answer.
13. S12 (PM). It's like a budget management. Have you got the word?
14. S14. Treasurer.
15. S12 (PM). Yes, correct.

For the last two questions, S11 and S13 could provide correct answers respectively (S12 PM's report).

Group3 started to show some progressive moves as the number of prompts decreased from 9 to 8. The use of prompt2 were employed twice to answer the second and third questions in lines 7 and 12. However, since no one produced the correct answer for the third question after additional listening, prompt3 was offered in line 13. Table 10 summarizes the total number and levels of mediating prompts used for each question from Group3.

Table 10: The Total Number and Levels of Mediating Prompts from Group3

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text		I	I		
3. Giving some key words			I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 8					

Excerpt 10: Group 4

1. S17 (PM). Can you answer question number one? (Pointing to S19)
2. S19. Sales executive.
3. S17 (PM). Yes, correct. Question number two? (Looking at S16)
4. S16. Promote and sell something of cloth.
5. S17 (PM). Correct. And you, question three. (Looking at S20)
6. S20. No, I can't answer.
7. S17 (PM). Ok, I will replay for you.
After listening
8. S18. She was a treasurer.
9. S17 (PM). Correct. The next question please. (Looking at S19)
10. S19. Time keeping is important for her and she manages money very well as a treasurer.
11. S17 (PM). Can you answer again?
12. S19. She managed money at the university.
13. S17 (PM). Let's listen again.

After listening, S19 could answer correctly. S20 was called to answer the last question and she also gave a correct response (S17 PM's report). Similar to Group3, the number of prompts needed reduce from 8 to 7. This group relied on the use of only prompts1 and 2 in order to reach all correct answers. Apparently, the use of prompt1 can be seen from lines 3, 5, and 17 while prompt2 from lines 7 and 13. Table 11 summarizes the total number and levels of mediating prompts used for each question from Group4.

Table 11: The Total Number and Levels of Mediating Prompts from Group4

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I	I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 11: Group 5

1. S22 (PM). Can you answer the first question? (Looking at S24)
2. S24. Sales executive.
3. S22 (PM). Yes, correct. Can you answer the second question? (Looking at S23)
4. S23. She promotes and sells clothes.
5. S22 (PM). Correct. Promote and sell the new range of cloth. Can you answer the next question? (Pointing to S25)
6. S25. No.
7. S22 (PM). Ok, I will replay this part for you.
After listening
8. S25. She was a treasurer.
9. S22 (PM). Yes, correct. The next question, you?
10. S21. No, I can't.
S22 (PM) replayed the segment of the listening text. After listening
11. S23. She can make decision.
12. S22 (PM). Almost correct. It's about budget management.
13. S25. Money?
14. S24. Organize budget?
15. S22 (PM). Yes, almost.
16. S25. Make decision and organize budget before buy something.
17. S22 (PM). Yes, correct. Organize budget on what to buy. Can you answer the last question?
18. S25. I don't know.
19. S22 (PM). Let me replay again.
After listening, S21 immediately provided a correct answer.

S22 (PM) employed the first prompt to accept the correct response which is shown in lines 3, 5, 9, and 17. For the fourth question after additional listening, S23 still answered incorrectly, resulting S22 (PM) to offer a more explicit prompt in line 12. Table 12 summarizes the total number and levels of mediating prompts used for each question from Group5.

Table 12: The Total Number and Levels of Mediating Prompts from Group5

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I	I	I
3. Giving some key words				I	
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 9					

Excerpt 12: Group 6

38. S27 (PM). What's the position Anna applies for?
39. S29. Sales executive.
40. S27 (PM). Right. The next question?

41. S30. Promote and sell cloth?
42. S27 (PM). No, let's listen again.
After listening
43. S28. Promote and sell a range of cloth.
44. S27 (PM). Yes. The third question,
45. S26. Time keeping?
46. S27 (PM). No. Let's listen again.
After listening
47. S27 (PM). Got it?
48. S29. Organize?
49. S27 (PM). A position to take care of cash management of the company. That's the key word.
Silence
50. S27 (PM). A treasurer (Translating in Thai)
51. S30. It's a treasurer.
52. S27 (PM) Now the fourth question.
53. S28. Complete work on time?
54. S27 (PM). No. Listen to this.
After listening
55. S26. I cannot hear.
After listening
56. S28. She organizes budget on what to buy.
57. S27 (PM). Correct. And the last question, can you answer? (Pointing to S26)
58. S26. He asked the reason why she applied for the job
59. S27 (PM). Yes.

Apart from Groups2, 3, and 4, Group6 required less prompts when being compared to the first session. Focusing on the third question, S27 (PM) rejected the response as the first prompt before replaying the segment of the listening text in line 9. It should be noted here that S27 (PM) decided to offer prompt3 twice in lines 12 and 13 but with different keywords before giving a more explicit hint, which was translating in Thai from line 13. With time constraint, S27 (PM) skipped the use of prompts3 and 4 to the last prompt for the fourth question as seen in line 21. Table 13 summarizes the total number and levels of mediating prompts Group6 used for each question.

Table 13: The Total Number and Levels of Mediating Prompts from Group6

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2.Replaying the segment of the listening text			I	I	
3.Giving some key words			I		
4.Translating in Thai			I		
5.Providing an explanation with correct response			I		
TOTAL 10					

The total number of mediating prompts used in each group during the second session of PM DA-SRS is displayed in Table 14.

Table 14: The Summary of the Total Number of Mediating Prompts in the 2nd Session

Groups	Q1 No. of prompts	Q2 No. of prompts	Q3 No. of prompts	Q4 No. of prompts	Q5 No. of prompts	Total/session II
1	1	2	2	2	1	8
2	1	1	2	2	1	7
3	1	2	3	1	1	8
4	1	1	2	2	1	7
5	1	1	2	3	2	9
6	1	1	4	3	1	10

TOTAL = 49

Session III: Business Listening

Excerpt 13: Group 1

1. S5 (PM). Can you answer the first question? (Pointing to S4)
2. S4. She learned from her brother who used to work in the company.
3. S5 (PM). Yes, correct. She learned from her brother. So, the second question, you please.
4. S2. She worked at her mother's company.
5. S5 (PM). Yes, correct. For the third question, can you answer please?
6. S4. Arranging special events such as wedding, graduation, and funeral.
7. S5 (PM). It's partly correct so, I will give you a hint. Let's listen again.
After listening
8. S5 (PM). Can you answer? (Pointing to S2)
9. S2. Umm, I still don't get the answer.
10. S5 (PM). Ok, I will give you a key word. It refers to a person who organizes special events such as wedding or graduation.
11. S4. Caterer of events such as graduation or wedding.
12. S5 (PM). Correct. So, let's move on the next question. Can you answer please? (Pointing to S2)
13. S2. She works about advertising
14. S5 (PM). And? It's partly correct. Ok, I will replay it again.
After listening,
15. S4. A phone, business card, and a website
16. S5 (PM). Correct. And number five, you? (Looking at S2)
17. S2. Because her father is Italian so, she's fluent in Italian. And she has been going to Spain.
18. S5 (PM). Correct. And the last question please? (Looking at S4)
19. S4. The company is quite small and has only a few customers.
20. S5 (PM). Yes, correct.

Despite the third session of PM DA-SRS, the number of mediating prompts used in Group1 remained stable at 8. As a norm, S5 (PM) accepted the correct response

in lines 3,5, and 18. Although S5 (PM) said “It’s partly correct” in line 7, it was considered as the use of prompt1 as rejecting the response. As a result, S5 (PM) increased the level of explicitness of her mediation as shown in lines 7 and 10. Table 15 depicts the number of mediating prompts Group1 used to answer each question.

Table 15: The Total Number and Levels of Mediating Prompts from Group1

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I	I	
3. Giving some key words			I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL	8				

Excerpt 14: Group 3

1. S13 (PM). How did Pia learn that the company opened for a position?
2. S12. I didn’t get the answer.
3. S13 (PM). Do you want me to repeat the text?
4. S12. Yes.
S13 (PM) replayed the segment of the listening text. After listening
5. S13 (PM). Do you get the answer?
6. S16. Her brother worked a couple years ago.
7. S13 (PM). How about the second question? Did you get that? (Looking at S13)
8. S12. At her mother’s company.
9. S13 (PM). Correct. How about number three, did you get the answer?
10. S16. Yes, but not all. It’s about the website.
11. S13 (PM). Ok, I will replay it again.
After listening
12. S13 (PM). Did you get that?
13. S16. We heard business card and the website
14. S13 (PM). Yes, advertising, business card and website. How about next question?
15. S12. She travelled mostly in EU and her father is Italian so she can speak Italian very well.
16. S13 (PM). That’s correct. Her father is Italian. What about the last question?
17. S12. I didn’t get the answer. I don’t know what to infer means?
18. S13 (PM). To infer means you talk about something indirectly (Explaining in Thai). Let’s listen to this part again.
After listening
19. S16. The company has a few workers?
20. S13 (PM). Worker? (Raising up her tone of voice)
21. S12. I just heard the large company but few co-workers.
22. S13 (PM). Because there were few customers and it’s repetitive.
23. S12. I still don’t get the correct answer. The question...it means what she thinks about the company that she used to work for, right? Can you play again please?
24. S13 (PM). Yes, yes.

After listening

25. S16. A few customers in the region.

26. S13 (PM). Yes, yes.

In this excerpt, S12 experienced some listening difficulties since she rarely produced any answer as seen in lines 2, 17, and 23. The use of mediating prompts followed a hierarchical order starting from accepting/rejecting response and then followed by replaying the segment of the listening text. Interestingly, S13 (PM) repeated the incorrect answer one student produced as a way to reject the response instead of saying no. Table 16 displays the level and number of prompts Group3 required in this session.

Table 16: The Total Number and Levels of Mediating Prompts from Group3

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text	I		I		I
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 8					

Excerpt 15: Group 5

1. S23 (PM). Ok, the first question is “How did Pia learn that the company opened for a job?” Can you answer? (Point to S24)
2. S24. It’s by email.
3. S23 (PM). No, it’s not correct. I will give you a hint. I will replay the text.
After listening
4. S23 (PM). Can you answer the question? (Pointing to S22)
5. S21. Her brother tell her.
6. S23 (PM). Yes, it’s her brother. Ok, the second question is “What was Pia’s first experience after she left the university?” Can you answer? (Looking at S25)
7. S25. She worked at her mother’s company
8. S23 (PM). Yes. The next question, can you answer? (Looking at S24)
9. S24. It is about the wedding.
10. S23 (PM). Umm...something that relate about that but I want the noun, err, the name of job.
11. S22. Wedding organization?
12. S23 (PM). No, not correct. So, I will replay the text.
After listening
13. S21. Something catering?
14. S23 (PM). Yes, catering but I want it in a noun. Your answer is almost correct, catering, but change into a noun of people who work for that.
15. S25. Organizer?

16. S21. Caterer?
17. S23 (PM). Yes, caterer. For the next question, can you answer please? (Looking at S21)
18. S21. Advertising.
19. S23 (PM). Yes, it's correct. But it has more responsibility, can you answer?
20. S21. Promote something.
21. S23 (PM). I will replay for you.
After listening
22. S25. Advertising and create the website?
23. S23 (PM). Yes, website is correct.

After that, S24, and S22 were called to answer the fifth and the sixth questions respectively. Both of them answered correctly (S23 PM's report).

Similar to the Group1, this group showed no sign of progression nor regression as the number of prompts remained unchanged at 8. It should be noted here that it is possible that S23 (PM) switched the order of providing prompts. Instead of replaying the listening text, S23 (PM) selected to give keywords first as illustrated in lines 19 and 21. The number of mediating prompts Group5 required in this session is counted and summarized in Table 17.

Table 17: The Total Number and Levels of Mediating Prompts from Group5

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1.Accepting or rejecting response	I	I	I	I	I
2.Replaying the segment of the listening text	I		I	I	
3.Giving some key words			I		
4.Translating in Thai					
5.Providing an explanation with correct response					
TOTAL 9					

Excerpt 16: Group 6

After having listened to the segment of the listening text to answer the first question, S29 was the first student who was called to answer.

1. S29. Her brother told.
2. S28 (PM). Yes, that's correct. Next, the second question?
3. S27. Her mother's.
4. S28 (PM). Yes, and the third question, you. (Pointing to S26)
5. S26. No, no.
S28 (PM) replayed the segment of the listening text. After listening
6. S26. Catering.
7. S28 (PM). Yes, it's caterer who organizes events (Explaining in Thai). Next is the fourth question. Can you answer? (Looking at S 27)
8. S27. Advertising?
9. S28 (PM). Correct. And the next question?

10. S26. Her dad is Italian
11. S29. And he studied Spanish for seven years.
12. S28 (PM). Correct. And the last question?
13. S29. It is not a very large company.
14. S28 (PM). Almost correct.
15. S26. Can we listen one more time?
After listening
16. S26. Sales department...err
17. S28 (PM). No. The company doesn't have much customer so, the company is not a large company with few customers so... what?
18. S29. Re...something
S28 (PM) replayed the segment of the text again.
19. S29. Repetitive
20. S28 (PM). Yes, repetitive work.

Excerpt 16 clearly shows that students in Group6 gradually produced more progressive than regressive moves. Surprisingly, Group6 required the least number of prompts in this session. Table 18 shows the level and number of prompts Group6 needed in the third session.

Table 18: The Total Number and Levels of Mediating Prompts from Group6

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I		
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 6					

The total number of mediating prompts used in each group during the third session of PM DA-SRS is displayed in Table 19.

Table 19: The Summary of the Total Number of Mediating Prompts in the 3rd Session

Groups	Q1 No. of prompts	Q2 No. of prompts	Q3 No. of prompts	Q4 No. of prompts	Q5 No. of prompts	Total/session III
1	1	1	3	2	1	8
2						X
3	2	1	2	1	2	8
4						X
5	2	1	3	2	1	9
6	1	1	2	1	1	6

TOTAL = 31

Session IV: Academic Listening

Excerpt 17: Group 1

1. S4 (PM). Ok let's get started with question number one. Maybe you...
2. S3. The characteristics of an essay.
3. S4 (PM). The characteristics of an essay. Right. How many characteristics are there?
4. S3. Four.
5. S4 (PM). Yes, right. Ok, the next question. You answer please.
6. S1. The first characteristic is the essay starts with one topic.
7. S4 (PM). Yes correct. The third one?
8. S2. The second characteristic of essay is most essays are short.
9. S4 (PM). How many words?
10. S2. Like 500.
11. S4 (PM). For you, number four. (Question number 4)
12. S5. "Essay on men" and "Essay on criticism" are considered long poems.
13. S4 (PM). Yes correct. The last one, maybe you?
14. S2. The most important characteristic of an essay is personal viewpoint.
15. S4 (PM). Yes.

After having used eight mediation prompts for the first three sessions, Group1 required less prompts for the first time in the fourth session. Excerpt 17 illustrates how S4 (PM) indicated the correctness of the student's response in lines 5, 7, 13, and 15. Since S3's initial response lacked of the number of characteristics in line 2, S4 (PM) further asked S1 to identify the total number of characteristics in line 3. This was therefore considered as using prompt3, giving some keywords. Again, S4 (PM) used prompt3 for the third question instead of replaying the segment of the listening text. Table 20 illustrates the level and number of mediating prompts Group1required in this session.

Table 20: The Total Number and Levels of Mediating Prompts from Group1

	Q1	Q2	Q3	Q4	Q5
Levels of Mediating Prompts					
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text					
3. Giving some keywords	I		I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 18: Group 2

1. S9 (PM). One by one, let's start with you. Question one is "what's the talk about?"

2. S8. The talk is about the essay writing.
3. S9 (PM). Your answer should be more specific.
4. S8. Errr... the essay is about one topic.
5. S9 (PM). No, it is not right, so I'm going to play the text again. Errr...while we are waiting for the Bluetooth connected, I'm going to ask question two. It's for you.
6. S6. The essay has only one topic.
7. S9 (PM). Correct. I'm going to ask question three, for you.
8. S7. Long essay and short essay to be a small book?
9. S9 (PM). That is not correct.
The mediator replayed only the segment of the listening text. After listening
10. S9 (PM). So, the essay should be...
11. S7. Short
12. S9 (PM). Yes, correct. For question four, I'm going to ask you.
13. S10. Because they are too long poems.
14. S9 (PM). Yes, yes. And I'm going back to question number one.
Again, the mediator replayed only the segment of the listening text. After listening
15. S8. About the four characteristics of essay.
16. S9 (PM) Yes, correct. And for question five, anyone want to be...ok you.
17. S6. Essay is personal to share thoughts and ideas.
18. S9 (PM). Correct.

Excerpt18 presents how S9 (PM) handled with a technical problem as seen in line 5. The number of mediating prompts used in this session was 8, which was higher than those in the second session. It, therefore, can be concluded that this group showed no declining pattern in the prompt numbers. In other words, there was no sign of any progressive move. The total number of prompts provided to all group members is displayed in Table 21.

Table 21: The Total Number and Levels of Mediating Prompts from Group2

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text	I		I		
3. Giving some key words	I				
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 8					

Excerpt 19: Group 3

1. S14 (PM). So, first question, "What's the talk about?" What is your answer? (Looking at S12)
2. S12. Define what essay is.
3. S14 (PM). I'll open it for you one more time.

After listening

4. S14 (PM). Did you get that?
 5. S12. Yes, it's four characteristics of an essay.
 6. S14 (PM). Ok, second question, "What's the first characteristic of essay?"
 7. S11. About one topic
 8. S14 (PM). There is one word missing in front. It's something about one topic.
 9. S11. Essay has about one topic.
 10. S14 (PM). Yes. Next, the third question, "What's the second characteristic of essay?"
 11. S12. Both of the essays are so short, not too long.
 12. S14 (PM). You're still missing one key important term. The first one is correct, most essays are short but there's more. It's the amount of the essay. U have to add like how many.
- The researcher intervened and helped S14 (M) offer the prompt.
13. R. So, how many words at least?
 14. S11. 500.
 15. S14 (PM). Yes, correct. And next question?
 16. S12. Because they are long poems.
 17. S14 (PM). Yes, correct.

For the last question, S13 who was called to answer could respond correctly (Teacher's observation). This session was the second time which shows the decreasing number in the use of mediating prompts from 8 to 7. Group3 exemplifies a gradual descending order in the number of required prompts during the four sessions of PM DA-SRS process. For the third question, the researcher intervened in order to help S14 (PM) give some keywords in line 13. Table 22 provides data relating to the use of mediating prompts Group3 required in this session.

Table 22: The Total Number and Levels of Mediating Prompts from Group3

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text	I				
3. Giving some key words			I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 20: Group 4

1. S19 (PM). What's the answer for question one?
2. S18. They talk about what the essay is and about four characteristics of essay.
3. S19 (PM). Correct. So, question two, can you answer? (Pointing to S17)
4. S16. The essay has only one topic.
5. S19 (PM). Correct. Next is question three, you. (Looking at S20)

6. S20. Most essays are short, only 500 words is the common length.
7. S19 (PM). Correct. Question four, “Why are Essay on Man and Essay on Criticism not considered essays?”
8. S17. Because they are too long,
9. S19 (PM). Not really correct. Let’s listen one more time.
After listening
10. S18. The reason is Essay on Man and Essay on Criticism are long poems.
11. S19 (PM). Correct. The last question, you (Referring to S20).
12. S20. Personal word will share personal view.
13. S19 (PM). Can you say that again?
14. S20. Personal view...share the personal view?
15. S19 (PM). Let’s listen again.
After listening
16. S20. Personal. One person shares idea.
17. S19 (PM). Correct.

Replaying the segment of the listening text was used twice to answer questions 4 and 5 as seen in lines 9 and 15. The students’ listening performance remained stable. The summary of the total number of mediating prompts used by Group4 is provided in Table 23.

Table 23: The Total Number and Levels of Mediating Prompts from Group4

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text				I	I
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 21: Group 5

1. S24 (PM). For the first question, “What’s the talk about?”
2. S21. Four characteristics of essay.
3. S24 (PM). It’s correct. And second question is “What’s the first characteristic of essay?”
4. S22. It is only one topic.
5. S24 (PM). Yes. And for the third question, you please.
6. S23. I don’t know the answer.
7. S24 (PM). How about you? What’s your answer? (Looking at S25)
8. S25. Most essays are short, 150 words.
9. S24 (PM). I’ll open this part for you.
After listening
10. S24 (PM). Is it clear? Did you hear this part for the third question?
11. S21. It uses 500 words.
12. S24 (PM). It’s something that relates to the length. It’s err.. 500 words is correct. The answer is not long. What’s it?

13. S23. Short?
14. S24 (PM). Yes, it's a correct answer, short. For the next question? Can you answer? (Looking at S21)
15. S25. It's a long poem.
16. S24 (PM). Yes. And can you answer the last question? (Pointing to S22)
17. S22. It's a personal idea or point of view.
18. S24 (PM). Correct.

This session was the first time Group5 began to produce some progressive moves as shown in the number of prompts which declined from 9 to 7. Excerpt 21 demonstrates how S24 (PM) handled with the group members' listening difficulties. Lines 9 and 12 provide evidence that S24 (PM) replayed the segment of the listening text and gave some keywords to S25 who initially made an error in the number of words for one essay writing. After having received the keywork, S21 was called to reformulate the answer in line 11. Table 24 presents the level and number of mediating prompts Group5 needed in this session.

Table 24: The Total Number and Levels of Mediating Prompts from Group5

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I		
3. Giving some key words			I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 22: Group 6

1. S29 (PM). What's the talk about?
2. S27. Four characteristics of an essay.
3. S29 (PM). Yes. What's the first characteristic of essay?
4. S28. It's personal viewpoint.
5. S29 (PM). The first characteristic?
6. S28. It talks about one topic.
7. S29 (PM). Yes. What's the second characteristic?
8. S30. Essays are short and common use 500 words.
9. S29 (PM). Correct. What's the answer for question four?
10. No one answered.
11. S29 (PM). So, let's listen again.
After listening
12. S29 (PM). So, what's the answer?
13. S26. Long poem, not essay.
14. S29 (PM). Yes. And the last question?
15. S27. Personal idea or viewpoint,
16. S29 (PM). Yes.

This session was the second time that Group6 used the least number of mediating prompts in order to answer all comprehension questions in the student's listening worksheet. Replaying the segment of the listening text can be witnessed from line 11 for the fourth question while S29 (PM) accepted the response for other questions as shown in lines 3, 7, 9, and 16. Table 25 presents the level and number of mediating prompts Group6 needed in this session.

Table 25: The Total Number and Levels of Mediating Prompts from Group6

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text				I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 6					

The total number of mediating prompts used in each group during the fourth session of PM DA-SRS is displayed in Table 26.

Table 26: The Summary of the Total Number of Mediating Prompts in the 4th Session

Groups	Q1 No. of prompts	Q2 No. of prompts	Q3 No. of prompts	Q4 No. of prompts	Q5 No. of prompts	Total/Session IV
1	2	1	2	1	1	7
2	3	1	2	1	1	8
3	2	1	2	1	1	7
4	1	1	1	2	2	7
5	1	1	3	1	1	7
6	1	1	1	2	1	6

TOTAL = 42

Session V: Business Listening

Excerpt 23: Group 1

1. S2 (PM). For the first question, can you answer?
2. S3. Software.
3. S2 (PM). Yes, that's right. For the second question, can you answer?
4. S10. Technical department
5. S2 (PM). For the third question, can you answer?
6. S4. Mic?
7. S2 (PM). Yes. For the fourth question, can you answer?
8. S5. Umm not sure.
9. S2 (PM). Ok let's listen again
After listening
10. S4. Recognition?

11. S2 (PM). Yes, and the last question?
12. S3. Delivery
13. S2 (PM). Yes.

Excerpt23 displayed that Group1required the least mediating prompts in the last session. When compared to the previous sessions, the number of prompts slightly decreased to 6. Replaying the segment of the listening text was used only once in line 9 when no one could produce a correct answer. Table 27 presents the total number of prompts Group1 needed for this session.

Table 27: The Total Number and Levels of Mediating Prompts from Group1

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text				I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 6					

Excerpt 24: Group 3

1. S11 (PM). For the first question, what's the answer?
2. S12. It's software.
3. S11 (PM). Yes, about the second question?
4. S9. Technical department.
5. S11 (PM). Yes, number three?
No one answered.
6. S11 (PM). So, let's listen to this again.
After listening
7. S11 (PM) Can you answer please?
8. S6. It's mic.
9. S11 (PM). Yes, number four? Can you answer?
10. S12. I don't know.
11. S11 (PM). So, let's listen to this again.
After listening, no one answered.
12. S9. Recognition?
13. S11 (PM). Correct. What about the last question? Can you answer?
14. S12. It's delivery.

When compared to the previous session, the listening performance of students from Group3 remained unchanged, with the use of seven mediating prompts in total. Replaying the segment of the listening text were employed twice in lines 6 and 11. Table 28 presents the level and number of prompts Group3 needed in this session.

Table 28: The Total Number and Levels of Mediating Prompts from Group3

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text			I	I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 7					

Excerpt 25: Group 4

1. S20 (PM). Can you answer number one?
2. S18. Yes, it's software.
3. S20 (PM). Yes, number two?
4. S16. Technical
5. S20 (PM). Yes, number three?
6. S17. It's mic.
7. S20 (PM). Yes, and the next question?
8. S18. I don't know.
9. The researcher replayed the segment of the listening text. After listening,
10. S18. It's recognition.
11. S20 (M). Yes, and the last question?
12. S16. S17. Delivery.
13. S20 (M). Yes.

The students from Group4 showed a continuous development in their listening comprehension ability, with the use of six mediating prompts. This group represented a declining order in the number of prompts required. Replaying the segment of the listening text was used only once in line 9. Table 29 presents the level and number of prompts Group4 needed in this session.

Table 29: The Total Number and Levels of Mediating Prompts from Group4

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text				I	
3. Giving some key words					
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 6					

Excerpt 26: Group 5

1. S25 (PM). Can you tell me the first question?
2. S23. It's software.

3. S25 (PM). Yes. S23, can you tell me the second question?
4. S22. The second question is technical.
5. S25 (PM). Yes. S21, tell me the third question.
6. S21. Alive?
7. S25 (PM). No. Let's listen to this part again.
8. S24. Mic
9. S25 (PM). Yes. And next question? What is it?
10. S21. Recognition
11. S25 (PM). Yes, the last one?
12. S24. It's delivery
13. S25 (PM). Yes, correct.

Group5's use of mediating prompts during the last session of PM DA-SRS became the lowest, comparing to the previous four sessions. S25 (PM) replayed the segment of the listening text only once in line 7. Table 30 presents the level and number of prompts Group5 needed in this session.

Table 30: The Total Number and Levels of Mediating Prompts from Group5

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1.Accepting or rejecting response	I	I	I	I	I
2.Replaying the segment of the listening text			I		
3.Giving some key words					
4.Translating in Thai					
5.Providing an explanation with correct response					
TOTAL 6					

Excerpt 27: Group 6

1. S30 (PM). What is the answer of the first question?
2. S26. Software
3. S30 (PM). Correct, number two?
4. S27. Technical
5. S30 (PM). Yes, number three?
No one answered.
6. S29. Micro?
7. S30 (PM). No. It's a short term of a microphone.
8. S28. Mic.
9. S30 (PM). Yes, number four?
10. S14. Recognition.
11. S30 (PM). Yes, and the last question?
12. S8. Delivery.
13. S30 (PM). Correct.

The total number of mediating prompts used by Group6 in this session remained unchanged at 6. Table 31 presents the summary of the finding in this session.

Table 31: The Total Number and Levels of Mediating Prompts from Group6

Levels of Mediating Prompts	Q1	Q2	Q3	Q4	Q5
1. Accepting or rejecting response	I	I	I	I	I
2. Replaying the segment of the listening text					
3. Giving some key words			I		
4. Translating in Thai					
5. Providing an explanation with correct response					
TOTAL 6					

The total number of mediating prompts used in each group during the last session of PM DA-SRS is displayed in Table 32.

Table 32: The Summary of the Total Number of Mediating Prompts in the 5th Session

Groups	Q1 No. of prompts	Q2 No. of prompts	Q3 No. of prompts	Q4 No. of prompts	Q5 No. of prompts	Total/session V
1	1	1	1	2	1	6
2						X
3	1	1	2	2	1	7
4	1	1	1	2	1	6
5	1	1	2	1	1	6
6	1	1	1	2	1	6

TOTAL = 31



Appendix K2

The Students' Use of Responsive Moves

This following part presents the total number of both progressive and regressive moves produced by every group from the first until the last session of PM DA-SRS instructional process as summarized in separated tables as follows.

Table 1: Group1

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive	III	III	III	III	III
Providing positive response		II	II	II	I
Incorporating feedback	I				
Rejecting the PM's assistance	I				
TOTAL	5	5	6	5	5

GRAND TOTAL = 26

Table 2: Group1

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive	I	I	I		I
Providing negative response	I	III	II	II	
Not Incorporating feedback	I				
Accepting the PM's assistance	I				
TOTAL	4	4	3	2	1

GRAND TOTAL = 14

Table 3: Group2

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive		III		III	
Providing positive response	III	II		II	
Incorporating feedback					
Rejecting the PM’s assistance					
TOTAL	3	5	X	5	X

GRAND TOTAL = 13

Table 4: Group2

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive		I			
Providing negative response	IIII	I		II	
Not Incorporating feedback	I				
Accepting the PM’s assistance	III				
TOTAL	8	2	X	2	X

GRAND TOTAL = 12

Table 5: Group3

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive	II	III	II	II	II
Providing positive response	III	II	II	III	II
Incorporating feedback			I		
Rejecting the PM’s assistance					
TOTAL	5	5	5	5	4

GRAND TOTAL = 24

Table 6: Group3

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive		II	II		II
Providing negative response	III	I	III	III	
Not Incorporating feedback			I		
Accepting the PM’s assistance	I				
TOTAL	4	3	6	3	2

GRAND TOTAL = 18

Table 7: Group4

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive	III	III		III	III
Providing positive response		II		II	I
Incorporating feedback					
Rejecting the PM’s assistance					
TOTAL	3	5	X	5	5

GRAND TOTAL = 18

Table 8: Group4

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive		I			I
Providing negative response	II	I		II	
Not Incorporating feedback					
Accepting the PM’s assistance					
TOTAL	2	2	X	2	1

GRAND TOTAL = 7

Table 9: Group5

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive	II	II	II	IIII	IIII
Providing positive response	I	II	III	II	I
Incorporating feedback		I			
Rejecting the PM’s assistance					
TOTAL	3	5	5	6	5

GRAND TOTAL = 24

Table 10: Group5

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive	II	II	II	I	I
Providing negative response	III	III	II	I	
Not Incorporating feedback					
Accepting the PM’s assistance	I				
TOTAL	6	5	4	2	1

GRAND TOTAL = 18

Table 11: Group6

Progressive Moves	Session I	Session II	Session III	Session IV	Session V
Being responsive	II	I	IIII	IIII	IIII
Providing positive response	II	III	II	I	I
Incorporating feedback	I				
Rejecting the PM’s assistance	I				
TOTAL	6	4	6	5	5

GRAND TOTAL = 26

Table 12: Group6

Regressive Moves	Session I	Session II	Session III	Session IV	Session V
Being unresponsive	III	II	I	I	I
Providing negative response	III	IIII	II		
Not Incorporating feedback			I		
Accepting the PM’s assistance	I				
TOTAL	7	6	4	1	1

GRAND TOTAL = 19

BIOGRAPHY

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