

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ในการวิจัยครั้งนี้มีผู้เชี่ยวชาญตรวจแผนการสอน แบบทดสอบวัดความสามารถทางการอ่านภาษาอังกฤษ แบบทดสอบวัดความสามารถทางการเขียนเชิงสร้างสรรค์ และแบบทดสอบวัดแรงจูงใจใฝ่สัมฤทธิ์ จำนวน 5 ท่าน ดังมีรายนามต่อไปนี้

ผู้เชี่ยวชาญตรวจแผนการสอน

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| 1. อาจารย์อัจฉรา ทิพย์दारรัตน์ | ผู้จัดการโรงเรียนสายอักษร
โรงเรียนสายอักษร |
| 2. อาจารย์สังขยา บุญมา | หมวดวิชาภาษาต่างประเทศ
โรงเรียนนวมินทราชูทิศ พายัพ |
| 3. Mr. Kenneth Cullen | โรงเรียนสายอักษร |

ผู้เชี่ยวชาญตรวจแบบทดสอบวัดความสามารถทางการอ่านภาษาอังกฤษ

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| อาจารย์สังขยา บุญมา | หมวดวิชาภาษาต่างประเทศ
โรงเรียนนวมินทราชูทิศ พายัพ |
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ผู้เชี่ยวชาญตรวจแบบทดสอบวัดความสามารถทางการเขียนเชิงสร้างสรรค์

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| อาจารย์กัลยา ไตรศรีศิลป์ | หมวดวิชาภาษาต่างประเทศ
โรงเรียนชุมพวงศึกษา |
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ผู้เชี่ยวชาญตรวจสอบแบบทดสอบวัดแรงจูงใจใฝ่สัมฤทธิ์

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| อาจารย์พิมพ์ชนก คັນสนีย์ | ภาควิชาจิตวิทยา
คณะมนุษยศาสตร์
มหาวิทยาลัยเชียงใหม่ |
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ภาคผนวก ข

**แบบสำรวจความต้องการของนักเรียน
เกี่ยวกับหัวข้อและเนื้อหาในการจัดกิจกรรมประสบการณ์ทางภาษา**

คำชี้แจง

แบบสำรวจนี้ต้องการทราบความต้องการของนักเรียน เกี่ยวกับหัวข้อและเนื้อหาในการจัดกิจกรรมประสบการณ์ทางภาษา ให้นักเรียนอ่านข้อความในแต่ละข้อ แล้วทำเครื่องหมาย ✓ ลงในช่องที่เป็นจริงตามความต้องการของนักเรียน

หัวข้อเนื้อหา	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1. อาหารและการทำอาหาร (Food & Cooking) เช่น อาหารไทย อาหารอเมริกัน อาหารญี่ปุ่น ฯลฯ					
2. ชีวิตสัตว์ (Animals) เช่น ความเป็นอยู่ ของสัตว์ชนิดใดชนิดหนึ่ง ฯลฯ					
3. สถานที่ การท่องเที่ยว และการเดินทาง (Places & Travelling) เช่น การเยี่ยมชม พิพิธภัณฑ์ การเดินทางท่องเที่ยวไปยัง ประเทศใดประเทศหนึ่ง ฯลฯ					
4. ประเพณี วัฒนธรรม และงานเทศกาล ของประเทศต่าง ๆ (Culture, custom and festivals of other countries) เช่น เทศกาล Easter ฯลฯ					
5. งานอดิเรกต่าง ๆ (Hobbies) เช่น การ ตกปลา การปั้นเซา การสะสมแสตมป์ ฯลฯ					
6. กีฬา (Sports)					

หัวข้อเนื้อหา	ระดับความต้องการ				
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
7. เรื่องราวเกี่ยวกับบ้านและครอบครัว (House & Family)					
8. การจัดทำการ์ดในโอกาสต่าง ๆ (Making Cards) เช่น การ์ดคริสต์มาส การ์ดวันวาเลนไทน์ การ์ดเชิญในวาระ โอกาสต่าง ๆ ฯลฯ					
9. วิทยาศาสตร์และเทคโนโลยี (Science & Technology) เช่น เรื่อง ราวเกี่ยวกับดวงดาว หรือคอมพิวเตอร์ ฯลฯ					
10. พืช (Plants)					
11. ข่าว (News)					
12. โฆษณา (Advertisement)					

อื่น ๆ (โปรดเสนอแนะ)

ขอขอบคุณนักเรียนทุกคนที่ให้ความร่วมมือ

ภาคผนวก ค

แบบทดสอบวัดความสามารถทางการอ่านภาษาอังกฤษ

PART A

Direction : Read the following passages carefully, then choose the best answer. (from 1 – 22)

Passage 1 :

Koji Takehara



22 years old

Home

I live in a house in Osaka, Japan, and it has a small garden. Osaka is in the central part of Japan.

Family

My parents live in Tokyo, Japan. My father is a businessman, and my mother is a housewife. I have two younger sisters, Emiko and Yuki, who are at school in Tokyo. Emiko is 17 years old. Yuki is 14 years old. I am not married. I am an actor.

A typical day

I get up at 7 o'clock and I go jogging. I have breakfast at 8 o'clock, and then I go to the TV studios. I work from 9.30 to 5.30, and I get home at about 7 o'clock. I often read the newspaper in the evenings.

Likes

I like meeting people, and I love talking to children. My favourite hobbies are swimming, gardening, travelling, and listening to music. At the weekend, I sometimes ride my bicycle to the hill near my house.

Dislikes

I don't like hamburgers.

1. "My mother is a housewife." What does the word "housewife" mean ?
 - a. A person who works at a company.
 - b. A person who sells flowers at the market.
 - c. A person who works in a hospital.
 - d. A person who does the housework.
2. What are his favourite hobbies ?

a. Gardening and jogging	b. Listening to music and reading
c. Travelling and swimming	d. Swimming and talking to children
3. Which sentence is true ?
 - a. Koji is an actor.
 - b. Koji has breakfast at 8.30.
 - c. Koji likes hamburgers.
 - d. Osaka is in the northern part of Japan.
4. What Koji Takehara does not talk about in this story ?

a. His friends	b. His job	c. His family	d. His hobbies
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5. What does Koji do after he has breakfast ?

a. He gets home.	b. He goes to the TV studios.
c. He goes jogging.	d. He reads the newspaper.

Passage 2 :Ingredients

1 slice ham
 2 slices bread
 1 tablespoon butter
 1 tablespoon ketchup
 lettuce leaves
 sliced tomato
 potato chips
 parsley

Directions

1. Butter one slice of bread.
 2. Place ham on the slice of bread which has already been buttered.
 3. Put the lettuce leaves and the sliced tomato on that ham.
 4. Place the other slice of bread on the top and garnish with parsley.
 5. Serve with potato chips and ketchup.
6. Step 1 to 5 tell how to make _____ .
- | | |
|-------------|---------------|
| a. a pizza | b. a sandwich |
| c. a hotdog | d. salad |
7. Ham is _____ .
- | | |
|--------------|-----------|
| a. vegetable | b. fruit |
| c. meat | d. cheese |
8. "Garnish with parsley." In this sentence, the word "parsley" is a kind of _____ .
- | | | | |
|---------|----------|--------------|-----------|
| a. meat | b. fruit | c. vegetable | d. flower |
|---------|----------|--------------|-----------|

Passage 4 :Letter

84 Thapae Rd., Muang District,

Chiang Mai, 50000

THAILAND

26th December, 1999.

Dear Martin,

Hi! How are you ? How was your Christmas Day in Florida ? Did you enjoy yourself ?

Here, yesterday, there was a small Christmas party in my classroom at school. My friends and I played games in class and sang Christmas songs with our English teacher. We enjoyed ourselves very much. We also had some food and some drinks in class and exchanged presents to one another.

.....Can you guess what I got on Christmas Day ? I got a big cup from exchanging the presents with friends in class, a pair of shoes from my mom, a new computer from my dad, and some other presents from my cousins and my relatives.

Well.... I was really happy on Christmas Day !

Looking forward to hearing from you soon.

Miss,

Pat ☺

15. Where does Martin live ?

- | | |
|---------------|------------------------------------|
| a. In England | b. In New Zealand |
| c. In Canada | d. In the United States of America |

16. "We enjoyed ourselves very much." In this sentence, "We" refers to _____.

- | | |
|------------------------|--------------------------------|
| a. Pat and her friends | b. Pat and Martin |
| c. Pat and her parents | d. Pat's relatives and cousins |

PART B

Direction : Read the dialogues and choose the best answer . (from 23 – 30)

Dialogue 1 : Something to do (It's holiday time)

Richard : Television bores me. I want to do something.

Nancy : It doesn't bore me.

Richard : Do you play football ?

Nancy : No. I like to play volleyball. It is my favourite sport. Do you want to do something new ?

Richard : I want to go hang - gliding.

Huh....be realistic. It needs a lot of money.

Nancy : But it's very exciting ! What about surfing ?

Richard : But I don't swim.

Nancy : That's no good then.

Richard : How about running and riding ?

Nancy : I don't like them.

Richard : O.K.

At the sports shop

Nancy : We need some help.

Richard : We want to play something new.

Seller : O.K., why don't you play tennis ? You need two rackets and some balls.

Play on the tennis court.

At the tennis court

Richard : I need a lot of practice.

Nancy : But it's interesting and we like it.

23. How many sports do they talk about ?

- a. 4 b. 5 c. 6 d. 7

24. " It needs a lot of money. " In this sentence, "it" refers to _____.
- a. Basketball b. Hang - gliding c. Tennis d. Football
25. What is Nancy's favourite sport ?
- a. Volleyball b. Running c. Swimming d. Karate
26. " I don't like them." In this sentence, "them" refers to _____.
- a. Running and surfing b. Running and riding
c. Running and swimming d. Running and tennis
27. What do Richard and Nancy need when they want to play tennis ?
- a. Caps and sun glasses b. Rackets and balls
c. Swimming suits and hats d. Shorts and sun glasses

Dialogue 2 :

Mrs. Jones : Let's go and buy the food for the party.

Susan : All right. What do we need ?

Ted : We need bacon and cheese for the sandwiches.

Mrs. Jones : Ted, look in the refrigerator, please. How much lettuce is there ?

Ted : There isn't much lettuce, and there aren't many tomatoes. We need a lot of bread, too.

Susan : Let's buy some potato chips. A lot of people like them.

Ted : We need milk and pop, too. And a tub of ice.

Mrs. Jones : We need a lot of things. Let's go.

28. What food are they going to make ?
- a. Hamburgers b. Sandwiches c. Salad d. Pizza
29. From this dialogue, what kind of vegetables do they need to buy ?
- a. Lettuce and cucumbers b. Tomatoes and cucumbers
c. Tomatoes and onions d. Lettuce and tomatoes
30. From this dialogue, what do they need to do before having the party ?
- a. Writing some invitation cards b. Preparing food and drinks
c. Washing the dishes d. Cleaning the house

ภาคผนวก ง

แบบทดสอบวัดความสามารถทางการเขียนเชิงสร้างสรรค์

Situation : You are at home with a friend at night and see a big spaceship. There is an alien inside the spaceship. It walks out of the spaceship and comes towards both of you.

- Direction : - Draw a picture of that alien by using your imagination.
- Write a story to describe the event and the appearance of that alien.

Picture of the alien

ภาคผนวก จ

แบบสอบถามวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน

คำชี้แจง

แบบสอบถามฉบับนี้เป็นการถามเกี่ยวกับความคิด ความรู้สึก และพฤติกรรมของนักเรียน ในเรื่องการเรียน มีลักษณะการวัด 5 ระดับ ไม่มีคำตอบใดถูกหรือผิด เพราะแต่ละคนย่อมมีความรู้สึกนึกคิดและนิสัยแตกต่างกัน สิ่งที่สำคัญที่สุด คือ ขอให้นักเรียนตอบให้ตรงกับสภาพความเป็นจริงของนักเรียนให้มากที่สุด คำตอบที่ได้จะไม่กระทบกระเทือนต่อผลการเรียนของนักเรียน ขอขอบคุณนักเรียนทุกคนที่ให้ความร่วมมือ

ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับสภาพความเป็นจริง

ข้อความ (ด้านความคิด)	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
1. นักเรียนคิดไว้เสมอว่า ในอนาคต จะต้องเป็นแพทย์ วิศวกร หรือ บุคคลที่มีชื่อเสียงของประเทศให้ได้					
2. ในขณะที่เรียน นักเรียนคิดว่าจะต้อง ทำคะแนนให้ดีที่สุด					
3. นักเรียนทุกคนจะเรียนได้ดี ถ้าครู ส่งเสริมให้นักเรียนรู้จักพึ่งตนเอง					
4. นักเรียนคิดว่า การบ้านเป็นสิ่งที่ ต้องทำให้ครบถ้วนไม่มีผิดพลาด					
5. นักเรียนคิดว่า ความพยายามนำไปสู่ ความสำเร็จ					
6. ในการเรียน นักเรียนจะพยายาม ทำคะแนนให้สูงกว่าเพื่อนทุกคนใน ชั้น					

ข้อความ (ด้านความคิด)	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
7. นักเรียนได้วางเป้าหมายในอนาคต ของตนเองไว้ และจะต้องทำให้ บรรลุเป้าหมาย					
8. ในการเรียนวิชาภาษาอังกฤษ ถ้า จะเรียนให้ดีจะต้องมีคู่มือในการทำ แบบฝึกหัด					

ข้อความ (ด้านความรู้สึก)	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
9. นักเรียนรู้สึกภูมิใจมากที่มีคนคอย ช่วยเหลือไม่ว่าจะทำการใดก็ตาม					
10. การพึ่งตนเองในเรื่องการเรียนนั้น นักเรียนถือว่าเป็นสิ่งที่สำคัญและมี คุณค่ามากที่สุด					
11. นักเรียนรู้สึกมีความมั่นใจเพิ่มมาก ขึ้นถ้าได้มีการวางแผนการเรียน สำหรับตนเอง					
12. งานที่นักเรียนพอใจอย่างยิ่ง คือ งานที่ได้ใช้ความสามารถของตน เองอย่างเต็มที่					
13. เพื่อนๆ บอกว่า นักเรียนเป็นคนที่ มีความรับผิดชอบ					
14. เมื่อครูตำหนิว่า นักเรียนทำงานไม่ เรียบร้อยหรือผิดพลาด นักเรียนรู้ สึกว่าจำเป็นต้องปรับปรุงตนเองให้ ดีขึ้น					

ข้อความ (ด้านความรู้สึก)	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
15. นักเรียนรู้สึกอยู่เสมอว่า ความสำเร็จในการวางแผนการเรียนเกิดจากการวางแผนในการทำงานอย่างมีขั้นตอน					
16. นักเรียนคิดว่า เวลาเรียนในแต่ละสัปดาห์นั้นนานเกินไป					
17. นักเรียนรู้สึกไม่ชอบ และเบื่อหน่ายต่อบทเรียนที่มีเนื้อหายากๆ					
18. นักเรียนรู้สึกไม่ชอบ และเบื่อหน่ายต่อบทเรียนที่มีเนื้อหาง่าย ๆ					
19. นักเรียนรู้สึกอยู่เสมอว่า การเรียนเป็นเรื่องน่าเบื่อหน่าย					

ข้อความ (ด้านพฤติกรรม)	บ่อยครั้งที่สุด	บ่อยครั้ง	บางครั้ง	ไม่บ่อยครั้ง	ไม่บ่อยครั้งที่สุด
20. ขณะทำการบ้าน นักเรียนจะพยายามทำให้เสร็จก่อน แล้วจึงหยุดพัก					
21. เมื่อนักเรียนมีการบ้านที่ยาก ๆ นักเรียนจะต้องใช้เวลาในการคิดนานๆ					
22. นักเรียนจะต้องเตรียมอ่านหนังสือมาล่วงหน้าก่อนเข้าเรียนทุกครั้ง					
23. ถ้ามีโอกาสเลือกห้องเรียนแล้ว นักเรียนจะเลือกห้องเรียนที่มีคนเก่งเรียนอยู่มากๆ					

ข้อความ (ด้านพฤติกรรม)	บ่อยครั้ง ที่สุด	บ่อยครั้ง	บางครั้ง	ไม่บ่อย ครั้ง	ไม่บ่อย ครั้งที่สุด
24. นักเรียนชอบทำงานด้วยความคิด ของตนเอง ไม่ชอบให้ผู้อื่นทำให้					
25. เมื่อตั้งใจจะทำอะไรแล้วถึงเวลา นั้นจริงๆ ก็มักจะผลัดวันอยู่ เรื่อย ๆ					
26. ในการเขียนรายงานส่งอาจารย์นัก เรียนจะพยายามทำรายงานให้ เสร็จก่อนกำหนด แล้วนำมาตรวจ แก้ไขข้อบกพร่องอีกครั้งหนึ่ง					
27. นักเรียนตั้งใจเรียนอย่างเต็มที่ และสนใจกับสิ่งที่ครูสอน					
28. นักเรียนจะอ่านบทเรียนที่ยาก ๆ หลาย ๆ ครั้งจนเข้าใจแล้วจึง ผ่านไป					
29. นักเรียนจะเพิ่มความพยายามให้ มากขึ้นเมื่อรู้ว่าตนเองด้อยกว่า เพื่อน					
30. ในการสอบแต่ละครั้งจะเตรียม ตัวสอบเพียงคืนเดียวเท่านั้น					
31. เมื่อใดที่ต้องทำรายงานยาก ๆ นักเรียนจะพยายามทำจนสุด ความสามารถ					
32. เมื่อครูให้การบ้านไม่มาก นักเรียนจะเก็บไว้ทำทีหลัง					

ภาคผนวก จ

ตัวอย่างเนื้อเรื่องและแผนการสอนที่ใช้กิจกรรมประสบการณ์ทางภาษา

Lesson Plan : Tareta lives on an island
(Using Stories)

Subject : English 012

Level : M.1

Time : 3 periods

Terminal objectives : Each student should be able to create an accordion book with pictures by using his/her own story.

Enabling Objectives : Students should be able to :

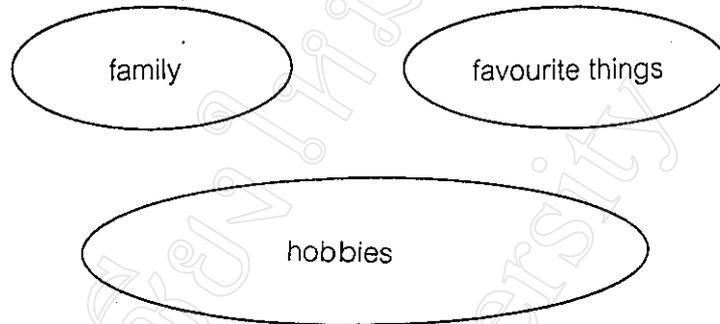
1. brainstorm and tell vocabulary items which relate to their families, hobbies, and favourite things,
2. answer some questions about Tareta's family (with pictures) after they listen to and read it,
3. discuss and share their experiences or ideas about the sameness and the differences between their families and Tareta's family,
4. write a story about their families, hobbies, and favourite things and present it to the group and to the class,
5. write his/her own story with pictures to describe his/her family, hobbies, and favourite things.

Procedure :

Presentation (period 1)

1. The teacher writes the words : family, hobbies, and favourite things on the blackboard.

e.g.

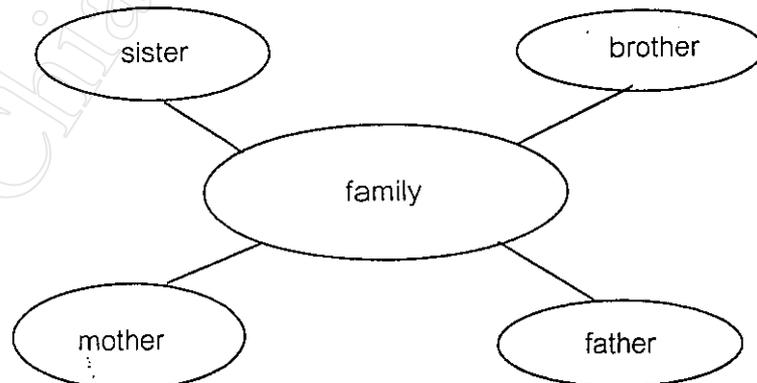


Then the teacher elicits some vocabularies which relate to the words mentioned in 1 from the students. The teacher can begin by asking some questions like :

- When you see the word "family", can you think about some other words which relate to this word ?
- Who is staying with you now at your home ?
- Who gives you pocket money ? , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.

e.g.



2. The teacher reads the story about Tareta to the students once or twice. While the teacher is reading the story, he/she can show an accordion book with pictures which includes the story about Tareta.

3. The teacher shows the Tareta story chart on the blackboard and asks the students to read the story about Tareta after the teacher.

4. After reading the story, the teacher passes the sheets about Tareta story to the students and explains some vocabularies which appear in the story. In this step, the teacher can write those vocabularies on the blackboard or use word cards to help as teaching materials.

e.g. Polynesian, island, sister, brother, customs officer, airport, ambulance driver, hospital, elder brother, subject, physics, gymnastics, favourite, dancing, cooking, making clothes, weekend, dancing class, listening to the music, etc.

5. Then the teacher discusses the story about Tareta with the students by asking some questions. In this step, the teacher also asks some more questions about the students' experiences which relate to this story.

- e.g. - How old is Tareta Riki ?
- Where does she live ?
 - Does she have two sisters and a brother ?
 - What does her father do ?
 - What are her hobbies ?
 - What is her favourite subject ?
 - Does she like gymnastics ?
 - How old are you ?
 - What are your hobbies ?
 - What do you like to do at the weekend ?
 - What do you like to do after school ?
 - What subjects do you like to learn at school ?

family ?

- What is the differences between your family and Tareta's

- In this story, Tareta likes cooking. Do you like cooking ?

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

6. After that the teacher explains the structures which relate to the story given. (The teacher can use the answers or the sentences on the blackboard as a guide.)

e.g. Present Simple Tense

- Is she Polynesian ?

Yes, she is Polynesian. / Yes, she is.

No, she is not Polynesian. / No, she isn't.

- Where does she live ?

She lives on the little island of Aitutaki in the south of the central Pacific Ocean.

- Does she have two sisters ?

Yes, she has two sisters. / Yes, she does.

No, she does not have two sisters. / No, she doesn't.

Asking and talking about likes and dislikes

- What is your favourite subject ?

My favourite subject is _____ .

- Do you like dancing ?

Yes, I like dancing. / Yes, I do.

No, I do not like dancing. / No, I don't.

Talking about people's likes and dislikes

- George likes dancing but he doesn't like reading.

Asking and talking about hobbies and family

- What are your hobbies ?
Reading books and gardening.
- Do you have any brothers and sisters ?
Yes, I have one brother and one sister.
No, I don't.
, etc.

Practice (period 2)

7. After finishing the discussion and explaining some structures, the teacher asks each student to write a story about his/her own family, hobbies, and favourite things. In this step, the students can use the vocabularies, the sentences, and the structures which they have just studied as a guide.

8. The teacher divides the students into groups (about 4-5 persons per group) and asks the students in each group to read or share their own stories with their friends in the group. In this step, the teacher asks the students in each group to give comment or check the spelling of the words in their friends' stories.

9. Then the teacher asks some students to read their stories in front of the class.

Production (period 3)

10. After the students finish reading in front of the class, the teacher asks each student to make an accordian book which includes his/her own story with pictures in class. In this step, the teacher tells how to make an accordian book so that each student can make it.

11. After each student finishes making his/her own accordian book with story and pictures, the teacher asks each student to exchange the accordian book with one another to look and read.

- Teaching materials :
1. Story chart
 2. Word cards
 3. Posters, paper, etc. for the students (if needed)
 4. Sheets of the story about Tareta
 5. An example of the accordian book with Tareta's story and pictures

- Evaluation :
1. Observation of the students' participation.
 2. Correction of the students' work.

TARETA LIVES ON AN ISLAND

Tareta Riki is thirteen years old. She is Polynesian and lives on the little island of Aitutaki in the south of the central Pacific Ocean. Aitutaki is one of a group of islands called the Cook islands.

Tareta has two sisters and a brother. Her mother is a customs officer at the airport and her father is an ambulance driver at the island hospital. Her elder brother doesn't live at home. He is married and lives in New Zealand.

Tareta goes to school on the island. "I like most subjects. I like learning new things. My favourite subject is physics but I also like gymnastics and volleyball. We have homework to do every evening.

At home in the evenings I like cooking and making clothes. At the weekend, on Saturday, I have dancing classes. I love dancing and listening to music."

Lesson Plan : A close encounter
(Using Stories)

Subject : English 012

Level : M.1

Time : 3 periods

Terminal Objectives : Students should be able to create a small booklet with pictures by using their stories.

Enabling Objectives : Students should be able to :

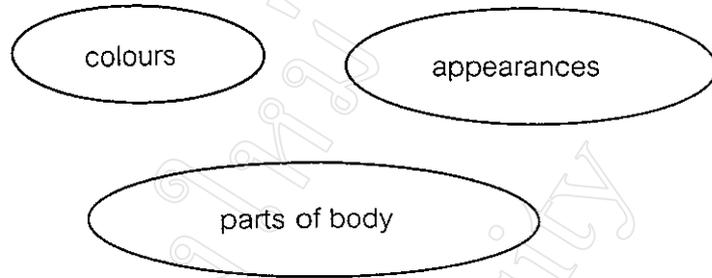
1. brainstorm and tell vocabulary items which relate to parts of body, appearances, and colours,
2. answer some questions about "A close encounter" story (with pictures) after they listen to and read it,
3. discuss and share their experiences or ideas about aliens,
4. write a story (in group) which is similar to the story given and describe an alien by using the sentences or the vocabularies about the parts of body, the appearances, and the colours and present it to the class,
5. write their own story with created pictures in group.

Procedure :

Presentation (period 1)

1. The teacher reviews some vocabularies about families, hobbies, and favourite things which the students studied from the last period by using word cards or passing some sheets with vocabularies and pictures for them to do.
2. After that the teacher writes the words : colours, parts of body, and appearances on the blackboard.

e.g.

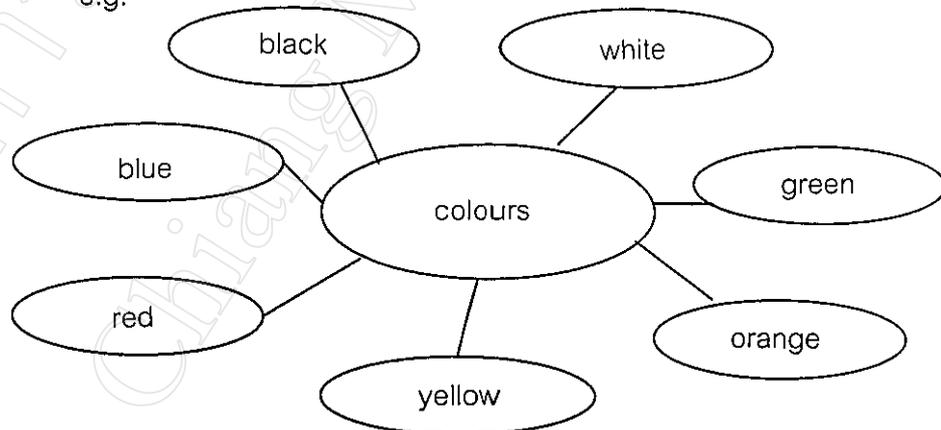


Then the teacher elicits some vocabularies which relate to the words mentioned from the students. The teacher can begin by asking some questions like :

- What colour is this book ?
 - What colour is this pen ?
 - Could you please tell me one colour you like ?
- , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.

e.g.



3. The teacher reads the story "A close encounter" to the students once or twice. While the teacher is reading the story, he/she can show a small booklet with pictures which includes the story "A close encounter" to the students.

4. The teacher shows "A close encounter" story chart on the blackboard and asks the students to read the story after the teacher.

5. After reading the story, the teacher passes the sheets "A close encounter" to the students and explains some vocabularies which appear in the story. In this step, the teacher can write the vocabularies on the blackboard or use word cards to help as teaching materials.

e.g. camping, field, scary, light, quiet, weather, cool, plane, spaceship, UFO, real, wait, watch, come down, close, alien, in front of, tall, thin, brown, rabbit, head, large, teeth, body, green, tail, etc.

6. Then the teacher discusses the story "A close encounter" with the students by asking some questions. In this step, the teacher also asks some more questions about the students' experiences which relate to this story.

e.g. - Who are camping in a field near the house ?

- Is it quiet ?
- What do they see in the sky ?
- Is the alien far from them ?
- What does it look like ?
- What colour are its ears ?
- Is it tall or short ?
- Have you ever seen any aliens ?
- What do you think aliens look like ?
- What colour are they ?
- Are they fat ?
- Do they have long legs ?

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

7. The teacher then explains the structures which relate to the story given.
(In this step, the teacher can use the answers or the sentences on the blackboard as a guide.)

e.g. Asking and telling about the colours

- What colour are its eyes ?

They are _____ .

- What is your favourite colour ?

Blue.

Asking and telling about the parts of body

- What do you call this ?

Nose.

Describing the appearances

- Does the alien have long arms ?

Yes, it does. / No, it doesn't.

- How many feet does the alien have ?

Two.

- It has a body like a pig.

, etc.

Practice (period 2)

8. After finishing the discussion and explaining some structures, the teacher divides the students into groups (about 4-5 persons per each group) and asks the students in each group to write a story which is similar to the story given describing an alien. In this step, the students can use the vocabularies, the sentences, and the structures which they have just studied as a guide.

9. The teacher tells the students in each group to choose a representative. The teacher asks each representative in each group to reread the story to other members in

his/her group. In this step, the teacher also asks each group to exchange the story with another group in order to give some comment or check the spelling of the words in the story.

10. Then the teacher asks each representative in each group to read the story in front of the class.

Production (period 3)

11. After the readings are finished, the teacher asks each group to make a small booklet which includes the story with pictures. In this step, the teacher tells how to make the small booklet so that the students in each group can perform the task.

12. When the students in each group have finished making their own small booklet with story and pictures, the teacher asks the students in each group to exchange the small booklet with other groups for comparison.

Teaching materials :

1. Story chart

2. Word cards

3. Posters, paper, etc. for the students (if needed)

4. Sheets of the story "A close encounter"

5. An example of the small booklet with the story "A close encounter" and pictures.

6. Sheets with pictures and vocabularies about families, hobbies, and favourite things.

Evaluation :

1. Observation of the students' participation.

2. Correction of the students' work.

A CLOSE ENCOUNTER

It's twelve o' clock at night. Jim and Thomas are camping in a field near their house. The boys think it's scary because there aren't any lights and it's very quiet. The weather is cool.

They see a light in the sky! Is it a plane ? No. Is it a spaceship ? A UFO ? What is it ? Is it real ? They wait and watch. The light comes down and stops in the field. It is very close.

A door opens. There's an alien! It walks to Jim and Thomas. Does it want to speak to them ? The alien is in front of them It is tall and thin. It also has big, brown ears like a rabbit. It has a head like a large horse and teeth like a rabbit. Its body is green like a snake. It doesn't have a tail.

Lesson Plan : Christmas
(Using Direct Experiences)

Subject : English 012

Level : M.1

Time : 4 periods

Terminal Objectives : Each student should be able to create a Christmas postcard with his/her own story.

Enabling Objectives : Students should be able to :

1. brainstorm and tell vocabulary items which relate to Christmas,
2. answer some questions about Christmas after they join the Christmas party on Christmas Day,
3. discuss and share their experiences or ideas about Christmas, including the sameness and the differences between Christmas in Thailand and Christmas in U.S.A., and talking about what people did,
4. write a story to tell their friends about the Christmas party in class and present it to the group and to the class,
5. write his/her own story in the postcard which he/she has made to describe about the Christmas party in class.

Procedure :

Presentation (period 1)

1. The teacher reviews some vocabularies about parts of the body, appearances, and colours which the students studied from the last period by using word cards or passing out some sheets with vocabularies and pictures for them to do.
2. The teacher writes the word : "Christmas", on the blackboard.

e.g.



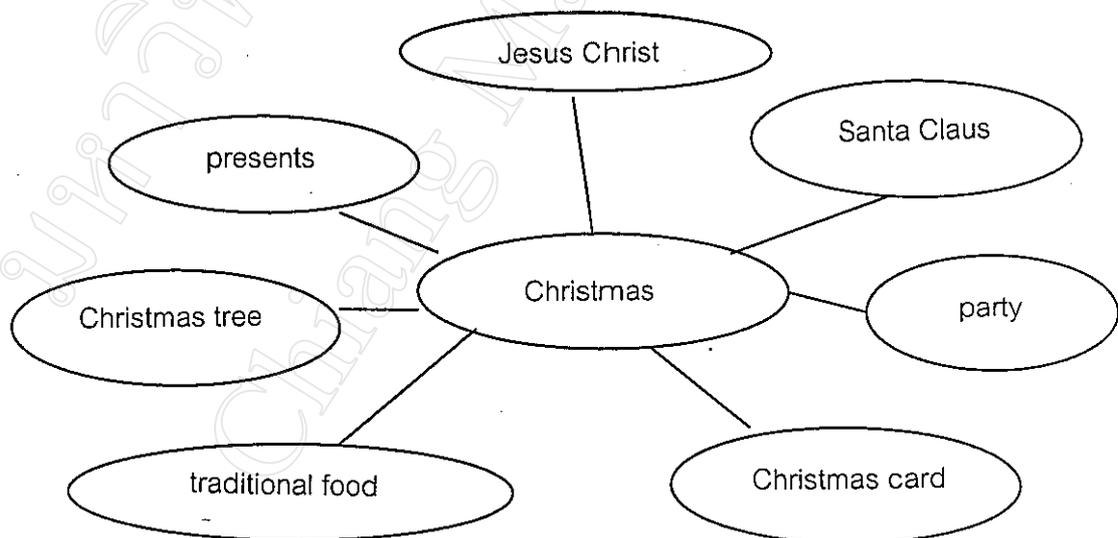
The teacher elicits some vocabularies which relate to the word mentioned from the students. The teacher can begin by asking some questions like :

- When you see the word "Christmas", can you tell me some words which relate to this word ?

- When, you see the word "Christmas", what do you think of ? , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.

e.g.



3. The teacher arranges a small Christmas party in class by having activities about Christmas such as playing games, having some foods and snacks, singing Christmas songs, exchanging gifts, etc. The teacher should decorate the classroom by using Christmas tree, cards, etc. with the students's helping. In this step, the teacher has

some posters about Christmas to post on the wall in class or boards so that the students can know more information about Christmas. (e.g. Posters about Christmas – How did it start ?, traditional Christmas food, special Christmas traditions and customs, etc.)

Presentation (period 2)

4. When the small party is finished, the teacher reviews some vocabularies about Christmas to the students again. In this step, the teacher can write those vocabularies on the blackboard or use word cards to help as the teaching materials.

e.g. Christmas tree, drinks, party, presents, gifts, traditional food, etc.

5. Then the teacher discusses about Christmas with the students by asking some questions. In this step, the teacher asks some more questions about the students' experiences which relate to Christmas.

e.g. - What do Americans do on Christmas Day ?

- How do Americans celebrate on Christmas Day ?

- What kind of the traditional food do they have on Christmas Day ?

- How do they decorate their house ?

- Did you join the Christmas party last year in your city?

- What kind of food and drinks did you have on Christmas Day ?

- Did you enjoy yourselves ?

- What did you do on that day ?

- Did you decorate your house ?

, etc.

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

6. The teacher explains some structures which they are going to use for writing. (In this step, the teacher can use the answers and the sentences on the blackboard as a guide.)

e.g. Asking and talking about what people did/what you did

- Did you decorate your house last year ?
Yes, I decorated my house last year. / Yes, I did.
No, I did not decorate my house last year. / No, I didn't.
- What kind of food and drinks did you have on Christmas Day last year ?
We had steak, salad, orange juice, etc.
, etc.

Practice (period 3)

7. After the small Christmas party is finished and explaining some structures, the teacher asks each student to write a postcard to his/her friend. In this step, the students can use the vocabularies, the sentences, and the structures which they have just studied as a guide.

8. The teacher tells the students to get into groups again and asks the students in each group to read or share their own stories to their friends in the group. In this step, the teacher asks the students in each group to give comment or check the spelling of their friends' stories or letters.

9. Then the teacher asks some students to read their stories in front of the class.

Production (period 4)

10. After the students have finished reading, the teacher asks each student to make a postcard which includes his/her story to his/her friend in class. The teacher should show an example of the postcard with the story to the students.

11. After each student finishes making his/her own postcard with the story to his/her friend, the teacher asks each student to exchange the postcard with one another to look and read.

Teaching materials :

1. Things, food, drinks, etc. for preparing the small Christmas party in class
2. Word cards
3. Poster, paper, etc. for the students (if needed)
4. An example of the postcard with the story
5. Sheets with pictures and vocabularies about parts of body, appearances, and colours

Evaluation :

1. Observation of the students' participation.
2. Correction of the students' work.

Lesson Plan : Sandwiches
(Using Direct Experiences)

Subject : English 012

Level : M.1

Time : 4 periods

Terminal Objectives : Students should be able to create a small booklet with pictures by using their stories.

Enabling Objectives : Students should be able to :

1. brainstorm and tell vocabulary items which relate to vegetables and other ingredients for making the sandwiches or how to make the sandwiches after they learn how to make them,
2. answer some questions about steps for making the sandwiches or how to make the sandwiches after they learn how to make them,
3. discuss and share their experiences about making the sandwiches,
4. write a story or the steps for making the sandwiches by using the sentences or the vocabularies about vegetables and other ingredients for making the sandwiches. Then, present it to the class,
5. write their own story or the steps for making the sandwiches with pictures in group.

Procedure :

Presentation (period 1)

1. The teacher reviews some vocabularies about Christmas which the students studied from the last period by using word cards or passing some sheets with vocabularies and pictures for them to do.

2. After that the teacher writes the word : sandwiches on the blackboard.

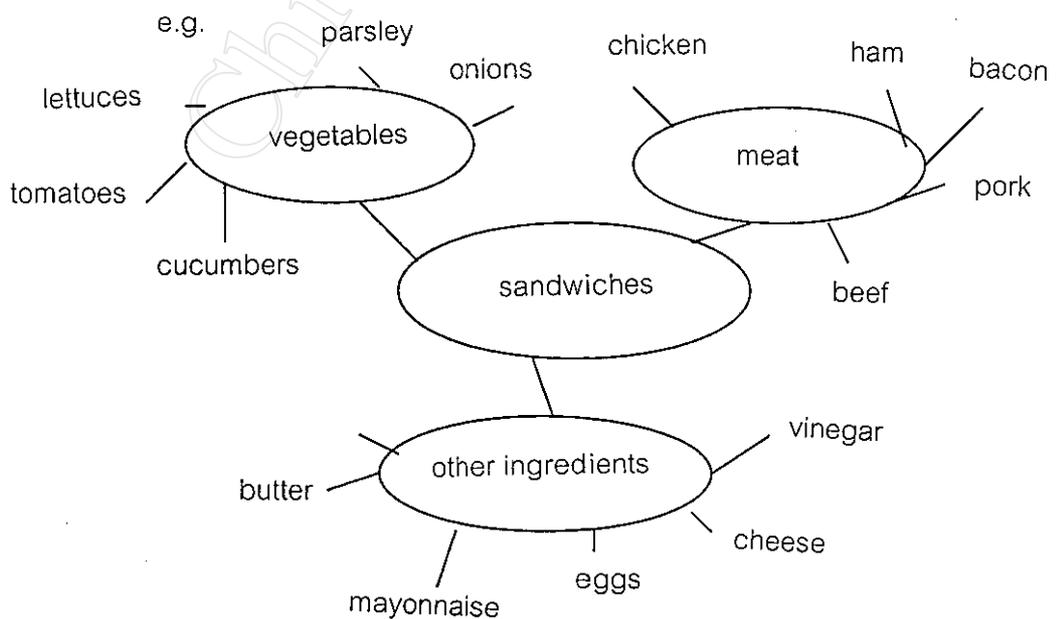
e.g.



Then the teacher elicits some vocabularies which relate to the word mentioned from the students. The teacher can begin by asking some questions like :

- What do you need to have when you want to make sandwiches ?
 - What kind of vegetables do you need ?
 - And, what other ingredients do you need ?
- , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.



3. The teacher tells the students that they are going to make sandwiches. First, the teacher has to show them the vegetables and other ingredients for making sandwiches. The teacher also pronounces those vocabularies at the same time. Then the teacher explains to all students, how to make the sandwiches. After that the teacher asks the students to form into groups of about 4-5 persons for making the sandwiches and gets them to make the sandwiches in groups. In this step, the teacher should assist the students in each group.

Presentation (period 2)

4. After making the sandwiches, the teacher again reviews the vocabularies. In this step, the teacher can write those vocabularies on the blackboard or use word cards to help as teaching materials.

e.g. vinegar, mayonnaise, cheese, parsley, ham, bacon, cucumbers, tomatoes, onions, etc.

5. Then the teacher discusses how to make the sandwiches by asking some questions. In this step, the teacher also asks some more questions about the students' experiences which relate to the sandwiches.

e.g. - When you want to make a sandwich, what should you prepare ?

- What kind of sandwich will you make ?

- Do you need any tomatoes for making a sandwich ?

- Do you need an onion ?

, etc.

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

6. After that the teacher explains the structures which relate to how to make the sandwiches. (In this step, the teacher can use the answers and the sentences on the blackboard as a guide.)

e.g. Asking and talking about things you can count and things you cannot count.

- Do you need a cucumber ?
Yes, I need a cucumber. / Yes, I do.
No, I do not need a cucumber. / No, I don't
- Do you need any mayonnaise ?
Yes, I need some mayonnaise. / Yes, I do.
No, I do not need any mayonnaise. / No, I don't.
, etc.

Practice (period 3)

7. After making the sandwiches and explaining some structures, the teacher tells the students to get into groups again and asks the students in each group to write the steps for making the sandwiches. In this step, the students can use the vocabularies, the sentences, and the structures which they have just studied as a guide.

8. The teacher tells the students in each group to choose a representative. The teacher then asks each representative in each group to reread the steps for making the sandwiches to other friends in his/her group. In this step, the teacher also asks each group to exchange the story with another group in order to give some comment or check the spelling of the words in the story.

9. Then the teacher asks each representative in each group to read the steps for making the sandwiches in front of the class.

Production (period 4)

10. After reading in front of the class, the teacher asks each group to make a small booklet which includes the steps for making the sandwiches with pictures. In this step, the teacher tells how to make the small booklet so that the students in each group can make it. The teacher should show an example of the small booklet with the steps and pictures to the students.

11. After the students finish making their own small booklet, the teacher asks the groups to exchange booklets, in order that they may compare one to the other.

Teaching materials :

1. Vegetables, other ingredients, and things for making sandwiches
2. Word cards
3. Poster, paper, etc. for the students (if needed)
4. An example of the small booklet with the steps and pictures for making the sandwiches
5. Sheets with pictures and vocabularies about Christmas.

Evaluation :

1. Observation of the students' participation
2. Correction of the students' work

Lesson Plan : Sports
(Using Visuals to provide Vicarious Experiences)

Subject : English 012

Level : M.1

Time : 3 periods

Terminal Objectives : Students should be able to create a poster with pictures by using their stories.

Enabling Objectives : Students should be able to :

1. brainstorm and tell vocabulary items which relate to sports,
2. answer some questions about sports after they see the pictures,
3. discuss and share their experiences or ideas about sports, equipment for playing sports, talking about likes and dislikes, and talking about what people are doing / what they are doing,
4. write a story (in group) about sports, equipment for playing sports, talking about likes and dislikes, and talking about what people are doing by using the sentences or the vocabularies which they have studied as a guide . Then, present it to the class,
5. write their own story about sports with pictures in group.

Procedure :

Presentation (period 1)

1. The teacher reviews some vocabularies about vegetables and other ingredients for making the sandwiches which the students studied from the last period by using word cards or passing some sheets with vocabularies and pictures for them to do.
2. After that the teacher writes the word : sports on the blackboard.

e.g.

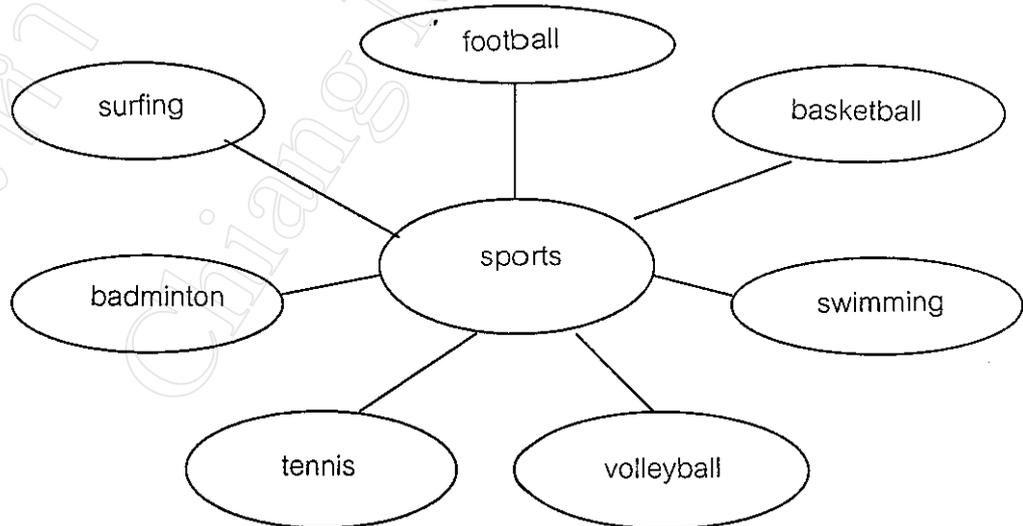


Then the teacher elicits some vocabularies which relate to the word mentioned by the students. The teacher can begin by asking some questions like :

- When you see the word "sports" on the blackboard, what kind of sports can you think of ?
- Could you please tell me the names of sports ?
- , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.

e.g.



3. The teacher shows some pictures about sports for the students to see and asks some questions about the pictures.

e.g. - What are they doing ?

They are swimming.

- What is she doing ?

She is playing badminton.

4. After finishing seeing the pictures, the teacher reviews some vocabularies about sports again by using pictures and word cards.

e.g. football, surfing, tennis, badminton, cycling, hiking, basketball, volleyball, etc.

5. Then the teacher discusses sports by asking some questions. In this step, the teacher also asks some more questions about the students' experiences which relate to sports.

e.g. - Please look at this picture again, is he playing table tennis ?

Yes, he is playing table tennis. / Yes, he is.

No, he is not playing table tennis. / No, he isn't.

- A, what is your favourite sport ?

My favourite sport is karate.

- B, do you like karate ?

Yes, I like karate. / Yes, I do.

No, I do not like karate. / No, I don't.

- What equipment do you need when you have to play tennis ?

I need two rackets and a ball.

- In playing football, how many people do we need to have ?

Eleven per a team.

,etc.

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

6. The teacher explains the structures which relate to the information and the pictures about sports. (In this step, the teacher can use the answers and the sentences on the blackboard as a guide.)

e.g. Asking and talking about likes and dislikes.

- What is your favourite sport ?

My favourite sport is swimming.

- What kind of sports do you like ? / Which sports do you like ?

I like basketball and tennis.

- Do you like hang-gliding ?

Yes. I like hang-gliding. / Yes, I do.

No, I do not like hang-gliding. / No, I don't.

- What equipment do you need when you play football ?

I need a ball, a pair of shoes, a pair of shorts, and a t-shirt.

Asking and talking about what people are doing / what you are doing.

- What is he doing ?

He is playing volleyball.

- Are they playing tennis ?

Yes, they are playing tennis. / Yes, they are.

No, they aren't playing tennis. / No, they aren't.

, etc.

Practice (period 2)

7. After finishing the discussion and explaining some structures, the teacher divides the students into groups (about 4-5 persons per each group) and asks the students in each group to write a story about sports. In this step, the students can use the vocabularies, the sentences and the structures which they have studied as a guide.

8. The teacher tells the students in each group to choose a representative. The teacher then asks the representative in each group to reread the story to other friends in his/her group. In this step, the teacher asks each group to exchange the story with another group in order to give some comment or check the spelling of the words in the story.

9. Then the teacher asks each representative in each group to read the story in front of the class.

Production (period 3)

10. After reading in front of the class, the teacher asks each group to make a poster which includes the story with pictures and tells how to make the poster so that the students in each group can make it. The teacher should show an example of the poster with story and pictures to the students.

11. After the students in each group finish making their own poster with the story and pictures. The teacher asks the students in each group to exchange the poster with other groups to look and read.

Teaching materials :

1. Pictures about sports

2. Word cards

3. Posters, paper, etc. for the students (if needed)

4. An example of the poster with the story and pictures about sports

5. Sheets with pictures and vocabularies about vegetables and other ingredients for making the sandwiches

Evaluation :

1. Observation of the students' participation.

2. Correction of the students' work.

Lesson Plan : Japan
(Using Visuals to provide Vicarious Experiences)

Subject : English 012

Level : M.1

Time : 4 periods

Terminal Objectives : Each student should be able to create an accordion book with pictures by using his/her own story.

Enabling Objectives : Students should be able to :

1. brainstorm and tell vocabulary items which relate to countries, nationalities, capitals, seasons, and weather,
2. answer some questions about Japan after they watch the video,
3. discuss and share their experiences about Japan,
4. write a story about Japan or other countries by using the sentences and the vocabularies about the countries, the nationalities, the capitals, the seasons, and the weather. Then, present it to the group and to the class,
5. write his/her own story about Japan or other countries with pictures by using the sentences and the vocabularies about the countries, the nationalities, the capitals, the seasons, and the weather.

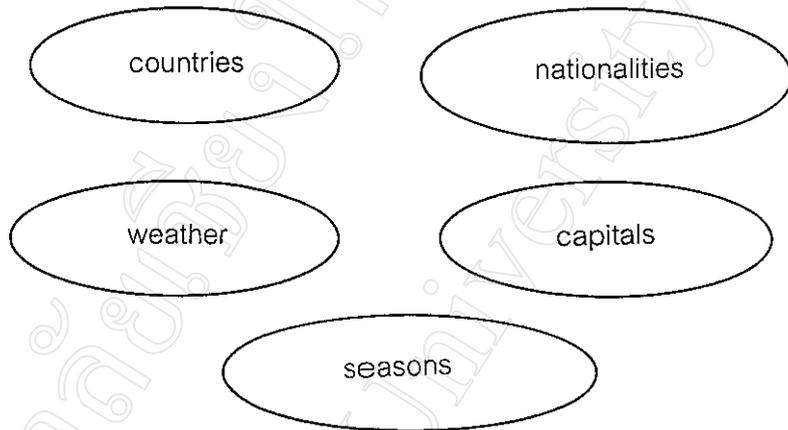
Procedure :

Presentation (period 1)

1. The teacher reviews some vocabularies about sports and equipment for playing sports which the students studied from the last period by using word cards or passing some sheets with vocabularies and pictures for them to do.

2. The teacher writes the words : countries, nationalities, capitals, seasons, and weather on the blackboard.

e.g.

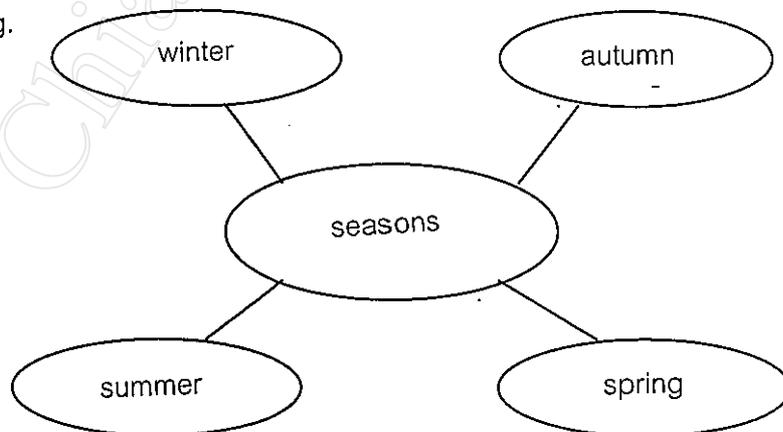


Then the teacher elicits some vocabularies which relate to the words mentioned from the students. The teacher can begin by asking some questions like :

- How many seasons are there in Thailand ? What are they ?
 - Could you please tell me a season you like ?
- , etc.

The teacher writes the students' answers on the blackboard by using the mapping method.

e.g.



3. The teacher lets the students see the video about Japan (about 20 - 30 minutes) and tells them to note some vocabularies in their notebooks while they are watching the video.

Presentation (period 2)

4. After watching the video, the teacher explains some vocabularies which appear in the story. In this step, the teacher can write those vocabularies on the blackboard or use word cards to help as the teaching materials.

e.g. Japan, Japanese, city, country, festival, prefecture, etc.

5. Then the teacher discusses the information about Japan by asking some questions. In this step, the teacher also asks some more questions about the students' experiences which relate to Japan.

e.g. - How many seasons are there in Japan ? What are they ?

- Now, what season is it ?

- What is the weather like ?

- What nationality are they ?

- Is Japan an island ?

- Have you ever been to Japan ?

- If no, would you like to go there ?

- Where would you like to visit in Japan ?

- If you have a chance to go abroad, what country would you like to

go to or visit ?

- What is the capital of that country ?

- What would you like to see there ?

- How many seasons are there in that country ? What are they ?

, etc.

(The teacher writes the students' answers and sentences or asks the students to write those answers and sentences on the blackboard. Then, the teacher reads those sentences to them again.)

6. After that the teacher explains the structures and the grammar which relate to the video. (In this step, the teacher can use the answers and the sentences on the blackboard as a guide.)

e.g. Asking and talking about the weather and the seasons

- What is the weather like ?

It's raining.

It's very cold.

It's sunny and hot.

- How many seasons are there in Japan ?

There are 4 seasons : winter, autumn, spring, and summer.

Asking and talking about the countries, the nationalities, and the capitals.

- What country is it ?

England.

- What is the capital of England ?

London.

- What nationality are they ?

They are English.

, etc.

Practice (period 3)

7. After finishing the discussion and explaining some structures and some grammar, the teacher asks each student to write a story about Japan or other countries

which he/she likes. In this step, the students can use the vocabularies, the sentences, and the structures which they have just studied as a guide.

8. The teacher divides the students into groups (about 4-5 persons per each group) and asks the students in each group to read or share their own stories to their friends in the group. In this step, the teacher asks the students in each group to give comment or check the spelling of their friends' stories.

9. Then the teacher asks some students to read their stories in front of the class.

Production (period 4)

10. After reading in front of the class, the teacher asks each student to make an accordian book which includes his/her own story with pictures about Japan or other countries they would like to visit in class. In this step, the teacher explains how to make an accordian book so that each student can make it. The teacher should show an example of the accordian book with the story and pictures about Japan to the students.

11. After each student finishes making his/her own accordian book with story and pictures. The teacher asks each student to exchange the accordian book with one another to look and read.

Teaching materials :

1. Television, video, video cassette about Japan
2. Word cards
3. Posters, paper, etc. for the students (if needed)
4. An example of the accordian book with the story about Japan and pictures
5. Sheets with pictures and vocabularies about sports and equipment for playing sports

Evaluation :

1. Observation of the students' participation.
2. Correction of the students' work.

ภาคผนวก ข

รายละเอียดการคำนวณ

ตาราง 6 ตารางแสดงการวิเคราะห์ค่าความยากง่าย และค่าอำนาจจำแนกเป็นรายข้อของแบบทดสอบวัดความสามารถทางการอ่านภาษาอังกฤษ

ข้อ	ค่าความยากง่าย	ค่าอำนาจจำแนก
1	.79	.21
2	.71	.30
3	.61	.78
4	.59	.34
5	.93	.50
6	.75	.21
7	.63	.27
8	.59	.34
9	.46	.43
10	.73	.51
11	.78	.76
12	.84	.68
13	.59	.51
14	.87	.63
15	.50	.65
16	.77	.45
17	.70	.82
18	.30	.57
19	.45	.58
20	.81	.37
21	.63	.27
22	.07	.50

ข้อ	ค่าความยากง่าย	ค่าอำนาจจำแนก
23	.16	.29
24	.70	.82
25	.70	.57
26	.61	.68
27	.70	.82
28	.81	.72
29	.64	.44
30	.63	.44

หมายเหตุ : ค่าความเชื่อมั่น KR-20 = 0.78

ตาราง 7 ตารางแสดงการเปรียบเทียบคะแนนความสามารถทางการอ่านภาษาอังกฤษ
ก่อนและหลังการทดลอง

เลขที่	คะแนนความสามารถทางการอ่าน ภาษาอังกฤษ		เลขที่	คะแนนความสามารถทางการ อ่านภาษาอังกฤษ	
	ก่อน (30)	หลัง (30)		ก่อน (30)	หลัง (30)
1	17	20	25	11	16
2	10	15	26	12	18
3	10	16	27	25	28
4	6	13	28	11	22
5	15	18	29	14	15
6	18	25	30	3	13
7	12	17	31	16	22
8	12	15	32	7	10
9	5	10	33	10	16
10	7	18	34	12	18
11	12	18	35	10	15
12	8	14	36	11	16
13	21	26	37	8	14
14	13	18	38	7	11
15	7	6	39	7	12
16	9	15	40	12	20
17	10	17	41	6	11
18	6	13	42	20	27
19	7	12	43	9	14
20	12	16	44	7	11
21	7	24	45	27	29
22	12	17	46	18	20
23	7	5	47	7	9
24	10	13	48	15	19

ตาราง 8 ตารางแสดงการเปรียบเทียบคะแนนความสามารถทางการเขียนเชิงสร้างสรรค์ ก่อนและหลังการทดลอง

เลขที่	คะแนนความสามารถทางการเขียนเชิงสร้างสรรค์		เลขที่	คะแนนความสามารถทางการเขียนเชิงสร้างสรรค์	
	ก่อน (500)	หลัง (50)		ก่อน (50)	หลัง (50)
1	29	35	25	20	39
2	17	29	26	24	49
3	28	36	27	35	42
4	15	24	28	37	38
5	21	47	29	28	37
6	28	38	30	22	32
7	15	33	31	25	43
8	30	48	32	20	38
9	15	40	33	35	40
10	15	21	34	22	40
11	29	29	35	20	28
12	15	41	36	24	32
13	28	28	37	23	39
14	28	27	38	24	30
15	24	28	39	21	30
16	24	29	40	24	24
17	30	37	41	21	29
18	22	40	42	24	28
19	20	27	43	20	24
20	20	40	44	20	32
21	29	41	45	23	45
22	21	32	46	34	28
23	20	20	47	23	29
24	24	23	48	30	44

ภาคผนวก ซ

ตัวอย่างผลงานการเขียนเชิงสร้างสรรค์ของนักเรียน





My name is Sirivan Yeena.
I'm thirteen years old. ^{I am} Is a
student.



My father's name is Thongdee.

He is forty years old. He is
a ^{farmer} famer.



My mother's name is Doarueng..
She is thirty - nine years old.
She is a famer^{farmer}.



My brother's name is Piyapong.

He is ^{three} there years old.



Cooking

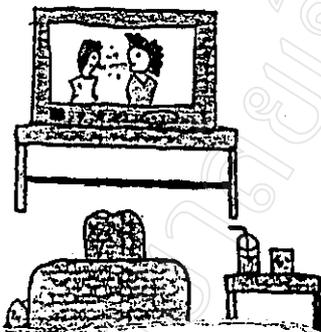


Home work

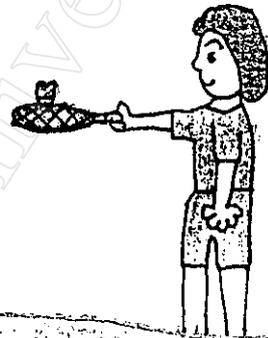
AT
HOME
IN
THE
EVENING

I like cooking and
doing my homework.

ON SUNDAY

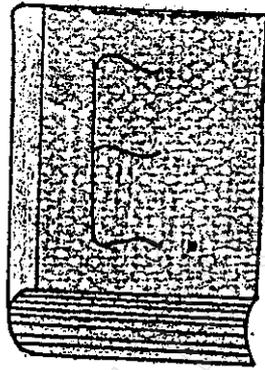


Watching T.V.

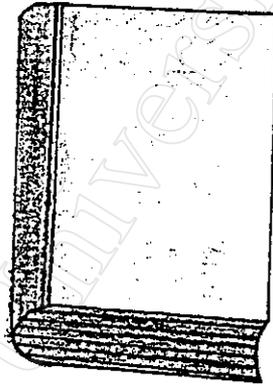


Playing badminton.

I like watching T.V.
and playing badminton.



English



Mathematics

I like Mathematics and English.

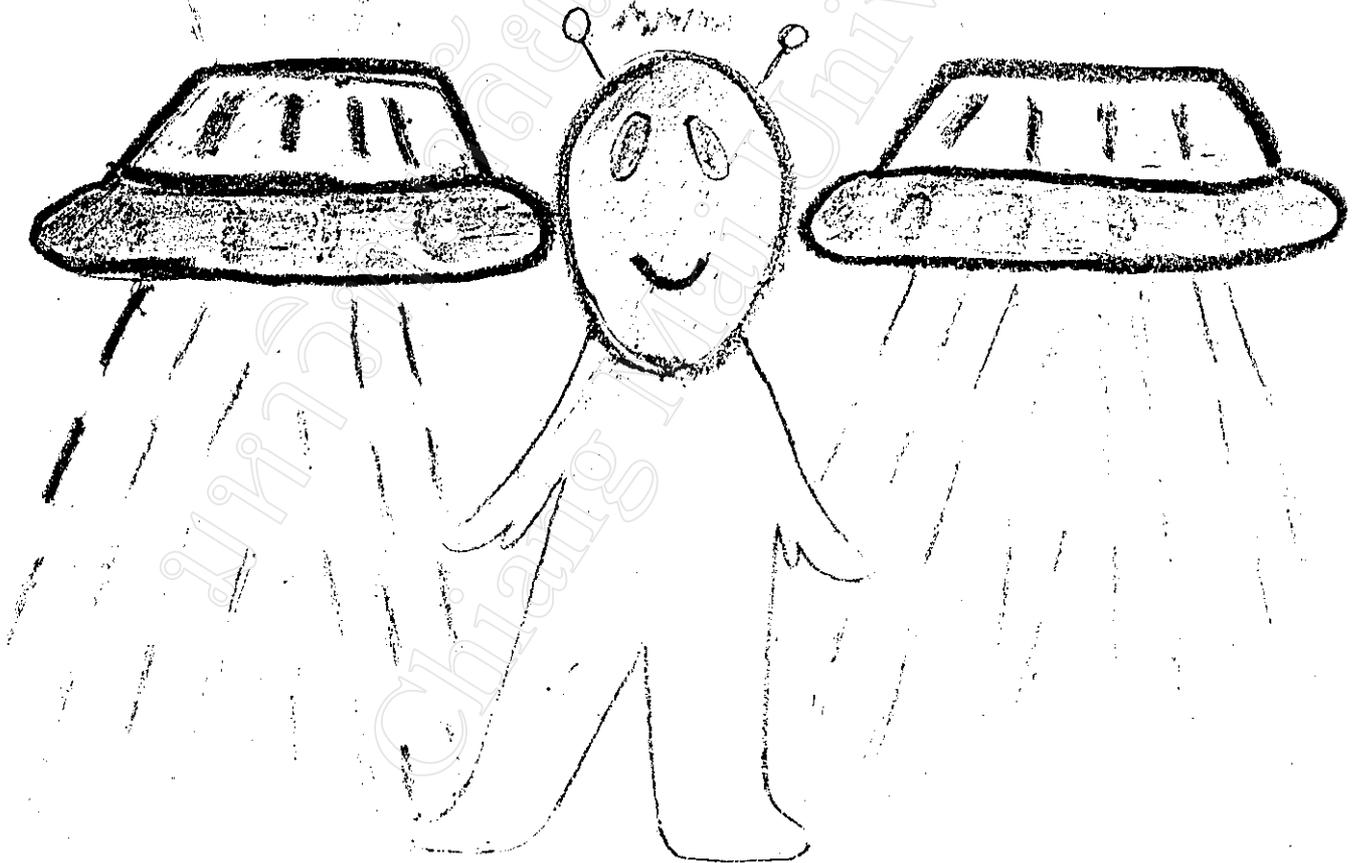
Af

Very good

Situation : You are at home with a friend at night and see a big spaceship. There is an alien inside the spaceship. It walks out of the spaceship and comes towards both of you.

- Direction : - Draw a picture of that alien by using your imagination.
- Write a story to describe the event and the appearance of that alien.

Picture of the alien



Story

Alien

as my friend and I are
 One day, I and my friend, we are
 talking, my friend looks out of the window and
 talking enjoy. My friend look out the
 sees a light in the field / in the sky
 window. She sees a light ⁱⁿ ~~on~~ the field. So,
 we ~~are~~ go out to see. We see ^a spaceship.
 It ~~flies~~ ^{is flying} in the sky. We are ^{frighten} frighten. "What
 is that", I ask ~~to~~ ^{friend} my friend. "It is ^a
 U.F.O.", my ^{friend} friend answers. We see ^{an} alien. It
 comes down to the field. It is ugly. It is thin
 and ^{Its body} tall. A body of alien is gray. It has
^{has no} brown eyes. It ^{looks} hasn't ears. It sees
 around the field. When it sees I and ^{my friend} friend
 my friend. It ^{is frighten} frighten. So, it comes
 back to ^{the} U.F.O.

Good luck! ☺☺☺☺☺

Well done.

ประวัติผู้เขียน

ชื่อ - สกุล	นางสาวจตุพร ตั้งตระกูล
วัน เดือน ปีเกิด	18 พฤษภาคม 2512
การศึกษา	สำเร็จการศึกษาปริญญาตรี ศิลปศาสตรบัณฑิต (ภาษาอังกฤษ) คณะมนุษยศาสตร์ มหาวิทยาลัยเชียงใหม่
การทำงาน	2534 - 2535 เจ้าหน้าที่ฝ่ายธุรการ บริษัทอรุณศรีเชียงใหม่ จำกัด อ.เมือง จ.เชียงใหม่ 2535 เจ้าหน้าที่ฝ่ายจัดซื้อต่างประเทศ บริษัทโตเกียว ทรัย (ประเทศไทย) จำกัด อ.เมือง จ.ลำพูน ธันวาคม 2535 - เมษายน 2539 ครูสอนภาษาอังกฤษ โรงเรียนปรินส์รอยแอสลิววิทยาลัย อ.เมือง จ.เชียงใหม่