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**THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL PACKAGES TO
ENHANCE ENGLISH SKILLS FOR PRATHOMSUKSA 4 STUDENTS.**

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A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English

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บทคัดย่อ

การวิจัยครั้งนี้ มีความมุ่งหมาย 1) เพื่อสร้างและหาประสิทธิภาพของชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ สำหรับนักเรียนประถมศึกษาปีที่ 4 ที่มีประสิทธิภาพตามเกณฑ์ 80/80 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 4 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษก่อนเรียนและหลังเรียน 3) เพื่อศึกษาค่าดัชนีประสิทธิผลของชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4) เพื่อศึกษาความพึงพอใจของนักเรียนชั้นประถมศึกษาปีที่ 4 ที่มีต่อชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 4/1 จำนวน 23 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ14101) ภาคเรียนที่ 1 ปีการศึกษา 2558 โรงเรียนบ้านว่านเขื่อนค้อวิทยา อำเภอลำปลายมาศ จังหวัดบุรีรัมย์ ได้มาโดยการเลือกสุ่มอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ ชุดการสอนภาษาอังกฤษ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนดค่าความมีนัยสำคัญทางสถิติที่ระดับ .05

ผลการศึกษาพบว่า

1. ชุดการสอนไวยากรณ์ภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพ 85.88/83.91 ซึ่งสูงกว่าเกณฑ์ที่กำหนดคือ 80/80
2. นักเรียนชั้นประถมศึกษาปีที่ 4 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ ที่ผู้วิจัยสร้างขึ้น มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. ค่าดัชนีประสิทธิผลของชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 ที่ผู้วิจัยสร้างขึ้น มีค่าเท่ากับ 0.7137 แสดงว่านักเรียนมีความก้าวหน้าในการเรียนเพิ่มขึ้นร้อยละ 71.37

4. นักเรียนชั้นประถมศึกษาปีที่ 4 ที่เรียนโดยใช้ชุดการสอนภาษาอังกฤษเพื่อส่งเสริมทักษะภาษาอังกฤษ มีความพึงพอใจต่อชุดการสอนไวยากรณ์ภาษาอังกฤษ โดยรวมอยู่ในระดับมาก

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

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ABSTRACT

The purposes of this research were 1) to develop and find out the efficiency of English instructional packages to enhance English skill for Prathomsuksa 4 students to meet the criteria set at 80/80; 2) to compare the students' learning achievement before and after learning English through instructional packages; 3) to find out the effectiveness index of English instructional packages to enhance English skills for Prathomsuksa 4 students; and 4) to study the students' satisfaction towards English instructional packages to enhance English skills. The samples were 23 Prathomsuksa 4 students who enrolled the Fundamental English Course (E14101) in the first semester of the academic year 2015 at Banwankhuankorwitaya School in Lamplaimat District, Buriram Province, selected by using simple random sampling, lottery technique. The instruments used in this study were 1) English instructional packages; 2) the learning achievement tests; and 3) the satisfaction questionnaire. The statistics used for analyzing the collected data were percentage, mean, standard deviation, and dependent samples t-test. The significant difference was set at the level of .05.

The findings were as follows:

1. English instructional packages to enhance English skill students had an efficiency of 85.99/83.91 which was higher than the criteria set at 80/80.
2. Prathomsuksa 4 students who learned by English instructional packages after learning had higher achievement than before learning at the .01 level of statistical significant difference.
3. The effectiveness index of English instructional packages to enhance English skill was 0.7137 which was indicated that learners progressed in learning at 71.37 %.
4. Prathomsuk 4 students were satisfied toward English instructional packages to enhance English skill as a whole at a high level.

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

In the present global society, learning foreign languages is very important as foreign languages serve as important tools for communication, education, and livelihood. Languages allow us to understand cultures and visions about the world community. Foreign languages enable learners to be aware of the diversity of cultures and viewpoints in the world community. We can have friendship and cooperation with various countries. Languages bring about better understanding among different nations. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They should be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives. The goals, learners' key competency, and the bodies of knowledge of the Basic Educational Core Curriculum emphasize knowledge and skill for communication (Ministry of Education. 2008).

The Ministry of Education in Thailand (2001) is focusing on the significance and value of English. English has been placed in the curriculum from primary to higher education. The Thai government announced that English language is the international language. English is generally taught in primary and secondary schools. And Thailand will participate in ASEAN within 2014. Everyone will speak English for education and careers. In 2008, the Thai government announced plans to improve

requirements for native-speaker teachers in mainstream schools.

Because of its importance, English has been part of the national curriculum since 1895 (Ministry of Education. 2002). In the former curriculums, English was an elective course from elementary to upper secondary levels (Ministry of Education, 2006). However, Thailand has been, and still is, highly shaped by a changing world dominated by western economies using English for communication. This caused the national curriculum to be revised in 1978 and 1996, and the main focus of language teaching changed to teaching language for communicative purposes (Ministry of Education. 2006). It is stated in the Thai National Act of 1999 that Thai students are required to study English from grades 1 to 12. The teaching of English in the new curriculum emphasizes the integration of listening, speaking, reading, and writing skills to meet the realistic needs of the country.

Thailand realizes the importance of English by including it in the basic education core curriculum A.D.2001 and set in Foreign Language Department as the basic subjects which all students have to study to develop their characteristic and their behaviors. The Academic Department (1997:9) stated that the report of achievement evaluation in English of students in Thailand in the Basic Education level in academic year 2012 in three levels: Prathomsuksa 6, Mathayomsuksa 3, Mathayomsuksa 6 were lower than 50%. Especially, Pratomsuksa 6 (20.23% in 2010, 37.12% in 2011, 34.03% in 2012) . (Basic Education Office. 2012: 7).

According to the achievement evaluation of students in the Basic Education Level in academic year 2011-2013 of Buriram Educational Service Area Office 1 which the achievement in English of Banwankhuankorwitaya students in Prathomsuksa 6 in level 3 had mean score lower than 50% of the standard level of the Educational

Ministry (25.38% in 2011, 27.02% in 2012, 24.92 in 2013). (Buriram Educational Service Area Office 1. 2014: 23)

As a teacher, the researcher, who has been teaching English for 14 years, find that most students are low proficiency in English skill (listening, speaking writing , and reading) Most of students trend to have negative attitude in learning English since they encounter with difficult.

Language learning presently emphasize communicative abilities. One of the focus approaches in teaching language is communicative approach.

Angwattanakul (1994) stated that the communicative approach is the teaching that tries to help students to use language appropriately in different situations with a focus on fluency rather than accuracy. Harmer (2001) pointed out that the focus of teaching language should not be on grammar only; language teaching should focus on the function of the language, the purpose of communication, and the appropriateness of language use.

The goal of communicative approach lies in activities. Practicing with communicative activities can certainly help students develop their language abilities. Harmer (2001) stated that communicative activities are aimed at developing students' ability to use language to interact with people in real situations. Hymes (1978; cited in Angwattana kul. 1994) explained that communicative abilities can enable learners to use language or correctly in social interactions. Communicative activities make learners notice who is talking with whom, when they should or should not say something, and how they should say something, In short, communicative approach is a teaching approach that encourages learners to use language in appropriate situations and social interactions.

Instructional package is known is another name “Chulalongkorn University Plan for Multi Media Instructional Packages Production or CHULA PLAN”. It is created and used as a teaching innovation with the belief of its efficiency in reinforcement students’ learning potentiality. Phromwong (1978:191) mentions that the instructional packages is to bring multi-media which relates to or includes the content and learning experience to help develop the students’ learning behavior and learning achievement.

In conclusion, to cope with the problems more effectively, this study aims at investigating the efficiency of the instructional packages as a teaching material whether it is able to solve the problems on the students’ learning achievement and reinforce the students’ learning English skill through the instructional package for Prathomsuksa 4 students at Banwankhuankorwitaya School. Consequently, the instructional packages have been selected for this research with the belief in its effectiveness and capability in stimulating students’ learning.

1.2 Purposes of the Study

The present study aims to investigate the development of English instructional packages to enhance English skills for Prathomsuksa 4 students.

1.2.1 To develop and find out the efficiency of English instructional packages to enhance the English skills for Prathomsuksa 4 students.to meet the criteria set at 80/80.

1.2.2 To compare students’ learning achievement before and after learning through English instructional packages for Prathomsuksa 4 students.

1.2.3. To investigate the effectiveness index of English instructional

packages for Prathomsuksa 4 students.

1.2.4 To study the students' satisfactions in learning English through instructional packages.

1.3 Research Questions

The present study is designed to find answers to the following questions related to the independent variable (both high and low English ability students) and the dependent variable (reading strategies used).

1.3.1 What is the efficiency of English instructional packages to enhance English skills for Prathomsuksa 4 students ?

1.3.2 Do students who learn English through instructional packages have higher mean scores on post-test than that of pre-test mean scores ?

1.3.3 Is the effectiveness index of English instructional packages at a high level?

1.3.4 What is the level of the students satisfaction in learning English by using the instructional packages?

1.4 Research Hypothesis

The students' learning achievement of post-test mean score on English instructional package will be higher than the pre-test mean scores.

1.5 Significance of the Study

The result of this study provides useful information for teachers, students and

language learners who study English as a foreign language. Due to this study investigating and improving the efficiency of English instructional packages who teaching English for Prathomsuksa 4 students, the finding can be applied follow as:

1.5.1 This study can be used as guidelines for improvement of instructional packages of other contents for teachers who teach English.

1.5.2 English teachers to better understand reading strategies that students use and to develop students' English reading skills by training students to use appropriate strategies.

1.5.3 Based on the results of this study, it can be used as teachers' resource or guideline for further studies into teaching English through instructional packages.

1.6 Scope and Limitations of the Study

Some limitations on the generalizability of the result are listed below.

Inferences and conclusions from this study must take these limitations into account:

1.6.1 Population and Samples

1.6.1.1 The population of this study were 46 Prathomsuksa 4 students who enrolled the Fundamental English Course (E14101) studying in the first semester for academic year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province.

1.6.1.2 The samples of this study were 23 Prathomsuksa 4 students who took the Fundamental English Course (E14101) studying in the first semester for academic year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province. They were selected by simple random sampling with lottery technique .

1.6.2 Variable

1.6.2.1 The independent variable of this study was English instructional packages to enhance English skills for Prathomsuksa 4 students.

1.6.2.2 The dependent variable were learners' achievement and learners' satisfaction toward English instructional packages.

1.6.3 Duration of the study

This study was conducted in the first semester of academic year 2015 for 20 periods including class orientation, pre-test and post-test and questionnaire. Each periods took 60 minutes.

1.6.4 Contents of this study

The study was conducted by the researcher as follows:

1.6.4.1 Part of Body

1.6.4.2 My Pets

1.6.4.3 Food and Drinks

1.6.4.4 Sports

1.6.4.5 ASEAN Neighbors

1.7 Definitions of Key Terms

The following definitions are provided to ensure understanding of terms used throughout this study.

1.7.1 Instructional Package refers to the instructional teaching materials conducted on English for communication for Prathomsuksa 4 students including 5 packages; Instructional Package 1: Part of Body; Instructional Package 2: My Pets; Instructional Package 3: Food and Drinks; Instructional Package 4: Part of body;

Sports ; Instructional Package 5: ASEAN Neighbors; Each instructional package comprise of instruction, concept, objectives, pre-test and post-test, contents, activities and keys.

1.7.2 English Skill refers to all of English skill use in communication including, listening, speaking, reading and writing.

1.7.3 Criterion Set 80/80 refers to the means scores that were used to find out the efficiency of the instruction packages as follows:

1.7.3.1 First Criterion 80 (efficiency of the process) is the percentage of learner's total mean scores from the activities score of instruction packages.

1.7.3.2 Second Criterion 80 (efficiency of the outcomes) is the percentage of learner's total mean scores from the achievement test (Post-test).

1.7.4 Achievement test refers to learner' score from achievement test both pre-test and post-test were 40-multiple choice which consist listening, speaking, reading and writing skills.

1.7.5 The Effectiveness Index refers to the statistics that indicate learner's progress from learning English through instructional packages for Prathomsuksa 4 students.

1.7.6 Satisfaction refers to feeling or attitude that indicates favourableness, pleasure, and gladness which Prathonsuksa 4 students felt towards learning English through learning activities designing in instructional packages

1.7.7 Students refer to Prathomsuksa 4 students who learned the Funfamental English Course (E14101) at Banwan khuankorwithaya School in Lamplaimat District, Buriram Province, in the academic year of 2015.

1.8 Summary of the Study

In Chapter One, the researcher has given a description of the background to the current investigation in an attempt to put the study in context, followed by the research objectives for the present investigation. This chapter also presents a brief research questions and their contributions. This is followed by a discussion of the scope and limitations, and definitions of key terms of the present investigation. Lastly, the chapter concludes the overviews of the research. In the next chapter, Chapter Two, relevant research studies that have previously been conducted will be reviewed with a view to shedding light on the theoretical framework guiding this particular study.

CHAPTER 2

LITERATURE REVIEW

This chapter provides information pertaining to this research which is obtained from reviewing of related literature and studies to instructional packages. The chapter is divided into the following sections: (a) the Basic Educational Core Curriculum of B.E. 2551/A.D.2008 (Foreign Language), (b) English Skills, (c) teaching English skills, (d) communicative language Teaching, (e) communicative approach, (f) teaching materials, (g) the instructional packages, (h) efficiency, (i) effectiveness index, (j) concept and theories of satisfaction, and (k) previous studies related to the present study.

2.1 The Basic Educational Curriculum of B.E. 2551/A.D.2008

(Foreign Language) Learning Area of Foreign Languages

Why it is necessary to learn foreign languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures,

customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

What is learned in foreign languages

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

1. Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

2. Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

3. Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

4. Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Learners' Quality

Grade 6 graduates

1. Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories
2. Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications
3. Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them

4. Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests

5. Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais

6. Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing

7. Use languages to communicate various situations in the classroom and in school

8. Use foreign languages in searching for and collecting various data

9. Are skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)

10. Use simple and compound sentences to communicate meanings in various contexts

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Grade 4 level indicators

1. Act in compliance with requests, instructions, clarifications and explanations heard and read.

2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

3. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read.

4. Answer questions from listening to and reading sentences, dialogues and simple tales.

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Grade 4 level indicators

1. Speak/write in an exchange in interpersonal communication.

2. Use orders, requests and simple requests for permission.

3. Speak/write to express their own needs and to ask for help in simple situations.

4. Speak/write to ask for and give data about themselves, their friends and families.

5. Speak to express their own feelings about various matters around them and various activities by following the models heard.

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Grade 4 level indicators

1. Speak/write to give data about themselves and matters around them.
2. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read.
3. Speak to express simple opinions about matters around them.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Grade 4 level indicators

1. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers.
2. Answer questions about festivals/ important days/ celebrations and simple lifestyles of native speakers.
3. Participate in language and cultural activities appropriate to their age levels.

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Grade 4 level indicators

1. Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language.
2. Tell the similarities/ differences between the festivals and celebrations in the culture of native speakers and those in Thailand.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Grade 4 level indicators

1. Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Grade 4 level indicators

1. Listen and speak in situations in the classroom and in school.

Strand 4: Language and Relationship with Community and the World

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Grade 4 level indicators

1. Use foreign languages to search for and collect various data.

In summary the aim of The Ministry of Education about the quality of students in learning English after finish Prathomsuksa 6 are as follows

1. Students can use all four skills (listening, speaking, reading and writing) for exchange of data and information and to expression of feelings and opinions about activities, experience and incidents as well as provide justifications.

2. Students use appropriate foreign language to compare and explain the similarities and differences between the lifestyles and culture of native speakers and Thai speakers.

3. Students search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing.

4. Students use language for communication in real situations/simulated situations and use foreign languages in searching and drawing conclusions about knowledge from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages

2.2 English Skills

2.2.1 Listening Skill

Pingyoad (2005:47) pointed out that the skill of listening with comprehension is an essential part of communication and basic to second language learning. The goal of the listening skill is to enable the learner to perceive the second language in the way native speaker perceive it. Listening is an active process that has three basic steps. These are Hearing, Understanding, and Judging. Hearing means listening enough to catch what the speaker is saying. Understanding is the part when one takes what one has heard and understands it in one's own way. Judging is the step when one chooses whether or not to believe what the speakers have said.

A study from Sukpradit (1999:69) stated that listening was needed most when comparing it to other three skills. There are some tips to become a good listener. They are giving full attention to the person who is speaking, making sure one's mind is focused, letting the speaker finish before replying, et oneself finish listening before starting to speak, listening for main ideas, asking questions, and giving feedback.

2.2.2 Speaking Skill

Nunan and Choi (2010:142) stated that "When you are first immersed into a second or foreign language environment, the speech-stream is just that: a stream of sounds. One of your task is to segment those sounds into meaningful portions. This is not easy." Speaking is the valuation skill in the oral mode. It involves more than just pronouncing words. Training courses for basic English conversation are in demand (Khankeaw. 2009:49-52). Three kinds of speaking situations that one usually encounters are interactive, partially interactive, and non-interactive.

Pingyoad (2005:22) explained that speaking can be thought of as a mirror image of the listening skill and one for which the same linguistics and cultural knowledge is required. However, it is only a partial image since it involves the added problem of pronunciation, the production of sounds. There are three strategies for developing speaking skills. They are using minimal responses, recognizing scripts, and using language to talk about language. **Using minimal** responses is the strategy to help language learners who lack confidence in their ability to participate successfully in oral interaction. They usually listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them familiarize with various responses so that they can converse by themselves. Such responses can be

especially useful for beginners. **Recognizing scripts** is the strategy to help with communication situations such as greeting, apologizing, complimenting, inviting, and other functions that are influenced by social and cultural norms. **Using language to talk about language** is the strategy to help language learners who are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that conversation partners have not understood them. Cheong (1983:73) stated that learning about the construction of a communicative situation such as conversation between two persons is both part of and prior to learning about the construction of sentences.

2.2.3 Reading Skill

A wide range of commercial ventures from manufacturing, exports, retailing, accounting to insurance now require English usage. Thailand relies heavily on foreign investment and exports for economic growth. To attract international investors and to expand global exports, Thailand needs a workforce with management and technical skills that meet international standards. In the case of Thailand, English is taught as a foreign language, which is treated as a school subject with little communicative usage in the surrounding society, especially in rural areas. Thus, the English language in Thailand has not approached L2 status. Standard Thai is still the most widely used language in society. However, English is deemed as the most widely used international language (Sangvaree. 2004: 56-60). Thai's level of English proficiency is low in comparison with many countries in Asia, e.g., Malaysia, the Philippines, and Singapore. The average TOEFL scores of Thais are the same as for Mongolians, but higher than for North Korean and Japan (Wiriyachitra, A. : 2001). In 2005, Pingyoad conducted a study to determine which business English communication skills should be

given priority and the results pointed to reading skill as having the highest priority.

According to Fairbairn and Fairbairn (2001:16), reading is a complex set of different activities requiring a range of skills. Reflecting on this complexity and on the range of ways in which one can read should help one to become a better reader.

There are five tips to help improve reading skills. They are:

1. Styles of reading
2. Active reading
3. A tip for speeding up active reading
4. Spotting authors' navigation aids
5. Words and vocabulary

1. Styles of reading

There are three styles of reading that are used in different situations.

Scanning for a specific focus require moving one's eyes quickly over the pages to find particular words or phrases that are relevant to the task that one is doing. Parts of the texts that are useful to scan are the introduction or preface of a book, the first or last paragraphs of chapters, and the concluding chapter of a book. **Skimming for getting the gist of something** is when one reads quickly to get the main points and skips over the details.

It is useful to skim to preview a passage before reading it in detail and to refresh understanding of a passage after reading it in detail. **Detailed reading for extracting information accurately** is reading every word and learning from the text. In this thorough reading, it is helpful to skim first to get a general idea and then go back to read in detail.

2. Active reading

Active reading is when a reader is actively involved with the text and not passively reading. There are four tips for active reading. **Underlining and highlighting** is when readers pick out what readers think are the most important parts of what readers are reading. **Nothing key words** is a process of recording the main headings as one reads. **Questioning** is a process of preparing to read by noting down questions that one wants the material to answer and questions which the author raises. **Summarizing** is a process of putting what has been read into one's own words, skimming through the text, checking how accurate one's summary is, and filling in any gaps.

3. A tip for speeding up active reading

There is a technique to help readers to become a faster active reader. This technique is called the **SQ3R** technique. **SQ3R** stands for **Survey, Question, Read, Recall, and Review**. **Survey** is the technique of gathering the information one needs to focus. To gather the information, one should read the title to help prepare for the subject, read the introduction or summary to see what the author thinks are the key points, notice the boldface headings to see what the structure is, notice any maps, graphs or charts, and notice the reading aids, italics, bold face, and questions at the end of the chapter. They are all there to help reader understand and remember. **Question** is the technique that help readers to engage and to concentrate; reader's minds are engaged in learning when they are actively looking for answers to questions. **Reading** help readers to come up with questions and to look for the answers. After reading each section, readers should stop and think back to one's questions. This is the technique called **Recall**. This is to test to see if one can answer

questions from memory. If not, take a look back at the text and do this as often as one needs to. Once readers have finished the whole chapter, reader should go back to all the questions from all the headings. This technique is called **Review**. The purpose is to see whether or not readers can still answer the questions.

4. Spotting authors' navigation aids is a techniques to help readers learn to recognize sequence signals.

5. Words and vocabulary is a techniques of keeping a dictionary on hand to look up unfamiliar words and try to understand what they mean. Reading widely will help improve one's vocabulary.

2.2.4 Writing Skill

Writing is the major means of communication within an organization. Grammar and vocabulary are also major problems in writing (Boonsothornsatit, Steane & Jangkanipakul. 2007:52) Some estimate that up to 30% of work time is engaged in written communication. It is necessary to develop the skill of writing, not only because of the time involved in writing, but also because success may depend upon it. No matter how sophisticated information technology becomes, managers at all levels of an organization need to be skilled in business writing and aware of its effectiveness (Prapawuttikul. 2004:23-25).

Flesch and Lass (1996) explained that in learning how to write, what is most important is learning how to plan before writing. One may have thought that grammar and usage and punctuation are most important, but that is not so. If one does not know any grammar, one will have much trouble with one's writing; but if one does not know how to plan, one simply cannot write. Write has two major roles: to clarify for both writers and readers and to convey information. When having trouble expressing

an idea, writing it down will help both writers and readers understand. It may take a long time to explain something, but if the writers have explained it first to oneself by writing it down, the readers can study the writer's intention and the information is efficiently conveyed.

Hedge (1989) pointed out that writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gestures, body movement, facial expressions, pitch and tone of voice, stress, and hesitations. A speaker can backtrack, or clarify and revise ideas as listeners questions or disagree. A writer has to compensate for all these disadvantages. Compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. It is these demands that present particular problems to foreign writers of English. There are some useful tips for writing. These include avoiding wordiness, using simple language, staying away from jargon, staying away from clichés, using the active voice, avoiding redundancy, paying attention to grammar, and proofreading.

2.3 Teaching English Skills.

Ungsakul (2002; cited in Khaokaw,2009) discussed various methods of teaching English skills as follows:

2.3.1 Listening Skill

1. Listening skills is important for communication skills as it is a fundamental skill in interpretation and the basis for learning the other skills. Listening behavior is divided in two levels.

1.1 Recognition Level is a level that listener can identify sounds such as pitch variation in the sentence. It is a basic level of listening.

1.2 comprehension Level is the level that the listener can understand the general meaning and purpose of communication of the message that they have heard. It is a communication skill used in everyday life.

Principles of teaching listening skill.

1. Before listening, it is necessary to know what to listen to as a background knowledge that can help to guess the detail about listening. About background knowledge, students will be provided by discussing, questioning or searching terms or vocabulary.

2. Listening, appropriate task should be assigned for students during practice listening. For example, students can choose a correct picture that matches the meaning of what they have listened or fill missing words in the blank. These tasks can show how students understand in what they have listened.

3. After listening, teachers should provide students immediately feedback so that they can know how much they understand. Moreover, teachers need to explain students about their mistake.

2.3.2 Speaking Skill

Speaking skill must be taught at the same with listening skill as follows:

1. Teachers explain situation to students until students understand how to perform in practice speaking.
2. Students listen to sample dialogue from teachers.
3. All students practice speaking the dialogue together.
4. Students practice speaking the dialogue with the group.
5. Students read the dialogue as a group and individual. Teachers should not teach students to read the dialogue until they practice speaking by themselves in small groups.

2.3.3 Reading Skill

Reading skill depends on these basic skills:

1. Understanding the word meaning.
2. Understanding thought unit.
3. Understanding sentence comprehension.
4. Understanding paragraph comprehension.
5. Understanding comprehension of language unit

All the basic skill is related to each other. The reader will understand what they have read since they understand the meaning of the word, which is an important part of understanding the meaning of the sentence. Understanding of the relationship between the sentence paragraphs, student can understand comprehension of large unit and finally they can understand the whole content in what they have read.

2.2.4 Writing Skill

Writing skill teacher should have guidance for practice writing English at the first stage as follows:

1. Writing alphabet. Students see the teacher write on the board as an example. Students write in the air then write in a book. Finally, students do the activity that supports their writing such as matching pictures with alphabets.
2. Calligraphy is to write follow line pattern in order to practice writing skill in correct direction. Teachers need to wrote on the board as examples for students to see the correct direction of writing.
3. Writing words and sentences. Most of the words are practice from cards and write a sentence is for describing the pictures and filling in the blank.
4. Dictation writing is transmitted from listening and word spelling. The dictation will write a single word or a continuous content. Most of dictations are new words, confusing spelling, compound words, or difficult words. Teachers read the word 2 times and left students to write.

2.4 Communicative Language Teaching.

Language is the best material used for communication, so an effective approach to teach language is the one that helped learners to be able to use language for actual communication. It is generally accepted that communicative approach (henceforth, communication. It is generally accepted that communicative approach (henceforth, CA) or simply communicative language teaching (henceforth, CLT) is the most suitable approach for teaching language for the aim of communication because its main aim is for developing learners' communication competence main

aim is for developing learners' communication competence (Angwattanakul. 1994).

According to the principle of the CLT, the learners do not study only the linguistic structures and the rules of grammar, but it stresses the importance of using language for communication (Allwright. 1978; Cambell. 1972; Nunan. 1991; Richards & Rodgers. 1995; Savignon. 1991). Besides, Johnson (1981) suggested while studying, students must try to communicate with their peers and try to make them understand what they said. Furthermore, teaching English for communication was to emphasize the language competence for learners and they must try to communicate in real situation. (Aksaranuhroh. 1998; Fotos & Ellis.1991; Murcia.1991; Murphy.1991). From the above, it could be concluded that to teach language for communication, the teacher must put the emphasis on the students' communicative competence to use it in real communications.

CLT was developed into two ways: 1). a notional-functional approach which extends the teaching of grammar to include the teaching of interactional notions (paying attention to the factors of formality and functions, such as making requests, emphasized the importance of learners learning the language (Carter & Nunan. 2001).

Similarly, Hedge (2000) states that communication does not only involve information and language, but it also involves purposes and attitudes (Davies & Pearse. 2000). The learners' attention is focused on the ideas communicated, not on the language used.

In summary, communicative language teaching is an approach generally used at the present moment. It includes two approaches, a notional-functional and learner-centered approach. It is very beneficial for the students to use language authentically and then they should be able to communicate ideas easily in real life situations. and then they should be able to communicate ideas easily in real life situations. Speaking is a vital productive skill that can be used for communicating, especially for second language learners.

Communication is important in foreign language learning, but developing the ability to really communicate in English is the main goal of an English course. At the end of a course, the learners should be able to communicate effectively in English outside the classroom for studying, working, or doing leisure activities. (Devies & Pearse . 2000).

Devies & Pearse (2000) state that there are three features of using language. First, learners communicate because they want to or need to, not just to practice the language. Second, the learners' attention is focused on what they are communicating (for example information, ideas, opinions, feelings), not on how they are communicating (for example the grammar of the language). Third, the language is usually very varied in grammar and vocabulary, and a single structure or a few structures are not normally repeated over and over again.

In summary, communication is not just a matter of information and language. It also involves purpose and attitude. The learners' attention is focused on the ideas communicated, not on the language used. It is unlikely that anyone except a language student would either need or want a text.

2. 5 Communicative Approach

To be successful in teaching English for communication, the teacher should be successful in teaching English for communication, the teacher should follow the principles and trends of teaching and learning arrangement. Morrow (1981: 59-66) expresses 5 principles of communicative approach: Firstly, the students must be aware of the objectives of each lesson. These objectives should be performed of something such as reading for understanding a set of instruction, writing a letter reserving a room of hotels etc. The teacher must be sure to have a clear answer for a student. Secondly, the teacher must realize that the process of communication deals with strings of sentences, ideas and oral performances. The management of language cannot be produced in individual elements, but in the context of the whole. Thirdly, there are three important elements in communication: information gap, choice of performances, and feedback. Fourthly, the students must be provided with a lot of practice in doing something or learning by doing. And fifthly, the teacher should not always criticize unimportant mistakes during the communicative activities. He must realize that the learners who try to express something that they are not quite sure how to say but want to communicate is a very important feature of using a foreign language.

Davies and Pearse (2000) state that teachers should establish English main classroom language, try to use interesting topics and stimulating activities which take the learners' mind off the language at least a little, and encourage learners in their efforts to communicate their ideas instead of trying to control what they say and interrupt them to correct their language mistakes.

2.6 Teaching Materials

In language instructional, there are various factors such as students, teachers, materials, teaching methods, and evaluation as explained in details below.

Allwright (1990) mentioned that materials should teach students to learn, that they ought to be resource books for ideas and activities for teaching or learning, and that they ought to give instructions foundations for what they are about to instruct. Materials such as textbooks are too nonflexible to be used honestly as instructional material. Hypothetically, expert instructors can instruct English with no course book. On the other hand, lots of instructors have sufficient occasion to create additional materials for the lecture class and allow the students to read more throughout the textbooks as the external classroom reading task. A material is an extremely significant function in language classes, and it is essential to choose excellent instruction material.

O'Neill (1990) claimed materials help learning and teaching. Materials have power over the content, methods and process of learning. Learners study rationally the approach materials are reasonably provided to them. Materials are the crucial aspects to instruction and one of the most significant influences on what continues in the classroom.

In conclusion, we can see that appropriate materials influence a proficiency of learning and teaching processes. Therefore, teachers have to provide some materials to enhance and support students to achieve in learning, and instructional package is a kind of crucial material in which the researcher is interested for English skill development.

2.7 The Instructional Packages

The instructional packages are known as a good and effective innovation utilized in teaching and learning which emphasized on student-centered learning approach. According to the prior studies, the major issues of the instructional packages collected and mentioned are as follows:

2.7.1 The definition of Instructional Packages

The instructional packages are defined by many scholar as follows:

Good (1973:306) stated that instructional packages are particular learning programme provide . They are included learning objectives, manual, learning contents and test.

Ruangantham (1983:112) mentioned that instructional packages are the system of production and combination of various materials so that they can be mutually valuable. Or it can mean the process of relating multi-media with the content and experience in each learning unit. Its purpose is to change the learners' behavior effective.

Phromwong (1987:113-114) stated that instructional packages are as the way of using multimedia in accordance with content and experience of each unit to help changing the learners' behavior effective.

Brown (1987: 338) mentioned that instructional packages are series of multi-media constructed to help teachers to teach effectively. In each package is equipped with various items such as transparency film strip, portrait posters, slides and charts. Some packages may not contain all and some are programs provided students with instruction card manually.

Sunthornprasert (1995:1) indicated that instructional packages or learning packages can be defined as particular types of materials, aiming, at particular teaching units. In this sense, it is an innovation of multi-media usage to encourage the learners to a goal-directed behavior.

Cambell (1977) pointed out that instructional package is a value in education since they endow with a systematized process for conveying self-paced instructional to individual learners on a private foundation.

Srisa-ard (1998: 95) stated those instructional packages, the so-called learning package or instructional kits, mean various learning materials put together into a package. It can also be called multi-media package. Its objectives aim at promoting active learning in the learners. Not only that it can be used by individual learner, but it can also be used to teachers' explanation of the lessons for small group teaching or in learning center.

Sriphrom (1998: 68) stated that instructional packages are the multi-media combined the rating of content with the purpose of the study that are used to modify students' learning behavior effectively.

Tongsuk (1998:9) pointed out that the instructional packages are bringing a variety of supplies that is a set along with unit of learning ;earning and teaching activities in order to meet the expected learning achievement. It is also convention for teachers in learning more effectively.

Thana (2003) mentioned that instructional packages are learning package with are bought the integration of the innovation and various activities of teaching process to use as teaching material. It is a form and each set consists of a media device and exercise applied from principles of psychology that help change students'

learning behavior effectively.

To sum up , instructional packages are designed for students in primary or secondary schools to gain knowledge easily. They conclude at least two elements to form as integrated module. They have enough resources to facilitate the students to achieve the objectives as state in course. Finally, they should comprise other elements; for example, equipments that can be repeated or classroom materials.

2.7.2 Concepts and Principles of Instructional Packages

Arunrut (1993: 4-7) mentioned that the basic concepts and principles of instructional packages are applied from the major principles and theories of concepts which include four main reasons as follows:

2.7.2.1 Individual Differences

In teaching, needs, aptitudes and interests of the learners are considered as the most important factors. It is said that the best teaching method is an individual teaching or individual's self-learning that the learners are offered opportunities to learn according to their intelligence, ability or interest. The teacher, on the other hand, plays the role of facilitator to support or guide them when needed.

2.7.2.2 The Effort of Changing the Traditional Teaching Method, Teacher-centered as in the Past to Employ the More Effective Method as the Learner-centered

The learner-centered principles of teaching have become effective, the various multi-media teaching materials and resource materials from outside the classroom have been brought into the classroom. They are arranged to suit the content and

experiences needed for each teaching unit. Thus, the instructional package has become popular and widely accepted.

2.7.2.3 The Expansion of Instructional Material Usage

In the past, materials, equipment, process and activity for learning were produced and used separately. Most of them were singled out. There was no efficient system of organizing them together as a combined unit. But at the present time, there is a tendency to produce multi-media as a meaningful set. The concepts have been changed from production for teacher's use to produce for students' use gradually.

2.7.2.4 Mutual Interaction between the Teachers and Learners, the Learners and their Environments

Again in the past, the relationship between the teachers and learners was one-way, which meant that the teachers were always the leaders and the students were the followers. The decision making in the classroom was up by the teachers. There was undeniable experience on the part of the learners. The close relationship between the teachers and the learners was minimum. The learner did not have the opportunities to work as a team. The interaction between the learners and their environments were chalk, blackboard and small classroom. The tendency, nowadays and in the future, emphasizes the learning process. It is necessary that teachers use group dynamics, offer better opportunities for the students to work cooperatively.

In addition, Phromwong (1980: 119-120) states that the provision of learning environments, based on psychological principles of learning, teaching activities must provide chances for the learners to learn by themselves and for themselves, there

should be appropriate reinforcement to encourage students to be proud of their doing. The learners can progress gradually at their own pace. With the introduction of programmed learning, instructional package has become increasingly important tool for learning attainment.

2.7.3 Theories Applied to Instructional Packages Construction

To produce effective teaching aids as instructional packages, the educational scholars mention that there are the concepts from three major kinds of theories: cognitive, behaviorism and social psychology or social learning theory applied in production. Each theory is aimed at the principles, and theories in teaching and learning. The ideas of each theory are as follows:

2.7.3.1 The Cognitive Theory

Cognitive theorists focus on process, understanding or cognition, including perception with meaning, understanding and ability to organize action which is the basic properties of human behavior. This theory assumes that human learning depends on the quality of intelligence and the ability to build relationships (Kemp & Dayton. 1985: 13-14, cited in Morprasit. 1990: 18-19).

Cognitive theorists recognize that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as a motivator. However, even while accepting such behavioristic concepts, cognitive theorists view learning as involving the

acquisition or reorganization of the cognitive structures through which humans process and store information (Good & Brophy. 1990: 187).

2.7.3.2 Behaviorism

The theory of behaviorism concentrates on the study of overt behaviors that can be observed and measured (Good & Brophy. 1990). It views the mind as a “black box” in the sense that response to stimulus can be observed quantitatively, totally ignoring the possibility of thought processes occurring in the mind. Among the behaviorists, Thorndike, one of the most well-known and his learning theory, connectionism, is widely accepted (Chutarop. 1996: 82-83). He mentions that the theory focuses on the association between stimuli and response. He states that learning is the formation of a connection between stimulus and response. He also believes that learning occurs with the human and animals within three primary laws: 1) law of effect - this law involves the emotional reaction of the learner. Learning will always be much more effective when a feeling of satisfaction, pleasantness, or reward accompanies or is a result of the learning process. Learning is strengthened when it is accompanied by a pleasant or satisfying feeling and that it is weakened when it is associated with an unpleasant experience. An experience that produces feelings of defeat, frustration, anger or confusion in a trainee is unpleasant.

Instructors should be cautious about using negative motivation. Usually it is better to show trainees that a problem is not impossible, but is within their capability to understand and solve; 2) law of readiness - the Law of Readiness means a person can learn when physically and mentally adjusted (ready) to receive stimuli. Individuals learn best when they are ready to learn, and they will not learn much if they see no

reason for learning. If trainees have a strong purpose, a clear objective and a sound reason for learning, they usually make more progress than trainees who lack motivation. When trainees are ready to learn, they are more willing to participate in the learning process, and this simplifies the instructor's job. If outside responsibilities or worries weigh heavily on trainees' minds or if their personal problems seem unsolvable, they may have little interest in learning; and 3) law of exercise - the Law of Exercise stresses the idea that repetition is basic to the development of adequate responses; things most often repeated are easiest remembered. The mind can rarely recall new concepts or practices after a single exposure, but every time it is practiced, learning continues and is enforced. The instructor must provide opportunities for trainees to practice or repeat the task. Repetition consists of many types of activities, including recall, review, restatement, manual drill and physical application. Remember that practice makes permanent, not perfect unless the task is taught correctly.

The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. In later versions of the theory, the concept of "belongingness" was introduced; connections are more readily established if the person perceives that stimuli or responses go together (e.g. gestalt principles). Another concept introduced was "polarity" which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the "spread of effect" idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well. Watson (1878 - 1958) is another behaviorist who believes that humans are born with a few

reflexes and the emotional reactions of love and rage. All other behavior is established through stimulus-response associations through conditioning. It is similar to Skinner's theory which focuses on stimuli as follows:

1. Positive reinforcement or reward: Responses that are rewarded are likely to be repeated (Good grades reinforce careful study).
2. Negative reinforcement: Responses that allow escape from painful or undesirable situations are likely to be repeated.
3. Extinction or non-reinforcement: Responses that are not reinforced are not likely to be repeated (ignoring student misbehavior should extinguish that behavior).
4. Punishment: Responses that bring painful or undesirable consequences will be suppressed, but may reappear if reinforcement contingencies change (penalizing late students by withdrawing privileges should stop their lateness).

2.7.3.3 Social Psychology or Social Learning Theory

Psychological, social groups or social learning (social psychology or social learning theory) is the philosophy group emphasized on the theory of personality factors and interaction between humans and the interaction between humans.

Learning is the most relevant to social action (Kemp & Dayton. 1985:13-14, cited in Morprasit. 1990: 18-19). The psychology theorists present concepts of social learning theory are as follows:

1. Dewey's theory believes that experience is an important for human's adaptation to the environment so it can be said that human's learning is from the

experience. Therefore, in classroom, teachers can prepare children to experience the learning situations and learning materials that they can choose to learn by themselves and achieve in their learning.

2. Guilford's theory believes that all human have their capabilities, but capabilities are such different in various stimuli, such as the memory would depend on individual perception.

From both ideas of psychology, the instructional package is emphasized on Dewey and Guilford's theory. Dewey's theory focuses on the experiences that help the human develop their learning, on the other hand, Guilford's theory believes in the stimuli that affect the human's learning (Chongrungruangpathana. 1999: 9).

Besides, there is also psychology applied to teaching through instructional packages effectively as Bloom's statement (1976: 115-124). It includes four aspects as follows:

1. Guidelines (Cues) is a description of the teacher which helps students understand clearly what will they learn about, what will they able to do or what will they need to do.
2. Participation in class activities which allows students to participate in learning activities.
3. External and internal reinforcement such as admiration and curiosity, etc.
4. Providing feedback and corrections the deficiency that the teacher has to inform students.

2.7.4 Type of Instructional Packages

The scholars have divided the types of instructional packages as follows:

Phromwong (1978: 118) divides the types of instructional packages into 4 mains types as following:

2.7.4.1 Instructional Package Used with Lectures

This type allows students to participate more and more activities while teachers' role is change to be supporters or facilitators in learning procedure. This kit is considered popular in university training or teaching by lectures and plays an important role in transmission knowledge into students. Sometimes it is called "the training for teachers." The lecture consists of only one topic which is divided into sub-topic and activities with lecture by step. Media may be word cards, slide-sound speakers, tape, picture cards, chart, films, and television, video and group discussion. This kit is usually packed in an appropriate box.

2.7.4.2 Instructional Package for Group Activity

This type focuses on students' group engagement. This may be in the form of learning center or group activity. The teaching procedure consists of a series of learning activities with an equal number of learning centers or students. That learning could be organized in the form of individual learning center. Students who learn with groups may need a little help from a teacher in the beginning. After they get used to the learning method, they can help each other and themselves. If a problem occurs while learning activities, they can ask teachers at any time.

2.7.4.3 Individualized Learning Package

This learning kit aims at supporting the students' learning autonomy. It helps students move forward according to their interests, readiness and abilities.

The students are able to evaluate their progress by taking the tests before and after they learn the contents from the kits. They are also able to discuss the problem with friends and teachers are ready to provide assistance or guidance suddenly. Learning package may be in set or in the form of a teaching unit or module.

2.7.4.4 The Long-distance Learning Package

This package is suitable for the students who are at different times and in different places to study. The students can study on their own without having to attend classes. Examples of these kits are the printed media, radio and television broadcasting, film and education center as the distance teaching as Sukhothai Thammathirat Open University. There is also a training set of teaching, parents teaching kit and teaching package by mail.

Tuntrakul and Niponpittaya (1990: 92-94) divide the instructional packages into 3 main types as follows:

1. Instructional packages for teachers: This kit facilitates teachers in giving lecturer or expands the content to be clearer.
2. Instructional packages for learning center: This kit is used in group learning method. It does not only provide self-learning experience but enhances students' loyalty, harmony and sympathy, and principle reinforcement in group.

3. Individualized learning package: This kit is for self learning process.

It might be used either at home or at school. It aims mostly for learners to have understanding on the content, and learners can access themselves.

According to Piriyasurawong (1997: 11) and Khaunhawech (1999: 91), the instructional packages can be divided into 3 major types as follows:

1. Instructional package with lecture: The instructional package is suitable for a number of students or for beginners that need to ground the basic foundation.

This kit aims to expand the content to be clearer. This is sometimes called teacher's instructional package.

2. Instructional package with group activity: This kit is appropriate for a group of 5-7 learners aiming to practice skills in each unit and allow learners to work as a teacher. This kit is used in teaching a group of learners, such as, the teacher-centered approach.

3. Individual instructional package or individualization instructional package: This kit is for self learning process. Learners have to search for their skills and interests. It might be used either at home or at school. It aims mostly for learners to have understanding on the content, and learners can access themselves.

2.7.5 The Components of Instructional Packages

There is a number of scholars mentioned on the components of instructional packages as following.

Phromwong (1996: 16) indicates that the components of instructional packages are comprised of 4 mains parts as follows:

1. Teacher manual that is manual and lesson plans according to kinds of the instructional package. It describes how to use the kit thoroughly. It may be in the form of book or brochure.
2. Direction or assignment that specifies learning guideline for students.
3. Content and learning materials which are produced as multimedia with learning activities both in group and individual learning.
4. Assessment such as exercises, performances, research report, and the results of learning in the form of various queries.

Chaoha (1982: 92) states similarly with Phromwong that the components of the instructional packages are as follows:

1. Directions explained the significant of the goal, scope of the learning kit, students' prior knowledge and scope of the whole process of learning kit.
2. Clear written objectives.
3. Pre-tests determined the knowledge of learners.

4. The activities defined as the guidelines to provide learning activities for students which led them to achieve the goals set and participate in activities as well.

5. Post-test determined the students' learning progress.

Sung-ong (1983: 135; cited in Juladet. 2001) indicates that the instructional packages comprise of the following major parts.

1. Content or concepts which each learning package should be focused on only one main concept.

2. Behavioral objectives that are expected on students' behavior occurred after learning and used as a guide to meet a goal of providing activities.

3. Various learning activities, such as, group activities, experimental activities and using learning materials. In learning procedure, it is believed that when students are provided various activities to choose, they will learn better since only a method is not most suitable for all students.

4. Learning materials, such as, film, strip charts, tape recordings or other visual models that help students achieve the learning objectives and concepts defined.

5. Tests for assessment after learning whether the students achieve in learning. The tests may be used in three types: 1) pre-test used for assessment the readiness of students before study by learning kit; assessment the students' prior knowledge, and a basis for the decision of the teacher that when and where will the students begin with a learning kit; 2) self-assessment test which informs students' progress of learning or whether students achieve the learning objectives; and 3) post-

test which is an instrument used for measurement the students' achievement learning outcomes.

6. Additional activities

7. Instructions for using

Phumipark (n.d. 103) mentions that the components of the instructional package are: 1) objectives; 2) contents and facilitated materials; 3) teachers' activities; 4) students' activities; and 5) objective assessment.

Khaunhawech (1999: 91) concludes that the components of the instructional packages can be divided into 4 major parts as follows:

1. Instructional package manual which is the manual and lesson plan for teachers or for learners. It explains how to use the kit in detail.
2. Instructional cards which guide learners on learning procedure or activities that they have to perform.
3. Content and media which contains multimedia tools, lessons, programs, slides, tapes and so on, that learners can study from those tools.
4. Assessment form that learners can assess their prior learning and after study. The form can be the form of filling in the blank, matching or doing some activities.

In conclusion, it can be said that any kinds of instructional packages are produced from the similar basic element components including, title contained with topic, content, objectives and duration of time taking, instructional manual for both

teachers and students, learning materials, activities, guidelines in activity performances or steps of learning, and assessment. In this study, the researcher has defined the components of the instructional packages adapted from the scholars' statements above including: 1) title; 2) prospectus; 3) behavioral objective; 4) pretest; 5) contents; 6) activities and self-evaluation; and 7) post-test.

2.7.6 Advantages of Instructional Packages

Wongyai (1978: 134-138) mentions that the instructional packages are useful as follows:

1. It facilitates the teachers in teaching performance and supports teaching more effective.
2. It provides individual activities and interests that the students can learn at any time they need.
3. It eliminates the shortage of teachers. Students can learn by themselves with the help of teachers, so a teacher can teach many more students and assist students who have difficulty learning individually.
4. It eliminates the non-formal education system as a set of learning activities can be used anywhere and anytime.

Phumipark (1981: 99-100) mentions the value of instructional packages as follows:

1. It facilitates teacher in teaching procedure.

2. It is indicated learning objectives which guide students to achieve the goal and reinforce students' stimuli in learning.

3. It supports educational administration since the quality of education and the performance of teachers can be verified.

4. A quality instructional package must be comprised of knowledge, process and attitude of learning. Many types of multimedia approach set in the package provide or assist the learning of individual differences and enhance the integrity of the recognition.

5. It defines the roles of both teachers and students obviously. The teachers' role is a facilitator who provides activities and supports students' active learning.

6. Learning process is complete in the set time. It helps students know the results of their performance which is one way of reinforcement learning.

7. The teaching process is complete; it covers objectives, procedures and assessment.

8. It is effective since it is evaluated or found the efficiency of content and process by the experts and it can also be extended instruction set to another.

Kietprawat (1981: 174) indicates the advantages of instructional packages as follows:

1. It enhances the efficiency in teaching and reduces the explanation of teachers.

2. It enhances the efficiency of the students' learning since multi media provided systematically keeps the students' interest in lesson.

3. It allows students to self-study that supports their skill of pursuit knowledge, responsibilities and decision making.

4. It is a source of modern knowledge which is created from the basis of the psychology of learning.

5. It eliminates the shortage of teachers.

6. It promotes non-formal education since it can be used anywhere not only in schools.

Chaoha (1982: 139-140) indicates the usefulness of the instructional package as follows:

1. Students can learn by themselves, in groups or individual based on the ability and speed rate of the individual. Thus, they perform learning activities without anxiety or stressfulness.

2. Students can take and learn with the learning kits at anywhere.

3. It solves the shortage of teachers occasionally or in the situation that any teachers can not work.

4. It trains students to learn beyond the regular classroom. It is a learning experience provided for students widely and the learning focuses on process rather than content.

According to Phromwong (1997), the instructional packages are beneficial as following:

1. It builds confidence and readiness for teachers because the instructional packages includes a complete set of teaching, activities, tests and materials.
2. Teaching and learning activities are focused in a similar way.
3. Students can learn independently without controlling.
4. It provides opportunity for students to practice working together as a group, express their comments and have self-responsibility.
5. It reinforces students' stimulation to engage in activities.
6. It develops students' learning according to their potential.
7. It supports and trains students how to seek knowledge on their own and having responsibility for themselves and society.
8. It reinforces students' learning independently and also reduces stressfulness of the instructors and learners while teaching. Due to the changing roles of teaching to be facilitators can help and set up training and transfer of knowledge between the teachers, so students can have a powerful set of learning.
9. It solves the problem of differences between individuals. The instruction set allows students to learn according to their aptitudes, interests, and the chance to contribute.

Loavanich (2006: 11) indicates that the instructional packages benefit for both students and teachers in many ways as followings:

1. It promotes individual learning. Learners can study according to their interests, skills and their proper times.

2. It helps decrease the problem of not having enough teachers. This kit allows learners to study independently or requires little help from teachers.

3. It helps promote non-formal education because learners can take this kit everywhere.

4. It reduces teaching loads and helps teachers to be more confident because this kit is categorized in a systematic order.

5. It is useful for teacher-centered approach.

6. It helps teachers to assess learners according to the expressing opinion, practice decision making, and helps responsible for self and society.

7. It provides the same education to a group of students efficiently.

8. It practices learners to gain respect or listens to others' opinions.

2.6.7 Steps of the Instructional Packages Production

Phromwong (1978) indicates the steps of production the instructional packages as follows:

1. Defining categories of content and experience; select the subjects, group of learning experience or may be integrated with other subjects.

2. Defining the units of instruction; at this step, the subject content is divided into subject units and arranged time frame for teaching each unit of instruction which

may be of 60 minutes or 120 minutes to 180 minutes depending on the subject or grade level.

3. Defining the subject contents and activities.

4. Setting up the concepts and principles; the idea is that on the essence of the subject content which is a significant criterion that students need to learn or acquire after learning.

5. Setting up the learning objectives; to determine students' learning behavior after learning.

6. Designing learning activities which must be consistent with the behavioral objectives; this guides to the teaching media production.

7. Defining the evaluation criterion; this determines how to measure students' learning and then see how to achieve the objective of unit content based on the behavioral objectives provided.

8. The selection and production of teaching materials; the teaching materials and types of learning activities used in learning must be considered- whether they are appropriate for learner characteristics, content and manner, and allow learners to achieve the purpose of learning as much as possible.

9. Finding the efficiency of instruction set; the instructional package is needed to be trailed after a complete construction in order to verify that whether it enables students achieve their learning purposes, if not, it will be revised or improved several times before utilizing with students.

10. Utilizing the instructional packages; the instructional packages will be utilized with students after they are found out the efficiency.

2.7.8 The Evaluation of Instructional Package

Srisa-ard (2002) states that before trying out the instructional packages, the researcher should examine about content validity quality, and reliability. Furthermore, the correctness of language and illustration are examine, and the steps should appropriate with learners. The process to examine the instructional packages before trying out as follows:

1. The instructional packages are examine by the experts at least 3 persons about content validity quality.
2. The instructional packages are tried out to find out the reliability.
3. The instructional packages are tried out to find out the efficiency.
4. The instructional packages are improved based on the expert's suggestions before using with the samples.

Promwong (1978) mentions that the instructional packages are tested to find out the efficiency to ensure that instructional packages have high quality, can support the instruction effectively, and to assure that the instructional packages is worth. The steps of trying out the instructional packages are as follows:

1. The Individual Trial

The instructional packages are utilized with 3 different proficiency level students, namely, 1 high proficiency student, 1 moderate proficiency student, and 1 low proficiency students who are not the samples in this study. While the students are studying via the instructional packages, they are requested to do a post –test and give some opinions about instructional packages. Then the researcher improves the instructional packages based on the students' comments.

2. The Small Group Trial

The nine students who participate in this step are 3 high proficiency, 3 moderate, 3 low proficiency students. Before learning via instructional packages, they are asked to do a pre-test. Students do the exercises while they are learning via instructional packages. Then they are asked to do a post-test and provide some opinions. Then the researcher improves the instructional packages based on the students' comments.

3. The Field Trial

In this step, there were 30 students with three different proficiency levels of students. They do pre-test, learn through English instructional packages, do the exercises while learning via instructional packages, and post-test. The scores of the field trial are decided to find out the efficiency of the instructional packages.

For this study, the researcher selects the individual instructional package to employ with the students since it is convenient to learn for students anytime and anywhere by themselves. The researcher will construct instructional packages following Promwong (1978)'s suggestion since the steps are clear, convenient to construct, and appropriate with Thai learners.

2.8 Efficiency

2.8.1 Definition

Efficiency of the instructional packages refers to the quality of the multimedia package that is created in the instruction set. It facilitates and reinforces students' learning the content effectively (Phromwong et. al. 1977).

2.8.2 How to Find out the Efficiency of Instructional Materials by

Empirical Approach?

Instructional materials are tried out with the target groups of students. Most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test (Kitrakarn. 2001), as follows.

Two numeric values such as $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, $E_1/E_2 = 90/90$, etc.

The criteria of calculating for the efficiency such as $E_1/E_2 = 80/80$ has showed that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learners' total means score from exercises scores of instructional packages. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total mean scores from achievement test (Post-test). The statistical formulas are as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total score of Students who Pass the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

Standard criterion to find out the efficiency of instructional material should be 75/75, 80/80, 85/85, or 90/90 depending on the contents and characteristics of the subject. Normally, we define standard criterion 75/75 for subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of error is accepted at 2.5 %.

Efficiency criterion refers to the levels of efficiency of the instructional packages employed in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessed by noticing the students' learning activities performance continuously and efficiency of result (E2) assessed by post-test or final examination. Efficiency is expected as the criterions that satisfy the teachers with the students' learning behavior. Efficiency is defined as percentage of the students' whole score.

Srisa-ard (2003: 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and find the efficiency of development to ensure that it is valuable for teaching and learning activities. Finding the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

1. Consider from the most of the students (80 %) who are able to achieve learning outcomes at a high level (80 %). In this case the innovation used take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total score.
2. Consider the result during and at the end of the procedure which is average in high level (80 %). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

Srisa-ard (2003: 156) also indicates the concepts of determining the criterion as follows:

1. The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency cannot be achieved the goal. It is not easy to get most of the students scored an average of almost 90 %. Therefore, the criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching

material developed is effective and can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

2. The criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. Therefore, the researchers can not only write in the form 80/80 but also 80, 80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

3. The researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

2.9 Effectiveness Index

2.9.1 Definition

Kitrakarn (2003) states that effectiveness index refers to the number that represents the progress of the students' learning by comparing scores increased from pre-test scores. Generally, teaching material needs to be evaluated the effectiveness especially in teaching after it is produced. The assessment of different scores can be seen in two characteristics which are the difference of pre-test and post test scores or an achievement test scores between the experimental and control groups. In pragmatically, most result will be focused on the differences rather than the result of a statistical difference. However, in some cases to compare the two styles may still not

be enough, as in a case of using media in teaching revealed that in group 1 the pre-test scores is 18% and post test score is 67% while in group 2 the pre-test scores is 27% and post test score is 74% which it made statistical analysis of the scores significantly different statistically in both groups. The results of study compared test scores between the two groups are not different, which can not determine whether the cause of trial or treatment. Since the pre-test scores of the two cases are different, it will affect the post test scores of students which will be higher according each case (Kitrakarn. 2003: 1) as follows:

Hovland (1949) proposes the effectiveness index which is calculated from the difference of the test after the experiment with the highest score that can be increased. He suggests that the relationship of the study will be done properly, it must be considered the differences of baseline scores (pre-test scores) and the highest score. The effectiveness index is an indicator the scope and efficiency of the media.

Webb (1963) compares the difference of scores by 3 methods which support Hovland and his concept of effectiveness index that focuses on the average percentage of the scores. This method is called conventional. The scores are calculated from the percentage scores of the control group removed from the percentage scores of the experimental group, then find the percentage scores of the group. The result shows the percentage increase (or decrease) compared with the scores of the control group.

2.9.2 How to Find out the Effectiveness Index (E.I.) of Instructional Packages

Packages

Kitrakarn and Phattiyathanee (2002: 30-36) state that the effectiveness index is the statistics that indicate learners' progress from learning through materials.

$$E.I. = \frac{P_2 - P_1}{\text{Total} - P_1}$$

E.I. = The Effectiveness Index

P_1 = Total Scores of All the Samples' Pre-test

P_2 = Total Scores of All the Samples' Post-test

The effectiveness index of the instructional packages enhanced students' learning experiences is accepted at .05

It can be concluded that how to find the effectiveness index is a method to determine whether the students gain more knowledge or learning progress. The effectiveness index determines the score and the effectiveness of the media in teaching and learning activities.

2.10 Concepts and Theories of Satisfaction

Satisfaction is an abstract attitude which cannot be seen as shapes. To know that the people were satisfied or not, they can be observed from the expression quitting complex. People's satisfaction is difficult to measure directly. It can be

measured by their opinions they perform. Nevertheless, the expression of their comments or opinions must match their real feeling.

Satisfaction can be defined in many ways by the academic person as follows:

Applewhite (1965: 5) defines the satisfaction as gratification or happiness derived from physical environment and resulting from participating in activities.

Chai-anan (1997: 17) indicates that satisfaction is a feeling that a person expresses his happiness or willing to meet the needs of what is missing or what is causing of the imbalance. In other words, satisfaction is what determines the behavior of individuals those impacts on their performance.

Sritragul (1998:55) defines the satisfaction as an individual feeling toward things positively that can change over time and situations. Thus, satisfaction of learning refers to satisfaction of taking participation in learning activities to achieve the goals of learning.

Puntevee (1998) mentions that satisfaction is a feeling within the soul of human which is not expressed the same. It depends on the expectation of each person that whether he can meet a lot of satisfaction. Individuals feel satisfied when outcomes match expectations or desires, and feel dissatisfied when outcomes are less than expectations or desires.

The Royal Institute Dictionary (1999: 775) defines the satisfaction as a human's satisfied feeling on behavior attempted to get rid of tension, anxiety or the

unequilibrium condition in the body. For example, when a man can get rid of things, he would be satisfied with what he needs.

Chanpreecharat (2000: 52) indicates that satisfaction is person's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response.

Sangchai (2000: 11) points out that satisfaction of performance is a feeling that performers have attitude toward performance. This feeling will motivate them to love to work on their duty. They want to do and find out the effective performance process. It leads them to effective performances which achieve organization purpose.

Muri (2001: 35) states that the satisfaction refers to the emotion filled with joy or positive attitude toward work, organizations and individuals that affects the imposed performance objectives in positive way.

Arunornsri (2003) states that human's satisfaction is behavioral performance abstract of a human that can not be seen as shapes. To know that the people were satisfied or not can be observed from the expression which is quite complex and it needs to be stimulated to fulfill their expectations.

Khinna (2003: 29) states that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labor, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them lack of enthusiasm and bad performance. Satisfactions of performance are supported by administrator to

motivate the performers to want to act with happy and achieve the performance efficiency based on the purposes of the organization.

In summary, satisfaction is one's feeling toward something which occurs based on the purposes positively. That is to say, satisfaction of man is to eliminate tension and anxiety. Satisfaction in learning can be from both internal and external factors. Teachers need to stimulate the motivation to contribute to the goal achievement. When satisfaction occurs, it affects good learning procedure.

In addition, the satisfaction toward learning supports students' leaning to a positive way. Performance the learning activities provided by themselves is responding their both mental and physical needs that how much it fulfills their lives depends on various factors which the teachers used to enhance the students' satisfaction on learning.

2.10.1 Principles of Enhancing Motivation

Issarapreeda (2003: 310) states that principles of enhancing motivation in learning are as follows:

1. Praise and blame, both of them influence the students' learning.
2. Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.
3. Self-learning provides students to always want to learn.
4. New methods enhance students' desire to learn.
5. Setting the prize for assignment enhances students' aspiration to learn.

6. Giving examples which the students are familiar is simple to comprehend for students.

7. Connecting the new lessons with the knowledge they have learned supports the students' learning.

8. Games and drama, learning by doing or real situation is more understandable.

9. Reducing and avoiding stressful situations are crucial factors helping students learn effectively.

10. Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

2.9.2 Theories Related to Satisfaction

There are a variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003: 310) considers Maslow's human needs theory; human always needs which never end when he achieves some needs he will need another.

The followings are 5 needs according to Maslow's human needs theory.

1. Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as, the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.

2. Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but they are not as demanding as the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.

3. Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as family, and social group. These needs are less basic than physiological and security needs.

4. Self esteem needs are the esteem from others. They are the needs that influence display behavior of human in firstly.

5. Self-actualization is the highest level of human needs, such as, need to be a leader of organization and famous people.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.11 Previous Studies Related to the Present Study

Many studies on instructional packages have been done by both Thai and foreign researchers. These study are summarized and presented as follows:

2.11.1 The Previous Studies in Thailand

Kulaya (1992) experimented the instructional package in teaching English for Prathomsuksa 5 to improve the students' English skills. She concluded

that the instructional package use was more effective than teaching by narrative method. The innovation helps the students improve their English learning achievement. She also stated that the students' achievement levels were significantly at the level .05.

Yoosabai (1995) developed teaching packages in English for 30 grade 5 students at Wat Manorom school, Sriracha district in Chonburi province. The samples were selected by simple random sampling. The instrument used in this research contained six English instructional packages. It found that these English teaching packages had an average efficiency value of 97.11/87.55 which was higher than the criterion set as 80/80.

Rodsopha (1999) constructed the development of instructional packages in basic practice of writing skill in English subject for grade 6 students. The participants were 30 students in Ban Chank Ngaew School, Bang Lamung District in Chonburi selected by purposive sampling. The instrument used in this study comprised of exercise in each instructional packages and learning achievement test. It indicated that the instructional packages had an efficiency instructional packages value of 89.49/86.67 which was higher than the criteria set at 80/80.

Peung-chareon (2000) constructed the instructional packages in English writing for Prathomsuksa five students and to determine the efficiency of the instructional packages according to the criterion set of 80/80. The finding found that the instructional packages in English writing for Prathomsuksa five had an efficiency instructional packages value of 86.67/83.33 which was higher than the criterion set.

Ruenrerng (2002) adopted Chula Instructional Development to design an instructional package on pronouns for Prathomsuksa 5 students. The package was

made up of three units, namely, subject pronoun, object pronoun, and possessive pronoun. The samples were selected from 30 Prathomsuksa 5 students of Watmonkon Nimit School, Bangsaothong District, Samutprakarn Province. The researcher chose the 30 students herself, assessing them both before and after use of the designed instructional package. The findings indicated that the designed instructional package on pronouns for Prathomsuksa 5 students proved efficient at 80/80.

Puncharoen (2005) developed and tested the efficiency of a supplementary instructional package of songs for teaching English to Matthayomsuksa 4 students, compared the students' listening abilities before and after by using the constructed instructional package of songs, and surveyed the students' opinions toward the constructed instructional package. The findings were that: 1) the students' achievements on the instructional package of songs was 86.12 % on the formative listening test, while they achieved 81.18 % on the posttest. This means that the efficiency of the instructional package of songs was at a very good level (higher than the 75/75 criterion); 2) the students' achievement in listening after using the ten lessons instructional package of songs was significantly higher than that before using the instructional package of songs at the 0.05 level; 3) the students' opinions toward the instructional package of songs were highly positive.

Chareonsuk (2006) determined the efficiency of determined the efficiency of the English writing skill package through cooperative learning with STAD technique. It was compared English writing ability before and after studying, and examined the attitude of Matthayomsuksa 3 students who learned by using the

English writing skill package through cooperative learning with STAD technique. The instruments were nine English writing activities through cooperative learning with STAD technique. The samples consisted of 28 Matthayomsuksa 3 students at Wat Pongtamuk School, studying in the second semester of 2005 academic year, derived by means of random group and selected one class. The data were analyzed through means, standard deviation and t-test. The findings revealed that: 1) the instructional package had an efficiency of 88.98/90.48 which was higher than the standard criterion of 80/80; 2) the student achievement in the post-test was higher than that in the pre-test with statistical significance at .01 level; and 3) the students' attitude towards instructional package in the post-test was found high at level 5.

Inpapien (2007) constructed the songs instructional packages to search the criterion set of 75/75 to test the efficiency of the packages by comparing the student' achievement scores before and after studying using the package. The study also aimed at investigating the relationships between students' attitude towards learning English achievement, and their opinions towards the constructional package.

The findings showed that a song instructional package was highly effective, and the average score for a song instructional package was 80.20% for pre-test and 81.00% for post-test. The students' achievement levels were significantly higher after using the song instructional package than after using the song instructional song at the 0.05 level. It was also stated the students' attitudes towards learning English was not significant at the level 0.05, the correlation between students' attitudes towards the learning achievements was not significant, and their opinions towards a song instructional was highly positive.

Promyothin (2007) developed the English instructional packages entitled “Safety at Work Through Task-based Learning” for second year students of certificate of vocational educational level. The findings found that the packages had an efficiency of 82.94/86.04 which was higher than the standard criterion of 80/80 and the students’ satisfactions toward learning through instructional packages were at the most satisfactory level.

Hortong (2008) constructed the instructional packages for English communication skills by using cooperative learning entitled “Uttaradit: The town of Beauty” for ninth grade students. The results revealed that the package had an efficiency of 74.56/79.18 which was higher than the standard deviation 80/80 and the students’ satisfactions toward learning through the instructional packages were at the most satisfactory level.

Pongpanit (2008) constructed the instructional packages to develop writing skill for Pratomsuksa 1 students. The results showed that the instructional packages had an efficiency value of 74.76/73.30; the students’ achievement in writing after using the instructional packages was significantly higher than that before using the instructional packages of song at 0.01 level; and the student’s opinions toward the instructional packages were highly positive.

Sriumpon (2010) produced the instructional packages improve English grammar skill for Mathayonsuksa 2 students. The study revealed that the instructional packages had an efficiency value of 87.01/85.08, the effectiveness index of instructional packages of English grammar were 0.7513 meaning the students had 75.13% of their learning progress and the students’ satisfactions toward learning through instructional packages were at the most satisfactory level.

2.11.2 The Previous Studies Aboard

Giles (1975) examined the value of learning centered instructional packages for Prathomsuksa level. It was founded that the learning achievement of students the experimental group was higher than the control group with statistically significant difference at the level .01.

Greenham (1981) developed and test an instructional unit on the topic, Latitude and Longitude, and to decide whether such a social studies instructional unit produced positive achievement for slow-learning students at the junior high school level. The unit was developed in response to an educational problem that centers around the fact that children vary individually in their learning capacities as they enter junior high school. Prior to and in conjunction with the development of the instructional package a review of literature and research related to instructional development and learning theories in general and to map skills specifically was conducted. Also, it was hypothesized that the instructional unit leads to a greater achievement than the traditional textbook-lecture method of instruction. The steps involved in designing the instructional package were described and revisions were made on the basis of criticisms from teachers, a professional geographer, an instructional development specialist, and a group of students.

The package was subjected to the Lorge-Thorndike word list and revisions were made, where necessary, in order to arrive at a vocabulary level appropriate for a slow-learning grade seven class. After the program was developed, it was tested and evaluated at Beothuk Collegiate, Baie Verte, Newfoundland. The kit was compared with the textbook-lecture method of instruction in an experimental versus a control group situation. Through a table of random selection the students in a slow-learning

grade seven class were assigned to treatments. A pretest-posttest design was used to test the hypotheses. A t-test was used to test for significant differences.

The limitations and findings of the study were listed and described briefly. Also, suggestions for future research and development were presented for consideration. On the basis of the findings it was concluded that the instructional package may be used as prerequisite material to assist pupils in gaining an understanding of place location and other related map reading skills.

Onasanya (2006) investigated the effect of Computer Assisted Instructional (CAI) packages on the performance of secondary school students in Introductory Technology in Ilorin, Kwara State, Nigeria. Forty two (42) students were used. A researcher-designed Computer Assisted Instructional package was designed validated and administered to some students of Introductory Technology while the other students were taught the same topic using conventional method. Percentages were used for demographic information while t-test statistical method was used to test the hypotheses at 0.05 level of significance. The result of the findings revealed that students using the CAI package performed better than those using the conventional method. There was no significance difference between the performance of the male and female students of Intro-Tech exposed to individualized CAI while female students of introductory technology exposed to co-operative CAI performed better than their male counterparts. Based on the findings the Federal and State Government were advised to provide the necessary instructional multimedia facilities available in schools to make teachers computer literate.

Gambari (2008) investigated the impact of videotape of instructional packages on the teaching, learning and retention of primary science. The result revealed that the

implications to education in Nigeria were highlighted. It was concluded that the use of videotape instructional package in teaching enhances effective learning, higher performances and better retention. Also, male and female students performed equally which implies that as well as induce gender. It was recommended that videotape instructional package be used in teaching science concepts at primary schools level in Minna and that in-service training, seminar, and workshop should be organized for teacher to equip them with skills needed for application of instructional media for classroom teaching.

Oyelekan and Olorundare (2009) developed and validated a computer instructional packages on electrochemistry for secondary school in Nigeria. It revealed that the packages was found to produce a very good performance level in the students when employed for electrochemistry instruction.

Omiola (2012) found out the effect of developed video instructional package on the performance of Senior Secondary School students in Physics in Ilorin Metropolis. The study also investigated the influence of gender and ability levels on the performance of students' taught with developed video instructional package. The quasi-experimental design, which involved the pre-test, post-test, non-randomised, non-equivalent control group design was employed for the study. Research sample was drawn from two randomly selected secondary schools. One intact class each from the sampled schools was also randomly selected for the study. Students from the sampled class were further stratified along gender and ability levels. The instruments used for collecting data were Physics Performance Test (PPT) and developed video instructional package as a treatment. Physics performance test was pilot tested for reliability using the test-retest method of three weeks interval and Pearson Product

Correlation analysis revealed a reliability coefficient value of 0.76. The four hypotheses were tested using Analysis of Covariance. In addition, Scheffes test was used as post hoc analysis to test the direction of difference along ability levels. Findings indicated that, students taught with developed video instructional package were not significantly better than those taught without the use of the package. It was revealed that the gender of student was not a factor in the performance of students when they were taught using developed video instructional package. Based on the findings, it was recommended that, the use of developed video instruction should be encouraged in teaching Physics.

Alhassan Dokochi Safo (2013) determined the effectiveness of Computer-Assisted Instructional package (CAIP) on achievement and retention in geometry among junior secondary schools in Minna Metropolis. Two research questions were raised and two null hypotheses were tested. The study adopted the pre-test-posttest - control group design. Simple random sample of eighty(80)students were drawn from four junior secondary schools in Minna Metropolis. The researcher developed computer assisted instructional package on geometry which was used as treatment instrument for experimental group while control group were exposed to traditional teaching method. The instrument for data collection was Geometry Achievement Test. A 40-items multiple-choice objective type achievement test covering ten selected topics in Geometry was used. A reliability coefficient of 0.75 was obtained using Pearson's product moment correlation coefficient(r). The t-test statistics was used to analyze the hypothesis. The findings revealed that experimental group performed better than the control group . It was recommended that government should organized seminars, workshops and symposium for teachers on the

development of computer assisted instructional package to enhance learning among students.

In conclusion, the instructional packages are useful for solving English learning problem. When they satisfy with the instructional packages, they achieve in learning. Consequently, the researcher should conducted the appropriate instructional packages, and find out the quality before utilizing with the samples.

2.5 Summary of the Chapter

This chapter has provide the details of the basic educational core curriculum B.E. 2551, English skill, instructional packages, efficiency and effectiveness index, concept and theories of satisfaction. Finally, this chapter finished with previous studies related the present investigation. In order to explain how to the study is conducted, the description of methodology is presented in the next chapter. Chapter Three.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter aims to explain the approach taken to conduct and evaluate the development of English instructional packages for Prathomsuksa 4 students.

The chapter is organized into five sections: 1) Population and samples; 2) research instruments; 3) data collection procedures; 4) data analysis; 5) statistical procedures.

3.1 Population

3.1.1 Population

The population of this study were 56 Prathomsuksa 4 students who enrolled the Fundamental English Course (E14101) studying in the first semester for academic year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province.

3.1.2 Samples

The samples of this study were 23 Prathomsuksa 4 students who took the Fundamental English Course (E14101) studying in the first semester for academic year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province. They were selected by purposive sampling with lottery technique that they were taught by the researcher.

3.2 Research Instruments

The main instruments employed for this study were as follows:

3.2.1 English Instruction packages for Prathomsuksa 4 students constructed by the researcher including 5 packages, namely: 1) Part of Body; 2) My Pets; 3) Food and Drinks; 4) Sports; 5) ASEAN Neighbors. Each instructional package comprised of instruction, concept, objectives, pre-test and post-test, contents, exercises and keys.

3.2.2 Five lesson plans in English instructional packages for Prathomsuksa 4 students. The whole lesson plans took 20 hours.

3.2.3 Learning achievement tests (pre-test and post-test) were 40-multiple choice test examined by the experts to measure the content validity and reliability.

3.2.4 The questionnaire on students' satisfaction towards the instructional packages.

3.3 The Construction of Research Instrument

The procedures of the instruments construction and the determination of the instruments' quality were explained as the following:

3.3.1 English Instruction Packages

English instructional packages for Prathomsuksa 4 students were constructed by the researcher as the following steps:

3.3.1.1 The researcher studied and analyzed the causes and problems while learning and teaching English through observation, teaching record, and students' learning report.

3.3.1.2 The researcher studied the Basic Educational Core Curriculum of B.E. 2551/A.D.2008 about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas and strands and learning strands of foreign languages.

3.3.1.3 The researcher studied and reviewed the principles and theories of instructional packages.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and context of instructional package based on Basic Educational Core Curriculum of B.E. 2551/A.D.2008

3.3.1.5 The researcher constructed 5 instructional: 1) Parts of Body; 2) My Pets; 3) Foods and Drinks; 4) Sports; 5) ASEAN Neighbors

3.3.1.6 The instructional packages were given comments and examined by advisors about content validity quality and overall picture. Then the researcher improved the instructional packages based on the advisors' suggestions.

3.3.1.7 The instructional packages were examined by 5 experts (See Appendix) about content validity quality by using five-point Likert scale as follows (Wisalaporn. 2009:2).

5 marks for the most appropriate

4 marks for more appropriate

3 marks for moderate appropriate

1 marks for less appropriate

5 marks for the least appropriate

Therefore, it was confident that the instruments used in this research presented accepted validity. The names of five experts were as follows:

1. Mr.Thunyawit Trairat , the director of school at Banlungmuang School.
2. Dr.Nipon Innok, the Senior Professional teacher at Banlungmuang School.
3. Mrs.Thanit Kitpisitpreecha, the Senior Professional teacher at Bannongkrok School.
4. Mrs.Ruangrai Prombuth, the Senior Professional teacher at Watkheetun School.
5. Miss.Amnuaykit Usasap, the Senior Professional teacher at Taladphopitayakom School.

3.3.1.8 The researcher analyzed the score from the experts to find out the mean scores and compared with these criteria (Wisalaporn. 2009:2)

Table 3.1**The Five-point Likert Scale Used in this Study**

Meaning	Opinion Level
4.50 - 5.00	Most Appropriate
3.50 - 4.49	More Appropriate
2.50 - 3.49	Moderate Appropriate
1.50 - 2.49	Less Appropriate
1.00 - 1.49	Least Appropriate

Appropriate mean score at 3.50 upper were considered that the instructional can be utilized. The mean score obtained was 4.57 (S.D.=0.20).

3.3.1.8 The research improved the instructional packages based on the experts' suggestions and proposes them to expert again.

3.3.1.9 The instructional packages were tried out with Prathomsuksa 4 students who were not the samples in academic in academic year 2014. There were three steps to perform. The three steps of the pre-trials were as follows:

1. The Individual Trial

The English instructional packages utilized with 3 different proficiency level students namely, 1 high proficiency, 1 moderate, 1 low proficiency students at Bankheetun School who were not the samples in this study. Then the researcher improve the instructional packages based on students' comments.

2. The Small Group Trial

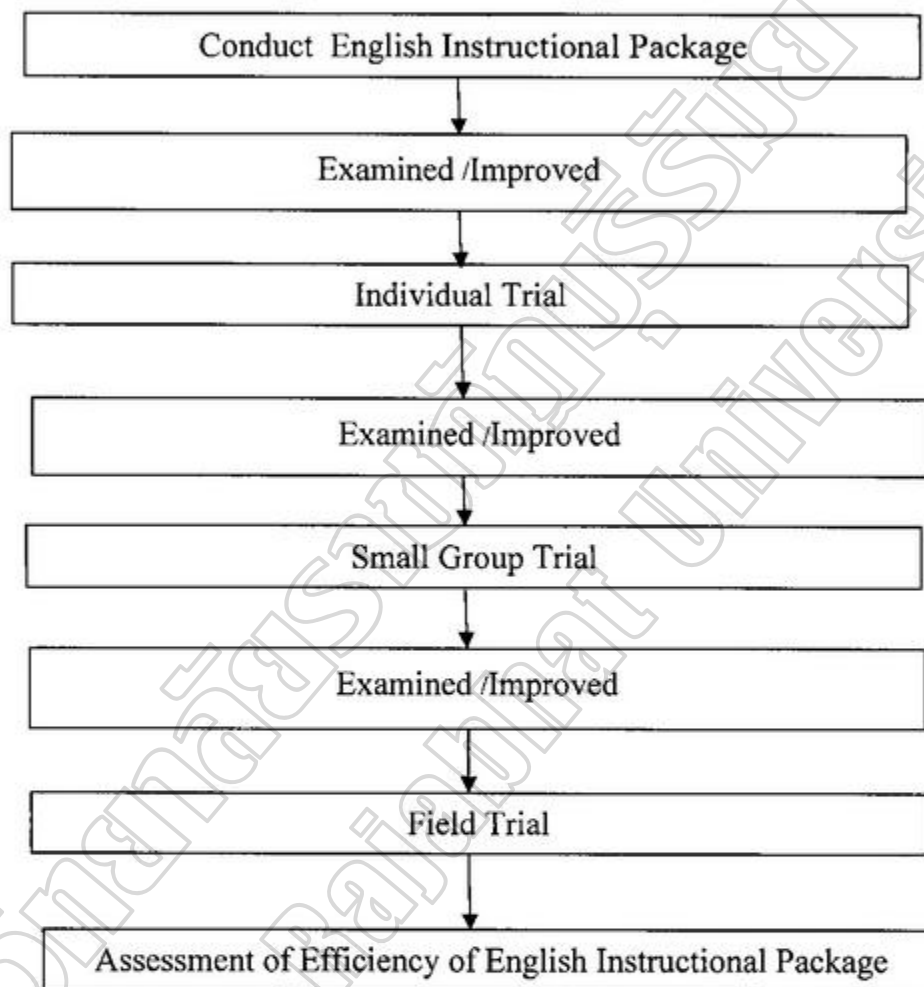
The nine students who participate in this study were 3 high proficiency, 3 moderate, 3 low proficiency students at Nongthaoka School. Then the researcher improve the instructional packages based on students' comments.

3. The Field Trial

In this step, there were 33 students with 3 different proficiency level of English achievement participated. They took pre-test then they learn trough English instructional packages, they did the activities while learning instructional packages. After learning, they took post-test. The result of the field trial revealed that the efficiency of English instructional packages was 82.37/81.43

To conduct this study, the assessment of efficiency of the English instructional package was performed as shown in the following figure.

Figure 3.1 Steps of Trying –out Instructional Package



3.3.1.10 The researcher conducted the completed instructional packages to use with the samples

3.2.2 Lesson plans

The researcher conducted the lesson plan of English instructional packages for Prathomsuksa 4 students that were as follows:

3.2.2.1 The researcher studied the Basic Educational Core Curriculum of B.E. 2551/A.D.2008 about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators,

learning areas and strands and learning strands of foreign languages.

3.2.2.2 The researcher studied methodology, principle, theory and writing technique of lesson plan.

3.2.2.3 The researcher constructed 5 lesson plans .

1. Lesson plan 1: Parts of Body
2. Lesson plan 2: My Pets
3. Lesson plan 3: Foods and Drinks
4. Lesson plan 4: Sports
5. Lesson plan 5: ASEAN Neighbour

The researcher found out correlation between the topic and learning strands and indicators.

3.2.2.4 The lesson plan were examined by advisors about key concept, indicators, learning strands, activities, learning media and learning assessment to give some comments about content, validity and quality. The researcher improved the lesson plan based on the advisors' suggestions.

3.2.2.5 Lesson plans were examined by 5 experts about key concept, indicators, learning strands, activities, learning media and learning assessment to give some comments about content, validity and quality by using Likert's rating scale as employed in instruction packages construction.

3.2.2.6 The researcher analyzed the score from the experts to find out the mean scores and compared with the criteria as employed in instruction packages construction.

3.2.2.7 The researcher conducted the complete lesson plan for

Prathomsuksa 4 students which utilized with English instructional packages in the first of academic year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province.

3.3.3 Achievement Test

Both pre-test and post-test were conducted and tried out by the researcher. The test comprised 60 multiple choice questions. The procedures of constructions of the test were as the following steps:

3.3.3.1 The researcher studied a syllabus for primary level of English subject and the content for Prathomsuksa 4 students

3.3.3.2 The researcher constructed the English test consisting 50 items of multiple choice questions with four alternatives.

3.3.3.3 The items of the test were edited and revised by the advisors before proposing to the experts to examine the validity by using IOC (Index of Item Objective Congruence) formula (Phattiyathani:2001:221) as follows:

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

3.3.3.4 The researcher calculated the IOC index and chose the questions which have the IOC index at level 0.5-1.00 to be a test.

3.3.3.5 The test were tried out with students in Prathomsuksa 5 who were not the samples at at Banwankhuankorwithaya School in the second semester of academic year 2014.

3.3.3.6 An items analysis was carried out from the data obtained from the study. Each question was analyzed for the discrimination power (B) by Brennan method and using the software programme to calculate. The criteria set used to select the test items was level of the discrimination power(B) at 0.2-1.0(Srisa-ad,2002:82-84). It indicated that the level of difficulty (p) was at 0.48-0.75 and the discrimination power(B) was at 0.30-0.59.

3.3.3.7 The reliability of the test was determined by using the Lovett's method (Rcc). The software programme to calculate the data, the reliability of the test was at 0.85

3.3.3.8 The researcher selected the approved 40 test items as a pre-test and a post-test (achievement test).

3.3.4 Satisfaction Questionnaire.

The researcher designed and created a questionnaire concerning satisfaction towards learning English through instructional packages which had 3 main parts as following:

Part 1: Personal information. The samples were required to answer the question about age, gender. This part was in the form of checklist.

Part 2: Information of Satisfaction Questionnaire. This section comprise of 15 statements of five-point rating scales questionnaire with Likert's rating scale.

It aims to elicit learners' satisfaction toward English instructional packages for Prathomsuksa 4 students. Five-point Likert scale used for rating their satisfaction are as follows (Srisa-ad. 2002:102) :

	Meaning	Opinion Level
5	means	Most Satisfactory
4	means	Very Satisfactory
3	means	Moderate Satisfactory
2	means	Less Satisfactory
1	means	The Least Satisfactory

Part 3: Additional Opinions. This section was about another opinion in learning English through instructional packages apart from Part 2. The question was in the open-ended form in which the samples could write their suggestions or comments down.

The questionnaire was conducted and developed gradually as following:

3.3.4.1 The researcher reviewed the literature on satisfaction.

3.3.4.2 The researcher studied literature review on how to construct the satisfaction questionnaire as explicated by Likert's method or five-point rating scales.

3.3.4.3 The researcher gathered and arranged the issues concerning learning English through instructional packages in to a list.

3.3.4.4 The researcher proposed the statements to the advisors before creating fifteen statements based on this issues compiled from learning via English instructional packages.

3.3.4.5 The statements were examined by 5 experts to check for the correctness and appropriateness. There were five scales as follows (Srisa-ad. 2002: 102):

Strongly Agree	gives	5 scores
Agree	gives	4 scores
Uncertain	gives	3 scores
Disagree	gives	2 scores
Strongly Disagree	gives	1 scores

The researcher calculated the obtained data to find out the mean scores. The appropriate scores at 3.50 and over were considered as the questionnaire item statements. The mean score was 4.22 and standard deviation was 0.34 (See Appendix) The researcher edited and revised the questionnaire if they had weak points. Then the questionnaire was proposed to the experts again.

3.3.4.6 The researcher organized the statement and tried out with students in Prathomsuksa 4 who were not the samples at Banwankhuankorwithaya School in the second semester of academic year 2014.

3.3.4.7 Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula (r_{xy}) to find out the discrimination power which had to be at 0.2792-1.00 level (Srisa-ad.2002. 110). The discrimination power was at 0.44-0.71 (See Appendix)

3.3.4.8 The method of coefficient alpha of Cronbach (α - coefficient) (Srisa-ad.2002. 99) was used to find out the reliability coefficient of which the value

must have more than 0.80. The data were calculated by a software programme. The reliability coefficient of the questionnaire were 0.92 (See Appendix)

3.3.4.9 The researcher selected 15 statement questionnaires.

3.4 Data Collection

In this study, research design was one group pre-test-post – test design as shown in the table 3.2

Table 3.2

Research Design (Saiyod. 1995: 248-249)

Group	Pretest	Treatment	Posttest
Experimental	T ₁	X	T ₂

T₁ means Pre-test

T₂ means Post-test

X means Learning English instructional package

To collect the data, the present study included achievement tests, and the satisfaction questionnaire. The procedures for collecting data were as follows:

3.4.1 A study was done with a pre-test. A pre-test was given of samples at the beginning of a class for 1 period.

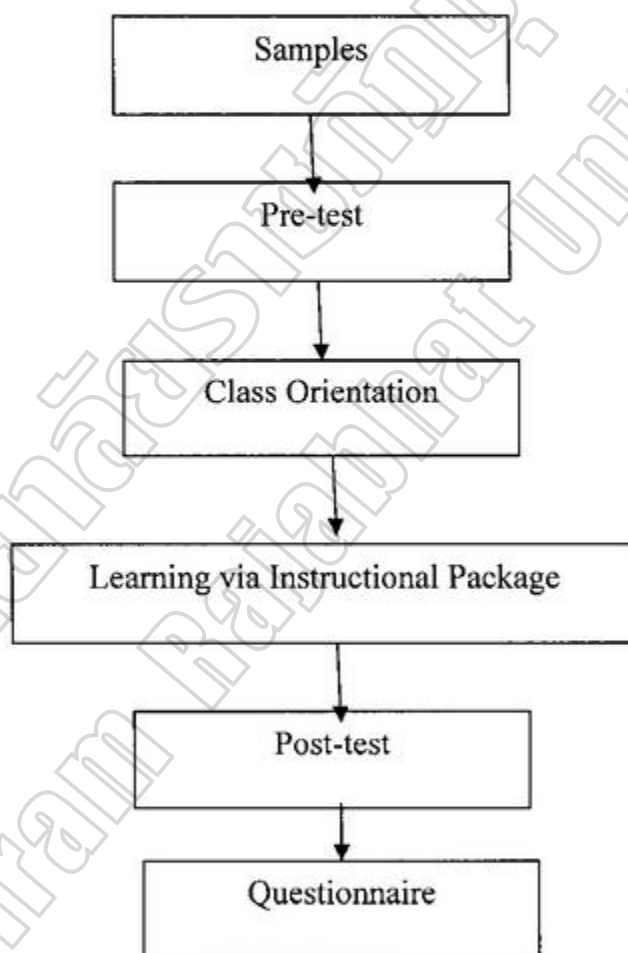
3.4.2 The samples were orientated to understand about learning via instructional packages. Then they were taught English by utilizing the instructional packages and did activities for 18 periods.

3.4.3 A post-test was administered with all of the samples for 1 periods.

3.4.4 After doing a post-test, the samples were asked to fill out the questionnaires focusing on their satisfaction about learning via instructional packages. The researcher design could be illustrated below

Figure 3.2

Research Design



3.5 Data Analyses Procedures

The data were analyzed and deduced procedures by using the data analysis method as following.

3.5.1 Pre-test and Post-test Scores

3.5.1.1 In order to evaluate the students' English proficiency before and after being taught through instructional packages, the pre-test and post-test scores were computed to find out the percentage (%), mean (\bar{X}) and standard deviation (S.D.)

3.5.1.2 The score obtained from the activities and a post-test were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3.5.1.3 Dependent sample t- test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at .05 level.

3.5.1.4 The effectiveness index (E.I) was employed to find out the learners' progress from learning through English instructional packages for Prathomsuksa 4 students after learning.

3.5.2 Students' Satisfaction towards the Instructional Packages

3.5.2.1 In ordered to evaluate the students' satisfaction towards English instructional packages the data from five-rating scales was computed for mean (\bar{X}) and standard deviation (S.D.) the following criterion was employed for interpretation (Srisa-ad.2002. 103)

	Meaning	Opinion Level
5	means	Most Satisfactory
4	means	Very Satisfactory
3	means	Moderate Satisfactory
2	means	Less Satisfactory
1	means	The Least Satisfactory

3.5.3 Additional Opinion Data

The data obtained by learners' opinions and suggestions in the last part of the questionnaire were analyzed by content analysis technique to find out their satisfaction and reaction towards learning via instructional packages.

3.6 Statistics Used in Data Analysis

3.6.1 Statistics Used to find out the Quality of Instrument

3.6.1.1 Validity of achievement test by using IOC (Index of Item Objective congruence) formula (Phttiyathnee, 2003:220).

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of congruence between Question
and Objective

$\sum R$ = Total scores of Expert's Opinion

N = Number of Experts

3.6.1.2 The discrimination index of the achievement test questions (r) by using Brennan's method (Srisa-ad.2002. 90).

$$B = \frac{U}{N_1} - \frac{L}{N_2}$$

B = Discrimination index

U = Number of Students who Pass the Examination
which Correctly Answered

L = Number of Students who Fail the Examination
which Correctly Answered

N₁ = Number of Students who Pass the Examination

N₂ = Number of Students who Fail the Examination

3.6.1.3 The reliability of the achievement test by using Lovett's method (Srisa-ad.2002. 96).

$$r_{cc} = 1 - \frac{K \sum X_i - \sum X_i^2}{(K-1) \sum (X-C)^2}$$

r_{cc} = The Reliability of the Test

K = Numbers of Question

X_i = Each of Student's Score

C = Criterion Scores of the Tests

3.6.1.4 The efficiency of instructional package (E1/E2)

(Kitrakarn.2000. 44-49).

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

A = Total Scores of Exercises in the Lesson

N = Number of Samples

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcome

$\sum F$ = Total Scores of Students Who Pass the Post-test

B = Total Scores of Post-test in the Lesson

N = Number of Samples

3.6.1.5 The effectiveness index (E.I.) of the instructional packages

(Kitrakarn.2000. 44-49).

$$E.I. = \frac{P_2 - P_1}{Total - P_1}$$

E.I. = The Effectiveness of Index

P_1 = Total Scores of all the Samples' Pre-test

P_2 = Total Scores of all the Samples' Post-test

3.6.2 Basic Statistic Used to Analyze the Data

3.6.2.1 Percentage (Srisa-ad. 2002. 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the Data

N = Numbers of the Total Frequency

3.6.2.2 Mean (Srisa-ad. 2002. 105)

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean

$\sum X$ = Total Scores in Group

N = Number of Scores in Group

3.6.2.3 Standard Deviation (S.D) (Srisa-ad. 2002. 112)

$$S.D. = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{N(N-1)}}$$

S.D. = Standard Deviation

X = Score of Each Item

\bar{X} = Mean

N = Numbers of score in Group

\sum = Total Scores

3.6.3 Dependant Samples t-test

The differences between pre-test and post-test mean scores calculated by dependant samples t-test formula (Srisa-ad. 2002. 112).

$$t = \frac{\sum D}{\sqrt{\frac{N\sum D^2 - (\sum D)^2}{N-1}}} \quad df=N-1$$

t = Statistics Index Used to Compare with Critical Index to Find out significant difference

N = Number of Samples

D = Different result of Minus between a Pair of Score

3.5 Summary of the Chapter

This chapter proposed research procedures. There were a descriptive of population and samples in the study. Then, the research instruments and the construction of research instruments described. In addition, data collection and data analysis were indicated. Finally, statistics used in data analysis were indentified. The result of the study are presented in the nest chapter

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each research question are described in the following order: 1) Research Question 1, regarding determination the efficiency of English instructional packages for Prathomsuksa 4 students to meet the criteria set at 80/80; 2) Research Question 2, regarding the comparison students learning achievement before and after learning English through instructional packages for Prathomsuksa 4 students; 3) Research Question 3, regarding the finding of the effectiveness index of English instructional package for Prathomsuksa 4 students ; and 3) Research Question 4, regarding the investigation the satisfaction of Prathomsuksa 4 students toward English instructional packages. The findings presented are drawn for the quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the opened-ended questions. The opened-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of English instructional packages?

This research question was directed towards the efficiency of English instructional packages who participated in this research. To answer this question, the researcher employed the quantitative data from the instructional packages, and achievement test, which determined the efficiency of English instructional packages for Prathomsuksa 4 students based on criteria 80/80. The quantitative data consisted

of the activities scores from all instructional packages (efficiency of the process), and post-test score (efficiency of the outcomes). There were 5 instructional packages in this study. The total mean scores from all activities scores of instructional packages were 364 scores: instructional package 1 (87 scores), instructional package 2 (70 scores), instructional package 3 (67 scores), instructional package 4 (65 scores), and instructional package 5 (75 scores), The total mean scores from the achievement test or post-test were 40 scores. Table 4.1 below illustrates mean, standard deviation, percentage and the efficiency of the instructional packages.

Table 4.1

The Mean and standard deviation, percentage for Each instructional package

Item (n=23)

No.	Pre-test (40)	Activities scores of Learning through Instructional Packages (Efficiency of the Process)						Post-test (40)
		1 (87)	2 (70)	3 (67)	4 (65)	5 (75)	جمله (364)	
1	16	63	54	49	45	54	265	33
2	18	68	53	49	47	55	272	32
3	12	68	61	58	58	62	307	31
4	17	81	66	63	62	70	342	33
5	15	64	50	45	47	52	258	32
6	19	66	57	54	52	63	292	33
7	17	59	52	43	43	54	251	35
8	18	63	52	45	44	52	256	34
9	19	61	53	43	40	53	250	32
10	21	63	57	50	51	57	278	35
11	18	76	69	65	63	71	344	36
12	15	71	64	59	54	64	312	33
13	18	71	64	60	55	65	315	35
14	19	71	61	56	54	63	305	36
15	20	82	70	67	65	75	359	33
16	14	69	64	59	56	65	313	35
17	24	76	67	64	63	71	341	33

Table 4.1 (Continued)

No.	Pre-test (40)	Activities scores of Learning through Instructional Packages (Efficiency of the Process)						Post-test (40)
		1 (87)	2 (70)	3 (67)	4 (65)	5 (75)	รวม (364)	
18	19	84	70	67	65	75	361	32
19	19	78	68	62	62	71	341	35
15	20	82	70	67	65	75	359	33
15	20	82	70	67	65	75	359	33
16	14	69	64	59	56	65	313	35
17	24	76	67	64	63	71	341	33
18	19	84	70	67	65	75	361	32
19	19	78	68	62	62	71	341	35
21	15	84	70	67	65	75	361	32
22	17	75	66	57	55	68	321	35
23	18	82	70	67	65	74	358	33
Σ	403	1652	1424	1375	1270	1478	7199	772
\bar{X}	17.52	71.82	61.91	59.78	55.21	64.26	313	33.56
S.D.	2.55	7.82	6.90	8.15	7.96	8.06	38.20	1.44
%	43.80	82.56	84.45	89.23	84.95	85.69	85.99	83.91

As shown in Table 4.1, the efficiency of English instructional packages for Prathomsuksa 4 students which conducted by the researcher, is 85.99/83.91 which was higher than the criteria set at 80/80. It claims that students, who learned English through instructional packages, received total mean scores from the activities scores of instructional packages at 85.99% and total mean scores from the achievement test after learning through instructional packages at 83.91%. The efficiency of outcomes (E2) was lower than the efficiency of process (E1) might be caused by the post-test was more difficult than the activities and limitation of time in taking post-test.

4.2 Research Question Two: Do students who learn English through instructional packages have higher mean scores on post-test than that of pre-test mean scores?

To gain more insights into the students' learning achievement test before and after learning English through instructional packages, the second research question was formulated. To address this question, the researcher used quantitative data in terms of the comparison the difference between pre-test and post-test mean scores. Evidently, pre- test scores (40 items) and post-test scores (40 items) were so compare to find out the statistically significant difference. For this study, the level of significance was set at .01.

Table 4.2

Comparison the Difference between Pre-test and Post-test Mean Score.

No	Pre-test Score (40)	Pre-test Score (40)	Difference (D)	Double Difference(D2)
1	16	33	17	289
2	18	32	14	196
3	12	31	19	361
4	17	33	16	256
5	15	32	17	289
6	19	33	14	196
7	17	35	18	324
8	18	34	16	256
9	19	32	13	169
10	21	35	14	196
11	18	36	18	324
12	15	33	18	324
13	18	35	17	289
14	19	36	17	289
15	20	33	13	169
16	14	35	21	441
17	24	33	9	81
18	19	32	13	169
19	19	35	16	256

Table 4.2 (Continued)

No	Pre-test Score (40)	Pre-test Score (40)	Difference (D)	Double Difference(D2)
20	20	33	13	169
21	20	33	13	169
22	14	35	21	441
23	24	33	9	81
Total	403	772	356	5734
\bar{X}	17.52	33.57	15.48	249.30

As revealed in the table above, the twenty-three Pratomsuksa 4 students who enrolled the Fundamental English Course (E14101) in the first semester of the academic year 2015 at Banwankhuankorwitaya School obtained the pre-test scores at 17.52 and post-test scores at 33.57, which reported that the students who learned by English instructional packages after learning had higher achievement than before learning.

Table 4.3**Comparing the Difference between Pre-test and Post-test Mean Scores**

Achievement	N	\bar{X}	S.D.	t	df	p-value
Pre-test	23	17.52	2.55			
Post-test	23	33.56	1.44	15.15**	22	0.000

***significant difference at .01*

As indicated in the table above, the students who learn with English instructional packages had higher learning achievement on post-test mean scores than in pre-test at .01 level of statistically significant difference.

4.3 Research Question Three: Is the effectiveness index of English instructional packages a high level?

The third research question explored the effectiveness index of English instructional packages for Prathomsuksa 4 students. Similar to the previous research questions, the data gathered to address this questions came from the qualitative data by using the achievement tests.

To examined the students' effectiveness index, the pre-test score(40 items) and post-test scores (40 items) were calculated. Table 4.4 below displays the effectiveness index reported on the achievement tests by all respondents in the study.

Table 4.4

The Students' Effectiveness Package (n=23)

Numbers of Students (n)	Total Score	Total Score of All Samples' Pre-test	Total Score of All Samples' Post-test	The Effectiveness Index (E.I)
23	40	403	772	0.7137

As shown in Table 4.4 the effectiveness index of English instructional packages for Prathomsuksa 4 was 0.7137 which was indicated that learner could progress in learning through instructional packages at 71.37%.

4.4 Research Question Four: What is the level of students' satisfaction in learning English by using instructional packages?

The fourth research question focused on level of the students' satisfaction in learning English by using instructional packages.

All of twenty-three Pratomsuksa 4 students were asked to complete the 15-items of 5-rating scales satisfaction questionnaires, rating from the most satisfactory (5) to the least satisfactory (1). Table 4.5 below demonstrates mean and standard deviation for each questionnaire item.

Table 4.5

Learners' Satisfaction towards the Instructional Packages of Prathomsuksa 4 Students

No.	Statement	\bar{x}	S.D.	Mean
1	You enjoy activities provided in the instructional packages.	4.86	0.45	The Most satisfactory
2	Practice with instructional packages of learning and illustration is interesting.	4.78	0.59	The Most satisfactory
3	Learning through instructional packages improves your English.	4.77	0.42	The Most satisfactory
4	The contents and activities in the instructional package are appropriate.	4.65	0.77	The Most satisfactory
5	The instructional packages are simple and easy to understand.	4.73	0.44	The Most satisfactory
6	Learning through instructional packages help you understand the contents well.	4.52	0.89	The Most satisfactory
7	The knowledge gained from learning English through instructional packages can be use for communication in everyday life.	4.73	0.54	The Most satisfactory

Table 4.5 (Continued)

No.	Statement	\bar{X}	S.D.	Mean
8	Learning English through instructional packages enhances your autonomous learning.	4.69	0.76	The Most satisfactory
9	The contents and activities in the instructional package are relevant.	4.47	0.99	More satisfactory
10	Learning time in the instructional package are appropriate.	4.40	0.83	More satisfactory
11	Learning English through instructional packages enhances your responsibility.	4.46	0.99	More satisfactory
12	Learning English through instructional packages is useful.	4.42	0.84	More satisfactory
13	Learning English through instructional packages make you confident.	4.34	1.02	More satisfactory
14	Learning English through instructional Packages help you read English words correctly.	4.13	1.21	More satisfactory
15	Instruction in instructional Packages help you more understanding.	4.26	0.96	More satisfactory
	Grand Total	4.22	0.34	More satisfactory

As reveal in Table 4.5, it indicted that the students' satisfaction in learning English by using instructional packages as whole at " more satisfactory" level ($\bar{X} = 4.22$, S.D. = 0.45). When considering at each item, it was found that the three highest mean scores were no.1 "You enjoy activities provided in the instructional packages" ($\bar{X} = 4.86$, S.D. = 0.34), followed by no. 2 "Practice with instructional

packages of learning and illustration is interesting" ($\bar{X} = 4.78$, S.D. = 0.59), and no. 3 "Learning through instructional packages improves your English" ($\bar{X} = 4.77$, S.D. = 0.42), respectively. In contrast, the three lowest mean scores were no. 14 "Learning English through instructional Packages help you read English words correctly" ($\bar{X} = 4.13$, S.D. = 1.21), followed by no. 15 "Instruction in instructional Packages help you more understanding" ($\bar{X} = 4.26$, S.D. = 0.96), and no. 13 "Learning English through instructional packages make you confident" ($\bar{X} = 4.34$, S.D. = 1.02) respectively.

4.5 Summary of the Chapter

As evidenced in the study, the findings of this researched statistical significance. In this chapter, students' instructional packages were presented. The result of each research question were described in four aspects, namely, the efficiency of the English instructional packages, the students' learning achievement toward the instructional packages, the effectiveness index of the instructional packages; and the students' satisfaction toward the instructional packages, respectively. Besides, the detailed summary of the finding, discussion, implications for instruction, and suggestions for future researchers are presented in the next chapter, Chapter Five.

CHAPTER 5

DISCUSSION

This chapter concludes with a summary section in which the essential research statements are highlighted. The researcher, however, discusses the results of each research questions which were presented in chapter One. In addition, based on the finding and the discussion, the implications for research and practice are provided.

5.1 Summary of the Major Findings.

The main objective of the study was to explore the development of English instruction packages for Prathomsuksa 4 students. Specifically, the study was conducted for the following purposes: 1) to develop and find out the efficiency of English instructional packages for Prathomsuksa 4 students; 2) to compare the students' learning achievement before and after learning English through the instructional packages; 3) to find out the effectiveness index of instructional packages; 4) to study the students' satisfaction towards the instructional packages during the first semester of academic year 2015 for 20 periods. The data were derived from multiple sources, namely English instructional packages, learning achievement tests, and the questionnaire on satisfaction. The research hypothesis was students' learning achievement on post-test mean scores on English instructional packages will be higher than on pre-test mean scores.

The samples of this study were 23 Prathomsuksa 4 students who took the Fundamental English Course (E14101) studying in the first semester for academic

year 2015 at Banwankhuankorwithaya School in Lamplimat District, Buriram Province. They were selected by purposive sampling technique that they were taught by the researcher. The research instruments were instructional packages, lesson plans, achievement tests, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t- test.

The independent variable of this study was English instructional packages constructed by the researcher. The dependent variable were learners' achievement, the effectiveness index of instructional packages, learner's satisfaction toward the instructional packages.

The classroom topic were English skill which was the essential skill for Pratomsuksa 4 students. The instructional packages were conducted by the researcher as follows: 1) Parts of Body; 2) My Pets; 3) Foods and Drinks; 4) Sports; 5) ASEAN Neighbors. This study was conducted in the first semester of academic year 2015 for 20 periods described as follows: 1) 18 periods for learning through 5 English instructional packages, 60 minutes for each periods and 2) 2 periods for orientation, taking pre-test to check their knowledge before learning through English instructional packages, taking an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the instruction packages. The finding of this study were as follows:

1. English instructional packages for Prathomsuksa 4 students had an efficiency of 85.99/83.91 which was higher than the criteria set at 80/80.
2. Prathomsuksa 4 students who learned English instructional packages after learning had higher achievement than before learning at .01 level of statistic

significant difference.

3. The effectiveness index of English instructional packages for Prathomsuksa4 was 0.7137 which was indicated that learner progressed in learning through instructional packages at 71.37%.

4. . Prathomsuksa 4 students were satisfied toward English instructional packages as a whole at more satisfactory level.

Below is the discussion of the following aspects based on the findings: a) the efficiency of English instructional packages; b) differences between students' learning achievements; c) the effectiveness index of the instructional packages; and students' satisfaction towards English instructional packages.

5.2 Discussion of the findings

5.2.1 The Efficiency of English Instructional Packages

The finding showed that the efficiency of English instructional packages was 85.99/83.91, which was higher than the criteria set at 80/80. This is because English instructional packages were completely developed in three trails; an individual, a small group, and a field trail. For each step, the researcher could see both good and weak points. Therefore, every step of trying out helped to develop the instructional packages. It can be seen that the first efficiency of the purpose (E1) were higher than the second efficiency of outcomes (E2). That mean the students got activities mean scores more than the post-test mean scores. It might be that they were interested in doing activities in English instructional packages. Doing the activities in the instructional packages, they could learn and check their answers with immediate feedback. This might motivate them to pay more attention in order to get high scores.

Besides, the efficiency of the outcomes was lower than the efficiency of the process since the post-test had more difficulty than the activities.

The findings of the study could be considered that the researcher reviewed the related literature such as theories and principles on instructional packages composing the Basic Educational Core Curriculum of B.E. 2551(A.D.2008), learning theory, teaching materials, instructional packages, lesson plans, satisfaction, etc. In the production of the package, the researcher made a systematic study of the procedures for package production, and the contents to ensure relevance to the objectives and learners' interests, as well as to ensure a design appropriate activities and assessment tools. Such procedures were in accordance with the principles for the production of instructional package purposed by Phromwong (1978) who conducted the research on instructional package production at Chulalongkorn University in 1975. After that, the package production were examined by experts for consistency and lesson plans and teaching aids were revised. Then the packages was put on trial and improved before it was employed with the sample group. As a result English instructional packages for Prathomsuksa 4 students were characterized as efficient as expert by the standard,. In addition, instructional package comprised of many components such as various contents , activities, pre-test, post-test, and answer keys which students can learn, do the activities, and get feedback by themselves. The instructional package supported self-learning. In case of students did not pass the activities or the test, they can learn, and do it again until they understand and pass that activity. The research conducted the instructional packages followed the theories of many psychologists such as: Gagne (Wikipedia. 2010), he created Gagne's nine events of instruction as follows: 1) gaining attention, 2) informing learners of

objectives, 3) stimulating recall of prior learning, 4) presenting the content, 5) proving “learning guidance”, 6) eliciting performance (practice), 7) proving feedback, 8) assessing performance, and 9) enhancing retention and transferring to the job; the Skinner (1953) mentioned that learning is demonstrated by a change in behavior, the environment forms performance, and the rules of contiguous, and reinforcement are hearty to elucidating the learning process.

The finding partially is consistent with other previous studies, namely, Puangian (1999) which stated that teaching English on listening speaking skill through instructional packages had an average efficiency value of 92.50/93.33, Peungcharoen (2000) constructed the instructional packages of English writing, and found that the instructional packages had an efficiency value of 86.67/83.33, Ruererng (2002) adopted Chula Instructional Development to design an instructional packages on pronouns for Prathomsuksa five students, and the result showed that the instructional packages proved efficient at 80/80, Promyothin (2007) procedure the instructional packages entitled “a development of an English Instructional Packages, “Safety at Work” through task-based learning for second year students of certificate of vocational education level.” She found that the package had an efficiency of 82.94/86.04, which was higher than the standard criteria 80/80, Hortong (2008) constructed the instructional packages for English Communication skill by using Cooperative Learning entitled “Uttaradit: The town of Beauty” for the ninth grade students. The results revealed that the package had an efficiency of 74.56/79.18, which higher than the standard deviation 80/80. Also, the result parallels with Phongpanit (2008) who constructed the instructional packages to develop writing skill for Prathomsuksa 1 students. She found that the instructional packages had an

efficiency value of 74.76/73.30.

5.2.2 The Students' Post-test and Pre-test Mean Scores of English Instructional Packages.

The result reveals that students who learned English instructional packages had higher learning achievement on post-test mean scores than in pre-test mean scores with statistically significant difference at .01 level. This concluded be that instructional packages had the efficiency because they could lead the students achieve higher learning. The result cause by they were quite new and interesting for the students to learn, The instructional packages can motivate the students to learn the content eagerly more than they used to be. In addition, they consist of diverse components, and activities which support self-learning and they were tried out and found the efficiency before used with the samples. Therefore, students who learned through the instructional packages had higher proficiency in learning.

However, if we look at the raw scores of the pre-test (Table 4.2), most of the students received low pre-test scores. The main factor that might affect their learning was tenses. The students here had a poor tense ability and their vocabulary knowledge was limited, as well. During the researcher's informal discussion with the students, they admitted that they did not know the use of tenses and they were not familiar with the verb forms. Moreover, the students were allowed to take the test only one time. As we know, grammar is one of the difficult points for learning the English especially for those who learn English as a foreign language. Learning grammar is a skill which takes time to master. This study was conducted within 20 periods, which was not sufficient to help low proficiency students gain sufficient improvement.

For the post-test scores, considering the mean score on the post-test to the research question that whether students who learn English through instructional packages have higher mean scores on post-test than that of pre-test mean scores, it can be claimed that using instructional packages is effective in teaching English since most students received mean score on the post-test higher than the pre-test mean score. This is probably because the students are led to understand how to use each type of conditional sentences and remember the verb forms of tenses by doing activities in the instructional packages. The results of this study agree with many studies which showed that the instructional packages can be taught to students and the activities of instructional packages help improve students' performance on English learning.

The result confirms the hypothesis in Chapter One and is in accordance with the past research works, namely, Charoensuk (2006), and Puncharoen (2005) which mentioned that learning achievement of learners through instructional packages of songs for teaching English in the post-test was higher than that in the pre-test with statistically significant difference at .05 level. Additionally, Phongpanit (2008) who constructed the instructional packages to develop writing skill for Prathomsuksa 1 and the results showed that learners' achievement in the post-test was higher than that in the pre-test with statistically significant difference at .01 level.

5.2.3 The Effectiveness Index of English Instructional Packages.

The result revealed that the effectiveness index of English instructional packages was at 0.7137 which was indicated that learner progressed in learning through English instructional packages at 71.37%. This could be explained

that the instructional packages support individual learning. Students can learn in accordance with their interests, skills and their appropriate item (Laovanich. 2006). Instructional packages are valuable in education since they endow with a systematized process for conveying self-paced instruction to individual learners (Cambell.1977) enhance learners to gain more knowledge, process in each instructional packages is designed from easy to more difficult and easy to learn provides students achieve in learning. Students can check their answers and get the feedback by themselves so it enhances them in learning.

The result supports the hypothesis in Chapter 1 and corresponds with the research of Srisaeng (2008), which studied the development of English writing skill through instructional packages on the past simple tense, and found that the effectiveness index of instructional packages on past simple tense was .6543 which is indicated that learned progressed in learning at 65.43%.

5.2.4 Students Satisfaction towards English Instructional Packages.

The result illustrated that students' satisfactions in learning English through instructional packages were most satisfaction level. The finding showed that the students were satisfied with learning through instructional packages. This could be explained that the instructional packages were evaluated the quality by the experts consequently, the instructional packages had high quality, appropriate content, and suitable for the level of students. The instructional packages supported individual learning and promoted interaction between both students to students and students to teacher. A teacher played a role as a facilitator, giving support and guidance Therefore ,a learning atmosphere was created. The students had unstressful learning situation. This corresponded to Brooks and Brooks (1993) who stated that atmosphere

in a class was an important factor to build and change attitudes towards learning. Furthermore, having higher learning achievement gaining more knowledge and progress on learning with the interesting content, and various activities affect students' attitude as well because it meant they met the goal of learning.

The result consistent with past research works, including, Puncaroen (2000), Chareonsuk (2006), Hortong (2008), and Promyothin (2007) who investigated the development of instructional packages and found that learners' satisfaction towards instruction packages was at high level. In addition, Phongpanit (2008) constructed the instructional packages to develop writing skill for Prathomsuksa 1 students and the finding of this study showed the learners' satisfaction towards learning instructional packages were highly positive.

In addition, from the opened-ended questions, most students state that instructional packages were interest, easy, helpful so they were happy in learning. They wanted to learn other English contents through instructional packages.

5.3 Pedagogical Implication

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implication for instructional packages.

5.3.1 Learning through instructional packages, the most important factor is the teachers should to suggestions and comments to the students on the use of instructional packages steps by steps by focusing on discipline, faithfulness, and patience.

5.3.2 English instructional packages can be used as an efficiency tool for language learning not only in classroom but also for distance learning. It can be by the students and other people who wanted to learning English.

5.3.3 To let the students learn English instructional packages effectively, the time should not be limited since the students have different learning ability.

5.4 Suggestions for Future Research

Some suggestion for future research are raised as following:

5.4.1 A comparison of language learning through instructional packages and other teaching kit should be done.

5.4.2 Research on language learning through instructional packages should be done in other contents.

5.4.3 Research on language learning through instructional packages should be done in other level.

In conclusion, the researcher believes that the findings will be as a guideline for teachers and students in developing and improving their English skill in the EFL settings.

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

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BIBLIOGRAPHY

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Buriram Rajabhat University

APENDICES

APPENDIX A

Formal Letter

The Letter Asking Permission to Tryout the Research Data



No. 0545.11/W134

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 10, 2015

Dear Director of Banwan Khuan Kor Witaya School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, the Director of Banwan Khuan Kor Witaya School, and asks your permission to allow Mrs.Thassaphon Trairat to tryout the research instrument. I wish to inform that Mrs.Thassaphon Trairat , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skills for Prathomsuksa 4 Students”** under the supervision of Dr.Surachai Piyahuku, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W134

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 10, 2015

Dear Director of Bannongthaoka School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, the Director of Bannongthaoka School, and asks your permission to allow Mrs.Thassaphon Trairat to tryout the research instrument. I wish to inform that Mrs.Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skills for Prathomsuksa 4 Students”** under the supervision of Dr.Surachai Piyahuku, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W134

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

March 10, 2015

Dear Director of Wadkheetun School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its compliments to you, the Director of Wadkheetun School, and asks your permission to allow Mrs.Thassaphon Trairat to tryout the research instrument. I wish to inform that Mrs.Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skills for Prathomsuksa 4 Students”** under the supervision of Dr.Surachai Piyahuku, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Somkuna'.

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX B

Letter for Experts

**The Letter Requesting to be the Experts for the Research
Instruments**



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

February 27, 2015

Dear Mr.Thunyawit Trairat,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mrs. Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skill for Prathomsuksa 4 Students”** under the supervision of Dr.Surachai Piyahuku, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

February 27, 2015

Dear Dr.Nipon Innok,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mrs. Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skill for Prathomsuksa 4 Students”** under the supervision of Dr.Surachai Piyahuku, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

February 27, 2015

Dear Mrs.Thanit Kitpisitpreecha,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mrs. Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Development of English Instructional Packages to Enhance English Skill for Prathomsuksa 4 Students**" under the supervision of Dr.Surachai Piyahuku, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

February 27, 2015

Dear Mrs. Ruangrai Promboot,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mrs. Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Development of English Instructional Packages to Enhance English Skill for Prathomsuksa 4 Students”** under the supervision of Dr. Surachai Piyahuku, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Narumon Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W109

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

February 27, 2015

Dear Miss Amnuaykit Usasap,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mrs. Thassaphon Trairat, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Development of English Instructional Packages to Enhance English Skill for Prathomsuksa 4 Students**" under the supervision of Dr.Surachai Piyahuku, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

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APPENDIX C

The Result of IOC for Assessing the Achievement Test

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

The Result of IOC for Assessing the Achievement Test by five experts.

Items	Experts' Opinion					IOC	Items	Experts' Opinion					IOC
	1	2	3	4	5			1	2	3	4	5	
1	+1	+1	+1	+1	+1	1.00	21	+1	+1	+1	+1	+1	1.00
2	+1	+1	+1	+1	+1	1.00	22	+1	+1	+1	+1	+1	1.00
3	+1	+1	+1	+1	+1	1.00	23	+1	+1	+1	+1	+1	1.00
4	+1	+1	+1	+1	+1	1.00	24	+1	+1	+1	+1	+1	1.00
5	+1	+1	+1	+1	+1	1.00	25	+1	+1	+1	+1	+1	1.00
6	+1	+1	+1	+1	+1	1.00	26	+1	+1	+1	+1	+1	1.00
7	+1	+1	+1	+1	+1	1.00	27	+1	+1	+1	+1	+1	1.00
8	+1	+1	+1	+1	+1	1.00	28	+1	+1	+1	+1	+1	1.00
9	+1	+1	+1	+1	+1	1.00	29	+1	+1	+1	+1	+1	1.00
10	+1	+1	+1	+1	+1	1.00	30	+1	+1	+1	+1	+1	1.00
11	+1	+1	+1	+1	+1	1.00	31	+1	+1	+1	+1	+1	1.00
12	+1	+1	+1	+1	+1	1.00	32	+1	+1	+1	+1	+1	1.00
13	+1	+1	+1	+1	+1	1.00	33	+1	+1	+1	+1	+1	1.00
14	+1	+1	+1	+1	+1	1.00	34	+1	+1	+1	+1	+1	1.00
15	+1	+1	+1	+1	+1	1.00	35	+1	+1	+1	+1	+1	1.00
16	+1	+1	+1	+1	+1	1.00	36	+1	+1	+1	+1	+1	1.00
17	+1	+1	+1	+1	+1	1.00	37	+1	+1	+1	+1	+1	1.00
18	+1	+1	+1	+1	+1	1.00	38	+1	+1	+1	+1	+1	1.00
19	+1	+1	+1	+1	+1	1.00	39	+1	+1	+1	+1	+1	1.00
20	+1	+1	+1	+1	+1	1.00	40	+1	+1	+1	+1	+1	1.00

APPENDIX D

The Item Analysis Results Showing the Level of Difficulty(p), the Discrimination Index (B), and the Reliability (Rcc) of the Pre-test and Post-test

The Item Analysis Results Showing the Level of Difficulty(p), the Discrimination Index (B), and the Reliability (Rcc)

Items	P	B-Index	L	N2	U	N1
1	0.58	0.40	3	10	16	23
2	0.61	0.31	3	8	17	25
3	0.48	0.39	1	6	15	27
4	0.64	0.45	2	7	19	26
5	0.67	0.38	4	10	18	23
6	0.61	0.37	5	13	15	20
7	0.70	0.59	5	14	18	19
8	0.67	0.31	4	9	18	24
9	0.61	0.44	3	10	17	23
10	0.70	0.31	6	12	17	21
11	0.61	0.37	5	13	15	20
12	0.64	0.54	4	13	17	20
13	0.64	0.34	4	10	17	23
14	0.76	0.36	7	13	18	20
15	0.58	0.40	3	10	16	23
16	0.64	0.42	5	13	16	20
17	0.58	0.38	4	12	15	21
18	0.67	0.32	5	11	17	22
19	0.64	0.41	4	11	17	22
20	0.64	0.55	3	11	18	22
21	0.61	0.56	3	12	17	21
22	0.61	0.36	4	11	16	22
23	0.73	0.44	6	13	18	20
24	0.67	0.45	4	11	18	22

Items	P	B-Index	L	N2	U	N1
25	0.76	0.53	7	15	18	18
26	0.67	0.39	5	12	17	21
27	0.61	0.36	4	11	16	22
28	0.58	0.40	3	10	16	23
29	0.64	0.34	4	10	17	23
30	0.64	0.48	4	12	17	21
31	0.58	0.33	3	9	16	24
32	0.67	0.38	4	10	18	23
33	0.64	0.42	5	13	16	20
34	0.58	0.38	4	12	15	21
35	0.67	0.32	5	11	17	22
36	0.64	0.41	4	11	17	22
37	0.64	0.55	3	11	18	22
38	0.61	0.56	3	12	17	21
39	0.61	0.36	4	11	16	22
40	0.73	0.44	6	13	18	20

The reliability of the test (R_{cc}) is 0.85

APPENDIX E

The Evaluation of Content Validity of Lesson Plans

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

The Evaluation of Content Validity of Lesson Plans by five experts.

Statements	Lesson Plan				
	1	2	3	4	5
1. Core Concept					
1.1 Correspond with learning objectives	5	5	5	5	5
1.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2. Learning Objectives					
2.1 Correspond with contents	4.8	4.8	4.8	4.8	4.8
2.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2.3 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3. Contents					
3.1 Correspond with learning objectives	5	5	5	5	5
3.2 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3.3 Appropriate with duration	4.6	4.6	4.6	4.6	4.6
4. Learning Activities					
4.1 Correspond with learning objectives	5	5	5	5	5
4.2 Enhance learning	5	5	5	5	5
4.3 Clear and easy to understand and interesting	5	5	5	5	5
5. Materials					
5.1 Correspond with contents	5	5	5	5	5
5.2 Interesting	4.8	4.8	4.8	4.8	4.8
5.3 Enhance learning.	5	5	5	5	5
5.4 Suitable for students' level.	4.8	4.8	4.8	4.8	4.8
6. Assessment and Evaluation					
6.1 Correspond with learning objectives	5	5	5	5	5
6.2 Assess by covering all contents	5	5	5	5	5

Statements	Lesson Plan				
	6	7	8	9	10
1. Core Concept					
1.1 Correspond with learning objectives	5	5	5	5	5
1.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2. Learning Objectives					
2.1 Correspond with contents	4.8	4.8	4.8	4.8	4.8
2.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2.3 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3. Contents					
3.1 Correspond with learning objectives	5	5	5	5	5
3.2 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3.3 Appropriate with duration	4.6	4.6	4.6	4.6	4.6
4. Learning Activities					
4.1 Correspond with learning objectives	5	5	5	5	5
4.2 Enhance learning	5	5	5	5	5
4.3 Clear and easy to understand and interesting	5	5	5	5	5
5. Materials					
5.1 Correspond with contents	5	5	5	5	5
5.2 Interesting	4.8	4.8	4.8	4.8	4.8
5.3 Enhance learning.	5	5	5	5	5
5.4 Suitable for students' level.	4.8	4.8	4.8	4.8	4.8
6. Assessment and Evaluation					
6.1 Correspond with learning objectives	5	5	5	5	5
6.2 Assess by covering all contents	5	5	5	5	5

Statements	Lesson Plan				
	11	12	13	14	15
1. Core Concept					
1.1 Correspond with learning objectives	5	5	5	5	5
1.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2. Learning Objectives					
2.1 Correspond with contents	4.8	4.8	4.8	4.8	4.8
2.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2.3 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3. Contents					
3.1 Correspond with learning objectives	5	5	5	5	5
3.2 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3.3 Appropriate with duration	4.6	4.6	4.6	4.6	4.6
4. Learning Activities					
4.1 Correspond with learning objectives	5	5	5	5	5
4.2 Enhance learning	5	5	5	5	5
4.3 Clear and easy to understand and interesting	5	5	5	5	5
5. Materials					
5.1 Correspond with contents	5	5	5	5	5
5.2 Interesting	4.8	4.8	4.8	4.8	4.8
5.3 Enhance learning.	5	5	5	5	5
5.4 Suitable for students' level.	4.8	4.8	4.8	4.8	4.8
6. Assessment and Evaluation					
6.1 Correspond with learning objectives	5	5	5	5	5
6.2 Assess by covering all contents	5	5	5	5	5

Statements	Lesson Plan				
	16	17	18	19	20
1. Core Concept					
1.1 Correspond with learning objectives	5	5	5	5	5
1.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2. Learning Objectives					
2.1 Correspond with contents	4.8	4.8	4.8	4.8	4.8
2.2 Clear and easy to understand	4.8	4.8	4.8	4.8	4.8
2.3 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3. Contents					
3.1 Correspond with learning objectives	5	5	5	5	5
3.2 Suitable for students' level	4.8	4.8	4.8	4.8	4.8
3.3 Appropriate with duration	4.6	4.6	4.6	4.6	4.6
4. Learning Activities					
4.1 Correspond with learning objectives	5	5	5	5	5
4.2 Enhance learning	5	5	5	5	5
4.3 Clear and easy to understand and interesting	5	4.8	5	4.8	5
5. Materials					
5.1 Correspond with contents	5	5	5	5	5
5.2 Interesting	4.8	4.8	4.8	4.8	4.8
5.3 Enhance learning.	5	5	5	5	5
5.4 Suitable for students' level.	4.8	4.8	4.8	4.8	4.8
6. Assessment and Evaluation					
6.1 Correspond with learning objectives	4.8	5	5	5	5
6.2 Assess by covering all contents	5	5	5	5	5

Total Evaluation $\bar{X} = 4.89$, S.D. = 0.12

APPENDIX F

The Result of IOC for Assessing the Questionnaires

The Result of IOC for Assessing the Questionnaires by five experts.

Items	Experts' Opinion					IOC
	1	2	3	4	5	
1	+1	+1	+1	+1	+1	1.00
2	+1	+1	+1	+1	+1	1.00
3	+1	+1	+1	+1	+1	1.00
4	+1	+1	+1	+1	+1	1.00
5	+1	+1	+1	+1	+1	1.00
6	+1	+1	+1	+1	+1	1.00
7	+1	+1	+1	+1	+1	1.00
8	+1	+1	+1	+1	+1	1.00
9	+1	+1	+1	+1	+1	1.00
10	+1	+1	+1	+1	+1	1.00
11	+1	+1	+1	+1	+1	1.00
12	+1	+1	+1	+1	+1	1.00
13	+1	+1	+1	+1	+1	1.00
14	+1	+1	+1	+1	+1	1.00
15	+1	+1	+1	+1	+1	1.00

APPENDIX G

The Evaluation of Content Validity of Instructional Packages

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

The Evaluation of Content Validity of Instructional Packages

Statements	Experts' Evaluation					Total	\bar{X}
	1	2	3	4	5		
Instruction	4.6	4.4	4.3	4.4	4.4	22.10	4.42
Objectives	4.3	4.4	4.3	4.6	4.8	22.40	4.48
Content	4.8	4.4	4.6	4.8	4.8	23.40	4.68
Learning Activities	4.5	4.6	4.3	4.4	4.2	22.00	4.40
Form	4.8	4.4	4.6	4.6	4.5	22.90	4.58
Language Using	4.4	4.2	4.3	4.2	4.3	21.40	4.28
Academic Accuracy	4.6	4.4	4.7	4.8	4.8	23.30	4.66
Picture	4.6	4.7	4.3	4.5	4.5	22.60	4.52
Assessment and Evaluation	4.8	4.5	4.8	4.6	4.8	23.50	4.70
References	5.0	5.0	5.0	5.0	5.0	25.00	5.00
\bar{X}							4.57
S.D.							0.20

APPENDIX H

**Item Difficulty (P) and Discrimination (r) and Reliability
Questionnaires of the Students towards the instructional packages**

Item Difficulty (P) and Discrimination (r) and Reliability Questionnaires of the Students towards The English in instructional packages to enhance English skills for Prathomsuksa 4 students.

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
1	83.4400	104.9453	.6033	.9205
2	83.4600	102.5800	.7128	.9181
3	83.4000	102.4490	.6653	.9191
4	83.2600	104.9310	.5968	.9206
5	83.2800	104.4506	.5882	.9208
6	83.2000	104.9388	.6161	.9203
7	83.3200	103.9771	.6016	.9205
8	83.1200	107.6996	.5276	.9221
9	83.1600	105.9739	.5958	.9207
10	83.1200	105.3731	.5916	.9207
11	83.1800	104.9669	.6942	.9191
12	83.2200	103.6914	.5268	.9226
13	83.3200	103.6914	.5268	.9226
14	83.4000	107.1837	.4393	.9239
15	83.4600	105.0698	.6008	.9205

Reliability Coefficients

N of Cases = 33.0

N of Items = 15

Alpha = .9244

APPENDIX I

Lesson Plan and Instructional Packages

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson plan 1

Course: Fundamental English

Grade Level: P.4

Theme: Parts of Body

Topic: Parts of Body

Semester: 1/2015

Time: 4 hours

1. Core Concept

Listening, speaking, reading and writing skills are important for communication. Learning vocabulary about parts of body and personal characteristic help students speak and write to ask for and give information. Learning language structure is the basis of communication English correctly and fluently for their future daily life.

2. Standard and Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 1: Act in compliance with orders, requests and simple instructions heard or read.

Indicator 2: Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Indicator 3: Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and texts heard or read.

Indicator 4: Answer questions from listening to and reading sentences, dialogues and simple tales.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication

Indicator 4: Speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1 : Listen and speak in situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objectives

Students are able to describe personal characteristic.

3.2 Enabling Objectives

Students will be able to.....

1. Pronounce and give the meaning of the words correctly.
2. Answer the question from the passages correctly.
3. Communicate with their friends about personal characteristic.
4. Write the sentences to describe people correctly.

4. Expected Characteristic

- 4.1 Students have discipline.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learning.

5. Content

5.1 Vocabulary: hair, eye, ear, lips, neck, nose, elbow, leg, knee, foot

5.2 Grammar/Structure: Characteristic

-Who has long hair?

-What does he look like?

-Who has thin lips?

5.3 Function: Describing personal Characteristic.

6. Teaching Procedure

6.1 Warm up

6.1.1 Teacher greets the students and talking about parts of body.

6.1.2 Students sing the song "Head, shoulder, knee and toe" together.

6.1.3 Students receive instructional package 1 : Parts of Body.

6.1.4 Students read key concept and learning objectives.

6.1.5 Students do the pre-test of instructional package 1.

6.2 Presentation

6.2.1 Students learning vocabulary, teacher reads vocabulary then students repeat.

6.2.2 Students listen to vocabulary and point their parts of body and pronounce the words.

6.2.3 Students practice to pronoun the vocabulary with their friends.

6.2.4 Students learn the content of Characteristic.

6.3 Practice

6.3.1 Students practice conversation with their friends

6.3.2 Students describe people in the picture.

6.3.2 Students do the exercises in the instructional package 1.

6.3.3 Students check the correct answer from the answer keys.

6.4 Production

6.4.1 Some students present their work in the classroom.

6.4.2 Students and teacher summarize the content.

6.4.3 Students do the post-test of instructional package 1.

6.5 Wrap up

6.5.1 Students record the scores from doing all activities, pre-test, post-test on the score record form.

6.5.2 Teacher observes students' behavior in learning and records on the observation form.

7. Materials

- Instructional packages 1: Parts of Body
- "Head, shoulder, knee and toe" song

8. Evaluation

8.1 How to evaluate:

- Observe students' participation.
- Check activities answers.
- Check pre-test and post-test answer.

8.2 Instruments of evaluation

- Observation form
- Activity answer keys
- Pre-test and Post-test answer keys

8.3 Criteria of evaluation

- Students have participation in learning at pass level.
- Students do the activities correctly at 75%.
- Students pass the post-test at 75%.

9. Suggestion Activities/Other Comments

.....

.....

.....

10. School Director's comments and suggestion

.....

.....

.....

Signature

(Mr. Surasith Saengthopho)

Banwankhuankorwitaya School Director

...../...../.....

11. Remark

10.1 Result of the Learning

.....

.....

.....

10.2 Problems/ Obstacles

.....

.....

10.3 Other Suggestion

.....

.....

.....

Signature

(Mrs. Thassaphon Trairat)

...../...../.....

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

**English Instructional Package for
Prathomsuksa 4 Students
Unit 1 Parts of Body**



Mrs. Thassaphon Trairat

Banwankhuankorwitaya School

Unit 1 Parts of Body

จุดประสงค์การเรียนรู้ (Objectives)

ด้านความรู้

1. นักเรียนบอกคำศัพท์และความหมายเกี่ยวกับส่วนต่าง ๆ ของร่างกายได้
2. นักเรียนบอกคำคุณศัพท์และความหมายที่ใช้บรรยายบุคลิกลักษณะของบุคคลได้
3. นักเรียนบอกโครงสร้างประโยคถาม ตอบการถามเกี่ยวกับส่วนต่าง ๆ ของร่างกายได้
4. นักเรียนบอกโครงสร้างประโยคการบรรยายบุคลิกลักษณะของบุคคลได้

ด้านทักษะกระบวนการ

1. นักเรียนฟังและพูดคำศัพท์เกี่ยวกับส่วนต่าง ๆ ของร่างกายแล้วสามารถบอกความหมายได้
2. นักเรียนอ่านและเขียนคำศัพท์หรือข้อความที่เกี่ยวกับส่วนต่าง ๆ ของร่างกายได้
3. นักเรียนสนทนา ถาม-ตอบ เกี่ยวกับส่วนต่าง ๆ ของร่างกายได้
4. นักเรียนอ่านและตอบคำถามจากข้อความที่บอกบุคลิกลักษณะของบุคคลได้
5. นักเรียนเขียนประโยคอธิบายบุคลิกภาพของบุคคลได้

ด้านคุณลักษณะอันพึงประสงค์

1. มีวินัย
2. ใฝ่เรียนรู้
3. มุ่งมั่นในการทำงาน

Pre-test

Unit 2 Parts of Body

1-2 Listen and choose the correct answers.

1. a. ears b. eyes
c. hair d. nose
2. a. head b. hair
c. nose d. legs

3. A : Is this your arm?

B : No. It's my _____

- a. leg b. arm
c. nose d. ear

4. Sam : What's this?



Sara : It's my _____

- a. lips b. head
c. arm d. neck

5. Kim : Who is she?



Jim : She's Sarah.

She has _____.

- a. thin lips b. long hair
c. small nose d. big eyes

(6-8) Read this passage and answer the questions.

Joey has small eyes, long hair and a big nose. Jane has big eyes, short hair and a small nose.

6. Who has small eyes?

- a. Jane b. Joey
c. Jane and Joey d. Nobody

7. Who has short hair?

- a. Joy b. Jane
c. Joy and Jane d. Nobody

8. Jane has a _____ nose.

- a. small b. big
c. short d. long

(9-10) Look at these pictures and answer the question.



Kate



Jane

9. Kate has _____ lips. Jane has _____ lips.

- a. long, short b. big, small
c. thick, thin d. red, blue



Amy



Clara

10. Clara has _____ legs.

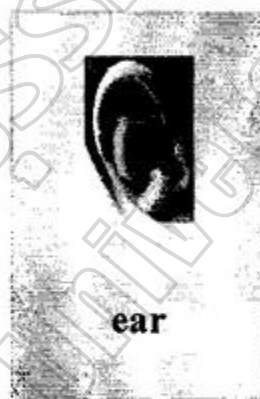
- a. short b. long
c. big d. small



Parts of Body

Parts of body หมายถึงอวัยวะต่างๆ ซึ่งเป็นส่วนประกอบของร่างกาย
คำศัพท์ที่เกี่ยวข้องกับส่วนประกอบของร่างกายมีดังต่อไปนี้

Vocabularies





บุคลิกลักษณะ (Characteristics)

บุคลิกลักษณะ (Characteristics) หมายถึง ลักษณะประจำตัวของแต่ละบุคคล

◆ หลักการเขียนบรรยายลักษณะประจำตัวของแต่ละบุคคล จะต้องนำคำคุณศัพท์ (adjective) มาขยายคำนาม (อวัยวะต่างๆ ของร่างกาย) โดยจัดวางตำแหน่งไว้ข้างหน้าคำนาม

ตัวอย่างคำคุณศัพท์	big (ใหญ่)	small (เล็ก)	black (สีดำ)
	long (ยาว)	short (สั้น)	blue (สีฟ้า)
	thick (หนา)	thin (บาง)	red (สีแดง)
นำมาขยายคำนาม	big eyes	small eyes	black eyes
	long hair	short hair	blue eyes
	thick lips	thin lips	red lips

◆ โครงสร้างประโยค ที่ใช้เขียนบรรยายลักษณะประจำตัวของบุคคล

ประโยคคำถาม

		short	
		long	hair
		black	eyes
		big	
Who	has	small	
		a big	
		a small	nose
		thick	
		thin	lip
What	does	he/she	look like ?

ประโยคคำตอบ

They, We, You, I, Tom and Sam	have	short long black	hair. eyes.
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Example 1



YokoMary

A : Look at the pictures. Who has long hair?

B : Mary has long hair.

Example 2



Ann: What does she look like?

David: She has big eyes and long hair.

Task 1

Directions : Listen the words and write parts of body in the blanks .

(10 marks)

นักเรียนฟังคำศัพท์และเขียนคำศัพท์ส่วนประกอบร่างกายลงในช่องว่างให้ถูกต้อง

__ y __



__ o __

__ r



l __ s

__ b __



k __

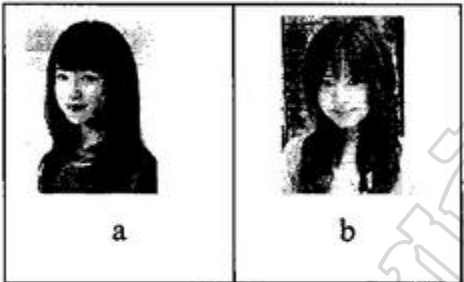
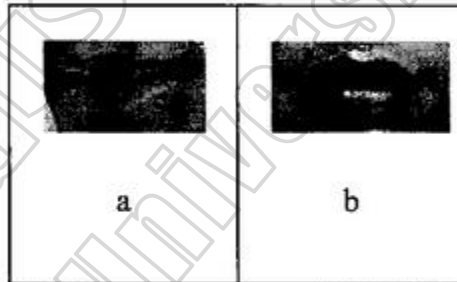
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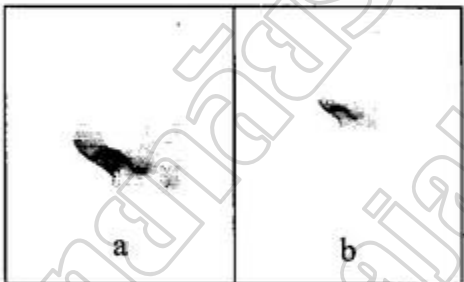
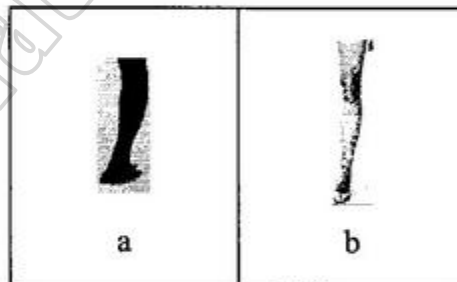
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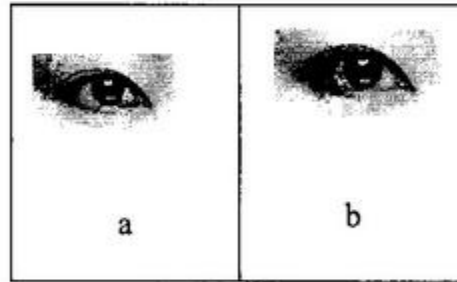
Task 2

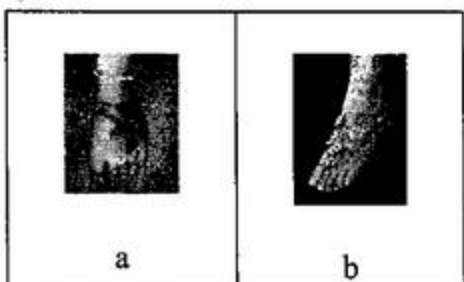
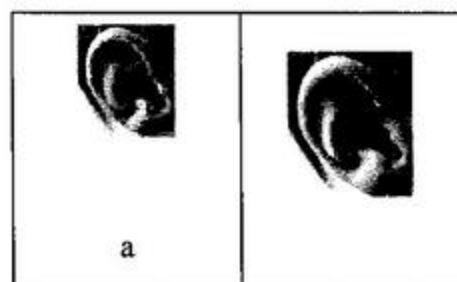
Directions : Listen and circle correct letter under the pictures. (8 marks)

นักเรียนฟังและวงกลมตัวอักษรที่อยู่ใต้ภาพให้ถูกต้องตามข้อความที่ได้ฟัง

1.  

3.  

5.  6. 

7.  

Task 3


Directions : Ask and answer the question. (10 marks)

นักเรียนถามและตอบคำถามในบทสนทนาโดยเติมคำลงในช่องว่างให้ถูกต้อง


Example A: What is this?

B: It's a nose.

1. Tom : We can see with them.


What are they? 

Sam : They are _____.

2. Mark : What _____? 


Mike : It is a neck.

3. Sue : What does she look like?


Kim : She has big _____? 

4. Sara : Who has short _____?

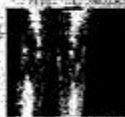
Mick : Tom has short hair. 

5. Joe : What are these? 

Dan : They are _____.

6. Dave: What are they? 

Tony: They are _____.

7. Lisa: What _____? 

Jenny: They are knees.

8. John: What is it? 

Kim: It is an _____.

9. Ann: What is it? 

James: It's an _____.

10. Jack: Is it a _____? 

Sara: Yes, it is.

Task 4

Directions : Read these sentences and choose the appropriate pictures.

(5 marks)

นักเรียนอ่านประโยคเลือกรูปภาพให้สัมพันธ์กับประโยค

Example : Nana has long hair.



1. A: Who has thin lips?

B: Ann.



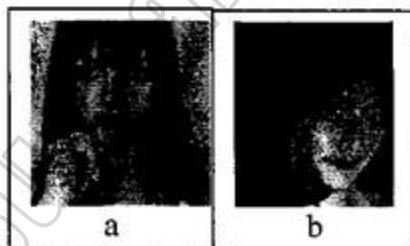
4. This is Jason.

He has blue eyes.



2. Tom: Who is this girl? She has big eyes.

Sam: She is Kate.

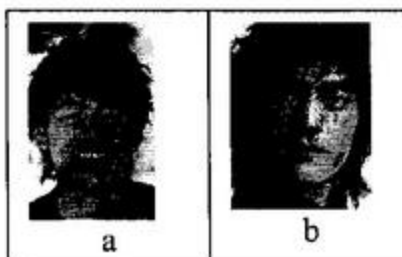


5. She is a girl.

She has brown hair.



3. Mike has a big nose.



Task 5

Directions :Look at the pictures and complete the dialogue.(5 marks)

นักเรียนดูรูปภาพและเขียนประโยคในบทสนทนาให้ถูกต้อง



SindyLeena



Example

A : Who has short hair?

B : Leena has short hair.

1. A : Who has big eyes?

B : _____.(1)

2. A : _____?(2)

B :Leena has a small nose.

3. A : _____?(3)

B :Sindy has long hair.

4. A : Who has small eyes?

B : _____.(4)

5. A : Who has a big nose?

B : _____.(5)

Task 6

Directions :Look at the pictures and complete the dialogues.(8 marks)

นักเรียนดูรูปภาพและเขียนคำลงในช่องว่างในบทสนทนา

This is my sister. Her name is Yuri.

She has _____ (1)hair, _____ (2)eyes,

_____ (3)nose, and _____ (4)lips.



This is my brother. His name is Tony.

He has _____ (5)hair, _____ (6)eyes,

_____ (7)nose, and _____ (8)lips.

Task 7

Directions : Look at the picture then read and complete the sentences. (5 marks)

นักเรียนดูรูปภาพแล้ว อ่านประโยคและเติมประโยคให้สมบูรณ์



Example This is my foot.



1. This is my _____.



2.

This _____ my _____.



3.

_____ is my _____.



4.

_____ my _____.



5.

_____ is _____.

Task 8

Directions : Read sentences and write name in the lines. (8 marks)

นักเรียนอ่านประโยคและเขียนชื่อคนลงบนเส้นบรรทัด

 Jane	 Yoko	 Mike	 John
 Sara	 Harry	 John	 Mark

1. She has long hair, big eyes, and thick lips.
2. He has blue hair, small eye, big nose and thin lips.
3. She has short hair, big eyes and thin lips.
4. He has short hair, small eyes, small nose and thin lips.
5. He has short hair, blue eyes, big nose and thick lips.
6. She has long hair, small eyes and thin lips.
7. He has long hair, small eyes, big nose and thin lips.
8. She has short hair, small eyes, big nose and thin lips.

Task 9

Directions : Complete the sentences by using key words.(8 marks)

นักเรียนใช้คำที่กำหนดให้เติมลงในประโยคให้ถูกต้อง



James

James is a boy. He has(1) _____ hair,(2) _____ eyes,
a (3) _____ nose and(4) _____ lips.



Jane

Jane is a girl. She has(5) _____ hair, (6) _____ eyes,
a(7) _____ nose and (8) _____ lips.

Key words

big	small
short	long
thick	thin

Task 10

Directions : Make the sentences by using the words given (8 marks)

นักเรียนใช้คำที่กำหนดให้เขียนประโยคให้ถูกต้อง

Example : Nina / big / eyes / = Nina has big eyes.

1. She / short / hair.

2. They / big / nose.

3. Harry / small / eyes.

4. Win / black / hair.

5. Yupa / brown / eyes.

6. Tony and Tim / thick / lips.

7. Wipa and Sue / thin / lips.

8. Sutida / red / lips.

Post-test

Unit 2 Parts of Body

1-2 Listen and choose the correct answers.

1. a. nose b. eyes
c. hair d. ears
2. a. legs b. hair
c. nose d. head

3. A : Is this your arm?

B : No. It's my _____

- a. leg b. nose
c. arm d. ear

4. Sam : What's this?



Sara : It's my _____

- a. lips b. head
c. arm d. neck

5. Kim : Who is she?



Jim : She's Sarah.

She has _____

- a. thin lips b. long hair
c. small nose d. big eyes

(6-8) Read this passage and answer the questions.

Joey has small eyes, long hair and a big nose. Jane has big eyes, short hair and a small nose.

6. Who has small eyes?

- a. Joey b. Jane
c. Jane and Joey d. Nobody

7. Who has short hair?

- a. Joey b. Jane
c. Joey and Jane d. Nobody

8. Jane has a _____ nose.

- a. big b. small
c. short d. long

(9-10) Look at these pictures and answer the question.



Kate Jane

9. Kate has _____ lips. Jane has _____ lips.

- a. thick, thin b. big, small
c. long, short d. red, blue



Amy



Clara

10. Clara has _____ legs.

- a. short b. big
c. long d. small

Check the correct answers.

Pre-post test

Unit 1 Parts of Body

<u>Pre - Test</u>		<u>Post Test</u>	
1.	b. eyes	1.	b. eyes
2.	d. legs	2.	d. legs
3.	c. nose	3.	c. nose
4.	d. neck	4.	d. neck
5.	b. long hair	5.	b. long hair
6.	b. Joy	6.	b. Joy
7.	a. Jane	7.	a. Jane
8.	b. small	8.	b. small
9.	c. thick, thin	9.	c. thick, thin
10.	b. long	10.	b. long

Task 1

eye

hair

nose

ear

neck

lips

elbow

leg

knee

foot

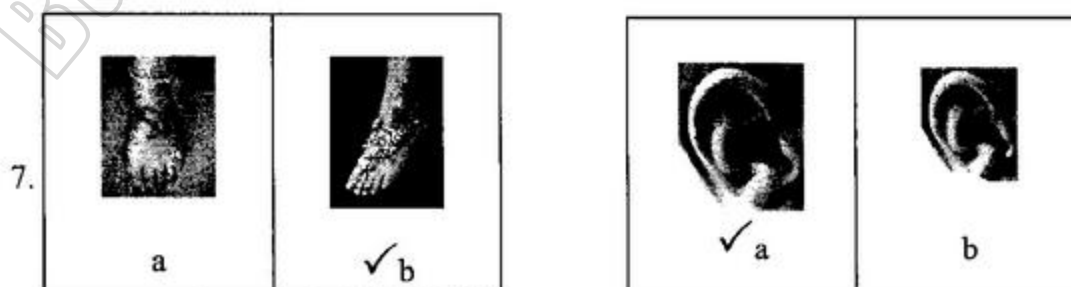
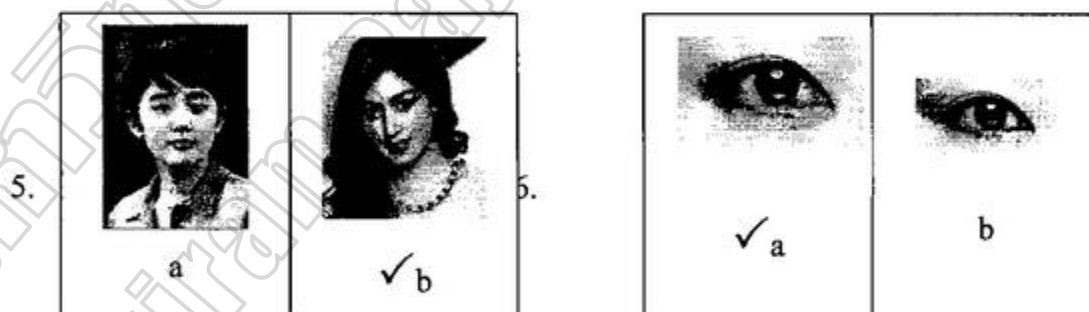


Task 1

คำศัพท์สำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

- | | |
|----------|----------|
| 1. eye | 2. hair |
| 3. nose | 4. ear |
| 5. neck | 6. lips |
| 7. elbow | 8. knee |
| 9. leg | 10. foot |

Task 2



Task 2

คำอ่านสำหรับครูเพื่อฝึกทักษะการฟังของนักเรียน

1.black hair

2.thick lips

3.small nose

4.short leg

5. long hair

6.big eye

7.small foot

8.big ear

Task 3

1. Tom : We can see with them.

What are they?



Sam : They are eyes.

2. Mark : What is this?



Mike : It is a neck.

3. Sue : What does she look like?

Kim : She has big eyes.



4. Sara : Who has short hair?

Mick : Tom has short hair.



5. Joe : What are these?

Dan : They are lips.

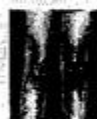


6. Dave: What are they?

Tony: They are legs.



7. Lisa: What are they?



Jenny: They are knees.

8. John: What is it?



Kim: It is an elbow.

9. Ann: What is it?

James: It's an ear.



10. Jack: Is it a foot?

Sara: Yes, it is.



Task 4

1. A: Who has thin lips?

B: Ann.



4. This is Jason.

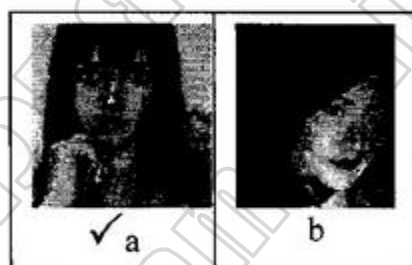
He has blue eyes.



2. Tom: Who is this girl?

She has big eyes.

Sam: She is Kate.

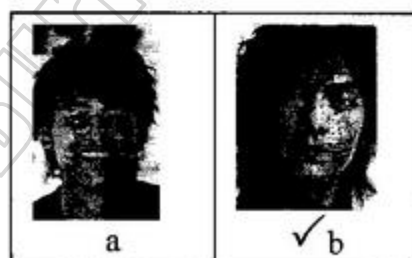


5. She is a girl.

She has brown hair.



3. Mike has a big nose.



Task 5

1. A : Who has big eyes?
B :Leena has big eyes.(1)
2. A :Who has small nose ?(2)
B :Leena has a small nose.
3. A :Who has long hair ?(3)
B :Sindy has long hair.
4. A : Who has small eyes?
B :Sindy has small eyes. (4)
5. A : Who has a big nose?
B :Sindy has a big nose. (5)

Task 6

This is my sister. Her name is Kate.


She has long(1)hair, big(2)eyes, big(3)nose,
and thick(4)lips.




This is my brother. His name is Tony.

He has short(5)hair, small(6)eyes, small
(7)nose, and thin(8)lips.


Task 7



Example This is my foot.




1. This is my eye.




2. This is my ear.



3. This is my hair.



4. This is my neck.



5. This is my nose.

Task 8

1. She has long hair, big eyes, and thick lips. Jane
2. He has blue hair, small eye, big nose and thin lips. Harry
3. She has short hair, big eyes and thin lips. Yoko
4. He has short hair, small eyes, small nose and thin lips. Mike
5. He has short hair, blue eyes, big nose and thick lips. John
6. She has long hair, small eyes and thin lips. Sara
7. He has long hair, small eyes, big nose and thin lips. Mark
8. She has short hair, small eyes, big nose and thin lips. Yumiko

Task 9**James**

James is a boy. He has (1) short hair, (2) small eyes, a (3) big nose and (4) thin lips.

**Jane**

Jane is a girl. She has (5) long hair, (6) big eyes, a (7) small nose and (8) thick lips.

Key words

big small

short long

thick thin

Task 10

1. She / short / hair.

She has short hair.

2. They / big / nose.

They have big nose.

3. Harry / small / eyes.

Harry has small eyes.

4. Win / black / hair.

Win has black hair.

5. Yupa / brown / eyes.

Yupa has brown eyes.

6. Tony and Tim / thick /
lips. Tony and Tim have thick
lips.

7. Wipa and Sue / thin / lips.

Wipa and Sue have thin lips.

8. Sutida / red / lips.

Suthida has red lips.

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Lesson plan 2

Course: Fundamental English

Grade Level: P.4

Theme: My Pets

Topic: My Pets

Semester: 1/2015

Time : 4 hours

1. Core Concept

Listening, speaking, reading and writing skills are the important basis of skills for communication in daily life. Learning vocabulary about pets and present simple tense help students speak and write to ask for and give information including express their feeling about like or dislike. Learning language structure to achieve proficient communication.

2. Standard and Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 1: Act in compliance with orders, requests and simple instructions heard or read.

Indicator 2: Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Indicator 3: Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and texts heard or read.

Indicator 4: Answer questions from listening to and reading sentences, dialogues and simple tales.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication

Indicator 4: Speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1 : Listen and speak in situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objectives

Students are able to talking about pets and express their felling about like or dislike.

3.2 Enabling Objectives

Students will be able to.....

1. Pronounce and give the meaning of the words correctly.
2. Answer the question from the passages correctly.
3. Communicate with their friends about pets.
4. Write the sentences to describe pets.

4. Expected Characteristic

- 4.1 Students have discipline.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learning.

5. Content

5.1 Vocabulary: dog, cow, fish, cat, pig, duck, bird, chicken, rabbit, buffalo

5.2 Grammar/Structure : Present Simple Tense

5.3 Function: Talking for pets

6. Teaching Procedure

6.1 Warm up

6.1.1 Teacher greets the students and talking about pets.

6.1.2 Students sing the song “BAT,CAT,RAT” together.

6.1.3 Students receive instructional package 2 : My Pets.

6.1.4 Students read key concept and learning objectives.

6.1.5 Students do the pre-test of instructional package 2.

6.2 Presentation

6.2.1 Students learning vocabulary, teacher reads vocabulary then students repeat.

6.2.2 Students practice to pronoun the vocabulary with their friends.

6.2.3 Students learn Present Simple Tense.

6.3 Practice

6.3.1 Students practice conversation with their friends

6.3.2 Students draw and paint picture of pets and describe their pets.

6.3.2 Students do the exercises in the instructional package 2.

6.3.3 Students check the correct answer from the answer keys.

6.4 Production

6.4.1 Some students present their work in the classroom.

6.4.2 Students and teacher summarize the content.

6.4.3 Students do the post-test of instructional package 2.

6.5 Wrap up

6.5.1 Students record the scores from doing all activities, pre-test, post-test on the score record form.

6.5.2 Teacher observes students' behavior in learning and records on the observation form.

7. Materials

- Instructional packages 2: My Pets
- "BAT,CAT,RAT" song

8. Evaluation

8.1 How to evaluate:

- Observe students' participation.
- Check activities answers.
- Check pre-test and post-test answer.

8.2 Instruments of evaluation

- Observation form
- Activity answer keys
- Pre-test and Post-test answer keys

8.3 Criteria of evaluation

- Students have participation in learning at pass level.
- Students do the activities correctly at 75%.
- Students pass the post-test at 75%.

9. Suggestion Activities/Other Comments

.....
.....

10. School Director's comments and suggestion

.....
.....

Signature

(Mr. Surasith Saengthopho)

Banwankhuankorwitaya School Director

...../...../.....

11. Remark

10.1 Result of the Learning

.....
.....

10.2 Problems/ Obstacles

.....
.....

10.3 Other Suggestion

.....
.....

Signature

(Mrs. Thassaphon Trairat)

...../...../.....

English Instructional Package for Prathomsuksa 4 Students

Unit 2 My Pets



Mrs. Thassaphon Trairat
Banwankhuankorwitaya School

Unit 2 My Pets

จุดประสงค์การเรียนรู้ (Objectives)

ด้านความรู้

1. นักเรียนบอกคำศัพท์และความหมายเกี่ยวกับสัตว์เลี้ยงได้
2. นักเรียน บอกโครงสร้างประโยคถามตอบเกี่ยวกับความชอบหรือไม่ชอบสัตว์เลี้ยงได้

ด้านทักษะกระบวนการ

1. นักเรียนฟัง พูดและบอกความหมายของคำศัพท์หรือข้อความที่เกี่ยวกับสัตว์เลี้ยงได้
2. นักเรียนอ่านและเขียนคำศัพท์เกี่ยวกับสัตว์เลี้ยงได้ถูกต้อง
3. นักเรียนถาม-ตอบเกี่ยวกับความรู้สึกรักชอบ หรือไม่ชอบสัตว์เลี้ยงได้
4. นักเรียนอ่านเนื้อเรื่องและตอบคำถามจากการอ่านได้
5. นักเรียน อ่านและเขียนข้อความที่อธิบายความรู้สึกรักชอบหรือไม่ชอบสัตว์เลี้ยงได้

ด้านคุณลักษณะอันพึงประสงค์

1. มีวินัย
2. ใฝ่เรียนรู้
3. มุ่งมั่นในการทำงาน

Pre-test

Unit 2 My Pets

Directions : Choose the best answer.

1-3 Listen and choose the

correct answer.

1. a. chicken b. rabbit
c. fish d. pig
2. a. It's a chicken.
b. It's a buffalo.
c. It's a cow.
d. It's a duck
3. a. cats b. birds
c. ducks d. rabbits
4. A : It has four legs. What is it?
B : It's a _____.
a. buffalo b. bird
c. duck d. fish
5. A : Do you like _____ ?
B : No, I don't.
a. rabbit b. fish
c. chicken d. cat



6-8 Read this passage and answer the questions.

Nan likes bird. She doesn't like pig. Nan sees Sam. He plays with his dog.

6. Nan _____ birds.
a. do b. does
c. like d. likes
7. Nan doesn't like _____.
a. rabbit b. cat
c. pig d. bird
8. A : Does Sam like cows?
B : No, he doesn't. He likes _____.
a. rabbit b. dog
c. pig d. bird

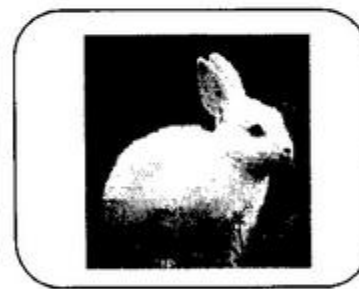
9-10 Choose the best answer.

9. They play with the cats.
They _____ cats.
a. like b. likes
c. don't like d. doesn't like
10. Which sentences is correct?
a. Buffaloes likes she doesn't.
b. She likes doesn't buffaloes
c. She doesn't like buffaloes.
d. Doesn't likes she buffaloes.

.....

Text 1

Pets หมายถึง สัตว์เลี้ยง มีคำศัพท์ดังต่อไปนี้



Task 1

Directions : Listen then match the names with its pictures.

(10 marks)

นักเรียนฟังประโยคจากครูแล้วจับคู่ชื่อคนกับสัตว์เลี้ยงให้ถูกต้องคู่โดยโยงเส้น

1. Tim



2. Tom



3. Jack



4. Jan and Joe



5. Mark



6. Mary



7. Laura



8. Ken



9. Sara












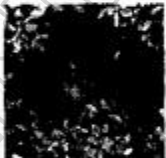








10. Joe



Task 2

Directions : Listen and circle the correct picture and write the correct words in the blanks. (5 marks)

นักเรียนฟังคำศัพท์จากครูแล้วเลือกภาพสัตว์ให้ตรงกับคำศัพท์ที่ได้ยิน พร้อมกับเขียนคำศัพท์ลงในช่องว่างให้ถูกต้อง

0.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		d o g
1.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		-----
2.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		-----
3.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		-----
4.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		-----
5.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		-----

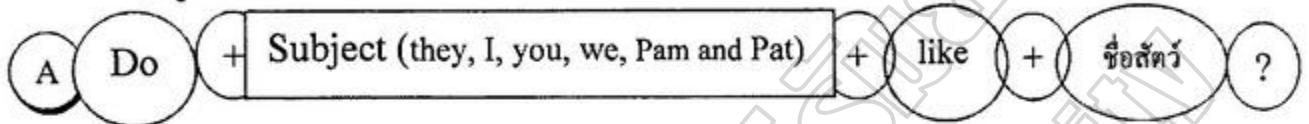
Key words

duck cow cat bird fish

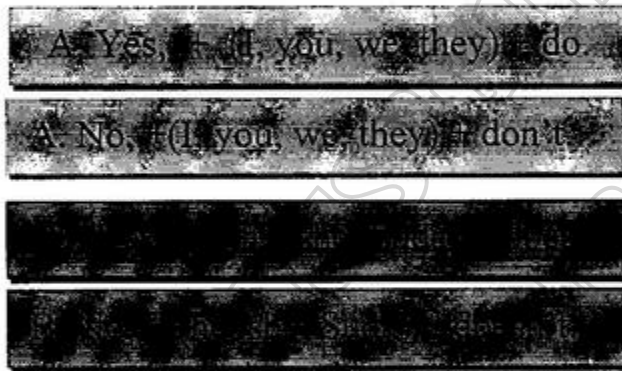
Text 2

การเขียนอธิบายความรู้สึก like / dislike

1. รูปแบบโครงสร้างของประโยคคำถาม



รูปแบบโครงสร้างของประโยคคำตอบ



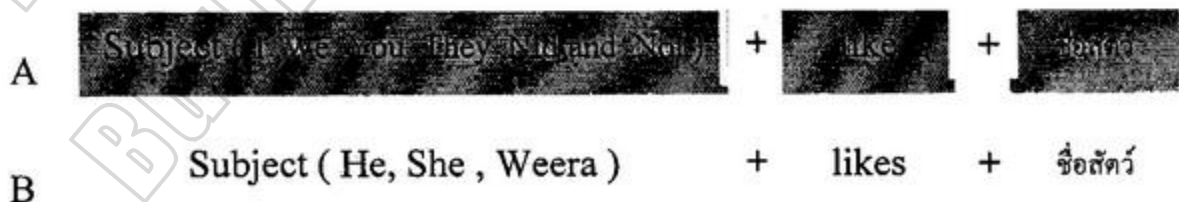
Example A Nat: Do you like cat?

Nid: Yes, I do. / No, I don't.

Example B Tim: Does Suda like dog?

Tam: Yes, she does. / No, she doesn't.

2. รูปแบบโครงสร้างของประโยคบอกเล่า



Example A I like rabbit.



Example B Mike likes fish.



รูปแบบโครงสร้างของประโยคปฏิเสธ



Example 1 They don't like pig.



Example 2 He doesn't like buffalo.



Task 3

Directions : Read the dialogue and complete the table. (5 marks)




นักเรียนอ่านบทสนทนาแล้วเติมข้อมูลลงในตาราง

James : I have a bird and three fish. I like my bird.


Do you have any pets, Jim?

Jim : No, I don't. I don't like pets.

James : Jack, do you have any pets?

Jack : Yes, I do. I have a , a  and a .

James : Do you like your cat, Jack?

Jack : No, I don't. I like .

Name	Pets	Likes
James (2 marks)
Jim (1 marks)
Jack (2 marks)

Task 4

Directions : Read and complete the dialog . (5 marks)

นักเรียนอ่านบทสนทนาและเติมบทสนทนาให้สมบูรณ์

Example : Fang : Do you like chicken ?



Mai : Yes, I do.

Mai : Do you like dog, Fang ?



Fang : No, I I like..... (1)



Mai : What does the eat ? (2)



Fang : The eats rice. (3)

Mai : What pet does your sister? (4)



Fang : She likes (5)

Task 5

Directions : Read the passage and complete the dialog. (5 marks)

นักเรียนอ่านบทความและเติมบทสนทนาให้สมบูรณ์

Joe has many pets in his house.

He has two fish, three dogs, six cats, two rabbits and two birds. Joe likes birds. His dad likes fish and his mum likes cats. His brother likes dogs and his sister likes rabbits.

I am Special !

Tom : Do you have any pet, Joe ?

Joe : Yes, I do.

Tom : What pet do you like?

Joe : I like1)

Tom : What pet does your dad like?

Joe : He likes2)

Tom : What pet does your mum like?

Joe : She likes3)

Tom : What pet does your brother like?

Joe : He likes4)







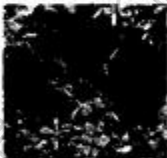



Tom : What pet does your sister like?

Joe : She likes5)

Task 6

Directions : Write the letters in the blanks to make the words that appropriate meaning for each animal. (10 marks)

นักเรียนเขียนคำศัพท์ลงในช่องว่างได้ภาพให้ถูกต้อง

<p>1. </p> <div style="border: 1px solid black; width: 150px; height: 25px; margin: 0 auto;"></div>	<p>6. </p> <div style="border: 1px solid black; width: 150px; height: 25px; margin: 0 auto;"></div>
<p>2. </p> <div style="border: 1px solid black; width: 200px; height: 25px; margin: 0 auto;"></div>	<p>7. </p> <div style="border: 1px solid black; width: 250px; height: 25px; margin: 0 auto;"></div>
<p>3. </p> <div style="border: 1px solid black; width: 250px; height: 25px; margin: 0 auto;"></div>	<p>8. </p> <div style="border: 1px solid black; width: 200px; height: 25px; margin: 0 auto;"></div>
<p>4. </p> <div style="border: 1px solid black; width: 200px; height: 25px; margin: 0 auto;"></div>	<p>9. </p> <div style="border: 1px solid black; width: 150px; height: 25px; margin: 0 auto;"></div>
<p>5. </p> <div style="border: 1px solid black; width: 150px; height: 25px; margin: 0 auto;"></div>	<p>10. </p> <div style="border: 1px solid black; width: 250px; height: 25px; margin: 0 auto;"></div>

Task 7

Directions: Read the following sentences and choose the correct answers.

(5 marks)

นักเรียนอ่านประโยคที่กำหนดให้และเลือกคำตอบให้ถูกต้อง

1. I have four legs. I am very big and black. What am I ?



a



b



c

2. I am fat. I like to eat and sleep. What am I ?



a



b



c

3. I have four legs. I like to eat fish. What am I ?



a



b



c

4. I have two legs. I can't swim. I like to eat rice. What am I ?



a



b



c

5. I don't have legs. I like to swim in water. What am I ?



a



b



c

Task 8

Directions : Look at the pictures, then underline the correct words in the brackets and write the sentences in the blanks. (5 marks)

ให้นักเรียนดูรูปภาพแล้วขีดเส้นใต้คำที่อยู่ในวงเล็บให้ถูกต้องและเขียนประโยคลงบนเส้นบรรทัด

Example Mick and Kate (like , don't like) cat.

Mick and Kate don't like cat.



1. Hana (likes , don't like) bird.



2. They (likes, don't like) buffalo.



3. John (likes , don't like) fish.



4. My sister (like , doesn't like) cat.



5. I (like , doesn't like) rabbit.



Task 9

Directions : Look at the pictures and write the sentences in the lines.

(5 marks)

นักเรียนดูภาพแล้วเขียนประโยคลงบนเส้นบรรทัด



Sara



Jack



Mark



Kate



Sam



Tom

Example. Sara likes rabbit.
















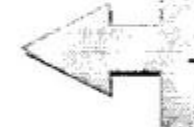












1. _____
2. _____
3. _____
4. _____
5. _____

Task 10

Directions : Look at the emotion icon (☺ = like, ☹ = doesn't / don't like) in the pictures, and rewrite the sentences in the lines.

นักเรียนดูสัญลักษณ์แสดงความรู้สึกชอบ/ไม่ชอบในรูปภาพแล้วเขียนประโยคลงบนเส้นบรรทัด

Example


		Harry			 Harry likes cat.
		Ann			 Ann doesn't like dog.
1.		Sara			 _____
2.		Sam			 _____
3.		Mike			 _____
4.		Jack and Tony			 _____
5.		Tom and Jane			 _____

Post - test

Unit 2 My Pets

Directions : Choose the best answer.

1-3 Listen and choose the correct answer.

1. a. rabbit b. chicken
c. pig d. fish
2. a. It's a duck.
b. It's a cow.
c. It's a chicken.
d. It's a buffalo.
3. a. birds b. rabbits
c. cats d. ducks
4. A : It has four legs. What is it?
B : It's a _____.
a. buffalo b. bird
c. fish d. duck
5. A : Do you like _____ ? 
B : No, I don't.
a. cats b. chickens
c. fish d. rabbits

6-8 Read this passage and answer the question.

Nan likes birds. She doesn't like pigs. Nan sees Sam. He plays with his dog.

6. Nan _____ birds.
a. does b. do
c. likes d. like
7. Nan doesn't like _____ .
a. birds b. rabbits
c. cats d. pigs
8. A : Does Sam like cows?
B : No, he doesn't. He likes _____ .
a. dogs b. ducks
c. fish d. cats

9-10 Choose the best answer.

9. They play with the cats.
They _____ cats.
a. don't like b. doesn't like
c. like d. likes
10. Which sentences is correct?
a. She likes doesn't buffaloes.
b. Buffaloes likes she doesn't.
c. Doesn't likes she buffalo.
d. She doesn't like buffaloes.

Check the correct answers

Pre - post Test

Unit 2 My Pets

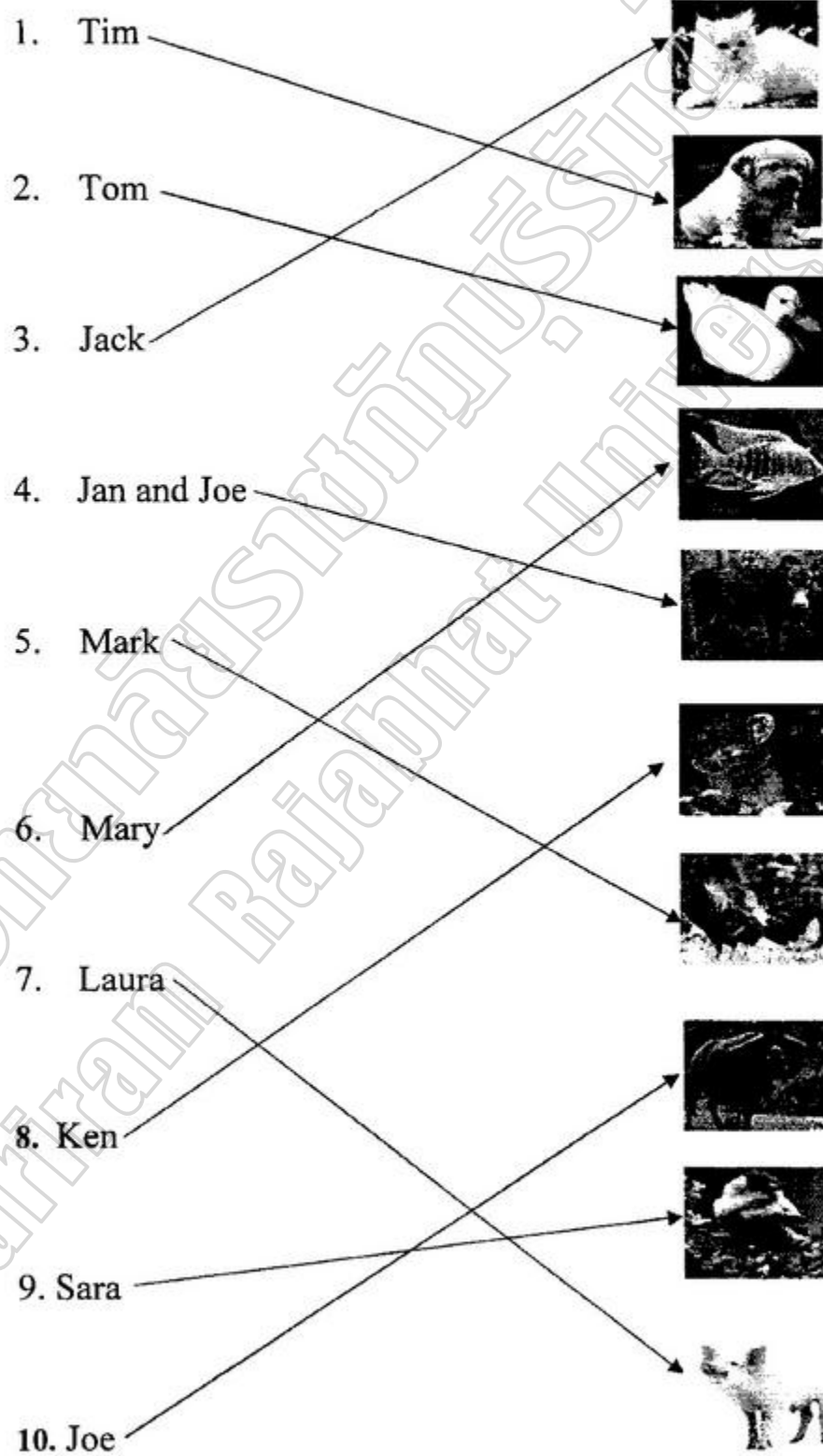
<u>Pre - test</u>	<u>Post - test</u>
1. a. fish	1. d. fish
2. a. It's a snake.	2. c. It's a chicken.
3. a. rabbits	3. b. rabbits
4. a. buffalo	4. a. buffalo
5. a. chicken	5. b. chicken
6. a. likes	6. c. likes
7. a. pigs	7. d. pigs
8. b. dogs	8. a. dogs
9. a. like	9. c. like
10. c. She doesn't like buffaloes.	10. d. She doesn't like buffaloes.

ข้อความสำหรับครูอ่านเพื่อฝึกทักษะการฟัง

Pre-post Test

1. It is a fish.
2. What's that? It's a chicken.
3. I have two rabbits in my family.

Task 1



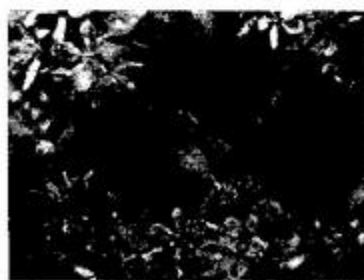
ประโยคและคำศัพท์สำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

Task 1










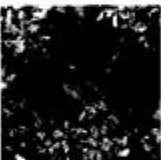








1. Tim likes dog.
2. Tom likes duck.
3. Jack likes cat.
4. Jane and Joe like cow.
5. Mark likes chicken.
6. Mary likes fish.
7. Laura likes pig.
8. Ken likes rabbit.
9. Sara likes bird.
10. Joe likes buffalo.

Task 2

1. dog
2. cow
3. cat
4. bird
5. duck
6. fish



Task 2

0.    dog
1.    cow
2.    cat
3.    bird
4.    duck
5.    fish


Task 3

James : I have a bird and three fish. I like my bird.

Do you have any pets, Jim?

Jim : No, I don't. I don't like pets.

James : Jack, do you have any pets?

Jack : Yes, I do. I have a , a  and a .

James : Do you like your cat, Jack?

Jack : No, I don't. I like .

Name	Pets	Likes
James (2 marks)	a bird three fish	bird
Jim (1 marks)	-	-
Jack (2 marks)	a cat a dog a rabbit	rabbit

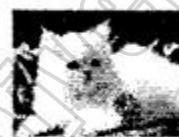
Task 4

Example : Fang : Do you like chicken ?



Mai : Yes, I do.

Mai : Fang, do you like dog ?



Fang : No, I don't . I like cat . (1)



Mai : What does the chicken eat ? (2)



Fang : The chicken eats rice. (3)

Mai : What does your sister like ? (4)



Fang : She likes fish . (5)

Task 5

Joe has many pets in his house.

He has two fish, three dogs, six cats, two rabbits and two birds. Joe likes birds. His dad likes fish and his mum likes cats. His brother likes dogs and his sister likes rabbits.

I am Special!

Tom : Do you have any pet, Joe ?

Joe : Yes, I do.

Tom : What pet do you like?

Joe : I like birds. 1)

Tom : What pet does your dad like?

Joe : He likes fish. 2)

Tom : What pet does your mum like?

Joe : She likes cats. 3)







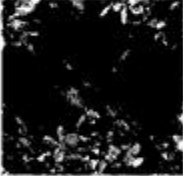



Tom : What pet does your brother like?

Joe : He likes dogs. 4)

Tom : What pet does your sister like?

Joe : She likes rabbits. 5)

Task 6

<p>1. </p> <p>p i g</p>	<p>6. </p> <p>c o w</p>
<p>2. </p> <p>f i s h</p>	<p>7. </p> <p>b u f f a l o</p>
<p>3. </p> <p>c h i c k e n</p>	<p>8. </p> <p>d u c k</p>
<p>4. </p> <p>b i r d</p>	<p>9. </p> <p>c a t</p>
<p>5. </p> <p>d o g</p>	<p>10. </p> <p>r a b b i t</p>

Task 7

1. I have four legs. I am very big and black. What am I ?



a



b



c

2. I am fat. I like to eat and sleep. What am I ?



a



b



c

3. I have four legs. I like to eat fish. What am I ?



a



b



c

4. I have two legs. I can't swim. I like to eat rice. What am I ?



a



b



c

5. I don't have legs. I like to swim in water. What am I ?



a



b

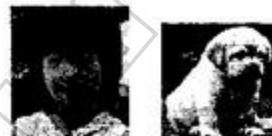


c

Task 8

Example Mick and Kate (like , don't like) cat.

Mick and Kate don't like cat.



1. Hana (likes , don't like) bird.

Hana likes bird.



2. They (likes, don't like) buffalo.

They don't likes buffalo.



3. John (likes , don't like) fish.

John likes fish.



4. My sister (like , doesn't like) cat.

My sister doesn't like cat.



5. I (like , doesn't like) rabbit.

I like rabbit.



Task 9



Sara



Jack



Mark



Kate



Sam







Tom





Example. Sara likes rabbit.





1. Jack likes dog.
2. Mark likes cow.
3. Kate likes cat.
4. Sam likes chicken.
5. Tom likes buffalo.





Task 10





Example





1.  Harry    Harry likes cat.





2.  Ann    Ann doesn't like dog.

3.  Sara    Sara doesn't like cat.

4.  Sam    Sam likes chicken.

5.  Mike    Mike doesn't like pig.

6.  Jack and Tony    Jack and Tony don't like duck.

7.  Tom and Jane    Tom and Jane like rabbit.

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Lesson plan 3

Course: Fundamental English

Grade Level: P.4

Theme: Foods and Drinks

Topic: Foods and Drinks

Semester: 1/2015

Time : 4 hours

1. Core Concept

Listening, speaking, reading and writing skills are the important for communication. Learning vocabulary about foods and drink help students speak and write to ask for and give information and learning language structure is the basis of communication English correctly and fluently for their future daily life.

2. Standard and Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 1: Act in compliance with orders, requests and simple instructions heard or read.

Indicator 2: Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Indicator 3: Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and texts heard or read.

Indicator 4: Answer questions from listening to and reading sentences, dialogues and simple tales.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication

Indicator 4: Speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1 : Listen and speak in situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objectives

Students are able ask for and give information about foods and drinks and they can separate types of food.

3.2 Enabling Objectives

Students will be able to.....

1. Pronounce and give the meaning of the words correctly.
2. Answer the question from the passages correctly.
3. Communicate with their friends about foods and drinks.
4. Write conversation about foods and drinks.

4. Expected Characteristic

- 4.1 Students have discipline.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learning.

5. Content

5.1 Vocabulary: cookies, chicken, hamburger, orange juice, milk, ice-cream, fried rice, cake, sandwich, coffee

5.2 Grammar/Structure : Present Simple Tense

-What do/does you/she have?

-What do you/we/they/Suwit and Suda have?

- What would you like to drink?

5.3 Function: Talking for types of food

6. Teaching Procedure

6.1 Warm up

6.1.1 Teacher greets the students and talking about foods and drinks.

6.1.2 Students sing the song "Fruit Salad" together.

6.1.3 Students receive instructional package 3 : Foods and Drinks.

6.1.4 Students read key concept and learning objectives.

6.1.5 Students do the pre-test of instructional package 3.

6.2 Presentation

6.2.1 Students learning vocabulary, teacher reads vocabulary then students repeat.

6.2.2 Students listen to vocabulary and tell the meaning of the words.

6.2.3 Students practice to pronoun the vocabulary with their friends.

6.2.4 Students learn the content in text 2 and text 3.

6.3 Practice

6.3.1 Students practice conversation with their friends

6.3.2 Students draw and paint food that they like.

6.3.2 Students do the exercises in the instructional package 3.

6.3.3 Students check the correct answer from the answer keys.

6.4 Production

6.4.1 Some students present their work in the classroom.

6.4.2 Students and teacher summarize the content.

6.4.3 Students do the post-test of instructional package 3.

6.5 Wrap up

6.5.1 Students record the scores from doing all activities, pre-test, post-test on the score record form.

6.5.2 Teacher observes students' behavior in learning and records on the observation form.

7. Materials

- Instructional packages 3: Foods and Drinks
- "Fruit Salad" song

8. Evaluation

8.1 How to evaluate:

- Observe students' participation.
- Check activities answers.
- Check pre-test and post-test answer.

8.2 Instruments of evaluation

- Observation form
- Activity answer keys
- Pre-test and Post-test answer keys

8.3 Criteria of evaluation

- Students have participation in learning at pass level.
- Students do the activities correctly at 75%.
- Students pass the post-test at 75%.

9. Suggestion Activities/Other Comments

.....

.....

.....

10. School Director's comments and suggestion

.....

.....

.....

Signature

(Mr. Surasith Saengthopho)

Banwankhuankorwitaya School Director

...../...../.....

11.Remark

10.1 Result of the Learning

.....

.....

.....

10.2 Problems/ Obstacles

.....

.....

10.3 Other Suggestion

.....

.....

.....

Signature

(Mrs. Thassaphon Trairat)

.....

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

**English Instructional Package for
Prathomsuksa 4 Students
Unit 3 Food and Drinks**



Mrs. Thassaphon Trairat

Banwankhuankorwitaya School

Unit 3 Food and Drinks

จุดประสงค์การเรียนรู้ (Objectives)

ด้านความรู้

1. นักเรียนบอกคำศัพท์และความหมายเกี่ยวกับอาหารและเครื่องดื่มได้
2. นักเรียนบอกโครงสร้างประโยคคำถาม ตอบเกี่ยวกับอาหารและเครื่องดื่มได้

ด้านทักษะกระบวนการ

1. นักเรียนฟังและพูดแล้วบอกความหมายของคำศัพท์ที่เกี่ยวกับอาหารได้
2. นักเรียนอ่านและเขียนคำศัพท์หรือข้อความที่เกี่ยวกับอาหารได้
3. นักเรียนสนทนาถาม ตอบเกี่ยวกับอาหารและเครื่องดื่มได้
4. นักเรียนสนทนาถาม ตอบบอกความรู้สึกชอบและไม่ชอบเกี่ยวกับอาหารได้
5. นักเรียนจำแนกชนิดของอาหารได้
6. นักเรียนอ่านเนื้อเรื่องและตอบคำถามได้

ด้านคุณลักษณะอันพึงประสงค์

1. มีวินัย
2. ใฝ่เรียนรู้
3. มุ่งมั่นในการทำงาน

Pre - test

Unit 3 Food and Drinks

Directions : Choose the best answer.

1-3 Listen and choose the best answer.

1. a. cookies b. cake
c. sandwich d. hamburger
2. a. fried rice b. chicken
c. sandwich d. cake
3. a. fried rice b. cake
c. sandwich d. chicken

4. A : What does she have ?

B : She _____ some ice cream.

- a. doesn't has b. have
c. don't have d. has

5. Tom : Would you like ice cream?

Mike : _____.

- a. No, thanks. b. Yes, I do.
c. No, I don't. d. Yes they do.

6-8 Read the passage and answer the questions.

Sara doesn't have sweet.

She has some fried rice and orange juice.

6. A : What does Sara have?

B : She has some _____.

- a. ice cream b. cookies
c. fried rice d. cake

7. Tom : Would you like some cake?

Jack : _____.

- a. Yes, please.
b. No, thanks.
c. I like fried rice.
d. I don't like some ice cream.

8. Joe : What would you like to drink?

Tony : I'd like to drink some _____.

- a. hamburger b. milk
c. cake d. orange juice

9. Ice cream is _____.

- a. sweet b. food
c. drink d. fruit

10. _____, _____ and _____ are drinks.

- a. Cake, cookies, ice cream
b. Hamburger, chicken, sandwich
c. Milk, coffee, orange juice
d. Milk, chicken, ice cream

Text 1

Food and Drinks หมายถึง อาหารและเครื่องดื่ม

คำศัพท์ (Vocabularies) ที่เกี่ยวกับอาหารและเครื่องดื่ม มีดังต่อไปนี้



cookies



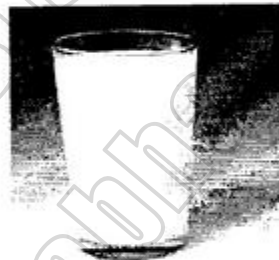
chicken



hamburger



orange juice



milk



ice-cream



fried rice



cake



sandwich



coffee

Task 1

Food and Drinks

Directions : Listen carefully and tick (✓) in the correct word. (5 marks)

นักเรียนฟังและทำเครื่องหมาย (✓) ลงในช่องว่างหน้าคำศัพท์ที่ถูกต้อง

Example cake hamburger cookies

1. hamburger chicken sandwich

2. milk fried rice cookies

3. ice cream orange juice cake

4. cookies fried rice coffee







5. coffee milk orange juice



Task 2

Directions : Listen and match the name of people with the appropriate pictures.(5 marks)

นักเรียนฟังประโยคและโยงเส้นจับคู่ชื่อคนให้ถูกต้องกับชื่ออาหาร

<p>Example David</p>	
<p>1. Mike</p>	
<p>2. Lisa and Tom</p>	
<p>3. Leena</p>	
<p>4. Judy</p>	
<p>5. Tina</p>	








Task 3

Directions : Match the letters to complete the words and write by using the pictures given.(5 marks)

นักเรียน โยงเส้นจับคู่คำเพื่อประสมคำเป็นคำศัพท์แล้วเขียนลงบนเส้นบรรทัดให้ตรงกับรูปภาพ

<p><u>Example</u> fried</p> <p>hambur</p> <p>sand</p> <p>coo</p> <p>ice</p> <p>orange</p>	<p>rice</p> <p>wich</p> <p>ger</p> <p>kies</p> <p>juice</p> <p>cream</p>
---	--

Example  fried rice

- | | |
|--|---|
| 1.  | 2.  |
| 3.  | 4.  |
| 5.  | |



Text 2

การถามตอบเกี่ยวกับอาหาร

1. การถาม ด้วย **What do/does you/she have?** (คุณรับประทานอะไร)
สามารถถามและตอบได้ตามโครงสร้างประโยคดังต่อไปนี้

What	does	he she Suwit	have?
	do	I you we they Suwit and Suda	

การตอบคำถาม

He She Suwit	has	some	hamburger. ice-cream. fried rice. cake.
You I We They Suwit and Suda	have		orange juice. milk. coffee.
		a	sandwich.

2. การพูดเชิญชวนให้รับประทานสามารถพูดเชิญชวน และพูดตอบตาม โครงสร้าง ประโยคในตารางต่อไปนี้

Would you like	a	sandwich?	การพูดตอบ Yes, please. No, thanks.
	some	hamburger? ice-cream? fried rice? cookies? cake?	

3. การถามเกี่ยวกับเครื่องดื่ม

การถาม	การตอบ
What would you like to drink?	I'd like to drink some ____.(coffee)

Example 1 A: What does he have?

B: He has fried rice.



Example 2 A: Would you like a sandwich?

B: Yes, please. / No, thanks.



Example 3 A: What would you like to drink?

B: I'd like to drink some orange juice.



Task 4

Directions : Look at the pictures and complete the dialogue. (6 marks)

นักเรียนดูรูปภาพและเติมบทสนทนาให้สมบูรณ์

Kate : What do you have?

Tina : I have some cake, and you?

Kate : I have (1) _____ sandwich.



Tina : What does Top have?



Kate : He has (2) _____.

Tina : What (3) _____ they have?



Kate : (4) _____ have _____.

Tina : What (5) _____ she have?



Kate : She (6) _____.



Tina



Kate



Task 5

Directions : Complete the dialogue by using the key words given.

(5 marks)

นักเรียนเติมบทสนทนาให้สมบูรณ์โดยใช้คำที่กำหนดให้

At the restaurant

Waitress : Good afternoon, sir.

Mark : (1) _____

Waitress : Would you like fried rice?

Mark : (2) _____ I like it.


Waitress : Would you like some (3) _____?

Mark : (4) _____ I'd like some cookies.

Waitress : What would you like to drink?

Mark : I'd like some (5) _____.

Waitress : O.K. Just a moment, sir.




Key words

Yes, please.

No, thanks

coffee

cake



Text 3

การจำแนกชนิดของอาหาร

การจำแนกชนิดของอาหาร อาหารแบ่งได้ 3 ชนิด คือ อาหาร ของหวานและ เครื่องดื่ม

food	sweet	drinks
fried rice hamburger chicken sandwich	cake cookie ice-cream	milk coffee orange juice



Task 6

Directions : Circle the words in the chain letters and then write in the blanks with the pictures given. (10 marks)

ให้นักเรียนวงกลมคำศัพท์แล้วเขียนลงในช่องว่างให้ถูกต้องตามรูปภาพ

Example : fried egg



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1.  _____

6.  _____


2.  _____

7.  _____

3.  _____

8.  _____

4.  _____

9.  _____

5.  _____

10.  _____



Task 7

Directions : Choose the words in the square and separate the types of food into the circles. (10 marks)

นักเรียนแยกคำศัพท์ตามประเภทของอาหาร

Food

chicken	milk
cake	fried rice
sandwich	orange juice
ice cream	coffee
cookies	hamburger

Sweet

Drink

Task 8

Directions :Read the passage and draw some food and drinks on the table. (6 marks)

นักเรียนอ่านเนื้อเรื่องแล้ววาดภาพอาหารและเครื่องดื่มลงบนโต๊ะ
ตามเนื้อเรื่อง

Mary and Lisa have lunch together. Mary has a dish of fried rice, orange juice and ice cream. Lisa has a sandwich, cookies and a glass of milk.



Task 9

Directions : Read the passage and write T if it's true, F if it's false. (5 marks)

นักเรียนอ่านเนื้อเรื่องและเขียน T ถ้าประโยคนั้นถูกต้อง และเขียน F ถ้าประโยคนั้นผิด

In the canteen, the students have lunch. Sara has some hamburgers. Lisa has some fried rice. David has a sandwich. Pat and Tom have some chicken. Sam has some cookies and ice cream.

Example : F Sara has a sandwich.

1. Lisa has some fried rice.
2. David has a sandwich.
3. Pat and Tom have some chicken.
4. Sam has some cake.
5. Tom has some chicken.



Task 10

Directions :Mark ✓ if the sentence is true , and × if it is false.
(10 marks)

ให้นักเรียนทำเครื่องหมาย ✓ ถ้าประโยคนั้นถูกต้องและทำเครื่องหมาย

× ถ้าประโยคนั้นผิด

Example × 0. **Hamburger is sweet.**

1. Ice cream is sweet.
2. Fried rice is drink.
3. Sandwich is food.
4. Milk is sweet.
5. Cookie is drink.
6. Orange juice is sweet.
7. Chicken is food.
8. Cake is food.
9. Coffee is drink.
10. Orange juice is drinks.





Food and Drinks

Directions : Choose the best answer.

1-3 Listen and choose the best answer.

1. a. hamburger b. cake
c. cookies d. sandwich
2. a. cake b. sandwich
c. fried rice d. chicken
3. a. cake b. sandwich
c. chicken d. fried rice
4. A : What does she have ?
B : She _____ some ice cream.
a. don't have b. has
c. doesn't has d. have
5. Tom : Would you like ice cream?
Mike : _____.
a. Yes they do. b. No, I don't.
b. Yes, I do. d. No, thanks.

6-8 Read the passage and answer the questions.

Sara doesn't have sweet.
She has some fried rice and orange juice.

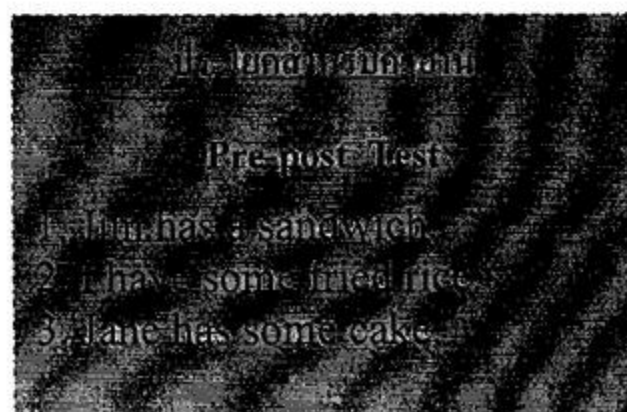
6. A : What does Sara have?
B : She has some _____.
a. fried rice b. cookies
c. cake d. ice cream
7. Tom : Would you like some cake?
Jack : _____.
a. I don't like some ice cream.
b. I like fried rice.
c. No, thanks.
d. Yes, please.
8. Joe : What would you like to drink?
Tony : I'd like to drink some _____.
a. cake b. orange juice
c. hamburger d. milk
9. Ice cream is _____.
a. sweet b. food
c. fruit d. drink
10. ____, ____ and ____ are drinks.
a. Milk, coffee, orange juice
b. Milk, chicken, ice cream
c. Cake, cookies, ice cream
d. Hamburger, chicken, sandwich

Check the correct answer.

Unit 3 Food and Drinks

Pre-post Test

<u>Pre-test</u>	<u>Post-test</u>
1. c. sandwich	1. d. sandwich
2. a. fried rice	2. c. fried rice
3. b. cake	3. a. cake
4. d. has	4. b. has
5. a. No, thanks.	5. d. No, thanks.
6. c. fried rice	6. a. fried rice
7. b. No, thanks.	7. c. No, thanks.
8. d. orange juice	8. a. orange juice
9. a. sweet	9. b. sweet
10. c. Milk, coffee, orange juice	10. a. Milk, coffee, orange juice



Task 1

Food and Drinks

Example cake hamburger cookies

1. hamburger chicken sandwich

2. milk fried rice cookies

3. ice cream orange juice cake

4. cookies fried rice coffee

5. coffee milk orange juice



Task 1

ประโยคสำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

Example I have some hamburger.

1. Susan likes sandwich.
2. Kate has some fried rice.
3. Lisa has some ice cream.
4. June likes cookies.
5. Tony has some orange juice.



Task 2

Example David

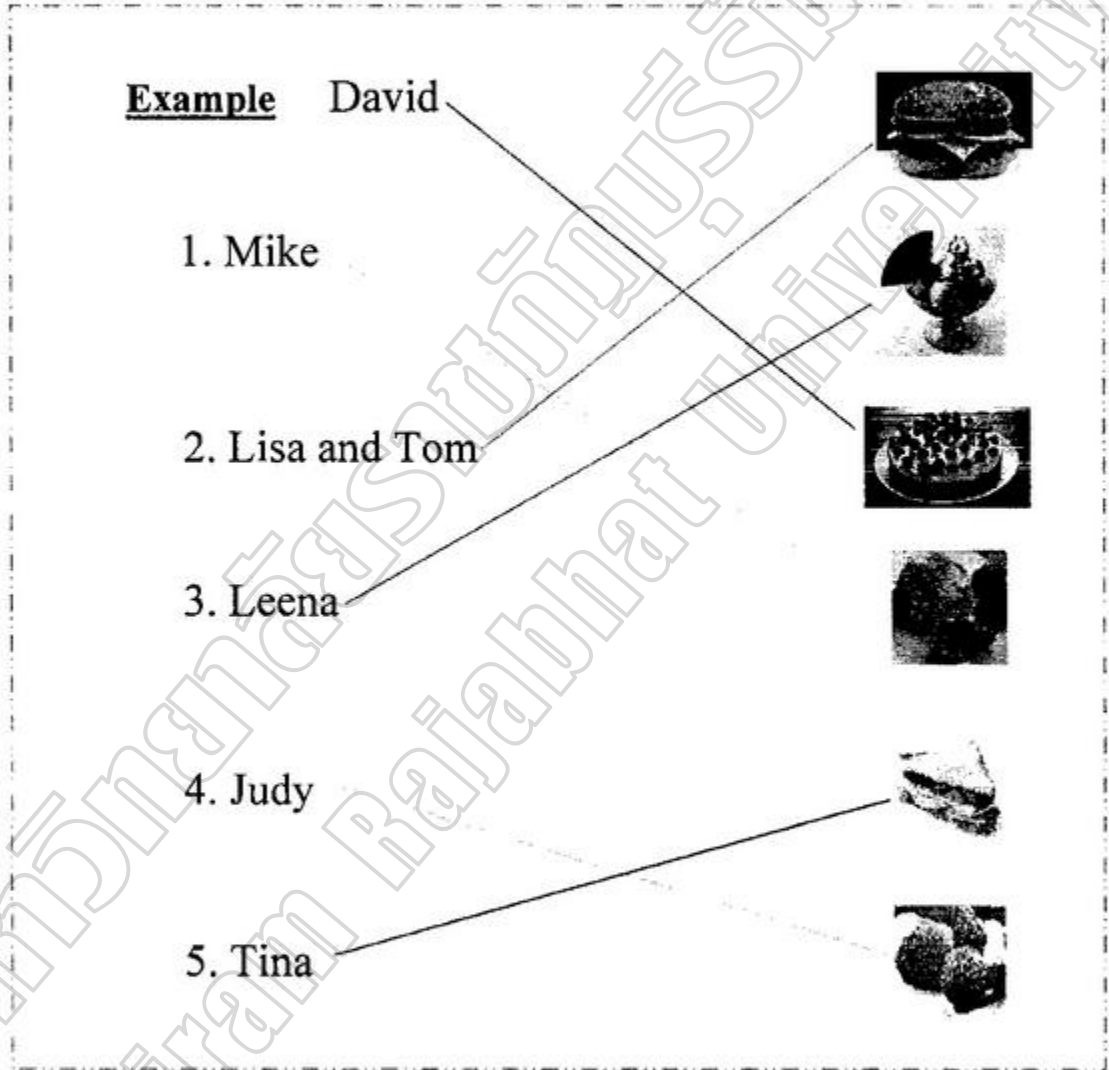
1. Mike

2. Lisa and Tom

3. Leena

4. Judy

5. Tina



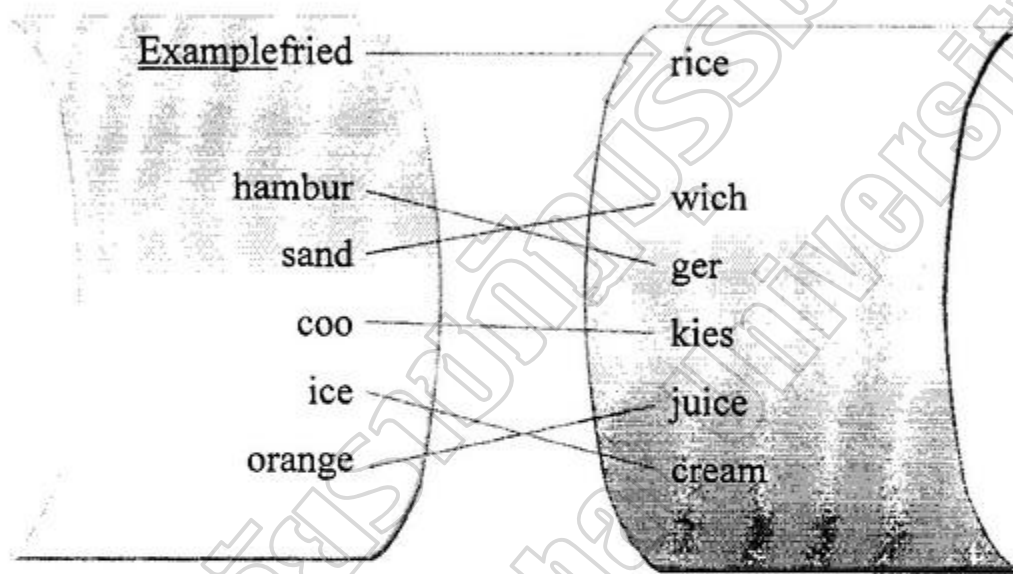
Task 2

ประโยคสำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน



1. David has some cake.
2. Mike has some fried rice.
3. Lisa and Tom have some hamburgers.
4. Leena has some ice cream.
5. Judy has some chicken.
6. Tina has some sandwich.





Task 3



Example  fried rice

1.  hamburger 2.  sandwich

3.  juice 4.  cookies

5.  icecream

Task 4

Kate : What do you have?

Tina : I have some cake, and you?

Kate : I have (1) a sandwich.



Tina : What does Top have?



Kate : He has (2) some fried rice.



Tina : What (3) do they have?

Kate : (4) They have some chicken.



Tina : What (5) does she have?

Kate : She (6) has some cake.



Tina



Kate

Task 5

At the restaurant

Waitress : Good afternoon, sir.

Mark : (1) Good afternoon.

Waitress : Would you like fried rice?

Mark : (2) Yes, please. I like it.

Waitress : Would you like some (3) cake?

Mark : (4) No, thanks. I'd like some cookies.

Waitress : What would you like to drink?

Mark : I'd like some (5) coffee.

Waitress : O.K. Just a moment, sir.



Key words

Yes, please.

No, thanks

Good afternoon

coffee

cake



Task 6

Example : fried egg



1. orange juice



2. milk



3. fried rice



4. cake



5. sandwich



6.



cookies

7.



hamburger

8.



chicken

9.



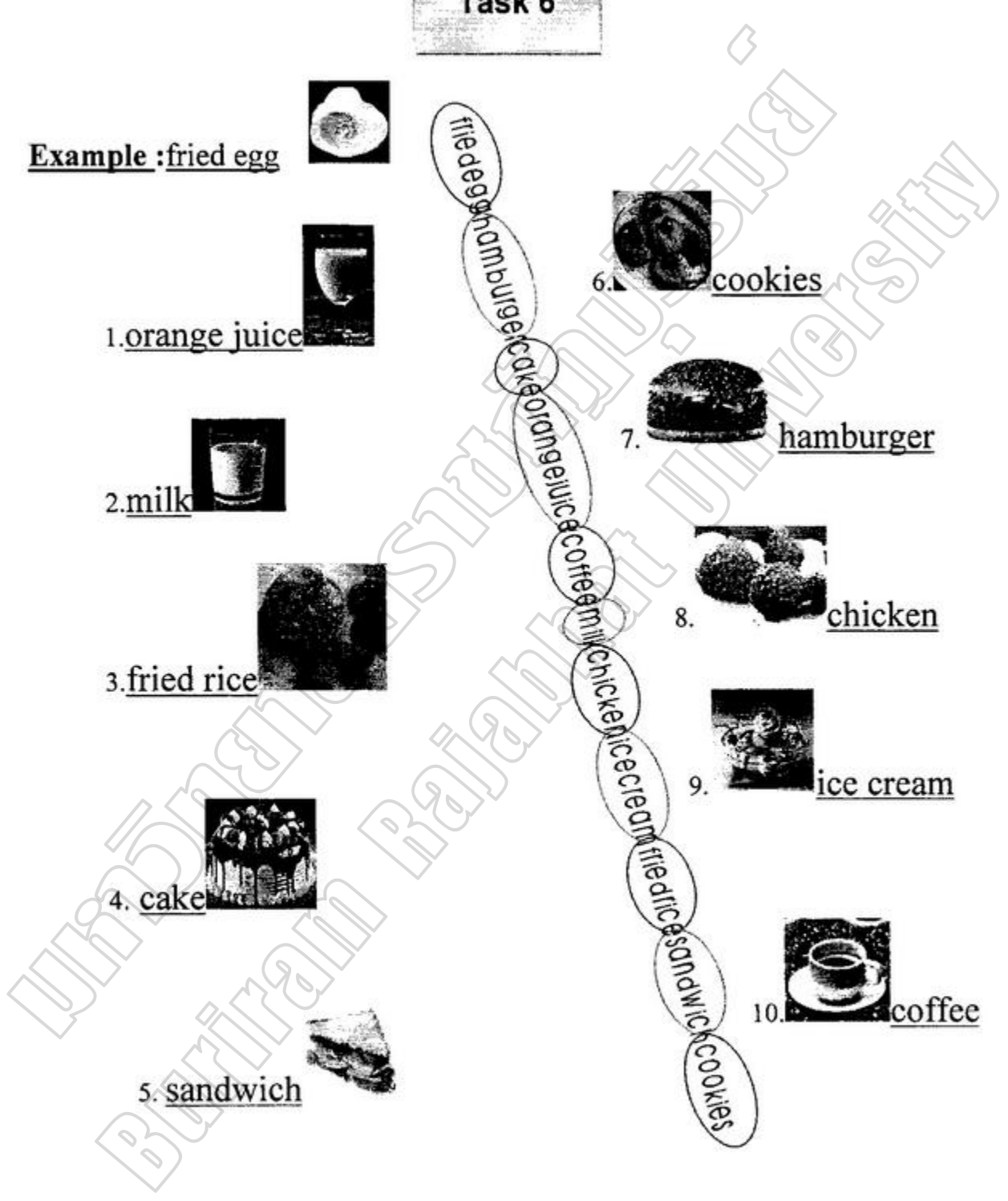
ice cream

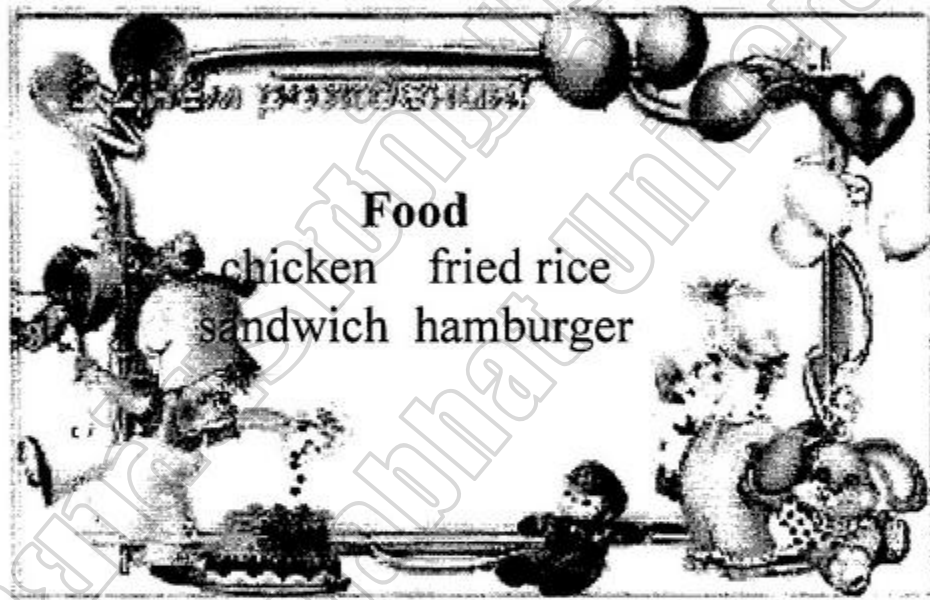
10.



coffee

fried rice
milk
orange juice
hamburger
chicken
ice cream
coffee
sandwich
cookies



Task 7

Task 8

Mary and Lisa have lunch together. Mary has a dish of fried rice, orange juice and ice cream. Lisa has a sandwich, cookies and a glass of milk.



Task 9

In the canteen, the students have lunch. Sara has some hamburgers. Lisa has some fried rice. David has a sandwich. Pat and Tom have some chicken. Sam has some cookies and ice cream.

Example : F Sara has a sandwich.

F 1. Lisa has some fried rice.

T 2. David has a sandwich.

T 3. Pat and Tom have some chicken.

F 4. Sam has some cake.

T 5. Tom has some chicken.



Task 10

Example 0. Hamburger is sweet.

1. Ice cream is sweet.

2. Fried rice is drink.

3. Sandwich is food.

4. Milk is sweet.

5. Cookie is drink.

6. Orange juice is sweet.

7. Chicken is food.

8. Cake is food.

9. Coffee is drink.

10. Orange juice is drinks.



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Lesson plan 4

Course: Fundamental English

Grade Level: P.4

Theme: Sports

Topic: Sports

Semester: 1/2015

Time: 4 hours

1. Core Concept

Listening, speaking, reading and writing skills are the important basis of skills for communication in daily life. Learning vocabulary about sports and present simple tense help students speak and write to ask for and give information including express their feeling about like or dislike. Learning language structure to achieve proficient communication.

2. Standard and Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 1: Act in compliance with orders, requests and simple instructions heard or read.

Indicator 2: Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Indicator 3: Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and texts heard or read.

Indicator 4: Answer questions from listening to and reading sentences, dialogues and simple tales.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication

Indicator 4: Speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1 : Listen and speak in situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objectives

Students are able to sports that they can play and express their feeling about like and dislike.

3.2 Enabling Objectives

Students will be able to.....

1. Pronounce and give the meaning of the words correctly.
2. Answer the question from the passages correctly.
3. Communicate with their friends about sports.
4. Write the sentences to describe sports that they like correctly.

4. Expected Characteristic

- 4.1 Students have discipline.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learning.

5. Content

5.1 Vocabulary: football, basketball, swimming, cycling, badminton, tennis, baseball, boxing, volleyball, running,

5.2 Grammar/Structure: Present Simple Tense

- Can you play football?
- What is your favourite sport?

5.3 Function: Talking about sports

6. Teaching Procedure

6.1 Warm up

- 6.1.1 Teacher greets the students and talking about sports.
- 6.1.2 Students receive instructional package 4 : Sports.
- 6.1.3 Students read key concept and learning objectives.
- 6.1.4 Students do the pre-test of instructional package 4.

6.2 Presentation

- 6.2.1 Students learning vocabulary, teacher reads vocabulary then students repeat.
- 6.2.2 Students practice to pronoun the vocabulary with their friends.
- 6.2.3 Students learn the content in the text 2.

6.3 Practices

- 6.3.1 Students practice conversation with their friends
- 6.3.2 Students draw and paint picture of sports that they like.
- 6.3.2 Students do the exercises in the instructional package 1.
- 6.3.3 Students check the correct answer from the answer keys.

6.4 Production

6.4.1 Some students present their work in the classroom.

6.4.2 Students and teacher summarize the content.

6.4.3 Students do the post-test of instructional package 1.

6.5 Wrap up

6.5.1 Students record the scores from doing all activities, pre-test, post-test on the score record form.

6.5.2 Teacher observes students' behavior in learning and records on the observation form.

7. Material

- Instructional packages 4: Sports

8. Evaluation

8.1 How to evaluate:

- Observe students' participation.
- Check activities answers.
- Check pre-test and post-test answer.

8.2 Instruments of evaluation

- Observation form
- Activity answer keys
- Pre-test and Post-test answer keys

8.3 Criteria of evaluation

- Students have participation in learning at pass level.
- Students do the activities correctly at 75%.
- Students pass the post-test at 75%.

9. Suggestion Activities/Other Comments

.....
.....
.....

10. School Director's comments and suggestion

.....
.....
.....

Signature

(Mr. Surasith Saengthopho)

Banwankhuankorwitaya School Director

...../...../.....

11.Remark

10.1 Result of the Learning

.....
.....
.....

10.2 Problems/ Obstacles

.....
.....
.....

10.3 Other Suggestion

.....

.....

.....

Signature

(Mrs. Thassaphon Trairat)

..... /

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

**English Instructional Package for
Prathomsuksa 4 Students
Unit 4 Sports**



Mrs. Thassaphon Trairat

Banwankhuankorwitaya School

Unit 4 Sports

จุดประสงค์การเรียนรู้ (Objectives)

ด้านความรู้

1. นักเรียนบอกจุดศัพท์และอธิบายหมวดเดียวกันกีฬาได้
2. นักเรียนบอกโครงสร้างประโยคการถาม ตอบเกี่ยวกับความถี่ของการออกกำลังกายได้
3. นักเรียนบอกโครงสร้างประโยคการตอบ เกี่ยวกับเวลาที่ออกกำลังกายได้

ด้านทักษะการบวนการ

1. นักเรียนฟังและพูดในบทสนทนาเกี่ยวกับความถี่ของการออกกำลังกายได้
2. นักเรียนอ่านและทำความเข้าใจเกี่ยวกับบทสนทนาเกี่ยวกับความถี่ของการออกกำลังกายได้
3. นักเรียนเขียนประโยคเกี่ยวกับความถี่ของการออกกำลังกายได้
4. นักเรียนเขียนประโยคเกี่ยวกับเวลาที่ออกกำลังกายได้
5. นักเรียนอ่านบทสนทนาหรือบทละครที่มีใจความเกี่ยวกับเวลาออกกำลังกายได้
6. นักเรียนอ่านบทสนทนาหรือบทละครที่มีใจความเกี่ยวกับเวลาออกกำลังกายได้
7. นักเรียนสนทนาเกี่ยวกับเวลาออกกำลังกายได้

ด้านคุณลักษณะอันพึงประสงค์

1. ใจดี
2. ใฝ่เรียนรู้
3. มุ่งมั่นในการทำงาน

Pre-test

Unit 4 Sports

Directions : Choose the best answer.

1-3 Listen carefully and then choose the best answer.

1. a. play tennis b. go cycling
c. go swimming d. play football
2. a. plays basketball b. goes cycling
c. plays baseball d. go running
3. a. goes swimming b. goes cycling
c. plays volleyball d. plays tennis

4-5 Look at the picture and choose the correct answer.

4. A : What's their favourite sport ?

B : Their favourite sport is .

- a. cycling
- b. swimming
- c. football
- d. basketball



5.



Frank

- a. Frank plays football .
- b. Frank plays baseball .
- c. Frank is swimming.
- d. Frank is boxing.

6-10 Read the passage given and then answer the questions

After school, Tony goes to swimming pool. He likes swimming. Tom goes to the field. He plays football.

6. What is Tony's favourite sport?
a. football b. cycling.
c. tennis . d. swimming.
7. What is Tom's favourite sport ?
a. football b. cycling.
c. baseball . d. swimming.
8. A: Can Tony play football ?
B: No, he _____.
a. can b. can't c. do d. doesn't
9. A : Can Tom play football ?
B : Yes, he .
a. can b. can't c. do d. doesn't
10. Which sentence is correct?
a. Tony plays baseball .
b. Tom plays baseball.
c. Tom plays football..
d. Tony plays football.



คำศัพท์(Vocabularies)ที่เกี่ยวกับกีฬาดังต่อไปนี้



football



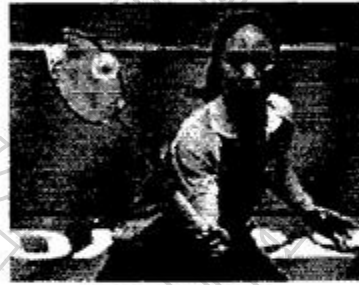
basketball



swimming



cycling



badminton



tennis



baseball



boxing



volleyball



running

Task 1

Directions : Listen and write the numbers under the pictures.(5 marks)

นักเรียนฟังประโยคและเขียนหมายเลขลงในช่องว่างใต้ภาพให้สัมพันธ์กับ
ประโยคที่ได้ฟัง











Task 2

Direction : Listen the sentences then look at the suitable pictures then mark (✓) if the sentence is true, and mark (×) if the sentence is false. (5 marks)

นักเรียนฟังประโยคแล้วดูรูปภาพและทำเครื่องหมาย (✓) ถ้าประโยคถูกต้องและทำเครื่องหมาย (×) ผิดถ้าประโยคนั้นผิด

1.



John



2.



Mark



3.



Susan



4.



Tony



5.



Leena



Task 3

Directions : Listen the sentences then look at the pictures and write the words given in the lines. (5 marks)

นักเรียนฟังประโยคแล้วดูรูปภาพและเขียนคำศัพท์ที่กำหนดให้ลงบนเส้นบรรทัด

Example



swim

1.



2.



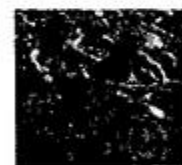
3.



4.



5.



tennis

cycling

badminton

boxing

basketball

swim



การถามตอบเกี่ยวกับกีฬา

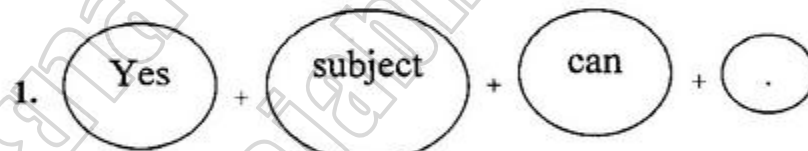
1. การถามด้วย

Can you _____ ?

★ โครงสร้างของประโยคคำถาม



★ B โครงสร้างของประโยคคำตอบ



ExampleA Can you play football?

- ExampleB**
1. Yes, I can.
 2. No, I can't.

2. การถามด้วย



★ A โครงสร้างของประโยคคำถาม

What +is + your/his/her/their/our+ favourite +sport?

What +are + their/our+ favourite +sport?

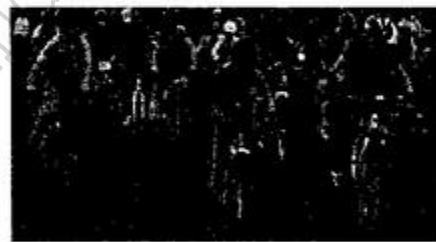
★ B โครงสร้างของประโยคคำตอบ

My/Their/Her/His/Our+favourite+ is+N. (tennis, football.)

Their//Our+favourite+ are+N. (tennis, football.)

Example A Harry: What is yours favourite sport?

Sam : My favourite sport is cycling.



Example B Nancy: What are their favourite sports?




Mary : Their favourite sports are football.



Task 4

Directions : Look at the information in the table then complete the dialogue below. (5 marks)

ให้นักเรียนดูข้อมูลความสามารถในการเล่นกีฬาแล้วเติมบทสนทนาให้ถูกต้อง

Sport	 Tom	 Ann	 Sam
Football	✓	✗	✓
Badminton	✓	✓	✓
Basketball	✓	✗	✓
Volleyball	✗	✗	✗

Example A : Can Sam play badminton ?

B : Yes, he can.

A : Can Ann play basketball ?

B : (1) _____, she can't.

A : (2) _____ Tom play badminton ?

B : (3) _____, he can.

A : Can Sam play (4) _____ ?

B : No, he(5) _____.



Task 5

Directions : Complete the dialogue by using the key words given.

(5 marks)

ให้นักเรียนเติมบทสนทนาให้ถูกต้องโดยใช้คำศัพท์ที่กำหนดให้

Example

Mark : What is your favourite sport?

Leena : My favourite sport is running, and you?

Mark : My favourite sport is swimming.

Leena : What is Jack's favourite (1) ?

Mark : His favourite sport is (2).

Leena : Can Sarah play baseball ?

Mark : No, she (3) . She can (4).

Leena : (5) Ben and Mike boxing ?

Mark : Yes, they can.



(Mark)



(Jack)



(Sara)



(Ben)(Mike)

Key words

play tennis

can

Can

swimming

can't

Task 6

Directions : Find ten words and write the word in the line.(10 marks)

ให้นักเรียนค้นหาคำศัพท์ 10 คำแล้วเขียนคำศัพท์ให้ถูกต้องตามรูปภาพ

b	a	d	m	i	n	t	o	n	v
a	c	s	a	z	q	e	y	m	o
s	r	u	n	n	i	n	g	i	l
e	h	f	v	n	m	n	b	w	l
b	e	c	y	c	l	i	n	g	e
a	w	v	z	o	k	s	j	o	y
l	s	w	i	m	m	i	n	g	b
l	w	b	o	x	i	n	g	h	a
b	a	s	k	e	t	b	a	l	l
w	x	f	o	o	t	b	a	l	l

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 



Task 7

Directions : Look at the information in the table and write correct sentences.(5 marks)

ให้นักเรียนดูข้อมูลในตารางแล้วเขียนประโยคให้ถูกต้อง.

Sport	Tom	Ann	Sam	David	Joe	Nana
Football	✓	×	✓	✓	✓	×
Badminton	✓	✓	×	×	✓	✓
Basketball	✓	×	✓	✓	✓	×
Volleyball	×	✓	×	✓	×	✓

Tom can play football, badminton and basketball, but he can't play volleyball

1.....

.....

2.....

.....

3.....

.....

4.....

.....

5.....

.....



Task 8

Directions: Write negative sentences from the sentences given.
(5 marks)

ให้นักเรียนเขียนประโยคที่กำหนดให้เป็นประโยคปฏิเสธ

Example

1. Dara can play badminton.

Daracan not playbadminton.

1. Lucy can swim.

2. Jane can play basketball.

3. Peter can play football.

4. Henry can play baseball.

5. Leena can play tennis.

Task 9

Directions : Read the passages then find the correct sport names to fill in the boxes by write the letters . (5 marks)

นักเรียนอ่านข้อความแล้วหาชื่อกีฬาให้ถูกต้องเติมลงในช่องว่างโดยการเติมตัวอักษร

1. There are nine players on the team.
You hit the ball with the bat and run.



2. There are six players on the team.
You throw and hit the ball over the net.



3. There are eleven players on the team.
You kick the ball. You can't touch the ball.



4. You hit the ball with the racket over the net.



5. There are five players on the team.
You throw the ball in the hoop.



A. football

B. tennis

C. baseball

D. basketball

E. volleyball

Task 10

Directions :Read the passage then write the name of sport into the blanks follow the number.(5 marks)

นักเรียนอ่านเนื้อเรื่องแล้วเขียนชื่อกีฬาลงในช่องว่างตามหมายเลขให้ถูกต้อง

Today is Sports Day at our school. What are the students doing? They are playing 1)....., 2)and volleyball. They are running race and they are win, too.

Harry is playing 3)..... Ben is 4).....and Sara is 5)..... If you like sport, then Sports Day is for you! Don't miss it.



2



3



4



5





Unit 4 Sports

1-3 Listen carefully and then answer.

1. a. play football b. go cycling
c. go swimming d. play tennis
2. a. plays basketball b. go running
c. plays baseball d. goes cycling
3. a. goes swimming b. play tennis
c. plays volleyball d. goes cycling

4-5 Look at the picture and choose the correct answer.

4. A : What's their favourite sport ?

B : Their favourite sport is .

- a. football
- b. swimming
- c. cycling
- d. basketball



5.



Frank

- a. Frank plays football .
- b. Frank plays baseball .
- c. Frank is boxing.
- d. Frank is swimming.

6-10 Read the passage given and then answer the questions

After school, Tony goes to swimming pool. He likes swimming. Tom goes to the field. He plays football.

6. What is Tony's favourite sport ?
a. football b. cycling.
c. swimming . d. tennis
7. What is Tom's favourite sport ?
a. cycling b. football.
c. baseball . d. swimming.
8. A: Can Tony play football ?
B: No, he _____.
a. can't b. can c. do d. doesn't
9. A : Can Tom play football ?
B : Yes, he .
a. do b. doesn't c. can d. can't
10. Which sentence is correct?
a. Tony plays football .
b. Tom plays football.
c. Tom plays baseball..
d. Tony plays baseball.

Check the correct answers.

Unit 4 Sports

Pre - Posttest

Pre - test

1. d. play football
2. b. goes cycling
3. d. plays tennis
4. a. cycling
5. c. Frank is swimming.
6. d. swimming
7. a. football
8. b. can't
9. a. can
10. c. Tom plays football.

Post - test

1. d. play football
2. b. goes cycling
3. d. plays tennis
4. a. cycling
5. c. Frank is swimming.
6. d. swimming
7. a. football
8. b. can't
9. a. can
10. c. Tom plays football.

ประโยคสำหรับครูอ่านฝึกทักษะการฟังของนักเรียน

1. We play football.
2. Mark goes cycling.
3. Sam plays tennis.

Task 1



3



5



4



2



1

ประโยคสำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

Task 1

1. They play volleyball.
2. He is swimming.
3. They play football.
4. They are running.
5. She plays tennis.

Task 2

✓1.

John

✗2.

Mark

✓3.

Susan

✓4.

Tony

✗5.

Leena




Task 2

ประโยคสำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

1. John likes swim.
2. Mark likes football.
3. Susan likes basketball.
4. Tony likes baseball.
5. Leena likes running.

Task 3

Example



swim

1. 


boxing

2. 

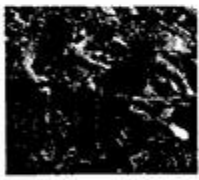
tennis

3. 

badminton

4. 

basketball

5. 

cycling

tennis

cycling

badminton

boxing

basketball




swim

Task 3

ประโยคสำหรับครูอ่านเพื่อฝึกทักษะการฟังของนักเรียน

1. They are boxing.
2. She plays tennis.
3. She plays badminton.
4. They play basketball.
5. They are cycling.

Task 4

Sport	 Tom	 Ann	 Sam
Football	✓	×	✓
Badminton	✓	✓	✓
Basketball	✓	×	✓
Volleyball	×	×	×

Example A : Can Sam play badminton ?

B : Yes, he can.

A : Can Ann play basketball ?

B : (1) No, she can't.

A : (2) Can Tom play badminton ?

B : (3) Yes, he can.

A : Can Sam play (4) volleyball ?

B : No, he (5) can't.

Task 5

Example

Mark : What is your favourite sport?

Leena : My favourite sport is running, and you?

Mark : My favourite sport is swimming.

Leena : What is Jack's favourite (1) sport ?

Mark : His favourite sport is (2) cycling.

Leena : Can Sarah play baseball ?

Mark : No, she (3) can't . She can (4) play tennis.

Leena : (5) Can Ben and Mike boxing ?

Mark : Yes, they can.



(Mark)



(Jack)



(Sara)



(Ben)(Mike)

Key words

play tennis

yes

Can

no

swimming

can't

Task 6

b	a	d	m	i	n	t	o	n	v
a	c	s	a	z	q	e	y	m	o
s	r	u	n	n	i	n	g	i	l
e	h	f	v	n	m	n	b	w	l
b	e	c	y	c	l	i	n	g	e
a	w	v	z	o	k	s	j	o	y
l	s	w	i	m	m	i	n	g	b
l	w	b	o	x	i	n	g	h	a
b	a	s	k	e	t	b	a	l	l
w	x	f	o	o	t	b	a	l	l



basketball



badminton



baseball



swimming



boxing



tennis



volleyball



football



cycling



running



Sport	Tom	Ann	Sam	David	Joe	Nana
Football	✓	×	✓	✓	✓	×
Badminton	✓	✓	×	×	✓	✓
Basketball	✓	×	✓	✓	✓	×
Volleyball	×	✓	×	✓	×	✓

0. Tom can play football, badminton and basketball, but he can't play volleyball.

1. Ann can play badminton and volleyball, but she can't play football and basketball.

2. Sam can play football and basketball, but he can't play badminton and volleyball.

3. David can play football, basketball and volleyball, but he can't play badminton.

4. Joe can play football, badminton and basketball, but he can't play volleyball.

5. Nana can play badminton and volleyball, she can't play football and volleyball.

Task 8

Example

1. Dara can play badminton.

Dara can not play badminton.

Judy can swim.

Judy can not swim.

2. Jane can play basketball.

Jane can not play basketball.

Dave can play football.

Dave can not play football.

4. Henry can play baseball.

Henry can not play baseball.

5. Leena can play tennis.

Leena can not play tennis.

Task 9

1. There are nine players on the team.

You hit the ball with the bat and run.



2. There are six players on the team.

You throw and hit the ball over the net.



3. There are eleven players on the team.

You kick the ball. You can't touch the ball.



4. You hit the ball with the racket over the net.



5. There are five players on the team.

You throw the ball in the hoop.



A. football

B. tennis

C. baseball

D. basketball

E. volleyball

Task 10

Today is Sports Day at our school. What are the students doing? They are playing 1) football, 2) basketball and volleyball. They are running race and they are win, too.

Harry is playing 3) tennis Ben is 4) cycling and Sara is 5) swimming If you like sport, then Sports Day is for you! Don't miss it.



1

2

3

4

5

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Lesson plan 5

Course: Fundamental English

Grade Level: P.4

Theme: ASEAN Neighbors

Topic: ASEAN Neighbors

Semester: 1/2015

Time : 4 hours

1. Core Concept

Listening, speaking, reading and writing skills are important for communication.

Learning vocabulary about ASEAN country, nationality help students speak and write to ask for and give information and learning language structure is the basis of communication English correctly and fluently for their future daily life.

2. Standard and Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Indicator 1: Act in compliance with orders, requests and simple instructions heard or read.

Indicator 2: Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Indicator 3: Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and texts heard or read.

Indicator 4: Answer questions from listening to and reading sentences, dialogues and simple tales.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication

Indicator 4: Speak/write to ask for and give data about themselves, their friends and families.

Standard F1.3: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking/ writing.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1 : Listen and speak in situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objectives

Students are able to explain about country and nationality of people.

3.2 Enabling Objectives

Students will be able to.....

1. Pronounce and give the meaning of the words correctly.
2. Answer the question from the passages correctly.
3. Communicate with their friends about ASEAN Neighbors.
4. Write the sentences to describe people correctly.

4. Expected Characteristic

- 4.1 Students have discipline.
- 4.2 Students are diligent.
- 4.3 Students pay attention to learning.

5. Content

5.1 Vocabulary: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, The Philippines, Thailand, Singapore, Vietnam

5.2 Grammar/Structure: Present Simple Tense

-Is she/he from?

-Where is she/he from?

5.3 Function: Talking about ASEAN country

6. Teaching Procedure

6.1 Warm up

6.1.1 Teacher greets the students and talking about ASEAN country.

6.1.2 Students sing the song "Where are you from?" together.

6.1.2 Students receive instructional package 5: ASEAN Neighbors.

6.1.3 Students read key concept and learning objectives.

6.1.4 Students do the pre-test of instructional package 5.

6.2 Presentation

6.2.1 Students learning vocabulary, teacher reads vocabulary then students repeat.

6.2.2 Students practice to pronoun the vocabulary with their friends.

6.2.3 Students learn the content in the text 2.

6.3 Practice

6.3.1 Students practice conversation with their friends

6.3.2 Students describe people in the picture about name country and nationality.

6.3.2 Students do the exercises in the instructional package 5.

6.3.3 Students check the correct answer from the answer keys.

6.4 Production

6.4.1 Some students present their work in the classroom.

6.4.2 Students and teacher summarize the content.

6.4.3 Students do the post-test of instructional package 5.

6.5 Wrap up

6.5.1 Students record the scores from doing all activities, pre-test, post-test on the score record form.

6.5.2 Teacher observes students' behavior in learning and records on the observation form.

7. Material

- Instructional packages 5: ASEAN Neighbors
- "Where are you from?" song

8. Evaluation

8.1 How to evaluate:

- Observe students' participation.
- Check activities answers.
- Check pre-test and post-test answer.

8.2 Instruments of evaluation

- Observation form
- Activity answer keys
- Pre-test and Post-test answer keys

8.3 Criteria of evaluation

- Students have participation in learning at pass level.
- Students do the activities correctly at 75%.

- Students pass the post-test at 75%.

9. Suggestion Activities/Other Comments

.....
.....

10. School Director's comments and suggestion

.....
.....

Signature

(Mr. Surasith Saengthopho)

Banwankhuankorwitaya School Director

...../...../.....

11. Remark

10.1 Result of the Learning

.....
.....

10.2 Problems/ Obstacles

.....
.....

10.3 Other Suggestion

.....
.....

Signature

(Mrs. Thassaphon Trairat)

...../...../.....

English Instructional Package for Prathomsuksa 4 Students Unit 5 ASEAN Neighbors



Mrs. Thassaphon Trairat

Banwankhuankorwitaya School

Unit 5 ASEANeighbors

จุดประสงค์การเรียนรู้ (Objectives)

ด้านความรู้

1. นักเรียนบอกชื่อประเทศอาเซียนได้
2. นักเรียนบอกธงชาติของประเทศอาเซียนได้
3. นักเรียนบอกชื่อเมืองหลวง สัญลักษณ์และภาษาในประเทศอาเซียนได้
4. นักเรียนบอกสถานที่สำคัญในประเทศอาเซียนได้
5. นักเรียนบอก โครงสร้างประ โยคการภูมิ คอบตบเบียบวัฒนธรรมจากประเทศใดในอาเซียนได้

ด้านทักษะกระบวนการ

1. นักเรียนฟังและพูดชื่อประเทศในอาเซียนได้
2. นักเรียนอ่านและเขียนคำศัพท์หรือข้อความที่เกี่ยวกับประเทศในอาเซียนได้
3. นักเรียนถาม คอบเกี่ยวกับประเทศอาเซียนได้
4. นักเรียนสนทนาถาม คอบเกี่ยวกับแหล่งลทางจากประเทศใดในประเทศอาเซียนได้
5. นักเรียนเขียนคำศัพท์ลงในบทสนทนาให้สมบูรณ์
6. นักเรียนอ่านและเขียนประโยคอธิบายชื่อเมืองหลวง สัญลักษณ์และภาษาประเทศอาเซียนได้
7. นักเรียนอ่านเนื้อเรื่องและคอบคำถามได้

ด้านคุณลักษณะอันพึงประสงค์












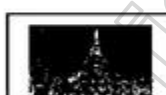
1. มีวินัย
2. ใฝ่เรียนรู้
3. มุ่งมั่นในการทำงาน

Pre - test

Unit 5 ASEAN Neighbors

Directions : Choose the best answer.

1 - 3 Listen and choose the picture of the word you are hearing.

1. a.  b. 
 c.  d. 
 2. a.  b. 
 c.  d. 
 3. a.  b. 
 c.  d. 

4-5 Look at the pictures and answer the questions.

4. A : Is she from _____ ?



B : Yes, she is.

- a. Thailand b. Cambodia
 c. Vietnam d. Indonesia

5. A : Where is he from ?

B : He's from

- a. Laos b. Myanmar
 c. Malaysia d. Singapore



6-7 Read the passage and answer the questions.

Kadeeya and Diwata are friends.
 Kadeeya is from Malaysia. She is Malaysian. Diwata is Filipino. She is from the Philippines.

6. Where is Kadeeya from ?

She is from _____.

- a. Malaysia b. Malaysian.
 c. Filipino d. The Philippines

7. Is Diwata Filipino?

- a. No, she is. b. No, she is not.
 c. Yes, she is. d. Yes, she is not.

9-10 Choose the word fill in the blanks.

8. Kamla is from Laos.

She speaks...

- a. Thai b. Laos
 c. Malay d. Filipino

9. is the capital of Thailand.

- a. Naypyidaw b. Hanoi
 c. Jakarta d. Bangkok

10. is in Singapore.

- a. Merlion Park b. Burobudur
 c. Halong Bay d. Angkor Wat

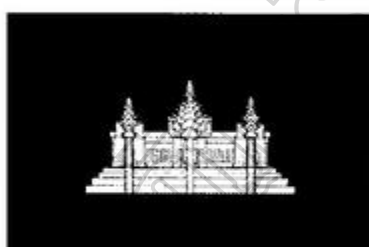
Text 1

อาเซียน (ASEAN) ย่อมาจาก Association of South East Asian Nations หมายถึง
สมาคมประชาชาติแห่งเอเชียตะวันออกเฉียงใต้ มีสมาชิก 10 ประเทศดังต่อไปนี้

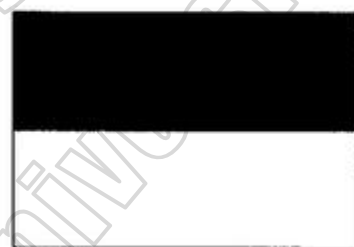
Vocabularies



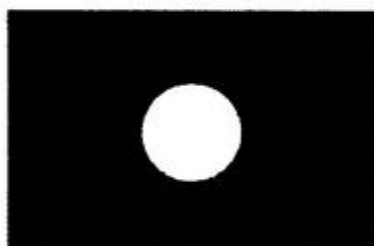
Brunei Darussalam



Cambodia



Indonesia



Laos



Malaysia



Myanmar



The Philippines



Thailand



Singapore



Vietnam

Task 1

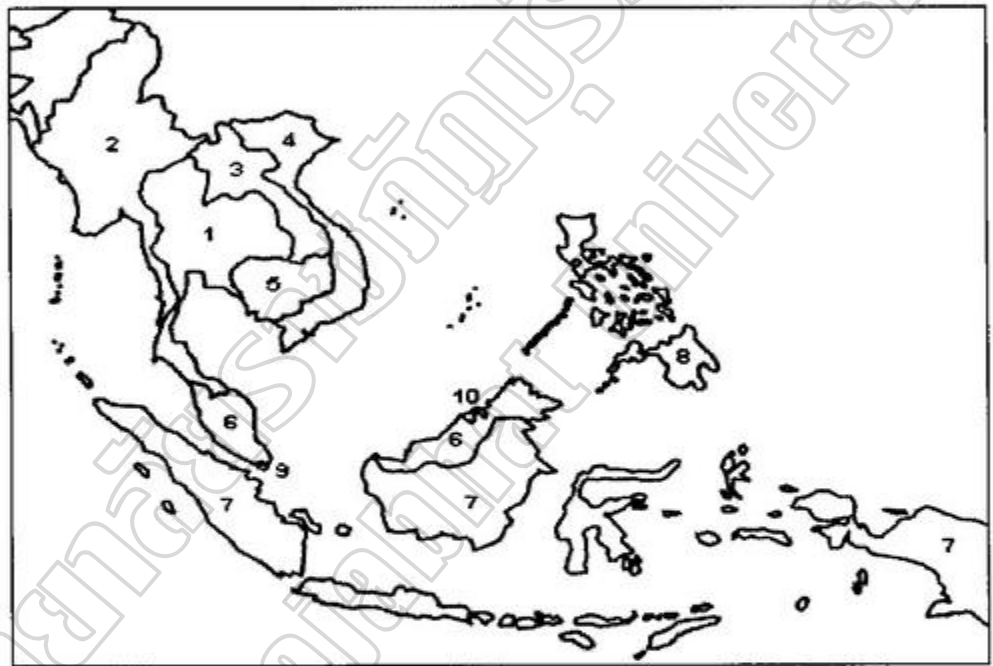
Directions : 1. Look at the map then listen and color the map.(5 marks)

นักเรียนดูแผนที่แล้วฟังประโยคและระบายสีแผนที่ตามที่ได้อ่าน

2. Write the name of countries in the line follow number.

(5 marks)

นักเรียนเขียนชื่อประเทศตามหมายเลขลงบนเส้นบรรทัด



1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

Singapore

Myanmar

Indonesia

Thailand

Brunei

Darussalam

Laos

Vietnam

Malaysia

The Philippines









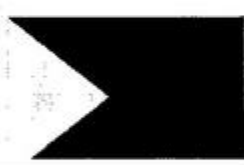

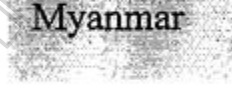







Cambodia

Task 2

Directions : Match the flags with the country names and put the correct letter in the flowers.

นักเรียนจับคู่ธงชาติและชื่อประเทศให้ถูกต้อง โดยเติมตัวอักษรลงในดอกไม้

Example

A			A 
1.			B. 
2.			C. 
3.			D. 
4.			E. 
5.			F. 

Text 2

1. การถามตอบว่าบุคคลนั้นมาจากประเทศนั้นหรือไม่ ดังโครงสร้างประโยค
ต่อไปนี้

✱ โครงสร้างของประโยคคำถาม

Are	you		คุณมาจาก
	they		Thailand?
	David and Tony	from	Cambodia?
Is	she		Myanmar?
	he		
	Susan		

✱ โครงสร้างของประโยคคำตอบ

Yes,	I am .
	she is.
	he is.
	they are.
No,	I am not.
	she is not.
	he is not.
	they are not.



Are you from Malaysia?



No, I am not. I am from Myanmar.

2. การถามตอบว่ามาจากประเทศใด ดังโครงสร้างประโยคต่อไปนี้

☀ โครงสร้างของประโยคคำถาม

Where	are	you they David and Tony	from ?
	is	she he Susan	

☀ โครงสร้างของประโยคคำตอบ

They	are	from	Canada.
She	is	from	Thailand.
He	is	from	Malaysia.

Where is Malee from?



She is from Thailand.



Task 3

Directions : Complete the dialogues. (8 marks)

นักเรียนเติมบทสนทนาให้สมบูรณ์

Example



Lisa : Is Mowin from Singapore ?

Sam : No, he is not.

Lisa : Where is he from?

Sam : He is from Myanmar.

1.



Lin : Is Jampa Cambodia? (1)

Mike : No, shenot. (2)

Lin : Where is from?(3)

Mike : She is Laos. (4)

2.



Yupa : she from Malaysia? (5)

Yada :, she is not. (6)

Yupa : is she from? (7)

Yada : She from Vietnam. (8)

Task 4

Directions : Complete the dialogue. (5 marks)

นักเรียนเติมบทสนทนาให้สมบูรณ์

Tam : Are you from Indonesia ?

Mok :, I am not.(1)

Tam : Where are _____ from ?(2)

Mok :I'm from _____ (3) .



Tam : Are they from Thailand?

Toom :No, _____ are not.(4)

Tam : Where are they from?

Toom :They are from .(5)



Task 5

Directions : Look at the pictures and answer the questions. (5 marks)

นักเรียนดูรูปภาพและตอบคำถามให้ถูกต้อง



1. Are they from Thailand ?



2. Are they from Indonesia ?



3. Are they from China ?



4. Are they from Malaysia ?



5. Are they from Vietnam ?

Text 3

Country , Capital, Nationality and Language หมายถึง ประเทศ เมืองหลวง สัญชาติ และภาษา

Country ประเทศ	Capital เมืองหลวง	Nationality สัญชาติ	Language ภาษา
Brunei Darussalam บรูไนดารุสซาลาม	Banda Seri Begawan บันดาเสรีเบกาวัน	Bruneian บรูไนเซียน	Malay มาเลย์
Cambodia กัมพูชา	Phnom Penh พนมเปญ	Cambodian กัมพูชา	Cambodian กัมพูชา
Indonesia อินโดนีเซีย	Jakarta จาการ์	Indonesian อินโดนีเซียน	Indonesian อินโดนีเซียน
Laos ลาว	Vientiane เวียงเทียน	Laotian ลาวเทียน	Laotian ลาวเทียน
Malaysia มาเลเซีย	Kuala Lumpur กัวลาลัมเปอร์	Malaysian มาเลเซีย	Malay มาเลย์
Myanmar พม่า	Naypyidaw เนย์ปีดอร์	Burmese เบอร์มิ่ง	Burmese เบอร์มิ่ง
The Philippines ฟิลิปปินส์	Manila มะนิลา	Filipino ฟิลิปปินโน	Tagalog ตากาล็อก
Singapore สิงคโปร์	Singapore สิงคโปร์	Singaporean สิงคโปร์เซียน	English อิงลิช
Thailand ไทย	Bangkok แบงกอก	Thai ไทย	Thai ไทย
Vietnam เวียดนาม	Hanoi ฮานอย	Vietnamese เวียดนามมิส	Vietnamese เวียดนามมิส

Task 6

Directions : Complete the sentences by using the word in the box.

(10 marks)

นักเรียนเติมประโยคให้สมบูรณ์โดยใช้คำที่อยู่ในกรอบ

Manila Vientiane Naypyidaw Phnom Penh

Hanoi Bangkok Singapore Kuala Lumpur

Djakarta Bandar Seri Begawan

1. is the capital of Cambodia.
2. is the capital of Thailand.
3. is the capital of Brunei Darussalam.
4. is the capital of Singapore.
5. is the capital of Malaysia.
6. is the capital of Laos.
7. is the capital of Vietnam.
8. is the capital of Myanmar.
9. is the capital of the Philippines.
10. is the capital of Indonesia.

Task 7

Directions : Look at the pictures then write the sentences. (5 marks)

นักเรียนดูรูปภาพแล้วเขียนประโยคให้ถูกต้อง



0. They are from Brunei Darussalam.
 They are Bruneian.
 They speak Malay .

1

.....

.....

2

.....

.....

.....

.....

.....

4

.....

.....

5

.....

.....

Task 8

Directions : Read the passage then mark (✓) if the sentence is true, and mark (×) if the sentence is false. (5 marks)

นักเรียนอ่านบทอ่านแล้วทำเครื่องหมาย (✓) ถ้าประโยคถูกต้องและทำเครื่องหมาย (×) ผิดถ้าประโยคนั้นผิด

The Association of Southeast Asian Nations, better known as ASEAN, was formed in 1976. ASEAN has ten members that are Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, The Philippines, Singapore, Thailand and Vietnam.

Adapted from : www.asean.org

-1. ASEAN is The Association of Southeast Asian Nations.
-2. ASEAN was formed in 1967.
-3. ASEAN has ten countries.
-4. Laos, Cambodia, Thailand are ASEAN members.
-5. Singapore, Malaysia, are not ASEAN members.

Text 4

Tourist Attractions in ASEAN หมายถึง สถานที่ท่องเที่ยวในประเทศอาเซียน



Sulatal Omar Ali Mosque



Angkor Wat



Borobudur



Phra That Luang



Petronas Twin Tower



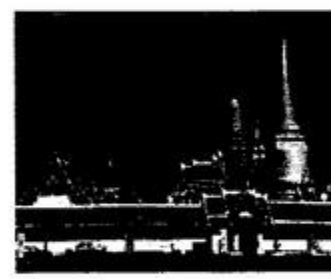
Shwedagon Pagoda



Fort Santiago



Merlion Park



Temple of Emerald Buddha



Halong Bay



Task 9

Directions : Read the passage and write correct words in the blanks.

(7marks)

นักเรียนอ่านเนื้อเรื่องเขียนคำศัพท์ลงในช่องว่างให้ถูกต้อง

Seandee and Thongmuan study about important places of ASEAN countries. Sulatal Omar Ali Mosque is the most mosque in Brunei Darussalam. Angkor Wat is the symbol of construction in Cambodia. Merlion Park is the most important trademark and symbol of Singapore . The famous bay in Vietnam is Halong Bay. Petronas Twin Towers is the tallest building in Malaysia. Temple of Emerald Buddha or WatPhrakeaw is beautiful and important temple in Thailand.

Adapted from : www.km-cml.net

1. Saeandee and study about important places in ASEAN countries.
2. Sulatal Omar Ali Mosque is in
3. is in Cambodia.
4. Halong Bay is in
5. The tallest Building in Malaysia is
6. WatPrakeaw is beautiful and important temple in
7. is in Singapore.

Task 10

Directions : Look at the pictures and write the sentences by using the phrases given. (5 marks)

นักเรียนดูรูปภาพและเขียนประโยคให้ถูกต้องโดยใช้วลีที่กำหนดให้

- 0is in Thailand .
- 1 is in Indonesia.
- 2is in the Philippines.
- 3 is in Singapore.
- 4is in Myanmar.
- 5 is in Vietnam

Example

0. Temple of the Emerald Buddhais in Thailand.



1. _____



2. _____



3. _____



4. _____



5. _____



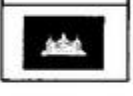

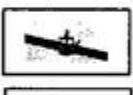









Post -test

Unit 5 ASEAN Neighbors

Directions : Choose the best answer.

1 - 3 Listen and choose the picture of the word you are hearing.

1. a.  b. 
 c.  d. 
2. a.  b. 
 c.  d. 
3. a.  b. 
 c.  d. 

4-5 Look at the pictures and answer the questions.

4. A : Is she from _____ ?



B : Yes, she is.

- a. Vietnam b. Cambodia
 c. Thailand d. Indonesia

5. A : Where is he from ?



B : He's from

- a. Laos b. Singapore
 c. Myanmar d. Malaysia

6-7 Read the passage and answer the questions.

Kadeeya and Diwata are friends.

Kadeeya is from Malaysia. She is Malaysian. Diwata is Filipino. She is from the Philippines.

6. Where is Kadeeya from ?

She is from _____.

- a. Filipino b. Malaysian.
 c. Malaysia d. The Philippines

7. Is Diwata Filipino?

- a. No, she is. b. No, she is not.
 c. Yes, she is not. d. Yes, she is.

8-10 Choose the word fill in the blanks.

8. Kamla is from Laos. She speaks.....

- a. Thai b. Malay
 c. Laos d. Filipino

9. is the capital of Thailand.

- a. Bangkok b. Hanoi
 c. Jakarta d. Naypyidaw







10. is in Singapore.

- a. Angkor Wat b. Burobudur
 c. Halong Bay d. Merlion Park

Check the correct answers.

Unit 5 ASEAN Neighbors

Pre – Posttest

Pre - test	Post - test
1. a. 	1. c. 
2. c. 	2. a. 
3. b. 	3. d. 
4. b. Vietnam	4. a. Vietnam
5. c. Myanmar	5. d. Myanmar
6. a. Malaysia	6. c. Malaysia
7. c. Yes, she is	7. d. Yes, she is
8. b. Laos	8. c. Laos
9. d. Bangkok	9. a. Bangkok
10. a. Merlion Park	10. d. Merlion Park

ประโยคสำหรับกรอกในฝึกทักษะการฟังของนักเรียน

1. Bopha is from Cambodia.
2. Omar is from Brunei Darussalam.
3. Borobudur is in Indonesia.

Task 1

ASEAN Factsheet



1. Thailand
2. Myanmar
3. Laos
4. Vietnam
5. Cambodia
6. Malaysia
7. Indonesia
8. The Philippines
9. Singapore
10. Brunei Darussalam

Singapore
 Myanmar
 Indonesia
 Thailand
 Brunei Darussalam
 Laos
 Vietnam
 Malaysia
 The Philippines
 Cambodia

Task 1



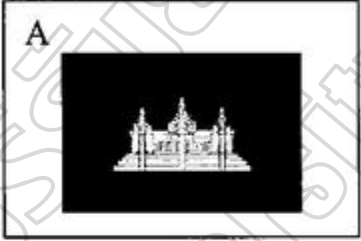


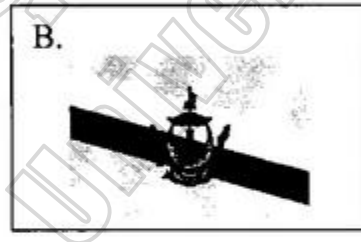


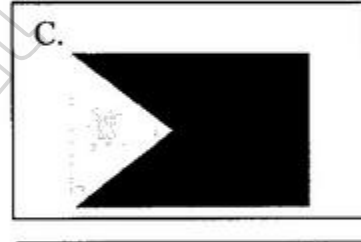

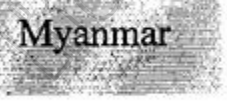
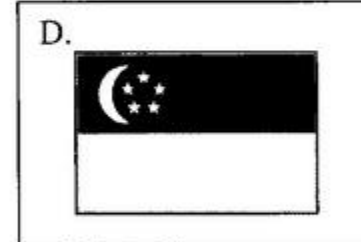


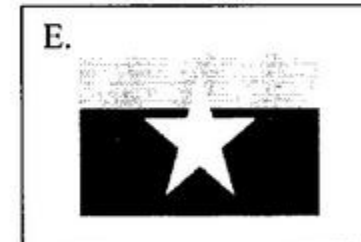


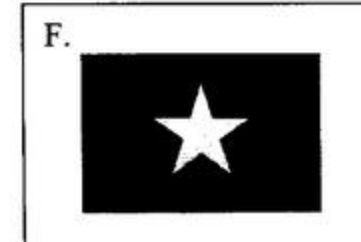
ประโยคสำหรับครูอ่านเพื่อทบทวนการฟังของนักเรียน

1. Number one is Thailand. It's green.
2. Number two is Myanmar. It's purple.
3. Number three is Laos. It's brown.
4. Number four is Vietnam. It's blue.
5. Number five is Cambodia. It's red.
6. Number six is Malaysia. It's sky blue.
7. Number seven is Indonesia. It's yellow.
8. Number eight is The Philippines. It's orange.
9. Number nine is Singapore. It's pink.
10. Number ten is Brunei Darussalam. It's black.



Task 2

Example

			
1.			
2.			
3.			
4.			
5.			

Task 3

Example



Lisa : Is Mowin from Singapore ?

Sam : No, he is not.

Lisa : Where is he from?

Sam : He is from Myanmar.

1.



Lin : Is Jampa from Cambodia? (1)

Mike : No, she is not. (2)

Lin : Where is she from? (3)

Mike : She is from Laos. (4)

2.



Yupa : Is she from Malaysia? (5)

Yada : No, she is not. (6)

Yupa : Where is she from? (7)

Yada : She is from Vietnam. (8)

Task 4

Tam : Are you from Indonesia ?

Mok : No, I am not.(1)

Tam : Where are you from ?(2)

Mok : I'm from Cambodia (3).



Tam : Are they from Thailand?

Toom : No, they are not.(4)

Tam : Where are they from?

Toom : They are from Laos .(5)



Task 5



1. Is she from Thailand?

No, she is not. She is from Thailand.



2. Are they from Indonesia?

Yes, they are.



3. Is she from the Philippines?

No, she is not. She is from Singapore.



4. Are they from Malaysia?

No, they are not. They are from
The Philippines.



5. Are they from Vietnam?

No, they are not. They are from
Cambodia.



Task 6

Manila Vientiane Naypyidaw Phnom Penh
Hanoi Bangkok Singapore Kuala Lumpur
Jakarta Bandar Seri Begawan

1. Phnom Penh is the capital of Cambodia.
2. Bangkok is the capital of Thailand.
3. Bandar Seri Begawan is the capital of Brunei Darussalam.
4. Singapore is the capital of Singapore.
5. Kuala Lumpur is the capital of Malaysia.
6. Vientiane is the capital of Laos.
7. Hanoi is the capital of Vietnam.
8. Naypyidaw is the capital of Myanmar.
9. Manila is the capital of the Philippines.
10. Jakarta is the capital of Indonesia.

Task 7



0. They are from Brunei Darussalam.

They are Bruneian.

They speak Malay .

1. They are from Myanmar.

They are Burmese.

They speak Burmese.

2. She is from Vietnam.

She is Vietnamese.

She speaks Vietnamese.

They are Indonesian.

They speak Indonesian.

4. She is from Thailand.

She is Thai.

She speaks Thai.

5. She is from the Philippines.

She is Filipino.

She speaks Tagalog.

Task 8

The Association of Southeast Asian Nations, better known as ASEAN, was formed in 1976. ASEAN has ten members that are Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, The Philippines, Singapore, Thailand and Vietnam.

Adapted from : www.asean.org

- ✓ 1. ASEAN is The Association of Southeast Asian Nations.
- ✗ 2. ASEAN was formed in 1967.
- ✓ 3. ASEAN has ten countries.
- ✓ 4. Laos, Cambodia, Thailand are ASEAN members.
- ✗ 5. Singapore, Malaysia, are not ASEAN members.



Task 9

Seandee and Thongmuan study about important places of ASEAN countries. Sulatal Omar Ali Mosque is the most mosque in Brunei Darussalam. Angkor Wat is the symbol of construction in Cambodia. Merlion Park is the most important trademark and symbol of Singapore. The famous bay in Vietnam is Halong Bay. Petronas Twin Towers is the tallest building in Malaysia. Temple of Emerald Buddha or WatPhrakeaw is beautiful and important temple in Thailand.

Adapted from : www.km-cml.net

1. Saeandee and Thongmuan study about important places in ASEAN countries.
2. Sulatal Omar Ali Mosque is in Brunei Darussalam.
3. Angkor Wat is in Cambodia.
4. Halong Bay is in Vietnam.
5. The tallest Building in Malaysia is Petronas Twin Towers.
6. WatPrakeaw is beautiful and important temple in Thailand.
7. Merlion Park is in Singapore.

Task 10

- 0is in Thailand .
- 1 is in Indonesia.
- 2is in the Philippines.
- 3 is in Singapore.
- 4is in Myanmar.
- 5 is in Vietnam.

Example

0. Temple of the Emerald Buddhais in Thailand.



1. Borobudur is in Indonesia.



2. Fort Santiago is in the Philippines.



3. Merlion Park is in Singapore.



4. Shawedagon Pagoda is in Myanmar.



5. Halong Bay is in Vietnam.



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APPENDIX J

Achievement Test

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement Test

แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน





















คำชี้แจง แบบทดสอบมีจำนวน 40 ข้อประกอบด้วย 4 ส่วน 1. ทักษะการฟัง

2. ทักษะการพูด 3. ทักษะการอ่าน 4. ทักษะการเขียน

Part 1 Listening

Direction A: Listen carefully and choose the best answer.

นักเรียนฟังประโยคแล้วเลือกคำตอบที่ถูกต้อง

	a	b	c	d
1				
2				
3				
4				
5				

6. Jane has hair

- a. short b. long
c. big d. small

7. Sam and Mark like

- a. fish b. bird
c. duck d. rabbit

8. They drink

- a. cake b. cookies
c. milk d. orange juice

9. Jack plays

- a. badminton b. football
c. tennis d. baseball

10. Hadeeya is from

- a. Laos b. Malaysia
c. Myanmar d. Vietnam

Part 2 Speaking

Directions A : Look at the pictures and complete the dialogues.

นักเรียนดูรูปภาพที่กำหนดให้แล้วเติมบทสนทนาให้สมบูรณ์



Lisa



Jenny

A : Who has long hair ?

B : _____.(11)

A : Who has big _____?(12)

B : Jenny has big eyes.

11. a. Lisa b. Jenny

c. Linda d. Jan

12. a. ears b. lips

c. eyes d. nose



Mark



John

A: What pet does John like?

B: He likes(13)

A: Does Mark like chicken?

B:(14)

13. a. chicken b. cat

c. fish d. dog

14. a. Yes, he does. b. Yes, he do.

b. Yes, he doesn't. d. Yes, he don't

15.A : What does she have ?

B : She _____ some ice cream.

a. doesn't has b. has

c. don't have d. have

16. Joe : What would you like to drink?

Tony : I'd like to drink some _____.

- a. hamburger b. cookies
c. cake d. orange juice

17. A : What's their favourite sport ?

B : Their favourite sport is _____.

- a. cycling
b. swimming
c. football
d. basketball



18. A: Can Tony play football?

B: No, he _____.

- a. can b. can't c. do d. doesn't

19. A : Is she from _____ ?

B : Yes, she is.

- a. Thailand b. Cambodia
c. Vietnam d. Indonesia



20. A: Where are they from?

B:

- a. They is from Thailand.
b. They are from Thailand.
c. They is from Thai.
d. They are from Thai.



Part 3 Reading

**Direction: Read sentences and passages
and answer the questions**

(21-30)

นักเรียนอ่านประโยคและเนื้อเรื่องแล้วตอบ
คำถาม

Harry has small eyes, long hair
and a big nose. Mark has big
eyes, short hair and a small nose.

21. Who has small eyes?

- a. Harry b. Mark
c. Harry and Mark d. Nobody

22. Mark haseyes andnose.

- a. small, big b. big, small
c. long, short d. short, long

23. It has four legs. It is very big and
black. What is it?

- a. cow b. cat c. pig d. buffalo

24. It has four legs. It likes to eat fish.

What is it?

- a. cow b. bird c. cat d. chicken

Kate and Leena have lunch together. Kate has a dish of fried rice, orange juice and ice cream. Leena has a sandwich, cookies and a glass of milk.

25. Who has fried rice, orange juice and ice cream?

- a. Leena
- b. Kate
- c. Kate and Leena
- d. b and c

26. What does Leena has for lunch?

- a. She has fried rice, orange juice and ice cream.
- b. She has sandwich, cookies and milk.
- c. She has sandwich, cookies and ice cream.
- d. She has fried rice, milk and ice cream.

27. There are eleven players on the team. You kick the ball. You can't touch the ball. **What is sport?**

- a. basketball
- b. baseball.
- c. football
- d. volleyball

28. There are five players on the team. You throw the ball in the hoop.

What is sport?

- a. basketball
- b. baseball.
- c. football
- d. volleyball

29. They are from Indonesia.

They are.....

- a. Indonesia.
- b. Indonesian
- c. India
- d. Indian

30. He is Singaporean. He is from.....

- a. Singapore
- b. Singaporean
- c. Singaporeman
- d. Singaporegirl

Part 4 Writing

Direction: Choose the correct answer.

นักเรียนเลือกคำตอบที่ถูกต้อง

31. Look at the picture.



Which sentence is correct?

- a. He have blue short hair and small eyes.
- b. He has blue short hair and small eyes.
- c. He have black short hair and big eyes.
- d. He has black short hair and big eyes.

32. Which sentence is correct?

- a. She long hair has.
- b. Hair long has she.
- c. Has hairs he long.
- d. She has long hair.

33. Look at the picture. Which sentence is correct?



- a. My sister like cat.
- b. My sister likes cat.
- c. My sister don't like cat.
- d. My sister doesn't like cat.

34. Joe buffalo.

- a. like
- b. likes
- c. don't like
- d. doesn't like



35. Hamburger is _____.

- a. sweet
- b. food
- c. fruit
- d. drink

36. _____ and _____ are drinks.

- a. milk, coffee, orange juice
- b. milk, chicken, ice cream
- c. cake, cookies, ice cream
- d. hamburger, chicken, sandwich

37.



Jason

- a. Jason plays football .
- b. Jason plays baseball .
- c. Jason is swimming.
- d. Jason is boxing.

38. Which sentence is **not** correct?

- a. Jim can play tennis.
- b. Tony can't play volleyball.
- c. Mike do not like football.
- d. Tom likes badminton.

39. is the capital of Laos.

- a. Manila
- b. Jakatar
- c. Hanoi
- d. Vientien

40. is in Cambodia.

- a. Merlion Park
- b. Angkor Wat
- c. Halong Bay
- d. Burobudur

Achievement Test Answer

1. b	11. b	21. a	31. b
2. c	12. c	22. b	32. d
3. a	13. d	23. d	33. d
4. d	14. a	24. c	34. b
5. c	15. b	25. b	35. b
6. b	16. d	26. b	36. a
7. a	17. a	27. c	37. b
8. d	18. b	28. b	38. c
9. c	19. c	29. b	39. d
10. b	20. b	30. a	40. b

ประโยคสำหรับครูอ่าน Part 1 Listening

1. This is my ear.
2. Tom likes dog.
3. Mike eats sandwich.
4. Lisa can play basketball.
5. Jessica is from the Philippines.
6. Jane has long hair.
7. Sam and Mark like fish.
8. They drink orange juice.
9. Jack plays tennis.
10. Hadeeya is from Malaysia.

Curriculum Vitae

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