

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

APPENDICES

APPENDIX A

The Evaluation Form of Content Validity of Lesson Plan and Peer-Assisted Learning Strategies Implementation to Enhance English Reading Comprehension for Grade Eight Students (For Experts)

Directions:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

- | | |
|-------------------------------|--------------------------|
| 5 means the most appropriate | 4 means more appropriate |
| 3 means average appropriate | 2 means less appropriate |
| 1 means the least appropriate | |

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Learning Objectives					
2.1 Correspond with contents					
2.2 Clear and easy to understand					
2.3 Suitable for students' age					

Statements	Opinion Level				
	5	4	3	2	1
3. Contents					
3.1 Clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Suitable for students' level					
3.4 Appropriate with duration					
4. Learning Activities					
4.1 Enhance English reading comprehension					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Appropriate with duration					
4.5 Suitable for students' age					
4.6 Learning activities begin from easy to difficult					
5. Assessment and Evaluation					
5.1 Correspond with learning objectives					
5.2 Assess by covering all contents which consist of Activities, pre-test, and post-test					
6. PALS lesson plan Form					
6.1 Interesting and high-quality					
6.2 Distinctive and attractive illustration with appropriate contents					

Signature.....Evaluator
(.....)

APPENDIX B

The Evaluation of Content Validity of Lesson Plan and Peer-Assisted Learning Strategies Implementation to Enhance English Reading Comprehension for Grade Eight Students by the Experts

Directions:

Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means the most appropriate

4 means more appropriate

3 means average appropriate

2 means less appropriate

1 means the least appropriate

Statements	Expert's			— X	S.D.	Meaning of
	Opinion Level					Opinion Level
	(Appropriation)					(Appropriation)
	1	2	3			
1. Core Concept	5	4	5	4.66	0.58	The Most
1.1 Correspond with learning objectives						Appropriate

Statements	Expert's			X	S.D.	Meaning of Opinion Level (Appropriation)
	Opinion Level					
	(Appropriation)					
	1	2	3			
1.2 Useful for daily life	4	5	5	4.66	0.58	The Most Appropriate
1.3 Suitable for students	4	3	4	3.66	0.58	Average Appropriate
1.4 Clear and easy to understand	5	5	5	5	0.00	The Most Appropriate
Total				4.5	0.29	More Appropriate
2. Learning Objectives						
2.1 Correspond with contents	5	5	5	5	0.00	The Most Appropriate
2.2 Clear and easy to understand	5	5	5	5	0.00	The Most Appropriate
2.3 Suitable for students' age	5	3	4	4	1	More Appropriate
Total				4.67	0.58	The Most Appropriate

Statements	Expert's				S.D.	Meaning of Opinion Level (Appropriation)
	Opinion Level			X		
	(Appropriation)					
1	2	3				
3. Contents						
3.1 Clear and easy to understand and interesting	4	5	5	4.66	0.58	The Most Appropriate
3.2 Correspond with learning objectives	5	5	5	5	0.00	The Most Appropriate
3.3 Suitable for students' level	4	4	4	4	0.00	More Appropriate
3.4 Appropriate with time allocation	4	4	4	4	0.00	More Appropriate
Total				4.42	0.29	More Appropriate

Statements	Expert's				S.D.	Meaning of Opinion Level (Appropriation)
	Opinion Level			X		
	(Appropriation)					
	1	2	3			
4. Learning Activities						
4.1 Enhance English reading comprehension	5	5	5	5	0.00	The Most Appropriate
4.2 Correspond with contents	5	5	5	5	0.00	The Most Appropriate
4.3 Correspond with learning objectives	5	5	5	5	0.00	The Most Appropriate
4.4 Appropriate with time allocation	4	5	5	4.66	0.58	The Most Appropriate
4.5 Suitable for students' age	4	4	4	4	0.00	More Appropriate
4.6 Learning activities begin from easy to difficult	4	4	4	4	0.00	More Appropriate
Total				4.61	0.24	The Most Appropriate

Statements	Expert's					Meaning of Opinion Level (Appropriation)
	Opinion Level			X	S.D.	
	(Appropriation)					
	1	2	3			
5. Assessment and Evaluation						
5.1 Correspond with learning objectives	4	5	5	4.66	0.58	The Most Appropriate
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	5	5	4.66	0.58	The Most Appropriate
Total				4.67	0.00	The Most Appropriate

Statements	Expert's				S.D.	Meaning of Opinion Level (Appropriation)
	Opinion Level			X		
	(Appropriation)					
1	2	3				
6. PALS lesson plan Form						
6.1 Interesting and high-quality	4	4	4	4	0.00	More Appropriate
6.2 Distinctive and attractive illustration with appropriate contents	4	5	5	4.66	0.58	The Most Appropriate
Total				4.33	0.41	More Appropriate
Total				4.54	0.30	The Most Appropriate

APPENDIX C

The Evaluation of Efficiency of Learning English Reading Comprehension through the PALS Lesson Plans for Grade Eight Students

The individual trial for effectiveness evaluation of learning English
reading comprehension through the PALS lesson plans for grade eight students

Student Number	Pretest Scores (30)	Exercise Scores (80)	Posttest Scores (30)
1	14	69	24
2	12	57	21
3	9	45	17
4	11	54	20
Total Scores	46	225	83
Mean Scores	11.50	56.25	20.75
Percentages	38.33	70.31	69.17

After the individual trial, students gave some opinions about learning English reading comprehension through the PALS lesson plans as follows: 1) some stories were difficult and they were not suitable for the students, and 2) some choices in the comprehensive test were not clear. The students suggested that the researcher should improve some stories and some choices in the comprehensive test.

**The small group trial for effectiveness evaluation of learning English
reading comprehension through the PALS lesson plans for grade eight students**

Student Number	Pretest Scores (30)	Exercise Scores (80)	Posttest Scores (30)
1	14	49	21
2	21	65	25
3	26	71	28
4	10	46	18
5	13	52	18
6	16	57	21
7	11	51	17
8	16	64	22
9	24	68	27
10	15	53	20
11	9	45	19
12	19	67	26
Total Scores	194	688	262
Mean Scores	16.17	57.33	21.83
Percentages	53.89	71.67	72.78

After the small group trial, students gave some opinions about learning English reading comprehension through the PALS lesson plans as follows: 1) some stories were difficult, and they were not interesting, and 2) some choices in the comprehensive test were not clear. The students suggested that the researcher should change some stories and some choices in the comprehensive test.

**The field trial for effectiveness evaluation of learning English reading
comprehension through the PALS lesson plans for grade eight students**

Student Number	Pretest Scores (30)	Exercise Scores (80)	Posttest Scores (30)	E1	E2
1	14	49	21		
2	19	64	22		
3	21	69	24		
4	17	54	20		
5	14	46	19		
6	19	66	23		
7	22	70	26		
8	18	63	23		
9	23	72	27		
10	16	51	21		
11	19	68	24		
12	20	69	24		
13	14	50	18		
14	24	75	29		
15	21	70	26		
16	15	49	20		
17	18	53	23		
18	21	71	28		
19	19	65	24		
20	19	67	23		
21	16	50	20		
22	18	63	21		
23	19	67	24		
24	20	70	27		
25	13	46	19		
26	16	48	20		
27	16	51	19		
28	18	68	22		
29	15	49	19		
30	17	67	20		
Total Scores	541	1,820	676		
Mean Scores	18.03	60.67	22.53		
Percentages	60.11	75.83	75.11	75.83	75.11

The Results of the Three Trials

Trials	E1 (Efficiency of Process)	E2 (Efficiency of Results)
Individual	70.31	69.17
A small group	71.67	72.78
The field study	75.83	75.11

As can be seen from the table, the results of the three trials revealed that the efficiency index of learning English reading comprehension through the PALS lesson plans was 75.83/75.11 after the individual trial and the small group trial which met the specific criteria.

APPENDIX D

The PALS Reading Comprehension Lesson Plans

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Lesson Plan 1

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 1: My family **Topic:** I live in New York

Date: **Time Allocation:** 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: apartment, village, travel, subway, typical, relative, sculptor, suppose, fantastic, gallery, dangerous, certainly, theater, visit

4.2 Phrase: interested in, like going, go rollerblading

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

The teacher explains the principles and the use of peer-assisted learning strategies to the students. Peer-assisted learning strategies or PALS is the method to learn a reading comprehension course by assigning the students to work in pairs. The stronger reader is called the tutor and the weaker reader is called the tutee. Peer-assisted learning strategies consist of three activities; partner reading and retell, paragraph shrinking, and prediction relay.

1. Partner reading and retell

1.1 In partner reading and retell, the tutor reads aloud for five minutes to provide a model for the tutee. After that the tutee reads along with the same paragraph.

1.2 The tutor gives 1 point to the tutee when the sentence is read correctly. If an error occurs within 4 seconds, the tutor prompts the tutee to correct it by saying:

“Check it.” / “Do you need some help?”

1.3 If the tutee needs some help, he/she says “I need some help.” The tutee tries to figure it out or the tutor says,

“That word is.....” / “What word?”

1.4 If the tutee can correct the word, the tutor gives feedback to the tutee such as “Good job”, “well done or excellent”.

1.5 After both students finish reading, the tutee is asked to retell what happened in the story. The tutor asks the tutee to retell the story by using these questions,

“What happened first?” or “What happened next?”

1.6 The tutor gives 10 points to the tutee when the tutee retells the sequence of the paragraph correctly.

1.7 The students switch roles after they finish reading the first paragraph.

2. Paragraph shrinking

2.1 The tutor orally reads for 5 minutes, and then the tutee is asked to identify the important people or things in the paragraph. The tutor asks,

“Who is the paragraph mainly about?”

“What is the paragraph mainly about?”

“Who is the most important person in this paragraph?”

“What is the most important point in this paragraph?”

2.2 The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee says the wrong answer, the tutor guides by saying, “Check it”, “Let me give you a hint.....”, or “The answer is.....”

2.3 If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”.

2.4 For each paragraph summary, the tutee earns 1 point for correctly identifying who or what in the paragraph, 1 point for correctly stating the important thing about who or what, and 10 points for using 10 words or less to summarize the paragraph.

2.5 After 5 minutes, the students switch roles.

3. Prediction relay

3.1 The tutee reads and makes predictions about what will happen in the next paragraph.

3.2 After the tutee makes predictions, the tutor reads the paragraph aloud and corrects the tutees’ reading errors while the tutee follows along.

3.3 After students finish reading, the tutor asks the tutee to confirm or disconfirm the tutee’s predictions. The tutor says, do you confirm your prediction?

3.4 If the tutee says no, the tutee rereads and makes predictions again. When the tutor considers that the prediction is not reasonable, the tutor says, “I don’t agree. Think of a better prediction”

The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction. After 5 minutes, the students switch roles.

The teacher explains how the tutor gives feedback, gestures and facial expressions to the tutee and gives the students examples of verbal language which is used by the tutor: for example, right, correct, good, excellent, well done, etc.

5.2 Grouping Students

1. Teacher informs students' points from the reading comprehension achievement test.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list. The stronger reader of each pair role plays as a tutor and the weaker reader role plays as a tutee.
3. Teacher divides pairs of students into two teams who will compete against each other during reading activities and explains rewards for the winner in the reading activities.
4. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher hands out the passage "My family" to each pair.
2. Teacher presents new vocabulary, shows how to pronounce the vocabulary and lets students to repeat the words, and then lets some students show their pronunciations.

3. Teacher lets each pair discuss and tell the meaning of each word.

apartment	means.....
village	means.....
travel	means.....
subway	means.....
typical	means.....
relative	means.....
sculptor	means.....
suppose	means.....
fantastic	means.....
gallery	means.....
dangerous	means.....
certainly	means.....
theater	means.....
visit	means.....
interested in	means.....
like going	means.....
go rollerblading	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or the tutee.

5. The tutee reads along with the same materials.

6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

Hi! My name's Tiffany Morton and I live in New York. Our apartment is in Greenwich Village. I go to East Side Middle School. I'm 14 so I'm in the eighth grade. I travel to school on the subway. My family is a typical New York family. My grandfather is from Poland and my grandmother is from Italy. My mom's grandparents were Irish. I have an aunt from Puerto Rico and an uncle from Brazil. So my relatives speak five different languages!

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee in case of giving a reasonable answer.
9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads a paragraph for five minutes.

My dad's a sculptor and my mom's an art teacher. I suppose that's why I'm interested in art. There are some fantastic museums and galleries in New York. My favorite is the Museum of Modern Art. Another of my favorite places is Central Park. It's four kilometres long and there are 75,000 trees. I go rollerblading there with my friends and, in the summer, we swim at the pool after school. I like going to the theater on Broadway but it's very expensive.

2. The weaker reader is asked to identify about important people or things in the paragraph

3. The tutor asks the guided questions to the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarizes the paragraph correctly and by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; tutee orally reads the paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

People think New York is dangerous, but I don't agree. It's certainly a busy, noisy place. After all, eight million people live there. Why don't you come to visit us?

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in the group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.
2. The reward is given for the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table

at 75 %.

7. Materials/Teaching Aids

7.1 The passage "I live in New York"

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

Social studies, Health and Physical Education.

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

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10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. The best title for this passage reading is.....

- a. Tiffany's family
- b. life in New York
- c. my favorite places
- d. my daily life

2. How does Tiffany go to school?

- a. bus
- b. bicycle
- c. subway
- d. car

3. Tiffany's grandfather is from.....

- a. Italy
- b. Puerto Rico
- c. Brazil
- d. Poland

4. What does her mom do?

- a. a sculptor
- b. an art teacher
- c. shop keeper
- d. nurse

5. Where is her favorite place?
- a. her school
 - b. museums
 - c. museum of modern art
 - d. Broadway
6. Where does she like to go with her friends?
- a. New York
 - b. museums
 - c. Greenwich Village
 - d. Central Park
7. Which is not true?
- a. Tiffany stays at an apartment
 - b. Tiffany goes swimming before going to school
 - c. Tiffany's mother is an art teacher
 - d. Tiffany thinks that New York is a busy and noisy place
8. What is on Broadway?
- a. The museum
 - b. The park
 - c. The restaurant
 - d. A street with theaters

9. Tiffany is interested in Art because of.....

- a. her father and mother
- b. her friends
- c. her relatives
- d. her teacher

10. Why do her relatives speak five different languages?

- a. They are smart
- b. They are interpreter
- c. They come from different countries
- d. They love learning languages

I live in New York

Hi! My name's Tiffany Morton and I live in New York. Our apartment is in Greenwich Village. I go to East Side Middle School. I'm 14 so I'm in the eighth grade. I travel to school on the subway.

My family is a typical New York family. My grandfather is from Poland and my grandmother is from Italy. My mom's grandparents were Irish. I have an aunt from Puerto Rico and an uncle from Brazil. So my relatives speak five different languages!

My dad's a sculptor and my mom's an art teacher. I suppose that's why I'm interested in art. There are some fantastic museums and galleries in New York. My favorite is the Museum of Modern Art.

Another of my favorite places is Central Park. It's four kilometres long and there are 75,000 trees. I go rollerblading there with my friends and, in the summer, we swim at the pool after school. I like going to the theater on Broadway but it's very expensive.

People think New York is dangerous, but I don't agree. It's certainly a busy, noisy place. After all, eight million people live there. Why don't you come to visit us?

References

Goodey, D. & Goodey, N. (2010). **Messages Student's book 2**. Cambridge University Press.

Lesson Plan 2

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8
Unit 2 : School life **Topic:** A healthy choice
Date: **Time Allocation:** 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: cafeteria, different, soft drinks, principal, junk food, fair, choose, large, disagree, teenager, overweight, reason, problem, worry, solve, healthy, choice

4.2 Phrase: in addition,

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.
3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.
4. Teacher divides pairs of students into two teams and expresses the reward for the winner.
5. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “A healthy choice” to each pair.
2. Teacher presents new vocabulary, shows how to pronounce the vocabulary and lets students repeat the words, and then lets some students show their pronunciations.
3. Teacher lets each pair discuss and tell the meaning of each word.

cafeteria	means.....
different	means.....
soft drinks	means.....

principal	means.....
junk food	means.....
fair	means.....
choose	means.....
large	means.....
disagree	means.....
teenager	means.....
overweight	means.....
reason	means.....
problem	means.....
worry	means.....
solve	means.....
healthy	means.....
choice	means.....
in addition	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee.
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

The cafeteria at Fremont High School in California, in the U.S., is a little different these days. There are no soft drinks or potato chips in the cafeteria. The candy bars and ice cream are gone, too. What happened? The school stopped selling junk food. The principal and teachers are happy about this. But some students are not.

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.
9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

Dana Alvarez is a student at Fremont High School and she is angry. She says “I like to have soda and chips for lunch. It’s not fair that I can’t choose the food I like”. But the principal and teachers at this large California school disagree with Dana. In the U.S., 14% of teenagers are overweight. Doctors say that junk food is one reason for this problem.

Sometimes children eat junk food because it is easy to buy. Junk food like ice cream, chips, and candy, has a lot of fat and sugar. Children eat too much of it, and that is why they are overweight. In addition, teachers say that when children eat junk food for lunch, they often feel sleepy in the afternoon. Many parents are worried, too. They want their children to eat well, and they want the school to sell only healthy foods.

2. The weaker reader is asked to identify the important people or things in the paragraph

3. The tutor asks the guided questions to the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly and by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; tutee orally reads a paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

The cafeteria at Fremont High School sells a lot of different food now, such as fruit, yogurt, salads, and juice. But this may not solve the problem. Sometimes students go outside school to buy junk food at lunchtime. And some students bring junk food from home. But in the cafeteria, students may buy only healthy food. The principal hopes that most of his student will make a healthy choice.

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in each group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.
2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table

at 75 %.

7. Materials/Teaching Aids

7.1 The passage "A healthy choice"

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

Social studies, Health and Physical Education

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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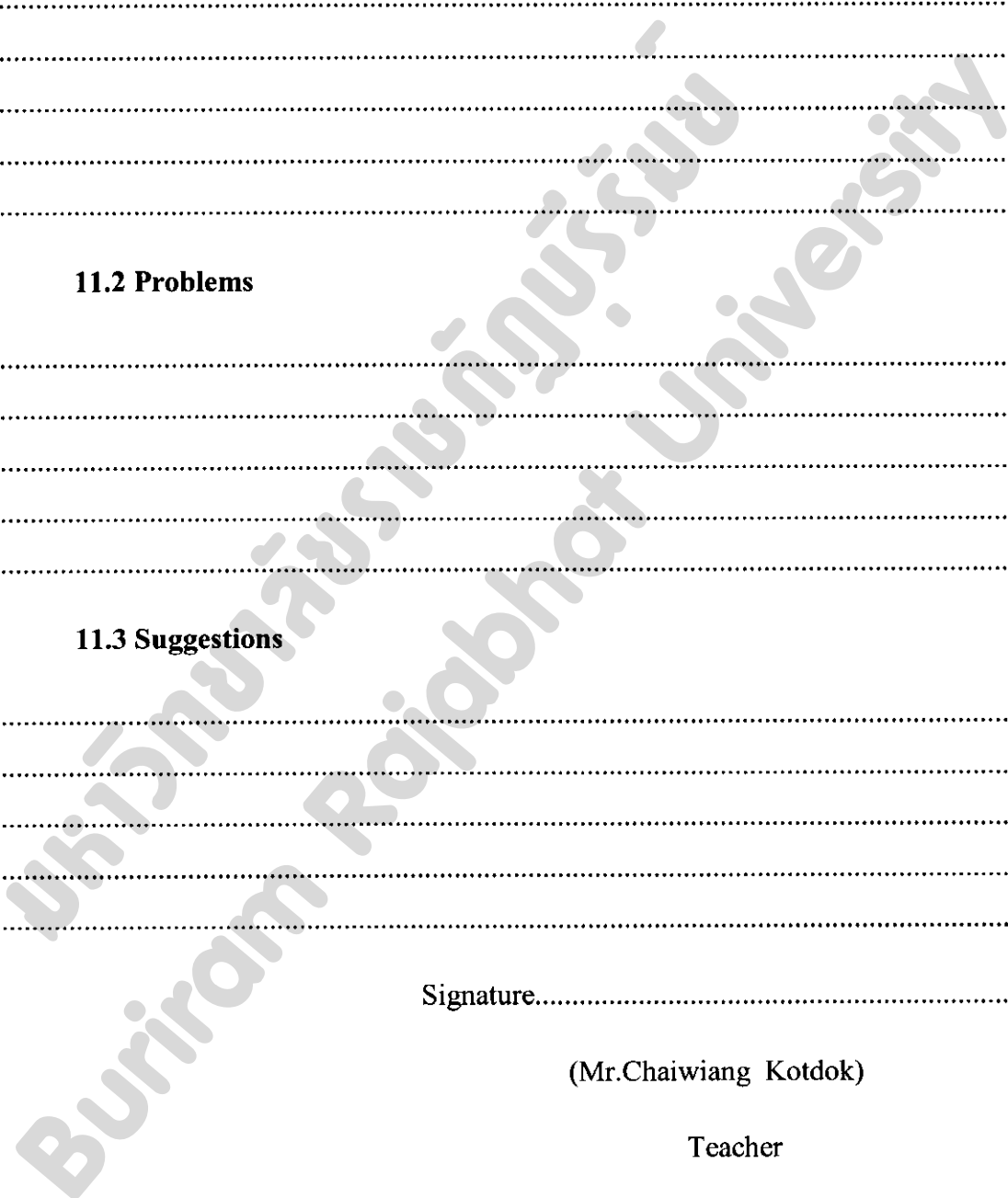
11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher



Comprehensive test

1. What is the main topic of this passage?
 - a. life at school
 - b. selling food at school
 - c. school activities
 - d. my favorite food at school
2. Where did this story take place?
 - a. cafeteria
 - b. California school
 - c. Dana's house
 - d. Fremont High School
3. The school stopped selling some food except.....
 - a. soft drinks
 - b. ice cream
 - c. yogurt
 - d. potato chips
4. Which is **not true** after the school stopped selling junk food?
 - a. the principal is happy
 - b. the teachers agree
 - c. some students are glad
 - d. many parents are not agree

5. Most people agree with not selling junk food in the cafeteria except.....
- a. the principle
 - b. teachers
 - c. parents
 - d. Dana
6. What kind of food has low sugar?
- a. ice cream
 - b. chips
 - c. salad
 - d. candy
7. Children sometimes eat junk food because.....
- a. it's delicious
 - b. they are in hurry
 - c. it's easy to buy
 - d. they have no time to cook
8. If the students eat too much junk food, they will.....
- a. feel boring in class
 - b. become overweight
 - c. be punished
 - d. bring a lot of garbage

9. The students who don't agree with stop selling junk food, they.....

- a. bring their food from home
- b. stop eating junk food
- c. move to another school
- d. try eating healthy food

10. What is **not true** about this story?

- a. The school stopped selling junk food at lunch time
- b. Junk food is one reason of overweight
- c. Parents want the school to sell only healthy foods
- d. Some students go outside to buy junk food

A Healthy Choice

The cafeteria at Fremont High School in California, in the U.S., is a little different these days. There are no soft drinks or potato chips in the cafeteria. The candy bars and ice cream are gone, too. What happened? The school stopped selling junk food. The principal and teachers are happy about this. But some students are not.

Dana Alvarez is a student at Fremont High School and she is angry. She says “I like to have soda and chips for lunch. It’s not fair that I can’t choose the food I like”. But the principal and teachers at this large California school disagree with Dana. In the U.S., 14% of teenagers are overweight. Doctors say that junk food is one reason for this problem.

Sometimes children eat junk food because it is easy to buy. Junk food like ice cream, chips, and candy, has a lot of fat and sugar. Children eat too much of it, and that is why they are overweight. In addition, teachers say that when children eat junk food for lunch, they often feel sleepy in the afternoon. Many parents are worried, too. They want their children to eat well, and they want the school to sell only healthy foods.

The cafeteria at Fremont High School sells a lot of different food now, such as fruit, yogurt, salads, and juice. But this may not solve the problem. Sometimes students go outside school to buy junk food at lunchtime. And some students bring junk food from home. But in the cafeteria, may buy only healthy food. The principal hopes that most of his students will make a healthy choice.

References

Mare, N. N. (2010). **Read on, Write up 2**. McGraw-Hill.

Lesson Plan 3

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 3 : Short story

Topic: Short story

Date:

Time Allocation: 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, giving opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: extraordinary, village, inventor, robot, electrical, appliance, Geography, important, discovery, through, forest, suddenly, earthquake, mountain, hide

4.2 Phrase: -

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. Teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. Teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, the teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.
3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.
4. Teacher divides pairs of students into two teams and expresses the reward for the winner.
5. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “Short story” to each pair.
2. Teacher presents the new vocabulary, shows how to pronounce the vocabulary and lets students repeat the words, and then lets some students show their pronunciations.
3. Teacher lets each pair discuss and tell the meaning of each word.

extraordinary means.....

village means.....

inventor means.....

robot	means.....
electrical	means.....
appliance	means.....
Geography	means.....
important	means.....
discovery	means.....
through	means.....
forest	means.....
suddenly	means.....
earthquake	means.....
mountain	means.....
hide	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee.
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

A long time ago there was an extraordinary boy called Jiro. He lived in a small Japanese village in the Akaishi Mountains. His father was an inventor. He built robots from parts of electrical appliances. His mother taught Geography at the village school.

7. The tutor gives the feedback to the tutee.
8. Teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.

9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.

10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.

11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

When he was ten, Jiro made an important discovery. He could run faster than any of the other boys at school and talk with the animals in the forest.

One day, Jiro was running through the forest when suddenly the birds stopped singing. Ten seconds later the ground started to move under his feet. At first he thought he was dreaming. Then he understood what was happening. It was an earthquake!

2. The weaker reader is asked to identify the important people or things in the paragraph

3. The tutor asks the guided questions for the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly and by using 10 words or less or not.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; the tutee orally reads the paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

Jiro turned and ran back to his home but when he came to the village, it wasn't there. “Where's my village and my family?” he shouted. Morio, one of his father's robots, was hiding in the trees. Morio said, “The village flew away. Run quickly and maybe you can find it”.

“Come with me!” Jiro said. And they ran down the mountain, searching for the village.

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.

2. The reward is given for the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table at 75 %.

7. Materials/Teaching Aids

- 7.1 The passage "Short story"
- 7.2 Comprehensive test
- 7.3 Rewards

8. Subject Area Involved

- Science

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

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The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. What is the best title of this passage?
 - a. The end of the earth
 - b. Morio-the rescue robot
 - c. Amazing day
 - d. Jiro-an extraordinary boy
2. What does his father do?
 - a. His father is a doctor
 - b. an inventor
 - c. a teacher
 - d. He is an electrician
3. Jiro's house is near the.....
 - a. country side
 - b. sea
 - c. city
 - d. mountains
4. What happened with him when he was ten years old?
 - a. he ran faster than any boys at school
 - b. he talked with the trees in the forest.
 - c. he made a robot
 - d. he faced the earthquake

5. Why did the birds stop singing before the earthquake?

- a. because they afraid of Jiro
- b. because they knew something was happening
- c. because they rest for a while
- d. they searching for fruits

6. Which is not true when the earthquake began?

- a. before the earthquake, the birds stopped singing
- b. the ground started to move
- c. his father was hiding in the tree
- d. Jiro thought he was dreaming

7. Why did Jiro run back to his house?

- a. to talk to Morio
- b. to seek for toys
- c. to find his robot
- d. to search for his family

8. How did he feel when he arrived home?

- a. He was tired.
- b. He was disappointed.
- c. He was surprised.
- d. He was angry.

9. Whom did Jiro meet when he reached the village?

- a. his father
- b. his mother
- c. his family
- d. a robot

10. Which is not true about Jiro?

- a. He runs faster than the other boys at school.
- b. He is Chinese.
- c. His mother is a teacher.
- d. He can talk with the animals.

Short story

A long time ago there was an extraordinary boy called Jiro. He lived in a small Japanese village in the Akaishi Mountains. His father was an inventor. He built robots from parts of electrical appliances. His mother taught Geography at the village school.

When he was ten, Jiro made an important discovery. He could run faster than any of the other boys at school and talk with the animals in the forest.

One day, Jiro was running through the forest when suddenly the birds stopped singing. Ten seconds later the ground started to move under his feet. At first he thought he was dreaming. Then he understood what was happening. It was an earthquake!

Jiro turned and ran back to his home but when he came to the village, it wasn't there. "Where's my village and my family?" he shouted. Morio, one of his father's robots, was hiding in the trees. Morio said, "The village flew away. Run quickly and maybe you can find it".

"Come with me!" Jiro said. And they ran down the mountain, searching for the village.

References

Robert, C. (2009). **English in Motion Student's book 2**. Richmond Publishing.

Lesson Plan 4

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 4 : Famous people

Topic: The Queen's Garden Parties

Date:

Time Allocation: 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: formal, informal, function, visit, important, organize, event, residence, relaxed, palace, approximately, guest, elegant, royal family, arrive, leave, national anthem, receive, invitation

4.2 Phrase: -

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.

2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.

3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.

4. Teacher divides pairs of students into two teams and expresses the reward for the winner.

5. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “The Queen’s Garden Parties” to each pair.

2. Teacher presents the new vocabulary, shows how to pronounce the vocabulary and lets students repeat the words, and then lets some students show their pronunciations.

3. Teacher lets each pair discuss and tell the meaning of each word.

formal means.....

informal means.....

function	means.....
visit	means.....
important	means.....
organize	means.....
event	means.....
residence	means.....
relaxed	means.....
palace	means.....
approximately	means.....
guest	means.....
elegant	means.....
royal family	means.....
arrive	means.....
leave	means.....
national anthem	means.....
receive	means.....
invitation	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

Queen Elizabeth has a lot of formal functions every year. She visits other countries, meet a lot of important people and she also organizes a lot of formal events in her residences in the UK. But the Garden Party is a relaxed and informal event. There are four garden parties every year: one at the palace of Holyroodhouse in Edinburgh and three at Buckingham Palace in London.

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.
9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

There are approximately 8,000 people at a Garden Party. All the guests wear very elegant clothes, often have hats. The gates to Buckingham Palace open at 3 p.m. but a lot of people arrive very early. The guests can look at the beautiful gardens and they can listen to two bands. You can't usually see this part of Buckingham Palace.

The Queen, Duke of Edinburgh and other members of the Royal Family arrive at 4 p.m. and the band plays the National Anthem. The Queen walks around the garden and speaks to a lot of people, but she can't speak to all 8,000 guests! At 6 p.m. the Queen and the Royal Family leave and the band plays the National Anthem again.

2. The weaker reader is asked to identify the important people or things in the paragraph

3. The tutor asks the guided questions for the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; the tutee orally reads the paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

At a typical Garden Party, people drink about 27,000 cups of tea and eat more than 20,000 sandwiches and 20,000 slices of cake!!

Can you go to the Garden Party? Sorry, you have to receive an invitation from the Lord Chamberlian!

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.

2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.

3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table at 75 %.

7. Materials/Teaching Aids

7.1 The passage "The Queen's Garden Parties"

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

- Social studies

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. What is the main idea of this passage?
 - a. The Queen's garden parties
 - b. Garden parties in England
 - c. Queen Elizabeth
 - d. Amazing garden parties
2. Where are the Garden Parties?
 - a. at Varsille
 - b. at Buckingham Palace
 - c. at Holyroodhouse
 - d. b and c correct
3. How many people go to a Garden Party?
 - a. twenty thousand
 - b. twenty-seven thousand
 - c. eight thousand
 - d. six thousand
4. If you go to the garden parties, you should wear.....
 - a. very luxurious clothes
 - b. very elegant clothes with hats
 - c. very expensive clothes with hats
 - d. very well-dressed clothes

5. What time do the guests arrive?
- a. three p.m.
 - b. four p.m.
 - c. five p.m.
 - d. six p.m.
6. Which is not true about Queen Elizabeth's duties?
- a. visiting other countries
 - b. meeting important people
 - c. organizing the formal events
 - d. receiving an invitation
7. What can you eat and drink?
- a. chocolate and cake
 - b. tea, sandwiches and cake
 - c. orange juice and biscuits
 - d. coffee and cake
8. People can go to the parties by.....
- a. filling the application form
 - b. applying to the Royal Family
 - c. receiving an invitation
 - d. buying the tickets at the Royal Family

9. What time does the Garden Party finish?

- a. four p.m.
- b. five p.m.
- c. six p.m.
- d. seven p.m.

10. Which is not true about the Garden Party?

- a. The Queen walks around the garden and speak to all the people.
- b. When the Royal Family arrives, the band plays the National Anthem.
- c. People eat more than 20,000 sandwiches.
- d. At 4 p.m. the Queen and the Royal Family leave the party.

The Queen's Garden Parties

Queen Elizabeth has a lot of formal functions every year. She visits other countries, meet a lot of important people and she also organizes a lot of formal events in her residences in the UK. But the Garden Party is a relaxed and informal event. There are four garden parties every year: one at the palace of Holyroodhouse in Edinburgh and three at Buckingham Palace in London.

There are approximately 8,000 people at a Garden Party. All the guests wear very elegant clothes, often have hats. The gates to Buckingham Palace open at 3 p.m. but a lot of people arrive very early. The guests can look at the beautiful gardens and they can listen to two bands. You can't usually see this part of Buckingham Palace.

The Queen, Duke of Edinburgh and other members of the Royal Family arrive at 4 p.m. and the band plays the National Anthem. The Queen walks around the garden and speaks to a lot of people, but she can't speak to all 8,000 guests! At 6 p.m. the Queen and the Royal Family leave and the band plays the National Anthem again.

At a typical Garden Party, people drink about 27,000 cups of tea and eat more than 20,000 sandwiches and 20,000 slices of cake!!

Can you go to the Garden Party? Sorry, you have to receive an invitation from the Lord Chamberlain!

References

Smith, A. et al. (2012). **Team up in English 1 Workbook**. Aksorn Charoentat Act. Co., Ltd.

Lesson Plan 5

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 5 : Food and Drinks

Topic: Breakfast around the world

Date:

Time Allocation: 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: rice, traditional, teenager, adult, western-style, different, famous, maple syrup, for example, cereal, spices, lentils, bacon, toast, mushroom

4.2 Phrase: -

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.
3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.
4. Teacher divides pairs of students into two teams and expresses the reward for the winner.
5. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “Breakfast around the world” to each pair.
2. Teacher presents the new vocabulary, shows how to pronounce the vocabulary and lets students repeat the words, and then lets some students show their pronunciations.
3. Teacher lets each pair discuss and tell the meaning of each word.

rice means.....

traditional means.....

teenager	means.....
adult	means.....
western-style	means.....
different	means.....
famous	means.....
maple syrup	means.....
for example	means.....
cereal	means.....
spices	means.....
lentil	means.....
bacon	means.....
toast	means.....
mushroom	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee.
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

Breakfast in Japanese-asa-gohan-means "morning rice", and some people have a traditional breakfast of tea, soup and rice. A typical Japanese teenager often has a western-style breakfast with eggs, toast, fruit juice and coffee.

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.
9. When the pair finishes reading, the students switch the role. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

The United State is a very big country and there are a lot of different breakfast foods - the famous pancakes with maple syrup for example – and coffee, tea, milk, hot chocolate, eggs, cereal, bread, cakes, fruit and fruit juice. Breakfast is sometimes big, but a typical American usually has a small, quick breakfast.

People eat a lot of different food for breakfast in India. They sometimes have traditional dishes, for example eggs with spices, potatoes, and onions or the Hindi dish *khichri*, with rice, lentils and spices. Indians often eat fruit and yogurt and drink tea for breakfast.

2. The weaker reader is asked to identify the important people or things in the paragraph
3. The tutor asks the guided questions for the tutee as follows:
Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly and by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; the tutee orally reads a paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

England is famous for its big English breakfast of eggs, bacon, sausages, tomatoes and mushrooms, with a lot of toast and tea. But not many people cook and eat a big English breakfast every day. A teenager usually has cereal and milk for breakfast. An adult often has toast or cereal and usually drinks tea or coffee.

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.

7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.

2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table at 75 %.

7. Materials/Teaching Aids

7.1 The passage “Breakfast around the world”

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

- Social studies, Health and Physical Education

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. What is this story mainly about?
 - a. meals in different countries
 - b. food in another countries
 - c. breakfast in different countries
 - d. meals around the world
2. What is the meaning of “*asa-gohan*”?
 - a. a western style
 - b. morning rice
 - c. lentils and rice
 - d. pancakes and maple syrup
3. What do Japanese people have for a traditional breakfast?
 - a. maple syrup and pancake
 - b. sausages, bacon and coffee
 - c. tea, soup and rice
 - d. fruit juice, toast and eggs
4. What is the famous American breakfast?
 - a. lentils and rice
 - b. eggs, bacon and sausages
 - c. tea, soup and rice
 - d. maple syrup and pancakes

5. What is “*khichri*”?
- a. spices, rice and lentils
 - b. eggs with spices
 - c. fruits and yoghurt
 - d. eggs, potatoes and onions
6. What do adult English people have for breakfast?
- a. cereal and milk
 - b. eggs, bacon and toast
 - c. toast and coffee
 - d. sausages and tea
7. Which is not true about this story?
- a. Japanese teenagers like western-style breakfast
 - b. there are a lot of different breakfast foods in England
 - c. Breakfast is sometimes big in America
 - d. Japanese and India have traditional dishes
8. You can eat the following foods in India except.....
- a. potatoes and onions
 - b. eggs with spices
 - c. fruit and yogurt
 - d. tea and coffee

9. Which countries eat rice for breakfast?

- a. Japan and America
- b. United States and Japan
- c. India and Japan
- d. England and India

10. What do English teenagers have for breakfast?

- a. eggs, bacon and toast
- b. cereal and milk
- c. sausages and tea
- d. toast and coffee

Breakfast around the world

Breakfast in Japanese-asa-gohan-means “morning rice”, and some people have a traditional breakfast of tea, soup and rice. A typical Japanese teenager often has a western-style breakfast with eggs, toast, fruit juice and coffee.

The United State is a very big country and there are a lot of different breakfast foods - the famous pancakes with maple syrup for example – and coffee, tea, milk, hot chocolate, eggs, cereal, bread, cakes, fruit and fruit juice. Breakfast is sometimes big, but a typical American usually has a small, quick breakfast.

People eat a lot of different food for breakfast in India. They sometimes have traditional dishes, for example eggs with spices, potatoes, and onions or the Hindi dish *khichri*, with rice, lentils and spices. Indians often eat fruit and yogurt and drink tea for breakfast.

England is famous for its big English breakfast of eggs, bacon, sausages, tomatoes and mushrooms, with a lot of toast and tea. But not many people cook and eat a big English breakfast every day. A teenager usually has cereal and milk for breakfast. An adult often has toast or cereal and usually drinks tea or coffee.

References

Smith, A. et al. (2012). **Team up in English 1 Workbook**. Aksorn Charoentat Act. Co., Ltd.

Lesson Plan 6

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 6 : Sport

Topic: Sepak Takraw

Date:

Time Allocation: 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: imagine, combination, soccer, gymnastics, language, sepak, takraw, popular, grow, rapidly, opposite, pass, rule, similar, weigh, float, flip, acrobatic, stunt, block, smash, exciting

4.2 Phrase: made of, travel up, kilometer per hour

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.
3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.
4. Teacher divides pairs of students into two teams and expresses the reward for the winner.
5. Teacher lets students sit with their peer preparing for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “Sepak Takraw” to each pair.
2. Teacher presents the new vocabulary, shows how to pronounce the vocabulary and lets students repeat the words, and then lets some students show their pronunciations.
3. Teacher lets each pair discuss and tell the meaning of each word.

imagine	means.....
combination	means.....
soccer	means.....

gymnastics	means.....
language	means.....
sepak	means.....
takraw	means.....
popular	means.....
grow	means.....
rapidly	means.....
opposite	means.....
pass	means.....
rule	means.....
similar	means.....
weigh	means.....
float	means.....
flip	means.....
acrobatic	means.....
stunt	means.....
block	means.....
smash	means.....
exciting	means.....
made of	means.....
travel up	means.....
kilometer per hour	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee.
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

Can you imagine a sport that is a combination of soccer, volleyball, and gymnastics and that is played on a badminton court? There is really a sport like this! It's called Sepak Takraw. The name comes from two languages. Sepak is "kick" in Malay, and takraw is "ball" in Thai.

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.
9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

Sepak takraw is a very popular sport in Asia and is growing rapidly. Each team has three players. Players stand on opposite sides of a five-foot high net. Each team tries to send the ball back over the net to the other team. Players can use their feet, knees, backs, shoulders, or heads, but they can't use their hands or arms. Like in volleyball, there are passes and sets, and the rules of the two games are very similar. The takraw ball is made of plastic, or of rattan (a material like bamboo), and it weighs 170 to 190 grams.

2. The weaker reader is asked to identify the important people or things in the paragraph

3. The tutor asks the guided questions for the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the

tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly by using 10 words or less.
6. The tutor decides whether to give points or to give the answer to the tutee.
7. After 5 minutes, the students switch roles; the tutee orally reads a paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

The game is very fast, and the ball can travel up to 140 kilometers per hour. Players jump, float in the air, flip upside down, and perform acrobatic stunts to block or smash the ball. Sepak takraw is an exciting game to play and to watch.

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.

2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table

at 75 %.

7. Materials/Teaching Aids

7.1 The passage “Sepak Takraw”

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

- Social studies, Health and Physical Education

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Buriram Rajabhat University

9. Comments

9.1 Department Head's Comment

The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. What is the best title of this story?
 - a. Sepak takraw -a very popular sport in Asia
 - b. Sepak takraw-an exciting game
 - c. Sepak takraw-a combination sport
 - d. Sepak takraw- a very fast game
2. Where does the name “Sepak Taraw” comes from?
 - a. Thai and Pilipino
 - b. Thai and Malay
 - c. Laotian and Malay
 - d. Burmese and Pilipino
3. Sepak takraw combines several kinds of sport except.....
 - a. gymnastics
 - b. volleyball
 - c. basketball
 - d. badminton court
4. How many players are there on each team?
 - a. three
 - b. six
 - c. seven
 - d. twelve

5. Which parts of the body cannot be used by the players?

- a. knees and arms
- b. shoulders and hands
- c. backs and arms
- d. hands and arms

6. What is the takraw ball made of?

- a. plastic
- b. rattan
- c. bamboo
- d. a and b are correct

7. How fast can players kick the ball?

- a. 140 kilometers per hour
- b. 150 kilometers per hour
- c. 170 kilometers per hour
- d. 190 kilometers per hour

8. Which is not true about this passage?

- a. takraw means “ball” in Thai word
- b. the net is five-foot high
- c. the takraw ball is made of plastic or rattan
- d. the takraw ball is made from bamboo

9. Which is not true about the rules?
- a. there are three players for each team
 - b. players stand on the same sides
 - c. each team tries to send the ball back over the net to the other team
 - d. players can't use their hands or arms
10. If you want to watch this kind of sport, you should go to.....
- a. America
 - b. Europe
 - c. Australia
 - d. Asia

Sepak Takraw

Can you imagine a sport that is a combination of soccer, volleyball, and gymnastics and that is played on a badminton court? There is really a sport like this! It's called Sepak Takraw. The name comes from two languages. Sepak is "kick" in Malay, and takraw is "ball" in Thai.

Sepak takraw is a very popular sport in Asia and is growing rapidly. Each team has three players. Players stand on opposite sides of a five-foot high net. Each team tries to send the ball back over the net to the other team. Players can use their feet, knees, backs, shoulders, or heads, but they can't use their hands or arms. Like in volleyball, there are passes and sets, and the rules of the two games are very similar. The takraw ball is made of plastic, or of rattan (a material like bamboo), and it weighs 170 to 190 grams.

The game is very fast, and the ball can travel up to 140 kilometers per hour. Players jump, float in the air, flip upside down, and perform acrobatic stunts to block or smash the ball. Sepak takraw is an exciting game to play and to watch.

References

Santos, M.D. (2014). **New World Student book 2**. McGraw-Hill International Enterprises LLC.

Lesson Plan 7

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8

Unit 7 : Science and Technology

Topic: Google

Date:

Time Allocation: 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: garage, investment, company, worth, billion, develop, search engine, increase, research, philosophy, encourage, workplace, unconventional, casually, atmosphere, employee, workforce, eccentric, billionaire, ordinary

4.2 Phrase: -

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

5.2 Grouping Students

1. Before class, teacher informs students about points from the reading comprehension test and pairs up the students in class by judging points of the reading comprehension test. The teacher lists the students from the highest point to the lowest point.
2. Teacher ranks students in the classroom by their points, then splits the group in half. The top student in the top half is paired with the top student in the bottom half of the list and so on.
3. The stronger reader of each pair plays the role of the tutor and the weaker reader plays the role of a tutee.
4. Teacher divides pairs of students into two teams and expresses the reward for the winner.
5. Teacher lets students sit with their peer to prepare for the reading activities.

5.3 Reading Activities

5.3.1 Partner Reading and retell

1. Teacher gives the passage “Google” to each pair.
2. Teacher presents the new vocabulary, shows how to pronounce the vocabulary and lets students to repeat the words, and then lets some students show their pronunciations.
3. Teacher lets each pair discuss and tell the meaning of each word.

garage	means.....
investment	means.....
company	means.....

worth	means.....
billion	means.....
develop	means.....
search engine	means.....
increase	means.....
research	means.....
philosophy	means.....
encourage	means.....
workplace	means.....
unconventional	means.....
casually	means.....
atmosphere	means.....
employee	means.....
workforce	means.....
eccentric	means.....
billionaire	means.....
ordinary	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee.
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

It all started in a garage with an investment of \$2,000. Today, the company is worth more than 25 billion dollars. In 1998, two Stanford University students, Larry Page and Sergey Brin, developed Google, a search engine site that helps Internet users find information easily. Compared to other sites, Google was faster, and it became the most popular search engine.

7. The tutor gives the feedback to the tutee.
8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.
9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.
10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.
11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

Every second, thousands of people visit the site, looking for some kind of information. That is millions of consultations a day—a number that increases daily. The people do research in approximately 100 languages. The verb “to google” is now part of everyday language in English. It means to search for information on the internet. Google’s work philosophy is very different from other companies. Workers are encouraged to spend 20 percent of their time thinking about ways to make the company better. The workplace is unconventional and informal.

2. The weaker reader is asked to identify the important people or things in the paragraph

3. The tutor asks the guided questions for the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; the tutee orally reads a paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

People dress casually, and they can even bring their pets to work. The idea is to create a relaxed atmosphere. Most of the employees are very young. Google has one of the youngest workforces in the world. But what about the founders? Well, they aren't eccentric billionaires. They lead a normal life. They live in regular apartments, drive around in ordinary cars, and work hard.

2. The tutor identifies and corrects reading errors.
3. The tutee confirms or disconfirms the prediction.
4. The tutee summarizes the main idea of the paragraph.
5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.
2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.

3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table at 75 %.

7. Materials/Teaching Aids

7.1 The passage "Google"

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

- Social studies, Information and Computer Technology

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Darunrut Kamolchit)

Department Head

9.2 Vice Director's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

9.3 Director's comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

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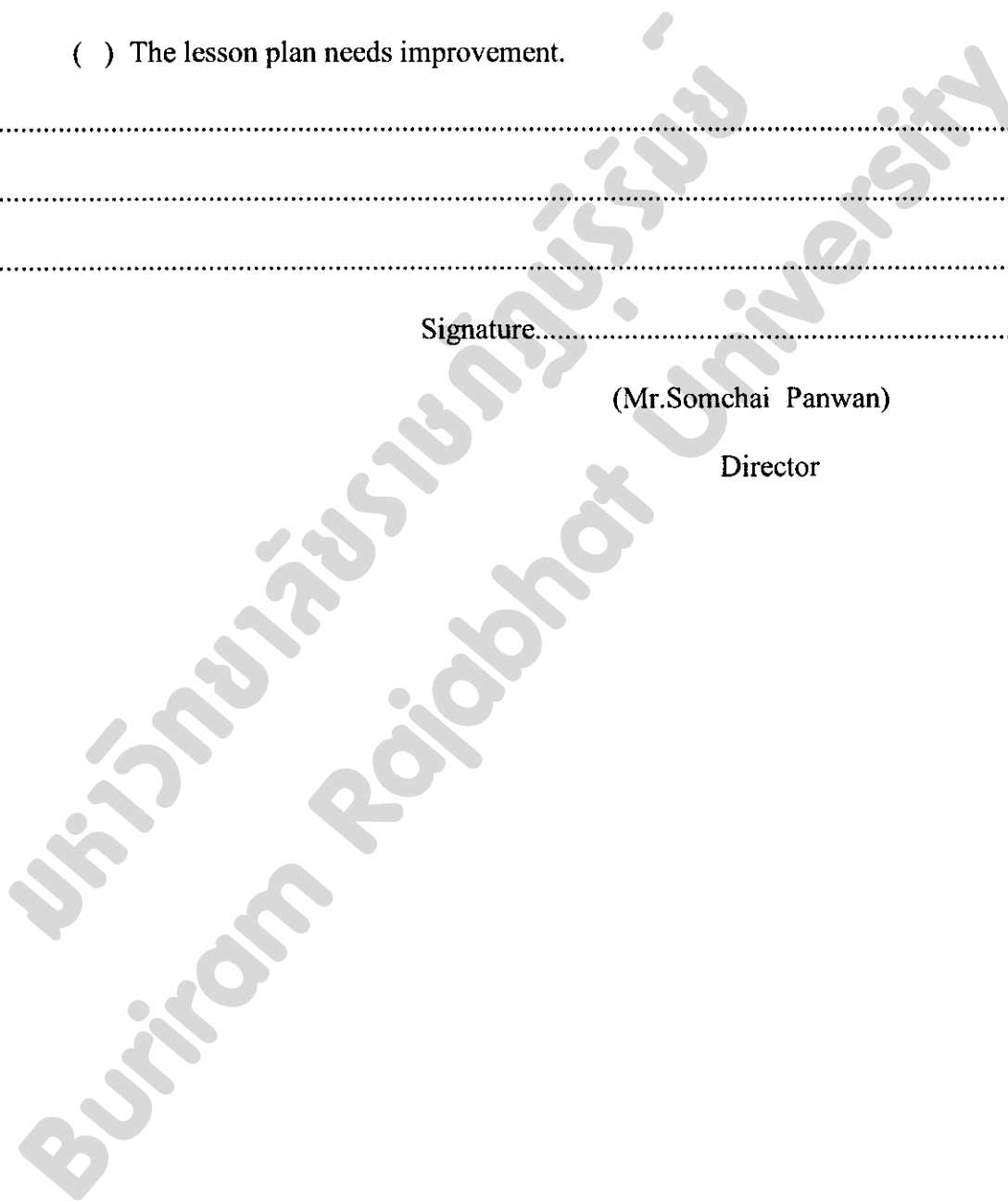
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(Mr.Somchai Panwan)

Director



10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. This passage is about.....
 - a. working at Google
 - b. biography about Google
 - c. how people do at Google
 - d. why Google is famous
2. Where was the first workplace of Google?
 - a. in a house
 - b. in a car
 - c. in a school
 - d. in a garage
3. What did Larry Page and Sergey Brin do when they first developed Google?
 - a. They were businessmen
 - b. They were students
 - c. They were employees
 - d. They were programmers
4. Thousands of people visit Google every.....
 - a. second
 - b. minute
 - c. hour
 - d. day

5. Why do a lot of people visit Google?
 - a. They meet their friends
 - b. They look for information
 - c. They chat on the internet
 - d. They do some research
6. Why does Google become the most popular search engine?
 - a. the workers at Google are very young
 - b. It is easy to search
 - c. Google is a cool name to remember
 - d. It is a very fast search engine
7. Which is not true about Google's work philosophy?
 - a. workers always think about how to make the company better
 - b. It is unconventional and informal at the workplace
 - c. workers dress casually and informal
 - d. employees can take their pets to work
8. Why does Google allow employees do informal way?
 - a. it helps them work faster
 - b. it helps them have good ideas
 - c. it is to create a workplace more relaxed.
 - d. it is to satisfy the employees

9. Which is true about Google's employees?

- a. Most of the employees are young.
- b. The employees dress formal to work.
- c. They cannot bring pets to work.
- d. They can't wear jeans to work.

10. Which is not true about Larry Page and Sergey Brin?

- a. They developed Google when they were students.
- b. They work so hard.
- c. They live in an apartment.
- d. They work at home.

Google

It all started in a garage with an investment of \$2,000. Today, the company is worth more than 25 billion dollars. In 1998, two Stanford University students, Larry Page and Sergey Brin, developed Google, a search engine site that helps Internet users find information easily. Compared to other sites, Google was faster, and it became the most popular search engine.

Every second, thousands of people visit the site, looking for some kind of information. That is millions of consultations a day—a number that increases daily. The people do research in approximately 100 languages. The verb “to google” is now part of everyday language in English. It means to search for information on the internet.

Google’s work philosophy is very different from other companies. Workers are encouraged to spend 20 percent of their time thinking about way to make the company better. The workplace is unconventional and informal. People dress casually, and they can even bring their pets to work. The idea is to create a relaxed atmosphere. Most of the employees are very young. Google has one of the youngest workforces in the world.

But what about the founders? Well, they aren’t eccentric billionaires. They lead a normal life. They live in regular apartments, drive around in ordinary cars, and work hard.

References

Santos, M.D. (2006). **My World Student Book**. 1st ed. McGraw-Hill.

Lesson Plan 8

Course : English Reading and Writing (E22202) **Grade Level :** Grade 8
Unit 8 : Animal around the world **Topic:** Life-saving fish
Date: **Time Allocation:** 2 hours

1. Learning Standards/Indicators

Strand 1: Language for Communication

Standard FL1.1: 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

FL 1.1.2: Accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.

FL 1.1.4: Choose the topic and main idea, tell supporting details and express opinions about what has been heard and read, as well as provide justifications and simple examples for illustration.

2. Learning Outcomes

2.1 Terminal Objectives

Students are able to conclude, give opinions, and answer the questions about the passage they have read.

2.2 Enabling Objectives

2.2.1 Students are able to spell and pronounce the vocabulary.

2.2.2 Students are able to tell the meaning of the words.

2.2.3 Students are able to state the most important thing about who or what correctly.

2.2.4 Students are able to summarize the paragraph by using ten or fewer words.

2.2.5 Students are able to make a prediction about what will happen in the next paragraph.

3. Expected Characteristics

4.1 Students have self-discipline.

4.2 Students have avidity for learning.

4.3 Students have dedication and commitment to work.

4. Content Areas/Learning Strands

4.1 Vocabulary: amazing, protect, ancient, recent, surfboard, attack, jaw, miracle, survive, rescue, circle, human

4.2 Phrase: get back, rush to, go surfing

4.3 Communicative Skills

- Reading skill

5. Teaching Procedures

5.1 Pre-reading Activities

1. The teacher reviews the principles and the use of peer-assisted learning strategies to the students.

2. The teacher elicits the tutor how to give feedback through gestures and facial expressions to the tutee.

recent	means.....
surfboard	means.....
attack	means.....
jaw	means.....
miracle	means.....
survive	means.....
rescue	means.....
circle	means.....
human	means.....
get back	means.....
rush to	means.....
go surfing	means.....

4. Each pair practices reading, the stronger reader or the tutor first reads aloud to provide the model for the weaker reader or tutee
5. The tutee reads along the same materials with the tutor.
6. The tutor evaluates the tutee's reading according to the given task whether the tutee reads sentences correctly or not during the process.

Dolphins are amazing animals. Stories of dolphins protecting humans go back to ancient Greece. Here's a recent one.

Todd Endris went surfing with his friends near Monterey, California. While he was sitting on his surfboard, a giant white shark attacked Todd three times. The first time the shark couldn't get its jaws around the surfer and the board. The second time the shark had the surfboard and Todd's body in its mouth. And the third time it bit off the surfer's right leg. Todd kicked the shark's nose with his left leg until it let go. But Todd needed a miracle to survive.

7. The tutor gives the feedback to the tutee.

8. The teacher reminds the tutor to give points to the tutee when the tutee gives a reasonable answer.

9. When the pair finishes reading, the students switch roles. The tutee reads aloud first and the tutor follows till the end of the passage. Do the activity 4 and 5 twice.

10. After both students have read, the tutee is asked to retell the sequence of what happened in the story.

11. Student earns points for the retell.

5.3.2 Paragraph Shrinking

1. The tutor orally reads the paragraph for five minutes.

That's when a group of dolphins came to his rescue. They circled him and protected him from the shark. Todd was able to get back to the beach on his board. Fortunately Todd's friend on the beach knew first aid. The friend tied something around Todd's leg to stop the blood, and rushed him to the hospital.

2. The weaker reader is asked to identify about important people or things in the paragraph

3. The tutor asks the guided questions for the tutee as follows:

Tutor : Who is the paragraph mainly about?

Tutee :

Tutor : What is the paragraph mainly about?

Tutee :

Tutor : Who is the most important person in this paragraph?

Tutee :

Tutor : What is the most important point in this paragraph?

Tutee :

4. The tutee summarizes the main idea or the important points of the paragraph in a statement of 10 words or less. If the tutee uses more than 10 words, the tutor tells the tutee to “shrink it”. The tutee summarizes the main idea of 10 words or less again.

5. The tutor determines whether the tutee summarize the paragraph correctly by using 10 words or less.

6. The tutor decides whether to give points or to give the answer to the tutee.

7. After 5 minutes, the students switch roles; the tutee orally reads a paragraph and asks questions to guide the tutor for summarizing the main idea of the paragraph in 10 words or less.

5.3.3 Prediction Relay

1. The tutee reads aloud and makes predictions about what will happen in the next paragraph of the text.

Four months later Todd was back surfing in the same place where he almost lost his life, thanks to the dolphins and his friend. Scientists can't explain the dolphins' actions. One idea is that dolphins want to play. But who knows? Maybe they want to help.

2. The tutor identifies and corrects reading errors.

3. The tutee confirms or disconfirms the prediction.

4. The tutee summarizes the main idea of the paragraph.

5. The tutor judges whether the prediction is reasonable or not.
6. The tutee earns 1 point for each reasonable prediction and 1 point for accurately confirming or disconfirming each prediction.
7. The tutor and the tutee switch roles.

5.3.4 Finding the Winner Team

1. At the end of the lesson, the pairs in group report the total points.
2. The teacher evaluates each team's points and declares the winning team and pair.
2. The reward is given to the winning team and pair.

5.3.5 Individual Reading Testing

1. Students do the comprehensive test about the lesson they have read.
2. The teacher corrects the answers.
3. The teacher announces the students' comprehensive test scores and uses these scores to pair up the students for the next lesson.

6. Measurement and Evaluation

6.1 How to evaluate

- Observe students' participation.
- Check comprehensive test.
- Check reading comprehensive scores.

6.2 Evaluation instruments

- Observation form.
- Reading comprehensive test.
- Reading comprehensive table.

6.3 Criteria for evaluation

- Students participate in the learning process at passing level.
- Students do the reading comprehensive test correctly at 75 %.
- Students get the scores from peer in the reading comprehensive table at 75 %.

7. Materials/Teaching Aids

7.1 The passage “Life-saving fish”

7.2 Comprehensive test

7.3 Rewards

8. Subject Area Involved

- Social studies

9. Comments

9.1 Department Head's Comment

() The lesson plan has already been examined and their appropriateness was approved to be utilised for instruction.

() The lesson plan needs improvement.

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Signature.....

(Mrs.Daranrut Kamolchit)

Department Head

9.2 Vice Director's Comment

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Signature.....

(Mr.Meteenan Wandee)

Vice Director

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Signature.....

(Mr.Somchai Panwan)

Director

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

10. Feed back

11.1 Results of the Learning

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11.2 Problems

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11.3 Suggestions

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Signature.....

(Mr.Chaiwiang Kotdok)

Teacher

Comprehensive test

1. This passage is about.....
 - a. dolphins protect humans life
 - b. amazing animal
 - c. Todd-a surfing man
 - d. Todd , shark and dolphins
2. Where was Todd when the shark attacked him?
 - a. Greece
 - b. Canada
 - c. California
 - d. Thailand
3. Which is not true about Todd?
 - a. he loves surfing
 - b. he went surfing with his friends
 - c. he is alive
 - d. he was dead
4. Which was not true when Todd was attacked?
 - a. he went surfing with his friends
 - b. he went to the sea near Monterey
 - c. the shark attacked him twice
 - d. the giant shark is white

5. What part of his body did the shark bite off?
- a. body
 - b. mouth
 - c. nose
 - d. leg
6. Which was true when the shark attacked him?
- a. the first time, the shark got its jaws around him and surf board
 - b. the second time the shark had the surfboard and his body in its mouth
 - c. the third time the shark bit off Todd's right hand
 - d. he kicked the shark's nose
7. Who came to help Todd?
- a. dolphins
 - b. shark
 - c. his friends
 - d. scientist
8. How did Todd's friend help him?
- a. kicked the shark
 - b. stopped the blood
 - c. circled him
 - d. took him to the beach

9. How did dolphins help Todd?

- a. they made a circle around him
- b. they used their sounds to protect him from the shark
- c. they help him get back on the board
- d. they help him get on their back

10. What did Todd do four months after the accident?

- a. went to the hospital
- b. rescued sharks
- c. protecting humans
- d. went surfing in the same place

Life-saving fish

Dolphins are amazing animals. Stories of dolphins protecting humans go back to ancient Greece. Here's a recent one.

Todd Endris went surfing with his friends near Monterey, California. While he was sitting on his surfboard, a giant white shark attacked Todd three times. The first time the shark couldn't get its jaws around the surfer and the board. The second time the shark had the surfboard and Todd's body in its mouth. And the third time it bit off the surfer's right leg. Todd kicked the shark's nose with his left leg until it let go. But Todd needed a miracle to survive.

That's when a group of dolphins came to his rescue. They circled him and protected him from the shark. Todd was able to get back to the beach on his board. Fortunately Todd's friend on the beach knew first aid. The friend tied something around Todd's leg to stop the blood, and rushed him to the hospital.

Four months later Todd was back surfing in the same place where he almost lost his life, thanks to the dolphins and his friend. Scientists can't explain the dolphins' actions. One idea is that dolphins want to play. But who knows? Maybe they want to help.

References

Santos, M.D. (2014). **New World Student book 2**. McGraw-Hill International Enterprises LLC.

APPENDIX E

**The Table of IOC Analysis of Reading Comprehension Achievement Test
Topic: Peer-Assisted Learning Strategies Implementation to Enhance
English Reading Comprehension for Grade Eight Students**

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	+1	+1	+1	1.00	Coincide
2	+1	+1	+1	1.00	Coincide
3	+1	+1	+1	1.00	Coincide
4	+1	+1	+1	1.00	Coincide
5	0	+1	+1	0.67	Coincide
6	+1	+1	+1	1.00	Coincide
7	+1	+1	+1	1.00	Coincide
8	+1	+1	+1	1.00	Coincide
9	+1	+1	+1	1.00	Coincide
10	+1	+1	+1	1.00	Coincide
11	+1	+1	+1	1.00	Coincide
12	+1	+1	+1	1.00	Coincide
13	+1	+1	+1	1.00	Coincide
14	+1	+1	+1	1.00	Coincide
15	+1	+1	+1	1.00	Coincide
16	+1	+1	+1	1.00	Coincide
17	+1	+1	+1	1.00	Coincide
18	+1	+1	+1	1.00	Coincide
19	+1	+1	+1	1.00	Coincide
20	+1	+1	+1	1.00	Coincide
21	+1	+1	+1	1.00	Coincide
22	+1	+1	+1	1.00	Coincide
23	+1	+1	+1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
24	+1	+1	+1	1.00	Coincide
25	+1	+1	+1	1.00	Coincide
26	+1	+1	0	0.67	Coincide
27	+1	+1	+1	1.00	Coincide
28	+1	+1	+1	1.00	Coincide
29	+1	+1	+1	1.00	Coincide
30	+1	+1	+1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remark:

+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.

APPENDIX F

The Item Analysis Results Showing the Level of Difficulty (p), the Discrimination Index (B), and the Reliability (R_{cc}) of the Pre-test and Post-test ($p = 0.57-0.77$) ($B = 0.20-0.67$)

Items	p	B	Items	p	B
1	0.73	0.53	16	0.77	0.20
2	0.60	0.53	17	0.60	0.27
3	0.67	0.67	18	0.63	0.47
4	0.63	0.60	19	0.67	0.40
5	0.70	0.33	20	0.63	0.33
6	0.73	0.53	21	0.50	0.47
7	0.70	0.20	22	0.63	0.60
8	0.60	0.53	23	0.70	0.60
9	0.63	0.47	24	0.57	0.47
10	0.70	0.47	25	0.70	0.47
11	0.57	0.47	26	0.63	0.33
12	0.67	0.27	27	0.60	0.53
13	0.57	0.27	28	0.60	0.53
14	0.70	0.60	29	0.57	0.47
15	0.63	0.33	30	0.73	0.40

The reliability of the test (R_{cc}) is 0.93

$N = 30$

Mean = 19.47

S.D. = 7.85

APPENDIX G

Reading Comprehension Achievement Test

- Directions**
1. The purpose of the reading comprehension achievement test is to measure the comprehension in English reading of grade eight students
 2. There are 30 items, with 60 minutes
 3. Read the stories and choose the best answer by doing (X) on the answer sheet.
 4. Write down any marks in this test is prohibited.

Instructions: Read the following passages and choose the best answer for each question 1-4

I live in New York

Hi! My name's Tiffany Morton and I live in New York. Our apartment is in Greenwich Village. I go to East Side Middle School. I'm 14 so I'm in the eighth grade. I travel to school on the subway.

My family is a typical New York family. My grandfather is from Poland and my grandmother is from Italy. My mom's grandparents were Irish. I have an aunt from Puerto Rico and an uncle from Brazil. So my relatives speak five different languages!

My dad's a sculptor and my mom's an art teacher. I suppose that's why I'm interested in art. There are some fantastic museums and galleries in New York. My favorite is the Museum of Modern Art.

Another of my favorite places is Central Park. It's four kilometres long and there are 75,000 trees. I go rollerblading there with my friends and, in the summer,

we swim at the pool after school. I like going to the theater on Broadway but it's very expensive.

People think New York is dangerous, but I don't agree. It's certainly a busy, noisy place. After all, eight million people live there. Why don't you come to visit us?

(Goodey, D. & Goodey, N. 2010 : 13).

1. The best title for this passage reading is.....
 - a. Life in New York
 - b. Family in New York
 - c. My favourite places
 - d. My daily life
2. Which is not true?
 - a. Tiffany stays at an apartment
 - b. Tiffany goes swimming before going to school
 - c. Tiffany's mother is an art teacher
 - d. Tiffany thinks that New York is a busy and noisy place
3. Tiffany is interested in Art because of.....
 - a. her father and mother
 - b. her friends
 - c. her relatives
 - d. her teacher

4. Why do her relatives speak five different languages?

- a. They are smart.
- b. They are interpreter.
- c. They come from different countries.
- d. They love learning languages.

Instructions: Read the following passages and choose the best answer for each question 5-8

A Healthy Choice

The cafeteria at Fremont High School in California, in the U.S., is a little different these days. There are no soft drinks or potato chips in the cafeteria. The candy bars and ice cream are gone, too. What happened? The school stopped selling junk food. The principal and teachers are happy about this. But some students are not.

Dana Alvarez is a student at Fremont High School and she is angry. She says "I like to have soda and chips for lunch. It's not fair that I can't choose the food I like". But the principal and teachers at this large California school disagree with Dana. In the U.S., 14% of teenagers are overweight. Doctors say that junk food is one reason for this problem.

Sometimes children eat junk food because it is easy to buy. Junk food like ice cream, chips, and candy, has a lot of fat and sugar. Children eat too much of it, and that is why they are overweight. In addition, teachers say that when children eat junk food for lunch, they often feel sleepy in the afternoon. Many parents are worried, too. They want their children to eat well, and they want the school to sell only healthy foods.

The cafeteria at Fremont High School sells a lot of different food now, such as fruit, yogurt, salads, and juice. But this may not solve the problem. Sometimes students go outside school to buy junk food at lunchtime. And some students bring junk food from home. But in the cafeteria, may buy only healthy food. The principal hopes that most of his student will make a healthy choice.

(Mare, N. N. 2010 : 52).

5. What is the main topic of this passage?
- Life at school
 - Stop selling junk food at school
 - School activities
 - My favorite food at school
6. Children sometimes eat junk food because.....
- it's delicious
 - they are in hurry
 - it's easy to buy
 - they have no time to cook
7. If the students eat too much junk food, they will.....
- feel boring in class
 - become overweight
 - be punished
 - bring a lot of garbage

8. Which is not true about this story?
- a. The school stopped selling junk food at lunch time.
 - b. Junk food is one reason of overweight.
 - c. Parents want the school to sell only healthy foods.
 - d. Some students go outside to buy junk food.

Instructions: Read the following passages and choose the best answer for each question 9-11

Short story

A long time ago there was an extraordinary boy called Jiro. He lived in a small Japanese village in the Akaishi Mountains. His father was an inventor. He built robots from parts of electrical appliances. His mother taught Geography at the village school.

When he was ten, Jiro made an important discovery. He could run faster than any of the other boys at school and talk with the animals in the forest.

One day, Jiro was running through the forest when suddenly the birds stopped singing. Ten seconds later the ground started to move under his feet. At first he thought he was dreaming. Then he understood what was happening. It was an earthquake!

Jiro turned and ran back to his home but when he came to the village, it wasn't there. "Where's my village and my family?" he shouted. Morio, one of his father's robots, was hiding in the trees. Morio said, "The village flew away. Run quickly and maybe you can find it". "Come with me!" Jiro said. And they ran down the mountain, searching for the village.

(Robert, C. 2009 : 60).

9. What is the best title of this passage?

- a. The end of the earth
- b. Morio-the rescue robot
- c. Amazing day
- d. Jiro-an extraordinary boy

10. Why did Jiro run back to his house?

- a. To talk to Morio
- b. To seek for toys
- c. To find his robot
- d. To search for his family

11. How did he feel when he arrived home?

- a. He was tired.
- b. He was disappointed.
- c. He was surprised.
- d. He was angry.

Instructions: Read the following passages and choose the best answer for each question 12-15

The Queen's Garden Parties

Queen Elizabeth has a lot of formal functions every year. She visits other countries, meet a lot of important people and she also organizes a lot of formal events in her residences in the UK. But the Garden Party is a relaxed and informal event. There are four garden parties every year: one at the palace of Holyroodhouse in Edinburgh and three at Buckingham Palace in London.

There are approximately 8,000 people at a Garden Party. All the guests wear very elegant clothes, often have hats. The gates to Buckingham Palace open at 3 p.m. but a lot of people arrive very early. The guests can look at the beautiful gardens and they can listen to two bands. You can't usually see this part of Buckingham Palace.

The Queen, Duke of Edinburgh and other members of the Royal Family arrive at 4 p.m. and the band plays the National Anthem. The Queen walks around the garden and speaks to a lot of people, but she can't speak to all 8,000 guests! At 6 p.m. the Queen and the Royal Family leave and the band plays the National Anthem again.

At a typical Garden Party, people drink about 27,000 cups of tea and eat more than 20,000 sandwiches and 20,000 slices of cake!!

Can you go to the Garden Parties? Sorry, you have to receive an invitation from the Lord Chamberlain!

(Smith, A. et al. 2012 : 68).

12. What is the main idea of this passage?
- a. The Queen's garden parties
 - b. Garden parties in England
 - c. Queen Elizabeth
 - d. Amazing garden parties
13. Which is not true about Queen Elizabeth's duties?
- a. Visiting other countries
 - b. Meeting important people
 - c. Organizing the formal events
 - d. Receiving an invitation

14. If you go to the garden parties, you should wear.....
- very luxurious clothes
 - very elegant clothes with hats
 - very expensive clothes with hats
 - very well-dressed clothes
15. Which is not true about the Garden Party?
- The Queen walks around the garden and speak to some people.
 - When the Royal Family arrives, the band plays the National Anthem.
 - People eat more than 20,000 sandwiches.
 - At 4 p.m. the Queen and the Royal Family leave the party.

Instructions: Read the following passages and choose the best answer for each question 16-19

Breakfast around the world

Breakfast in Japanese-asa-gohan-means “morning rice”, and some people have a traditional breakfast of tea, soup and rice. A typical Japanese teenager often has a western-style breakfast with eggs, toast, fruit juice and coffee.

The United State is a very big country and there are a lot of different breakfast foods - the famous pancakes with maple syrup for example – and coffee, tea, milk, hot chocolate, eggs, cereal, bread, cakes, fruit and fruit juice. Breakfast is sometimes big, but a typical American usually has a small, quick breakfast.

People eat a lot of different food for breakfast in India. They sometimes have traditional dishes, for example eggs with spices, potatoes, and onions or the Hindi dish *khichri*, with rice, lentils and spices. Indians often eat fruit and yogurt and drink tea for breakfast.

England is famous for its big English breakfast of eggs, bacon, sausages, tomatoes and mushrooms, with a lot of toast and tea. But not many people cook and eat a big English breakfast every day. A teenager usually has cereal and milk for breakfast. An adult often has toast or cereal and usually drinks tea or coffee.

(Smith, A. et al. 2012 : 57).

16. What is this story mainly about?
- a. Meals in different countries
 - b. Famous food in four countries
 - c. Breakfast in different countries
 - d. Meals around the world
17. Which is not true about this story?
- a. Japanese teenagers like western-style breakfast.
 - b. There are a lot of different breakfast foods in England.
 - c. Breakfast is sometimes big in America.
 - d. Japanese and India have traditional dishes.
18. You can eat the following foods in India except.....
- a. potatoes and onions
 - b. eggs with spices
 - c. fruit and yogurt
 - d. coffee

19. Which countries eat rice for breakfast?

- a. Japan and America
- b. United States and Japan
- c. India and Japan
- d. England and India

Instructions: Read the following passages and choose the best answer for each question 20-22

Sepak Takraw

Can you imagine a sport that is a combination of soccer, volleyball, and gymnastics and that is played on a badminton court? There is really a sport like this! It's called Sepak Takraw. The name comes from two languages. Sepak is "kick" in Malay, and takraw is "ball" in Thai.

Sepak takraw is a very popular sport in Asia and is growing rapidly. Each team has three players. Players stand on opposite sides of a five-foot high net. Each team tries to send the ball back over the net to the other team. Players can use their feet, knees, backs, shoulders, or heads, but they can't use their hands or arms. Like in volleyball, there are passes and sets, and the rules of the two games are very similar. The takraw ball is made of plastic, or of rattan (a material like bamboo), and it weighs 170 to 190 grams.

The game is very fast, and the ball can travel up to 140 kilometers per hour. Players jump, float in the air, flip upside down, and perform acrobatic stunts to block or smash the ball. Sepak takraw is an exciting game to play and to watch.

(Santos, M.D. 2014 : 71).

20. What is the best title of this story?
- a. Sepak takraw-a very popular sport in Asia
 - b. Sepak takraw-an exciting game
 - c. Sepak takraw-a combination sport
 - d. Sepak takraw-a very fast game
21. Which is not true about this passage?
- a. Takraw means “ball” in Thai word.
 - b. The net is five-foot high.
 - c. Takraw ball is made of plastic or rattan.
 - d. Takraw ball is made from bamboo.
22. Which is not true about the rules?
- a. There are three players for each team.
 - b. Players stand on the same sides.
 - c. Each team tries to send the ball back over the net to the other team.
 - d. Players can't use their hands or arms.

Instructions: Read the following passages and choose the best answer for each question 23-26

Google

It all started in a garage with an investment of \$2,000. Today, the company is worth more than 25 billion dollars. In 1998, two Stanford University students, Larry Page and Sergey Brin, developed Google, a search engine site that helps Internet users find information easily. Compared to other sites, Google was faster, and it became the most popular search engine.

Every second, thousands of people visit the site, looking for some kind of information. That is millions of consultations a day-a number that increases daily. The people do research in approximately 100 languages. The verb “to google” is now part of everyday language in English. It means to search for information on the internet. Google’s work philosophy is very different from other companies. Workers are encouraged to spend 20 percent of their time thinking about ways to make the company better. The workplace is unconventional and informal. People dress casually, and they can even bring their pets to work. The idea is to create a relaxed atmosphere. Most of the employees are very young. Google has one of the youngest workforces in the world.

But what about the founders? Well, they aren’t eccentric billionaires. They lead a normal life. They live in regular apartments, drive around in ordinary cars, and work hard.

(Santos, M.D. 2006 : 71).

23. This passage is about.....

- a. working at Google
- b. biography about Google
- c. how people do at Google
- d. why Google is famous

24. Why does Google become the most popular search engine?

- a. the workers at Google are very young
- b. It is easy to search
- c. Google is a cool name to remember
- d. It is a very fast search engine

25. Which is not true about Google's work philosophy?

- a. Workers always think how to make the company better.
- b. It is unconventional and informal at the workplace
- c. Workers dress casually and informal.
- d. Employees can take their pets to work.

26. Why does Google allow employees do informal way?

- a. It helps them work faster.
- b. It helps them have good ideas.
- c. It is to create a workplace more relaxed.
- d. It is to satisfy the employees.

Instructions: Read the following passages and choose the best answer for each

question 27-30

Life-saving fish

Dolphins are amazing animals. Stories of dolphins protecting humans go back to ancient Greece. Here's a recent one.

Todd Endris went surfing with his friends near Monterey, California. While he was sitting on his surfboard, a giant white shark attacked Todd three times. The first time the shark couldn't get its jaws around the surfer and the board. The second time the shark had the surfboard and Todd's body in its mouth. And the third time it

bit off the surfer's right leg. Todd kicked the shark's nose with his left leg until it let go. But Todd needed a miracle to survive.

That's when a group of dolphins came to his rescue. They circled him and protected him from the shark. Todd was able to get back to the beach on his board. Fortunately Todd's friend on the beach knew first aid. The friend tied something around Todd's leg to stop the blood, and rushed him to the hospital.

Four months later Todd was back surfing in the same place where he almost lost his life, thanks to the dolphins and his friend. Scientists can't explain the dolphins' actions. One idea is that dolphins want to play. But who knows? Maybe they want to help.

(Santos, M.D. 2014 : 95).

27. This passage is about.....

- a. dolphins protect humans life
- b. amazing animal
- c. Todd-a surfing man
- d. dangerous sea

28. Which is not true about Todd?

- a. He loves surfing.
- b. He went surfing with his friends.
- c. He is alive.
- d. He was dead.

29. Which is not true when Todd was attacked?

- a. He went surfing with his friends.
- b. He went to the sea near Monterey.
- c. The shark attacked him twice.
- d. The giant shark is white.

30. Which is true when the shark attacked him?

- a. The first time, the shark got its jaws around him and surf board.
- b. The second time the shark had the surfboard and his body in its mouth.
- c. The third time the shark bit off Todd's right hand.
- d. He kicked the shark's nose.

Reading Comprehension Achievement Test (Answer Key)

- | | |
|-------|-------|
| 1. a | 16. c |
| 2. b | 17. b |
| 3. a | 18. d |
| 4. c | 19. c |
| 5. b | 20. a |
| 6. b | 21. d |
| 7. a | 22. b |
| 8. a | 23. b |
| 9. d | 24. d |
| 10. d | 25. a |
| 11. c | 26. c |
| 12. a | 27. a |
| 13. d | 28. d |
| 14. b | 29. c |
| 15. a | 30. a |

APPENDIX H

Questionnaire of Learners' Satisfaction towards Learning English Reading Comprehension through the PALS Lesson Plans for Grade Eight Students

This questionnaire is designed to gather information about learners' satisfaction towards learning English reading comprehension through the PALS lesson plans for grade eight students. The questionnaire is divided into 2 parts.

Part 1 Learners' Satisfaction towards Learning English Reading Comprehension through the PALS Lesson Plans for Grade Eight Students.

Direction: Read each statement in the questionnaire, then tick (✓) in the table which corresponding to your opinion. There are five alternatives as follows:

- 5 scores = Strongly agree
4 scores = Agree
3 scores = Uncertain
2 scores = Disagree
1 score = Strongly disagree

Example

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	Learning English reading comprehension through the PALS lesson plans gives you a chance to practice reading skills.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
Part						
1						
1	Learning English reading comprehension through the PALS reading comprehension gives you a chance to practice and develop your English reading comprehension skills effectively.					
2	Learning English reading comprehension through the PALS reading comprehension makes you are more interested in learning English.					
3	Time taken on learning English reading comprehension through the PALS reading comprehension is appropriate.					
4	You are more enthusiastic and happier when learning English reading comprehension through the PALS reading comprehension.					
5	Each story in the lesson plan is appropriate, interesting and attractive.					
6	Each story in the lesson plan has appropriate font size, clear and easy to read.					
7	Learning process in each lesson plan is designed from easy to more difficult and easy to learn.					
8	Language using in lesson plans are clear and easy to understand.					
9	Each story in the lesson plan is suitable for learning with peer.					
10	Activities in each lesson plan are fun, interesting and correspond to the contents.					

Part 2: The Open-ended Questions

Directions: Express your ideas or make suggestions about learning English reading comprehension through the PALS reading comprehension.

1. How do you like learning English reading comprehension through the PALS reading comprehension?

.....
.....

2. Why do not you like learning English reading comprehension through the PALS reading comprehension?

.....
.....

3. Others.....

Thank you very much for your cooperation.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX I

The Evaluation of the Correctness and Appropriateness of the Statements in the Questionnaire of Learners' Satisfaction towards Learning English Reading Comprehension through the PALS Lesson Plans for Grade Eight Students by the Experts

No.	Statements	Expert's Opinion			X	S.D.	Level of Appropriation
		(Appropriation)					
		1	2	3			
1	Learning English reading comprehension through the PALS reading comprehension gives you a chance to practice and develop your English reading comprehension skills effectively.	5	5	4	4.67	0.58	The Most Appropriate
2	Learning English reading comprehension through the PALS reading comprehension makes you are more interested in learning English.	5	4	5	4.67	0.58	The Most Appropriate

No.	Statements	Expert's Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
		3	Time taken on learning English reading comprehension through the PALS reading comprehension is appropriate.	5			
4	You are more enthusiastic and happier when learning English reading comprehension through the PALS reading comprehension.	4	5	5	4.67	0.58	The Most Appropriate
5	Each story in the lesson plan is appropriate, interesting and attractive.	4	5	5	4.67	0.58	The Most Appropriate
6	Each story in the lesson plan has appropriate font size, clear and easy to read.	4	5	4	4.33	0.58	More Appropriate
7	Learning process in each lesson plan is designed from easy to more difficult and easy to learn.	5	5	4	4.67	0.58	The Most Appropriate

No.	Statements	Expert's Opinion (Appropriation)			X	S.D.	Level of Appropriation
		1	2	3			
		8	Language using in lesson plans are clear and easy to understand.	4			
9	Each story in the lesson plan is suitable for learning with peer.	4	5	5	4.67	0.58	The Most Appropriate
10	Activities in each lesson plan are fun, interesting and correspond to the contents.	4	5	4	4.33	0.58	More Appropriate
Total					4.57	0.58	The Most Appropriate

APPENDIX J

The List of Experts

1. Dr.Surachai Piyanukool The English Lecturer at Buriram Rajabhat
University
2. Mr.Henry Skip Dufour The English Teacher at TOA Wittaya School
3. Mrs.Sombat Sayamprakhon The English Teacher at Nangrongpittayakom
School



No. 0545.11/C228

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

May 23, 2015

Dear Dr.Surachai Piyanukool

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 Mr.Chaiwiang Kotdok , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Effect of Peer – Assisted Learning Strategies Implementation to Enhance English Reading Comprehension of Grade 8 Students." under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his 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/C228

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

May 23, 2015

Dear Mr. Henry Skip Dufour,

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 Mr. Chaiwiang Kotdok, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Effect of Peer – Assisted Learning Strategies Implementation to Enhance English Reading Comprehension of Grade 8 Students." under the supervision of Dr. Saowarot Ruangpisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his 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/C228

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

May 23, 2015

Dear Mrs.Sombat Sayamprakhon,

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 Mr.Chaiwiang Kotdok , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Effect of Peer – Assisted Learning Strategies Implementation to Enhance English Reading Comprehension of Grade 8 Students." under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his 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

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APPENDIX L

The Letter Asking Permission to Try-out the Research Instruments

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University



No. 0545.11/C681.1

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

June 8, 2015

Dear Director of Nonsuwanpittayakom School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, the Director of Nonsuwanpittayakom School, and asks your permission to allow Mr. Chaiwiang Kotdok to tryout the research instrument. I wish to inform that Mr. Chaiwiang Kotdok, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Effect of Peer – Assisted Learning Strategies Implementation to Enhance English Reading Comprehension of Grade 8 Students.”** under the supervision of Dr. Saowarot Ruangpaisan, a thesis chairperson. He 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

APPENDIX M

The Letter Asking Permission to Collect the Research Data



No. 0545.11/862

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

October 26, 2015

Dear Mr. Director of Nonsuwanpittayakom School

Subject: Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the Director of Nonsuwanpittayakom School to asks permission to collect the research data. I wish to inform you that Mr. Chaiwiang Kotdok a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Effect of Peer – Assisted Learning Strategies Implementation to Enhance English Reading Comprehension of Grade 8 Students." under the supervision of Dr.Saowarot Ruangpaisan, a Chairperson of the thesis.

In this regard, BRU would like to ask permission from Mr.Director of Nonsuwanpittayakom School to allow him to collect the research data from grade 8 students at Nonsuwanpittayakom School by responding to her research methodologies in October 2015 - March 2016.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

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. 3806

Fax. 0 4461 2858