

ผลของการสอนทักษะการอ่านภาษาอังกฤษโดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษ
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4

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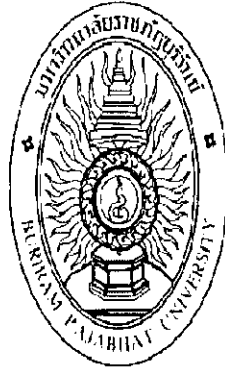
ของ

วรรณธิดา ย่อยกระโทก

เสนอต่อมหาวิทยาลัยราชภัฏรำไพพรรณี เพื่อเป็นส่วนหนึ่งของการศึกษา
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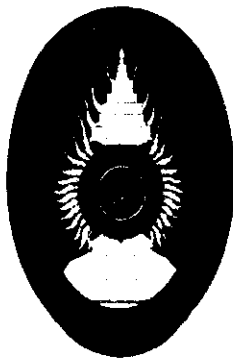
**THE EFFECT OF TEACHING READING SKILLS BY USING LEARNING
PACKAGES ON PRATHOMSUKSA 4 STUDENTS**

Wanthida Yoikratok

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

June 2018

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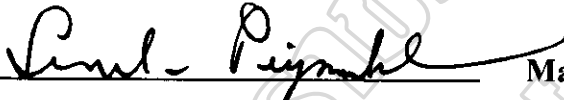


The members of the committee have approved the thesis of
Miss. Wanthida Yoikratok in partial fulfillment of the requirements for the
Degree of Master of Arts Program in English, Buriram Rajabhat University.

Thesis Examining Committee


Chairperson

(Dr. Prayoon Chaowaneenart)


Major Advisor

(Dr. Surachai Piyanukool)

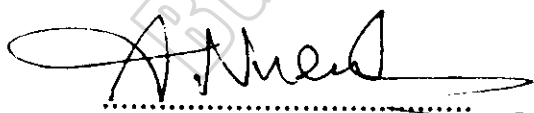

Co-advisor

(Assistant Professor Dr. Chookiat Jarat)


Member

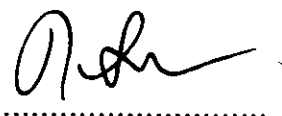
(Assistant Professor Dr. Nawamin Prachanant)

The Graduate School, Buriram Rajabhat University has accepted this thesis in
partial fulfillment of the requirements for the Degree of Master of Arts Program in English.



(Assistant Professor Dr. Akkarapon Nuemaihom)
Dean, Faculty of Humanities and Social Sciences

Approval Date:



(Assistant Professor Dr. Narumon Somkuna)
Dean, Graduate School

Approval Date:

TITLE	The Effect of Teaching Reading Skills by Using Learning Packages on Prathomsuksa 4 Students		
AUTHOR	Wanthida Yoikratok		
THESIS ADVISORS	Dr. Surachai Piyanukool	Major Advisor	
	Assistant Professor Dr.Chookiat Jarat	Co-advisor	
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ABSTRACT

The purposes of this study were 1) to study the efficiency of teaching reading skills by using learning packages with the efficiency criteria set of 75/75, 2) to compare the reading skills' achievement of students before and after learning reading skills by using learning packages, 3) to study the effectiveness index of students' learning reading skills by using learning packages, and 4) to survey the students' satisfaction with learning reading skills by using learning packages.

The samples of this study were 7 Prathomsuksa 4 students who were studying Fundamental English subject in the first semester of academic year 2016 at Bankudhin School, selected by simple random sampling. The research instruments used in this study were 7 sets of learning packages, the lesson plans, and the learning achievement tests. Statistics used to analyze the data were mean, percentage, standard deviation (S.D.), and dependent samples t-test.

The findings were as follows :

1. The efficiency of teaching reading skills by using learning packages was 82.86/87.44, which was higher than the criteria set of 75/75.
2. The reading skills achievement of the students after studying the learning packages were significantly higher than before studying at the statistical level of 0.01.
3. The effectiveness index of learning packages was 0.77.
4. The students' satisfaction with learning packages was at the high level.

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

ชื่อเรื่อง	ผลของการสอนทักษะการอ่านภาษาอังกฤษโดยใช้ชุดแบบฝึก การเรียนภาษาอังกฤษสำหรับนักเรียนชั้นประถมศึกษาปีที่ 4	
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	ผู้ช่วยศาสตราจารย์ ดร.ชูเกียรติ จารัตน์	ที่ปรึกษาร่วม
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาประสิทธิภาพของทักษะการอ่านภาษาอังกฤษโดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษ ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทางทักษะการอ่านภาษาอังกฤษก่อน และหลังการเรียนโดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษ 3) เพื่อศึกษาดัชนีประสิทธิผลของนักเรียนในการทักษะการอ่านภาษาอังกฤษโดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษ และ 4) เพื่อสำรวจความพึงพอใจของนักเรียนต่อการเรียนทักษะการอ่านภาษาอังกฤษ โดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษกลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านกุดหิน จำนวน 7 คน ภาคเรียนที่ 1 ปีการศึกษา 2559 ได้มาโดยวิธีการเลือกการสุ่มอย่างง่ายเครื่องมือที่ใช้ในการวิจัย คือ ชุดแบบฝึกการเรียนภาษาอังกฤษ จำนวน 7 ชุด แผนการจัดการเรียนรู้ และแบบทดสอบผลสัมฤทธิ์ทางการเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ยร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และ t-test ผลวิจัยพบว่า

1. ประสิทธิภาพของการสอนทักษะการอ่านภาษาอังกฤษ โดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษ มีประสิทธิภาพเท่ากับ 82.86/87.44 ซึ่งสูงกว่าเกณฑ์ 75/75 ที่ตั้งไว้
2. ผลสัมฤทธิ์ทางทักษะการอ่านของนักเรียนหลังจากที่เรียน โดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01
3. ดัชนีประสิทธิผลของชุดแบบฝึกทักษะการอ่านภาษาอังกฤษคือ .77
4. ความพึงพอใจของนักเรียนที่มีต่อการเรียน โดยใช้ชุดแบบฝึกการเรียนภาษาอังกฤษอยู่ในระดับมาก

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Buriram Rajabhat University

CHAPTER 1

INTRODUCTION

1.1 Statement of the Research Problems

Reading is one of the most important skills for English language and its one of the four necessary important language skills. Reading is a valuable way of self-educating because they can read wherever or whenever they want after they can read independently. Reading is like traveling to look for knowledge and it is a main skill of studying. In the field of teaching, reading is considered as one of the important areas of teaching. The students need to improve their reading skills in order to understand the teaching and learning materials. The students will be on the road to academic failure, if they could not read.

As we know, English has been taught as a foreign language in Thailand, educational institutes or schools, English is the fundamental subject or core subject which all students have to study. For this situation, most teachers practice the students' reading skill more than the other skills (Eskey. 1998: 21). Thuestone (1931 : 38) stated that among the four skills reading is used most. According to Dubin (1982: 7) good readers had more opportunities to get information from various media because they read effectively, fast and read a lot. Chatwirote (2006: 1) pointed out that reading is essential in daily life of human beings. People who read better can search for more information and develop themselves more in each area. They can study to gain more knowledge and more opportunities for career in the future if they were trained when they were young.

According to the importance of reading, learners must develop their reading skill. Richard (2003: 3) stated that the learners take time to read most both in the classroom and outside the classroom. Elley (1991 : 3) said that the readers can apply their reading knowledge to use in the daily life because they gained good reading skills. It was essential to train the children when they are in their infancy, preschool age, preadolescents, reproductive age, adulthood, and old age. Every age must be instilled in the form of reading process which comprises decoding skills, word processing skills, comprehension reading skills and critical reading skills; they can use various reading strategies and read varieties of books. Continue reading brings reading behaviors to children and the most importance is the students are eager to seek for knowledge and stay in learning social. Chatwirote (2006 : 1) stated that teaching English reading skill must improve daily life of learners.

Reading is an active process because it involves interaction between a reader and the text. In reading a text, the reader needs to process the information that he/she gets from the text in his/her brain. Students are constantly confronted with new information, particularly once they progress to the upper elementary grades and transition from “learning to read” to “reading to learn” (Chall.1983). To read to learn effectively students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed. According to a study by Pearson et al.(1992) on “Developing expertise in reading comprehension”, a good reader usually uses prior knowledge to make sense of new information; asks question about the text before during, and after reading; draws inferences from text; monitors comprehension; uses fix up strategies when meaning breaks down; determines what is important; and synthesizes information to create

sensory image. Effectively addressing these factors affecting comprehension may require the use of various strategies.

For the author experience of teaching reading skills, some students' ability in reading skills have been improved but most students are still failing. They cannot understand the reading passages well because of their poor linguistic competence. Nowadays the author is working at Bankudhin School, Sakaew Province and teaching English to Prathomsuksa 4 students. When they were Prathomsuksa 3, they had to take the national test (NT) and their scores were at a low level. English remained the subjects with lowest average scores, 45.53, respectively in the tests and can be found that NT' reading questions are the main problems for students.

When the author studied at Buriram Rajabhat University, the researcher had to learn teaching reading methods, Task – based method. It seems to the researcher, the reading method is interesting and possible to be used with the students. The idea of this method was presented in the form of reading process that the author would like to teach reading by using reading packages with the author's students. Kirk and Board (1965) supported that reading packages were designed to aid children who have just started reading.

However, the author believes that the advantage of reading skills will help students be able to apply knowledge through interaction. Students connect with the material when they work with texts and recognize concepts of different readings. When students practice using the knowledge through learning packages, they connect with information on a deeper level. They practice readings through various exercises. Teachers need to make sure that when having students practice, there is a clear link between concept and action. Students must be able to relate what they are doing to

what they are learning. For the teachers, they should plan the reading lessons appropriately with appropriate time to practice the students. The students gain benefit from the reading packages because they understand clearly and increase familiarity with the reading materials. Similarly, drills or instructions are useful to reinforce the students to read and practice more readings. With this method, the students activate their background knowledge through reading packages.

1.2 Purposes of the Study

1.2.1 To study whether the efficiency of teaching reading skills by using Learning packages of Prathomsuksa 4 students meet the criteria set at 75/75.

1.2.2 To compare the reading achievement of students before and after learning reading by using learning packages.

1.2.3 To study the effectiveness index of learning reading by using learning packages.

1.2.4 To survey the student's satisfaction toward learning reading by using learning packages.

1.3 Research Questions

1.3.1 What is the efficiency of teaching reading by using learning packages of Prathomsuksa 4 students?

1.3.2 Will the reading achievement of Prathomsuksa 4 students who learn English reading by using learning packages have higher mean scores on post-test than pre-test?

1.3.3 Would the effectiveness index of Prathomsuksa 4 students higher than 0.5?

1.3.4 What is the students' level of satisfaction toward learning reading by using learning packages?

1.4 Research Hypothesis

Students who study English reading by using learning packages will have more achievement of reading on posttest than pretest.

1.5 Significance of the Study

1.5.1 The learning packages will help the students understand the content that is being read. If they can't make sense, it will be a failure. Having strong reading skills is also necessary for passing academic achievement tests and for being able to read effectively.

1.5.2 The learning packages help the students connect what they have already known and the new information. The packages sharpen their reading skill and they understand clearly.

1.5.3 The results of the learning packages from this study will help the teachers to create others learning packages for other English skills.

1.6 Scope and Limitations of the Study

1.6.1 Population

The number of population in this study was 1,332 students of 24 schools in southeastern group at Sakaeo Primary Educational Office Area 2.

1.6.2 Samples

The samples of this study were 7 Prathomsuksa 4 students who were studying at Bankudhin School, Sakaow Province in the first semester of 2016. They were recruited by Simple Random Sampling.

1.6.2 Variables

1.6.2.1 The independent variable of this study was learning English reading by using learning packages.

1.6.2.2 The dependent variables were the efficiency of reading packages, reading achievement, and students' satisfaction.

1.6.3 Contents of the Study

The contents of this study were 7 learning packages made from the intermediate level English textbook and were based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008). They are 1) Fruits in the Market, 2) In the Dining Room, 3) Fun with Family Vocabularies, 4) Valentine's Day, 5) My Daily Routine, 6) Occupation and 7) Greeting. The seven reading packages consisted of pre-test, post-test, explanation, activities, exercises and exercises' keys.

1.6.4 Duration of the study

This study conducted in the second semester for 12 periods. Each period has 50 minutes, 14 periods for studying from the learning packages and 2 periods for doing pre-test to examine their prior knowledge before studying reading comprehension, and doing post-test to check their reading achievement and the satisfaction of the packages.

1.7 Definitions of Key Terms

1.7.1 Reading Skill is Prathomsuksa 4 students of Bankudhin School's ability in reading aloud and silently the vocabulary, sentences, and passages correctly. After reading, they can answer the questions about what they read correctly.

1.7.2 Learning Packages is a material used to teach students' reading skills. There are seven packages in this study and each package include the explanation, pre-test, post-test and the content.

1.7.3 Reading strategies is students' reading ability with thinking about and have control over their reading. Students can understand the text and relate it to their prior knowledge before answering the question.

1.7.4 The efficiency is an quality of students' reading skills to understand fully read for points and evidence.

1.7.5 The Effectiveness Index (E.I.) is the efficiency by comparing the score of students' learning activities and students' behavior through teaching reading skills. Calculate the appropriate Comprehension Level by dividing the total points scored in all question type categories by the total points available.

1.7.6 Satisfaction an individual student's opinion, although this data will be a useful indicator of what students really think about after their learn reading skills by using learning packages.

1.7.7 Students means Prathomsuksa 4 students who were studying Fundamental English subject in the first semester of academic year 2016 at Bankudhin School, Sakaow Province.

1.8 Summary of the Chapter

In conclusion, this chapter states about the problems and the importance of English reading skills for students, purposes of study, research questions, research hypotheses, significance of the study, scope and limitations of the research, definitions of terms, and summary of the chapter. The next chapter will be literature review.

CHAPTER 2

LITERATURE REVIEW

This study is concerned with the effectiveness of teaching reading comprehension by using exercise packages. In this section, there are ideas and investigations relating to the current research topic to give comprehensive information to the readers. There are 8 topics that's shown below.

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

2.2 Reading

2.2.1 Definition of Reading

2.2.2 How People Read

2.2.3 Types of Reading

2.2.4 Reading and Reading Comprehension

2.2.5 Values of Reading

2.3 Models of the Reading Process in L1 and L2

2.4 Reading Strategies

2.5 Reading Packages

2.6 Efficiency

2.7 Effectiveness Index

2.8 Satisfaction

2.9 Previous Studies

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

The Basic Education Core Curriculum 2008 is teaching-learning activities organized for all Thai children and youths at basic education level are aimed at enhancing learners' quality regarding essential knowledge and skills required for their lives in an ever-changing society. They will thus be empowered to seek further knowledge for continuous lifelong self-development and the necessary skills to live in society and knowledge to develop themselves continuously throughout life, with the framework and direction. (Ministry of Education, 2552: 3-10).

For this study focus on Primary Education Level (Primary education grades 1-6). This level covers the first stage of compulsory education. It focus on acquiring various skills reading.

Strand 1 : Reading

Standard 1 T1.1 : Application of reading process to build knowledge and thoughts in decision-making and problem-solving in life, and encourage acquisition of a reading habit.

Grade level indicators for grade 4 students

1. Accurately read aloud poetic pieces in prose and in verse.
2. Explain meaning of words, sentences and idioms from what has been read.
3. Read short stories in prescribed time and answer questions on the stories read.
4. Differentiate between facts and opinions from readings.
5. Surmise on situations from their reading, providing reasons for justification.

6. Summarise knowledge and insights from their readings for application in daily life.

7. Regularly read valuable books in line with their interests and present opinion on their reading.

8. Have good reading manners.

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

2.2 Reading

Reading is one of learning skills. It's very important and people use this skill for getting knowledge. It has some meaning depending on the scholars' points of view. These definitions are under the topic Definition of Reading.

2.2.1 Definition of Reading

Reading is a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English, from this information the researchers give the meaning of reading in this following.

Callahan and Clark (1982 : 245), who stated that reading is a thinking process started from the main point to get the meaning. The meaningful of texts are

the conception, imagination, contemplation or reflection. The meaning will generation from the quality to build the meaning into the words, that can improving the reading and the procedure of thinking process.

Harris and Moran (1990 : 14), they said that reading is explication process for finding the meaning to gist the meaning of letter or symbol with understanding from background experience to find the meaning, it is the game for learning process and the way to practice the reading skill.

From the above meanings, can be concluded that reading is a process of translate the meaning from the label or letters in the texts that can be understood from the experience to find the meaning from the conception and it's the way to practices reading skill.

2.2.2 How People Read

For the language, reading is importance of skill, so the author conducted for many decades on nature of reading, how people read or learn to comprehend information from the texts. Many researches contrasting theories about how people read as follows.

The first explanation from Kannika (1987 :5), who refers that we often read every day in our daily life. When we mentions about reading comprehension that the meaning is the way of process to look at the reading material to required information and understanding the language such as reading newspaper, letters, journals, etc.

Williams(1984 :no page), who concludes that the people read a group words.

Grellet (1981 :no page), who says that we want to read for search the important pieces of information and understand the written texts. Depends on reading, this is

one reason of people to do a various type of reading like while we do extensive reading to scan or skimming the texts to order or relevant decide to his own work that readers can use the element of reading when they comprehend the meaning from words or texts. The readers can be use skills to extract the information, such as the readers can understand the idea, how to communicate, structure of the sentence etc., but the readers only use their language knowledge for their reading and readers will use their background knowledge to comprehend the texts.

According to Brumfit (1980 :4) it was referred that the reading is a complicated activities because it involves abilities of perceptual linguistic and cognitive.

From the above mentioned information the people read for conveyance of the conversation in a texts but we also thinkable through our experiences and past conversations. The readers put these words into context and whether reader reading the book, newspaper, etc. the readers environment shapes their experience too. Someone else reading these words may go through the same motions, but their interpretation is inevitably different from them. The author has to get the information to use in this study relationship how get to students' read.

2.2.3 Types of Reading

The several types of reading may occur in a language classroom in this study focusing about extensive and intensive reading.

2.2.3.1 Extensive Reading

The definitions of extensive reading is very conflict of term, some researchers describe it to skimming or scanning operation from this information, many educators refer to describe about extensive reading as follows.

The first meaning from Hafiz and Tudor (1989 : 4), they have to mentions that they have to spend around the times for an extra activity reading program, for students in UK school and their parents in Pakistani course of study, the manual are works in limited formal education. Thereading skills showed about the improvement of experimental subject performance in their reading skill the subjects' progress will be the nature of pleasure-oriented in extensive reading like the textual features in the reading materials, syntactic and exposure to a range of lexical. They believed that extensive reading can be change the school resources and students motivation will be able to choose suitable handouts or activities books for the students.

Hedge (2003 : 218), who said, the extensive reading can help to improve the reading ability, the texts authentic can be selected into an EFL/ESL programs and teachers with EFL/ESL learners can adapted the texts when they get low levels. However the learner enables to their independency to extensive reading achievement of them by reading either home and in the class though sustained silent reading.

Last educators, Long and Richards (1971 : 216), who identified extensive reading as the comprehension of main ideas not a specific details, that can help to build readers enjoy and confidence for the skipping unknown to words and reading for gist.

From the definition of educators in above detail, the author can refer that the extensive reading is offers comprehensible input and the most readily available form

of comprehensible input, especially in places where there is hardly any contact with the target language. This helps them to consolidate what they already know and to extend it.

2.2.3.2 Intensive Reading

Intensive reading or in the once naming is calls creative reading, many explanation the researchers as following.

The definition from the first researchers, according to Brown (1989), who stated that the intensive reading is attention to understanding about literal meaning, the relationships of oratorical, inference, surface structure of texts, lecture markers and grammatical forms.

Long and Richards (1987), who says intensive reading is a led and detailed in a class of a short passage that focus on grammar and vocabulary point.

The definition of intensive reading is from Tudor (1989 : 5), who pointed that intensive reading is use to exemplify specific aspects of the lexical, syntactic and discourse system, to provide the basic of targeted reading strategy practice in reading and ability of learners to expose the main relative in a short passage.

For this topic can be concluded that extensive reading can stimulate the students, it's like the teacher lets the students read the same passage and all of them can discuss the topic together, and the intensive reading is practice or teach specific skill of reading. In both approaches, it is not the nature of skills that most interested and their rather the results.

2.2.4 Reading and Reading Comprehension

The goal of reading and reading comprehension are the same system in this study because the aim of reading is to comprehend the context in the task. The Oxford Dictionary give the meaning of reading as to find out and understand with the words, written, printed or symbols in their meaning. So, there are educators refers to define the meaning of reading and reading comprehension in different ways as follows.

Goodman (1995 : unpagged), who states that for the concept of his study, he encryption thought as language and the reader encryption language to thought, it game to build the meaning and understanding in a piece of text and give meanings through interaction between reader's existing knowledge, the context of the reading situation and the information suggested by writing the language.

In addition, Nuttall (1996 : unpagged), whoexplains that people read to get facts or ideas from the massage writing.

And according to Carnice et al (1997 : unpagged) , who refers that comprehension help to understand what we read and considered to principal of reading point, that is the ultimate goal of reading. However, a successful reader must get decoding or to comprehend on their reading, it can be affected by the difficulty of text. The vocabulary is used in the text and the students' intimacy with the subject matter. Therefore, have many researchers introduced the different types of reading models to help the readers get meaning from the written materials and understand about the process or reading. Mainly, there are three basic models of reading comprehension, there are bottom-up, top-up and interactive models.

The first researcher who support the above idea is Cohen (1990 : unpagged), who mentioning about bottom-up model. For his study, he uses the bottom-up reading activities in EFL readers to analyze meaning from the word or sentences structure. The reader will decode to build or reconstruction the meaning from the smallest textual, recognizing the printed letters and words through the writers' meaning, that is a group of the bottom like letters, word, phrases, clauses and inter-textual linkages to larger units at the top.

Urquhart and Weir (1998 : unpagged), who refers about top-down model, the readers uses their experience or background knowledge to translate the meaning from texts and check what they want to educated in their conceptual predictions, so, they can misunderstand in the text if they have little knowledge on the topic but if they have to know much in the topic they can tend to use the graphic symbol to comprehend or get the meaning from the text easily.

Anderson and Pearson (1984) cited in Ratanakul (1998), who explained about interactive model, it is the several type of knowledge to interaction of readers and text. Generally, readers making process of prediction meaning in the topic to confirming or rejecting the predictions and decoding words or letters.

For the above comprehension gives the readers another chance to make sense out of a challenging texts, for practice. The learners can reread a passage to check understanding after they read.

2.2.5 Values of Reading

Everyone knows that reading is important, it is a starting step of many things. There are research refer to the meaning of values of reading as follows.

The first researcher is Wong (Articles : 1-4), who posted on the webpage and give the meaning with values of reading as follows.

1. Expose yourself to new things : through reading, you expose yourself to new things, new information, new ways to solve a problem, and new ways to achieve one thing. Exploration begins from reading and understanding.

2. Self improvement : through reading, you begin understand the world more. Through reading, you begin to have a greater understanding on a topic that interest you such as how to build self confidence, how to make plan better before taking action, how to memorize things better and more. All of these self improvements start form the reading, through reading, you create a structured path towards a better understanding and better actions to take in the future.

3. Improve understanding : reading allows you learn more about crocodiles and their habits or perhaps you can try by real life experience, in approaching the crocodile, to see what happen. It can also help you find out the truth of something, reading also increases the understanding of the rules of life, in order to adapt, adopt and accommodate into the society better. To play well in a game, you first need to understand the rules well.

4. Preparation to action : reading is an essential way which can help you out. In today's world, getting reviews and feedback from other people can make a big impact on your next decision, and the pros and cons of each choice. Read about how to cook a meal, how to play chess, which place is nice for the holiday family trip,

read the menu before ordering food, read the manual before using a new gadget. These all can help you become more prepared before you really get into it.

5. Gain experience from other people : when you reading, you are actually gaining the knowledge and experience of someone. It can hasten your success towards a goal, as you don't need to repeat the same mistake while focusing on the right path in achieving one thing. It's like a mountain of gems for you to discover in books, which contain people's successes, failures and advice. Reading is a great path to get to know them, and learn from these great people.

6. Tools of communicating : communication is the most important tool which can be transmitted through reading. As you communicate through reading, you understand more and thus you can communicate better with people. As with a person that knows nothing, he hasn't had anything to share, and he probably doesn't even understand what people are sharing. Through reading, you build a more solid foundation for communication. It is one of the most important tools we use every day to connect with each other. Whereas if you don't read, you can't even connect with the world and what people are talking about out there, including understanding what this article is all about. Reading connects you with the world.

7. Connecting your brain : because reading connects directly to your brain. In silence, you seek for more, in silence your brain is clear and focuses. Thus, you learn and grow therefore you feel and see from the point of view of the author about everything in life. Hence you shape a better.

8. Boost imagination and creativity : reading exposes you to a world of imagination, showing you nothing is impossible in this world, by reading you are exploring a different angle to see a thing you've known, on how different action leads

to different results. Books are beyond imagination. It's like a huge spider web, where you keep linking to more and more to things you knew, and things you just learn, structuring new solutions and answers.

According to Elkin, Train and Denham (2003 : no page), they support that reading is not unending of the readers need. From the books readers can get the imagine every time with another planet and place in different situation of themselves to share emotions, feeling experiences and to understanding very well in others as well as themselves and can give more experience to them in a single life time. However, reading stimulates creativity, generates ideas and creative thinking as bring to their imagination with reading a textscan help to develops a critical thinking mind and understanding of moral codes and values to get the readers to learn, reflection, develops concentration and the end to practice literacy skills.

From the meaning above it can be conclude that the values of reading can help the readers to develops the mind, imagination and discover new things, if the readers understand the written words it is the one way of mind to grow in its ability. The readers will get the new knowledge from books, magazines and even the internet are great learning tools which require the ability to read and understand what is read, the readers who knowhow to read can educate themselves in any area of life they are interested in, so, the reading is the main way to take advantage of it.

2.3 Models of the Reading Process in L1 and L2

When English language come to study, reading skill is very important.

Therefore an attempt will be made to explain about reading process by descriptive in

three main models being to conclude learning to read. In this section, all the three reading models will be described.

2.3.1 Bottom-up Reading Model

Through bottom-up reading model, this process will expose readers to new things, new information by themselves. Exploration begins from reading and understanding.

The first educators to say about this model is Gough (1972 : unpagged), that the process of this reading is decoding letter by letter, the readers can construct meaning in textual and decode syntactic features of text and the letters of word level after they read, when they read by ways they focus on a level of sentence and word on linguistic forms like words are familiarities, the readers will recognize the words automatically, this can help to read fluently, when readers build their meaning from texts, encode the sound to produced reading comprehension.

Hsueh-Chao and Nation still support this reading model on his research, showed that bottom-up reading process still important for reading comprehension, they give the explanation that in their research explored the effect of unknown words on reading by using a narrative text and 66 English speakers attending a pre-university English course in English speaking country as participants. The findings were that about 98% coverage of vocabulary same as the necessary to gain adequate comprehension.

According to Nuttall (1996 : unpagged), who says that the lower-level or bottom-up model processes of reading to depend on the primarily information presented by the text, that is from letter to letter, letter to words and words to meaning.

Readers will create their meaning on the page to working out sentence structure and recognizing letters and words.

However, bottom-up model is a game of background knowledge and used the experiences to read, such as all readers have experiences of reading to find some new words or new structures in the texts to guess the meaning of the article based on their knowledge. So, this process is the background of reader that will be able to guess meaning from the printed page.

2.3.2 Top-down Reading Model

The current theory can say that is the brain receives visual information and have many researchers give the meaning of this process as follow.

The first meaning is from Eskey (2005 : 564), he mention about this model is what the readers receive from the text is very important than what the text brings, to makes minimal used for written information and to relies more existing, that is the main characteristics of the model.

According to Nuttall (1996 : unpagged), who compares this model is a higher-level processes, readers are concerned primarily with integration of textual information in their experiences to understand the text to make conscious to use the approach like an eagle's eyes view of the landscape and to see the overall purpose of the text because, the eagle can see a wide area spread out below, it's seem like to understanding the nature of whole better than an observer on the ground.

For Carrell and Eisterhold (1983 : unpagged), they say, in this game the readers have read to understand the passages and checking to confirming or rejecting cues in the text. In while reading they will set the information into their knowledge structure.

From the above meaning can say that the top-down model is a guessing from the messages and especially in promoting reader's prediction. During the process of reading, all these factors interact with each other and compensate each other to recognizing words and phrases to understanding sentence structures. They also should have relevant knowledge about the topic, the organization of the type of text and general knowledge about the world in their based understanding.

2.3.3 Interactive Reading Model

This model of reading process is related between bottom-up and top-down models there are integrated to help students in their reading comprehension.

The first educator has conclude about this process is Eskey (2002 : unpagged), who mentions in two types of this game. The first one is interaction the reader with the texts, it's will make clear about distinction from information provided by reader to the text, for the main point the reader will created or mixing up the context in their reading comprehension with their previous knowledge. For the second process are two pieces of information between interaction, the first piece is cognitive process (top-down approach) and the one piece is bottom-up process, they are depend on information processing skills and background knowledge.

According to Grabe (2004 : no page), he suggests for this reading process that is while or during reading the readers have to combine their bottom-up processes, such as they can interpreted to know about the words and grammatical forms, in their top-down process , for example to predict and confirm the meaning by using background knowledge.

However, Carrell (1988 : 239-259), who has to support this reading game that is the readers will coact the texts to build their meaning like they think at processes to work with together at a different levels. So, the interactive reading game is seem like in first language and second language.

For above the meaning on three elements : bottom-up, top-down and interactive models they are the once of best way to use in this study to teaching reading comprehension the writer wonder this reading models will be able in this study because its can help the student fluent in reading and interpretation in their skills. Interactive reading model has to combine the elements of both bottom-up and top down models, such as students predict the probable meaning by top-down process and after that move to check whether that is really want with bottom-up process, its can help them encourage their reading comprehension that will enable them to tackle and further texts. For the next topic is Reading strategies.

2.4 Reading Strategies

As the readers mention the reading is important because it develops the mind and understanding the written words, it's the one way of mind to grows in its ability and help to develop the language skills, and reading also help the readers focus on what someone else to communicating. Form this information have many educators define and give the meaning about reading strategies as follow.

According to Barnett (1998 : 72), he calls the reading strategies is mental operations to involved when readers make sense of what they read or coming to the texts effectively.

Pearson and Gallagher (1983 : 4), they identify to a good reader, a good readers also have good to make effective in their background knowledge and summarize the texts. In generally they are good to motoring and adjusting the strategies what they use and also use the form material to make inferences or awareness of the strategies in their employ, so the good readers are more strategies.

The last educator has to support this process is Olshavsky (1977 : 4), he stated that, most strategies were applied when the readers were faced with content in the abstract, when they were proficient and interested in objective. However in each situation the type of strategies did not change but it will change when they use frequency of strategy.

Form the above meaning of each educator can conclude that, there are wide scope of reading strategies and have more significance for readers. Thus, he revealed in different kind of reading strategies as following :

2.4.1 Prediction

Prediction is a one game to be good for readers, have many researchers give the terms of purpose and benefits as :

Related to the first researcher is Carlson and Larrald (1995 :unpaged), they say that the prediction is promote readers to premeditate or set hypotheses in their experience on their based knowledge to upcoming section of the text and the readers have to link the new knowledge what they have to know. The readers will make a guess on their based interpretation in the texts.

And Carter (2001 : unpaged), he has to support the prediction is after the readers read the text the readers will make firm or deny their hypotheses.

According to Chumpavan (2000 : 9), who stated that the readers will describe the context, experiences, prior knowledge in their being of reading, its can call the personal experiences or the world knowledge of each readers and previous knowledge can help the readers to understand the text being read very well.

From the information of each educator mention about the prediction can conclude that, the prediction is an important skill. The reader's prediction, no matter right or wrong, will get his mind closer to the theme of the text to be read. Then the real reading will either confirm or reject the prediction. The reading results will better than he situation where the readers starts reading with a blank mind, so, prediction can be done in many different. For the next title is use for reading strategies is vocabulary.

2.4.2 Skimming

Skimming refer to the process of reading only main ideas within a passage to get an overall impression of the content in reading. Thus, many researchers give clearly meaning of skimming game as following.

First researcher is Urganhat and Weir (1998 : 19), they suggest that the skimming is a commonly technique to use of start to reading activity to grasp the whole picture of texts and looks for ideas in the main point of texts or studying in detail.

Related to Fry (1965 : 3), he state that skimming is a reading process that faster than the normal reading.

And Wassman and Rrinsky (1993 : unpagged), who refers that the general reading of learning is usually ranges from 250 to 500 words per-minute or 500 to 1000

words per-minute of while reading skimming speed it is a successful language of learners.

From the above meaning can conclude that, when people wish to find only important ideas and not all the details, they skim a text. However, the reader probably merely skims the remaining paragraphs of the article, reading the beginning sentences and glancing at nouns in the paragraph. Skimming is used when a person is not interested so much in total comprehension, but is instead trying to locate essential points and major details. Skimming is used to find the main ideas of a text and the author suggest to apply this process to in this study, for the next title is scanning.

2.4.3 Scanning

Scanning is a one process of reading strategies to closely the skimming reading process and sometimes scanning referred to as types of reading, it's more limited activity, only retrieving information relevant to a purpose.

According to Urquhart and Weir (1998 : 24), they suggest very clearly in scanning reading process. It is a one of process is consider to a word recognition, there is no need to processing of semantics or syntax in search item of sentence containing. The ability to understand the particular or in a high level and extreme scanning task, it's enough to recognize the words because it is possible to scan of nonsense words.

For the meaning of this educator can refer about the scanning that is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. For instance, people often scan flight and train schedules, or they scan a page in a telephone book. Scanning involves very rapid movement of a person's eyes up and down a page. When scanning people often focus on the author's

use of organizers such as bold print, lettering, numbering, colors, signal words such as first, second, and so on. After locating the area on the page that the person desires, he/she may then skim for more information. The next topic is useful in reading strategies is metacognitive strategies.

2.4.4 Metacognitive strategies

Metacognitive strategies is one of a good process to use in reading to enhance learner' reading ability, it's considered by many educators as following.

Related to Block (1992 : 26), who says the metacognitive strategies is imply with thinking about what will they do while they read, checking the problem or how to solve the problem to get evaluating of learning strategy, revising, to testing, to planning or controlling with an effective strategy.

Hammadou (1991 : 75), who supports the metacognitive is ability of learners to be able to read effectively and intelligently. The learners will refine their reading ability with their prior knowledge in language to understanding the words and a text in the sentences.

According to Chumpavan (2000 : 9), who states that the metacognitive can help the learners to plan, organize, control, evaluate and remediate the reading game to play in their roles in reading tasks.

Therefore, the metacognitive strategies is a part to be able to read effectively of the learners' reading ability, it involve the executive in a process to planning for learning and evaluating how good in learning objective.

2.5 Reading Package

Several goals can be attributed to practice reading package. They can be used to build confidence as more answers are correctly provided. They also help to reinforce important materials. Learners are also provided and opportunity to practice critical skill and knowledge sets. Therefore, reading package is a once process very helpful for teaching reading comprehension, many educators refer to definition of reading package as follow:

The first definition is from Chaiyong (2520 : 6), who says reading package's process is go together with learning activities. This process covers students' activities.

Related to Aree (2540 : 18), she gives the meaning of reading package that it is an exercise that can create to enhance skillsof the students while they are studying or after they study.

The last educator is Noppakow (2546 : 24), who refers that reading package is one of instructional media used for practice and make the students know or comprehend their learning's activities. It can enhance students' language skill and include to adjust students when they use the language.

From the above definitions, it can be concluded that readingpackage is instructional media students use it with learning activities. It can be used while or after learning, can be divided into divisions or can conclude in the activities for improving the students' language skill.

2.6 Efficiency

2.6.1 Definition

The reading packages' efficiency is a quality of the learning packages.

According to Chaiyong (1977) who stated that the quality of the teaching material is considered from the ratio between input, process and output.

2.6.2 How to find out the efficiency of reading packages by empirical approach?

Kitrakarn (2001) says that the reading packages are tried out with the target groups of students. Most of reading packages are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test, such as the numeric values $E1/E2 = 75/75$ etc. The criteria of calculating for the efficiency such as $E1/E2 = 75/75$ has showed that the criterion set 75 (efficiency of the process) is percentage of learners' total means score from exercises scores of reading packages. Second criterion set 75 (efficiency of the outcomes) is percentage of learners' total mean scores from achievement test (Post-test).

Srisa-ard (2003 : 153-156) refer that to develop the teaching, learning and innovation to find of efficiency, to inevitable, to make the trial and development for ensure that is valuable of teaching and learning activities. The thesis can find efficiency by the criterion widely used is 80/80 which comprises in to approaches as following :

1. Consider from most of students (80%) who can get the outcome at a high level(80%). The innovation in this case used less time in teaching only one content, 80/80 is about the number of students who can get 80% in the total score.

2. Consider about the result of during and at the end of the procedure of the average in high level (80%). It has to take long time and lot of contents in this case for the criterion 80/80. The criterion set 80 is the process of the efficiency (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

The criterion to indicate the efficiency are as follows:

1. The researcher can set the efficiency by himself. If standard of efficiency is around 90/90, it means the research wants high efficiency but if it cannot be success efficiency it may have the problems in this case. The goal to have more students get the mean scores almost 90% is not easy. Therefore, most of researchers do not decide to set the criterion in 90/90. Generally they may be set lower than 80 in both the process and the overall effect. The criterion 70/70 is likely effective and teacher can develop achievement of students at the high level. The criterion set around 50/50 or 60/60 refer to scores of the students who can develop average in half or slightly more than half (60%), but it is not unlikely to be enough. It should be developed to be at a more higher level.

2. The criterion set 80/80 refers to after the students have learned from the learning packages, the learners can do the exercises, tasks, or tests at the average of 80%. For the final test, the learner can make the average scores of 80%

3. Generally, researcher can set two parts of which are not equal as the criterion set 70/80 which means that the efficiency of process is 70% and which is the overall efficiency is 80%. However, it's not commonly to define in such a manner.

From the above meaning, it can say that the efficiency is a level of students' learning reading packages to support and leads the satisfaction with the students in classroom activity. Therefore, the behavior of students efficiency can be evaluated in two types: E_1/E_2 . The first (E_1) is an efficiency of procedure evaluated from the students' learning activities performance continuously; and efficiency of result (E_2) evaluate from the post-test or final test. We can conclude that the efficiency satisfies the teachers with the students' learning behavior and it can be defined as percentage of the students' whole score.

2.7 Effectiveness Index

The effectiveness index is a result continually from the efficiency by comparing the score of students' learning activities and students behavior. There are, have many researchers providing the definitions of effectiveness index as follows:

The first researcher is Kitrakarn (2003 : 1) who says that effectiveness index is comparing the pre-test scores of students and evaluated the material of teaching after it generated in two characteristics in different scores there are difference score with pre-test and post-test or between achievement in experimental and control groups pragmatically and will focus on most of the differences result. Some study compare two groups and use the statistical analysis of scores significantly different statistically in both groups and the result of it are not different, which can not determine whether the result of trial or treatment.

Webb (1963) stated about the different scores of effectiveness index in 3 methods for his concept by focuses on the percentage of the scores that is conventional. It can be calculated from the percentage scores of control group removed from the percentage scores of the experimental group, that will be found the percentage scores of the group. The result shows the percentage increased after comparing with the scores of the control group.

For the last researcher is Hovland (1949) who says that the effectiveness index is calculated to find out the different scores from the pretest and posttest. That is the main point of the effectiveness index. He supported that the relationship of pretest, learning activities, posttest, and number of students together from effectiveness index.

From the above information, effectiveness index is the result of determining the scores of students' knowledge or learning progress to find out the effectiveness of the media in teaching and learning activities.

2.8 Satisfaction

This research aims to study the satisfaction of students into the effective of teaching reading comprehension by using reading package. This study will also examine the drivers and the consequences of satisfaction. Many researchers in the past have studied the subject of satisfaction and have discovered a number of possible indicators for achieving that satisfaction.

The first definition is from Tough (1982 : unpagged), he explained that the satisfaction is perceptions toward certain learning events or learners' attitudes expectation.

Related to Hsiao and Lee(2007 : 86), they stated that it's where the students happy or unhappy with students' aggressive or passive learning attitude. So, the students satisfaction could be the students' positive or negative feelings towards their learning activities. The level of anticipation and actual results are the degree of student satisfaction, that is margin its mean that a greater satisfaction is a smaller margin and lower satisfaction is a larger margin.

Also, satisfaction can be referred from Domer (as cited in Lee. 2008), he argued that between learners' expectation level or their actual gains it's a gap to understood the degrees of learners satisfaction. When the gap between their expectation level is closer their actual gains, it's a relative of learners satisfied but when the gap between their expectation level is distant from their actual gains may be a learners' dissatisfied.

Form the above meaning can conclude that the satisfaction is a feeling of happiness or content with learning activities, and it is an alternate response that is centered on matching the result of the product with some stand set prior to the purchase and measured during or after consumption. For this research satisfaction in learning environment indicates students' self efficacy toward the effective teaching reading comprehension by using exercise package. Combination of class design and practice reading comprehension and the next topic help to support this research is previous studies.

2.9 Previous Studies

2.9.1 Thailand Research

Dentisak (2010 : Abstract) The purposes of this study were (1) to compare the reading comprehension test scores of the students who learned with the Text Structure Reading Strategy CALL program (herein called TSRS) and those who did not learn with the TSRS CALL program, but studied texts from the Voice of America (VOA) Special English Program web pages, and (2) to explore the students' opinions towards the TSRS CALL program and its usefulness. The participants consisted of 86 students with medium and low English proficiency who registered for Foundation English III during the summer semester of academic year 2009 at Kasetsart University Chalermphrakiat Sakon Nakhon Province Campus. The participants were divided into an experimental group (n = 42) and a control group (n = 44). The two groups took the pre-test, then the experimental group learned with TSRS CALL program, but the control group studied the texts from the VOA Special English. Then the two groups took the post-test.

The experiment tool was the TSRS CALL program, of which the efficiency was 81.30/84.24, which was higher than the 80/80 criterion. The data were collected using a pre-test and post-test, a questionnaire towards the program and its usefulness, and a semi-structured interview. The data were analyzed quantitatively and qualitatively. The statistical analysis of the quantitative data included arithmetic mean, standard deviation and percentage. The testing of the mean difference was conducted using t-test and ANCOVA. The qualitative data were analyzed using content analysis. The results were as follows : 1. The students with medium English proficiency who learned with the TSRS CALL program did not have significantly higher post-test

scores than the medium proficiency ones who did not learn with the program. 2. The students with low English proficiency who learned with the TSRS CALL program had significantly higher post-test scores ($p < .01$) than the low proficiency students who did not learn with the program. 3. Overall, the students who learned with the program had significantly higher post-test scores ($p < .01$) than the students who did not learn with the program. 4. The students who learned with the TSRS CALL program had very positive opinions towards the program and its usefulness ($\bar{x} = 3.86$, S.D. = .64).

Kannika (1987 : Abstract) study of a comparison of 2 teaching methods i.e. traditional and Task-based Methods for teaching reading comprehension to the first year agricultural diploma students at ITVE. Nan Agricultural Campus. The purposes of the study are to find out which of the two teaching methods appears to be more effective for teaching reading comprehension and to investigate the students' and teachers' (observers') opinion to the two teaching methods.

The results reveal that there was not significantly different between the test mean scores of the 2 groups i.e. $t = 0.49$ at the level of significance .05. From the questionnaires, the students preferred the task-based method more than traditional method. And the observers favored the traditional method more than the task-based one.

Wassana (2009 : Abstract) who concentrates on the effects of the pre, while, and post reading activities used in a reading class on reading comprehension skills of Mattayomsuksa 5 students from the Science-Mathematics Program in Saraburiwitthayakhom School, Saraburi. The purposes of this research investigation were to investigate whether the students can increase their reading comprehension achievement after participating in a reading class using pre, while, and post reading,

and to examine whether the teaching strategies using pre, while, and post reading activities help to enhance other sub-skills used in students' reading comprehension achievement. The results of this study showed that after the subjects participated in the reading class using pre, while and post reading strategies, they could increase their reading comprehension skills, including the ability to identify the topic and major detail of reading passages. Importantly, the subjects had opportunities to get involved in the reading texts in more ways than just translating the word meaning, and they also perceived the ideas of reading process and specific skills related to reading comprehension process.

Thamarak (2011 : Abstract) the purpose of this study was to investigate the effects of reciprocal teaching on the students' English reading comprehension ability. The study also aimed at developing the reading comprehension in the English language through a reciprocal teaching procedure for Matthayomsuksa 6 students. The participants were 30 students in Mathayomsuksa 6. They were purposively selected and trained to use the four main strategies of the reciprocal procedure on 10 reading materials for 24 hours. An achievement test was used to assess their reading proficiency before and after the instructions.

The results showed that the reading comprehension of the participants trained with the reciprocal teaching procedure improved significantly at .05. The effectiveness of the reading materials with the exercise was at 82.48/81.25. In addition, the participants had a positive attitude towards reciprocal teaching instruction and procedure with a mean score of 4.48.

2.9.2 Studies Abroad

Swanson's (1999) findings from an extensive meta-analysis showed that a prototypical intervention study has an effect size of .72 for reading comprehension. Specifically, effect sizes for measures of reading comprehension were higher when derivatives of strategy instruction involving cognitive and direct instruction were implemented. Robust gains in reading comprehension were a direct result of the instructional components. The impact on the effect size was greater when the strategies were combined, especially concerning small group interactive instruction and strategy cueing. This research synthesis provides support that specific interventions in reading produce significant results. Brown (1989) conducted another line of reading strategy research involving sixty-seven young L1 readers ranging from 5th grade to 6th grade. The authors compared a "teacher-directed" strategy in which the teacher read prepared scripts designed to activate prior knowledge with "interactive instruction" in which the teacher and students together activated and discussed students' background before reading. Results indicated that at risk L1 readers who received "interactive strategy" instruction made superior gains in comprehension performance over their peers who received traditional basal instruction, which is "teacher-directed" instruction.

Hansen (1981) investigated the effects of two experimental methods on inferential reading comprehension of twenty-four 2nd grade L1 children. The children were grouped into three experimental conditions : 1) the strategy group, 2) the question group, and 3) the control group. The "Strategy Group" was trained in pre-reading strategies and focused on integrating text information with prior knowledge before reading. The "Question Group" received training in answering questions which

required inference practice between the text and prior knowledge. The “Control Group” received traditional story instruction accompanied with the typical activity of literal inference probe. The instruction was applied to ten basal-reader stories. Results of post-comprehension tests revealed that the performance of the children in both experimental groups outperformed that of the control group. Standardized test scores and scores on an experimental-designed test also favored the experimental groups. In conclusion, when reading strategies are taught, readers’ performance in comprehension improved.

Block (1992) investigated the use of reading strategies with regard to proficient and nonproficient less proficient readers (6 ESL and 3 native speakers). She used a think-aloud method to compare the comprehension-monitoring processes of native speakers and second language learners of English as they dealt with reference and vocabulary problems in an expository passage. The findings showed that ESL speakers with more English proficiency took more actions to solve problems and check solutions. Block reported that “differences that existed in monitoring seemed due more to reading proficiency than to language backgrounds of the readers.”

Wright and Brown (2006) explored the potential of reading strategy instruction in raising the learner readers’ awareness of reading strategies, in extending the range of strategies they employed and in encouraging learners to monitor and reflect upon their reading. The findings have revealed that strategy training could encourage learner readers to reflect on their strategy use and seemed to boost their confidence in their own reading abilities. Salataci and Akyel (2002) investigated the possible effects of reading instruction on reading in Turkish and English. The results

indicated that strategy instruction had a positive effect on both Turkish and English reading strategies and on reading comprehension in English.

McKeon, Beck, and Blake (2009) conducted a two-year study in which standardized comprehension instruction for representations of two major approaches was designed and implemented. The effectiveness of the two experimental comprehension instructional conditions (Content and Strategies) and a control condition were compared. Content instruction focused students' attention on the content of the text through open, meaning-based questions about the text. In strategies instruction, students were taught specific procedures to guide their access to text during reading of the text. The results of the study revealed that there was no difference between the performances of the two experimental groups for some aspects of comprehension. However, for narrative recall and expository learning probes, the students following content instruction outperformed that following strategy instruction.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the design and procedures of the study to examine whether the students in Pratomsuksa 4 at Bankudhin school trained English reading comprehension by using learning packages gain higher reading achievement at posttest. This chapter is organized into five sections as the followings.

3.1 Population

3.2 Research Instruments

3.3 Data Collection

3.4 Data Analysis

3.5 Statistical Devices

3.1 Population and Samples

3.1.1 Population

The number of population in this study was 1,230 students of 24 schools in southeastern group at Sakaew Primary Educational Office Area2.

3.1.2 Samples

The samples of this study were 7 Prathomsuksa 4 students who were studying at Bankudhin School, Sakaow Province in the first semester of 2016. They were recruited by Simple Random Sampling.

3.2 Research Instruments

The main instruments employed for this study were as follows :

3.2.1 English Learning Packages of Prathomsuksa 4 students constructed by the researcher including 7 learning packages, namely: 1) In the Market, 2) In the Dining Room, 3) Fun with Families Vocabulary, 4) Valentines' Day and 5) My Daily Routine. Each learning package comprised instruction, concept, objectives, pretest and posttest, contents, exercises and keys.

3.2.2 Five lesson plans in teaching reading skills by using learning packages of Prathomsuksa 4 students. The whole lesson plans took a total of 14 hours.

3.2.3 Achievement test (pretest and posttest) about teaching reading skills by using learning packages on Prathomsuksa 4 students were 10 - multiple choice test of each learning package examined by the experts.

3.2.4 The questionnaire used to ask for students' satisfaction toward the learning packages

The construction of research instruments

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

1) Learning packages

Teaching reading skills by using learning packages on Prathomsuksa 4 students were constructed by the researcher as in the following steps :

1.1 The researcher studied and analyzed the causes and

problems while learning and teaching reading skills through observation, teaching record, and students' learning report.

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

1.3 The researcher studied and reviewed the principles, and theories of learning packages.

1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of learning packages based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

1.5 The researcher constructed seven learning packages from the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), including 1) Fruits in the market, 2) In the dining room, 3) Fun with family vocabularies, 4) Valentine's Day, 5) My Daily Routine, 6) Occupation and 7) Greeting. For the five reading packages consisted of pre-test, post-test, explanation, Activities, exercise and exercise's key.

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

1.7 The learning packages were examined by 3 experts

about content validity by using five-point Likert scale as follows (Srisa-ard, 2002 : 102).

5 marks for the most appropriate

4 marks for more appropriate

3 marks for moderate appropriate

2 marks for less appropriate

1 marks for the least appropriate

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

1. Assistant Professor Dr. Akkarapon Nuemaihom, the English lecturer at Buriram Rajabhat University.
2. Ms. Julaporn Laongthong, the English teacher at Phattharaborphit school.
3. Mr. Pornchai Wongwai, the English teacher at Phattharaborphit school.

1.8 The research analyzed the scores from the experts to find out the mean scores and compared with these criteria. Appropriate mean score at .05 and upper were considered that the learning packages can be utilized. After that the researcher improved the learning packages based on the experts' suggestion and proposed them to check again.

1.9 The learning packages were tried out with Preathomsuksa4 students in Ban-Khoanoi school and Ban-Jad-san school who were not the samples in academic year 2016 at Bankudhin school in order to find out the weak points and then improved the learning packages before using with the samples. To appraise the efficiency of teaching reading skills by using learning packages on Prathomsuksa 4

students, there were three steps to perform. The three steps of the pre-trials were as following (Phromwong .1978)

1. The Individual Trial

The learning packages are utilized with 3 different proficiency level students at Ban-Khoa-noi School, namely, 1 high, 1 moderate and 1 low proficient students who were not the samples in the study. The criteria of discrimination divided the students into different levels of English learning achievement were : 1) Prathomsuksa 4 students who had got grade 4 English in the first semester in the academic year 2016 was high proficient student, the student who had got grade 2 or 3 was moderate proficient student, and the student who had got grade 1 was low proficient student; and 2) the three students were allocated to carry out a pre-test (E_1), and they learned reading skills by using learning packages for fifty minute periods. While the students were studying via the learning packages, they were requested to do the activities. After that, they were requested to do a post-test and gave some opinions about learning packages for a period. The scores which the students gained from the activities and the post-test (E_2) were computed to find out the efficiency of process and the efficiency of the outcomes respectively. Then the researcher improved the learning packages based on the students' comments.

2. The Small Group Trial

The nine students at Ban-Jad-San School, who participate in this step were 3 high proficient, 3 moderate proficient, and 3 low proficient students. Before learning conditional sentences via learning packages for 12 periods, they took a pre-test for a period. While the students were learning via learning packages, they did the exercise. Then took a post-test and provided some opinions for a period. In this

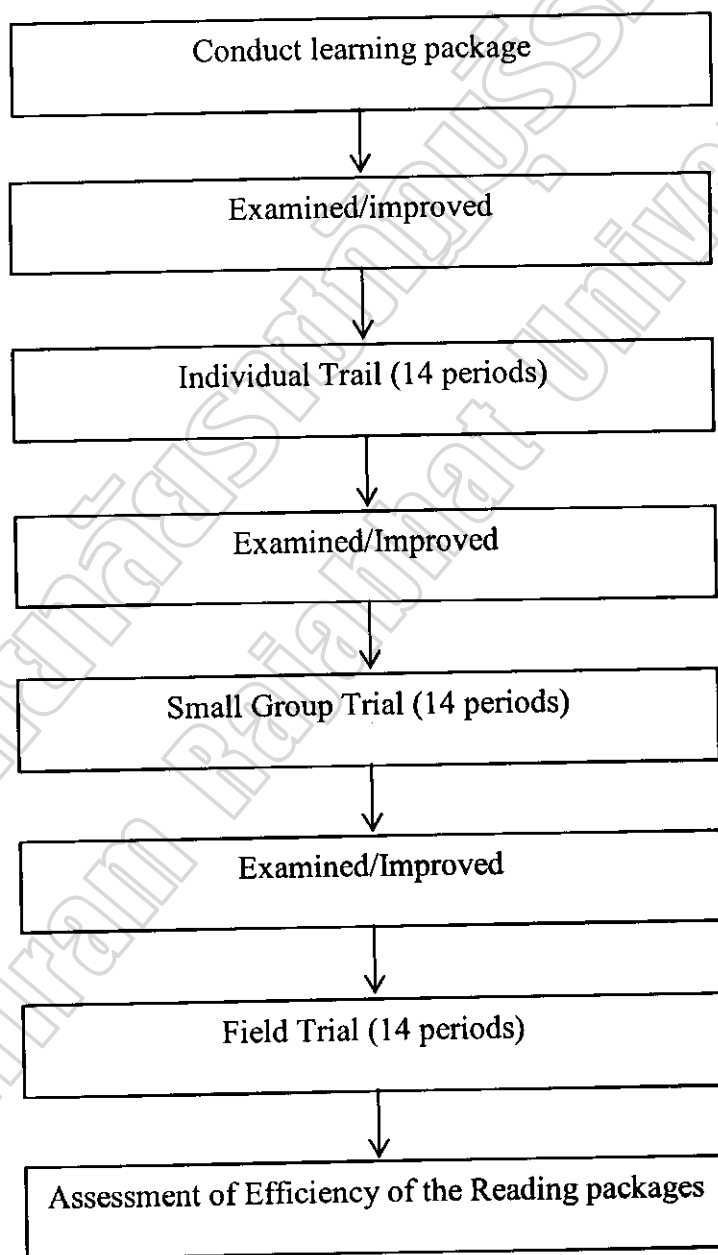
step, the efficiency of the process (E1) and the process of the outcomes (E2) were analyzed from the students' exercise scores and a post-test, respectively.

3. The Field Trial

In this step, there were 6 students with three different proficiency levels of English achievement participated at Bankudhin School. They took pre-test (E1) for a period. Then they learned through learning packages for fifty minute periods, they did the activities while learning via learning packages. After learning, they took post-test (E₂). The scores of the activities in the learning packages, and the post-test scores from the field trial were decided to find out the efficiency of the learning packages based on 75/75 standard level (Phromwong. 1978). The result of the field trial revealed that the efficiency of learning packages was met the criteria set.

To conduct this study, the assessment of efficiency of the learning packages was performed as shown in the following figure.

Figure 3.1 : Steps of Trying-out Learning package



Source : Suwanbenjakul (2002)

1.10 The researcher conducted the completed learning packages to use with the samples.

2) Lesson Plans

Lesson plans of teaching reading skills by using learning Packages on Prathomsuksa 4 students were constructed by the researcher with the following steps:

1. The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards of foreign languages, indicators, indicators, learning areas, and stands and learning standards of foreign languages.
2. The researcher studied methodology, principles, theory, and writing techniques of lesson plan.
3. The Seven learning packages, they are Fruits in the market, In the dining room, Fun with family vocabulary, Valentines' Day, My Daily Routine, Occupations and Greeting, were chosen to be the topics in lesson plan writing. The researcher found out correlation between the topics and learning strands and indicators.
4. The lesson plans were examined by advisors about key concepts, indicators, learning strands, activities, learning media, and learning assessment to give some comments about content validity quality. The researcher improved the lesson plans based on the advisors' suggestions.
5. Lesson plans were examined by the same 3 experts about

key concepts, indicators, learning strands, activities, learning media, and learning assessment to give some comments about content validity quality by using Likert's rating scale as employ in reading package construction.

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

7. The researcher conducted the complete lesson plans for Prathomsuksa 4 student which utilized with learning packages in the first semester of academic year 2016 at Ban-Khoa-noi School, Bad-Jad-san School and Ban Kun Hin School, Sakeaw Province.

3) Reading Achievement Test

Pre-test and post-test were multiple choices, consisting of 25 items in each learning packages material that required students to choose the correct answers. The samples did both pre-test and post-test which were the same parallel test. The 25 pre-test and post-test were constructed by the researcher as following steps:

1. The researcher studied a syllabus for upper-secondary level of English subject and the contents of conditional sentences for Prathomsuksa 4 students.
2. The researcher constructed the test on reading package consisting of 25 items, 4 multiple choice of each reading package material questions.
3. The items of the test were edited and revised by the advisors before proposing to the same 3 experts to examine the validity by using IOC (Index of Item Objective Congruence) formula as follows.

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

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

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

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

5. The test were tried out with students in Prathomsuksa 4 at Ban-Khoa-noi School, Ban-Jad-San School, who were not the sample at Bankudhin School in the first semester of academic year 2016.

6. An item analysis was carried out form the data obtained from the study. Each question was analyzed for the discrimination power (B) by Brennan method and using the software program to calculate.

7. The reliability of the test was determined by using the Lovett's method (Rcc). The software program is used to calculate the data, the reliability of the test is upper .05.

8. The researcher selected the approved 10 test items as pre-test and a post-test (achievement test) of each learning packags material.

4) Satisfaction Questionnaire

The researcher designed and created a questionnaire concerning satisfaction towards learning reading skills by using learning packages had 2 main parts as following :

Part 1 : Personal Information. The samples were required to answer the questions about gender, age, and time of starting English learning. This part was in the form of checklist.

Part 2 : Information of Satisfaction Questionnaire. This section comprised of 15 statements of five-point rating scales questionnaire with Likert's rating scale. It aims to elicit learners' satisfaction toward learning packages on Prathomsuksa 4 students. Five-point Likert scales used for rating their satisfaction are as follows :

4.51-5.00 means	Most Satisfactory
3.51-4.50 means	Very Satisfactory
2.51-3.50 means	Moderate Satisfactory
1.51-2.50 means	Less Satisfactory
0.00-1.50 means	The Least Satisfactory

The questionnaire was constructed and developed gradually as following :

1. The researcher reviewed the literature on satisfaction.
2. The researcher studied literature review on how to construct the satisfaction questionnaire.
3. The researcher gathered and arranged the
4. issues concerned learning through learning packages.
5. The researcher proposed the statements to the advisors before creating fifteen statements based on the issues compiled from learning via learning packages.

6. The statements were examined by the same 3 experts to comment for quality, correctness and appropriation by using face validity.

7. The researcher calculated the obtained data to find out the mean scores and over were considered as the questionnaire item statements. The researcher edited and revised the questionnaire if they had weak point. Next, the questionnaire was proposed to the experts again.

8. The researcher organized the statements and tried out with Prathomsuksa 4 students at Bankudhin School in academic year 2016.

9. Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula (R_{xy}) to find out the discrimination power.

10. The method of coefficient alpha of Cronbach (α – Coefficient) was used to find out the reliability coefficient of which the value must be more than 0.80.

11. The researcher selected statements which had the most significant differences to be the questionnaire.

3.3 Data Collection

In this study, researcher design was One Group Pre-test, Post-test Design. To collect the data, the present study included achievement tests, and the satisfaction questionnaire. The procedures for collecting data were as follows :

1. A study was done with a pre-test. A pre-test was given to all of samples at the beginning of a class for 1 period.
2. The samples were orientated to understand about learning via learning

packages. Then they were taught reading comprehension by using reading package and did the activities for 12 periods.

3. A post-test was administered with all of the samples after the class for 1 period.

4. After doing a post-test, the samples were asked to fill out the questionnaires focusing on their satisfaction about learning via learning packages for 1 period.

The researcher design could be illustrated below.

Table : 3.1

Research Design

Lesson plans	Day/Month/date	Activities	Time (Hour)
1	16 May 2016	The student took the pre-test	
2	16 May 2016	Topic 1 : Fruits in the market.	2
3	18 May 2016	Topic 2 : Dinning-room	2
4	23 May 2016	Topic 3 : Fun with family vocabulary	2
5	25 May 2016	Topic 4 : Valentine's Day	2
6	27 May 2016	Topic 5 : My Daily Routine	2
7	31 May 2016	Topic 6 : Occupations	2
8	2 June 2016	Topic 7 : Greeting	2
9	4 June 2016	The students took a post test	
10	Include all the time		14

3.4 Data Analysis

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

3.4.1 Pre-test and Post-test Scores

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

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

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

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

3.4.2 Students' Satisfaction towards the Learning Packages

3.4.2.1 In order to evaluate the students' satisfaction toward learning reading skills by using learning packages the data from five-rating scales was computed for mean (\bar{X}) and standard deviation (S.D.). The following criterion was employed for interpretation.

Meaning	Interpretation
1.00 – 1.50 means	The Least Satisfaction
1.51 – 2.50 means	Less Satisfaction
2.51 – 3.50 means	Moderate Satisfaction
3.51 – 4.50 means	The More Satisfaction
4.51 – 5.00 means	The Most Satisfaction

3.4.3 Additional Opinion Data

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

3.5 Statistics Employed in Data Analysis

3.5.1 Fundamental Statistics including Mean (\bar{X}) and Standard Deviation (SD) (Saiyot & Saiyot 1997. 53)

3.5.1.1 Mean \bar{X}

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

= Mean score

ΣX = Sum of score

N = Number of participants

3.5.1.2 Standard Deviation (SD) (Saiyot & Saiyot. 2000 : 101)

$$SD = \sqrt{\frac{N\sum x^2 - (\sum X)^2}{N(N-1)}}$$

SD = Standard Deviation

$\sum X^2$ = Sum of the squared scores

$(\sum X)^2$ = Sum of the scores squared

N = Number of participants in the sample

3.6.2 Finding Item Objective Congruence Index (IOC) of the achievement

test. (Saiyot & Saiyot. 2000 : 248-249)

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

IOC = Item Objective Congruence Index

$\sum R$ = Total score of the experts' opinions

N = Number of the experts

3.6.3 Finding the efficiency of the supplementary program using the

Efficiency Standard Criterion on 80/80 basis (E_1 / E_2) (Promwong. 2008)

$$E_1 = \frac{\bar{X}_1 \times 100}{A_1}$$

E_1 = the efficiency of a process / Mean score (in percentage)

From the exercises at the end of the unit.

\bar{X}_1 = Mean score of the achievement test.

A_1 = Total score of the achievement test.

$$E_2 = \frac{\bar{X}_2 \times 100}{A_2}$$

E_2 = the efficiency of the achievement test / Mean score (in percentage) from the achievement test.

\bar{X}_2 = Mean score of the achievement test.

A_2 = Total score of the achievement test.

3.6.4 Finding Difficulty (P) and Discrimination (r) of the achievement test.

3.6.4.1 Difficulty (P) (Saiyot & Saiyot.2000 :199-201)

$$P = \frac{R}{N}$$

P = Difficulty

R = Number of students who get the correct answers.

N = Number of students who do each item in the test.

3.6.4.2 Discrimination (r) (Saiyot & Saiyot. 2000 :19)

$$r = \frac{R_u}{N} - \frac{R_l}{N}$$

r = Discrimination

R_u = Number of students who get the correct answers (High-score group)

R_l = Number of students who get the correct answers (Low-score group)

N = Number of students in each group

3.6.5 Finding Reliability of the achievement test using KR-20 formula of Kuder Richardson. (Saiyot & Saiyot 1985 : 168)

$$r_u = \frac{k}{k-1} \left\{ 1 - \frac{\sum pq}{s^2} \right\}$$

r_u = Reliability

k = The number of items of the test

p = Proportion of students who get the correct answers of each item

q = Proportion of students who get the wrong answers of each item

S^2 = Standard Deviation of all the students' scores

3.6.6 Comparing reading achievement on pre-test and post-test

1.1 Finding Mean (\bar{X}) and Standard Deviation (SD) of the pre-test and post-test scores.

1.2 Compare the mean scores of pre-test and post-test using the t-test for dependent samples (Worngrattana. 2001 : 165)

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

t = t Test

N = Number of students

D = Different

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order : 1) Research question one regarding the efficiency of teaching reading skills by using learning packages of Prathomsuksa 4 students with the criterion set at 75/75 ; 2) The comparison between students' learning achievement before and after learning through the learning packages on Prathomsuksa 4 students ; 3) The effectiveness index of Prathomsuksa 4 students be higher than 0.5 and 4) The satisfaction of Prathomsuksa 4 students towards the learning packages.

4.1 Research question one: What is the efficiency of teaching reading skills by using learning packages on Prathomsuksa 4 students?

To answer this question, the researcher employed the quantitative data from the test and achievement test, which determined the efficiency of teaching reading skills by using learning packages on Prathomsuksa 4 students based on criterion set at 75/75. The quantitative data consisted of the activities scores from all learning packages (effectiveness of the process), and post-test scores (effectiveness of the outcomes). There were 7 reading packages in this study: each reading package had 10 scores and the full score of the achievement test or post-test was 25 score. Table 4.1 below illustrates mean, standard deviation, percentage and the efficiency of the learning packages.

Table 4.1

Mean and Standard Deviation, and Percentage for each Learning Packages

No.	Activities Scores of Learning through Learning Packages (Efficiency of the Process)							Total (70)	Post- test (25)
	1	2	3	4	5	6	7		
1	8	7	8	6	9	7	5	50	18
2	9	9	6	8	9	7	7	55	20
3	7	9	10	8	8	9	8	59	22
4	8	8	7	9	7	6	6	51	20
5	10	10	9	9	8	8	10	64	24
6	10	8	9	9	10	10	9	65	25
7	10	9	9	8	9	8	9	62	24
Total	62	60	58	57	60	55	54	406	153
(\bar{X})	8.86	8.57	8.29	8.14	8.57	7.86	7.71	58.00	21.86
S.D.	1.22	0.97	1.38	1.07	0.97	1.35	1.80	6.11	2.61
%	88.57	85.71	82.86	81.43	85.71	78.57	77.14	82.86	87.44

As shown in Table 4.1 above, the efficiency of teaching reading skills by using learning packages on Prathomsuksa 4 students, which were conducted by the researcher, was 82.86/87.44 which was higher than the criterion set at 75/75. It claims that, who learned reading skills by using reading packages have total mean scores

from the activities scores of learning packages at 82.86% and total mean scores from the achievement test after learning through learning packages at 87.44%.

4.2 Research Question Two: Will the achievement of Prathomsuksa 4 students who learn English reading skills by using learning packages have higher mean scores on post-test than pre-test?

To address this question, the researcher used quantitative data in terms of the comparison of the difference between pre-test and post-test mean scores. Evidently, pre-test scores and post-test scores were also tested to find out the statistically significant difference. Table 4.2 below illustrates the difference between the pre-test and post-test mean scores.

Table 4.2

Difference between Pre-test and Post-test Mean Scores

No.	Achievement test		Difference scores between pre-test and post-test	D	D ²
	Pre-test	Post-test			
1	10	18	8	8	64
2	11	20	9	9	81
3	10	22	12	12	144
4	12	20	8	8	64
5	11	24	13	13	169
6	13	25	12	12	144
7	12	24	12	12	144
Total	79	153	74	74	5,476
(\bar{X})	11.28	21.85	10.57	10.57	728.28
S.D.	1.11	2.60			

Table 4.3**Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1 Pre-test	11.2857	1.11270	.42056	13.014	6	0.000
Post-test	21.8571	2.60951	.098630			

As indicated in the table (4.2, 4.3) above, the independent samples t-test was conducted in order to find whether there was a significant difference in the using learning packages of the pre-test and the post-test mean scores. The results showed that there was statistically significant difference between the pre-test and post-test mean scores in using learning packages at the .01 level.

4.3 Research Question 3 : Will index of effectiveness of Prathomsuksa 4 students would be higher than 0.5?

This section reports the results of the analysis of the quantitative data from the achievement tests employed in this study to find out the effectiveness index of learning packages. Pre-test scores (25 items) and post-test scores (25 items) were calculated to find out the effectiveness index of learning packages as shown in Table 4.4.

Table 4.4

The Effectiveness Index of Learning Packages of English Reading Skills for Prathomsuksa 4 students

Number of Students (n)	Total Scores	Total Scores of All Samples' Pre-test	Total Scores of All Samples' post-test	The Effectiveness Index (E.I.)
7	25	77	153	0.7755

For this table can found the effectiveness index of learning packages on the formula was following :

$$\begin{aligned}
 \text{E.I.} &= \frac{P_1 - P_2}{\text{Total} - P_1} \\
 &= \frac{153 - 77}{(7 \times 25) - 77} \\
 &= \frac{76}{98} \\
 &= 0.7755
 \end{aligned}$$

As shown in Table 4.3, the effectiveness index of learning packages of reading skills for Prathomsuksa 4 students, which were conducted by the researcher, is at 0.7755. It showed that students progressed from learning through learning packages at 77.55%

4.4 Research Question Four :Are the students satisfied with teaching reading skills by using learning packages?

This section shows the satisfaction with the learning packages of Prathomsuksa 4 students by using learners' satisfaction questionnaires which the researcher conducted. Students chose the level of their satisfaction in the questionnaires, ranking from the least satisfactory (1) to the most satisfactory (5). The mean scores, standard deviation, level of satisfaction and rank were shown in Table 4.5.

Table 4.5

Learners' Satisfaction towards Learning Packages

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
1	I enjoy the activities provided in the learning packages.	5.00	.00	The Most Satisfactory	1
2	I learned from learning packages and could apply them in my daily life.	4.57	.53	The Most Satisfactory	4
3	Practicing various activities from learning packages was interesting.	4.71	.48	The Most Satisfactory	3
4	The learning packages were understand and easy to do.	4.57	.53	The Most Satisfactory	4
5	The contents and activities were relevant.	3.85	.69	Very satisfactory	9
6	The contents and activities are suitable with my English level.	4.00	.81	Very satisfactory	8
7	Learning through using learning packages technique helped improve my reading ability.	4.42	.78	Very satisfactory	6
8	Learning through using a learning packages technique helped me understand the contents well.	4.57	.78	The Most Satisfactory	4
9	The examples in the contents and activities of the lesson were interesting.	4.42	.53	Very satisfactory	6

Table 4.5 (Continued)

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
10	Learning about reading skills by using learning packages useful for my future.	4.57	.78	The Most Satisfactory	4
11	I feel motivated when learning English by doing and practicing the learning packages.	4.42	.78	Very satisfactory	6
12	Learning through lessons enhanced my learning.	4.14	.89	Very satisfactory	7
13	Learning through a learning packages technique helped me improve my critical thinking.	4.71	.48	The Most Satisfactory	3
14	Learning reading skills through using a learning packages technique helped me improve speaking skill.	4.42	.78	Very satisfactory	6
15	I have a positive attitude toward learning English after learn learning packages.	4.85	.37	The Most Satisfactory	2
Grand Total		4.48	.29	Very satisfactory	

As revealed in Table 4.5, it indicated that the students' satisfactions in learning reading skills by using learning packages as a whole were at "very satisfactory" level

$(\bar{X}) = 4.48$, S.D. = .29. When considering at each item, it was found that the three highest mean scores were the same scores of no.1 “I enjoy the activities provided in the learning packages,” $(\bar{X}) = 5.00$, S.D. = .00, no.15 “I have a positive attitude toward learning English after learn learning packages,” $(\bar{X}) = 4.85$, S.D. = .37, no 3. “Practicing various activities from learning packages was interesting,” $(\bar{X}) = 4.71$, S.D. = .48 and follow no.13 “Learning through the learning packages technique helped me improve my critical thinking” $(\bar{X}) = 4.71$, S.D. = .48, respectively.

4.5 Summary of the Chapter

In short, this chapter proposes the findings and data analysis of this study. The result of each question are expressed from the questions one to four. Detailed summary of the findings; discussions, and implication are presented in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

The main purpose of the study is to explore the effect of teaching reading skills by using learning packages on Prathomsuksa 4 students. This chapter includes a summary section in which the essential research statements are highlighted. The researcher discussed the results of each research question which was presented in Chapter One. In addition, based on the findings and the discussion, the implications for research and practice are provided. Lastly, this chapter ends with the conclusion of this research study.

5.1 Summary of the Major Findings

The main purpose of the study was to teach reading skills by using learning packages on Prathomsuksa 4 students. Specifically, the study was conducted for the following purposes: 1) to study the efficiency of teaching reading skills by using learning packages; 2) to compare the reading skills of students before and after learning reading skills by using learning packages; 3) to study the effectiveness index of students' learning reading skills by using learning packages; and 4) to survey the student's satisfaction toward reading skill after using learning packages.

The data were derived from achievement test, namely the reading skills by using learning packages, the learning achievement tests, and the satisfaction questionnaire. The research hypothesis was "Students who learn reading skills by using learning packages will have higher skill on post-test mean score than in pre-test mean score".

The samples in this study were seven Prathomsuksa 4 students who enrolled fundamental English course in the first semester of academic year 2016 at Bankudhinschool, Aranyaprathad district, Sakeaw province under the Primary Education Service Area Office 2. The research instruments were learning packages, achievement tests and the satisfaction questionnaire.

The learningpackages were only taught by the researcher as follows : 1) Fruits in the Market, 2) Dinning-room, 3) Fun with Family Vocabulary, 4) Valentine's Day, 5) My Daily Routine, 6) Occupations and 7) Greeting. This study was conducted in the first semester of academic year 2016 for 14 periods of 50 minutes for each period; and 2 periods for orientation, doing pre-test to check their prior knowledge before learn learningpackages, and for doing an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the learningpackages.

The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test. The findings of this study were as follows :

1. The learningpackages on Prathomsuksa 4 students had an efficiency of 82.86/87.44 which was higher than the standard criterion set at 75/75.
2. The Prathomsuksa 4 students who learned reading skills by using learning package after learning had higher achievement than before learning at the .01 level of statistical significance.
3. the effectiveness index of learning packages of reading skills for Prathomsuksa 4 students, which were conducted by the researcher at 0.7755, showed that students progressed from learning through learning packages at 77.55%
4. Prathomsuksa 4 students' satisfied toward learning reading skills by usinglearningpackages in whole at the very satisfactory levels.

5.2 Discussion of the Findings

The researcher discusses the results of the development of English reading skills by using learning packages on Prathomsuksa 4 students as follows :

5.2.1 Efficiency of teaching reading skills by using learning packages

The findings showed that the efficiency of teaching reading skills by using learning packages was 82.86/87.44 which was higher than the criterion set at 75/75. The results illustrated that the first efficiency of the process (E_1) were higher than the second efficiency of the outcomes (E_2), because the learning packages is a resources and guidelines to completethe efficiency of reading skills, the students were interested in doing activities in the learning packages. Then the learning packages were developed appropriately step by step. In addition, the thesis advisors and experts made suggestion, gave comments, and evaluated the researcher instruments. Furthermore, the research conducted the learning packages by reading skills method and communicative approach for designing the learning activities in the learning packages. McKeon, Beck, and Blake (2009 : Abstract) the content in learning packages focused students' attention on the content of the text through open, meaning-based questions about the text and this is the goal of reading that the students can comprehend and understand what they read Carnice et al, (1997)

5.2.2 The students' Post-test and Pre-test Mean Scores of English reading skills through teaching reading skills by using learning package.

The result reveals that the achievement of the students' post-test mean scores were higher than the pre-test mean scores towards teaching reading skills by using learning package with statistically significant difference at .05 level. This could be

concluded that learning packages can help students to identifying main ideas to understand a text well. After reading a paragraph of section can expose the students to new things, new information and new ways to achieve one thing to begins from reading and understanding Wong (2012). These will often contain the main idea, which summarizes or generalizes the important points of the passages. It can motivate the students to learn and interested in the content more than they used to be when they make sense of what they read or coming to the texts effectively Barnett (1998).

5.2.3 Effectiveness Index of teaching reading skills by using learning packages

The result revealed that the effectiveness index toward teaching readingskills by using learning packages for Prathomsuksa 4 students, which were conducted by the researcher, is at 0.7755. It showed that students progressed from learning through learning packages at 77.55%that is the students can improve themselves through learning packages, they begin understand the word more and to have a greater understanding on topic that interest such as how to build self confidence, how to make plan better before taking action, how to memorize things better and more Wong (2012). Learning packages has been used successfully to teach game for learning process and the way to practice the reading skill Harris (1990).

5.2.4 Students' Satisfactions towards teaching reading skills by using learning packages

The result illustrates that students' satisfactions of teaching reading skills by using learning packages were at very satisfactory level.

The findings show that $(\bar{X}) = 4.48$, S.D. = .29. When considering at each item, it was found that the three highest mean scores were the same scores of no.1 “I enjoy the activities provided in the learning packages,” $(\bar{X}) = 5.00$, S.D. = .00, no.15 “I have a positive attitude toward learning English after learn learning packages,” $(\bar{X}) = 4.85$, S.D. = .37, no 3. “Practicing various activities from learning packages was interesting,” $(\bar{X}) = 4.71$, S.D. = .48, and follow no.13 “Learning through the learningpackages technique helped me improve my critical thinking” $(\bar{X}) = 4.71$, S.D. = .48, respectively. Based on the findings of the study, students considered an English class combined with learning packages was practical in terms of motivations their innate willingness to learn as well as enhancing their English reading skills. The students were happy with learning attitude and positive feelings towards their learning activities Chen, Hsiao and Lee (2007).

The learning packages is teaching reading skills on Prathomsuksa 4 students in which students, each student of different levels of ability, use a variety of learning activities to improve their understanding of a reading skills. Each students are responsible not only for learning what is being taught but also for helping reading comprehend learn, thus creating an atmosphere of achievement and the students had to work through the exercise of each learning packages Domer (as cited in Lee, 2008).

Finally, it indicates that all of students have participation in learning reading skills by using learning packages at pass level ($x = 13.68$). They participate in all activities, attend in learning, and can conclude or summary the lessons.

5.3 Pedagogical Implications

As a result of the findings from the study, the researcher made useful pedagogical implications as follows :

5.3.1 The learning packages support learning achievement of students.

Accordingly, administrators, teachers, and related persons in learning management should apply the lesson plans, and learning reading skills by using learning packages on Prathomsuksa 4 students to develop reading skills in other contents or departments.

5.3.2 Learning via reading skills, teachers should make suggestions and comment, to the students on the use learning packages step by step by focusing on discipline, faithfulness, and patience.

5.3.3 Persons concerned with learning management should hold workshop in conduction educational innovation and supervise to solve the instructional obstacles. Furthermore, they should support teachers to use learning packages in development of students' learning, which make students achieve in learning.

5.4 Suggestions for Future Research

Some Suggestions for future research are raised as following :

5.4.1 A comparison of learning reading skills by using learning packages and other teaching kit should be done.

5.4.2 Trying out to find out the efficiency of teaching reading skills by using learning packages with group of sample and other school should be examined.

5.4.3 Studying the result of learning via teaching reading skills by using learning packages with other variables such as the level of intelligence, attitude, consistency in learning, etc. should be investigated.

In conclusion, the findings will be as a guideline for teachers and students in developing and improving their English reading skills in the EFL settings.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

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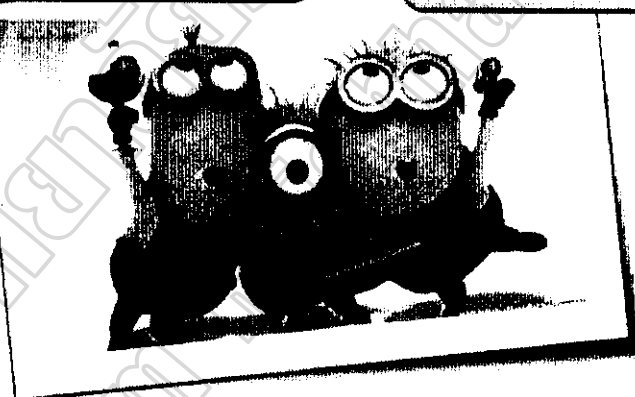
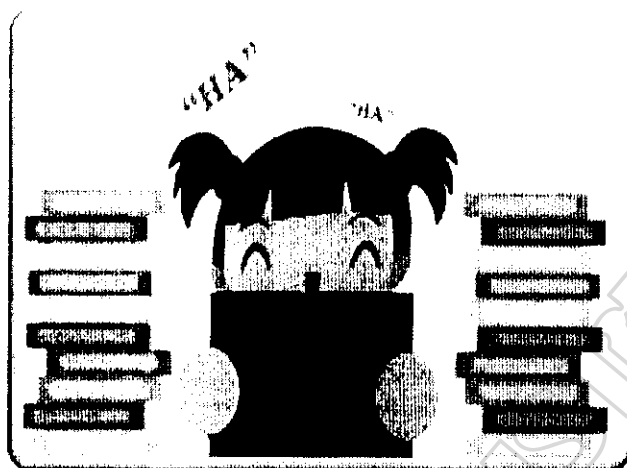
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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDICES

แบบฝึกทักษะการอ่านภาษาอังกฤษ
(English Reading Skills)
วิชาภาษาอังกฤษ ระดับชั้นประถมศึกษาปีที่ 4



นางสาววรรณธิดา ย่อยกระโทก
สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตรมหาบัณฑิต
มหาวิทยาลัยราชภัฏบุรีรัมย์



คำนำ



ทักษะการอ่านเป็นส่วนหนึ่งในหัวใจของการเรียนรู้ด้านภาษาที่นอกเหนือจากทักษะการฟังการพูดและการเขียนการหาความรู้จากการอ่านจึงมีความจำเป็นสำหรับนักเรียนทุกระดับชั้นนอกจากนี้การอ่านยังทำให้เกิดการพัฒนาด้านสติปัญญาด้านความรู้ความสามารถและประสบการณ์ตลอดจนความรู้และความคิดที่ได้จากการอ่านไปใช้ชีวิตประจำวันได้แบบฝึกทักษะการอ่านภาษาอังกฤษชุดนี้จัดทำขึ้นเพื่อแก้ปัญหาด้านทักษะการอ่านภาษาอังกฤษโดยใช้เทคนิคและกลวิธีต่างๆในการเรียนภาษาอังกฤษในรูปแบบต่างๆนำไปฝึกฝนจนเกิดเป็นทักษะด้านการอ่านอย่างมีประสิทธิภาพสามารถหาความรู้และทักษะที่ได้ไปประยุกต์ใช้ในชีวิตประจำวันเห็นคุณค่าและมีเจตคติที่ดีต่อการเรียนวิชาภาษาอังกฤษ

ผู้จัดทำขอขอบคุณทุกท่านที่เกี่ยวข้องที่ให้คำแนะนำอันเป็นประโยชน์ทำให้แบบฝึกทักษะการอ่านภาษาอังกฤษชุดนี้สำเร็จได้ด้วยดีโดยหวังว่าแบบฝึกชุดนี้จะเป็นประโยชน์ต่อการเรียนการสอนภาษาอังกฤษและช่วยพัฒนาให้นักเรียนมีทักษะด้านการอ่านภาษาอังกฤษเพิ่มขึ้นทำให้ผลสัมฤทธิ์ในการเรียนสูงขึ้นตามจุดประสงค์การเรียนรู้

วรรณธิดา ช้อยกระโทก



สารบัญ



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ผลการเรียนรู้



อ่านประโยคข้อความแล้วมีความเข้าใจในเนื้อหา สามารถระบุความหมายของคำศัพท์
ในประโยคและข้อความโดยใช้บริบทและจากบริบทของเนื้อเรื่องได้ถูกต้อง



จุดประสงค์การเรียนรู้



นักเรียนสามารถ

1. นักเรียนมีความเข้าใจในเนื้อหาและสามารถเดาความหมายของคำศัพท์จากบริบทตามลักษณะของคำชี้แนะหรือคำสัญญาณได้ถูกต้อง
2. นักเรียนเข้าใจและสามารถบอกความหมายของคำศัพท์ที่ไม่คุ้นเคยจากบริบทได้ถูกต้อง
3. ระบุประเภทของคำชี้แนะหรือคำสัญญาณของแต่ละบริบทได้ถูกต้อง
4. ใช้กระบวนการกลุ่มเพื่อแสวงหาความรู้ได้
5. นักเรียนมีความใฝ่รู้ใฝ่เรียน

Are you ready? Let's start.





ใบความรู้

ปัญหาที่พบบ่อยๆในการอ่านภาษาอังกฤษก็คือการอ่านคำศัพท์ไม่ได้และการไม่รู้ความหมายของคำศัพท์การที่อ่านคำศัพท์แต่ละคำไม่ได้จึงทำให้ไม่เข้าใจข้อความที่อ่านและไม่สามารถตีความโจทย์ข้อสอบได้อ่านไม่เข้าใจอ่านไม่ออก ทำข้อสอบได้ไม่เต็มวิธีที่จะช่วยแก้ปัญหานี้ก็คือต้องรู้ความหมายศัพท์และสามารถนำไปใช้ได้แต่การรู้ความหมายศัพท์โดยไม่ต้องเปิดพจนานุกรม (Dictionary) นั้นทำได้โดยนักเรียนจะต้องเดาคำความหมายนั้นจากบริบท (Context) ซึ่งหมายถึงข้อความหรือศัพท์หลายๆคำซึ่งแวดล้อมคำศัพท์ตัวที่เราไม่รู้ความหมายแล้วทำให้เดาคำความหมายของศัพท์ที่ไม่รู้ได้บริบทเป็นสิ่งจำเป็นต่อการเข้าใจคำศัพท์เป็นอย่างมากทั้งนี้เพราะความหมายของคำศัพท์นั้นๆต้องขึ้นอยู่กับคำอื่นๆซึ่งอยู่ข้างเคียงด้วยเช่นคำว่า "will" ในประโยค "We will come back soon." (will = จะ) แต่ถ้าในประโยค "With his strong will, he could win the match." (will = ความปรารถนา) เป็นต้น



เราจะสามารถอ่านคำศัพท์ได้อย่างไร



การที่นักเรียนจะสามารถเข้าใจในบริบทในเนื้อหาที่อ่านได้นั้น ส่วนหนึ่งที่เป็นปัญหาคือนักเรียนไม่สามารถอ่านคำศัพท์เหล่านั้นได้ ดังนั้นจึงอาจเป็นไปได้ว่าถ้านักเรียนสามารถอ่านคำศัพท์ในเนื้อหาได้ บวกกับความรู้เดิมที่เคยได้ยินหรือได้เรียนมาก็อาจทำให้สามารถเข้าใจหรือเดาบริบทในเนื้อหาได้เพิ่มมากขึ้น ซึ่งผู้จัดทำคิดว่าถ้าหากนักเรียนสามารถออกเสียงคำศัพท์ได้ ต่อไปสิ่งที่ตามมาคือรู้และเข้าใจในเนื้อหาหรือสามารถเดาบริบทจากเนื้อหาที่อ่านได้ง่ายยิ่งขึ้น

มหาวิทยาลัยราชภัฏบรียัม
Buriram Rajabhat University



ใบความรู้

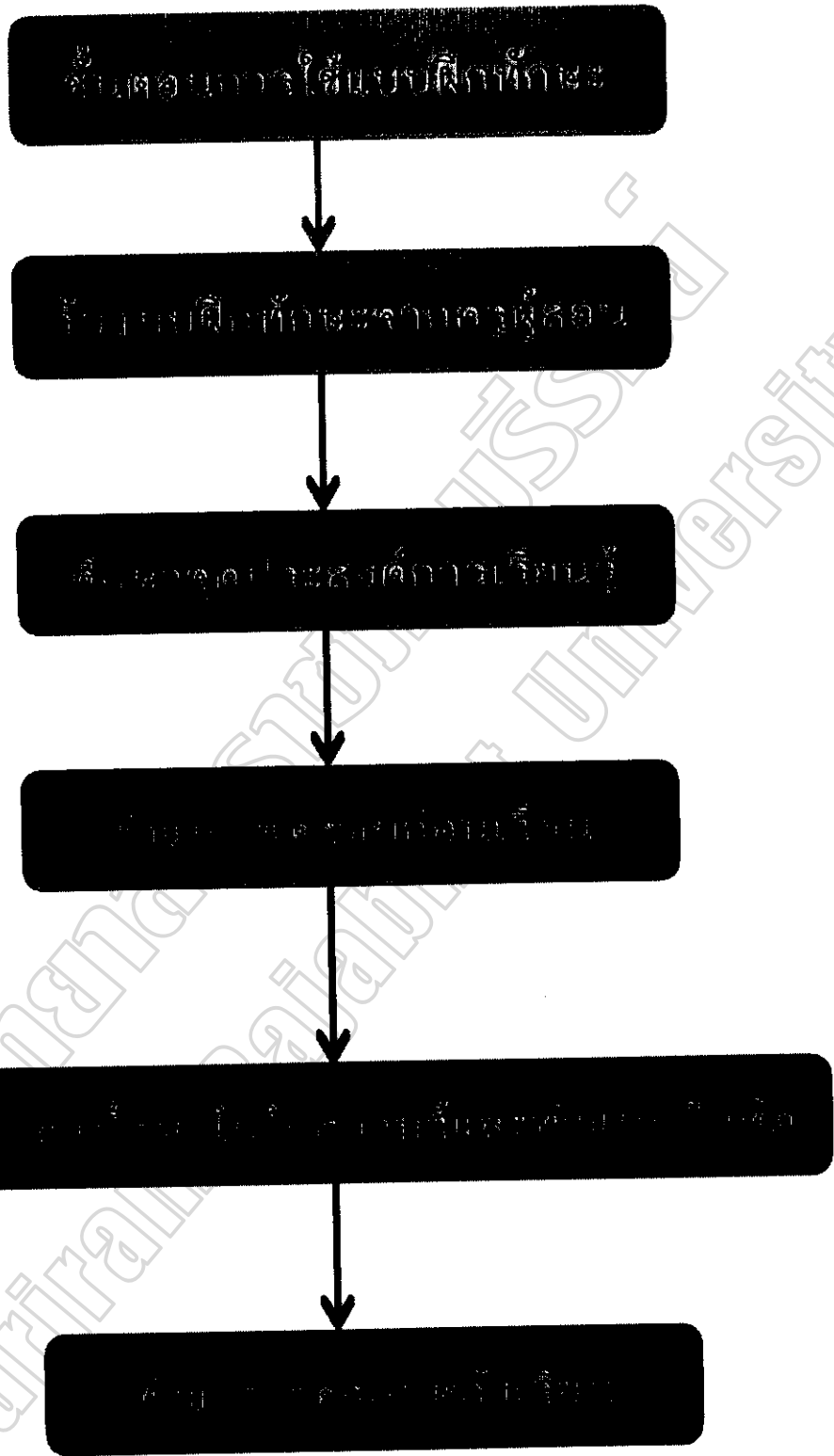
การเทียบอังกฤษภาษาอังกฤษกับอักษรไทย

พยัญชนะภาษาอังกฤษ	พยัญชนะไทย
B	บ
C	ค หรือ ซ
D	ด
F	ฟ
G	ก
H	ฮ หรือ ห
J	จ
K	ค หรือ ก
L	ล หรือ พ
M	ม
N	น หรือ ณ
P	พ, ภ, ผ, ป
Q	คว ออกเสียงควบกัน
R	ร
S	ส, ศ, ซ
T	ท, ต
V	ว
W	ว
X	ซ
Y	ย
Z	ซ

พยัญชนะผสมในภาษาอังกฤษ

พยัญชนะผสม คือ การนำพยัญชนะตั้งแต่ 2 ตัวขึ้นไป มาผสมกันแล้วมีความหมายเป็นตัวเอง เสียงเดียวในภาษาไทย

พยัญชนะผสม	เสียงในภาษาไทย	ตัวอย่าง
Ch	ช, ฉ	Chalk ชอล์ก School สคูล
Sh	ช	She ชี Sheep ชีพ
th	ท, ถ, ฑ	Breath บรีธ Father ฟาเธอร์
ng	ง	King คิง Spring สปริง
nk	งคิ	Bank แบงก์ Link ลิงก์
ph	ฟ	Phone โฟน Photo โฟโต
gn	ฟ	Laugh ลอว์ Enough เอ็นฟ
kn	น	Knee นี
wh	อ	Who ฮู
wr	ร	Wrap แร็พ
gn	น	Laugh ลอว์





เรื่องที่ 1 Fruits in the Market



แบบฝึกเสริมทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจ
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 เรื่อง Fruits in the Market มีสาระการเรียนรู้ดังนี้

1. การอ่านคำศัพท์ที่เกี่ยวกับผลไม้ ได้แก่ orange, durian, rambutan, apple, pomelo, pineapple, mango, grape, banana, papaya, mangosteen, jackfruit, watermelon

2. การอ่านประโยคที่เกี่ยวกับบทอ่าน ได้แก่

- This is a mango.
- These are pineapples.
- We can buy some fruit in the market.
- Durian has a strong smell.
- Jackfruit is a big fruit.
- I like to eat apples.

3. การอ่านบทอ่านเรื่อง Fruits in the Market

4. การสรุปบทอ่านเรื่อง Fruits in the Market ลงในแผนผังความคิด

แบบฝึกทักษะการอ่าน Reading comprehension
เรื่องที่ 1 Fruits in the Market

กิจกรรมที่ 1 อ่านคำศัพท์



fruits



orange



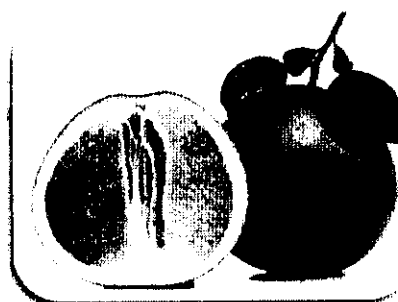
durian



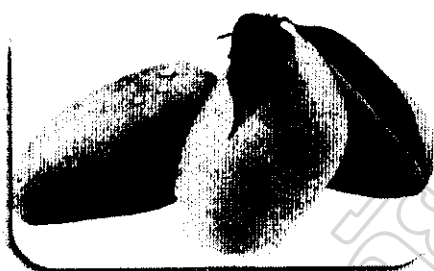
rambuta



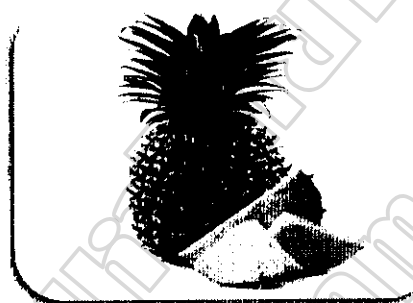
apple



pomelo



mango



pineapple



grapes



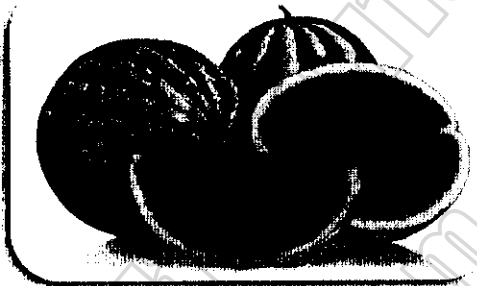
banana



papaya



mangoste



watermelo



jackfruit



กิจกรรมที่ 2 อ่านประโยคไทยและฟังเสียง

Direction : Read the following sentences.



This is a mango.



These are pineapples.



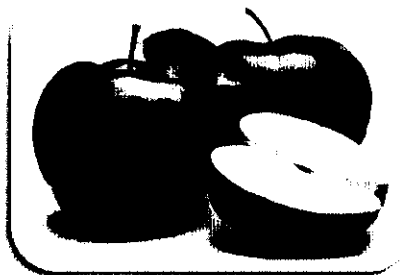
**We can buy some fruits in
the market.**



Durian has a strong smell.



Jackfruit is a big fruit.



I like to eat apples.



มหาวิทยาลัยราชภัฏ
Buriram Rajabhat University

กิจกรรมที่ 3 อ่านบทอ่าน

Directions : Read the passage and choose the best answer.

Fruits in the Market



There are many kinds of fruit. We can buy them in the market. There are durian, jackfruit, rambutan, apples, pomelo, papayas, pineapples, mangos, bananas, watermelon, oranges and grapes.

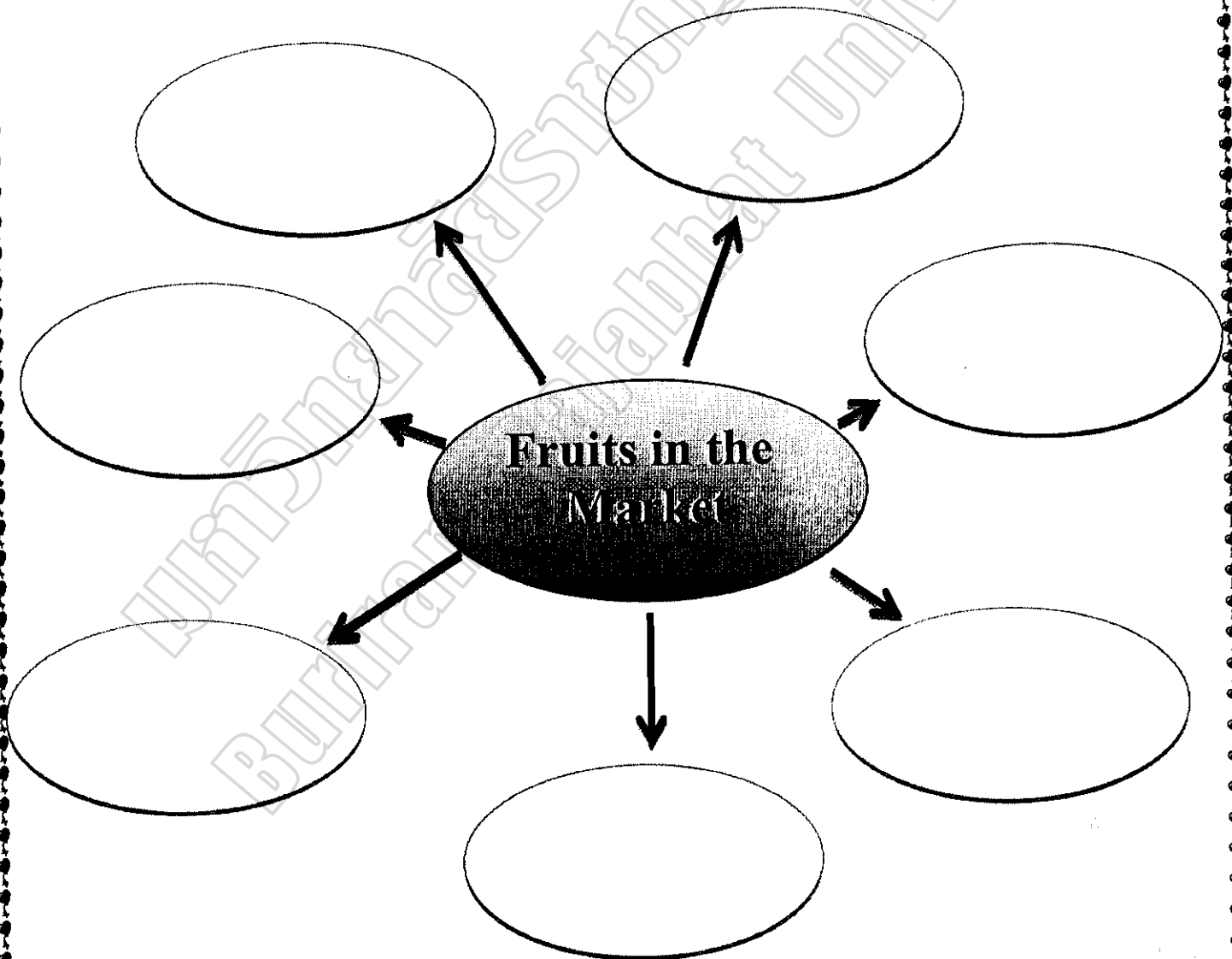
Durian and jackfruit are big fruits. They have strong smells and delicious. I often ask my mother and father to buy them. I like to eat them very much. I like to eat rambutan, apples, pomelo and papaya too. They are good for my health.

วิทยาลัยอาชีวศึกษาสุพรรณบุรี

Mind Mapping

เรื่อง Fruits in the Market

Direction : Write the words or phrases about fruits in the mind mapping.





Name.....Class.....No.....

Direction : Write the words in each blank.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





Name.....Class.....No.....

Directions : Write T in front of the statements that are true
and F in front of the statements that are false.

- 1. There are many kinds of fruit.
- 2. We can not buy them in the market.
- 3. Durian and jackfruit are small fruits.
- 4. Fruits are good for health.
- 5. Jackfruit has a strong smells.





Exercise 1.2



Name.....Class.....No.....

Direction :Answer the questions.

1. Are there many kinds of fruit?

.....

2. Where can you buy fruit?

.....

3. What kinds of fruit have strong smell?

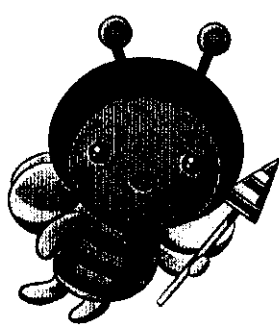
.....

4. What is your favorite fruit?

.....

5. Is fruit good for your health?

.....



เฉลยแบบฝึกเสริมทักษะ
 การอ่านภาษาอังกฤษเพื่อความเข้าใจ
 เรื่องที่ 1 Fruits in the Market

เฉลยแบบฝึกทักษะที่ 1.1

- | | |
|---------------|---------------|
| 1. grapes | 6. mangosteen |
| 2. watermelon | 7. durian |
| 3. pineapple | 8. apple |
| 4. banana | 9. papaya |
| 5. rambutan | 10. Mango |

เฉลยแบบฝึกทักษะที่ 1.2

- T 1. There are many kinds of fruit.
- F 2. We can not buy them in the market.
- F 3. Durian and jackfruit are small fruits.
- T 4. Fruits are good for health.
- T 5. Jackfruit has a strong smell.



เฉลยแบบฝึกทักษะที่ 1.3

1. Yes, there are.
2. I can buy fruit in the market.
3. Durian/Jackfruit
4. My favorite fruit is a/an (apple, banana, pomelo, orange, etc.)
5. Yes, it is.





แบบทดสอบหลังก่อนเรียน Fruits in the Market

คำชี้แจง

1. แบบทดสอบฉบับนี้เป็นแบบเลือกตอบมี 4 ตัวเลือกมีข้อคำถามทั้งหมด 10 ข้อ
ให้นักเรียนเลือกคำตอบที่ถูกต้องที่สุดหรือเหมาะสมที่สุดเพียงคำตอบเดียวลงใน
กระดาษคำตอบ

2. นักเรียนมีเวลาทำข้อสอบ 15 นาที
3. ห้ามขีดเขียนข้อความใดๆในแบบทดสอบ

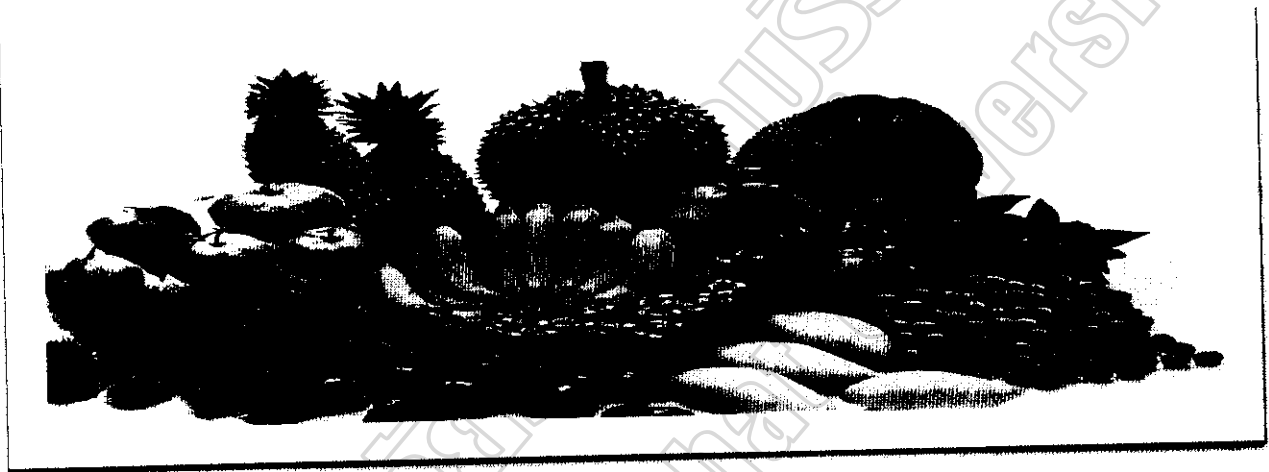


Post-test



Directions : Read the passage and choose the best answer.

Fruits in the Market



There are many kinds of fruit. We can buy them in the market. There are durian, jackfruit, rambutan, apples, pomelo, papayas, pineapples, mangos, bananas, watermelon, oranges and grapes. Durian and jackfruit are big fruits. They have strong smells and delicious. I often ask my mother and father to buy them. I like to eat them very much. I like to eat rambutan, apples, pomelo and papaya too. They are good for my health.

1. What is this?

- a. This is a banana.
- b. This is a papaya.
- c. This is a pineapple.
- d. This is a pomelo.



2. What are these?



- a. These are bananas, papayas and durian.
- b. These are durian, grapes and papayas.
- c. These are durian, papayas and pineapples.
- d. These are durian, bananas and papayas.

3. Are there many kinds of fruit ?

- a. No, there aren't.
- b. No, there are.
- c. Yes, there are.
- d. Yes, there is.

4. Where can we buy fruit?

- a. In the hotel.
- b. In the temple.
- c. In the market.
- d. In the cinema.

5. What fruit has a strong smell?

- a. apple
- b. mango
- c. durian
- d. grapes

6. Is fruit good for your health?

- a. No, it isn't.
- b. No, it is.
- c. Yes, it is.
- d. Yes, they are.

7. It has a strong smell, but you can eat it. It has thorns around it. What is it?

- a. banana
- b. mango
- c. durian
- d. watermelon

8. It is green or yellow. You can eat it, and it is sweet. What is it?

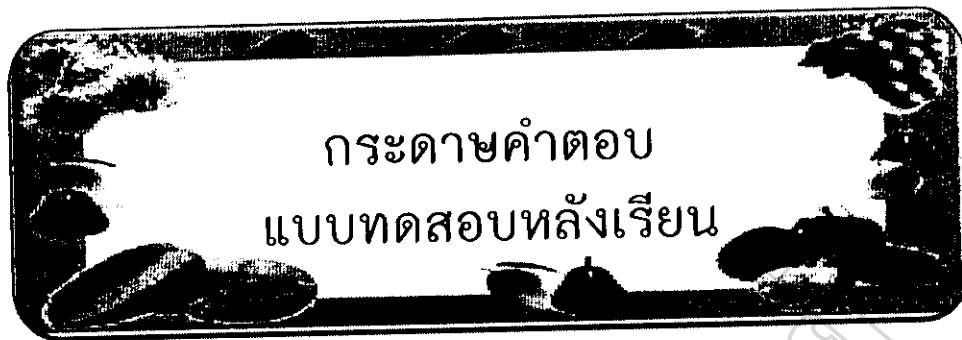
- a. watermelon
- b. grapes
- c. apple
- d. mango

9. The outside is green, but the inside is red and sweet. It is a fruit. What is it?

- a. mango
- b. durian
- c. watermelon
- d. banana

10. It is green or yellow. It is sweet, and monkeys like to eat it a lot. What is it?

- a. watermelon
- b. banana
- c. papaya
- d. pomelo



Name.....Class.....No.....

ข้อ	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

สรุปผลการทดสอบ

ประเมิน	ก่อนเรียน	หลังเรียน	ผลการประเมิน
คะแนนเต็ม	10	10	
คะแนนที่ได้			

เฉลยแบบทดสอบหลังเรียน

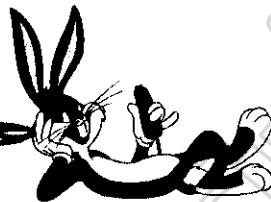
Fruits in the Market

ข้อที่	เฉลย
1	a
2	b
3	c
4	c
5	c
6	c
7	c
8	d
9	c
10	d



แบบฝึกเสริมทักษะการอ่านภาษาอังกฤษ (Reading comprehension)
เรื่องที่ 2 In the dinning-room

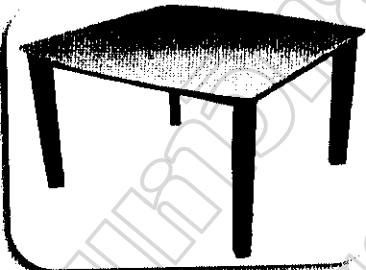
กิจกรรมที่ 1 อ่านคำศัพท์



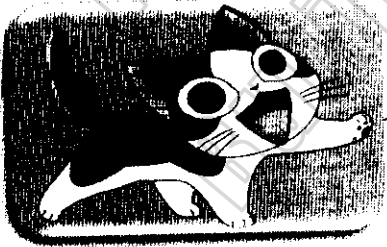
men



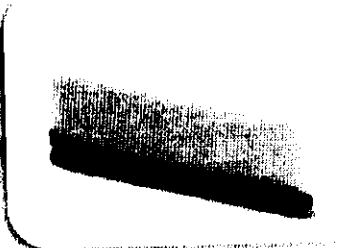
chair



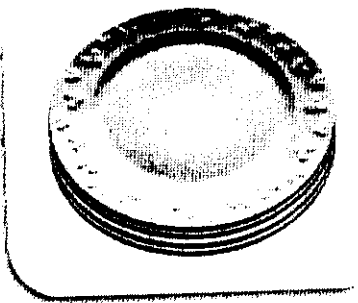
table



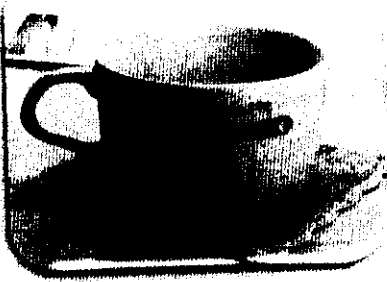
cat



a piece of cake



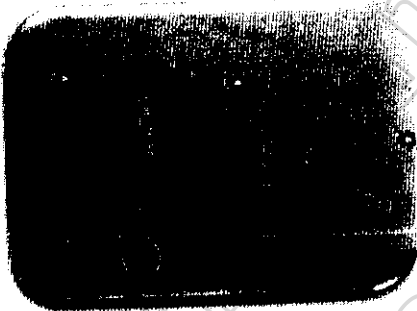
plate



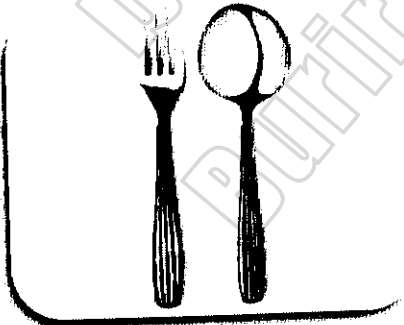
cup



picture

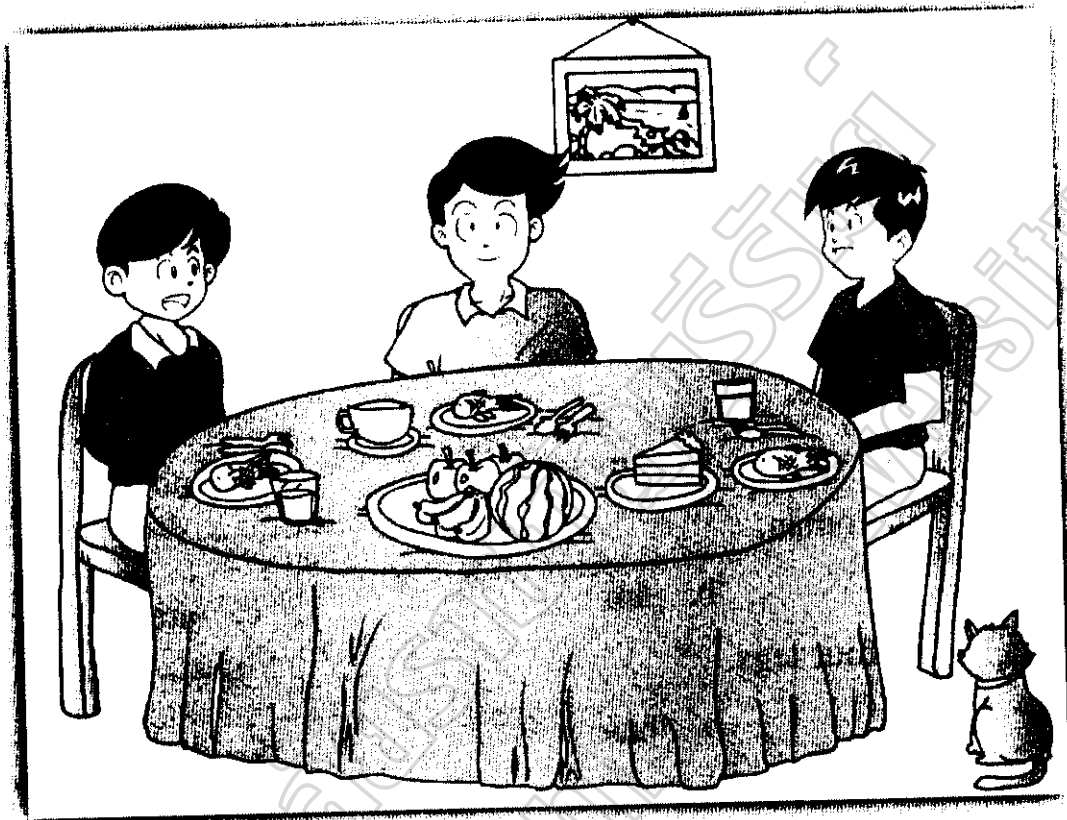
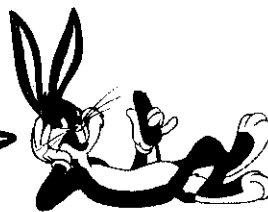


wall



forks

กิจกรรมที่ 2 อ่านคำศัพท์



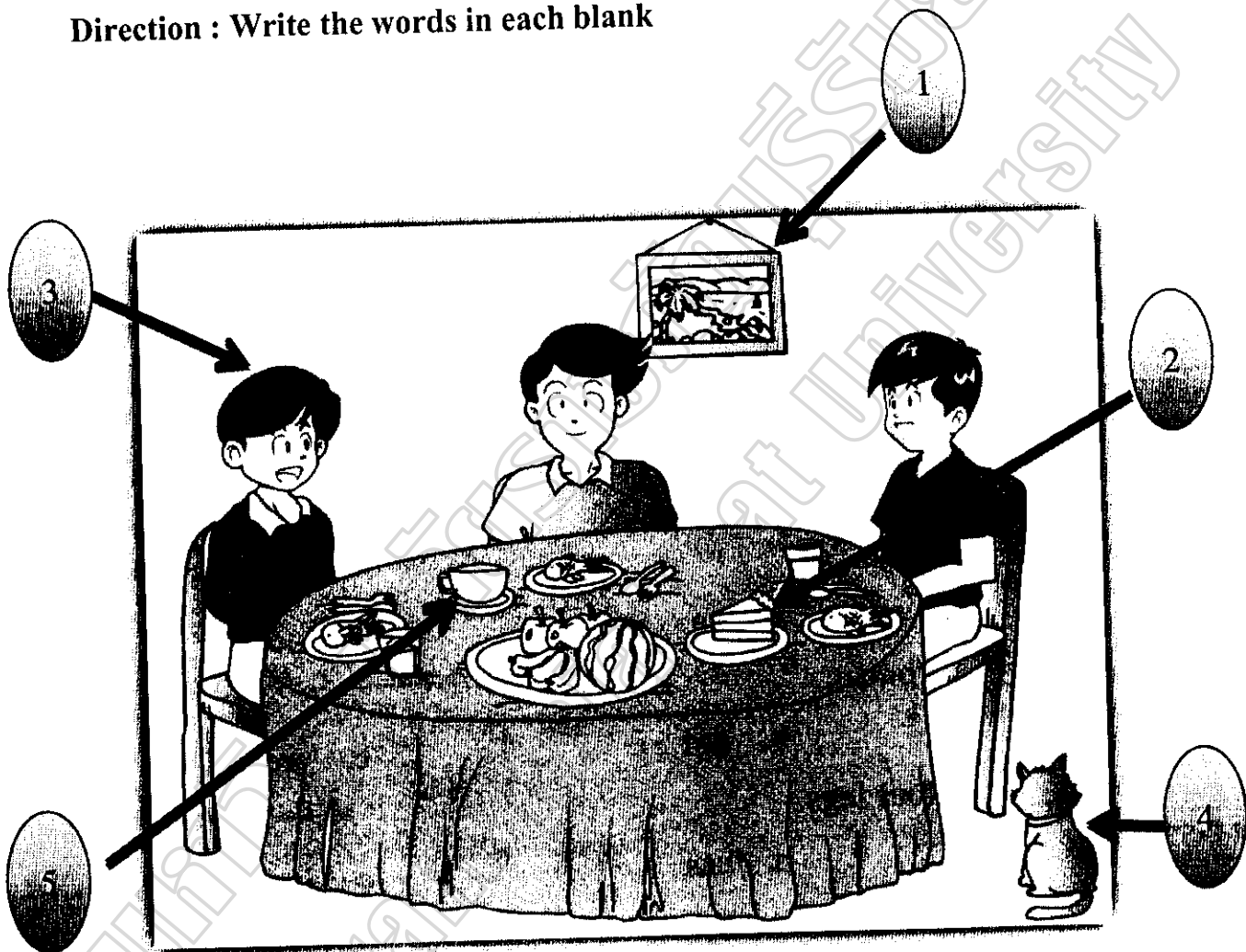
There are three men sitting on the chairs.
A cat is near under the table, they have an
apple, bananas, a water melon, a piece of
cake in the plate, two cups and six forks are
on the table. There is a picture on the wall.



Exercise 1.1

Name.....Class.....No.....

Direction : Write the words in each blank

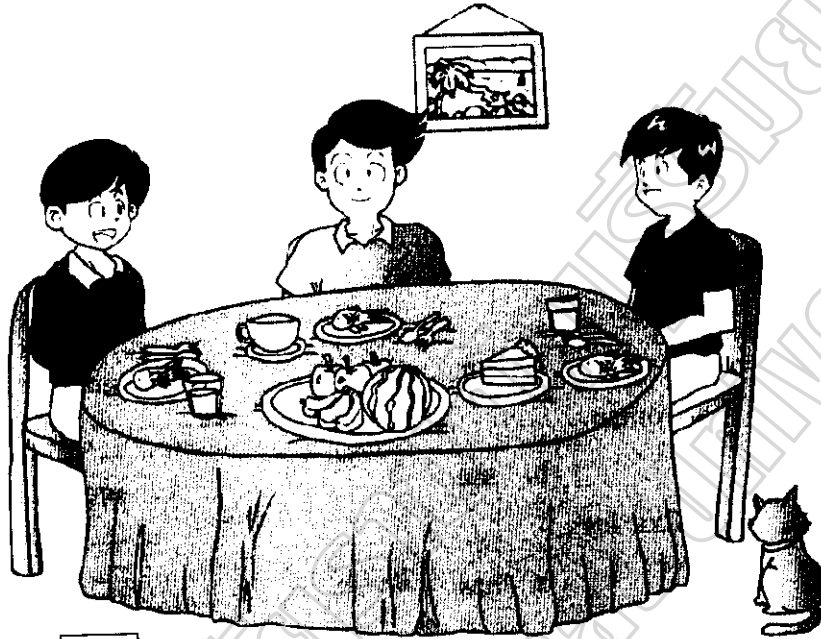


- 1.
- 2.
- 3.
- 4.
- 5.

แบบทดสอบหลังเรียน



Look at the picture and put \checkmark or \times in the box.



- 1) There are two men sitting on the chairs.
- 2) Three apples are on the table.
- 3) A cat is sitting under the table.
- 4) There is a piece of cake in the plate.
- 5) There are two cups on the table.
- 6) There is a picture on the wall.
- 7) There are two bananas and a watermelon.
- 8) A cat is sitting near the table.
- 9) A cup is on the table.
- 10) Four forks are on table.

เฉลยแบบทดสอบหลังเรียน



Look at the picture and put \checkmark or \times in the box.



- \times 1) There are two men sitting on the chairs.
- \checkmark 2) Three apples are on the table.
- \times 3) A cat is sitting under the table.
- \checkmark 4) There is a piece of cake in the plate.
- \times 5) There are two cups on the table.
- \checkmark 6) There is a picture on the wall.
- \times 7) There are two bananas and a watermelon.
- \checkmark 8) A cat is sitting near the table.
- \checkmark 9) A cup is on the table.
- \times 10) Four forks are on table.

แบบฝึกที่ 3

เรื่อง Fun with family vocabularies

ใบความรู้ Vocabularies

Read and write vocabularies (ฝึกอ่านเขียนคำศัพท์กันนะคะ)

father



mother



ฟาเซอะ

พ่อมาเซอะ แม่

grandfather



grandmother



แกรนด์ฟาเซอะ

ปู่, ตา แกรนมาเซอะย่า, ยาย

brother



sister



บราเซอะ

พี่ชาย - น้องชาย

ซิลเทอะ

น้องสาว พี่สาว

uncle



aunt



อังกิล ดุง

อาทัน

ป้า

daughter



son



ค่อเซอะ ลูกสาว

ซัน ลูกชาย

แบบฝึกที่ 1

คัดตามตัวอย่างค่ะ

เรามาฝึกคัดลายมือ กันนะคะ

fatherfatherfather

พ่อ

mother

grandfather

grandmother

son

daughter

brother

sister

uncle

aunt



แบบฝึกที่ 2

Match these pictures with the correct words.

จับคู่ภาพให้ตรงกับคำศัพท์

daughter

son

grandfather

aunt

mother

grandmother

uncle

father

sister



แบบฝึกที่ 3

Fill in the missing letters. (เติมตัวอักษรที่ขาดหายไป)



u....c....e



....ath....r



s...te.....



gr....ndm...ther



m....the.....



a.....un.....



br....t.....er



g.....ran.....fa...her



s....n



d.....ugh.....e

แบบฝึกหัด 4

Rearrange the letters to the correct word.

(เรียงตัวอักษรให้เป็นคำศัพท์ที่ถูกต้อง)

stsier.....พี่สาว

osn.....ลูกชาย



garndfahter.....ปู่,ตา

moterh.....แม่



duahgtre.....ลูกสาว

anuhtป้า



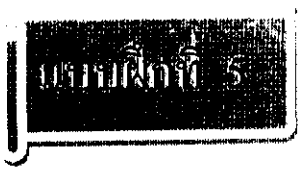
cunle.....ลุง

garndomhtre.....ย่า,ยาย



borhter.....พี่ชาย

fahtr.....พ่อ



Translate into Thai.(แปลให้เป็นภาษาไทย)



son

sister.....



daughter.....

father.....



mother.....

uncle.....



brother

aunt.....



grandfather.....

grandmother.....

แบบฝึกที่ 6

Underline the correct vocabularies .

(ขีดเส้นใต้คำศัพท์ที่ถูกต้อง)



ons

son



daughter

doughter



father

fatmer



grandfather

garndfather



uncle

ucnle



sister

sistre



mother

mather



brother

borther



grandmother

garndmother



aunt

anut

แบบฝึกที่ 7

ให้นักเรียนหาคำศัพท์ที่กำหนดให้ในตาราง

แล้ว วงกลมรอบคำศัพท์

grandfather mother son uncle aunt
daughter sister father brother grandmother

s	i	s	t	e	r	u	n	g	r
g	r	a	n	d	f	a	t	h	a
f	d	h	f	a	t	h	e	r	n
d	s	a	u	n	c	l	e	y	d
a	q	w	e	s	o	n	r	u	m
u	b	r	o	t	h	e	r	n	o
g	s	u	e	s	h	t	b	c	t
h	c	n	t	o	n	o	c	l	h
t	a	l	e	u	n	l	a	e	e
r	u	c	a	f	m	m	s	o	r



Translate into English(แปลเป็นภาษาอังกฤษ)

1. ป้า

2. พ่อ



3. แม่

4. ปู่,ตา



5. พี่สาว,น้องสาว

6. พี่ชาย,น้องชาย



7. ลูก

8. ลูกชาย



9. ลูกสาว

10. ย่า,ยาย



แบบฝึกที่ 9

Look at the pictures and fill the letters in the blanks
(ดูภาพแล้วเติมตัวหนังสือลงในช่องว่าง)

1. Somchai is my



2.

3. Jintana is my



3. I am a



4. Tom is my



5. Sunaree is my



6. Nan is my



7. Suwit is my



8. Anun is my



9. Uree is my



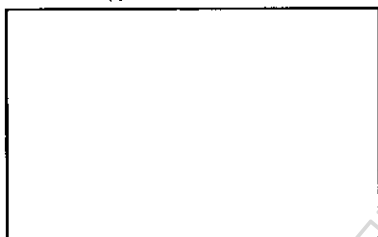
10. Dang is my



แบบฝึกที่ 10

Read and draw. (อ่านแล้ววาด)

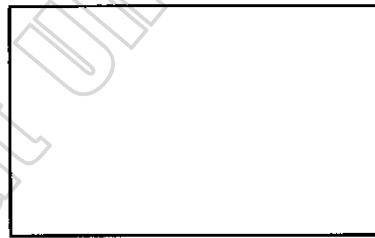
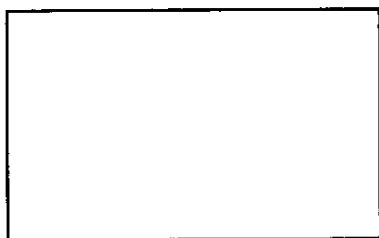
father



grandfather

mother

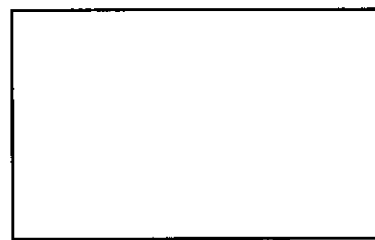
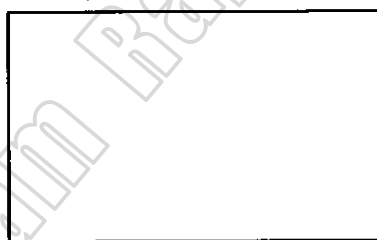
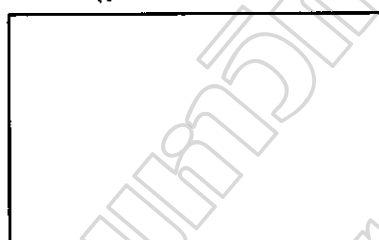
grandmother



aunt

uncle

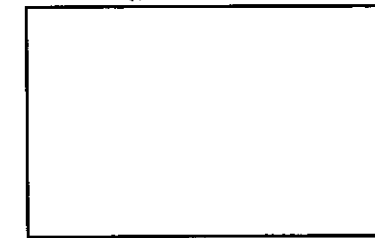
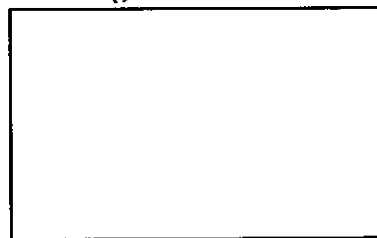
daughter



brother

sister

son





แบบฝึกที่ 4

เรื่อง Valentine's Day

Content Card

Valentine's Day

More than 2,000 years ago, there was a festival in Rome every year on 15th February called "Lupercalia". The Christians later changed the name of the festival to honor a Christian Saint named Saint Valentine, and changed the date to 14th February, the day Saint Valentine died.

It was believed to be the date when the bird first began to mate after the winter season and for that reason they kept the holiday in honor of love.

Valentine's Day is a special day when every boy can say "I love you" to his girl friend. It's also the day when children gave valentine card to all their friends, parents and teachers. A husband gives his wife a lovely card or a bouquet of flowers or a bag of candy.

Valentine cards are usually made of red and white paper in the shape of heart with poem inside. On Valentine's Day every classroom has a Valentine Party. The Cupid with his arrows is the symbol of a Valentine's.

Vocabulary

reason = ကိစ္စရပ်

season = နီဇ်

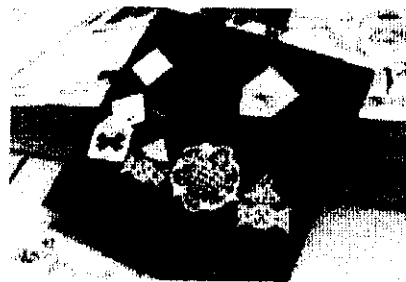
cupid = ကုပီဒ်

arrows = ချိတ်

symbol = ဝိညာဏ်

bouquet = ဖန်တီးမှု

candy = ခပ်ဆီ



Activity Card 1

Predict before you read the passage. Close the passage while you are predicting.

Predict : When is Valentine's Day ?

.....

.....

More than 2,000 years ago, there was a festival in Rome every year on 15th February called "Lupercalia". The Christians later changed the name of the festival to honor a Christian Saint named Saint Valentine, and changed the date to 14th February, the day Saint Valentine died.

Activity Answer Card 1

School

Name Class No

Predict before you read the passage. Close the passage while you are predicting.

Predict : When is Valentine's Day ?

.....

.....

More than 2,000 years ago, there was a festival in Rome every year on 15th February called "Lupercalia". The Christians later changed the name of the festival to honor a Christian Saint named Saint Valentine, and changed the date to 14th February, the day Saint Valentine died.

Activity Answer Key Card 1

Predict before you read the passage. Close the passage while you are predicting.

Predict : When is Valentine's Day ?

Valentine's Day is on 14th February.

More than 2,000 years ago, there was a festival in Rome every year on 15th February called "Lupercalia". The Christians later changed the name of the festival to honor a Christian Saint named Saint Valentine, and changed the date to 14th February, the day Saint Valentine died.

Practice Answer Card

School

Name Class No

A. Answer the questions.

1. Who is Valentine ?

.....

2. When did Valentine die ?

.....

3. Where was Valentine born ?

.....

4. What season do the birds begin to mate ?

.....

5. What is the symbol of Valentine ?

.....

B. Match the word with the best meaning.

1. mate

a. stop living

2. symbol

b. collecting flowers

3. bouquet

c. It's a show for something

4. died

d. pair of lovers

5. father and mother

e. parents

Practice Answer Key Card

A. Answer the questions.

1. Who is Valentine ?

Valentine is a Christian Saint.

2. When did Valentine die ?

Valentine died on 14th February.

3. Where was Valentine born ?

Valentine was born in Roam.

4. What season do the birds begin to mate ?

The birds begin to mate in Spring.

5. What is the symbol of Valentine ?

The Cupid with his arrows is the symbol of Valentine.

B. Match the word with the best meaning.

- | | |
|----------------------|------------------------------|
| 1. mate | a. stop living |
| 2. symbol | b. collecting flowers |
| 3. bouquet | c. It's a show for something |
| 4. died | d. pair of lovers |
| 5. father and mother | e. parents |

Post- Test

Choose the best answer.

1. Who is Valentine ?
 - a. A Christian Saint.
 - b. A Christian Pilgrim.
 - c. A Christian Monk.
 - d. A Christian Lord.

2. Where did Valentine's Day occur ?
 - a. in America.
 - b. in Russia.
 - c. in Italy.
 - d. in England.

3. When was Lupercalia festival ?
 - a. 13th February
 - b. 14th February
 - c. 15th February
 - d. 16th February

4. When did St. Valentine die ?
 - a. 13th February.
 - b. 14th February.
 - c. 15th February.
 - d. 16th February.

5. Who can you give Valentine's card ?
 - a. boy friend or girl friend.
 - b. parents.
 - c. teacher.
 - d. all the above.

6. Which one is bouquet ?
 - a. flower.
 - b. card.
 - c. bird.
 - d. boy friend.

7. What will you choose if you want to give something to your close friend on Valentine's Day ?

- a. candy.
- b. money.
- c. party.
- d. all the above.

8. What is the traditional color in Valentine's card ?

- a. black.
- b. red.
- c. yellow.
- d. orange.

9. What is the symbol of Valentine's Day ?

- a. Cupid.
- b. Rose.
- c. Candy.
- d. All the above.

10. What do you do on Valentine's Day ?

- a. go to party.
- b. go shopping.
- c. do homework.
- d. do nothing

Post-test Answer

No	A	B	C	D
1				X
2				X
3	X			
4			X	
5				X

No	A	B	C	D
6			X	
7				X
8			X	
9				X
10				X



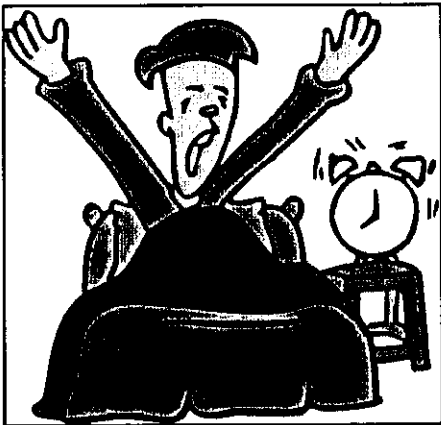


แบบฝึกที่ 5

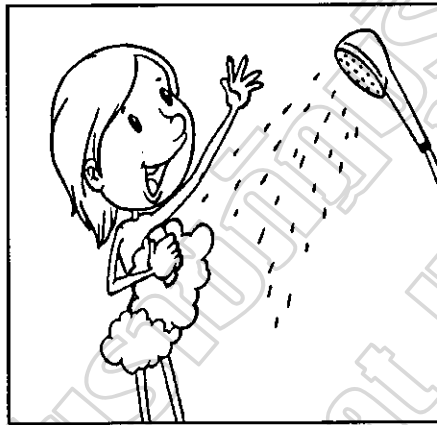
เรื่อง My Daily Routine



Vocabulary



get up



take a shower



brush the teeth



do homework



sweep the floor

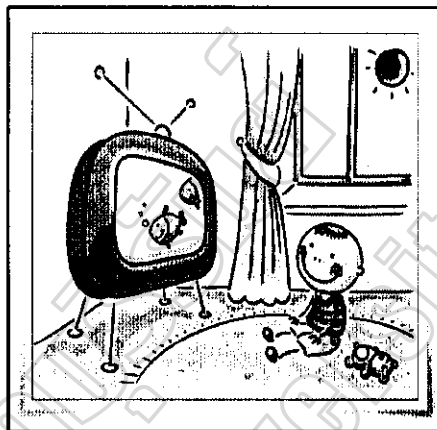


wash the dish

Vocabulary



cook food



watch television



have dinner



go to bed



Exercise 1

Direction: Match the words with the pictures. (จับคู่คำศัพท์กับรูปภาพ)

..... (1)



a.

sweep the floor

..... (2)



b.

wash the dish

..... (3)



c.

take a shower

..... (4)



d.

brush the teeth

..... (5)



e.

cook food

..... (6)



f.

have dinner

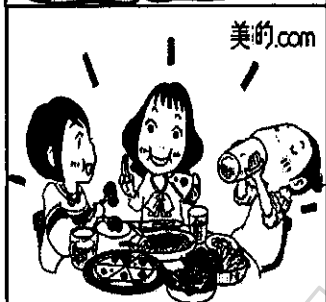
..... (7)



g.

go to bed

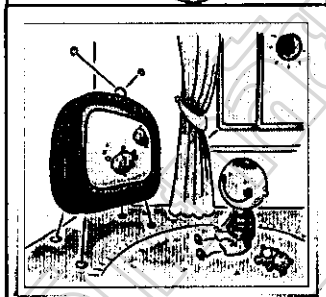
..... (8)



h.

get up

..... (9)



i.

do homework

.....(10)



j.

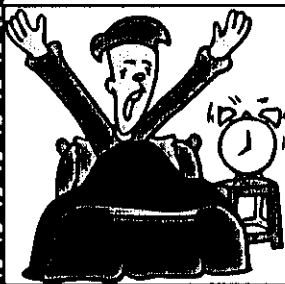
watch television



Exercise 2

Direction : Put the letters with the correct sentences.

(เติมตัวอักษรหน้าประโยคให้ถูกต้อง)



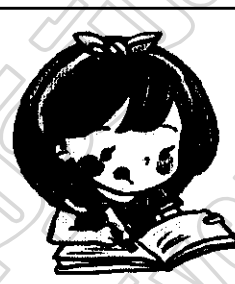
AB



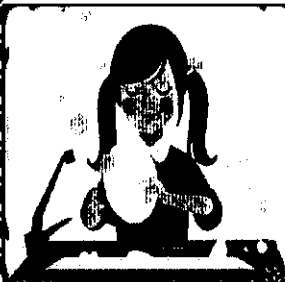
C



D



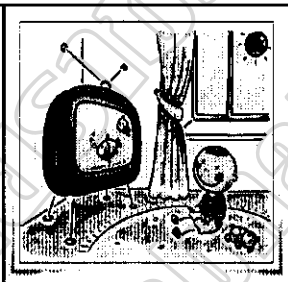
E



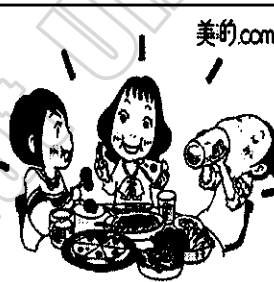
F



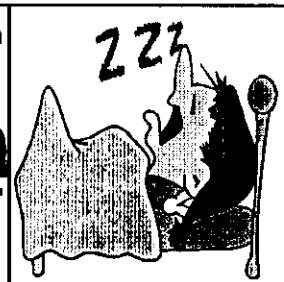
G



H



I J



.....1. I always get up at 6 a.m.

.....2. Namthiphas dinner in the dining room with her family.

.....3. Wave sweeps the floor.

.....4. Earth does homework in her bed room.

.....5. Phingoes to bed at 9 p.m.

.....6. Kaofang and his family watch television in the living room.

.....7. Nancy takes a shower twice a day.

.....8. Got brushes her teeth twice time a day.

.....9. My mother and aunt cook food in the kitchen.

.....10. Force washes the dishes after dinner.

My Daily Routine



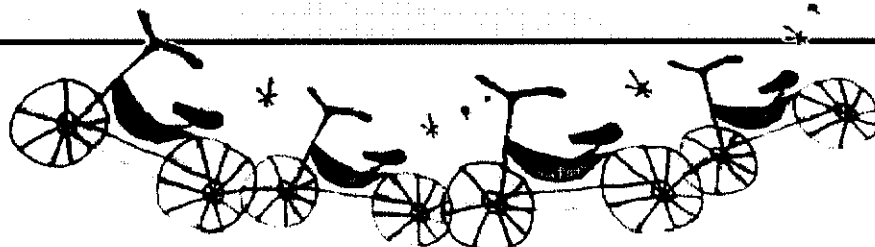
Direction: Read the following passage and then do the exercises.

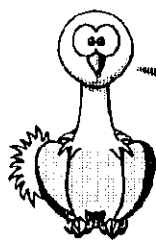
(อ่านเนื้อเรื่องแล้วทบทวนแบบฝึกหัด)

My name is Fah. I am a student at AnubanChiangkhong School. I am a good student. I get up at six o'clock every morning. I wash my face, brush my teeth and take a shower. I have breakfast at seven o'clock. After that, I put on my school uniform and go to school by bicycle. I arrive at school before eight o'clock. I still have enough time to revise my lessons.

I go to school every day. I am never late. At school I pay attention to all of the lessons. I work very hard and I do my best. I also play volleyball with my friends after lunch. My school is over at 4 o'clock. I go home without stopping anywhere on my way.

At home I do my homework and also help my mother with the housework. I sweep the floor, wash the dishes, mop the floor and cook food. Then I take a shower and have dinner. After dinner, I watch television or listen to the radio for an hour, with my family. I usually go to bed at nine o'clock.





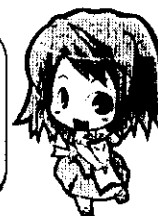
Exercise 2

Direction: Rearrange the sentences. (เรียงลำดับเหตุการณ์ให้ถูกต้อง)

-She watches television for an hour.
-She goes to bed at nine o'clock.
-She has breakfast at seven o'clock.
-She washes her face, brushes her teeth and takes a shower.
-She does her homework and housework
-She has lunch and plays volleyball with her friends.
-She puts on her school uniform and goes to school by bicycle.
-She takes a shower and has dinner.
-She goes home at four o'clock.
-Fah gets up at six o'clock every morning.



post test



Direction: Choose the correct answer. (เลือกคำตอบที่ถูกต้อง)

1. What time does Fah get up every morning?

- a. At five o'clock.
- b. At six o'clock.
- c. At seven o'clock.
- d. At half past six.

2. What does she do at seven o'clock?

- a. She gets up.
- b. She takes a shower.
- c. She eats her breakfast.
- d. She goes to school.

3. How does she go to school?

- a. By car.
- b. By bicycle.
- c. By bus.
- d. On foot.

4. What does she do when school is over in the afternoon?

- a. She chats with her friends.
- b. She plays games.
- c. She does her homework.
- d. She goes home.

5. Does she do homework after dinner?

- a. Yes, she does.
- b. No, she doesn't.
- c. Yes, she is.
- d. No, she isn't.

6. Where does she do her homework?

- a. At school.
- b. At home.
- c. In the bus.
- d. On the way home.

7. Does she play volleyball before lunch?

- a. Yes, she do.
- b. No, she don't.
- c. Yes, she does.
- d. No, she doesn't.

8. How often does Fah take a shower?

- a. Once every two days.
- b. Once a day.
- c. Twice a day.
- d. Three times a day.

9. What does she do after dinner?

- a. She takes a shower.
- b. She reads a book.
- c. She does her homework.
- d. She watches television or listens to the radio.

10. What time does she go to bed?

- a. At seven o'clock.
- b. At eight o'clock.
- c. At half past eight.
- d. At nine o'clock.



เรื่องที่ 6 Occupations



คำชี้แจง

แบบฝึกเสริมทักษะการเรียนรู้เกี่ยวกับการอ่านภาษาอังกฤษเพื่อความเข้าใจกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ (ภาษาอังกฤษ) ชั้นประถมศึกษาปีที่ 4 เรื่อง Occupations จัดทำขึ้นเพื่อใช้ในการประกอบการเรียนการสอนกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ (ภาษาอังกฤษ) ที่นักเรียนสามารถศึกษาได้ด้วยตนเอง โดยอ่านคำชี้แจงในการใช้แบบฝึก และปฏิบัติกิจกรรมในแต่ละกิจกรรมจนเสร็จ นักเรียนจะได้รับความรู้ความเข้าใจและสนุกกับภาษาอังกฤษ โดยปฏิบัติตามขั้นตอนดังนี้

1. ศึกษาจุดประสงค์การเรียนรู้เพื่อให้ทราบว่า เมื่อนักเรียนจบบทเรียนแต่ละบทเรียนแล้ว นักเรียนสามารถเรียนรู้อะไรบ้าง
2. ทำแบบทดสอบก่อนเรียนแล้วตรวจคำตอบจากเฉลยที่ให้ไว้ในตอนท้ายของกิจกรรมในแต่ละเรื่อง
3. ศึกษาแบบฝึกเสริมทักษะการเรียนรู้คำศัพท์ภาษาอังกฤษ ตามใบความรู้ของแต่ละเรื่อง
4. ทำแบบฝึกทักษะและตรวจคำตอบได้จากเฉลย
5. ทำแบบทดสอบหลังเรียน ตรวจคำตอบท้ายบทเรียน หลังจากนั้นนำผลคะแนนเปรียบเทียบเพื่อความภูมิใจ
6. นักเรียนต้องมีความซื่อสัตย์ไม่เปิดดูเฉลยก่อนการทำกิจกรรม

จุดประสงค์การเรียนรู้

เมื่อนักเรียนศึกษาแบบฝึกเสริมทักษะการเรียนรู้คำศัพท์ภาษาอังกฤษกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ(ภาษาอังกฤษ) ชั้นประถมศึกษาปีที่4 เรื่อง Occupations นี้แล้ว

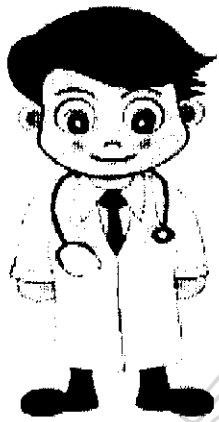
นักเรียนสามารถ

- 1.อ่านคำศัพท์เกี่ยวกับอาชีพได้ถูกต้อง
2. บอกความหมายของคำศัพท์เกี่ยวกับอาชีพได้ถูกต้อง
3. เขียนคำศัพท์เกี่ยวกับอาชีพได้ถูกต้อง
- 4.แต่งประโยคจากคำศัพท์เกี่ยวกับอาชีพที่กำหนดให้ได้ถูกต้อง
5. มีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

ใบความรู้ Occupations

Occupations หมายถึง อาชีพต่างๆ ซึ่งในภาษาอังกฤษก็มีคำศัพท์เกี่ยวกับอาชีพมากมายค่ะ เพราะฉะนั้นเรามารู้จักคำศัพท์กันก่อนนะคะ

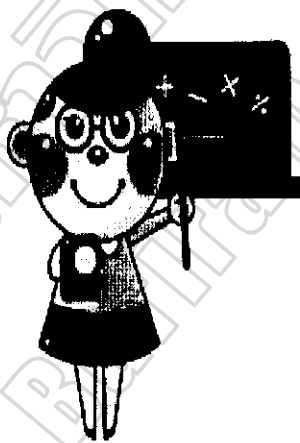
ฝึกอ่านออกเสียงกันนะคะ



doctor



nurse



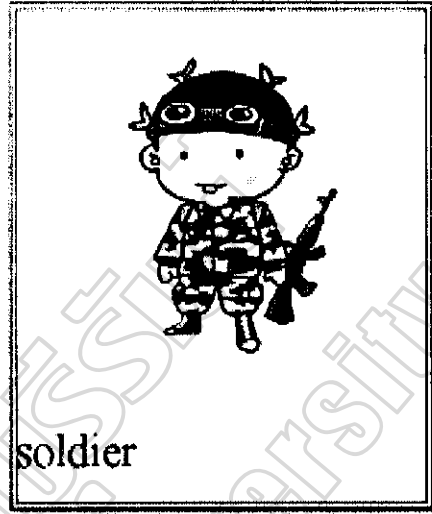
teacher



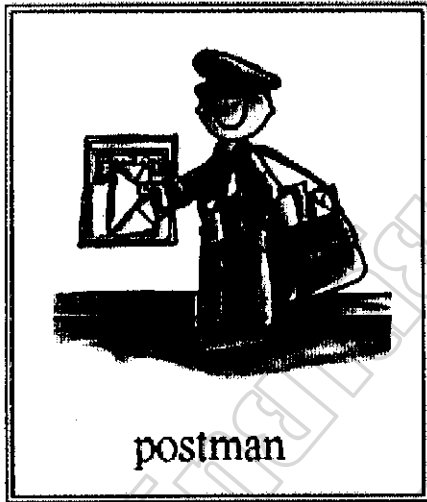
farmer



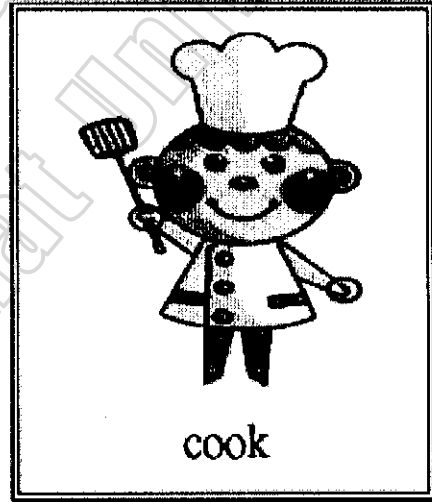
policeman



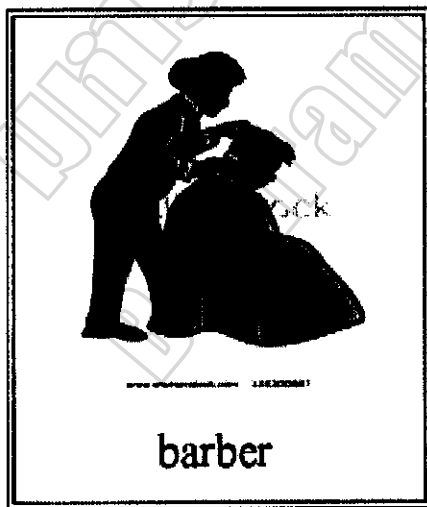
soldier



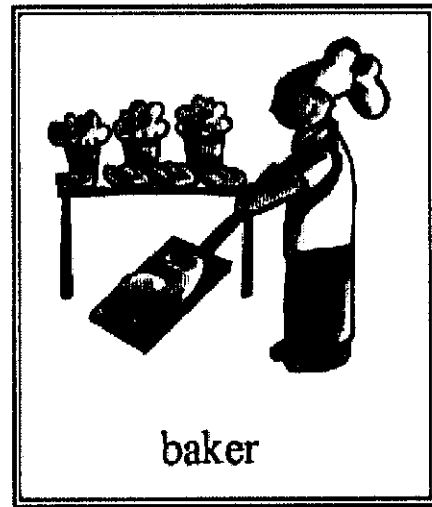
postman



cook



barber



baker

☀ ข้อสังเกตคำศัพท์อาชีพเปลี่ยนรูปจากเอกพจน์เป็นพหูพจน์
จะมีการเติม s หลังคำศัพท์ เช่น

cook

co →

doctor → doctors

teacher → teachers

soldier → soldiers

nurse → nurses

ส่วนคำศัพท์อาชีพที่ลงท้ายด้วย man ทำให้อยู่ในรูปพหูพจน์
จะต้องเปลี่ยนเป็น men เช่นคำว่า

policeman → policemen

postman → postmen

☀ รูปแบบประโยคคำถาม - คำตอบเกี่ยวกับอาชีพ

①. รูปประโยคคำถาม → What do you / they do ?

(คุณ / พวกเขาทำอาชีพอะไร)

รูปประโยคคำตอบ → I + am + (อาชีพ).

ตัวอย่าง → I am a doctor.

รูปประโยคคำตอบ → They + are + (อาชีพ).

ตัวอย่าง → They are doctors.

- ② รูปประโยคคำถาม ➡ What does he / she do ?
 (เขา / เขาผู้หญิงทำอะไร)
 รูปประโยคคำตอบ ➡ He / She + is + (อาชีพ).
ตัวอย่าง → He / She is a cook.

- ③ รูปประโยคคำถาม ➡ What do you want to be ?
 (คุณต้องการเป็นอาชีพอะไร)
 รูปประโยคคำตอบ ➡ I + want to be + (อาชีพ).
ตัวอย่าง → I want to be a nurse.

- ④ รูปประโยคคำถาม ➡ What does he / she want to be ?
 (เขา / เขาผู้หญิงต้องการเป็นอาชีพอะไร)
 รูปประโยคคำตอบ ➡ He / She + wants to be + (อาชีพ).
ตัวอย่าง → He / She wants to be a farmer .

☀ รูปแบบประโยคเกี่ยวกับการบอกสถานที่ทำงาน

- รูปประโยค ➡ I / They + work + in a + (สถานที่).
ตัวอย่าง → I / They work in a hospital.
 รูปประโยค ➡ He / She + works + in a + (สถานที่).
ตัวอย่าง → He / She works in a bakery.

Exercise 1

Directions : Look, say and write.

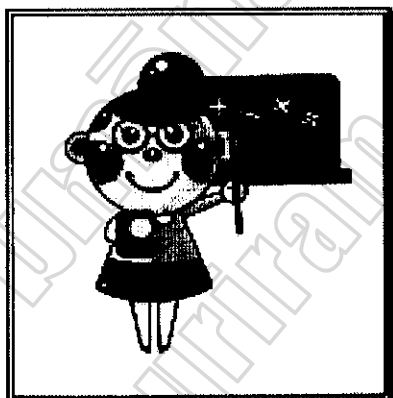
คำชี้แจง : ดูภาพ ฝึกพูดและเขียนคำศัพท์ให้ตรงกับภาพ

barber cook soldier postman teacher taxi driver
 farmer nurse baker doctor policeman

Example:



taxi driver



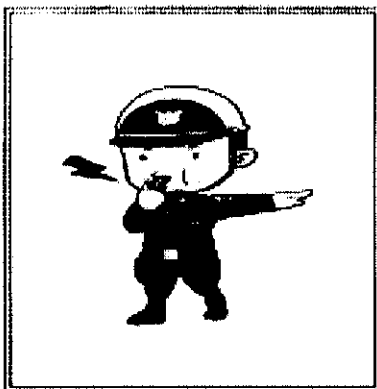
1.



2.



3.



4.



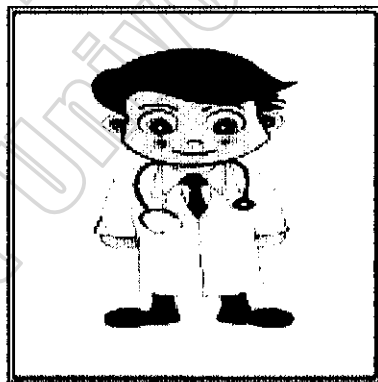
5.



6.



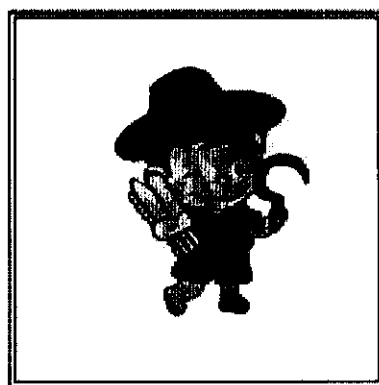
7.



8.



9.



10.








Exercise 2









Directions : Look and fill the letters in the blanks.
คำชี้แจง : เติมคำในตารางสี่เหลี่ยมให้ตรงกับภาพที่กำหนดให้

Across →

1. 	5. 	6. 
8. 	10. 	

↓
Down

2. 	3. 	4. 
7. 	9. 	11. 

Example: → ind
e
n
t
i
s
t

10

1

2

3

4

5

6

7

8

9



Exercise 3



Directions : Look and answer.

คำชี้แจง : ดูภาพและตอบคำถามลงในช่องว่างที่กำหนดให้

Example:

What does he do ?

He is a taxi driver.



1. What does she do ?

.....



2. What does he do ?

.....



3. What does she do ?

.....



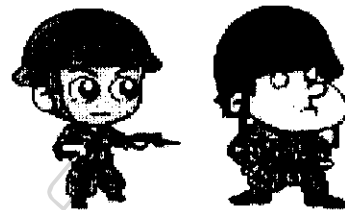
4. What does your mother do ?

.....



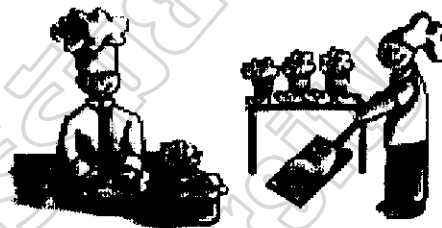
5. What do they do?

.....



6. What do they do?

.....



7. What do you do?

.....



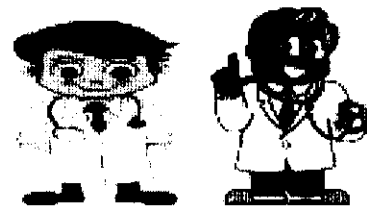
8. What does John do?

.....



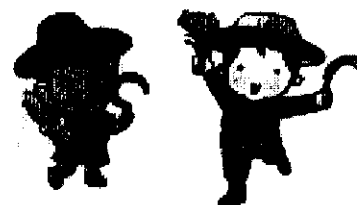
9. What do they do?

.....



10. What do they do?

.....





Exercise 4



Directions : Look and fill the letters in the blanks.

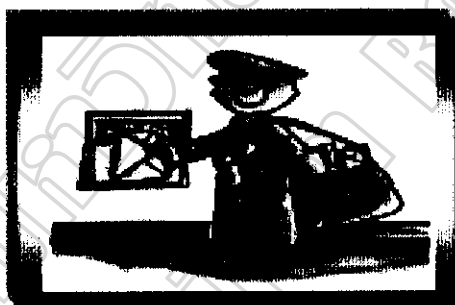
คำชี้แจง : เติมตัวอักษรที่ขาดหายไปให้สัมพันธ์กับภาพ

Example:



f i s h e r m a n

1.



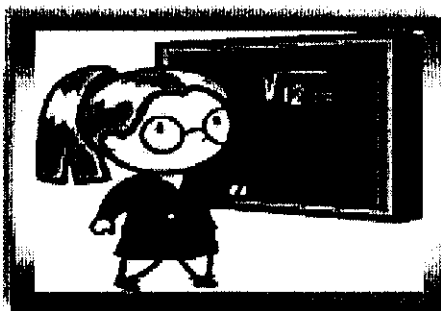
p s t n

2.



b k r

3.



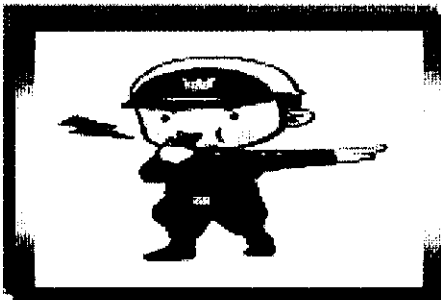
t a c

4.



n r e

5.



p l c m n

6.



c k

7.



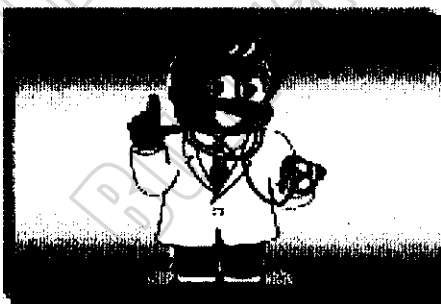
s l i r

8.



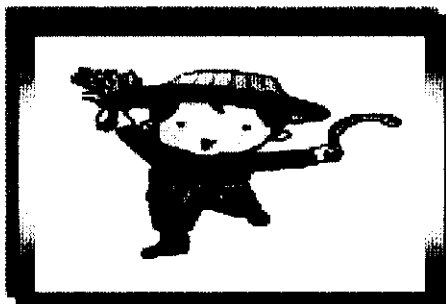
b r e

9.



d t r

10.



f r



Exercise 5



Directions : Look and answer the questions.

คำชี้แจง : ดูภาพแล้วตอบคำถามลงในช่องว่างให้ถูกต้อง

Example: What does he want to be ?

He wants to be a fruit seller.



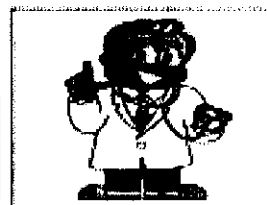
1. What does she want to be ?

.....



2. What do you want to be ?

.....



3. What does he want to be ?

.....



4. What does your sister want to be ?

.....



5. What does your brother want to be?



6. What does Tom want to be?



7. What does Tony want to be?



8. What does Jane want to be?



9. What do you want to be?



10. What does the boy want to be?





Exercise 6



Directions : Look and answer the questions.

คำชี้แจง : ตอบคำถามให้ตรงกับภาพที่กำหนดให้

Example: A. Does he want to be a dentist ?



Yes, he does.

B. Does he want to be a fruit seller ?



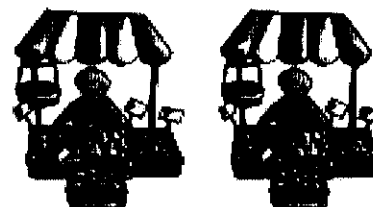
No, he doesn't.

C. Is he a taxi driver ?



Yes, he is.

D. Are they cooks ?



No, they aren't.

1. Does she want to be a nurse ?

.....



2. Does he want to be a barber ?

.....



3. Does Tony want to be a soldier ?

.....



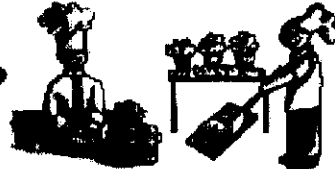
4. Do you want to be a doctor ?

.....



5. Do they want to be policemen ?

.....



6. Is she a teacher ?

.....



7. Is he a postman ?

.....

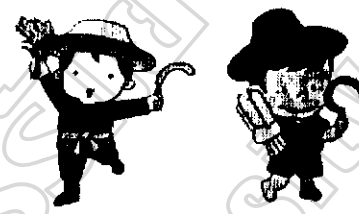


Are you a cook ?



.....

9. Are they farmers ?



.....

10. Are they bakers ?



.....

































มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



Exercise 7



Directions : Match the words.
คำชี้แจง : โขงเส้นจับคู่บุคคลกับสถานที่ทำงานให้ถูกต้อง

<u>Example:</u>	florist		 school
	1. baker		 hospital
	2. teacher		 restaurant
	3. doctor		 flower shop
	4. barber		 bakery
	5. postman		 barrack
	6. farmer		 police station
	7. cook		 hospital
	8. nurse		 post office
	9. policeman		 barber shop
	10. soldier		 field

แบบทดสอบหลังเรียน (POST – TEST)

Directions : Choose the best answer.

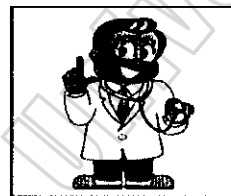
คำชี้แจง : ให้นักเรียนเขียนเครื่องหมาย X ทับตัวอักษรหน้าคำตอบที่ถูกต้องที่สุดเพียงคำตอบเดียว โดยทำลงในกระดาษคำตอบ

1. Mr. Bee makes cookies , bread and cake. He works in a bakery. What does he do ?

- a. He is a policeman. b. He is a postman.
c. He is a farmer. d. He is a baker.

2. Joe : Does he want to be a doctor ? Jack : .

- a. Yes, he is. b. Yes, he does.
c. No, he isn' t. d. No, he doesn' t.



3. The catches a robber.

- a. driver. b. postman.
c. fisherman. d. policeman .

4. Sue : Look at him . Jane : He is a..... . He works in a.....

- a. baker , bakery b. cook , restaurant
c. postman , post office d. policeman , police station



5. What do you do ?

- a. I am ten years old. b. I am a soldier.
c. I am fine. d. I am ok.



6. Jimmy : What does Tom do ?

Tony :

- a. He is a doctor . b. He is a waiter.
c. He is a farmer. d. He is a baker.



7. She likes cooking. She works in the restaurant. What does she do ?

- a. She is a cook . b. She is a nurse.
c. She is a teacher. d. She is a singer.

8. Jenny likes teaching. She works in a school. What does she do ?

- a. She is a nurse. b. She is a teacher.
c. She is a doctor . d. She is a farmer.

9. Tim : What does she want to be ?

Tom :

- a. She wants to be a nurse. b. She wants to be a dancer .
c. She wants to be a teacher. d. She wants to be a fruit seller.



10. If you work in a hospital , you are not a

- a. nurse b. a doctor
c. a dentist d. a barber

Answer Keys

Exercise 1

- | | |
|------------|--------------|
| 1. teacher | 2. postman |
| 3. baker | 4. policeman |
| 5. nurse | 6. soldier |
| 7. barber | 8. doctor |
| 9. cook | 10. farmer |

Exercise 2

Across →

1. policeman
5. barber
6. baker
8. cook
10. doctor

Down ↓

2. soldier
3. farmer
4. nurse
7. teacher
9. postman

Exercise 3

1. She is a cook.
2. He is a postman.
3. She is a nurse.
4. She / My mother is a teacher.
5. They are soldiers.
6. They are bakers.
7. I am a policeman.
8. He / John is a barber.
9. They are doctors.
10. They are farmers.

Exercise 4

1. postman
2. baker
3. teacher
4. nurse
5. policeman
6. cook
7. soldier
8. barber
9. doctor
10. farmer

Exercise 5

1. She wants to be a cook.
2. I want to be a doctor.
3. He wants to be a soldier.
4. She / My sister wants to be a teacher.
5. He / My brother wants to be a policeman.
6. He / Tom wants to be a baker.
7. He / Tony wants to be a farmer.
8. She / Jane wants to be a nurse.
9. I want to be a barber.
10. He / The boy wants to be a postman.

Exercise 6

- | | |
|---------------------|------------------|
| 1. Yes, she does. | 2. Yes, he does. |
| 3. No, he doesn't . | 4. Yes, I do. |
| 5. No, they don't . | 6. Yes, she is. |
| 7. No, he isn't . | 8. Yes, I am. |

Exercise 7

- Example: florist — school
- | | |
|------------|----------------|
| 1. baker | hospital |
| 2. teacher | restaurant |
| 3. doctor | flower shop |
| 4. barber | bakery |
| 5. postman | barrack |
| 6. farmer | police station |
| 7. cook | hospital |
| 8. nurse | post off |

POST- TEST

1. d.

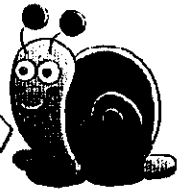
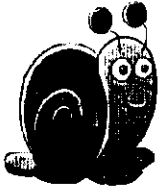
2. b.

3. d.

4. c.

5. b.

6. c.



เรื่องที่ 7 Greeting

จุดประสงค์การเรียนรู้

1. ด้านความรู้ (K)
ระบุประโยคที่ใช้ในการทักทาย ขอบคุณ กล่าวลา แนะนำตนเองและแนะนำเพื่อนได้
2. ด้านทักษะกระบวนการ (P)
 - 2.1 พุคสนทนาเพื่อทักทาย ขอบคุณ และกล่าวลาได้
 - 2.2 พุคสนทนาเพื่อแนะนำตนเอง แนะนำเพื่อนและใช้สำนวนตอบรับได้
3. ด้านคุณลักษณะอันพึงประสงค์ (A)
มุ่งมั่นในการทำงาน
4. สมรรถนะ (C)
ความสามารถในการสื่อสาร

เพลง **Good morning**

Good morning

Good morning , I'm glad to meet you.

So happy to see you today

I hope that we can be good friends

You and I , happy to be friends

La lalalalalala Lalalalalalala

La lalalalalala Lalalalalalala

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

ใบความรู้ เรื่อง Greeting and Saying Goodbye

Greeting:

a Hi, Mom.
Hi, Dad.
Good morning.

b Hello, Emily.
How are you?
I'm fine, thanks.
Good afternoon, Mr. Porter, Mrs. Garcia.

c Good evening, Miss Lang.
Good evening.

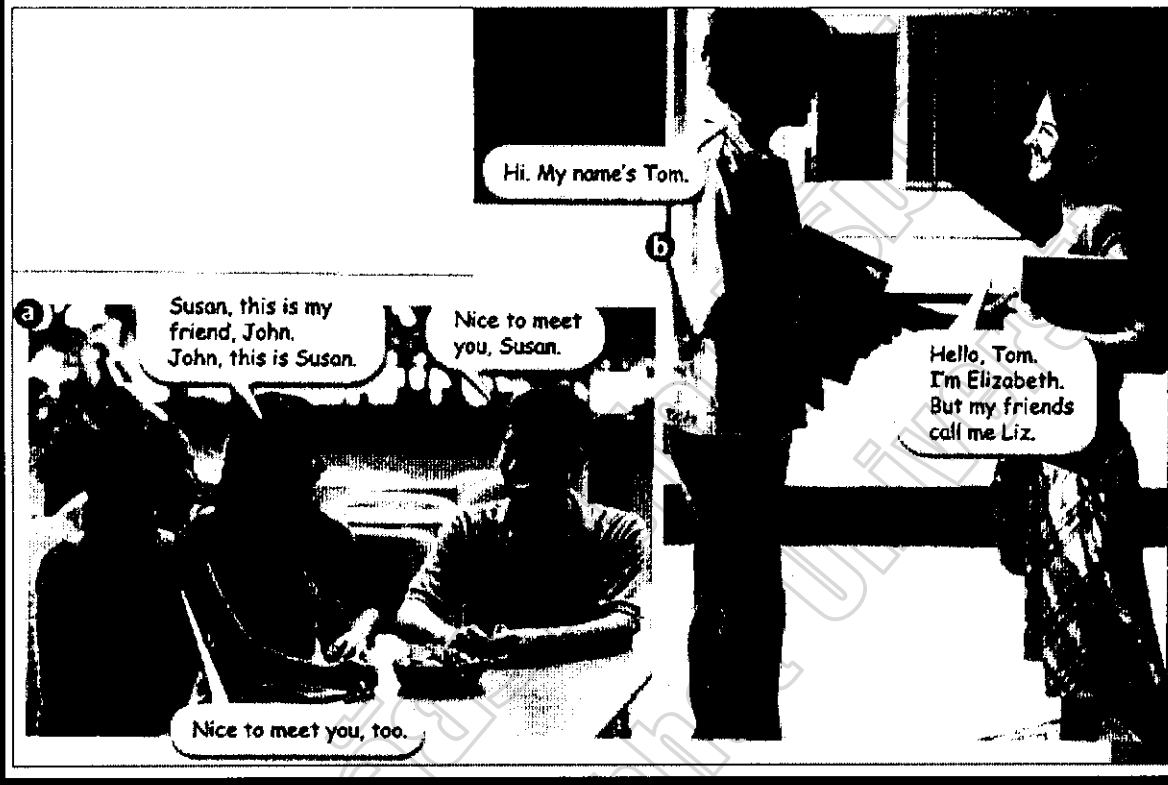
d Hi, Alex...
Hello, Alex...
HELLO!
I'm sorry. Hi, Danny.
How's it going?
Not bad.

Saying

Goodbye.
Bye. Take care.
See you later, Samantha.
Good night, Mr. Jones.
Good night, Ms. Wilson.

ใบความรู้ เรื่อง Introducing yourself and others

Introducing yourself and others



มหาวิทยาลัยราชภัฏ
Buriram Rajabhat

แบบฝึกหัดเรื่อง Greeting and Saying Goodbye/
Introducing yourself and others

A. Write the correct expression in each picture.

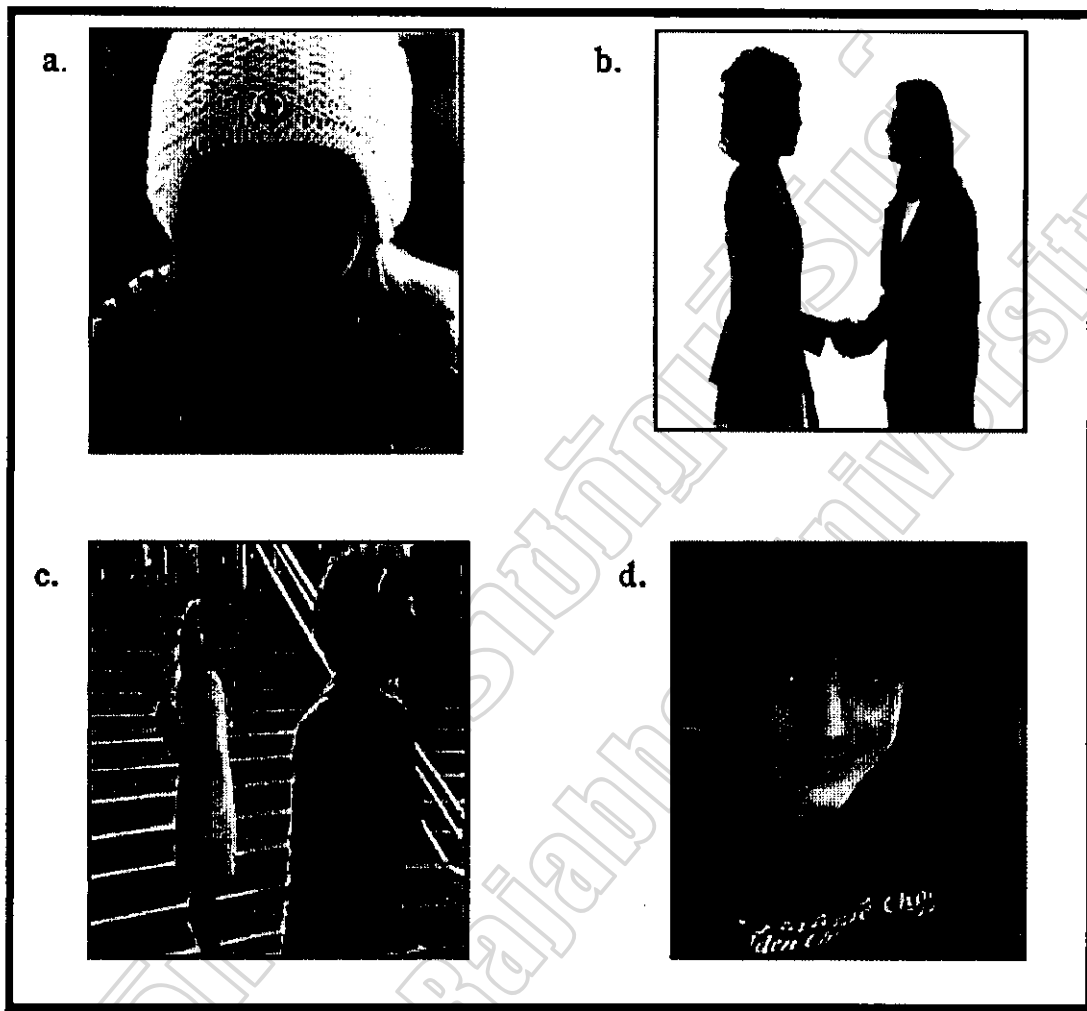
B	เวลาเช้า (morning)	Good morning	Good evening
C	เวลาบ่าย (afternoon)	Hello	

HELLO!

NICE TO MEET YOU!

GOOD NIGHT!

1. _____ Hi! I'm Robert.
2. _____ Hello! I'm Amy.
3. _____ Hi. Nice to meet you.
4. _____ See you. Bye!




C. Put the dialog in order.

- _____ Nice to meet you, too.
- _____ See you, Ricky.
- _____ Hello. What's your name?
- _____ Goodbye.
- _____ Nice to meet you, Ricky.
- _____ My name's Richard. My friend calls me Ricky.

ใบกิจกรรมเรื่อง Greeting and Saying Goodbye

Greet and say goodbye with a partner.



A: Good morning/Hello, _____!


B: Good morning/Hello, _____!

A: How are you?

B: _____, _____. And you?

A: _____. See you later!

B: _____!



ใบกิจกรรมเรื่อง Introducing yourself and others

A. Introduce yourself to a new partner.

A: Hi, My name's _____.

B: Hello, _____. I'm _____.

But my friends call me _____.

A: Nice to meet you.

B: Nice to meet you, too.

B. Introduce your partner to a classmate.

A: _____, this is my partner, _____.

_____, this is my classmate, _____.

B: Nice to meet you.

A: Nice to meet you, too.

เฉลยแบบฝึกหัด

A.

1. Good morning

2. Good afternoon.

3. Good evening.

4. Good night.

5. Hi!

6. Nice to meet you.

B. 1. d

2. a

3. b

4. c

C. 4, 5, 1, 6, 3, 2

แบบทดสอบหลังเรียน

A. Choose the correct response.

1. A: Good morning, Bob.

B: _____.

- a. Good morning, Ann. b. Goodbye.

2. A: How are you?

B: _____.

- a. I'm fine, thanks. b. Thank you.

3. A : Goodbye Tony.

B: _____.

- a. How are you? b. Goodbye Sally. See you later.

4. Kate: Susan, this is my friend, John. John this is Susan.

John: Nice to meet you, Susan.

Susan: _____.

- a. Not bad. b. Nice to meet you, too.

B. Choose the correct pronoun.

1. **He / Him** is my friend.

2. Look at **she / her**.

3. I / Meam 13 years old.

4. **They / Them** are my teacher.

C. Complete the sentences. Use the verb to be.

1. I _____ 12 years old.
2. Bob and Susan _____ new to the school.
3. He _____ not my best friend.
4. _____ they in Room B?

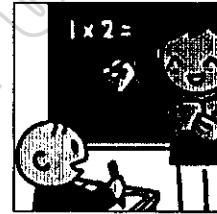
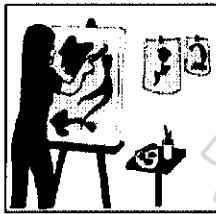
D. Match the school subjects to the pictures.

a. Science

b. Maths

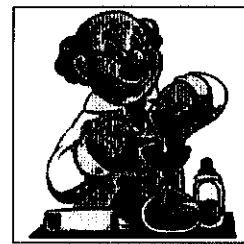
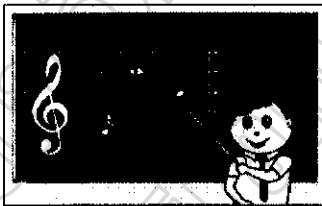
c. Music

d. Art



1. _____

2. _____



3. _____

4. _____

E. Put the words in the correct order.

1. student / is / she / a

2. are / they / 12 years old

3. singer/ Thongchai McIntyre/ a/ is

4. is / Ann / 13 years old

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

เฉลยแบบทดสอบหลังเรียน

A. 1. a 2. a 3. b 4. B

B. 1. He 2. her 3. I 4. They

C. 1. am 2. are 3. is 4. Are

D. 1. d 2. b 3. c 4. a

E. 1. She is a student.
2. They are 12 years old.
3. Thongchai McIntyre is a singer.
4. Ann is 13 years old.

APPENDICES II
Reading Skills Test
(Pre-test and Post-test)

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Reading Skills test (Pre-test and post-test)

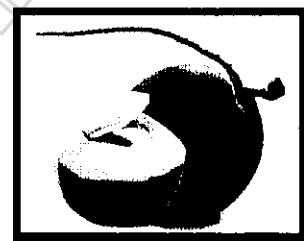
Direction : Choose the best answer.

คำชี้แจง: แบบทดสอบมีจำนวน 25 ข้อ คะแนนเต็ม 25 คะแนน ให้นักเรียนทำเครื่องหมาย X ทับตัวอักษรหน้าคำตอบที่ถูกต้องที่สุดเพียงข้อเดียวลงในช่องกระดาษคำตอบ

1. Jane : What's this?

: It is a.....

- | | |
|---------------|--------------|
| a. coconut | b. pomelo |
| c. jackfruits | d. pineapple |



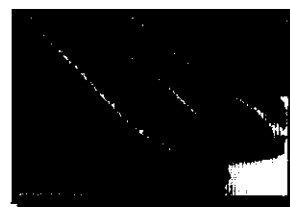
2. This is a

- | | |
|---------------|-------------|
| a. durian | b. pomelo |
| c. mangosteen | d. rambutan |



3. I don't like to eat

- | | |
|---------------|---------------|
| a. jackfruits | b. papayas |
| c. pineapple | d. strawberry |



4. Which word is correct?

a. durians



b. coconuts



c. strawberry

d. rambutans

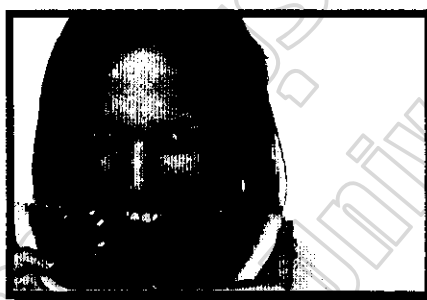
5. She like to eat

a. papaya

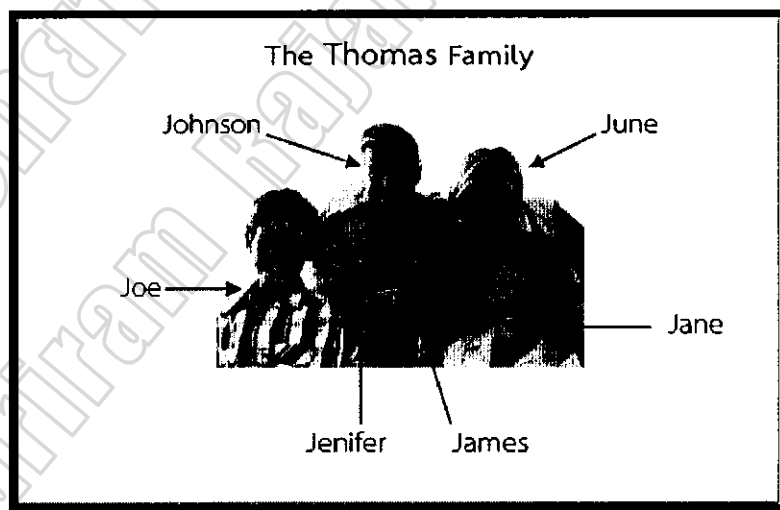
b. watermelon

c. rambutan

d. jackfruits



Look at the Thomas Family and answer the questions 6-10



6. Who is Joe's grandfather?

a. June

b. James

c. Jenifer

d. Johnson

7. Who is Joe's mother?

- a. June
- b. James
- c. Jenifer
- d. Johnson

8. Who is Joe's father?

- a. June
- b. James
- c. Jenifer
- d. Johnson

9. Jane is James'

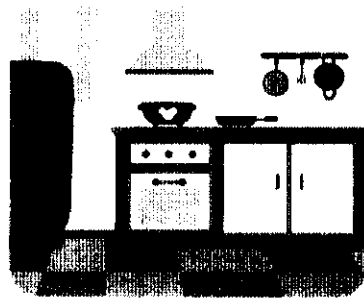
- a. son
- b. sister
- c. daughter
- d. grandmother

10. What is the meaning of aunt?

- a. ลุง
- b. ป้า
- c. ปู่หรือตา
- d. ย่าหรือยาย

11. Which sentences is correct?

- a. living room
- b. dining room
- b. kitchen
- d. bedroom



ใช้บทสนทนาต่อไปนี้ตอบข้อ 14-15

Jenny: _____ 12. _____ 's brother?

Tina: _____ 13. _____ 's in the dinning room.

12. a. Where b. Whoc. This d. It

13. a. She b. He c. It d. Who

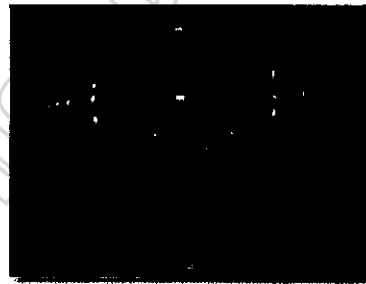
14. What's this?

- a. cup b. grass
c. spoon d. bowl



15. What's this?

- a. cup b. grass
c. spoon d. bowl



16. Which sentence is true?

- a. Valentine's day is the festival of lovers.
b. Valentine's day is a traditional Thai festival.
c. Is the Valentine's day on February 13 ?
d. People send Valentine's pumpkin to the people they love

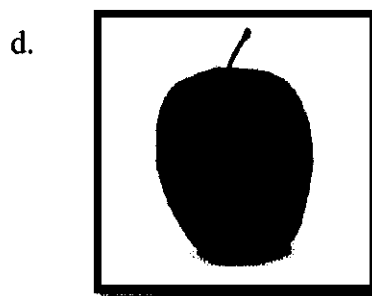
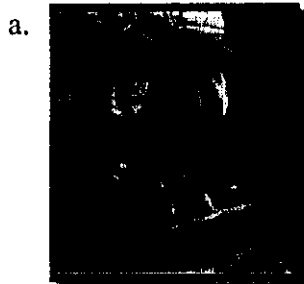
17. Situation: At the valentine's day party.

Somkid : _____

Somsri : Yes, please. I like it very much.

- a. Can I take some cake to you?
- b. Can you take some cake to me?
- c. Would you like to have some cake?
- d. Do you like to have some cake or cookies ?

18. Which is the symbol of Valentine's day?



19. The chocolate is _____.

- a. fruit
- b. sweet
- c. vegetable
- d. animal

20. Which month has twenty-nine days?

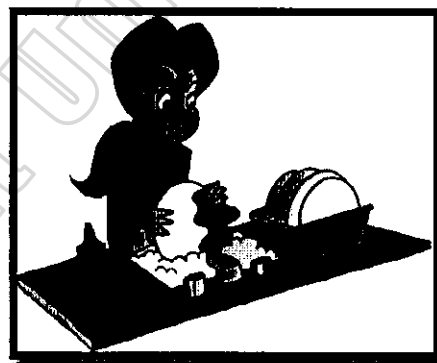
- a. January
- b. February
- c. March
- d. April

21. What is related to Valentine's Day?

- a. Eggs
- b. Roses
- c. A pumpkin
- d. Jasmine

22. In the picture "what does she do in the evening?"

- a. She washes the dishes in the evening.
- b. She sets the table in the evening.
- c. She feeds the bird in the evening.
- d. She gets up in the morning.



23. Gloria : Oh , Hi Malee.....?

Malee : Fine. How about you?

Gloria : OK. Thanks.

- a. How do you do?
- b. What's happening.
- c. What about you.
- d. How's everything with you.

24. John : Ben , have you met Paul?

Ben : No , I haven't. How do you do?Paul :

a. I'm doing all right. I hope you are too.

b. I'm fine , thank you , and you?

c. How do you do? It's nice to meet you.

d. Where do you come from?

25. A : Hi , Suwit.

B : Hi , Porn pen. What's up?

A :

a. How do you do?

c. That's too bad.

b. How's life?

d. Fine thanks.

APPENDICES III

Lesson Plan

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 1

Course: English

Theme:

Date: ____/____/____

Grade Level: Grade 4

Topic: Fruits in the market

Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has a purpose to encourage students to read and summarize the passage properly. Students have to pronounce the vocabularies correctly by repeating after the teacher. In addition, they can apply these conversations in their daily life.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the text.

3.2.3 summarize the passage properly.

4. Enduring Understanding

4.1 Fruit vocabularies

4.2 Summarizing passage

5. Essential Questions

5.1 What does the word “fruit” means?

5.2 Have you ever been to the market?

5.3 Where did you buy fruits?

5.4 Have you ever buy any fruits?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- orange a round citrus fruit with thick reddish-yellow skin and a lot of sweet juice
- durian a large tropical fruit with a strong unpleasant smell but a sweet flavour
- rambutan a red tropical fruit with soft pointed parts on its skin and a slightly sour taste
- apple a round fruit with shiny red or green skin and firm white flesh
- pomelo a large citrus fruit that has thick yellow skin and that tastes similar to a grapefruit , but sweeter
- pineapple a large tropical fruit with thick rough skin, sweet yellow flesh with a lot of juice and stiff leaves on top
- mango a tropical fruit with smooth yellow or red skin, soft orange flesh and a large seed inside
- grape a small green or purple fruit that grows in bunches on a climbing plant (called a vine).
- banana a long curved fruit with a thick yellow skin and soft flesh, that grows on trees in hot countries
- papaya a tropical fruit with yellow and green skin, sweet orange or red flesh and round black seeds
- mangosteen a tropical fruit with a thick reddish-brown skin and sweet white flesh with a lot of juice
- jackfruit a large tropical fruit
- watermelon a type of large melon with hard, dark green skin, red flesh and black seeds

7.2 Functions:

- Reading the passage
- Summarizing the passage

7.3 Structure:

-

7.4 Culture:

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher asks them "Can you tell me the name of fruits you know?"
- Teacher show them video about fruits and let them repeat each word.
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher show them pictures of fruits and let them tell what they are.
- Teacher give them do pretest 15 minutes.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students repeat each sentence.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.
- Students do the exercise.

4. Production

- Students are asked the questions by teacher about the passage.
- Students summarize the passage by using mind mapping.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

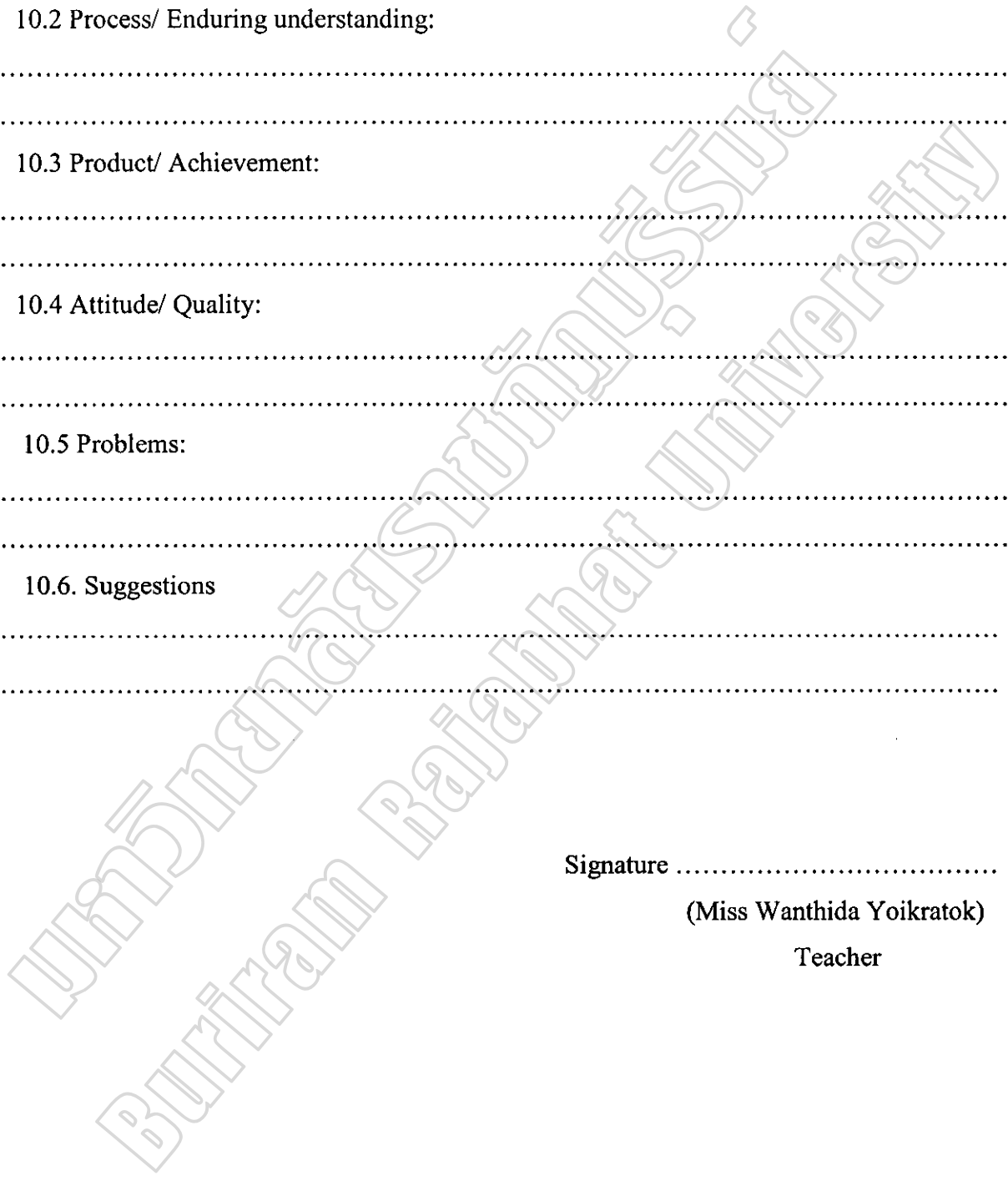
10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher



Supervisor's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature

(.....)

Supervisor

Date ___ / ___ / ___

Department Head's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature

(.....)

Department Head

Date ___ / ___ / ___

Vice Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature

(.....)

Vice Director

Date ___ / ___ / ___

Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

.....
 (.....)

Director

Date ___ / ___ / ___

Lesson Plan 2

Course: English

Theme:

Date: ____/____/____

Grade Level: Grade 4

Topic: In the dining-room

Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to read and summarize the passage properly. Students have to pronounce the vocabularies correctly by repeating after teacher. In addition, they can apply these conversations in their daily life.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the text.

3.2.3 summarize the passage properly.

4. Enduring Understanding

4.1 Vocabularies about dining-room

4.2 Summarizing passage

5. Essential Questions

5.1 What does the word “dining room” means?

5.2 Where you have dinner?

5.3 When do you have dinner?

5.4 What time do you serve dinner?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- men	an adult male human
- chair	a piece of furniture for one person to sit on, with a back, a seat and four legs
- table	a piece of furniture that consists of a flat top supported by legs
- cat	a small animal with soft fur that people often keep as a pet.
- plate	a flat, usually round, dish that you put food on
- cup	a small container shaped like a bowl, usually with a handle, used for drinking tea, coffee, etc
- picture	a painting or drawing, etc. that shows a scene, a person or thing
- wall	a long vertical solid structure, made of stone, brick or concrete, that surrounds, divides or protects an area of land
- forks	a tool with a handle and three or four sharp points (called prongs), used for picking up and eating food

7.2 Functions:

- Reading the passage
- Summarizing the passage

7.3 Structure:

-

7.4 Culture:

-

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher asks them
 - When do you have dinner?
 - Where you have dinner?

- Teacher show them video about dining room and let them repeat each word.
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher show them pictures about dining room and let them tell what they are.
- Teacher give them do pretest 15 minutes.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students do the exercise by matching pictures with the right answers.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.
- Students do exercise.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

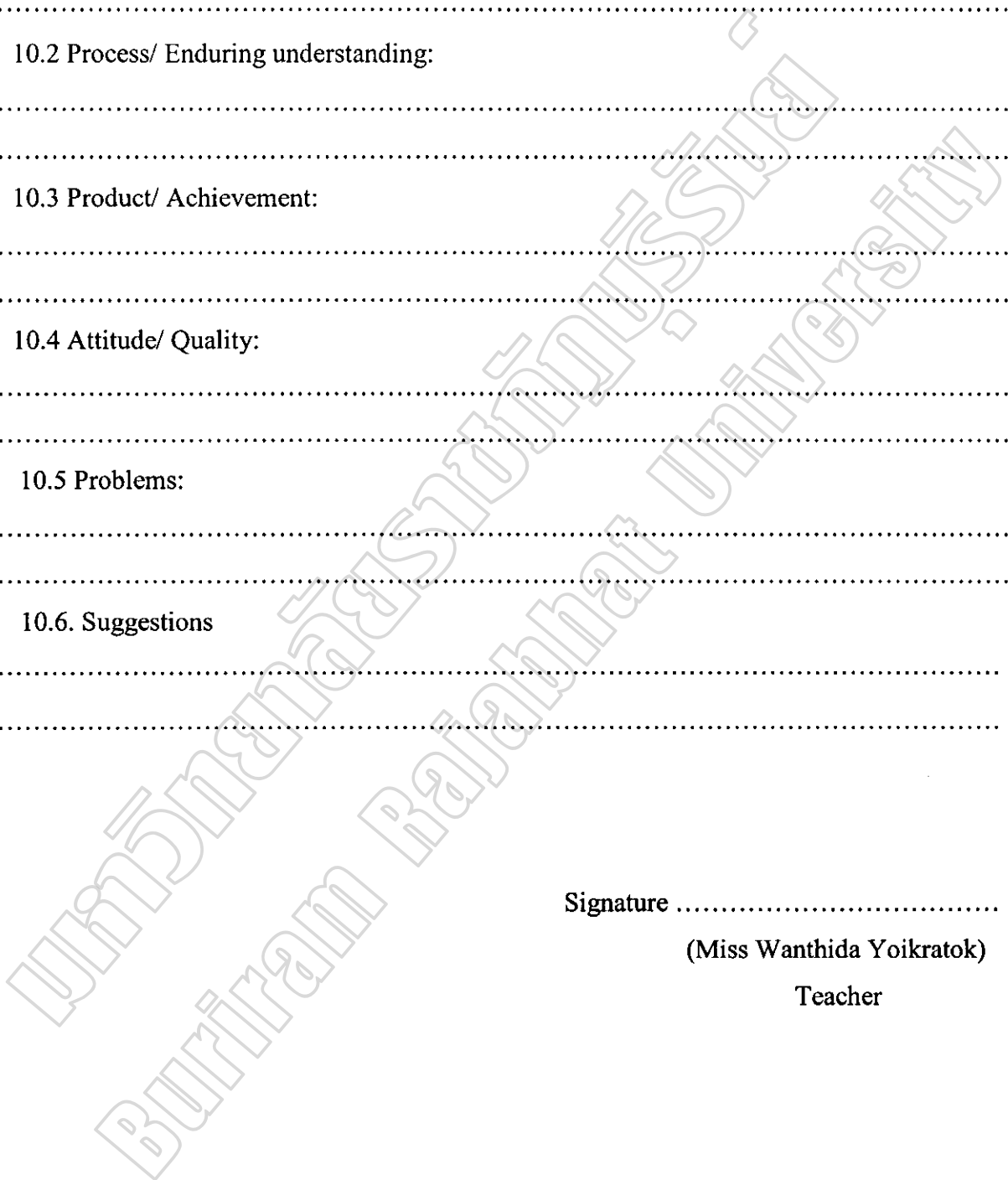
10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher



Supervisor's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)
 Supervisor
 Date ___ / ___ / ___

Department Head's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)
 Department Head
 Date ___ / ___ / ___

Vice Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)
 Vice Director
 Date ___ / ___ / ___

Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

.....
 (.....)
 Director
 Date ___ / ___ / ___

Lesson Plan 3

Course: English

Theme:

Date: ____/____/____

Grade Level: Grade 4

Topic: Fun with Family Vocabularies

Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to read and summarize the passage properly. Students have to pronounce the vocabularies correctly by repeating after teacher. In addition, they can use these vocabularies in real situation and apply these conversations in their daily life.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the text.

3.2.3 summarize the passage properly.

4. Enduring Understanding

4.1 Vocabularies about family members

4.2 Summarizing passage

5. Essential Questions

5.1 What does the word “family” means?

5.2 Who do you live with?

5.3 Who give birth to you?

5.4 Who is the most important in your life?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- father	a male parent of a child or an animal; a person who is acting as the father to a child
- mother	a female parent of a child or animal; a person who is acting as a mother to a child
- grandfather	the father of your father or mother
- grandmother	the mother of your father or mother
- brother	a boy or man who has the same mother and father as another person
- sister	a girl or woman who has the same mother and father as another person
- uncle	the brother of your mother or father; the husband of your aunt
- aunt	the sister of your father or mother; the wife of your uncle
- daughter	a person's female child
- son	a person's male child

7.2 Functions:

- Reading the passage
- Summarizing the passage

7.3 Structure:

-

7.4 Culture:

-

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher give them 15 minutes to do pretest.
- Teacher show them the pictures and asks them these questions.
 - Who is this in this picture?
 - Who do you live with?
- Teacher show them video about a family and let them repeat each word.
- Teacher asks them “What’s the meaning of these words?”
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher show them family member pictures and let them tell who are they.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students are telling the meaning in Thai of each sentence and teacher facilitate them.
- Students do the exercise by matching pictures with the right answers.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.
- Students do exercise.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

6.1 Videos

6.2 Reading passage

6.3 Flash cards

6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students’ answers to the questions/ quizzes/ tests.
- Observing the students’ activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

Teacher should provide more games to motivate them enthusiastic and they will be more understand what teacher have taught.

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher

Supervisor's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Supervisor

Date ___ / ___ / ___

Department Head's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Department Head

Date ___ / ___ / ___

Vice Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Vice Director

Date ___ / ___ / ___

Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

.....

(.....)

Director

Date ___ / ___ / ___

Lesson Plan 4

Course: English

Theme:

Date: ____/____/____

Grade Level: Grade 4

Topic: Valentine's Day

Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to read and summarize the passage properly. Students are able to learn new vocabularies about Valentine's Day. Students have to pronounce the words correctly. In addition, they can apply it to their daily life and for their higher education.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the text.

3.2.3 summarize the passage properly.

4. Enduring Understanding

4.1 Valentine's Day passage

4.2 Summarizing passage

5. Essential Questions

5.1 What is Valentine's Day about?

5.2 Who do you do on Valentine's Day?

5.3 Who is Valentine?

5.4 What do you know about Valentine's Day?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- festival	a day or period of the year when people stop working to celebrate a special event, often a religious one
- change	to become different
- honor	great respect and admiration for somebody
- reason	a cause or an explanation for something that has happened or that somebody has done
- season	any of the four main periods of the year: spring, summer, autumn/fall and winter
- cupid	the Roman god of love who is shown as a beautiful baby boy with wings, carrying a bow and arrow
- arrow	a thin stick with a sharp point at one end, which is shot from a bow
- symbol	a person, an object, an event, etc. that represents a more general quality or situation
- bouquet	a bunch of flowers arranged in an attractive way so that it can be carried in a ceremony or presented as a gift
- candy	sweet food made of sugar and/or chocolate, eaten between meals; a piece of this

7.2 Functions:

- Reading the passage
- Summarizing the passage

7.3 Structure:

-

7.4 Culture:

-

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher gives them 15 minutes to do pretest.

- Teacher shows them the pictures of the cupid and asks them these questions.
 - Who is this?
 - What's festival you can find the cupid?
- Teacher shows them video about a family and let them repeat each word.
- Teacher asks them "What's the meaning of these words?"
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher show them the picture of cupid and elicit their answers what is this.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students are telling the meaning in Thai of each sentence and teacher facilitate them.
- Students do the exercise by matching pictures with the right answers.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.
- Students do exercise.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

Teacher should provide more games to motivate them enthusiastic and they will be more understand what teacher have taught.

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher

Supervisor's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....

Signature
 (.....)
 Supervisor
 Date ___ / ___ / ___

Department Head's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....

Signature
 (.....)
 Department Head
 Date ___ / ___ / ___

Vice Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....

Signature
 (.....)
 Vice Director
 Date ___ / ___ / ___

Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....

.....
 (.....)
 Director
 Date ___ / ___ / ___

Lesson Plan 5

Course: English

Theme:

Date: ___/___/___

Grade Level: Grade 4

Topic: My daily routine

Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to read and summarize the passage properly. Students are able to learn new vocabularies about daily routine. Students have to pronounce the words correctly. In addition, they can apply it to their daily life and for their higher education.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the text.

3.2.3 summarize the passage properly.

4. Enduring Understanding

4.1 Daily routines passage

4.2 Summarizing passage

5. Essential Questions

5.1 What is Valentine's Day about?

5.2 Who do you do on Valentine's Day?

5.3 Who is Valentine?

5.4 What do you know about Valentine's Day?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- | | |
|--------------------|-----------------------------------------------------------------------------------|
| - get up | to stand up after sitting, lying, etc. |
| - take a shower | the act of washing yourself with a shower |
| - brush the teeth | an act of brushing teeth |
| - do homework | the act of doing work at home that is given by teacher for student |
| - sweep the floor | to clean a room, surface, etc. |
| - wash the dish | to make dishes clean using water and usually soap |
| - cook food | to prepare food by heating it, for example by boiling. |
| - watch television | to look at television for a time |
| - have dinner | the main meal of the day, eaten either in the middle of the day or in the evening |
| - go to bed | the act of going to bed |

7.2 Functions:

- Reading the passage
- Summarizing the passage

7.3 Structure:

-

7.4 Culture:

-

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher gives them 15 minutes to do pretest.
- Teacher shows them the pictures of the activities that they're usually do in their daily routine and asks them these questions.
 - What are they doing in the pictures?
- Teacher shows them video about the activities that we're usually do in our daily routine.
- Teacher asks them "What's the meaning of these words?"
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher let them match the pictures with the right answers.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students are telling the meaning in Thai of each sentence and teacher facilitate them.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.
- Students do exercise.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

Teacher should provide more games to motivate them enthusiastic and they will be more understand what teacher have taught.

10. Pre-service Teacher's Comments10.1 Knowledge/ Concept:
.....
.....10.2 Process/ Enduring understanding:
.....
.....10.3 Product/ Achievement:
.....
.....10.4 Attitude/ Quality:
.....
.....10.5 Problems:
.....
.....10.6. Suggestions
.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher

Supervisor's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)

Supervisor

Date ___ / ___ / ___

Department Head's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)

Department Head

Date ___ / ___ / ___

Vice Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

Signature
 (.....)

Vice Director

Date ___ / ___ / ___

Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....

.....
 (.....)

Director

Date ___ / ___ / ___

Lesson Plan 6

Course: English
Theme: Occupations
Date: ___/___/___

Grade Level: Grade 4
Topic: Occupations
Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to read and summarize the passage properly. Students are able to learn new vocabularies about occupations. Students have to pronounce the words correctly. In addition, they can apply it to their daily life and for their higher education.

2. Performance Indicators

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.

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

Standard FL1.1: Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning.

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to read and pronounce correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 read the handout correctly

3.2.3 do the test correctly

4. Enduring Understanding

4.1 Occupations handout

4.2 Occupation vocabularies

5. Essential Questions

5.1 What is occupations?

5.2 What do you do?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

- doctor a person who has been trained in medical science, whose job is to treat people who are ill/sick or injured
- nurse a person whose job is to take care of sick or injured people, usually in a hospital
- teacher a person whose job is teaching, especially in a school
- farmer a person who owns or manages a farm
- policeman a male police officer
- soldier a member of an army, especially one who is not an officer
- postman a person whose job is to collect and deliver letters, etc.
- cook a person who cooks food or whose job is cooking
- barber a person whose job is to cut men's hair and sometimes to shave them
- baker a person whose job is baking and selling bread and cakes

7.2 Functions:

- Reading the handout
- Reading vocabularies

7.3 Structure:

-

7.4 Culture:

-

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher gives them 15 minutes to do pretest.
- Teacher shows them the pictures of each occupation and ask them these following questions.
 - Who are they?
 - Have you seen them before?
 - Where did you see them?
- Teacher shows them video about each occupations.
- Teacher show them the flash cards.
- Teacher asks them "What's the meaning of these words?"

- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher let them match the pictures with the right answers.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students are telling the meaning in Thai of each sentence and teacher facilitate them.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.
- Students do exercise.
- Students do the crossword.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

Teacher should provide more games to motivate them enthusiastic and they will be more understand what teacher have taught.

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

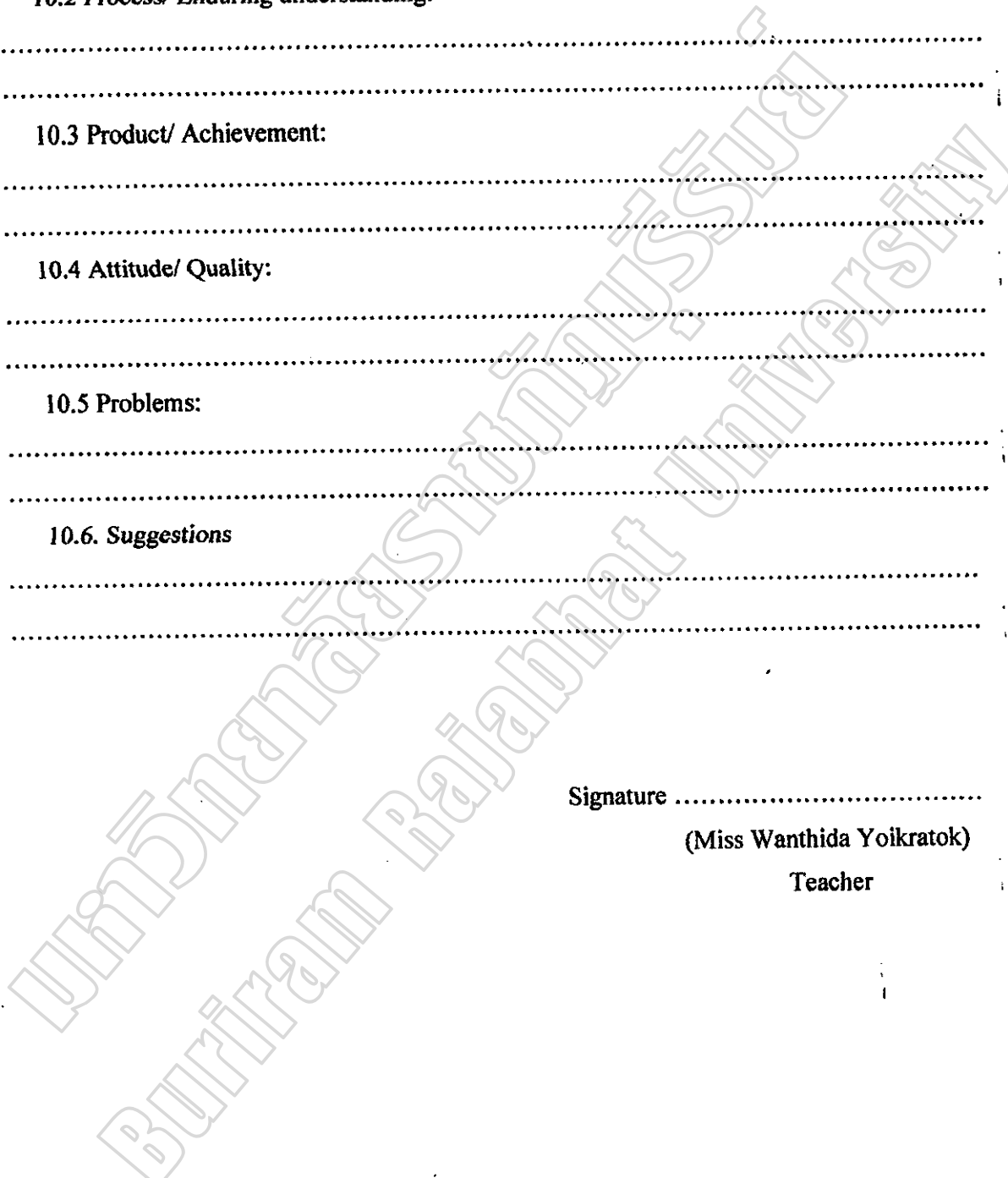
10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher



Supervisor's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....
.....

Signature
(.....)
Supervisor
Date ____/____/____

Department Head's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....
.....

Signature
(.....)
Department Head
Date ____/____/____

Vice Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....
.....

Signature
(.....)
Vice Director
Date ____/____/____

Director's Comments

- Excellent
- Good

- Satisfactory
- Need Improvement

.....
.....

.....
(.....)
Director
Date ____/____/____

Lesson Plan 7

Course: English
Theme: Greeting
Date: ___/___/___

Grade Level: Grade 4
Topic: Greeting
Time Allocation: 2 periods

A: Desired Goals/ Results

1. Core Concept

This unit has purpose to encourage students to greet each other properly. Students are able to learn new vocabularies about greeting. Students have to pronounce the words correctly. In addition, they can apply it to their daily life and for their higher education.

2. Performance Indicators

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

FL4.2 Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading.

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

FL 4.4 Answer questions from listening to and reading sentences, dialogues and simple tales.

3. Learning Objectives

3.1 Terminal Objective

Students are able to greet properly.

3.2 Enabling Objectives

Students are able to:

3.2.1 pronounce and tell the meaning of new vocabulary.

3.2.2 greet correctly

3.2.3 do the test correctly

4. Enduring Understanding

4.1 Greeting phrases

5. Essential Questions

5.1 What is greeting?

5.2 How to greet people?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are punctual.

7. Content Areas/ Learning Strands

7.1 Vocabulary:

7.2 Functions:

- Reading phrases
- Greeting people

7.3 Structure:

7.4 Culture:

7.5 Communicative Skills:

- Integrated skills (reading, speaking, listening and writing)

B: Acceptance Evidence

1. Reading passage
2. Pronunciation (Observation)
3. Exercise
4. Pre-test
5. Posttest

C: Learning Activities/ Procedures

Period 1

1. Warm up

- Teacher greets students before start the lesson.
- Teacher gives them 15 minutes to do pretest.
- Teacher shows them the pictures of each situation and ask them these following questions.

- What are they doing in the picture?
- Have you ever did it before?

- Teacher shows them greeting video.
- Teacher show them the flash cards.
- Teacher asks them "What's the meaning of these words?"
- Let them know about learning objectives in this lesson.

2. Presentation

- Teacher let them repeat each vocabulary and tell teacher the meaning of each vocabulary.
- Teacher let them match the pictures with the right answers.
- Teacher read the passage then let them repeat it.

Period 2

3. Practice

- Students are telling the meaning in Thai of each sentence and teacher facilitate them.
- Students repeat each vocabulary.
- Students read the whole passage aloud.
- Students are called out to read the passage.
- Each have to read the passage.

4. Production

- Students are asked the questions by teacher about the passage.

- Students do exercise.

5. Wrap up

- Students do posttest 15 minutes.
- Students summarize the passage by editing

6. Materials/ Teaching Aids

- 6.1 Videos
- 6.2 Reading passage
- 6.3 Flash cards
- 6.4 Exercises

7. Evaluation

7.1 How to evaluate:

- Correcting the students' answers to the questions/ quizzes/ tests.
- Observing the students' activities/ performances.
- Checking the exercises.

7.2 Criteria for evaluation

- Students participate/ perform in learning at a good level.
- Students answer the questions correctly at least 70%.
- Students do the exercises/ quizzes/ tests correctly at least 60%.

8. Subject Area Involved

Social studies, religion and culture

9. Suggestions

Teacher should provide more games to motivate them enthusiastic and they will be more understand what teacher have taught.

10. Pre-service Teacher's Comments

10.1 Knowledge/ Concept:

.....
.....

10.2 Process/ Enduring understanding:

.....
.....

10.3 Product/ Achievement:

.....
.....

10.4 Attitude/ Quality:

.....
.....

10.5 Problems:

.....
.....

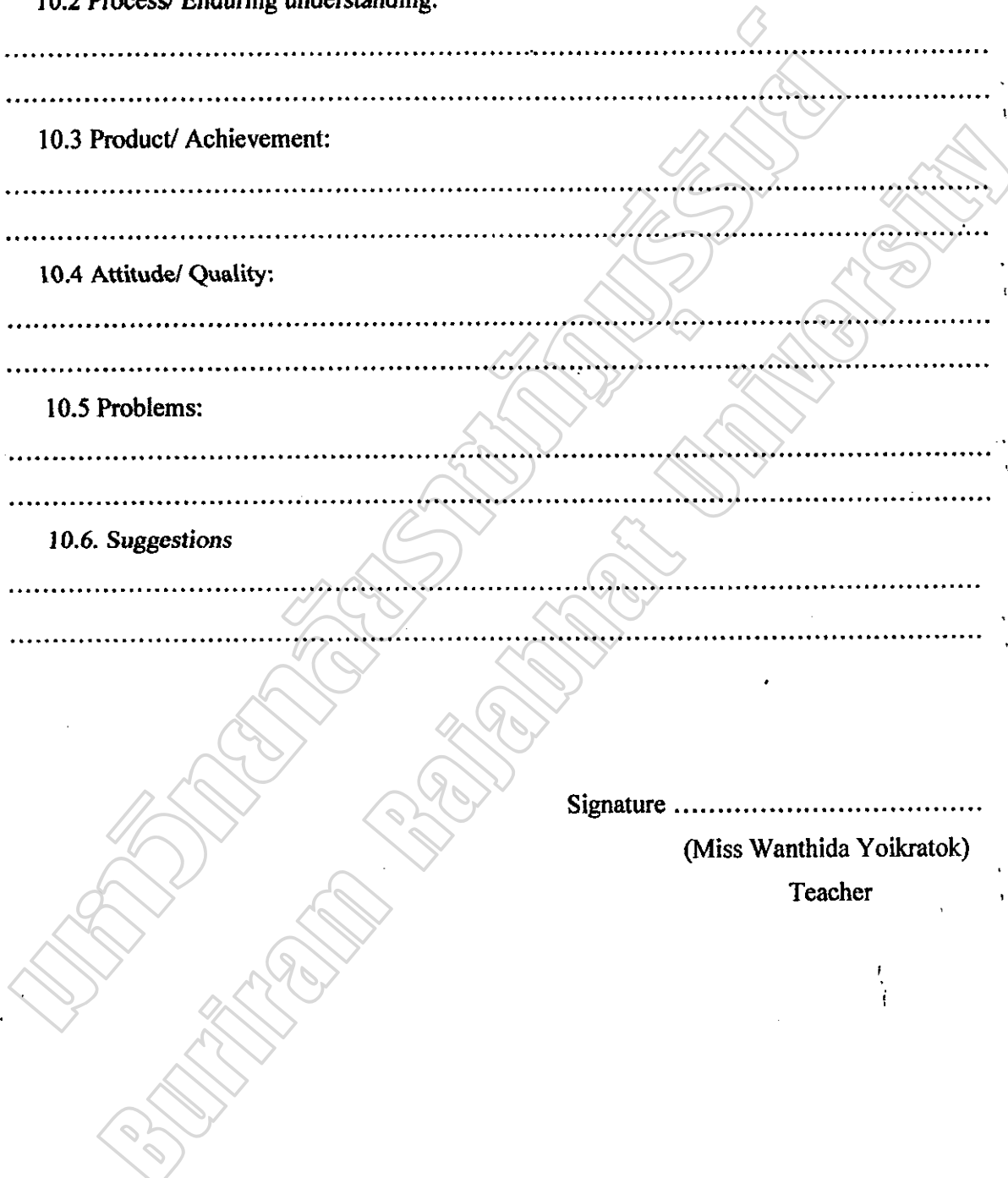
10.6. Suggestions

.....
.....

Signature

(Miss Wanthida Yoikratok)

Teacher



Supervisor's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Supervisor

Date ____ / ____ / ____

Department Head's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Department Head

Date ____ / ____ / ____

Vice Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

Signature

(.....)

Vice Director

Date ____ / ____ / ____

Director's Comments

- | | |
|------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Good | <input type="checkbox"/> Need Improvement |

.....
.....

.....

(.....)

Director

Date ____ / ____ / ____

APPENDICES IV

The List of Experts

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

The List of Experts

1. Assistant Professor Dr. AkkaraponNuemaihom. The English lecturer at BuriramRajabhatUniversiry.
2. Mr. PornchaiWongwai, the English teacher at Phattaporhit School.
3. Mrs. JulapornLaongthong, the English teacher at Phattaporhit School

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDICES V

The Evaluation Form of Content Validity of Learning Packages

Of Prathomsuksa 4 students

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

The Evaluation Form of Content Validity of Learning Package

Of Prathomsuksa 4 students

Directions:

Please give your opinion for each statement that it is appropriate or not. Then you should tick in the table, which is your opinion.

There are five alternatives as follows:

- 5 Most appropriate
- 4 More appropriate
- 3 Moderate appropriate
- 2 Less appropriate
- 1 Least appropriate

Statements	Level of Satisfaction				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Content					
2.1 Clear and easy to understand and interesting					

2.2 Correspond with learning objectives					
2.3 Suitable for students' level					
2.4 Appropriate with duration					
3. Learning Activities					
3.1 Enhance learning					
3.2 Correspond with contents					
3.3 Correspond with learning objectives					
3.4 Appropriate activities					
3.5 Suitable for students' age					
3.6 Learning activities begin from easy to difficult					
4. Assessment and Evaluation					
4.1 Correspond with learning objectives					
4.2 Assess by covering all contents which consist of activities, pre-test, and post-test					
5. The Lesson Form					
5.1 Interesting and high quality					
5.2 Distinctive, and attractive illustration with appropriate contents					
Total					

APPENDICES VI

**The Evaluation Form of Content Validity of Questionnaire of learner's
satisfaction with the Effective of Teaching Reading Skills by using Learning
Packages on Prathomsuksa 4 students**

**The Evaluation Form of Content Validity of Questionnaire of learner's
satisfaction with the Effective of Teaching Reading Skills by using
Learning Packages of Prathomsuksa 4 students**

Directions:

Please give your opinion for questionnaire's statement, that it is appropriate or not. Then you should comments in the table, which is your opinion.

Items	Statements	Comments from the experts
1	I enjoyed the activities provided in the learning packages.	
2	I learned from learning packages and could apply them in my daily life.	
3	Practicing various activities from learning packages was interesting.	
4	The learning packages were understandable and easy to do.	
5	The contents and activities were relevant.	
6	The contents and activities are suitable with my English level.	
7	Learning through using learning packages technique helped improve my reading ability.	
8	Learning through using learning packages technique helped me to understand the contents well.	
9	The examples in the contents and activities of the lesson were interesting.	
10	Learning about reading skills by using learning packages useful for my future.	

11	I feel motivated when learning English by doing and practicing the learning packages.	
12	Learning through lessons will enhance my learning.	
13	Learning through learning packages technique can help me improve my critical thinking.	
14	Learning reading skills through using learning packages technique has improved my speaking.	
15	I have a positive attitude toward learning English after learn learning packages.	

APPENDICES VII

The Evaluation Form of Content Validity Index of Item objective Congruence (IOC) of the reading skills test

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

**The Evaluation Form of Content Validity Index of Item objective
Congruence (IOC) of the reading comprehension test**

Directions: Please give your opinion for each statement that it is appropriate or not. Then you should tick in the table, which is your opinion.

There are three alternatives as follows:

- +1 when it is sure what 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.

The items of the test	Expert's estimation			Suggestion
	+1	0	-1	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

APPENDICES VIII

Questionnaire of Learners' Satisfaction towards Learning Packages.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Questionnaire of learners' satisfaction towards learning packages.

This questionnaire is designed to gather information about learners' satisfaction towards the lessons for Lao Undergraduate Students. The questionnaire is divided into 2 parts.

Part1: Learners' Information. Pleas, answer checking truly in your information.

Gender Male Female
 Age 7-8 9-10

Part 2 :Direction: Please answer by checkingtruly and accordingly to your opinions and data as follow:

5 means the most satisfactory
 4 means very satisfactory
 3 means moderate satisfactory
 2 means less satisfactory
 1 means the least satisfactory

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
1	I enjoyed the activities provided in the learning packages.					
2	I learned from learning packagesand could apply them in my daily life.					
3	Practicing various activities from learning packages was interesting.					
4	The learning packageswere understandable and easy to do.					
5	The contents and activities were relevant.					
6	The contents and activities are suitable with my English level.					
7	Learning through using learning					

	package technique helped improve my reading ability.					
8	Learning through using learning packages technique helped me to understand the contents well.					
9	The examples in the contents and activities of the lesson were interesting.					
10	Learning about reading comprehension by using learning packages useful for my future.					
11	I feel motivated when learning English by doing and practicing the learning packages.					
12	Learning through lessons will enhance my learning.					
13	Learning through learning package technique can help me improve my critical thinking.					
14	Learning reading skills through using learning package techniques has improved my speaking.					
15	I have a positive attitude toward learning English after learn learning packages.					

APPENDICES IX

The official letter

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/C1067

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

May 16, 2016

Dear Assistant Professor Dr. Akkarapon Nuemaihom,

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 Miss Wanthida Yoikratok , a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Effect of Teaching Reading Comprehension by Using Reading Package on Prathomsuksa 4 Students.”** under the supervision of Dr. Surachai Piyankool, 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/C1067

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

May 16, 2016

Dear Mr. Pornchai Wongwai,

Subject: Requesting to be the Expert for the Research Instruments

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No. 0545.11/C1067

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Dear Mrs. Julaporn Laongthong,

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No. 0545.11/C1071

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

May 23, 2016

Dear Director of Bankudhin School

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its compliments to you, the Director of Bankudhin School, and asks your permission to allow Miss Wanthida Yoikratok to tryout the research instrument. I wish to inform that Miss Wanthida Yoikratok, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The Effect of Teaching Reading Comprehension by Using Reading Package on Prathomsuksa 4 Students.”** under the supervision of Dr. Surachai Piyanukul a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

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No. 0545.11/C1071

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Buriram 31000, THAILAND

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CURRICULUM VITAE

Name WanthidaYoikratok

Date of Birth : May 13, 1990

Place of Birth : Ban Nongpruenoi, Muang District, Buriram Province

Address : 119 Moo 9, Ban Nongpruenoi, SayaijikSubdistrict, Muang
BruiramDistrict, Buriram Province

Education : 1997 Ban Nongpruenoi School, MuangBuriram
District, Buriram Province

Phattaraporhit School, MuangBuriram District,
Buriram Province

2014 Bachelor of Education (English), Buriram
Rajabhat University

2014-2017 Master of Arts Program in English, Buriram
Rajabhat University

Working Place : Ratchamontree School, Moo 11, Samaedam Sub-district,
Bangkhontaein District, Bangkok.