



รายการอ้างอิง

ภาษาไทย

- กมลทิพย์ เสวตมาลัย. "ระดับความสามารถด้านการฟังภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนต้น." วิทยานิพนธ์ปริญญาโทมหาบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย, 2530.
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ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ก
รายนามผู้ทรงคุณวุฒิและผู้อนุเคราะห์บันทึกเสียงภาษาอังกฤษ

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

รายนามผู้ทรงคุณวุฒิ

รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแผนการสอน

1. นางอรสา บุรณกิจ ผู้ช่วยหัวหน้าหมวดภาษาอังกฤษ โรงเรียนสันติราษฎร์วิทยาลัย
2. นางไพบูลย์ นิมิตยงสกุล หัวหน้าหมวดภาษาอังกฤษ โรงเรียนศิลาจารพิพัฒน์
3. นายมงคล ออกแมน หัวหน้าหมวดภาษาอังกฤษ โรงเรียนบ้านหมอ "พัฒนานุกูล"
4. นายรุ่งเรือง ชงศิลา หัวหน้าศูนย์อิริก โรงเรียนสระบุรีวิทยาคม
5. Mr. Abe Binstock Academic Advisor สถาบันสอนภาษา AUA

รายนามผู้ทรงคุณวุฒิตรวจพิจารณาแบบสอบวัดผลสัมฤทธิ์

1. นางสาวพิรุณ ศิลภัทร ศึกษานิเทศก์ภาควิชาภาษาอังกฤษ (Listening) กรมสามัญศึกษา กระทรวงศึกษาธิการ
2. นางอรสา บุรณกิจ ผู้ช่วยหัวหน้าหมวดภาษาอังกฤษ โรงเรียนสันติราษฎร์วิทยาลัย
3. นางไพบูลย์ นิมิตยงสกุล หัวหน้าหมวดภาษาอังกฤษ โรงเรียนศิลาจารพิพัฒน์
4. นายรุ่งเรือง ชงศิลา หัวหน้าศูนย์อิริก โรงเรียนสระบุรีวิทยาคม
5. Mr. Abe Binstock Academic Advisor สถาบันสอนภาษา AUA

รายนามผู้อนุเคราะห์บันทึกเสียงภาษาอังกฤษ

1. Mr. Abe Binstock Academic Advisor สถาบันสอนภาษา AUA
2. Mr. Blake Cooper อาจารย์สถาบันสอนภาษา AUA

รายนามผู้ตรวจให้คะแนนในการทดสอบก่อนและหลังการสอน

1. นายรุ่งเรือง ชงศิลา
2. ผู้วิจัย

รายนามผู้ตรวจให้คะแนนในการทดสอบทดลองใช้เครื่องมือ

1. นายรุ่งเรือง ชงศิลา
2. นางมณฑล ออกแมน
3. ผู้วิจัย



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก ข
หนังสือขอความร่วมมือในการวิจัย

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

ที่ ทม 0309/

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพฯ 10330

กรกฎาคม 2535

เรื่อง ขอความร่วมมือในการวิจัย
เรียน อธิบดีกรมสามัญศึกษา กระทรวงศึกษาธิการ
สิ่งที่ส่งมาด้วย 1. โครงร่างวิทยานิพนธ์
2. แผนการสอน

เนื่องด้วย น.ส. นริศรา ดานวงศ์ นิสิตชั้นปริญญาโทบัณฑิต ภาคศึกษามัธยมศึกษา กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "ผลของการใช้เทคนิคการสื่อความหมายให้เข้าใจตรงกันที่มีต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษทักษะฟัง-พูดของนักเรียนชั้นมัธยมศึกษาปีที่ 3" โดยมี รองศาสตราจารย์ สุภัทรา อักษรานุเคราะห์ เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตจำเป็นต้องเก็บรวบรวมข้อมูลที่เกี่ยวข้องโดยการนำแผนการสอนไปทดลองกับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ของโรงเรียนดอนพุดวิทยา อำเภอคอนพุด จังหวัดสระบุรี ในสังกัดกรมสามัญศึกษา เป็นเวลา 8 สัปดาห์ ๆ ละ 2 คาบ

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาอนุญาตให้ น.ส. นริศรา ดานวงศ์ ได้เก็บรวบรวมข้อมูลดังกล่าว เพื่อประโยชน์ทางวิชาการ และหากจะกรุณามีหนังสือแจ้งไปยังโรงเรียนดังกล่าว ให้ความอนุเคราะห์แก่นิสิตผู้นี้ ก็จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ศาสตราจารย์ ดร. ถาวร วัชรภักย์)

คณบดีบัณฑิตวิทยาลัย

แผนมาตรฐานการศึกษา

โทร. 2183530

ที่ ศธ 0806/03776

กองการมัธยมศึกษา กรมสามัญศึกษา
กระทรวงศึกษาธิการ กทม. 10300

22 กรกฎาคม 2536

เรื่อง ขอความร่วมมือในการทำวิจัย

เรียน

ด้วย นางสาวนริศรา ดานวงศ์ นิสิตปริญญาโทบัณฑิต ภาควิชามัธยมศึกษา บัณฑิตวิทยาลัยจุฬาลงกรณ์มหาวิทยาลัย กำลังดำเนินการวิจัยเรื่อง "ผลของการใช้เทคนิคการสื่อความหมายให้เข้าใจตรงกันที่มีต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษทักษะฟัง-พูดของนักเรียนชั้นมัธยมศึกษาปีที่ 3" ในการนี้ผลิตมีความประสงค์ขอความร่วมมือจากนักเรียนชั้นมัธยมศึกษาปีที่ 3 ทำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เพื่อเป็นข้อมูลประกอบการทำวิจัย

กองการมัธยมศึกษาพิจารณาแล้ว เห็นว่าการทำวิจัยดังกล่าวจะเป็นประโยชน์ต่อครูอาจารย์ ในด้านการเลือกหาเทคนิคการสอนวิชาภาษาอังกฤษให้มีการสื่อความหมายให้เข้าใจตรงกันได้อย่างรวดเร็ว สมควรให้การสนับสนุน

จึงเรียนมาเพื่อโปรดอนุเคราะห์และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นายบุญรอด วัฒนชัย)

ศึกษานิเทศก์ 8 รักษาราชการแทน

ผู้อำนวยการกองการมัธยมศึกษา

ฝ่ายส่งเสริมมาตรฐานการศึกษา

โทร. 2828466

โทรสาร 2824096



ภาคผนวก ค

ตัวอย่างแผนการสอน เทคนิคการสื่อความหมายให้เข้าใจตรงกัน

โดยตรงและโดยอ้อม

(แผนการสอนฉบับสมบูรณ์ที่ภาควิชามัธยมศึกษา)






ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Daily Lesson Plan
(Explicit Negotiation for Meaning)

- CLASS : M.3
DATE :
TIME : 50 minutes
CONTENT : "Find the treasure" adapted from Tandem Plus
AIDS : pictures, chart, cards, sheets, cassette tape, objects
- BACKGROUND :
- Vocabulary : number 1-20, gold, diamond, the alphabet.
Grammar : I have got (some).
I haven't got (any).
- ASSUMPTION :
- Vocabulary : treasure, ruby, emerald
Grammar : *Have you got any treasure?*
Yes, (I have). / No, (I haven't).
- Negotiation for meaning : incomprehension + clarification
- *Sorry? / Pardon?*
confirmation
- *(repeat) O.K. Thanks.*

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>1. TERMINAL OBJECTIVE</p> <p>Students are able to use explicit negotiation for meaning</p> <p>a. <u>incomprehension</u> + <u>clarification</u></p> <p>- <u>Sorry? / Pardon?</u></p> <p>b. <u>confirmation</u></p> <p>- (repeat) O.K. Thanks.</p> <p>2. ENABLING OBJECTIVE</p> <p>2.1 Students are able to pronounce, spell and give the meanings of treasure, ruby and emerald.</p>	<p>PRESENTATION</p> <p>- In most conversation there is no perfect understanding between speaker and listener. The problems such as misunderstanding, no understanding or incomplete understanding always occur. For example, if you didn't hear your partner's words or you weren't sure what he was saying. What would you do?</p> <p>- In order to solve these problems we need to use negotiation for meaning technique.</p> <p>- Today, I'll teach you a negotiation for meaning technique use for asking for repetition. Let's start with some words you've already learned.</p> <p>(PUTS UP A CHART)</p>	<p>Ss:</p> <p>(complete the chart)</p>	<p>1. Observe how students pronounce, spell and give the meanings of the words.</p> <p>2. Observe students' conversation.</p> <p>3. Observe students' use of non - verbal behavior.</p> <p>4. Observe how students do the activity.</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to ask and answer by using "Have you got any treasure?"</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to find out where their partners' treasure is hidden.</p>	<p>Fill in the blanks with have or haven't</p> <ol style="list-style-type: none">  I _____ got any _____.  I _____ got some _____.  We _____ got any watch.  I _____ got _____ bracelets.  We _____ got _____ pearls. <p>(CHECKS THE CHART)</p> <p>- Good. You can remember them.</p> <p><u>Treasure</u></p> <p>(SHOWS A PICTURE)</p>	<p>Ss: A necklace, a bracelet and a watch.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A BOX)</p> <p>- Let's see what it is.</p> <p>(CHOOSES A STUDENT TO OPEN IT)</p> <p>- This is my treasure box.</p> <p>- What can you see in the box?</p> <p>(POINTS TO A RING AND EARRINGS)</p> <p>- This is my treasure, too.</p> <p>- Treasure, repeat.</p> <p>- Treasure is a valued object that someone keeps it for future.</p> <p>- What does it mean in Thai?</p> <p>- Is it a verb or a noun?</p> <p>- Well, how do you spell it?</p> <p>(PUTS UP A WORD CARD)</p> <p><u>a ruby</u></p> <p>(SHOWS A PICTURE)</p> <p>- These are rubies.</p>	<p>Ss: Some dolls and some photographs.</p> <p>(REPEAT)</p> <p>Ss: ท้าพระสมัญดี</p> <p>Ss: Noun.</p> <p>Ss: T-R-E-A-S-U-R-E.... treasure.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - This is a ruby necklace. (SHOWS A PICTURE) - This is a ruby ring. - What do you call "ruby" in Thai? - Right. ทับทิม or พลอยสีทับทิม. - Ruby, repeat. (PUTS UP A WORD CARD) - Spell the word, please. - Is it a noun? <u>an emerald</u> (PUTS UP A PICTURE) - These are emeralds. (SHOWS A PICTURE) - This is an emerald necklace. (SHOWS A PICTURE) - These are emerald earrings. 	<p>Ss: ทับทิม (REPEAT)</p> <p>Ss: R-U-B-Y... ruby. Ss: Yes.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- What do you call "emeralds" in Thai? - Yes. Emerald, repeat. (PUTS UP A WORD CARD) - Is it a verb or a noun? - Spell the word, please.</p> <p>HAVE YOU GOT ANY TREASURE?</p> <p>(GIVES THREE STUDENTS THE PICTURES) <i>(role plays with them)</i></p> <p>- Class, listen to me and Sa carefully. - Sa, have you got any treasure? - Is it a watch? - Sb, have you got any treasure? - Sc, have you got any treasure? - Is it a watch?</p>	<p>SS: อมัลฑ (REPEAT)</p> <p>Ss: Noun. SS: E-M-E-R-A-L-D.. emerald.</p> <p>Sa: Yes, I have. Sa: No, it's gold. (SHOWS A PICTURE OF GOLD) Sb: No, I haven't. (SHOWS THE EMPTY PICTURE) Sc: Yes. Sc: Yes. (SHOWS THE PICTURE OF A WATCH)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Have you got any treasure? .. Repeat. (POINTS TO STUDENT A) - Sa, answer. Class, repeat. - Have you got any treasure? .. Repeat. - Sb, answer. Class, repeat. (STICKS THE SENTENCE CARDS) - Repeat. (READS THE CARDS) - Groups of four. Ask and answer who has got a treasure and what it is. Do not look at each other's card. (GIVES EACH STUDENT A CARD) - O.K. I have seen all of you can speak well. 	<p>(REPEAT)</p> <p>Sa: Yes, I have. (REPEAT) (REPEAT)</p> <p>Sb: No, I haven't. (REPEAT)</p> <p>(REPEAT CHORALLY AND INDIVIDUALLY) (GROUP WORK)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>PRACTICE</p> <p>- When you are talking with someone and you don't hear his words or you are not sure what he says. You might use negotiation for meaning as follows:</p> <ol style="list-style-type: none"> 1. You could stop and ask him at the same time to repeat the words by using "sorry? / pardon?" 2. After you hear the word do not forget to tell him. You could say "O.K. Thanks" or repeat the words. <p>- Listen to the example.</p> <p>(PLAYS A TAPE RECORDER)</p> <p style="text-align: center;"><i>TAPE SCRIPT</i></p> <p>A: Have you got any treasure in H77 B: Sorry? A: Have you got any treasure in H77</p>	<p>(LISTEN TO THE TAPE)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>B: In H7? Yes, I have. I've got gold.</p> <p>A: Pardon? B: I have got gold. A: Gold. O.K. Thanks.</p> <p>- Has A got any treasure? - Where is his treasure? - What is it? - Well. B is not sure what A's question is what does he say? - What does A do?</p> <p>- What does A do when he can't hear B's answer? - What does B do? - What does A say when he knows B's answer?</p>	<p>Ss: Yes. Ss: In H7. Ss: It's gold. Ss: Sorry?</p> <p>Ss: He repeats his question. Ss: He says "Pardon?"</p> <p>Ss: He repeats his answer. Ss: He says "Gold. O.K. Thanks."</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - What does B say when he knows A's question? - Very well. - If you don't hear your partner's words or you are not sure what they are what would you do? - How? - In this case we use "Sorry?" and "Pardon?" to both stop our partner and to ask for clarification. - If you know the words what would you do? - Great.. Repeat. <p>(PLAYS THE TAPE RECORDER)</p> <p>(GIVES EACH STUDENTS A CARD OF PICTURES)</p> <ul style="list-style-type: none"> - Sd, Have you got any treasure in B5? - (Louder) Have you got any treasure in B5? 	<p>Ss: He repeats some of A's question.</p> <p>Ss: Stop him and ask him to say it again.</p> <p>Ss: Say "sorry?/pardon?"</p> <p>Ss: Repeat them and say "O.K. Thanks."</p> <p>(REPEAT CHORALLY AND INDIVIDUALLY)</p> <p>Sd: Sorry? / Pardon?</p> <p>Sd: In B5? No, I haven't.</p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Sd, ask in whisper. - Se, Do you hear Sd? - Ask Sd to say that again. <ul style="list-style-type: none"> - Work in pairs. Ask and answer about each other's picture. You can ask for repetition. (GIVES EACH STUDENT TWO PICTURES) - O.K. Continue work in pairs. (GIVES EACH STUDENT A TASK SHEET) - You must not look at each other's sheet. 	<p>Sd: Have you got any treasure in B1?</p> <p>Se: No.</p> <p>Sb to Sd: Sorry? / Pardon?</p> <p>Sd: (<i>speaks louder</i>) Have you got any treasure in B1?</p> <p>Sd: In B1? Yes, I have. I've got a shell.</p> <p>Sd: Shell. O.K. Thanks. (<i>pair work</i>)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- You have each got two grids on your sheet. There is some treasure on one of the grids. Ask your partner where the treasure is located? Record the answer on the blank grid on your task sheet .</p> <p>- Do you have any problem?</p> <p>- Oh. G stands for gold. D stands for diamonds. R stands for rubies. E stands for emeralds.</p> <p>- You have ten minutes to do this.</p>	<p>SS: What are G, D, R and E?</p> <p>(pair work)</p>	

OBJECTIVE

PROCEDURE

EVALUATION

TEACHER

STUDENT

TASK SHEETS

FIND THE TREASURE

- Gold (G) = 2 x 4 squares
- Diamonds (D) = 4 x 3 squares
- Rubies (R) = 4 x 2 squares
- Emeralds (E) = 6 x 2 squares

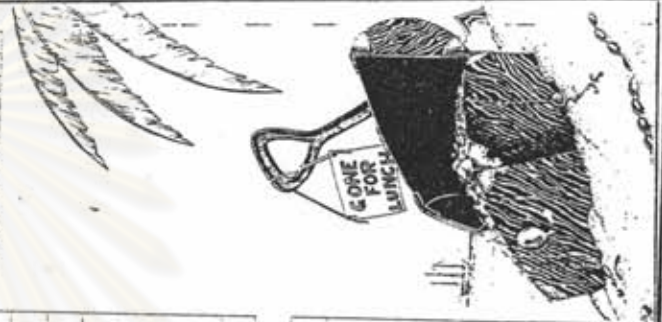
Student A, hide your treasure in Grid 1. Student B, hide your treasure in Grid 2. Take turns to ask questions to find your partner's treasure and record what you find on the other grid. You have got ten minutes. The winner is the person to find the most treasure after ten minutes.

Example grid

	A	B	C	D	E	F	G	H	I	J
1	E	E						R	E	
2	D	D	D					K	E	R
3								R		
4		R						G		
5			K	D	D		G	G		
6			G		D		G	E	E	
7			G					R		G
8			G	G				R		
9	E	E	D	E				E	E	E
10	E	D	D	E				E	D	D

Grid 1	A	B	C	D	E	F	G	H	I	J
1	R			D	D					E
2	R	E		D	G					E
3				D	D					
4				G	D			D		
5				G	A			D	E	E
6					R			D		
7	E				E				R	G
8	E	R	R						E	R
9	D	R	R						E	R
10	D	D							E	G

Grid 2	K	L	M	N	O	P	Q	R	S	T
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										








OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Time is up.</p> <p>EVALUATION</p> <p>- Sf and Sg act out your task, please.</p> <p>(CHOOSES TWO PAIRS TO ACT OUT THEIR TASKS)</p> <p>TRANSFER</p> <p>- In pairs, prepare your own game. The treasure can be exchanged for money, guns, cars, etc. and the grid references can also be changed, for example, higher numbers, colours, months of the year, etc. Then do the activity again.</p>	<p>(TWO PAIRS ACT OUT THEIR TASKS)</p> <p>(WORK IN PAIRS)</p>	

Daily Lesson Plan
(Implicit Negotiation for Meaning)

- CLASS : M.3
DATE :
TIME : 50 minutes
CONTENT : "Find the treasure" adapted from Tandem Plus
AIDS : pictures, chart, cards, sheets, cassette tape, objects
BACKGROUND :
Vocabulary : number 1-20, gold, diamond, the alphabet.
Grammar : I have got (some).
I haven't got (any).
ASSUMPTION :
Vocabulary : treasure, ruby, emerald
Grammar : *Have you got any treasure?*
Yes, (I have). / No, (I haven't).
Negotiation for meaning : incomprehension + clarification
- *Sorry? / Pardon?*
confirmation
- *(repeat) O.K. Thanks.*

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>1. TERMINAL OBJECTIVE</p> <p>Students are able to use implicit negotiation for meaning</p> <p>a. <u>incomprehension</u> + <u>clarification</u></p> <p>- <i>Sorry? / Pardon?</i></p> <p>b. <u>confirmation</u></p> <p>- (repeat) O.K.</p> <p>Thanks.</p>	<p>PRESENTATION</p> <p>- Do you like playing game?</p> <p>- Well, you are going to play a game called "Find the treasure".</p> <p>- Do you know how to play it?</p> <p>- I'll tell you later. Now let's start with some words you've learned.</p> <p>(PUTS UP A CHART)</p>	<p>Ss: Yes.</p> <p>Ss: No.</p> <p>(COMPLETE THE CHART)</p>	<p>1. Observe how students pronounce, spell and give the meanings of the words.</p> <p>2. Observe students' conversation.</p> <p>3. Observe students' use of non - verbal behavior.</p> <p>4. Observe how students do the activity.</p>
<p>2. ENABLING OBJECTIVE</p> <p>2.1 Students are able to pronounce, spell and give the meanings of treasure, ruby and emerald.</p>	<p>Fill in the blanks with have or haven't</p> <p>1.  I _____ got any _____.</p> <p>2.  I _____ got some _____.</p> <p>3.  We _____ got any watch.</p> <p>4.  I _____ got _____ bracelets.</p> <p>5.  We _____ got _____ pearls.</p>		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to ask and answer by using "Have you got any treasure?"</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to find out where their partners' treasure is hidden.</p>	<p>(CHECKS THE CHART)</p> <p>- Good. You can remember them.</p> <p><u>treasure</u></p> <p>(SHOWS A PICTURE)</p> <p>- What can you see in this picture?</p> <p>- Right. This is treasure.</p> <p>(SHOWS A BOX)</p> <p>- Let's see what it is.</p> <p>(CHOOSES A STUDENT TO OPEN IT)</p> <p>- This is my treasure box.</p> <p>- What can you see in the box?</p> <p>(POINTS TO A RING AND EARRINGS)</p> <p>- This is my treasure, too.</p> <p>- Treasure, repeat.</p> <p>- Treasure is a valued object that someone keeps it for future.</p> <p>- What does it mean in Thai?</p> <p>- Is it a verb or a noun?</p> <p>- Well, how do you spell it?</p>	<p>Ss: A necklace, a bracelet and a watch.</p> <p>Ss: Some dolls and some photographs.</p> <p>(REPEAT)</p> <p>Ss: ทริพย์สมบัติ</p> <p>Ss: Noun.</p> <p>Ss: T-R-E-A-S-U-R-E...</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(PUTS UP A WORD CARD)</p> <p><u>a ruby</u></p> <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - These are rubies. - This is a ruby necklace. <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - This is a ruby ring. - What do you call "ruby" in Thai? - Right. ร้บ้บ้บ้ or ร้บ้บ้บ้บ้บ้บ้. - Ruby, repeat. <p>(PUTS UP A WORD CARD)</p> <ul style="list-style-type: none"> - Spell the word, please. - Is it a noun? <p><u>an emerald</u></p> <p>(PUTS UP A PICTURE)</p> <ul style="list-style-type: none"> - These are emeralds. 	<p>Ss: ร้บ้บ้บ้ (REPEAT)</p> <p>Ss: R-U-B-Y... ruby. Ss: Yes.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - This is an emerald necklace. (SHOWS A PICTURE) - These are emerald earrings. - What do you call "emeralds" in Thai? - Yes. Emerald, repeat. (PUTS UP A WORD CARD) - Is it a verb or a noun? - Spell the word, please. <p>HAVE YOU GOT ANY TREASURE?</p> <p>(GIVES THREE STUDENTS THE PICTURES)</p> <p>(role plays with them)</p> <ul style="list-style-type: none"> - Class, listen to me and Sa carefully. - Sa, have you got any treasure? - Is it a watch? - Sb, have you got any treasure? 	<p> Ss: อัญมณี (REPEAT) </p> <p> Ss: Noun. Ss: E-M-E-R-A-L-D.. emerald. </p> <p> Sa: Yes, I have. Sa: No, it's gold. (SHOWS A PICTURE OF GOLD) Sb: No, I haven't. (SHOWS THE EMPTY PICTURE) </p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Sc, have you got any treasure? - Is it a watch? - Have you got any treasure? .. Repeat. (POINTS TO STUDENT A) - Sa, answer. Class, repeat. - Have you got any treasure? .. Repeat. - Sb, answer. Class, repeat. - Repeat. - Groups of four. Ask and answer who has got a treasure and what it is. Do not look at each other's card. (GIVES EACH STUDENT A CARD) - O.K. I have seen all of you can speak well. 	<ul style="list-style-type: none"> Sc: Yes. Sc: Yes. (SHOWS THE PICTURE OF A WATCH) - (REPEAT) Sa: Yes, I have. (REPEAT) (REPEAT) Sb: No, I haven't. (REPEAT) (REPEAT CHORALLY AND INDIVIDUALLY) (GROUP WORK) 	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>PRACTICE</p> <ul style="list-style-type: none"> - This is the example of how to play the game. <p>(PLAYS THE TAPE RECORDER)</p> <p>TAPE SCRIPT</p> <p>A: Have you got any treasure in H7? B: Sorry? A: Have you got any treasure in H7? B: In H7? A: Pardon? B: I have got gold. A: Gold. O.K. Thanks.</p> <ul style="list-style-type: none"> - Has A got any treasure? - Where is his treasure? - What is it? - Good. Listen and repeat. <p>(PLAYS THE TAPE RECORDER)</p> <ul style="list-style-type: none"> - Work in pairs. Take turns asking and answering. Use cue cards. 	<p>(LISTEN TO THE TAPE)</p> <p>Ss: Yes. Ss: In H7. Ss: It's gold. (REPEAT CHORALLY AND INDIVIDUALLY) (TAKING TURN TO ASK AND ANSWER)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(GIVES EACH PAIR CARD A & B)</p> <p>CARD A</p> <p>A: (in whisper) Have you got any treasure in B5?</p> <p>B: (louder) Have you got any treasure in B5?</p> <p>A: (in whisper) Have you got any treasure in B5?</p> <p>B: (louder) Have you got any treasure in B5?</p> <p>A: What is it?</p> <p>B: They're gloves.</p> <p>A: Sorry? / Pardon?</p> <p>B: They're gloves.</p> <p>A: Gloves. O.K. Thanks.</p>	<p>A: (in whisper) Have you got any treasure in B5?</p> <p>B: Sorry? / Pardon?</p> <p>A: (louder) Have you got any treasure in B5?</p> <p>B: Sorry? / Pardon?</p> <p>A: (louder) Have you got any treasure in B5?</p> <p>B: In B5? Yes, I have.</p> <p>A: What is it?</p> <p>B: They're gloves.</p> <p>A: Sorry? / Pardon?</p> <p>B: They're gloves.</p> <p>A: Gloves. O.K. Thanks.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>CARD B</p> <p>A: Sorry? / Pardon? B: In B5? Yes, I have. A: They're gloves. B: Gloves. O.K. Thanks.</p>		
	<ul style="list-style-type: none"> - O.K. Continue work in pairs. (GIVES EACH STUDENT A TASK SHEET) - You must not look at each other's sheet . - You have each got two grids on your sheet. There is some treasure on one of the grids. Ask your partner where the treasure is located? Record the answer on the blank grid on your task 		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>sheet.</p> <ul style="list-style-type: none"> - Do you have any problem? - Oh. G stands for gold. D stands for diamonds. R stands for rubies. E stands for emeralds. - You have ten minutes to do this. 	<p>Ss: What are G, D, R and E?</p> <p>(pair work)</p>	

OBJECTIVE

PROCEDURE

EVALUATION

TEACHER

STUDENT

TASK SHEETS

FIND THE TREASURE

- Gold (G) = 2 x 4 squares
- Diamonds (D) = 4 x 3 squares
- Ribbons (R) = 4 x 2 squares
- Emeralds (E) = 6 x 2 squares

Student A, hide your treasure in Grid 1. Student B, hide your treasure in Grid 2. Take turns to ask questions to find your partner's treasure and record what you find on the other grid. You have got ten minutes. The winner is the person to find the most treasure after ten minutes.

Grid 1

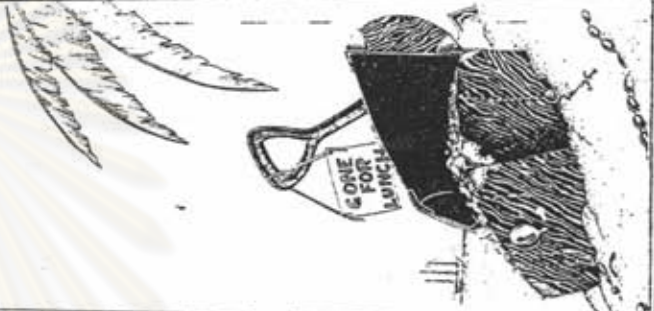
	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Grid 2

	K	L	M	N	O	P	Q	R	S	T
11	D	D						E	R	
12	D	R						E	R	
13								D	D	
14		R						D	D	
15		E						E	E	
16		E						G	G	
17		E	D					R		
18		D	E					E	R	D
19		D	E					E	D	D
20		R						G		

Example grid

	A	B	C	D	E	F	G	H	I	J
1	E	E							K	E
2	D	D			R			R	E	R
3					R					
4		R			G					
5		K	D	D	G					
6	G	G	D		G	F	E			
7	G	G		R		G				
8		G	G		R					
9	E	D		E		E	F			
10	E	D		E		D	D			



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Time is up.</p> <p>EVALUATION</p> <p>- Sf and Sg act out your task, please.</p> <p>(CHOOSES TWO PAIRS TO ACT OUT THEIR TASKS)</p> <p>TRANSFER</p> <p>- In pairs, prepare your own game. The treasure can be exchanged for money, guns, cars, etc. and the grid references can also be changed, for example, higher numbers, colours, months of the year, etc. Then do the activity again.</p>	<p>(TWO PAIRS ACT OUT THEIR TASKS)</p> <p>(WORK IN PAIRS)</p>	

Daily Lesson Plan
(Explicit Negotiation for Meaning)

- CLASS : M.3
- DATE :
- TIME : 50 minutes
- CONTENT : "Late for school" adapted from Tandem Plus
- AIDS : pictures, chart, cards, respective task sheets,
cassette tape
- BACKGROUND :
- Vocabulary : bike, bus, train, feel well, forget,
dentist
- Grammar : Simple past tense
- ASSUMPTION :
- Vocabulary : late, miss, fall off, break down,
oversleep, have to
- Grammar : *Why was Tom late?*
Because he missed the bus.
- Negotiation for meaning : incomprehension
- *Wait!*
- clarification
- *You are going much too fast.*
- confirmation
- *(repeat)*

OBJECTIVE	PROCEDURE		EVALUATION																
	TEACHER	STUDENT																	
<p>1. TERMINAL OBJECTIVE Students are able to use explicit negotiation for meaning</p> <p>a. <u>incomprehension</u> - <i>Wait!</i></p> <p>b. <u>clarification</u> - <i>You are going much too fast.</i></p> <p>c. <u>confirmation</u> - <i>(repeat)</i></p>	<p>PRESENTATION</p> <p>- Do you have any problem understanding if your partner speaks much too fast?</p> <p>(GIVES AN EXAMPLE)</p> <p>- Can you follow him?</p> <p>- Do you know how to tell him to speak more slowly in English?</p> <p>- Do you want to know how?</p> <p>- Well, I'll teach you the negotiation for meaning technique using for solving this problem.</p> <p>- First. I want to repeat these words. (STICKS A CHART)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Match the words with the correct pictures.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 25%;">(train)</td> <td style="padding: 5px; width: 25%;">bike</td> <td style="border: 1px solid black; padding: 5px; width: 25%;">(forget)</td> <td style="padding: 5px; width: 25%;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">(bike)</td> <td style="padding: 5px;">bus</td> <td style="border: 1px solid black; padding: 5px;">(bus)</td> <td style="padding: 5px;">feel well</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">(feel well)</td> <td style="padding: 5px;">train</td> <td style="border: 1px solid black; padding: 5px;">dentist</td> <td style="padding: 5px;">sick</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">forget</td> <td style="padding: 5px;">doctor</td> <td style="padding: 5px;">(dentist)</td> </tr> </table> </div>	(train)	bike	(forget)		(bike)	bus	(bus)	feel well	(feel well)	train	dentist	sick		forget	doctor	(dentist)	<p>Ss: <i>Of course.</i></p> <p>Ss: <i>No.</i></p> <p>Ss: <i>No.</i></p> <p>Ss: <i>Yes.</i></p> <p>(match the words with pictures)</p>	<p>1. Observe how students pronounce, spell and give the meanings of the words.</p> <p>2. Observe students' conversation.</p> <p>3. Observe students' use of non - verbal behavior.</p> <p>4. Observe how students do the activity.</p>
(train)	bike	(forget)																	
(bike)	bus	(bus)	feel well																
(feel well)	train	dentist	sick																
	forget	doctor	(dentist)																
<p>2. ENABLING OBJECTIVE 2.1 Students are able to pronounce, spell and give the meanings of late, miss, fall off, break down, oversleep and have to.</p>																			

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to ask and answer the question "Why was Tom late?"</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to find out and note why other students were late.</p>	<p>- I see you remember them.</p> <p>- Let's learn some more words.</p> <p><u>have to, oversleep, miss, fall off, break down, late</u></p> <p>(PUTS UP A CHART)</p> <p><i>This is Wipa. She is a student at Donpidwittaya school. She <u>has to go to school</u> everyday because her mother is a teacher.</i></p> <p><i>Yesterday, her mother went to C.M. Wipa <u>had to go to school alone</u>. She got up at 8 o'clock. She <u>overslept</u> because she watched T.V. <u>late</u> last night.</i></p> <p><i>Wipa didn't get on the school bus she <u>messed it</u> because she was <u>late</u>. So she rode on her bicycle but she <u>fell off</u> it because it broke down. It <u>had to</u> be repaired.</i></p>	<p>(practice pronouncing, spelling and giving the meanings of the words by using the chart below)</p>	

OBJECTIVE	PROCEDURE			EVALUATION
	TEACHER	ADJECTIVE	STUDENT	
	<p>VERB</p> <p>PRESENT</p> <p>have to / has to</p> <p>overslept</p> <p>miss</p> <p>fall off</p> <p>break down</p> <p>-</p> <p>PAST</p> <p>had to</p> <p>overslept</p> <p>missed</p> <p>fell off</p> <p>broke down</p> <p>-</p> <p><u>Why was Tom late?</u></p> <p>(STICKS A CHART OF FIVE PICTURES)</p> <p>(DRAWS TWO FACES)</p> <p>- <i>Last week Tom was late for school.</i></p> <p>(STANDS AT A PICTURES OF A FACE)</p> <p>- <i>Why was Tom late on Monday?</i></p> <p>(STANDS AT THE OTHER FACE)</p> <p>- <i>He overslept.</i></p> <p>(STANDS AT THE FIRST FACE AGAIN)</p> <p>- <i>Why was Tom late on Tuesday?</i></p> <p>(STANDS AT THE SECOND ONE)</p> <p>- <i>He didn't feel well.</i></p>	<p>ADJECTIVE</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>late</p>	<p>MEANING</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Now listen and repeat.</p> <p>- In pairs, take turns asking and answering about another day.</p> <p>- Sa ask about <i>Mary...on Monday.</i></p> <p>- Sb answer...had to go to the dentist.</p> <p>- Well done.</p> <p>PRACTICE</p> <p>- If your partner speaks much too fast and you can't follow him / her, you should do the following.</p> <ul style="list-style-type: none"> - <i>First, stop your partner.</i> - <i>Then, tell your partner that she/he speaks much too fast.</i> - <i>Finally, shows your partner that you can understand his / her words.</i> <p>- This is an example. Listen.</p> <p>(PLAYS A TAPE RECORDER)</p>	<p>(repeat in teams and in pairs)</p> <p>Sa: <i>Why was Mary late on Monday?</i></p> <p>Sb: <i>She had to go to the dentist.</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>TAPESCRIPT</p> <p>A: <i>Why was Chris late for school on Monday the 3rd of September?</i></p> <p>B: <i>Wait! You are going much too fast.</i></p> <p>A: <i>Why was Chris late for school on Monday the 3rd of September?</i></p> <p>B: <i>Why was Christ late? He had to go to the dentist.</i></p> <p>A: <i>Had to go to the dentist..Why was..</i></p> <p>- Who was late for school? Why?</p> <p>- Can B follow A's question at first?</p> <p>- What does he do?</p> <p>- How?</p> <p>- What does he do next?</p> <p>- What exactly does he say?</p> <p>- After B understands the word. What does he do?</p> <p>- Very good. Listen and repeat.</p>	<p>Ss: <i>Chris. He had to go to the dentist.</i></p> <p>Ss: <i>No.</i></p> <p>Ss: <i>He stops A.</i></p> <p>Ss: <i>He says, "Wait!"</i></p> <p>Ss: <i>He tells A that he speaks much too fast.</i></p> <p>Ss: <i>You are going much too fast.</i></p> <p>Ss: <i>He repeats A's word.</i></p> <p>(repeat in teams and in pairs)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>- Listen to Sa carefully and note down why Mai was late. Tell her if she speaks much too fast.</p> <p>(CHOOSES A GOOD STUDENT TO TELL A STORY) (Gives her/him the story)</p> <p>- Well, work in pairs. (GIVE EACH PAIR THEIR RESPECTIVE TASK SHEETS - A AND B)</p> <p>- You must not look at each other's sheets.</p>	<p>(PLAYS A TAPE RECORDER)</p> <p>- Listen to Sa carefully and note down why Mai was late. Tell her if she speaks much too fast.</p> <p>(CHOOSES A GOOD STUDENT TO TELL A STORY) (Gives her/him the story)</p>	<p>(STUDENT A READS OUT THE STORY)</p> <p>Sa: <i>Mai lives in River Street. She goes to school by bus. Yesterday it rained. The bus was old. It broke down and she had to walk to school. She was wet. She was unhappy and she was late for school.</i></p> <p>Ss: <i>Wait! You are going much too fast.</i></p> <p>(STUDENT A REPEATS ALL OVER AGAIN)</p> <p>Ss: <i>It rained. The bus broke down and she had to walk to school.</i> (PAIR WORK)</p>	<p>124</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Look at your task sheet. Can you notice that a lot of students at Bryant Lane school were late on Monday the 3rd of September? - Student A has some information about 5 of those in Class 1 and Student B has information about 5 of those in Class 2. - First, think of some reasons for the other 3 students in your list. You have 5 minutes to do this. - Then, ask why the students in the other class were late. You should write the answer on your task sheet. - Finally, work out how many students give the same reasons for being late. You have 10 minutes to do this. 		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	

TASK SHEETS

LATE FOR SCHOOL

All these students in Class 1 & 2, at D.N. School were late this morning. Invent reasons for the students in Class 1 and write them on the grid. Then ask your partner why these students in Class 2 were late and write the reasons.

Class 1

Date	Mon 3rd September
Late	Reasons
John	Didn't feel well
Mrs	Missed the bus
Nick	
Nina	fell off her bike
Steve	Missed the train
June	
Sally	father's car broke down
Debbie	

Class 2

Date	Mon 3rd September
Late	Reasons
Sarah	
Judy	
James	
Liz	
Tom	
Chris	
Sam	
Gail	

All these students in Class 1 & 2, at D.N. School were late this morning. Invent reasons for the students in Class 2 and write them on the grid. Then ask your partner why these students in Class 1 were late and write the reasons.

Class 2

Date	Mon 3rd September
Late	Reasons
James	
Chris	Had to go to dentist
Gail	Overstayed
Smith	
Liz	The school bus was late
Tom	
Judy	forgot her books
Sam	missed the train

Class 1

Date	Mon 3rd September
Late	Reasons
Steve	
Fanny	
Nick	
John	
Debbie	
Nina	
Jane	
May	

ศูนย์วิทยทรัพยากร
 ภาลงกรรมทวทยาลัย

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>EVALUATION</p> <ul style="list-style-type: none"> - Volunteers to act out the activity, please. <p>(CHOOSES TWO PAIRS OF VOLUNTEERS TO ACT OUT THE ACTIVITY)</p> <p>TRANSFER</p> <ul style="list-style-type: none"> - Do the class survey based on how many students were late for school last week and the reasons they gave. Then write a short report. 	<p>(two pairs of volunteers act out the activity)</p> <p>(follow the directions)</p>	

Daily Lesson Plan
(Implicit Negotiation for Meaning)



- CLASS : M.3
- DATE :
- TIME : 50 minutes
- CONTENT : "Late for school" adapted from Tandem Plus
- AIDS : pictures, chart, cards, respective task sheets,
cassette tape
- BACKGROUND :
- Vocabulary : bike, bus, train, feel well, forget,
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- Grammar : Simple past tense
- ASSUMPTION :
- Vocabulary : late, miss, fall off, break down,
oversleep, have to
- Grammar : *Why was Tom late?*
Because he missed the bus.
- Negotiation for meaning : incomprehension
- *Wait!*
- clarification
- *You are going much too fast.*
- confirmation
- *(repeat)*

OBJECTIVE	PROCEDURE		EVALUATION																
	TEACHER	STUDENT																	
<p>1. TERMINAL OBJECTIVE Students are able to use implicit negotiation for meaning</p> <p>a. <u>incomprehension</u> - <i>Wait!</i></p> <p>b. <u>clarification</u> - <i>You are going much too fast.</i></p> <p>c. <u>confirmation</u> - <i>(repeat)</i></p> <p>2. ENABLING OBJECTIVE 2.1 Students are able to pronounce, spell and give the meanings of late, miss, fall off, break down, oversleep and have to.</p>	<p>PRESENTATION</p> <p>- Who came to school after 8.30 a.m.?</p> <p>- Did you give any reasons to your teacher?</p> <p>- Well, you are going to think of some reasons for 3 students who were late for school this morning and find out why other students were late.</p> <p>- First. I want you to repeat these words. (STICKS A CHART)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Match the words with the correct pictures.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 25%;">(train)</td> <td style="padding: 5px; width: 25%;">bike</td> <td style="border: 1px solid black; padding: 5px; width: 25%;">(forget)</td> <td style="padding: 5px; width: 25%;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">(bike)</td> <td style="padding: 5px;">bus</td> <td style="border: 1px solid black; padding: 5px;">(bus)</td> <td style="padding: 5px;">feel well</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">(feel well)</td> <td style="padding: 5px;">train</td> <td style="border: 1px solid black; padding: 5px;">dentist</td> <td style="padding: 5px;">sick</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"></td> <td style="padding: 5px;">forget</td> <td style="border: 1px solid black; padding: 5px;">(dentist)</td> <td style="padding: 5px;">doctor</td> </tr> </table> </div>	(train)	bike	(forget)		(bike)	bus	(bus)	feel well	(feel well)	train	dentist	sick		forget	(dentist)	doctor	<p>Ss: <i>I did. / We did.</i> Ss <i>Yes.</i></p> <p>(match the words with pictures)</p>	<ol style="list-style-type: none"> 1. Observe how students pronounce, spell and give the meanings of the words. 2. Observe students' conversation. 3. Observe students' use of non - verbal behavior. 4. Observe how students do the activity.
(train)	bike	(forget)																	
(bike)	bus	(bus)	feel well																
(feel well)	train	dentist	sick																
	forget	(dentist)	doctor																

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to ask and answer the question "Why was Tom late?"</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to find out and note why other students were late.</p>	<p>- I see you remember them.</p> <p>- Let's learn some more words.</p> <p>have to, oversleep, miss, fall off, break down, late</p> <p>(PUTS UP A CHART)</p> <p>This is Wipa. She is a student at Donpudwitaya school. She <u>has to</u> go to school everyday because her mother is a teacher.</p> <p>Yesterday, her mother went to C.M. Wipa <u>had to</u> go to school alone. She got up at 8 o'clock. She <u>overslept</u> because she watched T.V. <u>late</u> last night.</p> <p>Wipa didn't get on the school bus she <u>missed</u> it because she was <u>late</u>. So she rode on her bicycle but she <u>fell off</u> it because it broke down. It <u>had to</u> be repaired.</p>	<p>(practice pronouncing, spelling and giving the meanings of the words by using the chart below)</p>	

OBJECTIVE	PROCEDURE			EVALUATION
	TEACHER	ADJECTIVE	STUDENT	
	<p>VERB</p> <p>PRESENT have to / has to oversleep miss fall off break down -</p> <p>PAST had to overslept missed fell off broke down -</p> <p><u>Why was Tom late?</u> (STICKS A CHART OF FIVE PICTURES) (DRAWS TWO FACES) - <i>Last week Tom was late for school.</i> (STANDS AT A PICTURES OF A FACE) - <i>Why was Tom late on Monday?</i> (STANDS AT THE OTHER FACE) - <i>He overslept.</i> (STANDS AT THE FIRST FACE AGAIN) - <i>Why was Tom late on Tuesday?</i> (STANDS AT THE SECOND ONE) - <i>He didn't feel well.</i></p>	<p>ADJECTIVE</p> <p>- - - - - late</p>	<p>MEANING</p> <p>_____ _____ _____ _____ _____ _____</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Now listen and repeat.</p> <p>- In pairs, take turns asking and answering about another day.</p> <p>- Sa ask about Mary...on Monday.</p> <p>- Sb answer...had to go to the dentist.</p> <p>- Well done.</p> <p>PRACTICE</p> <p>- Let's listen how the activity will work.</p> <p>(PLAYS A TAPE RECORDER)</p> <p>TAPESCRIPT</p> <p>A: <i>Why was Chris late for school on Monday the 3rd of September?</i></p> <p>B: <i>Wait! You are going much too fast.</i></p> <p>A: <i>Why was Chris late for school on Monday the 3rd of September?</i></p> <p>B: <i>Why was Christ late? He had to go to the dentist.</i></p> <p>A: <i>Had to go to the dentist..Why was..</i></p> <p>- Who was late for school? Why?</p>	<p>(repeat in teams and in pairs)</p> <p>Sa: <i>Why was Mary late on Monday?</i></p> <p>Sb: <i>She had to go to the dentist.</i></p> <p>Ss: <i>Chris. He had to go to the dentist.</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- O.K. Listen and repeat. (PLAYS THE TAPE RECORDER)</p> <p>- I want you to work in pairs. (GIVES EACH PAIRS CUE CARDS)</p> <p>- Take turns asking and answering. Use the cue cards given.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CUE CARD A</p> <p>A: <i>Why was Mai late for school this morning?</i></p> <p>B:</p> <p>A: <i>Wait! You are going much too fast.</i></p> <p>B:</p> <p>A: <i>It rained. The bus broke down and he had to walk to school.</i></p> </div>	<p>(repeat in teams and in pairs)</p> <p>(have conversation in pairs)</p> <p>A: <i>Why was Mai late for school this morning?</i></p> <p>B: <i>It rained. The bus was old. It broke down and he had to walk to school.</i></p> <p>A: <i>Wait! You are going much too fast.</i></p> <p>B: <i>It rained. The bus was old. It broke down and he had to walk to school.</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p style="text-align: center;">CUE CARD B</p> <p>A: <i>It rained. The bus was old. It broke down and he had to walk to school.</i></p> <p>B: <i>It rained. The bus was old. It broke down and he had to walk to school.</i></p> <p>A: <i>It rained. The bus was old. It broke down and he had to walk to school.</i></p>	<p>A: <i>It rained. The bus broke down and he had to walk to school.</i></p> <p style="text-align: right;">(pair work)</p>	
	<p>- Well, continue work in pairs. (GIVES EACH PAIR THEIR RESPECTIVE TASK SHEETS - A AND B)</p> <p>- You must not look at each other's sheets.</p>		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Look at your task sheet. Can you notice that a lot of students at Bryant Lane school were late on Monday the 3rd of September? - Student A has some information about 5 of those in Class 1 and Student B has information about 5 of those in Class 2. - First, think of some reasons for the other 3 students in your list. You have 5 minutes to do this. - Then, ask why the students in the other class were late. You should write the answer on your task sheet. - Finally, work out how many students give the same reasons for being late. You have 10 minutes to do this. 		

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	

TASK SHEETS

LATE FOR SCHOOL

All these students in Class 1 & 2 at D.V. School were late this morning. Invent reasons for the students in Class 1 and write them on the grid. Then ask your partner why these students in class 2 were late and write the reasons.

Class 1

Date	Mon 3rd September
Late	Rushing
John	Didn't feel well
Mary	Missed the bus
Nick	
Nina	fell off her bike
Steve	Missed the train
Tom	
Jimmy	Mother's car broke down
Debbie	

Class 2

Date	Mon 3rd September
Late	Reasons
Sarah	
Judy	
James	
Liz	
Tom	
Chris	
Sam	
Gail	

All these students in Class 1 & 2 at D.V. School were late this morning. Invent reasons for the students in Class 2 and write them on the grid. Then ask your partner why these students in Class 1 were late and write the reasons.

Class 2

Date	Mon 3rd September
Late	Reasons
James	
Chris	Had to go to dentist
Gail	Overslept
Smith	
Liz	The school bus was late
Tom	
Judy	forgot her books
Sam	Missed the train

Class 1

Date	Mon 3rd September
Late	Reasons
Steve	
Jimmy	
Nick	
John	
Debbie	
Nina	
Jane	
May	

ศูนย์วิทยทรัพยากร
 ภาสกรณ์มหาวิทยาลัย

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>EVALUATION</p> <p>- Volunteers to act out the activity, please. (CHOOSES TWO PAIRS OF VOLUNTEERS TO ACT OUT THE ACTIVITY)</p> <p>TRANSFER</p> <p>- Do the class survey based on how many students were late for school last week and the reasons they gave. Then write a short report.</p>	<p>(two pairs of volunteers act out the activity)</p> <p>(follow the directions)</p>	

Daily Lesson Plan
(Explicit Negotiation for Meaning)

CLASS : M.3

DATE :

TIME : 50 minutes

CONTENT : "Animal Facts" adapted from Tandem Plus

AIDS : pictures, chart, cards, cassette tape, task sheets

BACKGROUND :

Vocabulary : average, mammal, feed, intelligent, hunt, weigh

Grammar : *The blue whale is the largest animal in the world.*

ASSUMPTION :

Vocabulary : primate, full-grown, surface, sea creature, measurement, harmless, aggressive

Grammar : *Stop a moment. That's not right.*

Negotiation for meaning : incomprehension

- *Wait a minute.*

clarification

- *Please speak more slowly.*

confirmation

- *Really?* (continue the conversation)

PROCEDURE			EVALUATION
OBJECTIVE	TEACHER	STUDENT	
<p>1. TERMINAL OBJECTIVE Students are able to use explicit negotiation for meaning</p> <p>a. <u>incomprehension</u> - <i>Wait a minute.</i></p> <p>b. <u>clarification</u> - <i>Please speak more slowly.</i></p> <p>c. <u>confirmation</u> - <i>Really?</i> (continue the conversation)</p> <p>2. ENABLING OBJECTIVE 2.1 Students are able to pronounce, spell and give the meanings of primate, full-grown, surface, creature, measurement, harmless and aggressive.</p>	<p>PRESENTATION</p> <p>- If your partner spoke much too fast, what should you do?</p> <p>- Very good. You are going to learn how to ask a person to speak slower.</p> <p>- This is another way of using negotiation for meaning for solving such problem. Let's start with this. (PUTS UP A CHART AND CHECKS THAT THE STUDENTS UNDERSTAND ALL THE WORDS)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Complete each sentence with average mammal, feed, intelligent, hunt or weigh.</p> <p>1. The blue whale is the largest _____ in the world.</p> <p>2. They will _____ your package at the post office.</p> <p>3. What do you _____ your cat on?</p> <p>4. People _____ for food or sport.</p> <p>5. Susan is the most _____ student in my class.</p> </div>	<p>Ss: Ask him/her to speak slowly.</p> <p>(complete each sentence)</p>	<p>1. Observe how students pronounce, spell and give the meanings of the words.</p> <p>2. Observe students' conversation.</p> <p>3. Observe students' use of non - verbal</p> <p>4. Observe how students do the activity.</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to use "Stop a moment." "That's not right." correctly.</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to interrupt politely and correct false information.</p>	<p>a <u>primate</u> (SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - What can you see in this picture? - All of them are mammals. - We can call them primates. - All of the primates are mammals. - Primates are the highest order of mammals. <p>(PUTS UP A CARD)</p> <ul style="list-style-type: none"> - Primate, repeat. - Is primate a noun, a verb or an adjective? - Right. What does it mean? - Yes. It's one of the highest order of mammals. <p>- How do you spell it? <u>full-grown</u> (SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - What are these? - Right. A full-grown hen is bigger than a chicken. 	<p>Ss: Men, apes and monkeys.</p> <p>(repeat in chorus and individually) Ss: Noun.</p> <p>Ss: สัตว์เลี้ยงลูกด้วยนมชั้นสูง เช่น คน และ ลิง</p> <p>Ss: P-R-I-M-A-T-E... primate.</p> <p>Ss: They are a chicken and a hen.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - A full-grown elephant is very large. (SHOWS A PICTURE) - A full-grown gorilla weighs 200 kilos. - Full-grown, repeat. - Spell it. - What does it mean? - Good. Full-grown is an adjective. It means fully increase in size, height, length, etc. <p><u>a surface</u></p> <p>(SHOWS A GLASS)</p> <ul style="list-style-type: none"> - The glass has a smooth surface. (SHOWS A PICTURE) - The moon has a rough surface. (SHOWS A PICTURE) - The submarine rose to the surface. - Surface, repeat. - How do you spell it? 	<p>(repeat in chorus and individually)</p> <p>Ss: F-U-double L...full. G-R-O-W-N.. grown... full-grown. Ss: ตั๋วเต็มวัย</p> <p>(repeat in chorus and individually)</p> <p>Ss: S-U-R-F-A-C-E...surface.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - What part of speech is it? - Good. What does it mean? <li style="padding-left: 40px;"><u>a creature</u> <li style="padding-left: 40px;">(SHOWS A PICTURE) - Do you know these? - Good. They are creatures. - A creature is a living animal. <li style="padding-left: 40px;">(SHOWS A PICTURE) - Is this cat beautiful? - Yes. This is a beautiful animal. - I can also say this is a beautiful creature. - Creature, repeat. - How do you spell it? - Is it a noun, a verb, an adjective or an adverb? - Right. What does it mean? - Good. 	<p>Ss: <i>It's a noun.</i> Ss: นาม, ดน, สัตว์</p> <p>Ss: Yes. <i>There is a fish, shrimp, crab, bird, cat, dog and horse.</i></p> <p>Ss: Yes.</p> <p>(repeat in chorus and individually) Ss: C-R-E-A-T-U-R-E...Creature. Ss: Noun. Ss: สัตว์</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>a <u>harmless</u></p> <ul style="list-style-type: none"> - A gentle person is harmless. - My dog is gentle. It is harmless. - A swallow is a harmless bird. - Harmless, repeat. (SHOWS A WORD CARD) - How do you spell it? - Is it a verb, an adverb or an adjective? - Good. What does it mean? - Yes. Harmless means without hurting / spoiling, or not dangerous. <p><u>aggressive</u></p> <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - This boy is always fighting with other boys. He is always quarrelling with his mother. He is aggressive. - An aggressive person is not polite. - An aggressive child must be taught not to be pushy. - Aggressive, repeat. 	<p>(repeat in chorus and individually)</p> <p>Ss: H-A-R-M-L-E-double S.. harmless. Ss: Adjective. Ss: ไม่เป็นพิษเป็นภัย, ไม่เป็นอันตราย</p>	<p>(repeat in chorus and individually)</p>

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A WORD CARD)</p> <p>- Please spell the word "aggressive."</p> <p>- What part of speech is it?</p> <p>- What does it mean?</p> <p>- Very good.</p> <p><u>Stop a moment. That's not right.</u></p> <p>(CHOOSES A GOOD STUDENT AND GIVES HER A CARD)</p> <p>- Class, listen to both of us carefully.</p> <p>S: <i>Japan produces nearly 8 million cars per year.</i></p> <p>T: <u>Stop a moment. That's not right.</u></p> <p><i>Japan doesn't produce nearly 8 million cars but the USA does.</i></p> <p>S: <i>India produces over 100 million tons of rice per year.</i></p>	<p>Ss: <i>A-double G-R-E-double S-I-V-E.. aggressive.</i></p> <p>Ss: <i>Adjective.</i></p> <p>Ss: <i>ก้ำก๋อ</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>T: <u>Stop a moment. That's not right.</u> <u>India doesn't produce over 100 million tons of rice per year but China does.</u></p> <ul style="list-style-type: none"> - Now, listen and repeat. - Students in the first, third and fifth rows face the students behind you. You are A the other is B. <p>(PUTS UP TWO CHARTS - ONE FOR EACH GROUP)</p> <ul style="list-style-type: none"> - A read out your information. B interrupt and correct the mistakes. Understand? 	<p>(repeat in teams and in pairs)</p> <p>Sa: The Himalayas are in India. Sb: Stop a moment. That is not right. They aren't in India but in Tibet. Sa: China is the largest country in the world. Sb: Stop a moment. That's not right. China isn't the largest country in the world but Austria is.</p>	145

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- well done.</p> <p>PRACTICE</p> <p>- If your partner speaks much too fast you should do the following:</p> <ol style="list-style-type: none"> 1. Stop your partner. 2. Ask your partner to speak slower. 3. Continue the conversation if you understand. <p>- Listen to the conversation for example. (PLAYS A TAPE RECORDER)</p> <p style="text-align: center;">TAPESCRIPT</p> <p>A: Can you read me your text about blue whales?</p> <p>B: Yes. The blue whale is the largest mammal in the world. When it is born, a baby whale is about 4 metres long.</p> <p>A: Wait a minute. Please speak more slowly.</p>	<p>Sa: Bush is the president of the USA. Sb: Stop a moment. That's not right. Bush isn't the president of the USA but Clinton is.</p> <p style="text-align: right;">(listen to the tape)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>B: Yes. <i>The blue whale is the largest mammal in the world. When it is born, a baby whale is about 4 metres long.</i></p> <p>A: <u>Stop a moment. That's not right.</u> A blue whale isn't 4 metres long when it's born, it's about 7 metres long.</p> <p>B: Seven? Is that true?</p> <p>A: Yes, it is.</p> <ul style="list-style-type: none"> - How long is the blue whale when it's born? - What did A do when his partner spoke much too fast to follow? - What did he say to stop her? - What did he say next? - What did he do when he could follow his partner? - Great! Let's listen and repeat. (PLAYS THE TAPE RECORDER) <p>(CHOOSES A GOOD STUDENT AND GIVES HER AN INFORMATION CARD)</p>	<p>Ss: About 7 metres.</p> <p>Ss: He stopped her.</p> <p>Ss: Wait a minute.</p> <p>Ss: He said "please speak more slowly."</p> <p>Ss: He continued the conversation.</p> <p>(repeat in teams and in pairs)</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Sa read out your information.</p> <p>(TELLS STUDENT B TO STOP STUDENT A)</p> <p>(TELLS STUDENT C TO CORRECT THE MISTAKES)</p> <p>- Very good. Work in pairs, Student A and Student B.</p> <p>(GIVES EACH STUDENT THE RESPECTIVE TASK SHEETS-A AND B)</p>	<p>Sa: <i>The mountain gorilla in Africa is the largest of all the primates. An average male is 2 1/2 metres tall.</i></p> <p>Sb: <i>Wait a minute. Please speak more slowly.</i></p> <p>(Student A repeats)</p> <p>Sc: <u><i>Stop a moment. That's not right.</i></u></p> <p><i>The average gorilla is 1.8 metres tall.</i></p> <p>Sa: <i>Really?</i></p> <p>Sc: <i>Yes, it is.</i></p> <p>(pair work)</p>	

OBJECTIVE

PROCEDURE

EVALUATION

TEACHER

STUDENT

TASK SHEETS

task sheet

ANIMAL FACTS

You have a test about blue whales which contains some wrong information. The fact list about gorillas is correct. Read the fact to your partner. They listen to the fact about gorillas and interrupt your partner politely to correct any mistakes.

Blue Whales

The blue whale is the largest mammal in the world. When it is born, a baby whale is about four metres long and weighs nearly a ton. For about two months it feeds on its mother's milk. By the time it is fully grown, the blue whale can be up to twenty metres long and weigh as much as 100 tons. It can stay under water for three hours before it comes to the surface to breathe.

The blue whale has no ribs and it humpback the other fish. It eats very small sea creatures in spring and summer the blue whale can eat as much as six tons of food a day. In some countries more still hunt and kill whales for the valuable oil that their bodies contain. But, if this continues, one day there may be no more blue whales.



A

Gorilla fact list

- the largest of all primates
- the average gorilla is 1.8 metres tall
- it weighs about 200 kilos
- its chest measurement may be 1.5 metres
- the average female gorilla is 1.1 metres tall
- gorillas are intelligent animals
- they live in family groups of 12-15 members
- they eat leaves and bushes
- a full-grown gorilla may eat 7 kilos of food a day
- there are about 10,000 gorillas in the world today

How many mistakes did you find in your partner's test?

You have a test about gorillas which contains some wrong information. The fact list about blue whales is correct. Listen to the fact about blue whales and interrupt your partner politely to correct any mistakes. Then read the fact about gorillas to your partner.

B

Gorillas

The mountain gorilla in Africa is the largest of all the primates. An average male is two and a half metres tall and weighs about two hundred and fifty kilos. Its chest measurement may be as much as two metres. The female gorilla is smaller and around two metres tall. Gorillas are very strong and look aggressive. In fact, they are gentle, intelligent animals and do not fight. Gorillas live in small family groups with about three to six members. They move slowly toward the rain forest and eat leaves and bushes. A fully grown gorilla may eat up to fifteen kilos of food a day. In some countries people still hunt and kill gorillas. Experts say there are still about twenty thousand gorillas in the world but this number may quickly decline.



Blue whale fact list

- the largest mammal in the world
- a baby whale is about 7 metres long when it is born
- it weighs nearly two tons
- it feeds on its mother's milk for 6 months
- a full-grown whale can be 32 metres long
- it can weigh 300 tons
- it can stay under water for about an hour
- a blue whale has no teeth
- it breathes through its blowholes
- it can eat as much as 4 tons of food a day in spring and summer

How many mistakes did you find in your partner's test?

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Do not look at each other's sheets. - You have each got a text about one animal and a fact list about another. - There are several mistakes in the texts but in the fact lists there is correct information. - Take turns reading and correcting the mistaken information. <p>EVALUATION</p> <ul style="list-style-type: none"> - Time is over. Sa and Sb act out the activity. <p>(CHOOSES TWO PAIRS TO ACT OUT THE ACTIVITY)</p> <p>TRANSFER</p> <ul style="list-style-type: none"> - Count the mistakes in your partner's text. Then tell your partner to underline the mistakes and dictate the correct information in his/her note book. 	<p>(two pairs act out the activity)</p> <p>(follow the directions)</p>	

Daily Lesson Plan
(Implicit Negotiation for Meaning)

- CLASS : M.3
- DATE :
- TIME : 50 minutes
- CONTENT : "Animal Facts" adapted from Tandem Plus
- AIDS : pictures, chart, cards, cassette tape, task sheets
- BACKGROUND :
- Vocabulary : average, mammal, feed, intelligent, hunt, weigh
- Grammar : *The blue whale is the largest animal in the world.*
- ASSUMPTION :
- Vocabulary : primate, full-grown, surface, sea creature, measurement, harmless, aggressive
- Grammar : *Stop a moment. That's not right.*
- Negotiation for meaning : incomprehension
- *Wait a minute.*
- clarification
- *Please speak more slowly.*
- confirmation
- *Really? (continue the conversation)*

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>1. TERMINAL OBJECTIVE Students are able to use implicit negotiation for meaning</p> <p>a. <u>incomprehension</u> - <i>Wait a minute.</i></p> <p>b. <u>clarification</u> - <i>Please speak more slowly.</i></p> <p>c. <u>confirmation</u> - <i>Really?</i> (continue the conversation)</p> <p>2. ENABLING OBJECTIVE 2.1 Students are able to pronounce, spell and give the meanings of primate, full-grown, surface, creature, measurement, harmless and aggressive.</p>	<p>PRESENTATION - You are going to learn how to interrupt politely and correct false information. Let's start with this.</p> <p>(PUTS UP A CHART AND CHECKS THAT THE STUDENTS UNDERSTAND ALL THE WORDS)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Complete each sentence with average mammal, feed, intelligent, hunt or weigh.</p> <p>1. The blue whale is the largest _____ in the world.</p> <p>2. They will _____ your package at the post office.</p> <p>3. What do you _____ your cat on?</p> <p>4. People _____ for food or sport.</p> <p>5. Susan is the most _____ student in my class.</p> </div>	<p>(complete each sentence)</p>	<ol style="list-style-type: none"> 1. Observe how students pronounce, spell and give the meanings of the words. 2. Observe students' conversation. 3. Observe students' use of non-verbal behavior. 4. Observe how students do the activity.

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
<p>2.2 Students are able to use "Stop a moment." "That's not right." correctly.</p> <p>2.3 Students are able to use non-verbal behavior appropriately.</p> <p>2.4 Students are able to interrupt politely and correct false information.</p>	<p>a <u>primate</u> (SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - What can you see in this picture? - All of them are mammals. - We can call them primates. - All of the primates are mammals. - Primates are the highest order of mammals. <p>(PUTS UP A CARD)</p> <ul style="list-style-type: none"> - Primate, repeat. - Is primate a noun, a verb or an adjective? - Right. What does it mean? - Yes. It's one of the highest order of mammals. - How do you spell it? <p><u>full-grown</u> (SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - What are these? - Right. A full-grown hen is bigger than a chicken. 	<p>Ss: Men, apes and monkeys.</p> <p>(repeat in chorus and individually) Ss: Noun.</p> <p>Ss: สัตว์เลี้ยงลูกด้วยนมชั้นสูง เช่น คน และ ลิง</p> <p>Ss: P-R-I-M-A-T-E... primate.</p> <p>Ss: They are a chicken and a hen.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - A full-grown elephant is very large. <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - A full-grown gorilla weighs 200 kilos. - Full-grown, repeat. - Spell it. - What does it mean? - Good. Full-grown is an adjective. It means fully increase in size, height, length, etc. <p><u>a surface</u></p> <p>(SHOWS A GLASS)</p> <ul style="list-style-type: none"> - The glass has a smooth surface. <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - The moon has a rough surface. <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - The submarine rose to the surface. - Surface, repeat. - How do you spell it? 	<p>(repeat in chorus and individually)</p> <p>Ss: F-U-double L....full. G-R-O-W-N.. grown... full-grown. Ss: ตัวโตเต็มวัย</p> <p>(repeat in chorus and individually)</p> <p>Ss: S-U-R-F-A-C-E....surface.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - What part of speech is it? - Good. What does it mean? <p style="text-align: center;"><u>a creature</u> (SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - Do you know these? - Good. They are creatures. - A creature is a living animal. <p style="text-align: center;">(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - Is this cat beautiful? - Yes. This is a beautiful animal. - I can also say this is a beautiful creature. - Creature, repeat. <p>How do you spell it?</p> <ul style="list-style-type: none"> - Is it a noun, a verb, an adjective or an adverb? - Right. What does it mean? - Good. 	<p>Ss: <i>It's a noun.</i> Ss: <i>สัตว์, ตั๋ว, นั๋ว</i></p> <p>Ss: <i>Yes. There is a fish, shrimp, crab, bird, cat, dog and horse.</i></p> <p>Ss: <i>Yes.</i></p> <p>(repeat in chorus and individually) Ss: <i>C-R-E-A-T-U-R-E...Creature.</i> Ss: <i>Noun.</i> Ss: <i>สัตว์</i></p>	



OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p><u>a harmless</u></p> <ul style="list-style-type: none"> - A gentle person is harmless. - My dog is gentle. It is harmless. - A swallow is a harmless bird. - Harmless, repeat. <p>(SHOWS A WORD CARD)</p> <ul style="list-style-type: none"> - How do you spell it? - Is it a verb, an adverb or an adjective? - Good. What does it mean? - Yes. Harmless means without hurting / spoiling, or not dangerous. <p><u>aggressive</u></p> <p>(SHOWS A PICTURE)</p> <ul style="list-style-type: none"> - This boy is always fighting with other boys. He is always quarrelling with his mother. He is aggressive. - An aggressive person is not polite. - An aggressive child must be taught not to be pushy. - Aggressive, repeat. 	<p>(repeat in chorus and individually)</p> <p>Ss: H-A-R-M-L-E-double S... harmless. Ss: Adjective. Ss: ไร้ที่ผิดเป็นภัย, ไร้ที่อันตราย</p>	
			(repeat in chorus and individually)

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>(SHOWS A WORD CARD)</p> <p>- Please spell the word "aggressive."</p> <p>- What part of speech is it?</p> <p>- What does it mean?</p> <p>- Very good.</p> <p><u>Stop a moment. That's not right.</u></p> <p>(CHOOSES A GOOD STUDENT AND GIVES HER A CARD)</p> <p>- Class, listen to both of us carefully.</p> <p>S: <i>Japan produces nearly 8 million cars per year.</i></p> <p>T: <u>Stop a moment. That's not right.</u></p> <p><i>Japan doesn't produce nearly 8 million cars but the USA does.</i></p> <p>S: <i>India produces over 100 million tons of rice per year.</i></p>	<p>Ss: <i>A-double G-R-E-double S-I-V-E.. aggressive.</i></p> <p>Ss: <i>Adjective.</i></p> <p>Ss: <i>ก้าว้าว</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>T: <u>Stop a moment. That's not right.</u> <i>India doesn't produce over 100 million tons of rice per year but China does.</i></p> <ul style="list-style-type: none"> - Now, listen and repeat. - Students in the first, third and fifth rows face the students behind you. You are A the other is B. <p>(PUTS UP TWO CHARTS - ONE FOR EACH GROUP)</p> <ul style="list-style-type: none"> - A read out your information. B interrupt and correct the mistakes. Understand? 	<p>(repeat in teams and in pairs)</p> <p>Ss: Yes.</p> <p>Sa: <i>The Himalayas are in India.</i> Sb: <i>Stop a moment. That is not right. They aren't in India but in Tibet.</i> Sa: <i>China is the largest country in the world.</i> Sb: <i>Stop a moment. That's not right. China isn't the largest country in the world but Austria is.</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>- Well done.</p> <p>PRACTICE</p> <p>- When your partner is wrong you should interrupt her/him politely and correct that mistake.</p> <p>- Listen to the conversation for example. (PLAYS A TAPE RECORDER)</p> <p>TAPESCRIPT</p> <p>A: Can you read me your text about blue whales?</p> <p>B: Yes. The blue whale is the largest mammal in the world. When it is born, a baby whale is about 4 metres long.</p> <p>A: Wait a minute. Please speak more slowly.</p>	<p>Sa: Bush is the president of the USA. Sb: Stop a moment. That's not right. Bush isn't the president of the USA but Clinton is.</p> <p>(listen to the tape)</p>	159

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>B: Yes. The blue whale is the largest mammal in the world. When it is born, a baby whale is about 4 metres long.</p> <p>A: <u>Stop a moment.. That's not right.</u> A blue whale isn't 4 metres long when it's born, it's about 7 metres long.</p> <p>B: Seven? Is that true?</p> <p>A: Yes, it is.</p> <p>- How long is the blue whale when it's born?</p> <p>- Good. Let's listen and repeat.</p> <p>- Well, work in groups of three.</p> <p>(GIVES EACH GROUP THREE CARDS)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CARD A</p> <p>A: The mountain gorilla in Africa is the largest of all the primates.</p> <p>B:</p> </div>	<p>Ss: About 7 metres.</p> <p>(repeat in teams and in pairs) (group work)</p> <p>Sa: The mountain gorilla in Africa is the largest of all the primates. An average male is 2 1/2 metres tall.</p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p>A: This mountain gorilla in Africa is the largest of all the primates.</p> <p>C: A: Really? C:</p> <p>CARD B</p> <p>A: B: Wait a minute. Please speak more slowly. A: C: A: C:</p>	<p>Sb: <i>Wait a minute. Please speak more slowly.</i> (Student A repeats) Sc: <i>Stop a moment. That's not right. The average gorilla is 1.8 metres tall.</i> Sa: <i>Really?</i> Sc: <i>Yes, it is.</i></p>	

OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<p style="text-align: center;">CARD C</p> <p>A: B: A: C: Stop a moment. That's not right. The average gorilla is 1.8 metres tall. A: C: Yes, it is.</p> <p>- Very good. Work in pairs, Student A and Student B. (GIVES EACH STUDENT THE RESPECTIVE TASK SHEETS-A AND B)</p>		

TEACHER	STUDENT
<p style="text-align: center;">task sheet</p> <p style="text-align: center;">ANIMAL FACTS</p> <p>You have a text about blue whales which contains some wrong information. The fact list about gorillas is correct. Read the text to your partner. Then listen to the text about gorillas and interrupt your partner's reply to correct any mistakes.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Blue Whales</p> <p>The blue whale is the largest mammal in the world. When it is born, a baby whale is about four metres long and weighs twenty tons. For about two months it feeds on its mother's milk. By the time it is fully grown, the blue whale can be up to twenty metres long and weigh a hundred tons. It can stay under water for about three hours before it comes to the surface to breathe.</p> <p>The blue whale has no teeth and it breathes by using fish. It eats very small sea creatures. It swims and swims for the whole can eat as much as ten tons of food a day.</p> <p>In some countries men will hunt and kill whales for the oil in their blubber. The oil is used for making soap and for making petrol. But, if this continues, one day there may be no more blue whales.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Gorillas</p> <p>The mountain gorilla in Africa is the largest of all the primates. An average male is two metres tall and weighs about two hundred and fifty kilos. Its chest measurement may be as much as two metres.</p> <p>The female gorilla is smaller and is about two metres tall. Gorillas are very strong and like to eat leaves and bushes.</p> <p>Aggressive, in fact, they are gentle, intelligent animals and do not fight. Gorillas live in small family groups with about three to five members.</p> <p>They move slowly around the canyons and eat leaves and bushes. A fully grown gorilla may eat up to fifteen kilos of food a day. In some countries people will hunt and kill gorillas. Experts say there are still about twenty thousand gorillas in the world but this number may quickly decline.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Blue Whales</p> <p>The blue whale is the largest mammal in the world. When it is born, a baby whale is about four metres long and weighs twenty tons. For about two months it feeds on its mother's milk. By the time it is fully grown, the blue whale can be up to twenty metres long and weigh a hundred tons. It can stay under water for about three hours before it comes to the surface to breathe.</p> <p>The blue whale has no teeth and it breathes by using fish. It eats very small sea creatures. It swims and swims for the whole can eat as much as ten tons of food a day.</p> <p>In some countries men will hunt and kill whales for the oil in their blubber. The oil is used for making soap and for making petrol. But, if this continues, one day there may be no more blue whales.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Gorillas</p> <p>The mountain gorilla in Africa is the largest of all the primates. An average male is two metres tall and weighs about two hundred and fifty kilos. Its chest measurement may be as much as two metres.</p> <p>The female gorilla is smaller and is about two metres tall. Gorillas are very strong and like to eat leaves and bushes.</p> <p>Aggressive, in fact, they are gentle, intelligent animals and do not fight. Gorillas live in small family groups with about three to five members.</p> <p>They move slowly around the canyons and eat leaves and bushes. A fully grown gorilla may eat up to fifteen kilos of food a day. In some countries people will hunt and kill gorillas. Experts say there are still about twenty thousand gorillas in the world but this number may quickly decline.</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">A</p> <p>Gorilla fact list</p> <ul style="list-style-type: none"> • the largest of all primates • the average gorilla is 1.8 metres tall • it weighs 250 kilos • its chest measurement may be 1.8 metres • the average gorilla is 1.4 metres tall • it lives in small groups of 12-15 members • it eats leaves and bushes • it lives in the mountains • there are about 100,000 gorillas in the world today </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">B</p> <p>Blue whale fact list</p> <ul style="list-style-type: none"> • the largest mammal in the world • a baby whale is about 7 metres long when it is born • it weighs nearly two tons • it feeds on its mother's milk for 6 months • a fully grown whale can be 23 metres long • it can weigh 150 tons • it can stay under water for about an hour • it has a very small brain • it has a very small brain • it can eat as much as 40 tons of food a day in spring and summer </div>

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OBJECTIVE	PROCEDURE		EVALUATION
	TEACHER	STUDENT	
	<ul style="list-style-type: none"> - Do not look at each other's sheets. - You have each got a text about 1 animal and a fact list about another. - There are several mistakes in the texts but in the fact lists there is correct information. - Take turns reading and correcting the mistaken information. <p>EVALUATION</p> <ul style="list-style-type: none"> - Time is over. Sa and Sb act out the activity. <p>(CHOOSES TWO PAIRS TO ACT OUT THE ACTIVITY)</p> <p>TRANSFER</p> <ul style="list-style-type: none"> - Count the mistakes in your partner's text. Then tell your partner to underline the mistakes and dictate the correct information in his/her note book. 	<p>(pair work)</p> <p>(two pairs act out the activity)</p> <p>(follow the directions)</p>	



ภาคผนวก ง
แบบสอบผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

ศูนย์วิทยทรัพยากร
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A Listening-Speaking Test

1. Work in pairs.
2. Do not look at each other's sheet.
3. Read the directions carefully.
4. Be sure you understand the directions before doing the activity.
5. Do it within fifteen minutes.

GOOD LUCK!

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A HOLIDAY QUIZ

A

DIRECTIONS : You and your partner have both got the same text, but some pieces of information are missing. Dictate the information to your partner. When you have completed the text, solve the problem with your partner.

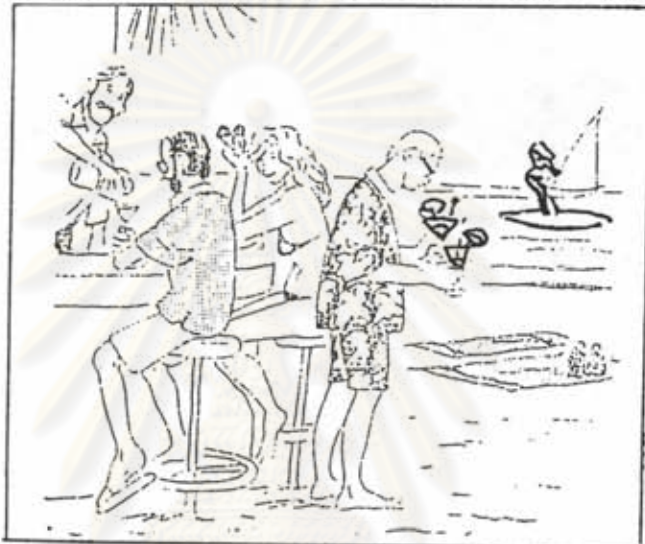


Last year Mick and Mary _____ holiday together. They flew to _____ Thailand and stayed _____ on the coast. _____ was very hot and so they spent most of the time _____. Mary learnt how to _____ and Mick _____ reading detective stories. On _____ there was _____ which sold _____, ice-creams, _____ and hot dogs. _____ at lunch time, Mick bought _____ and a hamburger. He paid _____. The next day Mary went _____ and bought three cold drinks and _____. The barman asked her for 740 baht. The day after Mick bought a cold drink and a hamburger. How much did he pay?

A HOLIDAY QUIZ

B

DIRECTIONS : You and your partner have both got the same text, but some pieces of information are missing. Dictate the information to your partner. When you have completed the text, solve the problem with your partner.



Last year Mick and _____ holiday together. They _____ to the south of _____ and stayed in a hotel _____. The weather was _____ and so they spent _____ on the beach. Mary learnt _____ and Mick lay in the sun _____. On the beach there was _____ which sold cold drinks, _____, hamburgers and _____. One day, _____ Mick bought two cold drinks and _____. He paid 410 baht. _____ Mary went to _____ bar and bought _____ and two hamburgers. The barman asked her _____. The day after Mick bought a cold drink and a hamburger. How much did he pay?

ตารางการให้คะแนนผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษทักษะการฟัง-พูด

พฤติกรรม	คะแนน						หมายเหตุ
	A+	A	B	C	D	F	
1. ความสามารถในการสื่อสาร (ผู้ฟังเข้าใจในสิ่งที่ได้ยิน พูดคุยในหัวข้อเดียวกัน พูดผิดแต่ผู้ฟังเข้าใจ การแสดงความคิดเห็น)	40	37	34	31	28	25	
2. ความถูกต้องของไวยากรณ์	20	18	16	14	12	10	
3. ความคล่องแคล่ว	10	9	8	7	6	5	
4. คำศัพท์ (เหมาะสม - ไม่เหมาะสม)	20	18	16	14	12	10	
5. การออกเสียง (ดี - ไม่ดี)	10	9	8	7	6	5	
คะแนนรวม							

ชื่อ ชั้น เลขที่

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย



ภาคผนวก จ
ตัวอย่างการวิเคราะห์ข้อมูล

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

การสุ่มตัวอย่างประชากร

1. คำนวณค่ามัธยฐานเลขคณิต

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

กลุ่มที่ 1 $\bar{X} = \frac{1740}{30}$
 $= 58.000$

กลุ่มที่ 2 $\bar{X} = \frac{1733}{30}$
 $= 57.767$

2. คำนวณค่าส่วนเบี่ยงเบนมาตรฐาน (standard deviation) โดยใช้สูตร

$$S_x = \sqrt{\frac{N\Sigma x^2 - (\Sigma x)^2}{N(N-1)}}$$

กลุ่มที่ 1 $S_x = \sqrt{\frac{3058500 - 3027600}{870}}$
 $= \sqrt{\frac{30900}{870}}$
 $= 5.956$

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กลุ่มที่ 2

$$\begin{aligned}
 s_x &= \sqrt{\frac{3034950 - 3003289}{870}} \\
 &= \sqrt{\frac{31661}{870}} \\
 &= 6.033
 \end{aligned}$$

3. ทดสอบค่าความแปรปรวนของคะแนนกลุ่มตัวอย่างประชากร โดยใช้สูตร

$$F = \frac{s_{x_1}^2}{s_{x_2}^2} ; (s_{x_1}^2 > s_{x_2}^2)$$

$$\begin{aligned}
 \text{เมื่อ } s_{x_1}^2 &= 6.033 & s_{x_2}^2 &= 3.956 \\
 df_1 &= 30 - 1 = 29 & df_2 &= 30 - 1 = 29
 \end{aligned}$$

สมมติฐาน $H_0 : \mu_1 = \mu_2$

$$\begin{aligned}
 F &= \frac{6.033}{3.956} \\
 &= 1.012
 \end{aligned}$$

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หาค่า F จากตาราง $\alpha = 0.05$ ได้ค่า $F = 1.84$

เปรียบเทียบค่า F ที่คำนวณได้ กับค่า F จากตาราง

ผลปรากฏว่า F ที่คำนวณได้ $<$ F จากตาราง

นั่นคือ ยอมรับ H_0 แสดงว่า ความแปรปรวนของคะแนนวิชาภาษาอังกฤษหลัก 4 (อ 014) ของประชากรทั้งสองกลุ่มเท่ากัน

4. เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษทักษะฟัง-พูด ของกลุ่มตัวอย่างประชากรทั้ง 2 กลุ่ม โดยใช้ค่าที่ (t-Test) โดยใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \right] \cdot \left[\frac{N_1 + N_2}{N_1 N_2} \right]}}$$

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$$\begin{aligned}
 \text{สมมติฐาน } \mu_1 &= \mu_2 \\
 &= \frac{58.000 - 57.767}{\sqrt{\frac{(30 \times 35.51) + (30 \times 36.39)}{30 + 30 - 2} \cdot \frac{30 + 30}{30 \times 30}}} \\
 &= \frac{0.233}{\sqrt{\frac{1065.3 + 1091.7}{58} \cdot \frac{60}{900}}} \\
 &= \frac{0.233}{1.574} \\
 &= 0.148
 \end{aligned}$$

หาค่า t จากตาราง $\alpha = 0.05$; $df = n_1 + n_2 - 2 = 58$; $t = 1.67$
 ดังนั้น t ที่คำนวณได้ $< t$ จากตาราง

ยอมรับ H_0 แสดงว่า ค่ามัธยฐานเลขคณิตของคะแนนภาษาอังกฤษหลัก 4 (อ 014)
 ของประชากรทั้ง 2 กลุ่ม ไม่แตกต่างกัน

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การวิเคราะห์แบบสอย ใช้ข้อมูลจากการทดลองครั้งที่ 1

1. คำนวณค่าสหสัมพันธ์แห่งความสอดคล้องภายใน จากสูตร Kendall's

Coefficient of Concordance (W) โดยใช้โปรแกรมคอมพิวเตอร์ SPSS ผลปรากฏ
ดังที่เสนอไว้ในตารางที่ 2 และ 4

2. หาค่าความเที่ยงของแบบสอย

$$\alpha = \frac{n}{n-1} \left[1 - \frac{\sum S_i^2}{S_x^2} \right]$$

$$\text{เมื่อ } n = 5 \quad \sum S_i^2 = 18.09067795 \quad \sum S_x^2 = 58.04830508$$

$$= \frac{5}{5-1} \left[1 - \frac{18.09067795}{58.04830508} \right]$$

$$= \frac{5}{4} \left[1 - 0.311648685 \right]$$

$$= 1.25 \times 0.688351315$$

$$= 0.87$$

ค่าความเที่ยงของแบบสอยคือ 0.87

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3. หาค่าความยาก (FV) ของแบบสอบ โดยใช้สูตร

$$FV = \frac{S_U + S_L - N_T X_{\min}}{N_T (X_{\max} - X_{\min})}$$

$$\begin{array}{lll} S_U = 2198 & N_T = 20 & X_{\min} = 167 \\ S_L = 1819 & X_{\max} = 236 & \end{array}$$

$$\begin{aligned} FV &= \frac{2198 + 1819 - (20) 167}{20(236-167)} \\ &= \frac{4017-3340}{1380} \\ &= \frac{677}{1380} \\ &= 0.49 \end{aligned}$$

ค่าความยากของแบบสอบคือ 0.49

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4. หาค่าอำนาจจำแนก (D) ของแบบสอบ โดยใช้สูตร

$$D = \frac{S_U - S_L}{N_U (X_{\max} - X_{\min})}$$



$$\begin{aligned} S_U &= 2198 & X_{\max} &= 236 \\ S_L &= 1819 & X_{\min} &= 167 \\ N_U &= 10 \end{aligned}$$

$$\begin{aligned} D &= \frac{2198 - 1819}{10(236-167)} \\ &= \frac{379}{690} \\ &= 0.55 \end{aligned}$$

ค่าอำนาจจำแนกของแบบสอบคือ 0.55

การวิเคราะห์ผลการทดลองสอนทั้ง 2 กลุ่ม

ผู้วิจัยใช้โปรแกรมคอมพิวเตอร์ SPSS ในการคำนวณเปรียบเทียบค่ามัธยิมเลขคณิต (\bar{X}) ค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.) และอัตราส่วนวิกฤต (t-value) ของคะแนนผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษทักษะฟัง-พูดภายในของทั้ง 2 กลุ่ม และระหว่างกลุ่มทั้ง 2 ซึ่งได้แสดงผลการคำนวณไว้ในตารางที่ 5 และ 6

ประวัติผู้เขียน

นางสาว นริศรา ดานวงศ์ เกิดวันที่ 22 มิถุนายน พ.ศ. 2506 ที่อำเภอ
อานาจเจริญ จังหวัดอุบลราชธานี สำเร็จการศึกษาระดับบัณฑิต วิชาเอกภาษาอังกฤษ
วิทยาลัยครูสวนสุนันทา ในปีการศึกษา 2528 ปัจจุบันรับราชการที่โรงเรียนดอนพุดวิทยา
อำเภอดอนพุด จังหวัดสระบุรี



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย