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ကမ္ဘာ့စာပေ

ภาคผนวก ก.

รายนามผู้ทรงคุณวุฒิตรวจแบบแผนการสอน

1. กราดา บัญชา แสงหิรัญ รองอธิการบดี มหาวิทยาลัยอัสสัมชัญบริหารธุรกิจ
2. รองศาสตราจารย์ ดร.พัชรี โภคาสัมฤทธิ์ คณะมนุษยศาสตร์ มหาวิทยาลัย
เกษตรศาสตร์
3. รองศาสตราจารย์ ดร.พัชญา เฉลยทรัพย์ สำนักภาษา สถาบัน
พัฒนบริหารศาสตร์

ภาคผนวก ข.

รายนามกรรมการตรวจงานเขียนของนักเรียน

1. ภราดา ปัญชา แสงหิรัญ รองอธิการบดี มหาวิทยาลัยอัลสลัมชัยบริหารธุรกิจ
2. อาจารย์ประพิศ เรืองศิริกุลชัย อาจารย์โรงเรียนเซนต์คาเบรียล
3. อาจารย์สมศรี ธรรมสารโสภณ อาจารย์โรงเรียนเซนต์คาเบรียล

ภาคผนวก ค.

แผนการสอน

การสอนเขียนแบบเน้นกระบวนการ



นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 21 พฤษภาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 1 - 2
เนื้อหา	: Narrative Essay
สื่อการสอน	: Supplementary sheet of time sequence and transitional words.
ความรู้เดิม	: Past Tense

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u> นักเรียนสามารถเขียน บรรยายเหตุการณ์ที่สำคัญ ในสองสัปดาห์ที่ผ่านมา ได้	<u>Presentation</u> Good morning, class. Yesterday I went to the Central Department store.	Good morning, teacher.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุการณ์ที่สำคัญใน สองสัปดาห์ที่ผ่านมา 2. ให้นักเรียนทำแบบ - ฝึกหัด Time Sequence และ Transitional Words.
<u>Enabling Objective</u> นักเรียนสามารถใช้ time sequence	I saw a boy running away from the safety guard		

Objective	Procedure		Evaluation
	Teacher	Student	
transitional words ต่อไปนี้ได้ถูกต้อง first, after, then, next, later, at, last.	and I thought he might shoplift something. Have you ever seen An event like this? Can you tell me about that? Today we will learn about the narrative of events. When you write a narrative event, you mean to tell someone what happened in the past. What does it mean in Thai ? That's right.	Yes. นักเรียนเล่าเรื่อง การเขียนเล่า เหตุการณ์ที่เกิดขึ้น	

Teacher	Student
<p>Since a personal narrative is the story of some parts of your life, it is easy to organize. You can simply tell about the events one after another in the time order they happened.</p> <p>When you tell something happened in the past, which tense do you use?</p> <p>That's right. Past tense is used to describe something which happened a long time ago, or which happened a moment ago.</p> <p>We have studied this tense before. Let's review it. Now look at the sheet and do the exercise together.</p> <p>Students and teacher do the exercise of past tense together.</p> <p>Exercise (Past tense)</p> <p>1. He (sit) on the bank fishing when he (see) a man's hat floating down the river. It (seem) strangely familiar.</p> <p>2. When I (reach) the street I</p>	<p>Past Tense.</p> <p>sat, saw, seemed</p> <p>reached, realized, didn't know</p>

Teacher	Student
<p>(realize) that I (not know) the number of Tom's house. I (wonder) what to do about it when Tom himself (tap) me another shoulder.</p> <p>3. It (snow) heavily when he (wake) up. He (remember) that Jack (come) for lunch and (decide) to go down to the station to meet him in case he (lose) his way in the snowy lanes.</p> <p>Now I will teach you some time sequence transitional words which are necessary for expressing the events in your narrative. The following words are commonly used when express the events in a logical order of time. Look at the vocabulary on the handed-out sheet.</p> <p><u>At first</u> means at the beginning used to start your story".</p> <p>Read the sentences.</p>	<p>wondered, tapped</p> <p>snowed, woke, remembered, came, decided, lost</p> <p>: <u>At first</u> I didn't like him but now I do.</p> <p>: <u>At first</u> I went to ask him</p>

Teacher	Student
<p>What does "at first" mean in Thai?</p> <p>That's right.</p> <p>When do we use "at first"?</p> <p>Good.</p> <p><u>after</u> means "following in time" used in the middle of your story.</p> <p>Read the sentences.</p>	<p>to help me but now I know that it's not worth doing like that.</p> <p>ในครั้งแรก</p> <p>When we are talking about what's happening at the beginning of an event</p> <p>: I always open my junk mail <u>after</u> I open my bill.</p> <p>: I always read a book <u>after</u> having a bath.</p>
<p>What does "after" mean in Thai?</p> <p>That's right.</p> <p>When do we use "after"?</p> <p>Good.</p> <p><u>then</u> means "next in time" used to</p>	<p>หลังจาก</p> <p>When something happens during the time that follows the particular event.</p>

Teacher	Student
<p>describe events one after another.</p> <p>Read the sentences.</p> <p>What does "then" mean in Thai?</p> <p>That's right</p> <p>When do we use "then"?</p> <p>Good.</p> <p><u>next</u> means "just afterwards."</p> <p>Read the sentences.</p> <p>What does "next" mean in Thai?</p> <p>That's right.</p> <p>When do you use "next"?</p> <p>Good.</p> <p><u>later</u> means "after expected time"</p>	<p>: Let's go for a drink and <u>then</u> go home.</p> <p>: I walked into the garden for only one hour and <u>then</u> I went back home.</p> <p>แล้ว, แล้วจึง</p> <p>When one thing happens immediately after another.</p>
	<p>: I like riding best of all sports, and swimming <u>next</u>.</p> <p>: I like taking a bath and having a meal <u>next</u>.</p> <p>ถัดไป</p> <p>When we describe an event that immediately follows in time.</p>

Teacher	Student
<p>Read the sentences.</p> <p>What does "later" mean in Thai?</p> <p>That's right.</p> <p>When do we use "later"?</p> <p>Good.</p>	<p>: I can't do it now, but I'll do it <u>later</u>.</p> <p>: We will discuss this in more detail <u>later</u>.</p> <p>หลังจากนั้นต่อไป</p> <p>When we are talking about the situation after the present one.</p>
<p><u>at last</u> means "at the end" used at the end of the story.</p> <p>Read the sentences.</p> <p>What does "at last" mean in Thai?</p> <p>That's right.</p> <p>When do we use "at last"?</p> <p>Good.</p>	<p>: Frank had <u>at last</u> learned truth. He was going to be fired from his job tomorrow.</p> <p>: <u>At last</u> I found a girl that really loves me.</p> <p>ในที่สุด</p> <p>When something happens at the end of the story.</p>

Teacher	Student
<p><u>Use the correct time sequence transitions in the blanks provided.</u></p> <p>They took 170 pounds (77 kilograms) of lunar sample back to the module.</p> <p>(1) _____, after they had finished their two jobs, they began to explore.</p> <p>(2) _____ the module went back to the command ship in Lunar orbit. (3) _____ they drove their battery-powered car more than 17 miles (27 kilometers), collecting samples on the way. (4) _____ one of them planted a flag near a module. (5) _____ the Apollo lunar module landed safely on the moon, the two astronauts started to perform their duties right away. (6) _____ they studied the area around the module (7) _____ they both helped to set up a T.V. camera.</p> <p>Now you have to know that the purpose of narrative writing is to</p>	<p>(1) Then / Next / Later</p> <p>(2) At last</p> <p>(3) Then / Next / Later</p> <p>(4) First</p> <p>(5) After</p> <p>(6) First</p> <p>(7) Then / Next</p>

Teacher	Student
<p>relate an event or a series of events, usually in chronological order. What you have to write now is to tell about the events in your class happening during this week.</p> <p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>Teacher introduces the topic and asks students what events or ideas should be in this topic.</p> <p>Can you tell me your experiences or what has happened in your class during this week? (Teacher writes them on the blackboard)</p> <p>Do you have any details to add any points from the blackboard which</p>	<p></p> <p>Students narrate the events and express their ideas of this topic.</p> <p>Yes, (Students add more details)</p>

Teacher	Student
<p>are not already listed?</p> <p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน, จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>selecting : Which details are not related to the topic?</p> <p>Teacher crosses out irrelevant details.</p> <p>grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing :</p> <p>Now list time sequence transitional words to organize your writing.</p>	<p>Students tell the irrelevant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>
<p><u>ขั้นที่ 2</u></p> <p><u>ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่องโดยอาศัยข้อมูลจากการใช้กิจกรรมระดมสมอง</u></p> <p>(Now students have a list which they</p>	

Teacher	Student
<p>can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end</p> <p>And after you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <ul style="list-style-type: none"><input type="radio"/> Do the paragraphs clearly present the points I am trying to make?<input type="radio"/> Does each paragraph have enough information that the readers can understand what I am saying?<input type="radio"/> Have I used chronological-order	

Teacher	Student
<p>vocabulary tems to help one idea flow smoothly into the text ?</p> <p>○ Are the words spelled correctly?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูล แล้วส่งกลับคืนให้เจ้าของกลุ่ม ตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make it more interesting is _____</p> <p>After finishing revising another group's work, students send back the work to the group owner.</p> <p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>The group gives advice or comment.</p> <p>Each group examines his own work and then redrafts composition.</p>

Teacher	Student
<p data-bbox="196 444 901 541"><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p data-bbox="196 650 534 681"><u>Transfer</u> (Period 2)</p> <p data-bbox="196 716 901 1223">Write individually a narrative about your events happening during the last two weeks. Remember that you have to organize your narrative chronologically as the event actually happened. You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="268 1263 901 1838" style="list-style-type: none"><li data-bbox="268 1263 901 1433">1. List all details you want to write, then group and organize the ideas.<li data-bbox="268 1468 901 1566">2. Write a passage by using the list of details you've made.<li data-bbox="268 1601 901 1838">3. Exchange your work with your partner's to revise the passage and then redraft your composition.	<p data-bbox="931 716 1448 814">Each student writes his own composition.</p>

Teacher	Student
(Teacher collects the work to check and give the marks.)	

การสอนเขียนแบบกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 28 พฤษภาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 3 - 4
เนื้อหา	: Narrative Essay
สื่อการสอน	: Supplementary sheet of vocabulary
ความรู้เดิม	: Past Tense and Time Sequence Transitional Words

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u> นักเรียนสามารถเขียนบรรยายประสบการณ์ที่ทำให้นักเรียนตื่นเต้นได้	<u>Presentation</u> Good morning, class Have you remembered the strike against wearing short hair last term?	Good morning teacher Yes.	1. ให้นักเรียนเขียนเรียงความบรรยายประสบการณ์ที่ทำให้นักเรียนตื่นเต้น 2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง
<u>Enabling Objective</u> นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้ถูกต้อง	Do you think it was very exciting?	Yes, we were excited.	

Objective	Procedure		Evaluation
	Teacher	Student	
frozen incident excite exciting excited	<p>What happened on that day?</p> <p>So, all of you striked?</p> <p>Today's we will learn about the narrative of an exciting incident. That means you have to try to describe the events of your life in which you felt</p>	<p>We wanted to wear our hair longer to look good. But teachers cut our hair too short.</p> <p>Yes.</p>	

Teacher	Student
<p>strongly excited.</p> <p>What does it mean in Thai?</p> <p>Which tense do you use?</p> <p>That's right because it had already happened.</p> <p>(Teacher distributes vocabulary sheet)</p> <p>Now look at the vocabulary on the sheet.</p> <p>(Teacher asks the students to read the first vocabulary)</p> <p><u>frozen</u> : means unable to move because of danger or fear.</p> <p>Read the sentences</p> <p>What does it mean in Thai?</p> <p>That's right</p> <p><u>incident</u> : means an event, especially one involving violence or something unpleasant.</p> <p>Read the sentences</p>	<p>การเขียนเล่าเหตุการณ์ที่ทำให้รู้สึกตื่นเต้น</p> <p>Past Tense</p> <p>: The man sat <u>frozen</u> with terror</p> <p>: I felt <u>frozen</u> during the period of shooting out between the police</p> <p>ตัวนี้จึงจนทำอะไรไม่ถูก</p> <p>: I cannot forget the <u>incident</u></p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right</p> <p>Next read the third one. Pay special attention to the work usage and meaning</p> <p><u>excite, exciting, excited</u></p> <p><u>excite</u> means to stir the mind or emotion</p> <p>Read the sentences.</p> <p>What does it mean in Thai?</p> <p>That's right</p> <p>If something excites you, it makes you very interested and enthusiastic.</p> <p>What is the usage of "excite" here?</p>	<p>of the past three days. It is impossible that my niece could shoot her husband before her children.</p> <p>: That night a terrible <u>incident</u> occurred.</p> <p>เหตุการณ์</p> <p>Students read the third word.</p> <p>: The first day of school <u>excited</u> me.</p> <p>: This rumor <u>excited</u> my curiosity</p> <p>ทำให้ตื่นเต้น</p> <p>excite + obj.</p>

Teacher	Student
<p>Good.</p> <p><u>exciting</u> : producing excitement.</p> <p>Read the sentences</p> <p>What does it mean in Thai?</p> <p>That's right.</p> <p>Something that is exciting causes you to feel excited.</p> <p>What is the usage of exciting?</p> <p>Good</p> <p>Next. Read together</p> <p><u>excited</u> : stirred emotionally</p> <p>Read the sentences</p> <p>What does it mean?</p> <p>That's right</p> <p>If you are excited, you are so happy that you are full of energy and cannot</p>	<p>: Growing up in the heart of London was <u>exciting</u>.</p> <p>: It did not seem a very <u>exciting</u> idea.</p> <p>น่าตื่นเต้น</p> <p>V. to be + exciting or exciting + N.</p> <p>students read, vocabulary.</p> <p>: He is so <u>excited</u> that he could hardly sleep.</p> <p>: They were hundreds of <u>excited</u> children to meet us.</p> <p>รู้สึกตื่นเต้น</p>

Teacher	Student
<p>relax, usually because you are looking forward to something and cannot stop thinking about it</p> <p>So what is the usage of "excited"?</p>	<p>V. to be + excited</p> <p>excited + noun</p>
<p><u>Complete the sentences with the words you've learned.</u></p>	
<p>1. Are you _____ to speak before a large number of audience.</p>	<p>excited</p>
<p>2. I can't hold my breath when I read a (n) _____ story.</p>	<p>exciting</p>
<p>3. The crisis of demonstration _____ me very much.</p>	<p>excited</p>
<p>4. That's an unusual _____. I've never seen it before.</p>	<p>incident</p>
<p>5. I stand _____ when I saw a ghost</p>	<p>frozen</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p>	

Teacher	Student
<p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students what events or ideas should be in this topic.)</p> <p>Describe what happened on the day you striked the teachers against wearing short hair and what you felt.</p> <p>(Teacher writes down the details students have told on the blackboard.)</p> <p>Do you have any details to add any points from the blackboard which are not already listed?</p>	<p>(Students narrate what happened on that day.)</p> <p>Yes. (Students add more details.)</p>
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน</u> <u>จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน</u> <u>และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : Which details are not related to the topic? (Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of</p>	<p>(Students tell irrelevant details)</p> <p>(Students categorize the</p>

Teacher	Student
<p>the list that you think should be in the same heading.</p> <p>Organizing :</p> <p>Now list time sequence transitional words to organize your writing.</p> <p>Which parts of the details will you use appropriate transitional words to unify the content?</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง โดยอาศัยข้อมูลจากการใช้กิจกรรมระดมสมอง</u></p> <p>(Now, students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet)</p> <p>Now write the passage by using the</p>	<p>details)</p> <p>Students choose time sequence transitional words.</p> <p>Students indicate them and choose transitional words to make the content coherent.</p>

Teacher	Student
<p>list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <ul style="list-style-type: none"> <input type="radio"/> Do the paragraphs clearly present the points I am trying to make? <input type="radio"/> Does each paragraph have enough information that the readers can understand what I am saying? <input type="radio"/> Have I used chronological words to help one idea flow smoothly into the text? <input type="radio"/> Are the words spelled correctly? <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูล แล้วส่งกลับคืนให้เจ้าของ</u></p>	

Teacher	Student
<p style="text-align: center;"><u>กลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the the work by using the Revision Think Sheet.</p> <p style="text-align: center;"><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p>Make it interesting?</p> <p>Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p>	<p>The group gives advice or comment.</p>
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>Each group examines his own work and then redrafts composition.</p>
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p>	
<p><u>Transfer</u> (Period 2)</p> <p>Write individually a narrative about your events making you feel</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<p>strongly excited. Don't forget to describe the experience in the past form and in chronological order. You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none">1. List all details you want to write, then group and organize the ideas.2. Write a passage by using the list of details you've made.3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนที่เน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 4 มิถุนายน 2533
จำนวนคาบ	: 2 คาบ คาบที่ 5 - 6
เนื้อหา	: Narrative Essay
สื่อการสอน	: Supplementary sheet of grammar and vocabulary, picture.
ความรู้เดิม	: Past Tense and Time Sequence Transitional Words

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนบรรยายเหตุการณ์ที่ได้เห็นในฐานะเป็นพยานในที่เกิดเหตุ	Good morning, class Have you ever read the news of the teacher killing a girl? Why did he kill her? As I read the news, it said	Good morning, teacher. Yes. He wanted money.	1. ให้นักเรียนเขียนเรียงความบรรยายเหตุการณ์ที่ได้เห็นในฐานะเป็นพยานในที่เกิดเหตุ
<u>Enabling Objective</u>			
1. นักเรียนสามารถใช้โครงสร้างต่อไปนี้ให้ถูกต้อง			2. ให้นักเรียนตอบปากเปล่าประโยคที่ใช้โครงสร้าง

Objective	Procedure		Evaluation						
	Teacher	Student							
<table border="1"> <tr> <td>I saw</td> <td>someone</td> </tr> <tr> <td>watched</td> <td>doing/do</td> </tr> <tr> <td>heard</td> <td>some- thing</td> </tr> </table>	I saw	someone	watched	doing/do	heard	some- thing	<p>that the girl resisted him so he killed her unintentionally.</p> <p>Is he cruel?</p> <p>He cemented the girl and dropped her in the river.</p> <p>Have you ever seen an event like this? Today we will learn a narrative of witness. It means that you were present when something happened.</p>	<p>Yes, he is very cruel.</p> <p>Yes / No.</p>	<p>3. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>
I saw	someone								
watched	doing/do								
heard	some- thing								
<p>2. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้</p> <p>ถูกต้อง</p> <p>cover</p> <p>corpse</p> <p>violence</p> <p>suddenly</p>									



Teacher	Student
<p>The details show or tell what happened. Thus, you have to relate an interesting accident.</p> <p>What does it mean in Thai?</p> <p>That's right. So which tense do you use?</p> <p>Right</p> <p>Now. Let's review the time sequence transitional words.</p>	<p>การเขียนบรรยายเหตุการณ์ที่ได้เห็นในฐานะ เป็นพยานในที่เกิดเหตุ</p> <p>Past Tense.</p>
<p><u>Complete these sentences with the words given.</u></p> <p>at last, first, later, then.</p> <p>Kitten Rescued.</p> <p>London - The rescued Elvis the kitten yesterday morning after it fell into a toilet bowl and was accidentally flushed down into the sewerage pipes around 7 o'clock.</p> <p>Getting the wet cat out was not easy, but more than four hours</p>	

Teacher	Student
<p>(1) _____ he was found unhurt.</p> <p>(2) _____, the police ripped out the toilet, (3) _____ they removed the piping and finally they chopped through the cement floor. They could hear Elvis, but could not see him but he would not come out. (4) _____ they got a fish and when Elvis smelled it, he came slowly out, all dirty and wet, just in time for lunch at noon.</p>	<p>(1) later</p> <p>(2) first</p> <p>(3) then</p> <p>(4) At last</p>
<p>1. rescue (v) - make safe from danger</p> <p>2. flush (v) - ชักโครก</p> <p>3. sewerage pipes (n) - ท่อระบายน้ำ</p> <p>4. rip (v) - pull quickly with force.</p> <p>5. chop (v) - cut into pieces with an axe or other edged tool.</p> <p>(Teacher distributes supplementary</p>	

Teacher	Student
<p>sheet of grammar and vocabulary and asks students to read the words)</p> <p>First of all you should know some structures and vocabulary that you could use in your essay.</p> <p>Let's look at the patterns on the sheet</p> <p>Read the four sentences together.</p>	<p>1)</p> <p>: I { saw } him { watched }</p> <p>changing the wheel.</p> <p>: Didn't you hear the clock striking?</p> <p>2)</p> <p>: I { saw } him { watched }</p> <p>change the wheel.</p> <p>: I heard him make arrangements for his journey?</p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right.</p> <p>Don't forget that if you use "cover" in passive form, it must be followed by preposition "with".</p> <p><u>corpse</u> (v) - a dead body</p> <p>Read the sentences.</p> <p>What does it mean in that?</p> <p>That's right</p> <p><u>violence</u> (n) - intense force to hurt or kill people.</p> <p>Read the sentences</p>	<p>ปกคลุม, เต็มไปด้วย</p> <p>: A <u>corpse</u> lay uncovered on the hospital table.</p> <p>: When there is a murder, you are not allowed to move the <u>corpse</u> until the police come.</p> <p>ศพ</p> <p>Students read the third word. vocabulary.</p> <p>: I was surprised at the <u>violence</u> of this reaction.</p> <p>: The people at the scene were</p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right.</p>	<p>very terrified by that robbery of <u>violence</u>.</p> <p>ความรุนแรง</p>
<p><u>suddenly</u> (adv) - happening quickly and unexpectedly.</p> <p>Read the sentences</p>	<p><u>Suddenly</u>, the door opened and in walked the boss I noticed <u>Suddenly</u> that someone was following me.</p>
<p>What does it mean in Thai?</p> <p>That's right.</p>	<p>ทันใดนั้น, ทันทีทันใด</p>
<p><u>Complete the sentences by using the words you've learned.</u></p> <p>1. You are compelling me to use _____ to defeat you.</p> <p>2. That her father died _____ made her great sorrow.</p> <p>3. The _____ was covered with blood.</p>	<p>violence</p> <p>suddenly</p> <p>corpse</p>

Teacher	Student
<p>4. The ground was _____ with snow.</p> <p><u>Practice</u></p> <p><u>ขั้นที่ 1</u> กิจกรรมระดมสมอง (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อสงสัยที่จะเขียน</u> (listing)</p> <p>(Teacher gives copies of picture to students and asks students what event occurred.)</p> <p>Let's see the picture. Now assume that you have recently witnessed the event presented on the picture. Tell me what happened.</p> <p>(Teacher and students are discussing on the following topics.)</p> <p>What happened?</p> <p>When did the event happen?</p> <p>Where did it happen?</p> <p>Who did it?</p> <p>How did the murderer do it?</p>	<p>covered</p> <p>Students narrate the event and express their idea.</p> <p>(Students answer the questions.)</p>

Teacher	Student
<p>What is the reason this why event took place?</p> <p>(Then, teacher writes down the ideas given by students on the board.)</p> <p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not important to the topic?</p> <p>(Teacher crosses out unimportant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p></p> <p>Students tell unimportant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>

Teacher	Student
<p>Which parts of the details will you use appropriate transitional words to unify the content?</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง โดยอาศัยข้อมูลจากการใช้กิจกรรม ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>And after you have completed the task, put a check mark in each box to</p>	<p>Students indicate them and choose transitional words to make the content coherent.</p>

Teacher	Student
<p>ask yourself before exchanging your paper.</p> <ul style="list-style-type: none"> ○ Do the paragraphs clearly present the points I am trying to make? ○ Does each paragraph have enough information that the readers can understand what I am saying? ○ Have I used chronological order words to help one idea flow smoothly into the text? ○ Are the words spelled correctly? <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทาน</u> <u>ข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่ม</u> <u>ตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper.</p> <p>Revise the work by using the Revision Think Sheet.</p>	<p>Students exchange their own work with another group's and then revise the work.</p>

Teacher	Student
<u>Revision Think Sheet</u>	
Author's Name Group _____	
Editor's Name Group _____	
<u>Read to check information</u>	
What parts are not clear?	
Put a ? by unclear parts.	
<u>Question to Check Organization : Did</u>	
the author	
Tell what things you need?	
Yes sort of No	
Make the steps clear?	
Yes sort of No	
Use transitional words?	
Yes sort of No	
Make it interesting?	
Yes sort of No	
<u>Plan Revision</u>	
One thing that would make in more interesting is _____	The group gives advice or comment.

Teacher	Student
<p>After having finished revising another group's work, students send back the work to the group owner.</p>	
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p>	
<p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>Each group examines his own work and then redrafts composition.</p>
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p>	
<p><u>Transfer (Period 2)</u></p>	
<p>Write individually a narrative of witness. Assume that you are a witness or the person who saw the whole events. The authorities have asked you to write a short report, telling exactly what you saw. Your report will be used as evidence. Remember that you have to organize your narrative</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<p>chronologically as the event actually happened. You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"><li data-bbox="271 730 856 898">1. List all details you want to write, then group and organize the ideas.<li data-bbox="271 938 821 1039">2. Write a passage by using the list of details you've made.<li data-bbox="271 1079 874 1312">3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น : ม. 6
 จำนวนนักเรียน : 47 คน
 วัน เดือน ปี : 11 มิถุนายน 2533
 จำนวนคาบ : 2 คาบ คาบที่ 7 - 8
 เนื้อหา : Comparison and Contrast Essay. (Contrast Essay 1)
 สื่อการสอน : Supplementary sheet of contrast transitional words and vocabulary.
 ความรู้เดิม : Comparative and superlative degree forms.

Objective	Procedure		Evaluation
	Teacher	Student	
Terminal Objective	Presentation		
นักเรียนสามารถเขียนเปรียบเทียบลักษณะความแตกต่างของภาพยนตร์ไทยและภาพยนตร์ต่างประเทศ	Good morning, class The weather is very good today, isn't it?	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบลักษณะความแตกต่างของหนังไทยและหนังต่างประเทศ
Enabling Objective			
1. นักเรียนสามารถใช้คำแสดงการเปรียบเทียบความแตกต่างต่อไปนี้ได้	And what about yesterday's? Was it better or worse than	It's better/worse.	2. ให้นักเรียนเชื่อมโยงประโยคที่กำหนดให้โดยใช้คำแสดงการเปรียบเทียบความ

Objective	Procedure		Evaluation
	Teacher	Student	
<p>ถูกต้อง</p> <p>both-and, both, in contrast, though, the same.</p> <p>2. นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง character audience compassion</p>	<p>today?</p> <p>Did you like the weather yester- day?</p> <p>Why (not) ?</p> <p>(Teacher call 4 students and then concluded that.....)</p> <p>(<u>student's name</u>) and (<u>Student's name</u>) liked the weather yester- day.</p> <p>On the contrary, (<u>Student's name</u>) and (<u>Student's name</u>) like the weather today because it is</p>	<p>Yes / No.</p> <p>because.....</p>	<p>แตกต่าง</p> <p>3. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำในช่องว่าง</p>

Teacher	Student
<p>more comfortable than yesterday. Today we will learn about a comparison and contrast essay. When you examine or judge one thing against another in order to show the points of likeness, it means you <u>compare</u> them.</p>	
<p>So, what does "comparison" mean in Thai?</p>	<p>การเปรียบเทียบความเหมือน</p>
<p>And when you compare two things or people to show differences, it means you <u>contrast</u> them.</p>	
<p>So, what does contrast mean in Thai?</p>	<p>การเปรียบเทียบความแตกต่าง</p>
<p>(Teacher distributes supplementary sheet of comparison-and-contrast words, and vocabulary and asks students to read the words together) <u>both</u> means two together.</p>	
<p>Read the sentences.</p>	<p>: <u>Both</u> her parents were dead. : <u>Both</u> her children are boys.</p>
<p>What does "both" mean in Thai? That's right.</p>	<p>ทั้งคู่</p>

Teacher	Student
<p>When do we use "both" ?</p> <p><u>both N and N</u> means the one as well as the other</p> <p>Read the sentences.</p> <p>What does "both - and" mean?</p> <p>That's right.</p> <p>When do we use "both - and"?</p> <p><u>in contrast</u></p> <p>Read the sentences.</p> <p>What does "in contrast" mean in Thai?</p>	<p>When we refer to two persons or things.</p> <p>: <u>Both</u> Tom <u>and</u> John like swimming.</p> <p>: <u>Both</u> father <u>and</u> mother are very kind.</p> <p>ทั้ง....และ....</p> <p>When we refer to one person and the other.</p> <p>: John is very good at every subject. <u>In contrast</u>, his brother is very weak in every subject.</p> <p>: Her parents are very polite. <u>In contrast</u>, she is very rude.</p> <p>ในทางตรงกันข้าม</p>

Teacher	Student
<p>When do we use "in contrast"?</p> <p>Good.</p> <p><u>though</u></p> <p>Read the sentences.</p> <p>What does "though" mean in Thai?</p> <p>When do we use "though"?</p> <p>Good.</p> <p>Pay attention to the punctuation mark. What is the difference between the two examples of "though" ?</p> <p>Good.</p> <p><u>The same + noun</u> means identical with what has just been mentioned, or what</p>	<p>When we emphasize the difference between one person or thing and another.</p> <p>: <u>Though</u> I've known him a long time, I don't like him.</p> <p>: She wore a fur coat, <u>though</u> it was very hot.</p> <p>แม้ว่า</p> <p>When we show the contrast meaning of the two clauses.</p> <p>When "though" is between the two clauses, there must be a comma before it. And when though begins the sentence, the comma must be between the clauses.</p>

Teacher	Student
<p>is talking about.</p> <p>Read the sentences.</p> <p>What does "the same" mean in Thai?</p> <p>That's right.</p> <p>When do we use "the same" ?</p> <p>Good.</p> <p>Now look at the vocabulary on the sheet.</p> <p><u>audience</u> means the group of listeners or viewers collectively as at a theatre or a concert.</p> <p>Read the sentences.</p>	<p>: He and Tom were exactly <u>the same age</u>.</p> <p>: It was <u>the same color</u> as the wall.</p> <p>เหมือนกัน</p> <p>When two persons or things are exactly like each other in some way.</p> <p>: <u>Audience</u> feel sorry for the main character.</p> <p>: This is a very good movie. you can see that a large number of <u>audience</u> queue to buy tickets.</p>

Teacher	Student
<p>What does "audience" mean in Thai?</p> <p>That's right.</p>	<p>ผู้ชม, ผู้ฟัง</p>
<p><u>compassion</u> is the feeling of pity for someone who is suffering.</p> <p>Read the sentences.</p>	<p>: The suffering of Cubans aroused their <u>compassion</u>.</p> <p>: A good sad movie will inspire the audience <u>compassion</u>.</p>
<p>What does "compassion" mean in Thai ?</p> <p>That's right.</p>	<p>ความ^{เมตตา}รู้สึกสงสาร</p>
<p><u>character</u> means people in a film, book or play.</p> <p>Read the sentences.</p>	<p>: Rosencraz is a minor <u>character</u> in Shakespeare's "Hamlet".</p> <p>: There are serious problems that develop between the two main <u>characters</u>.</p>
<p>What does "character" mean in Thai ?</p> <p>Good.</p>	<p>ตัวแสดง</p>

Teacher	Student
<p><u>Combine the sentences by using the words given in the bracket.</u></p> <p>1. Linda is beautiful. Her mother is beautiful. (both - and)</p> <p>2. Her sister is studying in this college. Her younger sister is also studying in this college. (both)</p> <p>3. I didn't know anybody at the party. I had a good time (though)</p> <p>4. This handbag is 1,500 baht. That one is also 1,500 baht. (the same)</p> <p>5. You are tired of it. I am very enjoyable. (in contrast)</p>	<p><u>Both</u> Linda <u>and</u> mother are beautiful.</p> <p><u>Both</u> her sisters are studying in this college.</p> <p><u>Though</u> I didn't know anybody at the party, I had a good time.</p> <p>These two handbags are <u>the same price</u>.</p> <p>You are tired of it. <u>In contrast</u>, I am very enjoyable.</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. The.....like the new actress.</p> <p>2. The wealthy should have.....to the poor.</p> <p>3. This novel has too many.....</p>	<p>audience</p> <p>compassion</p> <p>characters</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1</u> กิจกรรมระดมสมอง (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to tell the qualities of good and bad horror movies in terms of differences)</p> <p>First of all, assume that your audience are examiners and the topic of the contrast essay is "Good and Bad Horror Movies".</p> <p>What important basic information should be in your introduction?</p> <p>What information are you going to contrast between good and bad horror movies?</p> <p>What examples, facts and details are you going to discuss? Explain them.</p>	<p>Bad horror movies are different from good horror movies.</p> <p>Theme, plot, characters, scene, etc.</p> <p>Students add more details to the important information.</p>

Teacher	Student
<p>(Teacher writes down the details on the board.)</p> <p>Is there any contrast vocabulary that could be used here?</p> <p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not important to the topic?</p> <p>(Teacher crosses out unimportant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p>Students tell contrast vocabulary.</p> <p>Students tell unimportant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>

Teacher	Student
<p data-bbox="268 479 852 667"> <u>ขั้นที่ 2</u> ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง <u>โดยอาศัยข้อมูลจากการใช้กิจกรรม</u> <u>ระดมสมอง</u> </p> <p data-bbox="196 703 863 1144"> (Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.) </p> <p data-bbox="196 1184 882 1559"> Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end. </p> <p data-bbox="196 1599 863 1767"> After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper. </p> <p data-bbox="196 1807 863 1975"> <input type="checkbox"/> Have I offered all the information needed by my readers on my points of discussion? </p>	

Teacher	Student
<ul style="list-style-type: none"> ○ Is this information well organized so that my readers can understand what I have said? ○ Do my points of contrast in the paragraph relate directly to my topic sentence? ○ In developing the paragraph, have I accidentally added any information that does not relate to my topic? ○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing? 	
<p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group</p>	<p>Students exchange their own</p>

Teacher	Student
<p>to check the paper.</p> <p>Revise the work by using the Revision Think Sheet.</p> <p style="text-align: center;"><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p> What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization : Did the author</u></p> <p> Tell what things you need?</p> <p> Yes sort of No</p> <p> Make the steps clear?</p> <p> Yes sort of No</p> <p> Use transitional words?</p> <p> Yes sort of No</p> <p> Make it interesting?</p> <p> Yes sort of No</p>	<p>work with another group's and then revise the work.</p>

Teacher	Student
<p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising Another group's work, students send back the work to the group owner.</p> <p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>The group gives advice or comment.</p> <p>Each group examines his own work and then redrafts composition.</p>
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Now write individually a contrast essay on the topic of "Thai and Foreign Movies". You have to follow the three steps of writing as you've learned in the first period.</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<ol style="list-style-type: none">1. List all details you want to write, then group and organize the ideas.2. Write a passage by using the list of details you've made.3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 18 มิถุนายน 2533
จำนวนคาบ	: 2 คาบ คาบที่ 9 - 10
เนื้อหา	: Comparison and Contrast Essay. (Contrast Essay 2)
สื่อการสอน	: Supplementary sheet of vocabulary.
ความรู้เดิม	: Contrast transitional word.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนเปรียบเทียบความแตกต่างของเหตุการณ์ที่เกิดขึ้นในช่วงที่ต่างกัน	Good morning, class Do you think teaching is hard work ? I think it's hard.	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบลักษณะความแตกต่างของนักเรียนระหว่างวัยเด็กและวัยรุ่น 2. ให้นักเรียนทำแบบฝึกหัดเติมคำในช่องว่าง
<u>Enabling objective</u>	You know when I was young, I wished to be a		
1. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้ถูกต้อง			

Objective	Procedure		Evaluation
	Teacher	Student	
<p>in addition however adolescent response though the same.</p>	<p>veterinarian. I mean the one who can give the medical care to sick animals. But I had to change my mind because I was very weak in mathematics, and science. Have you ever had a change in your mind? What's that? Today we will learn about the contrast essay of something happening at</p>	<p>Yes / No. It's about....</p>	

Teacher	Student
<p>different time.</p> <p>(Teacher distributes supplementary sheet of vocabulary and asks students to read the words together)</p> <p>Look at the vocabulary on the handout sheets.</p> <p><u>in addition</u> means also or as well as</p> <p>Read the sentences.</p> <p>What does in "addition" mean in</p> <p>That's right.</p> <p>When do we use in "addition" ?</p> <p>Good.</p> <p><u>however</u> means inspite of that, or but</p> <p>Read the sentences.</p>	<p>: Her husband died in the car accident yesterday. <u>In addition</u>, she got permanent physical defect.</p> <p>: He rebuilt every room. <u>In addition</u>, he built up a new garage.</p> <p>นอกจากนี้แล้ว</p> <p>When we want to add something to what has been already said.</p> <p>: I felt that I would not be</p>

Teacher	Student
<p>What does "however" mean in Thai?</p> <p>That's right</p> <p>When do we use "however"?</p> <p>Good.</p> <p><u>adolescent</u> means a young person who is no longer a child but who has not yet become an adult.</p>	<p>sufficiently experienced.</p> <p><u>However</u>, Jenkins seemed to have confidence in me.</p> <p>: Losing at games doesn't seem to matter to some women.</p> <p>Most men, <u>however</u>, can't stand it.</p> <p>อย่างไรก็ตาม</p> <p>When we are adding a comment which is surprising or which contrasts with what has just been said.</p> <p>: <u>Adolescents</u> of ten quarrel with their parents.</p> <p>: Teachers should have the knowledge of psychology of <u>adolescent</u>.</p>

Teacher	Student
<p>What does "adolescent" mean in Thai ?</p> <p>That's right.</p> <p><u>response</u> means what you do or say as a reaction or reply to it.</p> <p>Read the sentences.</p> <p>what does "response" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. Carl Lewis won the Olympic broad jump., he won three other gold medals in the 1984 Games.</p> <p>2.often have difficulties as they grow up.</p>	<p>วัยรุ่น</p> <p>: The government <u>response</u> to the riot was firm.</p> <p>: As an immediate <u>response</u> the university has cut admission by 20 per cent.</p> <p>การตอบสนอง</p> <p>In addition</p> <p>Adolescents.</p>

Teacher	Student
<p>3. He gave no.....to my question.</p> <p>4. I have no wish to go, I shall go.</p>	<p>response.</p> <p>however.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (Teacher introduces the topic and asks students to tell what are the differences for him before and after his parents divorce)</p> <p>Now, assume that your parents are divorced. You have to contrast yourself before and after their divorce.</p> <p>What important information should be in your introduction?</p> <p>What information are you going to contrast between before and after their divorce?</p>	<p>I have changed myself after my parents divorce.</p> <ul style="list-style-type: none"> - We have to change the attitude of living in an imperfect family. - We get more responsibility.

Teacher	Student
<p>What examples, facts and details are you going to discuss? Explain them.</p> <p>(Teacher writes down the details on the board.)</p> <p>Is there any contrast vocabulary that are used here?</p> <p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic?</p> <p>(Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p>	<p>- Our social and economic status must be changed etc.</p> <p>Students add more details.</p> <p>Students tell contrast vocabulary.</p> <p>Students tell unimportant details.</p> <p>Students categorize the details.</p>

Teacher	Student
<p>Organizing: list time sequence transitional words to organize your writing.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง</u> <u>โดยอาศัยข้อมูลจากการใช้กิจกรรม</u> <u>ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to</p>	<p>Students choose time sequence transitional words.</p> <p>Each students writes his own composition.</p>

Teacher	Student
<p>ask yourself before exchanging your paper.</p> <ul style="list-style-type: none"><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?<input type="radio"/> Is this information well organized so that my readers can understand what I have said?<input type="radio"/> Do my points of contrast in the paragraph relate directly to my topic sentence?<input type="radio"/> In developing the paragraph, have I accidentally added any information that does not relate to my topic?<input type="radio"/> Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?	

Teacher	Student
<p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work with another group's to check the paper. Revise the work by using the Revision Think Sheet.</p> <p style="text-align: center;"><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p>	<p>Each group examines his own work with another group and then revises the work.</p>

Teacher	Student
<p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make it more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p> <p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p> <p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p>	<p>The group gives advice or comment.</p> <p>Each group examines his own work and then redrafts composition.</p>

Teacher	Student
<p data-bbox="164 436 509 465"><u>Transfer</u> (Period 2)</p> <p data-bbox="164 504 831 806">Now write individually a contrast essay on the topic of "How Being an Adolescent Changed Me". You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="164 840 862 1288" style="list-style-type: none"><li data-bbox="164 840 862 952">1. List all details you want to write, then group and organize the ideas.<li data-bbox="164 974 862 1086">2. Write a passage by using the list of details you've made.<li data-bbox="164 1108 862 1288">3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p data-bbox="164 1321 862 1422">(Teacher collects the work to check and give the marks.)</p>	<p data-bbox="901 504 1426 604">Each student writes his own composition.</p>

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 25 มิถุนายน 2533
จำนวนคาบ	: 2 คาบ คาบที่ 11 - 12
เนื้อหา	: Comparison and Contrast Essay. (Comparison)
สื่อการสอน	: Supplementary of comparison transitional words and vocabulary.
ความรู้เดิม	: Contrast Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนเปรียบเทียบความเหมือนและความแตกต่างระหว่างบุคคล 2 บุคคลได้	Good morning, class. Which singer do you like most ? Why do you like singer A ?	Good morning, teacher. Students tell the name of singer A and B Because he is veru smart and sings very	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบความเหมือนและความแตกต่างของบุคคลทั้ง 2 บุคคล
<u>Enabling Objective</u>			2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง
1. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้ถูกต้อง like,	Why do you like singer A ?		

Objective	Procedure		Evaluation
	Teacher	Student	
<p>unlike tend disorgnsized unfriendly.</p>	<p>Why do you like singer B ?</p> <p>Both sing very well and are very charming.</p> <p>Are both good looking?</p> <p>Today we will learn how to compare and contrast two persons.</p> <p>As we have learned before, can you remember</p>	<p>beautifully.</p> <p>Because his voice is very good and he is facinating.</p> <p>Yes.</p> <p>Yes. (but I think singer B is better looking.)</p> <p>When we show the points of likeness.</p>	

Teacher	Student
<p>when to use comparison ?</p> <p>Good, and when do you use contrast ?</p> <p>That's right</p> <p>(Teacher distributes supplementary sheet of transitional words and vocabulary.)</p> <p>Look at the vocabulary on the handout sheet.</p> <p><u>like</u> + <u>เหมือน</u> means the same as.</p> <p>Read the sentences.</p> <p>What does "like" mean in Thai ?</p> <p>That's right.</p> <p>When do we use "like"?</p> <p>Good.</p> <p><u>unlike</u> means not the same as.</p>	<p>When we show the points of differences.</p> <p>: <u>Like</u> Martin, Robert can speak French fluently.</p> <p>: <u>Like</u> Manola, Linda works very actively and effectively.</p> <p>เช่นเดียวกัน</p> <p>To introduce an example of the thing or person that you have just mentioned in order to make comparison.</p>

Teacher	Student
<p>Read the sentences.</p> <p>When does "unlike" means in Thai?</p> <p>That's right.</p> <p>When do we use "unlike" ?</p> <p><u>tend</u> means happen ususally or often.</p> <p>Read the sentences.</p>	<p>: <u>Unlike</u> Smith, John is very straightforward.</p> <p>: <u>Unlike</u> the western life, the eastern life tends to be more traditional.</p> <p>ไม่เหมือนกัน</p> <p>To introduce an example of the thing or person that you have just mentioned in order to make contrast.</p> <p>: I <u>tend to</u> wake up early in the morning.</p>
<p>What does "tend" mean in Thai ?</p> <p>Thai's right.</p> <p><u>disorganized</u> means not planning or arranging things well.</p> <p>Read the sentences.</p>	<p>: Shopping list on an old envelope <u>tends to</u> get lost.</p> <p>มีแนวโน้ม</p> <p>: She is inclined to be <u>disorganized</u> and indecisive.</p>

Teacher	Student
<p>What does "disorganized" mean in Thai ?</p> <p>That's right.</p> <p><u>unfriendly</u> means not behaving in a kind and pleasant way.</p> <p>Read the sentences.</p> <p>What does "unfriendly" mean in Thai's</p>	<p>: She is the most <u>disorganized</u> woman I've known.</p> <p>ที่ไม่รู้จักตระเตรียม</p> <p>: There is no smile on his face. Besides, he <u>unfriendly</u> stares at you.</p> <p>: He looks <u>unfriendly</u>. I don't want to go with him.</p> <p>ที่ไม่เป็นมิตร</p>
<p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1.the East, the West has its share of superhighways, fast-food restaurant, and well-known</p>	<p>Like.</p>

Teacher	Student
<p>university.</p> <p>2. Plants.....to die in hot weather if you don't water them.</p> <p>3. She's the most.....person I've known. Maybe one day she will be an efficient woman.</p> <p>4.the Easterners, the Westerners dress more informally, and feel more at home in blue jeans and open-collared shirts.</p> <p>5. Why must you be so.....towards him ? He's my close friend.</p> <p>In conclusion we use "comparison" to explain how things or people are similar, and we use "contrast" to explain how they are different. But sometimes we compare and contrast within a single paragraph essay.</p> <p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p>	<p>tend.</p> <p>disorganized.</p> <p>Unlike.</p> <p>unfriendly.</p>

Teacher	Student
<p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to compare and contrast 2 students used as an example)</p> <p>What do you think of A and B ? (2 students chosen as an example to compare and contrast their quality)</p> <p>Are they the same or different ?</p> <p>Give me the similarity points between both of them.</p> <p>(List the similarity on the blackboard.)</p>	
<p>Is there any comparison ?</p> <p>vocabulary that could be used here?</p> <p>Is there any contrast vocabulary that could be used here?</p>	<p>Some points are the same but some points are different.</p> <p>Students give list of similar points.</p> <p>Students tell comparison vocabulary.</p> <p>Students tell contrast vocabulary.</p>

Teacher	Student
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic? (Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p>Students tell irrelevant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>
<p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่องโดยอาศัยข้อมูลจากการใช้กิจกรรมระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks</p>	

Teacher	Student
<p>students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <p><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?</p> <p><input type="radio"/> Is this information well organized so that my readers can understand what I have said?</p> <p><input type="radio"/> Do my points of comparison and contrast in the paragraph relate directly to my topic sentence?</p>	

Teacher	Student
<p>○ In developing the paragraph, have I accidentally added any information that does not relate to my topic?</p> <p>○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p>	
<p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization : Did</u> the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p>	<p>f.</p> <p>The group gives advice or comment.</p>

Teacher	Student
<p data-bbox="326 488 843 604">3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียน อีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p data-bbox="178 631 874 869">Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p> <p data-bbox="178 976 874 1075"><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p data-bbox="178 1115 514 1146"><u>Transfer</u> (Period 2)</p> <p data-bbox="178 1182 859 1487">In this period, write individually a comparison-and-contrast paragraph about 2 teachers. (give 2 teachers' names as persons to be compared and contrasted</p> <p data-bbox="178 1527 859 1697">You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="178 1733 874 1971" style="list-style-type: none"> 1. List all details you want to write, then group and organize the ideas. 2. Write a passage by using the list of details you've made. 	<p data-bbox="912 631 1480 801">Each group examines his own work and then redrafts composition.</p> <p data-bbox="912 1733 1433 1836">Each student writes his own composition.</p>

Teacher	Student
<p>3. Exchange your work with your partner's to revise the passage and then redraft your composition.</p> <p>(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 2 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 13 - 14
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary Sheet of cause-and-effect transitional words and vocabulary.
ความรู้เดิม	: -

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนบรรยายผลเสียของการเลี้ยงสัตว์เลี้ยง	<p>Good morning, class.</p> <p>Do you have any pets in your house ?</p> <p>What kind of pets are they ?</p> <p>Do you like them ?</p>	<p>Good morning, teacher.</p> <p>Yes.</p> <p>A dog/cat/bird etc.</p> <p>Yes./No.</p>	<p>1. ให้นักเรียนเขียนเรียงความบรรยายเหตุผลต่อการเลี้ยงสัตว์เลี้ยงให้นักเรียนอารมณ์เสีย</p> <p>2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง since upset terrible suffer.</p>	<p>Why don't you like them ?</p> <p>It's very good reason. Today we will learn about a cause- and-effect essay When you write a cause-and-effect essay, you're meant to give good reasons why someone does the action and why something is done and what the results are. In conclusion a</p>	<p>Because they cause a lot of damages</p>	

Teacher	Student
<p>cause means a reason for an action.</p> <p>So, what does it mean in Thai ?</p> <p>That's right</p> <p>And when we talk about a cause, we must talk about an effect or the result of it.</p> <p>So, What does it mean in Thai ?</p> <p>Good.</p> <p>(Teacher distributes supplementary sheet of vocabulary and asks students to read the words together.)</p> <p>Look at the vocabulary on the handout sheet.</p> <p><u>since</u> means because</p>	<p>สาเหตุ</p> <p>ผล</p>
<p>Read the sentences</p> <p>What does "since" mean in Thai ?</p> <p>That's right.</p>	<p>: We shouldn't come <u>sine</u> we're busy</p> <p>: I couldn't see Helen's expression <u>since</u> her head was turned.</p> <p>เพราะว่า</p>

Teacher	Student
<p>When do we use "use "since"?</p> <p><u>upset</u> means make someone feel worried or unhappy.</p> <p>What does "upset" mean in Thai?</p> <p>That's right.</p> <p><u>terrible</u> means very bad or poor in quality.</p> <p>Read the sentences.</p>	<p>When we want to state the reason for something</p> <p>: I didn't mean to <u>upset</u> you.</p> <p>: The poverty they saw in upcountry always <u>upsets</u> them.</p> <p>ทำให้อารมณ์เสีย</p> <p>: What <u>terrible</u> food, I couldn't eat it.</p> <p>: I'm very tired today because I've had a <u>terrible</u> day at the office.</p>
<p>What does "terrible" mean in Thai ?</p> <p>That's right.</p> <p><u>suffer</u> means be badly affected by an unfavorable event or situation.</p> <p>Read the sentences.</p>	<p>ที่แย่มาก</p> <p>: They would be the first to <u>suffer</u> if the proposals were ever carried out.</p>

Teacher	Student
<p>What does "suffer" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. She has _____ a lot from various illness.</p> <p>2. Don't read that book; it's _____</p> <p>3. _____ you ask, I will tell you why.</p> <p>4. Don't _____ yourself; these problems aren't really serious.</p>	<p>: Seventy-five percent of its population <u>suffers</u> from malnutrition.</p> <p>ทนทุกข์ทรมาน</p> <p>suffered.</p> <p>terrible.</p> <p>since.</p> <p>upset</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u></p> <p>(brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u></p> <p>(listing)</p>	

Teacher	Student
<p>(Teacher introduces the topic and asks students to tell the terrible effects of feeding a puppy in the house.)</p> <p>Assume that you feed a puppy in house. It causes a lot of trouble to you. Tell me the terrible effects you think you have to face or on what points the puppy makes bad effects to you</p>	<ul style="list-style-type: none"> - It makes the emotinoal effects on the owner and his family. - It makes some damages in the house.
<p>(Teacher writes down all details on the board.)</p> <p>Is there any cause-and-effect vocabulary used here ?</p>	<ul style="list-style-type: none"> - It makes the house dirty. - It makes the owner spend much money on looking it after. <p>Students tell the cause-and-effect vocabulary.</p>

Teacher	Student
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัด</u> <u>กลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และ</u> <u>เรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic? (Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p>Students tell irrelevant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>
<p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง</u> <u>โดยอาศัยข้อมูลจากการใช้กิจกรรม</u> <u>ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks</p>	

Teacher	Student
<p>students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <p><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?</p> <p><input type="radio"/> Is this information well organized so that my readers can understand what I have said?</p> <p><input type="radio"/> Do my points of cause and effect in the paragraph relate directly to my topic sentence?</p>	

Teacher	Student
<p>○ In developing the paragraph, have I accidentally added any information that does not relate to my topic?</p> <p>○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p>	
<p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p>	<p>The group gives advice or comment.</p>

Teacher	Student
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p> <p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Now, write individually a cause-and-effect paragraph on the topic of "Feeding Pets Makes Me Upset"</p> <p>You have to follow the three steps of writing as you've learned in the</p>	<p>Each group examines his own work and then redrafts composition.</p>
<p>first period.</p> <ol style="list-style-type: none"> 1. List all details you want to write, then group and organize the ideas. 2. Write a passage by using the list of details you've made. 3. Exchange your work with your partner's to revise the passage 	<p>Each student writes his own composition.</p>

Teacher	Student
and then redraft your composition. (Teacher collects the work to check and give the marks.)	

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 9 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 15 - 16
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary Sheet of vocabulary.
ความรู้เดิม	: Cause-and-effect transitional words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u> นักเรียนสามารถเขียน บรรยายผลที่จะเกิดขึ้น จากการว่างงาน	<u>Presentation</u> Good morning, class. You know in Thailand there are a lot of people unemployed. I mean they have no work.	Good morning, teacher.	1. ให้นักเรียนเขียน เรียงความบรรยาย ผลที่จะเกิดขึ้นจาก การว่างงานของ ผู้ปกครองของตน 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ใน ช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>psychological financial confusion depression unemployed self-confidence</p>	<p>What will happen if most of Thai people have no work ? That's right. Today we will learn about a cause-and-effect essay of unemployment. (Teacher distributes supplementary sheet of vocabulary and asks students to read together) Look at the vocabulary on the handout sheet</p>	<p>There will be a lot of crime and there will be a lot of social problems.</p>	

Teacher	Student
<p><u>psychological</u> concerning mind and thoughts.</p> <p>What does "psychological" mean in Thai ?</p> <p>That's right.</p> <p><u>financial</u> means concerning money</p> <p>Read the sentences</p>	<p>: The accident had a <u>psychological</u> as well as physical effect on him.</p> <p>: Are there important <u>psychological</u> differences between the two sexes.</p> <p>เกี่ยวข้องกับจิตใจ</p> <p>: The company was in deep <u>financial</u> difficulties.</p> <p>: The government is worried about the country's <u>financial</u> problem.</p>
<p>What does "financial" mean in Thai ?</p> <p>That's right.</p> <p><u>confusion</u> means disorder the state of causing to be mistaken</p> <p>Read the sentences</p>	<p>เกี่ยวกับการเงิน</p> <p>: If you write more clearly, you'll prevent the <u>confusion</u> of your readers</p>



Teacher	Student
<p>What does "confusion" mean in Thai ?</p> <p><u>unemployed</u> means having no job</p> <p>Read the sentences.</p> <p>What does "unemployed" mean in</p> <p>That's right.</p> <p><u>depression</u> means great sadness and</p> <p>disappointment or</p> <p>hopelessness</p> <p>Read the sentences</p>	<p>: There was <u>confusion</u> to us whether we had won the battle or not.</p> <p>ความงุนงง, ความสับสน</p> <p>: Owing to their low intelligence, they were <u>unemployed</u>.</p> <p>: The government ought to create more job vacancies for <u>unemployed</u> young people.</p> <p>ที่ตกงาน</p>
	<p>: His <u>depression</u> come to an end when she kissed him.</p> <p>: Life was pure <u>depression</u> last month the children were ill and I had almost no money.</p>

Teacher	Student
<p>What does "depression" mean ?</p> <p>That's right.</p> <p><u>self-confidence</u> means feeling sure of one's ability or worth</p> <p>Read the sentences</p> <p>What does "self-confidence" mean in Thai ?</p> <p>That's right.</p>	<p>ความเศร้าใจ, ความหดหู่ใจ</p> <p>: He can only develop <u>self-</u> <u>confidence</u> if he is told he is clever.</p> <p>: It's unbelievable. She has remarkable <u>self-confidence</u> for her age.</p> <p>ความเชื่อมั่นในตนเอง</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. They made _____ study of his behavior.</p> <p>2. The old man looked in _____ at his new surrounding.</p>	<p>psychological</p> <p>confusion</p>

Teacher	Student
3. His death caused the children great _____	depression
4. The number of _____ teachers are still increasing. The government should find out the way to solve this problem.	unemployed
5. You must boost up your own _____ because I believe that you could do it.	self-confidence
6. His interest in business is purely _____	financial
<u>Practice</u>	
<p>ขั้นที่ 1 <u>การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p>	
<p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p>	
<p>(Teacher introduces the topic and asks students to tell what happens if their parents are unemployed.) Suppose you are unemployed.</p>	

Teacher	Student
<p>Think of what will happen to you and your family.</p> <p>Tell me the detail of of each problem.</p> <p>(Teacher writes down the details on the blackboard.)</p> <p>Is there any cause-and-effect vocabulary used here ?</p>	<p>We have to face financial problem and psychological problem as well.</p> <p>Look at money to buy something necessary for a living; such as clothes, food, medicine, etc.</p> <ul style="list-style-type: none"> - Having no money to pay for tuition fee, rental payment etc. - lack of life security, self-confidence, self-esteem etc. <p>Students tell the cause-and-effect vocabulary.</p>
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic?</p>	<p>Students tell irrelevant details.</p>

Teacher	Student
<p>(Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง โดยอาศัยข้อมูลจากการใช้กิจกรรม ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your</p>	<p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>

Teacher	Student
<p>writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <ul style="list-style-type: none"><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?<input type="radio"/> Is this information well organized so that my readers can understand what I have said?<input type="radio"/> Do my points of cause and effect in the paragraph relate directly to my topic sentence?<input type="radio"/> In developing the paragraph, have I accidentally added any information that does not relate to my topic?<input type="radio"/> Do I offer sufficient details, examples or explanations so that	

Teacher	Student
<p>my readers gain a complete understanding of what I am discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p>	<p>Students exchange their own work to another group and then revise the work.</p>
<p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p>	

Teacher	Student
<p>Tell what things you need? Yes sort of No</p> <p>Make the steps clear? Yes sort of No</p> <p>Use transitional words? Yes sort of No</p> <p>Make it interesting? Yes sort of No</p>	
<p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After finishing revising another group's work, students send back the work to the group owner.</p>	<p>The group gives advice or comment.</p>
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>Each group examines his own work and then redrafts composition.</p>

Teacher	Student
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Write individually a cause-and-effect paragraph of "My Parents on Being Unemployed"</p> <p>You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none">1. List all details you want to write, then group and organize the ideas.2. Write a passage by using the list of details you've made.3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	<p>Each student writes his own composition.</p>

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 16 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 17 - 18
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary of vocabulary.
ความรู้เดิม	: Cause-and-effect transitional words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน บรรยายเหตุผลความ กังวลใจ	Good morning, class. Have you prepared yourself well enough for this coming Universi- ty Entrance Examination.	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุผลความกังวลใจ ในการสอบเข้า มหาวิทยาลัย 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ใน ช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถชี้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>be based on anxiety rejection tension ban.</p>	<p>What make you so worried ?</p> <p>Today we will learn a cause- and-effect writing on the topic of "What causes Anxiety" (Teacher distributes supplementary sheet of vocabulary and asks students to read the words together)</p>	<p>I'm very worried</p> <p>(Students tell the causes of making them worried.)</p>	

Teacher	Student
<p>Look at the vocabulary on the handout sheet</p> <p><u>be based on</u> means developed from that</p> <p>Read the sentences</p> <p>What does "be based on" mean in Thai ?</p> <p>That's right.</p> <p><u>anxiety</u> means a feeling of nervousness or worry</p> <p>Read the sentences : "What do you think ?"</p>	<p>: The new agreement <u>is based on</u> the original United Nations proposal.</p> <p>: This documentary movie <u>is based on</u> British Life</p> <p>ขึ้นอยู่กับ</p> <p>asked the Belgian with</p>
<p>: They had <u>anxiety</u></p> <p>What does "anxiety" mean in Thai?</p> <p>That's right.</p> <p><u>rejection</u> means being not accepted</p> <p>Read the sentences</p>	<p>over what was to be done</p> <p>ความกังวลใจ</p> <p>: The <u>rejection</u> of my idea makes me upset</p> <p>: There had been a widespread <u>rejection</u> of many of the traditional processes of poli-</p>

Teacher	Student
<p>What does "rejection" mean in Thai ?</p> <p>That's right.</p> <p><u>tension</u> means the feeling of fear or nervousness that is produced when something difficult, dangerous, or important is happening.</p> <p>Read the sentences</p> <p>What does "tension" mean in Thai ?</p> <p>That's right.</p> <p><u>ban</u> means not allow to be done, shown or used</p>	<p>tical participation</p> <p>การปฏิเสธ การไม่ยอมรับ</p> <p>: Family <u>tensions</u> are increasing</p> <p>: The <u>tension</u> of situation is getting more serious</p> <p>ความตึงเครียด</p>
<p>Read the sentences</p> <p>What does "ban" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p>	<p>: His play was <u>banned</u> by the BBC.</p> <p>: The treaty <u>bans</u> all nuclear test.</p> <p>ห้าม, ไม่อนุญาตให้</p>

Teacher	Student
<p>1. The play was _____ by the censor.</p> <p>2. The book is _____ on something that really happened.</p> <p>3. There was a terrible _____ as they waited to hear who had been killed in the plane crash.</p> <p>4. Not knowing whether or not she would die caused us great _____.</p> <p>5. She had a feeling of _____, no one wanted her.</p>	<p>banned.</p> <p>based.</p> <p>tension.</p> <p>anxiety.</p> <p>rejection.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อคิดที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to tell the cause and effect of anxiety.)</p> <p>What are the causes that make you anxious about taking the University Entrance Exam ?</p>	<p>- I'm afraid I can't fulfill my parents' hope.</p> <p>- I'm afraid of being insulted.</p>

Teacher	Student
<p>(Teacher writes down all details on the blackboard.)</p> <p>Is there any cause-and-effect vocabulary used here?</p>	<p>- I'm afraid of being considered stupid, lazy, irresponsible and etc.</p> <p>Students tell the cause-and-effect vocabulary.</p>
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic?</p> <p>(Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to</p>	<p>Students categorize the details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>

Teacher	Student
<p style="text-align: center;">organize your writing.</p> <p style="text-align: center;"><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง</u> <u>โดยอาศัยข้อมูลจากการใช้กิจกรรม</u> <u>ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p>	

Teacher	Student
<ul style="list-style-type: none"><li data-bbox="162 443 880 622">○ Have I offered all the information needed by my readers on my points of discussion?<li data-bbox="162 656 880 835">○ Is this information well organized so that my readers can understand what I have said?<li data-bbox="162 869 880 1048">○ Do my points of cause and effect in the paragraph relate directly to my topic sentence?<li data-bbox="162 1081 880 1317">○ In developing the paragraph, have I accidentally added any information that does not relate to my topic?<li data-bbox="162 1350 880 1653">○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?	

Teacher	Student
<p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทาน</u> <u>ข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่ม</u> <u>ตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization : Did the author</u></p> <p>Tell what things you need?</p> <p>Yes sort of No</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p>Make the steps clear? Yes sort of No</p> <p>Use transitional words? Yes sort of No</p> <p>Make it interesting? Yes sort of No</p> <p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p>	<p>The group gives advice or comment.</p>
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>Each group examines his own work and then redrafts composition.</p>

Teacher	Student
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Now write individually a cause-and-effect paragraph on the topic of "My Anxiety to Take the University Entrance Exam."</p> <p>You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. List all details you want to write, then group and organize the ideas. 2. Write a passage by using the list of details you've made. 3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	<p>Each student writes his own composition.</p>

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 23 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 19 - 20
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet of persuasive transitional words and vocabulary.
ความรู้เดิม	: -

Objective	Procedure		Evaluation
	Teacher	Student	
Terminal Objective	Presentation		
นักเรียนสามารถเขียนแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับการห้ามจัดงานสังสรรค์ต่าง ๆ	<p>Good morning, class.</p> <p>Do you think that girls are lovelier than boys ?</p> <p>Why not? They are so sweet and polite, not</p>	<p>Good morning, teacher.</p> <p>No.</p>	<p>1. ให้นักเรียนเขียนเรียงความแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับการห้ามจัดงานสังสรรค์ต่าง ๆ</p> <p>2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>main couple encounter frustrating.</p>	<p>naughty like you I believe. They speak quietly.</p> <p>They are not talkative.</p> <p>Why do you think boys are lovelier than girls? Give me your reasons.</p> <p>Today we will learn about persuasive writing.</p> <p>When you present a persuasive writing, you should assume</p>	<p>Because, first..secondand..... (Students give reasons)</p>	

Teacher	Student
<p>that your reader does not support your point of view.</p> <p>Your goal is to make your readers come to agree with your opinions by carefully building strong and convincing arguments for your side while tearing down or weakening the opposing side's.</p> <p>So what is the meaning of "persuasive" writing.</p> <p>That's right.</p> <p>(Teacher distributes supplementary sheet of vocabulary to students and asked them to read the words together).</p>	<p>: การเขียนชักนำให้ผู้อ่านเห็นด้วย</p>
<p>Look at the vocabulary on the hand-out sheet.</p> <p><u>main</u> means the most important (thing) in particular situation.</p> <p>Read the sentences.</p>	<p>: What are the <u>main</u> reasons for going to the university.</p>

Teacher	Student
<p>What does "main" mean in Thai?</p> <p>That's right.</p> <p><u>couple</u> means a pair of people, usually male and female in a particular occasion.</p> <p>Read the sentences.</p> <p>What does "couple" mean in Thai ?</p> <p>That's right.</p>	<p>: Poverty is the <u>main</u> problem that should be solved first.</p> <p>หลัก, สำคัญที่สุด</p> <p>: He watched <u>a couple</u> on the dance floor.</p> <p>: What a lovely <u>couple</u> they make together.</p> <p>คู่, คู่หนุ่มสาว</p>
<p><u>encounter</u> means experience something.</p> <p>Read the sentences.</p> <p>What does "encounter" mean in Thai?</p> <p>That's right.</p> <p><u>frustrating</u> means causing one to feel annoyed or disappointed.</p>	<p>: They've never <u>encountered</u> any discrimination.</p> <p>: On their journey, they had to <u>encounter</u> many problems.</p> <p>เผชิญ</p>

Teacher	Student
<p>Read the sentences.</p>	<p>: It's a <u>frustrating</u> experience to catch a plane and then finding it has been held up.</p> <p>: Lacking of money and facilities makes my life <u>frustrating</u></p>
<p>What does "frustrating" mean in Thai?</p> <p>That's right.</p>	<p>ที่ทำให้ไม่สมหวัง, ที่ทำให้ติดอัดรำคาญใจ</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <ol style="list-style-type: none"> 1. After 2 hours' _____ delay, our train at last arrived. 2. _____ took the floor for the last dance. 3. Note down the _____ points of the speech. 4. He _____ many difficulties every day 	<p>frustraing.</p> <p>couples.</p> <p>main.</p> <p>encounters.</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to tell their reasons to persuade the readers that proms should be banned).</p> <p>Do you know what the prom is ?</p> <p>Normally when you have finished your high school or college, the prom will be held for all of you in other word, it means a ball or a dance usually given by a particular group or class of students. On that day you will take your girl friend with you and both of you will have a dance.</p> <p>What does "prom" mean in Thai ?</p> <p>That's right.</p>	<p>No.</p> <p>งานฉลองวันสำเร็จการศึกษาในระดับมัธยมศึกษาหรือระดับวิทยาลัย</p>

Teacher	Student
<p>Now you have to express your opinion against the prom that proms should be banned or let's ban prom.</p> <p>Why do you think "prom" should be banned ? Give me strong reasons.</p> <p>Is there any persuasive transitional words used here?</p>	<p>- First, it wastes money.</p> <p>- Second, it makes wrong social value because we still have to depend on our parents now. We can't earn a living by ourselves.</p> <p>- Third, it may lead to making something wrong because of drinking a lot, and etc.</p> <p>Students tell the persuasive transitional words.</p>
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล</u> (selecting, grouping and organizing)</p> <p>Selecting : which details are not related to the topic?</p> <p>(Teacher crosses out irrelevant details.)</p>	<p>Students tell irrelevant details.</p>

Teacher	Student
<p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>
<p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่อง โดยอาศัยข้อมูลจากการใช้กิจกรรม ระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet.)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about</p>	

Teacher	Student
<p>the criteria for organization or the best point at which to begin or to end.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <p><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?</p> <p><input type="radio"/> Is this information well organized so that my readers can understand what I have said?</p> <p><input type="radio"/> Do my points of persuasion in the paragraph relate directly to my topic sentence?</p> <p><input type="radio"/> In developing the paragraph, have I accidentally added any information that does not relate to my topic?</p> <p><input type="radio"/> Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am</p>	

Teacher	Student
<p>discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p>	<p>Students exchange their own work to another group and then revise the work.</p>
<p><u>Read to check information</u></p> <p>What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p>	

Teacher	Student
<p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p> <p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p>	<p>The group gives advice or comment.</p>
<p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p>	<p>Each group examines his own work and then redrafts composition.</p>

Teacher	Student
<p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Now write individually a persuasive writing on the topic of "Let's Ban Discotheques". Try to persuade that discotheques should be banned by giving strong reasons to support your statement.</p> <p>You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. List all details you want to write, then group and organize the ideas. 2. Write a passage by using the list of details you've made. 3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p>(Teacher collects the work to check and give the marks.)</p>	<p>Each student writes his own composition.</p>

การสอนเขียนแบบเห็นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 30 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 21 - 22
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet of vocabulary.
ความรู้เดิม	: Persuasive Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน แสดงความเห็นชักนำให้ ให้ผู้อ่านเห็นด้วยกับผล เสียของการสูบบุหรี่	Good morning, class. Have you ever smoked ? Why do you smoke ?	Good morning, class. Yes/No. Because I wanted to try it but I'm not addicted.	1. ให้นักเรียนเขียน เรียงความแสดง ความเห็นชักนำให้ ผู้อ่านเห็นด้วยกับ การห้ามสูบบุหรี่ในที่ สาธารณะ 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ ในช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง bother irritate exploit cough sneeze.</p>	<p>How days I see a lot of to teenagers addicted to cigarettes. Maybe they think smoking makes them look mature. But in fact, it is dangerous to their health.</p> <p>Do you agree with me ?</p> <p>I'm not think so. Do you think cigarettes should be banned ?</p>	<p>Yes. But sometimes it gives relief.</p> <p>Yes.</p>	

Teacher	Student
<p>Today we will learn to write a persuasive writing as in the last period on the topic of "Why I Stopped Smoking ?"</p> <p>(Teacher distributes supplementary sheet of vocabulary and asks students to read the words together.)</p> <p>Now. Look at the vocabulary on the handout sheet.</p> <p><u>bother</u> means make (someone) worry or upset about it.</p> <p>Read the sentences.</p>	<p>: You can come along too, if you like it doesn't <u>bother</u> me.</p> <p>: I'm busy. Don't <u>bother</u> me like now.</p>
<p>What does "bother" mean in Thai ?</p> <p>That's right.</p> <p><u>irritate</u> means to make something painful and sore.</p> <p>Read the sentences.</p>	<p>บรกรบ</p> <p>: That bright light <u>irritates</u> my eyes.</p>

Teacher	Student
<p>What does "irritate" mean in Thai ?</p> <p>That's right.</p> <p><u>exploit</u> means use (esp. a person) unfairly for one's own profit.</p> <p>Read the sentences.</p>	<p>Wool can <u>irritate</u> a body's skin.</p> <p>ทำให้ระคายเคือง</p> <p>: Adults <u>exploit</u> children far too often.</p> <p>: The employers always <u>exploit</u> the laborers.</p>
<p>What does "exploit" mean in Thai ?</p> <p>That's right.</p> <p><u>cough</u> means force air out of the throat with a sudden and harsh noise, often when (someone) is not well.</p> <p>Read the sentences.</p> <p>What does "cough" mean in Thai ?</p> <p>That's right.</p> <p><u>sneeze</u> means take breath and blow it down one's nose noisily.</p>	<p>ใช้ประโยชน์, ตักตวงประโยชน์</p> <p>: He started <u>coughing</u> blood.</p> <p>: I terribly <u>cough</u> every winter.</p> <p>ไอ</p>

Teacher	Student
<p>Read the sentences.</p> <p>What does "sneeze" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <ol style="list-style-type: none"> 1. He _____ the poor by making them work for low pay. 2. She's _____ over the place; she has a bad cold and she's giving us all her germs. 3. A sore throat can make you _____. 4. Rough material _____ the skin. 5. His phoning me all the time _____ me a lot. 	<p>: People <u>sneeze</u> a lot when they have a cold.</p> <p>Can you hear the sound of <u>coughing</u> and <u>sneezing</u>.</p> <p>จาม</p> <p>exploited.</p> <p>sneezing.</p> <p>cough.</p> <p>irritates.</p> <p>bothers.</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to tell the reasons why students stopped smoking)</p> <p>Assume that you used to smoke a lot. But now, you stopped smoking, seeing that they cause a lot of bad effect.</p> <p>Tell me what makes you resolve stopping smoking.</p> <p>Is there any persuasive vocabulary used here ?</p>	<p>- It's dangerous to my health.</p> <p>- It bothers other people.</p> <p>- It wastes money.</p> <p>- It's a bad example for younger people.</p> <p>etc.</p> <p>Students tell the persuasive vocabulary.</p>

Teacher	Student
<p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล (selecting, grouping and organizing)</u></p> <p>Selecting : which details are not related to the topic? (Teacher crosses out irrelevant details.)</p> <p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p>	<p>Students tell irrelevant details.</p> <p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>
<p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนให้เขียนเนื้อเรื่องโดยอาศัยข้อมูลจากการใช้กิจกรรมระดมสมอง</u></p> <p>(Now students have a list which they can use to organize their own pieces of writing. Teacher asks</p>	

Teacher	Student
<p>students to work in group (5 persons) and after they have finished their task, they will revise it by using the Revision Think Sheet)</p> <p>Now write the passage by using the list on the blackboard to organize your writing. Before writing, you should discuss and exchange your opinion about the criteria for organization or the best point at which to begin or to end.</p> <p>After you complete the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <p><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?</p> <p><input type="radio"/> Is this information well organized so that my readers can understand what I have said?</p>	

Teacher	Student
<p>○ Do my points of persuasion in the paragraph relate directly to my topic sentence?</p> <p>○ In developing the paragraph, have I accidentally added any information that does not relate to my topic?</p> <p>○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทานข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่มตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p style="text-align: center;"><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p> What parts are not clear?</p> <p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p> Tell what things you need?</p> <p> Yes sort of No</p> <p> Make the steps clear?</p> <p> Yes sort of No</p> <p> Use transitional words?</p> <p> Yes sort of No</p> <p> Make it interesting?</p> <p> Yes sort of No</p> <p><u>Plan Revision</u></p> <p> One thing that would make in more interesting is _____</p>	<p> The group gives advice or comment.</p>

Teacher	Student
<p>After having finished revising another group's work, students send back the work to the group owner.</p> <p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียนอีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p> <p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p> <p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer (Period 2)</u></p> <p>Write individually a persuasive writing on the topic of "Smoking in Public Should be Prohibited" by giving solid reasons to make the readers agree with your statement.</p>	<p>Each group examines his own work and then redrafts composition.</p>
<p>Write individually a persuasive writing on the topic of "Smoking in Public Should be Prohibited" by giving solid reasons to make the readers agree with your statement.</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<p data-bbox="157 495 843 663">You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="157 701 856 1144" style="list-style-type: none"><li data-bbox="157 701 856 801">1. List all details you want to write, then group and organize the ideas.<li data-bbox="157 840 822 938">2. Write a passage by using the list of details you've made.<li data-bbox="157 976 836 1144">3. Exchange your work with your partner's to revise the passage and then redraft your composition. <p data-bbox="157 1182 856 1281">(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นกระบวนการ

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 47 คน
วัน เดือน ปี	: 6 สิงหาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 23 - 24
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet vocabulary.
ความรู้เดิม	: Persuasive Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนแสดงความคิดเห็นชักนำให้เห็นถึงผลดีผลเสียของการอยู่คนเดียว	<p>Good morning, class.</p> <p>It is said that man are social animals.</p> <p>Do you believe this statement ?</p> <p>Why ?</p>	<p>Good morning, teacher.</p> <p>Yes.</p> <p>Because we can't live</p>	<p>1. ให้นักเรียนเขียนเรียงความแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับความคิดที่ว่ามนุษย์ต้องการเพื่อน</p> <p>2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง depend on, deal with courage independent..</p>	<p>Yes, I think so.</p> <p>Some people said that man can live alone but others said they have to live together.</p> <p>Today we will learn about a persuasive writing on the topic of "Living Alone" (Teacher distributes</p>	<p>alone We have to talk, stay and exchange ideas with one another.</p>	

Teacher	Student
<p>supplementary sheet of vocabulary and asks students to read the words together.)</p> <p>Now. Look at the vocabulary on the handed sheet.</p> <p><u>depend on</u> means get help or support from.</p> <p>Read the sentences.</p> <p>What does "depend on" mean in Thai ?</p> <p>That's right.</p> <p><u>deal with</u> means do what is necessary to achieve the result one wants.</p> <p>Read the sentences.</p> <p>What does "deal with" mean in Thai ?</p> <p>That's right.</p>	<p>: I knew I could <u>depend on</u> you.</p> <p>: Our success <u>depends on</u> everyone's working hard. ขึ้นอยู่กับ</p> <p>: She <u>deals with</u> all the inquiries</p> <p>: I have <u>dealt with</u> your firm for years ปฏิบัติต่อ, เกี่ยวข้อง, จัดการ</p>

Teacher	Student
<p><u>courage</u> means bravery or confidence to do what one believes is right.</p> <p>Read the sentences.</p> <p>What does "courage" mean in Thai ?</p> <p>That's right.</p> <p><u>independent</u> means that forming one's own opinions and arranging one's own life rather than relying on other people.</p> <p>Read the sentences.</p> <p>What does "independent" mean in Thai?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p>	<p>: <u>courage</u> breaks ill luck.</p> <p>: Soldier show great <u>courage</u> in the battle.</p> <p>ความกล้าหาญ, ขวัญกำลังใจ</p> <p>: They wanted to encourage <u>independent</u> thought.</p> <p>: I became financially <u>independent</u> ที่เป็นอิสระไม่ขึ้นกับใคร</p>

Teacher	Student
<p>1. The _____ nation will usually stay free.</p> <p>2. I come on Tuesday or not _____ on the amount of work I get through before then.</p> <p>3. He didn't have _____ to tell his mother that he has failed.</p> <p>4. I want to _____ with this letter before I do anything else.</p>	<p>independent.</p> <p>depends.</p> <p>courage.</p> <p>deal.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 การใช้กิจกรรมระดมสมอง</u> (brainstorming)</p> <p>1.1 <u>นักเรียนเสนอข้อมูลที่จะเขียน</u> (listing)</p> <p>(Teacher introduces the topic and asks students to tell their reasons to persuade the readers to agree on your statement that "Living alone is quite an experience.")</p> <p>Assume that your have to live alone now. You have to encourage yourself</p>	

Teacher	Student
<p>that it's very good chance for you to live alone.</p> <p>Besides, try to persuade those who read your passage to agree with you.</p> <p>Why do you think that living alone is quite an experience ?</p> <p>Is there any persuasive vocabulary used here ?</p> <p>1.2 <u>นักเรียนเลือกข้อมูลที่จะนำไปเขียน จัดกลุ่มข้อมูลให้อยู่ในหัวข้อเดียวกัน และเรียบเรียงข้อมูล (selecting, grouping and organizing)</u></p> <p>Selecting : which details are not related to the topic? (Teacher crosses out irrelevant details.)</p>	<ul style="list-style-type: none"> - It makes me maturer - It makes me stronger - It makes me braver - It makes me more self-confident - It makes me more peaceful etc. <p>Students tell the persuasive vocabulary.</p> <p>Students tell irrelevant details.</p>

Teacher	Student
<p>Grouping : Now group some points of the list that you think should be in the same heading.</p> <p>Organizing: Now list time sequence transitional words to organize your writing.</p> <p>After you have completed the task, put a check mark in each box to ask yourself before exchanging your paper.</p> <p><input type="radio"/> Have I offered all the information needed by my readers on my points of discussion?</p> <p><input type="radio"/> Is this information well organized so that my readers can understand what I have said?</p> <p><input type="radio"/> Do my points of persuasion in the paragraph relate directly to my topic sentence?</p> <p><input type="radio"/> In developing the paragraph, have I accidentally added any informa-</p>	<p>Students categorize the details.</p> <p>Students choose time sequence transitional words.</p>

Teacher	Student
<p>tion that does not relate to my topic?</p> <p>○ Do I offer sufficient details, examples or explanations so that my readers gain a complete understanding of what I am discussing?</p> <p><u>ขั้นที่ 3 การตรวจทาน</u></p> <p>3.1 <u>นักเรียนแต่ละกลุ่มแลกเปลี่ยนงานเขียนระหว่างกลุ่มเพื่อตรวจทาน</u> <u>ข้อมูลแล้วส่งกลับคืนให้เจ้าของกลุ่ม</u> <u>ตรวจทานแก้ไขอีกครั้ง</u></p> <p>Exchange your work to another group to check the paper. Revise the work by using the Revision Think Sheet.</p> <p><u>Revision Think Sheet</u></p> <p>Author's Name Group _____</p> <p>Editor's Name Group _____</p> <p><u>Read to check information</u></p> <p>What parts are not clear?</p>	<p>Students exchange their own work to another group and then revise the work.</p>

Teacher	Student
<p>Put a ? by unclear parts.</p> <p><u>Question to Check Organization</u> : Did the author</p> <p>Tell what things you need?</p> <p>Yes sort of No</p> <p>Make the steps clear?</p> <p>Yes sort of No</p> <p>Use transitional words?</p> <p>Yes sort of No</p> <p>Make it interesting?</p> <p>Yes sort of No</p> <p><u>Plan Revision</u></p> <p>One thing that would make in more interesting is _____</p> <p>After having finished revising another group's work, students send back the work to the group owner.</p> <p>3.2 <u>นักเรียนแต่ละกลุ่มทบทวนงานเขียน</u> <u>อีกครั้งพร้อมแก้ไข แล้วส่งครู</u></p>	<p>The group gives advice or comment.</p>

Teacher	Student
<p>Now, examine your work and make suggestion of improvements to each other before redrafting your own composition and then hand it to me.</p> <p><u>Evaluation</u> Teacher collects their work to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Write individually a persuasive writing on the topic of "Living with Other People" Try to convince your readers that people have to live together by giving strong reasons to support you point.</p> <p>You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. List all details you want to write, then group and organize the ideas. 	<p>Each group examines his own work and then redrafts composition.</p> <p>Each student writes his own composition.</p>

Teacher	Student
<p>2. Write a passage by using the list of details you've made.</p> <p>3. Exchange your work with your partner's to revise the passage and then redraft your composition.</p> <p>(Teacher collects the work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 23 พฤษภาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 1 - 2
เนื้อหา	: Narrative
สื่อการสอน	: Supplementary sheet of time sequence transitional words.
ความรู้เดิม	: Past Tense

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u> นักเรียนสามารถเขียน บรรยายเหตุการณ์ที่สำคัญ ในสองสัปดาห์ที่ผ่านมา ได้	<u>Presentation</u> Good morning, class. Yesterday I went to the Central Department store.	Good morning, teacher.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุการณ์ที่สำคัญใน สองสัปดาห์ที่ผ่านมา 2. ให้นักเรียนทำแบบ - ฝึกหัด Time Sequence และ Transitional Words.
<u>Enabling Objective</u> นักเรียนสามารถใช้ time sequence	I saw a boy running away from the safety guard		

Objective	Procedure		Evaluation
	Teacher	Student	
transitional words ต่อไปนี้ได้ถูกต้อง first, after, then, next, later, at, last.	and I thought he might shoplift something. Have you ever seen an event like this? Can you tell me about that? Today we will learn about the narrative of events. When you write a narrative event, you mean to tell someone what happened in the past. What does it mean in Thai ? That's right.	Yes. นักเรียนเล่าเรื่อง การเขียนเล่า เหตุการณ์ที่เกิดขึ้น	

Teacher	Student
<p>Since a personal narrative is the story of some parts of your life, it is easy to organize. You can simply tell about the events one after another in the time order they happened.</p>	
<p>When you tell something happened in the past, which tense do you use?</p>	<p>Past Tense.</p>
<p>That's right. Past tense is used to describe something which happened a long time ago, or which happened a moment ago.</p>	
<p>We have studied this tense before. Let's review it. Now look at the sheet and do the exercise together.</p>	
<p>Students and teacher do the exercise of past tense together.</p>	
<p><u>Exercise (Past tense)</u></p>	
<p>1. He (sit) on the bank fishing when he (see) a man's hat floating down the river. It (seem) strangely familiar.</p>	<p>sat, saw, seemed</p>
<p>2. When I (reach) the street I</p>	<p>reached, realized, didn't know</p>

Teacher	Student
<p>(realize) that I (not know) the number of Tom's house. I (wonder) what to do about it when Tom himself (tap) me another shoulder.</p> <p>3. It (snow) heavily when he (wake) up. He (remember) that Jack (come) for lunch and (decide) to go down to the station to meet him in case he (lose) his way in the snowy lanes.</p> <p>Now I will teach you some time sequence transitional words which are necessary for expressing the events in your narrative. The following words are commonly used when express the events in a logical order of time. Look at the vocabulary on the handed-out sheet.</p> <p><u>At first</u> means at the begining used to start your story".</p> <p>Read the sentences.</p>	<p>wondered, tapped</p> <p>snowed, woke, remembered, came, decided, lost</p> <p>: <u>At first</u> I didn't like him but now I do.</p> <p>: <u>At first</u> I went to ask him</p>

Teacher	Student
<p>What does "at first" mean in Thai?</p> <p>That's right.</p> <p>When do we use "at first"?</p> <p>Good.</p> <p><u>after</u> means "following in time" used in the middle of your story.</p> <p>Read the sentences.</p> <p>What does "after" mean in Thai?</p> <p>That's right.</p> <p>When do we use "after"?</p> <p>Good.</p> <p><u>then</u> means "next in time" used to</p>	<p>to help me but now I know that it's not worth doing like that.</p> <p>ในครั้งแรก</p> <p>When we are talking about what's happening at the beginning of an event</p> <p>: I always open my junk mail <u>after</u> I open my bill.</p> <p>: I always read a book <u>after</u> having a bath.</p> <p>หลังจาก</p> <p>When something happens during the time that follows the particular event.</p>

Teacher	Student
<p>describe events one after another.</p> <p>Read the sentences.</p> <p>What does "then" mean in Thai?</p> <p>Thai's right</p> <p>When do we use "then"?</p> <p>Good.</p> <p><u>next</u> means "just afterwards."</p> <p>Read the sentences.</p> <p>What does "next" mean in Thai?</p> <p>That's right.</p> <p>When do you use "next"?</p> <p>Good.</p> <p><u>Later</u> means "after expected time"</p>	<p>: Let's go for a drink and <u>then</u> go home.</p> <p>: I walked into the garden for only one hour and <u>then</u> I went back home.</p> <p>แล้ว, แล้วจึง</p> <p>When one thing happens immediately after another.</p>
<p>What does "next" mean in Thai?</p> <p>That's right.</p> <p>When do you use "next"?</p> <p>Good.</p> <p><u>Later</u> means "after expected time"</p>	<p>: I like riding best of all sports, and swimming <u>next</u>.</p> <p>: I like taking a bath and having a meal <u>next</u>.</p> <p>ถัดไป</p> <p>When we describe an event that immediately follows in time.</p>

Teacher	Student
<p>Read the sentences.</p> <p>What does "later" mean in Thai?</p> <p>Thai's right.</p> <p>When do we use "later"?</p> <p>Good.</p>	<p>: I can't do it now, but I'll do it <u>later</u>.</p> <p>: We will discuss this in more detail <u>later</u>.</p> <p>หลังจากนั้นต่อไป</p> <p>When we are talking about the situation after the present one.</p>
<p><u>at last</u> means "at the end" used at the end of the story.</p> <p>Read the sentences.</p> <p>What does "at last" mean in Thai?</p> <p>That's right.</p> <p>When do we use "at last"?</p> <p>Good.</p>	<p>: Frank had <u>at last</u> learned truth. He was going to be fired from his job tomorrow.</p> <p>: <u>At last</u> I found a girl that really loves me.</p> <p>ในที่สุด</p> <p>When something happens at the end of the story.</p>

Teacher	Student
<p><u>Use the correct time sequence transitions in the blanks provided.</u></p> <p>They took 170 pounds (77 kilograms) of lunar sample back to the module.</p> <p>(1) _____, after they had finished their two jobs, they began to explore.</p> <p>(2) _____ the module went back to the command ship in Lunar orbit. (3) _____ they drove their battery-powered car more than 17 miles (27 kilometers), collecting samples on the way. (4) _____ one of them planted a flag near a module. (5) _____ the Apollo lunar module landed safely on the moon, the two astronauts started to perform their duties right away. (6) _____ they studied the area around the module (7) _____ they both helped to set up a T.V. camera.</p> <p>Now you have to know that the purpose of narrative writing is to</p>	<p>(1) Then / Next / Later</p> <p>(2) At last</p> <p>(3) Then / Next / Later</p> <p>(4) First</p> <p>(5) After</p> <p>(6) First</p> <p>(7) Then / Next</p>

Teacher	Student
<p>relate an event or a series of events, usually in chronological order. What you have to write now is to tell about the events in your class happening during this week.</p> <p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมการเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่องพร้อมกัน</u></p> <p>(Give out copies of narrative to students. Then students and teacher read the passage together). Now, let's read this passage together.</p> <p>Monday was a day of work for me. I had not studied my history lesson, and on Tuesday I was faced with a big test on the American Revolution. Every spare minute during the school day, I tried to fill my mind with facts about the Revolution. After school I crammed from 4 p.m. until midnight, when I</p>	

Teacher	Student
<p>flopped into bed exhausted.</p> <p>Tuesday morning when my grandmother dragged me from bed, I was still tired I hurried through breakfast and rushed off to school an hour early so that I could study some more for the test. When Mr.Humphrey, our history teacher, passed out the test, I nearly blanked out. The test was about the Declaration of Independence. I couldn't think of what it said or who wrote it, and I couldn't remember any of the dates.</p> <p>Finally I was able to scribble down some information I remembered that Thomas Jefferson primarily wrote the Declaration of Independence and that it was adopted on July 4, 1776, but when the test hour was over, I knew I had done a bad job, and I felt sick. I wondered if I would flunk the test.</p> <p>Wednesday morning I waited nervously for Mr.Humphrey to hand back</p>	

Teacher	Student
<p>the test, afraid to get mine. As Mr. Humphrey to hand back the test, afraid to get mine. As Mr. Humphrey went up and down the rows of students, passing back the test, I became more and more anxious. When my turn came, I put my test on my desk written side down, so that I couldn't see the grade.</p> <p>After a minute or two I fearfully peeked at front of my paper. Written on it was a large, red D. That was the lowest grade I had ever received in history, and I was nearly crushed. It took me several minutes to push back the tears that were flooding my eyes. I felt terrible.</p> <p>From this experience I learned that cramming is a bad way to study, and I will never do it again. That I got on my history test taught me an important lesson about how to learn.</p>	

Teacher	Student
<p data-bbox="309 443 856 555">1.2 <u>ครูถามคำถามเป็นแนวทางในการวาง outline.</u></p> <p data-bbox="160 591 856 824">(Teacher asks the whole class about the main idea and supporting details of the passage in order that students can make the class outline.)</p> <p data-bbox="232 864 820 898">What is this story talking about?</p> <p data-bbox="160 1072 802 1171">Why do you think this passage is a narrative?</p> <p data-bbox="160 1279 786 1377">How does the writer develop the narrative paragraph?</p> <p data-bbox="160 1417 840 1722">That's right. The writer arranges the details in chronological order beginning from Monday, Tuesday to Wednesday telling about what happened during this time.</p> <p data-bbox="160 1762 825 1928">Which technique do you think the writer uses to strengthen the paragraph: specifying actions, adding</p>	<p data-bbox="887 864 1352 1030">It's about the writer's experience during the last three days.</p> <p data-bbox="887 1072 1476 1238">Because the writer relates series of events in chronological order.</p> <p data-bbox="925 1279 1418 1312">He moves the action forward.</p> <p data-bbox="887 1762 1426 1928">He specifies actions because he tells what he was doing on Monday, Tuesday and Wednesday.</p>

Teacher	Student
<p>details, providing reason for actions or including dialogues?</p> <p>That's right. So let's make a class outline.</p> <p>What is the main idea of this passage ?</p> <p>What is the supporting details?</p> <p>What did he learn at last?</p> <p>Teacher writes all details on the board.</p> <p>(outline จะมีลักษณะดังนี้</p> <p>Main Idea : Experience during the last three days.</p> <p>Supporting Details :</p> <p>Monday : Preparing hard for a big test tomorrow.</p>	<p>The writer's experience during the last three days.</p> <p>On Monday - he prepared himself very hard for the big test.</p> <p>On Tuesday - he had a big test</p> <p>On Wednesday - he got poor mark.</p> <p>Cramming is a bad way to study.</p>

Teacher	Student
<p>Tuesday : Having a big test.</p> <p>Wednesday : Getting poor mark.</p> <p>Conclusion : Cramming is a bad way to study.)</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks student to work in group (5 persons) to write their own article developed from the class outline that they have made.)</p> <p>Now write up your own passage similar to the model you've learned telling what happened to you during your definted time. First of all think of what your main idea is, how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจทานแก้ไขงานเขียนของกลุ่มอีกครั้งโดยใช้ Revision Think Sheet.</u></p>	<p>Each group of students writes up his own passage.</p>

Teacher	Student
<p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper</p> <ul style="list-style-type: none"> ○ Do you think the paragraph use time order or emphatic order to organize the idea? ○ Do you use the key words of feeling to express your emotion? ○ Have you used clear and correct sentence structures? ○ Is each word spelled correctly? ○ Are words capitalized correctly, including all proper nouns? ○ Have you used singular verbs with singular subjects and plural verbs with plural subjects? ○ Is each sentence punctuated correctly? 	<p>Each group of students revise his own work.</p>

Teacher	Student
<p data-bbox="166 443 351 477"><u>Evaluation</u></p> <p data-bbox="166 510 828 611">Teacher collects the work of each group to check and give the marks.</p> <p data-bbox="166 719 502 752"><u>Transfer (Period 2)</u></p> <p data-bbox="166 786 859 1368">Write individually a narrative about the events happening during the last two weeks. Remember that you have to organize your narrative chronologically as the events actually happened. You have to follow the three steps of writing as you've learned in the first period. (Teacher writes on the board).</p> <ol data-bbox="240 1406 806 1644" style="list-style-type: none"><li data-bbox="240 1406 591 1440">1. Make an outline.<li data-bbox="240 1473 806 1574">2. Write a passage by using the details on your outline.<li data-bbox="240 1608 806 1783">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p data-bbox="166 1816 806 1917">Teacher collects their work to check and give the marks.</p>	<p data-bbox="890 786 1407 887">Each student writes his own composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 30 พฤษภาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 3 - 4
เนื้อหา	: Narrative Essay
สื่อการสอน	: Supplementary sheet of vocabulary
ความรู้เดิม	: Past Tense and Time Sequence Transitional Words

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u> นักเรียนสามารถเขียนบรรยายประสบการณ์ที่ทำให้นักเรียนตื่นเต้นได้	<u>Presentation</u> Good morning, class Have you remembered the strike against wearing short hair last term?	Good morning teacher Yes.	1. ให้นักเรียนเขียนเรียงความบรรยายประสบการณ์ที่ทำให้นักเรียนตื่นเต้น 2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง
<u>Enabling Objective</u> นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้อย่างถูกต้อง	Do you think it was very exciting?	Yes, we were excited.	

Objective	Procedure		Evaluation
	Teacher	Student	
frozen incident excite exciting excited	<p>What happened on that day?</p> <p>So, all of you striked?</p> <p>Today's we will learn about the narrative of an exciting incident. That means you have to try to describe the events of your life in which you felt</p>	<p>We wanted to wear our hair longer to look good. But teachers cut our hair too short.</p> <p>Yes.</p>	

Teacher	Student
<p>strongly excited.</p> <p>What does it mean in Thai?</p> <p>Which tense do you use?</p> <p>That's right because it had already happened.</p> <p>(Teacher distributes vocabulary sheet)</p> <p>Now look at the vocabulary on the sheet.</p> <p>(Teacher asks the students to read the first vocabulary)</p> <p><u>frozen</u> : means unable to move because of danger or fear.</p> <p>Read the sentences</p>	<p>การเขียนเล่าเหตุการณ์ที่ทำให้รู้สึกตื่นเต้น</p> <p>Past Tense</p> <p>: The man sat <u>frozen</u> with terror</p> <p>: I felt <u>frozen</u> during the period of shooting out between the police</p>
<p>What does it mean in Thai?</p> <p>That's right</p> <p><u>incident</u> : means an event, especially one involving violence or something unpleasant.</p> <p>Read the sentences</p>	<p>ตัวนี้จึงจนทำอะไรไม่ถูก</p> <p>: I cannot forget the <u>incident</u></p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right</p> <p>Next read the third one. Pay special attention to the work usage and meaning</p> <p><u>excite, exciting, excited</u></p> <p><u>excite</u> means to stir the mind or emotion</p> <p>Read the sentences.</p> <p>What does it mean in Thai?</p> <p>That's right</p> <p>If something excites you, it makes you very interested and enthusiastic.</p> <p>What is the usage of "excite" here?</p>	<p>of the past three days. It is impossible that my niece could shoot her husband before her children.</p> <p>: That night a terrible <u>incident</u> occurred.</p> <p>เหตุการณ์</p> <p>Students read the third word.</p> <p>: The first day of school <u>excited</u> me.</p> <p>: This rumor <u>excited</u> my curiosity</p> <p>ทำให้ตื่นเต้น</p> <p>excite + obj.</p>

Teacher	Student
<p>Good.</p> <p><u>exciting</u> : producing excitement.</p> <p>Read the sentences</p> <p>What does it mean in Thai?</p> <p>That's right.</p> <p>Something that is exciting causes you to feel excited.</p> <p>What is the usage of exciting?</p> <p>Good</p> <p>Next. Read together</p> <p><u>excited</u> : stirred emotionally</p> <p>Read the sentences</p> <p>What does it mean?</p> <p>That's right</p> <p>If you are excited, you are so happy that you are full of energy and cannot</p>	<p>: Growing up in the heart of London was <u>exciting</u>.</p> <p>: It did not seem a very <u>exciting</u> idea.</p> <p>น่าตื่นเต้น</p> <p>V. to be + exciting or exciting + N.</p> <p>students read, vocabulary.</p> <p>: He is so <u>excited</u> that he could hardly sleep.</p> <p>: They were hundreds of <u>excited</u> children to meet us.</p> <p>รู้สึกตื่นเต้น</p>

Teacher	Student
<p>relax, usually because you are looking forward to something and cannot stop thinking about it</p> <p>So what is the usage of "excited"?</p>	<p>V. to be + excited</p> <p>excited + noun</p>
<p><u>Complete the sentences with the words you've learned.</u></p> <ol style="list-style-type: none"> Are you _____ to speak before a large number of audience. I can't hold my breath when I read a (n) _____ story. The crisis of demonstration _____ me very much. That's an unusual _____. I've never seen it before. I stand _____ when I saw a ghost 	<p>excited</p> <p>exciting</p> <p>excited</p> <p>incident</p> <p>frozen</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมการเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่องพร้อมกัน</u></p>	

Teacher	Student
<p>(Teacher gives out copies of narrative to students Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Recently I was unfortunate enough to be in a store when a robbery took place. I learned from that experience that a pointed gun makes people obey and excited.</p> <p>I had stopped at the store on my way home from work to get a loaf of bread. I was at the check-out counter when a man standing nearby pulled out a gun and yelled, "Everyone on the floor and away from the cash register!"</p> <p>My first reaction was fear. Around me, people dropped to the floor. But I felt frozen where I stood.</p> <p>As I hesitated, the robber pointed his gun at me and yelled again, "on the floor!" Then I felt angry. I was</p>	

Teacher	Student
<p>bigger and stronger than he was. I was sure I could put him on the floor in a fair fight.</p> <p>But the gun, small enough to be cradled in the palm of my hand, was bigger and stronger than I was. I sank obediently to the floor.</p> <p>All of us watched silently as the robber scooped money out of the cash register into a paperbag. Then he ran out the door, jumped into a car that was waiting and the car raced away.</p> <p>Everyone stood up and started talking. A clerk called the police, who asked if anyone could describe the robber or the car.</p> <p>No one could.</p> <p>Then one man, blustering defensively, told the clerk just what I was thinking. "Listen. Tell them when a gun is pointed at me, it's all I'm looking at. One look and I'm going to</p>	

Teacher	Student
<p>do whatever I'm told."</p> <p>1.2 <u>ครูถามคำถามเพื่อเป็นแนวทางในการ</u> <u>วาง outline</u></p> <p>(Teacher asks the whole class about the main idea and supporting details of the passage in order that students can make the class outline.)</p> <p>What is the story talking about?</p> <p>What's about the incident the writer faced?</p> <p>Do you see the paragraph uses time order or emphatic order or the most important event last to organize the detail?</p> <p>Which technique do you think</p>	<p>It's about the writer's exciting experience</p> <p>He was in an incident happening in a store where a robber used gun to threaten all the shoppers and the clerk. At last the robber got all the money and faded away.</p> <p>Yes the writer describes the event chronologically from the beginning point, buying bread, being gun pointed robbery taking place to event after robbery.</p> <p>He described the incident by</p>

Teacher	Student
<p>the writer use to strengthen the paragraph?</p> <p>That's right. The writer moves forward in time. The incident happened in limited time or in a short period. Besides, the writer recreates an event by including some dialogues which help make the situation come alive.</p> <p>Now let's make a class outline together</p> <p>What is the main idea of this passage?</p> <p>What are the supporting details?</p> <p>What did he learn at last?</p> <p>outline จะมีลักษณะดังนี้</p> <p>Main Idea : exciting experience of robbery</p> <p>Supporting Details :</p>	<p>adding interest and suspense in the writing and using dialogues.</p> <p>The writer's exciting experience.</p> <ul style="list-style-type: none"> - buying food and being in the exciting incident - being controlled to do as the robber ordered - seeing robbery place. <p>A pointed gun makes people obey.</p>

Teacher	Student
<p>: buying food and being in the exciting incident.</p> <p>: being controlled to do as the robber ordered</p> <p>: seeing the robbery incident and the incident after that</p> <p>Conclusion : Learning that a pointed gun makes people obey and excited</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made.)</p> <p>Now write up your own passage "My Exciting Experience" similar to the model you've learned telling what happened to you during your definite time. First of all think</p>	

Teacher	Student
<p>of what your main idea is, how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจทานแก้ไขงานเขียนของกลุ่มอีกครั้งโดยใช้</u> <u>Revision Think Sheet</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper.</p> <ul style="list-style-type: none"> <input type="radio"/> Do you think the paragraph use time order or emphatic order to organize the idea? <input type="radio"/> Do you use the key words of feeling to express your emotion? <input type="radio"/> Have you used clear and correct sentence structures? <input type="radio"/> Is each word spelled correctly? <input type="radio"/> Are words capitalized correctly, 	<p>Each group of students revises his own work.</p>

Teacher	Student
<p>including all proper nouns?</p> <p><input type="radio"/> Have you used singular verbs with singular subjects and plural verbs with plural subjects?</p> <p><input type="radio"/> Is each sentence punctuated correctly?</p>	
<p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p>	
<p><u>Transfer (Period 2)</u></p> <p>Write individually a narrative about your experience making you feel strongly excited. Don't forget to describe the experience in the past from and in chronological order. You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. Make an outline. 2. Write a passage by using the 	<p>Each student writes his own composition.</p>

Teacher	Student
<p>details on your outline.</p> <p>3. Revise your passage by using Revision Think Sheet after you've finished your task. Teacher collects their work to check and give the marks.</p>	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 6 มิถุนายน 2533
จำนวนคาบ	: 2 คาบ คาบที่ 5 - 6
เนื้อหา	: Narrative Essay
สื่อการสอน	: Supplementary sheet of grammar and vocabulary, picture.
ความรู้เดิม	: Past Tense and Time Sequence Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน บรรยายเหตุการณ์ที่ได้ เห็นในฐานะเป็นพยาน ในที่เกิดเหตุ	Good morning, class Have you ever read the news of the teacher killing a girl? Why did he kill her? As I read the news, it said	Good morning, teacher. Yes. He wanted money.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุการณ์ที่ได้เห็นใน ฐานะเป็นพยานในที่ เกิดเหตุ
<u>Enabling Objective</u>			
1. นักเรียนสามารถใช้ โครงสร้างต่อไปนี้ ให้ถูกต้อง			2. ให้นักเรียนตอบปาก- เปล่าประโยคที่ใช้ โครงสร้าง

Objective	Procedure		Evaluation												
	Teacher	Student													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">I</td> <td style="width: 20%;">saw</td> <td style="width: 20%;">someone</td> <td style="width: 55%;"></td> </tr> <tr> <td></td> <td>watched</td> <td>doing/do</td> <td></td> </tr> <tr> <td></td> <td>heard</td> <td>some- thing</td> <td></td> </tr> </table> <p>2. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้ ถูกต้อง cover corpse violence suddenly</p>	I	saw	someone			watched	doing/do			heard	some- thing		<p>that the girl resisted him so he killed her unintentionally.</p> <p>Is he cruel?</p> <p>He cemented the girl and dropped her in the river.</p> <p>Have you ever seen an event like this? Today we will learn a narrative of witness. It means that you were present when something happened.</p>	<p>Yes, he is very cruel.</p> <p>Yes / No.</p>	<p>3. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>
I	saw	someone													
	watched	doing/do													
	heard	some- thing													

Teacher	Student
<p>The details show or tell what happened. Thus, you have to relate an interesting accident.</p> <p>What does it mean in Thai?</p> <p>That's right. So which tense do you use?</p> <p>Right</p> <p>Now. Let's review the time sequence transitional words.</p> <p><u>Complete these sentences with the words given.</u></p> <p>at last, first, later, then.</p> <p>Kitten Rescued.</p> <p>London - The rescued Elvis the kitten yesterday morning after it fell into a toilet bowl and was accidentally flushed down into the sewerage pipes around 7 o'clock.</p> <p>Getting the wet cat out was not easy, but more than four hours</p>	<p>การเขียนบรรยายเหตุการณ์ที่^๑ได้เห็นในฐานะ^๒เป็นพยานในที่เกิดเหตุ</p> <p>Past Tense.</p>

Teacher	Student
<p>(1) _____ he was found unhurt.</p> <p>(2) _____, the police ripped out the toilet, (3) _____ they removed the piping and finally they chopped through the cement floor. They could hear Elvis, but could not see him but he would not come out. (4) _____ they got a fish and when Elvis smelled it, he came slowly out, all dirty and wet, just in time for lunch at noon.</p>	<p>(1) later</p> <p>(2) first</p> <p>(3) then</p> <p>(4) At last</p>
<p>1. rescue (v) - make safe from danger</p> <p>2. flush (v) - ชักโครก</p> <p>3. sewerage pipes (n) - ท่อระบายน้ำ</p> <p>4. rip (v) - pull quickly with force.</p> <p>5. chop (v) - cut into pieces with an axe or other edged tool.</p> <p>(Teacher distributes supplementary</p>	

Teacher	Student
<p>sheet of grammar and vocabulary and asks students to read the words)</p> <p>First of all you should know some structures and vocabulary that you could use in your essay.</p> <p>Let's look at the patterns on the sheet</p> <p>Read the four sentences together.</p>	<p>1)</p> <p>: I $\left\{ \begin{array}{l} \text{saw} \\ \text{watched} \end{array} \right\}$ him</p> <p>changing the wheel.</p> <p>: Didn't you hear the clock striking?</p> <p>2)</p> <p>: I $\left\{ \begin{array}{l} \text{saw} \\ \text{watched} \end{array} \right\}$ him</p> <p>change the wheel.</p> <p>: I heard him make arrangements for his journey?</p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right.</p> <p>Don't forget that if you use "cover" in passive form, it must be followed by preposition "with".</p> <p><u>corpse</u> (v) - a dead body</p> <p>Read the sentences.</p>	<p>ปกคลุม, เต็มไปด้วย</p> <p>: A <u>corpse</u> lay uncovered on the hospital table.</p> <p>: When there is a murder, you are not allowed to move the <u>corpse</u> until the police come.</p>
<p>What does it mean in that?</p> <p>That's right</p> <p><u>violence</u> (n) - intense force to hurt or kill people.</p> <p>Read the sentences</p>	<p>ศพ</p> <p>Students read the third word. vocabulary.</p> <p>: I was surprised at the <u>violence</u> of this reaction.</p> <p>: The people at the scene were</p>

Teacher	Student
<p>What does it mean in Thai?</p> <p>That's right.</p>	<p>very terrified by that robbery of <u>violence</u>.</p> <p>ความรุนแรง</p>
<p><u>suddenly</u> (adv) - happening quickly and unexpectedly.</p> <p>Read the sentences</p>	<p><u>Suddenly</u>, the door opened and in walked the boss I noticed, <u>Suddenly</u> that someone was following me.</p>
<p>What does it mean in Thai?</p> <p>That's right.</p>	<p>ทันใดนั้น, ทันทีทันใด</p>
<p><u>Complete the sentences by using the words you've learned.</u></p> <p>1. You are compelling me to use _____ to defeat you.</p> <p>2. That her father died _____ made her great sorrow.</p> <p>3. The _____ was covered with blood.</p>	<p>violence</p> <p>suddenly</p> <p>corpse</p>

Teacher	Student
<p>4. The ground was _____ with snow.</p> <p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of narrative of witness to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>One afternoon in late August as the summer's sun streamed into the car and made little jumping shadows on the windows, I sat gazing out at the tenement-dwellers, who were themselves looking out of their windows from the gray crumbling buildings along the tracks of upper Manhattan. As we crossed into the Bronx, the train unexpectedly slowed down for a few</p>	<p>covered</p>


Teacher	Student
<p>miles. Suddenly from out of my window I saw a large crowd near the tracks, held back by two policemen. Then, on the other side, from my window, I saw a sight I would never be able to forget a little boy almost severed in halves, lying at an incredible angle near the track. The ground was covered with blood, and the boy's eyes were opened wide, strained and disbelieving in his sudden oblivion. A police - man stood next to him, his arms folded, staring straight at the windows of our train. In the orange glow of late afternoon, the policeman, the crowd, the corpse of the boy were for a brief moment immobile, motionless, a small tableau to violence and death in the city. Behind me, in the next row of seats, was a game of bridge. I heard one of the four men say as he looked out at the sight, "God, that's horrible."</p>	

Teacher	Student
<p>Another said in a whisper, "Terrible, terrible." There was a momentary silence, punctuated only the clicking of the wheels on the track. Then, after a pause, I heard the first man say, "Two hearts."</p> <p>1.2 <u>ครุฑถามคำถามเพื่อเป็นแนวทางในการวาง outline</u></p> <p>What is the story talking about?</p> <p>What's about the event the writer faced?</p> <p>Do you think the paragraph uses time order to organize the detail?</p> <p>That's right. Which statement places you in the center of the action?</p>	<p>A boy was killed.</p> <p>He saw the boy dead and covered with blood.</p> <p>Yes, The story begins with the writer sitting on the commuter train, seeing scenery along the track till seeing the corpse of a boy lying on the ground with blood.</p> <p>Sentence 4. Then, on the other side, from my window.....</p>

Teacher	Student
<p>Which technique do you think the writer uses to strengthen the paragraph, adding details, describing place or something else or using dialogues?</p>	<p>Describing the scene clearly</p>
<p>Yes, you can see that the writer places you in the scene to make you easily imagine what happened. The clear scene also makes this narrative come alive.</p>	
<p>Now, let's make a class outline</p> <p>What is the main idea of this passage?</p>	<p>The writer reported what he saw, a dead boy lying on the way along the track.</p>
<p>What are the supporting details?</p>	<p>The writer describes the corpse including a policeman and people at the scene and also a group of commuters playing cards on the train clearly and chronologically</p>
<p>What did he learn at last?</p>	<p>Nobody was not serious so much towards the dead boy because he</p>

Teacher	Student
<p>Outline จะมีลักษณะดังนี้</p> <p>Main Idea : Witnessing of the event happening along the train track.</p> <p>Supporting Details :</p> <ul style="list-style-type: none"> - seeing scenery along the track. - seeing a dead body of a boy covered with blood. - describing the scene of the event and on the train <p>Conclusion : Realizing that no one paid much attention to other persons.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p>	<p>was concerning about himself much more than any other persons, like the group of commuters who was too busy playing cards to pay attention to the pitiful boy.</p>

Teacher	Student
<p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made.)</p> <p>Now write up your own passage similar to the model you've learned telling what happened, suppose you were at the scene of the road accident. First of all think of what your main idea is, how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจทานแก้ไขงานเขียนของกลุ่มอีกครั้งโดยใช้</u> <u>Revision Think Sheet</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper.</p>	<p>Each group of students revises his own work.</p>

Teacher	Student
<p><input type="radio"/> Do you think the paragraph uses time order or emphatic order to organize the idea?</p> <p><input type="radio"/> Do you use the key words of feeling to express your emotion?</p> <p><input type="radio"/> Have you used clear and correct sentence structures?</p> <p><input type="radio"/> Is each word spelled correctly?</p> <p><input type="radio"/> Are words capitalized correctly, including all proper nouns?</p> <p><input type="radio"/> Have you used singular verbs with singular subjects and plural verbs with plural subjects?</p> <p><input type="radio"/> Is each sentence punctuated correctly?</p>	
<p><u>Transfer</u> (Period 2)</p> <p>Teacher gives copies of picture to students. Let's see the picture.</p> <p>Now assume that you are a witness or the persons who saw who saw the whole events. The authorities have</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<p>asked you to write a short report, telling exactly what you saw. will be used as evidence. Write individually a narrative of witness.</p> <p>Remember that you have to organize your narrative chronologically as the event actually happened. You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none">1. Make an outline.2. Write a passage by using the details in your outline.3. Revise your passage by using Revision Think Sheet after you've finished your task. <p>(Teacher collects their work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น : ม. 6
 จำนวนนักเรียน : 55 คน
 วัน เดือน ปี : 13 มิถุนายน 2533
 จำนวนคาบ : 2 คาบ คาบที่ 7 - 8
 เนื้อหา : Comparison and Contrast Essay. (Contrast Essay 1)
 สื่อการสอน : Supplementary sheet of contrast transitional words and vocabulary.
 ความรู้เดิม : Comparative and superlative degree forms.

Objective	Procedure		Evaluation
	Teacher	Student	
Terminal Objective	Presentation		
นักเรียนสามารถเขียนเปรียบเทียบลักษณะความแตกต่างของภาพยนตร์ไทยและภาพยนตร์ต่างประเทศ	Good morning, class The weather is very good today, isn't it?	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบลักษณะความแตกต่างของหนังไทยและหนังต่างประเทศ
Enabling Objective	And what about yesterday's? Was it better or worse than	It's better/worse.	2. ให้นักเรียนเชื่อมโยงข้อกำหนดให้โดยใช้คำแสดงการเปรียบเทียบความ
1. นักเรียนสามารถใช้คำแสดงการเปรียบเทียบความแตกต่างต่อไปนี้ได้			โดยใช้คำแสดงการเปรียบเทียบความ

Objective	Procedure		Evaluation
	Teacher	Student	
<p>ถูกต้อง both-and, both, in contrast, though, the same.</p> <p>2. นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง character audience compassion</p>	<p>today?</p> <p>Did you like the weather yester- day?</p> <p>Why (not) ?</p> <p>(Teacher call 4 students and then concluded that.....)</p> <p>(<u>student's name</u>) and (<u>Student's name</u>) liked the weather yester- day.</p> <p>On the contrary, (<u>Student's name</u>) and (<u>Student's name</u>) like the weather today because it is</p>	<p>Yes / No.</p> <p>because.....</p>	<p>แตกต่าง</p> <p>3. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำในช่องว่าง</p>

Teacher	Student
<p>more comfortable than yesterday. Today we will learn about a comparison and contrast essay. When you examine or judge one thing against another in order to show the points of likeness, it means you <u>compare</u> them.</p> <p>So, what does "comparison" mean in Thai?</p> <p>And when you compare two things or people to show differences, it means you <u>contrast</u> them.</p> <p>So, what does contrast mean in Thai?</p> <p>(Teacher distributes supplementary sheet of comparison-and-contrast words, and vocabulary and asks students to read the words together)</p> <p><u>both</u> means two together.</p> <p>Read the sentences.</p> <p>What does "both" mean in Thai?</p> <p>That's right.</p>	<p>การเปรียบเทียบความเหมือน</p> <p>การเปรียบเทียบความแตกต่าง</p> <p>: <u>Both</u> her parents were dead.</p> <p>: <u>Both</u> her children are boys.</p> <p>ทั้งคู่</p>

Teacher	Student
<p>When do we use "both" ?</p> <p><u>both N and N</u> means the one as well as the other</p> <p>Read the sentences.</p> <p>What does "both - and" mean?</p> <p>That's right.</p> <p>When do we use "both - and"?</p> <p><u>in contrast</u></p> <p>Read the sentences.</p> <p>What does "in contrast" mean in Thai?</p>	<p>When we refer to two persons or things.</p> <p>: <u>Both Tom and John</u> like swimming.</p> <p>: <u>Both father and mother</u> are very kind.</p> <p>ทั้ง.....และ.....</p> <p>When we refer to one person and the other.</p> <p>: John is very good at every subject. <u>In contrast</u>, his brother is very weak in every subject.</p> <p>: Her parents are very polite. <u>In contrast</u>, she is very rude.</p> <p>ในทางตรงกันข้าม</p>

Teacher	Student
<p>When do we use "in contrast"?</p> <p>Good.</p> <p><u>though</u></p> <p>Read the sentences.</p> <p>What does "though" mean in Thai?</p> <p>When do we use "though"?</p> <p>Good.</p> <p>Pay attention to the punctuation mark. What is the difference between the two examples of "though" ?</p> <p>Good.</p> <p><u>The same + noun</u> means identical with what has just been mentioned, or what</p>	<p>When we emphasize the difference between one person or thing and another.</p> <p>: <u>Though</u> I've known him a long time, I don't like him.</p> <p>: She wore a fur coat, <u>though</u> it was very hot.</p> <p>แม้ว่า</p> <p>When we show the contrast meaning of the two clauses.</p> <p>When "though" is between the two clauses, there must be a comma before it. And when though begins the sentence, the comma must be between the clauses.</p>

Teacher	Student
<p>is talking about.</p> <p>Read the sentences.</p> <p>What does "the same" mean in Thai?</p> <p>That's right.</p> <p>When do we use "the same" ?</p> <p>Good.</p> <p>Now look at the vocabulary on the sheet.</p> <p><u>audience</u> means the group of listeners or viewers collectively as at a theatre or a concert.</p> <p>Read the sentences.</p>	<p>: He and Tom were exactly <u>the same age</u>.</p> <p>: It was <u>the same color</u> as the wall.</p> <p>เหมือนกัน</p> <p>When two persons or things are exactly like each other in some way.</p> <p>: <u>Audience</u> feel sorry for the main character.</p> <p>: This is a very good movie. you can see that a large number of <u>audience</u> queue to buy tickets.</p>

Teacher	Student
<p>What does "audience" mean in Thai?</p> <p>That's right.</p> <p><u>compassion</u> is the feeling of pity for someone who is suffering.</p> <p>Read the sentences.</p>	<p>ผู้ชม, ผู้ฟัง</p> <p>: The suffering of Cubans aroused their <u>compassion</u>.</p> <p>: A good sad movie will inspire the audience <u>compassion</u>.</p>
<p>What does "compassion" mean in Thai ?</p> <p>That's right.</p> <p><u>character</u> means people in a film, book or play.</p> <p>Read the sentences.</p>	<p>ความรู้สึกสงสาร</p> <p>: Rosencraz is a minor <u>character</u> in Shakespeare's "Hamlet".</p> <p>: There are serious problems that develop between the two main <u>characters</u>.</p>
<p>What does "character" mean in Thai ?</p> <p>Good.</p>	<p>ตัวแสดง</p>

Teacher	Student
<p><u>Combine the sentences by using the words given in the bracket.</u></p> <p>1. Linda is beautiful. Her mother is beautiful. (both - and)</p> <p>2. Her sister is studying in this college. Her younger sister is also studying in this college. (both)</p> <p>3. I didn't know anybody at the party. I had a good time (though)</p> <p>4. This handbag is 1,500 baht. That one is also 1,500 baht. (the same)</p> <p>5. You are tired of it. I am very enjoyable. (in contrast)</p>	<p><u>Both</u> Linda <u>and</u> mother are beautiful.</p> <p><u>Both</u> her sisters are studying in this college.</p> <p><u>Though</u> I didn't know anybody at the party, I had a good time.</p> <p>These two handbags are <u>the same price</u>.</p> <p>You are tired of it. <u>In contrast</u>, I am very enjoyable.</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. The.....like the new actress.</p> <p>2. The wealthy should have.....to the poor.</p> <p>3. This novel has too many.....</p>	<p>audience</p> <p>compassion</p> <p>characters</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Give out copies of contrast essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Now let's read the passage together.</p> <p>Good and Bad Horror Movies</p> <p>A good horror movie is easily separated from a bad one. A good horror movie, first of all, has <u>both</u> male <u>and</u> female victims. Both sexes suffer terrible fates at the hands of monsters and maniacs. Therefore, everyone in the audience has a chance to identify himself with the victim. Bad horror movies, on the other hand, tend to concentrate on women,</p>	

Teacher	Student
<p>especially half-dressed ones. These movies are obviously prejudiced against half the human race. Second a good horror movie inspires compassion for its characters. For example, the audience will feel sympathy for the wolfman's victims and also for the wolfman, who is shown to be a sad victim of fate. In contrast, a bad horror movie encourages feelings of aggression and violence in viewers. For instance, in the <u>Halloween</u> films, the murder scenes use the murderer's point of view. The effect is that the audience stalks the victims along with the killer and feels the same thrill he does. Finally, every good horror movie has a sense of humor. In <u>Dracula</u>, the Count says meaningfully at dinner, "I don't drink wine," as he stares at a young woman's juicy neck. Humor provides relief from the horror and</p>	

Teacher	Student
<p>makes the characters more human. A bad horror movie, though, is humorless and boring. One murder is piled on top of another. and the characters are just cardboard figures. Bad horror movies may provide cheap thrills, but the good ones touch our emotions and live forever.</p>	
<p>1.2 <u>ครุฑาคำถามเป็นแนวทางในการวาง outline</u></p>	
<p>What is the story talking about?</p>	<p>A good horror movie is easily seperated from a bad one.</p>
<p>Is the paragraph a contrast essay?</p>	<p>Yes.</p>
<p>Why?</p>	<p>Because it tells about the differences between a good and bad horror movie.</p>
<p>What are the details that the writer contrast?</p>	<ul style="list-style-type: none"> - kinds of victims.
<p>What's about, a good horror movie?</p>	<ul style="list-style-type: none"> - effect on audince. - tone.
<p>What's about, a good horror movie?</p>	<ul style="list-style-type: none"> - kinds of victims : realistic

Teacher	Student
<p>What's about a bad horror movie?</p> <p>Which technique do you think the writer uses to strengthen the paragraph?</p> <p>Yes, the writer uses point-by-point format to indicate differences between a good and bad horror movie Now let's make a class outline.</p> <p>What is the main idea of this passage?</p> <p>What are the supporting details?</p>	<ul style="list-style-type: none"> - effect on audience : arousing audiences - tone : humor - kinds of victims : unrealistic - effect on audience :- - tone : humorless <p>The writer points out the differences between a good and bad horror movie by using transitional words : first, second and finally.</p> <p>Differences between a good and bad horror movie.</p> <p>Differences in three aspects.</p> <ul style="list-style-type: none"> : kinds of victims : effect on audience : tone

Teacher	Student
<p>outline จะมีลักษณะดังนี้</p> <p>Main idea : A good horror movie is different from a bad one.</p> <p>Supporting details : kinds of victims : effect on audience. : tone.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียน</u> <u>เรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned telling the distinguished points between a good and bad movie. First of all, think of what your main idea is, how you can develop your paragraph and what your supporting details are.</p>	<p>Each group of students write up his own passage.</p>

Teacher	Student
<p data-bbox="227 427 813 613"> <u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงาน</u> <u>เขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u> </p> <p data-bbox="155 651 791 752"> (After having finished the task, each group revises his own passage.) </p> <p data-bbox="155 790 831 1025"> After you have completed the task, revise your writing with the following questions to ask yourself before handing in you paper. </p> <ol data-bbox="155 1064 853 1854" style="list-style-type: none"> <li data-bbox="155 1064 853 1299">1. Reread the topic sentence of the paragraph. Does the paragraph analyze differences between a good and bad horror movie. <li data-bbox="155 1337 853 1572">2. What is the first point contrasted ?....Details:..... second ?....Details:..... third, fourth?...Details:..... <li data-bbox="155 1610 853 1854">1. Reread the topic sentence of the paragraph. Does the paragraph analyze differences between a good bad horror movie. 	<p data-bbox="879 790 1447 891"> Each group of students revises his own work. </p>

Teacher	Student
<p>2. What is the first point contrasted? _____</p> <p>Details : _____</p> <p>What is the second point contrasted? _____</p> <p>Details : _____</p> <p>What is the third point contrasted? _____</p> <p>Details : _____</p> <p>What is the fourth point contrasted? _____</p> <p>Details : _____</p> <p>3. List words and phrases that I use to establish the differences between a good and bad horror movie.</p> <p>4. Have I used clear and correct sentence structures?</p> <p>5. Is each work spelled correctly?</p> <p>6. Are words capitalized correctly, including all proper noun?</p> <p>7. Have I used singular verbs with</p>	

Teacher	Student
<p>singular subjects and plural verbs with plural subjects?</p> <p>8. Is each sentence punctuated correctly?</p> <p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p> <p><u>Transfer (Period 2)</u></p> <p>Write individually a contrast essay on the topic of "Thai and Foreign Movies". You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. Make an outline. 2. Write a passage by using the details in your outline. 3. Revise your passage by using Revision Think Sheet after you've finished your task. <p>(Teacher collects their work to check and give the marks.)</p>	<p>Each student writes his own composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 20 มิถุนายน 2533
จำนวนคาบ	: 2 คาบ คาบละ 9 - 10
เนื้อหา	: Comparison and Contrast Essay. (Contrast Essay 2)
สื่อการสอน	: Supplementary sheet of vocabulary.
ความรู้เดิม	: Contrast transitional word.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนเปรียบเทียบความแตกต่างของเหตุการณ์ที่เกิดขึ้นในช่วงที่ต่างกัน	Good morning, class Do you think teaching is hard work ? I think it's hard.	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบลักษณะความแตกต่างของนักเรียนระหว่างวัยเด็กและวัยรุ่น 2. ให้นักเรียนทำแบบฝึกหัดเติมคำในช่องว่าง
<u>Enabling objective</u>	You know when I was young, I wished to be a		
1. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้ถูกต้อง			

Objective	Procedure		Evaluation
	Teacher	Student	
<p>in addition however adolescent response though the same.</p>	<p>veterinarian. I mean the one who can give the medical care to sick animals. But I had to change my mind because I was very weak in mathematics, and science. Have you ever had a change in your mind? What's that? Today we will learn about the contrast essay of something happening at</p>	<p>Yes / No. It's about....</p>	

Teacher	Student
<p>different time.</p> <p>(Teacher distributes supplementary sheet of vocabulary and asks students to read the words together)</p> <p>Look at the vocabulary on the handout sheets.</p> <p><u>In addition</u> means also or as well as</p> <p>Read the sentences.</p> <p>What does in "addition" mean in</p> <p>That's right.</p> <p>When do we use in "addition" ?</p> <p>Good.</p> <p><u>However</u> means inspite of that, or but</p> <p>Read the sentences.</p>	<p>: Her husband died in the car accident yesterday. <u>In addition</u>, she got permanent physical defect.</p> <p>: He rebuilt every room.</p> <p><u>In addition</u>, he built up a new garage.</p> <p>นอกจากนี้แล้ว</p> <p>When we want to add something to what has been already said.</p> <p>: I felt that I would not be</p>

Teacher	Student
<p>What does "however" mean in Thai?</p> <p>That's right</p> <p>When do we use "however"?</p> <p>Good.</p> <p><u>adolescent</u> means a young person who is no longer a child but who has not yet become an adult.</p>	<p>sufficiently experienced.</p> <p><u>However</u>, Jenkins seemed to have confidence in me.</p> <p>: Losing at games doesn't seem to matter to some women.</p> <p>Most men, <u>however</u>, can't stand it.</p> <p>อย่างไรก็ตาม</p> <p>When we are adding a comment which is surprising or which contrasts with what has just been said.</p> <p>: <u>Adolescents</u> of ten quarrel with their parents.</p> <p>: Teachers should have the knowledge of psychology of <u>adolescent</u>.</p>

Teacher	Student
<p>What does "adolescent" mean in Thai ?</p> <p>That's right.</p> <p><u>response</u> means what you do or say as a reaction or reply to it.</p> <p>Read the sentences.</p> <p>what does "response" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. Carl Lewis won the Olympic broad jump., he won three other gold medals in the 1984 Games.</p> <p>2.often have difficulties as they grow up.</p>	<p>วัยรุ่น</p> <p>: The government <u>response</u> to the riot was firm.</p> <p>: As an immediate <u>response</u> the university has cut admission by 20 per cent.</p> <p>การตอบสนอง</p> <p>In addition</p> <p>Adolescents.</p>

Teacher	Student
<p>3. He gave no.....to my question.</p> <p>4. I have no wish to go, I shall go.</p>	<p>response.</p> <p>however.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมการเรียนรู้ตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Give out copies of contrast essay to students. Then students teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Now let's read the passage together.</p> <p>How my Parents' Divorce Changed me</p> <p>In the three years since my parents divorce. I have changed from a spoiled brat to a reasonably normal college student. Before the divorce, I expected my mother to wait on me. She did my laundry cooked and cleaned up after meals and even straightened up my</p>	

Teacher	Student
<p>room. My only response was to complain if the meat was too well done or if the sweater I wanted to wear was not clean. In addition, I expected money for anything I wanted whether it was an expensive bowling ball or a new school jacket. I expected Mom to hand over the money. If she refused. I would get it from Dad. However, he left when I was fifteen. And things changed. When Mom got a full-time job to support us. I was the one with the free time to do housework. Now I did the laundry started the dinner and cleaned not only my own room but the whole house. Fortunately. Mom was tolerant. She did not even complain when my first laundry project left us with streaky blue underwear. Also, I no longer asked her for money since I knew there was none to spare. Instead I got a part-time job on weekend to earn my</p>	

Teacher	Student
<p>own spending money. Today I have my own car that I am paying for and I am putting myself through college. Things have been hard sometimes but I am glad not to be that spoiled kid any more.</p>	
<p>1.2 <u>ครุถามคำถามเป็นแนวทางในการวาง outline</u></p>	
<p>What is the story talking about?</p>	<p>The writer's life before and after the parents' divorce.</p>
<p>On what way does the writer contrast?</p>	<p>His changed behavior before and after his parents' divorce.</p>
<p>From what to what?</p>	<p>From a spoiled brat to a reasonably normal college student.</p>
<p>What's about the writer's life before the parents' divorce?</p>	<ul style="list-style-type: none"> - his mother doing everything for himself : laundry, cooking, cleaning etc. - getting money from his parents.
<p>What's about the writer's life after the parents' divorce?</p>	<ul style="list-style-type: none"> - doing everything by himself. - getting money from his own part-time job.

Teacher	Student
<p>Which technique do you think the writer uses to strengthen the paragraph?</p> <p>That's right. You can see that this essay is in the form of one-side-at-a-time format. The writer talks about his life before the parents' divorce. After that he talks about his life now. The passage talked about two parts by using transitional words "before" the divorce and "now"</p> <p>Now let's make a class outline together.</p> <p>What is the main idea of the passage?</p> <p>What are the supporting details?</p> <p>What is the conclusion?</p>	<p>He explains what his life was before his parents' divorce and what he changed after that.</p> <p>Differences between the writer's life before and after his parents' divorce</p> <ul style="list-style-type: none"> - responsibility for working in the house. - responsibility for earning money before and after his parents' divorce. - He changed himself from a

Teacher	Student
<p>outline จะมีลักษณะดังนี้</p> <p>Main ideas : Differences between the writer's life before and after his parents' divorce.</p> <p>Supporting details : Responsibility for money before and after his parents' divorce.</p> <p>Conclusion : Changing from a spoiled brat to a reasonably normal college student.</p> <p><u>ขั้นที่ 2</u> <u>ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned</p>	<p>spoiled brat to a reasonably normal college student.</p> <p>Each group of students write his own passage.</p>

Teacher	Student
<p>telling the distinguished points between life before and after your parents' divorce. First of all, think of what your main idea is, how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the questions to ask yourself before handing in your paper.</p> <ol style="list-style-type: none"> 1. Reread the topic sentence of the paragraph. Does the paragraph analyze differences between life before and after the parents' divorce ? 2. What is the first point contrasted ?....Details:..... 	<p>Each group of students revises his own work.</p>

Teacher	Student
<p>What is the second point contrasted?Details:.....</p> <p>What is the third, fourth... contrasted? _____ Details:.....</p> <p>3. List words and phrases that I use to establish the differences between</p> <p>4. Have I used clear and correct sentence structures?</p> <p>5. Is each work spelled correctly?</p> <p>6. Are words capitalized correctly, including all proper noun?</p> <p>7. Have I used singular verbs with singular subjects and plural verbs with plural subjects?</p> <p>8. Is each sentence punctuated correctly?</p>	
<p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p> <p><u>Transfer (Period 2)</u></p> <p>Write individually a contrast essay</p>	<p>Each student writes his own</p>

Teacher	Student
<p>on the topic of "How Being an Adolescent Changed Me". You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"><li data-bbox="217 723 551 752">1. Make an outline.<li data-bbox="217 792 770 891">2. Write a passage by using the details in your outline.<li data-bbox="217 931 770 1099">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p>(Teacher collects their work to check and give the marks.)</p>	<p>composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น : ม. 6
 จำนวนนักเรียน : 55 คน
 วัน เดือน ปี : 27 มิถุนายน 2533
 จำนวนคาบ : 2 คาบ คาบละ 11 - 12
 เนื้อหา : Comparison and Contrast Essay. (Comparison)
 สื่อการสอน : Supplementary of comparison transitional words and vocabulary.
 ความรู้เดิม : Contrast Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนเปรียบเทียบความเหมือนและความแตกต่างระหว่างบุคคล 2 บุคคลได้	Good morning, class. Which singer do you like most ? Why do you like singer A ?	Good morning, teacher. Students tell the name of singer A and B Because he is veru smart and sings very	1. ให้นักเรียนเขียนเรียงความเปรียบเทียบความเหมือนและความแตกต่างของบุคคลทั้ง 2 บุคคล
<u>Enabling Objective</u>			
1. นักเรียนสามารถใช้คำศัพท์ต่อไปนี้ได้อย่างถูกต้อง like,	Why do you like singer A ?		2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p>unlike tend disorgnsized. unfriendly.</p>	<p>Why do you like singer B ?</p> <p>Both sing very well and are very charming.</p> <p>Are both good looking?</p> <p>Today we will learn how to compare and contrast two persons.</p> <p>As we have learned before, can you remember</p>	<p>beautifully.</p> <p>Because his voice is very good and he is facinating.</p> <p>Yes.</p> <p>Yes. (but I think singer B is better looking.)</p> <p>When we show the points of likeness.</p>	

Teacher	Student
<p>when to use comparison ?</p> <p>Good, and when do you use contrast ?</p> <p>That's right</p> <p>(Teacher distributes supplementary sheet of transitional words and vocabulary.)</p> <p>Look at the vocabulary on the handout sheet.</p> <p><u>like</u> + <u>เหมือน</u> means the same as.</p> <p>Read the sentences.</p> <p>What does "like" mean in Thai ?</p> <p>That's right.</p> <p>When do we use "like"?</p> <p>Good.</p> <p><u>unlike</u> means not the same as.</p>	<p>When we show the points of differences.</p> <p>: <u>Like</u> Martin, Robert can speak French fluently.</p> <p>: <u>Like</u> Manola, Linda works very actively and effectively.</p> <p>เช่นเดียวกัน</p> <p>To introduce an example of the thing or person that you have just mentioned in order to make comparison.</p>

Teacher	Student
<p>Read the sentences.</p> <p>When does "unlike" means in Thai?</p> <p>That's right.</p> <p>When do we use "unlike" ?</p>	<p>: <u>Unlike</u> Smith, John is very straightforward.</p> <p>: <u>Unlike</u> the western life, the eastern life tends to be more traditional.</p> <p>ไม่เหมือนกัน</p> <p>To introduce an example of the thing or person that you have just mentioned in order to make contrast.</p>
<p><u>tend</u> means happen ususally or often.</p> <p>Read the sentences.</p> <p>What does "tend" mean in Thai ?</p> <p>Thai's right.</p> <p><u>disorganized</u> means not planning or arranging things well.</p> <p>Read the sentences.</p>	<p>: I <u>tend to</u> wake up early in the morning.</p> <p>: Shopping list on an old envelope <u>tends to</u> get lost.</p> <p>มีแนวโน้ม</p> <p>: She is inclined to be <u>disorganized</u> and indecisive.</p>

Teacher	Student
<p>What does "disorganized" mean in Thai ?</p> <p>That's right.</p> <p><u>unfriendly</u> means not behaving in a kind and pleasant way.</p> <p>Read the sentences.</p> <p>What does "unfriendly" mean in Thai's</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1.the East, the West has its share of superhighways, fast-food restaurant, and well-known</p>	<p>: She is the most <u>disorganized</u> woman I've known.</p> <p>ที่ไม่รู้จักตระเตรียม</p> <p>: There is no smile on his face. Besides, he <u>unfriendly</u> stares at you.</p> <p>: He looks <u>unfriendly</u>. I don't want to go with him.</p> <p>ที่ไม่เป็นมิตร</p> <p>Like.</p>

Teacher	Student
<p>university.</p> <p>2. Plants.....to die in hot weather if you don't water them.</p> <p>3. She's the most.....person I've known. Maybe one day she will be an efficient woman.</p> <p>4.the Easterners, the Westerners dress more informally, and feel more at home in blue jeans and open-collared shirts.</p> <p>5. Why must you be so.....towards him ? He's my close friend.</p> <p>In conclusion we use "comparison" to explain how things or people are similar, and we use "contrast" to explain how they are different. But sometimes we compare and contrast within a single paragraph essay.</p>	<p>tend.</p> <p>disorganized.</p> <p>Unlike.</p> <p>unfriendly.</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1</u> <u>กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of comparison-and-contrast essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Mike and Helen</p> <p>Like his wife Helen, Mike has a good sense of humor. Also they are both short dark-haired and slightly pudgy. Both Mike and Helen can be charming when they want to be and they seem to handle small crises in a calm cool way. A problem such as an overflowing washer stalled car or sick child is not a cause for panici. They seem to take such events in stride. Unlike Helen though, Mike tends to be</p>	

Teacher	Student
<p>disorganized. He is late for appointment and unable to keep important documents--bank records, receipts and insurance papers--where he can find them. And unlike Helen, Mike tends to hold a grudge. He is slow to forget a cruel remark, careless joke or unfriendly slight. Also, Mike enjoys swimming camping and tennis unlike Helen who is an indoors type.</p>	
<p>1.2 <u>ครูถามคำถามเป็นแนวทางในการวาง outline</u></p> <p>What is the story talking about?</p> <p>In what way does the writer compare ?</p> <p>In what way does the writer contrast ?</p> <p>Which technique do you think the</p>	<p>It talks about the similarities and differences in characteristics between husband and wife, Mike and Helen.</p> <p>personality characteristics, hair color, physical feature.</p> <p>personality characteristics, sport favor.</p> <p>He compares all similarites first</p>

Teacher	Student
<p>writer uses to strengthen the paragraph ?</p>	<p>and contrasts all differences after that.</p>
<p>That's right. The writer explains the similarities first by comparing point-by-point likeness and explains the differences after that by contrasting point-by-point unlikeness. But as a whole paragraph, he uses one-side-at-a-time format. He divides the similarities from differences by using the words "Like", and "Unlike" seperately in the paragraph.</p>	
<p>Now let's make a class outline together.</p>	
<p>What is the main idea of the passage?</p>	<p>Similarities and differences between husband and wife, Mike and Helen.</p>
<p>What are the supporting details of similarities ?</p>	<ul style="list-style-type: none"> - figure characteristics, - personality characteristics - hair color
<p>What are the supporting details of differences?</p>	<ul style="list-style-type: none"> - personality characteristics - sport favor

Teacher	Student
<p>(No conclusion)</p> <p>outline จะมีลักษณะดังนี้</p> <p>Main ideas : Similarities and differences between 2 persons, Mike and Helen</p> <p>Supporting details :</p> <p><u>Similarities</u></p> <ul style="list-style-type: none"> - personality characteristics : sense of humor, charming, calmful, disorganized by being late. - hair color : dark-haired - physical feature : short, slightly pudgy <p><u>differences</u></p> <ul style="list-style-type: none"> - personality characteristics. Mike : being disorganized when having appointments. Helen: not being disorganized. Mike : holding grudge; slow to forget a cruel remark, careless joke...etc. 	

Teacher	Student
<p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned telling the similar and different points of students A and B (2 students chosen as persons to be compared and contrasted). First of all think of what your main idea is, how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้ Revision Think Sheet.</u></p> <p>(After have finished the task, each group revises his own passage.)</p>	<p>Each group of students writes up his own passage.</p>

Teacher	Student
<p>After you complete the task, revise your writing with the following questions to ask yourself before handing in you paper.</p> <p>Reread the topic sentence of the paragraph.</p> <p><input type="radio"/> Does the paragraph analyze between Student A and Student B ?</p> <p><input type="radio"/> Does the paragraph analyze differences between Student A and Student B ?</p> <p>What is the first point compared? Details :</p> <p>What is the second point compared ? Details :</p> <p>What is the third, fourth.... compared ? Details :</p> <p>What is the first point contrasted? Details :</p> <p>What is the second point contrasted ? Details :</p>	<p>Each group of students revises his own work.</p>

Teacher	Student
<p>What is the third, fourth.... contrasted?Details :</p> <p>List words and phrases that I use to establish the similarities between Student A and Student B</p> <p><input type="radio"/> Have I used clear and correct sentence structures ?</p> <p><input type="radio"/> Is each word spelled correctly ?</p> <p><input type="radio"/> Are words copitalized correctly, including all proper nouns ?</p> <p><input type="radio"/> Have I used singular verbs with singular subjects and plural verbs with plural subjects ?</p> <p><input type="radio"/> Is each sentence punctuated correctly ?</p> <p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p>	

Teacher	Student
<p data-bbox="154 459 492 504"><u>Transfer</u> (Period 2)</p> <p data-bbox="154 515 854 974">In this period, write individually a comparison-and-contrast paragraph about 2 teachers (2 teachers' names are given as persons to be compared and contrasted). You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="231 996 793 1388" style="list-style-type: none"><li data-bbox="231 996 577 1041">1. Make an outline.<li data-bbox="231 1064 793 1176">2. Write a passage by using the details in your outline.<li data-bbox="231 1198 793 1388">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p data-bbox="154 1478 816 1601">(Teacher collects their work to check and give the marks.)</p>	<p data-bbox="877 504 1401 616">Each student writes his own composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 4 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 13 - 14
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary Sheet of cause-and-effect transitional words and vocabulary.
ความรู้เดิม	: -

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน บรรยายผลเสียของ การเลี้ยงสัตว์เลี้ยง	Good morning, class. Do you have any pets in your house ? What kind of pets are they ? Do you like them ?	Good morning, teacher. Yes. A dog/cat/bird etc. Yes./No.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุผลต่อการเลี้ยง สัตว์เลี้ยงทำให้ นักเรียนอารมณ์เสีย 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ใน ช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง since upset terrible suffer.</p>	<p>Why don't you like them ?</p> <p>It's very good reason. Today we will learn about a cause- and-effect essay When you write a cause-and-effect essay, you're meant to give good reasons why someone does the action and why something is done and what the results are. In conclusion a</p>	<p>Because they cause a lot of damages</p>	

Teacher	Student
<p>When do we use "use "since"?</p> <p><u>upset</u> means make someone feel worried or unhappy.</p> <p>What does "upset" mean in Thai?</p> <p>That's right.</p> <p><u>terrible</u> means very bad or poor in quality.</p> <p>Read the sentences.</p> <p>What does "terrible" mean in Thai ?</p> <p>That's right.</p> <p><u>suffer</u> means be badly affected by an unfavorable event or situation.</p> <p>Read the sentences.</p>	<p>When we want to state the reason for something</p> <p>: I didn't mean to <u>upset</u> you.</p> <p>: The poverty they saw in upcountry always <u>upsets</u> them.</p> <p>ทำให้อารมณ์เสีย</p> <p>: What <u>terrible</u> food, I couldn't eat it.</p> <p>: I'm very tired today because I've had a <u>terrible</u> day at the office.</p> <p>ที่แย่มาก</p> <p>: They would be the first to <u>suffer</u> if the proposals were ever carried out.</p>

Teacher	Student
<p>What does "suffer" mean in Thai ?</p> <p>That's right.</p>	<p>: Seventy-five percent of its population <u>suffers</u> from malnutrition.</p> <p>ทนทุกข์ทรมาน</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. She has _____ a lot from various illness.</p> <p>2. Don't read that book; it's _____</p> <p>3. _____ you ask, I will tell you why.</p> <p>4. Don't _____ yourself; these problems aren't really serious.</p>	<p>suffered.</p> <p>terrible.</p> <p>since.</p> <p>upset</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of cause-and-</p>	

Teacher	Student
<p>effect essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p style="text-align: center;">New Puppy in the House</p> <p>Buying a new puppy can have terrible effects in a quiet household. For one thing the puppy keeps the entire family awake for at least two solid weeks. Every night when the puppy is placed in its box, it begins to howl, yip and whine. Even after the lights go out and the house is quiet down the puppy continues to moan. Since it is impossible to sleep while listening to a heartbreaking trembling "Woo-woo" the family soon begins to suffer the effects of loss of sleep. Everyone becomes hostile short-tempered, depressed and irritable. A</p>	

Teacher	Student
<p>second effect is that the puppy tortures the family by destroying its material possessions. Every day something different is damaged Family members find chewed belts and shoes, gnawed table legs and leaking sofa cushion. In addition, the puppy usually rains the wall-to-wall carpeting and makes the house smell like a public rest room at a big-city bus station. Worst of all though the puppy causes family argument, narents arque with children about who is supposed to feed and walk the dog. Children argue among themselves about whose turn it is to play with the puppy. Everyone argues about whose idea it was to get the puppy in the first place. These continuous arguments, along with the effects of sleeplessness and the loss of vaued</p>	

Teacher	Student
<p>possessions, seriously disturb a household. Only when the puppy gets a bit older will the house be peaceful again.</p> <p>1.2 <u>ครุฑถามคำถามเป็นแนวทางในการวาง outline</u></p> <p>What is the point that the writer wants to discuss ?</p> <p>Tell me the effects with details ?</p> <p>Which technique do you think the writer uses to strengthen the paragraph ?</p> <p>That's right. The writer lists the bad effects one after another and the</p>	<p>A puppy makes terrible effects.</p> <p>On people : hostile, short-tempered, depressed, keep family awake</p> <p>On possessions destroyed : chewed belt and shoes, gnawed table legs, leaking sofa cushion, ruined carpet, bad small place.</p> <p>He talks about the drastic effects one after another to support that a puppy really makes bad effects.</p>

Teacher	Student
<p>effects become worse and worse till the last sentence which concluded that a puppy makes the house unpeaceful. Besides, you can see the cause-and-effect transitional words the writer uses much as for one thing, since, effects, cause, effect..... leading to many effects.</p> <p>Now let's make a class outline together.</p> <p>What is the main idea of the passage?</p> <p>What are the supporting details?</p> <p>What is the conclusion ?</p> <p>outline จะมีลักษณะดังนี้</p> <p>Main ides : A puppy makes terrible effects.</p>	<p>A puppy makes drastic effects.</p> <p>Effect on people; bad-tempered and quarrel together etc.</p> <p>Effect an possessions : damaged shoes, table legs, cushion, carpet.</p> <p>House is not peaceful if there is a puppy.</p>

Teacher	Student
<p>Supporting details : Making terrible effects.</p> <p>On people : hostile, short-tempered etc.</p> <p>On possessions : making things damaged.</p> <p>Conclusion : The house will be peaceful if there is no puppy.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned telling what points of bad effect you have to face when feeding up a puppy in the house. First of all</p>	<p>Each group of students write up his own passage.</p>

Teacher	Student
<p>think of what your main idea is, how you can develop your paragraph and what your supporting details are ?</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper.</p> <ol style="list-style-type: none"> 1. Does the paragraph lack a topic sentence ? 2. How many specific reasons do I give to support the topic ? 3. What transitional words do I use for the cause-and-effect writing. 4. Have I used clear and correct sentence structures ? 5. Is each word spelled correctly? 	

Teacher	Student
<p data-bbox="169 454 802 622">3. Revise your passage by using Revision Think Sheet after you've finished your task.</p> <p data-bbox="169 730 834 831">(Teacher collects their work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 11 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 15 - 16
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary Sheet of vocabulary.
ความรู้เดิม	: Cause-and-effect transitional words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน บรรยายผลที่จะเกิดขึ้น จากการว่างงาน	Good morning, class. You know in Thailand there are a lot of people unemployed. I mean they have no work.	Good morning, teacher.	1. ให้นักเรียนเขียน เรียงความบรรยาย ผลที่จะเกิดขึ้นจาก การว่างงานของ ผู้ปกครองของตน 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ใน ช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>psychological financial confusion depression unemployed self-confidence</p>	<p>What will happen if most of Thai people have no work ? That's right. Today we will learn about a cause-and-effect essay of unemployment. (Teacher distributes supplementary sheet of vocabulary and asks students to read together) Look at the vocabulary on the handout sheet</p>	<p>There will be a lot of crime and there will be a lot of social problems.</p>	

Teacher	Student
<p><u>psychological</u> concerning mind and thoughts.</p> <p>What does "psychological" mean in Thai ?</p> <p>That's right.</p> <p><u>financial</u> means concerning money</p> <p>Read the sentences</p> <p>What does "financial" mean in Thai ?</p> <p>That's right.</p> <p><u>confusion</u> means disorder the state of causing to be mistaken</p> <p>Read the sentences</p>	<p>: The accident had a <u>psychological</u> as well as physical effect on him.</p> <p>: Are there important <u>psychological</u> differences between the two sexes.</p> <p>เกี่ยวกับจิตใจ</p> <p>: The company was in deep <u>financial</u> difficulties.</p> <p>: The government is worried about the country's <u>financial</u> problem.</p> <p>เกี่ยวกับการเงิน</p>
	<p>: If you write more clearly, you'll prevent the <u>confusion</u> of your readers</p>

Teacher	Student
<p>What does "confusion" mean in Thai ?</p> <p><u>unemployed</u> means having no job</p> <p>Read the sentences.</p> <p>What does "unemployed" mean in Thai ?</p> <p>That's right.</p> <p><u>depression</u> means great sadness and disappointment or hopelessness</p> <p>Read the sentences</p>	<p>: There was <u>confusion</u> to us whether we had won the battle or not.</p> <p>ความงงง, ความสับสน</p> <p>: Owing to their low intelligence, they were <u>unemployed</u>.</p> <p>: The government ought to create more job vacancies for <u>unemployed</u> young people.</p> <p>ที่ตกงาน</p> <p>: His <u>depression</u> came to an end when she kissed him.</p> <p>: Life was pure <u>depression</u> last month the children were ill and I had almost no money.</p>

Teacher	Student
<p>What does "depression" mean ?</p> <p>That's right.</p> <p><u>self-confidence</u> means feeling sure of one's ability or worth</p> <p>Read the sentences</p> <p>What does "self-confidence" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <p>1. They made _____ study of his behavior.</p> <p>2. The old man looked in _____ at his new surrounding.</p>	<p>ความเศร้าใจ, ความหดหู่ใจ</p> <p>: He can only develop <u>self-confidence</u> if he is told he is clever.</p> <p>: It's unbelievable. She has remarkable <u>self-confidence</u> for her age.</p> <p>ความเชื่อมั่นในตนเอง</p> <p>psychological</p> <p>confusion</p>

Teacher	Student
3. His death caused the children great _____	depression
4. The number of _____ teachers are still increasing. The government should find out the way to solve this problem.	unemployed
5. You must boost up your own _____ because I believe that you could do it.	self-confidence
6. His interest in business is purely _____	financial
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of cause-and-effect essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p>	

Teacher	Student
<p data-bbox="317 450 656 479" style="text-align: center;">On Being Unemployed</p> <p data-bbox="155 521 828 1861">Being unemployed creates many problems for my family and me. First of all, there are financial problems. We have cut back on the quality of groceries we purchase. We now buy two pounds of hamburger in place of two pounds of sirloin. This hamburger is also divided into quantities sufficient for three meals : one may be creole beef, one chili, and the other spaghetti. There is also less money for clothing. Dresses must be altered and made into blouses; pants make nice skirts after some alteration. I have two more very sticky problems. I've fallen behind in the rental payments for our apartment, and now I am experiencing difficulties trying to pay the back rent. The other sticky problem is my son's tuition payments.</p>	

Teacher	Student
<p>There does not seem to be any way that I can send a complete payment to his college. These are not the only problems I face. I also have psychological problems as a result of unemployment. Often I wonder why this has happened to me. Then depression and confusion take over, and I feel drained of all my abilities. The one question that fills my mind most often is the following: Why can't I get employment? This question evokes in me a lack of self-confidence and self-worth. I am haunted by an overall feeling of uselessness. My other problems center on trying to cope with the bureaucracy of the Employment bureau. Once I get to the Employment bureau, I stand in line to sign up. I then wait in another line to which I must report. Once I go through all of this, I am sent out for job</p>	

Teacher	Student
<p>interviews, only to find that the employer wants someone with more experience. To top everything off, I had to wait from August 28, 1981, until January 4, 1982, to receive my first unemployment check. As you can see, there is often a frustratingly long delay in receiving benefits. My family and I have suffered through many problems because of my unemployment</p> <p>1.2 <u>ครูถามคำถามเป็นแนวทางในการวาง outline</u></p> <p>What is the point that the writer wants to discuss ?</p> <p>Give me the effects he faces.</p> <p>Give me the details of financial problem.</p>	<p>On being unemployed.</p> <ul style="list-style-type: none"> - Financial problems. - Psychological problems. - having no money to afford food, clothing, rental payment, tuition payment for children.

Teacher	Student
<p>Give me the details of psychological</p> <p>Which technique do you think the writer uses to strengthen the paragraph ?</p> <p>That's right. He illustrates what happens to him and the family by point after point till he concludes that "My family and I have suffered through many problems because of my unemployment." Besides, you can see the writer uses cause-and -effect transitional words such as a result of, because of and order transitional word like first of all, the other.....problem, my other problems.</p> <p>Now let's make the class outline.</p> <p>What are the supporting details?</p>	<p>- feeling of depression, confusion, lack of self-confidence, self worth etc.</p> <p>He explains what happens during his unemployment.</p> <p>Being unemployed creates many problems for the family and him.</p> <p>Effect on financial problems</p>

Teacher	Student
<p>What is the conclusion ?</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียน</u> <u>เรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned telling on what points of effects you have to face when you are unemployed. First of all think of what your main idea is, how you can develop your paragraph and what your supporting</p>	<p>having no money to buy necessary things etc.</p> <p>Effect on psychological problems having no feeling of life security, self-worth etc.</p> <p>My family and I have suffered through many problems because of my unemployment.</p>

Teacher	Student
<p>details are ?</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper.</p> <ol style="list-style-type: none"> 1. Does the paragraph lack a topic sentence ? 2. How many specific reasons do I give to support the topic ? 3. What transitional words do I use for the cause-and-effect writing. 4. Have I used clear and correct sentence structures ? 5. Is each word spelled correctly? 6. Are words capitalized correctly, including all proper nouns ? 	

Teacher	Student
<p>7. Have I used singular verbs with singular subjects and plural verbs with plural subjects ?</p> <p>8. Is each sentence punctuated correctly ?</p> <p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p> <p><u>Transfer (Period 2)</u></p> <p>Write individually a cause-and effect paragraph of "My Parents On Being Unemploy" you have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. Make an outline. 2. Write a passage by using the details in your outline. 3. Revise your passage by using Revision Think Sheet after you've finished your task. 	<p>Each student writes his own composition.</p>

Teacher	Student
Teacher collects their work to check and give the marks.	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 18 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 17 - 18
เนื้อหา	: Cause-and-Effect Essay.
สื่อการสอน	: Supplementary of vocabulary.
ความรู้เดิม	: Cause-and-effect transitional words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน บรรยายเหตุผลความ กังวลใจ	Good morning, class. Have you prepared yourself well enough for this coming Universi- ty Entrance Examination.	Good morning, teacher. Yes / No.	1. ให้นักเรียนเขียน เรียงความบรรยาย เหตุผลความกังวลใจ ในการสอบเข้า มหาวิทยาลัย 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ใน ช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้อย่าง be based on anxiety rejection tension ban.</p>	<p>What make you so worried ?</p> <p>Today we will learn a cause- and-effect writing on the topic of "What causes Anxiety" (Teacher distributes supplementary sheet of vocabulary and asks students to read the words together)</p>	<p>I'm very worried (Students tell the causes of making them worried.)</p>	

Teacher	Student
<p>Look at the vocabulary on the handout sheet</p> <p><u>be based on</u> means developed from that</p> <p>Read the sentences</p> <p>What does "be based on" mean in Thai ?</p> <p>That's right.</p> <p><u>anxiety</u> means a feeling of nervousness or worry</p> <p>Read the sentences : "What do you think ?"</p> <p>: They had <u>anxiety</u></p> <p>What does "anxiety" mean in Thai?</p> <p>That's right.</p> <p><u>rejection</u> means being not accepted</p> <p>Read the sentences</p>	<p>: The new agreement <u>is based on</u> the original United Nations proposal.</p> <p>: This documentary movie <u>is based on</u> British Life</p> <p>ขึ้นอยู่กับ</p> <p>asked the Belgian with</p> <p>over what was to be done</p> <p>ความกังวลใจ</p> <p>: The <u>rejection</u> of my idea makes me upset</p> <p>: There had been a widespread <u>rejection</u> of many of the traditional processes of poli-</p>

Teacher	Student
<p>What does "rejection" mean in Thai ?</p> <p>That's right.</p> <p><u>tension</u> means the feeling of fear or nervousness that is produced when something difficult, dangerous, or important is happening.</p> <p>Read the sentences</p> <p>What does "tension" mean in Thai ?</p> <p>That's right.</p> <p><u>ban</u> means not allow to be done, shown or used</p> <p>Read the sentences</p> <p>What does "ban" mean in Thai ?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p>	<p>tical participation</p> <p>การปฏิเสธ การไม่ยอมรับ</p> <p>: Family <u>tensions</u> are increasing</p> <p>: The <u>tension</u> of situation is getting more serious</p> <p>ความตึงเครียด</p> <p>: His play was <u>banned</u> by the BBC.</p> <p>: The treaty <u>bans</u> all nuclear test.</p> <p>ห้าม, ไม่อนุญาตให้</p>

Teacher	Student
<p>1. The play was _____ by the censor.</p> <p>2. The book is _____ on something that really happened.</p> <p>3. There was a terrible _____ as they waited to hear who had been killed in the plane crash.</p> <p>4. Not knowing whether or not she would die caused us great _____.</p> <p>5. She had a feeling of _____, no one wanted her.</p>	<p>banned.</p> <p>based.</p> <p>tension.</p> <p>anxiety.</p> <p>rejection.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of cause-and-effect essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p>	

Teacher	Student
<p data-bbox="294 495 675 524">What causes Anxiety ?</p> <p data-bbox="150 562 835 1003">Basically, anxiety is a fear without a specific focus. Worry can disable us with stomach upset, headaches tension, and trembling, even if the terrible things we imagine have very little chance of actually happening.</p> <p data-bbox="150 1043 848 1973">Often anxiety is based on fear of rejection by other people—a fear greatly exaggerated by the imagination. As an illustration, let's take the example of someone learning to play tennis. When he serves a ball out of the court, he think, "What a bad serve." After a few more "bad" serves, he extends the judgment to "I'm a terrible serve," then to "I'm a terrible tennis player." Eventually, he thinks that he is no good at sports and, finally, that he is just no good. He begins to fear that no one will an</p>	

Teacher	Student
<p>him for a friend. His anxiety makes him tense, and tension causes him to make even more mistakes. Only by letting go of the harsh judgments can he relax enough to play well. Then the cycle of fear is replaced by the cycle of confidence.</p> <p>As a serious learner, he can still notice that the ball went out. He can still adjust his strokes to control the ball better. But he should not judge it as "bad" or judge himself as inferior. He's just developing, and he must accept making errors as part of the growth process.</p> <p>1.2 <u>ครูถามคำถามเพื่อเป็นแนวทางในการวาง outline</u></p> <p>What is the point that the writer wants to discuss ? Tell me the cause with details.</p> <p>What is the point that the write</p>	<p>The causes of anxiety.</p>

Teacher	Student
<p>wants to discuss ?</p> <p>Tell me the causes with details.</p> <p>Which technique do you think the writer uses to strengthen the paragraph ?</p> <p>That's right. The main cause is that he's afraid of being rejected by other people. He clarifies this point by giving his example of playing tennis which makes him tense because of making mistakes.</p> <p>Now let's make the class outline together.</p>	<ul style="list-style-type: none"> - Fear of rejection or imagination. - not being good at sports, - not playing tennis well enough, - fearing of no one wanting him considering of himself inferior because of making errors. <p>He talks about the causes of anxiety by giving the example of playing tennis that discourages him and makes him more serious.</p>

Teacher	Student
<p>What is the main idea of the passage ?</p> <p>What are the supporting details ?</p> <p>What is the conclusion ?</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made)</p> <p>Now write up your own passage similar to the model you've learned telling on what causes your anxiety. First of all, think of what your main idea is, how you can develop your paragraph and what your supporting details are .</p>	<p>What causes anxiety ?</p> <p>Giving examples of inability to play tennis well enough which makes him tense and worried.</p> <p>The way to learn how to avoid anxiety.</p>

Teacher	Student
<p data-bbox="243 443 828 629"> <u>ขั้นที่ 3</u> <u>นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงาน</u> <u>เขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u> </p> <p data-bbox="166 667 802 763"> (After having finished the task, each group revises his own passage.) </p> <p data-bbox="166 801 837 1039"> After you have completed the task, revise your writing with the following questions to ask yourself before handing in you paper. </p> <ol data-bbox="166 1077 837 1935" style="list-style-type: none"> 1. Does the paragraph lack a topic sentence ? 2. How many specific reasons do I give to support the topic ? 3. What transitional words do I use for the cause-and-effect writing. 4. Have I used clear and correct sentence structures ? 5. Is each word spelled correctly? 6. Are words capitalized correctly, including all proper nouns ? 7. Have I used singular verbs with singular subjects ? 	<p data-bbox="890 808 1459 904"> Each group of students revises a his own work </p>

Teacher	Student
<p>8. Is each sentence punctuated correctly ?</p> <p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p> <p><u>Transfer</u> (Period 2)</p> <p>Now write individually a cause and effect paragraph on the topic of "My Anxiety To Take the University Entrance Exam" You have to follow the three steps of writing as you've learned in the first period.</p> <ol style="list-style-type: none"> 1. Make an outline. 2. Write a passage by using the details in your outline. 3. Revise your passage by using Revision Think Sheet after you've finished your task. <p>(Teacher collects their work to check and give the marks.)</p>	<p>Each student writes his own composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 25 กรกฎาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 19 - 20
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet of persuasive transitional words and vocabulary.
ความรู้เดิม	: -

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียนแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับการห้ามจัดงานสังสรรค์ต่าง ๆ	<p>Good morning, class.</p> <p>Do you think that girls are lovelier than boys ?</p> <p>Why not? They are so sweet and polite, not</p>	<p>Good morning, teacher.</p> <p>No.</p>	<p>1. ให้นักเรียนเขียนเรียงความแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับการห้ามจัดงานสังสรรค์ต่าง ๆ</p> <p>2. ให้นักเรียนทำแบบฝึกหัดเติมคำค้นท์ในช่องว่าง</p>

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>main couple encounter frustrating.</p>	<p>naughty like you I believe. They speak quietly.</p> <p>They are not talkative.</p> <p>Why do you think boys are lovelier than girls? Give me your reasons.</p> <p>Today we will learn about persuasive writing.</p> <p>When you present a persuasive writing, you should assume</p>	<p>Because, first..secondand..... (Students give reasons)</p>	

Teacher	Student
<p>that your reader does not support your point of view.</p> <p>Your goal is to make your readers come to agree with your opinions by carefully building strong and convincing arguments for your side while tearing down or weakening the opposing side's.</p> <p>So what is the meaning of "persuasive" writing.</p> <p>That's right.</p> <p>(Teacher distributes supplementary sheet of vocabulary to students and asked them to read the words together).</p> <p>Look at the vocabulary on the hand-out sheet.</p> <p><u>main</u> means the most important (thing) in particular situation.</p> <p>Read the sentences.</p>	<p>: การเขียนชักนำให้ผู้อ่านเห็นด้วย</p> <p>: What are the <u>main</u> reasons for going to the university.</p>

Teacher	Student
<p>What does "main" mean in Thai?</p> <p>That's right.</p> <p><u>couple</u> means a pair of people, usually male and female in a particular occasion.</p> <p>Read the sentences.</p>	<p>: Poverty is the <u>main</u> problem that should be solved first.</p> <p>หลัก, สำคัญที่สุด</p>
<p>What does "couple" mean in Thai ?</p> <p>That's right.</p> <p><u>encounter</u> means experience something.</p> <p>Read the sentences.</p>	<p>: He watched <u>a couple</u> on the dance floor.</p> <p>: What a lovely <u>couple</u> they make together.</p> <p>คู่, คู่หมั้นสาว</p>
<p>What does "encounter" mean in Thai?</p> <p>That's right.</p> <p><u>frustrating</u> means causing one to feel annoyed or disappointed.</p>	<p>Students read together.</p> <p>: They've never <u>encountered</u> any discrimination.</p> <p>On their journey, they had to <u>encounter</u> many problems.</p> <p>เผชิญ</p>

Teacher	Student
<p>Read the sentences.</p> <p>What does "frustrating" mean in Thai? That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p> <ol style="list-style-type: none"> 1. After 2 hours' _____ delay, our train at last arrived. 2. _____ took the floor for the last dance. 3. Note down the _____ points of the speech. 4. He _____ many difficulties every day 	<p>: It's a <u>frustrating</u> experience to catch a plane and then finding it has been held up.</p> <p>: Lacking of money and facilities makes my life <u>frustrating</u></p> <p>ที่ทำให้ไม่สมหวัง, ที่ทำให้อดอัดรำคาญใจ</p> <p>frustrating.</p> <p>couples.</p> <p>main.</p> <p>encounters.</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of persuasive essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Let's Ban Proms</p> <p>High school proms should be banned. One reason is that even before the prom takes place it causes problem. Teens are separated into "the ones who were asked" and "the one who weren't". Being one of those who weren't asked to go can be heartbreaking to a sensitive young person. Another pre-prom problem is money. The price of the various items needed can add up quickly to a lot of money. The prom itself can be unpleasant and frustrating too. At the</p>	

Teacher	Student
<p>beginning of the evening, the girls enviously compare dresses while the boys sweat nervously inside their rented suits. During the dance, the couples who have gotten together only to the prom have split up into miserable singles. When the prom draws to a close, the popular teenagers drive off happily to other parties while the less-popular ones head home as usual. Perhaps the main reason proms should be banned, however, is the drinking and driving that go on after the prom is over. Teenagers pile into their cars on their way to "after proms" and pull out the bottles and cans stashed under the seat. By the time the big night is finally over, at 4 or 5 A.M. students are trying to weave home without encountering the police or a roadside tree. Some of them do not make it, and prom night turns into</p>	

Teacher	Student
<p>tragedy. For all these reasons, proms have no place in our schools.</p> <p>1.2 <u>ครูถามคำถามเพื่อเป็นแนวทางในการวาง</u> (outline)</p> <p>What is the point that the writer wants to discuss ?</p> <p>What reasons the writer uses to support his point?</p> <p>What are they?</p>	<p>Proms should be banned.</p> <p>Prombles caused by prom.</p> <p><u>feeling problem</u></p> <ul style="list-style-type: none"> - (for girls) not being asked. - going with someone you don't like. - separating popular from unpopular teenagers. - competition over dates. <p><u>money problem</u></p> <ul style="list-style-type: none"> - expenses <p><u>accident</u></p> <ul style="list-style-type: none"> - car accident

Teacher	Student
<p>Which technique do you think the writer uses to strengthen the paragraph?</p> <p>That's right. The writer tries to persuade the reader to agree with him that proms should be banned. He gives the strong reasons to support this point which he strongly feels and seeks to convince others to agree with him. You can see the writer shows one reason after another by using the following words or phrases : one reason, another, the main reason and for all this reason.</p>	<p>The writer tries to persuade that proms should be banned by showing a lot of problems.</p>
<p>Now let's make the class outline together.</p>	
<p>What is the main idea of the passage ?</p>	<p>High school proms should be banned.</p>
<p>What are the supporting details ?</p>	<p>Problems caused by proms</p> <ul style="list-style-type: none"> - feeling problem. - money problem and - accident problem.

Teacher	Student
<p>telling story reasons to support that the high - school proms should be banned. Think of how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้</u> <u>Revision Think Sheet.</u></p> <p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handling in you paper.</p> <ol style="list-style-type: none"> 1. Does the paragraph lack a topic sentence ? 2. How many specific reasons do I give to support the topic ? 3. What transitional words do I use for the persuasive writing. 	<p>Each group of students revise his own work.</p> <p>his own work.</p>

Teacher	Student
<p>4. Have I used clear and correct sentence structures ?</p> <p>5. Is each word spelled correctly?</p> <p>6. Are words capitalized correctly, including all proper nouns ?</p> <p>7. Have I used singular verbs with singular subjects and plural verbs with plural subjects ?</p> <p>8. Is each sentence punctuated correctly ?</p>	
<p><u>Evaluation</u></p> <p>Teacher collects the work of each group to check and give the marks.</p>	
<p><u>Transfer (Period 2)</u></p> <p>Now write individually a persuasive writing on the topic of "Let's Ban Discotheques." Try to persuade that discotheques should be banned by giving solid reasons to support statement. You have to follow the three steps of</p>	<p>Each student writes his own composition.</p>

Teacher	Student
<p>writing as you've learned in the first period.</p> <ol style="list-style-type: none"><li data-bbox="238 604 562 638">1. Make an outline.<li data-bbox="161 672 785 772">2. Write a passage by using the details in your outline.<li data-bbox="161 806 785 974">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p>(Teacher collects their work to check and give the marks.)</p>	

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 1 สิงหาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 21 - 22
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet of vocabulary.
ความรู้เดิม	: Persuasive Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
Terminal Objective	Presentation		
นักเรียนสามารถเขียนแสดงความคิดเห็นชักนำให้ให้ผู้อ่านเห็นด้วยกับผลเสียของการสูบบุหรี่	<p>Good morning, class.</p> <p>Have you ever smoked ?</p> <p>Why do you smoke ?</p>	<p>Good morning, class.</p> <p>Yes/No.</p> <p>Because I wanted to try it but I'm not addicted.</p>	<p>1. ให้นักเรียนเขียนเรียงความแสดงความคิดเห็นชักนำให้ผู้อ่านเห็นด้วยกับการห้ามสูบบุหรี่ในที่สาธารณะ</p> <p>2. ให้นักเรียนทำแบบฝึกหัดเติมคำศัพท์ในช่องว่าง</p>

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถชี้ คำศัพท์ต่อไปนี้ได้ถูกต้อง</p> <p>bother irritate exploit cough sneeze.</p>	<p>How days I see a lot of to teenagers addicted to cigarettes. Maybe they think smoking makes them look mature. But in fact, it is dangerous to their health. Do you agree with me ?</p> <p>I'm not think so. Do you think cigarettes should be banned ?</p>	<p>Yes. But sometimes it gives relief.</p> <p>Yes.</p>	

Teacher	Student
<p>Today we will learn to write a persuasive writing as in the last period on the topic of "Why I Stopped Smoking ?"</p> <p>(Teacher distributes supplementary sheet of vocabulary and asks students to read the words together.)</p> <p>Now. Look at the vocabulary on the handout sheet.</p> <p><u>bother</u> means make (someone) worry or upset about it.</p> <p>Read the sentences.</p>	<p>: You can come along too, if you like it doesn't <u>bother</u> me.</p> <p>: I'm busy. Don't <u>bother</u> me like now.</p>
<p>What does "bother" mean in Thai ?</p> <p>That's right.</p> <p><u>irritate</u> means to make something painful and sore.</p> <p>Read the sentences.</p>	<p>ขอรบกวน</p> <p>: That bright light <u>irritates</u> my eyes.</p>

Teacher	Student
<p>What does "irritate" mean in Thai ?</p> <p>That's right.</p> <p><u>exploit</u> means use (esp. a person) unfairly for one's own profit.</p> <p>Read the sentences.</p>	<p>Wool can <u>irritate</u> a body's skin.</p> <p>ทำให้ระคายเคือง</p> <p>: Adults <u>exploit</u> children far too often.</p> <p>: The employers always <u>exploit</u> the laborers.</p>
<p>What does "exploit" mean in Thai ?</p> <p>That's right.</p> <p><u>cough</u> means force air out of the throat with a sudden and harsh noise, often when (someone) is not well.</p> <p>Read the sentences.</p>	<p>ใช้ประโยชน์, ตักตวงประโยชน์</p>
<p>What does "cough" mean in Thai ?</p> <p>That's right.</p> <p><u>sneeze</u> means take breath and blow it down one's nose noisily.</p>	<p>: He started <u>coughing</u> blood.</p> <p>I terribly <u>cough</u> every winter.</p> <p>ไอ</p>

Teacher	Student
<p>Read the sentences.</p>	<p>: People <u>sneeze</u> a lot when they have a cold.</p> <p>Can you hear the sound of <u>coughing</u> and <u>sneezing</u>.</p>
<p>What does "sneeze" mean in Thai ?</p> <p>That's right.</p>	<p>จาม</p>
<p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p>	
<p>1. He _____ the poor by making them work for low pay.</p>	<p>exploited.</p>
<p>2. She's _____ over the place; she has a bad cold and she's giving us all her germs.</p>	<p>sneezing.</p>
<p>3. A sore throat can make you _____.</p>	<p>cough.</p>
<p>4. Rough material _____ the skin.</p>	<p>irritates.</p>
<p>5. His phoning me all the time _____ me a lot.</p>	<p>bothers.</p>

Teacher	Student
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of persuasive essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Why I Stopped Smoking</p> <p>For one thing, I realized that my cigarette smoke bothered others, particularly my wife and children irritating their eyes and causing them to cough and sneeze. Also, cigarettes are a messy habit. Our house was littered with ashtrays piled high with butts, matchsticks, and ashes, and the children were always knocking them over. Cigarettes are expensive, and I estimated that the carton a week that I</p>	

Teacher	Student
<p>was smoking costs me about \$650 a year. Another reason I stopped was that the message about cigarettes being harmful to health finally got through me. A heavy smoker I know from work is in Eagleville Hospital now with lung cancer. Cigarettes were also inconvenient. When I would smoke, I would have to drink something to wet down my dry throat and that meant I had to keep going to the bathroom all the time I sometimes seemed to spend whole weekends doing nothing but smoking, drinking and going to the bathroom. Most of all I resolved to stop smoking because I felt exploited. I hated the thought of wealthy greed-filled corporations making money off my sweat and blood. The rich may keep getting richer but-at least as regards to cigarettes-with no thank to me.</p>	

Teacher	Student
<p>1.2 <u>ครูถามคำถามเพื่อเป็นแนวทางในการวาง</u> (outline)</p> <p>What is the point that the writer wants to discuss ?</p> <p>What reasons the writer uses to support his point?</p> <p>What are they ?</p> <p>Which techniques do you think the writer uses to strengthen the paragraph?</p> <p>That's right. He talks about lots of bad results his family and him got which made nothing good to him.</p>	<p>Why I stopped smoking.</p> <p>Problems or bad outcomes caused by smoking cigarettes.</p> <ul style="list-style-type: none"> - irritating family members - making bad habit - making house dirty - having more expense - causing lung cancer - wasting of time <p>The writer gives strong reasons of bad outcomes he got to support his idea.</p>

2

Teacher	Student
<p>Now let's make the class outline together.</p>	
<p>What is the main idea of the passage ?</p>	<p>Reasons why the writer stopped smoking.</p>
<p>What are the supporting details ?</p>	<p>Main reasons : lots of outcomes the writer got.</p> <p>Supporting reasons :</p> <ul style="list-style-type: none"> - irritating family members. - making bad habit.etc.
<p>What is the conclusion ?</p>	<p>Smoking cigarettes made nothing good but bad to the writer, so he stopped smoking.</p>
<p>Outline จะมีลักษณะ ดังนี้</p> <p>Main Idea : Why the writer stopped smoking.</p> <p>Main reason : Causing lots of bad effects.</p> <p>Supporting Reasons :</p> <ul style="list-style-type: none"> - bad health - bad habit 	

Teacher	Student
<p>- irritating family's member</p> <p>Conclusion : Smoking cigarettes makes nothing good.</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to write their own article developed from the class outline that they have made.)</p> <p>Now write up your own passage similar to the model you've learned telling strong reasons to support that "Why I Stopped Smoking." Think of how you can develop your paragraph and what your supporting details are.</p> <p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้ Revision Think Sheet.</u></p>	<p>Each group of students writes up his own passage.</p>

Teacher	Student
<p>(After having finished the task, each group revises his own passage.)</p> <p>After you have completed the task, revise your writing with the following questions to ask yourself before handing in your paper.</p> <ol style="list-style-type: none"> 1. Does the paragraph lack a topic sentence ? 2. How many specific reasons do I give to support the topic ? 3. What transitional words do I use for the persuasive writing ? 4. Have I used clear and correct sentence structures ? 5. Is each word spelled correctly? 6. Are words capitalized correctly, including all proper nouns ? 7. Have I used singular verbs with singular subjects and plural verbs with plural subjects ? 8. Is each sentence punctuated correctly ? 	<p>Each group of students revise his own work.</p>

Teacher	Student
<p data-bbox="159 454 349 488"><u>Evaluation</u></p> <p data-bbox="159 521 832 622">Teacher collects the work of each group to check and give the marks.</p> <p data-bbox="159 728 503 761"><u>Transfer (Period 2)</u></p> <p data-bbox="159 795 871 1104">Write individually a persuasive writing on the topic of "Smoking in Public Should be Prohibited." giving solid reasons to make the readers agree with your statement.</p> <ol data-bbox="239 1137 796 1377" style="list-style-type: none"><li data-bbox="239 1137 577 1171">1. Make an outline.<li data-bbox="239 1209 796 1310">2. Write a passage by using the details in your outline.<li data-bbox="239 1348 796 1518">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p data-bbox="159 1624 832 1724">(Teacher collects their work to check and give the marks.)</p>	<p data-bbox="895 795 1419 891">Each student writes his own composition.</p>

การสอนเขียนแบบเน้นผลงาน

นักเรียนชั้น	: ม. 6
จำนวนนักเรียน	: 55 คน
วัน เดือน ปี	: 8 สิงหาคม 2533
จำนวนคาบ	: 2 คาบ คาบที่ 23 - 24
เนื้อหา	: Persuasive Essay
สื่อการสอน	: Supplementary sheet vocabulary.
ความรู้เดิม	: Persuasive Transitional Words.

Objective	Procedure		Evaluation
	Teacher	Student	
<u>Terminal Objective</u>	<u>Presentation</u>		
นักเรียนสามารถเขียน แสดงความเห็นชักนำให้ เห็นถึงผลดีผลเสียของ การอยู่คนเดียว	Good morning, class. It is said that man are social animals. Do you believe this statement ? Why ?	Good morning, teacher. Yes. Because we can't live	1. ให้นักเรียนเขียน เรียงความแสดง ความเห็นชักนำให้ ผู้อ่านเห็นด้วยกับ ความคิดที่ว่ามนุษย์ ต้องการเพื่อน 2. ให้นักเรียนทำแบบ- ฝึกหัดเติมคำศัพท์ ในช่องว่าง

Objective	Procedure		Evaluation
	Teacher	Student	
<p><u>Enabling Objective</u></p> <p>นักเรียนสามารถใช้ คำศัพท์ต่อไปนี้ได้ถูกต้อง depend on deal with courage independent.</p>	<p>Yes, I think so. Some people said that man can live alone but others said they have to live together. Today we will learn about a persuasive writing on the topic of "Living Alone" (Teacher distributes</p>	<p>alone We have to talk, stay and exchange ideas with one another.</p>	

Teacher	Student
<p>supplementary sheet of vocabulary and asks students to read the words together.)</p> <p>Now. Look at the vocabulary on the handed sheet.</p>	
<p><u>depend on</u> means get help or support from.</p>	
<p>Read the sentences.</p>	<p>: I knew I could <u>depend on</u> you.</p> <p>: Our success <u>depends on</u> everyone's working hard.</p>
<p>What does "depend on" mean in Thai ?</p>	<p>ขึ้นอยู่กับ</p>
<p>That's right.</p>	
<p><u>deal with</u> means do what is necessary to achieve the result one wants.</p>	
<p>Read the sentences.</p>	<p>: She <u>deals with</u> all the inquiries</p> <p>: I have <u>dealt with</u> your firm for years</p>
<p>What does "deal with" mean in Thai ?</p>	<p>ปฏิบัติต่อ, เกี่ยวข้อง, จัดการ</p>
<p>That's right.</p>	

Teacher	Student
<p><u>courage</u> means bravery or confidence to do what one believes is right.</p> <p>Read the sentences.</p> <p>What does "courage" mean in Thai ?</p> <p>That's right.</p> <p><u>independent</u> means that forming one's own opinions and arranging one's own life rather than relying on other people.</p> <p>Read the sentences.</p> <p>What does "independent" mean in Thai?</p> <p>That's right.</p> <p><u>Insert the words you've learned in the blank spaces provided in the sentences so as to give them complete sense.</u></p>	<p>: <u>courage</u> breaks ill luck.</p> <p>: Soldier show great <u>courage</u> in the battle.</p> <p>ความกล้าหาญ, ขวัญกำลังใจ</p> <p>: They wanted to encourage <u>independent</u> thought.</p> <p>: I became financially <u>independent</u></p> <p>ที่เป็นอิสระไม่ขึ้นกับใคร</p>

Teacher	Student
<p>1. The _____ nation will usually stay free.</p> <p>2. I come on Tuesday or not _____ on the amount of work I get through before then.</p> <p>3. He didn't have _____ to tell his mother that he has failed.</p> <p>4. I want to _____ with this letter before I do anything else.</p>	<p>independent.</p> <p>depends.</p> <p>courage.</p> <p>deal.</p>
<p><u>Practice</u></p> <p><u>ขั้นที่ 1 กิจกรรมเรียนรู้ตัวอย่างเนื้อเรื่อง</u></p> <p>1.1 <u>ครูและนักเรียนอ่านตัวอย่างเนื้อเรื่อง</u> <u>พร้อมกัน</u></p> <p>(Teacher gives out copies of persuasive essay to students. Then students and teacher read the passage together.)</p> <p>Now let's read the passage together.</p> <p>Living Alone</p> <p>Living alone is quite an</p>	

Teacher	Student
<p>experience. People who live alone, for one thing, have to learn to do all kinds of tasks by themselves. They must learn over if they have had no experience to change fuses, put up curtains and shades, temporarily dam, an overflowing toilet, cook a meal, and defrost a refrigerator. When there are no fathers, husbands, mothers, or wives to depend on, a person can't fall back on the excuse "I don't know how to do that." Those who live alone also need the strength to deal with people. Alone, singles must face noise neighbors, unresponsive landlords, dishonest people, and aggressive bill collector. Because there are no buffers between themselves and the outside world, people living alone have to handle every visitor friendly or unfriendly alone. Finally, singles need a large dose of courage to cope</p>	

Teacher	Student
<p>with occasional panic and unavoidable loneliness. That weird thump in the night is even more terrifying when there is no one in the next bed or the next room. Frightening weather or unexpected bad news is doubly bad when the worry can't be shared. Even when life is going well, little moments of sudden loneliness can send shivers through the heart. Struggling through such bad times taps into reserves of courage that people may not have known they possessed. Facing everyday tasks, confronting all types of people, and handling panic and loneliness can shape singles into brave, resourceful, and more independent people.</p> <p>1.2 <u>ครูถามคำถามเพื่อเป็นแนวทางในการวาง</u> (outline)</p> <p>What is the point that the writer wants to discuss ?</p>	<p>Living alone is quite a good experience.</p>

Teacher	Student
<p>What reasons the writer uses to support his point?</p>	<p>Showing experiences that make the people who have to live alone more mature, more responsible and self-confident</p>
<p>What are the experiences mentioned about ?</p>	<ul style="list-style-type: none"> - learning to do all by themselves - having no buffers - learning how to deal with other persons friendlier. - Solving problems by himself. (worry can't be shared.)
<p>Which techniques do you think the writer used to strengthen the paragraph?</p>	<p>The writer talks about difficult tasks the people who have to live alone will face. There tasks will make them get more valuable experience to develop themselves.</p>
<p>That's right. He talks about lots of tasks which the people who have to live alone must face and try to solve them. Once they can solve them, they will be better, stronger and more</p>	

Teacher	Student
<p>(Teacher writes all details on the board.)</p> <p><u>ขั้นที่ 2 ครูแบ่งกลุ่มนักเรียนเพื่อช่วยกันเขียนเรียงความ</u></p> <p>(Teacher asks students to work in group (5 persons) to unite their own article developed from the class outline that they have made.)</p> <p>Now write up your own passage similar to the model you've learned telling strong reasons to support that "Living alone is quite an experience."</p> <p>Think of how you can develop your paragraph and what your supporting details are.</p>	<p>Each group of students write up his own passage.</p>
<p><u>ขั้นที่ 3 นักเรียนในกลุ่มช่วยกันตรวจแก้ไขงานเขียนของกลุ่มอีกครั้ง โดยใช้</u></p> <p><u>Revision Think Sheet.</u></p> <p>(After having finished the task, each group revises his own passage.)</p>	<p>Each group of students revise his own work.</p>

Teacher	Student
<p data-bbox="144 443 832 683">After you have completed the task, revise your writing with the following questions to ask yourself before handling in your paper.</p> <ol data-bbox="144 719 854 1792" style="list-style-type: none"><li data-bbox="144 719 832 824">1. Does the paragraph lack a topic sentence ?<li data-bbox="144 860 812 965">2. How many specific reasons do I give to support the topic ?<li data-bbox="144 1001 776 1106">3. What transitional words do I use for the persuasive writing ?<li data-bbox="144 1142 796 1247">4. Have I used clear and correct sentence structures ?<li data-bbox="221 1283 832 1312">5. Is each word spelled correctly?<li data-bbox="144 1348 843 1453">6. Are words capitalized correctly, including all proper nouns ?<li data-bbox="144 1489 854 1659">7. Have I used singular verbs with singular subjects and plural verbs with plural subjects ?<li data-bbox="144 1695 760 1800">8. Is each sentence punctuated correctly ?	

Teacher	Student
<p data-bbox="153 488 337 517"><u>Evaluation</u></p> <p data-bbox="153 555 820 651">Teacher collects the work of each group to check and give the marks.</p> <p data-bbox="153 763 493 792"><u>Transfer (Period 2)</u></p> <p data-bbox="153 831 851 1346">Write individually a persuasive writing on the topic of "People Need People". Try to convince your readers that people have to live together by giving strong reasons to support your point. You have to follow the three steps of writing as you've learned in the first period.</p> <ol data-bbox="232 1384 788 1760" style="list-style-type: none"><li data-bbox="232 1384 566 1413">1. Make an outline.<li data-bbox="232 1451 788 1547">2. Write a passage by using the details in your outline.<li data-bbox="232 1585 788 1760">3. Revise your passage by using Revision Think Sheet after you've finished your task. <p data-bbox="153 1861 804 1962">(Teacher collects their work to check and give the marks.)</p>	<p data-bbox="890 824 1408 920">Each student writes his own composition.</p>

ภาคผนวก ง

ตารางการคำนวณสถิติ

ตารางที่ 6 การเลือกตัวอย่างประชากร

ค่าคะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ความคลาดเคลื่อนมาตรฐานของความแตกต่าง ระหว่างคะแนนเฉลี่ย 2 กลุ่ม ความแปรปรวน และอัตราส่วนวิกฤติ

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
1	25	-39.691	1575.375	1	26	-32.298	1043.160
2	31	-33.69	1135.083	2	27	-31.298	979.546
3	44	-20.691	428.117	3	33	-25.298	639.989
4	45	-19.691	387.735	4	38	-20.298	412.009
5	46	-18.691	349.353	5	40	-18.298	334.817
6	47	-17.691	312.971	6	41	-17.298	299.221
7	48	-16.691	278.589	7	41	-17.298	299.221
8	49	-15.691	246.207	8	43	-15.298	234.029
9	49	-15.691	246.207	9	44	-14.298	204.433
10	50	-14.691	215.825	10	45	-13.298	176.837
11	51	-13.691	187.443	11	47	-11.298	127.645
12	54	-10.691	114.297	12	48	-10.298	106.049
13	55	-9.691	93.915	13	49	-9.298	86.453
14	56	-8.691	75.533	14	49	-9.298	86.453
15	57	-7.691	59.151	15	50	-8.298	68.857
16	58	-6.691	44.769	16	51	-7.298	53.261
17	59	-5.691	32.387	17	53	-5.298	28.069

ตารางที่ 6 (ต่อ)

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
18	59	-5.691	32.387	18	55	-3.298	10.877
19	60	-4.691	22.005	19	55	-3.298	10.877
20	60	-4.691	22.005	20	56	-2.298	5.281
21	61	-3.691	13.623	21	57	-1.298	1.685
22	62	-2.691	7.241	22	58	-0.298	.089
23	62	-2.691	7.241	23	59	0.702	.493
24	63	-1.691	2.859	24	60	1.702	2.897
25	64	-0.691	0.477	25	60	1.702	2.897
26	64	-0.691	0.477	26	61	2.702	7.301
27	65	0.309	0.095	27	62	3.702	13.705
28	66	1.309	1.713	28	62	3.702	13.705
29	67	2.309	5.331	29	63	4.702	22.109
30	68	3.309	10.949	30	65	6.702	44.917
31	69	4.309	18.567	31	66	7.702	59.321
32	69	4.309	18.567	32	67	8.702	75.725
33	70	5.309	28.185	33	68	9.702	94.129
34	70	5.309	28.185	34	68	9.702	94.129
35	71	6.309	39.803	35	69	10.702	114.533
36	71	6.309	39.803	36	70	11.701	136.937
37	72	7.309	53.421	37	70	11.702	136.937

ตารางที่ 6 (ต่อ)

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
38	73	8.309	69.039	38	71	12.702	161.341
39	74	9.309	86.657	39	72	13.702	187.745
40	75	10.309	106.275	40	74	15.702	246.553
41	76	11.309	127.893	41	76	17.702	313.361
42	76	11.309	127.893	42	77	18.702	349.765
43	77	12.309	151.511	43	77	18.702	347.765
44	77	12.309	151.511	44	78	19.702	388.169
45	78	13.309	177.129	45	79	20.702	428.573
46	79	14.309	204.747	46	80	21.702	470.977
47	79	14.309	204.747	47	80	21.702	470.977
48	80	15.309	234.365				
49	80	15.309	234.865				
50	81	16.309	265.983				
51	81	16.309	265.983				
52	82	17.309	299.601				
53	83	18.309	335.219				
54	84	19.309	372.837				
55	86	21.309	454.073				
	3559		9985.621		2740		10005.145

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\Sigma X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{3559}{55} \\ &= 64.709 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{2740}{47} \\ &= 58.298 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\Sigma(X-\bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างคะแนนกับมัชฌิมเลขคณิต} = \Sigma X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{9985.621}{55}} \\ &= 13.474 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \sqrt{\frac{10005.145}{47}} \\ &= 14.59 \end{aligned}$$

ค. ทดสอบภาวะแห่งความแปรปรวนของตัวอย่าง

$$H_0 = M_1 = M_2$$

M_1 = ค่าเฉลี่ยของประชากรในกลุ่มควบคุม

M_2 = ค่าเฉลี่ยของประชากรในกลุ่มทดลอง

การคำนวณเพื่อทดสอบความแปรปรวนในการหาอัตราส่วนของเอฟ จากสูตร

$$\begin{aligned} F &= \frac{S^2_{x_1}}{S^2_{x_2}} \\ \text{แทนค่า} &= \frac{14.59}{13.474} \\ &= 1.082 \end{aligned}$$

ที่ระดับนัยสำคัญ 0.01 $df(55, 47)$ F มีค่า 1.61 ค่า F ที่ได้จากการคำนวณ $1.082 < 1.61$ ดังนั้น ไม่มีนัยสำคัญระหว่างความแตกต่างแห่งความแปรปรวนของตัวอย่างทั้งสอง ตัวอย่างทั้งสองมาจากความแปรปรวนเท่ากัน

ง. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนของทั้ง 2 กลุ่ม

ใช้สูตร

$$s(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$s(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของความแตกต่าง
ระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม

N = จำนวนนักเรียน

$$= \sqrt{\frac{10005.145 + 9985.621}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{19990.975}{100} (0.18181 + .021276)}$$

$$= \sqrt{199.910 \times .0395}$$

$$= \sqrt{7.896}$$

$$= 2.810$$

จ. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s(\bar{X}_1 - \bar{X}_2)}$$

t = อัตราส่วนวิกฤติ

\bar{X}_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

\bar{X}_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sigma(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐาน ของทั้ง 2 กลุ่ม

แทนค่า

$$t = \frac{64.709 - 58.298}{2.810} = 2.281$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = 0.1$ $t_{df} = 100 = 2.631$

ค่าที่ได้จากการคำนวณเท่ากับ 2.281 ดังนั้นค่าที่จากตารางมีค่ามากกว่า ค่าที่คำนวณ นั่นคือ มีชนิดพิเศษของตัวอย่างประชากรทั้ง 2 กลุ่ม ไม่มีนัยสำคัญระหว่างผลต่างของมีชนิดพิเศษ จึงสรุปได้ว่า ความสามารถในการใช้ภาษาอังกฤษ ของตัวอย่างประชากรทั้ง 2 กลุ่มไม่แตกต่างกัน

ตารางที่ 7 ค่าความเที่ยงของการตรวจให้คะแนน

ผลการทดลอง (try-out) ใช้เกณฑ์การให้คะแนนการตรวจเรียงความเพื่อหาความ
เที่ยงของการให้คะแนนระหว่างกรรมการ 3 คน โดยหาค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

คนที่	X	Y	X ²	Y ²	XY
	กรรมการคนที่ 1	กรรมการคนที่ 2			
1	51	44	2601	1936	2244
2	59	62	3481	3844	3658
3	61	59	3721	3481	3599
4	63	60	3969	3600	3780
5	64	66	4096	4356	4224
6	67	70	4489	4900	4690
7	62	64	3844	4096	3968
8	60	60	3600	3600	3600
9	58	52	3364	2704	3016
10	69	70	4761	4900	4830
11	72	72	5184	5184	5184
12	76	79	5776	6241	6004
13	65	69	4225	4761	4485
14	69	70	4761	4900	4830
15	79	85	6241	7225	6715
16	67	68	4489	4624	4556
17	60	62	3600	3844	3720
18	64	62	4096	3844	3968

ตารางที่ 7 (ต่อ)

คนที่	X	Y	X ²	Y ²	XY
	กรรมการคนที่ 1	กรรมการคนที่ 2			
19	63	63	3969	3969	3969
20	68	64	4624	4096	4352
21	70	68	4900	4624	4760
22	64	67	4096	4489	4288
23	63	62	3969	3844	3906
24	69	70	4761	4900	4830
25	70	73	4900	5329	5110
	1633	1641	107517	109291	108286

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = สัมประสิทธิ์สหสัมพันธ์

\bar{X} = คะแนนที่ให้โดยกรรมการคนที่ 1

Y = คะแนนที่ให้โดยกรรมการคนที่ 2

N = จำนวนนักเรียน

$$= \frac{(25 \times 108286) - (1633 \times 1641)}{\sqrt{[(25 \times 107517) - (1633)^2][25 \times 109291 - (1641)^2]}}$$

$$= \frac{2707150 - 2679753}{\sqrt{(268792 - 2666689)(2732275 - 2692811)}}$$

$$= \frac{27397}{\sqrt{21236 \times 39394}}$$

$$= \frac{27397}{28924}$$

$$= .95$$

คนที่	X กรรมกรคนที่ 1	Y กรรมกรคนที่ 3	X ²	Y ²	XY
1	51	55	2601	3025	2805
2	59	65	3481	4225	3835
3	61	58	3721	3364	3538
4	63	61	3969	3721	3843
5	64	64	4069	4096	4096
6	67	69	4489	4761	4623
7	62	60	3844	3600	3720
8	60	64	3600	4096	3840
9	58	62	3364	3844	3596
10	69	67	4761	4489	4623
11	72	63	5184	4624	4896
12	76	81	5776	6561	6156
13	65	64	4225	4096	4160
14	69	66	4761	4356	4554
15	79	74	6241	5476	5846
16	67	68	4489	4624	2556
17	60	59	3600	3481	3540
18	64	60	4096	3600	3840
19	63	64	3969	4096	4032
20	68	68	4624	4624	4624
21	70	69	4900	4761	4830
22	64	69	4096	4761	4461

คนที่	X	Y	X ²	Y ²	XY
	กรรมการคนที่ 1	กรรมการคนที่ 3			
23	63	65	3969	4225	4095
24	69	70	4761	4900	4830
25	70	70	4900	4900	4900
	1633	1640	107517	108306	107794

$$r_{xy} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \text{สัมประสิทธิ์สหสัมพันธ์}$$

$$X = \text{คะแนนที่ให้โดยกรรมการคนที่ 1}$$

$$Y = \text{คะแนนที่ให้โดยกรรมการคนที่ 2}$$

$$N = \text{จำนวนนักเรียน}$$

$$= \frac{(25 \times 107794) - (1633 \times 1640)}{\sqrt{[(25 \times 107517) - (1633)^2] [(25 \times 108306) - (1640)^2]}}$$

$$= \frac{269485 - 2678120}{\sqrt{(2687925 - 2666689) (2707650 - 2689600)}}$$

$$\sqrt{(2687925 - 2666689) (2707650 - 2689600)}$$

$$= \frac{16730}{\sqrt{21236 \times 18050}}$$

$$= \frac{16730}{19578.299}$$

$$= .854$$

คนที่	X	Y	X ²	Y ²	XY
	กรรมการคนที่ 2	กรรมการคนที่ 3			
1	44	55	1936	3025	2420
2	62	65	3844	4225	4030
3	59	58	3481	3364	3422
4	60	61	3600	3721	3660
5	66	64	4356	4096	4224
6	70	69	4900	4761	4830
7	64	60	4096	3600	3840
8	60	64	3600	4096	3840
9	52	62	2704	3844	3224
10	70	67	4900	4489	4690
11	72	68	5184	4624	4896
12	79	81	6241	6561	6399
13	69	64	4761	4096	4416
14	70	66	4900	4356	4620
15	85	74	7225	5476	6290
16	68	68	4624	4624	4624
17	62	59	3844	3481	3658
18	62	60	3844	3600	3720
19	63	64	3969	4096	4032
20	64	68	4096	4624	4352
21	68	69	4624	4761	4692
22	67	69	4489	4761	4623

คนที่	X	Y	X ²	Y ²	XY
	กรรมการคนที่ 2	กรรมการคนที่ 3			
23	62	65	3844	4225	4030
24	70	70	4900	4900	4900
25	73	70	5329	4900	5110
	1641	1640	109291	108306	108542

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

- r_{xy} = สัมประสิทธิ์สหสัมพันธ์
 X = คะแนนที่ให้โดยกรรมการคนที่ 1
 Y = คะแนนที่ให้โดยกรรมการคนที่ 2
 N = จำนวนนักเรียน

$$\begin{aligned}
 &= \frac{(25 \times 108542) - (1641 \times 1640)}{\sqrt{[(25 \times 109291) - (1641)^2] [(25 \times 108306) - (1640)^2]}} \\
 &= \frac{2713550 - 2691240}{\sqrt{(2732275 - 2692881) (2707650 - 2689600)}}
 \end{aligned}$$

$$= \frac{22310}{\sqrt{39394 \times 18050}}$$

$$= \frac{22310}{26665.74}$$

$$= .83$$

ตารางที่ 8 เปรียบเทียบค่าเฉลี่ยคะแนนก่อนเรียน (per-test) ของกลุ่มควบคุมและกลุ่มทดลอง
คะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ความคลาดเคลื่อนมาตรฐาน ของความ
แตกต่างระหว่างคะแนนเฉลี่ยของ 2 กลุ่ม และอัตราส่วนวิกฤติ

		กลุ่มควบคุม		กลุ่มทดลอง			
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
1	89.333	18.339	336.318	1	83.667	14.646	214.505
2	87.333	16.339	269.963	2	82.333	13.312	177.209
3	87.333	16.339	269.963	3	80.667	11.646	135.629
4	87	16.006	256.192	4	79.333	10.312	106.337
5	84	13.006	169.156	5	76	6.979	48.706
6	83.667	12.673	160.605	6	75.667	6.646	44.169
7	82	11.006	121.132	7	75.333	6.312	39.841
8	81.333	10.339	106.895	8	75.333	6.312	39.841
9	81	10.006	100.120	9	74.333	5.312	28.217
10	80.667	9.673	93.567	10	73.667	4.646	21.585
11	79	8.006	64.096	11	73.667	4.646	21.585
12	78.667	7.673	58.875	12	73	3.979	15.832
13	78.333	7.339	53.861	13	73	3.979	15.832
14	76.667	5.673	32.183	14	72.333	3.312	10.969
15	75.333	4.339	18.827	15	72	2.979	8.874
16	74.333	3.339	11.149	16	71.667	2.664	7.001
17	74	3.006	9.036	17	71.667	2.646	7.001

ตารางที่ 8 (ต่อ)

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
18	73.333	2.339	5.471	18	71.333	2.312	5.345
19	73.333	2.339	5.471	19	71.333	2.312	5.345
20	73	2.006	4.024	20	69.333	0.312	0.097
21	72.333	1.339	1.793	21	69.333	0.312	0.097
22	72	1.006	1.012	22	68.667	-0.354	0.125
23	72	1.006	1.012	23	68.333	-0.688	0.473
24	71	0.673	0.453	24	68	-1.021	1.042
25	71.333	0.339	0.115	25	67.667	-1.354	1.833
26	70.667	-0.327	0.107	26	67	-2.201	4.084
27	70.333	-0.661	0.437	27	66.667	-2.354	5.541
28	69.333	-1.661	2.759	28	66.333	-2.688	7.225
29	68.667	-2.327	5.415	29	66.333	-2.688	7.225
30	68.667	-2.327	5.415	30	66.333	-2.688	7.225
31	67.333	-3.661	13.403	31	66	-3.021	9.126
32	67.333	-3.661	13.403	32	66	-3.021	9.126
33	67	-3.994	15.952	33	66	-3.021	9.126
34	67	-3.994	15.952	34	65.667	-3.354	11.249
35	66.667	-4.327	18.723	35	65.667	-3.354	11.249
36	66.333	-4.661	21.725	36	65	-4.021	16.168
37	66.333	-4.661	21.725	37	64	-5.021	25.210

ตารางที่ 8 (ต่อ)

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
38	66	-4.994	24.940	38	63.667	-5.354	28.665
39	66	-4.994	24.940	39	63.667	-5.354	28.665
40	66	-4.994	24.940	40	63.667	-5.354	28.665
41	65.667	-5.327	28.377	41	63.667	-5.354	28.665
42	65.333	-5.661	32.047	42	63	-6.021	36.252
43	65	-5.994	35.928	43	63	-6.021	36.252
44	64.667	-6.327	40.031	44	62.667	-6.354	40.373
45	64.333	-6.661	44.369	45	59	-10.021	100.402
46	64	-6.994	48.916	46	57.333	-11.688	136.609
47	63.667	-7.327	53.685	47	55.667	-13.354	178.329
48	63.667	-7.327	53.685				
49	63	-7.994	63.904				
50	63	-7.994	63.904				
51	61.333	-9.661	93.335				
52	59	-11.994	143.856				
53	57.667	-13.327	177.609				
54	57.333	-13.661	186.623				
55	54.333	-16.661	277.589				
	3904.664		3698.982		3244.001		1723.716

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\Sigma X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{3904.664}{55} \\ &= 70.994 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{3244.001}{47} \\ &= 69.021 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\Sigma (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างคะแนนกับมัชฌิมเลขคณิต} = \Sigma X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มความคุม} &= \frac{3698.982}{55} \\ &= 8.201 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \frac{1723.716}{47} \\ &= 6.056 \end{aligned}$$

ค. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$s(\bar{X}_1 - \bar{X}_2) = \text{ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม}$$

$$N = \text{จำนวนนักเรียน}$$

$$= \sqrt{\frac{3698.982 + 1723.716}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{5422.698}{100} (.018181 + .021276)}$$

$$= \sqrt{54.227 \times .0395}$$

$$= \sqrt{2.141}$$

$$= 1.464$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sigma(\bar{X}_1 - \bar{X}_2)}$$

t = อัตราส่วนวิกฤติ

\bar{X}_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

\bar{X}_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sigma(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{70.994 - 69.021}{1.464} \\ &= 1.405 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = 01$ $t_{df} = 100 = 2.631$ ค่าที่ได้
ได้จากการคำนวณเท่ากับ 1.405 ดังนั้นค่าที่จากตารางมีค่ามากกว่าค่าที่คำนวณนั้นคือ มีขนิม-
เลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม ไม่มีนัยสำคัญ ระหว่างผลต่างของมีขนิมเลขคณิตจึงสรุป
ได้ว่า ความสามารถในการเขียนภาษาอังกฤษของตัวอย่างประชากรทั้ง 2 กลุ่มไม่แตกต่างกัน

ตารางที่ 9 เปรียบเทียบค่าเฉลี่ยคะแนนหลังเรียน (post-test) ของกลุ่มควบคุมและ
กลุ่มทดลอง

ค่าคะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ความคลาดเคลื่อนมาตรฐานของความ
แตกต่างระหว่างคะแนนเฉลี่ยของ 2 กลุ่ม และอัตราส่วนวิกฤติ

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
1	77.667	8.012	64.192	1	85.667	11.710	137.124
2	77	7.345	53.949	2	83	9.043	81.776
3	75.667	6.012	36.144	3	83	9.043	81.776
4	75.333	5.678	32.240	4	82.333	8.376	70.157
5	75.333	5.678	32.240	5	81.333	7.376	54.405
6	75	5.345	28.569	6	80.667	6.710	45.024
7	74.667	5.012	25.120	7	80.333	6.376	40.653
8	74.333	4.678	21.884	8	79.667	5.710	32.604
9	74	4.345	18.879	9	77.667	3.710	13.764
10	73.667	4.012	16.096	10	77	3.043	9.260
11	73.667	4.012	16.096	11	76.667	2.710	7.344
12	73.333	3.678	13.528	12	76.333	2.376	5.645
13	73.333	3.678	13.528	13	76	2.043	4.174
14	73.333	3.678	13.528	14	76	2.043	4.174
15	73	3.345	11.189	15	75.667	1.710	2.924
16	73	3.345	11.189	16	75.667	1.710	2.924
17	72.667	3.012	9.072	17	75.667	1.710	2.924

ตารางที่ 9 (ต่อ)

		กลุ่มควบคุม		กลุ่มทดลอง			
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
18	72.333	2.678	7.172	18	75.667	1.710	2.924
19	72.333	2.678	7.172	19	75.333	1.376	1.893
20	72	2.345	5.499	20	75	1.043	1.088
21	71	1.345	1.809	21	75	1.043	1.088
22	70.667	1.012	1.024	22	75	1.043	1.088
23	70.667	1.012	1.024	23	74.333	0.376	0.141
24	70.333	0.678	0.460	24	73	-0.957	0.916
25	70.333	0.678	0.460	25	73	-0.957	0.916
26	70.333	0.678	0.460	26	73	-0.957	0.916
27	70.333	0.678	0.460	27	73	-0.957	0.916
28	70	0.345	0.119	28	72.667	-1.290	1.664
29	70	0.345	0.119	29	72.333	-1.624	2.637
30	70	0.345	0.119	30	72	-1.957	3.830
31	69.333	-0.322	0.104	31	71.333	-2.624	6.885
32	69	-0.655	0.429	32	71	-2.957	8.744
33	69	-0.655	0.429	33	71	-2.957	8.744
34	68.667	-0.988	0.976	34	71	-2.957	8.744
35	68.667	-0.988	0.976	35	70.333	-3.624	13.133
36	68.333	-1.322	1.748	36	70.333	-3.624	13.133
37	68.333	-1.322	1.748	37	70.333	-3.624	13.133

ตารางที่ 9 (ต่อ)

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
38	68	-1.655	2.739	38	69.333	-4.624	21.381
39	67.333	-2.322	5.392	39	69.333	-4.624	21.381
40	67.333	-2.322	5.392	40	68.667	-5.290	27.984
41	67	-2.655	7.049	41	68.333	-5.624	31.629
42	67	-2.655	7.049	42	68.333	-5.624	31.629
43	66.667	-2.988	8.928	43	67.667	-6.290	39.564
44	66.333	-3.322	11.036	44	67.667	-6.290	39.564
45	65.667	-3.988	15.904	45	67.333	-6.624	43.877
46	65.333	-4.322	18.180	46	66.333	-7.624	58.125
47	64.667	-4.988	24.880	47	65.667	-8.290	68.724
48	64.667	-4.988	24.880				
49	64.333	-5.322	28.324				
50	63.667	-5.988	35.856				
51	62.667	-6.988	48.832				
52	62.667	-6.988	48.832				
53	62	-7.655	58.599				
54	60	-9.655	93.219				
55	59	-10.655	113.529				
3830.999			1008.867	3475.999			1073.048

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\sum X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\text{แทนค่ากลุ่มควบคุม} = \frac{3830.990}{55}$$

$$= 69.655$$

$$\text{แทนค่ากลุ่มทดลอง} = \frac{3475.999}{47}$$

$$= 73.957$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\sum (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างคะแนนกับมัชฌิมเลขคณิต} = \sum X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มความคุม} &= \sqrt{\frac{1008.867}{55}} \\ &= 4.283 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{1073.048}{47}} \\ &= 4.778 \end{aligned}$$

ค. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s'(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\sum X^2_1 + \sum X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$s'(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม

N = จำนวนนักเรียน

$$= \sqrt{\frac{1008.867 + 1073.048}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{2081.915}{100} (.018181 + .021276)}$$

$$= \sqrt{20.819 \times 0.03945}$$

$$= \sqrt{.789}$$

$$= .888$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s(\bar{X}_1 - \bar{X}_2)}$$

t = อัตราส่วนวิกฤติ

X_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

X_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$s(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{73.957 - 69.655}{.888} \\ &= 4.845 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = 01$ $t_{df} = 100 = 2.631$ ค่าที่ได้จากการคำนวณเท่ากับ 4.845 ดังนั้นค่าที่จากตารางมีค่าน้อยกว่าค่าที่คำนวณนั้นคือ มีระดับเลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม มีนัยสำคัญระหว่างผลต่างของมีระดับเลขคณิตจึงสรุปได้ว่า ความสามารถในการเขียนภาษาอังกฤษของตัวอย่างประชากรทั้ง 2 กลุ่มแตกต่างกัน

ตารางที่ 10 เปรียบเทียบค่าเฉลี่ยคะแนนในแต่ละองค์ประกอบของทักษะการเขียนของกลุ่ม
ควบคุมและกลุ่มทดลอง

ก. ค่าคะแนนเฉลี่ยด้านการเขียนเนื้อหา

กลุ่มควบคุม				กลุ่มทดลอง			
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
1	24.667	3.109	9.666	1	27.000	3.248	10.550
2	24.333	2.775	7.701	2	26.667	2.915	8.497
3	24.000	2.442	5.963	3	25.667	1.915	3.667
4	23.667	2.109	4.448	4	25.667	1.915	3.667
5	23.667	2.109	4.448	5	25.667	1.915	3.667
6	23.667	2.109	4.448	6	25.333	1.581	2.500
7	23.333	1.775	3.151	7	25.333	1.581	2.500
8	23.333	1.775	3.151	8	25.333	1.581	2.500
9	23.000	1.442	2.079	9	25.333	1.581	2.500
10	22.667	1.109	1.230	10	25.000	1.248	1.558
11	22.667	1.109	1.230	11	25.000	1.248	1.558
12	22.667	1.109	1.230	12	25.000	1.248	1.558
13	22.333	0.775	0.601	13	25.000	1.248	1.558
14	22.333	0.775	0.601	14	24.667	0.915	0.837
15	22.000	0.442	0.195	15	24.667	0.915	0.837
16	22.000	0.442	0.195	16	24.667	0.915	0.837
17	22.000	0.442	0.195	17	24.333	0.581	0.338
18	22.000	0.442	0.195	18	24.333	0.581	0.388

ตารางที่ 10 (ต่อ)

คนที่	คะแนน	กลุ่มควบคุม		คนที่	คะแนน	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$X_1 - X_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
19	22.000	0.442	0.195	19	24.333	0.581	0.338
20	21.667	0.109	0.012	20	24.000	0.248	0.062
21	21.667	0.109	0.012	21	23.667	-0.085	0.007
22	21.667	0.109	0.012	22	23.667	-0.085	0.007
23	21.667	0.109	0.012	23	23.667	-0.085	0.007
24	21.667	0.109	0.012	24	23.667	-0.085	0.007
25	21.667	0.109	0.012	25	23.667	-0.085	0.007
26	21.667	0.109	0.012	26	23.667	-0.085	0.007
27	21.667	0.109	0.012	27	23.333	-0.419	0.176
28	21.333	-0.225	0.051	28	23.000	-0.752	0.566
29	21.333	-0.225	0.051	29	23.000	-0.752	0.566
30	21.333	-0.225	0.051	30	23.000	-0.752	0.566
31	21.333	-0.225	0.051	31	23.000	0.752	0.566
32	21.333	-0.225	0.051	32	23.000	0.752	0.566
33	21.333	-0.225	0.051	33	23.000	0.752	0.566
34	21.333	-0.225	0.051	34	23.000	0.752	0.566
35	21.000	-0.558	0.311	35	23.000	0.752	0.566
36	21.000	-0.558	0.311	36	22.667	-1.085	1.177
37	21.000	-0.558	0.311	37	22.667	-1.085	1.177
38	21.000	-0.558	0.311	38	22.333	-1.419	2.014

ตารางที่ 10 (ต่อ)

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$X_1 - X_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
19	22.000	0.442	0.195	19	24.333	0.581	0.338
20	21.667	0.109	0.012	20	24.000	0.248	0.062
21	21.667	0.109	0.012	21	23.667	-0.085	0.007
22	21.667	0.109	0.012	22	23.667	-0.085	0.007
23	21.667	0.109	0.012	23	23.667	-0.085	0.007
24	21.667	0.109	0.012	24	23.667	-0.085	0.007
25	21.667	0.109	0.012	25	23.667	-0.085	0.007
26	21.667	0.109	0.012	26	23.667	-0.085	0.007
27	21.667	0.109	0.012	27	23.333	-0.419	0.176
28	21.333	-0.225	0.051	28	23.000	-0.752	0.566
29	21.333	-0.225	0.051	29	23.000	-0.752	0.566
30	21.333	-0.225	0.051	30	23.000	-0.752	0.566
31	21.333	-0.225	0.051	31	23.000	0.752	0.566
32	21.333	-0.225	0.051	32	23.000	0.752	0.566
33	21.333	-0.225	0.051	33	23.000	0.752	0.566
34	21.333	-0.225	0.051	34	23.000	0.752	0.566
35	21.000	-0.558	0.311	35	23.000	0.752	0.566
36	21.000	-0.558	0.311	36	22.667	-1.085	1.177
37	21.000	-0.558	0.311	37	22.667	-1.085	1.177
38	21.000	-0.558	0.311	38	22.333	-1.419	2.014

ตารางที่ 10 (ต่อ)

กลุ่มควบคุม				กลุ่มทดลอง			
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
39	20.667	-0.891	0.794	39	22.333	-1.419	2.014
40	20.667	-0.891	0.794	40	22.33	-1.419	2.014
41	20.667	-0.891	0.794	41	22.333	-1.419	2.014
42	20.667	-0.891	0.794	42	22.000	-1.752	3.069
43	20.667	-0.891	0.794	43	22.000	-1.752	3.069
44	20.333	-1.225	1.501	44	22.000	-1.752	3.069
45	20.333	-1.225	1.501	45	22.000	-1.752	3.069
46	20.333	-1.225	1.501	46	21.000	-2.752	7.574
47	20.333	-1.225	1.501	47	20.333	-3.419	11.689
48	20.000	-1.558	2.427				
49	20.000	-1.558	2.427				
50	20.000	-1.558	2.427				
51	20.000	-1.558	2.427				
52	19.667	-1.891	3.576				
53	19.667	-1.891	3.576				
54	19.333	-2.225	4.951				
55	19.333	-2.225	4.951				
	1185.668		89.351		1116.334		96.555

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\Sigma X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{1185.668}{55} \\ &= 21.558 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{1116.334}{47} \\ &= 23.752 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\Sigma (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่างคะแนนกับมัธยฐานเลขคณิต} = \Sigma X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{89.351}{55}} \\ &= 1.275 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{96.555}{47}} \\ &= 1.433 \end{aligned}$$

ค. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\Sigma X^2_1 + \Sigma X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$s(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม

N = จำนวนนักเรียน

$$= \sqrt{\frac{89.351 + 96.555}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{185.906}{100} (.018181 + .021276)}$$

$$= \sqrt{1.859 \times .0395}$$

$$= \sqrt{.0734}$$

$$= .271$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{X_1 - X_2}{(X_1 - X_2)}$$

t = อัตราส่วนวิกฤติ

X_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

X_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$(X_1 - X_2)$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{23.752 - 21.558}{.271} \\ &= 8.096 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = .01$ $t_{df} = 100 = 2.631$
ค่าที่ได้จากการคำนวณเท่ากับ 8.096 ดังนั้นค่าที่จากตารางมีค่าน้อยกว่าค่าที่คำนวณ นั่นคือ
มีขนิมเลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม มีนัยสำคัญระหว่างผลต่างของมีขนิมเลขคณิตจึง
สรุปได้ว่า ความสามารถในการเขียนเนื้อหาของตัวอย่างประชากรทั้ง 2 กลุ่ม แตกต่างกัน

ข. ค่าคะแนนเฉลี่ยด้านการเรียงเรียงความคิด

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
1	16.000	1.879	3.598	1	17.333	2.248	5.053
2	16.000	1.897	3.598	2	17.333	2.248	5.053
3	15.667	1.564	2.446	3	17.000	1.915	3.667
4	15.667	1.564	2.446	4	16.667	1.582	2.503
5	15.667	1.564	2.446	5	16.667	1.582	2.503
6	15.333	1.230	1.513	6	16.667	1.582	2.503
7	15.333	1.230	1.513	7	16.667	1.582	2.503
8	15.333	1.230	1.513	8	16.333	1.248	1.558
9	15.333	1.230	1.513	9	16.000	0.915	0.837
10	15.333	1.230	1.513	10	16.000	0.915	0.837
11	15.333	1.230	1.513	11	16.000	0.915	0.837
12	15.000	0.897	0.805	12	16.000	0.915	0.837
13	15.000	0.897	0.805	13	16.000	0.915	0.837
14	15.000	0.897	0.805	14	15.667	0.582	0.339
15	15.000	0.897	0.805	15	15.667	0.582	0.339
16	15.000	0.897	0.805	16	15.667	0.582	0.339
17	15.000	0.897	0.805	17	15.667	0.582	0.339
18	14.667	0.564	0.381	18	15.333	0.248	0.062
19	14.667	0.564	0.381	19	15.333	0.248	0.062
20	14.667	0.564	0.381	20	15.333	0.248	0.062

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
21	14.333	0.230	0.053	21	15.333	0.248	0.062
22	14.333	0.230	0.053	22	15.000	-0.085	0.007
23	14.333	0.230	0.053	23	15.000	-0.085	0.007
24	14.333	0.230	0.053	24	15.000	-0.085	0.007
25	14.000	-0.103	0.016	25	15.000	-0.085	0.007
26	14.000	-0.103	0.016	26	15.000	-0.085	0.007
27	14.000	-0.103	0.016	27	15.000	-0.085	0.007
28	14.000	-0.103	0.016	28	15.000	-0.085	0.007
29	14.000	-0.103	0.016	29	14.667	-0.418	0.175
30	14.000	-0.103	0.016	30	14.667	-0.418	0.175
31	14.000	-0.103	0.016	31	14.667	-0.418	0.175
32	13.667	-0.436	0.190	32	14.667	-0.418	0.175
33	13.667	-0.436	0.190	33	14.667	-0.418	0.175
34	13.667	-0.436	0.190	34	14.667	-0.418	0.175
35	13.667	-0.436	0.190	35	14.333	-0.752	0.566
36	13.667	-0.436	0.190	36	14.333	-0.752	0.566
37	13.667	-0.436	0.190	37	14.333	-0.752	0.566
38	13.667	-0.436	0.190	38	14.000	-1.085	1.177
39	13.667	-0.436	0.190	39	14.000	-1.085	1.177
40	13.333	-0.770	0.593	40	13.667	-1.418	2.011
41	13.333	-0.770	0.593	41	13.667	-1.418	2.011

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
42	13.333	-0.770	0.593	42	13.667	-1.418	2.011
43	13.333	-0.770	0.593	43	13.667	-1.418	2.011
44	13.333	-0.770	0.593	44	13.333	-1.752	3.069
45	13.333	-0.770	0.593	45	13.333	-1.752	3.069
46	13.333	-0.770	0.593	46	13.333	-1.752	3.069
47	13.000	-1.103	1.217	47	11.667	-3.418	11.683
48	13.000	-1.103	1.217				
49	12.667	-1.436	2.062				
50	12.667	-1.436	2.062				
51	12.333	-1.770	3.133				
52	12.333	-1.770	3.133				
53	12.333	-1.770	3.133				
54	12.333	-1.770	3.133				
55	12.000	-2.103	4.423				
	775.665		58.863		709.002		65.214

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\sum \bar{X} = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{775.665}{55} \\ &= 14.103 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{709.002}{47} \\ &= 15.085 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\sum (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่าง}$$

$$\text{คะแนนกับมัชฌิมเลขคณิต} = \sum X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{58.863}{55}} \\ &= 1.035 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{65.214}{47}} \\ &= 1.178 \end{aligned}$$

ค. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$\sigma(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\sum X^2_1 + \sum X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$\sigma(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม

N = จำนวนนักเรียน

$$= \sqrt{\frac{58.863 + 65.214}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{124.007}{100} (.018181 + .021276)}$$

$$= \sqrt{1.241 \times .0395}$$

$$= \sqrt{.049}$$

$$= .221$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{(X_1 - X_2)}}$$

t = อัตราส่วนวิกฤติ

\bar{X}_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

\bar{X}_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sqrt{(\bar{X}_1 - \bar{X}_2)}$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{15.085 - 14.103}{.221} \\ &= 4.443 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = .01$ $t_{df} = 100 = 2.631$

ค่าที่ได้จากการคำนวณเท่ากับ 4.442 ดังนั้นค่าที่จากตารางมีค่าน้อยกว่าค่าที่คำนวณ นั่นคือ มัชฌิมเลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม มีนัยสำคัญระหว่างผลต่างของมัชฌิมเลขคณิตจึงสรุปได้ว่า ความสามารถในการเขียนเรียงเรียงของตัวอย่างประชากรทั้ง 2 กลุ่ม แตกต่างกัน

ค. ค่าคะแนนเฉลี่ยด้านการใช้คำศัพท์

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
1	15.667	1.637	2.680	1	17.333	2.446	5.983
2	15.667	1.637	2.680	2	16.667	1.780	3.168
3	15.333	1.303	1.698	3	16.667	1.780	3.168
4	15.333	1.303	1.698	4	16.667	1.780	3.168
5	15.333	1.303	1.698	5	16.667	1.780	3.168
6	15.333	1.303	1.698	6	16.333	1.446	2.091
7	15.333	1.303	1.698	7	16.333	1.446	2.091
8	15.333	1.303	1.698	8	16.333	1.446	2.091
9	15.000	0.970	0.941	9	16.000	1.113	1.239
10	15.000	0.970	0.941	10	16.000	1.113	1.239
11	15.000	0.970	0.941	11	15.667	0.780	0.608
12	15.000	0.970	0.941	12	15.667	0.780	0.608
13	15.000	0.970	0.941	13	15.667	0.780	0.608
14	14.667	0.637	0.406	14	15.667	0.780	0.608
15	14.667	0.637	0.406	15	15.667	0.780	0.608
16	14.667	0.637	0.406	16	15.333	0.446	0.199
17	14.667	0.637	0.406	17	15.333	0.446	0.199
18	14.667	0.637	0.406	18	15.333	0.446	0.199
19	14.667	0.637	0.406	19	15.333	0.446	0.199
20	14.667	0.637	0.406	20	14.667	-0.220	0.048

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
21	14.667	0.637	0.406	21	14.667	-0.220	0.048
22	14.667	0.637	0.406	22	14.667	-0.220	0.048
23	14.333	0.303	0.092	23	14.667	-0.220	0.048
24	14.333	0.303	0.092	24	14.667	-0.220	0.048
25	14.333	0.303	0.092	25	14.667	-0.220	0.048
26	14.000	-0.030	0.001	26	14.667	-0.220	0.048
27	14.000	-0.030	0.001	27	14.667	-0.220	0.048
28	14.000	-0.030	0.001	28	14.667	-0.220	0.048
29	14.000	-0.030	0.001	29	14.667	-0.220	0.048
30	14.000	-0.030	0.001	30	14.667	-0.220	0.048
31	14.000	-0.030	0.001	31	14.667	-0.220	0.048
32	13.667	-0.363	0.132	32	14.333	-0.554	0.307
33	13.667	-0.363	0.132	33	14.333	-0.554	0.307
34	13.667	-0.363	0.132	34	14.000	-0.887	0.787
35	13.667	-0.363	0.132	35	14.000	-0.887	0.787
36	13.667	-0.363	0.132	36	14.000	-0.887	0.787
37	13.667	-0.363	0.132	37	14.000	-0.887	0.787
38	13.667	-0.363	0.132	38	13.667	-1.220	1.488
39	13.667	-0.363	0.132	39	13.667	-1.220	1.488
40	13.667	-0.363	0.132	40	13.667	-1.220	1.488
41	13.333	-0.697	0.486	41	13.667	-1.220	1.488

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
42	13.333	-0.697	0.486	42	13.667	-1.220	1.488
43	13.333	-0.697	0.486	43	13.333	-1.554	2.415
44	13.333	-0.697	0.486	44	13.333	-1.554	2.415
45	13.000	-1.030	1.061	45	13.333	-1.554	2.415
46	13.000	-1.030	1.061	46	13.333	-1.554	2.415
47	13.000	-1.030	1.061	47	12.667	-2.220	4.928
48	12.667	-1.363	1.858				
49	12.667	-1.363	1.858				
50	12.667	-1.363	1.858				
51	12.667	-1.363	1.858				
52	12.333	-1.697	2.879				
53	12.333	-1.697	2.879				
54	12.000	-2.030	4.121				
55	11.667	-2.363	5.584				
771.670		53.391		699.671		57.617	

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\Sigma X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{771.67}{55} \\ &= 14.030 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{699.671}{47} \\ &= 14.887 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\Sigma (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่าง}$$

$$\text{คะแนนกับมัชฌิมเลขคณิต} = \Sigma X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{53.391}{55}} \\ &= .985 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{57.617}{47}} \\ &= 1.107 \end{aligned}$$

ค. หาค่าความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s_{(\bar{X}_1 - \bar{X}_2)} = \sqrt{\frac{\sum X^2_1 + \sum X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$s_{(\bar{X}_1 - \bar{X}_2)} = \text{ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม}$$

$$N = \text{จำนวนนักเรียน}$$

$$= \sqrt{\frac{53.391 + 57.617}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{111.008}{100} (.018181 + .021276)}$$

$$= \sqrt{1.110 \times .0395}$$

$$= \sqrt{.044}$$

$$= .209$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sigma(\bar{X}_1 - \bar{X}_2)}$$

t = อัตราส่วนวิกฤติ

\bar{X}_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

\bar{X}_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sigma(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{14.887 - 14.030}{.209} \\ &= 4.1 \end{aligned}$$

จากตารางค่าทีโดยการทดสอบทางเดียว $\alpha = .01$ $t_{df} = 100 = 2.631$

ค่าทีที่ได้จากการคำนวณเท่ากับ 4.1 ดังนั้นค่าทีจากตารางมีค่าน้อยกว่าค่าทีคำนวณ นั่นคือ
 มีนัยสำคัญระหว่างผลต่างของมัธยฐานเลขคณิต
 จึงสรุปได้ว่าความสามารถในด้านการใช้คำศัพท์ของตัวอย่างประชากรทั้ง 2 กลุ่ม แตกต่างกัน

ง. ค่าคะแนนเฉลี่ยด้านไวยากรณ์

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
1	19.667	3.14	9.860	1	20.000	3.418	11.683
2	19.000	2.473	6.116	2	19.667	3.085	9.517
3	18.667	2.140	4.580	3	19.667	3.085	9.517
4	18.667	2.140	4.580	4	19.333	2.751	7.568
5	18.667	2.140	4.580	5	19.333	2.751	7.568
6	18.667	2.140	4.580	6	18.667	2.085	4.347
7	18.667	2.140	4.580	7	18.333	1.751	3.066
8	18.333	1.806	3.262	8	18.333	1.751	3.066
9	18.333	1.806	3.262	9	18.000	1.418	2.011
10	18.333	1.806	3.262	10	18.000	1.418	2.011
11	18.000	1.473	2.170	11	17.667	1.085	1.177
12	18.000	1.473	2.170	12	17.333	0.751	0.564
13	17.667	1.140	1.300	13	17.333	0.751	0.564
14	17.667	1.140	1.300	14	17.333	0.751	0.564
15	17.667	1.140	1.300	15	17.000	0.418	0.175
16	17.333	0.806	0.469	16	17.000	0.418	0.175
17	17.333	0.806	0.469	17	17.000	0.418	0.175
18	17.000	0.473	0.224	18	17.000	0.418	0.175
19	17.000	0.473	0.224	19	17.000	0.418	0.175
20	17.000	0.473	0.224	20	17.000	0.418	0.175
21	17.000	0.473	0.224	21	16.667	0.085	0.070

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
22	17.000	0.473	0.224	22	16.667	0.085	0.070
23	17.000	0.473	0.224	23	16.667	0.085	0.070
24	17.000	0.473	0.224	24	16.667	0.085	0.070
25	17.000	0.473	0.224	25	16.667	0.085	0.070
26	17.000	0.473	0.224	26	16.333	-0.249	0.062
27	17.000	0.473	0.224	27	16.333	-0.249	0.062
28	16.667	0.140	0.020	28	16.333	-0.249	0.062
29	16.667	0.140	0.020	29	16.333	-0.249	0.062
30	16.333	-0.194	0.038	30	16.000	-0.582	0.339
31	16.333	-0.194	0.038	31	16.000	-0.582	0.339
32	16.333	-0.194	0.038	32	16.000	-0.582	0.339
33	16.333	-0.194	0.038	33	15.667	-0.915	0.837
34	16.333	-0.194	0.038	34	15.667	-0.915	0.837
35	16.000	-0.527	0.278	35	15.333	-1.249	1.560
36	16.000	-0.527	0.278	36	15.333	-1.249	1.560
37	15.667	-0.860	0.740	37	15.333	-1.249	1.560
38	15.667	-0.860	0.740	38	15.000	-1.582	2.503
39	15.667	-0.860	0.740	39	15.000	-1.582	2.503
40	15.667	-0.860	0.740	40	15.000	-1.582	2.503
41	15.667	-0.860	0.740	41	14.667	-1.915	3.667
42	15.667	-0.860	0.740	42	14.667	-1.915	3.667

		กลุ่มควบคุม				กลุ่มทดลอง	
คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$	คนที่	คะแนน	$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
43	15.333	-1.194	1.426	43	14.667	-1.915	3.667
44	15.333	-1.194	1.426	44	14.333	-2.249	5.058
45	15.333	-1.194	1.426	45	14.333	-2.249	5.058
46	15.333	-1.194	1.426	46	13.333	-3.249	10.556
47	15.000	-1.527	2.332	47	13.333	-3.249	10.556
48	15.000	-1.527	2.332				
49	14.667	-1.860	3.460				
50	14.333	-2.194	4.814				
51	14.000	-2.527	6.386				
52	14.000	-2.527	6.386				
53	13.333	-3.194	10.202				
54	13.000	-3.527	12.440				
55	12.667	-3.860	14.900				
	909.001		134.605		779.332		121.664

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{X} = \text{ค่าคะแนนเฉลี่ย}$$

$$\Sigma X = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{909.001}{55} \\ &= 16.527 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{779.332}{47} \\ &= 16.582 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\Sigma (X - \bar{X})^2 = \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่าง}$$

$$\text{คะแนนกับมัชฌิมเลขคณิต} = \Sigma X^2$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{134.605}{55}} \\ &= 1.564 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{121.664}{47}} \\ &= 1.609 \end{aligned}$$

ค. หาความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\Sigma X^2_1 + \Sigma X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$s(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม

N = จำนวนนักเรียน

$$= \sqrt{\frac{134.605 + 121.664}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{256.269}{100} (.018181 + .021276)}$$

$$= \sqrt{2.563 \times .0395}$$

$$= \sqrt{.101}$$

$$= .318$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sigma(\bar{X}_1 - \bar{X}_2)}$$

t = อัตราส่วนวิกฤติ

X_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

X_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sigma(\bar{X}_1 - \bar{X}_2)$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{16.582 - 16.527}{.518} \\ &= .173 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = .01$ $t_{df} = 100 = 2.631$

ค่าที่ได้จากการคำนวณเท่ากับ .173 ดังนั้นค่าที่จากตารางมีค่ามากกว่าค่าที่คำนวณ นั่นคือ มีขนิมเลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม ไม่มีนัยสำคัญระหว่างผลต่างของมีขนิมเลขคณิต จึงสรุปได้ว่า ความสามารถในการใช้ภาษาของตัวอย่างประชากรทั้ง 2 กลุ่ม ไม่แตกต่างกัน

จ. ค่าคะแนนเฉลี่ยด้านการใช้เครื่องหมายวรรคตอน

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
1	4.333	0.897	0.805	1	5	1.284	1.469
2	4.333	0.897	0.805	2	4.333	0.617	0.381
3	4.333	0.897	0.805	3	4.333	0.617	0.381
4	4.333	0.897	0.805	4	4.333	0.617	0.381
5	4.000	0.564	0.318	5	4.333	0.617	0.381
6	4.000	0.564	0.318	6	4.333	0.617	0.381
7	4.000	0.564	0.318	7	4.333	0.617	0.381
8	4.000	0.564	0.318	8	4.000	0.248	0.081
9	4.000	0.564	0.318	9	4.000	0.248	0.081
10	4.000	0.564	0.381	10	4.000	0.248	0.081
11	3.667	0.231	0.053	11	4.000	0.248	0.081
12	3.667	0.231	0.053	12	4.000	0.248	0.081
13	3.667	0.231	0.053	13	4.000	0.248	0.081
14	3.667	0.231	0.053	14	4.000	0.248	0.081
15	3.667	0.231	0.053	15	4.000	2.248	0.081
16	3.667	0.231	0.053	16	4.000	0.248	0.081
17	3.667	0.231	0.053	17	4.000	0.248	0.081
18	3.667	0.231	0.053	18	4.000	0.248	0.081
19	3.667	0.231	0.053	19	4.000	0.248	0.081
20	3.667	0.231	0.053	20	4.000	0.248	0.081

คนที่	คะแนน X_1	กลุ่มควบคุม		คนที่	คะแนน X_2	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
21	3.667	0.231	0.053	21	4.000	0.248	0.081
22	3.667	0.231	0.053	22	3.667	-0.049	0.003
23	3.667	0.231	0.053	23	3.667	-0.049	0.003
24	3.667	0.231	0.053	24	3.667	-0.049	0.003
25	3.667	0.231	0.053	25	3.667	-0.049	0.003
26	3.333	-0.103	0.011	26	3.667	-0.049	0.003
27	3.333	-0.103	0.011	27	3.667	-0.049	0.003
28	3.333	-0.103	0.011	28	3.667	-0.049	0.003
29	3.333	-0.103	0.011	29	3.667	-0.049	0.003
30	3.333	-0.103	0.011	30	3.667	-0.049	0.003
31	3.333	-0.103	0.011	31	3.667	-0.049	0.003
32	3.333	-0.103	0.011	32	3.667	-0.049	0.003
33	3.333	-0.103	0.011	33	3.333	-0.383	0.147
34	3.333	-0.103	0.011	34	3.333	-0.383	0.147
35	3.333	-0.103	0.011	35	3.333	-0.383	0.147
36	3.333	-0.103	0.011	36	3.333	-0.383	0.147
37	3.333	-0.103	0.011	37	3.333	-0.383	0.147
38	3.000	-0.436	0.190	38	3.333	-0.383	0.147
39	3.000	-0.436	0.190	39	3.333	-0.383	0.147
40	3.000	-0.436	0.190	40	3.000	-0.716	0.513
41	3.000	-0.436	0.190	41	3.000	-0.716	0.513

คนที่	คะแนน	กลุ่มควบคุม		คนที่	คะแนน	กลุ่มทดลอง	
		$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$			$\bar{X}_1 - \bar{X}_2$	$(\bar{X}_1 - \bar{X}_2)^2$
	X_1				X_2		
42	3.000	-0.436	0.190	42	3.000	-0.716	0.513
43	3.000	-0.436	0.190	43	3.000	-0.716	0.513
44	3.000	-0.436	0.190	44	3.000	-0.716	0.513
45	3.000	-0.436	0.190	45	3.000	-0.716	0.513
46	3.000	-0.436	0.190	46	3.000	-0.716	0.513
47	3.000	-0.436	0.190	47	3.000	-0.716	0.513
48	3.000	-0.436	0.190				
49	3.000	-0.436	0.190				
50	3.000	-0.436	0.190				
51	3.000	-0.436	0.190				
52	3.000	-0.436	0.190				
53	2.667	-0.769	0.591				
54	2.667	-0.769	0.591				
55	2.333	-1.103	1.217				
	189		11.306		174.666		10.216

ก. หาค่าคะแนนเฉลี่ยของแต่ละกลุ่มใช้สูตร

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

$$\bar{x} = \text{ค่าคะแนนเฉลี่ย}$$

$$\sum \bar{x} = \text{ผลรวมของคะแนนทุกจำนวน}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \frac{189}{55} \\ &= 3.436 \end{aligned}$$

$$\begin{aligned} \text{แทนค่ากลุ่มทดลอง} &= \frac{174.666}{47} \\ &= 3.716 \end{aligned}$$

ข. หาส่วนเบี่ยงเบนมาตรฐานของแต่ละกลุ่มใช้สูตร

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

$$S.D. = \text{ส่วนเบี่ยงเบนมาตรฐาน}$$

$$\begin{aligned} \sum (x - \bar{x})^2 &= \text{ผลบวกของกำลังสองของส่วนเบี่ยงเบนระหว่าง} \\ &\text{คะแนนกับมัธยิมเลขคณิต} = \sum x^2 \end{aligned}$$

$$N = \text{จำนวนนักเรียน}$$

$$\begin{aligned} \text{แทนค่ากลุ่มควบคุม} &= \sqrt{\frac{11.306}{55}} \\ &= .453 \end{aligned}$$

$$\begin{aligned} \text{แทนกลุ่มทดลอง} &= \sqrt{\frac{10.216}{47}} \\ &= .466 \end{aligned}$$

ค. หาค่าความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างคะแนนเฉลี่ยของทั้ง 2 กลุ่ม ใช้สูตร

$$s(\bar{X}_1 - \bar{X}_2) = \sqrt{\frac{\sum X^2_1 + \sum X^2_2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$s(\bar{X}_1 - \bar{X}_2) = \text{ความคลาดเคลื่อนมาตรฐานของความแตกต่างระหว่างค่าเฉลี่ยของทั้ง 2 กลุ่ม}$$

$$N = \text{จำนวนนักเรียน}$$

$$= \sqrt{\frac{11.306 + 10.216}{55 + 47 - 2} \left(\frac{1}{55} + \frac{1}{47} \right)}$$

$$= \sqrt{\frac{21.522}{100} (.018181 + .021276)}$$

$$= \sqrt{.215 \times .0395}$$

$$= \sqrt{8.501}$$

$$= .092$$

ง. ทดสอบอัตราส่วนวิกฤติ (t-test) ใช้สูตร

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{(\bar{X}_1 - \bar{X}_2)}}$$

t = อัตราส่วนวิกฤติ

\bar{X}_1 = คะแนนเฉลี่ยของกลุ่มที่ 1

\bar{X}_2 = คะแนนเฉลี่ยของกลุ่มที่ 2

$\sqrt{(\bar{X}_1 - \bar{X}_2)}$ = ความคลาดเคลื่อนมาตรฐานของทั้ง 2 กลุ่ม

แทนค่า

$$\begin{aligned} t &= \frac{3.716 - 3.436}{.092} \\ &= 3.043 \end{aligned}$$

จากตารางค่าที่โดยการทดสอบทางเดียว $\alpha = .01$ $t_{df} = 100 = 2.631$

ค่าที่ได้จากการคำนวณเท่ากับ 3.043 ดังนั้นค่าที่จากตารางมีค่าน้อยกว่าค่าที่คำนวณ นั่นคือ มีขนิมเลขคณิตของตัวอย่างประชากรทั้ง 2 กลุ่ม มีนัยสำคัญระหว่างผลต่างของมัธยนิมเลขคณิตจึงสรุปได้ว่า ความสามารถในด้านการใช้เครื่องมือยรรคตอนของตัวอย่างประชากร ทั้ง 2 กลุ่ม แตกต่างกัน

ประวัติผู้เขียน

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2528 ปัจจุบันดำรงตำแหน่งหัวหน้าหมวดวิชาภาษาอังกฤษ ระดับมัธยมศึกษาตอนปลาย โรงเรียน
เซนต์คาเบรียล

