

บรรณานุกรม

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สำนักงานการศึกษาทั่วไป มหาวิทยาลัยพายัพ. 2553.

ภาคผนวก ก

แบบทดสอบก่อนและหลังเรียน (Pre test และ Post test)

GE208 (Pre test, Post test)

Total points: 30 points

Time: 1 hour

Scores _____

Name _____ Code _____ Section _____

Reading I

Directions: Read the following situation about Margaret's problem and answer the following questions .

Margaret, 32, Ottawa If there is one thing that upsets me, it is people who throw their trash on the street. It really makes me angry when I see people toss their food wrappers and empty soda can on the sidewalk. They should be ashamed of themselves, but people do not seem to feel at all guilty about it. I see it happen all the time, and afterward I always say to myself, "I should have said something." So finally I did.

I was walking down my block the other day, and this guy was coming toward me, and he threw his cup right into my neighbor's garden! What nerve! Now, I could have ignored it and carried on walking without saying a thing – as I usually do – but I know I would have regretted it. I was determined to do something this time because it was right there in my neighborhood! So I yelled at him. I probably should not have done that, but I kind of lost my temper! I said, "You know, Mrs. Tweedy worked really hard on that garden, and you just threw your trash in it. And there is a garbage can right on the corner!" He was really mad at me. He looked at my face for a few minutes without saying anything. And then he walked past me so quickly .It was really upset me. I will never tell anybody to pick up their trash again.

Adapted from McCarthy, M., McCarten, J., and Sandiford, H. (2006). *Touchstone*

Workbook 4. NY: Cambridge Publishers Limited

Write a paragraph of 7-10 sentences to answer the questions.

What do you think of Margaret's reaction? If you were Margaret, what would you do?

Reading II

The booming popularity of camera phones which can take and instantly send photos - and, with some models, short video clips - have sparked fears of industrial espionage in the workplace. Companies should take steps now to create a "no camera phone" policy within the workplace. "They should be concerned about the effect of camera phones on privacy and security," says analyst firm META Group.

Due to their size and ease of use, camera phones can go unnoticed in places where conventional cameras are not allowed. Some fitness centers and local councils have banned camera phones, as has an Edinburgh lap dancing club to protect the identities of its workers and clients. In Japan, Singapore and China, such bans have been extended to schools and government buildings. At previews for popular films, reviewers are being asked to leave such gadgets behind, to prevent unauthorized stills being leaked before the release date.

According to Jack Gold of META Group, camera phones represent a significant liability or security risk to business. They can easily be used for the transfer of confidential business information. This year, Samsung, a camera phone manufacturer, banned the use of the devices within some of its factories.

Adapted from: <http://www.out-law.com/page-4021>

Directions: Answer the following questions.

1. Based on the article, do you agree that a camera phone should be banned in the following places? Why or why not?

- 1.1 In the workplace

- 1.2 In an exam room

- 1.3 In the theater

- 1.4 In fitness centers

2. In your opinion, what should be the punishment for a person who uses a camera phone to commit the following crime?

Write a paragraph with 5-8 sentences to express your idea.

Bob used a camera phone to take a picture of a brand new product of his company and sent it to another competitive company that sells the same product in order to get money.

Reading III

Global Warming

"Global warming" refers to the increase of the Earth's average surface temperature, due to a build-up of greenhouse gases in the atmosphere. Scientists who study the climate are still arguing about how fast the earth is warming and how much it will warm, but they do agree that the earth is warming and that it will keep warming if we don't do anything about it. They agree that the burning of fossil fuels like oil and coal cause greenhouse gases to escape into the air and that these gases are causing most of the warming. Another cause is deforestation (cutting down trees). Trees soak up carbon dioxide, one of the greenhouse gases, from the air.

There are already some changes happening because of global warming. Sea level is rising and some animals are already moving to new homes. It's already too late to stop global warming completely. If the warming gets worse, as scientists expect, there may be some kinds of plants and animals that become extinct (disappear completely) because they can't move to new homes. There may be more storms and floods. Sea level may rise so much that people have to move away from the coasts. Some areas may become too dry for farming.

Global warming is a very difficult problem to fix. People are having a hard time agreeing on what to do about it. For example, everyone agrees that wasting energy is a bad thing to do. But some people think that the government should make laws about it, while other people think it should be up to each person or business to decide what to do. Many states and businesses in the United States are not waiting until the government decides what to do. They have already started working on the problem.

Adapted from <http://www.pewclimate.org/global-warming-basics/kidspage.cfm>

Directions: Write a paragraph with **7-10 sentences** to show how you would do to help solve global warming problem. Why would you choose that way?



ภาคผนวก ข

เกณฑ์การเขียน

	5	4	3	2	1
Conventions	There are few or no errors in punctuation, capitalization, grammar & spelling.	There are a few errors in grammar, spelling, punctuation, and capitalization.	Errors in grammar, capitalization, punctuation & spelling are more frequent.	There are many errors in grammar, spelling, capitalization, and punctuation.	The errors in grammar, capitalization, spelling punctuation & interfere with understanding.
Organization	The paper has a clear beginning, middle & ending. Ideas & details are presented in logical order. Transitions such as Finally or The next day are used to show the relationships among ideas.	The ideas and details are mostly presented in logical order. The writer uses some transitions to show the relationships among ideas. The paper seems complete.	A title is present. The paper is somewhat organized, but it is not clear how the details used connect to the main idea or story. Some of the details are not in the right spot.	There is little organization to the paper. A lot of the writing does not connect to the main idea or story. The ending is missing or does not connect to the story or main idea.	There is little no organization to the paper. There is no beginning or end to the paper. Ideas seem scrambled, jumbled, and disconnected. The paper is confusing. The details do not fit with the main idea.
Ideas/Focus	Paper is focused, clear & specific. Writing is full of details for support and shows what is important about the topic. Keeps reader's attention.	The writing is generally focused on the topic & purpose. Writing tells a story or makes a point. Details are present but not developed.	The writing is somewhat focused on the topic and purpose. Details are general and not specific. Topic may be too big	The writing is related to the topic, but does not have a clear focus. Details are not clear. Reader is uncertain of the focus.	The writing is not focused on the topic and purpose. Reader will have difficulty identifying the main idea or purpose of the paper.
Word Choice	The writer uses precise, fresh, original words and phrases. The writing is interesting to read.	The word choices are clear. The writer uses some interesting words and phrases.	The word choices get the message across, but don't capture anyone's attention.	The writer does not use words or phrases that make the writing clear to the reader.	Writer uses word choices that are confusing, unclear, or inappropriate.
Sentence/ Fluency	The writer consistently uses a variety of sentences. The writing is natural and flows smoothly. Sentences begin with a variety of words.	The writer uses some variety in sentences. Paper flows smoothly, but has some rough spots. Not all sentences begin the same.	Writer uses simple sentences. Some sentences are choppy or awkward, but most are smooth and clear. Sentences tend to begin the same.	The writer doesn't use much variety in his or her sentences. Little to no use of linking words to connect sentences. The writer uses short, repetitive sentence patterns.	There is little or no variety in sentences. Some of the sentences are unclear. Paper is difficult to read. Difficult time identifying where one sentence ends and the next begins.

* Sources: Writing Handbook for Students adapted by Angela Whitlow; Scoring Rubric for Writing, Harcourt reading series, Teachers' Edition pages T90 and T91. * Assessment and Evaluation Program, Northwest Regional Educational Laboratory.

ภาคผนวก ค

Proto-syllabus หลักสูตรภาษาอังกฤษระดับชั้นปานกลาง (Intermediate)

Lesson Plan	Objectives	Contents	Activities construct from constructivism theory	Tasks
1	Students will get a better understanding of the course and the criteria in the course evaluation. Moreover, students will get to know their classmate from the beginning of the course.	Introduction to the course description and evaluation criteria	Team discussion	<p><u>Writing and speaking</u> Fill in personal information on profile card. In group: write study plan and present to class (Team discussion)</p> <p><u>Speaking and listening</u> Do “Train Track” activity (Asking about their classmate’s personal information.)</p>
2	To Test students on their critical thinking and writing skills.	Pre-test	-	Do a pre-test individually
3	At the end of the lesson, students will be able to talk about their family, friends, and acquaintances. They will be able to comprehend reading text and help each other to complete the task. Moreover, they will also be able to identify weak and strong points of their friends’ work, and be able to give suggestions on how to improve the weak points.	Wanda’s world (Unit 1A)	- Team discussion	<p><u>Speaking</u> Groups of five : write three questions to ask other people under the topic <i>A person’s in my life: family, friends, and acquaintances.</i> (Team discussion) Then discuss the questions with the whole class.</p> <p><u>Speaking and writing</u> Each student selects six Questions to ask their partner.</p> <p><u>Reading</u> Read the text “Wanda’s World” and answer the questions.</p>

				<p><u>Writing, Speaking, and listening</u> Individual work: write 15-20 sentences about their family, and acquaintances. Present to their partner. Peer evaluation: give suggestions on how to improve the weak points, then present to class.</p> <p>--self-reflection--</p>
4	At the end of the lesson, students will be able to link their background knowledge to talk about greeting customs in their country, and different ways of greeting and addressing people. They will be able to make a plan to complete the task given successfully and find information from trustworthy sources . Moreover, students will be able to identify their weak and strong points of their friends' presentations, and be able to give suggestions on how to improve their weak points.	How do you meet and greet? (Unit 1B)	Team project	<p><u>Speaking</u> Brainstorm about the different ways of greeting and addressing people.</p> <p><u>Reading and speaking</u> Do the quiz questions on page 8 asking about <i>How do you meet and greet?</i></p> <p><u>Speaking</u> Team project: Prepare a presentation on the topic <i>How do you meet and greet in country?</i></p> <p>Presentation: How do you meet and greet in <u>country?</u></p> <p>-- self - reflection--</p>
5	Students will be able to comprehend the reading text, and help each other to complete the task.	Las Meninas (Unit 1C)	Think-pair-square	<p><u>Reading</u> Read the text and each student completes the task himself herself. Discuss the answers in pairs and then in groups of four.(Think-pair-square</p> <p><u>Speaking and writing</u></p>

				<p>Group discussion on how to use each prepositional phrases of position.</p> <p>In pair : Write sentences using correct prepositional phrase to indicate where things or people are.</p> <p>--self –reflection--</p>
6	<p>At the end of the lesson, students will be able to make a good plan to complete the task. Moreover, they will be able to identify the weak and strong points of their presentation and be able to give suggestions on how to improve their weak points.</p>	Puzzle time (Unit 1D)	Pair work: create a role play	<p><u>Listening</u> Listen to five stories from the text “Puzzle time” and in groups help complete the task.</p> <p><u>Speaking and writing</u> Group work --Make a plan to create an interesting role play and write a conversation based on the ideas from the passage “Puzzle time.”</p> <p>Presentation: perform role play to class.</p> <p>--self – reflection--</p> <p>Quiz</p>
7	<p>At the end of the lesson, students will be able to talk about background of people including age, gender, nationality, ethnic background, continent, country, region, and environment.</p>	People and Places (Unit 2A)	<p>Pair work: fill in information sheet and create an information card</p> <p>Individual work : create their own card</p>	<p><u>Writing:</u> write an information card</p> <p><u>Speaking:</u> share ideas, ask for background information on page 16</p> <p><u>Speaking:</u> practice telling about a person’s background</p> <p>-- self-reflection--</p>

8	At the end of the lesson, students will be able to read and comprehend the text given by using their own background knowledge.	How to talk about tourism (Unit 2B)	Group work: KWL Cooperative Learning Rotate feed back Group discussion	<p>Reading: reading on page 18 “Chinese tourists hurry to Britain to find shoes, fog, and the big stupid clock”.</p> <p>Listening and Speaking: group discussion and present their ideas based on their KWL chart</p> <p>Quiz</p> <p style="text-align: center;">-- self—reflection--</p>
9	At the end of the lesson, students will be able to describe objects with words and phrases for describing objects .	Pieces in a Museum (Unit 2C)	Pair work: discuss about material on page 20 Whole class discussion	<p>Writing: write an object explanation</p> <p>Listening and speaking: discuss the objects</p> <p>Reading: reading the description of objects</p>
10	At the end of the lesson, students will be able to read the story for detail, guess what will happen, and write a narrative paragraph about cultural experiences.	Culture Shock (Unit 2D)	Group work: discuss and create a mind-map	<p>Writing: write a Summary on the reading “Culture Shock” p. 22. and write a paragraph of how to prepare yourself for culture shock.</p> <p>Listening and speaking: discuss culture shock</p> <p>Reading: reading “Culture Shock” p. 22.</p> <p style="text-align: center;">-- self-reflection--</p>
11	At the end of the lesson, students will be able to link their background knowledge to the reading text.	How to talk about your schooldays (Unit 3A)	<ul style="list-style-type: none"> - Rally table: creating a mind map - Round robin - Team discussion 	<p>Writing In pairs: create a mind map based on the topic “<i>My schooldays.</i>” (Rally table)</p> <p>Speaking Use the ideas from mind Map “<i>My schooldays</i>” to present about their schooldays. (Round robin)</p> <p>Reading and writing Read and create mind map</p>

				for the reading passage "Bernadette" (Team discussion) and answer the questions as a quiz --self-reflection--
12	At the end of the lesson, students will be able to comprehend the reading text be able to discuss and express their ideas based on the questions given.	World's oldest primary pupil arrives in New York (Unit 3B)	· Jigsaw reading activity - Six Thinking Hats	<u>Reading and speaking</u> Jigsaw reading activity: read the paragraph given from the text <i>"World's oldest primary pupil arrives in New York and tell the story to other students.</i> <u>Writing and Speaking</u> Individual work: do Six Thinking Hats worksheet Group work: Present the ideas to class. (Six Thinking Hats) <u>Writing</u> Write a paragraph to express ideas about the question given. --self-reflection--
13	At the end of the lesson, students will be able to comprehend the dialogue and discuss and express their ideas based on the questions given.	Teen dream (Unit 3C)	PMI (Plus, Minus, Interesting)	<u>Reading and writing</u> Pair work: read the photo story " <i>Teen dream</i> ", answer the questions, and write the answer to express your idea towards the sentence "Parents should do everything for their teenage sons and daughters." (PMI) --self-reflection--

14	At the end of the lesson, students will be able to apply their background knowledge to comprehend the reading text.	Leaving school (Unit 3D)	Team Discussion; create a sequential map and mind map	<p><u>Speaking and writing</u> In groups: discuss and create a sequential map to explain about the educational system in Thailand and create a mind map to describe an ideal job (Team Discussion) and then discuss the sequential map and the mind map.</p> <p><u>Reading and speaking</u> Individual work: do the questionnaire “Leaving school”, and present his/her final solution to class.</p>
15	At the end of the lesson, students will be able to make a good plan to complete the task. Moreover, students will be able to identify the weak and strong points of their friends’ task, and give suggestions on how to improve weak points.	Writing a CV (Unit 3E)	Team project	<p><u>Reading and writing</u> Read about Patricia’s curriculum vitae, answer the questions given, and discuss the answer in class.</p> <p><u>Writing</u> Group work: Write a CV.</p> <p>--self – reflection—</p> <p>Quiz</p>

Lesson Plan	Objective	Contents	Activities construct from constructivism theory	Tasks
16	At the end of the lesson, students will be able to express their feelings about their favorite activities.	How do you feel about things? (Unit 4A)	- Group Discussion	<p>Writing Individual work: write six sentences using –ed and –ing adjectives.</p> <p>Speaking Group discussion: share ideas about activities in their spare time.</p> <p>Reading Read the text on page 36 and do exercises.</p>
17	At the end of the lesson, students will be able to express feelings about music and singers.	“Music and Singers” (Unit 4B)	- Whole class discussion	<p>Writing Individual work: comparative paragraph “Singer or music comparison”, summary of comparatives rules.</p> <p>Speaking Group of 4: sharing ideas about music or singers and brainstorm adjectives for describing music or singers.</p> <p>Reading English Result page 39</p>
18	At the end of the lesson, students will be able to express feelings about restaurants.	Restaurant Reviews (Unit 4C)	<ul style="list-style-type: none"> - Team discussion - Whole class discussion - Presentation - Pair discussion 	<p>Speaking Group of five : write a paragraph of “Restaurant Reviews.” (Team discussion) Speaking and</p>

				<p>writing Each student critiques their friends' presentations, writes comments on the evaluation form and does worksheet.</p> <p>Reading Read the text "Restaurant Reviews" on page 40 and do a quiz in pairs.</p> <p>(Pair discussion) Quiz and presentation</p>
19	At the end of the lesson, students will be able to express their feelings toward films.	"His film or her film" (Unit 4D)	Group discussion Rotate feedback activity	<p>Speaking Brainstorm about the films.</p> <p>Reading and speaking Read "Film Review" on page 42 and share ideas in groups about the film.</p> <p>Speaking Group discussion: Prepare a presentation on the topic "<i>Film Review</i>", and do rotate feedback activity.</p> <p>Listening and speaking Listen to the clip and share ideas about it</p> <p>Writing _Group of 7 : write a film review and write a paragraph based on</p>

				<p>their imagination</p> <p>Presentation</p> <p>Peer writing evaluation</p> <p>-- self - reflection--</p>
20	<p>At the end of the lesson, students will be able to use their background knowledge to help comprehend the reading text, and help each other to complete the tasks. Moreover, they will be able to write a plan to complete the task given successfully. Moreover, students will be able to identify the weak and strong points of their friends' presentations, and be able to give suggestions on how to improve weak points.</p>	<p>Symbols of Power (Unit 5A)</p>	<p>- K-W-L-H</p> <p>-Showdown</p> <p>-Team project</p>	<p><u>Speaking and writing</u></p> <p>Group work: discuss the topic "<i>Symbols of power</i>" and fill in the information on KWLH chart in column K, What we know and column W, what we want to find out.</p> <p><u>Reading, writing, and speaking</u></p> <p>Read the text "<i>Symbols of power</i>" and fill in the information on KWLH chart in column L, what We learn, and column H, How we can learn more.</p> <p>--self - reflection--</p> <p><u>Writing, speaking, and listening</u></p> <p>Showdown activity (Group Quiz)</p> <p>--self - reflection--</p> <p><u>Writing</u></p> <p>Group Work: Make a plan about how to create an interesting presentation on the</p>



				<p>topic <i>"Symbols of Power."</i></p> <p>Presentation: Present on the topic <i>"Three Symbols of Power."</i></p>
21	<p>Students will be able to comprehend the reading text and be able to express and discuss their ideas based on the questions given. Moreover, students will be able to identify the weak and strong points of their friends' presentation, and be able to give suggestions on how to improve weak points.</p>	<p>Laws for Paws (Unit 5B)</p>	<p>- Jigsaw reading activity - Round robin</p>	<p><u>Reading and speaking</u> Jigsaw reading activity: read the paragraph given, tell their friends about the paragraph they have read. Each expert group draws mind map.</p> <p><u>Speaking and listening</u> Round robin- Group of three - discuss their ideas based on the question "Do you agree or disagree with the following laws? -You mustn't take your dog into a barber's. -You mustn't travel with an animal on the roof. - "If you plan to sell your animals, you mustn't dye them a different colour." --self-reflection--</p>

22	<p>Students will be able to comprehend the reading text and be able to discuss and express their ideas based on the questions given. They will also be able to make a plan to complete the task given successfully.</p> <p>Moreover, they will be able to identify the weak and strong points of their presentations, and be able to give suggestions on how to improve their weak points.</p>	Cow cabs against crime (Unit 5C)	<ul style="list-style-type: none"> - Six thinking hats - Team project (create ideas to protect against crime) 	<p><u>Reading and speaking</u> Six thinking hats: Read the text “<i>Cow cabs against crime</i>” and discuss the ideas based on the questions given.</p> <p><u>Writing and speaking</u> Make a plan to create an interesting presentation on the topic “<i>Innovations to protect against crime.</i>” Presentation: Innovation to protect against crime.</p> <p>Seen reading take-home quiz</p> <p>--self-reflection--</p>
23	<p>Students will be able to comprehend the reading passage and write a summary of the story they have read.</p>	Mystery in the tower (Unit 5D)	CIRC (Cooperative Integrated Reading And Composition)	<p><u>Reading and writing</u> Group work: read the paragraph given, write a summary of the story “Mystery in the tower”, and answer the questions as a quiz.</p> <p>--self-reflection--</p>

24	At the end of the lesson, students will be able to write a plan to complete the task given successfully. They will be also able to talk about past events.	Writing a narrative story (Unit 5E)	Group work – group performance	<u>Writing and Speaking</u> Create a narrative story and perform for class using past tense.
25	At the end of the lesson, students will be able to express their strong feelings about situations.	“Crash!” (Unit 6A)	Pair work: creating role play	<u>Reading</u> Read “Crash” on page 56 and do exercise on page 57. Discuss the answers in groups of 5 and then in class. <u>Speaking and writing</u> In pairs : create role play using “so” and “such” and write a script. Write reflection form for planning. <u>Listening</u> Listen to friends’ presentations and do evaluation. Role play --self – reflection—
26	At the end of the lesson, students will be able to tell the main idea of the story.	“Lost and Found” (Unit 6B)	Group discussion: Jigsaw Activity, Rotate Feedback activity	<u>Writing</u> Write a summary of “Lost and Found”, feedback on friends’ work, and a summary of how to use infinitives and gerunds. <u>Reading and Speaking</u> Group of 8-10: Jigsaw activity and evaluate

				friends' work. Presentation: a summary of "Lost and Found" Quiz --self- reflection--
27	At the end of the lesson, students will be able to tell the main idea of the story.	"Nightmare Neighbours" (Unit 6C)	Group work Whole class discussion	Writing: do quiz and exercise. Speaking and writing: share ideas and do worksheet. Speaking: discuss "How to be good neighbor." -- self-reflection-
28	To test students on their vocabulary.	Vocabulary Quiz (Units 4, 5, 6)	-	Vocabulary quiz
29	To test students on their critical thinking and writing skills.	Post-test	-	Do a post-test individually

LESSON PLAN 1

Instructor : A. Chonlapat Yomchinda
 Content : Introduction to the course
 Time : 1 hour
 Course : GE208
 Date : 27 October, 2010

Lesson objectives:

Terminal objective : Students will get a better understanding of the course and the criteria in the course evaluation. Moreover, students will get to know the classmates from the beginning of the course.

Enabling objectives : By the end of this period, students will be able to

- ask and give personal information with others orally.
- fill in personal information on profile card correctly.
- write a study plan.

Materials

- Profile card
- GE 208 course outline
- Train track worksheet
- Study plan worksheet

Procedure

Warm-up (15 minutes)

Teacher greets students and welcomes them to class. Each student fills in his/her personal information on profile card and then introduces himself / herself to class giving the information about his/her full name, nickname, faculty, and major. After that, teacher gives students a chance to ask five things they want to know about teacher's personal information.

Profile card	
Full name	_____
Nickname	_____
Faculty/Major	_____
Telephone No.	_____

Instructions (35 minutes)

1. Teacher describes GE208 course outline to the students, together with the classroom expectations and rules. Teacher tells them that the course will implement activities from constructivism theory, such as Team Project, Six Thinking Hats, PMI (Plus, Minus, Interesting activity), etc , to enhance their critical thinking skill. Teacher asks students whether they know about critical thinking. After the brainstorming process is done, teacher explains the meaning of critical thinking. Then teacher allows them to ask questions about the course.

Critical thinking is the ability to apply reasoning and logic to unfamiliar ideas, opinions, and situations. Thinking critically involves seeing things in an open-minded way. The ability to think critically is essential, especially in a globally-minded world. Critical thinking is the process of analyzing, interpreting or evaluating. The ability to be open-minded is a large part of thinking critically, and allows a person not only to seek out all possible answers to a problem, but also to accept an answer that is different from what was originally thought. Open-minded thinking requires that a person does not always assume that their way of approaching a situation is always best, or even right.

Adapted from <http://www.wisegeek.com/what-is-critical-thinking.htm>

2. **Team discussion:** Teacher tells students to sit in groups of five and assigns them to write their study plan. They have to list things they should do in order to pass this course. Then each group presents their study plan in front of the class.

Our study plan

In order to pass GE208 course, we have to

.....

.....

.....

3. Teacher asks students about their study plan using the following questions.
 - Which study plan should you follow in order to pass this course?
 - Why should you follow the study plan?

Note: The answers will be used as classroom agreement. Students have to sign a contract saying that they will follow the study plan.

4. Teacher introduces students to the Train Track activity, telling them about the objectives of doing the Train Track activity.

Train Track activity's objectives : Students have a chance to

- practice how to ask and answer questions in English.
- get to know more about their classmates' information.

5. Teacher gives students Train Track worksheet and explains how to do this activity. Then students start asking their friends the following questions.

How to do Train Track activity: Students stand in two lines and then each student starts asking his/her partner the questions from 1 to 5. Students have to ask two classmates each question.

Note. After finishing asking and answering the question in each round, the student who is at the head of the line must walk to the end of the line.

Train Track Worksheet

Questions	Name(1)	Answer	Name(2)	Answer
1. How long have you been living in Chiang Mai?				
2. What do you usually do in your free time?				
3. What kind of music do you like to listen to?				
4. What are you going to do after you graduate from PYU?				
5. What is your dream job?				

5. Teacher randomly selects five students to present their answers to the class.

Closure (5 minutes)

1. Teacher summarizes Train Track activity.
2. Teacher gives them the vocabulary list and teaches them how to pronounce words from unit 1. Teacher assigns them to find the meaning of the vocabulary words in unit 1 as homework and prepare themselves for a dictation in the third period.

Evaluation

1. Teacher collects the students' profile cards, study plans, and Train Track worksheets to check their writing accuracy.

LESSON PLAN 2

Instructor	: A. Chonlapat Yomchinda
Content	: Pre-test
Time	: 1 hour
Course	: GE208
Date	: 29 October, 2010

Lesson objectives:

Terminal objective : To test students on their critical thinking.

Enabling objectives : Students will be able to

- choose the right solution for the situations given.
- express their ideas in written form.

Material : Pre-test

Procedure

Warm-up (5 minutes)

Teacher explains the objectives of doing the pre-test.

Objectives of doing the pre-test

1. The pre-test is one of the research tools of “Development of English Curriculum by Implementing Constructivism to Enhance Critical Thinking Skill of EFL University Students”
2. The results of the pre-test will be compared with the post-test results. The students’ scores will show how well they develop their critical thinking skill.

Instructions (50 minutes)

1. Teacher tells students to sit separately and then gives each student the pre-test to do.
2. Teacher explains briefly how to do the test. Students start doing pre-test individually.

Closure (5 minutes)

Teacher collects the pre-test from students and tells them to prepare themselves for a dictation in the next period.

Evaluation

Teacher collects students' pre-tests and uses writing rubric to grade their answers.



LESSON PLAN 3

Instructor	: A. Chonlapat Yomchinda
Content	: Wanda's World (Unit 1A)
Time	: 2 hours
Course	: GE208
Date	: 1 November, 2010 and 3 November, 2010

Lesson objectives:

Terminal objective: At the end of the lesson, students will be able to talk about their family, friends, and acquaintances. They will be able to comprehend the reading text and help each other to complete the task. Moreover, they will also be able to identify weak and strong points of their friends' work, and be able to give suggestions on how to improve the weak points.

Enabling objectives: By the end of this period, students will be able to

- ask and answer questions orally.
- get facts from the reading passage.
- apply things they have learned from the reading passage to write a paragraph with 15-20 sentences about their family, friends, and acquaintances.
- give suggestions regarding their friends' work.

Materials

- Textbook – English Result page 6-7
- Peer evaluation form
- A4 paper

Procedure

Warm-up (10 minutes)

1. Teacher starts the class with dictation.
2. Teacher writes the question "Can you stay alone without your family or friends? Why?" and randomly asks five students to answer the question. After that, teacher writes the phrase "People in my life" on the board and asks students "Who are important to your life?" Teacher writes students' answers on the board.

Instructions (95 minutes)**Date I: 1 November, 2010 (45 minutes -- video recording)**

1. Teacher introduces students to the reading on page 6, *Wanda's World*. Teacher asks students "Who are the people in Wanda's life?" and writes students' answers on the board.

Note: The answer should be family, friends, acquaintances, and colleagues.

2. Teacher circles three key words, family, friends, and acquaintances and randomly asks five students "How are they important to your life?"
3. Teacher tells them to sit in groups of five and gives each group a blank sheet of paper and then tells them to write three questions to ask other people under the topic *The people in my life: family, friends, and acquaintances (Team discussion)*. Students write the questions on the board. Teacher discusses with the whole class regarding the correct form of questions.
4. Teacher tells each student to choose six questions to ask their partner. Teacher tells them to sit in pairs and take turns to ask questions. Students have to write their partner's answer and prepare to present to class. Teacher randomly selects five students to present the information they got from their partner in front of the class.
5. Teacher tells students to sit in groups of five and tells them to study the passage "*Wanda's World*" and complete the task given; students have to match the names of the people in Wanda's life with the pictures A-O. After that, teacher discusses the answers with the whole class.
6. Teacher tells them to write a paragraph of 8-10 sentences about their family, friends, and acquaintances as homework.

Instructions: Date II: 3 November, 2010 (Presentation day 50 minutes – recording)

1. Teacher pairs students up and gives them the peer evaluation form. Teacher explains about the form and the purposes of using peer evaluation.

The purposes of using peer evaluation:

1. Students will have a chance to share their idea with friends about how to create a good paragraph on the topic family, friends, and acquaintance.
2. Students will have a chance to evaluate weak and strong points of their friends' work, and be able to give suggestions on how to improve weak points.

2. Teacher selects a piece of writing task from a student to be example of how to evaluate the task and then tells them to help teacher to evaluate it.
3. Teacher tells them to sit in pairs and tells them to start doing peer evaluation. about 15 minutes.
4. Teacher tells students to improve their paragraph and continue doing it at home.
5. Teacher gives them a self-reflection form to reflect on the process of Peer evaluation.

Closure (5 minutes)

1. Teacher encourages students to practice their writing more.
2. Teacher asks them to buy a note book and tells students to list the new vocabulary they have learned from this unit. Students have to write the English words and the Thai meanings.

Evaluation

Teacher collects students' writing and peer evaluation forms to check their accuracy. Teacher uses writing rubric to grade their writing task. The writing standard is set as 20 points out of 30 points, so that students will pass the writing standard if they get 20 points or more.

LESSON PLAN 4

Instructor	: A. Chonlapat Yomchinda
Content	: How do you meet and greet? (Unit 1B)
Time	: 2 hours
Course	: GE208
Date	: 5 November, 2010 and 8 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to link their background knowledge to talk about greeting customs in their country and different ways of greeting and addressing people. They will be able to write a plan to complete the task given successfully and find information from trustworthy sources. Moreover, students will be able to identify the weak and strong points of their friends' presentations, and be able to give suggestions on how to improve the weak points.

Enabling objectives: By the end of this period, students will be able to

- apply their background knowledge to help them comprehend new information.
- design a good plan to complete the task.
- cite the information and give credit to the original source.
- give suggestions regarding their friends' work.

Materials

- Textbook – English Result pages 8-9
- Reflection form for planning
- Self-reflection form
- Exercise (Unit 1B)

Procedure

Warm-up (5 minutes)

1. Teacher tells students to brainstorm ideas about the different ways of greeting and addressing people. Teacher writes the students' answers on the board.

Remark: Teacher can specify the country when asking them. How do people greet and address each other in Thailand? And ask students to compare with the western countries

- Teacher asks students “What makes people greet and address each other differently?”

Instructions (100 minutes)

Date I: 5 November, 2010 (50 minutes -- video recording)

- Teacher tells students to do the question quiz on page 8 “*How do you meet and greet? What do you do or say in your country? Choose the best answer.*” Teacher asks for volunteers to read each question and the whole class shares ideas. Start from question 1 and continue until question 7.
- Teacher tells them to sit in groups of three and tells them to do the following exercise.

Exercise (Unit 1B) : How do people meet and greet?

Directions: Match pictures a-g on page 8 with the greetings and nationalities of the people.

Picture	Greetings and nationalities of people
_____ Picture a	1. Greeting: kiss each other on the lips
_____ Picture b	Nationality: Turkish
_____ Picture c	2. Greeting: kiss each other on the cheeks
_____ Picture d	Nationality: French
_____ Picture e	3. Greeting: shake hands with each other
_____ Picture f	Nationality: African-American
_____ Picture g	4. Greeting: wave to each other
	Nationality: Japanese
	5. Greeting: hug each other
	Nationality: Pakistani and Afghani
	6. Greeting: shaking hands, hands on shoulder
	Nationality: European
	7. Greeting: bow
	Nationality: Japanese

- Teacher discusses the answers with the whole class.

4. Team project: Teacher explains about the team project.

- Students have to work in groups of four and prepare an 5-8 minutes presentation on the topic: *How do you meet and greet in name of country?*
- Teacher gives them some examples of trustworthy sources (gov, edu, org, ac.th, etc) and shows them examples of how to give credit to the original sources.

5. Teacher gives each group the reflection form for task planning. Before students start doing the project, they have to write a plan to complete the task given successfully.

Instructions: Date II: 8 November, 2010 (Presentation day 50 minutes – video-recording)

1. Teacher gives each group a presentation evaluation forms. They have to evaluate their friends' presentations by writing the strong points and weak points, and write suggestions on how to improve the weak points.
2. Teacher draws one card from the box that has the numbers in it. Then teacher calls the group that has the number on the card to present in front of the class. Teacher continues doing the same process until last group.

Note: After each group has done their presentation, teacher and friends give feedback to that group.

3. Teacher gives them a self-reflection form to reflect on the activity “Team project”.

Closure (5 minutes)

1. Teacher encourages students to practice their presentations.
2. Teacher assigns students to list the new vocabulary they have learned from this unit. Students have to write the English words and the Thai meaning.

Evaluation

Teacher collects students' presentation material to check the accuracy. Teacher uses presentation rubric to grade their work. The presentation rubric standard is set as 18 points out of 24 points, so students will pass the writing if they get 18 points or more.

LESSON PLAN 5

Instructor	: A. Chonlapat Yomchinda
Content	: Las Meninas (Unit 1C)
Time	: 1 hour
Course	: GE208
Date	: 10 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to comprehend the reading text, and help each other to complete the task.

Enabling objectives : By the end of this period, students will be able to

- use reading skill to help comprehend the text and complete the task.
- write sentences using correct prepositional phrases to indicate where things or people are.
- identify the sentences using present simple tense and present Continuous tense.

Materials

- Textbook – English Result pages 10-11
- Pictures from magazines for students to practice writing sentences; telling about position
- A4 paper

Procedure (video-recording)

Warm-up (5 minutes)

Brainstorming process: Teacher writes the word “position” on the board and asks students to give some examples of phrases they can use to tell about the position.

Instructions (50 minutes)

1. Teacher introduces Think-pair-square activity to students (step 1: work in individually, Step 2: work in pair, Step 3 work in group). Teacher tells students to sit separately to prepare doing the activity in Step 1. Then Teacher tells students to read the text and complete the task individually. Teacher tells them to discuss their answers in pairs (Each pair has to

leave one chair space.) and then in groups of five (Each group has to leave one chair space.) Teacher discusses the answers with students.

2. Teacher tells them to discuss how to use the following prepositional phrases.

Position:

at the back (of the room)	in front (of the girl)	in the middle
at the front (of...)	to the right (of...)	to the left (of...)
on the left (of...)	behind (the girl)	on the right (of..)

3. Teacher shows a picture and asks them a question “Where is/are _____?”
Each group has to write the answer on the board in a complete sentence. Then Teacher discusses the correct structure with students.
4. Teacher gives each group a picture from a magazine and in groups they have to write sentences using correct prepositional phrases to indicate where things or people are (five sentences each group).
5. Each group presents their sentences to class.
6. Teacher gives them a self-reflection form to reflect on the activity “Think-pair-square”

Closure (5 minutes)

1. Teacher asks students to summarize things they have learned in unit 1C and tells them that knowledge can be constructed from exchanging ideas with other people but they have to judge whether the information is true.
2. Teacher assigns the homework. Students underline the sentences containing present simple tense and present continuous tense in the Las Meninas story. They have to prepare to discuss the answers in the next period.
3. Teacher assigns students to list the new vocabulary they have learned from
4. this unit. Students have to write the English words and Thai meanings.
5. Teacher gives them the vocabulary exercise of unit 1 to do as homework.

Evaluation

Teacher collects students' work to check the accuracy.

LESSON PLAN 6

Instructor	: A. Chonlapat Yomchinda
Content	: Puzzle time (Unit 1D)
Time	: 2 hours
Course	: GE208
Date	: 12 November, 2010 and 15 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to make a good plan to complete the task. Moreover, they will be able to identify the weak and strong points of their presentations and be able to give suggestions on how to improve their weak points.

Enabling objectives : By the end of this period, students will be able to

- use phrases to resolve misunderstanding.
- design a good plan to complete the task.
- apply things they have learned in class to complete the task.

Materials

- Textbook– English Result pages 12, 13, and 126
- Exercise (Unit 1D)
- MP3 player + CD: Track 1D.2 and 1D.3
- The script and information sheet (unit 2A)

Procedure

Warm-up (15 minutes)

1. Teacher discusses the answers for the homework that the teacher assigned students to do last period.
2. Teacher asks students whether they have ever had a misunderstanding. If the students answer “Yes”, then teacher asks them “How did it occur? and how did you solve the misunderstanding?”
3. Teacher tells them that when misunderstandings do occur, politeness conventions in English require that the person who does not understand apologizes and so indirectly asks for clarification. Teacher tells them they have to learn the phrases to apologize and ask for clarification.

Instructions (100 minutes --video recording)**Date I: 12 November, 2010 (45 minutes)**

1. Teacher tells students to sit in groups of five and tells them to close their books. Teacher reads the story "Medical Examination story". Each group tries to complete the following sentences.

Weight sounds the same as _____.

The doctor meant _____.

The young man understood _____.

2. Teacher reads the other four stories (two times each) and tells students to complete the task. After students finish doing each story, teacher discusses the answers with them.

Exercise (unit 1D)

Directions: Match stories 1-4 with these titles.

___ story I

A. Buying Fruit

___ story II

B. Crossword

___ story III

C. Chatting at Work

___ story IV

D. English Class

Directions: Complete the following sentences.

Story I

Right sounds the same as _____.

The teacher meant _____.

Jenny understood _____.

Story II

Flu sounds the same as _____.

His colleague meant _____.

The young man understood _____.

Story III

Why sounds the same as _____.

The son meant _____.

The mother understood _____.

Story IV

Pair sounds the same as _____.

Maria meant _____.

The greengrocer understood _____.



1. Teacher tells them to open their books to page 12 and teaches them the phrases to use to apologize and ask for clarification.

The phrases to apologize and ask for clarification.

I don't understand.

I thought you said (pear).

Pardon?

No, I meant (pair).

Oh, I see!

Sorry, I misunderstood.

2. Teacher tells students to do exercise 10. In groups, they have to study story IV in "*Puzzle time*" again and rearrange the conversation into the correct order. Teacher explains that "A" is the person who explains the misunderstanding and "B" is the person who misunderstands the word in the story.
3. Teacher plays the audio 1D.2 to check their answers. Then the teacher plays audio 1D.3 and tells students to listen and repeat the phrases.
4. **Pair work:** Teacher tells them to sit in pairs and tells them to open their books to page 126. Teacher assigns them to choose one of the misunderstandings, writes a conversation similar to exercise 10, and prepare to do a role play in front of the class.
Note: If students cannot finish writing their role play scripts in class, teacher tells them to find time to work together outside the class.
7. Teacher gives each group the reflection form for task planning.

Instructions: Date II -- 15 November, 2010 (50 minutes – Video recording)

1. Teacher selects pairs in random order to perform their role plays in front of the class. After the performance is done, teacher tells each pair the strong and weak points of their performance and give suggestions on how to improve the weak points.
2. Teacher asks students what they have learned from the role-play.
3. Teacher gives them the self-reflection form to reflect on the activity "Role play."
4. Teacher gives them Unit 1: Vocabulary quiz to do individually. (25 minutes)

Closure (5 minutes)

1. Teacher asks students to summarize things they have learned from this unit and encourages them to improve their weak points. Teacher teaches them to pronounce the vocabulary from unit 2 and tells them to prepare themselves for a dictation in the next period.
2. Teacher gives students the scripts and information sheets to do as homework (based on unit 2A). Teacher tells them to find more information from website.

Evaluation

Teacher collects students' role play dialogues to check the accuracy.

LESSON PLAN 7

Instructor	: A. Chonlapat Yomchinda
Content	: People and Places (Unit 2A)
Time	: 1 hour
Course	: GE208
Date	: 17 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to talk about background of people, including age, gender, nationality, ethnic background, continent, country, region, and environment.

Enabling objectives : By the end of this period, students will be able to

- ask and answer questions orally.
- share information about background of people.
- fill in background information card correctly.

Materials

- Textbook– English Result page 16
- Information card
- Self-reflection form
- Information sheet

Procedure

Warm-up (5 minutes)

1. Teacher starts the class with dictation.
2. Teacher asks students to define the vocabulary for describing about one's Background: gender, nationality, ethnic background, continent, country, region, and environment.

Instructions (45 minutes)

1. Teacher tells students to sit in group based on the number of the
2. picture they get. Then they have to share their answer in the information sheet with friends.
3. Teacher asks each group to read the script. Then friends who sit in the other group have to match the script with the picture on page 16. They also have to tell the details of that person based on the topic in the information sheet.

Remark: Some information will not be in the script so after finishing telling the details, the group who takes care the picture has to present more details to their friends.

Information Sheet

Student No. _____ Sec _____ Pic. _____	
Name	
Age and Gender	
Nationality	
Religion	
Ethnic Background	
Continent	
Country	
Region	
Environment	

Closure (5 minutes)

1. Teacher asks the students to write what they have learnt in the lesson.
2. Teacher assigns each student to choose one of their favorite people and create a card.
3. Teacher assigns the students to write the new vocabulary they have learned from this unit into their notebooks.
4. Teacher asks the students to read the reading on “Big Ben in London” and they have to search information of the following places to prepare for a discussion in the next period.

1. Buckingham Palace	2. Tower of London
3. St. Paul’s Cathedral	4. Houses of Parliament
5. Big Ben	6. Trafalgar Square
7. London Eye	8. Madame Tussauds

Evaluation

Teacher gathers each pair’s information sheet and their cards to check the accuracy.

**LESSON PLAN 8**

Instructor	: A. Chonlapat Yomchinda
Content	: How to talk about tourism (Unit 2B)
Time	: 2 hours
Course	: GE208
Date	: 19 November, 2010 and 22 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to read and comprehend the text given by using their own background knowledge.

Enabling objectives : By the end of this period, students will be able to

- get facts from the passage.
- fill in KWL chart.

Materials

- Textbook --English Result page 18
- KWL chart
- Self –reflection form

Procedure **Date I: 19 November, 2010 (55 minutes—video recording)**

Warm-up (5 minutes)

Teacher asks students the question “Which tourist attraction in your hometown is the most interesting for you?” Why? The answer can lead them to do the activity with the KWL chart. Then, teacher asks the students to brainstorm their ideas from it. So, the students will know and have an idea about this activity.

Instructions (40 minutes)

1. Teacher asks the students whether they have ever been abroad. Then teacher introduces them to the lesson. Teacher tells them to read the text about Britain.
2. Teacher breaks the students into groups of five. Each group must have a smart student who can participate.

3. Teacher gives each student a KWL chart and explains the information they have to put in the chart:

K - Stands for what they **KNOW** about the subject.

W - Stands for what they **WANT** to learn.

L - Stands for what they **LEARN** as they read.

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1kwlh.htm>

<p style="text-align: center;">K</p> <p style="text-align: center;">What I KNOW</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What I WANT to Know</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What I LEARNED</p>

KWL chart

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>

4. Teacher activates students' prior knowledge by asking them what they already know about Britain, "What do you know about Britain?" and then lets students fill in K column. After that, teacher asks each group to present things they know.
5. Teacher shows seven pictures of tourist attractions in Britain and lets students guess what they are.

1.



Buckingham Palace

2.



Tower of London

3



St Paul's Cathedral

4



Houses of Parliament

5



Big Ben

6



Trafalgar Square

7.



London Eye

8.



Madame Tussauds

6. Teacher asks the students to set goals in W column specifying what they want to learn from the reading passage. Then teacher asks them to present things they want to know.
7. Teacher asks the students to skim the reading on page 18 and after reading, the students discuss and fill in L column about what they have learned.
8. Teacher asks students what they have learned from the passage and then teacher asks them to tell the information about eight places in London they have learned from the passage. Then teacher discusses the answers with the whole class.

Expected answers : The places in London

What is ... Buckingham	1. The home of the royal family- Buckingham Palace, Palace is the Queen's official London residence and is used to receive and entertain guests on state, ceremonial and official occasions for the Royal Family.
	2. An old palace and prison where the Crown Jewels are kept? – The Tower of London
What is the place...	3. Where Charles and Di were married?- St. Paul's Cathedral
	4. Where the government works? – The Houses of Parliament
What is...	5. A famous clock? - Big Ben
What is the place...	6. Where people party on New Year's Eve? – Trafalgar Square
What is...	7. A ferris wheel with a view of London?– The London Eye
What is the place...	8. Where you can see models of famous people? – Madame Tussauds

9. Teacher gives them self-reflection form to reflect on “KWL” activity.

Closure (10 minutes)

1. Teacher asks students to write about the advantages of the KWL chart.
2. Teacher assigns students to review the passage and the KWL chart for a quiz in the next period.
3. Teacher assigns the students to write the new vocabulary they have learned from this unit into their notebook.

Instructions Date II: 22 November, 2010 (40 minutes)

1. Teacher tells students to sit separately, prepare KWL chart, and open their textbooks to page 18.
2. Teacher gives students a seen reading quiz to do.

Closure (5 minutes)

1. Teacher writes the words wooden headrest, Baseball glove, potato masher, fishing floats and mate cup and straw on the board and tells them to note down.
2. Teacher assigns the students to study all the words given and do exercise on page 20 as homework.

Evaluation

Teacher collects KWL chart and quiz. Students will pass the goal if they get 50% of the total points.

LESSON PLAN 9

Instructor	: A. Chonlapat Yomchinda
Content	: Pieces in a Museum (Unit 2C)
Time	: 1 hour
Course	: GE208
Date	: 24 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to describe objects with words and phrases for describing objects .

Enabling objectives : By the end of this period, students will be able to

- share ideas orally and in written form.
- describe objects with appropriate words and phrases.

Materials

- Textbook --English Result page 20

Procedure**Warm-up (5 minutes)**

Brainstorming Process: Teacher asks students “What can you find in a museum?”

Instructions (45 minutes)

1. Teacher writes the following words: material, shape and size, and parts of an object. Students must find the words from the passage that relate to the words given on the board. Then teacher discusses the answers with the whole class.

Expected answers:

1. **Material:** cloth, plastic, glass
2. **Shape and size:** square, thin, round
3. **Parts of an object:** leg, top bottom.

2. Teacher asks students to sit in pairs and discuss their ideas based on the phrases given:
it is made of....., it's got....., it is used for.....
3. Teacher writes sentences containing the phrases on the board by "It is made of glass with colors and has a beautiful design and it is used for keeping flowers. It is a glass vase". Then teacher asks each pair to choose two objects and write sentences to describe them.
4. Teacher talks about the words: wooden headrest, baseball glove, potato masher, fishing floats and maté cup and straw and then asks students to match each word with an explanation on page 20. Then teacher discusses the correct answers with the students.

Expected answers

Picture 1= wooden headrest

Picture 2= baseball glove

Picture 3= fishing floats

Picture 4= maté cup and straw.

Closure (5 minutes)

Teacher asks the students to tell the expressions used in describing objects and then asks students to read the passage "Culture Shock" on page 22. Teacher assigns the students to write the new vocabulary they have learned from this unit into their notebooks.

Evaluation

Teacher collects students' work: description of the objects to check the accuracy.

LESSON PLAN 10

Instructor	: A. Chonlapat Yomchinda
Content	: Culture Shock (Unit 2D)
Time	: 1 hour
Course	: GE208
Date	: 26 November, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to read the story for detail, guess what will happen, and write a narrative paragraph about cultural experiences.

Enabling objectives : By the end of this period, students will be able to

- write a narrative paragraph with 10 sentences.
- create a mind map and write a summary based on the ideas from the mind map.

Materials

- Textbook --English Result page 22
- Transparency and pens
- Self-reflection form

Procedure

Warm-up (10 minutes)

Teacher writes the word "Culture Shock" on the board and then asks students about their experiences and understanding of the word "culture shock".

Instructions (45 minutes)

1. Teacher asks students to sit in their own groups. Teacher writes six words on the board: what, where, when, why, how, and who. Each group has to summarize the reading on page 22 by answering the six key words.
2. Teacher asks students to draw a concept map. Then the students must draw their own mind map. Teacher discusses the correct answers with the whole class.

3. Teacher asks them to write a summary of their reading in 10 sentences based on the six key words.

Closure (5 minutes)

Teacher assigns students to write a paragraph of 10 sentences to tell about “How to prepare yourself for culture shock.” Teacher assigns the students to write the new vocabulary they have learned from this unit into their notebook.

Evaluation: Teacher collects students’ work: write a summary based on six key words, a paragraph of “How to prepare yourself for culture shock.” Teacher uses writing rubric to grade their writing task. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more.

LESSON PLAN 11

Instructor	: A. Chonlapat Yomchinda
Content	: How to talk about your schooldays (Unit 3A)
Time	: 2 hours
Course	: GE208
Date	: 29 November, 2010 and 1 December, 2010

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to link their background knowledge to the reading text.

Enabling objectives : By the end of this period, students will be able to

- create a mind map for the reading passage.
- use past simple tense to tell about a story that happened in the past.

Materials

- Textbook– English Result pages 26-27
- A4 paper
- Coloured pens

Procedure

Warm-up (5 minutes)

1. Teacher asks two students about their high school using the following questions.
 - e.g. - Where did you graduate from?
 - Did you have a great time studying in high school? Why or why not?

Remark: Teacher can add more questions.

1. Teacher writes the title of unit 3A “*How to talk about your schooldays*” on the board and explains that they have to use their background about their high schooldays to help them complete the task.

Instructions (100 minutes)**Date I: 29 November, 2010 (55 minutes --video recording)**

1. Teacher tells students to sit in groups of four and in each group, students have to work in pairs. Teacher gives each pair A4 paper and coloured pens. Teacher explains **Rally table** activity, students in pairs help to create a mind map about "*My schooldays*." Students cannot talk; they can only write vocabulary or draw pictures to tell about their schooldays. Teacher shows them an example of how to do the task. Then teacher tells them to start creating a mind map and gives them 10 minutes to do the task.
2. Teacher explains the **Round Robin** activity. Teacher reminds them to use past simple tense to tell about their schooldays. In the same groups, each student shows his/her mind map and then tells three sentences about their schooldays.
3. Teacher tells them to work in groups. They have to spend 25 minutes reading the short story "Bernadette" and creating a mind map with 4 sub-topics for the reading passage (**Team discussion**). After that, teacher tells students to compare their mind map with another group's.
4. Teacher tells them to make a photocopy of the mind map they created. They can use the mind map to help them when doing the reading quiz next period.

Instructions Date II : 1 December, 2010 (45 minutes):

1. Teacher gives each student the reading quiz to do.
2. Teacher gives them self-reflection form to reflect on the activities "Rally Table, Round Robin, and Team Discussion"

Closure (10 minutes)

1. Teacher summarizes the activities, Rally Table, Round Robin, and Team Discussion. Teacher asks them the advantages of creating a mind map.
2. Teacher assigns them a homework. Students have to choose three or more topics from exercise 16 and write notes about their memories of school. They have to submit their writing task in the next period. Then teacher gives them the reflection form for planning and tells them to write a plan before they start doing the task.
3. Teacher assigns students to write the new vocabulary they have learned from this unit into their notebook and tells students to prepare themselves for the unit 3 dictation.

Evaluation

Teacher collects their mind map, their writing task about their memories of school. Teacher uses writing rubric to grade their writing. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more. Teacher also collects their reflection form for planning. Their quizzes are also collected to check whether they get 50% of the total points.



LESSON PLAN 12

Instructor	: A. Chonlapat Yomchinda
Content	: World's oldest primary pupil arrives in New York (Unit 3B)
Time	: 2 hours
Course	: GE208
Date	: 3 December 2010 and Make up class

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to comprehend the reading text and be able to express and discuss their ideas based on the questions given.

Enabling objectives : By the end of this period, students will be able to

- use reading skill to help comprehend the text and complete the task.
- apply their background knowledge to share ideas and answer questions.

Materials

- Textbook– English Result page 28
- The set of six paragraphs divided for Jigsaw reading activity
- Six Thinking Hats worksheet
- Proof paper for six groups of students
- Colour pens

Procedure

Warm-up (10 minutes)

1. Teacher starts the class with dictation.
2. Teacher writes the title of the reading from page 28 “*World's oldest primary pupil arrives in New York*” on the board.
3. Teacher shows them the photos from page 28 and tells them to guess “What is the article about?”

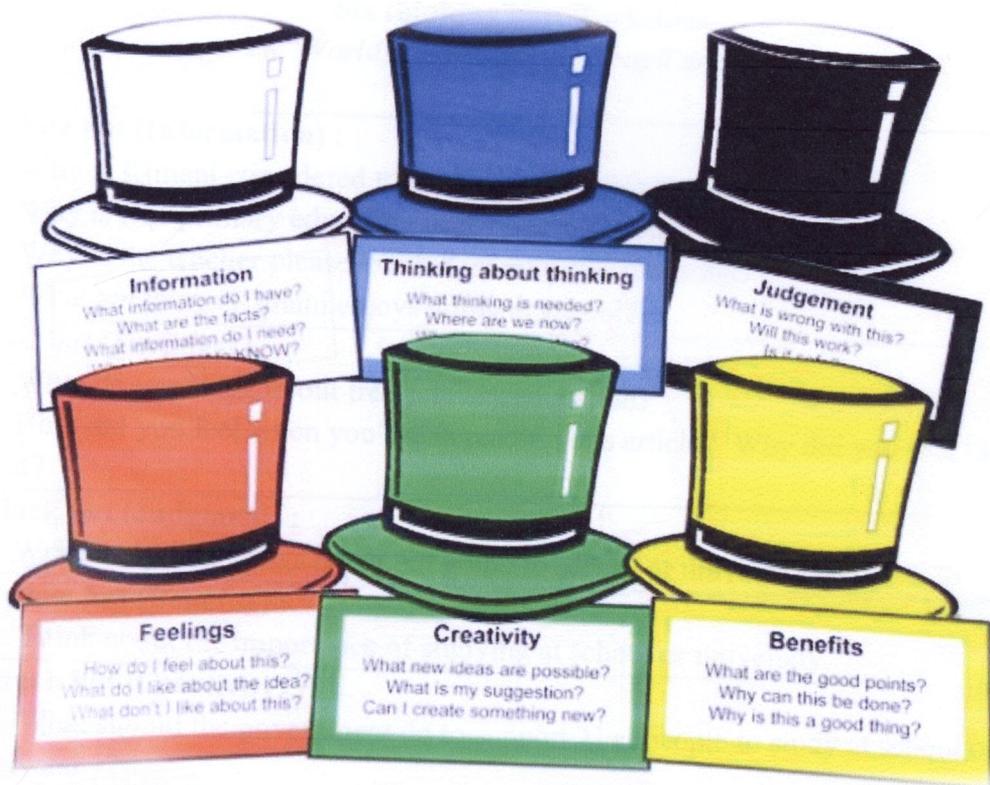
Instructions (100 minutes)**Date I: 3 December, 2010 (50 minutes—video recording)**

1. Teacher asks students whether they have ever done a jigsaw reading activity. Teacher explains the jigsaw reading activity.

A jigsaw reading activity is a group activity in which each member is dependent on the others for part of the information. In other words, in order to complete a task, group members must cooperate. Students have to apply their knowledge of vocabulary and sentence structures, as well as prior knowledge of the subject area, to get meaning from the text. The activity also tests students' speaking ability because they have to retell the story to the others.

Adapted from: <http://w3.kfarolami.org.il/reed/resources/landmark/activities.htm> .

2. **Jigsaw reading activity:** Teacher divides the reading "*World's oldest primary pupil arrives in New York*" into six paragraphs. Then teacher divides students into six groups (Expert groups). Each expert group is given one paragraph of the text to study. Teacher tells them to help each other to study the material.
3. Teacher redivides students to sit in groups of six (HOME groups).
4. Each Home group has representatives from each of the Expert groups. Each member of the Home group now retells, teaches, and shares his/her part of the text with the rest of the group. Teacher tells them they cannot show their part of the text to their friends.
5. Teacher introduces them to the second activity, **Six Thinking Hats**. The activity can help students to improve decision-making and critical thinking skills. Each "Thinking Hat" has a different style of thinking. Teacher shows them the picture of six thinking hats and gives them some examples of questions from each hat.



5. Teacher gives them the Six Thinking Hats worksheet to do as homework. Teacher tells them to read the article again and answer the questions in the worksheet. Students have to prepare themselves to share their ideas with friends next period.

Six thinking hats worksheet

The reading on page 28 “*World’s oldest primary pupil arrives in New York*”

<p>White hat (Information) :</p> <ol style="list-style-type: none"> 1. Why is Kimani considered to be the world’s oldest primary pupil? 2. Why is free primary education important to Kimani? 3. Why is the teacher pleased with Kimani’s achievements? 4. What are things Kimani enjoys doing at school?
<p>Red hat (Feelings) :</p> <ol style="list-style-type: none"> 5. What do you think about free primary education? 6. How did you feel when you finish reading this article? Why did you feel like that?
<p>Black hat (Judgment) :</p> <ol style="list-style-type: none"> 7. Write some bad things about not going to school or university.
<p>Yellow hat (Benefits) :</p> <ol style="list-style-type: none"> 8. Think about the importance of studying at school or university.
<p>Green hat (Creativity) :</p> <ol style="list-style-type: none"> 9. What should the government do to support Thai people to study at school or university?
<p>Blue hat (Thinking about thinking) :</p> <ol style="list-style-type: none"> 10. If you were Kimani, would you have decided to study at primary school? Why or why not?

Instructions Date II : Make up class (50 minutes -- video-recording)

1. Teacher divides students into six groups and asks a representative from each group to draw a number from the box.

Group 1 wears the white hat.

Group 2 wears the red hat.

Group 3 wears the black hat.

Group 4 wears the yellow hat.

Group 5 wears the green hat.

Group 6 wears the blue hat.

2. Teacher gives each group the Proof paper and coloured pens to write their answers. The questions are from the Six Thinking Hats worksheet. Teacher tells them to start with sharing their ideas and then write the final answers on the Proof paper.
3. Teacher tells them to present their answers in front of the class (Start from Group 1 – 6)

Note: After each group has done their presentation, other students can share their ideas.

4. Teacher gives them a self-reflection form to reflect on the activity “Six Thinking Hats”

Closure (10 minutes)

1. Teacher assigns them to write a paragraph with 8-10 sentences to answer the question “Do you agree with the statement: ‘You are never too old to learn’ Why or Why not?”
2. Teacher asks students to summarize the importance of improving their critical thinking skill.
3. Teacher assigns students to write the new vocabulary they have learned from this unit into their notebooks.

Evaluation

Teacher collects students’ writing task and uses writing rubric to grade their papers. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more.

LESSON PLAN 13

Instructor	: A. Chonlapat Yomchinda
Content	: Teen Dream (Unit 3C)
Time	: 1 hour
Course	: GE208
Date	: Make up class

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to comprehend the dialogue and express and discuss their idea based on the questions given.

Enabling objectives : By the end of this period, students will be able to

- use reading skill to help comprehend the dialogue.
- apply their background knowledge to share ideas and answer questions.

Materials

- Textbook– English Result page 30
- PMI (Plus, Minus, Interesting) worksheet

Procedure

Warm-up (5 minutes)

Teacher introduces students to lesson 3C (Teen dream). Teacher tells them they have to read the photo story and then answer the question given. Teacher also introduces them to the purpose of using the PMI (Plus, Minus, Interesting) activity in this lesson.

The purpose of PMI

PMI helps students learn to:

- see both sides of an argument
- view things from a different point of view
- think broadly about an issue
- suspend judgment
- make informed decisions

(Adapted from <http://www.discover.tased.edu.au/english/PMI.htm>)

Instructions (50 minutes –video recording--)

1. Teacher tells students to study the photo story “Teen dream” with their partner. Then teacher asks them “What is the photo story about?” After four or five pairs of students share their ideas, teacher tells them the expected answer.

The photo story is about a teenage boy who dreams of an ideal life, one in which his mother does the opposite of what she would normally do.

2. Teacher asks them whether Danny is happy about the situation in his dream.
3. Teacher tells students to list all of the boy’s dreams. Then teacher discusses the answer with the whole class.
4. Teacher tells them to work in pairs and gives each group a PMI worksheet. Teacher explains what information they have to write in each column. Teacher gives them to about 15 minutes complete the task.

PMI worksheet		
Idea “Parents should do everything for their teenage sons and daughters”		
P = Plus - The good things about an idea - why you like it.	M = Minus - The bad things about an idea - why you don't like it.	I = Interest - What you find interesting about an idea. / What your decision is.

5. Teacher tells each pair to discuss their ideas with another pair. After that, teacher tasks volunteers to present their ideas in front of the class. Teacher asks students to raise their hands if they agree that parents should do everything for their children. Teacher discusses the final answer with the whole class.
6. Teacher asks students what they have learned from the PMI activity.
7. Teacher gives them a self-reflection form to reflect on the activity “PMI”

Closure (5 minutes)

1. Teacher asks students what things they have learned in this unit and asks them before they make a decision to do something, why they should think about the good and bad effects of doing that thing.

2. Teacher gives them another PMI worksheet. Students have to express
3. their idea towards the sentence “Parents should pay teenagers to do housework.” They have to write a paragraph of 8 sentences to tell about their final decision and the reason for making that decision.

Evaluation

Teacher collects students’ homework (PMI worksheet and writing task). Teacher uses writing rubric to grade their papers. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more.



LESSON PLAN 14

Instructor	: A. Chonlapat Yomchinda
Content	: Leaving school (Unit 3D)
Time	: 1 hour
Course	: GE208
Date	: Make up class

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to apply their background knowledge to complete the task.

Enabling objective : By the end of this period, students will be able to create a sequential map and mind map to explain the idea given.

Materials

- Textbook– English Result page 32
- A4 paper
- Coloured pens
- Scotch tape

Procedure

Warm-up (5minutes)

Teacher asks two students about the high school they graduated from and asks them about their ideal job. Teacher tells them about today's lesson. Students have to read the magazine article, "*Leaving school*." The article talks about a 16-year-old person who has studied in Britain. There are several points at which a decision has to be made. Students have to make a decision for that person.

Instructions (50 minutes -- video recording--)

1. Teacher tells them to sit in group of four and gives them A4 paper and coloured pens to create a sequential map to explain about the educational system in Thailand.
2. Teacher gives them another piece of A4 paper to create a mind map for their ideal job.
3. Teacher tells each group to stick their sequential map and mind map on the wall.

4. Teacher tells students to walk around and study their friends' sequential maps and mind maps. Teacher discusses the maps with the whole class.
5. Teacher tells each student to do the questionnaire "*Leaving school.*" After that, teacher tells students to present their final answer.

Closure (5 minutes)

1. Teacher assigns students to write the new vocabulary they have learned from this unit into their notebooks and tells them to review the questionnaire again as homework
2. Teacher tells them to write a paragraph of 8-10 sentences to describe
3. their further education plans and future career. Teacher also gives them the unit 3 vocabulary exercise to do as homework.

Evaluation

Teacher collects students' homework in the next period. Teacher uses writing rubric to grade their writing. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more.

LESSON PLAN 15

Instructor	: A. Chonlapat Yomchinda
Content	: Writing a CV (Unit 3E)
Time	: 2 hours
Course	: GE208
Date	: Make up class

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to make a good plan to complete the task. Moreover, students will be able to identify the weak and strong points of their friends' task, and give suggestions on how to improve the weak points.

Enabling objectives : By the end of this period, students will be able to

- design a good plan to complete the task.
- write a CV.
- give suggestions regarding their friends' work.

Materials

- Textbook– English Result page 34
- A CV worksheet
- Reflection form for task planning
- Self-reflection form

Procedure

Warm-up (10 minutes)

1. Teacher discusses the answers for the unit 3 vocabulary exercise with the whole class.
2. Teacher writes the phrase “Writing a CV” on the board. Teacher asks them
 - What does “CV” stand for? or What is it?
 - When do people write a CV?
 - How does the CV affect job application?
3. Teacher tells them the objective of unit 3E. In this lesson, students have a chance to practice writing a CV.

Instructions (100 minutes)**Date I: Make up class (45 minutes –video recording--)**

1. Teacher tells students to sit in groups of three and tells them to do exercise A1, A2, B3, B4, B5, and C6. After that teacher discusses the correct answers with the whole class.
2. Teacher tells students to sit in groups of three and then teacher gives them a CV worksheet. In groups, students have to help each other to complete the task. Teacher gives each group the reflection form for task planning and tells them before they start doing the task they have to complete the reflection form for planning the task first.

A CV worksheet

Directions: Jane would like to apply to be a flight attendant. Write a list of qualifications, skills, and experience Jane would need. Then write a CV to go with Jane's application for the job.

A job Jane would like to apply for is _____.

A list of qualifications

: _____

skills: _____

experience: _____

Write a CV to go with Jane's application for the job.

3. Teacher tells students to give their CV to another group. In this process, students in another group help to check spelling and content before submitting the CV to the teacher. Teacher also tells them to write a comment as to whether their friends' CV will help Jane to get the job she wants and tells them to write reasons to support their idea.
4. Teacher gives them a self-reflection form to reflect on the activity "Team project"

Closure (5 minutes)

Teacher tells them to review the vocabulary list for units 1, 2, and 3 and prepare to have a quiz next period.

Instructions: Date II: Make up class (50 minutes)

Teacher gives each student the vocabulary quiz to do and discusses the correct answers with the whole class.

Closure (5 minutes)

Teacher tells them to review the vocabulary and prepare themselves for the midterm examination.

Evaluation

Teacher collects students' CV's to check for accuracy and gives a comment as to whether their CV would help Jane to get the job she wants. Teacher also collects the comments that were given as peer evaluation to see the improvement of the students' work.

LESSON PLAN 16

Instructor	: A. Chonlapat Yomchinda
Content	: How do you feel about things? (Unit 4A)
Time	: 1 hour
Course	: GE208
Date	: 5 January, 2011

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to express their feelings toward their favorite activities.

Enabling objectives : By the end of this period, students will be able to

- share their feelings orally towards their favorite activities.
- write sentences using - ed and -ing adjectives.

Materials

- English Result (pages 36)
- Reading exercise (Unit 4A)

Procedure**Warm-up (10 minutes)**

Teacher asks students questions about their free time and they brainstorm their ideas and have a group discussion. Teacher writes students' answers on the board.

Q1. "What is your favorite activity that you like to do in your spare time?"

Q2. "Why do you like it?"

Note: Students will be chosen randomly to answer the questions.

Instructions (40 minutes)

1. Teacher draws a table on the whiteboard with the following categories;

Art and Music	Collections	Games and Puzzles	Outdoor activities

2. Teacher asks students to write the activities they like on the whiteboard.
3. Teacher tells students to sit in groups based on the categories on the whiteboard.
4. Teacher asks students to discuss the feelings they have when they do that type of activity. Then, a representative from each group presents his/her feelings to class.
5. Teacher assigns each group to read the reading on page 36. Then, the teacher questions them using the following questions to stimulate their thinking. After that, teacher discusses the answers with them.

1. What does each person do in his/her hobby?
2. Why does he/she like that hobby?
3. What do other people think about his/her hobby?
4. What might be a problem with the hobby?
5. Do you like this kind of hobby? Why?

6. Teacher asks students to study the reading again and tells them to underline the adjectives ending with -ed and -ing. Teacher asks them to explain the differences between adjectives using -ed and adjectives using -ing.

Closure (5 minutes)

1. Teacher gives them reading exercise (unit 4A) to do as homework.
2. Teacher assigns them to write six sentences by using three -ed and three -ing adjectives into their notebooks.
3. Teacher assigns them to study summary of comparatives rules.

Evaluation

Teacher collects students' homework; reading exercise (Unit 4A) and six sentences and gives them the scores.

LESSON PLAN 17

Instructor	: A. Chonlapat Yomchinda
Content	: "Music and Singers" (Unit 4B)
Time	: 1 hour
Course	: GE208
Date	: 7 January, 2011

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to express their feelings towards music and singers.

Enabling objective: By the end of this period, students will be able to write sentences using comparative forms to compare singers or music.

Materials

- English Result (page 39)

Procedures**Warm-up (10 minutes)**

Teacher asks students "What kind of music do you like?", "Who is your favorite singer?", "Why do you like him/her or why do you like his/ her songs.?"

Instructions (35 minutes)

1. Teacher asks students to give examples of two songs or singers.
2. Teacher asks four students to write four adjectives to describe the singers or songs on the whiteboard. Then teacher asks another four students to write sentences to compare the singers or songs on the whiteboard.

Example	Tongchai	Bie
	humorous	smart
	funny	talkative
<ul style="list-style-type: none"> - Tongchai is more humorous and funnier than Bie. - Bie is smarter and more talkative than Tongchai when he is on the stage. 		

3. Teacher asks the students to check their friends' sentences. Then teacher asks students to summarize the rules of comparatives.

Closure (10 minutes)

Teacher assigns students to write five sentences using comparative adjective to compare the singers or songs as homework.

Evaluation

Teacher collects students' work to check the accuracy and give them points.

LESSON PLAN 18

Instructor	: A.Chonlapat Yomchinda
Content	: Restaurant Reviews (Unit 4C)
Time	: 2 hours
Course	: GE208
Date	: 10 January, 2011 and 12 January, 2011

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to express their feelings about restaurants.

Enabling objectives : By the end of this period, students will be able to

- share their ideas about restaurants using like and dislikes expression.
- write a paragraph with 8-10 sentences to introduce a restaurant.

Materials

- English Result (pages 40 and 41)
- Exercise worksheet
- Presentation evaluation form

Procedure -- Video-recording

Warm-up (10 minutes)

Teacher asks three students about the restaurants they like and dislike and asks them to give the reasons why they like or dislike those places.

Instructions: Date I: 10 January, 2011(40 minutes)

1. **Team discussion:** Teacher tells students to sit in groups of 5. Then in groups, teacher tells students to study the information about the restaurant that each student has. After that, students have to write about a restaurant review in a paragraph of 8-10 sentences and give reasons why they choose that restaurant.

Note. Teacher tells students to apply the idea from the text “Restaurant Reviews” as an example.

2. Teacher gives each group a presentation evaluation form. They have to evaluate their friends' presentations by writing the strong points and weak points, and write suggestions on how to improve the weak points.
3. Teacher draws one card from a box that has the numbers in it. Then teacher calls the group that has the number on the card to present in front of the class. Teacher continues doing the same process until the last group.

Note: After each group has done their presentation, teacher and friends give feedback to that group.

4. Teacher tells students to vote a restaurant they like and give reasons. Then teacher asks students to list characters of good restaurants and bad restaurants.

Closure (5 minutes)

1. Teacher asks students to study page 40 again for a quiz in the next period.
2. Teacher assigns students to list the new vocabulary they have learned from this unit. Students have to write the English words and the Thai meanings.

Instructions: Date II: 12 January, 2011 (40 minutes)

1. Teacher writes expressions with complete sentences on the board and asks the students to explain each expression.

<p>I can't stand busy, noisy restaurants. I don't mind what I eat, I just want a lot of it. I absolutely adore Italian food. I'm not too keen on curry or hot food in general.</p>
--

2. Teacher provides each pair with an exercise in order to practice using the expressions they have learned.



Exercise: Student No. _____ Sec _____ Points _____
I can't stand _____
I don't mind _____
I absolutely adore _____
I'm not too keen on _____

3. Teacher gives each pair a seen reading quiz based on page 40 to do (20 minutes.)

Reading Quiz: (Unit 4C)
Student No. _____ Sec _____ Points _____
Instructions: Write "T" if the statement is "true" and "F" if the statement is "false". Then, write the supporting sentences to support the answers.
_____ 1. You can find excellent pizzas and pastas only in Café Paradiso.
_____ 2. Business meetings usually use the service of Café Paradiso.
_____ 3. Café Paradiso is busy during the late evening.
_____ 4. You cannot find wine with at a low cost in Chez Dominique.
_____ 5. The vegetarian food is delicious at The Chestnut.
_____ 6. The previous owner and the present owner of the Old Peking arenot the same person.
_____ 7. If you would like to try Chinese food, you have to visit Old Peking.

_____ 8. The service at The Red Lion is not fast. _____
_____ 9. The price of the food at The Red Lion is not expensive. _____
_____ 10. Bringing your own wine to Bombay Palace, you need to pay an expensive charge. _____
_____ 11. The food served at Bombay Palace is very spicy. _____
_____ 12. You cannot have a meeting of more than 100 people at El Paso. _____
_____ 13. At El Paso, the waiters serve the meal continuously. _____
_____ 14. At Home Sweet Home, the waiters serve you. _____
_____ 15. The special service at Home Sweet Home is TV service. _____

Closure (15 minutes)

Teacher asks students to exchange their quizzes with their friends. Students have to give points to their friends, and then teacher discusses the answers with the whole class.

Evaluation

Teacher collects students' quizzes and exercise worksheets to check their comprehension from the scores.

LESSON PLAN 19

Instructor	: A. Chonlapat Yomchinda
Content	: “His film or her film” (Unit 4D)
Time	: 2 hours
Course	: GE208
Date	: 14 January, 2011 and 17 January, 2011

Lesson objectives:

Terminal objective : At the end of the lesson, students will be able to express their feelings about films.

Enabling objectives : By the end of this period, students will be able to

- write a review of a film.
- use their imagination to write a paragraph.

Materials

- English Result page 42
- Video clip of the movie “403themovie”
- A4 paper
- Note taking worksheet
- Self reflection form
- Peer writing evaluation

Procedures --video-recording

Warm-up (10 minutes)

Teacher asks the students about the name of their favorite film. Teacher also asks them about the type of that film and asks them to give reasons why they like it.

Note: The answer might be an action film, a comedy, a drama, a fantasy film, a musical, a romance, or a science fiction film.

Instructions: Date I: 14 January, 2011 (40 minutes)

1. Teacher asks students to look at the film poster on page 42, then ask them the following questions.
 - (1) What kind of film is it? (2) What do you know about the story briefly?

2. Teacher separates them into 7 groups and gives each group a film review worksheet. Then Teacher tells students to choose one film they like.
3. Teacher asks each group to study the example of the film reviews on page 42. **Brainstorming process:** Teacher writes the phrase “How to write a movie review” and asks students to discuss. Then, they have to write a review of the film they have chosen in their group. After that, they need to put the work up on the board.

Students No. _____ Sec _____
Points _____

Film Review

Name of the movie:

4. **Rotating feedback activity:** Teacher gives a rotating feedback form to each group. Each group walks around to read their friends' work and uses the form to evaluate their friends' work. Each group has to write the strong points and weak points, and write suggestions on how to improve the weak points. After that, each group gives the form back to the group that is responsible for that review.
5. Teacher tells each group to improve their writing using the comments from the Rotating feedback form and tells them to submit the revised version to the teacher in the next period.
6. Teacher gives them a self reflection form to reflect on the Rotating feedback activity.

Closure (5 minutes)

1. Teacher asks the students to summarize how to write a film review.
2. Teacher tells students to prepare themselves for a dictation from unit 5 in the next period.

Evaluation

Teacher collects students' writing to check their accuracy. Teacher uses writing rubric to grade their writing. The writing standard is set as 20 points out of 30 points, so that students will pass the writing if they get 20 points or more.

Instructions: Date II: 17 January, 2011 (50 minutes)

1. Teacher starts the class with dictation.
2. Teacher introduces the film review activity to class. Students have to listen to the sound clip and tell what type of the movie is.
3. Teacher breaks the students into groups of 5 and gives each group a Note Taking worksheet. Then, teacher plays the video clip 2 times. Students have to take note about things they see and hear. They have 20 minutes to write the story.

Student

No _____ Sec _____ Points _____

Note Taking Sheet

Things you see and hear from video clip: _____

The story is about _____

4. Teacher asks the representative of each group to present their story.
5. Teacher plays the clip in order to show them the story. Teacher asks students these questions:

- In your opinion, what type of clip is this?

- What is this clip about?
- Have you ever had this kind of experience? How was it?
- Was it suitable to do like a man? Why?
- Was it suitable to do like an old woman? Why?

Closure (5 minutes)

Teacher asks students to summarize the things they have learned from this unit.

Evaluation

Teacher collects students' writing to check their accuracy.

LESSON PLAN 20

Instructor	: A. Chonlapat Yomchinda
Content	: Symbols of Power (Unit 5A)
Time	: 2 hours
Course	: GE208
Date	: 19 January, 2011 and 21 January, 2011

Lesson objectives:

Terminal objectives : At the end of the lesson, students will be able to use their background knowledge to comprehend the reading text, and help each other to complete the tasks. Moreover, they will be able to write a plan to complete the task given successfully. Moreover, students will be able to identify the weak and strong points of their friends' presentations, and be able to give suggestions on how to improve weak points.

Enabling objectives : By the end of this period, students will be able to

- use reading skill to comprehend the text and complete the task.
- apply their background knowledge to be able to share ideas and answer questions.
- cite the information and give credit to the original source.
- give suggestions regarding their friends' work.

Materials

- Textbook –English Result page 46
- KWLH chart
- Seen reading quiz (Unit 5A)
- Self-reflection form
- Reflection form for planning

Procedure Date I: 19 January, 2011 (Video--recording)

Warm-up (5 minutes)

Teacher writes the theme of unit 5 “Law and Order” on the board and asks them to guess what they are going to study in this unit. Then teacher tells students things they will study in unit 5.

<p>Things to study in unit 5</p> <ul style="list-style-type: none"> - Symbols of power - Rules and laws - Crime prevention

- Symbols of power
- Rules and laws
- Crime prevention

Instructions (50 minutes)

1. Teacher tells them to sit in groups of three and gives each student a K-W-L-H chart to use with the reading on page 46.

K-W-L-H chart			
What we know	What we want to find out	What we learn	How can we learn more

2. Teacher writes the question “What can be symbols of power?” on the board and tells students to write their answers in column K “What we know.” Then teacher randomly selects five groups to present their ideas to the class.

Remark: If students do not understand the question “What can be symbols of power?”

Teacher may ask them an another question

“ What can be the symbols of love?”

3. Teacher asks each group to discuss things they want to find out from the article and tells them to write their answers in column W “What we want to find out.” Teacher selects five groups to present column W to the class.
4. Teacher tells students to read the article “Symbols of Power” on page 46. In the article, students have to study six symbols of power: 1. an object, 2. directions, 3. colours, 4. building, 5.a shape, and 6. animals. After that, each group has to write things they have learned about the six symbols of power in column L. Then teacher tells each group to present column L to the other groups.

5. Teacher asks each group to discuss the ideas in column H “How can we learn more?” Then teacher randomly selects five groups to present their ideas to the class.
6. Teacher gives them a self-reflection form to reflect on the activity, K-W-L-H and teacher collects the form from students.
7. Teacher assigns them to do a team project under the topic “Symbols of Power.” Students have to work in groups of three. Each group has to prepare a 5 minute-presentation about three symbols of power. They also have to state their reasons about whether they agree or disagree with those things being symbols of power. Teacher also reminds students to give credit to the original sources.
8. Teacher gives each group a reflection form for task planning. Before students start doing the project, they have to write a plan to complete the task given successfully.

Closure (5 minutes)

1. Teacher assigns students to write the new vocabulary they have learned from this unit into their notebooks and tells students to prepare themselves to answer questions from the reading “Symbols of Power” in the next period. Teacher tells them to study the reading and the K-W-L-H chart again.

Procedure Date II: 21 January, 2011 (Video -- recording)

Warm-up (5 minutes)

Teacher introduces them to the Showdown activity. Teacher explains the purpose of implementing the Showdown activity to students.

Showdown activity

The purpose of implementing the “Showdown Activity” is to review the lesson or check students’ reading comprehension.

Instruction (50 minutes)

1. Teacher tells them to sit in the same groups (Groups of three) and explains the process of the Showdown activity to students.

Step I – Teacher gives each group four pieces of paper. Each student has to have one piece of paper to write his/her answers. The fourth piece is to write the group's answers.

Step II – Teacher gives each group six small pieces of paper. Each paper has one question about the six symbols of power.

Step III – Teacher explains the instruction of how to do showdown activity.
 - Each round, students take turns to pick one question and each student writes his or her answer on the paper provided. After that, they share their answers within their group and make an agreement about the best answer. The answer they choose will be written down on the paper that is provided for the group's answers. The students continue to do the same process until the last question.

Remark: Before starting the activity, teacher should demonstrate how to it.

Note: Teacher tells students they have 15 minutes to complete the activity and students can open the textbook on page 46 to answer the questions.

Six questions from the reading “Symbols of power”

An object 1. Why can a ballot box be used as a symbol of honesty?

Answer -- Because many ballot boxes are transparent so that people can see everything inside. The idea of transparency, that people can see everything, has become a symbol of honesty.

Direction 2. How do the directions left and right relate to symbols of power?

Answer -- They are used as symbols for political views.

Colours 3. Which colour can be used as a symbol for the institutions that protect nature? And why do you think this colour is used?

Answer--Green – green is a symbol for parties mainly concerned with the environment.

Buildings 4. Why are government buildings designed to be large?

Answer -- The large buildings are symbols of the great power of the state.

A shape 5. What is a symbol of military power? Why?

Answer -- The star

Animals 6. Why are lions and eagles chosen to be symbols of power?

Answer -- They represent strength. **Note: The answer will be varied.**

7. List good and bad things of the powerful countries or people

2. Teacher collects each group's answer paper and tells them to prepare to present three symbols of power.
3. Teacher tells each group what number they are and draws one card from the box that has the numbers in it. Then teacher calls the group that has the number on the card to present their work in front of the class. Teacher continues doing the same process until the last group.

Note: After each group has done their presentation, teacher asks "Do they agree or disagree with their friends' ideas in the presentation? Why or why not? Then teacher and friends give feedback to that group.

4. Teacher gives them a self-reflection form to reflect on the activities "Showdown" and "Team project". Teacher collects the forms from students.

Closure (5 minutes)

1. Teacher encourages students to practice their presentations more.
2. Teacher assigns them to study the vocabulary of unit 5 and prepare to have a dictation quiz.

Evaluation

Teacher collects each group's answer paper to give them marks and the students' presentation material to check the accuracy. Teacher asks each group to submit the form for planning the task. The presentation rubric standard is set as 18 points out of 24 points, so that students will pass the presentation if they get 18 points or more.

LESSON PLAN 21

Instructor	: A. Chonlapat Yomchinda
Content	: Laws for Paws (Unit 5B)
Time	: 1 hour
Course	: GE208
Date	: 24 January, 2011

Lesson objectives:

Terminal objectives : Students will be able to comprehend the reading text and be able to express and discuss their ideas based on the questions given. Moreover, students will be able to identify the weak and strong points of their friends' presentations, and be able to give suggestions on how to improve weak points.

Enabling objectives : By the end of this period, students will be able to

- express and discuss their ideas about the topic given.
- give suggestions regarding their friends' work.

Materials

- Textbook – English Result page 48
- The set of three paragraphs divided for Jigsaw Reading activity
- Round Robin worksheet

Procedure (Video-recording)**Warm-up (10 minutes)**

1. Teacher starts the class with unit 5 dictation.
2. Teacher asks students whether they know the local rules and laws about animals. Then teacher introduces them to the reading “Laws for Paws.” Students are going to study about some weird and wonderful laws in different US states. Teacher tells them that a jigsaw reading and round robin activity have been selected to be classroom activities.

Instructions (50 minutes)

1. **Jigsaw Reading activity:** Teacher divides the reading “*Laws for Paws*” into three paragraphs. Then teacher divides students into three groups (Expert groups). Each expert group is given one paragraph of the text to study. Teacher tells them to help each other study the material. Teacher tell them to summarize the main idea of the paragraph using their own words.
2. Teacher divides students to sit in new groups of three (HOME groups). Each Home group has representatives from each of the Expert groups. Each member of the group now retells, teaches, and shares his/her part of the text with the rest of the Home group. Teacher tells them they cannot show their part of the text to their friends.
3. Teacher randomly asks expert groups to summarize the main idea of each paragraph orally.
4. Teacher introduces students to the **Round Robin activity**. Students have to express and discuss their ideas in groups of three.

In groups, students have to express and discuss their ideas based on the topic given. Teacher gives them 15 minutes to complete the activity.

Note: While a friend is speaking, other members have to listen; they cannot talk or share their ideas.

Round Robin worksheet

Do you agree or disagree with the following laws? Why?

- You mustn't take your dog into a barber's.
- You mustn't travel with an animal on the roof.
- If you plan to sell your animals, you mustn't dye them a different colour.

5. Teacher gives them a self-reflection form to reflect on the activities “Jigsaw reading activity” and “Round robin”. Teacher collects the forms from students.

Closure (5 minutes)

1. Teacher assigns them to write the answers based on the three questions from the Round Robin worksheet.
2. Teacher tells them to write the new vocabulary they have learned in this unit into their notebook.
3. Teacher tells them to read the reading on page 50 "Cow Cabs Against Crime"

Evaluation

Teacher collects students' homework and checks whether they get 50% .

**LESSON PLAN 22**

Instructor	: A. Chonlapat Yomchinda
Content	: Cow Cabs Against Crime (Unit 5C)
Time	: 2 hours
Course	: GE208
Date	: 26 January, 2011 and 28 January, 2011

Lesson objectives:

Terminal objectives : Students will be able to comprehend the reading text and be able to discuss and express their ideas based on the questions given. They will also be able to make a plan to complete the task given successfully. Moreover, they will be able to identify the weak and strong points of their presentations, and be able to give suggestions on how to improve their weak points.

Enabling objectives : By the end of this period, students will be able to

- write a good plan to complete the task.
- give suggestions regarding their friends' work.

Materials

- Textbook --English Result page 50
- Six Thinking Hats worksheet.
- Self-reflection form
- Reflection form for planning

Procedure Video-recording

Warm-up (5 minutes)

Teacher randomly asks five students about things they have read from the reading "Cow Cabs Against Crime"

Instructions Day I: 26 January, 2011(50 minutes)

1. Teacher tells them to sit in groups of five and gives them the Six thinking hats worksheet. Teacher tells them to discuss and share their ideas based on the questions given.

Six thinking hats worksheet

The reading on page 50 "*Cow cabs against crime*"

<p>White hat (Information) :</p> <ol style="list-style-type: none"> 1. Why did Juan decorate his car using cowhide material? 2. After Juan decorated his car, why did women prefer to get into his car rather than men? 3. How has the Cow Cab business grown?
<p>Red hat (Feelings) :</p> <ol style="list-style-type: none"> 4. What do you think about Juan's idea?
<p>Black hat (Judgment) :</p> <ol style="list-style-type: none"> 5. Would this idea work in Thailand? And why or why not?
<p>Yellow hat (Benefits) :</p> <ol style="list-style-type: none"> 6. What are the good things about this idea?
<p>Green hat (Creativity) : Idea for presentation</p> <ol style="list-style-type: none"> 7. Think of <u>ONE</u> innovation to protect against crimes that happen in Thailand.
<p>Blue hat (Thinking about thinking) :</p> <ol style="list-style-type: none"> 8. If you lived in Santiago, would you be one of his clients? Why or why not?

2. Teacher randomly selects six groups to present their ideas based on each hat. Then teacher gives them a self-reflection form to reflect on the activity "Six thinking hats".
3. Teacher assigns them to do a team project. In groups of five, students use the ideas they have discussed in the Green hat to present in the next period. Teacher gives each group a form for planning the task.

Closure (5 minutes)

Teacher tells them to write the new vocabulary they have learned in this unit into their notebooks.

Instruction: Date II: 28 January, 2011 (Presentation day 50 minutes)

1. Teacher gives each group evaluation forms. They have to evaluate their friends' presentations by writing the strong points and weak points, and give suggestions on how to improve weak points.
2. Teacher draws one card from the box that has the numbers in it. Then teacher calls the group that has the number on the card to present in front of the class. Teacher continues doing the same process until the last group.

Note: After each group has done their presentation, teacher and friends give feedback to that group.

3. Teacher gives them a self-reflection form to reflect on the activity “Team project” and collects the form from students.

Closure (5 minutes)

1. Teacher asks students things they have learned from these two periods and encourages students to learn and practice their presentation more.
2. Teacher gives them a take-home quiz (Unit 5C) to do .

Evaluation

Teacher collects students’ presentation material to check the accuracy. Teacher uses presentation rubric to grade their work. The presentation rubric standard is set as 18 points out of 24 points, so students will pass the presentation if they get 18 points or more. Teacher also collects students’ take-home quizzes. Students will achieve the goal if they get 50% of the total points or more.

LESSON PLAN 23

Instructor	: A. Chonlapat Yomchinda
Content	: Mystery in the Tower (Unit 5D)
Time	: 1 hour
Course	: GE208
Date	: 31 January, 2011

Lesson objectives:

Terminal objective: Students will be able to comprehend the reading passage and write a summary of the story they have read.

Enabling objectives: By the end of this period, students will be able to

- get facts from the reading passage.
- write a paragraph of 5-8 sentences to summarize the story they have read.

Materials

- Textbook -- English Result page 52
- Seen reading quiz worksheet
- Proof paper
- Colour pen
- unit 5 Vocabulary Exercise

Procedure

Warm-up (5 minutes)

1. Teacher writes the title of the reading passage from Unit 5D "Mystery in the Tower" on the whiteboard and asks students to guess what the story is about.
2. Teacher tells students to open their books to page 52 and asks them to look at the five pictures and asks them to guess again what the story is about.

Instructions (50 minutes) –Video-recording

1. Teacher tells them to sit in groups of four and gives each group proof paper and colour pen. Then teacher explains the CIRC activity (Cooperative Integrated Reading and Composition).

CIRC Activity Procedure: Before students read the article, teacher asks students to guess what the story is about from the vocabulary or the title of the reading. After that, students work in groups to read and summarize the reading passage. Then teacher gives them the questions as a quiz to do. Students sit separately doing the quiz. The total points of each group come from all members who are in the same group.

2. Teacher tells students to read the passage “Mystery in the Tower” and write a paragraph of 3-6 sentences to summarize the story they have read. Teacher guides them about how to write a summary; they may think about the question words: who, what, where, when, why, and how.
3. Teacher tells each group to stick their work up on the wall around separately. After that, teacher tells students to walk around and read the summary of other groups.
4. Teacher summarizes the story for them.

The illustrated text, Mystery in the Tower, recounts the main events surrounding the murder of two young English princes around the late 15th century. The murderers still haven’t been identified.

5. Teacher asks students “Have you ever had any kinds of mysterious experience?”, What is it?, “Do you believe in that kind of mystery?”, “How does it affect your life?, and Why.
6. Teacher tells them to sit separately and gives them the reading quiz to do. Teacher tells them that students will get the same score as the others in their group (writing a summary) because the total points will come from each member’s score.

Total points = Student A + Student B + Student C + Student D

Seen reading Quiz “Mystery in the Tower”

1. There are two Edwards and two Richards. How are they all related to each other?
2. Why didn't Prince Edward become king?
3. Why were people against Richard?
4. How did Henry become king?
5. In 1520, people thought the mystery was solved. Why?

7. Teacher gives them a self-reflection form to reflect on the activity “CIRC”. Teacher collects the form from students.

Closure (5 minutes)

Teacher assigns them to write the new vocabulary they have learned in this unit into their notebooks and gives them a vocabulary exercise to do as homework.

Evaluation

Teacher collects each group's work on writing a summary. Teacher also collects students' quizzes. Students will achieve the goal if they get 50% of the total points.

LESSON PLAN 24

Instructor	: A. Chonlapat Yomchinda
Content	: Writing “Narrating a story” (Unit 5E)
Time	: 2 hours
Course	: GE208
Date	: 2 February, 2011 and 4 February, 2011

Lesson objectives:

Terminal objectives : At the end of the lesson, students will be able to write a plan to complete the task given successfully. They will also be able to talk about past events.

Enabling objective : By the end of this period, students will be able to write a narrative of 8 -10 sentences telling an exciting story using the past tense.

Materials

- Textbook – English Result page 54
- A4 paper
- Reflection form for planning task
- Self-reflection form

Procedure

Warm-up (15 minutes)

1. Teacher discusses the answers for the unit 5 vocabulary exercise with students.
2. Teacher randomly asks three students “Why do people read books?”

Instructions Date I: 2 February, 2011 (40 minutes)

1. Teacher tells students to sit in groups of five and then teacher reads the story from exercise 2 to the class.
2. Teacher asks them to choose the best answer for the question “What is the purpose of the text?”

“What is the purpose of the text?”

- a. To give information to the reader.
- b. To explain something to the reader.
- c. To entertain the reader.

The answer is C.

3. Teacher tells students to do exercise A no. 3,4, and 5 on page 54 and discusses the answers with them.
4. Teacher asks them about the tense they should use when they tell or write a narrative. Then teacher tells them to do exercise B no. 6, 7, and 8. Teacher discusses the answers with the whole class.
5. Teacher tells them to read the narrative story in no. 9. Teacher reads the same story from page 128 (5E) and after teacher finishes reading the story, teacher asks them, “Which story is more exciting, the one on page54 or the one on page 128? Why?”

Closure (5 minutes)

1. Teacher assigns them to do exercise no. 11 and 12. In groups of five, students have to create a narrative story and prepare to do a group performance in front of the class in the next period.
2. Teacher gives them a reflection form for planning the task and reminds them to complete the form before they start doing the task.

Procedure Day II: 4 February, 2011

Warm-up (5 minutes)

Teacher tells them to sit in the same groups. Teacher tells about a rule: while they are watching their friends’ performances they cannot speak and each group has to give the scores for the performance group. The scores go from 1 to10. Number 1 is the lowest score in the range.

Instructions (50 minutes)

Performance time

1. Teacher gives each team the same number as the name of the group.
2. Teacher draws one card from the box that has the numbers in it. Then teacher calls the group that has the number on the card to present in front of the class. Teacher continues doing the same process until the last group.

Note: After each group has done their presentation, teacher and friends give feedback to that group.

3. Teacher gives them a self-reflection form to reflect on the activity “Group work; group performance” and collects the forms from students.

Evaluation

Teacher collects students’ writing tasks. Teacher uses writing rubric to grade their writing task. The writing standard is set as 20 points out of 30 points, so students will pass the writing if they get 20 points or more.

LESSON PLAN 25

Instructor	: A. Chonlapat Yomchinda
Content	: “Crash!” (Unit 6A)
Time	: 2 hours
Course	: GE208
Date	: 7 February, 2011 and 9 February, 2011

Lesson objectives

Terminal objective : At the end of the lesson, students will be able to express their strong feelings towards situations.

Enabling objectives : By the end of this period, students will be able to

- use “so” and “such” in expressing their feelings.
- create role play.

Materials

- English Result (pages 56 and 57)
- Role Play worksheet
- Exercise worksheet
- Reflection form for planning
- Self reflection form

Procedure

Warm-up (10 minutes)

Teacher asks the students “What does the word “Crash” mean ? “Have you ever been in a crash” Teacher asks them to tell about their experience about crash.

Instructions Date I: 7 February, 2011 (45 minutes)

1. Teacher tells students to sit in groups of 5 and provides them the exercise worksheet. They have to study page 56 and finish it in 20 minutes

Student

No. _____ Sec _____ Points _____

Exercise Worksheet

Directions: Please answer the questions below and give the reasons to support your ideas.

Do you think...

1. Suzi was responsible for this crash?
2. Suzi is happy to see Paul again?
3. Suzi and Paul used to have a relationship?
4. Suzi really means it when she says "you are so kind"?

2. Teacher asks students to share their answers.
3. Teacher asks students to underline the sentences containing with "so" and "such" on page 56 and study about how to use these words.
4. Teacher writes "so good" and "such a strange coincidence" on the whiteboard. Then, they have to tell the difference between "so" and "such." Teacher asks the question, "Why do we use "so" and "such" with adjectives?" After the students provide the answers, the teacher has to emphasize that we use "so" and "such" to show strong feelings.
5. Teacher asks them to do exercises on page 57 part B 5, 6, 7. Then, they share their answers with teacher and friends.
6. Teacher asks the students about the disaster "Flood in Thailand" with this questions "How did it occur?", "Who or What causes the disaster?"
 ,
 "How did you feel about this disaster?." Tell them to use "so" and "such" to show their feeling.
7. Teacher asks them to work in pairs and gives each pair the reflection form for task planning. Before students start creating a role play, they have to write a plan to complete the task given successfully. Students have to write their own script for a role play and submit to the teacher before performing , using adjectives with "so" and "such" to show their

strong feelings. In addition, they can refer to page 56 for an example of a conversation.

8. Teacher asks students to hand in the script and prepare to do the role play in front of class next period. Students are not allowed to see the script when they do a role play.

Note: When students present their role play, they have to hand in the reflection planning form.

Instructions: (50 minutes) Date II : 9 February, 2011

1. Teacher selects pairs in random order to perform their role plays in front of the class and while their friends are performing role plays, the other pairs have to summarize the main idea of the role plays. After the performance is done, teacher tells each pair the strong and weak points of their performance and give suggestions on how to improve the weak points.
2. Teacher asks students what they have learned from the role-play.
3. Teacher gives them the self-reflection form to reflect on the activity "Role play."

Closure (5 minutes)

Teacher collects students' role play dialogues to check the accuracy.

Evaluation

Teacher collects role play scripts and writing work to check their accuracy.

LESSON PLAN 26

Instructor	: A.Chonlapat Yomchinda
Content	: “Lost and Found” (Unit 6B)
Time	: 2 hours
Course	: GE208
Date	: 11 February, 2011 and 14 February, 2011

Lesson objectives

Terminal objective : At the end of the lesson, students will be able to tell the main idea of the story.

Enabling objectives : By the end of this period, students will be able to

- tell the main idea of the reading
- write a summary of “Lost and Found” in 8 – 10 sentences

Materials

- English Result pages 58 and 59
- Summary of “Lost and Found” worksheet
- Self reflection form
- Rotating feedback evaluation

Procedure

Warm-up (10 minutes)

Teacher writes “Lost and Found” on the board and also asks the students the meaning of the phrase. Then, teacher asks the question “Have you ever lost and found something valuable? “The answers will be “Yes/ No.” Teacher also asks them to share some details.

Instructions Date I: 11 February, 2011 (40 minutes) --video-recording

1. Teacher breaks the students into 8 groups. Each group will have 4-5 students.
2. Teacher explains the “Jigsaw” activity.

Jigsaw reading

- Instructions:**
1. Teacher breaks the students into groups of 4. The groups should have mixed levels.
 2. Teacher assigns each group to read 2 paragraphs of the reading on page 58. There will be 8 groups. Each group must try to understand their paragraph.
 3. Then, teacher asks them to form new groups. It means that each group will then have all paragraphs. Each person needs to talk about his/her own paragraph in order to comprehend all of the text.

1. Teacher asks each group to write a summary of 8-10 sentences on the worksheet provided and teacher gives them the self reflection form to reflect on the “Jigsaw Reading” activity.
2. Then, teacher sticks all summaries up on board.
3. **Rotating Feedback activity:** Teacher gives each group a rotating feedback form. Each group walks around to read their friends’ work and uses the form to evaluate their friends’ work. Each group has to write the strong points and weak points, and write suggestions on how to improve the weak points. After that, each group gives the form back to the group that is responsible for that work.
4. Teacher tells each group to improve their writing using the comments from the Rotating Feedback forms and tells them to submit their works to the teacher in the next period.
5. Teacher gives them a self-reflection form to reflect on the “Rotating Feedback” activity.

Student No. _____ Sec. _____ Points _____
✦ Lost and Found ✦
Summary Worksheet

Closure (5 minutes)

1. Teachers asks students “ If you found someone’s personal belongings, what would you do?”
2. Teacher assigns students to list the new vocabulary they have learned from this unit. Students have to write the English words and the Thai definitions.
3. Teacher asks students to prepare themselves for a seen reading quiz in the next period.

Evaluation

Teacher collects students’ summary to check their accuracy. Teacher uses writing rubric to grade their writing. The writing standard is set as 20 points out of 30 points, so that students will pass the writing standard if they get 20 points or more.

Instructions Date II: 16 February, 2011 (50 minutes)

1. Teacher gives students the quiz. This quiz will be done in pairs and they have twenty minutes to finish it.

Student

No. _____ Sec _____ Points _____

Seen reading quiz

“Lost and Found”

Directions: Answer the following questions based on the reading on page 59.

1. How and where did the man lose his wallet?
2. Who found the wallet first?
3. Where did the first finder keep the wallet all these years?
4. Who found the wallet again?
5. What was in the wallet?
6. How did they find the owner of the wallet?
7. How did the owner feel about getting it back?
8. How long did it take to get this wallet back?

2. Teacher asks the students to do exercises part B 6, 7, 8, 9, 10 on page 59.
3. Teacher asks students to share their answers.

Closure (5 minutes)

Teacher asks the students to summarize how to use infinitives and gerunds in their notebooks.

Evaluation

Teacher collects students' quizzes. Students will achieve the goal if they get 50% of the total points or more.

LESSON PLAN 27

Instructor	: A.Chonlapat Yomchinda
Content	: “Nightmare Neighbours” (Unit 6C)
Time	: 2 hours
Course	: GE208
Date	: Make up for Makabucha Day and 21 February, 2011

Lesson objectives

Terminal objective : At the end of the lesson, students will be able to tell the main idea of the story.

Enabling objectives: By the end of this period, students will be able to

- express their ideas about the reading.
- tell the main idea.

Materials

- English Result page 60
- Exercise worksheet
- Unseen reading quiz

Procedure

Warm-up (10 minutes)

Teacher starts the class by asking the question “Have you ever had an experience with bad neighbours?” and “How was it like?” The students have a chance to express their ideas and feeling towards this topic.

Instructions Date I Make up for Makabucha Day (35 minutes)

1. Teacher tells them to sit in groups of five and provides an exercise worksheet for them in order to help them comprehend the passage.



Student No. _____ Sec _____ Points _____

Exercise worksheet on "Nightmare Neighbours"

A. Directions: Find words with these meanings from the reading

A thing which may be dangerous _____

An argument or disagreement between people _____

No longer living with your wife, husband or partner _____

The noise made by a dog _____

To fix equipment into position so that it can be used _____

B. Directions: Answer the following questions

1. Who do you feel more sorry for the Dicksons or the Lanes? Why?

2. Which do you think is the worst behavior mentioned? Why?

3. Why do you think the writer recommends this programme? Why?

4. If you had problems with your classmates, what would you do?

1. Teacher asks the students to share their answers.
2. Teacher asks the students to prepare themselves for a quiz next period.

Evaluation

Teacher grades the students based on the exercise worksheet.

Instructions Date II: 21 February, 2011 (45 minutes)

1. Teacher gives each student a quiz to do.
2. Teacher asks students to exchange their quizzes with friends and give scores based on the right answers.

Closure (10 minutes)

1. Teacher ends the class by asking them how to be good neighbours, applying the ideas from their friends into their real lives. Teacher asks students to prepare for Unit 6 dictation.
2. Teacher gives students a take home unseen reading quiz to do.
3. Teacher tells students to study the vocabulary from units 4, 5, 6 for a vocabulary quiz.

Evaluation

Teacher collects students' quizzes. Students will achieve the goal if they get 50% of the total points or more.

LESSON PLAN 28

Instructor	: A.Chonlapat Yomchinda
Content	: Quizzes
Time	: 1 hour
Course	: GE208
Date	: 23 February, 2011

Lesson objectives

Terminal objectives : To test students on their vocabulary.

Materials Vocabulary quiz (Units 4, 5, 6)

Procedure**Warm-up (5 minutes)**

1. Teacher collects students' take home unseen reading quizzes and teacher tells students to sit separately and then gives each student the vocabulary quiz (Units 4, 5,6)
2. Teacher explains briefly how to do the test. Students start doing the quiz individually.

Closure (5 minutes)

Teacher collects the quiz from students and discusses the answers with students.

Evaluation

Teacher collects students' quizzes. Students will achieve the goal if they get 50% of the total points or more.

LESSON PLAN 29

Instructor	: A. Chonlapat Yomchinda
Content	: Post-test
Time	: 1 hour
Course	: GE208
Date	: 25 February, 2011

Lesson objectives:

Terminal objective : To test students on their critical thinking.

Enabling objectives : Students will be able to

- choose the right solution for the situations given.
- express their ideas in written form.

Material : Post-test

Procedure**Instructions (50 minutes)**

1. Teacher tells students to sit separately and then gives each student the post-test to do.

Closure (5 minutes)

Teacher collects the post-test from students and discuss the answers with them. After that, teacher tells them to prepare themselves for the final exam.

Evaluation

Teacher collects students' post-tests and uses writing rubric to grade their answers.

ภาคผนวก ง

แบบสอบถามเพื่อวิเคราะห์ความต้องการของผู้เรียน (Needs Analysis)

เรื่อง การพัฒนาหลักสูตรภาษาอังกฤษตามแนวคิดทฤษฎีการสร้างสรรค์องค์ความรู้
ด้วยปัญญาเพื่อเพิ่มพูนทักษะทางการคิดอย่างมีวิจารณญาณของนักศึกษา
มหาวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

คำชี้แจง

1. แบบสอบถามเพื่อวิเคราะห์ความต้องการของผู้เรียน (Needs Analysis) ถูกออกแบบมาเพื่อสำรวจและเก็บข้อมูลเกี่ยวกับความต้องการของผู้เรียนในรูปแบบการจัดกิจกรรมการเรียนการสอนในชั้นเรียนและเพื่อสำรวจพฤติกรรมที่แสดงถึงการคิดอย่างมีวิจารณญาณของนักศึกษา เพื่อเป็นข้อมูลในการสร้างหลักสูตรภาษาอังกฤษ ตามแนวคิดทฤษฎีการสร้างสรรค์องค์ความรู้ด้วยปัญญาเพื่อเพิ่มพูนทักษะทางการคิดอย่างมีวิจารณญาณของนักศึกษา

ดังนั้น การตอบแบบสอบถามในครั้งนี้จึงไม่มีผลกระทบต่อการทำงานของผู้ตอบแบบสอบถามแต่ประการใด

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 4 ตอน ดังนี้

ตอนที่หนึ่ง ข้อมูลพื้นฐานของผู้เรียน 3 ข้อ

ตอนที่สอง ศึกษาสภาพการเรียนรู้ภาษาอังกฤษของผู้เรียนจำนวน 2 ข้อ

ตอนที่สาม ศึกษาความเห็นของผู้เรียนต่อการจัดการเรียนการสอนจำนวน 10 ข้อ

ตอนที่สี่ สำรวจพฤติกรรมที่แสดงถึงการคิดอย่างมีวิจารณญาณของผู้เรียน จำนวน 10 ข้อ

คณะผู้วิจัยใคร่ขอความอนุเคราะห์ผู้ตอบแบบสอบถามนี้กรุณากรอกข้อมูลตามความเป็นจริง

ตอนที่หนึ่ง ข้อมูลพื้นฐานของผู้เรียน

1. ชื่อ _____
2. นักศึกษากำลังศึกษาอยู่ในระดับชั้นปีที่ _____
3. นักศึกษาชอบเรียนภาษาอังกฤษ _____ มาก _____ พอดควร _____ น้อย _____ ไม่ชอบ

ตอนที่สอง ศึกษาสภาพการเรียนรู้ภาษาอังกฤษของผู้เรียน

ให้นักศึกษาทำเครื่องหมาย “/” หน้าข้อความที่ตรงกับลักษณะการเรียนรู้ของนักศึกษา (เลือกตอบได้มากกว่า 1 ข้อ)

1. นักศึกษาเคยมีปัญหาในการเรียนภาษาอังกฤษดังต่อไปนี้หรือไม่
 - 1.1 _____ ทำงานผิดเนื่องจากไม่เข้าใจคำสั่ง
 - 1.2 _____ ทำงานไม่เสร็จตามเวลาที่อาจารย์กำหนดเนื่องจากขาดการวางแผนในการทำงานที่ดี
 - 1.3 _____ ไม่สามารถเข้าใจเมื่ออ่านเนื้อหาหรือข้อมูลที่เป็นภาษาอังกฤษ
 - 1.4 _____ อ่านเข้าใจแต่ไม่สามารถวิเคราะห์ความน่าเชื่อถือของข้อมูลที่จะนำมาใช้ในการอ้างอิงใน
ชิ้นงาน
2. เมื่อได้รับคำสั่งจากอาจารย์ให้ทำงานในชั้นเรียนวิชาภาษาอังกฤษ หรือทำการบ้าน นักศึกษาทำสิ่งใด
ต่อไปนี้บ้าง (เลือกตอบได้มากกว่า 1 ข้อ)
 - 2.1 _____ ก่อนเริ่มลงมือปฏิบัติงาน นักศึกษาได้วิเคราะห์คำสั่งของอาจารย์โดยละเอียดรอบคอบ
 - 2.2 _____ กำหนดขั้นตอนการทำงาน โดยละเอียด
 - 2.3 _____ การปฏิบัติในกิจกรรมกลุ่ม นักศึกษามีการแบ่งหน้าที่ในการทำงานอย่างชัดเจน
 - 2.4 _____ สืบแหล่งข้อมูลที่เกี่ยวข้อง เช่น นิตยสาร หนังสือพิมพ์ หนังสือ อินเทอร์เน็ต ฯลฯ
 - 2.5 _____ ทำความเข้าใจในข้อมูลที่จะต้องค้นคว้าโดยรวมก่อนศึกษาลึกลงในรายละเอียด
 - 2.6 _____ ตั้งเกตุจุดเด่นและจุดด้อยของงานที่ปฏิบัติและแก้ไขงานเป็นระยะๆ

ตอนที่สาม ศึกษาความเห็นของผู้เรียนต่อการจัดการเรียนการสอน

ให้นักศึกษาทำเครื่องหมาย “/” ในช่องที่ต้องการตอบโดยหมายเลขต่างๆ มีความหมายดังต่อไปนี้

4	หมายถึง	มีประโยชน์และน่าสนใจมาก
3	หมายถึง	มีประโยชน์และน่าสนใจน้อย
2	หมายถึง	มีประโยชน์และน่าสนใจน้อยมาก
1	หมายถึง	ไม่มีประโยชน์และไม่น่าสนใจ

	4	3	2	1
1. ก่อนเริ่มลงมือปฏิบัติงานนักศึกษามีโอกาสอภิปรายร่วมกันถึงจุดประสงค์ของการทำงาน วันกำหนดส่งงาน ลักษณะงานเป็นงานเดี่ยวหรืองานกลุ่มและมีขั้นตอนในการทำงานเป็นอย่างไร				
2. นักศึกษาเป็นผู้อภิปรายและวางแผนถึงขั้นตอนการดำเนินงานรวมถึงแบ่งหน้าที่รับผิดชอบอย่างละเอียดก่อนลงมือปฏิบัติงานร่วมกันในกลุ่ม				
3. นักศึกษามีการตรวจสอบและแก้ไขให้งานดีขึ้นเป็นระยะๆ ในระหว่างการปฏิบัติงานร่วมกันในกลุ่ม				
4. นักศึกษามีโอกาสนำเสนองานในชั้นเรียนเพื่อแลกเปลี่ยนความรู้กับเพื่อนๆ ในลักษณะใดก็ได้เช่น นำเสนอหน้าชั้นเรียนหรือโปสเตอร์ติดบอร์ด				
5. นักศึกษามีโอกาสเลือกและตัดสินใจว่าจะทำหัวข้ออะไรและได้คิดตัดสินใจในการทำงานด้วยตนเอง				
6. นักศึกษาได้แสดงความคิดเห็นของตนเองในชั้นงาน				
7. กิจกรรมควรเป็นกิจกรรมกลุ่มมากกว่างานเดี่ยว				
8. กิจกรรมควรเป็นกิจกรรมที่ฝึกคิดและแก้ปัญหาอย่างสร้างสรรค์				
9. อาจารย์มีการวิจารณ์ผลงานของผู้เรียนและให้คำแนะนำเฉพาะจุดที่นักศึกษายังมีปัญหาอยู่				
10. ควรมีการประเมินผลงานด้วยวิธีการอภิปรายในชั้นเรียนระหว่างเพื่อนและอาจารย์				

ตอนที่สี่ ตำราตรวจพฤติกรรมที่แสดงถึงการคิดอย่างมีวิจารณญาณของผู้เรียน

ให้นักศึกษาทำเครื่องหมาย “/” ในช่องที่ต้องการตอบ โดยหมายเลขต่างๆ มีความหมายดังต่อไปนี้

5	หมายถึง	พฤติกรรมนี้เกิดขึ้นกับฉันตลอดเวลา
4	หมายถึง	พฤติกรรมนี้เกิดขึ้นกับฉัน โดยสม่ำเสมอ
3	หมายถึง	พฤติกรรมนี้เกิดขึ้นกับฉันเป็นบางครั้ง
2	หมายถึง	พฤติกรรมนี้เกิดขึ้นกับฉันนานๆ ครั้ง
1	หมายถึง	พฤติกรรมนี้ไม่เคยเกิดขึ้นกับฉัน

พฤติกรรม	5	4	3	2	1
1. ชอบค้นคว้าหาความรู้ด้วยตนเอง ทั้งการอ่านการสืบค้นข้อมูลจากแหล่งเรียนรู้ทั้งในและนอกห้องเรียน					
2. รับฟังความคิดเห็นผู้อื่นถึงแม้จะแตกต่างกับตนเอง แต่ถ้ามีเหตุผลดี สามารถยอมรับปรับเปลี่ยนแนวคิดเดิมได้					
3. สามารถหาข้อมูลที่น่าเชื่อถือ ทันท่วงที อ้างอิงได้ และนำมาประยุกต์ใช้ประกอบการพิจารณาประเด็นปัญหาต่างๆ					
4. เมื่อมีปัญหาหรือสถานการณ์ใดเกิดขึ้น จะไม่เชื่อทันทีในสิ่งที่เห็น แต่จะประมวลสาเหตุต่างๆ ความน่าจะเป็น หลักฐานอ้างอิงประกอบการตัดสินใจที่จะสรุปสาเหตุที่แท้จริง					
5. สามารถเลือกประเด็นหลักที่เป็นสาเหตุของปัญหาตามลำดับความสำคัญก่อนหลังได้ดี					
6. เก็บรายละเอียดของข้อมูลต่างๆ ไม่มองข้ามสิ่งเล็กน้อย ซึ่งนำไปสู่ข้อเท็จจริงได้					
7. ชอบทำงานเป็นขั้นตอนและจัดระบบข้อมูลที่สืบค้นมาอย่างเป็นระบบ โดยสามารถเชื่อมโยงสิ่งเหล่านั้นเข้าด้วยกันได้					
8. สรุปข้อมูลจากหลักฐานเอกสารและบุคคลที่เชื่อถือได้อย่างมีเหตุผล แล้วตัดสินใจจากประเด็นหลักฐานที่ปรากฏมากกว่าคำพูดอารมณ์ และความรู้สึก					
9. รวบรวมและนำเอาแนวความคิดหรือสิ่งเดิมๆ มาประยุกต์และมาผสมผสานเข้ากับความรู้ของตนเองที่มีอยู่					
10. สังเกตเห็น รับรู้และเชื่อมโยงความสัมพันธ์ของสิ่งต่างๆ ได้อย่างมีความหมาย					

ภาคผนวก จ

แบบประเมินประสิทธิภาพการสอน

Observation Form to Evaluate the Efficiency of Constructivism Approach Lesson Plans

Lesson plan _____ Date _____

Directions: Making an X on the continuum between 5 and 1. Far left (5) is the highest rating: far right (1) is the lowest.

Note: Comments as well as marks are useful to the teacher.

1. Organization of lesson plan	5	4	3	2	1
a. Effective beginning lesson	yes		somewhat		poor
b. Effective constructivism activities selection: can enhance students' critical thinking skill	yes		somewhat		poor
c. Effective closure	yes		somewhat		poor
d. Effective evaluation	yes		somewhat		poor
e. Effective teaching procedure	very		somewhat		no
Comments:					

2. Lesson plan implementation	5	4	3	2	1
f. Directions explanation	succinct		a bit vague		confusing
g. Motivating presentations	yes		somewhat		no
h. Aids, props and materials	effective		okay		none
i. Use of examples and analogie	effective		Need improvement		none
j. Use of questions: can enhance students' critical thinking skill	effective		okay		poor
k. Students' involvement	effective		okay		none
l. Momentum (pacing) of lesson	smooth and brisk		okay		poor
Comments:					

ภาคผนวก ฉ
แบบสะท้อนคิด

Self- Reflection

แบบสอบถามหลังจากผ่านขั้นตอนการเรียนรู้โดยใช้หลักสูตรภาษาอังกฤษตามแนวคิดทฤษฎีการสร้างสรรคองค์ความรู้ ด้วยปัญญาเพื่อเพิ่มพูนทักษะทางการคิดอย่างมีวิจารณญาณของนักศึกษา

บทที่ _____ กิจกรรมที่ใช้ _____

คำสั่ง: ให้ทำเครื่องหมาย (/) หน้าช่องว่างของข้อความที่เป็นคำตอบและเขียนเหตุผลลงในช่องว่างตามความเป็นจริง

1. ในหน่วยการเรียนรู้นี้ ข้าพเจ้ารู้สึก

1.1 _____ พอใจกับกิจกรรมเนื่องจาก _____

1.2 _____ ไม่พอใจกับกิจกรรม เนื่องจาก _____

1.3 _____ พอใจกับผลงานของข้าพเจ้า เนื่องจาก _____

1.4 _____ ไม่พอใจกับผลงานของข้าพเจ้า เนื่องจาก _____

2. หลังจากผ่านการเรียนรู้ใช้กิจกรรมที่พัฒนาจากทฤษฎีการสร้างสรรคองค์ความรู้ด้วยปัญญาเพื่อเพิ่มพูนทักษะทางการคิดอย่างมีวิจารณญาณ ในหน่วยการเรียนรู้นี้ข้าพเจ้าคิดว่าข้าพเจ้า

2.1 _____ ได้เปลี่ยนตัวเองมาเป็นผู้เรียนภาษาที่ตีมากขึ้น เนื่องจาก _____

2.2 ____ สามารถคิดได้อย่างมีวิจารณญาณ เนื่องจาก

- 2.2.1 ____ ก่อนเริ่มลงมือปฏิบัติงาน นักศึกษาได้วิเคราะห์คำสั่งของอาจารย์โดยละเอียดรอบคอบและทำความเข้าใจในข้อมูลที่จะต้องค้นคว้าโดยรวมก่อนศึกษาถึงลงในรายละเอียด
- 2.2.2 ____ กำหนดขั้นตอนการทำงาน โดยละเอียด
- 2.2.3 ____ การปฏิบัติในกิจกรรมกลุ่ม นักศึกษามีการแบ่งหน้าที่ในการทำงานอย่างชัดเจน
- 2.2.4 ____ ได้สืบค้นข้อมูลจากแหล่งข้อมูลที่เกี่ยวข้อง เช่น นิตยสาร หนังสือพิมพ์ หนังสือ อินเทอร์เน็ต สามารถสรุปและเลือกประเด็นที่เหมาะสมนำมาประยุกต์ใช้กับงานที่ได้รับมอบหมาย
- 2.2.5 ____ สังเกตจุดเด่นและจุดด้อยของงานที่ปฏิบัติและแก้ไขงานเป็นระยะๆ
- อื่นๆ โปรดระบุ _____
-

2.3 ____ ยังไม่สามารถเปลี่ยนตัวเองมาเป็นผู้เรียนภาษาที่ตีมากขึ้นได้เลย เนื่องจาก _____

2.4 ____ ไม่สามารถคิดได้อย่างมีวิจารณญาณ เนื่องจาก

- 2.4.1 ____ ก่อนเริ่มลงมือปฏิบัติงาน นักศึกษาไม่ได้วิเคราะห์คำสั่งของอาจารย์โดยละเอียดรอบคอบ
- 2.4.2 ____ ไม่ได้กำหนดขั้นตอนการทำงาน โดยละเอียด
- 2.4.3 ____ การปฏิบัติในกิจกรรมกลุ่ม นักศึกษาไม่มีการแบ่งหน้าที่ในการทำงานอย่างชัดเจน
- 2.4.4 ____ ทำการสืบค้นข้อมูลจากแหล่งข้อมูลที่เกี่ยวข้อง เช่น นิตยสาร หนังสือพิมพ์ หนังสือ อินเทอร์เน็ต ฯลฯ แต่ไม่สามารถสรุปและเลือกประเด็นที่เหมาะสมนำมาประยุกต์ใช้กับงานที่ได้รับมอบหมายได้
- 2.4.5 ____ ไม่มีการสังเกตจุดเด่นและจุดด้อยของงานที่ปฏิบัติและไม่มีการแก้ไขงาน
- อื่นๆ โปรดระบุ _____
-

ลงชื่อผู้ตอบแบบสอบถาม _____

ภาคผนวก ข

คะแนนจากแบบทดสอบก่อนและหลังเรียนของผู้เรียนทางด้านการคิดอย่างมี
 วิจารณญาณก่อนและหลังจากการเรียนรู้โดยใช้หลักสูตรภาษาอังกฤษตามแนวคิด
 ทฤษฎีการสร้างสรรคองค์ความรู้ด้วยปัญญา

No.	Code	Pre-test (6 pts)	Post-test (6 pts)
1.	5001190069	0.6	0.6
2.	5201110333	0.6	0.2
3.	5201120547	0.6	1.0
4.	5201121667	0.6	0.00
5.	5201121780	0.2	0.00
6.	5201140200	0.4	2.5
7.	5201170726	1.8	1.2
8.	5201171280	2.6	4.4
9.	5201171709	0.6	3.4
10.	5201171785	0.6	1.4
11.	5201171808	2.2	0.4
12.	5201171815	0.8	0.00
13.	5201181067	3.2	2.8
14.	5201181081	1.4	2.8
15.	5201181128	0.00	4.0
16.	5301170436	2.0	1.2
17.	5301170726	0.4	4.6
18.	5301170740	1.28	2.4

ภาคผนวก ข

คะแนนทดสอบก่อนเรียนและหลังเรียนของนักศึกษา

No.	Code	Pre-test (30pts)	Post-test (30pts)
1.	5001190069	2	4.4
2.	5201110333	3	1.8
3.	5201120547	2	4.2
4.	5201121667	2	3.2
5.	5201121780	1	2
6.	5201140200	6.4	5.2
7.	5201170726	8.4	7
8.	5201171280	10.8	21.2
9.	5201171709	4	13.8
10.	5201171785	3	5.6
11.	5201171808	9.4	7.4
12.	5201171815	5	5.6
13.	5201181067	11.2	12.4
14.	5201181081	6.2	11.8
15.	5201181128	14.4	10.2
16.	5301170436	8.4	5.6
17.	5301170726	8.4	13.6
18.	5301170740	3.2	6



ประวัตินักวิจัย

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