



ภาคผนวก

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจแผนการสอน แบบทดสอบวัดความสามารถในการอ่านภาษาอังกฤษ และความรู้คำศัพท์ และ หนังสืออิเล็กทรอนิกส์ จำนวน 3 ท่าน มีรายนามดังต่อไปนี้

1. อาจารย์ธันยรัตน์ สุริยะพรหม

ครูชำนาญการ อันดับ คศ.2

โรงเรียนป่าเลหวงวิทยา อำเภอสันติสุข จังหวัดน่าน

2. อาจารย์โสภิตา ธรรมวงศ์

ครู อันดับ คศ. 1

โรงเรียนบ้านแห่น อำเภอท่าวังผา จังหวัดน่าน

3. อาจารย์อังคณา มงคลชัย

ครู อันดับ คศ. 1

โรงเรียนราษฎร์รัฐพัฒนา อำเภอสันติสุข จังหวัดน่าน

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ภาคผนวก ข
ตัวอย่างแผนการสอนที่ใช้เทคนิค เอส คิว ทรี อาร์

Lesson Plan 1

Subject	:	English 3
Class	:	M.3
Number of students	:	16
Time	:	2 hours
Content	:	Getting to know what 'survey' is.
Terminal Objective	:	The students will be able to survey the passage.
Enabling Objectives	:	

The students will be able to answer the questions.

The students will be able to give the main idea of the passage.

The students will be able to find the reference of the passage.

The students will be able to infer/conclude from the passage.

The students will be able to guess the meaning from the context clue.

Procedure:

1. The teacher greets the students and asks them a question.

T: What is your favorite animal?

S: My favorite animal is _____

The students answer the question orally.

The teacher says, today we'll learn about how to survey the passage so I have an interesting story. Let's see.

2. Then the teacher gives SQ3R chart to the students and explains how to write it.
3. The teacher gives a story 'as busy as bee' to the students.

T: Read this passage within 5 minutes, after that I'll ask you some questions.

4. The teacher asks the students questions

1. What is the topic of the passage?

2. What is the story about?
 3. Do you have experience with bee? What?
 4. Do you think bees work very hard?
 5. What do we usually eat with bread?
5. The students write down the topic, numbers, what's the story about on the chart.
 6. Next, the teacher teaches the students how to find the main idea of the passage.

T: After read the entire story, you ask yourself 'What was the story about?' You try to sum up it just one sentence. The main idea sentence can be found in the beginning, middle, or even at the end of a paragraph. You use these questions for focusing of the main idea of the passage.

Which sentence tells the writer's most important idea?

1 ☐ 2 ☐ 3 ☐ 15 ☐

What type of sentence 2?

It shows new idea.

It gives example.

It shows the opinion.

The title of this passage is _____

The paragraph is mainly about _____

7. The teacher teaches the students to find reference in the passage.

T: You look at the passage and find **the pronouns** such as "he", "she", "it", "they". And write them down on the board

T: The teacher chooses the sentence from the passage and gives them an

example

- 7.1 When a worker bee enters the hive, **she** does a dance.

What does "**she**" refer to....?

"she" refer to **a worker bee**

- 7.2 Bees are always busy, and they never stop. **They** work all day every day.

What does "**They**" refer to....?

"They" refer to **Bees**

7.3 Three different types of bees live in the hive. **They** are the queen, the drones.

What does “**They**” refer to....?

“**They**” refer to _____

8. Then, the teacher teaches the students to infer from the passage.

T: Inference is to conclude the passage.

9. Then, the teacher teaches the students to guess the meaning of the vocabulary from the context clue. The teacher gives them some examples.

Example: Bees are always **busy**, and they never stop.

What does “**busy**” mean?

T: this sentence has ‘and’ so we can predict the word “**busy**” may has the same meaning as **never stop**.

Example: At the flower, the bee **sucks out** sweet nectar into her stomach.

What does “**suck out**” mean?

T: From this sentence **suck out** is VERB. The sentence shows that ‘the bee **suck out** sweet nectar into **her stomach**’. We can predict that suck out is mean “ดูด”

Example: Many of us love to eat the sweet **honey** on bread.

What does “**honey**” mean?

T: This sentence shows that we eat sweet **honey** on bread.

Honey is _____.

10. Finally, the teacher and students conclude how to survey the passage, how to find the main idea, how to find the references, how to infer, how to guess the meaning from the passage.

Teaching Aids:

1. E-book
2. SQ3R Chart

Evaluation:

From students' answers.

Lesson Plan 2

Subject	:	English 3
Class	:	M.3
Number of students	:	16
Time	:	2 hours
Content	:	Getting to know what 'Making question' is.
Terminal Objective	:	The students will be able to make questions from the passage.
Enabling Objectives	:	The students will be able to answer the questions.

Procedure:

1. The teacher greets the students and asks them a question.
T: What did you learn from last two periods?
T: From the same passage, we are going to make questions.
2. The teacher shows how to make the questions.
“The questions are in the form of Wh-questions (What, When, Where, Why, How, Who) and Yes-No questions. (Is, Are, Do, Does, Did)
3. The teacher and the students make questions from these sentences.

Example 1

“We use the **idiomatic** expression “as busy as a bee” for someone who is very busy.”

(*What, Why*)

Question : What do we call someone who is very busy?

Question : Why we compare someone who is very busy to bee?

Example 2

“*Bees are always busy, and they never stop.*” (*Why, What*)

Question : Why do bees never stop?

Question : What do they do?

4. The students practice making questions from the given questions.
 - 4.1 Three different types of bees live in the hive. **(How many/types, Where/live)**
 - 4.2 When a worker bee enters the hive, she does a dance. **(What/do)**
 - 4.3 They are the queen, the drones (her husbands), and thousands of worker bees. **(How many)**
 - 4.4 Many of us love to eat the sweet honey on bread. **(What/people/eat)**
 - 4.5 The bee changes the nectar into honey using chemicals in her body. **(What)**
5. Group work makes five questions from the passage.

Teaching Aids:

1. E-book
2. SQ3R Chart

Evaluation:

From students' questions.

Lesson Plan 3

Subject	:	English 3
Class	:	M.3
Number of students	:	16
Time	:	2 hours
Content	:	Getting to know what 'Recite and review' are.
Terminal Objective	:	The students will be able to make questions from the passage.
Enabling Objectives	:	The students will be able to answer the questions.

Procedure:

Recites

1. The teacher greets the students and asks them to review last 4 periods.
T: What did we learn from last 4 periods?
T: Do you remember how to survey, how to make question, how to find main idea, how to guess the meaning of the passage, how to infer, how to find the references, and how to make questions.
2. Then the students show their questions orally.
3. In a group of seven, the students study the passage and write down their answers from the questions they made.
4. The students read their answers to the class.
5. The teacher and students correct the answers together.

Review

1. The teacher asks the students to read the passage again to review the information and new vocabulary in the passage.
2. In each group, the students use the questions to ask friends in group.
3. The students try to answer without looking at passage.
4. All students try to summarize the idea from the passage.

Teaching Aids:

3. E-book
4. SQ3R Chart

Evaluation:

From students' answers.

Reading Passage:

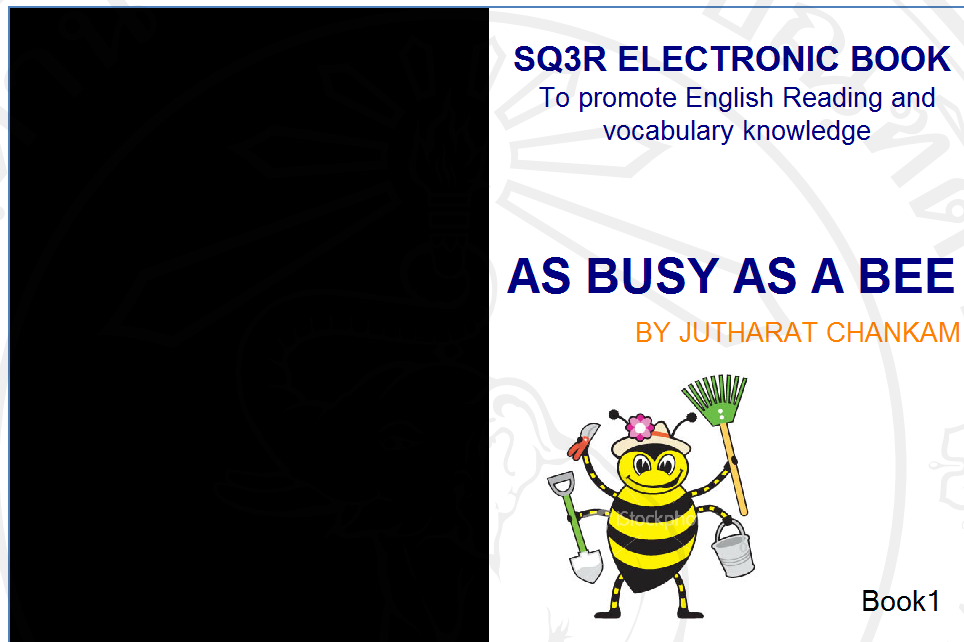
PASSAGE 1

AS BUSY AS A BEE

(1) We use the idiomatic expression “as busy as a bee” for someone who is very **busy**.
 (2) Bees are always busy, and they never stop. (3) They work all day every day. (4) Three different types of bees live in the **hive**. (5) They are the queen, the drones (her husbands), and thousands of worker bees. (6) The worker bees are female. (7) Each worker often visits 1,000 flowers each day. (8) The worker bees collect the food for the hive and for the production of **honey**.
 (9) When a worker bee enters the hive, she does a dance. (10) The dance tells the other bees where to find the flowers. (11) At the flower, the bee **sucks out** sweet nectar into her **stomach**. (12) The bee changes the nectar into honey using **chemicals** in her body. (13) Many of us love to eat the sweet honey on bread. (14) We use it in cookies and in other desserts. (15) When we want to say that something is **extra** sweet, we use the expression “as sweet as honey.”

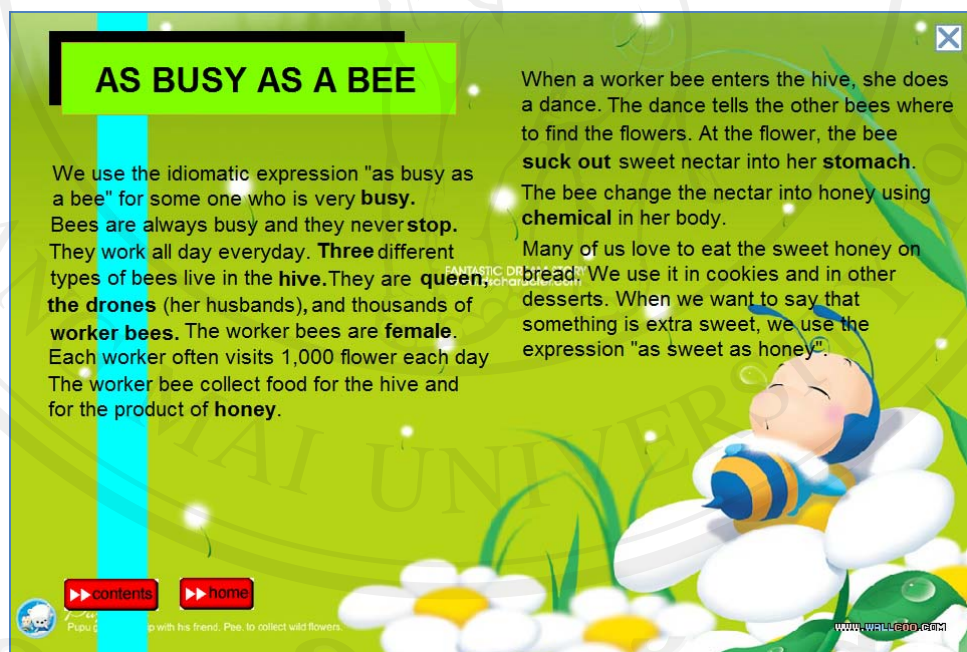
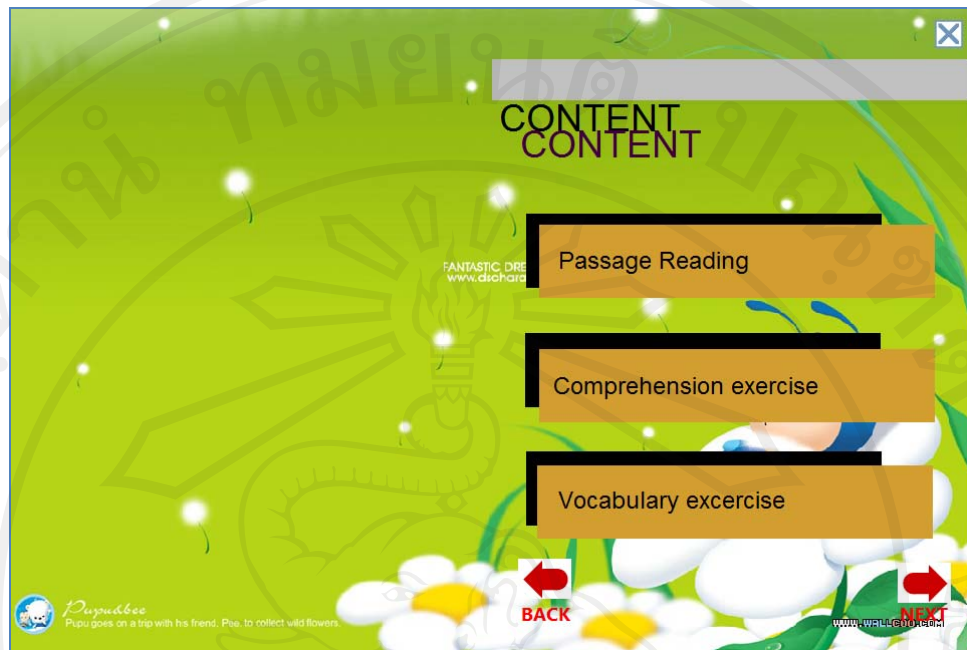
ภาคผนวก ค

ตัวอย่างหนังสืออิเล็กทรอนิกส์



Description

The students read the cover of the Electronic Book. The click at **Book1** button to go to preface page. Click on the **Next** button to go to another page.



Description

The first page shows the content of the reading passage. The students click **Passage Reading** button. Then it will go the passage automatically. The students can click at bold vocabulary to learn the meaning of the vocabulary.

Busy



Alice is very busy.



Julia is very busy.

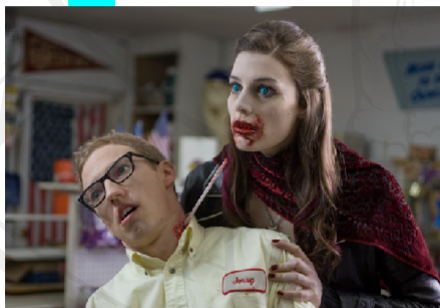


Sandra does manythings in the same time.
She is very busy.

[▶▶ contents](#)

[▶▶ home](#)

suck out



The vampire suck out the blood
from the man's neck.



The man is sucking out the candle.

[▶▶ contents](#)

[▶▶ home](#)

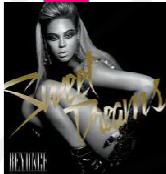
Description

This page shows the meaning of the vocabulary. The students click **home** button to go to the reading passage.

Vocabulary Exercise

Direction: Match the word with the correct picture.

1. honey, 2.hive, 3.stomach, 4.chemical,
5.suck out, 6.the queen, 7.the drone ,
8.female 9.worker bee

A 

C 

B 

D 

E 

H 

F 

I 

G 

honeybee (Apis mellifera)

[▶▶ contents](#) [▶▶ home](#)

Comprehension Exercise

Direction: Choose the best answer

1. How many types of bees live in the hive?

☐ two types

☐ three types

☐ four types

☐ five types

3. What does "as busy as a bee" means?

☐ They love to eat the sweet honey.

☐ They dance when they find the flowers.

☐ They never stop working.

☐ They live in a hive.

2. What does the bee do with the flower?

☐ dance

☐ suck out the nectar

☐ change the nectar into honey

☐ do nothing

4. What does "she" refer to?

☐ the queen bee

☐ the worker bee

☐ the drone

☐ the flower

[▶▶ contents](#) [▶▶ home](#) [send](#)

Description

This page is the vocabulary exercise. The students do the exercise on their notebook then click **send** button to check the answer. After that the students do the comprehension exercise to check their understanding. The students click on the box to choose the correct answer. The students can read the passage again by clicking on **home** button. Finally click **send** button to view the score.

0.00

Question Results

Question:1. How many types of bees live in the hive?
 Your Answer:
 Correct Answer:three types
 Points for Correct Answer:1.00
 Points Received:0.00

Question:2. What does the bee do with the flower?
 Your Answer:
 Correct Answer:dance
 Points for Correct Answer:1.00
 Points Received:0.00

Question:3. What does "as busy as a bee" means?
 Your Answer:
 Correct Answer:They never stop working.
 Points for Correct Answer:1.00
 Points Received:0.00

Question:4. What does "she" refer to?
 Your Answer:
 Correct Answer:the queen bee
 Points for Correct Answer:1.00
 Points Received:0.00

Back Total points: 0.00 Previous Next

Description

This page is the question results. It shows the questions, the correct answers, and the points that the students received. The students click **Previous** button to return to the passage.

Click **Next** button to the next page.

ภาคผนวก ง

แบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษและความรู้คำศัพท์

Achievement Test

Reading Comprehension and Vocabulary Knowledge

Direction: Read each passage and choose the best answer.

Passage I

Parents have a new way to help their sick children—they take them to see **dolphins**. These beautiful animals love to swim fast, jump and play. Dolphins look so nice that seeing **them** makes the children feel better. One eight-year-old boy, Nickkie Brice, could not speak. After he swam with dolphins, he said “In” because he wanted to **return to** the water. That was the first word he said in his life. Hughie Hamilton is a little boy who cannot walk. Doctors said he should do special exercise, so he can walk one day. **He** did not want to do these exercises, but after seeing a friendly dolphin called Fungie, he is happier and wants to do them. Dolphins look very happy, so sick children love them and feel better.

1. The main idea of this passage is that _____.
 - a. Parents need to help sick children and dolphins
 - b. Seeing dolphins make everyone feel a lot of happier
 - c. Sick children may feel better when they see dolphins
 - d. Nickkie and Hughie help dolphins
2. What does ‘**them**’ refers to _____?
 - a. Parents
 - b. sick children
 - c. dolphins
 - d. Nickkie and Hughie
3. What does ‘**dolphins**’ mean? (vocabulary)
 - a. mother and father
 - b. quickly
 - c. warm and kind
 - d. large sea animals that look like shark, but are not dangerous

Nowadays there are many kinds of robots in many places. They have computers with control what they do. Different kinds of robots do different things. **Factory** robots make things, such as cars and fridges. Japan has more of these robots than any other country. The police also use a lot of robots to take apart bombs and stop explosions. In America, police used one of their robots to take a gun from a man, so they could arrest **him**. Robots even go to other planets. The Pathfinder **spaceship** went to the planet Mars. **It** carried a little robot that looked like a toy truck, which moved around to study rocks. It worked very well. Soon there will be robot cars and aero planes, and robots that clean floors and windows. In the future we will see robots everywhere.

a. robot b. a man
c. a police d. a toy

10. What is the main idea of the passage?
- Japan has the most factory robots
 - Japan use a lot of factory robots
 - robot can be very useful for the police
 - robots can do many things for us
11. Which thing **can't** robot do?
- take the bomb apart
 - take a gun from the thief
 - clean windows
 - carry rock on Mar
12. What is the meaning of '**spaceship**'?
- something that carries people through space
 - something that we use to keep food in
 - things that make loud noises and do a lot of damage
 - things that will explode when they are thrown
13. According to the passage, the police use robots _____.
- only to take guns
 - to make many thing
 - to stop bombs from exploding
 - to arrest the thief
14. What does '**factory**' mean?
- a group of buildings in which goods are produced
 - a place where medical treatment is given to people
 - a place to buy things
 - a place which a stage where play and show are performed
15. What does '**it**' refers to _____
- robot
 - The Pathfinder spaceship
 - the planet Mar
 - a toy truck
16. From the passage, we can infer that _____
- Nowadays we can see robots everywhere
 - Robots can go to other planets
 - Mars is only one planet which robot can go
 - Robots can work without computer

Passage III

Not only animals can move. Plants can too. PraditKhampermpoon is a plant breeder in UdonThani, and is a famous for this orchids. He heard old stories about a kind of plant that moved its leaves to music and tried to find it. Hesucceeded 15 years later. The plant was a kind of bean called Thai gyrant. Mr. Pradit cross-bred Thai Gyrant with some plants from China. After seven years he had a plant called the Miss Udon dancing plant, with moves its leaves more than Gyrant does. Its favorite music slow and sad. Mr. Pradit lets people come into his garden to see his dancing plants and they make them happy. Some visitors sing to the plants and dance along with them. Mr.Pradit says people have many problems nowadays and the plants help them to relax.

17. What does 'He' refer to _____
 - a. Mr.Pradit
 - b. Miss Udon dancing plant
 - c. the visitor
 - d. the Thai Gyrant
18. What is the main idea of the passage?
 - a. a Thai gardener has created a dancing plant
 - b. the miss Udondacing plant need music to live
 - c. Mr.Pradit makes a lot of money from moving plants
 - d. The visitors like to see a dancing plant
19. From the time he first heard about Thai Gyrant plants, it took Mr.Pradit _____ .
 - a. 5 years to breed a new dancing plants
 - b. 7 years to find a new dancing plants
 - c. 15 years to breed Miss Udon dancing plants
 - d. 22 years to find some Miss Udon dancing plants
20. What does 'visitors' mean?
 - a. people who come to see a place.
 - b. look for something
 - c. place to have a holiday
 - d. things which are used to carry

21. After reading the whole passage, we can see that Mr. Pradit is a _____.
 a. singer and a dancer b. sad man with problems
 c. determined and kind man d. smart and good-looking
22. What does **'them'** refer to _____?
 a. dancing Plants b. problems
 c. plants from China d. visitors
23. What music does dancing plants like?
 a. fast and happy b. slow and happy
 c. slow and sad d. fast and sad
24. What does **'relax'** mean?
 a. to rest after work by doing something enjoyable
 b. to allow a person to come out of a place
 c. to reduce or remove pain
 d. to start something again

Passage IV

Blood types were discovered nearly 100 years ago, in Vienna, Austria. About 10 years later, scientists in Europe began suggesting that there might be a connection between a person's blood type and his or her **personality**. Recently, this belief has become **popular**, especially in parts of Asia. Because many people believe in the blood-type/personality connection, different products and service make use of **it**. For example, computer-dating services will often use blood type information to put people together. Key holder, soft drinks, and lighters have been designed to match people's type. Some companies even ask job applicants **their** blood type during interviews.

25. The passage is mainly about _____.
 a. The discovery of the blood-type
 b. The popularity of the blood-type
 c. The connection between blood-type and personality
 d. The using of blood-type to match people together

26. What does '**popular**' mean?

- a. not difficult
- b. having very little money
- c. enjoy by many people.
- d. causing great interest

27. What can we conclude about the blood-type?

- a. People has the same blood-type
- b. The company can't use blood-type for applying the job
- c. Blood-type is a common way of defining personality
- d. There aren't any service using blood-type information

28. This word '**personality**' mean?

- a. A small house with its roof in the large of a dome
- b. A building or group of building
- c. The characteristic of a person seen as a whole.
- d. A person who take public meeting

29. The scientist discovered the blood-type in _____?

- a. Asia
- b. Africa
- c. Europe
- d. America

30. Which is **NOT** designed to match people type?

- a. lighter
- b. mobile phone
- c. key holder
- d. soft drink

31. What does '**it**' refer to _____?

- a. people
- b. blood-type
- c. product
- d. service

32. What does '**their**' refer to _____?

- a. companies
- b. job applications
- c. interviews
- d. blood-types

Passage V

About two weeks ago, it rained really hard. I was sitting in my living room watching TV when suddenly I felt something crawling up my leg. It was a cockroach!

Eew, eew, eew! I hate cockroaches! So I screamed and ran to the bathroom to wash my leg, but I met an even worse nightmare. There were about 20 cockroaches crawling all over. I wanted to die because I **hate them** so much. They came up through the water pipes because the pipes were starting to overflow from the hard rain. I had to spray the entire bathroom with **insecticide** and wait until they all died. **It** was disgusting! So now wherever it rains, I quickly place a piece of Scotch Tape over the water pipes so that no more cockroaches can come up.

33. What is the best title of the passage?

- a. Killing cockroaches with insecticide
- b. Rainy day in the living room
- c. Bad experience with cockroaches
- d. Cockroaches from the pipes

34. The word '**hate**' has the same meaning as _____.

- a. meet
- b. want
- c. dislike
- d. see

35. What does '**insecticide**' mean?

- a. a creature that live in water
- b. a substance used for killing insects
- c. a type of small creature having six legs
- d. a large reptile that lives in rivers in hot parts of the world

36. Where do the cockroaches from?

- a. the living room
- b. the bathroom
- c. the water pipes
- d. the Scotch tape

37. What did she do when she saw a cockroach?

- a. She screamed and ran to the bathroom
- b. She walked to the living room
- c. She placed a piece of Scotch Tape over the water pipes
- d. She ran to the bathroom to wash her leg

38. What does **‘them’** refer to _____?

- a. bathrooms
- b. water pipes
- c. rains
- d. cockroaches

39. What does **‘it’** refer to?

- a. insecticide
- b. rain
- c. scotch tape
- d. water pipe

40. What can we infer from the passage?

- a. Most people like cockroaches
- b. Cockroaches are difficult to kill
- c. Insecticides not give the best control of cockroaches
- d. Cockroaches prefer light site more than dark site

ภาคผนวก จ

รายละเอียดการคำนวณ

ตารางที่ 6 เปรียบเทียบผลการวัดความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนก่อนและหลังการใช้เทคนิค เอส คิว ทรี อาร์ กับหนังสืออิเล็กทรอนิกส์ (คะแนนเต็ม 30 คะแนน)

คน	ก่อน	หลัง	ผลต่าง
1	10	12	2
2	15	18	3
3	11	14	3
4	9	11	2
5	11	15	4
6	7	13	6
7	9	13	4
8	20	25	5
9	16	22	6
10	10	13	3
11	10	19	9
12	14	15	1
13	16	20	4
14	12	17	5
15	15	19	4
16	11	18	7
ค่าเฉลี่ย	12.25	16.50	4.25

จากตาราง 6 พบว่า ค่าเฉลี่ยของคะแนนจากแบบทดสอบวัดความเข้าใจภาษาอังกฤษก่อนการใช้เทคนิค เอส คิว ทรี อาร์ กับหนังสืออิเล็กทรอนิกส์ มีค่าเฉลี่ยเท่ากับ 12.25 คะแนน และค่าเฉลี่ยของคะแนนทดสอบหลังเรียนเท่ากับ 16.50 คะแนน ค่าเฉลี่ยของผลต่างเท่ากับ 4.25 คะแนน

ตารางที่ 7 เปรียบเทียบผลการวัดความรู้คำศัพท์ภาษาอังกฤษของนักเรียนก่อนและหลังการใช้เทคนิค เอส คิว ทรี อาร์ กับหนังสืออิเล็กทรอนิกส์ (คะแนนเต็ม 10 คะแนน)

คน	ก่อน	หลัง	ผลต่าง
1	2	5	3
2	4	7	3
3	3	4	1
4	3	5	2
5	4	5	1
6	2	4	2
7	0	3	3
8	5	7	2
9	4	4	0
10	3	5	2
11	4	6	2
12	2	5	3
13	4	7	3
14	3	3	0
15	2	6	4
16	4	5	1
ค่าเฉลี่ย	3.06	5.06	2.00

จากตาราง 7 พบว่า ค่าเฉลี่ยของคะแนนจากแบบทดสอบวัดความรู้คำศัพท์ภาษาอังกฤษ ก่อนการใช้เทคนิค เอส คิว ทรี อาร์ กับหนังสืออิเล็กทรอนิกส์ มีค่าเฉลี่ยเท่ากับ 3.06 คะแนน และค่าเฉลี่ยของคะแนนทดสอบหลังเรียนเท่ากับ 5.06 คะแนน ค่าเฉลี่ยของผลต่างเท่ากับ 2.00 คะแนน

ตารางที่ 8 ผลการวิเคราะห์ค่าความยากง่าย (p) และค่าอำนาจจำแนก (r) เป็นรายชื่อของ
แบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษและความรู้คำศัพท์

ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)	ข้อที่	ค่าความยากง่าย (p)	ค่าอำนาจจำแนก (r)
1	0.26	0.32	21	0.42	0.20
2	0.34	0.27	22	0.28	0.34
3	0.36	0.22	23	0.40	0.27
4	0.30	0.33	24	0.40	0.31
5	0.30	0.25	25	0.26	0.29
6	0.20	0.32	26	0.30	0.25
7	0.28	0.21	27	0.24	0.21
8	0.20	0.28	28	0.26	0.20
9	0.30	0.25	29	0.36	0.20
10	0.20	0.24	30	0.28	0.29
11	0.30	0.24	31	0.30	0.29
12	0.32	0.34	32	0.38	0.21
13	0.28	0.26	33	0.48	0.56
14	0.38	0.34	34	0.20	0.30
15	0.46	0.35	35	0.22	0.22
16	0.38	0.42	36	0.28	0.25
17	0.24	0.23	37	0.36	0.08
18	0.32	0.25	38	0.28	0.22
19	0.34	0.32	39	0.20	0.25
20	0.30	0.42	40	0.20	0.22

ตารางที่ 9 ผลการวิเคราะห์หาค่าดัชนีความสอดคล้อง (IOC) ของแบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษและความรู้คำศัพท์

ข้อสอบ	ผู้เชี่ยวชาญ			ค่า IOC	สรุปผล
	คนที่ 1	คนที่ 2	คนที่ 3		
ข้อที่ 1	+1	+1	+1	1.00	ใช้ได้
2	+1	+1	+1	1.00	ใช้ได้
3	+1	+1	+1	1.00	ใช้ได้
4	+1	+1	+1	1.00	ใช้ได้
5	+1	+1	+1	1.00	ใช้ได้
6	+1	+1	+1	1.00	ใช้ได้
7	+1	+1	+1	1.00	ใช้ได้
8	+1	+1	+1	1.00	ใช้ได้
9	+1	+1	+1	1.00	ใช้ได้
10	+1	+1	+1	1.00	ใช้ได้
11	+1	+1	+1	1.00	ใช้ได้
12	+1	+1	+1	1.00	ใช้ได้
13	+1	+1	+1	1.00	ใช้ได้
14	+1	+1	+1	1.00	ใช้ได้
15	+1	+1	+1	1.00	ใช้ได้
16	+1	+1	+1	1.00	ใช้ได้
17	+1	+1	+1	1.00	ใช้ได้
18	+1	+1	0	0.67	ใช้ได้
19	+1	+1	+1	1.00	ใช้ได้
20	+1	+1	+1	1.00	ใช้ได้
21	+1	+1	+1	1.00	ใช้ได้
22	+1	+1	+1	1.00	ใช้ได้
23	+1	+1	+1	1.00	ใช้ได้
24	+1	+1	+1	1.00	ใช้ได้
25	+1	0	+1	0.67	ใช้ได้

ตารางที่ 9 (ต่อ) ผลการวิเคราะห์หาค่าดัชนีความสอดคล้อง (IOC) ของแบบทดสอบวัดความเข้าใจ
ในการอ่านภาษาอังกฤษและความรู้คำศัพท์

ข้อสอบ	ผู้เชี่ยวชาญ			ค่า IOC	สรุปผล
	คนที่ 1	คนที่ 2	คนที่ 3		
26	+1	+1	+1	1.00	ใช้ได้
27	+1	+1	+1	1.00	ใช้ได้
28	+1	+1	0	0.67	ใช้ได้
29	+1	+1	+1	1.00	ใช้ได้
30	+1	+1	+1	1.00	ใช้ได้
31	+1	+1	+1	1.00	ใช้ได้
32	+1	+1	+1	1.00	ใช้ได้
33	+1	+1	+1	1.00	ใช้ได้
34	+1	+1	+1	1.00	ใช้ได้
35	+1	+1	+1	1.00	ใช้ได้
36	+1	+1	+1	1.00	ใช้ได้
37	+1	+1	+1	1.00	ใช้ได้
38	+1	+1	+1	1.00	ใช้ได้
39	+1	+1	+1	1.00	ใช้ได้
40	+1	+1	+1	1.00	ใช้ได้
41	+1	+1	+1	1.00	ใช้ได้
42	+1	+1	+1	1.00	ใช้ได้
43	+1	+1	+1	1.00	ใช้ได้
44	+1	0	+1	0.67	ใช้ได้
45	+1	+1	+1	1.00	ใช้ได้
46	+1	+1	+1	1.00	ใช้ได้
47	+1	+1	+1	1.00	ใช้ได้
48	+1	+1	+1	1.00	ใช้ได้
49	+1	+1	+1	1.00	ใช้ได้
50	+1	+1	+1	1.00	ใช้ได้

ตารางที่ 10 ผลการวิเคราะห์หาค่าดัชนีความสอดคล้อง (IOC) ของหนังสืออิเล็กทรอนิกส์

รายการประเมิน	ผู้เชี่ยวชาญ			ค่า IOC	สรุปผล
	คนที่ 1	คนที่ 2	คนที่ 3		
1. ด้านเนื้อหา					
1.1 เนื้อหามีความสอดคล้องกับจุดประสงค์การเรียนรู้	+1	+1	+1	1.00	ใช้ได้
1.2 เนื้อหาเหมาะสมกับระดับชั้นของผู้เรียน	+1	+1	+1	1.00	ใช้ได้
1.3 เนื้อหาเหมาะสมกับเวลาที่กำหนด	+1	+1	0	0.67	ใช้ได้
1.4 ความถูกต้องของเนื้อหา	+1	+1	+1	1.00	ใช้ได้
1.5 การจัดเรียงลำดับเนื้อหา	+1	+1	+1	1.00	ใช้ได้
1.6 การนำเสนอบทเรียนกระตุ้นความสนใจ	0	+1	+1	0.67	ใช้ได้
2. ด้านการใช้ภาษาและตัวอักษร					
2.1 ภาษามีความถูกต้องและเหมาะสมกับระดับชั้นของผู้เรียน	+1	+1	+1	1.00	ใช้ได้
2.2 ความเหมาะสมของขนาดตัวอักษร	+1	0	+1	0.67	ใช้ได้
2.3 ตัวอักษรมีสีพื้นสวยงามและเหมาะสม	+1	+1	+1	1.00	ใช้ได้
3. ภาพเคลื่อนไหวและภาพนิ่งประกอบ					
3.1 ภาพเคลื่อนไหวและภาพนิ่งประกอบสัมพันธ์กับเนื้อหา	+1	+1	0	0.67	ใช้ได้
3.2 ภาพเคลื่อนไหวและภาพนิ่งประกอบมีสีพื้นสวยงามและเหมาะสม	+1	+1	+1	1.00	ใช้ได้
4. ความเหมาะสมของหนังสืออิเล็กทรอนิกส์	+1	+1	+1	1.00	ใช้ได้
โดยรวม					

ประวัติผู้เขียน

ชื่อ-สกุล

นางสาวจุฑารัตน์ จันทร์คำ

วัน เดือน ปีเกิด

18 ธันวาคม 2526

ประวัติการศึกษา

พ.ศ. 2544

สำเร็จการศึกษาระดับมัธยมศึกษาตอนปลายจาก โรงเรียนสตรีศรีน่าน
จังหวัดน่าน

พ.ศ. 2548

สำเร็จการศึกษาระดับปริญญาตรี ศึกษาศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ
คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่

การทำงาน

พ.ศ. 2548

ครู โรงเรียนภูคาวิทยาคม อำเภอปัว จังหวัดน่าน

พ.ศ. 2552-ปัจจุบัน

ครู โรงเรียนป่าเลาหลวงวิทยา อำเภอสันติสุข จังหวัดน่าน