

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจสอบแผนการสอนและแบบทดสอบความสามารถในการฟังภาษาอังกฤษ

1. อาจารย์ พูนรัตน์ แสงหนุ่ม คณะบดีคณะมนุษยศาสตร์และสังคมศาสตร์
สถาบันราชภัฏ เชียงใหม่
2. อาจารย์ สังขยา บุญมา หัวหน้าหมวดวิชาภาษาต่างประเทศ
โรงเรียนนวมินทราชูทิศ พายัพ
อำเภอแมริม จังหวัดเชียงใหม่
3. อาจารย์ วัชรพงษ์ ทองงาม แผนกวิชาภาษาอังกฤษ
วิทยาลัยนาฏศิลป์
จังหวัดเชียงใหม่

ภาคผนวก ข
แผนการสอนการฝึกใช้กลยุทธ์ปัญญาในการฟังภาษาอังกฤษ

Lesson plan 1

Subject : English 024

Class : M.4

Content : News item

Time : 2 periods

Objectives : Students should be able to

1. use metacognitive strategies : planning ;prediction
2. fill in information from listening to the text.
3. pose questions after they finish listening.

- Pre-listening**
1. The teacher tells types of metacognitive strategies which students are going to be trained such as planning strategies : prediction or guessing the content of the listening text before listening.
 2. The teacher shows headline news " POLICE HUNT FOR CHILDREN" Helicopters and dogs join search and pictures.
 3. The teacher asks the students questions which help students to plan for listening such as
 - What do you think the topic is about ?
 - What question comes to your mind as you read the title ?
 - What words can be used to describe the picture ?
 4. The students work in groups of five to make a list of the vocabulary items ,phrases, or expressions which they anticipate to hear from the listening text.
 5. Each group write their guesses on the board.
 6. The teacher distributes the cloze exercises.

7. The teacher tells the students that they are going to hear an announcer reporting about police having found the four children who disappeared ,but the report is not completed . You are to predict parts of the missing messages to be able to understand the whole report.
8. The students then predict the content of the listening text.
9. The teacher asks some questions.

- Now, can you tell me what new information you get from the cloze exercise ?

While-listening 10. The teacher plays the tape twice .

Post-listening 11. The students compare their answers with partners.

12. The teacher asks some questions .

-Are yours predictions correctly ?

13. Each group pose questions from the news report they have listened and report them to the whole class.

Evaluation : From the students' discussion ,which observe whether the students use appropriate metacognitive strategies in planning and prediction.

: From the students' exercises, which evaluate whether the students fill in information and pose questions after they finish listening.

Teaching materials : Worksheets

Tape recorder

Picture

Worksheet

News item

Police have found _____ from Stonehouse near Glasgow only _____ away from _____. They were found in _____ of an empty _____ directly across _____ from where _____. Although they were _____ and _____, They are otherwise quite _____. It seems that _____ were _____ and somehow managed to lock themselves in. _____ police and _____ volunteers joined in the search for _____, but no-one looked in the _____ because they thought it was _____ for the _____ to _____ there. The _____ were thrilled that their _____, but some _____ criticised the police for taking so long to _____.



Sally Baird



Robert Lawson



Jean Lawson



POLICE HUNT FOR CHILDREN

Helicopters and dogs join search

POLICE are searching for four children who have been missing from their home near Glasgow for nearly 24 hours.

The three five-year-old girls and a boy of three were last seen early yesterday afternoon by a neighbour. No-one has seen them since.

Police have organised a search of the neighbourhood to try to find the four children. As well as 100 police, the team includes two helicopters, trained dogs, divers and 200 volunteers.

Inspector Peter Douglas, who is leading the search, said last night "We can think of no reason why the children have gone missing. We have looked everywhere, and now we are looking again."

Parents' plea

The parents of the missing children last night spoke on TV news about their ordeal



A police officer searches houses for the four children who have been missing overnight.

*Tapescript***Headline news**

Police have found the four children from Stonehouse near Glasgow only a few yards away from their homes. They were found in a cellar of an empty building directly across the street from where one of the children lives. Although they were tired , cold and hungry , they are otherwise quite well. It seems that the four were playing in the cellar and somehow managed to lock themselves in. One hundred police and two hundred volunteers joined in the search for the children , but no-one looked in the cellar because they thought it was impossible for the children to get in there. The parents of the four were thrilled that their children were safe , but some neighbours criticised the police for taking so long to find them.

Source : Adrian Doff , Christopher Jones.(1991) Language In Use .

A Pre-intermediate course . Cambridge University Press

Lesson plan 2

Subject : English 024 (English Listening and Speaking)

Level : M.4

Content : Radio news report

Time : 2 periods

Objectives : Students should be able to

1. use metacognitive strategies : planning ; prediction (meaning, expressions that are likely to be in the radio news report.
2. listen and complete a summary of the listening information by matching the listening text with pictures and by matching the listening text with sentence parts.
3. report listening information orally.

- Pre-listening**
1. The teacher tells types of metacognitive strategies which students are going to be trained such as planning strategies : prediction or guessing meaning and expressions of the listening text before listening.
 2. The teacher writes the headline of a radio news report on the board.
 "The United States Government is cracking down on spying gadgets"
 The students work in groups of five.
 3. The teacher asks the students to predict the meaning of an expression from its context.
 - What do you think the meaning of "Cracking down on " is ?
 - A. encouraging the sale of
 - B. trying to stop
 - C. involved with
 4. The teacher elicits the reasons for the choices the students make and go over the possibilities with them.
 - Do you think it's likely that a government would encourage the sale of these gadgets ?
 - Would they try to stop sales ?
 - Does the expression "*crack down on*" suggest a positive or a negative action to them ?

5. The teacher shows word cards to get the students to predict expressions that are likely to be in a news report.

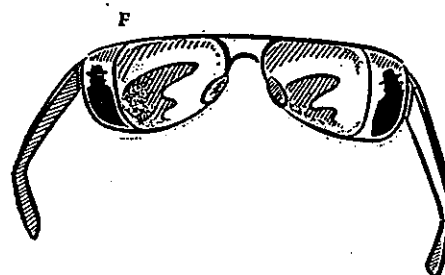
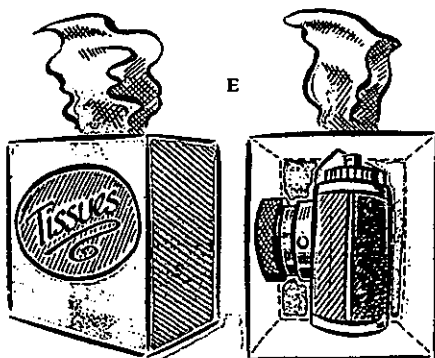
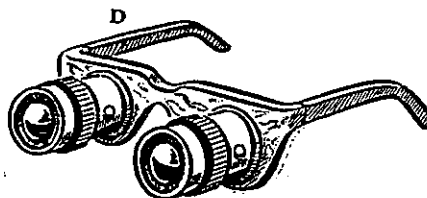
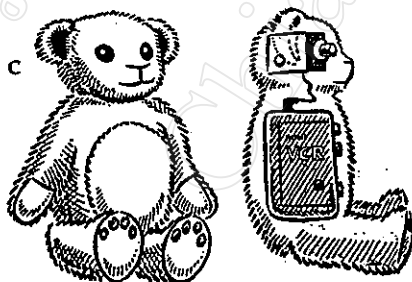
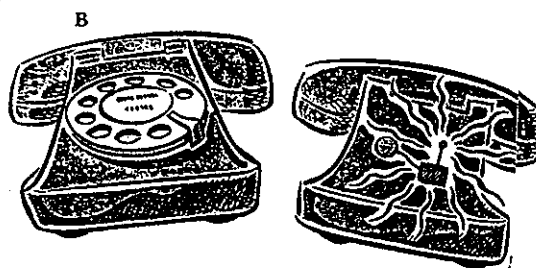
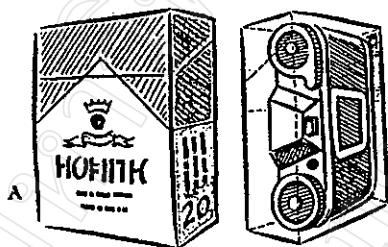
video cameras	high-tech gadgets	cooking equipment
bugging devices	used illegally	safety and security
guest	drug-dealing	kidnapping
criminals	tent	support-team
baby-sitter		

6. The students compare their ideas with other students.
7. The teacher distributes exercises 1 and 2.

Radio news report

Exercise 1 Listen for confirmation. Listen and check your guesses.

Which of the gadgets in the picture are mentioned in the radio news report ?



Exercise 2 Listen again and confirm your answers.

Work in pairs, and think about the radio report you've just heard.

Match each beginning in list A with an ending in list B

- | A | B |
|---------------------------------------|---------------------------------------|
| 1. Listening devices... | a. to read letters in the dark |
| 2. Video cameras... | b. was used by kidnappers |
| 3. Night googles help people... | c. are being used illegally |
| 4. Two managers... | d. was put in with some hidden drugs. |
| 5. More than 40 shops... | e. were arrested |
| 6. In New York, a listening device... | f. were raided by the government |
| 7. In Miami, a similar device... | g. are hidden in teddy bears |

While-listening 8. The teacher plays the tape through once. The students listen for over all gists, and check their guesses in exercises 1 and 2

9. The students work in pairs to decide which gadgets shown in the visual were mentioned on the tape.

Post-listening

10. The students compare their answers with other students.

11. The teacher elicits a first reaction to the tape the students have just heard.

- Do you think this is a problem in your own country ?
- What do you think of the examples of spying by ordinary people that you have just heard about ?

12. The students report information orally about the radio news report they have listened.

Evaluation : From the students' discussion, which notice whether the students use appropriate metacognitive strategies in planning and prediction.
: From the students' exercises, which assess whether the students listen and complete a summary of the listening information

Teaching Materials : Worksheets
Tape recorder
Word cards

Tapescript

Radio news report

Radio LFBJ , this is the News at Nine Special Report. The United States Government is cracking down on spying gadgets. American 'spy shops' – that sell such high-tech gadgets as listening devices which are being used illegally and video cameras which are hidden in teddy –bears- will soon face a real problem as the United States Government prepares to try to stop them.

Spy shops have spread rapidly throughout America in recent years. They offer many high-tech gadgets , for example night goggles that help people read letters in the dark ; bugging devices that let telephone conversations be heard secretly by other people ; and ' rear-view' sunglasses to help you check if anyone is following you. Last month , after a two-year investigation by Government agents , two managers of the country's largest spy shop were arrested for selling illegal bugging equipment. More than 40 shops in 27 cities were raided by the Government , and 15 people were arrested.

The people who make and sell the devices say that their products simply provide more safety and security for the ordinary person. The devices are used to check on family members , and this, it is claimed ,is something that people have a right to do. On the other hand, the government thinks that these gadgets are also being used for illegal purposes , including spying on other companies , drug-dealing , and kidnapping. In one case in New York , a listening device was used by kidnappers to check on their victim; in Miami , a similar device was put in with some hidden drugs , so that the drug dealers were warned if their secret was discovered by government agents.

Most of the equipment ,however, is bought not by criminals but by individuals who want to know more about someone in their family. Among the most popular items in New York's spy shops is a \$500 teddy with a very small camera in one of its eyes. It can be used to check on the baby-sitter, and ...on the baby !

Source : Joanne Collie.(1997) Double Take .Listening and Speaking 3.

Oxford University Press

Lesson plan 3

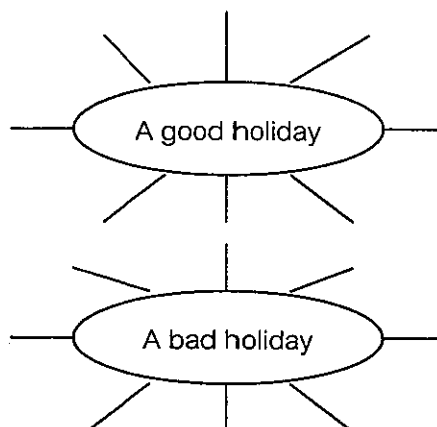
- Subject** : English 024 (English listening and Speaking)
- Level** : M.4
- Content** : Holiday
- Time** : 2 periods
- Objectives** : Students should be able to
1. use metacognitive strategies : planning , paying attention to vocabulary and expressions.
 2. tell their own experiences about "Holiday"

Pre-listening

1. The teacher informs types of metacognitive strategies which students are going to be trained such as planning strategies : paying attention to vocabulary and expressions.
2. The teacher distributes worksheets (1) about vocabulary work.
3. The students work in pairs to add the words or expressions in the box to the two diagrams.

Worksheet (1)

excellent best hated loved nice
 boring awful fascinating terrific
 dreadful great happy sad fun wonderful



4. The teacher draws the two diagrams on the board. As students finish their work, pairs them up and write down the new words they've added.

5. The students share their personal experiences in groups of five

- What have you enjoyed doing in your school holiday ? or
- Have you travelled to other places ? How did you travel ? Who did you go with ?

6. The teacher asks the students to tell each other about their favorite activities during holiday time, and their holiday experiences.

- Were there ever any times when you were not very happy, or were bored or didn't have enough to do ?

7. The teacher distributes worksheets (2)

Before you listen, you are going to hear families talking about their holidays. First, put the expressions in the box under the right heading. Which of them describe actions, and which describe feelings ?

Worksheet(2)

What they did :

How they felt :

We drove all the way from London to Rome

What a great time we had

We spent all our days in the museums

It was such fun

We were so hot

It was so boring

My dad got cross

I felt very sad

I was so happy on the farm

I spent a lot of time reading in my room

Five of us went to the seaside

8. The students compare their answers with other students.

9. The teacher distributes worksheets (3).

- The teacher tells the students that they are going to hear two separate conversations : first, a woman and her daughter talk about their memories of a family holiday ; second, a father and his two children reminisce about family holidays.
- The teacher tells the students to pay attention to vocabulary and phrases

While-listening 10. The teacher plays the first half of the tape. Pause and let the students write in P or T beside the expressions they've heard.

Then the teacher plays the second half .

Worksheet(3)

Listen and put P beside the things mentioned by a parent, and T beside the things mentioned by a teenager.

- a ☐ museums in Paris and Rome
- b ☐ food in Paris and Rome
- c ☐ the car journey
- d ☐ the children spending the summer with their grandparents
- e ☐ hiking with friends
- f ☐ riding on the tractor
- g ☐ feeding the animals
- h ☐ reading in the garden
- i ☐ going to the seaside with the school

Post-listening 11.The students compare their answers with other students.

12. The students tell their own experiences about "*Holiday*".

Evaluation : From the students 'discussion,which observe whether the students use appropriate metacognitive strategies in planning by paying attention to vocabulary and phrases.

: From the students ' exercises , which evaluate whether the students use appropriate strategies in paying attention to vocabulary and phrases.

Teaching Materials : Worksheets

Tape recorder

Tapescript

Holiday

Woman Oh we had a wonderful holiday once when the children were small. We drove all the way from London to Rome. And all the way we stopped in Paris and saw some fascinating museums. The food ,of course,was terrific. And then on to Rome-what a great time we had there! Absolutely lovely...I remember it so clearly! We spent all our days in the museums- there were so many things to see- it was such fun and we all enjoyed it so much. We just loved it !

Girl 1 Well, my memories are a bit different from Mum's! My brother and I hated that car journey! It took so long...and we were so hot in the car...and it was so boring! Every five minutes my brother would call out:'When are we going to get there? I'm bored. I feel sick. Are we nearly there yet?' And my Dad got cross with him and once...he stopped the car and told my brother to get out and walk the rest of the way to Rome! So my brother had to be quiet after that. We didn't like the food at all-you know, because it was strange food and we wanted our usual things. I think kids don't like new foods very much...at least we didn't. So, it wasn't the best holiday we've ever had! [PAUSE]

Man Well...when the children were young we just didn't have any money to go on holiday together. My wife and I were doing shift work ,you know working nights, late hours and so on, and there was nobody to look after the kids all the time...so for several summers they went and stayed with their grandparents on the farm. I felt very sad about it really. And now...I mean,erm...now we can afford to go on holiday, but my kids are teenagers now,and, well, they prefer going hiking with their own friends.

Boy 1 It's funny what Dad says ,because you know I was so happy on the farm when we were kids. My granddad used to let me ride on the tractor with him...I loved feeding the animals--there was a horse,and, erm,some cows...And it was just great. My grandparents let us do anything we liked , really – that was really nice.

Girl 2 Yeah , I agree. It was great. I spent a lot of time reading in my room at grandma's or out in the garden , in the shade of the apple tree , with my favourite books- I love reading and there isn't any time when we're at school , with homework and all ...But now of course Dad's right , I do prefer hiking with my friends ! Last summer five of us went to the seaside...with the school ,you know...and a teacher. It was excellent- the best time of all

Source : Joanne Collie.(1997) Double Take. Listening and Speaking 3
Oxford University Press.

Lesson plan 4

Subject : English 024 (English listening and Speaking)

Level : M.4

Content : My best friend

Time : 2 periods

Objectives : Students should be able to

1. use metacognitive strategies : planning ,paying attention to specific information and focusing on key words.
2. fill in information from listening to the text.
3. tell their own experiences about their "best friends"

Pre-listening

1. The teacher tells types of metacognitive strategies which students are going to be trained such as planning : listening for specific information and focusing on key words.
2. The teacher shows the pictures and word cards to practice 'relationships' vocabulary.

Look at the pictures. Which words go with each picture ?

fall in love with	get on well with	get married to
get divorced from	split up with	go out with
fancy	argue with	love

2. The teacher asks the students to match the words and pictures in groups, using a dictionary .

3. The students discuss the questions given.

Which of the words given above could you do with these people ?

1. your brother / sister
2. your boss
3. your neighbour
4. your boyfriend / girlfriend
5. your husband / wife

4. The teacher informs the purpose of listening.

This is a longer listening in five parts talking about relationships.

(*My best friend*) You have to find two or three key words in each description which tell you the relationships.

5. The teacher distributes worksheets for listening .

- The teacher tells the students to pay attention to specific information and to focus on key words which can help you understand what you hear.

Worksheet

My best friend

1. Listen to these people talking about relationships.

- A. What relationships are they talking about ? Which one isn't real ?
- B. Listen again. Can you find two or three key words in each description which tell you the relationship ?

Relationship	Key words
1	
2	
3	
4	
5	

6. The students complete the chart in pairs.

While-listening 7. The teacher plays the tape recorder , pausing at the end of each section for students to confer.

8. The teacher replays the tape recorder and tells the students to monitor the listening passage.

Post-listening 9. The students compare their answers with other students.

10. The students complete the specific information and keywords in the charts given and tell their own experiences about *"My best friend"*

Evaluation : From the students 'discussion ,which observe whether the students use appropriate metacognitive strategies in planning.

: From the students 'exercises ,which evaluate whether the students use appropriate metacognitive strategies in paying attention to specific information and focusing on key words , and fill in information from listening to the text.

Teaching Materials : Pictures

Worksheets

Word cards

Tape recorder



*Tapescript***My best friend**

1. She's my best friend. She comes into my bedroom every morning and jumps onto my bed. She's always happy to see me ,which is nice. She loves hiding under a newspaper and rushing in and out, round and round. She's done that since she was a kitten. And if I'm upset, and I go to my room , she follows me. I tell her all my problems and she listens , you know.
2. They're a nice couple. We're at 18 and they're at 20, next door. They keep themselves to themselves-sometimes I meet them when I'm going out to work in the morning , and we say hello ,but otherwise I don't see much of them. They keep their house and garden really neat and tidy. We get on fine.
3. We sometimes argue ,because we share an office , and I think if you share an office you get on each other's nerves a bit. You know , stupid things,like should the window be opened or closed,should the heating be on or off , whose turn it is to wash the cups , that sort of thing...Most of the time we get on OK.
4. I want him to be tall , dark,and handsome! He has to be youngish , in his 20S, with big brown eyes. He has to dress well -you know ,nice clothes , not necessarily expensive. And he should be kind and considerate , and listen to what I have to say , and respect my opinions.
5. We knew each other for years before we started going out together. It wasn't exactly love at first sight ! But we get on really well, we never argue , our friends can't believe it ! I was a bit worried when we decided to get married last year – I thought it would change things ,but it's been fine.

Source : Bruce McGowen,Vic Richardson.(2000) *Clockwise*.

Pre-intermediate. Oxford University Press.

Lesson plan 5

Subject	: English 024 (English listening and Speaking)
Level	: M.4
Content	: Do People Help Animals, Too ?
Time	: 2 periods
Objectives	: Students should be able to 1. use metacognitive strategies :planning,monitoring ,and evaluation. 2. fill in information from listening to the text. 3. write a paragraph and report it from the listening text.
Pre-listening	1. The teacher tells all type of metacognitive strategies which students are going to be trained such as planning strategies, monitoring strategies, and self-evaluation strategies. 2. The teacher shows a picture and title of the dialogue."<i>Do People Help Animals,Too?</i>" 3. The students work in groups of five to describe the picture and the title. - What do you already know about this title ? - What words can be used to describe this picture ? 4. The teacher informs the advantage of planning strategies such as prediction before listening can help you understand what you hear. You need to ask yourself some questions related to the title and the picture. - Who are the people ? - Where do you think they are ? - What happened before this scene ? - What might happen next ?

5. The teacher distributes checklists for listening (Before listening part) which access to prediction.

Performance checklist for listening

Student name : _____ Date _____

Before listening	Yes
I understand the task (what I have to do after I have finished listening)	
I know what I must pay attention to while I listen	
I have asked the teacher for clarifications, if necessary	
I have attempted to recall all that I know about the topic	
I have attempted to recall what I know about the type of text I will listen to and the type of information I will probably hear	
I have made predictions on what I am about to hear	
I am ready to pay attention and concentrate on what I am about to hear	
I have encouraged myself	

6. The teacher distributes worksheets.

QUESTIONS	BEFORE LISTENING	AFTER LISTENING	REASON (S)	V
1 Where is the dog?				
2 Who are the people standing on the street ?				
3 Why is the truck there?				

V = Verification (check in this column when your prediction has been verified)

7. The students write their predictions in the charts given.

- Work with a partner. Before you listen to "Do People Help Animals, Too?" Look at the picture again and try to answer the question. Write short answers. Then listen and check your answers.

While-listening 8. The teacher pauses the tape recorder each part so the students have time to take notes.

9. The teacher stops the tape recorder and ask questions which reinforce students' ability to monitor what they hear.

- Did you confirm or reject any of your predictions ?
- Were there any unfamiliar words or concepts ? If so, what did you do?

10. The teacher asks the students to listen again and check whether their predictions are right.

Post-listening 11. The students identify their reasons for the given answers in REASON column.

12. The students compare their answers with their partners. Then they check in V column when their predictions have been verified.

13. The teacher asks the students assess use of strategies by asking some questions.

- How did you guess the meaning of certain words ?
- What helped you understand ?
- What problem did you have ?

14. The students discuss some questions with their partners.

- How does the woman feel about saving the dog ?
- How does the man feel ?
- Who do you agree with , the man or the woman ? Why ?

15. The teacher distributes checklists for listening.(After listening part)

-The students evaluate their own listening from the checklists given.

After listening	Yes
I concentrated on the task to be accomplished	
I attempted to verify my predictions	
I revised my predictions accordingly	
I focused my attention on the information needed to accomplish the task	
I used background noises, tone of voice, and other clues to help me guess at the meaning of words I did not understand	
I used key words, cognates, and word families to understand the text	
I used my knowledge of the context and of text structure to understand the text	
I evaluated the logic / plausibility of what I understood	

(Place a check mark in the 'yes' column when verifying each statement)

16.The students reflect briefly on their own understanding on reflection sheets.

Reflection Sheet

What I found easy : _____

What I found difficult : _____

What I will do the next time : _____

17. Each group write a paragraph what they have listened and report them orally to the class.

Evaluation : From the students'discussion, which notice whether the students use appropriate metacognitive strategies in planning ,and evaluation.
: From the students'exercises, which assess whether the students use appropriate metacognitive strategies in monitoring,evaluation,fill in information from listening to the text ,and write a paragraph from the listening to the text.

Teaching Materials : Picture
Worksheets
Tape recorder



*Tapescript***Do People Help Animal , Too ?**

Man : Good morning , honey.

Woman : Hi, dear.

Man : Anything interesting in the paper today ?

Woman : Yes. Listen to this..."Bruno , a six-month-old dog , is safe and happy tonight..."

Man : Is this another dog story because I really don't want to hear....

Woman : No,no,no. Just listen... Bruno , a young ,curious dog , wandered off from his home last night. It seems he went into a sewer pipe on the street. I guess he went in too far ,because he couldn't get out---he got stuck inside. When he didn't come home , his owners walked all over the neighborhood call his name. Bruno heard his owners calling his name and got their attention by crying.Finally , his owners figured out where he was. They immediately called a company who came out and was able to save the poor dog. So tonight , he's safe at home again with his owners. What a lucky dog ,don't you think ?

Man : Yeah, yeah. So , a dog got lost and someone saved him.

Woman :It says here that the company usually charges about ten thousand dollars for the work they did. But they were so happy that the dog was safe , they did the work for free ! Isn't that great !

Man : Well , that's a good use of money. Ten thousand dollars... I could do a lot with ten thousand dollars...

Woman :Honey---what about the poor dog ? They couldn't just leave him there. He would die...

Man : It's a dog !

Woman : Right .

Source : Lauric Frazier , Robin Mills.(1998) North Star. Basic. Longman

Lesson plan 6

Subject : English 024 (English listening and Speaking)

Level : M.4

Content : The First Olympic Games

Time : 2 periods

Objectives : Students should be able to

1. use metacognitive strategies : planning ,monitoring,and evaluation
2. fill in information from listening to the text.
3. write a paragraph and report it from the listening text.

- Pre-listening**
1. The teacher asks the students to discuss about "OLYMPIC GAMES"
 - What do you know about this topic ?
 - Write down all the words you can think of that go with the words "OLYMPIC GAMES"
 - 2.The teacher shows the pictures of sporting activities.
 - 3.The students name the sports indicated by symbols.
 4. The teacher informs the purpose of listening.
 - You are going to listen to the story about " *The First Olympic Games*"
 - Work with your partner. Before you listen to " *The First Olympic Games*",predict the answers for the given questions.
 5. The teacher distributes worksheets .Then the students fill in information to predict what they might hear from the listening text.

Worksheet

QUESTIONS	BEFORE LISTENING	AFTER LISTENING	REASON (S)	V
1 When were the first modern Olympic Games held ?				
2 Where were they held ?				
3 There were nine sports Which sports were they ?				
4 Thirteen nations took part. What were they ?				
5 What medals were awarded ?				
6 Who was Spyros Louis ?				
7 How many women took part ?				

V = Verification (check in this column when your prediction has been verified).

6. The teacher distributes checklists for listening (Before listening part)

Performance checklist for listening

Student name : _____ Date _____

Before listening	Yes
I understand the task (what I have to do after I have finished listening)	
I know what I must pay attention to while I listen	
I have asked the teacher for clarifications, if necessary	
I have attempted to recall all that I know about the topic	
I have attempted to recall what I know about the type of text I will listen to and the type of information I will probably hear	
I have made predictions on what I am about to hear	
I am ready to pay attention and concentrate on what I am about to hear	
I have encouraged myself	

While-listening 7. The teacher pauses the tape recorder so the students have time to take notes.

8. The teacher plays the tape recorder twice and asks the students to monitor their predictions.

9. The teacher stops the tape recorder asks questions which reinforce the students' ability to monitor what they hear.

- Did you confirm or reject any of your predictions ?
- Were there any unfamiliar words or concepts ? If so, what did you do?

10. The teacher asks the students to listen again and check whether their predictions are right.

Post-listening 11. The students identify their reasons for the given answers in REASON column.

12. The students compare their answers with partners. Then they check in V column when their predictions have been verified.

13. The teacher asks the student to assess use of strategies by asking some questions.

- How did you guess the meaning of certain words ?
- What helped you understand ?
- What problem did you have ?
- What other things could you have done to solve the problem?

14. The teacher distributes checklists for listening (After listening part)

- The students evaluate their own listening from the checklists given.

After listening	Yes
I concentrated on the task to be accomplished	
I attempted to verify my predictions	
I revised my predictions accordingly	
I focused my attention on the information needed to accomplish the task	
I used background noises, tone of voice, and other clues to help me guess at the meaning of words I did not understand	
I used key words, cognates, and word families to understand the text	
I used my knowledge of the context and of text structure to understand the text	
I evaluated the logic / plausibility of what I understood	

(Place a check mark in the 'yes' column when verifying each statement)

15. The students reflect briefly on their own understanding on reflection sheets.

Reflection Sheet

What I found easy :	_____
What I found difficult :	_____
What I will do the next time :	_____

16. Each group write short paragraphs of *the First Olympic Games* they have listened and report them orally to the class.

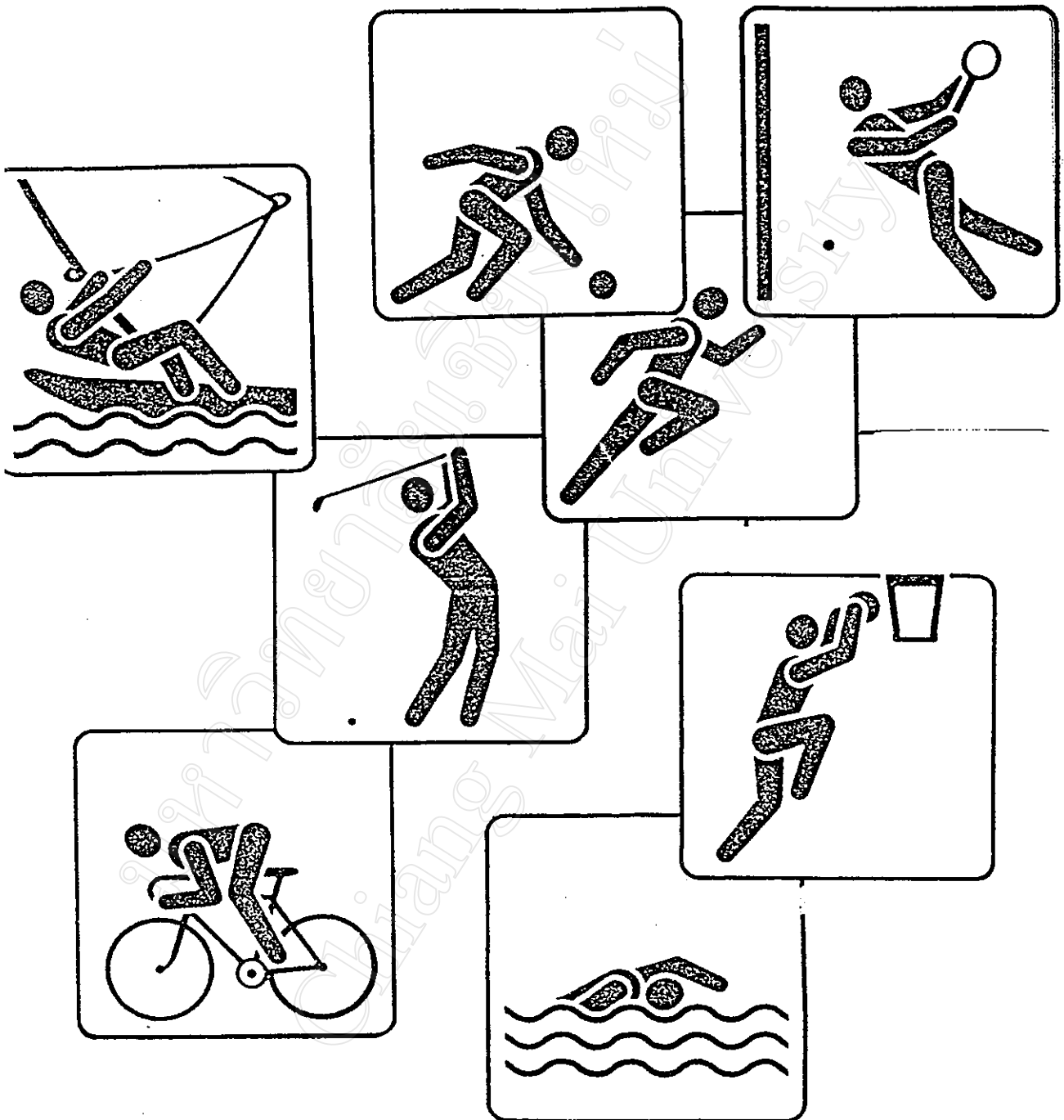
Evaluation : From the students' discussion, which observe whether the students use appropriate metacognitive strategies in planning ,monitoring,and evaluation.

: From the students'exercises , which assess whether the students use appropriate metacognitive strategies in planning,monitoring,and evaluation including fill in information from listening to the text ,and write a paragraph.

Teaching Materials : Pictures

Worksheets

Tape recorder





*Tapescript***The First Olympic Games**

The first modern Olympic Games were held in Athens in 1896 with 311 athletes participating , 230 of these coming from Greece itself. In fact the winner of the marathon was a Greek –his name was Spyros Louis. All in all , 13 countries were represented : besides Greece there was Australia , Austria , Chile ,Bulgaria ,Denmark ,France , Germany , Great Britain , Sweden , Switzerland , Hungary , and the USA. Most athletes came on their own initiative and at their own expense.

There were nine sports : athletics ,cycling , fencing , gymnastics , shooting , swimming , weightlifting , wrestling and tennis.

Rowing and sailing were cancelled because of bad weather , and there was no cricket , because there were no players ! And there were no events for woman.The medal system was a bit different from today : only first place (silver) and second place (bronze) were recognised.

Source : Jane Revell.(1990) Connect 3. Macmillan Publishers Ltd.

Lesson plan 7

Subject : English 024 (English listening and Speaking)

Level : M.4

Content : Haunted house

Objectives : Students should be able to

1. use metacognitive strategies : planning , monitoring and evaluation
2. fill the missing words in the blanks after listening.
3. pose questions after they finish listening.

- Pre-listening**
1. The teacher writes "*Haunted house*" on the board and asks the students questions which help students to plan for listening such as
 - What do you already know about "*Haunted house*" ?
 - What words or ideas related to this topic ?
 2. The students work in groups of five to make a list of the vocabulary items ,phrases,or expressions which they anticipate to hear from the listening text.
 3. Each group write their guesses on the board.
 4. The teacher tells the students that they are going to hear a man talking about something that happened when he was a child, but the story is not completed .You are to predict parts of the missing information to be able to understand the whole story.
 5. The teacher distributes the cloze exercises, Then the students fill in information to predict what they might hear from the listening text.

Worksheet

Haunted house

This happened when I was about _____. I can't have been any more than that because I don't actually _____ it myself, but my _____ told me about it afterwards. Well, we had _____ underneath _____ where _____ did the washing, and I said I _____ to _____ this little _____ at the side, you see we had _____ where we kept coal. And so we _____, and it was empty and _____, and I said, "Oh look at _____ in _____". And I described _____ in _____. She had _____ and she _____ a coloured apron, but I was the only person who could see this woman. And so we went back _____ very _____, and my mother wouldn't go down in the cellar again for _____ after that. And then later, my parents were talking to the _____ about it, and they said, "Well, did you know that _____ who _____ in the house before you was this rather strange _____, and she had _____ and she always wore a coloured apron. And she died in the cellar".

6. The teacher distributes checklists for listening (Before listening part)

Performance checklist for listening

Before listening	Yes
I understand the task (what I have to do after I have finished listening)	
I know what I must pay attention to while I listen	
I have asked the teacher for clarifications, if necessary	
I have attempted to recall all that I know about the topic	
I have attempted to recall what I know about the type of text I will listen to and the type of information I will probably hear	
I have made predictions on what I am about to hear	
I am ready to pay attention and concentrate on what I am about to hear	
I have encouraged myself	

While-listening 7. The teacher pauses the tape recorder so the students have time to take notes.

8. The teacher plays the tape recorder twice and asks the students to monitor their predictions.

9. The teacher stops the tape recorder and asks questions which reinforce the students' ability to monitor what they hear.

- Did you confirm or reject any of your predictions ?
- Were there any unfamiliar words or concepts ? If so, what did you do?

10. The teacher asks the students to listen again and check whether their predictions are right.

Post-listening 11 The students compare their answers with partners.

12. The teacher distributes checklists for listening (After listening part)

- The students evaluate their own listening from the checklists given.

After listening	Yes
I concentrated on the task to be accomplished	
I attempted to verify my predictions	
I revised my predictions accordingly	
I focused my attention on the information needed to accomplish the task	
I used background noises, tone of voice, and other clues to help me guess at the meaning of words I did not understand	
I used key words, cognates, and word families to understand the text	
I used my knowledge of the context and of text structure to understand the text	
I evaluated the logic / plausibility of what I understood	

(Place a check mark in the 'yes' column when verifying each statement)

13. The teacher asks the students to assess use of strategies by asking some questions.

- How did you guess the meaning of certain words ?
- What helped you understand ?
- What problem did you have ?
- What other things could you have done to solve the problem?

14. The students reflect briefly on their own understanding on reflection sheets.

Reflection Sheet

What I found easy : _____

What I found difficult : _____

What I will do the next time : _____

15. Each group pose questions from the story they have listened and report them to the whole class.

Evaluation : From the students' discussion, which observe whether the students use appropriate metacognitive strategies in planning ,monitoring,and evaluation.

: From the students'exercises , which assess whether the students use appropriate metacognitive strategies in planning,monitoring,and evaluation includes fill in information from listening to the text ,and write a paragraph.

Teaching Materials : Worksheets

Tape recorder

*Tapescript***Haunted house**

This happened when I was about three years old. I can't have been any more than that because I don't actually remember it myself, but my parents told me about it afterwards. Well, we had a cellar underneath the house where my mother did the washing, and I said I wanted to look in this little room at the side, you see we had a little room where we kept coal. And so we went inside, and it was empty and dark, and I said, 'Oh look at that lady in the corner.' And I described an old lady in the corner. She had grey hair and she was wearing a coloured apron, but I was the only person who could see this woman. And so we went back upstairs very quickly, and my mother wouldn't go down in the cellar again for three weeks after that. And then later, my parents were talking to the neighbours about it, and they said, 'Well, did you know that the woman who lived in the house before you was this rather strange old lady, and she had grey hair and she always wore a coloured apron. And she died in the cellar.'

Source : Adrien Doff, Christopher Jones. (1991). *Language In Use*

A Pre-intermediate course. Cambridge University Press

Lesson plan 8

- Subject** : English 024 (English listening and Speaking)
- Level** : M.4
- Content** : Smuggler
- Objectives** : Students should be able to
1. use metacognitive strategies : planning ,monitoring ,and evaluation
 2. fill in information from listening to the text.
 3. write a paragraph and report it from the listening text.
- Pre-listening**
1. The teacher shows the picture of smugglers
 2. The teacher asks the students questions which help them to plan for listening such as
 - What do you already know about the topic ?
 - What words or ideas do you expect to hear ?
 3. In groups, the teacher lets the students discuss the following questions :
 - Did a customs officer ever search you ? Did he find anything illegal?
 - Is smuggling a serious crime ?
 - Do you know the event of smugglers ?
 4. The teacher asks the students what hiding-places smugglers might use in the cassette they are about to hear.
 5. The teacher distributes worksheets of listening and the students read the passages.

These smugglers are carrying their goods themselves. But it's dangerous. If they can, smugglers get other people to smuggle for them.

They often choose old people and children for this because the customs do not usually search them.

Sometimes people do not know they are carrying smuggled goods.

Worksheet of listening

Listen to these true stories and complete the chart.

	Teresa and Lynn	Sid and Nancy Gill
Ages		
Country Visited		
Length of Stay		
Where Arrested		
Smuggled Goods		
Hiding-place		
What Happened to them		

6. The teacher distributes checklists for listening (Before listening part)

Performance checklist for listening

Student name : _____ Date _____

Before listening	Yes
I understand the task (what I have to do after I have finished listening)	
I know what I must pay attention to while I listen	
I have asked the teacher for clarifications, if necessary	
I have attempted to recall all that I know about the topic	
I have attempted to recall what I know about the type of text I will listen to and the type of information I will probably hear	
I have made predictions on what I am about to hear	
I am ready to pay attention and concentrate on what I am about to hear	
I have encouraged myself	

While-listening 7. The teacher asks the students to predict the story.

8. The teacher pauses the tape recorder so the students have time to take notes.

9. The teacher plays the tape recorder twice and asks the students to monitor their predictions.

10. The teacher stops the tape recorder and asks questions which reinforce the students' ability to monitor what they hear.

- Did you confirm or reject any of your predictions ?
- Were there any unfamiliar words or concepts ? If so, what did you do?

11. The teacher asks the students to listen again and check whether their predictions are right.

Post-listening 12. The students compare their answers with partners.

13. The teacher distributes checklists for listening (After listening part)

- The students evaluate their own listening from the checklists given.

After listening	Yes
I concentrated on the task to be accomplished	
I attempted to verify my predictions	
I revised my predictions accordingly	
I focused my attention on the information needed to accomplish the task	
I used background noises, tone of voice, and other clues to help me guess at the meaning of words I did not understand	
I used key words, cognates, and word families to understand the text	
I used my knowledge of the context and of text structure to understand the text	
I evaluated the logic / plausibility of what I understood	

(Place a check mark in the 'yes' column when verifying each statement)

14. The teacher asks the student to assess use of strategies by asking some questions.

- How did you guess the meaning of certain words ?
- What helped you understand ?
- What problem did you have ?
- What other things could you have done to solve the problem?

15. Each group write short paragraphs of the smuggler they have listened and report them orally to the class.

16. The students reflect briefly on their own understanding on reflection sheets.

Reflection Sheet

What I found easy : _____

What I found difficult : _____

What I will do the next time : _____

Evaluation : From the students' discussion, which notice whether the students use appropriate metacognitive strategies in planning, and evaluation .

: From the students' exercises , which assess whether the students use appropriate metacognitive strategies in monitoring and evaluation includes fill in information and make questions after they finish listening.

Teaching Materials : Worksheets

Tape recorder

Pictures



*Tapescript***Smuggler**

Interviewer: Good morning , listeners. Today on our program we are talking to some smugglers. But these smugglers are not afraid to talk about it. They didn't know they were carrying smuggled goods. Now first ,Lynn, where did you go and what happened ?

Lynn :Well , I went to Kenya with my friend Teresa. She's sixteen; that's two years younger than me. We went for ten days.

Interviewer :Why did you go to Kenya ?

Lynn :Because the woman I worked for in a supermarket offered us the holiday. She didn't have any children and she said I was like a daughter to her.

Interviewer :Did she go with you ?

Lynn :No , but her husband met us in Nairobi. He was really nice , and we had a lovely time—we went to a safari park ; we did lots of nice things.

Interviewer :How did you get involved with smuggling ?

Lynn :Well , when it was time to go , he gave us some presents to take to his wife. There wasn't much—just two handbags and a lamp. We agreed, of course. Anyway , when we got to the airport at Nairobi , the customs searched the handbags and the lamp, and found 240,000 dollars' worth of traveller's cheques and currency. We were terrified.

Interviewer :What happened ?

Lynn : They put us in prison for two months , but then they let us go. I will never trust anyone again.

Interviewer : What a terrible experience, Now , Mr.Gill, what happened to you ?

Mr.Gill : We,that is my wife and myself, found a competition entry in a jar of coffee. We sent it off , and a week later a man telephoned us. He

said we had won first prize and that was a week's holiday in Colombia. We were very pleased.

Interviewer :So you went to Colombia ?

Mr. Gill :Yes, and we stayed in a lovely hotel with a swimming pool , and they gave us lots of gifts—all part of the prize , they said. Lots of wood carvings , some dolls and a few jars of Columbian coffee. When we got to the customs in the UK , they searched us and found the gifts were full of cocaine. When they arrested us , mywife nearly had a heart attack. She's in her seventies , like me.

Interviewer :What happened ?

Mr. Gill :We stayed in prison for two weeks. Then they let us go.

Interviewer :That was lucky. What a terrible experience.

Source : Mandy Loader , Shane Wilkinson.(1991) Making Waves 2

Peguin English

ภาคผนวก ค
แบบทดสอบความสามารถในการฟังภาษาอังกฤษ

English listening Ability Test

Mathayom Suksa Four Level

TIME ALLOWED : 60 MINUTES

NUMBER OF QUESTIONS : 40

INSTRUCTIONS

You will hear a number of different recordings and you will have to choose the best answer or answer the questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

The test is in four sections

SECTION I There are two parts to this section.

PART A This woman is talking about her first trip on white water boating for a radio program about living dangerously.

DIRECTIONS : Listen and put a tick ✓ as appropriate.

1. Did they go on the water on the first day ?
2. Was the weather sunny and warm ?
3. Did they have to tie everything into the boats ?
4. Was the river slow at the beginning of the trip ?
5. Did she feel calm in the white water ?
6. Did her boat turn over ?
7. Was anybody killed ?
8. Did she want to go boating in white water again ?

Yes	No

PART B : Now listen to the tape again

DIRECTION : Answer the following questions by putting a tick beside the correct answer.

9. When did this story happen ?

- a. two years ago
- b. a couple of weeks ago
- c. last month

10. How many people were there ?

- a. eighteen
- b. eight
- c. eighty

11. On the first night, she felt _____.

- a. calm
- b. nervous
- c. curious

12. At the beginning, the river was _____.

- a. slow
- b. fast
- c. calm

13. When she went into the rough water she felt _____.

- a. excited
- b. happy
- c. terrified

SECTION II There are two parts to this section.

PART A A group of foreign students are in the coffee bar at their school.

They are talking about their experience of language learning, the problems they have and their reasons for learning English. You will hear several short dialogues.

DIRECTIONS : Listen and answer these questions :

Dialogue A

14. Where was Heinz studying before ?

15. Does he like the school he is in now better than the one he was in before ?

Dialogue B

16. Could Abdullah speak any English when he got here ?

17. Could Ahmed speak any English ?

Dialogue C

18. Why is Fumie learning English ?

19. Where was she studying English before she came to the UK ?

Dialogue D

20. Is Akiko enjoying her course ?

21. Why doesn't she want any homework ?

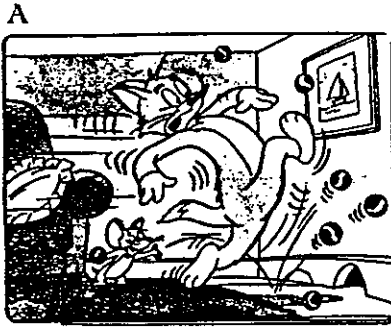
PART B You are going to listen to an interview between A and b
B is applying for a job

DIRECTIONS : Listen to the cassette and fill in this form with details about the girl :

NAME : (22)	_____	AGE (23)	_____
LEFT SCHOOL : (24)	_____		
ACADEMIC QUALIFICATIONS : GCSE in (25)	_____	subjects	
EMPLOYMENT SINCE LEAVING SCHOOL : (26)	_____		
SECRETARIAL SKILLS : TYPING : (27)	_____	wpm	
SHORTHAND : (28)	_____	wpm	
LANGUAGES : (29)	_____		
PHONE NUMBER : (30)	_____		

SECTION III There are two parts to this section

PART A Listen to the beginnings of five television programs. Choose the right name for each one from the box and match them with a picture.



Documentary	soap opera	sports program
Quiz show	news	chat show
Weather report	police drama	historical drama
Hospital drama	music show	cartoons.

31 _____ 33 _____ 35 _____

32 _____ 34 _____

PART B**DIRECTIONS :** Listen and fill in the gaps

Many dinosaurs were enormous and the (36)_____ of all of them was Diplodocus. However, the biggest animal which has ever lived is the blue whale ,which still exist. Some dinosaurs, in fact , were quite (37)_____: about the size of a large chicken. And not all dinosaurs were meat –eaters. Many of them, including Diplodocus, ate only (38) _____. Dinosaurs lived on every continent except Antarctica, but they suddenly disappeared about 65 million years ago. Why they disappeared is still a great (39)_____. There are many theories but no one knows for sure. By the way, the word 'dinosaur' means (40)_____. But some scientists today don't think were really so terrible.

END OF THE TEST

English listening Ability Test
Mathayom Suksa 4 Level

Tapescript

SECTION I There are two parts to this section.

PART A : This woman is talking about her first trip on white water boating for a radio program about living dangerously.

DIRECTIONS : Listen and put a tick ☒ as appropriate.

Interviewer : I'd like to introduce Patricia Hedge. Miss Hedge ,can you tell me about the first time you went white-water boating ?

Miss Hedge :Well, the first time I went was two years ago. There were eight of us. We met at the river , and spent the day checking our things and the boats. We had to tie everything down . It rained most of the day. We camped that night by the river. It was very quiet. I was a bit nervous , but I fell asleep at last , and woke at dawn. We had to start early. It wasn't sunny , and the air was cold , but it wasn't raining. We had breakfast , packed up the tents , tied everything down.

Interviewer : Why did you tie everything down ?

Miss Hedge: Well, boats do something turn over in the water. Anyway , the first few miles were easy . The river was slow and the water was flat. Then the river went faster , and I suddenly saw some white water in front of me.

We tried to stop the boat but the river was too strong. I was terrified.

Interviewer : Why were you so frightened ?

Miss Hedge : Well , water was pouring in and it was impossible to see or hear anything , because the noise of the water was so loud. Then suddenly we saw the other boat. We crashed into them , and two of the people in the boat fell into the river. They disappeared. Everyone was shouting , but you couldn't hear what they were saying. At last , the people in the water appeared. One of them came near our boat , and we pulled him in. We left the white water and got the boat under control at last, and looked for the other boat. There was no boat , and nobody.

Interviewer : What did you do ?

Miss Hedge: We had to go back to look for them and we found them at last. That was my first time in white water, and I wanted more !

Interviewer: Not an easy way to begin. Now , tell me.....(*fade out*)

PART B : Now listen to the tape again

DIRECTION: Answer the following questions by putting a tick ✓ beside the correct answer.

SECTION There are two parts to this section.

PART A A group of foreign students are in the coffee bar at their school. They are talking about their experiences of language learning ,the problem they have and their reasons for learning English. You will hear several short dialogues.

DIRECTIONS : Listen and answer these questions

Dialogue A

Anna Where were you studying before , Heinz ?

Heinz I was studying in London , but I could only have four lessons a day and I couldn't use the learning center after my lessons. I wanted six lessons a day , so I changed schools and came here.

Anna Do you like it better here ?

Heinz Sure , it's better , but it's a lot more expensive too.

Dialogue B

Ahmed What about you , Abdullah ? Could you speak any English when you got here ?

Abdullah No , I couldn't speak a word. I couldn't even say 'Good morning'. What about you ? Could you speak when you got here ?

Ahmed I knew a little , but nobody could understand what I said , my accent was so bad.

Dialogue C

Sylvie Why are you learning English , Fumie ?

Fumie To get a better job. What about you ?

Sylvie To get into university. But why did you come to England-couldn't you study in Japan ?

Fumie Sure , I was studying there , but my teachers were Japanese so I couldn't improve my accent

Dialogue D

Francois Are you enjoying the course , Akiko ?

Akiko yes , although I think there's too much homework.

Francois But , that's a good thing , isn't it ?

Akiko Not for me , because I work in a restaurant in the evenings , and I don't have time to do it. What about you ? Are you enjoying the course ?

Francois Yes , very much , although I do miss my friends and my family –and good food !

PART B You are going to listen to an interview between A and B . B is applying for a job.

DIRECTIONS : Listen to the cassette and fill this form with details about the girl :

Interview for a job

I : You're Carol Lewis , is that right ?

C : Yes.

I : How do you spell your surname ? L-E-W-I-S ?

C : Yes.

I : And you've just left school ?

C : No. I left school a year ago.

I : With what qualifications ?

C : With the GCSE in six subjects. I worked as an au pair after that – until June –and then I did a secretarial course in the summer.

I : So you can type ?

- C : Yes , 40 words a minute. I can take shorthand too , 80 words a minute.
- I : Uh huh . But you've never worked in an office before ?
- C : No , never.
- I : Do you speak any languages at all ?
- C : Not really. I speak a little French , but not very well.
- I : Well , thank you very much , Miss Lewis. We'll be getting in touch with you. Are you on the phone ?
- C : Yes , the number 's 4379566.
- I : Thank you . Goodbye.
- C : Goodbye.

SECTION III There are two parts to this section.

PART A Listen to the beginnings of five television programs. Choose the right name for each one from the box and match them with a picture.

1.

Mouse Oh, no , there's that cat again ! I'd better hide !

Cat I know you're there....Come on out , Mousey,

Mousey.... I've got this lovely cheese for you ! It's your favorite... you'll love it !

Mouse I've got to do something about that. Where are those tennis balls ? Oh here they are.

Cat What the... Ooooh....Ooooh yikes!!!! I'll get you for this , you pesky little varmint !

2.

Woman 1 Good morning , I'm Michelle Halibut. What can you expect when you go out today and tomorrow ? Well, let's look at the European scene first. As you can see on the map , for most of western Europe it looks like

being fine throughout tomorrow. But in the more central and eastern areas : certainly more wintry there. We can expect a lot of snow over the weekend in many countries , and especially in Germany. And the Mediterranean will probably be quite cool for the next few days. If we turn to Britain now we can that...

3.

Man 2 Good evening. It began as a day of dreams for a lot of people but some of them it turned into a nightmare. Some teams went home with heavy hearts , and all their hopes destroyed. Others are still celebrating : they won their matches and how go into the next round of the European Cup Winners' Cup. I've come to the Hayes football ground to meet one team that had a surprise win in today's matches. The manager , Tom Hughes , is with me now. Tom , how do you feel after your 3-1 victory over Barcelona this afternoon ?

Man 3 Well , I'm delighted ! The team really played well today. They kept the ball moving , they passed well....there was a lot of team spirit , you know....it was great.

4

Man 4 Good evening ! And this is the show we've all been waiting for , the final of our Schools competition. We've got two teams that have won all their rounds so far and the winner tonight will get first prize – the Brain of England Cup ! On my left , please welcome the team from Durham Country Boy's Grammar School. And the team on the right comes from South London- The Lady Pelsham School for Girls in Wimbledon ! Right ! Now here 's the first question , for the Durham team.....

5.

Woman 2

(Bong) Good evening. Today is Tuesday , the tenth of November . Here are the latest headlines. (Bong) The leaders of many nations are gathering in New York to attend the Conference for Peace that has been organized by the United Nations. (Bong) A boy of six who was kidnapped last Saturday is safe and back home with his parents

PART B

DIRECTIONS : Listen and fill in the gaps

Many dinosaurs were enormous and the largest of all of them was Diplodocus. However , the biggest animal which has ever lived is the blue whale , which still exists. Some dinosaurs , in fact , were quite small: about the size of a large chicken. And not all dinosaurs were meat-eaters. Many of them , including Diplodocus , ate only plants. Dinosaurs lived on every continent except Antarctica , but they suddenly disappeared about 65 million years ago. Why they disappeared is still a great mystery. There are many theories but no one knows for sure. By the way , the word 'dinosaur' means 'terrible lizard ' . But some scientists today don't think they were really so terrible.

ภาคผนวก ง
แบบสำรวจการใช้กลวิธีอภิปัญญาในการฟัง

คำชี้แจง

แบบสำรวจนี้ต้องการทราบว่านักเรียนใช้กลวิธีอภิปัญญาในการฟังหรือไม่
ให้นักเรียนอ่านข้อความแต่ละข้อความแล้วตอบตามความเป็นจริง กล่าวคือ ถ้านักเรียนปฏิบัติ
ให้กาเครื่องหมาย ✓ ถ้านักเรียนไม่ได้ปฏิบัติ ไม่ต้องเติมเครื่องหมายใด ๆ

ชื่อ _____ วันที่ _____

ส่วนที่ 1

ก่อนการฟัง	ใช่
ข้าพเจ้าเข้าใจสิ่งที่จะต้องทำหลังเสร็จสิ้นการฟัง	
ข้าพเจ้ารู้สิ่งที่จะต้องสนใจในขณะที่ข้าพเจ้าฟัง	
ข้าพเจ้าได้ถามครูเพื่อความชัดเจน (ถ้าจำเป็น)	
ข้าพเจ้าพยายามจะระลึกถึงสิ่งที่ข้าพเจ้ารู้เกี่ยวกับหัวข้อเรื่องทั้งหมด	
ข้าพเจ้าพยายามจะระลึกถึงสิ่งที่ข้าพเจ้ารู้เกี่ยวกับชนิดของเนื้อเรื่องที่ ข้าพเจ้าจะฟังและชนิดของข้อมูลที่ข้าพเจ้าอาจจะได้ฟัง	
ข้าพเจ้าได้ทำนายสิ่งที่ข้าพเจ้าจะได้ฟัง	
ข้าพเจ้าพร้อมที่จะเอาใจใส่และมุ่งความสนใจในสิ่งที่ข้าพเจ้าจะได้ฟัง	
ข้าพเจ้าได้กระตุ้นตนเอง	

ส่วนที่ 2

หลังการฟัง	ใช่
ข้าพเจ้าได้มุ่งความสนใจในงานเพื่อให้บรรลุผล	
ข้าพเจ้าได้พยายามเพื่อพิสูจน์ความจริงในการทำนายของข้าพเจ้า	
ข้าพเจ้าได้แก้ไขการทำนายอย่างเหมาะสม	
ข้าพเจ้าได้มุ่งความสนใจในข้อมูลที่จำเป็นเพื่อที่ให้งานบรรลุผล	
ข้าพเจ้าได้ใช้พื้นฐานด้านเสียง น้ำเสียงและตัวบ่งชี้ที่จะช่วยให้ข้าพเจ้าเข้าใจความหมายของคำต่างๆที่ข้าพเจ้าไม่เข้าใจ	
ข้าพเจ้าได้ใช้คำสำคัญ(Key words) คำที่มีรากศัพท์เดียวกัน และคำที่อยู่ในกลุ่มเดียวกันเพื่อให้เข้าใจเนื้อเรื่อง	
ข้าพเจ้าได้ใช้ความรู้ด้านบริบทและโครงสร้างด้านเนื้อเรื่องเพื่อที่จะเข้าใจเนื้อเรื่อง	
ข้าพเจ้าได้ประเมินสิ่งที่ข้าพเจ้าเข้าใจ	

ภาคผนวก จ

งานเขียนเกี่ยวกับการสะท้อนประสบการณ์

Reflection Sheet

What I found easy : _____

What I found difficult : _____

What I will do the next time : _____

ภาคผนวก ง

แบบสอบถามการใช้กลวิธีอภิปัญญาในการฟังในสถานการณ์อื่นๆ

คำชี้แจง

แบบสอบถามนี้ต้องการทราบว่านักเรียนใช้กลวิธีอภิปัญญาในการฟังวิชาอื่นๆ มากน้อยเพียงใด และต้องการทราบลักษณะการใช้กลวิธีอภิปัญญาในการฟัง ให้นักเรียนอ่านข้อความแต่ละข้อความ แล้วตอบตามความเป็นจริง โดยกาเครื่องหมาย ✓ ลงในช่อง (1, 2, 3, 4 หรือ 5)

- | | | |
|---|---------|---------------------------------|
| 1 | หมายถึง | ไม่เคย หรือเกือบจะไม่เคยปฏิบัติ |
| 2 | หมายถึง | ไม่ค่อยได้ปฏิบัติ |
| 3 | หมายถึง | ปฏิบัติบ้าง |
| 4 | หมายถึง | ปฏิบัติค่อนข้างบ่อย |
| 5 | หมายถึง | ปฏิบัติโดยสม่ำเสมอ |

ในการตัดสินใจตอบเกี่ยวกับข้อความที่นักเรียนปฏิบัติ ขอให้นักเรียนพิจารณาตามเกณฑ์ต่อไปนี้

- 1 ไม่เคยหรือเกือบจะไม่ หมายถึง ไม่เคยใช้กลวิธีอภิปัญญาในการฟังเลย หรือใช้กลวิธี
ไม่เคยปฏิบัติ อภิปัญญาเพียง 0 – 2 ครั้ง ใน 1 ภาคเรียน
- 2 ไม่ค่อยได้ปฏิบัติ หมายถึง การใช้กลวิธีอภิปัญญาในการ ฟัง 3 – 5 ครั้ง ใน 1 ภาคเรียน
- 3 ปฏิบัติบ้าง หมายถึง การใช้กลวิธีอภิปัญญาในการฟัง 6 – 8 ครั้ง ใน 1 ภาคเรียน
- 4 ปฏิบัติค่อนข้างบ่อย หมายถึง การใช้กลวิธีอภิปัญญาในการฟัง 9 – 12 ครั้ง ใน 1 ภาคเรียน
- 5 ปฏิบัติโดยสม่ำเสมอ หมายถึง การใช้กลวิธีอภิปัญญาในการฟังเป็นประจำ

แบบสอบถามมีทั้งหมด 2 ตอน

ตอนที่ 1 เป็นคำถามเกี่ยวกับการใช้กลวิธีอภิปัญญาในการฟังในสถานการณ์อื่นๆ

มีจำนวน 6 ข้อ

ตอนที่ 2 เป็นคำถามเกี่ยวกับลักษณะการใช้กลวิธีอภิปัญญาในการฟังของนักเรียน

มีจำนวน 14 ข้อ

ตอนที่ 1 : การใช้กลวิธีอภิปรายในการฟังในสถานการณ์อื่น ๆ

ให้นักเรียนกาเครื่องหมาย ✓ ลงในช่อง (1,2,3,4 หรือ 5) ตามระดับของการปฏิบัติของนักเรียน

การใช้กลวิธีอภิปรายในการฟังวิชาอื่น ๆ	ระดับของการปฏิบัติ				
	1	2	3	4	5
1. นักเรียนใช้กลวิธีอภิปรายในการฟังวิชาภาษาอังกฤษ (อ 017)					
2. นักเรียนใช้กลวิธีอภิปรายในการฟังวิชาภาษาอังกฤษ (อ 025)					
3. นักเรียนใช้กลวิธีอภิปรายในการฟังวิชาภาษาต่างประเทศ เช่น ภาษาญี่ปุ่น					
4. นักเรียนใช้กลวิธีอภิปรายในการฟังวิชา คณิตศาสตร์					
5. นักเรียนใช้กลวิธีอภิปรายในการฟังวิชา สังคมศึกษา					
6. นักเรียนใช้กลวิธีอภิปรายในการฟังคำบรรยายอื่น ๆ นอกเหนือไปจากการบรรยายในชั้นเรียน					

ตอนที่ 2 : ลักษณะการใช้กลวิธีอภิปรายในการฟัง

ให้นักเรียนกาเครื่องหมาย ✓ ลงในช่อง (1,2,3,4 หรือ 5) ตามระดับของการปฏิบัติของนักเรียน

ลักษณะการใช้กลวิธีอภิปรายในการฟัง	ระดับของการปฏิบัติ				
	1	2	3	4	5
1. ก่อนฟัง นักเรียนพิจารณาความสอดคล้องของ ชื่อเรื่อง กับความรู้เดิมของนักเรียนที่มีเกี่ยวกับเรื่องนั้น					
2. ก่อนฟัง นักเรียนกำหนดจุดมุ่งหมายในการฟังเพื่อช่วยในการเลือกฟังเฉพาะข้อมูลที่สำคัญ					
3. ก่อนฟัง นักเรียนทำนาย หรือคาดเดา เกี่ยวกับสิ่งที่จะเรื่องที่ฟังล่วงหน้า					
4. ขณะฟัง นักเรียนมุ่งความสนใจไปยังแนวคิดที่สำคัญของเรื่องที่ฟัง					
5. ขณะฟัง นักเรียนเว้นช่วง เพื่อทบทวนใจความสำคัญ และดูว่าเข้าใจเรื่องหรือไม่					

ลักษณะการใช้กลวิธีแก้ปัญหาในการฟัง	ระดับของการปฏิบัติ				
	1	2	3	4	5
6. ขณะฟัง นักเรียนตรวจสอบดูว่า การคาดเดา เนื้อเรื่องที่ทำได้ถูกต้องหรือไม่					
7. ขณะฟัง นักเรียนทำการคาดเดาและตรวจสอบไปเรื่อยๆ เกี่ยวกับสิ่งที่เกิดขึ้นต่อไป					
8. หลังการฟัง นักเรียนตรวจสอบดูว่า การฟังครั้งนี้บรรลุจุดมุ่งหมายการฟังที่ตั้งไว้หรือไม่					
9. หลังการฟัง นักเรียนประเมินความก้าวหน้าในการฟังของตนโดยดูว่า ได้ใช้กลวิธีการฟังที่เหมาะสมหรือไม่					
10. หลังการฟัง นักเรียนจะตรวจสอบว่า การฟังเรื่องนี้ดีขึ้นกว่าการฟังเรื่องก่อนๆ หรือไม่ อย่างไร					
11. หลังการฟัง นักเรียนประเมินผลว่า การฟังของนักเรียนดีขึ้นเนื่องจากนักเรียนใช้กลวิธีนั้น ๆ และคิดจะใช้ในการฟังครั้งต่อไป					
12. นักเรียนปรับกลวิธีการฟัง หลังจากรู้ว่าการฟังของนักเรียนในครั้งนั้น ไม่ประสบผลเท่าที่ควร					
13. หลังการฟัง นักเรียนตรวจสอบว่า ความรู้เดิมใดบ้างที่ส่งผลให้เข้าใจเรื่องที่ฟังได้ดีขึ้น					
14. หลังการฟัง นักเรียนทบทวนประเด็นแนวคิดที่สำคัญของเรื่องที่ฟังว่าสมเหตุสมผลหรือไม่					

ภาคผนวก ข

ตัวอย่างงานเขียนเกี่ยวกับการสะท้อนประสบการณ์ของนักเรียน

Reflection Sheet

Orapum Humbund.
No. ๙ M. ๐/๑.

What I found easy :	การเดา คำศัพท์ / ลึกจนลวงจากหัวจะคิดอะไรก็เดาได้
What I found difficult :	ไม่รู้ว่า (คำศัพท์) ที่คิดไว้หน้าจะถูกใจหรือไม่ คิดคำศัพท์ พอต่อเวลา
What I will do the next time :	พยายามนึกศัพท์ / นึกได้มากขึ้น

chonlada Yanivong
No. 29 class 416

Reflection Sheet

What I found easy :	การเดา แต่ คือ การเดาแบบมีหลักการ อย่างเดาว่า ... เพราะเคย ... นึกถึง ... คำศัพท์ คำบางจะเป็นของเนื้อเรื่อง ... ว่าก็มี ... ในการเดา
What I found difficult :	เดาไม่ถูก คำศัพท์ ... คิดจาก ในการเดา ... เดาผิดเพี้ยน การเปิด Dic ... ก็เป็นผลที่ดี
What I will do the next time :	ทำให้ได้มากขึ้น ... อย่าง จะหา ... คิดว่าจะ เราก็จะมีสมาธิ ... หรือ

นักเรียนในกลุ่มตัวอย่างส่วนมากมีความตระหนักถึงความสำคัญของการใช้
การวางแผนการฟัง โดยเฉพาะการมุ่งความสนใจกับคำศัพท์ การทำนายหรือเดาคำศัพท์ที่คาดว่าจะ
มีในเรื่องที่ฟัง

Name Vilaiwan Sittikat

Class 40 c No a.

Reflection Sheet

What I found ^{ง่าย} easy : <u>รู้ภาษาไทย</u>
What I found ^{ยาก} difficult : <u>ถือคำศัพท์ลงไป แลอ่านคำศัพท์จะรู้ทว่าอ่าน คำศัพท์</u> <u>น้อย แลไม่รู้เรื่อง</u>
What I will do the next time : <u>พยายามหาคำศัพท์ที่ทว่าอ่าน แล คำศัพท์</u> <u>ที่อ่านเจอเรื่อง</u>

Great
finder

Arthima

Jabumrungwong

Class 46 No. 6

Reflection Sheet

What I found easy : <u>คำศัพท์ที่คุ้น</u>
What I found difficult : <u>ทว่าอ่านคำศัพท์ จุ่ จุ่ ทว่าไม่เจอ ได้ ทว่าอ่านไม่เจอ ไม่ทว่าเจอ</u> <u>ทว่าเจอได้: บังคับpetitionary</u>
What I will do the next time : <u>นัดฝึกคำศัพท์ ในทว่าสรุป</u>

very good

เนื่องจากนักเรียนในกลุ่มตัวอย่างส่วนมากได้แสดงความวิตกกังวลในเรื่องคำศัพท์ และการสะกดคำ นักเรียนจึงตระหนักถึงความสำคัญของการใช้การวางแผนการฟังในด้านคำศัพท์ มากกว่าการใช้กลวิธีอภิปัญญาในการฟังประเภทอื่น ๆ

What I found easy: ส่วนที่ 1 ได้ยิน และ (การหา) การคำนวณ (ส่วนที่ 1) ของ (ตัวที่) การ (ทำ) ได้ไม่ยาก

* 75%) หนี้สินต่อรายได้รวม: หนี้สินต่อรายได้รวม

What I found difficult : การเขียนคำในภาษาไทย, การใช้คำ และ การใช้คำในประโยค
มีคำศัพท์

What I will do the next time : พยายามทำตัวสนิทกับเพื่อนซี้ให้มากขึ้น Very good

- ดึงดูดนักท่องเที่ยวให้มาชมและมาซื้อผลิตภัณฑ์

Reflection Sheet

What I found easy: 175107

What I found difficult: การเขียนงานที่เกี่ยวกับงานวิจัย

What I will do the next time : if I have a chance, I will go to the gym / very good

- [illegible]

- ดังนั้น มีปฏิกิริยาที่เกิดกับน้ำในดิน

ผู้วิจัยได้แสดงเครื่องหมายล้อมรอบ พร้อมทั้งชมเชยในงานเกี่ยวกับการสะท้อน
ประสบการณ์ ให้นักเรียนตระหนักรู้ว่าตนได้ใช้กลวิธีอภิปรายในการฟัง คือ การวางแผน และการ
ประเมินการฟัง

ตัวอย่างงานเขียนเกี่ยวกับการสะท้อนประสบการณ์ของนักเรียนในกลุ่มตัวอย่างคน
หนึ่งที่แสดงเจตคติในแง่ลบต่อการสอนฟัง ในแผนการสอนที่ 5

Reflection Sheet

What I found easy :	ชอบบอกความรู้สึกตัวเอง สบายใจเลือกเรียน ยกเลิก การฟัง การทัก ในกิจกรรมที่บอกก็พูด อันนี้ดี บางครั้งก็ฟัง และถามใจ ก็มีคนตอบ
What I found difficult :	สับสนไม่ทัน สับสนไปเรื่อยไม่จบไม่สิ้น ไม่ค่อยได้สาระจริงๆ (แต่พอได้ฟังก็เข้าใจไป จนทำให้ฉันนึกย้อนเมื่อถามว่าทำไมถึงตอบไม่ได้จริงๆ ก็คือฉันยังไม่ค่อยเข้าใจจริงๆ
What I will do the next time :	ตั้งใจฟัง และในบางครั้งก็... Good

เมื่อจบแล้ว ฉันก็มีความสุขมาก เพราะฉันได้รู้สิ่งที่ฉันอยากรู้ และก็ได้รู้ถึงใจของคนอื่น
นอกจากนี้การฟังก็ทำให้ฉันได้รู้ถึงความรู้สึกของคนอื่น และก็ได้รู้ถึงใจของคนอื่น
fider

หลังจากที่ผู้วิจัยได้เขียนได้ตอบงานเขียนเกี่ยวกับการสะท้อนประสบการณ์แล้ว นักเรียน
คนนี้มีเจตคติดีขึ้นต่อการสอนฟัง พร้อมทั้งแสดงความตระหนักถึงความสำคัญของการใช้กลวิธี
อภิปัญญาในการฟังด้วยในแผนการสอนที่ 6 เป็นต้นไป

Reflection Sheet

What I found easy :	เป็นหัวข้อที่ง่ายมาก... หาข้อเท็จจริงจากเอกสาร: ง่ายมากพอที่จะเข้าใจได้... ส่วนการฟังก็ง่ายพอที่จะเข้าใจได้... ส่วนการฟังก็ง่ายพอที่จะเข้าใจได้...
What I found difficult :	เรื่องของการฟัง... การฟังเป็นเรื่องที่ยาก... การฟังเป็นเรื่องที่ยาก...
What I will do the next time :	ตั้งใจฟัง... ตั้งใจฟัง... ตั้งใจฟัง... Very good

หลังจากที่ได้ฟัง...
หลังจากที่ได้ฟัง...
หลังจากที่ได้ฟัง...
file

นอกจากนี้ นักเรียนคนอื่น ๆ ก็ได้แสดงความตระหนักถึงความสำคัญของการใช้กลวิธี
อภิปรายในการฟังเช่นเดียวกัน หลังจากที่ผู้วิจัยได้อธิบายแนวคิดสำคัญของการฝึกกลวิธีอภิปรายใน
การฟังว่า เน้นที่กระบวนการเรียนรู้

Un-ampai Chot-panang

No. 42

Reflection Sheet

What I found easy :	ง่ายเรื่อง การฟัง และ พจนานุกรม (พจนานุกรม)
What I found difficult :	คำศัพท์ในเนื้อเรื่อง
What I will do the next time :	ใช้วิธีที่อาจารย์สอน (อภิปราย) , ประเมินตัวเอง จากชั้น , ค้นหาความหมายของคำศัพท์ very good

Good

สิ่งที่ดีคือได้มีโอกาสฝึกฟัง ได้มีโอกาสฝึกการ
อภิปราย

find

Sudaporn teja

4/6 N.9

Reflection Sheet

What I found easy :	ง่าย เรื่อง look at กับ the picture and listen from the radio
What I found difficult :	ยาก เรื่อง fast talk พูดเร็วมาก ฟังแทบไม่ทัน
What I will do the next time :	ตั้งใจฟัง คำศัพท์ ให้ออกเสียง และใช้วิธี อภิปราย → ศึกษาความหมายของคำศัพท์ให้ละเอียด, ฟังไม่พอสอนก็จะ ถามคุณครูหรือเพื่อน

Good

find

นักเรียนในกลุ่มตัวอย่างที่ได้แสดงความคิดเห็นเพิ่มเติมในงานเขียนเกี่ยวกับการสะท้อน
ประสบการณ์โดยได้แสดงถึง การแสวงหาโอกาสในการฝึกฝน เพื่อให้การฟังของตนเองดีขึ้น

Wannasiri Dejprasert

m - 4/6

พยายาม ฟังฟัง สำเนียง ของ ชาวต่างชาติ ตาม รายการโทรทัศน์ และ พยายาม แปล
จับจดคำเก่า ได้ตอบอะไรขึ้น และจะ จดศัพท์ สำนวนใหม่ ๆ มาท่องและ จดจำ

พยายามฟังเพลงภาษาอังกฤษ และ ฟังข่าวในภาษาไทย และ ฟังข่าวในภาษาอังกฤษ
และ ฟังเพลง ฝรั่ง ร้อง ๆ และ ฟังข่าวในภาษาไทย และ ฟังข่าวในภาษาอังกฤษ

Name Kiyaprat Janyasat

Class 416 No. 5.

ตั้งใจฟังให้มากกว่านี้ แต่ส่วนใหญ่แล้วฟังที่ส่วนมากก็ยังไม่ค่อยได้
แต่พอถึงเวลาที่ฟังแล้วตั้งใจฟังพอจนได้ฟังพอที่จะเข้าใจพอที่จะฟังพอที่จะ
ส่วนในนี้ จะฟังตอนเช้าและค่ำ ที่คลื่น 100.0 MHz

ประวัติผู้เขียน

ชื่อ-สกุล นางสาวจินดา คู่เจริญ รหัส 4222604

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โรงเรียนเซนต์ฟรังซิสเซเวียร์ เมืองทองธานี อ.ปากเกร็ด จ.นนทบุรี