

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

รายนามผู้เชี่ยวชาญ

ในการทำวิจัยครั้งนี้มีผู้เชี่ยวชาญตรวจสอบแผนการสอนจำนวน 3 ท่าน ดังมีรายนามต่อไปนี้

1. ผู้ช่วยศาสตราจารย์วินิตยา ประเสริฐสุนทร อาจารย์ประจำแผนกวิชา
ภาษาอังกฤษ คณะวิชาสามัญ
สถาบันเทคโนโลยีราชมงคล
วิทยาเขตภาคพายัพ จังหวัดเชียงใหม่
2. ผู้ช่วยศาสตราจารย์พรหทัย ตันจิตานนท์ อาจารย์ประจำแผนกวิชา
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ภาคผนวก ข
แผนการสอนกิจกรรมที่เน้นรูปแบบภาษา
ในการสอนภาษาแบบมุ่งปฏิบัติงาน

Lesson Plan 1

- Subject : 01-320-013 การเขียน 1
- Class : Accounting Class
- No. of Students : 33
- Time : 4 periods
- Content : CVs and Letters of Application
- Terminal Objective : Students should be able to write letters of application from the situation given.
- Enabling Objectives : Students should be able to
1. pronounce and tell the meaning of vocabulary and expressions about CVs and letters of application correctly.
 2. answer the questions about the situation given.
 3. write present perfect , present simple tense, past simple tense, present continuous tense or future tense sentences by using the information from given CV.
 4. complete the letters of application by using the given expressions.
 5. use adjectives to describe themselves.
 6. complete a CV by themselves by using the given headings.
 7. write a CV for themselves.

Procedure :

[Pre-task]

(Presentation) (50 min.)

1. Greet the students and tell them about the terminal objectives and overall process : review vocabulary, write a CV, practice tense and write a letter to apply for a job.
2. The teacher distributes handouts of the lesson and explains the meaning of vocabulary and expressions to the students.

3. Review the forms of present perfect, present simple tense, past simple tense, present continuous and future tense by asking the students some questions from the given examples of CV .

Ex. What is Anna's present job?
 When did Anna start her present job?
 Is she still doing the job?
 How long has she worked for Au Pair in France?
 Has she worked for Au Pair in France since 1997?
 What is Anna 's goal?
 Will she work in an import-export agency in the future?

4. Divide the students into 2 groups and give each group an example of a CV.
5. Then, each group is assigned to write as much as possible sentences in the present perfect, present simple tense, past simple tense, present continuous tense and future tense by using the information from the given CV on the board within 5 minutes.

Ex. Anna's present address is 19 High Street Ealing, London.

Each member of the group must write at least one sentence and the others can give some help when their friends have some problems.

6. The teacher corrects the language and gives feedback to the students.
7. After that, the students work in pairs and complete the letter of application given by using the following expressions :
 - a. As you can see...
 - b. As you can see from my interests...
 - c. I would like to ...
 - d. I am also very interested in ...
 - e. Please let me know...
 - f. Your advertisement asks...

8. The teacher asks the students to take a look at the example of advertisements given and discuss the questions below.

- a) Does the job sound attractive? Why?
- b) If you were the Manager of Human resource in the company, what would you want to know about the people applying for the job?
- c) What kind of qualities of the applicants are you looking for?

9. The teacher writes some words to describe people's characters and asks the students to decide with their partner which they think are good or bad qualities for the job.

Qualities	Good	Bad
Honest		
Lazy		
Caring		
Irresponsible		
Dishonest		
Modest		
Conscientious		
Reliable		
Aggressive		
Mean		
Warm-hearted		
Cold		
Hard-working		
Kind		

10. The teacher, then, assigned the students to complete their CV by themselves by using the given headings and an example of CV to help them invent details.

Headings : Personal information
 Qualifications
 Work experience
 Languages
 Other relevant experience
 Interests
 Goals

11. Students make a draft of their own CV and the teacher can walk around to check and give some help if necessary.
12. Review how to write a formal letter by showing the charts of examples on the board.

[Task Cycle] (50 min.)

(Task) (10 min.)

- 1: Give the students the following task and explain the task instructions to them.

Task : Students work in pairs to write a letter of application to a Company they have chosen from the newspaper by using the frame of written expressions given and their CV, stating that what you are applying for, describing your experience and qualifications and explaining why you feel you are a good candidate for the job.

2. Ask the students to work in pairs and the teacher will be a monitor and facilitator while the students are working.

(Planning) (10 min.)

1. The students plan to write a letter by comparing and selecting their qualifications from their CVs to be of particular interest to the company they are applying for.
2. The teacher helps the students to correct their works and acts as a language advisor to help them when having problems. The teacher also informs the students that it is important for them to write as accurately as possible and their works will be corrected and marked based on the correctness of language form. When they have made a number of grammatical errors or unclear meanings in their writing, the teacher will underline them and put ? after the sentence in order to call their attention and figure out what kind of mistakes they have made as well as invites them for a personal talk to check whether they understand the codes in order to correct and rewrite their writings in to a second draft.

(Writing) (30 min.)

1. The students write a letter of application to the company they have chosen from the newspaper.
2. The teacher walks around to help the students when they have problems and gives feedback to them when necessary.

[Language Focus] (100 min.)

(Analysis and Practice)

1. The teacher corrects the students' writings and gives feedback to them by underlining and putting ? after the sentence in order to call their attention to it so they can notice and can figure out what kind of mistakes they have made.

- Ex. What do you mean by...?
What does... mean?
Could you explain this word/sentence/phrase for me?
The cinema?
Sorry? Etc.

- Teaching Materials : Handouts, Charts, Worksheets, Newspaper
- Evaluation : 1. Correctness of the students' exercises and written tasks.
2. From students' writings.

Teaching Materials : Handouts, Charts, Worksheets, Newspaper

Evaluation :

1. Correctness of the students' exercises and written tasks.
2. From students' writings.

New fast-growing London-based European import-export agency needs PA.

Self Start?
£ 18,000 p.a.

- Fluent foreign language(s) essential ; Polish an advantage.
- Experience in running an office.
- Must be friendly & non-smoker.
- May involve travel.
- A pleasant manner.
- Excellent knowledge of MS Office.

**Impex Europe PLC, Clifton Place ,
London, W5 3GL**

Personal Information

Name	Anna Musgrove	
Address	19 High Street, Ealing, London	
Telephone	0181 759 7596	
Date of Birth	14 th November 1977	
Qualifications	- A level in French, English, and Art 1998 - RSA Diploma in Office Management 1997 - Certificate in Microsoft Office 1999 (after two-week in-service course) - Studying for a certificate in Commercial French at the Alliance Francaise Present	
Languages	Polish : bilingual French : fluent Spanish : GCSE (B)	
Work Experience	- Au Pair in France 1996 - Travel Agency 1997 - PA to the Sales Manager in large sportswear Company 1998-present	
Interests	I enjoy traveling and speaking foreign languages. I collect recipes from different parts of Europe. I take part in the London Marathon every year. (last year I came 400 th .)	
Goal	I would like to work in the Import-Export Agency.	

Complete the letter of application which Anna sent with her CV using these expressions :

- a) As you can see...
- b) As you can see from my interests...
- c) I would like to ...
- d) I am also very interested in ...
- e) Please let me know...
- f) Your advertisement asks...

Dear Sir/Madame,

.....apply for the position advertised in The Evening Standard on 18 November of PA to the Director.

.....from my curriculum vitae, I am at present working as PA to the Sales Manager of a large sportswear company, where I have been working for the last three years.

.....for a good knowledge of Polish and French. I am bilingual in spoken and written Polish. My mother is Polish and I have visited Poland every year since I was a child. I achieved Grade A in A-level French. I really enjoy using my languages and am at present studying for the French Chamber of Commerce language diploma at the Alliance Francaise in London.

.....setting up filing systems. This has been a special interest of mine for the last year. Last December I did an in-service course in IT.

....., I am a very active person and would be very happy to have the opportunity to work in a small and fast-growing business.

.....if you require any further details.

I look forward to hearing from you.

Your faithfully,

Anna Musgrove

Prepare a CV for yourself. Use the headings below to help you. You can invent details.

Personal Information

Qualifications

Work experience(s)

Language(s)

Other relevant experience(s)

Interest(s)

Goal(s)

Lesson Plan 2

Subject	:	01-320-013 การเขียน 1
Class	:	Accounting Class
No. of Students	:	33
Time	:	4 periods
Content	:	Writing a Narrative Story
Terminal Objective	:	Students should be able to write a narrative story.
Enabling Objectives	:	Students should be able to 1. tell the meaning and characteristics of a good story. 2. tell the meaning of vocabulary. 3. answer the questions about the situation given. 4. use techniques to make the story more interesting. 5. outline a plot for a story by using a story map or a diagram.

Procedure :

[Pre-Task]

(Presentation) (50 min.)

1. Greet the students and tell them the terminal objective and overall processes.
2. The teacher asks the students to tell what makes a good story and writes their answer on the board.

Questions : Can you think of any examples of stories or writers - in any language – that you like a lot or that you strongly dislike?

: Can you explain why you like or dislike them?

: Can you think of any characteristics that make a good story?

Answers : ...

3. Give the following texts to the students. These texts tell much the same story but the second one is more effective than the other. The students work with a partner and discuss what techniques have been used to make this version more effective.
4. Then, the students compare the techniques below with those they discussed in No. 3.
 1. use variety of tenses
 2. use direct speech
 3. use vivid verbs
 4. describe the setting
 5. appeal to the five senses (sight, hearing, taste, smell and touch)
 6. reference to feelings
 7. appropriate order of events such as before, after, etc.
5. The teacher introduces the students to the idea of how to organize an interesting story.
6. The teacher helps the students have a repertoire of verbs such as the verb say by asking them to work in a group of 5 and write some verbs that can be used instead of say on the board.

Such as : add, beg, boast, complain, declare, insist, murmur, order, promise, shriek, snap, stammer, threaten, warn, whisper.

[Task Cycle] (50 min.)

(Task) (5 min.)

1. Give the students a task and explain the task introductions to them.

Task : Last summer you spent a month working as a trainee to fulfill the curriculum. The teacher has asked you to write a narrative story on the most memorable experiences you had and what you learnt from those experiences. Write a narrative story.
2. The students work individually on this task and the teacher will be a monitor and facilitator while they are working.

(Planning) (10 min.)

1. The students plan to write a narrative story by using paragraphs. The teacher adds some useful information about steps to plan a narrative story.
 1. begin with a list of the things you want to put in your writing
e.g. Who was who, where the setting was, how you traveled there
 2. arrange the list into topics and points with the use of a story map of the events or diagram to help narrating the events topic by topic or sequence by sequence.
 3. make more detailed notes for each point
 4. decide on the order of events, and write a paragraph for each
 5. decide how to link your paragraphs

(Writing) (35 min.)

1. The students write a narrative story from the given task.
2. The teacher walks around to help the students when they have problems and gives feedback to them when necessary.

[Language Focus] (100 min.)

(Analyze and Practice)

1. The teacher corrects the students' writings and gives feedback to them by underlining and putting ? after the sentence in order to call their attention to notice and figure out what kind of mistakes they have made.
2. The teacher invites each pair of the students for a personal talk to check whether each of them understands the codes in order to correct and rewrite their writing into a second draft. The teacher will use some questions as below to help the students clarify what they want to convey.

Ex. What do you mean by...?

What does...mean?

Could you explain this word/sentence/phrase for me?

The...?

Sorry?

Etc.

3. After an interaction between the teacher and students on grammatical errors, the students take their writings to rewrite it into a second draft according to the teacher's comments.

Teaching Materials : Handouts, Worksheets

Evaluation : 1. Correctness of the students' exercises and written tasks.
2. From students' writings.

The following texts tell much the same story but the second one is more effective than the other. Work with a partner and discuss what techniques have been used to make this version effective.

1. About ten years ago, I was staying with some friends when they were burgled. We were on our way to bed when there was a knock at the door. Ron opened the door and saw two men on the doorstep asking for some water for their car. Ron brought them some but they didn't take it to the car, they threw it in his face and pushed past him into the house. They rushed round the house grabbing what they could, mainly some jewelry and a video recorder. They threw a television set through the glass patio doors and jumped after it, escaping through the back garden. It was over in seconds but it took us all some time to recover from the shock.

2. Some years ago, I was spending a few days with Anita, an old school friend, her husband and her new baby. It was early January and there had been an unusually heavy snowfall. My friends had just moved into a new house on a secluded modern estate in Birmingham. Their home had a large garden bordering on a park and the houses on either side were still unoccupied ; so we were really quite isolated from the world.

We had had a pleasant evening in the warm house feeling safe and cocooned from the snow and the silence outside and were on our way to bed. Suddenly, there was a knock at the door. Anita's husband, Ron, threw on a dressing gown and went to answer it. 'Our car 's broken down. Could you possibly let us have a bucket of water for it?' asked one of the two men standing there. Ron quickly filled a bucket for them and then shrieked as they threw it over him and dashed past him. I was in the bathroom and looked out to see two strangers rushing up to the stairs towards me. I don't suppose I've ever slammed a door quickly. I leant hard against it praying the lock was strong. I could hear Anita screaming 'Don't touch my baby, don't touch my baby.' And then there was the

noise of feet clattering down the still uncarpeted stairs, a loud crash of breaking glass and silence.

A few seconds later I heard Ron ringing the police and I cautiously emerged from the bathroom. At the same time Anita came out of the bedroom clutching the baby – who was still sound asleep. The men had snatched the rings, ear-rings and watch which she had just taken off. They had also grabbed the video recorder. The crash of broken glass was the sound of the television being thrown through the patio doors. We could see their footprints in the snow down the garden and away into the park beyond.

We sat and shivered, both from the cold now streaming in through the broken doors and from the shock, until long after the police had been and taken our statements. I don't think any of us will ever feel quite so secure in our own homes as we used to before that evening.

If you spent a month working in England last summer, what sentence should be the opening sentence for the story. Choose one sentence from the following sentences.

1. Very little that was memorable happened during my month in England as I spent most of my time at home looking after my hostess's two year old twins while she went off to meet her friends in town.
2. From the moment I stepped onto the plane that would take me to Heathrow my month was to be memorable.
3. My very first day in England was the highlight of the whole time I was to spend there.
4. Nothing about England was to turn out as I had expected.
5. After filling in the agency's forms applying for work in England I had to wait a long time until any response came.
6. Last summer I spent a month in London working as an au pair for a family called Smith.

Lesson Plan 3

Subject	:	01-320-013 การเขียน 1
Class	:	Accounting Class
No. of Students	:	33
Time	:	4 periods
Content	:	Writing a Report
Terminal Objective	:	Students should be able to write a report.
Enabling Objectives	:	Students should be able to 1. tell the meaning and characteristics of a report. 2. answer the questions about the situation given. 3. make a list of paragraph headings in the most appropriate order. 4. use linking words in their writing.

Procedure

[Pre-Task]

(Presentation) (50 min.)

1. Greet the students and tell them the terminal objective and overall processes.
2. The teacher asks the students to tell the meaning of a " report".

Question : What exactly is a report?

Answer : A report is an official document that discusses something.

3. After that the students are requested to work with a partner to give some characteristics of a report as a type of writing by making a list of as many characteristics as they can think of and compare their ideas with those of other students in the class as well as add any other ideas to their list.

Answer : clear layout, clearly differentiated paragraphs, often with headings, clear introduction giving the basic facts, neutral or formal language – vocabulary and structures, content is usually presented objectively although it may then lead to a more personal conclusion

4. The students have an example of a report to read and suggest overall title as well as headings for each paragraph.

Headings : Introduction , Geographical Factors, Facilities, Drawbacks,
Conclusion

Title : Suitability of Camford as a Location for a Language School

5. The teacher shows them some linking words and expressions and explains to them that linking words and expressions are usually used to clarify the structure of a piece of writing to be clearer to follow.

Example of linking words and expressions

1. Firstly, Secondly - to introduce the first, second point
First of all - to make a first point
 2. Moreover, Furthermore, In addition - to add another point
 3. however, nevertheless, but, - to introduce a contrasting point
In contrast to
 4. consequently, therefore, thus - to introduce the result or effect of something
as a result, in consequence
 5. subsequently, later on, - to introduce the continuation of the statement
afterwards
 6. To conclude, In conclusion, - to introduce a conclusion
6. Have the students look at the given report again and show them an example of the linking words. The students are requested to underline all the linking words and expressions by themselves.
7. Then, the students practice using linking words and expressions by completing the blanks, with linking words and expressions in the given exercise.

[Task Cycle] (50 min.)

(Task) (5min.)

1. Give the students a task and explain the task introductions to them.

Task : The multi-national company which you work for has asked you to write a report on the current situation in your company. They want to know about a major economic or social problem that your country is facing at the moment, its nature and its causes and about what attempts are being made to solve it. They would like you to conclude by commenting on the extent to which this problem affects the company's work in your country.

2. The students have to work individually on this task and the teacher will be a monitor and facilitator while the students are working.

(Planning) (5 min.)

1. The students plan to write a report by practicing differentiating paragraphs with headings.

(Writing) (40 min.)

- 1: The students write a report from the given task individually.
2. The teacher walks around to help the students when they have problems and gives feedback to them when necessary.

[Language Focus] (100 min.)

(Analyze and Practice)

1. The teacher corrects the students' writings and gives feedback to them by underlining and putting ? after the sentence in order to call their attention to notice and figure out what kind of mistakes they have made.
2. The teacher uses focus-on-form activities to interact with each student on grammatical errors and checks whether he/she understands the codes to correct and rewrite their writings into a second draft. The teacher will use some questions as below to help the students clarify what they want to convey.

Ex. What do you mean by...?

What does...mean?

Could you explain this word/sentence/phrase for me?

The...?

Sorry?

Etc.

3. After an interaction between the teacher and students on grammatical errors, the students take their writing to rewrite it into a second draft according to the teacher's comments.

Teaching Materials : Handouts, Worksheets

Evaluation : 1. Correctness of the students' exercises and written tasks.
2. From students' writings.

Read the report below and suggest an overall title. Then, suggest headings for each paragraph.

1.....

Last month we sent a team of three members of staff to assess the town of Camford as a potential location for a new English language college for Speakers of other languages. This report outlines the findings of the team and concludes with a recommendation.

2.....

There are a number of basic geographical reasons why Camford would appear to be an attractive location for a language college. Firstly, it is situated at a distance of only fifty miles from London and there are good rail and bus connections with the capital. Secondly, although Camford is mainly known for its ancient university, it also has a number of other further education colleges so that there are substantial groups of young people in the city in term-times. Moreover, links between local industry, much of which is based on modern technology, and the educational institutions are growing so that the economy of the area is relatively healthy.

3.....

The health of the local economy combined with the youthful nature of the population, inevitably has a positive effect on the facilities available in the town. These include a sports complex with, among other things, a skating rink and an Olympic-sized swimming pool, five cinemas, three theatres and two large concert halls. There are also numerous shops catering especially for the interests of the young.

4.....

Despite its many fine points, Camford has, nevertheless, a couple of not insignificant disadvantages as the location for our new language school. First of all, there is a lack of appropriate rented accommodation available within the city is extremely poor.

5.....

To conclude, our recommendation is that we should take our investigation of Camford as a suitable location a stage further and should look for an appropriate site within walking distance of the town center. We should, however, also consider the possibility of providing residential accommodation for our students.

Lesson Plan 4

Subject	:	01-320-013 การเขียน 1
Class	:	Accounting Class
No. of Students	:	33
Time	:	4 periods
Content	:	Writing a Comparisons
Terminal Objective	:	Students should be able to write a letter of comparisons to their friend(s) on a given task.
Enabling Objectives	:	Students should be able to 1. write words connected with workplace or study. 2. answer the questions to the given exercises. 3. use expressions of comparison such as the same as, similar to, resemble, is like, both...and, not only...but also, neither...nor, so is, does too, similar to, like. 4. use expressions of contrast such as contrast with, differ from, to be different from, more...than, unlike, although, even though, while, in contrast to, however, on the other hand, and on the contrary. 5. use expressions of recommendations such as I would recommend that, It is necessary for you to, You should.

Procedure

[Pre-Task]

(Presentation) (50 min.)

1. Greet the students and tell them the terminal objective and overall processes.

2. The teacher asks the students to write words connected to their work or study on the board as much as possible.
3. After that the teacher introduces some expressions in making comparisons, contrasts and recommendations to the students as follows :

Comparisons

Both x and y...

X resembles y...

X is the same as y...

X is like y in...

X is similar to y in...

Not only x but also y...

Neither x nor y...

X...and so is y

X...,and y does too

Like x, y...

Contrasts

X contrasts with y in...

X differs from y

X is different from y

Unlike x..., y...

Although x..., y...

In contrast to x, y...

Y..., on the other hand, ...

Recommendations

I would like to recommend that...

It is necessary for you to...

You should...

4. Then the teacher lets the students take a look at examples of sentences of using comparisons, contrasts and recommendations in the sheets as well as do exercises.

[Task Cycle] (50 min.)

(Task) (5 min.)

1. Give the students a task and explain the task introductions to them.

Task : A colleague abroad, Anne, is planning to visit your college to see how a typical week there compares with a week in her own college. Write her a letter describing a program you would recommend for the week. Explain why you feel some of the activities recommended would be of particular interest and use.

2. The students have to work individually on this task and the teacher will be a monitor and facilitator while the students are working.

(Planning) (15 min.)

1. The teacher helps the students to plan the writing by asking them to take a look at habitual actions of Anne and make a list of some similarities and differences to make comparisons to Anne's habitual actions as well as give her a recommendation of activities.

(Writing) (30 min.)

1. The students write a letter from the given task individually.
2. The teacher walks around to help the students when they have problems and gives feedback to them when necessary.

[Language Focus] (100 min.)

(Analyze and Practice)

1. The teacher corrects the students' writings and gives feedback to them by underlining and putting ? after the sentence in order for them to notice and figure out what kind of mistakes they have made.
2. The teacher uses focus-on-form activities to interact with each student on grammatical errors and checks whether he/she understands the codes to correct and rewrite their writings into a second draft. The teacher will use some questions as below to help the students clarify what they want to convey.

Ex. What do you mean by...?

What does...mean?

Could you explain this word/sentence/phrase for me?

The...?

Sorry?

Etc.

3. After an interaction between the teacher and students on grammatical errors, the students take their writing to rewrite it into a second draft according to the teacher's comments.

Teaching Materials : Handouts, Worksheets

Evaluation : 1. Correctness of the students' exercises and written tasks.
2. From students' writings.

Some common phrases used in making comparisons and contrasts are :

Comparison

1. Soccer is the same as football in several ways.
 Soccer is similar to football in several ways.
 Soccer resembles football in several ways.
 Soccer is like football in several ways.
2. Both soccer and football are team sport.
 Not only soccer but also football is a team sport.
 Neither soccer nor football is my favorite sport.
3. Soccer is very popular and so is football.
 Soccer has many fans, and football does too.
4. Soccer and football have many things in common.
5. Soccer is very popular in South America. Similarly, football has many fans in the United States.
6. Like football, soccer has many fans.

Contrast

1. Soccer contrasts with football in team size.
 Soccer differs from football in that players cannot use their hands.
 Soccer is very different from football in many ways.
2. Unlike soccer , football requires a lot of physical contact.
3. Although certain positions in football requires speed in running, all soccer players depend upon their quickness.
 Even though football players use their feet, a great deal of the action involves using hands and arms
 While soccer players try to dominate the ball with their feet, football players mostly use their hands.
4. Soccer players try to dominate the ball with their feet. In contrast, football players mostly use their hands

Recommendation

1. I would recommend that the store give major coverage to electric blankets in the weekend advertisement.
2. It is necessary for you to include a vita in a letter of application.
3. You should include a vita in a letter of application.

Read the following information. Then, fill in the blank with the expressions of contrast.

Points of difference	Countries	
	America	Ethiopia
Clothing	Women wear pants	Women wear dresses.
Social customs	Women eat out at restaurants with men.	Women are never seen in restaurants.
	People eat on the streets.	People never eat on the streets.

There are some points of difference in clothing and social customs between America and Ethiopia.American women wear pants, Ethiopian women wear dresses. American women eat out at restaurants with men.....Ethiopian women never seen in restaurants.American people, Ethiopian people never eat on the street.

Habitual Actions of Anne

Study 5 courses :

	Saturday	Sunday
English	8.00-10.30	-
Accounting	11.30-14.30	-
Economics	14.30-17.30	-
Mathematics	-	8.00-10.30
Chinese	-	11.30-14.30
International Finance and Economics	-	14.30-17.30

Popular dishes for lunch : usually have sandwich, hamburgers, fruits and juice or
coffee in the office or the campus, never eat out..

Always arrive at the office/college : 7.30 o'clock

Often go to work/college by : subway or bicycle

Usually wear any proper clothes to work/college, never wear uniform

Office hours : 8.30-17.30

ภาคผนวก ค
แบบวิเคราะห์ความถูกต้องด้านไวยากรณ์

แบบวิเคราะห์ความถูกต้องด้านไวยากรณ์

ชื่อ.....งานชิ้นที่.....

หัวข้อสำหรับวิเคราะห์	จำนวนครั้ง	
	ก่อนได้รับการเสริม กิจกรรมที่เน้นรูปแบบ ภาษา	หลังได้รับการเสริม กิจกรรมที่เน้นรูปแบบ ภาษา
1. ความถูกต้องในการใช้กาล		
2. ความถูกต้องในการสะกดคำ		
3. ความผิดพลาดในการใช้กาล		
4. ความผิดพลาดในการสะกดคำ		
5. ความถูกต้องในการแก้ไขข้อผิดพลาดในการใช้กาล		
6. ความถูกต้องในการแก้ไขข้อผิดพลาดในการสะกดคำ		

ภาคผนวก ง
วิธีใช้แบบวิเคราะห์ความถูกต้องด้านไวยากรณ์

วิธีใช้แบบวิเคราะห์ความถูกต้องด้านไวยากรณ์

1. เมื่อผู้เรียนเขียนประโยคที่ใช้โครงสร้างของกาลได้ถูกต้อง ผู้วิจัยทำเครื่องหมาย / แสดงจำนวนประโยคแต่ละประโยคที่ใช้โครงสร้างของกาลได้ถูกต้องลงในช่องตรงกับความต้องการในการใช้กาล
2. เมื่อผู้เรียนเขียนสะกดคำได้ถูกต้อง ผู้วิจัยทำเครื่องหมาย / แสดงจำนวนประโยคที่ผู้เรียนสะกดคำถูกต้องลงในช่องตรงกับความต้องการในการสะกดคำ
3. เมื่อผู้เรียนเขียนประโยคที่ใช้โครงสร้างของกาลผิดพลาด ผู้วิจัยทำเครื่องหมาย / แสดงจำนวนประโยคแต่ละประโยคที่ใช้โครงสร้างของกาลผิดพลาดลงในช่องตรงกับความต้องการในการใช้กาล
4. เมื่อผู้เรียนเขียนสะกดคำผิดพลาด ผู้วิจัยทำเครื่องหมาย / แสดงจำนวนประโยคที่ผู้เรียนสะกดคำผิดพลาดลงในช่องตรงกับความต้องการในการสะกดคำ

ภาคผนวก จ
รายละเอียดความสามารถด้านการเขียนภาษาอังกฤษของผู้เรียน

รายละเอียดความสามารถด้านการเขียนภาษาอังกฤษของผู้เรียนจากงานเขียนที่ 1-4

นักศึกษา ลำดับที่	คะแนน งานที่ 1 (35)	คะแนน งานที่ 2 (35)	คะแนน งานที่ 3 (35)	คะแนน งานที่ 4 (35)	คะแนน เฉลี่ย (μ)	ผ่าน/ไม่ผ่าน เกณฑ์
1.	20	20	19	24	20.75	ผ่าน
2.	23	20	20	21	21	ผ่าน
3.	19	17	19	23	19.5	ผ่าน
4.	22	15	17	21	18.75	ผ่าน
5.	23	22	25	22	23	ผ่าน
6.	18	14	19	24	18.75	ผ่าน
7.	21	13	13	23	17.5	ผ่าน
8.	25	14	15	25	19.75	ผ่าน
9.	19	14	16	26	18.75	ผ่าน
10.	22	23	20	23	22	ผ่าน
11.	20	14	15	24	18.25	ผ่าน
12.	21	22	23	26	23	ผ่าน
13.	21	17	18	23	19.75	ผ่าน
14.	15	18	17	23	18.25	ผ่าน
15.	21	32	34	28	28.75	ผ่าน
16.	23	20	18	25	21.5	ผ่าน
17.	26	24	27	30	26.75	ผ่าน
18.	22	24	16	24	21.5	ผ่าน
19.	18	26	15	24	20.75	ผ่าน
20.	21	21	15	22	19.75	ผ่าน

ภาคผนวก จ

ตัวอย่างงานเขียนของผู้เรียนก่อนได้รับการเสริม
กิจกรรมที่เน้นรูปแบบภาษาในการสอนภาษาแบบมุ่งปฏิบัติงาน

last summer

child not

First today for work at Sappern Kindergarten in position Administrative. I have ^{best} impression and I ~~feel~~ ^{well} ~~not~~ good working. I ~~will be~~ ^{could be} afraid ~~my~~ ^{to} working ~~not~~ good and I ~~do~~ ^{don't} know whom ^{at} work. I have new co-worker, she ^{is} friendly, give advice and ~~to~~ assisted me ^{when} I ~~work~~ ^{can't} not understand. My Boss is ^{say} ~~say~~ sweetly this ~~is~~ ^{was} first thing my ^{first} impression. She received my ^{to} apply for the work. I ^{felt} warm ^{when} in front of her.

In work to be problem, I have problem with boss and co-workers. With co-worker, she ^{is} selfish and she ^{say} ~~say~~ things about someone. With boss, when she ^{is} ~~is~~ wrangled with husband and then ^{came} going to work. She ^{is} a bad mood and sulky with ^{me} to ^{make} ~~to~~ day unhappy in work. ^{what} ~~will~~ ^{will} you do to ^{be} complained always.

But she ^{has} a good mood, she ^{is} cheerful, to be my ^{fill} ~~fill~~ good, I ^{feel} ~~feel~~ happy in working.

In the afternoon at 15:30 o'clock, children prepared ^{themselves} to go home. During ^{the} waiting ^{time} ~~guardian~~ ^{parent}. They ^{are} playing ~~to~~ toys. Everybody teacher and officer ^{to} separated duty to make good care for children to not ^{have} ~~come~~ about accident. One in a while at my area to take care. Children ^{has} injured such as they ^{are} ~~are~~ falling ^{from} swing. I ^{am} sorry, later my boss ^{to} complained a caution. Although my ^{take} ~~take~~ care kindly ~~not~~ eyesight and ^{to} ~~do~~ ^{do} one's best. It ^{is} ~~is~~ ^{make} ~~give~~ my feel dejected and I ^{feel} ~~feel~~ ^{my} ~~myself~~ ^{being} not effectiveness in work.

In Social of working ^{to} talk about boss and co-workers. But when to work of school, teachers and officers everybody to cooperated that for ^{the} work ~~to~~ to be successful in work such as school ~~to~~ ^{to} puppy job the end of the Buddhist lent.

Teachers today, mothers'...

I thinking at any work, ^{if we} If ~~one~~ self to have acceptable and adjust ^{ourself} to go with ^{so} ~~society~~ ^{intelligence} and ~~active~~ are fidelity, deferential and diligent, ~~to be we to in~~ work in ~~activity~~ so that sustainably and happily and successfully in life work.

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก ข
ตัวอย่างงานเขียนของผู้เรียนหลังได้รับการเสริม
กิจกรรมที่เน้นรูปแบบภาษาในการสอนภาษาแบบมุ่งปฏิบัติงาน

My best experiences on last summer

On the first day for work at Sapaporn Kindergarten in the position of Administrative officer, I had impression and did not feel well in working. I was afraid that I could not work and I did not know anybody at work. I had new co-worker, she was friendly, gave advices and assisted me when I did not understand. My boss said sweetly, this was my first impression. She received me to work. I felt warm when I was in front of her.

In work ~~to be problems~~, I had problems with my boss and co-workers. With co-worker, she was selfish and said things about someone. With my boss, when she was wrangled with husband and came to work, she had a bad mood and was sulky with me and made me unhappy in work. Anything did she always complain. When she had a good mood and was cheerful, I felt good and happy in work.

In the afternoon at 15:30 o'clock, children prepared them selves to go back home. During they waited for their parents, They were playing toys. Even teacher and officer separated duty to make good care for children for not having accidents. One in a while at my area to take care children, They were injured such as they were falling from swing. I was sorry, later my boss complained and give me caution. Although I took care kindly and did my best. It made me feel dejected and I felt myself being not effective in work.

In working co-workers about boss and co-workers. But when to work of school, teachers and officers cooperated for the work to be successful in work

such as teachers' day , mothers' day .

I think at any work , if we have accep
and adjust curself to go with society and we have
fidelity , deference and diligence , we will work the
effice sustainably , happily and successfoly in work.

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ประวัติผู้เขียน

ชื่อ-สกุล	จินดารัตน์ สนธิรักษ์
วัน เดือน ปีเกิด	24 มีนาคม 2512
ที่อยู่ปัจจุบัน	39/2 หมู่ 2 ตำบลโกรกพระ อำเภอโกรกพระ จังหวัดนครสวรรค์

ประวัติการศึกษา

2530 สำเร็จการศึกษาระดับมัธยมศึกษาตอนปลาย
จากโรงเรียนสตรีนครสวรรค์ จังหวัดนครสวรรค์

2534 สำเร็จการศึกษาระดับปริญญาตรี ศิลปศาสตรบัณฑิต
สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์
มหาวิทยาลัยเชียงใหม่

ประวัติการทำงาน

2537-ปัจจุบัน เจ้าหน้าที่บริหารงานทั่วไป ระดับ 5
ภาควิชาภาพพิมพ์ จิตรกรรม และประติมากรรม
คณะวิจิตรศิลป์ มหาวิทยาลัยเชียงใหม่