

APPENDICES

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Appendix A

Lesson Plan 1

Introduction

Subject: English II (AE102)

No. of Students: 22 students

Time: 2 periods (50 mins/period)

Terminal Objectives: Students should be able to:

1. write and sign a classroom contract.

Enabling Objectives: Students should be able to:

1. describe the role of the teacher in learner-centered classroom.
2. describe the characteristic of good language students.

Teaching aids: handouts, Strategies Brainstorming worksheet, OHP, The Mountain Climber Story, folders for port-folio, white board, poster.

Procedure: Preparation

Procedure

Warm-up

1. Teacher uses analogies of a soccer team in explaining the roles of teacher and students in the learning process.
 - Learning a language is like playing on a soccer team. The teacher is the coach who presents different kinds of plays, gives advice and opportunities for practice, and provides feedback and support when it comes time to play a game. Students are the team players who actually play and must make decisions and evaluate themselves during the game.

Practice

2. Create a student-teacher classroom contract.
 - Ask students to think about some of the best teachers they have had and why they believe these teachers were so good then write students' ideas of good language teacher characteristics.
 - Ask students to think of characteristics of a good learner and write these on the white board.
 - When you have the two lists of characteristics, one for teacher behavior and one for students' behaviors, tell students that you would like to make an agreement with them. That is, you promise to live up to the characteristics of

a good teacher, if students make a similar promise to be good students.

Wrap-up

- The teacher asks the students to write down the characteristic of good students that they would like to commit to emulate. The teacher tells the students that this contract is optional and if they do not feel like committing to the class they do not have to sign.

Homework: Ask the students to bring a folder for a portfolio.

Evaluation: 1. classroom contract.

Lesson Plan 2

What are the language learning strategies?

Subject: English II (AE102)

No. of Students 22 students

Time: 3 periods (50 mins/period)

Terminal Objectives: Students should be able to

1. describe the importance of language learning strategies in learning English.

Enabling Objectives: Students should be able to:

1. read a story and identify strategies used from the story.
2. describe strategies used from the story outloud in class.

Strategy Objectives: Students should be able to

1. evaluate their first oral presentation.

Teaching aids: The mountain climber story, the mountain climber story worksheet, OHP of “The mountain climber story” worksheet.

Procedure:**Warm-up**

1. Explain to the students that there are many language learning strategies that they can use in learning English and each of the strategies can be used differently. Tell the students that they are going to read a story of a girl who climbs a mountain and they need to figure out which strategies she used in order to climb to the top of the mountain. (worksheet 2)

Practice

2. Put the students into group of four to work on “The mountain climber worksheet”. In the group, the students have to match each strategy that Sachiko uses in climbing the mountain. (worksheet 3)
3. On the OHP, teacher chooses the students randomly to answer the worksheet.

Wrap-up

4. Teacher asks the students to think of the time when they planned and gave their first oral presentation. Teacher tells the students to write an evaluation assessing their first oral presentation. (worksheet 4)
5. Students write down new strategies and its description that they learn in strategies table. (worksheet 1)

Evaluation: 1. Students’ worksheet 2. Classroom observation

Worksheet 1

Strategy	Definition

The Mountain Climber Story

Sachiko is a very good thinker. She uses her mind to help her do the things she wants to do.

Sachiko's ambition is to climb Mt. Kumo. Mt. Kumo is very big. She knows that she has to be well-organized and well-prepared before she can start to climb Mt. Kumo.

Before her trip, Sachiko has to make a decision on how high she wants to climb. She sets a goal: "I want to climb all the way to the top of Mt. Kumo"

Sachiko sat down and thought about what she already knows about Mt. Kumo. She takes notes on the things she already know about Mt. Kumo then she searches on the internet, maps, and travel books for information about Mt. Kumo that she does not know.

Sachiko has to think about what she needs to pack in her backpack. She said "I'll pack some rice crackers, some water, and a blanket."

Now Sachiko is ready to start climbing. As she climbs, she checks the signs to see how far she has climbed. She looks at her map to make sure she is on the right trail.

When she gets scared, Sachiko tells her self, "I can do it".

Sachiko finally reaches the top of Mt. Kumo! She is very happy.

When Sachiko got home, she asked herself, "How well did I do?" She said, "I packed enough water, but next time I need to bring more crackers." Sachiko is very happy because she climbed all the way to the top of Mt. Kumo.

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The Mountain Climber Worksheet

1. Describe strategies that Sachiko used in climbing Mouth Kumo.

Planning

Set Goal

Activate background knowledge

Monitoring

Self-talk to build confidence

Evaluating

Check goals

Self-evaluation

Self-evaluation of the first oral presentation.

1. Plan

2. Monitor

3. Evaluate

Lesson Plan 3

Planning- Choosing the topic

Subject: English II (AE102)

No. of Students 22 students

Time: 4 periods (50 mins/period)

Terminal Objectives: Students should be able to

1. choose the topic for oral presentation systematically.

Enabling Objectives: Students should be able to:

3. discuss detail and content about the topic that they are interested in.
4. select detail and content that they would like to focus on for oral presentation.

Strategies objective: Students should be able to

1. use activate background knowledge strategy to figure out appropriate topic for oral presentation.
2. use selective attention strategy to find out the details related to the topic they would like to focus on.
3. list important vocabulary related to the topic.

Teaching aids: note-card, presentation plan worksheet, transparency of the sample of presentation plan.

Procedure:**Warm up**

1. Teacher asks the students that if they are to give an oral presentation, “What are the important steps in preparing oral presentation?” Teacher writes students’ idea on the board. Then teacher tell the students that today we are going to plan an oral presentation, and the first step in preparing the presentation is choosing the topic.

Presenting

2. Teacher tell the students that when they choose the topic they need to

1. consider the audience.
2. have enough knowledge about the topic.
3. decide whether or not the topic is interesting.

Teacher introduces the first strategies “Activate background knowledge”. Teacher explains that this strategy can be used to brainstorm the idea and detail about the topic using their previous knowledge and experience.

Practice

3. Teacher breaks up students into groups of 3. The students have to come up with a presentation topic. Teacher passes a note card to each member of the group. Teacher tells the students that they have

ten minutes to brainstorm as many details related to the topic they chose. Teacher also suggests to the students that if they have little idea about the topic, they may want to consider changing to a new topic.

4. Teachers then presents to the students a new strategy which is called “selective attention”. Teacher explains to the students that this strategy can be used for focusing on key words, phrases, and idea about the topic. The whole class works on finding key words or phrases that they would like to focus on about “Global warming” Teacher tells the students that there are many words and information about global warming, but when they planning an oral presentation they need to select only the details they want to focus on. For example, 1) prevention of global warming 2) What causes global warming 3) How can global warming happen?
5. In the same group, the students list words or phrases that relate to the topic on the other side of the note card.
6. Teacher picks one sample from one group of the students then the whole class writes presentation plan (see the form) on the transparency together.
7. Teacher shows the example of presentation plan (sample 1) that has already been prepared to the class on the transparency.

Wrap-up

6. Teacher asks the students to work individually using the same step above.

Step 1 Brainstorm through the use of background knowledge about the topic.

Step 2 Write important key words and phrases about the topic.

Step 3 Write presentation plan (worksheet 1)

Evaluate: 1. Group work (check student's note-card)

2. Presentation plan

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Presentation Plan

Introduction: (Background & Purpose)

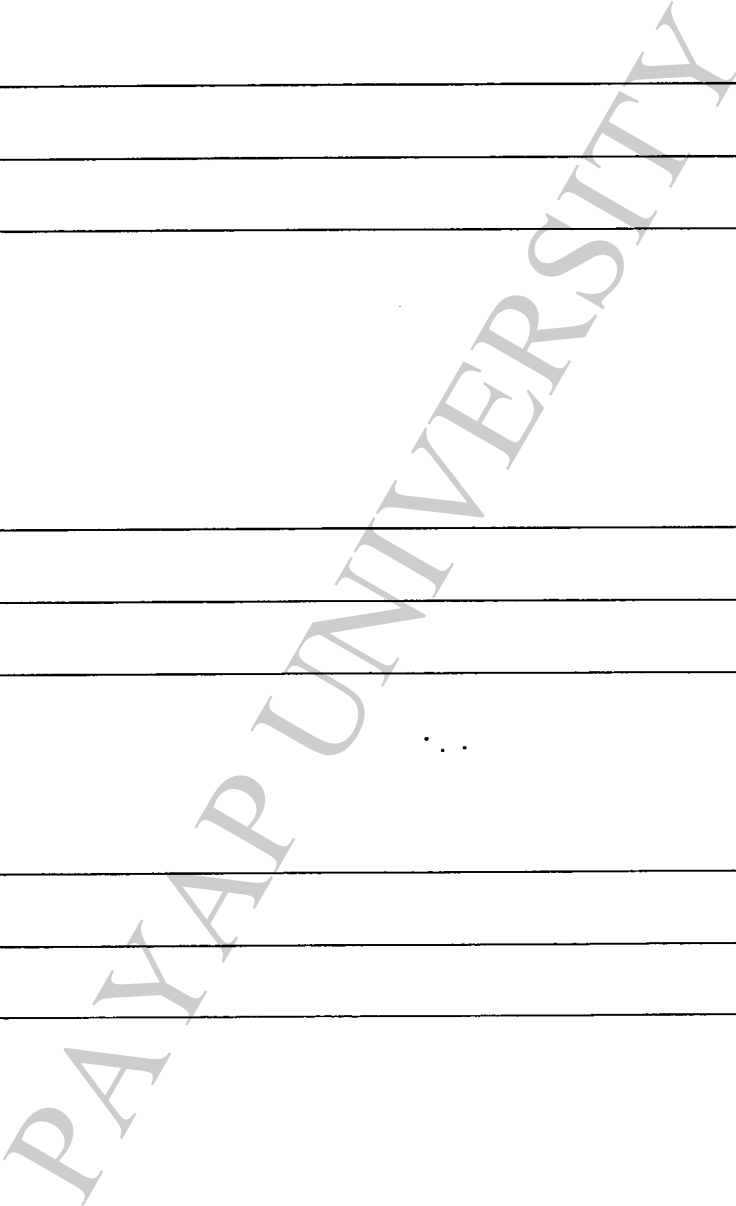
Part 1:

Point 1

Point 2

Part 2:

Point 1



Point 2

Conclusion

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Sample of Presentation plan

Introduction:

We may have heard the news that ice in the North Pole is melting and it can flood the whole world. Therefore today we are going to talk about global warming. What is global warming? What causes it? And how can we prevent it?

Part 1: *Definition of global warming.*

Point 1 An increase of the earth's temperature by a few degrees resulting in an increase in the volume of water which contributes to sea-level rise.

Point 2 Gradual increase in the earth's surface temperature.

Part 2: *Cause of Global warming*

Point 1: Humanity is the main cause of global warming.

Point 2: High quantity use of carbon dioxide

Point 3: Air pollution

Point 4: Deforestation

Point 5: Energy used such as

- turn on the light
- turn on television

- using air-conditioner - driving a car
- etc.

Part 3: *How can we prevent global warming?*

Point 1: Turn off the electricity when it is not in use.

Point 2: Spend less time playing online games.

Point 3: Use economical lights.

Point 4: Try to walk or use a bicycle when you travel short distances.

Conclusion:

Global warming is believed as a major world concern. We should all start from ourselves today to prevent global warming from happening.

Resources:

<http://www.nrdc.org/globalWarming/f101.asp>

http://library.thinkquest.org/CRO215471/global_warming.htm

www.nwrc.usgs.gov/fringe/glossary.html

<http://zfacts.com/p/49.html>

Lesson Plan 4

Planning- Preparing content about the topic

Subject: English II (AE102)

No. of Students 22 students

Time: 4 periods (50 mins/period)

Terminal Objectives: Students should be able to

1. write an outline of their oral presentation

Enabling Objectives: Students should be able to:

5. Research information about the topic from different sources such as internet, magazine, newspaper, etc.
6. summarize the content they find from different sources.
7. take note of the information they find from different sources.
8. make a Venn diagram
9. write a summary of a story using sunburst map.
10. make a flow chart about their favorite idol as an example.

Strategies objective: Students should be able to

1. use selective attention strategy to write the details related to the topic they would like to focus on.

2. use note taking strategies (sunburst, flowchart, Venn diagram) to summarize the information.
3. use the resources strategy in searching for information

Teaching aids: note-card, presentation plan worksheet, transparency of the sample of presentation plan, internet, sunburst map, flow chart and Venn diagram in transparency, paper

Procedure:

Warm-up

1. Teacher asks the students questions about whether it is illegal or not to copy someone else's work. Teacher also asks that how many sources they should find to make their content of presentation more reliable. Teacher can also give example that in order to write a thesis, we can not only depend on one book. We need to read from many books or website in order to make our paper more reliable. When they present, they also need at least three sources in order to make the content more reliable.
2. Teacher tells the students that today they are going to learn how to summarize information from different sources. They will also learn how to take notes from the information they find.

Presenting

1. Teacher tells the students that today they are going to learn “note-taking strategy”. In taking notes, the students can use semantic sunburst maps, flow charts, Venn diagrams or outlines. The students have already learned how to write the outline through the presentation plan. Therefore, today they are going to learn about sunburst map, flow chart, and Venn diagram. Teacher tells the students that these graphic organizers can be helpful in the speaking part of the presentation as well.

Practice

2. On the transparency, the whole class works together on Venn diagram comparing anything such as animals or two students from the class.
3. Then teachers break the students into small groups to make a sunburst map of “The mountain Climber story”
4. Each student makes flow chart (worksheet 1) writing about their autobiography.
5. Teacher and students go to Self Access Learning Center. Teacher tells the students to be in the same group when they plan group presentation to research the information about the topic. Tell students to pick one style of graphic organizer and one source about

their topic from the internet and make a graphic organizer from the information they find.

Wrap up

6. In the same group, the students choose one topic for their group oral presentation and make a diagram about the topic.

Evaluation

1. students' graphic organizer

Flow Chart

[Empty rectangular box for flow chart step 1]



[Empty rectangular box for flow chart step 2]



[Empty rectangular box for flow chart step 3]

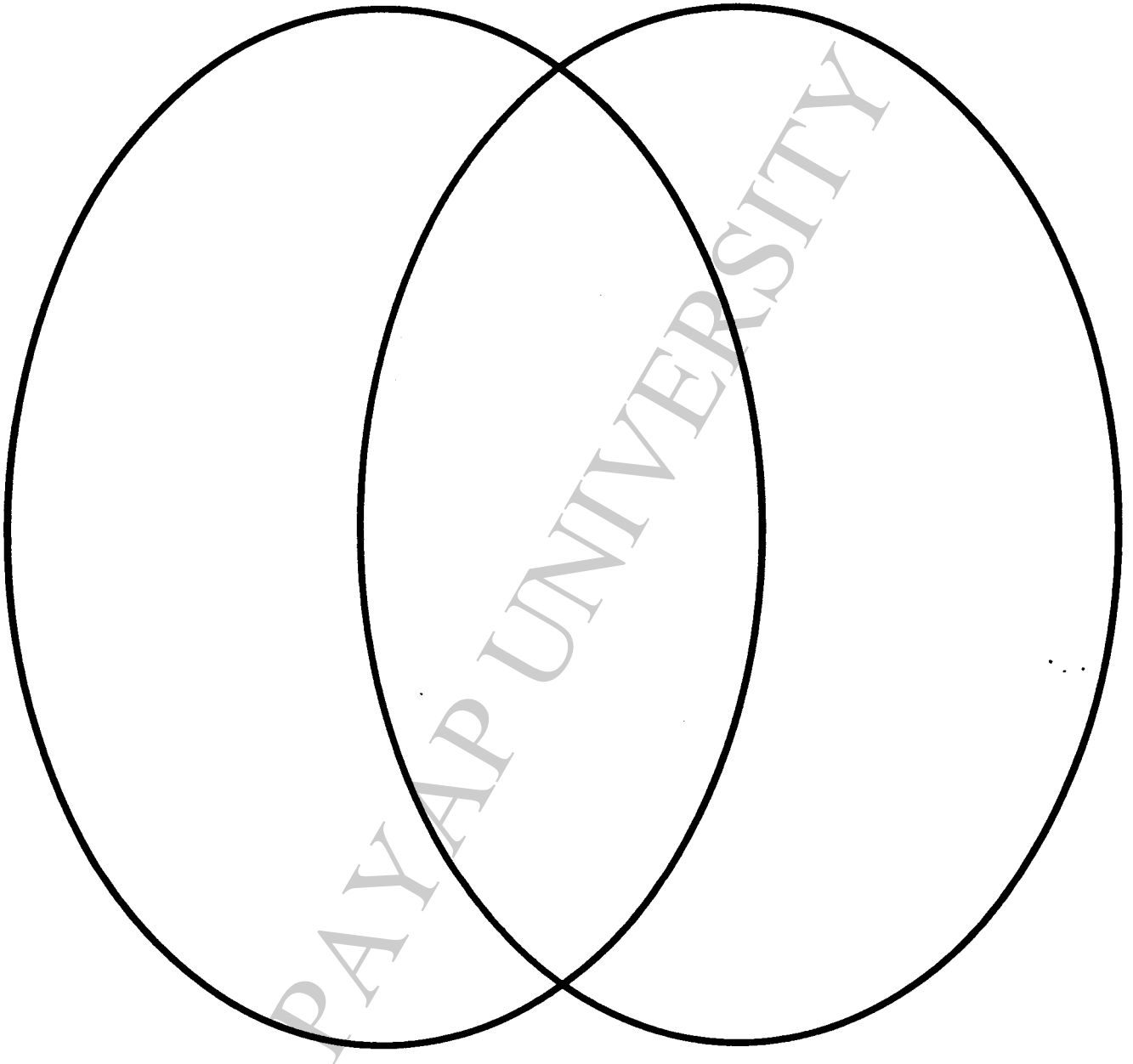


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Worksheet 2

Venn Diagram



Lesson Plan 5

Writing Script

Subject: English II (AE102)

No. of Students 22 students

Time: 4 periods (50 mins/period)

Terminal Objectives: Students should be able to

2. write presentation scripts about the content of the topic through researching from many sources and use correct discourse for oral presentation script
3. make visual aids for oral presentation.

Enabling Objectives: Students should be able to:

11. write an introduction for an oral presentation.
12. write the content of an oral presentation.
13. write the conclusion of the presentation script
14. create visual aids for oral presentations.

Strategies objective: Students should be able to

1. memorize important words and phrases for oral presentations.

Teaching aids: Oral Presentation Guideline (copies transparency),
Presentation script. Rubric for script.

Procedure

Warm-up

1. Teacher tells the students that today they are going to write a script for their oral presentation using the diagram that they have prepared for homework.
2. Teacher tells the students that before they write a script, you would like them to study oral presentation guidelines. Teacher mentions that from students' first presentation, the students need to improve on
 - self-introduction
 - Introduction about the topic
 - Make the introduction more interesting
 - Make a clearer transition of the main idea of the topic.
 - Have the conclusion of the presentation
 - End the presentation well

Presenting

3. Teacher shows guideline for oral presentation on transparency which suggest important words and phrases for giving oral presentation which are
 - 1) greeting
 - 2) asking audience questions about the topic
 - 3) useful transitions

4) giving examples and personal opinion

5) ending the presentation

6) sources of the information

4. Teacher goes through some of the words or phrases that the teacher thinks that students do not use very often or are unfamiliar with, and use those words in different sentences. Teacher help the students pronounce the words and phrases. For example, teacher and students can work together using the words first, second, after that, then and etc. Teacher asks the students to explain the steps about “Thai marriage” using the words and phrases from the guidelines.

5. Teacher discusses with the students about the importance of having visual aids for oral presentation. Teacher writes students’ suggestions on the board. Teacher shows some of the good visual aids from the first presentation they gave, and show some of the visual aids that have small letters. Ask the students to discuss about the size of the font and the size of the pictures and ways that we can make good visual aids for oral presentation.

Practice

5. Teacher tells the students to write their first draft of oral presentation script. The students have to include introductory part, content, conclusion, and the ending part of the presentation in the presentation script worksheet. (worksheet 1)

Wrap-up

6. Teacher asks the students to read their script out loud. The students have to monitor the grammar mistakes and pronunciation then write second draft of the script. Teacher tells the students to underline the words that they have trouble pronouncing. Students hand in the second draft of their script to the teacher.

Homework

1. Teacher tells the students to make visual aids for their oral presentation at home and show it to a couple friends to comment and make it better.

Evaluation

1. Student's presentation script using suggested rubric.
2. Students visual aids

Presentation Script

Introduction

Content

Conclusion

Ending

Writing Scale

Name: _____

Code: _____

Grammar

- ___ 6. Few (if any) noticeable errors of grammar or word order.
- ___ 5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- ___ 4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- ___ 3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
- ___ 2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- ___ 1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

- ___ 6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- ___ 5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- ___ 4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- ___ 3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- ___ 2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
- ___ 1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

Mechanics

- ___ 6. Few (if any) noticeable lapses in punctuation or spelling.
- ___ 5. Occasional lapses in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- ___ 4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- ___ 3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.

___ 2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

___ 1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Organization

___ 6. Highly organized; clear progression of ideas well linked; like educated native writer.

___ 5. Material well organized; links could occasionally be clearer but communication not impaired.

___ 4. Some lack of organization; re-reading required for clarification of ideas.

___ 3. Little or no attempt at connectivity, though reader can deduce some organization.

___ 2. Individual ideas may be clear, but very difficult to deduce connection between them.

___ 1. Lack of organization so severe that communication is seriously impaired.

Score: Grammar ___ **Vocab** ___ **Mechanics** ___ **Organization** ___ **Total** ___/

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Worksheet 2

Guideline for useful phrases when giving oral presentation

Introductory	Meaning
To begin with	
First of all	
Good morning, Good afternoon	
Today, this morning, this afternoon	
I would like to talk about	
I'd like to present	
I'm going to talk about	
My topic is	
Asking audience questions	
Have you ever heard of	
Do you know?	
How many of you know....?	
Have you ever been to...?	
Linking words	
And	
Both	
Too	
Also	
Besides	
not only, but also	
Moreover	
But	
Although	
While	
Because	
because of	
Temporal transition	

First, second, third, etc.	
Next	
Giving Examples and personal opinion	
For example	
I think that	
In my opinion	
Concluding	
As a result	
To sum up	
Finally	
In conclusion	
Leave taking	
This is all about my presentation	
Thank you for your attention	

Lesson Plan 6

Rehearsal and Evaluation

Subject: English II (AE102)

No. of Students 22 students

Time: 5 periods (50 mins/period)

Terminal Objectives: Students should be able to

- a. give an oral presentation
- b. evaluate their oral presentation

Enabling Objectives: Students should be able to:

1. Introduce themselves and the topic they want to talk about orally.
2. pronounce the presentation script correctly.
3. End the presentation correctly.
4. practice giving oral presentation using the guidelines.
5. recognize the good points and mistakes made in giving an oral presentation.

Strategies objective: Students should be able to

1. rehearse their oral presentation.
2. evaluate their performance.

Teaching aids: 3 native speakers.

Procedure

Period 1

Warm-up

1. Teacher tells the students that before they are going to give an oral presentation it is very important to rehearse or practice saying the script.
2. Teacher tells the students that it is very important to speak clearly and correctly in order to be understood by native speakers. Teachers then tell the students that today they are going to practice their presentation with native speakers.
3. Teachers introduces rehearsing strategy which the students should rehearse and practice giving oral presentation until they are feeling confident and more fluent.

Practice

4. Break the students into group according to the number of native speakers the teacher provided. Students practice their presentation orally. Native speakers assist the students in correcting their pronunciation or intonation.

Wrap-up

5. Teacher asks the students to practice at home.

Period 2

6. Teacher breaks students into group of four. Each student has to rehearse their oral presentation just like how they will give on the actual day. Within the group the students have to comment their friend's presentation, and suggest how to make it better.

Period 3

7. Student gives oral presentation in front of the whole class.

Period 4

8. Teacher makes positive comments about students' oral presentation. The students work as a whole class to discuss and assess the oral presentation.
9. The students work on their own to assess their oral presentation on the paper.

Evaluation

1. Student's oral presentation using criteria of assessment.
2. classroom observation.

Appendix B

The criteria of assessment for the lesson plan

Name of the expert:

Lesson plan number:

Please make an (X) in the box.

1=lowest 2= low 3=fair 4= high 5=highest

Topic	Details	1	2	3	4	5
1. Lesson Objectives						
1.1 Terminal objectives	1. clearly stated					
	2. specify achievable behavior					
1.2 Enabling objectives	3. clearly stated					
	4. specify achievable behavior					
2. Content	5. relevant to the lesson's objectives					
	6. clear and well-organized					
	7. cover all the strategies that will be used for training					
	8. level of difficulties appropriate to learners' Proficiency					
3. Activities	9. relevant to the lesson's objectives					
	10. relevant to the content					
	11. appropriate with classroom setting					
	12. relevant to the skills or strategies that will be used for training.					
	13. focus on learner-centered (students' interest)					
4. Teaching materials	14. relevant to the content and activities of the lesson.					
5. Evaluation	15. relevant to the lesson's objectives					
	16. relevant to the content and activities of the lesson.					
	17. can be measurable					

Appendix C: Criteria of assessment for an oral presentation				
Name of student:				
Assess by:				
Points	1	2	3	4
1. Delivery				
A. Voice: Did the student:				
1. speak fluently?				
2. speak loud enough?				
3. speak at an appropriate speed?				
4. speak clearly?				
5. show little reliance on notes?				
B. Body language : Did the student:				
6. look at the audience?				
7. stand up straight?				
C. Visual materials: Did the student:				
8. avoid using whole sentences copied from other sources?				
9. avoid reading directly from slides?				
10. present attractive and creative materials?				
2. Content and Organization				
11. have an interesting opening				
12. outline the topics of the talk for the audience?				
13. clearly signal a change of topic?				
14. put information in logical order?				
15. have content that is relevant to the topic?				
16. have content that is accurate?				
17. have a conclusion?				
3. Language				
18. use appropriate language?				
19. use the correct verb tense?				
20. pronounce words correctly?				
Total Score=				

Appendix D

Checklists of useful phrases when giving an oral presentation.

Introductory student name						
To begin with						
First of all						
Good morning, Good afternoon						
Today, this morning, this afternoon						
I will present about						
I would like to talk about						
I'd like to present						
I'm going to talk about						
My topic is						
Have you ever heard of						
Do you know?						
How many of you know....?						
Have you ever been to...?						
Linking words						
And						
Both						
Too						
So						
Also						
Besides						
not only, but also						
Moreover						
But						
Although						
While						
Because						
because of						
Temporal transition						

First, second, third, etc.						
Next						
Giving Examples and personal opinion						
For example						
I think						
In my opinion						
Concluding						
As a result						
To sum up						
In summary						
Lastly						
Finally						
Leave taking						
This is all about my presentation						
Thank you for your attention						
Thank you						
Others						
Total						

Appendix E

Questionnaire (English Version)

Questionnaire: Techniques used for planning and giving an oral presentation.

Planning Stage

1. How many hours did you spend in planning an oral presentation?

- 1). 1 hour 2). 2-4 hours 3). 5-10 hours 4). more than 10 hours

2. How do you choose the topic for your oral presentation?

1= the least 5=the most

1) Consider the audience.

2) Consider the knowledge about

topic.

3) Difficulties in searching for information

4) topic of interest

	1	2	3	4	5
1) Consider the audience.					
2) Consider the knowledge about topic.					
3) Difficulties in searching for information					
4) topic of interest					

3. Before I started to prepare for an oral presentation, I thought about what I already knew about the topic to brainstorm words and phrases. Please make an X in front of the correct answer.

_____ 1. Yes _____ 2) No

4. Did you copy the information from the sources or summary only the important information.

_____ 1) copied the whole information _____ 2) summary the important.

5. Where did you find the sources of information?

_____ 1) internet (no.) _____ websites.

_____ 2) magazine (no.) _____

_____ 3) newspaper (no.) _____

_____ 4) others please specify _____

6. I organized my research in a logical way.

_____ 1) Yes _____ 2) No

7. How did you rehearse your oral presentation?

1) memorize the whole script

2) use graphic organizer

1	2	3	4	5

8. How many times did you practice your oral presentation?

1). none 2). 1 time 3). 2 times 4). 3 times 5) 4 times

Presentation Stage

9. I used graphic organizers, visual aids to carry out an oral presentation.

_____ 1) Yes _____ 2) No

10. How did you encourage yourself when you were nervous.

_____ 1) do nothing

_____ 2) tell myself to do my best

_____ 3) others please specify _____

Evaluation Stage

11. I noticed my mistakes and will use that information to help me improve in the future. (Please list the mistakes that you recognize)

_____ 1) Yes

_____ 2) No

Thank You ☺

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Appendix F

Questionnaire (Thai version)

แบบสอบถาม: เทคนิคการเตรียมตัวการสำหรับการนำเสนอผลงานเป็นภาษาอังกฤษ

ขั้นเตรียมตัวและวางแผน

1. คุณใช้เวลาในการเตรียมพร้อมพร้อมกันแล้วเป็นกี่ชั่วโมง

- 1). 1 ชั่วโมง 2). 2-4 ชั่วโมง 3). 5-10 ชั่วโมง 4). มากกว่า 10 ชั่วโมง

2. วิธีการเลือกข้อมูลในการปริ้นต์ ทำเครื่องหมาย X ในช่องคะแนน 1=น้อยที่สุด

1) คำนึงถึงผู้ฟังเป็นหลัก

2) คำนึงถึงความรู้เกี่ยวกับหัวข้อ

3) ความยากง่ายในการค้นคว้าหาข้อมูล

4) ความน่าสนใจของหัวข้อ

1	2	3	4	5

3. ก่อนที่ผม/ฉันจะเริ่มเตรียมการนำเสนอผลงาน ผม/ฉันคิดถึงข้อมูลที่ฉันทราบอยู่แล้วเกี่ยวกับหัวข้อเพื่อที่จะได้รวบรวมคำศัพท์และวลี กรุณา

ทำเครื่องหมาย X หน้าหัวข้อที่ถูกต้อง

_____ 1) ใช่ _____ 2) ไม่ใช่

4. คุณคัดลอกข้อมูลที่ค้นคว้ามา หรือ สรุปข้อมูลที่ค้นคว้ามากรุณา X หน้าข้อที่ใช้

_____ คัดลอกมาทั้งหมด _____ สรุปข้อมูลเฉพาะที่จำเป็น

5. วิธีการค้นคว้าหาข้อมูล กรุณาทำเครื่องหมาย X หน้าหัวข้อที่ถูกต้อง

_____ 1) จาก internet เป็นจำนวน _____ website.

_____ 2) จากแม็กกาซีน เป็นจำนวน _____ เล่ม

_____ 3) จากหนังสือพิมพ์ เป็นจำนวน _____ เล่ม

_____ 4) อื่นๆ โปรดระบุ _____

6. ผม/ฉันใช้เวลาจัดแจงข้อมูลอย่างเป็นระบบ และ เรียงตามลำดับขั้นตอนทำเครื่องหมาย X หน้าข้อความที่ถูกต้อง

_____ 1) ใช่ _____ 2) ไม่ใช่

7. วิธีการซ่อมในการเตรียมพร้อมเช่นต์ทำเครื่องหมาย X ในช่องคะแนน 1=น้อยที่สุด

1) ท่องจำบทพูดทั้งหมด

2) ใช้แผนภูมิรูปภาพช่วยในการพูด

1	2	3	4	5

8. จำนวนครั้งในการซ่อม

1). ไม่ได้ฝึก 2). 1 ครั้ง 3). 2 ครั้ง 4). 3 ครั้ง 5) 4 ครั้งขึ้นไป

Appendix G

Interview Questions

1. Please tell me about your previous experience in giving oral presentation.
2. What are your struggles in preparing and giving the first oral presentation?
What did you do to overcome those problems?
3. What are your struggles in preparing and giving the first oral presentation?
What did you do to overcome those problems?
4. Did you find the training helpful?
5. Which strategies (give some examples) has helped you in planning and giving an oral presentation and how have they help you? You can list more than one strategy.
6. How do you feel about giving an oral presentation in the future?

Appendix H

Students' oral presentation score rated by the three scorers.

Student No.	Pre-Training					Post-Training					
	Score	1	2	3	Mean	%	1	2	3	Mean	%
1		25	21	24	23	28	71	67	79	72	90
2		32	35	34	34	43	58.5	58	73	63	79
3		25	26	27	26	33	62	46	77	62	77
4		24	27	26	26	33	50.5	28	43	41	51
5		22	20	20	21	25	51	51	66.5	56	70
6		31	34	33	33	42	56	37	65	53	66
7		28	26	28	27	34	58	58	59	58	73
8		51	52	53	52	66	63.5	66	74	68	85
9		52	58	55	55	71	70	64	72	69	86
10		36	54	44	45	61	78.5	74	80	78	97
11		34	44	40	39	53	69	74	80	74	93
12		52	33	45	43	49	64.5	57	71	64	80
13		49	49	48	49	61	72	67	79	73	91
14		27	30	31	29	38	60.5	39	50	50	62
15		35	52	45	44	61	43	30	43	39	48
16		29	32	31	31	39	61	34	61	52	65
17		42	38	40	40	49	65.5	61	79	69	86
18		30	35	33	33	43	51	55	72	59	74
19		23	23	22	22	28	72	54	69.5	65	81
20		50	49	52	50	63	62	70	78	70	88
21		26	40	34	33	46	61.5	60	71	64	80

Appendix I
Inter-Rater Reliability (Pre-Training)

Number of person/objects rated	21
Harmonic mean number of raters per person/object rated	3.00
Mean rating [†]	35.97
Standard Deviation of the ratings [†]	10.41

[†]The mean and standard deviation are based on the averaged ratings for each person/object rated.

The reliability for a score based on 3 raters is 0.95 (Ebel, R.L., 1951)

Breakdown for the ratings of each person/object rated:

Student	Mean	SD	N
S1	23.33	2.08	3
S2	33.67	1.53	3
S3	26.00	1.00	3
S4	25.67	1.53	3
S5	20.67	1.15	3
S6	32.67	1.53	3
S7	27.33	1.15	3
S8	52.00	1.00	3
S9	55.00	3.00	3
S10	44.67	9.02	3
S11	39.33	5.03	3
S12	43.33	9.61	3
S13	48.67	0.58	3
S14	29.33	2.08	3
S15	44.00	8.54	3
S16	30.67	1.53	3
S17	40.00	2.00	3
S18	32.67	2.52	3
S19	22.67	0.58	3
S20	50.33	1.53	3
S21	33.33	7.02	3

SD = Standard Deviation N = Number of ratings

Appendix J

Inter-Rater Reliability (Post-Training)

Number of person/objects rated	21
Harmonic mean number of raters per person/object rated	3.00
Mean rating [†]	61.79
Standard Deviation of the ratings [†]	10.52

[†]The mean and standard deviation are based on the averaged ratings for each person/object rated.

The reliability for a score based on 3 raters is 0.75 (Ebel, R.L., 1951)

Breakdown for the ratings of each person/object rated:

Student	Mean	SD	N
S1	72.33	6.11	3
S2	63.17	8.52	3
S3	61.67	15.50	3
S4	40.50	11.46	3
S5	56.17	8.95	3
S6	52.67	14.29	3
S7	58.33	0.58	3
S8	67.83	5.48	3
S9	68.67	4.16	3
S10	77.50	3.12	3
S11	74.33	5.51	3
S12	64.17	7.01	3
S13	72.67	6.03	3
S14	49.83	10.75	3
S15	38.67	7.51	3
S16	52.00	15.59	3
S17	68.50	9.37	3
S18	59.33	11.15	3
S19	65.17	9.75	3
S20	70.00	8.00	3
S21	64.17	5.97	3

SD = Standard Deviation N = Number of ratings

Appendix K

Interview Script.

The successful group

- Teacher: Have you ever conducted an oral presentation before this course?
- All: Yes
- Teacher: How did it go?
- All: No. Not so good.
- Teacher: Before you were trained, did you write your own script or did you retrieve the info from the internet?
- Somchai: . . . No, I copied from the internet and I read it in front of the class.
- Somsri: I also copied from the internet.
- Teacher: How did it go?
- Somchai: It was very difficult to memorize.
- Teacher: So, you weren't confident to write your own script?
- Somsri: I had problem with grammar.
- Somying: I wrote my own script because it is easier to remember.
- Somchai: Before I just wrote the script I found on the internet and read it

out during the presentation.

Somsri: I did the same.

Somying: I wrote my own script but I still could not remember the script, so I read the script I wrote.

Teacher: What was your problem that you face in giving the first oral presentation?

Somying: I was so nervous.

Somsri: I did not know the people in the class

Teacher: What were your other struggles in preparing the first presentation?

Somying: I was not ready.

Somchai: I had problem with pronunciation. I had only spent one night in planning an oral presentation.

Somsri: I do not know how to manage time well.

Somchai: I was shy.

Teacher: How do you feel about your 2nd presentation?

Somchai: I was satisfied with it than the 1st OP, even though there were some mistakes that I made.

Teacher: Can you give some examples?

Somchai: I was still excited.

Teacher: What do you mean by the words “satisfy’

Somchai: I was proud with myself.

Teacher: Did writing your own script help make the memorizing of the script easier?

Somchai: Yes

Teacher: What about Somsri?

Somsri: I was so proud with myself because it was the first time I spent in memorizing the OP script and gave the OP with no notes.

Teacher: Was it the first times?

Somsri: I believed I did quite well on the 2nd OP . . .

Somying: I was also proud with myself because I did not use the script at all. In the past I need to read the script in helping me because I could not memorized the script.

Teacher: What do you think about using graphic organizer in helping with giving an oral presentation?

All: Very much.

Somchai: It helped built my confident and I spoke with better grammar and

easier to remember.

Teacher: When you were giving an OP did you picture the diagram that you made in your mind.

Somchai: Yes I could see that clearly in my mind, and I remembered it very well.

Somsri: It helped me to write the script easier.

Somying: It helped me with speaking and reporting the script.

Teacher: If you have to give another presentation, would you or would you not make a graphic organizer about the topic?

All: Yes, we would.

Teacher: So, did everyone think that making a diagram helped in writing the script?

All: Yes, much easier.

Teacher: Out of all the strategies that you were trained, which are the strategies that help you the most?

Somying: graphic organizer

Teacher: What about practicing with foreigners? Did it help?

- Somsri: Yes
- Somying: A lot. Help us pronounce better.
- Teacher: After you were trained, which skills of speaking, reading and listening and writing did you think that you have been improved the most?
- Somchai: Writing, grammar and speaking
- Somsri: Writing, grammar, and memorizing, pronunciation.
- Somying: Writing both in paragraph and sentences, pronunciation and accent.
- Teacher: Would you feel more confident if you have to give another oral presentation.
- Somsri: Yes, I think I should do better.
- Teacher: Are you satisfied with the training?
- All: Very much.
- Teacher: That's all. Thank you so much.

The less successful Group

Teacher: Can you tell me about your previous presentation?

Tawee: Never

Donchai: Never

Teacher: What do you think about the first presentation?

Tawee: I felt pressured and bad because I did not prepare enough and I got scared to speak in front of the class.

Donchai: I was excited and I tried to compare myself with others.

Teacher: What do you think about your second oral presentation?

Tawee: I got low score.

Teacher: What was the problem that you face?

Tawee: I think it was myself. I always wait till the last minute. The second oral presentation I did it a night before. I asked my friend to translate for me.

Teacher: What about Donchai?

Donchai: Same as Tawee I like to wait till the last minute. I only prepared two hours before the actual presentation.

Teacher: Did you make the diagram?

Tawee: No I did not.

- Donchai: Yes I did, but there was too little content. I need to get my friends to help translate the information from the website.
- Teacher: What was your technique in planning the presentation.
- Tawee: Friends help. The first time I wrote my own script and I don't know enough vocabulary.
- Tawee: I like to party at night that's why I did not have time to prepare.
- Teacher: What do you think will help you with giving oral presentation in the future?
- Tawee: Time, I need more time. I need to be more focus. I took three classes and I have to study 6 hours a day this summer.
- Donchai: I need to know more vocabulary. I do not know enough vocabulary to be able to write the script on my own.
- Teacher: Thank you.

Appendix K

Oral Presentation Audio

PAYYAP UNIVERSITY