

PAYYAP UNIVERSITY

APPENDICES

APPENDIX A

Basic Education Curriculum/ B.E. 2544 (A.D. 2001) by the Ministry of Education

THAILAND

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**Basic Education Curriculum/ B.E. 2544 (A.D. 2001) by the Ministry of  
Education THAILAND (pages 26 and 27)**

Principles for foreign languages

Core curriculum for foreign language learning is English which is required for all levels until graduation. As for other foreign languages e.g. French, German, Chinese, Japanese, Arabic, Pali or neighbor countries' language groups, educational institutions may formulate subjects and learning procedures management as appropriate.

**Substance 1: Language for communication**

Standard F 1.1 Understanding listening and reading processes; capable to interpret message derived from listening and reading all kinds of written words from various media; capable to apply knowledge critically.

Standard F 1.2 Possessing skills for language communication, for data, information and ideas exchanges; capable to apply technology to express feeling and manage learning processes appropriately.

Standard F 1.3 Understanding speaking and writing processes; communicating data, opinions and concept of various subjects creatively, efficiently and aesthetically.

## **Substance 2: Language and culture**

Standard F 2.1 Understanding language and own culture relationship; utilizing language and culture as appropriate to time and place and other factors.

Standard F 2.2 Understanding the similarity and difference between the language and own culture and those of Thai; utilizing language intelligently and with consideration.

## **Substance 3: Language and other subject groups relationship**

Standard F 3.1 Utilizing foreign languages for studying other subjects; own self developing and broadening the world view on language basis.

## **Substance 4: Language, community and world relationship**

Standard F 4.1 Possessing skills in the use of foreign languages to encounter different situations within and outside educational institutions, community and society.

Standard 4.2 Possessing skills in the use of foreign languages to acquire knowledge, to work, to earn living, to stimulate co-operation and to live together in society.

Stipulated standards for learning each subject group, at different grade levels will be printed in Basic Curriculum B.E.2544 documents, which explain in details about scope, substance and standards for each grade level.

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**APPENDIX B**

**Parents' Needs Analysis**

(Parents Needs Analysis Part1)

Dear parents,

My name is Tatiana Mohler and I am currently doing a research on how to improve children's creativity in the classroom, which further affects their education in a positive way. I would very much appreciate if you could fill in this needs analysis and return it with your child by March 23<sup>rd</sup>. The purpose of this needs analysis is to find out more about the Year 3 Lanna students. No names are needed and respondents' identity will not be revealed. This is solely to gather information to create activities that better serve students' needs in the English language and in the creative thinking skill. Please fill the questionnaire the best you can.

1. Where are you from? (If the mother and father are from different countries, please specify)

\_\_\_\_\_

What is your child's first language? Can your child read, write and speak in their first language?

\_\_\_\_\_

Do you speak English with your children? (If not, what language is spoken at home?)

\_\_\_\_\_

Where else does your child use English? (Apart from school and home.)

\_\_\_\_\_

What are the things your child is interested in?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How much creativity do you believe is needed in a child's education?  
Why?

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Thank you for your collaboration ☺

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(Parents Needs Analysis Part 2)

Dear Parents,

A preliminary analysis of the previous questionnaire shows that the parents of Year 3 students from Lanna International School believe that creativity in the classroom is very important. This is not surprising, as research has shown that creativity is essential for a child to be a successful adult and problem-solver. Taking the results into account, I would appreciate if this new questionnaire was answered, in order to know how much creativity goes on at home. There are no right or wrong answers, and the identities of the responders will not be revealed. The purpose of this questionnaire is solely to compare the amount of creativity encouraged at home with the amount of improvement in creativity throughout the month of May.

Tatiana Mohler  
Researcher  
M.A. in TESOL

1. Student's name: \_\_\_\_\_
  
2. How often is your child encouraged to use imagination?  
 less than 3 times per week  
 3 – 5 times per week  
 5 – 8 times per week  
 8 – 10 times per week  
 over 10 times per week
  
3. Do you encourage your child to find solutions to their problems?  
 yes  
 no  
  
If not, what do you do?  
 I give them the solution.  
 I do not encourage them.
  
4. Is your child punished when not following the norms?  
 yes  
 no
  
5. Does your child have a place to do works that might involve "making a mess"?  
 yes  
 no

6. Sometimes children come up with different drawings, paintings, crafts, etc. that are not considered to be beautiful or of a high standard. If your child composes/makes/paints/comes up with something different (that perhaps does not conform to the norms of society), what is your reaction? (More than one answer can be ticked).

I tell him/her that he/she can do better next time.

I appreciate the uniqueness of the work.

I worry about my child.

I encourage my child to keep up with the good work.

I am interested in my child's work and try to engage.

I tell my child to stop doing useless things.

I tell my child to go back and redo it.

I praise the hard work my child has put into it.

7. How much creativity do you expect to be implemented in your child's education?

No creativity should be implemented at all (0% of creativity)

Some creativity should be implemented (10-20% of creativity)

Half of the education should be based on creativity (around 50%)

A lot of creativity should be implemented (around 75% of creativity)

Education should be based on creativity (100% creativity)

8. Which aspects of creativity do you think are important?

innovation (new ideas)

uniqueness (unique ideas)

recognition (valued by others)

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APPENDIX C

Teachers' Needs Analysis



3. Below are common students' behaviors/characteristics in the classroom.  
Check what behavior/characteristic you expect from Year 3 students.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> give opinions         | <input type="checkbox"/> think critically      | <input type="checkbox"/> think creatively |
| <input type="checkbox"/> solve problems        | <input type="checkbox"/> use their imagination | <input type="checkbox"/> follow the norms |
| <input type="checkbox"/> think outside the box | <input type="checkbox"/> strictly follow rules | <input type="checkbox"/> be unique        |
| <input type="checkbox"/> be creative           | <input type="checkbox"/> open-minded           | <input type="checkbox"/> others           |

Please specify (others):

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4. Please check the aspects of creativity that you expect students to be exposed to in the classroom. (More than one can be checked, taking into account these are only subsets of the creative cognition and do not compose creativity on their own).

- Originality: reflects the number of unique (i.e., statistically infrequent relative to the complete sample) ideas generated by the child
- Flexibility: reflects the number of distinct and conceptual categories of ideas used by the child.
- Fluency: reflects the number of ideas given by the child.
- Elaboration: reflects the amount of details given by the child.

Thank you very much for your collaboration. ☺

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APPENDIX D

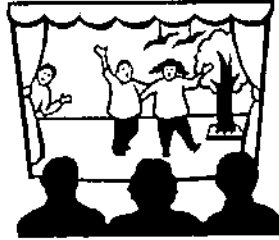
Students' Needs Analysis

## What do you like?

1. How old are you?  
\_\_\_\_\_
  
2. Tick the answer:
  - a) I am a \_\_\_\_\_.  
 boy  
 girl
  
  - b) I like to do work with my friends  
 yes  
 no
  
  - c) English is fun.  
 yes  
 no
  
3. Circle the correct answers.
  - a) I speak English \_\_\_\_\_.
    - at home
    - at school
    - with my friends
    - with my teachers
    - with mom
    - with dad
  
4. Color green the activities that you like.



Storytelling



Role play



Writing stories



Dancing



Field trips

Draw your favorite activity and write the name under the box.

Activity name: \_\_\_\_\_



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APPENDIX E

Outline

Lesson Plans

Date	Course Objective	Divergent Thinking	Skills/sub skills	Hours	Method/Activity	Evaluation	Materials
02/05	1. To introduce students to the course and its purpose 2. To write a story using their imagination	Fluency Flexibility Originality Elaboration	Listening - to the introduction Speaking - introducing themselves Writing - short story	1 hour 30 min	Class discussion Individual work	Short story	Notebooks
08/05	1. Instances Test	Fluency Flexibility Originality Elaboration		1 hour 30 min	Class discussion	Instances Test	Instances Test handout
09/05	1. Students will be familiar with the concept of brainstorming. 2. Students will be skilled to brainstorm from a stimulus. (Pre-test) 3. Introducing creativity	Fluency Flexibility Originality	Speaking - group brainstorming Listening - to different ideas Writing - brainstorming	1 hour 30 min	Class discussion Individual work	Brainstorming outcome	
10/05	1. Students will brainstorm about creativity and what it means to be creative	Fluency Flexibility Originality Elaboration	Speaking - group brainstorming Listening - group ideas	1 hour 30 min	Class discussion Poster	Poster	Poster, color pencils, glue, color paper, etc.
11/05	1. Students will be able to predict the story (using clues from the book and cover page)	Originality Fluency	Speaking - to discuss about possibilities Listening - students will be	1 hour 30 min	Cooperative learning: whole class discussion/brainstorming	Brainstorming Discussion	"The Dream Machine"

14:05	1. Students will be able to organize an existing story, with the pictures and text separately	Fluency Originality Flexibility	encouraged to listen to their classmates' ideas  Speaking - to discuss about possibilities Listening - students will be encouraged to listen to their classmates' ideas	1 hour 30 min	Cooperative learning: whole class discussion/brainstorming	Brainstorming Discussion	"The Biggest Baddest Wolf"
15:05	1. Students will be introduced to characters and will be able to discuss about them	Fluency Originality Elaboration Flexibility	Speaking - to talk about the characters Listening - students will be encouraged to listen to ideas already given	1 hour	Cooperative learning: whole class discussion/brainstorming	Discussion	Characters flashcards
16:05	1. Students will be able to analyze characters and brainstorm ideas based on the character's feelings, characteristics, etc and reasons for them and provide reasons that support their analysis. 2. Students will be able to compare characters' feelings.	Fluency Flexibility Originality	Speaking - to talk about feelings/emotions/characteristics Listening - students will be encouraged to listen to ideas already given	1 hour 10 min	Cooperative learning: whole class discussion/brainstorming	-Brainstorming list -Discussion	- laminated picture with different characters exhibiting different emotions, characteristics, etc. - "The Dream Machine" - "The Big, Bad Wolf"

17-05	<p>1. Students will be able to recognize different adjectives to describe characters.</p> <p>2. Students will be able to match the adjectives with the characters.</p>	Originality Elaboration	<p>Speaking</p> <ul style="list-style-type: none"> <li>- to talk about feelings/emotions/characteristics</li> <li>Listening</li> <li>- students will be encouraged to listen to ideas already given</li> </ul>	1 hour 20 min	Cooperative learning: whole class discussion/brainstorming Game	<ul style="list-style-type: none"> <li>- character/description matching</li> </ul>	<ul style="list-style-type: none"> <li>- laminated words</li> <li>- laminated characters</li> <li>- "The Dream Machine"</li> <li>- "The Big, Bad Wolf"</li> </ul>
18-05	<p>1. Students will be able to choose an existing character, draw it and describe the character. This activity will be done with the entire year 3 class, where ESL students will be put into groups together with native speakers.</p>	Fluency Flexibility Originality Elaboration	<p>Speaking</p> <ul style="list-style-type: none"> <li>- sharing ideas within the group</li> <li>Listening</li> <li>- to the groups ideas and inputs</li> <li>Writing</li> <li>- character description</li> </ul>	2 hours	Group work	<ul style="list-style-type: none"> <li>- character drawing/description</li> </ul>	<ul style="list-style-type: none"> <li>- students can take books from the library to help them with their character description</li> </ul>
22-05	<p>1. Students will be able to create characters with different feelings and give reasons.</p> <p>2. Students will be able to choose one character and incorporate it in a play</p>	Originality Elaboration	<p>Speaking</p> <ul style="list-style-type: none"> <li>- discussion in pairs about characteristics and play</li> <li>Listening</li> <li>- listening to the pair's ideas and performance</li> <li>Writing</li> <li>- writing down the ideas for each character</li> </ul>	2 hours 30 min	Individual work Play	<ul style="list-style-type: none"> <li>- Character Description</li> <li>- Play</li> </ul>	<ul style="list-style-type: none"> <li>- Color pencils/pen</li> </ul>
23-05	<p>1. Students will be able to analyze settings and brainstorm different</p>	Fluency Flexibility Originality	<p>Speaking</p> <ul style="list-style-type: none"> <li>- to talk about settings characteristics</li> </ul>	2 hours 30 min	Cooperative learning: whole class	<ul style="list-style-type: none"> <li>-Brainstorming</li> <li>-Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- laminated pictures of different</li> </ul>

<p>settings characteristics. 2. Students will be able to create their setting in groups</p>	<p>Elaboration</p>	<p>Listening - students will be encouraged to the ideas already given</p>		<p>discussion/brainstorming Group work</p>	<p>settings. - "The Dream Machine" - "The Big, Bad Wolf" - Poster paper - Color pencils/pen</p>
<p>24-05 1. Students will finish the poster 2. Students will be able to describe their posters</p>	<p>Fluency Flexibility Originality Elaboration</p>	<p>Speaking - to talk about settings characteristics Listening - students will be encouraged to the ideas already given</p>	<p>2 hours</p>	<p>Cooperative learning: whole class discussion/brainstorming Group work</p>	<p>Poster Setting description - Color pencils/pen</p>
<p>25-05 1. Instances Test</p>	<p>Fluency Flexibility Originality Elaboration</p>		<p>1 hour 30 min</p>	<p>Group discussion Individual work</p>	<p>Instances Test Handout</p>

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## STORY WRITING

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English

Year 3

02/05/2012 (1 hour 30 minutes)

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### Overview

(Introduction + Story writing)

This lesson is aimed to introduce students and answer questions they might have, and to write a story that will be used in the experts' evaluation of students' creativity. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Understand why they are part of this lesson.
- Be evaluated for their creativity through the story they wrote.

### Activities

Students will have time to ask questions, and to write a story individually. The activities are as follow:

1. Students will be given the opportunity to ask questions.
2. Students will be asked to write a story, using their imagination.

### Materials

The following materials will be needed:

1. Notebook.

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## Brainstorming

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English

Year 3

09/05/2012 (1 hour 30 minutes)

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### Overview

This lesson is aimed to introduce to students the concept of brainstorming and creativity. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and with communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Acknowledge the concept of brainstorming.
- Brainstorm from a stimulus.
- Acknowledge the concept of creativity.

### Activities

Students will brainstorm and discuss with the class as a whole, and will be asked to brainstorm about creativity. The activities are as follow:

1. Students will be given the opportunity to brainstorm together with the class.
2. Students will be shown a stimulus and will be invited to brainstorm ideas about it, according to the exercise.
3. Students will be invited to brainstorm about creativity.

### Materials

The following materials will be needed:

1. White board markers.

### Other Resources

- Thinking Questions:
  - What is creativity?
  - What do you do when you are creative?
  - Are you creative?
  - If you are creative, what does that mean?
  - Are your friends creative? Why/why not?

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## CREATIVITY

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English

Year 3

10/05/2012 (1 hour 30 minutes)

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### Overview

This lesson is aimed to allow students to create their own poster using their ideas from the previous class on what is creativity. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will:

- Have discussed about creativity.
- Have finished their poster on creativity.

### Activities

Students will brainstorm and discuss with the class as a whole to freshen their ideas about creativity, and then create their poster. The activities are as follow:

1. Students will be given the opportunity to brainstorm together with the class and freshen their ideas from the previous class.
2. Students will be invited to create their own poster about creativity.

### Materials

The following materials will be needed:

1. Poster.
2. Materials which might encourage students to use their creativity, such as:
3. Color papers
4. Color pencils
5. Color pens
6. Stickers
7. Glue
8. Scissors

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CREATIVITY



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## THE DREAM MACHINE

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English

Year 3

11/05/2012 (1 hour 30 minutes)

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### Overview

This lesson is aimed to allow students to brainstorm about a story they have previously chosen, and allow them to put it together from laminated pages from the book. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and with communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Share and discuss ideas with their classmates.
- Solve problems related to the sequence of the story.

### Activities

Students will discuss about the sequence of the story by using laminated pictures as stimulus. The activities are as follow:

1. Students will be given laminated pages from the storybook "The Dream Machine".
2. As a group, students will be invited to put them in sequence, as they believe appropriate.

### Materials

The following materials will be needed:

1. Laminated pages from the book.

### Observation:

The laminated pages will contain the written story, which will guide students to sequence the story.

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## THE BIGGEST BADDEST WOLF

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English

Year 3

14/05/2012 (1 hour 30 minutes)

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### Overview

This lesson is aimed to allow students to brainstorm about a story they have previously chosen, and allow them to put it together from laminated pictures from the book. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and with communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Share and discuss ideas with their classmates.
- Solve problems related to the sequence of the story.
- Come up with a play for two characters of the story.

### Activities

Students will discuss about the sequence of the story by using laminated pictures as stimulus. The activities are as follow:

1. Students will be given laminated pictures from the storybook "The Dream Machine".
2. As a group, students will be invited to put them in sequence, as they believe appropriate.
3. Students will present a play by using characters of the book.

### Materials

The following materials will be needed:

1. Laminated pictures from the book.

### Observation:

The laminated pictures will not contain the written story, therefore students must rely solely on their imagination.

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## Characters

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English

Year 3

15/05/2012 (1 hour)

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### Overview

This lesson is aimed to invite student to discuss the differences between the story they came up with the previous class and the authors' original story, and to familiarize students with characters.

### Objectives

At the end of the lesson, students will be able to:

- Analyze characters and brainstorm ideas based on the characters' feelings and characteristics, giving reasons for them.
- Class discussion on characters, their characteristics and reasons for characteristics choice.

### Activities

Students will brainstorm and discuss with the class as a whole. The activities are as follow:

1. Read "The Biggest Badest Wolf" and invite students to discuss the differences between the author's story and the story they came up with the previous class.
2. Students will be shown characters, and will be asked thinking questions about it. A class discussion will occur together with a class brainstorming.

### Materials

The following materials will be needed:

1. Laminated pictures of a number of characters

### Other Resources

#### Thinking Questions:

- What can you tell me about this character?
- What does it look like? (Physically)
- What is it feeling?
- What is its story?
- What is it wearing?
- WHY?

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Characters

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## Characters

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English

Year 3

16/05/2012 (1 hour 10 minutes)

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### Overview

This lesson is aimed to encourage students to brainstorm about characters in-group and individually, as well as experimenting with mixing the characters' characteristics.

### Objectives

At the end of the lesson, students will be able to:

- Analyze characters and brainstorm ideas based on the characters' feelings and characteristics, giving reasons for them.
- Class discussion on characters, their characteristics and reasons for characteristics choice.

### Activities

Students will brainstorm and discuss with the class as a whole. The activities are as follow:

1. Students will choose one character to brainstorm about.

### Materials

The following materials will be needed:

1. Laminated pictures of a number of characters

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Characters

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## Characters

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English

Year 3

17/05/2012 (1 hour 20 minutes)

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### Overview

This lesson is aimed to familiarize students with the vocabulary used when talking about characters. The lesson is part of a group of lessons used in order to acquaint students with literacy). It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Recognize different adjectives to describe characters.
- Match the adjectives with the characters.

### Activities

Students will brainstorm and discuss with the class as a whole. The activities are as follow:

1. Students will be shown a set of adjectives. With a class discussion we will go over the vocabulary.
2. Students will play a game with the vocabulary, where they will have to match the vocabulary with the characters (according to their description/characteristics).
3. "Guess the adjective" game (students incorporate the adjective, and others have to guess which one it is.)

### Materials

The following materials will be needed:

1. Laminated pictures of a number of characters
2. Laminated vocabulary.

### Other Resources

- Vocabulary definition

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Characters

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## Characters

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English

Year 3

18/05/2012 (2 hours 30 minutes)

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### Overview

This lesson is aimed to allow students to apply their knowledge of character analysis and description, through the usage of the new vocabulary. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and with communicative skills. It will encourage the elaboration and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Use the vocabulary learned in the previous class to create their own characters.

### Activities

Students will create their own characters. The activities are as follow:

1. Students will be given the vocabulary from the previous class.
2. Each student will create a character and will make a post of them (drawing of the character will be done, together with explanations of how the character is like).
3. Students will come up with a play for their own character.

### Materials

The following materials will be needed:

1. Laminated vocabulary.
2. Posters.
3. Color pencils/markers
4. Decorating materials

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## Characters

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English

Year 3

22/05/2012 (2 hours)

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### Overview

This lesson is aimed to allow students to apply their knowledge of character analysis and description to an already known character. The lesson was conducted with the rest of the Year 3 class.

### Objectives

At the end of the lesson, students will be able to:

- Use their knowledge on characters to describe an already known character.

### Activities

Students will brainstorm and discuss in groups, where they are put into groups mixed with first language learners.

1. Students will be put into groups. Each group has to choose a set of related characters to describe.
2. Each student will choose which character they will describe.
3. Individually draw and write their description.

### Materials

The following materials will be needed:

1. Paper
2. Color pencils/markers

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Characters

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## Settings

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English

Year 3

23/05/2012 (2 hours 30 minutes)

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### Overview

This lesson is aimed to familiarize students with settings and to allow students to apply their knowledge of settings analysis and description, through the usage of the new vocabulary.

### Objectives

At the end of the lesson, students will be able to:

1. Analyze settings and brainstorm different settings characteristics.
2. Compare different settings.
3. Use the vocabulary learned in the previous classes to create their own settings.

### Activities

Students will brainstorm and discuss with the class as a whole, and make posters in groups. The activities are as follow:

1. Students will be shown settings, and will be asked thinking questions about it. A class discussion will occur together with a class brainstorming.
2. Students will be given the vocabulary from the previous class.
3. Students will create a setting and will make a poster of it (drawing of the setting will be done, together with explanations of how the setting is like).

### Materials

The following materials will be needed:

1. Laminated pictures of a number of settings.
2. A large poster where the brainstorming ideas can be put on.

### Other Resources

- Thinking Questions:
  - What does the setting look like?
  - What emotions does each setting bring?
  - What does it smell like?



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## STORY WRITING

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English

Year 3

24/05/2012 (2 hours)

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### Overview

(Finish poster + Story writing)

This lesson is aimed to finishing the poster initiated last class and to write a story that will be used in the experts' evaluation of students' creativity. The lesson is part of a group of lessons used in order to acquaint students with literacy (characters, settings, actions, etc.) and communicative skills. It will encourage the fluency, flexibility and originality of the students.

### Objectives

At the end of the lesson, students will be able to:

- Be evaluated for their creativity through the story they wrote.

### Activities

Students will have time to ask questions, and to write a story individually. The activities are as follow:

1. Finish the setting poster began the previous class.
2. Students will be asked to write a story, using their imagination.

### Materials

The following materials will be needed:

1. Posters.
2. Notebook.

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STORY WRITING

PAYYAP UNIVERSITY

**APPENDIX F**

**Classroom Observation Checklist**

**Classroom Observation Checklist Results**

## OBSERVATION CHECKLIST

Students (are):

	Yes	No
Imaginative		
Come up with novel ideas		
Original		
Problem-solvers		
Fit to the situation		
Accomplish goals		
Adapt		
Open-minded		
Experimentalists		
Independent		
Ambitious		
Confident		
Curious		
Active		
Resourceful		

Table 15: Students' Creativity based on Classroom Observation Checklist

DATE	YES FREQUENCY	NO FREQUENCY	TOTAL
02 May	3 (20%)	12 (80%)	15 (100%)
08 May	6 (40%)	9 (60%)	15 (100%)
09 May	5 (33%)	10 (67%)	15 (100%)
10 May	8 (53%)	7 (47%)	15 (100%)
11 May	5 (33%)	10 (67%)	15 (100%)
14 May	7 (47%)	8 (53%)	15 (100%)
15 May	10 (67%)	5 (33%)	15 (100%)
16 May	9 (60%)	6 (40%)	15 (100%)
17 May	9 (60%)	6 (40%)	15 (100%)
18 May	10 (67%)	5 (33%)	15 (100%)
22 May	13 (87%)	2 (13%)	15 (100%)
23 May	13 (87%)	2 (13%)	15 (100%)
24 May	14 (93%)	1 (7%)	15 (100%)
25 May	13 (87%)	2 (13%)	15 (100%)

(Note scale: 0 – 5.0 = low creativity, 5.1 – 10 = average creativity, 10.1 – 15 = high creativity)

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APPENDIX G

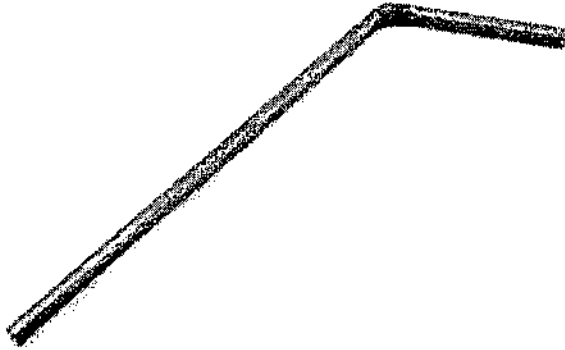
Instances Tests

(Students' Pre/Post-test INSTANCES TEST)

Name: \_\_\_\_\_

Class Discussion:

1. What can you do with this? (Straw)



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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2. Name all of the things that are cold.

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3. Are a house and a school similar? How are they similar?

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APPENDIX H

Teachers' Pre and Post-Evaluations (TESC)

(Teacher's pre/post-test TESC)

Student name: \_\_\_\_\_

Please answer the questions carefully. Fill in one questionnaire for each student. Keep in mind that all the questions aim towards measuring the creative behavior in each child; therefore there are no correct or incorrect answers. Respond as you find suitable.

- 1 – rarely
- 2 – slightly
- 3 – considerably
- 4 – very much
- 5 – extremely

Thank you,  
Tatiana Mohler

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	1	2	3	4	5
1. How often is this child self-directed in language use?					
2. Is this child curious about language?					
3. How often is this child conforming to grammar norms?					
4. To what degree is this child original in vocabulary use?					
5. To what degree is this child artistic in language use?					
6. Is this child inflexible when using English grammar?					
7. To what degree is this child intelligent in English?					
8. Is this child interested in many words and expressions?					
9. How often is this child language exploratory?					
10. How often is this child insensitive to language changes?					
11. How often is this child unique in language use?					
12. How often is this child innovative in using language?					
13. To what degree is this child flexible in using language?					
14. To what degree is this child unoriginal?					
15. To what degree is this child imaginative in words use?					
16. To what degree is this child always questioning?					
17. How often is this child nonconforming?					
18. To what degree does this child accept challenges?					
19. Is this child uninhibited in using English expressions?					
20. To what degree is this child independent English user?					
21. To what degree is this child sensitive to new words?					
22. How often does this child express her/himself in English?					
23. How often does this child invent new words/expressions?					
24. To what degree is this child good at designing new things?					
25. To what degree is this child linguistically creative?					

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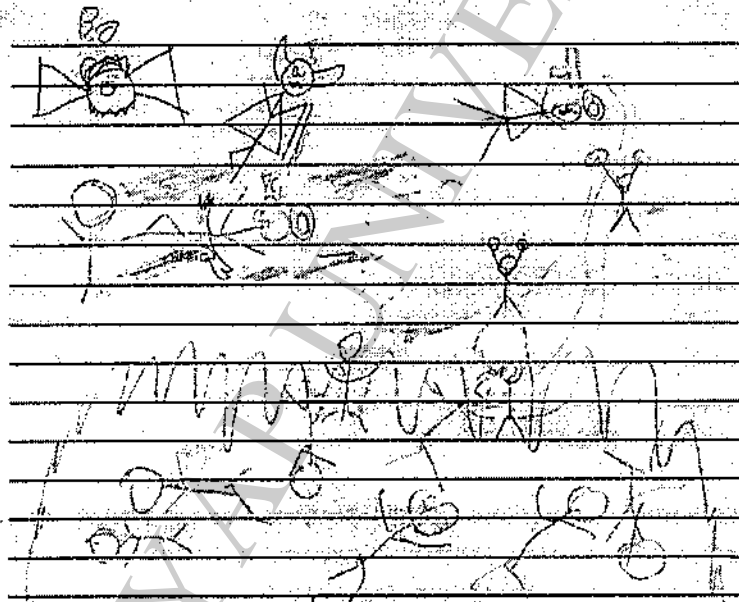
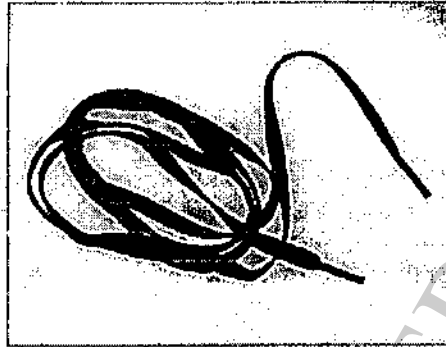
APPENDIX I  
Sample Works

Name: Jump

Individual Work

Take your time to do the exercise. If extra paper is available if needed. This will NOT be graded!

1. What can we do with this? (shoelaces)

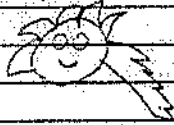


da coresa n



2. Name all of the things that are round.

Ball  
friend

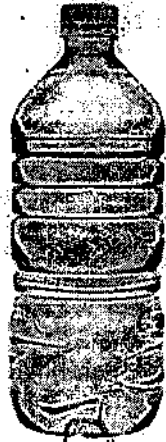


house school  
3. Are a forest and a city similar? How are they similar?

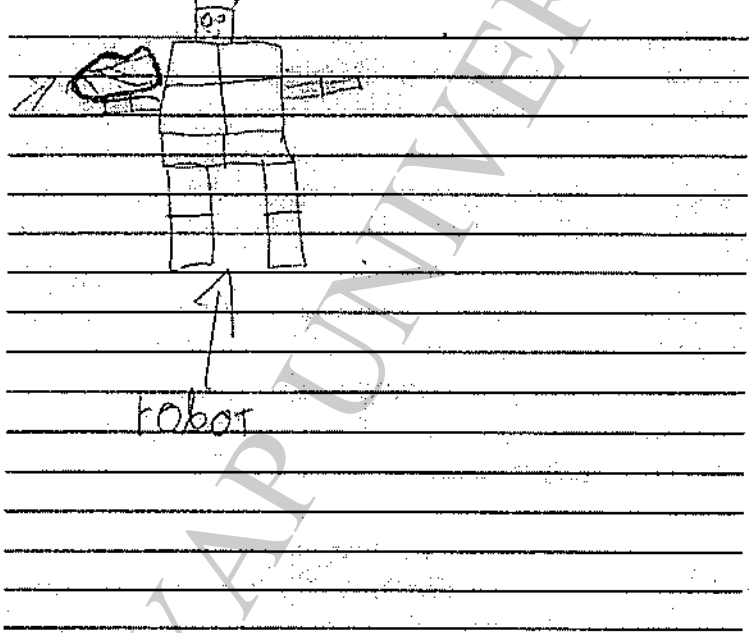
table

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4. What can you do with this? (water bottle)

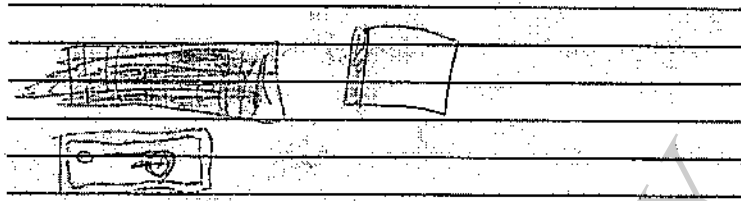


sogs



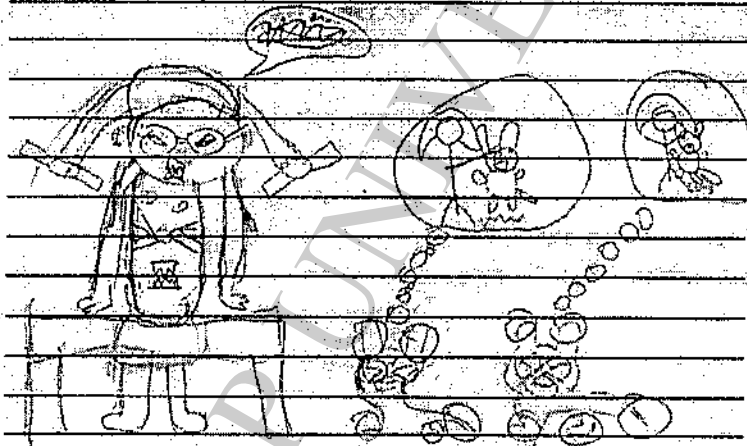
robot

5. Name all of the things that are squared.



pencil, book, boog

6. Are a cat and a dog similar? How are they similar?

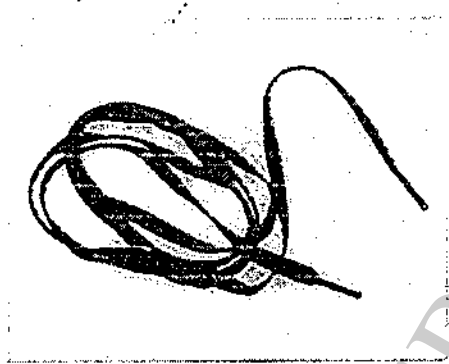


everything is similar

Name: Julia P  
Individual Work

Take your time to do the exercise. Extra paper is available if needed. This will NOT be graded!

1. What can we do with this? (shoelaces)



- 1. yo
- 2. can play
- 3. toy
- 4. yo-yo
- 5. pansy
- 6. robot
- 7. toy mosh
- 8.

2. Name all of the things that are round.

ball  
windo  
pen  
toy  
food  
pans: cash

3. Are a <sup>house</sup> ~~forest~~ and a <sup>school</sup> ~~city~~ similar? How are they similar?

room  
table  
chair  
book  
bathroom  
me  
door  
tree  
sock

# Jump

4. What can you do with this? (water bottle)



- 1 robot
- 2 shoe
- 3 toy
- 4 pan is cash
- 5 home mask
- 6 pastig
- 7

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Jump

5. Name all of the things that are squared.

book

toy

table

pans, cash

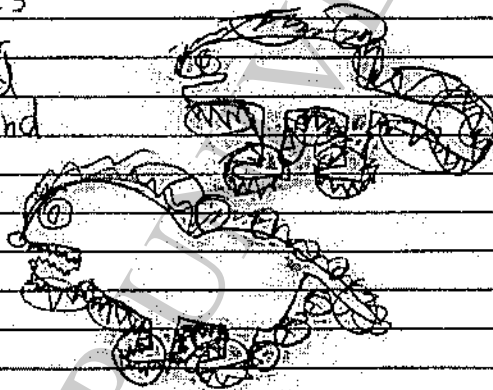
6. Are a cat and a dog similar? How are they similar?

eyes

bark

food

meow



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APPENDIX J

Individual Instances Tests Results



# INSTANCES, USES AND SIMILARITIES RESULTS

## CLASS DISCUSSION

USES		
	PRE-TEST	POST-TEST
ORIGINALITY	-	-
FLEXIBILITY	9	6
FLUENCY	20	20
ELABORATION	2.22	3.33

INSTANCES		
	PRE-TEST	POST-TEST
ORIGINALITY	-	-
FLEXIBILITY	7	6
FLUENCY	13	25
ELABORATION	1.85	4.16

SIMILARITIES		
	PRE-TEST	POST-TEST
ORIGINALITY	-	-
FLEXIBILITY	6	4
FLUENCY	8	16
ELABORATION	1.33	4

INDIVIDUAL WORK

SUBJECT 1

USES		
SUBJECT 1		
	PRE-TEST	POST-TEST
ORIGINALITY	5.5%	10.5%
FLEXIBILITY	3	3
FLUENCY	5.5	8.5
ELABORATION	1.83	2.83

INSTANCES		
SUBJECT 1		
	PRE-TEST	POST-TEST
ORIGINALITY	8.5%	13%
FLEXIBILITY	6.5	8.5
FLUENCY	9	20.5
ELABORATION	1.38	2.41

SIMILARITIES		
SUBJECT 1		
	PRE-TEST	POST-TEST
ORIGINALITY	4.5%	13%
FLEXIBILITY	3	4.5
FLUENCY	3	9.5
ELABORATION	1	2.11

INDIVIDUAL WORK

SUBJECT 2

USES		
	SUBJECT 2	
	PRE-TEST	POST-TEST
ORIGINALITY	12%	9%
FLEXIBILITY	2.5	3.5
FLUENCY	4	6.5
ELABORATION	1.6	1.86

INSTANCES		
	SUBJECT 2	
	PRE-TEST	POST-TEST
ORIGINALITY	3.5%	1.5%
FLEXIBILITY	2	3.5
FLUENCY	3.5	5
ELABORATION	1.75	1.42

SIMILARITIES		
	SUBJECT 2	
	PRE-TEST	POST-TEST
ORIGINALITY	2.5%	6%
FLEXIBILITY	1	4
FLUENCY	1	8.5
ELABORATION	1	2.12

INDIVIDUAL WORK

SUBJECT 3

USES		
	SUBJECT 3	
	PRE-TEST	POST-TEST
ORIGINALITY	9%	9%
FLEXIBILITY	4.5	4
FLUENCY	6	9.5
ELABORATION	1.33	2.37

INSTANCES		
	SUBJECT 3	
	PRE-TEST	POST-TEST
ORIGINALITY	7%	15.5%
FLEXIBILITY	4.5	5
FLUENCY	8	14.5
ELABORATION	1.7	2.9

SIMILARITIES		
	SUBJECT 3	
	PRE-TEST	POST-TEST
ORIGINALITY	13%	23%
FLEXIBILITY	2.5	5.5
FLUENCY	6.5	11.5
ELABORATION	2.6	2.09

## INDIVIDUAL WORK

### SUBJECT 4

USES		
	SUBJECT 4	
	PRE-TEST	POST-TEST
ORIGINALITY	3.5%	9.5%
FLEXIBILITY	1.5	5
FLUENCY	2	6.5
ELABORATION	1.33	1.3

INSTANCES		
	SUBJECT 4	
	PRE-TEST	POST-TEST
ORIGINALITY	8.5%	9%
FLEXIBILITY	4	4
FLUENCY	5.5	7.5
ELABORATION	1.37	1.88

SIMILARITIES		
	SUBJECT 4	
	PRE-TEST	POST-TEST
ORIGINALITY	5%	7%
FLEXIBILITY	2.5	3
FLUENCY	4	7
ELABORATION	1.6	2.33

INDIVIDUAL WORK

SUBJECT 5

USES		
	SUBJECT 5	
	PRE-TEST	POST-TEST
ORIGINALITY	7.5%	17%
FLEXIBILITY	4	3
FLUENCY	8.5	7
ELABORATION	2.1	2.33

INSTANCES		
	SUBJECT 5	
	PRE-TEST	POST-TEST
ORIGINALITY	8.5%	10.5%
FLEXIBILITY	2	6
FLUENCY	3	12.5
ELABORATION	1.5	2.1

SIMILARITIES		
	SUBJECT 5	
	PRE-TEST	POST-TEST
ORIGINALITY	4.5%	16%
FLEXIBILITY	2.5	3
FLUENCY	7	6
ELABORATION	2.8	2

**TOTAL AVERAGE OF INSTANCES, USES AND SIMILARITIES**

MEAN		
	SUBJECT 1	
	PRE-TEST	POST-TEST
ORIGINALITY	6.17%	12.17%
FLEXIBILITY	4.17	5.33
FLUENCY	5.83	12.83
ELABORATION	1.4	2.45

MEAN		
	SUBJECT 2	
	PRE-TEST	POST-TEST
ORIGINALITY	6%	5.5%
FLEXIBILITY	1.83	3.67
FLUENCY	2.83	6.67
ELABORATION	1.45	1.8

MEAN		
	SUBJECT 3	
	PRE-TEST	POST-TEST
ORIGINALITY	9.67%	15.83%
FLEXIBILITY	3.83	4.83
FLUENCY	6.83	11.83
ELABORATION	1.87	2.45

MEAN		
	SUBJECT 4	
	PRE-TEST	POST-TEST
ORIGINALITY	5.67%	6.83%
FLEXIBILITY	2.67	4
FLUENCY	3.83	7
ELABORATION	1.43	1.75

MEAN		
	SUBJECT 5	
	PRE-TEST	POST-TEST
ORIGINALITY	6.83%	11.17%
FLEXIBILITY	2.8	4
FLUENCY	6.2	8.5
ELABORATION	2.2	2.12

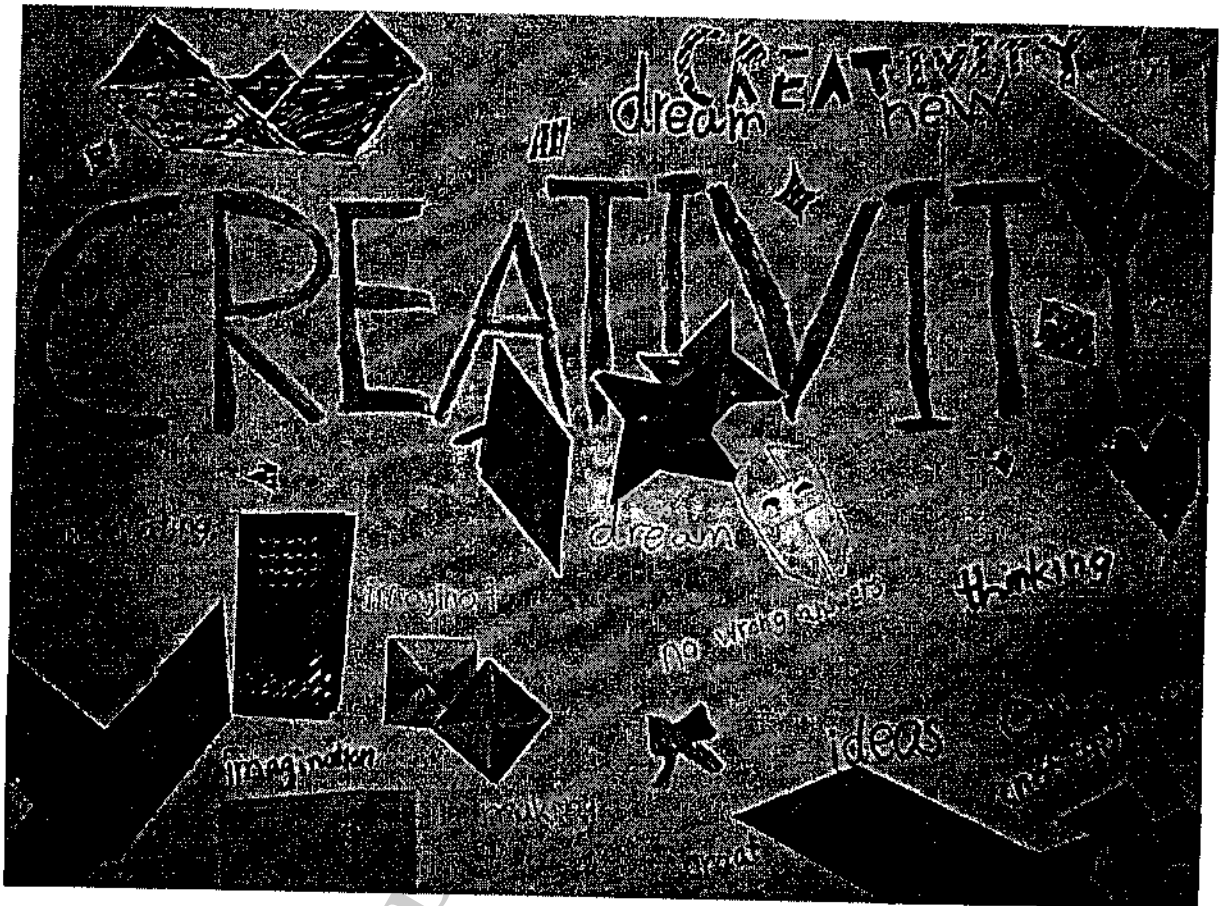
APPENDIX K

Students' Work Samples

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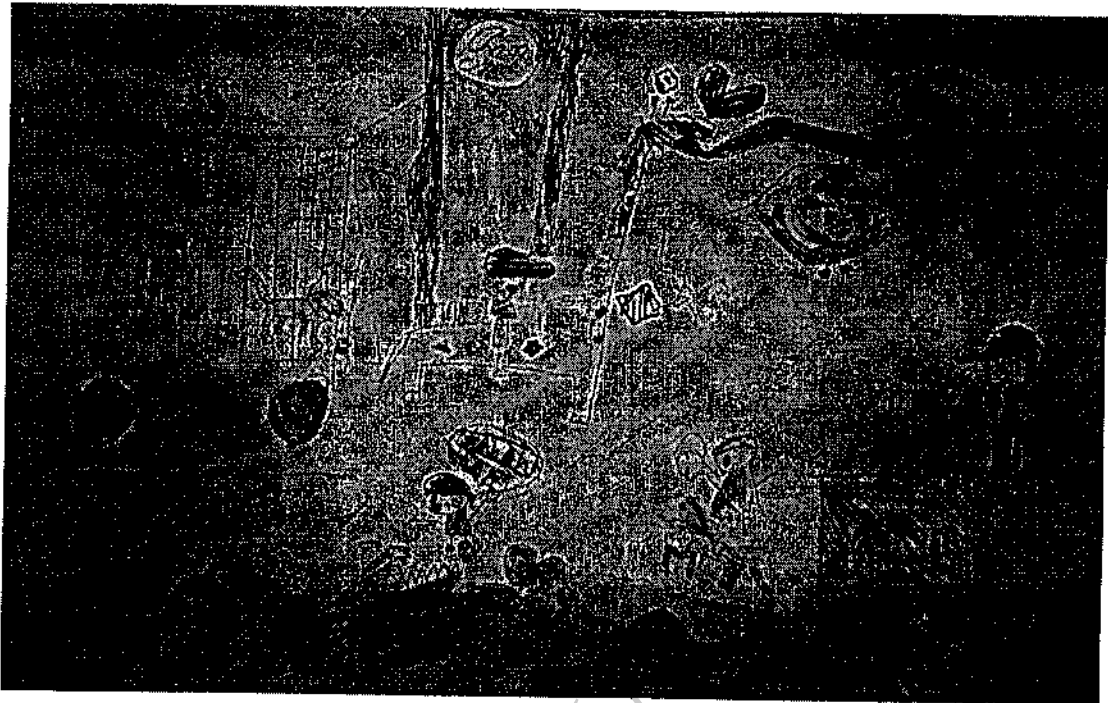


Creativity Poster

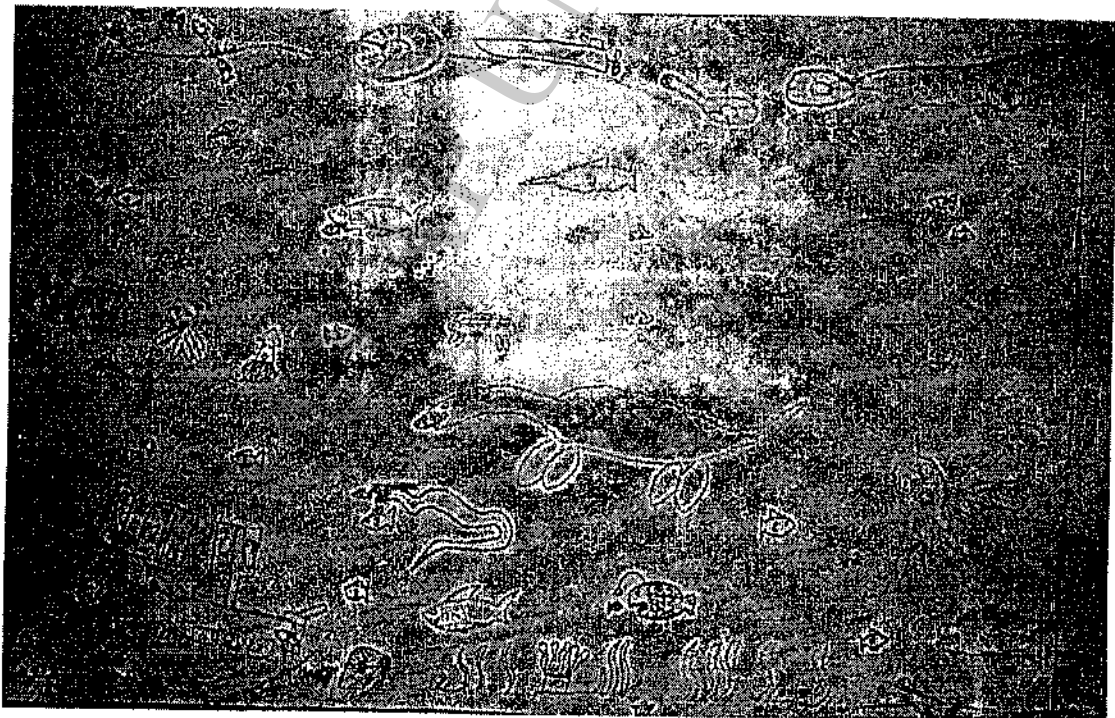


PAYAI

Settings Poster Group 1



Settings Poster Group 2



## RESUME

Name: Tatiana Aline Mohler  
Date of Birth: 11 April 1989  
Place of Birth: Brazil  
Institutions Attended: 2012 M.A. in TESOL Payap University  
2010 B.A. in English Communications Payap University

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