

APPENDICES

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APPENDIX A

Two sample of student's writing

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Writing task (Pretest)

Name: Wanalee Phithakhem Class M.3/1 No. 32

Date:

Topic: How to become a good language learner?

คำสั่ง ให้นักเรียนเขียนบทความเกี่ยวกับวิธีการเรียนภาษาให้ได้ดีนั้นทำ
อย่างไร มีวิธีอะไรบ้างที่ช่วยให้นักเรียนเรียนภาษาได้ดีขึ้น

Study English language at the moment. It is very
important for every people in the world. Because
English language use around the world.

Study English language is good. There are many different
up to anyone idea. Sometimes, we think English language
very difficult. If we always try practice English language.
We are a good language learner. We can do many ways
such as by reading English magazine, by watching movies
in English, by studying grammar, by making vocabulary
lists.

If we will practice every day, we will a good language
learner.

✓ = Grammar = 8

P = Punctuation = 5

C = Capitalization = 2

SP = Spelling = 4

Writing task (Pretest)

Name: Wanna Rungpungasit Class M.3/1 No. 34

Date: Draft. 2

Topic: How to become a good language learner?

จงให้นักเรียนเขียนบทความเกี่ยวกับวิธีการเรียนภาษาให้ได้ดีนั้นทำ

อย่างไร มีวิธีอะไรบ้างที่ช่วยให้นักเรียนเรียนภาษาได้ดีขึ้น

English is languages that people the word used
to talking about everything. Do you know How to
study English:

I thing the way to dood study English,
by reading the textbook - by making vocabulary lists
by working with friends - by making flashcards
by asking the teacher for help
by memorizing grammar rules.

English is important for every body and
for my life.

✓	- Grammar	5
✓	- Punctuation	7
C	- Capitalization	1
sp	- Spelling	5

Appendix B : Total errors counted

	length of words		Grammatical errors counted				Punctuation errors counted				Capital errors counted				Spelling errors counted			
	Pre	Post	Pre		Post		Pre		Post		Pre		Post		Pre		Post	
			Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words	Number errors	Percent/100 words
Student 1	116	87	20	15.5	14	16.09	3	2.5	1	1.14	1	0.8	0	0	2	1.7	2	2.2
Student 2	90	140	8	8.8	9	6.4	5	5.5	6	4.2	2	2.2	2	1.4	4	4.4	7	4.2
Student 3	104	125	12	11.5	17	13.6	3	2.8	4	3.2	3	2.8	7	5.6	12	11.5	17	13.6
Student 4	89	98	16	17.9	11	11.2	0	0	2	2	1	1.1	2	2	3	3.37	4	4
Student 5	97	89	13	13.4	10	11.2	2	2	1	1	2	2	0	0	2	2.06	5	5.6
Student 6	150	62	26	17.3	4	6.4	0	0	0	0	0	0	0	0	3	2	6	9.6
Student 7	52	76	9	17.3	11	14.4	3	5.7	2	2.6	2	3.8	0	0	1	1.92	0	0
Student 8	154	169	19	12.3	22	13	3	1.9	1	0.59	3	1.9	1	0.5	6	3.89	10	5.9
Student 9	81	87	15	18.5	12	13.7	2	2.4	3	3.4	1	1.2	0	0	2	2.46	1	1.1
Student 10	40	40	1	2.5	3	7.5	2	5	0	0	0	0	1	2.5	4	10	3	7.5
Student 11	62	59	5	8	9	15.2	7	11.2	1	1.6	1	1.6	0	0	5	7.6	1	1.6
Student 12	131	151	22	16.7	16	10.5	3	2.6	2	1.3	0	0	0	0	4	3	1	0.6
Student 13	36	26	5	13.8	5	19.2	0	0	0	0	0	0	0	0	3	8.3	3	11.5
Student 14	52	88	6	11.5	7	7.9	2	3.8	4	4.3	0	0	3	3.4	7	13.4	3	3.4
Student 15	65	62	3	4.6	5	8	3	4.6	4	6.4	1	1.5	2	3.2	4	6.15	4	6.4
Student 16	131	76	20	15.2	19	25	0	0	1	1.3	7	5.3	0	0	8	6.1	5	6.5
Student 17	27	23	1	3.7	3	13	3	11.1	2	8.6	1	3.7	0	0	2	7.4	2	8.6
Student 18	127	123	23	18.1	18	14.6	0	0	3	2.4	1	0.7	0	0	3	2.3	5	4
Student 19	80	86	8	10	13	15.1	2	2.5	4	4.6	0	0	0	0	2	2.5	2	2.3
Student 20	67	96	12	17.9	20	23.8	3	4.4	3	3.1	1	1.4	2	2	5	7.4	2	2
TOTAL	1751	1763	244	254.5	228	265.8	46	68	44	51.9	27	30	20	20.6	82	107.5	83	100.6
Mean	87.55	88.15	12.2	12.7	11.4	13.3	2.3	3.4	2.2	2.6	1.4	1.5	1	1.0	4.1	5.4	4.2	5.0
SD	38.128	38.969	7.7	5.1	5.9	5.1	1.8	3.2	1.6	2.2	1.6	1.5	1.7	1.6	2.6	3.5	3.9	3.7

APPENDIX C

Lesson Plan 1

Content: It's about writing!

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

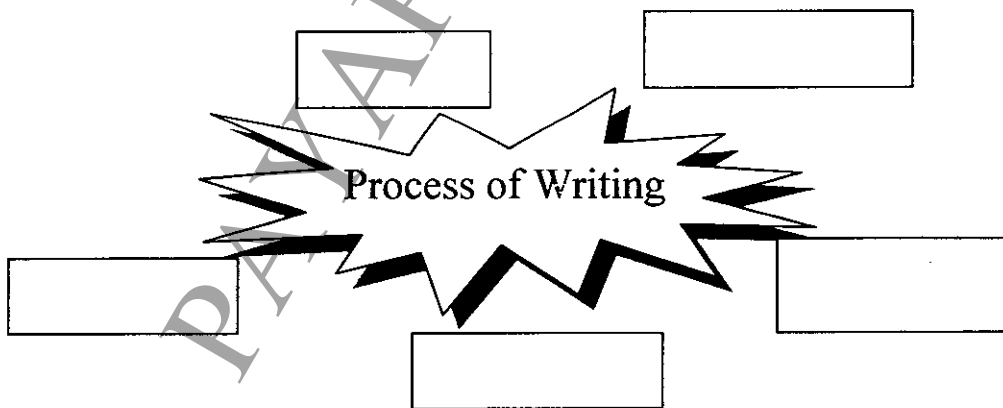
First Semester Academic Year 2004

- Course Objective:** Students should be able to apply English skills in daily life use.
- Terminal Objective:** Students should be able to identify the process of writing
- Enabling Objective:** - identifying the writing process

Learning Activities

Warm-up

- Students generate ideas about the process of writing by brainstorming.



- Students reorder the step of writing process. (Students get used to the term)

Planing
Editing

Drafting
Revising

- Teacher and student discussion each of term to find out the meaning.

Presentation

- Students look at the picture about people who are diving and answer the question.

Have you ever dreamed of discovering the wreck of an old ship?

- Imagine that you went diving and found out an old wreck at the bottom of the ocean. Suppose you wanted to describe this exciting adventure. Write one paragraph describing you feeling.
- Review students that a writing paragraph is a group of sentences about one main idea is called ➤ 'The topic sentence' The other sentences in the paragraph tell more about the main idea. These sentences are called 'The detail sentences' ➤. They are to add more about the information given in the topic sentence.

Production

- Teacher hands out the pictures and asks students write a paragraph from the given picture.

Material

- Pictures
- Worksheet

Evaluation

- Write a paragraph from the given picture.

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Lesson Plan 2

Content: To be a cool English language learner!

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

- Course Objective:** Students should be able to apply linguistic elements in different context.
- Terminal Objective:** Students should be able to exchange personal experiences.
- Enabling Objective:**
- use of 'how do you?' / 'V. to do
 - by + V+ing

Learning Activities

Warm-up

- Teacher asks students' experiences on English language learning.

- How many years have you learnt English ?
- Do you think you're a good English language learner?
- How to become a good language learner?

- I have learnt English for
since
- Yes, I do. / No. I don't.
- I read English text book.
- I do English exercises.
- I listen to English song. etc.

Presentation

- Students check the ways they study for an English language.
Then add other ways they sometimes study for English language.

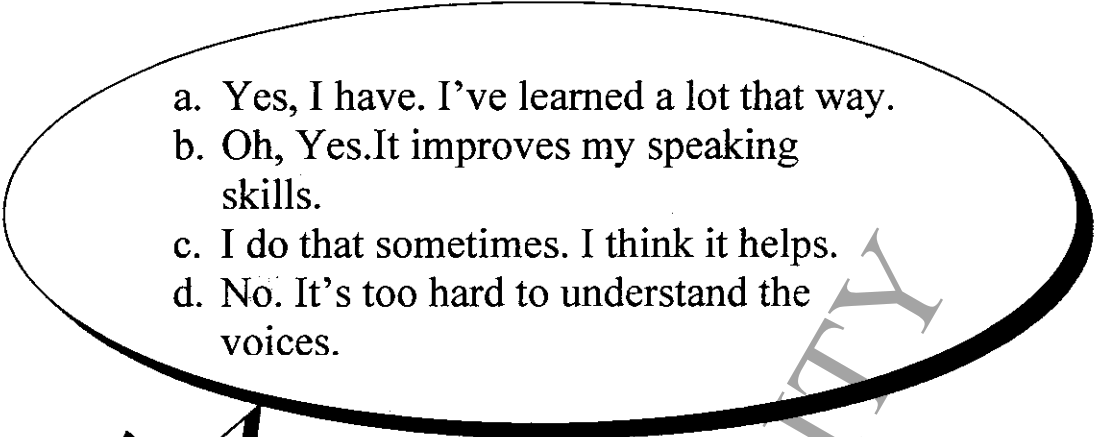
....by working with friendsby listening to cassettes
....by making flashcardsby asking the teacher
....by reading the textbook	for help
....by making vocabulary lists
.....

Practice

- Students listen and check (/) the questions they hear.

Questions	Answer
1.Do you learn English by watching English-language videos?
2.....Do you ever practice conversations with friend?
3.What about listening to cassettes?
4What about reading aloud to practice pronunciation?
5.....Have you ever studied with a group?

- Listen and match each question above with an answer below

- 
- a. Yes, I have. I've learned a lot that way.
 - b. Oh, Yes. It improves my speaking skills.
 - c. I do that sometimes. I think it helps.
 - d. No. It's too hard to understand the voices.



**GRAMMAR
FOCUS**

How do you study for a test?	I study by listening to cassette.
How do you learn English ?	I learn by studying with a group.
Do you learn English by reading aloud?	Yes, I do.

Production

- Write a paragraph about the things that have helped you the most in becoming a good language learner.
- When students finish writing, they are asked to self-edit and produce the second draft.

Material

- Tape cassette
- Worksheet

Evaluation

- Scoring criteria is used to group writing ability students as follow:

A. Student whose score is from 10 or above is considered as high writing ability.

B. Student whose score is lower than 10 is considered as low writing ability.

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Lesson Plan 3

Content: Editing checklists

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

Course Objective: Students should be able to reflect their own learning style.

Terminal Objective: Students should be able to come up the concept of editing checklist process

Enabling Objective: - use of self-editing checklist

Learning Activities

Review

- Teacher and students discuss the self-editing students' paper they had done last period.
- What strategies did you use when you edited your paper?
- How did you feel?

Presentation

- Students are provided the editing checklist. They study each items in the editing checklists.
- Teacher explains what the purpose of using editing checklist in writing and demonstrates how to use editing checklist with the example given.

Worksheet

(Editing skills: grammar, punctuation, capitalization and spelling)

last saterday I go to Robinson airport palza with my friends Nancy I Bought many things such as trowsers T shirt shoes. While I was walking I saw a baeutiful hat I shouted Wow The assis tent said I ll discount for you I asked how much is it Is it sixty nine baht she said. Finally I bought two hat and I went home at 18 00 p m

Practice

- Editing checklist procedure

The first item asks you to check for complete sentences.

Read the piece aloud to yourself, beginning at the first word and ending when you come to period. Pause. Consider. Does that make sense? Is it too long or too short? Make any correction you think is needed. Pick up and begin reading with the next word. When you are done, check off the box and go on to number two.

Next the checklist directs you to check for capital letters at the beginning of sentences. Trace your finger across the page, stopping at each period. Look at the next word. Have you begun the sentence with a capital letter? Continue to the end, checking the box when you are done.

Now, look at each sentence. Read them aloud one at a time, asking yourself whether each is a statement or a questions mark? Check the box and move on to spelling.

Instead of reading sentence by sentence, you can point to each word and ask whether the spelling looks right. (Many professional proofreaders read the piece backward to check for spelling errors? If you find a word that seems to be spelled wrong, underline it.

Production

- Students get their previous paper from last two periods. They edit their paper following the editing checklist process. They produce the second draft.

Material

- Editing checklist
- Example text

Evaluation

- Teacher analyzes the ability of students in finding the errors and errors correction with the total errors students made.

Lesson Plan 4

Content: Editing checklists

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

Course Objective: Students should be able to reflect their own learning style.

Terminal Objective: Students should be able to use the editing checklists in their writing

Enabling Objective: - use of the editing checklists

Learning Activities

Minilesson (5-10 mins)

- Discussion about the performances of students' editing paper from last period. Teacher points out the mistake students had done and teach them how to use punctuation, corrected grammar, capitalization, and spelling.

Warm-up

- Brainstorm.



Presentation

- Students listen to the conversation between Laura and Alex about their freetime. Then fill in the missing sentences.

Tapescript At the office

Laura: Alex, I'm bored.

Alex: Why don't you take a break? Actually, What do you do in your freetime?

Laura:(1)..... How about you?

Alex: I play golf, and(2)..... Do you ever play volleyball?

Laura: I never play volleyball because I don't know how to play.

Alex: It's easy. I can show you.

Laura: OK.

Practice editing skill (write a complete sentence with punctuation)

- Teacher reminds students the concept of complete sentence by asking them doing exercise (Keeping Skills Sharp). This exercise aimed at teaching students how to identify complete sentence.

(See worksheet 'Keeping Skills Sharp')

Practice using the editing checklist (in-class activity)

- Students write a paragraph about ‘ My freetime’, and when they finish their first draft, use editing checklist to edit paper. Students look at sentences that they think they are incomplete sentence. Teacher selects one example of students. Discuss how this error impede their understanding of the texts and ask them what the correction should be.
- Students submit first and second draft of paper.

Evaluation

- Doing ‘Keeping Skills Sharp’
- Teacher analyzes the ability of students in finding the errors

and errors correction with the total errors students made.

Material

- Tape cassette
- Worksheet
- Editing checklists

Keeping Skills Sharp

A. Write each sentence. Put a slash mark between the subject and the predicate.

1. Cobwebs covered the ceiling.
2. Our class planted some trees.
3. A neighbor called the police.
4. The messenger waited for an answer.
5. My brother bought an umbrella.

B. Write each sentence. Underline the simple subject once. Underline the simple predicate twice. Circle the direct object.

1. The farmer bought a tractor.
2. My sister won the race.
3. His uncle designs clothes.
4. Our teacher read a poem.
5. My friend repairs bicycles.
6. My mother plays the guitar.

C. Write each sentence. Circle the complement that follows the linking verb. Tell the kind of complement by writing *predicate noun* or *predicate adjective* after the sentence.

1. The water is cold.
2. That dog is a mutt.
3. The salad tasted delicious.
4. The caterpillar became a butterfly.
5. That ladder looks unsteady.
6. The music sounded strange.

D. Write the sentences below. Circle the adjectives and adverbs. Underline the prepositional phrases. Draw a line from each modifier to the word it describes.

1. The busy librarian worked quickly.
2. A white cloud drifted across the sky.
3. The bearded man cried quietly.
4. The excited dog pulled at its leash.
5. The young kittens tumbled in the grass.

Lesson Plan 5

Content: Editing checklists

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

- Course Objective:** Students should be able to reflect their own learning style.
- Terminal Objective:** Students should be able to use the edit checklists in their paper
- Enabling Objective:** - use of editing checklists

Learning Activities

Minilesson (5-10 mins): Practice editing skills for verb tense

- Discussion about the performances of students' editing paper from last period. Teacher points out the mistake students had done and teach them how to use punctuation, corrected grammar, capitalization, and spelling.
- Teacher provides students the editing exercises. Correct any errors in spelling, punctuation, and capitalization. (See Editing Exercise 1)
-

Presentation

- Teacher hands out the six pictures of cartoon. Brainstorming. List vocabulary from the pictures.

- Teacher asks students make up story based on the cartoon.

Practice the use of editing checklist (in-class activity)

- Ask for volunteers to tell their story orally in front of class (3-5 students)
- Students write story about 'My story', and when they finish their first draft, use editing checklist to edit paper. Students look at verb in the sentences that they think they are incorrect use of verb form. Teacher selects one example of students. Discuss normally when telling story, the past simple tense often use.
- Students submit first and second draft of paper.

Evaluation

- Teacher analyzes the ability of students in finding the errors and errors correction with the total errors students made.

Material

- Pictures & Cartoon
- Editing checklists
- worksheets

Editing Exercise 1

Editing Exercise

Edit the following story. Correct any errors in spelling, punctuation, and capitalization.

Last Saturday mother sent me to Mr Millers hardware store to buy a can of paint.

Mr Miller said I'll mix the paint for you. He placed the can on the mixing machine upside down so that the paint would mix faster. He turned on the machine the lid flew off. White paint covered Mr Millers sweater and trowsers he looked like a Penguin.

When I got home, I told mother "that the incident made me think of Mr popper." She didn't know who Mr popper is? Do you.

Lesson Plan 6

Content: Editing checklists

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

- Course Objective:** Students should be able to reflect their own learning style.
- Terminal Objective:** Students should be able to use the edit checklists in their paper
- Enabling Objective:** - use of the editing checklists (capitalization)

Learning Activities

Minilesson (5-10 mins)

- Discussion about the performances of students' editing paper from last period. Teacher points out the mistake students had done and teach them how to use punctuation, corrected grammar, capitalization, and spelling.

Presentation

- Teacher shows postcard the attractive places in Chiang Mai

Doi Suthep

Doi Inthanon

Elephant Camping

Wat Chiang Man

Wat Chedi Luang

Mae Ya Waterfall

- Teacher asks students observing the use of capital letters in each places. Ask students what else we use the capitalization.

- Add more places in Chiang Mai. Discuss them with the whole class.
- Have you ever been there?
- What can you do/see there?
- Is it famous place? Why?
- Where is your favorite place in Chiang Mai ?

Practice using the editing checklist

- Students write a paragraph about 'My favorite places in Chiang Mai', and when they finish their first draft, use the editing checklist to edit paper. Students look at the use of capital letters in the sentences whether they are used correctly.
- Teacher provides students the editing exercises. Correct any errors in spelling, punctuation, and capitalization. (See Editing Exercise 2& 3)
- Students submit first and second drafts of papers.

Evaluation

- Teacher analyzes the ability of students in finding the errors and errors correction with the total errors students made.

Material

- Postcards
- Editing checklists Exercises (2&3)

Editing Exercise 2

Editing Exercise

Write this letter correctly.

711 lucky lane
happyville, state of joy
june 26, 19--

mr. i. m. soggy
contest manager
krumpty krinkles company
cereal town, state of imagination 00000

dear mr. soggy:

I still finds it hard to believe that I one the Fifty Nifty Contest. hawaii is the state I wants to visit. My parents will leave me go. Since my summer vacation has already began, I can leave anytime. Please send more news about my hawaiian trip.

Sincerely yours,

ima winner

Editing Checklist 3

Editing Exercise

Find the mistakes in usage, punctuation, capitalization, and spelling in the letter below. Refer to your Handbook if you need help. After you think you have found all the mistakes, write the letter correctly.

6287 silver street
winterville, maine 04788
mae 14, 19—

mr. mario monteverdi
electrical supply company
872 river road
buffalo, new york 14202

dear mr. monteverdi:

My friend Jim and me are planning to build a quiz game that will help learn him and me about american history. Wood you please send Jim and I a copy of your latest catalog.

We wood appreciate your sending a catalog to him and I as quickly as possible sew that we can begin work on hour project. We doesn't want too order supplys until we no exactly what we'll knead.

Very truly yours,
max welling

Lesson Plan 7

Content: Editing checklists

Fundamental English 9 (E015) Mathayomsuksa 3 1.5 hours

First Semester Academic Year 2004

Course Objective: Students should be able to reflect their own learning style.

Terminal Objective: Students should be able to self-edit their paper

Enabling Objective: - use of the editing checklists

Learning Activities

Review

- Recall students the topic they had written 'How to become a good language learner?
- Instruct students that they have to write the same topic again and when they finish their first draft they self-edit without editing checklist, finally produce the second draft.

Production

- Write a paragraph about the things that have helped you the most in becoming a good language learner.
- When students finish writing, they are asked to self-edit and produce the second draft without the editing checklists

Evaluation

- Papers are assessed by counting the errors per one hundred words before and after training in the use of the editing checklists

APPENDIX D

แบบตรวจสอบงานเขียน

Editing checklist for writing

หัวข้อเรื่อง.....

ชื่อ.....นามสกุล.....ชั้น.....ม.3/1.....เลขที่.....

วันที่.....

คำสั่ง ให้นักเรียนอ่านงานเขียนของตนเองแล้วทำเครื่องหมาย (✓) ในหัวข้อที่นักเรียนได้

ทำการแก้ไขแล้ว

- นักเรียนได้ใช้ตัวอักษรภาษาอังกฤษตัวใหญ่สำหรับการขึ้นต้นประโยค ชื่อเฉพาะ ชื่อสถานที่หรือยัง ?
- นักเรียนได้จบประโยคด้วยเครื่องหมายที่เหมาะสมหรือยัง เช่น (.) (?) หรือ (!)
- นักเรียนได้ใช้เครื่องหมายที่เหมาะสมกับประโยคหรือยัง เช่น (,) (:), (;) หรือ (-)
- นักเรียนเขียนประโยคที่มีใจความสมบูรณ์หรือยัง?
- นักเรียนใช้ verb tense ที่เหมาะสมกับความหมายหรือยัง ?
- นักเรียนได้แก้ไขคำที่เขียนผิดหรือยัง ?

APPENDIX E

Scoring criteria for grading students' writing adjusted from the Test in English for educational Purposes (TEEP) experience.

Content

- 0 The answer bears almost no relation to the task set.
- 1 Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and / or pointless repetition.
- 2 For the most part answers the tasks set, though there may be some gaps or redundant information.
- 3 Relevant and adequate answer to the task set.

Organization

- 0 No apparent organization of content.
- 1 Very little organization of content. Underlying structure not sufficiently apparent.
- 2 Some organizational skills in evidence, but not adequately controlled.
- 3 Overall shape and internal pattern clear. Organizational skills adequately controlled.

Grammar

- 0 No grammatical patterns accurate.
- 1 Frequent grammatical inaccuracies.
- 2 Some grammatical inaccuracies.
- 3 Almost no grammatical inaccuracies.

Mechanics accuracy I (Punctuation)

- 0 Ignorance of conventions of punctuation.
- 1 Low standard of accuracy in punctuation.
- 2 Some inaccuracies in punctuation.
- 3 Almost no accuracy in punctuation.

Mechanics accuracy II (Capitalization)

- 0 Ignorance of capital letters.
- 1 Low standard of accuracy in capital letters.
- 2 Some inaccuracies in capitalization.
- 3 Almost no inaccuracy in capitalization.

Mechanics accuracy III (Spelling)

- 0 Almost all spelling inaccuracies.
- 1 Low standard of accuracy in spelling.
- 2 Some inaccuracies in spelling.
- 3 Almost no inaccuracy in spelling.

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APPENDIX F

Scoring from two graders assessed before training in the use of the editing checklist process

Student	Grader 1	Grader 2	Score (18 points)
Student 1	15	15	15
Student 2	10	12	11
Student 3	8	9	8.5
Student 4	13	14	13.5
Student 5	11	12	11.5
Student 6	13	13	13
Student 7	9	10	9.5
Student 8	13	13	13
Student 9	11	12	11.5
Student 10	8	8	8
Student 11	8	8	8
Student 12	9	9	9
Student 13	10	8	9
Student 14	10	9	9.5
Student 15	11	11	11
Student 16	10	8	9
Student 17	8	9	8.5
Student 18	10	7	8.5
Student 19	11	9	10
Student 20	9	6	7.5

Grader 1: An English native speaking teacher **high writing ability student**

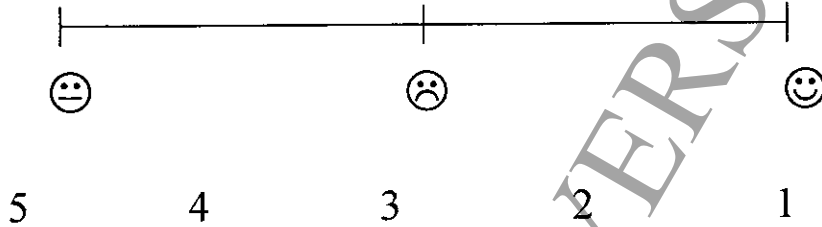
Grader 2: A Thai-English teacher **lower writing ability student**

APPENDIX G

Questionnaire toward using self-editing checklist process

1. Instruction: Cross out the number you think it expresses your attitude toward using editing checklist.

5 very useful 4 useful 3 fairly useful
2 not much useful 1 totally not useful



2. Suggestions

- What are the positive points of using the editing checklists?

.....
.....
.....

- What are the negative points of using the editing checklists?

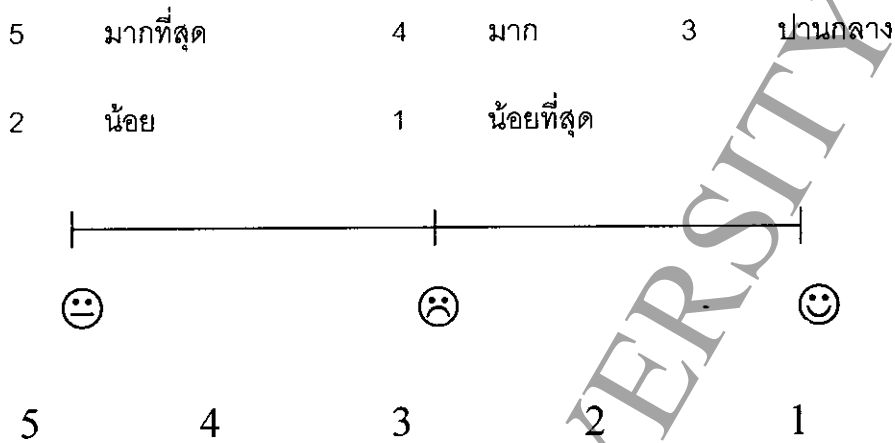
.....
.....
.....

Thank you for your cooperation

Name:Class M 3/1 No.....

แบบแสดงความคิดเห็นต่อการใช้แบบตรวจสอบงานเขียน

คำสั่ง 1. นักเรียนคิดว่าแบบตรวจสอบงานเขียนมีประโยชน์มากน้อยเพียงใดต่อการแก้ไขงานเขียน



2. ข้อเสนอแนะ

- ข้อดีของการใช้แบบตรวจสอบงานเขียน

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- ข้อเสียของการใช้แบบตรวจสอบงานเขียน

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ขอบคุณที่ให้ความร่วมมือ

ชื่อ.....ชั้น.....เลขที่.....