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APPENDICES

APPENDIX A
THE ORIGINAL TEXT FOR DICTOGLOSS TASK

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The original text for dictogloss task

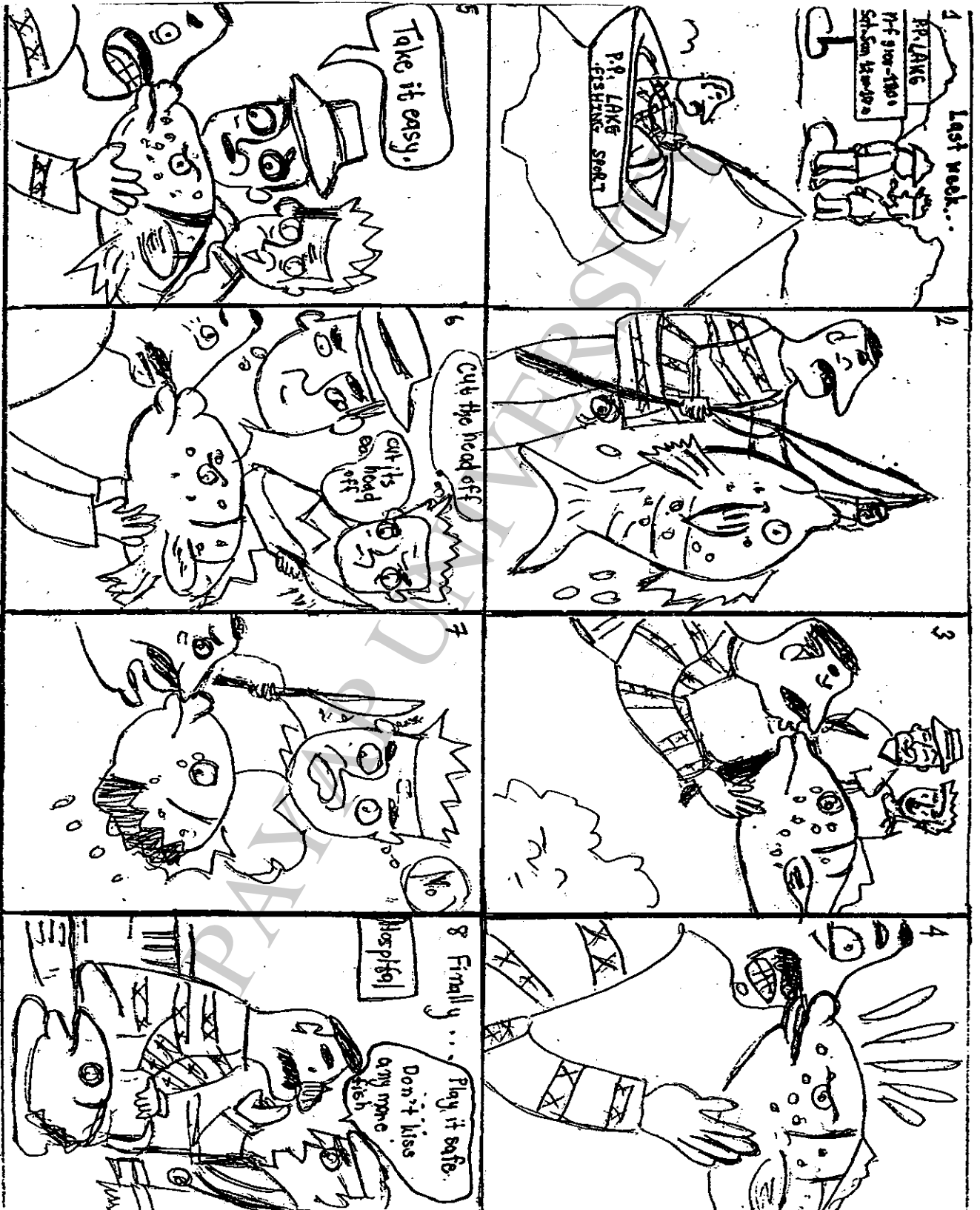
An old man went fishing at P.P. lake last week. He caught a very large fish. He wanted to show off to his friends so he kissed the fish on the mouth. Suddenly the fish bit his nose. "Take it easy," his friends said. They cut the fish's head off, but the fish's head stayed on his nose. Finally, he went to the hospital. The doctor put a bandage on the man's nose and told him not to kiss any more fish.

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APPENDIX B
PICTURE FOR JIGSAW TASK

Picture for jigsaw task



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APPENDIX C

CORE PRE-TEST AND CORE POST-TEST

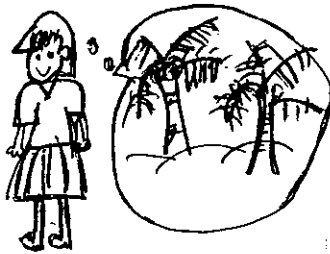
คำสั่ง ให้นักเรียนอ่านประโยคในตารางและใส่เครื่องหมาย / ในข้อที่นักเรียนคิดว่าเป็นคำตอบที่ถูกต้องที่สุด

1.



ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
The dog is bit Peter yesterday.					
The dog bit Peter yesterday.					

2.



ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
Mary wanted to went to Phuket.					
Mary is wanted to go to Phuket.					

3.



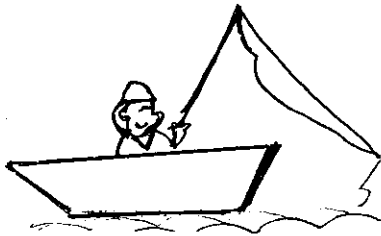
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
She went to Chiang Mai and is go to Suthep mountain					
She went to Chiang Mai and went to Suthep mountain.					

4.



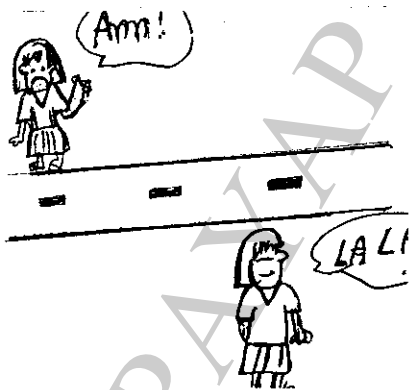
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
Last night, my mother kissed me.					
My mother kissed me last night.					

5.



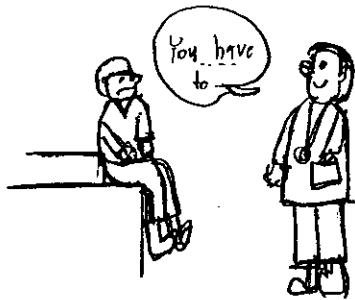
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
He went fishing last week.					
He were fishing last week.					

6.



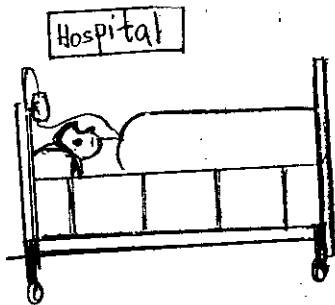
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้
Ann did not saw Manee.					
Ann saw did not Manee.					

7.



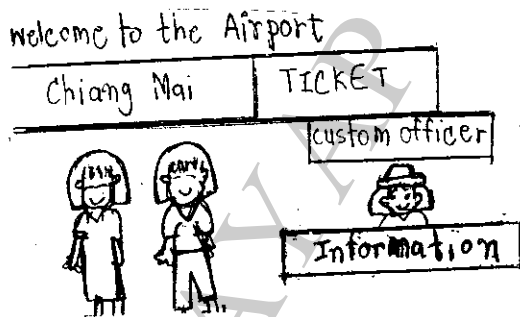
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	คิดแน่นอน	ไม่รู้
The doctor to spoke him.					
The doctor spoke to him.					

8.



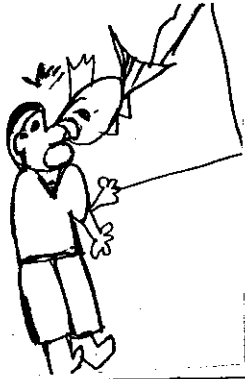
ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	คิดแน่นอน	ไม่รู้
My friend was sick last week.					
My friend were sick last week.					

9.



ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	คิดแน่นอน	ไม่รู้
Did they were go to the airport.					
Did they went to the airport.					

10.



ประโยค	ถูกแน่นอน	น่าจะถูก	น่าจะผิด	ผิดแน่นอน	ไม่รู้อ
A fish bit nose he.					
A fish bit he nose.					

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APPENDIX D

TAILOR-MADE POST-TEST ITEMS

คำสั่ง จงทำเครื่องหมาย X ทับตัวเลือกที่เป็นคำตอบที่ถูกต้องที่สุด

Pair 1

(A) An old man _____ at P.P. lake last week.

1. went fishing 2. went a fishing 3. went to fishing

(B) Then a large fish _____.

1. bit nuse he 2. bit his nose 3. bit nose he

(C) His friends cut the fish's _____ off.

1. neck 2. next 3. nest

Pair 2

(A) An old man _____ a very _____ fish last week.

1. caught/large 2. catched/old 3. caught/large

(B) The _____ stayed on his nose.

1. fish's head 2. head fish 3. fish of head

(C) The doctor put _____ on the man's nose.

1. plaster 2. bandage 3. sticker

Pair 3

(A) His friend _____ the fish's head off.

1. cuted 2. cut 3. cuted

(B) A man _____ on the mouth.

1. kissed the fish 2. kit fishing 3. kick the fish

(C) A man caught a large fish, so he wanted to _____ to his friends.

1. talk show 2. show off 3. take it easy

Pair 4

(A) My friend _____ a large fish last week.

1. catch 2. caught 3. catched

(B) He was sick, so he went to the _____.

1. hospitolh 2. hospital 3. hospital

(C) The fish _____ his nose.

1. bit 2. beef 3. is bit

Pair 8

(A) An old man _____ a very large fish.

1. caught 2. caughted 3. caught

(B) Then a large fish _____.

1. bit nuse he 2. bit his nose 3. bit nose he

(C) His friends cut the fish's _____ off.

1. neck 2. next 3. nest

Pair 9

(A) An old man _____ a very large fish.

1. caught 2. caughted 3. caught

(B) A fish _____ his nose.

1. is sit 2. bited 3. bit

(C) An old man _____ fishing last week.

1. goes 2. went 3. goed

Pair 10

(A) The doctor _____ him not to kiss any more fish.

1. told 2. telled 3. tell

(B) He _____ a very large fish.

1. kissed 2. kiss 3. keissed

(C) A man _____ to _____ to his friends.

1. were/show off 2. wanted/show off 3. wanted/showed off

Pair 11

(A) He _____ a fish on his mouth.

1. kissed 2. kiss 3. kick

(B) His _____ cut the fish's head off.

1. firend 2. fiend 3. friend

(C) He caught _____.

1. large a fish 2. fish a large 3. a large fish

Pair 12

- (A) An old man went _____ at P.P. _____.
1. fish/lake 2. fishing/lake 3. to fishing/lake
- (B) A man _____ the fish's _____ off.
1. cut/head 2. cutted/head 3. cut/haid
- (C) A doctor put a _____ on the man's nose.
1. bandage 2. bught 3. bucket

Pair 13

- (A) A fish _____ his nose.
1. bited 2. bit 3. biated
- (B) His friend cut the _____ off.
1. hair fish 2. fish's head 3. fish's hair
- (C) He _____ fishing at P.P lake last week.
1. wanted 2. want 3. went

Pair 14

- (A) The man _____ a very large fish.
1. caught 2. catched 3. catch
- (B) His _____ said "take it easy".
1. frins 2. finally 3. friend
- (C) An old man _____ fishing at P.P. lake last week.
1. goes 2. went 3. goed

Pair 15

- (A) The doctor _____ him not to kiss any more fish.
1. telled 2. told 3. tolded
- (B) An old man kissed a large fish on his _____.
1. mouth 2. mouse 3. mount
- (C) He wanted to _____.
1. show of 2. is show off 3. show off

Pair 16

(A) He wanted to _____ to his friend.

1. show off 2. showed off 3. show offed

(B) The _____ put bandage on the man's nose.

1. dogter 2. docter 3. doctor

(C) The fish _____ his _____.

1. bited/note 2. bit/note 3. bit/nose

Pair 17

(A) He waned to show off to his friends, so he _____ fish on the mouth.

1. kisses 2. kissed 3. kass

(B) The fish bit his _____.

1. nose 2. nouse 3. noes

(C) An old man caught a _____.

1. a fish large 2. large a fish 3. a large

Pair 18

(A) An old man caught _____.

1. large fish 2. fish a large 3. large a fish

(B) "Take it _____" his friend said.

1. sey 2. esey 3. easy

(C) The man went fishing _____.

1. in P.P. lage 2. at P.P. lake 3. to P.P. large

Pair 19

(A) The doctor _____ on his nose.

1. put a bandage 2. cut a bandage 3. take a bandage

(B) The fish bit _____.

1. nese he 2. his nose 3. his nise

(C) An old man went to _____.

1. hospital 2. hospeton 3. hospitor

Pair 20

(A) A man _____ to his friend, so he _____ the fish on the mouth.

1. show off/kissed 2. is show off/kissed 3. wanted to show off/kissed

(B) _____ put a bandage on his nose.

1. The doctor 2. Doctor 3. Docther

(C) A man caught a _____.

1. fish big 2. large fish 3. fish large

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APPENDIX E
RUBRICS FOR ANALYZING WRITTEN NARRATIVES

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Rubrics for analyzing written narratives

Content

- 5: A complete story is told; narrative is interesting and holds one's attention.
 3: It is possible to follow the story, but it is presented in a way that is not interesting for the reader.
 1: The story is clearly incomplete and difficult to follow.

Organization

- 5: Information is clearly stated and sequenced with sentences and paragraphs used as appropriate for narratives.
 3: There is some degree of organization, but the sequencing of some information causes difficulty for the reader.
 1: There is little or no evidence of clear organization of information.

Vocabulary

- 5: The variety of word choice consistently demonstrates the use of grade-level appropriate vocabulary and expression.
 3: Limited word choice with only infrequent use of grade-level specific vocabulary and expression.
 1: Vocabulary is generally impoverished, with some use of Thai and 'over-use' of some terms.

Morphology and syntax

- 5: High degree of accuracy in tenses, articles, word order and subject-verb agreement.
 3: Considerable inaccuracy in tenses, articles, word order and subject-verb agreement.
 1: Very little accuracy in tenses, articles, word order and subject-verb agreement.

APPENDIX F

THE LESSON PLANS IN SUMMARY

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Objectives	Contents	Periods
<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. explain the function of simple present tense. 2. summarize the sentence's structure rule of simple present tense. 3. use adverb of frequency correctly. 4. write sentences by using simple present tense. 	<p style="text-align: center;">Lesson Plan 1</p> <p>Topic: Simple present tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Group discussion on simple present tense functions and structure rules; rules of adding –s and –es to verb, sentence structure of present simple tense in affirmative, question, and negative - Doing exercise about adding –s and –es to verb - Practice writing simple present tense sentences in all three forms 	150 minutes
<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. ask yes-no questions by using Do, Does. 2. answer questions by 	<p style="text-align: center;">Lesson Plan 2</p> <p>Topic: Simple present tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Group discussion on simple present sentences using a comic book 	150 minutes

<p>using simple present tense sentences.</p>	<p>- Playing game “Find someone who...”</p>	
<p>The students should be able to compose a story by using simple present tense.</p>	<p style="text-align: center;">Lesson Plan 3</p> <p>Topic: Simple present tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Writing a report about a sleeping habit - Pair work; do jigsaw and dictogloss tasks 	<p style="text-align: center;">190 minutes</p>
<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. explain the function of simple past tense. 2. summarize the sentence’s structure rule of simple past tense. 3. separate regular verb from irregular verb. 	<p style="text-align: center;">Lesson plan 4</p> <p>Topic: Simple past tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Pre-test on simple past tense - Group discussion on simple past tense functions and structure rule; sentence structure of past simple tense in affirmative, question, and negative - Group discussion on 	<p style="text-align: center;">240 minutes</p>

4. write sentences by using past tense form.	<p>regular and irregular verb</p> <ul style="list-style-type: none"> - Doing the exercise about irregular verbs - Practice writing simple past tense sentences in all three forms 	
The students should be able to write questions and negative sentences by using simple past tense.	<p style="text-align: center;">Lesson Plan 5</p> <p>Topic: Simple past tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Group discussion on simple past sentences in a comic book - Doing exercise about simple past tense in pairs 	90 minutes
The students should be able to compose a story by using simple past tense.	<p style="text-align: center;">Lesson Plan 6</p> <p>Topic: Simple past tense</p> <p>Activities:</p> <ul style="list-style-type: none"> - Pair work; complete jigsaw and dictogloss tasks 	100 minutes

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APPENDIX G
LESSON PLANS

Lesson Plan One

Level : Mathayom Suksa 3

Time : 150 minutes

Topic : Simple present tense

Objective : The students should be able to:

1. explain the function of simple present tense.
2. summarize the sentence's structure rule of simple present tense.
3. use frequency adverb correctly.
4. write sentences by using simple present tense.

Procedure

1. Presentation

1.1 The teacher writes the sentences "What is your hobby or hobbies?" on the blackboard and then the teacher tells about his or her hobby (ies) in two or three sentences by using simple present tense. Then the teacher lets the students guess about the meaning of the word "hobby".

1.2 After that the teacher writes things that they have said with the students about his or her hobby (ies) on the blackboard and discusses about the meaning with the students. Then teacher asks the students about their hobbies. Students could answer the question by following the pattern that the teacher writes on the blackboard.

E.g. My hobby is _____.

I always/ sometimes/ usually_____.

I love or like _____.

Every month/ every day/ every weekend/ every

Monday I _____.

1.3 The teacher writes the word “Simple Present Tense” on the blackboard and asks whether it looks familiar or if the students know about its meaning. Students who know about this word will discuss it with the teacher and classmates, but if nobody knows, the teacher will tell them a little bit about its meaning and provides some example from things that the class already discussed about “the hobby”.

2. Practice

2.1 The teacher gives the paper (Lesson 1) which is about Simple present tense to students and then the teacher asks the students to sit in groups of three. Each student has to read the paper and then discuss among his or her groups. Within the discussion, the students have to help each other to understand frequency adverbs and to summarize the functions, the structure rules of simple present tense, and the rule of adding –s/ -es to verbs and write the summary down in the blank provided.

2.2. After that, the teacher will discuss with the students whether they understand the functions, the structure rules of present simple tense, and the rules of adding –s/ -es. The representative of each group has to write the structure rules of simple present tense on the blackboard. The structure rules will content with simple form, question form, and negative form of

present simple tense. Then let them compare their answers, and the teacher will also help them to correct if there are the mistakes. After that, the teacher explains to them again about frequency adverbs, the function, the structure rules of simple present tense and the rule of adding -s/-es to verb.

2.3 The teacher gives exercise (1) for the students to practice how to add -s / -es to the verbs. They could discuss in pair or in group and help each other to find the meaning from dictionary. After that the teacher will discuss with them the answers, pronunciation, and the meaning of each verb with them.

3. Production

3.1 Each group has to write about six sentences; two affirmative sentences, two question sentences, and two negative sentences. After that, the representative of each group has to present their sentences on the blackboard. Other groups have to correct the mistakes.

Teaching Aids

1. Blackboard/ chalk
2. Text; Simple present tense
3. Exercise (1)
4. Dictionary

Lesson Plan Two

Level : Mathayom Suksa 3
Time : 150 minutes
Topic : Simple present tense
Objective : The students should be able to:

1. ask yes-no question by using Do, Does.
2. answer the question by using simple present tense sentence.

Procedure

1. Presentation

1.1 The teacher reviews with the students about frequency adverbs and the function and the structure rules of simple present tense. After that, the teacher will give them exercise (2) for reviewing and practicing will how to write simple present sentences in question and negative form. After that, the teacher will tell them to correct their work among their groups.

1.2 The teacher asks the students whether they like to read comic books and asks whether they read English comic books, as following example:

- Do you like to read comic book?
- Do you like to read English comic book?
- How often do you read it?

1.3 The teacher explains things that the students have to do today. They have to read the comic book, "Sleepy Squirrel" and then find the simple present sentences, which exist in the comic book with their partners.

2. Practice

2.1 The teacher tells the students to sit in pairs and then tells them to do following the instruction, “Read the comic book and then find the simple present sentences which exist in the comic book”. They have to underline and then write down the sentences on the paper. The teacher asks them whether they understand the text and then tells them to read the story. After that the teacher asks them what they usually do before they go to bed and let them share their ideas. After that, the teacher discusses with them about the simple present sentences that they found in the comic book.

3. Extended practice

- The teacher tells them to play game “Find someone who...?” Before the game starts, the teacher tells students to read each question and discusses the meaning. The teacher explains to them about how to play game, and after that, the teacher asks whether they understand the things they have to do.

Game : “Find someone who....” There are ten items that the students have to ask their classmates. They have to find the person who meets the condition in each item. There are ten minutes for them to complete the task. When the time ends, students have to go back to their seats and then count the score. The one who gets total names higher than other people will be the winner of this game.

Asking Pattern : Do you.....?

Fun Game

“Find someone who...”

Do you...?	Name
1. always read cartoon books	_____
2. often swim on weekend	_____
3. sometimes eat out with your family	_____
4. seldom wash the dishes	_____
5. never clean your room on Sunday	_____
6. always do your homework	_____
7. usually go shopping	_____
8. sometimes telephone your friends	_____
9. often help your mother	_____
10. never speak English to foreigners	_____

Teaching Aids:

1. Blackboard/ chalk
2. Paper of the game “Find someone who...”
3. Exercise (2)
4. Comic book “Sleepy Squirrel”

Lesson Plan Three

Level : Mathayom Suksa 3
Time : 190 minutes
Topic : Simple present tense
Objective : The students should be able to compose the story by using simple present tense.

Procedure

1. Presentation

1.1 The teacher talks about the meaning of the word “sleeping habits” and then asks the students about the sleeping habits of the squirrel in the comic book.

1.2 The teacher talks about the lesson that the students have to learn in the class period, which is about writing a report on their sleeping habits and their partner’s sleeping habit. The students also work in pairs to complete the task. They have to compose one story following the instructions provided.

2. Practice

2.1 The teacher gives each student an exercise (3) and then the teacher explains the instructions. The students have to answer the multiple-choice questions, which are about their sleeping habits. After that the students have to write a report on their sleeping habits in paragraph form and then they have to ask their peers about his or her sleeping habits and write a report on their peer’s sleeping habits. The teacher reads each question, discusses with the students about its meaning, and then lets them do this

exercise by themselves. After that the teacher collects their work for checking mistakes and gives the feedback to the students in another period.

2.2 The teacher reviews with them about verbs in exercise (1). Tell students that some of verbs in this exercise could be used when they have to do jigsaw and dictogloss tasks. After that the teacher teaches the students about the vocabulary that they can apply to use when they are doing the tasks.

Vocabulary

jungle face breakfast lunch time for bed
 upside down There is... There are...

3. Production

3.1 The teacher separates them into two main groups; group A and group B. There will be an equal number of students in each group. The teacher explains what each group has to do separately.

Group A will do a jigsaw task. Teacher tells students to sit in pairs; selects from the score of pre-test and their learning proficiency. Then the teacher gives the pictures to each pair. Teacher explains them how to do the task and also shows the rubric for assessing their written narrative in class.

Instruction: Each pair will have eight pictures. One student will get the pictures number 1,3,5,7, and another will get the pictures number 2,4,6,8.

The students who get picture number 1 will start to describe things which exist in the picture by using there is... or there are....

He or She will tell about the clues which exist in the picture. Then they have to help each other to write one or two sentences for composing the story based on the picture number 1 in their notebook. After that students who get picture number 2 describe the picture and then they compose the story based on this picture. The students have to follow this process until they finish describing all eight pictures. The students also are allowed to compose the story after they finish describing all eight pictures. They take notes while they are describing each picture. It depends on their style.

Within pairs, the students have to help each other compose the story based on the pictures. They also help each other to find the topic of the story.

Group B will do a dictogloss task. Teacher tells students to sit in pair, selecting from the scores of pre-tests. The teacher explains how to do the task and also shows the rubric for assessing their written narratives in class. After that teacher tells them to prepare their notebooks. Then teacher gives A4 paper to each pair for reconstructing the story.

Instruction: Teacher reads an original story two times in normal speech. The first time, the students have to listen and are not allowed to write anything down. The second time each student takes notes on its content, then works with his or her partner to reconstruct the passage based on the two sets of notes. Within pairs, the students have to help each other compose the story

based on the two sets of notes. They also help each other to find the topic of the story. After each pair finishes composing their story, the teacher collects their work.

Notice: The teacher can record the tape or VDO, if he or she wants to see things which happen while the students are doing the tasks.

3.2 The teacher gives an original text to the students and asks them to compare their story with it.

3.3 The teacher gives feedback of the students' reports on their sleeping habits and their peer's sleeping habits.

Teaching Aids

1. Exercise 3
2. Blackboard/ chalk
3. Jigsaw picture
4. An original text

Text

Benny's habits

Benny is a big fat bat. He lives in an old tree in the jungle. He gets up at six o'clock in the evening and then he washes his face. After that he has his breakfast. At eight o'clock in the evening, he goes to see his friends. They fly between the trees of the jungle. At two o'clock in the morning he has his lunch. At about five o'clock in the morning the sun comes up and it is time for bed. Benny goes to bed at six o'clock in the morning.

Lesson Plan Four

Level : Mathayom Suksa 3
Time : 240 minutes
Topic : Simple past tense
Objective : The students should be able to:

1. explain the function of simple past tense.
2. summarize the sentence's structure rule of simple past tense.
3. separate regular verb from irregular verb.
4. write the sentences by using past tense form.

Procedure

1. Presentation

1.1 The students do Pre-test which is about simple past tense.

1.2 The teacher gives the dialogue to all students and ask two volunteers to read this dialogue out loud.

The dialogue

Pang : Look at these photos mom.

Mom : What a lovely cake! Whose birthday was it?

Pang : Porn's. She was 20.

Mom : Were there any presents?

Pang : Yes, some chocolates and a few CDs.

Mom : Was there any food?

Pang : There wasn't much, but it was great pizzas, burgers, and the birthday cake.

Mom : And what music was there?

Pang : Well, there was not a lot of rock, and a little pop.

Mom : And a lot of noise.

After that, the teacher discusses with the students whether they understand the meaning of the dialogue or not. The teacher asks them by using the following question;

- When does the situation in the dialogue happen?
 - a) In the past b) In present time c) In the future
- Why do you think that this situation happen in the....?
- What did you do on your last birthday?
- Did you have a party?
- Did anyone give you a present?
- What was it?

1.3 The teacher writes the word "Simple Past Tense" on the blackboard and asks whether it looks familiar or if the students know about its meaning. Let students who know this word discuss with the teacher and classmates, but if nobody knows, the teacher will tell them a little bit about its meaning and provide some example of simple past sentences.

2. Practice

2.1 The teacher gives the paper (Lesson 2) which is about Simple past tense to students and then teacher ask students to sit in groups of three. Each student has to read the paper and then discuss among his or her groups. Within the discussion, the students have to help each other to discuss about adverbs of time, which usually use in simple past tense. They also have to

summarize about the functions, the structure rules of simple past tense, and the rule of adding -ed to regular verbs and write the summary down in the blank provided.

2.2 After that the teacher will discuss with the students whether they understand the functions, the structure rules of simple past tense, and the rules of adding -ed to verb. The representative of each group has to write the structure rules of simple past tense on the blackboard. Then let them compare their answers and teacher also helps them correct the mistakes. After that, teacher will explain to them again about adverbs of time, the function and the structure rules of simple past tense, and the rule of adding -ed to the regular verb. After that, the teacher will teach them how to pronounce the verbs which add -ed.

2.3 The teacher tells student that there are two kinds of verbs in simple past tense; regular and irregular verbs. Then teacher gives them the paper which is about how to change verb in simple present form to simple past form and to past participle form. Then teacher tells them to sit in a group of three and then gives them worksheet 1. In their groups, students have to help each other to put each irregular verb into its category in worksheet 1. They also have to find the meaning of each word from a dictionary. After students finish their work, the teacher teaches them how to pronounce each word and discusses with them about the meaning.

2.4 The teacher gives them exercise (4). The students have to practice changing verbs into past form. They should discuss the answers with their classmates. After that, the teacher will discuss the answers with them.

3. Production

3.1 Each group has to write about ten sentences in simple past tense;

- affirmative, question, negative, and question-negative sentences, affirmative, negative, and question sentences of verb to be

After that the representative of each group has to present their sentences on the blackboard. Other groups have to correct the mistakes.

Teaching Aids:

1. Pre-test
2. Blackboard/ chalk
3. Text; Simple past tense
4. worksheet
5. Exercise (4)
6. Dictionary

Lesson Plan Five

Level : Mathayom Suksa 3
Time : 90 minutes
Topic : Simple past tense
Objective : The students should be able to write the sentence in question and negative forms by using simple past tense.

Procedure

1. Presentation

1.1 The teacher reviews some adverbs of time, the function and the structure rules of simple past tense. After that teacher give them exercise (5) and exercise (6) for reviewing and practicing the students of how to change simple present verbs into past from. After that teacher tell them to correct their work in their groups.

1.2 The teacher shows them a comic book “Goofy the Gardener Makes up His Mind” and asks whether they have seen “Goffy” somewhere before.

1.3 The teacher explains things that the students have to do today. They have to read the comic book, “Goofy the Gardener Makes Up His Mind” and then find the simple past sentences, from the comic book with their partners.

2. Practice

2.1 The teacher tells students to sit in pairs and then tells them to do following the instructions, “Read the comic book and then find the simple past sentences which exist in the comic book”. They have to underline regular and irregular verbs that they will find in the comic book. Teacher asks them whether or not they understand the text and then tells them to read the story orally. After that the teacher discusses regular and irregular verbs that they find in the comic book.

Extended practice

- The teacher tells them to do the exercise (7). Students have to practice changing simple form of simple past sentences into question and answer form.

Teaching Aids:

1. Blackboard/ chalk
2. Exercise (5,6,7)
3. Comic book “Goofy the Gardener Makes Up His Mind”

Lesson Plan Six

- Level : Mathayom Suksa 3
- Time : 100 minutes
- Topic : Simple past tense
- Objective : The students should be able to compose the story by using simple present tense.

Procedure

1. Presentation

The teacher talks about jigsaw and dictogloss task that they have done in simple present tense lesson and tells them that they have to do like that process again in this period. This time the students who did the jigsaw task last time, they have to do dictogloss task in this time. And also the students who did dictogloss task have to do jigsaw task.

2. Practice

2.1 Teacher teaches students some English expressions and some vocabulary and also reviews with the students about the verbs from exercise (4). Tell the students that some of verbs in this exercise could be used to apply when they have to do jigsaw and dictogloss tasks. The teacher gives them some example sentence of each expression, vocabulary, or lets students give some.

Vocabulary and expressions

go fishing large cut off show off bandage

take it easy there is ... there are...

3. Production

3.1 The teacher separates them into two main groups; group A and group B. There will be an equal number of students in each group. The teacher explains what each group has to do separately.

Group A will do a jigsaw task. Teacher tells students to sit in pairs; selects from the score of pre-test and their learning proficiency. Then the teacher gives the pictures to each pair. Teacher explains them how to do the task and also shows the rubric for assessing their written narrative in class.

Instruction: Each pair will have eight pictures. One student will get the pictures number 1,3,5,7, and another will get the pictures number 2,4,6,8. The students who get picture number 1 will start to describe things which exist in the picture by using there is... or there are.... He or She will tell about the clues which exist in the picture. Then they have to help each other to write one or two sentences for composing the story based on the picture number 1 in their notebook. After that students who get picture number 2 describe the picture and then they compose the story based on this picture. The students have to follow this process until they finish describing all eight pictures. The students also are allowed to compose the story after they finish describing all eight pictures. They take notes while they are describing each picture. It depends on their style.

Within pairs, the students have to help each other compose the story based on the pictures. They also help each other to find the topic of the story.

Group B will do a dictogloss task. Teacher tells students to sit in pair, selecting from the scores of pre-tests. The teacher explains how to do the task and also shows the rubric for assessing their written narratives in class. After that teacher tells them to prepare their notebooks. Then teacher gives A4 paper to each pair for reconstructing the story.

Instruction: Teacher reads an original story two times in normal speech. The first time, the students have to listen and are not allowed to write anything down. The second time each student takes notes on its content, then works with his or her partner to reconstruct the passage based on the two sets of notes. Within pairs, the students have to help each other compose the story based on the two sets of notes. They also help each other to find the topic of the story. After each pair finishes composing their story, the teacher collects their work.

Notice: The teacher can record the tape or VDO, if he or she wants to see things which happen while the students are doing the tasks.

3.2 The teacher gives an original text to the students and asks them to compare their story with it.

3.3 The teacher gives feedback of the students' reports on their sleeping habits and their peer's sleeping habits.

Teaching Aids:

1. Blackboard/ chalk
2. Jigsaw Pictures
3. An original text

Text

An old man went fishing at P.P. lake last week. He caught a very large fish. Then he wanted to show off to his friends so he kissed the fish on the mouth. Suddenly the fish bit his nose. "Take it easy," his friends said. They cut the fish's head off, but the fish's head stayed on his nose. Finally, he went to the hospital. The doctor put a bandage on the man's nose and told him not to kiss any more fish.

* Post-test will be arranged on another period. The teacher provides the students time about 1 hour to do the test.

APPENDIX H

LESSON 1 SIMPLE PRESENT TENSE

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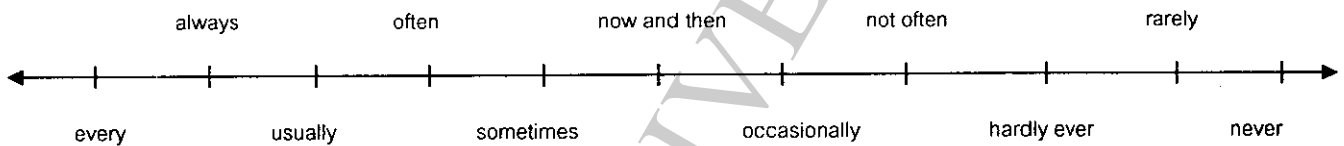
วิธีใช้ Simple Present Tense

1. ใช้เมื่อกล่าวถึงการกระทำ (Action) ที่

- กระทำเป็นประจำ (Regular Action) หรือ การกระทำที่เป็นกิจวัตรประจำวัน
- การกระทำที่ทำซ้ำไปซ้ำมา (Repeated Action)
- การกระทำที่ดำรงอยู่อย่างถาวร (Permanent Action)
- การกระทำที่แสดงนิสัย (Habitual Action)

การกระทำซึ่งมีอยู่เป็นประจำนี้ สังเกตได้จากคำ adverb of frequency

always	generally	sometimes	often	usually
frequently	rarely	seldom	every day	every week
every year	once a week	twice a year		



For example

- Pong likes cats.
- He goes to school *every day*.
- Jan and John *always* drink milk *every morning*.
- She goes to visit her aunt *once a week*.
- They *sometimes* take a bus to school.

แปลประโยคเหล่านี้เป็นภาษาไทย

- ### 1. ใช้เมื่อกล่าวถึงเหตุการณ์ข้อเท็จจริงทั่วไป หรือใช้กับเหตุการณ์ที่เป็นจริงเสมอ (General Truth) หรือใช้กับสิ่งที่เป็นจริงตามธรรมชาติตลอดกาลทั้ง อดีต ปัจจุบัน และอนาคตโดยไม่มีการเปลี่ยนแปลง

For example

แปลประโยคเหล่านี้เป็นภาษาไทย

The sun *rises* above the earth.

The earth *moves* around the sun.

Light *moves* faster than sound

รูปโครงสร้างของประโยค Simple Present Tense

1. รูปบอกเล่า (Affirmative) :

Subject	Verb 1	Subject	Verb 1
I	eat	He	eats
We	wash	She	washes
You	hurry	It	hurries
They	play	A cat	plays
Jan and John	do	Susan	does
	etc.		etc.

จงสรุปกฎการเขียนโครงสร้างของประโยค Simple Present Tense ในรูปบอกเล่า

2. รูปคำถาม (Question) :

Helping verb (กริยาช่วย) Do	Subject I we you they Jan and John	Verb 1 eat ? wash ? hurry ? play ? do ? etc.	Helping verb (กริยาช่วย) Does	Subject he she it a cat Susan	Verb 1 eat ? wash ? hurry ? play ? do ? etc.
-------------------------------------------------	----------------------------------------------------------	-----------------------------------------------------------------------	---------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------------------------

จงสรุปกฎการเขียนโครงสร้างของประโยค Simple Present Tense ในรูปคำถาม

3. รูปปฏิเสธ (Negative):

Subject I We You They Jan and John	Helping verb + not do not (don't)	Verb1 eat wash hurry play do etc.	Subject He She It A cat Susan	Helping verb + not does not (doesn't)	Verb1 eat wash hurry play do etc.
----------------------------------------------------------	------------------------------------------------	------------------------------------------------------------	-----------------------------------------------------	----------------------------------------------------	------------------------------------------------------------

สรุปกฎการเขียนโครงสร้างของประโยค Simple Present Tense ในรูปคำถาม

การเติม s/es ที่คำกริยา

1. กริยาซึ่งลงท้ายด้วย _____ เติม _____

E.g. go - goes ไป buzz - buzzes ทำเสียงหึ่ง
 pass - passes ผ่าน reach - reaches ถึง
 fix - fixes ติด,ซ่อม wash - washes ซ้ำระ

2. กริยาซึ่งลงท้ายด้วย _____ เปลี่ยน _____ เป็น _____ แล้วเติม _____

E.g. try - tries พยายาม carry - carries ถือ, แบก
 rely - relies เชื่อถือ hurry - hurries รีบ

แต่ถ้าหน้า y เป็นสระ (vowel) _____ เติม _____

E.g. buy - buys ซื้อ play - plays เล่น

Notice: คำกริยานอกจากนี้ที่ไม่อยู่ในกฎ ให้เติม s ได้เลย

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APPENDIX I

SIMPLE PRESENT TENSE EXERCISES

Exercise 1

จงเติม -s หรือ -es ทำยคำกริยา พร้อมทั้งแปลคำศัพท์

- | | | | |
|-----------|---|-------------|-----|
| 1. say | - | <u>says</u> | พูด |
| 2. come | - | _____ | |
| 3. hope | - | _____ | |
| 4. drink | - | _____ | |
| 5. eat | - | _____ | |
| 6. talk | - | _____ | |
| 7. live | - | _____ | |
| 8. throw | - | _____ | |
| 9. draw | - | _____ | |
| 10. get | - | _____ | |
| 11. catch | - | _____ | |
| 12. see | - | _____ | |
| 13. laugh | - | _____ | |
| 14. give | - | _____ | |
| 15. buy | - | _____ | |
| 16. bring | - | _____ | |
| 17. bite | - | _____ | |
| 18. fly | - | _____ | |
| 19. tell | - | _____ | |
| 20. wash | - | _____ | |
| 21. go | - | _____ | |
| 22. do | - | _____ | |
| 23. hide | - | _____ | |
| 24. busy | - | _____ | |

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Exercise 2

จงเปลี่ยนกริยาในวงเล็บให้เป็นรูป past tense พร้อมทั้งเปลี่ยนประโยคเหล่านั้นให้อยู่ใน

a) รูปคำถาม

b) รูปปฏิเสธ

1. Helen sings (sing) sweetly.
 a) Does Helen sing sweetly ?
 b) Helen does not sing sweetly.
2. I _____ (like) chocolate.
 a) _____
 b) _____
3. Ann _____ (play) table-tennis.
 a) _____
 b) _____
4. They _____ (stay) home.
 a) _____
 b) _____
5. We _____ (drink) a cup of tea.
 a) _____
 b) _____
6. Susan _____ (want) to say something.
 a) _____
 b) _____
7. A plane _____ (land) to the ground.
 a) _____
 b) _____
8. I _____ (hope) to meet Paul.
 a) _____
 b) _____
9. A postman _____ (send) the letters.
 a) _____
 b) _____
10. Alan _____ (carry) a ladder.
 a) _____
 b) _____
11. Helen an Alan _____ (write) compositions.
 a) _____
 b) _____

12. We _____ (see) a thief.

a) _____

b) _____

13. You _____ (read) a history book.

a) _____

b) _____

14. She _____ (hear) someone sing a song.

a) _____

b) _____

15. Sarah _____ (sell) fruits.

a) _____

b) _____

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Exercise 3

What are your sleeping habits?

: A short questionnaire to discover your sleeping habits

1. How much time do you spend on bedmaking?
 - a) 5 mins a day
 - b) 5 mins every other day
 - c) 5 mins a week
2. Before you go to bed do you
 - a) drink milk
 - b) read textbooks
 - c) eat
3. After a night's sleep do you find that the covers
 - a) are as tidy as when you went to bed
 - b) are all over the floor
 - c) are in a heap in the middle of the bed
4. If you have trouble getting to sleep do you
 - a) count sheep
 - b) Toss and turn
 - c) lie still and concentrate
5. If you wake up in the middle of the night is it because
 - a) you remember something you ought to have done
 - b) you are cold
 - c) you are hungry
6. If you hear a bump in the night do you
 - a) get up cautiously and investigate quietly
 - b) charge around the house with a weapon
 - c) turn over and go back to sleep
7. Do other people complain about your sleeping habits?
 - a) never
 - b) frequently
 - c) sometimes
8. When you have dreams are they mostly
 - a) dreams about work
 - b) nightmares
 - c) sweet dreams

APPENDIX J

LESSON 2 SIMPLE PAST TESE

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วิธีใช้ Simple Past Tense

- ใช้เมื่อกล่าวถึงเหตุการณ์ที่เกิดขึ้นในอดีตและจบสิ้นสมบูรณ์ไปแล้วในอดีต
เช่นเหตุการณ์ที่เป็นการรายงานข่าว (News report) ตามหน้าหนังสือพิมพ์ หรือ
เหตุการณ์ที่เป็นประสบการณ์ในอดีตเป็นต้น

ส่วนใหญ่มักจะมีคำต่อไปนี้อยู่ในประโยค

yesterday last night last week ago this morning

For example

แปลประโยคเหล่านี้เป็นภาษาไทย

- Police stopped a speeding car *yesterday*. _____
- Dell United won the football match *last night*. _____
- We went to Phuket *last week*. _____
- They were in this house *two years ago*. _____
- My brother drank two cups of milk *this morning*. _____

โครงสร้างของประโยค Simple Past Tense

1. รูปบอกเล่า (Affirmative)

Subject	Verb 2	Subject	Verb 2
I	ate	He	ate
We	washed	She	washed
You	hurried	It	hurried
They	played	A cat	played
Jan and John	did	Susan	did
	etc.		etc.

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ในรูปบอกเล่า

2. รูปคำถาม (Question)

Helping verb 2 (กริยาช่วย) Did	Subject I we you they Jan and John	Verb 1 eat ? wash ? hurry ? play ? do ? etc.	Helping verb 2 (กริยาช่วย) Did	Subject he she it a cat Susan	Verb 1 eat ? wash ? hurry ? play ? do ? etc.
---------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------------------	---------------------------------------------	------------------------------------------------------------------	----------------------------------------------------------------------------------------

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ในรูปคำถาม

3. รูปปฏิเสธ (Negative)

Subject I We You They Jan and John	Helping verb + not did not (didn't)	Verb1 eat wash hurry play do etc.	Subject He She It A cat Susan	Helping verb + not did not (didn't)	Verb1 eat wash hurry play do etc.
-----------------------------------------------------------------------	-----------------------------------------------	-----------------------------------------------------------------------------	------------------------------------------------------------------	-----------------------------------------------	-----------------------------------------------------------------------------

กฎการเขียนโครงสร้างของประโยค Simple Past Tens ในรูปปฏิเสธ

4. รูปคำถาม-ปฏิเสธ (Question-Negative)

Helping verb 2 +not Didn't	Subject I we you they Jan & John	Verb1 eat ? wash? hurry ? play? do?	Helping verb 2 +not Didn't	Subject he she it a cat Susan	Verb1 eat? wash? hurry? play? do? etc.
-------------------------------	-------------------------------------------------	-------------------------------------------------------	-------------------------------	----------------------------------------------	----------------------------------------------------------

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ในรูปคำถาม-ปฏิเสธ

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รูปประโยคที่มีกริยาช่วย To be

รูปโครงสร้างของประโยคบอกเล่าที่มีกริยาช่วยเป็น

verb to be (____, ____, ____)

Subject	Verb 2	Noun / Adjective.	Subject	Verb 2	Noun / Adjective.
We	_____	fat	I	_____ >	fat
You	>	nice	He	was	nice teacher
They	were	teachers	She		police
Jan & John		doctors	Susan		

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ที่มีกริยาช่วย

เป็น verb to be ในประโยคบอกเล่า

- รูปโครงสร้างของประโยคปฏิเสธที่มีกริยาช่วยเป็น verb to be

Subject	Verb 2	Noun / Adjective.	Subject	Verb 2	Noun / Adjective.
We	_____	fat	I	_____ >	fat
You	>	nice	He	was not	nice teacher
They	were not	teachers	She	(wasn't)	police
Jan & John		doctors	Susan		

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ที่มีกริยาช่วย

เป็น verb to be ในประโยคปฏิเสธ

- รูปโครงสร้างของประโยคคำถามที่มีกริยาช่วยเป็น verb to be

Verb 2	Subject	Noun / Adjective.	Verb 2	Subject	Noun / Adjective.
Were	we	fat ?	Was	I	fat?
	you	nice?		He	nice?
	they	teachers?		She	teacher?
	Jan & John	doctors ?		Susan	police?

กฎการเขียนโครงสร้างของประโยค Simple Past Tense ที่มีกริยาช่วย
เป็น verb to be ในประโยคคำถาม

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การเติม ed ที่คำกริยา

1. Regular Verb คือ กริยาที่เป็นไปตามกฎ

กริยาส่วนใหญ่มีรูป Past tense ด้วยการเติม -ed เช่น

walk - walked เดิน

wash - washed ซักล้าง

1.1 กริยาซึ่งลงท้ายด้วย _____ เติม _____

E.g. hope - hoped ไป die - died ตาย

move - moved ผ่าน like - liked ชอบ

1.2 กริยาซึ่งลงท้ายด้วย _____ เปลี่ยน _____ เป็น _____ แล้วเติม _____

E.g. try - tried พยายาม carry - carried ถือ, แบก

rely - relied เชื่อถือ hurry - hurried รีบ

แต่ถ้าหน้า y เป็นสระ (vowel) _____ เติม _____

E.g. play - played เล่น

1.3 กริยาพยางค์เดียว มีสระตัวเดียว ตัวสะกดตัวเดียว ต้องเพิ่มตัวสะกดอีกตัว
หนึ่งก่อนเติม _____

E.g. beg - begged ขอ, ขอร้อง stop - stopped หยุด

plan - planned วางแผน, กะ

การออกเสียงพยางค์ที่เติม ed

1. ed ออกเสียง อี้ด (หรือ เอ็ด หรือ เอ็ด ถ้าอยู่หลัง d หรือ t เช่น
 - want - wanted (วอนตี๊ด) ต้องการ
 - need - needed (นี๊ดตี๊ด) ต้องการ

2. ed ออกเสียงเป็น t เมื่ออยู่หลังเสียง f, p, k, s, sh, gh เช่น
 - drop - dropped (ดริ๊อปท) หล่น, หยด
 - look - looked (ลู๊กท) มอง
 - pass - passed (แพ๊สท) ผ่าน
 - wash - washed (วอชท) ล้าง, ซ้ำระ
 - laugh - laughed (ลาฟท) หัวเราะ

3. นอกจากที่กล่าวมาแล้วออกเสียง d เช่น
 - love - loved (เล็ฟด) รัก
 - rub - rubbed (รั๊บบด) ขยี้
 - die - died (ดายด) ตาย

2. Irregular Verb คือ กริยาที่ไม่เป็นไปตามกฎโดยเปลี่ยนรูปไป

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
be	was, were	been	have	had	had
become	became	become	hear	heard	heard
begin	began	begun	hide	hid	hidden
bend	bent	bent	hit	hit	hit
bite	bit	bitten	hold	held	held
blow	blew	blown	hurt	hurt	hurt
break	broke	broken	keep	kept	kept
bring	brought	brought	know	knew	known
broadcast	broadcast	broadcast	lay	laid	laid
build	built	built	lead	led	led
buy	bought	bought	leave	left	left
catch	caught	caught	lend	lent	lent
choose	chose	chosen	let	let	let
come	came	come	lie	lay	lain
cost	cost	cost	light	lit	lit
cut	cut	cut	lose	lost	lost
dig	dug	dug	make	made	made
do	did	done	mean	meant	meant
draw	drew	drawn	meet	met	met
drink	drank	drunk	pay	paid	paid
drive	drove	driven	put	put	put
eat	ate	eaten	quit	quit	quit
fall	fell	fallen	read	read	read
feed	fed	fed	ride	rode	ridden
feel	felt	felt	ring	rang	rung
fight	fought	fought	rise	rose	risen
find	found	found	run	ran	run
fit	fit	fit	say	said	said
fly	flew	flown	see	saw	seen
forget	forgot	forgotten	sell	sold	sold
forgive	forgave	forgiven	send	sent	sent
freeze	froze	frozen	set	set	set
get	got	got	shake	shook	shaken
give	gave	given	shoot	shot	shot
go	went	gone	shut	shut	shut
grow	grew	grown	sing	sang	sung
hang	hung	hung	sit	sat	sat

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
sleep	slept	slept	teach	taught	taught
slide	slid	slid	tear	tore	torn
speak	spoke	spoke	tell	told	told
spend	spent	spent	think	thought	thought
spread	spread	spread	throw	threw	thrown
stand	stood	stood	thrust	thrust	thrust
steal	stole	stolen	understand	understood	understood
stick	stuck	stuck	upset	upset	upset
strike	struck	struck	wake	woke	woken
swear	swore	sworn	wear	wore	worn
sweep	swept	swept	win	won	won
swim	swam	swum	withdraw	withdrew	withdrawn
take	took	taken	write	wrote	written

B. Two different forms

Simple Form (V1)	Simple Past (V2)	Past Participle(V3)	คำแปล
<u>become</u>	became	<u>become</u>	กลายเป็น
bend	<u>bent</u>	<u>bent</u>	โค้งงอ

C. Three different forms

Simple Form (V1)	Simple Past (V2)	Past Participle(V3)	คำแปล
be	was, were	been	เป็น, อยู่, คือ
begin	began	begun	เริ่มต้น

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APPENDIX K

SIMPLE PAST TENSE EXERCISE

Exercise 4

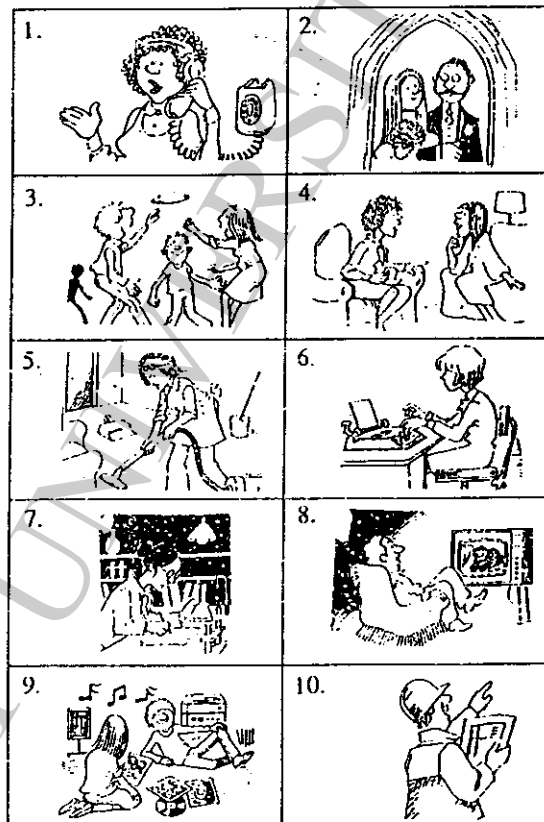
จงเปลี่ยนคำกริยาให้อยู่ในรูป Past form

1. say - _____
2. grab - _____
3. catch - _____
4. blow - _____
5. fly - _____
6. cry - _____
7. talk - _____
8. kiss - _____
9. begin - _____
10. draw - _____
11. is - _____
12. cut - _____
13. like - _____
14. give - _____
15. bite - _____
16. bring - _____
17. stay - _____
18. advise - _____
19. put - _____
20. go - _____
21. see - _____
22. tell - _____
23. want - _____

Exercise 5

จงจับคู่คำกริยาให้ตรงกับรูปภาพ พร้อมทั้งเปลี่ยนคำกริยาให้อยู่ในรูป Past form

work	talk	phone	listen	play
watch	clean	marry	write	type



1. phoned
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 6

จงเปลี่ยนกริยาในวงเล็บให้อยู่ในรูป Past form

1. I _____ sad. (V. to be)
2. Children _____ to the music last night. (listen)
3. That boy _____ run fast yesterday. (can)
4. They _____ their lessons one hour ago. (finish)
5. A thief _____ into that big house two days ago. (run)
6. You _____ a lie. (tell)
7. Mom _____ a big bag yesterday. (carry)
8. We _____ (V. to have) lunch at Chinese restaurant last Sunday.
9. A postman _____ the letter last Saturday. (send)
10. Lucy _____ late last night. (sleep)
11. Jack _____ with his sister yesterday. (play)
12. My daughter _____ loudly last night. (cry)
13. A girl _____ two glasses. (break)
14. _____ Sara _____ my ring in the bag? (keep)
15. I _____ with my friends three days ago. (swim)

Exercise 7

จงเปลี่ยนประโยคในแต่ละข้อให้เป็น a) ประโยคคำถาม
b) ประโยคคำตอบ

1. She said to him impolitely yesterday.
 a) Did she say to him impolitely yesterday?
 b) - Yes, she did / Yes, she said to him impolitely yesterday.
 - No, She did not /No, She did not say to him impolitely yesterday.
2. They were happy at the party last night.
 a) _____
 b) _____

3. Peter and Pete played tennis two days ago.
 a) _____
 b) _____

4. You studied mathematics last Monday.
 a) _____
 b) _____

5. We had dinner outside last night.
 a) _____
 b) _____

6. A baby drank a lot of milk last night.

a) _____

b) _____

7. Suda went to the cinema yesterday.

a) _____

b) _____

8. David drove a car carelessly yesterday.

a) _____

b) _____

9. Slivia did her homework yesterday.

a) _____

b) _____

10. Sally broke the dishes.

a) _____

b) _____

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