



Improving English Comprehension thru Educational Games
A Case of Grade 3 Students of Assumption College Ubonratchathani.

Sumalee Seesawat

An Action Research Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management
in Organization Development and Management
Faculty of Graduate School of Business
Assumption University
Academic Year 2016
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Action Research Title	Improving English Comprehension thru Educational Games: A Case of Grade 3 Students of Assumption College Ubonratchathani.
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ABSTRACT

This study comprised of phrase, (1) Pre IDI which focus on describing the current situation, (2) An IDI to improve the English Comprehension, (3) A Post IDI which aims at describing The different between Pre and Post IDI

The main pose of the research focus is the improving English Comprehension Thru Educational Games, a case study in grade 3 Assumption College Ubonratchathani.

The Educational Games method is the teaching technique that is intended to be guides students in English Comprehension in four skill, Listening skill, Reading skill, Speaking skill, and Writing skill. The objectives of the study were to describe and analyze the current situation of English Comprehension of Grade 3 to identify, design and implement appropriate IDI using educational Games to improve the level of English Comprehension of Grade 3 and the initial impact of IDI

The respondents of this research are 39 students from room 3 of Grade 3 students of The Intensive English Program at Assumption College Ubonratchathani They were taught using Interactive Learning, Cognitive Learning Reading Comprehension, Reading skills, Speaking Skills, Writing Skill, Listening skills, with IDI method in Educational Games

The research instruments that were developed for the study were pre-test and post-test using accumulated points. There were 30 question also the questionnaire and observation checklist in terms of four skills, writing skill, reading skill, speaking skill, Listening skill. This study lasted for one academic year 2015

The result of the Pearson correlation is Test value=0.000 which is significant (2-tailed) Therefore the result of this study indicates a 95% Confidence Interval of the

Significant difference between English Comprehension after Pre and Post IDI. The different mean of Pre-test and Post-test are (Pre –test is 12.692) and (Post –test is 15.667). Therefore, H1o which states that there is no significant difference between Pre and Post IDI on student English Comprehension thru educational games is rejected.



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Moreover, thank you very much to all teacher in English Department of ACU. who have always provided me with encourage. I would also like to thank my beloved grade 3 students, academic year 2016 for their patience and participation in data collection process.

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(Mrs Sumalee Seesawat)

Researcher

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CHAPTER 1

The Problem/Potential Change for Change

This chapter presents the overview of the problems and opportunities for changes, it also exemplified and discussed about the changes. The SWOTAR analysis was used as a diagnosis tool to inspect organizational challenges for the potential management. The chapter covers the objectives of the study as well as the research questions which were to answer in the following chapters.

1.1 Introduction

Teaching English in school is not easy since it is required a lot of work and effort. Moreover, this is required long term practice and need to be maintained over a long period of time. (Wright et al., 2005). The problems occur that students who wish to speak English fluently are lack of opportunity to use English in their daily lives which make English lessons become boring and unchallenging. Moreover, the learners are lack of motivation to learn English. Some student are too shy to speak English with classmates and lack of responsibility for their own learning. These problems have been attributed to the unsatisfactory results of English language teaching.

(Gardner & Lamber, 1972)

Many Thai students see learning English as an extra curriculum activity and less important than Science, Geography, Mathematics or any other subjects. Thai students don't show eagerness to learn English at primary and high school level until the time they start seeing English as a career at their late high school level. This attitude make it hard for them to build a solid foundation before they start a career or English becomes necessary in term of their main subject to achieve at university.

(Basic Education Core Curriculum B.E., 2551 2008).

Young kids primary to high school level are on the process to develop their interest in an area or subject. It cannot be expected from students at this level to study a subject as a career oriented subject. Learning listening and speaking of English needs interaction. Thai students avoid using English to interact with others. Thai students have very limited exposure to foreign cultures and this is done through media. This does not make them curious about foreign cultures. Their curiosity to know more about foreign cultures could lead them to show interest in learning English listening and speaking. Moreover, Thai students do not work independently. They avoid taking initiatives. They do as they are told. It does not mean that they lack of ideas or courage, but they avoid making mistakes or in other words they avoid “losing face”. This attitude makes it difficult for them while learning English in term of listening and speaking. Learning listening and speaking requires a lot of initiatives and courage to communicate with English speakers independently without being too much sensitive on making mistakes. This is considered to be action-based study. (Basic Education Core Curriculum B.E. 2551, 2008)

Global Context

Various instruction are established to support students and develop English skills in term of comprehension, critical thinking problem solving, and performance skills (NBPTS, 2002). Ranvens (2011) suggested the action learning approach During the implementation of this approach, students learn by giving each other's reflection with strategies such as constructive comment and feedback. After they learn or undergo something in class they talk, they will share their reflection of what they have learned with others (Bonnet, 2011). Bonnet (2011) reviewed the power of games and plays in

order to facilitate deep and meaningful learning where most productive and motivating learning take place. The most effective teaching method suggested by Bonnet (2011) places outside of school and the activities which require participation that children can enjoy learning by having a sense of their own progression and where the learning is relevant and appropriate.

Linguine and Malarcher (1997) said that choosing a games was not an easy take. Moreover, they added that it should be governed by some rules to guarantee success. Therefore, during game play, teachers should take into consideration of the following features: classroom space, noise, necessary materials, the amount of time needed for each game, and the level of cultural engagement, interests, and age of students.

Furthermore, a successful teacher should be aware of the relevance of the games to the topic, structure or function that is used in the class. In other words, the games has to be related to whatever a teachers is doing in the class.

Prensk. (2006) and Prens. (2011) defined educational games as interactive plays that teach us goals, rules, adaptation, problem solving, interaction, all represented as a story. They gave us the fundamental needs of learning by providing – enjoyment, involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emption. Games are certain activities used as powerful ice-breakers in the classroom and as motivating tools for learners in accomplishing the class activities and revising the difficult materials. These criteria are the perfect games instruction for teaching English through educational process.

Playing educational games also help teachers and children focus on self-esteem and memory. In the games, there are milestones that children will have to reach and at

the end of each stage they receive something that they will have to acquire in the next stage. This is also where their focus comes into play because they will take their time to make sure they do things correctly so that they may go on longer in the game. Schuna (2010) and Tanni (2014). A primary advantage of educational games is that students can work on multiple skills and subjects across the curriculum at once. Horizon (2010) expanded this idea and includes a long list of benefits ranging from open-ended, challenge-based, truly collaborative games to multiplayer online games. Using these types of games can open opportunities for students to work on skills in all areas as well as developing the skills such as research skills, problem-solving, and leadership (Horizon, 2010)

Asian Context

The Asian education systems are similar in their characteristics. Asian countries have the traditional teaching in which the teacher give knowledge by writing on the board and the students copy the writing on their notebooks ,then students read and memorize for examination. Therefore, many Asian students tend to memorize more than comprehend the subjects or English Comprehension skills. The teachers must develop strategies to raise students' awareness that would lead them to enjoy learning with Learning English Comprehension through Educational Games. To address this dilemma, a suitable way could be taught is via educational games as they provide a context for meaningful communication (Avedon & Brian, 1976).

Games-based learning has been a part of education for decades. However with new technological advancement, the digital games have been recently included as a new teaching tool. Neuroscience has proven that "games are tailor made to fit the very different tasks in animals and humans face (Frost & Reifel, 2008).

One useful strategy to encourage learning a foreign language is using of language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games which usually defined as a form of play such rules, competitions, and funs. Teachers should also consider the advantages of games, for example, the ability to capture students' attention, lower students' stress, and chances for students to have real communication (Hadfield, 1990)

Lastly, teachers need to determine the method of using games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used as much as they should be. Therefore, it may be challenging to teachers to try to add some games in class in order to develop students' English proficiency of the target language (Broughton, 1997)

Thailand Context

Thailand has entered a global market and competed with other industrialized nations (Broughton, 1997). Wiriyaichitra (2002) citing Biyaem (1997) compiled the causes of difficulties in English language teaching and learning in Thailand especially in the primary and secondary schools. Some of the problems she posted were teachers' heavy teaching loads, inadequate equipped classrooms and education technology, the university entrance examination system, teachers' insufficient English language skills and knowledge on cultural contexts (Geringer,2003). However, the most important factors in student learning progress are the teachers, and teacher quality outweighs other factors such as motivation, funding, and class sizes. Qualified teachers can create the best environment for learning (Biyaem,1997 cited by Wiriyaichitra, 2002).

It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum (Eroz, 2000). Teachers mostly think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for fun. In fact, games can provide students more than that. Among several strategies used to improve students' proficiency, visual aids names CALL (Computer Assisted Language Learning), drama, role-play are the games that are useful to promote students' language proficiency (Amato, 2000). This research was aimed to give a clear understanding of what games are and why and how games are used in the classroom. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging (Ersoz, 2000) Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Language games are not activities mainly aimed to break the ice between students or to kill time.

Byrne (1995) gave the definition to games as a form of play governed by rules. "They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game."

Similarly, Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun." There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account. A number of effective techniques are used to

stimulate beginners' interest. Using in classroom is one recommended technique". (Hadfield, 1990)

Lee (2005) stated that to use games can support English learning in many perspectives. According to Lee (2005) games offer opportunities for target language practice, encourage students to communicate by using all four language skills, and creates a real life situation for using language. Moreover, the foremost students' problem in learning English is lack of interest. Hence, games are the effective means in sustaining students' interest and getting rid of anxiety in class (Wright, Betteridge, & Buckby, 2005). In addition, according to games develop students' social skills in cooperating by Liu K. (1996) and Eroz (2005) with others as well as build their team spirit. Furthermore, Gardner & Lamber (1972) said that games can develop three types of intelligences: spatial, kinesthetic and interpersonal intelligences due to its various benefits of educational games, the researcher wants to use them as a teaching strategy in her classroom. The researcher wants to know the effectiveness of educational games in helping Thai students learn English better (Macedonia, 2005)

1.2 Background of Assumption College Ubonratchathani

Assumption College Ubonratchathani (ACU), established in 1957, is the tenth school managed by the Foundation Brothers of Saint Gabriel (BSG) Congregation in Thailand. This is a legal entity and non-profit charitable organization (Fonseka, 2009). The foundation in Thailand runs 14 educational institutions including Assumption University which is formerly known as Assumption Business Administration College (ABAC). ACU is one of the biggest private schools in the province of Ubonratchathani that offers quality education from Pre-school to grade 12 levels with teachers and about 2,100 students. There are two programs from Kinder 1 to grade 9 which are English

Bilingual Program (EBP) and Intensive English Program (IEP). From grades 10-12, there are 4 different programs such as Language Program (Section 1), English Special Program or ESP (Section 2), Math and Science Program (Sections 3 and 4), and Science Special Program or SSP (Section 5). All programs are taught following the Basic Education Core Curriculum B.E. 2551 (2008).

The teachers of English Bilingual Program are Native English Speakers (mostly from USA and UK). The teachers from Intensive English Program are Asian Speaking Teachers (from Philippines and India). Both These group for teachers are assisted by Thai team teachers. The school curriculum follows the Basic Education of the Ministry of Education of Thailand. It is used in the three programs (Regular Program, English Bilingual Program and Intensive English Program). Kindergarten, Primary and Junior Secondary levels have Bilingual and Intensive English Programs. There is only in Senior Secondary level where the regular program is used (A.C.U. handbook, 2016)

Levels of Education in Assumption College Ubonratchathani

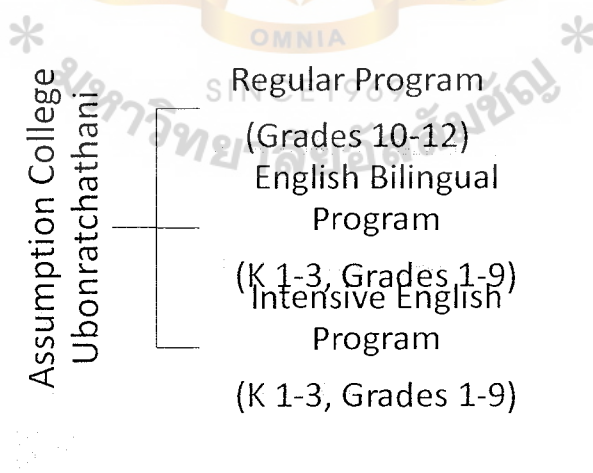


Figure 1.1 Levels of Education in Assumption College Ubonratchathani

1.3 Organization vision

The school aims to produce students with academic excellence and language skills which will balance physical, knowledge, moral, virtue, discipline, leadership, national, and global consciousness of environment, preservation, promotion, culture, adherence to democracy, analysis thinking, good attitude towards one's professional and life time education emphasizing on child-center learning, self- development in order to live with happily in society. (A.C.U handbook, 2016)

1.4 Current situation of the classroom

The researcher is a Thai teacher who teaches English subject for students in Grade 3 in Intensive English Program. The number of students in each of the four classes is approximately 39. Some classes have 36-40 or 29-30 students. Teaching facilities are easy to use in the classes such as laptops, computers, projectors, a microphone, and etc. (A.C.U handbook, 2016). The researcher is determined to improve her students' English skills and their performance in the FSG tests. The researcher therefore identified one area which she believed is needed an improvement, then analyze and design teaching and learning activities. She believed that using educational games can significantly improve her students' English skills.

1.5 SWOTAR ANALYSIS

SWOT/SOAR analysis of the subject of this research.

The combination of the diagnosis tools, SWOTAR was used to analyze the Current situation of primary English 3

Strengths <ul style="list-style-type: none"> - Parents support for children's English education -Good school management -Good teachers -Good facilities/equipment -Good teaching/learning materials 	Opportunities <ul style="list-style-type: none"> -Students high interest to learn English -Supportive parents and alumni -Assistance from external organizations -The students have a chain to learn
Aspirations <ul style="list-style-type: none"> • better English skills • effectively use games as a teaching strategy • support for children's English education from parents 	Results <ul style="list-style-type: none"> • Students learn English better • Students have high English skills • Students apply their improved English skills • Students are educated and developed on the good values, traditions and cultures of Global citizen. • Students have greater opportunity to develop • their English language skills through their learning process and extra

Weaknesses	Threats
<ul style="list-style-type: none"> • Poor English skills • Low motivation Activities • Not engaging not active learning • Materials not interesting- not interactive 	<ul style="list-style-type: none"> • Too many school activities • Students' fear of making mistakes and losing face • Too many curriculum topics

Figure 1.2 SWOTAR Analysis

1.6 Research Objectives

1. To analyze and describe the current situation of English Comprehension of Grade
2. To identify design and implement appropriate IDI using educational Games to improving level of English Comprehension of Grade 3
3. To determine the initial impact of IDI using educational Games English Comprehension

1.7 Statement of problem

This study intends to use education games as a means to improve English comprehension skills of students in Grade 3 Intensive English Program Assumption College Ubonratchathani.

1.8 Research Questions

1. What is current situation of English Comprehension of Grade 3 students?

2. What are the appropriate IDI that can be designed and implemented to improve the students' English Comprehension of Grade 3 students?

3. What are the differences between pre-IDI and post-IDI on the English Comprehension of Grade 3 students?

Research hypothesis

- H1o: There is no significant difference on the pre and post IDI on students' English Comprehension

- H1a: There is a significant difference on the pre and post IDI on students' English Comprehension

1.9 Definition of Terms

Speaking skills are used for communicating and includes pronunciation, enunciation, clarity, pace, projection, and expression. Learning to use eye contact when speaking is another skill used in communication (Cambridge Dictionary, 2016)

Writing skills includes writing, poems, or stories that use written words to express ideas or opinions books, poems, essays, and letters. (Cambridge Dictionary, 2016)

Listening skills is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it. This technique requires practice as listening is very difficult. (Cambridge Dictionary, 2016)

Reading skills the skill or activity of getting information from books (Cambridge Dictionary, 2016)

Educational Games By definition, educational games are both designed for learning and for entertainment. Games need to encourage “gameplay”—or all the

thinking, decision-making, and actions that make a game fun (engaging) or not. Gameplay is part of the game designer's strategy to motivate players. The optimal games may involve the whole person-intellect, cognitive, physical movement, muscle, memory, proprioception, and emotion (Encyclopedia2. 2016).

English Comprehension is the skills that contained the abilities to be able to read, write, speak, and listen comprehensively.

1.10 Significance of the Study

The results of the research can help determine whether designing teaching and learning activities using games can significantly help the students learn better English subject. In addition the results of this research can assist other future teacher researchers in designing their teaching and learning activities to help their students better learn the English subject.

1.11 Scope and Limitation

The scope of this study includes 39 English class students in Grade 3/3 Intensive English Program during the academic year 2015. The researcher applied IDI with student approximately 4 weeks of implementation. The researcher met the classes for five times a week.

CHAPTER 2

Review of Related Literature and Conceptual Framework

Several researches had been conducted on the method of teaching using games. Studies had strongly supported the use of games as a solid teaching strategy in teaching English. The rich literature on the use of games to teach English has encouraged the researcher to study on her own class related to the effectiveness of educational games in Thai classroom context. Moreover, the researcher had found the important information on English Comprehension Development in this case including Speaking, Listening, Reading and Writing skills.

2.1 Definition of English Comprehension Skills

According to Cambridge Dictionary (2016) the word comprehension means “the ability to understand completely and be familiar with a situation, facts, etc. In term of English Comprehension, it therefore refers to “the ability to understand English completely and be familiar with the situation, facts, and etc. by using English as communication tools.

To communicate, there are four skills involve that are Speaking, Listening, Reading, and Writing. Therefore, the researcher had to also mention these skills’ definition. According to Cambridge Dictionary (2016) the following were definitions of these skills;

Speaking skills are used for communicating and includes pronunciation, enunciation, clarity, pace, projection, and expression. Learning to use eye contact when speaking is another skill used in communication (Cambridge Dictionary, 2016)

Writing skills includes writing, poems, or stories that use written words to express ideas or opinions books, poems, essays, and letters.

(Cambridge Dictionary, 2016)

Listening skills is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it. This technique requires practice as listening is very difficult.

(Cambridge Dictionary, 2016)

Reading skills the skill or activity of getting information from books

(Cambridge Dictionary, 2016)

2.2 Educational Games

Games create a hands-on, minds-on opportunity that allows players to actively focus, create and change a scenario while simultaneously learning about consequences of a choice in the situation. As students become more engaged and committed to succeeding in the game, they become more willing to learn about the scenario the situation is taking place. Serious games allow students to become active participants in discovering new ideas, information and solutions to problems. Prensky (2011) supported the trend that the role of games is one of the form which gives learners enjoyment and pleasure. Besides, games are form of play and that gives intense and passionate involvement in the process. He added by saying that games have rules and they give structure. Schuna (2010) confirmed that playing educational games also helped learners to focus on self-esteem and memory. Educational games can help children focus because they are patient while waiting to achieve the next level. Playing these games helps their self- esteem because sometimes they get a quicker reaction from the game system and they can really see how they have accomplished something. In the

games, there are milestones that the children will have to reach and at the end of each stage, they receive award or tool that they will be able to use in the next stage (Schuna, 2010)

There are a great number of language games. So, teachers have a variety of choices. However, in deciding which game can be used in a particular class and will be most appropriate and most successful with their students, teachers must take many factors into account. According to Carrier (2006) teachers should first consider the level of the game that fit their students' language level. They should choose the game that fits the purposes of the class or the content of the lesson. Moreover, teachers should consider the students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students to make them master the target language. Schultz & Fisher (1998) said that "stress is a major hindrance in language learning process." Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (2007) confirmed that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

2.3 Empirical Studies

De Freitas, Savil-Smith & Attewell (2006) stated that if game-based learning is used effectively and in a coherent and relevant way, it can support both the option of more choice for how the learner can learn (experientially), as well as offering the potential for personalizing the learning experience. In addition, it offers a way of integrating a range of different learning tools (e.g. social software) into a more coherent view of learning from the learner's perspective. However, this does rely upon two factors; readiness of the learner or learner group to adapt to a new learning tool; and correct level of institutional support (e.g. technical support, continuing professional development, allocation of staff time and resources, curriculum development).

De Freitas, Savil-Smith & Attewell (2006) tried to find out how games and simulations were regarded by learners, tutors and experts to use them. In discussion, they highlighted certain issues such as strengths of games to motivate learners and their efficacy as learning tools. As a result of the study, it was obvious that games and simulations were good tools for supporting differentiated learner groups, learners with skill needs and informal learners seeking to learn from experiences. In addition to that, she found that these tools can support collaborative learning skills, as well as learning and teaching practices.

2.4 Conceptual Framework

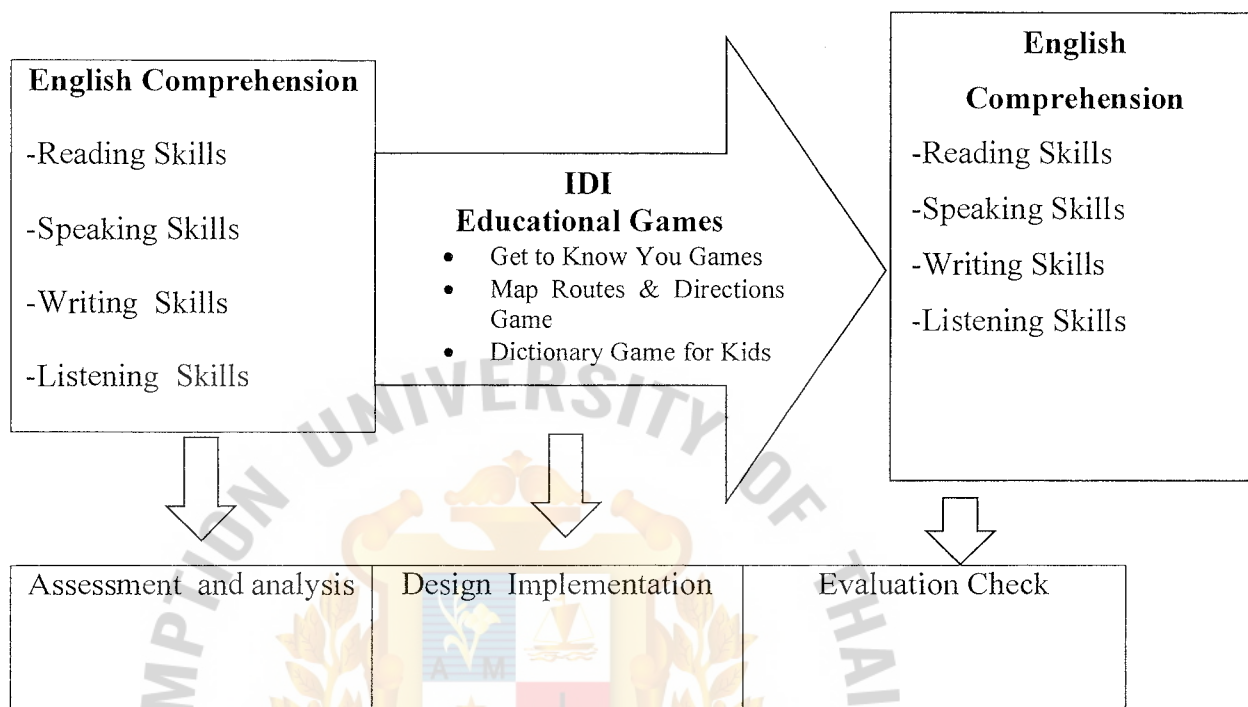


Figure 2.1 Conceptual Framework

Table 2.1 illustrates conceptual framework. The variables in this study were students' English Comprehension consisting of four skills that were Speaking, Listening, Writing, and Reading skills. Educational games were applied as IDI which including of Get to Know You Games, Map Route and Direction Games, and Dictionary Games for kids. IDI was applied in order to design the implementation and develop students' English skills. These skills were the skills that need to be evaluated and checked after IDI's implementation.

2.5 Action Research Framework

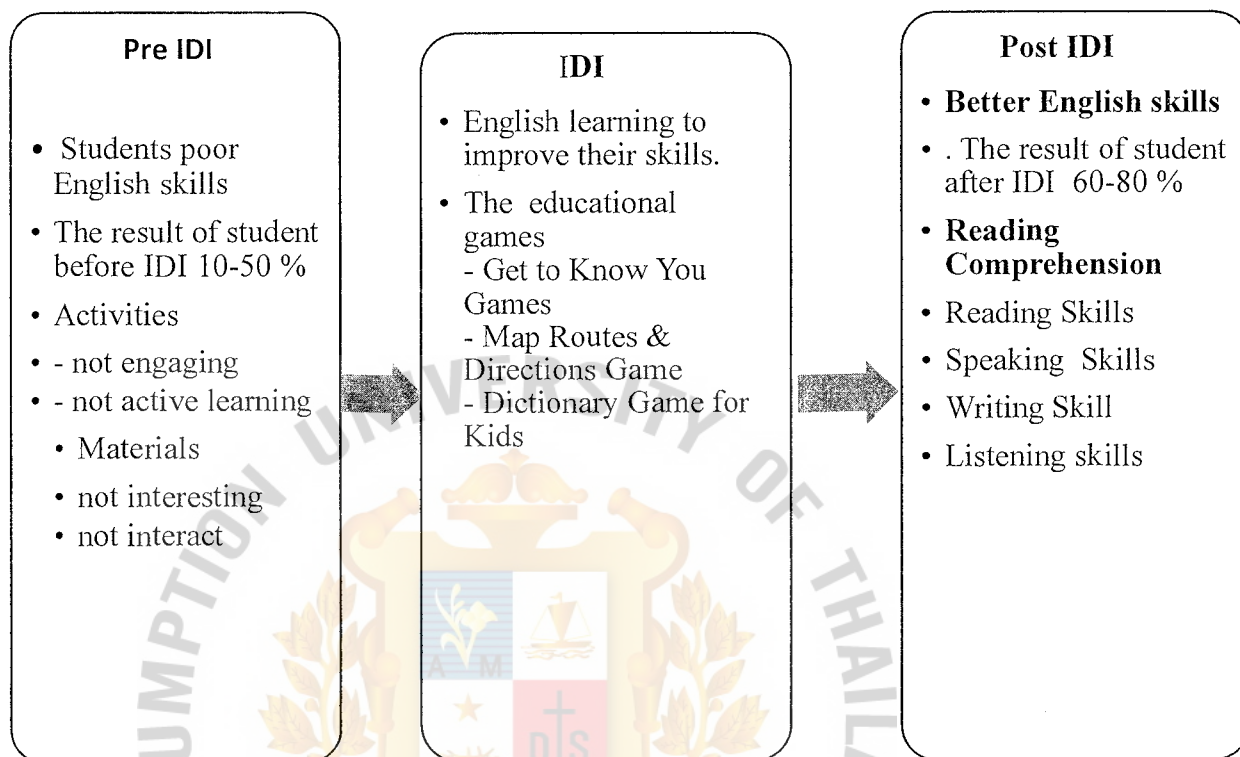


Figure 2.2 Action Research Framework

Figure 2.2 show the action research framework with the following:

1. Pre IDI: In this stage, the researcher analyzed students English Comprehension Skills which she found that students were poor in English comprehension skill. The result of student comprehension before IDI was 10-50 percent by the pretest. Moreover, the activities applied in the classroom were not engaging students to be active in learning .The teaching materials were not so interesting and interactive.

2. IDI: The result from current situation from English learning was used as basis to design into IDI to improve students' English skills. In this study the IDI was

active learning which the education games was applied such as Get to Know You Games, Map Routes & Directions Game, and Dictionary Game for Kids.

3. Post IDI: The desired result of students' comprehension skills after IDI were expected to be 60-80% comparing from Pre-test and Post-test. The following skills included to measure the students' English comprehension skills in term of reading, speaking, writing, and listening skills my Post-test.



CHAPTER 3

Methodology

This chapter, the researcher aimed to explain the research procedural phases including three main phases; Pre-IDI, IDI, and Post -IDI. Moreover, the population and sampling were defined and indicated as well as research analysis and data collection process.

3.1 Research Design

The researcher conducted this study by means of an action research model. Quantitative and qualitative data were collected, measured, and interpreted as shown in Table 3.1: Procedural Table

Phases	Research Questions	Procedure	Out Put
I Pre IDI data collection	1. What is current situation of English Comprehension skills of grade 3 students ?	- Review Literatures relating to English Comprehension skills - Design Pre-test instruments/Observation relating to English Comprehension skills which are: <ul style="list-style-type: none">• Listening Skill• Speaking Skill	- Test score from Pre-Test - Analyze test score of 39 students

Phases	Research Questions	Procedure	Out Put
		<ul style="list-style-type: none"> • Reading Skill • Writing Skills Assessing Pre-test with students	
II IDI design and implementation	2. What are the appropriate IDI to improve the students' English Comprehension of grade 3 students?	2. Design and implement lesson plan and games as IDI	Achievement of students by accumulated point
III IDI Evaluation and analysis on impacts of IDI	3. What is the initial impact of IDI educational Games on students' English Comprehension of Grade 3 students?	- Post-test assessment - Compare and analyze the results of before and after Pre-test and Post-Test	Different between the Pre-Post achievement

Figures 3.1 Procedural Table

Table 3.1 shows the research design for this study. There were three phases covering the process of IDI, Pre-IDI, IDI, and Post-IDI.

Phase I: Pre-IDI (Pre Instructional Development Intervention)

This phase the researcher reviewed literatures relating to English comprehension skills development for students in this age. Moreover, the teaching theory and learning theory were also investigated in order to develop the appropriate IDI. After reviewing the previous studies and the relating theories, the researcher designed pre-test as instruments to get current situation on English Comprehension of the students. The English Comprehension skills in this case covered four skills that were Listening, Speaking, Reading, and Writing skills. The output from this phase was test score from the pre-test. The researcher then analysed the results in order to develop the most appropriate IDI for the next phase.

Phase II: IDI (Instructional Development Intervention)

In this phase, the researcher designed the IDI to implement with the students. The IDI (or in this care was lesson plan) was developed based on the results of previous phase. The researcher developed the IDI by selecting the information and insight that gained from previous research and literatures. In this study, the researcher selected the Educational Games as IDI. The lesson plan was developed to implement with students. Later, the researcher implemented the IDI. The output for this phase was achievement of students measuring by accumulating points.

Phase III: Post IDI (Post Instructional Development Intervention)

This was the last phase of the study. The researcher had the students do the post-test to compare the results of English Comprehension covering the four skills. After

attaining the results, the researcher compared and analyzed the difference of students' achievement between before and after IDI.

3.2 Research Participants

Respondents and Sampling Procedure

This research included students of Intensive English Program, Assumption College Ubonratchathani. The population of the study was 39 students of Grade 3/3 in total.

Table 3.2: The target population was primary 3

Classes	Target population	Sample procedure	Target samples
Primary 3	78	Purposive Sampling	39

Table 3.2 the target population was primary 3 students accounting for seventy eight students. However, the researcher selected only one class which was 3/3 students in total of thirty nine students. The researcher applied purposive sampling to this study.

3.3 Research Instruments

Table 3.3 shows the research instruments and how they were applied in the research.

Table 3.3: Research Instruments

Type of Research Instruments	Involving Participants	No. Of items
Pre-test	39 students from 3/3	Listening skills 5 Speaking skills 5 Reading skills 5 Writing skills 5
Observation	39 students from 3/3	IDI Listening skills 3 Speaking skills 3 Reading skills 3 Writing skills 3

Figure 3.2 Research Instruments

1. Observation: This process was used while doing activities in the classrooms. This included observation of the students' behaviors which would relate to participation, motivation and interest of the students.

Table 3.4: Observation form outline

English Comprehension Skills	Number of item	Involving in process of;
Listening skills	3	IDI
Speaking skills	3	IDI
Reading skills	3	IDI
Writing skills	3	IDI

2. Pre-Test and Post-Test: This was writing test with multiple choice and open-ended questions which covered questions that measures the students' English learning skills (before and after IDI)

3. Table 3.5: Pre and Post Test Outline

English Comprehension Skills	Number of item	Involving in process of;
Listening skills	5	Pre and Post IDI
Speaking skills	5	Pre and Post IDI
Reading skills	5	Pre and Post IDI
Writing skills	5	Pre and Post IDI

3.4 IDI Activities

The IDI Activities in this study were instructional games research from the internet and adapted to the class.

English Comprehension Skills to be improved	topic of the lesson where these games where incorporated	Games used to improve learning of skills
Reading	<ul style="list-style-type: none"> Map Routes & Directions Game 	<ul style="list-style-type: none"> Map Routes & Directions Game
Listening	<ul style="list-style-type: none"> Get to Know You Games, Map Routes & Directions Game 	<ul style="list-style-type: none"> Get to Know You Games, Map Routes & Directions Game

Writing	<ul style="list-style-type: none"> • Map Routes & Directions Game • Dictionary Game for Kids 	<ul style="list-style-type: none"> • Map Routes & Directions Game • Dictionary Game for Kids
Speaking	<ul style="list-style-type: none"> • Get to Know You Games 	<ul style="list-style-type: none"> • Get to Know You Games

Activities 1: Get to Know You Games

This game works best at the beginning of a new semester or school year. The game made students become interested in questions. The teacher, then, they chose different students to answer each question. Some sample questions were that to find someone who has brown eyes.", "Find someone who has been to a foreign country" Find someone who has been to ten states, or find someone who went camping this summer. The questions were printed out of paper and the teacher must make sure that there were enough copies for all students. The students were allowed to mingle to find the answers. The first person to answer all the questions wins (www.funenglishgame.com, 2016).

Activity 2: Map Routes & Directions Game

Read the instructions carefully and give directions in the correct order. Plot the shortest possible map routes between locations such as a park, school, café, swimming pool and skate park. Achieve the goals by clicking on sections of road and using the quickest possible route on the interactive map of the town.
(www.funenglishgame.com, 2016)

Activity 3: Dictionary Game for Kids

This fun dictionary game was for kids. It had to use hints from the word machine to help students find the correct words to label the products hidden inside the boxes. The students had to look up the dictionary and think about which adjective, verb or noun best fits the clue. Then, they must search through the alphabet for the best answer while reading the descriptions. Each student needed to help the broken down word machine complete its job, test yourself with a variety of reading practice exercises and have fun with this great English activity for students (www.funenglishgame.com, 2016)

3.5 Data Collection Procedures

Table 3.6: Data Collection Procedures

Activity	Procedure	Sample aims target sample
Acquiring Current situation of students' English comprehension	<ul style="list-style-type: none"> • Develop Pre-test • Assessment before IDI • Analyze the results of pre-test 	3/3 students total of 39 students
IDI Implementation	<ul style="list-style-type: none"> • Design the IDI • Inform students the schedule of IDI activities • Implement the IDI 	3/3 students total of 39 students
Post IDI	<ul style="list-style-type: none"> • Assessment after IDI (Post-test 	3/3 students total of 39 students

3.6 Data Analysis

This study applied descriptive statistical analysis including mean, and percentage. Moreover, in order to evaluate the pre and post-tests, the researcher implemented T-test to analyze data to see if the pre and post results were significantly different.



Timeline: Gantt chart

Table 3.7: Research Timeline

January	February	March	May	April	June	July	August	September	November
Presentation chapter 1	↕							October	
Data collection		↕	↕						
IOC Data collection Pre-IDI-			↕	↕					
Post IDI Data Analysis and writing				↕	↕				
Writing Chapter 4						↕	↕		
Writing chapter 5								↕	
Final defend									↕

CHAPTER 4

Research Finding and Data Analysis

This chapter discusses what the research has found after conducting the action research implementing on class of 39 students. This chapter also includes the analysis of the data. The research is both quantitative and qualitative. This research has three Phases: the Pre-IDI Phase, the IDI and the post IDI Phase. This chapter highlights the changes after improving English Comprehension through educational games process.

Research Question 1: What is the current situation of English Comprehension of Grade 3 students in terms of 4 skills: reading, listening, speaking and writing? The Pre-IDI data were obtained by using accumulated points from Speaking Test, Reading Test, Listening Test, Writing Test with Activity.

Table 4.1.

Summary of Reading skills of students at Pre-IDI stage

Score criterion	2 points Not Pass 0-2 items correct	3 points Pass 2-3 items correct	4 points Good 3-4 items correct	5 points Very Good 4-5 items correct	Total 5 /points items
The number of students	7	19	12	1	39
Percent	14.95%	48.72%	30.77%	2.60%	100%

This table shows the summary of Percent (100 %). The number of students are 39. In the reading skills, there are five types of score criterion. The percent of students and their scores are:

14.95% of students are Not Pass (0-2 corrected answers / 5 questions)

48.72% of students are Pass (2-3 corrected answers / 5 questions)

30.77% of students are Good (3-4 corrected answers / 5 question)

2.60% of students are very good (5 corrected answers / 5 question)

Table 4.2

Summary of Speaking skills of students at Pre-IDI stage.

Score	2 points	3 points	4 points	5 points	Total
Criterion	Not Pass	Pass	Good	Very Good	5 points
	0-2 items correct	2-3 items correct	3-4 items correct	4-5 items correct	
The number of students	8	20	11	-	39
Percent	20.51%	51.28%	20.28%	0.00%	100%

This table show the summery of Percent (100 %) The number of students are 39. In the speaking skills are have five type of score criterion. The percent of students and their scores are:

20.51% of students are Not Pass (0-2 corrected answers / 5 questions)

51.28% of students are Pass (2-3 corrected answers / 5 questions)

20.28% of students are Good (3-4 corrected answers / 5 question)

0.00% of students are very good (5 corrected answers / 5 question)

Table 4.3

Summary of Listening skills of students at Pre-IDI stage

Score Criterion	2 points Not Pass 0-2 items correct	3 points Pass 2-3 items correct	4 points Good 3-4 items correct	5 points Very Good 4-5 items correct	Total 5 points items
The number of students	8	19	12	-	39
Percent	20.51%	48.71%	30.76%	0.00%	100%

This table show the summery of Percent (100 %) The number of students are 39. In the listening skills are have five type of score criterion

20.51% of students are Not Pass (0-2 corrected answers / 5 questions)

48.71 % of students are Pass (2-3 corrected answers / 5questions)

30.76% of students are Good (3-4 corrected answers / 5 question)

00 % of students are very good (5 corrected answers / 5 question)

Table 4.4

Summary of Writing skills of 39 students at Pre-IDI stage.

Score Criterion	2 points Not Pass 0-2 items correct	3 points Pass 2-3 items correct	4 points Good 3-4 items correct	5 points Very Good 4-5 items correct	Total 5 points
The number of students	6	18	15	-	39
Percent	15.38%	46.15%	38.46%	0.00%	100%

This table show the summery of Percent (100 %) The number of students are 39. In the Writing skills are have five type of score criterion

15.38% of students are Not Pass (0-2 corrected answers / 5 questions)

46.15% of students are Pass (2 -3 corrected answers / 5 questions)

38.46% of students are Good (3-4 corrected answers / 5question)

0.00% of students are very good (5 corrected answers / 5 question)

The Pre IDI Data shows that the most of students obtained a score of Pass = 3 points. The data shows that the overall mean of reading is 3.26, the mean in listening is 3.16, the mean in speaking is 3.16, the mean in writing is 3.29. The researcher used this data to design IDI so that students will have at least a score of 4 = Good and 5 = Very good.

Table 4.5 Pre-test accumulated points on the 4 skills

Student Number	Reading 5 point	Speaking 5 point	Listening 5 point	Writing 5 point	SD	Overall Mean of the 4 skills	Highest score	Lowest score	Total Score of all 4 skills 20
1	4	3	4	4	0.50	3.75	4	3	15
2	4	3	3	4	0.58	3.5	4	3	14
3	4	3	3	4	0.58	3.5	4	3	15
4	5	4	3	3	0.96	3.75	5	3	15
5	3	3	3	3	0.00	3	3	3	12
6	4	4	4	4	0.00	4	4	4	16
7	3	3	4	4	0.58	3.5	4	3	14
8	3	3	3	3	0.00	3	3	3	12
9	2	2	2	2	0.00	2	2	2	8
10	4	4	3	3	0.58	3.5	4	3	14
11	3	3	3	3	0.00	3	3	3	12
12	2	2	2	2	0.00	2	2	2	8
13	4	4	4	4	0.00	4	4	4	16
14	3	3	4	4	0.58	3.5	4	3	14
15	4	4	4	4	0.00	4	4	4	17
16	2	2	2	2	0.00	2	2	2	8
17	3	3	3	3	0.00	3	3	3	12
18	3	3	3	3	0.00	3	3	3	12
19	4	4	4	4	0.00	4	4	4	16
20	4	4	4	4	0.00	4	4	4	16
21	2	2	2	2	0.00	2	2	2	8
22	3	3	3	4	0.50	3.25	4	3	13
23	3	3	3	3	0.00	3	3	3	12
24	3	3	3	3	0.00	3	3	3	12
25	3	4	4	4	0.50	3.75	4	3	15
26	4	4	4	4	0.00	4	4	4	16
27	3	3	3	3	0.00	3	3	3	12
28	3	3	3	3	0.00	3	3	3	12
29	2	2	2	2	0.00	2	2	2	8
30	3	3	3	3	0.00	3	3	3	12
31	4	4	4	4	0.00	4	4	4	16
32	3	3	3	3	0.00	3	3	3	12
33	3	3	3	3	0.00	3	3	3	12
34	3	3	2	3	0.50	2.75	3	2	11
35	3	2	2	3	0.58	2.5	3	2	10
36	2	2	2	2	0.00	2	2	2	10
37	4	4	4	4	0.00	4	4	4	16
38	2	2	3	3	0.58	2.5	3	2	10
39	3	3	3	3	0.00	3	3	3	12
					0.28	3.15			12.69
	Mean	Mean	Mean	Mean					
	3.26	3.16	3.16	3.29					

Table 4. 5 The result 5 This table show of an accumulated points on the 4 skills based on Pre-test from the students The scores of accumulated points are 20 points were graded as follows:

Speaking	Listening	Reading	Writing	Total
5	5	5	5	20



4.2 What are the appropriate IDI to improve the English Comprehension skills of Grade 3 students?

Based on the IDI results researcher designed the IDI as shown in the following lesson plans

LESSON PLAN FOR SPEAKING SKILLS/LISTENING SKILLS

Learning Group: Foreign Languages

Subject: English

Level: Primary 3 Semester: 2

Academic Year: 2015-2016

Learning Unit No. 2

Topic: Speaking/Listening

Total: 5 hours

Week No: 16

Date: 01 – 05 February 2016

1. Learning Standards:

Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

2. Indicators:

Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.

3. Sub-Concept and Topic:

Preposition use in giving direction, Useful expression in asking and giving direction Common land marks

4. Learning Objectives (Knowledge/Skills/Characteristics): At the end of this lesson, the students will be able to:

Knowledge: Use the proper preposition in giving directions and Read street signs.

Skills: Ask and tell direction with the correct expression and direction.

Characteristics: Participate in the discussion and activities

5. Learner's Key Competencies

- ✓ Communication Capacity
- ✓ Thinking Capacity
- ✓ Problem-solving capacity
- ✓ Capacity for applying life skills
- ✓ Capacity for Technological Application

6. Desirable Characteristics

- Honesty and integrity
- Self-discipline
- Activity for learning
- Dedication and Commitment to work

7. Learning Processes/ Activities : Games

- Warm -up - Play "Ball Pass" and say names

On the board the teacher draws a rough map of the neighborhood, just a few streets and the school will do. Ask "Where is the school?" Have a student comes to the board and points it out. Then ask where a few other landmarks are and have students draw and label them on the map.

Presentation: Vocabulary and symbols

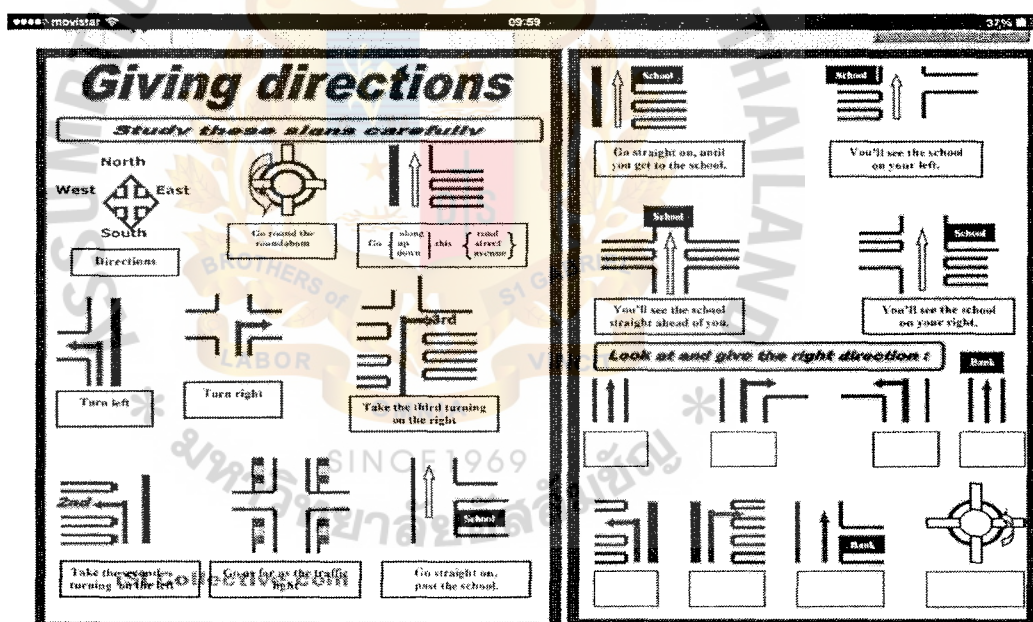
Turn back	Turn left/right	Opposite	next to	behind
Cross	straight	Near	between	in front of
traffic lights	go up	go down		

Direction Reading skills

Example: Ask a student to “Turn right” or “Turn left” with a demonstration and after a few individual checks feel free to have the whole class join in making sure they are listening to the words right and left and not just turning from side to side by occasionally instructing them to “Turn left, turn left” or “Turn right, turn right” which should end up with everyone facing the back of the classroom. Anyone who isn’t facing the correct direction needs to focus on the words more closely.

Application and Evaluation

The students will give the right direction



Review of the Past lesson 1

The teacher will flash again the power point to review the prepositions and signs.

Discussion: The teacher show a road map and combined all the things learned. Preposition signs and expression. The teacher give examples in the form of dialogue and using the road map.

Example

A- Excuse me, how Can I get to the castle?

B- Go (along) this road, then (turn) left and continue for about 100 metres. Then (take) the second turning on the (right). Go (straight) on for about 150 metres. The castle is at the (end) of the road, (opposite) the cinema.

A- Thank you very much.

B- You're (welcome)

Homework: Practice telling and asking direction by pair .

Day 5 = Revive

Warm up: Go to your pair then practice for 5mins .

Practice: In this activity, students practice asking for and giving directions. In pairs, they take it in turns to ask for and give directions from one place to another on the map using the prepositions of movement learned.

Evaluation: Teacher observes the students speaking and give them points.

Teaching Technique/Method

- ☐ Lecture
 ☐ Experiment
 ☐ Demonstration
- ☐ 4 MAT
 ☐ 5 E
 ☐ Storyline
- ☐ Integration
 ☐ Participation
 ☐ Jigsaw
- ☐ Interrogation
 ☐ Project
- ☐ ✓/Other (Specify) _____ Games _____

Teaching Materials: Power point and Worksheets

Form of Assessment/ Measurement & Evaluation

Learning Objectives	Activities	Resources	Assessment Criteria
Knowledge 1. Use the proper preposition in giving directions. 2. Read street signs.	Games	Textbook, Power point, Paper, Flashcards Search Internet.	More than 80% of the students were able to use proper preposition in giving direction and street signs
Characteristics Participate actively during classroom discussions	Observation of skills	Observation Games	90 % of the student participated actively.

Teaching Record:

1. Learning Objective / Knowledge / Learning Process

- a. 80 per cent of the student are able to understand
- b. ask and give direction with the correct expression, preposition and signs.

2. Learners' Key Competencies

- c. The student are able to communicate with their partners and think carefully what signs and preposition should they use

3. Desirable Characteristics

- d. The students participate well during the class discussion and activities
- e. The students are able to cooperate and show team work to come up with good presentation

Problems / Suggestions:

Repetition and various activities help the student retain what they learn but they have difficulty in remembering the spelling. So they were given a lot of written activities to practice their spelling.

LESSON PLAN FOR READING SKILLS/WRITING

Learning Group: Foreign Languages

Subject: English

Level: Primary 3 Semester: 2

Academic Year: 2015-2016

Learning Unit No. 2

Topic: Reading/writing

Total: 5 hours

Week No: 18-19

Date: 15 – 26 February 2016

1. **Learning Standards:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
2. **Indicators:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.
3. **Sub-Concept and Topic:** Useful expression and asking and giving polite request.
4. **Learning Objectives (Knowledge /Skills/Characteristics).** At the end of this lesson, the students will be able to:

Knowledge: Understand the expression used in asking polite request

Skills: Use the expression in asking polite request and arrange the scrambled sentences.

Characteristics: Participate actively during classroom discussions and practice what they have learn inside and outside the classroom.

5. Desirable Characteristics

- Honesty and integrity
- Self-discipline
- Activities for learning
- Dedication and Commitment to work

6. Learning Processes/ Activities

Warm Up : Show picture of King Naresuan

Presentation : Present the reading using PPT/Game, -The teachers will read aloud then the students follow after teacher

Practice : Read the story again and Unlock vocabulary

Presentation : Show picture then give them play Game match the vocabulary

Practice : Practice Reading

Evaluation: Answer the worksheet attached

Teaching Technique/Method

- | | | |
|---|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Experiment | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> 4 MAT | <input type="checkbox"/> 5 E | <input type="checkbox"/> Storyline |
| <input type="checkbox"/> Integration | <input type="checkbox"/> Participation | <input type="checkbox"/> Jigsaw |
| <input type="checkbox"/> Interrogation | <input type="checkbox"/> Project | |
| <input type="checkbox"/> Other (Specify) Map Routes & Direction Games | | |

Teaching Materials

- | | | |
|-------------------|-------------------|-------------------------------|
| - Power point | - Notebook | - food |
| - A4 paper. | - colored markers | - things inside the classroom |
| - Search Internet | - pen/pencil | |
| - Flashcards | | |

Form of Assessment/ Measurement & Evaluation

Learning Objectives	Activity	Resources	Assessment Criteria
Knowledge Understand and use the expression used in asking polite request	- Exercise, - Reading Games	- Textbook, - Power point, - Paper,	80% of the students were able to understand and use the expression use in asking polite request.
Skills 1. Use the expression in asking polite request 2. Arrange the scrambled sentences.	- Exercise, - observation, - Textbook, - Power point, - Notebook, - A4 paper, - Search Internet	- Textbook, - Power point, - Paper,	90 % of the students use the expression in asking polite request 80% of the students were able to arrange scrambled sentences.
Characteristics 1. Participate actively during classroom discussion 2. Practice what they have learn inside and outside the classroom	observation, Search Internet.	Textbook, Power point, Paper, Flashcards Search Internet	The students participated during the discussion and activity.

Teaching Record:

1. Learning Objective / Knowledge / Learning Process 80% of the students were able to understand and use the expression use in asking polite request. 70% of the students are able to answer the worksheet given.

2. Learners' Key Competencies The students were able to use the expression inside and outside the classroom, especially in communicating with their teachers.

3. Desirable Characteristics

Problems / Suggestions:

- The students participated well during the class discussion and activities.
- The students were able to cooperate and show team work.

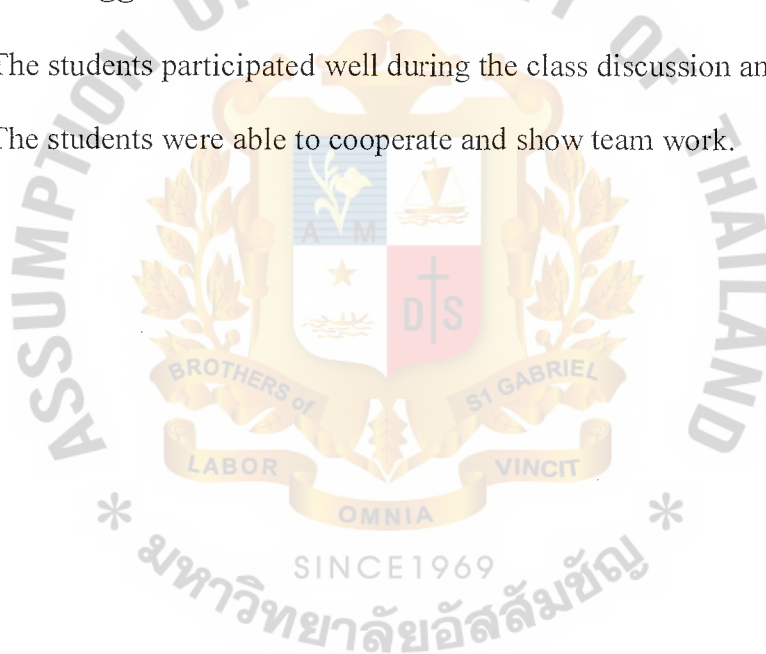


Table 4. 6 *The observation checklist results for IDI on Writing Skills*

Important Elements	Degree of Completion and Development						Total Number of students (39)
	Weak = 2 points		Adequate = 3 points		Competent		
	0-2corrected answers		3-4 corrected answers		5 corrected answers		
	5 items		5 items		5 items		
	Number of students	% of students	Number of students	% of students	Number of of students	% of students	100% of students
1. Spelling and Grammar	5	12.82%	14	35.89%	20	51.28%	100%
2. Supporting Details	5	12.82%	18	46.15%	16	41.02%	100%
3. Character analysis	8	20.51%	15	38.46%	16	41.02%	100%
4. Word Choice	8	20.51%	15	38.46%	16	41.02%	100%
5. Understanding of key themes and ideas	8	20.51%	19	48.71%	12	30.76%	100%
6. Appropriate reading level for the student. Overall effort shown in the product	8	20.51%	15	38.46%	16	41.02%	100%
7.Grouping of Ideas/ The piece is written in writer’s own words.	8	20.51%	15	38.46%	16	41.02%	100%

Table 4.6 shows the results writing skills based on observation check list.

The students (12.82%- 20.51%) got a score of 0-2 /over 5 = Weak. This means the students need to improve in writing skill and they do not know the word and the sentences.

The students (35%-48.71%) got a score of 3-4/over 5 = Adequate. This mean the students have good writing skills They need to have and continuous practice in improving their writing skill.

The students (30.76%-51.28%) got a score of 5/5=Skilled. This mean they have a confidence and have very good writing skills.



Table 4.7 *The observation checklist results for IDI on Speaking Skills*

Criteria for the Speech	How well did the speaker do?						Total Number of students (39)
	Inadequate = 2 points 0-2corrected answers 5 items		Competent = 3 points 3-4 corrected answers 5 items		Skilled = 5 points 5 corrected answers 5 items		
	Number of students	% of students	Number of students	% of students	Number of students	% of students	
1. Stayed within the time limit.	9	23.07%	18	46.15%	11	28.05%	100%
2. Used age-appropriate language.	6	15.38%	14	35.89%	19	48.71%	100%
3. Maintained eye contact with the audience and used good body language.	11	20.20%	16	41.02%	12	30.76%	100%
4. Spoke in a logical sequence .Everything “made sense” and flowed nicely.	10	20.64%	18	46.15 %	11	28.20%	100%
5. Gave facts and data to support ideas	8	20.51%	15	38.46%	16	41.02%	100%
6. Voice is audible and clear.	8	20.51%	15	38.46%	16	41.02%	100%
7. Speaks clearly and distinctly most of the time, mispronounces a few words.	8	20.51%	16	41.02%	15	38.46%	100%
8. Stays on topic	8	20.51%	15	38.46%	16	41.02%	100%

Table 4.7 shows the results Speaking skills based on observation check list.

The students (15.38%-23.07%) got a score 0-2/over 5 = Inadequate. The students have very slow speaking skills. The students need to improve in speaking skill by speaking to each another

The students (35.89%-46.15%) got a score of 3-4 /over 5=Competent .The students have good English speaking abilities in speaking and communication.

The students (28.05%-41.02%) got a score of 5/5= Skilled. The students have very good speaking skills. They can communicate and understand English conversations.



Table 4.8 *The observation checklist results for IDI on Reading Skills*

Criteria for the Speech	Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills						Total Number of students (39) 100%
	Weak 2 = points 0-2corrected answers 5 items		Adequate 3 points 3-4 corrected answers 5 items		Competent 5 points 5 corrected answers 5items		
	Number of students	%of students	Number of students	% of students	Number of students	%of students	
1. Age Appropriate	10	20.64%	18	46.15%	15	38.46%	100%
2. Similar-looking letters and numbers or similar- looking words	8	20.51%	26	66.66%	5	12.82%	100%
3. Has difficulty recognizing and remembering sight words	5	12.82%	11	28.02%	24	61.53%	100%
4. Reader creates and share a mental image that is somewhat related to text	12	30.76%	16	40.05%	11	28.02%	100%
5. Reverses letter order in words	5	12.82%	10	20.64%	11	28.02%	100%
6. Demonstrates poor memory for printed words	5	12.82%	10	20.64%	24	61.53%	100%
7. Reads slowly	12	30.76%	16	40.05%	11	28.02%	100%
8. Has trouble naming letters	5	12.82%	10	20.64%	24	61.53%	100%

Table 4.8 shows based on observation check list reading skills

The students (12.82%-30.76%) got a score of 0-2/over 5 = Weak. The students need to improve in reading skills.

The students (20.64%-66.66%) got a score of 3-4/ over 5 =Adequate. The students have good reading skills They need motivation and continuous practice.

The students (12.82%-61.53%) got a score of 5/5 = Competent. The students they have very good reading skills and show confidence.



Table 4.9 *The observation checklist results for IDI on Listening Skills*

Key Elements for Listening	Student's Ability Level								
	Inadequate =2 point 0-2 corrected answers Over 5 items		Fair = 3 points 3 corrected answers Over 5 items		Adequate = 4 points 4 corrected answers Over 5 items		Skills =5 points 5 corrected answer Over 5 items		Total Number of students (39)
	Number of students	% of students	Number of students	% of students	Number of students	% of students	Number of students	% of students	
1. Able to hear oral directions and follow them.	5	12.82%	13	33.33%	12	30.76%	9	23.07%	39
2. Able to listen and respond to adults.	5	12.82%	10	25.64%	12	30.76%	12	30.76%	39
3. Able to socialize with other children through listening and speaking	3	12.82%	8	20.51%	20	51.28%	8	20.51%	39
4. Listen attentively and ask when I do not mind the texture matters	5	12.82%	13	33.33%	12	30.76%	9	23.07%	39
5. Able to pick discriminate sounds (phonics)	5	12.82%	7	17.94%	14	35.89%	12	30.76%	39
6. Able to member	5	12.82%	7	17.94%	14	35.89%	12	30.76%	39

Table 4.9 Shows based on observation check list Listening skills.

The students (12.82%) got a score of 0-2/over 5 = Inadequate. The students need to Improvement in this skill.

The student (17.94%-33.33%) got a score of 2-3/over 5 = Fair. The students are slow Listening skill. They need to practice to practice listening in order to improve.

The students (30.76%-51.28%) got a score of 3-4/over 5 = Adequate .The students have good Listening skills .They need to become more confident and motivated through constant practice.

The students (20.51%-30.16%) got a score of 5/over 5 = Skilled .The students have very good in listening skill. They can clearly understand English conversations.

4.3 What is the different between Pre and Post IDI of educational Games on students' English Comprehension ?

Post -test Post (IDI)

Table 4.10 Shows the results of reading, listening, writing and speaking based on accumulated points from evaluation of classroom activities on the 4 skills .

The scores of accumulated points are 20 points were graded as follows:

Speaking	Listening	Reading	Writing	Total
5	5	5	5	20

Table 4.11 This table below describes the scores of students in pre-test and post-test on 4 skills Reading ,Speaking listening, writing

Summary of Reading skills of 39 students at Post –Test

Score criterion	0-2/5 Not Pass	3/5 Pass	4/5 Good	5/5 Very Good	Total 5 points
The number of students	0	6	21	9	39
Percent	0.00%	15.38%	53.84%	23.04%	100%

This table show the summery of Percent (100 %) The number of students are 39. In the reading skills are have five type of score criterion.at Post IDI

0.00% of students are Not Pass (0-2 corrected answers / 5 questions)

15.38% of students are Pass (2-3 corrected answers / 5questions)

53.84% of students are Good (3-4 corrected answers/ 5 question)

23.04% of students are very good (5 corrected answers / 5 question)

Table 4.12

Summary of Speaking skills of 39 students at Post –Test

Score Criterion	0-2/5 Not Pass	3/5 Pass	4/5 Good	5/5 Very Good	Total 5 points
The number of students	0	6	25	8	39
Percent	0.00%	15.38%	64.10%	20.51%	100%

This table show the summery of Percent (100 %) The number of students are 39 .In the Speaking skills are have five type of score criterion. at Post IDI

0.00% of students are Not Pass (0-2 corrected answers / 5 questions)
 15.38% of students are Pass (2-3 corrected answers / 5questions)
 64.10% of students are Good (3-4 corrected answers / 5question)
 23.51% of students are very good (5 corrected answers / 5 question)

Table 4.13

Summary of Listening skills of 39 students at Post -IDI

Score	0-2/5	3/5	4/5	5/5	Total
Criterion	Not Pass	Pass	Good	Very Good	5 points
The number of students	0	7	29	3	39
Percent	0.00%	19.94%	74.35%	7.69%	100%

This table show the summery of Percent (100 %) The number of students are 39 .In the Listening skills are have five type of score criterion.at Post I

0.00% of students are Not Pass (0-2 corrected answers / 5 questions)
 19.94% of students are Pass (2-3 corrected answers / 5 questions)
 75.35% of students are Good (3-4 corrected answers / 5question)
 7.69% of students are very good (5 corrected answers / 5 question)

Table 4.14

Summary of Writing Skills of students at Post -IDI stage.

Score	0-2/5	3/5	4/5	5/5	Total
Criterion	Not Pass	Pass	Good	Very Good	5 points
The number of students	6	18	15	-	39
Percent	15.38%	46.15%	38.46%	0.00%	100%

This table show the summery of Percent (100 %) The number of students are 39 .In the writing skills are have five type of score criterion.at Post Test

15.38% of students are Not Pass (0-2 corrected answers / 5 questions)

46.15% of students are Pass (2-3 corrected answers / 5questions)

38.46% of students are Good (3-4 corrected answers / 5question)

0.00% of students are very good (5 corrected answers / 5 question)

Table 4.15 *The Pre and Post IDI results in writing skills using observation checklist*

-PRE-IDI										POST - -IDI							
	Weak 0-2corrected answers Over 5 items		Adequate 3 corrected answers Over 5 items		Competent5 corrected answer Over5items		Number of student	Weak0 2corrected answers Over 5 items		Adequate3corrected answers Over5 items		Competent 5 corrected answer Over5Items		Total Number of student			
	No of students	% of students	No of students	% of students	No of students	% of students		Total	No of students	% of students	No of students	% of students	No of students		% of students		
1. Spelling and Grammar	5	12.82%	14	35.89%	20	51.28%	39	3	7.69%	14	35.89%	22	56.41%	39			
2. Supporting Details	5	12.82%	18	46.15%	16	41.02%	39	3	7.69%	17		19	48.71%	39			
3. Character analysis	8	20.51%	15	38.46%	16	41.02%	39	3	7.69%	15	38.46%	21	53.84%	39			
4. Word Choice	8	20.51%	15	38.46%	16	41.02%	39	3	7.69%	15	38.46%	21	53.84%	39			
5. Understanding of key themes and ideas	8	20.51%	19	48.71%	12	30.76%	39	4	10.25%	17	43.58%	18	46.15%	39			
6. Appropriate reading level for the student. Overall effort shown in the product	8	20.51%	15	38.46%	16	41.02%	39	3	7.69%	17	43.58%	19	48.71%	39			

Table 4.15 Shows the pre and post IDI results in writing skills based on observation check list.

The students (12.82%- 20.51%) got a Pre IDI score of 2 = Weak. This means the students need to improve in writing skill and they do not know the word and the sentences. At post test the students (7.69 %-10.25%) got a score of 2 = Weak.

The students (35%-48.71%) got a score of 3 = Adequate. This mean the students have good writing skills They need to have and continuous practice in improving their writing skill. At the post test, the students (35.89%-43.58) got a score of 3 = Adequate

The students (30.76%-51.28%) got a score of 5 = Skilled. This mean they have a confidence and have very good writing skills. At the post IDI, the students (46.15%-56.41%)

The results =The students have improved in writing skills after IDI . The student got high score in accumulated point in Writing test

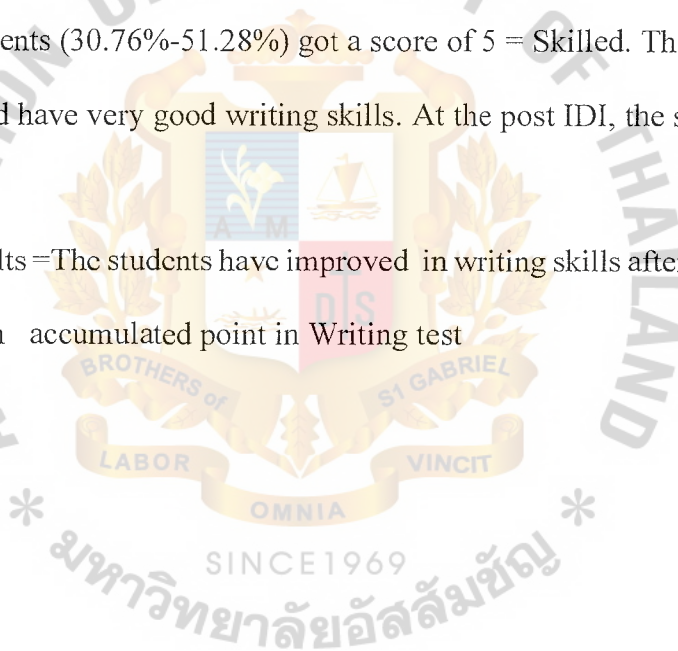


Table 4.16 This table show An accumulated point in Pre-test and Post –test of Writing skill

N0	Pre-test Writing (5)	Post-Test Writing (5)
1	4	4
2	4	4
3	4	4
4	3	4
5	3	4
6	4	4
7	4	4
8	3	3
9	2	3
10	3	3
11	3	4
12	2	3
13	4	4
14	4	4
15	4	4
16	2	3
17	3	4
18	3	4
19	4	4
20	4	4
21	2	3
22	4	4
23	3	3
24	3	3
25	4	4
26	4	4
27	3	3
28	3	4
29	2	3
30	3	4
31	4	4
32	3	3
33	3	3
34	3	4
35	3	3
36	2	3
37	4	4
38	3	3
39	3	4

Table 4.17 The pre and post IDI results in Speaking skills using observation based

-PRE-IDI										POST -IDI									
	Inadequate 2corrected answers Over 5 items		Competent 3 corrected answers over 5 items		Skilled 5correcte answers Over 5 items		Total No of students	Inadequate 2corrected answers Over 5 items		Competent 4 corrected answers over 5 items		Skilled 5correcte answers Over 5 items		Total No of student					
	No of students	% Of students	No of students	% Of students	No of students	% of students		No of students	% of student	No of students	% of students	No of students	% of students						
1. Stayed within the time limit.	9	23.07%	18	46.15%	11	28.20%	39	6	15.38%	18	46.15%	15	38.46%	39					
2. Used age- appropriate language	6	15.38%	14	35.89%	19	48.71%	39	3	7.69%	14	35.89%	22	56.41%	39					
3. Maintained eye contact with the audience and used good body language.	11	28.20%	16	41.02%	12	30.76%	39	5	12.82%	17	43.58%	17	43.58%	39					
4. Spoke in a logical sequence. Everything “made sense” and flowed nicely	10	25.64%	18	46.15%	11	28.20%	39	6	15.38%	18	46.15%	15	38.46%	39					
5. Gave facts and data to support ideas	8	20.51%	15	38.46%	16	41.02%	39	8	20.51%	15	38.46%	16	41.02%	39					
6. Used appropriate visual aids if allowed	8	20.51%	15	38.46%	16	41.02%	39	2	5.12%	18	46.15%	19	48.71%	39					
7. Voice is audible and clear.	8	20.51%	16	41.02%	15	38.46%	39	4	10.25%	15	38.46%	20	51.28%	39					
8. Speaks clearly and distinctly most of the time, mispronounces	8	20.51%	15	38.46%	16	41.02%	39	4	10.25%	16	41.02%	19	48.71%	39					

Table 4.17 Shows the pre and post test results in based on observation check list Speaking skills The students (15.38%-23.07%) got a score of 2 corrected answers Over 5 items = Inadequate. The students have very slow speaking skills. The students need to improve in speaking skill by speaking to each another .At the Post-test, the students (5.12%-20.51%) got a score of 2 corrected answers Over 5 items = Inadequate.

The students (35.89%-46.15%) got a score of 3 corrected answers over 5 items = Competent The students have good English speaking abilities in speaking and communication. At the post IDI, the students (35.89%-46.15%) got a score of 3 corrected answers over 5 items = Competent

The students (28.05%-41.02%) got a score of 5 correct answers Over 5 items = Skilled. The students have very good speaking skills. They can communicate and understand English conversations. At the post test, the students (38.46%-56.41%) got a score of 5 corrected answers Over 5 items = Skilled. The results show that The students have improved in Speaking skills after IDI The student got high score in accumulated point in Speaking test

Table 4.18 This table show an accumulated point in Pre-test and Post –test of Speaking skill

N0	Pre-test Speaking (5)	Post-Test Speaking (5)
1	3	4
2	3	4
3	3	4
4	4	4
5	3	4
6	4	5
7	3	4
8	3	4
9	2	3
10	4	4
11	3	4
12	2	4
13	4	5
14	3	4
15	4	5
16	2	3
17	3	4
18	3	4
19	4	5
20	4	5
21	2	3
22	3	3
23	3	3
24	3	4
25	4	5
26	4	5
27	3	4
28	3	4
29	2	3
30	3	4
31	4	5
32	3	4
33	3	4
34	3	4
35	2	4
36	2	4
37	4	4
38	2	4
39	3	4

Table 4.19 The pre and post IDI results in reading skills using observation (Basic Reading Skills, Reading Comprehension, Reading Fluency Skill

PRE-IDI					POST -IDI				
	Weak-2 corrected answers Over 5 items		Adequate 2-3 corrected answers over 5 items		Competent 5 corrected answers Over 5 items		Total No of students (39)	Total No of student (39)	
	No of students	% Of students	No of students	% Of students	No of students	% of students			
1. Age Appropriate	10	25.64%	18	46.15%	15	38.46%	39	39	
2. Similar-looking letter and numbers or similar-looking words	8	20.51%	26	66.66%	5	12.82%	39	39	
3. Has difficulty recognizing and remembering sight words	5	12.82%	11	28.20%	24	61.53%	39	39	
4. Reader creates and share a mental image that is somewhat related to text	12	30.76%	16	41.02%	11	28.20%	39	39	
5. Reverses letter order in words (i.e., saw/was	5	12.82%	10	25.64%	11	28.20%	39	39	
6. Demonstrates poor memory for printed words	5	12.82%	10	25.64%	24	61.53%	39	39	
7. Reads slowly	12	30.76%	16	41.02%	11	28.20%	39	39	
8. Has trouble naming letters	5	12.82%	10	25.64%	24	61.53%	39	39	

Table 4.19 Shows the Pre and post IDI results in based on observation check list Reading skills .The students (12.82%-30.76%) got a score of 2 corrected answers Over 5 items = Weak.

The students need to improve in reading skills. At the post IDI the students (5.12%-23.7%) got a score of 2 corrected answers Over 5 items =Weak

The students (20.64%-66.66%) got a score of 3 corrected answers over 5 items=Adequate .The students need to motivation and continuous practice. At the post IDI The students, (23.07%-66.66%) got a score of 3 corrected answers over 5 items = Adequate The students have good reading skills They need motivation and continuous practice.

The students (12.82%-61.53%) got a score of 5correcte answers Over 5 items= Competent. The students they have very good reading skills and show confidence. At the post IDI the students (25.64%-66.66%) got a score of 5correcte answers Over 5 items = Competent The results =The students have improved in Reading skills after IDI The student got high score in accumulated points in Reading test

Table 4.20

This table show an accumulated point in Pre-test and Post –test of Reading skill

N0	Pre-test Reading (5)	Post-Test Reading (5)
1	4	4
2	4	4
3	4	4
4	5	5
5	3	4
6	4	5
7	3	4
8	3	4
9	2	3
10	4	4
11	3	4
12	2	3
13	4	5
14	3	4
15	4	5
16	2	3
17	3	4
18	3	4
19	4	5
20	2	5
21	3	3
22	3	5
23	3	3
24	3	4
25	4	5
26	3	5
27	3	5
28	2	4
29	3	3
30	4	4
31	3	5
32	3	4
33	3	4
34	3	4
35	2	4
36	4	4
37	2	5
38	3	4
39	3	4

Table 4.21 The pre and post IDI results in listening skills in observation checklist

PRE-IDI										POST --IDI									
Inadequate 0-1 corrected answer over 5 items	No of students		% of students	Fair 2corrected answers Over 5 items		Adequate 3 corrected answers over5 items		Skilled 5correcte answers Over5 items		No Of st 39	Inadequate 0-1 corrected answer over 5 items		Fair 2corrected answers Over 5 items		Adequate 3 corrected answers over5 items		Skilled 5correcte answers Over5 items		No of st 39
	No of students	%	No of students	%	No of students	%	No of students	%	No of students		%	No of students	%	No of students	%	No of students	%		
1. Able to hear oral directions and follow the	5	12.82%	13	33.33%	12	30.76%	9	23.07%	39	39	3	7.69%	11	28.02%	12	30.76%	13	33.33%	39
2. Able to listen and respond to adults.	5	12.82%	10	25.64%	12	30.76%	12	30.76%	39	39	1	2.56%	10	25.64%	13	33.33%	15	38.46%	39
3. Able to socialize with other children through listening speaking	5	12.82%	3	7.69%	20	51.28%	8	20.51%	39	39	2	5.12%	5	12.82%	19	48.71%	13	33.33%	39
4. Listen attentively and ask when I do not mind the texture matters	5	12.82%	5	12.82%	12	30.76%	9	20.07%	39	39	3	7.69%	12	30.76%	11	28.20%	13	33.33%	39
5. Able to pick discriminate sounds (phonics)	5	12.82%	7	17.94%	14	35.89%	12	30.76%	39	39	3	7.69%	5	12.82%	17	43.58%	14	35.89%	39
6. Able to remember sound (auditory memory)	5	12.82%	7	17.94%	14	35.89%	12	30.76%	39	39	2	5.12%	9	23.07%	15	38.46%	13	33.33%	39

Table 4.21 Shows the pre and post IDI results in based on observation check list Listening skills.

The students (12.82%) got a score of 0-1 corrected answer over 5 items = Inadequate. The students need to improvement in this skill. At the post IDI the students (2.56%-7.69%) got a score of 0-1 corrected answer over 5 items = Inadequate

The student (17.94%-33.33%) got a score of 2 corrected answers Over 5 items = Fair. The students are slow in listening skill . They need to practice to practice listening in order to improve. At the post IDI the students (12.82%-30.76%) got a score of 2 corrected answers Over 5 items= Fair.

The students (30.76%-51.28%) got a score of 3 corrected answers over5 items = Adequate .The students have good listening skills .They need to become more confident and motivated through constant practice. At the post IDI the students (28.20%-48.71%) got a score of 3 corrected answers over5 items = Adequate.

The students (20.51%-30.16%) got a score of 5 corrected answers Over5 items =Skilled .The students have very good in listening skill. They can clearly understand English conversations. At the post IDI the students (33.33%-38.46%) got a score of 5 corrected answers Over5 items = Skilled

The results show that the students have improved in Listening skills after IDI
The student got high score in The purpose of the accumulated points in Listening test

Table 4.22 This table show an accumulated point in Pre-test and Post - test of Listening skill

N0	Pre-test Reading (5)	Post-Test Reading (5)
1	4	5
2	3	4
3	3	4
4	3	4
5	3	4
6	4	4
7	4	4
8	3	4
9	2	3
10	3	3
11	3	4
12	2	4
13	4	4
14	4	4
15	4	5
16	2	3
17	3	4
18	3	4
19	4	4
20	4	4
21	2	3
22	3	5
23	3	3
24	3	4
25	4	4
26	4	4
27	3	3
28	3	4
29	2	3
30	3	4
31	4	4
32	3	4
33	3	4
34	2	4
35	2	4
36	2	4
37	4	4
38	3	4
39	3	4

Table 4.23 This table Show Pre-test and Post-test results on the 4 skills in reading comprehension of 39 students

student	Reading skills		Speaking skills		Listening skills		Writing skills		total		SD		Mean		Highest score		Lowest Mum score	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
No																		
1	4	4	3	4	4	5	4	4	15	17	0.50	0.50	3.75	4.25	4	5	15	4
2	4	4	3	4	3	4	4	4	14	16	0.58	0.00	3.5	4	4	4	14	4
3	4	4	3	4	3	4	4	4	15	16	0.58	0.00	3.5	4	4	4	15	4
4	5	5	4	4	3	4	3	4	15	15	0.96	0.50	3.75	4.25	5	5	15	4
5	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
6	4	5	4	5	4	4	4	4	16	18	0.00	0.58	4	4.5	4	5	16	4
7	3	4	3	4	4	4	4	4	14	16	0.58	0.00	3.5	4	4	4	14	4
8	3	4	3	4	3	4	3	3	12	15	0.00	0.50	3	3.75	3	4	12	3
9	2	3	2	3	2	3	2	3	8	12	0.00	0.00	2	3	2	3	8	3
10	4	4	4	4	3	3	3	3	14	14	0.58	0.58	3.5	3.5	4	4	14	3
11	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
12	2	3	2	4	2	4	2	3	8	14	0.00	0.58	2	3.5	2	4	8	3
13	4	5	4	5	4	4	4	4	16	18	0.00	0.58	4	4.5	4	5	16	4
14	3	4	3	4	4	4	4	4	14	16	0.58	0.00	3.5	4	4	4	14	4
15	4	5	4	5	4	5	4	4	17	19	0.00	0.50	4	4.75	4	5	17	4
16	2	3	2	3	2	3	2	3	8	12	0.00	0.00	2	3	2	3	8	3
17	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
18	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
19	4	5	4	5	4	4	4	4	16	18	0.00	0.58	4	4.5	4	5	16	4
20	4	5	4	5	4	4	4	4	16	18	0.00	0.58	4	4.5	4	5	16	4

Table 4.23 This table Show Pre-test and Post-test results on the 4 skills in reading comprehension of 39 students

student	Reading skills		Speaking skills		Listening skills		Writing skills		total		SD		Mean		Highest score		Lowest Mum score	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
No																		
21	2	3	2	3	2	3	2	3	8	12	0.00	0.00	2	3	2	3	8	3
22	3	5	3	3	3	5	4	4	13	17	0.50	0.96	3.25	4.25	4	5	13	3
23	3	3	3	3	3	3	3	3	12	12	0.00	0.00	3	3	3	3	12	3
24	3	4	3	4	3	4	3	3	12	15	0.00	0.50	3	3.75	3	4	12	3
25	3	5	4	5	2	4	4	4	15	18	0.50	0.58	3.75	4.5	4	5	15	4
26	4	5	4	5	4	4	4	4	16	18	0.00	0.58	4	4.5	4	5	16	4
27	3	5	3	4	3	3	3	3	12	15	0.00	0.96	3	3.75	3	5	12	3
28	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
32	3	4	3	4	3	4	3	3	12	15	0.00	0.50	3	3.75	3	4	12	3
33	3	4	3	4	3	4	3	3	12	15	0.00	0.50	3	3.75	3	4	12	3
34	3	4	3	4	2	4	3	4	11	15	0.50	0.00	2.75	4	3	4	11	4
35	3	4	2	4	2	4	3	3	10	15	0.58	0.50	2.5	3.75	3	4	10	3
36	2	4	2	4	2	4	2	3	10	15	0.00	0.50	2	3.75	2	4	10	3
37	4	5	4	4	4	4	4	4	16	18	0.00	0.50	4	4.25	4	5	16	4
38	2	4	2	4	3	4	3	3	10	15	0.58	0.50	2.5	3.75	3	4	10	3
39	3	4	3	4	3	4	3	4	12	16	0.00	0.00	3	4	3	4	12	4
Total Mean											0.28	0.30	3.15	3.93				

Table 4.24 Differences between Pre and Post IDI based on the mean on the accumulated points

Student Number	Pre-test Score	SD	Mean	Decision Point/ Scale	Post-test Score	SD	Mean	Decision On Point/ Scale
1	15	0.50	3.75	Good	17	0.50	4.25	Good
2	14	0.58	3.50	Good	16	0.00	4.00	Good
3	15	0.58	3.50	Good	16	0.00	4.00	Good
4	15	0.96	3.75	Good	15	0.50	4.25	Good
5	12	0.00	3.00	Pass	16	0.00	4.00	Good
6	16	0.00	4.00	Good	18	0.58	4.50	Very good
7	14	0.58	3.50	Good	16	0.00	4.00	Good
8	12	0.00	3.00	Good	15	0.50	3.75	Good
9	8	0.00	2.00	Not pass	12	0.00	3.00	Pass
10	14	0.58	3.50	Good	14	0.58	3.50	Good
11	12	0.00	3.00	Pass	16	0.00	4.00	Good
12	8	0.00	2.00	Not pass	14	0.58	3.50	Good
13	16	0.00	4.00	Good	18	0.58	4.50	Very good
14	14	0.58	3.5	good	16	0.00	4.00	Good
15	17	0.00	4.00	good	19	0.50	4.75	Very good
16	8	0.00	2	Not pass	12	0.00	3	Pass
17	12	0.00	3	Pass	16	0.00	4	Good
18	12	0.00	3	Pass	16	0.00	4	Good
19	16	0.00	4	Good	18	0.58	4.5	Very good
20	16	0.00	4	Good	18	0.58	4.5	Very good
21	8	0.00	2	Not pass	12	0.00	3	Pass
22	13	0.50	3.25	good	17	0.96	4.25	Good
23	12	0.00	3	Pass	12	0.00	3	Pass
24	12	0.00	3	Pass	15	0.50	3.75	Good
25	15	0.50	3.75	Good	18	0.58	4.5	Very good
26	16	0.00	4	Good	18	0.58	4.5	Very good
27	12	0.00	3	Pass	15	0.96	3.75	Good
28	12	0.00	3	Pass	16	0.00	4	Good

Table 4.24 Differences between Pre and Post IDI based on the mean on the accumulated points

Student Number	Pre-test Score	SD	Mean	Decision Point/ Scale	Post-test Score	SD	Mean	Decision On Point/ Scale
29	8	0.00	2	Not pass	12	0.00	3	Pass
30	12	0.00	3	pass	16	0.00	4	Good
31	16	0.00	4	Good	18	0.58	4.5	Good
32	12	0.00	3	Pass	15	0.50	3.75	Good
33	12	0.00	3	Pass	15	0.50	3.75	Good
34	11	0.50	2.75	Pass	15	0.00	4	Good
35	10	0.58	2.5	Pass	15	0.50	3.75	Good
36	10	0.00	2	Not Pass	15	0.50	3.75	Good
37	16	0.00	4	Good	18	0.50	4.25	good
38	10	0.58	2.5	Not pass	15	0.50	3.75	Good
39	12	0.00	3	Pass	16	0.00	4	Good
		0.28	3.15	Pass		0.30	3.93	Good

Based on the table, the Pre-test results show : The number of students and the ratings are:

0 student = poor

7 students = not pass

15 students = pass

17 students = good

Total = 39 students

Based on the table, the Post-test results show : The number of students got

0 student	=	got poor
0 students	=	got not pass
5 students	=	got pass
28 students	=	got good
7 student	=	got very good
Total	=	39 students

he number of students in the Good (17 to 28) and Very Good (0 to7) increased. No students got poor and not pass. The overall mean for English Comprehension in Pre-test is 3.15 = Pass and the mean for English Comprehension in Post-test is 3.93 = Good.

Scale Interpretation/decision points means

1.00- 1.50	=	Poor
1.51- 2.50	=	Not pass
2.51- 3.50	=	Pass
3.51- 4.50	=	Good
4.51- 5.00	=	Very good

Source: Theoretical interpretation : (*Bonchom , Bonsong*) 2535

Table 4.25 T-test results of English Comprehension

This table show Pre-test results of English Comprehension

N0	Reading	Speaking	Listening	Writing	SD	Mean	Highest score	Lowest score	Total
1	4	3	4	4	0.50	3.75	4	3	15
2	4	3	3	4	0.58	3.5	4	3	14
3	4	3	3	4	0.58	3.5	4	3	15
4	5	4	3	3	0.96	3.75	5	3	15
5	3	3	3	3	0.00	3	3	3	12
6	4	4	4	4	0.00	4	4	4	16
7	3	3	4	4	0.58	3.5	4	3	14
8	3	3	3	3	0.00	3	3	3	12
9	2	2	2	2	0.00	2	2	2	8
10	4	4	3	3	0.58	3.5	4	3	14
11	3	3	3	3	0.00	3	3	3	12
12	2	2	2	2	0.00	2	2	2	8
13	4	4	4	4	0.00	4	4	4	16
14	3	3	4	4	0.58	3.5	4	3	14
15	4	4	4	4	0.00	4	4	4	17
16	2	2	2	2	0.00	2	2	2	8
17	3	3	3	3	0.00	3	3	3	12
18	3	3	3	3	0.00	3	3	3	12
19	4	4	4	4	0.00	4	4	4	16
20	4	4	4	4	0.00	4	4	4	16
21	2	2	2	2	0.00	2	2	2	8
22	3	3	3	4	0.50	3.25	4	3	13
23	3	3	3	3	0.00	3	3	3	12
24	3	3	3	3	0.00	3	3	3	12
25	3	4	4	4	0.50	3.75	4	3	15
26	4	4	4	4	0.00	4	4	4	16
27	3	3	3	3	0.00	3	3	3	12
28	3	3	3	3	0.00	3	3	3	12
29	2	2	2	2	0.00	2	2	2	8
30	3	3	3	3	0.00	3	3	3	12
31	4	4	4	4	0.00	4	4	4	16
32	3	3	3	3	0.00	3	3	3	12
33	3	3	3	3	0.00	3	3	3	12
34	3	3	2	3	0.50	2.75	3	2	11
35	3	2	2	3	0.58	2.5	3	2	10
36	2	2	2	2	0.00	2	2	2	10
37	4	4	4	4	0.00	4	4	4	16
38	2	2	3	3	0.58	2.5	3	2	10
39	3	3	3	3	0.00	3	3	3	12
					0.28	3.15			12.69

Table 4.26 *This table show Post-test results of English Comprehension*

In post IDI, the researcher presented the result to answer the third research questions that is

N0	Reading (5)	Speaking (5)	Listening (5)	Writing (5)	SD	Mean	Highest score	Lowest score	Total 20
1	4	4	5	4	0.50	4.25	5	4	17
2	4	4	4	4	0.00	4	4	4	16
3	4	4	4	4	0.00	4	4	4	16
4	5	4	4	4	0.50	4.25	5	4	15
5	4	4	4	4	0.00	4	4	4	16
6	5	5	4	4	0.58	4.5	5	4	18
7	4	4	4	4	0.00	4	4	4	16
8	4	4	4	3	0.50	3.75	4	3	15
9	3	3	3	3	0.00	3	3	3	12
10	4	4	3	3	0.58	3.5	4	3	14
11	4	4	4	4	0.00	4	4	4	16
12	3	4	4	3	0.58	3.5	4	3	14
13	5	5	4	4	0.58	4.5	5	4	18
14	4	4	4	4	0.00	4	4	4	16
15	5	5	5	4	0.50	4.75	5	4	19
16	3	3	3	3	0.00	3	3	3	12
17	4	4	4	4	0.00	4	4	4	16
18	4	4	4	4	0.00	4	4	4	16
19	5	5	4	4	0.58	4.5	5	4	18
20	5	5	4	4	0.58	4.5	5	4	18
21	3	3	3	3	0.00	3	3	3	12
22	5	3	5	4	0.96	4.25	5	3	17
23	3	3	3	3	0.00	3	3	3	12
24	4	4	4	3	0.50	3.75	4	3	15
25	5	5	4	4	0.58	4.5	5	4	18
26	5	5	4	4	0.58	4.5	5	4	18
27	5	4	3	3	0.96	3.75	5	3	15
28	4	4	4	4	0.00	4	4	4	16
29	3	3	3	3	0.00	3	3	3	12
30	4	4	4	4	0.00	4	4	4	16
31	5	5	4	4	0.58	4.5	5	4	18
32	4	4	4	3	0.50	3.75	4	3	15
33	4	4	4	3	0.50	3.75	4	3	15
34	4	4	4	4	0.00	4	4	4	15
35	4	4	4	3	0.50	3.75	4	3	15

Table 4.26 This table show Post-test results of English Comprehension

N0	Reading (5)	Speaking (5)	Listening (5)	Writing (5)	SD	Mean	Highest score	Lowest score	Total 20
36	4	4	4	3	0.50	3.75	4	3	15
37	5	4	4	4	0.50	4.25	5	4	18
38	4	4	4	3	0.50	3.75	4	3	15
39	4	4	4	4	0.00	4	4	4	16
					0.30	3.93			15.67

Table.4.3.17 Show the result of Post -test In this section the researcher gave the comparison of the results of pre and post IDI. Moreover, the researcher presented the impacts of IDI that affected in students 'English Comprehension

Table 4.27 This table show T-Test: Paired Two Sample for Means of English Comprehension

T-TEST
 /TESTVAL=0
 /MISSING=ANALYSIS
 /VARIABLES=score1 score2
 /CRITERIA=CI(.9500) .

→ **T-Test**

[DataSet0]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
score1	39	12.69	2.637	.422
score2	39	15.67	1.896	.304

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
score1	30.055	38	.000	12.692	11.84	13.55
score2	51.590	38	.000	15.667	15.05	16.28

Figure 4.1 T-Test

Based on Table 4.27

The result of the Pearson correlation is Test value=0.000 which is significant (2-tailed) Therefore the result of this study indicates a 95% Confidence Interval of the Significant difference between English Comprehension after Pre and Post IDI. The different mean of Pre-test and Post-test are (Pre –test is 12.692) and (Post –test is 15.667). Therefore, H1o which states that there is no significant difference between Pre and Post IDI on student English Comprehension thru educational games is rejected.



CHAPTER 5

Summary, Conclusions and Recommendations

This chapter presents the summary what has been done, what has been done, what has been changed and most importantly the influences that IDI has exerted over the change. The first part includes a brief summary of the research. The second part includes the discussion of the research finding and answer to the research question. The final part is the recommendation concerning the future application of the research findings

5.1 Summary

This research is about Improving English Comprehension Thru Educational Games A Case Study In Grade3 students of Intensive English Program Assumption College Ubonratchathani

This research aimed to describe and analyzed the current situation of teaching method of Assumption College Ubonratchathani on Grade 3 students, to diagnose the current situation of Grade 3 in term of the IDI methods of Improving English Comprehension of Grade 3

Moreover this study sought to answer these question. What is the current situation of English Comprehension of Grade 3 students in terms of 4 skills : reading, listening, Speaking and writing What are the appropriate IDI to improve the English Comprehension skills of Grade 3 students ?What is the initial impact of IDI of educational Games on students' English Comprehension ?

The study shows there is the no significant difference between Pre and Post IDI on student English Comprehension thru educational games, and significant difference between Pre and Post IDI on students English Comprehension thru educational games.

The population of this research were 39 students of Intensive program of Assumption College Ubonratchathani The research instruments that were developed for the study were the pre-test and post-test of the achievement of accumulated points

5.2 Conclusion

The research, concluded that. H1o which states that there is no significant difference between Pre and Post IDI on student English Comprehension thru educational games is rejected.

5.3 Recommendation

The resources, instruments, variables, population of this research are limited.

It is recommended to conduct a further study on the Improving English Comprehension Thru Educational Games method on the four skills are using different method to be integrated with teaching strategies for a effective enhancement on four skill in English language of Thai students-Teachers will explore new methodology in the Intensive English Program for appropriate development and change.

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Appendices

Observation Checklist

Student: _____ Date of Evaluation: _____

Book Title: _____ Author: _____

Important Elements / Degree of Completion and Development

	Weaknesses 2	Adequate 3	Competent 5
1. Spelling and Grammar			
2. Supporting Details			
3. Character analysis			
4. Word Choice			
5. Understanding of key themes and ideas			
6 Appropriate reading level for the student. Overall effort shown in the product			
7 Grouping of Ideas/ The piece is written in writer's own words.			

Grade or score: _____

Explanation and Recommendations for future work _____

Observation : Checklist for Speaking Skills (An Oral Presentation)

Speaker: _____ Date of Presentation: _____

Topic or Task: _____ Grade Level: _____

Teacher: _____

Criteria for the Speech / How well did the speaker do?

	Inadequate 2	Competent 3	Skilled 5
1. Stayed within the time limit.			
2. Used age- appropriate language.			
3. Maintained eye contact with the audience and used good body language.			
4. Spoke in a logical sequence. Everything “made sense” and flowed nicely.			
5. Gave facts and data to support ideas.			
6. Used appropriate visual aids if allowed.			
7. Voice is audible and clear.			
8. Speaks clearly and distinctly most of the time, mispronounces a few words.			
9. Stays on topic			

Grade or score: _____

Recommendations for improvement _____

Observation : Checklist for Reading Skills

Student: _____ Date of Evaluation: _____

Book Title: _____ Author: _____

Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

	Weaknesses 2	Adequate 3	Competent 5
1. Age Appropriate			
2. Similar-looking letters and numbers or similar-looking words			
3. Has difficulty recognizing and remembering sight word			
4. Reader creates and share a mental image that is somewhat related to text			
5. Reverses letter order in words (i.e., saw/was			
6. Demonstrates poor memory for printed words			
7. Reads slowly			
8. Has trouble naming letters			

Grade or score: _____

Recommendations for improvement: _____

Observation: Checklist for Listening Skills

Student: _____ Evaluation Period: _____ to _____

Grade Level: _____ Chronological Age: _____

Evaluator: _____

Key Elements for / Good Description of the Student's Ability Level

Listening in School

	Inadequate 1	Infrequent Problems 2	Adequate 3	Skilled 5
1. Able to hear oral directions and follow them.				
2. Able to listen and respond to adults.				
3. Able to socialize with other children through listening and speaking				
4. Listen attentively and ask when I do not mind the texture matters				
5. Able to pick discriminate sounds (phonics)				

Grade or score: _____

Explanation and Recommendations for future work _____

Summary of Experts IOC ratings

Test item	Expert 1	Expert 2	Expert 3	Average of Ratings	Decision on test item 0.5 – 1.0 were deemed acceptable Below 0.5 have to be revised
Writing Skills					
1. Spelling and Grammar	+1	+1	+1	3	1
2. Summary of the book	-1	-1	+1	-1	0.3
3. Character analysis	-1	-1	0	-2	0.6
4. Description of plot and setting	-1	-1	+1	-1	0.3
5. Understanding of key themes and ideas	+1	+1	+1	3	1
6. Appropriate reading level for the student. Overall effort shown in the product	-1	-1	0	-2	0.6
7. Other elements					
Speaking Skills					
1. Stayed within the time limit.	+1	+1	+1	3	1
2. Used age- appropriate language	+1	+1	+1	3	1
3. Maintained eye contact with the audience and used good body language.	+1	+1	+1	3	1
4. Spoke in a logical sequence. Everything “made sense” and flowed nicely.	+1	+1	+1	3	1
5. Gave facts and data to support ideas.	+1	+1	+1	3	1
6. Used appropriate visual aids if allowed.	0	+1	+1	2	0.6

Test item	Expert 1	Expert 2	Expert 3	Average of Ratings	Decision on test item 0.5 – 1.0 were deemed acceptable Below 0.5 have to be revised
7. Kept the audience's attention with interesting language, quotes, music, emotion or other techniques.	0	0	+1	1	0.3
8. Used voice and inflection to enhance the presentation	0	0	+1	1	0.3
9. Grammar and syntax did not interfere with the message.	0	0	+1	1	0.3
Reading Skills					
1. Age Appropriate	+1	+1	+1	3	1
2. similar-looking letters and numbers or similar-looking words	+1	+1	+1	3	1
3. Has difficulty recognizing and remembering sight words	+1	+1	+1	3	1
4. Frequently loses place while reading	0	0	+1	1	0.3
5. Reverses letter order in words (i.e., saw/was)	+1	+1	0	2	0.6
6. Demonstrates poor memory for printed words	0	0	0	0	0
7. Reads slowly	+1	+1	+1	3	1
8. Has trouble naming letters	+1	+1	0	2	0.6

Test item	Expert 1	Expert 2	Expert 3	Average of Ratings	Decision on test item 0.5 – 1.0 were deemed acceptable Below 0.5 have to be revised
Listening Skills					
1. Able to hear oral directions and follow them.	+1	+1	+1	3	1
2. Able to listen and respond to adults	+1	+1	+1	3	1
3. Able to socialize with other children through listening and speaking	+1	+1	+1	3	1
4. Able to follow along in the classroom in spite of moderate background noise.	-1	0	+1	0	0
5. Able to pick discriminate sounds (phonics)	+1	+1	+1	3	1
6. Able to remember sound (auditory memory)	+1	+1	+1	3	1

Observation Checklist for Students

Test item	Expert 1	Expert 2	Expert 3	Average of Ratings	Decision on test item 0.5 – 1.0 were deemed acceptable Below 0.5 have to be revised
Checking My Work: Writing Checklist					
1. Did I remember to indent?	+1	+1	0	2	0.6
2. Did I remember to spell basic words correctly?	+1	+1	+1	3	1
3. Is there a punctuation mark at the end of each sentence?	+1	+1	+1	3	1
4. Did I re-read everything to be sure it makes sense?	+1	+1	+1	3	1
5. Is my handwriting neat?	+1	+1	0	2	0.6
6. Do I have a good opening (topic) sentence?	0	0	+1	1	0.3
7. Is my handwriting neat?	+1	0	0	1	0.3
8. Do I have a good opening (topic) sentence?	0	0	+1	1	0.3
9. Do I have a good ending (closing) sentence that wraps up my writing?	0	0	+1	1	0.3
10. Did I do my best? Am I proud to hand my work in?	+1	+1	0	2	0.6
11. How many sentences did I write?	+1	+1	+1	3	1

Summarize the number of student who answered the question correctly Pre-test
(collection point) The purpose of the collection of lessons.

N0	Reading	Speaking	Listening	Writing	Total
1	4	3	4	4	15
2	4	3	3	4	14
3	4	3	3	4	15
4	5	4	3	3	15
5	3	3	3	3	12
6	4	4	4	4	16
7	3	3	4	4	14
8	3	3	3	3	12
9	2	2	2	2	8
10	4	4	3	3	14
11	3	3	3	3	12
12	2	2	2	2	8
13	4	4	4	4	16
14	3	3	4	4	14
15	4	4	4	4	17
16	2	2	2	2	8
17	3	3	3	3	12
18	3	3	3	3	12
19	4	4	4	4	16
20	4	4	4	4	16
21	2	2	2	2	8
22	3	3	3	4	13
23	3	3	3	3	12
24	3	3	3	3	12
25	3	4	4	4	15
26	4	4	4	4	16
27	3	3	3	3	12
28	3	3	3	3	12
29	2	2	2	2	8
30	3	3	3	3	12
31	4	4	4	4	16
32	3	3	3	3	12
33	3	3	3	3	12
34	3	3	2	3	11
35	3	2	2	3	10
36	2	2	2	2	10
37	4	4	4	4	16
38	2	2	3	3	10
39	3	3	3	3	12

Summarize the number of student who answered the question correctly Post-test
collection point The purpose of the accumulated points

N0	Reading (5)	Speaking (5)	Listening (5)	Writing (5)	Total 20
1	4	4	5	4	17
2	4	4	4	4	16
3	4	4	4	4	16
4	5	4	4	4	15
5	4	4	4	4	16
6	5	5	4	4	18
7	4	4	4	4	16
8	4	4	4	3	15
9	3	3	3	3	12
10	4	4	3	3	14
11	4	4	4	4	16
12	3	4	4	3	14
13	5	5	4	4	18
14	4	4	4	4	16
15	5	5	5	4	19
16	3	3	3	3	12
17	4	4	4	4	16
18	4	4	4	4	16
19	5	5	4	4	18
20	5	5	4	4	18
21	3	3	3	3	12
22	5	3	5	4	17
23	3	3	3	3	12
24	4	4	4	3	15
25	5	5	4	4	18
26	5	5	4	4	18
27	5	4	3	3	15
28	4	4	4	4	16
29	3	3	3	3	12
30	4	4	4	4	16
31	5	5	4	4	18
32	4	4	4	3	15
33	4	4	4	3	15
34	4	4	4	4	15
35	4	4	4	3	15
36	4	4	4	3	15
37	5	4	4	4	18
38	4	4	4	3	15
39	4	4	4	4	16

SPSS Post test

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	MEAN
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Reading Skills

1:Age Appropriate	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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Listening skills

[illegible]

Speaking skills

[illegible]

Writing Skills

[illegible]



Lesson Plan

Learning Group: Foreign Languages

Subject: English

Level: Primary 3

Semester: 2

Academic Year: 2015-2016

Learning Unit No. 1 Topic: Speaking / Listening Asking and giving direction

Total: 5 hours

Week No: 16

Date: 01-05 February 2016

1. Learning Standards:

F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

2. Indicators:

Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.

3. Sub-Concept and Topic:

- Preposition use in giving direction
- Useful expression in asking and giving direction
- Common land marks

4. Learning Objectives (Knowledge/Skills/Characteristics)

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

Knowledg

1. Use the proper preposition in giving direction.
2. Read street signs.

Skills

1. Ask and tell direction with the correct expression and direction.

Characteristics

1. Participate in the discussion and activities.

5. Learner's Key Competencies

- ✓ Communication Capacity
- ✓ Thinking Capacity
- ☐ Problem-solving capacity
- ✓ Capacity for applying life skills
- ✓ Capacity for Technological Application

6. Desirable Characteristics

- Honesty and integrity
- Self-discipline
- Avidity for learning
- Dedication and Commitment to work

7. Learning Processes/ Activities

Day 2= 20 October 2015

1. Warm -up - Play "Ball Pass" and say names

- ✚ On the board the teacher draw a rough map of the neighborhood, just a few streets and the school will do. Ask “*Where is the school?*” Have a student

come to the board and point it out. Then ask where a few other landmarks are and have students draw and label them on your map..

2. Presentation

A. Vocabulary and symbols

Turn back	Turn left/right	Opposite	next to	behind
Cross	straight	Near	between	in front of
traffic lights	go up	go down		

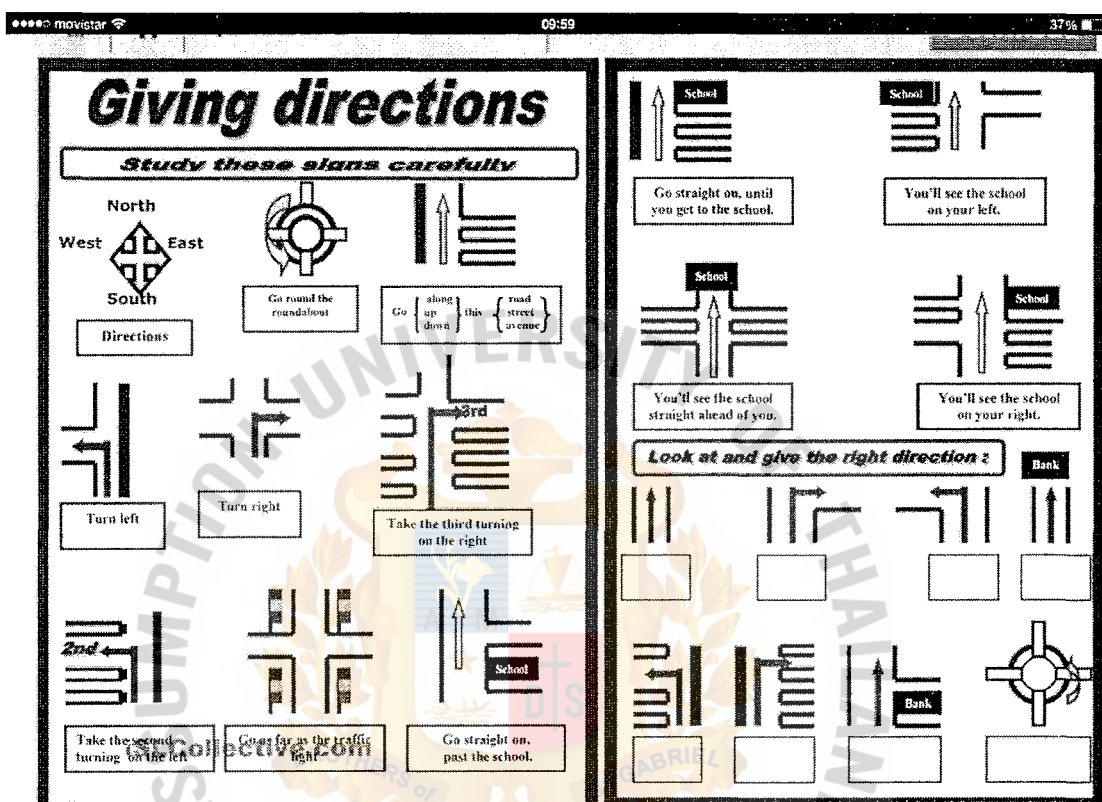
Day 3 = 21 October 2015

3. Practice – Demonstration about the signs

Example: ask a student to “*Turn right*” or “*Turn left*” with a demonstration and after a few individual checks feel free to have the whole class join in making sure they are listening to the words *right* and *left* and not just turning from side to side by occasionally instructing them to “*Turn left, turn left*” or “*Turn right, turn right*” which should end up with everyone facing the back of the classroom. Anyone who isn’t facing the correct direction needs to focus on the words more closely.

3. Application and Evaluation

The students will give the right direction



Day 4 = 22 October 2015

a. Review

The teacher will flash again the power point to review the prepositions and signs .

b. Discussion

- The teacher show a road map and combined all the things learned. preposition, signs and expression .
- The teacher give examples in the form of dialogue and using the road map.

Ex ample

A- Excuse me, how Can I get to the castle?

B- Go along this road, then turn left and continue for about 100 metres. Then take the second turning on the right. Go straight on for about 150 metres. The castle is at the end of the road, opposite the cinema.

A- Thank you very much.

B- You're welcome

D. Homework

- Practice telling and asking direction by pair .

Day 5 = 23 October 2015

a. Warm up

- Go to your pair then practice for 5mins .

b. Practice

- In this activity, students practice asking for and giving directions. In pairs, they take it in turns to ask for and give directions from one place to another on the map using the prepositions of movement learned.

c. Evaluation

- Teacher observe the students speaking and give them points.

8. Teaching Technique/Method

- | | | |
|---|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Experiment | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> 4 MAT | <input type="checkbox"/> 5 E | <input type="checkbox"/> Storyline |
| <input type="checkbox"/> Integration | <input type="checkbox"/> Participation | <input type="checkbox"/> Jigsaw |
| <input type="checkbox"/> Interrogation | <input type="checkbox"/> Project | |
| <input type="checkbox"/> Other(Specify)____Games____ | | |

9. Teaching Materials

- Power point
- Worksheets



10. Form of Assessment/ Measurement & Evaluation

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Knowledge 1. Use the proper preposition in giving direction . 2. Read street signs.	-To do the exercises -practice in every activities -worksheets - oral speaking	-Exercise, -Textbook, -Power point, -Notebook, -A4 paper, -Search Internet.	Textbook, Power point, Paper, Flashcards Search Internet	More than 80% of the students were able to use proper preposition in giving direction and street signs
Skills 1. Ask and tell direction the correct expression direction.	-To do the exercises -practice in every activities -worksheets - oral speaking.	-pair recitation	-Map -Power point presentation	70% of the students can tell the correct question and direction to their partners.

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Characteristics 1. Participate actively during classroom discussions	-To do the exercises -practice in every activities -worksheets - oral speaking.	observation, if they were able to do the activity		90 % of the student participated actively.

11. Teaching Record:

1. Learning Objective / Knowledge / Learning Process

- 80 per cent of the student were able to understand, ask and give direction with the correct expression, preposition and signs.

2. Learners' Key Competencies

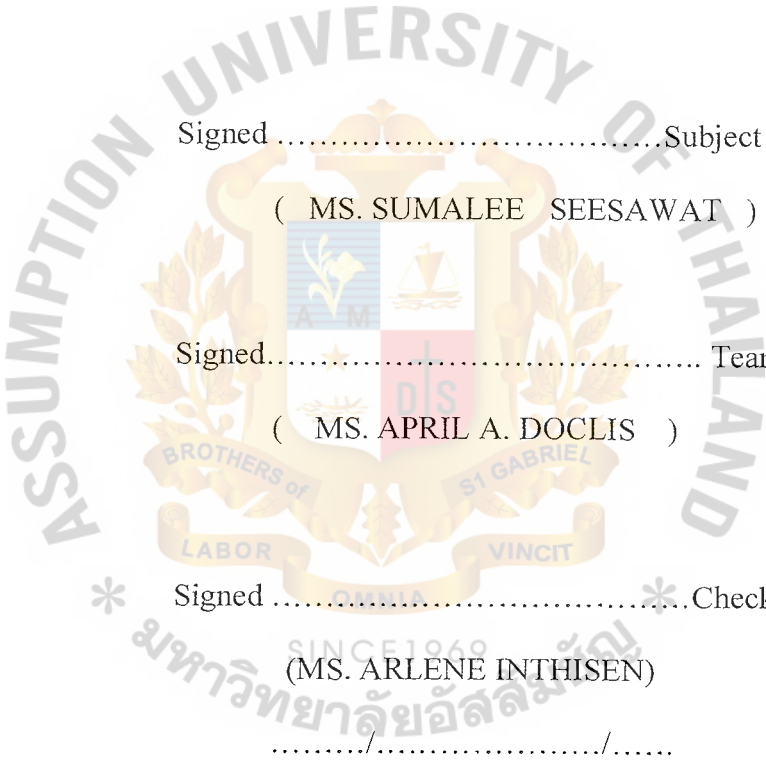
- The student were able to communicate with their partners and think carefully what signs and preposition should they use.

3. Desirable Characteristics

- The students participated well during the class discussion and activities.
- The students were able to cooperate and show team work to come up with good presentation.

12. Problems / Suggestions:

-Repetition and various activities help the student retain what they learn but they have difficulty in remembering the spelling. So they were given a lot of written activities to practice their spelling.



SignedSubject Teacher
(MS. SUMALEE SEESAWAT)

Signed..... Team Teacher
(MS. APRIL A. DOCLIS)

SignedChecker
(MS. ARLENE INTHISEN)

...../...../.....

Signed.....Checker
(.....)

Academic Department

...../...../.....



Lesson Plan

Learning Group: Foreign Languages

Subject: English

Level: Primary 3

Semester: 2

Academic Year: 2015-2016 Learning

Unit No. 2

Topic: Reading

Total: 5 hours

Week No: 16

Date: 08-12 February 2016

1. Learning Standards:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

2. Indicators:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

3. Sub-Concept and Topic:

Useful expression and asking and giving polite request.

4. Learning Objectives (Knowledge/Skills/Characteristics)

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

Knowledge

Understand the expression use in asking polite request

Skills

1. Use the expression in asking polite request
2. Arrange the scrambled sentences.

Characteristics

1. Participate actively during classroom discussions
2. Practice what they have learn inside and outside the classroom .

5. Learner's Key Competencies

- ✓ Communication Capacity
- ✓ Thinking Capacity
- Problem-solving capacity
- ✓ Capacity for applying life skills
- ✓ Capacity for Technological Application

6. Desirable Characteristics

- Honesty and integrity
- Self-discipline
- Avidity for learning
- Dedication and Commitment to work

7. Learning Processes/ Activities

Day 1 = 9 November 2015

1. Warm Up –

Show picture of King Naresuan

2. Presentation -.

- Present the reading using PPT/Game
- The teachers will read aloud then the students follow after teacher

3. Practice

- Read the story again
- Unlock vocabulary

Day 2 = 10 November 2015

1. Presentation

- Show picture then give them play Game match the vocabulary

2. Practice

- Practice Reading

Day 3 = 11 November 2015

1. Evaluation

- Answer the worksheet attached

8. Teaching Technique/Method

- | | | |
|--|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Experiment | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> 4 MAT | <input type="checkbox"/> 5 E | <input type="checkbox"/> Storyline |
| <input type="checkbox"/> Integration | <input type="checkbox"/> Participation | <input type="checkbox"/> Jigsaw |
| <input type="checkbox"/> Interrogation | <input type="checkbox"/> Project | |
| <input type="checkbox"/> Other (Specify)____ Games_____ | | |

9. Teaching Materials

- Power point
- Notebook
- food
- A4 paper.
- colored markers
- things inside the classroom
- Search Internet
- pen/pencil
- Flashcards

10. Form of Assessment/ Measurement & Evaluation

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Knowledge Understand and use the expression use in asking polite request	-To do the exercises -practice in every activities -worksheets - oral speaking	-Exercise, -observation, -Textbook, -Power point, -Paper, -Notebook, -A4 paper, -Search Internet.	-Textbook, -Power point, -Paper,	80% of the students were able to understand and use the expression use in asking polite request.

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Skills 1. Use the expression in asking polite request 2. Arrange the scrambled sentences .	-To do the exercises -practice in every activities -worksheets - oral speaking.	-Exercise, -observation, -Textbook, -Power point, -Notebook, -A4 paper, -Search Internet.	-Textbook, -Power point, -Paper,	90 % of the students use the expression in asking polite request. 80% of the students were able to arrange scrambled sentences.

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Characteristics 1.Participate actively during classroom discussion 2.Practice what they have learn inside and outside the classroom.	-To do the exercises -practice in every activities -worksheets - oral speaking.	-Exercise, -observation, -Textbook, -Power point, -Notebook, -A4 paper, -Search Internet.	Textbook, Power point, Paper, Flashcards Search Internet	The students participated during the discussion and activity.

11. Teaching Record:

1. Learning Objective / Knowledge / Learning Process

80% of the students were able to understand and use the expression use in asking polite request.

70% of the students were able to answer the worksheet given .

2.Learners' Key Competencies

The students were able to use the expression inside and outside the classroom , especially in communicating with their teachers.

3. Desirable Characteristics

12. Problems / Suggestions:

- The students participated well during the class discussion and activities.
- The students were able to cooperate and show team work.

SignedSubject Teacher
(MS SUMALEE SEESAWAT.)

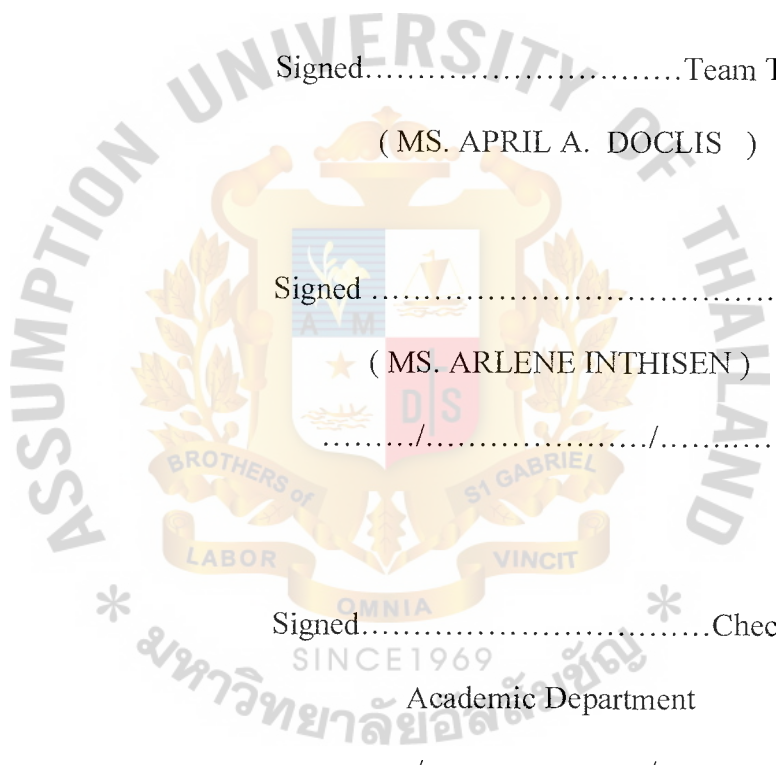
Signed.....Team Teacher
(MS. APRIL A. DOCLIS)

SignedChecker
(MS. ARLENE INTHISEN)

...../...../.....

Signed.....Checker
Academic Department

...../...../.....





Lesson Plan

Learning Group: Foreign Languages

Subject: English

Level: Primary 3

Semester: 2

Academic Year: 2015-2016

Learning Unit No. 2

Topic: Polite Interruption /Speaking

Total: 5 hours

Week No: 18

Date: 15-19 February 2016

1. Learning Standards:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

2. Indicators:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

3. Sub-Concept and Topic:

Useful expression and asking and giving polite request.

4. Learning Objectives (Knowledge/Skills/Characteristics)

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

Knowledge

Understand the expression use polite Interruption

Skills

Make a short conversation showing polite interruption.

Characteristics

1. Participate actively during classroom discussions
2. Practice what they have learn inside and outside the classroom.

5. Learner's Key Competencies

- ✓ Communication Capacity
- ✓ Thinking Capacity
- ❑ Problem-solving capacity
- ✓ Capacity for applying life skills
- ✓ Capacity for Technological Application

6. Desirable Characteristics

- Honesty and integrity
- Self-discipline
- Avidity for learning
- Dedication and Commitment to work

7. Learning Processes/ Activities

Day 1 = 2 November 2015

1. Warm Up –

The teacher well show a video clip about polite interruption and un polite.

2. Presentation -.

a. Ask the student what is the different between the clips. Which is the proper thing to do?

b. Explain the expression use in the video clip.

Excuse me,

Pardon me,

3. Practice

The teacher will show more video clip and let the student follow after the video.

Day 2 = 3rd November 2015

4. Application

- Hand out the 'Sentence Order' worksheet for students to complete in pairs.
- Students will choose one situation to act .

Day 3 and 4 = 4th and 5th November 2015

5. Evaluation

1. The teacher will group the students into 4 then they will be given situation.

They are given 10 minutes to practice then they will present.

8. Teaching Technique/Method

- | | | |
|---|--|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Experiment | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> 4 MAT | <input type="checkbox"/> 5 E | <input type="checkbox"/> Storyline |
| <input type="checkbox"/> Integration | <input type="checkbox"/> Participation | <input type="checkbox"/> Jigsaw |
| <input type="checkbox"/> Interrogation | <input type="checkbox"/> Project | |
| <input type="checkbox"/> Other(Specify)_____ | | |

9. Teaching Materials

- | | | |
|-------------------|-------------------|-------------------------------|
| - Power point | - Notebook | - food |
| - A4 paper. | - colored markers | - things inside the classroom |
| - Search Internet | - pen/pencil | |
| - Flashcards | | |



10. Form of Assessment/ Measurement & Evaluation

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Knowledge Understand and use the expression use in polite interruption	- oral speaking	-Exercise, -observation, - Textbook, - Video clip -Search Internet.	-Textbook, -Power point, -Paper,	80% of the students were able to understand and use the expression use polite Interruption

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Skills 1. Arrange the scrambled sentences 2. Make a short conversation showing polite interruption.	- practice in every activities -worksheets - oral speaking.	- Exercise, - observation, - Textbook, - Power point, - Notebook, - A4 paper, - Search Internet.	- Textbook, - Power point, - Paper,	85 % of the students use the expression showing polite interruption 80% of the students were able to arrange scrambled sentences.

Learning Objectives	How to measure	Measuring tools	Resources	Assessment Criteria
Characteristics 1.Participate actively during classroom discussion 2.Practice what they have learn inside and outside the classroom .	-To do the exercises -practice in every activities -worksheets - oral speaking.	observation	-Textbook, - -Power point, - video clip	The students participated during the discussion and activity.

11. Teaching Record:

1. Learning Objective / Knowledge / Learning Process

85% of the students were able to understand and use the expression use in polite interruption .

70% of the students were able to answer the worksheet given .

2. Learners' Key Competencies

The students were able to use the expression inside and outside the classroom , especially in communicating with their teachers.

3. Desirable Characteristics

12. Problems / Suggestions:

- The students participated well during the class discussion and activities.
- The students were able to cooperate and show team work.

SignedSubject Teacher

(MS . SUMALEE SEESAWAT)

Signed.....Team Teacher

(MS APRIL A. DOCLIS)

SignedChecker

(MS. ARLENE INTHISEN)

...../...../.....

Signed.....Checker

(.....)

Academic Department

(SPSS) Pre-test

Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		NAME
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Reading Skills

[illegible]

Listening skills

Listening skills	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
1. Able to hear oral directions and follow them.	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

Speaking skills

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Writing Skills

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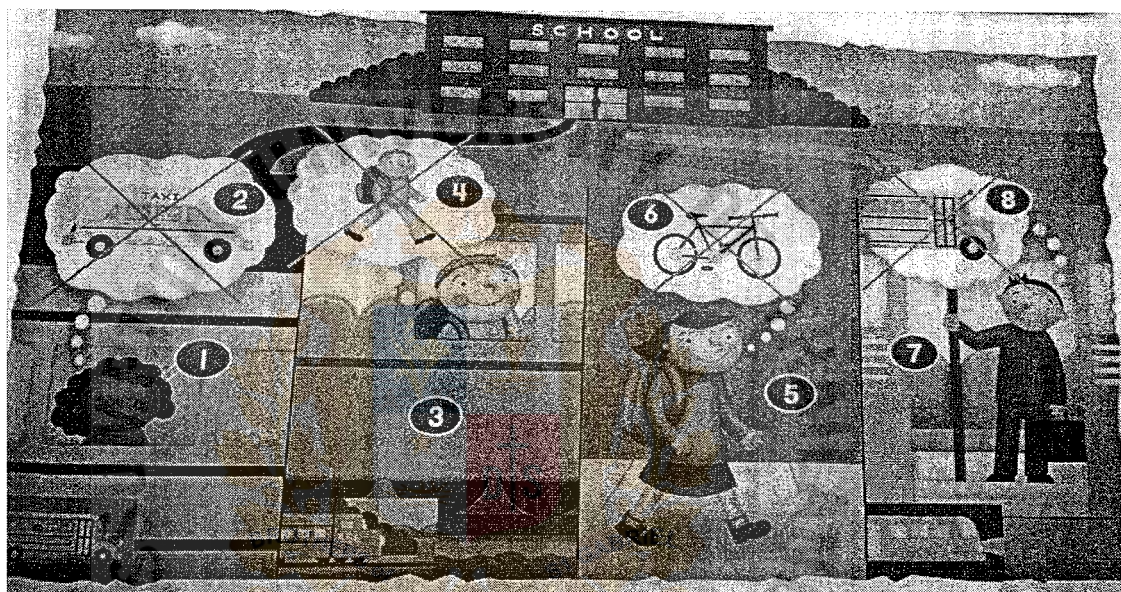
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Pre -Test and Post –Test

Subject: English Code : E13101Level: Primary 3/3No. of Items: 30

Total Points:

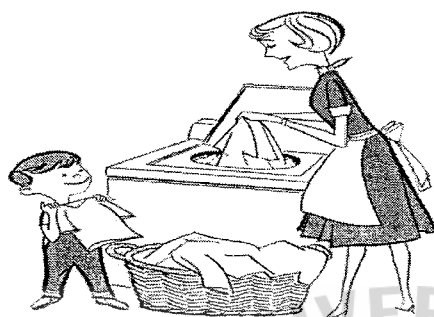
Part A. Look at the pictures below and choose the correct response.**(No. 1-5)**

- a. Yes, he does. c. No, he doesn't.
b. Yes, she does. d. No, she doesn't

1. Does she ever take a bus to school?
2. Does she ever take a taxi to school?
3. Does he ever take a train to school?
4. Does he ever walk to school?
5. Does she ever walk to school?
6. Does she ever ride a bicycle to school?
7. Does he ever take a subway to school?
8. Does he ever take a bus to school?

Part B. Look at the picture and choose the correct answer. (No. 9-16)

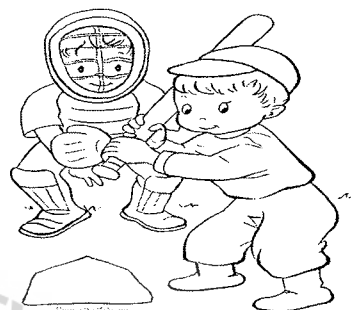
9.



0 %

- a. He *always* helps his mom to wash clothes.
- b. He *usually* helps his mom to wash clothes.
- c. He *sometimes* helps his mom to wash clothes.
- d. He *never* helps his mom to wash clothes.

10.



40 %

- a. They *always* play baseball at the park.
- b. They *usually* play baseball at the park.
- c. They *sometimes* play baseball at the park.
- d. They *never* play baseball at the park.

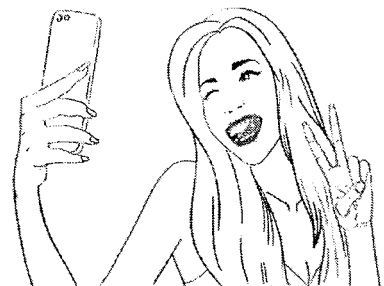
11



80 %

- a. He *always* does his homework.
- b. He *usually* does his homework.
- c. He *sometimes* does his homework.
- d. He *never* does his homework.

12



40 %

- a. She *always* takes photo.
- b. She *usually* takes photo.
- c. She *sometimes* takes photo.
- d. She *never* takes photo.

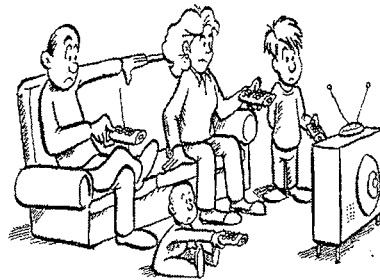
13.



100 %

- a. He *always* works at the office.
- b. He *usually* works at the office
- c. He *sometimes* works at the office.
- d. He *never* works at the office

14.



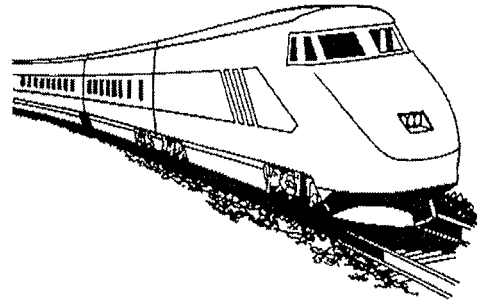
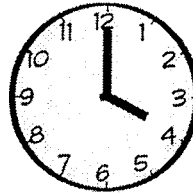
40 %

- a. They *always* watch movie at home.
- b. They *usually* watch movie at home.
- c. They *sometimes* watch movie at home.
- d. They *never* watch movie at home

Part C. Answer the corresponding questions base on the given time. (No. 17-20)

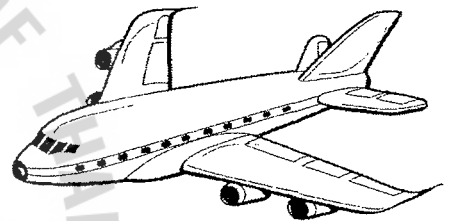
17. What time does the train leave?

- a. It leaves at 4:00.
- b. It leaves at 12:00
- c. It leaves at 04:20
- d. It leaves at 12:20



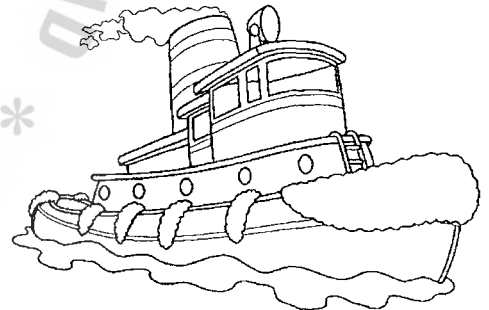
18. What time does the plane leave?

- a. It leaves at 06:00.
- b. It leaves at 07:30
- c. It leaves at 06:30
- d. It leaves at 07:00



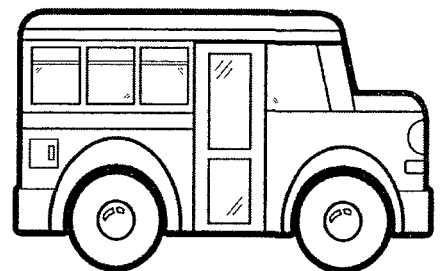
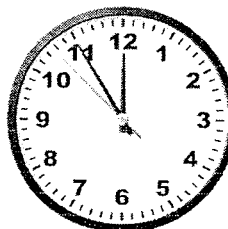
19. What time does the boat leave?

- a. It leaves at 12:10.
- b. It leaves at 02:00
- c. It leaves at 12:30
- d. It leaves at 02:40



20. What time does the bus leave?

- a. It leaves at 12:25.
- b. It leaves at 12:55
- c. It leaves at 12:30
- d. It leaves at 12:0



Part E. Look at the pictures and answer the questions by using the proper prepositions.

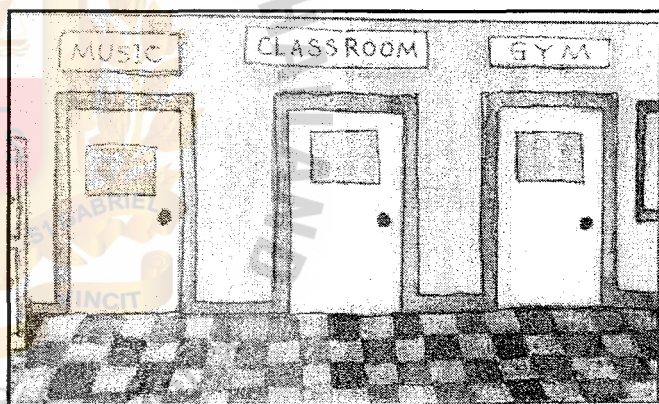
Choose the answer in the box. (No. 17-20)

- a. It's next to the lunch room.
- b. It's across from the office.
- c. It's between the music room and the gym.
- d. It's next to the art room.

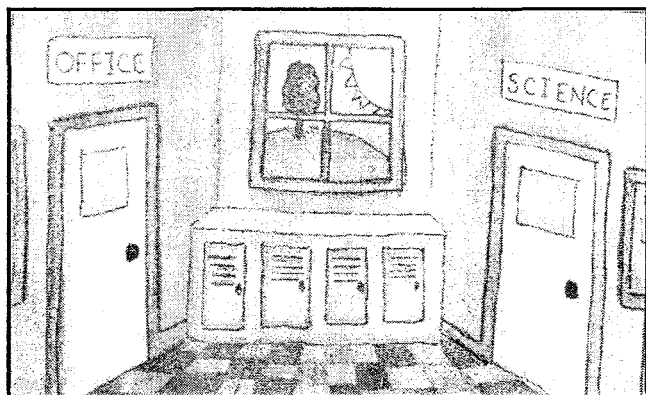
21. Where is the library?



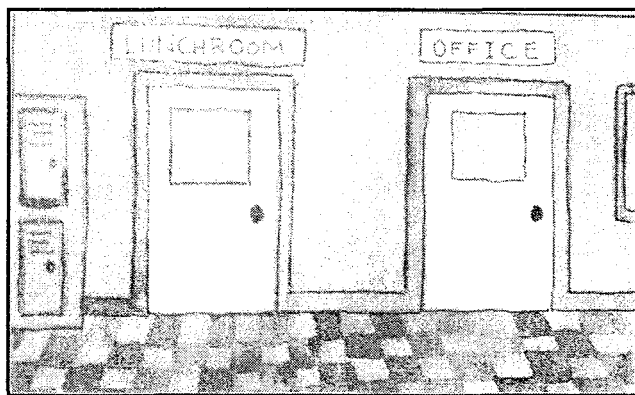
22. Where is the classroom?



23. Where is the science room?



25. Where is the office?



Part F. Choose the correct word from the box .

a. clean

b. shampoo

c. turned off

d. toilet

e. shower

My sister was in the bathroom, having a (26) _____. I knocked
on the door and asked her to hurry up, because I wanted to use the (27)
_____. She did not hear me, so I waited until she (28)
_____ the shower and then I called again. "Just a minute," she
said. I have to rinse the (29) _____ off my hair. " I waited a
minute , then knocked again. " Just a minute," she said. "I have to (30)
_____ my teeth." Finally she opened the door and came out.
" At last! " I said, running in. " I could not have waited much longer! "

Class Activities in Reading test



Class Activities

Writing Test And Listening Test



Class Activities in Speaking Test



Out door Activities

Listening Test and Speaking Test



