



INTENSIVE TRAINING PROGRAM FOR O-NET AND
A-NET EXAM IN ENGLISH

SUMPAKA CHANTARAKANA

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

FEBRUARY 2009

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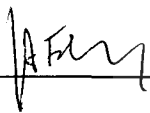
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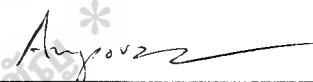
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PLAGIARISM STATEMENT

Statement: I certify that all materials in this study which are not my own work have been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

SUMPAKA CHANTARAKANA

(Signed)



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ABSTRACT

This study looks at an intensive training program for students who are intending to take the O-Net and A-Net exams for entry into universities in Thailand. The study describes an improvement of students in the pre-test, intermediate test, and post-test and use of materials and techniques in what are commonly called cram schools.

The study was conducted at Abacus Language School, Bangkok, using pre-test, post-test, observations, Video tape recordings, and the resulting data were transcribed and analysed. Another group was studied in Khon Kaen, at the same Abacus Language School, and this was intended to be used as a control group for the experimental group. The course ran for a period of three months.

Based on the analysis of data, it could seem that classroom interaction was crucial in terms of language learning and this is particularly true for cram schools.

The preparedness and the effectiveness of the teacher can have a profound effect on the improvement of the skills obtained by the students. The Khon Kaen group, which was used as a control, was not fully studied in the end as the teacher in question had given the answers from the pre-test and this obviously affected the post-test. But what is interesting about this study is that cram schools seem to have a place in society here as students do improve their English skills over a relatively short period of time and therefore do obtain access to the universities.

CHAPTER ONE

INTRODUCTION

1.1 Rationale and Background of study

In the new university admission system, the learning and teaching situation has been changed. (Council of University Presidents of Thailand and the Office of the Higher Education Commission (Ohec). According to *Bangkok Post*, Learning Post, P.L2 Tuesday, August 7, 2007. Many students come to the cramming school because they want to pass the exam and entry to their required faculty. Not only for the O-net and A-net score, but for their GPA as well.

In the new admission system, GPA measures the average grade in each core subject, particularly upper secondary school (high school) students who are preparing the entrance exam. On the other hand, GPA helps colleges select students based on their expertise and capabilities in each area of study. So, high GPA in an English-related subject can mean successful entry into the Arts Faculty. In addition, English can be considered as one of the core subjects, along with Thai, Science, Mathematics and Social studies that will obviously help them to get into university. Based on my teaching experience, I think that the Grammar-Translation Method is very popular in a Thai classroom, and particularly in cram schools. Why? Because this method emphasizes grammar presenting the form to be learnt and drilling the students in these grammatical structures. The focus on grammar and rules of grammar is obviously meant to get the students through the examination.

Students have to know a wide range of vocabulary, because the English exam has such a wide range that is much wider than what appears in normal high-school textbooks. This means that students have difficulty in reading questions in the exam. In the pilot test, given in this study, the teacher gave the students 100 multiple-choice questions from an

entrance test and required them to do that in two hours (and this made considerable demands on the vocabulary). To memorize vocabulary from a list of words is not a recommended approach to learn vocabulary as the words enter the short memory which psychologists indicate disappear within 21 to 30 days. However, to help the students load the vocabulary in the long-term memory. (Wongsothorn 1986) is also a problem, and this is not easy to do in short term courses as found in cram schools. Students have to master basic structural concepts and really don't have the time to deal with complex English grammar, which is required in the exam. Although the university entrance exam normally consists of cloze test, a short passage reading test, along with a reading passage and speed reading, the demands on the students' grammar and vocabulary means that they have to be quite well equipped with the basics. What they will obtain in the cram school is a methodology of doing exams in a short period of time and answering multiple-choice questions knowing how to select the structures.

Thus questions in the exam that involve poetry reading also involves background knowledge, and the imagination of the student to answer the questions, also to search for the author's feeling attitude and tonality of the poem and the metaphorical use of language is a real challenge to the students. Therefore, often there are certain areas in the cram school that are stressed to help the student get through these exams. One is the grammar, two is widening the vocabulary, three is understanding the section on the poetry and helping them to get some background, and four, giving them some exam techniques. In the end, this may not be the ideal sort of teaching, but it is mainly about good pragmatics of getting into the universities in Thailand.

Most of students want to learn the exam techniques from the teacher and he/she can train them to answer questions under exam conditions, However, the tutoring business is quite competitive so as a manager and the teacher of ABACUS school. I also design the

school programs to maintain a good reputation. These are some of the reasons why I am doing this research.

Normally, the atmosphere in cramming school is that students are always silent and the teacher spoons-feed them telling the answer to students. According to Ajarn Chaisak Leelajaruskul, the deputy director of Academics at Patumwan Demonstration School, tutorials establish bad habits because the instructors complete massive amount of course material in a short time, spoon feed students with the answer. In my opinion, if I can do the short course with high quality and can improve my teaching and also make the course effective. I'm sure that there will be interest in coming to study in my school.

1.2 Significance of the study

In the new university admission system, most high school students who are required to sit for the National Education English Test have not paid adequate attention to English. The score in English is so important that it can determine a student's success or failure in the university admission process. It has been said that if science students taking the Ordinary National Education Tests (O-NET) get average scores in science or mathematics, the English score will be the determining factor to give them the high-score required by the school or faculty (such as medicine or engineering). However, in leading universities the average score for English in the past 5 years has been approximately 30 points out of 100. (See Appendix A). But if a student can score within the range of 60-65 marks, it can be assumed that he/she will be successful in obtaining a place at a government university.

For arts students, English plays an integral part in their overall scores. This is supported by Commission on Higher Education's statistics that most successful candidates in art fields can pass with 50 plus points in English.

Some students choose to take an intensive course at cramming schools. In such programs, the teachers only focus on the test. The purpose of such programs is to show students how to do the test, how to eliminate improbable distractors or how to logically analyse the structure of the questions. However, some researchers argue that the ability to eliminate multiple choice distractors is a separate ability from the reading ability (Alderson 2000: 211).

The indications are that multiple choice tests make it easier to guess the correct answer. If students can learn the techniques from the teacher, they will improve their scores. Moreover, the teaching method should work hand-in-hand with the testing method to show that students can benefit from the input. In this study, classroom interaction will be one of the main sources of this research together with pre-test and post-test.

1.3 The history of the admission system into higher education in Thailand

NIETS is a public organization specially set up to administer the standardised national exams. According to Assoc. Prof. Prateep, who is the acting director of NIETS, the national education standardised tests examinations (standardised exams) would replace the traditional 40-year-old university entrance examinations (traditional exams). However, the establishment of a system as crucial and massive as the national exam system for university admission is the responsibility and work of many parties. There are many students enrolled in this system in the first year about 4.6 million exam papers which doubled the number under the traditional entrance system. Of the 349,000 applicants to take the O-net and A-net, 318,000 students sat for the exams. There were 18 testing centres nationwide. Each examination room contained about 30 examinees and two test monitors. (Assoc.Prof.Prateep Bangkok Post, 2006) From the beginning the system was hampered by delays. Despite the critical role it would play in the new university admission system,

NIETS was not created until about August 2005, and then only after the Office of Higher Education Commission (OHEC) and the University Presidents Council of Thailand finalised the admission criteria, including the GPA weighting. Another crucial month was lost before NIETS was officially established by Royal Decree.

The 1999 National Education Act mandates the overhaul of the country's education system. And calls for the establishment of an organization such as Niets to independently evaluate the nationwide quality of education in Thailand, and to further evaluate whether or not Thai schools are providing an acceptable standard of public education. Consequently, NIETS' role is not limited to administering the O-Net and A-Net, but rather involves the broader mission of evaluating the country's educational and vocational systems through standardised exams. In measuring the national standard of education, Khunying Sumontha , said "NIETS only needs to tabulate overall statistics. But the fact that the Higher Education Commission and University Presidents Council decided to begin using the central admissions system this year prompted Niets to administer the O-net and A-net as part of the admissions requirements this year."(Bangkok Post May 16, 2006)

Despite the O-net and A-net fiasco, the national standardised exams have the potential of improving the overall quality of education in Thailand once they are administered and graded properly. In theory, the O-net (which tests students' knowledge on general subjects) and A-net (which tests students' special skills demanded by some university faculties) are designed to repair problems of the traditional entrance exam system, which for more than 40 years was the primary decider of the fates and futures of thousands of students. The Ministry of Education believed the students' GPA and GPAX, combined with the two standardised exams, could more accurately determine students' abilities than did the traditional entrance exams.

Traditional entrance exams, given to Mathayom Six students at the end of their last school term, academics say, were unnecessarily difficult and mostly irrelevant because the exam. Content was designed entirely by university lecturers, based on first-year university level textbooks. With O-net and A-net, says Assoc. Prof. Prateep during a University Fair seminar October 2005, secondary school teachers and university lectures work together in year-round workshops in order to formulate the exam content.

In contrast, he said that The [O-Net and A-Net] exams are based on the principle that students must complete the entire upper secondary curriculum and should reduce the need for students to enroll in cram schools because the exam content comes directly out of the standard textbooks for upper secondary schools. In my opinion, although the system has been changed, students still blooming to study in cramming school for preparation for O-net and A-net exam.

In the past, the entrance system has significantly damaged Thailand's educational system even though it has continuously been used for 40 years. Most students who are studying in high school wish to study in universities so they only want to pass the high school examination without being interested in the importance of study. As a result, students don't really understand the theories or principles of their subjects.

So, the new system will be used instead of the old system / entrance that we call "Central University Admissions System : CUAS" or "Admission System" It will be used to select the candidate in 2006.

Previously, 5% of a student's GPA (grade point average) and the student's Percentile Rank on the entrance examination were used in the selection system but this proved to be virtually useless as a discriminating factor.

At present, it is generally accepted that GPA's should play an important part in choosing students to study in universities. In addition, GPA also measures students' work and efforts during their final three years in high school.

However, another factor that has influenced is "O-Net Score" which students can be taken once a year, is that the examination is administered nationwide for all students on the same date test. The admission place is held at various university campuses in Bangkok and regional centers so if students didn't take the O-Net exam, they have to wait until the national exam and cram to pass it. On the other hand, students have time enough to prepare for the faculty they wish to enter. For example, each faculty has different required O-Net scores. When comparing Art faculty with Engineering. The scores of O-Net in Arts faculty is 70% while Engineering faculty is 40% (See table 1,2)

Now the Entrance System is based on what the collect score of students have in high school for three years in what is commonly called the "Admission System"

1.4 Definitions of the terminology

1.4.1 O-net (Ordinary National Education Tests) is content based test in order to determine or measure the result of studying in highschool (M.4 – M.6)

1.4.2 A-net (Advance National Educational Test) is an analytical test to determine or measure the abilities of students.

1.4.3 GPA (grade point average) is the average of accumulated study results according to subjects classified by content based group between 3 to 5 of 8 groups. (See 1.4.3.1 number3)

1.4.4 GPAX is the average of accumulated study result calculated through the whole curriculum in highschool.

* It is argued that each school in Thailand doesn't have the same standard so GPAX should be weighted or adjust by central university admission system before it was calculated.

There are five main core subject: Math, Science, Thai, Social and English)

According to Education Ministry 2001, the total subject divided in 8 groups:

1. Thai
2. Mathematics
3. Science
4. Social studies, Religion and Culture
5. Physical education and health education
6. Art
7. Occupation learning and technology
8. Foreign language

Table 1 : the percentage of GPA, GPAX and subject required in Art / Humanities

Component and Subjects required	Percentages
1.GPAX	10
2.GPA	20
2.1 Thai language	(5)
2.2 Mathematics	(5)
2.3 Foreign language (e.g. English)	(5)
2.4 Social studies, religion and culture	(5)
3. O-NET 3 content based group required	70
3.1 Thai language	(23)

3.2 English language	(24)
3.3 Social studies, religion and culture	(23)

(From Chulailak Pongsachart, Admission 2007 manual reference from Prof. Dr. Pawit

Thongrot : Secretary committee on higher education, figure6, P.43)

Table 2 the percentage of GPA, GPAX and subject required in Engineering

Component and Subjects required	Percentages
1.GPAX	10
2. GPA	
2.1 Thai language	(4)
2.2 Mathematics	(4)
2.3 Science	(4)
2.4 Foreign language	(4)
2.5 Social studies, religion and culture	(4)
3. O-NET (5 content based group required)	40
4. A-NET / particular subject	30
4.1 engineer forte	(10)
4.2 Mathematics (2)	(10)
4.3 Science (2)	(10)

(From Chulailak Pongsachart, Admission 2007 manual reference from Prof. Dr. Pawit

Thongrot : Secretary committee on higher education, figure6, P.31)

1.5 The “O-Net” component

<div>Years</div> <div>Components</div>	2006	2007	2008
	Weight	Weight	Weight
1. GPAX	10%	10%	10%
2. GPA	20%	20%	40%
3. The result of O-NET Testing	35-70%	35-70%	50%
4. The result of A-NET Testing	0-35%	0-35%	

* The weight and component in 2008 may be changed

From Central University Admission System Commission on higher education 2006

O-NET testing will be test students in general subjects depend on the required faculty.

There are five main core subject: Math, Science, Thai, Social and English.

O-NET Score can be taken once a year.

A-NET testing will be test students' special skills demanded by some university faculties.

A-NET Score can be kept for three years and students can do the test more than one time and students can choose the best score.

1.6 Aim of Research

The aim of this research is to see how students are taught in cramming schools to prepare for A-net and O-net examinations by looking at classroom interaction . The study describes the improvement or lack of improvement of student through pre-test and post-test in order to improve the effectiveness of the ABACUS A-net and O-net course.

1.7 Research Questions

This research hopes to show how interaction between teacher and students is a significant influential factor to prepare students for O-net and A-net exam in three ways.

- 1 What features of classroom interaction can be identified in the classes understudy.
- 2 How effective are the courses in terms of students' learning and test-taking abilities.
- 3 What impact does the test have in the teaching / learning of the cramming course?

1.8 Assumptions

1.8.1 Classroom interaction has a crucial influence on language learning, particularly in case of a cramming school as the classroom is generally the only place where students prepare to take A-net and O-net examination.

1.8.2 The behavior in the classroom of cramming schools can be explained and interpreted with reference to the wider society, in the sense that this is now considered very much part of the educational system in Thailand.

CHAPTER TWO

LITERATURE REVIEW

2.1 Learning / Acquisition of the target language

Learning/ Acquisition of the target language can take place in various forms. It is often argued by interactionists and theorists such as Hatch (1992), Pica (1994) and Long (1983) that much second languages acquisition takes place through conversational interaction (See Lightbown and Spada, 1999 : 43) This interaction (process) can be affected by a variety of elements involved in the process. One such element can be the teacher talk in the classroom interaction. Studies (for example: Gaies: 1977b, Long and Sato : 1983, Mizon : 1981) have shown that teacher talk can shape the overall structure of the classroom interaction, and thus, the teaching and learning situations. That is, teachers can obtain better achievements in teaching by

- Nominating the topic to discuss, and the students to speak
- Asking different types of questions in different situations
- Eliciting the answers from the students
- Giving instructions for classroom activities
- Explaining the content/vocabulary/grammar rules
- Giving feedback to students' answers
- Modifying linguistic and interactional input for above-mentioned functions for the learners

(Tsui, 1995 : 23-54)

2.2 Testing

Basically, the efficiency of teaching will depend very much on the classroom teacher knowing what to teach and how to go about it. Moreover, giving the students a pre-test and post test helps to evaluate any improvement which has an influence on everything that teacher teaching in the class. If the classroom teaching is good but the score of Post-test is bad, students will get negative backwash from their results. Therefore, test backwash has an influence on students opinion if they are successful or not.

2.2.1 Test backwash

Any testing has backwash. Both harmful or beneficial backwashes can happen in any course. That is the relevance between what happens in the real class that we call *ideal way* following by Tsui in 2.1 and in class teaching way that we call *normal way* and the *test score* shown in the table below.

Ideal Way	Normal way	Test score	Successful / Unsuccessful - Cause
√	√	√	Successful
√	√	X	Bad test questions / Course design
√	X	√	Good test
√	X	X	Bad test questions / Course design, My way

From the table above, in the first row if the normal way in the classroom teaching is good, the Ideal way is good and the post-test is also good so the out put is successful because the input is good. There is no need to change.

In the second row, if the normal way is good, the Ideal way is good but the post-test is not good, In addition, This may be caused by the test questions and course design is bad. So, next time, change the question and course design.

In the third row, if the normal way is not good but the test score / post-test is good and Ideal way is good. So, it is a good output. In fact, the bad teaching can become a good output. For example, 'singing' in class might be considered bad teaching because this way does not teach the rule but just let students memorize vocabularies but the out put or the post-test can be good because the students can memorize in the long term memory in the melody is easier to remember. Sometimes the teacher can talk about news, fashion, film or somethings that students know well and connect to the lesson. This is an easy way for students to remember depending on the schema or background knowledge of students. This methodology will be popular in the cramming school and also I will adapt in my classroom teaching when I feel students are bored. So, the classroom interaction will happen in transcript six when students start singing in turn 4. The students will absorb the rule of conditional sentences by chance through the melody. After that I let students do the practice in the book. I check the wrong answer and explain to them why he / she answered wrong in this question. Finally, I will check them again in the post-test result. I believe that students will improve and get better scores.

In the last row, if the normal way is not good, the test score is not good, but the Ideal way is good then it will mean a change the test questions, course design and my classroom teaching.

Tutoring school have many factor that have influence them such as marketing

scheme, course design and time tabling. The grammar course in Mathayom 4 is learn in 15 days. It is very short intensive course. It hard for teacher to plan the lesson. But most of students like to learn this course because it is a short time and not expensive. It cost 2,500 ₪. On the other hand, conversation course takes 40 hours, or around 1 month. It is a long time to learn. It cost 10,000 ₪. So, most of students take the minimum only 20 hours.

However, the factors that can determine the students' success or failure are not only concern with the classroom interaction but are also related to the O-Net and A-Net exams.

Therefore, an intensive training program at a cram school can help the students to improve their English proficiency (as seen in the research question 3)

2.2.2 The wash back effects of language tests

Scholars in language testing and assessment define 'washback effects' variously. Shohamy (1992) and Cheng and Watanabe (2002), contend that washback refer to the impact that tests have on teaching and learning practices, while Bachman and Palmer (1996) and Bachman (2004) point out that washback can also be viewed as a subset of a test's impact on society, and on educational systems. Alderson and Wall (1993) and Bailey (1999) conclude that tests that have important consequences are more likely to have stronger degrees of washback.

In the Thai context, the washback effects of university entrance exams are clearly observable. Due to the large-scale of these exam, the multiple-choice format is mainly used to obtain reliability and practicality in scoring. This format has an impact on both micro and macro levels. The teaching and learning process in the last semester of the last academic year of the upper secondary level (Grade 12) in many schools focuses on reviewing the content and format of the university entrance exams. In addition, there are many coaching or cram schools set up for this purpose. (Report on University Admissions,

2003), usually long before the last year of high school. The influence of cramming school in many Asian contexts raises issues of fairness in testing. To the extent that success on high stakes examinations such as those for university admissions depends on test preparation, the quality and quantity of test preparation can be expected to affect test outcomes. Given the reality that access to extracurricular test preparation is correlated with learners' socio-economic status, equality of access to higher education is a serious issue to be considered in Thailand.

The Ministry of Education changed university admissions procedures in 2006. Prior to the change in admission policies, the system consisted of the following component (See the meaning of definition in chapter 1 : 1.3)

1. The academic record from the upper secondary level or equivalent (GPAX= 5% and Percentile Rank = 5%)
2. Results of the entrance exam papers. The weights given to core and specialized subjects vary depending on each institution. The total weight given is 90%
3. Results of an interview and physical examination. There is no weight for this component which is simply a handle requirement (Prapphal, 2004).

In addition, we know that in the future more weight will be given to high school grade-point averages and less will be given to high school grade-point averages and less will be given to the exam scores, though the extent of the shift to school-based assessments is still under consideration. In addition, students have to take the Ordinary National Educational Test (O-Net) and the Advanced National Educational Test (A-Net). Proponents of these tests claim that students should pay more attention to what they learn in class rather than focusing their efforts on private tutorial classes after school. The effort to introduce school-based assessment has met with opposition. That is, for instance, a lack of confidence in the equivalence of grades assigned by the secondary schools (Bangkok Post, 2005)

Given the reality that the highest weighting for admissions is the objective norm-referenced examination, it is anticipated that after hours tutorials and cramming school will continue to flourish. In an effort to alleviate the problem of unequal access to coaching, two additional innovations have recently been started. In addition to the main admissions system to Thai universities, a quota system and special admissions have been introduced. In the quota system, each university sets up a quota to give opportunities to students from the provinces to be able to study in higher educational institutions. The special admissions systems are administered by individual universities and aim to provide a chance for special groups such as the Chula-Rural Project or the Admission of Sport Talented Persons of Srinakharinwirot University. According to Carroll, The psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual (Carroll 1968 : 46)

So, the result of the scores help us to know how much student understand the lesson. Then the teacher can do the test to check the skills of students.

2.3 Conclusion

It is essential to have educational quality and standards in teaching and assessment processes. The student who set goal in the National Education Act, teachers, learners, administrators and stakeholders need to understand the purposes, nature, benefits and drawbacks of each testing and assessment method when evaluating learning outcomes.

2.4 Test method

The purpose of customer /students when they finish is they want to have more grade or pass the exam. Some customers take course in order to pass one subject by letting the tutor teach them the exam lesson.

Davies (1968:5) said that ‘the good test is an obedient servant since it follows and apes the teaching.’ [He describe about the relationship between teaching and testing]

When teaching the admission test/ the old exam paper. It’s not just testing students and collected their scores. On the other hand, Teacher will check students’ skill. This is the test method in first step that we call Pre-Test. After that we use an intermediate test teacher will check each student’ skill on O-Net test. This is the procedure for the teacher to spot check their skill such as dialog, inference, graph, reading comprehension, cartoon reading, grammar, poetry and reference reading. The purpose is to check their weak points This method makes the teacher know what skills that students are weak in and we will continue to the last step called the Post-test. All the steps mentioned have influence on teaching in the class especially, in Mathayom 6 class because their score will show what skills have to be improved in order to pass the exam.

2.5 Reading test technique

According to Weir (1994) and reanalyzing the result of Alderson (1990b). They said about There are ‘three operations in reading’ These are a)skimming : going through a text quickly b) reading carefully to understand main ideas and important detail; c) using a knowledge of more specifically linguistic contributory skills: understanding grammatical notions e.g. (cause, result, purpose), syntactic structure, discourse markers, lexical and or grammatical cohesion, lexis. (See scanning technique in pre-test no.16-24)

Frederiksen (1975) proposed two systems of information processing strategies: the bottom-up conception and the top-down conception. The bottom-up system is the lower level processes that occur before higher level processes. According to this model, decoding, syntactic processing, and semantic interpretation occur in sequence. On the contrary, the top-down conception is the system which the reader combines syntactic,

semantic, and inferential knowledge as an interactive procedure. In addition, the reader starts with the global as language structure is a network of associations following Bollinger concept (1975) that the top-down concept view the language as a process. (See top-down conception in Pre-test no.41-45)

Example: On the day of a big annual sale, a huge queue had formed at the entrance to a department store, Some people had even camped out overnight for a good spot. Just before opening time, a small man tried to push his way to the front of the line, only to be pushed back amid loud and colorful curses. On the man’s second attempt, he was punched in the jaw, knocked around a bit and thrown to the back of the queue again.

As he readied himself for his third attempt, he told the person ahead of him, “If they hit me one more time, I’m not opening the store”

- From the passage we can see that the theme of the story is at the end of the passage because we know who the man is in the last sentence after we used the background knowledge of everything that he did in this story So, top-down model also was used in this passage which compares the language as a product.

2.6 Vocabulary used in O-Net exam

The most popular question in the O-Net test is asking about vocabulary. The students have to know and how to use context clues in order to choose the best answer. Many kinds of questions such as vocabulary questions often are asked in the test paper.

The example of vocabulary question in O-net test (See in Mid-term test no.22,24,25 and 27)

- 22. the word “habitat” (line 2) refers to_____.
- 24. The word “voracious” (line 5) suggests that piranhas_____.
- 27. The expression “by surprise” (line 8) means_____.

So, there are various kinds of vocabulary questions. Sometimes the objective of the questions is to ask for the definition of word in the dictionary in general. (See in mid-term test no.15)

I. Vocabulary ask the word in dictionary

15. A person who studies and predicts human affairs through the position of the stars and planets is called an_____.

- a) aquanaut b) amateur c) agriculturist d) anthropoid

II. Vocabulary emphasis in specific purpose

Example (See the Mid-term test Appendix D no.31-35)

III. Vocabulary asking for the meaning of the example picture or concept (See the picture in Mid-term test Appendix D no.16, 17)

Example

16. They are in a

- a) supermarket b) cafeteria c) restaurant d) theater

17. The phrase “on an empty stomach” (frame 1) means.....

- a) with nothing in your shopping cart b) when you’re hungry
c) without money d) if you’ve just eaten

Above example show that the vocabulary question want to let students know the meaning by interpreting from pictures.

According to Krashen&Terrell (1983)

“vocabulary is also very important for the acquisition process since we acquire morphology and syntax because we understand the meaning of utterances not vice versa. Acquisition, therefore, depends on the comprehensible input and the ability to recognize the meaning of key elements in the utterance, acquisition will not take place without comprehension of vocabulary.”

Krashen&Terrell (1983)

For entrance students, they have to know more than 5,000 words (Pimporn, 2006)

2.7 Teaching as thinking and doing

According to Halkes and Olsen,

Looking from a teacher-thinking perspective at teaching and learning, one is not so much striving for the disclosure of the effective teacher, but for the explanation and understanding of teaching processes as they are. After all, it is the teacher subjective school-related knowledge which determines for the most part what happens in the classroom; whether the teacher can articulate her/his knowledge or not. Instead of reducing the complexities of teaching-learning situations into a few manageable research variables, one tries to find out how teachers cope with these complexities.

(Halkes and Olsen 1984:1)

This quotation from Halkes and Olsen indicates that we have to place teachers’

perceptions, their reasoning, beliefs, and intentions before he/she gives the explanation to students especially in poetry. It is hard to explain the imagery to students. Teachers have to use their background knowledge to reduce the complexity of teaching poems. (See transcript four : chapter four)

2.8 Teachers' knowledge as stories

According to Elbaz,

Initially, a “story” seems to be a personal matter: There is concern for the individual narrative of a teacher and what the teacher herself, and what[others], as privileged eavesdroppers, might learn from it. In the course of engaging with stories, however, we are beginning to discover that the process is a social one: The story may be told for personal reasons but it has an impact on its audience which reverberates out in many directions at once.

(Elbaz 1992:423)

Poems and stories are similar. To understand and know the story must be accompanied by the background knowledge of teachers and students when they interpret the poem according to what Freeman (1994) said “This knowledge is also built on interpersonal relationships; it is individually constructed within a network of social experience.

2.9 Impact

Bachman (1990) pointed out that “the quality of the tests will impact on society and education system at two levels”. These are micro and macro functions.

In composing the two systems, We can call the old system or Entrance system the Macro function because the total of the scores that students obtained in the public examination are the final score, which determines students' future in the faculty/university . On the other hand, the New Admission System is a Micro function because it is based on high school results which are used to calculate together with O-net and A-net scores. It means that a student's GPA is calculated to identify the chance of each student to study in a university.

In the new admission system, the average score while students are learning in high school curriculum, is called “GPAX” which is given a weight of 10% and the score of main subject 3-5 subjects out of eight a weight use of 20% will also be used to calculate the total combined with the O-net.

So, the Commission on Higher Education has been trying to change the Thai educational system so that the macro function influences the micro function.

At present, The Thai educational system gives an emphasis to the micro function, switching system from the effect of micro on macro function; student scores in the class will be an important factor in obtaining a place in a university.

3.0 Marking schemes

The National Institute of Education Testing Service (Niets) handled the defective examination result last year. But now the examination is under the direction of the Office of Higher Education Commission (Ohec) that controls the standardized system of examinations

The facets of the test were the multiple choices reading test in all subjects. The aim is to assure that marks given are objectively influenced only by being right or wrong, not by the feeling of the marker.

According to *Bangkok Post*, Tuesday, October, 2007 90 percent of students taking the A-Net in 2007 failed Math, Science and English. So, The Council of University Rectors decided to replace the A-Net examination with an aptitude test in 2010. The purpose of the A-Net was to be part of an integrated system to combine the many factors of students' achievement and performance.

To be effective a test has to be both valid and relevant. Valid test results provide the information we need, such as the skill level, processes and knowledge that need to be assessed. Secondly, a relevant test consistently evaluates a student's performance. We must be clear about what we are testing and how we are going to do.

So, There are many factors affecting the difficulty of reading test multiple choice compare with A-Net and O-Net test such as Physical effect, Language of questions, Types of questions, Role of vocabulary in reading test Text length.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Methodology

In this study, the main approach for data collection was ethnographic observation [what is actually going on in the classroom] combined with pre-test and post-test in the classroom. The ethnographic approach is more suitable for studying the actual features of classroom interaction and also how the teacher will treat students during the class. Teacher used material used in the cramming school as well as material from the A-net and O-net examinations. (See Appendix D Intermediate Test Term Test as part of my teaching materials)

3.2 Proposed Methodology

3.2.1 Participants

The subjects of this study were 30 students who attended intensive courses (ages of 18-20) at ABACUS Language Institution, Bangkok. The courses ran for a period of 3 months on Saturday and Sunday 9-16 June 2007 with two-hour sessions from 08.00 - 10.00 a.m. A parallel group of students from Khonkean were used as a quasi-controlled group in that they were of a similar age and using similar materials but with different teachers. The class sizes were also different. The Bangkok group had 45 students was the Khonkean group had 15 students. The average amount of English exposure from both groups was 11 years.

3.2.2 Background of students

In this research, the experimental group from Bangkok and the Control group were high school students. However, both groups have some differences that could be controlled. That is the area where students were born; rural or urban.

So, the background of students can be illustrated in the table below.

M = Male, F = Female, R = rural, U = urban, G = government school, P = private school

D = Higher Vocational Education Diploma,

T = the length of time to learn English in the past until present

Bangkok

No	Name	Age	M/F	R/U	G-P	T
1	Vichayaporn	18	F	U	D	10
2	Srisuda	18	F	U	D	12
3	Veeranat	16	F	U	G	10
4	Utumporn	17	F	U	G	11
5	Krittka	17	F	U	G	11
6	Amika	17	F	U	G	11
7	Kawich	16	M	U	G	10
8	Supawadee	17	F	U	G	11
9	Duangruthai	17	F	U	G	11
10	Tawiwat	17	F	U	G	11
11	Tanaporn	17	F	U	G	11
12	Sunattha	17	F	U	G	11
13	Werapong	15	F	U	G	9
14	Peerada	17	F	U	G	11
15	Sukanya	16	F	U	G	10
16	Piyanwadee	17	F	U	P	11
17	Wanna	17	F	U	P	11
18	Lalita	17	F	U	P	11
19	Kingkan	18	F	U	G	12
20	Sasima	18	F	U	G	12
21	Chayanon	17	M	U	G	11
22	Viganda	16	F	U	G	10
23	Wannisa	17	F	U	G	11
24	Anuk	17	M	U	G	11
25	Saruttaya	17	M	U	G	11
26	Supitehaya	17	F	U	G	11
27	Atithaya	17	F	U	G	11
28	Chanitra	16	F	U	G	10
29	Nadnaree	17	F	U	G	11
30	Woraporn	17	F	U	G	11
31	Teerasarn	17	M	U	G	11
32	Patchareeporn	17	F	U	G	11
33	Paweena	17	F	U	G	11
34	Ampawan	17	F	U	G	12
35	Sureerat	17	F	U	G	11

36	Wigana	18	F	U	G	12
37	Urkit Zaeteaw	18	M	U	G	12
38	Thanyarat	18	F	U	G	12
39	Chopaka	18	F	U	G	12
40	Jeerunya	18	F	U	G	12
41	Pajoansak	18	M	U	G	12
42	Jiraporn	18	F	U	G	12
43	Praewpan	18	F	U	G	12
44	Pornthep	18	M	U	G	12
45	Wansao	18	F	U	G	12

Khonkean

No	Name	Age	M/F	R/U	G-P	T
1	Jiraporn	17	F	R	G	11
2	Nirut	19	M	R	G	13
3	Pukawat	19	M	R	G	13
4	Pachara	17	F	R	G	11
5	Nataphon	18	M	R	G	12
6	Panupong	17	M	R	G	11
7	Piyada	17	F	R	G	11
8	Sirin	17	F	R	G	11
9	Piyaporn	17	F	R	G	11
10	Wilaiporn	18	F	R	G	12
11	Jinda	17	F	R	G	11
12	Punwilai	17	F	R	G	11
13	Nutehanok	17	F	R	G	11
14	Chuleeporn	17	F	R	G	11
15	Omuma	18	F	R	G	12

Another variable was how the teacher taught students that describe in teaching and observing method (3.2.3) below.

3.2.3 Teaching and observing method

In this case, the interaction between the teacher and students was observed in the period of study [four month]. The process was observed by using audio/video tape recording. During the whole process, field notes were taken, the material used in the

classroom was be examined. Finally, there will be the results of the pre-test / Intermediate test / post-test.

3.2.4 Pre and Post Test

The score of students were used to see how they improve or not on their post-test in terms of the classroom teaching. According to the research question 1, it will be shown in input and out put data illustrated below

Table 3.2.3.1 Two ways that influence the test score

a. Dialog			
√	√	√	√
Ideal (Control)	My way (XP)	Test	good
b. Inference			
√	X	X	X
Ideal(Control)	My way (XP)	Test	bad
c. Graph			
√	X	X	X
Ideal	My way	Test	bad
d. Reading			
√	√	√	√
Ideal	My way	Test	good
e. Conversation			
√	√	√	√
Ideal	My way	Test	good

f. Grammar			
√	√	√	√
Ideal	My way	Test	good
g. Poetry			
√	√	√	√
Ideal	My way	Test	good
h. Reference			
√	X	√	√
Ideal	My way	Test	good

The control group followed what the researcher calls the “XP” while the clarify experimental group followed the researcher call “My Way”.

The table above explains the two ways that effect the test score. We know the input and out put data when the score of students is effected by wash back. One factor is the teaching pattern that happens in the real class(Ideal Way from Tsui 1995). Second is the way teacher taught students or classroom teaching (My way in my classroom teaching). Third, is the test construction.(O-net exam paper / Post-test). (refer the summarize and suggestion for future research in chapter 5).

3.3 Material used

3.3.1 The central material is the Abacus high-school English textbook

3.3.2 A-net, O-net Admission preparation textbook for pre-test and post-test

3.4 Instruments for Data Collection and Data Analysis

3.4.1 The information about background of students was collected from the application form of school. Then, it was summarized in a table.

3.4.2 Pre-test , Intermediate test and Post-test

3.4.3 Audiotape recording of lessons were be transcribed and analysed.

3.5 Testing Instrument : Pre-test and Post-test

The purpose of pre and post-test is to investigate the common language problems students face in A-net and O-net exam paper e.g. grammar, vocabulary and reading comprehension. In addition, the format of the test is different in terms of content but the same type of questions was used in post-test after that, A simple comparison will be done in terms of raw scores and percentages. The test was as “O-net” practice test because after students do the post-test. Teacher explained the reason why this question matches with this choice.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

In this chapter an analysis of the data collected will be presented as well as the significant findings from the Bangkok “experimental group” (EXP) and this will be compared with the Khonkean “control group” (CG) Also influential factors in the preparation of students for passing the O-Net and A-Net exam will be analyzed according to the following aspects:

1. The results from Pre-Intermediate-Post test
2. The features of classroom interaction from the experimental group EXP.
3. A transcription and analysis of samples from the video recording which were made.

4.2 Data Collected in Bangkok

4.2.1 Pre-test

The pre test was based on the O-NET exam is composed of forty-five multiple choice questions. Eight skills are examined: Dialog, Inference, Graph, Reading Comprehension, Conversation, Grammar, Poetry and Reference reading. (See pre-test on Appendix C)

Table 1 shows the results of the pre-test results from Bangkok in percentages of correct answer from the 43 students who took the test.

Table 1 Pre-teaching test results Bangkok (Test on 9 June, 2007)

Student numbers	Percentages of right answers divided according to the required skills in O-Net and A-Net							
	Dialog	Inference	Graph	Reading	Conversation	Grammar	Poetry	Reference
1	20%	40%	40%	30%	40%	0%	0%	0%
2	20%	40%	80%	30%	60%	0%	0%	40%
3	40%	20%	40%	20%	40%	0%	0%	0%
4	40%	60%	20%	40%	50%	0%	0%	60%
5	60%	60%	80%	40%	70%	0%	50%	40%
6	60%	40%	40%	20%	50%	0%	0%	20%
7	40%	60%	20%	80%	60%	33%	0%	20%
8	20%	40%	60%	60%	30%	0%	50%	60%
9	20%	40%	60%	60%	40%	33%	0%	60%
10	20%	40%	0%	100%	100%	100%	100%	100%
11	0%	60%	40%	40%	40%	67%	0%	20%
12	40%	40%	0%	40%	40%	0%	0%	20%
13	60%	40%	60%	50%	40%	100%	0%	0%
14	40%	40%	20%	40%	40%	0%	0%	0%
15	60%	60%	60%	50%	50%	33%	0%	40%
16	40%	0%	20%	50%	50%	0%	50%	60%
17	40%	20%	40%	40%	80%	0%	50%	60%
18	60%	40%	20%	60%	60%	0%	0%	40%
19	20%	20%	0%	50%	60%	67%	0%	0%
20	0%	40%	40%	40%	60%	33%	0%	60%
21	0%	40%	0%	60%	60%	0%	50%	20%
22	20%	0%	40%	30%	90%	0%	0%	60%
23	60%	0%	80%	50%	40%	33%	50%	20%
24	40%	60%	0%	40%	50%	0%	0%	40%
25	60%	40%	20%	70%	70%	67%	0%	0%
26	20%	40%	20%	50%	50%	0%	50%	20%
27	40%	40%	40%	30%	80%	0%	50%	40%
28	0%	20%	20%	60%	80%	33%	50%	20%
29	0%	20%	40%	60%	80%	33%	50%	20%
30	20%	0%	20%	20%	30%	0%	50%	20%
31	20%	0%	100%	60%	50%	0%	0%	40%
32	80%	40%	20%	60%	50%	0%	0%	0%
33	20%	40%	40%	50%	50%	33%	0%	20%
34	100%	40%	0%	90%	70%	0%	0%	0%
35	40%	0%	40%	40%	20%	33%	0%	40%
36	60%	0%	0%	40%	10%	33%	0%	20%
37	40%	20%	0%	60%	20%	67%	0%	0%
38	20%	20%	40%	30%	30%	33%	0%	20%
39	60%	20%	40%	20%	10%	33%	0%	40%
40	60%	0%	40%	60%	40%	0%	0%	20%
41	20%	0%	20%	50%	20%	33%	0%	40%
42	60%	0%	0%	50%	20%	33%	0%	40%
43	20%	20%	20%	50%	20%	0%	0%	20%
Average	36.28%	29.30%	32.09%	48.14%	48.84%	21.63%	15.12%	29.30%

Figure 4.2.1 The result of pre-test from Bangkok's students

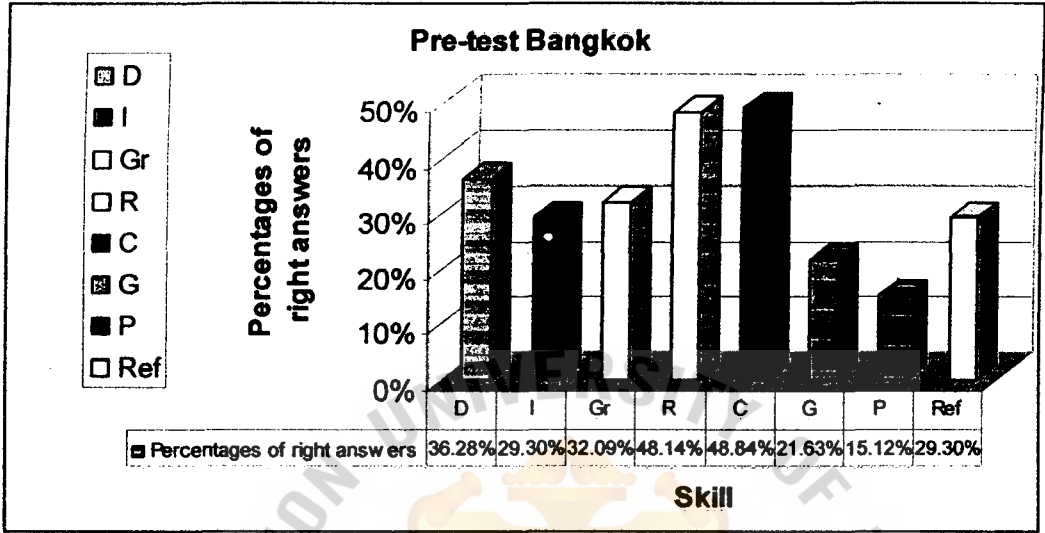
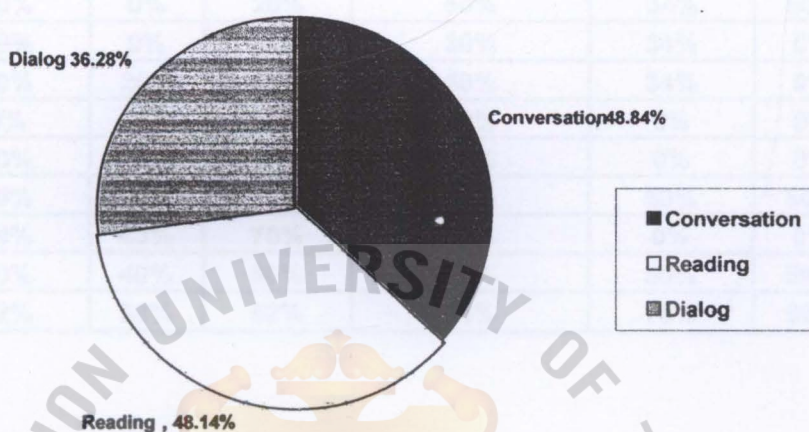


Figure 4.2.1 indicates that 48.84% of the students have given the right answer in conversation and this is the highest in eight skills tested. Their reading comprehension was 48.14% and dialog 36.28%. However, more importantly, the students were failing (pass mark 60%) in all the skills areas. Poetry and Grammar has more than 80% of subjects failing (See in figure 4.2.2 below).

Figure 4.2.1.1 Subject Skills where the students from the Pre-test Bangkok obtained their highest scores out of the 8 skills assessed



4.2.2 Post test

The post test, was the same as the pre-test. It was composed of forty-five multiple choice questions covering eight skills: dialog, inference, graph, reading comprehension, conversation, grammar, poetry and reference reading. (See post-test on Appendix E)

Table 2 Post teaching test result for Bangkok group

Due to the post-test was the last week of this course so the students come just only 21.

Student Numbers	Percentages of right answers divided according to the required skills in O-Net							
	Dialog	Inference	Graph	Reading	Conversation	Grammar	Poetry	Reference
1	80%	60%	100%	70%	100%	67%	100%	100%
2	20%	20%	0%	40%	40%	34%	50%	40%
3	80%	80%	60%	40%	70%	67%	100%	100%
4	20%	40%	0%	40%	40%	34%	50%	40%
5	20%	20%	0%	40%	40%	34%	50%	40%

6	100%	60%	20%	80%	60%	34%	50%	40%
7	100%	40%	60%	60%	80%	100%	100%	60%
8	80%	40%	60%	60%	40%	67%	100%	60%
9	60%	20%	100%	80%	100%	34%	100%	80%
10	20%	20%	0%	30%	50%	34%	100%	40%
11	40%	40%	0%	20%	40%	0%	100%	40%
12	60%	100%	60%	70%	40%	100%	100%	100%
13	0%	20%	60%	30%	40%	0%	0%	0%
14	20%	40%	0%	20%	50%	34%	50%	40%
15	20%	40%	0%	60%	30%	34%	0%	40%
16	40%	60%	20%	50%	60%	34%	0%	20%
17	20%	0%	60%	50%	40%	0%	0%	20%
18	40%	40%	60%	60%	70%	0%	0%	40%
19	20%	20%	60%	60%	70%	50%	50%	60%
20	100%	60%	40%	70%	20%	0%	0%	60%
21	60%	60%	40%	60%	60%	50%	50%	20%
Average	48%	42%	38%	52%	54%	78%	50%	51%

Figure 4.2.2 The result of post-test from Bangkok’s students

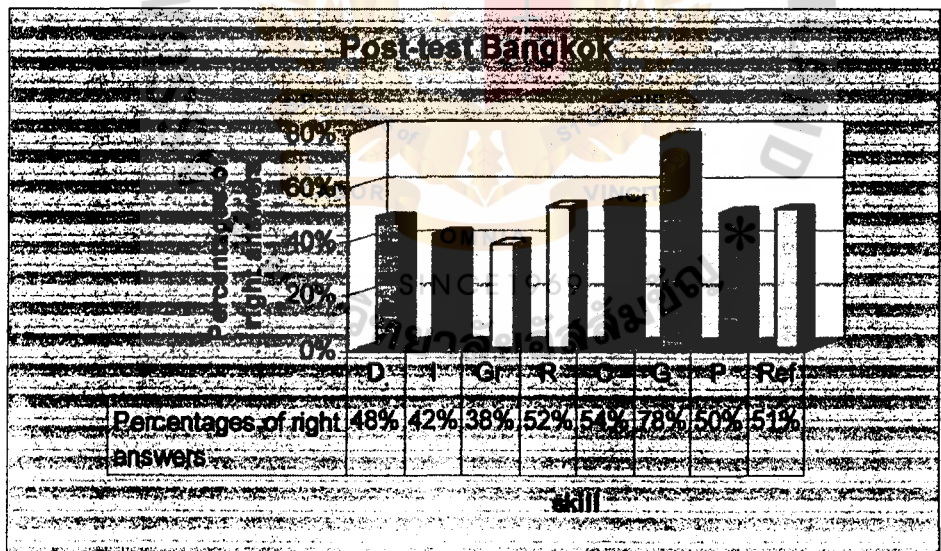


Figure 4.2.2 indicates that in the post test 78% of the students passed in grammar, 54% in conversation, and 52% in reading comprehension. However, the students scores in graph reading 38% showed minimal improvement.

In the post-test, the dramatic changes in grammar and poetry showed an increase

of 56.37% for grammar and the poetry reading 34.88% from the pre-test.

4.3 Data Khonkean (Control group)

4.3.1 Pre test

The pre-test was composed of the same forty-five multiple choice questions covering eight skills: dialog, inference, graph, reading comprehension, conversation, grammar, poetry and reference reading, exactly the same as Bangkok. (See pre-test in Appendix C).

Table 3 Pre-teaching test result from Khonkean

Student numbers	Percentages of right answers divided according to the required skills in O-Net and A-Net							
	Dialog	Inference	Graph	Reading	Conversation	Grammar	Poetry	Reference
1	40%	40%	60%	50%	40%	0%	50%	0%
2	60%	60%	40%	70%	60%	0%	0%	20%
3	20%	20%	0%	50%	40%	67%	0%	40%
4	60%	40%	20%	20%	10%	0%	50%	30%
5	0%	20%	20%	50%	80%	0%	50%	40%
6	60%	60%	20%	90%	90%	33%	50%	40%
7	40%	40%	0%	30%	20%	67%	50%	20%
8	20%	40%	40%	20%	30%	33%	50%	20%
9	20%	40%	40%	30%	40%	0%	0%	20%
10	20%	0%	40%	20%	10%	0%	0%	0%
11	0%	20%	0%	30%	40%	0%	0%	20%
12	20%	40%	40%	50%	30%	33%	50%	20%
13	40%	20%	20%	10%	10%	0%	50%	20%
14	20%	20%	20%	30%	50%	33%	50%	20%
15	20%	60%	40%	30%	30%	0%	50%	20%
Average	29.33%	34.67%	26.67%	38.67%	38.67%	17.73%	33.33%	24.00%

Figure 4.3.1 The result of pre-test from Khonkean's students

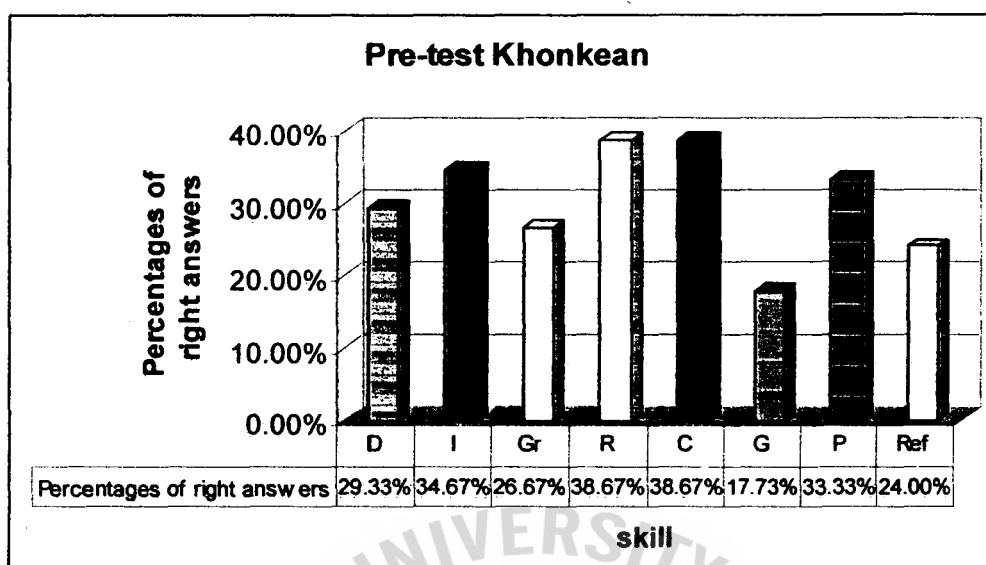


Figure 4.3.1 shows that the students obtained the highest scores in conversation and reading comprehension 38.67%. The second most frequent right answers were in inference reading (34.67%). The third is, poetry reading (33.33%), a marked difference from Bangkok group which was 18.21%. However, the students score in grammar (17.73%) was just as poor as those in Bangkok. However, the overall impression in the assessment of these eight skills was that they were also well below the standard required by 'O-Net' and 'A-Net' exams.

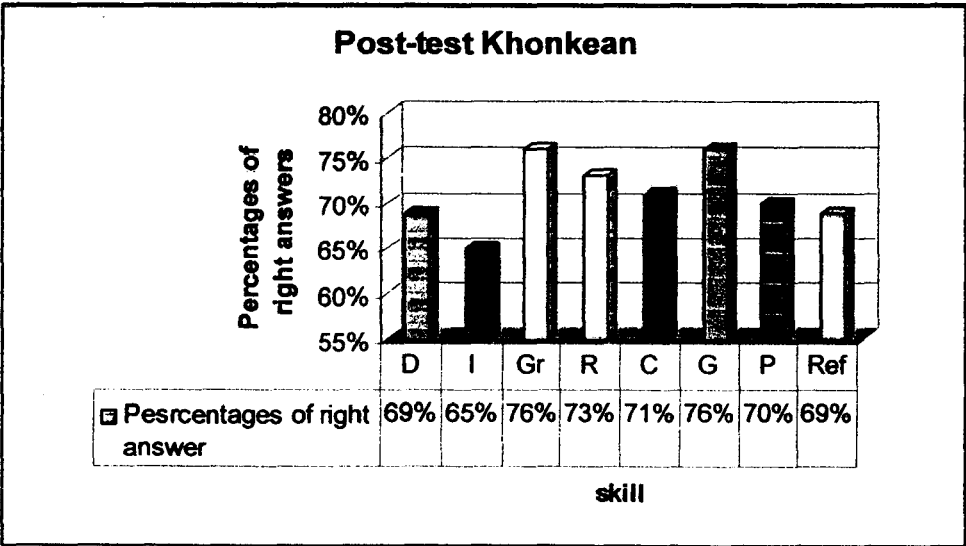
4.3.2 Post test

The post test, was the same as the pre-test. It was composed of forty-five multiple choice questions which are different types of questions. Eight skills were examined : dialog, inference, graph, reading comprehension, conversation, grammar, poetry and reference reading. (See post-test in Appendix D)

Table 4 Post teaching test result

Percentages of right answers divided according to the required skills in O-Net and A-Net								
Student number	Dialog	Inference	Graph	Reading	Conversation	Grammar	Poetry	Ref.reading
1	60%	20%	80%	70%	60%	67%	50%	40%
2	40%	40%	40%	80%	90%	67%	50%	80%
3	80%	80%	60%	80%	80%	67%	0%	60%
4	60%	80%	80%	70%	60%	67%	50%	60%
5	80%	60%	60%	60%	60%	67%	50%	80%
6	40%	60%	0%	30%	40%	100%	100%	60%
7	40%	100%	0%	80%	80%	67%	50%	40%
8	100%	20%	40%	80%	80%	67%	100%	80%
9	80%	100%	60%	60%	70%	100%	50%	60%
10	60%	80%	100%	70%	80%	67%	50%	100%
11	80%	20%	100%	80%	80%	67%	100%	80%
12	80%	100%	60%	100%	60%	67%	100%	80%
13	80%	60%	100%	80%	90%	100%	100%	40%
14	80%	100%	60%	70%	60%	100%	100%	100%
15	80%	60%	100%	80%	80%	100%	100%	80%
Average	69%	65%	76%	73%	71%	76%	70%	69%

Figure 4.3.2 The result of post-test from Khonkean’s students



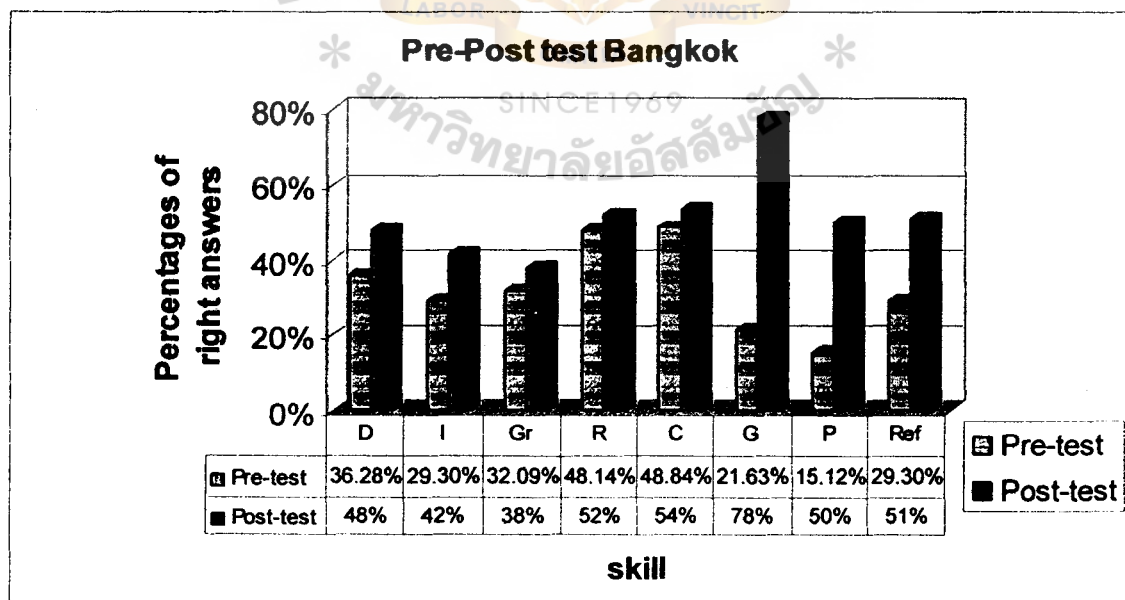
The results indicated that there was a marked improvement in graph reading 78% and grammar 76%. reading comprehension 73%. and conversation 71% showed considerable improvement, Even in inference reading 65% was near enough to the required pass mark in the ‘O-Net’ exam.

The apparent dramatic improvement in the Khonkean results however can be attributed to the fact that the teacher gave the correct answers to the question from the pre-test, so the students probably remembered the answers in spite of the fact that it was nearly four months later.

Obviously, this post-test failed as a control (CG group). Consequently, there was no point in comparing the EXP group with the CG group in any detail.

4.4 Compared pre and post test for the Bangkok experimental group

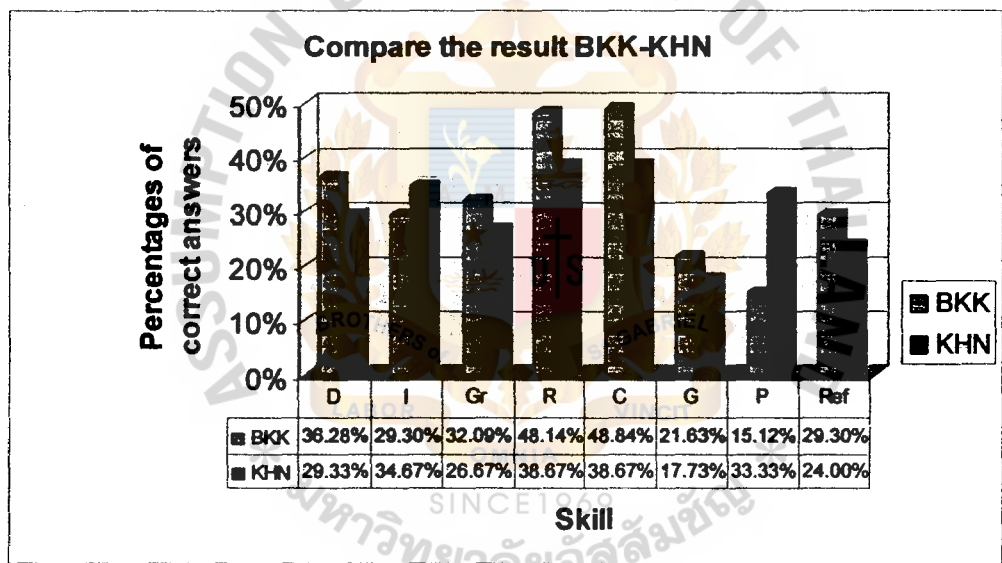
Figure 4.4.1 Pre-test / Post-test Bangkok



When comparing the pre test with the post test, it was found that students

improved in their grammar skill quite markedly. The skill of grammar in the pre-test (21.63%) is quite different from the post-test result (78%), a difference of 56.37%. Similarly, the poetry reading increased 34.88% as the teacher taught students to do the exercise by using specially prepared materials. When the teacher taught poetry, it was hard for her to explain some of the concepts to the student because it was difficult to explain metaphor and imagery. There was extensive use of pronominal reference and associations that may have been difficult for the students.

Figure 4.4.2 Comparing the result of pre-test Bangkok / Khonkean



When we compare the pre test result from the two groups, it was found that the strongest skills for both groups was conversation and reading with the Bangkok students doing about 10% better overall in these two areas. This suggests that the experimental group were better than the Control group. This may be explained by the difference in background as the experimental group may have gone to better schools in the city.

4.5 Classroom tutoring in ABACUS

The style of classroom teaching in ABACUS is more like spoon feeding . Every question and the explanation will come from the teacher as in the test. Probably this is due to the goal the students have of simply passing the exam, so in the tutoring situation the teacher will give the answer, and also explain the grammar rule as indicated in the following extract. All these transcript are from experimental group: Bangkok.

In this transcript the teacher uses a past exam paper to teach “Connective” for example: *however, although, but, on the other hand*.

4.5.1 Transcript One: Teaching to the test

- 1.T :Open the test year 2003. Page 83. Did you find it? The page that has the girl sitting in front of computer. I will start this page first . – (Student Open the book)
- 2.T : (Read the poem) **In this question, “reach means arriving on the moon, you will observe “conjunction”. That are “Even if” (Mae-tae translate in to Thai) .This conjunction expresses contrast/opposite like other word such as *although*.**
- 3.T :**Students can see *although* together with *but*, can’t they?**
- 4.SS : No / Nod their head
- 5.T : **It’s not necessary to put *but*. We use comma (,) instead ‘but’.**
- 6.T : **Any connective show ‘contrast’?**
- 7.T :**The admission test connective ‘however’. The meaning is similar to ‘but’ and also ‘on the other hand’ We use on the other hand when the first speech is different from the second speech so we will use ‘on the other hand’ to connect two sentences.**
- 8.T : **Next “ Reach for the moon because.....conjunction is the same as because even if , you will still be among the stars” What is the idiom? What about choice 1 ? enjoy air travel? So the teacher crossed choice 3 : become a pilot when you finished this idiom then you can become a pilot? Or choice 4 study astronomy. This choice make us know about stars?.**
- 9.SS : (No/Students turns left-right face)

Teacher' Control of the Patterns of Communication

As the students have to deal with one hundred of multiple choices on the test, so in this excerpt from Transcript one, the teacher controls the classroom structure and content of classroom communication by emphasizing items that are very important for students to study and learn the tactic how to eliminate distractors For example, *in turn 7*, teacher explained what section most often comes in the test each year and shows the same kind of “contrast” connective. And also *in turn 8*, the question is about the meaning of the sentence. In turn 8, the teacher eliminated the distractors. Such the spoon feeding is still widely practised in the Thai education context as can be observe in turn 5, 7, 8.

Students' Perceptions of the Patterns of Communication

Most students in the class were silent . They never initiated and never followed-up. Most of their turns are minimal responses, and normally they only listened to the teacher's explanation as can be seen in turn 4 where the students do not answering the question because they don't know the grammatical rule. Finally, in turn 9, they don't know the meaning of the sentence. *'Reach for the moon because even if you miss it, you will still be among the stars.'* The question asked *This sentence teaches about...?*

4.5.2 Transcript Two: Question tag

- 1.T :Today I will teach you about “Question tag” / Open the orange book.
2.T :Come in and sit down
Today we gonna learn “Question tag”
3.T :(teacher write on the board)
There are easy ways to remember the rule of question tag-that are....
Firstly, Main clause follows the one part that we call “tail” . Actually, we called “tag”. If the main clause is Affirmative sentence, Tag has to be negative. For example, Vicky is a good student. Tag is isn't she?. Remember that when negative tag has to change to short negative form and follow

Pronoun and don't forget behind the question tag always has?.

Secondly, if the main clause has a helping verb or auxiliary verb, bring that auxiliary verb to make the tag question.- What are the 24 auxiliary verb?

(Teacher write the 24 helping verb on the board)

do, does, did, will, would, shall, should, can, could, may, might, must...

4.SS : (Students are writing in the book)

If it has an auxiliary verb, bring these verbs to make a question tag soon.

Now! It's time to see the example. Before seeing the example, I will explain the definition of question tag or what is the question tag?

5.T : **A tag question is the question added at the end of the sentence. Figure use tag question is the question to clarify to make sure the information is correct or to seek the agreement., it has an auxiliary verb 'can' in this sentence**

He can come, _____? We bring 'can' by changing in to negative form so we use 'can't he'

6.T : **(continue) If the sentence doesn't have auxiliary verb, we will use verb to do to make a tag. For example, this sentence is an affirmative sentence- Present Simple tense, So behind/a tag has to be a negative sentence. Next we will see the other example.**

7.T : **What is a tag of "You like tea"?**

8.SS : **(Students are thinking)**

9.T : **We use verb to do to make a tag because 'like' is the main verb so a tag is 'don't you'**

10.T : **You like tea, don't you?**

11.SS : **(Students are thinking...)**

12.T : **We answer Yes, I do**

13. T : **(Teacher reviews the rule of question tag by give them example)**

Affirmative sentence follows the negative tag. When we answer, we answer in an affirmative sentence like last example. However, If the main clause is negative, we make tag in to Affirmative sentence but we answer in negative sentence such as

14.T : **Mary isn't here. What is a tag?**

15.SS : **(Students are thinking...)**

16.T : **Tag is "is she" following? What answer of this tag question?**

17.SS : **(Students are thinking...)**

18.T : **We answer 'No' because a tag is an affirmative sentence so 'No' and what...**

19.SS : **(Students are thinking...)**

20T : **No, she isn't**

21T : **Next, We continue the other rule. Open the book together in number 7 on page 4.**

22SS : **(Students are opening the book.)**

23T : **This/That is your books. We use pronoun 'it' instead of this/that. But what about these/those? Anybody know?**

- 24SS : (Move face left to right)
- 25T : **This is a Plural Noun when we make a tag we use “they” as a pronoun but if it is this/that we will use “it” instead.**
- 26T : **Next, let’s see the negative sentence itself. Students can see this rule in the orange book on page 4 number 11 , In making a tag question, We can change in to Affirmative sentence e.g. Nothing can stop us now, can it? We use “it” as a pronoun instead “Nothing” for example, Nobody calls on the phone. We use a tag “did they” which ‘they’ is a pronoun instead of “Nobody”**
- 27T : **You’ve never been there. What is a tag in this sentence? I will call your name one by one.**
- 28SS : **(Student still quiet)**
- 29T : **Do you see the main verb in this sentence?**
- 30S : ??
- 31T : **apostrophe “ve” is the abbreviation of ‘have’ we use ‘have’ to make a tag. (Teacher repeat the sentence again. You’ve never been there, have you?**
- 32T : **I am supposed to be here. Is Aof come today?**
- 33SS : **He is absent today.**
- 34T : **We don’t use ‘*am not I*’ but we change from ‘am’ to ‘aren’t I’**
- 35T : **Then we see how to use “have” in a question tag. Students look at the book on page 5 number13 the last number.**
- 36S : **(Students are opening and reading the book)**
- 37T : **In addition, if has, have, had not mean *have* such as have lunch, have a walk, have a good time, have to do, have someone do, have something done we have to use *do, does, did.***
- 38SS : **Yes**
- 39T : **Therefore, We can use ‘has’ so it’s become hasn’t she.**
- 40T : **Remember! If “have” in main clause meaning *have* we use verb to do to help such as I had this letter last week**
- 41T : **Boss ! What is the answer?**
- 42S : **Sir**
- 43T : **At the front is Affirmative sentence, what is the sentence behind?**
- 44S : **didn’t**
- 45T : **Yes, it corrects. didn’t following what?**
- 46S : **didn’t his**
- 47.T : **The Answer is “didn’t I?”. We change the subject in the front of the sentence to become a short negative form of pronoun in the last sentence.**
- 48.T : **We continue ‘have’ why there are so many ‘have’ rules? If it is “have to”, we can use verb to do to help such as *She often has to go to the dentist, ____?***

has to here is the main verb.

- 49.T : Roon! What is the answer?
- 50.S : ??
- 51.T : The subject is singular. What is a tag that we use?
- 52.S : ??
- 53.T : I used to tell students that 'have to' means 'Cham pen thong '. We use verb to do to help/ make a tag
- 54.T : In this question, we used "doesn't she?"
- 55.T : (Teacher review 'have to' to change into a question tag again)
- 56.SS : (Students are listening)
- 57.T : Students look at page 4 in the book If it has 'let's' in the sentence, we used 'shall we' in the tag. However, if let me follows the object, a tag will use 'will you'. Let's look at the example.
- 58.SS : (Students are finding the rule and example in the book)
- 59.T : We shall go shopping,____? May! Please answer this question.
- 60.S : Shan't we
- 61.T : Thanks. So, we can make a short form negative
- 62.T : Next question- He will come to my party,____?
- 63.T : Phung answer me please
- 64.S : ??
- 65.T : In front of the sentence is an Affirmative sentence so a tag has to be a negative. This question 'will' is auxiliary verb but 'come' is the main verb. In making a question tag, bring the auxiliary verb to make a short form negative immediately such as You ought to study hard,____?] Translate the tag question in Thai.
- 66.T : What is the answer of this question?
- 67.SS : ??
- 68.T : Can you answer me?
- 69.SS : ??
- 70.T : "ought to" is the auxiliary verb.[Did you remember the 24 auxiliary verb?]
- 71.T : (Explain and tell 24 auxiliary verb)
- 72.T : (translate "dare" and "ought to")
- 73.T : We continue 'need'. They need money,____?
- 74.T : Ying! Answer this question
- 75.S : needn't they (She answered confidentially-but the answer is wrong)
- 76.T : It's wrong. This question 'need' is the main verb. Last time I tell you already about auxiliary verb that if the verb in the main clause is the main verb, we will bring verb to do to help/to make a tag.]

- 77.T : **Students note in the space page**
- 78.SS : (Students prepare to take note)
- 79.T : **If it has these words in main clause, we count that this sentence is a negative sentence.**
- 80.T : (The teacher writes on the board: Few, little, rarely, hardly, seldom, neither...nor then teacher translate each word.)
- 81.T : None, No one, Nobody, Nothing
These words are negative themselves. When we make a tag? We make in the Affirmative sentence.
- 82.T : I rarely know him. "What is a tag?"
- 83.T : **Meaw it's your turn**
- 84.S : ??
- 85.T : **First, Students observe the auxiliary verb. If there is none, students see the main verb. In this question, 'know' is the main verb while 'rarely' is a negative word itself. When students make a tag? Students can do in Affirmative sentence immediately. This sentence have only main verb. So, we bring verb to do instead**
- 86.T : **This tag rule doesn't have in the book. Students add more under number 14. if it has 'one' as a pronoun, we bring 'one' to make a tag immediately such as ...One wants to be rich, ___? Students can see that we can use 'one' in a question tag.**
- 87.T : Next question.....
- 88.T : **Cherry! Answer this question**

Teacher's control the Patterns of communication

In this transcript, This sample illustrates spoon-feeding that is the common pattern of classroom communication in Thailand. The teacher gave the definition of question tag after she explained the grammar rule. Then teacher gave the example to the students in the following turn.

In *turn 3*, the teacher presented the rule of question tag and how to make a tag question from that kind of sentence.

In *turn 5*, the teacher explained the definition of “question tag”.

In *turn 13*, the teacher reviewed the main rule for how to change the question tag in certain kinds of sentences and how to answer that kinds of question tag by calling out student names and asking students to answer one-by-one starting in *turn 41*.

In *turn 8, 11, 15, 17, 19, 24, 28, 30* There are no responses from the students but there's feedback from the teacher by giving the explanation that we can see in *turn 9*. The teacher answered the question in *turn 12* after that the teacher explained the rule and repeated the new question in *turn 14*.

The teacher uses Thai to help the students understand some of the grammatical points as in *turn 50* and *turn 52*., The teacher tries to help the students get the answer easily but the students still cannot respond to her feedback. It seems that the teacher expects the correct answer from students that we can see in *turn 60*. After teacher receives feedback, the teacher said '*thank*' to students in *turn 61* after her student tried to respond. Finally, in *turn 65*, teacher explains the grammar rule.

In *turn 74-75*, the teacher asks the students individually. But the students respond with the wrong answer. In this case, it is clear that the teacher's focus is on linguistic forms and accuracy of pattern practice. There are many exchanges between the teacher and students. The teacher uses conventionalized language to control the content of the lesson because she attempts to help the students remember the linguistic forms as well as the grammatical terminology. In *turn 76*, after a students responds with the wrong answer. The teacher refers to the last time that she taught about how to change the auxiliary verb in the main clause to do the tag and how to bring the “verb to do” to help the main clause if the main clause has only a main verb in *turn 76*. However, students follow up by taking notes. After the teacher asks students randomly in *turn 84* and receives no feedback from students in *turn 84*, the

teacher nominates the next rule that if the main clause has a negative word such as 'rarely' so, the students can change to affirmative in the tag immediately. The turn ends with asking the question in turn 87 and 'Cherry' is the last call from the teacher. This transcript has so many questions from the teacher asking the questions and has quite little response from the students.

Students' Perception of the patterns of communication

The students' classroom language is very limited to one-or two-word responses, and generally the knowledge of grammar is taken directly from the drill exercise. There is no significant contribution by students in the lesson. The students only wait for the teacher's initiation and nomination and to answer the question. No response of student in turn 8, 11, 15, 17, 19, 24, 28, 30, 50, 52, 64, 67, 69 and 84 until the teacher selects randomly the student to answer the question that started in turn 27. Then, teacher calls student named 'Aof' in turn 32 but he is absent. At that time, the teacher didn't even know the students. The effect on a student when the teacher nominates an individual student by randomly calling out the name is that the students remains silent because they have to answer the question as in turn 28. Then the teacher paused by asking the students to open the book to see some examples of the rule in turn 35. So, students respond by opening the book and follow up by reading the book following the teacher's command. The command of the teacher is the pre-sequence in order to prepare the background of the grammar rule by letting them see the book in turn 35 until the teacher asked the question to 'Boss' who said 'sir' with lack of confidence. Then the teacher tried to tell him the form of the grammar rule again until there is a responses from a students in turn 44. The students followed up by answering the question in turn 44. However, the answer from the students is very short and not complete. After the teacher tried to encourage

him to answer the question. The students manage to get the teacher's prompt, by saying the wrong answer in turn 46. The teacher immediately provides feedback to the students by answering '*didn't I*' which is the correct answer in turn 47. Then teacher explained how the negative form came in the tag. Then the teacher initiates the question again after explaining how to use the tag when '*have*' translates '*Mee*' in Thai in turn 48 compared with '*have to*' translated as '*Cham pen thong*' in turn 53. but there are no responses from the students in turn 50, 52. They are still silent. They remain silent until turn 60, This is the first time that the feedback came. '*May*' is the student who answered the right answer after the teacher randomly called out her name to answer the question. The next random with the same result is '*Phung*'. There is no feed back from her in turn 64. After that teacher explains if the main clause is in the affirmative sentence, the tag should come as a negative. It is the heart of question tag that the teacher often uses repetition but students hardly give a right answer. The pre-sequence happens in turn 70 when the teacher asks the students "if they remember the 24 auxiliary verb" And the students seem to give the answer for teacher's expectation but the answer is wrong in turn 75. The reply from students be consistent is given with some degree of confidence. The silent feedback comes again in turn 84 after the teacher calls '*Maew*' to answer her question.

4.5.3 Transcript three : Pronoun

The teacher gives the definition for each type of pronoun. Then she explains the function of the pronoun and gives some examples to students. This lesson continues to the next lesson when the teacher focuses on the area in the poetry sub-test'.

- 1.T : Pronoun is the word that is used instead of the name of a person, animal name, thing, places such as He, She, It Here is the subject that we called 'personal subject'

The second pronoun object of he is “him”. She is her It is it
 “Possessive adjective” we call “determiner”
 “Possessive adjective” is showed ownership such as “This is his book”. We call
 ‘his’ is the possessive adjective
 Personal Pronoun we can called ‘*Burut sub pa nam*’
Burut thi nuang ‘I’ object is ‘me’
Burut thi suang ‘You’ object is ‘you’
Burut thi sam ‘he,she,they’ object is ‘them’

Students look at the example

2.SS : (Students are looking on the board)

3.T : **They are tired but happy.** Here “*they*” is a personal pronoun. The function is subject.

Does anyone hear them? “*them*” is the personal pronoun. The function is object.

4.T : Next, we continue Indefinite pronoun e.g. somebody, someone, something, anybody, anyone, anything.....These are singular subjects so the verb followed have to be singular verb also e.g. Everybody likes him.

Teacher’s Control of the Patterns of Communication

In this excerpt, the teacher taught students in a quite boring way. Firstly, the teacher explains the definition of a pronoun and classifies the type of pronoun and gives some examples of changing pronoun in turn one. This lesson will continue in transcript four about the poem because there are a lot of pronoun references in the poem so, teacher links grammar and poetry.

Students’ Perceptions of the Patterns of Communication

In transcript 3, does not provide samples of answer and question from the teacher and students. It illustrates only the atmosphere is the same as in the normal class.

4.5.4 Transcript Four: Poem exercise

The objective of this lesson is coherence using pronominal reference in the poem.

1. T : **Everybody open page 45**
2. SS : (Students are opening the book)
3. T : **The teacher asks students to do 10 multiple choice exercise in the poem.**
4. SS : (Student do the exercise)
- 5.T&SS : (After the students finished, the teacher started to answer each question by giving explanation.)
6. T : **Everybody read the poem in the first stanza**
7. SS : (Students look at the book and interested in reading)
8. T : **woods mean the village.**
In this case 'He' refers to 'the villagers'
To watch his woods fill up with snow 'fill up with' is a verb.
9. T : (Teacher translate 'fill up with')
- 10.T : **Next, What the word 'he' in line 9 refers to?**
- 11.SS : ??
- 12.T : (Teacher translated harness, shake)
- 13.T : **No3 How does the poet think the horse feels? (No3 : Page 45: the teacher read question : translate)**
- 14.SS : ??
- 15.T : **It feels confused / surprised with the season change. Students see 'queer' which means surprise**
- 16.T : **Next, No.4 Besides the sound of bells, what is another "sound" mentioned in the poem? (No4: Page 45: read question : translate)**
- 17.SS : ??
- 18.T : **The author talked about the snow. Students can observe from stanza 3 last line of easy wind and downy flake. : translate *downy flake* , *sweep*.**
Paragraph 2, line3 frozen is adjective and ending with -ed.
- 19.S : **What does "frozen" mean?**
- 20.T : **"frozen" means cold like we put something in ice freeze. The weather in this poem is freezing because it has a clue that is 'downy flake' and 'frozen lake'**
- 21.T : **Next, we continue number 8 "Promises to keep" (line 14) is closet in meaning to ...let we see choice 3 marriage vow such as the wedding ceremony. Who has ever seen patriarch ask the bride and the bridegroom that he/she will accept him/her to have a couple life together.?**

- 22.SS : (Students are laughing)
- 23.T :Therefore, this situation doesn't have in the poem so we cut out choice3. desire is a strong wish to do or have something. choice 4 cut out because he doesn't wish for anything. Choice2 is wrong because it's not a close or secret story so number 8 answer choice 1 "responsibilities"
- 24.T :Students look at word 'sleep'. It does not mean sleep but it means die because we compare "dying" as "sleeping"
- 25.T : Number 10:Which line could best serve as a title?
Supposed we are J.K.ROLLING .We write Harry Potter by ourselves. Which choice you will select?
The best title is Miles to go before I sleep. The reason is the theme of the story is here and the author repeats 2 times in the last stanza
- 26.T :Who are finished? Please send me an answer sheet and students can go home.
- 27.SS : Good bye teacher
- 28.T : Good bye

Anderson (1997:369) discusses the concept of "schema theory" to show the importance of background knowledge within a psycholinguistic model of reading. The problem in this method is how to teach the background of the story to students. The poem has many pronouns which refer to many people.

Compared with Western Roman countries, the student's culture is particularly different in certain kinds of background knowledge. If Thai students want to answer this kind of question, they have to understand the culture.

In *turn 20*, the teacher uses schema theory when she compares the word *frozen* with *ice* in a refrigerator. The purpose is to make snow clear to the students by giving the examples from their daily life when they put something in ice to freeze in the refrigerator. In addition, it helps students use vocabulary from their background knowledge. Similarly, it continued to *turn 23* when schema theory is used to eliminate a distractor.

Finally, in *turn 25* students have to find the title of the poem. In fact it is indicated in

stanza 4 the second last line and repeated in the second last line as the author emphasized the end of the poem.

Analyzing the feeling of the author is also the important thing and it is the popular question in the admission test.

The role of the teacher is like an interpreter as she gives the meanings to students as we see in *turn 9,12,15* especially *turn 18-19* because in *turn 18* a student asks the teacher to tell her the meaning of *frozen* so the teacher gives the example by a comparison with ice.

In the reading lesson, Thai students are accustomed to translating English words into Thai. This is the translation technique of Thai students when they face a passage in English. The purpose is just to grasp the ideas in Thai. This method cannot be used when students face an original poem such as a Shakespearean sonnet. They don't know the culture. Moreover, the vocabulary are very difficult and often not in their dictionaries.

Most of the students don't know a great deal of vocabulary. So, the teacher teaches vocabulary by telling/explaining the meaning of the word that they don't know. Moreover, it's even more difficult in teaching a poem, as sometimes it's not useful because some words have different meanings from that found in dictionaries.

In *turn 8*, 'woods' doesn't mean the substance of which the trunks and branches of trees are made, 'wood' means the fields. Moreover, the poem has a pronoun references to the place/person in *turn 8*. The next example is *turn 24*. The author compares dying with sleeping, which is more metaphorical in meaning.

In *turn 9*, the teacher teaches students vocabulary, as well as the function of a word.

In the poem, each stanza, and each sentence has a meaning. Perhaps a word was not in the reader's vocabulary, a rule of grammar was misapplied, an anaphoric cohesive tie was

improperly identified, and so on.

Finally, in *turn 25* students have to find the title of the poem, In fact it is indicated in stanza 4 in the second last line and repeated in the second last line as the author emphasized the end of the poem.

Sample of the materials used in teaching pronominal reference in poetry

*Whose woods these are I think I know.
His house is in the village, though ;
He will not see me stopping here
To watch his woods fill up with snow.*

*My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.*

*He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.*

*The woods are lovely, dark, and deep,
But I have promises to keep.
And miles to go before I sleep.
And miles to go before I sleep.*

- 1. Who does “ he ” (line 3) most likely refer to?
1. the poet 2. the horse 3. the villager 4.the traveller
- 2. “ He ” (line 9) refers to _____.
1. the speaker 2. a stranger 3. a villager 4. the horse
- 3. How does the poet think the horse feels?
1. excited 2. confused 3. hungry 4. tired
- 4. Besides the sound of bells, what is another “sound” mentioned in the poem?
1. falling snow 2. cracking ice 3. brushing leaves 4.flowing water
- 5. When did the event in the poem take place?
1. morning 2. night 3. afternoon 4. dawn
- 6. How would you describe the weather?
1. stormy 2. cool 3. windy 4. Freezing
- 7. The poet finds the woods _____.

1. frightening 2. fascinating 3. boring 4. Upsetting
8. "Promises to keep" (line 14) is closest in meaning to ____ .
1. responsibilities 2. hidden secrets 3. marriage vows 4. desires
9. A possible meaning of "sleep" as used in this poem is ____ .
1. die 2. travel 3. work 4. succeed
10. Which line could best serve as the title?
1. He will not see me stopping here 2. To stop without a farmhouse near
3. To ask if there is some mistake 4. Miles to go before I sleep

This is the sample of the materials used in teaching pronominal reference in poetry. The exercise in the textbook could be used to practice the skill that students have to use in the admission test that tests the pronominal reference in poetry.

In question 1 and 2, the textbook asks about the pronoun reference and what this pronoun refers to. So, in this kind of question, students have to know the schema of the story and understand the story.

Question 3, asks about the feeling of the horse describes in this poem.

Question 4, asks for the background of the story. So, students have to know what sound is mentioned in this poem except the sound of bells.

Question 5, students requires to know the real time that the author describes in this poem. Moreover, students could analyse the weather.

Question 7, "woods" didn't mean the substance of which the trunks and branches of trees but it means a villager.

The problem for Thai students when they do this kind of test is that they don't know the meaning of vocabulary which is not referencial.

So, in question 7, students know the meaning of 'wood' but they don't know 'wood' can mean 'the villagers'

Question 8, wants to know the closet meaning. Teacher can teach how to eliminate the distractors by cutting out the words that non-group or not have similar

meaning.

Question 9, asks students to compare the meaning of the similar word between 'sleep' and 'die'.

Question 10, asks about the title of the poem. The technique to find it is see the end of stanza 4 line 3,4 show that "*And miles to go before I sleep*" is repetition in the second last line. It shows that the author emphasized at the end of the poem as the title of the story.

4.5.5 Transcript five: sentence meaning

In transcript five, the teacher taught students about idioms that were in the Entrance exam paper year 2003.

- 8.T : Next "Reach for the moon because.....conjunction ~~to~~ because even if , you will still be among the stars" What does the idiom teach us? What about choice 1 ? enjoy air travel? So teacher crosses choice 3 : become a pilot when you read this idiom finished then you can become a pilot? Or choice 4 study astronomy. This choice makes us know about star?.
- 9.SS : (No/Students turns left-right face)
- 10.T : All of these is not relevant. This idiom told us to set our goals high and teach the person who wants to succeed. He/she has to set *a goal high like moon*. In this idiom, the goal is a moon.
- 11T : "We must believe in luck. For how else can we explain the success of those we don't like? This means that.....We have to believe in luck, haven't have? luck mean "Chok"
- 12T : Next we see in the meaning. (translation 1...4)
- 13S : students think and take short note
- 14T : Read question "No one should approach the temple of science with the soul of a money changer." This is advice for those who would like to become.....
- 15T : Students can see the word 'temple'. It's a head noun. 'of' is the preposition and 'science' is a noun. This idiom suggested the scientist because the scientist invented many kinds of things. It's not just invent something then receiving the money.

In turn 8, the teacher tries to eliminate a distractors by repeating the question then matching the question with the correct distractor. "What does the idiom teach us?"

Reach for the moon because... the purpose of this question is that the students can find the meaning of the idiom correctly. The technique of the teacher is try to say whatever the students know or the background knowledge to let them compare or match the distractor with the question e.g. in turn 8 In idiom, the direct meaning is not the real meaning in this sentence. "Moon" in this sentence is not something in the sky at night but "Moon" in this sentence means "the goal of life" because the person who wants to succeed in his / her life has to set the goal high, So, The teacher used the technique of comparison. in turn 10. The same as in turn 11, this sentence it is easier for Thai students because in Thai 'lucky' means *chok*. We know that in this sentence students can understand the meaning of the sentence quickly if they have the background knowledge. This is compared with a Thai proverb "*Yin Dee Mua Pu Eun Di Dee*" or welcome with the people who is successful.

In turn 12, we know that it is normal to use grammar translation method to translate four distractors as in turn 12. In this turn the teacher translates four distractors. Students follow-up in turn 13. Then, they think and take short note.

In turn 15, students can eliminate distractors by observing the head noun in this sentence. The head noun is 'science'. However, the temple of science is important for a scientist.

It is hard for teacher to explain the meaning to the students if the idiom isn't Thai like in no.68.

Sample of materials

Teaching the past test (Ent'2003)

67. "*Reach for the moon because even if you miss it, you will still be among the stars.*" This teaches us that we should.....

- 1). enjoy air travel 2). set our goals high 3). become a pilot 4). study astronomy

68. "*We must believe in luck. For how else can we explain the success of those we don't like?*" This means that.....

- 1) we don't like people who are lucky
- 2) we don't like people who are successful
- 3) if people we don't like are successful, we say that they are just lucky
- 4) we must not like people whose success is based on luck

69. "No one should approach the temple of science with the soul of a money changer." This is advice for those who would like to become.....

- 1) bankers 2) monks 3) scientists 4) architects

4.5.6 Transcript six: If clause

The transcript is of a lesson conducted in Mathayom 5 in my class. The teacher used a melody to teach the rule of conditional sentences.

1.T : I will teach you the way to remember the Conditional Sentence. When you see the conditional sentence, You can do it. Every student repeats the melody after me. First time, I will show you and then it's your turn.

Teacher sing: **Present kukub Present**

Present kukub will

Past kukub would

Past Perfect , would have done

2.SS : Students are still quiet.

3.T : The teacher kept singing again

4.SS : Students start singing/reading

5.T : **Next, Students look at the book on page 18 number 7, If you give him the keys, my servant....your car tomorrow.**

6.T : **Roon! Answer please**

7.S : C sir

8.T : This question answer 'A' If you give him the keys, my servant....your car tomorrow. It is a condition that may happen in the future. We will use Present kukub will so it's a Present Simple tense kukub will wash your car tomorrow

9.T : **Prew! answer**

10.S : D dog

11.T : I ...wet if I had worn a raincoat.-**This question the back is 'Past Perfect' so the front is would have done. It's switching. This question main clause is the front sentence while conditional sentence is at the back.**

12.T : We shall give that book to you if we..... it.

13.T : **Ying answer**

14.S : B

- 15.T : **Correct! Students observe will/shall followed verb1, behind is Present according rule2 Subject followed verb 1, will/shall followed verb1**
- 16.T : **No .10 If If she... here last night, , I'd have given her a gift. Phung! Which rule on the board?**
- 17.S : **No.4**
- 18.T : **Correct!**
- 19.T : **Last number Boss! If shehere last night, I'd have given her a gift.**
- 20.S : **B sir**
- 21.T : **'d is a short form of would have done What is the front position? Answered 'had done' If the front is 'Past Perfect', the back position is would have done.**

Students remembered the If-clause pattern that teacher taught through the melody. This technique helps students to remember rather than teaching them the direct grammar rule. The atmosphere in this class was better than the question tag class because most of the students were relaxed. In turn 15, 18. the student's feedback is good because the student answered the question correctly.

In turn 19, the feedback of students depended on the motivation. In turn 19, the teacher gave the gift to the winner who can answer the question.

This transcript helped me to improve my style in the classroom teaching by using my personality to motivate students. A lot of cram schools have English teachers who is friendly and active.

In this situation, the teacher will act like a singer herself or we call "*edutainment*" in the tutoring vocabulary. It become a word "education" added to "entertainment".

Teacher' Control of the Patterns of communication

The purpose of the teacher is to teach students how to remember the rule of if-clause easier by passing the melody. I tried to use this way to teach the rules with my student. The feedback is good when they answer all the questions correctly.

Students' Perception of the Patterns of Communication

In turn 2, students remain silent. They are very restricted in their range of verbal functions. They never initiate and never follow-up until turn 4. They start singing and reading after the teacher give them an example.

In turn 5 and 6, The teacher nominates a question and the students follow up by answering the question in turn 7.

4.6 Conclusion

As a general summary of the data in this chapter, I would conclude that the teaching style is still very much teacher centered and formalist. The focus is almost exclusively on the teaching of grammar as this is what the students are required to do in order to pass their exams. Indeed because of the wash back effect of the 'O' Net and 'A' Net exams, the students come to such 'cramming schools as ABACUS simply to master examination techniques and acquire the skills necessary to obtain the grade for entry into higher education. The curriculum is the questions in the exams and these have to be taught in a fairly rigid manner. This was well illustrated in the study by the fact that the teacher in Khon Kean simply gave feedback in what were the right answers to the students. In many ways this is what she expected to do as this was part of the system. To take a 'communicative approach', that is more student centered will in some ways mean a fairly radical change in the approach to the teaching in these schools. Teachers in cramming schools basically receive little training other than what they have been doing for years, and they know that the purpose of their teaching is to train the students to pass exams. Indeed one might ask whether the student would attend these schools if they did not see the teaching as being directly relevant to passing exams. *The truth is that pedagogy takes second place.*

Chapter Five: Conclusion

5.1 Introduction

In this final chapter, the major findings of the present study are summarized followed by the students' indicators after pre-test, intermediate test and post- test, correspondingly.

5.2 Summary of the major findings

- Research Question (RQ) 1: What features of classroom interaction can be identified in the class under study?

Classroom interaction is minimal because when the teacher asks questions to the students, they seem reluctant to answer the question. The students may feel shy. This situation can be seen in **transcript two**, *turn 42, 44 and 46*. The situation in the classroom is because the teacher is putting some pressure on the students by randomly selecting them to answer the question, as illustrated in *turn 32*. The answer the student gives is very short, and indicates a certain reluctance to answer until the teacher provides some help. Then the teacher answers the question instead, in *turn 47*. In *turn 50 and 52*, the student didn't respond to the answer and in *turn 56* the student simply seems to be listening to the teacher rather than attempting to answer. Finally, in *turn 58* students follow up by finding the rule and example in the book after the teacher had told them. It could seem that the teacher is often spoon-feeding the students all the time. However, teachers are also expecting the right answer from the students. And consequently, this makes it difficult for the students to relax and perhaps give the right answer. In **transcript 2**, in *turn 74* the teacher asks the students a question and the students give the wrong answer, although, some students appear quite confident. It could seem that the atmosphere in the classroom is important (for example, the

personality of the teacher) for the students and perhaps this is particularly true in the cram school. It is important in such a school that the style of teaching should be such as to avoid the students getting bored. So, the teacher should adapt the methodology that has been used to help the students in their learning.

In a cram school, the main purpose is to help the students succeed in pertaining required grades for university entrance in the O-Net and A-Net exams. Consequently, there is a lot of repetition. This repetition could lead to boredom and therefore a teacher has to make extra efforts to make the class interesting, not the easiest of tasks. So, the teacher should adapt the methodology that has been used previously in order to help the students in their learning process.

► **Test backwash**

Any testing has a backwash effect. Both harmful or beneficial backwashes can happen in any course. That is the relevance between what happens in the real class that we call *ideal way* following by Tsui in 2.1 and in class teaching way that we call *normal way* and *the test score* shown in the table below. (See explanation in chapter 2 in 2.2.1)

Ideal Way	Normal way	Test score	Successful / Unsuccessful - Cause
√	√	√	Successful
√	√	X	Bad test questions / Course design
√	X	√	Good test

√	X	X	Bad test questions / Course design, My way
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Therefore, an intensive training program at a cram school can help the students to improve their English proficiency (as seen in the research question 3)

- Research Question (RQ) 2 : How effective are the test materials used in terms of classroom interaction?

As the materials used for teaching are based on the O-Net and A-Net exams, the students are basically using decoding skills and some higher-order skills in areas such as grammar, vocabulary, reading, advertising, news, graphs and poetry. The ABACUS textbook has a lot of exercises for students to practice. The student’s interaction happens when they don’t understand some exercises and ask the teacher in the classroom or they practice themselves at home with other students.

In the O-Net and A-Net exams each year, there is a section on poetry. I have given some examples of attempt to teach poetry to the students. The focus has been on grammatical aspect in the sense of pronouns used in the poetry. The test pronoun refers to things mentioned in Poem, lack of background from students that make this quite a difficult task. One wonders why poetry is included in such examinations.

The material used in the poetry section focuses mainly on grammar. Moreover, the grammar multiple choices are very often seen in the exam so the material contains many multiple choices exercise with the teacher can teach them the technique how to cut the disprobable distractors. The important part in this section is the teacher has to summarize the grammar rule which students can memory before they take the exam because the behavior of student who want to study in cram school is they don’t like to

take notes. They want the teacher to summarize the grammar rules or vocabularies that are very important to them or the grammar rules.

- Research Question (RQ) 3: What improvement is there in preparation for the O-Net and A-Net exams as indicated by the pre-test and post-test?

The results of this study indicate that:

- The Bangkok students improved in post-test when compared to the pre-test. The data show that the result from post-test have improved in certain areas more dramatically than others, for example, in grammar and poetry showed an increase of 56.37% from the post-test.

For grammar and the poetry reading 34.88% from the pre-test.

Table 5.2.1 The result of Pre-Test / Post-Test Bangkok

Bangkok	D	I	Gr	R	C	G	P	Ref
Pre-test	36.28	29.3	32.09	48.14	48.84	21.63	15.12	29.3
Post- Test	48	42	38	52	54	78	50	51

Table 5.2.1 showed the difference between Pre-test and Post-test of Bangkok

5.3 Conclusion

There are many factors that affect students who want to pass the admission test. The GPA and GPAX have a lot of influence on the way the students study in a classroom situation. In a cram school, students obviously come as they see these extra classes as being beneficial and will help their GPA as well. Obviously, special skills are required for teachers in the cram school, as also the types of material they used.,

Students come to cram schools to mainly learn exam techniques and to answer questions under exam conditions, which allows the students to determine the amount of time required to This seem to fit what Smith (1986) indicated that effect the score of students are

- (1) Ministry of Education objective
- (2) The school situation
- (3) Students' interest
- (4) Students' learning style; and
- (5) Teacher preference

(Larry E. Smith : 1986)

5.4 Student's approaches and directions for better English scores

1. The students have to know the wide range of English vocabulary because the English exam covers a wider range of vocabulary than what appears in high school textbooks. This mean that sometimes the students have difficulty even reading the questions in the exam. In the pilot test, (4-27 April, 2007) the teacher gave the students an entrance exam test consisting of one hundred multiple choice questions to be answered in two hours. The entrance exam papers contained up to 5,000 words but many students were able to finish the test within 15 minutes.

To memorize the entire vocabulary from A-Z is not recommend as an approach to learn English vocabulary because this approach induces only remains in the short-term memory. Psychologists have indicated that short term memory would rapidly disappear within 21-30 days. Thus, this approach is not very effective in a long term. The best and more interesting way to cope with vocabulary is through the recognition of

roots, prefixes and suffixes. A further direction is to recognize the word groups or chunks of language. Both approaches contribute to the long term memory in students' brain which will preserve students' lasting skills for their life-long education.

Another method to learn English vocabulary is by guessing words through contextual clues, that way one can guess unfamiliar words by their surrounding discourse.

2. The students have to master basic structural concepts. The students do not have to deal into the complex English grammar. The reason why they need to know grammar is that grammar can help students comprehend what they are reading. The university entrance paper normally has more reading especially, in four parts of the exam paper such as cloze test reading, short passage reading, long passage reading and speed reading. All parts involve the use of grammar and vocabulary especially, cloze test.

3. The students have to use proper reading techniques. These techniques include how to identify the main idea, topic, title, pronoun reference, purpose, and attitude. Such skills are commonly needed in reading the general English papers.

4. The students use the compare, contrast and schema technique which is particularly useful in poetry reading, The students have to imagine the story because they have to address questions such as the author's feelings, attitude, and tonality of the poem. In teaching poetry, it is hard for the teacher to explain the metaphorical use of language to the student.

5.5 Why Thai students have some problem in language learning in high school/Secondary School Level?

In Thailand, Grammar translation approach has traditionally been used. The teaching method emphasizes rules of a target language. Now from this research I found that it has failed. Students may understand how to write grammatical sentences. However, they cannot use it for communication so I tried to start teaching grammar with the fact that students know by letting him correct the information is wrong.

I think more than teaching students the grammar rule. The teacher should have the learner feel free in using it and let them come over it naturally, so natural method or direct method may be applied for highschool students. From my experience teacher at ABACUS and MA-ELT teaching practice course (TP). I have found out that most students cannot really use English to communicate effectively despite the fact that they can manage to pass all English examination that the governments' policy about the university admission test is a big mistake. The reason is that students learn English as knowledge to do the test but learning a language is the language skill development process. When I talk with some students in my class, I found they take it as a subject which they have to do only well enough in the exam to get good grades. So teaching and learning English strategies is simply coaching. However, to me, any languages is for the purpose of communication. On the other hand, in the O-net exam test has the poetry that most of students can not do it. So, to teach any second language brings about two problems: first language interference, and teachers whose only aim is to have students pass the exam. Secondly, students' motivation is the main problem. Mostly students are not enthusiastic to learn, they just come to the class, and do what the teacher tells them to do and after there is no any follow-up activities. Some students think that English is like the bitter medicine, their hope is just to learn and get passed the examination.

Finally, as we know, in Thailand English is a foreign language, a few Thai people use it for communication, so out-of-class, students have little or no opportunity to use it.

5.6 Limitations:

The study limits itself to the features of the classroom interaction. Bangkok is the experimental group and the features of the classroom interaction is interpreted from the Video-tape recording and the transcripts including with the pre test and post test. This is compared to the data from Khonkean Control group, the post test score of students better than X group / Bangkok because the teacher answers the question, so the students remember the answer in the duration of four months.

5.7 Recommendations:

In the future, The teacher will reshuffle the multiple choices or change the question but the type of the question also the same in order to protect them answer the distractor and conference all control group's teacher for plan the better program and strictly with the test date. Teacher can answer the question to make students understand why he/she answers wrong in that kind of question and correct their weak point.

5.8 Suggestion for Future Research:

From this research I know that I should improve is inference reading and graph. Both items are abstract and difficult to teach. For inference reading, it is found in cartoon reading. The students have to know the gap of the story or mime. There are not the answer directly in this part so students have to analyze it. For graph reading also, the students have to know the vocabulary, which is often used in graph reading and interpreting it. From this part, I know if my classroom teaching is bad, the score of post

test is bad, and my ideal way is good. So, firstly, I will change the test because it is a bad test, I plan to reshuffle the multiple choices test. Secondly, the course design because has immediate time to teach every kind of graph in half and hour due to there are the other important lesson and finally, I will change my classroom teaching next time. In contrast, the reference reading that we saw shows if my classroom teaching is bad, the score of post test is good and my ideal way is good, So next time I will change my methodology of teaching.

However, reference reading depends on how much the vocabulary they know and a lot of references use the restatement technique. The synonym is very important for this kind of question and the context clue will be used so much in this kind of question.

In my future research, I will do the grammar book for highschool students for passing admission. It collects many techniques how to pass each section and adapt with my new style teaching put the afford to my students and conference with all teachers for planning better program. I believe that the students will come to learn in my school.

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ครั้งที่ 1. สำนักพิมพ์อักษรเจริญทัศน์ กรุงเทพฯ .



Appendix A

Statistics of English score and number of students



APPENDIX A: STATISTICS OF ENGLISH SCORE AND NUMBER OF STUDENT

Score level	1/1998	1/1999	2/1999	1/2000	2/2000
0-10	7	15	6	3	12
10-20	8,018	5,814	8,443	5,266	15,308
20-30	84,376	57,058	100,010	57,058	116,718
30-40	68,356	43,617	65,985	51,833	60,734
40-50	27,534	22,994	21,639	24,830	22,074
50-60	13,249	14,922	10,124	11,526	10,376
60-70	6,121	8,711	5,341	5,922	5,386
70-80	2,140	3,780	2,358	2,820	2,618
80-90	651	999	663	934	940
90-100	82	130	69	164	140

(Noppadol, new English exam, Science Centre, 1997)

From the table, the average scores of English in past 5 years are approximately 30 points out of 100. Supposing that a student obtains a score ranging from 60-65 marks, it can be assumed that there will be 340,000 test-takers with a lower score.

Appendix B

Statistics of Entrance English Exam



APPENDIX B: STATISTICS OF ENTRANCE ENGLISH EXAM

	Con	Cloze	Gram	Gr/tab	Poet	Read	Dict	Carto	Letter
2/2000	25	25	5	5	-	30	5	5	-
1/2000	25	20	5	10	5	35	-	-	
2/1999	25	10	10	-	-	35	-	10	10
1/1999	25	20	-	10	-	35	-	-	10
1/1998	25	20	-	10	-	35	-	-	10
ave	25	19	4	7	1	34	1	3	6

- ☐ CON = CONVERSATION

☐ CLOZE = CLOZE TEST

☐ GRAM = GRAMMAR

☐ GR/TAB = GRAPH/TABLE

☐ POET READING

☐ READ = READING COMPREHENSION

☐ DIC = DICTIONARY READING

☐ CARTO = CARTOON READING

☐ LETTER = LETTER READING

☐ AVE = AVERAGE

(Noppadol, new English exam, Science Centre, 1997)

The average scores of conversation will be 25.

$$\text{ave} = \frac{25+25+25+25+25}{5} = 25$$

5

From statistics, it can be seen that the frequency of the score test for reading comprehension test is the highest every year. Whereas the scores for the test section on use of Dictionary and Poetry are the lowest.

Appendix B1

Type of the A-Net, O-Net exam paper /

Component of the A-Net, O-Net test



APPENDIX B1 : TYPE OF THE A-NET EXAM / COMPONENT OF

THE A-NET, O-NET TEST

I. Type of the A-net, O-net exam paper

According to the analysis of the old test going back 5 years, the test was divided in two parts. One is Basic Decoding skill 50%, and the other is Higher Skill 50%.

Following the test, the number of the test is 100 that all are multiple choices.

II. Component of the A-net, O-net test

- ◆ Part I: Speaking (Conversation)
- ◆ Part II : Vocabulary
- ◆ Part III: Grammar and Structure
- ◆ Part IV: Reading (Cloze test)
- ◆ Part V: Reading (Short Passage)
- ◆ Part VI: Reading (Long Passage)
- ◆ Part VII: Speed reading
- ◆ Part VIII: Error Identification

Appendix C

Sample of Pre-test / Post-test



Pre-test

ชื่อ.....


ข้อสอบวิชาภาษาอังกฤษ

สถานที่สอบ.....

ห้องสอบ.....

คำอธิบาย

1. ข้อสอบมี 8 หน้า (50 ข้อ) ข้อสอบนี้เป็นข้อสอบ ชุดแรก
 2. ก่อนตอบคำถามให้เขียนชื่อ สถานที่สอบ และห้องสอบลงในกระดาษแผ่นนี้และในกระดาษคำตอบ
 3. ในการตอบให้ใช้เครื่องหมายกากบาท ภายในกระดาษคำตอบให้ถูกต้องโดยเลือกข้อที่ถูกต้องที่สุดเพียงข้อเดียว
- ตัวอย่าง ถ้าตัวเลือก B เป็นคำตอบที่ถูกต้องให้ทำดังนี้

	1
A	
B	
C	
D	

ถ้าต้องการเปลี่ยนตัวเลือกใหม่ ต้องลบรอยเดิมให้สะอาดให้หมดเสียก่อน แล้วจึงระบายตัวเลือกใหม่

4. ห้ามนำข้อสอบและกระดาษคำตอบออกจากห้องสอบ

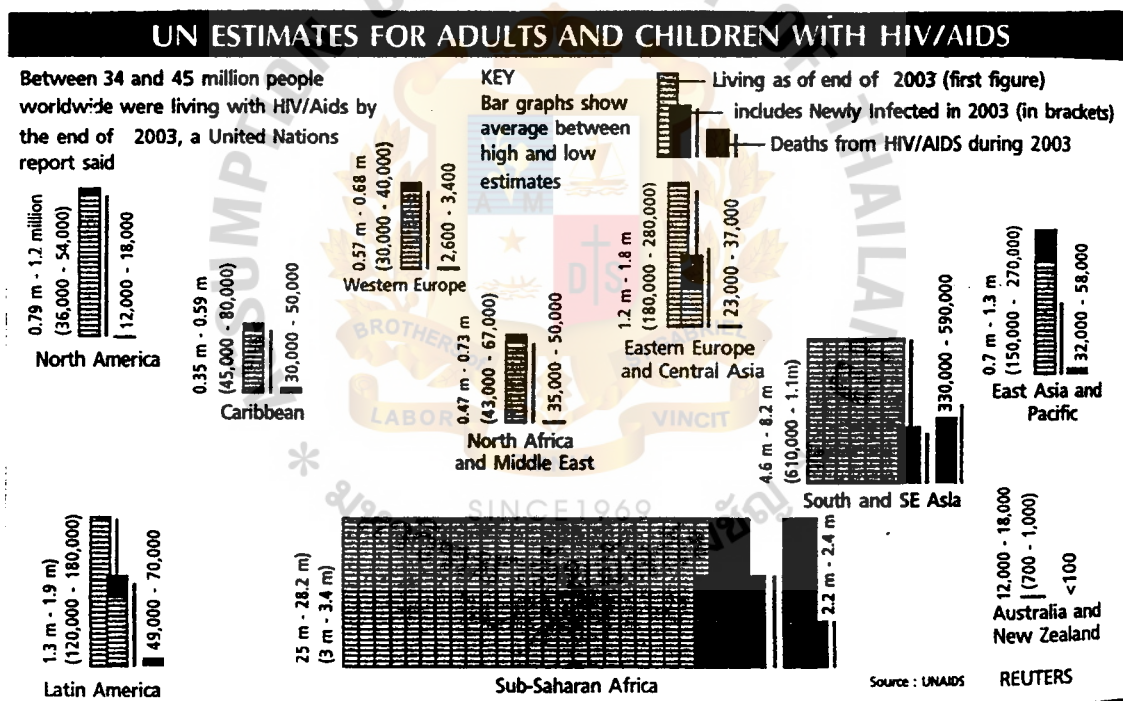
Direction : Choose the most appropriate answer.

1. Ann wonders how much time she has to work on her assigned project. Her teacher says, "No need to hurry yet."
a. You hit the big time
b. It's high time
c. Take your time
d. In no time
2. ".....?"
"Sorry, I can't. I'm on the phone."
a. Would you give me a ring
b. Can I help you with anything
c. Why don't you finish it today
d. Could you help me sort out this matter right now
3. The sign "No trespassing" can be seen in front of.....
a. highway intersection
b. a public restroom
c. a powder room
d. a construction site
4. Somchai asks for a stapler but you have a paper clip. You say to him, "....."
a. That's it
b. Will this do?
c. How is it?
d. Here you are
5. You are new in town and want to buy some milk. You can ask someone on the road "
....."
a. Do you drink milk today?
b. Where is the milk section?
c. Can you get me some milk?
d. How can I get the nearest supermarket?



6. What should Theme Park Land be?
a. an aquarium
b. a wonderland
c. an amusement park
d. a heritage show park
7. What makes this cartoon funny?
a. the children's response to their mother's order
b. the mom's plan to visit some other museum
c. the boy's remark on his mom's decision
d. the girl's reply to her brother's question

8. What was the boy's mood when he talked to his sister?
- anxiety
 - disappointment
 - curiosity
 - midnight
9. What should be the time of day?
- dawn
 - afternoon
 - evening
 - midnight
10. Why wouldn't the mother take her children back to theme Park Land the next day?
- She thought that Theme Park Land was amusing for children only.
 - She felt that Theme Park Land was not a suitable place for her children to visit.
 - She knew that her children had done something wrong in Theme Park Land the day before.
 - She would like her children to gain knowledge from the museum rather have fun at Theme Park Land.



11. Apart from Sub-Saharan Africa and south and Southeast Asia, Which of the following regions identifies the most newly infected adults and children with HIV/AIDS?
- Eastern Europe and Central Asia.
 - North Africa and Middle East
 - East Asia and Pacific
 - Latin America

12. According to the chart, what region is most effective in promoting HIV/AIDS education?
- Caribbean
 - North America
 - Western Europe
 - North Africa and Middle East
13. Which region is likely to have the most effective medical care for AIDS patients during 2003 based on "living" and "death" figures?
- North Africa and Middle East
 - Eastern Europe and Central Asia
 - East Asia and Pacific
 - Latin America
14. If the UN providing to fight against HIV/AIDS, which region is NOT essential to get this funding?
- North America
 - Western Europe
 - East Asia and Pacific
 - Australia and New Zealand
15. Which of the following CANNOT be concluded from the diagram?
- The lowest rate of HIV/AIDS living patients during 2003 is the Caribbean.
 - The highest number of deaths in HIV / AIDS during 2003 is in south and South East Asia.
 - The number of newly infected adults and children with HIV/AIDS is the most prevalent in Sub-Saharan Africa.
 - There is not an increasing number of newly infected HIV/AIDS patients in Australia and New Zealand during 2003

Speed Reading (No. 16-24) SONKAJARVI, FINLAND

Estonian wives can be a real pain in the back, but that didn't stop one man from carrying his wife on his back in a 250-meter obstacle course at an international event in Finland which pays the winners the wife's weight in beer. Another Estonian couple came in second while third place went to a Danish couple.

BORDEAUX, FRANCE

A heat wave in southwest France has wineries popping their corks. The 35-degree Celsius temperatures are cooking wines at the world's biggest wine trade fair, Vinexpo. The situation has left a bad taste in some wine taster's mouths, as well as exhibitors who had to dump wines because

WOLVERHAMPTON, ENGLAND

Now, that's justice : an English politician was recently caught speeding by a mobile camera which he was responsible for putting in place. South Staffordshire district councilor Robert Marshall was filmed going about 68 Kilometers per hour in a 48 kmph zone. His spin on this major gaffe?

"If more people are caught by these mobile speed cameras. Then more people like myself will get the message about speeding

ROME

An Italian priest from the town of Civita Castellana exercised his papal duties over the weekend by judging women from his church in a beauty contest that sends one woman on to represent the village in the Miss Italy competition.

The lucky Father Carlo Crucianelli says: "If you look at the girls in an innocent way, it's not a sin but a way of thanking the Lord

BERLIN, GERMANY

Germans could face a shortage of beer this summer if they don't return their empty beer bottles. The German Brewers' Federation assured Germans that if they recycled their bottles, there would be plenty of beer to go around.

LOS ANGELES

Los Angeles city officials are trying to calm fears of shark attacks telling swimmers that vending machines kill more people each year than sharks. The city's fire captain also adds that dogs killed more people than Great White sharks last year.

CHICAGO

Hot dog! The Chicago-based Vienna Beef Company made what it claims is the world's biggest hot dog last week. The 4.1-meter-long dog weighed about four kilograms and was covered in a liter of mustard and half a kilogram of relish.

MANCHESTER, NEW HAMPSHIRE

A NEW Hampshire man was arrested for assaulting his girlfriend after she won an arm-wrestling match against him and called him a wimp. According to New Hampshire's union-Leader newspaper, the girlfriend told him that he didn't have any muscles and challenged him to an arm-wrestling match.

16. Germans are having a problem with.....
- | | |
|-----------------------|-----------------------------------|
| a. illegal dumping | b. the German Berwers' Federation |
| c. a summer heat wave | d. a lack of beer bottles |
17. The international event that took place in Finland was a
- | | |
|------------|------------------------------|
| a. wedding | b. beer-drinking competition |
| c. race | d. medical convention |
18. People in Los Angeles are worried about.....
- | | |
|----------------|------------------------------|
| a. fires | b. sharks |
| c. dog attacks | d. vending machine accidents |
- 19..... was arrested for speeding.
- | | |
|--------------------------|--------------------------------|
| a. An Italian priest | b. A Los Angeles city official |
| c. An English politician | d. A New Hampshire Man |
20. In Manchester, New Hampshire, a Man was arrested for.....
- | | |
|--------------------------------|-------------------------------|
| a. beating up his girlfriend | b. arm-wrestling with a woman |
| c. insulting someone in public | d. being called a wimp |

21. An Italian priest.....
- said beauty contests were a sin
 - pretended to be Miss Italy
 - sponsored a beauty contest
 - was a judge in a beauty contest
22. An unusually hot summer caused.....
- damage to wine in France
 - violence in New Hampshire
 - a shortage of beer in Germany
 - shark attacks in Los Angeles
23. The world's biggest wine trade fair takes place in
- Bordeaux
 - Sonkajarvi
 - Los Angeles
 - Rome
24. The world's biggest hot dog was made in
- Germany
 - Vienna
 - France
 - Chicago
25. The best headline for this column in
- What a Coincidence
 - Coming Attractions
 - Strange Stories from All over
 - Unusual summer Vacation Spots

Situation : Don is looking for a birthday gift for his mother. He is at a bookstore.

Sales Assistant : Good morning. How can I help you?

Don : I'm trying to find a gift for my mother.

SA : Do you have.....26.....

Don : Perhaps a good novel.

SA :27.....

Don : She reads everything. But.....28.....

SA : Ah,.....29..... I'm pretty sure she will love "The Da Vinci Code" It's a rather new mystery.

DON : She's already read it. I bought her a copy last summer.....30.....

SA : Yes, we do.....31..... The story is about the plot against the Vatican in Rome.

DON : Very interesting indeed. I think my mother will like it32.....

SA : Oh, yes33.....

DON :34..... How much is it?

SA : All books are on sale right now after a twenty percent discount. So it's only 350 baht

DON :35.....

SA : Yes, all major credit cards are accepted

26. a. enough money with you
c. anything particular in mind
- b. to buy it right now
d. the title of the book you want
27. a. Are you sure she wants a book
c. What kind of novel does she like
- b. How much do you want to spend
d. When did she last read anything
28. a. she's a mystery fan
c. I know what she likes
- b. she prefers non-fiction
d. I want you to pick up something for me

29. a. as result
c. more or less
30. a. Do you stock DVD's
c. Do you have any other CD's author
31. a. I'm sure
c. We've got plenty
32. a. Have you read it yourself
c. Are you going to read it yourself together
33. a. I like this author too
c. I never like mysteries
34. a. I'll take it then
c. I believe it's no good
35. a. Can I pay in cash
c. Can I pay by credit card
36. A vacation does for a person.....
a. what sharpened knife does
c. is sharpening him as a knife
37.it was clear that the accused was having significant psychiatric problems, the appeals court threw out his life sentence.
a. Because
c. So
38. The Great Wall of China is reputed as one of the seven construction wonders in the world,.....for its massive construction size, along with its unique architectural style.
a. either...or
c. rather...than
- b. in that case
d. by and large
- b. Are there any other movies
d. Do you have other books by the same
- b. Here you are
d. Wait a minute
- b. How many copies have you sold
d. Don't you think we should read it
- b. This book is very boring
d. But I don't like this book
- b. I'm not really sure
d. I don't think she will like it
- b. How can I pay
d. Do you accept personal checks
- b. who is sharpened as a knife
d. what sharpening does for a knife
- b. Even though
d. Given
- b. not only...but also
d. neither...nor

What is this life, full of care,
We have no time to stand and stare?
No time to see in broad daylight
Streams full of stars like skies at night

39. What is the picture this poem has painted?
a. a man standing by himself
c. beautiful streams sparkling in the sea
- b. a dark sky with lots of stars
d. stars shining brightly in broad daylight
40. What is the tone of the poem?
a. satirical
b. sarcastic
c. argumentative
d. persuasive

On the day of a big annual sale, a huge queue had formed at the entrance to a department store. Some people had even camped out overnight for a good spot.

Just before opening time, a small man tried to push his way to the front of the line, only to be pushed back amid loud and colorful curses. On the man's second attempt, he was punched in the jaw, knocked around a bit and thrown to the back of the queue again.

As he readied himself for his third attempt, he told the person ahead of him, "If they hit me one more time, I'm not opening the store."

41. The sale mentioned in the passage is held.....

- a. once a year
- b. for a week
- c. every month
- d. at weekends

42. "Some people" (line 2) refers to

- a. salesman
- b. spectators
- c. shareholders
- d. shoppers

43. The word "colorful" (line 4) could best be replaced by.....

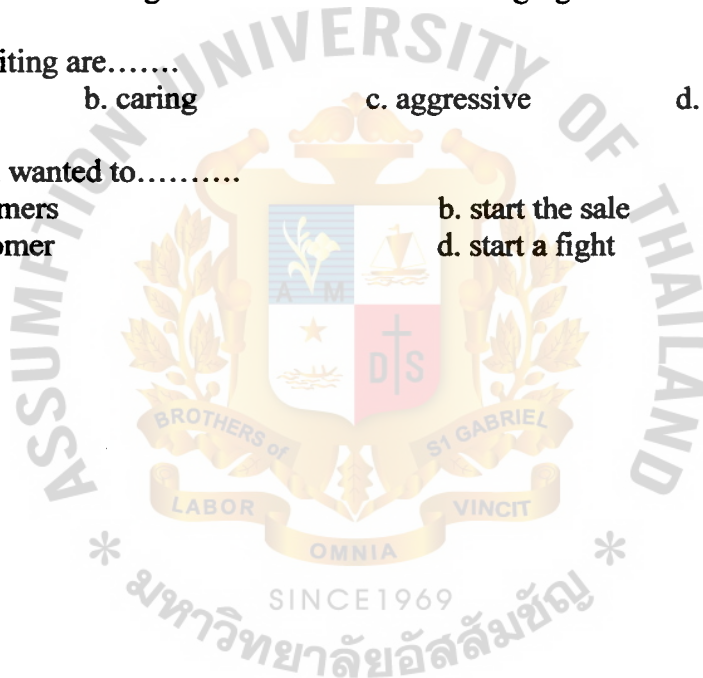
- a. multi-colored
- b. bright
- c. fast-changing
- d. expressive

44. The people waiting are.....

- a. dependable
- b. caring
- c. aggressive
- d. indifferent

45. The small man wanted to.....

- a. be rude to customers
- b. start the sale
- c. be the first customer
- d. start a fight



Appendix D

Sample of Intermediate test / Mid term test



Mid-Term Test

Direction: Choose the best answer

Somsri and Suwit are discussing where to eat.

Somsri : I'm really hungry, we could have lunch.

Suwit : ...(1)... Let's go to a Chinese restaurant.

Somsri : ...(2)... I had some Chinese food yesterday.

...(3)...

Suwit : OK, let's go.

1. a) No, I don't like Chinese b) I'm sorry
c) That's a good idea d) No, let's not
2. a) It's great b) All right
c) That's a good idea d) I'd rather not
3. a) What about a Chinese restaurant?
b) Why don't we go to an Indian restaurant?
c) Do you want to go?
d) Let's eat at home.
4. You meet an old friend whom you haven't seen for almost 10 years.
After chatting for a moment, you say: "_____"
a) What do you do? b) Who are you?
c) How are you doing? d) Why do you like this?
5. Your friend fails the admission exam, then you walk toward him and say. "Come on. _____"
a) It's not the end of the world. b) Still water runs deep.
c) Blood is thicker than water. d) A penny saved is a penny earned.
6. Tom: Would you mind if I smoked?
Dian:
a) Yes, I don't mind. b) Yes, you can.
c) No, Go ahead. d) No, that's not a good idea.

7. How was your trip?

- a) It was great fun.
c) I enjoyed a lot of fun.
- b) It was funny.
c) I was very enjoyable.

8. You'd better stay,...?

- a) hadn't you b) don't you c) didn't you d) wouldn't you

9. You have never been honest,...you?

- a) are b) haven't c) have d) weren't

10. If I....her address, I would have written to her.

- a) had b) have c) have had d) had had

11. If he comes, I....him.

- a) saw b) will see c) am seeing d) would have seen

12.Hollywood superstar Angelina Jolie had a tiger tattoo engraved on her back. During the process the tattoo artist chanted an ancient hyma.... Jolie would be rich and powerful.

- a) as b) because c) so that d) therefore

13. When you think about steak, Americans always seem to come to mind, with cowboys and Texan cattle millionaires...., in the past, steaks were very British and the British troops were called “beefeaters.”

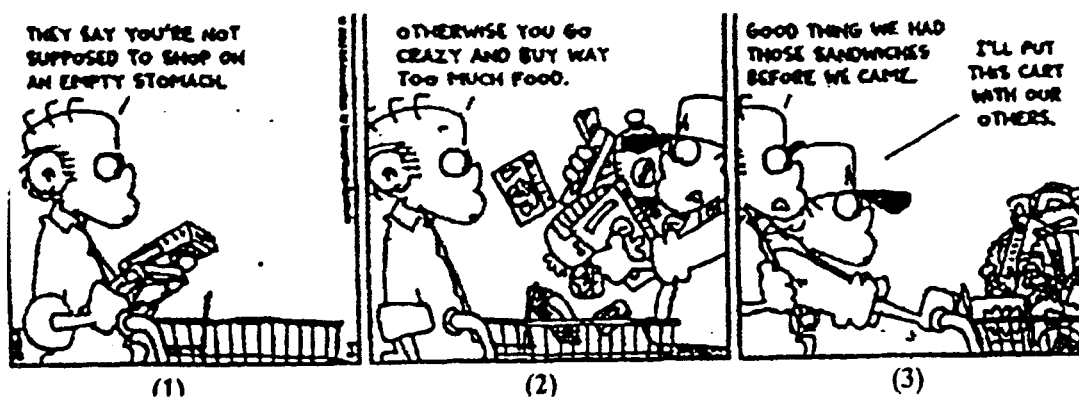
- a) also b) However c) Secondly d) In other words

14. Although most birds have only asense of smell, they have acute vision.

- a) faulty b) negative c) minimal d) condensed

15. A person who studies and predicts human affairs through the position of the stars and planets is called an _____.

- a) aquanaut b) amateur c) agriculturist d) anthropoid



16. They are in a.....

- a) supermarket b) cafeteria c) restaurant d) theater

17. The phrase “on an empty stomach” (frame 1) means.....

- a) with nothing in your shopping cart b) when you’re hungry
c) without money d) if you’ve just eaten

18. What can be implied?

- a) They haven’t eaten yet b) They bought a lot
c) They disagree with each other d) They are wise shoppers

19. The word “Otherwise” (frame 2) means.....

- a) If so b) Likewise c) Even though d) Whenever

20. In frame 3, the word “others” refers to other.....

- a) shops b) carts c) sandwiches d) collections

5 Piranhas live in enormous or shoal. They spend most of their time hunting for food. Rivers are their primary **habitat** although, as a result of massive flooding, they may occasionally find their way into lakes. But it is thought that they are unable to breed outside of rivers. Piranhas have **voracious** appetites, and they seek river locations that have plentiful fish supplies. They are found in any **well-stocked** river within their natural habitat.

The piranha hunts with speed and **by surprise**. The typical way which the piranha attacks is by swimming directly into a shoal scatters in all directions, and the piranha quickly overpowers individual fish. Small fish are swallowed whole. Larger prey have

chunks ripped out of **them**, which the piranha swallows instantly so it can immediately take another bite.

21. It's common for piranhas to _____.

- a) hunt in small packs
- b) live in large groups
- c) breed outside rivers
- d) search for food in lakes

22. the word "habitat" (line2) refers to _____.

- a) a living place
- b) a hunting area
- c) a habit one develops
- d) a strange environment

23. According to the article, piranhas can be found in lakes when _____.

- a) they cannot find enough food in the river.
- b) the river overflows after a big flood
- c) they are unable to breed in rivers
- d) there are too many piranhas in the river

24. The word "**voracious**" (line 5) suggests that piranhas _____.

- a) bad hunters
- b) strong fighters
- c) active swimmers
- d) greedy eaters

25. The "**well stocked**" (line 7) means _____.

- a) the water flows strongly
- b) it is a natural environment
- c) there is a lot of food
- d) it is clean

26. Which statement is true about the way piranhas hunt?

- a) They hunt only small fish.
- b) They wait for individual fish to come very close and attack.
- c) They chase individual fish for sport.
- d) They attack other fish very fast.

27. The expression "**by surprise**" (line 8) means _____.

- a) without warning
- b) hopefully
- c) accidentally
- d) on purpose

28. The word "**them**" (line 12) refers to _____.

- a) chunks
- b) larger prey
- c) small fish
- d) on purpose

29. The second paragraph mainly discusses the piranha's _____.

- a) home environment
- b) lack of speed
- c) hunting habits
- d) favorite prey

30. The tone of this article is _____.

- a) informative
- b) subjective
- c) humorous
- d) shocking

1996

1997



These charts compare the working backgrounds of the 100 students entering the MBA program in 1996 and 1997. The number of students with financial backgrounds _____ (31) _____.

Those with manufacturing experience _____ (32) _____ those with experience in service industries in 1996, but _____ (33) _____ in 1997. While the number with manufacturing backgrounds _____ (34) _____, the number with service backgrounds _____ (35) _____ 1997.

- 31. a. remained the same
 - b. showed significant change
 - c. increased slightly
 - d. was much lower
-
- 32. a. overcame
 - b. outweighed
 - c. outnumbered
 - d. overestimated

33. a. their experience was changed b. more were accepted
c. there were just as many d. this situation was reversed
34. a. increased by only one b. fell by nine
c. dropped to 26 d. grew from 32 to 41
35. a. stayed steady throughout b. decreased to 26 after
c. rose to 40 in d. doubled between 1996 and



Appendix E

**Sample of the Score of student divide by skill in Pre-test
Intermediate test and Post-test / The background of student**



. Name : Vichayaporn Phumwongsumneang

Age	M/F	R/U	G-P	T
18	F	U	D	10

D= Higher Vocational Education Diploma

[illegible]

Middle Test

C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇	C ₈	C ₉	C ₁₀	C ₁₁	C ₁₂	C ₁₃	V ₁₄	V ₁₅	I ₁₆	I ₁₇	I ₁₈	I ₁₉	I ₂₀	R ₂₁	R ₂₂	R ₂₃	R ₂₄	R ₂₅	R ₂₆	R ₂₇	R ₂₈	R ₂₉	R ₃₀	Gr ₃₁	Gr ₃₂	Gr ₃₃	Gr ₃₄	Gr ₃₅
/	/	x	x	x	x	x	x	x	x	x	x	x	x	/	x	/	/	x	x	x	x	x	/	x	x	x	/	/	/	x	x	x	x	

Post Test

[illegible]

[illegible]

M.6

7. Name: Kawich Ruaagsa-ad

Pre-Test

Age	M/F	R/U	G-P	T
16	M	U	G	10

No	D ₁	D ₂	V ₃	D ₄	D ₅	I ₆	I ₇	I ₈	I ₉	I ₁₀	Gr ₁₁	Gr ₁₂	Gr ₁₃	Gr ₁₄	Gr ₁₅	R ₁₆	R ₁₇	R ₁₈	R ₁₉	R ₂₀	R ₂₁	R ₂₂	R ₂₃	R ₂₄	R ₂₅	C ₂₆	C ₂₇	C ₂₈	C ₂₉	C ₃₀	C ₃₁	C ₃₂	C ₃₃	C ₃₄	C ₃₅	G ₃₆	G ₃₇	G ₃₈	P ₃₉	P ₄₀	Rf ₄₁	Rf ₄₂	Rf ₄₃	Rf ₄₄	Rf ₄₅
7	/	X	X	X	/	/	X	X	/	/	X	X	X	X	/	/	X	/	/	/	/	/	X	/	/	/	/	/	/	X	X	X	X	/	/	/	/	/	X	/	X	X	X	X	/

Middle Test

C ₁	C ₂	C ₃	C ₄	C ₅	C ₆	C ₇	G ₈	G ₉	G ₁₀	G ₁₁	G ₁₂	G ₁₃	V ₁₄	V ₁₅	I ₁₆	I ₁₇	I ₁₈	I ₁₉	I ₂₀	R _{f21}	R _{f22}	R _{f23}	R _{f24}	R _{f25}	R _{f26}	R _{f27}	R _{f28}	R _{f29}	R _{f30}	Gr ₃₁	Gr ₃₂	Gr ₃₃	Gr ₃₄	Gr ₃₅
/	/	/	X	/	X	X	X	X	X	/	X	/	X	/	X	/	X	X	/	/	X	X	X	X	/	X	/	/	X	X	X	X	X	X

Post Test

No	D ₁	D ₂	V ₃	D ₄	D ₅	I ₆	I ₇	I ₈	I ₉	I ₁₀	Gr ₁₁	Gr ₁₂	Gr ₁₃	Gr ₁₄	Gr ₁₅	R ₁₆	R ₁₇	R ₁₈	R ₁₉	R ₂₀	R ₂₁	R ₂₂	R ₂₃	R ₂₄	R ₂₅	C ₂₆	C ₂₇	C ₂₈	C ₂₉	C ₃₀	C ₃₁	C ₃₂	C ₃₃	C ₃₄	C ₃₅	G ₃₆	G ₃₇	G ₃₈	P ₃₉	P ₄₀	Rf ₄₁	Rf ₄₂	Rf ₄₃	Rf ₄₄	Rf ₄₅		
7	/	/	/	/	/	/	X	X	/	/	X	X	X	X	/	/	X	/	/	/	/	X	/	/	/	/	/	/	X	X	X	X	/	/	/	/	/	X	/	X	X	/	/	X	X	X	/

Appendix F

Sample of the application form of student



สถาบันกวดวิชาอบาคัส
ABACUS TUTOR INSTITUTION

[illegible]

เจ้าหน้าที่รับสมัคร:

สถาบันกวดวิชาอนาคัส
ABACUS TUTOR INSTITUTION

[illegible]

เลขที่ใบเสร็จ **วันที่**

ชื่อ(ต.บ./ต.ช./น.ส./นาง/นาย) เพศ (ภาษาไทย)

NAME-SURNAME(Ms./Mrs./Mr.) PENTHIP JAISIRI (IN ENGLISH)

ថ្ងៃចេញ ១១/១២ ពេលវេលា ២៤ វិច្ឆិកា ២៥៣២ ឆ្នាំ ១៨ ឆ្នាំ

ที่อยู 120 หมู่ 4 ต.บ้านใหม่ อ.บ้านลาด จ. กาญจนบุรี 46110

โทรศัพท์ (บ้าน) : ๐๔๖-๗๗๙๐๐๐ โทรสาร : ๐๔๖-๗๗๙๐๐๑

สถานที่ทำงาน โทรศัพท์

ชื่อผู้ปกครอง นาย นิชัย อาสิน เกียรติก้องเงิน

สถานที่ทำงาน วิทยาลัยอาชีวศึกษาสุพรรณบุรี โทร 3 โทรสาร 3161111111

[illegible]

() ବିମୁକ୍ତି । ଶ୍ରୀ ମହାବଳନାଥଙ୍କ ସ୍ତୋତ୍ର ।

() 2014 年 12 月 31 日 12 月 31 日 12 月 31 日

ABACUS

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() 5. ศิริภรณ์ () 6. งามวงศ์ภรณ์ () 7. นพพรไพฑูริย์ () 8. นันทนวิมล

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[illegible]

สำนักงานเจ้าหน้าที่ตรวจสอบ
ใบเสร็จเลขที่ ๑๑๖๗/๒๕๖๑
เจ้าหน้าที่รับผิดชอบ น.ส. น.

Appendices G - K

Transcript in classroom teaching



APPENDIX G

Transcript One: Teaching to the test

18 August 2007

English Subject

<Mathayom 6>

- T : เปิดข้อสอบ Entrance เดือนมีนาคมปี 46 หน้า 83 เจอไหมคะเป็นรูปภาพ ที่มีรูปผู้หญิงนั่งหน้าคอมพิวเตอร์นะคะ อาจารย์จะเริ่มที่หน้านี้ก่อนนะคะ
- [Open the test year 2003. Page 83. Did you find it? The page that have the girl sit in front of computer. I will start this page first]. – (Student Open the book)
- T : (Read the poem) “ Reach for the moon because even if you miss it, you will still be among the stars” This teaches us that we should... ในโจทย์เค้าบอกว่า reach ในที่นี้หมายถึงการมาถึงดวงจันทร์ ข้อนี้จะสังเกตเห็น Conjunction เชื่อม คือ Even if แปลว่า แม้แต่ ตรงนี้เป็นคำเชื่อมที่ Contrast กันหรือขัดแย้งกัน เช่นเดียวกับ Conjunction อื่นที่แสดงการ Contrast กัน อย่างเช่น Although [In this question, “reach mean arriving the moon, you will observe “conjunction”. That are “Even if” (Mae-tae translate in to Thai) .This conjunction express contrast/opposite like other word such as *although*.
- T : เมื่อเราเห็น Although แล้ว ต้องมี but อีกไหม..ไม่ต้องมี but นะคะ เราใช้ , แทน but [Students can see *although* together with *but*, can’t they?
- SS : No / Nod their head
- T : ไม่ต้องมี but นะคะ เราใช้ , แทน but [It’s not necessary to put but. We use comma (,) instead ‘but’.]
- T : Any connective show ‘contrast’?
- มีคำเชื่อมอะไรอีกที่แสดง Contrast [Any connective show ‘contrast’?]
- T : However ตรงนี้ข้อสอบ Ent ออกด้วยค่ะ จะมี meaning เดียวเหมือนกับคำว่า ‘but’ อีกตัวหนึ่งคือ on the other hand แปลว่า ‘ในทางตรงข้าม’ ใช้เมื่อเวลาเราพูดมาประโยคหนึ่ง แล้วเราต้องการที่จะพูดอีกอย่างหนึ่งตรงกันข้ามกับเค้า กับเค้าเราจะใช้ ‘on the other hand’ เข้ามาเชื่อมในประโยค [The admission test connective ‘however’. The meaning is similar to ‘but’ and also ‘on the other hand’ We use on the other hand when the first speech is different from the second speech so we will use ‘on the other hand’ to connect two sentences.]
- T : เรามาคุยต่อกันในข้อนี้ “ Reach for the moon because.....conjunction คือ because even if , you will still be among the stars” ตรงนี้เป็นส่วนที่สอนเราว่าอะไร “enjoy air travel” หรือแปลว่าคะ ขอให้เรา enjoy กับการเดินทางท่องเที่ยวในอวกาศหรือแปลว่า ข้อ 2 อาจารย์จะข้ามไปก่อน มาดูข้อ 3 become a pilot อ่านข้อความนี้จบแล้ว ทำให้เรากลายมาเป็นนักบินได้ไหมเอ่ย หรือข้อ 4 study astronomy แปลว่า “ เกี่ยวกับเรื่องของดาราศาสตร์ choice ข้อนี้ทำให้เรารู้เรื่องของดาราศาสตร์ หรือแปลว่าคะ [What is the idiom teach us? What about choice 1 ? enjoy air travel? So teacher across to choice 3 become a pilot when you read this idiom finished then you can become a pilot? Or choice 4 study astronomy. This choice make us kow about star?.]

SS : (No/Students turns left-right face)

T : ไม่เกี่ยวข้องกับเลขนะค่ะ ข้อนี้เป็นสำนวนที่สอนเราว่า ให้เรา “Set our goals high” เค้านอกว่าคนที่จะไปถึงดวงดาวได้ต้องทำอะไร.....ถึงแม้ว่าเราจะพลาดพลั้งไปแล้ว แต่เราต้องตั้งเป้าให้เราไปถึงให้ได้ ไข่มุกใหม่ค่ะ คือเราต้องกำหนด goal ไว้ ในนี้คือ เค้านเปรียบเทียบดวงจันทร์เป็น goal [it's not connected. This idiom teach us to set our goals high How the person who want to go to the moon do?(compare moon:goal)ข้อ 68 [“ We must believe in luck.” For how else can we explain the success of those we don't like? This means that...]พวกเราต้องเชื่อในโชคไข่มุกใหม่ค่ะ คำว่า ‘luck’ คราวนี้มาดูความหมายของมัน ข้อ 1 ‘ We don't like ? This means that... พวกเราต้องเชื่อใน โชค ไข่มุกใหม่ค่ะ คำว่า ‘LUCK’ คือ โชค คราวนี้มาดูความหมายของมัน ข้อ 1 “We don't like people who are lucky” แปลว่า “พวกเราไม่ชอบคนที่โชคดี” T: ไม่ใช่ค่ะ หรือว่า ข้อ 2 “ We don't like people who are successful ” ข้อนี้พาดเกลียดคนที่ประสบความสำเร็จไปหมด เลขค่ะ ข้อนี้ไม่ใช่ ข้อ3 ข้ามไปก่อน มาดูข้อ4 [“ We must not like people whose success is based on luck”] พวกเราต้องไม่ชอบคนที่ประสบความสำเร็จโดยมีพื้นฐานของโชค ข้อ 4 คัดทิ้งไม่เกี่ยวกับ ต่อมา มาดูข้อ 3 นะค่ะ เค้านอกว่า [if people we don't like are successful] สมมติเรามีเพื่อนคนหนึ่งเราไม่ชอบมากแล้วเพื่อนคนนั้นประสบความสำเร็จในชีวิต แล้วเราก็อวยพรให้เพื่อนได้สิ ข้อ 69 “ No one.....” เมื่ออ่านสำนวนนี้แล้วเค้าจะแนะนำใครได้บ้างค่ะ ข้อ 1 เจ้าหน้าที่ bank ข้อ 2 monk คือ พระ ข้อ 3 scientist คือ นักวิทยาศาสตร์ “ตรงนี้เราไปวัดเพื่อไปทำบุญ เราไม่ได้ไปใช้เงินทางด้านวิทยาศาสตร์” ต่อไปข้อ 70 รู้สึกว่ามันจะกลืนหน้ากันนะค่ะ อาจารย์ข้ามไปข้อ 80 เลขนะค่ะ

ไหนพวกเรลองตอบคำถามข้อ80 [I feel that the page number is swap so I will across this page. We will continue to the question number 80.]

Passage นี้อธิบายถึงโรคซึมเศร้า ถ้าใครเคยได้ยินมาบ้าง โรคซึมเศร้าอาจจะไม่รู้ตัว ๔๖ ขนาดฆ่าตัวตายเลย ก็มีเทคนิคในการทำข้อสอบ Ent อาจารย์บอกแล้วว่าถ้าเจอโจทย์แบบนี้ ให้อ่านโจทย์ ดู choice แล้วให้เล็งไปที่ passage คือใช้ลักษณะการอ่านแบบ scanning คือการอ่านแบบจับจุด [I tell you about the technique how to answer the long passage. Firstly, reading the question and go back to the passage. Look at the title and heading or sub title. This technique is scanning. You can use your eye to see the specific answer.

คราวนี้เรามาข้อ 80 [Next Question number 80]“ The best title for the passage is...”ข้อ 1 level of Depression เค้านี้ได้พูดถึง level ข้อนี้คัดทั้งเลข คราวนี้เรามาข้อ 3 ก่อน Stressful life Events , Stressful คือ ความเครียด ชีวิตที่มีความเครียด เหตุการณ์ที่มีความเครียดตรงนี้ไม่ใช่ประเด็น ข้อที่ 4 The Symtoms Symtoms คือ อาการ....อาการของโรคเครียด มันมีบอกก็จริง แต่มันไม่ได้เป็น title ใน passage นี้นะค่ะ ดังนั้น ข้อที่ถูกคือข้อ2 “The Truth about Depression” ก็ คือ ความจริงของโรคซึมเศร้า

APPENDIX H

Transcript two: Question tag

23 June 2007

English Subject

<Mathayom 5>

- T :วันนี้อาจารย์จะมาขึ้นเรื่อง Question tag เปิดหนังสือเล่มสีส้มนะคะ [Today I will teach you about “Question tag” / Open the orange book.]
- T :เข้ามานั่งเลขค่ะ [Come in and sit down]
- T :Today we gonna learn “Question tag”
:(teacher write on the board)
- ส่วนประกอบของ Question tag มีหลักง่ายๆ ในการจำ คือ [There are easy way to remember the rule of question tag-that are....]
1. Main clause บวกด้วยส่วนที่เรียกว่า tail หรือ tag นั่นเอง ซึ่งในการทำเป็น tag ถ้า Main clause เป็นบอกเล่า ส่วน tag ต้องเป็นปฏิเสธ เช่น Vicky is a good student tag เป็น isn't she (จำไว้ว่ารูปย่อเป็นปฏิเสธตามด้วย Pronoun และอย่าลืมว่า หลังประโยค Question tag ต้องมี ? เสมอนะคะ
[Firstly, Main clause follow the one part that we call “tail” . Actually, we call “tag”. If the main clause is Affirmative sentence, Tag have to be negative sentence. For example, Vicky is a good student. Tag is isn't she. Remember that when negative tag has to change to short negative form and follow Pronoun and don't forget behind question tag always have ?.)
 2. ถ้าเกิดใน Main clause มี Helping verb หรือ verbช่วย ให้เอา V.ช่วยตัวนั้น มาทำเป็น ส่วน tag ได้เลย V.ช่วยทั้ง 24 ตัวมีอะไรบ้างคะ
(Secondly, If the main clause have helping verb or auxiliary verb, bring that auxiliary verb to make the tag question.- What are the 24 auxiliary verb?)
(Teacher write the 24 helping verb on the board
do, does, did, will, would, shall, should, can, could, may, might, must...)
(Students are writing in the book)
- SS : ถ้ามี verb ช่วยเหล่านี้ให้เอา verb ช่วยมาทำเป็นส่วน tag ได้เลย คราวนี้มาดูตัวอย่าง [If it have an auxiliary verb, bring these verb to make a question tag soon. Now! It's time to see the example. Before see the example, I will explain the definition of question tag or what is the question tag?]
- T :tag question เป็นการถามคำถามโดยการใส่เข้าไปท้ายประโยค ลักษณะการถามคำถามโดยใช้ tag question เป็นการถามแบบต้องการความแน่ใจว่าข้อมูลนั้นถูกต้องใช่หรือไม่ หรือ เห็นด้วยกันหรือไม่
[A tag question is the question add at the end of the sentence. Figure use tag question is the question to clarify to make sure the information is correct or to seek the agreement]
อย่างเช่นถ้ามันมี verb ช่วยเข้ามา เช่น can [for example, it have an auxiliary verb ‘can’ in this sentence]

ตัวอย่างเช่น He can come, _____? ในส่วน tag สามารถเอา verb ช่วยมาทำเป็นส่วน tag ได้
เลข ตรงนี้ใช้ can't he [e.g. He can come. We bring 'can' by changing in to
negative form so we use 'can't he']

T : (continue) ถ้าประโยคไม่มี verb ช่วย ให้ใช้ verb to do เข้ามาช่วย เช่น ประโยคนี้เป็นประโยคบอก
เล่า present tense ข้างหลังจึงเป็นปฏิเสธ เรามาดูอีกตัวอย่างนี้ [If the sentence don't have
auxiliary verb, we will use verb to do to make a tag. For example, this
sentence is an affirmative sentence-Present Simple tense, So behind/a tag
have to be a negative sentence. Next we will see the other example.]

T : You like tea อาจารย์ถามว่า tag เป็นอะไรคะ [What is a tag of You like tea?]

SS : (Students are thinking)

T : tag ใช้ V to do เข้ามาช่วยเพราะ like เป็น v.แท้ tag ที่ใช้จึงเป็น 'don't you'
[We use verb to do to make a tag because 'like' is the main verb so a tag is
'don't you']

T : You like tea, don't you? อาจารย์ถามว่าเวลาตอบเราตอบยังไงคะ

SS : (Students are thinking...)

T : ตอบเป็น Yes, I do [We answer Yes, I do]

T : (Teacher review the rule of question tag by give them example)

ประโยคบอกเล่าตามด้วย tag ที่เป็นปฏิเสธ เวลาตอบ ตอบเป็นประ โยคบอกเล่าเหมือนกับในข้อเมื่อก็
นั่นเอง แต่ถ้าประโยคข้างหน้าเป็นปฏิเสธ เราต้องทำ tag เป็นบอกเล่าแต่เวลาตอบตอบเป็นรูปปฏิเสธ
[Affirmative sentence follows the negative tag. When we answer, we answer
in affirmative sentence like last example. However, If the main clause is
negative, we make tag in to Affirmative sentence but we answer in negative
sentence such as]

T : Mary isn't here.แมรี่ไม่ได้อยู่ที่นี้ tag เป็นอะไรคะ [Mary isn't here. What is a tag?]

SS : (Students are thinking...)

T : tag เป็นบอกเล่าคือ is she แล้วตามด้วย? แล้วเวลาตอบตอบอะไรคะ

SS : (Students are thinking...)

T : ตอบ No นะคะ เพราะ tag เป็นบอกเล่า No..อะไรคะ [We answer 'No' because a tag is
an affirmative sentence so No and what...]

SS : (Students are thinking...)

T : No, she isn't

T : ต่อมาเรามาดูหนังสือไปพร้อมๆกันในข้อ 7 หน้า 4 [Next, We continue the other rule.
Open the book together in number 7 on page 4.]

SS : (Students are opening the book.)

T : การใช้ there is, there are ในประโยค สามารถใช้ there มาทำเป็น tag ได้เลขอย่างเช่น This/That
is your books. เราสามารถใช้ pronoun 'it' มาแทน this/that แล้ว these กับ those ใครรู้มั่งคะ[
This/That is your books. We use pronoun 'it' to instead of this/that. But
what about these/those? Anybody know?]

SS : สายหน้า

T : อันนี้มันเป็นคำนามพหูพจน์ เราทำ tag ให้เป็นรูปปฏิเสธ โดยใช้ aren't they จะสังเกตว่า pronoun
ที่นำมาทำเป็น tag ของ these กับ those คือ they แต่ถ้าเป็น this, that เราใช้ 'it' [This is a
Plural Noun when we make a tag we use they as a pronoun but it is this/that
we will use "it"instead]

- T : ต่อมาเรามาดูประโยคที่เป็นปฏิเสธอยู่แล้วบ้าง จะสังเกตว่าในหนังสือเล่มสี่ตัวหน้า 4 ข้อ 11 ในการทำ tag ให้ทำเป็นบอกเล่าได้เลขเช่น Nothing can stop us now, can it? เราใช้ it เป็น pronoun แทน Nothing ตัวอย่างเช่น Nobody call on the phone. Tag เราใช้ did they ซึ่ง they เป็น pronoun ที่ใช้แทน Nobody [Next, let's see the negative sentence itself. Students can see this rule in the orange book on page 4 number 11 , In making a tag question, We can change in to Affirmative sentence e.g. Nothing can stop us now, can it? We use "it" as a pronoun instead "Nothing" for example, Nobody call on the phone. We use a tag "did they" which 'they' is a pronoun instead of "Nobody"]
- T : You've never been there. คุณไม่เคยอยู่ที่นี้ tag ใช้อะไรคะ เรียกตอบคิดว่าไหมคะ
- S : (Student still quiet)
- T : ข้อนี้มี verb แท้ไหม [Do you see main verb in this sentence?]
- S :-
- T : 've ย่อมาจาก have ถ้า have แปลว่า "มี" เราสามารถใช้ have มาทำเป็น tag ได้เลย [apostrophe ve is the abbreviation of 'have' we use 'have' to make a tag.] (Teacher repeat the sentence again. You've never been there, have you?)
- T : I am suppose to be here ออฟ มาไหม
- SS : ไม่มาครับ [He absents today.]
- T : เราจะไม่ใช่ am not I แต่เราจะเปลี่ยนจาก am เป็น aren't I [We don't use 'am not I' but we change from 'am' to 'aren't I']
- T : คราวนี้เรามาดูการใช้ verb to have ในประโยค question tag ดูในหนังสือหน้า 5 ข้อ 13 ข้อสุดท้าย เลขค่ะ [Then we look how to use have in question tag. Students look in the book on page 5 number13 the last number.]
- S : (Students are opening and reading the book)
- T : ในกรณีที่ "has, have, had ที่ไม่ได้แปลว่า 'มี' เช่น have lunch, have a walk, have a good time, have to do, have someone do, have something done เราต้องใช้ do, does, did ในส่วนของ tag เช่น She has a lot of friend อาจารย์ถามว่า have ในประโยคนีแปลว่า 'มี' ไรไหม [In addition, if has, have, had not mean have such as have lunch, have a walk, have a good time, have to do, have someone do, have something done so we have to use do, does, did.]
- S : ใช่ [Yes]
- T : ดังนั้นในส่วนของ tag เราสามารถใช้ has ได้เลขเป็น hasn't she. [Therefore, We can use 'has' so it's become hasn't she.]
- T : จำไว้ว่า ถ้า have ในประโยคแปลว่า มี ให้ใช้ verb to do เข้ามาช่วย เช่น I had this letter last week, ___? [Remember! If have in main clause meaning have we use verb to do to help such as I had this letter last week]
- T : บอส ตอบอะไรเอ่ย [Boss ! What is the answer?]
- S : ครับ [Sir]
- T : ข้างหน้าเป็นประโยคบอกเล่าข้างหลังเป็น? [At the front is Affirmative sentence, what the sentence behind?]
- S : didn't
- T : ถูกต้องค่ะ didn't อะไรคะ [Yes, it corrects. didn't follow what?]

- S : didn't his
- T : ตอบ didn't I นะคะ เราเอา subject หน้าประโยคมาทำเป็นรูปย่อ pronoun ท้ายประโยค
[Answer is didn't I. We change subject in the front of the sentence to become a short negative form of pronoun in the last sentence.]
- T : ต่อมาเรามาดูกันในเรื่องของ have อีกแล้ว มันมีอะไรที่หนักหนาจะเนี่ย มาดูกัน ถ้าเป็น have to ก็ใช้กฎเดียวกันคือ เป็น verb แท้ ให้ใช้ verb to do เข้ามาช่วย เช่น *She often have to go to the dentist, ____?* have to ตรงนี้เป็น verb แท้ เราใช้ยังไงคะ
- T : รูน ตอบบ้าง [Roon! What is the answer?]
- S : -
- T : ประธานเป็นเอกพจน์ tag ใช้อะไรคะ
[The subject is singular. What is a tag that we use?]
- S : -
- T : อาจารย์บอกแล้วว่า have to แปลว่า “จำเป็นต้อง” เราใช้ verb to do เข้ามาช่วย
[I used to tell students that ‘have to’ meaning ‘Cham pen thong’. We use verb to do to help/ make a tag]
- T : ข้อนี้ใช้ doesn't she
- T : (Teacher review ‘have to’ to change into a question tag again)
- SS : (Students are listening)
- T : มาดูกันต่อในหนังสือหน้า 4 ข้อ 4 ถ้าในประโยคมี let อะ โทส โดฟิ เอส question tag ใช้ shall we แต่ถ้าเป็น let me หรือ let ตามด้วย กรรม tag ใช้ will you เรามาดูตัวอย่างกัน [Students look at on page 4 number 4 in the book If it have let's in the sentence, we used ‘shall we’ in tag. However, if let me/let follow the object, a tag will use ‘will you’. Let's look at the example.]
- SS : (Students are finding the rule and example in the book)
- T : We shall go shopping, ____? May! Please answer this question.
- S : Shan't we
- T : ขอบคุณค่ะ เราทำเป็นรูปย่อได้เลยนะคะ [Thanks. So, we can make a short form negative]
- T : อีกข้อนี้ He will come to my party, ____? [Next question- He will come to my party, ____?]
- T : ฟังตอบค่ะ He will....? [Phung answer me please]
- S : -
- T : ข้างหน้าเป็นบอกเล่า tag ต้องเป็นปฏิเสธ ข้อนี้ will เป็น verb ช่วย come เป็น verb แท้ ในการทำ tag ให้เอา verb ช่วยมาทำเป็นรูปย่อปฏิเสธได้เลย เช่น You ought to study hard, ____? คุณน่าจะเรียนหนัก ไม่ใช่เหรอ [In the front of the sentence is Affirmative sentence so tag have to be a negative. This question ‘will’ is auxiliary verb but ‘come’ is the main verb. In making question tag. Bring the auxiliary verb to make a short form negative immediately such as You ought to study hard, ____?] Translate the tag question in thai.
- T : ข้อนี้ใช้อะไรคะ คั่นแค [What is the answer of this question?]
- S : -
- T : ตอบได้ไหมคะ [Can you answer me?]
- S : -

- T : ought to เป็น verb ช่วย จำได้ไหม verb ช่วยทั้ง 24 ตัว [*ought to* is the auxiliary verb. **Did you remember the 24 auxiliary verb?**]
- T : (Explain and tell 24 auxiliary verb)
- T : dare ตัวนี้ แปลว่า “กล้าที่จะ”, ought to แปลว่า “ควรจะ” (translate dare and ought to)
- T : เรามาดู need ค่ะ They need money,___? [We continue ‘need’. They need money,___?]
- T : หญิง ตอบหน่อยค่ะ [**Ying! Answer this question**]
- S : needn’t they (She tell confidentially-but the answer is wrong).
- T : ผิดนะคะ ข้อนี้ need เป็น verb แท้ เมื่อกี้ที่อาจารย์บอกไปแล้วว่า ถ้าเป็น verb แท้ ให้เอา verb to do มาช่วย [**It’s wrong. This question ‘need’ is the main verb. Last time I tell you already about auxiliary verb that if the verb in main clause is the main verb, We will bring verb to do to help/to make a tag.**]
- T : เราคะเพิ่มไปตรงพื้นที่ว่างๆ [Students note in the space page]
- S : (Students prepare to take note)
- T : ถ้ามีคำเหล่านี้ใน main clause ถือว่าเป็นประโยคปฏิเสธ [**If it have these words in main clause, we count that this sentence is negative sentence.**]
- T : (Teacher write on the board: Few, little, rarely, hardly, seldom, neither...nor then teacher translate each word.)
- T : None, No one, Nobody, Nothing เป็นปฏิเสธอยู่แล้ว เวลาทำ tag ทำเป็นประโยคบอกเล่า [**These word are negative itself. When we make a tag. We make in the Affirmative sentence.**]
- T : I rarely know him. เวลาทำเป็น tag ใช้อะไรคะ
- T : หมิว ตอบมั่งค่ะ [**Meaw it’s your turn**]
- S : -
- T : จะสังเกตว่าการดูให้ดู verb ช่วยก่อน ถ้าไม่มีให้ดู verb แท้ ส่วน verb แท้ตรงนี้คือ know “rarely” เป็นรูปปฏิเสธอยู่แล้ว เวลาทำเป็น tag ทำเป็นบอกเล่าได้เลข ตรงนี้มีแค่ verb แท้ให้เอา verb to do มาช่วย [**First, Students observe the auxiliary verb. If don’t have it, students see the main verb. In this question, ‘know’ is the main verb while ‘rarely’ is a negative word itself. When students make a tag. Students can do in Affirmative sentence immediately. This sentence have only main verb. So, we bring verb to do instead**]
- T : ข้อนี้ไม่มีในหนังสือนะคะ เพิ่มเข้าไปท้ายข้อ 14 ในหนังสือ ถ้ามีคำว่า “one” เป็น pronoun เวลาทำเป็น tag ให้ใช้ one ได้เลข เช่น [**This tag rule doesn’t have in the book. Students add more under number 14. If it have ‘one’ as a pronoun, we bring ‘one’ to make a tag immediately such as ...**] One want to be rich,___? จะสังเกตว่าให้เราเอา “one” มาใช้ได้เลข One เป็นรูปเอกพจน์ จึงใช้ verb ช่วยรูปเอกพจน์ด้วยคือ “does” [**Students can see that we can use ‘one’ in question tag.**]
- T : อีกข้อหนึ่งค่ะ [Next question.....]
- T : เชอรี่ตอบค่ะ [**Cherry! Answer this question**]

APPENDIX I

Transcript 3 : Pronoun

23 June 2007

English Subject

<Mathayom 4>

- T :Pronoun คือ คำที่ใช้แทนชื่อ คน, สัตว์, สิ่งของ, สถานที่ เช่นคำว่า He, She, It [**Pronoun is the word that instead name of person, animal name, thing, places such as He, She, It**] ตรงนี้เป็นประธานเราเรียกว่า “Personal subject” [**Here is the subject that we called ‘personal subject’**]
ตัวที่ 2 Pronoun object ของ he คือ him [**The second pronoun object of he is him**]
She คือ her, [**She is her**] It คือ it [**It is it**]
“Possessive adjective” เราเรียกอีกอย่างหนึ่งว่า determiner [**“Possessive adjective” we call other name is determiner**]
“Possessive adjective” ใช้แสดงความเป็นเจ้าของ เช่น This is his book. his เป็น pronoun ที่เป็น possessive adjective นั่นเอง [**“Possessive adjective” is showed own such as This is his book. We call ‘his’ is the possessive adjective**]
Personal Pronoun เราเรียกอีกอย่างหนึ่งว่า “บุรุษสรรพนาม.” [**Personal Pronoun we can called ‘Burut sub pa nam’**]
บุรุษที่ 1 I กรรม ก็คือ me [**Burut thi nuang ‘I’ object is ‘me’**]
บุรุษที่ 2 You ก็คือ you [**Burut thi suang ‘You’ object is ‘you’**]
บุรุษที่ 3 he, she, they กรรมคือ them [**Burut thi sam ‘he,she,they’ object is ‘them’**]
คราวนี้เรามาดูตัวอย่าง [**Students look at the example**]
SS : **(Students are looking on the board)**
T :They are tired but happy. They ตรงนี้เป็นบุรุษสรรพนาม ที่ทำหน้าที่เป็นประธาน [**Here they is a personal pronoun. The function is subject.**]
ส่วน Does anyone hear *them*? *them* ตรงนี้เป็นบุรุษสรรพนามที่ทำหน้าที่เป็นกรรม [***them* is the personal pronoun. The function is object.**]
T : I think it was him him ตรงนี้เป็น Personal pronoun ที่เป็นกรรม หลังคำว่า let, between เช่น let me help you จะสังเกตว่าหลังคำว่า let ตามด้วยกรรม between ก็เช่นเดียวกัน
T : ต่อมาเรามาดู Indefinite pronoun เช่น somebody, someone, something, anybody, anyone, anything.....ตรงนี้เป็นประธานเป็นเอกพจน์ กริยาที่ตามมาต้องเป็นเอกพจน์ด้วย เช่น Everybody likes him.
[**Next, we continue Indefinite pronoun e.g. somebody, someone, something, anybody, anyone, anything.....These are singular subject so the verb followed have to be singular verb also e.g. Everybody likes him.**]

APPENDIX J

Transcript Five: Poem exercise

18 th August 2007

English subject

<Mathayom 5>

- T : ทุกคนเปิดหน้า 45 [Everybody open page 45]
- S : (Students are opening the book)
- T : อาจารย์จะเก็บคะแนน 10 ข้อนี้ [Teacher test students 10 multiple choice test in poem]
- SS : (Student do the test)
- T&SS : (After students finished 10 multiple choice test, teacher answered the question.)
- T : ทุกคนอ่าน poem stanza แรก [Everybody read the poem in the first stanza]
- T : Whose woods these are I think I know “woods” ในที่นี้หมายถึง หมู่บ้าน [woods mean the village.]
He ในที่นี้ refer ถึง the villagers [In this case ‘He’ refer to ‘the villagers’]
To watch his woods fill up with snow ‘fill up with’ เป็น verb ตัวนี้แปลว่าเต็มไปด้วยหิมะ
- T : (Teacher translate ‘fill up with’)
- T : ต่อมาคำว่า He บรรทัดที่ 9 refer ถึงอะไรคะ [Next, What the word ‘he’ line 9 refer to?]
- SS : -
- T : อ้าว! เรามาดูคำศัพท์กันก่อน harness แปลว่า “บังเหียนม้า”, shake แปลว่า “การสั่น เขย่า”
(Teacher translated harness, shake)
- T : ข้อที่ 3 How does the poet think the horse feels? คนเขียนเค้าคิดว่าม้าของเค้ารู้สึกอย่างไรบ้าง
(No3 : Page 45: read question : translate)
- SS : ?
- T : รู้สึกมึนงง สับสน ประหลาดใจกับฤดูกาลที่เปลี่ยนไป [It feels confused / surprise with the season change.] นักเรียนดูจากคำว่า ‘queer’ แปลว่า แปลก [Students see ‘queer’ it’s mean surprise]
- T : ต่อมาข้อ 4 Besides the sound of bells, what is another “sound” mention in the poem? นอกจากเสียงระฆังดังแล้ว มีเสียงอะไรอีกที่กล่าวถึงในบทกวี (Next, No.4 Page 45: read question : translate)
- SS : ??
- T : เค้ายังพูดถึงเรื่องหิมะ ตั้งเกิดจาก stanza ที่ 3 บรรทัดสุดท้าย of easy wind and downy flake.
Downy flake แปลว่า เกี๊ยหิมะ, sweep แปลว่า การพัดผ่าน
Paragraph ที่ 2 บรรทัดที่ 3 frozen เป็น adjective ลงท้ายด้วย en [The author tell about the snow. Students can observe from stanza 3 last line of easy wind and downy flake. : translate downy flake , sweep.]
[Paragraph 2, line3 frozen is adjective and ending with -ed.]
- S : frozen แปลว่าอะไรคะ [What is frozen mean?]

- T : แปลว่า ที่เย็นเป็นน้ำแข็ง เหมือนเราเอาของใส่ช่องแช่แข็ง [*frozen mean cold like we put something in ice freeze.*] สภาพอากาศในบทกวีนี้คือ หนาวจัด (freezing) เพราะมีข้อความที่บ่งบอกว่าหิมะตก (downy flake) และ (frozen lake) ทะเลสาบที่กลายเป็นน้ำแข็ง [*The weather in this poem is freezing because it have a clue that is 'downy flake' and 'frozen lake'*]
- T : ต่อมาข้อ 8 “Promises to keep” (line 14) is closet in meaning to มาคู่ที่ choice ข้อ 3 marriage vow เช่น เวลาคแต่งงาน ใครเคยดูหนังเวลาเจ้าสาวกับเจ้าสาวเข้าพิธีแต่งงาน มีบาทหลวงถามว่า คุณจะยอมรับคุณ...เป็นสามี/ภรรยาหรือเปล่า
[Next, we continue number 8 “Promises to keep” (line 14) is closet in meaning to ...let we see choice 3 marriage vow such as the wedding ceremony. Who has ever seen patriarch ask bride and bridegroom that he/she will accept him/her to have a couple life together.?
- SS : (Students are laughing)
- T : ดังนั้นเหตุการณ์นี้ไม่มีในบทกวี คัด choice ที่ desire แปลว่า ความปรารถนา ความต้องการ ข้อ 4 นี้ คัดทิ้งเพราะเค้าไม่ได้ปรารถนาอะไร ส่วนข้อ 2 คัดทิ้งเพราะมันไม่ใช่เรื่องที่ปกปิด เป็นความลับ ดังนั้น ข้อ 8 คัดข้อ 1 responsibilities ความรับผิดชอบ [Therefore, this situation don't have in poem so we cut out choice3. desire is a strong wish to do or have something. choice 4 cut out because he doesn't wish anything. Choice2 is wrong because it's not a closed or secret story so number 8 answer choice 1 responsibilities]
- T : ข้อ 9 A possible meaning of “sleep” as used in this poem is _____ นักเรียนดูศัพท์ sleep ตัวนี้ไม่ได้แปลว่า การนอน แต่แปลว่า การตาย เพราะการตายก็เปรียบเสมือนการนอนหลับนั่นเอง ดังนั้น คัดข้อ 1 [Students look at word 'sleep'. It's not mean sleep but it's mean die because we compare dying as sleeping]
- T : ข้อ 10 บรรทัดไหนที่จะเป็นหัวข้อเรื่องได้ดีที่สุด [Number 10: Which line could best serve as a title?]
สมมติให้เราเป็น เจ.เค. โรลิ่ง มาเอง แต่ง แฮร์รี่ พอตเตอร์ มาแล้วเราจะเลือกข้อไหนคะ [Supposed we are J.K.ROLLING .We write Harry Potter by ourselves. Which choice you will select? : translate 4 choice into Thai]
ข้อ 1 คุณจะไม่หยุดพบฉันที่นี่ ข้อ2 หยุดโดยปราศจากเพื่อนบ้านใกล้เคียง ข้อ 3 ถ้ามองในบางเรื่องที่คุณพลาด ข้อ 4 ระยะทางที่จะไปก่อนวันตาย
ข้อที่เป็นหัวข้อเรื่องได้ดีที่สุดคือ Miles to go before I sleep ทั้งนี้เพราะแก่นของเรื่องอยู่ตรงนี้ ซึ่งกวีผู้เขียนกล่าวซ้ำถึง 2 ครั้งใน stanza สุดท้าย [The best title is Miles to go before I sleep. The reason is the theme of the story is here and the author repeat 2 times in the last stanza]
- T : ใครเสร็จแล้วมาส่งกระดาษคำตอบแล้วกลับบ้านได้คะ [Who are finished? Please send me an answer sheet and students can go home.]
- SS : สวัสดีค่ะ [Good bye]
- T : สวัสดีค่ะ [Good bye]

APPENDIX K

Transcript Six: If clause

23 th June 2007

English subject

<Mathayom 5>

T : อาจารย์จะสอนเทคนิคในการจำกฎ Conditional Sentence ที่จะให้นักเรียนจำได้ง่ายขึ้น เวลาไปเจอข้อสอบหรือโจทย์ ก็สามารถนึกออกได้ โดยการให้นักเรียนทุกคนร้องตามอาจารย์ แต่อาจารย์จะร้องให้ฟังรอบนี้ก่อนนะคะ

Teacher sing: Present คู่ Present [**Present kukub Present**]

Present คู่กับ will [**Present kukub will**]

Past คู่กับ would [**Past kukub would**]

Past Perfect, would have done [**Past Perfect , would have done**]

SS : Students still quiet

T : Teacher repeats singing again

SS : Students start singing/reading

T : ต่อไปนักเรียนมาดูโจทย์ในหนังสือ หน้า 18 ข้อ 7 [**Next, Students look at the book on page 18 number 7, If you give him the keys, my servant....your car tomorrow.**

T : รูน ตอบหน่อยค่ะ [**Roon! Answer please**]

S : C ครับ

T : This question answer 'A' If you give him the keys, my servant....your car tomorrow. It's a condition that maybe happen in the future. We will use Present kukub will so it's a Present Simple tense kukub will wash your car tomorrow

T : เปรียว ค่ะ [**Prew! answer**]

S : D dog ค่ะ

T : I ...wet if I had worn a raincoat.-ข้อนี้ข้างหลังเป็น Past Perfect ข้างหน้าเป็น would have done สลับกันนะคะ ข้อนี้เอา main clause ขึ้นก่อน ตามด้วย conditional sentence ไว้ข้างหลัง [**This question the back is 'Past Perfect' so the front is would have done. It's switching. This question main clause is the front sentence while conditional sentence is at the back.**]

T : We shall give that book to you if we..... it.

T : หยิง ค่ะ [**Ying answer**]

S : B

T : ถูกต้องค่ะ จะสังเกตว่า will/shall บวก กริยาช่อง 1 ข้างหลังเป็น Present Simple tense หรือ ตามกฎข้อ 2 If ตามด้วยประธาน ตามด้วยกริยาช่อง 1 คอมมา ประธาน บวก will หรือ shall บวก กริยาช่อง 1 [**Correct! Students observe will/shall followed verb1, behind is Present according rule2 Subject followed verb 1, will/shall followed verb1**]

- T : ข้อ 10 If she... here last night, , I'd have given her a gift ฟังค่ะ อยู่ในกฎข้อไหนบนกระดานค่ะ [No .10 If If she... here last night,, I'd have given her a gift. Phung. Which rule on the board?]
- S : ข้อ 4
- T : ถูกต้องค่ะ [Correct!]
- T : ข้อสุดท้าย บอส : [Last number Boss! If shehere last night, I'd have given her a gift.]
- S : ข้อ B ครับ
- T : 'd ย่อมาจาก would would have done ข้างหน้าต้องเป็นอะไรค่ะ ตอบ had done นะค่ะ ถ้าข้างหน้าเป็น Past Perfect ข้างหลังจะเป็น would have done ['d is a short form of would have done What is the front position? Answered 'had done' If the front is 'Past Perfect. The back position is would have done.]



Appendix L

Sample of exercise “Present Perfect”



Unit
13Present perfect and past 1
(I have done and I did)

A

Study this example situation:



Tom is looking for his key. He can't find it.

He has lost his key. (*present perfect*)This means that he doesn't have his key *now*.

Ten minutes later:



Now Tom has found his key. He has it now.

Has he lost his key? No, he has found it.

Did he lose his key? Yes, he did.

He lost his key (*past simple*)but now he has found it. (*present perfect*)

The present perfect (something has happened) is a *present* tense. It always tells us about the situation *now*. 'Tom has lost his key' = he doesn't have his key *now* (see Unit 7).

The past simple (something happened) tells us only about the *past*. If somebody says 'Tom lost his key', this doesn't tell us whether he has the key now or not. It tells us only that he lost his key at some time in the past.

Do *not* use the present perfect if the situation now is different. Compare:

- ☐ They've gone away. They'll be back on Friday. (they are away *now*)
They *went* away, but I think they're back at home now. (*not* They've gone)
- ☐ It *has stopped* raining now, so we don't need the umbrella. (it isn't raining *now*)
It *stopped* raining for a while, but now it's raining again. (*not* It has stopped)

B

You can use the present perfect for new or recent happenings:

- ☐ 'I've repaired the TV. It's working OK now.' 'Oh, that's good.'
- ☐ Have you heard the news? Sally *has won* the lottery!

Use the past simple (*not* the present perfect) for things that are not recent or new:

- ☐ Mozart *was* a composer. He wrote more than 600 pieces of music.
(*not* has been ... has written)
- ☐ My mother *grew* up in Scotland. (*not* has grown)

Compare:

- ☐ Did you know that somebody *has invented* a new type of washing machine?
- ☐ Who *invented* the telephone? (*not* has invented)

C


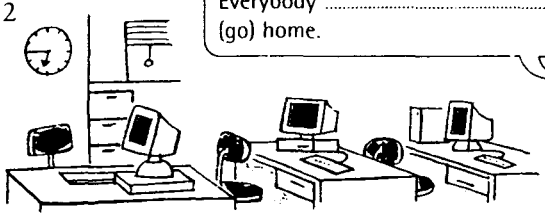



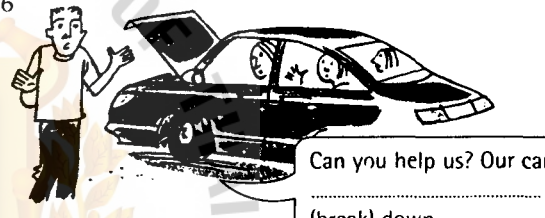
We use the present perfect to give new information (see Unit 7). But if we continue to talk about it, we normally use the past simple:

- ☐ A: Ow! I've burnt myself.
B: How did you do that? (*not* have you done)
A: I *picked* up a hot dish. (*not* have picked)
- ☐ A: Look! Somebody *has spilt* something on the sofa.
B: Well, it wasn't me. I *didn't* do it. (*not* hasn't been ... haven't done)

Exercises

Unit 13

13.1 Complete the sentences using the verbs in brackets. Use the present perfect where possible. Otherwise use the past simple.

<p>1</p>  <p>I can't get in. I <u>ve lost</u> (lose) my key.</p>	<p>2</p>  <p>The office is empty now. Everybody (go) home.</p>
<p>3</p>  <p>I meant to call you last night, but I (forget).</p>	<p>4</p>  <p>MARY Mary (go) to Egypt for a holiday, but she's back home in England now.</p>
<p>5</p>  <p>Are you OK?</p> <p>Yes, I (have) a headache, but I feel fine now.</p>	<p>6</p>  <p>Can you help us? Our car (break) down.</p>

13.2 Put the verb into the correct form, present perfect or past simple.

- It stopped raining for a while, but now it's raining again. (stop)
- The town is very different now. It has changed a lot. (change)
- I did German at school, but I most of it now. (forget)
- The police three people, but later they let them go. (arrest)
- What do you think of my English? Do you think it ? (improve)
- A: Are you still reading the paper?
B: No, I with it. You can have it. (finish)
- I for a job as a tourist guide, but I wasn't successful. (apply)
- Where's my bike? It outside the house, but it's not there now. (be)
- Look! There's an ambulance over there. There an accident. (be)
- A: Have you heard about Ben? He his arm. (break)
B: Really? How that ? (happen)
A: He off a ladder. (fall)

13.3 Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- Do you know about Sue? She's given up her job. OK
- My mother has grown up in Scotland. grew
- How many plays has Shakespeare written?
- Ow! I've cut my finger. It's bleeding.
- Drugs have become a big problem everywhere.
- The Chinese have invented paper.
- Where have you been born?
- Mary isn't at home. She's gone shopping.
- Albert Einstein has been the scientist who has developed the theory of relativity.

Unit 14

Present perfect and past 2 (I have done and I did)

A

Do not use the present perfect (I have done) when you talk about a *finished* time (for example, yesterday / ten minutes ago / in 1999 / when I was a child). Use a past tense:

- ☐ It was very cold yesterday. (*not* has been)
- ☐ Paul and Lucy arrived ten minutes ago. (*not* have arrived)
- ☐ Did you eat a lot of sweets when you were a child? (*not* have you eaten)
- ☐ I got home late last night. I was very tired and went straight to bed.

Use the past to ask When ... ? or What time ... ?:

- ☐ When did your friends arrive? (*not* have ... arrived)
- ☐ What time did you finish work?

Compare:

Present perfect

- ☐ Tom **has** lost his key. He can't get into the house.
- ☐ Is Carla here or **has** she left?

Past simple

- ☐ Tom **lost** his key yesterday. He **couldn't** get into the house.
- ☐ When **did** Carla leave?

B

Compare:

Present perfect (have done)

- ☐ I've **done** a lot of work today.

We use the present perfect for a period of time that continues *until now*. For example: today / this week / since 1985.

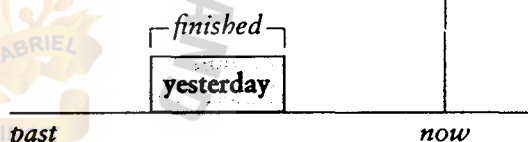


- ☐ It **hasn't** rained this week.
- ☐ **Have** you seen Anna this morning? (it is still morning)
- ☐ **Have** you seen Tim recently?
- ☐ I **don't** know where Lisa is. I **haven't** seen her. (= I haven't seen her recently)
- ☐ **We've** been waiting for an hour. (we are still waiting now)
- ☐ Ian **lives** in London. He **has** lived there for seven years.
- ☐ I **have** never played golf. (in my life)
- ☐ *It's the last day of your holiday. You say: It's been a really good holiday. I've really enjoyed it.*

Past simple (did)

- ☐ I **did** a lot of work yesterday.

We use the past simple for a *finished* time in the past. For example: yesterday / last week / from 1995 to 2001.



- ☐ It **didn't** rain last week.
- ☐ **Did** you see Anna this morning? (it is now afternoon or evening)
- ☐ **Did** you see Tim on Sunday?
- ☐ A: Was Lisa at the party on Sunday?
B: I **don't** think so. I **didn't** see her.
- ☐ **We** waited (*or were waiting*) for an hour. (we are no longer waiting)
- ☐ Ian **lived** in Scotland for ten years. Now he lives in London.
- ☐ I **didn't** play golf last summer.
- ☐ *After you come back from holiday you say: It was a really good holiday. I really enjoyed it.*

Exercises

Unit 14

14.1 Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- 1 I've lost my key. I can't find it anywhere. OK
- 2 Have you eaten a lot of sweets when you were a child? Did you eat
- 3 I've bought a new car. You must come and see it. _____
- 4 I've bought a new car last week. _____
- 5 Where have you been yesterday evening? _____
- 6 Lucy has left school in 1999. _____
- 7 I'm looking for Mike. Have you seen him? _____
- 8 'Have you been to Paris?' 'Yes, many times.' _____
- 9 I'm very hungry. I haven't eaten much today. _____
- 10 When has this book been published? _____

14.2 Make sentences from the words in brackets. Use the present perfect or past simple.

- 1 (it / not / rain / this week) It hasn't rained this week.
- 2 (the weather / be / cold / recently) The weather _____
- 3 (it / cold / last week) It _____
- 4 (I / not / read / a newspaper yesterday) I _____
- 5 (I / not / read / a newspaper today) _____
- 6 (Emily / earn / a lot of money / this year) _____
- 7 (she / not / earn / so much / last year) _____
- 8 (you / have / a holiday recently?) _____

14.3 Put the verb into the correct form, present perfect or past simple.

- 1 I don't know where Lisa is. Have you seen (you / see) her?
- 2 When I _____ (get) home last night, I _____ (be) very tired and I _____ (go) straight to bed.
- 3 A: _____ (you / finish) painting the bedroom?
B: Not yet. I'll finish it tomorrow.
- 4 George _____ (not / be) very well last week.
- 5 Mr Clark _____ (work) in a bank for 15 years. Then he gave it up.
- 6 Molly lives in Dublin. She _____ (live) there all her life.
- 7 A: _____ (you / go) to the cinema last night?
B: Yes, but it _____ (be) a mistake. The film _____ (be) awful.
- 8 My grandfather _____ (die) before I was born. I _____ (never / meet) him.
- 9 I don't know Carol's husband. I _____ (never / meet) him.
- 10 A: Is Martin here? B: No, he _____ (go) out.
A: When exactly _____ (he / go) out? B: About ten minutes ago.
- 11 A: Where do you live? B: In Boston.
A: How long _____ (you / live) there? B: Five years.
A: Where _____ (you / live) before that? B: In Chicago.
A: And how long _____ (you / live) in Chicago? B: Two years.

14.4 Write sentences about yourself using the ideas in brackets.

- 1 (something you haven't done today) I haven't eaten any fruit today.
- 2 (something you haven't done today) _____
- 3 (something you didn't do yesterday) _____
- 4 (something you did yesterday evening) _____
- 5 (something you haven't done recently) _____
- 6 (something you've done a lot recently) _____

Unit 46

Have something done

A

Study this example situation:



LISA

The roof of Lisa's house was damaged in a storm. Yesterday a workman came and repaired it.

Lisa had the roof repaired yesterday.

This means: Lisa arranged for somebody else to repair the roof. She didn't repair it herself.

We use **have something done** to say that we arrange for somebody else to do something for us. Compare:

- ☐ Lisa repaired the roof. (= she repaired it herself)
Lisa had the roof repaired. (= she arranged for somebody else to repair it)
- ☐ 'Did you make those curtains yourself?' 'Yes, I enjoy making things.'
'Did you have those curtains made?' 'No, I made them myself.'

B

Be careful with word order. The *past participle* (repaired/cut etc.) is after the *object*:

have	object	past participle
Lisa had	the roof	repaired yesterday.
Where did you have	your hair	cut?
Your hair looks nice. Have you had	it	cut?
Our neighbour has just had	a garage	built.
We are having	the house	painted at the moment.
How often do you have	your car	serviced?
I think you should have	that coat	cleaned.
I don't like having	my photograph	taken.

C

Get something done

You can also say 'get something done' instead of 'have something done' (mainly in informal spoken English):

- ☐ When are you going to get the roof repaired? (= have the roof repaired)
- ☐ I think you should get your hair cut really short.

D

Sometimes **have something done** has a different meaning. For example:

☐ Paul and Karen had all their money stolen while they were on holiday. This does not mean that they arranged for somebody to steal their money. 'They had all their money stolen' means only: 'All their money was stolen from them'.




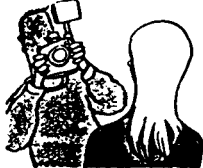
With this meaning, we use **have something done** to say that something happens to somebody or their belongings. Usually what happens is not nice:

- ☐ Gary had his nose broken in a fight. (= his nose was broken)
- ☐ Have you ever had your passport stolen?

Exercises

Unit 46

46.1 Tick (✓) the correct sentence, (a) or (b), for each picture.

<p>1</p>  <p>SARAH</p> <p>(a) Sarah is cutting her hair. (b) Sarah is having her hair cut.</p>	<p>2</p>  <p>BILL</p> <p>(a) Bill is cutting his hair. (b) Bill is having his hair cut.</p>	<p>3</p>  <p>JOHN</p> <p>(a) John is cleaning his shoes. (b) John is having his shoes cleaned.</p>	<p>4</p>  <p>SUE</p> <p>(a) Sue is taking a photograph. (b) Sue is having her photograph taken.</p>
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46.2 Answer the questions using To have something done. Choose from the boxes:

my car	my eyes	my jacket	my watch	clean	repair	service	test
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- Why did you go to the garage? To have my car serviced.
- Why did you go to the cleaner's? To
- Why did you go to the jeweller's?
- Why did you go to the optician's?

46.3 Write sentences in the way shown.

- Lisa didn't repair the roof herself. She had it repaired.
- I didn't cut my hair myself. I
- They didn't paint the house themselves. They
- John didn't build that wall himself.
- I didn't deliver the flowers myself.

46.4 Use the words in brackets to complete the sentences. Use the structure have something done.

- We are having the house painted (the house / paint) at the moment.
- I lost my key. I'll have to (another key / make).
- When was the last time you (your hair / cut)?
- (you / a newspaper / deliver) to your house every day, or do you go out and buy one?
- A: What are those workmen doing in your garden?
B: Oh, we (a garage / build).
- A: Can I see the photographs you took when you were on holiday?
B: I'm afraid I (not / the film / develop) yet.
- This coat is dirty. I must (it / clean).
- If you want to wear earrings, why don't you (your ears / pierce)?
- A: I heard your computer wasn't working.
B: That's right, but it's OK now. I (it / repair).

In these items, use 'have something done' with its second meaning (see Section D).

- Gary was in a fight last night. He had his nose broken (his nose / break).
- Did I tell you about Jane? She (her handbag / steal) last week.
- Did you hear about Pete? He (his car / vandalise) a few nights ago.

Appendix M

Sample of exercise “Question tag”



QUESTION TAGS

Question tags เป็นรูปแบบของคำถามต่อท้ายประโยค ซึ่งเป็นการถามความเห็นของผู้ฟัง กริยาที่อยู่ในส่วนของ tag จะมี tense เดียวกับประโยคที่มาข้างหน้า Question Tags ที่พบบ่อยมีลักษณะดังนี้

1. ประโยคข้างหน้าเป็นรูปบอกเล่า tag จะเป็นรูปปฏิเสธ

เช่น It will work, won't it ?

You can drive, can't you ?

We are late, aren't we ?

He plays tennis, doesn't he ?

You saw him, didn't you ?

ในลักษณะนี้ ผู้ถามจะคาดหวังว่าผู้ถูกถามจะตอบว่า 'Yes'

หมายเหตุ ขอให้สังเกตว่า ถ้าในประโยคมีกริยาแท้ที่ไม่ใช่ verb to be ใน Tag จะใช้ verb to do และลักษณะของ Tag จะเป็น verb + pronoun เสมอ

2. ประโยคข้างหน้าเป็นรูปปฏิเสธ tag จะเป็นรูปบอกเล่า

เช่น It won't work, will it?

He can't go, can he ?

You didn't telephone, did you ?

We haven't done it, have we ?

ในลักษณะนี้ ผู้ถามจะคาดหวังว่าจะได้คำตอบ 'No'

3. ประโยคข้างหน้าเป็นรูปบอกเล่า tag ก็เป็นรูปบอกเล่า นับเป็น tag ชนิดพิเศษ ผู้ถามจะใช้เพื่อแสดงความประหลาดใจ

เช่น You're coming with us, are you ?

You went out with John again, did you ?

สิ่งที่ควรระวังใน Question Tags:

1. ถ้าประโยคข้างหน้ามีคำที่มีความหมายปฏิเสธ Tag จะเป็นบอกเล่า คำที่ว่ามีได้แก่

hardly barely

scarcely rarely

seldom

เช่น Jane hardly talked to anyone, did she ?

You seldom go there, do you ?

2. ถ้าประธานของประโยคเป็นคำต่อไปนี้

nobody

anybody

none

anyone

neither

everybody

someone

somebody

ใน tag จะใช้ pronoun 'they'

เช่น Nobody liked her, did they ?

None complained, did they ?

Everyone likes her, don't they ?

หมายเหตุ : 1. ถ้าเป็น Nothing จะใช้ pronoun 'it'

2. Nothing is done, is it ?

3. ถ้าประธานของประโยคเป็น 'this/that' ใน tag จะใช้ 'it' และถ้าเป็น 'these/those' ใน tag จะใช้ 'they'

เช่น That's a beautiful car, isn't it ?

Those are your books, aren't they ?

4. ในกรณีที่ประโยคมีคำว่า 'I think/ I suppose' นำหน้าใจความหลัก ให้ดู verb ในใจความหลัก

เช่น I think you will help me. Won't you ?

I suppose he can't swim, can he ?

5. ในกรณีที่กริยาในประโยคอยู่ในรูปลดรูป จะต้องจดจำให้ได้ว่ากริยาดั้งเดิมคืออะไร

เช่น 'd better = had better (ควรจะ)

'd rather = would rather (ชอบมากกว่า)

'd do = would do

'd done = had done

6. เมื่อประโยคเป็นประโยคคำสั่ง tag จะเป็น will you

เช่น , Stop talking, will you ?

Open the window, will you ?

Let me do it, will you ?

7. เมื่อประโยคขึ้นต้นด้วย Let's ใน tag จะใช้ shall we

เช่น Let's go out, shall we ?

Let's eat, shall we ?



แบบฝึกหัด

จงเติม question tag ทำประโยคให้ถูกต้อง

1. He arrived at 10 p.m,?
2. We should go now,.....?
3. Hand in your paper now,.....?
4. Let's go for a walk,.....?
5. You weren't at the meeting,.....?
6. It's cold,.....?
7. You'd better read it first,.....?
8. Suda hardly goes shopping,.....?
9. Nobody works here,.....?
10. Those people are waiting for you,.....?
11. I think the answer isn't correct,.....?
12. They are going with you,.....?
13. That's not the same book.....?
14. They said they wouldn't do it,.....?
15. Jane used to live here,.....?

Appendix M

Sample of exercise “Question tag”



Name: VBN 1111 451
ID:
Date:

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

frighten interest bore tire disappoint hate angry sad

I am interested in movie

I am frightened the ghost because the ghost not lovely

I am disappointed because I am prettier than my friend

I hate rat

I am tired because I am hot

I feel bored when I watch this homework

I am very very angry my friends

I am very sad because I am very lovely

Name: CAT
ID:
Date:

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

frighten interest bore tire disappoint hate angry sad

~~I was very happy when I was a child.~~
I was interested in collecting
I was bored by my homework.
I was scared a snake.
I was disappointed when I lost my money.
I was angry when I was late.
I was sad because my brother
was disappointed when I was late.

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

น่ากลัว	สนใจ	เบื่อ	เหนื่อย	ผิดหวัง	เกลียด	โกรธ	เศร้า
frighten	interest	bore	tire	disappoint	hate	angry	sad

1. I'm angry with my friend.
2. I'm interested in concert.
3. I'm bored my homework.
4. I'm hate a snake.
5. I'm was disap pointed the grade.
6. I'm frightend the ghost
7. I'm sad because my dog X die.
8. I'm tired because I play a sport.

Name: Kornkarn Kwan
ID:
Date:

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

frighten interest bore tire disappoint hate angry sad

My feeling,

I ^{was} interested in volleyball.

I ^{feel/am} frightened ghost.

I ^{feel} bored ^{when I am} in studying.

I ^{feel} tired ^{when I} to read a book.

I ^{feel} disappointed when I saw the result.

I hate studying.

I ^{feel} angry Joey

I ^{feel} sad because my teacher hit me

Name: Pig.....
ID:
Date:

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

frighten interest bore tire disappoint hate angry sad

One day in my life
One day, I ^{woke} up and ^{got} out of bed.
I saw ^{outside} ~~frightened~~ out of my bedroom's window. I ~~into~~ it.
Later, I took a shower and then I had breakfast. At 7:00 clock,
I went to school by subway train. I saw someone ^{tired} in the
train. He sat down on the floor of train. Every one ^{thought} ~~though~~ he was crazy.

Name: Lee Noon Hae
ID: VPD1521
Date:

Homework

Task 1: Instruction: Use emotive verbs to compose your own story (Don't forget to write the title of your story)

frighten interest bore tire disappoint hate angry sad

I am interested in SJ & TVXQ.

I am frightened the friend (Pean) because her some face gh.

I was disappointed about ...

I hate you.

I am very tired when I played football.

I am very sad.

I feel bored when I read a book.

I feel angry when I played game over.

