

APPENDICES

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX A

NEEDS SURVEY

Needs Analysis Questionnaire for the Multiple Intelligences-Based Activities

Part A. General Information

Direction: Check your answer.

1. Male _____ Female _____
2. How long have you studied English? _____ years and _____ months.
3. Check the skill or skills that you are good at.
 _____ listening _____ speaking
 _____ reading _____ writing
4. Check the skill that you want to improve.
 _____ listening _____ speaking
 _____ reading _____ writing
5. Do you like learning English?
 _____ Yes Why? _____
 _____ No Why? _____

B. Contents

Direction: Rank the topics according to your preference.

- | | | |
|-----------------------------|-------------------------------|--------------------------------|
| _____ Environment | _____ Culture/Tradition | _____ Information & Technology |
| _____ Life Stories/People | | |
| _____ Travel/Places | _____ Food/Drinks/Cooking | |
| _____ Vocation/Jobs | _____ Art/Music/Entertainment | |
| _____ Society/Social Issues | _____ Hobbies/Sports | |

C. Multiple Intelligences Survey

Direction: Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank.

Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits.
- _____ Ecological issues are important to me.
- _____ Hiking and camping are enjoyable activities.
- _____ I enjoy working on a garden.
- _____ I believe preserving our National Parks is important.
- _____ Putting things in hierarchies makes sense to me.
- _____ Animals are important in my life.
- _____ My home has a recycling system in place.
- _____ I enjoy studying biology, botany and/or zoology.
- _____ I spend a great deal of time outdoors
- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns.
- _____ I focus in on noise and sounds.
- _____ Moving to a beat is easy for me.
- _____ I've always been interested in playing an instrument.
- _____ The cadence of poetry intrigues me.
- _____ I remember things by putting them in a rhyme.
- _____ Concentration is difficult while listening to a radio or television.
- _____ I enjoy many kinds of music.
- _____ Musicals are more interesting than dramatic plays.
- _____ Remembering song lyrics is easy for me.
- _____ TOTAL for Section 2

Section 3

- _____ I keep my things neat and orderly.
- _____ Step-by-step directions are a big help.
- _____ Solving problems comes easily to me.
- _____ I get easily frustrated with disorganized people.
- _____ I can complete calculations quickly in my head.
- _____ Puzzles requiring reasoning are fun.
- _____ I can't begin an assignment until all my questions are answered.
- _____ Structure helps me be successful.
- _____ I find working on a computer spreadsheet or database rewarding.
- _____ Things have to make sense to me or I am dissatisfied.
- _____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things.
- _____ I enjoy discussing questions about life.
- _____ Religion is important to me.
- _____ I enjoy viewing art masterpieces.
- _____ Relaxation and meditation exercises are rewarding.
- _____ I like visiting breathtaking sites in nature.
- _____ I enjoy reading ancient and modern philosophers.
- _____ Learning new things is easier when I understand their value.
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ Studying history and ancient culture helps give me perspective.
- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others.
- _____ The more the merrier.
- _____ Study groups are very productive for me.
- _____ I enjoy chat rooms.

- _____ Participating in politics is important.
- _____ Television and radio talk shows are enjoyable.
- _____ I am a “team player”.
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun.
- _____ I pay attention to social issues and causes.
- _____ TOTAL for Section 5

Section 6

- _____ I enjoy making things with my hands.
- _____ Sitting still for long periods of time is difficult for me.
- _____ I enjoy outdoor games and sports.
- _____ I value non-verbal communication such as sign language.
- _____ A fit body is important for a fit mind.
- _____ Arts and crafts are enjoyable pastimes.
- _____ Expression through dance is beautiful.
- _____ I like working with tools.
- _____ I live an active lifestyle.
- _____ I learn by doing.
- _____ TOTAL for Section 6

Section 7

- _____ I enjoy reading all kinds of materials.
- _____ Taking notes helps me remember and understand.
- _____ I faithfully contact friends through letters and/or e-mail.
- _____ It is easy for me to explain my ideas to others.
- _____ I keep a journal.
- _____ Word puzzles like crosswords and jumbles are fun.
- _____ I write for pleasure.
- _____ I enjoy playing with words like puns, anagrams and spoonerisms.
- _____ Foreign languages interest me.

_____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 7

Section 8

_____ I am keenly aware of my moral beliefs.

_____ I learn best when I have an emotional attachment to the subject.

_____ Fairness is important to me.

_____ My attitude effects how I learn.

_____ Social justice issues concern me.

_____ Working alone can be just as productive as working in a group.

_____ I need to know why I should do something before I agree to do it.

_____ When I believe in something I will give 100% effort to it.

_____ I like to be involved in causes that help others.

_____ I am willing to protest or sign a petition to right a wrong.

_____ TOTAL for Section 8

Section 9

_____ I can imagine ideas in my mind.

_____ Re-arranging a room is fun for me.

_____ I enjoy creating art using varied media.

_____ I remember well using graphic organizers.

_____ Performance art can be very gratifying.

_____ Spreadsheets are great for making charts, graphs and tables.

_____ Three dimensional puzzles bring me much enjoyment

_____ Music videos are very stimulating.

_____ I can recall things in mental pictures.

_____ I am good at reading maps and blueprints.

_____ TOTAL for Section 9

Part II

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Now determine your intelligence profile!

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

Multiple Intelligences survey was adapted from: The One and Only Surfaquarium

By: Walter McKenzie <http://surfaquarium.com/MI/inventory.htm>

It was adjusted to the language level of the students.

APPENDIX B

LESSON PLANS ON MULTIPLE INTELLIGENCES- BASED ACTIVITIES

Lesson Plan 1

Period: 5 periods (60 minutes per period)

Topic: Favorite Recipe

Structures: expressions of quantity, sequence words, present simple tense, clause with before and after, cooking vocabulary

Functions: Talking about food, buying food, planning meals, describing quantities, giving and using directions, putting events in sequence, making suggestions.

Terminal Objectives: At the end of the lesson, students should be able to talk about, write and present their favorite recipe.

Enabling Objectives: The students will be able to:

1. Talk about food ingredients used in Thai recipe.
2. Describe quantities and buy food using correct expressions.
3. Plan healthy meals and make suggestions.
4. Put events in sequence, give and use directions.

Intelligences catered:

<i>Linguistic:</i>	Grammar and language functions to be learned, speaking, reading and writing activities.
<i>Logical/Mathematical:</i>	Direction on how to cook food, measurement of recipe
<i>Visual/Spatial:</i>	Food pictures and recipes used, drawing and illustrating
<i>Musical:</i>	Background music while planning their meal.
<i>Kinesthetic:</i>	Cooking food and oral presentation of their favorite dish.
<i>Interpersonal:</i>	Telling a friend their favorite food and group work.
<i>Naturalist:</i>	Learning the different kinds of spices and vegetables.
<i>Existential:</i>	Learning the importance of good food in a healthy life.

Procedure**Presentation stage**

1. Give students pre-test about the grammar points to be used in this lesson.
Then discuss to them the answers. (*verbal/linguistic, logical/mathematical and intrapersonal intelligences*)
2. Show a picture of a Thai dish and let students guess the name of the dish. Get students to talk about the picture they see. Students tell the ingredients used in the dish that they see. In the chart on the blackboard students write down as many as they can as shown below. Then make sentences as many as they can. Students may look up in the dictionary and write the translations of words that are not familiar to them. (*visual/spatial, verbal/linguistic, intrapersonal and logical/mathematical intelligences*)

3. Students look at their book and ask them about the picture. What do you see in the picture? Where do you think is it? Ask about the prices of the food in the picture. One by one students answer. How much is a pound of cheese? Etc. Then students listen to the tape about ingredients Mrs. Martin needed to buy for the recipes she will cook for dinner. (*visual/spatial, verbal/linguistic, and logical/mathematical intelligences*)
4. In pairs, students ask about the quantities of ingredients they see in the picture. Then they complete the conversation with the pronouns (some, any, a little, few, dozen, pound, many and much. Then students complete the recipe or direction on how to make pizza. (*verbal/linguistic and logical/mathematical intelligences*)
5. Students do the grammar exercises on their textbook and workbook as a homework and discuss the answers the next day. (*verbal/linguistic and logical/mathematical intelligences*)

Practice stage

6. Take turns in telling your partner how to cook the dishes below. Use the model and the notes below. (*verbal/linguistic, mathematical/logical and interpersonal intelligences*)

A: I'm going to tell you how to cook rice.

B: Good. What do I need?

A: You will need two cups of water, a cup of rice, a little salt, and a pan with a lid.

B: All right. And then what do I do?

A: First, wash the rice in cold water. Then put the rice in the pan and add the water and the salt. . Next you heat the pan without the lid on until the water boils. When it has boiled, turn down the heat, put the lid on and cook it very slowly for about fifteen minutes.

Preparing a dish

- Gillian: That potato salad was delicious. How do you make it?
- Helen: Oh, it's very easy. Do you want to write it down?
- Gillian: Yes.
- Helen: Well, you need about six cooked potatoes, two green onions, a tablespoon of fresh parsley, half a tablespoon of lemon rind, salt, pepper and paprika, and about a cup and a half of mayonnaise.
- Gillian: All right. And then what do you do?
- Helen: Well, first you cut up the potatoes, the green onions, and the parsley. Then put them and the lemon rind into a salad bowl, and add a little salt, pepper and paprika. After that you add mayonnaise and mix it
- Gillian: Is that all?
- Helen: Yes. Then you cover it and put it in the refrigerator for about twenty minutes

Source: *American Breakthrough 2*

1) How to cook chicken**Part A**

- Cut the chicken into small pieces.
- A: How do you ...? Sprinkle it with salt, pepper and spices.
- B: Fry it with vegetables in a little oil for five minutes.
- A: Then what do you do? Add liquid and cook it slowly for about forty minutes
- B:

A: And what do you do after that?

2) How to barbecue

- B:
- A: And what do you do next
- Cut the meat into small cubes.
- Cut up the tomatoes, onions and green pepper into quarters.
- Put the meat and vegetable pieces on a skewer. Cover them with barbecue sauce and cook them in the oven for thirty minutes.

7. Talk to their partner about their favorite recipe and tell them how to make it as the teacher goes around listening to them. (*intrapersonal, verbal/linguistic, logical/mathematical, and intrapersonal intelligences*)
8. Students identify the pictures of the vegetables and fruits on their textbook then they listen and silently follow the tape about the foods from America and the different recipes made from these foods. Students then answer the comprehension questions. (*visual/spatial, intrapersonal, verbal/linguistic, and logical/mathematical intelligences*)

Production stage

9. In a group of 5, students plan a healthy meal for breakfast, lunch and dinner while a soft instrumental music (Mozart) is playing. Each group chooses one meal. Write the recipes and illustrate them. Present your meal to the class. (*verbal/linguistic, logical/mathematical, intrapersonal, interpersonal, kinesthetic, visual/spatial, musical and existential intelligences*)

Materials: worksheets, textbook (Super Goal 3 by Manuel Dos Santos), recipe, chart, food pictures, cassette player and tape

Evaluation: *The students will be evaluated in the following ways:*

- Their participation in the activities such as pair work, group work, asking and answering questions orally and written.
- Presentation of their favorite recipe or meal.

Vocabulary Warm-up

Direction: List down more words under each category. You may draw or illustrate the vocabulary.

Vegetables	Spices	Utensils	Ways of cooking	Ways of preparing ingredients	Sequence words	Shapes	Meat
Water spinach/ morning glory	garlic	pan	fry	slice	First	Cubes strips	pork

Lesson Plan 2

Period: 5 periods (60 minutes per period)

Topic: My Neighborhood

Functions: describing places, asking for and giving directions, making comparisons, asking for information, giving opinions and suggestions

Structures: Simple present tense, comparative and superlative adjectives, indirect questions, indefinite pronouns + infinitives, adjectives and prepositions

Terminal Objectives: Students should be able to express opinions, ideas, feelings, and describe and give information about their place.

Enabling Objectives: The students will be able to:

1. Describe places.
2. Ask for information and give directions.
3. Compare their neighborhood to their friends'.
4. Write opinions and suggestions about their place.

Intelligences catered:

<i>Linguistic:</i>	Grammar and language functions to be learned in speaking, reading and writing activities.
<i>Logical/Mathematical:</i>	Map reading, ranking quality-of-life indicators both to the order of importance and the existence of these indicators in their own neighborhood or town.
<i>Visual/Spatial:</i>	Map reading, pictures of a neighborhood and different places
<i>Kinesthetic:</i>	Students observance of gestures and facial expressions while practicing conversations.
<i>Musical:</i>	Background music while reading the text about Barcelona and chanting expressions about direction.
<i>Interpersonal:</i>	Pair-work in telling direction and group discussion about the quality-of-life indicators and the advantages and disadvantages of living in the city and countryside.
<i>Intrapersonal:</i>	Realizing a kind of neighborhood they prefer.
<i>Naturalist:</i>	Learning the importance of green environment for a healthy life.
<i>Existential:</i>	Learning the importance of good and green environment for a healthy life.

Procedure**Presentation Stage**

1. To motivate students, ask a few questions where they live and let them describe a bit of their place. Students look at the picture and let them guess what the situation is about or what they think about the picture. Describe what they see. Then they listen to the conversation. (*visual/spatial, verbal/linguistic, and logical/mathematical intelligences*)

2. In pairs, students pretend that they are new to the town. Give them an example and a pattern then students ask and answer about places in Lampang. The teacher goes around and coaches some students. (*interpersonal intelligence, verbal/linguistic, logical/mathematical*)

Example: A: Could you tell me where the bank is?

B: Certainly. It's through the mall, above the food court.

A: Do you know where the nearest music store is?

B: Sure. Go straight along this street. It's three blocks down right across from the public library.

3. Students go over some expressions describing a place. Read them to the rhythm of the chant and clap their hands to the rhythm and the beat. (*verbal/linguistic, kinesthetic and musical intelligences*)
4. Students do the grammar exercises on comparative and superlative adjectives and indirect questions on their textbook and workbook. Then explain the rules and uses of the structures use in this topic. (*verbal/linguistic and logical/mathematical intelligences*)
5. Students look at the quality of life indicators on p. 39 of their textbook and rank the items using numbers from the most important (1) to the least important (9) and discuss the result why they think so. (*verbal/linguistic, intrapersonal, logical/mathematical intelligences*)

QUALITY-OF-LIFE INDICATORS	
What do you look for in a town / community?	
How do you rank this quality-of-life indicators. What's first, second, and so on?	
Cost of living	_____
Cost of housing	_____
Clean air/ air quality	_____
Low crime rate	_____
Green areas	_____
Hospitals	_____
Good schools	_____
Good public transportation	_____
Culture and recreation	_____
Your idea:	_____

6. Students listen to the news story about garbage and recycling and tell whether the statements about the article are **true** or **false**. Then they listen again to the conversation, *My Kind of Neighborhood* and answer questions about the conversation. (*verbal/ linguistic, intrapersonal, and logical/mathematical/ intelligences*)

7. Role-play with a partner. Interview your partner about his/her neighborhood using the prompts. (*intrapersonal, verbal/linguistic, kinesthetic, logical/mathematical, naturalist and existential intelligences*)

- ❖ Where do you live?
- ❖ Do you like your neighborhood?
- ❖ Why / Why not?
- ❖ What are the good things about your neighborhood?
- ❖ What are the bad things about your neighborhood?

8. Students do the grammar exercises as a homework and discuss it the following day. (*verbal-linguistic, logical mathematical and intrapersonal intelligences*)

Practice Stage

9. Before reading ask students the following questions:
 - a. Which three cities in your country do you think has the best quality of life?
 - b. What do you base your opinions on?

10. Students listen to the news about BARCELONA on page 44 of their textbook (Super Goal 3). Then read the news silently. While reading a soft music is being played. Then students answer the questions about the text. Then discuss this question: Would you like to live in Barcelona? Why or why not? Students find the main idea and details of the text using graphic organizer. (*verbal-linguistic, musical, visual spatial, logical/mathematical and intrapersonal intelligences*)

10. Work in small groups. Rate your town with the indicators. (*interpersonal, intrapersonal, existential and logical/mathematical intelligences*)
 - ❖ On which indicators does your town rank the highest?
 - ❖ On which indicators rank the lowest?
 - ❖ Compare your report with your classmates.

Production Stage

12. In small groups, discuss the advantages and disadvantages living in a city or countryside. Write down on the chart provided. (*interpersonal, intrapersonal, verbal/linguistic, kinesthetic, logical/mathematical, visual/spatial and existential intelligences*)

13. **Task:** Individually students write about their neighborhood or town. Write not less than 150 words. (*verbal/linguistic, intrapersonal, logical/mathematical, and visual/spatial intelligences*)

Example:

I live in a very quiet neighborhood. It has many facilities and services. There is a large park near my house. I go there to ... It also has disadvantages. One of the worst problems is ...

Evaluation: The students will be evaluated in the following ways:

- ❖ Their participation in the activities and their ability to express themselves: pair work and group work using checklist.
- ❖ Ability to comprehend recorded conversations and reading texts.
- ❖ Writing about their neighborhood using appropriate vocabulary and descriptions of their neighborhood using rubric.

Materials: map for telling direction, chart comparing city and countryside, picture of a place or town, taped conversation, worksheets for grammar and supplementary exercises, cassette player, textbook and workbook.

Worksheet

Group No.....

Students numbers:

.....

Names:

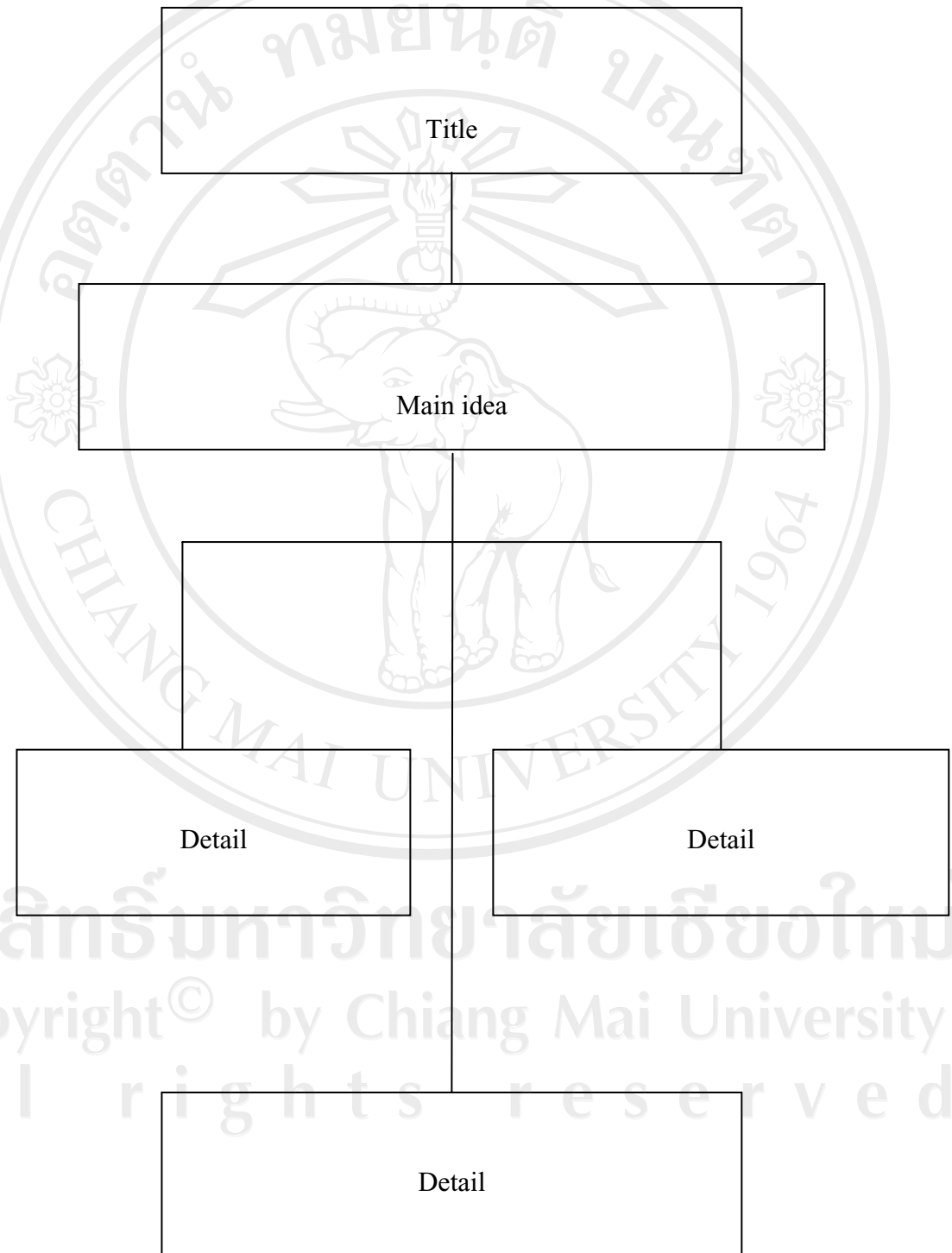
Direction: List down advantages and disadvantages in living in the city and in the countryside. Write your answers on the given table.

	Advantages	Disadvantages
City		
Countryside		

Useful Vocabulary

Quality-of-life indicators	advantages	disadvantages
Low crime rate	low/high cost of living	clean area
Green area	clean air, polluted air	fresh air
No traffic	good public transportation	farm
Cost of housing	culture and recreation	facilities
Parks, hills, mountains	temple	church
Vicinity	area	locality
Near, far	problem	railway, highway
Apartments	environment	expensive
Least, more, most	parking areas,	small side roads
Worse	better	worst
Best	compare	pollution
Garbage	air	water
Heavy traffic	electricity	downtown
Restaurant	opinion	commute
Neighbor	neighborhood	quality
National park	safe	friendly
Helpful	interesting	quiet
Entertaining	together	community
Good service	noise	noisy
Stadium	sports center	blocks
Intersection	Y-junction	T-junction
Nice	move	participate
Improve	buildings	museum
Forest	orchard	fruit trees
Factories	ponds	lakes

Direction: Read the news about Barcelona silently. After reading, fill in this map. Find the title, main idea and details of the news.



Assessment Criteria for the Writing Task

My Neighborhood

Criteria	4 100 -95%	3 94-80%	2 79- 65%	1 64-50%	Score
1. Describe neighborhood clearly based on quality-of-life indicators.					
2. Use appropriate vocabulary.					
3. Use correct grammar such as tenses, adjectives: comparatives, superlatives.					
4. Compare their neighbourhood to other places.					
5. Use mechanics and spelling correctly.					
Total score					

Lesson 4

Period: 5 (60 min. per period)

Topic: Things around you

Language functions: talking about changes in matter, describing and presenting an object, identifying and distinguishing changes in different objects, comparing changes in objects

Structures: simple present tense active, simple present passive, verb be

Skills: listening, speaking, reading and writing

Terminal Objective: Students should be able to explain about changes in matter and present the changes that have taken place in an object.

Enabling Objectives:

1. Write down the topic, subtopics and details about the changes in matter
2. Differentiate physical change from chemical change.
3. Discuss using critical thinking questions what students have observed in the matters around them.
4. Present an object and describe, explain and illustrate the changes that have taken place in an object that they have chosen.

Intelligences catered:

<i>Linguistic:</i>	Grammar and language functions to be learned in listening speaking, reading and writing activities.
<i>Logical/Mathematical:</i>	Systematic search of information about their chosen topic and the organized presentation of the changes that have happened in their chosen object logically using the presentation guidelines.
<i>Visual/Spatial:</i>	Interpreting pictures shown to them about the text on the computer and other pictures about matters, illustrations of the process of change in their objects.
<i>Kinesthetic:</i>	Gesturing and illustrating while presenting their objects.
<i>Musical:</i>	Background music while reading the text about matter.
<i>Interpersonal:</i>	Pair work and team work in reading and in oral presentation.
<i>Intrapersonal:</i>	Realizing the importance of respecting other countries culture while traveling.
<i>Naturalist:</i>	Learning the importance of the things around them.
<i>Existential:</i>	Learning the roles and significance of the process of change in the objects around them and in their daily lives.

Procedure:**Presentation Stage**

1. Activate students' prior knowledge by asking them how to make a pizza.
Students contribute ideas on how to make a pizza. Ask them how does a pizza look like and what flavor they like.
2. Students look at the pictures of the pizza on the screen. Let students describe the differences between cooked and uncooked pizza.
3. Unlock difficult words before reading the passage. Show examples using pictures on the screen. Simplify, define or elaborate to help students understand the new vocabulary list. The students answer the vocabulary exercise.
4. Use jigsaw reading. Students are divided into groups of five. Each member of the group is assigned to read a portion of the text then they write down the topic, subtopics and details. This group is called the expert group. The expert group discusses the information that they have gathered and compare their notes. Students go to their group and discuss the sequence that makes up the whole of the text.
5. Students answer the comprehension questions about the text.

Practice stage

6. Discussions using critical thinking skills in a group of five students.

Students break into 4 groups and choose a topic below to discuss citing the changes that have taken place in the objects. Students divide their responsibility by choosing the leader of the group, secretary and contributors to the topic.

- a. You have a large block of ice. Without breaking the large block of ice, how can you change it into smaller cubes of ice?
- b. Give an example of a solid, a liquid, and a gas that you might find in a kitchen. Then describe both a physical change and chemical change that would likely to take place there.
- c. Sawing a board into three pieces is an example of what kind of change? Explain your answer.
- d. How is shaping a hamburger into patties different from broiling the patties on a grill?

7. Each group presents the results of their discussions.

8. Show the students how to do an oral presentation. Explain the steps and structures that they are going to follow.

Production stage

9. Task: Oral Presentation: In a group of five, students choose an object that they are going to present. Describe, explain, illustrate and present the process of change in an object. State what kind/s of changes (ex. Physical or chemical) have taken place in an object.

Evaluation: Students will be evaluated by:

- Comprehension of the reading text
- Observing them in their participation in the discussion
- Oral presentation - their ability to present the object or matter they have chosen.

Materials: pictures of objects, CD courseware using *Authorware* software, computer projector, instrumental music, cassette player, microphone, objects of different kinds (realia)

Worksheet

Direction: Use this chart to write down important details about matter.

<p>Properties of matter</p>
<p>States of Matter</p>
<p>Physical changes</p>
<p>Chemical changes</p>

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Oral Presentation Guidelines

1. Greeting and introduction of the topic/ group members

- Good morning everyone.
- Hello, everyone.
- First of all, I would like to introduce our team /group members.
They are,,, and

2. Asking audience's background knowledge about the topic.

- Have you heard
- Have you ever tried
- How many of you know

3. Presenting topic into categories

- As you can see, can be divided into
(number) groups.
- There are Elements/ aspects/ kinds of/ types
of

4. Inviting each member to present

- The first/ second/ third topic will be explained by Mr. /
Miss.....
- The next topic “.....” will be
presented by.....
- Next, Mr. /Miss will talk
about

Useful transitions:

First, second, third, next, furthermore, at the moment, at present,
meanwhile, however, in addition, consequently, as a result, finally,
etc.

5. Giving examples and personal/ group opinion

- For example
- For instance
- Our group thinks that
- We think that
- For me, I think
- In my opinion

Oral Presentation Script

Group No:.....

Group Members:

1.
2.
3.
4.
5.

Topic:

Contents:

.....

.....

.....

.....

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.....

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.....

.....

Ending the Presentation

- This is all about our presentation / topic, thanks you.
- Now we have completed our presentation. Thank you for kind attention.

Inviting audiences Q and A Involvement.

- Do you have any questions?
- Does any body have a question?

Asking a question for the audience.

- Wh- questions
- Can you explain more clearly about?
- What do you think about?
- What else can we do to become?

Adapted from: *Promoting English Oral Presentation Skills Undergraduate Students*

Through Autonomous Learning Approach (2004). By Assanee Nantachaipan

Lesson 6

Periods: 5 (60 min. per period)

Topic: Tell Me about Yourself

Language Functions: describing and identifying people (height, weight, hair, eyes, age, clothes, built, location, marks), talking about people, events and incidents

Structures: Verb to be, adjectives, question words, simple present tense, simple past tense and past progressive tense

Skills: Listening, Speaking, Reading and Writing

Terminal Objectives: Students will be able to describe, give information about people and events using the target language.

Enabling objectives: The students will be able to:

1. Identify and describe people by appearance such as height, weight, hair, eyes, built, clothes, location, marks).
2. Read and comprehend the newspaper reports about the missing people.
3. Describe the event and the person or people involved.

Intelligences catered:

<i>Linguistic:</i>	Grammar and language functions to be learned and listening speaking, reading and writing activities.
<i>Logical/Mathematical:</i>	Logical description of the person; determining someone's weight, height and build; logical sequencing of the details of the incident.
<i>Visual/Spatial:</i>	Interpreting and describing pictures of the people and events.
<i>Kinesthetic:</i>	Gesturing, facial expressions and illustrating while presenting their group work, moving around in circles, rhythmic clapping.
<i>Musical:</i>	Background music while reading.
<i>Interpersonal:</i>	Pair work and group work reading activities and interviewing their partner and building good relationship with their classmates.
<i>Intrapersonal:</i>	Reflecting in themselves the different features of each person and the importance of identifying and knowing people as well as giving correct description of someone.
<i>Existential:</i>	Learning the significance of knowing themselves and other people necessary to a harmonious relationship with their friends, and others in the society.

Procedure:**Presentation stage**

1. Show a picture of a famous actor then elicit students' description of the person.
How tall is he? How much does he weigh? How old is he? What is he wearing? Etc.
(visual-/ spatial and verbal/linguistic intelligences)
2. Before reading, ask students what they think about the photographs and the articles.
Ask students if they heard anyone missing person in the town recently. Was the person found or not? Next, students read the news reports silently, while the background music is playing and match the news with the pictures of the missing people. Then students do the comprehension questions, and vocabulary exercise that follow. Then students do the cross word puzzle in pairs. *(visual-spatial, musical, verbal/linguistic, logical/mathematical and interpersonal intelligences)*
3. Students listen to the conversation at a party. Then take down notes of the questions people used in asking questions identifying other people. In pairs, classify the questions into:
 - a. Identifying a person by dress

A: Which one is Mrs. Roberts?
Who's Mr. Roberts?

B: She's the one wearing a red dress.
He's the one wearing a green jacket.
 - b. Identifying by appearance

A: Which one is Mrs. Rosen?

B: She's the one with long brown hair.

c. Describing people

A: Who's the man standing near the door?

B: That's Mr. Robertson. I'm not sure.

Then in pairs, students describe the people in the pictures using the given information. Student A covers the information on the right to ask questions. Student B uses the information on the left to answer questions.

(verbal/ linguistic, visual/spatial, intrapersonal and interpersonal intelligences)

Practice stage

4. Students form two circles, one inside and one outside. With the music, the two circles move around in opposite directions. Once the music stops, students find a partner and ask questions about the information in height, weight, hair color and distinguishing features using different ways of asking and answering questions in their handouts. Move around until all ways of asking and answering questions in describing people are covered.

(kinesthetic, music, verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences)

5. In groups of 5, students take turns asking and answering questions about people in the picture using the ways on how to identify and describe people. Soft music will be played and when the music stops, the class stops asking and answering questions and find out which group or groups did a lot. Then the class gives a rhythmic clap to the groups who did the most.

(kinesthetic, music, verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences)

6. Let students imagine that they are in the crime scene. A robber just robbed a bank and he got away with the money. The police came to question the people or witnesses to identify the robber. Show the picture of the robber. In pairs, student A pretends to be a police and student B pretends to be a witness. Practice this dialogue by filling in the information of the robber using the picture. This time use the past tense. (*kinesthetic, verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences*)

A: Can you remember what the robber looked like?

B: Well, he was about old.

A: Uhuh. And was he tall or short, do you remember?

B: Yes, I had a good look at him. He was

A: And can you remember anything about his build? Was he well built?

B: Yes, he was

A: And can you remember if he had any distinguishing features – a scar or anything like that?

B: Well, I remembera moustache and hair.

A: Well, that's very helpful. Now what was he wearing? Can you remember?

B: Let me see. Oh yes, he was wearing

A: Well, this information is very helpful. Thank you very much.

B: You're welcome.

Adapted from America Breakthrough 2

7. The teacher will model how to write a skit. In groups, students will pre-write, draft, revise, edit and role-play using the elements of the skit. (*kinesthetic, verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences*)

Production stage

8. **Task 1:** A. Students write a skit based on a news report about an incident or event. For example, write about two suspects at a robbery in one of the places in Lampang. Students should describe the suspects vividly, his age, height, weight, clothes, distinguishing marks, etc. Describe also what happened. Then role-play the incident.

B. Students can opt to write a role-play describing someone such as their friend, family member, teacher, etc. then present the skit in front of the class.

Task 2: Direction: In groups of 6 think of a person whom you are impressed with. You can write about a member of your family, teacher, friend, politician, movie star, sports player, etc. Fill in the circles with the details. Then write a skit about the person using the details about the person. (*kinesthetic, music, verbal/linguistic, visual/spatial, interpersonal and intrapersonal intelligences*)

Evaluation: Students are evaluated by:

1. Observing them in their participation and role-playing in pairs and in groups.
2. Their comprehension of the news report and their ability to answer questions and do the crossword puzzle.

Materials: handouts for vocabulary and dialogue models, microphone, music, CD player, pictures of the people, picture of the robbers.

Useful Vocabulary and Expressions

Height

Tall short about 5 ft. and 7 in. / cms.

Medium height

Weight/ Size/Built

Small thin fat obese overweight

Well built aboutkgs heavy set stocky husky

Medium weight muscular ruggedly looking lanky

Scraggy

Appearance

Mustache beard mole scar freckles

birth mark pimples acne beautiful ugly

Lovely pretty distinguishing marks

Eyes Brown/dark/blue/ green eyes deep set round

Poor eyesight short sighted farsighted

Hair/ Skin Black/ brown/blond/ mahogany/ burgundy/ red hair

Long short curly wavy pony tailed

Braided Dark/ brown/ white/ fair/ tanned complexion

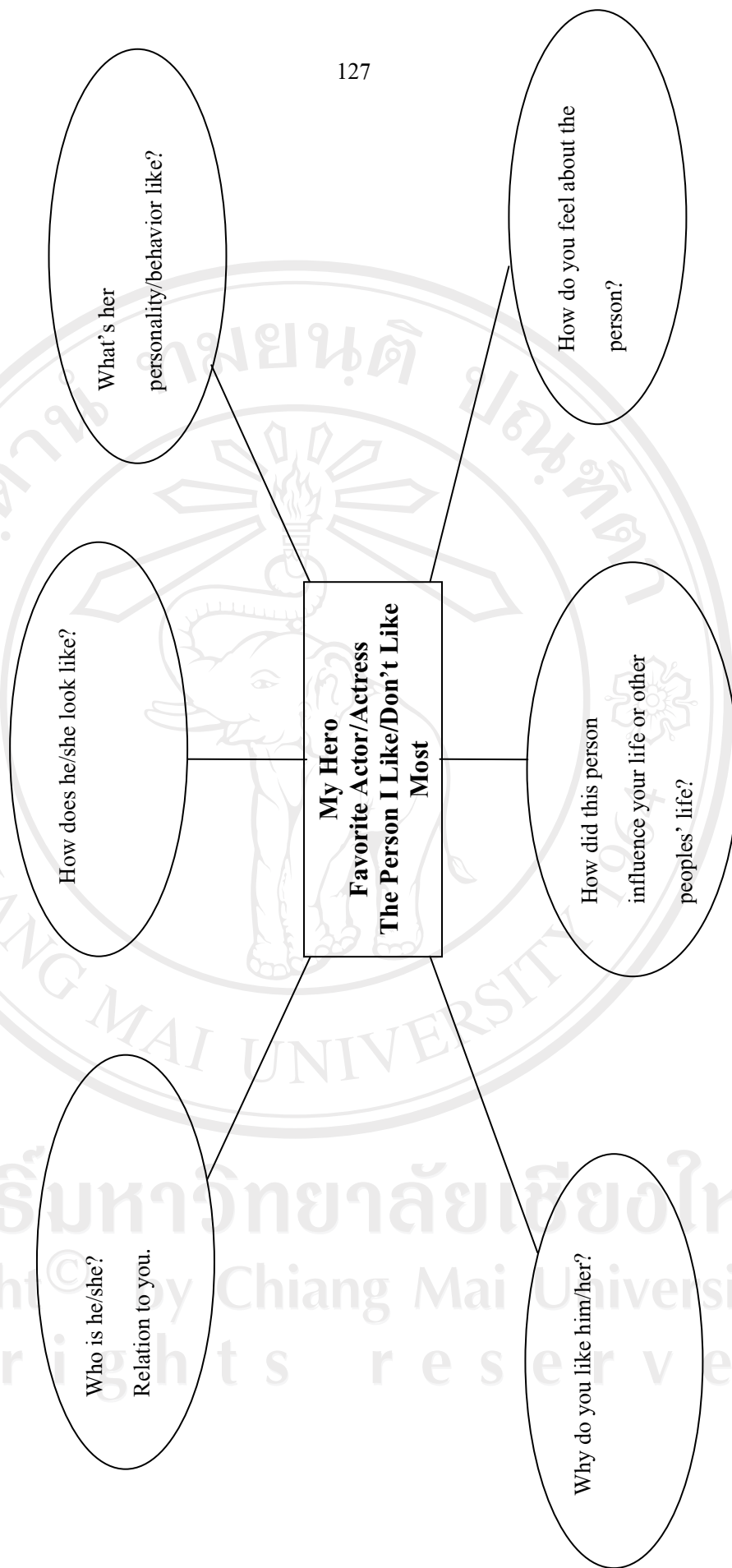
Aged adult old young about 20s /30s/40s

Mature infant baby teenager middle aged

Lousy neat

Task 2

Direction: In groups of 6 think of a person whom you are impressed with. You can write about a member of your family, teacher, friend, politician, movie star, sports player, etc. Fill in the circles with the details. Then write a skit about the person using the details about the person



APPENDIX C

PRETESTS AND POSTTESTS FOR LISTENING, SPEAKING AND WRITING

Part 1 Listening Skill

1. *Listen and draw. Listen to the story and draw the picture of the situation.*

It's summer vacation. Paul, Mark, Ricky, May and Carla are cousins. They were planning to go camping for 3 days in Mae Hong Son the following weekend. The first thing they did was to buy things they needed such as food, toiletries, flashlights, insect repellent, tent and sleeping bags. They went shopping to buy their needs.

It's Saturday morning. They woke up very early to pack and load important things they needed in the pick up. Ricky drove about five hours from Lampang to Mae Hong Son. It was already afternoon when they arrived at the campsite. They found a nice camping site at the foot of the mountain. The spot they chose was near a stream where they can get some clean water for bathing and washing. In the afternoon, they set up their tent, went bird watching near their camp and walked in the mountains. Each of them brought binoculars, so they enjoyed watching exotic birds of different kinds and colors as well as listening to their chirping and singing.

Their camp was surrounded by some tall green trees that gave them shade from the heat of the sun. The sky was blue with some clear clouds hovering. They could see some farm animals owned by farmers. Near the farmers' houses are vegetable gardens and rice fields. They enjoyed watching the view.

"This is a perfect location. We are surrounded with a beautiful scenery," said Paul.

"See those herds of goats and cows? They are going home," said May.

"They seem to know it's time to go home," answered Carla.

It's sunset, so they cooked rice and opened some canned foods they brought with them. It was dark when they finished setting up the tent. They had dinner with a campfire. They enjoyed eating and talking about birds and other animals they saw later that day.

The next day, at dawn, they went hiking to the higher part of the mountain. They brought some food with them for lunch. They came back to the camp at around 3 p.m.,

rested for a while and decided to go to the farm they saw nearby. They went around and talked to some farmers who are still working in their rice and vegetable farms. A farmer gave them some vegetables and fruits and they cooked the vegetables for dinner.

The following day, Monday morning, they got up early to watch, and enjoy the beautiful sunrise. After that, they disassembled their tent and packed up their things and went home. They arrived home in the evening feeling tired but refreshed.



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Part 2 Speaking Skill

Direction: Choose a topic below and answer the question that you've chosen in a group.

The questions provided are just examples, so you have to give more details besides what are being asked here. Be sure that each member of the group will be able to express their ideas and opinions about the topic. (20 pts.)

1. Describe your neighborhood, hometown or city. Take turns.
 - 1) Where is your hometown?
 - 2) How does it look like?
 - 3) What is your hometown famous for?
 - 4) Do you like your hometown? Why?
2. Talk about your favorite dish or recipe. Each member of the group takes turns talking about their favorite food.
 - 1) What is your favorite recipe?
 - 2) Describe your favorite recipe.
 - 3) Tell your friends how to cook or make your favorite food step by step.
3. Think of your favorite object/thing. Describe and talk about it.
 - A. For example: computer.
 - 1) What do you know about computer? Does computer help you? How?
 - 2) Does it bring you good or bad thing? How?
 - 3) Would you recommend to a friend to use computer? Why?
 - B. Television
 - C. Radio, etc.

4. Talk about the recent vacation that you had.
 - 1) Describe the place and the activities that you did.
 - 2) What did you gain or learn from this vacation?
 - 3) Did you enjoy it? Why?
5. Talk about the most unforgettable experience that you had.
 - 1) What was it?
 - 2) When did it happen?
 - 3) Describe the incident that happened to you.
 - 4) How did this incident influence your life?

Part 3 Reading Skill

Direction: Read each text carefully and circle the correct answer.

Large forests are important to us in many ways. They give us wood for building and heating. They are a home for many kinds of plants and animals. And for many city people, forests are a place to go for vacation. People can learn about nature there. They can breathe fresh air and sleep in a quiet place. But there is one more reason why forests are important for everyone. The leaves on the trees in a forest help clean the air. Dirty air is a problem in many parts of the world. Without our forests this problem might be worse.

Adapted from: How to Overcome Reading Obstacle

1. The paragraph is about ...
 - a. large forests
 - b. problems in the world
 - c. the importance of forests
 - d. taking vacations in forests

2. Which sentence is not true about forests?
 - a. Forests are not useful.
 - b. Forests help clean the air.
 - c. Forests are sources of woods.
 - d. Forests are good places to learn nature.

3. If people continue to cut down trees in the forests,
 - a. many animals will go to the city.
 - b. the air will become cleaner
 - c. many animals will die and the air will become dirtier.
 - d. many people will not go to the forests.

4. What would you recommend to reduce dirty air in your area or city?

- a. Plant trees in your empty backyard.
- b. Use more wood instead of gas for fuel
- c. Tell people to clean their backyard often.
- d. Cut down trees to get rid of dried leaves on the street.

Hobbies are important for many reasons. First a hobby can be educational. For example, if the hobby is stamp collecting, the person can learn about the countries of the world and even some of their history. Second, engaging in the hobby can lead to meeting other people with the same interests. Third, a person's free time is being used in a positive way. The person has no time to be bored or get into mischief while engaged in the hobby. Finally, some hobby can lead to a future job. A person who enjoys a hobby-related job is more satisfied with life.

Adapted from: How to Overcome Reading Obstacles

5. What is the passage mainly about?

- a. Hobbies can be very useful to students especially collecting stamps.
- b. Engaging in hobbies enables a person to meet a lot of people.
- c. Hobbies are useful to people in many ways.
- d. Hobbies help you find job.

6. A hobby can be educational. It means that...

- a. A hobby can be tiring.
- b. A hobby can be useful.
- c. A hobby is something you can learn things from.
- d. A hobby is something you can enjoy with.

7. Which is not a hobby?

- a. sleeping
- b. gardening
- c. playing tennis
- d. collecting stamps

8. What advice would you give to someone who is bored of staying home in order to make the person's life enjoyable and useful?

- a. watch TV all day
- b. engage in a hobby
- c. go shopping every day
- d. call different friends on the phone

The Lie

I didn't mean to do it. I was just fooling around, tossing the baseball up in the air and giving it a smack with my bat as it came back down. I hit the ball hard, and then I heard the crash as it smashed through our neighbor's window.

I should have admitted it right away. Instead, when my parents asked me, I said I didn't do it.

That night, I tried doing my homework, but I couldn't think straight. It was as if something ugly was inside me, getting bigger every minute. I knew what it was. It was the lie, and there was only one way to get rid of it. The next day, I told my parents the truth. Then I told our neighbors, and we agreed that I would earn the money to fix the window. Suddenly, I felt okay again.

Believe me – living with the truth is a whole lot easier than living with a lie!

Adapted from: Brain Quest Third Grade Reading by Michaela Muntaen and John Upton

9. What does the storyteller say he should have done right away?

- a. He should have admitted his mistake.
- b. He should have played baseball far away.
- c. He should have fixed the window right away.
- d. He should have told his parents he played baseball.

10. You can infer that in this story the boy ...
- didn't mind telling a lie at all.
 - was happy because he told a lie.
 - wasn't affected by telling a lie at all
 - realized that telling the truth is better than telling a lie.
11. What do you think would happen if the boy didn't tell the truth?
- He would be put into the jail.
 - He would never pay for the broken window.
 - He would be happy because no one knew what he did.
 - He wouldn't be able to sleep and concentrate on his work.

Oil and Pollution

People have many uses for oil. Most of them are good use. Oil keeps our houses warm. It runs our cars, buses, and airplanes. But sometimes things that come from oil are not good. One of these is pollution. Oil helps pollute our seas and air. Sometimes when oil is carried across seas, it is spilled into the waters. This kills many fish and birds. When it is used to run cars and airplanes, it makes the air very dirty. It also puts a poisonous gas into the air. This gas is not good for people. It makes it harder for people to breathe in the right way. People must still use oil. But they are trying to find ways that will keep it from making so much pollution. People and pollution cannot live together.

12. What is not so good about the use of oil?

- It makes houses too warm.
- It kills many fish and birds.
- It makes pollution.
- It runs airplanes.

13. Why is dirty air from oil not good for people?
 - a. It makes too many dirty faces.
 - b. It makes it harder to run cars.
 - c. It makes it harder to breathe.
 - d. It makes airplanes fly slowly.
14. Why must people breathe in the right way?
 - a. It would be harder to walk if they did not.
 - b. It looks better to breathe in the right way.
 - c. It will be difficult for people to eat.
 - d. It is the only way people can live.
15. What could you do in order to help lessen air pollution?
 - a. Drive a car in a high speed.
 - b. Use gas stove when cooking.
 - c. Ride a bicycle going to market
 - d. Use motorcycle to go to the market.
16. Which idea would you recommend to reduce air pollution caused by airplanes?
 - a. Invent an airplane that is run by solar cell.
 - b. Pilots should fly airplanes in low speed.
 - c. Take a train or a bus instead in going to other places.
 - d. Don't travel a lot by airplane

Laughter

Some people say that laughter is the best medicine. Scientists are beginning to agree with this. They are studying laughter seriously and are finding it is really good for us.

So what happens when we laugh? We use different muscles in our face, and laughing is good for every organ in our body. When we laugh, we breathe quickly and exercise our face, shoulders and chest. Our blood pressure goes down, and our circulation

gets better. Our heartbeat is lower and our brain makes a natural painkiller called beta-endorphin.

Every minute we laugh is the same as forty-five minutes of relaxation. Many doctors around the world believe that laughter helps us get better when we are sick.

Of course, there are many kinds of laughter. We may change the way we laugh in different situations. But we all have a laugh that is special to us. How do you usually laugh?

Source: Weaving It Together by Milada Broukal

17. Many doctors believe that laughter _____.
 a. helps us get better when we are sick
 b. makes us get sick for no reason
 c. doesn't really help
 d. makes us sad
18. When we laugh our brain produces natural _____.
 a. sugar
 b. chemical
 c. painkiller
 d. imagination
19. Which is not true when we laugh?
 a. We become weak.
 b. We breathe quickly.
 c. Our circulation gets better.
 d. Our heartbeat becomes faster.
20. Every minute we laugh is the same as forty- five minutes of relaxation. In this sentence, we can conclude that ...
 a. laughing is one of the best ways to relax when we're tired.
 b. laughing is just as good as watching television to relax.
 c. laughing is a good medicine to cure a headache.
 d. laughing is good only for 45 minutes.

Animated things are drawings instead of real people. Artists must draw thousands of pictures, and each picture must be a little different. For example, if the film-maker wants to show a girl running, the artist must draw her feet in different places in each picture. When the pictures are shown very quickly, one after the other, it looks like the girl is running. Walt Disney was not the first or only person to use animation films, but he's the most famous. His first Mickey Mouse cartoon, made in 1928, was called Plane Crazy. This was a short silent film about adventures of a little mouse. Today, 70 years later, Mickey Mouse is still a favorite cartoon character, and there are hundreds of cartoons and storybooks about him in many languages.

Many people in the film business thought animation was only use for short cartoons. They did not think people would want to see long films made from moving drawings. Disney did not agree with them. He believed he could tell any kind of story using animation. His first long film was Snow White and the Seven Dwarfs. Disney spent all his money making this film. Luckily, it was a great success. Next he made Dumbo, about a baby elephant, and this was followed by many more films. Many of these are still popular today.

When we think of Walt, however, we don't think of films, we also think of Disneyland. There are Disneyland in Japan, the USA and France. They are large parks where people can meet characters from Disney's films and visit scenes from his films.

Although Walt Disney made many of his famous films many years ago, they are as popular now as they were when he made them. Today, we can buy them on video, and from time to time we can see them on cinemas. When Walt Disney began making his animated cartoons all those years ago, people drew all pictures by hand. Nowadays, much of this work is done by computers. *Adapted from: Top Line 3*

21. What is Disneyland?

- a. It is a large mountain where movies or films are shown.
- b. It is a land where cartoon films of Walt Disney are made.
- c. It is a large park where people can meet characters from Disney's films and visit scenes from his films.
- d. It is a large building where people can meet characters from Disney's films and visit scenes from his films.

22. How can we see Disney films today?
- On the computer
 - On movie or video
 - At a park called Disneyland
 - In a park in Japan or U.S.A
23. Why is Mickey Mouse a character and not a person?
- Because Mickey Mouse is famous.
 - Because Mickey Mouse is seen on the movie.
 - Because Mickey Mouse is a little mouse in cartoon.
 - Because Mickey Mouse is a favorite among children.
24. How is different to make animated films nowadays?
- Nowadays cartoon films are easier to make.
 - Nowadays there are many people who can draw pictures beautifully.
 - Nowadays any person from Japan or U.S.A can use computer to draw.
 - Nowadays people can use computer to make animated films instead of hands.
25. How would you compare making animation by hand to making animation by computer?
- Making animation by hand is faster than by computer.
 - Making animation by hand is more detailed than by computer.
 - Making animation by computer is faster and you can create more special effects.
 - Making animation by computer is slower but you can create more special effects.

Puppy Love

“Shiro! Shiro!”

Mr. and Mrs. Nakamura were worried. Their dog Shiro was missing. “Shiro!” They called again and again. Mr. And Mrs. Nakamura lived on a small island in Japan. They looked everywhere on the island, but they couldn’t find Shiro.

The next day Mr. Nakamura heard a noise at the front door, and there was Shiro. Shiro was very wet, and he was shivering.

A few days later Shiro disappeared again. He disappeared in the morning, and he came back late at night. When he came back, he was wet and shivering.

Shiro began to disappear often. He always disappeared in the morning and came back late at night. He was always wet when he came back.

Mr. Nakamura was *curious*. “Where does Shiro go?” he wondered. “Why is he wet when he comes back.”

One morning, Mr. Nakamura followed Shiro. Shiro walked to the beach, ran into the water, and began to swim. Mr. Nakamura jumped into his boat and followed his dog. Shiro swam for about two miles. Then he was tired, so he climbed onto a rock and rested. A few minutes later he jumped back into the water and continued swimming.

Shiro swam for three hours. Then he arrived at an island. He walked onto the beach, shook the water off, and walked toward town. Mr. Nakamura followed him. Shiro walked to a house. A dog was waiting in front of the house. Shiro ran to the dog and they began to play. Marilyn was Shiro’s girlfriend. Marilyn lived on Zamami, another Japanese island. Shiro and the Nakamuras used to live on Zamai. Then the Nakamuras moved to Aka, a smaller island. They took Shiro with them. Shiro missed Marilyn very much and wanted to be with her. But he wanted to be with the Nakamuras, too. So, Shiro lived with the Nakamuras on the island of Aka and swam to Zamami to visit Marilyn.

People were amazed when they heard about Shiro. The distance from Aka to Zamamu is two and a half miles, and the ocean between the island is very rough. “Nobody can swim from Akato Zamami!” people said.

Shiro became famous. Many people went to Zamami because they wanted to see Shiro. During one Japanese holiday, 3,000 people visited Zamami. **They** waited on the beach for Shiro. “Maybe Shiro will swim to Zamami today” they said. They all wanted to see Shiro, the dog who was in love.

Adapted from True Stories by Sandra Heyer

26. “Puppy Love” is about ...

- a. a Japanese holiday
- b. two islands in Japan
- c. Mr. And Mrs. Nakamura
- d. a dog who visits his girlfriend

27. Mr. Nakamura was *curious* about his dog, Shiro. Shiro often disappeared in the morning and came back at night. Which sentence best describes the word curious ...

- a. Mr. Nakamura was worried about his dog.
- b. Mr. Nakamura was upset because his dog was always gone.
- c. Mr. Nakamura wanted to know why Shiro was always gone.
- d. Mr. Nakamura was not interested why his dog was always gone.

28. The pronoun *they* in line 28 refers to the....

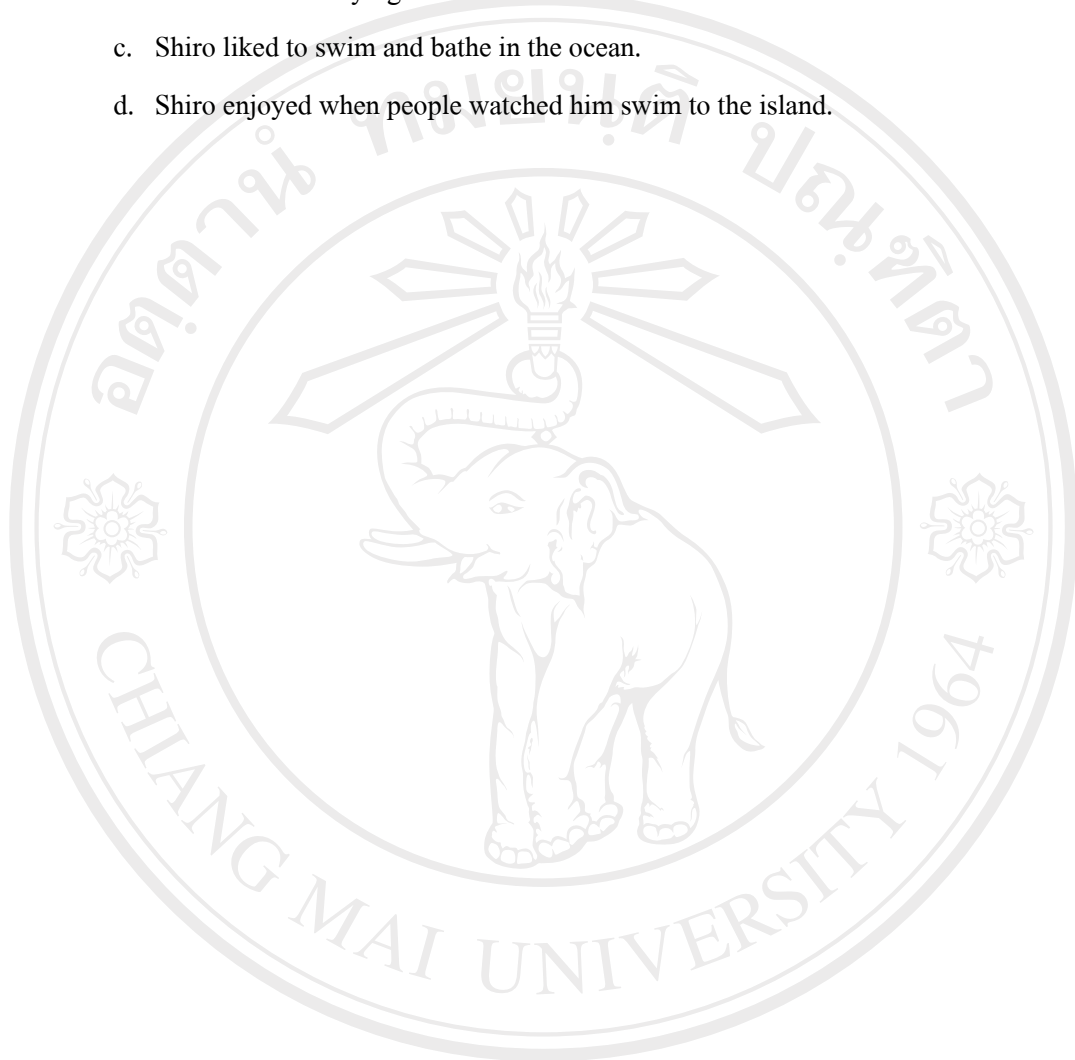
- a. Shiro
- b. People
- c. Shiro and Marilyn
- d. Mr. And Mrs. Nakamura

29. People were amazed when they heard about Shiro because ...

- a. dogs don't usually fall in love.
- b. Shiro is an unusual name for a dog.
- c. swimming from Aka to Zamami is very difficult.
- d. Shiro is a very faithful pet to Mr. And Mrs. Nakamura.

30. Why do you think Shiro always went to visit Marilyn on the other island?

- a. Shiro loved and missed Marilyn very much.
- b. Shiro is bored staying with the Nakamuras.
- c. Shiro liked to swim and bathe in the ocean.
- d. Shiro enjoyed when people watched him swim to the island.



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Part 4 Writing Skill

Direction: Choose a topic below and write about it. The questions provided are just examples to motivate you, but you have to give more details about the topic you have chosen aside from what you are being asked in the questions. Your composition should not be less than 150 words or fifteen sentences. You may draw or illustrate about your topic. (20 pts.)

1. Write about the person that you like most.

- Who is he/ she?
- Describe the person.
- Why do you like him/ her?
- How did the person influence your life?

2. Write about the movie that you like most.

- What is the movie?
- What is the story about? Describe the story.
- Why do you like it?
- How did this movie influence your life?

3. Write about the happiest moment in your life.

- What was it?
- When did it happen?
- Describe what happened.
- Why do you think it was the happiest moment in your life?

APPENDIX D
SELF-DIRECTED LEARNING QUESTIONNAIRE

Reflection

Name: Date:

Topic:

Task:

Tell step by step how you did your task/project. Please answer honestly. You may write in Thai or English.

1. How did you begin doing your project/task?

2. What did you do?

3. Did you do it yourself?

4. Who helped you?

5. What are your sources? (books, encyclopedia, Internet, magazines, newspaper, etc.)

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6. What were the problems that you encountered?

7. How did you solve them? What did you do?

8. How did you feel about it?

9. What did you learn from the problems that you encountered?

10. Did it make you learn better? How?

11. What did you learn in doing this task personally, as a partner or as a group?

12. Did this task make you learn better? How? Why?

APPENDIX E

READING RELIABILITY INDEX



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Reading Reliability Index

Students	Scores	p_j	q_j
1	21	0.70	0.30
2	28	0.93	0.07
3	21	0.70	0.30
4	29	0.97	0.03
5	27	0.90	0.10
6	25	0.83	0.17
7	25	0.83	0.17
8	25	0.83	0.17
9	26	0.87	0.13
10	30	1.00	0
11	25	0.83	0.17
12	29	0.97	0.03
13	27	0.90	0.10
14	27	0.90	0.10
15	26	0.87	0.13
16	25	0.83	0.17
17	26	0.87	0.13
18	20	0.67	0.33
19	23	0.77	0.23
20	20	0.67	0.33
21	11	0.37	0.63
22	13	0.43	0.57
23	15	0.50	0.50
24	18	0.60	0.40
25	19	0.63	0.37
26	17	0.57	0.43
27	17	0.57	0.43
28	18	0.60	0.40
29	19	0.63	0.37
30	16	0.53	0.47

p_j percentage of the test that student j answered correctly

q_j percentage of the test that student j answered incorrectly

Item	frequency	p_i	q_i
1	25	0.83	0.17
2	23	0.77	0.23
3	30	1.00	0
4	28	0.60	0.40
5	21	0.70	0.30
6	22	0.73	0.27
7	27	0.90	0.10
8	25	0.83	0.17
9	17	0.57	0.43
10	22	0.73	0.27
11	14	0.47	0.53
12	14	0.47	0.53
13	23	0.77	0.23
14	16	0.53	0.47
15	27	0.90	0.10
16	15	0.50	0.50
17	29	0.97	0.03
18	28	0.93	0.07
19	13	0.43	0.57
20	18	0.60	0.40
21	24	0.80	0.20
22	28	0.93	0.07
23	22	0.73	0.27
24	27	0.90	0.10
25	24	0.80	0.20
26	24	0.80	0.20
27	18	0.60	0.40
28	22	0.73	0.27
29	25	0.83	0.17
30	27	0.90	0.10

p_i percentage of students who answered item i correctly

q_i percentage of students who answered item i incorrectly

Appendix F

Observation Checklist for Students

Check Chart for _____ Date: _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	57	48		

Prepared by: Mary Ceres Brunia

Key

? = student has a question * = participation # = attentive
+ = correct response - = needs individual attention

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APPENDIX G

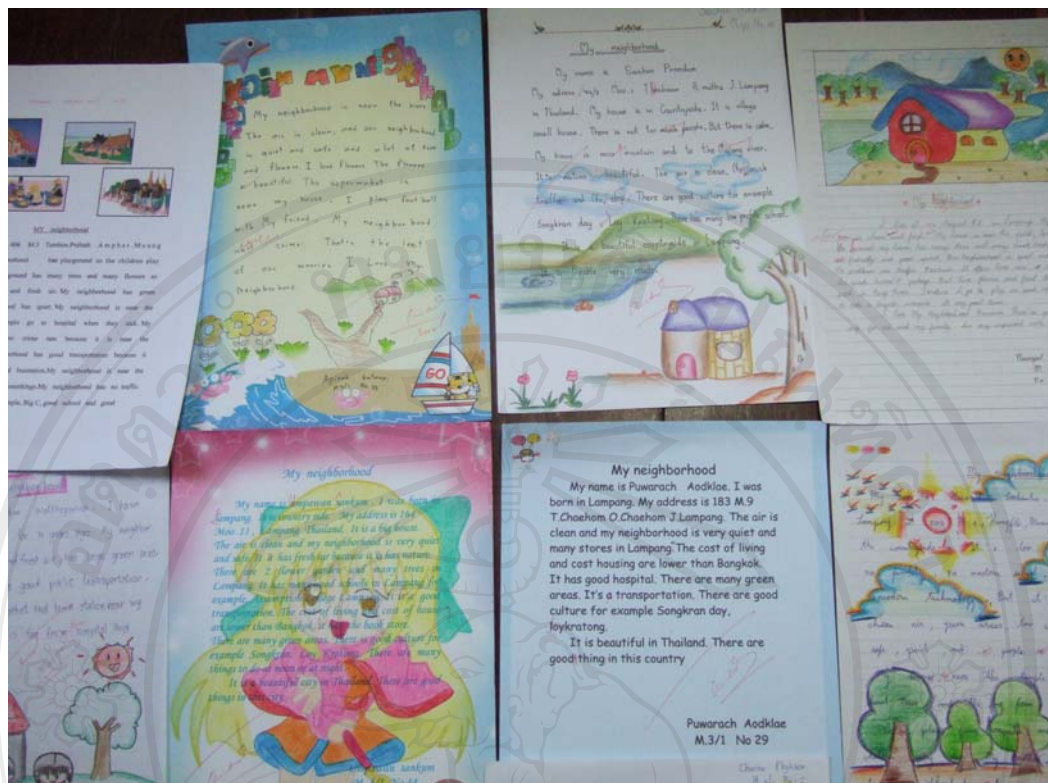
PHOTOGRAPHS

MULTIPLE INTELLIGENCES-BASED ACTIVITIES















Curriculum Vitae

Personal Information

Name: Mary Ceres Porto Brunia
 Birthday: 21st December 1969
 Birthplace: Cabatuan, Iloilo, Philippines
 Civil Status: Single
 Parents: Mr. Joaquin Pedrola Brunia and Mrs. Trinidad Porto Brunia

Educational Qualifications

Course: Bachelor of Science in Education Major in English and Minor in Mathematics (1990)
 School: De Paul College, Jaro, Iloilo City, Philippines

Certificates of Eligibilities, Civil Service Commission, Philippines

National Board for Teachers now PBET passer (1992)
 Career Service Professional Examination passer (1991)
 Career Service Sub-professional Examination passer (1989)

Experiences

1993 -1995	English Teacher, Class Adviser, Reading Coordinator, Adviser, DPC High School Dramatics Club De Paul College, Jaro, Iloilo City, Philippines
1994 – 1995	Part-time College Instructor, De Paul College, Jaro, Iloilo City, Philippines
1995 to present	English Language Teacher, Assumption College Lampang, Lampang, Thailand
2006 to present	Coordinator, Integrated English Program, Assumption College Lampang, Lampang, Thailand

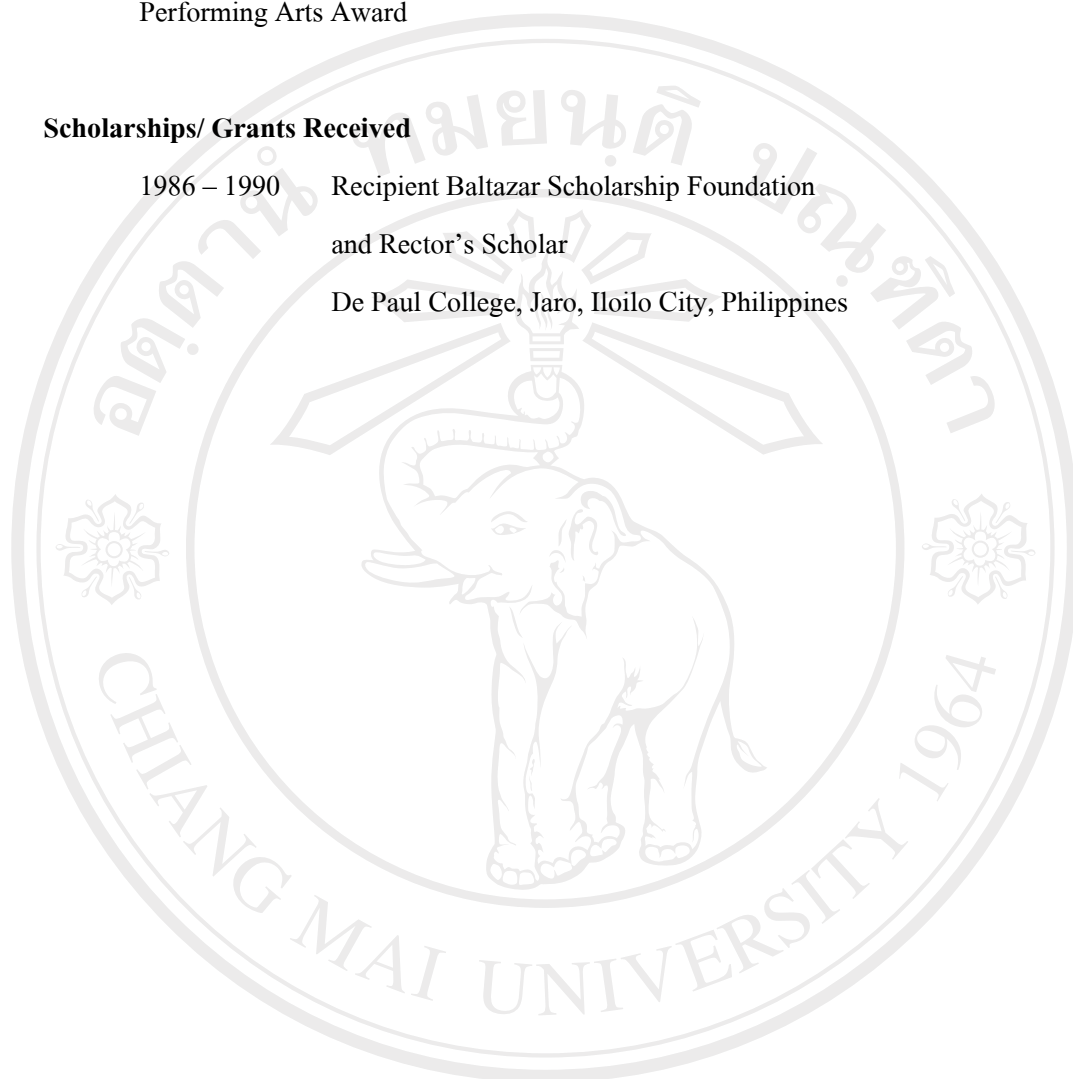
Honors/Awards Received

Theology Award

Performing Arts Award

Scholarships/ Grants Received

1986 – 1990 Recipient Baltazar Scholarship Foundation
and Rector's Scholar
De Paul College, Jaro, Iloilo City, Philippines



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