

Chapter 4

Results of Information Analysis

The research entitled Integrating Philosophy of Sufficiency Economy Concepts in an English Course to Promote Analytical Thinking Ability and English Proficiency of Maejo University Students had 3 main objectives. These objectives were 1) to design an English for Agriculture course that integrates the Philosophy of Sufficiency Economy concepts with Content-Based Instruction 2) to study analytical thinking ability and understanding of The Philosophy of Sufficiency Economy concepts of Maejo University students taking an English for Agricultural course 3) to study English proficiency of Maejo University students taking English for Agriculture course with an integration of The Philosophy of Sufficiency Economy. The research was implemented with 38 students who enrolled in an English for Agriculture course in the first semester of Academic Year 2016. Research Instruments in this study were 1) Lesson plans integrating the Philosophy of Sufficiency Economy with English for Agriculture course. 2) Assessment Test of Understanding in the Concepts of Philosophy of Sufficiency Economy. 3) Assessment Test of Analytical Thinking. 4) The English proficiency Tests. The results of the information analysis were presented in 3 parts along the research objectives as follows:

Part 1: Constructions and Results of the lesson plans Integrating Philosophy of Sufficiency Economy Concepts in an English Course to Promote Analytical Thinking Ability and English Proficiency of Maejo University Students.

Part 2: Learners' Analytical Thinking Development.

Part 3: Learners' English Proficiency Development.

Part 1 Constructions and Results of the lesson plans Integrating Philosophy of Sufficiency Economy Concepts in an English Course to Promote Analytical Thinking Ability and English Proficiency of Maejo University Students

Researcher created the lesson plans focusing on reading comprehension, writing activities, and analytical thinking based on the concepts of The Philosophy of Sufficiency Economy and desired characteristics of Maejo University students. The proto-syllabus was shown in Table 1.

Table 1 Proto-syllabus

Lesson Plan	Contents	Activities	Assessments
<p>1. Agriculture in Thailand from Past to Present: Introduction to Sufficiency Economy (6 hours)</p> <p>Terminal Objectives: Students will be able to read, extract information, and share ideas about Thailand and agricultures.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. define vocabulary related to economy, society, agriculture and use them correctly. 2. describe present and past actions using appropriate tenses. (Past Simple Tense, Present Simple Tense, and Present Perfect Tense) 3. identify topics, main ideas, and general details of the articles. 4. discuss and analyze articles by using relevant vocabulary and grammar. 5. describe the development of Thailand in agriculture, economy and society. 	<ol style="list-style-type: none"> 1. Agriculture in Thailand and Products 2. Past Simple Tense, Present Simple Tense, and Present Perfect Tense 3. Language used in summarizing 	<p>-Jigsaw Activity</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability
<p>2. Philosophy of Sufficiency Economy: Moderation, Reasonableness and Self-immunity(6 hours)</p> <p>Terminal Objectives: Students will be able to read, extract information, and share ideas about the Philosophy of Sufficiency Economy.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. identify topics, main ideas and correctly answer the questions from the articles. 2. describe The Philosophy of Sufficiency Economy; Middle Path of Moderation, 	<ol style="list-style-type: none"> 1. Philosophy of Sufficiency Economy: Middle Path of Moderation, Reasonableness and Self-immunity 2. Past Simple Tense, Present 	<p>-Jigsaw Activity</p> <p>-Mind-mapping</p> <p>-Paragraph writing</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression

Table 1 (continued)

Lesson Plan	Contents	Activities	Assessments
Reasonableness and Self-immunity. 3. use The Philosophy of Sufficiency Economy for analytical thinking and analyzing varieties of situations. 4. use simple, compound and complex sentences in giving information. 5. apply the language pattern learned from the lesson in writing expression.	Simple Tense, and Present Perfect Tense 3. Language used in summarizing		
3. Sufficiency Economy and New Theory Agriculture (6 hours) Terminal Objectives: Students will be able to describe New Theory Agriculture and application for farmers. Enabling Objectives: Students will be able to 1. identify topics, main ideas and correctly answer the questions from the articles. 2. describe the relationship between the Philosophy of Sufficiency Economy and the New Theory Agriculture. 3. describe the application of New Theory Agriculture in government sectors, business sectors, communities and household level. 4. discuss for an appropriate way to apply the Sufficiency Economy and New Theory Agriculture in daily lives 5. write a paragraph using varieties of sentence structures	1. Sufficiency Economy and New Theory Agriculture 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression	Jigsaw Activity -Opinion Sharing -Mind-mapping -Paragraph writing	1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability

Table 1 (continued)

Lesson Plan	Contents	Activities	Assessments
<p>4. Herbs and Local Plants' Qualities (3 hours)</p> <p>Terminal Objective: Students will be able to tell advantages of herbs and local plants, and give suggestions how to use them properly for health promotion.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. identify topics, main ideas and correctly answer the questions from the articles. 2. tell the advantages and application of herbs and local plants in different regions of Thailand. 3. describe how to grow plants for business and household uses. 4. use appropriate vocabulary and sentence pattern to describe plants' qualities. 5. write a paragraph describing process of herb application. 	<ol style="list-style-type: none"> 1. Qualities of Herbs and Local Plants 2. Language used for Presentation 3. Using Punctuation Marks 	<p>-Jigsaw Activity</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability
<p>5. Vermicomposting (3 hours)</p> <p>Terminal Objectives: Students are able to tell and share information about Vermicomposting.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. identify topics, main ideas and correctly answer the questions from the articles. 2. describe the process of vermicomposting in household. 3. express ideas and exchange opinion with classmates on the topic given. 4. use the appropriate vocabulary and sentence pattern to write a paragraph. 	<ol style="list-style-type: none"> 1. Advantages of Vermicomposting 2. Language used for presentation 3. Describing process 	<p>-Jigsaw Activity</p> <p>-Surveying</p> <p>Vermicomposting Project in University</p> <p>-Mind-mapping</p> <p>-Oral Presentation</p> <p>-Paragraph writing</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability

Table 1 (continued)

Lesson Plan	Contents	Activities	Assessments
<p>6. Vegetable Production: Backyard Vegetable Gardening, Organic Vegetable Gardening, and Hydroponic Systems (3 hours)</p> <p>Terminal Objectives: Students are able to tell and share information about vegetable production.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. identify topics, main ideas and correctly answer the questions from the articles. 2. describe how to grow organic vegetables for consuming. 3. express ideas and exchange opinion with classmates on the topic given. 4. use the appropriate vocabulary and sentence pattern in writing. 	<ol style="list-style-type: none"> 1. Vegetable productions 2. Describing process 3. Writing reports and formats 	<p>Jigsaw Activity</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability
<p>7. Plant Protection and Disease Control (3 hours)</p> <p>Terminal Objectives: Students are able to tell and share information about Plant Protection and Disease Control.</p> <p>Enabling Objectives: Students will be able to</p> <ol style="list-style-type: none"> 1. identify topics, main ideas and correctly answer the questions from the articles. 2. give information for proper care of plants. 3. express ideas and exchange opinion with classmates on the topic given. 4. use the appropriate vocabulary and sentence pattern to write a paragraph. 	<ol style="list-style-type: none"> 1. Plant protections 2. Weed control 3. Disease control 	<p>Jigsaw Activity</p>	<ol style="list-style-type: none"> 1. Reading Comprehension Exercise 2. Rubrics for Mind-Mapping Activity 3. Rubrics for Verbal Presentation 4. Rubrics for Writing Expression 5. Rubrics for Analytic Thinking Ability

From Table 1, each lesson plan contained different agricultural topics and learning activities. Every lesson plan had assessments in reading, writing, and analytical thinking.

Besides the English proficiency and contents in agriculture, the lesson plans also emphasized the concepts of The Philosophy of Sufficiency and the core values of Maejo University. Table 2 showed the promoted core concepts of The Philosophy of Sufficiency and the core values of Maejo University and the lessons promoted.

Table 2 Promoted Core Concepts and Values in Lesson Plans

Core Concepts and Values	Promoted in Lessons						
	L1	L2	L3	L4	L5	L6	L7
Sufficiency Economy Three Pillars							
Moderation		X	X				
Reasonableness	X	X					
Self-immunity		X		X	X	X	X
Sufficiency Economy Two conditions							
Morality		X				X	X
Knowledge	X	X	X	X	X	X	X
Maejo University Five Core Values							
Mindfulness			X	X	X		
Aspiration			X				X
Excellence		X			X	X	
Justification						X	X
Originality	X	X	X	X			

From Table 2, Moderation and Reasonableness were mainly focused in the first three lessons. Self-immunity was mainly focused in five lessons; Lesson 2, Lesson 4, Lesson 5, Lesson 6, and Lesson 7. Every lesson focused on Knowledge Condition. Morality Condition was focused in three lesson; Lesson 2, Lesson 6, and Lesson 7.

In addition, Maejo University Five Core Values were focused differently. Some Core Values might be focused in two lessons, three lessons, or four lessons. The Core Value promoted most was Originality that was promoted in the first four lesson.

Results of the lesson plan implementation were collected as the followings. In Lesson Plan 1, Agriculture in Thailand from Past to Present, learners had the opportunities to study history of agriculture in Thailand from past to present and geographical advantages. These elements made Thailand a proficient country in agriculture and relied on agriculture as a national income. From this lesson, learners knew the characteristics and strong points of Thailand. This information was essential for analytical thinking. One objective of Lesson 1 was to prepare learners for reading comprehension activities, group activities, and assessments that implemented in the following lessons.

Therefore, general information of agriculture and geography of Thailand was provided in this lesson (Knowledge). Learners would understand the prosperity of land with the quote “In the water there is fish, in the fields there is rice” (Reasonableness). In addition, this lesson also promoted the proudness of Thai identity (Originality), which was shown in Table 2.

From the observation of learners’ intention and participation in class activities, it was found that most of the learners had basic background in agriculture and understanding in the climate and growing conditions of Thai cash crops especially in their hometown. Learners had different interests in agriculture. This information was useful in learning and doing group activities because most of the activities in this course were giving and sharing experience. Therefore, Lesson 1 was an introduction and preparation learners for the following lesson plans.

In Lesson Plan 2, Philosophy of Sufficiency Economy, learners had the opportunities to study the concepts of The Philosophy of Sufficiency Economy based on the three pillars; Moderation, Reasonableness, and, Self-immunity and two conditions; Knowledge and Morality. Lesson Plan 2 focused on the introduction of The Philosophy of Sufficiency Economy to Thai people and application of the philosophy for analytical thinking activities in the lessons created.

In addition, Lesson Plan 2 aimed to make learners believe in their proficiency (Originality), and ability (Excellence) in studying, doing agriculture, and other businesses. They could succeed if they make good planning and think about it thoroughly.

From the observation of learners' intention and participation in class activities, it was found that learners had previously learned and knew concepts of The Philosophy Sufficiency Economy. However, they had limited concepts with some misunderstanding and application. Some learners believed that The Philosophy Sufficiency Economy was only applicable for an indigenous agriculture, it was not suitable for massive agriculture or other professions. These misconceptions were from public release and application that conveyed information mostly on indigenous agriculture level.

Lesson Plan 3, Sufficiency Economy and New Theory Agriculture, aimed to make learners understand the connection between The Philosophy of Sufficiency Economy and application to agriculture. Learners studied the New Theory Agriculture, one of the applications of The Philosophy of Sufficiency Economy that was transferred as an example for Thais. Learners created their farm managements based on the environments and appropriate factors.

From Table 2, Lesson Plan 3 taught learners The New Theory Agriculture (Knowledge), the appropriateness in agricultural area management (Moderation), the successful outcomes (Inspiration), awareness in planning (Mindfulness), and unique that differentiate from others (Originality).

From the observation of learners' intention and participation in class activities, it was found that learners were creative and could apply The New Theory Agriculture in different situations. For example, they could apply the principle of land division to different geographical areas with appropriate planning and use of land for agricultural activities.

Lesson Plan 4, Herbs and Local Plants' Qualities, Learners had the chance to explore local herbs and plants, visit Herb and Local Plant Learning Base, search information from class materials and online database. Learners did analytical thinking activities and gave suggestions how to use each kind of plants and how to used them for health promotion.

In this lesson, the main contents were herbs and useful plants (Knowledge), health and care (Self-immunity), awareness and use of herbs and modern medicines (Mindfulness), and body of knowledge in herbs and medicines passing from generation to generation(Originality)

From the observation of learners' intention and participation in class activities, it was found that learners could access information of herbs and local plants from varieties of learning resources. Learners presented proper and interesting uses of herbs and plants in daily life.

In Lesson Plan 5, Vermicomposting, learners had an opportunity to learn the use of earthworms in getting rid of wastes with an intention for environmental and social responsibility. Learner could describe the process of vermicomposting and adaptation to use in campus or household.

In this lesson, learners learned the science of using earthworms (Knowledge) and the method to reduce waste (Self-immunity). Activities in this lesson included making a detailed plan to reduce wastes in campus using earthworms (Mindfulness) with appropriateness for local surrounding (Excellence).

From the observation of learners' intention and participation in class activities, it was found that learners understood the utilities of vermicomposting. Learners agreed that it could help reducing wastes, reducing process of waste demolition, and protecting environment at the same time.

In Lesson 6, Vegetable Production, learners studied several types of homegrown vegetables in Thailand and foreign countries. Learners had chances to make suitable planning for different places such as in a house or limited space such as dormitory balcony with an intention to grow pesticide-free crops, save money, and be responsible for environment.

The content in this lesson emphasized on different samples homegrown vegetables (Knowledge), economizing by growing homegrown vegetables (Self-immunity). One of the activities in this lesson was to decide and present a suitable space from homegrown vegetable to class (Excellence). After class presentation, learners helped to vote for the most creative words (Justification).

From the observation of learners' intention and participation in class activities, it was found that learners had an intention to study and design the homegrown vegetables for their household. Learners could design nice areas with suitable collections of plans and timing for the crop yields.

In Lesson Plan 7, Plant Protection and Disease Control, learners learned the method and technology in controlling plant qualities, plants diseases, and insects with the minimized costs and affects to environments. Learners expressed several practices and ideas. The principles that learners used for analytical thinking were based on The Philosophy of Sufficiency Economy. Important elements were knowledge in plant protection, and moral in chemical uses.

This lesson plan aimed to give necessary ideas in plant protection (Knowledge), arise responsibilities in chemical uses (Morality), health of farmers and consumers in chemical products (Self-immunity), raise awareness in doing safety agriculture (Inspiration), promote suitable and reasonable pricing of products (Justification).

From the observation, learners had higher awareness in using chemical products, had responsibilities and moral in doing agricultural activities. Learners found that besides safety, they could save more money and make higher profits from proper agricultural practices.

To evaluate and follow the teaching and learning management, formal evaluation from Office of Academic Administration and Development, Majo University, was used to evaluate the proficiency of lecturer and course management. The evaluation was online and covered several aspects such as the ability of lecturers in teaching and making connections between other disciplinary, using teaching methodology suitable for contexts and nature of the course, teaching morals and ethical values with course, using appropriate expression and guideline in teaching, promote knowledge acquiring, creativity, and reasonableness to enhance learners' analytical thinking ability. The criteria were divided into 5 levels as the followings. 1.00 - 1.49 =Very Ineffective, 1.50 - 2.49 = Ineffective, 2.50 - 3.49 = Fair, 3.50 - 4.49 = Effective, 4.50 - 5.00 = Very Effective. The lecturer would get the evaluation result at the end of the semester, and the result of the evaluation would not affect the test score or grading. The information of the evaluation would be applied for further improvement of the course management and lecturer proficiency.

The evaluation of lecturer proficiency and course management in this research was shown in Table 3

Table 3 Evaluation Mean and interpretation of lecturer proficiency and course management (N=38)

Evaluation Items	Mean	Interpretation
1. The ability of lecturers in teaching and making connections between the course and other disciplinary	4.46	Effective
2. Lecturers using teaching methodology suitable for contexts and nature of the course based on current situations and learners' interest (communication and technological skills were promoted in the subject)	4.48	Effective
3. Morals and ethical values were promoted in the course	4.44	Effective
4. Lecturers using appropriate expression and guidance in teaching and promote knowledge acquiring in the course	4.52	Very Effective
5. Lecturer promotes learners for creativity, reasonableness, and analytical thinking ability	4.42	Effective
Overall Mean	4.46	Effective

From Table 3, it was found that the overall mean of lecturer proficiency and course management was in the Effective level (Mean 4.66). Most of the items were in the Effective level (Mean 4.42-4.48). The item with highest mean was “Lecturer using appropriate expression and guidance in teaching, promote knowledge acquiring in the course” (Mean 4.52).

To gather all the information from every part concerned with the curriculum, professional evaluation from an English Course for Agriculture was collected from classroom observation, formal course lecturer meeting, and questionnaire. The lecturers participated in course design, observed class, and gave feedback for the lesson plans and class activities created. The evaluation was applied after all the lesson plans were implemented. The criteria were divided into 5 levels as the followings. 1.00 - 1.49 = Very Ineffective, 1.50 - 2.49 = Ineffective, 2.50 - 3.49 = Fair, 3.50 - 4.49 = Effective, 4.50 - 5.00 = Very Effective.

Table 4 Mean and Interpretation of the Lesson Plans Implemented in English for Agriculture (N=3)

Evaluation Items	Mean	Interpretation
1. Instruction and Class Management		
1.1 Course Contents and Course Objectives were consistent	5.00	Very Effective
1.2 Integration of knowledge, morals and ethical values with course	5.00	Very Effective
1.3 Using multiple teaching techniques	5.00	Very Effective
1.4 Accept enquiries and opinion sharing from learners.	5.00	Very Effective
1.5 Using questions stimulating learners to think and share opinions	5.00	Very Effective
1.6 Making appropriate conclusion in each lesson in accordance with the course objectives.	4.83	Very Effective
1.7 Direct and guide learners for further studies and research	4.50	Very Effective
2. Assessments		
2.1 Assessments covered all the course objectives	4.67	Very Effective
2.2 Using authentic assessments	5.00	Very Effective
Overall mean (Highest score 5)	4.89	Very Effective

From Table 4, it was found that the overall mean of Lesson Plan Implemented in the course of an English for Agriculture were at the level of Very Effective (Mean 4.89). All items were at the level of Very Effective (Mean 4.50-5.00).

Lecturers in an English course for Agriculture gave opinion that course managements and lesson plans were appropriate and promote analytical thinking of learners. The contents were related and in the interest of the learners, which helped promoting the Content-based Instruction. This teaching approach would help learners better understanding in contents with higher studying intention. If lecturer taught more techniques such as information technology, learners would be more effective in learning and self-directed in searching information from varieties of resources.

Part 2 Learners' Analytical Thinking Development

2.1 Learners' Perceptions of Concepts of the Philosophy of Sufficiency Economy

Analytical thinking ability based on understanding of the contents and concepts to be analyzed. This study based on concepts of The Philosophy of Sufficiency Economy, understanding of the concepts were assess before and after the implementation of the 7 lesson plans. The understanding was assessed in three parts, (Part 1) Background Knowledge in The Philosophy of Sufficiency, (Part 2) Background Knowledge in New Theory Agriculture, and (Part 3) Open-ended questions on attitude and application of The Philosophy of Sufficiency Economy.

Table 5 Means, Standard Deviation, and Percentage of Assessment Test of Understanding in the Concepts of Philosophy of Sufficiency Economy (N=38)

	Pretest				Posttest			
	Score	SD	Percent	Interpretation	Score	SD	Percent	Interpretation
Understanding in the Concepts of Philosophy of Sufficiency Economy								
Part1 Background Knowledge in The Philosophy of Sufficiency Economy (Total 25)	20.08	2.41	80.32	Very good	23.39	1.33	9.58	Excellent
Part 2 Background Knowledge in New Theory Agriculture (Total 10)	6.50	1.61	65.00	Fair	8.32	1.14	83.16	Excellent
Part 3 Attitude and application the Philosophy of Sufficiency Economy (Total 5)	3.71	1.04	74.21	Good	4.79	0.47	95.79	Excellent
Average Score (Total 40)	30.29	4.25	75.72	Good	36.50	2.05	91.25	Excellent

From Table 5, learners' understanding of the Philosophy of Sufficiency Economy concepts in the pretest was at Good level (75.72 percent), and developed to Excellent level in the posttest (91.25 percent). For each category, level of

understanding was developed to the Excellent level. The part that improved most was Part 2 which was about background knowledge in New Theory Agriculture.

2.2 Learners' Analytical Thinking Development

Writing a short paragraph at the end of the lesson was the activity that allowed learners to demonstrate their ability in analytical thinking in different situations based on the three pillars and two conditions of The Philosophy of Sufficiency Economy. The criteria were divided into 6 levels as the following; Excellent, Very Good, Good, Fairly Good, Fair, and Need Improvement.

Table 6 Mean, Standard Deviation, and Percentage of Analytical Thinking Development (N=38)

Lesson Plan	Mean	SD	Percent	Interpretation
1. Agriculture in Thailand from Past to Present:	7.21	0.65	60.09	Fair
2. Philosophy of Sufficiency Economy	7.20	0.83	59.98	Need Improvement
3. Sufficiency Economy and New Theory Agriculture	8.13	0.81	67.76	Fairly Good
4. Herbs and Local Plants' Qualities	8.34	0.81	69.52	Fairly Good
5. Vermicomposting	7.58	0.89	63.16	Fair
6. Vegetable Production	8.21	1.26	68.42	Fairly Good
7. Plant Protection and Disease Control	8.39	1.05	69.96	Fairly Good
Mean	7.87	1.05	65.55	Fair

From Table 6, it was found that the mean of Analytical Thinking ability at the end of the semester was at the Fair level (65.55 per cents). Most of the analytical thinking skill in each unit were at the Fairly Good level. In lesson 1 and lesson 5, the analytical thinking skill were at the Fair level (60.90-63.16 percent). In lesson plan 2, the analytical thinking skill were at the Need Improvement level (59.98 percent).

Analytical Thinking Ability from the Pretest and Post Test was shown in Table 7.

Table 7 Table 7 Mean, Standard Deviation, and Percentage of Pretest and Posttest of the Analytical Thinking Ability Assessment (N=38)

Analytical Thinking Ability	Mean	SD	Percent	Interpretation
Pretest (Total 12)	5.55	0.69	46.27	Need Improvement
Posttest (Total 12)	8.31	1.01	69.26	Fairly Good

Table 7 showed that analytical thinking ability was developed from Need Improvement level (46.27 percent) to Good level (69.26 percent) after the implementation learning lessons.

Part 3 Learners' English Proficiency Development in English for Agriculture

From the implementation of the 7 lesson plans, learner had a chance to improve their reading and writing skills from the activities assigned for each lesson plan. Learners' reading proficiency in each lesson was shown in Table 8, and writing proficiency was shown in Table 9.

Table 8 Mean, Standard Deviation, and Percentage of learners' reading proficiency (N=38)

Lesson Plan	Mean	SD	Percent	Interpretation
1.Agriculture in Thailand from Past to Present:	20.49	4.73	68.29	Fairly Good
2.Philosophy of Sufficiency Economy	21.03	4.33	70.11	Fairly Good
3.Sufficiency Economy and New Theory Agriculture	19.59	3.40	65.32	Fair
4.Herbs and Local Plants' Qualities	18.28	3.87	60.92	Fair
5.Vermicomposting	19.20	4.94	63.95	Fair
6.Vegetable Production	20.40	4.72	68.01	Fairly Good
7.Plant Protection and Disease Control	21.12	3.60	70.39	Fairly Good
Overall Mean (Total 30)	20.01	4.84	66.71	Fairly Good

From Table 8, it was found that learners' reading proficiency was at the Fairly Good level (66.71 per cents) In Lesson 2 and Lesson 7, learners' reading proficiency were at the Fairly Good level, the highest score was in lesson 7 (70.39 per cent), and the second one was in lesson 2 (70.11 per cents). Lesson 1 and Lesson 6 were at Fairly Good level. And the Fair level was in Lesson3, Lesson 4 and Lesson 5 (65.32, 60.92, and 63.95 per cents)

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Table 9 Mean, Standard Deviation, and Percentage of learners' writing proficiency (N=38)

Lesson Plans	Mean	SD	Percent	Interpretation
1.Agriculture in Thailand from Past to Present:	12.98	4.30	64.88	Fair
2.Philosophy of Sufficiency Economy	13.32	4.18	66.60	Fairly Good
3.Sufficiency Economy and New Theory Agriculture	12.41	3.36	62.05	Fair
4.Herbs and Local Plants' Qualities	11.56	3.66	57.80	Need Improvement
5.Vermicomposting	12.20	4.27	60.75	Fair
6.Vegetable Production	12.80	3.99	64.23	Fair
7.Plant Protection and Disease Control	13.38	3.89	66.88	Fairly Good
Overall Mean (Total 20)	12.66	1.32	66.31	Fair

From Table9, it was found that for overall, learners' had writing proficiency at the Fair level (63.31 per cents). Learners' had the Fairly Good level in two lesson plans, the highest was in Lesson 7 (66.88) and the second one was in Lesson 2 (66.60 per cents). Lesson 1, Lesson 3, Lesson 5, and Lesson 6 were at Fair level. And in Lesson 4, learners' writing proficiency was at Need Improvement level (57.80 per cents)

English proficiency in reading and writing before and after the implementation of the lesson plans were shown in Table 10 and Table 11.

Table 10 Mean, Standard Deviation, and Percentage of learners' reading proficiency (N=38)

Test	Mean	SD	Percentage	Interpretation
Pretest (Total 30)	16.99	3.87	56.63	Need Improvement
Posttest (Total 30)	20.92	4.47	69.74	Fairly Good

Table 10 showed that learners' reading proficiency was developed from Need Improvement level (56.63) to Fairly Good level (69.74) after the implementation of the lesson plans.

Table 11 Mean, Standard Deviation, and Percentage of learners' writing proficiency (N=38)

Test	Mean	SD	Percentage	Interpretation
Pretest (Total 20)	9.36	2.50	46.79	Need Improvement
Posttest (Total 20)	13.60	3.82	68.00	Fairly Good

Table 11 showed that learners' writing proficiency was developed from Need Improvement level (46.79) to Fairly Good level (68.00) after the implementation of the lesson plans.