ประสิทธิภาพของชุดการเรียนรู้ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์
สำหรับนักเรียนในระดับชั้นประถมศึกษา

EFFICIENCY OF AN ENGLISH LEARNING PACKAGE BASED ON

CONCEPT-BASED INSTRUCTION AT THE PRIMARY SCHOOL LEVEL

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2019

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ธิติมาพร บัวลอย

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THE THESIS TITLED

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BY

THITIMAPORN BOULOY

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE MASTER OF EDUCATION IN EDUCATIONAL SCIENCE &

LEARNING MANAGEMENT
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Title	EFFICIENCY OF AN ENGLISH LEARNING PACKAGE BASED ON CONCEPT-BASED INSTRUCTION AT THE PRIMARY SCHOOL LEVEL
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The purposes of this study were as follows: (a) to construct an English learning package based on Concept-based Instruction at the primary school level; (b) to determine the efficiency of the learning package with an 80/80 criteria; (c) to investigate the students' learning achievement before and after using the learning package; (d) to measure the satisfaction of students towards using the learning package and; (e) to measure satisfaction and acceptability of EFL experts towards the learning package. The sample group in this study consisted of a grade six classroom with eight students at Ban Nong Phue School, Nong Khai Primary Education Service Area Office one, in the first semester of the 2019 academic year, selected by Cluster Random Sampling. The research instruments were four quizzes, a pretest and posttest, lesson plans, and questionnaires on satisfaction, satisfaction and acceptability. The results of this study were compared to the mean scores and percentages that the learning package was efficient and higher than the 80/80 criteria. The students were satisfied with the learning package, as well as the experts, who accepted the learning package. Based on the results, it was suggested that EFL teachers can adopt or adapt this learning package to suit contexts, or to create a new learning package based on Concept-based Instruction to improve English productive skills and conceptual thinking skills.

Keyword : learning package, Concept-based Instruction, Communicative English

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THITIMAPORN BOULOY

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CHAPTER 1

Introduction

Background of the study

The world has been extensively changing every single day. The world itself seems smaller because of globalization. People who use new technologies are very accessible to information anywhere in the world because of social media. It does not matter how far they are if they use the same language in communication. Thus, they can easily communicate with each other. A language is as a bridge to connect two or more lands together, hence it is called the *lingua franca*. Smokotin, Alekseyenko, and Petrova (2014) said that English has been turned to be an important norm to connect the world because of international acceptance.

Even in Thailand, the country who has become a member of Association of Southeast Asian Nations Community (ASEAN) since 1967, has to use English in communication with another countries. This kind of big change has been involving in education system of Thailand. Having good basis of English can provide the speakers a good expected career. Basic English courses are prepared to support English with Specific Purposes (ESP). ESP has become important nowadays which can serve several usages of English (Hutchinson, 1994). Thai people use English as a foreign language and use Thai as a mother tongue. English subject is contained in the Basic Education Core Curriculum A.D. 2008. English subject is based on communicative approach which has to cover four areas: Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas, and Learning and Relationship with Community and the World (Office of the Basic Education Commission, 2008). Moreover, the curriculum aims to mold and produce a student with the twenty-first-century skills by equipping them the ability to communicate and to think critically at the same time.

For teaching English in Thailand, a lot of teachers use communicative approach to create their lesson plans and follow the steps of teaching, 2Ws and 3Ps (Warm-up, present, practice, produce and wrap-up) with many strategies and techniques.

However, in some cases, the teaching is not effective which can affect the further education. According to Pongpanich (2011) revealed on the research *A Study of Problems in English Speaking in Speech Communication of Management Sciences Students, Kasetsart University, Sriracha Campus* that one of problems on speaking in speech in Thai education context was lack of confidence. The problem was caused by lack of using English in the real life, even in an English classroom in high schools. Grammar and vocabulary are taught separately, and based on a test to entrance a university. The students are still not able to communicate well. Many questions occur during the same teaching keeps going on. The questions are 'Does the strategies they use exactly support to the communicative approach?', 'Does the assessment exceed to the communicative approach?', and 'Do the teachers need to find out a new way to teach and assess their students to reach more effective communication? '. These questions are related to the research of Noom-Ura (2013) which was about problems and development needs of English teaching in Thailand. The research revealed that one of problematic factors was ineffective assessment on productive skill.

According to the language assessments, there are several kinds of measurements which do not use in common. Especially in productive skills, the test developers always choose multiple choices to assume that speaking and writing are already measured. Although a multiple-choice test is able to measure sometimes, it is not suitable for all aspects. Underhill and Nic (1987) claims that the oral testing is qualitative different from another kinds of testing. Some kinds of testing like multiple-choice or limited response tests are not enjoyable to both of a tester and a test-taker. So, the language assessments should be valid and reliable.

Furthermore, teaching and assessing productive skills should be included with critical thinking development also. The concepts are the good foundation to foster critical thinking. The concepts are something being around people. When they need to explain something, they need to conceptualize it. Nobody teaches how to conceptualize everything, but everybody has to think and conceptualize by themselves. So, conceptualizing is one of skill to develop critical thinking skills.

There are not many kinds of teaching approach or curriculum to enhance both of the productive skills and conceptualizing skills. By the way, there is. It is called 'Concept-based Instruction'. It is related to Structure of Knowledge which has six stages and five components. The stages are knowledge, comprehension, analysis, synthesis, creating and hypothesizing. For five components, there are facts, topics, concepts, principle generalization and theory. In addition, Erickson and Lanning (2014) points out that new models about Concept-based Instruction, which are KUDs and Three-dimensional Curriculum models. KUDs model which is about 'big ideas' stands for knowledge, understanding, do and transfer. Three-dimensional Curriculum models (3D curriculum models) are combined with facts, concepts and skills. Nevertheless, these models are not definitely separated, because they are still being used as Concept-based Instruction.

Many educators imply that a learning package seems useful for instruction, suggest that the learning package is as a communicative media between a teacher and a student to achieve a learning objective efficiently. For the content aspect, the field of higher thinking skill should be integrated in language teaching. Erickson and Lanning (2014) suggested Concept-based Instruction (CBI) to integrate with various subjects: English, because it seems capable to foster conceptual thinking and transferable skill of students.

The efficient learning package based on Concept-based Instruction is related to English course at the primary school level students who need to have a good productive skill of basic communicative English. The constructed learning package are provided not only lesson plans or worksheets but also assessments. Teaching with the learning package is probably a way to enhance the primary school students having both functional language for ESP and thinking skills which are very important for the twenty-first century. Therefore, this study purposes to solve the problems of teaching communicative English and thinking skills by creating the efficient learning package based on Concept-based Instruction more focused on assessments. The self-constructed learning package will be helpful for primary school level and EFL

teachers to have the way promote teaching and learning communicative English with conceptual thinking skills effectively.

Objectives of the Study

The objectives of the study are:

1. To construct an English learning package based on Concept-based Instruction at the primary school level.

2. To determine the efficiency of the learning package in accordance with the criteria 80/80.

3. To investigate the students' learning achievement before and after using the learning package.

4. To measure the students' satisfaction towards using the learning package.

5. To measure the EFL experts' satisfaction and acceptability towards the learning package.

Research Questions of the Study

The following are the research questions of the study:

1. What is the appropriate English learning package based on Concept-based Instruction at the primary school level?

2. What is the efficiency level of the learning package in accordance with the 80/80 criteria?

3. What is the students' achievement before and after using learning package?

4. What is the satisfaction level of the students towards using the learning package?

5. What is the satisfaction and acceptability level of the EFL experts towards the learning package?

Research Hypotheses of the Study

The hypotheses of this research are:

1. The English learning package based on Concept-based Instruction for primary school level will be efficient accordance with the 80/80 criteria.

2. The students' post-test mean scores will be higher than the pre-test mean scores.

Significance of the Study

Having limited teaching facilitators with validated assessments of teaching communicative English (productive skills) and critical thinking, this study purposes to create efficient learning package based on Concept-based Instruction for primary school level. Hopefully, the students will be fostered to have a good basis of English productive skills and conceptual thinking skills which can practice a critical thinking for the twenty-first century. The self-constructed learning package will be helpful for primary school level and EFL teachers who desire to have an effective learning package to develop productive skills and critical thinking skills.

Scope of the Study

This research study aimed to construct a learning package based on Concept-based Instruction for primary school level. The learning package was applied in a grade six classroom with eight students at Ban Nong Phue School, Nong Khai Primary Educational Service Area Office 1 who enrolled in English course in the first semester of the academic year 2019. They were selected by Cluster Random Sampling from 156 homogenous classrooms. The grade six level is the highest level of the primary level. The other participants were three EFL experts who gave feedback on the learning package in terms of satisfaction and acceptability towards the learning package. The learning package based on Concept-based Instruction consists of four units what the content was meaningful, contextualized and related to the core curriculum. There were two kinds of measurement and two questionnaires: productive skill test, conceptual thinking skill test, the questionnaire of the students' satisfaction towards using the self-

constructed learning package, and the questionnaire of EFL experts' satisfaction and acceptability towards the learning package. Moreover, the efficiency of the learning package based on Concept-based Instruction was measured in accordance with the 80/80 criteria. It was also claimed by the students' achievement, satisfaction and three EFL experts' satisfaction and acceptability. This research had gathered all data in eighteen periods, the first semester of academic year 2019.

Definition of Terms

Basic English 6 Course:

It refers to the subject which is normally attached in the curriculum related to the Basic Education Core Curriculum A.D. 2008. The lists of topics to teach in different years or schools are rearrangeable, but the grade 6 students should be taught all of these topics. For the content in this study used in the first semester of the academic year 2019, there are four units: Me and My Family, Our Old Days, Wearing a Thick Coat in Winter, and Saving the World. The course tends to focus on productive skills (speaking and writing skills) which are directly related to communicative skills.

Concept-based Instruction:

It is a teaching methodology which emphasizes on 'big ideas' and 'transferable skills'. It is related to constructivism theory and inquiry methods. Knowledge, comprehension, analysis, synthesis, creating and hypothesizing are involved in the instruction. Erickson and Lanning (2014) claims that learning with this instruction will gain knowledge, understand the knowledge, do or try something by themselves, conceptualize (create a picture on their mind), and transfer it to the others. According to the stages, on the way to finish any lessons, the students have or derive some facts, concepts and skills. In this study, the Concept-based Instruction (CBI) was adapted to integrate language and conceptual thinking areas together. Thus, the self-constructed CBI learning package consists of a pre-test, lesson plans, worksheets or drills, and formative (quizzes) and post-test.

Learning Package:

The learning package applied in this research is combined as a thing which can reinforce or affect to the instruction: lesson plans, worksheets or drills and tests. It was constructed and based on Concept-based Instruction, language productive skill strategy, and the Basic Education Core Curriculum A.D. 2008.

Conceptual Thinking Skill:

It refers to the ability to draw a picture on the students' mind which can refer to the topic and express their understandings. It can be measured by drawing a picture, a mind map, listing and etc. Furthermore, it is a basis of critical thinking development.

Efficiency of a Learning Package:

It is applied to determine the efficiency of the learning package based on Concept-based Instruction. The 80/80 criteria is used to the compare the mean percentage of the formative assessment (four quizzes) and achievement assessment (post-test). The first 80 refers to E1 (the average percentage of quizzes) and the second 80 refers to E2 (the average percentage of post-test). Moreover, the students' achievement, the students' satisfaction and the EFL experts' satisfaction and acceptability towards the learning package are concerned.

The Students' Satisfaction:

It refers to a survey of the students' satisfaction towards using the learning package based on Concept-based Instruction. Thus, it is used after finishing every lesson. Therefore, this survey particularly explores the experimental group. The rating scales are *very satisfied, satisfied, neutral, unsatisfied, and very unsatisfied*. The scales are expressed by using emotional faces instead, because it is easy to understand for young students. There are six aspects to explore: *the content, the conceptual thinking, the language skills, the exercises, design, and the instructor.*

The EFL experts' satisfaction and Acceptability:

It is defined as the level of the English as a Foreign Language experts' satisfaction and acceptability towards the self-constructed learning package. It is engaged in efficient and effective tool for improving English productive skills and

conceptual thinking skills at the primary school level. Factors are *content, conceptual thinking, language skills, exercises, designs, and benefits.*

This chapter has shown an introduction of the study and aimed to demonstrate the background of how to construct the learning package based on Concept-based Instruction and the students' satisfaction towards using the self-constructed learning package and also the EFL experts' satisfaction and acceptability towards the learning package. The related literature will be found in next chapter.

Constructing an learning package and teaching with the learning package based on Concept-based Instruction for primary school level

The Efficiency of the self-constructed learning package (productive and conceptual thinking skills)

Students' formative and post-test percentage in accordance with the efficiency 80/80 criteria

Students' achievement (pre-test and post-test)

The students' satisfaction towards using the learning package

The EFL experts' satisfaction and acceptability towards the learning package

Figure 1 Conceptual Framework

CHAPTER 2

Review of Related Literature

This chapter is created to present a literature review about the foundation of learning package development related to Concept-based Instruction. There are four parts showing those documents.

1. An Overview of the Basic Education Core Curriculum in Thailand 2008: Foreign Language Areas (English)

2. The Concept-based Instruction

3. The Construction of Learning Packages Related to Productive-skill Instruction

4. A Review of Researches and Studies Regarding to Productive-skill Material with Assessment, and Concept-based Instruction

1. An Overview of the Basic Education Core Curriculum in Thailand 2008: Foreign Language Areas (English)

Office of the Basic Education Commission (2008) describes how to teach languages in context of Thailand where English is used as a foreign language. The language is provided as a basic subject for Education in Thailand. English is as the crucial tool for many fields: communication, education, searching for new knowledge, living, cultures and visions toward the world community. Thus, the learners or the students are able to access the target language to know and understand another cultures, customs and traditions, society, economy and etc. The curriculum provides:

1.1 Contents of learning English

The learning area of learning English is divided by several aims: to have ability to use English for communication in different situations, seeking knowledge, engaging in living, and leading to further or higher level of education. Using the language is exactly relevant to cultural and social aspects. Finally, the students are able to use English to convey Thai culture and concepts to the world. The contents of learning English are:

1. Language for Communication: the word 'communication' is basically related to four skills which are listening, speaking, reading and writing. Moreover, there are some activities of those skills such as exchanging data, expressing feelings and opinion, presenting concepts and ideas on various situations, and so on.

2. Language and Culture: language and culture are not able to be separated. In this content, the students can define or distinguish relationships, similarities and differences between language and culture of the native speakers and Thais.

3. Language and Relationship with Other Learning Areas: English should be contextualized and integrated with other subjects. The language use relies on themes or content; it is not able to teach Language itself only in schools.

4. Language and Relationship with Community and the World: leaning English provides an ability to expose the language in various situations in classroom and the real world. The students' living and global livelihood are concerned.

1.2 The Expected Quality of Grade 6 Graduates

The grade 6 students are expected to have a quality of using English after the course. The quality is combined with four language skills that the students have to be practice in the English classroom Office of the Basic Education Commission (2008) The scopes of quality are:

1. Acting something what the students have heard or read.

2. Speaking or write to exchange with the others.

3. Giving data or information about themselves, friends, family and the surrounding environment by speaking or writing.

4. Using the words with good tone of voice and gestures politely and appropriately by relating to culture and tradition.

5. Telling similarities and differences by various types of sentences with correct punctuation.

6. Searching and collect data and information by various sources.

7. Using English to communicate in various situations in classroom and school.

8. Being skillful to use English (emphasis on listening, speaking, reading and writing).

9. Using simple and compound sentences to communicate meaningfully.

1.3 Strands, Standards and Indicators

Office of the Basic Education Commission (2008) also defines teaching and learning English of this curriculum is based on strands and strands which provides possibility in English instruction. The teacher can see the objectives, contents, activities, assessments and evaluation, and tools. The table below shows what the four strands, eight standards and twenty indicators of English instruction for grade six students are:

Table 1 Strands, Standards and Indicator

Strand 1: language for Communication
Standard F1.1: Understanding of a capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning
Indicator 1: Act in compliance with orders, requests and instructions heard and read.   Indicator 2: Accurately read aloud texts, tales and short poems by observing   the principles of reading.   Indicator 3: Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.   Indicator 4: tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.
Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Table 1 (Continued)

Strand1: language for Communication	

Indicator 1: Speak/write in an exchange in interpersonal communication.

Indicator 2: Use orders, requests and give instructions.

Indicator 3: Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Indicator 5: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Indicator 2: Draw pictures, plans, charts and tables to show various data heard or read.

Indicator 3: Speak/write to express opinions about various matters around them.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Table 1 (Continued)

Indicator 1: Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers. Indicator 2: Give data about the festivals/important days/ celebrations/ lifestyles of native speakers. Indicator 3: Participate in language and cultural activities in accordance with their interests.
Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language
Strand1: language for Communication
Indicator 1: Tell similarities/differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language. Indicator 2: Compare the differences/similarities between the festivals, celebrations and traditions of native speakers and those of Thais.
Strand 3: Language and Relationship with Other Learning Areas
Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view
Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/writing.
Strand 4: Language and Relationship with Community and the World

Table 1 (Continued)

Standard F4.1: Ability to use foreign languages in various
Indicator 1: Use language for communication in various situations in the classroom and in school.
Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.
Indicator 1: Use foreign languages to search for and collect various data.

In sum, according to the Basic Education Core Curriculum in Thailand 2008 which focuses on foreign language teaching and learning, especially, English language. English becomes important for communication in various purposes and situations. In grade six classrooms, the students have to learn English correctly and appropriately by following four strands, eight standards and twenty indicators in the table above. Finally, they will be skillful in speaking and writing skill related to the expected quality.

2. The Concept-based Instruction

2.1 What is the Concept-based Instruction?

The Concept-based Instruction is a process of teaching and learning based on the Concept-based Curriculum which has determined a new chapter of Educational goals. For many years ago, the education has become challenging to design a curriculum relied on Bloom's Taxonomy which is related to thinking dimension of instruction by sequencing the six different levels of cognition There are remember, understand, apply, analyze, evaluate and create.

In addition, the taxonomy is also relevant to *factual knowledge and conceptual knowledge or big ideas.* Erickson and Lanning (2014) understand how important the conceptual knowledge is. The target abilities of Concept-based Instruction students are: (1) the students can build and connect old and new knowledge by

integration, (2) the students can have a picture in their mind which is known as a conceptual understanding, (3) the students can finally transfer their knowledge and understanding to the others; a transferable skill is required. Furthermore, The Concept-based Instruction or CBI is related to constructivism theory. The theory is about constructing the new own knowledge by new experiences. (Elliott & Travers, 1996)

In conclusion, concept-based Instruction is a pedagogical approach mainly based on Bloom's Taxonomy which show the depth of knowledge levels: remember, understand, apply, analyze, evaluate and create. The features of this approach are related to constructivist learning theory which is about relationship and connection between schemata or old knowledge that the students experienced, and new knowledge which then becomes big ideas developed by conceptual thinking and deep learning. Thus, it is focused on conceptual thinking and transferable competency. For more details, another data will be shown in the next topic in the format of models.

2.2 Models of Concept-based Instruction

There are some models of Concept-based Instruction, possibly, curriculum which provides clearer steps, indicators and concepts of the instruction. A teacher can select and adapt appropriately to her lesson. In this research, it is an emphasis on language teaching so that there are two selected models shown below:

2.2.1 KUDs Model

According to Erickson and Lanning (2014, p.15), KUDs Model is created to show how to extract the approach, and use it properly. The curriculum components are presented by KUDs Model. This model is also applied in language teaching which the teacher needs to come up with the objectives and contents.

K stands for *knowledge of terms* which is factual knowledge. The teacher needs to conclude it in the lesson what is planned to teach e.g. vocabulary, sentences, cultures and so on.

U is *understanding or conceptual understanding* which the students are supposed to comprehend by themselves, basically, they should have a picture in their mind.

D means *do* that the students are able to do or practice themselves. In a language class, it refers to the stage that the students can expose the language with controlled and free practice: practice stage and production stage of the step of language teaching.

Moreover, it coordinates to connections between prior and new knowledge becoming concepts and conceptual understandings which are categorized via effective process in the brain. Finally, those concepts can be transferred in several techniques through time, across cultures and different situations.

Eventually, KUDs Model is one of concept-based instruction and curriculum models which normally based on K - knowledge, U- understanding, D- do, and transferable data. This model can be applied for any learning areas which needs to improve higher thinking skills, also to use in English instruction. For English teaching, K and U refer to presentation stage, D refers to practice stage and transferring concepts refer to production stage.

2.2.2 Three-dimensional Model

Before becoming Three-dimensional Model, it used to be Two-dimensional Model, traditional model. In the past, designing a curriculum and a lesson plan was based on verb-driven objectives; the teacher taught by those objectives. However, Three-dimensional Model is not only to specify suitable verbs for objectives but also to create a lesson as 'inch-deep, mile-wide'. As Erickson and Lanning (2014) define the features of Three-Dimensional Model that it is mainly based on the topics, facts, and skills supporting conceptual thinking and understanding. The model is ingeniously relevant to Structure of Knowledge and Structure of Process which the elements of them becoming the important words for creating curriculum, instruction and lesson plan.

For the generalizations and principles, they are the deeper conceptual understanding which CBI expects to be done in a class. The students have to understand matters or lessons by their own ways and style, but final transfer those

understanding to the others. Hence, the message and concept presentations are supposed to be clear accordance to purpose and audience.

On the whole, models of CBI are able to help the teacher understand the approach in details. The teacher can choose, apply and adapt them properly with objectives and students. Both of KUDs and Three-Dimensional Models are particularly focused on factual knowledge, conceptual understanding, practice, and transferring ideas, defined as different aspects and words. Nevertheless, the structure of knowledge and process cover all areas of Concept-based Instruction which consists of lesson plans, teaching materials and assessments. The components of those structures turn into the important elements of creating the lesson.

3. The Construction of Learning packages related to Productive-skill Instruction

3.1 Definitions of Learning Packages and Materials in Language Teaching

There are some articles talking about general teaching materials or linguistic teaching materials which can be refer to *learning packages*. Indeed, teaching materials are a part of learning package. The learning package is the combination of multimedia or materials which systematically and objectively constructed to foster teaching and learning. Moreover, Canvas Free for teachers also defines it as the materials which the teacher is able to use to enhance students learn English or any foreign languages via perception. The materials should cover all areas of language teaching. Brilliant materials can encourage students to learn the language. Nunan (1991) claims that materials should relates to a syllabus and curriculum. Therefore, when the goals or objectives of each lesson are determined, the materials follow them.

Last but not least, the materials should be appropriately selected or prepared to fulfill the instructional purposes to motivate learners by paying attention on the students' attention and interests. (Morrison, Ross, Morrison, & Kalman, 2012)

1. Involve learners with meaningful experiences.

2. Implement an individualized instruction for each student.

3. Contribute to attitudes and appreciations.

4. Provide chances for self-analysis of performance and behavior.

Moreover, designing a plan for an instruction requires some crucial elements and the instructional resources are as same as the learning package so that they are related to the evaluation.

In summary, the learning package in language teaching are the resources which conclude with drills, teaching materials and tests used to reinforce students to have a rapport situation along the course, and also to enhance students learn language well.

3.2 Types of Productive-skill Materials and Assessments

Productive skills in language area are referred to speaking skill and writing skill. According to the relationship between assessments and teaching materials, it is exactly relevant. Similarly, both of them are used in productive skills of language: speaking and listening skill.

Types of productive-skill teaching materials and assessments are shown from different resources are shown below:

Hughes (2003) claims that teaching materials and assessments are related within themselves, and also relevant to instruction which the backwash can be either beneficial or harmful.

Ellington (1985, pp.16-17) states that there are some generally different types of instructional materials which are currently available. These are:

1. Printed and duplicated materials

2. On-projected display materials

3. Still projected display materials

4. Audio materials

5. Linked audio and still visual materials

6. Cine and videos materials

7. Computer-mediates materials

In details, it is specified into two genres: (1) speaking materials and assessments and (2) writing materials and assessments

3.2.1 Speaking Materials and Assessments

Speaking is one of four skills of language which has some reasons to learn it. According to Harmer (2007, p.123), speaking activities can provide rehearsal opportunities to practice speaking as the real use in the classroom, speaking tasks can provide feedback of instruction, the speaking activities can also activate the elements of language in the students' brains to be ready to use when a chance comes.

Hughes (2003) gives some types of text which are used in oral ability testing. They are presentation or monologue, service encounter, discussion, and interview.

Abeywickrama and Brown (2010) shows the types of speaking tests which can refer to the teaching materials or tasks:

1. *Imitative* speaking: repetition tasks

2. *Intensive speaking:* directed response tasks, read-aloud tasks, sentence/dialogue completion and oral questionnaires, picture-cued tasks, and translation tasks.

3. *Responsive speaking:* question and answer, giving instructions and directions, and paraphrasing.

4. *Interactive speaking*: interview, role play, discussions and conversations, and games.

Harmer (2007) shows some activities which can refer to materials in teaching speaking. The teacher should adapt them appropriately. Those are:

1. *Photographic competition recommended for upper intermediate to advanced students:* the students need to discuss with reasons to find out the result, and make a decision based on the problem. The students have to create their own criteria to judge what the best picture related to the topic is.

2. *Role-play recommended for intermediate to upper intermediate students:* the students will get role-cards or a role of someone or something. This becomes involved in simulations.

3. *The portrait interview recommended for almost any level:* this activity provides the students to create and ask questions from the portrait pictures.

4*. Information-gap activities*: two students will get the different information from the same story, so they need to share and complete the information.

5*. Telling stories*: the students need to describe what happened in the story. So, they need to use the target language.

6. *Favorite objects*: this activity involves storytelling. It mainly uses for accessing the personal information.

7. *Meeting and greeting:* it is to introduce themselves as various given roles.

8. *Surveys*: the students interview each other.

9. *Famous people:* the students think of famous people and decide a gift for them in a variety of occasions.

10. *Student Presentations:* This is known as the individual presentation which is to present about the given topic.

11*. Balloon debate:* the students argue about the big topic or famous people.

12. *Moral dilemmas:* the students need to answer some moral questions or find a reason why the situation happened.

In conclusion, types of speaking materials depend on tasks, purposes and appropriateness. However, they are basically based on oral speaking which requires criteria to measure for each different type.

3.2.2 Writing Materials and Assessments

Harmer (2007, pp.112-122) claims that teaching writing is important for English teaching for several reasons. Writing can: give more time to think, allow language processing, and work as a practice tool for exposing the language. Moreover, writing has a process which contains planning, drafting, reviewing and editing. The author also provides some activities which can be used as a teaching material:

1. *Postcards recommended for pre-intermediate or intermediate level*: this writing genre can help students learning English for a specific purpose in written language. They will see the real use of the language.

2. *Email interview recommended for pre-intermediate upwards*: this kind of writing can practice writing for communication in the real world. They have to be able to write an email and use technology for communication.

3. *Instant writing*: it is an immediate writing by immediate instruction. The students need to think and write by elicit their lexicon suddenly.

4. *Using music and pictures*: the students need to categorize, explain and create some parts of music themselves. For pictures, there are many ways to use them such as description writing and etc.

5. *Newspaper and magazines*: this genre provides analysis skill which is more than comprehensible skill. It involves interpreting skill and transferable skill.

6. *Brochures and guides*: getting, analyzing, and creating information are combined in brochure-guide-activity.

7. *Poetry*: this type is to write a poem to express thinking and feeling toward the given topic.

8. *Collaborative writing*: this activity is to construct various kinds of texts such as live chat, keypals and pen pal.

9. *Writing to each other*: this kind refers to a message-conversation.

10. *Writing other genres*: another type of writing is considered, for example, narratives, for and against, brainstorming ant etc.

Similarly, Hughes (2003) argues that before creating a test or material, a teacher needs to set specifications which are concerned about:

1. *Operations*: they are combined with expressing, directing, describing, eliciting, narration, and reporting.

2. *Types of texts*: they depend on the appropriateness to use for each lesson such as letter, message, fax, form, note, notice, postcard, report, recipe or instructions.

In addition, Abeywickrama and Brown (2010) indicates that written performance has four genres: imitative, intensive (controlled), responsive, and extensive. For responsive and extensive, they can be referred to paraphrasing, guided question and answer, paragraph construction, strategic options: reports.

In sum, types of writing materials can be related to tasting which relies on writing purpose and appropriate selection with the level and context of the learners.

3.3 Processes of Learning Package Development

The learning package should be relevant to the assessments. Indeed, they should be created similarly to support each other. According to Jolly and Bolitho (1998), there are some stages of constructing teaching materials which can be referred to the learning package and the researcher adapted in this study as follows:

1. *Identification of need for materials.* This stage refers to find some topics and problems in using English for communication especially the productive skills. For examples, the topics would be something about the students themselves or something around themselves which is important or normally wrong.

2. *Exploration of need.* It is to find and do research to see the results how to use the language correctly. Correct word, grammar and usage should be considered in this stage.

3. *Contextual realization of materials.* In this stage, the teacher or the teaching-material developer should aware of selecting the most suitable ideas, contexts or texts.

4. *Pedagogical realization of materials.* The teacher should decide on a contrastive approach which is about facts vs. hypothesis. Moreover, think about what can be a trouble for using the materials and edit it. Find the most appropriate exercise and activities.

5. *Production of materials.* This stage is to create the learning package elaborately. *Student use of the self-constructed learning package.* This stage is to try out the self-constructed learning package and collect the data.

6. *Evaluation of the materials against agreed objectives.* This stage is to analyze and evaluate what are beneficial and harmful after using the materials. The material development is required.

Byrd (2001) specifies that evaluating materials, the validity of content is important that included with description, exercises, examples and tasks. There are some steps to evaluate the materials: (1) observing resources in the materials, (2) analyzing content of the materials, and (3) analysis of the exercises or tasks.

In conclusion, the development of efficient learning package involves material constriction and adaptation (1) material adaptation which the teacher needs to adapt the materials when there is limited time or the old materials still being usable; there are addition, deletion, modification, simplification and rearrangement strategy to adapt some elements to the materials, (2) material development which is to create or construct a new teaching material based on problems and aims; the stages are identification of need for materials, exploration of need or language, contextual realization of materials, pedagogical realization of materials, reduction of materials, student use of materials , and valuation of materials. For the final stage (evaluation), the teacher has to evaluate the self-constructed learning package before using in the real classroom. The aim is to know that there is a beneficial or harmful backwash.

Regarding to the six stages of creating teaching materials of Jolly and Bolitho (1998) which are 1) identification of need for materials, 2) exploration of need, 3) contextual realization of materials, 4) pedagogical realization of materials, 5) production of materials – student use of materials, and 6) evaluation of materials against agreed objectives, referred as a teacher's path on material creation, they are applied in Chapter 3 for research methodology of learning package construction.

Table 2 The Adapted Process of Creating Leaning Package based on Concept-based Instruction

Stages	Details
1) Identification of need for learning packages	This stage refers to find some topics and problems in using English for communication especially the productive skills. For examples, the topics should be something about the students themselves or something around themselves which is important or normally wrong. The topics can be found in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008).
2) Exploration of need or language	The teacher or the learning package developer should do a research on how each situation is and some ways to use the language properly, and the needs of conceptual thinking which can be solved by Concept-based Instruction.
3) Contextual realization of learning packages	The teacher can search the texts related to the topic which can be found in corpus.
4) Pedagogical realization of learning packages	The teacher plans and designs to create or choose the most appropriate material for each activity; it's possible to be worksheets or drills. By the way, the material should be based on the productive skills, and related to conceptual thinking skill.

Table 2 (Continued)

Stages	Details
5) Production of learning packages	The teacher creates and constructs the learning package based on Concept-based Instruction by the appropriate software. The teacher should aware of duration and reasonability. Before using the learning package, the teacher should revise and edit.
Student use of the self-constructed leaning package	The teacher pilots the constructed learning package and collect the data to see some advantages and disadvantages.
6) Evaluation of the self-constructed learning package against agreed objectives	This stage is to analyze those advantages and disadvantages, and develop them for the next instruction.

Related to the table 2, in this research, the learning package development followed these steps as in details.

4. A Review of Researches and Studies regarding to Productive-skill Material with Assessment, and Concept-based Instruction

Al-Qatawneh (2009) elaborately studied on *Concept-based Instruction and Teacher Planning and Student Achievement in Persuasive Writing* which aimed to analyze the relationship between the concept-based curriculum and matters will be included in the teachers' lesson plan in persuasive writing, and to find out a standard that should be provided more concrete description on the results of concepts affecting to the students' performance in persuasive writing. This study used the exploratory and library research in methodology. The findings were pointed out giving the right concept can develop and excel in writing persuasive essays; concept-based curriculum affects to performances in persuasive writing. Whenever the students have familiarly experienced in using the language, they can naturally express whatever more convincing.

Williams, Abraham, and Negueruela-Azarola (2013) used concept-based instruction in the L2 classroom which emphasize on perspectives from current and future language teacher which aimed to answer two questions: (1) What scope are pre-service, novice, and experienced teachers in teaching Spanish and French wanting to apply alternative approach to teaching grammar when it is obviously different from the traditional approach found in most textbooks? (2) What can mainly affect on resistance of reluctance, when there is an opportunity for pre-service, novice, and experienced teachers to apply a new approach to teaching grammar? It was a case study. The videorecorded data of interview was used as an instrument to collect data. There were two groups of participants (1) Novice and experienced instructors of Spanish, who were 2-year-experied teachers (novice teachers) and 8/10-year-experienced teachers (experienced teachers) (2) pre-service teachers in Texas, who were enrolled in a course designed for being a teacher of French, German, and Spanish. It was conducted in five stages within 15 weeks of the first semester at a public university in LA: (1) Introduction to CBI, (2) Planning the lesson, (3) Micro-teaching: 20-30 minutes, (4) post-listening report, and (5) Individual reflections on CBI/ individual essays (mid-term test). The results were exposed that curriculum, instruction, and assessment in foreign language

education were crucial. For novice and experienced teacher group, they can face when asked to adopt or reject a teaching approach which is not necessary to align. Furthermore, the teachers can use CBI as inquiry and reflection teaching which is crucial for language teaching. Thus, this future study can provide the pedagogical opportunity, concept-based instruction, for language teaching which can influence teachers and then the teachers can influence their students by adopting this approach.

Khodadady and Ghanizadeh (2011) investigated *The Impact of Concept Mapping on EFL Learners' Critical Thinking Ability.* The research was aimed to find the influence of concept mapping related to a post-reading strategy on EFL learners' critical thinking ability. The study used a pretest-posttest control and experimental group design. The participants consisted of thirty-six-advanced and upper-intermediate EFL learners, who were studying at Marefat, Mashhad, Iran. For language test part, Test of English as a Foreign Language (TOEFL). Critical thinking was measured by Watson-Glaser Critical Thinking Appraisal 2002. Those tests were utilized as a pretest and a protest. During the instruction period for the experimental group, there were two sessions of instruction on concept map construction; the integration of concept mapping as a post-reading strategy were applied. The discussion presented that concept mapping had a positive, and significant influence on learners' critical thinking ability.

Marriott and Torres (2016) found the result of the research *Concept Maps and Language Acquisition: An Implementation with English Language Level 2 Students* that the concept maps were able to be as facilitators of language learning with comprehension, and the thinking skill. The participants consisted of 13 High School language students in Curitiba, Brazil. The researchers created 15 activities using concept maps. The feedback after lessons were collected by a questionnaire which analyzed qualitatively. However, this research found the effective way of using concept maps for L2 learning particularly in the learning of verbs, prepositions, and new vocabulary. Moreover, the development of writing, reading and aural skills were accepted for the effective way.

Somdee and Suppasetseree (2013) researched on *Developing English Speaking Skillls of Thai Undergratuate Students by Digital Storytelling through Websites.* The purposes were to investigate the implementation of digital storytelling and the satisfaction toward learning from digital website. The sample group were 50 Thai undergraduate students enrolled the English compulsory course at Suranaree University of Technology. The evaluation of efficiency used the formula 80/80 criteria. The results revealed that the website was suitable for the first year students at the university and it improved motivation and English speaking skill.

Adoniou (2013) studied on *Drawing to support writing development in English language learners.* Drawing was used as effective tool to develop English wring skill of the children from a Year 3/4 class in a government Introductory English Centre situated in a primary school in Australia. The results demonstrated that drawing before writing improved the informational text type writing and writing procedures and explanations.

Intakaew (2014) studied on the efficiency of a teacher-design textbook on English for airline ground attendant service. The purposes aimed to create ESP materials for future airline ground attendant, determine the efficiency by using 80/80 criteria, and measure students' satisfaction toward the materials. The third year students in English major at the faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi, 2011 academic year. The results demonstrated that the materials were efficient and most students rated at very satisfied level.

According to those researches, they are some related studies on productive skills, conceptual thinking skill development. They are also related to Concept-based Instruction. They were beneficial for this study as a guide of constructing the learning package.

CHAPTER 3

Methodology

This chapter describes the methodology which was used for the research data collection and analysis. It is separated into five categories as follows: research design, population and sample, research instruments, data collection and data analysis procedure.

1. Research Design

This research was Quantitative Method. The method supported the research questions which related to the comparison of formative test scores between post-test scores accordance with the criteria 80/80.

As shown in Figure 2, this research was used One Group Pretest-Posttest Design. The reasons were to determine the efficiency of the self-constructed learning package, and also compare the scores of pre-test and post-test.
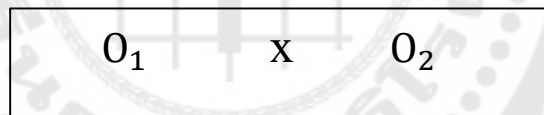
$$O_1 \qquad x \qquad O_2$$

Figure 2 Research Design

Table 3 Details of Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

O_1 is the pre-test which is applied to measure the students' achievement before using the learning package.

X   * is the learning package which is used in the course.

O_2 is the post-test which is applied to measure the students' achievement after using the leaning package.

* Note: During the treatments, there were four quizzes used as formative assessment to measure how the students develop their skills for each unit.

2. Population and Sample

2.1 Population

The population of this research consisted of 156 homogenous classrooms of grade six classrooms with these reasons: 1) they had lack of good English speaking and writing skills 2) the school had lack of some effective materials in teaching English 3) in the classroom, it consisted of the various kinds of students. They were under care of Nong Khai Primary Educational Service Area Office 1 who enrolled in English course in the first semester of the academic year 2019.

2.2 Sample

The sample group was selected by Cluster Random Sampling from 156 homogeneous classrooms as population of the study. The sample group was a grade 6 classroom with 8 students at Ban Nong Phue School who enrolled in English course in the first semester of the academic year 2019.

2.3 Other Participants

For the other participants, they were 3 EFL experts or teachers. They were selected via purposive sampling with the reason: they experienced in teaching EFL learners. They did not have any responsibility in the experiment. They expressed their satisfaction and acceptability towards the self-constructed CBI learning package.

3. Research Instruments

The research instruments which were used to collect the data consisted of a) lesson plans, b) four quizzes (formative tests), c) pre-test and post-test with rubrics, and d) satisfaction questionnaires. For those two kinds of assessments, they followed by the content based on the core curriculum. Furthermore, the assessment reflected to the lessons the students will be learned. The instruments of this study are as follows:

The self-constructed was designed and based on Concept-based Instruction and the core curriculum. They were provided for English productive skills and conceptual thinking skills matched with grade 6 students. There were four units; the topics for each were:

Unit 1, Me and My Family: this unit contains how to introduce oneself with some information; for example, name, nationality, age, likes or dislikes and etc. Furthermore, the information about family is required for this unit. It is as same as the beginning point to access the language started with oneself and then wider society.

Unit 2, Our Old Days: this unit is about how to tell the story which already happened in the past. The language aspect will be surely related to past tenses. By the way, more contextualized content is provided for this unit because of the students' own experience and the others' such as the best day of my life, my embarrassing experience, and so on.

Unit 3, Wearing a Thick Coat in Winter: this unit is related to how to wear an appropriate garment with the season or weather. Some vocabulary about clothes is needed in this unit. Basically, the unit provides the language in use regarding to culture and appropriateness e.g. wearing a tank top in Summer.

Unit 4 Saving the World: this unit combines with what the global environment is, types of energy, problems, causes and the ways to solve the problems of global environment. The student can understand the importance of surroundings and the conservation.

According to Jolly and Bolitho (1998), there are some stages of creating teaching materials and also adapting teaching materials, They were applied to use for a learning package construction and development. Those were:

1. *Identification of need for learning package.* This stage aimed to find some topics and problems in using English for communication especially the productive skills. For examples, the topics should be something about the students themselves or something around themselves which is important or normally wrong. The topics were found in the Basic Education Core Curriculum A.D. 2008.

2. *Exploration of need or language.* The teacher or the teaching-material developer did a research on how each situation is and some ways to use the language properly, and the needs of conceptual thinking which can be solved by Concept-based Instruction.

3. *Contextual realization of learning package.* The teacher searched for the texts related to the topic which can be found in corpus.

4. *Pedagogical realization of learning package.* The teacher planned and designed to choose the most appropriate material for each activity; it was possible to be worksheets or drills. By the way, the material was based on the productive skills, and related to conceptual thinking skill.

5. *Production of learning package.* The teacher created the learning package of Concept-based Instruction by the appropriate software. The teacher was concerned about duration and reasonability. Before using the materials, the teacher revised and edited. Student use of the learning package. The teacher piloted the learning package and collected the data to see some advantages and disadvantages.

6. *Evaluation of the learning package against agreed objectives.* This stage was to analyze those advantages and disadvantages, and develop them for the next instruction.

The self-constructed learning package was examined by experts in the field of curriculum and instruction in terms of its appropriateness to the target group. Furthermore, pilot study was conducted to selected participants (not being a part of the actual sample) to check whether the content and instructions stated in the learning package was understandable and clear. The development of instruments were as follows:

3.1 Lesson Plans

The lesson plans consist of 4 units: 12 lesson plans. There were 5 stages for each lesson which were related to Concept-based Instruction in KUDs Model as follows: 1) warm-up (know) 2) presentation (know) 3) practice (understand and do) 4) production (transfer) 5) wrap-up. There is a framework for the steps of creating an effective lesson plan which were applied to this research as follows:

1. *Identification of need.* Investigated what need to improve. A learning objective was analyzed and determined.

2*. Exploration of need.* Reviewed the core curriculum and defined objectives and contents and topics which were important and appropriate with the level of the students in the first semester of Grade 6. There were:

Unit 1, Me and My Family: Who am I?, Likes and Dislikes, My family

Unit 2, Our Old Days: Feelings and Expressions, Vacation Time, Narrating a Story

Unit 3, Wearing a Thick Coat in Winter: Seasons and Weather, Clothes and Accessories, Proper Clothing

Unit 4 Saving the World: Global Environments, Signs, Environment Conservation

3. *Contextual realization.* Reviewed the Concept-based Instruction which focused on language teaching. It started from studying and creating questions/objectives by using some guide questions in (Erickson & Lanning, 2014)

4. *Pedagogical realization.* Chose some topics and contents related to the core curriculum and Concept-based Instruction.

5. *Production.* Wrote a lesson plan step by step.

6 *Student use lesson plans.* In this stage, Three experts validated the lesson plans to evaluate IOC. They were 0.67-1.00, higher than 0.50 that were usable. Edited some mistakes before use the lesson plans.

The Concept-based Instruction (CBI) was applied as a big concept which can be found in the instructional stages in different formula such as conceptual questions, learning activities, or assessments.

3.2 Four Quizzes (Formative Assessment)

There were four quizzes to measure the progress of the students' conceptual thinking and language skills (productive skills). They definitely related to the purposes and contents of each lesson.

Arends (2014) claims that there are four types of conceptual thinking assessment. In this research, each type is required as 1 item for each unit.

1. *Choosing and Sequencing Examples and Non-examples.* This way is about listing the examples and non-examples of the topic. Moreover, it is to sequence or order something or situations regarding to the topic.

2. *Use of Visual Images.* The test takers are able to draw some pictures related to the topic and content.

3. *Use of Graphic Organizers and Concept Maps.* This strategy is to elicit the concepts included with components and relationship of each idea.

4. *Use of Analogies.* This kind of concept measurement is to compare the differences and the similarities between two things.

According to the stages of Jolly and Bolitho (1998) , the stages were summarized: identification of needs, exploration of need, contextual realization, pedagogical realization (plan a test); production (prepare the test); student use the materials (try out the test), and evaluation (evaluate the test).

1. *Plan a test.* This stage is to study the language use in context and different situation related to the content and the CBI materials of each unit. The number in the brackets refers to the marks.

Unit 1, Me and My Family: mind map, writing a paragraph, and TV show interview.

Unit 2, Our Old Days: drawing a picture, writing a passage and individual presentation.

Unit 3, Wearing a Thick Coat in Winter: drawing a picture, fashion show and individual presentation.

Unit 4, Saving the World: listing examples and non-examples, and creating an environment conservation.

There were totally 30 points for each unit. Every formative test was approved by three experts in both of language teaching and evaluation and statistic field to confirm the content validity.

2. *Prepare the test.* This stage was to create ideas or items and rubrics. After that, validate the test using Index of Item-Objective Congruence (IOC) from three experts. The validity values of unit 1- 4 were 0.67-1.00, higher than 0.50. They were usable.

3. *Try out the test.* In this stage, the researcher piloted the test to find out the reliability. The reliability of quiz 1-4 was evaluated by Cronbach's Alpha: 0.751, 0.883, 0.750, 0.825. They were higher than 0.70 which means very reliable. The difficulty index (p) and discrimination power (r) were analyzed by the formula of Whitney and Sabers (1970). The difficulty index (p) of quiz 1 – 4 was as follows: 0.33-0.58, 0.33-0.58, 0.42-0.58, and 0.25-0.67 that were within 0.20-0.80. The discrimination power of quiz 1-4 was as follows: 0.33-1.00, 0.50-0.83, 0.50-0.83, and 0.50-1.00, more than 0.20.

4. *Evaluate the test.* This part was to recheck and edited some mistakes by the suggestions of the experts and data of pilot group. Validity and reliability were focused. The teacher prepared the tests to use.

3.3 Pre-test and Post-test (Summative Assessment)

There were two parts of assessments: writing part and speaking part. For the conceptual thinking, the assessment was implied while the writing part or speaking part was happening. For the process of construction, it was as similar as the process of formative assessment test construction. The pre-test and post-test were similar.

1. *Plan a test.* Revise the aims and aspects of summative test.

Writing Part: there were three different items for this part related to: answering questions and writing a paragraph.

Speaking Part: there were five questions (as a guideline) to review each student that related to all lessons they had learnt.

Conceptual Thinking Part: there were four questions to assess with writing part which were mind map, lists, and drawing picture.

2. *Prepare the test.* Created items and rubrics. The experts validated the test. The validity was 0.84, higher than 0.50. The reliability was analyzed by Cronbach's Alpha, 0.856 which was higher than 0.70 which means very reliable.

3. *Try out the test.* In this stage, the test was piloted to measure the difficulty index (p) and the item discrimination (r) were analyzed by the formula of Whitney and Sabers (1970). The difficulty index (p) was 0.17 – 0.58 that should be within 0.20-0.80. The discrimination power (r) was 0.33-1.00, higher than 0.20.

4. *Evaluate the test.* Revised and edited some items followed by the data of the experts and piloted group. Validity and reliability were considered. Then, prepared the test to use.

In summary, there were different items for this part related to: giving information, drawing family tree, drawing someone to describe something, drawing mind map and writing a paragraph. For the speaking part there were five effective guiding questions.

3.4 Test Criteria or rubric

For the test criteria or rubric, it was divided into three isolated segments: writing rubric, speaking rubric, conceptual thinking rubric. Both lingual rubrics were adapted from ReadWriteThink. Moreover, conceptual thinking rubric was adapted from Center for Teachers which the researcher analyzed several kinds of rubrics and adapted to suit the student's level .

1. *The factors of speaking rubric:* Subject Knowledge, Organization, Mechanics, Verbal Skills, and Nonverbal Skills.

2. The factors of writing rubric: Content/Ideas, Organization, Vocabulary/Word Choice, Sentence Fluency, and Conventions.

3. The factors of concept map or mind map rubric: Structure, Relationship, Exploratory, Communication, and Content.

The experts validated the rubrics. The experts validate the rubrics. The validity of speaking rubric, writing rubrics, and conceptual thinking rubric was 0.67-1.00.

3.5 Satisfaction Questionnaire

The participants were asked to rate the level or score towards the self-constructed learning package based on Concept-based Instruction which contains teaching and the learning package. There were nineteen items which concluded with positive items. There were six elements of this questionnaire.

1. *Plan some elements.* This stage was to determine what the scopes of the elements were. They were relevant to a goal of the questionnaire. These were goals for the students' satisfaction towards using the self-constructed CBI learning package:

1) Content

2) Conceptual thinking

3) Language skills

4) Exercises

5) Design

6) Instructor

These were goals for the EFL experts' satisfaction and acceptability towards the self-constructed CBI learning package:

1) Content

2) Conceptual thinking

3) Language skills

4) Exercises

5) Design

6) Benefits

2. *Prepare some questions.* This stage was to create ideas or questions. There were five levels to answer which was shown by emoticons that the young learners can easily rate. This questionnaire was based on 5-point Likert Scale Questionnaires. These emoticons were be for the students' questionnaire. For the number, it was used for the EFL experts' questionnaire.

5 = 😍 Very satisfied

4 = 🙂 Satisfied

3 = 😄 Neutral

2 = 😐 Unsatisfied

1 = 🙁 Very unsatisfied

In addition, there was a part for acceptability which can answer yes or no. Both of questionnaires required some other ideas from the participants by writing the suggestions.

3. *Try out questionnaires.* This part was to validate by IOC from experts. The validity the questionnaires was 0.67-1.00. The reliability of the questionnaire for students was 0.76, higher than 0.50 that is acceptable. The reliability of the questionnaire for experts was 0.71, higher than 0.70 that calculated by using Cronbach's Alpha by SPSS.

4. *Evaluate the questionnaire*s. The researcher rechecked and edited some mistakes by the suggestions of three experts and the data of pilot group. The teacher prepared the questionnaire for application.

4. Data Gathering Procedures

The data collection procedures were divided into three phases: pre-instruction, while-instruction, and post-instruction.

Phase 1 Pre-instruction: the orientation part which was to break the student's wall by using ice breaking activities. Then, gave the instructions about research aims. The sample group took the pre-test.

Phase 2 While-instruction: during the instructional phase, the sample group learned with the self-constructed learning package and took four designed quizzes.

Phase 3 Post-instruction: at the end of the course, the sample group took the post-test and also the questionnaire.

The duration of data collection took 18 periods of the first semester of the academic year 2019. There were three sixty-minute periods per week. It took around seven weeks. The table below indicates the process of the experiment in brief:

Table 4 The Application of the Learning Package Based on Concept-based Instruction

Periods	Contents
Phase 1, Pre-instruction	
1	Orientation Pre-test
Phase 2, While-instruction	
2-4	The teacher instructed the Unit 1 of English course by using the self-constructed learning package.
5	The students of the sample group took Quiz 1.
6-8	The teacher instructed the Unit 2 of English course by using the self-constructed learning package.
9	The students of the sample group took Quiz 2.
10-12	The teacher instructed the Unit 3 of English course by using the self-constructed learning package.

Table 4 (Continued)

Periods	Contents
13	The students of the sample group took Quiz 3.
14-16	The teacher instructed the Unit 4 of English course by using the self-constructed learning package.
17	The students of the sample group took Quiz 4.
Periods	Contents
Phase 3, Post-instruction	
18	8 students of sample group took the posttest and answer the questions in the questionnaire. Three EFL experts answered questionnaire of satisfaction and acceptability towards the self-constructed learning package.

5. Data Analysis

5.1 Self-constructed Learning Package Based on Concept-based Instruction

The 80/80 criteria was used to measure the efficiency of the self-constructed learning package of Concept-based Instruction. It was the comparison between the percentages of the students from for formative tests and posttest. For the students' achievement before and after learning with the learning package, the hypothesis was tested by using dependent sample t-test.

5.2 Four Quizzes (Formative Assessment), Pre-test and Post-test (Summative Assessment)

According to the process of research instrument constructions, the details of the formative tests or quizzes were provided and based on four lessons. There were totally 30 points for each unit. They were used for assessing the progress of the sample group after learning those lessons:

Unit 1, Me and My Family: mind map, writing a paragraph, and TV show interview.

Unit 2, Our Old Days: drawing a picture, writing a passage and individual presentation.

Unit 3, Wearing a Thick Coat in Winter: drawing a picture, fashion show and individual presentation.

Unit 4, Saving the World: giving or listing examples and non-examples, and creating an environment conservation campaign.

In addition, the summative assessment (posttest) which consists of:

Writing Part: there were different items for this part related to: answering questions and writing a paragraph.

Speaking Part: there were several questions (as a guideline) to review each student that related to all lessons they had learnt.

Conceptual Thinking Part: there were four questions to assess with writing part which were mind map, lists, and drawing picture.

In summary, posttest (60 points) composed of writing, speaking and conceptual thinking part.

The rubrics were adapted to analyze speaking and writing of the participants in in this research. The speaking and writing rubric were adapted.

1. *The factors of speaking rubric:* Subject Knowledge, Organization, Mechanics, Verbal Skills, and Nonverbal Skills.

2. *The factors of writing rubric:* Content/Ideas, Organization, Vocabulary/Word Choice, Sentence Fluency, and Conventions.

3. *The factors of concept map or mind map rubric:* Structure, Relationship, Exploratory, Communication, and Content.

The scores after taking tests were analyzed. The scores from both of formative assessment and summative assessment indicated how the progress of the students after lessons was and how much they achieved.

5.3 Satisfaction Questionnaire

The students' and experts' satisfaction was analyzed from the data of questionnaire of the sample group by using mean and standard deviation as. The 5-point scale of response choices, which was represented as a feeling emoticon, each item was ranked from one to five referring to very dissatisfied to very satisfied level. The mean value was shown in the following text:

4.51 – 5.00	😍	Very satisfied
3.51 – 4.50	😊	Satisfied
2.51 – 3.50	😐	Neutral
1.51 – 2.50	🙁	Unsatisfied
1.00 – 1.50	☹	Very unsatisfied

Table 5 Data of Analysis

Objectives	Research Questions	Research Hypotheses	Research Instruments	Types of Data	Techniques of Analysis
1. To construct an English learning package based on Concept-based Instruction at the primary school level.	1. What is the appropriate learning package based on Concept-based Instruction at the primary school level?	-	The self-constructed learning package and satisfaction questionnaires	-	-
2. To determine the efficiency of the learning package in accordance with the criteria 80/80.	2. What is the efficiency level of the constructed learning package in accordance with the 80/80 criteria?	1. The English learning package based on Concept-based Instruction at the primary school level is efficient accordance with the 80/80 criteria.	Scores of quizzes and post-test	Mean scores Percentage S.D.	Efficiency 80/80 criteria

Table 5 (Continued)

Objectives	Research Questions	Research Hypotheses	Research Instruments	Types of Data	Techniques of Analysis
3. To investigate the students' learning achievement before and after using the learning package.	3. What is the students' achievement before and after using the self-constructed learning package?	2. The students' post-test mean scores will be higher than the students' pre-test mean scores.	Post-test scores	Mean scores Percentage S.D.	Basic Statistics (Mean score and S.D.) and dependent sample t-test
4. To measure the students' satisfaction towards using the learning package.	4. What is the satisfaction level of the students towards using the constructed learning package?	-	Students' satisfaction questionnaire towards learning with the learning package based on Concept-based Instruction	Mean scores	Comparing to the rating scale criteria

Table 5 (Continued)

Objectives	Research Questions	Research Hypotheses	Research Instruments	Types of Data	Techniques of Analysis
5. To measure the EFL experts' acceptability towards the self-constructed learning package.	5. What is the acceptability level of the EFL experts towards the constructed learning package?	-	Satisfaction and acceptability towards the learning package questionnaire	Mean scores	Comparing to the rating scale criteria

CHAPTER 4

FINDINGS

This chapter consists of research findings which are related to four elements: students' achievement after learning by self-constructed CBI learning package, the efficiency of the self-constructed CBI learning package, students' satisfaction towards learning with the self-constructed CBI learning package, and EFL experts' satisfaction and acceptability towards the self-constructed CBI learning package.

1. The efficiency of the self-constructed CBI learning package

The self-constructed CBI learning package had been constructed and used in EFL teaching and learning process to improve conceptual thinking skill, writing skill and speaking skill of the grade 6 students at Ban Nong Phue school, Nong Khai Primary Educational Service Area Office 1, who enrolled English subject in the first semester of the 2019 academic year. It was claimed by the percentage comparison of formative and summative tests.

Table 6 The Summary of Students' Formative Tests Scores

Statistics	Formative Tests			
	Quiz 1 (30 Points)	Quiz 2 (30 Points)	Quiz 3 (30 points)	Quiz 4 (30 points)
Mean	23.50	25.00	26.63	25.75
S.D.	1.60	2.39	1.51	2.49
Variance	2.57	5.71	2.27	6.21
Percentage	78.33	83.33	88.77	85.83

Mean of the percentage or E_1 = 84.07

In details, the findings were extracted and explained as conceptual thinking skill, writing skill and speaking skill which was illustrated in the Table 7 and 8.

Table 7 The Comparison among Conceptual Thinking Skill, Writing Skill, and Speaking Skill between Formative Tests and Summative Test

Skills	Unit 1		Unit 2		Unit 3		Unit 4		Posttest	
	Mean (10)	%	Mean (10)	%	Mean (10)	%	Mean (10)	%	Mean (20)	%
Conceptual Thinking	8.25	82.50	8.63	86.30	9.50	95.00	8.88	88.80	17.63	88.15
Writing	7.63	76.30	7.88	78.80	8.75	87.50	8.38	83.80	16.38	81.90
Speaking	7.63	76.30	8.50	85.00	8.38	83.80	8.50	85.00	17.25	86.25

Table 8 The Efficiency of the Self-Constructed CBI Learning Package

Quizzes			Post-test			The Efficiency
Total Score	Mean	E1	Total Score	Mean	E2	E1/E2
120	100.88	84.07	60	51.25	85.42	84.07/85.42

As shown in Table 7 and 8, to determine the efficiency of the self-constructed CBI learning package, the percentage of formative tests (E1) was 84.07 and summative test or posttest (E2) was 85.42. Thus, they were higher than the criteria 80/80. Moreover, there were four formative tests related to four designed units.

2. Students' achievement after learning with the self-constructed CBI learning package

The self-constructed CBI learning package had been used with 8 students in the 6th grade, who enrolled the English subject at Ban Nong Phue School, the first semester of the 2019 academic year. Pre-test and post-test scores were analyzed by using the mean scores (dependent sample t-test) to explain the progress and the difference of the students before and after learning with the self-constructed CBI learning package. They were measured with three aspects: conceptual thinking skill, writing skill and speaking skill. The hypothesis 2 in this study was *The students' post-test scores will be higher than the pre-test scores.*

Table 9 The Comparison of Pre-test and Post-test Scores

Tests	N	Mean	S.D.	t	Sig.
Pre-test	8	37.125	3.24	19.023*	.00
Post-test	8	51.250	4.88		

* the difference is significant at the .05 level

As shown in Table 9, the mean scores of the students' post-test scores was 51.250 that was higher than 37.125 of the pre-test scores with significant difference .05 level.

3. Students' satisfaction towards learning with the CBI learning package.

After learning English with the self-constructed CBI learning package or at the end of the course, eight grade six students as a sample group of this study were asked to rate their satisfaction towards learning with CBI learning package.

To assess their satisfaction towards learning with CBI learning package, the data rated in the questionnaire by the students were analyzed by using mean ($\bar{X}$) and standard deviation (S.D.). The result explained that the students were satisfied with learning with the self-constructed CBI learning package, at the mean 4.43 as shown in the table 10 below.

Table 10 The Students' Satisfaction towards the English Learning Package Based-on Concept-Based Instruction for Primary School Level

Learning with English learning package based on Concept-based Instruction for primary school level	$\bar{X}$	S.D.	Level of Satisfaction
Content			
1. The learning package was interesting. I liked to study this course.	4.38	0.52	Satisfied
2. The content was appropriate with my level.	4.00	0.53	Satisfied
3. The content was able to improve my speaking and writing skill.	4.75	0.46	Very satisfied
4. I was able to think about something in concepts after learning this course.	4.63	0.52	Very satisfied

Table 10 (Continued)

Learning with English learning package based on Concept-based Instruction for primary school level	$\bar{X}$	S.D.	Level of Satisfaction
Conceptual thinking			
5. I was able to see a picture when I think about something.	4.13	0.64	Satisfied
6. I was able to explain the connection between things.	4.25	0.71	Satisfied
7. I was able to give examples and non-examples of something.	4.00	0.76	Satisfied
8. I was able to describe details when I saw some words.	4.13	0.83	Satisfied
Language skills			
9. As for me, speaking was an easy way to explain something.	4.50	0.53	Satisfied
10. I was able to write a sentence to describe something in English	3.88	0.83	Satisfied
Exercises			
11. The exercises were interesting.	4.75	0.46	Very satisfied
12. Language was clear to understand.	4.38	0.52	Satisfied

Table 10 (Continued)

Learning with English learning package based on Concept-based Instruction for primary school level	$\overline{X}$	S.D.	Level of Satisfaction
Design			
13. The illustration attracted me to learn.	4.75	0.46	Very satisfied
14. The organization was perfect.	4.63	0.52	Very satisfied
Instructor			
15. The instructor was well-prepared.	4.88	0.35	Very satisfied
16. The instructor was helpful.	4.75	0.46	Very satisfied
Total Mean	4.43	0.57	Satisfied

In this study, the mean of students' satisfaction towards learning with the English learning package based on Concept-based Instruction at the primary school level was interpreted by using criteria as the following information,

4.51 - 5.00   Students are very satisfied towards learning with the learning package.

3.51 - 4.50   Students are satisfied towards learning with the learning package.

2.51 - 3.50   Students' opinions are neutral towards learning with the learning package.

1.51 - 2.50   Students are unsatisfied towards learning with the learning package.

1.00 - 1.50   Students are very unsatisfied towards learning with the learning package.

4. EFL experts' satisfaction and acceptability towards the CBI learning package.

After using the English learning package based on Concept-based Instruction, three EFL experts were asked to answer the questionnaire 'EFL Experts' Satisfaction and Acceptability towards the Self-constructed CBI Learning Package for Primary School Level with their opinions. It was found that the EFL experts were satisfied at mean 4.50 as shown in the table below.

Table 11 The EFL Experts' Satisfaction and Acceptability towards the Self-constructed Learning Package

The Self-constructed CBI Learning Package at the Primary School Level	Satisfaction			Acceptability
	$\bar{x}$	S.D.	Level	
Content				
1. The content is relevant to the core curriculum.	4.33	0.58	Satisfied	Acceptable
2. The content is appropriate with the students' level.	4.00	0.00	Satisfied	Acceptable
3. The content can improve the students' speaking, writing, and conceptual thinking skill.	4.67	0.58	Very satisfied	Acceptable
4. The content is usable and contextualized.	4.67	0.58	Very satisfied	Acceptable

Table 11 (Continued)

The Self-constructed CBI Learning Package at the Primary School Level	Satisfaction			Acceptability
	$\overline{x}$	S.D.	Level	
Conceptual Thinking				
5. Activities in lesson plans can enhance the students' conceptual thinking.	4.67	0.58	Very satisfied	Acceptable
6. Assessments can stimulate the students to think conceptually.	5.00	0.00	Very satisfied	Acceptable
7. There are effective criteria for assessments.	4.33	0.58	Satisfied	Acceptable
8. Questions in assessments are various and capable to lead students answer properly.	4.33	0.58	Satisfied	Acceptable
Language Skill				
9. Students can learn to speak communicatively via this learning package.	4.00	0.00	Satisfied	Acceptable
10. Students can write a short passage or story by using this learning package.	4.33	0.58	Satisfied	Acceptable

Table 11 (Continued)

The Self-constructed CBI Learning Package at the Primary School Level	Satisfaction			Acceptability
	$\bar{x}$	S.D.	Level	
Exercises				
11. The exercises are interesting.	4.67	0.58	Very satisfied	Acceptable
12. Language used in the learning package is clear for students to understand.	3.67	0.58	Satisfied	Acceptable
Design				
13. The illustration can attract students to learn.	5.00	0.00	Very satisfied	Acceptable
14. The organization is well-organized.	4.67	0.58	Very satisfied	Acceptable
Benefits				
15. This learning package can enhance students in learning English.	4.67	0.58	Very satisfied	Acceptable
16. The learning package is helpful for EFL teachers.	5.00	0.00	Very satisfied	Acceptable
Total	4.50	0.39	Satisfied	Acceptable

In this study, the mean of EFL experts' satisfaction towards the English learning package based on Concept-based Instruction for primary school level was interpreted by using criteria as the follows:

4.51 – 5.00   Experts are very satisfied towards the learning package.

3.51 – 4.50   Experts are satisfied towards the learning package.

2.51 – 3.50   Experts' opinions are neutral towards the learning package.

1.51 – 2.50   Experts are unsatisfied towards the learning package.

1.00 – 1.50   Experts are very unsatisfied towards the learning package.

As shown in Table 11, they were the results of the questionnaire "The EFL Experts' Satisfaction and Acceptability towards the Self-constructed Learning Package". The average satisfaction was 4.50 at the level Satisfaction. Furthermore, the acceptability of the learning package was at the level 'Acceptable'. More decision of Table 10 and 11 were discussed in Chapter 5.
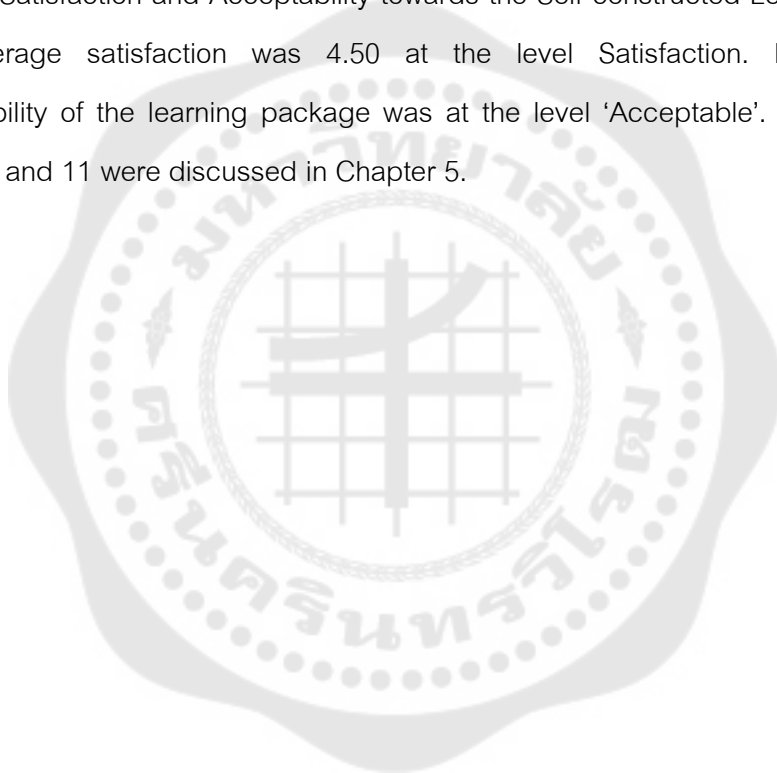
CHAPTER 5

Conclusions and Discussions

This chapter shows more details of findings' discussion and conclusion of the study. In addition, the limitations and recommendations are explained. The purposes of the study were:

1. To construct an English learning package based on Concept-based Instruction at the primary school level.

2. To determine the efficiency of the learning package in accordance with the criteria 80/80.

3. To investigate the students' learning achievement before and after using the learning package.

4. To measure the students' satisfaction towards using the learning package.

5. To measure the EFL experts' satisfaction and acceptability towards the learning package.

1. Summary of the research

1.1 Significance of the Study

This study aimed to construct an English learning package based on Concept-based Instruction at the primary school level. The learning package is related and beneficial for EFL learners in primary school level who want to specially improve writing, listening, and conceptual thinking skill which can lead to thinking development. It is also beneficial for EFL teachers who require to have and efficient English learning package to enhance primary school-level students in writing, speaking, and conceptual thinking skill. Furthermore, this learning package can be applied in further instruction in EFL classrooms.

1.2 Population, Sample Group and Other Participants

The population of this study consisted of 156 homogeneous classrooms of the grade 6 students with these conditions 1) lack of good English speaking and writing skills, 2) lack of an effective English material in the school, 3) various kinds of students, under care of Nong Khai Primary Educational Service Area Office 1, which provide an English course in the first semester of academic year 2019.

The sample group was selected by Cluster Random Sampling from 156 homogeneous classrooms as population of the study. The sample group was a grade 6 classroom with 8 students at Ban Nong Phue School who enrolled in English course in the first semester of the academic year 2019.

The other participants, they were 3 EFL experts or teachers. They were selected via purposive sampling with the reason: they experienced in teaching EFL learners. They did not have any responsibility in the experiment. They were asked to express the satisfaction and acceptability towards the self-constructed English learning package based on the Concept-based Instruction at the primary school level.

1.3 Research Methodology

This research was quantitative which experimented by One Group Pretest-Posttest Design. It aimed to determine the efficiency of the self-constructed English learning package based on Concept-based Instruction (CBI) at the primary school level, which was compared the scores between quizzes and posttest in one group: 1) orientation and taking pre-test 2) using lesson plans and using quizzes and 3) taking posttest and rating questionnaires, to compare the efficiency of the learning package in accordance with the 80/80 criteria. The pre-test and post-test were compared also.

At the end of the course, the sample group (students) were asked to answer the questionnaire the students' satisfaction towards using the learning package, and the participants (experts) were asked to express their satisfaction and acceptability towards the self-constructed learning package.

1.4 Research Instruments

Research instruments in this research were used to collect the data consisted of a) lesson plans, b) four quizzes (formative tests), c) pre-test and post-test with rubrics, and d) satisfaction questionnaires..

1.5 Gathering Data and Data Analysis

Gathering data process had been started from assessing by pre-test. Then, instructed 12 lessons from 4 units and also assessed after teaching each unit by using quizzes to see how the progress of their learning. At the end of the course, the students did the posttest. The average percentage of formative tests (quizzes) and posttest were compared with the efficiency 80/80 criteria. For pre-test and post-test scores were compared by dependent sample t-test by SPSS. Moreover, the students were asked to rate the satisfaction level towards learning with the self-constructed English learning package in the questionnaire. For the EFL experts, they were also asked to rate the satisfaction and acceptability towards the self-constructed learning package in the questionnaire. The collected data from the questionnaires were analyzed by mean to determine the level of satisfaction. Mean, S.D., and percentages were analyzed.

2. Conclusion of the Main Findings

The conclusion can be explained that related to the purposes of the study which were the efficiency of the self-constructed English learning package based on Concept-based Instruction (CBI) at the primary school level, also combined with the students' achievement, students' satisfaction towards learning with the learning package, and EFL experts' satisfaction and acceptability towards the learning package.

2.1 The efficiency of the self-constructed English learning package based on Concept-based Instruction at the primary school level

The result revealed that the efficiency of the learning package in accordance with the criteria 80/80 was 84.07/85.42. Related to the average of the percentage of each quiz, the highest scores of the students were at *Unit 3 Wearing a Thick Coat in Winter*. They reached at 88.77. Most of students were excited to learn about proper clothing and also to create the look themselves and also to have their own fashion show. Regarding to their answers in open-ended question, they exactly liked to learn with this learning package which provide the exciting activities, the place to publish their writing and the stage to speak English. However, the lowest percentage was at 78.33 in the *Unit 1 Me and My Family*. In this unit, it was the new experience for the students to learn with the self-constructed learning package which was different from the old way of learning. They experienced the first interview like a TV show in English and also draw the whole family tree and write to explain their family tree themselves. It was new to them. For all of assessed skills, the conceptual thinking skill had the highest percentage score at 88.15 percent in post-test. Although writing skill had the lowest percentage at 81.90 in post-test. The speaking thinking skill was 86.25 percent. The mean of post-test score was higher than the pre-test score with the significant difference at .05 level.

In conclusion, the efficiency of the self-constructed learning package in accordance with the criteria 80/80 was at 84.07/85.42. In each unit, the students were improved their skills by various activities or worksheets and assessments in the self-constructed learning package. Furthermore, after leaning with the learning package, the score was higher than before with the significant difference at .05 level.

2.2 Students' satisfaction towards using the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level

The result of the questionnaire students' satisfaction towards learning with the self-constructed English learning package based on Concept-based Instruction (CBI) at the primary school level was at the average 4.43 which was meant to be satisfied level. In case of the highest score of satisfaction, the topic *the instructor was well-prepared* had the highest means score at 4.88 which means very satisfied level. However, the lowest mean score of satisfaction was at I was able to write a sentence to describe something in English, at the average 3.88 which was satisfied level. It was related to the posttest score of writing skill which was the lowest. When compared with the same scope in questionnaire 'Language skill' in the topic *As for me, speaking was an easy way to explain something*, the mean score of satisfaction was higher than writing part at 4.50 that was meant to be the students satisfied to speak to explain something in English. For other topics at the very satisfied, there were 1) the content was able to improve my speaking and writing skill, 2) I was able to think about something in concepts after learning this course, 3) the exercises were interesting, 4) the illustration attracted me to learn, 5) the organization was perfect, and 6) the instructor was helpful.

Moreover, the students also asked the open-ended questions in the questionnaire. For the first question What other improvements would you recommend in this instruction with the learning package?, there were some answers related to the question:

" *I want much more time in learning and doing worksheets.* "

" *I want to know more details of each unit.*"

For the second question What is least valuable about this instruction with the learning package?, most of answers was:

" *I think the lesson narrating story was so difficult. I tried so hard to explain.*"

Last but not least, What is most valuable about this instruction with the learning package? was answered like:

"Learning activities were fun."

"Presentation and picture were interesting."

"I can think in concept and explain better."

From the additional comments, they were familiar to those answers above which were the lesson should be extended, writing part was difficult, activities and worksheet were interesting, and they wanted to learn with the self-constructed learning package.

2.3 EFL experts' satisfaction and acceptability towards the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level

The result of EFL experts' satisfaction towards the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level was at satisfied level at the mean score 4.50. At the mean score 5.00 which was at very satisfied level, there were *the illustration can attract students to learn*, and *the learning package is helpful for EFL teachers*. On the other hand, the lowest mean score was at 3.67 which was at satisfied level, in the topic *language used in the learning package is clear for students to understand. I*t was also relevant to the improvements or recommendations and additional comments from the questionnaire:

"*The language used as the instructions for primary school level seems complex for them. Probably, if you edit it to be easier to understand or the teacher should explain more details, it will be more efficient." "This learning package is a bit suitable for grade 4-6 students." If you want to use it with grade 1-3 students, please make sure that they have enough background knowledge. "*

Moreover, the experts recommend to add more period of time: "From the activities and worksheets, the students might need more time to think or to do assignment. It will be better for not only the students but also the teacher, if you expand more time or more period of time for each big activity."

Although the comments and recommendations were about editing the range of time and the difficulty of language used in the instructions, the valuable things in the learning package as the experts claimed were:

"The priory of content, and the content itself are related to the core curriculum and communicative language in various context. It was obviously constructed to improve speaking skill, writing skill and conceptual thinking skill."

"The lesson plans, worksheets, and activities are relevant and easy to apply, and also useful for the teacher."

"Not only the activities are interesting but also the illustration on presentation and worksheets are very attractive for young learners."

The EFL experts' acceptability the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level was at the level acceptable for every topic. In conclusion, this learning package was at the satisfied level and acceptable for the EFL experts who experienced teaching students in primary school level.

3. Discussion of Research Findings

According to the previous findings and conclusions in this chapter, the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level was efficient and it was able to improve the students' speaking, writing, and conceptual thinking skill. It was also claimed by the students' satisfaction towards learning with the self-constructed learning package at the satisfied level. In addition, the EFL experts also expressed that the learning package was at the satisfied level and acceptable. For more details, this part presents the discussion on the findings as follows:

3.1 The efficiency of the self-constructed learning package based on Concept-based Instruction (CBI) for primary school level, and the achievement after using the learning package

The self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level was efficient at 84.07/85.42 in

accordance with the criteria 80/80 of the efficiency of the learning package. The students' achievement after using the learning package higher than pre-test mean scor with significant difference at .05. Accordingly, Al-Qatawneh (2009), the other researcher about *Concept-based Instruction and Teacher Planning and Student Achievement in Persuasive Writing* also claimed that CBI curriculum or teaching can affect to the students' essays if they are given the right concept. Thus, giving the right concept of learning via CBI learning package can also enhance the students' thinking and language skill. Furthermore, the self-constructed learning package was followed by the steps of creating material of Jolly and Bolitho (1998) which can be adapted to be learning package. The process was started from identification of needs, exploration of needs, contextual realization, pedagogical realization, production, piloting, evaluation, and try out the learning package. As a result, the English learning package based on Concept-based Instruction for primary school level was constructed and approved as an efficient learning package.

As stated by Nunan (1991), the materials should be relevant to the syllabus and curriculum. The self-constructed learning package was created by related to the Core Curriculum for Thai education. This learning package was created to fulfill and foster the primary-school-level students in speaking, writing, and conceptual thinking skill. The lesson plans provided the clear stages of teaching for teachers, and also teaching materials like presentations, worksheets and learning activities based on the core curriculum, the expected skills and Concept-based Instruction.

The main factors were not only the content but also the illustration and the way to present the content and the way to assess the purposes. The illustrations were created by drawing and adapted from the general websites which were given the citations. The main point of selecting the illustration was concerned about the aims of teaching, attractiveness, the appropriateness of the student level. Moreover, the illustrations were as good representatives of the context. The learning activities were able to support and enhance the students' speaking, writing, and conceptual thinking skill.

In case of assessments, there were various kinds of tests. In this research, there were formative tests and achievement tests which were not multiple-choice tests, for examples, interview, writing a story, writing script, drawing a picture, creating a mind map, fashion show, and so on. However, all of the tests were created to assess different purposes and skills, so that was the reason why the assessments were various with rubrics. Similarly, Hughes (2003) claimed that teaching materials and assessments were relevant within themselves.

In terms of students' achievement, there was the scores of formative tests and posttest to present the improvement of the students before and after learning with the self-constructed learning package. Moreover, the scores were separated into three skills: speaking skill, writing skill, and conceptual thinking skill to show how the progress of each skill. According to the efficiency of the learning package, it was approved by the average percentage of formative tests' scores (E1) and the average percentage of posttest scores (E2) in accordance with the criteria 80/80 or E1/E2. Intakaew (2014) also used the efficiency criteria 80/80 to approve the efficiency of a teacher-designed textbook on English for airline ground attendant. It revealed that the criteria can be investigate the efficiency of teaching materials. As stated in the result, it was higher than the criteria 80/80. This, the self-constructed English learning package was efficient.

3.2 Students' satisfaction towards using the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level

At the end of this course, the sample group was asked to rate the satisfaction towards learning with the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level by using questionnaire. The result revealed that the average of students' satisfaction was at the satisfied level. In the questionnaire, it composed of 6 factors which were content, conceptual thinking, language skills, exercises, design, and instructor. Each factor was also analyzed elaborately to go deep into details which factor was very satisfied, satisfied, neutral, unsatisfied, or very unsatisfied. The result was very crucial for learning package development. In this research, the topics at very satisfied level were: *the instructor was*

well-prepared, the instructor was helpful, the illustration attracted me to learn, the content was able to improve my speaking and writing skill, I was able to think about something in concepts after learning this course, and the organization was perfect. Even the lowest score was in the topic *I was able to write a sentence to describe something in English,* it was at the satisfied level. The students also gave their opinions towards learning with the learning package in the open-ended questions that they require the teacher to extend the time of learning activities for each period. However, they were excited to learn with interesting illustrations, presentations and learning activities. Thus, the efficiency of the learning package was supported by the students' satisfaction and opinions.

3.3 EFL experts' satisfaction and acceptability towards the self-constructed English learning package based on Concept-based Instruction (CBI) for primary school level

After the experimental stage done, the EFL experts were asked to rate the satisfaction and give some opinions about acceptability towards the self-constructed learning package. It aimed to approve that the learning package was efficient and useful for the EFL teachers to foster the students in primary school level in aspects of speaking skill, writing skill, and conceptual thinking skill. In the perspective of the experts, they expressed some advantages and disadvantages of the learning package in details such as

"The priory of content, and the content itself are related to the core curriculum and communicative language in various context. It was obviously constructed to improve speaking skill, writing skill and conceptual thinking skill."

"The lesson plans, worksheets, and activities are relevant and easy to apply, and also useful for the teacher."

"Not only the activities are interesting but also the illustration on presentation and worksheets are very attractive for young learners."

However, there were limitation of time per period which should be enough for students to think and prepare themselves. Some directions of worksheets are difficult for young learners that should be extended.

These comments are important for developing the further learning package. However, every topic in the questionnaire was at acceptable level. In terms of satisfaction, the experts rated the topic *the illustration can attract students to learn, and the learning package is helpful for EFL teachers* at the highest score which mean they were satisfied and accepted the self-constructed learning package.

4. Limitations of the study

Limitations of the study are described:

4.1 *The readiness of technology accessibility*: Most of activities require the effective technology to foster the teaching steps, but there was an obstruction about not all of students can access the technology or social media which that students had to try to use it to publish their assignments. Thus, the teacher changed the way to publish or show their assignment by using the teachers' device or publish in public.

4.2 *The frequency of the class:* this course was taught three periods a week. It was a big gap to connect the schemata and the current lesson, in some cases, the contents of two lessons required the connection.

4.3 *The students' background knowledge:* this course purposed to enhance the students' speaking skill, writing skill, and conceptual thinking skill by learning with the self-construct English learning package based on Concept-based Instruction (CBI) which means that the students have to be good at basic vocabulary. Thus, there were some activities that were not able to end on the limited time.

4.4 *The student's collaboration:* some activities were not admirable for different genders or interests such as fashion show and role play. Some students were shy to do it because it was not their familiar activities that they had done before. So, they did not want to do the activities.

4.5 *The clearness of directions:* there were some worksheet with long or complex directions which students might be confused.

5. Recommendations

In accordance to limitations of the study, the recommendations aim to solve the limitations for applying the self-constructed learning package, and also recommend for further studies as follows:

5.1 Recommendations for applying the learning package

The readiness of technology accessibility: there are two recommendations, preparing another device for the students or changing the way to publish the students' work that seems similar such as the teacher provide the learning exhibition and also publish on social media.

The frequency of the class: the teacher can apply the self-constructed learning package in another course but it is related to the same field which has a short duration.

The students' back ground knowledge: the teacher can create the basic vocabulary test to measure the students' schemata. The teacher should use the scores of the vocabulary test and pretest to group the students' English proficiency in different levels. This way is not the way to support proficiency divergence. However, it can facilitate the teacher to plan teaching and using proper difficulty level of language for the students.

The students' collaboration: having fun and getting involved in learning are the keywords of the solution. In this research, the teacher used games and persuading conversation to convince students to get involved and have fun in learning, for example, the fashion show made some male students shy to it, the teacher guided the students to dress like their idols who are interesting for them.

The clearness of directions: explaining and giving more details of the directions are the good path to solve the real situation. Whether after explaining, they are still confused, the teacher should let them use dictionary or tell that confusing vocabulary in Thai as a mother tongue language which is possible in EFL classroom, but the teacher should try to explain in English as much as she can.

5.2 Recommendations for Further Studies

Researchers can adopt this self-constructed English learning package based on Concept-based Instruction (CBI) for another level of students which is possible to have the similar results and different results.

Researchers can adapt this learning package in their own way which is about planning to teach, using more teaching material, and teaching style. This recommendation can be full fill the limitations in some parts.

Researchers can create their own learning package based on Concept-based Instruction (CBI) to have another kind of teaching material which can improve not only productive skills and conceptual thinking skill but also the other language skills.
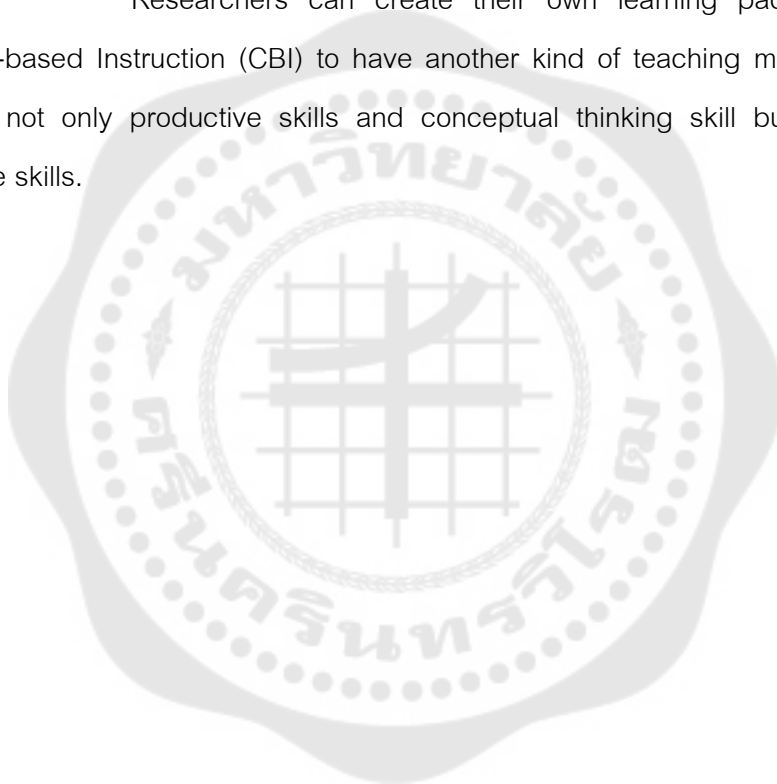
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Appendix

Appendix A

A List of Experts Who Assessed the Instruments of the Study

Appendix A
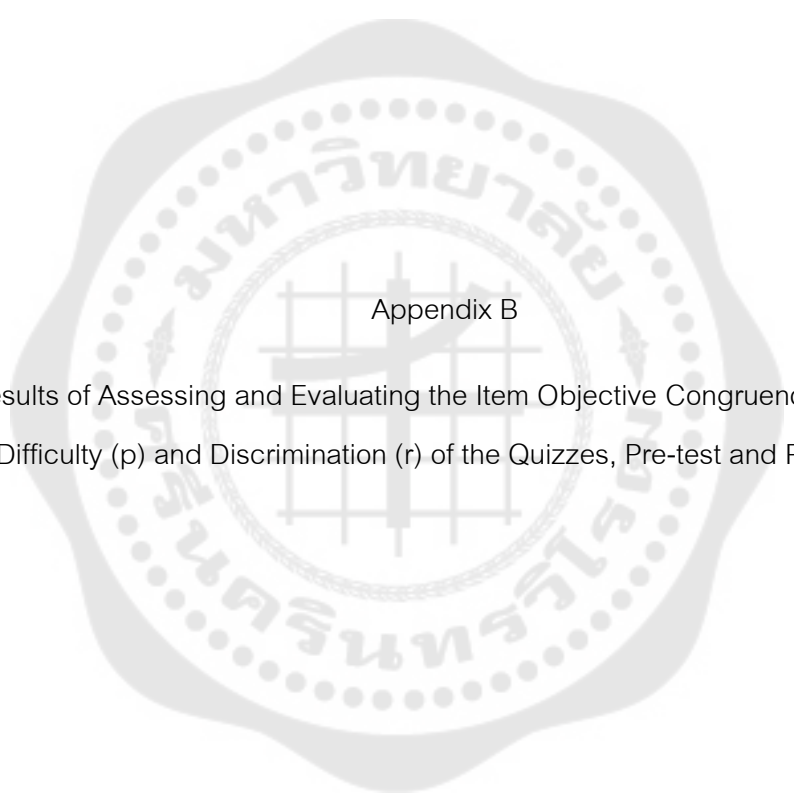
A List of Experts Who Assessed the Instruments of the Study

The experts assessed the instruments of this study:

    1. Lesson plans

    2. The formative tests (quizzes) and summative test (posttest)

    3. The satisfaction questionnaires

The experts were:

    1. Dr. Russel Rodrigo   Lecturer

                                    Stamford University

    2. Dr. Mark Lawrence Relova   Adjunct Professor

                                    Philippine Christian University

    3. Mrs. Sunettra Phongseree   Senior Professional Level Teacher

                                    (K 3 Teacher)

                                    Pathumthep Wittayakarn School

Appendix B

The results of Assessing and Evaluating the Item Objective Congruence (IOC), Item
Difficulty (p) and Discrimination (r) of the Quizzes, Pre-test and Post-test

Table The results of Assessing and Evaluating the Item Objective Congruence (IOC), Item Difficulty (p) and Discrimination (r) of the Quizzes

Item No.	IOC				p	p_{out}	r	r_{out}
	Expert 1	Expert 2	Expert 3	Mean				
Unit 1: reliability = 0.751								
1	1	0	1	0.67	0.50	average	1.00	Good
2	0	1	1	0.67	0.50	average	0.33	Good
3	0	1	1	0.67	0.33	difficult	0.67	Good
4	1	1	1	1.00	0.58	average	0.83	Good
Unit 2: reliability = 0.883								
1	1	1	1	1.00	0.58	average	0.50	Good
2	0	1	1	0.67	0.33	difficult	0.67	Good
3	1	1	1	1.00	0.58	average	0.83	Good
Unit 3: reliability = 0.750								
1	1	1	1	1.00	0.58	average	0.50	Good
2	1	1	1	1.00	0.50	average	0.56	Good
3	1	1	1	1.00	0.42	average	0.83	Good
Unit 4: reliability = 0.825								
1	1	0	1	0.67	0.50	average	1.00	Good
2	1	1	1	1.00	0.50	average	1.00	Good
3	1	1	1	1.00	0.67	easy	0.67	Good
4	0	1	1	0.67	0.25	difficult	0.50	Good

Good items: IOC $\geq$ 0.5, 0.2 $\leq$ p $\leq$ 0.8 and r $\geq$ 0.2

The reliability was calculated by Cronbach' Alpha by SPSS. The difficulty index (p) and item discrimination (r) were calculated by the formula of Whitney and Sabers (1970).

Table The results of Assessing and Evaluating the Item Objective Congruence (IOC), Item Difficulty (p) and Discrimination (r) of the Pre-test and Post-test

Item No.	IOC				P	p_{out}	r	r_{out}
	Expert 1	Expert 2	Expert 3	Mean				
1	1	0	1	0.67	0.33	difficult	0.67	Good
2	1	1	1	1.00	0.33	difficult	0.67	Good
3	1	-1	1	0.67	0.17	Very difficult	0.33	Good
4	1	1	1	1.00	0.58	Average	0.83	Good
5	1	1	1	1.00	0.50	Average	0.33	Good
6	1	1	1	1.00	0.39	Difficult	0.78	Good
7	1	0	1	0.67	0.50	Average	1.00	Good
8	1	1	0	0.67	0.50	Average	0.73	Good

Good items: IOC $\geq$ 0.5, 0.2 $\leq$ p $\leq$ 0.8 and r $\geq$ 0.2

The reliability was calculated by Cronbach' Alpha by SPSS. The difficulty index (p) and item discrimination (r) were calculated by the formula of Whitney and Sabers (1970).

Table The Results of Assessing the Index of Item Objective Congruence (IOC) of Lesson Plans

Lesson Plan	IOC			
	Expert 1	Expert 2	Expert 3	Mean
1	1	1	1	1.00
2	1	1	1	1.00
3	1	1	1	1.00
4	1	0	1	0.67
5	1	1	1	1.00
6	1	1	1	1.00
7	1	1	1	1.00
8	1	1	1	1.00
9	1	1	1	1.00
10	1	1	0	0.67
11	1	1	1	1.00
12	1	1	1	1.00

The validity was 0.67-1.00, more than 0.50.

Table IOC of Rubrics

Item No.	Expert 1	Expert 2	Expert 3	IOC
Speaking rubric				
1	1	0	1	0.67
2	1	1	1	1.00
3	1	1	1	1.00
4	1	1	1	1.00
5	1	1	1	1.00
Writing rubric				
1	1	1	1	1.00
2	0	1	1	0.67
3	1	1	1	1.00
4	1	0	1	0.67
5	1	1	1	1.00
Conceptual thinking rubric				
1	1	1	1	1.00
2	1	1	1	1.00
3	1	1	1	1.00
4	1	0	1	0.67
5	1	1	1	1.00

The validity was 0.67-1.00.

Appendix C

The Results of Validity and Reliability of Questionnaires

Table Validity and Reliability of Students' Satisfaction Questionnaire

Item No.	Expert 1	Expert 2	Expert 3	IOC	Cronbach's Alpha
1	1	0	1	0.67	.760
2	1	1	1	1.00	
3	1	1	1	1.00	
4	0	1	1	0.67	
5	1	0	1	0.67	
6	1	1	1	1.00	
7	1	0	1	0.67	
8	1	1	1	1.00	
9	0	1	1	0.67	
10	1	1	1	1.00	
11	1	0	1	0.67	
12	1	1	1	1.00	
13	1	1	1	1.00	
14	1	0	1	0.67	
15	0	1	1	0.67	
16	1	1	1	1.00	

The validity was 0.67-1.00, and the reliability was .760.

IOC was more than 0.50. The reliability was calculated by Cronbach' Alpha.

Table Validity and Reliability of EFL Experts' Satisfaction Questionnaire

Item No.	Expert 1	Expert 2	Expert 3	IOC	Cronbach's Alpha
1	1	1	1	1.00	.711
2	1	1	1	1.00	
3	1	0	1	0.67	
4	1	1	1	1.00	
5	0	1	1	0.67	
6	1	1	1	1.00	
7	1	1	1	1.00	
8	1	0	1	0.67	
9	1	1	1	1.00	
10	1	1	1	1.00	
11	1	1	0	0.67	
12	1	1	1	1.00	
13	1	1	1	1.00	
14	1	1	1	1.00	
15	1	0	1	0.67	
16	1	1	1	1.00	

The validity was 0.67-1.00, and the reliability was .711.

IOC is more than 0.50.

The reliability was calculated by Cronbach' Alpha.

Appendix D

The Scores of Quizzes, Pre-test and Post-test of the Sample Group

The Students' Scores of the Formative Tests

Student No.	Unit 1 (30 points)	Unit 2 (30 points)	Unit 3 (30 points)	Unit 4 (30 points)
1	23	27	28	28
2	21	23	24	22
3	22	22	26	25
4	26	27	28	28
5	24	25	27	25
6	24	26	27	26
7	23	22	25	23
8	25	28	28	29
$\sum X$	188	200	213	206
$\bar{X}$	23.50	25.00	26.63	25.75
%	78.33	83.33	88.77	85.83

Mean of Percentage (E1) = 84.07

Table The Students' Scores of Post-test

Student No.	Conceptual Thinking Skill (20 points)	Writing Skill (20 points)	Speaking Skill (20 points)	Total (60 points)
1	18	18	20	56
2	17	15	16	48
3	16	16	16	48
4	19	17	18	54
5	18	15	17	50
6	17	17	16	50
7	17	15	17	49
8	19	18	18	55
$\sum X$	141	131	138	410
$\bar{X}$	17.625	16.375	17.250	51.25
%	88.15	81.90	86.25	85.42

Mean of Percentage (E2) = 85.42

Table The Students' Scores of Pre-test and Post-test

Student No.	Pre-test (60 points)	Post-test (60 points)
1	45	56
2	34	48
3	32	48
4	40	54
5	34	50
6	38	50
7	32	49
8	42	55
$\sum X$	297	410
$\bar{X}$	37.13	51.25
%	61.88	85.42

Appendix E

An Example of an English Learning Package Based on Concept-based Instruction (CBI)

at the Primary School Level

Unit 1

Title: Me and My Family

Unit Overview:

Information about oneself is important when the communication or relationship occurs. Interactors need to share information with each other. For this unit, it exactly relates to how to introduce oneself by using language and scope of data. It begins with personal data, and ends up with the information about family.

This unit provides some vocabulary about personal data and family, expressions, conversation and grammar. A teaching aid or teaching material is elaborately selected, and authentic. For the assessments of this unit, there are some tasks or worksheets and formative assessments which assess after learning this unit. The assessments provide language competence assessment (speaking and writing skills), and conceptual thinking assessment.

By the end of this unit, a student will be able to speak and write to express her information and family regarding to the culture and the target language. Moreover, the student will be able to manage the way of thinking which is based on conceptual thinking.

Technology Integration:

Technology is integrated in many ways, but it is surely related to the lessons. For examples, using pictures, videos, presentation slides online dictionary and so on.

Standards included in this unit:

The content, learning activities and assessments in this unit are based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

Conceptual Lens: Personal Information

Unit Title: Me and My Family

Strand 1: Language for communication

F1.1 G 6/1 Act in compliance with orders, requests and instructions heard and read.

F1.1 G 6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

F1.2 G 6/1 Speak/write in an exchange in interpersonal communication.

F1.2 G 6/4 Speak and write to ask for and give data about themselves, their friends, families and matter around them.

Strand 2: Language and culture

F 2.1 G 6/1 Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.

Strand 3: Language and Relationship with Other Learning Areas

F 3.1 G 6/1: Search for and collect the terms related to their learning areas from learning sources, and present them through speaking/writing.

Strand 4: Language and Relationship with Community and the World

F 4.1 G 6/1: Use language for communication in various situations in the classroom and in school.

F 4.2 G 6/1: Use Foreign languages to search for and collect various data.

Generalizations	Guiding Questions (F=factual; C = conceptual; P = philosophical)
1. Personal information is generally used to introduce oneself before making any conversations.	- What is your name/nickname? (F) - How old are you? (F) - Where are you from? (F) - What do you like/dislike? (F) - Is the introducing yourself important? Why? (P) - How can you ask someone about their personal data politely? (C)
2. Family information is one of the most important topics to know others, and it is basic information which can improve describing-people-skill.	- How many people are there in your family? (F) - Who is the oldest person, your father, brother or sister? (C) - Who is the kindest person in your family? (P)
3. Conversation can be effective by accuracy (grammar and vocabulary), clear content which is related to the real use and cultures.	- How can you ask someone for the personal data? (F) - How can grammar and vocabulary affect to the effective communication? (C) - Between vocabulary and grammar, what is more important for giving personal data? Why? (P)
4. The ability to express the information about oneself and	- When you do not want it, should you say "like" or "dislike"? (F) - Why do you like/dislike it? (P) - A boy who is younger than you, how could you call him? (C)

Critical Content and key skills

Critical Content *(Things that the students should know)*	Key Skills *(Things that the students will be able to do)*
Understanding Language - Basic vocabulary of personal data and family - Appropriate questions foe getting the others' personal data	- Correctly use vocabulary for specific category. - Use grammar accurately to express/explain/describe which is concerned about cultures.
Responding to Language The etiquette and manners in conversations	- Participate in learning activities. - Pay attention to the class. - Ask and answer questions.
Critiquing Language - Personal information - Things you like and dislike - Family members	- Draw mind map or picture. - Discuss with friends or teacher. - Define and tell the information
Producing Language - Know common introducing yourself and family - Specify the vocabulary related to personal data and family - Understand the rules of language and cultures	- Present the information to the audience by using the learned knowledge with mind map or picture.

An Outline of Unit 1

Suggested Timeline	Suggested Learning Lessons	Assessments (suggested and required)	Differentiation for support and extension
Approximately 1-2 week (s)	Who am I? (name, nationality, address and age)	- Evaluating by the students' responses - Writing and presentation forming data	- Pair practice - Peer tutoring - Discussions
	Likes and dislikes	- Listing - Mind mapping - Asking and answering (conversation) - Writing and presentation	
	My Family	- Family tree - Worksheet - Evaluating by the students' responses - Writing and presentation	
	Quiz 1 (Formative Assessment)	- Interviewing	

Lesson Plan 1

Subject: English	Topic: Who am I?
Level: Grade 6	Time: 1 hour
School: Ban Nong Phue School	Teacher: Miss Thitimaporn Bouloy

1. Strand

Strand 1: Language for communication

F1.2 G 6/4 Speak and write to ask for and give data about themselves, their friends, families and matter around them.

F1.3 G 6/2 Draw pictures, plans, charts and tables to show various data heard or read.

Strand 2: Language and culture

F2.1 G 6/1 Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.

Strand 3: Language and Relationship with Other Learning Areas

F3.1 G 6/1 Search for and collect the terms related to their learning areas from learning sources, and present them through speaking/writing.

Strand 4: Language and Relationship with Community and the World

F4.1 G 6/1 Use language for communication in various situations in the classroom and in school.

2. Concept

Learning how to ask and give personal information about self-introduction which is related to name, address, age and nationality.

3. Objectives

   3.1 Terminal objectives

      Students will be able to introduce themselves and ask the others for their personal data.

   3.2 Enabling objectives

      1. Students will be able to define their name, age, address and nationality.

      2. Students will be able to explain where they live.

      3. Students will be able to ask the others for the same data.

      4. They will able to transfer their concepts with language accuracy.

      5. Students will be able to start a conversation.

4. Content

   4.1 Focus skill: Writing and speaking

   4.2 Vocabulary: name, age, address, nationality, differences between nationality and country, names of countries and nationalities

   4.3 Structure

   Q: What's your name?

   A: My name is ……(Lisa)…… ./ I am ……(Lisa)……. .

   Q: How old are you?

   A: I am …(12)…. years old.

   Q: Where are you from?/ Where do you come from?

   A: I am from ……(Thailand)… ./ I come from …(Thailand) … .

   Q: What is your nationality?

A: I am … (Thai)…. .

Q: What is your address?/ Where do currently live?

A: I live in Nong Phue village, Thabo district, Nong Khai province, Thailand.

5. Teaching and Learning Procedure

Stage 1: Warming up (5 minutes)

1. The teacher greets students.

2. The teacher stimulates students by dressing up like a foreigner and introducing yourself in English.

The Guiding Script

Hello, everyone. My name is ……………… . I am 12 years old. So, I am a grade-6 student. I come from USA. Umm.. I am American. I currently live in Bangkok, Thailand. Nice to meet you, guys.

3. The teacher randomly asks some students "What's your name?", "How old are you?", "Where are you from?", "Where do you live?", or "What is your nationality?"

4. The students guess the lesson of today.

Stage 2: Presentation (15 minutes)

1. The teacher shows all possible conversations of self-introduction about personal data. (shuffled questions)

Q: What's your name?

A: My name is ……(Lisa)…… ./ I am ……(Lisa)……. .

Q: How old are you?

A: I am …(12)…. years old.

Q: Where are you from?/ Where do you come from?

A: I am from ……(Thailand)… ./ I come from …(Thailand) … .

Q: What is your nationality?

A: I am … (Thai)…. .

Q: What is your address?/ Where do currently live?

A: I live in Nong Phue village, Thabo district, Nong Khai province, Thailand.

2. The teacher asks them some guiding questions. "Have you ever heard this question?" If you have ever heard it, please sit down. Then, select someone who has heard it to answer the question "When do we use it?". Explain each chunk.

3. For the nationality, we will have a look at some vocabulary (country-nationality).

4. Then, ask them "How can you ask someone for the personal data?". The teacher asks them to reorder the chunks properly.

Stage 3: Practice (15 minutes)

1. The teacher asks the questions "Between vocabulary and grammar, in your opinion, what is more important for giving personal data? Why?" Okay. Let's have a look on these different boxes.

2. There is "Matching Game". Divide the students into two groups. Say a! b!

3. The teacher gives each group a different box. There are two boxes: words only and chunks only. You need to match those words or chunks correctly. If it's done, please raise your hand.

4. Let's them present their task, then ask the same question "Between vocabulary and grammar, in your opinion, what is more important for giving personal data? Why?"

5. Next, it is "Mingle Game (worksheet 1)". The students have to walk around the classroom to make a conversation with the others by using the example of conversation, and note down the friend's personal data.

Stage 4: Production (20 minutes)

1. The students create and write their own data in worksheet 2 and 3.

2. The students present their task.

Stage 5: Wrapping up (5 minutes)

1. The teacher asks some questions to sum up the lesson:

" Is the introducing yourself important? Why?"

" How can you ask someone about their personal data politely?"

- "How can grammar and vocabulary affect to the effective communication?"

6. Teaching Aids

6.1 Presentation slides

6.2 Word box and Chunk box

6.3 Worksheet 1-3

7. Evaluation

7.1 Checking the students' writings.

7.2 Checking the students' oral presentations.

7.3 Checking the students' concepts.

7.4 Checking the students' participation.

*Cut them and put in a different box

Word Box	Chunk Box
Justin	I am Justin.
twelve	I am twelve years old.
Thai	I am Thai.
Thailand	I come from Thailand.
Nong Phue Village	I live in Nong Phue Village, Thabo District, Nong Khai Province, Thailand, 43110.
Thabo District	What's your name?
Nong Khai Province	How old are you?
43110	Where do you come from?
Name	What is your nationality?
Age	Where do you currently live?
Nationality	
Country	
Address	
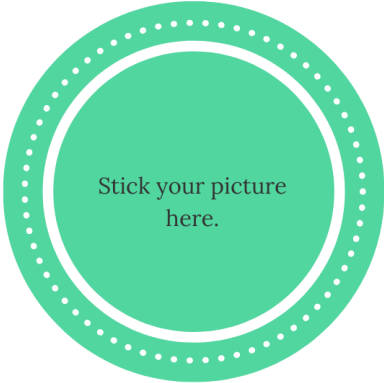
Worksheet 2

WHO AM I?

Stick your picture here.

Name:

Nickname:

Age:

Nationality:

Country:

Address:

Worksheet 3

Name: _____   Date: _____

Number: _____   Score: _____

Description: Who am I?

Directions: write a short passage to explain who you are.

Lesson Plan 2

Subject: English   Topic: Likes and Dislikes

Level: Grade 6   Time: 1 hour

School: Ban Nong Phue School   Teacher: Miss Thitimaporn Bouloy

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1. Strand

Strand 1: Language for communication

F1.1 G 6/1 Act in compliance with orders, requests and instructions heard and read.

F1.2 G 6/1 Speak/write in an exchange in interpersonal communication.

F1.2 G 6/4 Speak and write to ask for and give data about themselves, their friends, families and matter around them.

F.3 G 6/2 Draw pictures, plans, charts and tables to show various data heard or read.

Strand 4: Language and Relationship with Community and the World

F4.1 G 6/1 Use language for communication in various situations in the classroom and in school.

F4.2 G 6/1 Use Foreign languages to search for and collect various data.

2. Concept

Learning how to give personal information about things they like and dislike (fruits, food, colors, and activities).

3. Objectives

   3.1 Terminal objectives

Students will be able to tell and explain things they like and dislike.

3.2 Enabling objectives

1. Students will be able to define things they like and dislike.

2. Students will be able to explain things they like and dislike or give an example of them.

3. Students will be able to give a reason why they like or dislike.

4. They will able to transfer their concepts with language accuracy.

5. Students will be able to participate in activity.

4. Content

4.1 **Focus skill**: Writing and speaking

4.2 **Vocabulary**: Sets of vocabulary: (fruits, food, colors, and activities)

4.3 **Structure**

Q: What fruits do you like?

 A: I like __(durians)____.

Q: What fruits do you dislike?

A: I dislike ___(papayas)___ .

* The red text is changeable to be another nouns.

Q: What activities do you like?

 A: I like __(to play football)____./ I like playing football.

Q: What activities do you dislike?

A: I dislike ___(to draw a picture)___ . I dislike drawing a picture.

* dislike can be don't like

5. Teaching and Learning Procedure

   Stage 1: Warming up (5 minutes)

      1. The teacher greets students.

      2. The teacher motivates students by singing the song "I like blah blah and I dislike blah blah".

      The lyrics

      Durians, durians, I like durians. You like durians. You and I like durians.

      Papayas, papayas, I dislike papayas. I dislike papayas. You and I dislike papayas.

      3. The teacher points at someone randomly to change the lyrics and sing all together

      4. The students guess the lesson of today.

   Stage 2: Presentation (15 minutes)

      1. The teacher shows a mind map of things the teacher likes and dislikes and explains with the full sentence.
         T: For the fruits, I like strawberries, but I dislike papayas. In my free time, I like to play guitar, but I dislike to play piano.

      2. Let some students try to explain the mind map. (to repeat and have an idea about how to explain in the full sentence correctly)

      3. The teacher shows the full sentences:
         Q: What fruits do you like?
          A: I like __(durians)____.
         Q: What fruits do you dislike?
         A: I dislike ___(papayas)___ .

      4. The teacher asks them a question "Can you see the red text?" Can you change it?" and "How?". The teacher keeps trying to get a concept from them:

 * The red text is changeable to be another noun.

5. Let's see another conversation!

Q: What activities do you like?

A: I like __(to play football)____./ I like playing football.

Q: What activities do you dislike?

A: I dislike ___(to draw a picture)___ . I dislike drawing a picture.

* dislike can be don't like

6. The teacher asks some questions "What they are talking about? -activities" "How different are they? Is it a noun? "What is it?" What is another difference? --- Wait for the answers, then confirm their thoughts if they are correct.

7. The teacher asks them a question "How can we answer the questions which are about fruits/food/nouns" or "How can we answer the questions which are about activities?"

Stage 3: Practice (15 minutes)

1. Divide the students into two groups. Count 1-2.

2. The teacher gives each group a different list of likes and dislikes and the reasons in worksheet 4.

3. The students write the full sentences to explain the list. Also add 'because' into the sentence to tell the reason.

Stage 4: Production (20 minutes)

1. The students create their own mind map to explain what they like or dislike in worksheet 5.

2. The students write sentences to explain the mind map and the reason why they like or dislike in worksheet 6. (The students can use dictionary or the internet to search more vocabulary.)

3. Choose someone randomly to present his/her own mind map.

Stage 5: Wrapping up (5 minutes)

1. The teacher asks a student some questions like "What fruits do you like?.

The teacher and the students summarize the lesson together. "How can we answer the questions which are about fruits/food/nouns" or "How can we answer the questions which are about activities?"

2. Don't forget "Why?" in your questions if you want to know the reasons, and put 'because' in your answers.

6. Teaching Aids

6.1 Presentation slides

6.2 Paper

6.3 Worksheet 4-6

7. Evaluation

7.1 Checking the students' writings.

7.2 Checking the students' presentations.

7.3 Checking the students' concepts.

7.4 Checking the students' participation.

NAME:

SCORE:

LIKE-DISLIKE LIST

Directions: choose words in 'likes/dislikes' to write 5 sentences with the reasons why you like or dislike them.

Likes or Dislikes

durians, medicines, candies, studying, playing football, reading a book, milk, playing games, cooking, juice, cake

Reasons

sweet, delicious, beautiful, good forhealth, fun, interesting, exhausing, boring, bad for health, smelly, bitter, sour

Example: I like cake because it is delicious.
I dislike cake because it is sweet.

MY MIND MAP
(LIKES AND DISLIKES)

WORKSHEET 5

Name: Date:

Number: Score:

Directions: create and organize your own my map about things that you like and dislike.

WORKSHEET 6

NAME _____   DATE _____

NUMBER _____   SCORE _____

WHAT I LIKE AND DISLIKE

DIRECTIONS: WRITE SOME SENTENCES TO EXPLAIN YOUR MIND MAP IN WORKSHEET 5.

_____

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☺ ☹

Lesson Plan 3

Subject: English   Topic: My Family

Level: Grade 6   Time: 1 hour

School: Ban Nong Phue School   Teacher: Miss Thitimaporn Bouloy

_____

1. Strand

Strand 1: Language for communication

F 1.2 G 6/1 Speak/write in an exchange in interpersonal communication.

F1.2 G 6/4 Speak and write to ask for and give data about themselves, their friends, families and matter around them.

F1.3 G 6/2 Draw pictures, plans, charts and tables to show various data heard or read.

Strand 2: Language and culture

F2.1 G 6/1 Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers

Strand 4: Language and Relationship with Community and the World

F4.1 G 6/1 Use language for communication in various situations in the classroom and in school.

F4.2 G 6/1 Use Foreign languages to search for and collect various data.

2. Concept

Learning how to give family information which is related to vocabulary and hierarchy of relationship

3. Objectives

   3.1 Terminal objectives

      Students will be able to explain their family and members.

   3.2 Enabling objectives

      1. Students will be able to define the family members.

      2. Students will be able to explain the family tree.

      3. Students will be able to tell the connection of family members.

      4. Students will able to transfer their concepts with language accuracy.

      5. Students will be able to participate in activity.

4. Content

    4.1 Focus skill: Writing and speaking

    4.2 Vocabulary: family, grandfather, grandmother, father, mother, son, daughter, brother, sister, uncle, aunt, niece, nephew, brother-in-law, mother-in-law, cousins

    4.3 Structure

      Q: How many people are there in your family?

      A: There are …. (5) people in my family.

      Q: Who are they?

      A: They are …… (Father, mother, brother, sister and I).

      Q: Who is Marvin?

      A: John is Alex's father.

      Q: What's your brother' name?

A: His name is Alexander.

5. Teaching and Learning Procedure

Stage 1: Warming up (5 minutes)

1. The teacher greets students.

2. The teacher motivates students by showing some cartoon characters. Then, the teacher asks them some questions: "Do you know him?" Do you like him? Why? Does he have a family? How many people are there in his family?

3. The teacher shows his family tree, and asks the students to define each person.

4. The students guess the lesson of today.

Stage 2: Presentation (15 minutes)

1. The teacher shows the Johnson's family tree

2. The teacher shows some vocabulary then asks them to put in the family tree correctly.

3. The teacher illustrates the full sentences:

Q: How many people are there in your family?

A: There are …. (5) people in my family.

Q: Who are they?

A: They are …… (father, mother, brother, sister and I).

Q: Who is Marvin?

A: John is Alex's father.

Q: What's your brother' name?

A: His name is Alexander.

Q: In your family, who do you like most? Why?

A: I like my mother because she is always kind to me.

4. Let some students try to explain the family in a sentence.

- 5. The teacher asks some questions "Whose family is this?" "Who is ….. ?" "What's relationship between ……… and ……… ?" "How can you know that?" Who is the oldest person, your father, brother or sister? In your family, who do you like most? Why? --- Wait for the answers, then confirm their thoughts if they are correct.

Stage 3: Practice (15 minutes)

1. The teacher gives them worksheet 7.
2. Let them do the worksheet.

Stage 4: Production (20 minutes)

1. The students create their own family tree in worksheet 8 .
2. The students write sentences to explain the family tree in worksheet 9.
3. The students present their own family tree.
4. Another student asks the presenter a question.

Stage 5: Wrapping up (5 minutes)

1. The teacher asks a student some questions "When we want to know how many members there are in family we will say……………….." "Who is grandfather?"
2. Dear students, you can search more vocabulary about family, then I will give 1 star for each word.

6. Teaching Aids

6.1 Presentation slides

6.2 Worksheet 7-9

6.3 Johnsons Family Tree

7. Evaluation

7.1 Checking the students' writings.

7.2 Checking the students' presentations.

7.3 Checking the students' concepts.

7.4 Checking the students' participation.

worksheet 7

JOHNSONS FAMILY

NAME:
NUMBER:
DATE:
SCORE:

DIRECTIONS:

Look at the Johnsons Family Tree and answer a correct answer.

JOHNSONS FAMILY TREE

Alvin
Grandfather

Jessica
Grandmother

Marvin
Father

Irene
Mother

Ryan
Uncle

Samantha
Aunt

Alex
Elder Brother

Alexis
Me

Alexander
Younger Brother

Ramsey
Cousin
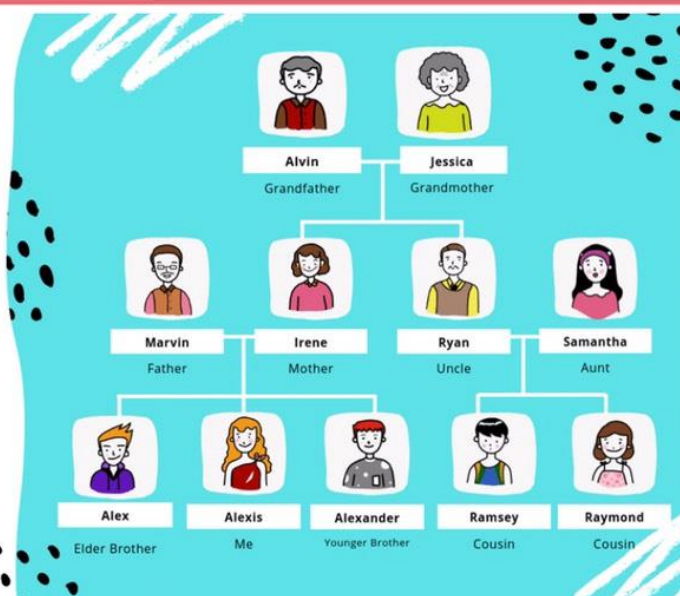
Raymond
Cousin

Example: Who is Raymond? _____She is Ramsey's sister.

Who is Irene? _____ .

 Who is Marvin's daughter? _____ .

Who is Alexander's uncle? _____ .

Who is Samantha's husband? _____ .

Who is the wife of Alvin? _____ .

Who is Raymond's brother? _____ .

How many people are there in this family? _____ .

Who is the sister of Alex? _____ .

What is the relationship between Alexis and Ramsey?

_____ .

10. What is the relationship between Jessica and Irene?

_____ .

MY FAMILY TREE

Name: Date:

Number: Score:

Directions: draw your family tree.

118

NAME _____   NICKNAME _____
NUMBER _____   SCORE _____

WORKSHEET 9

MY FAMILY

Directions: write a passage to explain your own family tree.

_____
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Appendix F

Quizzes, Pretest and Posttest, Questionnaires, and Criteria

Quiz 1 (Formative Assessment)

Me and My Family

What: Students will draw, write and answer some questions in an authentic scenario which talk about occupations in English on TV show.

Why: According to the way to use language effectively, it relies to know vocabulary, grammar and how to use them in a proper situation combined with culture awareness.

How:

- Role: You (a student) have learnt some important vocabulary to talk about personal data and family and how to communicate the others when you have a chance to talk in the real situation. These are some guidance for assessing to show what you know, how you understand and how you use the language.

    First, you have to tell your personal data by drawing a mind map: name, age, nationality, country or address, what do you like and dislike. Moreover, draw a family tree.

    Next, you will write a short paragraph to explain who you are regards to your mind map. Finally, the scenario is about interview of a famous person on TV show. You have to answer some questions about your career by your own words without any script.
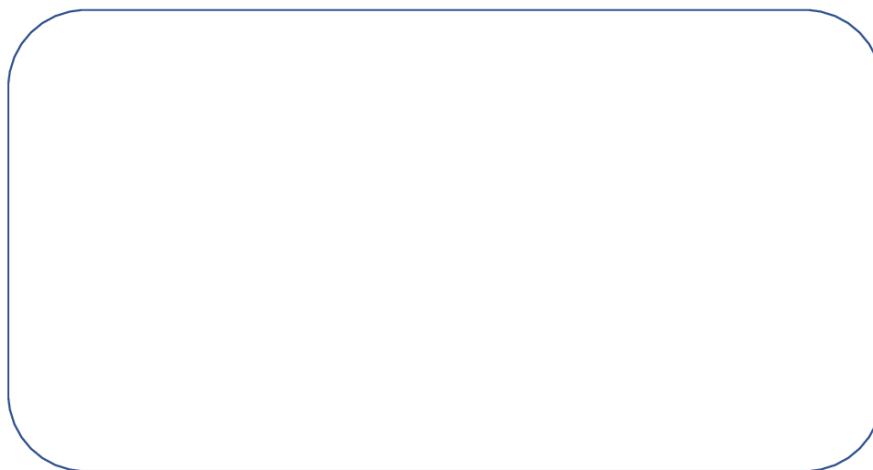
- Audience: Your classmates will represent others in the hall. At the end, they will critique your performance.

- Format: You will have 3-5 minutes to perform that in the TV show setting.

- Topic: Your personal data and family information should be introduced. Things you like and dislike are also concerned with reasons. Your successful job should be interview as creative thinking (supportive questions).

The teacher should show an example of mind map and family tree before doing the quiz.
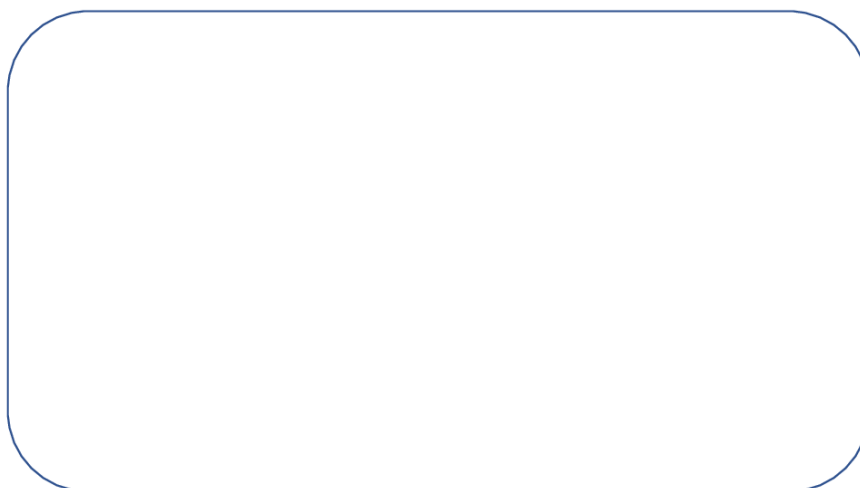
1. Mind Map Task

Draw a mind map to present your information. (5 points)

2. Family Tree

Draw your family tree and write who they are. (5 points)

3. Paragraph Writing Task

Write a short paragraph about you and your family from item 1 and 2.

(3-5 lines) (10 points)

……......................

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4. TV Show Interview (10 points)

A guideline script

Good morning/Good Afternoon my dears and welcome back to this fantastic TV show, Hall of Fame! You'll be with me (the speaker's name). Our team is so proud to show our guests today. There are 5 people who accomplished their goals. So, they are honored to be here. Please welcome (names of students who will be the guests) ……….. Oh thanks for coming!

- Please tell us a little bit about yourself. (Personal data)
- How many people are there in your family?
- How do you think about them?
- What do you like? What do you dislike?, and Why?
- How do you think about them?
- What do you do? Why do you do this job? ….
  (a little bit guessing : Do you love painting, don't you?)
- Give the audience some advice to be successful like you.

We know about you better today. Thank you for your impressive information and a lot of good tips. Thank you so much for being here. Thank you.

Quiz 2 (Formative Assessment)

Our Old Days

What: Students will draw, write and present their assignments individually about their old days. The old days can be good or bad memory that they would like to present.

Why: Some essential vocabulary, grammar awareness with past-tense structures, and public speaking concerned properly and correctly.

How:

- Role: Students have learnt some essential vocabulary and contextually grammatical sentences when they are used to talk about the past time. Relatedly, the content should be relevant to journeys, parties, fun activities and so on. These are some guidance to use this test:
    - First, every student draws their picture entitled "My Old Days".
    - Then, the students write a passage to narrate the story happened in the picture with past tenses.
    - Finally, they present their answers in front of the class.
- Audience: Your friends listen carefully with manner to summarize your story and give their opinions towards your presentation.
- Format: You have 3-5 minutes for your presentation.
- Topic: Your picture, passage and presentation are relevant to each other.

The teacher should show an example of picture and writing before doing the quiz.

1. Drawing Task (10 points)

Draw a picture about your memory which can be good or bad. The title of this picture is "My Old Days".
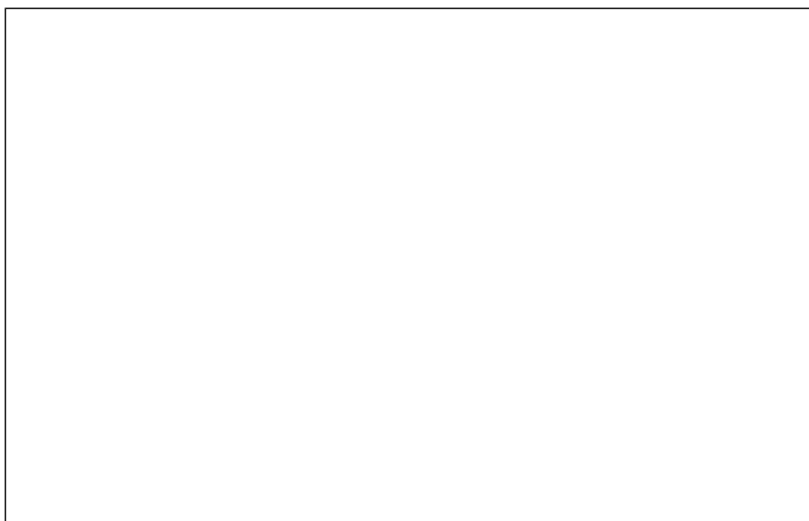
2. Passage Writing Task (10 points)

Write a short passage related to your picture above in past tenses within 3-5 lines.

………

………

………

………

………

………

………

3. Individual Presentation Task (10 points)

A guideline script

    Good morning/good afternoon my lovely friends. My name is ……………. . Today I will present about my old days.

    In this picture, it was my best holiday with family. We went to the beach in Pattaya, Thailand. We went there on Songkran Day two years ago. We had seafood for lunch. They were tasty but too spicy for me. We built the sand in many shapes, splashed to water onto each other and swam happily. We saw the no littering sign. So, we did not litter it on the beach. We took good time together. So, it was my best old day. Thank you.

Key points: the students should tell when, where, what happened, and why it was important for them.

Quiz 3 (Formative Assessment)

Wearing Thick Coat in Winter

What: Students will create a fashion show with describing what they will be wearing. They will express their ideas about fashion for different weather or seasons. The garments will be possible to wear with cultural awareness.

Why: Some vocabulary of clothes and accessories are concerned. The students can use the words from either the lesson they have learnt or their own experiences. The look they created should be related to the weather. Moreover, a presentation should be comprehensible and correct.

How:

- Role: Some basic vocabulary of clothes and accessories are required to be taught. Students need to learn some related sentences before producing the language in various situations about clothing.
    - First, every student plans their own fashion show with the clothes and accessories they need to wear properly and the script for presentation.
    - Next, they do the fashion show and present their outfits
    - Then, teacher assesses.
    - Finally, the teacher announces the result who tis the best.
- Audience: Your friends have to be a good co-worker for your fashion show. Cooperation is needed.
- Format: You have 25 minutes to create and plan your fashion show, and 3-5 minutes for presentation.
- Topic: Your plan, outfits and presentation are connected.

    The teacher should show an example of picture and script.

1. **Plan a fashion show** (10 points)

   Plan or create your own fashion show by drawing the look and write the script.
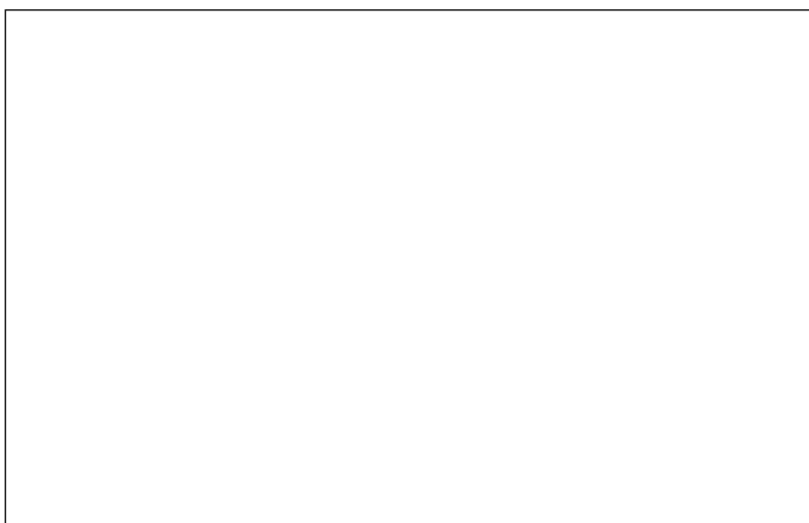
2. **Writing a script** (10 points)

   Write a short passage related to your outfits for presentation.

   ....

   ....

   ....

   ....

   ....

   ....

   ....

3. Outfits' presentation (10 points)

A guideline script

Good morning/good afternoon my lovely friends. My name is .... Today I would like to show you my amazing outfits.

I'm wearing this for Winter. Now' I'm wearing .... Do you like it? Thank you.

Key points: the students wear properly and they can explain what they are wearing correctly.

Quiz 4 (Formative Assessment)

Saving the World

What: Students will give or list some renewable and non-renewable energy, and also the solutions for global environment conservation.

Why: Some vocabulary of energy and conservation are important in this unit which are needed to know as a basic knowledge before categorizing and giving a solution. Some chunks about teaching are also crucial for conversation in various situations.

How:

- Role: Students have to learn some vocabulary and chunks before doing some activities and taking the examination: listing and presentation.
    - First, every student list some renewable and non-renewable energy.
    - Next, they tell the global environment problems and solutions.
    - Then, create a campaign as a group work.
    - Finally, perform the presentation of saving the environment conservation campaign. The teacher assesses.
- Audience: Your friends have to be a good citizen in the society. Cooperation is required.
- Format: You have 10 minutes to categorize some vocabulary. Another 10 minutes to write the problems and solutions. There is 20 minutes to create the campaign, and 20 minutes for presentation.
- Topic: Your lists, script and performance are related.

The teacher should show an example of campaign.

1. Renewable and non-renewable energy List (5 points)

   Make a list of renewable and non-renewable energy.

Energy	
Renewable	Non-renewable

2. Global Environment Problem and Solution List (5 points)

   Make a list of global environment problems and solutions.

Global Environment	
Problems	Solutions

Name …………………………………………….. No. ……………………

3. Writing a script (10 points)

Write a short text about saving the environment conservation campaign.

_____

_____

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4. Present the Campaign (10 points)

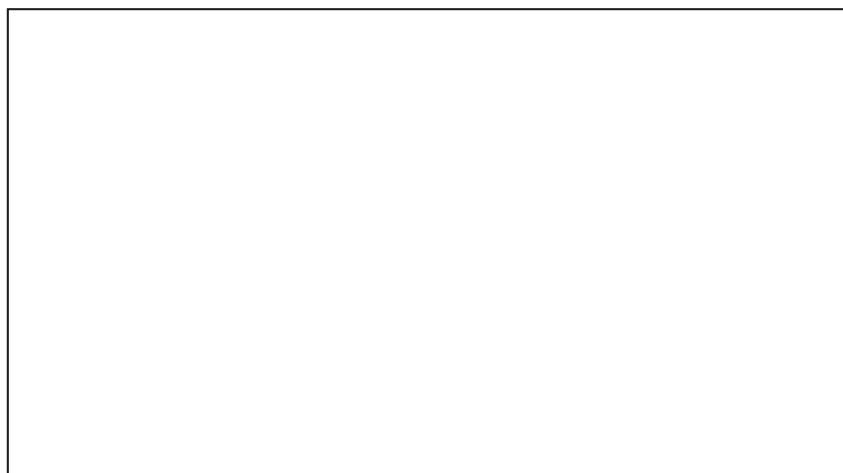Name …………………………………………….. Number ………………………………… Score ……………………………….

Posttest

There are two parts of this test: writing and speaking part. For the **writing part**, you should do it by yourself within **50 minutes**. For the **speaking part, you will be interviewed** by the teacher. So, you **must not see** any questions. Please listen carefully and answer clearly. Every part is assessed together by using rubrics. The teacher should show an example of picture and mind map before doing the test. The conceptual thinking is an implied assessed.

Part I: Writing Part

1. Fill your information in the gaps. (5 points) (conceptual thinking skill)

Name	
Nickname	
Age	
Nationality	
Country	
Address	
Likes	
Dislikes	

2. Draw your family tree and describe who they are. (5 points) (conceptual thinking skill)

Name …………………………………………………. Number ………………………………….. Score ……………………………..

3. Draw a picture to show how you dress up in summer. Five pieces or more of clothes are needed and also write the vocabulary. (5 points) (conceptual thinking skill)

4. Tell the place you want to go, do's and don'ts at that place. (5 points) (writing skill)

Place: _____

Do's:

_____

_____

Don'ts:

_____

_____

Name ……………………………………………………. Number …………………………………… Score ……………………………..

5. Create a mind map about your best day. (5 points) (conceptual thinking skill)

6. Write a short story about your best day within 5-7 lines. (10 points) (writing skill)

_____

_____

_____

_____

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_____

7. What is this sign? (5 points) (writing skill)

_____

Name …………………………………………………. Number ……………………………………. Score ………………………………..

What dos the sign mean?

_____

How should you do when you see this sign?

_____

_____

Part II: Speaking Part (Individual Interview) * for teacher only

Directions: The teacher interviews each student individually by asking these questions below.

(10 minutes) (20 points) (speaking skill)

- Please tell me a bit about yourself.

- Do you have any brothers or sisters? Who are they?

- What do like to do in your free time? How do you feel when you do it?

- Where would you like to go? What should you do and should not do there?

- What do think about global environment nowadays? How can you solve the problems?

4

*The pretest and posttest were similar.

Conceptual Thinking Rubric

Criteria	4 Exemplary	3 Exceeds Standard	2 Adequately Meets Standard	1 Below Standard
Structure	Non-linear structure which shows a complete picture of ideas	Non-linear structure which provides a clear picture of ideas	Non-linear structure which provides some relationships between ideas	Inappropriate structure
Relationship	The importance between each factor is relatively and effectively mapped or drawn in both simple and complex relationships	The importance between each factor is relatively mapped or drawn	The importance between each factor is somewhat clear but lacking	No differences between ideas, no meaningful relationship
Exploratory	Map or picture shows complex and meaningful relationship between ideas, themes, and the framework	Map or picture shows meaningful relationship between ideas, themes, and the framework	Map or picture shows some thinking about relationships between ideas, theme and the framework	Conceptual thinking is not clear
Communication	Information is clearly presented and allowed for a high level of understanding	Information is clearly presented and allowed for a good level of understanding	Information is presented and able to understand in some parts	Information is not clear, very difficult to understand
Content	Linking words express the superior conceptual understanding and they are precisely labeled	Linking words are easy to follow but sometimes unclear, links are not precisely labeled	Linking words are clear but present a flawed rationale, links are not labeled	Difficult to follow and no links

Writing Rubric

Criteria	4 Exemplary	3 Exceeds Standard	2 Adequately Meets Standard	1 Below Standard
Content/Ideas	Writing is confident and clearly focused. It can attract the reader. Relevant details enrich writing.	Writing is purposeful and focused. Some parts of writing contain some details.	Writing related, quality paragraphs with little details.	Writing is limited for communicating knowledge with no central theme.
Organization	Writing contains a strong beginning, middle, and ending with clear transitions and a focused closure.	Writing contains a strong beginning, middle, and end with some transitions and good closure.	Using correct writing format with unclear beginning, middle, and closure.	Writing is disorganized with no transitions and closure.
Vocabulary/Word Choice	Using effective and contextualized word choice.	Using purposeful of word choice.	Using a variety of word choice to make writing interesting.	Careless and inaccurate word choice which distort meaning.
Sentence Fluency	Consistent a variety of sentence structure.	Frequent and varied sentence structure.	Using simple, compound, and complex sentences.	Frequent run-ons or fragments with no variety of sentence structure.
Conventions	Using consistent agreements between parts of speech. No errors in mechanics. Creative and effective use of spelling.	Consistent agreement between parts of speech. Few errors in mechanics. Consistent using of spelling.	Maintaining agreement between parts of speech. Some errors in mechanics. Applying a basic grade level of spelling.	Lack of agreement in parts of speech. Frequent errors in mechanics. Frequent errors in spelling.

Speaking/Oral Presentation Rubric

Criteria	4 Exemplary	3 Exceeds Standard	2 Adequately Meets Standard	1 Below Standard
Subject Knowledge	Student shows full knowledge by answering all class questions with explanations and elaboration.	Student answers all questions without elaboration.	Student is uncomfortable to answer or give information to all questions.	Student does not have grasp of information; student cannot answer questions about subject.
Organization	Students demonstrates information in logical, conceptual, and interesting sequence which audience can follow.	Student demonstrates information in logical and conceptual sequence which audience can follow.	The presentation is difficult for the audience to follow because the student jumps around.	Audience cannot understand the presentation because there is no sequence of information.
Mechanics	Grammar and spelling of the presentation are completely correct.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three to four misspellings and/or grammatical errors.	Presentation has more than four misspellings and/or grammatical errors.
Verbal Skills	Student demonstrates a strong and positive feeling about the topic during the presentation. Student uses clear voice and correct pronunciation.	Student frequently shows positive feeling about the topic during the presentation. Student uses clear voice with most correct pronunciation.	Student sometimes shows positive feeling about the topic during the presentation. Student uses unclear voice with some correct pronunciation.	Student does not show positive feeling about the topic during the presentation. Student uses unclear voice with most incorrect pronunciation.
Nonverbal Skills	- Student frequently uses eye contact to the audience, seldom looks at notes. - Movements seem fluid and help the audience visualization. - Student shows the relaxed mood, and self-confident nature without mistakes.	- Student frequently uses eye contact to the audience, frequently looks at notes. - Student makes movements or gestures that fosters articulation. - Student makes minor mistakes.	- Student shows eye contact sometimes but mostly read the notes. - Student seldom makes movements and gestures to help description. - Student shows tension while presentation.	- Student does not show eye contact and always read the script. - Student does not make movements or gestures to foster articulation. - Student seems nervous and stress while presentation.

(Adapted from ReadWriteThink http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf , and public speaking ruric http://teacher.mt-davis.yolasite.com/resources/Public%20Speaking%20Rubric.pdf , retrieved on 22 June, 2018.

QUESTIONNAIRE

Students' Satisfaction towards the English learning package based on Concept-based Instruction for primary school level

The purpose of this questionnaire is to measure students 'satisfaction towards English learning package based on Concept-based Instruction for primary school level .The data will enhance developing both language learning and conceptual thinking development.

Part I :General Information

Directions :Please mark /on the right answer.

1 .Sex

    O Male   O Female

2 .Age

    O 11 years old   O 12 years old   O 13 years old

Part II : Students 'satisfaction towards Teaching with English learning package based on Concept-based Instruction for primary school level

Directions : Please indicate the level of your agreement with the following statements by marking ✓ in the boxes.

😍 Very satisfied   ☺ Satisfied   😁 Neutral   😐 Unsatisfied   ☹Very unsatisfied

Teaching with English learning package based on Concept-based Instruction for primary school level	Level of satisfaction				
	😍	😊	😁	😐	☹
Content					
1 .The learning package was interesting .I liked to study this course .					
2 .The content was appropriate with my level.					
3 .The content can improve my speaking and writing skills.					
4 .I can think about something in concepts after learning this course.					

Teaching with English learning package based on Concept-based Instruction for primary school level	Level of satisfaction				
	😍	😊	😬	😑	🙁
Conceptual thinking					
5 .I can see a picture when I think about something.					
6 .I can explain the connection between things.					
7 .I can give examples and non-examples of something.					
8 .I can describe anything when I see some words.					
Language skills					
9 .As for me, speaking was an easy way to explain something.					
10 .I can write a sentence to describe something in English.					
Exercises					
11 .The exercises were interesting .					
12 .Language was clear to understand.					
Design					
13 .The illustration attracted me to learn.					
14 .The organization was perfect.					
Instructor					
15 .The instructor was well-prepared.					
16. The instructor was helpful.					

Parts III :Self-paced delivery

17 .What other improvements would you recommend in this instruction with the learning package?

…….

……………………………………………………………………………….........................……

18 .What is the least valuable about this instruction with the learning package?

…….

…………………………………………………………………………………….............................

19 .What is the most valuable about this instruction with the learning package?

…….

...…….

Part IV :Additional comment

…….

…….

…….

Thank you for your participation ☺

QUESTIONNAIRE

EFL Experts' Satisfaction and Acceptability towards the Self-constructed CBI Learning Package for Primary School Level

The purpose of this questionnaire is to evaluate the EFL experts' satisfaction and acceptability towards the self-constructed learning package for primary school level which based on Concept-based Instruction. The data will enhance developing both language learning and conceptual thinking development.

Part I: General Information

Directions: Please mark ✔ on the right answer.

1. Sex

       O Male   O Female

2. Age

       O 25-45 years old   O 45-60 years old   O more than 60 years old

3. Duration of teaching EFL

       O 1-5 years   O 6-15 years   O more than 15 years

Part II: the EFL experts' acceptability towards the self-constructed learning package for Primary school level

Directions: Please indicate the level of your agreement with the following statements by marking ✔ in the boxes.

5 = Very satisfied   4 = Satisfied   3 = Neutral   4 = Unsatisfied   3 = Very unsatisfied

The Self-constructed CBI Learning Package for Primary School Level	Level of Satisfaction					Acceptability	
	5	4	3	2	1	Yes	No
Content							
1. The content is relevant to the core curriculum.							
2. The content is appropriate with the students' level.							

The Self-constructed CBI Learning Package for Primary School Level	Level of Satisfaction					Acceptability	
	5	4	3	2	1	Yes	no
3. The content can improve the students' speaking, writing, and conceptual thinking skill.							
4. The content is usable and contextualized.							
Conceptual thinking							
5. Activities in lesson plans can enhance the students' conceptual thinking.							
6. Assessments can stimulate the students to think conceptually.							
7. There are effective criteria for assessments.							
8. Questions in assessments are various and capable to lead students answer properly.							
Language skills							
9. Students can learn to speak communicatively via this learning package.							
10. Students can write a short passage or story by using this learning package.							
Exercises							
11. The exercises are interesting.							
12. Language used in the learning package is clear for students to understand.							
Design							
13. The illustration can attract students to learn.							
14. The organization is well-organized.							

The Self-constructed CBI Learning Package for Primary School Level	Level of Satisfaction					Acceptability	
	5	4	3	2	1	Yes	No
Benefits							
15. This learning package can enhance students in learning English.							
16. The learning package is helpful for EFL teachers.							

Parts III: Self-paced delivery

17. What other improvements would you recommend in this leaning package?

………

………

18. What is the least valuable about this learning package?

………

………

19. What is the most valuable about this learning package?

………

………

Part IV: Additional comment

………

………

Thank you for your participation ☺

Appendix G

Letter of Consent

หนังสือยืนยันการยกเว้นการรับรอง
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์
มหาวิทยาลัยศรีนครินทรวิโรฒ

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

ชื่อโครงการวิจัย : ประสิทธิภาพของชุดการเรียนรู้ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์สำหรับนักเรียน ในระดับชั้นประถมศึกษา

ชื่อหัวหน้าโครงการวิจัย : นางสาวธิติมาพร บัวลอย

หน่วยงานต้นสังกัด : บัณฑิตวิทยาลัย

รหัสโครงการวิจัย : SWUEC-G-020/2562X

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

วันที่ยืนยัน : 7 มีนาคม 2562

ยืนยันโดย : คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการ รับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล ได้แก่ Declaration of Helsinki, the Belmont Report, CIOMS Guidelines และ the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

ออกให้ ณ วันที่ 22 มีนาคม 2562

ลงชื่อ)..

(ผู้ช่วยศาสตราจารย์ ดร. ทันตแพทย์หญิงณปภา เอี่ยมจิรกุล)
กรรมการและเลขานุการคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

ลงชื่อ)..

(แพทย์หญิงศุรีพร ภัทรสุวรรณ)
ประธานคณะกรรมการจริยธรรม
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/X/G-020/2562

ที่ ศธ 6918/ 3 7 0

บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

15 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนบ้านหนองผือ

　　　　เนื่องด้วย นางสาวธิติมาพร บัวลอย นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา
และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์
เรื่อง "The Efficiency of an English Learning Package Based on Concept-Based Instruction (CBI) for Primary school
Level" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

　　　　ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้ 1) แบบทดสอบวัดความสามารถในการพูดและเขียน
ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ (The Tests of English Productive Skill Based on Concept-Based
Instruction (CBI) for Primary school Level) 2) แบบสอบถาม เรื่อง "แบบวัดความพึงพอใจของนักเรียนที่มีต่อการเรียน
ภาษาอังกฤษด้วยชุดการเรียนรู้ตามแนวการสอนแบบมโนทัศน์สำหรับนักเรียนระดับชั้นประถมศึกษา (Students'
Satisfaction towards the Learning Package of Concept-Based Instruction)" 3) แผนการจัดการเรียนรู้ภาษาอังกฤษ
ตามแนวการสอนแบบมโนทัศน์สำหรับนักเรียนระดับชั้นประถมศึกษา (Lessons Plans Based on Concept-Based
Instruction (CBI) for Primary school Level) และ 4) เกณฑ์การประเมินด้านการพูด การเขียน และการคิดแบบมโนทัศน์
(Criteria of speaking, writing and conceptual thinking skills) กับครูผู้สอนวิชาภาษาอังกฤษในระดับชั้นประถมศึกษา
ปีที่ 1 – 6 และนักเรียนระดับชั้นประถมศึกษาปีที่ 6 จำนวน 9 คน โดยขอใช้สถานที่โรงเรียนโรงเรียนบ้านหนองผือ ในเดือน
พฤษภาคม 2562 ถึงเดือนมิถุนายน 2562 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าว

　　　　จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0 2649 5064
หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อนิสิต โทรศัพท์ 098 184 2286

ที่ ศธ 6918/๖๗๖

บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑๕ กุมภาพันธ์ 2562

เรื่อง   ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ

เรียน   Dr.Russel Rodrigo

   เนื่องด้วย นางสาวธิติมาพร บัวลอย นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา
และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ
ปริญญานิพนธ์เรื่อง "The Efficiency of an English Learning Package Based on Concept-Based
Instruction (CBI) for School Primary Level" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์
ที่ปรึกษาปริญญานิพนธ์

   ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจ 1) แผนการจัดการเรียนรู้
ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ สำหรับนักเรียนในระดับชั้นประถมศึกษา (Lessons Plans
Based on Concept-Based Instruction (CBI) for School Primary Level) 2) แบบทดสอบวัด
ความสามารถในการพูดและเขียนภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ (The test of English
Productive Skill Based on Concept-Based Instruction (CBI) for School Primary Level) 3) แบบวัด
ความพึงพอใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยชุดการเรียนรู้ตามแนวการสอนแบบมโนทัศน์
สำหรับนักเรียนระดับชั้นประถมศึกษา (Students' Satisfaction towards the Learning Package Based
of Concept-Based Instruction) และ 4) เกณฑ์การประเมินด้านการพูด การเขียน และการคิดแบบมโนทัศน์
(Criteria of speaking, writing and conceptual thinking skills) ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้น
กับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

   จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวธิติมาพร บัวลอย และ
ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0 2649 5064
หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อนิสิต โทรศัพท์   098 184 2286

ที่ ศธ 6918/ ๑๔๐

บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑๕ กุมภาพันธ์ 2562

เรื่อง   ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ
เรียน   Dr.Mark Lawrence Relova

      เนื่องด้วย นางสาวธิติมาพร บัวลอย นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ ปริญญานิพนธ์เรื่อง " The Efficiency of an English Learning Package Based on Concept-Based Instruction (CBI) for School Primary Level" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ ที่ปรึกษาปริญญานิพนธ์

      ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจ 1) แผนการจัดการเรียนรู้ ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ สำหรับนักเรียนในระดับชั้นประถมศึกษา (Lessons Plans Based on Concept-Based Instruction (CBI) for School Primary Level) 2) แบบทดสอบวัด ความสามารถในการพูดและเขียนภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ (The test of English Productive Skill Based on Concept-Based Instruction (CBI) for School Primary Level) 3) แบบวัด ความพึงพอใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยชุดการเรียนรู้ตามแนวการสอนแบบมโนทัศน์ สำหรับนักเรียนระดับชั้นประถมศึกษา (Students' Satisfaction towards the Learning Package Based of Concept-Based Instruction) และ 4) เกณฑ์การประเมินด้านการพูด การเขียน และการคิดแบบมโนทัศน์ (Criteria of speaking, writing and conceptual thinking skills) ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้น กับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

      จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวธิติมาพร บัวลอย และ ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย
โทร. 0 2649 5064
หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อนิสิต โทรศัพท์ 098 184 2286

ที่ ศธ 6918/ ๑๗๐

บัณฑิตวิทยาลัย
มหาวิทยาลัยศรีนครินทรวิโรฒ
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๑5 กุมภาพันธ์ 2562

เรื่อง   ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ

เรียน   นางสุเนตรา พงษ์เสรี

เนื่องด้วย นางสาวธิติมาพร บัวลอย นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา
และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ
ปริญญานิพนธ์เรื่อง " The Efficiency of an English Learning Package Based on Concept-Based
Instruction (CBI) for School Primary Level" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์
ที่ปรึกษาปริญญานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจ 1) แผนการจัดการเรียนรู้
ภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ สำหรับนักเรียนในระดับชั้นประถมศึกษา (Lessons Plans
Based on Concept-Based Instruction (CBI) for School Primary Level) 2) แบบทดสอบวัด
ความสามารถในการพูดและเขียนภาษาอังกฤษตามแนวการสอนแบบมโนทัศน์ (The test of English
Productive Skill Based on Concept-Based Instruction (CBI) for School Primary Level) 3) แบบวัด
ความพึงพอใจของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยชุดการเรียนรู้ตามแนวการสอนแบบมโนทัศน์
สำหรับนักเรียนระดับชั้นประถมศึกษา (Students' Satisfaction towards the Learning Package Based
of Concept-Based Instruction) และ 4) เกณฑ์การประเมินด้านการพูด การเขียน และการคิดแบบมโนทัศน์
(Criteria of speaking, writing and conceptual thinking skills) ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้น
กับท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวธิติมาพร บัวลอย และ
ขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)
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