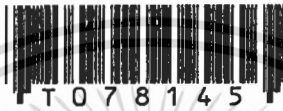


สำนักหอสมุดกลาง พระจอมเกล้าลาดกระบัง

การพัฒนาบทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน

**DEVELOPMENT OF WEB-BASED ENGLISH INSTRUCTION ON
PRESENT TENSES**



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พ.ศ. 2550

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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**DEVELOPMENT OF WEB-BASED ENGLISH INSTRUCTION ON
PRESENT TENSES**



**A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN APPLIED LINGUISTICS
(ENGLISH FOR SCIENCE AND TECHNOLOGY)
SCHOOL OF GRADUATE STUDIES**

KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์ เพื่อพัฒนาบทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน เครื่องมือที่ใช้ในการวิจัย ได้แก่ บทเรียน, แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน แบ่งเป็น แบบทดสอบระหว่างเรียน และแบบทดสอบหลังเรียน และบทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน เนื้อหาของบทเรียน อ้างอิงจากหนังสืออิงลิชแกรมมาอินยูส แต่งโดย เรย์มอนด์ เมอร์ฟี (2003) โปรแกรมที่นำมาใช้ในการพัฒนาบทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต คือ มาโครมีเดีย คริมวีฟเวอร์ 8.0

บทเรียน และแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน ได้ผ่านการประเมินคุณภาพจากผู้ทรงคุณวุฒิทางการสอนภาษาอังกฤษ จำนวน 3 ท่าน โดยใช้แบบประเมินคุณภาพด้านเนื้อหาและแบบประเมินความสอดคล้องระหว่างข้อคำถามกับจุดประสงค์การเรียนรู้ บทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต ได้ผ่านการประเมินคุณภาพจากผู้ทรงคุณวุฒิทางเทคนิคการผลิตรายการศึกษ จำนวน 3 ท่าน โดยใช้แบบประเมินคุณภาพด้านเทคนิคการผลิตรายการ เนื้อหา และการประเมินคุณภาพของบทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต ใช้ค่าเฉลี่ยเกณฑ์และค่าส่วนเบี่ยงเบนมาตรฐาน การประเมินคุณภาพของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน ใช้ค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับจุดประสงค์การเรียนรู้

ผลการวิจัยสรุปได้ ดังนี้

- 1) เนื้อหาบทเรียนมีคุณภาพอยู่ในระดับสูง
- 2) ข้อคำถามของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน ที่มีค่าดัชนีความสอดคล้องระหว่าง 0.5-1 มีความสอดคล้องกับจุดประสงค์การเรียนรู้ ข้อคำถาม 18 ข้อถูกเลือกมาใช้เป็นแบบทดสอบระหว่างเรียน และข้อคำถาม 20 ข้อถูกเลือกมาใช้เป็นแบบทดสอบหลังเรียน
- 3) บทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน มีคุณภาพอยู่ในระดับสูง

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Program	Applied Linguistics - English for Science and Technology
Year	2007
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Thematic paper Co-Advisor	Assistant Professor Dr. Sirirat Petsangsri

ABSTRACT

The purpose of this study is to develop web-based English instruction (WBEI) on present tenses. The instruments of the study are teaching materials, achievement tests consisting of sub-tests and post-test, and web-based English instruction on present tenses. The unit contents were based on "English grammar in use" written by Raymond Murphy (2003). The program "Macromedia Dreamweaver 8.0" was used to construct the WBEI.

The unit contents and the achievement tests were evaluated by three experts in the field of English teaching with the use of the content evaluation and the Index of the Item-Objective Congruence (IOC) forms. Moreover, the web-based English instruction was evaluated by three experts in the field of educational technology with the use of the evaluation form of the media production technique. Arithmetic mean (\bar{X}) and standard deviation (S.D.) were calculated to evaluate the quality of the contents and the WBEI. The IOC was calculated in order to evaluate the congruence between the questions in the achievement tests and the objectives.

The results are summarized as follows :

- 1) The quality of the contents is rated at a high level.
- 2) The test items in the achievement tests with the IOC between 0.5 and 1 were congruent with the objectives. 18 items were selected for the 4 sub-tests and 20 items for the post-test.
- 3) The quality of the WBEI on present tenses is rated at a high level.

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If any faults still remain thus making this study imperfect, it is entirely my responsibility.

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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CHAPTER 1

INTRODUCTION

This chapter consists of 6 sections : statement and significance of the problems, goal and objectives, scopes or limitation of the study, process of the study, definitions of terms used, and anticipated outcomes.

1.1 Statement and Significance of the Problems

English is the universal language and widely used all over the world (Kachru & Nelson, 2003). It is used in various media channels e.g. newspapers, televisions, radios, and the Internet. Warschauer (2000) claimed that the number of English speakers as a foreign language increase rapidly. The widespread use of English impacts on Thai educational policies. According to Office of the Education Council (2004), the Thai government has included English as compulsory courses in the primary school level since 1995. Emphasis has been placed on the development of the students' language proficiency to fulfill a number of purposes : communication, use of English in tertiary level studies and so on (Foley, 2005).

Larson (2007) stated that in English language learning, the teaching of grammar is considered important because grammar can help a language learner to express his/her personal thoughts in the appropriate syntax. According to McCarthy and Carter (2002), the range of tenses helps a language learner to create communication with relational, interpersonal meaning. Tawilapakul (2002) stated that English tenses are the most important part and also difficult part in English for non-native learners. Causes of errors in the use of English tenses are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized. Moreover, the level of English proficiency gives an impact in the use of English tenses by Thai students. According to Prapphal (2003), the average English proficiency of Thai students is lower than that of students from other ASEAN countries.

Furthermore, the Ministry of Education places a great emphasis on the recent development of Information Communication Technology (ICT) in order to support the development of the education system within the country (Office of the Education Council, 2004). According to the National Education Act (Office of the National Education Commission, 2003), the government

will be responsible for distributing technologies for education. Advances in information technology are creating new paradigms for education and help learners achieve their own objective in lifelong education. Richards (2002) claimed that technology has facilitated the shift from teacher-centered to learner-centered learning. Students spend time interacting not with the teacher, but with other learners that make language learning available at any time. Khan (1997) stated that the web has the potential to support the creation of new paradigms for education. It is one of the most important economic and democratic mediums of learning and teaching at a distance. It can be said that the web provided the opportunity to develop new learning experiences for students (Alexander, 1995 as cited in Khan, 1997). In addition, Brooks (1997) claimed that the web is a low-cost delivery system for multimedia. Teachers can make their web-based teaching interactive in an attempt to encourage active learning. In English language learning and teaching, the use of the Web-Based Instruction (WBI) is an important factor in enhancing English proficiency. Al-Jarf (2005) posited that the use of the online course or WBI helps motivate and enhance English as a Foreign Language (EFL) students' learning and mastery of English grammar.

With an increasing amount of websites designed for English language instruction, teachers need to be able to identify websites suitable for their students. From the website teaching English grammar : <http://www.english-the-easy-way.com>, the difference between the present simple tense and the present continuous tense are not provided. The practices mainly involve changes of verb forms. Another one is the website teaching English tenses with cartoons (<http://www.englishtenseswithcartoons.com>). This website provides the basic principles of using English tenses and their example sentences with cartoons but there are no exercises or tests followed.

According to the importance of the correct use of tenses and WBI, this study aimed to develop web-based English instruction on present tenses. As present tenses are the first tenses taught for Thai learners, this study only focused on the present tenses. Such WBI will induce students to subconsciously absorb grammar rules with little or no conscious focus. Moreover, the students will be tested for their learning achievement with the valid sub-tests and post-test. This web-based English instruction on present tenses can be integrated into an EFL classroom or be provided as a supplement for teaching present tenses.

1.2 Goal and Objectives

The purpose of the study is to develop web-based English instruction on present tenses. The objectives of the study are as follows :

- 1.2.1 To construct the teaching material, the sub-tests and the post-test of present tenses.
- 1.2.2 To evaluate the content validity and the tests.
- 1.2.3 To construct web-based English instruction on present tenses.
- 1.2.4 To evaluate the quality of web-based English instruction.

1.3 Scopes or Limitation of the Study

This study developed web-based English instruction on present tenses. The grammars in this study were based on “English grammar in use : a self-study reference book for intermediate students” (2nd edition) written by Murphy (2003).

1.4 Process of the Study

The processes of the study are as follows :

- 1.4.1 The contents of present tenses were studied from “English grammar in use : a self-study reference book for intermediate students” (2nd edition) written by Murphy (2003).
- 1.4.2 The contents, the sub-tests and the post-test concerning present tenses were constructed.
- 1.4.3 The quality of the contents and the tests were evaluated by three experts in the field of English teaching.
- 1.4.4 The contents and the tests were revised in accordance with the suggestions of the experts and the advisor.
- 1.4.5 Web-based English instruction on present tenses was developed with the use of Macromedia Dreamweaver 8.0.
- 1.4.6 The quality of the web-based English instruction was evaluated by three experts in the field of media production technique.

1.4.7 The web-based English instruction was revised according to the suggestions of the experts and the co-advisor.

1.4.8 The results and discussions were written.

1.5 Definitions of Terms Used

In this study, definitions of terms used are presented as follows :

Present tenses	The four tenses are the present simple tense, the present continuous tense, the present perfect tense and the present perfect continuous tense.
Sub-Tests	The test is at the end of each lesson. It is used to assess learners after learning each lesson.
Post-Test	The test is used to assess learners after learning all lessons.
Web-Based English Instruction (WBEI)	A hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported (Khan, 1997).

1.6 Anticipated Outcomes

The study is anticipated to be guidelines for ones who are interested in using web-based English instruction not only for learning in a classroom but also for self-learning.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into four sections. The first section presents the place of grammar and grammar teaching. The second section involves the differences between interactive multimedia materials (IMM) and web-based instruction (WBI). The third section is the present tenses. The fourth section involves related research.

2.1 The Place of Grammar and Grammar Teaching

Brown (1994) defined grammar as ‘a system of rules governing the conventional arrangement and relationship of words in a sentence.’ In addition, grammar competence is necessary for communication to take place but not sufficient to account for all production and reception in language. Larsen-Freeman’s study (as cited in Brown, 1994) claimed that language has three dimensions that are interconnected. Firstly, grammar that provides the form or the structures of language. Secondly, semantics provides the meaning of words and strings of words. Lastly, pragmatics tells us about which of several meanings to assign given the context of a sentence.

According to Cross (1992), grammar teaching is mostly used to help learners gain insights into the workings of the language. Learners will pick up the language when the teacher gives enough samples of natural language and provides a language-rich environment. The two ways of teaching grammar are deductive and inductive methods. For the deductive method, teachers give an explanation of the rule, then the students practice applying the rule. Regarding the inductive approach, the teachers give several examples, then induce the students to identify the rules by themselves.

Brown (1994) stated that the benefits from the inductive approach are as follows :

- The approach is in keeping with natural language acquisition. The students will subconsciously absorb grammar rules with little or no conscious focus.
- The approach conforms to the concept of interlanguage development in the case of learners progress through possible stages of a rule acquisition.
- The approach allows the students to get a real language learning process before giving grammatical explanations.

- The approach allows the students to discover grammar rules by themselves rather than to tell them.

The inductive method requires the students to realize grammar rules without any form of prior explanation. It has the advantage of involving the students much more. This is probably the better approach for grammatical regularities which are easily perceived, understood, and applied.

2.2 Differences between Interactive Multimedia Materials (IMM) and Web-Based Instruction (WBI)

Hedberg, Brown, and Arrighi (1997) claimed that the information can be presented in new and different ways. It is an important consideration when designing or evaluating products. Two of the information resources are in favor e.g. interactive multimedia materials (IMM) and web-based instruction (WBI). An example of IMM is compact disk-read only memory (CD-ROM). CD-ROM is a compact disk that can store large quantities of information (Summers, 2003). Hedberg et al. (1997) stated that CD-ROM has become a favored platform in computer-based learning methodology. It offers high quality resources in a structured context but it is immutably and expensively production.

Khan (1997) defined the definition of web-based instruction (WBI) as ‘a hypermedia-based instructional program which utilizes the attributes and resources of the World Wide Web (WWW) to create a meaningful learning environment where learning is fostered and supported.’ In addition, WBI, a medium of learning and instruction, has the potential to support the creation of new paradigms for education. Hedberg, Brown and Arrighi (1997) stated the advantages of the WBI as follows :

- There are fewer requirements for high level graphics.
- The information on the web is constantly updated.
- The WBI requires less equipment to create production.
- The group on WBI may be extremely large and at varied locations.
- Web authoring tool are very easy to use and require no technical experts on the part of the course designer.

In addition, Khan (1997) claimed that WBI has the ability to provide rich learning environments in a global and interactive manner. An understanding of characteristics of WBI can facilitate the design of meaningful learning environments and relevant learning opportunities.

2.3 The Present Tenses

The present tenses consists of four types : the present simple tense, the present continuous tense, the present perfect tense, and the present perfect continuous tense. The contents are based on English Grammar In Use : A self-study reference book for intermediate students (2nd edition) written by Murphy (2003).

2.3.1 The Present Simple Tense

The present simple tense is used in three situations : things in general, truth, and timetables.

2.3.1.1 Things in General

The present simple tense is used to talk about things in general. This tense is used to say that something happens all the time or repeatedly. It is not important whether the action is happening at the time of speaking.

Example : I usually go away at weekends.

2.3.1.2 Truth

The present simple tense is used to say that something is true in general.

Example : The earth goes round the sun.

2.3.1.3 Timetables

Present simple tense is used to talk about timetables.

Example : The train leaves Plymouth at 11.30 and arrives in London at 14.45.

In an affirmative sentence, the present simple tense has the same form as the infinitive, but adds an “s” for the third person singular. If subjects are ‘He’, ‘She’, ‘It’ a finite verb ends with ‘-s’ or ‘-es’ as follows :

1. -s is added to most finite verbs.

Example work - works

2. If the verb ends in -ch, -sh, -ss, -x, or -o, final -es is added.

Examples match - matches

wash - washes

miss - misses

box - boxes

go - goes

3. If a verb ends in a consonant + -y, change the -y to -ie and add -s.

Examples study - studies
try - tries

4. If a verb ends in a vowel (a,e,i,o,u) + -y, simply add -s.

Examples play - plays
enjoy - enjoys
buy - buys

2.3.2 The Present Continuous Tense

The present continuous tense is used in two situations : the action happening at the time of speaking and a future plan.

2.3.2.1 The Action Happening at the Time of Speaking

The present continuous tense is used to talk about the action that is happening at the time of speaking. The action has not finished.

Example : A : Where is Margaret?

B : She is having a bath. (not 'she has a bath')

2.3.2.2 A Future Plan

The present continuous tense is used to talk about an event what and when you are going to do, e.g. a future plan or schedule. The event is not happening at the time of speaking.

Example : Alex is getting married next month.

The present continuous tense is formed using two components : verb to be (is/am/are) and present participle (V_{ing}).

Examples

I	am	driving
We / You / They	are	working
He / She / It	is	doing

Present Participle (-ing)

“-ing” is added to verbs, with the following exceptions :

1. If a verb ends with -ie, -ie is changed to -y before the ending -ing.

<u>Examples</u>	die	-	dying
	lie	-	lying
	tie	-	tying

2. If a verb ends with -e, leave out -e before the ending -ing.

<u>Examples</u>	hope	-	hoping
	smile	-	smiling
	dance	-	dancing

<u>Exceptions</u>	be	-	being
	see	-	seeing

3. If a verb ends in vowel + consonant, double the consonant at the end before the ending -ing.

<u>Examples</u>	stop	-	stopping
	plan	-	planning

2.3.3 The Difference between Present Simple Tense and Present Continuous Tense

The present simple tense is used to talk about things in general or things that happen repeatedly.

Examples : Water boils at 100 degrees Celsius.

I always go to bed before midnight.

The present continuous tense is used to talk about something that is happening at the time of speaking. The action is not finished.

Examples : The water is boiling. Can you turn it off?

I am going to bed now.

2.3.4 The Present Perfect Tense

The present perfect tense is used to talk about the action in the past which has a result now.

Example : A : Where is your key?

B : I don't know. I have lost it.

The present perfect tense is formed using two components : verb to have (has/have) and past participle

Examples

I / We / You / They	have	finished lost
He / She / It	has	done been

Past Participle

If a verb is regular, the past participle ends in -ed.

1. Most of verbs often end in -ed.

Examples clean - cleaned
finish - finished
paint - painted

2. Many finite verbs end in -e. Final -d is simply added.

Examples use - used
smile - smiled
dance - danced

3. Many verbs are irregular. Change forms of verbs.

Examples spend - spent
be - been
go - gone
drive - driven

2.3.5 The Present Perfect Continuous Tense

The present perfect continuous tense is used to talk about an activity that is still happening or has just stopped. There is a connection with now.

Examples

1. Paul is very tired. He has been working very hard.
(The activity has just stopped.)
2. Tim is still watching television. He has been watching television all day.
(The activity is still happening.)

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The present perfect continuous tense is formed using three components : verb to have (has/have), past participle of “be” (been) and present participle (V_{ing})

Example

I / We / You / They	have	been	doing
He / She / It	has		waiting
			playing

We use both **for** and **since** to say how long something has been happening.

- We use **for** when we say a period of time (two hours, six months etc.).

Examples : I have been waiting for two hours.

Sally has been working here for six months.

- We use **since** when we say the start of a period (8'o clock, April etc.).

Example : I have been waiting since 8'o clock.

Sally has been working here since April.

2.3.6 The Difference between the Present Perfect Tense and the Present Perfect Continuous Tense

The present perfect tense is used to talk about a completed action. We are interested in the result of the activity, not in the activity itself.

Example : The ceiling was white. Now it is blue. She has painted the ceiling.

As for the present perfect continuous tense, we are interested in the activity. It does not matter whether something has been finished or not.

Example : Ann's clothes are covered in paint. She has been painting the ceiling.

2.4 Related Research

Gillani and Relan (1997) discussed basic design guidelines for effective interactive multimedia web-based instruction (WBI). The guidelines are as follows :

- Instructional model frames are simple and consistent in design of text graphics and sound.
- Multimedia presentations are provided to reinforce rather than distract from learning.
- Multimedia components are provided to cue the learner to important concepts and grab the learner's attention.
- Colors are attractive. For example, the color orange attracts attention, whereas the color blue creates a non-threatening environment.
- Multimedia should convey information rather than be an art piece.
- The size of animation is as small as possible.
- Dual encoding through the use of multimedia is an effective means of instruction.

Lee (2002) described the pedagogic principles and designed web-based listening exercises for tertiary-level Chinese English as a Foreign Language (EFL) learners. The aim of this study was to enhance English proficiency and independent learning skills in English, but with some guidance available, within a virtual community. The study revealed that web-based teaching allowed flexibility in learning and teaching and choice of optional materials. Learners can click and get to the explanations of vocabulary items from electronic dictionaries, link the grammar sections with the texts, and work on the same exercise again and again if they are not satisfied with their performance. The flexible in learning, choice and visibility of speakers not only fosters the development of listening skills but also of independent learning skills. Moreover, the learners can access the materials either on campus or at home. They can see the speakers on the Web, thus making them feel the presence of the speakers; and their attention can be held longer.

Tawilapakul (2003) studied the use of English tenses by Thai University students. The aim of this study were to examine the impact of the use of time markers (TM) in Thai on the use of English tenses, causes of errors in the use of English tense, and factor from English proficiency. The study concluded that the use of TM in Thai mostly resulted with a negative transfer to the use of English tense by Thai students. The students got lower scores in TM translation, comparing with short passage translations which allowed the students to find appropriate tenses by considering the time of a particular action. Causes of errors in the use of English tenses are

language transfer, overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized. The level of English proficiency affects the students' use of English tenses in the context where no TM are provided. That is, the more proficiency they are, the more they understand the concept of English tenses and the more they can use it properly.

Al-Jarf (2005) studied the effects of online grammar instruction on low proficiency EFL college students' achievement. The aim of this study was to find out whether integration of online learning in face-to-face in-class grammar instruction significantly improves EFL freshman college students' achievement and attitudes. The study concluded that in learning environments where technology is unavailable to EFL students and instructors, use of an online course from home as a supplement to in-class techniques helps motivate and enhance EFL students' learning and mastery of English grammar.

Sukamolson (2006) discussed the evaluation of web-based instruction (WBI) for teaching and learning of English and also proposed a WBI evaluation form which can be used for English teachers who were considering WBI as a new medium in the computerized world of language teaching. This study showed that with the help of computers and the Internet like WBI, distance education can even have greater flexibility and an enormous potential for change. It especially makes autonomous distance education and autonomous learning possible. Moreover, the study revealed the four advantages of WBI for teaching and learning English. Firstly, WBI contains very rich sources of information and teaching materials. Secondly, it provides plenty of reliable and up-to-date sources of information. Thirdly, WBI sites offer teaching tips, techniques, and teaching materials to teachers of English for free. Lastly, plenty of WBI sites purposes allow teachers and students to access their webs for free.

Olson (2007) surveyed administrators' attitudes toward web-based instruction (WBI) across the University of Texas (UT) System. The study revealed that the administrator's perceptions are positively inclined toward WBI. They believe that high quality learning can take place in web-based courses and they are interested in increasing WBI. The majority of administrators agreed that students were genuinely interested in web-based courses, and they almost unanimously agreed that WBI can overcome students' traveling and scheduling barriers.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on research methodology. Section 3.1 presents research instruments used in this study. Section 3.2 presents statistical devices used for data analysis.

3.1 Research Instruments

Research instruments consisted of teaching materials, achievement tests, and web-based English instruction (WBEI).

3.1.1 Teaching Materials

3.1.1.1 The contents on Present Tenses provided in English Grammar in use : A self-study reference book for intermediate students (2nd edition) written by Murphy (2003) were studied.

3.1.1.2 The objectives of the lessons were identified.

3.1.1.3 The contents and practices were designed in accordance with the objectives.

3.1.1.4 The contents on Present Tenses (see Appendix A) were divided into 4 Units as follows :

Unit I : Present Simple Tense

Unit II : Present Continuous Tense

Unit III : Present Perfect Tense

Unit IV : Present Perfect Continuous Tense

3.1.1.5 Each unit follows the same structure : Objectives, Practice, Grammar, and Review (see Appendix A). The structure was based on an inductive approach by Cross (1992).

3.1.1.6 The practices were designed following what were studied from Murphy (2003). However, some practices like the contents of Practice B and Practice C in Unit I were respectively taken from Tourism Authority of Thailand and the website of Thai Airway International.

3.1.1.7 The contents were approved for accuracy and appropriateness by the advisor.

3.1.1.8 The content validity was evaluated by three experts in the field of English teaching with the use of the content evaluation form, as shown in Appendix D and Appendix E.

3.1.1.9 The evaluation form consisted of 4 sections : Section 1 : Contents and Presentation, Section 2 : Illustrations and Language, Section 3 : Practices, Section 4 : Sub-Tests and Post-Test. Each section contained different numbers of statements to which the experts responded with 5 levels of effectiveness : the highest, high, moderate, low and the lowest. The statements are shown in Appendix D and Appendix E.

3.1.1.10 According to the results of the content evaluation, the revised contents were made.

3.1.2 Achievement Tests

The achievement tests consisted of 18 items of the sub-tests provided at the end of each unit and 20 items of the post-test provided at the end of the four units. The tests were constructed as follows :

3.1.2.1 The sub-tests and the post-test were 4 multiple-choice tests constructed in accordance with the objectives of each unit.

3.1.2.2 The sub-test in Units 1, 2, 3 and 4 contained 5 questions, 5 questions, 4 questions and 4 questions, respectively. The post-test consisted of 20 questions. The number of questions varied, depending on the objectives of each unit.

3.1.2.3 Before the tests underwent a validating process, the additional sub-test questions constructed in parallel with the questions in 3.1.2.2 included 3 questions for Unit I, 4 questions for Unit II, 2 questions for Unit III and 7 questions for Unit IV. For the post-test, the additional 10 questions were provided. The additional questions were constructed to ensure that the rest of the questions after the validating process were enough to cover the objectives as set up in 3.1.2.2. Accordingly, the total number of the sub-test questions and the post-test questions undergoing the validating process was 34 and 30, respectively.

3.1.2.4 The tests were approved for accuracy and appropriateness by the advisor.

3.1.2.5 The validating process was carried out by the same three experts, who evaluated the content validity, with the use of the forms of the Index of the Item-Objective Congruence (IOC), as shown in Appendix B and Appendix C. The IOC forms were used to evaluate the congruence between the test items and the objectives.

3.1.2.6 After the validating process, the tests were revised and the number of the sub-test and post-test questions covers what were set up in 3.1.2.2. That is, the total number of the questions was 18 for the sub-tests and 20 for the post-test.

3.1.2.7 For evaluation, the percentage score of the correct answers has to be not less than 70%. Students have to receive a raw score of not less than 4, 4, 3, and 3 for the sub-tests of Units 1, 2, 3 and 4, respectively and not less than 14 for the post-test.

3.1.3 Web-Based English Instruction (WBEI)

In this study, the development of WBEI on Present Tenses is as follows:

3.1.3.1 A storyboard of WBEI concerning the revised contents and tests was constructed.

3.1.3.2 The Macromedia Dreamweaver Version 8.0 was used to construct the WBEI.

3.1.3.3 The samples of how to operate the WBEI are as follows:

3.1.3.3.1 The WBEI can be seen at : <http://www.kmitl.ac.th/~s5063954>.

This WBEI begins with a main home page (See Diagram 1). The main home page consists of 5 menus : Home, Lesson, Test, References and About Us.

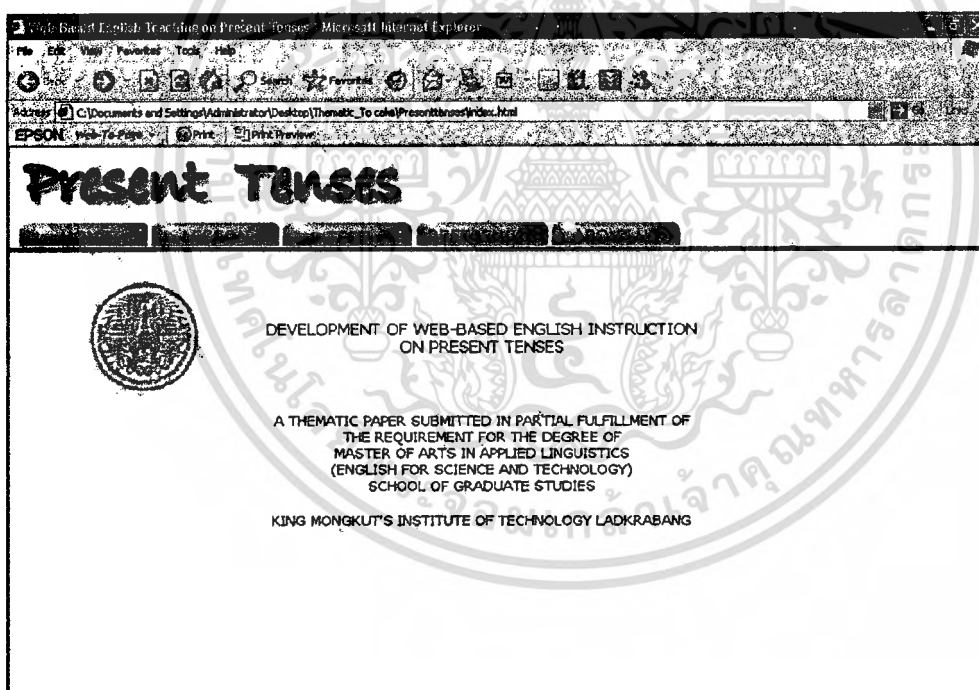


Diagram 1: Main Home Page

3.1.3.3.2 Students can choose unit titles by clicking the “Lesson” menu on the screen. The page consisting of the unit titles is shown in Diagram 2. The students have to choose the unit in order because the units were designed according to the difficulty level, ranging from present simple tense, present continuous tense, present perfect tense, to present perfect continuous tense.

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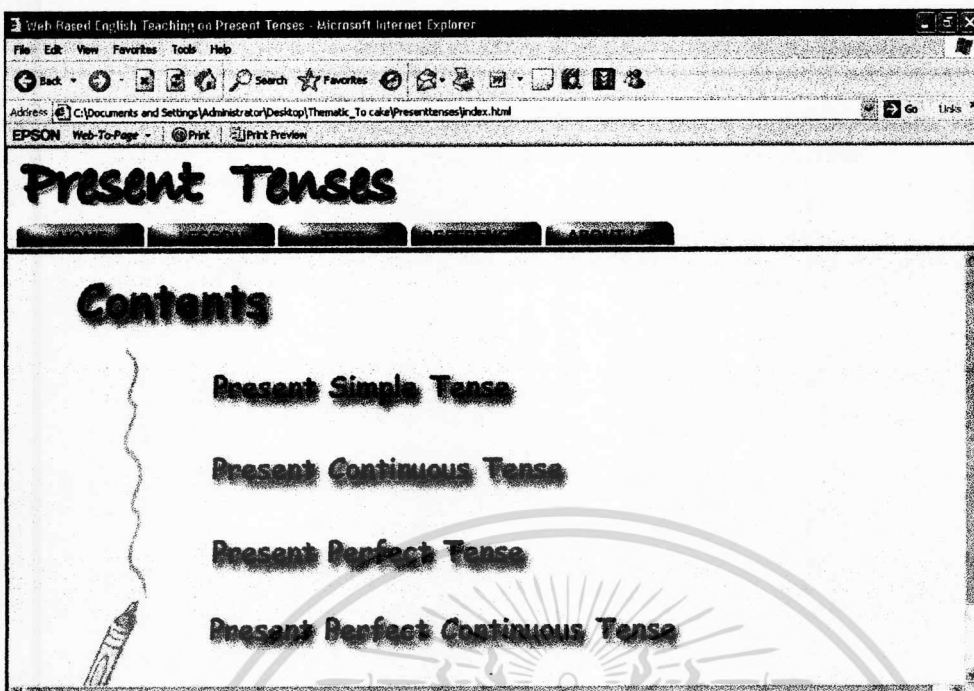


Diagram 2: The Unit Titles

3.1.3.3.3 Each unit starts with the objectives followed by the practice section in which the student takes in grammatical rules subconsciously with little or no conscious focus (see Diagram 3).

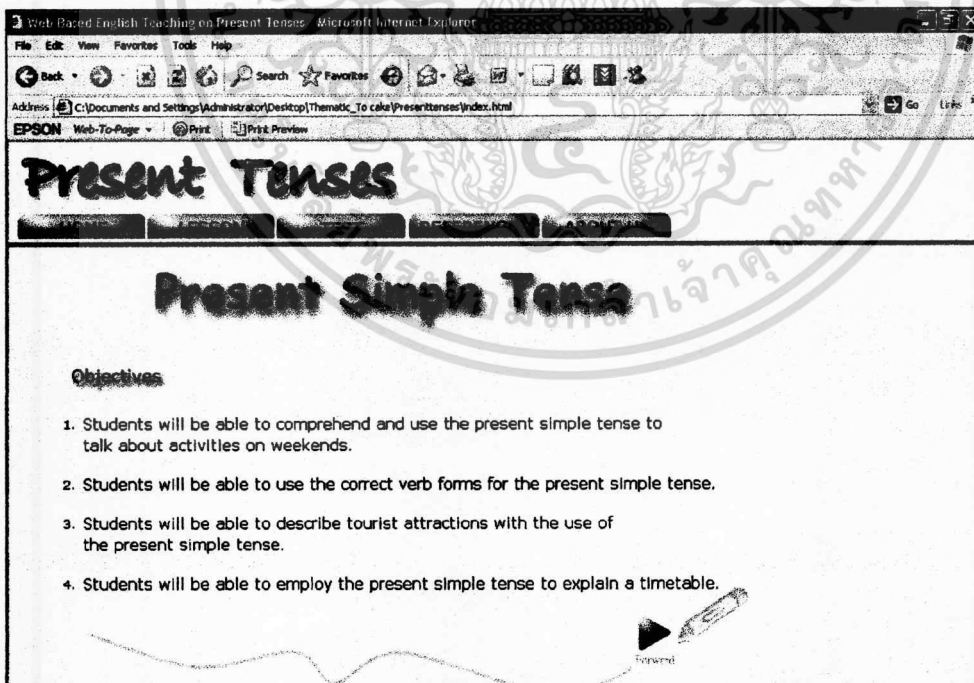


Diagram 3: Objectives

3.1.3.3.4 Diagram 4 is a practice section, asking the students to do activities concerning present simple tense, present continuous tense, present perfect tense, and present perfect continuous tense. It is important to let the students know how they performed immediately after the completion of each practice item. If they gives an incorrect answer, they will see “Try Again!, Wrong!, Your answer is wrong!”. If they provided a correct answer, they will see “Great!, Excellent!, Well Done!, Correct!”. The feedback page is shown in Diagram 5.

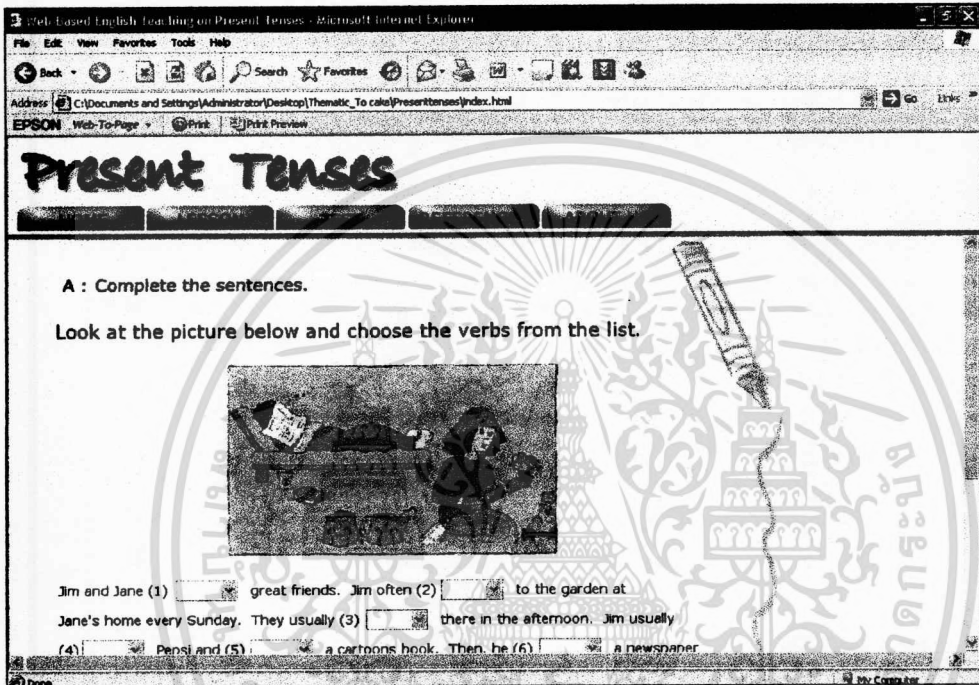


Diagram 4: Practices

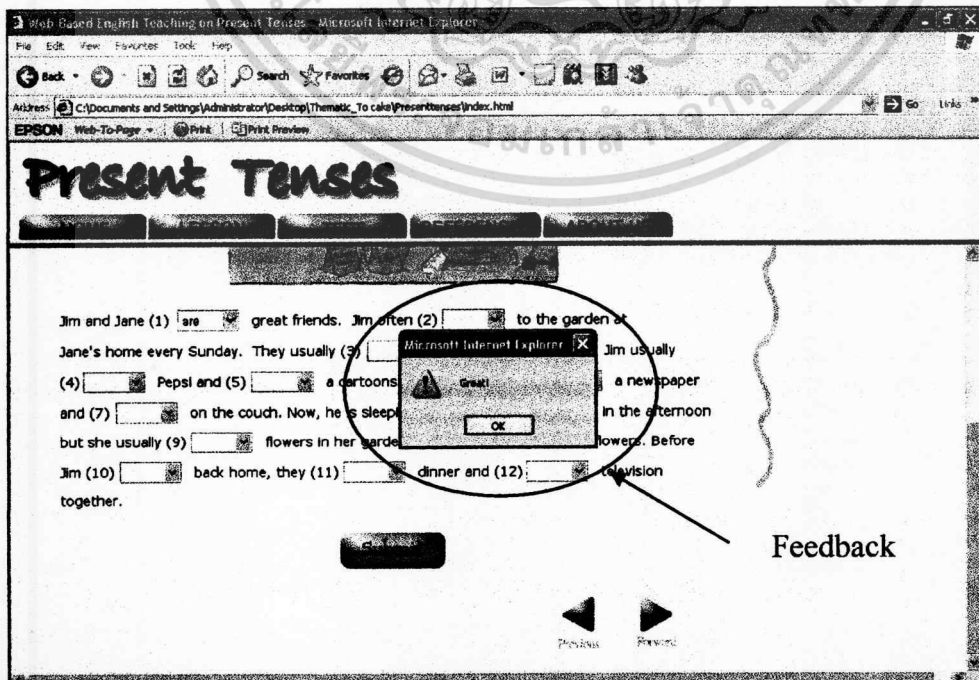


Diagram 5: Feedback Page

3.1.3.3.5 After completing the practice, the students can subconsciously generalize what they learn in the unit. In addition, they can see the answers of the practice by clicking the “Submit” button. The page is shown in Diagram 6. Then, they go to the pages, concerning the Grammar section by clicking the “Forward” button. The page is shown in Diagram 7.

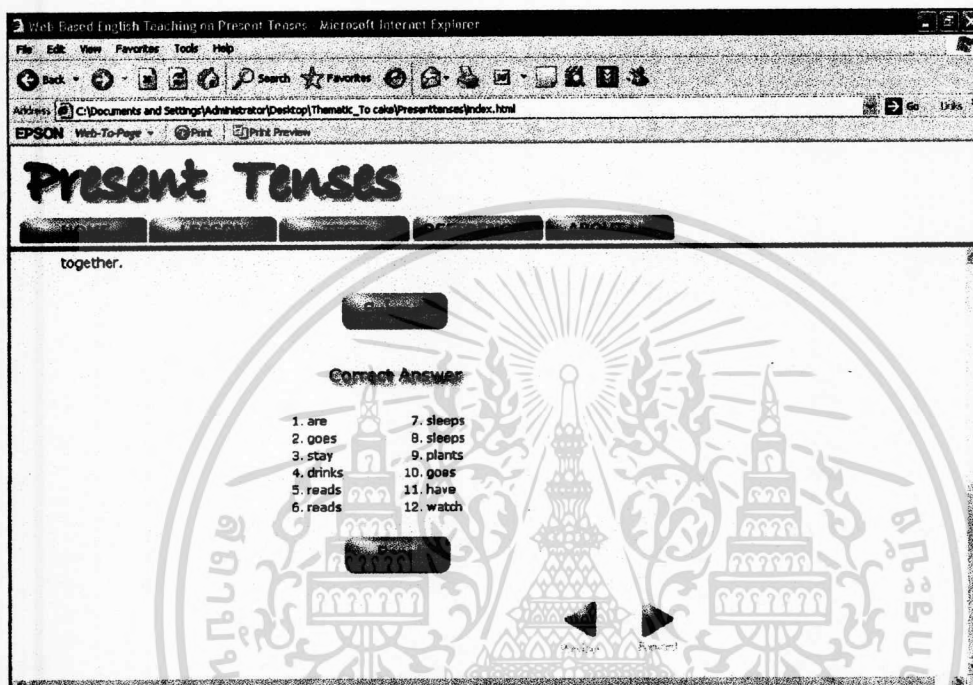


Diagram 6: Answer Section

3.1.3.3.6 Diagram 7 illustrates grammatical points of the previous practice. In the Grammar section, the students consciously learn grammatical rules and recheck their understanding from the previous practice.

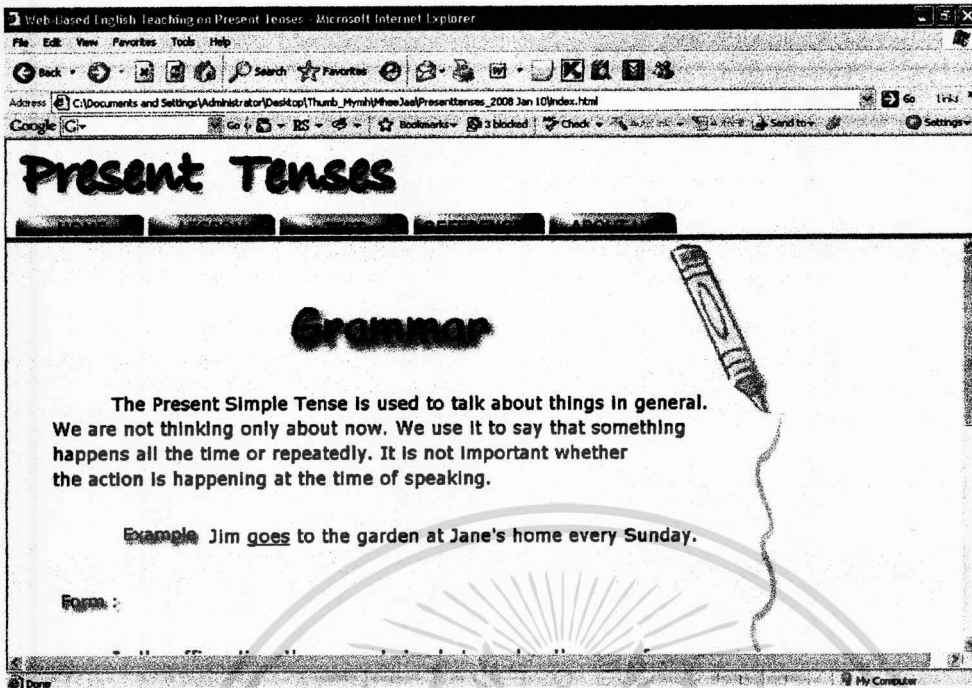


Diagram 7: Grammar

3.1.3.3.7 After the Grammar section, the students have to review their grammatical knowledge by working on the Review section, as shown in Diagram 8. The immediate feedback is provided in the same way as in 3.1.3.3.4

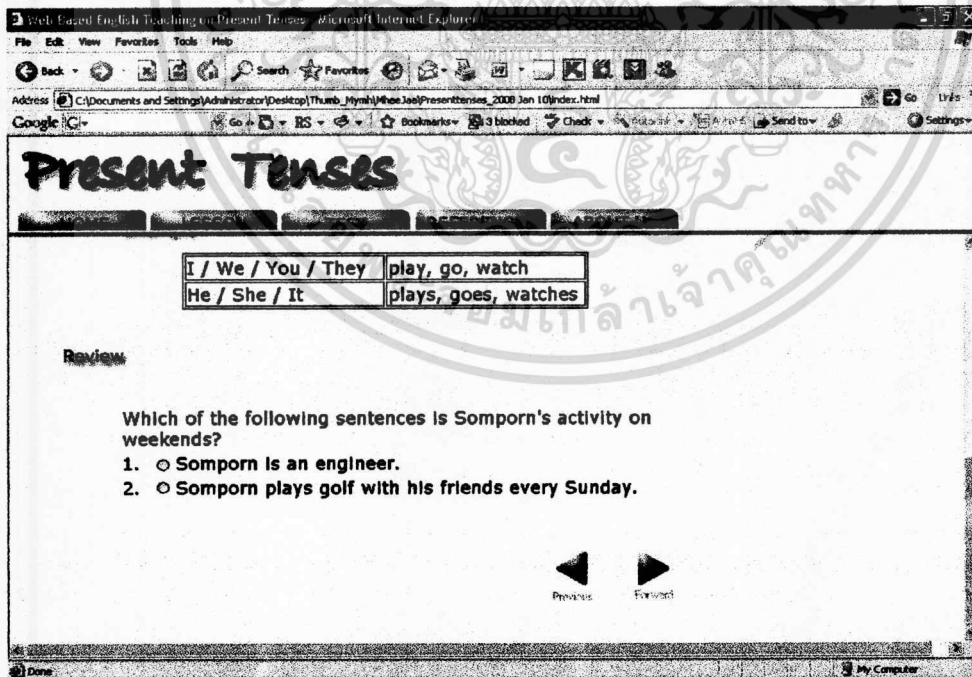


Diagram 8: Review

3.1.3.3.8 Diagram 9 illustrates the sub-test page, asking the students to answer the test questions after learning each unit. The students can choose the answer by clicking a radio button before the answer.

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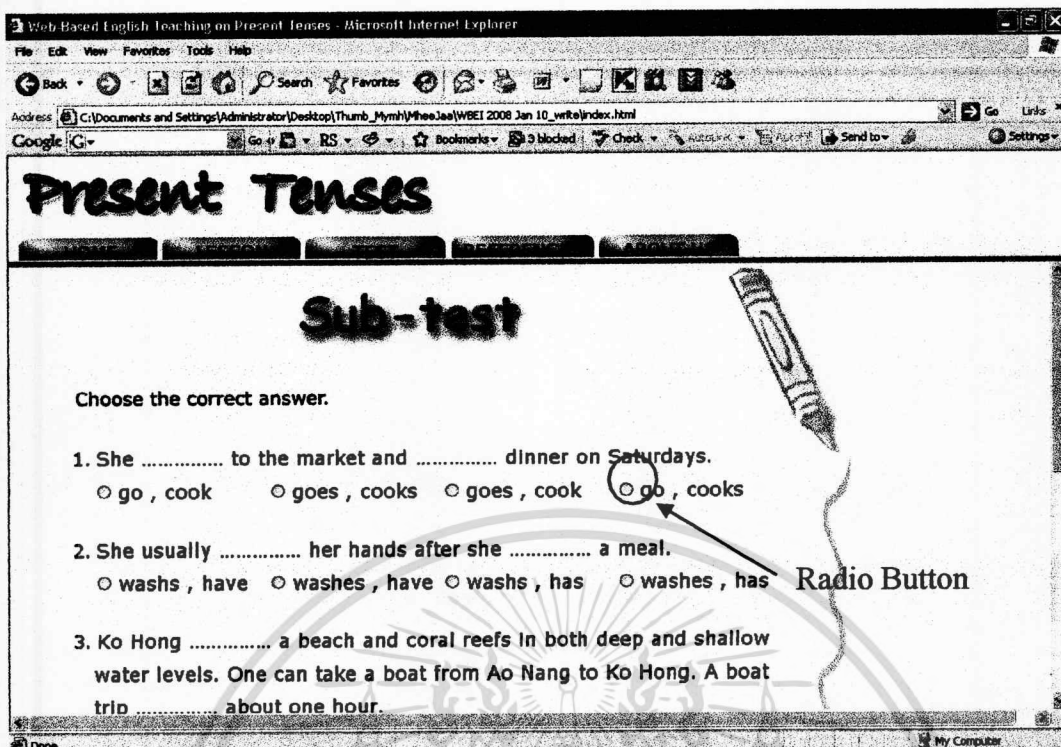


Diagram 9: Sub-Test

3.1.3.3.9 After completing all questions of the sub-test, the students can see their total scores by clicking on the “Submit” button. Then, their scores are shown on the screen (see Diagram 10). If the sub-test percentage score is lower than 70% (as mentioned in 3.1.2.7), the statement “You have to learn this unit again” will be shown. The message box is shown in Diagram 11. If the score is more than 70%, the next unit will automatically be shown.

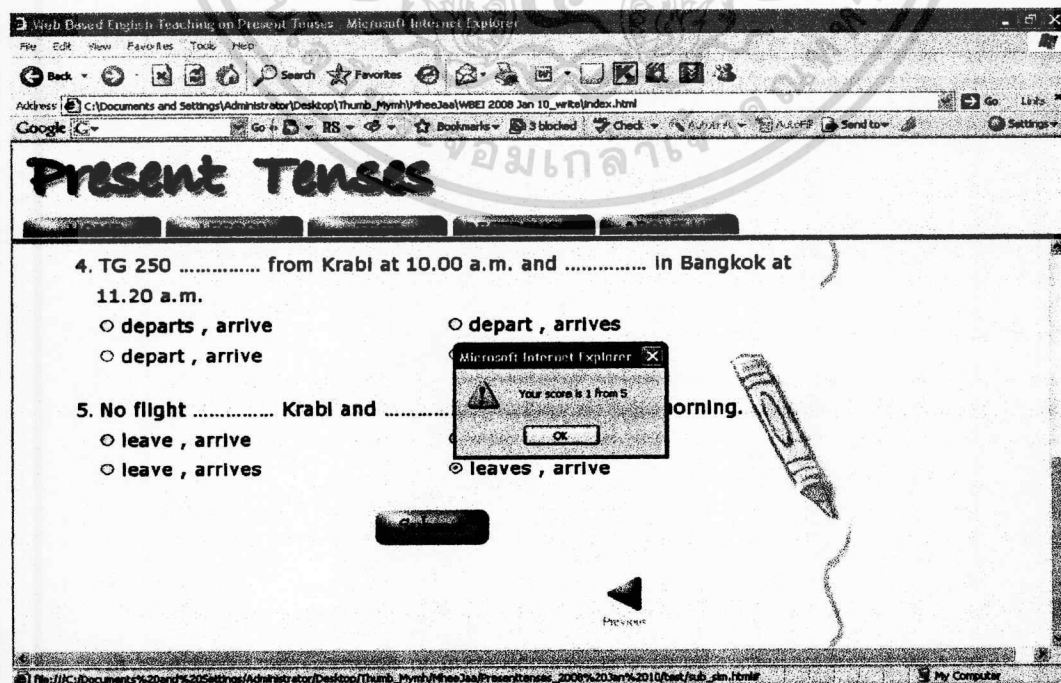


Diagram 10: Total Scores

เอกสารนี้เป็นลิขสิทธิ์งานเพื่อการศึกษเท่านั้น ไมอนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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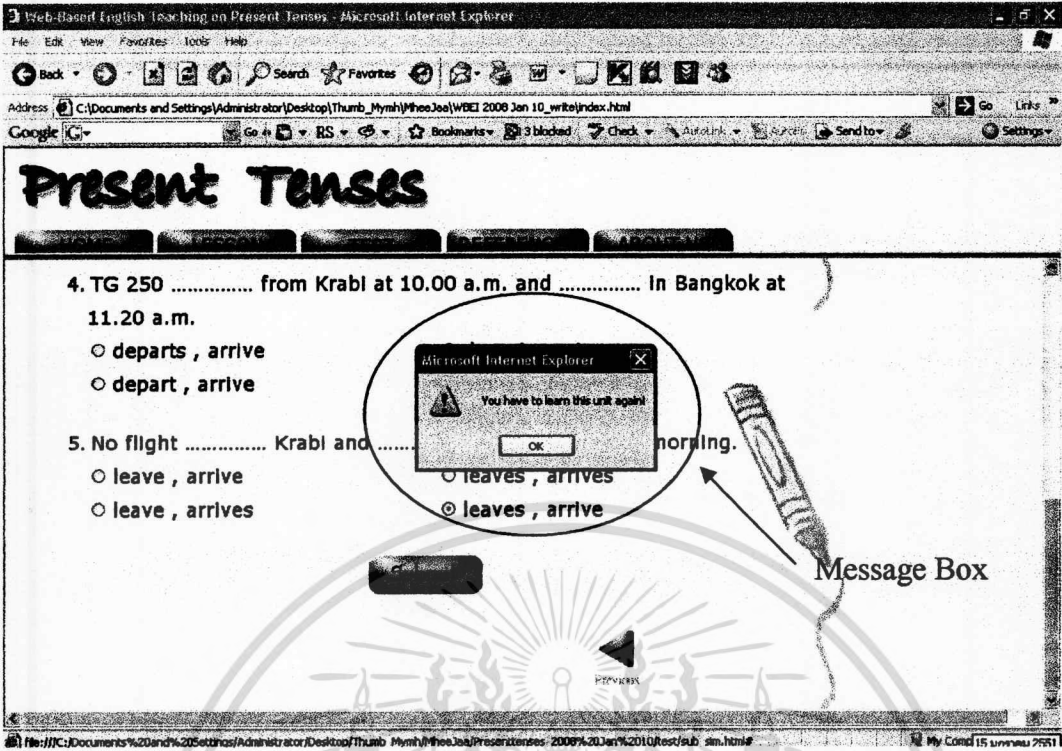
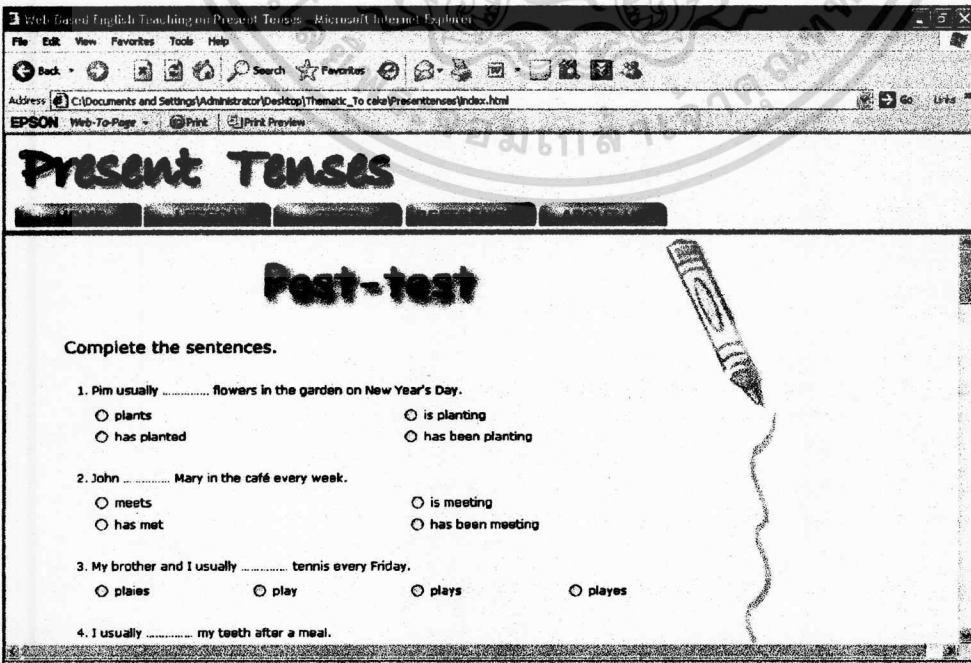


Diagram 11: Message Box

3.1.3.3.10 After completing all the units, the students can see the post-test page by clicking on the "Test" menu. Then, the page is shown on the screen (see Diagram 12). If the post-test scores are less than 14 (as mentioned in 3.1.2.7), the message box will be revealed in the same way as in 3.1.3.3.9. Then, the page consisting of the unit titles will automatically be shown.



เอกสาร Diagram 12: Post-Test ใช้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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3.1.3.3.11 The students can quit the Web by clicking on the quit button on the right top corner of the page (see Diagram 13).

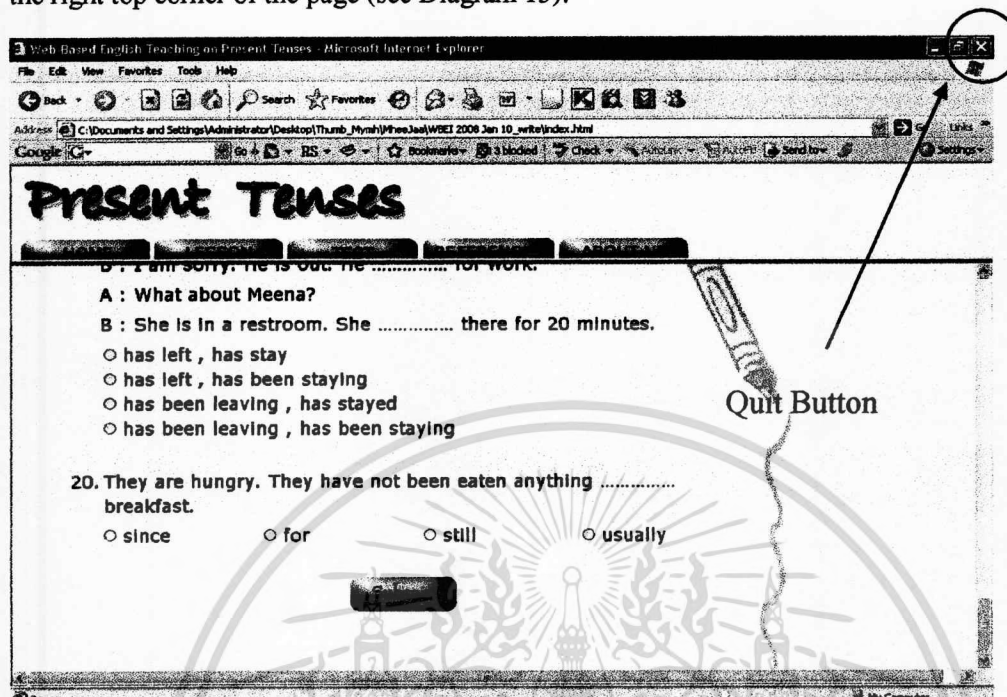


Diagram 13: The Quit Button

3.1.3.4 The WBEI was approved for accuracy and appropriateness by the co-advisor.

3.1.3.5 The media production technique of WBEI was evaluated by three experts in the field of educational technology with the use of the evaluation form of the media production technique, as shown in Appendix D and Appendix E.

3.1.3.6 The evaluation form consisted of 8 sections: Section 1 : Fonts, Section 2 : Illustrations, Section 3 : Colors, Section 4 : Menus, Section 5 : Symbols, Graphics and Buttons, Section 6 : Links, Section 7 : Content arrangement, and Section 8 : Time. Each section contained different numbers of statements to which the experts responded with 5 levels of quality: the highest, high, moderate, low and the lowest. The statements were shown in Appendix D and Appendix E.

3.1.3.7 After the evaluation of the media production technique, the WBEI was revised.

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3.2 Data Analysis

The statistical analyses were carried out after the validation processes of the contents, the tests and the WBEI

3.2.1 Contents

3.2.1.1 The quality levels of the contents were based on a five-point Likert-type scale with the following rating criteria (Likert, 1932 as cited in Clason and Dormody, 1994) :

Likert Ratings	Rating Criteria
5	The Highest
4	High
3	Moderate
2	Low
1	The Lowest

3.2.1.2 Arithmetic Mean (\bar{X})

Arithmetic mean provides information about the average behavior of the samples with regard to specific phenomenon. The formula is as follows :

$$\bar{X} = \frac{\sum x}{n}$$

where \bar{X} = Arithmetic mean

\sum = Sum of

x = Scores

n = Number of scores

The criteria of the arithmetic mean are presented as follows :

Mean (\bar{X})	Level of Quality
4.50 - 5.00	The Highest
3.50 - 4.49	High
2.50 - 3.49	Moderate
1.50 - 2.49	Low
1.00 - 1.49	The Lowest

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3.2.1.3 Standard Deviation (S.D.) provides a sort of average of the difference of all scores from the mean. The formula for the standard deviation is as follows :

$$S.D. = \sqrt{\frac{\Sigma(X - \bar{X})^2}{n-1}}$$

where S.D. = Standard deviation

Σ = Sum of

X = Samples' scores

\bar{X} = Mean

n = Number of samples

The interpretation of the value of the standard deviation in this study is as follows :

- Value S.D. = 0 means experts' rating for the quality of the contents are congruent
 0 < S.D. < 1 means experts' rating for the quality of the contents are quite congruent
 S.D. > 1 means experts' rating for the quality of the contents are not congruent

In the evaluation of the contents on Present Tenses, the value of standard deviation (S.D.) must not exceed the value of 1.

3.2.2 Achievement Tests

The Index of the Item-Objective Congruence (IOC) was calculated in this study in order to assess the congruence between the achievement tests and the objectives. The formula for the Index of the Item-Objective Congruence is as follows :

$$IOC = \frac{\Sigma X}{N}$$

where IOC = Index of the item objective congruence

Σ = Sum of

X = Total scores of professors

N = Total number of professors

The Index of the Item-Objective Congruence (IOC) is interpreted as follows :

+1 means the question is congruent with the objectives

0 means the question is uncertain to be congruent with the objectives

-1 means the question is not congruent with the objectives

After the validating process, the questions that obtained the IOC between 0.5 and 1.0 were deemed acceptable.

3.2.3 Web-Based English Instruction (WBEI)

Evaluation of the quality of WBEI on Present Tenses was conducted by three experts of media production technique. A five-point Likert-type scale was applied in the evaluation form with the following rating criteria :

Likert Ratings	Rating Criteria
5	The Highest
4	High
3	Moderate
2	Low
1	The Lowest

Descriptive statistics, namely arithmetic mean (\bar{X}) and standard deviation (S.D.) were used to analyze the quality of WBEI on Present Tenses. The formulae of \bar{X} and S.D. and the interpretation of the S.D. value were the same as in 3.2.1.2 and 3.2.1.3.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the results and discussions. Section 4.1 shows the results of the content validity. Section 4.2 shows the results of the sub-test and post-test evaluation. Section 4.3 presents the results of media production technique evaluation. Then, the findings are discussed in Section 4.4.

4.1 Content Validity

The results of the content validity are presented in Table 4.1.

Table 4.1 Results of the Content Validity

Evaluation List	Ratings from Experts			\bar{X}	S.D.	Quality Level
	1	2	3			
1. Contents and Presentations						
1.1 Congruence between the contents and the objectives	4	4	3	3.67	0.58	High
1.2 Content accuracy	4	4	3	3.67	0.58	High
1.3 Accuracy of the content arrangement	2	3	2	2.33	0.58	Low
1.4 Congruence between the illustrations and the contents in each section	4	4	5	4.33	0.58	High
1.5 Clarity of the contents	4	3	3	3.33	0.58	Moderate
1.6 Clarification of the conclusion	4	3	2	3.00	1.00	Moderate
1.7 Encouragement to increase students' comprehension	2	3	3	2.67	0.58	Moderate
1.8 The attractive content arrangement	2	3	3	2.67	0.58	Moderate
Average				3.21	0.63	Moderate
2. Illustrations and Language						
2.1 Appropriate utilization of illustrations	4	5	4	4.33	0.58	High
2.2 Language accuracy	4	4	3	3.67	0.58	High
2.3 Congruence between the illustrations and the descriptions	4	4	4	4.00	0.00	High
Average				4.00	0.39	High

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 ไม้วารณใดทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Table 4.1 (Continued)

Evaluation List	Ratings from Experts			\bar{X}	S.D.	Quality Level
	1	2	3			
3. Practices						
3.1 Appropriateness	3	3	4	3.33	0.58	Moderate
3.2 Clear instruction	3	3	5	3.67	1.16	High
3.3 Congruence between the practices and the objectives	3	4	3	3.33	0.58	Moderate
Average				3.44	0.77	Moderate
4. Sub-tests and Post-test						
4.1 Contents covered in the tests	4	4	4	4.00	0.00	High
4.2 Clarity of the questions	4	4	4	4.00	0.00	High
4.3 Assessment ability of the tests	3	4	4	3.67	0.58	High
Average				3.89	0.19	High
Overall Average				3.64	0.49	High

Table 4.1 shows that the overall average mean (\bar{X}) of 3.64 with the standard deviation (S.D.) of 0.49 represents a high level of the quality of the contents. Section 1 (Contents and Presentations) and Section 3 (Practices) are rated at a moderate level with the \bar{X} of 3.21 (S.D. = 0.63) and the \bar{X} of 3.44 (S.D. = 0.77), respectively. In addition, Section 2 (Illustrations and Language) and Section 4 (Sub-tests and Post-test) are rated at a high level with the \bar{X} of 4.00 (S.D. = 0.39) and the \bar{X} of 3.89 (S.D. = 0.19), respectively.

4.2 Achievement Test Evaluation

The Index of the Item-Objective Congruence (IOC) was calculated in order to evaluate the congruence between the questions in the sub-tests (34 items) and the post-test (30 items) and the objectives. After the tests underwent the validating process, the items that obtained the IOC between 0.5 and 1.0 were selected as the achievement tests (18 items of the sub-tests and 20 items of the post-test). The results of the sub-test and post-test evaluation are presented in Tables 4.2 - 4.6.

4.2.1 Results of the Sub-Test Evaluation

The results of the sub-test evaluation of Unit 1 – 4 are shown in Tables 4.2 – 4.5.

Table 4.2 The Results of the Sub-Test Evaluation of Unit 1

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
1. Students will be able to comprehend and use the present simple tense to talk about activities happening repeatedly.						
1	+1	+1	-1	1	0.33	Not congruent
2	+1	+1	-1	1	0.33	Not congruent
2. Students will be able to use the correct verb forms for the present simple tense.						
3	+1	+0	+1	2	0.67	Congruent
4	+1	+0	+1	2	0.67	Congruent
3. Students will be able to describe tourist attractions with the use of the present simple tense.						
5	+1	+0	+1	2	0.67	Congruent
6	+1	+1	+1	3	1.00	Congruent
4. Students will be able to employ the present simple tense to explain a timetable.						
7	+1	+1	+1	3	1.00	Congruent
8	+1	+1	+1	3	1.00	Congruent

According to Table 4.2, the Indexes of the Item-Objective Congruence (IOC) of 1 and 0.67 indicate that the sub-test questions of Unit 1, except Questions 1 and 2, are congruent with the objectives.

Table 4.3 The Results of the Sub-Test Evaluation of Unit 2

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
1. Students will be able to comprehend and use the present continuous tense to describe what people are doing.						
1	+1	+1	0	2	0.67	Congruent
2	+1	+1	+1	3	1.00	Congruent
2. Students will be able to produce the correct verb forms for the present continuous tense.						
3	+1	+1	+1	3	1.00	Congruent
4	+1	+1	+1	3	1.00	Congruent
5	+1	+1	+1	3	1.00	Congruent
3. Students will be able to use the present continuous tense to explain a future plan or schedule.						
6	0	-1	+1	0	0.00	Not congruent
7	0	-1	+1	0	0.00	Not congruent
4. Students will be able to distinguish between things that happen repeatedly and things that are happening at the moment.						
8	+1	+1	+1	3	1.00	Congruent
9	+1	0	+1	2	0.67	Congruent

In Table 4.3, the IOC of 1 and 0.67 show that the sub-test questions of Unit 2, except Questions 6 and 7, are congruent with the objectives.

Table 4.4 The Results of the Sub-Test Evaluation of Unit 3

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
1. Students will be able to reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities.						
1	0	+1	+1	2	0.67	Congruent
2	0	+1	+1	2	0.67	Congruent
3	0	+1	+1	2	0.67	Congruent
2. Students will be able to use the correct verb forms for the present perfect tense.						
4	-1	+1	+1	1	0.33	Not congruent
5	-1	+1	+1	1	0.33	Not congruent
6	-1	+1	+1	1	0.33	Not congruent

Table 4.4 shows that with the IOC of 0.67, the sub-test questions of Unit 3, except Questions 4, 5 and 6, are congruent with the objectives.

Table 4.5 The Results of the Sub-Test Evaluation of Unit 4

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
1. Students will be able to comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.						
1	+1	+1	+1	3	1.00	Congruent
2	+1	+1	+1	3	1.00	Congruent
3	0	+1	+1	2	0.67	Congruent
4	0	+1	+1	2	0.67	Congruent
2. Students will be able to use the correct verb forms for the present perfect continuous tense.						
5	+1	+1	+1	3	1.00	Congruent
6	0	+1	+1	2	0.67	Congruent

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Table 4.5 (Continued)

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
3. Students will be able to distinguish between the activity that has not been finished and a completed action.						
7	+1	+1	+1	3	1.00	Congruent
8	0	-1	+1	0	0.00	Not congruent
4. Students will be able to distinguish between "for" and "since".						
9	+1	-1	+1	1	0.33	Not congruent
10	+1	-1	+1	1	0.33	Not congruent
11	+1	-1	+1	1	0.33	Not congruent

From Table 4.5, the Indexes of the Item-Objective Congruence of 1 and 0.67 indicate that the sub-test questions of Unit 4, except Questions 8, 9, 10 and 11, are congruent with the objectives.

4.2.2 The Results of the Post-Test Evaluation

The results of the post-test evaluation are shown in Table 4.6.

Table 4.6 The Results of the Post-Test Evaluation

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
Unit 1 : Present Simple Tense (Questions 1-8)						
1. Students will be able to comprehend and use the present simple tense to talk about activities happening repeatedly.						
1	+1	+1	-1	1	0.33	Not congruent
2	+1	+1	-1	1	0.33	Not congruent
2. Students will be able to use the correct verb forms for the present simple tense.						
3	+1	+1	+1	3	1.00	Congruent
4	+1	+1	+1	3	1.00	Congruent

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Table 4.6 (Continued)

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
3. Students will be able to describe tourist attractions with the use of the present simple tense.						
5	+1	0	0	1	0.33	Not congruent
6	+1	0	0	1	0.33	Not congruent
4. Students will be able to employ the present simple tense to explain a timetable.						
7	+1	+1	+1	3	1.00	Congruent
8	+1	+1	+1	3	1.00	Congruent
Unit 2 : Present Continuous Tense (Questions 9-16)						
1. Students will be able to comprehend and use the present continuous tense to describe what people are doing.						
9	+1	0	+1	2	0.67	Congruent
10	+1	0	+1	2	0.67	Congruent
2. Students will be able to produce the correct verb forms for the present continuous tense.						
11	+1	+1	+1	3	1.00	Congruent
12	+1	+1	+1	3	1.00	Congruent
3. Students will be able to use the present continuous tense to explain a future plan or schedule.						
13	+1	0	+1	2	0.67	Congruent
14	+1	0	+1	2	0.67	Congruent
4. Students will be able to distinguish between things that happen repeatedly and things that are happening at the moment.						
15	+1	+1	+1	3	1.00	Congruent
16	+1	+1	+1	3	1.00	Congruent
Unit 3 : Present Perfect Tense (Questions 17-20)						
1. Students will be able to reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities.						
17	+1	0	+1	2	0.67	Congruent
18	+1	+1	+1	3	1.00	Congruent

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Table 4.6 (Continued)

No.	Ratings from Experts			ΣX	IOC	Quality Level
	1	2	3			
2. Students will be able to use the correct verb forms for the present perfect tense.						
19	+1	+1	+1	3	1.00	Congruent
20	+1	+1	+1	3	1.00	Congruent
Unit 4 : Present Perfect Continuous Tense (Questions 21-30)						
1. Students will be able to comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.						
21	+1	+1	+1	3	1.00	Congruent
22	0	+1	+1	2	0.67	Congruent
23	0	+1	0	1	0.33	Incongruent
2. Students will be able to use the correct verb forms for the present perfect continuous tense.						
24	+1	+1	+1	3	1.00	Congruent
25	0	+1	+1	2	0.67	Congruent
3. Students will be able to distinguish between the activity that has not been finished and a completed action.						
26	+1	0	+1	2	0.67	Congruent
27	+1	0	+1	2	0.67	Congruent
4. Students will be able to distinguish between "for" and "since".						
28	+1	0	+1	2	0.67	Congruent
29	+1	0	+1	2	0.67	Congruent
30	0	+1	+1	2	0.67	Congruent

According to Table 4.6, the IOC of 1 and 0.67 indicate that the post-test questions, except Questions 1, 2, 5, 6 and 23, are congruent with the objectives.

The total number of questions for the sub-tests and post-test before and after IOC calculation is presented in Table 4.7.

Table 4.7 Total Number of Questions for the Sub-Tests and the Post-Test Before and After IOC Calculation

Unit	Total Number of Questions Before IOC Calculation	Total Number of Questions After IOC Calculation
Sub-Tests		
Unit I : Present Simple Tense	8	5 (Questions 1, 4, 6-8)
Unit II : Present Continuous Tense	9	5 (Questions 2-4, 6, 8)
Unit III : Present Perfect Tense	6	4 (Questions 1-2, 4, 6)
Unit IV : Present Perfect Continuous Tense	11	4 (Questions 1, 5, 7, 11)
Sub-Tests	34	18
Post-Test		
Unit I : Present Simple Tense	8	7 (Questions 1-5, 7-8)
Unit II : Present Continuous Tense	8	7 (Questions 9, 11-16)
Unit III : Present Perfect Tense	4	2 (Questions 18, 20)
Unit IV : Present Perfect Continuous Tense	10	4 (Questions 21, 24, 27, 30)
Post-Test	30	20

Table 4.7 reveals the total number of questions for the sub-tests and the post-test before and after IOC calculation. The overall selected achievement tests consisted of two tests: sub-tests (18 items) and post-test (20 items).

4.3 Web-Based English Instruction Evaluation

The results of the media production technique evaluation are presented in Table 4.8.

Table 4.8 Results of Media Production Technique Evaluation

Evaluation List	Ratings from Experts			\bar{X}	S.D.	Quality Level
	1	2	3			
1. Fonts						
1.1 Font sizes	4	4	4	4.00	0.00	High
1.2 Appropriateness of font types	4	5	5	4.67	0.58	The highest
1.3 Appropriateness of font colors	4	4	4	4.00	0.00	High
Average				4.22	0.19	High
2. Illustrations						
2.1 Clear illustrations	3	4	4	3.67	0.58	High
2.2 Appropriateness of illustration ratio on the screen	2	5	3	3.33	1.53	Moderate
2.3 Sizes of illustrations and presentation speed	4	5	5	4.67	0.58	The highest
2.4 Illustration clarity	3	4	4	3.67	0.58	High
Average				3.83	0.82	High
3. Colors						
3.1 Attractiveness of colors	3	4	4	3.67	0.58	High
3.2 Appropriateness of colors	3	4	4	3.67	0.58	High
3.3 Distinctiveness of colors used to highlight information	2	4	3	3.00	1.00	Moderate
Average				3.44	0.72	Moderate
4. Menus						
4.1 Menus covering all of the contents	3	5	4	4.00	1.00	High
4.2 Simplicity	3	5	4	4.00	1.00	High
4.3 Appropriateness of menu positioning	3	4	4	3.67	0.58	High
Average				3.89	0.86	High

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Table 4.8 (Continued)

Evaluation List	Ratings from Experts			\bar{X}	S.D.	Quality Level
	1	2	3			
5. Symbols, Graphics and Buttons						
5.1 Communication	3	4	4	3.67	0.58	High
5.2 Size	3	3	5	3.67	1.16	High
5.3 Positioning	3	3	5	3.67	1.16	High
Average				3.67	0.96	High
6. Links						
6.1 Accuracy of links	4	4	5	4.33	0.58	High
6.2 Links of the relevant contents	4	4	5	4.33	0.58	High
6.3 Links on previous and next pages	4	4	4	4.00	0.00	High
6.4 Patterns of links	3	5	4	4.00	1.00	High
6.5 Appropriate numbers of links	3	5	4	4.00	1.00	High
Average				4.13	0.63	High
7. Content Arrangement						
7.1 Appropriateness of the content arrangement in each page	3	4	4	3.67	0.58	High
Average				3.67	0.58	High
8. Time						
8.1 Time appropriateness in each unit	3	3	4	3.33	0.58	Moderate
8.2 Time appropriateness as a whole	3	3	4	3.33	0.58	Moderate
Average				3.33	0.58	Moderate
Overall Average				3.77	0.67	High

Table 4.8 shows that the overall average mean (\bar{X}) of 3.77 with the standard deviation (S.D.) of 0.67 represents a high level of the quality of the media production technique. Sections 1, 2, 4, 5, 6 and 7 are rated at a high level with the average mean (\bar{X}) of 4.22 (S.D. = 0.19), 3.83 (S.D. = 0.82), 3.89 (S.D. = 0.86), 3.67 (S.D. = 0.96), 4.13 (S.D. = 0.63), and 3.67 (S.D. = 0.58),

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respectively. Sections 3 and 8 are rated at a moderate level with the \bar{X} of 3.44 (S.D. = 0.72) and 3.33 (S.D. = 0.58), respectively.

4.4 Discussions

According to the results of the content validity, the overall average is rated at a high level with the overall average mean (\bar{X}) of 3.64 and the standard deviation (S.D.) of 0.49, As shown in Table 4.1, the sections, namely Illustrations and Language; and Sub-Tests and Post-Test are rated at a high level with average means of 4.00, and 3.89, respectively.

Regarding the result of the quality of the illustrations and language, two grammar techniques : dialogues and written texts (Mckay, 1985 as cited in Brown, 1994) were used to design the contents. The students see the illustrations and then they read dialogues or texts for the excessive understanding. Cross (1992) said that “a visual representation can often be clearer than a verbal one to introduce a tense.”

In the contents and presentations section, the accuracy of the content arrangement is rated at a low level (see Table 4.1). The experts in the field of English teaching suggested that the contents of the materials should be presented into three main parts. The first part presents rule formation and examples. The second part presents practices. The last part is designed for using English in real life. However, in this study, the unit structure of the materials consists of objectives, practice, grammar and review, respectively. The structure was based on an inductive approach. Cross (1992) claimed that the first step of teaching grammar in the inductive method is to give examples. Then, the students induce grammar rules without explanations.

For the sub-test items 1 and 2 of Unit 1, as shown in Table 4.2, the IOC shows that the items are not congruent with the Objective 1. The experts pointed out that the contents were not designed to teach the adverb of frequency “usually”; therefore, we should not test what have not been taught. Airasian (2005) said that a valid test provides students a fair opportunity to show what they have learned from instruction. For the question of item 1, “usually” must be deleted. Moreover, “every Saturday” were changed to “on Saturdays”. For the item 2, the experts stated that it is congruent with the Objective 2. The questions 1 and 2 are shown as follows :

Example

Before the validating process, the test items 1 and 2 are shown as follows :

Objective 1 : Students will be able to comprehend and use the present simple tense to talk about activities happening repeatedly.

1. She usually to the market and dinner every Saturday.

- o go, cook ● goes, cooks o goes, cook o go, cooks

2. They home and with their families every New Year's Day.

- come back, stay o comes back, stays
o comes back, stay o come back, stays

The revised version of the test item 1 is shown as follows :

1. She to the market and dinner on Saturdays.

- o go, cook ● goes, cooks o goes, cook o go, cooks

For the sub-test items 6 and 7 of Unit 2, as shown in Table 4.3, the IOC indicates that the items are not congruent with the Objective 3. The experts stated that to follow the Objective 3, the questions should test only the present continuous tense.

Example

Before the validating process, the test items 6 and 7 are shown as follows :

Objective 3 : Students will be able to use the present continuous tense to explain a future plan or schedule.

6. He usually a book in the evening but tomorrow evening he English.

- reads, is learning o is reading, learns
o is reading, is learning o reads, learns

7. I my sister at Prachuap Khiri Khan every year but this year

I at home.

- visit, am staying o am visiting, stay
o am visiting, am staying o visit, stay

The revised versions of the test items are shown as follows :

6. Tom usually reads a book in the evening but tomorrow evening he

English.

is learning learns learning learn

7. I visit my sister at Prachuap Khiri Khan every year but this year I at home.

am staying stays staying stay

For the sub-test items 4, 5 and 6 of Unit 3, as shown in Table 4.4, the IOC shows that the items are not congruent with the Objective 2. The experts suggested that the multiple-choice items should not be the wrong verb forms. The choices should have been the correct verb forms of other present tenses.

Example

Before the validating process, the test items 4, 5 and 6 are shown as follows :

Objective 2 : Students will be able to use the correct verb forms for the present perfect tense.

4. After John read the latest issue of "Computer Today" magazine, he met Jim.

Jim : Have you read the latest issue of "Computer Today"?

John : Yes, I it.

read have reading have readed have read

5. Her shirt was dirty. Now, it is clean. She

washes has washing has washed has wash

6. The garden gate was white. I the gate. Now, it is blue.

paint have painting have painted have paint

The revised versions of the test items are shown as follows :

4. After John read the latest issue of "Computer Today" magazine, he met Jim.

Jim : Have you read the latest issue of "Computer Today"?

John : Yes, I it.

read am reading have readed have read

5. Her shirt was dirty. Now, it is clean. She

washes is washing has washed has wash

6. The garden gate was white. I the gate. Now, it is blue.

paint am painting have painted have paint

For the sub-test items 8, 9, 10 and 11 of Unit 4, as shown in Table 4.5, the IOC reveals that the item 8 is not congruent with the Objective 3 and the items 9, 10 and 11 are not congruent with the Objective 4. The experts stated that the question of the item 8 is unclear. As the item 7 follows the Objective 3, the item 8 can be deleted. For the items 9, 10 and 11, the experts suggested that the multiple-choice items should not test the verb forms but should assess only the adverbs “for” or “since”. In Unit 4, the item 11 was revised in order to follow the Objective 4.

Example

Before the validating process, the test items 8, 9, 10 and 11 are shown as follows :

Objective 3 : Students will be able to distinguish between the activity that has not been finished and a completed action.

8. John’s hands are very dirty. He is taking a break now. He his car. He should have borrowed his sister’s car instead of repairing it today. His sister’s car is in a good condition now. She it.

- | | |
|--------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> has repaired, has been repairing | <input type="radio"/> has been repairing, has been repairing |
| <input type="radio"/> has repaired, has repaired | <input checked="" type="radio"/> has been repairing, has repaired |

Objective 4 : Students will be able to distinguish between “for” and “since”.

9. He started his job in Bangkok on Monday. He is still working there now. He Monday.

- | | |
|--------------------------------------------|---------------------------------------------------------|
| <input type="radio"/> has worked for | <input type="radio"/> has worked since |
| <input type="radio"/> has been working for | <input checked="" type="radio"/> has been working since |

10. I want to pass this final exam. I very hard last year.

- | | |
|-----------------------------------------------|------------------------------------------------------------|
| <input type="radio"/> have studied, for | <input type="radio"/> have studied, since |
| <input type="radio"/> have been studying, for | <input checked="" type="radio"/> have been studying, since |

11. They started doing their homework at 10 a.m. It is 1 p.m. They are still doing it.

They their homework three hours.

- | | |
|-------------------------------------------------------|----------------------------------------|
| <input type="radio"/> have been doing, since | <input type="radio"/> have done, since |
| <input checked="" type="radio"/> have been doing, for | <input type="radio"/> have done, for |

The revised version of the test item 11 is shown as follows :

11. They started doing their homework at 10 a.m. It is 1 p.m. They are still doing it.

They have been doing their homework three hours.

- | | | | |
|-----------------------------|-------------------------------|--------------------------------------|-----------------------------|
| <input type="radio"/> still | <input type="radio"/> usually | <input checked="" type="radio"/> for | <input type="radio"/> since |
|-----------------------------|-------------------------------|--------------------------------------|-----------------------------|

For the post-test item 23 of Unit 4, as shown in Table 4.6, the IOC shows that the item is not congruent with the Objective 1. The experts stated that the correct answer of the test item 23 should be the present perfect tense “has drunk”. The items 21 and 22 follow the Objective 1 of Unit 4 so the item 23 can be discarded.

Example

Before the validating process, the test item 23 is shown as follows :

Objective 1 : Students will be able to comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.

23. John beer. His face turns red and he cannot stand still.

- drinks is drinking has drink has been drinking

As shown in Table 4.8, the sections, namely Fonts; Illustrations; Menus; Symbol, Graphics and Buttons; Links; and Content Arrangement are rated at a high level with the average means of 4.22, 3.83, 3.89, 3.67, 4.13 and 3.67, respectively.

For the font section, the appropriateness of font types is rated at the highest level. The web-based English instruction on present tenses was designed by using “Verdana” font. According to WebAIM (2007), “verdana” is one of the most popular of the fonts designed for computer screen viewing. This font has a simple design and the characteristics (glyphs) are not confused. For example, the upper-case “I” and the lower-case “L” have unique shapes. Moreover, the spacing between letters takes up space.

Verdana font : Illustration

In the time section, the results are rated at a moderate level with the average means of 3.33 (see Table 4.8). The experts in the field of media production technique suggested that each unit should have the limited amount of time to be learnt.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section concerns the conclusion of the study. For the second section, the suggestions for further studies are put forward.

5.1 Conclusions of the Study

The purpose of the study is to develop web-based English instruction (WBEI) on present tenses. The objectives of the study are to construct the teaching materials, the sub-tests, the post-test and web-based English instruction on present tenses, and to evaluate the quality of them. The contents of the teaching materials were based on "English grammar in use : a self-study reference book for intermediate students" (2nd edition) written by Murphy (2003). The teaching materials were divided into four units : present simple tense, present continuous tense, present perfect tense and present perfect continuous tense. Each unit consisted of objectives, practices, grammars and reviews. WBEI on present tenses was developed with the use of Macromedia Dreamweaver 8.0.

The content validity was evaluated by three experts in the field of English teaching. The result showed that the overall average mean (\bar{X}) of 3.64 with the standard deviation (S.D.) of 0.49 represents a high level of the quality of the contents.

The sub-tests and the post-test consist of 4 multiple-choice items constructed in accordance with the objectives of each unit. The 34 items of the sub-tests and the 30 items of the post-test were constructed. The tests were evaluated by the same experts who evaluated the content validity. The Index of the Item-Objective Congruence (IOC) was calculated in order to evaluate the congruence between the questions in the tests and the objectives. After the tests underwent a validating process, the 18 items of the sub-tests and the 20 items of the post-test that obtained the IOC between 0.5 and 1.0 were selected.

The quality of the media production technique was evaluated by three experts in the field of media production technique. The results indicated that the overall average mean (\bar{X}) of 3.77 with the standard deviation (S.D.) of 0.67 represents a high level of the quality of the media production technique.

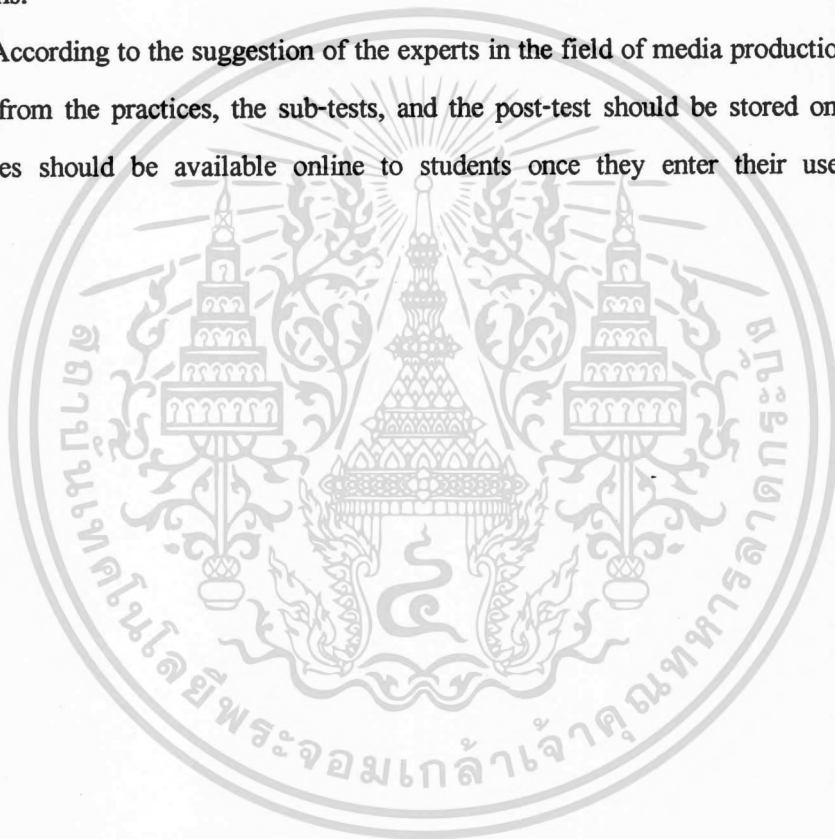
5.2 Suggestions for Further Studies

From the findings of the study, they can lead to further studies as follow :

5.2.1 In order to obtain an excessive insight into tenses, further studies on the teaching materials of other tenses such as past tenses and future tenses should be included.

5.2.2 Regarding the suggestion of one expert in the field of English teaching, the unit should consist of three main parts. The first part should present rule formation and examples. The second part should include practices. The last part should be designed for using English in real life situations.

5.2.3 According to the suggestion of the experts in the field of media production technique, the scores from the practices, the sub-tests, and the post-test should be stored on a database. These scores should be available online to students once they enter their usernames and passwords.



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Appendices

Appendix A : Contents

**Appendix B : The Index of the Item-Objective Congruence (IOC) Form of
Sub-Tests**

**Appendix C : The Index of the Item-Objective Congruence (IOC) Form of
Post-Test**

Appendix D : Evaluation Forms (English Version)

Appendix E : Evaluation Forms (Thai Version)

Appendix F : Official Letters



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Present Simple Tense

Objectives

1. Students will be able to comprehend and use the present simple tense to talk about activities on weekends.
2. Students will be able to use the correct verb forms for the present simple tense.
3. Students will be able to describe tourist attractions with the use of the present simple tense.
4. Students will be able to employ the present simple tense to explain a timetable.

A : Complete the sentences.

Look at the picture below and choose the verbs from the list.

Jim and Jane are students. They go to school from Monday to Friday. They usually stay at Jane's home on Sundays and do many activities.



Jim and Jane (1) great friends. Jim often (2) to the garden at Jane's home every Sunday. They usually (3) there in the afternoon. Jim usually (4) Pepsi and (5) a cartoon book. Then, he (6) a newspaper and (7) on the couch. Now, he is sleeping. Jane rarely (8) in the afternoon but she usually (9) flowers in her garden. Now, she is planting pink

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับรับการเข้าถึงเพื่อการศึกษาเท่านั้น เมื่อผู้ดูแลเนื้อหาผู้ใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

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flowers. Before Jim (10) back home, they (11)

dinner and (12) television together.

Grammar

The Present Simple Tense is used to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly. It is not important whether the action is happening at the time of speaking.

Example Jim goes to the garden at Jane's home every Sunday.

Form : In an affirmative sentence, the present simple tense has the same form as the infinitive but adds an "s" for the third person singular.

Examples

I / We / You / They	play, go, watch
He / She / It	plays, goes, watches

Review

Which of the following sentences is Somporn's activity on weekends?

1. Somporn is an engineer.
2. *Somporn plays golf with his friends every Sunday.*

Click on the buttons to choose the correct forms of verbs.

-s or -es

If subjects are 'He', 'She', 'It', a finite verb ends with '-s' or '-es'.

- 1) -s is added to most finite verbs.

Examples cook - cooks
 read - ● *reads* ○ reads

- 2) Many finite verbs end in -e. Final -s is simply added.

Examples take - takes
 come - ● *comes back* ○ comes back
 back
 phone - ● *phones* ○ phonees

- 3) If the verb ends in -ch, -sh, -ss, -x, -o, or -z, final -es is added.

Examples watch - watches
 wash - ○ washs ● *washes*
 pass - ○ passs ● *passes*
 fix - ○ fixs ● *fixes*
 go - ○ gos ● *goes*
 buzz - ○ buzzs ● *buzzes*

- 4) If a verb ends in a consonant + -y, change the -y to -i and add -es.

Examples study - studies
 try - ○ tryes ● *tries*

- 5) If a verb ends in a vowel (a,e,i,o,u) + -y, simply add -s.

Examples stay - stays
 buy - ● *buys* ○ buies

Review

If the subject of the sentence is "Somchai", the following verbs must be changed to :

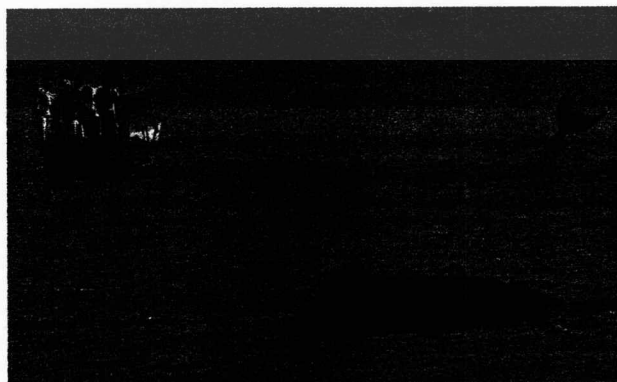
pay -> ● *pays* ○ payes
 catch -> ○ catchs ● *catches*
 give -> ● *gives* ○ givees
 run -> ● *runs* ○ runes
 cry -> ○ cris ● *cries*

B : Complete the following passages.

Tom wanted to travel to a beach. In a tourist book, he found the information about Krabi and Chachoengsao. He decided to travel to Krabi. Study the information below and complete the passages with the verbs from the box.

Canoeing on Khlong Song Nam, Amphoe Mueang, Krabi

This (1) a very special forest as it (2) both
seawater and fresh water that (3) in the same canal. From the main
town, (4) Route 4 for a distance of 28 kms.

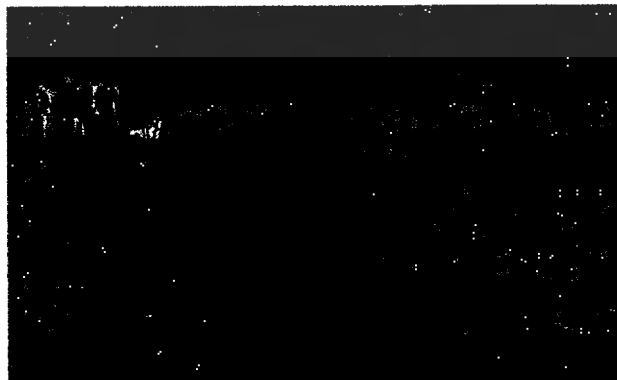
Dolphin Watching, Amphoe Bang Pakong, Chachoengsao

B : Complete the following passages.

Tom wanted to travel to a beach. In a tourist book, he found the information about Krabi and Chachoengsao. He decided to travel to Krabi. Study the information below and complete the passages with the verbs from the box.

Canoeing on Khlong Song Nam, Amphoe Mueang, Krabi

This (1) a very special forest as it (2) both
seawater and fresh water that (3) in the same canal. From the main
town, (4) Route 4 for a distance of 28 kms.

Dolphin Watching, Amphoe Bang Pakong, Chachoengsao

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ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ตัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Every year in the cool season, a school of dolphins (5)

migrate ▼

to search food in the area of Bang Pakong Bay. One can take a boat to see them.

Take the Bangna-Trat Road. The best time to see them (6)

is ▼

late October-February before 9 a.m.

Note : migrate (V) = travel regularly from one part of the world to another.

Grammar

The Present Simple Tense is used to say that something is true in general.

Example This is a very special forest as it has both seawater and fresh water that meet in the same canal.

Review

Which of the following sentences is general truth?

1. *The sunflowers are in full bloom in winter.*
2. Pim often drinks a cup of coffee after a meal.

C : Choose the correct verbs.

Tom is going to book a ticket in advance. He checked a flight schedule that was provided on the website of Thai Airway International. There are four outbound flights from Bangkok to Krabi during Sunday, February 4, 2007 and Sunday, February 11, 2007.

Outbound : Bangkok (BKK) to Krabi (KBV)

Sunday, February 4, 2007 - Sunday, February 11, 2007

Flight	Departure (BKK)	Arrival (KBV)
TG 249	08.00	09.20
TG 247	11.50	13.10
TG 259	15.00	16.20
TG 279	19.20	20.40

The time schedule for the flight from BKK to KBV is available on TG 249, TG 247 ,

- TG 259 and TG 279. TG 249 (1) from BKK at 08.00 hrs. and
 (2) in KBV at 09.20 hrs. TG 247 (3) from BKK at
 11.50 hrs. and (4) in KBV at 13.10 hrs. TG 259 (5)
 from BKK at 15.00 hrs. and (6) in KBV at 16.20 hrs. TG 279
 (7) BKK at 19.20 hrs. and (8) in KBV at 20.40 hrs.
 Only a flight (9) BKK and (10) in KBV in the morning.

Grammar

The Present Simple Tense is used to talk about timetables of a plane.

Example TG 249 departs from BKK at 08.00 hrs. and arrives in KBV at 09.20 hrs.

Review

Which of the following sentences shows a timetable?

1. *The train arrives in Bangkok at 22.00 hrs.*
2. *I wake up at six o'clock every morning.*

Present Continuous Tense

Objectives

1. Students will be able to comprehend and use the present continuous tense to describe what people are doing.
2. Students will be able to produce the correct verb forms for the present continuous tense.
3. Students will be able to use the present continuous tense to explain a weekly schedule.
4. Students will be able to distinguish between activities that happen repeatedly and activities that are happening at the moment.

A : Complete the sentences with the verbs in the list.

Look at the picture below and complete the sentences with the verbs in the list.

John and Sally work in the same company. John is a boss but Sally is a secretary. They are busy now because they are going to have a meeting tomorrow. What are they doing now?



Sally is (1) in front of a computer. She is (2) for

John. She is (3) documents and (4) to finish work

today. John is (5) a computer helped with presentation of his work.

They are (6) documents for the meeting tomorrow.

Grammar

The Present Continuous Tense is used to talk about the action that is happening at the time of speaking. The action has not finished.

Example Sally is in an office at the moment. She is sitting in front of a computer.

Form : Verb to be (is/am/are) + Present Participle (V_{ing})

Examples

I	am	sitting / using / working / trying
We / You / They	are	
He / She / It	is	

Choose the following examples of the present continuous tense from the practice A.

- | | | |
|---|-----------------------------------------------------------------------------------------------------|---|
| 1 | They are preparing documents for the meeting tomorrow.
John and Sally works in the same company. | ▼ |
| 2 | Sally is typing documents.
They are going to have the meeting tomorrow. | ▼ |

Click on the buttons to choose the correct forms of verbs.

Present Participle (-ing)

“-ing” is added to verbs, with the following exceptions :

- 1) If a verb ends with -ie, -ie is changed to -y before the ending -ing.

Examples	die	-	dying	
	lie	-	o lieing	● lying
	tie	-	o tieing	● tying

- 2) If a verb ends with -e, leave out -e before the ending -ing.

<u>Examples</u>	type	-	typing	
	prepare	-	o prepareing	● <i>preparing</i>
	hope	-	o hoping	● <i>hoping</i>
	dance	-	o danceing	● <i>dancing</i>
<u>Exceptions :</u>	be	-	being	
	see	-	seeing	

- 3) If a verb ends in vowel + consonant, double the consonant at the end before the ending -ing.

<u>Examples</u>	run	-	running	
	stop	-	o stoping	● <i>stopping</i>
	plan	-	o planing	● <i>planning</i>

Review

Choose the correct tense.

- a. We use ● The Present Simple Tense for things that happen all the time or repeatedly.
 o The Present Continuous Tense

Choose the correct sentence for the tense chosen in (a).

- 1) Jane is running in the garden.
- 2) *Jane is a secretary.*

Choose the correct tense.

- b. We use o The Present Simple Tense for things happening at the time of speaking.
 ● The Present Continuous Tense

Choose the correct sentence for the tense chosen in (b).

- 1) The flight TG 247 departs from Bangkok at 11.50 hrs.
- 2) *Tom is swimming now.*

B : Complete the sentences.

Mary prepared her weekly schedule as shown below.

Mary's schedule

Monday	: Working in the office	Friday	: Dancing at Pim's birthday party
Tuesday	: Learning French at 10.00 a.m.	Saturday	: Visiting grandmother at Chonburi
Wednesday	: Running with Jim	Sunday	: Walking along the beach
Thursday	: Playing piano at home		

- | | | | | |
|---|------|-------------------------------------|---|---------------|
| 1 | Mary | is working in the office | ▼ | on Monday. |
| 2 | Mary | is learning French at 10.00 a.m. | ▼ | on Tuesday. |
| 3 | Mary | is running with Jim | ▼ | on Wednesday. |
| 4 | Mary | is playing piano at home | ▼ | on Thursday. |
| 5 | Mary | is dancing at Pim's birthday party | ▼ | on Friday. |
| 6 | Mary | is visiting grandmother at Chonburi | ▼ | on Saturday. |
| 7 | Mary | is walking along the beach | ▼ | on Sunday. |

Grammar

The Present Continuous Tense is used to talk about an event what and when you are going to do e.g. a future plan or schedule. The event is not happening at the time of speaking.

Example Mary is working in the office on Monday.

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Review

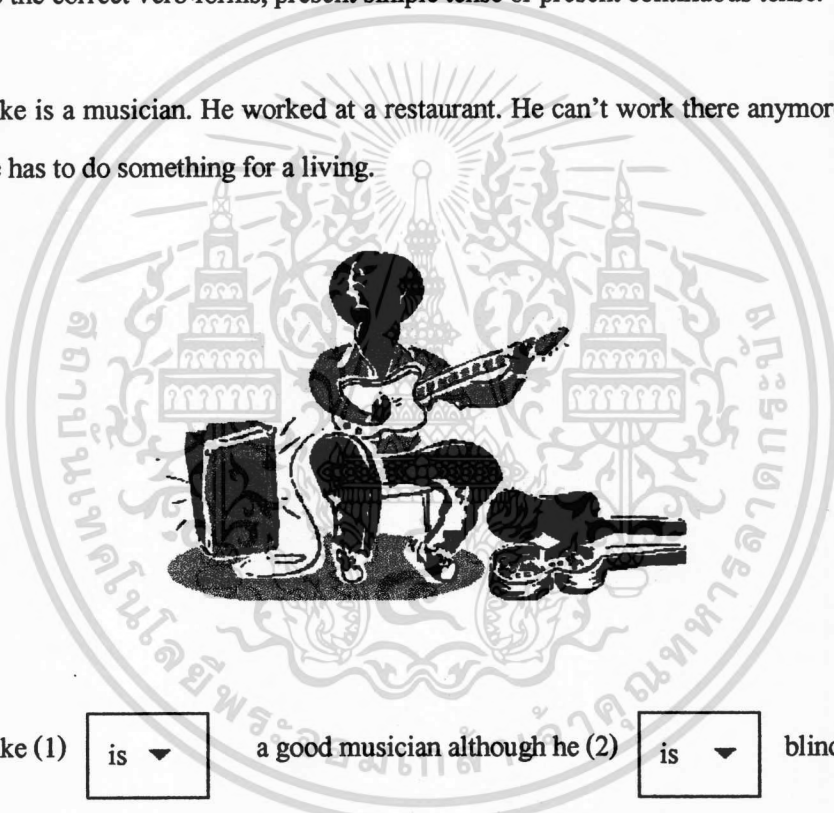
Today is Wednesday. Alex and Paul are sitting at a canteen now. Alex is eating fried rice and talking about his plan. He said "I am playing football tomorrow" Which of the following sentences is Alex's plan?

1. Alex is in a canteen at the moment. He is eating fried rice.
2. Alex always plays badminton but on Thursday he is playing football.

C : Choose the correct forms of verbs.

Choose the correct verb forms, present simple tense or present continuous tense.

Mike is a musician. He worked at a restaurant. He can't work there anymore because he is blind. He has to do something for a living.



Mike (1) a good musician although he (2) blind.

After leaving the job at the restaurant, he usually (3) his guitar at

the weekend market. He always (4) the old-fashioned clothes. Now,

he (5) on the chair and (6) the guitar.

He (7) 50 baht a day.

Grammar

The Present Simple Tense is used to talk about things in general or things that happen repeatedly.

Example He usually plays his guitar at the weekend market.

The Present Continuous Tense is used to talk about something that is happening at the time of speaking. The action is not finished.

Example At the moment, he is sitting on the chair and playing the guitar.

Review

Choose the correct forms of verbs.

Tony is in Chiang Mai at the moment. He at the Phu Kam

Hotel. He usually there when he is in Chiang Mai.

Present Perfect Tense

Objectives

1. Students will be able to reach a detailed understanding of the present perfect tense through completing the dialogue concerning recent holidays.
2. Students will be able to use the correct verb forms for the present perfect tense.

A : Complete the conversation with the verbs in the list.

Mary met Pim by chance at the restaurant. They had lunch together. Mary told Pim about her trip to Hong Kong to visit her husband.

Mary : Hello, Pim. How are you?

Pim : Hello, Mary. I am fine. And you?

Mary : I am doing great.

Pim : Why?

Mary : I (1) to Hong Kong to visit my husband.

Pim : How has he been lately?

Mary: Great, he (2) for a company in Hong Kong.

I spent four days with him. We visited many beautiful places.

Grammar

The Present Perfect Tense is used to talk about the action in the past which has a result now.

Example Mary is back home from holiday now. She has been to Hong Kong.

Form : Verb to have (has/have) + Past Participle

Examples

I / We / You / They	have	been / worked
He / She / It	has	

Review

I can't find my hat.

Which of the following questions is correct?

1. Have you seen it?
2. Do you see it?

Click on the buttons to choose the correct forms of verbs.

Past Participle

If a verb is regular, the past participle ends in -ed.

- 1) Most of verbs often end in -ed.

Examples

work	-	worked	
clean	-	<input checked="" type="radio"/> <i>cleaned</i>	<input type="radio"/> cleand
paint	-	<input checked="" type="radio"/> <i>painted</i>	<input type="radio"/> paintd

- 2) Many finite verbs end in -e. Final -d is simply added.

Examples

live	-	lived	
arrive	-	<input type="radio"/> arriveed	<input checked="" type="radio"/> <i>arrived</i>
decide	-	<input type="radio"/> decideed	<input checked="" type="radio"/> <i>decided</i>

- 3) Many verbs are irregular. Change forms of verbs.

Examples

spend	-	spent	
be	-	<input type="radio"/> was	<input checked="" type="radio"/> <i>been</i>
go	-	<input type="radio"/> went	<input checked="" type="radio"/> <i>gone</i>
drive	-	<input type="radio"/> drove	<input checked="" type="radio"/> <i>driven</i>

Present Perfect Continuous Tense

Objectives

1. Students will be able to comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.
2. Students will be able to use the correct verb forms for the present perfect continuous tense.
3. Students will be able to distinguish between the activity that has not been finished and a completed action.
4. Students will distinguish between “for” and “since”.

A : Complete the conversation with the verbs in the list.

It is so cloudy today. Mary decided to go shopping and phoned Jane to go with her. Jane denied her because she has not finished her homework yet.

Mary : Hello, Jane. Would you like to go shopping with me?

Jane : I wish I could. I am very tired.

I (1) my homework.

Mary : How long have you been doing your homework?

Jane : I (2) it for four hours.

I am still working on it.

And it (3) very hard here.

Although it is not raining now, the ground is wet. I don't want to go outside.

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Grammar

The Present Perfect Continuous Tense is used to talk about activity that is still happening or has just stopped. There is a connection with now.

Examples

1. I **have been doing** my homework for four hours. I am still working on it.
(The activity is still happening.)
2. It **has been raining** very hard. It is not raining now but the ground is wet.
(The activity has just stopped.)

Form : Verb to have (has/have) + been + Present Participle (V_{ing})

Examples

I / We / You / They	have	been	doing / raining / sleeping
He / She / It	has		

For vs Since

We use both **for** and **since** to say how long something has been happening.

- We use **for** when we say a period of time (two hours, six weeks etc.).

Examples Mary is sleeping at the moment. She **has been sleeping for two hours**.

Pim is looking good. She **has been dieting for six weeks**.

- We use **since** when we say the start of a period (8'o clock, Monday, 2003 etc.).

Examples Jim **has been learning English since 8'o clock**. The English class **has not finished yet**.

I **have not phoned her since Monday**.

Sally **works at a computer company. She has been working here since 2003**.

Review

1. Jenny is still playing a computer game. She all day.

Which of the following verb forms is correct?

- has played ● *has been playing*

2. I learn modern dance every Saturday evening. I(1)..... it
.....(2)..... last Christmas.

(1) Which of the following verb forms is correct?

- has learnt ● *has been learning*

(2) Choose "For" or "Since"

- *since* ○ for

B : Choose the correct forms of verbs.

Choose the correct verb forms, present perfect tense or present perfect continuous tense.

Michale and Mary usually decorate home together on New Year's Day.

The kitchen wall was white. Michale (1) the kitchen wall.

Now, it is yellow. Mary (2) the living room for 15 minutes.

She has not finished her work.

Grammar

The Present Perfect Tense is used to talk about a completed action. We are interested in the result of the activity, not in the activity itself.

Example The kitchen wall was white. Michale **has painted** the kitchen wall.

Now, it is yellow.

For the Present Perfect Continuous Tense, we are interested in the activity. It does not matter whether something has been finished or not.

Example Mary is cleaning the living room now. She ~~has been cleaning~~ it for 15 minutes. She has not finished her work.

Review

Choose the correct forms of verbs.



Wang is a postman. It is 2 p.m. now but he is still sending a letter.

He letters since 08.30 am. He has not finished his job.

He a lot of letters today.

Choose For or Since



Paul came from England. He has lived in US

2001. He has been working as a policeman five years.

Appendix B : The Index of the Item-Objective Congruence (IOC) Form of Sub-Tests

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The Index of the Item-Objective Congruence (IOC) Form
Development of Web-Based English Instruction on Present Tenses
Sub-Tests

Instruction for filling out evaluation : Please tick (/) in the blank where it is most relevant to your opinion.

Criteria :

+1 means the question is congruent with the objective.

0 means the question is uncertain to be congruent with the objective.

-1 means the question is not congruent with the objective.

Unit I : Present Simple Tense

Objectives

1. Students will comprehend and use the present simple tense to talk about activities happening repeatedly. (Items 1-2)
2. Students will use the correct verb forms for the present simple tense. (Items 3-4)
3. Students will describe tourist attractions with the use of the present simple tense. (Items 5-6)
4. Students will employ the present simple tense to explain a timetable. (Items 7-8)

Questions	Scores			Remarks
	+1	0	-1	
1. Students will comprehend and use the present simple tense to talk about activities happening repeatedly. 1 She usually to market and dinner every Saturday. a) go, cook b) goes, cooks c) goes, cook d) go, cooks				
2 They home and with their families every New Year's Day. a) come back, stay b) comes back, stays c) comes back, stay d) come back, stays				

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Questions	Scores			Remarks
	+1	0	-1	
2. Students will use the correct verb forms for the present simple tense.				
<p>3 He a newspaper and it everyday.</p> <p>a) buyes, reads</p> <p>b) buys, reades</p> <p>c) buys, reads</p> <p>d) buyes, reades</p>				
<p>4 She usually her hands after she a meal.</p> <p>a) washs, have</p> <p>b) washes, have</p> <p>c) washs, has</p> <p>d) washes, has</p>				
3. Students will describe tourist attractions with the use of the present simple tense.				
<p>5 Ko Pha-ngan a celebrated island that the biggest beach full moon party.</p> <p>a) is, has</p> <p>b) are, has</p> <p>c) is, have</p> <p>d) are, have</p>				
<p>6 Ko Hong a beach and coral reefs in both deep and shallow water levels. One can take a boat from Ao Nang to Ko Hong. A boat trip about one hour.</p> <p>a) have, takes</p> <p>b) have, take</p> <p>c) has, takes</p> <p>d) has, take</p>				

Questions	Scores			Remarks
	+1	0	-1	
4. Students will employ the present simple tense to explain a timetable.				
7 TG 250 from Krabi at 10.00 a.m. and in Bangkok at 11.20 a.m. a) departs, arrive b) depart, arrives c) depart, arrive d) departs, arrives				
8 No flight Krabi and in Bangkok in the morning. a) leave, arrive b) leaves, arrives c) leave, arrives d) leaves, arrive				



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Unit II : Present Continuous Tense

Objectives

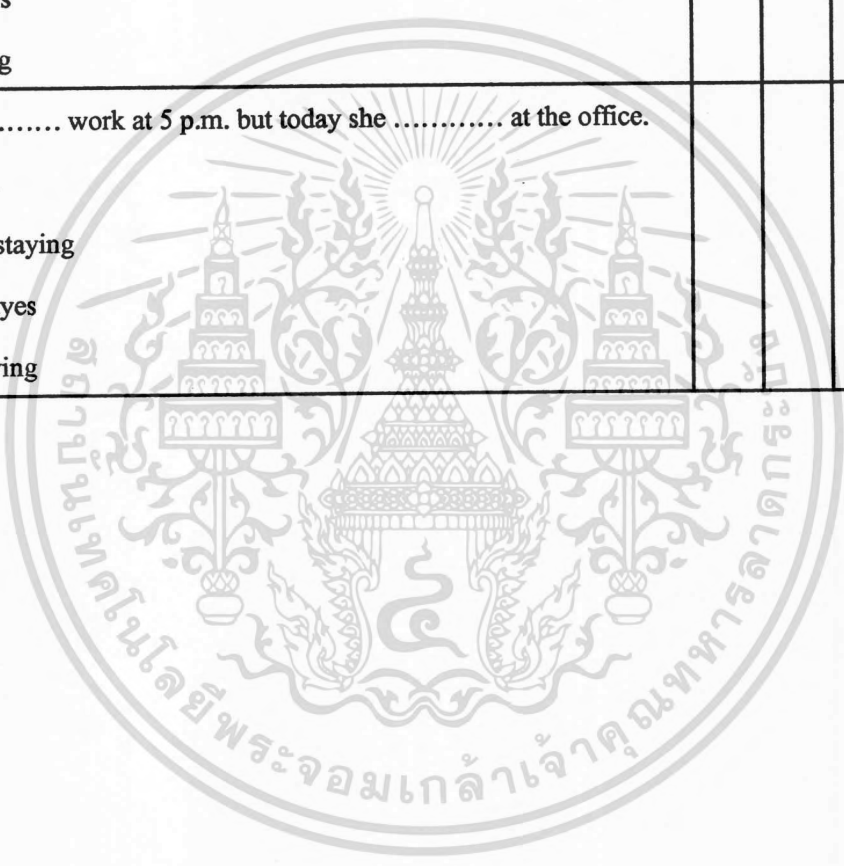
1. Students will comprehend and use the present continuous tense to describe what people are doing.
(Items 1-2)
2. Students will produce the correct verb forms for the present continuous tense. (Items 3-5)
3. Students will use the present continuous tense to explain a future plan or schedule. (Items 6-7)
4. Students will distinguish between things that happen repeatedly and things that are happening at the moment.
(Items 8-9)

Questions	Scores			Remarks
	+1	0	-1	
<p>1. Students will comprehend and use the present continuous tense to describe what people are doing.</p> <p>1 She is in a party at the moment. She on a chair and to her friends.</p> <p>a) is sitting, are talking b) sitting, talking c) is sitting, is talking d) are sitting, are talking</p>				
<p>2 They are busy now because they are going to hand in their homework tomorrow. They their homework.</p> <p>a) do b) doing c) are doing d) is doing</p>				
<p>2. Students will produce the correct verb forms for the present continuous tense.</p> <p>3 My sister and I are in a park now. We together.</p> <p>a) are running b) are runing c) running d) runing</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>4 She wants to cook fried chicken today. She all the ingredients at the moment.</p> <p>a) is prepareing b) is preparing c) prepareing d) preparing</p>				
<p>5 They usually arrive at the restaurant before noon. Now, it is 12.30 p.m. They lunch at the restaurant.</p> <p>a) having b) are having c) haveing d) are haveing</p>				
<p>3. Students will use the present continuous tense to explain a future plan or schedule.</p> <p>6 He usually a book in the evening but tomorrow evening he English.</p> <p>a) reads, is learning b) is reading, learns c) is reading, is learning d) reads, learns</p>				
<p>7 I my sister at Prachuap Khiri Khan every year but this year I at home.</p> <p>a) visit, am staying b) am visiting, stay c) am visiting, am staying d) visit, stay</p>				

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Questions	Scores			Remarks
	+1	0	-1	
4. Students will distinguish between things that happen repeatedly and things that are happening at the moment.				
<p>8 He Yoga at home every morning. It is 7 a.m. now.</p> <p>He Yoga at home.</p> <p>a) plays, plays</p> <p>b) is playing, is playing</p> <p>c) is playing, plays</p> <p>d) plays, is playing</p>				
<p>9 Malee usually work at 5 p.m. but today she at the office.</p> <p>a) finishes, stayes</p> <p>b) is finishing, is staying</p> <p>c) is finishing, stayes</p> <p>d) finishes, is staying</p>				



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Unit III : Present Perfect Tense

Objectives

1. Students will reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities. (Items 1-3)
2. Students will use the correct verb forms for the present perfect tense. (Items 4-6)

Questions	Scores			Remarks
	+1	0	-1	
1. Students will reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities.				
1 They went to a market. They are staying at home now. They to a market. a) are b) are being c) have been d) have be				
2 A : You look tired. B : I doing the housework. I am going to rest for a while. a) have finished b) finishes c) am finishing d) finish				
3 She a bad cold for two weeks. She feels better now. She is going to work tomorrow. a) catches b) is catching c) has caught d) has catch				

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Questions	Scores			Remarks
	+1	0	-1	
<p>2. Students will use the correct verb forms for the present perfect tense.</p> <p>4 After John read the latest issue of "Computer Today" magazine, he met Jim. Jim : Have you read the latest issue of "Computer Today"? John : Yes, I it.</p> <p>a) read b) have reading c) have readed d) have read</p>				
<p>5 Her shirt was dirty. Now, it is clean. She it.</p> <p>a) washes b) has washing c) has washed d) has wash</p>				
<p>6 The garden gate was white. I the gate. Now, it is blue.</p> <p>a) paint b) have painting c) have painted d) have paint</p>				

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Unit IV : Present Perfect Continuous Tense

Objectives

1. Students will comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one. (Items 1-4)
2. Students will use the correct verb forms for the present perfect continuous tense. (Items 5-6)
3. Students will distinguish between the activity that has not been finished and a completed action. (Items 7-8)
4. Students will distinguish between "for" and "since". (Items 9-11)

Questions	Scores			Remarks
	+1	0	-1	
<p>1. Students will comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.</p> <p>1 We are still waiting for the bus now. We for half an hour.</p> <p>a) wait b) are waiting c) have waited d) have been waiting</p>				
<p>2 Her hands are very dirty. She is still cooking a meal. She a meal for three hours.</p> <p>a) cook b) is cooking c) has cooked d) has been cooking</p>				
<p>3 Paul's face and hands are very dirty. He is very tired now. He his car.</p> <p>a) repairs b) is repairing c) has repair d) has been repairing</p>				
<p>4 Tom's shirt is wet. He is out of breath now. He in the park.</p> <p>a) runs b) is running c) has ran d) has been running</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>2. Students will use the correct verb forms for the present perfect continuous tense.</p> <p>5 She started swimming at 7 a.m. It is 9 a.m. now. She for two hours.</p> <p>a) swims b) has swimming c) has swum d) has been swimming</p>				
<p>6 Peter is a good English teacher. He English for ten years.</p> <p>a) teach b) teaches c) has teaching d) has been teaching</p>				
<p>3. Students will distinguish between the activity that has not been finished and a completed action.</p> <p>7 Nan in the library since 10 a.m. Now, it is 1 p.m. She lunch yet.</p> <p>a) has studied, has not had b) has been studying, has not been having c) has been studying, has not had d) has studied, has not been having</p>				
<p>8 John's hands are very dirty. He is taking a break now. He his car. He should have borrowed his sister's car instead of repairing it today. His sister's car is in a good condition now. She it.</p> <p>a) has repaired, has been repairing b) has been repairing, has been repairing c) has repaired, has repaired d) has been repairing, has repaired</p>				

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Questions	Scores			Remarks
	+1	0	-1	
4. Students will distinguish between "for" and "since".				
<p>9 He started his job in Bangkok on Monday. He is still working there now.</p> <p>He Monday.</p> <p>a) has worked for</p> <p>b) has worked since</p> <p>c) has been working for</p> <p>d) has been working since</p>				
<p>10 I want to pass this final exam. I very hard last year.</p> <p>a) have studied, for</p> <p>b) have studied, since</p> <p>c) have been studying, for</p> <p>d) have been studying, since</p>				
<p>11 They started doing their homework at 10 a.m. It is 1 p.m. They are still doing it. They their homework three hours.</p> <p>a) have been doing, since</p> <p>b) have done, since</p> <p>c) have been doing, for</p> <p>d) have done, for</p>				

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ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Appendix C : The Index of the Item-Objective Congruence (IOC) Form of Post-Test

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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The Index of the Item-Objective Congruence (IOC) Form
Development of Web-Based English Instruction on Present Tenses

Post-Test

Instruction for filling out evaluation : Please tick (/) in the blank where it is most relevant to your opinion.

Criteria :

+1 means the question is congruent with the objective.

0 means the question is uncertain to be congruent with the objective.

-1 means the question is not congruent with the objective.

Unit I : Present Simple Tense

Objectives

1. Students will comprehend and use the present simple tense to talk about activities happening repeatedly. (Items 1-2)
2. Students will use the correct verb forms for the present simple tense. (Items 3-4)
3. Students will describe tourist attractions with the use of the present simple tense. (Items 5-6)
4. Students will employ the present simple tense to explain a timetable. (Items 7-8)

Questions	Scores			Remarks
	+1	0	-1	
<p>1. Students will comprehend and use the present simple tense to talk about activities happening repeatedly.</p> <p>1 Pim usually flowers in the garden on New Year's Day.</p> <p>a) plants</p> <p>b) is planting</p> <p>c) has planted</p> <p>d) has been planting</p>				
<p>2 John Mary in the café every week.</p> <p>a) meets</p> <p>b) is meeting</p> <p>c) has met</p> <p>d) has been meeting</p>				

Questions	Scores			Remarks
	+1	0	-1	
2. Students will use the correct verb forms for the present simple tense.				
<p>3 My brother and I usually tennis every Friday.</p> <p>a) plaies</p> <p>b) play</p> <p>c) plays</p> <p>d) playes</p>				
<p>4 I usually my teeth after a meal.</p> <p>a) brushes</p> <p>b) brushs</p> <p>c) brush</p> <p>d) brushies</p>				
3. Students will describe tourist attractions with the use of the present simple tense.				
<p>5 Phi Phi Le several beautiful bays such as Pi Le which into a valley and a lake-like scenery.</p> <p>a) has, reach, give</p> <p>b) have, reach, give</p> <p>c) has, reaches, gives</p> <p>d) have, reaches, gives</p>				
<p>6 The main building of Wat Phra Kaew the central Ubosoth, which the Emerald Buddha.</p> <p>a) is, house</p> <p>b) is, houses</p> <p>c) are, house</p> <p>d) are, houses</p>				

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Questions	Scores			Remarks
	+1	0	-1	
4. Students will employ the present simple tense to explain a timetable.				
7 The bus in Pichit at 7.30 p.m. a) arrives b) is arriving c) has arrived d) has been arriving				
8 The train from Bangkok at 9 a.m. everyday. a) departs b) is departing c) has departed d) has been departing				



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Unit II : Present Continuous Tense

Objectives

1. Students will comprehend and use the present continuous tense to describe what people are doing.

(Items 9-10)

2. Students will produce the correct verb forms for the present continuous tense. (Items 11-12)

3. Students will use the present continuous tense to explain a future plan or schedule. (Items 13-14)

4. Students will distinguish between things that happen repeatedly and things that are happening at the moment.

(Items 15-16)

Questions	Scores			Remarks
	+1	0	-1	
<p>1. Students will comprehend and use the present continuous tense to describe what people are doing.</p> <p>9 A : Where are your guests? B : Our guests Now, they in the living room.</p> <p>a) have arrived, sit b) have arrived, are sitting c) arrive, are sitting d) arrive, sit</p>				
<p>10 Tim is in the library now. He the books.</p> <p>a) read b) reads c) has read d) is reading</p>				
<p>2. Students will produce the correct verb forms for the present continuous tense.</p> <p>11 A : What are you doing? B : I a birthday cake.</p> <p>a) am make b) am makeing c) am making d) making</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>12 Malee cannot get the phone right now. She a bath.</p> <p>a) takes b) takees c) is takeing d) is taking</p>				
<p>3. Students will use the present continuous tense to explain a future plan or schedule.</p>				
<p>13 Lisa usually a meal every evening but tomorrow she some food from a market.</p> <p>a) is cooking, is buying b) cooks, is buying c) is cooking, buys d) cooks, buys</p>				
<p>14 Tom usually exercise at the gym every weekend but this weekend he his homework at home.</p> <p>a) is taking, does b) taking, does c) take, doing d) takes, is doing</p>				
<p>4. Students will distinguish between things that happen repeatedly and things that are happening at the moment.</p>				
<p>15 I usually to work by train. Now, I for the train. I have been waiting for 15 minutes.</p> <p>a) am going, wait b) go, am waiting c) go, wait d) am going, am waiting</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>16 John at 6 a.m. every morning. Today, he has a headache.</p> <p>He at the moment.</p> <p>a) is getting up, sleeps</p> <p>b) gets up, is sleeping</p> <p>c) is getting up, is sleeping</p> <p>d) gets up, sleeps</p>				



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Unit III : Present Perfect Tense

Objectives

1. Students will reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities. (Items 17-18)
2. Students will use the correct verb forms for the present perfect tense. (Items 19-20)

Questions	Scores			Remarks
	+1	0	-1	
1. Students will reach a detailed understanding of the present perfect tense through completing the statement concerning recent activities.				
17 She is so tired because she tennis. Shea rest at the moment. a) plays, has been taking b) has been playing, takes c) plays, has taken d) has played, is taking				
18 I to the supermarket. I a lot of shirts. a) go, buy b) have been, have bought c) am going, am buying d) have been going, have been buying				
2. Students will use the correct verb forms for the present perfect tense.				
19 A carpenter the door. The door can be used now. a) has repairs b) has repaired c) has repair d) has repairing				
20 A : Would you like something to eat? B : No more, thanks. I a breakfast. a) have have b) have had c) has have d) has has				

Unit IV : Present Perfect Continuous Tense

Objectives

1. Students will comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one. (Items 21-23)
2. Students will use the correct verb forms for the present perfect continuous tense. (Items 24-25)
3. Students will distinguish between the activity that has not been finished and a completed action. (Items 26-27)
4. Students will distinguish between "for" and "since". (Items 28-30)

Questions	Scores			Remarks
	+1	0	-1	
<p>1. Students will comprehend and use the present perfect continuous tense to talk about an unfinished activity and recently finished one.</p> <p>21 Paul is sleeping at the moment. He since 1 p.m.</p> <p>a) sleeps b) is sleeping c) has slept d) has been sleeping</p>				
<p>22 My feet are hurt now. I to work.</p> <p>a) walk b) am walking c) have walk d) have been walking</p>				
<p>23 John beer. His face turns red and he cannot stand still.</p> <p>a) drinks b) is drinking c) has drink d) has been drinking</p>				
<p>2. Students will use the correct verb forms for the present perfect continuous tense.</p> <p>24 He is still watching television. He for three hours.</p> <p>a) has been watch b) has watching c) has watch d) has been watching</p>				

Questions	Scores			Remarks
	+1	0	-1	
<p>25 Pim is living in the apartment. She this apartment since January.</p> <p>a) has liveing b) has living c) has been liveing d) has been living</p>				
3. Students will distinguish between the activity that has not been finished and a completed action.				
<p>26 Pim the book she borrowed from her friend. She in the garden all day.</p> <p>a) has not read, has worked b) has not read, has been working c) has not been reading, has worked d) has not been reading, has been working</p>				
<p>27 A : Hello, may I speak to Mana? B : I am sorry. He is out. He for work. A : What about Meena? B : She is in a restroom. She there for 20 minutes.</p> <p>a) has left, has stay b) has left, has been staying c) has been leaving, has stayed d) has been leaving, has been staying</p>				
4. Students will distinguish between "for" and "since".				
<p>28 She can speak French very well. She French five years.</p> <p>a) has learnt, for b) has been learning, since c) has learnt, since d) has been learning, for</p>				

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Questions	Scores			Remarks
	+1	0	-1	
<p>29 Joe is writing the letter. He 9 a.m.</p> <p>a) has written for</p> <p>b) has written since</p> <p>c) has been writing for</p> <p>d) has been writing since</p>				
<p>30 They are hungry. They have not been eaten anything breakfast.</p> <p>a) since</p> <p>b) for</p> <p>c) still</p> <p>d) usually</p>				



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Appendix D : Evaluation Forms

(English Version)

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Web-Based English Instruction on Present Tenses

Instruction for filling out the evaluation

Please tick (/) where it is most relevant to your opinion.

Evaluation Lists	Opinion on Quality Level				
	The highest 5	High 4	Moderate 3	Low 2	The lowest 1
I. Contents and Presentations					
1.1 Congruence between the contents and the objectives					
1.2 Content accuracy					
1.3 Accuracy of the content arrangement					
1.4 Congruence between the illustrations and the contents in each section					
1.5 Clarity of the contents					
1.6 Clarity of the conclusion					
1.7 Encouragement to increase students' comprehension					
1.8 The attractive content arrangement					
II. Illustrations and Language					
2.1 Appropriate utilization of illustrations					
2.2 Language accuracy					
2.3 Congruence between the illustrations and the descriptions					
III. Practices					
3.1 Appropriateness					
3.2 Clear instruction					
3.3 Congruence between the practices and the objectives					
IV. Sub-Tests and Post-Test					
4.1 Contents covered in the tests					
4.2 Clarity of the questions					
4.3 Assessment ability of the tests					

Further suggestions :

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.....

Signature Expert

(.....)

..... / /

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
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Web-Based English Instruction on Present Tenses

Instruction for filling out the evaluation

Please tick (/) where it is most relevant to your opinion.

Evaluation Lists	Opinion on Quality Level				
	The highest	High	Moderate	Low	The lowest
	5	4	3	2	1
1. Fonts					
1.1 Font sizes					
1.2 Appropriateness of font types					
1.3 Appropriateness of font colors					
2. Illustrations					
2.1 Clear illustrations					
2.2 Appropriateness of illustration ratio on the screen					
2.3 Sizes of illustrations and presentation speed					
2.4 Illustration clarity					
3. Colors					
3.1 Attractiveness of colors					
3.2 Appropriateness of colors					
3.3 Distinctiveness of colors used to highlight information					
4. Menus					
4.1 Menus covering all of the contents					
4.2 Simplicity					
4.3 Appropriateness of menu positioning					
5. Symbols, Graphics and Buttons					
5.1 Communication					
5.2 Size					
5.3 Positioning					
6. Links					
6.1 Accuracy of links					
6.2 Links of the relevant contents					
6.3 Links on previous and next pages					
6.4 Patterns of links					
6.5 Amounts of links					
7. Content Arrangement					
7.1 Appropriateness of the content arrangement in each page					
8. Time					
8.1 Time appropriateness in each unit					
8.2 Time appropriateness as a whole					

Further suggestions :

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับใช้ในห้องเรียนเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้เผยแพร่ไปใช้ประโยชน์ทางการค้า
 ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้
 (.....)

Signature Expert

..... / /



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แบบประเมินคุณภาพสื่อการสอน (ด้านเนื้อหา)

บทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน

ข้าพเจ้าแจ้งการตอบแบบประเมินผล

ผู้มาจัดเครื่องหมายถูก (/) ในช่อง ให้ตรงกับความคิดเห็นของท่าน ตามที่ท่านเห็นว่ามีความเหมาะสมในแต่ละข้อ

รายการประเมิน	ระดับความคิดเห็น				
	ดีมาก 5	ดี 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. เนื้อหาและการนำเสนอ					
1.1 เนื้อหาที่มีความสอดคล้องกับจุดมุ่งหมายเชิงพฤติกรรม					
1.2 ความถูกต้องของเนื้อหา					
1.3 ความถูกต้องในการลำดับเนื้อหาตามขั้นตอน					
1.4 ความสอดคล้องของรูปภาพกับเนื้อหาแต่ละตอน					
1.5 ความชัดเจนในการอธิบายเนื้อหา					
1.6 ความชัดเจนในการสรุปเนื้อหา					
1.7 การนำเสนอบทเรียนสามารถส่งเสริมความเข้าใจในเนื้อหามากยิ่งขึ้น					
1.8 การจัดเรียงเนื้อหาที่มีความน่าสนใจ					
2. ภาพและภาษา					
2.1 ความถูกต้องของภาพที่นำมาใช้					
2.2 ความถูกต้องของภาษาที่ใช้					
2.3 ความสอดคล้องระหว่างภาพกับคำบรรยาย					
3. แบบฝึกหัด (Practices)					
3.1 ความเหมาะสมของแบบฝึกหัดที่ใช้					
3.2 ความชัดเจนของคำสั่งที่ใช้					
3.3 แบบฝึกหัดมีความสอดคล้องกับจุดมุ่งหมายเชิงพฤติกรรม					
4. แบบทดสอบระหว่างเรียนและหลังเรียน					
4.1 ความครอบคลุมของเนื้อหาในแบบทดสอบ					
4.2 ความชัดเจนของข้อคำถาม					
4.3 ความสามารถในการวัดความรู้ความเข้าใจของแบบทดสอบ					

ข้อเสนอแนะ (โปรดระบุ)

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เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น **ลงชื่อ** **ผู้ประเมิน**
 (.....)
 ไม่ว่าจะกรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้
 / /

แบบประเมินคุณภาพสื่อการสอน (ด้านเทคนิคการผลิตสื่อ)
บทเรียนภาษาอังกฤษผ่านเครือข่ายอินเทอร์เน็ต เรื่อง กาลปัจจุบัน

คำชี้แจงการตอบแบบประเมินผล

กรุณาขีดเครื่องหมายถูก (/) ในช่อง ให้ตรงกับความคิดเห็นของท่าน ตามที่ท่านเห็นว่ามีความเหมาะสมในแต่ละข้อ

รายการประเมิน	ระดับความคิดเห็น				
	ดีมาก 5	ดี 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. ตัวอักษร					
1.1 ความเหมาะสมของขนาดตัวอักษร					
1.2 ความเหมาะสมของรูปแบบตัวอักษร					
1.3 ความเหมาะสมของสีตัวอักษร					
2. ภาพ					
2.1 ภาพสื่อความหมายชัดเจน					
2.2 ความเหมาะสมของสัดส่วนภาพบนหน้าจอ					
2.3 ขนาดของภาพ และความเร็วในการแสดงภาพ					
2.4 ความชัดเจนของภาพ					
3. สี					
3.1 สีที่เลือกใช้ดึงดูดความสนใจ					
3.2 สีที่เลือกใช้มีความเหมาะสม					
3.3 ความเด่นของการใช้สีในส่วนที่ต้องการเน้น					
4. เมนูตัวเลือก					
4.1 การแบ่งข้อมูลครบตามเนื้อหา					
4.2 ทำความเข้าใจง่ายไม่ซับซ้อน					
4.3 ความเหมาะสมของตำแหน่งการจัดวางเมนู					
5. สัญลักษณ์ รูป และปุ่ม					
5.1 การสื่อความหมาย					
5.2 ขนาด					
5.3 การจัดวางตำแหน่ง					
6. การเชื่อมโยง					
6.1 ความถูกต้องของการเชื่อมโยง					
6.2 การเชื่อมโยงเนื้อหาที่สัมพันธ์กัน					
6.3 การเชื่อมโยงหน้าที่แล้วและหน้าถัดไป					
6.4 รูปแบบการเชื่อมโยง					
6.5 ความเหมาะสมของจำนวนการเชื่อมโยง					
7. การจัดวางเนื้อหา					
7.1 ความเหมาะสมของรูปแบบการจัดวางเนื้อหาในแต่ละหน้า					
8. เวลา					
8.1 ความเหมาะสมของเวลาในการนำเสนอบทเรียน					
8.2 ความเหมาะสมของเวลากับเนื้อหา					

ข้อเสนอแนะ (โปรดระบุ)

.....

เอกสารนี้เป็นเอกสารที่สงวนไว้ด้วยลิขสิทธิ์และใช้เฉพาะเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ทางการค้า
 ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้
 ลงชื่อ ผู้ประเมิน
 (.....)



Appendix F : Official Letters

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



ที่ ศร ๐524.๐ ๐๐๐

คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

๗ มีนาคม 2550

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนด้านเนื้อหาเพื่อการวิจัย

เรียน ผู้ช่วยศาสตราจารย์ปราณี ปฐมชัยวัฒน์

สิ่งที่ส่งมาด้วย: แบบประเมินสื่อการสอนด้านเนื้อหาเพื่อการวิจัย

ด้วย นางสาวจิราพร กาญจนมนตรี นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำสารนิพนธ์ เรื่อง “การสร้างบทเรียนภาษาอังกฤษผ่านอินเทอร์เน็ต เรื่อง กาลปัจจุบัน”

คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนดังที่แนบมาพร้อมนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจและประเมินของท่านจะช่วยให้งานวิจัยของนางสาวจิราพร กาญจนมนตรี มีความสมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(รองศาสตราจารย์วิวรรณ จินะตระกูล)

คณบดีคณะครุศาสตร์อุตสาหกรรม

หน่วยบัณฑิตศึกษา

โทร. 02-737-3000 ต่อ 3692

โทรสาร. 02-326-4325

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้



บันทึกข้อความ

สวนราชการ คณะครุศาสตร์อุตสาหกรรม หน่วยบัณฑิตศึกษา งานทะเบียน โทร.3692

ที่ ศธ 0524.04 / 0916

วันที่ ๓ มีนาคม 2550

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนด้านเนื้อหาเพื่อการวิจัย

เรียน ผศ.พรทิพย์ ไวแสง

ด้วย นางสาวจิราพร กาญจนมนตรี นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำสารนิพนธ์ เรื่อง “การสร้างบทเรียนภาษาอังกฤษผ่านอินเทอร์เน็ต เรื่อง กาลปัจจุบัน” คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนนี้ว่ามีเนื้อหาถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจและประเมินของท่านจะช่วยให้งานวิจัยของ นางสาวจิราพร กาญจนมนตรี มีความสมบูรณ์ยิ่งขึ้น พร้อมกันนี้ได้แนบแบบประเมินสื่อการสอนด้านเนื้อหาเพื่อการวิจัย

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

(รองศาสตราจารย์วีรวัฒน์ ชินะตระกูล)

คณบดีคณะครุศาสตร์อุตสาหกรรม



บันทึกข้อความ

สวนราชการ คณะครุศาสตร์อุตสาหกรรม หน่วยบัณฑิตศึกษา งานทะเบียน โทร.3692

ที่ ศธ 0524.04 / 1326 วันที่ 4 เมษายน 2550

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนด้านเทคนิคการผลิตสื่อเพื่อการวิจัย

เรียน รศ.อรรถพร ฤทธิเกิด

ด้วย นางสาวจิราพร กาญจนมนตรี นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำสารนิพนธ์ เรื่อง “การสร้างบทเรียนภาษาอังกฤษผ่านอินเทอร์เน็ต เรื่อง กาลปัจจุบัน” คณะครุศาสตร์อุตสาหกรรม พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่องดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนนี้ว่ามีความถูกต้องและเหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจและประเมินของท่านจะช่วยให้งานวิจัยของ นางสาวจิราพร กาญจนมนตรี มีความสมบูรณ์ยิ่งขึ้น พร้อมทั้งนี้ได้แนบแบบประเมินสื่อการสอนด้านเทคนิคการผลิตสื่อเพื่อการวิจัย

จึงเรียนมาเพื่อโปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็นอย่างยิ่งมา ณ โอกาสนี้ด้วย

(ผู้ช่วยศาสตราจารย์เลิศลักษณ์ กลิ่นหอม)

รองคณบดี กำกับดูแลงานด้านบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี



ที่ ศธ 0524.04/ 1326

คณะกรรมการอุดมศึกษา

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง
ถนนฉลองกรุง เขตลาดกระบัง กรุงเทพฯ 10520

๔ เมษายน 2550

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนด้านเทคนิคการผลิตสื่อเพื่อการวิจัย
เรียน ดร.รุจโรจน์ แก้วอุไร

สิ่งที่ส่งมาด้วย แบบประเมินสื่อการสอนด้านเทคนิคการผลิตสื่อเพื่อการวิจัย

ด้วย นางสาวจิราพร กาญจนมนตรี นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหา
บัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี สถาบันเทคโนโลยี
พระจอมเกล้าเจ้าคุณทหารลาดกระบัง กำลังทำสารนิพนธ์ เรื่อง “การสร้างบทเรียนภาษาอังกฤษผ่าน
อินเทอร์เน็ต เรื่อง กาลปัจจุบัน”คณะกรรมการอุดมศึกษา พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถเกี่ยวกับเรื่อง
ดังกล่าวเป็นอย่างดี จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจและประเมินสื่อการสอนนี้ว่ามีความถูกต้องและ
เหมาะสมมากน้อยเพียงใด ซึ่งผลการตรวจและประเมินของท่านจะช่วยให้งานวิจัยของ นางสาวจิราพร
กาญจนมนตรี มีความสมบูรณ์ยิ่งขึ้นจึงเรียนมาเพื่อ โปรดพิจารณาและหวังว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณเป็น
อย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์เลิศลักษณ์ กลิ่นหอม)

รองคณบดี กำกับดูแลงานด้านบัณฑิตศึกษา

ปฏิบัติราชการแทนคณบดี

หน่วยบัณฑิตศึกษา

โทร. 02-737-3000 ต่อ 3692

โทรสาร 02-326-4325

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WORK EXPERIENCE	2004	Customs Inspector at Royal Thai Customs Department



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า
ไม่ว่ากรณีใดๆทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้