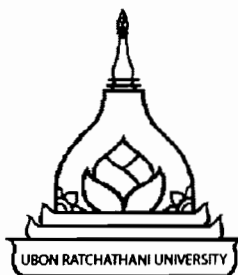


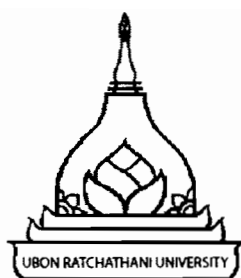
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**A COMPARISON OF ENGLISH PROFICIENCY OF GRADE 9 STUDENTS
IN THE MINI ENGLISH PROGRAM AND THE GIFTED PROGRAM
AT MUKDAHAN SCHOOL**

JUTHAMAS TANGKAWANICH

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RATCHATHANI UNIVERSITY
ACADEMIC YEAR 2014
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INDEPENDENT STUDY APPROVAL
MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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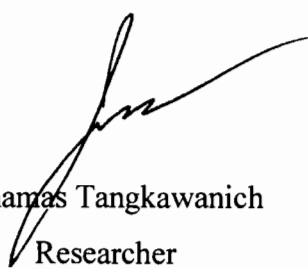
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Juthamas Tangkawanich
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บทคัดย่อ

เรื่อง	: การเปรียบเทียบความสามารถทางภาษาอังกฤษระหว่างนักเรียนชั้นมัธยมศึกษาปีที่ 3 หลักสูตรสองภาษาและหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ โรงเรียนมุกดาหาร
ผู้วิจัย	: จุฑามาศ ตั้งวานิช
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สาขาวิชา	: การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
อาจารย์ที่ปรึกษา	: ดร. สายสุณี ชัยมงคล
คำสำคัญ	: ความสามารถทางภาษาอังกฤษ, หลักสูตรสองภาษา, หลักสูตรห้องเรียนพิเศษวิทยาศาสตร์

การศึกษาค้นคว้าครั้งนี้มีจุดประสงค์เพื่อเปรียบเทียบความสามารถทางภาษาอังกฤษในด้านไวยากรณ์ ทักษะการพูด และการอ่าน ระหว่างนักเรียนชั้นมัธยมศึกษาปีที่ 3 หลักสูตรสองภาษาและหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ โรงเรียนมุกดาหาร จังหวัดมุกดาหาร ประเทศไทย กลุ่มตัวอย่างที่ใช้ในการศึกษาคือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 หลักสูตรสองภาษาจำนวน 20 คน และหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์จำนวน 20 คน โดยกลุ่มตัวอย่างทั้งหมดทำแบบทดสอบเพื่อวัดความสามารถด้านไวยากรณ์ การพูด และการอ่าน

ผลการศึกษาพบว่ากลุ่มตัวอย่างทั้งสองกลุ่มไม่มีความแตกต่างกันในด้านความสามารถทางภาษาอังกฤษ โดยมีค่า $P = 0.290$ อย่างไรก็ตามเมื่อเปรียบเทียบความสามารถทางภาษาอังกฤษแต่ละด้าน พบว่านักเรียนหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ได้คะแนนสูงกว่านักเรียนหลักสูตรสองภาษาในด้านไวยากรณ์ อย่างมีนัยสำคัญที่ค่า $P = 0.036$ ในขณะที่ทักษะการอ่านและการพูดของทั้งสองกลุ่มไม่แตกต่างกันอย่างมีนัยสำคัญ โดยมีค่า $P = 0.412$ และ $P = 0.489$ ตามลำดับ

ABSTRACT

TITLE : A COMPARISON OF ENGLISH PROFICIENCY OF GRADE 9 STUDENTS IN THE MINI ENGLISH PROGRAM AND THE GIFTED PROGRAM AT MUKDAHAN SCHOOL

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DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

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KEYWORDS : ENGLISH PROFICIENCY, THE MINI ENGLISH PROGRAM, THE GIFTED PROGRAM

The purpose of this study was to compare the proficiency in English grammar, speaking and reading skills of Grade 9 students in the Mini English Program and the Gifted Program at Mukdahan School, Mukdahan province, Thailand. The subjects were 20 students in the Mini English Program and 20 in the Gifted Program. The subjects' grammar, speaking and reading performance was measured by a paper test.

The results of this study indicated that both groups were not statistically different in their English proficiency at $P = 0.290$. However, when considering each language aspect, it was found that the Gifted Program students had significantly better grammar knowledge than the Mini English Program students at $P = 0.036$. There was no significant difference between the two groups regarding speaking and reading skills at $P = 0.412$ and $P = 0.489$ respectively.

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CHAPTER 1

INTRODUCTION

This chapter presents the rationale, research question, purpose of the study, significance of the study, and definitions of key terms.

1.1 Rationale

In the present global society, the demand for learning foreign languages has increased dramatically, especially English which is a language used globally or as a lingua franca. It is spoken, learnt and understood even in those countries where it is not an official language. It plays a major role in many sectors such as medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. It also helps learners to understand differences in language, economy, politics and cultures of other countries (Suriyawong, 2006). With proficiency in the English language, learners can more easily access bodies of knowledge, compete in the international community, and also communicate with foreigners correctly, appropriately and confidently (Ministry of Education, 2001).

However, in Thailand, there are many problems with regards to teaching and learning English. According to Biyaem (1997, as cited in Weerarak, 2003), Thai students cannot communicate in English effectively because 1) their English capabilities are often restricted due to L1 interference, particularly in pronunciation, syntax and idiomatic usage, 2) they lack enough opportunity to use English in their daily life, and 3) they are often too timid to speak English. More interestingly, despite having studied English for over ten years, it appears that the desired level of proficiency is rarely, if ever, achieved (Intarasombat, 2002).

Due to the increased awareness of the above dilemma, the Thai Ministry of Education has been trying to develop effective English teaching and learning through the approval of the English Program in schools in 2001 (Ministry of Education, 2001). This program was established with the purpose of boosting Thai students' abilities to communicate efficiently in English to reach the international standard (Ministry of

Education, 2001). The program consists of two main types: the English Program (EP) and the Mini English Program (MEP), depending on the English learning time requirements. Both are designed to provide students with instructions in English, using English textbooks and teaching materials. Later, in 2007, the Ministry of Education launched the Gifted Program (GP) which targeted students with outstanding academic abilities. The Gifted Program focuses on developing students' full potentials in all subjects, especially mathematics and science. The instruction is not in English, and English is not specifically emphasized, though.

Mukdahan School in Mukdahan province, Thailand, offers both the MEP and the GP. Parents and students often wonder which one is better in terms of English proficiency development. Some parents believe that the MEP will help their children to better understand and speak English because they are exposed to English in nearly all of the subjects and because they are taught by native English speakers for many hours a week. Many others, however, believe that studying among high achieving students, as is done in the GP, has resulted in increased academic competition in all the subjects, including English. Such competition is said to motivate the respective students to do as well or better, despite less exposure to the English language. Furthermore, it is believed that Thai English teachers are better at grammar than native English speakers. Therefore, as a researcher, I would like to investigate which group has higher English proficiency after having been in the programs for about two years. This can be done by assessing and comparing their English proficiency.

The students are investigated in terms of their proficiency in grammar ability, speaking, and reading skills. Reading skills are one of the most important tools, enabling students to get information from various sources (Sotsi, 2010), many of which are published in English. Thus, students who have better reading skill can search useful texts, access useful information, and apply additional knowledge to their communicative development. Another essential ability for communication is grammar. Students who have some basic knowledge of grammar and structures will be able to communicate effectively (Srisawat, 2010). Additionally, speaking is also important for communication (Jinarat, 2002) because good speaking skills enable us to interact and to communicate with others properly. Due to lack of emphasis on writing in the

English courses, writing ability is not measured. Also, as the speaking test is a paper test, there is no separate test of listening.

As both programs are offered for lower secondary (Grades 7 - 9) and upper secondary (Grades 10 - 12) levels, Grade 9 students, who have studied in either program for 2 years, are chosen as the subjects of this study. When completing their lower secondary level, the students have to think carefully in which program they should further their study: the Mini English Program or the Gifted Program. This study is expected to help them decide which program meets their personal requirements the most.

1.2 Research Question

Which program - the Mini English Program (MEP) or the Gifted Program (GP) – in Mukdahan School can better improve Grade 9 students' English proficiency?

1.3 Purpose of the Study

The study aims to compare the proficiency in English grammar, speaking and reading skills of Grade 9 students in the Mini English Program and the Gifted Program at Mukdahan School, Mukdahan province, Thailand, after having been studying in either program for 2 years.

1.4 Significance of the Study

The results of this study are expected to help teachers concerned and the Thai Ministry of Education to realize strengths and weaknesses of both programs in terms of English grammar, speaking, and reading development. They can also be used as guidelines for developing materials, teaching strategies and curricula in the future. Moreover, they can also be useful for parents to decide which program is a better choice for their children.

1.5 Definitions of Key Terms

The key terms that need defining are as follows:

1.5.1 Mini English Program refers to a program in which students are taught three subjects in English, including English, mathematics and science.

1.5.2 Gifted Program refers to a program in which academically outstanding students are provided with special practice and procedures that are challenging in the areas of mathematics and science with no special emphasis on English.

1.5.3 English proficiency refers specifically to the ability in speaking and reading as well as the knowledge of grammar. Students are expected to be able to understand and use distinctive grammatical structures of English correctly and appropriately, have ability to present information in various situations as well as have different levels of reading comprehension as stipulated in the Basic Education Core Curriculum B.E. 2551 (A.D., 2008 ; Ministry of Education, 2008).

The next chapter will describe the background of the Mini English Program and the Gifted Program, the importance of grammar, speaking and reading skills as well as relevant previous studies.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into seven parts. The first part concerns English learning in Thailand; the second discusses special programs in Thai education; the third presents Mini English Program and Gifted Program at Mukdahan School including their teaching methods; the fourth is about definition and importance of grammar; the fifth explains definition and importance of speaking; the sixth describes definition and importance of reading; and the last explores previous studies.

2.1 English Learning in Thailand

Learning English is compulsory for Thai students in the globalization era (Ngogbungkla, 2007). According to the Basic Education Core Curriculum B.E. 2544 (A.D. 2001), learning English is very significant and valuable for everyone who is living in the present global society as English provides an important tool for communicating, learning, seeking knowledge, and pursuing further education at higher levels. English helps learners realize differences in cultures and viewpoints in the world community, and also assists their self-improvement by bettering their understanding of themselves and others. Moreover, they will be able to use English for communication as well as for easier and wider access to bodies of knowledge, to adapt themselves into global society and to gain bright future. If Thai learners master all English skills, they will be able to use English appropriately and effectively. Also, English proficiency will massively increase their ability to reach higher standards in the academic field and enhance job prospects both in Thailand and internationally.

Since Thailand has realized the importance of English, many English programs have been established in Thai education such as English program, Mini English Program, English Bilingual Program, English Immersion Program and Intensive English program. Each program serves different purposes, so students have to choose an appropriate one for themselves. However, only the Mini English Program is discussed in this study as it is a new program at Mukdahan School.

2.2 Special Programs in Thai Education

Under the approval of the Ministry of Education, many schools offer new programs to enhance academic abilities of Thai students. The following are some of the programs.

2.2.1 English Program and Mini English Program

With attempts to reform Thai education, a number of progressive steps have been taken to implement the education reform as stipulated in the National Education Act of B.E. 2549 (1999). In 2001, the Ministry of Education allowed primary schools and secondary schools to set up the English Program which is different from the regular program in that English is used as a medium of instruction in all subjects except Thai language subject and Social Studies subject (Ministry of Education, 2001). From 2003, the English Program has been of 2 main types, depending on English learning time requirement: the English Program (EP) where learners are taught in English in permitted subjects for at least 18 hours per week, and the Mini English Program (MEP) where learners are taught in English in permitted subjects at least 12 hours per week. Both aim at promoting learners' abilities to use English to communicate and to seek knowledge according to curriculum standards.

2.2.2 Gifted Program

In 2007, the Ministry of Education launched another special program for gifted and talented students to provide intensive education in the fields of mathematics, science and technology, called Gifted Program (GP). It was proposed from the idea that gifted and talented students are those who have outstanding abilities, thus requiring differentiated educational programs and/or services beyond those normally provided by the regular school program. The program is designed for academically outstanding Thai students who are expected to become researchers in mathematics, science, and technology. Therefore, this program emphasizes mathematics, science, and technology as stated by the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008).

2.3 Special Programs at Mukdahan School

Mukdahan School is located in Mukdahan province, Thailand. The school launched a Mini English Program in 2004, then a Gifted Program in 2007 for lower and upper secondary levels with approximately 30 students in each class.

The curricula of both programs are different as described below:

In the Mini English Program, students are taught seven subjects in English by four foreign teachers from different countries in each semester, including English (Basic English (focusing on reading and grammar) and English for Communication (focusing on speaking and listening)), Mathematics (Basic Mathematics and Advanced Mathematics), and Sciences (General Science-Chemistry, Basic Science and Advanced Science) as shown in Table 1.

Table 1 Courses in English in the Mini English Program

Subjects	Course	Teacher	Credit	Hour/week
English	Basic English	American	1.5	3 hours
	English for Communication	American	2	4 hours
Mathematics	Basic Mathematics	Filipino	1	2 hours
	Advanced Mathematics	Filipino	1.5	3 hours
Science	General Science-Chemistry	Filipino	0.5	1 hour
	Basic Science	Filipino	0.5	1 hour
	Advanced Science	Filipino	1.5	3 hours
Total amount of time				17 hours

The English subjects, Basic English and English for Communication, are taught by an American teacher who got a Bachelor's degree in International Relationship from the United States of America and a Master's degree in Applied Linguistics in Teaching English as a Second Language (TESOL) from England. She has been teaching English for 3 years and 6 months: 6 months in the United States of America, one year in Korea and two years in Thailand. The subjects of the study have been taught English subjects by this American teacher since they were in Grade 7. The other two subjects, mathematics and science, are taught by the Filipinos. One Filipino

mathematics teacher got a Bachelor's degree in the Secondary Education majoring in mathematics and a Master of Arts in mathematics from the Philippines. Another Filipino mathematics and science teacher got a Bachelor's degree in Secondary Education majoring in physics and minoring in mathematics, and a Complete Academic Requirement (CAR) in Master's degree from the Philippines. The other science teacher got a Bachelor's degree in Secondary Education majoring in biological sciences and a Master's degree of science from the Philippines.

The teaching method used by the native English speaking teachers is Direct Method. This method focuses on conducting classes solely in the target language. Oral communication skills are built up in a carefully graded progression organized around question and answer exchanges. New teaching points are introduced orally and grammar is taught inductively (Richards and Rodgers, 2001). The inductive teaching involves students inferring grammar rules from examples. The students are not given the rules but are guided with many examples showing how the concept is used with a little explanation by the teachers. Then the students have to notice how the concept is used and determine the grammar rules. At the end of the activity, the teachers ask the students to explain the rule as a final check that they understand the concept (Chumsen, 2005).

In the Gifted program, students are taught Basic English by a Thai teacher and English for Communication by a native English speaking teacher as shown in Table 2.

Table 2 Courses in English in the Gifted Program

	Subjects	Credit	Teacher	Hour/week
English	Basic English (focusing on reading and grammar)	1.5	Thai	3 hours
	English for Communication (focusing on speaking and listening)	2	American	4 hours
Total amount of time				7 hours

The native English speaker who has taught the GP students since they were in Grade 7 is from the United States of America and got a Bachelor's degree in Teaching

English as a Second Language (TESOL) with 2-year teaching experiences, one year in the United States of America and one year in Thailand.

Unlike the native English speaking teachers, the Thai English teachers use the Grammar Translation method to teach students. This method is helpful for EFL learners when it comes to grammar learning because translation into their mother tongue is allowed, so it is easier to understand the rules and usage. The Thai English teachers are also able to compare the English grammar rules with their L1 grammar to make the students aware of different uses of grammar between the first language and the target language. To sum up, this method is claimed to be an effective way of learning grammatical structures as the target language is translated into the first language and vice versa, and it allows students to notice the differences and similarities between L1 and L2 (Larsen-Freeman, 2000). Grammar is also taught deductively by giving the students a new concept, explaining it, and then having them practice using the concept (Larsen-Freeman, 2000).

2.4 Definition and Importance of Grammar

Grammar is a set of rules in a language by which words change their forms and are combined into sentences (Harmer, 2001, as cited in Trendak, 2014). It is the common way by which native speakers construct sentences, or the way they put words together to make correct sentences. It describes the way in which sentences of a particular language may be constructed. It also deals with the order of words in sentences; for example, the words “known/years/me/have/for/you/twenty” are not arranged as an acceptable sentence in English because the words are placed ungrammatically. According to grammar rules, they should be grouped together to form a string of “You have known me for twenty years.” Grammar is very important for language usages because without grammar, we do not know the relationship between words (Jespersen, 1974), and we are not able to convey information or express ourselves as directly and clearly as we want. All languages have different grammatical rules. It is thus essential that students understand the grammatical structures of language they learn and apply them when using the language so that they can produce and understand sentences of a language correctly.

Based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008), having a sound understanding of grammar sets a solid foundation for developing communicative competence. A student must understand grammar to build up sentence structures, which will be used in all forms of communication. The importance of grammar is also emphasized in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008: 21-22) as follows:

Strand 1 - Language for Communication: Understanding grammar provides the essential foundation for sentence formation. Without this understanding, language and communication will become extremely difficult. Using grammatical rules will enhance the ability to communicate, which in essence is the primary use of language.

Strand 3 - Language and Relationship with Other Learning Areas: A sound understanding of grammar will provide the student with the ability to communicate in various manners. Grammar provides a vital link with reading, writing listening and speaking. Without a sound knowledge of grammar, it is impossible to develop further.

2.5 Definition and Importance of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns and Joyce, 1997, as cited in Ngogbungkla, 2007). It is the means to express feelings, to explain or request what one wants, to exchange information, to express who they are as individuals, to explore their world and to find out how things work (Jinarat, 2002). Ability to speak is the basic but most essential skill for communication, but it is the most difficult (Oradee, 2012). According to Nunan (2003), many people feel that speaking a new language is harder than other skills- listening, reading, or writing - for two reasons. First, speaking happens in “real time” unlike reading or writing; the people you are talking to are usually waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you say, unlike when you are writing. Hence, speaking needs accuracy as well as fluency if learners want to be proficient in this skill.

Since speaking is a key of communication, students have to learn to interact and to communicate with others. The strands stipulated in the Basic Education Core

Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008: 21-22) that focus on speaking ability are as follows:

Strand 1 - Language for Communication: Ability in speaking facilitates students to exchange data and information, express feelings and opinions, present data, concepts and views on various matters. Without this skill, students cannot create interpersonal relationship appropriately.

Strand 2 - Language and Culture: Understanding the relationship, similarities and differences between languages and cultures of native speakers enable students to use the language to express or communicate with others appropriately depending on situations and places.

Strand 4 - Language and Relationship with Community and the World: If students have speaking competency, they are able to communicate in various situations, both in the classroom and outside community, and the global society.

2.6 Definition and Importance of Reading

Reading is defined differently by various researchers. Their views are based on the aspect they focus on. Alyousef (2005) defines reading process as the communication between the text and the reader. That is, reading is regarded as an interactive process between a reader and a text. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning, using various kinds of knowledge. Anderson (2001) also claims that reading is mental function through which the reader creates meaning from symbols, using the reader's background knowledge and reading materials. The reader's understanding of meaning depends on complete interpretation of printed pages along with the comprehension of the deeper meaning that the author does not state directly, such as the author's tone and point of view. Anderson (2001) further states that reading is considered to be synonymous with comprehension; that is, reading involves both the reconstruction of an author's message and the construction of one's own meaning using the printed words on the page. With this definition, the reader's purpose in reading influences its meaning (Hayes, 1991).

In conclusion, reading has different definitions amongst researchers. It can be viewed as a process in which the readers interact with what they read to obtain its

meaning. Another definition of reading concerns self-interpretation by using knowledge of the reader to understand what he/she reads. In addition, reading can be a means of communication between an author and a reader. To understand what the author conveys, the reader needs to employ multiple knowledge and tactics. In this study, reading is the reader's ability to understand the meaning of words and sentences to identify the main ideas, supporting details, and the author's purpose, to abstract given ideas and arguments as well as to use the author's ideas and facts to form his or her own opinion.

Reading is an essential part of knowledge development. It provides students with the ability to consolidate their overall ability in communication. It is one of the most essential means of information processing. The following strands stipulated in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008: 21-22) are expected to enhance reading ability in a wide range of topics and provide a very solid foundation for reading skills.

Strand 1 - Language and Communication: Ability to interpret what has been read from various types of media. Without this skill, students cannot understand and express opinions with proper reasoning.

Strand 4 - Language and Relationship with Community and the World: Quite often, the language used in news is quite different than in other forms of media. Reading news and current affairs from various countries will develop the reader's knowledge of world matters, and also enable them to adapt to formal language which can be complex but also very factual. It will enhance the reader's ability to convey their own thoughts on important matters, and develop overall knowledge on a wide range of international topics.

2.7 Previous Studies

As English programs were recently established in Thailand, there have been few relevant studies conducted in Thai context as presented below:

Chinpaisarn (1989) compared the ability in using English for communication as well as the attitudes and motivation between the Immersion Program students and the Non-Immersion Program students in Communication Arts School at Bangkok University. The subjects were 50 first year students: 25 Immersion Program students

who were taught by using English as a medium of instruction for the whole syllabus and 25 Non-Immersion Program students who were taught by using Thai as a medium of instruction except English courses. The results revealed that the former were more effective in using English for communication than the latter. The attitudes and motivation towards the English language of the former were also better than the latter.

Likewise, Chumsen (2005) compared the levels of English proficiency of all the four skills of students who had been taught by native English speaking teachers using the Direct Method, a language pedagogy that involves the use of only L2 in the classroom, and the students who had been taught by Thai English teachers using the Grammar Translation Method, a language pedagogy that involves the use of L1 to explain L2. The subjects were ten Grade 10 students from Assumption College Ubon Ratchatani, Thailand who had been taught with either method for a three-year period. The results indicated that the students who had been taught by native English speaking teachers performed significantly better than the students who had been taught by Thai English teachers in reading, listening and speaking skills at $P = 0.029$, $P = 0.006$ and $P = 0.002$ respectively, but there was no significant difference between the two groups regarding writing skill at $P = 0.586$.

Another study is by Kosanlavit (2007) who investigated the effectiveness of the Mini English Program at Surathampitak School in Nakhon Ratchasima in terms of learners' language development in general, cost benefits and management through 1) examining the learners' language improvement, 2) investigating the attitudes of their parents, their teachers, the program organizer and government educational supervisors, 3) surveying the needs of students, their parents, their teachers, the program organizer and government educational supervisors on this program, and 4) reflecting general opinions and expectations of learners, their parents, their teachers, the program organizer and government educational supervisors on this program. The findings indicated that the program was effective in the three aspects mentioned above. It helped the learners improve their English in general, enhanced the learners' attitudes towards and motivation for learning English as expected, and successfully met the needs and the expectations of all the parties concerned.

Niyomosot, Viboonkul and Naiyapat (2007) conducted a study to compare the English reading comprehension ability between the English Program students and the

Non-English Program students. The subjects were 445 Grade 9 of four bilingual secondary schools and four normal secondary schools in Udonthani, Loei, Nongkhai and Srisaket provinces which were divided into three groups: English Program students, Non-English Program students who had studied in bilingual secondary schools and Non-English Program students who had studied outside bilingual secondary schools through a test with four choices and one best answer. The findings revealed that the English Program students achieved the highest average scores of all the four aspects, including 1) levels of reading comprehension ability according to the Ministry of Education's standard, including literal comprehension, interpretation, critical reading and creative reading, 2) reading comprehension ability of non-linear text, 3) reading comprehension ability of linear text, and 4) overall reading comprehension ability. The Non-English Program students who had studied in bilingual secondary schools had the medium average scores of all the aspects and the lowest average scores were obtained by the Non-English Program students who had studied outside bilingual secondary schools.

The other study is by Siriruang (2009) who investigated the English reading comprehension of Grade 11 students at Nari Nukun School and their attitudes towards the native speakers of English and the Thai teachers. The subjects were 110 Grade 11 students. The instruments were a questionnaire divided into demographic features of the respondents and their attitudes towards English reading comprehension teaching of the native English speaking teachers and the Thai teachers, lesson plans, a pre-test and a post-test. The results showed that the students who were taught English reading comprehension course by either native English speaking teachers or Thai teachers got higher scores on their post-test. It indicated that both teachers can improve the students' reading comprehension skill. Moreover, there was no significant difference in the students' attitude towards the native English speaking teachers and Thai teachers.

Since no study on the Gifted Program or on the comparison between the Mini English Program and the Gifted Program has been found, it is interesting to compare both programs in terms of their effectiveness in improving students' English proficiency.

The next chapter will present how the study was conducted.



CHAPTER 3

METHODOLOGY

This chapter presents the research methodology used in this study, including the subjects, instrument, procedure, data collection as well as data analysis.

3.1 Subjects

The population of Grade 9 students in the Mini English Program and the Gifted Program in the academic year 2014 at Mukdahan School in Mukdahan province was 67: 35 (6 males and 29 females) and 32 students (8 males and 24 females) respectively. According to the admission requirements of Mukdahan School, students with a Grade Point Average (GPA) in English at the primary level of at least 3.00 and a GPA of all ex-school subjects of at least 3.00 are eligible to apply for the Mini English program. On the other hand, students with a Grade Point Average (GPA) in mathematics and science at primary level of at least 3.00, and a GPA of all ex-school subjects of at least 3.00 are able to apply for the Gifted Program. All applicants have to pass a paper-and-pencil entrance exam to be accepted into either program. For this study, only students who had comparable scores on the English entrance exam in the academic year 2012 were selected as the subjects.

The students' initial English proficiency before entering the program drawn from their entrance exam scores in English is illustrated in Table 3 below.

Table 3 Initial English proficiency of both groups

Students	Score out of 60	
	MEP group	GP group
1	36	36
2	34	33
3	33	32
4	32	31
5	32	31
6	31	30
7	30	30
8	30	30
9	30	30
10	29	30
11	29	30
12	29	29
13	28	28
14	27	28
15	26	27
16	26	27
17	26	26
18	26	26
19	26	26
20	24	23
Total	584.00	583.00
%	48.67	48.58
Mean	29.20	29.15
S.D.	3.1556	2.9069
T-value	.295	
P-value	.772 (>.05)	

Table 3 shows the results of both groups' scores on the English entrance exam. The mean score of MEP group was 29.20 and that of GP group was 29.15. The difference was not significant ($P > 0.05$). Therefore, it can be concluded that there was no difference in English proficiency between the two groups when getting into each program. However, it should be noted that their initial English proficiency is regarded as quite low as their mean scores are lower than half.

The students in both programs are also comparable in terms of motivation in learning English as observed twice by the researcher below:

(1) There are good interactions both between the teacher and students and among students themselves.

(2) Students usually pay attention to the teacher and the lesson, make short notes, do not talk to their friends during class hours, and participate in class discussion.

(3) Students are not shy to answer questions, dare to ask questions when they get confused or do not understand something such as contents and assignments, and dare to do a role-play or presentation in front of the class.

In conclusion, the students in both programs are comparable in terms of initial English proficiency, motivation, and time of exposure to Basic English and English for Communication courses. However, each program was taught by different teachers. For the Mini English Program, the students have learned both courses with a native English teacher from the United States of America whereas the students in the Gifted Program have been taught Basic English by a Thai teacher and English for Communication by another American teacher. They have used different textbooks and materials. Also, they have taken different tests.

3.2 Instrument

To compare the grammar knowledge, speaking and reading skills of the students in the Mini English Program and the Gifted Program, the research instrument is the proficiency test as described below:

Proficiency test is a test used to measure students' proficiency in terms of grammar, speaking and reading skills, in order to find out the English proficiency of the Mini English Program students and the Gifted Program students. The test contains 60 multiple-choice questions which are divided into three parts: grammar part

(20 points), speaking part (20 points) and reading part (20 points) (See Appendix). The items cover the topics stipulated in the strands prescribed by the Basic Education Core Curriculum B.E. 2551 (A.D., 2008) (Ministry of Education, 2008) and meet the lessons learned in the students' classes in Grade 7-8. They were taken and adapted from four English textbooks which are believed to be unfamiliar to the students. All the books are designed with the purpose of preparing Grade 8 students for success in English learning based on the Basic Education Core Curriculum B.E. 2551 (A.D., 2008). They are "A Manual of Basic English for Grade 8 students" written by Charoon Krungkaew and Sunthon Liamthong, English teachers of Satreewittaya, "English Manual for Grade 8 students" by Assoc. Prof. Thanu Teauratanagul. "Basic English User Manual for Grade 8 students" by Rapeephan Kowitthawanich, an academic editor of The Books Publishing, and "A Manual of English for Grades 7-8-9 and O-NET" written by Assoc. Prof. Thanu Teauratanagul of The Books Publishing. The selected items are believed not only to be suitable for the students' level, but also to be able to assess the students' ability effectively and reliably. The numbers of test items from these books are varied as demonstrated in Table 4.

Table 4 The numbers of items taken and adapted from different books

Skills Sources	Grammar	Speaking	Reading	Total
1. A Manual of Basic English for Grade 8 students	10	-	9	19
2. English Manual for Grade 8 students	3	-	5	8
3. Basic English User Manual for Grade 8 students	3	20	-	23
4. A Manual of English for Grade 7-8-9 and O-NET	4	-	6	10
Total	20	20	20	60

3.3 Procedures

To conduct the study, the research procedures are as follows:

The subjects were asked to take the test in the first week of the first semester in the academic year 2014. They had to finish the 60 multiple-choice items in 1 hour. After the students had finished the test, the test papers were collected, scored, divided into grammar, reading and speaking sections and analyzed by the researcher.

3.4 Data Collection

The data were the students' scores on the three sections of the test: grammar, speaking and reading comprehension.

3.5 Data Analysis

The data were analyzed, using percentages, means, and standard deviation. Then the results of the tests of both groups were compared to find out the proficiency of the students in both programs, using t-test.

CHAPTER 4

RESULTS

This chapter presents the results of the students' English proficiency: grammar, speaking and reading skills.

4.1 Results of Students' English Proficiency

After a little over two years in either program, the subjects' English proficiency was measured by the test. The test scores were analyzed to find out which group had better English proficiency. Their total scores are presented in Table 5 below.

Table 5 Subjects' total scores

Students	Total (Score out of 60)	
	MEP group	GP group
Total	779.00	834.00
%	64.92	69.50
Mean	38.95	41.70
S.D.	7.8504	7.9677
T-value	1.088	
P-value	.290 (>.05)	

Table 5 shows the English proficiency of both programs in terms of total scores. The mean total score of the MEP group was 38.95 while that of the GP was 41.70. The result shows that there was very little difference in English proficiency between the two groups, and the difference was not statistically significant ($P > 0.05$), indicating that the two programs are not different in enhancing students' English proficiency.

However, when considering each language aspect under study, i.e. grammar, speaking and reading, it happened that the subjects in both programs did not perform equally on all the three aspects as shown in Tables 6-8.

The scores on grammar are presented in Table 6 below.

Table 6 The grammar test scores

Students	Score out of 20	
	MEP group	GP group
1	13	14
2	15	8
3	15	10
4	10	11
5	8	10
6	5	8
7	9	15
8	7	10
9	9	13
10	8	14
11	8	7
12	7	10
13	10	15
14	13	8
15	6	15
16	6	14
17	8	8
18	10	16
19	7	8
20	5	8
Total	179.00	222.00
%	44.75	55.50
Mean	8.95	11.10
S.D.	3.0171	3.0591
T-value	2.258	
P-value	.036 (< .05)	

Table 6 shows the grammar test scores of both groups. The mean score of the MEP group was 8.95 while that of the GP group was 11.10. The result shows significant difference in grammar ability between the two groups ($P < 0.05$). This indicates that the GP helps the students improve grammar ability better than the MEP.

The scores on speaking are presented in Table 7 below.

Table 7 The speaking test scores

Students	Score out of 20	
	MEP group	GP group
1	18	18
2	20	14
3	20	18
4	20	15
5	18	14
6	20	17
7	20	20
8	18	15
9	18	18
10	18	13
11	13	16
12	20	18
13	20	20
14	20	16
15	10	20
16	15	20
17	16	18
18	18	20
19	12	14
20	18	13
Total	352.00	337.00
%	88.00	84.25
Mean	17.60	16.85
S.D.	2.9629	2.4979
T-value	.839	
P-value	.412 (> .05)	

Table 7 shows the speaking test scores of both groups. The mean score of the MEP group was 17.60 while that of the GP group was 16.85. The result shows no significant difference in speaking ability between the two groups ($P > 0.05$). This indicates that both the MEP and the GP were not different in improving the students' speaking ability. It is interesting that quite a number of the students got perfect scores as can also be seen in the table.

The scores on the reading part are presented in Table 8 below.

Table 8 The reading test scores

Students	Score out of 20	
	MEP group	GP group
1	11	18
2	16	12
3	19	13
4	18	10
5	14	11
6	15	14
7	12	12
8	14	11
9	15	16
10	14	11
11	6	12
12	12	15
13	17	20
14	18	11
15	8	20
16	10	18
17	12	14
18	10	17
19	9	9
20	8	11
Total	258.00	275.00
%	64.50	68.75
Mean	12.90	13.75
S.D.	3.7120	3.3698
T-value	.705	
P-value	.489 (> 0.05)	

Table 8 shows the reading test scores of both groups. The mean score of the MEP group was 12.90 while that of the GP group was 13.75. The result shows very little difference in reading ability between the two groups. The difference was not statistically significant ($P > 0.05$), though. This indicates that both the MEP and the GP were not different in improving the students' reading ability. It can be concluded that the two programs equally help improve the students' reading skills.

The next chapter will provide discussions based on the results presented in this chapter.

CHAPTER 5

DISCUSSION

This chapter provides discussions as well as pedagogical implications.

5.1 Discussions

This study compared the English proficiency of Grade 9 students in two Mukdahan School programs in the academic year 2014 through the grammar, speaking and reading tests. The subjects were 40 students: 20 in the Mini English Program and 20 in the Gifted Program. The research question is “Which program - the Mini English Program or the Gifted Program – at Mukdahan School can better improve Grade 9 students’ English proficiency?”

The study reveals that both programs are not significantly different in so doing. This indicates that both programs can equally enhance the students’ English proficiency. The results are probably due to the following reasons. Firstly, both groups of students spend the same amount of time in English classes – seven hours a week. Although the MEP students spend additional ten hours learning mathematics and science in English, this seems not to significantly affect the development of their English proficiency because in mathematics and science classes, the focus is not on the language use, but on contents with technical terms in the fields of mathematics and science. Moreover, the two subjects are taught by Filipinos, regarded as non-native English speakers, who did not get a degree in English or English teaching. The second reason concerns the students’ learning behavior; they all are good and fast learners. The MEP students seem to have intrinsic motivation and interest in English learning, so they often practice their English through listening to English songs, watching soundtrack movies, reading English books and taking extra English classes. So do the GP students who want to be superior to others in all subjects as they believe they are the best and most talented group of the students at the same level (personal communication). A lot of practice and extra classes may contribute to their similar success in English learning. Thirdly, the result may result from the limited amount of

time spent in each program – only two years. Such a short period of time may not be able to reflect true effectiveness of the two programs.

When considering the three language aspects investigated, the students in both programs have equivalent proficiency in speaking and reading, but the GP students have more grammar knowledge. Concerning speaking and reading skills, the results of the study do not support the finding by Chumsen (2005) which indicated that the students who had been taught by the native English speaking teachers (like MEP students) performed significantly better than those who had been taught by non-native English speaking teachers (like GP students) in speaking and reading skills.

For the speaking ability, the students in both groups are equally proficient in this skill most probably because they study speaking in English for Communication course with a native English speaker for the same amount of time – four hours a week. What should be noted is the speaking test in this study was an indirect paper-pencil test, unlike Chumsen's study in which the subjects were tested orally. This is unnatural for real conversation. Therefore, the true speaking potential of the students may not be measured in this study. In other words, pronunciation and spontaneous speech were not investigated as the students were required simply to choose the best utterances and expressions to complete the dialogues in different situations. Besides, the test may be too easy for them as the mean score of both groups was about 17 with almost half of the MEP students and a quarter of the GP students gaining perfect scores. This may lead to the similar speaking test results of both groups in spite of their probable different speaking skills.

Regarding reading ability, both groups are not different in this aspect. The finding is similar to that found by Siriraung (2009). The first reason is the students in both programs have the same amount of time learning reading in Basic English course which focuses on reading and grammar. Secondly, although the MEP students have to read scientific texts in English, they appear to be too difficult for them to understand (personal communication). So they have to depend on their teachers' explanation for comprehension of the texts. As a result, studying science in English may not help students' reading ability a lot. Moreover, the texts used in the test are not in the area of science, so the MEP students did not benefit from their studying English scientific texts.

Concerning grammar knowledge, the GP students have better understanding of grammar knowledge than the MEP students because of the following. As the GP students are taught grammar by a Thai teacher in the mother tongue with focus on their metalinguistic awareness, they do not have much difficulty understanding English grammar rules because the non-native English speaking teachers are good at grammar (Chueng, 2002). Likewise, Medges (2001) claimed that the non-native English speaking teachers make use of translation, focus more on accuracy, form and grammar rules, and often correct for errors. On the contrary, the native English speaking teachers do not use translation, focus more on fluency, meaning and language in use, and often tolerate errors. Therefore, the MEP students who study with the native English speaking teachers may not have a good grasp of grammar in class.

The following section will provide pedagogical implications drawn from the results of the study.

5.2 Pedagogical Implications

From the findings, it is recommended that students learn grammar with a Thai teacher because the teacher can better explain grammar rules and concepts, which facilitates students' understanding whereas speaking should be taught by a native speaker of English. For the school with insufficient budget to hire a native speaker of English, creating intrinsic motivation and interest in English is another way to enhance students' English proficiency because the students can learn and practice English by themselves. Moreover, in a science class taught in English, the texts to be used should be appropriate for the students in terms of difficulty so that the students can improve their reading skill through reading various English scientific texts by themselves.

CHAPTER 6

CONCLUSION

This chapter provides the conclusion, the limitations of the study and the recommendations for further study.

6.1 Conclusion

The purpose of the study is to investigate which special program at Mukdahan School- the Mini English Program (MEP) or the Gifted Program (GP) can better improve Grade 9 students' English proficiency. The results show that both programs can equally enhance the students' English proficiency. The subjects of the study were 40 Grade 9 students: 20 students in the MEP and 20 in the GP. The subjects' mean scores indicate that both groups were not significantly different in their English proficiency ($P > 0.05$). However, the results reveal that the scores of the grammar test of the two groups were significantly different at $P = 0.036$, which means the GP is more effective in improving students' grammar ability. No significant differences were found between the two programs regarding speaking and reading abilities, indicating that both programs are equally effective in improving these two skills.

6.2 Limitations of the Study

This study has a number of limitations. Firstly, it was conducted only with the students enrolled in the Mini English Program and the Gifted Program at Mukdahan School, Mukdahan Province, Thailand. Their English proficiency may be different from that of other groups of students. Secondly, the study investigated a limited number of English skills, only grammar, speaking and reading. Another limitation is the speaking test used in this study was a paper test, so it may not be able to evaluate the students' speaking ability effectively. Lastly, Grade 9 students may not well reflect the effectiveness of the programs as they have studied in the programs for only 2 years.

6.3 Recommendations for Further Study

Due to the limitations mentioned in the previous section, further studies should investigate different programs or different schools and explore all the English skills including writing and listening. The students' speaking ability should be tested through the face-to-face interaction so that the students' pronunciation and spontaneous speeches can be directly tested, and listening can also be measured at the same time. In addition, the subjects should be in either program for longer time.

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APPENDIX

PROFICIENCY TEST

Part I: Grammar (20 points)

Part II: Speaking (20 points)

Part III: Reading Comprehension (20 points)

Part I: Grammar part (20 points)

Directions: Choose the correct answer. (Questions: 1-20)

จงเลือกคำตอบที่ถูกต้อง (ข้อ 1-20)

1. Kim wants _____ glass of _____ tea.
 a. a, - b. a, a c. the, the d. a, the
2. When a person gets bored with _____ work, _____ should relax.
 a. his, he b. she, her c. he, one's d. one's, one
3. He told _____ his name.
 a. we b. us c. our d. ours
4. Ploy is _____ girl in class.
 a. younger b. more young c. the youngest d. the most young
5. A: Why did you give up living in your house?
 B: Each room was _____ a dog house.
 a. very small b. as small as c. so small as d. small as
6. A: Have you ever seen a ghost?
 B: Yes, _____ times.
 a. many c. much c. any d. little
7. If you do this exercise _____ yourself, you'll be good _____ English.
 a. by, at b. with, at c. with, in d. by, in
8. If the teacher spoke a little more slowly, we _____ all make notes about the lesson.
 a. can b. can have c. could d. could have
9. The eye glasses _____ on the shelf.
 a. be b. is c. are d. was
10. Usually there _____ not much rain in the morning.
 a. is b. are c. has d. have

11. He falls _____ .
a. sleep b. to sleep c. sleepy d. asleep
12. Water _____ at 100 °C.
a. boil b. boils c. boiled d. is boiling
13. My mother _____ dinner at present.
a. cooks b. cooked c. is cooking d. will cook
14. Our Team _____ the basketball match last week.
a. win b. wins c. won d. has won
15. I promise you that I _____ you money back next week.
a. give b. will give c. will be given d. will be giving
16. English _____ all over the world.
a. speaks b. will speak c. is speaking d. is spoken
17. A: _____ do you have to tell her everything?
B: Because she is my mother.
a. Why b. Where c. When d. How
18. _____ she's never met the artist, she knows a lot about art.
a. Because b. Although c. When d. While
19. Mint is planning _____ France next year.
a. visit b. visiting c. for visit d. to visit
20. I am older than you, _____ ?
a. am I b. am not I c. are I d. aren't I

Part II: Speaking part (20 points)**Directions: Complete the conversation with the most suitable choice.**

จงเลือกข้อความต่อไปนี้ไปเติมในบทสนทนาให้ถูกต้อง

Questions 21-25 : On the phone

- a. Thank you.
- b. Certainly, Mr. Grey.
- c. May I speak to Mr. Brown, please?
- d. Ask him to call Michael Grey. My number is 234-1999.
- e. Would you like to leave a message?

Secretary: Robert Brown's office.

Caller: _____ 21 _____

Secretary: I'm sorry, he's not here right now. _____ 22 _____

Caller: Yes, please. _____ 23 _____

Secretary: _____ 24 _____

Caller: _____ 25 _____

Note. Taken from "Basic English User Manual for Grade 8 students," by Kowitthawanich

2012, Bangkok: Thebooks.

Questions 26-33: In the shop

- a. It fits me very well. I'll take it.
- b. Yes, please.
- c. Yes, please. I am looking for a sweater.
- d. Here is your change. Thank you.
- e. I see, thank you.
- f. Yes, blue please.
- g. Size 38, I think.
- h. That looks nice. How much is it?

Shop assistant: Can I help you?

Customer: _____ 26 _____

Shop assistant: I see. What size, please?

Customer: _____ 27 _____

Shop assistant: Any particular color?

Customer: _____ 28 _____

- Shop assistant: Well, what about this one?
Customer: _____ 29 _____
Shop assistant: It's 499 baht. Would you like to try it on?
Customer: _____ 30 _____
Shop assistant: The changing room is over there.
Customer: _____ 31 _____
Shop assistant: Well, how do you like it?
Customer: _____ 32 _____
Shop assistant: Right. I'll just wrap it for you.
Customer: Thank you. Now where is my purse.
(She hands 500 note.)
Shop assistant: _____ 33 _____
Customer: Thank you.

Note. Taken from "Basic English User Manual for Grade 8 students," by Kowitthawanich, 2012, Bangkok: Thebooks.

Questions 34-40: At the bus station

- a. You're welcome.
- b. It's 90 baht.
- c. It leaves at five.
- d. One way or return.
- e. The bus will board at gate number 5.
- f. At seven. Would you like a ticket?
- g. Excuse me.

- Jenny: _____ 34 _____. Can you tell me what time the next bus for Laos is?
- Clerk: _____ 35 _____
- Jenny: And what time will it get there.
- Clerk: _____ 36 _____
- Jenny: Yes, please.
- Clerk: _____ 37 _____
- Jenny: One way, please. How much is it?
- Clerk: _____ 38 _____
- Jenny: Here it is. (hands the clerk 90 baht)
- Clerk: _____ 39 _____
- Jenny: Thank you.
- Clerk: _____ 40 _____

Note. Taken from “Basic English User Manual for Grade 8 students,” by Kowitthawanich, 2012, Bangkok: Thebooks.

Reading part (20 points)

Questions 41-42: Look at the sign below and answer the questions.

จงดูรูปภาพต่อไปนี้และตอบคำถามให้ถูกต้อง

Do not disturb

41. What does this sign say?
- a. No one is in this room. b. No one will disturb you.
- c. Do not knock the door or go inside. d. People are not allowed in this area.
42. Who might put up this sign?
- a. A hotel guest wanting to relax.
- b. A teacher telling her students to keep quiet.
- c. A librarian warning users not to annoy others.
- d. A manager leaving his office.

Note. Taken from “English Language Manual for Grade 7-8-9 and O-NET,” by Teauratanagul, 2010, Bangkok: P.S. Pattana.

Questions 43-46: Look at the table below and answer the questions.

จงดูตารางต่อไปนี้และตอบคำถามให้ถูกต้อง

Prathom	Boys	Girls	Total
2	19	16	35
3	15	19	34
4	18	20	38
5	17	17	34

43. The largest class in the school is _____.
- a. Prathom 2 b. Prathom 3 c. Prathom 4 d. Prathom 5
44. The total number of students in these four classes is _____.
- a. 69 b. 70 c. 141 d. 142
45. There are altogether _____ boys in these classes.
- a. 69 b. 70 c. 72 d. 141
46. Which statement is TRUE?
- a. There are more boys than girls in Prathom 3.
- b. Prathom 2 is the smallest class in the school.
- c. There are 4 more girls than boys in the four classes.
- d. Prathom 5 has an equal number of boys and girls.

Note. Taken from “English Language Manual for M. 1-2-3 and O-NET,” by Teauratanagul, 2010, Bangkok: P.S. Pattana.

Questions 47-51: Read the passages and choose the correct answer for the question.

จงอ่านบทความที่กำหนดให้และตอบคำถามให้ถูกต้อง

I'm Dang. I'm fourteen, and study in grade 10. I work on Saturdays. I work about six hours. I carry bottles of milk and heavy crates, so it's hard work. And how much do I get? Only 120 baht. And I have to get up at 5.30.

47. Dang works as _____.
- a. a paper boy b. a waiter c. a milk boy d. a bottle boy
48. Does he go to school?
- a. No, he doesn't. b. No, he just works.
- c. Yes, he goes to school on school days. d. Yes, he goes to school after working.
49. When does he get up on Saturday?
- a. Early in the morning. b. Late in the morning.
- c. When the evening comes. d. Any time he'd like to.
50. How long does he work each Saturday?
- a. For 6 hours. b. For 10 hours.
- c. For 14 hours. d. From 5.30 a.m. to 5.30 p.m.
51. What does Dang think about his work?
- a. He works easily and gets a little money
- b. He works hard and gets much money.
- c. He works easily but gets much money.
- d. He works hard but gets a little money.

Note. Taken from "A Manual of Basic English for Mattayom 2 Students," by Krungkaew and Liamthong, 1994, Bangkok: Hi-Ed.

Questions 52-55: Read the passages and choose the correct answer for the question.

จงอ่านบทความที่กำหนดให้และตอบคำถามให้ถูกต้อง

According to the Tourism Authority of Thailand, the number of Japanese tourists visiting **the country increased** from 814,706 in 1995 to 934,111 **the later year**. Japanese tourists ranked second after Malaysians.

52. "the country" refers to _____.
- a. Thailand b. Malaysia c. Japan d. All are correct.
53. "the later year" is _____.
- a. 1994 b. 1995 c. 1996 d. 1997
54. Most tourists visiting the country are _____.
- a. Japanese b. Thais c. Malaysians d. All are correct.
55. "increased" means _____.
- a. was less b. was equal c. was more d. was good

Note. Taken from "A Manual of Basic English for Mattayom 2 Students," by Krungkaew and Liamthong, 1994, Bangkok: Hi-Ed.

Questions 56-60: Read the passages and choose the correct answer for the question.

จงอ่านบทความที่กำหนดให้และตอบคำถามให้ถูกต้อง

Lots of people love animals. But, did you know that a bird can be an animal-lover too? This is a story about a crow that cared for a dog.

A family in Africa had two pets- a crow and a puppy. One day the puppy went away and did not come back. The family thought it was lost in the woods. They were very sad. They thought they would never see their puppy again.

About that time, the people saw that the pet crow was eating in a funny way, the crow did not eat its whole dinner at one time. It would take a piece of food and fly away, then the crow would come back and do it again. So they went after the bird to see what it was up to. The crow led the people into the woods. There they found the puppy with its leg in a trap. The crow had fed the dog and kept it alive for six days until help came.

56. The crow in this story was a _____.
- a. bird b. dog c. puppy d. lover

57. According to the story, what happened first?
- a. The crow was funny
 - b. The puppy was saved.
 - c. People were sad.
 - d. The puppy got into a trap.
58. The people in this story _____.
- a. liked their puppy
 - b. did not like animals
 - c. helped animal in a cage
 - d. lived in the woods
59. You can tell from the story that _____.
- a. birds don't like dogs
 - b. dogs don't like birds
 - c. a crow can be smart
 - d. people should not feed pets
60. A good title for this story would be " _____ " .
- a. The Funny Crow
 - b. Trapped Dogs
 - c. Living in the Woods
 - d. Saved by a Crow

Note. Taken from "English Manual for Grade 8 students," by Teauratanagul, 2010, Bangkok: P.S. Pattana.

ANSWER KEY

1. a 2. a 3. b 4. c 5. b 6. a 7. a 8. c 9. c 10. a
11. d 12. b 13. c 14. c 15. b 16. d 17. a 18. b 19. d 20. d
21. c 22. e 23. d 24. a 25. b 26. c 27. g 28. f 29. h 30. b
31. e 32. a 33. d 34. g 35. c 36. f 37. d 38. b 39. e 40. a
41. c 42. a 43. c 44. c 45. a 46. d 47. c 48. c 49. a 50. a
51. d 52. a 53. c 54. c 55. c 56. a 57. c 58. a 59. c 60. d

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