



**Improving Speaking and Vocabulary Skills by
using Peer Tutoring and Jigsaw Techniques
for Grade 4 Students**



**Babylyn M. Villa
Elective English Teacher**

**Foreign Language Learning Group
Marie Anusorn School, Buriram**

Preface

Improving Speaking and Vocabulary Skills by Using Peer Tutoring and Jigsaw Techniques with mixed media of grade 4 Students at Marie Anusorn School, Buriram Province. This study was created to solve the problem in improving speaking and vocabulary skills of the learners, most students are afraid to tell stories or express their feelings because they don't know how to say what's right, so through their classmates who know more can help them feel less ashamed and teach them the better way of what they want to say during class.

The creator of this study hopes to develop the speaking and vocabulary skills of the learners by using various techniques and including media technology and diverse educational methods in teaching such as peer tutoring and jigsaw techniques. Special thanks to grade 4 students of Marie Anusorn School, academic year 2023-24 who have no hesitation in working with me as their guide and all the teachers who provided support and advise.

Babylyn M. Villa, Lpt
Elective English Teacher

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Innovation Presentation Form

Name of Innovation: Improving Speaking and Vocabulary Skills by using Peer Tutoring and Jigsaw Techniques for Grade 4 Students

Title: Finding Verbs and change to Simple Past

Teacher: Ms. Babylyn M. Villa

School: Marie Anusorn School, Buriram Province

Kind of Innovation

Education Administration Learning Management Supervision

1. Importance of Innovation

The rationale of peer tutoring is often anchored in the concept of the zone of proximal development (ZPD; Vygotsky, [1978](#)), representing the distance between what a learner (tutee) can do independently and what he/she can do with the help of more knowledgeable others (tutor). Accordingly, it is critical to challenge learners to go beyond their prevailing knowledge and competences and to provide facilitating coaching and support through more knowledgeable and skillful peers and beyond that of teachers. After having themselves recently gone through similar learning

challenges, the tutors are likely to relate to the tutees' cognitive challenges; this increases the pedagogic value of peer tutoring. As an adult expert may be too distant in terms of authority and knowledge, peer tutoring may enhance opportunities for mutual interaction between tutor and tutee, resulting in a more active role of the students (Willis et al., [2012](#)) Same-age peer tutoring (e.g. more skilled students tutoring others at a certain grade level) is distinguished from cross-age peer tutoring, where older students tutor their younger peers (Duran & Topping, [2017](#); Karcher, [2008](#); Topping et al., [2017](#)). The competence gap should not be too extreme between the tutor and the tutee, suggesting that the optimum age gap in cross-age peer tutoring should not be more than two or three years (Karcher, [2008](#)); in the present case, the age difference was only one year. Although peer tutoring is much less practiced and studied at the elementary and secondary levels than in tertiary education (Morrison et al., [2000](#); Topping et al., [2017](#); Willis et al., [2012](#)), it has a long history in school counselling (Karcher, [2005](#)), and some tutoring programs have been initiated in primary and secondary education (Karcher, [2008](#); Morrison et al., [2000](#)). Further, peer tutoring has often focused on transmitting basic skills, such as reading, numeracy, and motoric performance, and on promoting positive educational attitudes (Topping et al., [2017](#)).

Current conditions and problems when teaching it was found that students lack skills in language learning both in speaking and vocabulary skills. They are often afraid to express what they know, and they don't fully understand the lesson because they have difficulty expressing in English.

Solutions for improving speaking and vocabulary skills by using peer tutoring and jigsaw techniques with the inclusion of media technology.

2. Objectives and Goals of Operation

2.1 To help students in grade 4 engage their own active learning and critical thinking skills.

2.2 To improve their academic achievement, motivation, engagement, and retention of the topic.

2.3 To enhance their social skills such as communication, collaboration, leadership, and respect for diversity as learners.

3. Scope of Operation

This innovation report is to Improve Speaking and Vocabulary Skills by using Peer Tutoring and Jigsaw Techniques.

Grade 4 students with the scope of study as follows: Target population

3.1 The target population includes 115 students in grade 4, fiscal year 2023-2024, at Mary Anusorn School, Buriram Primary Education, which were obtained from the selection process.

3.2 Variables

The primary variable is using peer tutoring and jigsaw techniques with media technology.

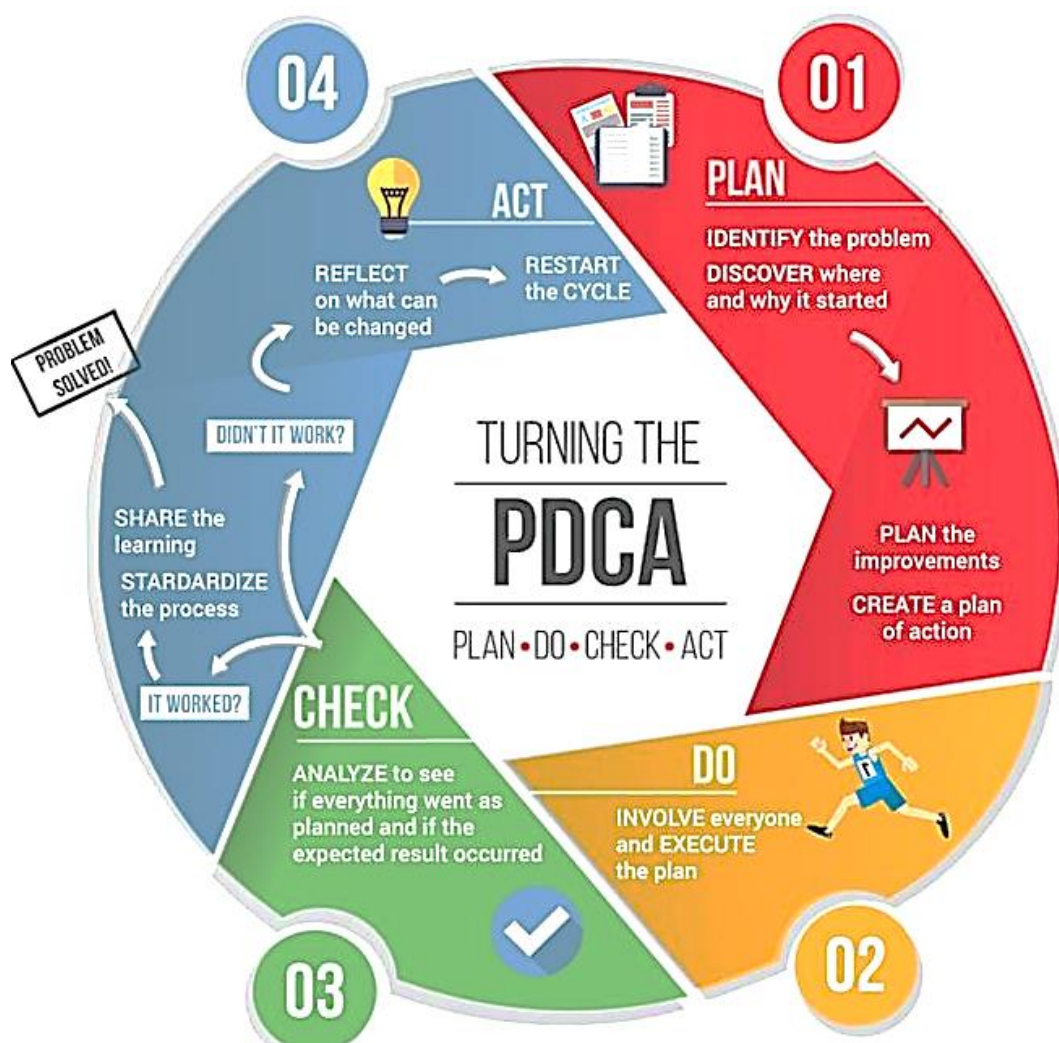
The dependent variable is the problem in speaking and vocabulary skills in English of grade 4 students at Marie Anusorn School.

Subject content used in preparing the innovation report are group works by giving them various activities about verbs and find its simple past, giving meaning and

example sentences, and to provide facilitating coaching and support through more knowledgeable and skillful peers. The teacher organizes cooperative teaching.

4. Operation Steps

Study the school curriculum and Mary Anusorn School policy. There is policy to develop students in all aspects. Especially in learning that emphasizes student participation. Active learning such as peer tutoring and jigsaw techniques has been used as a tool to develop student quality. To have analytical thinking, critical thinking skills, presentation and appropriate use of media technology and be able to apply in daily life basis. Together with the model of administration and management to develop the quality of education at Marie Anusorn School, the PDCA quality process has the following steps.



4.1 Operational Planning

1. Design learning management using peer tutoring and jigsaw techniques combined with multimedia technology for grade 4 students, an instructional method that facilitates access to the general education curriculum for students.

2. Use of cooperative learning structures that joins students of different ages, with older students assuming the role of tutor and younger students assuming the role of tutee.

4.2 Implementation of the plan until it is successful

A. Accomplish is the process of carrying out work according to the plans, projects, activities, that has been planned.

1. Giving students clear examples and reference points about what you expect from them. Let's say your class is about to start a series of reading buddy activities.

2. After reading a passage aloud, act out a scene that focuses on giving and receiving praise and feedback.

3. Then, explore why your comments were or weren't effective. You can also pair students to try this activity themselves.

Exercises should always allow for active learning. After all, peer teaching inherently relies upon communication and collaboration between students.

5. Performance

Academic achievement of grade 4 students in improving speaking and vocabulary skills by using peer tutoring and jigsaw techniques, the quality of work is improving. The students are more willing to participate in discussions. Their active engagement and insightful contributions in class discussions are exceptional. They have shown positive attitude towards challenging tasks which is truly inspiring.

6. Success Factors

. Peer tutoring enables both tutor and tutee to gain self-confidence, the tutor by observing self-competence in his or her capability to help someone and the tutee by gaining positive reinforcement from the peers. Therefore, peer tutoring has a very positive impact on the process of learning. Organizing activities have focus on students' hands on experiences.

7. Lesson Learned

Peer tutoring is a highly effective way for the students to learn from each other. It does not only benefit the students in academically but also helps the students their communication and vocabulary skills as well as their interpersonal skills. Through peer tutoring the students can enhance their confidence level and they become self-motivated. Therefore, it should be utilized in the premises of the educational institutions as well as outside.

8. Publication

8.1 Distribute to teacher in the Foreign Language Group

8.2 Exam Supporting Documents

Appendices

The result in Improving Speaking and Vocabulary Skills by using Peer Tutoring and Jigsaw Techniques for grade 4 students.

Student Worksheets

5

name P.4/1

1. จิรายุ 7 4. พิชพงษ์ลา 29
 2. กุศลสิทธิ์ 11 5. ดิษฏา 31
 3. ชนกันต์ 13 6. อภรณ์ดา 34

Irregular Past Tense Verbs

Fill in the blanks with the verb and match the images.

- The man ran to catch the train. (run)
- The children sang the song loudly. (sing)
- The married couple drove the car slowly. (drive)
- The women ate their lunch together. (eat)
- She dove into the water. (dive)
- She rode her bicycle to work today. (ride)
- The woman drank from the cup. (drink)
- The mom read the book to her daughter. (read)
- The children went down the slide. (go)
- The two men shook hands. (shake)

Pete Ford

Irregular Past Tense Verbs

Fill in the blanks with the verb and match the images.

1. The man ran to catch the train. (run)

2. The children sang the song loudly. (sing)

3. The married couple drove the car slowly. (drive)

4. The women ate their lunch together. (eat)

5. She dove into the water. (dive)

6. She rode her bicycle to work today. (ride)

7. The woman drank from the cup. (drink)

8. The mom read the book to her daughter. (read)

9. The children went down the slide. (go)

10. The two men shook hands. (shake)

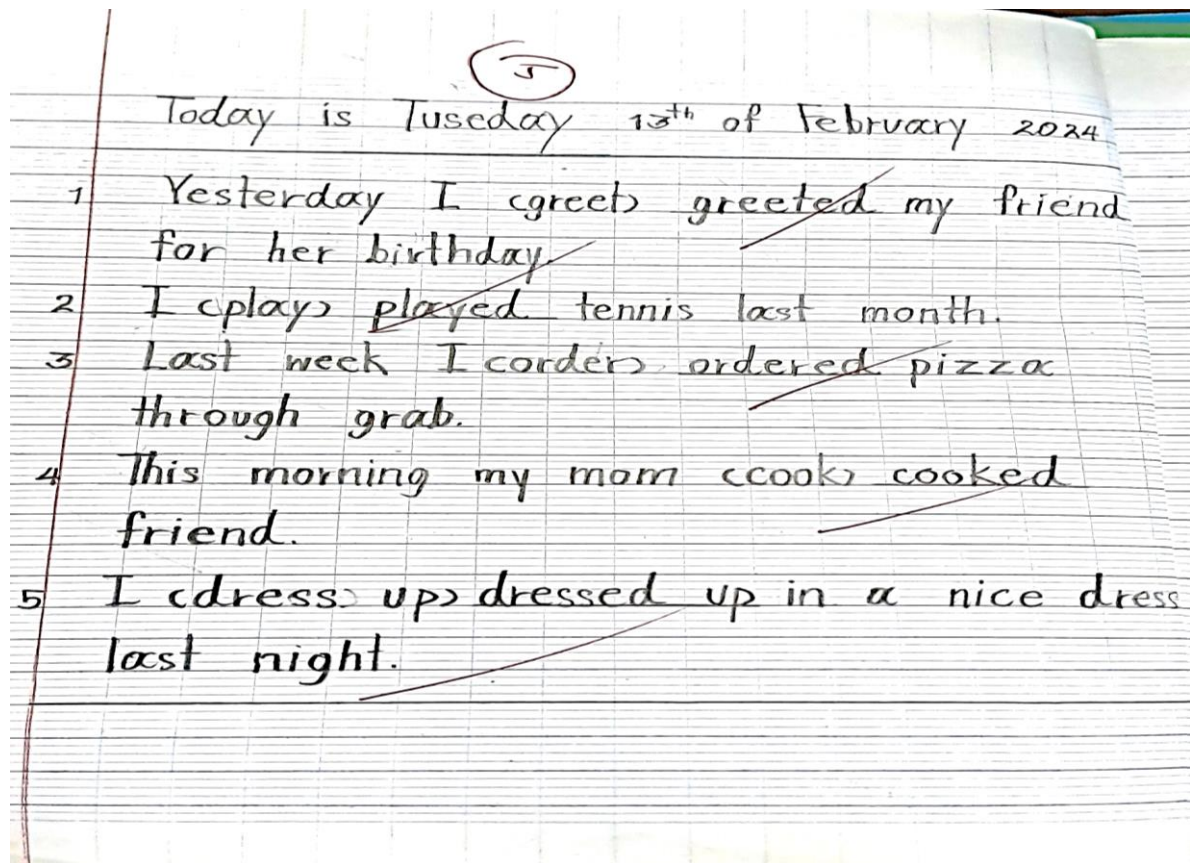
Pen Pundit (15) Atom (No. 24) AOM (No. 10) Khaw hom (No. 25)

1. T 2. T 3. T 4. T 5. T

www.english4here.com

Group # 4

Khaw CAT (No. 11) Num Hom (No. 357)



SIMPLE PAST TENSE

Drag and drop the correct past tense verb into each sentence from the box:

Painted listened answered kicked cleaned

1. The girl _____ the teacher's question.



2. My mom and I _____ the house yesterday.



3. Last night I _____ to music.



4. My brother _____ the ball.



5. The boy _____ a picture yesterday.





Foreign Language Learning Group

Semester 2

Year 2023

Subject English for EnjoyCourse code A14 201Unit 3 ActivitiesLesson plan No. 3 I helped my dad clean the house.For Grade 4Time : 50 hour

Learning Standards

7.4.2 Ability to use foreign language in various situations in school, community and society.

Learning Objectives

Knowledge

The students able to know the sentence structures in each of the form of sentences.

Process

Students use past tense form of the verb to show actions happened a long time ago.

Attribute

Construct sentences in past tense in affirmative, interrogative and negative forms.

Syllabus

Simple Past Tense (Regular verbs)

Learning Content Vocabularies/Phrase

clean, water, climb, call, wash, cook, yesterday, calendar
students tell the meaning of these words.

Competencies of students

Communication ability

Life skills ability

Desired characteristics

Honest

Disciplined

Eager to learn

Public mind

Steps for organizing learning activities

Warm-up

The teacher asks the students to look at the picture in section A on page 76. The teacher asks the students about the picture as follows: "What can you see? I can see __, what is he/she doing? He/she is __."

Presentation

1. Teacher asks the students to look at picture A on page 76. using the command Listen and say.

2. Teacher opens CD item A for students to listen to and have them enter the numbers. In the order heard using the listen and number command. 3. Teacher asks the students to answer and teacher reminds the correct answer.

Practice

The teacher asks students to look at the picture in section B using the Ask and answer command. Students practice answering questions from the structure as follows. What did you do yesterday? I cleaned my room. The teacher explains the use of irregular verbs in the chart and yesterday in the example sentences.

Production

spelling rules base form + ed ex. walk-walked verbs ending in e + d like-liked, verbs ending in a consonant + y change y to i + ed carry-carried
The teacher asks the students about what they did yesterday
The teacher asks the students to practice answering questions.

Wrap up

The teacher asks 2-3 pairs of volunteer students to come out and speak in front of the class.

Students and teachers jointly summarize the vocabulary gained from the lesson and the additional ones. Students do the workbook A & B pg 50.

Materials

powerpoint presentation, worksheets

Suggested activities

The students identify, choose and circle the correct verbs in present and simple past form of the verbs in the sentences given.

Measurement and evaluation

The teacher construct 20 multiple choice items to find out the amount of learning that has taken place.

Prepared by:
 Babyllyn M. Villa
 English Teacher



Foreign Language Learning Group

Semester 2

Year 2023

Subject

Course code 14201

Unit 3 Activities

Lesson No.4 "I Ate Pizza yesterday"

For Grade 4

Time: 50 minutes

Learning Standards

F 4.2 Usage of foreign languages as a tool for further education, livelihood, and exchange of learning with the world community.

Learning Objectives

Knowledge

At the end of the lesson, the students will be able to:

- * Learn the irregular past tense (Double consonants)

Process

- * Use the past tense with the double consonants

Attribute

Appreciate the new learning that they got in this lesson.

Syllabus

Simple Past Tense - Irregular verbs



Learning Content Vocabularies/Phrase

Presenting words and meaning through story telling using picture cards that include irregular verbs. Engage students in a discussion about the actions in the story and how they relate to irregular verbs.

Competencies of students

Communication ability

Life skills ability

Desired characteristics

Honest

Disciplined

Eager to learn

Public mind

Steps for organizing learning activities

Warm up

A. Action dance

B. Review the previous lesson about regular verbs.

C. Brainstorming:

1. Let the students read some words taken from the story that flash on tv screen giving them the hint about the new topic which is irregular verbs.

2. Ask the students to brainstorm the verbs they know and write their answers on the whiteboard.

Presentation

1. Tell a story using picture cards that include irregular verbs. Engage students in a discussion about the actions in the story and how they relate to irregular verbs.

2. Give the meaning of the following words that are in irregular forms of the verb such as run- ran, sing- sang, drive- drove, eat- ate, dive- dive.

Practice:

1. Students will work in pairs to identify irregular verbs in sentences, practicing their ability to recognize irregular verbs.

Production:

1. Distribute the worksheets and colored pencils to each pair of students.
2. Instruct students to read sentences and underline the irregular verbs they find.
3. After completing the task, have pairs share their answers in the class.

Materials:

PowerPoint presentation	worksheets	marker
Flash cards	colored pencils	

Suggested Activities:

1. Identify the irregular verbs in the sentence:
"She swam in the pool yesterday."
2. Write the past tense form of the irregular verb -go.

Measurement and Evaluation

Criteria: Correct identification of irregular verbs- 5 pts.

*Check the given worksheets

*Evaluate the speaking and comprehension skills of the learners.

Prepared by:

(Babylyn M. Villa)

Elective English Teacher

Signed:

(Ms. La-one Waensila)

Head, Foreign Language Department



Marie Anusorn School
Results After Teaching Report

Class P 4 (1-5)

Week 15

Date January 29 - February 2, 2024

1. Knowledge and Understanding (K)

The students were able to use regular past tense verb in a complete sentences.

2. Skills (P)

The students were able to practiced and identify the different past tense of the verbs.

3. Attitudes, Values, Morals, and Ethics (A)

The students were happy and they were able to repeat after the teacher practiced saying each past tense verbs.

4. Summary after learning management

Class <u>4/1</u>	Total number of students <u>38</u>	Passed <u>38</u>	Percentage <u>100</u>
Class <u>4/2</u>	Total number of students <u>36</u>	Passed <u>36</u>	Percentage <u>100</u>
Class <u>4/3</u>	Total number of students <u>37</u>	Passed <u>37</u>	Percentage <u>100</u>
Class <u>4/4</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>
Class <u>4/5</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>

5. Solutions for Students who failed to learn:

6. Problems, Obstacles, and Solutions

Signed.....

(Mrs. La-ong Waensila)

Head, Foreign Language Department

Signed BABYLYN MORANDANTE VILLA

(BABYLYN MORANDANTE VILLA)

Teacher

Signed.....

(Miss Suparat Luangrattanawimol)

Deputy Director for Academic Affairs



Marie Anusorn School
Results After Teaching Report

Class P 4(1-5)

Week 17

Date.....

1. Knowledge and Understanding (K)

The students were able to identify regular verbs and irregular verbs past tense.

2. Skills (P)

Students were able to practice common irregular verbs in their past simple form.

3. Attitudes, Values, Morals, and Ethics (A)

Students have enjoyed the group activities that they had with their classmates and had fun in practicing single past tense of irregular verbs.

4. Summary after learning management

Class <u>4/1</u>	Total number of students <u>38</u>	Passed <u>38</u>	Percentage <u>100</u>
Class <u>4/2</u>	Total number of students <u>36</u>	Passed <u>36</u>	Percentage <u>100</u>
Class <u>4/3</u>	Total number of students <u>37</u>	Passed <u>37</u>	Percentage <u>100</u>
Class <u>4/4</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>
Class <u>4/5</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>

5. Solutions for Students who failed to learn:

.....

6. Problems, Obstacles, and Solutions

.....

Signed.....

(Mrs. La-ong Waensila)

Head, Foreign Language Department

Signed BABYLYN M. VILLA

(BABYLYN M. VILLA)

Teacher

Signed.....

(Miss Suparat Luangrattanawimol)

Deputy Director for Academic Affairs



Marie Anusorn School
Results After Teaching Report

Week 16

Class 94(13)

Date _____

1. Knowledge and Understanding (K)

The students were able to guess what picture is of and read the word in past tense sentences.

2. Skills (P)

The students were able to match present tense and past tense verbs and to its corresponding pictures.

3. Attitudes, Values, Morals, and Ethics (A)

The students have enjoyed in a fun way practicing past tense sentences.

4. Summary after learning management

Class <u>9/1</u>	Total number of students <u>38</u>	Passed <u>38</u>	Percentage <u>100</u>
Class <u>9/2</u>	Total number of students <u>36</u>	Passed <u>36</u>	Percentage <u>100</u>
Class <u>9/3</u>	Total number of students <u>37</u>	Passed <u>37</u>	Percentage <u>100</u>
Class <u>9/4</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>
Class <u>9/5</u>	Total number of students <u>35</u>	Passed <u>35</u>	Percentage <u>100</u>

5. Solutions for Students who failed to learn:

6. Problems, Obstacles, and Solutions

Signed _____

(Mrs. La-ong Waensila)

Head, Foreign Language Department

Signed _____

(BABY IN M. VILL A)

Teacher

Signed _____

(Miss Suparat Luangrattaniawimol)

Deputy Director for Academic Affairs

No.	Ss#	Name	Surname	Exercise (K)	Performance	Attitude (A)	Competency (C)	Total
				10	10	10	10	
26	14582	Kanyakron	Jitthaisong	8	8	9	8	33
27	14899	TRAKANTA	WONGSASON	8	8	9	8	33
28	14925	ณัฐธิยา	จันทร์จำเริญ	9	9	9	9	36
29	15171	KORNKANOK	SOOMTONG	9	9	9	8	35
30	15178	KANSINEE	CHOOSO	9	9	9	9	36
31	16234	BONGKOT	KLOMWONG	9	9	9	8	35
32	16662	YANIT	ROJRATSIRIKUL	10	10	10	10	40
33	16963	CHATVIMON	PURISO	8	9	9	8	34
34	OUT							
35	17741	KORNIPA	PRASOMTHONG	8	9	9	9	35
36	17746	NICHAPHA	BINRAM	9	9	9	9	36
37	17759	NANTACHPORN	SANGPHET	9	9	9	9	36

Total	P	NP	%
K	36	0	100%
P	36	0	100%
A	36	0	100%
C	36	0	100%

Signed

(Miss Babylyn M. Villa)

Teacher

Signed

(Miss Suparat Luangrattanawimol)

Deputy Director for Academic Affairs



Marie Anusorn School

Evaluation Method For Elective English

2nd Semester; SY: 2023-24

Unit : 3 Activities Lesson:3 I Helped My Dad Clean the House

P.4/2

Standard: F.4.1A Ability to use foreign language in various situations in school, community and society.

No.	Seat	Name	Surname	Exercise (K)	Performance	Attitude (A)	Competency (C)	Total
				10	10	10	10	
1	14130	กมลภ	เบญจสิงห์	9	9	8	9	35
2	14135	BOONYAWAT	SOONDON	9	9	9	9	35
3	14146	กิตติพงศ์	ดวงวิภา	8	7	8	8	31
4	14455	ALFRED	AROKHA	8	10	8	9	35
5	14506	วิวัฒน์ชัย	แก้วมณี	8	9	8	9	34
6	14561	ธีรภัทร	ทองปัญญา	8	7	8	8	31
7	14568	จิรายุ	หมื่นหม	7	8	8	7	30
8	14579	YANAPHAT	PANPA	7	9	8	9	33
9	14583	CHUTIPAT	TAMRAM	8	8	8	8	32
10	14587	กิตติพัฒน์	ชัยรัตน์กรกิจ	8	8	9	9	34
11	14594	อภิสิทธิ์	ตราฐ	8	9	9	8	34
12	15745	Thirayuth	Sukprasoet	8	8	8	7	31
13	16047	ธีชัย	จันทร์ทอง	9	8	9	9	35
14	16217	PAKORNKERT	KHOMPANU	7	8	8	7	30
15	16221	กิตติพัฒน์	นราธิปไตย	8	9	8	8	33
16	16223	Witchakorn	Romyen	8	8	8	8	32
17	16225	Phupakorn	Butsriwong	9	9	9	9	36
18	16661	KANIT	ROJRATSIRIKUL	10	9	9	10	38
19	17144	Natthaphat	Parnnoi	8	8	8	8	32
20	13840	Charinthip	Waensila	8	8	8	9	33
21	14137	วรกมล	ภวนาคโสภณ	8	8	8	9	33
22	14144	SINSUPHA	RUANGPRAKON	8	8	8	8	32
23	14342	PHETCHARAT	DUANGPROM	9	9	9	9	36
24	14515	MARINDA	JANG	8	8	8	8	32
25	14555	ศรिता	ทองเปี่ยม	8	8	8	9	33

No.	Ss#	Name	Surname	Exercise (K)	Performance (P)	Attitude (A)	Competency (C)	Total
				10	10	10	10	40
26	14543	ชญานภ	โจนพรม	9	9	9	9	36
27	14554	PAVEENA	SIRIMANKID	8	8	8	8	32
28	14564	NANTIKAN	THANCOME	8	8	8	8	32
29	14566	PIMMADA	TROAJMANKA	9	9	9	9	36
30	14578	JIRAPAT	VARI	8	8	8	8	32
31	15173	PINYADA	TAITAI SONG	8	8	8	8	32
32	15188	PATTAMAWAN	MESRI	9	9	9	9	36
33	15199	PHATTARAPORN	KUMBOONTHITISAKUL	9	9	9	9	36
34	15759	PATTHIDA	DUANG-ARRAM	9	9	9	9	36
35	16245	TANIDA	HONGSUNG	9	9	9	9	36
36	16249	Aunyawee	Reangthaisong	9	9	9	9	36
37	16387	CHANISARA	CHIYACHIT	8	8	8	8	32
38	16658	LUKNARA	KHAMBANG	8	8	8	8	32

Total	P	NP	%
K	38	0	100%
P	38	0	100%
A	38	0	100%
C	38	0	100%

Signed

(Miss Babylyn M. Villa)

Teacher

Signed

(Miss Suparat Luangrattanawimol)

Deputy Director for Academic Affairs



Marie Anusorn School

Evaluation Method For Elective English

2nd Semester; SY: 2023-24

Unit : 3 Activities

Lesson:3 I Helped My Dad Clean the House

P 4/1

Standard: F 4.1 Ability to use foreign language in various situations in school, community and society.

No.	Ss#	Name	Surname	Exercise (K)	Performance (P)	Attitude (A)	Competency (C)	Total
				10	10	10	10	
1	13904	Thanakrit	Trisuwan	7	8	8	9	32
2	14125	NATTAPAT	KRIMRAM	7	8	8	8	31
3	14139	AUKRIT	YAILERT	9	9	9	9	36
4	14149	PHIRACHAT	THUECHALAD	8	8	8	8	32
5	14507	CHANNARONG	SONGKHAM	8	8	8	8	32
6	14513	NATTHASIT	JITPUKDEE	8	8	8	8	32
7	14532	จิรายุ	พลอาษา	8	8	8	9	33
8	14535	อัชฌ์	เกียรติบรรจง	8	8	8	8	32
9	14540	RATCHANON	KUSIRAM	8	8	8	8	32
10	14557	RATTHAPAK	PRALOMRAM	8	8	8	8	32
11	14558	PHUPIPAT	KHONONGBUA	8	8	8	8	32
12	14573	KRITSAKORN	BOONMAPILA	8	8	8	8	32
13	14580	ชนกันต์	เทพราม	8	8	8	8	32
14	14599	Kanraphe	Teukjaroon	8	8	8	8	32
15	15757	ฐานพัฒน์	โรจนภา	8	8	8	8	32
16	16379	Thanathip	Ngankuntod	8	8	8	8	32
17	16380	Pawaris	Thangtham	8	8	8	8	32
18	16388	Kornkawe	Sriweeraphan	8	8	8	8	32
19	16498	เศรษฐพงศ์	อ่องสุข	8	8	8	8	32
20	16541	SUPHAKRIT	PANTHONG	8	8	8	8	32
21	17369	วรินทร์	ธูปเทียนรัตน์	9	9	9	9	36
22	17754	CHANUDOM	KHUNAPROM	8	8	8	8	32
23	14133	KAMONPHUT	INTAWAN	8	8	8	8	32
24	14473	HEMIGAR	WESAMULA	9	9	9	9	36
25	14533	วรัชธร	มงคลกิตติโชค	9	9	9	9	36

No.	Mat	Name	Surname	Exercise (B)	Performance (P)	Attitude (A)	Competency (C)	Total
26	14574	WACHIRANA	PUDENPHAN	3	3	3	3	12
27	14589	CHAWANRAT	DEEMSEANG	3	3	3	3	12
28	15742	PRAMSUDA	JACHONRAM	3	3	3	3	12
29	15762	SASIKAN	JETIRAM	3	3	3	3	12
30	16521	CHANDAPA	KAEMON	3	3	3	3	12
31	16582	TINNA	MONCHAUROENKIN	3	3	3	3	12
32	17146	PAUNKA	WORACHAT	3	3	3	3	12
33	17304	KANYANUT	PHOSRI	3	3	3	3	12
34	17328	WIPAWADEE	LAOSA	3	3	3	3	12
35	17742	CHULARAT	YEENAM	3	3	3	3	12
36	17753	NUTTEERA	CHAROENRAM	3	3	3	3	12
37	18198	MATIN	MEEMAN	3	3	3	3	12
				33	33	33	33	132
								4

Total	P	NP	%
K	33	0	100%
P	33	0	100%
A	33	0	100%
C	33	0	100%

Signed _____

(Miss Babylon M. Villa)

Teacher

Signed _____

(Miss Sapant Lumgrathawimol)

Deputy Director for Academic Affairs



Marie Anusorn School

Evaluation Method For Elective English

2nd Semester; SY: 2023-24

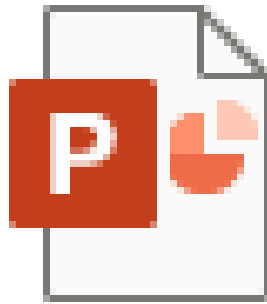
Unit: 3 Activities Lesson : 3 I Helped My Dad Clean the House

P 4/3

Standard: F 4.1 Ability to use foreign language in various situations in school, community and society.

No.	Ss#	Name	Surname	Exercise (K)	Performance (P)	Attitude (A)	Competency (C)	Total
				10	10	10	10	
1	13329	ANAWIN	BOONNVAPONG	8	8	9	8	33
2	14141	THANAKIT	YAEMTHONGLANG	8	8	9	8	33
3	14148	ณัฐพันธ์	จิตไทย	8	8	9	8	33
4	14382	พินาธิป	แสนมี	8	8	9	8	33
5	14501	SUPAKIT	THINPRANEE	8	8	9	8	33
6	14565	WUTTIPAT	CHANATALAY	8	8	9	8	33
7	14592	PUTTISUN	CHATMONTRI	8	8	9	8	33
8	14593	KRITANON	AOSODPRASAT	8	8	9	8	33
9	14598	KEETAWICH	PLAIKAEN	8	8	9	8	33
10	14908	NUTTAWAT	KICHARUM	8	8	9	8	33
11	15408	RCHTPPHN	SRISAWAT	8	8	9	8	33
12	15750	Nattanate	Thanuanram	8	8	9	8	33
13	15755	Arthicha	Chaiprakhon	8	8	9	8	33
14	15862	PUKKAPOOM	SAMSAN	8	8	9	8	33
15	16022	POJPONG	SUNGPRASERT	8	8	9	8	33
16	16024	PHANSABUT	PRAJANBAN	8	8	9	8	33
17	16224	SIRANAT	TONGTIDRAM	8	8	9	8	33
18	16279	ธนฤช	ประทุม	8	8	9	8	33
19	17389	Phulanta	Purintarapiban	8	8	9	8	33
20	13875	NAMON	PATCHANEE	8	8	9	8	33
21	14116	NICHAPHAT	CHOSUNGNEAN	8	8	9	8	33
22	14122	ศัญญาวีร์	สีฉ้วน	8	8	9	8	33
23	14136	PANADDA	SODOK	8	8	9	8	33
24	14319	YANISA	PANALAD	8	8	9	8	33
25	14534	NAPATSON	GALASIRAM	8	8	9	8	33

More Materials



P4 I helped my
dad.pptx



P4lesson4.pptx

Teaching Activities

















References

[\(PDF\) Impact of Peer Tutoring on Learning of Students \(researchgate.net\)](#)

[Significance of Scaffolding and Peer Tutoring in the Light of Vygotsky's Theory of Zone of Proximal Development \(researchgate.net\)](#)

https://www.bing.com/ck/a?!&&p=ad3870563c0cd865JmltdHM9MTcwODM4NzlwMCZpZ3VpZD0zMjhjMzlhNS03OWU5LTZmYmEtMzEwMC0yYTU0Nzg2MDZlZmYmaW5zaWQ9NTlwNg&pfn=3&ver=2&hsh=3&fclid=328c39a5-79e9-6fba-3100-2a5478606eff&psq=youtube+peel+banana&u=a1aHR0cHM6Ly93d3cueW91dHVlZS5jb20vd2F0Y2g_dj1WSEUzUnNsNGR5RQ&ntb=1

[PDCA Cycle - What is the Plan-Do-Check-Act Cycle? | ASQ](#)