

EFFECTS OF ENGLISH READING INSTRUCTION USING ‘ACTIVE’ FRAMEWORK ON  
READING ABILITIES AND READING STRATEGIES OF TENTH GRADE STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements  
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ผลการสอนอ่านภาษาอังกฤษโดยใช้กรอบแนวคิด “แอกทีฟ” ที่มีต่อความสามารถในการอ่าน  
และกลยุทธ์การอ่านของนักเรียนมัธยมศึกษาปีที่ 4

นางสาวปิยภัทร เรืองโรจน์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน  
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By                                    Miss Piyapat Ruangroj

Field of Study                    Teaching English as a Foreign Language

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ปิยภัทร เรื่องโรจน์ : ผลการสอนอ่านภาษาอังกฤษโดยใช้กรอบแนวคิด ‘แอคทีฟ’ ที่มีต่อความสามารถในการอ่านและกลยุทธ์การอ่านของนักเรียนมัธยมศึกษาปีที่ 4. (EFFECTS OF ENGLISH READING INSTRUCTION USING ‘ACTIVE’ FRAMEWORK ON READING ABILITIES AND READING STRATEGIES OF TENTH GRADE STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก : ผศ.ดร.อาภัสรา ชินวรรณ, 133 หน้า.

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาผลของการสอนอ่านภาษาอังกฤษโดยใช้กรอบแนวคิด ‘แอคทีฟ’ ที่มีต่อความสามารถในการอ่าน และ 2) เพื่อสำรวจกลยุทธ์การอ่านของนักเรียนหลังจากเข้าร่วมการสอนการอ่านภาษาอังกฤษโดยใช้กรอบแนวคิด ‘แอคทีฟ’ กลุ่มตัวอย่างในการวิจัยประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 70 คน การทดลองใช้เวลา 13 สัปดาห์ สถิติที่ใช้ในการวิเคราะห์ความสามารถในการอ่านก่อนและหลังการทดลอง คือ Paired sample t-test และสถิติที่ใช้ในการวิเคราะห์กลยุทธ์ในการอ่าน คือ สถิติเชิงพรรณนา (Descriptive Statistics)

ผลการวิจัยพบว่า (1) นักเรียนได้คะแนนเฉลี่ยจากแบบทดสอบการอ่านหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (2) จากการสำรวจกลยุทธ์ในการอ่านภาษาอังกฤษที่นักเรียนใช้หลังจากการทดลอง พบว่า นักเรียนใช้ กลยุทธ์การแก้ปัญหา (Problem Solving Strategies) ซึ่งทำให้นักเรียนเข้าใจและมีความสามารถในการอ่าน

ภาควิชา.....หลักสูตรและการสอน..... ลายมือชื่อนิติศ.....  
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The purposes of this study were 1) to investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students and 2) to explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. Participants included 70 tenth grade students, who were studying in English Reading Course. The experiment lasted for 13 weeks. The Paired sample t-test was used to investigate the differences between students' mean scores between Pre and Post English Reading Ability Test scores. Descriptive statistics was also used to explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework.

The results revealed that (1) students gained higher scores on the English Reading Ability Posttest at the 0.05 significant level. (2) Among three reading strategies, they used the most Problem Solving Strategies after participating in English Reading Instruction using ACTIVE Framework to better comprehend the text.

Department : .....Curriculum and Instruction..... Student's Signature.....

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## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with the rationale background and statement of problems. It discusses on why English Reading Instruction using ‘ACTIVE’ Framework is a significant teaching reading method to enhance students’ reading ability and reading strategy. Furthermore, research questions, research objectives, statements of hypotheses, scope of the study, definitions of terms, and significance of the study are presented.

#### **Background of the Study**

Reading is a way a person gets information from texts. People read to understand or make sense of texts. As Grabe (2009) stated that people read basic forms, newspapers, advertisements, and use basic skills of reading in their daily lives to get the information. According to Grabe (2009), people read and interpreted informational texts in line with the tasks that they engaged in and the goals they set. However, simple comprehension of words was not sufficient to comprehend a text while reading. To achieve comprehension in reading, Kirmizia (2010) stated that effective readers needed to implement such practices as relating to their background experience with the text. Readers must combine information provided in the texts with their prior knowledge in order to construct the meaning. As mentioned in Kirmizia (2010), in order to achieve reading comprehension, the integration of the information presented by the author into the reader’s background knowledge was necessity.

Besides, English reading strategies can also increase reading ability. As mentioned in Sung, Chang, and Huang (2008), one of the methods most often recommended for enhancing reading ability is reading strategy instruction. According to Kirmizia (2010), he was suggested that proficient readers use reading strategies to help them understand more of what they are reading. Hence, students have to use appropriate reading strategies to overcome reading difficulties in order to become effective readers. It has generally been found that successful readers know how to use appropriate strategies to enhance text comprehension (Phakiti, n.d.) As such, to help students comprehending the texts, appropriate reading strategies are required. The application of reading strategies can facilitate reading comprehension and overcome comprehension breakdowns (Lee, 2012). The prime consideration of teaching reading is to teach students to use specific reading strategies in the reading classroom (Anderson, 2003). In addition, good readers use lots of strategies before, during and after reading (Cogmen and Saracaloglu, 2009). Moreover, it is important for students to know that no single strategy will work in every instance. They have to know the varieties of reading strategies in order to determine the suitable strategies for a given situation (Anderson, 2003). When master the reading skills, readers are able to meet with success in English learning (Anderson, 2008). Skilled readers know that there are different ways of reading and also know the different strategies to comprehend reading texts (Zhang and Wu, 2009).

The Basic Educational Core Curriculum B.E. 2551 (2008) proposed by Ministry of Education, emphasizes the importance of foreign languages through four main contents including language for communication, language and culture, language and relationship with other learning areas, and language and relationship with

community and the world. English reading skills are categorized into the area of language for communication. Thai students are expected to be able to read competently in order to seek knowledge. They are expected to have sufficient reading skills to further their education. They are also expected to understand similarities and differences of languages and cultures between native speakers and Thai for their future education, livelihood and to catch up with today's global society. Hence, English plays an important role since it is officially used as a medium of communication in various fields mainly in education.

Although English has been taught in Thailand for a long time, there are some problems that Thai learners often come across when they learn English. The major difficulty encountered by Thai students is their lack of abilities to comprehend reading texts. Various studies in the field of teaching reading in Thailand indicated that Thai students are inefficient in reading and their reading ability is in the unsatisfactory level (Curriculum and Development Centre 1985: 142; Tamrakitkun, 2010). In addition, it was found that Thai students have difficulties when reading English texts. As a result of this, they could not comprehend what they have read.

This is in line with the results of the Ordinary National Educational Test (O-Net) revealing that the average scores of the English tests in the academic year 2550 – 2552 in three educational levels: primary, lower secondary and upper secondary (high school) levels were below 50 percent as reported by the National Institute of Educational Testing Service (NIETS) of Thailand.

To help students comprehend the texts, reading instructions used by teachers are one of the factors that determine students' success in reading. In recent years,

teaching reading comprehension has become highly recognized in literacy education. The ACTIVE framework proposed by Anderson (1994) has been introduced to teach reading strategies. The word ACTIVE refers to the six main elements which are Activating prior knowledge, Cultivating vocabulary, Thinking about meaning, Increasing reading rate, Verifying reading strategy, and Evaluating progress (Anderson, 2008).

The ACTIVE framework was designed to improve students' reading abilities. It was necessary for teachers to implement ACTIVE framework to develop students' reading abilities and enhance them to read more successfully. All main six elements in ACTIVE framework were aimed to increase students' reading competence to be effective readers. Besides, reading strategies were also explicitly taught in ACTIVE framework in the stage of Thinking about meaning and Verifying reading strategies in order to strengthen the students' reading strategies and encourage them to become strategic readers.

In Thailand, very few studies examining the effectiveness of ACTIVE framework in English reading classroom by upper secondary school students can be found. This leads to the reason why researcher adopted ACTIVE framework into the study. The present study will be the empirical research in the field of English reading instruction. As a result, the main purposes of this study are to investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities and to explore students' reading strategies after participating in English Reading Instruction using ACTIVE Framework.

**Research Questions**

1. To what extent does the English Reading Instruction using ACTIVE Framework improve reading abilities of tenth grade students?
2. What are reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework?

**Research Objectives**

1. To investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students.
2. To explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework.

**Statement of Hypothesis**

According to the small amount of empirical research studies concerning the implementation of English Reading Instruction using ACTIVE Framework in foreign language classrooms, the statement of hypothesis for this study was obtained from Anderson (1994) who proposed ACTIVE framework. Anderson (2008) mentioned that ACTIVE framework was a pedagogical framework which aimed to integrate the principle from reading theories into classroom setting in order to lead students to become more effective readers in the foreign language classroom. Therefore, the following hypothesis was tested:

1. The posttest mean scores on English Reading Abilities Test of tenth grade students are higher than the pretest mean scores at the significant level of 0.05.



### **Scope of the Study**

1. The population for this study was tenth grade students, who are studying English Reading Course, at Triamudomsuksapattanakarn Ratchada School.
2. The variables in the study were as follows:
  - Independent variable was the English Reading Instruction using ACTIVE Framework.
  - Dependent variables were students' reading abilities and students' reading strategies.

### **Definition of Terms**

1. **English Reading Instruction using ACTIVE framework** refers to the English reading instruction proposed by Anderson (2008). This instruction was designed to teach reading by integrating various reading strategies to achieve comprehension. ACTIVE Framework consists of six elements which are Activate Prior Knowledge, Cultivate Vocabulary, Think about Meaning, Increase Reading Fluency, Verify Reading Strategies, and Evaluate Progress.
2. **Reading abilities** is defined as students' ability to understand what they read which involves the capability to construct meaning from the reading texts. According to Day (2005), there are six levels of reading abilities which are literal, reorganization, inference, prediction, evaluation, and personal response.
3. **Reading strategies** are specific actions or techniques in reading processes which employed by readers in order to comprehend reading texts. There

are three reading strategies involving in this study: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP) which categorized by Kouider Mokhtari and Ravi Sheorey (2002) from Survey of Reading Strategies (SORS).

4. **Tenth Grade students** in this study were Mattayomsuksa 4 students at Triamudomsuksapattanakarn Ratchada School, who were studying in English Reading Course.

### **Significance of the Study**

Theoretically, this study showed the effectiveness of all components in ACTIVE framework in improving reading abilities and reading strategies as well. This study investigated the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students and also explored reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework.

Due to very few studies concerning the implementation of ACTIVE framework in reading abilities and reading strategies of tenth grade students in Thailand, this study will be significant in improving students' reading abilities. The study will also be beneficial to the students to become strategic readers by using ACTIVE framework. ACTIVE framework can enhance students' reading abilities to meet the Foreign Languages Curriculum for tenth grade students which proposed that students should be able to observe principles of reading, identify the main idea, analyse the essence, conclude, interpret and express opinions from reading. Moreover, English language teachers will be able to use the finding of this study to improve their

lessons which related to reading skills. Also in the study, lessons, sample of lesson plans, and activities are provided.

To conclude this, the study might be the selective way for English language teacher to make the lesson more effective and also help students to be strategic readers. The result from this study will be useful for both teachers and students in term of English reading field. Students will be able to strengthen their reading abilities and reading strategies through ACTIVE framework.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the literature review. Firstly, it explains English Reading Instruction using ACTIVE Framework. Then, the definitions of reading abilities and reading strategies are presented. The related researches on English reading abilities and reading strategies of secondary school students are also provided. The whole chapter ends with the conceptual framework of the study.

#### **English Reading Instruction using ACTIVE Framework**

The ACTIVE framework, proposed by Anderson (2008), is a pedagogical reading framework. ACTIVE framework suggests six components which should be in a part of reading lessons. Each letter of the word ACTIVE represents one main element. All together, there are six letters which lead to the six main elements of the framework: **A**ctivate prior knowledge, **C**ultivate vocabulary, **T**hink about meaning, **I**ncrease reading fluency, **V**erify reading strategies, and **E**valuate progress. Each of these elements might overlap with at least one other element. This emphasizes the interactive nature of the reading process, which each skill often ties to the others.

#### **Activating Prior Knowledge**

Activating prior knowledge has approved to be one of most effective reading strategies. It appears to enable students to be able to recall learned information (Grabe, 2009). Found in many studies, the activation of prior knowledge across the instruction could enhance students' reading comprehension. Background-knowledge activation is the key to building better comprehension for a text. A significant amount of research, conducted by second language reading researchers, indicated that reading

comprehension and reading skills are enhanced when prior knowledge is activated (Anderson, 2008).

Since the activation of prior knowledge is necessary for the reading comprehension, teachers should either help students build the prerequisite knowledge, or remind them of what they have already know before introducing the text. Teachers must help students integrate background knowledge and make connections between their previous ideas with new information. In some cases, students might not have the necessary background knowledge to be successful in reading; teachers need to help them in build sufficient knowledge. Therefore, good readers should be able to connect new information that they are learning from their reading to what they have already known (Anderson, 2008). Hence, it is important for teachers to teach students to learn from text - to discern which information is critical, integrate such information with what is already known, and draw valid inferences (Hitchcock et al., 2011).

However, Grabe (2009) stated that activation of prior knowledge can also be a two-edged sword, when teachers attempt to activate prior knowledge that is contrary with the information in the text. In such cases, prior knowledge activation cannot lead to an improvement on reading comprehension. Consequently, it is important that prior knowledge activation should get along well with the information in the present text.

Several classroom activities can be prepared to trigger students' background knowledge, such as pre-reading activities, which play a vital role in schema theory reading models (Lazi, 2004). Pre-reading activities help students build up their expectations and understanding about a text before they actually begin reading. In the activation of prior knowledge stage, teachers should provide necessary background

knowledge to students. This stage also involves informing students the purpose of reading and building knowledge, which is necessary to deal with the content and the structures of the materials (Ajideh, 2003). To sum up, pre-reading activities is one of the activities, which help students to bridge the gap of what they have learned and what is new to them.

### **Cultivating Vocabulary**

There have been an increasing number of important studies concerning learning and teaching vocabulary for reading comprehension. In the area of L1 reading research, many studies demonstrate strong relationship between vocabulary and reading (Grabe, 2009). Carver (2003) stated that there is the strong relationship between the knowledge of vocabulary and the skill in reading. Moreover, Carver mentioned that these two factors make a perfect connection.

The same conclusion is drawn in L2 context, Verhoeven (2000) reported that there are strong relations between vocabulary knowledge and reading abilities. In the same way, Droop and Verhoeven stated that there are powerful effects of vocabulary on the reading comprehension abilities (Grabe, 2009). Many studies mentioned that vocabulary plays a crucial role in the development of reading ability. Alyousef (2005) stated that readers can improve their reading ability by expanding vocabulary knowledge. In order to succeed in reading comprehension, L2 learners should know some preliminary information of word frequency and word counts in texts. Grabe (2009) also stated that L2 readers should know 95 percent of the words in the text in order to read successfully. To support students' vocabulary learning, the

students can learn through direct vocabulary instruction, vocabulary-learning strategies, extensive reading and word learning from contexts.

Most English second and foreign language students have problems in reading texts. Limited knowledge of vocabulary is regarded as the main problem (Gunning, 2002). While adequate vocabulary size is important for L2 reading comprehension (Krashen, 1989; Pulido & Hambrick, 2008; Jung, n.d.). Teachers should also involve implicit and explicit teaching of vocabulary into reading class in order to build up students' vocabulary knowledge. As so, Grabe (2011) suggests implicit learning as a byproduct of reading that the improvement of word recognition with known words will be arises through fluent text reading and rereading. Teachers should stabilize and expand word meanings through various contexts to allow students to develop vocabulary knowledge.

Additionally, explicit learning of vocabulary is required. Grabe (2011) outlines the way in which vocabulary knowledge is developed through explicit learning. Students should learn new words on first encounters through explicit definitions. Moreover, students should learn new words by noticing new uses of words and figuring out their meaning in different contexts.

To sum up, vocabulary instruction needs to provide opportunities for students to practice using words over time. Teachers should provide vocabulary knowledge in multiple contexts in order to lets students become familiar with words. Teachers have to teach students about word relationships which are; word families, part-of-speech variations, synonyms, and antonyms. Similar to Anderson (2008) who suggests four

principles in teaching vocabulary for beginning learners which concern teach high-frequency words, teach word families, teach synonyms, and teach antonyms.

### **Thinking About Meaning**

Reading is an interactive process that occurs between the texts and the readers. The readers have to construct meaning from the text in order to achieve the comprehension. Meanings do not exist in the texts themselves. Meanings are reached when the readers integrate their personal background knowledge, purposes of reading, and reading strategies to the text (Anderson, 2008).

In most of reading courses, teachers often aim to test reading comprehension rather than to achieve the comprehension. Teachers have to teach readers to comprehend reading materials and also teach readers to monitor their comprehension by being cognitively aware of what they are doing when they read. Moreover, they should be metacognitively able to discuss how they have arrived at comprehending the text (Anderson, 2008). Monitoring comprehension is a major strategy that can improve reading comprehension. The readers must be able to discuss with teachers and they should be aware of what strategies they are using to comprehend the text. Therefore, the reading techniques including self-monitoring and awareness techniques should be applied to various task types such as analyzing, synthesizing, inferring, hypothesizing, and predicting.

Teaching for comprehension is closely tied to comprehension strategy instruction. To allow students to think about meanings or make sense of the texts, teachers should promote effective reading strategies to support their comprehension. One efficient technique that can get readers to comprehend the text better is



encouraging readers to formulate their own questions about the reading texts. There is strong evidence that forming question improves memory for text information, the identification of main ideas as well as the accuracy in answering questions (Grabe, 2009). Day (2005) has suggested that well-designed comprehension questions will help students interact with the text in order to create or construct meaning.

Another effective technique is summarizing what readers understand from reading. Summarizing leads to significantly better comprehension and it also improves recall of information from the text. The readers need to be able to understand and distinguish each part of passage, which are: main ideas, supporting ideas, and details (Anderson, 2008).

To summarize, effective readers are able to gain the meaning of the text within short period of time and adapt suitable reading strategies to confront reading problems. They are also able to integrate prior knowledge, purpose for reading, and the text itself in order to get the meaning from reading.

### **Increasing Reading Fluency**

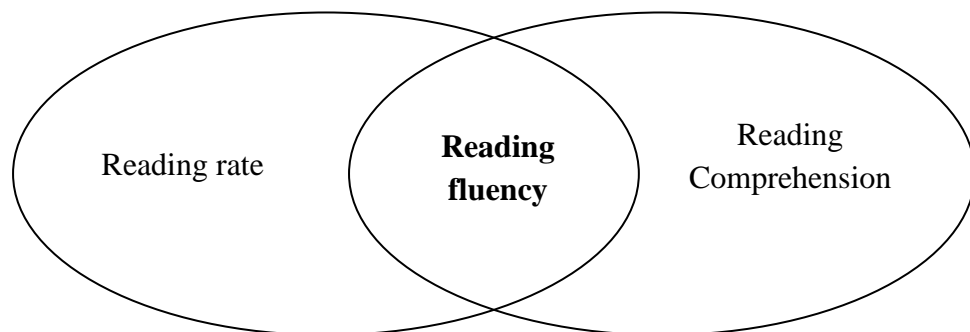
Reading fluency is defined as the ability to decode and comprehend text at the same time (NICHD, 2000; Samuels, 2006; Anderson, 2008). The definition of reading fluency can also be defined as the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing (Grabe, 2009).

Reading fluency is comprised of four indicators: accuracy, automaticity, reading rate, and prosodic structuring. First, accuracy is seen as the main component of reading fluency, which always comes along with word recognition. Since fluent

word recognition includes the quality of rapid and automatic, it consists of the quality of accurate as well. The second component of reading fluency is automaticity. Automaticity of word recognition refers to the ability to recognize words quickly, with little cognitive effort or attention. Automaticity is also defined as process operations that are rapid, relatively resource-free, unconscious, and hard to suppress (Grabe, 2009). Automaticity requires quick and accurate identification of individual words as well as speed and fluidity in reading connected text (Torgesen & Hudson, 2006; Wilger, 2008). The third element of reading fluency is reading rate. Anderson (2008) was stated that reading rate is not speed. Teachers have to consider about reading fluently rather than speed reading. The concept of reading fluency is shown in figure 1.

Figure 1

*Reading fluency*



The last component of fluency reading is the recognition of prosodic phrasing and contours of the text while reading. The recognition of prosodic phrasing refers to the ability to read with proper phrasing and expression; imbue text with suitable volume, stress, pitch and intonation. Prosody indicates that readers can actively

construct the meaning of a passage as they read (Torgesen & Hudson, 2006; Wilger, 2008).

Anderson (2008) has also suggested a list of classroom activities to increase reading fluency including: shadow reading, rate-buildup reading, repeated reading, as well as class-paced and self-paced reading. The report of the National Reading Panel confirms that the practice of repeated reading can improve reading accuracy, reading fluency, as well as reading comprehension (NRP, 2000; Grabe, 2009). The studies of Taguchi, Gorsuch, and Sasamoto (2006) have pointed out that repeated reading can be an effective method to help L2/FL readers build reading fluency and better comprehension. Moreover, repeated reading is one classroom activity which helps students, particularly the most struggling students, re-read a passage until they can read it fluently (Alliance for Excellent Education, 2004). Furthermore, in foreign language teaching, repeated reading has been found to be effective in developing fluency (Macalister, 2010). It can be concluded that fluent readers are the readers who can comprehend a text's meaning smoothly and effortlessly at an appropriate rate (Yamashita, 2010).

In sum, reading fluency is a critical component of reading comprehension. Reading comprehension depends on readers' fluency in decoding and identifying words and also comprehending text simultaneously. Increasing students' reading rates will make them able to devote greater cognitive capacity to comprehension skill.

### **Verifying Reading Strategies**

It is important to identify the differences between skills and strategies. A skill refers to information processing techniques that are automatic. On the other hand, strategies are defined as conscious actions that learners take to achieve desired goals (Anderson, 2008). Strategies are cognitive processes that are open to conscious reflection. Thus, a skill comes from a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategies to skills. Anderson (2008) has also stated that the goal of explicit reading instruction is to move readers from conscious control of reading strategy to unconscious use of reading skills.

Strategies are a process of orchestrating more than one action to accomplish an L2 task. Although we can identify each individual strategy, rarely will one strategy be used in isolation (Anderson, 2008). To sum up, strategies are related to each other and must be viewed as a part of a process. Readers consciously use strategies to solve reading problems. In many recent studies, the L2 learning strategies are classified into six distinct categories: cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies. These six categories correspond to the Strategy Inventory for Language Learning (SILL) which is the most frequently used inventory for collecting research data on L2 strategies.

In L2 context, second or foreign language readers are those who are aware of and use appropriate strategies for learning and communicating in an L2 (Anderson, 2003). Awareness of reading strategies is part of metacognitive strategies.

Metacognitive is strategies that require explicit awareness of reading strong support to the goal of reading. Strategic readers know when, how, and why to use strategies effectively and appropriately within the context. Therefore, teachers should promote strategic reading to assist students when they encounter with text difficulties or to help them achieve their desired goals. Teachers must help students to become strategic readers in which they can verify their strategies or the purposes of reading. Strategies instruction can be effective in providing students with a repertoire of strategies that promote comprehension monitoring and foster comprehension. Many reading researches agree that teaching repertoire of reading strategies improves comprehension and recall of information from texts (Grabe, 2009).

However, there are no specific sets of strategies only used by good readers. According to the explanation which stated that we cannot use isolate strategies to accomplish the goal of reading, teachers have to integrate multiple-strategy instruction into the reading materials that currently used in classroom. In the reading process, there are various reading strategies used by the readers to improve their reading comprehension. These strategies help them to develop their reading abilities.

This study is focusing on metacognitive strategy. Metacognitive is an intention to learn information from texts. As second language readers actively monitor their comprehension processes during reading, they will select strategies to get meaning of what they are reading. There are three categories of reading strategies according to the Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002). This survey, developed to measure the metacognitive awareness and perceived use of reading strategies of learners of English as a second language (ESL), contains 30 items

measuring three broad categories of reading strategies: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP).

The first category, Global Reading Strategies, contains 13 items and represents a set of reading strategies adapted towards a global analysis of text. Global reading strategies are intentional and carefully planned by learners to monitor their reading, such as having a purpose in mind, previewing the text, checking how text content fits its purpose, noting text characteristics like length and organization, and predicting or guessing the text's meaning. Global strategy functions provide students with previews, keywords, and outlines of the reading texts as well as chances to make predictions.

The second category is Problem Solving Strategies (PROB). Problem solving strategies which contain 8 items are the actions that readers employ while they are working directly with the text, especially when the text becomes difficult. These strategies include guessing the meaning from unknown words, adjusting one's reading rate, visualizing the read information, resolving conflicting information, and rereading the text to improve comprehension. Problem-solving strategy mechanisms include online summary services, reading-rate training, text-to-speech software, and semantic mapping tools.

The last category is Support Strategies (SUP). Support strategies consist of 9 items which are about what readers use to aid comprehension, such as using a dictionary, taking notes, highlighting textual information, or translating from one's mother tongue to the target language. Support strategy functions provide online

dictionaries, online grammar resources, online translation mechanism, highlighting tools, and individualized electronic notebooks.

To summarize, teachers should allow students to be aware of strategies they use while reading. Students need to be taught to ask themselves whether the strategies they are using appropriate and effective for them or not. Moreover, after having the opportunities to practice the strategies, students should be taught to evaluate the effectiveness of strategies they are using.

### **Evaluating Progress**

Reading assessment is an essential component for measuring development in reading skills. Good teachers need to be aware of basic principles of assessment (Anderson, 2008). Reading assessment is meant to provide feedback on skills, processes, and knowledge resources that represent reading abilities (Grabe, 2009). Teachers should definitely understand the particular principle of each type of reading assessment before assessing the students' reading abilities.

The first area of assessment is reading-proficiency assessment or standardized test. Reading-proficiency assessment is used to evaluate students' overall reading abilities. Standardized tests refer to achievement tests, which are very important in all reading and language instruction programs. A standardized test is usually used at the end of a unit or a course to see if readers have learned the reading skills taught in the class.

The second area of assessment is diagnostic tests. Diagnostics tests are used when teachers want to know more specific information about strengths and weaknesses of students at a particular level.

The third area of assessment, progress test, evaluates the progress of students during instruction to see how they are mastering in reading skills. Progress tests focus on both reading comprehension improvement, reading fluency improvement, and/or improvement in specific reading skills (Anderson, 2008).

The fourth area of assessment, which is achievement tests help teachers to see how well students are meeting goals of reading class. This type of test is used at the end of the course. Data from achievement tests is useful for planning a reading course for the future, because it provides types of changes teachers have to make for the future course. The goal of administering achievement tests is to verify that students are mastering the skills taught in a reading class.

Last of the area of assessment is learner self-assessment. Learner self-assessment provides explicit practice for students in being more aware of what they are doing as readers. They also become more aware of their strengths and weaknesses as readers (Anderson, 2008).

In this study, achievement test, the English Reading Ability Test, was employed in assessing student's reading abilities before and after the implementation of ACTIVE framework. The comparisons of mean scores were drawn to investigate the effectiveness of English Reading Instruction using ACTIVE Framework. Furthermore, Survey of Reading Strategies (SORS) was used to explore students' reading strategies after participating in English Reading Instruction using ACTIVE



Framework. The scores obtained from the test would indicate the frequency of strategies used.

To sum up, some assessments will fit certain assessment goals and situations better than others. Teachers should use both qualitative and quantitative evaluation of students' progress. Both quantitative and qualitative assessments can also provide teachers with an insight view of their students' progress, in order to enhance their reading abilities.

### **Reading Abilities**

Reading abilities refer to the ability to understand and construct meaning from the reading texts. According to the Foreign Languages Curriculum of Basic Education Core Curriculum B.E. 2551 (2008) defined the reading ability as the ability to observe principles of reading, identify the main idea, analyse the essence, conclude, interpret and express opinions from reading texts. There are six types of reading abilities based on Day (2005): literal, reorganization, inference, prediction, evaluation, and personal response.

Literal reading ability is the first level of reading abilities. It is surface understanding of the text and it is depended on memorization. Therefore, reading abilities at literal level is the abilities to understand facts, details, and vocabulary directly from the text (Day, 2005) Students will be able to construct meaning of vocabulary, ideas or sentences in contents directly.

Reorganization level is based on literal understanding of the text (Day, 2005). In this level, students are aimed to use information from various parts presented in the

text and combine them for the additional understanding. Students will be able to see the whole picture of each text rather than move from sentence-to-sentence consideration.

Next, this level is inference level. Students will be able to make inference to elicit meaning from the texts. This means that the information is not stated clearly in context so students have to infer the meaning of the text with their own previous knowledge. Furthermore, students have to integrate prior knowledge and experience to new information presented in the text in order to understand and can also make connection of the background with new knowledge (Day, 2005).

The fourth reading abilities level, prediction, involves students using both their understanding of the passage and their own knowledge of the topic to determine what might happen next or after a story ends (Day, 2005). In this level, there are two types of prediction, while-reading prediction and post-reading prediction. The difference between these two types is for while-reading prediction; students can check their answers immediately by continuing to read the passage. In contrast, post-reading prediction generally has no right answers in that students cannot continue to read to confirm their predictions. Students have to use information from the text to support their predictions (Day, 2005).

The fifth level of reading abilities, evaluation, requires students to give judgment or to measure about some aspect of the text (Day, 2005). In this level, students have to use both a literal understanding of the text and their knowledge of the text's topic and related issues to evaluate the text.

The last reading ability level included in this study is personal response. To earn this level, students have to respond with their feelings for the text and the subject. Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond (Day, 2005).

In summary, reading abilities are the abilities to elicit meaning from the reading texts in order to accomplish the comprehension. Readers have to dedicate time, effort, motivation, and growing skills to the development of fluent reading abilities. In the reading process, there are various reading strategies used by the readers to improve their reading comprehension. These strategies would help them to develop their reading abilities and also their reading strategies as well.

### **Reading Strategies**

Reading strategies are specific actions or techniques in reading processes which employed by readers in order to construct meaning from the texts. According to The National Institute for Literacy, reading strategies were defined as conscious plans or sets of steps that good readers use to make sense of text. Similar to Lysynchuk et al. who defined reading strategies as steps or actions that reader takes to increase reading comprehension (Bimmel, n.d.). In addition, The National Reading Panel of the National Institute for Child Health and Human Development also defined reading strategies as specific procedures that guide students to become aware of how well they comprehend as they attempt to read and write (“Reading Comprehension Strategies,” 2011). Similar to Ghiretti et al., (2007) stated that reading strategies refer to the comprehension processes that readers use in order to make sense of what they read. In ESL/EFL, effective readers are those who are aware of and use appropriate

reading strategies for learning in a second language (Anderson, 2008). Similar to Mokhtari and Sheorey (2002), reading strategies are related to their awareness and use of reading strategies while reading in order to achieve comprehension. In sum, good comprehenders are knowledgeable and strategic readers (Pressley, 2000; Anmarkrud & Bråten, 2009).

There are various learning strategy inventories such as Strategy Inventory for Language Learning (SILL) which classified learning strategies into six areas: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. And another inventory which revised items from SILL was Language Strategy Use Survey. The survey focuses on the use of strategies in specific language skills. The survey rated learning strategies into six specific sections which are listening strategies, vocabulary strategies, speaking strategies, reading strategies, writing strategies, and translation strategies (Anderson, 2008).

In the present study, Survey of Reading Strategies (SORS), which developed by Mokhtari and reported in Mokhtari and Sheorey (2002) is employed to explore students' reading strategies after participating in ACTIVE framework. Survey of Reading Strategies of Sheorey and Mokhtari (2002) is more recent instrument which focuses on strategies use within the context of reading. The SORS is conducted to identify the reading strategies of L2 learners. The SORS measures reading strategies into three categories: Global Reading Strategies, Problem-Solving Strategies, and Support Strategies.

Global Reading Strategies (GLOB) are the intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the texts as to its length and organization, or using typographical aids and tables and figures.

Problem-Solving Strategies (PROB) are the actions and procedures that readers use while working directly with the text. These are localized focused techniques used when problems develop in understanding textual information; examples include adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.

Support Strategies (SUP) are basic support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, highlighting textual information.

### **Research on English Reading Abilities of Secondary School Students**

Most of the researches on reading abilities of ESL/EFL have dealt with students at the secondary school level. The reason behind this is English reading problems always occur in this level and many researchers mentioned that secondary school students were lack of abilities to comprehend the text. There are large scale studies which have documented that a substantial portion of secondary level students struggle with difficulties when they seek to understand reading material (Kirsch et al., 2002; Spörer & Brunstein, 2009). Moreover, some previous researches on reading comprehension mentioned that the most obvious deficits in students' reading abilities were found at the secondary level (Alliance for Excellent Education, 2004).

According to Alliance for Excellent Education issue brief (2004) about 1 in 4 young people are struggling to read and comprehend textbooks and subject matter materials as they enter middle and high school. Furthermore, recent findings from an expert panel of reading researchers noted that approximately 8 million adolescents struggle with literacy in middle and high school (Biancarosa & Snow, 2006; Hitchcock, Dimino, Kurki, Wilkins & Gersten, 2011). Similarly, many studies from PISA 2000 listed a large portion of secondary school students struggle with difficulties when they seek to understand reading material (Kirsch et al., 2002).

Nowadays, researches on reading abilities mostly focus on cognitive and metacognitive strategies. Those researches indicated that learners who are skilled in metacognitive and therefore, aware of their abilities are more strategic and perform better than those who are unaware (Imel, 2002). Besides, there was a study focusing on reading strategies used by Thai secondary school students with different English comprehension ability. The results of this study showed that students tended to use more cognitive strategies rather than other strategies to increase their comprehension. Moreover, regarding the different English comprehension ability, the students significantly differed in their use of reading strategies (Jarijitpaibul, 2002). Hence, to promote strategic reading, reading strategy instructions are also emphasized.

In the present study, English reading instruction using ACTIVE Framework was provided to help students strengthen their reading abilities. ACTIVE framework contains six elements including Activate Prior Knowledge, Cultivate Vocabulary, Think about Meaning, Increase Reading Fluency, Verify Reading Strategies, and Evaluate Progress. There are very little research study implemented ACTIVE

framework to teach reading. By the way, most of researches tend to use each element in ACTIVE framework instead of using the whole framework.

For activating prior knowledge, there are many studies mentioned the effectiveness of background knowledge to improve students' reading abilities. As mentioned in Anderson (2008) reading comprehension and reading skills are enhanced when prior knowledge is activated. In addition, the students need to activate their background knowledge of the topic before they begin to read in order to overcome linguistic deficiencies and be able to interpret the text (Raksakomana, 2003).

Furthermore, there are various studies discussed on cultivating secondary school students' vocabulary knowledge to improve their reading comprehension. As stated in Grabe and Stoller (2001) students need to recognize a large number of words automatically to become fluent readers. They also suggested that teachers should explicitly teach the key words of the text to help students better understand the texts they read (Grabe and Stoller, 2001). Moreover, Martin-Chang and Gould (2008) also stated the strong correlation between vocabulary and reading comprehension and between reading rate and primary print knowledge (Martin-Chang & Gould, 2008; Chou, 2011).

In conclusion, the effective results of each element in ACTIVE framework can prove that English Reading Instruction using ACTIVE Framework might be benefit for students to enhance them to become effective readers.

## Conceptual Framework

Conceptual framework of the present study combines three variables which are English Reading Instruction using ACTIVE Framework, reading abilities, and reading strategies. The study aims to investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities and to explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. Reading abilities will be measure from pretest and post test mean scores. Reading strategies will be explored from Survey of Reading Strategies by Mokhtari and Sheorey, 2002. Figure 2 presents conceptual framework of the study.

Figure 2

*Conceptual Framework of the Study*

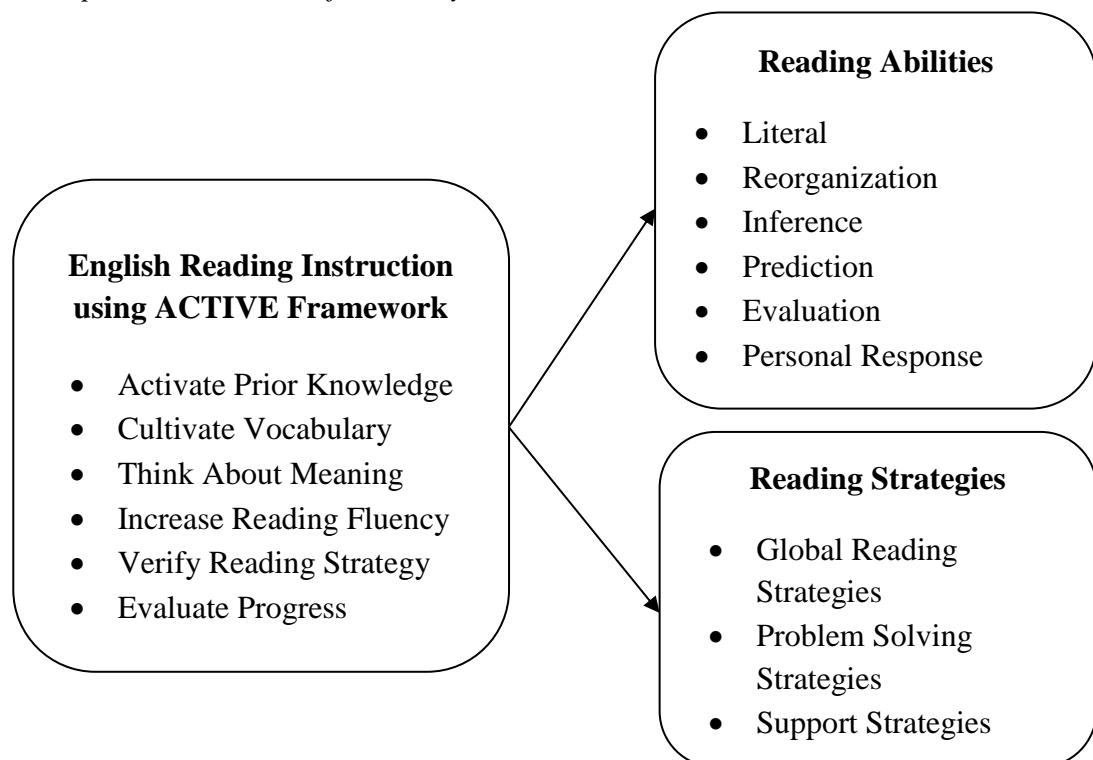




Figure 2 presents the framework of the study which shows the effect of English Reading Instruction using ACTIVE Framework on reading abilities and reading strategies. The ACTIVE Framework proposed by Anderson (2008) was adopted to enhance student's reading abilities. Reading abilities in this study are based on Day (2005) which categorized into six levels; literal, reorganization, inference, prediction, evaluation, and personal response. Another variable from this figure is reading strategies. Students' reading strategies in this study classified into three categories which are Global Reading Strategies, Problem-Solving Strategies, and Support Strategies based on Mokhtari and Sheorey (2002).

## **CHAPTER III**

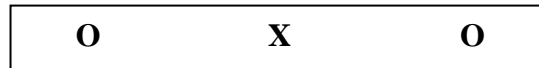
### **RESEARCH METHODOLOGY**

This study aims to investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students and to explore their reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. It begins with the overview of the research design employed in this study. Next, the context of the study is presented. The population and samples of the study are also introduced. It ends with the data collection and data analysis.

#### **Research Design**

This study was a single group pretest / posttest experimental design. The study employed quantitative data collection to measure the effects of English Reading Instruction using ACTIVE Framework on reading abilities. The quantitative data were collected and analyzed from the comparison of pre-test and post-test results. Moreover, the Survey of Reading Strategies (SORS) was employed to explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. The independent variable referred to English Reading Instruction using ACTIVE Framework. The two dependent variables were students' reading abilities and students' reading strategies.

Figure 3

*Research Design*

O means pretest and posttest of English Reading Ability Test

X means the treatment which was English Reading Instruction Using ACTIVE Framework

The quantitative data, drawn from the comparison of pre-test and post-test results, were used to show the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students.

In this present study, students' reading strategies were also examined. The quantitative data from the Survey of Reading Strategies (SORS) displayed reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework.

**Context of the Study**

The setting of this study took place at Triamudomsuksapattanakarn Ratchada School, which was a public school and was established in 1961 in the name of Pracharat Upatham School. In year 2003, the school changed the name from Pracharat Upatham School to Triamudomsuksapattanakarn Ratchada School. The school was located in Huai Khwang District, Bangkok.

The school provided an education ranging from grade 7 to grade 12. The school also provided the elective program, Mini English Program (MEP), for grade 7 to grade 9 students. The students in Triamudomsuksapattanakarn Ratchada School

had access to various types of English learning media and resources. The school provided sound lab, the computer lab, English Resources Center, and Self-Access Learning Center to give students opportunities to gain knowledge and to get familiar with English language.

### **Population and Samples**

The population of this study was tenth-grade students in academic year 2012 of Triamudomsuksapattanakarn Ratchada School, Bangkok. The total number of tenth-grade students according to the school registration office on 20<sup>th</sup> September, 2012 was 403. The samples of this study consisted of 70 tenth-grade students Room 4 and 5, Math-English Program, semester 2 in the academic year 2012. The samples were purposively selected. The tenth-grade students were chosen because they were familiar with English Reading Course for one semester and they had been studying English language about three years so they would have the knowledge about English reading and they would know all basics for language use in English.

### **Research Instruments**

There were two research instruments included in this study: English Reading Abilities Test and Survey of Reading Strategies. In addition, the lesson plans were validated by three experts. All of research instruments and lesson plans were verified to check the validity and their effectiveness.

#### **English Reading Abilities Test**

English Reading Abilities Test was evaluated by three experts. The test was conducted by researcher concerning six levels of reading abilities: literal, reorganization, inference, prediction, evaluation, and personal response (Day, 2005).

The test comprised of 2 sections: a cloze test and reading comprehension tests. There were 30 items all together. The Item-Objective Congruence Index was deployed in the evaluation process.

The evaluation form contained a three-rating scale for each component of the research instrument and a written suggestion part. The three-rating scale of the experts' opinion is described as follows:

- +1 = The item is congruent.
- 0 = Questionable
- 1 = The item is incongruent.

Item-Objective Congruence Index (IOC) was employed in validating this research instrument, based on the responses from the experts.

$$IOC = \frac{R}{N}$$

IOC means the index of congruent

R means total score from the opinions of the experts

N means the number of the expert

Three experts were asked to rate the validity and reliability of the test. Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised. The results from the validation of English Reading Abilities Test are reported in Appendix G.

The results from the validation, it showed that 2 items received IOC value lower than 0.5. Hence, they were revised and corrected based on the experts' suggestions. They were

**Item 15:** What makes Pad Thai become popular for centuries?

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. The price of Pad Thai     | 2. The taste of Pad Thai         |
| 3. The nutrition of Pad Thai | 4. The various types of Pad Thai |

The expert suggested that it was difficult to use multiple-choice to test 'Prediction' and 'Personal response'. If teachers provided choices for them, it seems that we restrict their critical thinking. The expert also gave the suggested question:

What do you think the Pad Thai in the future will be like? (modified)

1. The recipe may be changed and finally, become totally different from the authentic one.
2. It could be more overpriced because it becomes more international.
3. It will have to be protected by patent so as to make it a property of the Thailand.
4. Thai people in the future generation may not know it anymore.

**Item 26:** Why the houses are designed broader at the base and tapering to the top?

- |                                    |  |
|------------------------------------|--|
| 1. to draw the attention           | 2. to help in ventilating                |
| 3. to create the unique Thai house | 4. to make the house<br>more magnificent |

The expert suggested that this item should be literal level as the answer can be obviously found in the passage.

The experts had also given their written suggestions about this research instrument, which were as follows:

**Expert A** suggested that some of the test items should be clarified into the correct comprehension level.

**Expert B** suggested that some of the questions in the test were unclear and not related to the text. Moreover, some questions were aimed to check the cultural knowledge which not included in the text.

**Expert C** suggested that some questions might be problematic as there is no clue for the answer. Moreover, the expert also stated that it was difficult to make one of these alternatives an absolute correct answer as each student would have different ways to think about it.

In sum, after the evaluation from the expert, the test was revised based on experts' comments. Then, the English Reading Abilities Test was also pilot tested with 40 tenth-grade students, who were studying in English Reading course, First semester, Academic Year 2012.

### **Survey of Reading Strategies**

The Survey of Reading Strategies was validated using the back translation method. The survey was translated from English to Thai in order to make it more understandable for the students. After that, all items were translated back into English to check its validity and accuracy by the external translator. Survey of Reading Strategies contains 30 items measuring three categories of reading strategies. There were 13 items in the Global Reading Strategies (GLOB), 8 items in the Problem Solving Strategies (PROB), and 9 items in the Support Strategies (SUP). Students took approximately 10 to 15 minutes to complete the survey. All 30 items were presented in the form of 5-point numeral Likert scales. Students rated from 1 to 5 according to the extent to which they agreed with each statement:

- ‘1’ means ‘I never or almost never do this’.
- ‘2’ means ‘I do this only occasionally’.
- ‘3’ means ‘I sometimes do this’ (about 50 percent of the time).
- ‘4’ means ‘I usually do this’.
- ‘5’ means ‘I always or almost do this’

Table 1

*Reading Strategies and the test items*

<b>Reading Strategies</b>	<b>Statement Items</b>
Global Reading	1. I have a purpose in mind when I read.
Strategies (GLOB)	3. I think about what I know to help me understand what I read.
	4. I take an overall view of the text to see what it is about before reading it.
	6. I think about whether the content of the text fits my reading purpose.
	8. I review the text first by noting its characteristics like length and organization.
	12. When reading, I decide what to read closely and what to ignore.
	15. I use tables, figures, and picture in text to increase my understanding.
	17. I use context clues to help me understand what I am reading.



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	20. I use typographical features like bold face and italics to identify key information.
	21. I critically analyze and evaluate the information presented in the text.
	23. I check my understanding when I come across new information.
	24. I try to guess what the content of the text is about when I read.
	27. I check to see if my guesses about the text are right or wrong.
Problem Solving Strategies (PROB)	7. I read slowly and carefully to make sure I understand what I am reading.
	9. I try to get back on track when I lose concentration.
	11. I adjust my reading speed according to what I am reading.
	14. When text becomes difficult, I pay closer attention to what I am reading.
	16. I stop from time to time and think about what I am reading.
	19. I try to picture or visualize information to help remember what I read.
	25. When text becomes difficult, I re-read it to increase my understanding.

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		28. When I read, I guess the meaning of unknown words or phrases.
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Support (SUP)	Strategies	<p>2. I take notes while reading to help me understand what I read.</p> <p>5. When text becomes difficult, I read aloud to help me understand what I read.</p> <p>10. I underline or circle information in the text to help me remember it.</p> <p>13. I use reference materials (e.g., a dictionary) to help me understand what I read.</p> <p>18. I paraphrase (restate ideas in my own words) to better understand what I read.</p> <p>22. I go back and forth in the text to find relationships among ideas in it.</p> <p>26. I ask myself what questions I would like to have answered in the text.</p> <p>29. When reading, I translate from English into my native language.</p> <p>30. When reading, I think about information in both English and my mother tongue.</p>
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Most of the items were accurately translated using back translation method. On the other hand, there were 2 items which need to be revised: item 26 and 27.

**Item 26:** I ask myself what questions I would like to have answered in the text.

เมื่อฉันตั้งคำถามกับตัวเอง ฉันจะหาคำตอบจากในเนื้อเรื่อง



ฉันตั้งคำถามเกี่ยวกับสิ่งที่อ่านล่วงหน้า และหาคำตอบจากสิ่งที่อ่าน (modified)

**Item 27:** I check to see if my guesses about the text are right or wrong.

ฉันตรวจสอบว่าที่ฉันเดาเรื่องไปในตอนก่อนอ่านเรื่องถูกต้องหรือไม่



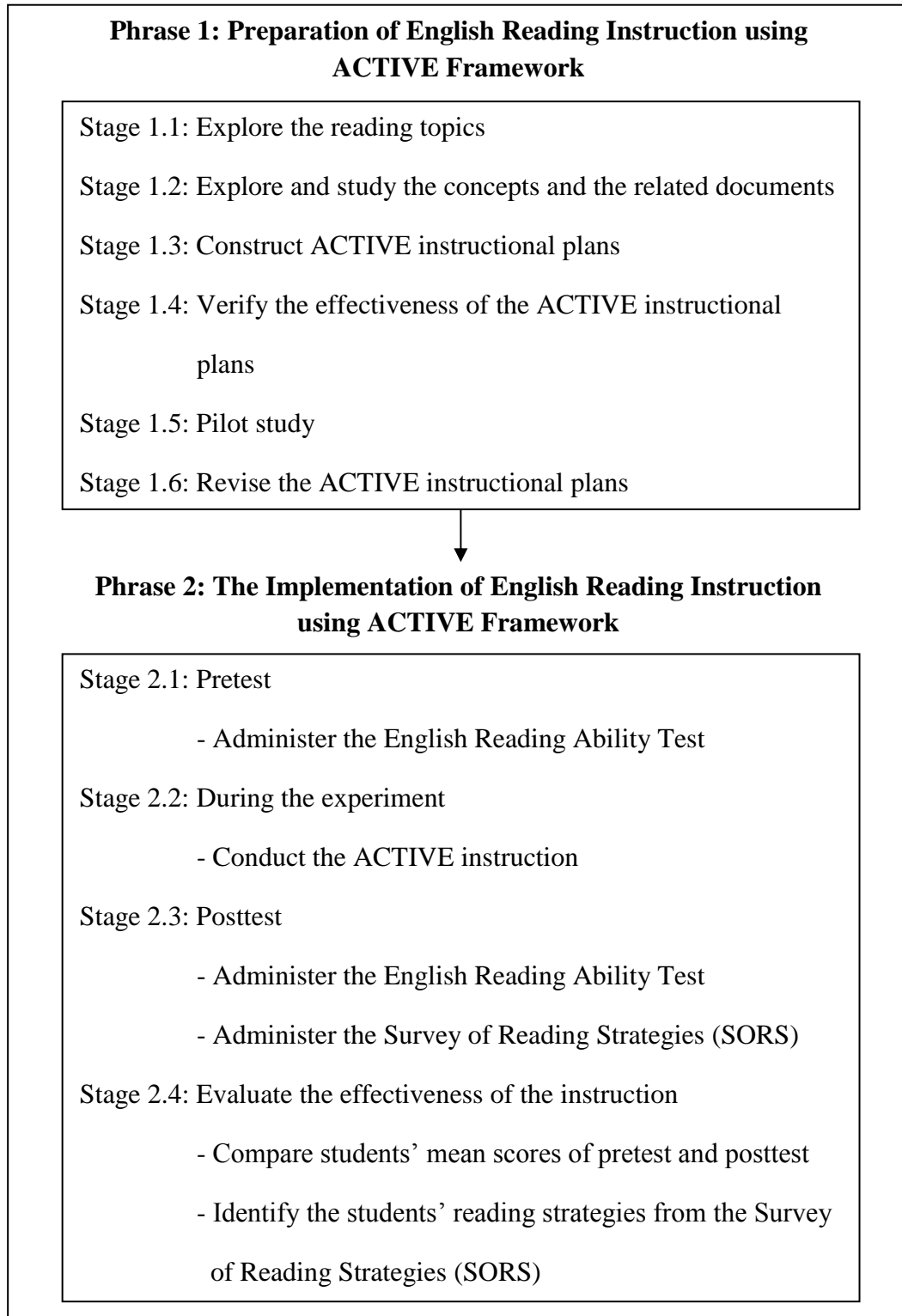
ฉันตรวจสอบว่าที่ฉันเดาเรื่องไปก่อนอ่านถูกต้องหรือไม่ (modified)

To sum, after the evaluation from the expert, the survey was revised based on experts' comments. Then, the Survey of Reading Strategies was also pilot tested with 40 tenth-grade students, who were studying in English Reading course, First semester, Academic Year 2012.

### Research Procedures

The research procedures of this study were divided into two phrases. The first stage concerned the preparation of English Reading Instruction using ACTIVE Framework. The second stage involved the implementation of English Reading Instruction using ACTIVE Framework. The details of the research procedure are presented in Figure 4.

Figure 4

*Research Procedure*

## **Phrase 1: Preparation of English Reading Instruction using ACTIVE**

### **Framework**

The preparation of English Reading Instruction using ACTIVE Framework was carried with six significant stages.

#### **Stage 1.1: Explore the reading topics**

The first stage is to explore five interested reading topics by using Reading Topic Interest Survey to elicit which topic should be designed for the instruction. The survey was distributed to 70 students in order to explore five interested reading topics. The topics included in the survey were based on the topics from the current reading text book, Weaving It Together 1 that was used in the English Reading Course.

#### **Stage 1.2: Explore and study the concepts and the related documents**

The basic concepts and the related documents dealing with English Reading Instruction using ACTIVE Framework, reading abilities, and reading strategies were explored.

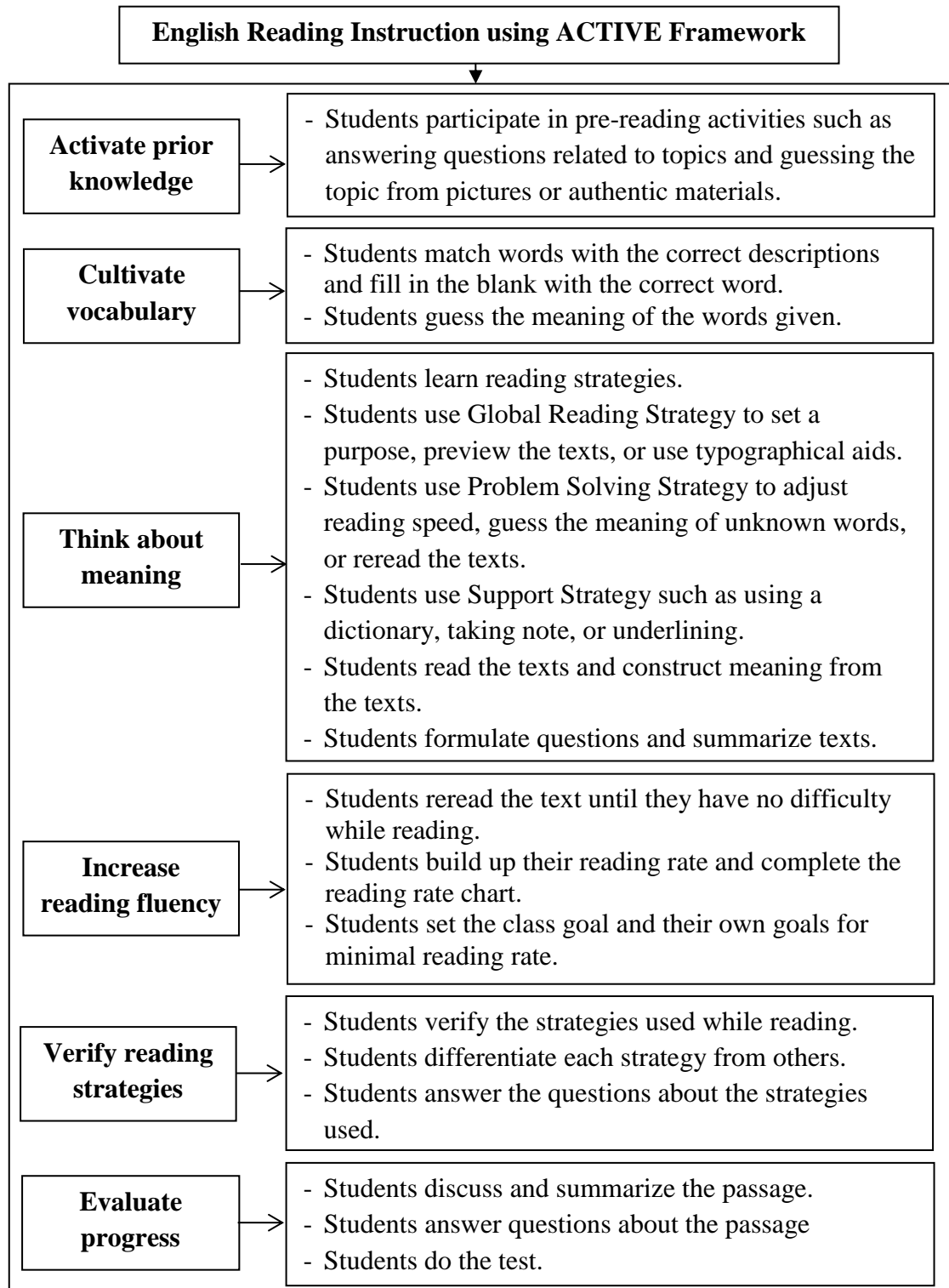
#### **1.2.1 The proposed framework of English Reading Instruction using ACTIVE Framework**

In the present study, the ACTIVE framework proposed by Anderson (2008) was adopted and applied to design the instruction and activities in line with the context of students. There are six main components of ACTIVE framework included Activating Prior Knowledge, Cultivating Vocabulary, Thinking about Meaning, Increasing Reading Fluency, Verifying Reading Strategies, and Evaluating Progress.

Figure 5 showed the framework of English Reading Instruction using ACTIVE Framework adopted from Anderson (2008)

Figure 5

*The proposed framework of English Reading Instruction using ACTIVE Framework adopted from Anderson (2008)*








The first step of teaching reading using ACTIVE Framework is to activate prior knowledge. In this step, teacher elicited students' background knowledge and integrated with the new knowledge. Moreover, students asked questions related to the reading or guessed the title of the reading passage in order to draw their attention to the topic. All pre-reading activities were used to activate prior knowledge. Figure 6 presents the sample of activating prior knowledge.

Figure 6

*Activating Prior Knowledge*

**1. Activate Prior Knowledge**

A. Look at these pictures and guess what you are going to learn about.

B. Discuss the following questions with a partner.

- What is the most outstanding Thai dish in your opinion? Why?
- When you think about Thai dishes, which one do you think is the most delicious?
- What makes Thai food so distinctively different from others?

The second step is to cultivate vocabulary. There were many studies which mentioned about the relationship between vocabulary knowledge and reading abilities. In this step, Anderson (2008) suggested four vocabulary instructions to cultivate vocabulary including teaching high-frequency words, teaching word families, teaching synonyms, and teaching antonyms. Furthermore, Grabe (2011) advocated that students should learn vocabulary knowledge through both implicit and

explicit instruction which were appropriate to the context of the readers. Thus, during this step, students were learned to process and interpret new vocabulary as they encountered it. Figure 7 shows the activities of cultivating vocabulary.

Figure 7

*Cultivating Vocabulary*

## 2. Cultivate Vocabulary

A. Complete the sentences with the words given.

unique

soupy

staple

unlike

thick


rich

spicy

- 1) I accidentally put lots of cream into this coffee so it is very \_\_\_\_\_.
- 2) Thai foods are too \_\_\_\_\_ for the foreigners.
- 3) Rice is the \_\_\_\_\_ of many provinces in Thailand.
- 4) This cup of noodle is very \_\_\_\_\_. I pour too much water into it.
- 5) Can you slice the bread thinner? I don't like the \_\_\_\_\_ one.

B. Match the word with the synonym.

1) rich	a) main
2) spicy	b) uncommon
3) staple	c) different
4) thick	d) peppery
5) unique	e) loaded
6) unlike	f) solid






The third step is to think about meaning. Teachers firstly taught reading strategies to the students in order to introduce reading strategies and how to use them in reading. Teacher helped the students construct meaning from the text in order to achieve comprehension. Students were taught to formulate questions, self-monitor and summarize the text. Figure 8 shows the activities of thinking about meaning.


Figure 8


### *Thinking About Meaning*

### 3. Think About Meaning

A. What is the strategy used while you are reading? Do you know “Global reading strategy?” Let’s find out what it is.

<p style="text-align: center; margin: 0;"><b>What is “Global reading strategy”?</b></p> <p style="margin: 5px 0;">Global reading strategy is reading strategy which reader carefully planned techniques in order to monitor their reading.</p> <div style="text-align: center;">  </div>	<p style="text-align: center; margin: 0;"><b>The example of Global reading strategy:</b></p> <ul style="list-style-type: none"> <li>♥ Having a purpose in mind and checking how text content fits its purpose</li> </ul> <p style="margin: 5px 0;">When you have a purpose for reading a selection, you find that purpose not only directs your reading towards a goal, but also helps to focus your attention.</p>
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B. Read the story carefully with **Global Reading Strategy** to check if your answer is correct or not. If you came across unknown word underline and skip it and come back to it later. 



## What is Thai curry?

Curry is a favorite dish in Thai restaurants throughout the world and for good reason. Based on a delicious paste of fresh and dried herbs and spices, curry is **unique** and

The fourth component of ACTIVE Framework is to increase reading fluency. There are four component skills included in this step. They focused in accuracy, automaticity, reading rate, and prosodic structuring. Students learned shadow reading, rate-buildup reading, and repeated reading in order to increase their fluency. Figure 9 presents the sample of increasing reading fluency.

Figure 9

*Increasing Reading Fluency*


**4. Increase Reading Fluency:** Reread passage and time yourself. Try to read as fluently as you can. Then record your time in the Reading Rate Chart below.

Time (minutes)	Unit										Rate (words per minutes)	
	1	2	3	4	5	6	7	8	9	10		
1:00												270
1:15												216
1:30												180
1:45												154
2:00												135
2:15												120
2:30												108

To verify reading strategies is the next step in ACTIVE framework. Teachers taught students to be aware of and use appropriate reading strategies. Teachers designed reading activities to promote strategic readers in which they could verify their strategies or the purposes of reading. Figure 10 presents the activities of verifying reading strategies

Figure 10

*Verifying Reading Strategy*

**6. Verify Reading Strategy** 

**A: Fill in the table.**

Strategy	What is it?	Why we use it?	How to use it?	How to evaluate it?

The last component of ACTIVE Framework is to evaluate progress. Students checked their progress through comprehension questions and vocabulary comprehension. Students were assessed their reading abilities and reading strategies using reading proficiency assessment, diagnostic tests, progress tests, and students' self-assessment. Figure 11 presents evaluating progress.

Figure 11

*Evaluating Progress***6. Evaluate Progress: Check your understanding**

**A:** The statements below are about the reading. Choose the correct answer to complete each one.

1. Thai cuisine involves the balancing of contrasting \_\_\_\_\_.  
a. flavours                      b. mixtures                      c. colours
2. We used \_\_\_\_\_ to carve fruits.  
a. sharp fork                      b. pointed knife                      c. small ladle
3. The carver must understand the \_\_\_\_\_ of each fruit they used.  
a. taste                      b. smell                      c. texture
4. One delightful aspect of Thai cuisine is the art of \_\_\_\_\_.



**B:** Decided if the following statements about the reading are true (T), false (F), or if the information is not given (NG). If you check (✓) false, correct the statement to make it true.

	<b>T</b>	<b>F</b>	<b>NG</b>
1. Thais believe that food should please the eye as well as the palate.			
2. The art of carving fruit and vegetables is still popular.			
3. The carver can carve only small fruit and vegetable.			
4. In fruit carving, the peel is always removed.			

**C:** Match each word with a definition on the right.

1. carver                      \_\_\_\_\_                      **a.** average, common, or usual, not different or special
2. character                      \_\_\_\_\_                      **b.** to completely change the appearance, form, or character of

### **1.2.2 Reading Abilities**

Reading abilities were defined as the ability to understand and also involved the capability to construct meaning from the reading text. There were six levels of reading abilities included in this study which were literal, reorganization, inference, prediction, evaluation, and personal response (Day, 2005).

Literal level was the first level of reading comprehension. It was actually stated facts and details directly from the text. Literal level was surface understanding of the text and it is depended on memorization. Next, reorganization level, students had to combine information from various parts of the texts for understanding. In this level, students also had to examine the text in its entirety. The next level of comprehension was inference level. In this level, students had to infer or imply concepts or ideas by integrating prior knowledge and experience to new information presented in the text. Next, prediction level, students had to use both their understanding of the passage and their own knowledge of the topic to determine what might happen next or after a story ends (Day, 2005). Another level of reading abilities was evaluation. Students had to give judgment or to measure about some aspect of the text (Day, 2005). The last reading ability level included in this study was personal response. To earn this level, students had to respond with their feelings for the text and the subject. Students also had to use both their literal understanding and their own knowledge to respond (Day, 2005).

For instance, the students in this study practiced all key components in ACTIVE framework to gain reading abilities and achieve reading comprehension. The students were taught each level of reading abilities along with the English

Reading Instruction using ACTIVE Framework to develop and improve their reading abilities to become effective readers.

### **1.2.3 Reading Strategies**

Reading strategies were effective tools for comprehending (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000) Readers used strategies to engage the text and to monitor their comprehension. Generally, it had been found that successful L2 readers know how to use appropriate strategies to enhance text comprehension (Phakiti, n.d.). In contrast, poor readers lacked effective metacognitive strategies (Alderson, 2000; Phakiti, n.d.)

Many reading documents mentioned that teaching repertoire of reading strategies improved comprehension and recalled of information from texts (Grabe, 2009). In addition, Peterson et al. (2000) stated that secondary students need to have a repertoire of strategies that they learn and apply in many reading contexts and not just in a reading class. Thus, teachers should provide students with a repertoire of strategies which promote comprehension monitoring and enhance reading comprehension (Dreyer and Nel, 2003). Therefore, students should take ownership of these strategies and adapting them to the different reading situations to become a strategic reader.

In this study, the reading strategies proposed in Survey of Reading Strategies (SORS) which developed by Mokhtari and reported in Mokhtari and Sheorey (2002) were used. Survey of Reading Strategies focused on reading strategies use within the context of reading. SORS measured reading strategies into three

categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP).

Global Reading Strategies were the planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the texts as to its length and organization, or using typographical aids and tables and figures. Problem Solving Strategies were the actions and procedures that readers used while working directly with the text such as guessing the meaning of unknown words and rereading the text to improve comprehension. Support Strategies were basic support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, highlighting textual information. Thus, in English Reading Instruction using ACTIVE Framework, strategy instruction was emphasized to develop student's reading strategies, which helped them to improve their reading abilities.

### **Stage 1.3: Construct ACTIVE Instructional plans**

To construct ACTIVE Instructional plans, the information from the first stage were used to compile and become a theoretical framework for the development of an instruction. The details of constructing the ACTIVE Instruction and lesson plans are discussed as follows:

1.3.1 The instruction and its components were specified. The proposed framework of English Reading Instruction using ACTIVE Framework used in this study was modified based on Anderson (2008).

1.3.2 Lesson plans were developed. Each lesson plan included the title, terminal objective, enabling objectives, evaluation, and steps of teaching. Ten lesson plans with 2 lesson plans for each unit were developed based on the scope and sequence using the following procedures.

#### 1.3.2.1 Explore the reading topics

The reading topics were carried out by using Reading Topic Interest Survey. All topics included in the survey were chosen from the current reading text book, *Weaving It Together 1*. The survey was distributed to 30 students who have the same characteristic with the samples. The results showed that five most preferred topics were food, special days, famous places, people, and custom as shown in Table 2.

Table 2

#### *Reading Topic Interest Survey*

<b>Topics</b>	<b>Percentages</b>
1. Food	47
2. Special Days	35
3. Famous Places	31
4. People	27
5. Custom	20



### 1.3.2.2 Documents analysis

Reading passages from various resources had been explored in order to select 10 passages based on the preferred topics. After the passages were selected, the lesson plans and materials and were distributed to verify analyzed their appropriateness to the students' level by three experts.

### 1.3.2.3 Lesson plans

All of five topics were then developed into ten lesson plans. Each lesson plan consisted of a topic, terminal and enabling objectives, contents, materials, evaluations, and steps of teaching. All lesson plans were developed based on English Reading Instruction using ACTIVE Framework. The lessons also focused on three reading strategies: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The scope and sequence are presented in Figure 12.

Figure 12

*Scope and sequence of English Reading Instruction using ACTIVE Framework*

<b>Unit / Topic</b>	<b>Materials</b>	<b>Stages</b>	<b>Activities</b>	<b>Time (minutes)</b>
<b>Unit 1: Food</b> <b>Lesson 1:</b> <b>What is Thai</b> <b>curry?</b> <u>Period 1</u>	Pictures of food, Lesson 1: A: Activate Prior Knowledge	Activating Prior Knowledge	A: Activate Prior Knowledge - Guessing the title from pictures - Thinking about words related to the topic - Answering the questions - Discussing the questions about Thai food	10
	Lesson 1: B: Cultivate Vocabulary	Cultivating Vocabulary	B: Cultivate Vocabulary - Guessing the meaning of the words given - Completing sentences with the words given - Matching the words with their synonyms	15

	<p>Audio CD, Lesson 1: C: Think about Meaning</p>	<p>Thinking about Meaning</p>	<p>C: Think about Meaning</p> <ul style="list-style-type: none"> <li>- Learning about “<b>Global Reading Strategy</b>”</li> <li>- Setting the purpose of reading</li> <li>- Previewing the text as to its length and organization</li> <li>- Using typographical aids and tables and figures</li> <li>- Listening to the reading from CD and reading along the text</li> <li>- Reading passage “What is Thai curry?”</li> <li>- Formulating question from the passage</li> <li>- Summarizing the passage</li> </ul>	<p>30</p>
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<u>Period 2</u>	Lesson 1: C: Think about Meaning and D: Increase Reading Fluency	Increasing Reading Fluency	C: Think about Meaning and D: Increase Reading Fluency - Rereading and also doing timed reading - Filling the reading rate chart	15
	Lesson 1: E: Verify Reading Strategy	Verifying Reading Strategies	E: Verify Reading Strategy - Verifying the strategies used while reading. - Differentiating each strategy from others. - Answering the questions about the strategy used - Discussing about the strategy used	20

	Lesson 1: F: Evaluate Progress	Evaluating Progress	F: Evaluate Progress <ul style="list-style-type: none"> <li>- Answering the questions</li> <li>- Doing the exercises and summarizing the passage</li> </ul>	20
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## **Stage 1.4: Verify the effectiveness of ACTIVE instructional plans**

### 1.4.1 ACTIVE instructional plans

Three ACTIVE instructional plans were evaluated by three experts to ensure construct and content validity. Three experts validated the ACTIVE instructional plans of English Reading Instruction using ACTIVE Framework in order to examine concept, objective, materials and worksheets, and steps of teaching.

The whole evaluation form comprised 23 items. The experts were asked to rate the quality of the instructional plans. The Item-Objective Congruence (IOC) Index was deployed in the evaluation process. The Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised. The results from the evaluation of the instructional plans are reported in Appendix E.

Most of items were accepted because their IOC were greater than 0.5 – in the items 1, 2, 3, 4, 5, 7, 9, 11, 13, 14, 15, 16, 17, 18, 20, 22, and 23 to be exact. On the other hand, there were some items with an IOC value lower than 0.5: in items 6, 8, 10, 12, 19, and 21. Furthermore, the experts were provided some additional comments for revising the instructional plans, which were as follows:

**Expert A** suggested that some grammatical errors were found in materials and worksheets so they need to correct. Moreover, the step of Activate Prior Knowledge was a bit dry, it would be better to make it more interesting.

**Expert B** suggested that lesson objectives should be more concrete and parallel with the evaluation. The experts also recommended that teacher should provide more activities to let student practice reading with the strategies learnt outside classroom.

**Expert C** suggested that teacher should explicitly teach reading strategies to the students and let them practice more. The expert especially recommended that teacher it is necessary for student to do self-evaluation after they finish the lesson. Beside, materials and worksheets should be revised and corrected.

To clarify what to be reviewed in the ACTIVE instructional plans, the comments from the experts were summed up in Table 3

Table 3

*Experts' Comments and Suggestions on ACTIVE Instructional Plans*

<b>Lesson</b>	<b>Comment</b>
Lesson 1: What is Thai Curry?	<ol style="list-style-type: none"> <li>1. The objectives should be parallel with the evaluation.</li> <li>2. All grammatical errors should be revised and corrected.</li> <li>3. Students should have more chance to practice reading by using the strategies learnt.</li> </ol>
Lesson 2: Fruit Carving	<ol style="list-style-type: none"> <li>1. The objectives should be written in more concrete way and able to assess.</li> <li>2. Some steps of teaching would be better to make them more interesting.</li> <li>3. Teacher should assign outside classroom reading sometimes to let students practice reading.</li> </ol>

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Lesson 3: World Environment	1. Reading strategies should be taught explicitly.
Day	2. Students should have more chance to practice reading strategies.
	3. There should be some self-evaluation after the lesson.

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### **Stage 1.5: Pilot Study**

After receiving these comments from three experts, research instruments were revised. Then, the instruments were piloted with 40 tenth-grade students, who were studying English Reading course, Academic Year 2012. The research instruments were English Reading Ability Test, Survey of Reading Strategies (SORS). Finally, the results from the pilot study were used to correct and adjust the instruments.

Regarding the samples of instructional plans, after testing with the pilot group of the students, instructional plans were revised to be short and concise so that all activities would be finished within one period. Furthermore, teacher should engage students to participate in the instruction more since it was a new instruction so some students might not be familiar with it.

### **Stage 1.6: Revise the ACTIVE Instructional Plans**

The ACTIVE instructional plans were revised based on the pilot study. The main problem found in the pilot was the difficulty of language used in materials and test. Consequently, some students were not able to understand the lesson and they were not able to follow the instruction. As a result, teacher gave some more explanations of the lesson so that students could easily understand the instruction.



## **Phrase 2: The Implementation of English Reading Instruction using ACTIVE**

### **Framework**

#### **Stage 2.1: Pretest**

All students were pretested with the English Reading Ability Test to assess their reading abilities before implement the English Reading Instruction using ACTIVE Framework

#### **Stage 2.2: Conduct the ACTIVE instruction**

The students participated in English Reading Instruction using ACTIVE Framework for 10 weeks. The lessons were separated into 5 units: Foods, Special Days, Famous Places, People, and Custom. During this stage, students were practiced using three reading strategies: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP).

#### **Stage 2.3: Posttest**

At the end of the experimental period, the English Reading Posttest was distributed to the students to evaluate the effectiveness of the English Reading Instruction using ACTIVE Framework. Moreover, English Reading Strategy Questionnaire was distributed to students in order to explore reading strategies used after participated in the instruction.

#### **Stage 2.4: Evaluate the effectiveness of the instruction**

To evaluate the effectiveness of the instruction, pretest and posttest scores from English Reading Abilities Test were statistically analyzed by Mean scores, Standard Deviation (S.D.), and Pair sample t-test in order to compare the differences. Additionally, mean scores and standard deviation from English Reading Strategy Questionnaire were also statistically analyzed to explore the reading strategies used

after participated in the instruction. The data were used to determine whether English Reading Instruction using ACTIVE Framework enhanced reading abilities and reading strategies of tenth grade students.

### **Data Collection**

The data collection was carried out in three phases: before the preparation of English Reading Instruction using ACTIVE Framework, during the implementation of English Reading Instruction using ACTIVE Framework, and after the implementation of English Reading Instruction using ACTIVE Framework. The whole experiment lasted for 13 weeks. Prior to English Reading Instruction using ACTIVE Framework, English Reading Abilities Test was distributed to the students in order to assess students' reading abilities. Before participation in the instruction, the students from room 4 - 6 were also given the overview of the course and the procedures during the experiment.

Then, the students participated in English Reading Instruction using ACTIVE Framework for 10 weeks. At the end of the instruction, the students were given English Reading Abilities Test to investigate the improvement of the students' reading abilities. The students were also given English Reading Strategy Questionnaire to explore their reading strategies used after participating in the instruction. The outline of data collection was illustrated in Table 4.

Table 4

*Summary of Data Collection*

<b>Before the Implementation of English Reading Instruction using ACTIVE Framework</b>		<ul style="list-style-type: none"> <li>• ACTIVE instructional plans were distributed to the experts to verify the effectiveness</li> <li>• Revised the lesson plans</li> <li>• Pilot study</li> <li>• Revised the ACTIVE instructional plans</li> </ul>
<b>During the Implementation of English Reading Instruction using ACTIVE Framework</b>	Week 1	<ul style="list-style-type: none"> <li>• English Reading Abilities Test was distributed to the students.</li> <li>• Students were given an overview of the course.</li> </ul>
	Week 2-11	<ul style="list-style-type: none"> <li>• English Reading Instruction using ACTIVE Framework was employed.</li> <li>• The students participated in the instruction for 10 weeks. (50 minutes per period with two periods per week)</li> </ul>
<b>After the Implementation of English Reading Instruction using ACTIVE Framework</b>	Week 12	<ul style="list-style-type: none"> <li>• English Reading Abilities Test was distributed to the students.</li> <li>• Survey of Reading Strategies was administered to the students.</li> </ul>
	Week 13	<ul style="list-style-type: none"> <li>• The evaluation of the effectiveness of the instruction and exploration of students' reading strategies</li> </ul>

## **Data Analysis**

### ***Data analysis for research question 1***

Research question 1 of this study dealt with the effects of English Reading Instruction using ACTIVE framework on reading abilities of tenth grade students. The independent variable was English Reading Instruction Using ACTIVE Framework. The dependent variable of this study was students' reading abilities, which showed in the English Reading Ability Test.

According to the hypothesis of the study, the posttest score on English reading abilities of tenth grade students would be higher than the pretest score at 0.05 statistical significant levels. The pretest and posttest scores would show the improvement of students' reading abilities. Mean scores, S.D., and Pair samples t-test were used. The data obtained from the analyses showed the statistical significance of the improvement in the students' reading abilities.

### ***Data analysis for research question 2***

Research question 2 of this study dealt with the reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE framework. The independent variable was English Reading Instruction Using ACTIVE Framework. The dependent variable was students' reading strategies.

The data were drawn from Survey of Reading Strategies (SORS) in order to explore the reading strategies used by tenth grade students. Mean scores and S.D. were used in this analysis. Summary of the instruments used for collecting the data is presented in Table 5.

Table 5

*Summary of research objectives, instruments, validity and reliability checks, time of distribution and methods of analysis*

<b>Research Objectivess</b>	<b>Instruments</b>	<b>Validity and Reliability Check</b>	<b>Time of distribution</b>	<b>Data Analysis</b>
1. To investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities of secondary school students	English Reading Ability Test <hr/> Lesson plan	- Three experts validate the instrument: 6 levels of comprehension <hr/> - Three experts validate the instrument: Clear and concise objectives, Appropriate materials and worksheets, Teaching ACTIVE reading procedures	Before and after the treatment <hr/> During experiment	- Descriptive statistics - Pair samples t-test <hr/> - Descriptive statistics
2. To explore reading strategies used by tenth grade	Survey of Reading Strategies (SORS)	Back translation Method	After the treatment	- Descriptive statistics

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students after  
participating in  
the English  
Reading  
Instruction  
using ACTIVE  
Framework

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### **Summary**

This study aimed to investigate the effects of English Reading Instruction using ACTIVE framework on reading abilities of tenth grade students and their reading strategies after participated in the instruction. After ten weeks of the instruction, students' pretest and posttest scores were compared in order to observe their reading abilities. Students' reading strategies were explored using the Survey of Reading Strategies. The research methodology presented in this chapter led to the findings, which will be presented in the next chapter.

## CHAPTER IV

### FINDINGS

This chapter presents the findings of the study concerning the effects of English Reading Instruction using ACTIVE Framework on reading abilities and reading strategies of tenth grade students. This section is divided into three parts. The first part deals with the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students. The second part shows the reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. The third part presents the report findings apart from the research questions.

#### **English Reading Abilities**

The first research question dealt with the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students. A comparison analysis of overall data pretest mean scores and posttest mean scores of all participants was carried out.

**Research question 1:** To what extent does the English Reading Instruction using ACTIVE Framework improve reading abilities of tenth grade students?

**Hypothesis 1:** The posttest score on English reading abilities of tenth grade students are higher than the pretest score at the significant level of 0.05.

This research question determined whether ACTIVE framework improved reading abilities of tenth grade students. The research instrument, deployed to answer this research question, was English Reading Ability Test (as a pretest and a posttest).

In order to analyze the effects of English Reading Instruction using ACTIVE Framework improve reading abilities, a comparison analysis of overall pretest mean scores and posttest mean score of all 70 students was carried out. Table 8 presents the descriptive statistics of the overall English Reading Ability Test scores. The table shows the minimum and maximum values of the test scores, the mean scores, as well as the standard deviations.

Table 6

*Descriptive statistics of the overall English Reading Ability test scores of all students*

<b>English Reading Ability Test</b>	<b>Mean scores (<math>\bar{X}</math>)</b>	<b>S.D.</b>	<b>t.</b>	<b>df</b>	<b>Sig.</b>
Pretest	15.07	5.438	-12.53	69	.00*
Posttest	20.76	4.942			

\*P< .05 n = 70

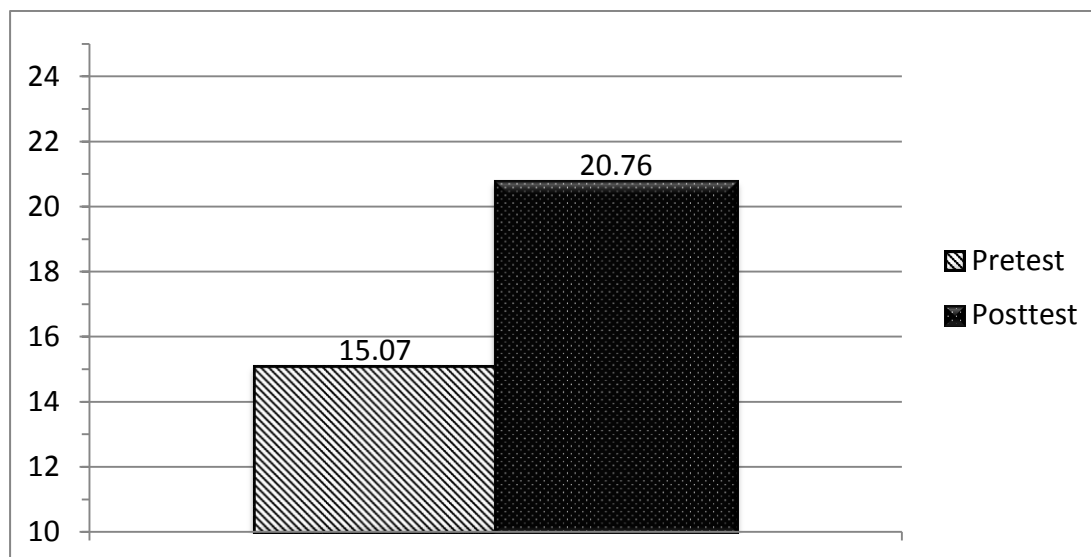
The English Reading Ability Test, employed in this study, contained the total score of 30. Based on the Table 8, the mean score of the pretest is 15.07 (S.D. = 5.43), whereas the mean score of the posttest is 20.76 (SD = 4.94). There is the difference between English Reading Ability Pre Test and Posttest at .05 level ( $p < .05$ ). Therefore, it can be inferred that students gain significant higher scores on their English Reading Ability Posttest after participating in the instruction

The differences between the pretest mean score and the posttest mean score in English Reading Ability test is shown as follows:



Figure 13

*The comparison of the Pretest and the Posttest Mean Scores in English Reading Ability test*



In sum, the posttest scores obtained from the English Reading Ability test were significantly higher than the pretest scores. As a consequence, the first hypothesis was accepted. This finding supported that the English Reading Instruction using ACTIVE Framework is reading instruction which promotes reading abilities.

### **English Reading Strategies**

The second research question focused on the reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework.

**Research question 2:** What are reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE framework?

The Survey of Reading Strategies (SORS), which developed by Mokhtari and reported in Mokhtari and Sheorey (2002) were used to explore students' reading strategies after participating in ACTIVE framework. The SORS consisted of three reading strategies categories: Global Reading Strategies, Problem-Solving Strategies, and Support Strategies. There were 30 items including in this survey. The English Reading Strategy Questionnaire was translated into Thai in order to make students comfortable to answer. The time allowed to complete the survey was 20 minutes. Table 7 shows the summary of reading strategies used after participated English Reading Instruction using ACTIVE Framework.

Table 7

*Students' reading strategies used after participating in English Reading Instruction using ACTIVE Framework*

<b>Reading Strategies</b>	<b>Mean</b>	<b>S.D.</b>	<b>Levels of frequency</b>
<b>Global Reading Strategies (GLOB)</b>	3.13	0.48	Sometimes
<b>Problem-Solving Strategies (PROB)</b>	3.51	0.66	Usually
<b>Support Strategies (SUP)</b>	3.28	0.71	Sometimes

It can be observed from the table that Problem-Solving Strategies received the usually level of frequency with 3.51 mean scores (S.D. = 0.66). On the other hand, both Global Reading Strategies and Support Strategies received sometimes level of frequency with mean score 3.13 (S.D. = 0.48) and 3.28 (S.D. = 0.71) as shown respectively. Table 10 presents the descriptive statistics of The Survey of Reading

Strategies (SORS) results. The table shows the mean scores, the standard deviations, and the levels of frequency for all items in the survey.

Table 8

*Descriptive statistics of the results of Survey of Reading Strategies (SORS)*

<b>Item.</b>	<b>Statement</b>	<b>Mean</b>	<b>S.D.</b>	<b>Levels of frequency</b>
<b>Global Reading Strategies (GLOB)</b>				
1.	I have a purpose in mind when I read.	2.83	1.04	Sometimes
3.	I think about what I know to help me understand what I read.	3.23	1.04	Sometimes
4.	I take an overall view of the text to see what it is about before reading it.	3.53	1.13	Usually
6.	I think about whether the content of the text fits my reading purpose.	2.83	0.95	Sometimes
8.	I review the text first by noting its characteristics like length and organization.	3.34	1.23	Sometimes
12.	When reading, I decide what to read closely and what to ignore.	3.16	0.97	Sometimes
15.	I use tables, figures, and picture in text to increase my understanding.	3.03	1.27	Sometimes
17.	I use context clues to help me understand what I am reading.	2.83	1.10	Sometimes
20.	I use typographical features like bold face and italics to identify key information.	2.90	1.05	Sometimes
21.	I critically analyze and evaluate the information presented in the text.	2.87	0.99	Sometimes
23.	I check my understanding when I come across new information.	3.30	1.05	Sometimes
	<b>Total</b>	<b>3.13</b>	<b>0.48</b>	<b>Sometimes</b>

**Problem Solving Strategies (PROB)**

<b>7.</b>	I read slowly and carefully to make sure I understand what I am reading.	3.47	1.07	Usually
<b>9.</b>	I try to get back on track when I lose concentration.	3.59	1.03	Usually
<b>11.</b>	I adjust my reading speed according to what I am reading.	3.09	1.00	Sometimes
<b>14.</b>	When text becomes difficult, I pay closer attention to what I am reading.	3.60	1.12	Usually
<b>16.</b>	I stop from time to time and think about what I am reading.	3.20	1.24	Sometimes
<b>19.</b>	I try to picture or visualize information to help remember what I read.	3.97	1.02	Usually
<b>25.</b>	When text becomes difficult, I re-read it to increase my understanding.	3.70	1.11	Usually
<b>28.</b>	When I read, I guess the meaning of unknown words or phrases.	3.50	1.23	Usually
	<b>Total</b>	<b>3.51</b>	<b>0.66</b>	<b>Usually</b>

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**Support Reading Strategies (SUP)**

<b>2</b>	I take notes while reading to help me understand what I read.	2.80	1.01	Sometimes
<b>5</b>	When text becomes difficult, I read aloud to help me understand what I read.	2.93	1.24	Sometimes
<b>10</b>	I underline or circle information in the text to help me remember it.	3.46	1.32	Usually
<b>13</b>	I use reference materials (e.g., a dictionary) to help me understand what I read.	3.63	1.32	Usually
<b>18</b>	I paraphrase (restate ideas in my own words) to better understand what I read.	3.74	1.07	Usually

<b>22</b>	I go back and forth in the text to find relationships among ideas in it.	3.51	1.15	Usually
<b>26</b>	I ask myself what questions I would like to have answered in the text.	2.43	1.16	Occasionally
<b>29</b>	When reading, I translate from English into my native language.	3.49	1.27	Usually
<b>30</b>	When reading, I think about information in both English and my mother tongue.	3.53	1.31	Usually
<b>Total</b>		<b>3.28</b>	<b>0.71</b>	Sometimes

Table 10 reports Mean scores, Standard Deviation, and level of frequency of all items including in the Survey of Reading Strategies. The results from Table 10 show that for Global Reading Strategies, most items received sometimes level of frequency which means the students generally used Global Reading Strategies in reading.

Besides, students mostly used Problem Solving Strategies in reading because all items received usually level of frequency. This means students found Problem-Solving Strategies significant to improve reading abilities.

The findings of Support Strategies were differently to Problem Solving Strategies. Most items of Support Strategies received usually level of frequency but the overall of this strategy was at the sometimes level of frequency. The questionable item which received occasionally level of frequency was item 26: I ask myself what questions I would like to have answered in the text. This means that students were not able to ask themselves about the reading or set the purpose of reading the text. Table 9 presents the top mean scores for each reading strategy which students used after participating in English Reading Instruction using ACTIVE Framework.

Table 9

*Top three reading strategies*

	<b>Reading Strategies</b>	<b>Statement</b>	<b>Mean</b>	<b>S.D.</b>	<b>Levels of frequency</b>
1	Problem Solving Strategies (PROB)	19. I try to picture or visualize information to help remember what I read.	3.97	1.02	Usually
2	Support Strategies (SUP)	18. I paraphrase (restate ideas in my own words) to better understand what I read.	3.74	1.07	Usually
3	Global Reading Strategies (GLOB)	4. I take an overall view of the text to see what it is about before reading it.	3.53	1.13	Usually

The statement which received the highest mean score is item 19. I try to picture or visualize information to help remember what I read. It shows that students would remember the information very well if they pictured the information from the text. Next, the second highest mean score is item 18. I paraphrase (restate ideas in my own words) to better understand what I read. This means that students would comprehend the text better if they restated the text in their own words. The third highest mean score is item 4. I take an overall view of the text to see what it is about before reading it. It shows that students tended to review the overall of the text first before they read to help better understanding. Table 10 presents bottom three mean scores for each reading strategy which students used after participating in English Reading Instruction using ACTIVE Framework.

Table 10

*Bottom three reading strategies*

	<b>Reading Strategies</b>	<b>Statement</b>	<b>Mean</b>	<b>S.D.</b>	<b>Levels of frequency</b>
1	Support Strategies (SUP)	26. I ask myself what questions I would like to have answered in the text.	2.43	1.16	Occasionally
2	Global Reading Strategies (GLOB)	6. I think about whether the content of the text fits my reading purpose.	2.83	0.95	Sometimes
3	Problem Solving Strategies (PROB)	11. I adjust my reading speed according to what I am reading.	3.09	1.00	Sometimes

The lowest mean score is item 26. I ask myself what questions I would like to have answered in the text. This means that students were not able to ask themselves about the reading or set the purpose of reading the text. Then, item 6. I think about whether the content of the text fits my reading purpose. is the second lowest mean score. It shows that students did not set the purpose of reading before they began to read so they could not be able to check whether the content fit the reading purpose. Last, item 11. I adjust my reading speed according to what I am reading. is the third lowest mean score. Students would not be able to adjust rate to the purpose in reading and to the difficulty of the material.

In sum, after students participated in English Reading Instruction using ACTIVE Framework, they employed Problem Solving Strategies most while they were working directly with the text, especially when the text became difficult. The

students used Problem Solving Strategies to tackle with the difficulties in reading to improve their reading abilities.

### **Summary**

This chapter presents the findings of the study concerning the effects of English Reading Instruction using ACTIVE Framework on reading abilities and reading strategies of tenth grade students. The results were statistically analyzed and used to test the hypothesis.

The hypothesis testing regarding the effects of English Reading Instruction using ACTIVE Framework on reading abilities was that tenth grade students gained higher posttest mean scores than pretest mean scores on their English Reading Abilities Test. This hypothesis was accepted.

Concerning students' reading strategies used after participated in English Reading Instruction using ACTIVE Framework, the analysis of the Survey of Reading Strategies showed that students used Problem-Solving Strategies in reading text rather than Global Reading Strategies and Support Strategies.

In conclusion, the findings from this current study revealed that English Reading Instruction using ACTIVE Framework is an effective instructional framework in enhancing students' reading abilities and reading strategies. The next chapter of this thesis provides the readers with the summary of the study, the discussions of the findings and the recommendations for future research studies.



## **CHAPTER V**

### **SUMMARY, DISCUSSION AND RECOMMENDATION**

This chapter contains six parts. The first part begins with a summary of the present study. It reviews the research questions, research objectives, research design, and research methodology. The second part shows the research findings of the study. The third part entails the discussions about the research findings. The fourth part elaborates the limitations of the study. The fifth part presents the pedagogical implications drawn from the study. The last part contains recommendations for future research studies.

#### **Summary**

This study aimed to investigate the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students and to explore reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework. The research design was one-group pretest-posttest. It compared students' English Reading Abilities Test scores of before and after receiving English Reading Instruction using ACTIVE Framework.

The study was conducted with 70 tenth grade students. It took place in English Reading Course at Triamudomsuksapattanakarn Ratchada School on the second semester of the academic year 2012.

The quantitative data drawn from the pretest and posttest scores was used to evaluate the effectiveness of English Reading Instruction using ACTIVE Framework, when aiming to improve students' reading abilities. The students' reading strategies were also explored, using the Thai version of Survey of Reading Strategies proposed by Mokhtari & Sheorey (2002).

The study was divided into two phases. The first phase involved the preparation of English Reading Instruction using ACTIVE Framework. The second phase implemented English Reading Instruction using ACTIVE Framework.

The first phase of the research procedure was the preparation of the English Reading Instruction using ACTIVE Framework. In this phase, the population and the samples were identified. The population of this study was tenth grade students from Triamudomsuksapattanakarn Ratchada School. The samples of the study consisted of 70 tenth grade students from room 4 and 5 at Triamudomsuksapattanakarn Ratchada School, second semester of the academic year 2012. The related theories, previous studies, and other relevant documents were reviewed. The information obtained from the review of the literature was gathered and synthesized into the conceptual framework, which was used for the construction of research instruments. Then, the research instruments were pilot tested with 30 students from Grade 10 Room 6 who were studying in English Reading Course to ensure its content and construct validity.

After the first phase had been carried out, attention was given to the second phase, which was the implementation of English Reading Instruction using ACTIVE Framework. Before the instruction began (week 1), students were asked to complete the pre-English Reading Abilities Test. An overview of the instruction was also given to the students.

During the instruction (week 2-11), the students participated in English Reading Instruction using ACTIVE Framework. Five units with ten lessons were delivered to students who studied in English Reading Course. Each lesson lasted for 50 minutes.

At the end of the instruction (week 12), the students were asked to complete the post-English Reading Abilities Test. This stage of the procedure was carried out in order to investigate whether students' had made progress after participate the lessons with English Reading Instruction using ACTIVE Framework. Then, the students had to take the Survey of Reading Strategies in order to explore their reading strategies after participated in the instruction.

In order to evaluate the effectiveness of the instruction, a pair sample t-test was applied to analyze the mean differences of pretest and posttest from English Reading Abilities Test. In relation to students' reading strategies, the Survey of Reading Strategies was analyzed quantitatively using arithmetic means and standard deviation.

### **Findings**

The summary of the findings is presented in two main aspects: students' reading abilities and students' reading strategies.

With regards to the first research question, "To what extent does the English Reading Instruction using ACTIVE Framework improve reading abilities of tenth grade students?", the findings showed that the overall posttest scores in English Reading Abilities Test were higher than the pretest scores significant at 0.05 level. This indicates that English Reading Instruction using ACTIVE framework successfully improved students' reading abilities.

Concerning the second research question, "What are reading strategies used by tenth grade students after participating in the English Reading Instruction using ACTIVE Framework?", the students were asked to complete the Survey of Reading Strategies after participating in the instruction. Most of students used Problem-

Solving Strategies in comprehending the text. This indicates that students improved their reading abilities while using Problem-Solving Strategies in reading.

To conclude, the research hypothesis of this study was accepted. To be exact, students received significantly higher scores in the post-English Reading Abilities Test than in the pretest. Moreover, the Survey of Reading Strategies revealed that students used Problem-Solving Strategies most after participating in the instruction.

## **Discussion**

After English Reading Instruction using ACTIVE Framework was conducted, the instructional effectiveness was found. The research questions from this study can be divided into two aspects: students' reading abilities and reading strategies.

### **Students' Reading Abilities**

Research question one investigated the effects of English Reading Instruction using ACTIVE Framework on reading abilities of tenth grade students. It was found that the posttest mean scores of all students in English Reading Abilities Test were significantly higher than their pretest mean scores ( $p < 0.05$ ). This means that after participating in English Reading Instruction using ACTIVE Framework, the students increased their reading abilities. To sum, English Reading Instruction using ACTIVE Framework can help students to be more competent in reading. English Reading Instruction using ACTIVE Framework also motivates students to become effective readers and also strategic readers. It is also noticeable that students have developed their reading ability along way with their reading strategy.

According to ACTIVE Framework which proposed by Anderson (2008), all six components were provided to help students strengthen their reading abilities. Each element in ACTIVE Framework was tented to explicitly focus on teaching reading.

Hence, the effective results of each element can prove that ACTIVE Framework would be beneficial for students to become effective readers. In this study, the students were explicitly taught all key components in ACTIVE Framework concerning the levels of comprehension (Day, 2005) which categorized into six levels; literal, reorganization, inference, prediction, evaluation, and personal response.

For activating prior knowledge, students were participated in pre reading activities to build the prerequisite knowledge, or remind them of what they have already known. As suggested in Ediger, teachers should make connection between students' previous knowledge and the information in the text in order to help students bridging the gap of what they have learned and what is new to them (2013).

For cultivating vocabulary, effective vocabulary instructions were emphasized. Students were encouraged to learn vocabulary in multiple ways. Moreover, some activities were provided to help students strengthen and expand their vocabulary knowledge. As mentioned in Zimmerman that teachers should equip students to understand the word-learning process and to effectively use word-learning strategies as independent word learners (2013).

For thinking about meaning, reading strategies were taught to let students understand about the strategies and be able to appropriately use in reading. Furthermore, comprehension monitoring was highlighted. There are many studies which prove that reading comprehension was increased based on comprehension monitoring instruction (Grabe and Stoller, 2013). Teachers can support reading comprehension development by using comprehension strategies such as remind students to have a reason for reading, recognize text structure, identify important and main idea information, and read carefully (Grabe, 2009).

Next, repeated reading and time reading were emphasized on increasing reading fluency. There are many studies mentioned reading fluency development as the key component of effective and successful reading instruction (Grabe and Stoller, 2013). Teachers should assign students to reread the texts until they have no difficulty while reading and when the students read at the improved rate, they should move to another text. Students must develop rapid, automatic, word recognition skills to be fluent reader (Anderson, 2013).

For verify reading strategies, teachers should engage students to use appropriate reading strategies in order to achieve reading comprehension. As mentioned in Grabe and Stoller, good readers usually employ multiple reading strategies which support each other to achieve their reading comprehension goals (2013). Grabe and Stoller (2013) also suggest the important reading strategies steps such as introducing a strategy and discussing about it, practicing and revisiting multiple times, and modeling combinations of strategy uses while reading. Regarding all these steps, students were engaged to practice, verify and familiarize with reading strategies in order to help them to become more strategic readers.

Last, summarizing and discussion were included for evaluating progress. Moreover, achievement test was employed to verify that students were mastering in reading texts. However, Anderson suggested that both qualitative and quantitative evaluation should be included in assessing students' reading abilities (2008).

According to the findings of this study as well as the support from the previous studies, it could be summarized that the students made on their reading abilities results from English Reading Instruction using ACTIVE Framework. Thus, this instruction is advantageous for students' improvement in reading.

### **Students' Reading Strategies**

The survey was conducted in order to explore students' reading strategies after participating in the instruction. It was found that students tended to use Problem-Solving Strategies in reading rather than use Global Reading Strategies and Support Strategies. This means that students found Problem-Solving Strategies helpful in reading to achieve reading comprehension. For example, students pointed out that they pictured or visualized information in the text to help remember what they read or they reread the text to increase their understanding.

According to previous studies mentioned the reading strategies in ESL/EFL, Lysynchuk et al. stated that ESL/EFL used reading strategies to enhance comprehension. Similar to Mokhtari and Sheorey (2001), readers used reading strategies while reading in order to achieve comprehension. In the present study, Survey of Reading Strategies (SORS), which developed by Mokhtari and reported in Mokhtari and Sheorey (2002) was employed to explore students' reading strategies after participating in ACTIVE Framework. The SORS was conducted to identify the reading strategies of L2 learners. The SORS measured reading strategies into three categories: Global Reading Strategies, Problem-Solving Strategies, and Support Strategies.

During the instruction, students were explicitly taught all three categories of reading strategies based on Survey of Reading Strategies. These strategies were necessary tools that helped students comprehend texts better. In English Reading Instruction using ACTIVE Framework, reading strategies were introduced and presented in the step of Think about meaning and Verify reading strategy.

In conclusion, among three reading strategies included in the Survey of Reading Strategies, Problem Solving Strategies was the practical one that students used most to enhance their reading abilities. Similar to the previous study which mentioned by Yüksel (2012) that second language readers most often use the Problem Solving Strategies to help comprehending reading text.

### **Limitations of the Study**

Although this research study has successfully reached its objectives, some limitations were also found:

First of all, this study was carried out in a short period of time (10 weeks of instruction). Since reading abilities need long process to improve, this instruction should be delivered to students for an extensive length of time. To successfully deploy English Reading Instruction using ACTIVE Framework in classroom, students should have more time to practice reading and employ reading strategies taught in reading. Reading abilities need long process to improve. Some students might not concentrate in reading with a period allowed for reading while the other might. In sum, the time allowed to practice reading should be extended to outside classroom in order to let some students feel comfortable to practice on their own.

The second limitation was there were many unfamiliar words included in the text. Although ACTIVE Framework had one important step focused on vocabulary: Cultivate vocabulary which aimed to introduce new vocabulary and to expand their vocabulary knowledge, some students might not want to participate in this instruction. Some students lost their concentrate and also their confidence when they found the unfamiliar words presented in the text.



In conclusion, English Reading Instruction using ACTIVE Framework improved students' reading abilities and reading strategies. The instruction provided students to practice reading with appropriate reading strategies. Students had success in reading by engaging the instruction. However, this instruction was found to have the limitations as mentioned above.

### **Pedagogical Implications**

The findings of the study lead to the pedagogical implications of English Reading Instruction using ACTIVE Framework. This finding suggests that English Reading Instruction using ACTIVE Framework can enhance students' reading abilities and students' reading strategies.

First of all, teachers should be aware of the topics used in the instruction. The topics should be selected based on students' interest and should not be too difficult to their levels. As mentioned by Clinton and Broek (2012), topic interest is positively associated with learning from texts. Moreover, it has been proposed that focused attention may explain the positive association between topic interest and learning from texts (Clinton & Broek, 2012). This means that when students are interested in the text they read, they can learn and engage with the text better to achieve reading comprehension.

Second, the activities of English Reading Instruction using ACTIVE Framework should support and straighten students' reading abilities and reading strategies. Teachers should design effective lesson plans and materials which give the students opportunities to enhance their reading abilities and reading strategies. Besides, sometimes teachers should allow a choice of tasks and materials that are

personally meaningful to the students in order to engage students' interest to accomplish goals of reading (Peterson et al., 2000).

Third, reading strategies including in the instruction should be explicitly taught with all details. The teachers must keep in mind that the reading is the process which the readers have to interact with the text so it is important for teachers to demonstrate how to effectively interact with the text by using the appropriate reading strategies. Similar to Peterson et al (2000), teachers should look for opportunities to demonstrate or guide students how to comprehend the texts by using the reading strategies learnt. Moreover, students also need the opportunities to talk about ideas in texts and how and when to use reading strategies learnt to achieve comprehension.

Finally, teachers should differentiate English Reading Instruction using ACTIVE Framework from traditional reading instruction and explain the differences to the students in order to let student be aware of learning in ACTIVE instruction. The students should clearly understand the concept of ACTIVE Framework at the beginning of the first period. Furthermore, the students should be informed the expectation of English Reading Instruction using ACTIVE Framework which aimed to improve students to become effective and strategic reader.

### **Recommendations for Future Studies**

This study revealed several implications for future studies. It found that English Reading Instruction using ACTIVE Framework is an effective reading instruction, which mainly emphasizes reading strategies as a part of comprehension process. English Reading Instruction using ACTIVE Framework can be investigated further in the future according to these given recommendations:

First, it is recommended that the future research studies should be conducted over a long period of time in order to confirm its effects on improving students' reading abilities. In addition, the research studies should extend to investigate a broader sample of students to ensure the effectiveness of English Reading Instruction using ACTIVE Framework.

Second, it is recommended that qualitative data collection should be employed by using reading logs, verbal reports or classroom observation. These research instruments are needed to allow a more in-depth study.

Finally, it is recommended that the effects of English Reading Instruction using ACTIVE Framework should be related with the motivation to achieve the reading comprehension. The future research studies might aim to observe how motivation helps students to become effective reader by using English Reading Instruction using ACTIVE Framework.

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## **APPENDICES**

## APPENDIX A

## Reading Topic Interest Survey

1. นักเรียนชอบอ่านภาษาอังกฤษหรือไม่  ชอบ  ไม่ชอบ
2. กรุณาทำเครื่องหมาย ✓ ตามระดับคะแนนที่สนใจต่อหัวข้อในการอ่านภาษาอังกฤษ

5 หมายถึง สนใจมากที่สุด

2 หมายถึง ไม่ค่อยสนใจ

4 หมายถึง สนใจมาก

1 หมายถึง ไม่สนใจ

3 หมายถึง สนใจ

หัวข้อ (Topic)	5	4	3	2	1
1. วันพิเศษ (Special Days)					
2. สถานที่ต่าง ๆ (Famous Places)					
3. สุขภาพ (Health)					
4. วัฒนธรรมและประเพณี (Customs)					
5. อาหาร (Food)					
6. การประดิษฐ์คิดค้น (Inventions)					
7. บุคคลมีชื่อเสียง (People)					
8. กลอน (Poems)					
9. นิทานพื้นบ้าน (Fables)					
10. ข่าว (News)					

3. นักเรียนอ่านภาษาอังกฤษจากสื่อใดเป็นส่วนใหญ่

 หนังสือเรียน หนังสือพิมพ์ นิตยสาร นวนิยาย เว็บไซต์ / อีเมลล์ จดหมาย อื่น ๆ \_\_\_\_\_

**APPENDIX B**  
**Course Syllabus**

<b>1. Course No</b>	EN31203
<b>2. Course credit</b>	1
<b>3. Course Title</b>	English Reading
<b>4. Semester</b>	Second semester
<b>5. Academic year</b>	2012
<b>6. Lecturer's name</b>	Piyapat Ruangroj
<b>7. Course level:</b>	Tenth Grade (Mattayomsuksa 4)

**8. Course Description:**

Study and practice reading in English through selected texts. Major emphasis is placed on developing reading abilities. Attention is given reading strategies used in reading process. An extended focus is on vocabulary knowledge.

**9. Course Objectives:**

This course will provide the student with the reading strategies necessary to enhance English reading abilities. Upon completing the course, the student should be able to:

- observe principles of reading
- identify the main idea, analyze the essence, conclude, interpret and express opinions from reading
- use appropriate reading strategies in reading English
- evaluate the effectiveness of reading strategies used

**10. Class methodology:** lecture, discussion, presentation, demonstration

**11. Instructional media:** handouts, textbooks, internet based resources,  
dictionary

**12. Assessment:**

Class attendance and participation	10%
Pretest and Posttest	10%
Class assignments	40%
Midterm examination	20%
Final examination	20%
Total	100%


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**Evaluation:**




1. Observe students' Cooperating, attention while they are learning and participation during class activities.
2. Check students' reading abilities from their answer.
3. Check students' understanding from their work.
4. Check students' reading abilities from their summarizing the text.


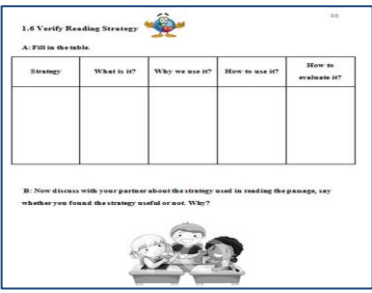
**Procedures:**

<p><b><u>Activate Prior Knowledge</u></b></p> <p><b>Time:</b> 10 minutes</p> <p><b>Material:</b> Pictures of food</p> <p><b>Handout:</b> Section 1: Activate Prior Knowledge A &amp; B</p> 	<p>1. Teacher starts the lesson by showing some pictures of Thai food and lets students guess the topic of the story.</p> <p>2. Teacher lets students think of words they know about that topic.</p> <p>3. Teacher asks students with questions</p> <ul style="list-style-type: none"> <li>- Is this food in the picture familiar to you?</li> <li>- Can you tell me the taste of this food?</li> <li>- Do you know the ingredients of this dish?</li> </ul> <p>4. Teacher lets students discuss about Thai food from the questions in 1.</p> <p>Activate Prior Knowledge B.</p>	<p>T: I will show you some pictures and let you guess what we are going to learn about?</p> <p>T: Can you think of words related to the topic?</p> <p>T: I will ask you some questions.</p> <p>T: Now, I want you to discuss with your friends and try to think about what you have known before about the topic.</p>
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<p><b><u>Cultivate Vocabulary</u></b></p> <p><b>Time:</b> 10 minutes</p> <p><b>Handout:</b> Section 2: Cultivate Vocabulary A &amp; B</p> <div data-bbox="300 712 676 958" style="border: 1px solid black; padding: 5px;"> <p><b>1.2 Before you read</b></p> <p>A. Complete the sentences with the words given.</p> <p>unique    soupy    staple    unlike thick    rich    spicy</p> <p>1) I accidentally put lots of cream into this coffee so it is very _____.</p> <p>2) Thai foods are too _____ for the foreigners.</p> <p>3) Rice is the _____ of many provinces in Thailand.</p> <p>4) This cup of noodle is very _____. I pour too much water into it.</p> <p>5) Can you slice the bread thinner? I don't like the _____ one.</p> <p>6) Kangaroo is _____ to Australia.</p> <p>7) They are both teachers. Otherwise they are quite _____.</p> </div> <div data-bbox="300 981 676 1227" style="border: 1px solid black; padding: 5px;"> <p>B. Match the word with the synonym.</p> <table style="width: 100%;"> <tr> <td>1) rich</td> <td>a) main</td> </tr> <tr> <td>2) spicy</td> <td>b) uncommon</td> </tr> <tr> <td>3) staple</td> <td>c) different</td> </tr> <tr> <td>4) thick</td> <td>d) peppery</td> </tr> <tr> <td>5) unique</td> <td>e) loaded</td> </tr> <tr> <td>6) unlike</td> <td>f) solid</td> </tr> </table>  </div>	1) rich	a) main	2) spicy	b) uncommon	3) staple	c) different	4) thick	d) peppery	5) unique	e) loaded	6) unlike	f) solid	<p>1. Teacher asks some students to present what they are discussing with their partners.</p> <p>2. Teacher lets students do exercise “2: Cultivate Vocabulary A and B” by completing sentences with the words given and matching the words with synonyms.</p>	<p>T: OK. I want you to tell you friends what are you discussing about? Can you think of vocabulary related to the pictures?</p> <p>T: Now, I would like you to do exercise A and B.</p> <p>T: What are you going to do first when you read the passage? Do you have any strategies in reading?</p>
1) rich	a) main													
2) spicy	b) uncommon													
3) staple	c) different													
4) thick	d) peppery													
5) unique	e) loaded													
6) unlike	f) solid													
<p><b><u>Think About Meaning</u></b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Material:</b> Audio CD</p> <p><b>Handout:</b> Section 3: Think About Meaning A and B</p>	<p>1. Teacher presents and explains “Global reading strategy” to the students.</p> <p>2. Teacher lets students set the purpose of reading this text.</p> <p>3. Teacher asks students with questions</p>	<p>T: I will explain one reading strategy to help you in reading English.</p> <p>T: I would like you to set your own purpose of reading.</p>												

<p><b>1.3 Think About Meaning</b></p> <p>A. What is the strategy used while you are reading? Do you know "Global reading strategy"? Let's find out what it is.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>What is "Global reading strategy"?</b> Global reading strategy is reading strategy which reader carefully planned techniques in order to monitor their reading.</p>  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>The example of Global reading strategy:</b></p> <ul style="list-style-type: none"> <li>Having a purpose in mind and checking how text connect to its purpose.</li> </ul> <p>When you have a purpose for reading a selection, you find that purpose not only directs your reading towards a goal, but also helps to focus your attention.</p> </div> <p>Now, set a goal of reading the passage first and think about the purpose of reading it, too.</p>  <p>C. Read the story carefully with <b>global reading strategy</b> to check if your answer is correct or not. If you come across unknown word underline and skip it and come back to it later.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <p><b>What is Thai curry?</b></p> <p>Curry is a favorite dish in Thai restaurants throughout the world and for good reason. Based on a delicious paste of fresh and dried herbs and spices, curry is unique and unlike any dish in Western cuisine. The unique combination and fresh herbs make curry a popular dish. But what exactly is curry?</p> <p>Throughout Asia in many different forms, curry can be defined as a savory, starch-like dish flavored with herbs and/or spices. Curry is considered to be native to India, Pakistan, Sri Lanka and South East Asia. This method of cooking was brought to South East Asia by Indian immigrants over the past several centuries.</p> <p>In Thailand, curry is usually a soupy dish consisting of coconut milk or water, curry paste and meat. This curries tend to be more soup-like compared to their thicker Indian cousin. Curries are the richest dish of Thai cuisine, being based on spicy herbs and spice pastes, i.e. curry pastes. There are dozens of different types of curries in Thailand varying by the use of various types of curry pastes, the addition of coconut or water and different combinations of meat, herbs, vegetables and fruits.</p> <p>Curry is a staple dish of Thailand and in many Thai homes it is eaten on a daily basis. Using ingredients commonly found growing around the home and very little meat, curry is an economical and healthy part of the Thai diet. High in vitamins and rich in protein, it is easily digested when eaten with rice as part of a Thai meal.</p> <p><small><a href="http://www.touristthai.com/reading/reading_01/curry.php">http://www.touristthai.com/reading/reading_01/curry.php</a></small></p> <p>255 words    Time taken _____</p> </div>	<p>- This is the first time you see the passage, what are you going to do first?</p> <p>4. Teacher plays the CD about the text and lets students read along.</p> <p>5. Teacher asks students to read the passage "What is Thai curry?" by using Global Reading Strategy.</p> <p>6. Teacher tells students to underline and skip the unknown word they encounter.</p> <p>7. Teacher asks some students to tell the main idea of this passage.</p>	<p>T: Now, preview the text first and then read the passage with Global Reading Strategy.</p> <p>T: Do you understand every word in the text? If not, just underline and skip it. We will check it together later.</p>
<p><b><u>Increase Reading Fluency</u></b></p> <p><b>Time:</b> 20 minutes</p> <p><b>Handout:</b> Section 3: Think About Meaning, 4: Increase</p>	<p>1. Teacher asks students to reread the passage until they read it with no difficulty and also</p>	<p>T: I would like you to practice reading the passage again until you can read it with no</p>

<p><b>Reading Fluency</b></p> <p>C. Read the story carefully with <b>global reading strategy</b> to check if your answer is correct or not. If you come across unknown word underline and skip it and come back to it later.</p>  <p><b>What is Thai curry?</b></p> <p>Curry is a favorite dish in Thai restaurants throughout the world and for good reason. Based on a delicious paste of fresh and dried herbs and spices, curry is unique and unlike any dish in Western cuisine. The endless combinations and fresh taste make curry a popular dish. But what exactly is curry?</p> <p>Featured throughout Asia in many different forms, curry can be defined as a savory, semi-sweet dish prepared with herbs and/or spices. Curry is considered to be native to India, Pakistan, Sri Lanka and South East Asia. The method of cooking was brought to South East Asia by Indian immigrants over the past several centuries.</p> <p>In Thailand, curry is usually a soupy dish consisting of coconut milk or cream, curry paste and meat. Thai curries tend to be more soup-like compared to their Indian counterparts. Curries are the richest dish of Thai cuisine, being based on spicy herbs and spices paste, in a curry paste. There are dozens of different types of curries in Thailand varying by the use of various types of curry paste, the addition of coconut or cream and different combinations of meats, herbs, vegetables and fruits.</p> <p>Curry is a staple dish of Thailand and its surroundings. Thai houses it is eaten on a daily basis. Using ingredients commonly found growing around the home and very little meat, curry is an economical and healthy part of the Thai diet. High in vitamins and rich in protein, it is easily digested when eaten with rice as part of a Thai meal.</p> <p><a href="http://www.computerkids.com/reading/what_is_thai_curry.php">http://www.computerkids.com/reading/what_is_thai_curry.php</a></p> <p>255 words Time taken: _____</p> <table border="1" data-bbox="300 705 673 985"> <thead> <tr> <th rowspan="2">Time (minutes)</th> <th colspan="10">Unit</th> <th rowspan="2">Rate (words per minutes)</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th> </tr> </thead> <tbody> <tr><td>1:00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>270</td></tr> <tr><td>1:15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>216</td></tr> <tr><td>1:30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>180</td></tr> <tr><td>1:45</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>154</td></tr> <tr><td>2:00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>135</td></tr> <tr><td>2:15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>120</td></tr> <tr><td>2:30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>108</td></tr> <tr><td>2:45</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>98</td></tr> <tr><td>3:00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>90</td></tr> <tr><td>3:15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>83</td></tr> <tr><td>3:30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>77</td></tr> <tr><td>3:45</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>72</td></tr> <tr><td>4:00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>68</td></tr> <tr><td>4:15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>64</td></tr> <tr><td>4:30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>60</td></tr> <tr><td>4:45</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>57</td></tr> <tr><td>5:00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>54</td></tr> </tbody> </table>	Time (minutes)	Unit										Rate (words per minutes)	1	2	3	4	5	6	7	8	9	10	1:00											270	1:15											216	1:30											180	1:45											154	2:00											135	2:15											120	2:30											108	2:45											98	3:00											90	3:15											83	3:30											77	3:45											72	4:00											68	4:15											64	4:30											60	4:45											57	5:00											54	<p>time their reading.</p> <p>2. Teacher lets students complete the Reading Rate Chart.</p>	<p>difficulty.</p> <p>T: You have to do timed reading and complete the Reading Rate Chart.</p>
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<p><b><u>Verify Reading Strategy</u></b></p> <p><b>Time:</b> 20 minutes</p> <p><b>Handout:</b> Section 5: Verify Reading Strategy A &amp; B</p>  <p>1.6 Verify Reading Strategy</p> <p>A: Fill in the table.</p> <table border="1" data-bbox="311 1444 662 1568"> <thead> <tr> <th>Strategy</th> <th>What is it?</th> <th>Why we use it?</th> <th>How to use it?</th> <th>How to evaluate it?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>B: Now discuss with your partner about the strategy used in reading the passage, say whether you found the strategy useful or not. Why?</p>	Strategy	What is it?	Why we use it?	How to use it?	How to evaluate it?						<p>1. Teacher lets students do exercise A &amp; B.</p> <p>2. Teacher lets students discuss the answer with their friends.</p>	<p>T: It's time to verify your strategy used in reading. Complete the table in exercise A.</p> <p>When you finish, discuss your answer with your friend.</p> <p>T: Do you find Global Reading Strategy is useful for your reading? Why? or Why not?</p>																																																																																																																																																																																																																								
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**Evaluate Progress**

**Time:** 10 minutes

**Handout:** Section 6:

Evaluate Progress A-F

**1.5 Reading Comprehension:** Check your understanding

A. Choose the correct answer to complete each one.

- The main idea of the passage is \_\_\_\_\_.
  - Curry is famous dish because of its ingredients.
  - Curry is a popular dish in both Western and Eastern cuisines.
  - There are different types of curries in Thailand.
- What makes Thai curry unique and unlike any dishes in the world?
  - The economical price.
  - The various types of curry.
  - The combinations of fresh ingredients.
  - The combinations of fresh ingredients.
- What is the author's purpose to write the story?
  - To entertain.
  - To educate.
  - To inform.

B. Decided if the following statements about the reading are true (T) or false (F).

	T	F
1. Curry is originally come from India, Pakistan, and South East Asia.		
2. Thai curry's ingredients are very expensive because they are rich of vitamins.		
3. Thai Curry is similar like Indian Curry.		
4. Curry was brought to South East Asia by Pakistan immigrants.		
5. Many ingredients of Thai Curry commonly found growing around the home.		

C. How much do you remember from the reading? Complete each statement with the correct answer, and then discuss the answer with your partner:

- Thai curry combines of \_\_\_\_\_.
- Thai Curry is more \_\_\_\_\_ compared to Indian Curry.
- There are different types of curries varying by the use of \_\_\_\_\_ part of the Thai diet.
- Curry is also \_\_\_\_\_.

**1.6 Vocabulary Comprehension:** Words in context

A. Complete the sentences below with the words given.

curry, ingredients, soup, cuisine, recipe

- Curry is considered to be \_\_\_\_\_ to India.
- In Thailand, curry is usually a \_\_\_\_\_ dish.
- Cuisines are the richest dish of Thai \_\_\_\_\_.
- This method of cooking was brought to South East Asia by Indian \_\_\_\_\_.

B. Match the words and phrases from reading with a definition on the right.

1. combination _____	a. a soft thick mixture made by crushing and mixing things together
2. cuisine _____	b. a powder or seed, taken from plants, that you put into food if you are cooking
3. herb _____	c. the result you get when two or more things are combined
4. ingredient _____	d. least or main, standard or regular
5. herbard _____	e. in every part, or during the whole period of time
6. pure _____	f. one of the foods that you use to make a particular food
7. savory _____	g. a style or season
8. spice _____	h. soft or sticky and not sweet in taste
9. recipe _____	i. a particular way of doing something
10. thorough _____	j. a small plant that is used to improve the taste of food, or to make medicine

C. Read each statement and circle the best answer.

- Curry is a (single / mixed) dish of Thailand.
- Curry is (easily / hard) digested when eaten with rice as part of a Thai meal.
- Curry is the (richest / most expensive) dish of Thai cuisine.
- The (readiest / priciest) combination and fresh term make curry a popular dish.

1. Teacher lets students do exercises A - F in the lesson to check understanding about the story.

2. Teacher wraps up the lesson.

3. Teacher asks some students summarize the story to the class.

T: I would like you to do exercise 1.5 and 1.6 to check your understanding about the story.

T: Can I have volunteer to summarize the passage?

## APPENDIX D

### Sample of Lesson

## Lesson 1: What is Thai curry?

### 1. Activate Prior Knowledge

A. Look at these pictures and guess what you are going to learn about.



B. Discuss the following questions with a partner.

- What is the most outstanding Thai dish in your opinion? Why?
- When you think about Thai dishes, which one do you think is the most delicious?
- What makes Thai food so distinctively different from others?

### 2. Cultivate Vocabulary

A. Complete the sentences with the words given.

unique

soupy

staple

unlike

thick

rich

spicy

- 1) I accidentally put lots of cream into this coffee so it is very \_\_\_\_\_.
- 2) Thai foods are too \_\_\_\_\_ for the foreigners.
- 3) Indian cuisine is \_\_\_\_\_ and different from others
- 4) Rice is the \_\_\_\_\_ of many provinces in Thailand.

- 5) This cup of noodle is very \_\_\_\_\_. I pour too much water into it.
- 6) Can you slice the bread thinner? I don't like the \_\_\_\_\_ one.
- 7) Mexican food \_\_\_\_\_ most others.

**B. Match the word with the synonym.**

- |           |              |
|-----------|--------------|
| 1) rich   | a) main      |
| 2) spicy  | b) uncommon  |
| 3) staple | c) different |
| 4) thick  | d) peppery   |
| 5) unique | e) loaded    |
| 6) unlike | f) solid     |



### 3. Think About Meaning

- A.** What is the strategy used while you are reading? Do you know “Global reading strategy?” Let's find out what it is.

#### What is “Global reading strategy”?

Global reading strategy is reading strategy which reader carefully planned techniques in order to monitor their reading.



#### The example of Global reading strategy:

- ♥ Having a purpose in mind and checking how text content fits its purpose

When you have a purpose for reading a selection, you find that purpose not only directs your reading towards a goal, but also helps to focus your attention.

Now, set a goal of reading  
the passage first and think  
about the purpose of



- B.** Read the story carefully with **Global Reading Strategy** to check if your answer is correct or not. If you came across unknown word underline and skip it and come back to it later.



## What is Thai curry?

Curry is a favorite dish in Thai restaurants throughout the world and for good reason. Based on a delicious paste of fresh and dried herbs and spices, curry is **unique** and **unlike** any dish in Western cuisine. The endless combinations and fresh taste make curry a popular dish. But what exactly is curry?

Favored throughout Asia in many different forms, curry can be defined as a savory, stew-like dish flavored with herbs and/or spices. Curry is considered to be native to India, Pakistan, Sri Lanka and South East Asia. This method of cooking was brought to South East Asia by Indian immigrants over the past several centuries.

In Thailand, curry is usually a **soupy** dish consisting of coconut milk or water, curry paste and meat. Thai curries tend to be more soup-like compared to their thicker Indian cousins. Curries are the **richest** dish of Thai cuisine, being based on **spicy** herb and spice pastes, i.e. curry pastes. There are dozens of different types of curries in Thailand varying by the use of various types of curry pastes, the





## 5. Verify Reading Strategy



**A: Fill in the table.**

Strategy	What is it?	Why we use it?	How to use it?	How to evaluate it?

**B: Now discuss with your partner about the strategy used in reading the passage, say whether you found the strategy useful or not. Why?**

## 6. Evaluate Progress

**A. Reading Comprehension:** Choose the correct answer to complete each one.

1. The main idea of the passage is \_\_\_\_\_.
  - a. Curry is famous dish because of its ingredients.
  - b. Curry is a popular dish in both Western and Eastern cuisines.
  - c. There are different types of curries in Thailand.
2. What makes Thai curry unique and unlike any dishes in the world?
  - a. The economical price
  - b. The various types of curry
  - c. The combinations of fresh ingredients

3. What is the author's purpose to write the story?
- To entertain
  - To educate
  - To inform



**B.** Decided if the following statements about the reading are true (T) or false (F).

	<b>T</b>	<b>F</b>
1. Curry is originally from India, Pakistan, and South East Asia.		
2. Thai curry's ingredients are very expensive because they are rich of vitamins.		
3. Thai curry is thicker than Indian curry.		
4. Curry was brought to South East Asia by Pakistani immigrants.		
5. Many ingredients of Thai curry commonly found growing around home.		

**C.** How much do you remember from the reading? Complete each statement with the correct answer, and then discuss the answer with your partner.

- Thai curry combines of \_\_\_\_\_.
- Thai curry is more \_\_\_\_\_ compared to thicker Indian curry.
- There are different types of curries varying by the use of types of \_\_\_\_\_.
- Curry is an \_\_\_\_\_ part of the Thai diet.

**D: Vocabulary Comprehension:** Complete the sentences below with the words given

curry

soupy

native

immigrants

cuisine

1. Curry is considered to be \_\_\_\_\_ to India.
2. In Thailand, curry is usually a \_\_\_\_\_ dish.
3. Curries are the richest dish of Thai \_\_\_\_\_.
4. This method of cooking was brought to South East Asia by Indian \_\_\_\_\_.



**E: Match the words and phrases from reading with a definition on the right.**

1. combination \_\_\_\_\_
2. cuisine \_\_\_\_\_
3. herb \_\_\_\_\_
4. ingredient \_\_\_\_\_
5. method \_\_\_\_\_
6. paste \_\_\_\_\_
7. savory \_\_\_\_\_
8. spice \_\_\_\_\_
9. staple \_\_\_\_\_
10. throughout \_\_\_\_\_

- a.** a soft thick mixture made by crushing and mixing things for food
- b.** powder or seed, taken from plants, that you put into food you are cooking
- c.** the mixture you get when two or more things are combined
- d.** basic or main; standard or regular
- e.** in every part, or during the whole period of time
- f.** one of the foods that you use to make a particular food
- g.** a style of cooking
- h.** salty or spicy and not sweet in taste
- i.** a particular way of doing something
- j.** a small plant that is used to improve the taste of food. or to make medicine

**F:** Read each statement and circle the best answer.

1. Curry is a (staple / unusual) dish of Thailand.
  2. Curry is (easy to / hard to) digest when eaten with rice as part of a Thai meal.
  3. Curry is the (richest / most expensive) dish of Thai cuisine.
  4. The (endless / priceless) combinations and fresh taste make curry a popular dish.
-

## Appendix E

### Lesson Plan Evaluation Form

Please rate (✓) these following items according to your opinions.

Congruent = +1      Questionable = 0      Incongruent = -1

Assessment Issues	A	B	C	IOC Mean Score	Meaning
<b>Objectives</b>					
1. The objectives are clear and concise.	+1	+1	+1	1	Reserved
2. The objectives are relevant and consistent with the concept of the lesson.	+1	0	+1	0.67	Reserved
<b>Materials/Worksheets</b>					
3. Materials/Worksheets are appropriate for the lessons and to students' level.	+1	0	+1	0.67	Reserved
4. Materials/Worksheets are understandable.	+1	+1	0	0.67	Reserved
<b>Teaching ACTIVE reading procedures</b>					
5. The steps of teaching are in appropriate sequences.	0	+1	+1	0.67	Reserved
6. The steps of teaching are clear and practical.	0	+1	0	0.34	Modified
<b>• Activate Prior Knowledge</b>					
7. The steps of teaching provide an opportunity for students to recall prior knowledge and experiences.	+1	+1	+1	1	Reserved
8. The steps of teaching engage students to make prediction based on their background knowledge.	+1	+1	-1	0.34	Modified
<b>• Cultivate Vocabulary</b>					
9. The steps of teaching encourage students to learn new vocabulary.	0	+1	+1	0.67	Reserved
10. The steps of teaching are explicitly prepared through carefully controlling the vocabulary presented in texts.	0	0	+1	0.34	Modified

<b>• Think About Meaning</b>					
11. The steps of teaching engage students in thinking about meaning such as formulating the questions, summarizing or concluding a reading passage.	+1	0	+1	0.67	Reserved
12. The steps of teaching provide students with knowledge of reading strategies.	0	-1	+1	0.34	Modified
13. The steps of teaching assist students in the process of constructing meaning from texts.	0	+1	+1	0.67	Reserved
<b>• Increase Reading Fluency</b>					
14. The steps of teaching get students to set class goal or their own goal for minimal reading rate.	+1	+1	+1	1	Reserved
15. The steps of teaching provide an opportunity for students to do repeated reading.	+1	+1	+1	1	Reserved
16. The steps of teaching encourage students to practice rate buildup reading	+1	0	+1	0.67	Reserved
<b>• Verify Reading Strategy</b>					
17. The steps of teaching support students to be aware of the strategies used in reading.	+1	0	+1	0.67	Reserved
18. The steps of teaching encourage students to self evaluate the effectiveness of the strategies used.	+1	+1	+1	1	Reserved
19. The steps of teaching provide students to learn and apply strategies with learning activities.	0	+1	0	0.34	Modified
<b>• Evaluate Progress</b>					
20. The steps of teaching engage students to do reading rate record in order to monitor and evaluate themselves.	+1	+1	+1	1	Reserved
21. The steps of teaching provide students to do self evaluation.	0	+1	0	0.34	Modified
22. The steps of teaching engage students to discuss and summarize reading passage.	+1	0	+1	0.67	Reserved
23. The evaluation is integrating with the learning process.	0	+1	+1	0.67	Reserved

## APPENDIX F

### English Reading Abilities Test

#### Objective of the test

The English Reading Abilities Test aims to evaluate students' reading abilities according to six levels of reading abilities (Day, 2005) which are literal, reorganization, inference, prediction, evaluation, and personal response.

#### Directions

1. The English Reading Abilities Test is for Grade 10.
2. The test comprises of 2 sections. It consists of one cloze test (Section1) and reading comprehension tests (Section 2).
 

Section 1	-	Songkran Splendors	10 missing words (1-10)
Section 2	-	Traditional Thai Dish: Pad Thai	10 questions (11-20)
	-	The Jim Thompson House: a treasure house of antiques	10 questions (21-30)
3. Time allocation is 50 minutes.

**Section 1: Cloze Test (1-10: 10 Marks)**

**Direction: Choose the word that best completes each blank in the passage.**

**Songkran Splendors**

Songkran is the traditional Thai New Year celebration which starts on April 13 of each year and lasts for 3 days. Songkran is a Thai \_\_\_1\_\_\_ which means "move" or "change place" as it is the day when the sun changes its \_\_\_2\_\_\_ in the zodiac. It is also known as the "Water Festival" as people \_\_\_3\_\_\_ that water will wash away bad luck.

The Songkran tradition is recognized as an important custom for the Thai community, society, and religion. The value for family is to provide an \_\_\_4\_\_\_ for family members to gather in order to express their \_\_\_5\_\_\_ to their elders by pouring scented water onto the hands of their parents, including making \_\_\_6\_\_\_ to their ancestors. The elders in return wish the youngsters good luck and \_\_\_7\_\_\_.

The value for community is to provide the opportunity to create unity in the community so as to jointly acquire merits and to enjoy the entertaining events. And the social value is to create \_\_\_8\_\_\_ of the environment and to create a \_\_\_9\_\_\_ of cooperation to clean houses, temples, and \_\_\_10\_\_\_ places.

From: <http://americanthai.net/songkran.aspx>

- |    |               |                |             |          |
|----|---------------|----------------|-------------|----------|
| 1. | 1. custom     | 2. day         | 3. festival | 4. word  |
| 2. | 1. appearance | 2. color       | 3. position | 4. orbit |
| 3. | 1. believe    | 2. create      | 3. splash   | 4. doubt |
| 4. | 1. event      | 2. opportunity | 3. union    | 4. unity |



- |     |               |                |                |             |
|-----|---------------|----------------|----------------|-------------|
| 5.  | 1. respect    | 2. needs       | 3. interests   | 4. desires  |
| 6.  | 1. worship    | 2. present     | 3. merit       | 4. wishes   |
| 7.  | 1. friendship | 2. prosperity  | 3. gentleness  | 4. courage  |
| 8.  | 1. increasing | 2. ignorance   | 3. awareness   | 4. concrete |
| 9.  | 1. problem    | 2. level       | 3. step        | 4. spirit   |
| 10. | 1. public     | 2. traditional | 3. interesting | 4. natural  |

## Section 2: Reading comprehension (11-30: 20 Marks)

**Direction: Read the passages and choose the correct answer to each question follows.**

### Passage 1

#### “Traditional Thai Dish: Pad Thai”

Pad Thai, literally "Thai style frying," is Thai noodle dishes made from stir fried rice noodles with ingredients including egg, peanuts, shallots, sprouts, tofu, and a choice of meat. Pad Thai is the *ultimate* street food. It is one of the most well known Thai dishes, and can be found at Thai restaurants all over the world.



Pad Thai is a traditional Thai dish that has been prepared in Thailand for centuries. It became popular as Thai's signature dish in the 1930s when the Prime Minister of Thailand decided to promote it as the national dish. In Thailand, Pad Thai is readily available at roadside stands and in casual dining establishments. Pad Thai has a lot of ingredients which come together in a symphony of hot, sweet, sour, and salty: the four *cornerstones* of Thai cuisine. Authentic Pad Thai is slightly drier and



lighter than the Pad Thai typically served in Western restaurants, but the main ingredients remain the same.

From: <http://www.wisegeek.com/what-is-pad-thai.htm> &  
<http://www.life123.com/food/cooking-asian-food/pad-thai/pad-thai-recipe.shtml>

11. How many tastes of Pad Thai does the author mention?

- |          |                  |
|----------|------------------|
| 1. three | 2. four          |
| 3. five  | 4. not mentioned |

12. What is the author's main point of this passage?

- |   |  |
|---|--|
| 1. to explain how to cook Pad Thai        | 2. to classify each type of Pad Thai   |
| 3. to express the feeling toward Pad Thai | 4. to inform the reader about Pad Thai |

13. Which of the following is NOT MENTIONED in the passage?

1. Pad Thai has countless different styles.
2. Pad Thai has been famous for long time.
3. There are many ingredients for cooking PadThai.
4. Pad Thai is easily found in every part of Thailand.

14. What can you infer about Pad Thai served in Western restaurants?

1. It is very expensive.
2. It contains various ingredients.
3. It contains a lot of vegetables.
4. It is slightly different from the one in Thailand.

15. What do you think the Pad Thai in the future will be like?

1. The recipe may be changed and finally, become totally different from the authentic one.
2. It could be more overpriced because it becomes more international.
3. It will have to be protected by patent so as to make it a property of the Thailand.
4. Thai people in the future generation may not know it anymore.

16. What is good about Pad Thai mentioned in the passage?

1. Pad Thai takes a long process in cooking.
2. Pad Thai consists of vitamins and minerals.
3. Pad Thai is usually found at the street vendors.
4. Pad Thai is the best Thai dish of the world record.

17. What is the tone of the passage?

- |           |                |
|-----------|----------------|
| 1. angry  | 2. ironic      |
| 3. urgent | 4. descriptive |

18. Which is NOT part of the meaning of the word “**ultimate**” in line 4?

- |              |            |
|--------------|------------|
| 1. excellent | 2. extreme |
| 3. greatest  | 4. popular |

19. What is the meaning of the word “**cornerstone**” in line 12?

- |                        |               |
|------------------------|---------------|
| 1. most important part | 2. basis part |
| 3. tradition           | 4. ingredient |

20. What can you conclude from the passage?

1. Pad Thai can give you energy.
2. Original Pad Thai is a light dish.
3. Pad Thai is the most popular Thai food.
4. Pad Thai became popular because of its promotion by the Prime Minister.

## Passage 2

### The Jim Thompson House: a treasure house of antiques



The Jim Thompson House is a beautiful traditional Thai house standing at the end of a quiet soi by the Saan Saab Canal. The canal was dug in the reign of King Rama III and starts from the old city to the west and flows across the city to the outskirts to the east.

The house consists of six *authentic* Thai houses interconnected seamlessly to appear as a large elevated house set in a lush garden.

The houses are designed broader at the base and tapering to the top. The same feature is manifested in the doors and windows. This tapered structure adds to the *stability* of the house and also to ventilation, as cool air is drawn in and hot air channeled upwards and out through the vents at the top of the walls.

No nails were used, only wooden joints and pegs, a standard *feature* in the traditional Thai house.

Some of the houses were acquired from as far as Ayudhya and transported to Bangkok. The house making up the living room is 175 years old, the oldest house and the other houses are 75 – 150 years old.



From: <http://www.tour-bangkok-legacies.com/jim-thompson-house.html>

21. How many interconnected Thai houses are in the Jim Thompson house?

- |          |         |
|----------|---------|
| 1. three | 2. four |
| 3. five  | 4. Six  |

22. All of the following are true EXCEPT. . . . .
1. Saan Saab Canal dug in the reign of King Rama III.
  2. The Jim Thomson House is set in a garden.
  3. The Jim Thomson House is located near Saan Saab Canal.
  4. The Jim Thomson House is the biggest Thai house in Bangkok.
23. The word “**authentic**” in line 6 is closest in meaning to . . . . .
1. luxury
  2. comfort
  3. genuine
  4. beautiful
24. The word “**stability**” in line 9 could best be replaced by . . . . .
1. shakiness
  2. steadiness
  3. inconsistent
  4. Changeableness
25. What is the synonym of the word “**feature**” in line 13?
1. view
  2. statement
  3. characteristic
  4. presentation
26. Why are the houses designed broader at the base and tapering to the top?
1. to draw the attention
  2. to help in ventilating
  3. to create a unique Thai house
  4. to make the house more magnificent
27. Which of the following is NOT TRUE about the passage?
1. All houses were built in Bangkok.
  2. The houses used no nails in building.
  3. The doors were designed as same feature as the houses.

4. The hot air will out through the vents at the top of the walls.

28. What is the standard feature in the traditional Thai house mentioned in the passage?

1. The traditional Thai house has two storeys.
2. The traditional Thai house always has high roof and high pole.
3. The traditional Thai house is created by using only wooden joints and pegs.
4. The traditional Thai house is designed not only for living but also for relaxing.

29. What is the author's main point of this passage?

1. to propose the new Thai style house
2. to compare the Jim Thompson House with others
3. to differentiate the Jim Thompson House with others
4. to explain the characteristic of the Jim Thompson House

30. What is the tone of the passage?

- |                |                 |
|----------------|-----------------|
| 1. judgmental  | 2. analytical   |
| 3. informative | 4. prescriptive |
-

## APPENDIX G

### Evaluation Form

#### English Reading Abilities Test

Please rate (✓) these following items according to your opinions.

Congruent = +1

Questionable = 0

Incongruent = -1

Aspects	Explanations	Test Items	-1	0	+1	IOC Mean Score	Meaning	
<b>Literal</b>	Understand facts, vocabulary, dates, times, and location in the text	1.	+1	+1	+1	1	Reserved	
		2.	+1	+1	+1	1	Reserved	
		3.	+1	+1	+1	1	Reserved	
		4.	+1	+1	0	0.67	Reserved	
		5.	Cloze Test	+1	+1	+1	1	Reserved
		6.		+1	+1	+1	1	Reserved
		7.	+1	0	+1	0.67	Reserved	
		8.	+1	+1	+1	1	Reserved	
		9.	+1	+1	+1	1	Reserved	
		10.	+1	+1	+1	1	Reserved	
		11. How many tastes of Pad Thai does the author mention?	+1	+1	+1	1	Reserved	
		13. Which of the following is	+1	0	+1	0.67	Reserved	

Aspects	Explanations	Test Items	-1	0	+1	IOC Mean Score	Meaning
		NOT MENTIONED in the passage?					
		18. What is NOT the meaning of the word “ultimate” in line 4?	+1	0	+1	0.67	Reserved
		19. What is the meaning of the word “cornerstone” in line 12?	+1	0	+1	0.67	Reserved
		21. How many Thai houses interconnected in the Jim Thompson house?	+1	+1	+1	1	Reserved
		22. All of the following are true EXCEPT. . . . .	+1	0	+1	0.67	Reserved
		23. The word “authentic” in line 6 is closest in meaning to . . . . .	+1	+1	0	0.67	Reserved



Aspects	Explanations	Test Items	-1	0	+1	IOC Mean Score	Meaning
		24. The word “stability” in line 9 could best be replaced by . . .	+1	+1	+1	1	Reserved
		25. What is the synonym of the word “feature” in line 13?	+1	+1	+1	1	Reserved
		28. What is the standard feature in the traditional Thai house mentioned in the passage?	+1	+1	+1	1	Reserved
<b>Reorgani- -zation</b>	Use various parts of the text and combine for additional understanding	27. Which of the following is NOT TRUE about the passage?	+1	+1	+1	1	Reserved
<b>Inference</b>	Combine the literal understanding of the text	14. What can you infer about Pad Thai served in Western	+1	+1	0	0.67	Reserved

Aspects	Explanations	Test Items	-1	0	+1	IOC Mean Score	Meaning
	with background knowledge and intuitions	restaurants?					
		20. What can you conclude from the passage?	+1	0	+1	0.67	Reserved
<b>Prediction</b>	Use both understanding of the text and background knowledge to determine what might happen next or after a story ends	15. What makes Pad Thai become popular for centuries?	0	-1	0	-0.34	Modified
		26. Why the houses are designed broader at the base and tapering to the top?	0	+1	-1	0	Modified
<b>Evaluation</b>	Give a global or comprehensive judgment about some aspect of the text	12. What is the author's main point of this passage?	+1	+1	+1	1	Reserved
		17. What is the tone of the passage?	+1	+1	+1	1	Reserved
		29. What is the author's main point of this passage?	+1	+1	+1	1	Reserved

<b>Aspects</b>	<b>Explanations</b>	<b>Test Items</b>	<b>-1</b>	<b>0</b>	<b>+1</b>	<b>IOC Mean Score</b>	<b>Meaning</b>
		30. What is the tone of the passage?	+1	+1	+1	1	Reserved
<b>Personal response</b>	Respond with the feelings for the text and the subject	16. What is good about Pad Thai mentioned in the passage?	+1	0	+1	0.67	Reserved

## Appendix H

### แบบสำรวจกลวิธีการอ่านภาษาอังกฤษ: Survey of Reading Strategies (Mokhtari and Sheorey, 2002)

จุดประสงค์ของแบบสำรวจนี้ เพื่อเก็บข้อมูลเกี่ยวกับกลวิธีการอ่านภาษาอังกฤษในบทเรียนภาษาอังกฤษ แบบสำรวจนี้ประกอบไปด้วยข้อความ 30 ข้อ โดยในแต่ละข้อความจะมีตัวเลข 1, 2, 3, 4, และ 5 ซึ่งแต่ละเลข มีความหมาย ดังนี้

'1' หมายถึง ไม่เคยหรือแทบจะไม่เคยทำ

'2' หมายถึง ทำเป็นครั้งคราว

'3' หมายถึง ทำเป็นบางครั้ง (ประมาณ 50 %)

'4' หมายถึง ทำบ่อยครั้ง

'5' หมายถึง ทำเป็นประจำ

หลังจากอ่านข้อความ ให้วงกลมตัวเลข (1, 2, 3, 4, หรือ 5) ที่ตรงกับความเป็นจริงมากที่สุด

ข้อความ	ไม่เคยทำ					ทำประจำ				
	1	2	3	4	5	1	2	3	4	5
1. ฉันตั้งจุดประสงค์ของการอ่านไว้ในใจขณะอ่าน	1	2	3	4	5					
2. ฉันจดบันทึกย่อขณะอ่านเพื่อช่วยให้เข้าใจสิ่งที่อ่าน	1	2	3	4	5					
3. ฉันคิดเกี่ยวกับสิ่งที่ฉันรู้มาก่อนเพื่อช่วยให้เข้าใจสิ่งที่อ่าน	1	2	3	4	5					
4. ฉันดูภาพรวมของเนื้อเรื่องเพื่อดูว่าเป็นเรื่องเกี่ยวกับอะไรก่อนลงมืออ่าน	1	2	3	4	5					
5. เมื่ออ่านเจอส่วนที่ยาก ฉันจะอ่านออกเสียงเพื่อช่วยให้เข้าใจสิ่งที่อ่าน	1	2	3	4	5					
6. ฉันคิดว่าเนื้อหาของเรื่องที่อ่านตรงกับจุดประสงค์การอ่านที่ตั้งไว้หรือไม่	1	2	3	4	5					
7. ฉันอ่านซ้ำและระมัดระวังการอ่านมากขึ้นเพื่อให้แน่ใจว่าฉันเข้าใจสิ่งที่อ่าน	1	2	3	4	5					

ข้อความ	ไม่เคยทำ			ทำประจำ	
	1	2	3	4	5
8. ฉันดูภาพรวมของเรื่องก่อนอ่าน โดยสังเกตความยาวและการจัดเรียงเรื่อง	1	2	3	4	5
9. ฉันพยายามกลับเข้าไปเรื่อง เมื่อฉันเสียสมาธิ	1	2	3	4	5
10. ฉันขีดเส้นใต้หรือวงกลมข้อความในเรื่องเพื่อช่วยให้ฉันจำได้	1	2	3	4	5
11. ฉันปรับความเร็วในการอ่านตามแต่ว่าฉันอ่านอะไรอยู่	1	2	3	4	5
12. เมื่อฉันอ่าน ฉันตัดสินใจได้ว่าอะไรควรอ่านอย่างตั้งใจ และอะไรควรอ่านข้าม	1	2	3	4	5
13. ฉันใช้เอกสารอ้างอิง เช่น Dictionary เพื่อช่วยให้ฉันเข้าใจสิ่งที่อ่าน	1	2	3	4	5
14. เมื่ออ่านเจอส่วนที่ยาก ฉันตั้งใจอ่านมากขึ้นกว่าเดิม เพื่อให้เข้าใจสิ่งที่อ่าน	1	2	3	4	5
15. ฉันใช้ตาราง แผนผัง รูปร่าง หรือรูปภาพ เพื่อเพิ่มความเข้าใจในการอ่าน	1	2	3	4	5
16. ฉันหยุดคิดระหว่างที่อ่าน เพื่อทบทวนว่ากำลังอ่านอะไรอยู่	1	2	3	4	5
17. ฉันใช้คำชี้แนะในบริบท (Context clues) เพื่อช่วยให้ฉันเข้าใจสิ่งที่อ่าน	1	2	3	4	5
18. ฉันถอดความ (ปรับข้อความให้เป็นภาษาของตนเอง) เพื่อให้ฉันเข้าใจสิ่งที่อ่านมากขึ้น	1	2	3	4	5
19. ฉันพยายามนึกภาพตามเกี่ยวกับสิ่งที่อ่านเพื่อช่วยให้ฉันเข้าใจสิ่งที่อ่าน	1	2	3	4	5
20. ฉันใช้ลักษณะของการพิมพ์ เช่น ตัวหนาหรือตัวเอียง เพื่อวิเคราะห์ข้อมูลสำคัญจากเรื่อง	1	2	3	4	5
21. ฉันวิเคราะห์และประเมินค่าเนื้อหาที่อยู่ในเรื่องอย่างละเอียด	1	2	3	4	5
22. ฉันอ่านกลับไปกลับมาเพื่อเชื่อมโยงความสัมพันธ์ของความคิดต่างๆ ในเรื่อง	1	2	3	4	5

ข้อความ	ไม่เคยทำ					ทำประจำ
	1	2	3	4	5	
23. ฉันตรวจสอบความเข้าใจเมื่อฉันเจอข้อมูลใหม่ๆ	1	2	3	4	5	
24. ฉันพยายามเดาว่าเนื้อเรื่องที่อ่านเกี่ยวกับอะไรขณะที่กำลังอ่าน	1	2	3	4	5	
25. เมื่ออ่านเจอส่วนที่ยาก ฉันจะอ่านซ้ำเพื่อเพิ่มความเข้าใจ	1	2	3	4	5	
26. เมื่อฉันตั้งคำถามกับตัวเอง ฉันจะหาคำตอบจากในเนื้อเรื่อง	1	2	3	4	5	
27. ฉันตรวจสอบว่าที่ฉันเดาเรื่องไปในตอนก่อนอ่านเรื่องถูกต้องหรือไม่	1	2	3	4	5	
28. เมื่อฉันอ่าน ฉันเดาความหมายของคำศัพท์หรือวลีที่ฉันไม่รู้	1	2	3	4	5	
29. เมื่อฉันอ่าน ฉันแปลเรื่องจากภาษาอังกฤษเป็นภาษาไทยเสมอ	1	2	3	4	5	
30. เมื่อฉันอ่าน ฉันคิดเกี่ยวกับเนื้อเรื่องทั้งในภาษาอังกฤษและภาษาไทย	1	2	3	4	5	



## **APPENDIX I**

### **Lists of Experts**

#### **A: Experts Validating Lesson Plans**

1. Dr. Ruedeerath Chusanachoti  
Faculty of Education, Chulalongkorn University
2. Assistant Professor Dr. Saiwaroon Chumpavan  
Faculty of Humanities, Srinakharinwirot University
3. Mrs. Tassanaree Onsuk  
Foreign Languages Department, Triamudomsuksapattanakarn Ratchada  
School

#### **B: Experts Validating English Reading Abilities Test**

1. Dr. Maneerat Ekkayokkaya  
Faculty of Education, Chulalongkorn University
2. Dr. Sasima Charubusp  
School of Liberal Arts, Mae Fah Luang University
3. Mr. Dougal Graham  
Foreign Languages Department, Triamudomsuksapattanakarn Ratchada  
School

#### **C: External Translator**

1. Mr. Paisarn Chatlada

## **BIOGRAPHY**

Piyapat Ruangroj was born on the 11<sup>th</sup> September 1986 in Bangkok, Thailand. In 2010, she obtained her Bachelor's Degree of Education in English Language Teaching at Srinakharinwirot University. Then, she continued her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. At the present, she teaches at Triamudomsuksapattanakarn Ratchada School, Bangkok.