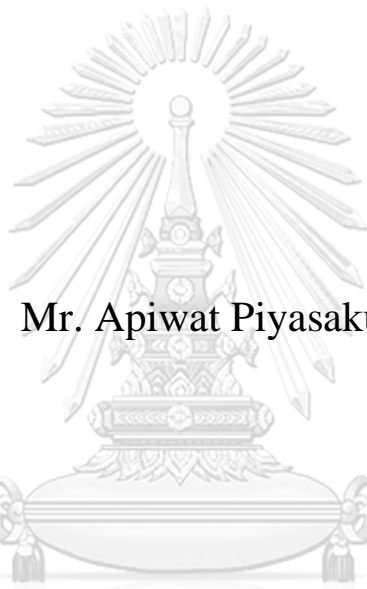


AN IMPLEMENTATION OF CLOSE READING
INSTRUCTION TO PROMOTE ENGLISH READING
COMPREHENSION OF SECONDARY SCHOOL
STUDENTS



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จุฬาลงกรณ์มหาวิทยาลัย
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A Thesis Submitted in Partial Fulfillment of the Requirements
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การนำการสอนการอ่านอย่างลึกซึ่งสู่การปฏิบัติเพื่อส่งเสริมการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ของนักเรียนมัธยมศึกษา



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

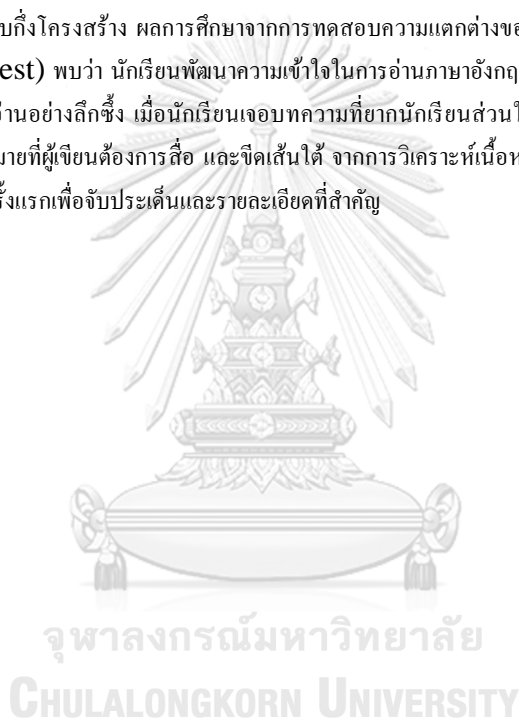
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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

อภิวัฒน์ ปิยะสกุลชัย : การนำการสอนการอ่านอย่างลึกซึ้งสู่การปฏิบัติเพื่อส่งเสริมการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนมัธยมศึกษา. (AN IMPLEMENTATION OF CLOSE READING INSTRUCTION TO PROMOTE ENGLISH READING COMPREHENSION OF SECONDARY SCHOOL STUDENTS) อ.ที่ปรึกษา
หลัก : ผศ. ดร.อาภัสรา ชินวรรณ

การอ่านอย่างลึกซึ้งเป็นวิธีการที่จะช่วยส่งเสริมให้ผู้อ่านสามารถทำความเข้าใจบทความที่ซับซ้อนมากขึ้น การศึกษาค้นคว้าครั้งนี้เป็นการสอนการอ่านอย่างลึกซึ้งซึ่งมาประยุกต์ใช้กับนักเรียนระดับมัธยมศึกษาชาวไทยและสำรวจการใช้กลยุทธ์การอ่านอย่างลึกซึ้งในกลุ่มตัวอย่างดังกล่าว โดยมีนักเรียนมัธยมศึกษาจำนวน 18 คนเข้าร่วมการทดลองเป็นระยะเวลา 11 สัปดาห์ เพื่อศึกษาผลของการใช้การสอนการอ่านอย่างลึกซึ้งที่มีต่อความเข้าใจในการอ่านภาษาอังกฤษของนักเรียน ทั้งนี้เครื่องมือที่ใช้ในการวิจัย ได้แก่ (1) แบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษ (2) แบบสอบถามกลยุทธ์การอ่านอย่างลึกซึ้ง และ (3) ค่าตามในการสัมพัทธ์แบบกึ่งโครงสร้าง ผลการศึกษาจากการทดสอบความแตกต่างของค่ากลางของสองประชากรที่ไม่อิสระ (paired sample t-test) พบว่า นักเรียนพัฒนาความเข้าใจในการอ่านภาษาอังกฤษอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 หลังเข้าร่วมการสอนการอ่านอย่างลึกซึ้ง เมื่อนักเรียนเจอบทความที่ยากนักเรียนส่วนใหญ่มีแนวโน้มที่จะใช้กลยุทธ์การอ่านบทความซ้ำ นี้ถึงความหมายที่ผู้เขียนต้องการสื่อ และขีดเส้นใต้ จากการวิเคราะห์เนื้อหา นักเรียนรายงานว่าพวกเขาใช้กลยุทธ์การจดบันทึกในการอ่านครั้งแรกเพื่อจับประเด็นและรายละเอียดที่สำคัญ



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Close reading has become the means to help readers promote comprehension of complex texts. This study implemented the Close Reading instruction for Thai EFL secondary school students and explored their use of close reading strategies. Eighteen secondary school students participated in eleventh weeks to examine the effects of Close Reading instruction on their English reading comprehension. The research instruments were (1) English Reading Comprehension Test, (2) Close Reading Strategies Questionnaire, and (3) Semi-Structured Interview. Results from the paired sample t-test, at a significance level of .05, revealed that students significantly improved reading comprehension after they participated in the Close Reading instruction. Almost all of them tended to reread the text, think about the author meant, and underline when they encountered with difficult texts. According to the content analysis, students reported using the annotating strategy at the first reading for key ideas and details.



Field of Study: Teaching English as a Foreign Language

Academic Year: 2020

Student's Signature

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Advisor's Signature

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Reading Comprehension is a crucial skill for learners seeking to improve their use of the English language, especially those who learn English as a second or foreign language (Sadeghi, 2018). Grabe and Stoller (2019) asserted that around 89% of the world's population are capable of reading text-only English at a basic level. In support of this, many ELT scholars and organizations (August and Shanahan (2006), National Governors Association (2010), National Institute of Child Health and Human Development (2000), Snow (2002), and Mokhtari (2018) agree that many readers, especially adult readers can read a text without understanding what they have read.

Because of this, the Ministry of Education in Thailand initiated the Basic Education Core Curriculum (A.D. 2008), which emphasized reading to interpret what had been heard or read from several media types and expressing opinions with reasons. Similarly, the Common Core State Standards or CCSS launched a new standard in 2011 that readers to comprehend more complex information than in the past (Brewer, 2018; Fisher and Frey 2012).

As Mulatu and Bezabih (2018) stated, the causes of success or failure in learning a language depends on the method of language instruction; as well as, most of the teachers accepted that they used teacher-centered teaching approach due to lack of training on student-centered teaching approach and they did not know how to implement it. (Yusuk, 2020). Likewise, Reynolds and Fisher (2021) claimed that most of the teachers failed to implement student-centered teaching approach and lack of

teaching training. Therefore, Shanahan (2012) and Fisher and Frey (2012) designed Close Reading instruction in order to guide all teachers and improve students' reading abilities. There are three main steps in Close Reading, and each step has a different purpose; 1) First read for key ideas and details, 2) Second read for craft and structure, and 3) Third read for integration of knowledge and meaning.

Close Reading instruction might be useful for Thai secondary school students to reading English. Hence, this study plans to implement Close Reading instruction with Thai secondary school students to improve reading comprehension and explore students' opinions towards Close Reading.

1.2 STATEMENT OF PROBLEMS

English is taught and used as a second language worldwide, including Thailand (Saengboon, 2017). Moreover, (Yusuk, 2020) made it clear that English is compulsory for Thai students at both primary and secondary levels. Nevertheless, Thai students' English proficiency is still lower than that of other ASEAN countries (Index, 2020). In fact, according to English First: English Proficiency Index 2020, Thailand remarkably dropped from 74th in 2019 to 89th in 2020.

Most Thai students are not required to use English in their daily lives (Durongphan, (2007); as cited in Darasawang and Watson Todd, (2012). In addition, Thai teachers who teach English prefer to use a teacher-centered approach (Stone, 2017), and most teachers prefer to follow a commercial book to complete their tasks on time ((Bunyakarte, 2008). Furthermore, (Rattanamung, 2015) stated that many factors, such as inadequate vocabulary knowledge and inadequate reading strategies, cause students to perform badly on the English Standard Test in Thailand. Therefore,

to help students improve reading comprehension, the teacher needs to change from a teacher-centered teaching approach to a student-centered teaching approach by using Close Reading instruction, which shifts responsibility for reading comprehension from teacher to students (Fisher, 2012). To summarize, this study will investigate the importance of Close Reading (student-centered teaching approach) for enhancing reading comprehension among Thai secondary school students.

1.3 RESEARCH QUESTIONS

1. What are the effects of Close Reading instruction on English reading comprehension of Thai secondary school students?
2. What are the opinions of Thai secondary school students towards Close Reading instruction?

1.4 OBJECTIVES OF THE STUDY

1. To examine the effects of Close Reading instruction on English reading comprehension of Thai secondary school students.
2. To explore the opinions of Thai secondary school students towards Close Reading instruction.

1.5 STATEMENT OF HYPOTHESIS

In accordance with previous research studies related to the implementation of Close Reading instruction, the hypothesis statement in this study is based on (Fisher, 2012) who claimed that close reading could activate students' background

knowledge with reading instruction and enhance students' reading skills when they need to read detailed text. Consequently, the following hypothesis was tested:

1. The post-test scores on the English Reading Comprehension Test of Thai secondary school students will be remarkably higher than the pre-test mean scores, at an 0.05 level of significance after participating in Close Reading instruction.

1.6 DEFINITIONS OF TERMS

The terms presented below are used in this present study.

“Close Reading instruction” refers to multiple reading tasks proposed by Shanahan (2012) and Fisher and Frey (2012) to deeply analyze various aspects of the text. It comprises 1) identifying what the text says by looking at key ideas and details, 2) examining text how the text works thorough focus on the craft and structure, and 3) analyzing and comparing the text to integrate knowledge and meaning.

“Reading Comprehension” is defined as a student’s ability to comprehend meaning from the text. In this study, it designed as aimed by Grabe and Jiang (2018), and Fisher and Frey (2012), and it will be assessed as per the following: 1) General understanding and key details, 2) Vocabulary and text structure, 3) Author’s purpose, 4) Inferences, and 5) Opinions, arguments, and intertextual connections.

“Students” refers to 16 and 17-year-old Thai upper-secondary students at one private school in Bangkok, Thailand.

“Opinions” refers to the opinions of upper-secondary school students towards Close Reading instruction

1.7 SCOPE OF THE STUDY

1. The participants of this study will be eighteen Thai upper-secondary students at one private school in Bangkok, Thailand, in the 2021 academic year.
2. Close Reading instruction is an independent variable, whereas, the dependent variable is students' English reading comprehension.

1.8 SIGNIFICANCE OF THE STUDY

This study will present an implementation of Close Reading instruction to promote English reading comprehension of secondary school students. English reading materials will be designed with authentic materials based on the content used in the regular class. It is expected that students' reading comprehension will increase after they read the texts several times. This study also illustrates the framework of close reading instruction as a main treatment to investigate students' reading comprehension by using pre-test and post-test English Reading Comprehension Test, Close Reading Instruction Questionnaire, and Semi - Structured Interviews with those who participate in Close Reading instruction.

Owing to a few studies concerning the impact of Close Reading instruction on reading comprehension in the Thai context, this study will introduce teachers some guidelines for their current teaching and further studies.

Further, this instruction will benefit students insofar as Close Reading instruction requires students to read the problematic text multiple times and promotes student-centered teaching approach because this instruction requires limited frontloading. Therefore, students may be proficient in reading and may be able to use Close

Reading for examination preparation, especially preparation for the reading comprehension part of the English standard test.



CHAPTER II

LITERATURE REVIEW

This study examines an implementation of Close Reading instruction to promote English reading comprehension of secondary school students. In this chapter, four main concepts related to this study. They are (a) Close Reading instruction, (b) reading comprehension, (c) first language (L1) and second language (L2) reading, and (d) reading assessment with reading instruction.

2.1 CLOSE READING INSTRUCTION

In this study, five sub-topics about Close Reading instruction will be discussed, which are 1) definitions, 2) components, 3) characteristics of Close Reading in upper grades, 4) Close Reading framework, and 5) reading motivation through Close Reading instruction and, 6) research on Close Reading.

2.1.1 Definitions

Regarding Close Reading, one notable scholar with expertise in this field, Shanahan (2012), remarkably mentioned that Close Reading is an intensive analysis of a given text by using the fundamental -wh questions like; what the text says, how it says, and what it means in the given text. Additionally, Close Reading is not only an instructional routine that leads students to examine the text critically, but it also requires the text to be read several times (Fisher and Frey, 2012).

Furthermore, in the study of Close Reading, some ELT researchers (Beer and Probst (2013), Brown and Kappers (2012), and (Hinchman, 2013) stated that Close Reading is always related to critical investigation of the given text. Readers have to read the text multiple of times, and ask questions that require textual evidence (referred to “text-dependent questions”). Furthermore, Close Reading helps the reader to have more persistence and stamina when they encounter reading difficulty, requires minimal teacher frontloading, and involves annotating the given text.

In addition to some ELT researchers mentioned above, (Beth Burke, 2013) pointed out that Close Reading is a deliberate, critical analysis that emphasizes important details to enhance understanding of the given text. The Partnership for Academic Readiness for College and Career or PARCC (2010) further stated that not only does close, analytic reading involve complicated texts, but also the teacher needs to encourage students to read and reread deliberately.

2.1.2 Components

In many previous studies, several ELT scholars and researchers, such as (Shanahan (2012), Lapp, et al., (2013), Hinchman and Moore (2013), and (Santori, 2017) have always cited the components of Close Reading which were originated by Fisher and Frey (2012).

The components are as follows:

- Short text: the length of the text can range from three paragraphs to two pages.

- **Complex Text:** the given text for Close Reading should be complicated or thought-provoking, with ideas or concepts that go beyond the text itself.
- **Limited Frontloading:** engagement in the lengthy conversation about the meaning of the text is a feature of the system, or the teacher tells students what they need to find in the given text.
- **Repeated Readings:** students will automatically reread the given text several times when they have some curiosity.
- **Text-Dependent Questions:** the given questions require students to provide some evidence from the given text.
- **Annotations:** students underline, circle, and write margin notes when they read from the given text.

All in all, these components comprise features that differ from other instruction used in the classroom, and define how Close Reading instruction is implemented in schools (Fisher and Frey, 2012).

2.1.3 Characteristics of Close Reading in upper grades

Fisher and Frey and Lapp (2015) defined Close Reading characteristics in upper grades (higher than primary level) into five criteria as follows:

- **Text selection:** the given text should be complex text that marginally higher than the coursebook used in class.

- Initial reading: students probably read the given text initially without understanding the more profound meaning from the given text.
- Annotation: students should be familiar with annotation and apply it when they have discussed the text with their partners.
- Repeated readings: students should be able to reread the text with the purpose of developing deeper understanding of the given text.
- Responding to texts: students should be able to write collaboratively or independently.

To summarize, these criteria mentioned above comprise the characteristics of Close Reading in upper grades introduced by (Fisher, 2015), and are similar to the components of Close Reading. However, the criteria focus what the students will have experienced and practiced in Close Reading instruction.

2.1.4 Close Reading Framework

The Close Reading framework was developed by (Shanahan, 2012, June 18). His framework includes three steps: 1) First Read (what does the text say?) 2) Second Read (how does the text work?), and 3) Third Read (what does the text mean?) Subsequently, Fisher & Frey clarified the Close Reading framework. They said that it was comprised of four phases: 1) Phase 1 (what does the text say?) 2) Phase 2 (how does the text work?), 3) Phase 3 (what does the text mean?), and 4) Phase 4 (what does the text inspire you to do?). To clarify, Table 1 provides a tabular comparison between Shanahan's (2012) framework and Fisher and Frey's (2012) framework.

Table 1: The Comparison of Shanahan (2012) and Fisher and Frey (2012)

Framework

Step	Shanahan (2012)	Fisher and Frey (2012)
1 st Read	<ul style="list-style-type: none"> • Annotating the text (read with a pencil) • Read Aloud • Text-Dependent Questions <ul style="list-style-type: none"> - Key ideas and details (what does the text say?) - Discuss with a partner 	<ul style="list-style-type: none"> • Annotating the text (read with a pencil) • Read Aloud • Text-Dependent Questions (what does the text say?) <ul style="list-style-type: none"> - General Understanding and Key details - Discuss with a partner
2 nd Read	<ul style="list-style-type: none"> • Reread the text • Text-Dependent Questions <ul style="list-style-type: none"> - Craft and structure (how does the text work?) - Discuss with a partner 	<ul style="list-style-type: none"> • Reread the text • Text-Dependent Questions (what does the text work?) <ul style="list-style-type: none"> - Vocabulary and text structure - Author's purpose - Inferences - Discuss with a partner
3 rd Read	<ul style="list-style-type: none"> • Reread the text • Text-Dependent Questions <ul style="list-style-type: none"> - Integration of knowledge and ideas 	<ul style="list-style-type: none"> • Reread the text • Text-Dependent Questions (what does the text mean?) <ul style="list-style-type: none"> - Opinions, arguments,

	(what does the text mean?) - Discuss with a partner	intertextual connections - Discuss with a partner
4 th Read		<ul style="list-style-type: none"> • Reread the text • Text-Dependent Questions (what does the text inspire you to do?) <ul style="list-style-type: none"> - Opinions, arguments, intertextual connections - Discuss with a partner

As illustrated in Table 1, there are at least three steps of Close Reading instruction, and each step of reading has a different purpose Shanahan (2012) and Fisher and Frey (2012) concurred that, in the first read, teachers need to teach how to annotate the text, read-aloud, and set up the questions at the level of key ideas and details in general. For the second read, students are required to reread the text to identify its structure, and craft the given text with their partner (Shanahan, 2012; Fisher and Frey 2012). For the third read, the purpose is to enhance the composition of knowledge & ideas according to Shanahan (2012). On the other hand, Fisher and Frey (2012) mainly focused on identifying meaning from the text during the third read, saying that readers should find inspiration from the text by the time of the fourth read.

In conclusion, Close Reading requires more in-depth analysis and interpretation of a given text. The focus of Close Reading is to find information in the

given text, which should be drawn from authentic materials, such as newspapers or websites. In terms of reading objectives, Close Reading emphasizes intrinsic purpose. In other words, it refers to readers' need to find the warrant from the given text. Also, the questions used in Close Reading should be text-dependent questions, for which readers need to interpret the ideas and impact of the given text.

2.1.5 Reading motivation through Close Reading instruction

According to (Wigfield, 2000), motivation is also a crucial skill for all learners; however, most of the teachers agreed that lack of English proficiency is the main problem of lack of motivation to read (Ball, 2012). Additionally, (Reynolds, 2021) revealed that most secondary teachers did not know how to guide students when they encounter complex texts.

As (Monobe, 2017) reported, they implemented repeated reading, which is one element of Close Reading instruction that can solve the above problems. Results revealed that repeated reading could enhance reading confidence and reading competence for developing English reading comprehension when students face complex texts. Similarly, read aloud, which is also one element of Close Reading instruction, can reduce the role of the teacher and promote collaboration among students, resulting in increased reading motivation (Reynold and Fisher, 2021). On the contrary, if the teacher did not understand how to promote a student-centered teaching approach or forget to follow it, it will fail to recognize the texts' complexity.

To sum up, this evidence exhibited that Close Reading instruction can improve English reading comprehension among the students; nevertheless, teachers are still the

leading role which causes an increase or decrease in reading motivation among students.

2.1.6 Research on Close Reading

In early research, Fisher and Frey (2012) presented the components of Close Reading and tried to make some modifications of Close Reading to suit elementary school teachers' repertoires. The participants in that study were 14 teachers from K1 – Grade 6, who each had more than a decade of teaching experience. In their study, the researchers followed the key features of Close Reading, and found that Close Reading is a form of instruction that many elementary teachers were not familiar with. Furthermore, there is some misunderstanding of the research on how this close reading needs to reinterpret for elementary school students.

Further, (Santori, 2017) also studied whether text-dependent questions ought to come from the teacher only. In this study, the participants were two teachers who worked in urban school teaching third graders and another teacher who worked in metropolitan school teaching fourth graders. This research emphasized the types of text-dependent questions that can be raised by students, and explore how Close Reading can engage students when generating and answering questions. The result of this study revealed that both groups were able to raise an arrangement of their own text-dependent questions without any arousing from teachers, and that students-generated questions when they engaged in Close Reading and discussion in both classes.

In another study, (Thomason, 2017) carried out research on the use of Close Reading with high school English language learners. The participants in this research

were six high school English language learners in the southeastern United States. Also, this research focused on the impact of the Common Core State Standards or CCSS. Thomason, Brown, and Ward (2017) concluded that there was no evidence to support that the participants had improved their reading comprehension or background knowledge appeared to be essential for reading comprehension.

Moreover, (Magnusson, 2019) conducted a study to investigate reading comprehension instruction strategies instruction aimed at lower secondary classrooms. The participants in this study were 45 sampled schools, including urban and rural schools from eight different regions in Norway; 46 teachers participated in this study. This study emphasized explicit and non-explicit reading comprehension instruction strategies. The researchers examined language arts lessons, including other text instruction elements besides strategies designed to enhance reading comprehension. The results of this study disclosed that there was limited evidence of explicit reading comprehension strategies instruction. Despite of the fact that many teachers illustrated knowledge of strategies such as Close Reading or activating prior knowledge of students. In several cases, instruction was deemed to be oriented more towards non-transferable activities than explicit strategy teaching. In other words, most of the teachers were focused on their instruction.

2.2 READING COMPREHENSION

In this study, two sub-topics about reading comprehension are indicated: 1) definition and 2) components of reading comprehension processes.

2.2.1 Definition

According to (Shanahan, 2019, September 14), reading comprehension is the ability to express the idea in the given text, not the ability to respond to some elements of the questions. Also, many ELT scholars and organizations (Urquhart and Weir, (1998), Kintsch (1998), Dijk and Kintsch (1983), Grabe and Stoller (2011), Grabe (2009), Grabe and Jiang (2011), Woolley (2011), National Assessment Governing Board (2008), RAND Reading Study Group (2002), Grabe and Stoller (2019) have concluded that reading comprehension is a process of creating the meaning from the text. In addition, reading comprehension is comprised of the components of reading abilities, such as text meaning, inferencing, or background knowledge use (Grabe, 2018). Hence, we can conclude that reading ability is always linked to reading comprehension; the components of reading comprehension processes will be discussed in the upcoming sub-topic.

2.2.2 Components

In relation to ‘reading process’, there are three levels of reading processes that we need to look at closely which are 1) lower-level processes, 2) higher-level processes, and 3) underlying general cognitive processes (Grabe, 2009; Seidenberg, 2017; Stafura and Perfetti, 2017; Willingham, 2017).

First of all, lower-level processes refer to automatic linguistic processes or lexicon access. There is an enormous difficulty at this stage, especially for L2 learners, because they need more time to recognize vocabulary. (Grabe and Stoller, 2019).

According to Grabe and Stoller (2019), higher-level processes refer to comprehension processes that lead to the usage of background knowledge and inferencing abilities. At this stage, the learner needs to shape their purpose of reading with reading instruction as necessary to infer from the text, monitor comprehension, author's attitudes, and evaluate the text critically while they are reading.

For underlying general cognitive processing abilities refer to the obstacle of reading comprehension; for instance, background knowledge of the reader or self-regulation, can affect the readers' reading ability (Grabe and Stoller, 2019).

Moreover, as Grabe and Jiang (2018) reported, they asserted that they used general criteria for checking reading comprehension, such as text meaning or inferencing from the text. Correspondingly, Shanahan (2012) has a focus on 1) key ideas and details, 2) craft and structure, and 3) integration of knowledge and idea. Interestingly, all of these mentioned above are closely similar to Fisher and Frey (2012) purpose, which consists of 1) general understanding and key ideas, 2) vocabulary and text structure, 3) author's purpose, 4) inferences, and 5) opinions, arguments, intertextual connections.

To analyze the components of reading comprehension purpose clearly, the key details are as followed:

- General understanding and key details: learners can indicate the key understanding from the given text; go together with, answer the basic -wh question; for example, what, where, why and how to create an understanding of meaning from the given text.

- Vocabulary and text structure: learners can craft the questions in terms of words and text structures; for instance, problem and solution or sequence of the given text.
- Author's purpose: the learner can identify to purpose of writing of the author or author's point of view from the given text.
- Inferences: learners can investigate inferences on the argument or key details from the given text.
- Opinions, arguments, intertextual connections: learners can compare and contrast the given text with their daily life or support their opinions by using the evidence from the given text.

All in all, there are consist of five aspects: 1) General understanding and key details, 2) Vocabulary and text structure, 3) Author's purpose, 4) Inferences, and 5) Opinions, arguments, intertextual connections.

2.3 FIRST LANGUAGE (L1) AND SECOND LANGAUGE (L2) READING

Since Alderson (1984) raised the questions related to reading is a main problem of L2. Therefore, there were two main problems, which are 1) the developmental interdependence hypothesis (Cummins, 1979, 1991) and 2) the language threshold hypothesis (Alderson, 1984, 2000).

Initially, the developmental interdependence hypothesis refers to L1 literacy offers a good principle for L2 reading development; while, language threshold hypothesis, L2 learners need to have enough L2 knowledge to comprehend the text. In

simple terms, it means that L2 learners need to be proficient in their first language or L1 both skills and strategies before acquiring their L2. (Grabe and Jiang, 2018).

As reported by Grabe and Jiang (2018), they claimed that L1 and L2 learners have the same set of components reading abilities. Therefore, the problem that they encounter would be the same, primarily cognitive and linguistic components.

Nonetheless, the ability to recognize lexicon of L2 differs from L1. Owing to the fact that L1 learners learn to read after they have been learning speaking for 4-6 years; whereas, L2 learners have limited lexicon and grammar and discourse structure.

More importantly, L2 readers have their own interest in learning the language; for example, academic goals, practices from home and community prior education instruction. Thus, the above factors could help them assess their reading skill (Rueda, Velasco and Lim, 2008).

Finally, attitude can be another factor that caused L2 readers to overlook reading comprehension (Guthrie, Wigfield and Perencevich, 2004; Schunk and Zimmerman, 2006).

To summarize, the ability to recognize the vocabulary, the interest in learning language, and attitude towards reading also play the most important role in reading comprehension processes, especially L2 learners.

2.4 READING ASSESSMENT WITH READING INSTRUCTION

In relation to 'reading assessment', there are several subskills related to reading skills; for example, speaking and writing to assess reading. Also, there are

many factors related to reading assessment, which are 1) their purpose in reading, 2) their educational context, and 3) their proficiency level (Hubley, 2018).

Additionally, Hubley (2018) also claimed that many readers, especially beginner readers, have a specific purpose for reading; for instance, they may wish to decode letters, words, or even grammatical structure so as to understand the meaning of the text clearly. In addition, there are many models of reading instruction with a reading assessment, so the teacher should be able to indicate what is being tested.

To have a clearer picture about this topic, a brief background of reading assessment with reading instruction from the early part of the last century until the present time will be provided, along with some discussion of the implications of reading assessment with reading instruction.

2.4.1 Background

According to Alderson (2000) and (Hubley, 2018), reading assessment has always reflected the dominant trend in linguistic theory and pedagogy.

In the early- 20th century, many teachers preferred to use grammar-translation to assess only the accurate translation of text. After that, during the 1930s, the bottom-up approach became popular and the main focus was on grammar and vocabulary.

In the mid- 20th century, a top-down approach was introduced to replace bottom-up approach. The main focuses of assessment at that time were 1) recalling background knowledge of the readers, and 2) predicting what the text would include. Then, the interactive approach to reading which emphasized skimming and scanning techniques that can be assessed only in a class by teacher, became well-known.

Later, around 1980, the communicative approach rose to prominence. This approach focused on learning by interacting, and it could be assessed by using activities such as role-plays, interviews or pair work. In simple terms, during this period, most teachers focused on speaking rather than reading.

At present, both reading instruction and reading assessment always follow the Common European Framework of Reference for Languages or CEFR. The Cambridge English Language Assessment (2017) illustrates how various standardized examinations are linked to the CEFR.

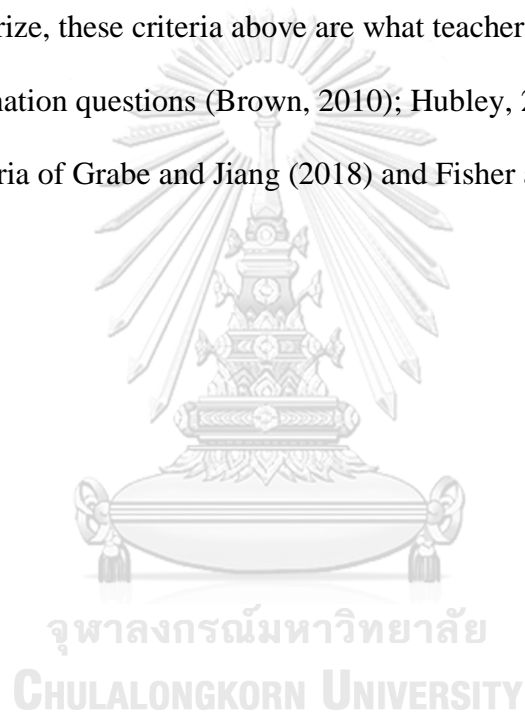
2.4.2 Implications

As reported by Brown and Abeywickrama (2010) and Hubley (2018), at present, there are 12 simple criteria for assessing reading with reading instruction as follows:

- Recognizing the text's main theme or gist; for example, students answer the question, “What the text is mainly about?”
- Identifying main ideas at the paragraph level and also differentiating main ideas from supporting details.
- Finding negative details in the text.
- Comprehending the author’s opinions and differentiating their opinions from the facts.
- Re-arranging events and grasping cause and effect.
- Identifying the type of text and being able to use cohesive markers.

- Adding a sentence to illustrate understanding of the text cohesion.
- Creating inferences from the given text.
- Recognizing the antecedents of pronouns and grasping how they link with the given text.
- Being able to guess vocabulary meaning from the context in the given text.

To summarize, these criteria above are what teachers need to consider when they create examination questions (Brown, 2010); Hubley, 2018) which is closely similar to the criteria of Grabe and Jiang (2018) and Fisher and Frey (2012).



CHAPTER III

RESEARCH METHODOLOGY

This chapter mainly outlines the research methodology used to investigate the implementation of Close Reading instruction on Thai secondary school students' English reading comprehension. It begins with an overview of the research design used in this study. After that, the population and participants, and research instruments will be introduced. Lastly, it will discuss data collection and data analysis.

3.1 RESEARCH DESIGN

This study applied a one-group pretest-posttest experimental design to investigate the implementation of Close Reading instruction on Thai secondary school students' English reading comprehension. The pre-test and post-test results were collected and analyzed. Further, a Close Reading Instruction Questionnaire was distributed to the upper-secondary school students who participate in Close Reading instruction to explore their opinions. Finally, following the Close Reading instruction, the results of the Semi-Structured Interview were analyzed as qualitative data.

3.2 CONTEXT OF THE STUDY

The setting of this study was one private school located in Bangkok District, Bangkok, Thailand. This school offers three programs, which are the regular program (PreK – Grade 12), Intensive English Program (Grade 1 – Grade 8), and STEM International program (Nursery – Grade 13).

3.3 POPULATION AND PARTICIPANTS

This study's population comprised upper-secondary private school students, in the regular program, during the first semester of the 2021 academic year. The offers three regular programs: 1) Science – Mathematics, 2) Mathematics – English, and 3) Arts – English.

The participants in this study were selected by purposive sampling. Eighteen upper-secondary school students studying Arts – English participated in this study. Even though they are mixed-ability students and their English proficiency is low-intermediate, they studied English Reading and Writing for five years to acquire the basic knowledge of subject matter.

3.4 RESEARCH INSTRUMENTS

This study used three main research instruments, which are 1) English Reading Comprehension Test, 2) Close Reading Instruction Questionnaire, and 3) Semi-Structured Interview. The details of these research instruments will be discussed in this section.

3.4.1 English Reading Comprehension Test

The English Reading Comprehension Test was designed as proposed by Grabe and Jiang (2018), and Fisher and Frey (2012). It covers several areas: 1) general understanding and key details, 2) vocabulary and text structure, 3) author's purpose,

4) inferences, and 5) opinions, arguments, and intertextual connections, which can be easily matched to the three steps of Close Reading by Shanahan (2012).

The test format consists of 3 texts which extracted from authentic website texts. The readability of each text is B2 of the Common European Framework (CEFR). Also, the pre- and post-tests comprise the same set, and ask 22 questions to assess students' reading comprehension before and after the Close Reading instruction.

The information about five types of reading comprehension introduced by Grabe and Jiang (2018), and Fisher and Frey (2012) with 22 questions was illustrated in table 2 below.

Table 2: Five types of reading comprehension with 22 questions

Aspects	Explanation	Test items
1. General Understanding & key details	indicate the key understanding from the given text. It usually starts with easier questions, e.g. -wh questions	1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 17, 18, 19, and 20
2. Vocabulary & text structure	craft the questions in terms of words and text structures	14
3. Author's purpose	Identify the purpose of writing of the author or author's point of view from the given text	7, 15, and 21
4. Inferences	Investigate inferences on the argument	6
5. Opinions,	Compare and contrast the given text with	8, 16, and 22

arguments, intertextual connections	their daily life	
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As demonstrated in table 2, this English reading comprehension test was tested: a) general understanding in items no. 1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 17, 18, 19, and 20, b) vocabulary & text structure in item no. 14, c) author's purpose for items no. 7, 15, and 21, d) inferences in item no. 6, and opinions, arguments, intertextual connections in items no. 8, 16, and 22, which is followed the criteria of Shanhan (2012) and Fisher and Frey (2012) that the teacher needed to focus on the first read for key ideas and details the most; followed by second read for craft and structure and third read for integration of knowledge and ideas.

For content validity, the Index of Item-Objective Congruence (IOC). The test was sent to three experts, each of whom has been teaching reading for more than five years.

The Item-Objective Congruence (IOC) for evaluating this test is showed below.

1	=	Congruent
0	=	Questionable
-1	=	Incongruent

Figure 1: The criterion of the Item-Objective Congruence (IOC)

In the above Figure 1, any item that had a positive score or zero score was considered for inclusion in the test, though items with a score below 0.5 had to be revised to make them fully acceptable for inclusion.

Even though the validation results illustrated that no items received lower than 0.5, Expert C suggested re-writing or correcting some items. There were as follows:

Item 9: Which of the following regions that the pork and chicken are the main ingredients for several dishes?

- a) Northeast
- b) South
- c) California
- d) Midwest



Item 10: Which of the following regions that you can find tons of avocado?

- a) Northeast
- b) South
- c) California
- d) Midwest

Item 11: Which of the following regions that you can find corn, soy, and wheat field easily?

- a) Northeast

- b) South
- c) California
- d) Midwest

The expert C suggested that the question should be more grammatically correct and each choice should be similar in presentation to the other choices since the questions were asking about the region. So, the modifications were made; the modified version is shown below.

Item 9: Which of the following regions has pork and chicken as the main ingredients for several dishes? (*modified*)

- a) Northeast
- b) South
- c) West
- d) Midwest



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Item 10: In which of the following regions can you find tons of avocado? (*modified*)

- a) Northeast
- b) South
- c) West
- d) Midwest

Item 11: In which of the following regions can you find corn, soy, and wheat field easily? (*modified*)

- a) Northeast
- b) South
- c) West
- d) Midwest

In summary, after receiving the evaluation form from three experts, this English Reading Comprehension Test was revised in accordance with their suggestions. After that, this test was pilot tested with upper-secondary school students studying Science – Mathematics, at a private school in the 2021 academic year. These were not the same students involved in the main study. Lastly, based on the data analysis of the pilot study, the KR-20 of this English Reading Comprehension Test was 0.78, which meant that moderate reliability.



3.4.2 Close Reading Instruction Questionnaire

This research instrument was adopted from Russell (2015) and Victor (2017), and the researcher distributed it to students after they had completed the Close Reading instruction. This questionnaire was written in Thai to make it more comprehensible to students. Students required roughly 10 minutes to complete this questionnaire. The aim of the questionnaire was to gather opinions in general from every student after each had participated in the Close Reading instruction.

The questionnaire comprised two parts to examine students' opinions in Part I, which was adopted from (Russell, 2015), was designed to collect information about students' attitudes towards Close Reading instruction (12 items) and strategies in Part II, which was adopted from (Victor, 2017) to identify how students' used the close reading strategies after they had studied (7 items).

Part I: opinions towards close reading instruction were presented in 5-point numeral Likert scales.

Part II: close reading strategies were displayed in 4-point numeral Likert scales.

Part I: Opinions

'1' means 'I strongly disagree with this statement'

'2' means 'I disagree with this statement'

'3' means 'I neither agree nor disagree with this statement'

'4' means 'I agree with this statement'

'5' means 'I strongly agree with this statement'

Part II: Strategies

'1' means 'I never do this'

'2' means 'I rarely do this'

'3' means 'I sometimes do this'

‘4’ means ‘I often do this’

To sum up, this Close Reading Instruction Questionnaire was accurately translated by using the back-translation method. Then, this questionnaire was used to pilot upper-secondary school students who were studying Science – Mathematics, in the 2021 academic year at one private school; that is not in the main study.

3.4.3 Semi-Structured Interview

This interview was conducted with six students by looking at their English Reading Comprehension Test scores after they completed the Close Reading instruction. The purpose of this interview was to elicit more in-depth discussions from students after they had participated in Close Reading instruction.

Moreover, the data gained from this interview was analyzed by using content analysis. The pilot study of this interview and the actual interview were both conducted in Thai in order to help facilitate clear communication between students and researcher. For the pilot study, three upper-secondary school students were interviewed. They each studied Science – Mathematics in the 2021 academic year at one private school, that is not the site of the main study.

Additionally, the Semi-Structured Interviews were evaluated by three experts each of whom has been in the field of English language teaching or linguistics (see Appendix no. 4). The experts were asked to check the appropriateness of the questions by giving between “appropriate” or “need to revise” (see Appendix no. 5).

As to the interview questions, the expert F suggested to revise all interview questions in terms of sentence structure and correct some minor grammatical and spelling problem; whereas, expert E and F recommended to avoid giving some example to students because most of the people will give answer by choosing the choice that they heard.

Original version:

Q1: จากการที่ได้เรียนการอ่านอย่างลึกซึ้ง นักเรียนคิดว่าสามารถนำไปใช้ประโยชน์อะไรได้บ้าง

In your opinion, what is/are the practical advantage(s) of Close Reading Instruction?

Revised version:

Q1: นักเรียนคิดว่าสามารถนำความรู้จากการเรียนการอ่านอย่างลึกซึ้งไปใช้ประโยชน์ในการเรียนได้อย่างไร

How can you apply the knowledge from Close Reading Instruction in your learning?

Original version:

Q2: จากการที่ได้เรียนการอ่านอย่างลึกซึ้ง นักเรียนชอบกลยุทธ์ใดมากที่สุด อาทิ เช่น การใส่คำอธิบายประกอบข้อความ การอ่านหลายๆรอบที่มีจุดมุ่งหมายไม่เหมือนกัน

Which is/are strategies from Close Reading Instruction you like most, i.e., annotating the text or practicing multiple reading for different purposes?

Revised version:

Q2: นักเรียนชอบกลยุทธ์ใดจากการเรียนการอ่านอย่างลึกซึ้งมากที่สุด เพราะเหตุใด

Which strategy from Close Reading Instruction do you like most? Why?

Original version:

Q3: มีอะไรเกี่ยวกับการอ่านอย่างลึกซึ้งที่นักเรียนต้องการจะบอกเพิ่มเติมไหม อาทิ เช่น อุปสรรค

Do you have any additional comments regarding the Close Reading, e.g., difficulty?

Revised version:

Q3: นักเรียนมีข้อเสนอแนะเพิ่มเติมเกี่ยวกับการอ่านอย่างลึกซึ้งไหม เพราะเหตุใด

Do you have any additional comments regarding Close Reading Instruction? Why?

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3.5 RESEARCH PROCEDURES***3.5.1 Research Procedures***

The research procedure used in this study was divided into two phases. The first phase focused on the preparation for Close Reading instruction. The other phrase was the implementation of Close Reading instruction. Figure 2 illustrates the research procedure

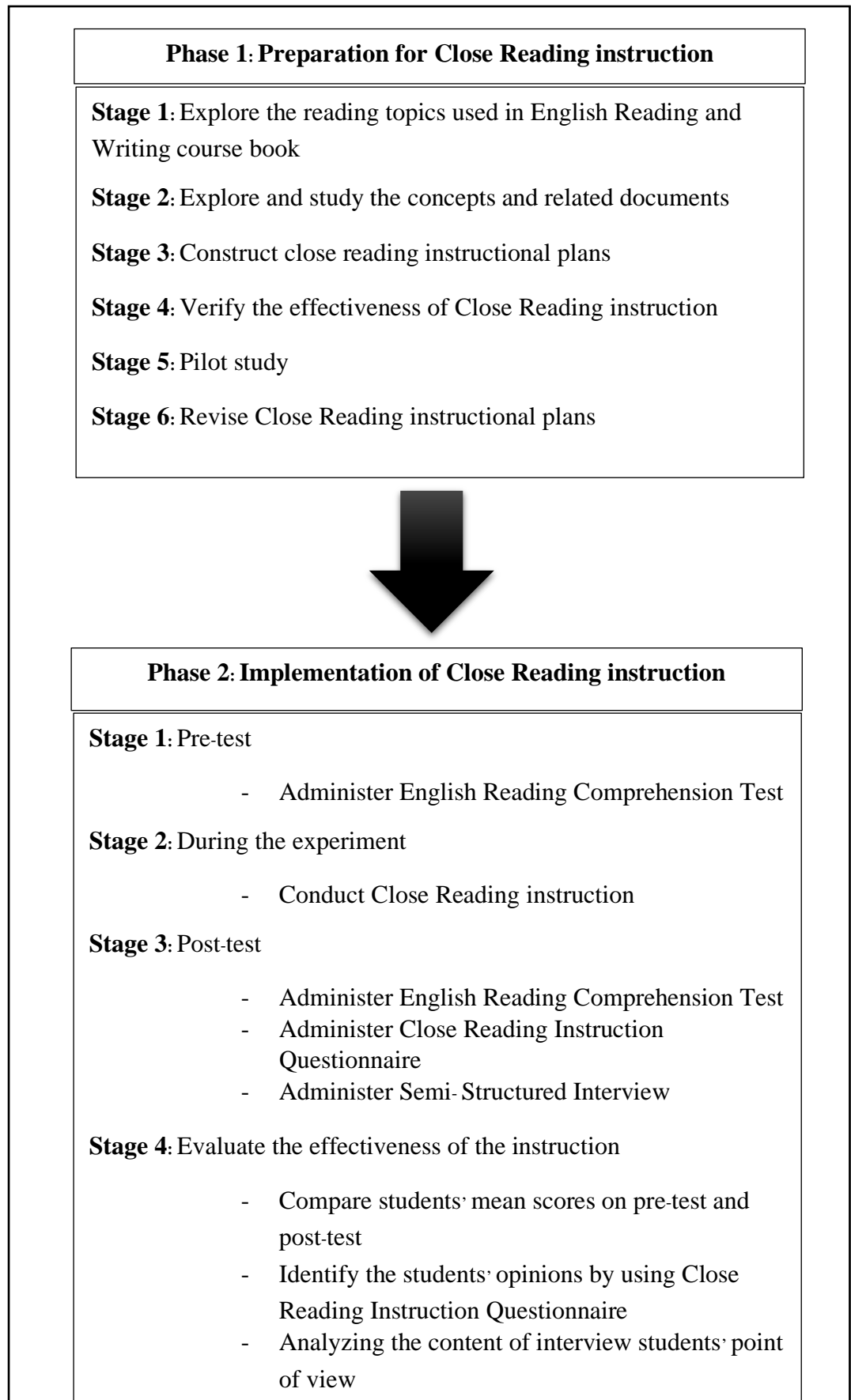


Figure 2: Research Procedure

Phase 1: Preparation for Close Reading instruction

The preparation for Close Reading instruction had six crucial stages.

Stage 1: Explore the reading topics used in English Reading and Writing

Course Book

In selecting the topic, this study relied on the topics covered in the existing course book: *NEW Weaving It Together 3*.

Stage 2: Explore and study the concepts and related documents

The essential concepts and documents related to close reading instruction, such as Close Reading's framework by Shanahan (2012) or close reading's framework by Fisher and Frey (2012) were identified, and the vital concepts of reading comprehension, such as Grabe and Jiang (2018) were explored.

Stage 3: Construct Close Reading instructional plans

For designing the instruction, this study was combined Shanahan (2012) framework with Fisher and Frey (2012) framework. This study had three reading steps; 1) First read for key ideas and details, 2) Second read for craft and structure, and 3) Third read for integration of knowledge and ideas. Additionally, reading comprehension comprising with: 1) general understanding and key details, 2) vocabulary and text structure, 3) author's purpose, 4) inferences, and 5) opinions, arguments, and intertextual connections was applied in this study (Shanahan (2012), Fisher and Frey (2012), and Grabe and Jiang (2018).

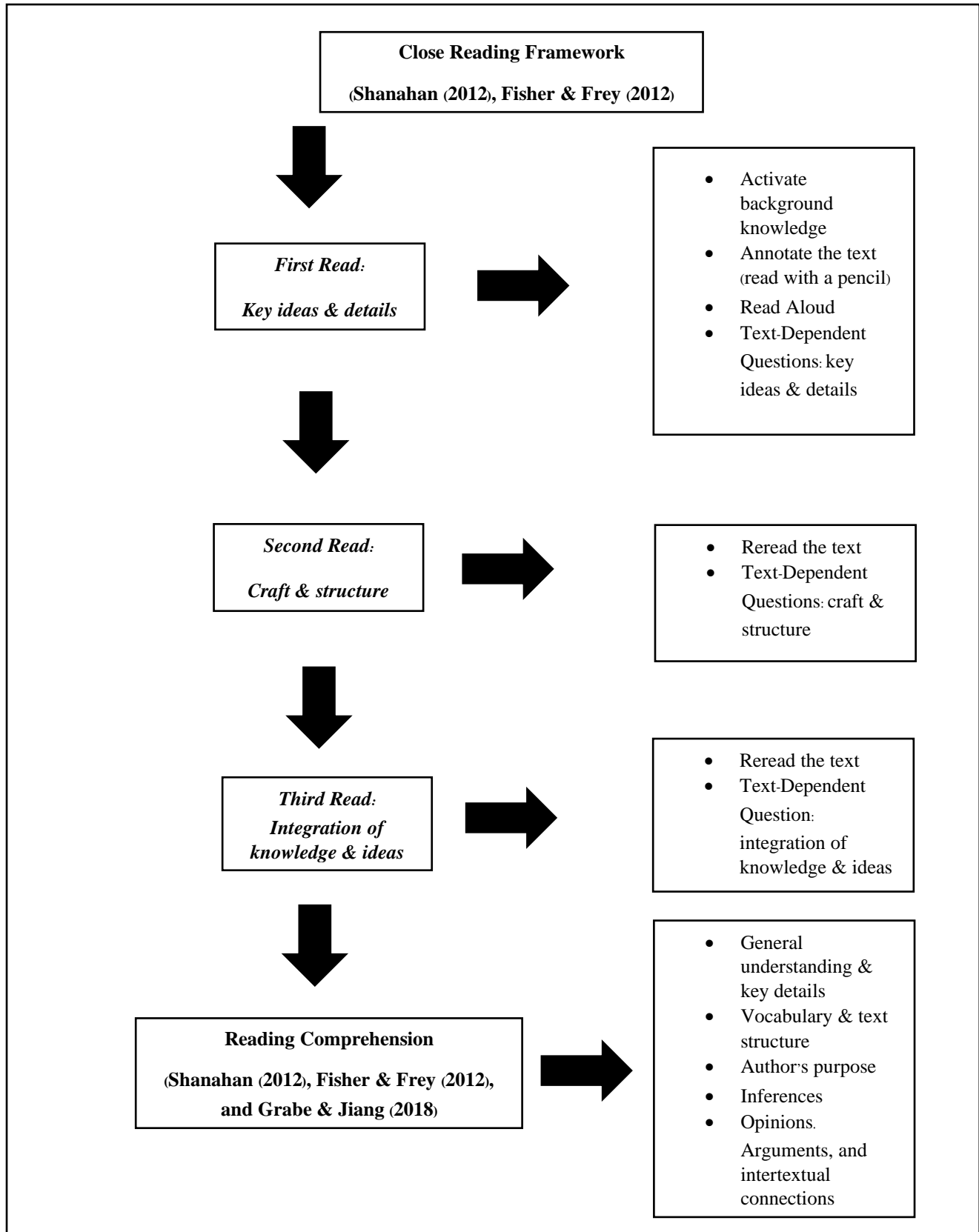


Figure 3: Close Reading Framework

The first step of close reading was to activate the background knowledge of students. Therefore, the teacher needed to ask a question that related to the given text or topic. The Figure no 4 and 5 show examples of questions that were presented to activate background knowledge.

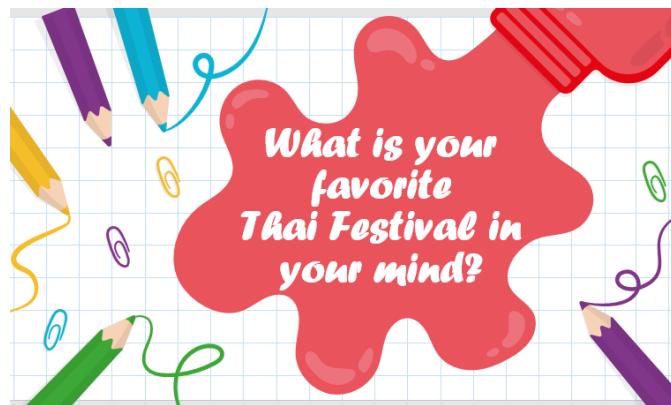
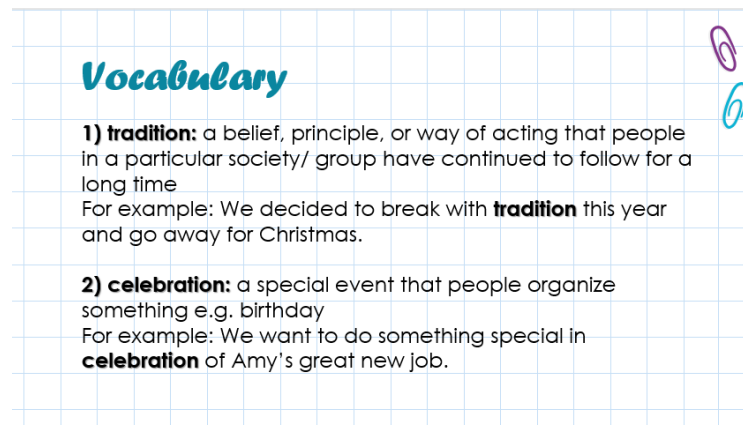


Figure 4: Activate background knowledge of students (1)



Figure 5: Activate background knowledge of students (2)

After that, the teacher taught some essential vocabulary to students in order to help students read the given text more easily. Figure no 6 shows how a keyword in the text were presented to students.



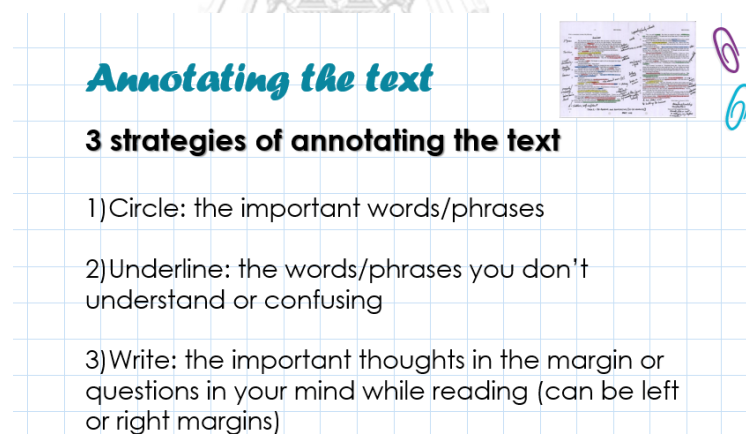
Vocabulary

1) tradition: a belief, principle, or way of acting that people in a particular society/ group have continued to follow for a long time
For example: We decided to break with **tradition** this year and go away for Christmas.

2) celebration: a special event that people organize something e.g. birthday
For example: We want to do something special in **celebration** of Amy's great new job.

Figure 6: Example of keyword in the text

After students had learned vocabulary, the teacher introduced the concept of annotating the text or “reading with a pencil”. The three strategies were taught, which are 1) circle, 2) underline, and 3) write. The Figure no 7 illustrates how students were taught to annotate the text in this study.



Annotating the text

3 strategies of annotating the text

- 1) Circle: the important words/phrases
- 2) Underline: the words/phrases you don't understand or confusing
- 3) Write: the important thoughts in the margin or questions in your mind while reading (can be left or right margins)

Figure 7: Example how to annotate the text

Then, the teacher asked students to find given vocabulary words in the text so as to check students understanding how to annotate the text (Figure 8). After they completed the task, the teacher read aloud the given text and divided students into 3 – 4 groups and practiced annotating the text in group to check their understanding of key ideas and details. Consequently, the teacher assigned activity 1 (Figure 9).

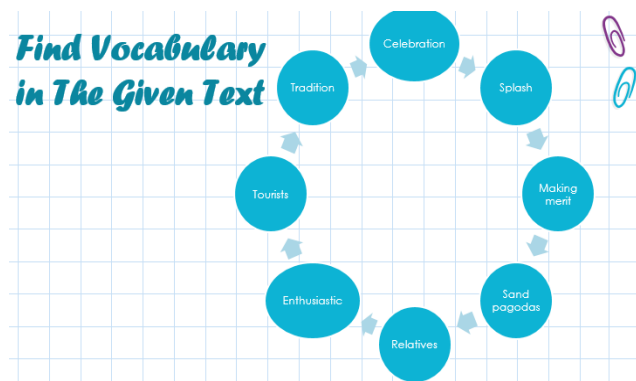


Figure 8: Example vocabulary activity

Activity 1

Instruction: Read the text no.1 and choose the best answer to the questions.

1. Which country is the origin of Songkran Festival?
 - a) Thailand
 - b) Myanmar
 - c) Cambodia
 - d) India
2. Which of the following is **NOT TRUE** about Myanmar's Songkran Festival?
 - a) Burmese people usually celebrated on the second week of April
 - b) Burmese people called Songkran as "~~Yebawedee~~"
 - c) Burmese people called Songkran as "TAGU"
 - d) All of the above answers are incorrect
3. Which country tries to promote Songkran Festival, but it violates the policy of that country in terms of water conservation?
 - a) India
 - b) Myanmar
 - c) Singapore
 - d) Cambodia

Figure 9: Activity 1

The second step of Close Reading required students to reread the given text in order to identify craft and structure. To facilitate this, the teacher helped students recall what they had read by assigning Activity 2, which is a match task (Figure 10).

Reading Section

Activity 2

Instruction: Match the following sentences in the column A with the given countries in the column B

Column A

1. "I believe that this country was discovered first by here." ()
2. "Many of their citizens are known for their outstanding engineering." ()
3. "They called this festival as 'Pongal'." ()
4. "They called this festival as 'Chhath Puja'." ()
5. "They called this festival as 'Wesakday'." ()
6. "They called this festival as 'Tee Singkran'." ()
7. "They have a robot speaking event." ()
8. "They celebrated this festival during Easter." ()

Column B

- a) India
- b) Myanmar
- c) Cambodia
- d) Laos
- e) Thailand
- f) Singapore




Figure 10: Activity 2

Next, the teacher taught Text-Dependent Questions for second reading purposes, which focus on vocabulary and text structure and inference with some sentence examples (Figure 11). Additionally, some sentence frames given (Figure 12) so as to help students complete Activity 3 which is to answer the given text-dependent questions (Figure 13).

Vocabulary and text structure

Craft question about the most powerful academic words, and text structures (such as cause/effect, power and solution, compare/contrast, sequence, etc.)

e.g. What does the author mean when he writes that "it's raining cats and dogs"?




Figure 11: Example of how to teach text-dependent questions for second reading

Sentence Frames

Make a claim	<ul style="list-style-type: none"> I observed _____ when _____ I compared _____ and _____ I noticed _____, when _____
Providing Evidence	<ul style="list-style-type: none"> The effect of _____ on _____ is _____ The evidence I used to support _____ is _____ I believe _____ (statement) because _____ (justification) Based on _____, I believe _____ Based on _____, my hypothesis/ prediction is _____

Adapted from: Ross, Fisher & Frey (2009) p.29, The Art of Argumentation.

Figure 12: Sentence Frames

Activity 3

Instruction: Answer the following questions

1. In the given statement below, the author used the word "copying". What do you think that word means?
 "This project caused a huge of attention to many tourists, yet it was criticized that Singapore was copying Thai's culture."

2. Is the Songkran Festival focus only splashing the water? Find parts in the text to help you decide.




Figure 13: Activity 3

The third step of Close Reading required students to reread the given text in order to support their opinions with evidence from the given text or to relate the given text to their daily lives. Thus, the teacher helped students recall what they had read by giving Activity 4 which is creating mind-mapping (Figure 14).

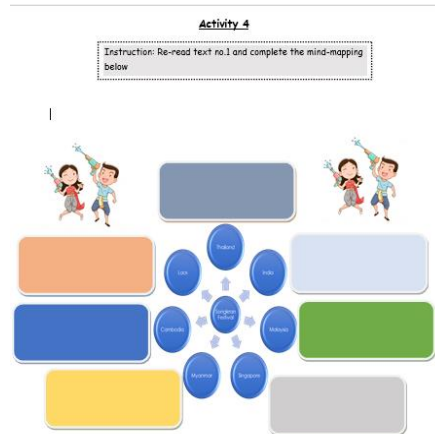


Figure 14: Activity 4

After students completed their mind-mapping, the teacher taught Text-Dependent Questions for the third reading purpose, which utilizes opinion and intertextual questions with some sentence examples (Figure 15). This is done in conjunction with an opinion writing sentence starter (Figure 16) to assist students in doing Activity 5 (Figure 17) which is to answer the given text- dependent questions.

Opinion and intertextual questions

Opinions or make connections to other texts, and support their claims with evidence from the text

e.g. What was the point of the story?
What did the author want you to learn from this story?

Figure 15: Example of how to teach text-dependent questions for third reading

Opinion Writing Sentence Starters

Claim/ Opinion Statement	Reasoning	Example/ Evidence	Conclusion
I think	One reason	For example,	In conclusion,
I believe	Another reason	Another example,	As you can see,
I feel	Also,	For instance,	That is why
In my opinion,	In addition,	One example is	All in all,
I prefer	Another		
	First,		
	Next,		
	Last,		

Adapted from: <https://www.teacherspayteachers.com/browse/search/opinion%20writing%20sentence%20starters>

Figure 16: Opinion writing sentence starters

Activity 5

Instruction: Answer the following questions

- What do you think this text trying to share with the readers?

- As you are Thai people, which methods that you will use to promote Songkran Festival in Thailand for the next year?

Table 3: Tentative Scope and Sequence (Unit 1)

Week	Time	Unit/Topic	Step of Close Reading	Activities	Materials
1				Pre-Test	
2	40 mins	Unit 1: The Southeast Asian Songkran Tradition	First Read – Activate background knowledge	<ul style="list-style-type: none"> • Activate background knowledge of the students • Ask the question(s) that related to the text or topic • Review the essential vocabulary with students 	<ul style="list-style-type: none"> • PowerPoint Slide
			First Read – Annotate the text	<ul style="list-style-type: none"> • Introduce text annotation strategies with students • Ask the questions that lead the students to find the essential vocabulary in given text 	<ul style="list-style-type: none"> • PowerPoint Slide • The given text
			First Read – Read aloud	<ul style="list-style-type: none"> • Read-aloud with annotating the given text 	<ul style="list-style-type: none"> • PowerPoint Slide • The given text
			First Read – Text-Dependent	<ul style="list-style-type: none"> • Answer the given questions 	<ul style="list-style-type: none"> • Activity 1

3	40 mins	Unit 1: The Southeast Asian Songkran Tradition	<p><i>Questions:</i> <i>General Understanding and Key details</i></p> <p>Second Read – <i>Reread the text</i></p>	<ul style="list-style-type: none"> • Match activity 	
			<p>Second Read – <i>Text-Dependent Questions:</i> <i>Vocabulary and text structure</i></p>	<ul style="list-style-type: none"> • Text-Dependent Questions <ul style="list-style-type: none"> - Vocabulary and text structure - Inferences • Sentence frames • Discuss in pairs and answer the given questions 	<ul style="list-style-type: none"> • PowerPoint Slide • The given text • Activity 2
					<ul style="list-style-type: none"> • PowerPoint Slide • The given text • Activity 3

4	40 mins	Unit 1: The Southeast Asian Songkran Tradition	<p>Third Read – <i>Reread the text</i></p>	<ul style="list-style-type: none"> • Mind-mapping activity 	<ul style="list-style-type: none"> • PowerPoint Slide • The given text • Activity 4
			<p>Third Read – <i>Text-Dependent Questions:</i> <i>Opinions, arguments, intertextual connections</i></p>	<ul style="list-style-type: none"> • Text-Dependent Questions • Opinions, arguments, and intertextual connections • Opinion writing sentence starters • Discuss in pairs and answer the given questions 	<ul style="list-style-type: none"> • PowerPoint Slide • The given text • Activity 5

Stage 4: Verify the effectiveness of Close Reading instruction

- ***Close Reading instructional plans***

The Close Reading instructional plans were distributed to experts to certify the content validity by inspecting the teaching steps, objectives, materials, and students' book. The experts performed the evaluation using the Index of Item-Objective Congruence (IOC), and elements receiving scores lower than 0.5 were considered as being in need of revision.

- ***Pilot Study***

To examine the possibility of this study, the researcher conducted an English Reading Comprehension Test and used a sample of Close Reading instructional plan (revised version from the experts' comments). For this pilot study, the researcher selected upper-secondary school students who studied Science – Mathematics, in the 2021 academic year at one private school to complete this test and participate in the sample of Close Reading instructional plans. The researcher asked the teacher who taught English 4 (course code: E32102) course in the 2020 academic year to choose students from high, mid, and low English proficiency based on their grades in the course.

Phase 2: Implementation of Close Reading instruction

Stage 1: Pre-test

All students were pre-tested with the English Reading Comprehension Test to evaluate their reading comprehension prior to Close Reading instruction.

Stage 2: During the experiment

The students participated in Close Reading instruction for 11-week. During the treatment, students practiced three steps of reading: 1) First read, 2) Second read, and 3) Third read in three different topics.

Stage 3: Post-test

After the students had completed Close Reading instruction, the post-test was given to students to evaluate their reading comprehension after the Close Reading instruction. In addition, students completed the Close Reading Instruction Questionnaires and Semi-Structured Interviews.

Stage 4: Evaluate the effectiveness of the instruction

In the evaluation process, pre-test and post-test scores from English Reading Comprehension Test were evaluated using a pair sample t-test, and the Close Reading Instruction Questionnaire was assessed using descriptive statistics. The Semi-Structured Interview was assessed by using content analysis. Therefore, all the data mentioned were used to evaluate the suitability of Close Reading instruction for enhancing upper-secondary school students' English reading comprehension.

3.6 DATA COLLECTION

The data collection was done in three stages, which were 1) before the implementation, 2) during the implementation, and 3) after the implementation. The details are presented in Table 3.

Table 4: Data Collection of Close Reading instruction

Stage	Week	Details
<i>Before the implementation</i>	0	<ul style="list-style-type: none"> • Distribute the Close Reading instructional plans to the experts to verify the materials used • Revise the lesson plans • Pilot study • Revise the Close Reading instructional plans
<i>During the implementation</i>	1	<ul style="list-style-type: none"> • Classroom orientation • Pre-Test: English Reading Comprehension Test
	2 - 10	<ul style="list-style-type: none"> • Close Reading instruction taught • The students participate in this instruction for 11 weeks. (40 minutes per week)
<i>After the implementation</i>	11	<ul style="list-style-type: none"> • Post-Test: English Reading Comprehension Test • Distribute Close Reading Instruction Questionnaire • Conduct the Semi – Structured Interview

As depicted in Table no 3, this instruction was conducted online via Zoom application and students participated in Close Reading for 11 weeks. A pre-test was

used to check students' reading comprehension before the treatment; also, the teacher gave an overview of this treatment and tentative schedule during the implementation of Close Reading instruction.

Finally, after students attended close reading instruction for 11 weeks, a post-test was given to them to investigate the impact of the Close Reading instruction on the English reading comprehension of these Thai secondary school students after the instruction. Also, the Close Reading Instruction Questionnaire was distributed and collected from students, and the Semi-Structured Interviews were completed in the same week.

3.7 DATA ANALYSIS

3.9.1 Data analysis for Research Question no.1

What are the effects of Close Reading instruction on English reading comprehension of Thai secondary school students?

To analyze quantitative data, this study used a paired sample t-test to compare group mean scores on pre-test and post-test of English reading comprehension to investigate students' reading comprehension.

3.9.2 Data analysis for Research Question no.2

What are the opinions of Thai secondary school students towards Close Reading instruction?

This study applied descriptive statistics to evaluate both mean and standard deviation (S.D) of the Close Reading Instruction Questionnaire to receive every student's perspective after each participated in the Close Reading instruction. Additionally, the research also analyzed qualitative data from Semi-Structured Interviews from six students by looking at their English Reading Comprehension Test scores after they completed the Close Reading instruction.

In conclusion, a summary of the data analysis of Close Reading instruction is presented in Table 5 below.

Table 5: Data Analysis of Close Reading instruction

Research Questions	Research Instruments	Data Analysis
Research question no. 1: What are the effects of Close Reading instruction on English reading comprehension of Thai secondary school students?	<ul style="list-style-type: none"> English Reading Comprehension Test 	<ul style="list-style-type: none"> Paired Sample T-test
Research question no. 2: What are the opinions of Thai secondary school students towards Close Reading instruction?	<ul style="list-style-type: none"> Close Reading Instruction Questionnaire 	<ul style="list-style-type: none"> Descriptive Statistics
	<ul style="list-style-type: none"> Semi-Structured Interview 	<ul style="list-style-type: none"> Content Analysis

CHAPTER IV

FINDINGS

This chapter mainly represents the findings of the present study's data concerning the implementation of Close Reading instruction on Thai secondary school students' English reading comprehension. The data are illustrated based on the two research questions as follows:

4.1 RESULT OF RESEARCH QUESTION NO.1

Research Question no.1: What are the effects of Close Reading instruction on English reading comprehension of Thai secondary school students?

Hypothesis no.1: The post-test scores on the English Reading Comprehension Test of Thai secondary school students will be remarkably higher than the pre-test mean scores, at an 0.05 level of significance after participating in Close Reading instruction.

This research question measured whether Close Reading instruction enhanced English reading comprehension among upper-secondary school students. Therefore, The English Reading Comprehension Test (Pre-test and Post-test) was applied to answer this research question. For analyzing this research question, a comparison analysis of overview pre-test means scores of all eighteen students were collected on the English Reading Comprehension Test was compared to their post-test mean scores after they participated in Close Reading instruction.

Furthermore, table no 6 indicated the descriptive statistics of student's English reading comprehension test scores by providing the pre-test and post-test mean scores, standard deviations, and effect size.

Table 6:

Descriptive Statistics of Students' English Reading Comprehension Test Scores

Test	Min	Max	\bar{X}	S.D.	t.	Sig.	Effect Size
Pre-test	5	16	10.06	3.316	6.059*	0.00	1.41
Post-test	7	20	13.89	3.445			

***p < 0.05**

According to the results of paired sample t-test in table no.6, students gained noticeably higher mean scores when compared the pre-test with the post-test at a level of 0.05 ($t(17) = 6.059$, $p < 0.05$) on their English reading comprehension test scores. Therefore, the mean score of the pre-test was 10.06 (S.D. = 3.316), while the mean score of the post-test was 13.89 (S.D. = 3.445). The effect size of the Close Reading instruction's pre-test and post-test mean scores using Cohen's d was a value of 1.41, which is recommended as a large difference. These results can imply that the students acquire substantially higher scores on their English Reading Comprehension Test after participating in Close Reading instruction.

To conclude, the post-test scores gained from the English Reading Comprehension Test were considerably increased compared to the pre-test scores, and the first hypothesis was accepted.

4.2 RESULT OF RESEARCH QUESTION NO.2

Research Question no.2: What are the opinions of Thai secondary school students towards Close Reading instruction?

In this research question, two research instruments were employed in this study which are 1) The Close Reading Instruction Questionnaire as quantitative data and 2) Semi-Structured Interview as qualitative data. The quantitative data were collected and analyzed using descriptive statistics from Close Reading Instruction Questionnaire; whereas, the qualitative data were gathered and analyzed using content analysis from the Semi-Structured Interview. The necessary details are as followed:

4.2.1 Quantitative data

To address this question, the Close Reading Instruction Questionnaire, initiated by Russel (2015) and Victor (2017), was applied in this present study to explore students' opinions after participating in Close Reading instruction. The Close Reading Instruction Questionnaire is comprised of 2 parts: 1) Opinion by Russel (2015) and 2) Strategies by Victor (2017). There were 19 items in total. Besides, The Close Reading Instruction Questionnaire was applied the back-translation method to facilitate students to have better understand the instruction clearly. For time allocation, the students were required to complete this questionnaire within 10 minutes.

In addition to that, table no 7 displayed the opinions of Thai secondary school students towards the Close Reading Instruction Questionnaire.

Table 7:**Students' opinions towards Close Reading Instruction Questionnaire.**

Close Reading Instruction	Mean	S.D.	Meaning
Part I: Opinion	3.20	0.83	Acceptance
Part II: Strategies	3.00	0.85	Often

Table 7 showed the students' opinions towards Close Reading instruction both opinions and strategies. Also, it can be seen from Part I: Opinion gained acceptance with mean scores at 3.20 and S.D. at 0.83; while, Part II: Strategies received often with 3.00 mean scores and S.D. at 0.85.

Following table no 8 demonstrated the descriptive statistics of the Close Reading Instruction Questionnaire in detail. The vital information in this table was the mean scores, the standard deviations (S.D.), and the meaning for all items in this Close Reading Instruction Questionnaire.

Table 8:**Descriptive Statistics of the results of Close Reading Instruction Questionnaire**

Item.	Statement	Mean	S.D.	Meaning
Part I: Opinion (Russell, 2015)				
<i>In your opinion, Close Reading Instruction:</i>				
1.	is enjoyable.	3.50	0.62	Good
2.	helps me learn more.	4.22	0.81	Very good
3.	makes me more confident in my reading abilities.	4.00	0.69	Good
4.	is one of my least favorite types of instruction.	2.72	0.76	Acceptance
5.	doesn't teach me anything valuable.	2.33	0.97	Poor
6.	is a type of activity that I would choose.	3.39	0.70	Acceptance
7.	does not prepare me for the future.	2.00	1.14	Poor
8.	does not help me become a better reader.	2.00	1.03	Poor
9.	is boring.	2.83	0.86	Acceptance
10.	teaches me things I need to know to be successful.	3.61	0.78	Good
11.	gives me tools that help me when reading is difficult.	3.89	0.76	Good
12.	positively contributes to my learning.	3.89	0.83	Good
	Total	3.20	0.83	Acceptance

Note. Very poor (1.00 – 1.79), poor (1.80 – 2.59), acceptance (2.60 – 3.39), good (3.40 – 4.19), very good (4.20 – 5.00)

Part II: Strategies (Victor, 2017)

When I read difficult texts outside classroom, I use the following reading strategies:

1. circle the important words/phrases.	3.11	0.96	Often
2. underline the words/phrases that you don't understand or confusing.	3.17	0.71	Often
3. write down the important thought inside the text in the left or right margins.	2.78	0.94	Sometimes
4. reread the text.	3.28	0.90	Often
5. talk to others about the meaning in the given text.	2.39	0.85	Sometimes
6. think about what the author means.	3.22	0.81	Often
7. use the evidence from the given text when answering questions that are complex.	3.00	0.77	Often
Total	3.00	0.85	Often

Note. Never (0.99 – 1.00), rarely (1.00 – 1.99), sometimes (2.00 – 2.99), often (3.00 – 4.00)

After using the SPSS version 22 to calculate the mean scores, S.D., and meaning of the Close Reading Instruction Questionnaire, this questionnaire examined

both opinions and strategies of the students. As depicted in table no 8, the result indicated that the students preferred to use Close Reading instruction because most items received good and all items that have negative meaning also received poor.

Apart from students' opinions, the students generally used close reading strategies in their reading. As the evidence from table no 8, the consequence also illustrated that the students applied close reading strategies at often.

Moreover, table no 9 presented the top 3 mean scores of students' opinion towards Close Reading instruction.

Table 9:

Top Three of students' opinion towards Close Reading instruction

Item.	Statement	Mean	S.D.	Meaning
1	2. helps me learn more.	4.22	0.81	Very good
2	3. makes me more confident in my reading abilities.	4.00	0.69	Good
3	11. gives me tools that help me when reading is difficult.	3.89	0.76	Good
	12. positively contributes to my learning.	3.89	0.83	Good

According to the table no 9, the statement which gained the highest mean score was item no. 2 'In my opinion, Close Reading instruction helps me learn more.' It indicated that this instruction would assist students in improving their knowledge.

Then, the second-highest mean score was item no.3 ‘In my opinion, Close Reading instruction makes me more confident in my reading abilities.’ It revealed that this instruction would enhance their reading skill and increase their self-confidence in terms of reading. Lastly, the third-highest score means were items no.11 and 12 ‘In my opinion, Close Reading instruction gives me tools that help me when reading is difficult.’ and ‘In my opinion, Close Reading instruction positively contributes to my learning.’ It presented that the students tended to have a good viewpoint towards this instruction.

In addition, table no 10 showed the top 3 mean scores of students’ preference towards close reading strategies.

Table 10:

Top Three of students’ preference towards close reading strategies

Item.	Statement	Mean	S.D.	Meaning
1	1. reread the text.	3.28	0.90	Often
2	6. think about what the author means.	3.22	0.81	Often
3	2. underline the words/phrases that you don’t understand or confusing.	3.17	0.71	Often

As depicted in table no 10, the statement that obtained the highest mean score was item no. 1 ‘When I read difficult texts outside classroom, I reread the text.’ It

demonstrated that most of the students frequently used reread the text so as to comprehend the text. After that, the second-highest mean score was item no.6 'When I read difficult texts outside classroom, I use think about what the author means.' It implied that the students would think critically about the text in terms of the author's intention. Finally, the third-highest score means was item no.2 'When I read difficult texts outside classroom, I use underline the words/phrases that you don't understand or confusing.' It indicated that the students preferred to use one of the annotating the texts called 'underlining' more than another technique called 'circling' or 'writing down on the left or right margin.'

4.2.2 Qualitative data

Aside from the aforementioned quantitative data above, the qualitative data was analyzed by using the Semi-Structured Interview. Six participants are two students at the highest score, two students at the average mean score, and two students at the lowest based on their post-test of the English Reading Comprehension Test. In addition, this Semi-Structured Interview aimed to elicit insightful comments from the students after they participated in this instruction. In order to allow participants to express their own comments, this Semi-Structured Interview was conducted in Thai. Consequently, we can conclude that there were only three domains, which were aligned with close reading framework as followed:

4.2.2.1 First read for key ideas and details

In this study, students had to deal with a complex text. All students thought that it was difficult for them to read at the beginning. However, all of the students

accepted that they frequently applied to annotate the text; for example, underline, circle, write down when they thought reading was difficult:

Student #1 (low proficiency student): “ผมชอบขีดเส้นใต้ครับ เพราะมันทำให้ผมจำได้ว่าตรงนี้ผมไม่เข้าใจ”

(Translation)

“I prefer underlining because it can help me remember where I do not understand.”

Student #2 (low proficiency student): “ผมชอบวงกลมเพราะเวลาย้อนกลับมาอ่านจะได้อ่านแค่ที่วงกลม หรือ ตรงที่คิดว่าสำคัญจริง ๆ ครับ”

(Translation)

“I prefer circling because when I look back. I will read only where I am circling or where I think it is an important point.”

Student #3 (mid proficiency student): “ขีดเส้นใต้เพราะว่าเวลาผมกลับมาอ่านจะได้รู้ว่าเราเคยไม่รู้จุดนี้ แล้วมันสามารถทำให้ผมจำได้ดีขึ้น”

(Translation)

“Underlining because when I am looking back again. I will know that I used to know this point before, and it can help me remember better.”

Student #4 (mid proficiency student): “ผมชอบวงกลมครับ เพราะว่ามันทำให้ผม

โฟกัสแค่วงกลม ถ้าเป็นขีดเส้นใต้หรือวิธีอย่างอื่น มันใช้ไม่ได้กับผม”

(Translation)

“I prefer circling because it can help me focus only on the circle. For underlining or other strategies, it does not work with me.”

Student #5 (high proficiency student): “ที่จริงแล้ว หนูชอบหลายอย่างค่ะ แต่หนูคิด

ว่าขีดเส้นใต้ช่วยทำให้หนูจำได้ง่ายมากยิ่งขึ้น มันสะดุดตาหรือหาจุดสำคัญที่เคยพลาดได้ค่ะ”

(Translation)

“I prefer several strategies, but I think underlining helps me remember easily. It catches my eyes and easy to find the key point that I used to make mistakes.”

Student #6 (high proficiency student): “ผมชอบเทคนิคการเขียนความคิดเห็นตัวเอง

ด้านซ้ายหรือขวาครับ เพราะเหมือนเราสรุปที่เราเข้าใจไว้แล้ว ถ้าเราต้องกลับมาอ่านบทความอีกที เราจะได้อ่านแค่ที่เราสรุปไว้ครับ”

(Translation)

“I prefer writing down on the left or right margin technique because it is like we summarize what we understand. If we need to re-read it again, we only read from where we summarize.”

Moreover, some of them claimed that this close reading instruction not only help them to read long text, but also it was a tool to deal with unfamiliar vocabulary, which was in the process of activating background knowledge of the students from the first read for key ideas and details:

Student #6 (high proficiency student): “แต่ก่อนผมมีปัญหาไม่รู้คำศัพท์ครับ

โดยเฉพาะเวลาเจอคำศัพท์ยากๆ พอได้เรียนการอ่านอย่างลึกซึ้งก็เข้าใจมากขึ้น มันทำให้ผมเพิ่มสกิลการอ่านของผมด้วยครับ เออ ผมก็ชอบที่มาสเซอร์สอนบางคำศัพท์ที่เจอบ่อย ๆ ในบทความครับ”

(Translation)

“Previously, I faced with unknown vocabularies, complicated words, but after I studied Close Reading instruction. I understand vocabulary better and it leads me to enhance my reading skills as well. eh! I also prefer what the teacher taught some frequent glossary that appears in the text.”

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4.2.2.2 Second read for craft and structure

At this second stage, all of them coincided that they usually applied reread the text to answer the text-dependent questions. Five students also mentioned that they were thought about the intention of writing the text because they wanted to know why the author wrote the given text:

Student #6 (high proficiency student): “บางครั้ง ผมก็ใช้วิธีนี้ถึงความหมายที่

ผู้เขียนต้องการสื่อครับ เพราะว่า ผมต้องการจะรู้ว่าทำไมพวกเขาถึงเขียนบทความนี้ครับ แบบเช่น

บทความแรกที่มาสเซอร์สอนผมครับ เกี่ยวกับเทศกาลสงกรานต์ ผมก็จะคิดว่าทำไมผู้เขียนต้องเขียนสงกรานต์ในหลาย ๆ ประเทศครับ”

(Translation)

“Sometimes, I applied to think about the author’s purpose because I want to know why they wrote this text; for example, the first text that teacher taught me about Songkran Festival. I try to think why the author writes Songkran in many countries.”

On the other hand, he also mentioned that inference strategies are pretty challenging for him to use:

Student #6 (high proficiency student): “สำหรับผมนะครับ ผมไม่ค่อยโอเคกับ

เทคนิคการสรุปความครับ เพราะว่าบางที ผมคิดว่าคำตอบ เอ เป็นคำตอบที่ถูกต้อง แต่ความจริง

แล้วเป็นคำตอบ บี ที่เป็นคำตอบที่ถูกต้องครับ ถึงแม้มาสเซอร์จะสอนผมวิธีการจัดการมัน แต่ผมก็ไม่มี

ความคิดอะไรเลยครับ”

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(Translation)

“For me, I am not okay with inference strategies because sometimes I think the answer A is the correct answer, but actually, the answer B is the correct answer. Even teacher taught me how to deal with it, I still do not have any idea at all.”

4.2.2.3 Third read for integration of knowledge and ideas

At this last stage, it was demonstrated that all students applied reread the text, which was closely similar to the second read. Interestingly, one student concurred that he already knew the contents in Thai. Therefore, it was pretty simple for him to integrate into this life when he wanted:

Student #3 (mid proficiency student): “ผมคิดว่ามันค่อนข้างง่ายที่จะจับคู่เนื้อหาจากบทความที่ให้ผมกับชีวิตประจำวันของผม ก็แบบ ผมรู้อยู่แล้วว่า อาหาร4ภาคในบทความที่2ที่ มาสเซอร์สอน ผมก็เลยตอบมาสเตอร์ว่าผมชอบอาหารจากภาคไหนมากที่สุดได้ครับ”

(Translation)

“I think it is quite easy to match the contents from the given text to my daily life. For example, I have known all four regions' food in text two that teacher gave to me. Therefore, I can tell the teacher which food region that I prefer the most.”

Besides, some of them revealed that close reading strategies could help them prepared for the examination and introduced them the new reading strategies that they can use:

Student #2 low proficiency student: “ผมคิดว่าสามารถเอาไปใช้สอบเข้ามหาลัยได้ครับ แล้วก็สามารอ่านบทความยาวๆได้ครับ”

(Translation)

“I think that it can be used to prepared for exams, and it can help me to read long text.”

Student #4 (mid proficiency student): “ทำให้ผมอ่านหนังสือสอบได้เข้าใจมากขึ้น แล้วก็รู้ศัพท์ใหม่ๆมากขึ้น”

(Translation)

“It can help me when I am studying for examination more clearly and knowing more vocabularies.”

Student #5 (high proficiency student): “การอ่านอย่างลึกซึ่งช่วยให้หนูพัฒนาการอ่านมากขึ้น โดยที่มาสเซอร์มีเทคนิคการอ่านมาสอนหนู ตอนนี้อยู่อ่านบทความยาวๆได้ค่ะ ปกติหนูอ่านได้แค่ครึ่งหน้า ตอนนี้อยู่อ่านได้หลายหน้าแล้วค่ะ”

(Translation)

“Close Reading instruction helps me improve my reading skill by the teacher teaches reading technique with me. Currently, I can read long text when compared to the past. I can read only half of the page, but I can read several pages at present.”

4.3 CHAPTER SUMMARY

This section concluded the results from both research questions.

Initially, the first question proposed to examine the effects of Close Reading instruction on the English reading comprehension of Thai secondary school students. The English Reading Comprehension Test results illustrated that the students had remarkable improvement after participating in Close Reading instruction.

The second question aimed to explore the opinions of Thai secondary school students towards Close Reading instruction and the results received from the Close Reading Instruction Questionnaire and Semi-Structured Interview revealed that students quite satisfied with Close Reading instruction at acceptance from Close Reading Instruction Questionnaire; however, almost all students gave their in-depth information from the interview that they had a positive attitude towards Close Reading instruction after participating in this instruction.

CHAPTER V

DISCUSSION AND CONCLUSION

This last chapter consists of four parts. (a) summary of the research findings, (b) discussion, (c) pedagogical implications, and (d) recommendations for future studies.

5.1 SUMMARY OF THE RESEARCH FINDINGS

First of all, the essential purpose of using Close Reading instruction in this study was to examine the effects of Close Reading instruction on the English reading comprehension of Thai secondary school students. Eighteen students participated in Close Reading instruction, for which the Close Reading materials and activities were given. Thus, the findings of this study can be concluded into two main aspects: 1) the effects of close reading instruction on reading comprehension and 2) the students' opinion towards Close Reading instruction and Close Reading strategies.

5.1.1 Reading Comprehension

To begin with, the mean score of post-test of the English reading comprehension test was increased than the mean score of the pre-test at the level of 0.00 ($p < 0.05$). So, it can be summed up that the Close Reading instruction substantially enhanced the students' English reading comprehension after the 11-week instruction. In addition, after implementing the Close Reading instruction, students were able to locate the key ideas and details, comprehend the craft and structure from the given texts, and integrate their knowledge from the given texts with their daily

life. Further, they improved their reading skills and knew unknown vocabulary after participating in this Close Reading instruction.

5.1.2 Students' Opinion

This study considered the perceived opinions on students' both Close Reading instruction and close reading strategies.

5.1.2.1 *Close Reading instruction*

Initially, the Close Reading Instruction Questionnaire (part I) presented how students reacted to this Close reading instruction. The data from this questionnaire could conclude that they had a good view towards this instruction. Firstly, they reported that this instruction helped them learn more. Secondly, they also claimed that this instruction made them more confident in their reading abilities. Thirdly, they revealed that this instruction gave them tools that helped them when reading was difficult. Lastly, they agreed that this instruction positively contributed to their learning.

In addition to the Close Reading Instruction Questionnaire, the consequences from the Semi-Structured Interview of six students also illustrated that all of them asserted that this Close Reading instruction helped them for several reasons. Evidently, the high proficiency students could express reasonable reasons how they used Close Reading instruction. They also realized what they have improved in reading skill after participating in this instruction. On the other hand, some of the mid

and low-proficiency students commented that they felt it was difficult for them to deal with long texts or complicated words.

In conclusion, it was apparent that most participants had a positive attitude towards Close Reading instruction without any a negative attitude towards this instruction.

5.1.2.2 Close Reading strategies

The Close Reading Instruction Questionnaire (part II) demonstrated which close reading strategy students preferred to use the most. The information from this questionnaire could sum up into three crucial close reading strategies, which are 1) reread the text, 2) think about what the author means, and 3) underline the words or phrases that you do not understand or are confusing.

In the same way, the results from the Semi-Structured Interview of six students indicated that they liked the annotating strategy more than other strategies. Four participants remarked that they preferred to use underlining strategy, two participants said they flavored to use circling strategy, and only one participant often used to write down on the left or right margin technique. Interestingly, one of a high proficiency student used to write down on the left or right margin, which is the strategy that it was a time-consuming strategy when compared to another two strategies.

In brief, it could infer from the Close Reading Instruction Questionnaire (part II) and the Semi-Structured Interview that students usually underlined the words or sentences to annotate the texts from the first reading for key ideas and details. They perhaps reread the text several times to respond to the text-dependent questions,

which was the strategy from the second reading for crafting and structuring to advocate more comprehension, and eventually, they integrated their knowledge and ideas from the third reading to realize what they have learned from the given texts.

5.2 DISCUSSION

The outcomes of the findings which were involved with the English reading comprehension of Thai secondary school students after implementing Close Reading instruction were considered into three aspects which are 1) the effects of Close Reading instruction on English reading comprehension, 2) the design of Close Reading instruction, and 3) Thai secondary students' opinions towards Close Reading instruction.

5.2.1 The effects of Close Reading instruction on English reading comprehension

The students have enhanced English reading comprehension because they needed to reread multiple times with different purposes of rereading the texts. In terms of selection of reading materials in this Close Reading instruction were matched with the course objectives of the English Reading and Writing course, which is improving reading skills through several types of texts and gaining more unfamiliar vocabularies from the given text, identifying the text structure, and relating the information given from the texts to apply in their daily life. This Close Reading instruction guided students to learn reading through long authentic texts. In simple terms, it meant that the given texts were extracted from websites and the contents should be related to their daily life, which might lead them to improve their English

reading comprehension. Further, those contents used in this instruction might increase their reading comprehension because many activities inside reading materials required them to reread several times with multiple reading purposes. For this reason, Thai secondary school students had achieved the course objectives of this course; go together with, the students were able to locate general understanding and key details from the given texts, find vocabulary and text structure, comprehend the author's purpose, infer and apply the information given with their life, which is the goal of Shanahan (2012), Fisher and Frey (2012), and Grabe and Jiang (2018).

5.2.2 The design of Close Reading instruction

5.2.2.1 *Close Reading activities*

These Close Reading activities were combined from Shanahan (2012) and Fisher and Frey (2012). Therefore, all of them strongly believed that these activities had a dramatic enhancement on English reading comprehension. As some ELT researchers (Beer and Probst (2013), Brown and Kappers (2012), and Hinchman and Moore (2013) asserted that this instruction would increase the persistence and stamina of the reader when they faced reading difficulty. In other words, it referred to students who would encounter complex texts with a lot of unknown vocabularies.

Besides, Fisher and Frey and Lapp (2015) suggested that this instruction should encourage students repeated readings and know how to respond to the given texts. As a result, all Close Reading instruction activities were designed to stimulate students to reread several times so as to enhance their reading comprehension skills. Those activities provoked students to read complex texts multiple times to respond to text-dependent questions. Therefore, students improved reading comprehension,

critical thinking, and creativity, which is one of the 21st-century skills from the third read for integration of knowledge and ideas by asking some questions that recalled what they have learned from the given texts and creating the brochure.

5.2.2.2 Close Reading materials

The Close Reading instruction offered complicated reading materials at the B2 level of the Common European Framework (CEFR), which is a higher level of language proficiency of the upper-secondary school students.

Even though these reading materials may challenge the students, the contents were not a wide range of topics because the teacher needed to follow the contents closely similar to the coursebook. The contents in this reading materials and almost all of the students stated that they were able to read longer texts than the last time due to the activity inside this reading materials, for example, annotating the text. Hence, the result mentioned above supported Close Reading of Fisher and Frey (2012) efficient components that the texts should be complicated and advance students' reading skills. Also, students needed to reread the text's multiple times in order to locate the answer from text-dependent questions, which is quite similar to the suggestion from The Partnership for Academic Readiness for College and Career or PARCC (2010).

All in all, activity inside close reading materials can enhance their English reading comprehension, but the contents should also be relevant to their interest. Therefore, it might be great if the teachers conduct students' needs and preferences before creating a new Close Reading material to attract students' attention.

5.2.3 Thai secondary school students' opinions towards Close Reading instruction

5.2.3.1 Opinions' towards Close Reading instruction

The results from the Close Reading Instruction Questionnaire and the Semi-Structured Interview showed that students had a positive attitude towards Close Reading instruction. According to the Close Reading Instruction Questionnaire (part I), the consequence displayed that this instruction helped them learn more, made them more confident in their reading abilities, gave them tools that helped them when reading was difficult, and positively contributed to their learning. While the results from the Semi-Structured Interview also showed that most of the students thought that this instruction could increase their vocabulary and reading comprehension skills when faced with complex text. Moreover, results from the Semi-Structured Interview from two students at the highest post-test score, two students at the average mean score post-test score, and two students at the lowest post-test score preferred to use close read strategies at the stage of first reading to search for key ideas and details with annotating the text or reading with a pencil. Comparing to results from the Close Reading Instruction Questionnaire (part II), secondary school students were likely to reread the text, think about what the author means, and underline the words or phrases to overcome misunderstanding or confusing texts at the top three highest close reading strategies, respectively. The results of this study were consistent with other studies, students preferred to reread the text the most and followed by underlining the words or phrases to handle text misunderstanding and confusing (Victor, 2017). According to Shanahan (2012), Fisher and Frey (2012), they advocated that rereading multiple times would connect readers to a better comprehension of complex words, phrases, sentences,

and ideas. It can be implied that students frequently underlined words and sentences to annotate the texts from the first reading for key ideas and details. During the second reading, they sometimes reread the text many times to answer the text-dependent questions for crafting and structuring to support more comprehension. Finally, they integrated knowledge and ideas from the third reading to realize what they have learned from the given texts.

5.3 PEDAGOGICAL IMPLICATIONS

The findings from this study presented pedagogical implications into two aspects: 1) the use of Close Reading instruction with Thai secondary school students and 2) an integration of Close Reading instruction to English Reading and Writing course.

5.3.1 The use of Close Reading instruction with Thai secondary school students

According to Mulatu and Bezabih (2018), success or failure in learning a language depends on language instruction. This Close Reading instruction required students to repeat reading multiple times so that the teacher needed to give the reason why they needed to reread the text, such as to locate the answer from text-dependent questions with has a different purpose of rereading the text; otherwise, the students might be thought that they are bored of rereading the same texts for many times.

5.3.2 An integration of Close Reading instruction with English Reading and Writing course

First of all, the teachers should encourage and strengthen their students to improve their reading skills and go together with writing skills. The teachers should initiate their own reading materials because the coursebook might not be as up-to-date as the students' interests. In addition to creating their own reading materials, the teacher should limit frontloading as much as possible to promote student-centered teaching approach. As the Close Reading instruction developed by Shanahan (2012), Fisher and Frey (2012) required students to answer the text-dependent questions, it could enhance both reading and writing skills so that it might be great if the English teacher can implement this Close Reading instruction in their own classroom.

5.4 CONCLUSION

This study investigated the effects of Close Reading instruction on English reading comprehension of Thai secondary school students. It summarized that the students could enhance their English reading comprehension after participating in the study. Close Reading instruction can be beneficial for students to confront complex texts. The results showed that students sometimes apply close reading strategies to reread the text, think about the author's meaning, and underline the words or phrases to deal with misunderstandings or confusing texts. In conclusion, teachers may apply results from this study to implement English Close Reading instruction for secondary school students.

5.5 RECOMMENDATIONS FOR FUTURE STUDIES

There were two recommendations for future studies:

- 1) There should be another study to compare intensive and extensive Close Reading instruction to gain more substantial assumptions for the implementation of Close Reading for reading in a foreign language. The other study may be conducted to explore online close reading strategies.
- 2) The future studies should be investigated to employ more participants with a larger scale of participants.



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Appendix 1:

Sample of English Reading Comprehension Test

English Reading Comprehension Test

Mattayomsuksa 6 (Grade 12)

22 Questions

30 Minutes

22 Marks

Direction: Read the following texts and choose the best answer.

Text 1 (Question 1-8)

Things You Should Know About Loy Krathong: Thailand's Festival of Lights

If you happen to visit Thailand this November, there's a fantastic festival you definitely can't miss -Loy Krathong. Known as Thai Festival of Lights, Loy Krathong is one of Thailand's most enchanting and the second best-known festival after its New Year's festival Songkran. The Festival is held annually all over the country, as well as parts of Laos and Myanmar (Shan State) where it is called Tazaungdaing. Read on and find inspirations for how you can experience Loy Krathong as fully as possible.

What is Loy Krathong?

Krathong is a Thai term which refers to a piece of banana trunk decorated with flowers, banana leaves, candle and incense sticks. The word *Loy* means to float in the Thai language. When put together, those two terms simply mean floating banana trunk festival. Modern krathongs are mostly made out of bread or Styrofoam. But Styrofoam krathongs are sometimes not allowed as they pollute the water and they are difficult to decompose. Bread Krathongs are more environmentally friendly as they are biodegradable and in most cases eaten by fish.

Why do Thai people want to float a krathong? There are many stories regarding how the festival originated. One of the versions is that Thai people have long been closely involved with rivers for ages as Thailand is an agriculture based country. This means rivers are like their own blood veins. And to show respect to the river, basically the goddess of the river called *Pra Mae Khongkha*, Thai people decided to make a Krathong to worship and ask for forgiveness. The Thais now also see it as a time to wave goodbye to misfortune, wash away sins of the past year, and make wishes for the coming year.

When is Loy Krathong celebrated?

Loy Krathong takes place on the evening of the full moon of the 12th month in the traditional Thai lunar calendar. In the western calendar, this usually falls in November. The exact date is announced a month before the festival.

Hence the following dates are not confirmed dates. They are the full moon days on which the festival is based.

Where to celebrate Loy Krathong?

Loy Krathong is celebrated all over Thailand. You can go and enjoy the festival almost everywhere in the country where it has water. However, there are certain places which hold the festival in a much bigger scale. And our recommendations are Sukhothai, Chiang Mai, and Bangkok.

Sukhothai

Located in the central of Thailand, Sukhothai is believed to be the birthplace of Loy Krathong, and is still one of the best places to experience the joyous festival. Loy Krathong in Sukhothai is celebrated for five days. In addition to magical floating lights, there are beauty contest, parades, folk music performances and light and sound shows. Nearly all the festivities take place in Sukhothai Historical Park (the old city).

If you want to see *Loy Krathong* in Sukhothai, remember to book hotels well ahead of time as it is a popular tourist destination with a limited number of hotels.

Chiang Mai

Chiang Mai is where *Loy Krathong* meets *Yi Peng*, a lantern festival celebrated alongside *Loy Krathong*. As the largest city in northern Thailand, Chiang Mai is known for its flying lanterns rather than its floating offerings. People who visit Chiang Mai during the few days of the festival can also enjoy some of the city's most incredible parades, firework display and traditional art performances in public places.

Bangkok

Apart from Sukhothai and Chiang Mai, Bangkok is also a great *Loy Krathong* destination. The city boasts many ponds and waterways in public parks where families, friends and lovers gather and set off their krathongs. Watching the route that a krathong takes is a popular way for couples to predict what the future holds for their relationship. Wat Arun and Wat Yannawa are also good options for launching krathongs down the Chao Phraya River.

1. What is another name of *Loy Krathong* in Thailand?
 - a) Tazaungdaing
 - b) Thai Festival of Lights
 - c) Shan Festival of Lights
 - d) A and B are correct
2. What is a Krathong's material that pollutes the water?
 - a) Banana trunk
 - b) Bread
 - c) Styrofoam
 - d) All of them are incorrect
3. Where is the place of origin of the *Loy Krathong* Festival?
 - a) Sukhothai
 - b) Bangkok
 - c) Chiang Mai
 - d) Everywhere in the country where it has water
4. Where is the place that people prefer to flying lanterns than floating the Krathong?
 - a) Sukhothai
 - b) Bangkok
 - c) Chiang Mai
 - d) Everywhere in the country where it has water

5. What is the primary purpose of Loy Krathong Festival?
 - a) To worship the goddess of the river
 - b) To ask for forgiveness from the goddess of the river
 - c) To wave bad things and make a wish for the next year
 - d) All of them are correct
6. We can infer from the text that _____.
 - a) Loy Krathong is one of the festivals that happen only in Thailand
 - b) Loy Krathong is to respect the goddess of the river by floating the Krathong
 - c) A and B are correct
 - d) A and B are incorrect
7. The main purpose of this text is _____.
 - a) To inform
 - b) To persuade
 - c) To entertain
 - d) None of them
8. What does the author want you to learn from this text?
 - a) To know Loy Krathong is one of the festivals in Thailand
 - b) To celebrate Loy Krathong in Sukhothai, Bangkok, and Chiang Mai
 - c) To attract the tourists to come to Thailand during Loy Krathong Festival
 - d) To realize the awareness of using water consumption

Appendix 2:

Evaluation Form of Item Objective Congruence:

English Reading Comprehension Test

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

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Aspects	Explanations	Test items	Experts			IOC Mean Scores	Meaning
			A	B	C		
General understanding & key details	Indicate the key understanding from the given text. It usually starts with easier questions, e.g., -wh questions.	1. What is another name of Loy Krathong in Thailand? a) Tazaungdaing. b) Thai Festival of Lights c) Shan Festival of Lights d) A and B are correct	1	1	1	1.0	Accept
		2. What is a Krathong's material that pollutes the water? a) Banana truck b) Bread c) Styrofoam d) All of them are incorrect	1	1	1	1.0	Accept
		3. Where is the place of origin of the Loy Krathong Festival? a) Sukhothai b) Bangkok c) Chiang Mai d) Everywhere in the country where it has water	1	1	1	1.0	Accept
		4. Where is the place that people prefer to flying lanterns than floating the Krathong? a) Sukhothai b) Bangkok	1	1	1	1.0	Accept

		c) Chiang Mai d) Everywhere in the country where it has water					
		5.What is the primary purpose of Loy Krathong Festival a) To worship the goddess of the river b) To ask for forgiveness from the goddess of the river c) To wave bad things and make a wish for the next year d) All of them are correct	1	1	1	1.0	Accept
		9.Which of the following regions that the pork and chicken, are the main ingredient for several dishes? a) Northeast b) South c) California d) Midwest	1	1	0	0.67	Accept
		10.Which of the following regions that you can find tons of avocado? a) Northeast b) South c) California d) Midwest	1	1	0	0.67	Accept
		11.Which of the following regions that you can find corn, soy, and wheat field easily? a) Northeast b) South c) California d) Midwest	1	1	0	0.67	Accept
		12.What is the tradition of American cuisine during Thanksgiving? a) American Fried Rice b) Turkey c) Hot Dog d) Hamburger	1	1	1	1.0	Accept
		13.Which of the following	1	1	1	1.0	Accept

		<p>is NOT TRUE about Thanksgiving?</p> <p>a) It is a tradition that is also known as a traditional holiday dish</p> <p>b) Turkey is the main dish of Thanksgiving</p> <p>c) Hot Dogs and Hamburgers are the main dishes of Thanksgiving</p> <p>d) All of them are incorrect</p>					
		<p>17.What is the Korean writing system called?</p> <p>a) Hanja</p> <p>b) Hangeul</p> <p>c) Gibun</p> <p>d) Jeju</p>	1	1	1	1.0	Accept
		<p>18.What is a sign of respect for Korean people when they meet each other?</p> <p>a) To bow</p> <p>b) To shake hands</p> <p>c) To hug</p> <p>d) All of them are correct</p>	1	1	1	1.0	Accept
		<p>19. Which of the following is NOT TRUE about dining with Korean people?</p> <p>a) The elder always eats first</p> <p>b) The younger always eat first</p> <p>c) The sign of being happy or enjoying the food is talking loudly</p> <p>d) Korean people always pour for others before they pour their own drink</p>	1	1	1	1.0	Accept
		<p>20.Korean people always giving tips by _____.</p> <p>a) Leaving on the table</p> <p>b) Leaving on the tips box</p> <p>c) Folding the tips inside bill and hand to the waiter</p> <p>d) All of them are incorrect</p>	1	1	1	1.0	Accept
Vocabulary & text structure	Craft the questions in terms of words	<p>14.In the following statement below, the author used the word "integral,"</p>	1	1	1	1.0	Accept

	and text structures	what does it mean? “Pork and chicken are integral parts of many dishes.” a) Equivalent b) Average c) Delicious d) Important					
Author’s purpose	Identify the purpose of writing of the author or author’s point of view from the given text.	7.The main purpose of this text is _____. a) To inform b) To persuade c) To entertain d) None of them	1	1	1	1.0	Accept
		15.The main purpose of this text is to that _____. a) To inform. b) To persuade. c) To entertain. d) None of them.	1	1	1	1.0	Accept
		21.The main purpose of this text is to that _____. a) To inform. b) To persuade. c) To entertain. d) None of them.	1	1	1	1.0	Accept
Inferences	Investigate inferences on the argument or key details from the given text.	6.We can infer the text that _____. a) Loy Krathong is one of the festivals that happen only in Thailand. b) Loy Krathong is to respect the goddess of the river by floating the Krathong. c) A and B are correct. d) A and B are incorrect.	1	1	1	1.0	Accept
Opinions, arguments, intertextual connections	Compare and contrast the given text with their daily life	8.What does the author want you to learn from this text? a) To know Loy Krathong is one of the festivals in Thailand. b) To celebrate Loy Krathong in Sukhothai, Bangkok, and Chiang Mai.	1	0	1	0.67	Accept

		<p>c) To attract the tourists to come to Thailand during Loy Krathong Festival.</p> <p>d) To realize the awareness of using water consumption.</p>					
		<p>16.What does the author want you to learn from this text?</p> <p>a) To understand the regional specialties and traditional American dishes and snacks.</p> <p>b) To know Turkey is the famous dish in American.</p> <p>c) To recognize seafood dishes can locate only in New England.</p> <p>d) To comprehend how to celebrate Thanksgiving.</p>	1	0	1	0.67	Accept
		<p>22.What does the author want you to learn from this text?</p> <p>a) To realize and respect the Korean customs in many aspects.</p> <p>b) To know Hanja are usually used to mark newspapers.</p> <p>c) To achieve the goal of applying the concept of face when you need to encounter embarrassing situations.</p> <p>d) To recognize that slurping of noodles is the way to illustrate how Korean people appreciate the cook.</p>	1	0	1	0.67	Accept

Appendix 3:

Close Reading Instruction Questionnaire (English version)

Close Reading Instruction Questionnaire (Russel, 2015; Victor, 2017)

Instructions: Put a check mark (✓) on the space provided that best describes how you feel about Close Reading instruction. **Your answer will be kept confidential and will not affect your grade.**

Part I: Opinion (Russell, 2015)

Close Reading Instruction	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
<i>In your opinion, Close Reading instruction:</i>					
1. is enjoyable.					
2. helps me learn more.					
3. makes me more confident in my reading abilities.					
4. is one of my least favorite types of instruction.					
5. doesn't teach me anything valuable.					
6. is a type of activity that I would choose.					
7. does not prepare me for the future.					
8. does not help me become a better reader.					
9. is boring.					
10. teaches me things I need to know to be successful.					
11. gives me tools that help me when reading is difficult.					
12. positively contributes to my learning.					

Part II: Strategies (Victor, 2017)

Close Reading Instruction	Never	Rarely	Sometimes	Often
	1	2	3	4
<i>When I read difficult texts outside classroom, I use the following reading strategies:</i>				
1. circle the important words/ phrases.				
2. underline the words/ phrases that you don't understand or confusing.				
3. write down the important thought inside the text				

in the left or right margins.				
4. reread the text.				
5. talk to others about the meaning in the given text.				
6. think about what the author means.				
7. use the evidence from the given text when answering questions that are complex.				



Appendix 4:

Close Reading Instruction Questionnaire (Thai version)

แบบสอบถามการสอนการอ่านอย่างลึกซึ้ง (Russel, 2558; Victor, 2560)

คำสั่ง: ให้คุณทำเครื่องหมาย (✓) ในช่องตัวเลขที่ตรงกับความรู้สึกของตนเองได้ดีที่สุดว่าคุณรู้สึกอย่างไรกับการสอนการอ่าน

อย่างลึกซึ้งเหล่านี้ คำตอบของคุณจะถูกเก็บเป็นความลับและไม่ส่งผลกระทบต่อเกรดของคุณ

ส่วนที่ 1: ความคิดเห็น (Russel, 2558)

การสอนการอ่านอย่างลึกซึ้ง	ไม่เห็นด้วย อย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่าง ยิ่ง
	1	2	3	4	5
ในความคิดของคุณการสอนการอ่านอย่างลึกซึ้ง					
1. มีความสนุกสนาน					
2. ช่วยให้ฉันเรียนรู้เพิ่มขึ้น					
3. ทำให้ฉันมั่นใจมากขึ้นในความสามารถทางการอ่านของตนเอง					
4. เป็นการสอนประเภทหนึ่งที่ฉันชอบน้อยที่สุด					
5. ไม่ได้สอนอะไรที่มีค่าให้กับฉันเลย					
6. เป็นกิจกรรมประเภทหนึ่งที่ฉันจะเลือก					
7. ไม่ได้เตรียมความพร้อมของฉันสำหรับอนาคต					
8. ไม่ได้ช่วยให้ฉันเป็นนักอ่านที่ดีขึ้น					
9. น่าเบื่อ					
10. สอนฉันในสิ่งที่ฉันต้องรู้เพื่อประสบความสำเร็จ					
11. เป็นเครื่องมือที่ช่วยฉันในขณะที่ฉันคิดว่า การอ่านเป็นเรื่องยาก					
12. มีส่วนช่วยในการเรียนรู้ของฉัน					

ส่วนที่ 2: กลยุทธ์ (Victor, 2560)

การสอนการอ่านอย่างลึกซึ้ง	ไม่เคยเลย	แทบจะไม่	บางครั้ง	บ่อย ๆ เป็น ประจำ
	1	2	3	4
เมื่อฉันอ่านบทความที่ยากนอกห้องเรียน ฉันใช้กลยุทธ์การอ่าน ดังต่อไปนี้				
1. วงกลม คำ หรือ วลี ที่สำคัญ				
2. จดเส้นใต้ คำ หรือ วลี ที่คุณไม่เข้าใจ หรือ สับสน				
3. เขียนความคิดเห็นที่สำคัญลงในบทความในระชยะขอบกระดาษทางด้านซ้ายหรือขวา				
4. อ่านบทความซ้ำ				
5. พุดคุยกับผู้อื่นเกี่ยวกับความหมายในบทความที่ถูกกำหนดให้อ่าน				
6. นึกถึงความหมายที่ผู้เขียนต้องการสื่อ				
7. ใช้หลักฐานจากบทความที่กำหนดให้อ่านเมื่อต้องตอบคำถามที่ซับซ้อน				

Appendix 5:

Semi – Structured Interview Questions (Revised version from Experts)

1. นักเรียนคิดว่าสามารถนำความรู้จากการเรียนการอ่านอย่างลึกซึ้งไปใช้ประโยชน์ในการเรียนได้อย่างไร

How can you apply the knowledge from Close Reading Instruction in your learning?

2. นักเรียนชอบกลยุทธ์ใดจากการเรียนการอ่านอย่างลึกซึ้งมากที่สุด เพราะเหตุใด

Which strategy from Close Reading Instruction do you like most? Why?

3. นักเรียนมีข้อเสนอแนะเพิ่มเติมเกี่ยวกับการอ่านอย่างลึกซึ้งไหม เพราะเหตุใด

Do you have any additional comments regarding Close Reading Instruction?

Why?



Appendix 6:

Evaluation Form for Interview Questions

The interview questions are developed by Mr. Apiwat Piyasakulchai for the research on An Implementation of Close Reading Instruction to Promote English Reading Comprehension of Secondary School Students.

Please give your comments regarding to each part of the interview from the space provided below.

Q1: จากการที่ได้เรียนการอ่านอย่างลึกซึ้ง นักเรียนคิดว่าสามารถนำไปใช้ประโยชน์อะไรได้บ้าง

In your opinion, what is/are the practical advantage(s) of Close Reading Instruction?

- Appropriate
- Need to revise by _____

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Q2: จากการที่ได้เรียนการอ่านอย่างลึกซึ้ง นักเรียนชอบกลยุทธ์ใดมากที่สุด อาทิ เช่น การใส่คำอธิบายประกอบข้อความ การอ่านหลายรอบที่มีจุดมุ่งหมายไม่เหมือนกัน

Which is/are strategies from Close Reading Instruction you like most, i.e., annotating the text or practicing multiple reading for different purposes?

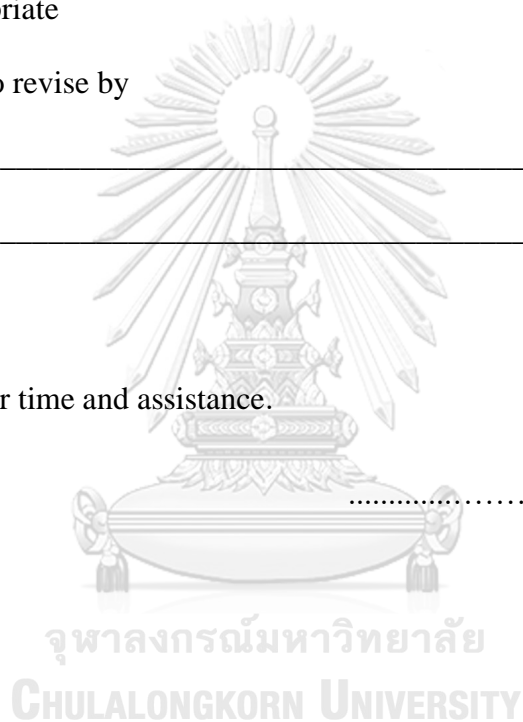
- Appropriate
- Need to revise by _____

Q3: มีอะไรเกี่ยวกับการอ่านอย่างลึกซึ้งที่นักเรียนต้องการจะบอกเพิ่มเติมไหม อาทิ เช่น อุปสรรค

Do you have any additional comments regarding the Close Reading, e.g., difficulty?

- Appropriate
- Need to revise by

Thank you for your time and assistance.



.....

Expert

Appendix 7:

Sample of Lesson Plan (Unit 1) for Week 2

Unit 1:	Tradition	Step: First Read
Course:	English Reading and Writing	Level: Grade 12
Time:	1 period (40 minutes)	

Terminal Objective:

- Students will be able to annotate the text strategies accurately

Enabling Objective:

- Students will be able to use annotating text strategies properly during read-aloud session
- Students will be able to identify key vocabulary in the text

Teaching Content

- Text no.1: The Southeast Asian Songkran Tradition
- Teaching annotating strategies – circle, underline, and write
- PowerPoint Slide


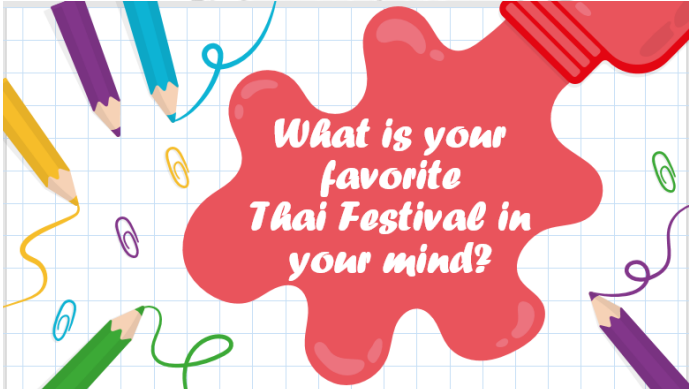
Materials and Equipment:

- Text no.1: The Southeast Asian Songkran Tradition
- PowerPoint Slide
- Activity 1

Evaluation:

- Observe students' cooperation, attention; whereas, they are learning and participating during class activities
- Check students' reading comprehension from their answers

Teaching Procedures**Week 2: 40 mins**

Time	Tasks	Teacher
10 mins	<p>Warm-up activities</p>  <p>Unit 1: Tradition</p>  <p>What is your favorite Thai Festival in your mind?</p>	<ul style="list-style-type: none"> • Good morning/ good afternoon, class. How are you today? • Before we start studying today, I have one question to ask you. • What is your favorite Thai Festival in your mind? • After receiving the answer from students, show 2 pictures and ask them 'What this festival is called?' • After receiving the answer from students, lead the question which is 'Is this festival has only in Thailand?' • Then, introduce 8 words with sentence example in each word that essential for text no.1

Vocabulary

1) Tradition: a belief, principle, or way of acting that people in a particular society/ group have continued to follow for a long time

For example: We decided to break with **tradition** this year and go away for Christmas.

2) Celebration: a special event that people organize something e.g. birthday

For example: We want to do something special in **celebration** of Amy's great new job.

Vocabulary



3) Splash: to make someone/ something wet by making the water

For example: Tom and Jerry love to **splash** water during Songkran Festival.



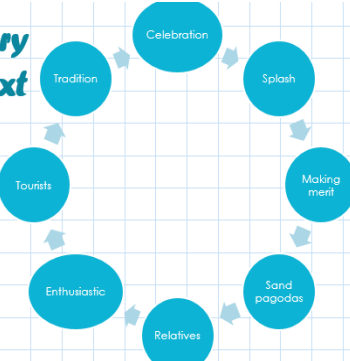
4) Making merit: the quality of being good and of deserving praise/ reward

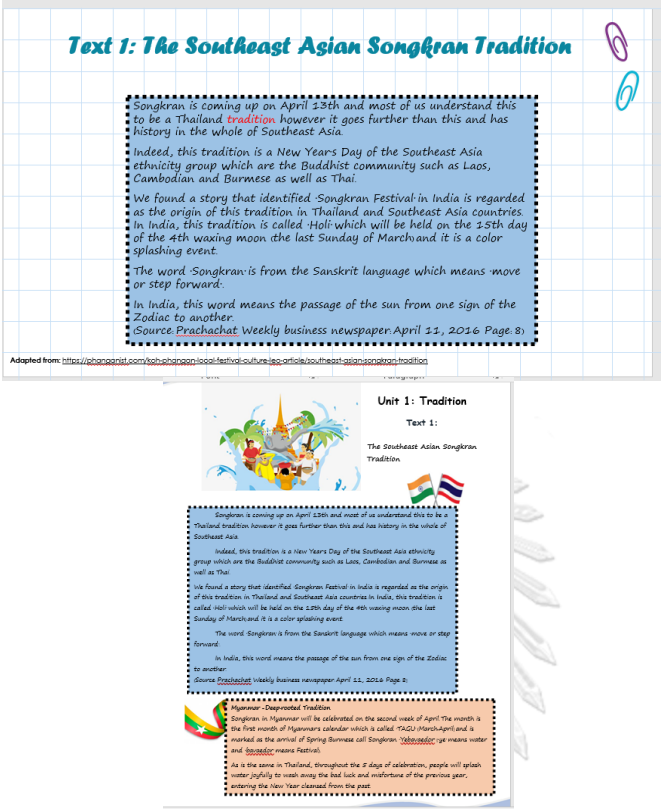
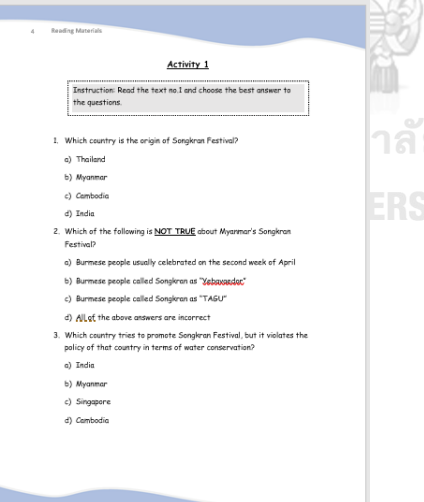
For example: **Making merit** by giving alms has been part of Thais' lifestyle for thousands of years.



Is this festival
has only in
Thailand?



	<p>Vocabulary</p>  <p>5) Sand pagodas: the temporary pagodas usually made from mud/sand For example: Thais making sand pagodas in the temple during Songkran Festival.</p> <p>6) Relatives: a person connected by blood/ marriage For example: I haven't got many blood relatives.</p>	
<p>5 mins</p>	<p>Introduce annotating the text</p> <p>Annotating the text</p>  <p>3 strategies of annotating the text</p> <ol style="list-style-type: none"> 1) Circle: the important words/phrases 2) Underline: the words/phrases you don't understand or confusing 3) Write: the important thoughts in the margin or questions in your mind while reading (can be left or right margins) <p>Find Vocabulary in The Given Text</p> 	<ul style="list-style-type: none"> • Before we read the given text, let's introduce the strategy that helps you concentrate more on reading. • It is called annotating the text, and this strategy has 3 functions to follow, which are circle, underline and write • Circle the word that you may think that it contains important words/phrases • Underline the word that you may think that it combines the words/phrases you don't understand or confusing • And the last one is that write the important your thoughts in the right or left margin or question in your mind while you're reading • After they learned how to annotate the text, the teacher requires to ask them to annotate the essential vocabularies in the given text

<p>15 mins</p>	<p>Teacher uses Read-Aloud with annotating the text with students</p> 	<ul style="list-style-type: none"> • Ok, after we have known the strategy which helps you concentrate more on reading. • Let's us practice it together! • My students, turn to page no.1, the Southeast Asian Songkran Tradition • Teacher and Students read and annotate the text together
<p>10 mins</p>	<p>Teacher assigns activity no.1 to students</p> 	<ul style="list-style-type: none"> • Ok, after we already read the text together. In order to check your understanding, turn to page no. 4 and complete all the questions in the activity no.1 • If you have any questions, feel free to ask me. • Response the students' question • If not, when you complete it, please submit it to me. • See you again next week

Lesson Plan (Unit 1) for Week 3

Unit 1: Tradition **Step:** Second

Read

Course: English Reading and Writing **Level:** Grade 12

Time: 1 period (40 minutes)

Terminal Objective:

- Students will be able to infer and scan information about Songkran Tradition correctly

Enabling Objective:

- Students will be able to find the key details
- Students will be able to deduce and collect information
- Students will be able to do the activity 2 and 3 at least 80% correctly

Teaching Content

- Text no.1: The Southeast Asian Songkran Tradition
- Teaching some of Text-Dependent Questions which related to second read
- Grammar review and sentence frames
- PowerPoint Slide

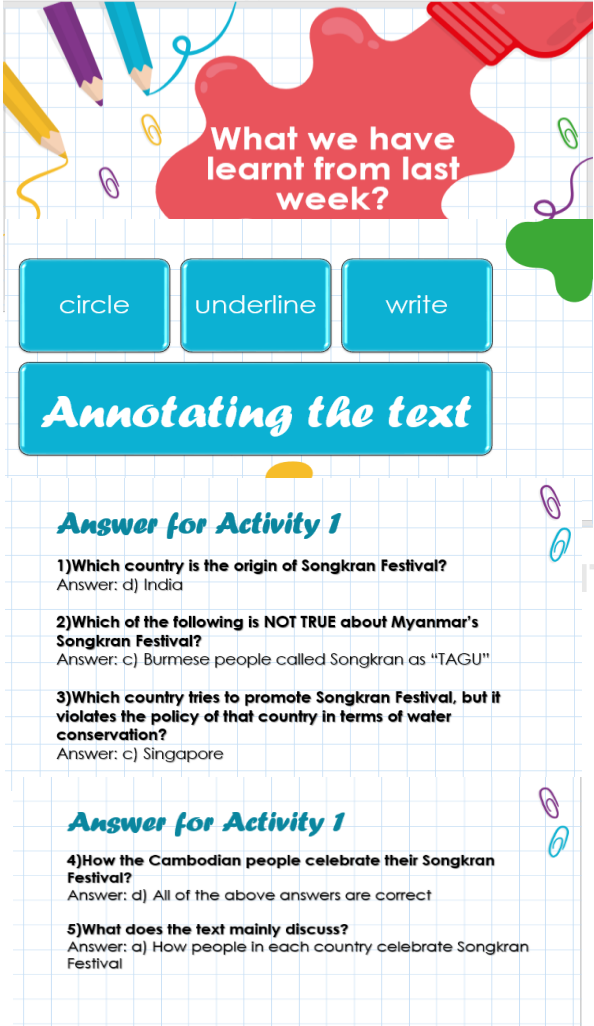
Materials and Equipment:

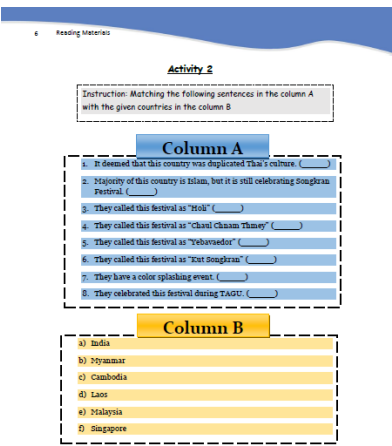
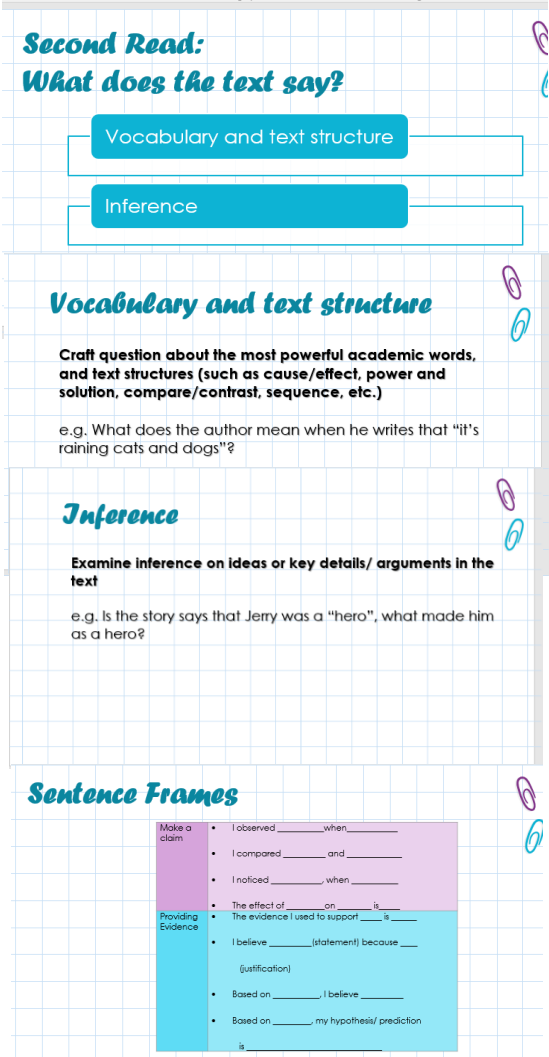
- Text no.1: The Southeast Asian Songkran Tradition
- PowerPoint Slide
- Activity 2 and 3

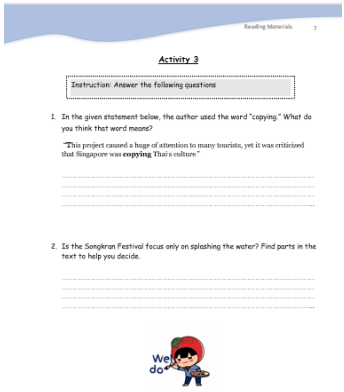
Evaluation:

- Observe students' cooperation, attention; whereas, they are learning and participating during class activities
- Check students' reading comprehension from their answers

Teaching Procedures**Week 3: 40 mins**

Time	Tasks	Teacher
5 mins	<p>Teacher reviews the previous class lesson</p>  <p>Answer for Activity 1</p> <p>1) Which country is the origin of Songkran Festival? Answer: d) India</p> <p>2) Which of the following is NOT TRUE about Myanmar's Songkran Festival? Answer: c) Burmese people called Songkran as "TAGU"</p> <p>3) Which country tries to promote Songkran Festival, but it violates the policy of that country in terms of water conservation? Answer: c) Singapore</p> <p>Answer for Activity 1</p> <p>4) How the Cambodian people celebrate their Songkran Festival? Answer: d) All of the above answers are correct</p> <p>5) What does the text mainly discuss? Answer: a) How people in each country celebrate Songkran Festival</p>	<ul style="list-style-type: none"> • Good morning/ good afternoon, class. How are you today? • Before we start studying today, we will discuss what we have learned from last week first • Last week, we learned the given text called "The Southeast Asian Songkran Festival," and also we learned about annotating the text strategies • In annotating the text, it has circle, underline, and write • Ok, we will look at the answer for activity 1 that we did last week first • Show the answer of activity 1

<p>10 mins</p>	<p>Teacher assigns students do activity 2</p> 	<ul style="list-style-type: none"> • In order to check your understanding the text, I want you to do activity 2 on page 6 • You need to reread the given text and match column A with the column B • Any questions about this activity? • Response to the questions of students • If not, I will give you 10 minutes to complete this activity
<p>15 mins</p>	<p>Teacher teaches some of Text-Dependent Questions which related to second read</p> 	<ul style="list-style-type: none"> • Ok, second read or it focuses on what does the text says • Inside the second read, it has vocabulary and text structure and inference • The teacher teaches the definition of vocabulary and text structure and inference mentioned above with some example • After that, the teacher introduces sentence frame that useful for the student to do activity 3

10 mins	<p>Teacher assigns activity no.3 to students</p>  <p>The screenshot shows a reading activity page. At the top right, it says 'Reading Materials 7'. The title is 'Activity 3'. Below the title is an instruction: 'Answer the following questions'. There are two questions: 1. 'In the given statement below, the author used the word "copying." What do you think that word means?' followed by a quote: '"This project caused a huge of attention to many tourists, yet it was criticized that Singapore was copying their culture"' and a set of four horizontal lines for an answer. 2. 'Is the Songkran Festival focus only on splashing the water? Find parts in the text to help you decide.' followed by another set of four horizontal lines. At the bottom center is a cartoon character with a red cap and a speech bubble that says 'We do it'.</p>	<ul style="list-style-type: none"> • Ok, after we already know some information about text-dependent questions related to the second read. • Turn to page no. 7 and complete all the questions in the activity no.3 (work in pair) • If you have any questions, feel free to ask me. • Response the students' question • If not, when you complete it, please submit it to me. • See you again next week
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Lesson Plan (Unit 1) for Week 4

Unit 1:	Tradition	Step: Third Read
Course:	English Reading and Writing	Level: Grade 12
Time:	1 period (40 minutes)	

Terminal Objective:

- Students will be able to summarize their ideas from the given text and reflect their opinions on the Southeast Asian Songkran Tradition

Enabling Objective:

- Students will be able to critically think and indicate their point of view based on the text
- Students will be able to create mind-mapping or brochure
- Students will be able to do the activity 3 and 4 at least 80% correctly

Teaching Content

- Text no.1: The Southeast Asian Songkran Tradition
- Teaching some of Text-Dependent Questions which related to third read
- PowerPoint Slide


Materials and Equipment:

- Text no.1: The Southeast Asian Songkran Tradition
- PowerPoint Slide
- Activity 4 and 5

Evaluation:

- Observe students' cooperation, attention; whereas, they are learning and participation during class activities
- Check students' reading comprehension from their works

Teaching Procedures**Week 4: 40 mins**

Time	Tasks	Teacher				
10 mins	<p>Teacher reviews the previous class lesson</p>  <p>Second Read: What does the text say?</p> <p>Vocabulary and text structure</p> <p>Inference</p> <p>Answer for Activity 2</p> <table border="1"> <thead> <tr> <th data-bbox="440 1621 767 1644">Column A</th> <th data-bbox="767 1621 999 1644">Column B</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1644 767 1823"> 1. It deemed that this country was duplicated Thai's culture. (F) 2. Majority of this country is Islam, but it is still celebrating Songkran Festival. (E) 3. They called this festival as "Holi" (A) 4. They called this festival as "Chaul Chnam Thmey" (C) 5. They called this festival as "Yebavaedor" (B) 6. They called this festival as "Kut Songkran" (D) 7. They have a color splashing event. (A) 8. They celebrated this festival during TAGU. (B) </td> <td data-bbox="767 1644 999 1823"> a) India b) Myanmar c) Cambodia d) Laos e) Malaysia f) Singapore </td> </tr> </tbody> </table>	Column A	Column B	1. It deemed that this country was duplicated Thai's culture. (F) 2. Majority of this country is Islam, but it is still celebrating Songkran Festival. (E) 3. They called this festival as "Holi" (A) 4. They called this festival as "Chaul Chnam Thmey" (C) 5. They called this festival as "Yebavaedor" (B) 6. They called this festival as "Kut Songkran" (D) 7. They have a color splashing event. (A) 8. They celebrated this festival during TAGU. (B)	a) India b) Myanmar c) Cambodia d) Laos e) Malaysia f) Singapore	<ul style="list-style-type: none"> • Good morning/ good afternoon, class. How are you today? • Before we start studying today, we will discuss what we have learned from last week first • Last week, we learned some of the text-dependent questions which related to second read • It refers to vocabulary and text structure and also inference • Ok, we will look at the answer for activity 2 that we did last week first • Show the answer of activity 2 • Give feedback back to students for activity 3
Column A	Column B					
1. It deemed that this country was duplicated Thai's culture. (F) 2. Majority of this country is Islam, but it is still celebrating Songkran Festival. (E) 3. They called this festival as "Holi" (A) 4. They called this festival as "Chaul Chnam Thmey" (C) 5. They called this festival as "Yebavaedor" (B) 6. They called this festival as "Kut Songkran" (D) 7. They have a color splashing event. (A) 8. They celebrated this festival during TAGU. (B)	a) India b) Myanmar c) Cambodia d) Laos e) Malaysia f) Singapore					
10 mins	Teacher assigns students do activity 4	<ul style="list-style-type: none"> • In order to check your understanding the text, I want you to do activity 4 on page no.8 • You need to reread the given 				

	<p style="text-align: center;">Activity 4</p> <p style="text-align: center;">Instruction: Re-read text no.1 and complete the mind-mapping below</p>	<p>text and create mind-mapping</p> <ul style="list-style-type: none"> • Any questions about this activity? • Response the questions of students • If not, I will give you 8 minutes to complete this activity 																																				
<p>15 mins</p>	<p>Teacher teaches some of Text-Dependent Questions which related to third read</p> <table border="1" data-bbox="582 1556 893 1736"> <thead> <tr> <th>Claim/Opinion Statement</th> <th>Reasoning</th> <th>Example/Evidence</th> <th>Conclusion</th> </tr> </thead> <tbody> <tr> <td>I believe</td> <td>One reason</td> <td>For example,</td> <td>In conclusion,</td> </tr> <tr> <td>I feel</td> <td>Another reason</td> <td>Another example,</td> <td>As you can see,</td> </tr> <tr> <td>In my opinion,</td> <td>Also,</td> <td>For instance,</td> <td>That is why</td> </tr> <tr> <td>I prefer</td> <td>In addition,</td> <td>One example is</td> <td>All in all,</td> </tr> <tr> <td></td> <td>Another</td> <td></td> <td></td> </tr> <tr> <td></td> <td>First,</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Next,</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Last,</td> <td></td> <td></td> </tr> </tbody> </table>	Claim/Opinion Statement	Reasoning	Example/Evidence	Conclusion	I believe	One reason	For example,	In conclusion,	I feel	Another reason	Another example,	As you can see,	In my opinion,	Also,	For instance,	That is why	I prefer	In addition,	One example is	All in all,		Another				First,				Next,				Last,			<ul style="list-style-type: none"> • Ok, third read or it focuses on what did the text mean • Inside the second read, it has an only opinion and intertextual questions • The teacher teaches the definition of opinion and intertextual questions mentioned above with some example • After that, the teacher introduces opinion writing sentence starters that useful for the student to do activity 5
Claim/Opinion Statement	Reasoning	Example/Evidence	Conclusion																																			
I believe	One reason	For example,	In conclusion,																																			
I feel	Another reason	Another example,	As you can see,																																			
In my opinion,	Also,	For instance,	That is why																																			
I prefer	In addition,	One example is	All in all,																																			
	Another																																					
	First,																																					
	Next,																																					
	Last,																																					
<p>10 mins</p>	<p>Teacher assigns activity no.5 to students</p>	<ul style="list-style-type: none"> • Ok, after we already know some information about text-dependent questions related to third read. • Turn to page no. 9 and complete all the questions in the activity no.5 																																				

Reading Materials 9

Activity 5


Instruction: Answer the following questions

1. What do you think this text trying to share with the readers?

.....
.....
.....
.....

2. As you are Thai people, which methods will you use to promote the Songkran Festival in Thailand for the next year?

.....
.....
.....
.....



10 Reading Materials

3. According to question no.2, show your initiated work below by creating a brochure to promote Songkran Festival in Thailand.

G CITY

- If you have any questions, feel free to ask me.
- Response the students' question
- If not, when you complete it, please submit it to me.
- See you again next week

Appendix 8:

Evaluation Form of Item Objective Congruence:

Lesson Plan

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

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

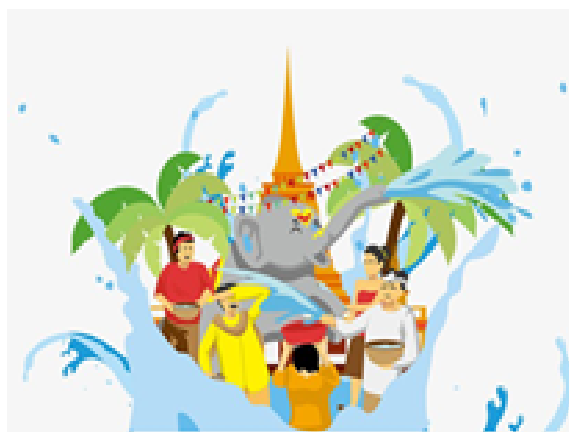
Assessment Issues	Experts			IOC Mean Score	Meaning
	A	B	C		
Objectives					
1. The objectives are clear and concise.	1	1	1	1.0	Accept
2. The objectives are relevant and consistent with the concept of the lesson.	1	1	1	1.0	Accept
Materials or Activities					
3. Materials or Activities are appropriate for the lessons and to students' level.	1	1	1	1.0	Accept
4. Materials or Activities are understandable.	1	1	1	1.0	Accept
Teaching Close Reading Instruction procedures					
5. The teaching steps are in appropriate sequences.	1	1	1	1.0	Accept
6. The teaching steps are clear and practical.	1	1	1	1.0	Accept
First Read: Key Ideas & details					
7. The teaching steps provide an opportunity for students to activate their background knowledge.	1	1	1	1.0	Accept
8. The teaching steps engage students to use annotating the text.	1	1	1	1.0	Accept
9. The teaching steps provide an opportunity for students to locate their answers at the level of key ideas & details.	1	1	1	1.0	Accept
Second Read: Craft & structure					
10. The teaching steps engage students to reread the text to find information at the level	1	1	1	1.0	Accept

of craft & structure.					
11. The teaching steps provide an opportunity for students to pinpoint their answers at the level of craft & structure.	1	1	1	1.0	Accept
Third Read: Integration of knowledge & ideas					
12. The teaching steps engage students in rereading the text to find information at the level of integration of knowledge & ideas.	1	1	1	1.0	Accept
13. The teaching steps provide an opportunity for students to find their answers at the level of integration of knowledge & ideas.	1	1	1	1.0	Accept



Appendix 9:

Student's Book (Sample Unit 1)



Unit 1: Tradition

Text 1:

The Southeast Asian Songkran Tradition



Songkran is coming up on April 13th and most of us understand this to be a Thailand tradition however it goes further than this and has history in the whole of Southeast Asia.

Indeed, this tradition is a New Years Day of the Southeast Asia ethnicity group which are the Buddhist community such as Laos, Cambodian and Burmese as well as Thai.

We found a story that identified Songkran Festival in India is regarded as the origin of this tradition in Thailand and Southeast Asia countries. In India, this tradition is called Holi which will be held on the 15th day of the 4th waxing moon (the last Sunday of March) and it is a color splashing event.

The word Songkran is from the Sanskrit language which means 'move or step forward'.

In India, this word means the passage of the sun from one sign of the Zodiac to another.

(Source: Prachachat Weekly business newspaper April 11, 2016 Page 8)

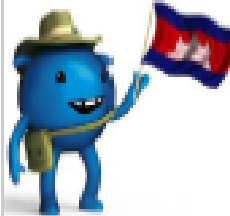


Myanmar - Deep-rooted Tradition

Songkran in Myanmar will be celebrated on the second week of April. The month is the first month of Myanmar's calendar which is called TAZUN (March/April) and is marked as the arrival of Spring. Burmese call Songkran 'Yebavaedon' (ye means water and 'bavaedon means Festival).

As is the same in Thailand, throughout the 5 days of celebration, people will splash water joyfully to wash away the bad luck and misfortune of the previous year, entering the New Year cleansed from the past.

2 Reading Materials



Cambodia - The old land of Hinduism

Cambodian New Year is also the same day as Songkran Day in Thailand. It is called 'Chaul Chnam Thmey' meaning to enter the new year and it is also marked as the end of the harvest seasons.

The rituals and activities of Songkran festival in Cambodia are similar to Thailand's which are making merit, forming sand pagodas, sprinkling scented water on the Buddha and enjoy folk plays.

In Cambodia, they celebrate Songkran for three days and the three days of celebration each have their own associated traditions. The first day, people will make a merit by offering alms to monks. They also take sand back to their local temple for the intention of forming pagodas in the next day. The second day is a family day so everyone will get together and help each other forming sand chedis or pagodas. On the third day, they will enjoy the folk plays, clean statues of Lord Buddha with scented water and bathe their parents and grandparents in return for blessing and good advice for the future.

Laos - Similar culture to Thailand

New Years Day in Laos is called 'Kut Songkran' and is held in from the 14th to 16th.

The activities will be similar to the North of Thailand's. The first day is 'Wan Sangkan Luang' (the last day of the old year). People will clean their house properly to prepare to receive good things in upcoming year. The second day is 'Wan Nao' which means 'day of no day' (a day that falls in neither the old year nor the New Year). This day is a Family Day because all relatives will get together and prepare for the traditional blessing ceremony which called 'Bai-si' for the elder people in the family. The third day is 'Wan Sangkan Kuen' which is the festival marks the start of the new year. For this day, they will do 'Bai-si', wash Buddha images with scented water and enjoy the parade of 'Nang Sangkarn' or Miss Songkran in Lao language.

Songkran Festival in Laos is really popular among foreign travelers especially in a scenery town like Luang Prabang. Furthermore, they will organise a Miss Songkran Beauty Contest which always takes place here every year.





Malaysia - Happy Songkran

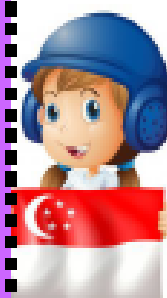
Although most of Malaysians (59%) are Islam, Buddhism (19.3%) still gives importance to the original tradition like Songkran. Especially in the northern part of the country, a thousand Buddhists always celebrate this event during 12 -14 April every year.

Penang is one of many states that are enthusiastic to organise this event and also Perak which is located only 10 kilometers far from Betong, Yala, Thailand. Over 2 thousand of Malaysian-Thai descent who live around that area will always take part in this tradition ceremony which is really similar to Thailand's. That is to eliminate all unfortunates to get good things on New Years Day.

Singapore - 1st Songkran Festival goes dry

In 2014, Singapore prepared to organise a Songkran Festival at Padang field in the centre of Singapore during 12 -13 April. This project caused a huge of attention to many tourists, yet it was criticized that Singapore was copying Thai's culture. The festival was cancelled because its against water conservation policy in Singapore.

Here on Koh Phangan the activities of the water celebration can be seen for just one day however in other parts of the country the water throwing can last for up to one week. We hope you enjoy Songkran on our lovely island this 2018.



Adapted from <https://phanganist.com/koh-phangan-local-festival-culture-100-article-southeast-asian-songkran-tradition>

Activity 1

Instruction: Read the text no.1 and choose the best answer to the questions.

1. Which country is the origin of Songkran Festival?
 - a) Thailand
 - b) Myanmar
 - c) Cambodia
 - d) India

 2. Which of the following is NOT TRUE about Myanmar's Songkran Festival?
 - a) Burmese people usually celebrated on the second week of April
 - b) Burmese people called Songkran as "Yebayaedon"
 - c) Burmese people called Songkran as "TAGU"
 - d) All of the above answers are incorrect

 3. Which country tries to promote Songkran Festival, but it violates the policy of that country in terms of water conservation?
 - a) India
 - b) Myanmar
 - c) Singapore
 - d) Cambodia
-

4. How the Cambodian people celebrate their Songkran Festival?
- a) Making merit
 - b) Sprinkling scented water on the Buddha
 - c) Forming sand pagodas
 - d) All of the above answers are correct
5. What does the text mainly discuss?
- a) How people in each country celebrate Songkran Festival
 - b) How people splash the water in each country
 - c) How people in each country called Songkran Festival differently
 - d) How people in each country attract tourists during Songkran Festival



Activity 2

Instruction: Match the following sentences in the column A with the given countries in the column B

Column A

1. It deemed that this country was duplicated Thai's culture. (_____)
2. Majority of this country is Islam, but it is still celebrating Songkran Festival. (_____)
3. They called this festival as "Holi" (_____)
4. They called this festival as "Chaul Chnam Thmey" (_____)
5. They called this festival as "Yebavaedor" (_____)
6. They called this festival as "Kut Songkran" (_____)
7. They have a color splashing event. (_____)
8. They celebrated this festival during TAGU. (_____)

Column B

- a) India
- b) Myanmar
- c) Cambodia
- d) Laos
- e) Malaysia
- f) Singapore



Activity 3

Instruction: Answer the following questions

1. In the given statement below, the author used the word "copying". What do you think that word means?

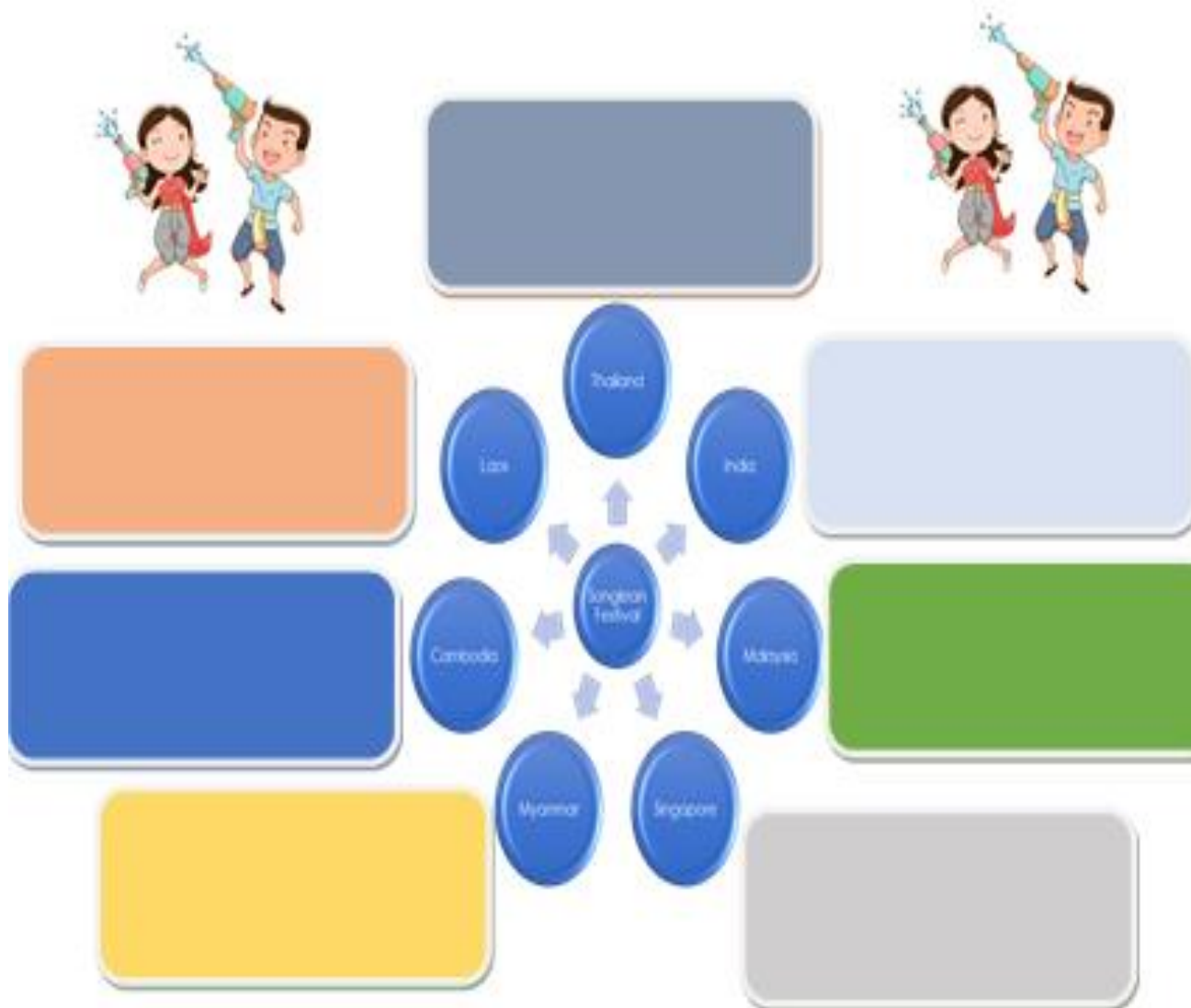
"This project caused a huge of attention to many tourists, yet it was criticized that Singapore was **copying** Thai's culture."

2. Is the Songkran Festival focus only splashing the water? Find parts in the text to help you decide.



Activity 4

Instruction: Re-read text no.1 and complete the mind-mapping below





Activity 5

Instruction: Answer the following questions

1. What do you think this text trying to share with the readers?

2. As you are Thai people, which methods that you will use to promote Songkran Festival in Thailand for the next year?



- 
3. According to question no.2, show your initiated work below by creating brochure to promote Songkran Festival in Thailand.
- 

Appendix 10:**List of Experts**

- A: Dr. Manisha Samrat Bose
Institute for English Language Education, Assumption University
- B: Dr. Weeraya Donsomsakulkij
Theodore Maria School of Arts, Assumption University
- C: Dr. Namon Jirasataporn
Theodore Maria School of Arts, Assumption University
- D: Dr. Supakorn Panichkul
Theodore Maria School of Arts, Assumption University
- E: Ajarn. Chonrachai Ketworrachai
Institute for English Language Education, Assumption University
- F: Ajarn. Sethawut Techasan
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VITA

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