

ผลของการสอนอ่านภาษาอังกฤษตามแนวคิดการตอบสนองของผู้อ่านที่มีต่อความสามารถในการอ่าน และความคิด  
อย่างมีวิจารณญาณของนักเรียนมัธยมศึกษาตอนปลาย



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EFFECTS OF ENGLISH READING INSTRUCTION BASED ON THE READER RESPONSE APPROACH  
ON CRITICAL READING ABILITY AND CRITICAL THINKING ABILITY OF UPPER SECONDARY  
SCHOOL STUDENTS



Mr. Arnuphab Ueai-chimplee

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction, and Educational Technology

Faculty of Education

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Thesis Title EFFECTS OF ENGLISH READING INSTRUCTION BASED ON THE  
READER RESPONSE APPROACH ON CRITICAL READING  
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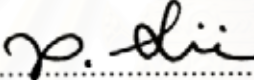
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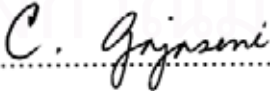
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ทฤษฎีการตอบสนองของผู้อ่านถูกใช้อย่างแพร่หลายในการสอนการอ่านวรรณคดี เพื่อส่งเสริมความสามารถในการอ่านและการคิดอย่างมีวิจารณญาณของผู้เรียนในหลายประเทศ แต่ในประเทศไทย การนำทฤษฎีการตอบสนองของผู้อ่านไปประยุกต์ใช้ในการสอนอ่านภาษาอังกฤษยังไม่แพร่หลาย ดังนั้นผู้วิจัยจึงได้ออกแบบการวิจัยครั้งนี้โดยออกแบบแผนการสอนการอ่านภาษาอังกฤษตามแนวคิดการตอบสนองของผู้อ่านโดยมีวัตถุประสงค์เพื่อศึกษาผลของการสอนอ่านภาษาอังกฤษตามแนวคิดการตอบสนองของผู้อ่านที่มีต่อความสามารถในการอ่านและการคิดอย่างมีวิจารณญาณของนักเรียนมัธยมศึกษาตอนปลายกลุ่มตัวอย่างในการวิจัย คือ นักเรียนมัธยมศึกษาปีที่หก โรงเรียนสาธิตจุฬาลงกรณ์มหาวิทยาลัย จำนวน 21 คน เครื่องมือที่ใช้เก็บข้อมูลในงานวิจัยนี้ได้แก่ แบบสอบวัดการคิดอย่างมีวิจารณญาณ แบบสอบวัดการอ่านอย่างมีวิจารณญาณ และแบบบันทึกการตอบสนองต่อบทอ่านของนักเรียน วิเคราะห์ข้อมูลจากแบบสอบโดยใช้สถิติค่าที และวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหาจากแบบบันทึกการตอบสนองต่อบทอ่านของผู้เรียน ผลการวิจัยสรุปได้ว่า การสอนการอ่านตามแนวคิดการตอบสนองของผู้อ่านทำให้ความสามารถในการคิดและการอ่านอย่างมีวิจารณญาณของนักเรียนสูงขึ้น โดยวัดจากคะแนนเฉลี่ยจากแบบสอบวัดการคิดอย่างมีวิจารณญาณและแบบสอบวัดการอ่านอย่างมีวิจารณญาณหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ ผลการวิเคราะห์เนื้อหาแบบบันทึกความคิดเห็นสรุปได้ว่านักเรียนมีพัฒนาการทางด้านการคิดอย่างมีวิจารณญาณเพิ่มขึ้นหลังการทดลอง

ภาควิชา หลักสูตร การสอน และเทคโนโลยีการศึกษา  
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ลายมือชื่อนิติ.....  
ลายมือชื่ออาจารย์ที่ปรึกษา.....



.....

## 4783767127: MAJOR Teaching English as a Foreign Language

KEY WORD: ENGLISH READING INSTRUCTION/ THE READER RESPONSE APPROACH/ CRITICAL READING ABILITY/ CRITICAL THINKING ABILITY

ARNUPHAB UEAI-CHIMPLEE: (EFFECTS OF ENGLISH READING INSTRUCTION BASED ON THE READER RESPONSE APPROACH ON CRITICAL READING ABILITY AND CRITICAL THINKING ABILITY OF UPPER SECONDARY SCHOOL STUDENTS) THESIS ADVISOR: JUTARAT VIBULPHOL, Ph.D. 136 pp.

The reader response approach was widely used in the field of literature teaching to enhance reading ability and critical thinking ability of learners in many countries. In Thailand, however, the reader response approach was not widely used in English reading instruction. The researcher, therefore, conducted the present study by designing ten reading lesson plans based on the reader response approach. The purpose of the present study was to examine the effects of the reading instruction based on the reader response approach on critical reading ability and critical thinking ability of upper secondary school students. The participants were twenty-one twelfth grade students from Chulalongkorn University Demonstration School. The research instruments consisted of critical thinking tests, critical English reading tests and student response worksheets. The data from critical thinking tests and critical reading tests were analyzed using t-test. In addition, the student response worksheets were analyzed using content analysis. The findings revealed that the reading instruction based on the reader response approach enhanced students' critical thinking ability and critical reading ability, the mean scores of critical thinking tests and critical reading tests from the posttests were higher than the mean scores from the pretests at the significant level .05. In addition, the data analysis from student response worksheets indicated that the participants' critical thinking ability was developed.

Department Curriculum, Instruction, and Educational Technology

Student's signature.....

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## CHAPTER I

### INTRODUCTION

In the information technology period which knowledge and information is accessed via wireless devices, people around the world can easily access numerous information sources. With the usefulness of technology, people dwelling in different continents of the world can retrieve the same information from various kinds of mass media such as newspapers, television and the Internet. With this heavy flood of information, the question arises in many people's mind, "To what extent can I trust the information I retrieved?" As a result of the heavy flood of the information, what people should do is to gather as much information as feasible to analyze and evaluate it before making their ultimate conclusion of what to or not to believe; otherwise, people will become the victims of the information technology period (Alderson, 1984).

In order to gather as much information as possible in the information technology period, Lekvilai (1996) stated that the most important skill is critical reading skill because it was the highest level of reading skill which is used to analyze, synthesize and evaluate the information people retrieved before making final decision. Pearson (1984) also stated that critical reading skill is the most desirable skill for all learners in the present time. The idea that critical reading skill is important for learners is also in accordance with that of Wannakhao (2006). He stated that learners who possessed critical reading skill could make a better progress and obtained higher development in any other subjects. Thai Basic Education Curriculum (Ministry of Education, 2001) also encouraged all students to be capable of reading texts critically.

In order to possess critical reading ability, people have to exercise *their 'critical thinking ability'* while reading to make judgments on every bit of information. Beyer (1991) supported that being able to read critically was based on critical thinking skills.



Judith (1993) also suggested that the lesson plan which aimed to develop critical reading ability should be similar and correspondent with the lesson plan to develop critical thinking ability. Due to the importance of critical thinking process in people's lives, Young (1980) pinpointed that educational institutes should be responsible for training all students the ability to think critically and should include critical thinking ability as one of the desirable characteristics of students in the curriculum and pedagogy. In addition to Young, Court (1991) and Bryce (1997) added that critical thinking remained an important educational goal for most teachers and should be a primary objective on the educational agenda. Skinner (1976, cited in Chaisuriya) also supported the importance of critical thinking that it should be taken into consideration because it was a salient foundation of other educational objectives. Thai educators are also aware of the significance of critical thinking. It is promoted in the Basic Education Curriculum B.E.2544 (A.D. 2001) (Ministry of Education). The curriculum aims all students should be capable of applying their knowledge critically. Critical thinking, therefore, should be regarded as the main objective of education in all schools even though the educational philosophy might be different from one school to another.

Critical thinking was defined by Norris (1985) and Ennis (1985, cited in Fowler) as deciding rationally what to or what not to believe. For example, when people have to vote for their political candidates, they have to gather all the background information about each candidate when they decide who they will vote for. Similarly, when people would like to purchase a product, they have to utilize their critical thought to compare and evaluate the benefits they will obtain from each product advertisement prior to their purchase. Inevitably, in this information age, people consciously or unconsciously involve with critical thinking process all the time.

Although Thai Basic Education Curriculum (Ministry of Education, 2001) realized the importance of critical English reading ability and critical thinking ability previously mentioned, some research studies and newspaper article have revealed that Thai high school and undergraduate students had low critical English reading abilities and low critical thinking abilities for twenty years (Weekly Matichon ,2005; Chaisuriya, 2000; Wongsathorn, 1988; Tungbunjerdsook, 1982; Sommart, 1981; Benjakarn, 1980). Suwancharas (2000) , therefore, suggested that educators should be aware of these problems and should attempt to develop or apply a teaching methodology to heighten critical English reading ability and critical thinking ability of Thai students.

Considering that Thai students had low critical English reading ability and low critical thinking ability, the researcher, therefore, attempted to find an approach to enhance critical English reading ability and critical thinking ability of Thai learners in an English reading class. After reviewing related literature, the researcher found that the reader response approach is an approach used for English reading instruction proposed by Rosenblatt (1995). This approach aimed to enhance students' critical thinking ability. Rosenblatt (1995) emphasized that the reader response can foster the development of "critical thinking ability" of each reader. Ali (1993) also supported that the reader response approach will provide an atmosphere for critical thinking to take place in all students during each learning procedure. Sirisomboonvej (2004) also noted that there was a tendency for learners to develop their critical thinking ability after receiving a reading instruction based on the reader response approach.

Although the reader response approach was claimed that it could enhance critical thinking of learners, very few studies have been conducted about this approach in Thailand. The researcher, therefore, developed reading instruction based on the

reader response approach and examined the effects of it on students' critical English reading ability and critical thinking ability.

### **Research questions**

In this study, the researcher attempted to find answers to the following questions:

1. How does a reading instruction based on the reader response approach affect students' critical English reading ability?
2. How does a reading instruction based on the reader response approach affect students' critical thinking ability?

### **Research objectives**

Since the researcher conducted a reading instruction based on the reader response approach to investigate whether this approach could enhance students' critical reading ability and critical thinking ability or not, the objectives were as follows:

1. To examine the effects of a reading instruction based on the reader response approach on students' critical English reading ability.
2. To examine the effects of a reading instruction based on the reader response approach on students' critical thinking ability.

### **Statement of hypothesis**

As Rosenblatt (1995) claimed that the reader response approach could foster student's critical thinking ability and Beyer (1991) stated that being able to read critically was based on critical thinking skills. The researcher, therefore, stated the hypothesis as follows:

1. The scores from the critical English reading test conducted after the participants received the English instruction based on the reader response approach will

be higher than the scores from the critical English reading test conducted before the participants received the English instruction based on the reader response approach at the significant level of 0.05.

2. The scores from the critical thinking test conducted after the participants received the English instruction based on the reader response approach will be higher than the scores from the critical thinking test conducted before the participants received the English instruction based on the reader response approach at the significant level of 0.05.

### **Scope of the study**

The population of this study was upper secondary school students in Bangkok, Thailand.

The variables in this study consisted of one independent variable and two dependent variables. The independent variable was the 10-week reading instruction based on the reader response approach and the dependent variables were critical English reading ability and critical thinking ability.

### **Definitions of terms**

#### *1. English Reading Instruction based on the reader response approach*

In this study, the English reading instruction based on the reader response approach aimed to promote participants' critical reading ability and critical thinking ability. It consisted of five steps: schema activation, initial response, group response, whole class discussion, and final response. Also, in each lesson, the researcher implemented Bloom's taxonomy (1956), the technique of questioning which consisted of six levels: knowledge, comprehension, application, analysis, synthesis, and

evaluation, to construct the questions in the response worksheets used in each reading lesson.

## *2. The reader response approach*

The reader response approach was an approach to teach reading which placed the importance of the transaction of readers in responding to texts using various perspectives.

## *3. Critical English reading ability*

Critical English reading ability was an analytical reading ability to make judgments on the information of texts. In this study, this ability was measured by two parallel critical English reading tests constructed by the researcher. The two tests consisted of items that cover seven aspects of critical reading ability: recognizing the author's purpose, identifying the author's writing style, distinguishing facts and opinions, identifying a source of information, drawing inferences, recognizing the author's attitude, and recognizing the author's tone.

## *4. Critical thinking ability*

Critical thinking ability was the ability to make use of their rationale to distinguish whether or not they can believe the information from various sources (Norris and Ennis ,1985, cited in Fowler). In this study, critical thinking ability was measured by a test adopted from Suwancharas (2000) which was developed based on Cornell critical thinking test, level x. The test aimed to measure four components of critical thinking ability: credibility of sources and observation, deduction, induction, and assumption identification.

### *5. Upper secondary school students*

Upper secondary school students referred to tenth to twelfth grade students in public schools in Bangkok, Thailand.

#### **Organization of the chapters**

This thesis report is divided into five chapters. This chapter, introduction, describes the background of the study and why the researcher was interested in studying about the reader response approach and examined the effects of it on students' English critical reading ability and critical thinking ability. Chapter two, literature review, presents a review of literature concerning English reading instruction, reader response approach, critical English reading ability, critical thinking ability as well as relevant research studies in Thailand and other countries. Chapter three, methods, thoroughly describes the population, the participants, how the research instruments were developed and how the data were collected and analyzed. The research findings are presented in chapter four. Chapter five presents the discussion of the major findings from this study and the suggestions for English reading teachers and researchers. This last chapter also presents the limitations of this study.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a review of the literature relevant to this present study. The review covered three major topics: critical reading, critical thinking, reader response approach. For critical reading, the researcher reviewed notions concerning the definition of critical reading and critical reading components. For critical thinking, these ideas were examined: the definition of critical thinking, critical thinking process, critical thinking enhancement, and critical thinking assessment. For English reading instruction, the researcher explored ideas about stages of reading instruction. For reader response approach, the review covered seven topics: history, theory, five perspectives of responses, the implementation of the reader response approach, text characteristics, reader preparation in the reader response-based classroom, advantages and challenges of implementing the reader response approach. In addition, relevant studies concerning the reader response approach, critical thinking and critical reading are presented as well.

#### **Critical reading**

Not only is critical reading important for people who would like to be successful in their lives and professions but also it is basically required for all language learners (Wannakhao, 2006). Critical reading is crucial for all learners because they are stimulated to analyze, synthesis, and evaluate what they read (Flynn, 1989). With the use of critical reading ability, all learners are able to make judgments on information before they make ultimate decisions.

##### *The definition of critical reading*

The definition of critical reading was differently defined by many educators. However, most educators agreed that critical reading was the highest level of reading skill. According to Smiths (1963), he defined critical reading as the highest level of

meaningful reading. Readers had to comprehend literal meaning of the reading texts. Readers had to be able to analyze the texts inductively and deductively. In addition, readers should be capable of distinguishing facts from opinions and be capable of making judgment on author's opinions using experiences, facts and reasons as the criteria. Hafner (1977) was another educator who defined critical reading as a reading process in searching for the truth from the texts by using interpretation, analysis, and drawing conclusion. Apart from the two educators, Miller (1977) and Collins (1993) proposed that critical reading was the ability to comprehend, analyze, synthesize, and evaluate the information from the reading texts by using readers' reading experiences and background knowledge.

To sum up, critical reading is the highest level of reading skills that readers are required to comprehend, analyze, synthesize, and evaluate the information from the reading texts with reasonable evidences.

#### *Critical reading components*

From the review of literature, the researcher found that many educators proposed various components of critical reading ability shown in Table 2.1. However, seven components were overlapped. They were proposed by more than three educators. These seven components of critical reading were used as a framework to develop questions in critical reading tests in this present study.

As seen in Table 2.2, seven overlapping components of critical reading proposed by more than three educators were used as a framework to develop questions for critical reading tests in this present study. These overlapping components were described in Table 2.2.

Table 2.1

*The Components of Critical Reading Ability*

| Overlapping Components of Critical Reading                          | Educators       |                  |                   |                   |                   |                       |               |                    |                      |                   |                  |
|---|-----------------|------------------|-------------------|-------------------|-------------------|-----------------------|---------------|--------------------|----------------------|-------------------|------------------|
|   | Mckee<br>(1966) | Spache<br>(1966) | Heilman<br>(1972) | Dallman<br>(1978) | Gunning<br>(1992) | Thammongkol<br>(1994) | Leo<br>(1994) | Flemming<br>(1997) | Ranghadtuk<br>(2001) | Pirozzi<br>(2003) | Mather<br>(2005) |
| 1) Distinguishing between fact and opinion                          | ✓               | ✓                |                   | ✓                 | ✓                 | ✓                     | ✓             | ✓                  | ✓                    | ✓                 | ✓                |
| 2) Identifying an author's purpose                                  |                 |                  | ✓                 | ✓                 | ✓                 | ✓                     | ✓             | ✓                  | ✓                    | ✓                 | ✓                |
| 3) Recognizing an author's tone                                     |                 | ✓                | ✓                 |                   |                   |                       | ✓             | ✓                  | ✓                    | ✓                 | ✓                |
| 4) Recognizing an author's attitude                                 |                 |                  |                   | ✓                 |                   | ✓                     | ✓             |                    |                      |                   |                  |
| 5) Recognizing an author's organizational patterns or writing style |                 | ✓                | ✓                 | ✓                 |                   |                       | ✓             |                    | ✓                    |                   |                  |
| 6) Drawing inferences or logical conclusions                        |                 | ✓                | ✓                 | ✓                 | ✓                 | ✓                     | ✓             | ✓                  | ✓                    | ✓                 | ✓                |
| 7) Identifying a source of information                              |                 | ✓                |                   | ✓                 | ✓                 |                       |               |                    |                      |                   |                  |
| 8) Judging the competence of writer                                 | ✓               |                  |                   |                   |                   |                       |               |                    |                      |                   |                  |
| 9) Recognizing the meaning of words                                 |                 |                  | ✓                 |                   | ✓                 |                       |               |                    |                      |                   |                  |
| 10) Determining the author's main idea                              |                 |                  | ✓                 |                   |                   |                       |               |                    |                      |                   | ✓                |
| 11) Recognizing literary devices and forms                          |                 |                  | ✓                 | ✓                 |                   |                       |               |                    |                      |                   |                  |
| 12) Identifying the topic   |                 |                  |                   |                   |                   |                       |               |                    |                      |                   | ✓                |
| 13) Identifying supporting details                                  |                 |                  |                   |                   |                   |                       |               |                    |                      |                   | ✓                |
| 14) Filling in informational gaps                                   |                 |                  |                   |                   |                   |                       |               |                    |                      | ✓                 |                  |
| 15) Identifying persuasive language                                 |                 |                  |                   |                   | ✓                 |                       |               |                    |                      |                   |                  |
| 16) Making judgment   | ✓               |                  |                   |                   |                   | ✓                     |               |                    |                      |                   |                  |
| 17) Recognizing assumptions   |                 |                  |                   |                   | ✓                 |                       |               |                    |                      |                   |                  |

Table 2.2

*The Seven Overlapping Components of Critical Reading Ability*

| Components of Critical Reading Ability    | Descriptions   |
|---|--|
| 1. Recognizing the author's purpose       | Students are able to recognize the author's purpose in a text.         |
| 2. Identifying the author's writing style | Students are able to identify the author's writing style of a text.    |
| 3. Distinguishing facts and opinions      | Students are able to distinguish between facts and opinions in a text. |
| 4. Identifying a source of information    | Students are able to identify the source of information of a text.     |
| 5. Drawing inferences                     | Students are able to draw inferences from the information in a text.   |
| 6. Recognizing the author's attitude      | Students are able to recognize the author's attitude in a text.        |
| 7. Recognizing the author's tone          | Students are able to recognize the author's tone in a text.            |

**Critical thinking**

Critical thinking was considered crucial for people's lives for a long time because people utilized critical thinking as a tool of inquiry when they would like to figure out answers to solve problems (Facione, 2000, cited in Chaisuriya). In addition, Young (1980) highlighted the significance of critical thinking that it is fundamentally required for all people in solving problems and making decisions. Not only is critical thinking seen as an important tool for people's lives but also it is salient for people's

education. In Thailand, the Basic Education Curriculum B.E.2544 (A.D. 2001) (Ministry of Education) aimed to raise the awareness of how crucial critical thinking ability was by encouraging all students to apply their knowledge critically.

*The definition of critical thinking*

Educators have attempted to define the term “critical thinking”, but the definition is often “conveniently vague” (Brookfield, 1991, p.11) because critical thinking is not a discrete skill but involve “a lot of skills, including the ability to listen and read carefully, look for and find hidden assumptions, and trace the consequences of a claim” ( Moore & Parker, 1986, p.5).

However, some educators defined critical thinking as a complex thinking process used to analyze and evaluate arguments to make final decisions. Yinger (1980), for instance, defined critical thinking as “the cognitive activity associated with the evaluation of products of thought” (p.14). It is a “complex process” (Brookfield, 1991, p.10) of thinking in determining “whether to accept, reject, or suspend judgment about the claims” (Moore & Parker, 1986, p.4). Besides, Dewey (1938) proposed that critical thinking is a thinking process starting from the most complicated situations and ended with the clearest ones. Hudgins (1977) also stated that critical thinking was used to analyze and evaluate the arguments in order to find the final conclusion. In addition, Ennis and Norris (1989) defined that critical thinking was a thinking process to determine what to believe or not. The critical thinking process consisted of ability and disposition.

In brief, critical thinking was a thinking process used to make a final judgment whether the information from various sources of data could be believed or not. The final judgment should be supported with rational evidences.

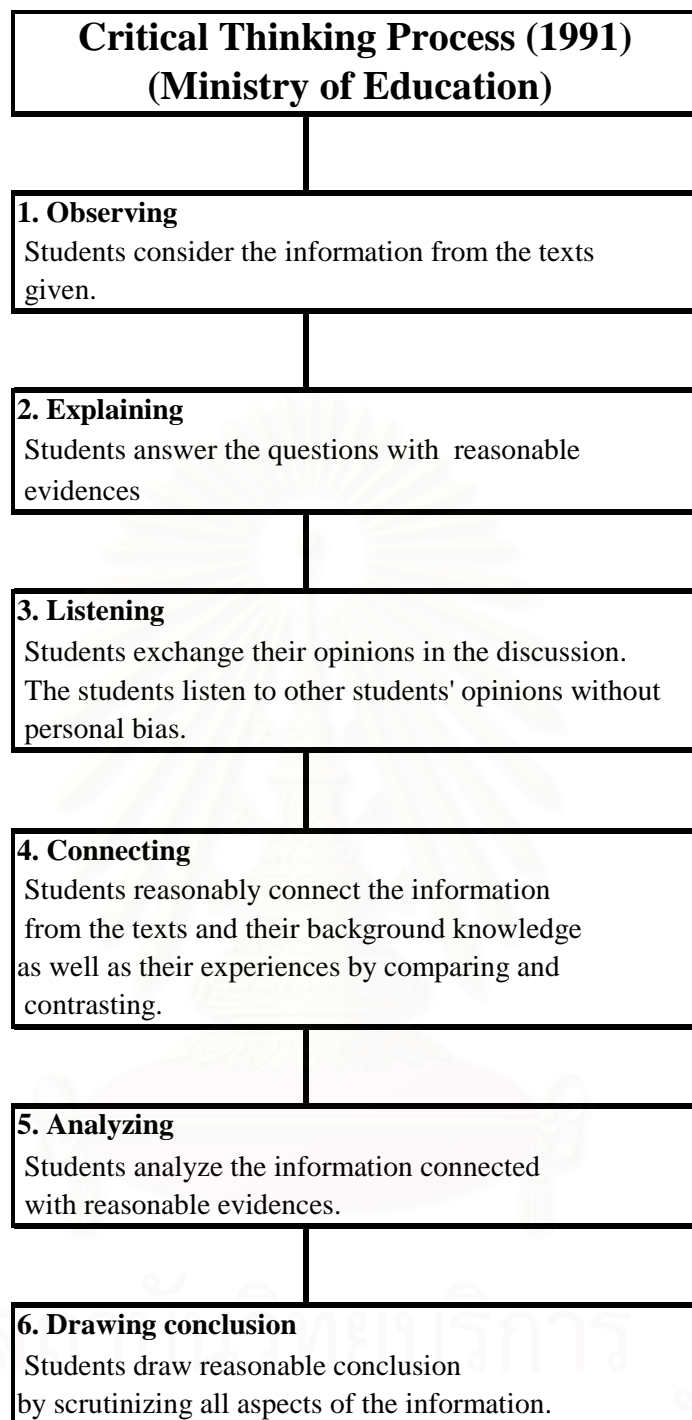
### *Critical thinking process*

Critical thinking was considered as a thinking process by many educators previously mentioned. Kamanee (2001), Thai educators, also reviewed the elements of critical thinking process from many educators but there was one concept which could be used as the elements of critical thinking process as well as critical thinking instruction. Figure 2.1 presented the descriptions of the elements of critical thinking process and pedagogy proposed by the Ministry of Education of Thailand (1991). The process consisted of six stages: observing, explaining, listening, connecting, analyzing, and drawing conclusion.

The present study incorporated the critical thinking process proposed by Ministry of Education (1991) to be incorporated in each stage of the teaching procedures because it could be used as the explanation and critical thinking instruction.

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*Figure 2.1*

Critical thinking process

### *Critical thinking enhancement*

Critical thinking ability can be fostered by means of well-framed questions. Duron (2006) stated that well-framed questions should be incorporated in each stage of lesson plan because with the use of questions students were moved towards critical thinking easily. Besides, Karolides (2000) stated that teacher's guided questions should be recognized as the foundation for all teaching in the reader response mode to practice and develop students' critical thinking. The lower level of questions required less thinking skills while the higher levels of questions required more. With the use of higher levels of questions, students' critical thinking ability is enhanced when they are stimulated to think repeatedly according to well-framed questions. Bloom (1956) developed taxonomy of questions to enhance critical thinking ability. The taxonomy was divided into three domains consisting of cognitive, affective, and psychomotor domains. One of these was the cognitive domain which was comprehensively used as a questioning technique to foster the development of students' critical thinking in any classrooms (Wakefield, 1998; Duron, 2006). Bloom's taxonomy of questions was categorized into six levels in line with the different level of the cognitive domain. The more students engaged in the upper levels: analysis, synthesis, and evaluation, the more students move towards critical thinking (Duron, 2006). The six levels of Bloom's taxonomy are described as follows:

Bloom's *Knowledge* level focused on remembering and reciting information which required an answer that demonstrated simple recall of facts. Questions at this level could ask students to answer who and what and to describe, state, and list.

Bloom's *Comprehension* level focused on relating and organizing previous learned information. Student's answers were required to show an understanding of the

information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast.

Bloom's *Application* level focused on applying information according to a rule or principle in a specific situation. This level required an answer that showed students' ability to apply information, concepts, and theories in new situations. Questions at this level might ask students to apply, construct, solve, discover, and show.

Bloom's *Analysis* level was defined as critical thinking focused on parts and functionality in the whole. Students' answers at this level should demonstrate an ability to see patterns and classify information, concepts, and theories into component parts. Questions at this level could ask students to examine, classify, categorize, differentiate, and analyze.

Bloom's *Synthesis* level was defined as critical thinking focused on putting parts together to form a new and original whole. Students' answers should show the ability to relate knowledge from several areas to create new or original work. Questions at this level might ask students to combine, construct, create, role-play, and suppose.

Bloom's *Evaluation* level was defined as critical thinking focused on valuing and making judgments based on information. Students' answers were to show an ability to judge evidence based on reasonable argument. Questions at this level could ask students to assess, criticize, recommend, predict, and evaluate.

To sum up, Bloom's taxonomy of questions consisted of six levels: knowledge, comprehension, application, analyses, synthesis, and evaluation, are used to enhanced students' critical thinking ability in classrooms.

#### *Critical thinking assessment*

There are numerous tests specifically used to measure people's critical thinking ability. However, Watson and Glaser's critical thinking test, Cornell critical thinking

test, and Ross's critical thinking test are mostly well-known and widely used. These three critical thinking tests can be applied with different ages of people. The tests are in the form of multiple choices and short answers. The three critical thinking tests are chronologically described in details as follows:

*Watson and Glaser's critical thinking test*

Watson and Glaser's critical thinking test was first conducted in 1973 and continuously developed to be the latest version in 1980. The test was used with third grade student level to adult level. The test consisted of two parallel forms, A and B. Each form was comprised with a subset test. The total item of the critical thinking test was 80. The test taker must finish the critical thinking test within 50 minutes. Each subset test was to measure the thinking ability as follows:

- *Inference*

3-5 conclusions of a situation were given. The test taker had to scrutinize each conclusion from the choices—true, probably true, insufficient data, probably false and false.

- *Recognition of assumption*

The test taker had to distinguish the messages that which one were the assumption and which one is not.

- *Deduction*

The claim was given with 2-4 conclusions, the test taker had to consider which conclusion was possible in accordance with the claim provided.

- *Interpretation*

The situation was given with 2-3 conclusion. The test taker had to consider which conclusion was reliable according to the situation.

- *Evaluation of arguments*

The test taker had to be capable of distinguishing which information was reasonable.

*Ross's critical thinking test*

Ross test of high cognitive processes was developed by Ross J.D. and Ross C.M. in 1976. The test is suitably used with fourth to sixth grade students. The test aimed to measure higher cognitive ability—analysis, synthesis, and evaluation in accordance with Bloom's taxonomy of educational objectives. The test consisted of 8 sections with 105 items and measured cognitive processes as follows:

1. Analogies
2. Deductive reasoning
3. Missing premises
4. Abstract relations
5. Sequential synthesis
6. Questioning strategies
7. Analysis of relevant and irrelevant information
8. Analysis of attributes

*Cornell critical thinking test*

Cornell critical thinking test, level x and level z was developed by Ennis R. H., Millman J., and Tomko T. N. in 1985. Cornell critical thinking test, level x aimed to measure four components as follows:

- *Credibility of sources and observations*

The test takers were tested the ability to determine which information given was the most reliable.

*- Deduction*

The test takers were tested the ability to draw a conclusion on the consequences of the situation given.

*- Induction*

The test takers were tested the ability to figure out whether each truth given supported the assumption or not.

*- Assumption identification*

The test takers were tested the ability to identify the assumption of the situation given.

Cornell critical thinking test, level x and level z were suitable with different groups of test takers. Cornell critical thinking test, level x was suitable for fourth grade students to high school students, which consisted of 71 items.

Cornell critical thinking test, level z was suitable with high school students, undergraduate students and graduate students. The test aimed to measure 7 components of critical thinking – deduction, meaning, credibility, inductive inference and prediction of support, inductive inference, and prediction and hypothesis testing, definition and unstated reasons, and assumption identification.

From these standard assessments of critical thinking, since Cornell critical thinking test is mostly used for secondary school students (Chaisuriya, 2000), the researcher, therefore, adopted the Thai version of critical thinking test developed by Suwancharas (2000) to be used in this present study. She conducted her critical thinking test adhering to four components of Cornell critical thinking test, level x to implement with her eighth grade students. The content of the test is familiar with Thai context.

## **The reader response approach**

### *History and theory*

The origin of the reader response approach is in the field of literary criticism. It was first known as the transactional theory of literature (Karolides, 1997, p. 3). However, these two terms are interchangeably used by the researchers in the literature field. The reader response approach proposed by Louise M. Rosenblatt in her book entitled *Literature as Exploration* published in 1938. The fundamental idea underlying this approach derives from the idea of democracy and literature teaching (Rosenblatt, 1995). She believed that each reader had a right to interpret the meaning of the text differently. She attempted to challenge the idea of The New Criticism originated in the 1920s which placed the importance of meaning making built on the “authorial intention” in a text (Hirvela, 1996). While the New Criticism interpreted meaning of texts according to the elements of fiction such as plots, characters, settings, points of view, themes, and figurative language and ignored the significance of the readers’ engagement with the text (Kinney, 1980). Rosenblatt (1995), in contrast, believed that the readers and the texts are of equal importance in the interpretation process. According to Rosenblatt, any interpretation should be accepted as long as the reader can search the evidence in the text to support his or her interpretation. The reader response approach, consequently, stems not only from Rosenblatt’s idea in challenging the traditional criticism but also from her great effort in promoting democratic atmosphere in the realm of literature teaching.

The reader response approach focuses on the process of reading. It views the reading process as a transaction between the reader and the text in which the reader, with all his or her experiences, beliefs, and assumptions, interacts with the perspectives in the text, and the meaning is determined as the result of this transaction ( Rosenblatt,



1995) Gunning (2003) added that during the transaction, the reader engaged with texts using their background knowledge in interpreting the meaning of the texts. Rosenblatt (1978, cited in Ali, 1993) explained that “the text is nothing more than ink on paper, until it is read and reformulated in the reader’s mind, the text does not contribute to any kind of meaning or literary experience” (p.290). The meaning is a result of “the interplay between particular signs and a particular reader at a particular time and place” (Rosenblatt, 2005, p. x).

In summary, the reader response approach is a reading approach placing the importance of the transaction between the active reader and the text in interpreting the meaning. The reader employs different perspectives of their experiences and background knowledge in understanding the text.

#### *Five perspectives of responses*

Although readers can respond to each text with various kinds of perspectives, five perspectives proposed by Beach (1993) were used to explain the variety of the responses. Beach (1993) stated the reader response approach was a method that encourages multiple and even contradictory perspectives on a text. He proposed that the responses made by each reader can be varied according to the five perspectives of responses as follows:

#### *Textual perspective*

The first perspective was called textual perspective. Using this perspective, the readers would interpret the meaning of the texts primarily based on textual convention or the information in the texts such as plot, characterization, setting and so on.

#### *Experiential perspective*

The second perspective was called experiential perspective. Using this perspective, the readers would interpret the meaning of the texts using their experiences.



### *Psychological perspective*

The third perspective was called psychological perspective. Using this perspective, the readers interpreted the meaning of the texts using various evidences regarding each individual's level of cognitive or intellectual development.

### *Social perspective*

The fourth perspective was called social perspective. Using this perspective, the readers interpreted the meaning of the texts using the evidences that were influenced by their social roles, motives, and needs.

### *Cultural perspective*

The last perspective was cultural perspective. Using this perspective, the readers interpreted the meaning of the texts using evidences that were shaped by their attitudes and values drawn on a range of different disciplinary perspectives.

According to Beach (1993), these five theoretical perspectives of responses indicate the development of critical thinking ability. In addition, Combs (1992) stated that the more perspectives the participants used, the more they moved towards critical thinking ability.

### *The implementation of reader response approach*

Since the reader response approach does not specify how to teach specifically, teachers who would like to make use of this approach have to interpret the concept and apply suitably with their own context of teaching. The following section reviewed the work of Probst (1988), Varvel (1988), Ali (1993), Spiegel (1997), Luce (2000), Kelly (2000), who implemented the reader response approach in their classrooms. Instructional materials used in these six studies were short stories and poems. In addition, six educators applied the approach in their classes using various instructional activities and different levels of students. Probst (1988, cited in Gunning 2003) used

the reader response approach with elementary level students. In contrast to Probst, Varvel (1988) and Kelly (2000) implemented the reader response approach with secondary school students. Besides, Ali (1993) and Kelly (2000) applied the reader response approach with her reading classroom with college level students.

Although these six studies implemented various instructional activities in the classroom, five instructional activities were overlapped: schema activation, teacher' guided questions, written responses, group discussion, and whole class discussion. The overlapping instructional activities were used to develop the framework for the instruction in this present study. Table 2.3 presents overlapping and different instructional activities used in these six studies.

Table 2.3

*The Instructional Activities Used in the Previous Studies Employed the Reader Response Approach*

| Instructional<br>Activities        | Name of<br>Instructors |                  |               |                   |                |                 |
|------------------------------------|------------------------|------------------|---------------|-------------------|----------------|-----------------|
|                                    | Probst<br>(1988)       | Varvel<br>(1988) | Ali<br>(1993) | Spiegel<br>(1997) | Luce<br>(2000) | Kelly<br>(2000) |
| 1. Schema<br>activation            | ✓                      | ✓                | ✓             | ✓                 | ✓              | ✓               |
| 2. Teacher'<br>guided<br>questions | ✓                      | ✓                | ✓             | ✓                 | ✓              | ✓               |
| 3. Written<br>responses            | ✓                      | ✓                | ✓             | ✓                 | ✓              | ✓               |
| 4. Group<br>discussion             | ✓                      | ✓                | ✓             | ✓                 | ✓              | ✓               |
| 5. Whole<br>class<br>discussion    | ✓                      | ✓                | ✓             | ✓                 | ✓              | ✓               |
| 6. Final<br>Project                |                        | ✓                | ✓             |                   |                |                 |
| 7. Role<br>playing                 |                        | ✓                |               | ✓                 |                |                 |
| 8. Read<br>aloud                   |                        |                  |               |                   |                | ✓               |

Regarding Table 2.3, three different instructional activities were described as follows:

### 1. Final project

Varvel (1988) and Ali (1993) implemented final project in their classes to encourage students to create projects applying the knowledge learned in the classes such as improvisation, posters, book covers, interview, and so on.

### 2. Role playing

Role playing was applied in the classes of Varvel (1988) and Spiegel (1997). This activity provided students' more understanding about the contents of the texts. For example, in Spiegel (1997)'s class, He used "the true story of the three little pigs" as a main story to explore in his class. Everyone in the class including the teacher had to take on the roles of a variety of characters such as a wolf, the pigs, police officers, witnesses, defense lawyers in order to search for the truth in the story. Spiegel found that his students gained thorough comprehension about the story after finishing role playing.

### 3. Read aloud

Kelly (2000) applied read aloud activity to stimulate students' attention on a poem they read. He suggested that read aloud was effective with poetry.

#### *Teaching stages in the reader response-based classroom*

Although instructional activities used in six studies were different, they shared three similar teaching stages: pre-reading, while-reading, and post-reading. These teaching stages were comprehensively used in reading instruction for generations (Williams , 1986; Schmitt and Bauman, 1986; Hank, 1993; Anthony, 1993; Yantip, 2004). The teaching stages are described as follows:

### *Pre-reading stage*

In this stage, students' background knowledge which is related to the content of the reading texts is motivated. The students are encouraged to predict what would happen in the texts. During this stage, the teachers review language contents and vocabulary with which the students interact while reading. Pictures, maps, and guided questions are used to facilitate the students' learning process in this stage.

### *While-reading stage*

In this stage, students interact with reading texts in making meaning of the texts. Individual or group reading is acceptable. The teachers only monitored while the students were reading the texts.

### *Post-reading stage*

In this stage, the students are required to do some activities such as, writing response, answering questions, writing mind-mapping, summarizing the texts, filling in the blank, and so on, to reflect their thoughts and to check their understanding concerning the contents of the reading text.

In conclusion, three stages of teaching reading consisted of pre-reading, while-reading, and post-reading. In the pre-reading stage, students' background knowledge concerning the content of the text is activated. In while-reading stage, students are asked to read the text to figure out the meaning of the text. In post-reading stage, students are required to reflect their thoughts and to check their comprehension about the contents of the text according to learning activities.

### *Text Characteristics*

From the review of the studies applying the reader response approach, the texts which were widely used in the reader response-based classrooms could be all genres of literatures such as, poetry, short stories, novels, drama, and so on. The six studies used

two main criteria in choosing texts. First, literary texts used in the classes should have enough issues for the students to discuss with their peers. Second, the texts should contain words and grammatical structures consistent with the language proficiency of the learners. The topic of texts chosen should be in line with the age range, interests, and background cultures of the learners (Ali, 1993; Rosenblatt, 1995; Kelly, 2000; Spiegel, 1997; and Luce, 2000).

#### *Reader preparation in the reader response-based classroom*

In a classroom that applied the reader response approach, students had to be well-prepared (Rosenblatt, 1995; Ali, 1993; Probst, 1988; Karolides, 2000). Since the readers had to share and express their opinions at all time, Ali (1993) suggested that the teachers should establish a democratic atmosphere in the classroom and encourage the students to express their thoughts freely about the issues of the texts. Moreover, Karolides (2000) recommended that the teachers should pinpoint that there were no right or wrong answers in their answers as long as they could find reasonable evidences to support their thoughts. The students should not be afraid of being right or wrong because this would affect the way they expressed their thoughts during group and whole class discussion.

#### *Advantages and challenges of the reader response approach*

In accordance with the six studies reviewed, there are six advantages of the reader response approach which is related to critical thinking ability, creative thinking ability, class size, the role of readers, the student-centered atmosphere, and democratic atmosphere in classrooms.

The first advantage is that the reader response approach can be a pathway for all readers to move toward critical thinking skill. (Ali, 1993; Kelly, 2000; Spiegel, 1997;

Luce, 2000). The studies provide empirical evidences to ensure that the approach is practical to enhance critical thinking to take place in a classroom.

According to Rosenblatt, the second advantage is that the reader response approach can be effectively apply to all levels of students, from elementary to university level, as perceived from the six instructors who successfully implemented the reader response approach with students in different levels of study.

The third advantage is that the reader response approach enhances students creative thinking ability in figuring out the ultimate meaning of literary work for themselves (Ali, 1993). This advantage is in accordance with Luce (2000) that most of the students in her class can come up with the theme of a poem, *Mending Walls*, by creating their own notions with the supporting details in the poem.

The fourth advantage is that the classroom size does not matter in implementing the reader response approach. Although other studies implemented the reader response approach with small classroom size, Varvel (1988) could apply the reader response approach with her public school classroom with 150 students. Varvel could systematically manage her class after all.

The fifth advantage in using the reader response approach is readers' role. In the transactional process, each reader has to actively engage with the literary pieces in the interpreting process. The text will be meaningless without the reader's engagement. The more the readers become involved with the text, the more they become active readers (Rosenblatt, 1995; Ali, 1993; Gunning, 2003; Hirvela, 1996).

The sixth advantage is that the reader response approach helps promote the student-centered atmosphere in a classroom (Rosenblatt, 1995; Ali, 1993; Karolides, 1997). The students will take a salient role in leading a class discussion and the teacher will be a facilitator in helping them to be on the right track during the discussion.



Another advantage is that the reader response approach creates the democratic atmosphere to occur in a classroom for the students' answers are still correct as long as they can support their notions with the details from literary works (Rosenblatt, 1995; Ali, 1993; Karolides, 2000). There is no threat from teacher's intervention during the discussion.

This approach, however, possesses a challenge. Since Rosenblatt did not propose a clear-cut teaching procedure, instructors have to be responsible for figuring out a teaching procedure that is appropriate for his or her teaching context. This is still a big challenge of the reader response approach for all instructors at present (Ali, 1993; Luce, 2000).

### **Relevant studies concerning the reader response approach**

Several studies have been conducted to implement the reader response approach. The studies have been conducted in different contexts. The objectives, teaching procedures, and instructional activities used in each study were different. For each study, population, research design, instruments and findings were discussed respectively. The review of these studies was chronologically presented as follows:

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Olsen (1991) studied the effect of the reader response journal technique on reading comprehension, attitude toward reading, and writing ability of sixth and eighth grade students in one Connecticut middle school. A quasi-experimental design was applied to investigate treatment effects by establishing control groups and experimental groups of sixth and eighth grade students. A sample of 165 students in eight language arts classes, four sixth grade classes and four eighth grade classes, were studied. The students were grouped heterogeneously (based on their reading scores on the 1989 Comprehensive Test of Basic Skills (CTBB) and participated in the study in their intact language arts classrooms. The duration of the study was nine weeks. The effect of the independent variable, reader response journal technique, was determined by measuring the dependent variables of reading comprehension, attitude toward reading, and writing ability. Also, the effect of the frequent use of the reader response journal technique on the dependent variables of writing elaboration and writing fluency were measured over time. The students' reading comprehension skills were assessed using the Degrees of Reading Power (DRP) test. The students' attitudes toward reading were assessed using the reading subtest of the Estes Attitude Scales to Measure Attitudes Toward School Subjects (1975). Both of these tests were administered as pre and post-study measures. As a post-study measure, students' writing skills were assessed by an in-class writing sample, designed by the researcher to elicit elaboration and based on the second novel read. Also, thirty reader response journals from the experimental groups (fifteen from the sixth grade and fifteen from the eighth grade) were randomly selected to examine the effect of frequent journal writing on writing elaboration and writing fluency over time. The four research questions pertaining to reading comprehension, attitude toward reading,

writing ability, writing elaboration, and writing fluency were tested using analysis of covariance procedures with the CTBS reading scores as the covariate variable. The data analysis resulted in statistically significant higher reading comprehension scores, attitude toward reading scores, and writing ability scores in both the sixth and eighth grade experimental groups. There was a significant improvement in the pre and post-writing elaboration scores over time but no significant improvement in the pre and post-writing fluency scores over time.

McIntosh (1992) conducted the study to examine the written responses to literature in the Reader Response Journals of Senior Secondary School English students. An attempt was made to determine whether the journals provided a meaningful base for the study of literature. The researcher examined and analyzed the journal contents. The entries in each journal included a variety of responses based on students' reading of novella, short stories, essays and poetry. Through the study and analysis of the twelve student reader response journals, a number of conclusions could be drawn. It was apparent that by writing their initial reactions to literature in journals, students had occasions to clarify their own values, explore their feelings and closely examine their own lives. Such journals provided a meaningful base for the study of literature in these secondary English classrooms.

Hess (1992) conducted the study to describe reading patterns of fifth graders as they responded affectively to quality literature. A secondary purpose was to determine if reader response prompted students to respond at the higher cognitive and affective developmental levels of analysis, synthesis, and evaluation. The study includes an overview of language learning theories, theoretical perspectives comparing traditional responses to literature and reader

response, and a discussion of cognitive and affective developmental theories in relation to reader response. Participants in this study were twenty-four fifth grade students in a self-contained classroom. The teacher/researcher used naturalistic methodologies to observe the students from September through May. Students were asked to read teacher selected literature and to provide an affective written response to what had been read. Written responses were then analyzed once in November and once in May using two holistic ratings : (1) holistic scoring guide provided information about the improvement in capitalization, punctuation, and mechanics, and (2) content analysis, as described by Applebee, determined the cognitive and affective developmental levels of each student's response. The findings of the study indicated that all but one student either stayed at the same level or improved on capitalization, punctuation, and mechanics using this approach to reading/writing instruction. The study also indicated that fifth graders responded to literature using analysis, synthesis, and evaluation comparable to the formal operations described by Applebee. By May, 8% of the students responded in the retelling (preoperational) category, 17% of the students provided responses at the categorized (concrete) level 46% analysis (Formal operations – Stage I) literature, and 29% of the class evaluated literature (Formal operations – State II) The results of this study suggest that reader response not only promotes higher order thinking, but has implications for reading and writing curriculums for all elementary-aged children.

Coe (1996) conducted a qualitative case study which investigated how reader-response theory was played out in practice in one teacher's grade eleven advanced English classroom. Generally, he examined the distinctions between different theoretical positions in response theory and how such theory was

reflected in practice. Roseblatt's, Bleich's, and Probst's theories, among others, would be viewed to understand the nature of reader-response and the possibilities for classroom instruction. In order to achieve an overall understanding of reader-response theory-in-practice, he explored formal lessons, small group discussions, whole class discussions, students presentations, and teacher/student conferences as they took place in the classroom. In addition to viewing the teacher's program, he also provided an analysis of three student's journals as they were written over the duration of one semester. The findings shown in chapter four, he presented three charts to organize the data collected from the students' journals to better understand how journals related to the teacher's program and reader response theory. He noted growth and learning when students went beyond plot summary and moved toward critical inquiry. He found that writing in journals was a process for learning, and once the students wrote about their feelings and associations to a text in their journals, they seemed more confident to make judgments and critical analyses. He also found that this English teacher incorporated many ideas from reader-response theory into her program : she encouraged students to balance their responses between reader and text, as suggested by critics such as Rosenblatt and Probst. By promoting such responses, the students were given the opportunity to explore, associate, analyze, and finally come to view their texts critically which was indicated in their final essays.

Wang (1999) conducted the study to implement a reader-response approach to the teaching of literature in the EFL context, monitoring students' responses to the literary texts and to the classroom activities, and finally interpreting the participants' reactions and the possible benefits of implementing this approach. This study involved a three-phase procedure, in which fifteen Taiwanese high

school female students read two short stories, gave written responses and shared their response during class discussion. A questionnaire dealing with their reading habits was used in Phase I. Phase II includes a Five-stage reading activities: (a) pre-reading, (b) while-reading, (c) comprehension checking, (d) whole class discussion, and (e) response to guided questions. Interviews with participants were conducted in Phase III. Students' written responses, in L1, L2 or combination of L1 and L2, were analyzed both quantitatively based on six response types adopted from Squire's (1964) research and qualitatively for recurrent themes. The findings showed that the participants' written responses focused on interpretations, associations, and self-involvement. This finding also indicated that the students associated ideas and events in the story with their own experience, and involved themselves in the behavior and emotions of characters. They also focused on the "lived-through" experience of the literary work. In addition, the participants thought that a reader-response-oriented class was more interesting than their regular English class. They reported experiencing an active role in learning and motivating to read more English stories and learn more English.

Wiggins (2000) conducted the study to evaluate the effects of literature circle discussions on students' written responses. Two main research questions guided data collection and analysis: (1) How does literature circle discussion around one book affect the students' written responses according to a comprehension taxonomy? And (2) Do literature circle discussions increase and expand student' level of understanding to elicit a more interpretative, analytical, evaluative, and/or appreciative written response? Data were collected through student pre-surveys, teacher anecdotal records, and evaluation of written response forms. Written responses were analyzed according to an adaptation of several



taxonomies. This study provided evidence that literature discussion circles can help increase the complexity of students' level of comprehension in their written response. Although limited to five students focusing on one book, this study provides insights into the usefulness and practice of literature circles and written response in an elementary classroom.

Nance (2000) conducted the study to examine : (1) which perspectives of Reader Response Theory were most applicable in this study ; (2) which factors influenced reader responses ; and (3) how readers' responses changed over time. The four participants for this case study were chosen from a subject pool of 10 initiate adult full-time divinity students in a theological seminary and college. Standardized testing, which was administered as a part of the school' s orientation procedures, showed that these four students needed reading instruction in order to meet the academic demands of the college and seminary. Data collection, which provided a deep picture of the bounded system, included documents, interviews, and observation during a semester of instruction in the fall of 1999. Triangulation of data was secured from the syllabus, lesson plans, the researcher daily log, student questionnaires, initial written student responses, student journals, transcribed class discussions and individual discussion with students, and transcribed interviews with students as well as with assistants and others within the milieu. Assessment instruments for qualitative analysis included "Levels of Engagement" (Iser, 1978) (Labercane, Olafson, Hunsberger, Watt, et. Al., Unpublished Manuscript), the "Efferent/Aesthetic Continuum" (Rosenblatt, 1978) (Cox and Many, 1992), and the "Levels of Personal Understanding" (Cox and Many, 1992) . The textual and the experiential perspectives were both well employed. Students had a deep understanding of the text as well as a latitude of



efferent/aesthetic response. Among factors which affected student response, initial fears disappeared with the development of social and cross cultural growth. Types of teacher questions and class discussion influenced student response, as did task type and text. Reflection, writing assignments, and reader interest provided thinking opportunities for students. Christian values, ethics, morals, and religious views, against a background of embedded loving concern for humankind and a deep faith, figured heavily in student responses. Students extended their reading stances, both efferent and aesthetic, across time. The two period used for transactions with each text provided for a deeper understanding and growth across the efferent/aesthetic stances.

Gross (2004) conducted the study to explore how non-native, college-level readers of German with diverse backgrounds construct and negotiate meaning when responding to Foreign Language literary texts. To collect the data for this study with objectivity and quality in mind, the study was divided into three phases. The first phase included a set of pre-reading questionnaires to determine student background information on various levels (personal, academic, socio-economic and socio-cultural), students' reading experiences in both their first/native language (L1) and second/foreign language (L2), and students' reading response preferences. During the second stage a set of open-ended guide questions for reader response activities was geared to identify how students verbalize their oral and written responses to Foreign Language literary texts. Students' responses to selected short narrative fiction were collected using think-aloud protocols and out-of-class response journals. In the final phase a post-reading questionnaire with open-ended guide questions directed personal interviews to conclude how students experienced and accomplished the process of reading and the construction of

meaning during the reading process. The interview also gave students a chance to revisit the texts and reflect upon their writing as a response to those texts. The significant amount of data about the study participants (background questionnaires and personal profiles) was included to help explain in what way individual student background information played a role in the student's construction of meaning when reading and responding to Foreign Language literary texts. The data for phases one and two of this study was collected in a natural in-class setting, while data for phase three was collected in an out-of-class conference between the instructor and individual students. For analysis purposes transcripts of both oral and written responses were used. All data was analyzed using preset criteria. Findings from this study suggested that the readers' background knowledge influences the way they respond to literary texts in the Foreign Language classroom. The results of this study also indicate that students' individual background knowledge informs and guides them in the way they access Foreign Language texts and how they process text information during the different reading stages. Furthermore, the results of this study suggest that out-of-class response journals allowed students to activate their background knowledge in a more open and less restrictive way than in-class reader-response activities. Findings also indicated that revisiting the reading and meaning-making process during the personal interview enhanced the students' understanding of the text and appreciation for it. Finally, the results implied, that structured reader response activities such as the guided questions for think-aloud protocols and out-of-class response journals enhanced students' understanding of short narratives in the foreign language and augmented student's abilities to construct and negotiate meaning of those texts.

Sirisomboonvej (2004) developed the Thai literature instructional model based on the Reader-Response Theory in order to enhance literature responding, reading comprehension and reflective thinking abilities of undergraduate students and to study the quality of the developed instructional model by comparing literature responding, reading comprehension and reflective thinking abilities of undergraduate students learned through this instructional model with those who learned through regular instructional method after implementing the developed instructional model. The subjects were 34 undergraduate students of Faculty of Education, Chulalongkorn University. These subjects were divided into two groups; 17 students in each group which were experimental and control group. The duration of experiment was 12 weeks, 2 hours per weeks. The data were analyzed by using ANCOVA. Moreover, teaching records and interview information were analyzed by using content analysis. The findings of this study were as follows: 1. the developed instructional model has 4 principles which emphasized on: prior experiences; individual differences; interaction; revision and reflective thinking. The objectives of this model were to enhance students abilities in literature responding, reading comprehension and reflective thinking. The five steps of instructional processes were to; (1) construct reading comprehension; (2) link students prior experiences to literature; (3) create interactive learning; (4) give and get feedback and (5) revise and report in form of journal writing. For the evaluation, both formative and summative evaluation was implemented. 2. After implementing the developed instructional model comparing with the control group, it was found that literature responding, reading comprehension and reflective thinking abilities of the experimental group were significantly higher than the control group at .05 level. 3. The output of the instructional model which recorded by researcher at the end of each period and from interviewing students showed that their literature responding, reading

comprehension and reflective thinking abilities of the experimental group were developed through the instructional model.

Patterson (2006) conducted the study to investigate whether my shift as a high school English teacher from dependence on formalist theory in presenting two 20<sup>th</sup> century novels in a high school class to a pedagogy grounded in reader response theory would elicit pedagogical change in the classroom. The study entailed herself, the teacher, as researcher while conducting the teaching of the class in a small rural high school. She, therefore, had to perform two simultaneous functions: that of classroom teacher and that of researcher. By using a variety of tools she was able to reach conclusions stemming from the following research question: what kinds of shifts would she observe and had she become more accepting of students as a result of these shifts; did her view of the students' abilities improve; had my attitude toward the novels change; had she become more accepting of the students as critical thinkers. To accomplish these goals she utilized the following tools; analysis of student writing; observation and analysis of videotapes of the classes; analysis of audiotape interviews with individual students; ongoing commentary through the use of field notes and journal entries. Findings included the understanding of the difficulties, for a variety of reasons, in effecting teacher change, but also a recognition of positive shifts in my acceptance of students' critical thinking abilities, which were more considerable than she had previously believed. Additionally, my attitude toward the two novels studied underwent some modification. Finally, a model for future instruction should utilize both formalism and reader response theory.

In conclusion, all of these studies are different in their population, research design, as well as research instruments. However, what these studies share is using literary texts as instructional materials. The researcher, therefore, implemented various types of texts as instructional materials in this present study.

### **Relevant studies concerning critical thinking ability**

Several studies have been conducted using critical thinking ability as independent or dependent variables. The studies have been conducted in different contexts. The objectives, teaching procedures, and instructional activities used in each study were different. For each study, population, research design, instruments and findings were discussed respectively. The review of these studies was chronologically presented as follows.

Commeyras (1992) conducted the study to investigate whether reading instruction that emphasized critical thinking would benefit “learning-disabled” fifth-grade students. Seven students were assigned to an instructional group that participated in a program of 10 dialogical-thinking reading lessons and were assigned to a comparison group that remained with the classroom teacher and completed regular classroom assignments. The instructional group was involved in reading a story and discussing a central issue. Students considered two alternative conclusions regarding the central issue, identified reasons to support each hypothesis, and evaluated the truth and relevance of each reason. Reading comprehension and critical-thinking tests were administered to both groups and both participated in a base-line and post-dialogical in a base-line and post-dialogical-thinking reading lesson. Results indicated that : (1) on the post-dialogical-thinking reading lessons, the instructional group arrived at proportionately more valid reasons and gave more comprehensive final conclusions regarding the

central issue than did the comparison group; (2) there was no evidence of improvement on the paper and pencil tests of reading comprehension and critical thinking for either group; and (3) comparing the students' performance on paper and pencil tests with their performance in discussion settings revealed significantly differing views of competency. Findings suggest that assessing "learning-disabled" students' reading and thinking should be re-examined from a contextual perspective, and that "learning-disabled" students should receive reading instruction that calls for critical thinking.

Somsak (1997) conducted the study to develop and experiment an instruction model to improve critical thinking of the students in the project of basic education. The model aimed at teaching six stages of critical thinking : defining the problem, gathering information, organizing, hypothesizing, inferring and evaluating inferring. The instruction model was synthesis from theories, documents, researched of critical thinking and educational experts idea. The content of the model consisted of specific tasks of thinking activities as separate program not integrate into core subjects in the curriculum which enable students to master successively five stages of learning processes : presenting situation, individual thinking, small group thinking, discussion and evaluation metacognition. The purposes of the experiment were to find out efficiency of instruction model based on the 80/80 standard, the critical thinking of the subjects in the experimental group and the control group were compared. The critical thinking of the subjects were tested before, interventions, after the training period, and at the end of the follow-up period was accountable. So the interaction of the critical thinking developing model and the time of teaching were the important variables to study. Two classroom in M.S. 3 of Wattaisumpow School, Nakornsrihammarat



province were used as a sample. Subjects were randomly assigned to an experimental and a control group, each group comprising 32 students. The students in the experimental group were trained to think critically by the critical thinking developing model within 8 weeks : 2 periods for each, while the students in the control group were not trained. All subjects were tested by critical thinking test developed by researcher before, intervention, after the training period and at the end of the follow-up period. The two-way analysis of variance with repeated measure was used in order to examine the treatment effects.

Chartchonbot (2004) conducted action research aimed at using anticipation guides for: developing students' critical thinking skills, and improving their reading comprehension. The participants in the study comprised 13 individuals: the researcher as class instructor, the in-service class instructor as observer, the school administrator as observer, and the 10 subjects were selected on a systematic random sampling basis (Suwan, 2001) from 52 students of Matayom Suksa 5 at the Prayuenwittayakarn School, Prayuen District, Khon kaen. The researcher taught a class of 52 students, and data collection was made on the 10 subjects only. The instruments use in this study were: 1) eight reading passages that were selected and extracted from the Concentrate Critical Reading 5A and 5B, one passages that was adopted from tourism brochures of the Tourism Authority of Thailand Northeastern Office: Region 3, Khon Kaen, a series of statements as anticipation guides (Tierney & Readence, 2000) and exercises; 2) observation checklist; 3) students' diary; 4) a set of achievement tests for developing critical thinking and improving reading comprehension (Bachman & Palmer, 1997); and 5) a set of questionnaires and structured interview, all of these were carefully constructed. For a period of one month the researcher



presented the students with “anticipation guides” in reading English and gathered data from this activity concurrently. The results of the were as follows:

1. The students’ mean score on the test on critical thinking skill was 71.72 % which was a “good” grade.

2. The students’ mean score on the test in reading comprehension was 49% which was below the “Pass” grade.

3. The students’ overall mean score on the test on critical thinking skill and reading comprehension was 68.89 % which was an “average” grade. This reflected that the students’ reading comprehension was developed at the “average” level

The scoring level was due to having limited time for doing the exercises. However, the results derived from the questionnaires and interview indicated that it tended to improve when “anticipation guides” were employed.

Rattanaseeha (2007) aimed to implement critical thinking for developing reading comprehension fir M.4 learners, promoting critical thinking in reading comprehension in M.4 learners, and enhancing living values through English reading activities. The participants in this study were comprised of twenty-six individuals: the researcher as class instructor, the counselor, and the twenty-four M.4 student at Princess Chulabhorn College’s Loei School. Those twenty-four students were selected purposely from one class, M.4/3 based on their English grades in the first semester of the 2005 academic year. The research instruments used in the study were 1) the pre/post tests; 2) fourteen selected reading passages with critical thinking questions; 3) the pre/post questionnaires; 4) the critical thinking rubric; 5) the observation form; 6) the interviews; and 7) the learns’ journals For the period of two months the researcher presented the

students with the critical thinking strategies in reading English and gathered data from reading activities. The results of this study were as follows:

1. The students' mean score on the pre/post tests in reading comprehension improved from 8.88 (pre-test) to 12.42 (post-test) and there was a significant difference between the pre-test score and the post-test score at a .05 level of significance.

2. The students' mean score from the rubric of critical thinking skills was at a "good" level.

3. The findings derived from the questionnaires, the learners' journals, and the interviews indicated that the students had positive attitude toward reading English, critical thinking skills and living values.

These findings indicate that critical thinking strategies could help the students develop their English reading comprehension and enhance their living values.

### **Relevant studies concerning critical reading ability**

Several studies have been conducted using critical reading ability as independent or dependent variables. The studies have been conducted in different contexts. The objectives, teaching procedures, and instructional activities used in each study were different. For each study, population, research design, instruments and findings were discussed respectively. The review of these studies was chronologically presented as follows.

Combs (1992) used classics of children's literature to teach critical reading skills. Although scoring above the national average on the Iowa Tests of Basic Skills (ITBS), the teacher's fourth-grade gifted students exhibited problems with critical reading skills. A literature unit involving whole language strategies and using Beverly Cleary's "The mouse and the Motorcycle" and E. B. White's

“Charlotte’s Web” was implemented. Students kept literature logs while reading and engaged in classroom discussions using questioning techniques designed to develop critical thinking skills. Vocabulary instruction focused on using context clues in the stories to determine word meaning. Students did research on spiders in cooperative learning groups. Created a “fact vs. opinion” bulletin board on pigs, and used creative writing to evaluate situations and recommend solutions from a pig’s point of view. Students demonstrated higher level thinking skills and become problem solvers. Students’ scores on the ITBS increased remarkably as a class, but bilingual students’ increases were a disappointment.

Lekvilai (1996) developed an instructional model of critical reading through language learning strategies using cooperative learning principles for the lower secondary school students, to compare the critical reading achievements between the pre-test and the post-test of the experimental group, to study the interactions between the instructional model and the levels of students' achievements, to observe the cooperative learning behaviors of the experimental group, and to study opinions of the students in experimental group concerning cooperative learning and application of language learning strategies. The research processes were to develop the model and to experiment the model with the students. The findings were as follows: 1. The instructional model consisted of 5 elements : principles, objectives, contents, instructional processes, and evaluation. The instructional processes specifically focused on cooperative learning principles by assigning the students to work together in small groups with the same goals of working, and helping each other in group interactions. Cognition, memorization, metacognition, compensation, affection, and socialization were used as language learning strategies to develop students' critical reading abilities in understanding author's purposes and ideas, identifying facts and opinions, analyzing the

stories, criticizing the propagandas, and judging the assigned passages. The instructional model materials were 2 handbooks for the teachers and 8 practical lesson plans. 2. The post-test achievement score of the experimental group was significantly higher than that of the pre-test at the .01 level. 3. There was no interaction between the instructional model and levels of the students' achievement toward critical reading achievement of the experimental group. 4. The post-test of the experimental group significantly performed better cooperative learning behaviors than the pre-test at the .01 level. 5. The experimental group indicated that the cooperative learning was useful to them, and had applied the acquired language learning strategies in their reading. The strategies most used were techniques in identifying main ideas, meditating, and concept mapping.

Boonplong (1998) developed a model for computer-assisted instruction lesson for teaching critical reading for lower secondary school students, studied the use of a model for computer-assisted instruction lesson and studied opinions of the samples concerning a model for computer-assisted instruction lesson. The research methodologies included 5 steps (1) the study and analysis of related literature (2) the design of a model for computer-assisted instruction lesson for teaching critical reading (3) the development of computer-assisted instruction lessons based on a designed model (4) the conduct of one-on-one and small group formative evaluation based on the 90/90 criteria and (5) the conduct of summative evaluation in the real setting. The samples for the study included 60 mathayom sukka three students of Wimuttayarampittayakon School. Based on their grade point average, they were randomly assigned to one of the three groups: high, medium and low learning achievement group. Each group studied critical reading from computer-assisted instruction lessons. The research findings were as follows: 1. A model for computer-assisted instruction lesson for teaching critical reading consisted of five components: principle, objectives, contents, instructional

process, and evaluation. The instructional process specifically focused on direct approach, indirect approach, and metacognition. 2. The results of using computer-assisted instruction lessons from statistical analysis of the pretest and posttest data revealed that: 2.1 The posttest scores of the high, medium and low learning achievement samples were significantly higher than the pretest scores at 0.05 level. 2.2 There were statistical significant differences between critical reading posttest scores of the samples with different learning achievement levels at 0.05 level. 3. The samples indicated that computer-assisted instruction lessons were interesting and they studied the lessons with satisfaction.

Chaisuriya (2000) conducted the research to study critical thinking abilities of mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis, to study critical reading abilities in English of mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis and to study a relationship between critical thinking abilities and critical reading abilities in English of mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis. The samples were 561 students selected by simple random sampling technique. The instruments used in this study were Cornell Critical Thinking Test Level X which had been translated into Thai and adjusted to Thai students by the researcher and an English critical reading ability test constructed by the researcher. Each test was examined by three experts and had been tried out to find the reliability of the test. They were .79 and .79 and .83 respectively. The obtained data were analyzed by means of arithmetic mean, percentage of arithmetic mean and Pearson product moment correlation. The findings were as follows: 1. Mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis had critical thinking abilities at the

lower than minimum norm level with the percentage of arithmetic mean of 42.51 2. Mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis had critical reading abilities in English at the lower than minimum norm level with the percentage of arithmetic mean of 47.48 3. There was positive relationship between critical thinking abilities and critical reading abilities in English of mathayom suksa six students in schools under the office of the private education commission, Bangkok Metropolis at the .01 level of significance.

Wannakhao (2006) aimed to create an instructional model to enhance students's abilities to think and read English critically, and to investigate its effects. The research was carried out in 3 phase I was the definition of conceptual framework of the model. To do so, two hundred undergraduate students and five English teachers were surveyed by using questionnaires and direct interviews. After the synthesis of theoretical conceptual framework, the proposed instructional model was verified by experts. In Phase II, the instructional model was developed and verified by employing the research spirals of Kemmis and McTaggart's principles. The participants were 51 undergraduate students. The data were collected by using critical English reading tests, critical thinking skills tests, the classroom observation, and an interview. The data were analyzed both quantitatively and qualitatively. In phase III, the experimental research was undertaken to examine the effectiveness of the model using randomized pretest – protest control group design. The participants were 60 undergraduate students. This instructional model consists of 1) principle and goal, 2) scope of the content and metacognitive strategies that are essential for enhancing the students' critical reading ability and critical thinking skill (3) learning – teaching activities and 4) evaluation. The development of critical



reading activities were based on 3 stages of metacognitive strategies ; Planning, Monitoring and Evaluating. In the experiment, students' learning activities were designed by using 5 techniques, i.e., individual reflection, issue conclusion, thinking process assessment and thinking skills practice, to investigate the effectiveness of 8 critical reading ability criteria and 7 aspects of critical thinking skills. The results showed that mean difference between pretest and protest of the experimental group on critical reading abilities and critical thinking skills was higher than that of the control group at the statistic level of .05. Mean difference of the protest of the experimental group was higher than that of the pretest at the statistic level of .05

### **Summary**

Based on the review of the literature, the following paragraphs are the major ideas the researcher used to develop the theoretical framework for the present study.

Regarding critical reading, it was the highest level of reading skills that readers were required to comprehend, analyze, synthesize, and evaluate the information from the reading texts with reasonable evidences.

Concerning components of critical reading ability, a lot of components were proposed but there were only seven components were overlapped: recognizing the author's purpose, identifying the author's writing style, distinguishing facts and opinions, identifying a source of information, drawing inferences, recognizing the author's attitude, and recognizing the author's tone.

To possess critical reading ability, critical thinking came into play. From the review of literature, critical thinking was a thinking process used to make a final judgment whether the information from various sources of data could be believed or not. The final judgment should be supported with rational evidences.



Critical thinking process proposed by the Ministry of Education (1991) was used as a teaching pedagogy consisted of six processes: observing, explaining, listening, connecting, analyzing, and drawing conclusion.

Besides, Bloom's six levels of questioning are used to enhance critical thinking ranging from knowledge, comprehension, application, analysis, synthesis, to evaluation.

To develop critical thinking ability, the reader response approach was used. The reader response approach was defined as a reading approach placing the importance of the transaction between the active reader and the text in interpreting the meaning. The reader employs different perspectives of their experiences and background knowledge in understanding the text.

Since the flexibility of the reader response approach, there were no clear cut teaching procedures for this approach. However, from the studies which the reader response was employed reviewed in this chapter, the teaching procedures: schema activation, teacher's guided questions, written response, group discussion, as well as whole class discussion, were overlapped.

In addition to the overlapping instructional activities, three stages of teaching reading were used in the reader response based classroom. These stages consisted of three stages: pre-reading, while-reading, and post-reading. In the pre-reading stage, students' background knowledge concerning the content of the text was activated. In while-reading stage, students were asked to read the text silently. In post-reading stage, students were required to reflect their thoughts and to check their comprehension about the contents of the text.

Texts used in the reader response-based classroom should possess enough issues for students' discussion. Language and structures should be consistent with the language proficiency of learners.

In the reader response-based classroom, students should be encouraged to express their opinions freely without any personal judgments from teachers. The teachers should remind students that there was no right or wrong answer if they could find rational evidences to support their thoughts.

The next chapter presented the research methods of the present study.



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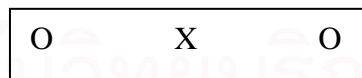
## CHAPTER III

### METHODS

This chapter presents the research methods used in the present study to explore the effects of English reading instruction based on the reader response approach on critical reading and critical thinking of upper secondary school students. The details about research design, research procedures, participants, treatment for the present study, research instruments, data collection, and data analysis are presented in this chapter.

#### Research design

This study was a single group pretest-posttest experimental research study that employed the reader response approach in designing a reading instruction for upper secondary school students. Critical thinking test and two parallel forms of critical reading tests were used to measure students' critical thinking and critical reading ability before and after the instruction. The independent variable was English reading instruction based on the reader response approach. The students' mean scores on critical thinking and critical reading tests were dependent variables. Figure 3.1 illustrated the research design of the present study.



O refers to pretest and posttest on critical thinking and critical reading

X refers to a treatment which was an English reading instruction based  
on the reader response approach

*Figure 3.1* Research design

## **Research procedures**

Research procedures of the present study consisted of two phases: the preparation stage and the implementation stage. Figure 3.2 illustrated the overview of research procedures of the present study.

## **Population and Participants**

The population for this study was upper secondary school students from public schools in Bangkok. The participants in this study were twenty-one twelfth grade students who enrolled in an elective course, English Reading for Thinking Process, Chulalongkorn University Demonstration School. The researcher selected the students to participate in this study from this school because this school was a laboratory school of the Faculty of Education, Chulalongkorn University. Besides, The students got adequate English proficiency for writing responses considered from their previous grades from English foundation subject.

The researcher offered an elective course, English Reading for Thinking Process, in the second semester of an academic year 2007 to be an experimental class. Each period lasted one hundred minutes. The participants in this course were those who were interested in and freely enrolled in the course. There were twenty one participants categorized as five male participants and sixteen female participants. All participants were from Math-Science and Math-English programs.

### **Phase 1: Preparation stage**

#### **Reading Instruction**

Stage 1: Exploring and studying the fundamental concepts and teaching procedures of the reader response approach.

Stage 2: Constructing conceptual framework and teaching procedures.

Stage 3: Designing a long range plan and 10 reading lesson plans.

Stage 4: Validating examples of the lesson plans by three experts.

Stage 5: Revising the sample lesson plans according to the experts' comments.

Stage 6: Piloting the sample lesson plans.

#### **Critical Thinking Test and Critical Reading Test**

Stage 1: Asking for permission prior to using critical thinking test from Suwancharas (2000)

Stage 2: Exploring and constructing critical reading components.

Stage 3: Constructing two parallel critical English reading tests.

Stage 4: Validating the two tests by three experts.

Stage 5: Trying out the two tests to find parallelism in terms of power of difficulty and discrimination index.



### **Phase 2: Implementation stage**

Stage 1: Pretests: critical thinking and critical reading

Stage 2: Instructional period: 10 weeks, 100 minutes per period

Stage 3: Posttests: critical thinking and critical reading

Stage 4: Analyzing the data from critical thinking tests and critical reading tests using t-test and finding an effect size (Cohen, 1988)

Stage 5: Analyzing student response worksheets using content analysis and five perspectives of responses proposed by Beach (1993) were used as a framework for the analysis.

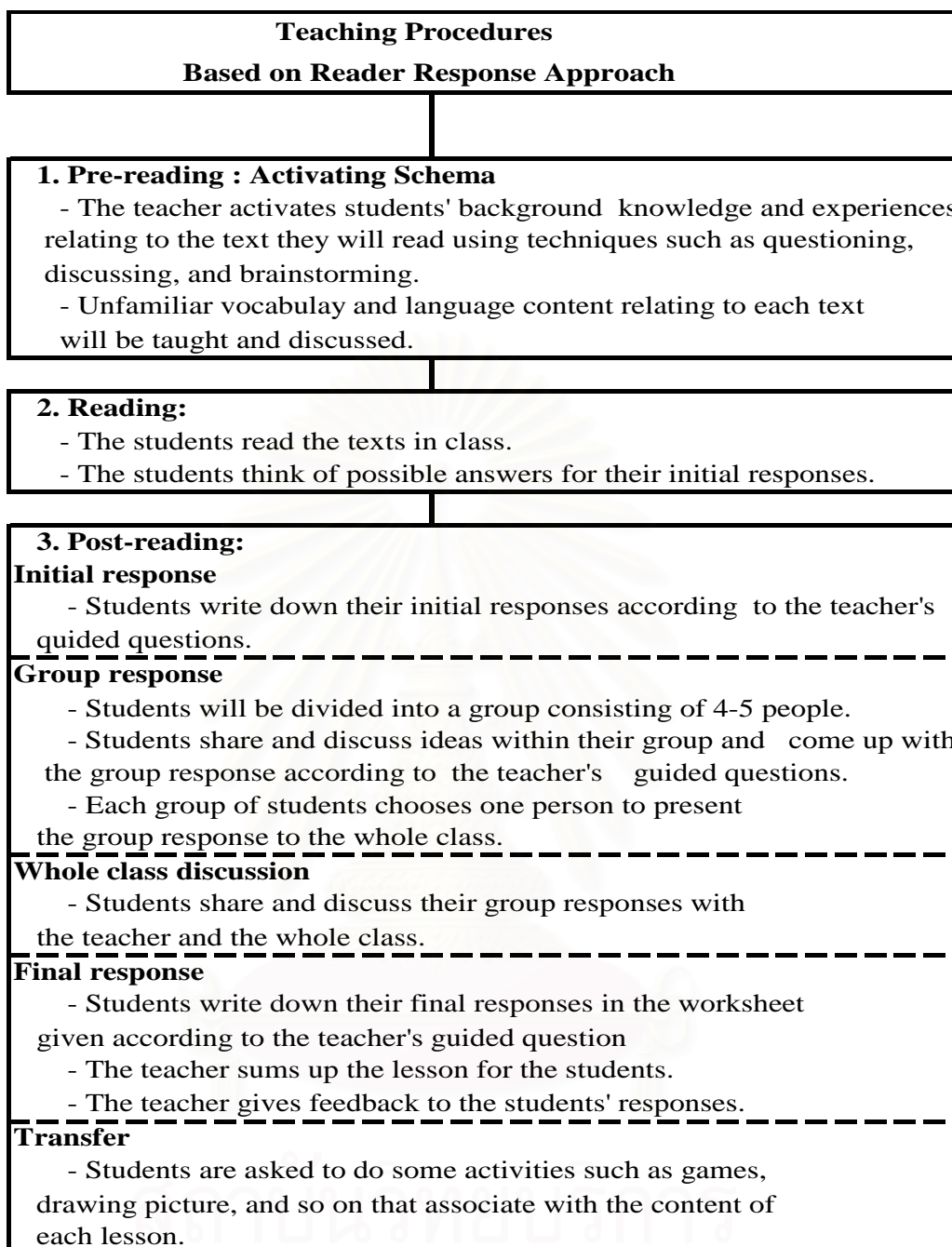
*Figure 3.2* Research procedure

### **English reading instruction based on the reader response approach**

The treatment used in the present study was ten-week reading lesson plans which were developed by the researcher.

#### *Lesson Plans*

First of all, the researcher designed a long range plans for using as an overview of what would be done during the instructional period (see Appendix A). The researcher designed 10 week reading lesson plans (see Appendix B) based on the proposed concept of the reader response approach as defined by Rosenblatt (1938). The teaching procedures integrated the concepts of reading instruction and the reader response approach used in Ali (1993), Spiegel (1997), Probst (1988), Varvel (1988), Luce (2000), and Kelly (2000). Each lesson consisted of three steps: pre-reading, reading, and post-reading. These three steps were also incorporated with five teaching procedures: schema activation, initial response, group response, whole class discussion, and final response which are presented in Figure 3.3.



*Figure 3.3* Teaching procedures used in the present study

Each lesson incorporated six components of critical thinking process proposed by the Ministry of Education (1991, cited in Kaemane, 2001). The overall process consisted of observing, explaining, listening, connecting, analyzing, and drawing conclusion. The details of how each component of critical thinking process was incorporated in each lesson were presented in Figure 3.4.



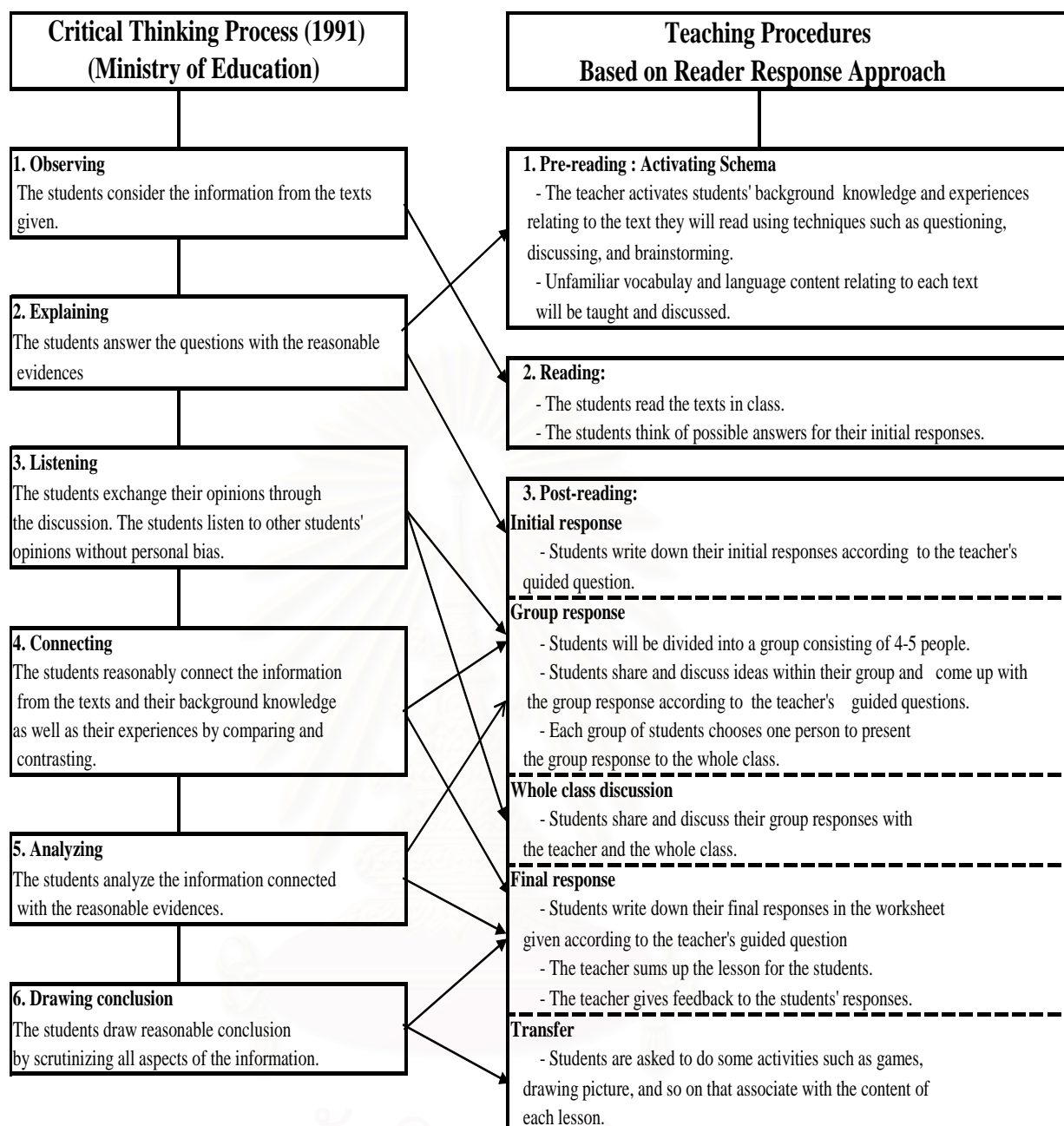


Figure 3.4 Critical thinking process and the teaching procedures

Actually, the reader response approach was implemented mainly in the field of teaching literature, therefore, only literary texts were used as materials. However, it became a big challenge for this approach if the texts used in the class were from various types. Spiegel (1997) suggested that with the variety of text types used in the instruction, critical thinking of students could be enhanced. The researcher, therefore, selected six types of texts: song, article, poem, advertisement, comic strip, and short

story, to be used in each lesson. Each type of text had to possess enough issues for students' discussion. Language and structures should be consistent with the language proficiency of learners (Ali ,1993; Rosenblatt, 1995; Kelly, 2000; Spiegel, 1997; Duzer ,1999; and Luce ,2000). Before selecting the texts, the researcher asked the students to choose the texts from these six types to be used in each lesson. The researcher provided more than three choices for each type for the students.

After selecting the texts, the researcher designed ten lesson plans implementing the reader response approach. Three of the ten lesson plans were checked by three experts (see Appendix C). The experts commented were mainly about teaching materials and teaching procedures. For teaching materials, an expert thought that some texts were too difficult for twelfth grade students. Regarding teaching procedures, an expert commented that the lessons did not provide sufficient explicit instruction on linguistic features. The researcher, then, revised the lesson plans according to the experts' comments. The researcher changed the texts that were commented as too difficult for the participants and revised the lesson plans to include explicit instruction on vocabulary and structures in the pre-reading stage of each plan. After revising the lesson plans, the researcher asked the experts to validate the lesson plans again. The three lesson plans then were used as the model to develop the other seven lesson plans. After that, three lesson plans were piloted with a group of thirty twelfth grade students. This group of students was a different group with the experimental group.

In piloting the lesson plans, a problem which was not caused by the design of the lesson plans was that the participants had to write responses in English. Therefore, no change was needed. The final versions of the ten lesson plans were used in an elective course, English Reading for Thinking Process, in the second semester of the academic year 2007.

## Research Instruments

The instruments used in this study were a critical thinking test, student response worksheet, and two parallel forms of critical English reading tests. The descriptions of each instrument were as follows:

### *1. Critical thinking test*

The researcher adopted the critical thinking test constructed by Suwancharas (2000) to examine students' critical thinking ability. Suwancharas developed a Thai version of the critical thinking test in accordance with four aspects of the Cornell Critical Thinking Test, Level x, ( see Appendix D). The test consisted of 40 items. The test was divided into four sections. Each section consisted of ten items which aimed to measure each of the four aspects of critical thinking ability as follows:

#### *- Credibility of sources and observations*

In this section, the test takers were tested the ability to determine which information given was the most reliable.

#### *- Deduction*

In this section, the test takers were tested the ability to draw a conclusion on the consequences of the situation given.

#### *- Induction*

In this section, the test takers were tested the ability to figure out whether each truth given supported the assumption or not.

#### *- Assumption identification*

In this section, the test takers were tested the ability to identify the assumption of the situation given.

This critical thinking test was checked by three experts for the accuracy of the content and the appropriateness of the language used. The test was tried out and yielded

the test reliability of 0.63, the power of discrimination greater than 0.15 and the level of difficulty between 0.20 - 0.80. These numbers indicated that this test was acceptable. This test was scored as follows. One point was given for a correct answer and zero point for a wrong or no answer.

## *2. Student response worksheets*

In each lesson, the participants were required to write their responses. The final responses were used as another source of data about the participants' critical thinking ability. Three final response worksheets of each student from three lessons: the second, sixth and tenth lessons, were analyzed using the content analysis. The final response worksheets from these three lessons were the most appropriate worksheets for the analysis because the first lesson might be too early for the participants to get used to writing responses and the range among these three lessons were equal. The perspectives the participants used in their responses were as the indicator of their development of critical thinking ability. As Combs (1992) proposed, the more perspectives the participants used in their responses, the more they move towards critical thinking ability. The five perspectives of responses proposed by Beach (1993) were used as the framework for the analysis. In final response worksheets, students could use only one perspective or up to five perspectives to answer the questions. Each perspective the students used was counted as one. Therefore, each final response worksheet could be counted from one to five according to the numbers of the perspectives used. The criteria used to examine the students' perspectives in the present study were as follows:

### *Textual perspective*

The participants would interpret the meaning of the texts primarily based on textual convention or the information in the texts such as plot, characterization, setting and so on. The contents of the response, thus, focused on the information from the

author of the text or the text itself. There were some key words such as, “According to the text”, “As the author said”, “From the text or passage”, “Regarding the information from the text”.

#### *Experiential perspective*

The participants would interpret the meaning of the texts using their experiences. The contents of the responses, therefore, mainly focused on the participants’ personal experiences. There were some key words such as, “From my experience”, “I have experienced”, “I am the one who faces with”.

#### *Psychological perspective*

The participants interpreted the meaning of the text using the common interests that showed the cognitive ability in their ages such as, friends, love, family, lifestyle, and so on.

#### *Social perspective*

The participants interpreted the meaning of the text using their social roles. There were some key words such as, “As a son/daughter”, “As a student”, “As a Thai”.

#### *Cultural perspective*

The participants interpreted the meaning of the texts using evidences that were shaped by their attitudes and values drawn on a range of different disciplinary perspectives. The contents of the responses, hence, focused on the participants’ cultural attitudes such as, religion, feminism, social norms, traditions, ethics, democracy, morality, doctrines and so on. There were some key words for example, “In Thai society”, “In Buddhism”, “For medical doctrine”, “For humanity”.

### 3. *Critical English Reading Tests*

The researcher developed two parallel forms of English critical reading tests in order to use as a pretest and a posttest of critical English reading. To develop the tests, first of all, the researcher reviewed the components of critical reading ability proposed by Mckee (1966), Spache and Berg (1966), Heilman (1972), Dallman (1978), Gunning (1992), Thammongkol (1994), Leo (1994), Flemming, E.L. (1997), Ranghabtuk (2001), Pirozzi (2003), and Mather and Mccarthy (2005). These studies shared some common idea about what constitute critical reading ability. The components of critical reading ability proposed by more than three educators were used as the framework to develop questions for the test. In total, seven abilities were considered as components of critical reading ability by more than three researchers presented as follows:

1. Recognizing the author's purpose

The students will be able to recognize the author's purpose in a text.

2. Identifying the author's writing style

The students will be able to identify the author's writing style of a text.

3. Distinguishing facts and opinions

The students will be able to distinguish between facts and opinions in a text.

4. Identifying a source of information

The students will be able to identify the source of information of a text.

5. Drawing inferences

The students will be able to draw inferences from the information in a text.

6. Recognizing the author's attitude

The students will be able to recognize the author's attitude in a text.

7. Recognizing the author's tone

The students will be able to recognize the author's tone in a text.

After getting the seven components of critical reading ability to develop questions for the test, the researcher, then, set the criteria for selecting the texts used in the tests. Each genre of the texts had to be used as instructional materials in the ten lesson plans. The researcher finally selected four types of texts which were poem, song, passage, and advertisement, to be used in the two parallel tests (see Appendix F). For each text, the participants had to answer seven questions. These questions were written in accordance with the seven components of critical reading ability. Each test, thus, consists of 28 items (see Table 3.1). The researcher, then, had the two tests checked for the language used in each test by a language specialist (see Appendix C). Revisions were made according to the comments.

After that, the two tests were sent the three experts who were experienced in reading assessment (see Appendix C) to validate the content validity. The three experts agreed that the two tests had the content validity. However, they commented on the mechanical errors of the two tests including the use of punctuations and word choices. The researcher, then, revised the two tests according to the suggestions from three experts.

The researcher tried out the two tests with a group of thirty twelfth grade students which was different from the experimental group. The data from the try out were used to validate whether the two tests were parallel or not in terms of overall mean score, power of difficulty, and discrimination index (Wadkhean, 1982).

The posttest was tried out three weeks after the try out of the pretest. The two tests were scored by the researcher and t-test was used to find whether the overall mean score of the two tests were significantly different or not. The results from the try out of the two tests yielded that the two tests were parallel because the overall mean scores of



the two tests, the overall mean scores of power of difficulty and discrimination index were not significantly different (see Table 3.2).

Table 3.1

*All Questions in the Pretest and Posttest of Critical English Reading Based on the Seven Components*

| Critical Reading Components               | Descriptions   | Items      |            |
|---|--|------------|------------|
|   |  | Pretest    | Posttest   |
| 1. Recognizing the author's purpose       | The ability to recognize the author's purpose in a text.             | 1,8,15,22  | 7,8,15,22  |
| 2. Identifying the author's writing style | The ability to identify the writing style of a text.                 | 4,10,21,27 | 4,13,18,27 |
| 3. Distinguishing facts and opinions      | The ability to distinguish between fact and opinion in a text.       | 6,11,17,24 | 2,14,19,26 |
| 4. Identifying a source of information    | The ability to identify a source of information of a text.           | 5,13,19,28 | 5,12,21,25 |
| 5. Drawing inferences                     | The ability to draw inferences from the information given in a text. | 7,14,16,23 | 3,11,20,24 |
| 6. Recognizing the author's attitude      | The ability to recognize the author's attitude in a text.            | 2,9,18,25  | 1,10,16,28 |
| 7. Recognizing the author's tone          | The ability to recognize the author's tone in a text.                | 3,12,20,26 | 6,9,17,23  |

Table 3.2

*The Results of the Three Parallelisms from Pre and Post of Critical Reading Tests*

| Analyses             | Tests    | Mean  | t.   | Sig. |
|----------------------|----------|-------|------|------|
| Overall mean scores  | Pretest  | 16.56 | .607 | .549 |
|                      | Posttest | 16.90 |      |      |
| Power of difficulty  | Pretest  | 0.61  | .345 | .733 |
|                      | Posttest | 0.60  |      |      |
| Discrimination index | Pretest  | 0.46  | .296 | .770 |
|                      | Posttest | 0.47  |      |      |

\*  $p < .05$ **Data Collection**

Before receiving the instruction, the participants were asked to do the pretest of critical English reading and critical thinking. Then, the researcher implemented the reading instruction based on the reader response approach for 10 weeks. In each lesson, the students were required to write three responses. The three final response worksheets of all students from the second, sixth and tenth lessons were collected to be used as supplementary information. After the instruction, the participants were asked to do the posttest to check their critical reading ability and critical thinking ability again.

**Data Analysis**

The data from the three sources were analyzed as follows:

To answer the first research question concerning the effects of the reader response approach on critical thinking ability, the data from the two sources: critical thinking test and student response worksheet, were used. The raw scores from the pretest and the posttest of critical thinking were analyzed using SPSS program for window version 10. T-test was employed to check whether the mean score of the pretest

and the posttest were significantly different or not. In addition, t-value and df-value were used to calculate effect size (Cohen, 1988) to test the extent to which the English reading instruction based on the reader response approach affected the participants' critical thinking ability. If effect size was between 0.0-0.2, this meant that the instruction had a small effect on the participants' critical thinking ability. If effect size was between 0.3-0.5, this meant that the instruction had a medium effect on the participants' critical thinking ability. If effect size was between 0.6-2.0, this meant that the instruction had a large effect on the participants' critical thinking ability.

Besides, The final response worksheets of each student from the second, sixth, and tenth lessons were analyzed using content analysis to examine the perspectives the participants used to support their responses. The number of perspectives found in each response was recorded and used to support the development of critical thinking ability.

To answer the second research question regarding the effects of the reader response approach, the two parallel forms of critical English reading tests were used. The raw scores of the pretest and the posttest of critical English reading tests were analyzed using SPSS program for windows version 10. T-test was used to check whether the mean scores of the posttest and the pretest were significantly different or not. In addition, t-value and df-value were used to calculate effect size (Cohen, 1988) to test the extent to which the English reading instruction based on the reader response approach affected the participants' critical reading ability. The effect size was divided into three ranges. The effect size between 0.0-0.2 meant that the instruction had a small effect on the participants' critical reading ability. The effect size between 0.3-0.5 meant that the instruction had a medium effect on the participants' critical reading ability. The effect size between 0.6-2.0 meant that the instruction had a large effect on the participants' critical reading ability.

## **CHAPTER IV**

### **RESULTS**

This study was a single group pretest-posttest experimental research study that employed the reader response approach in designing a reading instruction for upper secondary school students. The participants of the study were twenty one twelfth grade students from Chulalongkorn University Demonstration School. The instruments used in this study consisted of a critical thinking test, final response worksheets, and two parallel forms of English critical reading tests. The findings of the research study were summarized in two major sections according to the two research questions. The first section of the findings aimed to answer the first research question that was how the reader response approach affects the participants' critical thinking ability. The second section of the findings aimed to answer the second research question that was how the reader response approach affects the participants' critical English reading ability.

#### **Section 1 (Research Question 1)**

To examine the effects of using the reader response approach on critical thinking ability of the participants, the critical thinking test and final response worksheets were used respectively.

The first research instrument which aimed to measure the participants' critical thinking ability was the critical thinking test. The researcher adopted the critical thinking test constructed by Suwancharas (2000) to examine students' critical thinking ability. The test consisted of 40 items. The test was divided into four sections. Each section consisting of ten items was to measure critical thinking ability as follows:

1. Credibility of sources and observations
2. Deduction
3. Induction
4. Assumption identification

The second research instrument used to follow up the development of the students on critical thinking ability was final response worksheets. During each lesson, the students were asked to write three responses to express their opinions. The final responses of all students from the second, sixth and tenth plans were analyzed using the content analysis. The content analysis focused on the perspectives the participants used in their responses. The following five perspectives of responses proposed by Beach (1993) were used as a framework for the analysis.

The first perspective was called textual perspective. The readers would interpret the meaning of the texts primarily based on textual convention or the information in the texts such as plot, characterization, setting and so on.

The second perspective was called experiential perspective. The readers would interpret the meaning of the texts using their experiences.

The third perspective was called psychological perspective. The readers interpreted the meaning of the texts using various evidences regarding to each individual's level of cognitive or intellectual development.

The fourth perspective was called social perspective. The readers interpreted the meaning of the texts using the evidences that were influenced by their social roles, motives, and needs.

The last perspective was cultural perspective. The readers interpreted the meaning of the texts using evidences that were shaped by their attitudes and values drawn on a range of different disciplinary perspectives.

These five perspectives of responses were used to explain the variety of the perspectives the participants used in their responses. According to Combs (1992), the more perspectives the participants used to view the texts, the more they move towards critical thinking ability.

### *1.1 Critical Thinking Test*

Critical thinking ability of the participants was enhanced after receiving an English reading instruction based on the reader response approach. The mean scores from the pretest and posttest of critical thinking were compared using t-test. The mean and standard deviations of the pretest and posttest of critical thinking scores are presented in Table 4.1

Table 4.1

#### *A Comparison of Overall Mean Scores from the Pre and Post Critical Thinking Tests*

| Critical Thinking Tests | Mean          | Mean Differences | t.     | df. | Sig   |
|-------------------------|---------------|------------------|--------|-----|-------|
| Pretest                 | 18.48 (46.2%) | 6.00             | 18.134 | 20  | .000* |
| Posttest                | 24.48(61.2%)  |                  |        |     |       |

\*p < .05

The results of the t-test indicated that the participants received a higher mean score (Mean = 24.48 = 61.2%) in the posttest than in the pretest (Mean = 18.48 = 46.2%). The mean difference was 6. It is apparent that there was a significant difference between the mean scores from the pre and post critical thinking test at a significant level of  $p < .05$ . In other words, the participants' critical thinking ability significantly improved after receiving an English reading instruction based on the reader response approach. In addition, the results obtained a large effect size at the level of 0.97. It confirmed that English reading instruction based on the reader response approach affected the participants' critical thinking ability.

In addition to the total scores of the pre and post critical thinking tests, the tests were analyzed in details to examine whether each aspect of critical thinking abilities was enhanced or not after the participants received an English reading instruction based on the reader response approach. Table 4.2 presents the pretest and posttest mean scores of four aspects of critical thinking abilities.

The results from Table 4.2 revealed that each of the four aspects of critical thinking abilities of the participants was enhanced after receiving an English reading instruction based on the reader response approach. The findings showed that the mean scores on the post test of critical thinking ability increased in four aspects. There were differences between the pre and post mean scores of all four aspects of critical thinking abilities at a significant level  $p < .05$ . This means that the participants improved their critical thinking abilities in four aspects after they received an English reading instruction based on the reader response approach.



Table 4.2

*A Comparison of the Mean Scores from the Pretest and Posttest of Four Aspects of Critical Thinking Abilities*

| Aspects of<br>Critical Thinking Abilities | Mean     |           | Differences | t.     | Sig.  |
|---|----------|-----------|-------------|--------|-------|
|   | Pre-test | Post-test |             |        |       |
| 1. Credibility of<br>sources observation  | 4.67     | 5.90      | 1.24        | 8.10   | .000* |
| 2. Deduction                              | 4.57     | 5.81      | 1.24        | 5.20   | .000* |
| 3. Induction                              | 4.90     | 6.52      | 1.62        | 9.22   | .000* |
| 4. Assumption<br>Identification           | 4.52     | 6.14      | 1.62        | 9.22   | .000* |
| Overall scores                            | 18.48    | 24.48     | 6.00        | 18.134 | .000* |

\*p < .05

### *1.2 Student Response Worksheets*

The participants' final response worksheets were collected from the second, sixth, and tenth lessons. These responses were analyzed using content analysis. The content analysis focused on the perspectives the participants used in their responses. The five perspectives of responses proposed by Beach (1993) were used as the framework for the analysis. According to Combs (1992), the more perspectives the participants used to view texts, the more the participants move towards critical thinking ability. In final response worksheets, students could use only one perspective or up to

five perspectives to answer the questions. Each perspective the students used was counted as one. Therefore, each final response worksheet could be counted from one to five according to the number of the perspectives the participants used. The criteria used to examine the students' perspectives in the present study were described in Chapter 3.

*These are some examples of final responses from the three lessons.*

*Textual perspective*

Regarding to the case from the passage mentioning baby who was done mercy-killing by a doctor I thought it was not the right thing to do.” (Participant 4)

“According to the poem, the word “you” represented the author’s soulmate. The one came in the author’s life and made the author happy.” (Participant 6)

*Experiential perspective*

“I was the one who experienced an acne problem so I knew well how chocolate affected my skin.” (Participant 8)

“From my experience, every time I consumed chocolate I faced acne problem...” (Participant 9)

*Cultural perspective*

“In my opinion, euthanasia should be accepted only when the patient himself asked for. It helped suffering patients to die without pain. However, neither doctors nor the patients’ family could make the decision whether the patients could live or not. It was morally wrong in Buddhism and Thai society.” (Participant 7)

“I think euthanasia should not be legalized in Thailand because it was unacceptable in Buddhism.” (Participant 13)

The number of perspectives the participants used in the three responses are presented in Table 4.3

Table 4.3

*The Number of Perspectives Found in the Students' Final Responses from Three Lessons*

|                         |                        | The number of students |                |                |
|-------------------------|------------------------|------------------------|----------------|----------------|
| Lessons                 | Perspectives used      | 1 perspective          | 2 perspectives | 3 perspectives |
|                         | 2 <sup>nd</sup> lesson |                        | 17             | 4              |
| 6 <sup>th</sup> lesson  |                        | 13                     | 8              | 0              |
| 10 <sup>th</sup> lesson |                        | 5                      | 10             | 6              |

Table 4.3 revealed that the participants' critical thinking ability was enhanced. More than half of the participants used more than one perspective in their final responses especially in the last lesson comparing to the two earlier lessons.

The findings about this increasing number of perspectives used in their responses showed that the participants' critical thinking ability was increased which was consistent with the findings from the critical thinking test. Therefore, it could be concluded that the reading instruction based on the reader response approach could foster the development of critical thinking ability.

## Section 2 (Research Question 2)

To examine the effects of using the reader response approach on critical English reading ability of the participants, the two parallel tests of critical English reading were used.

The researcher developed the two parallel forms of critical English reading tests in order to use as the pre and post tests of critical English reading. Each test comprised of 28 items. These items were in accordance with the seven components of critical English ability which were as follows:

1. Recognizing the author's purpose
2. Identifying the author's writing style
3. Distinguishing facts and opinions
4. Identifying a source of information
5. Drawing inferences
6. Recognizing the author's attitude
7. Recognizing the author's tone

The results showed that critical English reading ability of the participants was enhanced after they received an English reading instruction based on the reader response approach. The mean and standard deviations of the pretest and posttest of critical English reading scores are presented in Table 4.4

The results from the t-test showed that the participants received a higher mean score (Mean = 22.67 = 80.9%) in the posttest than in the pretest (Mean = 16.90 = 60.3%). The mean difference was 5.76. It is apparent that there was a significant difference between the mean scores from the pre and the post critical English reading tests at a significant level  $p < .05$ . In other words, the participants' critical English

reading ability significantly improved after receiving an English reading instruction based on the reader response approach. In addition, the results obtained a large effect size at the level of 0.93. It revealed that English reading instruction based on the reader response approach affected the participants' critical reading ability.

Table 4.4

*A Comparison of Overall Mean Scores from the Pre and Post Critical English Reading Tests*

| Critical English Reading Tests | Mean          | Mean Differences | t.     | df. | Sig   |
|--------------------------------|---------------|------------------|--------|-----|-------|
| Pretest                        | 16.90 (60.3%) | 5.76             | 11.373 | 20  | .000* |
| Posttest                       | 22.67 (80.9%) |                  |        |     |       |

\*p < .05

In addition, the two parallel tests of critical English reading were analyzed in details to examine whether each component of critical English reading abilities was enhanced or not after the participants received an English reading instruction based on the reader response approach. Table 4.5 presents the pretest and posttest mean scores of seven components of critical English reading abilities.

Table 4.5

*A Comparison of the Mean Scores from the Pretest and Posttest of Seven Components of Critical English Reading Abilities*

| Components of Critical English Reading Abilities | Mean     |           | Mean Differences | t.   | Sig.  |
|--|----------|-----------|------------------|------|-------|
|  | Pre-test | Post-test |                  |      |       |
| 1. Identifying the author's purpose              | 2.81     | 3.48      | 0.67             | 3.57 | .002* |
| 2. Identifying the author's writing style        | 1.81     | 2.90      | 1.10             | 6.04 | .000* |
| 3. Distinguishing facts from opinions            | 2.90     | 3.71      | 0.81             | 4.91 | .000* |
| 4. Identifying a source of information           | 2.62     | 3.48      | 0.86             | 3.87 | .001* |
| 5. Drawing inferences                            | 2.81     | 3.57      | 0.76             | 4.20 | .000* |
| 6. Recognizing the author's attitude             | 2.05     | 2.76      | 0.71             | 4.18 | .000* |
| 7. Recognizing the author's tone                 | 1.90     | 2.76      | 0.86             | 5.40 | .000* |

Table 4.5 (Continued)

*A Comparison of the Mean Scores from the Pretest and Posttest of Seven Components of Critical English Reading Abilities*

| Components of Critical English Reading Abilities | Mean     |           | Mean Differences | t.     | Sig.  |
|--|----------|-----------|------------------|--------|-------|
|  | Pre-test | Post-test |                  |        |       |
| Overall scores                                   | 16.90    | 22.67     | 5.76             | 11.373 | .000* |

\*p < .05

The results from Table 4.5 revealed that each of the seven components of critical English reading abilities of the participants was enhanced after receiving an English reading instruction based on the reader response approach. The findings showed that the mean scores on the post test of critical English reading ability increased in seven components. There were differences between the pre and post mean scores of seven components of critical English reading abilities at a significant level  $p < .05$ . This means that the participants improved their critical English reading abilities in seven components after receiving an English reading instruction based on the reader response approach.

The next chapter presents the discussion of the research findings.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter presents the summary of the study, discussion of the two main findings, and limitations of the study. Also, pedagogical implications, suggestions for future research studies, and conclusion are presented as well.

#### **Summary of the study**

This study was a single group pretest-posttest experimental research study that employed the reader response approach in designing a reading instruction for upper secondary school students to examine the effects of the reader response approach on students' critical English reading ability and critical thinking ability. The reading instruction based on the reader response approach was 10 weeks long and was implemented at Chulalongkorn University Demonstration School. The participants of the study were twenty one twelfth grade students who enrolled in a free elective course entitled '*English for Thinking Process*' in the second semester of the academic year 2007. The instruments used in this study consisted of a critical thinking test, final response worksheets, and two parallel forms of English critical reading tests. The first two instruments were used to investigate the participants' critical thinking ability. The last instrument was used to investigate the participants' critical English reading ability.

The first instrument, critical thinking test, was adopted from Suwancharas (2000) to examine students' critical thinking ability. The test consisted of 40 items. The test was divided into four sections. Each section consisting of ten items aimed to measure each of the four aspects of critical thinking ability including the ability to determine the credibility of sources, the ability to draw a conclusion on the

consequences of the situations, the ability to figure out whether each truth given supported the assumption, and the ability to identify the assumption of the situation.

The second instrument, final response worksheets, was used to examine the development of critical thinking ability of the students. In order to obtain supplementary information about the participants' critical thinking ability during the instruction, three final response worksheets of all students from the second, sixth and tenth lessons were analyzed using the content analysis. The analysis focused on the perspectives the participants used in their responses. The number of the perspectives the participants used indicated their level of critical thinking. The more perspectives the participants used, the more they move towards critical thinking ability (Combs, 1992). The five perspectives of responses proposed by Beach (1993) were used as the framework for the analysis including textual perspective, experiential perspective, psychological perspective, social perspective, and cultural perspective.

For the final instrument, critical English reading tests, the researcher developed two parallel forms of critical English reading tests in order to use as the pre-test and the post-test of critical English reading. Each test was comprised of 28 items. These items were in accordance with the seven components of critical English ability as follows:

1. Recognizing the author's purpose
2. Identifying the author's writing style
3. Distinguishing facts and opinions
4. Identifying a source of information
5. Drawing inferences
6. Recognizing the author's attitude
7. Recognizing the author's tone

Major findings of the research study were summarized in two major sections according to the two research questions. The first section of the findings aimed to answer the first research question which was how the reader response approach affected the participants' critical thinking ability. The second section of the findings aimed to answer the second research question which was how the reader response approach affected the participants' critical English reading ability. The results from the two sections are presented as follows:

*The effects of the reader response approach on critical thinking ability*

The findings from the critical thinking tests and student response worksheets showed that the reading instruction based on the reader response approach enhanced the participants' critical thinking ability. The mean score in the posttest was significantly higher than the mean score in the pretest. Also, the participants' responses in the later lesson contained more perspectives which showed that the participants' critical thinking ability had been developed. In addition, it was found that the participants' most frequent used perspective in writing their responses was textual perspective.

*The effects of the reader response approach on critical English reading ability*

The findings from the critical English reading test showed that the participants' critical English reading ability was enhanced after receiving the reading instruction based on the reader response approach. The mean score in the post test was significantly higher than the mean score in the pre test.

## **Discussion**

The discussion was based on the two major findings. The first finding was English reading instruction based on the reader response approach enhanced participants' critical thinking. The second finding was English reading instruction based on the reader response enhanced participants' critical reading ability.

### *The effects of the reader response approach on critical thinking ability*

The findings from the overall mean scores of the critical thinking tests showed that the reading instruction based on the reader response approach enhanced the participants' critical thinking ability. Also, the participants' critical thinking ability was increased in all four aspects: credibility of sources and observations, deduction, induction, and assumption identification, after the instruction. The results from the present study are consistent with those of Hess (1992), Ali (1993), and Patterson (2006). In these studies, the researchers also employed the reader response approach in their reading instruction and found that the instruction could foster the development of the students' critical thinking ability. These findings from the previous studies and the present study lend support to Rosenblatt (1995) that the reader response could foster the development of critical thinking ability of learners. Apart from the results from the critical thinking test, the results from the final response worksheets from the second, sixth, and tenth lessons showed that the participants' critical thinking ability were developed as well. More than half of the participants used more than one perspective in writing their responses in the tenth lesson comparing to those in the two earlier lessons. According to Combs (1992), the more perspectives the students used to view things, the more they could move towards critical thinking ability; therefore, the findings from the response worksheets provided another evidence that the reader response approach enhanced the participants' critical thinking ability.

The positive effects of the reading instruction based on the reader response approach on the participants' critical thinking ability may result from the instructional activities: questioning technique, group and whole class discussion, and writing responses, employed in this instruction. With the use of these activities, the participants engaged in thinking throughout the lessons. With the use of questions in different levels, the participants were encouraged to think all the time during the learning process. Also, the discussion activities provided the participants more ideas from different points of view from their classmates. These ideas were used in their writing responses. In each lesson, the participants were stimulated to reflect their opinions through writing responses at least three times with more information at a time.

First of all, the instruction based on the reader response approach conducted in this present study incorporated questions in all stages of teaching procedures: pre-reading, during-reading, and post-reading, to stimulate the participants to think all the time. All questions especially for the initial, group, and final responses were designed based on the cognitive domain levels of Bloom's taxonomy (1956) which range from the lower level to the higher level: knowledge, comprehension, application, analysis, synthesis, and evaluation. According to Bloom (1956), the use of higher level questions: analysis, synthesis, and evaluation, could foster the development of critical thinking ability. The present study used the questions at these levels repeatedly in the initial, group, and final responses to stimulate the participants to think over and over again during the learning process. Table 5.1 presents some examples of higher levels of questions in the lesson plans.

Table 5.1

*Use of Higher Levels of Questions in the Lesson Plans*

| Levels of questions | Questions used in the lesson plans   |
|---------------------|--|
| Level 4 Analysis    | <ul style="list-style-type: none"> <li>- What is a technique of point of view used in this story? (Bloom, Level 4, Analysis) (7<sup>th</sup> lesson plan)</li> <li>- Can you identify the belief about chocolate from the passage? (Bloom, Level 4, Analysis) (6<sup>th</sup> lesson plan)</li> </ul>  |
| Level 5 Synthesis   | <ul style="list-style-type: none"> <li>- If you were the author, what changes would you make to the ending of this story? Why? (Bloom, Level 5, Synthesis) (8<sup>th</sup> lesson plan)</li> <li>- In your opinion, what is “love” like? (Support your idea with some evidences from the poem as well as from your experiences.) (Bloom, Level 5, Synthesis) (9<sup>th</sup> lesson plan)</li> </ul>   |
| Level 6 Evaluation  | <ul style="list-style-type: none"> <li>- In your opinion, What title should this comic strip be given? Why? (Bloom, Level 6, Evaluation) (3<sup>rd</sup> lesson plan)</li> <li>- In your opinion based on the information from the song, does the woman in the song want to be a murderer? Why? (Support your idea and give examples using the evidences from the song) (Bloom, Level 6, Evaluation) (5<sup>th</sup> lesson plan)</li> </ul> |

In each stage of responses using questioning technique, the students were required to support their opinions with reasonable evidences both from the text and their experiences all the time. These were an example of questions used for initial, group, and final responses from the second lesson plan.

*An example of initial, group, and final questions in the second lesson plan*

Initial question

- In your opinion, what does the word “You” represent? (Support your idea with some evidences from the poem as well as from your experiences.) (Bloom, Level 6, Evaluation)

Group questions

1. Categorize all actions of “You” and “I”. (Bloom, Level 4, Analysis)
2. In your opinion, what does the word “You” represent? (Support your idea with some evidences from the poem as well as from your experiences.) (Bloom, Level 6, Evaluation)

Final Question

- In your opinion, what does the word “You” represent? (Support your idea with some evidences from the poem as well as from your experiences.) (Bloom, Level 6, Evaluation)

These repeated thinking processes with the use of questions, therefore, lent support to Bloom (1956), Combs (1992), Wakefield (1998); Nance, (2000); Gross (2004), that questioning technique helped foster the development of critical thinking ability.



In addition to the use of questions, with the use of group and whole class discussion in the reading instruction in the present study provided the opportunities for the participants to interact and exchange their opinions with the teacher and other participants freely. In each lesson, the participants were required to discuss their opinions about the text at least two times. Each participant had to get into their own group which consisted of five participants to share and discuss their opinions and come up with their group answers. After each group got the answer, a representative of each group shared the answer with the whole class. Then, the teacher shared his opinion with the whole class and discussed the differences of the group answer without evaluation. With the use of discussion activities in the present study, the participants had a chance not only to exchange their opinions confidently with the teacher and with the other participants but also to recheck their opinions repeatedly before making the final conclusion of their own. These discussion processes both crystallized their thoughts and gradually moved the participants towards the development of critical thinking ability (Nance, 2000; Mcgrgaor, 2001; Stephens, 2002; Lohfink, 2006).

Moreover, during each lesson, the participants were required to write three responses: initial, group, and final responses to express their opinions with reasonable evidences. For the initial response, each participant had to write their responses after finishing reading the text. They considered the issues in the text using their own point of view. Then, the participants had to discuss the issues in the group and wrote down their group response to present to the class. This second response writing provided the participants' an opportunity to reflect their opinions concerning the issues in the text after they obtained the information from at least five points of views from the five members of the group. Finally, the participants had another chance to exchange ideas with other classmates in the whole class discussion. In this whole class discussion,

each participant had a chance to expose to all people's points of view in the class. After that, each participant had to write their final responses with the stream of ideas from different points of view. During these writing processes, the participants are stimulated to reflect their opinions many times with more information and ideas obtained at a time. Their responses could be different at a time as seen in the following example that the final response was different from the initial response. As a result, the participants' critical thinking ability could be developed with the integration of writing responses in the present instruction (McIntosh, 1992; Coe, 1996; Rosenblatt, 1990 cited in Nance, 2000; Angeletti, 1990 cited in Combs, 1992; Nance, 2000; Gross, 2004).

The following example was participant A's initial, group, and final responses from the second lesson. In this lesson, participants were asked to figure out what the word "You" represented in the poem worksheet.

*Initial response*

*"The word 'You' represented a good friend. A good friend made me feel better..."*

*Group response*

*"My group thought that the word 'You' represented the author's soulmate because the author described 'I'm glad you came here'..."*

*Final response*

*"After group and whole class discussion, I thought that 'You' represented soulmate because the way the author expressed his feeling was too romantic to be just a friend.."*

In conclusion, with the use of questioning techniques, group and whole class discussion, and writing responses mentioned above, it was ensured that the reading instruction based on the reader response approach conducted in the present study can enhance the development of critical thinking ability.

*The effects of the reader response approach on critical English reading ability*

Considering that the instruction based on the reader response approach enhanced critical thinking ability, it was not surprising that the participants' critical reading ability was also enhanced. According to Beyer (1991) and Critical Thinking Skills (2003) critical reading ability was based on critical thinking skills. The findings from the present study showed that the mean score on the post test of critical English reading was significantly higher than the mean score in the pre test. In addition, Judith (1993) and Collins (1993) also emphasized that the lessons that aimed to enhance critical thinking can enhance critical reading ability as well. Since the reading instruction in the present study incorporated critical thinking process in each learning procedure. Consequently, the participants' critical reading ability was developed after the instructional period was possible.

In conclusion, with the integration of critical thinking process in the lessons, it was feasible that the reading instruction based on the reader response approach enhanced the development of critical reading ability.

**Pedagogical implications**

The findings of the study led to the following suggestions for English reading teachers.

First of all, the English reading teachers who would like to implement the reader response approach should have a thorough understanding of the core concept of the approach because the concept is very flexible. There are no clear-cut teaching procedures for the reader response approach. As shown in the present study, the researcher developed the teaching steps using the overlapping teaching procedures employed by many educators; therefore, teachers can adapt the ideas of this approach to fit with their contexts of classes and students.

Next, the teachers should be patient in waiting for the students' opinions because it takes much time for the students to feel comfortable in expressing their opinions through the discussion. In this present study, the researcher always waits until the participants feel free to express their opinions.

The ultimate important suggestion for the teachers is the characteristic of the teachers which will implicitly enhance the effectiveness of the use of the reader response approach in the class. The teachers should be open-minded to accept all responses from the students although the responses are different from that of the teachers or that of the authors of the texts. What the teachers should do is to share his opinion with the class and discusses the different ideas each student bring up without evaluation. In the present study, since the researcher never judged on participants' opinions, the participants reported that they gained more confidence in expressing their opinions during the learning process.

### **Suggestions for further research**

The suggestions for researchers included two points. First of all, further studies should be conducted with students at different levels such as elementary or lower secondary school level in Thailand because not only many researchers in other countries

who successfully employed the reader response approach with different levels of students (Ali, 1993; Lohfink, 2006) but also ,in the present study, English reading instruction based on the reader response approach was very successful with upper secondary school students.

Next, further studies should conduct a questionnaire to investigate the students' attitudes towards the instruction because students' attitudes from the informal interview in the present study revealed a positive effect of the instruction based on the reader response.

### **Conclusion**

The present study showed that the reading instruction based on the reader response approach was very effective in enhancing both critical thinking abilities and critical reading abilities of the students. Therefore, English reading teachers should consider applying the reader response approach in teaching English reading in their classes. Not only does English reading instruction based on the reader response approach help improve an educational problem about Thai student's low critical thinking ability and critical reading ability but also the objective in encouraging Thai students to read and think critically of Thai Basic Education Curriculum (Ministry of Education, 2001) will be achieved.

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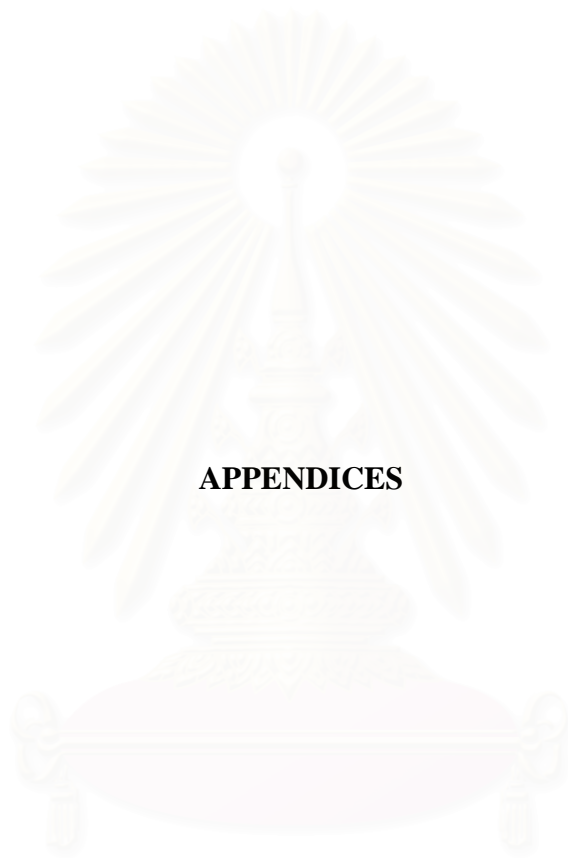


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**APPENDICES**

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

## Appendix A

### A Long-Range Plan

#### English reading instruction based on the reader response approach

| Weeks | Contents   |
|-------|--|
| 1     | Pretests: critical thinking, critical reading  |
| 2     | Lesson Plan 1<br><br>Text type: Song (For You I Will)<br><br>Terminal Objective:<br><br>-Students will be able to analyze the characteristics of the persona in a song based on the information given. |
| 3     | Lesson Plan 2<br><br>Text type: Poem (Who are you?)<br><br>Terminal Objective:<br><br>- Students will be able to draw a conclusion from the information given in a poem.                               |
| 4     | Lesson Plan 3<br><br>Text type: Comic strips<br><br>Terminal Objective:<br><br>- Students will be able to create a title for a comic strip.  |
| 5     | Lesson Plan 4<br><br>Text type: Advertisement<br><br>Terminal Objective:<br><br>- Students will be able to make a reasonable decision about the product advertised.                                    |

| Weeks | Contents  |
|-------|---|
| 6     | <p data-bbox="411 264 592 291">Lesson Plan 5</p> <p data-bbox="435 331 815 365">Text type: Song (Unfaithful)</p> <p data-bbox="459 405 719 439">Terminal Objective:</p> <ul data-bbox="491 479 1412 589" style="list-style-type: none"><li data-bbox="491 479 1412 589">- Students will be able to draw a conclusion about the action of the person in the song.</li></ul>  |
| 7     | <p data-bbox="411 629 592 656">Lesson Plan 6</p> <p data-bbox="435 696 847 730">Text type: Passage (Chocolate)</p> <p data-bbox="459 770 719 804">Terminal Objective:</p> <ul data-bbox="491 844 1326 954" style="list-style-type: none"><li data-bbox="491 844 1326 954">- Students will be able to make a decision whether to believe the information from the passage or not.</li></ul>                        |
| 8     | <p data-bbox="411 994 592 1021">Lesson Plan 7</p> <p data-bbox="435 1061 940 1095">Text type: Short story (The Pink Pearl)</p> <p data-bbox="459 1135 719 1169">Terminal Objective:</p> <ul data-bbox="491 1209 1366 1319" style="list-style-type: none"><li data-bbox="491 1209 1366 1319">- Students will be able to make a decision whether to agree with the protagonist's action in a short story.</li></ul> |
| 9     | <p data-bbox="411 1359 592 1386">Lesson Plan 8</p> <p data-bbox="435 1431 1035 1464">Text type: Short story (Lamb to the Slaughter)</p> <p data-bbox="459 1505 719 1538">Terminal Objective:</p> <ul data-bbox="491 1579 1366 1684" style="list-style-type: none"><li data-bbox="491 1579 1366 1684">- Students will be able to create an ending from a short story read in the class.</li></ul>                  |

| Weeks | Contents   |
|-------|--|
| 10    | Lesson Plan 9<br><br>Text type: Poem (Love, a Feeling)<br><br>Terminal Objective:<br><br>- Students will be able to create their own definition of love using the information from a poem as guidance. |
| 11    | Lesson Plan 10<br><br>Text type: Passage (Euthanasia)<br><br>Terminal Objective:<br><br>- Students will be able to make a judgment about the information given.  |
| 12    | Posttests of critical thinking, critical reading   |

## Appendix B An example of lesson plans

### Lesson Plan 1

Date: 15/11/2007

Time: 100 minutes

Topic: Song

Terminal objective:

- Students will be able to analyze the characteristics of the persona in a song based on the information given.

Enabling Objectives:

1. Students will be able to describe the meaning of the two-word verbs: “call on”, “count on”, and the idiom: “lay my life on the line”.
2. Students will be able to describe the concept of the figurative language: hyperbole, metaphor, and symbol.
3. Students will be able to use the figurative language: hyperbole, metaphor, and symbol to express their thoughts.
4. Students will be able to identify the figurative language used in a song.
5. Students will be able to express their ideas about the content of a song.

Level/number of students

Grade 12/ 21 students

Background knowledge:

- Denotation and Connotation
- Imagery
- Figurative language

Materials:

- a song lyric, For you I will
- Initial response worksheet



- Group response worksheet
- Final response worksheet

**Evaluation:**

- Students describe the characteristics of the persona in the final response worksheet.

**Procedures:**

| Teacher   | Students   |
|---|--|
| <p><b><u>1. Pre-reading: Schema activation</u></b></p> <p>- The teacher activates the students' schema by asking the following questions:</p> <ol style="list-style-type: none"> <li>1. Have you ever listened to a love song about a person who sacrifices himself or herself for his or her beloved's sake?</li> <li>2. What do you think about this action? Is it reasonable or unreasonable?</li> <li>3. If you have a girlfriend or boyfriend, will you sacrifice yourself for him or her? Why?</li> </ol> <p>- The teacher passes a song handout "For You I Will" to all students and checks the students' background knowledge about</p> | <p>(Yes)</p> <p>(Various answers)</p> <p>(Various answers)</p> |

|  |   |
|--|---|
| <p>the song with the following questions:</p> <ol style="list-style-type: none"> <li>1. Have you ever listened to this song?</li> <li>2. Does anyone know who sings this song?</li> <li>3. What kind of song is it? Is it a love song?</li> </ol> <p>- Then, the teacher tells the students to fill in the missing words in the song.</p> <p>- The teacher plays the song twice.</p> <p>- Then, the teacher reviews all answers in the missing word exercise with the students.</p> <p><b><u>Vocabulary review and instruction</u></b></p> <p>- After that, the teacher points out some sentences: <u>call on me, I'll be waiting.</u>, <u>count on me, I'll be there.</u>, <u>for you I will, lay my life on the line.</u>, to discuss the meaning of some vocabulary with the students using the following sentences as a guideline. The students are asked to give meaning of each underlined word.</p> | <p>(Various answers)</p> <p>(Tata Young)</p> <p>(Love song)</p> <p>- The students listen to the song and fill in the missing words in the song.</p> |
|--|---|

|  |  |
|--|--|
| <p>- The examples are as follows:</p>  |  |
| <p><b><u>Call on : Call on me, I'll be waiting.</u></b></p>  |  |
| <p>- Lee Wan and his friends plan to go to Hua Hin. On the way, they <u>call on</u> Tata because they have not seen her for a long time.</p>                               | <p>(Visit)</p>                         |
| <p>- I would like to <u>call on</u> Mr. Thana because he had a car accident last week. I plan to take the sky train to see him.</p>  | <p>(Visit)</p>                         |
| <p><b><u>Count on: Count on me, I'll be there.</u></b></p>   |  |
| <p>- I always <u>count on</u> my mother whenever I have a trouble. She is always helpful.</p>  | <p>(Rely on someone to help you)</p>   |
| <p>- My father is the only person I can <u>count on</u> when I am short of money. He always gives me as much money as I want.</p>  | <p>(Rely on someone to help you)</p>   |
| <p><b><u>Lay my life on the line: For you I will</u></b></p>   |  |
| <p><b><u>lay my on the line.</u></b></p>   |  |
| <p>- When my beloved is almost hit by a car, I <u>laid my life on the line</u> for my girlfriend to save her from an accident. I ran in and protected her with my body</p> | <p>(To risk your life for someone)</p> |
| <p>- When Bie's house was on fire, he <u>laid his life on the line</u> for his mother.</p>   | <p>(To risk your life for someone)</p> |

|  |  |
|--|--|
| <p>He ran into the house and saved her.</p> <p><b><u>Language study</u></b></p> <p>- After that, the teacher reviews the concept of metaphor, hyperbole, and symbol by writing these examples on the board and asks the students to describe their use.</p> <p>The examples are as follows:</p> <p><u>Ex.1.</u> She is the rose, the glory of the day.</p> <p>- The teacher asks students these questions:</p> <p>1.1 What is the word “she” compared to?</p> <p>1.2 What is “the rose” compared to?</p> <p>1.3 Which word is used to indicate the comparison?</p> <p>1.4 Which kind of figurative language is used in this sentence?</p> <p>1.5 Can you conclude the concept of metaphor?</p> | <p>(The word “she” compares to “the rose)</p> <p>(The word “the rose” compares to “the glory of the day)</p> <p>(The word “ is)</p> <p>(Metaphor)</p> <p>(Yes, metaphor is a technique for comparison using “verb to be” as indicating words. Besides, some metaphor can be used without any</p> |
|--|--|

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|---|---|
| <p><u>Ex.2.</u> I will love you till the sea goes dry and the rock is melted by the sun.</p> <p>- The teacher asks students with these questions:</p> <p>2.1 How do you feel about the meaning of this sentence?</p> <p>2.2. Which kind of figurative language is used in this sentence?</p> <p>2.3 Can you conclude the concept of hyperbole?</p> <p><u>Ex.3.</u> I can make it through the <u>rain</u>. I can stand up once again on my own. And I know that I'm strong enough to mend and every time I feel afraid I hold tighter to my faith and I live one more day and I make it through the <u>rain</u>.</p> | <p>indicating words.)</p> <p>(It is extremely exaggerated because it is impossible for the sea to be dried and the rock to be melted.)</p> <p>(Hyperbole)</p> <p>(It is a technique the author overstates something to emphasize its importance.)</p> |
|---|---|

|   |   |
|---|---|
| <p>- The teacher asks students with these questions:</p> <p>3.1 What does the word “rain” symbolize?</p> <p>3.2 Which kind of figurative language is used in this sentence?</p> <p>3.3 Can you conclude the concept of symbol?</p> <p>3.4 Can you think of other symbolic words?</p> <p>- The teacher tells the students to read the lyric.</p> <p>3.5 Can you think of other symbolic words?</p> <p>- The teacher tells the students to read the lyric.</p> <p><b><u>2. Reading</u></b></p> <p>- The teacher monitors the students while they are reading the lyric. .</p> | <p>(Trouble)</p> <p>(Symbol)</p> <p>(Words that can symbolize other things. Every word can be a symbol depending on context clue around them.)</p> <p>(Dove-peace, eagle-power, rainbow-hope, winter-death, etc.)</p> |
|---|---|

|   |  |
|---|--|
| <p><b><u>3. Post reading: Initial response,</u></b></p> <p><b><u>Group discussion, Whole class</u></b></p> <p><b><u>discussion, Final response</u></b></p> <p>- The teacher checks the students' comprehension with these questions:</p> <p>1. What is the song about?<br/>(Bloom, Level 2, Comprehension)</p> <p>2. In your interpretation, what does the word "I" represent? (Bloom, Level 2, Comprehension)</p> <p>3. Can you find any imageries or figurative languages used in this song? What are they? (Indicate examples)<br/>(Bloom, Level 1, Knowledge)</p> | <p>- The students read the lyric and think of the answers for their initial responses.<br/>(The song is about one person who promises his/her beloved that he/she will do everything for him/her.)<br/><br/>(a woman)</p> <p>(Yes, Metaphor, symbol and hyperbole.<br/><u>Metaphor</u>: I'll be your hero, I'll be the sun, these arms will be your shelter, I'll be your fortress, I'll light your way, I'll shield your heart.<br/><u>Symbol</u>: rain and mountain<br/><u>Hyperbole</u>: I'll go and bring you the moon, I'll move that mountain for you, For you I will die, etc.)</p> |
|---|--|



|  |  |
|--|--|
| <p><b><u>Initial response</u></b></p> <p>- The teacher tells the students to write down their initial responses in the worksheet given. The question is as follows:</p> <p>- In your opinion based on the information from the song, What kind of person is the persona “I”? (Support your idea and give examples using the evidences from the song) (Bloom, Level 6, Evaluation)</p> <p><b><u>Group discussion</u></b></p> <p>- Then, the teacher divides all students into four groups and passes group response worksheet to each group.</p> <p>- The teacher explains that each group has to come up with their group answers and choose one person to present the answers to the whole class.</p> <p>The group questions are as follows:</p> <p>1. Which clue in the song can you use to convey the persona’s feeling? (Bloom, Level 4, Analysis)</p> | <p>(Various answers)</p> <p>- Each group of students finds out the answers for their own group.</p> <p>(For you I will, lay my life on the line, for you I fight for, for you I will die.)</p> |
|--|--|

|  |  |
|--|--|
| <p>2. How does the persona feel towards his/her beloved? (Support your idea with a few evidences from the song)” (Bloom, Level 4, Analysis)</p> <p>3. In your opinion, what kind of person is the persona? (Support your idea and give examples using the evidences from the song.) (Bloom, Level 6, Evaluation)</p>   | <p>(The persona loves his/her beloved with all his/her heart for we will perceive that for the beloved he/she will risk, fight for, and die.)</p> <p>(Various answers)</p> |
| <p><b><u>Whole class discussion</u></b></p> <p>- After each group finishes the presentation, the teacher shares his own idea with the whole class and discusses the answers with the whole class. If the answers comes out differently, the teacher will ask the students with the following question.</p> <p>- Why do you think differently? Do you have any evidences to support your idea? Have you ever experienced this kind of situation yourself?</p> | <p>(Whole class discussion)</p> <p>(Various answers)</p>   |
| <p><b><u>Final response</u></b></p> <p>- After the discussion, the teacher tells the students to write their final responses in the worksheet given and collects them.</p> <p>The question is as follow:</p>   | <p>- The students write down their final responses in the worksheet given.</p>   |

|   |                   |
|---|-------------------|
| <p>- In your opinion based on the information from the song, What kind of person is the persona “I”? (Support your idea and give examples using the evidences from the song) (Bloom, Level 6, Evaluation)</p> <p>- Then, the teacher sums up the lesson by raising the students’ awareness that there are a lot of possible perspectives to interpret the same text such as this song and these perspectives are still correct as long as they are well supported with some rational evidences</p> <p><b><u>Transfer</u></b></p> <p>- The teacher assigns the students to draw a picture under the concept “Love is...” and writes a few sentences using one of the figurative language: metaphor, symbol, or hyperbole, to describe the picture.</p> | (Various answers) |
|---|-------------------|

### Appendix C List of experts

Experts' names (Critical thinking test)

1. Mrs. Sirinun Pitisunt (Suankularb School)
2. Assistant professor Yupin Hanwattananukul (Thammasat University)
3. Mr. Rachane Mese (Chulalongkorn University)

Experts' names (Critical English reading tests)

1. Assistant professor Somsak Boonsathorn, Ph.D. (Nida Institute)
2. Mr. Rachane Mese (Chulalongkorn University)
3. Mrs. Sirinun Pitisunt (Suankularb School)

Language specialist's name

- Mr. David Brooks (Chulalongkorn University)

สถาบันวิทยบริการ  
จุฬาลงกรณ์มหาวิทยาลัย

## Appendix D

Sample questions of critical thinking test (Suwancharas, 2000)

(Thai version)

ตอนที่ 1

ความสามารถในการพิจารณาความน่าเชื่อถือของแหล่งข้อมูลและการสังเกต

01. วิลลี่กลับบ้านในตอนเย็นพบว่า บ้านของเขาถูกขโมยเข้ามาขโมยทรัพย์สินมีค่าและเครื่องใช้ไฟฟ้า เขาจึงไปแจ้งความที่โรงพัก ตำรวจได้มาตรวจหลักฐานที่บ้านของเขา ตำรวจสันนิษฐานว่า คนร้ายมีจำนวนมากกว่า 1 คน เพราะมีรอยนิ้วมือแปลกปลอมมากกว่า 1 รอย แต่วิลลี่ให้ข้อสังเกตว่า “ไม่น่าจะเป็นไปได้เพราะคนร้ายทำงานอย่างเงียบเชียบแม้กระทั่งเพื่อนบ้านก็ไม่มีใครเห็น และบริเวณหน้าบ้านมีรองเท้าของคนร้ายตกอยู่เพียงข้างเดียวเท่านั้น”

นักเรียนคิดว่าคำพูดของใครน่าเชื่อถือกว่ากัน

- |                     |                            |
|---------------------|----------------------------|
| ก. คำพูดของตำรวจ    | ข. คำพูดของวิลลี่          |
| ค. น่าเชื่อถือพอกัน | ง. ไม่น่าเชื่อถือทั้งสองคน |

ตอนที่ 2

ความสามารถในการนิรนัย

02. ออยฮ้วนกว่าลิฟ แต่ผอมกว่าเจมส์

โคมผอมกว่าออย แต่ก็ฮ้วนกว่าบอย

ตั้งนั้นสรุปได้ว่าอย่างไร

ก. บอยหอมที่สุด

ข. ลิฟฮ้วนกว่าบอย

ค. โคมอยู่ระหว่างออยกับลิฟ

ง. ออยอยู่ระหว่างเจมส์กับโคม

### ตอนที่ 3

#### ความสามารถในการอุปนัย

ให้นักเรียนอ่านสถานการณ์ที่กำหนดให้

ตอนบ่ายวันหนึ่งหลังจากพักกลางวัน วิชาวิบอกคุณครูว่าเขาลืมเงินไว้ในกระเป๋านักเรียนตอนพักกลางวัน พอนึกขึ้นได้ตอนเกือบเวลาบ่ายโมงก็รีบกลับมาเอาเงินแต่พบว่าเงินหายไปแล้ว เขาและเพื่อนได้ค้นหาอย่างละเอียดก็ไม่พบ จึงคิดว่าจะต้องมีคนมาขโมยเงินของเขาไปแน่ๆ

คุณครูจึงถามว่า “เธอคิดว่าใครเป็นคนขโมยเงินของเธอไป”

วิชาวิทตอบว่า “หนูสงสัยว่า ลักษณ์มีต้องเป็นคนขโมยเงินของหนูไปแน่ๆเลย”

คุณครูต้องการพิสูจน์ว่า ความคิดของวิชาวิทถูกหรือผิด จึงพยายามสอบถามข้อมูลจากเพื่อนในห้อง ให้นักเรียนพิจารณาข้อเท็จจริงในแต่ละข้อ ตั้งแต่ข้อ 03-05 แล้วตัดสินใจว่าข้อเท็จจริงนั้น “สนับสนุน” หรือ “คัดค้าน” หรือ “ไม่เกี่ยวข้องกัน” ความคิดของวิชาวิทที่ว่า “หนูสงสัยว่าลักษณ์มีต้องเป็นคนขโมยเงินของหนูไปแน่ๆเลย”

โดยเลือกคำตอบที่กำหนดได้ดังนี้

ก. ข้อเท็จจริงนี้ สนับสนุน ความคิดของวิภาวี

ข. ข้อเท็จจริงนี้ คัดค้าน ความคิดของวิภาวี

ค. ข้อเท็จจริงนี้ ไม่เกี่ยวข้องกับ ความคิดของวิภาวี

03. สมมาตรบอกกับคุณครูว่า ได้ยินลัทธมีบอกกับเพื่อนๆว่าเมื่อวานนี้เขากลับบ้านช้าเพราะว่าไปห้องสมุด

04. มีเพื่อนบางคนบอกว่าตอนกลางวันเห็นลัทธมีอยู่ที่ห้องสมุด

05. พลบอกว่่า “ตอนกลางวันขณะที่กลับขึ้นมานอนห้องกับเพื่อนอีก 4 คนเพื่อมาเอาหนังสือไปอ่านเห็น

ลัทธมีกำลังค้นกระเป๋าของเพื่อนๆ”

#### ตอนที่ 4

#### ความสามารถในการระบุข้อตกลงเบื้องต้น

06. ดาร์เป็นคนทีพูดภาษาอังกฤษได้ดี เพราะเขาชอบเรียนภาษาอังกฤษ ข้อใดเป็นสาเหตุที่น่าเชื่อถือและเป็นไปได้ ที่

ทำให้ข้อความข้างต้นเป็นที่ยอมรับได้

ก. วิชาภาษาอังกฤษมีประโยชน์ในการสื่อสารกับคนต่างชาติ

ข. ใครชอบเรียนวิชาใดแล้ว มักจะตั้งใจทำสิ่งที่ตนชอบ

ค. ครูภาษาอังกฤษส่วนใหญ่ใจดี เด็กจึงชอบ

ง. ครูภาษาอังกฤษมักชอบเด็กที่พูดภาษาอังกฤษเก่ง



## Appendix E

Sample questions of critical thinking test (Suwancharas, 2000)

(English version)

## Section 1

## Credibility of sources and observations

01. After coming back home, Willy found that his property and appliances were stolen. He, therefore, reported to the police. The police came to his house to investigate evidences. The police assumed that there might be more than one thief because many fingerprints were found. However, Willy thought that it was impossible because the thief stole so silent that no neighbors could see what happened. Besides, there was only one pair of thief's shoes found in front of the house. In your opinion, whose claim is more reliable?

- a. The police's claim
- b. Willy's claim
- c. Both claims are equally reliable.
- d. Both claims are not reliable.

## Section 2

## Deduction

02. Oil is fatter than Lift but Oil is thinner than Jame.

Dome is thinner than Oil but Dome is fatter than Boy.

What is the conclusion of these statements?

- |                                  |                                  |
|----------------------------------|----------------------------------|
| a. Boy is the thinnest.          | b. Lift is fatter than Boy.      |
| c. Dome is between Oil and Lift. | d. Oil is between Jame and Dome. |

### Section 3

#### Induction

Read the following situation.

One day in the afternoon after lunch break, Wipavee told a teacher that she forgot her money in her schoolbag during the lunch break. It was almost one o' clock when Wipavee recalled that she forgot the money. After that, she hurriedly ran to the classroom to find the money but she found nothing. Wipavee and her friends helped find the lost money everywhere but they found nothing. Wipavee, therefore, thought that someone stole the money.

The teacher asked Wipavee that “Whom did you think that stole your money?”

Wipavee answered the teacher that “I thought that Luksamee stole my money.”

The teacher would like to prove Wipavee's opinion so all classmates were asked for more information.

Consider the information in items 03-05 and decide that the cited information “support”, “object” or “irrelevant” to Wipavee's opinion that “Luksamee stole her money.” Then, choose answers accordingly.

- a. The information “supports” Wipavee's opinion.

- b. The information “objects” to Wipavee’s opinion.
- c. The information is “irrelevant” to Wipavee’s opinion.

03. Sommart told the teacher that he heard Luksamee told her friends that she came home late yesterday because she went to the library.

04. Some friends told that they saw Luksamee at the library during lunch break.

05. Pol told that while he and his four friends coming back to the classroom during lunch break Pol saw Wipavee was searching classmates’ schoolbags.

#### Section 4

#### Assumption identification

06. Tar is very good at English speaking because he likes studying English. Which of the following items is the possible and reliable cause that makes this statement acceptable?

- a. English is useful for communicating with foreigners.
- b. People who like studying any subjects will pay more attention to those subjects they like.
- c. Students like English teachers because they are generous.
- d. English teachers like students who are good at English speaking.

**Appendix F**  
**English Reading Test**  
**(Pretest)**

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**Part 1: Read this song and answer questions 1-7.**

**Colors of the Wind (Vanessa William)**

- 1     You think I'm an ignorant savage  
       And you have been so many places  
       I guess it must be so  
       But still I cannot see
- 5     If the savage one is me  
       How can there be so much that you don't know  
       You don't know.....
- You think you own whatever land you land on  
       The earth is just a dead thing you can claim
- 10    But I knew every rock and tree and creature  
       Has a life, has a spirit, has a name
- You think the only people who are people  
       Are the people who look and think like you  
       But if you walk the footstep of a stranger
- 15    You'll learn things you never knew you never knew
- Have you ever heard the wolf cry to the blue corn moon  
       Or asked the grinning bobcat why he grinned?

Can you sing with all the voices of the mountain?

Can you paint with all the colors of the wind?

20 Can you paint with all the colors of the wind?

Come run the hidden pine trails of the forest

Come taste the sun-sweet berries of the earth

Come roll in all the riches all around you

And for once, never wonder what they're worth

25 The rainstorm and the river are my brothers

The heron and the otter are my friends

And we are connected to each other

In a circle, in a hoop that never ends

How high does the sycamore grow?

30 If you cut it down, then you never know

And you'll never hear the wolf cry to the blue moon

For whether we are white or copper-skinned

We need to sing with all the voices of the mountain

Need to paint with all the colors of the wind

35 You can own the earth and still

All you'll own the earth and until

You can paint with all the colors of the wind

1. What is the main purpose of this song ?
  - a. To tell us to beware of forest destruction.
  - b. To describe beautiful scenes in the forest.
  - c. To teach us how to earn a living in the forest.
  - d. To persuade people to take better care of wild animals.
2. The narrator's attitude towards the world can best be described as \_\_\_\_\_.
  - a. sympathetic
  - b. pessimistic
  - c. optimistic
  - d. prejudiced
3. What is the tone of the first paragraph/stanza ?
  - a. sarcastic
  - b. tragic
  - c. humorous
  - d. philosophical
4. The writing style of the song is \_\_\_\_\_.
  - a. cause and effect
  - b. analysis
  - c. narration
  - d. description
5. The passage would most likely be used for reading in a course in \_\_\_\_\_.
  - a. philosophy
  - b. botany
  - c. geology
  - d. zoology
6. Which of the following statements is a fact ?
  - a. "I'm an ignorant savage." (line 1)
  - b. "You own whatever land you land on" (line 8)
  - c. "The only people who are people are the people who look and think like you."  
(lines 12-13)
  - d. "We are white or copper-skinned." (line 32)





(Robert Frost)

8. The poet intends to \_\_\_\_\_.
- a. show the readers the serene atmosphere in the woods
  - b. entertain the readers with the sound of the wind and downy flake
  - c. inform the readers of how important the speaker's responsibilities are
  - d. persuade the readers to travel in the woods
9. Which of the following adjectives best describes the poet's attitude towards the atmosphere in the woods?
- a. critical
  - b. neutral
  - c. thoughtful
  - d. regretful
10. The poet's writing style can best be described as \_\_\_\_\_.
- a. analogy
  - b. argumentation
  - c. description
  - d. process
11. Which of the following statements is a fact?
- a. "He will not see me stopping here." (line 3)
  - b. "The darkest evening of the year" (line 8)
  - c. "The woods are lovely, dark and deep." (line 13)
  - d. "I have promises to keep" (line 14)
12. The tone of the poem is \_\_\_\_\_.
- a. compassionate
  - b. relaxed
  - c. fearful
  - d. amazed
13. This poem would most likely to be used to describe a picture in \_\_\_\_\_.
- a. a travel book
  - b. a philosophy book
  - c. a textbook
  - d. a women magazine

14. We can infer that the poet finds the woods\_\_\_\_\_.

- |                |              |
|----------------|--------------|
| a. frightening | b. beautiful |
| c. fascinating | d. dreadful  |

### **Urgently Required**

**Location:** Bangkok

### **Background:**

Our client is the most popular and expanding English language tutorial school for secondary school students with eighteen centers currently across the country.

### **Responsibility:**

- Develop English language teaching materials for children
- Teach EFL to children aged 5-12
- Assist with the running of training programmes for the school's teachers
- Assist with teacher selection

### **Qualifications:**

- Native speaker of English
- A Bachelor's Degree in English Language/Linguistics, Education
- At least 3 years' experience in teaching primary school children is a must.
- Ability to design additional teaching materials and activities is necessary

Qualified applicants please submit your resumes stating present and expected salary & package details to : **research07@prtr.com , WWW.PRTR.COM**

15. The author's main purpose in writing this advertisement is to\_\_\_\_\_.
- a. describe the background of a company
  - b. inform the reader of a vacant position
  - c. inform the reader of the location of a company
  - d. describe the qualifications of the workers in a company
16. It can be inferred from the advertisement that the required position is\_\_\_\_\_.
- a. a consultant
  - b. a teacher
  - c. a secretary
  - d. a manager
17. Which of the following statements is an opinion?
- a. All applicants must be native speakers of English.
  - b. All applicants should be able to design teaching materials.
  - c. Our client is the most popular and expanding English language tutorial school for secondary school students.
  - d. A short-listed applicant has to teach EFL to children aged 5-12.
18. What is the writer's attitude towards the company's clients?
- a. positive
  - b. indifferent
  - c. negative
  - d. neutral
19. Which section of a newspaper would this advertisement most likely be found?
- a. editorial
  - b. business
  - c. classified
  - d. education
20. The tone of this advertisement can best be described as \_\_\_\_\_.
- a. objective
  - b. instructive
  - c. subjective
  - d. interested

21. The writing style of this advertisement is \_\_\_\_\_.

- a. descriptive
- b. informative
- c. narrative
- d. persuasive

**Part 4: Read this passage and answer questions 22-28.**

It seems to me that nothing of any importance is happening at Tock Clocks, Inc. The company has just come out with a new travel alarm. It's called "The buzzar." Its advertisement read: "The Buzzar automatically changes times zone when you do." The truth is, however, that the Buzzar is always either too fast or too slow. Tock Clocks spent three years designing the Buzzar. I believe they wasted their time. And if you're foolish enough to buy a Buzzar, it's my opinion that they'll be wasting yours, too.

22. The author intends to \_\_\_\_\_.

- a. inform the reader of Tock Clocks, Inc
- b. comment on the design of the Buzzar
- c. persuade the readers not to buy the Buzzar
- d. blame people for buying the buzzar

23. It can be inferred that \_\_\_\_\_.

- a. the author has bought the Buzzar
- b. the author works for Tock Clocks, Inc
- c. the author hasn't used the Buzzar
- d. the author wants to discredit Tock Clocks, Inc

24. All of the following statements are facts EXCEPT \_\_\_\_\_.

- a. Tock Clocks has wasted the company's time designing the Buzzar.
- b. The new travel alarm clock is called "The Buzzar".
- c. The Buzzar is always either too fast or too slow.



## Appendix G

Table of Reliability

| Items | Power of Difficulty (P) |          | Discrimination Index (R) |          |
|-------|-------------------------|----------|--------------------------|----------|
|       | Pretest                 | Posttest | Pretest                  | Posttest |
| 1.    | 0.60                    | 0.63     | 0.50                     | 0.45     |
| 2.    | 0.80                    | 0.63     | 0.55                     | 0.47     |
| 3.    | 0.80                    | 0.75     | 0.38                     | 0.48     |
| 4.    | 0.33                    | 0.35     | 0.38                     | 0.35     |
| 5.    | 0.45                    | 0.70     | 0.50                     | 0.40     |
| 6.    | 0.64                    | 0.50     | 0.45                     | 0.50     |
| 7.    | 0.73                    | 0.70     | 0.40                     | 0.45     |
| 8.    | 0.70                    | 0.68     | 0.38                     | 0.35     |
| 9.    | 0.43                    | 0.65     | 0.25                     | 0.35     |
| 10.   | 0.77                    | 0.45     | 0.25                     | 0.38     |
| 11.   | 0.60                    | 0.50     | 0.45                     | 0.50     |
| 12.   | 0.43                    | 0.51     | 0.25                     | 0.31     |
| 13.   | 0.50                    | 0.55     | 0.35                     | 0.38     |
| 14.   | 0.67                    | 0.63     | 0.50                     | 0.63     |
| 15.   | 0.57                    | 0.55     | 0.63                     | 0.55     |
| 16.   | 0.60                    | 0.63     | 0.75                     | 0.63     |
| 17.   | 0.73                    | 0.75     | 0.63                     | 0.75     |
| 18.   | 0.47                    | 0.55     | 0.55                     | 0.43     |
| 19.   | 0.70                    | 0.55     | 0.63                     | 0.75     |
| 20.   | 0.60                    | 0.50     | 0.63                     | 0.60     |
| 21.   | 0.57                    | 0.55     | 0.45                     | 0.33     |

| Items       | Power of Difficulty (P) |          | Discrimination Index (R) |          |
|-------------|-------------------------|----------|--------------------------|----------|
|             | Pretest                 | Posttest | Pretest                  | Posttest |
| 22.         | 0.57                    | 0.63     | 0.60                     | 0.50     |
| 23.         | 0.78                    | 0.80     | 0.35                     | 0.28     |
| 24.         | 0.47                    | 0.50     | 0.45                     | 0.50     |
| 25.         | 0.70                    | 0.69     | 0.38                     | 0.45     |
| 26.         | 0.75                    | 0.80     | 0.50                     | 0.45     |
| 27.         | 0.60                    | 0.63     | 0.45                     | 0.55     |
| 28.         | 0.61                    | 0.63     | 0.40                     | 0.35     |
| Means       | 0.61                    | 0.60     | 0.46                     | 0.47     |
| Reliability | 0.85                    |          | 0.84                     |          |

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**Appendix H Examples of response worksheets**

Initial and final response

1. In your opinion, what does the word “You” represent? (Support your idea with some evidences from the poem as well as from your experiences.)

(Initial response)

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(Final response)

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Group response worksheet

1. List all actions of “You” and “I”.

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2. In your opinion, what does the word “You” represent? (Support your idea with some evidences from the poem as well as from your experiences.)

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## BIOGRAPHY

Mr. Arnuphab Ueai-chimplee was born on 14 November 1980. He received his Bachelor's degree from the faculty of liberal art, Thammasat University in the academic year 2003. His field of study was English literature and language. At the present, Arnuphab works as an English teacher at Chulalongkorn University Demonstration School. His e-mail address was D\_Arnuphab@hotmail.com.



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