THE EFFECTS OF USING GRAPHIC ORGANIZERS ON ENGLISH READING ABILITY OF

ELEMENTARY SCHOOL STUDENTS

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A Thesis Submitted in Partial Fulfillment of the Requirements

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ผลของการใช้แผนภูมิความคิดต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนประถมศึกษา

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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ฤทัย สำเนียงเสนาะ : ผลของการใช้แผนภูมิความคิดต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนประถมศึกษา. (THE EFFECTS OF USING GRAPHIC ORGANIZERS ON ENGLISH READING ABILITY OF ELEMENTARY SCHOOL STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร. จุฑารัตน์ วิบูลผล, 158 หน้า.

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการการสอนอ่านภาษาอังกฤษโดยใช้แผนภูมิความคิดมีต่อความสามารถในการอ่านและเพื่อสำรวจความคิดเห็นเกี่ยวกับการใช้แผนภูมิความคิดในชั้นเรียนวิชาการอ่านภาษาอังกฤษของนักเรียนชั้นประถมศึกษา กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนเกษมพิทยา ภาคเรียนที่ 2 ปีการศึกษา 2556 จำนวน 34 คน การทดลองใช้เวลาทั้งสิ้น 13 สัปดาห์ สถิติที่ใช้ในการวิเคราะห์ความสามารถในการอ่านก่อนและหลังการทดลอง และการวิเคราะห์ความพึงพอใจเกี่ยวกับการใช้แผนภูมิความคิดในชั้นเรียนวิชาการอ่านภาษาอังกฤษคือ Descriptive Statistics และ Paired sample t-test

ผลการวิจัยพบว่า (1) นักเรียนได้คะแนนเฉลี่ยจากแบบทดสอบการอ่านหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลอง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (2) จากการสำรวจความพึงพอใจเกี่ยวกับการใช้แผนภูมิความคิดในชั้นเรียนวิชาการอ่านภาษาอังกฤษ พบว่านักเรียนมีความพึงพอใจต่อการใช้แผนภูมิความคิดทั้งในแง่ของการความพึงพอใจทั่วไป และในแง่ของความพึงพอใจที่แผนภูมิความคิดสามารถช่วยให้เกิดความเข้าใจในการอ่านเพิ่มขึ้น

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต ....
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก ....
ปีการศึกษา	2556	

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KEYWORDS: GRAPHIC ORGANIZERS COMPREHENSION ABILITY YOUNG LEARNERS ENGLISH READING INSTRUCTION

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The objectives of the current study were to explore effects of graphic organizers on English reading ability of EFL elementary school students in Bangkok, Thailand as well as to examine the satisfaction with using graphic organizers in the English reading course. The participants comprised 34 fifth-grade Thai elementary school students in a private school. Five types of graphic organizers: Timeline, Descriptive, Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution organizers were used in the current study to enhance the young learners' reading ability. The instruments in this study were the English reading comprehension pretest and posttest (parallel forms), and the opinion questionnaire. The implementation lasted for 13 weeks. The collected data were analyzed using descriptive statistics to obtain percentages, means and standard deviations, including the paired sample

t-test.

The findings revealed that students gained higher scores on the English reading comprehension ability posttest at the 0.05 significant level. In addition, the students were satisfied with using graphic organizers in English reading course. Moreover, students thought that graphic organizers really helped the learners to see the text structures and comprehend reading passages better
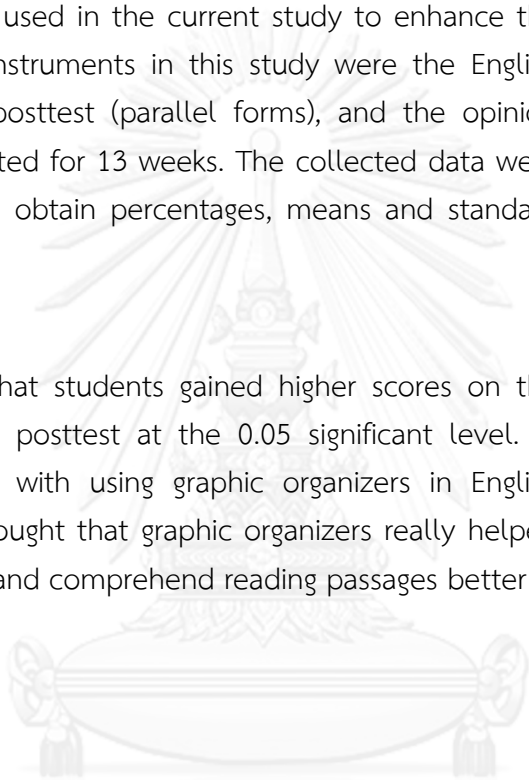
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Department:	Curriculum and Instruction	Student's Signature	....
		Advisor's Signature	....
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CHAPTER I

INTRODUCTION

In the information age nowadays, most Thai people may not be able to avoid reading English materials that are around them since English has been the top first language used in both the Internet (Argaez, 2010) and printed materials (Anderson, 2008). As a result, Thai people in all kinds of life settings including academic settings, work places and everyday life, are required to have the ability to read in order to acquire knowledge as well as to conduct their work and life.

In Thai academic context, English reading materials are normally used for several purposes such as course materials and examinations especially in higher education. As a result, Thai students are expected to have a certain level of the reading ability to comprehend English reading materials. The Basic Education Core Curriculum B.E. 2551 which is the current national curriculum which helped highlight the importance of reading comprehension ability in three strands of studying English language. For instance, the first strand of language for communication encourages students to be able to interpret or specify symbols corresponding to meanings of texts or sentences read, to show data in forms of charts or figures as well as to point out the main concept of the texts in order to answer questions. The third strand of language and relationship with other learning areas requires students to interpret and learn information from various sources in order to connect knowledge to other learning areas. Last, the fourth strand of language and relationship with community and the world requires students to be able to read in different texts both inside and outside the classroom.

Similarly, in the occupational contexts, Wongsothorn, Sukamolsun, Chinthammit, Ratanothaynonth and Naprumpa (1996) also revealed that English was the most generally used in international business transactions and English reading ability was considered as the most important skill required for various careers and professions. In addition, Akkakoson (1993) found that employees with high level of English reading ability had been highly needed by both government and private sectors in all kinds of positions such as engineers, academics or hotel personnel and so on.

In daily-life situations, even though English is not used widely in oral communication, Thai people can find many reading materials in English. In order to use a new electric appliance or keep up with the current situations, they may need to read instructional manuals or media in English.

Besides the importance of reading for survival and success in various settings, reading ability can help enhance other skills and abilities particularly for the learning skills. According to Anderson (2008), reading ability can also help strengthen other learning skills such as listening, speaking, writing and critical thinking. Moreover, Jubani, Lama and Gjokutaj (2012) found that students who were taught various reading skills and strategies had the opportunities to develop analytical thinking and critical thinking.

Although English reading skills are viewed important for all Thai people, both undergraduate and graduate students were found to have English reading problems caused by lacking knowledge of text structures. Research studies by Chawwang (2008), Adunyarittigun (2002), Thanamaimas (2004), Rattanaseeha (2007) and Wongsuwan (1992) reviewed that both undergraduate and graduate students

struggled with their English texts during reading since they did not know the text structures and how to employ text structures to facilitate reading. Additionally, Adunyarittigun (1998), Jamonman and Ruangtakul (1994, 1995) and Rattanakul (1998) indicated that students who could not observe or interpret text structures would encounter difficulties in comprehending texts. Moreover, Chawwang (2008) and Chuenta (2002) also revealed that the students could not comprehend the English texts because they could not identify topics and main ideas, summarize contents as well as apply appropriate reading strategies.

Based on the findings mentioned, the researcher was interested in finding an effective way to help enhance English reading comprehension ability particularly for young learners. According to McKnight (2010) and Willis (2008), they reported that using graphic organizers in reading instruction was appropriate for young students because graphic organizers were compatible well with the brain. In addition, graphic organizers could equip the brain to interpret meanings from images better than texts. Moreover, Mcknight (2010), also claimed that graphic organizers present the nature of visual stimulation of general young learners.

In addition, Mcknight (2010), Cochrane (2010) and Willis (2008) explained how graphic organizers represented information visually. Graphic organizers are visual illustrations of key concepts which also provide pictures of the relationship of the parts to the whole text as well as divide information of the text visually.

The effectiveness of graphic organizers' have been shown in many studies. Cox (2011), Mcknight (2010), Willis (2010, 2008) claimed that besides visualizing text's information, graphic organizers also help classify facts, clarify the relationship among headings, subheadings and chapters, enhance the comprehension abilities in terms of

summarizing, analyzing and memorizing key ideas as well as facilitate students to integrate what they learnt. Cox (2011) and Mcknight (2010) also supported that many young learners who used graphic organizers in reading instruction were able to identify the connection and the content of the texts better when they created their own graphic organizers. Regarding Russell (2010) and Fealy (2010), young students who comprehended the reading text better could show the effective results in form of the higher scores of English reading comprehension test.

Even though a number of studies have shown the effectiveness of using graphic organizers in English reading instruction for young students, Merkley and Jefferies (2001) noticed that there is a lack of systematic instructional procedures of how to instruct the students and no resources for teachers who are novice to use graphic organizers. In addition, studies about how to use graphic organizers as a reading tool in EFL context are still scarce (Grabe, 1997, 2003; Tang, 1993: Jiang and Grabe, 2007). Therefore, the graphic organizers used in the English reading instruction of the current study were designed to use with various contents based on students' background. It was primarily aimed to stimulate the students' interest in reading various texts that are familiar to their experiences. Additionally, it was hoped to share the significance of using graphic organizers as the reading tool in terms of enabling young students to feel comfortable to learn English reading (Cochrane, 2010). Moreover, the tool in the English reading instruction of the present study may encourage English language teachers to see the advantages of explicit reading instruction using graphic organizers in elementary school classes.

Research questions

1 To what extent does using graphic organizer in teaching reading affect elementary school students' English reading ability?

2 What are students' opinions about using graphic organizers in English reading instruction?

Research Objectives

1 To investigate the effects of using graphic organizers in teaching reading on elementary school students' English reading ability.

2 To explore students' opinions about using graphic organizers in teaching English reading.

Statement of hypotheses

According to Russell (2010), Halvorson (2010), Fealy (2010) and Newman (2007), the researcher stated the following hypotheses:

1. The posttest scores on English reading instruction using graphic organizers for elementary school students will be higher than the pretest scores at the significant level of 0.05.

2. The students' opinions about using graphic organizers in teaching English reading will be shown positively after teaching Graphic Organizers.

Scopes of the study

1. The population for this study was grade five students in a private school, in Bangkok, Thailand. The participants were 34 grade-five students from room 1. According to Chall (1996), fifth grade students whose ages are critical period for learning reading skills and strategies have opportunities to confront with the more difficult text.

2. The variables in this study will be as follows:

The independent variable is English reading instruction using graphic organizers. The dependent Variable is English reading comprehension ability.

3. The context of the present study is a private education institution which provides education from kindergarten to secondary education. The school has adapted the Basic Education Core Curriculum (2008) by the Ministry of Education. The school provides English language as a compulsory subject matter. All students are provided two main required English courses. The former one is offered as a regular subject while the other focuses on English for communication.

Definitions of terms

1. Reading Comprehension Ability refers to an ability to interpret meaning from a reading passage. In this study, two levels of reading comprehension were focused. First, literal comprehension is the ability for describing information in a reading text. Secondly, the ability requires the students to combine details from various parts within the passage to gain more comprehension about the text.

2. English Reading Instruction refers to an instruction developed in the current study, which employs graphic organizers as a teaching technique. The instruction comprises three instructional procedures, pre reading, during reading and post reading stages.

3. Elementary School Student refers to the students who were studying in grade 4-6 (Prathom Suksa 4-6). They were among 9-12 years old.

4. Graphic Organizers refer to a reading tool in the current study. Different types of visual figures including Timeline, Description, Compare-and-Contrast, Cause-

and-Effect and Problem-and-Solution Organizers. Each organizer can be used with the particular types of reading passage.

   5. Opinions about Using Graphic Organizers in Teaching English Reading refer to the participants' views about using graphic organizers in a reading instruction. The participants' opinions were assessed using a questionnaire address two aspects, which the general impression about using graphic organizers in the course and their evaluation of how graphic organizers facilitate them to see the text structure and comprehend the text.

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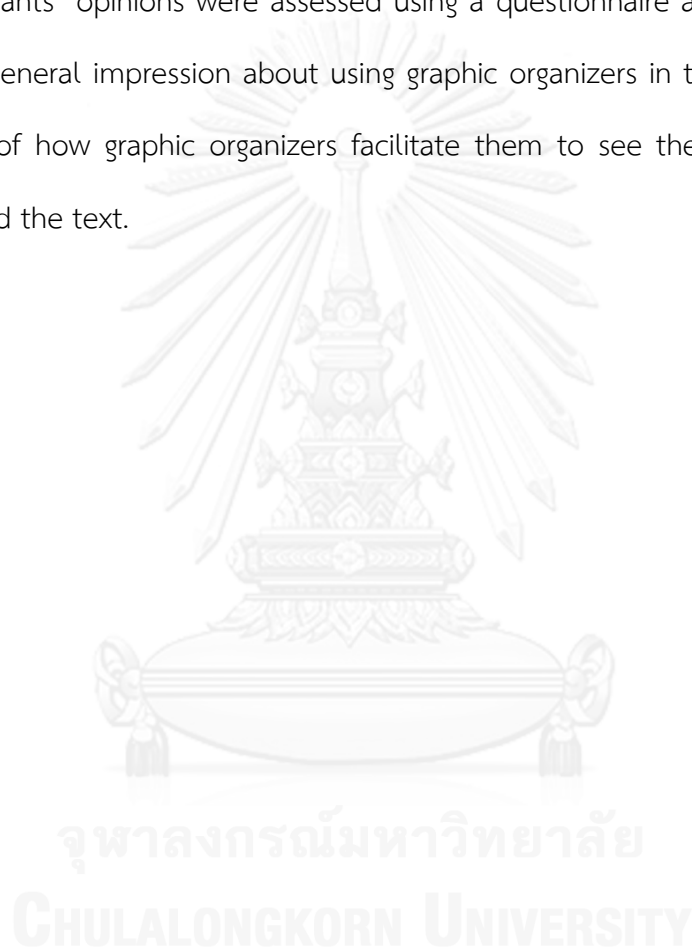
CHAPTER II

REVIEW OF THE LITERATURE

   This chapter provides the review of the literature related to reading comprehension ability and graphic organizers. It covers the following topics: reading

comprehension ability, English reading instruction as well as the use of graphic organizers in English instruction.

Reading Ability

To survive in the academic, occupational and daily life effectively, Anderson (2008) claimed that being able to read and comprehend the instructions or meanings of texts is very significant. Moreover living in the different contexts requires the different levels of reading abilities. To know what reading ability are and how they are important, their various definitions and importance were compiled as follows:

According to his claim, reading ability refers to the ability to interpret meaning, concept or information from reading materials with adequate comprehension, as well as to be able to use various reading strategies to complete the purposes of the reading texts. Moreover, Grabe and Stolloer (2002) also provided the definition that reading ability is the ability to draw meaning from the printed materials and interpret information appropriately with different combination of skills and strategies to serve the reading purposes. In addition, due to Nuttall (2005), reading comprehension ability refers that a reader can get the meaning from a text using a way or various ways to serve the purposes underlying in the text.

The current study defines reading ability which is the main term based on the scholars as an ability to interpret meaning from a reading passage. After interpreting meaning, students are able to perform two levels of reading comprehension ability. First, they can remember information explicitly included in the text, namely literal level. Secondly, they can combine details from various parts within passage to gain more comprehension about the text, namely reorganizational level.

Types of Reading

Additionally, to conduct various lifestyles in the varieties of contexts, people are required to serve the different purposes of the following types of reading:

According to Grabe (2009), reading types can be divided as following:

- Reading to search for simple information

- Reading for quick understanding

- Reading to learn

- Reading to integrate information

- Reading to evaluate, critique and use information

- Reading for general comprehension.

Each type can be described some brief definition as following: The first type, read to searching for information, readers need to be able to look through the text for finding a particular word or phrase as detail or information. For example, readers usually look through a specific name or number as a key information from a telephone directory.

The second type, reading for quick understanding or skimming, requires readers to read quickly through many texts to determine what a text is about. Readers also skim when they need to make decision whether the texts contain useful information enough to read further.

The third type, read to learn, requires readers to remember the main idea to elaborate the support ideas and to recognize text structures that form the information within text as well as to inference the content in order to connect the text to readers' knowledge.

The fourth type, read to integrate information, requires readers to combine information from different texts aiming to create self-organizing information's format.

The example of the fourth reading purpose is when readers have to organize information in forms of description, compare-and-contrast or narrating, etc. This task is generally difficult and found in academic setting because readers have to select, sequence, highlight and create organizational information from the long and complex texts.

The fifth type, read to evaluate, critique and use information, is required more complex reading ability and process. Readers need to make decision about which pieces of information within a text are the most or least important. In addition, readers are required to relate information from various and different texts to the prior knowledge and belief.

The last type is reading for general comprehension. Even though it is the common reading's purpose, it is not easy because it is required the ability to process words automatically to construct the general meaning representing main ideas. This kind of reading can be happened when readers read a novel, a newspaper, a feature article or a magazine.

Moreover, Richards (1997) also pointed out the three main types of reading. Firstly, readers are required to search for particular piece of information. For this type, they need to make sense to scan the specific details rather than read the whole text. Secondly, readers are required to consider what the text is concern about in general. So, they can skim through the text. Thirdly, readers are required to establish their own purposes when reading, particularly in a class employing an extensive approach.

It can be seen that all readers are required to respond to the different types of reading texts based on the purposes encountered. However, how each reader

responds to particular type of text and what the important factors that help the readers to serve those purposes are, it was elaborated further.

Processes of Reading Comprehension Abilities

To comprehend any types of reading, readers encounter a complicated process controlled by cognitive, emotional, perceptual and social experiences. These components involve interpretation and combination of texts' ideas that influence students or readers' comprehension.

Regarding Grabe (2009) and Grabe & Stoller (2002, p20), the processes mentioned could be pointed out as the lower-lever processes and the higher-level processes.

Lower-Level Process

The first component of lower-level process is lexical access or word recognition which is required fluent reading comprehension with quick and automatic reading. It is operated when a reader sees words and accesses meanings then decodes them automatically and approximately at 200 words per minutes.

The second component is syntactic parsing. It relates to the ability to recognize phrasal groupings, word ordering information, and subordinate or superordinate relations among the clauses. When readers store the information together, the process is related to readers' extraction of relevant basic grammatical information. Then readers can interpret meaning in terms of basic grammatical information. In addition, syntactic parsing helps clarify meanings of words that have various meaning out of context.

The third component is semantic proposition formation which is related to the combination of word meanings and structural information into units of

fundamental clause-level meaning. Words along with grammatical cueing which are recognized and kept active for a few seconds, help readers to integrate information and make sense regarding readers' previous background knowledge.

The fourth component is working memory activation. It operates while lexical access, syntactic parsing and semantic proposition formation are functioning. When the words are accessed, the information is cued grammatically and the meanings are being made sense, they are functioning as the network of information and related processes at the activated moment. Working memory keeps information active for few seconds while all information is being processed. Consequently, speed of processing is essential because the information may be faded from memory and must be reactivated in case the processing is not done quickly enough.

Higher-Level Process

The higher-level process is included with, the first component, text model of comprehension. It refers to the main concept and support information to construct a meaning represented in the text. It can also mean how long the text will be, students may remember the first sentence of the text which is assumed to contain ideas or main concepts. When they continue reading the rest of the text, they will connect the first ideas from the first text's sentence with other information. In case they can build or gain any information which is grouped in the main concept, it is the text model of comprehension.

The second component is the situation model of reader interpretation. During students are reading texts, they can receive information from text model's process using discourse organization. Then, they will begin to interpret the information depending on text model's information combining with inference.

This process mainly emphasizes on how students can interpret information for their own purposes.

The third component is background knowledge. It is very important for readers how they interpret the text because background knowledge helps elaborate the situation model of readers' interpretation after readers' informational transformation.

The fourth component is executive control processing which is related to the ability of overseeing, monitoring, comprehending, using strategies, reassessing and reestablishing goals during reading.

It can be concluded that the two processes involve in interpreting meaning of the texts. For the first process, readers understand the text using the explicit syntactic parsing with working memory to construct the direct meaning of the text. For the second process, it requires the readers' previous knowledge and experiences to help comprehend the information more deeply. To obtain the deeper comprehension when reading, the next section was elaborated a clear concept about the different levels of reading comprehension abilities.

Levels of Reading Comprehension

When reading, readers will store and process information at 2 levels: simple and complicated levels. According to these levels, many researchers defined the comprehension levels in various perceptions. Regarding Dorn and Soffos (2005), the surface and deep level were explained. The surface level of comprehension ability is a literal stage of understanding represented by the ability of recalling factual information from the text. The first stage is mainly relevant to the latest reading content.

The deep level is a conceptual stage of understanding which results from ability to think beyond the texts. This level directly relates to students' background experiences or personal goals. Students or readers will be able to reconstruct the text in their mind in order to analyze or synthesize various sources of information to comprehend the meaning.

Besides the claim by Dorn and Soffos (2005), other levels of reading comprehension were recommended by Barrett (1983) and Day (2005). It is provided the checklist of reading comprehension level including forms of questions corresponding to each comprehension level. The aim of these comprehensions' levels is to facilitate students to respond accurately to various comprehension levels and to measure students' reading comprehension ability.

Moreover, Barrett (1983) classified the reading comprehension ability into 5 levels as following:

The first level is literal comprehension. It emphasizes on explicit information stated in the reading passage. Readers are required to recognize and recall details for examples, main ideas, sequence, comparison, relationships and character traits directly stated in the text. The second level is reorganizational comprehension. Readers are to organize ideas or information explicitly stated in the text. Sometimes, readers are asked to classifying, outlining, summarizing or synthesizing information to interpret the meaning. The third level is inferential comprehension. Readers need to use the explicit information from the text and their personal experiences to construct hypotheses. Then they may infer the story using information such as main ideas, supporting details, cause and effect relationships, outcomes and figurative language. The fourth level is evolutional comprehension. Readers are required to

make the judgment about the texts using information from teachers or writers and readers' own experiences. Then readers point out whether the texts are reality or fantasy, fact or opinion, appropriate, adequacy or validity. The fifth level is appreciation comprehension. Readers are to react to the text read in terms of emotional response to the content, identification with the incident, response to the author's use of language and imagery.

Besides Barrett (1983), Day (2005) also classified the levels of comprehension ability as 6 levels as following.

Literal Comprehension

Literal comprehension is an understanding of the straightforward meaning of text such as facts, vocabulary, dates, times and locations. Consequently, to be certain that students are qualified for literal comprehension level, they are required to identify or produce information from memory using details from the text. Students' information can be proposed in forms of details, main ideas, sequences, comparison, cause-and-effect relationship and character traits. Additionally, questions for this level can be: Show me a word which you did not know. How did you figure it out? Find the page where _ (something)_ is described. Who is the author? Explain what happened first, then ___?

Reorganization

Reorganization comprehension refers to an ability to use information from various parts within the text then put together and reorganize the information from those different parts in order to gain more comprehension. The questions for

this level aim to guide students to check information from the whole text and facilitate students to understand from sentence-by-sentence until the wider point of view. Consequently, students generally find that reorganization questions are quite more difficult than direct question of literal comprehension. Moreover, the question construction can be: Will you summarize the main idea? What ideas are you sure about when you read what the author has written? Will you tell me the story?

Inference

The level of inferential comprehension will be engaged when students have to assume the content in the text by using their intuition and personal experiences. Students are required to make an inference to answer the questions whose answers are not in the text, except for some cues. The examples for inferential comprehension questions are, for examples: What is this story mainly about?, Is there something in this section that isn't actually informed? Can you find the general topic of this story in another book?

Prediction

The level of predicting comprehension is required students to use their understanding from the passage and their own knowledge related to topics and contents to think further what may happen next or after the story end. It is generally allowed students to do the prediction in during and post reading because students can practice comprehension skill and learn whether their prediction is accurate by using information within the text. Consequently, the questions for two reading activities are different. The during-reading prediction questions are formed as: What may happen next? Since students can check answer accurately by continuing reading in the next paragraphs. In contrast, the post-reading prediction questions are in

forms of: Do you think they will stay married? Why or why not? Since there is no accurate answer at the story end, students have to predict the situations from story's evidences.

Evaluation

The level of evaluation comprehension is required students to demonstrate the comprehensive judgment about some parts from the text so students have to use their own experiences, knowledge or value and external criteria provided by teachers or authors to evaluate the content selected. The area that will be evaluated can come in forms of reality or fantasy, fact or opinion, worth, desirability and acceptability. The question can be formed as: What kind of book is it?, Do you think you can believe what it say?, Why or why not?, Can you trust what the author says? Why or why not?

Personal Response

Personal response requires students to respond with feeling for texts. Even though students can respond or provide any emotion to the texts, their responses have to be supported by rationales. The questions found for the personal response are: What do you like or dislike about this article? Do you believe everything you read?, What about this story made you sad or happy?

In conclusion, when readers are required to complete any reading tasks, the tasks ask readers to perform any comprehension abilities both implicitly and explicitly. Readers may be asked to state the explicit information shown in the text. Sometimes, they need to use the stated information from the different parts within text to interpret the meaning. Besides these, they may be assigned to integrate the straightforward information with their background knowledge to think further what

the text may be about. They are also asked to consider the value of the text in terms of fact, fancy, appropriateness. Eventually, some readers need to response to the authors or the content. These abilities are important to all readers to survive and conduct their lives as mentioned earlier. So, to enhance readers to perform all these comprehension levels effectively, the development of reading comprehension was elaborated in the next part inevitable.

How to Develop Reading Comprehension Ability

To enhance readers or students to comprehend each level of comprehension ability, it depends on various factors. However, the current study was primarily emphasized on the factors which were generally used in the academic context for examples, curriculum or even reading strategies.

According to McKay (2007), he claimed that the curriculum generally gathers the various reading texts or text types that young learners should read, for instances, simple illustrated children's narratives, simple information texts, short stories, picture-book stories, fables, legends or science fictions as well as class textbook. Moreover, the curriculum also sets out the expected development in reading ability in terms of becoming independent readers, being able to read a growing range of texts for different purposes, etc. However, to support reading ability of students particularly for young learners, reading materials, questions and vocabularies are important factors to help develop students' reading ability.

Moreover, Farrell (2009) also indicated that to help enhance students' reading comprehension ability, reading strategies and practical reading tools should be proposed. He also suggested that students should be instructed reading fluency, comprehension as well as to activate knowledge learnt. It can be more advantage if

students will be offered the opportunities and time to practice strategies learnt. In addition, he indicated that teaching reading strategies and reading skills were mentioned. Reading strategies are methods or actions used consciously by readers to comprehend the texts, in contrast reading skills are done unconsciously to comprehend the content. When beginning EFL readers are instructed how to read, they normally use decoding skills during reading. However, when they begin to interact with the text more intentionally such as making inferences, hypothesizing or relate the current text to their schema during reading, they begin to use reading strategies.

According to Nuttall (2005), she supported that students who want to read better with full comprehension will have to read more with the broader range of reading text. Consequently, if students have the opportunities to read more with practicing using strategies learnt, students will be able to extend the reading comprehension ability further.

Moreover, Farrell (2009) also suggested about teaching comprehension. Reading comprehension is aimed to be the basic EFL students' ability to form meaning from the text through the connection of background knowledge, experiences, reading strategies and individual skills. Consequently, reading comprehension is bound by knowledge. Knowledge in this stage, according to Farrell (2009), includes background knowledge of the topic, and phonological awareness. However, the most important factor of expected EFL efficient readers / students is the extent of the knowledge and how to connect with the text to interpret the key ideas. Pardo (2004) also pointed out that the knowledge that readers encountered then organized into categories for retrieving later known as

schema. It can also enable readers to comprehend the new topic more clearly, or make readers to be confused about the new topic. To enhance student to retrieve schema, according to Raphael (1993, p.287) students can be encouraged to compare current input from the text with some schema students learnt through a type of activated pre-reading activity to access the previous knowledge, then let students relate the text with their schema.

According to Carrell (1998), EFL students or readers who are instructed reading strategies should be at least to distinguish between most and less important information as they read as well as use clues within text to make inference what information will come next. Additionally, Koda (2005) claimed that reading strategies and reading tools which are aimed to enhance EFL struggling readers or students can be implemented through explicit, step-by-step demonstrations. One of reading strategies and tools mentioned by Grabe & Stroller (2002) is visualizing what is described in the text or the instruction of using Graphic Organizers in reading text. To implement Graphic Organizers in reading text aiming to enhance reading ability, students are needed to teach step-by-step. The instruction of using Graphic Organizers as reading tools will be elaborated in the following section.

In summary, it can be seen that the requirement of efficient reading ability is essential at present (Grabe and Stoller, 2002) because each reading purpose requires different comprehension abilities to interpret the texts' meaning successfully. To enhance EFL students' reading comprehension ability, it is essential to understand the reading processes and how to develop their reading comprehension abilities. To develop students' reading comprehension abilities, the practical and comprehensible

instruction of English reading is crucial. The next section was elaborated the English reading instruction enhancing students' reading ability with its comprehension levels.

Reading Instruction

One source that helps enhance students' reading comprehension is reading instruction. Several researchers proposed the definition of reading instruction differently.

According to Russell (2010), reading instruction refers to instructional practices or implications with the objectives of particular use proposed and modeled by teachers aiming to facilitate students to self-control their learning, generate the appropriate usage of strategies as well as enhance understanding or comprehension of the content. Moreover, Anderson (2008) defined that teaching reading has at least two aspects: First, it can be identified as teaching children who are learning to read in their first language for the first time. Second, teaching reading can be referred to teaching learners who already have reading skills in their first language. When learners have learnt how to read in one language, they do not have to learn how to read again in a second or foreign language. However, they are required to learn how to transfer skills that they have already learned in their first language to new reading contexts in a new language. Additionally, Klingner, Vaughn and Boardman (2007) indicated that reading instruction is instructional practices which teachers use to help improve reading comprehension of struggling readers. The instruction practices are associated with word study, fluency, vocabulary and world knowledge. When the instruction practices are integrated by the varieties of strategies and skills, they can support reading comprehension.

To conclude the main term for the current study based on the various researchers, reading Instruction refers to an instructional implication that helps enhance young students who have learnt some reading techniques in their Thai texts to transfer reading techniques learnt to English texts. The reading techniques were also expected to support students' reading comprehension ability.

Approaches

To achieve the objectives of reading instruction, approaches were employed. According to Richards (1997), approaches can be identified as the theories of language learning that can be referenced by educators or instructors. Two main approaches were claimed by Richards (1997): Firstly, an extensive approach requires students to select their own favorite text to read for general comprehension in large quantities of texts. Then their ability to read will improve. A reading course focused on an extensive approach can be generally employed outside of the class. The text is usually required students to find the comprehension of main idea. Secondly, an intensive approach requires students to read carefully. It is usually provided in most L2 and FL classroom.

Besides Richard's claim, Anderson (2008) also divided the approach into bottom-up, top-down and interactive approaches. A bottom-up approach requires students to begin studying with the basic letters and sounds, then move up to the level of words, then building up the sentence structures. With this approach, students get start from the bottom level which means letters and sounds to obtain comprehension. The second approach, a top-down approach, requires students to begin with comprehending the ideas of the texts. The students or readers need to use their background knowledge, predict the following parts of the story and seek for

information to confirm or deny their predictions made. The last approach, an interactive approach, requires students to combine both bottom-up and top-down approaches while reading. Anderson (2008) also mentioned that a bottom-up approach plays an important role in intensive reading. Moreover, a top-down can be considered as part of extensive reading. An interactive approach can be included with both intensive and extensive reading.

It can be summarized that to achieve the objective of comprehension, according to Anderson (2008), teachers should provide opportunities for students to practice different approaches for examples, understanding all words related first then interpreting meaning later, grabbing key ideas from the text first then learn words related later, or even interchanging between these two approaches to get all meaning of the text. Moreover, the approaches mentioned can be encouraged to employ in terms of intensive or extensive ones, according to Richards (1997). The students have chances to consider what comprehension level should be used in the real situation.

Understanding and Comprehension Instruction

To teach reading, students were expected to use any strategies learnt to interpret meaning of text. Students also needed to understand what the text was about and comprehend the meaning underlying in the text.

Regarding Jacobs (2003), to teach students in term of reading to learn, they are expected to make meanings, solving problems, understand then comprehend something from texts. Consequently, there are little differences between understanding and comprehension. Understanding is engaged through problem-solving process that involves making meaning of content. As a result, teaching

understanding helps students to select topics or discover their own information of entry. When students show their understanding through topic and information selecting, it is necessary for them to comprehend something more significant or purposes about a text. To obtain more significant information, students will be instructed the comprehension. Jacobs (2003) also indicated that comprehension is a three-stage process in teaching reading including, pre reading, during reading and post reading.

When reading the texts, the readers are required not only to know what the text is about, but they also have to interpret how the text requires them to respond to. To serve this objective, there are many practices which were indicated in the next section the readers have to encounter.

Instructional Procedures in Reading Instruction

In this section, it was mentioned about the different practices, based on many researchers, which were divided into various steps aiming to facilitate the readers or the students to serve the any purposes included in the reading text.

Besides Jacobs, many researchers (Grabe, 2009; Farrell, 2009; Nuttall, 2009; Klingner, Vaughn and Boardman, 2007 and Grabe and Stoller, 2002) also recommended to divide reading instruction into 3 stages. Grabe and Stoller (2002), mentioned that the aims of pre reading activities can facilitate students to activate students' background knowledge and experiences, stimulate students' interest in texts or topics and provide information which students need to know for comprehend texts. Moreover, regarding Graves, Calfee, Graves and Juel (2006), to connect what students learnt or need to learn with what they are learning is very important. Consequently, the following activities were recommended for using as pre

reading activities, including setting a purpose for reading, previewing texts, motivating students to read, pre teaching key vocabulary or concepts, linking students' prior knowledge and experiences with current reading, relating reading to students' lives and building students' knowledge of the text features.

The second stage, supported by Grabe and Stoller (2002), is during reading which includes activities which are aimed to facilitate students to develop reading and encourage critical thinking ability. Additionally Pressley (2002) also claimed that during reading's activities can facilitate students to obtain significant information from reading texts. It can be seen that texts proposed in academic setting are generally difficult. If readers or students do not go back and try to find some missed points or information, they may not really comprehend texts. Some during reading's activities were recommended by Klingner, Vaughn and Boardman (2007) including making notes of difficult words, concepts and ideas, asking questions while reading and predicting the content.

The third stage is post reading activities. According to Grabe and Stoller (2002), post reading activities aim to help identify the goals of texts as well as classify texts' information. To achieve the goals of post reading activities, Klingner, Vaughn and Boardman (2007) also recommended activities in forms of summarizing main ideas as well as responding to and elaborating on what students have just read. The activities are important because they can enhance reading comprehension. When students make senses of and comprehend texts, they will benefit from summarizing main idea and responding to the reading in terms of writing, drawing and discussing.

It can be seen that each stage of reading instructional procedures includes a particular purpose. The first stage, pre reading procedure aims to get involve the

students with the texts they are going to read using their own experiences. The second stage, during reading procedure, aims to provide the new reading techniques or approaches for further reading. The third stage, post reading procedure, aims to allow students to practice techniques learnt.

Teaching Reading for Young Learners

Besides the consideration about reading approaches and reading procedures for students, this part particularly emphasizes on teaching reading for young learners. Therefore, some significant information about young learners should be considered.

Young learners can be referred to children who are learning or studying a foreign or second language during the first six or seven years of formal schooling. The groups of children mentioned in the normal education systems of most countries are in primary or elementary school. In terms of age, they are between approximately at five to twelve years. Since young leaners have the different characteristics in living and learning from adolescent and adults so young learners' special characteristics related to language learning and stages of reading development were mentioned. According to MCKay (2006), the special characteristics of young learners in terms of growth and literacy should be considered because the two characteristics in the following section can support why the current study selected young learners as the participants.

Growth

Children have many aspects of growth that apparently differ from adult learners. In terms of learning, the cognitive growth was emphasized. The children's capability was mentioned about concentration which is short approximately for 10 to 15 minutes. They are easily distracted by their classmates or the surroundings.

Additionally, they may drop out of activities when they find that the activities are difficult. Another capability focused on this section is children's thinking development. Children between 5 to 12 are developing ability to think in new ways and trying to move towards to the reasonable stage of a systematic and logical thinking style as adolescence. Furthermore, they are also able to become experts in solving problems in reading and many more activities with the assistance from others. In addition, a language rule is likely to be beyond elementary students' cognitive ability, they should not be asked to analyze or describe any rules. Moreover, reading passages and the content should be familiar with their home, family or school with simple text structures, such as children's stories or folktales.

Literacy

Another characteristic of young students was defined as literacy. MCKay (2006) reported that while children are learning their target language, they are learning literacy skills and understand at the same time. Consequently, during the process in occurring in the first language, children may continue develop literacy parallel with the foreign or second language. The general expectations of children's literacy development can occur from the process of language learning skills of decoding, whole word recognition, discourse organization knowledge. From the processes mentioned, young students can slowly, then deliberately read at first. Then they develop abilities to read aloud and silently. After that an ability to read for information or for pleasure occurs. According to Puckett and Black (2000), they indicated that children have started to read between 5 to 7 years with well-developed language ability in the first language then children bring the ability form the first language as their background of literacy development.

Stages of Reading Development

Besides the two characteristics mentioned, young learners' ages should be one of the significant point for considering when implementing reading instruction to them.

According to Chall (1996), readers have five stages of reading development which normally parallel with the coincidence of approximate age. Each stage was implicitly guided the proper levels for students to learn reading skills. It was recommended by Chall (1996) that readers should stay in one stage before moving on to the next stage. Since reading is a form of problem solving, constructing new knowledge at all stages then using knowledge obtained as a foundation, readers become aware of a concept and can operate theoretically with the concepts through the proper developmental process from each stage. The following table represents the information of reading development stage;

Table 2.1.

Chall's stages of reading development (1996, p. 37)

Stages	Literacy Category	Corresponding Age	Reading Skills that Readers Should Acquire
Stage 0	Pre-reading	Birth – age 5	Students accumulate understanding about reading, concepts of print, and oral language.
Stage 1	Initial Reading or Decoding	Grades 1-2, Ages 6-7	Students learn letters and sounds.

Table 2.1. (Continue)

Stage 2	Fluency	Grades 2-3,	Students read easy and

		Ages 7-8	familiar books, gradually increasing in reading and fluency.
Stage 3	Reading for Learning	Grades 4-8, Ages 9-13	Students bring prior knowledge to understand texts and facts.
Stage 4	Multiple Viewpoints	Grades High School, Ages 14-16	Students use reading strategies and study skills.
Stage 5	Construction and Reconstruction	College, ages 18 +	Adults apply literacy skills and synthesize understandings of texts.

In conclusion, to teach reading to young learners effectively, teachers or educators should consider their cognitive growth, literacy and stage of reading development in order to design the content, to implement the process of language learning skills and to consider the proper ages for different language learning.

How to Assess Reading Comprehension Ability

When students read texts, they use a range of reading strategies taught. After choosing their own strategies to help comprehend text, students should be assessed whether they can comprehend the meaning of text effectively.

Dorn and Soffos (2005) suggested that to assess reading comprehension ability precisely, it depends on the level of reading processes which generate level of ability to comprehend text. As mentioned earlier, students process information at 2 levels, namely surface and deep levels. The surface level can be measured by using story telling which can assess students' recall. Additionally, the deep level which is more complicated can be measured through reflective opportunities, group

discussion or writing response. So the second level of comprehension ability is more difficult to assess because it depends more on students' background knowledge to interpret meanings.

To assess the reading comprehension effectively, there are some characteristics that should be considered as mentioned in following part.

Characteristics for Assessing Reading Ability

Besides assessing both surface and deep levels of comprehension, the two following characteristics should be considered because they may be used for investigating their reading ability. Regarding Bachman and Palmer (1996), there are another two main characteristics that can be related to reading ability including organizational knowledge and pragmatic knowledge. Organizational knowledge comprises of grammatical and textual knowledge as well as pragmatic knowledge includes functional and sociolinguistic knowledge. However, these two main characteristics also depend on the curriculum requirements and the situation young learners meet.

The first characteristic is organizational knowledge which comprises another two knowledge fields. In terms of grammatical knowledge, students can be supported the ability to sound out words and gain a range of vocabulary. In addition, the textual knowledge can contribute the ability in terms of comprehending a range of structure in the reading text as well as using titles or illustrations that are available to gain meaning from the text.

The second characteristic is pragmatic knowledge which includes

functional and sociolinguistic knowledge. In terms of functional knowledge, students can be facilitated to identify main idea and locate the particular information in the text, including understanding some characters that are not explicitly revealed in the story. In term of sociolinguistic knowledge, it helps encourage the students to use their personal experience and knowledge when they meet an unknown word in the text. Then the comprehension occurs when students integrate their previous knowledge with the new information.

As mentioned, to assess the students' reading comprehension, the textual knowledge and their experience are the important characteristics which were employed when assessing reading. However, what assessment the students were required to use them was elaborated in the following section.

Types of Reading Assessment Tasks

According to McKay (2006), the following task types were recommended and can be used in informal or formal assessment situations. The tasks comprise seven main patterns including read-and-do, reading and retelling, reading and answering true or false questions, reading and picture-matching, reading and answering multiple-choice items, reading and completing charts-information transfer as well as cloze and gap-filling tasks.

The first pattern of assessment tasks is read-and-do pattern. It can also be divided into 3 minor tasks including, tasks requiring action responses. They can come in form of following instruction, for instance, read and draw, read and build, read and follow instructions. The next pattern of read-and-do task requires students to write short answer so young learners can respond in a few words. The third read-and-do task is asked young learners to write longer written answers.

The second pattern of assessment tasks is reading and retelling. Students will be asked to rewrite sentences as much as possible using free or prompted recalls to measure texts' comprehension and memory.

The third pattern of assessment tasks is reading and answering true or false questions. This kind of dichotomous items requires students to make decision on information whether is correct or not. This task is needed students to careful think about the answers.

The fourth pattern is reading and picture-matching which requires students to match words, phrases or paragraphs with correspondent pictures or diagrams. This pattern is appropriate for young learners.

The fifth pattern is reading and answering multiple-choice items. Due to Alderson (2002), he claimed that multiple-choice item aims to control students' though process when responding as well as control the range of possible answers to comprehension questions.

The sixth pattern is reading and completing charts – information transfer. Students are asked to convey information to a simple grid. However, students should be facilitated and modeled carefully at the beginning. It can also be used for upper elementary students in terms of using simple diagrams, charts and table to present information.

The seventh pattern is cloze and gap-filling task which is indicated that the achievement can be measured by the accuracy of predicting and filling gaps correctly. It also aims to check students' ability to focus on semantic, syntactic and graphophonic cues in the text, however students need to be trained how the task work.

In conclusion, it can be seen that many researchers recommended to implement practical and efficient instruction which helps enhance students' reading comprehension abilities. For the current study's reading instruction, it was focused on young learners as the participants. Therefore, the practices of the instruction and characteristics of assessment types particularly for young learners were reviewed and considered. Besides reading instruction and assessment, a reading technique which was considered to go along well with young learners, based on the studies by Cochrane (2010) and Willis (2008), was graphic organizer. In the next section, graphic organizer was elaborated in terms of forms employed in the current study, its use and its benefits.

Graphic Organizers

Many researchers defined the definitions of the main reading tool of the current study. Therefore, the graphic organizer's definitions were introduced first.

First of all, according to Grabe (2009), graphic Organizers refer to different types of visual figures, for examples: graphs, charts, or diagrams, which represent textual information of reading passages. The current study employs five patterns of graphic organizers including Timeline, Description or Classification, Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution. Even though graphic organizers occur with various patterns, each form of graphic organizer usually goes along with a particular text structure. From the research study by Jiang and Grabe (2007), it was also called graphic representation. Moreover, Armbruster & Anderson (1980, 1982) defined the graphic organizers that mapping and idea-mapping. Additionally the graphic organizers were referred differently as follows: Flowchart (Geva, 1983), frames

(Armbruster, et al., 1991; Armbruster, et al., 1987), map-construction (Berkowitz, 1986), and tree diagramming (Guri-Rosenblit, 1989).

However, to avoid confusion, the graphic organizer which refers to the main reading technique employed in the English reading instruction provided were used in the current study. There were only particular five patterns which were elaborated further taught in the instruction.

Categories of Graphic Organizer

In the real-life situation, there are many categories of reading texts. Therefore, the graphic organizers can be varied to be used with those different kinds of reading texts.

According to the research study by Jiang and Grabe (2007), it was recommended to distinguish the types of graphic organizers based on text structure aiming to facilitate students' reading comprehension abilities. They distinguished graphic organizers into two categories which can be used for the different levels of instruction. The first category is a kind of information listing, aiming to represent general concepts and relationship or hierarchical information within text so it does not particularly emphasize on text structures. The second category focuses on a specific text structure, which is the focus of the current study, so it can be represented through specific graphic organizers' forms. The second category was claimed by many researchers for enhancing students' reading abilities in terms of posttest reading scores both for L1 students (Key, Bradley & Bradley 2010; Mede, 2010; Phan, 2010; Akhondi, Malayeri & Samad, 2011; Kools, Wiel, Ruiter, Crüts & Kok, 2006; Tzeng, 2010; Nesbit & Odesope, 2006) and for EFL students (Bahr and Dansereau, 2005; Sadeghi, 2011; Cunningham and Redmond, 2008; Janzen, 2008).

From the information above, the graphic organizers can be divided into two categories. The first category is used for outlining the general information of the text. The second category is used for represented the specific or complicated information of the text. Therefore each category was reviewed separately aiming to be employed with the relevant texts.

Basic Graphic Organizer forms for Commonly Used Based on Text Structures

This section reviewed each category of graphic organizers separately. In addition, the important characteristics of each category were presented. This aims to be the benefit when selecting a graphic organizer to use with a particular purpose of the reading text.

Graphic organizers are the important combinations of text-structure awareness, main-idea recognition and imaginary leading to information recall and better comprehension. The combinations are always occurred across the texts but the ideas of text types can be generated and connected with the various patterns of graphic organizers. Many research studies mentioned earlier also demonstrated that both L2 and EFL students comprehended texts better and gained more English reading ability when they see how text is organized, along with the linguistic clues that signal the organization.

Grabe (2002) and Pearson and Camparell (1994) indicated that using graphic organizers as a reading tool requires readers to recognize the narrative and expository structures within a text. Each text's type contains different purposes: The narrative structure aims to entertain or explore human situations but the expository one is to communicate information, describe events or things, present sequences of actions

and establish a conceptual framework. Consequently texts contain different word cues and require different organizational formats (Jiang & Grabe, 2007) for each genre's type. According to Jiang (2007) who has been the experienced graphic-organizers developer, he revealed that the most commonly used text structures in narrative texts are anecdote, episodic cause-effect, description, and storyline, while the expository texts include cause-effect, problem-solution, comparison-contrast, classification, definition, possess, argument-reasoning, for-against, time sequence, and description. The text structures are expected to be aware by students or readers before they match the set of text structures with the graphic organizers. The common forms of graphic organizers can represent either the main or local patterns of discourse structures in the texts and show the interrelationships among ideas and details. Since most texts are a combination of multiple text structures, they are not restricted only top-level structures. The important point for developing graphic organizers in order to represent text structures is simplicity because graphic organizers need to be as clear, direct and teachable as possible.

According to many researchers (Klingner, Vaughn and Boardman, 2007, Grabe, 2002 and Pearson and Camparell, 1994), text structures can be divided as narrative and expository structures. Consequently, to enable students to comprehend text more conveniently and enhance their reading ability, graphic organizer forms depending on text structures will be proposed in the following section.

From the review mentioned, these two kinds of the reading text, the narrative and expository texts, are the crucial characteristic which primarily help guide the readers what a text is about. However, to enhance the readers and students' reading comprehension effectively, it was recommended by many researchers to use the

particular graphic organizers with the relevant texts. In the next section, it reviewed the specific graphic organizers which can be used with each kind of text.

Graphic Organizer Forms for Commonly Used Based on
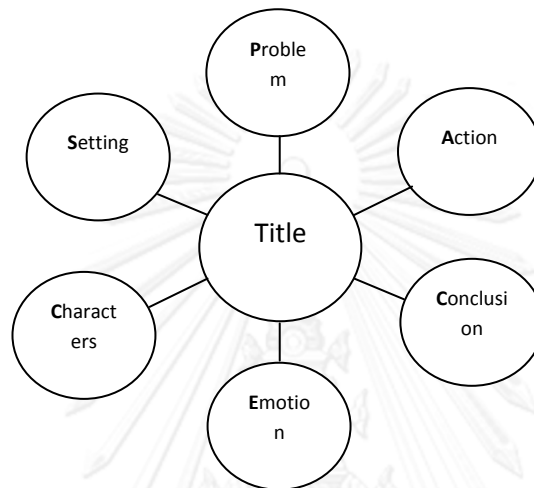
Text Structures: Narrative Text

Figure 2.1. Story-map-with-C-SPACE organizer (Klingner, Vaughn and Boardman, 2007)

Explanation: Story map form can help students to plan writing in terms of topics or titles and information of the story. The information was elaborated as C-SPACE for helping students to remember the main information. According to MacArthur, Schwartz & Graham (1991, 1995) and Schafer (1995), C-SPACE was defined as C-characters, S-setting, P-problem, A-action, C-conclusion and E-emotion.
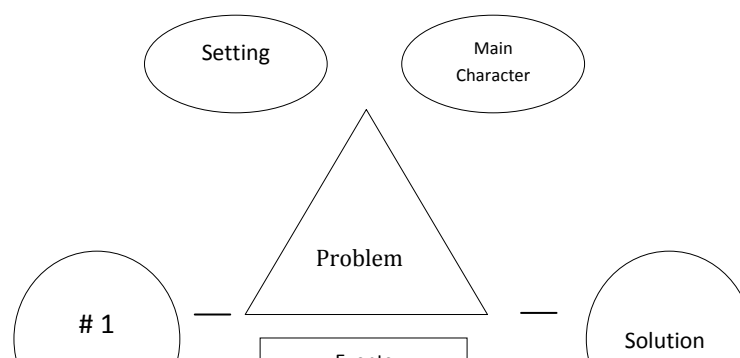
Main Characters

Figure 2.2. Story-face organizer (Klingner, Vaughn and Boardman, 2007)

Explanation: Story face form is an adaptation of story mapping that aims to, regarding Staal (2000), enhance understanding, identifying and remembering when students read a narrative text. The story face was also elaborated several advantages in terms of being easy to construct, remember, guide retelling, facilitate learning through discovery, be flexible, as well as provide framework that can support writing,

Names		Traits	
Setting			
Where?		Description	
Plot outline			
Beginning event	Problem	How the character felt	What he or she did
Conclusion			
Consequences – How did it end?		Is there a moral to the story?	

Figure 2.3. Story-recipe organizer (Meyer, 2003)

Explanation: According to Klingner, Vaughn and Boardman (2007), story recipe form was claimed to help connect reading and writing ability. It can also improve understanding the important information in the story and enhance comprehension how the story was developed. Additionally, students can use the current form to analyze or examine the story structure before writing responses or reports.
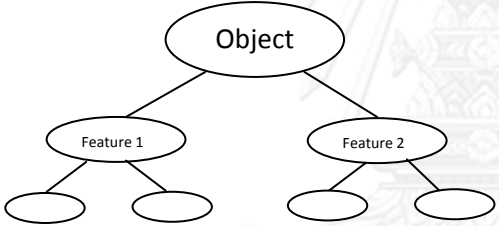
Graphic Organizer Forms for Commonly Used Based on

Text Structures: Expository Text
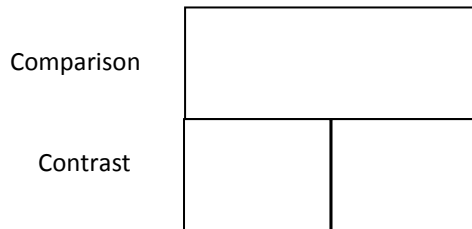
Table 2.2

Nine Basic Graphic Organizer Forms for Expository Text (Grabe, 2009, p. 262-264)

Presenting with Specific Signal Words (Hess, 2008) as well as Graphic Organizers'

Explanations (Simoneau, Orcutt & Konrade, 2005)

Graphic Organizers' Forms	Explanation	Signal Words
1 Definition	The author explains a topic, idea, person, place, or thing by listing characteristics, features and examples. The focus is on one thing and its components.	also, to begin with, first, second, next, finally, in fact, then, most important, for instance, for example, to illustrate, characteristics, include, such as, in addition, besides,

1 Definition

[ ]   is a   [ ]   [ ]

2 Description / Classification

Object
— Feature 1 — ( ) ( )
— Feature 2 — ( ) ( )

Or

	Object 1	Object 2	Object 3
Characteristic 1	Object 1	Object 2	Object 3
Characteristic 2	Object 1	Object 2	Object 3
Characteristic 3	Object 1	Object 2	Object 3

3 Comparison – Contrast

Comparison	
Contrast	

although, as well as, but, either…or, however, in contrast, in fact, on the other hand, not only….but also, while, unless, similarly, the facts show, if…then, for example, yet, same as / different from, as opposed to, both and, whereas

4 Argument

Argument / Claim /

Evidence 1   Evidence 2   Evidence 3

Conclusion:
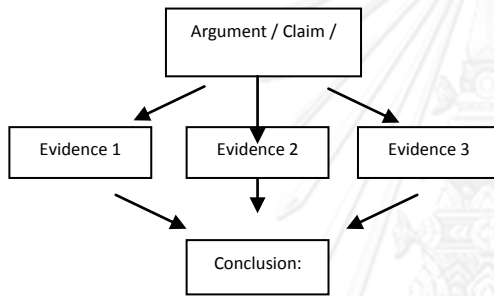
The author explains how two or more things are alike and / or how they are different.

5 For – Against (cf. comparison –

contrast)
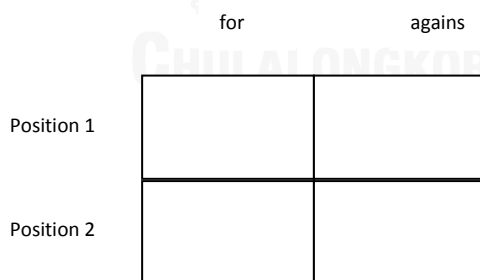
	for	agains
Position 1		
Position 2		

6 Cause – Effect (in any number as needed)
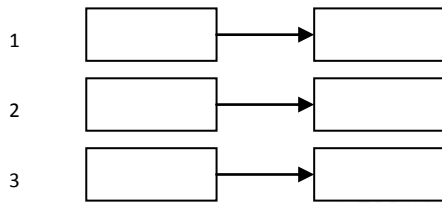
		The author lists one or more causes and the resulting consequences of effects.	accordingly, as a result, because, consequently, if...then, furthermore, for this reason, may be due to, nevertheless, may be due to, nevertheless, therefore, thus, reason why, since, so that, the effect of, this led to and to begin with	

Boxes labeled 1, 2, 3 with arrows pointing to second column of boxes.

Effect = What happened?,

Cause = What made it happened?

Purpose is to explain why or how something happened, exists, or works.

7 Problem – Solution (in any number as needed)

Problem (who, what, why) → Solutions
1.
2.
3.

8 Process / Sequence
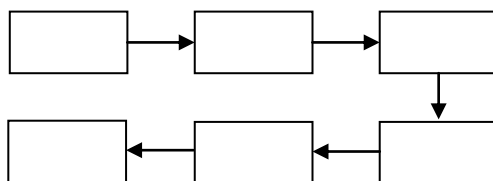
The author lists items or events in numerical or chronological orders. Describes the order of events or how to do or make something.

after, at the same time, before, finally, first, following that, last, next, second, then, third, simultaneously, soon after, when
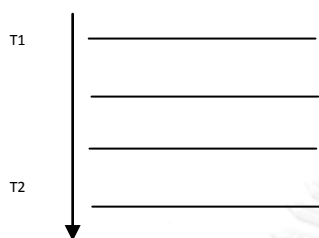
9 Timeline	The author lists items or events in numerical or chronological orders. Describes the order of events or how to do or make something.	afterwards, as, before, initially, later on, meanwhile, much later / earlier, not long after, now on (date), previously, simultaneously, soon, after, when

As illustrated above, the graphic organizers can be used with the different texts based on their types and purposes. To use a graphic organizer correspondent to a type of text, the characteristics mentioned should be considered. However, the current study emphasized on the expository text, the particular category of graphic organizers used with the text was reviewed in the following section.

Adapted Forms of Graphic Organizers Used in the Current Study

As mentioned earlier, the adapted patterns of graphic organizers for the current study were emphasized on the expository or informational texts aiming to enhance students' reading comprehension abilities and to have students be aware of how nonfiction texts were structure. Klingner, Vaugh and Boardman (2007) claimed that each type of text structure can represented through the particular forms of graphic organizers so graphic organizer is a quality tool to facilitate students while they are reconstructing and processing text's information.

Five adapted forms of graphic organizers representing text structures used in the current study were 1) Timeline, 2) Description or Classification, 3) Compare-and-Contrast, 4) Cause-and-Effect and 5) Problem-and-Solution organizers. Each form based on Grabe (2009, p. 262-264) was also presented the details about the purposes of uses, based on Simoneau, Orcutt & Konrade (2005), as well as signal or transitional words, based on Hess (2008) as following:

Figure 2.4. Timeline Organizer

The purpose of this pattern is aimed to represent items, events, or characteristics in hierarchical or numerical order. Students can use the timeline organizer to describe the sequence of occasions as well as to explain processes or things chronologically. To identify the timeline organizer precisely, students can consider some signal or transitional words that indicate some sequential terms such as *afterwards, as, before, initially, later on, meanwhile, much later / earlier, not long after, now on (date), previously, simultaneously, soon, after, when*. When the timeline organizer has been employed, text's information will be rearranged together in the chronological pattern. Besides sequential terms, some language implications can generally occur in forms of past tenses and passive voice. According to Center of

Advanced Research on Language Acquisition, University of Minnesota, timeline organizer is claimed to help raise students' recalling, sequencing, and summarizing skill.
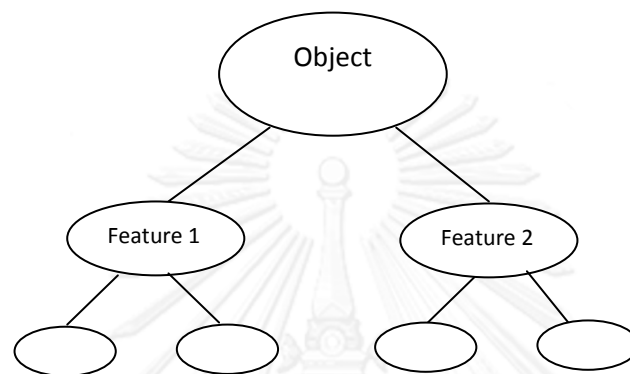
Figure 2.5. Descriptive Organizer

The descriptive organizer is aimed to focus on one topic, idea, person, place, or thing extending with its components or examples. Students can use this form to explain a person, an event, or a characteristic with its appropriate details. Due to the descriptive organizer, an important item will be written in the biggest or main circle, then its explanations or details will be expanded in the sub circles. However, students need to consider some linguistic clues that pinpoint its concept for the correct selection. Its relevant transitional words are *also, to begin with, first, second, next, finally, in fact, then, most important, for instance, for example, to illustrate, characteristics, include, such as, in addition and besides.* In addition, its language implication usually includes present tenses, past tenses, passive voice, prepositions, prepositional phrases and descriptive adjectives. To use the descriptive organizer in

reading, it is believed to enhance students' brainstorming, categorizing, evaluating, listing, recalling, specifying and summarizing skill.
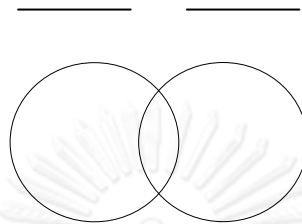
Figure 2.6. Compare-and-Contrast Organizer

The compare-and-contrast organizer aims to display characteristics of two or more things that are identified as similar and different. Their similar concepts are shared while their differences are showed separately. This graphic organizer can be analyzed through these signal or transitional words; *although, as well as, but, either...or, however, in contrast, in fact, on the other hand, not only....but also, while, unless, similarly, the facts show, if...then, for example, yet, same as / different from, as opposed to, both and whereas.* In addition, text structure for this form includes language implication of present tenses, past tenses, comparative adjectives and superlatives. Regarding the compare-and-contrast organizer, students can list different features in the left and right area. On the other hand, the similar concepts can be jotted down in the middle overlapped space. To use the compare-and-contrast organizer, it is expected that students will develop the reading skills in terms of analyzing, categorizing, comparing-contrasting, evaluating, investing and recalling.
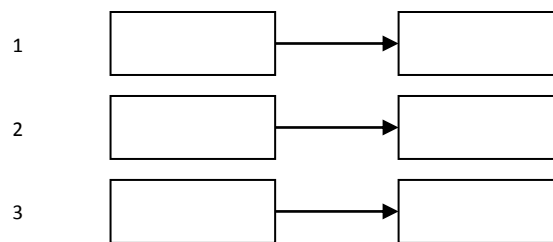
Figure 2.7. Cause-and-Effect Organizer

The purpose of cause-and-effect organizer is aimed to demonstrate causes and consequential conditions of particular effects. In general content-area reading, it is possible to have only cause with various effects or many causes **with** only one effect depending on the texts. This graphic organizer can help explain why or how something happened. Due to the figure, squares are provided into left and right row. Traditionally, the left-row squares are assigned as causes which are led by arrow symbols to the right-row squares signifying effects. In addition, the cause-and-effect Graphic Organizer can be analyzed by these sets of words and phrases*; accordingly, as a result, because, consequently, if...then, furthermore, for this reason, may be due to, nevertheless, may be due to, nevertheless, therefore, thus, reason why, since, so that, the effect of, this led to and to begin with.* Besides some relevant words and phrases, this cause-and-effect organizer includes some language implications in forms of if clauses, past tenses and conditional sentences. To use the cause-and-effect organizer, students will be expected to develop skills of analyzing, inferring and investigating.

Problem	Solutions
(who, what, why)	1. 2.
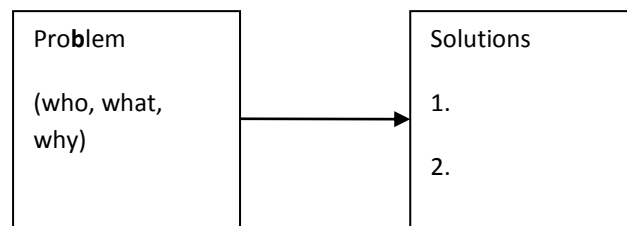
Figure 2.8. Problem-and-Solution Organizer

The problem-and-solution organizer aims to present problems then describe their solutions. Its text structure is normally employed in historical text, newspaper and current journals, so upper or intermediate students are expected to use this organizer. Students can identify the form by considering the transitional words; for examples, *accordingly, as a result, because, consequently, if...then, furthermore, for this reason, may be due to, nevertheless, may be due to, nevertheless, therefore, thus, reason why, since, so that, the effect of, this led to and to begin with.* Furthermore, some phrases; for instances, *"the problem is...", "the puzzle is solved", "the question is", "the answer is", "the solution involved"* as well as language implications in terms of present tenses, past tenses, because clauses and model verbs are included to help guide the precise pattern. To use the problem-and-solution organizer, students are believed to improve the skills of analyzing, decision-making, evaluating, investigating, priority-setting and problem-posing.

Even though these five formats of graphic organizers mentioned above might not cover other types of texts in the real-life settings, this was the good beginning of learning how to use a graphic organizer as a reading tool with a relevant text. It was hoped that the students continue using it independently further. However, to facilitate the students to use this tool effectively, they should have the opportunity to practice this tool in the instruction first.

Instructing How to Use Graphic Organizers

According to Russell (2010), a particular reading tool which young students can use to help read informational texts more clearly is graphic organizer. It was proved by National Reading Panel (NRP, 2000) that graphic organizers can provide support for both struggling and proficient readers since the tool can facilitate readers or students to focus on the interrelatedness of concepts. To use graphic organizers in reading instruction, readers or students can see text structure within informational text contained in the general content area reading such as social studies and science. The studies by Griffin (1995), Merkely and Jeffries (2000) supported that to facilitate students' reading ability effectively, teachers are required to implement explicit instruction how to use graphic organizers to help them successfully and independently generate their own comprehension.

The aim of instructing graphic organizer as the reading strategy is (a) to encourage students to employ the reading strategy automatically with content-area texts in the future and (b) to involve students with the strategy and (c) to enhance students' reading comprehension ability after employing it automatically. McCloskey (2003) also supported that graphic organizers can be implemented for young learners in form of instructing language together with content which is emphasized on subject matters. With the instruction framework, teachers can assign the content but need to focus on graphic organizers as a reading tool to access the meaning.

The implication of using graphic organizers in English reading on L1 learners was recommended by many researchers that teachers should divide teaching graphic organizers into two main steps. The first step is to construct knowledge which is related to key words or signals words and their corresponded Graphic Organizers'

patterns. The second step is to have students practice using the strategy with the passages.

Additionally, Jiang and Grabe (2007) also suggested the method of graphic organizer instruction for EFL students that three steps should be proposed in class. The first step was to teach direct linguistic clues, signal or transitional words, topic sentences, semantic-initial phrases, and grammatical structure that correspond to the text structures. The second step was to teach students to consider the correspondent graphic organizers representing text structures. This step aimed to encourage students' abilities to connect linguistic clues to the accurate graphic organizer forms. The last step focused on awareness of text structures which facilitate students to read materials more comfortably.

Explicit Graphic Organizer Instruction

According to Newman (2007), explicit instruction is defined as instructional practices or implementations which need an academic interaction between teachers and students. Teachers are also required to explain, model and think aloud about the lessons proposed. Moreover, students need some appropriate time to practice the new skills or strategies learned with teachers' guidance or feedback until they become independent readers or learners. Researchers showed that explicit instruction can influence reading comprehension. Due to Mayer and Poon (2001) and Williams (2005), their research finding indicated that explicit instruction can facilitate students' awareness of text structure. Additionally, Griffin & Malone (1995) also proved that explicit graphic organizers instruction facilitated fifth grade students to remember more expository reading texts. Since graphic organizes help sequence information into a visual representation, students can develop an

awareness of the writer's text structure as well as improve reading comprehension and learning.

Text Structure

Various types of written texts have been read by students, and each type has its own meanings for making a text. According to Farrell (2009), the major types of texts can be categorized into fiction (poetry, short stories, novel and plays) and nonfiction (articles, reports and essays), however; other genres of text types can be seen such as text messages, letters, signs, messages and memos Each type can be identified its different features by fluent readers or literate EFL students.

However, according to Grabe, 2009; Jiang and Grabe, 2007 and Farrell, 2009, those different text types are required explicit instruction of the differences among genres since each language may have different genres. Consequently, the important point to assist EFL students to understand the text with different genre is to raise their awareness of the different features of genres. To enhance students' awareness of text structure, explicit instruction of top-level reading should be focused, according to Carrell (1992), on text structures because they can benefit comprehension and help recall the text for EFL students. In addition, Koda (2005) also supported that teachers can facilitate students in terms of providing a preview of the text and topic, except for providing background knowledge. He also claimed that to provide a preview of text's type that students are reading and explain how the content are joined together, students will be able to recall the content more easily and effectively. Moreover, students who are explicitly instructed how to recognize the different text's type will be better able to identify main idea of the texts as well as better able to distinguish between main and ideas and supporting

details. They will also understand how each part of texts, such as opening, closing, discourse markers, and other text signposts, come together as cohesive texts.

According to Klingner, Vaughn and Boardman (2007), the first text structures that young students primarily study usually are narrative texts, known as fiction. Then students will also be proposed expository texts, known as factual and information, respectively. As being claimed, it can be seen that text structures can be divided into two main structures. Consequently, the purposes and implications to students' level are different. The two main text structures will be elaborated as following.

Text Types: Narrative Story Structure

In terms of young students, they are usually proposed narrative structure, called story grammar, because, according to Klingner, Vaughn and Boardman (2007), Gillis and Olson (1987), most young students will develop senses of story structure and can use the knowledge to comprehend simple stories. The story grammar or narrative structure refer to various elements readers can expect to find in a story, such as characters, setting, plot, problems and their resolutions. The structure also includes realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays and real-life adventures. Even though narrative structure can be learned implicitly through repeated practices with stories, the explicit and concrete instruction with different structures can facilitate young students, particularly the EFL students to enhance comprehension and recall of texts (Amer, 1992; Goldstone, 2002). The narrative structure can be varied in various forms as following:

Story Maps

Story maps can be benefit for all student level because they help provide main circle for a title or a topic and sub circle for details of problem, action, conclusion, emotions, characters and setting. So it can facilitate students to remember various elements of a story.

Story Face

Story face is an adaptation of story mappings that elaborate visual displays in various elements, such as setting, main characters, problems, sequences of events and solutions. With the facilitation partial figures, it can help young students to construct figures easily as well as remember and retell more easily.

Story Gloves

Story gloves facilitate students to use comprehension strategies connected to different text structures (Newman, 2001-2002) because they provide visual clues through icons on each finger and in palm. The clues are setting, characters, sequence events, problems and solutions.

Story Recipe

Story recipe helps connect between the reading and writing ability because, according to Irwin and Baker (1989), a template or graphic organizers can improve understanding of story grammar and facilitate comprehension when students read stories.

Text Types: Expository Text Structure

Besides structures of fictions being able to propose to young students, informational texts, namely expository text, can be instructed when they develop sensitivity of narrative structures. According to Klingner, Vaughn and Boardman (2007), the expository text is organized to guide students to identify key information including making connection among ideas. Exposit text can be found in content-area which contains in science and social studies subject. The difference makes exposit text more challenging for students than narrative text because exposit text appears in forms of enumeration, sequence, compare-and-contrast, classification, generalization, problem-and-solution and procedural description. When students read exposit text, they do not only focus on information in the text but also identify text structure though its particular clues or key signals.

According to Farrell (2009), the following text types can be taught to students in diagram form then students can recognize as well as enhance understanding of graphic organizer forms.

Collection / Description

This type is usually appeared in story telling for very young learners. The subset of its collection is description which is referred to "thing" oriented. Due to the description, it can be included examples and specifics related to explanation, including, who, what, where, when, and why. Semantic mapping can be used to represent the text organization.

Causation

This type helps students to recognize cause-and-effect text's type by asking questions; for example, "What happens as a result of an action?"

Then the action will be explained in terms of cause statement; for example, I studied very hard every day. After that, the effect or result of the action will be offered; such as I graduated. Generally, cause-and-effect relationship in texts is single or one-to-one.

Problem and Solution

This text type represents a problem usually including a solution or a proposed solution to the state problem. Students should skim through the text after the problem was stated then look for key words that signal some solutions. This type includes signal words, such as, result, because, consequently, if...then, furthermore, for this reason, may be due to, nevertheless, may be due to, etc.

Compare and Contrast

This type of text is used when an author is aimed to compare things. It also means that the author would like to explain how these things are alike; but it can be explained how things are different.

Building Awareness of Text Structure

To encourage students to be more aware of text structure, guided information or words are crucial cues. In addition, those cues enable students to identify accurate patterns of text structures leading to correspondent graphic organizers, students may be provided with these nine activities to help raise and practice text structure awareness considering the recommendation by Grabe (2009, p334).

1. Preview texts and highlight key words that signal text structure.

2. Highlight a paragraph and decide its function in the text.

3. Fill in an outline of the text and determine the main units of the text.

4. Decide what makes each unit identifiable as a separate unit.

5. Fill in a table, chart, graph, timeline, tree or similar graphic form.

6. Find patterns of discourse organization in a text (cause-effect, comparison-contrast, problem-solution) and generate very simple graphic displays.

7. Reorganize scrambled paragraphs and sentences to reassemble a text or to make a good summary.

8. Remove inappropriate sentences from a summary or a paragraph.

9. Match main idea and supporting information across two columns.

However, to achieve the instructional goal of enhancing students' reading abilities, Grabe (2009) suggested proposing these nine activities consistently and continually as well as integrating with content-area reading materials in order to present the different text structure. These activities aimed to have students be aware how texts were constructed and were bound by signal words.

Benefits of Graphic Organizers for Young Learners

According to Chang (2010), using graphic organizers in reading instruction enhances students' abilities in terms of general instruction and reading instruction.

Benefits for General Instruction

Graphic organizers, according to Chang (2010), can be employed in the class to prepare summary, to take notes from lectures, and to organize information for an exam. Additionally, graphic organizers can make the class more interesting since they provide the flexible and tentative content to discuss from one topic to another which can lead students to other related parts of the context. Moreover, students

can use graphic organizers as preparation's learning tool before class, information recorder during and even after class.

Benefits for Reading Instruction

According to McKnight (2010), graphic organizers facilitate students who read to learn to see the relationships and connections among facts, information and terms. McKnight also claimed that Graphic organizers can be used at all grade level because the visually stimulating nature of graphic organizers draws students' interests and attention. Graphic organizers integrate text and visual information which enhance students to have more whole-brain experience because the brain is more supported to process images than texts.

Additionally, visual display can increase comprehension, organization; summarizing, prioritizing, memorization and analysis by helping young students construct and visualize relationship. It is because Graphic Organizers are compatible with brain process of patterning information.

Related Research Studies

Graphic organizers are important and effective reading instructional tools for organizing content and ideas as well as help young learners to comprehend new information. According to McKnight (2010), Graphic Organizers facilitate students to see the relationships and connections among facts, information and terms. McKnight also claimed that graphic organizers can be used at all grade level because the visually stimulating nature of Graphic organizers draws students' interests and attention. Graphic organizers or visual displays integrate text and visual information which enhance students to have more whole-brain experience because the brain is more supported to process images than texts.

Moreover, Willis (2008) claimed when young students are trying to develop the prediction or previewing abilities by looking at parts of a book, graphic organizers can facilitate them to connect the relationship between heading and subheading within chapter. In addition, to identify main idea from supporting ideas, it can be visually contextualized by graphic organizers. Consequently, graphic organizers help recognize the pattern and information of text's relationship while they are translating information into visual displays. Additionally, visual display can increase comprehension, organization; summarizing, prioritizing, memorization and analysis by helping young students construct and visualize relationship. It is because graphic organizers are compatible with brain process of patterning information.

Summary

The literature review in the current study elaborated on reading comprehension abilities and reading instruction. Besides the two literatures, graphic organizer was focused as the main reading strategy. In the first section, reading comprehension ability was explained mainly about its processes and its levels. Therefore, it can be seen how using graphic organizers is compatible with the reading process as well as which level graphic organizers support the young students. In addition, it was also mentioned about how to develop reading comprehension ability of young students at the end of the section.

This section was explained about reading instruction. The standard approaches for reading teaching were reviewed. Then the perspectives about instructing for understanding and comprehending were clarified. After that, the general procedures for reading instructions were studied prior to elaborate teaching reading particularly for young learners considering the stages of reading

development. At the end of the section, characteristics and types of reading assessments of young learners were reviewed and considered.

The last section was focused on graphic organizers in terms of their forms, integrating with reading instruction particularly for young learners, enhancing reading comprehension abilities in the correspondent reading comprehension levels, as well as revealing their benefits. In the next chapter, it was elaborated on constructing English reading instruction using graphic organizers and the relevant details.
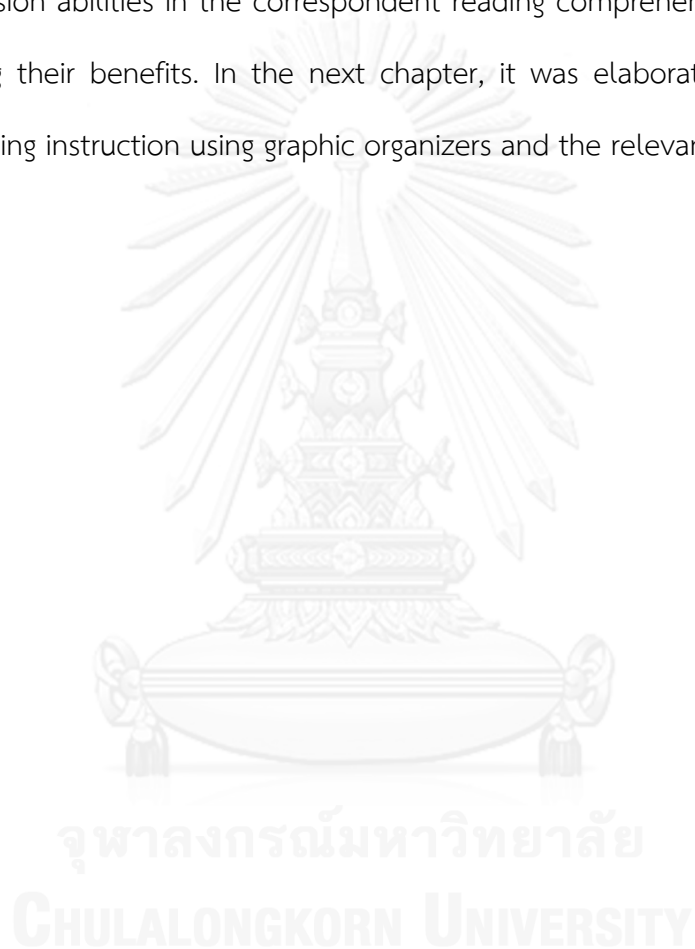
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the processes of the investigation on the effects of using graphic organizers in English reading instruction. The chapter entails the information about the research design, the population and participants, the contexts of the school in which the instruction was implemented, the instruments comprising the instructional instrument and the research instruments, the data collection and the data analysis.

Research Design

The current study employed one group pretest posttest quasi-experimental research design. It aimed to explore the change in students' English reading comprehension ability at the literal and reorganizational comprehension levels as well as to examine students' opinions about using graphic organizers in English reading instruction. A reading instruction using graphic organizers as a reading tool was the treatment in this study. The pretest and posttest scores were obtained and analyzed in order to provide the evidence of the effects of using graphic organizers in English reading instruction. The research design is described in Figure 3.1.

$$O_1 \qquad X \qquad O_2$$
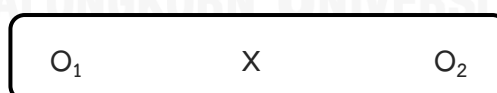
Figure 3.1. Research Design

O_1 refers to pre-test

X refers to English reading instruction using graphic organizers

O_2 refers to post-test

Population and Participants

The population of the current study was elementary school students in a private school in Bangkok, Thailand. The researcher was recommended that the target school has emphasized on reading skills so English reading instruction using graphic organizers was proposed to implement with the elementary school students. Fortunately, the school was interested in the graphic-organizer reading tool so the researcher was offered an opportunity to implement the tool with the elementary level in the EFL context. The participants were focused on the young students. This group was focused based on the research studies (Chall, 1996; Best, Floyd and McNamara, 2008) which were claimed that the critical age to learn and develop language skills effectively is between 7 and 13 years old whose age are between grade four to eight. The school's administration randomized one class out of three classes of the second semester of the academic year 2013. There were thirty four participants comprising nineteen males and fifteen females.

School Context

The current study was conducted in a private school in Bangkok, Thailand. The school provides education from kindergarten to grade 12 (Mathayomsuksa 6). The school curriculum was designed based on the Basic Education Core Curriculum B.E. 2551.

In regard to English language instruction, all levels of students are required to study English as a compulsory subject. For grade five students, two main required English courses are provided including English Foundation and English for Communication.

The first course, English Foundation, is a core English course which emphasizes the basic language structures. It aims to provide the basic knowledge of English language to students. English Foundation course meets twice a week and lasts 50 minutes in each class time. The second course, English for Communication, is an elective course which emphasizes the development of communication skills. The course provides opportunities for students to use English in various kinds of real-life situations. Students attend this class 3 periods a week and each period lasts 50 minutes.

The current study was conducted in the English for Communication course for fifth grade students which met once a week for 50 minutes. In this course, the course materials were not pre assigned so the materials used in this study were developed by the researcher. Based on the school curriculum, the contents appropriate for elementary school students should be related to students' contexts and experiences such as family or school, food and drink, leisure and recreation, fables and traditional short stories, festivals, celebration, customs and traditions as well as livelihood.

Instruments

Two main instruments were employed in the current study. Firstly, an instructional instrument used as the treatment was eleven lesson plans for English reading instruction using graphic organizers. Secondly, two research instruments used to evaluate the effects of the treatment were the English reading comprehension tests and the opinion questionnaire.

Instructional Instrument

In the current study, the 11-week reading instruction using graphic organizers was used as the treatment to enhance reading comprehension ability. The instruction was designed based on the school curriculum aiming to measure fifth grade students' literal and reorganizational reading comprehension levels. The lessons were conducted by the researcher. Graphic organizers were used as the main reading tool in each reading lessons. During the instruction, five graphic organizers were taught. To ensure that the participants were able to identify and use each graphic organizer appropriately by themselves further, each graphic organizer was taught two times. The processes of developing the instruction are elaborated as follows.

Due to the number of the graphic organizers to be taught and the class time defined by the school, the long-range lesson plan was drafted as 11-week instruction and 2 weeks of the assessment of the students' reading ability (see Appendix A). For the instruction, unit 1 was designed to introduce all graphic organizers before instructing each graphic organizer. Units 2 to 6 were designed to instruct the students how to use each of the five graphic organizers with the correspondent reading passages. Each unit comprised two lessons in which each graphic organizer was illustrated.

The instructional procedures employed in the ten lessons (units 2-6) were developed based on the framework by Jiang and Grabe (2007) and included three main steps: pre-reading, during-reading, and post-reading **(See Figure 3.2).**
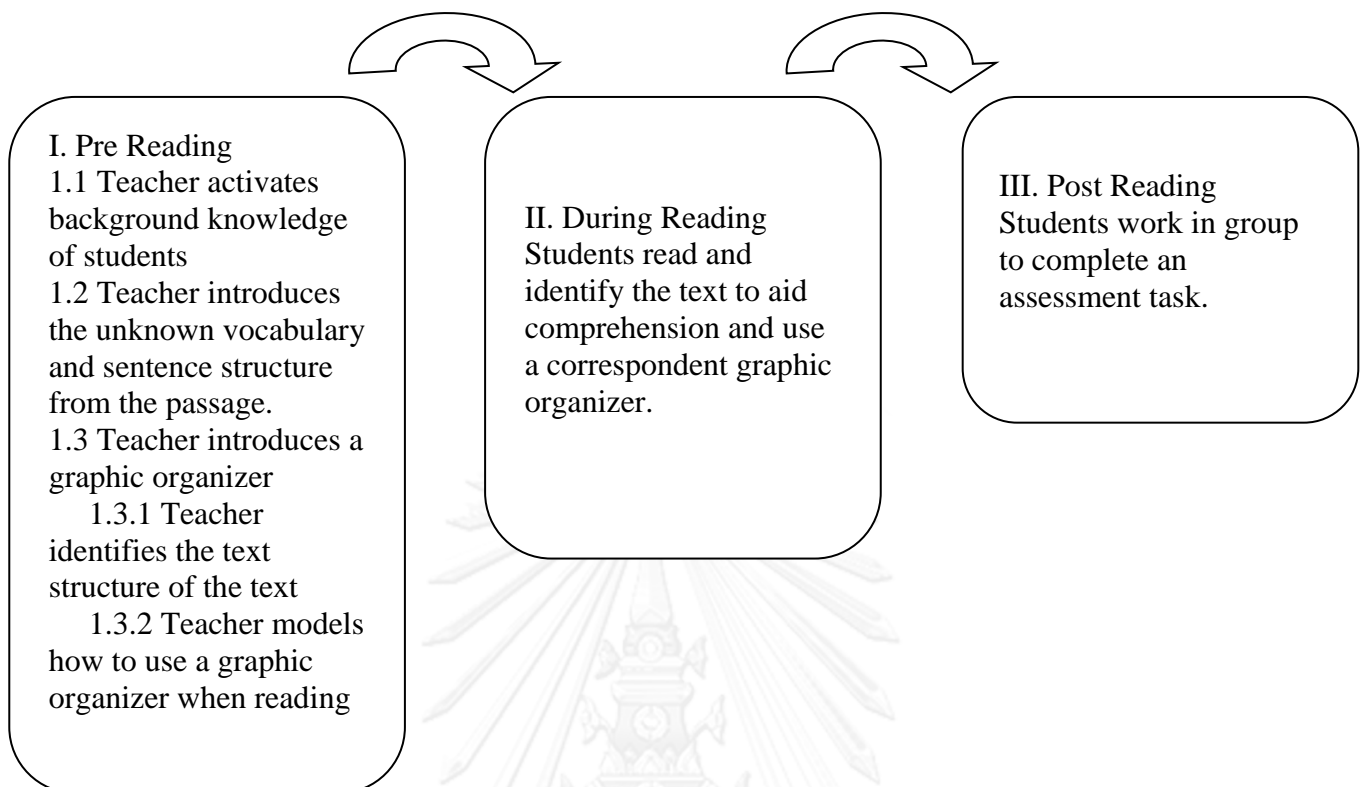
Figure 3.2.The Framework of the English Reading Instruction Using Graphic Organizers

Pre Reading

In the pre-reading step, the students were prepared before beginning reading. First, to activate the students' background knowledge, the teacher asked some questions, led some talk and showed some pictures related to the content in the reading. The students were asked to think about what they already knew and were asked to discuss and share the ideas to class. From the discussion, the students were encouraged to try guessing what the reading passage might be about.

Second, the students were taught some key vocabulary related to the reading passage. Picture cards and sentence strips were used in order to help give clues to the words' meanings. The students also learnt the sentence structures using the sentence strips. Questions were used to ensure that most students learnt the

correct words' meanings. At the end, they were encouraged to try guessing what the reading passage might be about using the words learnt.

Lastly, a graphic organizer was introduced. The teacher demonstrated how to identify and use the graphic organizer as a reading tool with another sample passage. After reading the passage, the students were explicitly taught how to observe a particular text structure using relevant key words, phrases or information within the passage. When the students recognize the clues, they underlined the key words found.

Then, the teacher modeled how to fill out the key information and relevant details in forms of words or phrases into the proper part of the graphic organizer.

During Reading

In this step, the students read a passage silently for comprehension and were encouraged to use the graphic organizers learned in the previous step.

Post Reading

After reading, the students were asked to work in groups of four or five to complete an assessment task. Since five graphic organizers were used, five tasks were also designed to correspondent to the graphic organizers provided. Before completing the tasks, the students were assessed whether they could comprehend the reading passages. Some relevant questions were used to check their comprehension, for examples, what graphic organizers the students chose, why chose it and what each passage was about. Then the students completed the tasks. For the lessons on Timeline organizer, the students were asked to produce a person's timetable using the sequence of information from the text. For the lessons

on Descriptive organizer, the students were asked to draw pictures as information listing based on the text. The lessons on Compare-and-Contrast organizer, the students were asked to identify the similarities and the differences between two families' activities then write down on each country's symbol. For the lessons on Cause-and-Effect organizer, the students were asked to play Bingo game by identifying the causes and the effects from the text. For the lessons on Problem-and-Solution organizer, the students were asked to complete the brochure by filling in the problems and solutions from the text.

After the students completed the tasks, they were shared to the class.

Designing the Instruction

Prior to developing the lesson plans for the current study, five graphic organizers: Timeline, Descriptive, Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution organizers were selected as the reading tool. All five graphic organizers were focused in this study as in Jiang and Grabe (2007). They explained that these five can be classified into two categories.

The first category includes Timeline and Descriptive organizers. They can be used the main topics or the order of information in the text. The second category includes three graphic organizers: Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution organizers. The second category needed a specific text structure which can be represented through specific graphic organizers. The second category was claimed by many researchers for enhancing students' reading abilities.

After selecting the graphic organizers, the scope of content was determined. To obtain the topics and content related to the participants' background, school curriculum and the grade level indicators, the school curriculum which based on the

Basic Education Core Curriculum B.E. 2551 was studied. The curriculum was defined the appropriate contents for fifth grade students including topics about myself (daily routines), school (describing things, school subjects), family (relationships, occupations and pets), free time (TV program and music), shopping (household articles and price), weather (country study), travel (direction and transportation), relation with other people (festival) as well as food and drink (place to eat and drink, ordering food). To select the topics for the current study, the researcher explored the topics that the students were really interested in by conducting a survey using the topic-interest questionnaire. The questionnaire consisted of ten relevant topics from the school curriculum. The topics survey was conducted with a group of thirty-four fifth grade students in the first semester of the academic year 2013. The students were asked to choose five topics that they were most interested in. Then only the three most interesting topics: pets, family and occupations, were chosen to be used in this study. The results are shown in Table 3.1

Table 3.1

The results of the topic interest questionnaire ranking from the topic receiving most interests to least interests

Ranks	Topics	Percentages
1	Pets	83.1
2	Family	64.6
3	Occupations	64
4	Festivals	56.9
5	Food and Drinks	49.2
6	Leisure	41.5

7	School	40
Table 3.1(Continue)		
8	Weather	38.5
9	Routine	30.8
10	Shopping	30.8

Next, the long-range plan was designed. When developing the long range plan, the study hour in a semester, the class time and the number of graphic organizers were considered. Due to the number of the graphic organizers, 10 reading passages were needed for the instruction.

The reading materials were sought and collected from various sources including grade-five textbooks and magazines and academic websites for EFL elementary school students. Two criteria for material selection were considered. The first criterion, the text must have the topic and content consistent with the three identified topics. The second criterion, each reading passage must present a clear text structure corresponding to a particular graphic organizer. These passages found were firstly measured the readability in order to examine whether they were appropriate to the students at this level. The readability level of each passage was analyzed using Dale-Chall readability online formula (1990) as shown in Table 3.2.

Table 3.2

Dale-Chall Adjusted Grade Level Table

ADJUSTED SCORE	GRADE LEVEL
4.9 and Below	Grade 4 and Below
5.0 to 5.9	Grades 5 – 6

6.0 to 6.9	Grades 7 – 8

Table 3.2 (Continue)

7.0 to 7.9	Grades 9 – 10
8.0 to 8.9	Grades 11 – 12
9.0 to 9.9	Grades 13 - 15 (College)
10 and Above	Grades 16 and Above (College Graduate)

According to the criteria, reading materials for grade five students should obtain the scores between 5.0-5.9. For the passages that the results showed that the adjusted score higher than 5.9, they were revised and remeasured until the score - was between 5.0-5.9. All the reading passages used in this study were revised and edited by a native English speaker to ensure the appropriateness of language. Table 3.3 shows the readability level of the ten main reading passages used in the current study.

Table 3.3

The Readability Level of the Ten Reading Passages Used in Unit 2-6.

Units	Lessons	Readability Adjusted Grade Level: Final Score
2: Let's sequence events	Lesson 2	5.2
	Lesson 3	5.0
3: Let's identify things	Lesson 4	5.8
	Lesson 5	5.4

	Lesson 6	5.6
4: Let's compare things		
	Lesson 7	5.2

Table 3.3 (Continue)

	Lesson 8	5.7
5: Let's find causes and effects		
	Lesson 9	5.7
6: Let's solve the problem	Lesson 10	5.6
	Lesson 11	5.7

To establish the lesson plans of the English reading instruction using graphic organizers, framework were based on. This instruction was aimed to allow students to be able to identify the main idea and details of the text using graphic organizers as a reading tool. In addition, the lessons of the reading instruction were established the outcomes based on text structures and five graphic organizers provided as follows: Students were able to identify a person's schedule using the information obtained from the text. Students were able to list information as the pictures based on the main idea from the text. Students were able to identify the similarities and the differences between two families' activities. Students were able to identify the causes and the effects from the passage. Students were able to identify the problems and solutions from the text (See Appendix B).

Validity Check for the Lesson Plan

The first six lesson plans and all reading passages of all units were validated by three experts. They were asked to provide the qualitative comments on the

reading passages, tasks and teaching steps. Therefore, two evaluation forms were constructed (see Appendix C). The first evaluation form aimed to evaluate the design of the overall instruction which was divided as three aspects: (1) The sequence of the lesson based on graphic organizer appropriates to the level of students. (2) Graphic organizers taught appropriate to the level of students. (3) Reading texts appropriate to the level of students. The second evaluation form was used to evaluate each individual lesson plan which was divided as four aspects: (1) Learning Outcomes, (2) Instructional Materials, (3) Teacher's Instruction and (4) Activities and Time. The following section describes the experts' comments.

Comments on Overall Instruction

All three experts agreed that the sequence of the lessons and that graphic organizer taught appropriate to the level of students (grade 5). However, the experts offered some suggestions to adjust the readability score of all reading passages as equally as possible. This was commented since some reading passages showed the adjusted readability score for grade one and four students.

Comments on Individual Lesson Plan

According to four aspects for validating, three experts agreed that, firstly, the learning outcomes of each lesson plan could be achieved and assessed using the instruction and assessment tasks provided. Secondly, teacher's instruction about the activities and the use of graphic organizer were also commented by three experts that it was clear. However some suggestions were offered for another two aspects: The first suggestion was about instructional materials. It was recommended that the key words included in the Handout should be consistent with those shown in the reading passage. Additionally, the tasks in Unit 1, lesson 1 and 2 were needed too

much information so few answers could be provided as student's support and help them to complete the tasks in time. The second suggestion was about the activities and time. At the stage of teaching vocabulary, the researcher as teacher should be flexible with this activity. If students know the meaning of some words, one sample sentence may be shown.

Research Instruments

The following section explains the processes of constructing two research instruments including the English reading comprehension tests as well as the opinion questionnaire. Then the validation of the two instruments was presented at the end of the section.

The English Reading Comprehension Tests

To examine the comprehension ability of the participants, two tests were developed in forms of pretest and posttest. Due to the length of the regular class time defined by the target school, each test was 50-minutes long. Since the current study employed one group pretest posttest quasi experimental research design, the pretest and posttest were constructed in the parallel format to ensure that the participants did not achieve high scores in the posttest because they remembered the pretest. The parallel pre and post tests were designed using the same test specification and similar level of readability.

Test Specification

According to the school curriculum in the aspects of enhancing reading comprehension abilities, grade five students are to: Choose or specify the accurate words or sentences corresponding to the meaning of texts read. Identify the main idea of the texts read. Answer the questions from the texts read. Based on

these three aspects mentioned, the students are required to enhance literal and reorganizational comprehension levels of reading ability. Therefore these two comprehension levels which were instructed in the reading passages of each lesson plan were assessed using the pre and posttests of the current study (see Appendix D).

To examine the participants' achievement, the pre and post tests were constructed employing comprehension question forms and the text structures based on the lesson plans' reading passages. The comprehension question forms were adapted by Day (2005). Each test could investigate both levels of reading comprehension ability. To assess students' literal comprehension ability, the students were required to answer them by recalling the information explicitly showed in the text. On the contrary, students were assessed their reorganizational comprehension ability by combining information from the various parts mentioned to answer the questions.

Additionally, two out of five text structures were employed in the pre and posttests. These two structures were chosen based on the research study by Williams, Hall and Lauer (2010). The researchers reported that timeline organizer, which is categorized as the information listing, represented the text structure that general elementary school students were familiar with the best, comparing to the descriptive and classification organizers. In addition, the problem-and-solution organizer which is categorized as the specific text structure was used. According to Beck, McKeown, Sinatra and Loxterman (1991), they informed that at the beginning or in the middle of the narrative text, it normally described the problems then the possible solutions were mentioned later. Therefore, the researchers found that the

students who had read this kind of text including with problem-and-solution structure might better comprehend when reading this text structure in the informational text. Each test comprised two passages and twenty question items. The first passage represented the timeline text structure and the second passage represented the problem-and-solution text structure. To elaborate the information of the current test, the table of test specification was sum up in Table 3.4.

Table 3.4
Test specification

Passage (part)	Test format (numbers of item)	Level of reading comprehension ability	Objectives of reading comprehension level	Test items
Pretest Mark's Diary	Completion (4)	Literal (4)	To identify the information, sequencing activities, weekday activities and time explicitly stated within the reading passage	1, 2, 3, 4
and Posttest Yaya's days (Passage A)	Four-Multiple-choice item (6)	Literal (3)	To identify the information, sequencing activities, weekday activities and time explicitly stated within the reading passage	5, 6, 7,
		Reorganizational (3)	To combine the previous parts within the passage to obtain	8, 9, 10

| | | | the information | |
| | | | implicitly stated | |

Table 3.4 (continue)

Passage (part)	Test format (numbers of item)	Level of reading comprehension ability	Objectives of reading comprehension level	Test items
Pretest Cats and Posttest Dogs (Passage B)	Selection of accurate information (4)	Literal (4)	To identify the information, sequencing activities, weekday activities and time explicitly stated within the reading passage	11, 12 13, 14
	Four-Multiple-choice item (6)	Literal (3)	To identify the information, sequencing activities, weekday activities and time explicitly stated within the reading passage	15, 16, 17
		Reorganizational (3)	To combine the previous parts within the passage to obtain the information implicitly stated	18, 19, 20

Test Verification

To verify that the two tests were appropriate for the study, three experts in the field of English language instruction were asked to check the content validity and the parallel format of the two tests. Then the two tests were piloted and relevant test analysis was examined.

First of all, the experts were asked to evaluate the **content validity** of the two tests whether the questions could check the comprehension at the literal and reorganizational levels **(see Appendix E)**. The content validity used Item-Objective Congruence Index **(IOC)** to examine the congruity of test's content. The IOC evaluation form assigned the scores as follows:

Congruent   = 1

Questionable = 0

Incongruent   = -1

According to the IOC index ranges from -1 to 1, the items which received the score lower than 0.5 had to be revised. Each item was calculated using the following formula:

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

IOC means the index of congruent.

R means total score from the opinions of the experts.

N means the number of the experts.

The value of IOC for each test item was illustrated in **Appendix** F. According to the IOC results, seven items from the pretest as well as five items from the posttest needed revision.

Then the parallel format of the two tests was checked in the aspects of the topics chosen, the text structures employed, the sequence of the reading passages, the number of words contained in each passage, the readability level for fifth grade students and the number of questions. The items were recommended for revision as follows:

Pretest:

Item 4: *Before revision:*

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Walked to school with his mom	2. _____	Ran to school	Rode his new bike to school	Went to school by bus
Afternoon	1. _____	Usually had a violin class	3. _____	4._____	-
Evening/Night	Did homework at home	-	-	-	Watched T.V. with his family

Figure 3.3. Test Item

Experts' comments: The item was needed to be changed from "afternoon" to

"evening/night" because, according to the passage, there was

no information mentioned about any activity on Thursday

afternoon.

After revision:

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Walked to school with his mom	2. _____	Ran to school	Rode his new bike to school	Went to school by bus
Afternoon	1. _____	Usually had a violin class	3. _____	-	-
Evening/Night	Did	-	-	4._____	Watched T.V.

	homework at home				with his family

Figure 3.4. Revised test item

Item 8:

Before revision: Which afternoon did Mark have no activity?

Experts' comments: The question was recommended to rewrite clearer.

After revision: What day did Mark have no activity in the afternoon?

Item 11 – 14:

Before revision:

B.1. Which are the suggestions for cats' owners to solve problems about cats?

Write the letters in the blanks. **(4 points)**

a) Bring cats to the pet shop.

b) Don't feed cats on uncooked eggs and chocolate.

c) Provide each cat a litter box for cat's waste.

d) Give cats only milk.

e) Clean the cat's litter box every day.

f) When a cat eats poisonous food, call an animal's doctor.

11. _____   12. _____

13. _____   14. _____

Experts' comments: Rearrange the item numbers vertically or else students may

not write their answers alphabetically. It helps the researcher

when analyzing the reliability.

After revision:

<u>B.1. Which are the suggestions for cats' owners to solve problems about cats?</u>

<u>Write the letters in the blanks.</u> (4 points)

a) Bring cats to the pet shop.

b) Don't feed cats on uncooked eggs and chocolate.

c) Provide each cat a litter box for cat's waste.

d) Give cats only milk.

e) Clean the cat's litter box every day.

f) When a cat eats poisonous food, call an animal's doctor.

11. _____

12. _____

13. _____

14. _____

<u>Item 18:</u>

Before revision: How should we help the cat that ate poisonous food?

(a) Call a veterinarian.   (b) Give some medicines to the cat.

(C) Let the cat rest.   (d) Go to a pet shop.

Experts' comments: The question should be changed because its answer can be

found quite obviously from the passage.

After revision: Who is the first person that can help the cat when it ate

poisonous food?

(a) A vet   (b) Pet shop owner

(c) Dogs' owners   (d) a and c are correct.

Posttest:

<u>Item 11 – 14:</u>

Before revision: <u>**B.1. Which are the suggestions for dogs' owners to solve**</u>

<u>**problems about dogs? Write the letters in the blanks.**</u>
(4 points)

a) Don't give dogs chocolate to eat.

b) Often take dogs to the same waste's place as the toilet.

c) Feed dogs only on bread.

d) Don't feed dogs on uncooked food.

e) When dog eats poisonous food, call a vet.

f) Keep dogs in the same cage of cats.

11. _____   12. _____
13. _____   14. _____

Experts' comments: Rearrange the item numbers vertically or else students may

not write their answers alphabetically. It helps the researcher

when analyzing the reliability.

After revision:

<u>**B.1. Circle the suggestions for dogs' owners to solve problems**</u>

<u>**about dogs. Then write the letters in the blanks alphabetically. (4**</u>

<u>**points)**</u>

a) Don't give dogs chocolate to eat.

b) Often take dogs to the same waste's place as the toilet.

c) Feed dogs only on bread.

d) Don't feed dogs on uncooked food.

e) When dog eats poisonous food, call a vet.

f) Keep dogs in the same cage of cats.

11. _____

12. _____

13. _____

14. _____

Item 18:

Before revision: Who can help the dogs that ate poisonous food?

(a) Dogs' owners   (b) Pet shop owner

(c) A vet.   (d) a and c are correct.

Experts' comments: The question should be changed because its answer can be

found quite obviously from the passage.

After revision: Who is the first person that can help the dogs when it ate

poisonous food?

(a) A vet   (b) Pet shop owner

(c) Dogs' owners   (d) a and c are correct.

After the revision, both pre and post tests were piloted with the participants whose characteristics were similar to those of the participants including, grade level, reading and learning ability and the location of school. After piloting both tests, the reliability of both tests were calculated using Kuder-Richardson-20 formula (KR-20). The results of KR-20 of the pre and post tests were 0.611 and 0.622 respectively which showed that the two tests were acceptable. Then Pearson Correlation was analyzed to check the parallel of the two tests. The correlation of the both tests which was .896 indicated that the two tests were parallel (See

Appendix G). After that, the two tests were analyzed for difficulty index and discrimination index (See **Appendix** H).

The criteria for interpretation of the difficulty index and the discrimination index were as follows:

Difficulty index (p):

P < 0.20   means the item was difficult.

P = 0.20 − 0.80   means the item was good in terms of its

                        difficulty.

P = 0.81 − 0.94   means the item was easy.

P > 0.95   means the item was very easy.

Discrimination index (r):

r = 0   means the item had no discrimination ability.

r > 0.19   means the item had a low discrimination ability.

r = 0.20 − 0.29   means the item had a fair discrimination ability.

r = 0.30 − 0.39   means the item had a high discrimination ability.

r > 0.40   means the item had a very high discrimination

                        ability.

According to the criteria, the items in the pre and post tests had appropriate levels of difficulty with the grand mean scores of .53 and .52 respectively. The difficulty index of the pre test ranges from .32 to .79 and the post test ranges from .29 to .91. This indicated that both tests had good in terms of its difficulty. However, there were three items in the posttest obtained the scores higher than .80. So these

three items had an easy value in terms of its difficulty. In addition, the criteria of discrimination index for the items in the pre and post tests showed the grand mean scores of .24 and .25 respectively. The discrimination index of the pretest ranges from .20 to .37 and the posttest ranges from .20 to .39. However, these scores showed two ranges of interpretation which mean a fair and a high discrimination.

Opinion Questionnaire

The opinion questionnaire was used to explore the participants' opinions about using graphic organizer in English reading instruction. The questionnaire was administered in the last period after the instruction with the reading comprehension posttest.

Constructing the Questionnaire

The opinion questionnaire for English reading instruction using graphic organizers was adapted from Jiang (2007). The 18 statements used in the questionnaire were divided into 3 aspects. The first aspect comprised 6 statements aiming to explore the general impressions about using graphic organizers during reading instruction. The second aspect comprised 7 statements requiring students to evaluate whether graphic organizers really helped them to see the text structures and comprehend the reading passages better. The third aspect originally comprised 5 statements aiming to measure the students' distance effects of graphic organizers on reading. But the current study did not require measuring the students' distance effects of graphic organizers on reading. Consequently, only 13 statements of the first and second aspects from the source language version by Jiang were adopted and translated into Thai by the researcher (see Appendix I).

The questionnaire required the participants to indicate their agreement to each statement using 3-point Likert scales raking from 1 to 3.. According to Jiang (2007), 6-point Likert scales was used in order to explore the opinion of the undergraduate students. However, the current study use 3-point scale based on the previous research studies (Denuwelaere and Bracke, 2007; DeCusati and Johnson, 2004; Mevarech and Rich, 1985), to investigate the young learners's opinions about the behaviour and education, 3-point Likert scale is usually employed. This is because 3-point assigned presents the short and clear response to the young students. The participants had to choose one answer using the scale rating from 1 to 3 according to the extent to which they agreed with each statement, 3 = Strongly agree, 2 = Agree and 1 = Strongly disagree.

The participants were informed that they were going to answer questions about their opinions about using graphic organizers during the English reading course and that the questions had no right or wrong answers. The participants were given 10 minutes to complete the questionnaire. The aspects of the questionnaire and statement items including the sample of the opinion questionnaire and its evaluation form were presented **in** Appendix J.

Validity and Reliability of Opinion Questionnaire for English Reading Instruction Using Graphic Organizers

The questionnaire which was translated into Thai by the researcher was first examined the validity. The Thai version by the researcher was back translated into English by a translator. Then the English version by the translator and the source language version were compared and validated by a native speaker. Then the native speaker commented on the English version aiming to provide the most similar

meaning to the source language version. The researcher used the native speaker's comments to edit the Thai version.

After the translator and the native speaker's validity, the questionnaire's content was evaluated by three experts in the field of psychology. The experts were asked to check whether the meaning of the English version was consistent with the Thai version as well as whether each statement was relevant to the aspect of opinions towards using graphic organizers in English reading instruction. After that, the Item-Objective Congruence (IOC) Index was analyzed.

The IOC value of each item was illustrated in **Appendix** K. The results indicated that ten items were rated higher than 0.5 of IOC index. However three items needed revision. The three items were revised as follows:

Item 9:

Before revision: The graphic organizer activities did not help me see the

        organizations of the texts.

        กิจกรรมการใช้แผนภูมิความคิดไม่ได้ช่วยให้ฉัน<u>เข้าใจองค์ประกอบต่างๆ</u>

        <u>ของเนื้อเรื่อง</u>

Experts' comments: The meaning of Thai message was not correspondent to the

        English message's.

After revision: **กิจกรรมการใช้แผนภูมิความคิดไม่ได้ช่วยให้ฉัน<u>เห็นส่วนประกอบ</u>**

        <u>ของเนื้อ เรื่อง (เช่น คำนำ เนื้อเรื่อง สรุป)</u>

Item 12:

Before revision: The graphic organizer activities helped me better pay attention

        to the texts and organize the text's information better.

<div align="center">

กิจกรรมการใช้แผนภูมิความคิดช่วยให้ฉันมีความสนใจ

ต่อเนื้อเรื่องมากขึ้นและจัดระเบียบข้อมูลในเนื้อเรื่องได้ดีขึ้น

</div>

Experts' comments: Each question item should focus on one main detail.

After revision: The graphic organizer activities helped me organize the

text's information better.

กิจกรรมการใช้แผนภูมิความคิดช่วยให้ฉันจัดระเบียบข้อมูลใน

เนื้อเรื่องได้ดีขึ้น

<u>Item 13:</u>

Before revision: The graphic organizer activities helped me see a coherent

picture of a text rather than pieces of information.

กิจกรรมการใช้แผนภูมิความคิดช่วยให้ฉัน<u>ลำดับเรื่องราวเป็น</u>

<u>ภาพได้ดีกว่าลำดับเรื่องราวเป็นข้อมูล</u>

Experts' comment: The meaning of Thai message was not correspondent to the

English message's.

After revision: **กิจกรรมการใช้แผนภูมิความคิดช่วยให้ฉัน<u>มองเห็นเนื้อเรื่อง</u>**

<u>ออกมาเป็นภาพที่ต่อเนื่องกันดีกว่าการลำดับเนื้อเรื่องเป็นตัวอักษร</u>

The results obtained from the expert evaluation form recommended

the modification of items 9, 12 and 13. The comments mostly mentioned about the

language of both English and Thai message not being correspondent to each other.

Consequently, the items were improved to make the questionnaire easy to rate.

After the revision, the questionnaire was piloted with the same group of participants

for the test piloting. Then the quality of the questionnaire was assessed using

Cronbach's alpha coefficient (α) formula by means of descriptive statistics. The reliability of the questionnaire was 0.819. (S.D.827).

In conclusion, two main instruments of the current study, namely, the English reading comprehension test and the opinion questionnaire were summarized in the following table:

Table 3.5

Research Instruments Used in This Study

Instruments	Objectives	Distribution Period	Statistic
English reading comprehension test	To investigate whether Graphic Organizers using in English reading instruction affect on the fifth grade students' reading comprehension ability	Before and after the instruction	1. Mean, S.D. 2. Paired-sample t-test 3. d
opinion questionnaire	To explore students' opinions about using Graphic Organizers in English reading.	After the instruction	1. Mean, S.D. of each item

Data Collection

The data collection for the current study was carried out two times; before and after the English reading instruction.

In the first week, before the instruction, the participants were distributed the English reading comprehension pretest in order to measure the reading ability before studying the English reading instruction using graphic organizers.

In the thirteenth week, the participants were asked to do the English reading comprehension posttest and the opinion questionnaire. The test was aimed to examine whether there was any effect of the reading instruction using graphic organizers on participants' English reading ability and the questionnaire was used to explore their opinions about the English reading instruction using graphic organizers.

Data Analysis

Data analysis for research question 1

Research question 1 was concerned about the effectiveness of the English reading instruction using graphic organizers on the fifth grade students' reading ability. To analyze the data, the participants' mean scores from pretest and posttest were collected in order to examine the participants' reading achievement before and after the instruction using graphic organizers. The mean scores of both pretest and posttest were analyzed by a Paired-sample t-test to investigate the different reading achievement level of the participants.

In addition, the effect size was analyzed to examine the magnitude of the effects of using graphic organizers in English reading teaching on elementary school students' reading comprehension ability. To obtain the effect size (Cohen, 1992, 1988) value, the result analyzed was interpreted based on the criteria as follows:

< 0.6 refers to a large effect size

0.3 – 0.5 refers to a medium effect size

0.0 – 0.2 refers to a small effect size

Data analysis for research question 2

Research question 2 was related to the participants' opinions about using graphic organizers during reading instruction. To analyze the data, the participants' ratings were calculated by arithmetic mean and standard deviation.

However four statements presented the negative point of view, the scale rating of the negative one was converted. For example, "strongly disagree" with a negative statement (3. I don't think the graphic organizer activities are useful.) was assigned 3 points rather than 1point.

The criteria for three-point Likert Scale were based on the following formula:

$$\frac{\text{The highest value – The lowest value}}{\text{Class interval}}$$

3.00 – 2.40   =   Strongly agree

2.39 – 1.70   =   Agree

1.69 – 1.00   =   Strongly disagree

According to the previous studies mentioned, it was suggested that the criteria for the positive result could be counted at two-thirds. In addition, Mevarech and Rich (1985) recommended that, for the 3-point Likert scale, the higher scores were analyzed, the more positive represented the respondents' opinions. Consequently, the mean scores above 2.39 inform a positive opinion.

CHAPTER IV

FINDINGS

The current chapter reports the research findings which address two research objectives. The first objective aimed to investigate the effects of graphic organizers in English reading instruction on elementary school students' English reading comprehension ability. The second objective aimed to explore the students' opinions about using graphic organizers in English reading instruction. Therefore, the findings are reported in two parts: English reading comprehension ability and students' opinions about using graphic organizers in English reading instruction.

English Reading Comprehension Ability

To investigate the effects of using graphic organizers in English reading instruction on elementary school students' English reading comprehension ability (Research Question 1), the data from the English reading comprehension pretest and posttest constructed in the parallel form were analyzed.

The mean scores from the English reading comprehension pretest and posttest were compared using paired-sample t-test. The results of the analysis are shown in Table 4.1.

Table 4.1

A Comparison of Students' Overall Mean Scores from the Reading Comprehension Pretest and Posttest

Reading Comprehension Test	X̄	S.D.	Mean Difference	t.	df.	Sig.
Pretest	10.44	3.23	1.382	5.456	33	.00*
Posttest	11.82	3.25				

p≤.05 n = 34

The results in Table 4.1 showed that the students' posttest mean score (x̄=11.82, S.D.=3.25) on the English reading comprehension test was significantly higher than the pretest mean score (x̄=10.44, S.D.=3.23) at the significant level of p≤0.5. The total score of the two tests was 20 points and the mean difference was 1.382. Thus, Hypothesis 1 "The posttest score on English reading instruction using graphic organizers for elementary school students was higher than the pretest score.", was accepted.

To explore further the effectiveness of the English reading instruction using graphic organizers, effect size (Cohen, 1992, 1988) of the treatment was explored.

Table 4.2

Effect Size of the English Reading Instruction Using Graphic Organizers on Elementary School Students' Reading Comprehension Ability

Cohen's d	Effect Size (r)	Meaning
0.43	0.21	Medium

As shown in Table 4.2, the effect size value obtained from the analysis was 0.43 which is the medium effect. This indicated that the English reading instruction using graphic organizers helped improve all grade five students' reading comprehension ability at a moderate level.

Levels of Reading Comprehension Ability

Since the reading comprehension test investigated two levels of reading comprehension: literal and reorganizational levels. Another analysis was conducted to explore the effect of English reading instruction using graphic organizers on each level of reading comprehension. The results of the t-tests on the two levels of comprehension abilities are reported in Table 4.3.

Table 4.3

A Comparison of Students' Mean Scores of Two Levels of Reading Comprehension Ability

Levels		$\bar{X}$	S.D.	Mean Difference	t.	df.	Sig.
Literal Comprehension:	Pretest	8.50	2.40	.824	3.865	33	.00*
	Posttest	9.32	2.21				
Reorganizational Comprehension:	Pretest	1.94	1.28	.559	2.493	33	.00*
	Posttest	2.50	1.52				

$p \leq .05$ n = 34

From Table 4.3, the results showed that the posttest mean score ($\bar{X}$=9.32, S.D.=2.21) from the literal comprehension questions was significantly higher than the pretest mean score ($\bar{X}$=8.50, S.D.=2.40) with the mean difference .824. Similarly, the posttest mean score ($\bar{X}$=2.50, S.D.=1.52) from the reorganizational comprehension questions was higher than the pretest mean score ($\bar{X}$=1.94, S.D.=1.28) and the mean difference was .559.

Table 4.4

The Value of Effect Size of the English reading instruction on the Literal and Reorganizational comprehension

Comprehension Levels	Cohen's d	Effect Size (r)	Meaning
Literal Comprehension	0.36	0.17	Small
Reorganizational Comprehension	0.39	0.19	Small

However, the effect size value of the literal comprehension was 0.36 and the reorganizational comprehension was 0.39 which indicated that the English reading instruction using graphic organizers helped improve grade five students' two levels of comprehension ability at a small level.

In sum, the participants in this study significantly improved their overall reading comprehension ability and at literal and reorganizational comprehension levels after receiving the English reading instruction using graphic organizers.

Students' Opinions about Using Graphic Organizers in English Reading Instruction

To explore the students' opinions about using graphic organizers in the English reading instruction (Regarding Research Question 2), the data from the opinion questionnaire were analyzed.

The results of the analysis of the opinion questionnaire are reported in Tables 4.5 and 4.6

Table 4.5

The Results of the Opinion Questionnaire in the Aspect of the General Impression about Using Graphic Organizers in Reading Instruction

Items	$\bar{X}$	S.D.

1. I think the graphic organizer activities are interesting.	2.68	.638
2. The graphic organizer activities are a good support to reading comprehension.	2.62	.652
3. I don't think the graphic organizer activities are useful.	2.68	.638
4. The graphic organizer activities can be very useful if the reading texts are difficult.	2.56	.660
5. I like the graphic organizer activities.	2.59	.657
6. I don't want to have more graphic organizer activities in the future.	2.71	.629
Total Mean Score	**2.64**	**.645**

Table 4.5 showed that the participants' general impression about using graphic organizers in English reading instruction was positive ($\bar{x}$=1.94, S.D.=1.28). From the results, item 1 and item 3 had the highest scores. This pointed out that students thought that the use of graphic organizers in English reading instruction was interesting. Even though the item 3 presented the negative view, the score was converted when interpreting the data. Therefore, the students also thought that the use of graphic organize in English reading instruction was useful.

Table 4.6

The Results of the Opinion Questionnaire in the Perception about Benefits of Using the Graphic Organizers for Helping Identify the Text Structures and Comprehend the Reading Texts Better

Items	$\bar{X}$	S.D.
7. The graphic organizer activities did help me understand the texts better.	2.62	.697
8. I think I can remember the content of the text better after filling in the boxes.	2.53	.563

9. The graphic organizer activities did not help me see the organizations of the texts.	2.56	.746
10. I think I know what to look for in a text after using graphic organizers.	2.32	.638
11. The graphic organizer activities did not help me understand the main ideas of the texts.	2.56	.786
12. The graphic organizer activities helped me organizer the text's information better.	2.44	.613
13. The graphic organizer activities helped me see a coherent picture of a text rather than pieces of information.	2.62	.652
Total Mean Score	**2.5**	**.671**

In addition, regarding Table 4.6, the analysis of the second aspect illustrated the average overall mean score of the opinion at $\bar{X}$=2.5, S.D.= .671. This pointed out that almost of the participants perceived that using graphic organizers in English reading instruction really helps them see the text structures and comprehend the reading passages better. According to the results, items 7 and 13 showed the highest scores which indicated that the students perceive that the use of graphic organizers in English reading instruction could help them to comprehend the text better and see the sequence of the content. However, the item 10 showed the lower score. This implied that the students did not know what to look for in a text although they had learnt how to use graphic organizers as a reading tool. Therefore, Hypothesis 2 "The students' opinions about using graphic organizers in English reading instruction were shown positively." was accepted.

Summary

The findings from the current study showed that using graphic organizers in

English reading instruction yielded positive support to enhance students' reading comprehension abilities. The chapter reported the findings in response to two research questions. The first research question, "To what extend does using graphic organizer in teaching reading affect elementary school students' English reading ability?" The data revealed that the students' reading ability could be improved both the literal and reorganizational comprehension levels. The second research question, "What are students' opinions about using graphic organizers in English reading instruction?" The data revealed that the students impressed with the graphic organizers and could use the graphic organizers to help improve their reading ability.

CHAPTER V

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, summary of the findings, and a discussion of the results. Then, the limitations of the study, pedagogical implications and recommendations for further study are included.

Summary of the Study

The objectives of the current study were to investigate the effects of using graphic organizers in English reading instruction on reading comprehension ability and to explore the students' opinions about using graphic organizers in the English reading instruction.

This research employed one group pretest posttest quasi-experimental research design. The participants were 34 fifth-grade Thai students who studied at one private school in Bangkok in the second semester of the academic year 2013.

English reading instruction using graphic organizers was developed based on the framework by Jiang and Grabe (2007). The English reading instruction using graphic organizers consisted of three procedures: pre reading, during reading and post reading. The pre reading step aimed to provide students the knowledge of how to use graphic organizers as well as to activate students' background knowledge before reading the text. The during reading step provided the students the opportunities to employ the graphic organizers while reading. In the post reading step, the students worked in small groups to complete a task. The teacher also concluded how to use each graphic organizer at the end of each lesson. The instruction included 11 lessons in which five graphic organizers were introduced twice and the first lesson was the introduction of all five graphic organizers. The five graphic organizers taught in this instruction were Timeline, Descriptive, Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution organizers.

Before and after the instruction, the students were tested their reading comprehension using parallel reading comprehension tests. The tests examined the reading comprehension at the literal and reorganizational levels. In addition, the students were asked their opinions about the general impression about the use of graphic organizers in English reading instruction and the perception about the benefits of using graphic organizers in several aspects.

The data obtained from the tests and the questionnaire was analyzed using descriptive statistics. Paired-sample t-test and Cohen's d were used to answer Research Question 1. Descriptive statistics was employed to investigate Research Question 2.

Summary of the Findings

The findings of the current study are summarized in two parts: the effects of using graphic organizers in English reading instruction on the students' reading comprehension abilities and the students' opinions about using graphic organizers in English reading instruction.

The Effects of Using Graphic Organizers in English Reading Instruction on Students' Reading Comprehension Abilities

According to Research Question 1, "To what extent does using graphic organizers in teaching English reading on elementary school students' English reading comprehension ability?", the results from the t-test indicated that the posttest's mean score was significantly higher than the pretest mean score at 0.05 level with a medium effect size of .43. This indicated that after teaching graphic organizers in English reading instruction, the participants improved their reading comprehension abilities significantly. When investigating the comprehension at the literal and reorganizational comprehension levels separately, the results from the posttest mean scores showed that both comprehension levels were also improved significantly. However, the improvement of both comprehension levels showed a small effect size at .36 and .39 respectively. In short, the participants improved their English reading comprehension ability overall and at both literal and reorganizational comprehension levels.

Students' Opinions on Using Graphic Organizers in English Reading Instruction

According to Research Question 2, "What are students' opinions about using graphic organizers in English reading Instruction?", an opinion questionnaire was used for exploring the students' opinions were analyzed in two aspects: general

impressions about using graphic organizers in reading instruction and the participants' perception about the benefits of using graphic organizers.

For the first aspect, the analysis showed the students' general impression about using graphic organizers in English reading instruction was positive. Specifically, the students thought that the English reading instruction using graphic organizers was interesting and useful.

Dis**cussions**

In the current study, the findings showed that the English reading instruction using graphic organizers enhanced the elementary school students' comprehension abilities. This finding is consistent with several studies such as Fealy (2010), Grabe (2009), Halvorson (2010), Jiang and Grabe (2007), McKnight (2010), Russel (2010) and Willis (2008), Moreover, when analyzing the effects of the instruction on the two levels of comprehensions separately; the findings also showed that the instruments had an effect on both levels of comprehension.

One reason that could help explain why the reading comprehension was improved after the instruction might be the explicit instruction of the graphic organizers during the lessons. Newman (2007) argued that teaching graphic organizers explicitly can facilitate the students' recall of the information read from the text. In the current study, after activating the students' background knowledge and teaching new vocabulary related to the passage, the teacher explicitly introduced the graphic organizers, modeled how to use each of the organizers in reading, and provided the opportunity for the students to practice using the particular organizer. The students were also informed the benefits of each graphic organizer in the lesson. To ensure that the participants understood the use of the graphic organizer and would be able

to use the organizer as a reading tool confidently further, they were provided a reading task that require them to work in small groups and apply the tool when reading. With these explicit instruction and task requirements, the students might be able to comprehend the text better.

Moreover, another reason that may have helped improve the students' comprehension ability might be the use of the discourse-structure awareness. Previous research studies showed the effectiveness of integrating discourse structure knowledge when teaching graphic organizers (Ghaith and Harkouss, 2003; Martinez, 2002). In the instruction of the current study, students were taught how to identify signal words in the text at the pre-reading step aiming to help the students to be able to analyze the text structure, so that they could choose an appropriate graphic organizer to help aid their reading. According to Grabe (2009), the information in each text is organized using some signal words. These signal words represent the structure of the text which can help suggest the choice of the graphic organizer as a reading tool. Koda (2005) also claimed that the students who can observe or identify the relevant signal words in the text can recall the content more easily, can identify the main ideas and supporting ideas, and understand how the content is organized in the text. By introducing the relationships between text structure and signal words, the students may be able to employ the right kind of graphic organizer and improve their reading comprehension better.

Even though the findings showed that the reading instruction using graphic organizers affected the students' reading comprehension significantly, the effect size of the treatment was found to be at the medium level. This may due to the nature of the tasks employed in the lessons and in the tests. To practice how to use graphic

organizers in each lesson, the students were asked to work in groups of four or five to perform a post-reading task together; whereas, in both the pre- and post-tests, they were required to work individually. Consequently, the different requirements of the tasks during the lessons and the tests may have affected the impact of the treatment and yielded only medium level of the effect size.

Students' Opinions about Using Graphic Organizers in English Reading Instruction

The findings revealed that the students had positive opinions about using graphic organizers in English reading instruction. The students commented that the graphic organizers helped them see the text structure and comprehend the passages better. The findings are consistent with the previous studies by McKnight (2010); Chang (2010); and Mayer and Poon (2001). According to the findings in the first research question, the students were found to comprehend the text better after receiving the reading instruction using graphic organizers. The success in performing the reading tasks may enhance their positive opinions about the instruction.

Limitation of the study

Even though a number of studies have shown the effects of using graphic organizers in English reading instruction for young learners, some limitations should be considered based on the research instruments, the English reading comprehension tests.

The limitation related to the activities when learning and assessing. When learning how to use graphic organizers in English reading instruction, the participants were allowed to work in groups of three or four. They had the opportunity to discuss with their group member what graphic organizers should be used and which

information should be filled in. However, when assessing at the end of the course, the participants were allowed to complete the posttest individually. This distinction of activities between learning and assessing might affect the effect size of the current study which was showed the medium effect size instead of high one.

Pedagogical Implications

The findings and conclusions of the current study provide certain implications for the reading teacher.

First of all, an instruction of using graphic organizers should be task-oriented and involving. When students were required to fill in the graphic organizers themselves rather than the teacher completed, they were more actively involved. Active involvement is important for effective reading instruction because it provides students opportunities to engage the depth processing with the reading materials. To support employing the task-oriented and involving in the classroom effectively, students should be asked to work in small group. It is aimed to let them share and consult with peer. Working in small group is expected to involve almost of students to work together actively.

Additionally, the graphic organizers used in the English reading instruction of the current study were designed to use with the various contents based on students' background. It was primarily aimed to stimulate students' interest in reading the various texts. Moreover, the tool in the English reading instruction of the current study may encourage English language teachers to see the advantages of explicit reading instruction using graphic organizers in elementary classes.

Moreover, students can be induced to complete the reading tasks, when a variety of enjoyable tasks related to students' life are provided.

Recommendation for the Future Study

The current study aimed to present the exploration of instructional area for English reading as a foreign language. It established a reading instructional procedure to improve students' reading comprehension ability and their opinions. The findings from the study generated some recommendations for the further study as follows.

Firstly, it is recommended that a broader sample of students should be extended to investigate the better understanding of effectiveness of using graphic organizers in English reading instruction. It is also interesting to employ the same methodology in the other context. This may be conducted with the same or other participants.

Secondly, it is recommended that the qualitative instruments should be employed in the future studies for examples, interview, self-reporting as well as classroom observation. These instruments should be allowed a more in-depth study.

Finally, the graphic organizers might be employed with the existing content-area English textbooks provided by the school aiming to help higher-level students summarize the content easily.

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APPENDICES

APPENDIX A

Long-range Plan

Week	Unit	Lesson / Text	Outcomes	Theme	Graphic organizers
1	*Pretest: The English Reading Comprehension Pre Test*				
2	1: Introduction to Graphic Organizer as Reading Method	Lesson 1: Graphic Organizer Training	Students will be able to identify the text structures corresponding to the graphic	-	Five graphic organizers; Timeline, Descriptive, Compare-and-Contrast, Cause-and-Effect and Problem-and-Solution Organizer
3	2: Let's sequence events	Lesson 2: Daily routines	Students were able to identify a person's schudule using the information obtained from the text.	Family	Timeline organizer
4		Lesson 3: A day-in-life		Occupations	
5	3: Let's identify things	Lesson 4: What does he do?	Students were able to list information as the pictures based on the main idea from the text.	Occupations	Descriptive organize
6		Lesson 5: Do you like pets?		Pets	

Week	Unit	Lesson / Text	Outcomes	Theme	Graphic organizers

7	4: Let's compare things	Lesson 6: What are our differences?	Students were able to identify the similarities and the differences between two families' activities.	Family	Compare-and-contrast organizer
8		Lesson 7: Similarities vs Differences		Occpuations	
9	5: Let's find causes and effects	Lesson 8: Dining with family	Students were able to identify the causes and the effects from the passage.	Family	Cause-and-effect organizer
10		Lesson 9: Are they your pets?		Pets	
11	6: Let's solve the problems	Lesson 10: Oh! Hamsters	Students were able to identify the problem and solutions from the text.	Pets	Problem-and-solution organizer
12		Lesson 11: Health problem		Family	
13	*Posttest: The English Reading Comprehension Post Test and Opinion Questionnaire*				

APPENDIX B

The Item-Objective Congruence Index of English Reading Comprehension Pre

Test

Item	Experts			Total	Meaning
	A	**B**	**C**		
1	+1	+1	+1	1	Reserved
2	+1	+1	+1	1	Reserved
3	+1	0	+1	0.66	Reserved
4	+1	-1	0	0	Modified
5	+1	+1	+1	1	Reserved
6	+1	+1	+1	1	Reserved
7	+1	+1	+1	1	Reserved
8	-1	0	+1	0	Modified
9	+1	+1	+1	1	Reserved
10	+1	+1	+1	1	Reserved
11	-1	+1	+1	0.33	Modified
12	-1	+1	+1	0.33	Modified
13	-1	+1	+1	0.33	Modified
14	-1	+1	+1	0.33	Modified
15	+1	+1	+1	1	Reserved
16	+1	+1	+1	1	Reserved
17	+1	+1	+1	1	Reserved
18	+1	+1	-1	0.33	Modified
19	+1	+1	+1	1	Reserved
20	+1	+1	+1	1	Reserved

The Item-Objective Congruence Index of English Reading Comprehension Post

Test

Item	Experts			Total	Meaning
	A	B	C		
1	+1	+1	+1	1	Reserved
2	+1	0	+1	0.60	Reserved
3	+1	+1	+1	1	Reserved
4	+1	+1	+1	1	Reserved
5	+1	+1	+1	1	Reserved
6	+1	+1	+1	1	Reserved
7	+1	+1	+1	1	Reserved
8	+1	+1	+1	1	Reserved
9	+1	+1	+1	1	Reserved
10	+1	+1	+1	1	Reserved
11	-1	+1	+1	0.33	Modified
12	-1	+1	+1	0.33	Modified
13	-1	+1	+1	0.33	Modified
14	-1	+1	+1	0.33	Modified
15	+1	+1	+1	1	Reserved
16	+1	+1	+1	1	Reserved
17	+1	+1	+1	1	Reserved
18	+1	+1	-1	0.33	Modified
19	+1	+1	+1	1	Reserved
20	+1	+1	+1	1	Reserved

APPENDIX C

Value of the difficulty index (p)

Item number	Pretest		Posttest	
	Mean	Std. Deviation	Mean	Std. Deviation
1	.91	.288	.94	.239
2	.88	.327	.94	.239
3	.88	.327	.94	.239
4	.82	.387	.91	.288
5	.79	.410	.79	.410
6	.68	.475	.68	.475
7	.56	.504	.62	.493
8	.38	.493	.47	.507
9	.26	.448	.35	.485
10	.21	.410	.53	.507
11	.71	.462	.79	.410
12	.71	.462	.82	.387
13	.35	.485	.47	.507
14	.35	.485	.41	.500
15	.44	.504	.47	.507
16	.35	.485	.38	.493
17	.29	.462	.35	.485

18	.24	.431	.29	.462
19	.29	.462	.26	.448
20	.24	.431	.35	.485

Appendix D

Value of the discrimination index (r)

Item number	(r)	
	Pretest	Posttest
1	.20	.22
2	.20	.22
3	.22	.20
4	.24	.26
5	.28	.41
6	.21	.29
7	.26	.29
8	.29	.47
9	.22	.35
10	.21	.24
11	.24	.29
12	.35	.22
13	.24	.35
14	.35	.35
15	.29	.22

16	.35	.28
17	.35	.22
18	.23	.23
19	.24	.18
20	.24	.47

APPENDIX E

The aspects of the questionnaire and statement items

Aspect of opinions towards using graphic organizers during learning English reading	Statement items
- General impressions about using Graphic Organizers during reading instruction	1. I think the graphic organizer activities are interesting 2. The graphic organizer activities are a good support to reading comprehension. 3. I don't think the graphic organizer activities are useful. 4. The graphic organizer activities can be very useful if the reading texts are difficult. 5. I like the graphic organizer activities. 6. I don't want to have more graphic organizer activities in the future.
- Evaluating whether Graphic Organizers really helped them to see the text structures and comprehend reading passages better	7. The graphic organizer activities did help me understand the texts better. 8. I think I can remember the content of the text better after filling in the boxes. 9. The graphic organizer activities did not help me see the organizations of the texts. 10. I think I know what to look for in a text after using graphic organizers.

	11. The graphic organizer activities did not hlep me understand the main ideas of the texts.
	12. The graphic organizer activities helped me pay closer attention to the texts and precess the information better.
	13. The graphic organizer activities helped me see a coherent picture of a text rather than pieces of information.

APPENDIX F

Research Instrument Evaluation (Overall)

Please check (✓) the box that corresponds with your opinion about each aspect.

Please add your comments and suggestions in the space provided.

Yes means the information can be reserved.

No means the information should be revised according to the recommendations.

Instructional Aspects

The sequence of the lesson based on graphic organizer appropriates to the level of students.	Yes	No
Comments / Suggestions ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………		
Graphic organizers taught appropriate to the level of students (grade 5).	Yes	No

Comments / Suggestions ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………		
Reading texts appropriate to the level of students.	Yes	No
Comments / Suggestions ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………		

APPENDIX G

Research Instrument Evaluation (Lesson plans)

Please check (✓) the box that corresponds with your opinion about each aspect.

Please add your comments and suggestions in the space provided.

Yes means the information can be reserved.

No means the information should be revised according to the recommendations.

1. Learning Outcome

1.1 The instruction help achieve the learning outcomes.	Yes	No
Comments / Suggestions		

…… …… …… ……………………………		
1.2 The learning outcome can be assessed using the assessment tasks.	Yes	No
Comments / Suggestions ……………………………………………………………………………………………………… ……………………………………………………………………………………………………… ……………………………………………………………………………………………………… ……………………………		

2. Instructional materials

2.1 Examples of vocabulary instruction are related to the topic.	Yes	No
Comments / Suggestions ……………………………………………………………………………………………………… ……………………………………………………………………………………………………… ……………………………………………………………………………………………………… ……………………………		

2.2 Materials assist the students in achieving how to use graphic organizers.	Yes	No
Comments / Suggestions ……………………………………………………………………………………………………… ……………………………………………………………………………………………………… ………………………………………………………………………………………………………		

………………………

3. Teacher's Instruction

3.1 The explanations about the activities are clear.	Yes	No
Comments / Suggestions ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………		
3.2 The explanations about the use of graphic organizers are clear.	Yes	No
Comments / Suggestions ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………		

4. Activities and Time

4.1 Instructional activities appropriate to the level of the students.	Yes	No
Comments / Suggestions ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………		

4. Activities and Time

4.2 Assessment activities are authentic.	Yes	No
Comments / Suggestions ……… ……… ……… ………………………		
4.3 The time allocation appropriates to each instructional procedure.	Yes	No
Comments / Suggestions ……… ……… ……… ………………………		

APPENDIX H

English Reading Comprehension Pre and Posttest Evaluation

Please rate (✓) each test item whether it can check the given level of reading comprehension ability according to your opinions.

| | Congruent = 1 | Questionable = 0 | | | Incongruent = -1 | |

Item	Levels of Reading Comprehension Ability	Aspects of Reading Comprehension	1	0	-1	Comments
Passage A						
1	Literal	Identify the information, sequencing activities, weekday activities and time explicitly stated within the reading passage				
2						
3						
4						
5						
6						
7						
8	Reorganizational	Combine the previous parts within the passage to obtain the information implicitly stated				
9						
10						
Passage B						
11	Literal	Identify the explicit information relating to petting cats				
12						
13						
14						
15						
16						
17						

18		Combine the previous parts within the passage to obtain the information implicitly stated				
19	Reorganizational					
20						

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your time and

assistance.

…………………………………………

(………………………………………....)

APPENDIX I

Sample of Lesson Plan

Lesson Plan 2

Daily routines

Course: English Reading Using Graphic Organizers

Unit 2:   Let's sequence events

Level of Students: Grade 5   **Time: 1 period (50**
minutes)

Learning Outcomes:

- Students will be able to identify the main idea and details of the text.

Learning Content:

- Vocabulary

   routine, wake up , give someone a ride, pick someone up extra class
   and

- Reading Strategy

   Timeline organizer

Background Knowledge: Using graphic organizers as a reading strategy

Materials:

     Flashcards and sentence strips   (Appendix A)

     Handout 1 - 3   (Appendix B)

     Worksheet 1 and 2   (Appendix C)

     Answer key for Worksheet 1 and 2   (Appendix D)

Assessment:

-    Students fill out a person's schudule using the information obtained from the text.

Procedures	
Teacher	**Students**
Stage 1: Pre Reading Activities **Time: 25 minutes** *1.1 T activates background knowledge of students (Greetings)* - Today, we'll read about one student. We'll see what she usually does everyday. Before we read the text, let's think about your daily activities. *(T takes note Ss' answers on the board.)* - What do you usually do first in the morning after waking up?	 (Various answers)
- What do you usually do next?	(Various answers)
- What time do you go to school?	(Various answers)
- What do you usually do after arriving school?	(Various answers)
- Do you always do these activities around the same time everyday?	Yes.

(T points to the Ss' answers written on the board)	
- So, these are your daily activities or routines that you do everyday.	
1.2 T introduces unknown words and teaches sentence structure.	
(T distributes student's worksheet then sticks the word card on the board.)	
- The activities shown on the board are the routines of most students in this room. Let's read this word together.	(Ss read aloud the word together.)
- What do you think "routine" mean?	
	Routine means activities that we do everyday around the same time.
routine	
(T sticks the sentence strip next to the picture.)	
- Good. Let's read the sentences. You can use this word when you talk about your daily activities.	
	(Ss read aloud the sentence together.)
routine — Bob's routines are to take a shower, have breakfast and ride a bike to school every morning. He does his routines around the same time every day.	
(T randomly asks some Ss.)	
- What are your routines in the morning at home?	
- What are your morning routines at school?	
	(Various answers)
- Before we start reading the passage, let's study some new words on Handout 1.	
- What do these four words mean?	
- What do you usually do when you find new words?	(Various answers)
	(Various answers)
- Let's learn how to find meanings of new words together.	
(T sticks each word card at a time.)	
wake up	
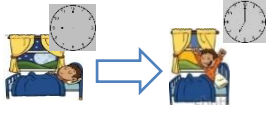
- Now, read the word together. - Does this picture help you guess the meaning? - Let's read the sentences together then guess the meaning again.	(Read aloud the words.) (Various answers) (Read aloud the sentence)

go to bed   wake up

Tom wakes up at 7 o'clock in the morning. He goes to bed around 9 o'clock at night.
 He always wakes up early even on Sunday morning.

- So what does wake up mean? - Now, could you tell me what time you usually wake up on Monday to Friday morning? What time do you wake up on Sunday morning? - Next, read this phrase aloud together and look at the pictures. Then try guessing the meaning.	(Get up from the bed in the morning, etc.) (Various answers) (Read aloud)

give someone a ride

- Let's think about how you come to school. For example, some of you may come to school by a school bus or by a bike. But some students, their parents give them a ride to school.
- Can you guess the meaning? If you can't, read the sentences together and try guessing the meaning again.

give someone a ride

My parents give me a ride to school every morning.
When Jane goes shopping, her mother gives her a ride.

- So, what is the meaning of this word? -Who gives you a ride to school in the morning? - Next, read this phrase aloud together and look at the pictures. Then try guessing the meaning.	(Parents drive their kids to school.) (Various answers) (Read aloud)

Pick someone up

- This word is the opposite to the third word. Let's think about how you go back home. Some students may walk back home. But some of you, your parents may pick you up from school. - Can you guess its meaning? - If you can't, read the sentence together. Pick someone up After school, many parents <u>pick their kids up</u> from school. When James arrives at the train station, his uncle <u>picks him up</u>. - What is its meaning? - So, could you tell me who picks you up from school in the afternoon? - What about the last word? Read this phrase aloud together and look at the pictures. Then try guessing the meaning Extra class - Extra class is the class that you are in after or before school hours. Can you guess the meaning? - If you can't, let's see another picture and read the sentences together. Extra class Around 4 p.m., Mickey and I always have the <u>extra classes</u> at school. But we don't like the <u>extra art class</u> in the afternoon. We have the <u>extra classes</u> of violin and swimming on Sundays. - Let's guess again what its meaning is? - Who has an extra class after school? What is your extra class? **1.3 Teacher introduces graphic organizers** *(Ss read with no strategies training.)* - Very good. Now, let's read the passage on Handout 1 **(See Appendix B).** But please work in	(Various answers) (Read aloud the sentence) (Parents drive their kids to their home after school.) (Various answers) (Read aloud) (Various answers) (Read aloud the sentence) (The subject matters that students study after school or on weekend.) (Various answers)

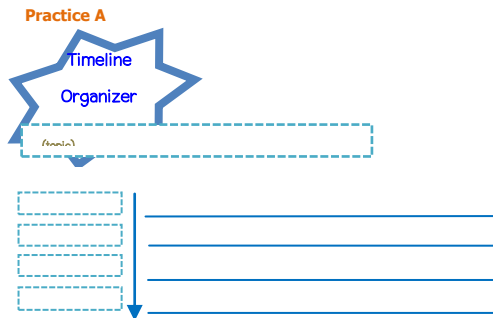|	
groups of 4 or 5. Let's find some more details to answer these questions. *(T posts the question strips on the board.)*	(Read the passage)
1. What is the passage about? 2. What does Chompoo do after waking up? 3. How many routines does she do before arriving school? 4. What is her last daily routine?	
- Let's discuss. - Look at the first question, what is your answer? - What about the second, third and fourth question? - And how did you get the answers? - Very good. Many of you have different ways to get information from the passage. Some strategies may help you read more effectively and others may not be so helpful. Today, let's use the graphic organizer technique we learnt from the first class when reading. We have learnt 5 graphic organizers but we're going to use only one today. But which graphic organizer should we choose? *1.3.1 Teacher identifies text structure.* - Before choosing the correct graphic organizer, let's share what the main idea of the passage is. - Good. Look at the passage. What kind of information do you see from the passage?	Chompoo's daily activities #2 She has breakfast. #3 three activities. # 4 Going to bed. (Various answers) (Various answers.) The daily activities done based on the time order. Activities and time.

- Could you give me some examples of activities and times you saw from the passage? *(T lists examples Ss gave on the board as two column: left for time and right for activities.)*	Waking up, 6 o'clock, after that, having breakfast, etc.
- Let's look at, the words of time and activities on the board. Could you tell me how those two pieces of information are ordered?	The activities are ordered by time.
- When we see any words representing time-ordered in the passage, what kind of text structure do you think about?	
	Timeline structure
- Can you remember the key words representing the timeline structure?	
- So, which graphic organizer should we use for this text structure?	(Various answers)
- Good. Let's review more words representing the timeline structure on **Handout 2 (See Appendix B).**	(Various answers)
How? Observe the following key words: day, date, month, year, before, after, before, first, first of all, then, next, later, now, ,	
- These key words also guide us to the structure which is like the one on **Handout 2 (See Appendix B)..**	
Period of time 1: ☞ Event 1: What happened first Period of time 2: ☞ Event 2: What happened	
- Finally, we can match the structure shown with the timeline organizer on **Handout 2, Practice A (See Appendix B).**	

Practice A

Timeline

Organizer

(topic)

1.3.2. Teacher models graphic organizer.

- Look at the timeline organizer, how many kinds of information we can add into it.
- And what the information is it.
- Now, go back to the passage again. While we are reading the passage, we can use the timeline organizer on Handout 2, Practice A for recording activities and time. Let's learn how to write the information into the timeline organizer together.
(T models the tool using think aloud to the class.)

- First of all, write the topic in the box above the timeline organizer.

- Then, let's read the first paragraph together.

- From this paragraph, let's find and highlight the key words first. The key words we need are the time-ordered word. So, let's look at "6 o'clock in the morning", "after that", "about 7 o'clock", "at 8.20 a.m.", "in the morning", "then" and "at 11.30 a.m.", then highlight all these words.

Two kinds of information

Time and activities.

(Writes the topic.)

(Read the sentences aloud along with T)

(Follow T's modeling timeline organizer.)

LESSON 1: DAILY ROUTINES

Passage 1: Weekday daily *routines*

Chompoo is eleven year-old student. On weekday, she goes to school. She wakes up at <u>6 o'clock in the morning</u>. <u>After that,</u> she has breakfast with her parents. About 7 o'clock, her father gives her a ride to school. Her first class starts at <u>8.20 a.m.</u> She usually has four classes <u>in the morning.</u> <u>Then</u> she has lunch at <u>11.30 a.m.</u>
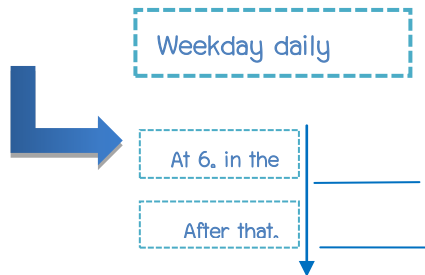
- Next, let's add these key words into the time column.

Weekday daily

At 6. in the

After that.

- After that, go find the activities related to the time written.

Weekday daily routines of Chompoo

At 6. in the morning,   wake up

After that,   has breakfast
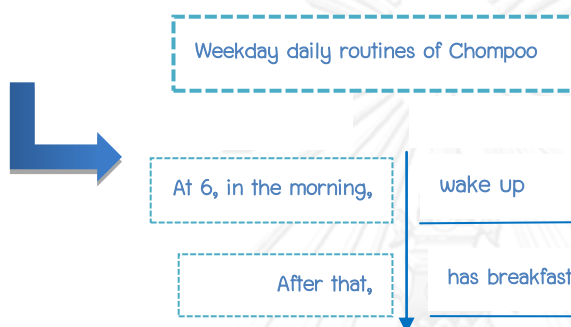
- Now, let's read the second paragraph aloud together.
Then find out and highlight the key words together.

- Which words did we find?
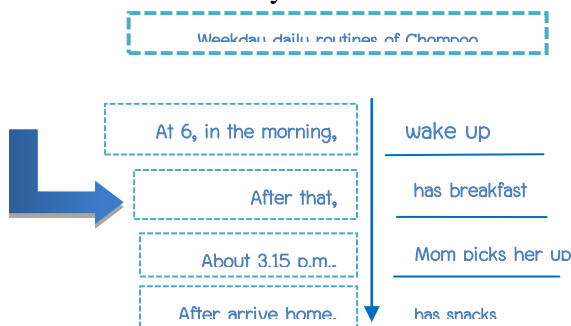
(Read the sentences aloud along with T.)
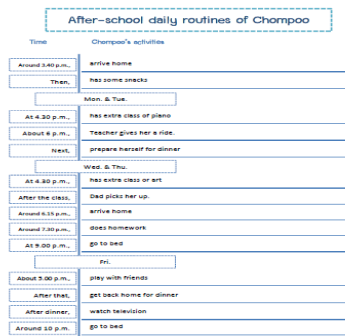
At 3 in the afternoon, about 3.15, after arriving home and next.

LESSON 1: DAILY ROUTINES
Passage 1: Weekday daily <u>routines</u> of Chompoo
<u>At 3 in the afternoon</u>, the school is over. <u>About 3.15 p.m.,</u> her mother picks her up at school. <u>After arriving home,</u> Chompoo usually has some snacks before her extra class. <u>Next,</u> she has her extra class <u>at 4.30 p.m</u>. Her family has dinner <u>around 6.30 p.m</u>. <u>After dinner,</u> she usually does her homework. <u>Then,</u> she goes to bed <u>about 9 p.m</u>.

- Then let's fill these time-ordered words into the time column then find out relevant events from the text to add into the activity column.

Weekday daily routines of Chompoo

At 6. in the morning,   wake up

After that,   has breakfast

About 3.15 p.m.   Mom picks her up

After arrive home.   has snacks

Stage 2: During Reading Activities
Time: 15 minutes

2.1 Students are assigned to work in small groups then discuss about the topic.

- Now, let's try another passage on *Handout 3 (See Appendix B).*
- During reading the passage, let's practice using the graphic organizer learnt. You can draw your graphic organizer on the blank page of the *Worksheet 1 (See Appendix C)* to record information during reading. After that, we'll discuss some information recorded in the graphic organizer and how you record it. Finally, you may use your graphic organizer to help discuss and do the task on *Worksheet 2 (See Appendix C).*

2.2 Students read and identify the text with the group.
   (T lets Ss identify and discuss about the passage and monitors around the classroom.)

Stage 3: Post Reading Activities
Time: 10 minutes
3. T checks the assessment tasks whether Ss can order all events due to the time.

- Let's check what the passage tells you about.

- What kind of graphic organizer do you choose?

- Why do you choose timeline organizer?

- Now, would any volunteers like to share information in the timeline organizer to the class? *(See Appendix D)*

(Listen to the instruction before doing task.)

(Do the task.)

It's about Chompoo's after-school activities ordered by time.
Timeline organizer.

There are some words representing time ordered.

Some volunteers show their information in the timeline organizer.

After-school daily routines of Chompoo	
Time	Chompoo's activities
Around 3.40 p.m.	arrive home
Then,	has some snacks
Mon. & Tue.	
At 4.30 p.m.	has extra class of piano
About 6 p.m.	Teacher gives her a ride.
Next,	prepare herself for dinner
Wed. & Thu.	
At 4.30 p.m.	has extra class or art
After the class,	Dad picks her up.
Around 6.15 p.m.	arrive home
Around 7.30 p.m.	does homework
At 9.00 p.m.	go to bed
Fri.	
About 5.00 p.m.	play with friends
After that,	get back home for dinner
After dinner,	watch television
Around 10 p.m.	go to bed

- Now, let's try using your timeline organizer to help answer some of the questions I'm going to ask you.

- How many days does Chompoo have the activities after school?

5 days

- What does Chompoo do on Monday and Tuesday evening after having some snacks at home?

She has the extra class of piano.

- What does she do after the extra class of art on Wednesday and Thursday evening?

Her father picks her up.

- What time does she usually do homework?

Around 8.00 p.m.

- What does she do on Friday afternoon after arriving home?

She goes plays with friends.

- What does she do before watching television on Friday evening?

She has dinner.

- When does she go to bed on Friday night?

About 10.00 p.m.

- Now, let's see Chompoo's schedule on *Worksheet 2 (Appendix C)* from some groups.

-Would any volunteers like to share your task on Worksheet 2 to the class? *(See Appendix D.)*

Some volunteers show Chompoo's schedule to the class.

(Various answers)

Time Day	3.30 – 4.00 p.m.	4.01 – 5.00 p.m.	5.01 – 6.00 p.m.	6.01 – 7.00 p.m.	7.01 – 8.00 p.m.	8.01 – 9.00 p.m.	9.01- 10.00 p.m.	10.00 p.m. so on
Mon.	Getting back home & snack	Extra class of piano		Dinner	Doing homework		Going to bed	
Tue.	Getting back home & snack	Extra class of piano		Dinner	Doing homework		Going to bed	
Wed.	Getting back home & snack	Extra class of art		Dinner	Doing homework		Going to bed	
Thu.	Getting back home & snack	Extra class of art		Dinner	Doing homework		Going to bed	
Fri.	Getting back home & snack	Playing with friends		Dinner	Watching T.V. with parents		Going to bed	

- Are you more familiar with using graphic organizer particularly timeline organizer?
- How does it help you to read a text?

- Good. From this organizer, you can see the information more easily based on the time-ordering. From now on, besides knowing what timeline organizer is, I hope that you know how to use it corresponding to the text structure. Don't forget to observe the key words because they help guide to the relevant structure and organizer.
- Next time, we'll practice using it again.

It helps organize the events from the morning until the afternoon., etc.

Appendix A
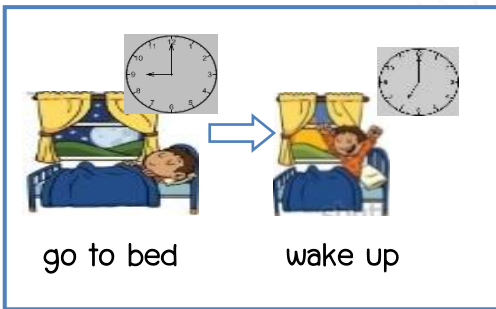
routine

go to bed   wake up

Give someone a ride

Pick someone up

Extra class

Bob's __routines__ are t

ride a bike to schoo

He does his __routine__

Tom __wakes up__ at 7 o'c

o'clock at night. He alw

My parents __give me__

When Jane goes sh

After school, many

When James arrives

__up__.

Around 4 p.m., Micke

school. But we don't

We have the __extra cl__

Handout 1 (Appendix B)

LESSON 2: DAILY ROUTINES

Passage 1: Weekday daily <u>routines</u> of Chompoo
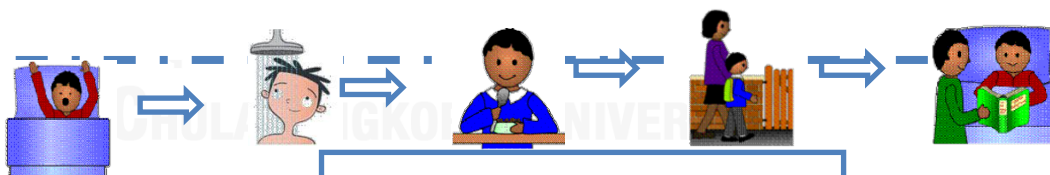
Chompoo is eleven year-old student. On weekday, she goes to school. She .... up at <u>6 o'clock in the morning</u>. <u>After that</u>, she has breakfast with her parents. <u>About 7 o'clock</u>, her father gives her a ride to school. Her first class starts at <u>8.20 a.m</u>. She usually has four classes <u>in the morning.</u> <u>Then</u> she has lunch at <u>11.30 a.m.</u>

<u>At 3 in the afternoon</u>, the school is over. <u>About 3.15 p.m.</u>, her mother picks her up at school. <u>After arriving home</u>, Chompoo usually has some snacks before her extra class. <u>Next</u>, she has her extra class <u>at 4.30 p.m</u>. Her family has dinner <u>around 6.30 p.m</u>. <u>After dinner</u>, she usually does her homework. <u>Then</u>, she goes to bed <u>about 9 p.m.</u>

Sources: http://www.timeforkids.com/destination/thailand/day-in-life

http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html

http://www.apples4theteacher.com/holidays/back-to-school/articles/bedtime-routine.html

✿New Words ☺

1. routine (noun)

2. wake up (verb)

3. give someone a ride (verb)

4. pick someone up (verb)

5. extra class (noun)

How?

Handout 2 (Appendix B)

Let's use TIMELINE ORGANIZER

Observe the following key words: <u>time, date, day, month, year, before, after, later, now, soon, after that, when,</u> etc.

Text structure

Period of time 1:	☞	**Event 1: What happened**
Period of time 2:	☞	**Event 2: What happened n**
Period of time 3:	☞	**Event 3: What happened the**
Period of time 4:	☞	**Event 4: What happened last**

Practice A

Timeline Organizer

(topic)

Chompoo's

Handout 3 (Appendix B)

Read the passage then do the task on Worksheet 2.

Passage 2: After-school daily routines of Chompoo

Chompoo and her mother arrive home around 3.40 in the afternoon. Then she usually has some snacks before her extra class. On Mondays and Tuesdays at 4.30 p.m., she usually has the extra class of piano. About 6 o'clock, her teacher gives her a ride at home. Next, she prepares herself for dinner. Her family has dinner about 6.30 in the evening. On Wednesdays and Thursdays at 4.30 p.m., she generally has the extra class of art. After the class, her father picks her up. They arrive home around 6.15 p.m. About 7.30 p.m., Chompoo usually does her homework. At 9 p.m., she always goes to bed. On Fridays, about 5.00 p.m., Chomoo plays with her friends around her house. After that, she gets back home to prepare for the dinner. After dinner, her family watches television together. She goes to bed around 10 o'clock on Friday night.

Sources: http://www.timeforkids.com/destination/thailand/day-in-life

http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html

http://www.apples4theteacher.com/holidays/back-to-school/articles/bedtime-routine.html

Worksheet 1 (Appendix C)
Draw the graphic organizer.

Worksheet 2 (Appendix C)

List Chompoo's after-school activities into the schedule below.

Time Day	3.30 – 4.00 p.m.	4.01 – 5.00 p.m.	5.01 – 6.00 p.m.	6.01 – 7.00 p.m.	7.01 – 8.00 p.m.	
Mon.	Getting back home & snack ⟷	Having extra class of piano ⟷				
Tue.				Having dinner ⟷		
Wed.						
Thu.	Getting back home & snack ⟷	Having extra class of art ⟷				
Fri.			Playing with friends ⟷			

Answer key for Worksheet 1 (Appendix D)

```
After-school daily activities of Chompoo
```

Chompoo's

| Around 3.40 p.m., | arrive home |
| Then, | has some snacks |

| Mon. & Tue. |

At 4.30 p.m.,	has extra class of piano
About 6 p.m.,	Teacher gives her a ride.
Next,	prepare herself for dinner

| Wed. & Thu. |

At 4.30 p.m.,	has extra class or art
After the class,	Dad picks her up.
Around 6.15 p.m.,	arrive home
Around 7.30 p.m.,	does homework
At 9.00 p.m.,	go to bed

| Fri. |

About 5.00 p.m.,	play with friends
After that,	get back home for dinner
After dinner,	watch television
Around 10 p.m.	go to bed

Answer key for Worksheet 2 (Appenc

Time Day	3.30 – 4.00 p.m.	4.01 – 5.00 p.m.	5.01 – 6.00 p.m.	6.01 – 7.00 p.m.	7.01 – 8.00 p.m.
Mon.	Getting back home & snack	Having extra class of piano		Having dinner	Doin
Tue.	Getting back home & snack	Having extra class of piano		Having dinner	Doir
Wed.	Getting back home & snack	Having extra class of art			Doir
Thu.	Getting back home & snack	Having extra class of art			Doir
Fri.	Getting back home & snack	Playing with friends			

APPENDIX j

Sample of English Reading Comprehension Test

The English Reading Comprehension Pre Test

Part A: <u>Read the passage about a boy and complete the two following tasks (A1 and A2)</u>

Mark's Diary

This week Mark had interesting activities every day. On Monday, Mark walked to school with his mother. Around 3.30 p.m., his mother picked him up from school. Then he did his homework at home. The next day, he walked to school alone. He usually had a violin class on Tuesday afternoon. He woke up late in the next morning. He ran to school! After school, he went to a birthday party at his friend's house. On Thursday morning, he rode his new bicycle to school. About 5.00 in the evening, he and his mother always went shopping at a supermarket. On Friday morning, he went to school by bus. At night, his family watched television together. He went to bed late on Friday night.

Adapted from Gurr, Noble, Phillips, Pullen, Taborda and Tuffin , 2007, Primary Comprehension Strategy 1, Learners Publishing Pte. Ltd., Singapore

Name_____No._____Grade _____

A1. Complete the timetable to show Mark's activities.

Choose the information from the following list (a-f) and write down the letter in each blank. (4 points)

a) Went to a birthday party at his friend's house

b) Walked to school alone

c) Went to bed around 8 p.m.

d) Had dinner at a restaurant

e) Mom picked him up from school.

f) Went shopping at a supermarket

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Walked to school with his mom	2. _____	Ran to school	Rode his new bike to school	Went to school by bus
Afternoon	1. _____	Usually had a violin class	3. _____	-	-
Evening/Night	Did homework at home	-	-	4. _____	Watched T.V. with his family

A.2. Circle the best answer for each question. (6 points)

5. What time did Mark's mother pick him up from school on Monday?

(a) 3.30 a.m.   (b) 3.30 p.m.   (C) 6.30 a.m.   (d) 6.30 p.m.

6. What did Mark do on Thursday?

(a) He ran to school then Mom picked him up from school.

(b) He walked to school with Mom then had a violin class.

(C) He went to school by bus then did homework at home.

(d) He rode a new bike to school then went shopping.

7. What did Mark and his family do on Friday night?

(a) Went shopping   (b) Watched T.V.   (C) Did homework   (d) Had dinner

8. What day did Mark have no activity in the afternoon?

(a) Thursday   (b) Friday   (C) Saturday   (d) Sunday

9. How many days did Mark describe his activities?

(a) four   (b) five   (C) six   (d) seven

10. What do we learn about Mark from this passage?

(a) Mark's daily activities   (b) Mark's plans

(C) Mark's problems in a week   (d) Mark's schedule at school

Part B: <u>Read the passage about cats and complete the two following tasks</u>
<u>(B1 and B2)</u>

CATS

Cats are one of the most popular pets in the world. People who own cats generally have problems when petting them. The common problems are about cats' waste and health. Luckily, there are the solutions to these problems. Firstly, people who pet cats tell that their cats don't use the litter box as a toilet. For this problem, the owner should provide each cat a litter box for the cat's waste and clean the cat's litter box daily. Another problem is about cats' health. Many cats may get sick from eating some foods such as chocolate, uncooked eggs and foods that are poisonous. The common solution to this problem is to call a vet. The vet can tell you how to help the cat.

Sources: http://www.tips-for-cats.com/cat-litter-box.html

http://pets.webmd.com/features/8-common-cat-problems-how-solve-them

http://www.entirelypets.com/toxicfoods2.html

B.1. <u>Circle the suggestions for cats' owners to solve problems about cats.</u>
<u>Then write the letters in the blanks alphabetically.</u> (4 points)

a) Bring cats to the pet shop.

b) Don't feed cats on uncooked eggs and chocolate.

c) Provide each cat a litter box for cat's waste.

d) Give cats only milk.

e) Clean the cat's litter box every day.

f) When a cat eats poisonous food, call an animal's doctor.

     11. _____

     12. _____

     13. _____

     14. _____

B.2. Circle the best answer for each question.. (6 points)

15. What are the solutions to the problem about the cat's litter box?

     (a) The owners should give one litter box to a cat.

     (b) Let a cat share a litter box with a dog.

     (C) Clean a cat's litter box daily.

     (d) a and c are correct.

16. Which food is not good for cat's health?

     (a) fish   (b) omelet   (C) rice   (d) M & M chocolate

17. Is there the solution to the problem when the cat ate poisonous food?

     (a) No, there isn't.   (b) Yes, there is.   (C) Not sure. (d) Not mention.

18. Who is the first person that can help a cat when it ate poisonous food?

     (a) a cat's owner   (b) a veterinarian

     (C) a doctor   (d) a pet shop's owners

19. What information is not mentioned in the passage?

     (a) Cats don't use a litter box as toilet.

     (b) The owner should ask a vet to help a sick cat.

     (C) Food that we should give to cats

(d) The litter box should be clean often.

20. What does the writer tell us in the passage?
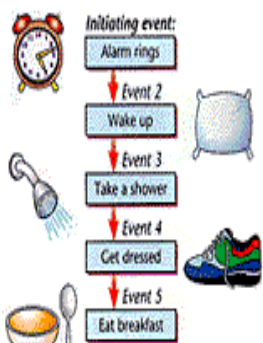
(a) Explaining how to pet cats

(b) Telling the reasons why cats don't eat food

(c) Showing the life style of cats

(d) Describing the activities for cats

The English   **Reading Comprehension Post Test**

Part A: Read the passage about a woman and complete the two following tasks (A1 and A2).

Yaya's days

Yaya had many things to do this week. On Monday, Yaya arrived at her pet shop around 7.45 a.m. After closing the shop at night, she had dinner with her cousins. The next day, she opened her shop around 8 a.m. Many people came to buy pets at the shop on Tuesday afternoon. In the next morning, she went to the shop early. She didn't have breakfast at home. In the evening, she and her family went to a party. She woke up late on Thursday morning. She arrived at the shop around 9.00 a.m. Her family went shopping together that night. On Friday morning, she was busy at

Name_____

No._____   Grade _____

A. 1. Complete the timetable to show Yaya's activities.

Choose the information from the following list (a-f) and write down the letter in each blank   (4 points)

a) Arrived at the shop around 9.00 a.m.

b) Left the shop around 9 p.m.

c) Her family went to a party.

d) She watched television after having dinner.

e) After closing the shop, had dinner with the cousins

f) Had dinner at a restaurant.

Time/Date	Monday	Tuesday	Wednesday	Thursday	Friday

Morning	Arrived at her pet shop around 7.45 a.m.	Opened the shop around 8 a.m.	Went to the shop early	3._____	Was busy at the shop
Afternoon	-	Many people bought pets at the shop.	-	-	-
Evening/Night	1. _____	-	2. _____	Family did the shopping	4. _____

A.2. Circle the best answer for each question. (6 points)

5. What time did Yaya arrive at her pet shop on Monday?

    (a) 7.30 a.m.   (b) 7.40 p.m.   (C) 7.30 p.m.   (d) 7.45 a.m.

6. What did Yaya do on Wednesday?

    (a) She went to the shop early then bought a pet.

    (b) She opened the shop around 8 a.m. then the people bought pets.

    (C) She went to the shop early then went to a party with her family in the

evening.

(d) She arrived to the shop late then did the shopping at night.

7. What did Yaya and his family do on Thursday night?

(a) They went shopping. (b) They watched television.

(C) They had dinner at home. (d) They bought a new shop.

8. Was Yaya busier on Tuesday afternoon than Friday afternoon?

(a) Yes, she is. (b) No, she isn't.

(C) Yes, she was. (d) No, she wasn't.

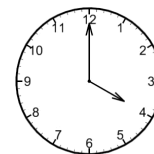9. How many nights did Yaya have activities?

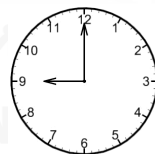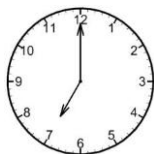(a) three (b) four (C) five (d) six

10. What do we learn about Yaya for this passage?

(a) Yaya's plan

(b) Yaya's comparison about pets

(C) Yaya's daily activities

(d) Yaya's solutions about pet problems

Part B: <u>Read the passage about dogs and complete the two following tasks</u>

(B1 and B2)

DOGS

Dogs are the most popular pets in the world. People who own dogs usually have problems when petting them. The general problems are dog's waste and health. Fortunately, there are solutions to these problems. First of all, dogs' owners say that it is difficult to train dogs to go to the waste's place as the toilet at first. To solve this problem, the owners should often take dogs to the same place. It makes dogs get familiar with going to the same waste's

B.1. Circle the suggestions for dogs' owners to solve problems about dogs.

Then write the letters in the blanks alphabetically. (4 points)

a) Don't give dogs chocolate to eat.

b) Often take dogs to the same waste's place as the toilet.

c) Feed dogs only on bread.

d) Don't feed dogs on uncooked food.

e) When dog eats poisonous food, call a vet.

f) Keep dogs in the same cage of cats.

11. _____

12. _____

13. _____

14. _____

B.2. Circle the best answer for each question.. (6 points)

15. What is the solution to the problem about the waste's place of dogs?

(a) Let dogs use the same toilet wit cats.

(b) Often take dogs to use the same waste's place as the toilet.

(c) Let dogs sleep during the daytime.

(d) Give dogs much more fruits.

16. Which food is bad for dog's health?

    (a) chicken soup   (b) cooked meat

        (c) chocolate cake   (d) dog food

17. Is there any solutions when dogs eat poisonous food?

    (a) Yes, there is.   (b) Not sure.

    (c) No, there isn't.   (d) Not mention.

18. Who is the first person that can help the dogs when it ate poisonous food?

    (a) A vet   (b) Pet shop owner

    (c) Dogs' owners   (d) a and c are correct.

19. What information is not mentioned in the passage?

    (a) Food that we should give to dogs.

    (b) The owner should ask a vet to help a sick dog.

    (C) Dogs don't use the same place as toilet.

    (d) Dogs' owners should let the dog use the same place as toilet.

20. What does the writer tell us in the passage?

    (a) Explaining how to pet dogs.

    (b) Showing the life style of dogs.

    (c) Telling the reasons why dogs don't eat fruits.

    (d) Describing the activities for dogs.

REFERENCES

APPENDIX

VITA