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Year 7 students' English reading comprehension and attitudes and behaviours: Collaborative genre-based versus traditional teaching methods in Thailand

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YEAR 7 STUDENTS' ENGLISH READING COMPREHENSION AND ATTITUDES

AND BEHAVIOURS : COLLABORATIVE GENRE-BASED VERSUS

TRADITIONAL TEACHING METHODS IN THAILAND

by

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USE OF THESIS

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ABSTRACT

A new system-wide educational change has been introduced in Thailand that requires English as a foreign language (EFL) to be taught from primary to university level. This study investigates a genre-based method of teaching English to grade 7 secondary students in Thailand. The study was conducted in three phases.

In phase 1, Rasch measures of reading comprehension (based on three kinds of genre texts) and of attitudes and behaviour towards genre-based learning of English were created for use in phase 2. An interval scale of 36 items (18 real and 18 ideal perspectives) was created from an original attitude and behaviour questionnaire of 96 items administered to a sample of 300 grade 7 students. With the same sample, an interval scale of reading comprehension for 18 items was created from an original sample of 60 items.

In phase 2 of the study, a controlled experiment in teaching reading involving 90 students from three secondary schools in Ratchaburi, Thailand, was implemented. The students from each school were assigned randomly to an experimental group (45) and a control group (45). The experimental group was taught by using genre-based rhetorical structures (narrative, journalistic, expository), while the control group was taught by a traditional teaching method. A great deal of care was taken to treat the experimental group and the control group the same, in every respect except for the teaching method.

During phase 3, a discussion group, comprising the three heads of English departments and the three trainee teachers in the schools, evaluated the results through focused discussions.

Results indicated that the experimental group improved in English reading comprehension, and in attitudes and behaviour, significantly more than the control group.

The discussion group recommended implementation of a genre-based teaching and learning programme for EFL in teacher training, based on the results. The findings have implications for the training of English teachers, administrators, and teacher educators in Thailand, and for future research in the measurement of educational variables.

ACKNOWLEDGEMENTS

DECLARATION

I certify that this thesis does not to the best of my knowledge and belief :

(i)   incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education;

(ii)   contain any material previously written by another person except where due reference is made in the text; or

(iii)   contain any defamatory material.

Signature

Date   6 August 2004

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LIST OF ABBREVIATIONS

B.E.	Buddhist Era
CLL	Community Language Learning
CLT	Communicative Language Teaching
EAP	English for . . . mic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
GRS	Genre-based Rhetorical Structure method
ORIC	Office of Rajabhat Institutes Council, Thailand
RUMM	Rasch Unidimensional Measurement Model (a computer program)
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences (a computer program)
TESOL	Teaching English to Speakers of Other Languages
TEST	Trigger, Explore, Strategize, Treat (from Mathews, 1993)
TM	Traditional Method
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

This chapter introduces the reader to the Thai Educational System and the role of English as a second language within it. English is considered the most important foreign language taught from the first grade under the new system, and introduced with the National Education Act of Thailand (1999). Difficulties in learning and teaching English in Thailand are described, highlighting problems of English reading comprehension. The genre approach to teaching is introduced as a methodology that might alleviate problems in the teaching and learning of English reading comprehension, that is the subject of this dissertation.

The Thai Educational System

The structure of the education system

The basic structure of Thai education is twelve years basic education guaranteed by the Constitution of 1997 and provided free. Of this, nine years are compulsory. The National Education Act of 1999 (Office of the Educational Commission, 1999) was introduced to implement the constitutional right of Thai citizens to twelve years of free schooling. This objective is to be achieved through formal, non-formal and informal education (Office of the National Educational Commission, 1999, Section 15, p. 7). What is of concern in this thesis is the formal school system and within it the role of English as a second language.

A curriculum framework has been developed for implementation in primary grades 1-3, primary grades 4-6, secondary grades 7-9, and, finally, secondary grades 10-12, in line with Sections 27-28 of the Education Act (ibid, p. 12). The new curriculum was introduced in the academic year 2002 to be implemented in all grades by 2004, a review being scheduled for 2005. This curriculum emphasizes English as the most important forei. a language, taught from grade 1 in all grades. The Act itself emphasizes the importance of language knowledge in Section 23, point (4), where it states that education "shall give emphases to ... knowledge and skills in mathematics and languages, with emphasis on proper use of the Thai language" (Office of the National Education Commission, 1999, p. 10). Language knowledge is emphasized

together with mathematics, as properly grounded in the Thai language. This is relevant to the design of this research, as will be seen later. In Basic Education, the end of elementary grades presents a natural divide from undifferentiated learning (grades 1-6) to specialized subjects starting in grade 7. Secondary education prepares learners for Higher Education in academic subjects that also feature in University entrance examinations.

Higher education in Thailand also requires that the English language be studied as a compulsory subject. Students graduating from a secondary school can take entrance examinations to colleges and universities. The Rajabhat institutes use a semester system based on credits and grades : a four-year degree requires 130-140 credits, including English language. English is compulsory in the first year of all Rajabhat institutes and, in many Rajabhat institutes, it is compulsory for further years, depending on the subject areas studied. A reading knowledge of the language will always be important for all educated persons and in particular anyone who goes on to tertiary education.

Teacher training in the Rajabhat Institutes in Thailand.

The Rajabhat Institutes in Thailand were established primarily for teacher training. Since 1995, there have been changes both in the administration and curricula of these institutes, which are now evolving toward autonomous tertiary institutes, to serve not only the training of the teachers, but also their communities at the local and regional levels. The Office of Rajabhat Institutes Council (ORIC) is the department within the Ministry of Education responsible for overall administration of these regionally based institutes. The institutes are now responsible for full-time and in-service teacher training and also for the operation of other programs supported by government budget allocations and local resources. They also "conduct research as academic service to the general public; improve, transfer, and develop technology..." (ORIC, 1998, p. 2)

In the field of language teaching, the National Education Act of 1999 emphasizes the importance of the Thai language (Office of the National Education Commission, 1999. National Education Act of B.E.2542, Section 23, points 4, 10). It also describes English as the most important foreign language taught in Thailand, when developing curricula for basic education. The study of English was recently introduced from the first

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grade level. Thus, there is now pressure on the Rajabhat Institutes to provide more English teachers and to improve on the teaching of English at all levels. Teachers need to teach effectively and be trained in different methodologies, so that they can choose an appropriate methodology for learning and teaching situations in the classroom (Office of the National Education Commission, 1999).

English as a foreign language in Thailand

Difficulties in teaching reading comprehension.

English language has been a compulsory subject at all levels of the Thai school system since 1996 and the communicative approach with an eclectic orientation is intended for use in teaching English at all levels of education. The most authoritative review of language teaching in Thailand is provided by Wongsothorn, Sukamolsun, Chinthammit, Ratanothayanonth, and Noparumpa (1996) who used a UNESCO survey framework to assess the system between 1966 and 1996. They concentrated specifically on establishing national economic, social, and educational profiles for Language Learning and teaching in Thailand and found that desired levels were not being achieved. A more recent review concentrating on teachers in the Metropolitan Bangkok area can be found in Vacharaskunee (2000), who identifies training and methodological problems with the system as far as English teaching is concerned. An earlier study by Promsiri, Praphal and Vijchulata (1996) addressed the problems of English teachers and the needs of in-service teacher training in a provincial upper-secondary educational region. They reviewed English teaching in a Thai secondary school district and concluded that the communicative approach, introduced in the 1990s, had not been successful due to the lack of trained teachers. Thus to overcome the problem, researchers need to be concerned with the difficulties of teaching English.

In teaching English as a second language, the emphasis is on the development of English reading skills, which are so important in a globalizing world. However, because very few English teachers have high levels of English fluency, most students achieve only a low level of English proficiency. Therefore, they cannot read, write or communicate in

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English, at a sufficiently high standard. Vacharaskunee (2000) studied the problem of English teaching of the teachers in Metropolitan Bangkok schools, where most likely the best qualified teachers are employed. She and others found that, even in Bangkok, most students cannot effectively use English (Torut, 1994; Ministry of Education, 2000). Several research studies in the field of English reading in Thailand during the past fifteen years show that the English reading ability of secondary and even tertiary level students is low. As shown by Sawasdiwong (1992) and Vannichbutr (2000), students cannot achieve the main objectives of the syllabus, such as reading for information, comprehension, and critical reading of the texts.

Teaching reading in Thailand can be described in terms of two problems. These problems are inappropriate methodology and the lack of teaching skills (Secondary School Education Report, 1981-1985, p. 40). These areas are also mentioned by Noisaengsri (1992) and Chittawat (1995). Their studies show that, normally, teachers start to teach by introducing vocabulary items and grammatical structures. Then they let the students read aloud or repeat the sentences after the teacher. Mostly students are asked to read and translate sentence-by-sentence for the whole class, or individually. This traditional method of teaching is found to be boring and leads to negative attitudes towards learning English. Moreover, students have no chance or incentive for active learning because there is very little chance for them to use their own ideas of learning from the text. As Smith (1971) has found, reading comprehension involves the interaction between the reader's cognitive processes and the characteristics of the text. Whilst reading, the reader tries to reconstruct a message encoded by the writer for some purpose, as emphasized also by Johns (1997) when discussing genres. This means that text, purpose and content re related in reading comprehension, and the traditional method in Thailand does not allow for this. Thus, an alternative genre-based rhetorical structures method, as used in this study, could lead to better English reading comprehension achievement.

Genre in reading comprehension

The current study explores the use of genres to improve the teaching and learning of reading in the context of English as a second language in Thailand. To quote Prior (1995, p. 58):

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"Genres may represent relatively stable configurations in the way texts are produced and received but genres are also dynamic, multi-voiced, multi-goaled phenomena generated by the complexly orchestrated interaction of centripetal and centrifugal forces in the unfolding of micro-macro-histories of the world. Genres in this view emerge as considerably more complex than typical notions of genres, but this specification also offers a principled way to explore how genres are employed, reconfigured, and reaccentuated as situations vary".

This quote shows that developing comprehension through genres is more than just acquiring skills. Awareness of genre differences could be also considered immunization against misunderstandings that might arise from unfamiliar genres when reading in an unfamiliar language. Proper reading comprehension can thus be achieved only through the understanding of discourse communities and their communicative purposes as indicated by Coe (1994). Also Johns (1997) emphasizes that genres are a vehicle for communication and comprehension linking discourse communities internally. They also separate different discourse communities, presenting communication barriers between them externally. For proper reading comprehension, therefore, it is essential to be familiar with various discourse communities and their genres in the target language before comprehension can be achieved.

The emphasis of the present study is on the use of genres for teaching English reading comprehension in Thailand. It is motivated by the fact that English reading comprehension achievement is still very low in Thailand, as reported by Chandavimol (1998), whose work inspired this research. She argued that language learning should be an active process of engagement. She said that students who are bored will not learn English. She claimed that through engagement, students who are convinced that they will be able to adequately comprehend English texts can become successful learners. The reason for focusing on reading according to Soranasataporn and Chuedong (1999, p. 20) is that "of the four English language skills, reading is probably used most by EFL and ESL students in an academic context..." To achieve reading objectives, Soranasataporn and Chuedong conclude that teachers should integrate reading comprehension strategies training into regular classroom events in a natural, comfortable,

but explicit way. Moreover, for successful academic progress, this needs to begin at the secondary school level because English reading comprehension achievement is still very low at this stage. That is why a genre-based method could help in better English reading comprehension for young Thai students.

Significance

The current study could make four important contributions. One, it could test if English reading comprehension should be taught using a genre-based rhetorical structures method rather than the traditional teaching method. That is the research could provide sufficient evidence to help decide which of two methods, a genre-based method or a traditional communicative method, is better. Two, it could test if reading comprehension would improve if English is taught using a genre-based rhetorical structures method, rather than the traditional teaching method. Three, it has the potential to improve the measures of reading comprehension, and attitude and behaviour to EFL, by using a recently developed Rasch computer program to make the measures. This creates a linear level scale in which the difficulties of attitude and behaviour item (or reading comprehension items) are calibrated on the same scale as the person measures (attitudes and behaviour, or reading comprehension). This has not been done in Thailand before and could lead to better measurements and use of Rasch computer programs in Thailand. Four, it tests a model of attitude and behaviour towards English reading comprehension in which attitudes and behaviour are measured on the same scale, rather than measured separately and then correlated. This is a recent development in educational and psychological development and has not been attempted in Thailand before.

Purpose

This study was designed to investigate both trainee teacher, and student attitude and behaviour, to the implementation of a specific genre-based reading comprehension approach to the teaching of English in secondary schools in Thailand. The study has four aims:

1. To test the success of teaching English as a foreign language using a genre-based rhetorical structure method compared with a traditional teaching method of reading comprehension;

2. To measure student self-reported attitude and behaviour, and English reading

comprehension on a linear interval scale. The same attitude and behaviour measurements, from a Rasch measurement model analysis, are used for both experimental and control groups, before and after the experiment;

3. To investigate trainee teacher self-reported attitude and behaviour in teaching English reading comprehension with the genre approach, based on their journals; and

4. To conduct a group discussion evaluation of the results of the study for future policy, involving the participating trainee teachers and the heads of English departments at the participating schools.

Research Questions

1. Do the students improve their English reading comprehension more as a result of using genre-based lessons (expository, narrative, and journalistic) compared with when they are taught using traditional methods?

2. How can Thai student self-reported attitude and behaviour (expected beliefs and actions) to learning English using genre-based lessons be described? Are these descriptions the same in the case of students taught by the traditional method different?

3. What are Thai trainee teacher self-reported attitude and behaviour (expected beliefs and actions) to teaching using the genre-based rhetorical structures and traditional method?

4. What recommendations can be given for better classroom implementation in English reading comprehension in secondary schools based on evaluations from a group discussion by some of those involved in implementing the approach?

5. Can a linear measure of Enr,'ish reading comprehension based on genre-based reading materials and five comprehension categories (inferences for main idea from purpose and context, following a sequence of events, following a sequence of ideas, locating information in the text, making inferences for word meanings) be constructed using a Rasch measurement model?

6. Can a linear measure of attitude and behaviour to EFL, based on three factors (reading assignments as genre texts, classroom interactions, course curriculum organisation) and two perspectives (ideally, this is what should happen, and this is what really happens), be constructed using a Rasch measurement model?

Limitations

The measures created in this study and the results of the experiment are limited in the scope of which they may be applicable. The attitude measurement scale and the reading comprehension test scale were created from data collected from 300 students studying at a large provincial government secondary school in Thailand. The results of the experiment from the use of data from this school are likely to be applicable to similar provincial schools existing under the control of the Ministry of Education. They might not apply to metropolitan Bangkok area where problems may be different from the provinces. Since the actual experimental results were derived from a sample of one large, one medium and one small provincial government school, the result may not be applicable to other types of school, for example private schools, or to schools with different socio-economic characteristics that might effect learning English as a second language.

The experiment used only grade 7 students and, therefore, the results may be applicable only to grade seven students. Lower and higher grade students may learn English as a second language differently, perhaps because of less or more maturity. There may also be other reasons for their learning ESL differently, depending on the curriculum and other differences.

The results might be applicable only to Thailand. They are not strictly applicable to other South East Asia countries, although they may be.

A limitation refers to the reading comprehension test design. The test was developed using both Thai and Australian input and, thus, although comprehensive, and including materials from all genres used in the research, it turned out to be too difficult for grade 7 students. Student performance on the pre-test was very poor. This limitation might turn out to be an advantage, because it means that the test can be used also for some higher grades and/or in metropolitan Bangkok, or also private schools, on a trial basis, as a follow-up to this research.

The usual limitations of self-reported questionnaires analysed by a Rasch model to develop a scale for both the attitude and behaviour measures, and also the reading comprehension test, also apply. These limitations are compounded in this case by the fact that both the questionnaires and the reading tests were administered to relatively immature seventh grade students. Thus, control for consistency must rely on both the

interest of the participants and the time allowed for the tasks. The one hour time allowed for the attitude questionnaire in Thai, and then two hours for the reading comprehension test, were adequate for this purpose.

In this study, no students were deleted from the sample for other than technical (transcription error) reasons, leaving 296 in the final score for the attitude questionnaire analysis, while all 300 were taken into account for the test analysis.

It is assumed that students give truthful and not socially-desirable or agreed answers. Every effort was made to ensure that answers were given individually, however some may still have given socially desirable answers, that might bias the results. It is very difficult to know the extent of this.

Definition of Terms

Genre and EFL reading comprehension.

Genre refers to the communication patterns (both oral and written) of various discourse communities. Discourse communities are groups of people united for some social purpose, whether family, business, government, academia, or other, including cultural and ethnic reasons. What they say, or write, will depend on the roles and purpose of the participants of these social groups, to achieve communicative purposes. If there are written records, the narrow definition of genre applied in reading and writing refers to the pattern of these written records necessary to achieve the communicative purpose of the writer with the particular audience within the discourse community. The reader then faces a problem: unless he or she is part of the discourse community and knows the roles of the members, he or she would have difficulties in understanding the particular written communication. This is why it is essential to teach at an early stage the pattern of communication of different discourse communities, as embodied in the genres they use to aspiring readers, especially readers of foreign languages, where familiarity with patterns of text, role, and context (Johns, 1997) is even less likely than within a particular language or culture. The three genre categories used in the present research are the simplified H, P and H&P structures described in the following material.

"H" - narrative structure (applicable mainly in literature) as a simplified Hasan structure. The definition below was suitably simplified for the lesson plans, concentrating mainly on "fables".

"P" - expository structure (used mainly in science/mathematics) as simplified Pappas structure. The definition below was suitably simplified for the lesson plans, concentrating on "explanation".

"H&P" - journalistic structure (applicable in news and feature writing) as a combined Hasan and Pappas structure. The definition supplied below is for the news reports used for the lesson plans, simplified later. Definitions below are the original (not simplified) versions, as given by Kamberelis and Bovino (1999, p. 149).

Hasan Structure (H)

1. Placement : the author may introduce the setting of the story and characters, provide some local or historical reference, describe traits or typical activities and attitudes of characters, and so on.

2. Initiating event: the conflict or problem in the story emerges.

3. Sequent event: a recounting of the character (s) attempting to resolve the conflict.

4. Final event: the conflict or problem is resolved or not resolved.

5. Finale: a restoration of the habitual or normal state of affairs or establishment of a new and usually better state of affairs (e.g.: "they lived happily ever after", the usual ending of children's stories.......).

Pappas Structure (P)

1. Topic presentation: the topic or theme of the text is presented or introduced.

2. Description of attributes: a description of the attributes of the class or topic of the text is presented and elaborated.

3. Category comparison: comparisons and contrasts about different members of the class or the text topic are presented and explained; sometimes comparisons and contrasts to other related topic or classes are included.

4. Final summary: summary statements are made about the information covered in the text.

5. Afterword: extra information about the topic or theme is added.

Journalistic Structure (H&P)

This is a simplified Pappas structure combined with some time-related aspects of the Hasan Structure, following Frederickson and Wedel (2000). It comprises three elements namely headline, lead, details. A headline is a catchy title to attract atttention. A lead is the first paragraph giving answers to questions "who, what, where, when, how, and why". Details are all the supporting materials in the other paragraphs that follow the lead (may be in event order). There may or may not be a conclusion.

The most important difference with the Pappas Structure is that there is usually no summary at the end of journalistic articles, except if they are written as a "persuasive" piece (for advertising purposes or editorials).

Collaborative Genre-based rhetorical structure method

The method of teaching English reading is based on the principle of rhetorical structures analysed by Pappas (1993) for expository texts (P) and by Hasan (1989) for narrative texts (H). The journalistic genre combines features of the above as discussed by Marin (1994). It emphasizes teaching students to experience, by themselves, the way ideas and propositions are ordered in text for a particular objective or purpose. When the students learn or understand, they will easily comprehend the main idea and supporting details. In order to achieve this, the teacher in the experimental group relies not merely on the teacher-led presentation, but opens up opportunities for student-centred work. This will allow students to examine the meaning for themselves by taking part in discussions and roleplays and responding to written work.

The procedures in teaching select from the following five steps :

1. The explanation of each kind of genre-based rhetorical structure (in both Thai and English) then students practice from the text of the lesson, vocabulary learned, using the structures from exercises, as per the lesson plans;

2. Role play (personification of some inanimate categories in explanations) for directly experiencing meanings;

3. Students do the vocabulary work individually and discuss meanings in pairs;

4. Students do group discussion on genre-based theoretical structure, applied to the text read to find the main idea, supporting ideas, and sequencing order; and

5. Students do individual text analyses and hand them in to the teacher.

Traditional teaching method

This is the method of teaching English reading used by most teachers in Thailand. At Rajabhat Institute Muban Chombung, it is the recommended practice for trainee teachers, with some recent modifications such as stressing learner-centered activities. The teaching procedure is as follows.

1. The teacher presents vocabulary items and necessary expressions in the text to students (in both Thai and English);

2. Students practice by repeating after the teacher: the whole class, groups, and individually;

3. After that students may read the whole passage silently or aloud, and do the group discussion to answer the questions orally according to the text read;

4. Then students practice reading in pairs to do vocabulary work and discuss in groups to find the main idea, supporting ideas and sequencing order; and

5. Students do the production exercises by reading the text and complete the reading comprehension exercises individually.

English Reading Comprehension: This involves being able to understand the meaning of the vocabulary from reading text, to get the main idea and the supporting ideas.

Test for English Reading Comprehension: English reading comprehension was measured by a multiple choice test. The test was constructed by the researcher based on the genre texts used in class and other similar level texts both from Thailand and Australia. The test was checked by the English staff and experts at Rajabhat Institute Muban Chombung and the researcher's supervisor. The test was validated by a Rasch model analysis in other grade 7 classes at a large provincial government school (300 participants). Eighteen test items (out of the original sixty) were found to form a unidimensional scale covering all categories of interest in reading comprehension, based on the various genres used.

Attitude and behaviour towards learning: This concerns students' beliefs and feelings about teaching through genre-based rhetorical structures method, and through the traditional teaching method in English reading comprehension. The data was collected by a questionnaire, designed to address text, interactions, and behavioural controls.

Attitude and behaviour towards teaching: This concerns the beliefs and feelings of the participating trainee teachers on the learning experience of their students. A teachers' version of the students' questionnaire, and the trainee teachers' journals, were used by the discussion group to probe teacher's attitudes and behaviour. The questionnaires for teachers were not otherwise validated, but used in a qualitative way by the discussion group members in discussing teachers' attitudes and behaviours.

Group discussion: A discussion group is a small group made up of perhaps six to ten individuals with certain common feature characteristics, with whom a discussion can be held to focus onto a given issue or topic (Wellington, 1992, p.55). In this research, the group was used for evidence gathering and research management purposes as well as for analysing the evidence gathered to arrive at policy recommendations, extending, thus, Wellington's definition of focus groups. The current study may therefore refer to problem solving group discussions.

Structure of the thesis

This thesis comprises three parts with a total of nine chapters and several appendices. Part one (chapters one to four) reports on the Thai educational background, literature, model and theoretical framework and measurement issues. Part two reports on procedures (chapter five), the analysis of the measurement models (chapter six) and the results of the experiment (chapter seven). Part three (chapters eight and nine) reports on the results of the analysis of trainee teachers' journals and the group discussion, conclusions and recommendations for further research and implications of the results of the study. Technical details are illustrated in the appendices.

Part One

Chapter one introduces the reader to the Thai Educational System and the role English language and English reading comprehension has in it. Background to the study is given, and relevance is discussed. The aims of the study and the research questions are presented.

Chapter two is the literature review based on recently published works on ESL. It gives some theoretical background, then discusses genre teaching and the use of genre for teaching reading. Attitude studies and methodological issues are discussed leading to gaps found in the literature addressed by the current research.

Chapter three starts with an overview of language learning, especially for learning foreign languages in terms of a conceptual model. This is followed by a model of English reading comprehension development implemented in the classroom through lesson plans and role-play interactions negotiating meaning of texts in a learning cycle. A reading comprehension model and an attitude and behaviour model are introduced to be elaborated in the next chapter as tools for measurement.

Chapter four introduces Rasch model methods of measurement to study of changes in reading comprehension and attitudes and behaviours towards reading comprehension in a classroom.

Part Two

Part two of the study introduces procedures and methods for data collection and analysis in chapter five. Then an analysis of the measurement models resulting in linear scales for both attitude and behaviour, and reading comprehension performance are given in chapter six through a discussion of Rasch measurement model analysis of a questionnaire and a test taken by a convenience sample of 300 grade seven students in a government provincial secondary school in Thailand. Two linear scales, including final measures, are presented, one for attitudes and behaviour, and one for reading comprehension performance. Implications for use of these scales and possible further improvements are discussed before the results of a teaching experiment are presented in chapter seven, using these scales to compare genre based and traditional methods of teaching English reading comprehension for grade seven students in Thailand, based on a sample of 90 (45 experimental and 45 control) students. ANOVA is used to analyse both attitude and behaviour changes, and reading comprehension changes.

Part Three

Part three contains two chapters. Chapter eight gives the analysis of the data from the three trainee teachers' journals, who taught the experimental and control groups in the three participating schools as an input to the analysis of discussions by the trainee teachers and their heads of English departments about genre method introduction issues. Discussions lead to a set of conclusions and recommendations. In chapter nine the study is summarised with its findings, conclusions, and then implications are discussed for

lecturers at the Rajabhat institutes, the Thai educational system, as well as for future research on language learning.

Appendices contain lesson plans and other data relevant to the study.

CHAPTER TWO

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LITERATURE REVIEW

This chapter focuses on four areas. First, the theoretical background is covered emphasizing creative tensions leading to a synthesis of many approaches in teaching English as a second language. Second, genre theory, genre-based approaches and the use of genre for teaching reading are described. These two sections justify the theoretical framework chosen to use genres in the present study. The third part covers attitudes, behaviours and methodological issues, related to studying classroom based practices, leading to a mixed method research approach. Fourth, a summary of the gaps in knowledge addressed by the current research is presented as derived from the literature.

Theoretical background

Tensions in ESL

Having surveyed nearly a century of research on bilingualism and second language acquisition, Hakuta and McLaughlin (1996) found that seven tensions dominated most of the research in the United States context, where policy issues often lead to diametrically opposed orientations by some researchers. These seven tensions are empiricism vs. nativism, linguistics vs. psychology, psycholinguistics vs. sociolinguistics, cognitive skills vs. whole language, elite vs. folk bilingualism, basic vs. applied research, theory vs. methodology. For example, psycholinguistics contrasts schema theory with the group learning approaches of Vygotsky (1978) in sociolinguistics. Similarly, a whole language approach implies a 'synthetic' view of language learning, while cognitive skills are more consistent with analysis of individuals according to their needs. This leads to the observation that researchers in different discourse communities using different starting points often cannot communicate with each other. On the other hand, Oxford (1997) has shown that for the practitioner there is some comfort in the fact that an eclectic approach to teaching is possible in spite of different policy orientations.

Communicative language teaching

The first of these tensions and central to the current study is that between communicative language teaching (CLT) and traditional (grammar-translation) teaching methods. Littlewood (1991) distinguishes between "functional communications activities" and "social interaction activities" that characterise the CLT approach. Functional communication activities are complemented by an approach to communication through the solving of problems and sharing clues in the social interaction activity. These include conversations and discourse setting dialogues as well as role-play. The emphasis of communicative language teaching is on the process of communication rather than the mastery of language forms and grammar as in the grammar/translation method.

Over the last decade or so English language teaching in Thailand, as in other parts of Asia, has been passing through a type of methodological revolution, whereby CLT has become a major influence. The most recent English language syllabus of 1996 for grades 7 to 9 in adopting a CLT approach aims to develop "language communication which is grammatically correct and culturally appropriate" (Wongsothorn, 1999, p. 17). It urges teachers to plan their lessons in keeping with the needs and interests of the student by means of the use of authentic materials from different genres such as fables, legends, poems, advertisements, newspapers, songs, and brochures (English Syllabus, pp. 112-116). Currently language classrooms in Thailand will exhibit differing manifestations of the methodology because of the freedom allowed to the teachers to select what they see as appropriate in their context. Thus this study seeks to present what could be termed alternative exemplars of what is or could occur in the Thai EFL class.

In fact the two different modes exemplified in the study could be regarded as Thai examples of the main divide in CLT theory, between what has been called the Linguistic (L) and the Pedagogic (P) approaches (Brindley, 1986). In using these terms, Brindley referred to the fact that although CLT is based on an agreed set of principles, these are "vague and open to widely differing interpretations" (Brindley, 1986, p. 12). Proponents of CLT (Breen & Candlin, 1980; Savignon, 2001) agree that the central-making purpose of teaching the language whereby teachers and learners collaborate in the tasks of interpretation, expression and negotiation of meaning. On the basis of this, CLT advocates have provided guidance on both what is to be taught and how teachers should proceed in the language classroom. In the late 1970s CLT theory was closely allied to functional/notional views of language and language teaching, but as

disillusionment grew concerning the mere replacements of the teaching of grammatical structures by functional ones CLT processes became more widely accepted than the CLT linguistic substance. Thus the distinction appeared that Brindley noted between those who viewed CLT primarily in terms of linguistic content and those who wished to adopt only its methods and overall objectives.

The latter situation is what is now frequently encountered in syllabus statements including those in many parts of Asia including Thailand (Savignon, 2001). Perhaps the fact that Asian teachers find it difficult or unacceptable to implement even modified forms of CLT lies at the basis for this modifcation of the more pure form of CLT. Researchers have pointed to the many factors inhibiting the adoption of CLT method in Asian classrooms covering teacher inadequacy in relation to competencies required such as fluency, sociolinguistic understanding and ability, teacher reliance on extensive pre-lesson preparation, pressures of examination upon students, causing resistance to change, and lack of professional and practical support for teachers (Barnaby & Sun, 1989; Anderson, 1993; Ellis, 1996; Li, 2001).

Such arguments are impossible to dismiss and it might be suggested therefore that this experiment in regard to CLT practice in rural primary schools would have little chance of success. However there are major differences in this case, the major one being that the skill of reading has been adopted as the focus, instead of more normally oral interaction. For both groups therefore each lesson is based on a central text and theme in the development of which the teacher uses two different approaches, yet is still able to implement some continuities in regard to the teaching of reading. Not all is new therefore. What is new is that in the experimental group, the linguistic form of CLT is adapted to genre teaching, whereby ideational, interpersonal and textual aspects of each genre are integrated in both the teacher's presentation and student activities. In this way it becomes a modified version of what Adrian Holliday has termed the 'strong' version of CLT based on written text and therefore qualifies for the term CLT in which collaborative activities are utilized for the further interpretation and expression of the genres.

This leads to different roles for learners from those found in the teacher centered grammar-translation method (Breen & Candlin, 2001, p. 18; Savignon, 2001, p. 18;) Richards & Rogers, 2001, p.76). The main controversy in a practical sense is that learners bring preconceptions of what teaching and learning should be like, based on the traditional grammar-translation method, reinforced by parents' views and the grammar-translation

structure of traditional university entrance examinations in Thailand (Vacharaskunee, 2000). These expectations when not realised in the communicative classroom can lead to learner confusion and resentment (Henner-Stanchina & Riley, 1978). In CLT often there is no text book, grammar rules are not presented, classroom arrangements are non-standard and students are expected to interact primarily with each other rather than with the teacher. The co-operative (rather than individualistic) approach to learning emphasised in CLT is unfamiliar and may lead to resentment. "Because of this CLT methodologies recommend that learners learn to see failed communication as a joint responsibility and not that of only the speaker, listener, reader, or writer. Successful communication is an achievement jointly accomplished and acknowledged in the classroom, helping to overcome initial resentment" (Richards & Rogers, 2001, p. 77).

Hadley (1998) reported that the popularity of communicative language teaching and task-based learning is expected to decline while interest in lexical, structurally-based syllabi will flourish and that, therefore, teachers maybe challenged to rethink their assumptions about language learning and make eclectic decisions based upon real life needs of their students, reflecting topical and ideological concerns. While one may, or may not agree, with Hadley's analysis of cyclical changes, there is a need to adjust to changes in what classroom teaching needs to reflect, especially in Thailand. In this connection, Brown (2000, p. 27) described part of the researcher's problem: "to deny that there is a conflict in contemporary English language teaching, particularly but not exclusively in the 'importing' of new techniques associated with communicative language teaching into the state sector educational systems of developing countries, is to deny a reality with which many are familiar". Particularly in the Thai context, Promsiri, Prapphal, and Vijchulata (1996) discussed problems in a particular school district in Thailand, claiming that most of the problems in introducing a communicative approach were related to teacher training.

Internationally, Hoffman and Pearson (2000) discussed a research agenda that may help to address such problems. They claim that what is needed is the teaching of teachers, as opposed to only training them in a set of skills. They need to integrate these skills in a teaching context so that, in the future, they could respond to any teaching situation they may face in a changing world. Teaching, as defined by them, is cognitive and reflective, evaluating results by the learners themselves who are trainee teachers.

Genre-based learning

Besides this differentiation between communicative and traditional approaches, the tension that most concerns this study is the controversy over the suitability of explicit genre-based teaching and learning. This conflict which still divides the linguistic community is explained after the section where genre is defined and its major features explained.

Genre and its major features.

A genre can be defined as a category of text type, whether spoken or written. All languages operate in a global sense on the basis of genres, since they are the expressions of intent. They perform a certain purpose whether it be narrating, reporting, arguing or defining. Any text within a particular category exhibits similar features. On that there is agreement but a basic difference exists between its supporters on whether to place the emphasis on the context, the features or the purpose.

To set the scene for a further discussion of this matter which in turn influences classroom practice, several definitions of genre will be given. First Aviva Freedman (1991, p.192), a well-known American genre scholar, gives her view that context determines the shape of genre:

"Situation, motive, substance, form-each plays a part in defining genre.

But the whole is greater than and different from the sum of these parts."

A different opinion typifies the work of Frances Christie, an Australian linguist, who highlights textual features themselves. She defines genre as (Christie, 1989, p. 168):

"A text may be said to have 'genre structure' because it has an overall characteristic pattern of shape, making it identifiably different from some other genre, whose functions will of course be of a different kind."

Finally in the United Kingdom, John Swales, an influential scholar in the development of English for English for Specific Purposes, places the stress on communicative purpose. In describing any particular academic genre, Swales indicates that both content and form are determined by the purpose of the communication. He writes (Swales, 1990, p. 58):

"A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by expert members of the parent discourse community, and thereby constitute the rational for the genre. This rationale

shapes the schematic structure of the discourse and influences and
constrains choice of content and style."

These definitions give a basis for the discussion which follows on what
approaches scholars have taken to the use of genre theory in the classroom.

North American genre approaches.

The first of the several studies that have influenced the design of the present
study, is the argument between Fahnestock and Freedman. In the last decade three
fundamental questions were raised: Can genre be taught? Would genre knowledge help
second language reading? How should genre be taught? While Fahnestock (1993)
supports teaching genre explicitly citing historical examples, Freedman (1993a, b) argues
against explicit genre instruction and substitutes, instead, supporting socialization into
genre communities, as a way to learn from practice. According to Saccardi (1996),
Harris (1996) and de Graaf (1997), genre can be taught as early as elementary school
level for first language instruction through a mixture of explicit teaching and socialization
into genre related practices.

Fahnestock (1993) studied how various crafts are acquired, including the writing
craft. In this context, she presented historical evidence that rhetorical structures, or
genres, have been successfully taught throughout history as part of the art of oratory.
Oratory as a craft was used by the Greeks, the Romans, and by all the scholastics of the
Middle Ages. She thus finds Freedman's (1993a) arguments against the explicit teaching
of crafts (including the writing craft) not valid. According to Fahnestock the explicit
teaching of techniques in the writing classroom has a long tradition and should be
continued.

Freedman (1993b) defended her opposition to explicit teaching of genre by
recommending "learning by doing in a social context instead":

"Research showed that the least successful pedagogies are those most
explicitly presentational in their teaching (as a mode) and explicit
teaching of grammar (as a focus). The most successful mode of
instruction is environmental through socialization into discourse
communities of various genres. Far from involving explication, the
most successful teaching minimizes lectures and teacher-led instruction.
Instead it presents structured activities that students first perform in
groups and then independently. It is true that principles are taught but

not through explanation. Rather, those are taught through concrete materials and problems. The working through of problems not only illustrates the principle but involves students." (Freedman, 1993b, p. 280).

Rather than discarding the teaching of genre, Freedman recommends teaching genres through engagement. In summary, she agrees with Aoki (2000) arguing against reducing complexity through explanations, using, instead, complexity to stimulate the students to learn, genre being acquired through exposure, not through instruction.

Another American, Coe (1994, p. 157) has adopted a compromise position accepting both Fahnestock's and Freedman's arguments, that "we can find ways to use the best of both process and genre approaches to writing". His suggestion is that teachers should first assist students to develop the idea of purpose and audience among their students and then move on to highlight the formal structures of the genre, either by discovery or by instruction (Coe, 1994, p. 165).

The Australian genre school.

٠ The Australian genre school, based on the work of both linguists and researchers such as Michael Halliday (1985), Jim Martin and Joan Rothery (1980-1981) and Frances Christie (1985), has developed a genre-based theory of writing and writing pedagogy. Rothery in 1995 referred to her extensive research on story and factual writing genre writing with disadvantaged student by illustrating from the method of reconstruction by the teacher and the students of story orientation after initiatl reading and explication of the genre features. Rothery concluded that the sociocultural orientation of the systemic functional model provides us with tools for teaching students to read and write narrative and understand the role of this genre in the culture. In the last two decades of the last century, the belief that the teaching of genre empowers the disadvantaged to acquire both oral and written genres led to extensive research and publication. Since their approach has been used successfully with students of all ages from both first and second language backgrounds, it is seen as appropriate in this study.

Besides producing lists and samples of basic genres which are needed by the beginner learner (Deriweanka, 1990), the school is particularly noted for producing guidelines for teaching the most common factual and narrative genres (Richardson, 1994, p. 127). In a guideline text for teachers, Hammond, Burns, Joyce, Brosnan, and Gerot (1992)

adapted from Callaghan and Rothery a four stage leaning cycle and produced a less teacher-centred method for the teaching of genre. Suggestions for the teacher in the writing classroom include describing the context and purpose, modelling the text, explaining the text organisation and language features and then setting the students to work both jointly and individually to produce new texts. In their examples class work results in the written production of student texts. However in order to fit the particular circumstances of this research, the concept of student-based activity has been adapted to meet the needs of reading comprehension. The approach therefore in this study is one that is a combination of the Hammond model and the need to focus on reading alone. It could therefore be called a collaborative, genre-based approach to the teaching of reading.

Opposition to these procedures has arisen from those who prefer to work with ideas through a process approach (Sawyer & Watson, 1987, p. 47) but the genre school has been strong in defence of its position that textual analysis will help students acquire basic skills and will not damage creativity. Martin, Christie and Rothery (1987, p. 76) have given this reply to their critics:

"......Year 2 students are not James Joyce......like all individuals who
learned to make meanings, Joyce learned familiar meanings first.
It is these meanings that genre theorists propose to begin with in initial
literacy programs. Once established, only if established, do they afford
the possibility of creativity or social change."

Although genre approaches in Australia have been more common in writing than reading programs, some studies outside Australia recommend the same type of treatment in the reading class. An article by Kay and Dudley-Evans (1998) reporting on a survey of conference delegates from 10 countries shows that a consensus exists among them that for second language speakers genre-based approaches should be adopted in reading and speaking programs as well as in those for writing. Further examples will be given later in this chapter, but those already given signal the fact that for this study it has been concluded that the ideas of the Australian Genre School are capable of being extended to the teaching of reading for elementary and secondary EFL students in Thailand.

The English for specific purposes genre approach.

This approach, developed to meet the needs of advanced second language learners in English for Specific Purposes (ESP) courses, is utilised to prepare students to participate in communicative events typical of their particular discipline. It has been thought necessary therefore to accept the classroom rather than the community as the

place of learning (Freedman & Medway, 1997, p. 7) as well as the formal properties of texts as the focus of learning (Hyon, 1996, p. 695).

Early studies in teaching writing by this method (Drury & Gollin, 1986; Flowerdew, 1993; Hyland, 1990) led to a few commentaries on ESL courses where reading skills became the focus. The versatility of the genre approach was demonstrated by Paltridge in 1995 when he examined an English for Academic Purposes (EAP) reading and writing course at a New Zealand university. Both his study and that of Hyon (2002, p. 139) indicate that the approach can have useful results for students of academic discourse. In view of the fact that her students made greater progress in recognising linguistic features rather than contextual ones, Hyon gives the reminder to teachers that the reading skill development requires sustained, individual practice over time, in addition to effective classroom work.

It could be said that the ESP school, in that it aims to make the form of appropriate genres explicit to the learner, is close to the Australian School of genre and therefore gives additional support to the approach taken in this study. That approach adapted for EAP-ESP reading from the Australian Genre School takes a position which is opposed to much of the thinking about genre in North America. It therefore reflects the continuing controversy over many basic issues in language teaching and learning, a major theme in this chapter.

The use of genre for teaching reading

In the previous section reference was made to a few studies where a specific genre approach has been implemented. This process will be continued here but the emphasis will shift from the approach to the particular genre. One genre later featured in the study, ie the news items, will receive special attention, in addition to some useful observations.

In regard to reading studies for teaching reading, most studies to date have merely reported on first language classroom practice rather than dealt with actual research. Reppen (1994-5), in describing a unit where students read narrative, descriptive, persuasive and expository genres in a social studies reading program, claimed that content knowledge, written work and course attitudes all showed signs of improvement. However no data was made available in the article. Pappas and Pettegrew (1998) in a theoretical rather than research-based article reviewed the role of descriptive genre in both factual and fictional texts for the development of skilled reading. Genre is

considered by them to have a social meaning based approach to language and within that approach they showed the complexity of written language structure and how an element of description is realized in various written genres. Their conclusion made on the basis of analysis of texts rather than on classroom-based research was that "knowledge of written genres serves as a critical resource for readers' expectations of that they might 'see' in the texts they read" (Pappas & Pettegrew, 1998, p. 41). One implication of their work is that, with the right scaffolding by the teachers, genre-based approaches to reading competence can be powerful tools for the classroom. Such scaffolding structures are defined for narratives as well as for expository writing (Kamberelis and Bovino, 1999). The authors use cultural artefacts such as objects or activities such as role play for scaffolding at the kindergarten level. Kamberelis and Bovino (1999, p. 138) described genres as follows:

"One of the hallmarks of an effective speaker or writer is the ability to produce forms of discourse that adhere to cultural conventions and that accomplish specific rhetorical or aesthetic goals. These forms of discourse, typically referred to as genres, are open-ended cultural frames that embody relatively stable constellations of sentence and text level features. These constellations encode the practice and ideologies of particular discourse communities and are used to enact relatively specific communicative purposes within typical rhetorical situations."

In relation to the inclusion of the journalistic examples in this study, Frederickson and Wedel (2000) gave examples from journalism to show that this genre can be used to report on situations described originally as expository or narrative. Tiersky and Hughes (1996) in their text book on using the journalistic genre for mastering reading and language skills also emphasized that activities in the classroom based on journalistic materials have been proven to be effective in helping adult high-intermediate and low-advanced ESL/EFL learners. In the current research, role-play is used to achieve communicative purposes through personification. Personification which means that inanimate objects in explanatory genres are often given human characteristics, promotes direct experience for the participants, who themselves become part of the story. This helps English reading comprehension since the students can better comprehend the concepts learned from the text when they attempt role-play.

Previous research by Marin (1994) used newspapers as authentic materials for ESL activities. She presented a collection of activities using newspaper materials to teach journalistic genre. In addition, she concentrated on headlines, matching the meaning and the picture in the story, eyewitness accounts, press conferences, sequencing items in the news, story exchanges, and other activities. Besides that, she found working with newspaper activities challenged students and helped them to understand current language, ideas and expressions. Moreover, she has concluded that such activities help to prepare students to use newspapers for self learning. A similar approach was pioneered by Saccardi (1996) for kindergarten and elementary school children in a first language environment, using what she called "predictable books". Predictable books, as the name implies, were such that young readers soon learned what to expect as they read. Thus, predictable books are an example of genre-scaffolding, used for reading comprehension in the present research.

For the most part however it must be concluded that those studies, referring specifically to the teaching of genres, have been conducted with first language rather than second language learners. Precedents in relation to the value of genre teaching for second language learning and reading are sparse and consist almost solely of exhortation to adopt a genre-based approach. Teacher support is however there. A survey study of teacher perceptions about the value of genre teaching for second language learners, conducted at an international conference by Kay and Dudley Evans (1998) reported that there was a consensus on the subject. Representatives from 10 countries agreed that genre-based approaches should be extended beyond writing to reading and speaking programs. Thus this project in taking up the challenge to verify previous indications about the good response of first language speakers to genre teaching applied to EFL.

Attitude studies and methodological issues

Effect of attitude on learning

Kennedy and Kennedy (1996) argued that attitudes often determine how, or whether changes in classroom practice will, or will not, take place. An attitude change in interpersonal classroom practice between students and teacher, and between students and students, is a necessary but not a sufficient condition for success. Of equal importance are subjective norms, as represented by the genre of the texts used in the reading classroom, and also the behavioural controls embodied in curricula and administrative

rules. Beliefs about these, as well as beliefs held about student attitudes by the trainee teachers, would have an equally important effect in enabling or disabling changed behaviour according to the model introduced by Kennedy and Kennedy (1996). This has guided the modeling approach for the current study.

How this works in practice is the subject of articles by Lester (1998) and Robles (1998). While the former could be used as a model for introducing genre-based rhetorical structures into class discussion, the latter argued that by introducing activities in a problem and solution framework, classes will actually become more manageable.

Research by Zephir (2000) puts all this in the context of action-based research to navigate the methodological issues of complementary uses of form and meaning, for better teaching. He concluded that:

> action based research with practitioners involved in the data collection
> process is an available option for obtaining both the qualitative and
> quantitative information needed to make any kind foreign language
> education model useful. (Zephir, 2000, p. 19).

Many scholars (Clachar, 2000; Henk & Melnick, 1995; Govoni & Feyten, 1999; Guthrie, Schater, Wang, & Attlerbach 1995; Guthrie, VanMeter, McCam, Wigfield, Bemsett, Poundstone, Rice, Faibish, Hunt, & Mitchell 1996; Alalou, 1999) have studied th · effect of attitudes and beliefs on teaching and learning. They found that attitudes and beliefs are affected by, and also affect, teaching and learning. Further studies by Biria and Tahirian (1994) and Brito and Nunes (1992) found that studying attitude relating to English for specific purposes is important to improving achievement. Attitude in content-based genre related English reading instruction is described in general terms by Stuart and Thurlow (2000). Stuart and Thurlow (2000) concluded that awareness of genres improves attitude toward reading in various content areas. Ingram and O'Neill (1999), and Frager (1993), studied cross-cultural and cross-genre motivation while Mori (1999) investigated a cross-epistemological approach. Mori concluded that different world views are possible for the study of attitude in an experimental investigation.

Research by Rongsa-ard (1990), Katib (1990) and Natraj (1990) report on the Thai context from the time that the communicative approach was introduced. They discussed practical motivation indirectly, as helping or hindering communication. Later on, Morrison and Wilcox (1997, p. 156) suggested that "since there is a relationship between teachers' beliefs about reading and their attitudes about classroom management,

further investigation of this connection seems merited". The relationship mentioned was planned to be studied in the present research, when exposing trainee teachers and their students to the use of genre for reading comprehension. Then, Au (1997) summarized some concerns in a checklist of points that can be used in designing motivation research.

Previous research by Mantle-Bromley (1998, p. 385) about student attitude to second language learning concluded that "misconceptions about language learning may hinder their progress and persistence in language study". That is, using an approach that is cognitive only may impair fluency although it may help the acquisition of relevant information, thus discouraging further learning efforts towards fluency. In addition, Morrison and Wilcox (1997), Mantle-Bromley (1998) and Au (1997) stimulated the present research to attempt to measure both trainee teachers' and their student attit·· ·s toward teaching and learning as a function of experience with particular teaching and learning methodologies where attitude is usually based on extrinsic motivation.

Studies of extrinsic motivation were undertaken by Noels, Kimberley, Pelletier, Clement, and Vallerund (2000), as well as Kuhlemeier, Van den Berg, and Melse (1996). The two studies mentioned used elaborate psychometric models, with measurements on a 5 point Likert-scale, to link variables such as enjoyment, perseverance, integrative motivation, instrumental motivation, and attitude towards the course. While the results of Noels, Kimberly, Pelletier, Clement, and Vallerand (2000) and Kuhlemeir, Van den Bergh, and Melse (1996) are mixed concerning extrinsic motivation's influence on students attitude and behaviour, Baker and Wigfield (1999) achieved a more usable synthesis when they related children's motivation for reading and related issues to reading activity and reading achievement. They used a questionnaire (MRQ, or Motivation for Reading Questionnaire developed by Wigfield and Guthrie, 1997) designed to assess eleven possible dimensions of reading motivation. These included self efficacy, several types of intrinsic and extrinsic reading motives, social aspects of reading, and the desire to avoid reading. Scales based on the different dimensions related positively to one another and negatively to the desire to avoid reading, through a confirmatory factor analysis of questionnaire answers. Mean scale scores on most dimensions differed by gender and ethnicity, but were similar for fifth and sixth grade students, irrespective of income level. The strength of the relations between reading motivation and reading achievement was greater for girls than for boys. Cluster analysis revealed seven distinct groupings of children based on motivational profiles that were related to reading activity, and to lesser extent, reading achievement. The study demonstrated that reading

motivation is multidimensional and should be regarded as such in research and in practice.

The lesson learned from Baker and Wigfield (1999) for the present research is that activities and motivation, as well as performance, are expected to be inter-related in classroom practice. These relationships are worthwhile objects of study, especially in a context where ways and means of effective intervention through teaching methodology upon English reading comprehension and attitude development are sought for grade seven students in Thailand.

Furthermore, because the emphasis of the present research is on classroom intervention, the results of research by Kennedy and Kennedy (1996), based on Ajzen's (1991) model as modified by Waugh (2000) are expected to be applicable. Waugh (2000) used items measured in two perspectives to measure attitudes and behaviour on the same scale such as "expected to happen" and "actually happened", linked through a Rasch (1980/1960) model analysis.

Methodological issues.

In this study trainee teachers will replace the normal classroom teachers. Therefore at the time when the trainee teachers introduce genre into an ESL classroom, it is essential that feedback to the participating teachers be provided. As suggested by Anderson (1998), a discussion group consisting of both trainee teachers and heads of English departments could undertake the follow-up. For example, they might recommend asking for more newspapers at the school for their English reading texts, as recommended by Frederickson and Wedel (2000), and Tiersky and Hughes (1996). Furthermore student attitudes towards learning are evaluated by using a questionnaire, ensuring that such follow-up recommendations are based on the learners' needs. It is expected that as Linek, Sturtevant, Rasinski and Padak's (1991, p. 78) point out "the nature of variables that are related to aspects of attitude towards reading" need to be identified. Needs can be addressed in relation to genres in ESL, so that the proper areas of classroom intervention can be identified.

In the Thai context, Smith and Savage have shown that some Western models are inappropriate. Based on previous results by Komin (1990), Fieg (1980) and Ayal (1963), as well as their own results at the Asian Institute of Technology, where motivation in an EFL class for Thai staff was evaluated, they argued that "a theory of

motivation based on Western values is ill-fitted to the Thai context" (Smith & Savage, 1994, p. 21), because of different group motivation structures.

When discussing methodological issues widely different discourse communities that inform the various paradigms of research require consideration. For this reason the recommendation of Tashakkori and Teddlie (1998, p. 370) gives the following advice:

" Study what interests and is of value to you, study in different ways

that you deem appropriate and use the results in ways that can bring

about positive consequences within your value system".

This choice gives guidance to introducing genres into classroom practice in Thailand.

Following this advice, it is also necessary to locate the present research within the various paradigms that have been the source of Hakuta and McLaughlin's (1996) "creative tensions" in the literature. A good starting point is mentioned in two reviews, one a review of research on language learning and teaching by Johnstone (1997), and the other, the 1999/2000 University of Georgia Seminar in Reading Education (Bowles, Bradly, Burnett, Carr, Edwards, Font, Francis, Heron, Henderson-Smith, Dougherty-Stahl, McCartney, Montero, Park, Payne, Rush, Tauferner, Waldrip, Yoon, with Stahl, Commeyras). These two reviews illustrate the variety of approaches to reading research; one of them gives the epistemological background of Cunningham and Fitzgerald (1996 p. 58):

Research methodology is linked inextricably to the kind of knowledge being studied. Researchers who choose to pursue research questions emanating from an interactive view of reading need methods that permit analysis of cognitions that offer some way to quantify or at least to teach mental operations. These methods are likely to be those that purportedly can isolate the effect or influence of a single factor or variable. Also, these researchers require methods that can lead to decisions about the best means of intervention, and quantitative comparison across interventions.

Gaps in the literature addressed by the current research

In summary, chapter 1 has shown that there are gaps in the empirical evidence in relation to the teaching of reading to second language secondary level students in Thailand. One particular gap as revealed in this chapter relates to whether genre-based teaching, for teaching reading, helps to promote reading comprehension. A further gap refers to whether positive attitudes and behaviour towards reading English assist reading comprehension development. The third gap is how, or whether, the process of implementing pedagogies can be helped by an analysis of results ("products") and

activities ("teaching and learning methods"), introduced by trainee teachers in English reading classroom in Thailand. Analysis of results will be extremely useful in a field where most studies apply descriptive rather than quantitative measures. The current study gathers evidence in relation to these gaps and addresses implementation issues based on them.

In the next chapter, a description of the reading model and theoretical framework of the study is given. It in turn has been developed to suggest a way that some of the tensions mentioned in this chapter can be examined again, and perhaps resolved, to the extent that a small project allows.

CHAPTER THREE

MODEL AND THEORETICAL FRAMEWORK

This chapter presents the model of reading English as a second language that is used in this study. Reading is an important aspect of ESL and is the subject of the current research. Then the expected role of genre based learning in the classroom is explained. Next, the links between attitude and behaviour in explaining how students learn ESL are introduced. Finally, the hypotheses to be tested in the research are given.

How ESL students learn to read

ESL Reading Model

In the last fifty years, understanding of the second language reading process, like that for first language, has benefited from work in associated fields of study such as psychology and sociology as well as education and linguistics. Two attempts to explain how comprehension is achieved through reading are explained in this section before the description of this study's conceptual model.

According to schema theory, readers bring to the task of reading in the second language, not only usually the ability to read in the first language, but their knowledge of the world and how it operates. The making of connections between this knowledge and that contained in the new text is what is involved in reading (Rumelhart, 1980; Carrell & Eisterhold, 1983). As Anderson pointed out "every act of comprehension involves one's knowledge of the world as well" (Anderson, Reynolds, Schallert, and Goetz, 1977, p. 369). Where students can readily link what they read to their background knowledge or content schema then comprehension is assisted and reading skill enhanced. Thus second language texts especially for elementary readers should contain familiar material as this will lead to greater success in reading (Carrell & Eisterhold, 1983).

Schema theory, however, extends beyond information or content itself to linguistic knowledge or formal schema. The ESL student has already acquired a knowledge of at least one language system, which will be both like and unlike the new language. The impact of both these types of schema is generally to assist the reader but some familiarity with both the content and the genre organisation of the text can improve performance (Carrell & Eisterhold, 1983).

Efforts to explain how ESL students learn to read has also concentrated on the new language to be acquired and what students need to do in order to comprehend (Goodman, 1988). One model relates to the differences between the use of bottom-up and top-down skills by the reader. According to this view, second language students use their knowledge of letters, words and phrases to process the information by use of bottom-up or lower level skills. However, they also need to utilise suitable top-down or higher level skills to recall the different, separate segments and thus to construct the schema of the whole discourse. By way of this psycholinguistic process, students infer the main meanings, the roles of the participants, the causes and effects of events and differentiate between fact and opinion and literal and metaphorical meanings (Richards, 1990). Definitions provided by Segalowitz, Poulsen & Komoda (1991) describe these low and high-level processes in greater detail.

Bottom up Skills   word recognition and include visual recognition of letter features, letter identification, the generation of grapheme-phoneme correspondences, utilization of orthographic redundancies such as regularities in letter sequences, the association of words to their semantic representations, possibly the identification of basic syntactic structures within the portion of text currently being read, and with the generation of propositional units. (p. 17)

Top-down Skills   higher level is concerned primarily with integration of textual information and includes resolving ambiguities in the text, linking words with their co-referents, integrating propositional units across sentences, generating and updating a schema or representation of the text as a whole, and integrating textual information with prior knowledge. (p. 17)

Although the modern emphasis on the acquisition of effective top-down skills has improved understanding of the reading process, it is an integral part of modern theory that students need both types of skill (Eskey, 1988). Eskey gives support to the view that a good reading model must go beyond a guessing game to include sound decoding or bottom-up skills.

In fact recent approaches emphasize the interaction between these two sets of skills (Eskey & Grabe, 1988), such interaction taking two forms. According to the first interpretation, readers make connections between their previous understandings and the

new input by using both sets of skills (Anderson, 1999). The alternative view of interaction, arises from the fact that the student may not have equal control over both sets of skills. In that case the interactive-compensatory hypothesis will operate whereby the reader's weakness in one aspect is compensated by strength in the other. In other words, reader deficiency in word recognition may be compensated by superior top-down processing and vice-versa (Stanovich, 1980).

These two models presented as schema and bottom-up/top-down theories are not in themselves distinct, but alternative views of the reading process; the first emphasizing what the reader brings to the task in terms of prior understandings and the second how the reader works with concepts in the new language to create understanding.

As is shown in Figure 3.1, the conceptual model of EFL reading, the reading processes in this study take place within the framework provided by the several different reading genres. An understanding of both the overall organisation and linguistic features of the genres will enable the students to activate both content and formal schema and utilise them developing top-down and bottom-up skills. Although all aspects will interact, there will be a primary link between the following.

Genre organisation ⟶ Content Schema ⟶ Top-down Skills
Genre features ⟶ Formal Schema ⟶ Bottom-up Skills
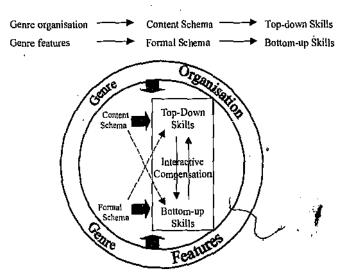
Figure 3.1 EFL Reading Model Created by the author

Model of EFL Teaching

A global view of English reading comprehension which supports the present study is that language learning is based on interlinked meaning, as described by Harmer (2001). These interlinked meanings defined the lexical content and communication patterns of various discourse communities (Harmer, 2001). Interlinked meanings produce certain regular and fairly stable patterns of language use for communicative purposes. These are commonly known as genre (Kamberelis & Bovino, 1999; Hasan, 1989; Papas & Pettegrew, 1998; Johns, 1997). A key to successful learning of a foreign language in this view would require familiarity with the communicative purpose of various discourse communities and the resulting language use pattern of various genres. Therefore, the current research applied a model of communicative, top down EFL learning combined with bottom up elements eclectically, based on genre, to English reading comprehension of grade seven students in Thailand. Although Harmer and others are practitioners rather than theorists, their approach is a good basis for classroom based research where explanation is sought about how reading comprehension is achieved in a classroom setting.

In Figure 3.2 a theoretical framework is given where the right hand side represents sociolinguistically based community language learning, as modelled on how language is learned by infants in families. For classroom applications, Vygotsky (1978) developed a methodology based on social links in the zone of proximate development among learners, facilitating the learning of meanings. The left hand side indicates that the second language is acquired through communicative language teaching, as practiced in Thailand where second language learners are taught in a communicative framework. These two approaches are combined and linked in the middle by the genre approach. Interlinked meanings in particular genres are represented by the "small worlds" (Buchanan, 2002) of discourse communities that are discipline specific (Swales, 1990), or community specific. This represents the key aspect of the current study. The genre method is implemented in the current study in the classroom through explicit scaffolding with genre features and authentic meaning-based role play, leading to increased comprehension and improved motivation. The approach has been implemented previously in a small scale qualitative study with first language upper primary students by Dugan (1997) using Transactional Literature Discussions culminating in a Readers' Theatre. The current research extends her approach to three different genres and real classroom implementation on a larger scale. The conceptual model is given in Fig. 3.2.

The basic assumption of the present research is that, being familiar with genre features, students can comprehend texts better. A second assumption is that genre can be taught explicitly (Cope, and Kalantzis, 1993) and that it can be experienced through role play (Painter, 1986). A third assumption is that better attitudes towards the reading classroom will assist in the development of English reading comprehension.

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┌─────────────────┐              ┌──────────────────────┐
│    SLA/CLT      │              │ SOCIOLINGUISTICS/CLL │
└─────────────────┘              └──────────────────────┘
          ↘                        ↙
         ┌──────────────────────────────┐
         │       GENRE TEACHING         │
         │ (Figure 3.3, Table 3.1, Figure 3.4) │
         └──────────────────────────────┘
          ↙                        ↘
┌──────────────────┐         ┌──────────────────┐
│  EFL READING     │         │  ATTITUDE  AND   │
│  COMPREHENSION   │         │  BEHAVIOUR       │
│  (Table 3.2)     │         │  (Figure 3.5)    │
└──────────────────┘         └──────────────────┘
```
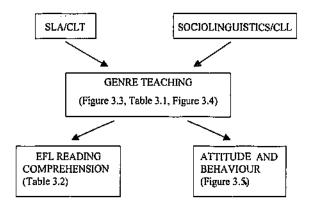
Figure 3.2 Conceptual model of genre EFL learning linked to implementation.

SLA means second language acquisition (Ellis, 1997)

CLT means communicative language teaching (Richards & Rodgers, 2001, pp. 64-86)

CLL means community language learning (Richards & Rogers, 2001, pp. 113-127), is a sociolinguistically based approach in the classroom.

Source : created by the author for this study.

The reading model used in this study for methodology guidance is informed by the need to combine traditional (teacher centered) approaches in Thailand with the new learner centered approach of the 1999 National Education Act. Syllabi are now changed to achieve this end. The lesson plans of this research may contribute to the change. The need is for both continuity as well as change since while English is now taught from the first grade and new teachers are being trained, the dominant paradigm is communicative language teaching, while the old teaching staff, trained in the grammar/translation system so as to meet university entrance examination requirements (Vejjaraskunee, 2000) is still

in place. The two sides of Figure. 3.2 can be said to represent two blades of a scissor, while genres in the middle represent the "hub" that connects all this. The scissor of language education can thus cut better, as measured at the lower part of the figure.

The model used in the present study is a genre-based classroom implementation of the Australian approach to teaching English, related to the reading of texts with a social purpose. Differences in both text organization and features in relation to the sorts of basic texts used in this study were identified after extensive analysis of materials commonly used in different subjects in Australian classrooms. In this way the work of Michael Halliday in systemic functional linguistics was able to be transferred for the improvement of the teaching of both first and second language literacy. Speaking at a Singapore conference in 1995, Frances Christie (1995, p. 316) summed this advance up in these words:

"Genre-based approaches, in that they focus on use of a functional grammar in order to illuminate the ways in which different texts construct their meaning, offer a great deal to the teaching of reading and writing."

The lesson plans for the experimental group used in the present research were constructed from narrative genres and factual genres, emphasizing recognition of genre features to help the student comprehend the text read. This is done in the lesson plans of the present research through the explanation of genre features and then role play. The experience in role-play and genre features leads to developments in the classroom of English reading comprehension, as shown in Figure 3.3, based on a model by Ajzen (1991), and applied to the reading classroom (Figure 3.5). An example can be given from the first period (Appendix A) where the students learned the genre features of a fable. Then they could play the roles of the mouse and the bull themselves, re-enacting the fable in class.

The model used in the present study is a genre-based classroom implementation of the Australian approach to teaching English, related to the reading of texts with a social purpose. The experience in role-play and genre features leads to developments in the classroom of English reading comprehension, as shown in Figure 3.3, based on a model by Ajzen (1991), and applied to the reading classroom (Figure 3.5).

The way students learn EFL through community language learning in the current study is made possible in the classroom by the meaning-based role play of various genres. These are introduced through a cognitive acquisition of genre features, and then social re-enacting of meaning in a role-play scene. This is what is new in the genre based rhetorical approach, implemented by collaborative language learning for better

reading comprehension. This is how, through the practice of spiralling knowledge, grade 7 students are expected to acquire better English reading comprehension, described in detail in Figures 3.3 and 3.4 in the present study.
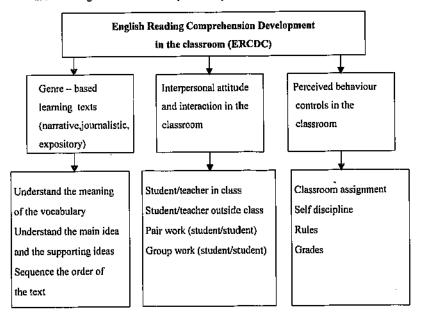
Figure 3.3 A model of English reading comprehension development

Source : constructed by the author based on the literature review, describing the three factors that influence classroom-based teaching in this study.

Reading comprehension development is assumed to be dependent on three factors. Factor one is genre based learning of text. Factor two is interpersonal attitude and interaction in the classroom where the social dynamics of learning are captured through social interaction. Factor three is behavioural controls in the learning process. Genre-based learning texts were designed to enhance students' understanding of the meaning of the vocabulary (MIW), understanding the main idea and the supporting ideas (MI), sequencing the order of the texts read, including following a series of events (FE) and following a sequence of ideas (FI) as well as locating information in the text (L). In genre based learning, understanding main ideas depends often on understanding the purpose of the text.

The way perceived behavioral controls work is similar to the organization of traditional cooperative learning, where students are assigned procedure-based roles in classroom activities, as part of normal classroom management. In what follows, details of how test items designed for genre texts of this research helped to establish whether learning objectives were achieved or not, are given as illustrations.

In understanding the main idea and the supporting ideas, an English reading passage, for instance, "From Bubbles to Bottles" was taught for reading comprehension (see Table 3.1 and Appendix A). Test items from "From Bubbles to Bottles" were used to evaluate student understanding of main ideas in test items 32 or 34 (see test items in Appendix E). For sequencing the order, an English reading passage about a sequence of events in "The Camping Trip" was taught for reading comprehension (see Table 3.1 and Appendix A). "Camping Trip", and "Good-bye, Baby Bird" were used to evaluate understanding in test items 21 and 28 (see Appendix E). Also for sequencing the order, English reading passages, "Fresh Air to Breathe" and "The Singing Whales", were taught for reading comprehension (see Table 3.1 and Appendix A). The test item on "The Singing Whales" was used to evaluate understanding of sequencing in test item 60 (see Appendix E).

In relation to factor one, it must be emphasized that genres are studied as subjective norms of texts, concerned with "meaning", "purpose of using text", "comprehension" and "text for reading" in the questionnaire, while in Figure 3.3 the actual comprehension measurement categories were shown. It is important to keep in mind that the attitude model and the reading comprehension model are separate.

In relation to factor two, interpersonal attitude and interactions in the classroom and the teaching of reading comprehension process relate to the interaction between students and the teacher in class, and the interaction between students and the teacher out of class, pair work, group work, that help students succeed in learning. Interpersonal attitude and interactions capture the social dynamics of learning through social interactions in a Vygotskyan (1978) classroom. Perceived behavioural controls in the learning process or factor three were classroom assignment, self discipline, rules and grades. These four perceived behavioural controls in the classroom create students' responsibility and support of each other in steps 3, 4, and 5 in the lesson plan. The way these perceived behavioral controls work is similar to the organization of traditional cooperative learning, where students are assigned procedure-based roles in classroom group activities (Savova, 1985). The content taught to both groups in the experiment

was based on the English Syllabus Design (Ministry of Education, 1966: 2-15) as shown on Table 3.1. with the same content being taught to both the experimental and the control group. The theory discussed here refers to the experimental group while the control group was used for base line comparison, using the best traditional method, as taught at the Rajabhat Institute Universities.

Table 3.1

The contents selected for the experiment in the EFL model.

Content	Text Type	Language Structure	Reading Skills
The Mouse and the Bull period 1 (1 hour)	Narrative genre (fable)	Past tense, action verbs, adjectives, cause/effect, and direct speech may be used.	Comprehend a fable, understand the meaning of the vocabulary, the main idea, and the supporting ideas
The Fierce Tiger period 2 (1 hour)	Narrative genre (fable)	Past tense, action verbs, adjectives, cause/effect and direct speech may be used.	Comprehend a fable, understand the meaning of the vocabulary, the main idea, and the supporting ideas
The Hound and the Fox period 3 (1 hour)	Narrative genre (fable)	Past tense, action verbs, adjectives, cause/effect and direct speech may be used.	Comprehend a fable, understand the meaning of the vocabulary, and sequencing the order of the events.
Good-bye, Baby Bird period 4 (1 hour)	Narrative genre	Past tense, action verbs, adjective, cause/effect, and direct speech may be used.	Comprehend a story from the text, understand the meaning of the vocabulary, and sequencing the order of the events.

Table 3.1 (continued)

The contents selected for the experiment in the EFL model (continued).

Content	Text Type	Language Structure	Reading Skills
The Camping Trip period 5 (1 hour)	Narrative genre	Past tense, action verbs, adjective, cause/effect, and direct speech may be used.	Comprehend the text, understand the meaning of the vocabulary, and sequence the order of the text read, understand the main idea, and the supporting ideas
Hundreds saved from sinking ship period 6 (1 hour)	Journalistic genre	Mainly past tense (headline in present time), action verbs, and who, when, what, where words.	Comprehend a news report, understand the meaning of the vocabulary, the main idea, and the supporting ideas.
Dangerous call period 7 (1 hour)	Journalistic genre	Mainly past tense (headline in present tense), action verbs, and who, when, what, where words.	Comprehend a news report, understand the meaning of the vocabulary, the main idea and the supporting ideas.
Dolphins period 8 (1 hour)	Journalistic genre	Mainly past tense (headline in present tense), action verbs, and who, when, what, where words.	Comprehend a news report, understand the meaning of the vocabulary, the main idea and the supporting ideas.
Steer clear of killer globefish period 9 (1 hour)	Journalistic genre	Mainly past tense (headline in present tense), action verbs, and who, when,	Comprehend a news report, understand the meaning of the vocabulary, the main

Table 3.1(continued)

The contents selected for the experiment in the EFL model (continued).

Content	Text Type	Language Structure	Reading Skills
		what, where words.	idea and the supporting ideas.
Taking elephants to work period 10 (1 hour)	Journalistic genre	Mainly past tense (headline in present tense), action verbs, and who, when, what,where words	Comprehend a news report, understand the meaning of the vocabulary, the main idea and the supporting ideas.
Land of Bikes period 11 (1 hour)	Expository genre (explanation)	Present tense (usually, although past tense may be used), factual information	Comprehend the text, understand the meaning of the vocabulary, the main idea and the supporting ideas.
What's good about Mud? Period 12 (1 hour)	Expository genre (explanation)	Present tense (usually, although past tense may be used), factual information.	Comprehend explanation from the text, understand the meaning of the vocabulary, the main idea and the supporting ideas.
Fresh air to breathe period 13 (1 hour)	Expository genre (explanation)	Present tense (usually, although past tense may be used), factual information	Comprehend an explanation from the text, understand the meaning and sequence the order of the text read.

Table 3.1(continued)

The contents selected for the experiment in the EFL model (continued).

Content	Text Type	Language Structure	Reading Skills
What Plants Do for us. period 14 (1 hour)	Expository genre (explanation)	Present tense (usually, although past tense may be used), factual information	Comprehend an explanation from the text, understand the meaning of the vocabulary, the main idea and the other ideas.
Medicines to make you well period 15 (1 hour)	Expository genre (explanation)	Present tense (usually, although past tense may be used), factual information	Comprehend an explanation from the text, understand the meaning of the vocabulary, the main idea and the supporting ideas
Review texts learnt period 16 (1 hour)	Narrative genre, Journalistic genre, and Expository genre	Review Language Structure learnt	Comprehend the structure of the texts, Understand the meaning of the vocabulary, the main idea and the supporting ideas, and sequence the order of the texts.

Source: Constructed by the author based on the lesson plans.

Role of genre-based learning.

In genre-based learning, the method of teaching English reading is based on the principle of rhetorical structure introduced by Pappas (1993) for expository texts (P) and by Hasan (1989) for narrative texts (H), and by Frederickson and Wedel (2000) for journalistic texts. The justification for the choice of the these three genres is that all three had been mentioned in the range of genres specified in the syllabus. Furthermore it was felt that variety was important in such an experiment. The relative familiarity of most students with the first example of genre, the narrative, would assist the students to feel at ease with this new type of study while the remaining genre would provide contrast and interest. Furthermore, their use would reflect the prevailing interest in content-based teaching of language and promote the practice within the school community of linking language learning to the main subject areas.

The approach emphasizes teaching students to experience, by themselves, the way ideas and propositions are ordered in the text for a particular objective or purpose. For instance, in journalism, the headline normally gives a good idea about the communicative purpose of the news report to the audience. When the students learn or understand purpose they will easily comprehend the main idea and the supporting ideas in genre texts. There are five steps in the experimental lesson plan. First, the teacher explains the learning objective to the students to see if they understand what they have to learn. Then, the explanation of each kind of genre-based rhetorical structure (in both Thai and English), as an explicit scaffold for the students, is used. This scaffold is the most important step because when the students learn, or understand the genre features, they will easily comprehend the main idea and the supporting ideas. Because of this, it can be said that genre is a vehicle that supports the students for their reading comprehension, as seen in the second step. The explicit scaffold can be likened to an actor, first studying the whole play, before playing in it.

In the second step, students perform the role play to experience the meaning implicitly by personification and direct action. Students act according to their roles in each part of the story which appear in the genre features. This helps the students to understand and to comprehend the text read.

In the third step, students complete the vocabulary work by discussing meanings in pairs. This helps the students feel at ease about the results as they have more opportunity to support each other, while discussing the meaning of the vocabulary. The more able students can help the weak ones to do the work and to be able to finish exercise A on time (see step 3 in the lesson plans in Appendix A).

The fourth step is important because there is an interaction among the group members. Students discuss the features of the text and apply this knowledge to find the main idea, supporting ideas and sequencing of the order of ideas or events. In this way,

students can help each other with knowledge. The group members will help each other to do exercise B (see step 4 in the lesson plans in Appendix A). After finishing this, students have a responsibility to report their work to the class.

In the fifth step, each student does his or her own work individually for text analysis in exercise C (see step 5 in the lesson plans in Appendix A). The work is then handed in to the teacher to see if he or she understands the genre features and can use that knowledge as a tool to help him or her to comprehend the text read.

To conclude, the five steps are based on English reading comprehension development in the classroom as a learning cycle (see Figure 3.4). In this way, text-related social skills, such as elaborating other's ideas, come from the interactions, including the processing and presenting of information. Genres are a tool for this and are learnt explicitly as well as through direct experience, involving role play.

Current theory in ESL reading and writing focuses on the interrelationship between the reader, the writer, and the text. Grabe (1993), for instance, discussed the interactive nature of reading in which readers interact with the text, arriving at their own understanding. It is emphasized that in the present research the Australian approach for implementing genre-based method in English reading comprehension classroom learning has been adapted. The approach maps out "a teaching-learning cycle,...in the figure of a wheel" (Cope et al, 1993, p. 10). A modified version of the wheel is shown as Figure 3.4 which is similar in many ways to the wheel used by Dugan in 1997.
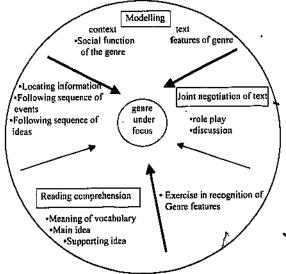
Figure 3.4 A model of the teaching and learning cycle adapted for English reading comprehension.

Source: adapted by the author from Cope, and Kalantzis (1993, p.10)

Hoelker (2000) has also used the Australian approach for teacher training, as based on Christie Gray, Gray, Macken, Martin, and Rothery (1990-1992), Derewianka (1996) and Knapp (1995). This approach was suitably modified for grade seven students in Thailand. All the authors have shown that genre could be implemented in schools. Moreover, the Australian authors produced a guide book for lesson plans. They categorized those genres that can be taught in schools, involving the learning of all school subjects into two divisions, factual genres and narrative genres. The lesson plans used in the present research were constructed from these two categories, emphasizing recognition of genre features to help the student comprehend the text read. The precedent for this is Painter (1986) who explained that "the structure of genre can be highlighted by activities which concentrate attention on one element of structure at a time....". This is done in the lesson plans of the present research through explanation of genre features, and then role play. The emphasis on role play is based on Richards and Rogers (1997) who elaborated on using it to experience genre features in the classroom. A fuller statement on the value of all forms of drama for second language learners such as role play, simulations, and scenarios can be found in Wilburn's work (Wilburn, 1992). Her conclusion (Wilburn, 1992, p. 82) is that through the use of drama "in meaningful settings, students are able to hypothesize, test and modify their language to meet the demands of the situation."

Expected links between attitude and behaviour and reading in EFL.

It is theorised that the genre based learning process that consists of explicit introduction of genre features and direct experience through organised, meaning-based role play during the lessons, helps to achieve better attitude and behaviour towards learning EFL.

Specifically the meaning based roles for each genre also help to experience meaning through feedback from a Vygotskyan perspective as discussed by Roller (2002), Gee (2001), Connor (1996), Bowering (1999) and Mioduser (2002).

In order to link EFL learning and attitude and behaviour to English reading comprehension, a reading comprehension test and an attitude and behaviour model were needed, as was shown in the conceptual model (Fig. 3.2). For completeness sake, both the reading comprehension test and the attitude and behaviour model are presented here, before being elaborated further from a measurement point of view in chapter four.

Table 3.2

English Reading Comprehension for grade seven in Thailand.

Idea level

Inferences for main idea on purpose and context (MI)

Following a sequence of events (FE)

Following a sequence of ideas (FI)

Locating relevant information in the text (L)

Word level

Making inference for word meaning (MIW) (including guessing)

Source : modified from Lim Tock Keng (1994, p. 25) to suit the genre texts used in the lesson plans for this study and the level of participating grade 7 students in Thailand. The abbreviations MI, FE, FI, L and MIW relate to the classification of comprehension categories.

Subjective norms ⟶ reading assignment texts ⟍

Attitudes ⟶ classroom interaction with students ⟶ intentions

Perceived behavioural controls ⟶ course curriculum organization   action
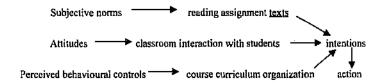
Figure 3.5 Ajzen's (1991) model applied to the EFL reading classroom.
(beliefs about subjective norms (genre texts), attitude concerning interaction, behavioural controls in class).

For the present study, what was needed was an advocacy by learners, trainee teachers, and heads of English departments, for introducing learner-centered changes into the English reading classroom in Thailand through practical interventions. Expected links between learning and attitude and behaviour were postulated to depend on an experience of success for EFL students and their trainee teachers. Achieving better reading comprehension brings feelings of success to the students and similarly to the trainee teachers. In a dynamic framework, their self-confidence is expected to increase (Porter, 1996), through positive feedback based on a Vygotskyan classroom experience rendering the Kennedy and Kennedy (1996) model dynamic (Appendix N).

Hypotheses

In the present study, three main hypotheses are tested. The first is that students achieve better in English (as a Second Language) reading comprehension in the genre-based learning class than in the traditional learning class. The second hypothesis is that students show better attitudes to English reading comprehension in the genre-based learning class than in the traditional learning class. The third hypothesis is that students show better behaviours towards English reading comprehension in the genre-based learning class than in the traditional learning class as a result of the teaching experiment and thus the implementation of a genre based methodology by the teachers is helped by student attitudes.

The three hypotheses are listed for easy reference:

1. The students achieve better in English reading comprehension in the genre-based learning class than in the traditional learning class;

2. The students show better attitudes to English reading comprehension in the genre-based learning class than in the traditional learning class;

3. The students show better behaviours towards English reading comprehension in the genre-based learning class than in the traditional learning class.

Measurement procedures, including the variables and instruments used in the present study, are described in the next chapter.

CHAPTER FOUR

MEASUREMENT: ATTITUDE AND BEHAVIOUR, AND READING COMPREHENSION

This chapter starts with a description of problems with current measurement approaches, before the Rasch measurement model is introduced. The Rasch measurement model solves these problems and is used to analyse a new attitude and behaviour measurement questionnaire and reading comprehension test that is used in the present study. Pilot testing of the questionnaire and test are described, anticipating the Rasch model analysis following in chapter six, after discussion of procedures for data collection and analysis in chapter five.

Measurement

Introduction

The item difficulties used in this study are discussed in terms of ordering from easy to hard, and calibrated, on the same scale as person abilities, while person abilities are ordered from low to high. Calculating item difficulties and person measures on the same scale using a Rasch measurement model will produce a linear scale. This is the reason a Rasch measurement model is used to solve measurement problems in the current study. A linear scale is better than a rank ordering and an improvement on the usual True Score Theory measures.

Problems with True Score Measurement Theory

There are at lea: :ve problems with current variable measures. In the attitude and behaviour measurement area, very few measures have been based on a multi-aspect model in which items are conceptually ordered from easy to hard and are conceptually influenced by a single trait. Many of these measures are based on the use of a Likert scale analysed with True Score Test Theory. The problems with this method are as follows. One, the response categories of strongly disagree, disagree, agree, and strongly agree are not ordered from low to high, as there is a discontinuity between disagree and agree. If a neutral category is used, this further complicates the construction of a linear

measure because it attracts answers such as 'I don't know', 'undecided', 'don't want to answer' and 'indifferent', which themselves are not part of an ordered structure, even if these answers could be separately identified. For this reason it is argued that the Likert response format often does not provide a proper basis for the construction of a linear measure.

Two, it is not determined whether students agree on the difficulties of the items along the scale. There is a need to test whether students agree on the item difficulties.

In a proper linear scale, students with high, medium and low measures of ability will agree that certain items are easy and that others are hard. For instance, persons with low measures are only likely to answer the easy items positively. Persons with medium level measures are likely to answer the easy and medium difficulty items, rather than the hard items, most of the time. Persons with high measures will be likely to answer all easy, medium and hard items.

Three, item 'difficulties' are not tested for conceptual order. That is, in True Score Theory, the theoretical ordering of item 'difficulties' is not tested with the real data to create a linear scale. The Rasch model, on the other hand, tests that item difficulties are ordered.

Four, the item 'difficulties' (from easy to hard) and the person measures (from low to high) are not calibrated on the same interval-level scale. This is a fundamental necessity in the creation of a proper linear scale.

Five, the data for many measures do not show high reliability and construct validity. In the literature, there are many measures of attitude and behaviour in classrooms where reliability is 0.7 or less and where construct validity has not been adequately tested.

Rasch measurement and the RUMM computer program.

Two objectives of this study were to measure two variables, (1) attitude and behaviour towards a genre-based learning of ESL reading, and (2) reading comprehension of English, on interval-level scales. One way to do this was to calibrate all the item difficulties and all the person scores on the same scale, using a Rasch measurement model (Andrich, 1988a,b; Rasch 1980/1960) with the computer program Rasch Unidimensional Measurement Models, referred to as RUMM 2010 (Andrich, Sheridan, Lyne & Luo, 2000).

Use of this Rasch measurement program ensures that only items that contribute logically and consistently to the measurement of attitude and behaviour, and to reading comprehension test, are included in the scales. Any items that do not fit on the scales in a consistent pattern with the other items are rejected.

The most likely reason for an item to be rejected is that it is not consistently measuring the variable attitude and behaviour towards genre-based learning of English, or reading comprehension. The RUMM 2010 computer program tests that items fit the model from 'easy' to 'hard', and calibrates the person measures from low to high. These measures of the attitude and behaviour, and reading comprehension, are calibrated on the same scale with the item difficulties. A separate scale for the questionnaire and for the test is obtained through separate Rasch model analyses for each.

The RUMM 2010 program estimates threshold parameters to create an ordered threshold structure, in line with ordered response categories of the items. Within a four category response set (as in the present attitude and behaviour measure), there are three thresholds or boundaries, and it is necessary for these to be aligned with the order of the response categories for satisfactory discrimination or differentiation between measures. In the present study, ability measures are the students attitude and behaviour score and, at a threshold between two response categories, there are odds of 1:1 of answering in either category.

Parameter estimates are substituted back into the model and the RUMM 2010 program examines the difference between the expected values predicted from the model and the observed values, using two tests of fit. The first is the item-trait test-of-fit (a chi-square) which examines the consistency of the item parameters across the students with differing measures along the scale (see Andrich & Van Schoubroeck, 1989, p. 479-480 for the equations). Essentially, a consensus is obtained for all item difficulties across students with differing measures along the scale. If students cannot agree on the difficulty of an item, then the item is discarded.

The second test-of-fit is the person-item interaction which examines the response patterns for students across items and for items across students. The residuals between the expected estimate and the actual value for each student-item are summed over all items for each student and over all students for each item (see Andrich & Van Schoubroeck, 1989, p. 482, for the equations). When the data fit the measurement model the fit statistics approximate a distribution with a mean near zero and a standard

deviation near one. Negative values indicate a response pattern that fits the model too closely, probable because response dependencies are present (see Andrich, 1985).

After a successful fit on the linear scale, (Fig. 4.1) persons with high measure are likely to be able to answer the high, medium and easy items positively. Persons with medium measures are likely to be able to answer only the medium difficulty and easy items positively. Persons with low measures are likely to answer only the easy item positively. They are unlikely to be able to answer the medium and hard item positively.
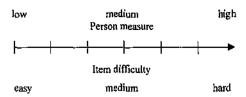
Figure 4.1 Idealised scale of item difficulties with person measures.

Attitude and Behaviour Measurement

A new attitude/behaviour questionnaire

From the analysis of the attitude/behaviour questionnaires, a new model for English Reading Comprehension Development in the Classroom was devised to overcome the problems of enabling meaningful intervention for reading comprehension improvement through classroom based actions. The model, as implemented by the questionnaire, was described in Fig 3.2 of chapter three. Some further details are given here that are relevant to the measurement process. In the questionnaire (Appendices M and D), questions are grouped under three major headings related to text, interactions, and controls, respectively, all amenable to classroom interventions by the teacher as a facilitator. The questions within these groups are grouped under subheadings that are arranged according to an order of increasing difficulty, as far as possible, as found by a pilot group of students not participating in the current study who were asked to respond to them. The questionnaire was revised also after discussions with the researcher's supervisors. Ordering is essential for establishing a unidimensional scale as described by Waugh (2002,pp.67-68). The questionnaire items were grouped under their various

headings so that it would be clear to the convenience sample of 300 grade 7 students at a large provincial government school what was being asked of them. Thus all items were written in a positive sense, with an ordered response format, from easy to hard. All items were written in Thai. An English translation that was used for discussions is provided also in Appendix D. The English "teacher's version" (Appendix M) was used with the trainee teachers as part of the qualitative data collection process for the group discussions. A Rasch model analysis of the student questionnaire was performed after some preliminary checks with peers and pilot testing with some grade seven students who were not participating in the study. After only some minor corrections, the full 96 item questionnaire was later administered before Rasch model analysis to 300 grade seven students at a large provincial government school. This will be discussed in detail in chapter six. However, after the pilot testing, the researcher was quite certain that the questions were understandable at the grade seven level, and that the questionnaire could be completed in less than one hour by all respondents. Details of the pilot testing follow.

Pilot testing of the questionnaire

In general, pilot testing involved having the questionnaire scrutinized by peers, and then administered to a sample of prospective students of the same grade level not participating either in the Rasch model analysis sample or in the experiment. Administration involved letting them do all questions, observing the time, then talking about their experience in class with their teacher.

The first step was achieved through scrutiny before, during, and after a graduate seminar in Perth in April, 2000. Based on this scrutiny, as well as suggestions by the researcher's supervisors, the language of the questionnaire was simplified so as to be understandable at the grade seven level. All questions were retained. The total number of questions was 96. The questionnaire was translated into Thai and scrutinized again with Thai native speakers at Rajabhat Institute Muban Chombung who were familiar with similar questionnaires in the Thai language at grade seven level. Those native speakers who were experts in testing found the questionnaire acceptable.

The Thai version was then administered by a trainee teacher teaching grade seven in another school, not the participating schools in the research. It was observed that the students took about one hour to complete the questionnaire. The trainee teacher asked the students whether they understood the questions or not, and whether they understood the difference between expectation (attitude) and actual (behaviour) in the questions.

The trainee teacher reported that in the class of thirty grade seven students all answered the above questions affirmatively, saying that they understood the questions and that they knew the difference between what they expected to happen and what really happened in the classroom. They felt that they could, in general, do more than what they had thus far achieved in English. Moreover, for the future, they felt that they could do even better. After seeing these results, the researcher decided to use the Thai translated questionnaire without change for the Rasch model analysis with the convenience sample of 300 grade seven students.

Reading Comprehension Measurement

The reading comprehension test

In constructing the test, the objective was to have both comprehension categories and genre variety adequately covered in the test items. Comprehension categories included locating relevant information in the text (LI) represented by 26 test items from all three kinds of genre texts, expected to be easier with genre knowledge than without. The second comprehension category was following a sequence of events (FE), relevant mainly to the narrative genre and journalism, represented by two items. The third comprehension category was following a sequence of ideas (FI), mainly relevant to the expository/explanation genre represented by only one item. The last two comprehension categories related to main idea identification (MI) represented by 15 items, and word level inference (MIW) represented by 16 items. Classified by genre types, the same sixty items can be broken down into 21 from narrative texts, 7 from journalistic texts, 25 from explanations and another 7 undefined in terms of genre category. The original test is given in Appendix E based on the categories introduced.

Pilot testing of the reading comprehension test

There was limited opportunity to pilot test the reading comprehension test before the Rasch model analysis, since extensive scrutiny and several revisions based on consultations with the researcher's supervisors was felt to be more important for quality control. Only one grade seven student of high ability took the test and completed it in one and a half hours. Later, the test was administered to the convenience sample of 300 grade seven students without change, giving instructions that it was a difficult test and thus they should use their best guesses about the meanings of words since they would

want to do their best. Correct answers only would be counted. This may have introduced a bias for guessing, however it was judged to be both pedagogically and procedurally realistic in a competitive learning environment in Thailand. It was also ensured that students were sufficiently physically separated so that they answered the questions independently. The test turned out to be more difficult than expected. Some of the difficulty was due to design, since the comprehensive set of English reading materials included different genre texts (narrative, expository, journalistic) both from Thailand and Australia. The test was checked by curriculum experts both from Thailand and by the researcher's supervisor in Australia. After Rasch model analysis, 18 items of the original 60 were found to give a meaningful unidimensional scale, a little fewer than the 1:3 signal-to-noise ratio obtained for the questionnaire, where 36 items out of 96 were found to form a unidimensional scale. This consistency indicated that the questionnaire and test were designed with similar care, and that the response pattern of grade seven students supported the data collection instrument, giving the researcher confidence in the process itself, and also of the representative character of the convenience sample of 300 students. This point will be further discussed in the conclusions and recommendations chapter at the end of the dissertation as one of the advantages of using the Rasch measurement model and the RUMM 2010 computer programmme (Andrich,Sheridan, Lyne, & Luo, 2000) to solve measurement problems.

The next chapter explains the procedures for data collection and analysis of the present research. In chapter six the Rasch model analysis results are presented.
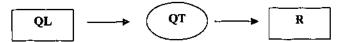
CHAPTER FIVE

RESEARCH DESIGN
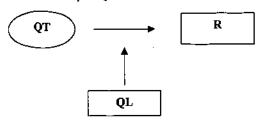
This chapter on methodology first locates the current research in the qualitative and quantitative choice of methodologies. Then it applies a combined qualitative and quantitative process design to the data collection and analysis process. A description of the whole process follows with validation (phase 1), experimental control, (phase 2) and evaluation (phase 3), ending with the discussion group that evaluates results for future implementation.

A mixed method framework based on social constructivist pragmatism was chosen as a theoretical framework, as described by Tashakkori (1998,p.44). In Figure 5.1, the approach of combining qualitative and quantitative paradigms is illustrated. Tashakkori represents in his diagram qualitative processes by squares, quantitative processes by circles or ellipses. He connects these by arrows showing how quantitative and qualitative processes are combined in different research designs to achieve desired results. Results, as interpreted and applied to policy analysis, are always qualitative in implementation through human intervention. Thus results are also represented as squares on the diagram. The figure below shows four possible ways of combining qualitative and quantitative design elements for a research study and these are described as four possible scenarios A, B, C, and D. The choice for the current research is a modified version of scenario A. An additional quantitative ellipse is inserted for the Rasch model analysis of the questionnaire and test with the convenience sample of 300 students at the beginning, and an additional qualitative square is inserted for the journal and discussion group analysis before the results. Results are achieved through a discussion group managed experimental research design, relying equally on questionnaires, tests, journals as well as brain storming and problem solving discussions. This is an incidence diagram, with the arrows denoting activities starting from, or ending in nodes, that are methodologies or results, thus showing links. A process design of the research model is given in Fig. 5.2, before details of data collection analysis and experimental control are described in the following sections.
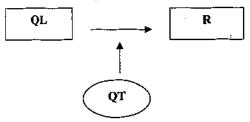
A. Qualitative methods to develop Quantitative Tools

B. Qualitative Methods to Explain Quantitative Results

C. Quantitative Methods to Enlarge on Qualitative Study

D. Quantitative and Qualitative Methods Equal and Parallel

Note   R = result   QL = Qualitative   QT = Quantitative
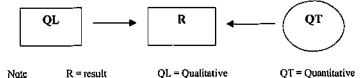
Figure 5.1   Illustration of different scenarios for combining qualitative and quantitative methods (Tashakkori & Teddlie, 1998, p. 44)

Pilot study

The attitude and behaviour questionnaire in Thai was checked to make certain that the students at grade seven level could understand it. There were two checks, one testing by experts at Rajabhat Institute Muban Chombung and the second by students. It was pilot tested by 30 grade seven students in a secondary school in Chombung,

where some trainee teachers (who were not participating in the experiment) were practice teaching. The questionnaire was first explained to the class by the trainee teacher showing how to reply to each response category, then one hour was given to the class to complete the questionnaire. All students completed it in less than an hour and handed in the results to the trainee teacher who then asked them whether they had any difficulties in understanding questions or in responding to what they expected and what they actually did in each question. They all replied that they had no difficulties and that they all felt they could do better than what they actually did in most areas, and in the future, they expected to do even better.

The reading comprehension test was checked several times by the researcher, the three trainee teachers, and the researcher's supervisor, until a satisfactory test covering all comprehension objectives and all genre categories was constructed in the 60 item test. Testing experts at Rajabhat Institute Muban Chombung scrutinized the test and found it satisfactory for grade seven students. The test was then taken by one volunteer grade seven student at the top of the class at the same school where the questionnaires were tested. It was found that even for the brightest student in the class, this test took one and a half hours. Therefore the researcher expected that, for the 300 participants, the test would be difficult.

Data collection and analysis (Phase 1)

The first step of the data collection for phase 1 was to administer the attitude and behaviour questionnaire, and English reading comprehension test, to 300 students in a large provincial secondary school. These grade seven students were similar to the grade seven students used in the experimental and control groups, but separated from the participants of the experiment, since they came from a different location. The school chosen for the validation of the questionnaire and test had about twelve grade seven classes of between 40 to 45 in each. This Thai secondary school was located in Samutsakhon province about 130 kilometers from Rajabhat Institute Muban Chombung. This was near the practice teaching school centre for the Rajabhat Institute Muban Chombung, but it was not where practice teaching occurs.

Sample (phase 1)

The 300 sample of gender-mixed grade seven students in the school came from Samutsakhon province as mentioned before. They have similar characteristics and

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ability to those in the experiment in Ratchaburi. The socio-economic indicators are similar and the school size with 110 teachers and about 2500 students was also similar to one of the schools participating in the experiment. It can be considered representative of many other schools in Thailand. The questionnaire was scheduled for an hour and the test for another two hours for 12 classes of grade seven students, from 09.00 a.m. to 12 noon. The monitors were twelve, fourth year English major students from Rajabhat Institute Muban Chobung together with the researcher.

The data collected were taken to Rajabhat Institute Muban Chombung for data preparation before analysis with the RUMM (Rasch Unidimensional Measurement Model, Andrich, Sheridan, Lyne & Luo, 2000) computer program later on.

Ethics Procedure (phase 1)

The school principal was contacted by the Rajabhat Institute Muban Chombung President to ask if the school would be willing to participate in this classroom research. The signed letter of participation, as approved by the Edith Cowan University Ethics Committee, had been returned (Appendix C) indicating willingness to participate. The letter outlined the purpose of the study and ensured the school and the students of confidentiality. Students had the right to refuse to participate, and finally, to withdraw from the questionnaire and test analysis study. Signing the letter indicated satisfaction by the principal, and all participants, of the terms and conditions of the questionnaire and test analysis exercise.

Data preparation (phase 1)

After the administration of the questionnaire to the convenience sample of 300 grade 7 students, the checked questionnaires were collated by student code number and entered into an Excel program. For the attitude and behaviour questionnaire, there was the student code number and there were the item numbers in the same row from left to right. The student code number started from number 1001 and continued until 1300 (300 students). The item numbers started from 1 and continued until 96 (96 items). Item response ranged from 1 to 4. The data were entered into an Excel program as shown in Table 5.1.

Table 5.1

Attitude and behaviour questionnaire data sample (Excel program)

Item no. / Stu. code	1	2	3	4	etc ———➤ 96	Total score
1001	2	3	2	3		
1002	3	1	3	2		
1003	2	3	1	2		
1004	1	2	3	4		
:						
:						
:						
:						
1300						

Student responses were entered 1 (for never), 2 (for mostly did not agree), 3 (for sometimes agreed), and 4 (for always agreed). To interpret these numbers, the first student, 1001, chose 2, 3, 2, 3 for items 1, 2, 3, 4 respectively, meaning that he/she 'mostly did not agree' (2), 'sometimes agree' (3), 'mostly did not agree' (2), and 'sometimes agreed' (3) with items 1, 2, 3 and 4, respectively.

Table 5.2 shows how the data for the reading comprehension test were entered into the Excel program. The test had multiple choice answers, and all the answers, other than the correct ones, were scored zero. A 1 was entered for each correct answer, while a 0 was entered for each incorrect answer. This was a case of data reduction, since the way incorrect answers differed in terms of the decoys used was ignored. This is general grading practice for similar tests when grades are given to the students.

Table 5.2

Reading comprehension data sample (Excel program)

Item no. / Stu. code	1	2	3	4	5	etc ──► 60	Total score
1001	0	1	1	0	1		
1002	1	0	0	0	1		
1003	1	0	1	0	1		
1004		.					
:					.		
:							
:							
:							
1300							

After all data was entered in Excel files, it was converted into a word-text document ready for Rasch analysis, described in chapter six. The Rasch analysis produced linear scales, with non-fitting items deleted. The measures of these two scales represented English Reading Comprehension Development in the Classroom (ERCDC) for attitude and behaviour, and reading comprehension performance in English. These measures are used in phase 2 (chapter seven) for comparative analysis of the experimental and control group results. That is, the Rasch scores were used in ANOVA and t-tests for the experimental and control groups, to test for significant differences, separately for each of reading comprehension, and attitude and behaviour measures, using the SPSS computer programs (Pallant, 2001).

Data collection and analysis (phase 2)

The experimental design (phase 2)

The teaching experiment was implemented in three selected schools, through simple random sampling assignment, with 15 grade seven students in each of the experimental and control groups. The specific genre-based rhetorical structure method was used in the experimental group, while the traditional teaching method was used in the control group. The length of the experimental study was 16 periods (50 minutes

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each). Two extra days, at the beginning and the end of the experiment, respectively, were included for the pretest and posttest sessions. Three extra hours, on the day before and on the day after the experiment, were provided for the attitude questionnaire and English reading comprehension test. Upon the completion of the experimental teaching sessions after 16 teaching periods, both experimental groups and control groups of students in each school were given the reading comprehension, and the attitude and behaviour questionnaire posttests, which were the same as the pretests, to see whether the students improved in English reading comprehension, and in attitude and behaviour, based on the treatments received.

Sample (phase 2)

Three provincial schools within the Rajabhat Institute Muban Chombung area of trainee teacher practice were chosen for the teaching experiment. While the first was a large provincial school similar to the one included in Phase 1, the other two represented a typical small provincial village temple school, and a middle sized school. By choosing these three schools, major types of provincial government education delivery were covered. Thus the results may have relevance for most of Thailand, except metropolitan Bangkok. (Photographs of the schools are also given in the Appendix B with some classes being taught by the trainee teachers participating in the experiment).

Procedure (phase 2)

The researcher conducted the experimental research in the three selected schools: school one, school two and school three. One trainee teacher in each of those schools was the teacher in both the experimental and control groups with 15 students in each. The three trainee teachers all volunteered for the study and were chosen based on their grade in a methodology of teaching course. In the Methodology course, they had all studied both genre-based and traditional teaching methods.

In preparation for the experiment, the three trainee teachers were asked to attend the first discussion group for this experimental research. The three heads of the English departments from the participating schools were also invited to join the first discussion group. They were expected to facilitate and to discuss problems of English reading comprehension. The researcher explained how to use the genre-based method lesson plans in the experimental group and how to control the instruction according to the traditional teaching method lesson plans in the control group. The three trainee teachers studied the plan of the research study and how to administer the English reading

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comprehension test, and the attitude and behaviour questionnaire, at different times before and after the experiment. The consent forms (approved by the ECU Ethics committee) asking permission to conduct the teaching experiment with grade seven students in each school, were sent directly from the president of Rajabhat Institute Muban Chombung to all schools (Appendix C).

The pretest session: At the beginning of the experiment in February 2002, both experimental and control groups were given the pretest based on the attitude and behaviour questionnaire, and the English reading comprehension test. The questionnaire and the test were administrated in one day, first the questionnaire, then the test. It took a total of three hours, one hour for the questionnaire and two hours for the English reading comprehension test.

The teaching experiment: After the pretest session, the experimental group in each school was taught with the genre-based instructional method lesson plans, while the control group was taught through the traditional teaching method lesson plans. The same trainee teacher in each school taught each of the two groups, four periods (50 minutes each) a week. The two different teaching methods can be described as follows:

In the experimental group, the trainee teacher followed the lesson plan of the genre teaching method which consisted of the following steps (see appendix A1).

1. The objectives of the lesson and vocabulary presentation;

2. Presentation of genre features along with story chart, part-by-part as per the lesson plan. Students practice reading text according to each part of genre feature learned and do the role play;

3. Students do vocabulary exercises individually and in pairs;

4. Students read the text in groups and discuss to see if they recognize genre features. They do group work on the genre features learned, apply it to the text, report to class; and

5. Students do individual work and hand it in to the teacher.

In the control group, the trainee teacher followed the lesson plan of the traditional teaching method which consisted of the following steps (see Appendix A2).

1. The teacher's presentation of vocabulary items and necessary expressions in the text to students (in both Thai and English);

2. Students practice by repeating after the teacher: the whole class, groups, and individually;

3. After that students may read the whole passage silently or aloud;

4. Then students practice answering the questions on the text, including written assignments; and

5. Students do the production by reading text and do the reading comprehension exercises themselves.

The posttest session: Upon the expiration of the experimental study after 16 periods of instruction, both groups of students in each school were given the posttests, which were the same as the pretest. Each test was administered one at a time in the same day. The first was the questionnaire, the second the English reading comprehension achievement test.

Collection of Data: From the pretest and posttest session, the collected data from the experimental and control groups in the three selected schools were returned and checked. They included the answer sheets on the English reading comprehension test, and the attitude and behaviour questionnaire. The results of the discussion group session were summarized by the researcher. The trainee teachers journals were also collected and analyzed by the researcher.

Treatment of data: The procedures in preparing the collected data for analysis were as follows. First, all the answer sheets for the test of English reading comprehension, and for the attitude and behaviour questionnaire, both for the experimental and control groups in each school, were scored by the researcher. Then the data were entered into an Excel program and a word text format, for subsequent analysis with the RUMM and SPSS computer programs.

Research design

A randomized assignment pretest-posttest design was used in the present study. The teaching experiment involved three selected schools in each of the experimental and control groups. The instruction through the use of the genre based rhetorical structure method was the treatment in the experimental group, while the traditional teaching method was taught in the control group. The length of the experimental study was 16 periods (50 minutes each). Two extra days were included for the pretest and posttest session as shown:

At a Methods and Approaches in Teaching
English course, (English 1023602)
instruct trainee teachers
in two methods of teaching
a, traditional method TM
b, genre-based rhetorical structures GRS

Phase 1

Rasch-validation of English reading
comprehension test and attitudes questionnaire N = 300

Phase 3a

Conduct first discussion group meeting
(Trigger, Explore)

Phase 2

Pre-test control group (reading test & attitude and behaviour) questionnaire	Pre-test experimental group (reading test & attitude and behaviour questionnaire)
Instruct control groups Using TM (4 weeks)	Instruct experimental groups Using GRS (4 weeks)
Post-test control group (reading test & attitude and behaviour questionnaire)	Post-test experimental group (reading test & attitude and behaviour questionnaire)

Phase 3b

Conduct second discussion group meeting: Strategize, Treat (3 trainee teachers 3 with
3 English Department Heads, conducted by researcher) using TEST procedure ,
TEST: Trigger, Explore, Strategize, Treat (Matthews, 1993)

Report results

Figure 5.2   A process design of the experimental research for data collection and
analysis (Source : created by the author for this study).

<u>Pretest and posttest (phase 2)</u>

The 36 validated items measuring attitude and behaviour, and the 18 validated items measuring English reading comprehension, were converted to Rasch scores. The items in the pretest and posttest (attitude and behaviour and English reading comprehension test) were from the same questionnaire and the same test papers that had been used before the experiment (for three experimental and three control groups), in order to see whether there were any changes before and after the experiment, as shown in Table 5.3.

Table 5.3 <u>The pretest and posttest administration for the experiment</u>

	Pretest	Posttest
Experimental group N = 45	attitude and behaviour & reading comprehension	attitude and behaviour & reading comprehension
Control group N = 45	attitude and behaviour & reading comprehension	attitude and behaviour & reading comprehension

<u>Controls in the experiment (phase 2)</u>

Problems may occur during the experiment which might influence the result. These may be related to the participants or the processes during the experiment. Before the experiment, a random sampling assignment process was used to allocate the students into the experimental group and the control group. This resulted in the characteristics of both groups being statistically similar. The work of the three trainee teachers was organized so that the treatment of the students in each class were the same as each other.

One trainee teacher taught both the experimental and the control groups of fifteen students in each of the schools. That is, the same teacher taught both groups, but different teachers taught at the different schools. All three trainee teachers were English majors who had obtained the same (high) grade in their teaching methodology course and were now fulfilling the practice teaching requirements of their degrees. They had all studied the specific genre-based rhetorical structures method, as well as the traditional teaching method, and participated in designing their lesson plans as part of the course.

During the design of the lesson plans, content was selected on the basis of vocabulary items and structures required in the English grade seven curriculum by the Ministry of Education in Thailand. The content of both sets of materials was controlled by using the same texts for both the experimental and control groups, so that there was equivalence between the two sets of lesson plans on vocabulary items, structure, and variety of text types. For the lesson plans, the same texts were used. Only the methodology of teaching was different. Appendix A contains a representative set of lesson plans.

The reading comprehension pretest and posttest were the same for both groups. It was pilot tested and validated in phase one, similarly to the attitude questionnaire, then entered into Excel data file, similarly to the data preparation shown in phase 1. These were subsequently converted to Rasch measurement scale scores as shown in Appendix J before analysis of comparative results shown in chapter seven.

The timing of experimental and control groups each day alternated. The trainee teachers first taught one, then the other group in succeeding time periods through the experimental and control method (while the other group would do independent reading under the supervision of the regular teacher at the schools) as shown in Table 5.4.

Table 5.4   Timetable during the experiment

Monday	Tuesday	Wednesday	Thursday	Friday
GRS	TM	GRS	TM	GRS
TM	GRS	TM	GRS	TM

GRS is the genre based rhetorical structures taught to the experimental group.
TM is the traditional method taught to the control group.

In practice, two classrooms needed to be used simultaneously, one controlled by the trainee teacher, and one by the regular teacher. Thus the heads of the English departments needed to arrange for additional classroom resources. In addition, participating students would have twice the usual number of English classes during the four weeks of the experiment, although the actual teaching time would remain the same, the other period being spent in silent reading under the supervision of the regular teacher. The trainee teacher in each school also taught twice the normal required

teaching periods during the experiment, since she or he had to teach both the experimental and the control groups separately during the same day, one after the other.

Schedules were at different times of the day (morning, noon, afternoon) in the three schools, allowing the researcher to visit all three schools. Schools were visited at least twice a week during the experiment and the trainee teachers discussed their weekly journals with the researcher as part of supervisory control. Other controls were maintained, such as similar amounts of homework, similar amounts of explanations in Thai and English, and continual monitoring of the lessons.

·· In summary, a great deal of care was exercised to treat the experimental and the control groups the same in every way, except for the teaching methodology. Therefore any measured differences in attitude and behaviour, or reading comprehension, could reasonably be attributed to the difference in teaching methodology.

Data collection and analysis (phase 3)

Discussion group meetings (phase 3)

The three trainee teachers and their heads of English departments formed a discussion group to discuss teaching experience, starting with the first, "triggering and exploring" session already mentioned. After the experiment, they had available the English reading comprehension performance grades of the students, both before and after the teaching experiment, the trainee teachers journals, and, finally, the preliminary triangulation of attitude results based on the journals and the student questionnaires. The discussion group's agenda was based on the procedure of Matthews (1993) called TEST, previously used for training English language reading tutors. It was therefore more structured then other groups, as the discussion had not only some objectives to resolve, but was also used as a training vehicle in collaborative problem solving for the trainee teachers and their English department heads. TEST is a four step process including "Trigger, Explore, Strategize, Treat". Triggering and exploring was addressed in the first session of the discussion group before the practice teaching with a general information sharing strategy. The strategy was used to stimulate expectations about genre-based teaching methodology. Strategizing and treating was addressed in the second group discussion after the teaching practice when results were available, a problem solving session was organized which considered strategies for treating implementation problems. From this, a set of conclusions and recommendations followed, and are summarized by the researcher in chapter eight. The researcher was

the chair person and reporter of the discussion group sessions, summarizing conclusions for the participants at each session and a set of agreed conclusions and recommendations at the end.

The next chapter discusses results of the data analysis of phase 1, while chapter seven will give the comparative experimental results.

Discussion group data (phase 3)

The three trainee teachers were asked to record their observations in Thai during their teaching sessions. These journals contained confidential observations and thoughts and were discussed each Friday with the researcher. A summary of their observations and thoughts is contained in chapter eight where experimental results are triangulated with the trainee teachers observations. Thus the themes from the journals were cross-checked with the validated student questionnaire results.

CHAPTER SIX

DATA ANALYSIS (PHASE 1)
CREATING SCALES TO MEASURE ATTITUDES
AND BEHAVIOUR TOWARDS READING COMPREHENSION,
AND ACHIEVEMENT OF READING COMPREHENSION

This chapter describes the process of data analysis for the students' attitude and behaviour questionnaire, and the reading comprehension test, using the Rasch Unidimensional Measurement Model (RUMM) computer program (Andrich, Sheridan, Lyne & Luo, 2000). The results are presented by tables, figures and descriptive text. The general meaning of the students' attitudes and behaviour towards reading comprehension (questionnaire) and reading comprehension (test) are discussed, and the relevant aspects are also discussed. The data on the variables attitude and behaviour towards learning English and English reading comprehension support the view that the data are valid and reliable.

Data analysis with the RUMM computer program

Responses for the attitude and behaviour questionnaire were entered into an Excel file according to the response category codes (one, two, three or four) and converted to a text file. Also, the responses for the English reading comprehension test were entered into an Excel file, as per the response category codes (zero for wrong and one for right) and then converted to a text file. The data were analysed using the Rasch Unidimensional Measurement Model (RUMM) computer program (Andrich, Sheridan, Lyne & Luo, 2000).

Several steps were taken in order to create a proper interval level scale of students' attitude and behaviour, and English reading comprehension. First the item thresholds were checked to see that they were ordered in line with the ordering of the response categories. Only those items with ordered thresholds (indicating that the response categories for the item were answered consistently and logically) were included in the final analysis. The other items were deleted. Then, the residuals were examined. A residual is the difference between the expected item 'response' calculated according to

the model and the actual item 'response' as marked by students. Residuals should be as close together as possible for a good fit but in practice are acceptable within −2sd < x < +2sd. The item-trait test-of-fit chi-square tests the consistency of the item parameters across the students' attitude and behaviour questionnaire, and the English reading comprehension test measures for each item, after that, the person-item trait fit was investigated to determine whether there was agreement among students as to the 'responses' of all the items along the scale. The non-performing items of students' attitude and behaviour questionnaire (60 items out of 96, determined through the steps described) and the non-performing items of English reading comprehension (42 items out of 60) were deleted from the scale, thus creating a proper scale with only items that fitted the measurement model. Variable measures were calibrated on the same scale as the item difficulties by the RUMM program.

Results of Phase 1 testing

Attitude and Behaviour measure

The summary statistics of the Rasch analysis are shown in Table 6.1. Table 6.2 shows the items that fitted the Rasch model for attitude and behaviour, and their item difficulties in logits. Appendix F shows the person-item map of the student attitude and behaviour measures, and item locations on the same scale. Figure 6.1 shows the item thresholds and person measures on the same scale. The item difficulties are ordered from 'easy' to 'hard' and the attitude and behaviour measures are ordered from low to high.

Reading Comprehension measure

The summary statistics of the Rasch analysis are shown in Table 6.3. Figure 6.2 shows the person-item map of the student measure of the English reading comprehension and item difficulties on the same scale from 'easy' to 'hard' with the student measures ordered from low to high. Low is at the bottom of the figure (-) while high is at the top (+). Items are labelled according to comprehension categories. Further details are given in Appendix G.

Results of Rasch analysis

Attitude and Behaviour measure (psychometric characteristics)

Of the original 96 items of the attitude and behaviour measure, 60 did not fit the measurement model, in either the real or ideal aspect, and were deleted. Of the 36 items that did fit the measurement model, 18 items measured a real (or behaviour) aspect of students' attitude and behaviour (that is what really happens), and 18 items measured an expectation (or attitude) aspect of students' attitude and behaviour (that is what I expect should happen). Together, these 36 items fitted the measurement model and the data formed an interval-level scale from which valid and reliable inferences can be made.

Table 6.1

Summary statistics for 36 item students' attitude and behaviour measure.

	Items	Students
Number	36	296
Location mean	0.00	0.69
Standard deviation	0.72	0.81
Fit statistical mean	0.18	0.32
Standard deviation	0.90	1.85
Item-trait interaction chi square	=	170.75
Probability of item-trait (p)	=	0.06
Degrees of freedom	=	144
Student Separation Index	=	0.92
Power of test-of-fit	excellent (based on the Separation index)	

Notes on Table 6.1

1. The item means are constrained to zero by the measurement model.

2. When the data fit the measurement model, the fit statistic approximates a distribution with a mean near zero and a SD near one (a good fit for this scale). They are reported only to 2 decimal places because the error is to two decimal places.

3. The item-trait interaction indicates the agreement displayed with all items across all students from different locations on the scale (acceptable for this scale).

4. The Student Separation Index is the proportion of observed variance considered true (in this scale, 92% and excellent).

5. Standard errors are between 0.08 and 0.10.

The item-trait test-of-fit is acceptable and supports the claim of creation of a unidimensional scale ($X^2 = 170.75$, $df = 144$, $p = 0.06$) (the null hypothesis is that there is no significant interaction between the responses to the items and the person measures along the trait). There was a reasonable consensus among students about the difficulties of the items, ordered along the scale from 'easy' to 'hard'. This means that students with low, medium or high measures agreed that certain items were easy, that others were of moderate difficulty, and that some others were hard. Category threshold values (Table 6.6) are ordered from low to high, which indicates that students answered the response categories consistently for the 36 items. The Index of Separability for the 36 item scale with the four response categories is 0.92. This means that the proportion of observed variance considered true is 92 percent, and this is similar to traditional reliability, using Cronbach Alpha. The RUMM computer program rates the overall power of tests-of-fit in the categories of too low, reasonable, good, or excellent, and, in the case, it was rated as excellent, based on the Index of Separation.

Table 6.2

The final 36 items for the attitude and behaviour measure.

Questionnaire item		My expectations	This is what really
Original Item no.	New item no.		happened

Subgroup: Interpersonal attitudes and interactions in the classroom (16 items)

Opportunity of interaction (student/student)

Old No.	New No.		
59-60	1-2 I can have more opportunity to participate in activities among friends.	-1.50	-0.50
51-52	3-4 I like to talk or study in pairs.	-0.94	-0.40
49-50	5-6 I like to learn new words from friends.	-0.77	-0.32
	Student and teacher in class		
43-44	7-8 I like the way my teacher teaches me English reading.	-0.56	-0.05
	Group work (student/student)		
55-56	9-10 I like to compare different points of view found in reading with friends.	-0.40	0.53

Questionnaire item		My expectations	This is what really happened
Original item no.	New item no.		
Old No.	New No.		
53-54	11-12 I can tell my friends whether I believe what I have read, or not.	-0.35	0.55
	Student and teacher out of class		
41-42	13-14 I can discuss my hobbies and my future plan with my teacher.	-0.16	+0.86
39-40	15-16 I can talk to my teacher informally about news, sport, and everyday life related to my reading assignment.	-0.14	+0.85
Subgroup: Perceived behavioural controls in the classroom (10 items)			
	Classroom assignment		
83-84	17-18 I can study reading materials in groups with other friends.	-0.45	+0.51
81-82	19-20 I can participate in class discussion.	-0.37	+0.25
	Self discipline		
73-74	21-22 I can use note for stories, information about my reading assignment.	-0.25	+0.76
75-76	23-24 I can finish my reading tasks in time.	-0.03	+0.84
37-38	25-26 I can make an appointment to see my teacher in his/her office to discuss my reading.	-0.02	+1.21

Questionnaire item		My expectations	This is what really
Original Item no.	New item no.		happened
			z_2
Old No.	New No.		

Subgroup: Genre based learning text (10 items)

	Meaning		
7-8	27-28 I like to guess the meaning of the words in the text.	-0.75	0.51
	Purpose of using text		
31-32	29-30 I find English reading is useful.	-1.43	-0.69
29-30	31-32 I can read English at home.	-0.39	0.23
	Comprehension		
15-16	33-34 I can find the causes of the problem after reading.	0.07	1.16
	Text for reading		
3-4	35-36 I like reading news reports in English.	0.44	1.81

In Table 6.2, it is of interest to observe the range of values from easiest to hardest going down from the top of each subgroup to the bottom. For the subgroup interactions, this range is -1.50 to -0.14 for the expectations perspective and -0.50 to +1.21 for actual perspective (what really happened). For the subgroup behavioural controls, this range is 0.45 to -0.02 for the expectations perspective and +0.25 to +1.21 for the actuals. For the subgroup genre-based learning text, the range is -1.43 to +0.44 for the expectation perspective and -0.69 to +1.81 for the actual perspective. This is intersting because it shows some overlap in the three factors, part of the same unidimensional scale.

```
LOCATION          STUDENTS              ITEM DIFFICULTIES

 4.0   HIGH MEASURE OF            |    HARD ITEMS
       ATTITUDE                   |
       AND BEHAVIOUR              |
                                  |
                             X    |
 3.0                              |
                                  |
                             X    |
                             X    |
                            XX    |
 2.0                         X    |
                          XXXXX   |
                          XXXXX   !    4LNT
                        XXXXXXXX  |
                         XXXXXXX  |    16CCT
                    XXXXXXXXXXXXXX|    76SDC,   58SDC
                 XXXXXXXXXXXXXXXXXX|   54GWI,   40STOI,  42STOI
                   XXXXXXXXXXXXXX |    84RGC,   74SDC
                XXXXXXXXXXXXXXXXXX|    3LNT,    82RGC,   56GWI
                    XXXXXXXXXXXX  |    30PUT
 0.0                XXXXXXXXXX    |    8GMT,    75SDC,   15CCT,   37SDC
                    XXXXXXXXXX    |    52PWI,   50PWI,   44STI,   73SDC
                       XXXXXXX    |    81RGC,   55GWI,   53GWI,   39STOI,  60SSI,  41STOI
                        XXXXXX    |    29PUT,   43STI,   83RGC
                          XXXX    |    32PUT,   7GMT
-1.0                       XXX    !    49PWI
                            XX    |    31PUT,   51PWI
                           XXX    |    59SSI
                             X    |
                                  |
-2.0                              |
                                  |
                                  |
                                  |
                                  |
                                  |
                                  |                                          6
-3.0                              |
                                  |
       LOW MEASURES OF            !    EASY ITEMS
       ATTITUDE AND               !
       BEHAVIOUR                  !
-4.0                              !
```

X = 2 Persons

Figure 6.1   Person-item map (attitude and behaviour measures and item difficulties on
the same scale, 296 students and 36 items)

Notes: odd numbers are expectation (attitude), even numbers are actual behaviour.

    I   = interaction, C=controls, T = text

    STI = student-teacher interaction,

    PWI = pair-work interaction,

    PUT = purpose of using text,

    SSI = student-student interaction,

STOl = student-teacher out-of-class interaction,

SDC = self discipline controls,

CCT = comprehension of causes of problems in text, .

GWI = group work interaction.

RGC = rules group controls,

LNT = like newspaper text,

GMT = guess meaning of words from text.

Figure 6.1 gives the order of items with hard items on top and easy items at the bottom. How items were ordered according to their locations on the Rasch unidimensional scale is presented in Table 6.2 with 16 items (8 pairs) on classroom interaction. 10 items (5 pairs) on behavioural controls, and 1C items (5 pairs) on text. The difficulties of some of the items in these subgroups overlap, as was seen already in Table 6.2. The Item Separability Index shows that items chosen after analysis form one unidimensional scale in measurement for interactions. behavioural controls, and subjective norms. altogether. As a result. it can be concluded that the data on the variable attitude and behaviour towards learning English are valid and reliable. The 36 items are ordered in difficulty from easy to hard. The student answers are ordered from low to high. and there is a strong agreement amongst the students about the ordering of the item difficulties. There is. therefore. an expectation that valid and reliable inferences can be made from the data.

Reading Comprehension measure (psychometric characteristics).

For the reading comprehension measure, there were 60 original items, and 42 did not fit the measurement model. That left 18 test items that did fit the measurement model. These 18 test items were about understanding the main idea. sequencing the order of ideas and events, and understanding the meaning from English reading genre texts. as well as locating information within these texts.

Table 6.3

Summary statistics for 18 items English reading comprehension measure.

			Items	Students
Number			18	300
Location mean			0.00	-0.27
Standard deviation			0.49	0.67
Fit statistical mean			0.02	0.26
Standard deviation			0.85	0.71
Item-trait interaction chi square	=	68.61		
Probability of item-trait (p)	=	0.59		
Degree of freedom	=	72		
Student Separation Index	=	0.41		
Power of test-of-fit:		low		

Notes on Table 6.3

1. The item means are constrained to zero by the mesurement model.

2. When the data fit the measurement model, the fit statistic approximates a distribution with a mean near zero and a SD near one (a good fit for this scale)

3. The item-trait interaction indicates the agreement displayed with all items across all students from different locations on the scale (very good for this scale).

4. The Student Separation Index is the proportion of observed English reading comprehension variance considered true (in this scale 41% and low).

There was a reasonable consensus among students about the difficulties of the items, ordered along the scale from 'easy' to 'hard'. The item-trait test-of-fit (X^2 = 68.61, df = 72, p = 0.59) was good, supporting a unidimensional scale (the null hypothesis is that there is no significant interaction between the responses to the items and the person measures along the trait). All the data together means that students with low, medium or high measures agreed that certain items were easy, that others were of moderate difficulty, and some others were hard. Threshold values (see Appendix G) are ordered from low to high which indicates that students answered the response categories consistently for the 18 items. The Index of Separability for the 18 item scale with the two response categories is 0.41. This means that the proportion of observed variance considered true is 41 percent and this is akin to traditional reliability using Cronbach Alpha.

This is low and, therefore, there is room for improvement in any future use of the scale, when it should be revised. The main problem here is that some easier items and some harder items need to be added to the scale, especially easier items for these students. The RUMM computer program rates the overall power of tests-of-fit in the categories of too low, low, good, and excellent, and in this case, it was rated a low, based on the Index of Separation. The problem here is that the errors are large in comparison to the separation of the person measures along the scale, and this means that some easier items need to be added.

Table 6.4

Individual item fit, reading comprehension test (N=300, I=18)

New item No.	Old item No.	Chi Sq	Prob	Location	SE	Residual	DegFree
1	3	3.155	0.520	-0.85	0.13	0.22	282.39
2	5	0.210	0.335	0.02	0.12	1.04	282.39
3	7	8.374	0.054	0.70	0.13	2.30	282.39
4	12	1.626	0.799	0.53	0.13	0.98	282.39
5	15	2.872	0.568	0.70	0.13	1.67	282.39
6	21	3.473	0.468	-0.61	0.12	0.10	282.39
7	24	2.784	0.584	0.18	0.12	0.44	282.39
8	30	2.284	0.675	0.25	0.12	2.14	282.39
9	31	2.363	0.661	-0.10	0.12	0.97	282.39
10	32	5.025	0.266	-0.27	0.12	2.14	282.39
11	33	5.087	0.259	0.17	0.12	1.11	282.39
12	47	7.159	0.104	-1.16	0.13	-0.86	282.39
13	49	9.536	0.024	-0.07	0.12	1.24	282.39
14	50	6.137	0.167	0.19	0.12	1.19	282.39
15	56	3.693	0.434	0.39	0.13	1.08	282.39
16	58	0.878	0.926	-0.05	0.12	0.73	282.39
17	59	1.157	0.882	0.10	0.12	-0.10	282.39
18	60	2.797	0.582	-0.13	0.12	1.96	282.39

It can be seen that, when compared to the attitude and behaviour model of the previous section, the reading comprehension test presented here achieved only a low

power of test-of-fit and a separation index of only 0.41, rather than an excellent one of 0.90 or better. The test contained some Australian materials which were too difficult. Nevertheless, a unidimensional scale was established with the remaining items properly ordered. These could be used to compare the experimental results in the teaching experiment described in the next chapter, since the linear model fitted the data and all errors were randomly distributed. Appendix G summarizes the person-fit statistics. In Figure 6.2 the distribution of labeled test items is shown, based on the person-item distribution. These indicate a good match of ability of persons and difficulty of items for the chosen remaining items across the whole convenience sample of 300 grade seven students.

```
........................................................................................................
LOCATION        STUDENTS        ITEM DIFFICULTIES
........................................................................................................
2.0 HIGH MEASURE OF       |  HARD ITEMS
    READING COMPREHENSION |
                          |
                          |
                          |
                          |
1.0        ..        XXXX |    .
                          |
                   XXX |  MIW/E    MI/N
           XXXXXXXXXX |  MIW/N
      XXXXXXXXXXXXXXX |  L/E      MI/E
0.0   XXXXXXXXXXXXXX |  MI/E     L/E    L/E    L/N    L/E
                     |  FI/E     L/E    MI/E   MI/E
      XXXXXXXXXXXXX |  MI/E
      XXXXXXXXXXXX |
      XXXXXXXXXX |  FE/N
-1.0                 |  L/E
         XXXXXXX |  MIW/E
        ✦   XXXX |
                          |
                   XXXX |
-2.0                     |
                     X |
                          |
                          |
    LOW MEASURE OF        |
-3.0 READING COMPREHENSION |  EASY ITEMS
........................................................................................................
    X = 3 Persons
```

Figure 6.2 Person measure of ability against item difficulty map for reading comprehension test (N=300, I=18).

Test item categories: MI/N = main idea identification, narrative
                        MI/E = main idea identification, explanation
                        MIW/N = making inferences for word meanings, narrative
                        MIW/E = making inferences for word meanings, explanation
                        FI/E = following a sequence of ideas, explanation
                        FE/N = following a sequence of events, narrative
                        L/E = locating information, explanation
                        L/N = locating information, narrative

80

In Figure 6.2, test items are labelled as in Table 3.2 in chapter three and as in Tables 6.7 and 6.8. In the figure, there are no items matching persons at either the lowest (-2.0) or the highest (1.0) end of the scale, indicating the improvements may be possible for the test if both easy items and hard items are added.

It can also be concluded that with any similar 60 item test, the scale derived using the chosen items could be used for comparison of grade seven students' classroom performance, provided items of lexical and genre similarity are used to construct another 60 item multiple choice test. The test is expected to be robust, as will be further elaborated, allowing for valid comparisons between groups.

In the light of the low power of test fit in Table 6.3, a word on errors from guessing on an admittedly hard test are in order. Errors were likely to be uniformly distributed, since there were three possible wrong guesses and only one correct answer on the multiple choice test items, rendering a wrong answer three times more likely than a correct one on any item, from pure guessing. Only correct answers were counted, with no penalty (except loss of score) for wrong guesses. Thus, even if correct guesses improved the score of some participants, there was likely to be a larger number of incorrect guesses lowering the score of most. The results for the whole convenience sample of 300 students may be slightly biased through guessing, and the variance of answers may be somewhat larger. It is unlikely that the unidimensional scale would be substantially altered with these most likely uniformly biased errors, in spite of the low power of the tests-of-fit. At 72 degrees of freedom, the total item trait chi-square of 68.6 can be considered good with a probability of 0.59, as reported in Table 6.3. This supports the claim of unidimensionality for the scale. When comparing two groups in the teaching experiment using the scale, the differences would remain meaningful, because only identical biases from guessing may characterise both samples (Torok, 1976, p.223-224).

Summary of scale characteristics

Attitude and Behaviour

The data presented in the results indicate that a good unidimensional scale of attitude and behaviour towards ESL has been constructed. For this scale of 36 items, the errors are small and the internal reliability is very high with a separation index of 0.92

and the power of the tests-of-fit statistics is excellent. The 36 items are aligned on the scale in order of item difficulty from easy to hard as shown in Figure 6.1. Most students answered the easier items positively. As the items become more and more difficult on the scale, respondents needed a higher attitude and behaviour measure to answer them positively. This means that the more difficult items are answered positively only by students with high attitude and behaviour measures. Students with lower attitude and behaviour measures would not have answered the more difficult items positively. As seen in Table 6.2, items from the three subgroups interaction, behavioural controls, and text, are interspersed with interaction items at the lowest end of the scale clustering for the actuals on the right hand side at the top of Table 6.2 that presents the same data as 6.5. Such a presentation is of interest when comparing two lists, namely those of expectations to those actuals for the same items, without looking at the fact that all actuals are of higher difficulty than their corresponding expectations. Tables 6.2 and 6.5 both indicate that classroom interaction items were the easiest to achieve, while behavioural control and text related items were more difficult.

Reading Comprehension.

Although the reading comprehension measure could be improved in terms of psychometric properties to obtain a better item separability index, the test as given was found useful for the purpose of the experimental comparisons reported in the next chapter. The psychometric properties presented here are used for evaluating reading comprehension based on the teaching of genre structures. Previously, in Table 3.2 of chapter three, the structure of the test was described. In Table 6.7 the 18 items, left after the Rasch model analysis according to comprehension categories as found in Table 3.2 and Fig. 6.2, are given. Text item categories are also given, where E stands for expository genre, N stands for narrative genre and J stands for journalistic (news report) genre. It is noted that no journalistic item survived the Rasch model analysis. The result is consistent with the Rasch model analysis of the attitude and behaviour questionnaire, where journalistic genre texts were expected to be, and were found to be, the most difficult. In spite of this, students liked reading and using text with a purpose (item 32 is on the top of the scale on the right of Table 6.5) as easy. It is considered that the reading comprehension data are valid and reliable and can be used for experimental comparisons in chapter seven although the reliability could be improved if some easy items would be added.

Table 6.5

	Expectation		Actual behaviour		
Easiest	59	SSI	32	PUT	(least trouble)
	31	PUT	52	PWI	
	51	PWI	50	PWI	
	49	PWI	60	SSI	
	·7	GMT	44	STI	
	43	STI	8	GMT	
	83	RGC	30	PUT	
	55	GWI	82	RGC	
	29	PUT	84	RGC	
	81	RGC	56	GWI	
	53	GWI	54	GWI	
	73	SDC	74	SDC	
	41	STOI	76	SDC	
	39	STOI	40	STOI	
	75	SDC	42	STOI	
	37	SDC	38	SDC	
	15	CCT	16	CCT	
Hardest	3	LNT	4	LNT	(most trouble)

Notes: I = Interactions, C = Behavioural controls (rules), T= Text, easiest (least trouble) items are at the top of the scale while hardest (most trouble) items are at the bottom. Labels are as in Figure 6.1:

STI = student-teacher interaction,

PWI = pair-work interaction,

PUT = purpose of using text,

SSI = student-student interaction,

STOI = student-teacher out of class interaction,

SDC = self discipline controls,

LNT = like newspaper text,

GMT = guess meaning of words from text.

The item difficulties in Table 6.5 are on an ordinal scale (ranks) meaning that only their relative positions matter, not the distance between any two items on an interval

scale. The ranks are derived from the Rasch analysis (see Tables 6.2 and 6.6) and show that the easiest items in the expectation perspective tend to be the easiest in the behavioural perspective, and the hardest items in the expectation perspective items tend to be the hardest items in the behavioural perspective, as conceptualised.

Table 6.6

The final 36 items for the attitude and behaviour measure.

Item Number		Mean location	Thresholds		
New	Old	(difficulty)	Lower	Middle	Upper
1	59	-1.50	-3.41	-1.34	0.26
2	60	0.30	-1.82	-0.26	1.20
3	51	-0.94	-1.98	-1.11	0.27
4	52	-0.40	-2.01	-1.15	0.97
5	49	-0.77	-1.99	-0.84	0.53
6	50	-0.32	-1.90	-0.06	1.01
7	43	-0.56	-1.84	-0.46	0.61
8	44	-0.05	-1.07	-0.05	0.97
9	55	-0.40	-1.97	-0.30	1.08
10	56	+0.53	-1.51	0.51	2.58
11	53	-0.35	-1.92	-0.30	1.17
12	54	+0.55	-1.37	0.83	2.17
13	41	-0.16	-1.53	-0.25	1.30
14	42	+0.86	-0.81	0.98	2.42
15	39	-0.14	-1.28	-0.27	1.11
16	40	+0.85	-0.37	0.87	2.05
17	83	-0.45	-1.27	-0.43	1.06
18	84	+0.51	-1.17	0.61	2.07
19	81	-0.37	-1.42	-0.40	0.70
20	82	+0.25	-1.37	0.49	1.67
21	73	-0.25	-1.75	-0.02	1.02
22	74	+0.76	-1.21	0.70	2.78
23	75	-0.03	-1.47	0.01	1.38

24	76	+0.84	-0.87	1.15	2.24
25	37	-0.02	-1.36	0.14	1.28
26	38	+1.21	-0.11	1.18	2.57
27	7	-0.75	-2.01	-0.62	0.36
28	8	+0.15	-1.20	0.01	1.65
29	31	-1.43	-2.99	-1.12	-0.20
30	32	-0.69	-1.97	-0.68	0.57
31	29	-0.39	-1.29	-0.53	0.66
32	30	+0.23	-1.32	0.28	1.72
33	15	+0.07	-1.45	0.03	1.63
34	16	+1.16	-0.89	1.28	3.08
35	3	+0.44	-1.02	0.48	1.87
36	4	+1.81	-0.04	1.96	3.49

Note : Odd numbered item difficulties (expectations) are easier than the next even
numbered item difficulties (actual behaviour), as conceptualised.

It can be seen from Table 6.6 that what actually happened is always harder to
achieve than the expected one, a result consistent with the model used. To further
elaborate on these results, some of the particular items are of interest. For easy
identification in these discussions, the labels of Figure 6.1 and Table 6.5 are used,
although the full item descriptions of Table 6.2 can also be referred to when necessary. .

First, easiest expectations were for interaction opportunities SSI (item 59). The
corresponding behaviour item (item 60) was fourth down on the scale on the right hand
side of Table 6.5, meaning that, in actual behaviour, some other items (32, 52, and 50)
were easier. Two of these are interaction related, also (PWI) referring to pair-work
interaction, while the first one (PUT) is concerned with knowing the purpose of using
the text. That was found to be the easiest in behaviour and also in expectation (second
down on the left hand side of Table 6.5), both referring to the item "I find English
reading is useful".

It is also of interest to observe that the most difficult items are text related (15 and 3) CCT and LNT, the first one "I can find causes of the problems after reading" referring to both Narrative and Expository genres and the practical use of information while the second one "I like reading newspapers" refers to the journalistic genre where liking is not diminished by the difficulty of the text. Actually, completing reading assignments on time was easier than expected when ranked with the other items on the right hand side of the scale on Table 6.5 (items 75 and 76, SDC, from the behavioural controls cluster, referring to self discipline). In general, students prefer easier (less troublesome) items than harder ones, although sometimes harder items are more challenging than easy ones (eg.: reading newspapers and linking it, items 3 and 4). About behavioural controls related items, an additional observation is that these need some improvement, especially items 39, 40, 41 and 42 when these refer to interactions between students and teacher teachers out of class (STOI), presumably governed by school rules and teacher initiatives. The reading comprehension test discussion begins with Table 6.7

Table 6.7

Distribution of test items according to comprehension category and genre.

Categories:	MI	L	FE	FI	MIW
Item number,	15N	3E	21N	60E	7E
with genre	32E	24N			12N
indicator	49E	30E			47E
	56E	33E			
	58E	31E			
	5E	50E			
		59E			

Notes :

N= narrative text (mainly fables)

E = expository text (mainly explanations)

MI= inferences for main idea on purpose and context

FE= following a sequence of events

FI= following a sequence of ideas

L= locating relevant information in the text

MIW =making inferences for word meanings (including guessing) .

The original test is given in Appendix E while the items as a RUMM 2010 result appear in Figure 6.2.

Table 6.8 gives items ordered according to item difficulty on the unidimensional scale produced by the RUMM programme. Table 6.8 shows that psychometrically the categories MIW, L, FE, MI, FI, MIW are not really much different in difficulty, as items could be found anywhere on the unidimensional scale. From the point of view of genre learning and how it helps reading comprehension, it is seen that the two strongly genre-dependent items, namely FE (following a sequence of events mainly for narratives) and FI (following a sequence of ideas mainly in explanations) are relatively easy, while guessing (MIW) and main idea identification (MI) are relatively difficult, depending, of course, on actual text content. Based on actual text content they may appear anywhere on the scale, similarly for items related to supporting ideas and locating information (L). Thus it may be concluded that genre learning might lead to a uniform improvement of reading comprehension based on improved ability to locate information as well as understanding main ideas and supporting ideas based on location and the guessing of words. This argues for reading comprehension being an integral measure, which is difficult to be broken down into distinct components. Meanings are always interlinked. It is difficult to construct tests with a unidimensional scale that completely eliminate noise, even though giving useful insights into the difficulty for students of the analysed test items (Lim, 1994).

Table 6.8

The difficulties of the final items for reading comprehension, from easy (-) to hard (+).

Original Item Number	New Item Number	Item Location (difficulty)	Label	Item Category
47	1	-1.16	E/MIW	Expository: making inference for word meaning including guessing (understanding the meaning).

Table 6.8

The difficulties of the final items for reading comprehension, from easy (-) to hard (+) (continued).

Original Item Number	New Item Number	Item Location (difficulty)	Label	Item Category
3	2	-0.85	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
21	3	-0.61	N/FE	Narrative: following a sequence of events (sequencing the order of events).
32	4	-0.27	E/MI	Expository: inferences for main idea on purpose and context (understanding the main idea).
60	5	-0.13	E/FI	Expository: following a sequence of ideas (sequencing the order of ideas).
31	6	-0.10	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
49	7	-0.07	E/MI	Expository: inferences for main idea on purpose and context (understanding the main idea).
58	8	-0.05	E/MI	Expository: inferences for main idea on purpose and context (understanding the main idea).
5	9	+0.02	E/MI	Expository: inferences for main idea on purpose and context (understanding the main idea).

Table 6.8

The difficulties of the final items for reading comprehension, from easy (-) to hard (+) (continued).

Original Item Number	New Item Number	Item Location (difficulty)	Label	Item Category
59	10	+0.10	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
33	11	+0.17	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
24	12	+0.18	N/L	Narrative: locating relevant information in the text (understanding the supporting idea).
50	13	+0.19	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
30	14	+0.25	E/L	Expository: locating relevant information in the text (understanding the supporting idea).
56	15	+0.39	E/MI	Expository: inferences for main idea on purpose and context (understanding the main idea).
12	16	+0.53	N/MIW	Narrative: making inference for word meaning including guessing (understanding the meaning).
7	17	+0.70	E/MIW	Expository: making inference for word meaning including guessing (understanding the meaning).

Table 6.8

The difficulties of the final items for reading comprehension, from easy (-) to hard (+) (continued).

Original Item Number	New Item Number	Item Location (difficulty)	Label	Item Category
15	18	+0.70	N/M1	Narrative: inferences for main idea on purpose and context (understanding the main idea).

Note: Labels left of the slash refer to genre while right of the slash are comprehension categories as defined in Table 6.7.

Summary

A Rasch measurement model was used to create a scale to measure attitude and behaviour towards English reading comprehension development in the classroom. This comprised 36 items (18 expected and 18 actual corresponding to these). Each of the 36 items fits the model and are aligned together on a linear scale. The data were valid and reliable as shown by the separability index (0.92) and formed one unidimensional scale comprising three partially overlapping subgroups related to interactions, behavioural controls, and text, respectively, with increasing degree of 'difficulty'.

A reading comprehension test has been developed for this study, using various genre reading materials. A sixty item multiple choice test, (only one correct answer each item), with narrative, expository, and journalistic genre reading materials was used. A Rasch measurement model analysis yielded a unidimensional scale of 18 items that can be used to assess the English reading comprehension development of grade seven students. The reading comprehension test may need futher refinements to improve its separability index, such as possibly analysing it with higher than grade seven groups, as it was slightly

too difficult for grade seven. Test items at both the lowest and highest levels of difficulty may need to be added for possible improvements.

It can be concluded that the data for the attitude and behaviour measure is valid and reliable, and that valid and reliable inferences can be made from the unidimensional scale created. The conclusion can also be drawn that a unidimensional measure for reading comprehension was created, but that its reliability is low because some of the test items were too difficult for many of the students. The Rasch analysis has provided valuable understanding of the structure of the data while creating the two scales.

The next chapter describes the experimental results, using the Rasch scales created in this chapter.

CHAPTER SEVEN

DATA ANALYSIS (PHASE 2):
THE EXPERIMENTAL RESULTS

This chapter contains a description of the results for the reading comprehension, and the students' attitude and behaviour, experiment. The data were analysed with the SPSS computer program (Pallant, 2001), and one way ANOVA results are shown through tables and descriptive text. Tables 7.1, 7.2, 7.3 and 7.4 contain data and statistics relating to the reading comprehension measure. Tables 7.6, 7.7, 7.8 and 7.9 contain the attitude and behaviour, pretest and posttest, results. Table 7.5 shows the reading comprehension interaction effect, while Table 7.10 shows the attitude and behaviour interaction effect. Figure 7.1 provides the reading comprehension mean scores in graphical format, while Figure 7.2 provides attitude and behaviour mean scores in graphical format.

The two research questions related to the chapter are: (1) Do the students improve their English reading comprehension as a result of using genre-based learning compared with when they are taught using traditional methods? and (2) What are Thai students' self-reported attitude and behaviour (expected beliefs and actions) towards learning English using genre-based learning? Are these different from those of students taught by the traditional teaching method? The linear scales described in the previous chapter and constructed using Rasch analysis were used as the measures in the experiment described in this chapter to answer these two research questions.

Reading Comprehension measure

Table 7.1

Statistics for the Reading Comprehension measure by pretest and posttest for the experimental group (N = 45).

	PRETEST		POSTTEST	
	$\bar{X}$ = -0.82		$\bar{X}$ = 0.42	
EXPERIMENTAL	SD = 0.52		SD = 0.67	
GROUP	CI = 0.32		CI = 0.35	
	SE = 0.05		SE = 0.10	
	N = 45		N = 45	

Note 1. CI = confidence interval

2. SE = standard error of the measure of attitude and behaviour towards reading comprehension.

3. $\bar{X}$ = mean

4. N = number of participants

5. SD = standard deviation

The students in the experimental group did significantly better on the posttest than the pretest in regards to the reading comprehension measure (F = 64.74, df = 1,89, p < 0.001). This means that the reading comprehension of the students learning under the genre-based learning approach was significantly better at the end of the experiment than at the beginning. The effect size, eta squared, equals 0.73 and, under Cohen's (1988) rules, this is a large effect.

Posttest versus pretest results for the control group.

Table 7.2

Statistics for the Reading Comprehension measure by pretest and posttest for the control group (N=45).

	PRETEST	POSTTEST
CONTROL	$\overline{X}$ = -0.90 SD = 0.52 CI = 0.31 SE = 0.08 N = 45	$\overline{X}$ = -0.39 SD = 0.54 CI = 0.33 SE = 0.08 N = 45

Note 1. CI = confidence interval

2. $\underline{SE}$ = standard error of the measure of reading comprehension.

3. X = mean

4. N = number of participants

5. SD = standard deviation

The students in the control group did significantly better on the posttest than the pretest in regards to reading comprehension in English ($F = 17.33$, $df = 1.89$, $p < 0.001$). This means that the reading comprehension of the students learning under the traditional teaching method was significantly better at the end of the teaching than at the beginning. Eta squared is 0.17, a medium effect size.

Pretest versus pretest results for the experimental versus the control group.

Table 7.3

The Reading Comprehension pretest results for the experimental group versus the control group.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.14	1	0.14	0.53	p = 0.47
Within Groups	23.71	88	0.27		
Total	23.85	89			

The students in the experimental group were not significantly better than those in the control group in regards to reading comprehension in English (F = 0.59, df = 1, 89, p = 0.47) as measured for reading comprehension at the beginning of the experiment.

Posttest versus posttest results for the experimental versus the control group.

Table 7.4

The Reading Comprehension posttest results for the experimental group versus the control group.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.79	1	14.79	39.61	p < 0.001
Within Groups	32.85	88	0.37		
Total	47.64	89			

The students in the experimental group were significantly better than those in the control group (F = 39.6, df = 1,89, p < 0.001), at the end of the experiment. The conclusion is that the students' reading comprehension under the genre-based learning method was significantly better at the end of the experiment than those taught by the traditional method. Eta squared at 0.42 gave a large effect size.

Table 7.5

The Reading Comprehension: interaction effect between the experimental and the control groups.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	32.377	1	32.377	64.736	.000	.424
VAR00002	8.916	1	8.916	17.826	.000	.168
Error	44.012	1	.500			

Table 7.5 indicates that there are significant differences between the experimental and the control group. The conclusion is that the experimental group achieved better results than the control group after receiving the treatment. To conclude, there is a larger effect in the genre-based learning method than the traditional teaching method, so, in technical terms, there was an interaction between them.
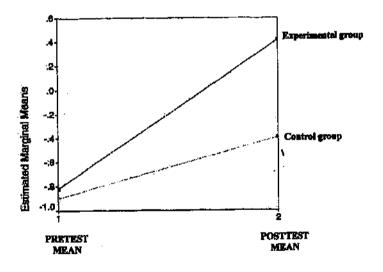
Figure 7.1 Graph of reading comprehension (by group and mean score).

Figure 7.1 shows the mean of reading comprehension measure by experimental/ traditional groups and pretest / posttest. The first line represents the experimental group

the other represents the control group. Both lines increased but the experimental group line rapidly increased while the control group line slowly increased. The meaning is that the experimental method exerts a larger effect than the traditional teaching method.

Attitude and behaviour measure

Posttest versus pretest results for the experimental group.

Students in the experimental group did significantly better on the posttest than the pretest, in regards to attitude and behaviour towards learning English ($F = 99.94$, $df = 1,89$, $p < 0.001$). This means that the attitude and behaviour of students learning English as a second language under the genre-based learning method was significantly better at the end of the teaching experiment than at the beginning. The effect size, eta squared, equals 0.52 and, under Cohen's (1988) rules, this is a large effect.

Table 7.6

Statistics for the attitude and behaviour measure by pretest and posttest for the experimental group ($N = 45$).

	Pretest		Posttest	
Experimental Group	$\overline{X}$ =	1.73	$\overline{X}$ =	3.62
	SD =	0.93	SD =	1.20
	SE =	0.14	SE =	0.18
	CI =	0.58	CI =	0.72
	N =	45	N =	45

Note : 1. CI = confidence interval
2. SE = standard error of the measure of attitude and behaviour towards reading comprehension.
3. $\overline{X}$ = mean
4. N = number of participants
5. SD = standard deviation

Posttest versus pretest results for the control group.

Table 7.7

Statistics for the attitude and behaviour measure by pretest and posttest for the control group (N = 45)

	Pretest	Posttest
Control Group	$\bar{X}$ = 1.83	$\bar{X}$ = 1.61
	SD = 0.95	SD = 0.70
	SE = 0.14	SE = 0.10
	CI = 0.57	CI = 0.41
	N = 45	N = 45

Note :

1. CI = confidence interval
2. SE = standard error of the measure
3. $\bar{X}$ = mean score
4. N = number of participants
5. SD = standard deviation

The students in the control group did not improve their attitude and behaviour towards learning English by the end of the teaching experiment.

Pretest versus pretest results for the experimental versus the control group.

Table 7.8

The students' Attitude and Behaviour Questionnaire Pretest results for the experimental versus the control group.

	Sum of squares	df	Mean square	F	sig.
Between groups	0.24	1	0.24	0.27	p = 0.61
Within groups	78.43	88	0.89		
Total	78.67	89			

The students in the experimental group were not better than those in the control group in regards to attitude and behaviour towards learning English ($F = 0.27$, $df = 1,89$, $p = 0.61$) at the beginning of the experiment.

Posttest versus posttest result for the experimental versus the control group.

Table 7.9

The students' Attitude and Behaviour Questionnaire posttest results for the experimental group versus the control group

	Sum of squares	df	Mean square	F	sig.
Between groups	90.84	1	90.84	99.94	p < 0.001
Within groups	84.20	88	0.96		
Total	175.04	89			

The students in the experimental group were significantly better than those in the control group ($F = 99.94$, $df = 1.89$, $p < 0.001$). Eta squared is 0.52, a large effect size. The conclusion is that the students' attitude and behaviour towards reading comprehension for the experimental group was better than the students' attitude and behaviour for the control group at the end of the experiment.
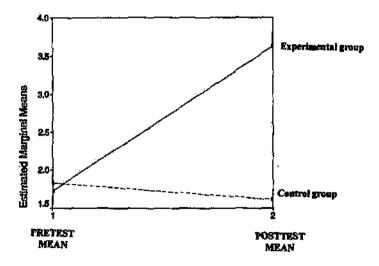
Interaction effect

Table 7.10

The students' Attitude and Behaviour Questionnaire interaction effect of the experimental group versus the control group.

Source	Type III Sum of Squared	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	870.716	1	870.716	726.340	.000	.892
VAR00001	40.869	1	40.869	34.093	.000	.279
Error	105.492	88	1.199			

Table 7.10 indicates that, in technical terms, there is an interaction effect between the experimental and the control groups indicating significant differences. The conclusion is that the experimental group achieved better attitude and behaviour than the control group, after receiving the treatment. To conclude, there is a larger effect in the

genre-based learning method than the traditional teaching method.

Figure 7.2 Graph of Attitude and Behaviour towards reading comprehension by means of pretest and posttest for the experimental and control group.

As was seen in Figure 7.2, the first line representing the control group and the second line representing the experimental group intersected at the left of the graph, indicating no significant difference in attitude and behaviour at the beginning of the experiment, towards learning ESL. At the end of the experiment, the lines are well separated, with that for the experimental group increasing, while that for the control group is slightly declining. This means that the students responded positively to the genre-based learning method and improved their attitude and behaviour, while the students did not improve their attitude and behaviour to learning ESL when taught by the traditional teaching method.

Summary of results.

The results of the experiment are summarised.

Reading Comprehension measure

1. Students improved their reading comprehension in English as a second language under both the genre-based learning and traditional methods of teaching.

2. Students improved their reading comprehension in English as a second language under the genre-based learning method significantly more than under the traditional teaching method.

Attitude and behaviour measure

3. Students improved their attitude and behaviour towards learning English as a second language under the genre-based learning method significantly more than under the traditional teaching method.

4. Students did not improve their attitude and behaviour towards learning English as a second language under the traditional teaching method.

In the next chapter, these results will be compared to the results of the trainee teachers' observations in their journals, as a triangulation exercise comparing teacher and student evaluations of questionnaire items and observations that are important for reading comprehension development in the English classroom, for grade seven students in Thailand. The two research questions will then be answered in the last chapter, based on these results.

CHAPTER EIGHT

ANALYSIS OF GROUP DISCUSSION
AND JOURNAL DATA (PHASE 3)

This chapter starts with the result of the group discussion. The aim in using a group discussion process is to get information about the attitude and behaviour reports of the teachers about genre-based learning and traditional teaching methods. This should then result in recommendations about teaching English reading comprehension to grade 7 students and to answering research question 3 (What are Thai trainee teachers self-reported attitudes and behaviour (expected beliefs and expected actions) to teaching English using genre-based learning and the traditional teaching method ?) and research question 4 (What recommendations can be given for better classroom implementation in English reading comprehension in the secondary schools based on a group discussion with some of those implementing the approach?).

This chapter also provides the observations from the trainee teachers' journals and the assessment feedback for the genre-based learning in the experimental group. The journals were written in Thai (see appendix K) by the trainee teacher themselves while they were teaching in the experimental group during the sixteen periods. They were summarised as problems encountered and solutions found by trainee teachers. Tables 8.1, 8.2 and 8.3 summarise the trainee teachers' observations towards students' attitude and behaviour. These tables are presented as the 18 items checklist of three trainee teachers of the three schools through the sixteen periods. The checklist refers to the "this is what really happened" perspective and gives the trainee teacher's observations of classroom interactions (8 items), perceived behaviour controls (5 items) and use of texts (5 items).

Then the qualitative information found in the trainee teachers' journals was used to describe what actually happened in the teaching experiment and what factors influenced the changes in reading comprehension performance. These factors were in agreement with the model for English Reading Comprehension Development in the Classroom as formulated in chapter three and quantitatively analyzed in chapter six. An understanding of the micro behaviour that led to the macro results of chapter seven was also supplied by observing the change in attitude/behaviour of three individual students based on the attitude/behaviour questionnaires in their posttest and pretest. Then, group discussions

for possible implementation of the findings of this research on a wider scale in the Thai school system complete the study, answering the last two research questions.

Group discussion data

<u>Group discussions</u>

In the present study, there was a different role for the group meeting than what is usually expected, in that it was part of the management and evaluation process of the experiment. For this reason, the information that was gathered from the English reading comprehension method in this research was concerned with research management, and the aims of the training, instead of only to gather simple data, as is usual in a group discussion. The four stage agenda for the group discussion session in the present research was based on the TEST (Trigger, Explore, Strategize and Treat) procedure of Matthews (1993). The first group discussion before the practice teaching consists of Trigger and Explore. The second group discussion after the practice teaching consists of Strategize and Treat. The TEST results are reported after some relevant excerpts from the discussion, as illustrative quotes.

<u>The first group discussion.</u>
Before the teaching experiment.
When : January 2002
Where : At School 3
Who : Researcher : Mrs. Sanguansri Torok
  School 1 head of English department
  School 2 head of English department
  School 3 head of English department
  Trainee teacher School 1
  Trainee teacher School 2
  Trainee teacher School 3

Trigger : The researcher explained to the three heads of English departments of the three participating schools what was going to occur in their schools and asked for their help in facilitating the work of the trainee teachers. The heads of departments, in turn, asked what benefits they could expect. Benefits were expected to be better English reading comprehension achievement by the students who participated, and experience for the trainee teachers with another methodology under the supervision of the researcher.

Explore : The researcher asked for classroom facilities and time schedules and any other suggestion that could make the study better. The Head of the English Department of School 1 suggested that this study should focus on weak classes to raise the possibility for improvement. All three heads of English departments wanted to have access to the results of the study once available, and they all showed great interest in the lesson plans distributed to them. The trainee teachers were already familiar with those lesson plans they helped to write. The three trainee teachers were worried about how they would be able to teach the genre-based learning method, but they were enthusiastic and ready to try. To quote

Researcher :

I am pleased to welcome you to this group discussion and wish to thank you for your participation in this project. You may wonder how this came about and what you could expect to benefit from it, right?

Head of School 1 English Department :

Yes, I have read your letter and I know you are trying a different methodology in English reading comprehension from what we are using now. What makes you believe that it might be better?

Researcher :

I used Genre-based learning in my teaching and it seems to have worked. My trainee teachers like it, and there is support for it from the experience of others, in other countries. Genre-based rhetorical structures include a knowledge not only of text structures but the purposes of the author and the audience or discourse community. Students familiar with these will be able to get the main ideas, and guess the meaning in a text easier than when they know nothing about the purpose, the form and the audience of the texts. However, that is exactly what we will test at your schools with my trainee teachers.

Trainee teacher, School 1 :

Do you think the students will understand it?

Researcher:

Well, that is your job, to make them understand. For that, you have the lesson plans that you have worked on. As long as the students will find the materials and the lessons interesting, I believe they will learn.

Head of School 1 English Department :

I will do you a favor ...or are you doing me one? I will give you the weakest grade seven class I have. If they improve, I will believe you can successfully teach anybody.

The second group discussion

After the teaching experiment.

When : March 2002

Where : At School 1.

Who : Researcher : Mrs. Sanguansri Torok

School 1 head of English department

School 2 head of English department

School 3 head of English department

Trainee teacher School 1

Trainee teacher School 2

Trainee teacher School 3

Strategize : After the teaching experiment, the trainee teachers had already had available the reading comprehension test results and the students' attitude/behaviour questionnaire results to prepare for the group discussion. These served as a checklist for observations in their journals. However, their filling out of a teacher version (Appendix M) allowed them to reflect on factors that affected English reading comprehension development. The three heads of the English departments were also given the test results. They had the average final grades for each group in each class, as usually reported in their schools. They were quite pleased with these results as the trainee teachers' work seemed to have produced good results. They could see the improvements from the grade records.

In introducing the strategy session, the researcher briefly outlined the results which were, however, preliminary and tentative, and subject to further analysis. The largest improvement in results was in School 3, followed by School 2. School 1 showed the least improvement. However, all experimental classes seemed to have enjoyed the role play activities.

Strategizing involved finding ways of helping students by providing them with more journalistic genre texts and more narratives and expository texts in the future, so that the students could understand the purpose of each genre more easily. It was also suggested that the role play about texts should use easy words created/found by the students themselves about the situations they understood from the texts. After the role

play of the narrative genre (the fable) the students should be allowed to discuss word meanings in Thai to show their comprehension. Then, the teacher can help to put the moral of the fable into appropriate English expression.

Treat : the suggestions covered in the strategizing session were summarized by the researcher as a set of recommendations and conclusions, that the group agreed on. These included :

1. A seminar for all the regular English teachers of the three participating schools on the genre based learning method, to be organized in 2002 - 2003.

2. A suggestion was given that the Rajabhat Institute should make the genre based learning method part of the Methods and Approaches in English teaching course. For the 6th year of teacher training under the new six year diploma program genre based learning method could be used for practice teaching.

3. To increase the number of journalistic genre texts in the curriculum as authentic materials.

4. To emphasize cause-effect problem-solution in narrative and expository genre texts as part of the course design for English reading comprehension course development under the new curriculum, in order to support the creative thinking process of the students.

5. To publish the lesson plans from this experiment for wider distribution to help propagate the genre based learning methodology to the regular English teachers.

Researcher:

Welcome to the final group discussion. You have seen the process of genre-based learning method for teaching English reading comprehension at your school and you all have in your hand now both pretest and posttest results. What do you think about genre-based learning method? Does it work in your school?

Trainee teacher, School 3 :

I think my students did much better with the genre-based learning method than with the traditional teaching method. I certainly enjoyed teaching them and they seem to have enjoyed their learning experience. They liked to work in groups because they could use their background knowledge of the genre to help them to find the answers easily. So they felt confident.

Trainee teacher, School 2 :

Sometimes I felt lost and thought that it was too difficult to explain to the students what genres are. When they played the roles of the various participants in the reading materials they naturally understood these through acting and could express the

meanings that they experienced. Thus through participation as a group, they understood the whole story, helping each other in the process and having 'big laughs'. They also liked to do vocabulary work in pairs.

Trainee teacher, School 1 :

I had a hard time since my students wanted only to play. When they had the roles from the text to try, they enjoyed playing and improvising. They sometimes switched back into Thai, but I tried to keep them using only English with more and more success as we continued with the lessons.

Head of English Department, School 2 :

"I am sorry I could not spend more time observing the class, though I remember the sessions I spent with the experimental group well. I feel confident from what I have observed that the genre methodology works when the students have opportunities to negotiate meaning and work in groups. I myself would like to try the lesson plans sometime after I learn more about genres. I will start using some of the reading materials right away with my regular classes."

Head of English Department, School 3 :

"I spent quite a bit of time observing the classes since I was very much interested in how the two groups did every day at my school during the experiment. I was especially impressed by the enthusiasm of those who were learning genres how much they could improve not only their understanding but also their spoken English when play-acting. I think English teachers should use the genre approach if they are trained to do so. Could you, please, organize a seminar for us?"

Researcher:

"With great pleasure. Maybe your school (School 3) could invite us all next year for such a seminar. Please give me some advance notice, so that I could also invite some others from other schools."

Trainee teachers' observations are summarised in the checklist forms in table 8.1 8.2 and 8.3. The checklists have been developed on the basis of actual observations by trainee teachers during the lesson. For instance in the first item under Classroom Interactions in Table 8.1, it was found that all trainee teachers through all lessons observed group activities, giving a total score of 16. In contrast, for the last two items (item 7 and item 8), concerned with informal interactions between students and teachers, only some teachers found this to be happening. For the first school and the first teacher, the total score is 8 for these two items, meaning that only half of the time could students have free discussions about hobbies, future plans, news, sport, and

everyday life. For the other two schools, the score is not much better, 9 for the second school and 10 for the third school.

To triangulate these observations with chapter six results, in Table 6.2 of chapter six, the same two items relating to informal discussion with teachers (item 13 - 14 and 15 - 16) were difficult. Thus the trainee teachers observations confirm what was established in the analysis of the "convenience sample" of 300 students in chapter six.

On Table 8.2 concerning behavioural controls, similar observations could be made between the first two and last three items, with the third school consistently doing better than the other two. The third school was the smallest, and it had a more personal touch and warm atmosphere than the other two. It also had the best working relationship between the trainee teacher and the head of English department that would also be apparent from the group discussion of the next section.

In Table 8.3, the observations on texts used and understanding can be contrasted with the previous two tables. There was a full score on this Table only for the first item at the third school. The guessing of meaning was helped by the features of the text in all texts and genres. Through more than half of the lessons, the students found that their purpose and choices could be achieved based on genre texts (items 2 and 3). Narrative and expository genre features helped them to understand problems and find solutions in their daily lives (item 4).

Finally, the most difficult item was the news report genre (item 5), where only School 3 achieved a full score of six. Note that only lessons 6, 7, 8, 9, 10 and 16 have journalistic genre texts, thus six in this case is a full score. This completed the triangulation with chapter six. In chapter six, journalistic items were eliminated from the final 18 items reading comprehension test scale, as being too difficult. At the same time, on the attitude behaviour scale, students liked journalistic genre texts the most (Fig. 6.1 and table 6.5 and 6.6), although they found those the hardest as told to teachers. Table 8.1, 8.2 and 8.3 show item numbers, classroom interaction (8 items), behavioural control (5 items), texts (5 items), trainee teacher, school, lesson plan for sixteen periods, and total score.

Table 8.1   TRAINEE TEACHERS' OBSERVATIONS TOWARDS STUDENTS' INTERACTIONS.

Item No	Classroom interactions	Trainee Teacher	School	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
1.	Students have more opportunity to participate in activities among friends which support their relation needs and group work.	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		2	2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		3	3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
2.	Students like to do pair work which helps to build up their self-confidence.	1	1	√	√	√	√	√	-	√	√	√	√	√	-	√	√	√	√	14
		2	2	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	15
		3	3	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	15
3.	Students like to learn the meaning of new vocabulary from friends. They find it is easy to ask their friends. They achieve a positive group purpose.	1	1	-	-	√	√	√	-	√	√	√	√	-	√	√	√	√	√	12
		2	2	-	-	√	√	√	-	√	√	√	√	√	√	√	√	√	√	13
		3	3	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	14
4.	Students like the way their teachers teach them English reading which helps to improve their attitude towards English reading and towards the school.	1	1	-	-	√	√	√	-	√	√	√	√	-	√	√	√	√	√	11
		2	2	-	-	√	√	√	-	√	√	√	√	-	√	√	√	√	√	12
		3	3	-	√	√	√	√	-	√	√	√	√	-	√	√	√	√	√	13
5.	Students like to compare what they think about the text they have read with their friends. They feel at ease to express what they comprehended.	1	1	-	-	√	√	√	-	-	√	√	√	-	-	√	√	√	√	10
		2	2	-	-	√	√	√	-	√	√	√	√	-	-	√	√	√	√	11
		3	3	-	√	√	√	√	-	√	√	√	√	-	-	√	√	√	√	12
6.	Students can tell their friends whether they believe what they have read or not.	1	1	-	-	√	-	√	-	-	√	√	√	-	-	-	√	√	√	8
		2	2	-	-	√	√	√	-	-	√	√	√	-	-	-	√	√	√	9
		3	3	-	√	√	√	√	-	√	√	√	-	-	-	√	√	√	√	10
7.	Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings.	1	1	-	-	√	-	-	√	-	-	√	√	√	-	-	√	√	√	8
		2	2	-	-	√	√	-	√	-	√	√	√	-	-	√	√	√	√	9
		3	3	-	-	√	√	√	-	-	√	√	√	-	-	√	√	√	√	10
8.	Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere.	1	1	-	-	√	√	-	-	-	√	√	-	-	√	√	√	√	√	8
		2	2	-	-	√	√	-	-	-	√	√	-	-	√	√	√	√	√	9
		3	3	-	-	√	√	√	-	√	√	√	-	-	-	√	√	√	√	10

Lesson Plan for sixteen periods based on Genre Based Rhetorical Structures

* Items ordered from the highest frequency to the lowest frequency.

Narrative GENRE   Journalistic GENRE   Expository GENRE

TABLE 8.2 TRAINEE TEACHERS' OBSERVATIONS TOWARDS BEHAVIOURAL CONTROLS

Item No.	Perceived behavioural controls	Trainee Teacher	School	Lesson Plan for sixteen periods based on Genre Based Rhetorical Structures																Total
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	Students are allowed to study reading materials in group with their friends.	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		2	2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		3	3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
2.	Students are allowed to participate in class discussion.	1	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		2	2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
		3	3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16
3.	Students can use note for stories, information about reading assignments.	1	1	-	√	√	√	√	-	-	-	√	√	-	-	-	-	√	√	8
		2	2	-	√	√	√	√	-	-	-	√	√	-	-	√	√	√	√	10
		3	3	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	14
4.	Students can finish tasks in time.	1	1	-	-	√	√	√	-	-	-	√	√	-	-	-	√	√	√	8
		2	2	-	-	√	√	√	-	-	-	√	√	-	-	√	√	√	√	10
		3	3	-	√	√	√	√	-	√	√	√	√	-	-	√	√	√	√	12
5.	Students can see their teachers outside class by making an appointment.	1	1	-	-	√	√	√	-	-	-	√	√	-	-	-	√	√	√	8
		2	2	-	-	√	√	√	-	-	√	√	√	-	-	√	√	√	√	10
		3	3	-	√	√	√	√	-	√	√	√	√	-	√	√	√	√	√	13
* Items ordered from the highest frequency to the lowest frequency.				Narrative GENRE					Journalistic GENRE					Expository GENRE						

TABLE 8.3 TRAINEE TEACHERS' OBSERVATIONS TOWARDS GENRE TEXTS

Item No.	Subjective norms as genre texts	Trainee Teacher	School	Lesson Plan for sixteen periods based on Genre Based Rhetorical Structures																Total
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	Students like to guess the meaning of the words in the text read, (as helped by genre features)	1	1	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	14
		2	2	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
		3	3	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	16
2.	Students find they can use the text read for their reading purpose.	1	1	-	√	√	√	√	-	√	√	√	-	√	√	√	√	√	√	13
		2	2	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	14
		3	3	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
3.	Students can use their understanding of genre to choose materials to read at home.	1	1	-	√	√	√	√	-	√	√	√	√	-	√	√	√	√	√	12
		2	2	-	√	√	√	√	-	√	√	√	√	√	-	√	√	√	√	13
		3	3	-	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	14
4.	Students can use Narrative genre and Expository (explanation) features to help them understand problems and find solution in their daily lives.	1	1	-	-	√	√	√	-	-	-	-	-	-	-	√	√	√	√	6
		2	2	-	√	√	√	√	-	-	-	-	-	-	-	√	√	√	√	8
		3	3	√	√	√	√	√	-	-	-	-	-	-	√	√	√	√	√	10
5.	Students like reading news reports in English, but find it difficult to comprehend.	1	1	-	-	-	-	-	-	√	√	√	√	-	-	-	-	-	√	4
		2	2	-	-	-	-	-	-	√	√	√	√	-	-	-	-	-	√	5
		3	3	-	-	-	-	-	√	√	√	√	√	-	-	-	-	-	√	6
				Narrative GENRE					Journalistic GENRE					Expository GENRE						

* Items ordered from the highest frequency to the lowest frequency.

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Journal data

<u>Trainee Teachers' journals entries about the experimental method of teaching.</u>

The three trainee teachers were asked to record their observations in Thai during their 16 periods of experiment. The observations they recorded explained their attitude and behaviour in the teaching, the problems they found, and how they solved the problems. The table of trainee teachers' observations (see table 8.1 and 8.2) came from the journal contents that showed how often each aspect happened through the 16 periods. The journal contents were based on the teaching and learning activities, and classroom interactions. A summary of the quotes with problems and solutions are presented below.

What is presented below is a summary of the problems found, and solutions implemented by, trainee teachers while teaching the sixteen lessons to the experimental group. The lesson plans can be found in Appendix A, while a copy of the trainee teachers' journals in Thai appear in Appendix K. The summary of the journals is presented in the order of the lessons, in a problem encountered and solution-found framework, and includes all three trainee teachers for each lesson.

Quotes from the journals of trainee teachers for the class periods illustrate the process, translated from the Thai originals in Appendix K. These quotes are summarized in Tables 8.1, 8.2 and 8.3.

First period : "The Mouse and the Bull".

Problem : The trainee teachers found that the students did not understand genre features because they did not have any previous schema about genre.

Solution : The procedure of explanation was slowed down sufficiently to make them understand.

Problem : In the exercises, the students did not understand the instructions.

Solution : The teachers therefore explained in Thai and gave examples to follow by drawing on the story chart and diagram including pointing at the genre feature on the chart.

Problem/Solution : They ran out of time. Therefore the trainee teachers assigned the language uses section as homework.

The highest frequency aspects that were found in the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson one (period one).

Classroom interactions

"Students have more opportunity to participate among friends which support their relation needs and group work."   (3 teachers)

"Students like to do pair work which helps to build up their self confidence."

(3 teachers)

Behavioural controls

"Students were allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion."   (3 teachers)

Text (genre – based learning)

"Students like to guess the meaning of the words in the text read (as helped by genre features)."   (1 teacher)

Second period : "The Fierce Tiger".

Problem : Some students were reluctant to write the vocabulary on the blackboard because they were afraid they might make a mistake.

Solution : Teachers urged others to volunteer.

Problem : Students in School 1 (the largest school) did not want to do the group work (for example, they did not pay any attention to the teacher when the teacher was trying to organize it). These students were from the slow learner class assigned by the school to the trainee teachers to see the result of the methods proposed with the most difficult group. The regular teachers were teaching the other regular classes in the school.

Solution : The trainee teacher encouraged students by offering them incentives in terms of grade score improvements when working in groups or writing on the blackboard as volunteers.

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The highest frequency aspects that were found in the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson two (period two).

Students' interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (1 teacher)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (1 teacher)

"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended." (1 teacher)

"Students can tell their friends whether they believe what they have read or not."

(1 teacher)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time." (1 teacher)

"Students can see their teachers outside class by making an appointment."

(1 teacher)

Text (genre – based learning)

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(2 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them understand problems and find solution in their daily lives." (2 teachers)

Third period : "The Hound and the Fox".

Problem : The story was a little bit too long. The students had difficulty in finding the moral of the story. Only the smartest ones could provide this answer. They answered with a similar moral in Thai, however they found it too difficult to say or write it in English.

Solution : The trainee teachers let them say, write in Thai, then walked around to help them do the exercises, assuring them that the teacher was available all the time for questions in class or out of class.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson three (period three).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support
their relation needs and group work."   (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to
ask their friends. They achieve a positive group purpose."   (3 teachers)

"Students like the way their teacher teaches them English reading which helps to improve
their attitude towards English reading and towards the school."   (3 teachers)

"Students like to compare what they think about the text they have read with their friends,
they feel at ease to express what they comprehended."   (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(2 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows
them to share their feelings."   (1 teacher)

"Students can talk to their teachers informally about news, sport and everyday life related
to their reading assignment. This leads to a warm classroom atmosphere." (3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."(3 teachers)

"Students are allowed to participate in class discussion."   (3 teachers)

"Students can use notes for stories, information about reading assignments."(3 teachers)

"Students can finish tasks in time."   (3 teachers)

"Students can see their teachers outside class by making an appointment." (3 teachers)

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Texts

"Students like to guess the meaning of the words in the text read (as helped by genre
features)." (3 teachers)

"Students find they can use the text read for their rea ~ing Purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them
understand problems and find solution in their daily lives." (3 teachers)

Fourth period : "Good-bye Baby Bird."

Problem : Students ran out of time on the individual work since they enjoyed the role-play
activities too much.

Solution : The teachers solved the problem by assigning individual work as home work.

The highest frequency aspects that happened from the teachers' observation at the
three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson four (period four).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support
their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to
ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve
their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends.
they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows
them to share their feelings." (2 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related
to their reading assignment. This leads to a warm classroom atmosphere."

(1 teacher)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment."

(3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading Purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them understand problems and find solution in their daily lives." (3 teachers)

Fifth period : "The camping trip".

There were no problems with this lesson which the students understood very well. The experience in the lesson was close to their everyday life and they knew the narrative genre because this was the fifth time they had encountered it. They could answer the questions very well. They already had a previous schema for going camping from their own experience.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson five (period five).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school."   (1 teacher)
"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended."   (3 teachers)
"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings."   (3 teachers)
"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion."   (3 teachers)
"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time."   (3 teachers)
"Students can see their teachers outside class by making an appointment."

(3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features).   (3 teachers)
"Students find they can use the text read for their reading Purpose."   (3 teachers)
"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them understand problems and find solution in their daily lives."   (3 teachers)

Sixth period : "Hundreds Saved from Sinking Ship."

Problem : The classes were a little slow because it was their first introduction to the journalistic news report genre.

Solution : Teachers solved the problem by explaining in Thai. Each part of the genre was drawn out (divided) by highlighting them in different colors, and underlining on the story chart in different colors. This can be seen in Appendix B in the photographs.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson six (period six).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work."   (3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

                                                                                      (3 teachers)

"Students are allowed to participate in class discussion."   (3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)."   (2 teachers)

"Students find they can use the text read for their reading Purpose."   (1 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

                                                                                      (1 teachers)

Seventh period : "Dangerous Call".

There were no problems with this story. Students liked the mobile phone topic. Most students use or have used mobile phones in their everyday life.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson seven (period seven).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work."   (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

                                                                                      (3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose."   (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve

their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends,
they feel at ease to express what they comprehended." (2 teachers)

"Students can tell their friends whether they believe what they have read or not."

(1 teacher)

"Students can talk to their teachers informally about news, sport and everyday life related
to their reading assignment. This leads to a warm classroom atmosphere."

(1 teacher)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(1 teacher)

"Students can finish tasks in time." (1 teacher)

"Students can see their teachers outside class by making an appointment."

(1 teacher)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre
features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

(3 teachers)

Eight period : "Dolphins Return to Bang Pakong River".

Problem : Some of the students had difficulty with pronunciation.

Solution : Teacher helped by repeating the correct pronunciation to the students many
times. Students then repeated the words.

The highest frequency aspects that happened from the teachers' observation at the
three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson eight (period eight).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings." (3 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(1 teacher)

"Students can finish tasks in time." (1 teacher)

"Students can see their teachers outside class by making an appointment." (2 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

<div align="right">(3 teachers)</div>

Ninth period : "Steer Clear of Killer Globe Fish – says Doctor".

Problem : The vocabulary was difficult for the students.

Solution : Teachers helped by drawing pictures to present the meaning of the vocabulary. Doing appropriate actions by the teachers also helped.

The highest frequency aspects that happened from the teachers' observation at the three schools in this period, were as shown in Table 8.1, 8.2 and 8.3.

Quotes for lesson nine (period nine).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work."

<div align="right">(3 teachers)</div>

"Students like to do pair work which helps to build up their self - confidence."

<div align="right">(3 teachers)</div>

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose."

<div align="right">(3 teachers)</div>

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school."

<div align="right">(3 teachers)</div>

"Students like to compare what they think about the text they have read with their friends. they feel at ease to express what they comprehended."

<div align="right">(3 teachers)</div>

"Students can tell their friends whether they believe what they have read or not."

<div align="right">(3 teachers)</div>

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings."

<div align="right">(3 teachers)</div>

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere." (3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends." (3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments." (3 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment." (3 teachers)

<div align="right">122</div>

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre
features). (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

(3 teachers)

Tenth period : "Taking Elephants to Work".

Problem : Students had difficulties in expressing their opinion in English.

Solution : Teacher let them help each other by first discussing among themselves in Thai
before writing their opinions in English on the blackboard. The teacher also reassured them
by saying that were free to discuss it with her in class or out of class.

The highest frequency aspects that happened from the teachers' observation at the
three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson ten (period ten).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support
their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to
ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve
their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends,
they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(2 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows
them to share their feelings." (3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment."

(3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (2 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative genre and Expository (explanation) features to help them understand problems and find solution in their daily lives." (3 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

(3 teachers)

Eleventh period : "Land of Bikes".

Problem : This was the students' first introduction of the expository (explanation) genre. Thus, again, it was a little slow because the students had no previous experience of this genre.

Solution : The teachers solved the problem by explaining the story chart and the diagram in Thai to the students.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson eleven (period eleven).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (2 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(1 teacher)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(2 teachers)

Twelfth period : "What's Good about Mud?"

Problem : They ran out of time because they enjoyed the role – play too much.

Solution : Teachers chose some students randomly for the role – play to speed up the process.

The highest frequency aspects that happened from the teachers' observation at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson twelve (period twelve).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(2 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended." (2 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion."   (3 teachers)

"Students can use notes for stories, information about reading assignments."

(1 teacher)

"Students can see their teachers outside class by making an appointment."

(1 teacher)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre
features)."   (3 teachers)

"Students find that they can use the text for their reading purpose."   (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(2 teachers)

Thirteenth period : "Fresh Air to Breath".

Problem : They ran out of time again before doing individual work.

Solution : Individual work was assigned as homework.

The highest frequency aspects that happened from the teachers' observation at the
three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson thirteen (period thirteen).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support
their relation needs and group work."   (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to
ask their friends. They achieve a positive group purpose."   (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve
their attitude towards English reading and toward the school."   (3 teachers)

"Students like to compare what they think about the text they have read with their friends,
they feel at ease to express what they comprehended."   (3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows
them to share their feelings."   (3 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(2 teachers)

"Students can finish tasks in time." (2 teachers)

"Students can see their teachers outside class by making an appointment."

(2 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them understand problems and find solution in their daily lives." (1 teacher)

Fourteenth period : "What Plants Do for Us".

Problem : Some students had difficulty with pronunciation.

Solution : Teacher repeated the words and corrected their pronunciation.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson fourteen (period fourteen).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings." (3 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(2 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment."

(3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."'

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them understand problems and find solution in their daily lives." (1 teacher)

Fifteenth period : "Medicines to Make you Well."

There were no problems because they had learnt the genre from the previous lessons.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Tables 8.1, 8.2 and 8.3.

Quotes for lesson fifteen (period fifteen).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends. they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings." (3 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment."

(3 teachers)

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Texts

"Students like to guess the meaning of the words in the text read (as helped by genre features)." (3 teachers)

"Students find they can use the text read for their reading Purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative genre and Expository (explanation) features to help them understand problems and find solution in their daily lives." (3 teachers)

Sixteenth period : "review".

There were no problems, except that they needed more time for reviewing exercises.

The highest frequency aspects that happened from the teachers' observations at the three schools in this period, were as shown in Table 8.1, 8.2, and 8.3.

Quotes for lesson sixteen (period sixteen).

Classroom interactions

"Students have more opportunity to participate in activities among friends which support their relation needs and group work." (3 teachers)

"Students like to do pair work which helps to build up their self - confidence."

(3 teachers)

"Students like to learn the meaning of new vocabulary from friends. They find it easy to ask their friends. They achieve a positive group purpose." (3 teachers)

"Students like the way their teacher teach them English reading which helps to improve their attitude towards English reading and toward the school." (3 teachers)

"Students like to compare what they think about the text they have read with their friends, they feel at ease to express what they comprehended." (3 teachers)

"Students can tell their friends whether they believe what they have read or not."

(3 teachers)

"Students can discuss their hobbies and their future plans with their teacher. This allows them to share their feelings." (3 teachers)

"Students can talk to their teachers informally about news, sport and everyday life related to their reading assignment. This leads to a warm classroom atmosphere."

(3 teachers)

Behavioural controls

"Students are allowed to study reading material in group with their friends."

(3 teachers)

"Students are allowed to participate in class discussion." (3 teachers)

"Students can use notes for stories, information about reading assignments."

(3 teachers)

"Students can finish tasks in time." (3 teachers)

"Students can see their teachers outside class by making an appointment."

(3 teachers)

Texts

"Students like to guess the meaning of the words in the text read (as helped by genre
features). (3 teachers)

"Students find they can use the text read for their reading Purpose." (3 teachers)

"Students can use their understanding of genre to choose materials to read at home."

(3 teachers)

"Students can use Narrative and Expository (explanation) genre features to help them
understand problems and find solution in their daily lives." (3 teachers)

"Students like reading news reports in English, but find it difficult to comprehend."

(3 teachers)

CONTENT ANALYSIS OF JOURNALS FOR ATTITUDE AND BEHAVIOUR

Examples of the highest frequency aspects of observation from each table are
presented as follows.

Table 8.1 provides a summary of trainee teachers' observations of classroom
interaction. Item 1 records the opportunities that students had for participating in group
work. All trainee teachers, in all schools, recorded that students participated in a lot of
group work began from the students' first introduction to genre, especially the journalistic
genre (news report), which, according to the trainee teachers' journals, required additional
explanation by the teachers, and continued throughout the lessons. Trainee teacher 1
observed no preference for pair work in Lesson 12.

Item 3, that students prefer learning vocabulary from each other was observed in all but the first lesson (by all trainee teachers) and in the second lesson (by teachers 1 and 2). This may be attributable to the students not being at ease with the teaching and learning method during the early stages of the experiment. Further occasions where the absence of this preference was observed included Lesson 6 (for all teachers) and Lesson 11 for teacher 1. As above, Lesson 6 (and Lesson 11) involved introduction to a new genre and therefore may have coincided with a lack of confidence among students to learn in pairs.

In fact, it looks like beginning each new kind of genre had considerable impact on the results, so some generalized observation at the end would be in order. This observation is that results could be explained by the fact that students not familiar with that particular kind of genre had no schema or experience to follow as they were learning and experiencing new genre features.

Table 8.2 provides a summary of trainee teachers' observations of students' behavioural controls. As can be seen from Items 1 and 2, students were allowed to study reading materials in groups and participate in class discussions throughout the experiment. Item 3, on the use of written resources, was less prevalent in the first lesson of each new kind of genre (e.g. Lessons 1,6,11). Teacher 2, however, recorded less use of the resources in two subsequent lessons and teacher 1 in two subsequent lessons for the journalistic genre (news report) and for three subsequent lessons in the expository genre (explanation).

Table 8.3 contains trainee teachers' observations of students' use of the genres. All situations, except teacher 1 in Lesson 1 and 6, and teacher 2 in Lesson 1, recorded evidence of students liking to guess the meaning of words from their contexts (Item 1).

Item 2, that students find they can use the text for their reading purpose, was observed in all but the first lesson (by all three teachers) and in the sixth lesson (by teachers 1 and 2). This may be attributable to the students not being familiar with the new kind of genre. The Lesson 10 entry (by teacher 1) could be explained by the fact that the students in school 1 had limited English vocabulary because they were from a weak class. They could not imagine riding elephants to school because it was out of their experience.

SUMMARY

Analysis of group discussions and journal data were covered in this chapter. It was found that the answer to the third research question is that trainee teachers like the genre-based learning method based on their teaching experience. The answer to research question four is that longer term implementation of the methodology was recommended by the discussion group of trainee teachers and heads of English departments. Using a genre based method, the teachers had to work very hard to explain genre features to the students (as shown in the content analysis for lessons 1,6, 11) and in organizing role play activities. Yet, they have enjoyed the experience as expressed at the discussion group, especially since they have seen the improvements in their classes in reading comprehension. Thus, in response to the fourth research question, they have unanimously recommended that a genre-based method should be taught to both trainee teachers and regular teachers so that the long-term benefits of better reading comprehension performance, and better attitude and behaviour to classroom learning in EFL, could be widely achieved in the Thai secondary schools. In the next chapter, after first providing a summary of the study and bringing all findings and conclusions together with implications, suggestions for future research are given.

CHAPTER NINE

SUMMARY, RESEARCH QUESTIONS, AND IMPLICATIONS

In this chapter a summary of the study is provided and the main findings of the research are summarized. The results and conclusions are related to how some theoretical controversies may be resolved. Pedagogical implications are discussed and suggestions offered for the implementation of the findings and recommendations, and for future research.

Summary of the study

The study had four aims. The first one was to test whether a genre-based method of teaching English reading comprehension was better, or not, than a traditional teaching method. The second aim was to see whether attitude and behaviour towards learning English improved, or not, when using the genre-based method compared to the traditional teaching method. The third aim was to analyse the self-reported attitude and behaviour of trainee teachers towards the genre-based method, based on their experience of teaching both methods during a teaching experiment. The fourth aim was to study questions of future policy related to using the genre-based method of teaching EFL in Thailand, involving trainee teachers and heads of English departments. In the present research, lesson plans in three kinds of genre for five lessons each were constructed with appropriately chosen narrative, journalistic, and expository genre texts. These texts were used with fifteen genre-based lesson plans, and with fifteen traditional lesson plans. A sixteenth session for review was included in each set. These lessons were taught to an experimental group and a control group in three provincial government schools, by three trainee teachers, in Thailand.

For statistical controls, simple random sampling assignment was used to allocate 90 students to the control (45) and experimental (45) groups, so that the characteristics of the students in each group would be similar. The three trainee teachers were given suitable guidance so that the treatment of the students was the same. During the experiment the lesson plans ensured that text, visual aids, assignments, activities, exercise and materials were the same, except for the special teaching charts explaining genre

features used only with the experimental group and the role-play exercises that were required only of the experimental group, based on the genre method. The teaching time was the same, one hour for each lesson for both groups each day. The planned time schedules were taken in turn, with the same trainee teacher teaching both groups the same day, one after the other, in changing sequence each day for the 16 lessons. The amount of Thai words used in explanations by the trainee teachers was the same for both groups. In summary, great care was taken to treat the experimental and control groups the same, so that if any differences in reading comprehension, and attitude and behaviour, were found at the end of the teaching period, then it could reasonably be attributed to the genre-based teaching method.

There were two measures. One instrument consisted of 18 items in English reading comprehension (multiple choice format analysed as correct or incorrect answer only) and the second consisted of 36 items measuring attitude and behaviour towards learning English (as a questionnaire with 4 response categories: 1, 2, 3, 4). Data were collected from 300 students and analysed with a Rasch measurement model, to produce two linear scales of 18 and 36 items, created from an original 60 item test and a 96 item questionnaire. The data used to construct these scales were shown to be valid, and they were used in the next stage, the experiment.

The sample for the experiment was 90 grade seven students from three provincial government schools in Thailand with 15 students at each of the three schools in three experimental classes taught by the genre based method and 15 at each of the three schools taught by the traditional teaching method. Thus, 45 students represented the experimental group and 45 students represented the control group. The three trainee teachers were trained in both methods at Rajabhat Institute Muban Chombung Teaching Methodology course in their fourth year. They taught the three experimental groups and the corresponding three control groups under supervised, controlled conditions.

After teaching for 16 periods, the data were converted to a "Rasch score" using the Rasch Unidimentional Measurement Model (RUMM) computer program (Andrich, Sheridan, Lyne & Luo, 2000). The person-item trait fit was investigated to determine whether there was agreement among students as to the responses of all the items along the scale. Variable measures were calibrated on the same scale as item difficulties. Using a "Rasch score" based on the two scales, the measures were then analysed for significant differences using ANOVA and the SPSS computer program (Pallant, 2001). Trainee teachers self reported journals and attitudes were discussed with the heads of

English departments, in a discussion group chaired by the researcher, both before and after the experiment. Recommendations for the future regarding collaborative genre-based methods were formulated by the group, emphasizing that collaborative genre-based methods should be introduced through training, to be used more widely in classroom English teaching.

Summary of findings

English reading comprehension

The main findings are set out as follows.

1. The difference between the experimental and control groups at the posttest was significant in regards to the reading comprehension measure ($F = 39.61$, $df = 1, 89$, $p<0.001$). The students in the experimental group were significantly better than those in the control group, at the end of the experiment.

2. The difference between the experimental and control groups at the pretest was not significant in regards to the reading comprehension measure ($F = 0.53$, $df = 1, 89$, $p = 0.47$). Thus the difference in the posttest for the experimental group can reasonably be assigned to the treatment only. That is, the collaborative genre-based learning method improves English reading comprehension. The conclusion is that the students' reading comprehension was better when taught by the collaborative genre-based learning method than with a traditional teaching method. Thus the evidence supports the view that the collaborative genre-based learning method is superior to the traditional teaching method.

The attitude and behaviour questionnaire

The main findings are set out as follows.

1. The difference between attitude and behaviour at the posttest of the experimental and control groups was significant ($F = 99.9$, $df = 1$, $p < 0.001$). The experimental group improved while the control group did not improve.

2. The difference between the attitude and behaviour at the pretest of the experimental and control group was not significant ($F = 0.27$, $df = 1$, $p = 0.61$). Thus improvements in attitude and behaviour can reasonably be attributed to the treatment

alone. That is, the collaborative genre-based learning method improved attitude and behaviour towards EFL reading.

Trainee teacher journals.

The trainee teachers journals provided data to show the change in their students' attitude and behaviour as a result of teaching and observing during the experiment. As a summary, they have all found that genre-based learning method produced better results, but required more work than the traditional teaching method. The conclusion is that the students attitude and behaviour towards reading comprehension was better when taught by the genre-based learning method than when taught with a traditional teaching method. The items of interest found and observed by the trainee teachers, while teaching the experiment, corresponded to those items found significant for attitude and behaviour by the Rasch analysis of students' questionnaires. The main one relates to both the difficulty and attractiveness of journalistic text. The students also used genre features to help them find the answers to the exercises with confidence, working in groups, as observed by trainee teachers.

Group discussion

The four stage agenda for the discussion group covered triggering, exploring, strategizing and treating (TEST) (Mathews, 1993), and was instrumental in the success of the experiment in bringing the heads of English departments and trainee teachers together in a brainstorming and problem solving atmosphere. The members reached an agreed set of conclusions and recommendations after the second session. These recommendations included the provision of training courses on a regular basis for trainee teachers and regular teachers in genre-based methods. Moreover, the recomendation for better classroom implementation in English reading comprehension in secondary schools was that genre-based learning should be used in teaching classroom English in Thai schools rather than the traditional EFL teaching method.

Research questions

The research questions can now be answered:

1. Do the Thai students improve their English reading comprehension as a result of using collaborative genre-based lessons (expository, narrative, and journalistic) compared with when they are taught using traditional methods?

The answer to the first research question is that the collaborative genre-based method has been shown to be better than the traditional method in improving English reading comprehension for grade 7 EFL students in Thailand.

2. What are Thai students' self-reported attitude and behaviour (expected beliefs and actions) to learning English using genre-based lessons? Are these different from those of students taught by the traditional method?

The answer to the second research question is that attitude and behaviour improve significantly when using the genre-based method when compared to the traditional method for grade 7 EFL Thai students. This is different from those taught by the traditional method whose attitude and behaviour did not improve.

3. What are Thai trainee teachers self-reported attitude and behaviour (expected beliefs and actions) to teaching using the genre based rhetorical structures and traditional method?

The answer to the third research question is that trainee teachers like the collaborative genre- based learning method, based on their teaching experience, more than the traditional teaching method for grade 7 EFL Thai students.

4. What recommendations can be given for better classroom implementation of English reading comprehension instruction in secondary schools, based on a group discussion by some of those involved in implementing the genre approach?

The answer to research question 4 is that longer term implementation of the methodology was recommended by the discussion group of trainee teachers and heads of English departments for teaching EFL to Thai students.

5. Can a linear measure of English reading comprehension based on genre-based reading materials and five comprehension categories (inference for main idea from purpose and context, following a sequence of events, following a sequence of ideas, locating information in the text, making inferences for word meanings) be constructed using a Rasch measurement model?

A linear measure of English reading comprehension based on genre-based reading materials and five comprehension categories can be constructed using a Rasch measurement model. The ordering of persons with high medium and low measures is in accordance with the difficulties of the items.

6. Can a linear measure of attitude and behaviour toward EFL, based on three factors (reading assignment as genre texts, classroom interactions, course curriculum

organization) and two perspectives (ideally, this is what would happen, and this is what really happens), be constructed using a Rasch measurement model?

A linear measure of attitude and behaviour of EFL can be constructed using a Rasch measurement model. Persons with high measures were able to answer the high, medium difficulty and easy items positively. Persons with medium measures were likely to answer only the medium difficulty and easy items positively. Persons with low measures were only able to answer the easy items positively. They were not able to answer the medium difficulty items positively.

Implications

For theoretical controversies

Some of the theoretical controversies encountered while implementing this research related to teaching and research methods. The first of these is the Freedman/Fahnestock controversy of whether genre should be taught explicitly or only experienced implicitly (Fahnestock, 1993, Freedman,1993a, b). Fahnestock's approach may be compared to a swimming instructor carefully explaining everything about swimming to prospective swimmers on the shore, before they are thrown into the water for an authentic learning experience. Freedman would throw them in without explanation. However, in this research the teachers have jumped right in and explained from the 'water what to do, inviting the learners to join them'. To carry the analogy further, the trainee teachers kept the students from sinking (through scaffolding in the native language and demonstrating each style) by letting them play-act the three genre "styles" after explanation and demonstration. The teacher is thus a coach, and the learning experience is authentic and experience based. It is explicit to the extent that learners are aware of what they are doing. When writing the genre-based lesson plans, these considerations were foremost in both choosing the texts and in devising role-play activities based on them. So the implication is that teaching EFL with genre explicitly treated is a good procedure, as it improves reading comprehension, and attitudes and behaviour, and the trainee teachers like it.

The second theoretical controversy was related to methodology and ethics. In the teaching experiment, it had to be ensured that no group was disadvantaged as a result of participation. The control group was taught through the generally accepted best current practice as taught at the Rajabhat Institute, while the experimental group participated in

the teaching experiment knowing they had the right to withdraw at any time, as stated in their invitation letters . The lesson plans used the same texts and were constructed in such a way as not to disadvantage the experimental group, even if using a teaching methodology different from the traditional method. However, no students withdrew, since they found the new genre concepts and the role-play exercises both interesting and useful, as well as enjoyable and challenging. The methodology was also more effective than the traditional method, as students found out by the end of the course. So the implication is that concept learning in English reading comprehension is helped by "involving groups of students in shared, collaborative and reciprocal learning situation" (Bean, 2002, p. 137), using role play through genres in the classroom.

Another controversy concerned the use of qualitative and quantitative methods of research and, in particular, the use of a specific quantitative measurement approach to comparative studies adopted by the researcher for measuring both reading comprehension, and attitude and behaviour in the classroom. Although these paradigm conflicts will perhaps never be resolved, following Tashakkori (1998), it was found that qualitative and quantitative approaches could be successfully combined in a research design, where a qualitative discussion group was used to guide the quantitative comparative study. The quantitative methods influenced and supported the discussion groups as the research proceeded. The qualitative discussion groups guided the implementation of a successful pedagogy, as shown here for the genre-based learning methodology applied to English reading comprehension, with the measurement and experimental results. This provides a practical method to overcome implementation difficulties at a time of change in the Thai educational system. The implication is that quantitative measurement used by implementation teams can be a successful method to gather evidence in regards to the research questions.

For trainee teachers

In this study, it was found that the genre-based method was not only superior in achieving English reading comprehension development in the classroom, but that this methodology could be practically implemented in Thailand in real classroom environments by newly trained teachers. The results of this study also support the view that, when comparing the classroom implementation of a proposed pedagogy to an existing one, quantitative tests are a useful tool to strengthen advocacy and encourage critical approaches to cooperative implementation. The questions raised by Hyon (1996)

concerning genre-based method implementation, and how critical one should be when introducing genres of different complexity can also be partially answered based on these results: simple genres of wide applicability can be implemented successfully with trainee teachers and one should always be aware that different genres involve different discourse organisation that can be approached or experienced through role play. The study in linking the genre-based treatment of text for reading with collaborative learning styles exemplifies for Thailand a new and different version of CLT from that more normally practised such as in the control group. Scholarly backing for this integrative approach, whereby texts are studied collaboratively in order to derive and consolidate meaning, can be found in the strong version of CLT as proposed by Holliday (1994). For EFL classes the approach taken here may be seen as an illustration of a more acceptable alternative to the usual oral-aural CLT method, which has attracted such a good deal of adverse critisism and led to the adoption in Thailand of the modified traditional form as used in the control group. The implication is that all trainee teachers should learn about the genre-based method in learning EFL.

For lecturers and students at the Rajabhat Institute and the Thai educational system.

For lecturers at the Rajabhat Institutes in Thailand, it is suggested that a genre-based method could be regularly taught as part of the curriculum. This could be done as part of a course in methodologies and approaches in teaching English for trainee teachers in their last year before their year of practice teaching, and could also be offered as a Masters Degree first year course for in-service teachers on weekends. Table 9.1 summarizes a course outline suggestion.

Table 9.1

Genre-based method in English reading comprehension

1. Genre definition and examples of Narrative (fable), Journalistic (news report) and Expository (explanation) genres.   (6 periods)

2. Vocabulary and main idea guessing: help from genres in guessing meanings through location, purpose, audience , and uses of genre texts .   (6 periods)

3. Experiencing main ideas and meanings through role play exercises designed for various genres.   (10 periods)

4. Measuring progress through reading comprehension tests and attitude/behaviour questionnaires.   (4 periods)

5. Group reporting by participating study groups to the class, micro teaching through genre method, by preparing their own lesson plans to teach.   (6 periods)

Source : Designed by the author for this study.

For the students at Rajabhat Institute preparing to be English teachers, the above course would give sufficient preparation to use genre-based lesson plans in their practice teaching the following year. For the master degree candidates, the same preparation given over 16 weekends would give students the time and training to develop materials and methodology, and knowledge to use at their schools, in regard to genre-based EFL teaching. This would also allow for the sharing of ideas between new teachers and those already working in the secondary school system. Thus, the Educational Reform of Thailand could be served both through new teachers and through re-training of regular English teachers.

For how students learn EFL

It was seen that the role play, based on meanings (found in different simulated genres) enhanced reading comprehension, because as a meaning-based collaborative approach it has the advantage of feedback through audio-kinetic means to the members of the group, as found also previously by Stark (2001). This is more than what normally organised cooperative learning based on procedural (not meaning-based) roles can provide, although it is based on similar community language learning principles, following Vygotsky (1978) and Bowering (1999) and also Barabasi (2002, p. 245). It is based on the scale-free nature of language, leading to eventual fluency through audio-kinetic reinforcement of learning in a social setting in the Thai classrooms, through collaborative genre-based learning.

Suggestions for further research

While this study has broken new ground in studying a different pedagogy for English reading comprehension development in the classroom in grade seven in Thailand, both in terms of implementation recommendations and instruments used, extensions may be possible in applying the instruments to other grades and other geographical areas. In the first case, some modifications and, re-analysis of the instruments using a Rasch measurement model will be required. For this, a typical large provincial school such as the one used in this study is recommended. For a second case (comparison with other grade seven classes in other provincial schools), the reading comprehension test needs

some easier and some harder items. After the National Education Act is fully implemented, local curricula will become more important. Thus, a base-line survey before that, would allow the measurement of the effects of the Act's implementation, in a few year's time. This could be recommended as a research project for the newly established Office of National Education Standards that is expected to give a first evaluation report of the whole system by August, 2005, as stipulated by the National Education Act of 1999.

The researcher herself is interested in implementing the Rajabhat Institute curriculum changes, as suggested in the previous sections, and then measuring the effects on the development of English reading comprehension in the classrooms in the Rajabhat Institute with different programmes, and also in the schools affiliated with the Rajabhat teacher training programs, in a few years time. Changes can be implemented as shown by this study. It is hypothesised that these changes may re-order some priorities for intervention for further improvements, making items found "hard" now, easier later.

More theoretical aspects of further research might concentrate on links between genres and social psychology in language learning. The research methods used in this study are consistent with the view that genres are reflections of social links during the language (and subject specific) learning process. The analysis and estimation of test items through a Rasch measurement model analysis give the 'nodes' of linked networks of meanings for the convenience sample of 300 grade seven students, namely those meanings they could all agree on and evaluate similarly. The analysis and estimation of attitude and behaviour through a Rasch measurement model analysis similarly gives the 'nodes' of linked networks of item and person difficulties in a socially interactive learning classroom that could be considered a Vygotskyan (Vygotsky, 1978) 'laboratory'. Further studies of these links may represent a viable venue for investigations of foreign language learning where genres are considered 'records' of discourse community interactions.

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Lesson Plan For Experimental Group

Period 1

Time : 50 minutes   **Grade level : 7**

General Objective :

    1. Students are able to read about interesting things in daily life.

    2. Students are able to comprehend what they have read.

Terminal Objective :

    1. Students are able to understand the meaning of the vocabulary from reading the text, " The Mouse and the Bull ".

    2. Students are able to recognize Narrative genre (fable) features they have learnt and are able to point out those features correctly when they read the text.

    3. Students are able to use Narrative genre (fable) features to help them to sum up the main points of the text read.

Teaching Procedure :

Step 1 Teacher tells the students the objective of the lesson / period and asks the students both in English and in Thai if they know any fables to get the students' attention.

    T : Do you know any fables ?

    S : Yes / No .(Some students do / some students don't .)

    T : What are they ?

    S : They are ....

        (Tell the names of the fables they know)

    T : Who wrote them ?

    S : (Tell the names of the writers if they know)

    T : Who reads them ?

    S : Both big people and small people.

    T : What did you learn from them ?

    S : The saying / The words. (their own thoughts)

    T : Today I have a fable for you to read. It is called The Mouse and The Bull.

Are you ready ?

    S : Yes , we are.

Appendix A1 (continued).

First , teacher starts to read the fable **"The Mouse and The Bull"** sentence by
sentence from the sentence cards to present the vocabulary and sticks the cards
on the board.

While reading teacher points to the pictures in the story chart, the real objects,
and does the appropriate actions to present the meaning of the underlined words.
Teacher reads each sentence 1-2 times. Students listen.

T : reads. The **Mouse** and The **Bull.**

S : listen.

Then teacher continues to read until the end of the story.

T : reads. Once there was a little mouse and a bull. The mouse did not like the
bull so he bit a bull's tail.

S : listen.

T : reads. The bull was so mad.

S : listen

T : reads. The bull chased the mouse across the yard.

S : listen.

T : reads. The mouse was too fast for the bull

S : listen.

T : reads. The mouse ran into a hole.

S : listen.

T : reads. The bull charged the wall.

S : listen.

T : reads. The bull chipped his horns and bruised his head.

S : listen.

T : reads. At last, the bull fell to the ground.

S : listen.

T : reads. Just before the bull dozed off, he heard a little voice say.

S : listen.

T : reads. "Big people don't always win. Sometimes, little people can win too."

S : listen.

T : says. That's the end of the story.

After that, teacher reads the whole story from the story chart once more part
by part and asks the students to repeat. Students repeat the reading passage

after the teacher. While reading the passage part by part the teacher points to
the diagram showing Narrative genre (fable) features and explains both in
English and in Thai. A fable is a type of Narrative genre. A fable is a mythical
story that sets out to teach a lesson. It has four parts: Orientation, Events and
Complication, Resolution, and Moral.

T : reads. The Mouse and The Bull.

S : repeat. The Mouse and The Bull.

(Teacher points out "This is called the name / title of the story)

T : reads. Once there was a little mouse and a bull. The mouse did not like the
bull so he bit the bull's tail.

S : repeat. Once there was a little mouse and a bull. The mouse did not like the
bull so he bit the bull's tail.

Teacher points to the diagram and explains both in English and in Thai that
the first part is called the orientation. In the orientation we may find the main
characters, the setting, (Who), (When and Where). Orientation describes the
setting-usually a long time ago. (once). The main characters (often animals
with human characteristic behaviour) are introduced. In this story the main
characters are the mouse and the bull.

Then teacher and students go on reading the second part which is called
Events and Complication.

T : reads. The bull was so mad.

S : repeats. The bull was so mad.

T : reads. The bull chased the mouse across the yard.

S : repeat. The bull chased the mouse across the yard.

T : reads. The mouse was too fast for the bull.

S : repeat. The mouse was too fast for the bull.

T : reads. The mouse ran into a hole in the wall.

S : repeat. The mouse ran into a hole in the wall.

T : reads. The bull charged the wall.

S : repeat. The bull charged the wall.

T : reads. The bull chipped his horns and bruised his head.

S : repeat. The bull chipped his horns and bruised his head.

Teacher points to the diagram and explains both in English and in Thai as
the story continues. After the orientation, the events and complication are

introduced from the sentence: "The bull was so mad" to the sentence: "The bull chipped his horns and bruised his head." Often, the problem existed before the story began. It does not arise during the story. In this story, the complication or problem was that the mouse bit the bull's tail and the bull got mad. Teacher and students continue to read the third part which is called Resolution.

T : At last, the bull fell to the ground.

S : repeat. At last, the bull fell to the ground.

Teacher points to the diagram and explains both in English and in Thai that in the Resolution the problem is resolved. (There may be a further complication and resolution)

Teacher and students continue to read the last part which is called Moral.

T : reads. Just before the bull dozed off, he heard a little voice say.

S : repeat.

T : "Big people don't always win. Sometimes, little people can win too."

S : repeat.

Teacher points to the diagram and explains both in English and in Thai, a moral or a lesson is drawn from the resolution. In this story the moral is "Big people don't always win. Sometimes little people can win too."

T : says. In this narrative genre (fable) the lesson or moral you learn is "Big people don't always win. Sometimes little people can win too."

Step 2   Teacher asks the students for 2 volunteers to be the mouse and the bull. The rest of the class read the story out loud while the 2 volunteers act as the mouse and the bull, followed by the teacher's questions till the end of the story. (While asking the questions teacher may ask the students to do the actions).

T : asks. What is the name of the fable?

S : answer. The Mouse and The Bull.

T : asks. Who are the main characters in the story?

S : answer. The Mouse and The Bull.

T : asks. Who bit the bull's tail?

S : answer. The Mouse.

T : asks. How was the bull?

Appendix A1 (continued).

S : answers. The Bull was so mad.

T : asks. What happened next? (What did the bull do?)

S : answer. The bull chased the mouse across the yard.

T : asks. How did the mouse get on?

S : answer. The mouse was too fast for the bull.

T : asks. What happened to the bull next?

S : answer. The bull charged the wall and chipped his horns and bruised his head.

T : asks. What happened to the bull at last?

S : answer. At last, the bull fell to the ground, just before he dozed off, he heard a little voice say "Big people don't always win. Sometimes, little people can win too."

Teacher asks the students to clap their hands for the 2 volunteers and the ones who acted very well. Then the teacher asks all the students these questions:

T : asks. Do you like the story?

S : answer. Yes / No.

T : asks. Why? / Why not ?

Give reasons. Why ? and Why not ?

T : asks. What is the moral of the story you learnt ?

S : answer. "Big people don't always win. Sometimes, little people can win too."

Step 3   Teacher asks the students to write the words they learnt from the story on the blackboard 1-2 words each student. Then ask them to say the words in sentences to show why they are important in the story. After that, let them do exercise A in pairs for vocabulary work.

Step 4   Teacher points to the diagram of the Narrative genre (fable) features. Students and teacher conclude that a fable is a type of Narrative genre. A fable is a mythical story that set out to teach a lesson. It has four parts: Orientation. Events and Complication, Resolution, and Moral.

Then divide the students into groups of 4-5, let them read the reading passage silently, discuss the work and do exercise B to see if they can recognize the features of Narrative genre (fable) and point out correctly when they read the

Appendix A1 (continued).

text. After doing exercise B, students report their work as a group to their class.

Step 5 Students do exercise C individually (himself / herself) by reading the passage once more, and do the exercise to sum up the main points of the story. Then hand in their work to their teacher.

Teaching Aids :

1. Picture
2. Story chart / diagram
3. Sentence cards
4. Work sheets
5. Real objects (a hole, the wall)

Evaluation :

1. Observe while working in class / group / individually.
2. Check students' work / exercises after giving assignment.

Reading Text For Period 1

<u>The Mouse and the Bull</u>

Once there was a little mouse and a bull. The mouse did not like the bull so he bit the bull's tail. The bull was so mad, he chases the mouse across the yard. The mouse was too fast for the bull. The mouse ran into a hole in the wall. The bull charged the wall and chipped his horns and bruised his head. At last, The bull fell to the ground. Just before he dozed off, he heard a little voice say "Big people don't always win. Sometimes, little people can win too."

FABLE นิทาน
A mythical story that sets out to teach a lesson.
นิทานคือเรื่องที่แต่งขึ้นเพื่อให้คติสกนใก

A fable is a type of narrative. It has four parts.

ORIENTATION: ฉากและตัวประกอบ
Describes the setting and the main characters (often animal).
บรรยายฉากและตัวประกอบของเรื่อง

EVENTS AND COMPLICATION: ถำดับเหตุการณ์และปัญหาที่เกิดขึ้น
The problem is introduced. Often, the problem existed before the story began (it does not arise during the story). เมื่อดำเนินเรื่องก็จะเริ่มมีปัญหาเกิดขึ้น

RESOLUTION: การแก้ปัญหา
The problem is resolved. ปัญหาได้รับการแก้ไข

MORAL: คุณธรรมสอนใจ
A moral or lesson is drawn from the resolution.
คุณธรรมหรือบทเรียนสอนใจซึ่งได้มาจากวิธีการแก้ปัญหา

LANGUAGE
- past tense
- action verb
- adjectives
- cause /effect
- direct speech may be used

How well did you understand?

A. Work in pairs. Based on the reading passage you have read, which word best fits in each blank in this story ? You must not look at the text.

dozed off	mad	fast	chipped	fell to
chased	voice	charged	bit	bruised

Once, there was a little mouse and a bull. The mouse did not like the bull so he......1.......a bull's tail. The bull was so .... 2....., he.....3....the mouse across the yard. The mouse was too......4......for the bull. The mouse ran into a hole in the wall. The bull.......5....the wall and ....6.... his horns and ....7..... his head. At last the bull .....8.....the ground. Just before he ...9.... , he heard a little.....10.....say " Big people don't always win. Sometimes, little people can win too."

Appendix A1 (continued).

B. Work in groups of 4 – 5 . According to Narrative genre (fable) features you have learnt from the text read, discuss with your groups and fill in the blanks.

TITLE :
_____

ORIENTATION : ฉากและตัวประกอบ

Setting : Who ? When? Where?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix A1 (continued).

C. Individual work . Read the sentences. Then sum up main points in event order and write in the blocks. You can complete it with your own words (example : orientation).

> The bull charged the wall.

> The bull chased the mouse.

> The bull was mad.

> The mouse bit the bull 's tail.

> The bull fell to the ground.

> The mouse ran into a hole in the wall.

Orientation : ฉากและตัวประกอบ

> Once, there was a little mouse and a bull. The mouse did not like the bull so he bit a bull 's tail.

Events and complication :   ลำดับเหตุการณ์และปัญหาที่เกิด

Lesson Plan For Experimental Group
Period 6

Time : 50 minutes   **Grade level : 7**

General Objective :

　　1. Students are able to read about interesting things in daily life.

　　2. Students are able to comprehend what they have read.

Terminal Objective :

　　1. Students are able to understand the meaning of the vocabulary from reading
　　the text, **"Hundreds Saved from Sinking Ship."**

　　2. Students are able to recognize Journalistic genre (news report) features they
　　have learnt and are able to use them in stating the headline and the lead of
　　the news report they have read correctly.

　　3. Students are able to use Journalistic genre (news report) features they have
　　learnt to help them to state their own opinion about the news they read.

Teaching Procedure :

Step 1　Teacher tells the students the objective of the lesson / period and asks them
　　　　both in English and in Thai if they ever have read an English newspaper to
　　　　get the students' attention.

　　　　T : Have you ever read an English newspaper ?

　　　　S : Yes. / No. (some students have / some students haven't)

　　　　T : What do you usually look for in the newspaper ?

　　　　S : Answer according to what they like to read ,such as letters, news
　　　　　　report, sports stories, feature, cartoon, comic strips, advertisement and
　　　　　　weather & other services.

　　　　T : Do you like to read newspapers ?

　　　　S : Yes. / No.

　　　　T : What is the name of the newspaper you like to read?

　　　　S : Answer according to what newspaper they like such as Thai Rat,
　　　　　　Bangkok Post, The Nation, The Nation Junior, Student Weekly, and
　　　　　　Daily News.

　　　　T : What can you get from the newspaper ?

　　　　S : Information.

　　　　T : Today I have a news report for you to read. It is **"Hundreds saved**

from sinking ship." Let's read it. First, teacher presents the new
vocabulary to the students. Teacher starts to read the news report.
"Hundreds Saved from Sinking Ship", sentence by sentence from the
sentence cards and sticks the cards on the board. While reading
teacher points to the pictures in the story chart, real objects, and does
the appropriate actions to present the meaning of the underlined
words. Teacher reads each sentence 1-2 times. Students listen.

T : reads. Hundreds **saved** from sinking ship.

S : Listen.

T : reads. Phuket-More than 400 people **left** the Andaman Princes
yesterday after the ship **began** to sink near Koh Phi Phi.

S : listen.

T : reads. Suwat Prakhunsit, 54, a **passenger**, said the ship **started to
sink shortly** after it left Maya Bay.

S : listen.

T : read. Mr. Suwat said a sailor told him the ship **began to take** water
into it very **quickly**.

S : listen.

T : read. A lot of water went into the **bottom** of the ship and the ship's
pumps could not pump it out quickly enough.

S : listen.

T : read. The 300 passengers and 100 **sailors** went into another ship
which **came to help**.

S : listen.

T : reads. The name of the ship was Bortine.

S : listen.

Teacher reads news report once more part by part and asks the students
to repeat altogether, the whole class. Students repeat the reading passage
after the teacher. While reading the passage part by part, the teacher
points to the diagram showing Journalistic genre (news report features
and explains both in English and in Thai. A news report is a type of
Journalistic genre. It has the purpose to present an account of an event.
It has four parts: Headline, Lead, Additional Information, and

Conclusion.

T : reads. Hundreds saved from sinking ship.

S : repeat. Hundreds saved from sinking ship.

Teacher points to the diagram and explains both in English and in Thai that the first part is called the headline. The headline is a short summary of the event ; large, eye-catching, to get people's attention. Then teacher and students go on reading the second part.

T : reads. Phuket-More than 400 people left the Andaman Princess yesterday after the ship began to sink near Koh Phi Phi . Suwat Prakhunsit, 54, a passenger, said the ship started to sink shortly after it left Maya Bay.

S : repeat.

Teacher points to the diagram and explains both in English and in Thai : the second part is the lead which is the essence of the story. Usually it is a short statement that tells what happened, the main people involved, when and where the event occurred.

Teacher and students continue to read the third part which is called additional information.

T : reads. Mr. Suwat said a sailor told him the ship began to take water into it very quickly. A lot of water went into the bottom of the ship and the ship's pumps could not pump it out quickly enough.

S : repeat.

Teacher points to the diagram and explains both in English and in Thai that the third part is the additional information. In this section the remaining information is presented in short paragraphs with the facts given in decreasing order of importance. Columns are used to provide a shorter reading line. Comments from observers or witness may be included (direct speech is used). Photographs of relevant people or locations may be positioned in this or other sections.

Teacher and students continue to read the last part which is called conclusion.

T reads : The 300 passengers and 100 sailors went into another ship which came to help. The name of the ship was Bortine.

S : repeat.

Then the teacher points to the diagram and explains both in English
and in Thai. a conclusion tells of outcomes/further developments.

Step 2 Teacher asks all students to take the role play of a passenger and a
reporter to see if they can understand the main idea of the news.
Students talk in pairs. Student No. 1 acts as a reporter asking questions
to the passenger to get the information about what happened to the
Andaman Princess. Student No. 2 acts as a passenger telling the reporter
what happened. (Student No.1 gets the question cards and student No.2
gets answer cards. They may add their own words.)

S. No. 1 : What was the name of the sinking ship ?

S. No. 2 :   The Andaman Princess.

S. No. 1 : What happened to the ship ?

S. No. 2 : The ship began to sink.

S. No. 1 : Where did the ship began to sink ?

S. No. 2 : The ship began to sink near Koh Phi Phi.

S. No. 1 : When did the ship begin to sink ?

S. No. 2 : The ship began to sink on July 12, 2001.

S. No. 1 : How many people were on the ship ?

S. No. 2 : More than 400 people.

S. No. 1 : What happened to them ?

S. No. 2 : They left the Andaman Princess and they were saved by the
Bortine.

Step 3 Teacher asks the students to write the words they learnt from the news
report on the blackboard. Let them read the words altogether. After that
let them do exercise A in pairs for vocabulary work.

Step 4 Teacher points to the diagram of the Journalistic genre (news report)
features. Students and teacher conclude that a news report is a type of
Journalistic genre. It has four parts : Headline. Lead. Additional
Information. and Conclusion.

At the end of the diagram teacher explains the language used in a news
report. Language used are mainly past tense. action verbs. Who. When.
What and Where words and asks the students to underline all the action

verbs in the past. Teacher emphasizes that the most important
information can always be found in the lead in the news report. Then
divides the students into groups of 4 -5, let them read the reading passage
silently, discuss the work and do exercise B to see if they can recognize
the features of Journalistic genre (news report) and use them to state the
main idea and the supporting ideas correctly. After doing exercise B,
students report their work as a group to their class.

Step 5   Students do exercise C individually (himself / herself) by reading the
passage once more, and write a new headline. Then hand in their work
to their teacher.

Teaching Aids :

1. Picture
2. Story chart/diagram
3. Sentence cards
4. Work sheets
5. Real objects (a life-jacket, a whistle, a loudspeaker, a flash-light, a sailor's
   hat, a mobile phone, and a newspaper)

Evaluation :

1. Observe while working in class / group / individually.
2. Check students' work / exercises after giving assignment.

Reading Text For Period 6

Hundreds saved from sinking ship.

Phuket-More than 400 people left the Andaman Princess yesterday after the ship began to sink near Koh Phi Phi . Suwat Prakhumsit, 54, a passenger, said the ship started to sink shortly after it left Maya Bay.

Mr. Suwat said a sailor told him the ship began to take water into it very quickly. A lot of water went into the bottom of the ship and the ship's pumps could not pump it out quickly enough. The 300 passengers and 100 sailors went into another ship which came to help. The name of the ship was Bortine.

Bangkok Post, Friday, July 13, 2001.

NEWS REPORT
Presents an account of an event
นำเสนอเหตุการณ์ที่เกิดขึ้น

A news report has four parts:

HEADLINE:
Short summary of event: large, eye-catching.
หัวข้อข่าว สรุปย่อสั้นๆ เกี่ยวกับเหตุการณ์ที่เกิดขึ้นเป็นอักษรตัวใหญ่สะดุดตา

LEAD:
Gives the main idea of the story. Usually a short statement that tells
what happened, who, when, and where.
ความนำให้ส่วนที่สำคัญที่สุดของข่าวบอกเกิดอะไร กับใคร เมื่อไหร่และที่ไหน

ADDITIONAL INFORMATION:
In this section the remaining information is presented in short paragraphs
with the facts given in decreasing order of importance.
ข้อมูลเพิ่มเติมในส่วนนี้มีข้อมูลเพิ่มประกอบบยายความสำคัญของข้อมูลที่กล่าวมา

แล้ว เป็นข้อเท็จจริงที่ลดความสำคัญลงมาจาก Lead

CONCLUSION: สรุปข่าว
บอกผลหรือการติดตามข่าวต่อไป

How well did you understand ?

A. Work in pairs. Based on your understanding of the text. What are the correct words to fill in the blanks? You must not look at the text.

Hundreds .....1.....from sinking ship.

Phuket-More than 400 people ....2....the Andaman
Princes yesterday after the ship began to.....3..... near
Koh Phi Phi . Suwat Prakhunsit, 54, a passenger,
said the ship started to sink.....4...... after it left Maya Bay.

Mr. Suwat said a sailor told him the ship began to
take water into it very quickly. A lot of water went into
the .....5.....of the ship and the ship's......6......could not
pump it out quickly enough.

The 300 ....7....... and 100 sailors went into another ship
which came to help.   The name of the ship was Bortine.
Bangkok Post. Friday, July 13, 2001.

Appendix A1 (continued).

B. Groups of 4-5 students. Based on the news report read. Discuss and complete the exercise by writing short sentences in the spaces.

Headline (Title) : ....

Lead: : (Who, When, What, Where)...
....
....
....
....
....
....
....

C. Individual work. Based on the news report you have read. Think about the readers who read the newspaper. Write a new headline.

The headline should be
....
....

Lesson Plan For Experimental Group

Period 11

Time : 50 minutes   **Grade level : 7**

General Objective :

   1. Students are able to read about interesting things in daily life.

   2. Students are able to comprehend what they have read.

Terminal Objective :

   1. Students are able to understand the meaning of the vocabulary from reading
       the text, "Land of Bikes".

   2. Students are able to recognize the features of Expository genre
       (explanation) and use them in finding the main idea and the supporting
       ideas from the text they have read.

   3. Students are able to use the Expository genre (explanation) features learnt to
       state their opinions.

Teaching Procedure :

Step 1   Teacher tells the students the objective of the lesson / period and asks
                  the students both in English and in Thai if they ever have ridden a bike
                  or not, to get the students' attention.

          T : Have you ever had a bike ? (Teacher points to the picture of a bike in a
                story chart). A bike is short for bicycle.

          S : Yes / No. (some students have / some students haven't)

          T : Do you ride a bike ?

          S : Yes / No.

          T : Where do you go on your bike ?

          S : answer (home, school, shopping, mountain bike, beach etc.)

          T : Do you like your bike ?

          S : Yes, I do.

          T : Why ?

          S : I can go anywhere on it.

          T : Today I have a story about "Land of Bikes" for you to read. Do you
                know where it could be? What country has a lot of bicycles?

          S : Answer Yes / No.

Appendix A1 (continued).

Then teacher starts to read the reading passage "Land of Bikes"
sentence by sentence from the sentences cards to present the
vocabulary and sticks the cards on the board. While reading teacher
points to the pictures in the story chart, the real objects and does the
appropriate actions to present the meaning of the underlined words.
Teacher reads each sentence 1-2 times. Students listen.

T : reads. **Land of Bikes** (points to the map of Holland while reading the
words "Land of Bikes").

S : listen.

T : reads. A <u>Dutchman</u> lives in Holland.

S : listen.

T : reads. A Dutchman's best friend is his <u>bike</u>.

S : listen.

T : reads. Factory <u>workers</u> ride bikes.

S : listen.

T : reads. <u>Businessmen</u> ride bikes too.

S : listen.

T : reads. *Schoolchildren* ride bike to school.

S : listen.

T : reads. Mothers take their babies for rides in the <u>baskets</u>.

S : listen.

T : reads. The baker's man rides off to deliver <u>cakes</u>.

S : listen.

T : reads. <u>Bellboys</u> carry suitcases to the hotel on bikes.

After that, teacher reads the whole story "Land of Bikes" from the
reading passage on the story chart once more, part by part, and asks the
students to repeat altogether the whole class. Students repeat after the
teacher. While reading the passage part by part, the teacher points to
the diagram showing Expository genre (explanation) features and
explains both in English and in Thai. An explanation is a type of
Expository genre. An explanation has the purpose to tell how
something works, changes, grows. It has four parts: Subject,
Description, Uses, and Conclusion.

T : reads. Land of Bikes.

S : read. Land of Bikes.

Teacher points to the diagram and explains both in English and in Thai that the first part is called the subject. Subject defines what is being explained. (What is it?). Then teacher and students go on reading the second part which is called description.

T : reads. A Dutchman's best friend is his bicycle.

S : repeat. A Dutchman's best friend is his bicycle.

T : reads. He goes everywhere with it.

S : repeat. He goes everywhere with it.

T : reads. He rides it to work.

S : repeat. He rides it to work.

T : reads. He rides it for fun.

S : repeat. He rides it for fun.

Teacher points to the second part in the diagram and explains both in English and in Thai about the description part. Description describes the main features or parts of what is being explained. Then teacher and students go on reading the third part which is called uses and the fourth part which is called conclusion.

T : reads. Factory workers ride bikes.

S : repeat. Factory workers ride bikes.

T : reads. Businessmen ride bikes too.

S : repeat. Businessmen ride bikes too.

T : reads. School children fly along on their bikes.

S : repeat. School children fly along on their bikes.

T : read. Mothers take their babies for rides in the baskets.

S : repeat. Mothers take their babies for rides in the baskets.

T : reads. The herring seller rides a bike.

S : repeat. The herring seller rides a bike.

T : reads. Other riders slow down near him.

S : repeat. Other riders slow down near him.

T : reads. They toss him a coin.

S : repeat. They toss him a coin.

T : reads. He throws back a fish.

S : repeat. He throws back a fish.

T : reads. They eat as they ride.

S : repeat. They eat as they ride.

T : reads. The flower seller has a bike.

S : repeat. The flower seller has a bike.

T : reads. It has flower box on the front.

S : repeat. It has flower box on the front.

T : reads. He rides to a busy corner.

S : repeat. He rides to a busy corner.

T : reads. Then he opens the box and sells.

S : repeat. Then he opens the box and sells.

T : reads. The baker's man rides to the bakery.

S : repeat. The baker's man rides to the bakery.

T : reads. He picks up orders.

S : repeat. He picks up orders.

T : reads. He loads his bike box.

S : repeat. He loads his bike box.

T : reads. He puts the loaves in first.

S : repeat. He puts the loaves in first.

T : reads. Next he packs the rolls.

S : repeat. Next he packs the rolls.

T : reads. The fancy cakes go on top.

S : repeat. The fancy cakes go on top.

T : reads. Then he rides off to deliver them.

S : repeat. Then he rides off to deliver them.

T : reads. Bellboys carry suitcases to the hotels on bikes.

S : repeat. Bellboys carry suitcases to the hotels on bikes.

T : reads. Even the police ride bikes!

S : repeat. Even the police ride bikes!

Teacher points to the diagram and explains both in English and in Thai that uses explains how the subject works or changes. In this story the uses are presented from the sentence "Factory workers ride bikes" to the sentence "Even the police ride bikes!"

Appendix A1 (continued).

Teacher and students continue to read the fourth part which is called conclusion.

T : reads. Holland has eleven million people-and six million bikes.

S : repeat. Holland has eleven million people-and six million bikes.

T : reads. That's not a lot of people, for a whole country.

S : repeat. That's not a lot of people, for a whole country.

T : reads. But it is a lot of bikes!

S : repeat. But it is a lot of bikes!

Teacher points to the diagram and explains both in English and in Thai. a conclusion presents interesting or special features.

Step 2   Teacher asks the students to play the role of the people in the text who are giving example of the uses of bikes: to be the factory workers. businessmen, schoolchildren, mothers, herring seller, flower seller, baker, bellboys, police, and other riders. The rest of the class read the whole passage again altogether while the participants do the actions.

Teacher may help to start the activity by asking the question as follow :

T : asks. What is being explained in this story ?

S : answer. The uses of bikes in Holland.

T : asks. How do people in Holland use their bikes ?

S : read. (Students who are not participants in the role play read altogether from the story chart part by part till the end of the story while the other participants act and say).

        - A Dutchman's best friend is his bicycle. He rides it home. He rides it for fun.

S. No. 1 : (The one who plays role as a Dutchman comes out, acts and says):

        - I am a Dutchman. My best friend is my bike. I go everywhere with it. I ride it to work. I ride it home. I ride it for fun.

S. No.2 and 3 : (the ones who play roles as factory workers come out, act and say).

        - We are factory workers, we ride bikes to work.

S.No.4 and 5 : (The ones who play roles as businessmen come out, act and say) :

        - We are businessmen, we ride bikes too.

S. No 6 and 7 : (The ones who play roles as schoolchildren come out, act and say) :

        - We are schoolchildren, we fly along on our bikes.

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S. No. 8 and 9   : (The ones who play roles as mothers come out, act and say) :

                  - We are mothers, we take our babies for rides in the basket on our bikes.

    S. No. 10   : (The one who plays role as a herring seller comes out, acts and says) :

                  - I am a herring seller, I ride a bike. Other riders slow down near me.
                  They toss me a coin. I throw back a fish. They eat as they ride.
                  (Other riders could be all other participants)

    S. No. 11   : (The one who plays role as a flower seller comes out, acts and says) :

                  - I am a flower seller, I have a bike. It has a flower box on the front.
                  I ride to a busy corner. Then I open the box and sell.

    S. No.12   : (The one who plays role as a baker's man comes out, acts and says) :

                  - I am a baker's man, I ride to a bakery. I pick up orders. I load my
                  bike box. I put the loaves in first. Next I pack the rolls. The fancy
                  cakes go on top. Then I ride off to deliver them.

S. No. 13 and 14 : (The ones who play role as bellboys come out, act and say) :

                  - We are bellboys, we carry suitcases to the hotels on bikes.

S. No.15 and 16 : (The ones who play role as police come out, act and say) :

                  - We are policemen, we ride bikes!
                  Teacher thanks all participants and asks the students for a conclusion
                  about the number of bikes compared to the number of people in
                  Holland;

    T :   asks. How do the number of people compare to the number of bikes in
          Holland ?

    S :   answer according to the factual information sentence.

          - Holland has eleven million people-and six million bikes.

    T :   concludes. This is how bicycles are used in Holland because there are
          many bikes.

Step 3   Teacher asks the students to write the words they learnt from the story
              on the blackboard 1-2 words each student. Then asks them to say the
              words in sentences to show why they are important in the story. After
              that let them do exercise A in pairs for vocabulary work.

Step 4   Teacher points to the diagram of the Expository genre (explanation)
              features. Students and teacher conclude that an explanation is a type of

Expository genre. An explanation has the purpose to tell how
something works, changes, grows.

It has four parts : Subject. Description, Uses, and Conclusion. At the
end of the diagram teacher explains the language found in an
explanation : present tense is used usually, although past tense may be
used. Factual information is presented. Then asks the students to
underline all the verbs and circle all factual information.

Teacher may say :

T : Class, please look at the reading passage. read it silently. While you
are reading, underline all verbs in present tense. circle all factual information.

S : do as asked.

T : asks. How many verbs can you find ?

S : answer. There are............ verbs.

T : asks. Are they all in the present form ?

S : answer. Yes. they are.

T : ask. How many factual information sentences can you find ?

S : answer. There are................factual information sentences.

After that. divide the students into groups of 4-5, let them read the
reading passage silently, discuss the work and do exercise B to see if
they can recognize the features of Expository genre (explanation) and
use them in finding the main idea and the supporting ideas from the
text they have read correctly. After doing exercise B, students report
their work as a group to their class.

Step 5   Students do exercise C individually himself/herself by reading the
passage once more, and do exercise C to state his/her opinion. Then.
hand in their work to their teacher.

Teaching Aids:

1. Picture
2. Story chart/diagram
3. Sentence cards
4. Work sheets
5. Real objects (a bicycle. a box. a fish. a loaf of bread. a suitcase. a
   bell. a basket. and a map.)

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Appendix A1 (continued).

Evaluation:

1. Observe while working in class/group/individually.

2. Check students' work/exercises after giving assignment.

Reading Text For Period 11

Land of Bikes

A Dutchman's best friend is his bicycle. He goes everywhere with it. He rides it to work. He rides it home. He rides it for fun.

Factory workers ride bikes. Businessmen ride bikes too. Schoolchildren fly along on their bikes. Mothers take their babies for rides in the baskets.

The herring seller rides a bike. Other riders slow down near him. They toss him a coin. He throws back a fish. They eat as they ride.

The flower seller has a bike. It has a flower box on the front. He rides to a busy corner. Then he opens the box and sells.

The baker's man rides to the bakery. He picks up orders. He loads his bike box. He puts the loaves in first. Next he packs the rolls. The fancy cakes go on top. Then he rides off to deliver them.

Bellboys carry suitcases to the hotels on bikes. Even the police ride bikes!

Holland has eleven million people—and six million bikes. That's not a lot of people, for a whole country. But it *is* a lot of bikes!

Land of Bikes

by Norah Smaridge

EXPLANATION การชี้แจงอธิบายเหตุผล

Tells how something works,
changes, grows. บอกถึงวิธีการทำงาน การเปลี่ยนแปลงและการเจริญเติบโตของบางสิ่งบางอย่าง

An explanation has four parts. การชี้แจงอธิบายเหตุผลมีสี่ส่วนดังนี้คือ

1. SUBJECT: ชื่อเรื่อง / หัวเรื่อง
Defines what is being explained.
ให้ความหมายของสิ่งที่จะอธิบายว่าคืออะไร

BEFORE YOU BEGIN TO READ

Think
What is it?
How can I describe it?

2. DESCRIPTION: การพรรณนาบอกลักษณะ
Describes the main features or parts
of what is being explained. การพรรณนา
ว่าให้คือคุณลักษณะสำคัญ หรืออะไรเป็นส่วน
ประกอบของสิ่งที่กำลังจะ อธิบาย

3. USES: ประโยชน์
Tells where/ when the subject is used.
บอกให้รู้ว่าสิ่งที่กำลังอธิบายจะถูกใช้ประโยชน์
ที่ไหน เมื่อไหร่

Think
How can I explain the process?
I need to sequence the information

Think
What or what does this happen?
How could I find it out?

4. CONCLUSION: การสรุป
Presents interesting or special
features.
นำเสนอสิ่งที่น่าสนใจหรือลักษณะพิเศษ
ของสิ่งที่อธิบาย

How well did you understand ?

A. Work in pairs. After reading the text, write the word which best fits in the sentence below.

1. The father and................................go for rides with their children.
2. Bellboys deliver suitcases on their............................in Holland.
3. Some people have.............................on their bikes to carry babies.
4. One man delivers.............................from the bakery.
5. The factory.............................lock their bikes up outside.

Appendix A1 (continued).
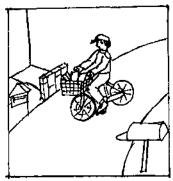
Exercise B Suggestion for replacement.

Work in groups of 4-5 to fill in the answeres to How MANY? and then decide in which part of the explanation you found the answer.

1. How many words are in the title?
   _____ What are they?
   _____

2. How many things does the Dutchman do with his bike?
   _____ What are they?
   _____ _____ _____

3. How many groups of people are in paragraph 2 _____
   What are they? _____

   _____ _____ _____

   How many special people are in the next four paragraphs? _____
   Who are they? _____ _____

   _____ _____

   How many things does the baker's man put in his bike? _____
   What are they? _____ _____ _____

4. How many people are in Holland? _____
   How many bicycles are there in Holland? ___
   _____ _____ _____

Extra question : Where do Dutch people live ?

C. **Individual work.** According to the story you have learnt, write a few words to describe a picture how she/ he would use her/ his bike (Choose only one picture and use your own words).

Subject : Land of Bikes

Description : A Dutchman's best friend is his bicycle.
He goes everywhere with it. He rides it to work. He rides it home. He rides it for fun.

Uses : The_ _ _ _ _ _ _ _ has a_ _ _ _ _ _ _ _.
She / He has a basket of_ _ _ _ on the front.
She / He rides _ _ _ _ _ _ _ _ _ _ _ _ _ _.
Then she / he _ _ _ _ _ _ _ _ the_ _ _ _
and_ .

Lesson Plan For Control Group

Period 1

Time : 50 minutes   Grade Level : 7

General Objective :

    1. Students are able to read about interesting things in daily life.

    2. Students are able to comprehend what they have read.

Terminal Objective :

    1. Students are able to understand the meaning of the vocabulary from reading the text. "The Mouse and the Bull ".

    2. Students are able to state the main idea and the supporting ideas, and are able to answers the questions on the text they have read.

    3. Students are able to retell and sum up the story they have read.

Teaching Procedures :

Step 1   Teacher tells the students the objective of the lesson / period. Then teacher and students talk about the mouse and the bull in general to build up the students' attention . After that, the teacher presents new vocabulary to the students by using story chart, word cards, sentence cards, and pictures. Teacher uses sentence cards to present the vocabulary sentence by sentence and sticks the cards on the board.

    Vocabulary presented are as follows :

        - Once a <u>little</u> <u>mouse</u> bit a <u>bull</u> 's tail.

        - The bull was so <u>mad.</u>

        - The bull <u>chased</u> the mouse across the yard.

        - The mouse was too <u>fast</u> for the bull.

        - The mouse ran into <u>a hole</u> in the wall.

        - The bull <u>charged</u> the wall.

        - The bull <u>chipped</u> his horns and <u>bruised</u> his head.

        - At last, the bull <u>fell to</u> the ground.

        - Just before the bull <u>dozed off</u> . he head a little <u>voice</u> say.

Big people don't always <u>win.</u> Sometimes, little people can win too.(While reading each sentence teacher points to the picture, the real object, and does the actions to show the meaning of the underlined words. Teacher reads each sentence 1 – 2 times. Students listen). After the vocabulary presentation, teacher

Appendix A2 (continued).

reads the reading passage from the story chart **"The Mouse and The Bull"** to the students.

Step 2   Students practise reading by repeating the reading passage about The Mouse and The Bull from the story chart after the teacher : the whole class, row by row and individually.

Step 3   After that, divide the students into groups of 4 – 5, let them read the whole passage from the reading text silently in groups, discuss the work and do exercise B. Then teacher asks them questions about the text they have read, students answer orally.

Teacher asks the questions :

    1. What was this story about ?

    2. When did the story happen ?

    3. Who were the animals in the story ?

    4. Where did the little mouse bite the bull ?

    5. What did the bull do to the mouse ?

    6. Where did the bull chase the mouse ?

    7. Who ran too fast for the bull to chase ?

    8. Where did the mouse run into ?

    9. What happened to the bull when he chased the mouse ?

    10. Who fell to the ground at last ?

    11. When did the bull hear a little voice from the mouse ?

    12. What did the little mouse say to the bull ?

Students answer the questions :

    1. The Mouse and the Bull.

    2. The story happened once upon a time.

    3. They were the mouse and the bull.

    4. The little mouse bit the bull 's tail.

    5. The bull was so mad, he chased the mouse across the yard.

    6. The bull chased the mouse across the yard.

    7. The mouse ran too fast for the bull.

    8. The mouse ran into a hole in the wall.

    9. The bull charged the wall and chipped his horns and bruised his head.

    10. The bull fell to the ground at last.

Appendix A2 (continued).

11. Just before he dozed off the bull heard a little voice from the mouse.

12. "Big people don't always win. Sometimes, little people can win too."

After that, teacher asks the students, the whole class. Students answer.

T : What did you learn from the story ?

S : (answer)

Teacher draws the conclusion that this story is a fable. A fable is a mythical story that sets out to teach a lesson. From a fable you usually learn something called the moral of the story.(Teacher explains both in English and in Thai).

Step 4   Student do the production by reading the passage silently themselves. Then do Exercise A for vocabulary work in pairs in the group, exercise B for reading comprehension in groups to discuss main idea and supporting ideas from the text read. After the students have done each exercise, the teacher asks them to report their work/ answers to their class in order to compare their work/ answers and to check their work/ answers with their friends'. Teacher may help to correct their answers if needed.

Step 5   Then let the students read the reading passage(himself / herself) and do exercise C for retelling the story from the text read individually and hand them in to their teacher.

Teaching Aids :

1. Picture
2. Story chart
3. Sentence cards
4. Work sheets
5. Real objects (a hole, the wall)

Evaluation :

1. Observe while working in class / group /individually.
2. Check students' work / exercises after giving assignment.

Reading Text For Period 1

The Mouse and the Bull

Once there was a little mouse and a bull. The mouse did not like the bull so he bit the bull's tail. The bull was so mad, he chases the mouse across the yard. The mouse was too fast for the bull. The mouse ran into a hole in the wall. The bull charged the wall and chipped his horns and bruised his head. At last, the bull fell to the ground. Just before he dozed off, he heard a little voice say "Big people don't always win. Sometimes, little people can win too."

How well did you understand ?

A. Work in pairs. Which one best fits in each sentence below ?

mad	fast	chipped	dozed off	voice
charged	bit	bruised	fell to	chased

1. You should go to see the doctor if the dog ....you.

2. Somsak lost his game, he was ....

3. My cat .... a rat last night.

4. Anong was the first one in the race because she ran ....

5. At playtime, the children ....out of the classroom.

6. In the story, the bull .... his horns on the wall.

7-8. Nipon ......his head when he ....his bicycle.

9. At last, the bull fell to the ground, just before he .... he heard a little voice.

10. Somsri has no ....because she has a cold.

Appendix A2 (continued).

B. Work in groups of 4 –5. Choose the best answer a or b.

1. What is this story about?
   a. The Hole and the Wall.
   b. The Mouse and the Bull.

2. What is this kind of story called?
   a. A fable
   b. An advertisement

3. Who were in this story?
   a. Big people and little people.
   b. The Mouse and the Bull.

4. What did you learn from this story?
   a. "Big people always win over little people. "
   b. "Big people don't always win. Sometimes, little people can win."

5. The lesson taught in this story is similar to _ _ _ _ _
   a. "Don't be too proud of yourself."
   b. "Where there is a will, there is a way"

Appendix A2 (continued).

C. Individual work. Think about it. What happened first in the story? What happened second? What happened third, fourth, fifth, and last? Put them into correct order.

.... 1. The bull charged the wall.

.... 2. The bull chased the mouse.

.... 3. The bull was mad.

......   : The mouse bit the bull's tail.

.... 5. The bull fell to the ground.

.... 6. The mouse ran into a hole in the wall.

first	second	third
fourth	fifth	last

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Lesson Plan For Control Group
Period 6

Time : 50 minutes   **Grade level : 7**

General Objective :

1. Students are able to read about interesting things in daily life.
2. Students are able to comprehend what they have read.

Terminal Objective :

1. Students are able to understand the meaning of the vocabulary from reading the text, "Hundreds saved from sinking ship".
2. Students are able to state the main idea and the supporting ideas of the text they have read.
3. Students are able to retell the story they have read.

Teaching Procedures :

Step 1   Teacher tells the students the objective of the lesson / period. Then teacher and students talk about the news in general to build up the students' attention. After that, teacher presents new vocabulary from the news report to the students by using the story chart, sentence cards, pictures, and real objects. Teacher uses sentence cards to present the vocabulary sentence by sentence and stick the cards to the board. Vocabulary presented are as follows :

- Hundreds **saved** from sinking ship.
- Phuket-More than 400 people **left** the Andaman Princess yesterday after the ship **began** to sink near Koh Phi Phi.
- Suwat Prakhunsit, 54, a **passenger**, said the ship **started to sink shortly** after it left Maya Bay.
- Mr. Suwat said a sailor told him the ship **began to take** water into it very **quickly**.
- A lot of water went into the **bottom** of the ship and the ship's **pumps** could not pump it out quickly enough.
- The 300 passengers and 100 **sailors** went into another ship which **came to help**.

While reading each sentence teacher points to the picture, the real object, and does the action to show the meaning of the underlined words.

Appendix A2 (continued).

Teacher reads each sentence 1-2 times. Students listen. After the vocabulary presentation, teacher reads the reading passage from the story chart "Hundreds saved from sinking ship" to the students once more. Students listen.

Step 2   Students practice reading by repeating the reading passage about "Hundreds saved from sinking ship" after the teacher : the whole class, row by row, and individually.

Step 3   After that divide the students into groups of 4-5. Let them read the whole passage from the reading text silently in groups and do the group discussion on the text they have read together. Then teacher asks them questions about the text they have read, students answer orally

Teacher asks the questions :

1. What is the title of the news report?
2. Where did the ship begin to sink?
3. How many people were there on the ship?
4. What was the name of the sinking ship?
5. When did the ship start to sink?
6. How did the ship sink?
7. Who told Mr. Suwat that the ship was sinking?
8. Who were on the ship?
9. How did the people on the Andaman Princess save their lives?
10. What was the name of the ship which came to help?
11. Where can you get the information from?

Students answer the questions :

1. The title of the news report is "Hundreds saved from Sinking Ship".
2. The ship began to sink near Koh Phi Phi, Phuket.
3. There were more than 400 people on the ship.
4. The name of the ship was Andaman Princess.
5. The ship started to sink shortly after it left Maya Bay on Thursday, July, 12, 2001.

6. The ship began to take water into it very quickly. A lot of water went into the bottom of the ship and the ship's pumps could not pump it out quickly enough.

7. A sailor told Mr. Suwat that the ship was sinking.

8. There were 300 passengers and 100 sailors on the ship.

9. They went into another ship which came to help.

10. The name of the ship was Bortine.

11. We can get the information from the Bangkok Post: Friday, July 13, 2001.

After answering the questions, students and teacher make a conclusion that the reading passage is called a news report because it reports the news from a newspaper.

Step 4   Students do the production in groups of 4-5 by reading the news report silently themselves. Then do exercise A in pairs with a friend in the group for vocabulary work. After that, do exercise B in groups to state the main idea and the supporting ideas of the text they have read. After the students have done each exercise, the teacher asks them to report their work / answers to their class in order to check their work / answer with their friends'. Teacher may help to correct their answer if needed.

Step 5   Students read the reading passage (himself / herself) individually and do exercise C to retell the news. Then the teacher calls some of them to retell the news report to their class. Then hand in their work to their teacher.

Teaching Aids :
1. Pictures
2. Story chart
3. Sentence cards
4. Work sheets
5. Real objects (a life-jacket, a whistle, a loudspeaker, a flash-light, a sailor's hat, a mobile phone, and a newspaper)

Evaluation :
1. Observe while working in class / group / individually.
2. Check students' work / exercise after giving assignment.

Reading Text For Period 6

Hundreds saved from sinking ship.

Phuket-More than 400 people left the Andaman
Princess yesterday after the ship began to sink near
Koh Phi Phi. Suwat Prakhunsit, 54, a passenger,
said the ship started to sink shortly after it left Maya Bay.

Mr. Suwat said a sailor told him the ship began to
take water into it very quickly. A lot of water went into
the bottom of the ship and the ship's pumps could not
pump it out quickly enough. The 300 passengers and
100 sailors went into another ship which came to help.
The name of the ship was Bortine.

Bangkok Post. Friday, July 13, 2001.

Appendix A2 (continued).

How well did you understand ?

A. Work in pairs. Match the vocabulary from column A and B.

A	B
................1. left	a. people who work on ships
..............2. sink	b. go down
..............3. passenger	c. soon
..............4. shortly	d. in the lowest place
..............5. bottom	e. machine for forcing liquid out
..............6. pumps	of something.
..............7. sailors	f. went away
..............8. saved	g. someone who is travelling in a
	vehicle, plane, boat, car, train, etc.
	h. took away from danger

B. Work in groups of 4-5 students. Based on the news report read, read each
question and choose a or b. Then, circle the one that answers about the main
idea.

1. Where did you get the information about the sinking ship from?

   a. from the Bangkok Post

   b. from Bangkok Airways

2. What was the news story about?

   a. burning ship

   b. sinking ship

3. Where was the ship sinking?

   a. near Samui island

   b. near Koh Phi Phi, Phuket

4. How was the ship sinking?

   a. not too quickly

   b. very quickly

5. How did you know that the ship was not sinking too fast?

   a. Mr. Suwat reported it.

   b. Passengers and sailors did not have enough time to go into
       another ship.

6. Why was the ship sinking slowly?

     a. because the ship's pumps were working

     b. because the ship was over loaded

7. What was the name of the sinking ship?

     a. The Bortine

     b. The Andaman Princess

8. When did the ship start to sink?

     a. on Thursday, July 12, 2001

     b. on Friday, July 13, 2001

9. Who were on the sinking ship.

     a. passengers and sailors

     b. passengers and drivers

10. What was the purpose of this story?

     a. to report the news

     b. to advertise the Andaman Princess

C. Individual work. Based on the news report you have read, suppose you were a passenger on the Andaman Princess. Please answer the questions and report to your class.

1. What is the name of the sinking ship ?

....

2. How many people were there on the ship ?

....

3. When did the ship began to sink ?

....

4. Where did the ship start to sink ?

....

5. What happened to the people on the ship ?

....

Lesson Plan For Control Group
Period 11

Time : 50 minutes   **Grade level : 7**

General Objective :

1. Students are able to read about interesting things in daily life.

2. Students are able to comprehend what they have read.

Terminal Objective :

1. Students are able to understand the meaning of the vocabulary from reading the text. "Land of Bikes".

2. Students are able to state the main idea and the supporting ideas from the text they have read.

3. Students are able to state their opinions according to the text read.

Teaching Procedure :

Step 1   Teacher tells the students the objective of the lesson/ period. Then teacher and students talk about "Bicycle" in general to build up students' attention. After that, the teacher presents new vocabulary to the students by using story chart, word cards, sentence cards, a map. and pictures. Vocabulary presented are as follows :

- A Dutchman lives in Holland.
- A Dutchman's best friend is his bike.
- Factory workers ride bikes.
- Businessmen ride bikes too.
- Schoolchildren ride bikes to school.
- Mothers take their babies for rides in the baskets.
- The baker's man rides off to deliver cakes.
- Bellboys carry suitcases to the hotel on bikes.

While reading each sentence teacher points to the picture, the real object. and does the action to show the meanings of the underlined words. Teacher reads each sentence 1-2 times. Students listen. After the vocabulary presentation, teacher reads the reading passage **"Land of Bikes"** to the students once more. Teacher shows the map of Holland to the students.

Appendix A2 (continued).

Step 2   Students practice reading by repeating the reading passage
             "Land of Bikes" after the teacher : the whole class, row by row and
             individually.

Step 3   After that divide the students into groups of 4-5, let them read the
             whole passage from the reading text silently in groups and do the
             group discussion on the text they have read together. Then teacher
             asks them questions about the text they have read, students answer
             orally.

Teacher asks the questions :

1. What is this story telling you about?
2. Who is a Dutchman's best friend?
3. Why is a Dutchman's best friend his bicycle?
4. Where does a Dutchman go with his bicycle?
5. Who else rides bikes?
6. How do schoolchildren go to school in Holland?
7. How do other riders buy the herring?
8. How does the herring seller sell his fish?
9. Was the herring cooked or not?
10. How do you know the herring was cooked?
11. How does the flower seller sell his flowers?
12. How does the baker's man go to the baker and pack his bread?
13. How do bellboys carry suitcases to the hotels?
14. How does the number of people compare to the number of bikes in Holland?

Students answer the questions :

1. This story is telling us about Bikes in Holland.
2. A Dutchman's best friend is his bicycle.
3. Because he goes everywhere with it.
4. He rides it to work, he rides it home, and he rides it for fun.
5. Factory workers, businessmen, school children, mothers, the herring seller, the flower seller, the baker's man, bellboys and

the police ride bikes.

6. School children fly along on their bikes.

7. Other riders slow down near the herring seller. Then they toss him a coin. The herring seller throws back a fish. They eat as they ride.

8. He sells his fish on his bike on the road.

9. The herring was cooked.

10. Because they can eat it.

11. The flower seller has a bike. It has a flower box on the front. He rides to a busy corner. Then he opens the box and sells.

12. The baker's man rides to the bakery. He picks up orders. He loads his bike box. He puts the loaves in first. Next he packs the rolls. The fancy cakes go on top. Then he rides off to deliver them.

13. Bellboys carry suitcases to the hotels on bikes.

14. Holland has eleven million people – and six million bikes.

Students and teacher draw the conclusion that Holland is called the **Land of Bikes** because bicycles are used almost everywhere.

Step 4   Students do the production by reading the passage themselves silently in groups. Then do exercise A in pair with a friend in the group for vocabulary work, exercise B in groups to state the main idea and the supporting ideas from the text they have read, After the students have done each exercise, the teacher asks them to report their work / answers to their class in order to compare their work / answers or to check their work / answers with their friends'. Teacher may help to correct their answers if needed.

Step 5   Then let the students read the reading passage(himself /herself) and do exercise C to state(his / her)opinion. Then hand in their work to their teacher.

Teaching Aids :

1. Picture

2. Story chart

3. Sentence cards

4. Work sheets

5. Real objects (a bicycle, a box, flowers, a fish, a loaf of bread, a suitcase, a bell, a basket, and a map)

Appendix A2 (continued).

Evaluation :

1. Observe while working in class / group / individually.
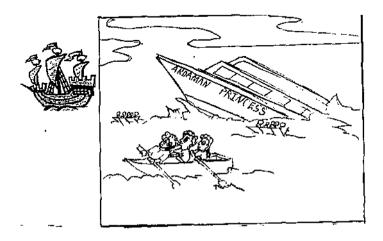2. Check students' work / exercise after giving assignment.

Appendix A2 (continued).

Reading Text For Period 11

Land of Bikes

A Dutchman's best friend is his bicycle. He goes everywhere with it. He rides it to work. He rides it home. He rides it for fun.

Factory workers ride bikes. Businessmen ride bikes too. Schoolchildren fly along on their bikes. Mothers take their babies for rides in the baskets.

The herring seller rides a bike. Other riders slow down near him. They toss him a coin. He throws back a fish. They eat as they ride.

The flower seller has a bike. It has a flower box on the front. He rides to a busy corner. Then he opens the box and sells.

The baker's man rides to the bakery. He picks up orders. He loads his bike box. He puts the loaves in first. Next he packs the rolls. The fancy cakes go on top. Then he rides off to deliver them.

Bellboys carry suitcases to the hotels on bikes. Even the police ride bikes!

Holland has eleven million people—and six million bikes. That's not a lot of people, for a whole country. But it is a lot of bikes!

Land of Bikes

by North Kennedy

How well did you understand ?

A. Work in pairs. After reading the text, write the word which best fits in the sentence below.

1. The father and.............................go for rides with their children.
2. Bellboys deliver suitcases on their...........................in Holland.
3. Some people have.............................on their bikes to carry babies.
4. One man delivers.............................from the bakery.
5. The factory.............................lock their bikes up outside.

B. Work in groups of 4-5. According to the text read, discuss and choose the best ending for each sentence. Then circle the one which is the main idea.

1. This story is mostly about _ _ _ _ _ _ _ _ _ _
   a. how people in Holland use their bicycles.
   b. how many bicycles there are in Holland.
2. When the herring in this story is sold, _ _ _ _ _ _ _ _ _ _
   a. it needs to be cooked.
   b. it is ready to be eaten.
3. This story shows _ _ _ _ _ _ _ _ _ _ _ _
   a. that some Dutchmen ride bikes as they work.
   b. that Dutchmen ride their bikes only to work.
4. A person is called a Dutchman if _ _ _ _ _ _ _ _ _ _ _ _
   a. he likes to ride a bike.
   b. he comes from Holland.
5. Where you live, you are most likely to see _ _ _ _ _ _ _ _ _ _
   a. bakers delivering cakes on their bikes.
   b. schoolchildren riding bikes.

C. **Individual work. Look at the pictures, choose only one and describe how the bike is used in the picture. Write a few sentences using your own words.**

Land of Bikes

A Dutchman's best friend is his bicycle. He goes everywhere with it. He rides it to work. He rides it home. He rides it for fun.

....

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Appendix B 1 Map

This map of Ratchaburi province shows where 3 schools are located for experiment (*). The map, in Thai, described the ethnic diversity of the province.

These pictures show the school, outside Ratchaburi province, where the 300 students from grade seven took the questionnaire and comprehension test for Rasch model analysis. The school was located just off the map on the last plate, near the North-West corner.

This picture shows School One at the upper left, School Two at the upper right. The two bottom pictures are from School Three, as well as the upper picture on the next page.

Appendix B 4   The three schools for the experiment and briefing of trainee teachers on genre method.

What can be seen here is three trainee teachers learning about genre before the experiment.
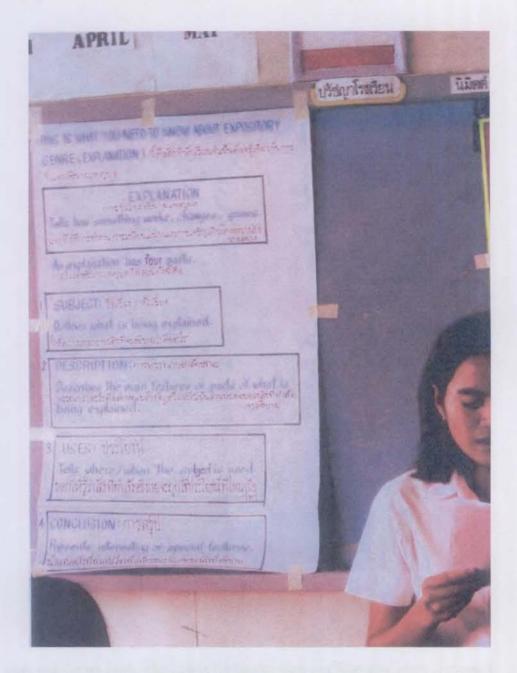
A Fable's genre features are introduced at School Two by trainee teacher. At upper left students discuss genre features in group after the explanation by the trainee teacher.

Journalistic genre features are introduced with help of charts in both English and Thai. Researcher corrects charts before use at School Two.

Expository (explanation) genre features are introduced to the class with chart in both English and Thai by the trainee teacher, after chart has been corrected by researcher.

Appendix B 8 Pair work and group work with explanation genre.

Pair work and Group work, with charts for Explanation and Narrative genre compared.

Role play "The Mouse and the Bull" fable, at School 1.

Appendix B 10 Explanation play-acting and discussion group.

Role play with Journalistic genre : reporter asking questions. Charts for Journalistic genre.

Role play with Expository genre (above), School 1. Introduction of discussion group final session at School 1 by host, while Head of English, School 2, Researcher, and School 2 trainee teacher listen to the School 1 presentation.

Appendix B 12 Discussions with all heads of English departments.

Discussions for follow-up with Head of English, School 1, Head of English
School 2, and School 2 trainee teacher, Farewell to School 1.

Appendix C Letters of Consent

Rajabhat Institute Muban
Chombung, Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

25 July 2001

Ms Tamara Warry
Executive Officer
Human Research Ethics Committee
Edith Cowan University. Perth, Western Australia
Churchlands Campus. Pearson Street. Churchlands
Western Australia 6018

Dear Ms Warry

Code: 01-94
Project Title: A Comparison of year 7 students' English reading comprehension and attitudes by means of a study of genre based and traditional teaching methods in Thailand.

Thank you for your letter of 16th July, 2001.
Pleased find attached the 5 consent letters changed as suggested by the Committee.

1. In the letter to the school principal, the change to describe the methods introduced as effective and ensuring the students similar or better opportunities than previously because of the smaller class size has been emphasized.

2. The consent form for the children has been made user friendly through simple check boxes, (similarly on all other letters).

3. It is explained to the parents that with the same reading materials and same performance tests their children will have equal chance to succeeded. Because of the smaller class size, this will be better than previously.

4. In all consent letters the rights of participants to anonymity and withdrawal has been emphasized.

Hoping the above changes are satisfactory. With my thanks and best regards.

Yours sincerely,

SANGUANSRI TOROK

cc, Dr. Russell Waugh, Supervisor.

Appendix C1   A letter to Student.

Rajabhat Institute Muban
Chombung , Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

Dear Student

I wish to request your participation in a study I am conducting focusing on teaching reading comprehension to Year 7 students. Since only the first 30 students will be chosen for the study, please indicate your willingness to participate by signing this form. Those not participating will also be taught as usual and there is no reward or penalty for participation. The advantage of participation to you is only the ability to have more personalised attention in half the usual class size, since each participating class will be split into two groups and taught separately by the same teacher. You may withdraw from the experiment at any time. Please indicate your willingness to participate.

Thank you for your participation and co-operation.

Yours sincerely,

(Mrs. Sanguansri Torok.)

English Department, Rajabhat Institute Muban Chombung, Chombung, Ratchaburi 70150, Thailand.

I wish to participate in this study. ☐   I do not wish to participate in this study. ☐
I understand that my identity will remain anonymous; and that my grade will not depend on whether or not I take part in the study.

Signature (student) _____

Signature (parents / guardian) _____

Date_____ /_____ / 2001.

Appendix C 2 A letter to trainee teacher

Rajabhat Institute Muban
Chombung, Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

Dear Trainee teacher

You have a unique opportunity to volunteer for an experimental teaching program trying out what you have learnt during the last semester and comparing results. You have all been taught both TM and GRS methods of teaching reading comprehension. In your practice teaching sessions you would be asked to teach half of your students by the Traditional teaching method and the other half by the other Genre-based rhetorical structures method, so as to be able to compare results.

All students will be given a pre-test and post-test to evaluate pupils progress of English reading comprehension and you yourself will be asked to answer a questionnaire to find out your opinion about the two methods before and after the experiment. Please indicate your willingness to participate (since only volunteers will be chosen) by signing and returning a copy of this letter. You understand that you have the right to withdraw from this experiment if you desire at any time and that your final grade in practice teaching will not depend on how well your students do in the experiment.

Thank you for your participation and co-operation.

Yours sincerely,

(Mrs. Sanguansri Torok.)

English Department, Rajabhat Institute Muban Chombung,
Chombung, Ratchaburi 70150, Thailand.

I wish to participate in this study. ☐   I do not wish to participate in this study. ☐
I understand that I have been assured of confidentiality of information and that my identity will remain anonymous. I also understand that I have the right to withdraw from the study at any time if I desire.

Signature (Trainee teacher)_____

Date_____ /_____/ 2001.

Appendix C3   A letter to school principal

Rajabhat Institute Muban
Chombung , Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

To : School Principal

We are happy to inform you that your school has been chosen to have efficient English reading methods taught and demonstrated to your students by a Rajabhat Institute trainee teacher as part of his/her qualification for his/her diploma in our ongoing cooperation programme. This would involve the teaching of English reading comprehension by using two methods : the Traditional Teaching Method (TM), which has been used in Thailand for many years and is the method currently in use at your school and another method called Genre-based Rhetorical Structures (GRS).

Those participating will study in half the usual class size, receiving thus more individual attention by the trainee teacher teaching the same materials to both half of the class and using the same test. Your cooperation is required for arranging the scheduling of these class periods. For your regular teachers this would represent an opportunity to participate in an action research project improving the teaching of English reading comprehension.

By signing a copy of the letter, please indicate your agreement to participate. Thank you for your participation and co-operation.

Yours sincerely,

(Ms. Sompong Sakultap)

Dean of the Faculty of Education Rajabhat Institute Muban Chombung.
Ratchaburi, Thailand.

I wish to participate in this study. ☐   I do not wish to participate in this study. ☐
I understand that I am assured of confidentiality of information and that my identity will remain anonymous and that I have the right to withdraw my school from the cooperation programme.

Signature (principal)_____

Date _____ / _____ / 2001.

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Appendix C 4   A letter to head of English department.

Rajabhat Institute Muban
Chombung , Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

To : Head of English Department

As you know, your school agreed to participate in a program to demonstrate English reading teaching methods through a programme of Rajabhat Institute, Muban Chombung. This program however would be meaningless without your help and active participation to evaluate the approaches used by the trainee teachers. It is therefore my pleasure to invite you to be a participant of a focus group discussion convened by myself along with the Heads of English Departments at the participating schools and the trainee teachers. The first meeting will be arranged at a mutually convenient time before the start of the project.

A second meeting will be convened after the teaching sessions and will be designed to include your recommendations for the teaching of English reading.

Please indicate your willingness to participate by signing the attached form. You understand also that you may withdraw from this study at any time if you desire.

All information discussed at the focus group will be confidential to its members and only a mutually agreed report, shown to you before publication, will be released as part of this research. Thank you for your participation and co-operation .

Yours sincerely.

(Mrs. Sanguansri Torok)

English Department, Rajabhat Institute Muban Chombung,
Chombung, Ratchaburi 70150, Thailand.

I wish to participate in this study. ☐   I do not wish to participate in this study. ☐
I understand that I have been assured of confidentiality of information and that my identity will remain anonymous.

Signature (Head of English Department...............school)_____

Date _____ / _____ / 2001.

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Appendix C 5 A letter to English teacher

Rajabhat Institute Muban
Chombung , Chombung ,
Ratchaburi, 70150, Thailand.
Telephone (032) 261790-97
Facsimile (032) 261078

Dear English Teacher

In your regular teaching you are required to evaluate your students' English reading comprehension. In addition, it may help you to know how your students feel about learning English reading.

We are giving you the opportunity to use two recently developed instruments for the above two purposes. The first one is in English (reading performance multiple choice testing instrument) and the second one is in Thai (attitudes questionnaire). These two instruments are now being pilot-tested for 300 students and your students have been chosen to participate and thus help the establishment of validity of these instruments. You are asked to help by administering the test and questionnaire to your regular grade 7 English class and then return to us the results. A statistical analysis will be done on these responses to estimate the reliability of these instruments. Your students will be part of the sample of 300 and they will not be individually identified. Thus confidentiality will be completely assured. You will be given the results of the validation exercise so that if you choose to use the instruments again with other classes you would be able to compare results.

Your cooperation in this matter is very much appreciated. The confidentiality of your students test results and questionnaires will be strictly respected. By signing a copy of this letter you agree to participate. You understand also that you have the right to withdraw from this study if you desire.

Thank you for your participation and co-operation.

Yours sincerely,

(Mrs.Sanguansri Torok)

English Department, Rajabhat Institute Muban Chombung,
Chombung, Ratchaburi 70150, Thailand.

Appendix C 5 A letter to English teacher (continued)

I wish to participate in this pilot test. ☐   I do not wish to participate in this pilot test. ☐
I understand that I have been assured confidentiality of information and that my identity
will remain anonymous.
I understand that I may use these instruments later with other grade 7 classes provided the
source of the instruments is always acknowledged as copyrighted materials by the
researcher.

Signature (English teacher, School)_____

Date _____ / _____ / 2001.

แบบสอบถามทัศนคติในการเรียนการอ่านภาษาอังกฤษ
(ฉบับสำหรับนักเรียน)

คำชี้แจง โปรดขีดเครื่องหมาย √ ลงในช่องคำตอบที่ตรงกับความรู้สึกของ
นักเรียนการ ตอบของนักเรียนครั้งนี้ไม่มีผลกระทบต่อการเรียนหรือ
คะแนนของนักเรียนแต่อย่างใด

- ข้อใดที่นักเรียนปฏิบัติและตรงกับความรู้สึกมากที่สุดขีดเครื่องหมาย √
ลงในช่องหมายเลข 4
- ข้อใดที่นักเรียนปฏิบัติและตรงกับความรู้สึกบ้างเป็นบางครั้ง
ขีดเครื่องหมาย √ ลงในช่องหมายเลข 3
- ข้อใดที่นักเรียนแทบจะไม่ปฏิบัติและตรงกับความรู้สึกน้อยที่สุด
ขีดเครื่องหมาย √ ลงในช่องหมายเลข 2
- ข้อใดที่นักเรียนไม่เคยปฏิบัติและไม่ตรงกับความรู้สึกของนักเรียน
ขีดเครื่องหมาย √ ลงในช่องหมายเลข 1

ในแบบสอบถาม ช่องความคาดหวังคือสิ่งที่นักเรียนมุ่งหวังและปรารถนาว่าควร
จะเป็นในช่องความเป็นจริงคือสิ่งที่เป็นจริงที่นักเรียนได้รับหรือปฏิบัติดังตัวอย่าง

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
นักเรียนชอบอ่านหนังสือภาษาอังกฤษ				√		√		

จากตัวอย่างหมายความว่านักเรียนคิดว่านักเรียนชอบอ่านหนังสือภาษาอังกฤษมากที่
สุดจึงขีดเครื่องหมาย √ ที่ช่องหมายเลข 4 แต่ในความเป็นจริงนักเรียนสามารถอ่านหนังสือ
ภาษาอังกฤษได้เป็นบางครั้งจึงขีดเครื่องหมาย √ ที่ช่องหมายเลข 2

ส่วนที่เกี่ยวข้องกับเนื้อหา / ตำรา / หนังสือ (จำนวน 32 ข้อ)

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
เนื้อหา / ตำรา / หนังสือที่ใช้สอน								
1-2 นักเรียนชอบอ่านนิทานและโคลง								
ภาษาอังกฤษ								
3-4 นักเรียนชอบอ่านหนังสือพิมพ์								
ภาษาอังกฤษ								
5-6 นักเรียนชอบอ่านภาษาอังกฤษที่มี								
เนื้อหาเกี่ยวข้องกับวิชาวิทยาศาสตร์								
เกี่ยวกับความหมายของคำศัพท์								
7-8 นักเรียนชอบเดาความหมาย คำศัพท์								
จากเนื้อเรื่อง / บริบท								
9-10 นักเรียนชอบเรียนคำศัพท์								
ภาษาอังกฤษ								
เกี่ยวกับความเข้าใจในการอ่าน								
11-12 นักเรียนชอบเดาหรือทายว่าเรื่อง								
เกี่ยวกับอะไรเมื่อดูจากชื่อเรื่อง								

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
13-14 นักเรียนสามารถตอบคำถามเกี่ยวกับ ใคร อะไร เมื่อไหร่ ที่ไหน ทำไม และอย่างไรจากเรื่องที่อ่านได้								
15-16 นักเรียนสามารถหาสาเหตุของปัญหา จากเรื่องที่อ่านได้								
17-18 นักเรียนสามารถหาใจความสำคัญ ของเรื่องที่อ่านได้								
19-20 นักเรียนสามารถหารายละเอียดปลีก ย่อยหรือใจความสนับสนุนของเรื่อง ที่อ่านได้								
21-22 นักเรียนสามารถใช้รูปแบบการอ่านที่ เรียนมาแล้วเขียนเรื่อง เกี่ยวกับ สิ่งแวดล้อมที่เกิดขึ้นในชีวิตประจำวัน ได้								
เกี่ยวกับบูรณาการทักษะการอ่าน การเขียน 23-24 นักเรียนสามารถเขียนย่อเรื่องที่อ่าน ได้								

Appendix D1 (continued).

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
25-26 นักเรียนคิดว่าการอ่านสามารถช่วย การเขียนของนักเรียนให้ดีขึ้นได้								
เกี่ยวกับวัตถุประสงค์ / ประโยชน์ ของการอ่าน 27-28 นักเรียนได้เรียนรู้ถึงความรู้สึกนึกคิด ของบุคคลจากเนื้อเรื่องที่อ่าน								
29-30 นักเรียนสามารถอ่านภาษาอังกฤษ ด้วยตนเองที่บ้านได้								
31-32 นักเรียนคิดว่าการอ่านภาษาอังกฤษ มีประโยชน์								

ส่วนที่เกี่ยวข้องกับปฏิสัมพันธ์ระหว่างครู / นักเรียน และระหว่างนักเรียน
/ นักเรียน (จำนวน 32 ข้อ)

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
ปฏิสัมพันธ์ระหว่างนักเรียนกับครูใน ห้องเรียน 1-2 นักเรียนรู้สึกสบายใจที่จะบอกกับครู ของนักเรียนว่าชอบอ่านอะไร								
3-4 นักเรียนสามารถถามครูได้เกี่ยวกับ เนื้อหาที่นักเรียนอ่านในชั้นเรียน								
ปฏิสัมพันธ์ระหว่างนักเรียนกับครู นอกห้องเรียน 5-6 นักเรียนสามารถนัดหมายกับครูเพื่อ อภิปรายเรื่องที่อ่านกับครูทั้งในห้อง เรียนและนอกห้องเรียน								
7-8 นักเรียนสามารถพูดคุยกับครูเกี่ยวกับ ข่าว การเมือง การกีฬา และ เหตุการณ์ในสังคมปัจจุบัน หรือหัวข้อ อื่นที่เกี่ยวข้องกับงานที่ครูมอบหมาย ได้ทุกเวลาเมื่อมีโอกาส								

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
9-10 นักเรียนสามารถพูดคุยปรึกษาครูเกี่ยว กับงานอดิเรก และแผนการณ์ใน อนาคตของนักเรียนได้								
สัมพันธภาพระหว่างนักเรียนกับครู 11-12 นักเรียนชอบวิธีการสอนอ่าน ภาษาอังกฤษของครู								
13-14 นักเรียนได้รับความรู้จากการสอนอ่าน ภาษาอังกฤษของครู								
15-16 นักเรียนชอบครูผู้สอนวิชา ภาษาอังกฤษ								
การทำงานเป็นคู่ระหว่างนักเรียนกับ นักเรียน 17-18 นักเรียนชอบเรียนรู้คำศัพท์ใหม่จาก เพื่อน								
19-20 นักเรียนชอบทำงานที่เป็นงานคู่กับ เพื่อน								
21-22 นักเรียนสามารถบอกเพื่อน ๆ ได้ว่า เชื่อหรือไม่เชื่อในสิ่งที่อ่าน								

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
23-24 นักเรียนชอบเปรียบเทียบความคิด เห็นที่ได้รับจากการอ่านกับเพื่อน ๆ ในกลุ่ม								
25-26 นักเรียนชอบอภิปรายงานการอ่านที่ ได้รับมอบหมายกับเพื่อนในกลุ่ม								
ปฏิสัมพันธ์ระหว่างนักเรียนกับ นักเรียน 27-28 นักเรียนมีโอกาสที่จะมีส่วนร่วมใน การทำกิจกรรมกับเพื่อน ๆ มาก								
29-30 นักเรียนสามารถเรียนรู้จากเพื่อน ๆ ได้มากในระหว่างปฏิบัติกิจกรรมการ อ่านร่วมกันในชั้นเรียน								
31-32 นักเรียนชอบการทำงานเป็นกลุ่มย่อย								

ส่วนที่เกี่ยวข้องกับการควบคุมพฤติกรรม (จำนวน 32 ข้อ)

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
งานที่ได้รับมอบหมายในชั้นเรียน 1-2 นักเรียนสามารถเดาความหมายคำศัพท์ ของเนื้อหาหรืองานเกี่ยวกับการอ่านที่ ได้รับมอบหมายให้อ่านได้								
3-4 นักเรียนสามารถใช้พจนานุกรมหาความ หมายคำศัพท์ได้								
5-6 นักเรียนสามารถถามครูเกี่ยวกับความ หมายของคำศัพท์ในบริบท / เนื้อหาที่ อ่านได้								
7-8 นักเรียนสามารถขอให้ครูช่วยเหลือและ ให้คำแนะนำเกี่ยวกับการงานที่ท่านมอบ หมายได้								
9-10 นักเรียนสามารถใช้บันทึกย่อใน ระหว่างการอ่านเป็นข้อมูลในการ ทำงานที่ได้รับมอบหมาย								
11-12 นักเรียนสามารถอ่านเนื้อเรื่องจบทัน ภายในเวลาที่กำหนด								

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
ความมีวินัยในตนเอง								
13-14 นักเรียนสามารถใช้คำศัพท์ได้ถูกต้อง ตามหลักไวยากรณ์ และความหมาย ในบริบทที่อ่าน / เนื้อหาที่อ่าน								
15-16 นักเรียนสามารถอธิบายหรือเล่าสิ่งที่ อ่านให้เพื่อนฟังได้								
17-18 นักเรียนสามารถมีส่วนร่วมในการ อภิปรายในชั้นเรียน								
19-20 นักเรียนสามารถเรียนรู้หรือศึกษา เนื้อหาการอ่านร่วมกับเพื่อน ๆ ใน กลุ่มได้								
21-22 นักเรียนสามารถซักถามคนอื่น ๆ หรือ เพื่อน ๆ ได้ว่าสิ่งที่นักเรียนอ่านแล้ว นักเรียนเข้าใจถูกต้องหรือไม่								
23-24 นักเรียนสามารถเปรียบเทียบ ความหมายของคำศัพท์ใหม่ที่พบใน ตำราหรือในเนื้อหากับเพื่อน ๆ ได้								

Appendix D1 (continued).

หัวข้อคำถาม	ความคาดหวัง				ความเป็นจริง			
	1	2	3	4	1	2	3	4
25-26 นักเรียนสามารถทำความตกลงกันได้ เกี่ยวกับความหมายของคำศัพท์ที่พบ ในเนื้อหา / ตำราร่วมกับเพื่อน ๆ ได้								
การประเมินผล 27-28 นักเรียนสามารถอ่านงานที่ได้รับ มอบหมายนอกชั้นเรียนด้วยตนเอง ได้								
29-30 นักเรียนสามารถทำคะแนนได้ดีใน วิชาการอ่านภาษาอังกฤษ								
31-32 นักเรียนสามารถบอกผลการเรียนการ อ่านภาษาอังกฤษให้ผู้ปกครองฟังได้								

Please rate the 96 statements according to the following response format and check √ the column corresponding to your attitude (prior to studying) and your behavior (during study) on the appropriate line opposite each statement :

Always	put √ on column 4
Sometimes	put √ on column 3
Mostly not	put √ on column 2
Never	put √ on column 1

Instruction : Check √ in only one column of the 4 scales that you feel most right to your feeling. Any response in the questionnaire will not affect your score in the course.

Example :

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
I like to read English books.				√		√		

Considering the check √ on the questionnaire item from the example, if you believe, prior to learning, is that you always like to read English books, check √ on column 4 and if you mostly do not achieve it, check √ on column 2.

Appendix D2 (continued)

Subgroup : text (32 items)
(expected beliefs and expected actions about texts encountered in English reading classes)

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
Item no.								
Text for reading								
1-2 I like reading stories(fables) in English.								
3-4 I like reading news report in English.								
5-6 I like reading science in English.								
Meaning								
7-8 I like learning vocabulary.								
9-10 I like to guess the meaning of words in the text.								
Comprehension								
11-12 I like to predict what the text is about from the title.								
13-14 I can answer the "who, what, when, where, why and how" of the text read.								
15-16 I can find the causes of the problem after reading the text.								
17-18 I can find the main idea of the text read.								
19-20 I can find the supporting ideas of the text read.								
Integrated reading and writing skills								
21-22 I can use the form of the text read when writing about what happened in the environment.								
23-24 I can summarize the information in the text read.								
25-26 English reading can help me to write better.								
Purpose of using text								
27-28 I can learn what the people in the story feel and think.								
29-30 I can read English at home.								
31-32 English reading is useful.								

Appendix D2 (continued)

Subgroup : Classroom interaction (32 items)
(expected beliefs and expected actions about student/teacher and student/student relationships in English reading classes)

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
Item no.								
Between student/teacher in class								
1-2 I feel at ease to tell my teacher about what I want to read.								
3-4 I can ask my teacher about what I have read in class.								
Between student / teacher out of class								
5-6 I can make an appointment to see my teacher in his/ her office to discuss my reading.								
7-8 I can talk to my teacher informally about news, sport, and everyday life related to my reading assignment.								
9-10 I can discuss my hobbies and my future plans with my teacher.								
Relationship between student and teacher								
11-12 I like the way my teacher teaches me English reading.								
13-14 I learn a lot from my teacher.								
15-16 I like my English teacher.								
Pair work (student/student)								
17-18 I like to learn new words from friends.								
19-20 I like to talk or study in pairs.								
Group work (student / student)								
21-22 I can tell my friends whether I believe what I have read or not.								
23-24 I like to compare different points of view found in reading with friends.								
25-26 I like to discuss my reading assignment with friends.								
Interaction (student/student)								
27-28 I can have more opportunity to participate in activities among friends.								
29-30 I can learn a lot from my classmates during and after reading class.								
31-32 I like to study in small groups.								
Note: item numbers for Rasch model 33-64								

Subgroup : behavioral controls (32 items)
(expected beliefs and expected actions about classroom assignments, rules, grades, discipline)

Questionnaire item		My expectation				This is what really happens			
		1	2	3	4	1	2	3	4
Item no.									
Between student/teacher in class									
1-2	I feel at ease to tell my teacher about what I want to read.								
3-4	I can ask my teacher about what I have read in class.								
Between student / teacher out of class									
5-6	I can make an appointment to see my teacher in his/ her office to discuss my reading.								
7-8	I can talk to my teacher informally about news, sport, and everyday life related to my reading assignment.								
9-10	I can discuss my hobbies and my future plans with my teacher.								
Relationship between student and teacher									
11-12	I like the way my teacher teaches me English reading.								
13-14	I learn a lot from my teacher.								
15-16	I like my English teacher.								
Pair work (student/student)									
17-18	I like to learn new words from friends.								
19-20	I like to talk or study in pairs.								
Group work (student / student)									
21-22	I can tell my friends whether I believe what I have read or not.								
23-24	I like to compare different points of view found in reading with friends.								
25-26	I like to discuss my reading assignment with friends.								
Interaction (student/student)									
27-28	I can have more opportunity to participate in activities among friends.								
29-30	I can learn a lot from my classmates during and after reading class.								
31-32	I like to study in small groups.								
Note: item numbers for Rasch model 33-64									

Reading Comprehension Test

Class : Mathayom Suksa 1   2.00 hours.

คำชี้แจง

1. แบบทดสอบฉบับนี้มี 60 ข้อ ใช้เวลาทำ 2 ชั่วโมง
2. ข้อสอบทั้ง 60 ข้อให้นักเรียนตอบในกระดาษคำตอบที่แยกให้
3. ให้นักเรียนขีดเครื่องหมาย X ลงในช่อง ☐ ที่ตรงกับหัวข้อคำตอบที่ต้องการ
4. ถ้าต้องการเปลี่ยนคำตอบให้ขีด = ทับเครื่องหมาย X เดิมเสียก่อน
5. ส่งแบบทดสอบพร้อมกระดาษคำตอบก่อนออกจากห้องสอบ

ตัวอย่าง

(O) Manop studies at the elementary school in Ratchaburi.

Manop is a ....

a. teacher
b. student
c. soldier
d. pilot

จะเห็นว่าคำตอบคือข้อ b เมื่อจะตอบให้ทำเครื่องหมาย X ในกระดาษคำตอบดังนี้

a	b	c	d
	X		

เมื่อต้องการเปลี่ยนคำตอบจากข้อ b เป็นข้อ c ให้ทำเครื่องหมาย = ในกระดาษคำตอบดังนี้

a	b	c	d
	✖	X	

Read "Dinosaurs" and answer questions 1 to 5.

DINOSAURS

GENTLE GIANT
Barapasaurus was a harmless plant eater, but it could defend itself by rearing up on its back legs or by using its long, heavy tail like a whip to beat off an attacker.

FEROCIOUS BATTLE
Triceratops had ferocious horns that could rip open the belly of an attacker.

A STING IN THE TAIL
Stegosaurus was slow moving and could scare off predators by swishing its spiky tail from side to side. The tip of its tail moved the fastest and could cause the most damage.

HERD ALERT
Corythosaurus had a huge crest on its head, through which it could blow air to make loud and alarming trumpeting noises. This was used to let other members of the herd know that danger was around.

READY FOR ATTACK
Deinonychus could leap onto its prey, slashing with dagger-like claws to rip open an animal's soft belly.

GIVING A HOOT
Parasaurolophus had a long, hollow crest on its skull through which the dinosaur could bellow or hoot. Females had smaller, less spectacular crests.

LASHING TAIL
Euoplocephalus could break an attacker's leg by lashing out with the vicious club on the end of its tail.

1. Euoplocephalus defended itself with its

   (A) tail   (B) legs   (C) claws   (D) horns

Appendix E (continued).

2. From the story we know that some dinosaurs made loud sounds using their

    (A) teeth   (B) claws   (C) mouths   (D) crests

3. From the story we can tell that

    (A) Stegosaurus had a slow moving tail

    (B) Deinonychus was a vicious plant eater

    (C) Barapasaurus used its claws to defend itself

    (D)Triceratops used its horns as a weapon.

4. The heading, " GENTLE GIANT ", suggests that the Barapasaurus was

    (A) noisy and ferocious   (B) large and usually harmless

    (C) large and fast moving   (D) fast moving and very noisy

5. This story is mostly about

    (A) how dinosaurs defended themselves.

    (B) how dinosaurs were discovered.

    (C) why dinosaurs become extinct.

    (D) where dinosaurs lived.

For question 6 choose the word closest in meaning to the underlined words.

6. According to the story, we know that different kinds of dinosaurs **defended** themselves differently.

    (A) fed   (B) protected   (C) hurt   (D) harmed

7. Triceratops had **ferocious** horns that could rip open the belly of an attacker.

    (A) pleasant   (B) funny   (C) fierce   (D) dull

The Mouse and the Bull

Once, a little mouse bit a bull's tail. The bull was so __8__, he chased the mouse across the yard. The mouse was too __9__ for the bull. The mouse ran into a __10__ in the wall. The bull charged the wall and __11__ his horns and __12__ his head. At last, the bull fell to the ground. just before he __13__, he heard a little voice say "Big people don't always __14__. Sometimes, little people can win too."

Appendix E (continued).

For questions 8-14 choose the best words for each space.

8.	(A) mad	9.	(A) slow
	(B) glad		(B) good
	(C) sad		(C) bad
	(D) happy		(D) fast
10.	(A) crack	11.	(A) burnt
	(B) window		(B) chipped
	(C) hole		(C) fixed
	(D) mirror		(D) sharpened
12.	(A) bruised	13.	(A) woke up
	(B) washed		(B) ran away
	(C) painted		(C) stood up
	(D) twisted		(D) dozed off
14.	(A) lose		
	(B) win		
	(C) laugh		
	(D) cry		

Read "The Camping Trips" and answer questions 15 to 20

The Camping Trip

No one in our family had ever been camping before, except for my grandpa. But it sounded like fun! So we packed the car and headed for the country.

"Let's put up the tent," said Mom.

"Do you know how?" asked Grandpa.

"How hard can it be?" asked Dad. But he had never pitched a tent.

The tent blew over with the first gust of wind. We looked at Grandpa. "Help!" we cried. Grandpa tapped the pegs so that they would hold.

"We'll need to build a fire," said my brother.

"Do you know how?" asked Grandpa.

"How hard can it be?" asked my sister. But they had never built a fire.

The wood was wet. It wouldn't light. The dry leaves made too much smoke. We all looked at Grandpa. "Help!" we begged him. Grandpa found dry wood that burned evenly.

Our camping trip was great. We laughed a lot. We were glad we brought our sense of humor. But we were even happier that we had brought Grandpa!

The Camping Trip

15. What is a good summary for the first paragraph ?

   (A) My grandpa is not going camping.

   (B) Everyone had been camping before.

   (C) Going camping is hard work.

   (D) Our family is going camping.

16. When Dad asked, "How hard can it be ?" what does this mean?

   (A) he did not know how to pitch a tent

   (B) he thought it was easy

   (C) he knew how much hard work it was

   (D) he knew how difficult it was

Appendix E (continued).

17. In the story, "Help!" we cried. Grandpa tapped the pegs so that **they**
    would hold. the word "they" refers to.................
    (A) Mom and Dad.   (B) the pegs.
    (C) the children.   (D) the tents.

18. The best way to describe Grandpa is..............................
    (A) Grandpa had no experience of camping.
    (B) Grandpa had been camping before.
    (C) Grandpa did not know what to do.
    (D) Grandpa loved to cook.

19. According to the story, we know that the family has a good sense of humor
    because................
    (A) they laughed at Grandpa.
    (B) they thought camping was funny.
    (C) they often laughed .
    (D) they knew everything about camping.

20. By the end of the passage, we can tell that the next time the family goes camping.
    they will try to take......................
    (A) Grandpa along.   (B) better pegs.
    (C) a different tent.   (D) dry wood.

**For question 21 read the four sentences and choose the order in which they make a
story.**

21.   (1) He found a good book.
       (2) Grandpa liked to read.
       (3) He took the book home.
       (4) He went to the library.
       The best order for the sentences is.....
                (A) 3, 1 ,4 , 2
                (B) 1, 4, 2, 3
                (C) 2, 1, 3, 4
                (D) 2, 4, 1, 3

.

Read "Good-bye, Baby Bird" and answer questions 22 to 27.

Good-bye, Baby Bird

Nori and Dad were at home. Suddenly, they saw something fall onto the balcony. It was small and dark.

"What was that?" Nori asked.

She ran to the balcony. Dad followed. "Look, Dad!" Nori said. "It's a little bird!"

They looked at it closely. The bird lay very still.

"Is it hurt?" Nori asked.

Dad said, "It's just scared. It needs to rest."

Nori ran to get a box. She put a soft cloth in it. Dad picked up the bird gently. It looked so small in his hand! He put it in the box.

"Let's be quiet," Dad whispered.

Later, Dad and Nori stood outside. "Good-bye, baby bird!" Nori cried. They watched the bird fly off. It landed on a branch. Then, it flew toward the sky.

Nori and Dad looked at each other. They smiled.

Good-bye, Baby Bird.

Appendix E (continued).

22. According to the story, which sentence is **TRUE** ?

    (A) Nori and her father were at home when a small bird fell onto the balcony.

    (B) Nori and her father were at home when a big bird fell onto the balcony.

    (C) Nori and her father were at home when a small bird fell onto the kitchen floor.

    (D) Nori and her father were at home when a big bird flew into the living room.

23. The best sentence to show that Nori is worried is.....................

    (A) "Let's be quiet"   (B) "Look, Dad!"

    (C) "It's a little bird!"   (D) "Is it hurt?"

24. Why did Nori's father put the bird in the box ?

    (A) It needed a home.   (B) It needed a box.

    (C) It needed a rest.   (D) It needed its mother.

25. In the story, why did Dad say "Let's be quiet"?........................

    (A) Because he saw the bird move its wings.

    (B) Because he thought the bird was scared.

    (C) Because he wanted to watch the bird.

    (D)Because he wanted to hear the bird sing.

26. According to the story, how did Nori and her father feel at the end ?

    (A) sad   (B) happy   (C) scared   (D) unhappy

27. The best words to replace "little bird" as used in the story are...........

    (A) thin bird   (B) beautiful bird

    (C) baby bird   (D) lovely bird

28. For question 28 read the four sentences and choose the order in which they make a story.

    (1) She liked to go on rides.

    (2) The man at the fair told my sister to get on the ride.

    (3) She paid for a ticket.

    (4) My sister earned five dollars for the fair.

The best order for the sentences is.......................

    (A) 1, 3, 2, 4   (B) 4, 1, 3, 2

    (C) 4, 2, 3, 1   (D) 2, 4, 3, 1

Appendix E (continued).

Read "The Old Tree" and answer questions 29 to 31.

The Old Tree

There is an old tree on the hill. It is strong and tall. It is like a city. The tree is home for many animals.

Squirrels live up high in it. Raccoons and bees live in its holes. Rabbits live under it. The animals store food in it. They raise their babies there. Its leaves are their roof. The trunk is their floor.

The tree helps them. It keeps the rain and wind out. It keeps them safe. It is a fine place to live!

29. From the story we can tell

    (A) why an old tree grows so tall.   (B) why the tree is old.

    (C) when an old tree becomes a city.   (D) how the tree is a home to animals.

30. According to the story, holes in the tree are good for

    (A) storing water for animals.

    (B) keeping animals and food from getting wet.

    (C) helping the tree stay green and strong.

    (D) taking care of sick animals.

31. Which of the following statements about why the animals live in the old tree is true?

    (A) They can see many kinds of animals.

    (B) There are no other homes for them.

    (C) They have a safe home there.

    (D) They all like the old tree.

Read "From Bubbles to Bottles" and answer 32-34.

From Bubbles to Bottles

Sue makes things from glass. Her special tool is a pipe. It's like a glass drinking straw. But it's long and thick.

Sue melts one end of the pipe in a fire. It gets hot and soft. She blows through the other end.

A bubble forms. Slowly, it grows. It might bend out of shape. So Sue spins the pipe as she blows.

Spinning keeps the bubble round.

Soon the bubble is large enough. Sue twists the bubble off. It cools and gets hard. It's done! Sue has made a lovely brown bottle.

Paul blows glass another way. He works in a factory. His pipe is made of metal. He gathers a ball of melted glass on one end. He blows a glass bubble. Soon it's the right size. He puts it inside a metal form. He blows again. The bubble pushes against the form. It cools and hardens. It's a bottle.

Paul and Sue shape bubbles into bottles.

32. This story is mostly about

    (A) blowing glass   (B) melting bubbles

    (C) making pipes   (D) cooling bottles

33. From the story we can tell that the author tries to

    (A) teach you about making bottles.

    (B) teach you about blowing bubbles.

    (C) teach you about spinning the pipe.

    (D) teach you about melting a pipe in a fire.

Appendix E (continued).

34. According to the story, the word "it" at the beginning of the third paragraph means...........

    (A) glass   (B) pipe   (C) bubble   (D) bottle

Read "Hundreds saved from sinking ship" and answer questions 35 to 37.

Hundreds saved from sinking ship.

Phuket-More than 400 people left the Andaman Princess yesterday after the ship began to sink near Koh Phi Phi . Suwat Prakhunsit, 54, a passenger, said the ship started to sink shortly after it left Maya Bay.

Mr. Suwat said a sailor told him the ship began to take water into it very quickly. A lot of water went into the bottom of the ship and the ship's pumps could not pump it out quickly enough. The 300 passengers and 100 sailors went into another ship which came to help. The name of the ship was the "Bortine".

Bangkok Post. Friday, July 13, 2001.

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35. According to the news report we can tell that

    (A) The ship was going too fast.

    (B) The ship hit Koh Phi Phi and sank.

    (C) Both the ship and many people were lost at sea.

    (D) The ship was sinking and people were saved.

36. According to the report, which of the following statements is **TRUE** ?

    (A) More than 400 people left the Andaman Princess after the ship began to sink near Kho Phi Phi on July 12, 2001.

    (B) Less than 400 people left the Andaman Princess after the ship began to sink near Kho Phi Phi on July 12, 2001.

    (C) More than 400 people left the Andaman Princess after the ship began to sink near Koh Phi Phi on July 13, 2001.

    (D) Less than 400 people left the Andaman Princess after the ship began to sink near Koh Phi Phi on July 13, 2001.

Appendix E (continued).

37. According to the report, the ship was...........................
    (A) sinking.
    (B) burning.
    (C) breaking up.
    (D) hitting a rock.

Read "Dangerous call" and answer questions 38 to 41.

Dangerous call

Singapore – A train hit a car yesterday. At the time the driver was speaking on a mobile phone while he was crossing a railway track. Luckily, he did not die and could tell what happened to him, Singapore's Sunday Times reported.

Soldier Isaac Koh, 21, was driving on a small road across the railway track when his phone rang. He could not hear the train coming. "After I felt the train hit my car, I kept telling myself I have to hold on to something." Mr Koh said.

He was holding on to the front of the train for 100 metres. When it came to a stop, Mr Koh was bleeding and shaking, but was only a little hurt, the report said. "I still don't know who called me," he said. – AFP.

Bangkok Post. Monday, July 16, 2001.

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38. The heading "Dangerous call", suggests that telephones are ....
    (A) always safe.   (B) sometimes dangerous.
    (C) comfortable to use.   (D) helpful in danger.

39. What happened according to the news report ?
    (A) A train hit a car at the traffic light while the driver was talking on a mobile phone.
    (B) A train hit a soldier while he was walking across the railway tracks.
    (C) A soldier's car broke down while he was crossing the railway tracks.
    (D) A train hit a soldier's car while he was driving across a railway track and talking on his mobile phone.

Appendix E (continued).

40. After the accident, the soldier still did not know.............................

    (A) what the person on the phone said.

    (B) why the train hit him.

    (C) who phoned him.

    (D) how the train hit him.

41. According to the story, why do you think the soldier didn't hear the train coming ?

    (A) He was drunk.

    (B) He was speaking on the mobile phone.

    (C) He was listening to the radio in the car.

    (D) He was falling asleep at the wheel of the car.

Read "What's Good about Mud ?" and answer questions 42 to 44.

What's Good about Mud?

Rain makes good things happen. Animals have water to drink. Trees and flowers grow. The ground turns to mud.

It's fun to play in mud. But mud has many uses, too. Pigs like to roll in mud. It keeps them cool on hot days. Some birds use mud to make nests. Some fish and frogs can live in mud.

People use mud to build houses. They make blocks out of mud. They let the blocks dry. Then they build a house.

Mud is used to make other things, too. Some fine dishes start out as mud. So do many statues.

Some people put mud on their faces. They let it dry. Then they wash it off. Their faces feel clean and smooth.

Not everyone should KEEP OUT OF THE MUD!

255

Appendix E (continued).

42. What happens to the ground when it rains ?

    (A) The ground turns dry.

    (B) The ground turns warm.

    (C) The ground becomes mud.

    (D) The ground turns to ice.

43. This story is mostly about ....

    (A) how to keep out of mud.   (B) the many uses of mud.

    (C) the danger of mud.   (D) cleaning mud away.

44. What does the third paragraph describe ?

    (A) How houses are made of mud.

    (B) How blocks are made.

    (C) How people let the blocks dry.

    (D) How people sell mud.

For questions 45 to 48 choose the word closest in meaning to the underlined word.

45. People build houses from many things.

    (A) make   (B) plant   (C) turn   (D) paint

46. Mud can be used for houses.

    (A) tents   (B) homes   (C) cages   (D) carts

47. The sign said to keep out of the mud.

    (A) live   (B) drive   (C) stay   (D) play

48. You start with mud to make a dish.

    (A) end   (B) stop   (C) finish   (D) begin

Read "Land of Bikes" and answer questions 49 to 51.

Land of Bikes

A Dutchman's best friend is his bicycle. He goes everywhere with it. He rides it to work. He rides it home. He rides it for fun.

Factory workers ride bikes. Businessmen ride bikes too. Schoolchildren fly along on their bikes. Mothers take their babies for rides in the baskets.

The herring seller rides a bike. Other riders slow down near him. They toss him a coin. He throws back a fish. They eat as they ride.

The flower seller has a bike. It has a flower box on the front. He rides to a busy corner. Then he opens the box and sells.

The baker's man rides to the bakery. He picks up orders. He loads his bike box. He puts the loaves in first. Next he packs the rolls. The fancy cakes go on top. Then he rides off to deliver them.

Bellboys carry suitcases to the hotels on bikes. Even the police ride bikes!

Holland has eleven million people—and six million bikes. That's not a lot of people, for a whole country. But it is a lot of bikes!

Land of Bikes
by Maret Reynolds

49. This story is mostly about................

    (A) how people in Holland use their bicycles.

    (B) how many bicycles are there in Holland.

    (C) how often the people in Holland use their bicycles.

    (D) how the people in Holland are living.

Appendix E (continued).

50. A Dutchman's best friend is his bicycle. He goes everywhere with **it**. He rides it to work. He rides it home. He rides it for fun.

The word "it" means......................

    (A) A Dutchman.   (B) A Dutchman's bicycle.

    (C) A Dutchman's work.   (D) A Dutchman's home.

51. From the story we can tell that the herring seller sells...............

    (A) at his shop   (B) on his boat

    (C) at his restaurant   (D) on his bicycle

For questions 52 to 57 choose the best word to complete the sentence.

52. A person who works in a factory is a ....

    (A) businessman   (B) salesman

    (C) worker   (D) bellboy

53. A Dutchman's best friend is his................................ .

    (A) kite   (B) boat

    (C) car   (D) bike

54. On my birthday my parents gave me a ....

    (A) bakery   (B) cake

    (C) corner   (D) baby

Read "The Singing Whales" and answer questions 55 to 59.

The Singing Whales

What sings? Birds sing. What else sings? People. What else Whales!

For a long time no one knew that whales could sing. They knew that whales are the biggest of all animals. They knew that whales look like fish. They knew that whales breathe air like people. But no one had ever heard a whale sing.

Then a scientist heard them singing underwater. He was studying whales in the Atlantic Ocean. He made a recording of the whale songs. Now everyone can hear the sound of whales singing

The whales that sing are called humpback whales. They are named for the big humps that grow on their backs.

Humpback whales are the most playful of the whales. They leap out of the water and splash. They swim on the surface. They dive like porpoises.

Now the scientist has something new to study. He's trying to find out why humpback whales sing. He thinks they may sing to tell each other where they are. But if humpback whales are so playful, maybe they sing just for fun.

55. From the story we can tell that whales are like animals that live on land because.............
   (A) they can sing.   (B) they are big.
   (C) they look like fish.   (D) they breathe air.

56. According to the story, the scientist in this story learned...........................
   (A) that humpback whales sing.
   (B) why humpback whales sing.
   (C) how humpback whales sing.
   (D) when humpback whales sing.

57. According to the story, which of the following statements is true?
   (A) The scientist still doesn't know how humpback whales sing.
   (B) The scientist still doesn't know when humpback whales sing.
   (C) The scientist still doesn't know where humpback whales sing.
   (D) The scientist still doesn't know why humpback whales sing.

58. From the story we can tell that humpback whales are like birds because..................
   (A) they can sing.   (B) they can swim.
   (C) they lay eggs.   (D) they are small.

Appendix E (continued).

59. According to the story, other whales aren't like humpback because.......................

   (A) they don't look like fish at all.

   (B) they don't seem to play as much.

   (C) they can sing.

   (D) they dive like porpoises.

For question 60 read the four sentences and choose the order in which they make a story.

60.   (1) However, when it was bored with the toys it dug holes in the garden.

      (2) Kathleen's new puppy was very energetic.

      (3) This annoyed Kathleen very much.

      (4) She gave it toys to play with.

      The best order for the sentences is..............................

      (A) 1, 4, 2, 3.

      (B) 2, 1, 3, 4.

      (C) 4, 2, 3, 1.

      (D) 2, 4, 1, 3.

Appendix F 1 RUMM results for attitude and behaviour
(Person measures and item thresholds on the same scale)

LOCATION	STUDENTS	ITEMS (uncentralised thresholds)
4.0 High person measures of attitude and behaviour	I	Difficult items
	I 4.3	
	X I	
3.0	I 16.3	
	X I 74.3	
	X I 42.3 38.3 56.3	
	XX I 76.3	
2.0	X I 40.3 84.3 54.3	
	XXXXX I 3.3 04.2	
	XXXXX I 15.3 08.3 82.3 30.3	
	XXXXXXXXX I	
	XXXXXXXX I 37.3 16.2 41.3 75.3	
1.0	XXXXXXXXXXXXXXX I 50.3 73.3 83.3 55.3 39.3 76.2 53.3	
	I 38.2 60.3	
	XXXXXXXXXXXXXXXXXX I 54.2 40.2 52.3 44.3 42.2	
	XXXXXXXXXXXXXX I 43.3 34.2 29.3 81.3 74.2	
	XXXXXXXXXXXXXXXXXX I 03.2 82.2 56.2 49.3 32.3	
	XXXXXXXXXXX I 59.3 51.3 30.2 07.3	
0.0	XXXXXXXXXX I 08.2 75.2 15.2 37.2	
	XXXXXXXXXX I 31.3 52.2 38.1 50.2 44.2 04.1 73.2	
	XXXXXXX I 81.2 40.1 55.2 53.2 39.2 60.2 41.2	
	XXXXXX I 29.2 43.2 83.2	
	XXXX I 32.2 07.2	
-1.0	XXX I 16.1 76.1 49.2 42.1	
	XX I 84.1 31.2 51.2 44.1 03.1	
	XXX I 82.1 54.1 37.1 59.2 30.1 29.1 39.1 74.1	
	I 08.1	
	X I 41.1 56.1 75.1 15.1 81.1	
	I 73.1	
-2.0	I 49.1 51.1 55.1 32.1 83.1 53.1 50.1 43.1	
	I 60.1	
	I 07.1 52.1	
-3.0	I 31.1	
	I 59.1	
-4.0 Low person measures of attitude and behaviour	I	Easy items

X = 2 Persons

Notes 1. Person measures are on the LHS from low to high.

2. Item thresholds are on the RHS from easy to hard.

3.1 is threshold for item 3 between 1st and 2nd response categories.

3.2 is threshold for item 3 between 2nd and 3rd response categories.

3.3 is thresholds for item 3 between 3rd and 4th response categories.

3. Item thresholds match the person measures meaning that the items are well targeted at the persons (students).

4. Location is measured in logits.

Display: SUMMARY TEST-OF-FIT STATISTICS

ITEM-PERSON INTERACTION
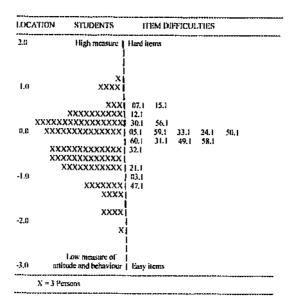
		ITEMS	PERSONS	
	Location	Fit Residual	Location	Fit Residual
Mean	0.000	0.179	0.591	-0.315
SD	0.724	0.903	0.812	1.847
Skewness		0.050		-0.102
Kurtosis		-0.910		0.013
Correlation		0.097		0.010

Complete data DF =   0.962   Complete data DF = 0656.000

ITEM-TRAIT INTERACTION	RELIABILITY INDICES
Total Item Chi Squ 170.751	Separation Index 0.916
Total Deg of Freedom 144.000	Cronbach Alpha N/A
Total Chi Squ Prob 0.063	

LIKELIHOOD-RATIO TEST	POWER OF TEST-OF-FIT
Chi Squ	Power is EXCELLENT
Degrees of Freedom	[Based on SepIndex of 0.916]
Probability	

Notes 1. When item data fit the measurement model, the mean of the fit
residual should be close to 0 and its SD close to 1 (good I this case).

2. When the person data fit the measurement model, the mean of the fit
residual should be close to 0 and close to 1 (acceptable, just, in this
case).

3. The item-trait interaction test-of-fit probability should be greater than
0.05 as support for a unidimensional variable influencing all the items
(OK in this case).

4. The Separation Index (akin to Cronbach Alpha) is very high at 0.92).

Appendix G 1 RASCH analysis results for Reading comprehension (18 items 2 categories)

(Person measures and item thresholds on the same scale).

```
--------------------------------------------------------------------
LOCATION       STUDENTS      ITEM DIFFICULTIES
--------------------------------------------------------------------
2.0            High measure | Hard items
                            |
                            |
                            |
                     X |
1.0              XXXX |
                            |
                  XXX| 07.1   15.1
           XXXXXXXXXX| 12.1
     XXXXXXXXXXXXXXXXX 30.1   56.1
0.0      XXXXXXXXXXXXXX | 05.1   59.1   33.1   24.1   50.1
                     | 60.1   31.1   49.1   58.1
           XXXXXXXXXXXXX | 32.1
           XXXXXXXXXXXX |
             XXXXXXXXXXX | 21.1
-1.0                   | 03.1
              XXXXXXX| 47.1
                 XXXX|
                            |
                 XXXX|
-2.0                        |
                     X|
                            |
                            |
              Low measure of |
-3.0        attitude and behaviour | Easy items
--------------------------------------------------------------------
         X = 3 Persons
--------------------------------------------------------------------
```

Notes 1. Person measures are on the LHS from low to high.

2. Item thresholds (only 1 per item because responses are dichotomous) are on RHS from easy to hard.

3. There are insufficient easy items and insufficient hard items to match the measures of persons (students) at both the low and high ends of the scale.

4. Location is measured in Logits.

Display: SUMMARY TEST-OF-FIT STATISTICS

ITEM-PERSON INTERACTION

| | ITEMS | | PERSONS | |
	Location	Fit Residual	Location	Fit Residual
Mean	0.000	0.018	-0.221	0.256
SD	0.493	0.849	0.670	0.711
Skewness		-0.320		0.231
Kurtosis		-0.633		0.021
Correlation		0.000		-0.074

Complete data DF =   0.941   Complete data DF = 5400.000

ITEM-TRAIT INTERACTION   RELIABILITY INDICES

Total Item Chi Squ   68.607   Separation Index 0.412
Total Deg of Freedom 72.000   Cronbach Alpha   0.368
Total Chi Squ Prob   0.592

LIKELIHOOD-RATIO TEST   POWER OF TEST-OF-FIT

Chi Squ   Power is LOW
Degrees of Freedom   [Based on SepIndex of 0.412]
Probability

Notes   1. When the item data fit the measurement model, the mean of the fit residual
            should be close to zero and its SD close to 1 (very good in this case).
        2. When the person data fit the measurement model, the mean of the fit residual
            should be close to zero and its SD close to 1 (good in this case).
        3. The item-trait interaction test-of-fit probability should be greater than 0.05 as
            support for a unidimensional variable influencing all the items (very good in
            this case).
        4. The Separation Index (akin to Cronbach Alpha) is low and can be improved in
            a future version of the scale).

COMPREHENSION (18 items, 2 categories, N = 300).

Display: INDIVIDUAL ITEM-FIT - Serial Order

Item Label Prob	Type	Location	SE	Residual	DegFree	DatPts	Chi Sq
I0003 Descriptor for Item 3 0.520	Poly	-0.851	0.13	0.216	282.39	300	3.155
I0005 Descriptor for Item 5 0.995	Poly	0.022	0.12	1.039	282.39	300	0.210
I0007 Descriptor for Item 7 0.054	Poly	0.700	0.13	2.304	282.39	300	8.374
I0012 Descriptor for Item 12 0.799	Poly	0.531	0.13	0.980	282.39	300	1.626
I0015 Descriptor for Item 15 0.568	Poly	0.703	0.13	1.669	282.39	300	2.872
I0021 Descriptor for Item 21 0.468	Poly	-0.609	0.12	0.090	282.39	300	3.473
I0024 Descriptor for Item 24 0.584	Poly	0.178	0.12	0.444	282.39	300	2.784
I0030 Descriptor for Item 30 0.675	Poly	0.253	0.12	2.135	282.39	300	2.284
I0031 Descriptor for Item 31 0.661	Poly	-0.103	0.12	0.965	282.39	300	2.363
I0032 Descriptor for Item 32 0.266	Poly	-0.268	0.12	2.136	282.39	300	5.025
I0033 Descriptor for Item 33 0.259	Poly	0.173	0.12	1.108	282.39	300	5.087
I0047 Descriptor for Item 47 0.104	Poly	-1.156	0.13	-0.861	282.39	300	7.159
I0049 Descriptor for Item 49 0.024	Poly	-0.070	0.12	1.241	282.39	300	9.536
I0050 Descriptor for Item 50 0.167	Poly	0.185	0.12	1.186	282.39	300	6.137
I0056 Descriptor for Item 56 0.434	Poly	0.393	0.13	1.081	282.39	300	3.693
I0058 Descriptor for Item 58 0.926	Poly	-0.047	0.12	0.733	282.39	300	0.878
I0059 Descriptor for Item 59 0.882	Poly	0.098	0.12	-0.100	282.39	300	1.157
I0060 Descriptor for Item 60 0.582	Poly	-0.133	0.12	1.959	282.39	300	2.797

General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

TIMEATT	Dependent Variable
1	VAR00002
2	VAR00003

Between-Subjects Factors

		N
VAR00001	1.00	45
	2.00	45

Descriptive Statistics

	VAR00001	Mean	Std. Deviation	N
VAR00002	1.00	1.7287	.93907	45
	2.00	1.8320	.94897	45
	Total	1.7803	.94015	90
VAR00003	1.00	3.6231	1.19584	45
	2.00	1.6138	.69539	45
	Total	2.6184	1.40241	90

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df
TIMEATT	Pillai's Trace	.356	48.688[b]	1.000	88.000
	Wilks' Lambda	.644	48.688[b]	1.000	88.000
	Hotelling's Trace	.553	48.688[b]	1.000	88.000
	Roy's Largest Root	.553	48.688[b]	1.000	88.000
TIMEATT * VAR00001	Pillai's Trace	.468	77.343[b]	1.000	88.000
	Wilks' Lambda	.532	77.343[b]	1.000	88.000
	Hotelling's Trace	.879	77.343[b]	1.000	88.000
	Roy's Largest Root	.879	77.343[b]	1.000	88.000

Appendix H 2 (continued).

Test of Within-Subjects Contrasts

Measure: MEASURE_1

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	TIMEATT	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
TIMEATT	Linear	.356	48.688	1.000
TIMEATT *	Linear	.468	77.343	1.000
Error(TIMEATT)	Linear			

a. Computed using alpha = .05

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	870.716	1	870.716	726.340	.000	.892
VAR00001	40.869	1	40.869	34.093	.000	.279
Error	105.492	88	1.199			

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Noncent. Parameter	Observed Power[a]
Intercept	726.340	1.000
VAR00001	34.093	1.000
Error		

a. Computed using alpha = .05

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Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
TIMEATT	Sphericity Assumed	.000	.356	48.688	1.000
	Greenhouse-Geisser	.000	.356	48.688	1.000
	Huynh-Feldt	.000	.356	48.688	1.000
	Lower-bound	.000	.356	48.688	1.000
TIMEATT * VAR00001	Sphericity Assumed	.000	.468	77.343	1.000
	Greenhouse-Geisser	.000	.468	77.343	1.000
	Huynh-Feldt	.000	.468	77.343	1.000
	Lower-bound	.000	.468	77.343	1.000
Error(TIMEATT)	Sphericity Assumed				
	Greenhouse-Geisser				
	Huynh-Feldt				
	Lower-bound				

a. Computed using alpha = .05

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	TIMEATT	Type III Sum of Squares	df	Mean Square	F	Sig.
TIMEATT	Linear	31.609	1	31.609	48.688	.000
TIMEATT *	Linear	50.213	1	50.213	77.343	.000
Error(TIMEATT)	Linear	57.132	88	.649		

Multivariate Tests

Effect		Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
TIMEATT	Pillai's Trace	.000	.358	48.688	1.000
	Wilks' Lambda	.000	.358	48.688	1.000
	Hotelling's Trace	.000	.358	48.688	1.000
	Roy's Largest Root	.000	.358	48.688	1.000
TIMEATT * VAR00001	Pillai's Trace	.000	.468	77.343	1.000
	Wilks' Lambda	.000	.468	77.343	1.000
	Hotelling's Trace	.000	.468	77.343	1.000
	Roy's Largest Root	.000	.468	77.343	1.000

a. Computed using alpha = .05

b. Exact statistic

c.
Design: Intercept+VAR00001
Within Subjects Design: TIMEATT

Mauchly's Test of Sphericity[b]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.
TIMEATT	1.000	.000	0	.

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

Mauchly's Test of Sphericity[b]

Measure: MEASURE_1

Within Subjects Effect	Epsilon[a]		
	Greenhouse -Geisser	Huynh-Feldt	Lower-bound
TIMEATT	1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance.
Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b.
Design: Intercept+VAR00001
Within Subjects Design: TIMEATT

Estimated Marginal Means of MEASURE_1

General Linear Model

Within-Subjects Factors
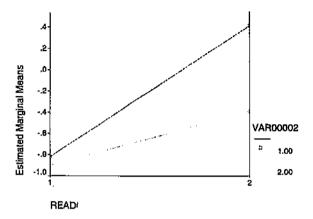
Measure: MEASURE_1

READ	Dependent Variable
1	VAR00003
2	VAR00004

Between-Subjects Factors

		N
VAR00002	1.00	45
	2.00	45

Descriptive Statistics

	VAR00002	Mean	Std. Deviation	N
VAR00003	1.00	-.8209	.52283	45
	2.00	-.9004	.51557	45
	Total	-.8607	.51774	90
VAR00004	1.00	.4178	.67003	45
	2.00	-.3929	.54581	45
	Total	.0124	.73162	90

Appendix I 2 (continued).

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
READ	Sphericity Assumed	.000	.732	240.469	1.000
	Greenhouse-Geisser	.000	.732	240.469	1.000
	Huynh-Feldt	.000	.732	240.469	1.000
	Lower-bound	.000	.732	240.469	1.000
READ * VAR00002	Sphericity Assumed	.000	.324	42.153	1.000
	Greenhouse-Geisser	.000	.324	42.153	1.000
	Huynh-Feldt	.000	.324	42.153	1.000
	Lower-bound	.000	.324	42.153	1.000
Error(READ)	Sphericity Assumed				
	Greenhouse-Geisser				
	Huynh-Feldt				
	Lower-bound				

a. Computed using alpha = .05

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	READ	Type III Sum of Squares	df	Mean Square	F	Sig.
READ	Linear	34.305	1	34.305	240.469	.000
READ * VAR00002	Linear	6.013	1	6.013	42.153	.000
Error(READ)	Linear	12.554	88	.143		

Appendix 13 (continued)

Effect		Partial Eta Squared	Noncent. Parameter	Observed Power[a]
READ	Pillai's Trace	.732	240.459	1.000
	Wilks' Lambda	.732	240.459	1.000
	Hotelling's Trace	.732	240.459	1.000
	Roy's Largest Root	.732	240.459	1.000
READ * VAR00002	Pillai's Trace	.324	42.153	1.000
	Wilks' Lambda	.324	42.153	1.000
	Hotelling's Trace	.324	42.153	1.000
	Roy's Largest Root	.324	42.153	1.000

a. Computed using alpha = .05

b. Exact statistic

c.

Design: Intercept+VAR00002
Within Subjects Design: READ

Mauchly's Test of Sphericity[b]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.
READ	1.000	.000	0	.

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

Mauchly's Test of Sphericity[b]

Measure: MEASURE_1

| Within Subjects Effect | Epsilon[a] | | |
	Greenhouse-Geisser	Huynh-Feldt	Lower-bound
READ	1.000	1.000	1.000

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b.

Design: Intercept+VAR00002
Within Subjects Design: READ

Appendix 14 (continued).

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	READ	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
READ	Linear	.732	240.469	1.000
READ * VAR00002	Linear	.324	42.153	1.000
Error(READ)	Linear			

a. Computed using alpha = .05

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	32.377	1	32.377	64.736	.000	.424
VAR00002	8.916	1	8.916	17.826	.000	.168
Error	44.012	88	.500			

Tests of Between-Subjects Effects

Measure: MEASURE_1
Transformed Variable: Average

Source	Noncent. Parameter	Observed Power[a]
Intercept	64.736	1.000
VAR00002	17.826	.987
Error		

a. Computed using alpha = .05

Appendix J Data conversions: RUMM / SPSS Reading Comprehension test and Attitude and Behaviour Questionnaire.

There are some data conversion calculations between the stages of quantitative analysis that need to be explained

First before analyzing the reading comprehension data the multiple choice answers were reduced to true/false (1/0)scores. Thus only correct answers were accepted as true (1) with all other possible answers in each multiple choice question was considered false (0). Thus the total on each test reflected only true answers. These were then analysed with the Rasch measurement model and 18 out of 60 items were "chosen" by the RUMM computer program based on the performance of the 300 students in the convenience sample on the tests Their rankings gave the unidimensional Rasch model "scale" for these 18 items that was then used to convert the "raw scores" of the groups to "Rasch model scores", using the following calculation:

Reading Comprehension test conversion
Total score 14 = 1.31 Rasch
Total score 7 = -0.47 Rasch

So, difference in total score is 7 = + 1.78 Rasch
Total score is 1 = $\frac{1.78}{7}$

$$= 0.25$$

Following this :
    14 = 1.31
    15 = 1.56
    16 = 1.81
    17 = 2.06
    18 = 2.31
    19 = 2.56
    20 = etc, for all other conversions.

Second for the attitude/behaviour questionnaire a similar conversion to the 36 items from "raw scores" to "Rasch model scores" based on the analysis of items was performed using the calculation below.

The Rasch model scores on both the reading comprehension test and the attitude/behaviour questionnaire were then used as input data for the following statistical analysis and evaluation of experimental results in chapter seven.

Attitude Scores Conversion
Total score 90 = 2.00 Rasch
Total score 101 = 3.24 Rasch
Difference total score 11 = 1.24 difference Rasch
So 1 total score = $\frac{1.24}{11}$ = 0.11 Rasch

So   101 = 3.24
      102 = 3.35
      103 = 3.46

104 = 3.57
105 = 3.68
106 = 3.79
107 = 3.90
108 = 4.01
109 = 4.12
110 = 4.23
111 = 4.34
112 = 4.45
113 = 4.56
114 = 4.67
115 = 4.78
116 = 4.89
117 = 5.00
118 = 5.11
119 = 5.22
120 = 5.33
121 = 5.44
122 = 5.55
123 = 5.66
124 = 5.77
125 = 5.88
126 = 5.99
127 = 6.10
128 = 6.21
129 = 6.32
130 = 6.43
131 = 6.54
132 = 6.65
133 = 6.76
134 = 6.87
135 = 6.98
136 = 7.09
137 = 7.20

etc

Appendix K Trainee Teachers' Journals.

ชื่อนักศึกษาฝึกสอน   นางสาวสุภารัตน์ สัมมาชีพ
ชื่อโรงเรียน   โรงเรียนที่ 1

<div align="center">บันทึกยังเกตพฤติกรรมการสอน</div>

คาบที่ 1   เรื่อง The Mouse and The Bull

ขั้นที่ 1   ครูแจ้งจุดประสงค์ให้นักเรียนทราบ และนำเสนอคำศัพท์ใหม่ในรูปแถบประโยค
               โดยครูอ่านเรื่องจาก Story Chart และให้นักเรียนอ่านตามเป็นส่วนๆ ในขณะที่
               อ่านครูชี้ไปที่แผนภูมิ Narrative genre (fable) features พร้อมกับอธิบายทั้งเป็นภาษา
               ไทยและภาษาอังกฤษ ว่านิทานมี 4 ส่วน คือ Orientation (การนำเสนอฉาก) Events
               and Complication (ลำดับเหตุการณ์ และปัญหาที่เกิดขึ้น) Resolution (การแก้ปัญหา)
               และ Moral (คติธรรม คุณธรรมสอนใจ) นักเรียนทำความเข้าใจกับ genre ช้ามาก
               ต้องอธิบายหลายๆ ครั้ง เพราะไม่เคยรู้จักมาก่อนว่า genre คืออะไร แต่นักเรียนชอบ
               ฟังนิทาน แต่ไม่ชอบอ่าน เพราะเป็นห้องที่เรียนอ่อนที่สุดในโรงเรียน

ขั้นที่ 2   ครูให้นักเรียนแสดงละครบทบาทสมมุติ (Role play) โดยให้นักเรียนอาสาสมัครออก
               มาแสดง 2 คน ที่หน้าชั้น คนหนึ่งแสดงเป็นหนู และอีกคนแสดงเป็นวัวกระทิง ในขณะ
               ที่นักเรียนสองคนแสดง และพูดบทบาทสมมุติตามเนื้อเรื่อง นักเรียนที่เหลือทั้งชั้นก็
               อ่านเนื้อเรื่องตามไปด้วยเป็นส่วนๆ ตามลักษณะ4 ส่วนของ Narrative genre (fable)
               features นักเรียนชอบออกมาแสดงท่าทาง และสนุกสนานที่ได้หัวเราะเวลาเพื่อน
               แสดงและพูดภาษาอังกฤษผิดๆ ถูกๆ

ขั้นที่ 3   นักเรียนจับคู่ทำแบบฝึกหัด A เกี่ยวกับการหาความหมายคำศัพท์ นักเรียนชอบ
               ทำงานคู่เพราะมีความรู้สึกว่ามีคนช่วยเหลือ และได้ตรวจสอบคำตอบที่ถูกต้องจาก
               เพื่อน

ขั้นที่ 4   นักเรียนทำงานกลุ่ม 4-5 คน ตอนแรกในการทำงานกลุ่มนักเรียนทำงานกลุ่มไม่เป็น
               บางคนไม่รู้จะทำอะไรได้แต่นั่งเฉยไม่ทำงาน แต่พอครูอธิบายว่าให้ใช้ประสบการณ์
               จากการเรียนรู้ใน Narrative genre (fable) features เอามาช่วยหาคำตอบนักเรียนชอบ
               เพราะได้ช่วยกันหาคำตอบ และได้คำตอบง่ายขึ้น

ขั้นที่ 5   นักเรียนทำแบบฝึกหัด C ด้วยตัวเอง ไม่ค่อยได้ครูต้องพาทำพร้อมกันทั้งชั้น แล้วให้
               จดลงสมุดแบบฝึกหัดทุกคน

อุปสรรคและปัญหาที่พบ

นักเรียนทำความเข้าใจเรื่อง genre ช้ามากเพราะเป็นเรื่องใหม่ที่นักเรียนไม่เคย
ทราบมาก่อนประกอบกับเป็นห้องที่เรียนช้า มีความสามารถทางด้านภาษาอังกฤษ
น้อยมาก ในการทำแบบฝึกหัดนักเรียนยังไม่เข้าใจคำสั่งของแต่ละแบบฝึกหัด
นักเรียนไม่เข้าใจวิธีทำงานกลุ่มอาจจะเพราะเป็นนักเรียนที่เรียนอ่อน และโรงเรียน
แยกนักเรียนเหล่านี้มาอยู่รวมกันอีกหนึ่งห้องทำให้การเริ่มทำงานกลุ่มช้าเพราะไม่มี
แรงจูงใจ และไม่มีคนเก่งช่วยนำในการทำงานกลุ่ม

วิธีแก้ปัญหา

ครูอธิบายเป็นภาษาไทย และยกตัวอย่างประกอบและพานักเรียนทำพร้อมกันทั้งชั้น
บนกระดานดำ โดยครูใช้สีที่แตกต่างกันระบายลงบนส่วนต่างๆ ของ Narrative
genre (fable) features และบนแผนภูมิเนื้อเรื่องจนครบทั้ง 4 ส่วน วิธีนี้ช่วยให้
นักเรียนสามารถเข้าใจส่วนประกอบทั้ง 4 ส่วนของ genre ได้ง่ายขึ้น

ชื่อนักศึกษาฝึกสอน   นางสาวสุภารัตน์ สัมมาชีพ

ชื่อโรงเรียน   โรงเรียนที่ 1

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 6   เรื่อง   Hundreds saved from sinking ship.

ขั้นที่ 1   ครูแจ้งจุดประสงค์การเรียนรู้ให้นักเรียนทราบและนำเสนอคำศัพท์ใหม่ในรูปแถบ
ประโยคแล้วนำเสนอ Journalistic genre (news report) features ครูอ่านเนื้อเรื่องจาก
แผนภูมิ (Story chart) และให้นักเรียนอ่านตามเป็นส่วน ๆ ตามส่วนประกอบของ
Journalistic genre (news report) features   โดยครูอธิบายเป็นภาษาไทยและภาษา
อังกฤษ   นักเรียนเข้าใจช้ามากเพราะเป็นห้องที่เรียนอ่อนมาก   ครูนำเสนอเนื้อเรื่อง
ประกอบกับแผนภูมิ Journalistic genre (news report) features โดยอธิบายเป็นส่วน ๆ
ทั้งภาษาไทยและภาษาอังกฤษหลาย ๆ ครั้งให้นักเรียนเข้าใจ Journalistic genre (news
report) features ประกอบไปด้วย 4 ส่วน คือ (Headline) หัวข้อข่าว (Lead) ความนำ
(Additional information) ข้อมูลเพิ่มเติมและ (Conclusion) สรุปข่าว

ขั้นที่ 2   นักเรียนออกมาแสดงบทบาทสมมตินักเรียนชอบการแสดงและชอบคิดคำพูดเองเพราะ
ง่ายและสนุกที่ได้มีโอกาสแสดงออกนักเรียนสามารถสื่อความหมายคำศัพท์จากท่าทาง

ขั้นที่ 3   นักเรียนเขียนคำศัพท์ใหม่ที่ได้เรียนรู้บนกระดานดำ   จากนั้นนักเรียนจับคู่โดยทำแบบ
ฝึกหัด A เติมคำที่ขาดหายไปจากเนื้อเรื่องนักเรียนชอบการจับคู่ทำงานเกี่ยวกับคำศัพท์

ขั้นที่ 4   นักเรียนทำกิจกรรมกลุ่มโดยอ่านเนื้อเรื่อง และใช้ส่วนประกอบของ Journalistic genre
(news report) features   ช่วยหาคำตอบ   นักเรียนชอบทำงานกลุ่มเพราะมีโอกาสได้
อภิปรายหาคำตอบกับเพื่อน ๆ โดยใช้ประสบการณ์ที่ได้เรียนรู้จาก Journalistic genre
(news report) features มาช่วยหาคำตอบ   นักเรียนชอบเพราะทำให้เกิดความมั่นใจว่า
คำตอบของกลุ่มมีโอกาสถูกต้องและนักเรียนทำงานเสร็จทันเวลาที่กำหนด

ขั้นที่ 5   นักเรียนทำกิจกรรมเดี่ยว โดยอ่านเนื้อเรื่องที่กำหนดให้และคิด Headline ของเรื่องที่
อ่าน   นักเรียนทำไม่ค่อยได้เพราะปกตินักเรียนไม่เคยอ่านหนังสือพิมพ์ภาษาอังกฤษจึง
มีโอกาสที่จะคิดเองน้อยมาก

อุปสรรคและปัญหาที่พบ

นักเรียนไม่เข้าใจคำสั่งในขณะทำแบบฝึกหัด   นักเรียนยังสับสนอยู่บ้างกับหัวข้อต่าง ๆ ของ News report เพราะครูนำเสนอเป็นคาบแรกของ Journalistic genre (news report)

วิธีแก้ปัญหา

ครูอธิบายส่วนต่าง ๆ ของ News report   ในขณะที่นักเรียนทำแบบฝึกหัดทั้งภาษาไทยและภาษาอังกฤษในขณะเดียวกันก็ใช้สีที่มีความแตกต่างกันระบายบนแผนภูมิเนื้อเรื่องและแผนภูมิ Journalistic genre (news report) features เพื่อช่วยให้นักเรียนได้เข้าใจได้ง่ายมากขึ้น

ชื่อนักศึกษาฝึกสอน   นางสาวสุดารัตน์ สัมมาชีพ

ชื่อโรงเรียน   โรงเรียนที่ 1

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 11   เรื่อง   Land of Bike

ขั้นที่ 1   ครูบอกจุดประสงค์ของบทเรียนให้นักเรียนทราบและนำเสนอคำศัพท์ใหม่ในรูป
ประโยคแล้วครูอ่านเนื้อเรื่องจาก Story Chart เป็นส่วน ๆ และให้นักเรียนอ่านตาม
ส่วนประกอบของ Expository genre (Explanation) features พร้อมกับอธิบายเป็น
ภาษาไทยและภาษาอังกฤษว่า Expository genre (Explanation) features ประกอบไป
ด้วย 4 ส่วนคือ (Subject) หัวเรื่อง (Description) การพรรณาบอกลักษณะ (Uses)
ประโยชน์และ Conclusion (การสรุป) นักเรียนเข้าใจช้าเพราะเป็นคาบแรกของการ
นำเสนอ Expository genre (Explanation) และนักเรียนไม่เคยมีประสบการณ์เกี่ยวกับ
genre ชนิดนี้มาก่อน

ขั้นที่ 2   นักเรียนออกมาแสดงบทบาทสมมติ   (Role play)   นักเรียนชอบเพราะสนุกได้
หัวเราะและมีส่วนร่วมในการแสดงออก

ขั้นที่ 3   นักเรียนเขียนคำศัพท์ที่ได้จากการอ่าน Expository genre (Explanation) "Land of
Bike" บนกระดานและทำกิจกรรมคู่   นักเรียนชอบทำกิจกรรมคู่เพราะสามารถได้
พูดคุยและตรวจสอบความหมายคำศัพท์จากเพื่อน

ขั้นที่ 4   นักเรียนทำกิจกรรมกลุ่มโดยใช้ genre features ที่เรียนมาแล้วหาคำตอบ   นักเรียน
ชอบเพราะ genre features ช่วยให้นักเรียนหาคำตอบได้ถูกต้องและรวดเร็วยิ่งขึ้น

ขั้นที่ 5   นักเรียนทำกิจกรรมเดี่ยวไม่ค่อยได้ เพราะ Expository genre (Explanation) เป็นครั้ง
แรกที่นำเสนอในคาบเรียนนี้

อุปสรรคและปัญหาที่พบ

การนำเสนอการสอนเอาจล่าช้าไปนิด เพราะครูต้องอธิบายส่วนต่าง ๆ ของ Expository genre
(Explanation) หลายครั้ง เพื่อย้ำความเข้าใจเพราะเป็นการนำเสนอครั้งแรกนักเรียนไม่เคยรู้จักมาก่อน
ทำให้การดำเนินการสอนเป็นไปอย่างล่าช้า

วิธีแก้ปัญหา

เขียนอธิบายส่วน ๆ ต่าง ๆ ของ Expository genre (Explanation) features เป็นภาษาไทยควบคู่
ไปกับภาษาอังกฤษ   โดยใช้แผนภูมิเนื้อเรื่อง (Story chart) และแผนภูมิ genre features ระบายสีให้

เห็นความแตกต่างของส่วนประกอบต่าง ๆ ของ Expository genre (Explanation) features และของเนื้อเรื่องควบคู่กันไป

Appendix K

ชื่อนักศึกษาฝึกสอน   นางสาวมะลิวรรณ ป้องชายชม
ชื่อโรงเรียน   โรงเรียนที่ 2

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 1   เรื่อง The Mouse and The Bull
ขั้นที่ 1   ครูแจ้งจุดประสงค์ให้นักเรียนทราบ และนำเสนอคำศัพท์ที่ใหม่ในรูปแถบประโยคครู
อ่านเรื่อง และให้นักเรียนอ่านตามเป็นส่วนๆ จาก Story Chart ในขณะที่อ่านครูชี้ที่
แผนภูมิ Narrative genre (fable) features พร้อมกับอธิบายทั้งในรูปภาษาไทยและ
ภาษาอังกฤษ ว่านิทานมี 4 ส่วน คือ Orientation (การนำเสนอฉาก) Events and
Complication (ลำดับเหตุการณ์ และปัญหา) Resolution (การแก้ปัญหา) และ Moral
(คติธรรม) นักเรียนทำความเข้าใจ genre ช้ามากเพราะไม่เคยรู้จักมาก่อน
ขั้นที่ 2   ครูให้นักเรียนแสดงละคร (Role play) โดยให้อาสาสมัคร 2 คน มาแสดงเป็นหนู
และวัวกระทิง ในขณะที่นักเรียน 2 คนแสดง นักเรียนที่เหลือก็อ่านเนื้อเรื่องตามไป
ด้วย
ขั้นที่ 3   นักเรียนจับคู่ทำแบบฝึกหัด A โดยนำกำศัพท์ที่มาเติมลงในช่องว่างนักเรียนชอบ
ขั้นที่ 4   นักเรียนทำงานกลุ่ม 4-5 โดยหาส่วนประกอบของ Narrative genre (fable)
features นักเรียนชอบเพราะมีโอกาสทำงานกับเพื่อน และมีความรู้สึกว่างานที่ทำ
ง่ายกว่าทำตามลำพัง
ขั้นที่ 5   นักเรียนทำแบบฝึกหัด C โดยแต่ละคนอ่านข้อความและเขียนเรียงลำดับเนื้อเรื่อง
ทำได้บ้างไม่ได้บ้างเป็นบางคน

อุปสรรคและปัญหาที่พบ

นักเรียนไม่เข้าใจส่วนประกอบทั้ง 4 ส่วน ของ Narrative genre (fable) features
ทำให้การสอนดำเนินไปช้าไม่มีเวลาพอที่จะทำแบบฝึกหัด Language use

วิธีแก้ปัญหา

ครูอธิบายเป็นภาษาไทยหลาย ๆ ครั้ง และยกตัวอย่างจากเนื้อเรื่อง Story chart
ประกอบ โดยทำแผนภูมิประกอบทั้ง 4 ส่วนของ Narrative genre (fable) features ติด
บนกระดานในการสอนครั้งต่อไป   และมอบให้นักเรียนทำเป็นการบ้านในส่วนของ
Language use

ชื่อนักศึกษาฝึกสอน   นางสาวมะลิวรรณ ป้องชายชม

ชื่อโรงเรียน   โรงเรียนที่ 2

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 6   เรื่อง   Hundreds saved from sinking ship.

ขั้นที่ 1   ครูแจ้งจุดประสงค์การเรียนรู้ให้นักเรียนทราบและนำเสนอคำศัพท์ใหม่ในรูปแถบ
ประโยคนำเสนอ   แล้วครูอ่านเนื้อเรื่องและให้นักเรียนอ่านตามเป็นส่วน ๆ จากแผน
ภูมิเนื้อเรื่อง (Story chart)   และตามส่วนประกอบของ Journalistic genre (news
report) features ซึ่งประกอบไปด้วย 4 ส่วนคือ (Headline) หัวข้อข่าว (Lead) ความ
นำ (Additional information) ข้อมูลเพิ่มเติมและ (Conclusion) สรุปข่าว พร้อมกับ
อธิบายเป็นภาษาไทยและภาษาอังกฤษให้นักเรียนฟังจนเข้าใจ

ขั้นที่ 2   นักเรียนออกมาแสดงบทบาทสมมติ   (Role play) นักเรียนชอบมากเพราะสนุกแต่
ชอบพูดภาษาไทย   นักเรียนเข้าใจความหมายคำศัพท์จากท่าทางที่แสดงและจุดมุ่ง
หมายของผู้แต่งนักเรียนสามารถแสดงท่าทางได้ถูกต้องเมื่อถึงบทบาทของตนเอง

ขั้นที่ 3   นักเรียนเขียนคำศัพท์ใหม่ที่ได้เรียนรู้บนกระดานดำ จากนั้นนักเรียนจับคู่ทำแบบฝึก
หัด A โดยเติมคำที่ขาดหายไปจากเนื้อเรื่อง นักเรียนชอบเพราะมีความกล้ายิ่งขึ้นดี
กว่าทำงานคนเดียวกิจกรรมคู่ทำให้นักเรียนสนุกเพราะสามารถตรวจสอบความหมาย
คำศัพท์จากเพื่อนได้

ขั้นที่ 4   นักเรียนทำกิจกรรมกลุ่มโดยอ่านเนื้อเรื่อง   และเขียนส่วนประกอบของ Journalistic
genre (news report) features   โดยการอภิปรายหาคำตอบร่วมกันกับเพื่อนนักเรียน
ชอบเพราะหาคำตอบได้ง่ายและเสร็จเร็วเมื่อทำงานเป็นกลุ่ม   ทำให้นักเรียนมีความ
เชื่อมั่นในตนเองยิ่งขึ้น

ขั้นที่ 5   นักเรียนทำกิจกรรมเดี่ยว โดยอ่านเนื้อเรื่องที่กำหนดให้และคิด Headline ของเรื่อง
สังเกตดูการทำงานเดี่ยวนักเรียนทำช้า

อุปสรรคและปัญหาที่พบ

นักเรียนจำส่วนประกอบของ Journalistic genre (news report) features ไม่ได้เพราะเป็นเรื่อง
ใหม่และไม่เคยชินต่อการอ่านข่าวเป็นภาษาอังกฤษ

วิธีแก้ปัญหา

ครูอธิบายส่วนต่าง ๆ ของ Journalistic genre (news report) features เป็นภาษาไทยซ้ำหลาย ๆ ครั้ง และใช้เอกสารจริงจากหนังสือพิมพ์มาเป็นสื่อเสริมแยกส่วนประกอบต่าง ๆ ของ Journalistic genre (news report) features โดยใช้สีที่แตกต่างกันระบายเป็นส่วน ๆ

ชื่อนักศึกษาฝึกสอน   นางสาวมะถิวรรณ ป้องชายชม
ชื่อโรงเรียน   โรงเรียนที่ 2

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 11   เรื่อง   Land of Bike

ขั้นที่ 1   การนำเสนอคำศัพท์นักเรียนเข้าใจง่ายขึ้นเพราะมีสื่อที่ชัดเจนและมีสีสันที่สวยงามดึง
ดูดความสนใจของผู้เรียนหลังจากนั้นครูนำเสนอเนื้อเรื่องและเสนอ   Expository
genre (Explanation) features แล้วอ่านเนื้อเรื่องเป็นตอน ๆ นักเรียนชอบ เพราะเข้า
ใจเนื้อเรื่องการอ่านเป็นส่วน ๆ ไป เป็นการทำให้นักเรียนไม่เบื่อ เพราะไม่ได้อ่าน
เรื่องยาวครั้งเดียวจบ   โดยครูนำเสนอเนื้อเรื่องจากแผนภูมิเนื้อเรื่อง (Story chart)
ควบคู่ไปกับแผนภูมิ Expository genre (Explanation) features ซึ่งประกอบไปด้วย 4
ส่วน คือ (Subject) หัวเรื่อง (Description) การพรรณนาบอกลักษณะ (Uses) ประโยชน์
และ Conclusion (การสรุป)   นักเรียนเข้าใจช้าเพราะเป็นคามแรกของการนำเสนอ
Expository genre (Explanation) และนักเรียนไม่เคยมีประสบการณ์เกี่ยวกับ genre
ชนิดนี้มาก่อน แต่นักเรียนก็ชอบเพราะเรื่องของจักรยานเป็นประสบการณ์ที่ใกล้ตัว

ขั้นที่ 2   การแสดงบทบาทสมมติ   นักเรียนชอบ เพราะเป็นการแสดงความสามารถของตน
เองและยังได้สนุกกับการดูการแสดงของเพื่อน ๆ และได้พูดตามบทบาทสามารถสื่อ
ความหมายศัพท์ได้

ขั้นที่ 3   นักเรียนทำกิจกรรมคู่ นักเรียนทำได้ดี เพราะได้ช่วยทำด้วยกันกับเพื่อน และเป็น
แบบฝึกหัดเกี่ยวกับคำศัพท์   เป็นการทบทวนคำศัพท์หลังจากที่ได้ออกไปเขียนบน
กระดานดำ   นักเรียนชอบการถึบกู่หาความหมายคำศัพท์เพราะสามารถตรวจสอบ
ความหมายคำศัพท์จากเพื่อนได้

ขั้นที่ 4   นักเรียนทำกิจกรรมกลุ่มอย่างสนุกสนานเพราะได้ช่วยกันทำเป็นกลุ่มได้คำตอบที่
หลากหลาย รู้จักแสดงความคิดเห็นของตนเองได้ฟังความคิดเห็นของคนอื่นและยังมี
ความคุ้นเคยกับรูปแบบของ Expository genre (Explanation) features ที่ช่วยให้หาคำ
ตอบได้ง่ายและมีความมั่นใจคำตอบของกลุ่มจะถูกต้อง

ขั้นที่ 5   นักเรียนทำกิจกรรมเดี่ยวได้ เพราะเข้าใจเนื้อหาและใช้ภาษายังกฤษได้ สามารถ
เขียนความคิดเห็นของตัวเอง ได้ดีขึ้น

อุปสรรคและปัญหาที่พบ

เป็นครั้งแรกของการนำเสนอ Expository genre (Explanation) features ซึ่งทำให้ การดำเนิน
การสอนค่อนข้างช้าเพราะนักเรียนยังไม่เข้าใจส่วนต่าง ๆ ของ Expository genre (Explanation)

วิธีแก้ปัญหา

ครูอธิบาย Expository genre (Explanation) features ทั้งภาษาไทยและภาษาอังกฤษโดยใช้
แผนภูมิเนื้อเรื่องและแผนภูมิส่วนประกอบ Expository genre (Explanation) features หลาย ๆ ครั้งและ
ใช้สีต่าง ๆ ระบายแยกเป็นส่วน ๆ ให้เห็นได้ชัด

Appendix K

ชื่อนักศึกษาฝึกสอน   นางสาวกาญจนา วิทกหาญ

ชื่อโรงเรียน   โรงเรียนที่ 3

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 1   เรื่อง The Mouse and The Bull

ขั้นที่ 1   นักเรียนเข้าใจความหมายคำศัพท์ที่ครูนำเสนอเพราะมีรูปภาพชัดเจนจากแผนภูมิStory
            chart และในการที่ครูนำเสนอ Narative genre (fable) features ประกอบการอ่านเนื้อ
            เรื่องเป็นส่วนๆ นักเรียนชอบแต่นักเรียนอ่านช้าเพราะเป็นการสอนสิ่งใหม่ที่นักเรียน
            ไม่เคยเรียนมาก่อนจึงทำให้นักเรียนทำความเข้าใจช้า   แต่นักเรียนก็มีความพยายามที่
            จะทำความเข้าใจส่วนประกอบทั้ง 4 ส่วน ของ Narative genre (fable) features อันได้
            แก่ Orientation (การนำเสนอฉาก) Events and Complication (ลำดับเหตุการณ์และ
            ปัญหาที่เกิดขึ้น) Resolution (การแก้ไขปัญหา) และ Moral (คติธรรม และคุณธรรม
            สอนใจ) โดยครูอธิบายทั้งภาษาไทยและภาษาอังกฤษประกอบ ปรากฏว่านักเรียนให้
            ความสนใจที่จะรับฟังและทำความเข้าใจ

ขั้นที่ 2   ครูให้นักเรียนแสดงละครบทบาทสมมติ (Role play) โดยให้นักเรียนถาสาสมัคร
            ออกมาแสดงหน้าชั้น 2 คน คนหนึ่งแสดงเป็นหนู อีกคนแสดงเป็นวัวกระทิง และพูด
            ตามบทบาทสมมติที่ได้รับจากเนื้อเรื่อง   นักเรียนที่เหลือก็จะอ่านตามไปด้วยเป็น
            ส่วนๆ ส่วนใหญ่จะอ่านมาจาก Script ที่มีในเนื้อเรื่องแต่บางคนก็คิดเอง หรือพูดภาษา
            ไทยเพื่อนๆ ก็หัวเราะด้วยความสนุกสนาน เพราะบางทีนักเรียนออกเสียงไม่ถูกต้อง
            แต่นักเรียนชอบบทบาทสมมติ เพราะมีโอกาสได้ออกมาแสดงหน้าชั้น

ขั้นที่ 3   นักเรียนชอบทำงานคู่ในการหาความหมายคำศัพท์ในแบบฝึกหัด A เพราะมีโอกาส
            ได้ตรวจสอบความถูกต้องจากเพื่อน

ขั้นที่ 4   นักเรียนทำงานกลุ่ม 4-5 คน โดยการอ่านเนื้อเรื่อง และอธิบายหาคำตอบในแบบฝึก
            หัดที่ครูมอบหมาย   นักเรียนชอบเพราะมีโอกาสได้แสดงความคิดเห็นร่วมกันอย่าง
            หลากหลาย และมีโอกาสได้ใช้ประสบการ ณ์ที่ได้เรียนรู้ genre features มาใช้ในการ
            หาคำตอบในแบบฝึกหัด นักเรียนมีความรู้สึกว่าทำแบบฝึกหัดได้เร็วยิ่งขึ้น

ขั้นที่ 5   นักเรียนยังไม่เข้าใจคำสั่งของแบบฝึกหัด ครูต้องอธิบายเป็นภาษาไทย หลังจากนั้น
            นักเรียนก็เข้าใจและทำแบบฝึกหัดได้

Appendix K (continued)

อุปสรรคและปัญหา

ไม่ได้ทำแบบฝึกหัดในส่วน Language use เพราะไม่ทันเวลา

วิธีการแก้ปัญหา

ครูอธิบายและมอบหมายแบบฝึกหัดในส่วน Language use ให้ทำเป็นการบ้าน
นอกเวลา

ชื่อนักศึกษาฝึกสอน   นางสาวกาญจนา วิหกหาญ

ชื่อโรงเรียน   โรงเรียนที่ 3

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 6   เรื่อง   Hundreds saved from sinking ship.

ขั้นที่ 1   ครูนำเสนอคำศัพท์จากรูปภาพเพื่อสื่อความหมาย แต่นักเรียนเข้าใจยากเพราะไม่คุ้นเคย กับการอ่านข่าวหรือรายงานข่าวแต่นักเรียนก็ชอบฟังรายงานข่าวที่ครูแปลเป็นไทย ให้ฟัง นักเรียนทำความเข้าใจใน Journalistic genre (news report) features   ช้ามาก เพราะเป็นรูปแบบใหม่ที่แตกต่างจาก Narrative genre features ที่นักเรียนคุ้นเคย ครู ต้องอธิบายซ้ำ ๆ ทั้งภาษาไทยและภาษาอังกฤษ   แต่นักเรียนก็ชอบการอ่านตามครูที่ อ่านเป็นส่วน ๆ เพราะได้ติดตามข่าวว่าเกิดอะไรขึ้น

ขั้นที่ 2   นักเรียนชอบการแสดงบทบาทสมมติแต่ออกเสียงไม่ค่อยถูกต้องเพราะต้องจำจาก Script จึงคิดและพูดเป็นภาษาไทย ครูและเพื่อนช่วยคิดเป็นภาษาอังกฤษ   นักเรียน ชอบเพราะมีโอกาสได้แสดงออก   ในขณะที่แสดงนักเรียนรู้จุดมุ่งหมายและรู้ เวลาที่จะพูดเมื่อถึงบทบาทของตนเอง   ทำให้การแสดงเป็นไปอย่างสนุกสนาน และสมบทบาท

ขั้นที่ 3   นักเรียนชอบทำกิจกรรมคู่เพราะมีเพื่อนช่วยคิดและทำงานได้เร็วขึ้น

ขั้นที่ 4   นักเรียนเต็มใจทำงานกลุ่มเพราะมีเพื่อน ๆ ช่วยคิดและใช้ Journalistic genre (news report) features ที่เคยเรียนมาแล้วช่วยในการหาคำตอบทำให้สามารถทำงานได้เร็วยิ่ง ขึ้นและมีความเชื่อมั่นในตนเองมากยิ่งขึ้น

ขั้นที่ 5   นักเรียนทำกิจกรรมเดี่ยวในบทนี้ไม่ค่อยได้เพราะต้องคิดคนเดียวและนักเรียนต้อง อ่านหนังสือพิมพ์ภาษาอังกฤษมาก ครูอนุญาตให้ตั้งชื่อเรื่องเป็นภาษาไทย แล้วช่วย เขียนเป็นภาษาอังกฤษให้บนกระดานนักเรียนเขียนลงในแบบฝึกหัดของนักเรียน นักเรียนชอบ   ติดตามข่าวแต่ไม่คุ้นเคยกับการอ่านข่าวเป็นภาษาอังกฤษ

อุปสรรคและปัญหาที่พบ

การดำเนินการสอนในคาบนี้ช้า   เพราะเป็นครั้งแรกในการนำเสนอ Journalistic genre (news report) features

วิธีแก้ปัญหา

โดยครูใช้สี highlight ตามส่วนประกอบทั้ง 4 ส่วน ของ Journalistic genre (news report) features ควบคู่ไปกับการระบายสีแยกเป็นส่วน ๆ ของแผนภูมิเนื้อเรื่อง

ชื่อนักศึกษาฝึกสอน   นางสาวกาญจนา วิหกหาญ

ชื่อโรงเรียน   โรงเรียนที่ 3

บันทึกสังเกตพฤติกรรมการสอน

คาบที่ 11   เรื่อง   Land of Bikes.

ขั้นที่ 1   นักเรียนเข้าใจและสามารถเดาความหมายคำศัพท์ได้ถูกต้อง เพราะใช้ในชีวิตจริงนัก
เรียนชอบการอ่านตามครูเป็นส่วน ๆ แต่ในบทนี้การเรียนจะช้าไปนิดหน่อยเพราะครู
นำเสนอ Expository genre (Explanation) features ซึ่งเป็นรูปแบบใหม่อีกชนิดหนึ่ง
ของ genre structures ครูต้องแปลเป็นไทยและเสนอซ้ำเพื่อให้นักเรียนเข้าใจแต่ปรากฏ
ว่านักเรียนเข้าใจเรื่องที่อ่านตามครูได้ง่ายจากแผนภูมิ Expository genre (Explanation)
feature ที่ครูนำเสนอในรูปแบบของแผนภูมิเนื้อเรื่องครูใช้สี highlight เป็นส่วน ๆ
ช่วยให้นักเรียนเข้าใจได้ง่ายขึ้น   นักเรียนเรียนอย่างมีจุดประสงค์และหาคำตอบมา
ตอบครูได้เพราะเป็นเรื่องที่เกี่ยวกับประสบการณ์ในชีวิตจริงของนักเรียน

ขั้นที่ 2   นักเรียนชอบการแสดงบทบาทสมมติมากเพราะได้มีโอกาสได้แสดงออกและ
สามารถพูดโต้ตอบและแสดงด้วยภาษาอังกฤษง่าย ๆ เช่น

          " ฉันเป็นนักเรียน ฉันขี่จักรยานไปโรงเรียน "

          " ฉันเป็นแม่ ฉันพาลูกฉันนั่งจักรยานไปกับฉัน "

          " ฉันเป็นตำรวจ ฉันขี่จักรยานไปทำงาน "

          " ฉันเป็นคนงานที่โรงเรียน ฉันขี่จักรยานไปทำงาน "

บางครั้งนักเรียนแต่งประโยคเอง เช่น

          " ฉันเป็นครู ฉันขี่จักรยานไปโรงเรียน "

          " ฉันเป็นบุรุษไปรษณีย์ ฉันขี่จักรยานไปส่งจดหมาย "

นักเรียนชอบบทเรียนนี้มากที่สุดใช้เวลาแสดงนานมากจนเกือบหมดเวลา   นักเรียน
เข้าใจเนื้อเรื่องที่อ่านดีจึงแสดงบทบาทสมมติได้ถูกต้องตามความหมายจากเนื้อเรื่อง
ที่อ่านนักเรียนสามารถเข้าใจจุดประสงค์ของผู้แต่ง Expository genre (Explanation)
features ช่วยให้นักเรียนหา main idea และ supporting idea ได้ถูกต้อง และมีความ
เชื่อมั่นยิ่งขึ้น

ขั้นที่ 3   นักเรียนชอบทำกิจกรรมคู่เกี่ยวกับคำศัพท์ทำให้มีความมั่นใจว่าจะทำถูก   เพราะ
สามารถตรวจสอบความหมายจากเพื่อนได้

ขั้นที่ 4   นักเรียนชอบทำงานกลุ่มแม้จะช้าแต่ก็ได้แสดงความคิดเห็นและได้มีโอกาสออกมา
report หน้าชั้นและได้รับการยอมรับจากเพื่อนนักเรียนได้ฝึกการใช้ genre features
ช่วยหาคำตอบที่ต้องการได้เร็วขึ้นเพราะรู้จุดประสงค์ของผู้แต่ง   และมั่นใจว่าถูก
ต้อง นักเรียนทำงานอย่างมีวัตถุประสงค์

ขั้นที่ 5   กิจกรรมเดี่ยวนักเรียนไม่ค่อยชอบเพราะขาดทักษะทางด้านภาษาแต่ครูก็อนุญาตให้
อธิบายเป็นภาษาไทยได้แล้วครูช่วยคิดคำที่เป็นภาษาอังกฤษง่าย ๆ ให้เพื่อไม่ให้เป็น
อุปสรรคต่อการแสดงความคิดของนักเรียน

อุปสรรคและปัญหาที่พบ

       ในการนำเสนอ Expository genre (Explanation) features ดำเนินไปช้ามากเพราะเป็น
คาบแรก

วิธีแก้ปัญหา

       ครูอธิบายเป็นภาษาไทยโดยครูใช้สี highlight ตามส่วนประกอบทั้ง 4 ส่วน ของ
Journalistic genre (news report) features ควบคู่ไปกับการระบายสีแยกเป็นส่วน ๆ ของแผนภูมิเนื้อ
เรื่อง

First Session

Researcher: " I am pleased to welcome you to this focus group discussion and wish to thank you for your participation in this research. You may wonder how did this come about and what could you expect to benefit from it, right?"

Head of School One English Department: " Yes, I have read your letter and I know you are trying a different methodology in English reading comprehension from what we are using now. What makes you believe that it might be better?"

Researcher: " I used it in my teaching and it seems to have worked. My trainee teachers seem to like it   and there is support for it from the experience of others in other countries. Genre based rhetorical structures include a knowledge not only of text structures but the purpose of the author and the audience or discourse community. Students familiar with these will be able to get main ideas and guess meanings easier than when they know nothing about the purpose, form and audience of the texts. However, that is exactly what we will test at your schools with my trainee teachers."

Head of English Department, School Two: " I feel that at the time of changing curriculum when English reading is still a problem for my students, genres maybe a good method to try."

Head of English Department, School Three: "I am not an English major but I have to teach English for the past twenty seven years. I see my students still have a problem in English reading. I have asked many trainee teachers and the Rajabhat Institute to help me to find a way to solve this problem. I am glad that you came at the right time. Please start at my school, I am willing to facilitate your trainee teachers and you in any way I can."

Trainee teacher, School One: " I wonder whether the students will understand or not?"

Researcher: " Well, that is your job , to make them understand. You have the lesson plans that you have all worked on. As long as the students will find the materials and the lessons interesting, I believe they will learn."

Trainee teacher, School Two: " I am very worried about my grade in the practice teaching. What if the results come out unfavorable ? If the genre methodology does not work well with the students, will that effect my grade for practice teaching as well?"

Researcher:" As we agreed, and according to the consent form you have signed, you will not be effected whatever by the result as long as you have tried your best. On the other hand, you will get experience of doing classroom research for your own benefit. In the future, if you happen to do research for your professional work, you will have already learned from this experience."

Trainee teacher, School Three: "I am not sure about the genre method because it is new for me. When I studied with you, Ajarn Sandy, I thought this was an eclectic way for me to try with the students at the school. I will try my best."

Head of School C- glish Department: " I will do you a favor -- or are you doing me one? I will give you the weakest grade seven class I have. If they improve, I will believe you can successfully teach anybody ."

....

Last session

Researcher: "You have all seen the last session at School One at their kind invitation. What is your idea and opinion about the experiment? Does the genre based rhetoric structures methodology for teaching English reading comprehension work? You all have in your hand now the results of the pretests and posttests at each school. What do you all think of the results?"

Trainee teacher, School Two: " I think the students did much better with the genre based rhetorical structures methodology than with the traditional one. I certainly enjoyed teaching them and they seem to have enjoyed their learning experience. They have more opportunity to interact in pairs and among groups. They have learnt the three genre patterns. This helps them understand better the meaning of reading texts. They could answer the questions well. They were happy. They had lively classes. They sometimes improvised their own words."

Trainee teacher, School Two: "Sometimes I felt lost and thought that it was too difficult to explain to the students what genres are. I had to use both Thai and English all the time to explain to the students what genres are until they became familiar. They found that the patterns helped them in understanding the meaning. They could find answers easily. When they played the roles of the various participants in the reading materials

they naturally understood these through acting, and could express the meanings that they experienced. Following the genre patterns through participation as a group they understood the whole story, helping each other in the role-play and hr ing big laughs! I could see the students do more activities by themselves. They were happy to learn in pairs and groups. Their interactions helped them to understand the meaning of the texts read. There was a good atmosphere among them."

Trainee teacher, School Onei: "I had a hard time since my students only wanted to play! When they had the roles from the text to try, they enjoyed playing and improvising. They sometimes switched back into Thai, but I tried to keep them using only English with more and more success as we continued with the lesson. What I want to express is that my students liked English more than before. Their achievement in English reading had also improved."

Trainee teacher, School Two: " My students enjoyed reading the journalistic genre (news report) but they could not do well on the test. I think if the school provided English newspapers such as the Student Weekly students could be helped to understand better and thus do better on the tests."

Trainee teacher, School Three: "I agree with my friend from School Two. My students liked journalistic genre (news report) too, but could not do well on the test either, It would be very helpful if the English teacher can teach the students to retrieve the news in English from the Internet if possible."

Head of English Department, School Two: " I am sorry I could not spend more time observing the class, though I remember the sessions I spent with you well. I feel confident from what I have observed that the genre methodology works. I myself would like to try the lesson plans sometime after I learn more about genres. I will try to use some of the genre based reading materials and lesson plans right away with my regular classes. I will perhaps ask you for help and consulting in the future."

Head of English Department, School Three: " I spent quite a bit of time observing the classes since I was very much interested in how the two groups did every day at my school during the experiment. I was especially impressed by the enthusiasm of those who were learning genres how much they could improve not only their understanding but also their spoken English, when play-acting. They had more self-confidence to express themselves and show their opinion. They respect their friends more. I think all new teachers should use the genre method, if they are trained to do so. With the older

regular teachers it might be more difficult. Could you, please, organize a seminar for us? I can see the genre based method is eclectic and useful."

Researcher:" With great pleasure! Maybe School One could invite you all next year for such a seminar? Please give me some advanced notice, so that I could also invite some others from other schools . I am happy to tell you also that at the Rajabhat Institute we are organizing a Master of Education program for English teachers next year during week-ends. It is not too late to include genres in the curriculum !

Head of English Department, School One: " I am very happy at this stage, that is why I am willing to be the host for the discussion and allow the trainee teacher to present to you her classes, even though they have already finished the course and finished the posttests. You already have the results with you. I believe that these show that if the teachers have a good methodology to help them, even weak classes can improve. I can compare from the results of the pretest and posttest. There is more improvement for the experimental group than for the control group. Students were happy to learn. They sometimes answered in Thai. Since they had limited English they could not think of the word in English. Before, they were afraid of studying English and they felt bored. They disliked English classes. In my opinion, genres should be taught in the methodology of teaching course for trainee teachers on a regular basis. Also Thai English teachers should use the methodology as one of their eclectic ways of teaching English reading to their students. If possible, I will invite you to hold a seminar in my school for the English teachers soon. I think the methodology worked in my school. Thank you!".

Researcher: "Thank your very much for your cooperation. For the trainee teachers I hope you gained more experience. I wish to thank you for your collaboration in summarising the contents of your journals into the three tables of observations on interactions, behavioural controls and genre text during your lessons. Running the classes, reporting on problems every Fridays, also observing what was happening was not an easy task, but I hope it helped you to become observant teachers who always learn from their own experience. It has been a pleasure working with you. For heads of English departments. I wish not only to thank you but to say that I am available for consultations, and to facilitate your English reading program at your schools always. Thank you!".

Please rate the 96 statements according to the following response format and check √ the column corresponding to your attitude (prior to studying) and your behavior (during study) on the appropriate line opposite each statement :

Always	put √ on column 4
Sometimes	put √ on column 3
Mostly not	put √ on column 2
Never	put √ on column 1

Instruction : Check √ in only one column of the 4 scales that you feel most right to your feeling. Any response in the questionnaire will not affect your score in the course.
Example :

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
My students like to read English books.				√		√		

Considering the check √ on the questionnaire item from the example, if you believe, prior to teaching, is that you think your students always like to read English books, check √ on column 4 and if you mostly do not achieve it, check √ on column 2.

Subgroup : text (32 items)
(expected beliefs and expected actions about texts encountered in English reading classes)

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
Item no.								
Text for reading								
1-2　My students like reading stories (fables in English).								
3-4　My students like reading newsreport In English.								
5-6　My students like reading science in English.								
Meaning								
7-8　My students like to guess the meaning of words in the text.								
9-10　My students like learning vocabulary.								
Comprehension								
11-12　My students like to predict what the text is about from the title.								
13-14　My students can answer the "who, what, when, where, why and how" of the text read.								
15-16　My students can find the causes of the problem after reading the text.								
17-18　My students can find the main idea of the text read.								
19-20　My students can find the supporting Ideas of the text read.								
Integrated reading and writing skills								
21-22　My students can use the form of the of the text read when writing about what happened in the environment.								
23-24　My students can summarize the information in the text read.								
25-26　English reading can help my students to write better.								
Purpose of using text								
27-28　My students can learn what the people in the story feel and think.								
29-30　My students can read English at home.								
31-32　My students know the usefulness of English reading.								

Subgroup : Classroom interactions (32 items)
(expected beliefs and expected actions about teacher / student and student/student relationships in English reading classes)

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
Item no.								
Between teacher / student in class								
1-2 My students feel at ease to tell me about what they want to read.								
3-4 My students can ask me about what they have read in class.								
Between teacher / student out of class								
5-6 My students can make an appointment to see me in my office to discuss their readings.								
7-8 My students can talk to me informally about news, sport, and everyday life related to their reading assignment.								
9-10 My students can discuss their hobbies and their future plans with me.								
Relationship between and teacher/ student								
11-12 My students like the way I teach them English reading.								
13-14 My students learn a lot from me.								
15-16 My students like me.								
Pair work (student/student)								
17-18 My students like to learn new words from their friends.								
19-20 My students like to talk or study in pairs.								
Group work (student / student)								
21-22 My students can tell their friends whether they believe what they have read or not.								
23-24 My students like to compare different points of view found in reading with friends.								
25-26 My students like to discuss their reading assignments with friends.								
Interaction (student/student)								
27-28 My students can have more opportunity to participate in activities among friends.								
29-30 My students learn a lot from their classmates.								
31-32 My students like to study in small groups.								

Subgroup : behavioral controls (32 items)
(expected beliefs and expected actions about classroom assignments, rules, grades, discipline)

Questionnaire item	My expectation				This is what really happens			
	1	2	3	4	1	2	3	4
Item no.								
Classroom assignment								
1-2 My students can guess the meaning of the reading assignment.								
3-4 My students can use a dictionary to look up proper meaning.								
5-6 My students can ask me to help and to give advice about the meaning of the reading assignment.								
7-8 My students can ask me questions about meaning and points read.								
Self discipline								
9-10 My students can use note for stories, information about reading assignment.								
11-12 My students can finish their reading tasks in time.								
13-14 My students can think about word choice and grammar in reading assignment.								
15-16 My students can explain the material they read to other students in class.								
Rules								
17-18 My students can participate class discussion.								
19-20 My students can study reading materials in group with other friends.								
21-22 My students can ask other people whether their understanding of reading is correct or not.								
23-24 My students can compare the meaning they found in the text with their friends.								
25-26 My students can agree about the meaning of the text with their friends.								
Grades								
27-28 My students can read text assignment out of class.								
29-30 My students can get good grade in the reading course.								
31-32 My students can talk to their parents about their grade in the English reading class.								

Appendix N   Responses of three students to attitude and behaviour questions

81,82,83 and 84 before and after the experiment.

In this appendix a sample of raw data is presented from the experiment to show how attitude and behaviour of three arbitarily chosen students changed from before to after the treatment. It illustrates dynamics and the use of arbitrarily chosen cases as opposed to working with class averages.

Comparison of three students' attitude/behaviour pretest and posttest scores for selected items.

Item no. Student no.		Posttest		Pretest	
		Expected	What really happened	Expected	What really happened
81	1	3		3	
	2	3		1	
	3	2		2	
82	1		3		3
	2		4		1
	3		3		3
83	1	3		3	
	2	3		2	
	3	2		2	
84	1		3		3
	2		3		1
	3		3		3

Appendix N (continued)

(Note that the item numbers appearing here are the old ones, corresponding to items 19-20 and 17-18 related to Rules on Table 6.2 (chapter six), as new item numbers).

It is interesting to observe these are micro results when trying to understand what happened to attitude/behaviour of the students as a result of the interventions. It provides a triangulation between a qualitative feeling for micro events and the statistical results of chapter seven. In chapter seven it was concluded that attitude/behaviour towards English reading comprehension has significantly improved as a result of the experimental treatment using the genre based rhetorical structure methodology. How and why did this happen? The qualitative study of micro events (actual questionnaire answers on selected items of three arbitrarily selected students) enables some tentative conclusions about the relationship between quantitative and qualitative results that were suggested for further research.

For the 3 students observed here (last three on the attendance list of the experimental group at School Three) what took place is that both the expectations and what really happened stayed the same for the first and the third student. The second student, however, has increased his expectation from 1 to 3 on item 81 while what really happened was even better than his expectation, increasing from 1 to 4 (item 82). Note that the increases are shown from right to left on the table, since posttest scores are presented first on the left, followed by pretest scores on the right. On item 83 the increase was from 2 to 3 in expectations while what really happened has gone from 1 to 3. This shows an increase of self confidence based on what really happened. The closeness of expectations and reality after the intervention shows the mechanism by which improvements were achieved in the statistical analysis in chapter seven. The triangulation provides a plausible explanation of behaviour that is often hidden by statistical results, and can usually only be observed in individual case studies, as done here. The dangers of selecting case studies is apparent, for example if only the first and third students had been selected, no movement would have been observed, a different conclusion would have resulted, observing 2 only could have distorted results to the extent that one may have ignored it as "untypical". Porter (1996. p. 212) reported the healthy self esteem development in students based on their learning experience. The results here confirm this, based on the experimental group's experience with genre based rhetorical structures, for the relevant experimental group classroom averages.