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## APPENDICES

## Appendix A

### English reading comprehension proficiency test

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Materials Covered by this Permission:

Secondary Level English Proficiency (SLEP®) test  
Form 4



# SLEP®

TEST FORM  
4  
3YEP1

## Secondary Level English Proficiency Test

THIS TEST BOOK MUST NOT  
BE TAKEN FROM THE ROOM.

READ THE DIRECTIONS  
ON THE BACK COVER *BEFORE*  
OPENING THE TEST BOOK.

*Listening.*  
*Learning.*  
*Leading.*



## Appendix B

### Teacher-directed FB-RR questionnaire

Teacher-directed F-BIRR

#### Questionnaire

Name ..... ID. No. .... Date.....

จงตอบแบบสอบถามโดยให้คะแนนตามลำดับความชัดเจน

1 = ไม่เห็นด้วยอย่างยิ่ง    2 = ไม่เห็นด้วย    3 = ไม่แน่ใจ    4 = เห็นด้วย    5 = เห็นด้วยอย่างยิ่ง

Guided Reading	1	2	3	4	5
1. ก่อนอ่าน ฉนวนรวมแลกเปลี่ยนความรู้ประสบการณ์ได้สอดคล้องกับเรื่องทฤษฎี					
2. ระหว่างอ่าน ฉนวนเข้าร่วมทำกิจกรรมอย่างรวดเร็วและรวาจะคงทำอะไรต่อไป					
3. ฉนวนอ่านตามเวลาที่กำหนด					
4. ฉนวนพยายามทำแบบฝึกหัดและกิจกรรมหลังอ่าน					
5. หลังอ่านแล้ว ฉนวนรู้จักคิดและเรียนรู่มากขึ้น					
Self-Selected Reading					
6. สอการเรียนมหลากหลายชนิด หลากหลายระดับ และเพียงพอต่อความต้องการของตน					
7. ฉนวนสนุกกับการอ่านซ้ำและจับบันทึกความเร็วในการอ่านของตัวเอง					
8. ฉนวนเข้าร่วมทำกิจกรรมอย่างรวดเร็ว					
9. ฉนวนอ่านติดต่อกันเป็นเวลานาน					
10. แบบฝึกหัดหลังอ่านช่วยให้ฉนวนเข้าใจเนื้อเรื่องดีขึ้น					
Working with Words					
11. ฉนวนให้ความสนใจต่อคำศัพท์ที่แสดงออกบนผนัง					
12. ฉนวนสนุกกับกิจกรรมฝึกท่องและเขียนคำศัพท์รายวัน					
13. ฉนวนสะกดคำศัพท์ในแบบฝึกหัดได้ถูกต้อง					
14. ฉนวนรวมกิจกรรมคำศัพท์ตลอดเวลา					
15. กิจกรรมคำศัพท์จะช่วยให้ฉนวนสามารถอ่านได้ดีขึ้น					
Writing					
16. ฉนวนสนุกกับเนื้อหาบทเรียนย่อย					
17. ฉนวนเริ่มลงมือเขียนอย่างรวดเร็วและรวาจะคงทำอะไรระหว่างเขียน					
18. ฉนวนทำงานในขั้นตอนต่าง ๆ ของกระบวนการเขียน คือ การร่างเขียน					
19. ฉนวนทำงานในขั้นตอนต่าง ๆ ของกระบวนการเขียน คือ ตรวจทาน แก้ไข					
20. ฉนวนจดทได้แบ่งบงานเขียนให้เพื่อน					

ข้อเสนอแนะ:.....

.....

Teacher-directed F-BIRR

### Questionnaire

Name .....ID. No. ....Date.....

**Please rate your responses to the following questions**

5 = strongly agree      4 = agree      3 = undecided      2 = disagree      1 = strongly disagree

Comment .....

.....  
.....

<b>Guided Reading</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Before reading, I shared something relevant on task from the background.					
2. During reading, I moved quickly into an activity and knew what was expected.					
3. I read during the time allotted.					
4. I tried to work on exercise and post-reading activity.					
5. After reading, the activity helped me learn and think.					
<b>Self-Selected Reading</b>					
6. There was available a wide variety of materials of different types and on different levels that suited my needs.					
7. I enjoyed rereadings and record my reading speed.					
8. I moved into reading quickly.					
9. I concentrated and stayed engaged in the reading.					
10. The after-reading exercise helped me understand the reading better.					
<b>Working with Words</b>					
11. I paid attention to the Word Wall words on the board.					
12. I enjoyed the daily practice of chanting and writing words.					
13. I spelled words correctly in the assignment.					
14. I stayed engaged in the word activity.					
15. The word activity helped improve my reading skill.					
<b>Writing</b>					
16. I enjoyed the mini-lesson.					
17. I settled into writing quickly and knew what was expected during writing.					
18. I engaged in different stage of the writing process, which was completing first draft.					
19. I engaged in different stage of the writing process, which were revising and editing.					
20. I was willing to share my writing with my classmates.					

## Appendix C

### Learner-directed FB-RR questionnaire

*Learner-directed F-BIRR*

#### Questionnaire

Name ..... ID. No. .... Date.....

จงตอบแบบสอบถามโดยให้คะแนนตามลำดับความคาดหมาย

5 = เห็นด้วยอย่างยิ่ง      4 = เห็นด้วย      3 = ไม่น่าใจ      2 = ไม่เห็นด้วย      1 = ไม่เห็นด้วยอย่างยิ่ง

Guided Reading	5	4	3	2	1
1. ก่อนอ่าน ฉนวนรวมแลกเปลี่ยนความประสพการณ์ได้สอดคล้องกับเรื่องทเรียน					
2. ระหว่างอ่าน ฉนวนเข้าร่วมทำกิจกรรมอย่างรวดเร็วและรวาจะตองทำอะไรต่อไป					
3. ฉนวนตามเวลาที่กำหนดไว้ในคำสง					
4. ฉนวนพยายามทำแบบฝึกหัดและกิจกรรมหลังอ่าน					
5. หลังอ่านแล้ว ฉนวนรักคิดและเรียนรมาทคน					
Self-Selected Reading					
6. สอการเรียนมหลากหลายชนิด หลากหลายระดับ และเพยงพอดความตองการของฉนวน					
7. ฉนวนสนกบการอ่านซ้ำและจดบันทึกความเร็วในการอ่านของตัวเอง					
8. ฉนวนเข้าร่วมทำกิจกรรมอย่างรวดเร็ว					
9. ฉนวนตดตอกนเป็นเวลานาน					
10. ฉนวนตามเวลาที่กำหนดไว้ในคำสง					
11. แบบฝึกหัดหลังอ่านช่วยให้ฉนวนเข้าใจเนื้อเรื่องคชน					
Working with Words					
12. ฉนวนให้ความสนใจตอคำศัพท์ตดแสดงอยบนผนง					
13. ฉนวนสนกบกิจกรรมฝึกทองและเขียนคำศัพท์รายวัน					
14. ฉนวนสะกตคำศัพท์ในแบบฝึกหัดได้ถกตอง					
15. ฉนวนรวมกิจกรรมคำศัพท์ตลอดเวลา					
16. ฉนวนตามเวลาที่กำหนดไว้ในคำสง					
17. กิจกรรมคำศัพท์จะช่วยให้ฉนวนสามารถอ่านได้คชน					
Writing					
18. ฉนวนสนกบเนอหาบทเรียนขอย					
19. ฉนวนเริ่มลงมือเขียนอย่างรวดเร็วและรวาจะตองทำอะไรระหว่างทเขียน					
20. ฉนวนทำงานในขั้นตอนตาง ๆ ของกระบวนการเขียน คอ การร่างเขียน					
21. ฉนวนทำงานในขั้นตอนตาง ๆ ของกระบวนการเขียน คอ ตรวจทาน แก้ไข					
22. ฉนวนเขียนตามเวลาที่กำหนดไว้ในคำสง					
23. ฉนวนสนกตได้เบงบนงานเขียนให้เพื่อน					

ขอเสนอแนะ .....

.....

**Questionnaire**

Name .....ID. No. ....Date.....

**Please rate your responses to the following questions**

5 = strongly agree    4 = agree    3 = undecided    2 = disagree    1 = strongly disagree

<b>Guided Reading</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Before reading, I shared something relevant on task from the background.					
2. During reading, I moved quickly into an activity and knew what was expected.					
3. I spent time according to the directions.					
4. I did the comprehension activity and exercise.					
5. After reading, the reading activity helped me learn and think.					
<b>Self-Selected Reading</b>					
6. There was a wide variety of materials of different types and on different levels that suited my needs.					
7. I enjoyed rereadings and recorded my reading speed.					
8. I moved into reading quickly.					
9. I concentrated and stayed engaged in the reading.					
10. I spent time according to the directions.					
11. The after-reading exercise helped me understand the reading better.					
<b>Working with Words</b>					
12. I paid attention to the Word Wall words on the board.					
13. I enjoyed the daily practice of chanting and writing words.					
14. I spelled words correctly in the assignment.					
15. I stayed engaged in the word activity.					
16. I spent time according to the directions.					
17. The word activity helped improve my reading skill.					
<b>Writing</b>					
18. I enjoyed the mini-lesson.					
19. I settled into writing quickly and knew what was expected during writing.					
20. I engaged in different stage of the writing process, which was completing first draft.					
21. I engaged in different stage of the writing process, which were revising and editing.					
22. I spent time according to the directions.					
23. I was willing to share my writing with my classmates.					

Comment .....

.....

.....

## Appendix D

### Teacher-directed FB-RR learning log

Teacher-Directed F-BIRR

#### Learning Log

Name ..... ID. No. .... Date.....

1. วันนี้ฉันตั้งใจและทำได้ที่สุดในบล็อก.....  
.....
2. บล็อกที่ช่วยให้ฉันเรียนรู้และได้รับความรู้คือ .....  
.....
3. วันนี้ฉันเรียนรู้เกี่ยวกับ.....  
.....  
.....
4. ฉันมีปัญหาในบล็อก .....  
.....
5. ปัญหาที่ฉันพบคือ.....  
.....  
.....
6. ข้อคิดเห็นเรื่องอื่นๆ .....  
.....  
.....  
.....

Thank you for your cooperation.



Teacher-Directed F-BIRR

**Learning Log**

Name .....ID. No. ....Date.....

1. Today, I concentrated and did best in .....  
.....block(s).

2. The block(s) that helped me learn was(were) .....  
.....

3. Today, I learned .....  
.....  
.....

4. Today, I had difficulties in .....  
.....block(s).

5. My difficulties were .....  
.....  
.....

6. Other comments .....  
.....  
.....  
.....  
.....  
.....  
.....

Thank you for your cooperation.



## Appendix E

### Learner-directed FB-RR learning log

Learner-Directed F-BIRR

#### Learning Log

Name ..... ID. No. .... Date.....

1. โปรดระบุลำดับบล็อกที่นักเรียนเลือกเรียนโดยใส่หมายเลข:

..... Guided Reading      ..... Self-Selected Reading      ..... Working with Words      ..... Writing

2. วันนี้ฉันตั้งใจและทำได้ที่สุดในบล็อก.....

3. บล็อกที่ช่วยให้ฉันเรียนรู้และได้รับความรู้คือ .....

4. วันนี้ฉันเรียนรู้เกี่ยวกับ.....

5. ฉันมีปัญหาในบล็อก .....

6. ปัญหาที่ฉันพบคือ.....

7. ข้อคิดเห็นเรื่องอื่นๆ .....

Thank you for your cooperation.



Learner-Directed F-BIRR

**Learning Log**

Name .....ID. No. ....Date.....

- 1. Give numbers to the blocks you studied from the first to the last:  
 .....Guided Reading ..... Self-Selected Reading ..... Working with Words ..... Writing
- 2. Today, I concentrated and did best in .....  
 .....block(s).
- 3. The block(s) that helped me learn was(were) .....  
 .....
- 4. Today, I learned .....  
 .....  
 .....
- 5. Today, I had difficulties in .....  
 .....block(s).
- 6. My difficulties were .....  
 .....  
 .....
- 7. Other comments .....  
 .....  
 .....  
 .....  
 .....  
 .....

Thank you for your cooperation.





## Appendix F

### Teacher-directed FB-RR observation form

.....  
*Teacher-directed F-BIRR*

#### Observation Form

Course.....Class.....Date.....

NO = Not Observed      NI = Need Improvement      S = Satisfactory      O = Outstanding

<b>Guided Reading</b>	O	S	NI	NO
1. Before reading, students share something relevant on task from the background.				
2. During reading, students move quickly into an activity.				
3. Students read during the time allotted.				
4. After reading, the activity helps students learn and think.				
<b>Self-Selected Reading</b>				
5. There are a wide variety of materials.				
6. Students have sufficient materials.				
7. The materials are in different levels.				
8. Students record their reading speed.				
9. Students move into their reading quickly.				
10. Students stay engaged in the activity.				
<b>Working with Words</b>				
11. Students pay attention to words on the displayed word wall.				
12. Students enjoy a daily practice of chanting and writing words.				
13. Students spell words correctly in the assignment.				
14. Students stay engaged in words transfer activity.				
<b>What to look for in Writing</b>				
15. Students gather together for a mini-lesson.				
16. Students settle into writing quickly during writing.				
17. Students are at different stages of the writing process-completing first draft, adding on, revising, editing, and publishing.				

Comments:.....

.....

.....

## Appendix G

### Learner-directed FB-RR observation form

.....  
 Learner-directed F-BIRR

#### Observation Form

Course.....Class.....Date.....

NO = Not Observed

NI = Need Improvement

S = Satisfactory

O = Outstanding

<b>Guided Reading</b>	O	S	NI	NO
1. Before reading, students make use of materials in building prior knowledge.				
2. During reading, students move quickly into an activity.				
3. After reading, the activity helps students learn and think.				
4. Students spend time according to the instructions.				
5. Overall, students understand the instructions.				
<b>Self-Selected Reading</b>				
6. Students have available a wide variety of materials of different types and on different levels.				
7. Students concentrate on instructions.				
8. Students move into their reading quickly.				
9. Students stay engaged in the activity.				
10. Students enjoy rereadings and record their reading speed.				
11. Students spend time according to the instructions.				
12. Overall, students understand the instructions and steps in worksheet.				
<b>Working with Words</b>				
13. Students look up words in dictionaries.				
14. Students enjoy a daily practice of writing words.				
15. Students spell words correctly in the assignment.				
16. Students stay engaged in the words transfer activity.				
17. Students spend time according to the instructions.				
18. Overall, students understand the instructions and steps in worksheets.				
<b>Writing</b>				
19. Students gather together for a mini-lesson.				
20. Students settle into writing quickly during writing.				
21. Students are at different stages of the writing process-completing first draft, adding on, revising, editing, and publishing.				
22. Students spend time according to the instructions.				
23. Overall, students understand the instructions and steps in worksheets.				

Comments:.....  
 .....  
 .....

## **Appendix H**

### **Instructional manual**

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#### **INSTRUCTIONAL MANUAL**

#### **A Development of an English Reading Comprehension Instruction Using Four-Blocks Literacy Framework with Repeated Reading for University Students**

##### **I. Rationale**

Teaching reading at the university has been unsuccessful because of the students' inadequate vocabulary knowledge, the lack of strategic reading skills, and the lack of exposure to extensive reading. Students at Phetchaburi Rajabhat University have low English language proficiency and negative attitudes toward English (Praphruitkit, 2001). According to an academic measurement of English reading for general purposes at a Rajabhat university in 1997, non-English major students gained average, low, and very low scores (Sangnatorn, 1999). It indicated an urgent development of their English knowledge and skills.

In the traditional reading method, lessons are primarily based on textbooks of which the content begins with dictionary skills, morphological analysis, sentence structure analysis, and paragraph reading. It is a text-driven model of comprehension in which small chunks of text are absorbed, analyzed, and gradually added to the next chunks until they become meaningful (Barnett, 1989). Students learn to decode the text word by word. They spend a long time reading or translating the whole text and, finally, they lose the overall comprehension. As a result, they were unable to read the text and complete activities within the time allocation. To help students overcome the problem in reading comprehension, the teacher should include both extensive reading and writing in the instruction, in addition to the teaching of vocabulary and reading skills.

##### **II. Theoretical Framework**

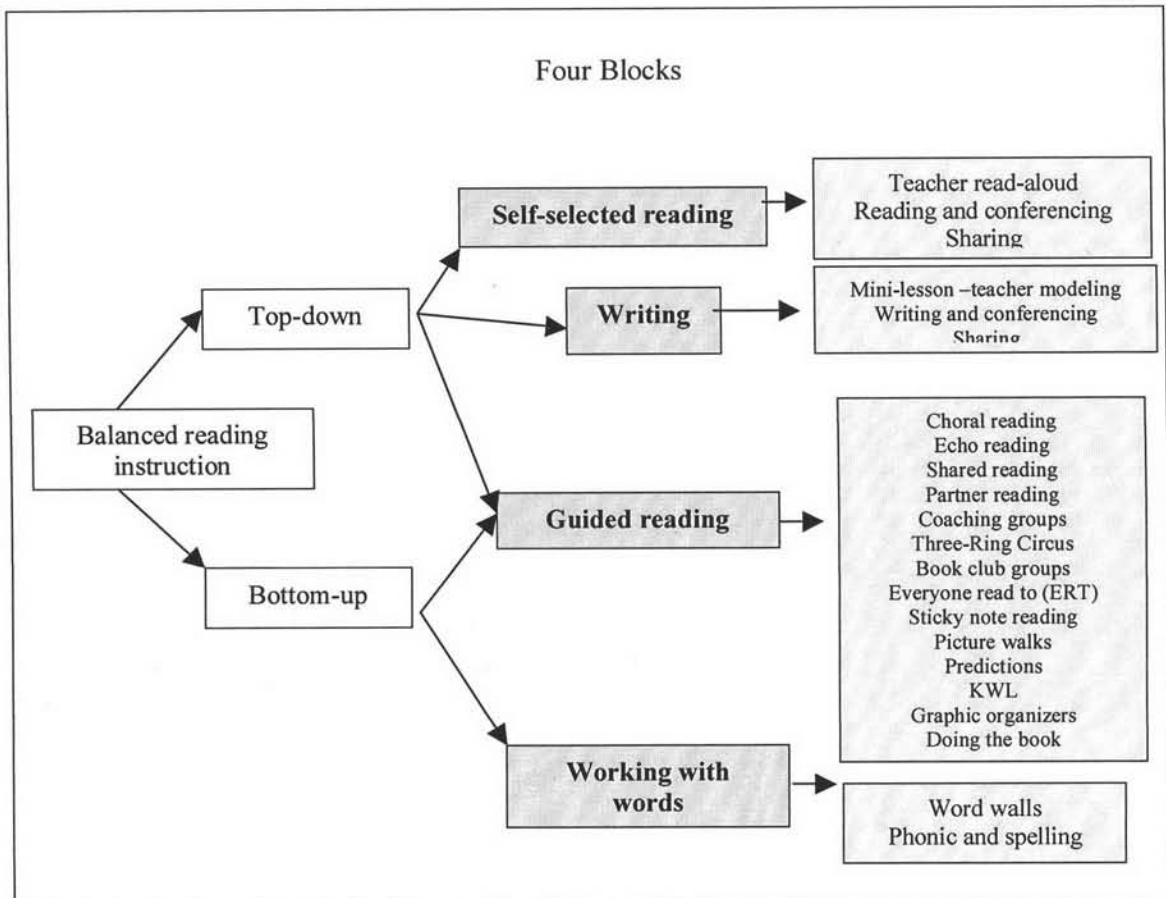
The reading comprehension instruction developed in this study was based on Four-Blocks literacy framework (Cunningham, Hall & Defee, 1991). Four-Blocks literacy framework is a 'multi-level and multi-method' instruction. It provides beginning learners with a comprehensive reading instruction. The framework consists of the four blocks: (1) guided reading, (2) self-selected reading, (3) working with

words, and (4) writing. In this framework, the 2½ hours of reading and writing time is divided among four different blocks of instruction with 30–40 minutes each. A thousand of Four-Blocks implementations were examined in elementary schools and kindergartens in the United States during the years 1995–2006. The results from reading and writing standardized tests revealed that students in Four-Blocks classrooms scored significantly above grade level and also moved above the national average in percentile ranks (Cunningham & Hall, 2002; Cunningham, Hall & Defee, 1998; Heckman, 2003; Poppelwell & Doty, 2000).

The instruction was structured as two modes: 1) teacher-directed, and 2) learner-directed. This study intended to investigate whether students improved their English reading comprehension proficiency after studying in each instructional mode. The study also investigated the relationships between English reading comprehension improvement in each instructional mode and levels of students’ proficiency. Lastly, the study also investigated students’ opinions on both instructional modes.

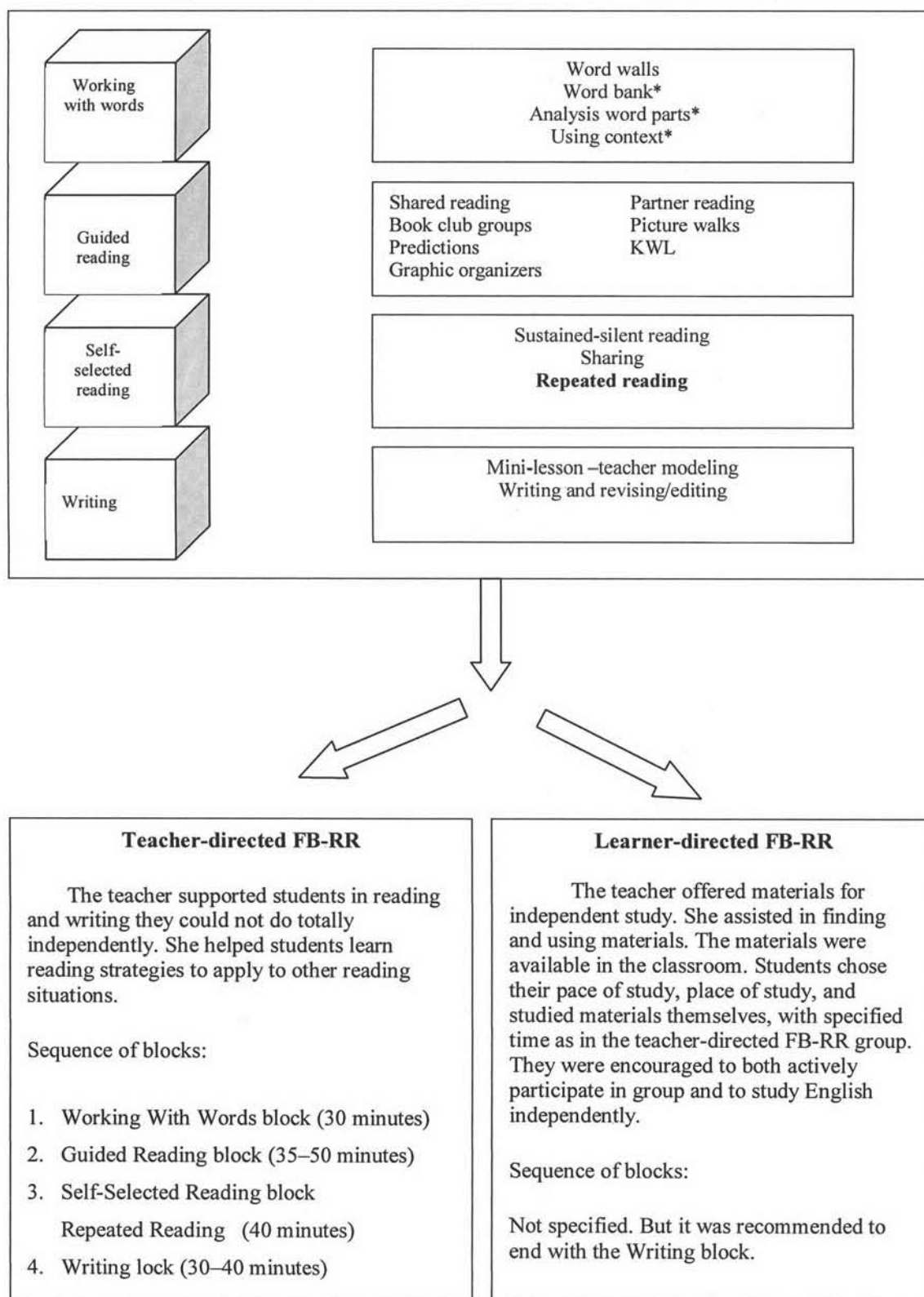
The original Four-Blocks literacy framework is presented in the chart below.

Figure 1: The original concepts of Four-Blocks literacy framework



The developed Four-Blocks literacy framework with repeated reading (FB-RR) and two modes of instruction were showed in Figure 2.

Figure 2: Two modes of instructional framework (FB-RR)



### III. Components

#### 1. Course details

Course number: 1500103

Course title: English for Communication and Study Skills

Credit hours: Three periods of lecture and activities per week

Course Description: This course is designed to develop the student's speaking and listening skills in order to give information and opinions about a variety of topics: culture, hobbies, sports, news, social problems etc. It also refines proficiency and efficiency in advanced reading skills: topic sentences, main ideas, and drawing conclusions from the texts of printed and electronic materials. This course focuses particularly on reading, writing and study skills.

Course objectives: The student will:

1. Be able to use a dictionary to look for definitions, pronunciations, and features of lexicons.
2. Recall and understand vocabulary.
3. Analyze and classify word forming such as roots, affixes, and compounds.
4. Use context clues to infer the meaning of unknown words.
5. Read paragraphs and find topic sentences, main ideas, details.
6. Draw conclusion from a reading passage.
7. Speak and write to express their opinion about the reading materials.

#### 2. Contents

The contents reading materials are about culture, hobbies, sports, news, and social problems. The materials are from:

1. Anderson, Neil. (2003). **Active Skills for Reading: Book 1**. Singapore: Thomson Heinle.
2. French, Jackie. (2000). **The Little Book of Big Questions**. NY: Annick Press Ltd.
3. Longman Dictionary of Contemporary English
4. Nakjan, Sutat. (2005). **English for Tourism in Phetchaburi**. Phetchaburi: Panyachon Paper Mart.
5. Oxford Advanced Learner Dictionary
6. Staub, Frank. (2003). **The Kids' Book of Clouds and Sky**. NY: Sterling Publishing Co., Inc.
7. Thirapote, Gunya. (2003). **English for Communication and Study Skills**. Phetchaburi Rajabhat University.
8. **Student Weekly Online Edition**. [www.student-weekly.com](http://www.student-weekly.com).

#### IV. Instructional activities

The weekly instructional activities were as follows:

	Date	Topics and contents	assignments	Evaluation instruments
	Nov 28, 2005	Pretest		Proficiency test questionnaires
1.	Dec 7, 2005	Brush It Away	Write sentences, review vocabulary	Observation
2.	Dec 14, 2005	Travel in Phetchaburi	Write sentences, review vocabulary	Learning logs
3.	Dec 19, 2005	Attractions in Phetchaburi	Review vocabulary	
4.	Dec 26, 2005	Which English Do You Speak?	Review vocabulary	Learning logs Observation
5.	Jan 2, 2006	Where Does It Come From?	Review vocabulary, write a paragraph	
6.	Jan 9, 2006	Good Sports	Review vocabulary	
7.	Jan 16, 2006	Eye Jokes	Select jokes from newspapers	Learning logs Observation
8.	Jan 23, 2006	Lance Armstrong and the Wristband	Review vocabulary	
9.	Feb 6, 2006	Why Isn't Life Fair?	Write a paragraph	
10.	Feb 13, 2006	Everyday Heroes 2004	Review vocabulary	Observation
	Feb 20, 2006	Post test		Proficiency test questionnaires

The examples of lesson outlines were as follows:

**Brush It Away**  
(For the teacher-directed FB-RR group)

ACTIVITY	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO	WHAT IS ACHIEVED BY THIS STEP
Spelling words	Teaches students to practice spelling words	Read, look up, and spell new vocabulary	Vocabulary learning and revision including spelling and pronunciation
Matching words	Monitors and answers to students' matched pictures	Work in group to match nine pictures to nine words	Vocabulary meaning revision
Guided reading	Organizes and monitors the activity	Skim and read 'Brush It Away' passage Answer after-reading questions Summarize in the Theme Scheme Worksheet	Practice in skimming and reading comprehension
Self-selected reading	Monitors and guides students	Select and read the selections silently Do comprehension and vocabulary exercise	Practice in extensive reading
Repeated reading	Monitors that students time their readings	Read, reread, and time their first and second times readings	Practice in reading fluency Gain new vocabulary
Writing activity	Guides students in the activity	Compose five sentences with the self-selected new words	Practice in writing

**Which English Do You Speak?**  
(For the learner-directed FB-RR group)

ACTIVITY	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO	WHAT IS ACHIEVED BY THIS STEP
Vocabulary review	Monitors the activity Guides students and explains instructions	Study the worksheet Revise vocabulary Write down new words Repeat words	Learning/ revision vocabulary including spelling, and pronunciation Difference between AmE and BrE words
Guided reading	Organizes and monitors the activity	Skim and read 'Which English Do You Speak?' passage Answer after-reading questions	Practice in skimming and reading comprehension
Graphic organizer	Encourage students to make a graphic organizer from the reading	Make a graphic organizer from the reading	Finding the main ideas and significant details Summarize to the visual
Self-selected reading	Monitors and guides students	Select and read the selections silently Do comprehension and vocabulary exercise	Practice in extensive reading
Repeated reading	Monitors that students time their readings	Read, reread, and time their first and second times readings	Practice in reading fluency Gain new vocabulary
Writing activity: mini lesson	Gives instructions for the activity	Study the worksheet Draft a paragraph	Practice in controlled writing Be aware of their learning strategies

### V. Assessment and evaluation

<p>Before the study</p> <ol style="list-style-type: none"> <li>1. English reading comprehension proficiency test</li> <li>2. Questionnaires</li> </ol>	<p>During the study</p> <ol style="list-style-type: none"> <li>1. Learning logs</li> <li>2. Observation forms</li> </ol>	<p>After the study</p> <ol style="list-style-type: none"> <li>1. English reading comprehension proficiency test</li> <li>2. Questionnaires</li> </ol>
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## Appendix I

### A sample lesson plan for the teacher-directed FB-RR

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#### Teacher-directed group

- Title of lesson: **Travel in Phetchaburi**
- Course: 1500103 English for Communication and Study Skills
- Grade level: Second year
- Lesson duration: 2 ½ hours
- Materials and resources:
1. Transparency '*Travel in Phetchaburi*'
  2. Map of Phetchaburi
  3. '*Guessing words from context*' worksheet (Adapted from Burns, 1999.)
  4. '*Travel in Phetchaburi*' cloze passage and answer key
  5. A4 papers
  6. A package of self-selected reading materials
- Objectives: Students will:
1. Read the cloze passage together and fill in the spaces.
  2. Summarize and share key parts of the passage with the book club groups.
  3. Infer meaning of unknown words using context clues.
  4. Build a word bank of vocabulary necessary for reading.
  5. Self-select the reading material and read independently.
  6. Revise and edit written response using the given guidelines.

ACTIVITY	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO	WHAT IS ACHIEVED BY THIS STEP
Vocabulary strategy: Using context	Teaches and models strategies	Scan for vocabulary in the reading Write down new words in 'Guessing words from context' worksheet	Learning vocabulary Inferring vocabulary meaning strategy
Guided reading	Organizes and monitors the activity	Read and fill in the cloze passage Check the answers from the key	Practice in scanning and reading comprehension
Shared reading	Organizes and monitors the activity	Read and discuss in small groups	Practice in sharing ideas
Self-selected reading	Monitors and guides students	Select and read the selections silently Do comprehension and vocabulary exercise	Practice in extensive reading
Repeated reading	Monitors that students time their readings	Read, reread, and time their first and second times readings	Practice in reading fluency Gain new vocabulary
Writing, revising/editing	Gives instructions for the activity Monitors that all pairs are doing task correctly	Write a paragraph about the topic Revise and edit their writing	Practice in paragraph writing Apply grammar and mechanics in their own writing

### Working with Words block (30 minutes)

.....

The whole group gathers together. They receive the 'Travel in Phetchaburi' passage and the 'Guessing words from the context' worksheets (Adapted from Burns, 1999.) They infer the meaning of unknown words using context clues and think aloud strategy.

1. In three minutes, students scan through the 'Travel in Phetchaburi' cloze passage quickly for new vocabulary.
2. They note down the new unknown words in the 'Guessing words from the context' worksheets.
3. The teacher gives them a mini lesson:

#### Inferring meaning from context clues

*When you come to a word you don't know, how can you figure out the meaning? How do you use context clues to determine the meaning of an unfamiliar word? Please take a look at these examples:*

- a) Phetchaburi is situated on the western shore of the Gulf of Thailand.
- b) Its terrains throughout the western border.

## pendix J

### A sample lesson plan for the learner-directed FB-RR

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#### Learner-directed group

- Title of lesson: **Travel in Phetchaburi**
- Course: 1500103 English for Communication and Study Skills
- Grade level: Second year
- Lesson duration: 2 ½ hours
- Materials and resources:
1. Transparency '*Travel in Phetchaburi*'
  2. Map of Phetchaburi
  3. '*Guessing words from context*' worksheet (Adapted from Burns, 1999.)
  4. '*Travel in Phetchaburi*' cloze passage and answer key
  5. A4 papers
  6. A package of self-selected reading materials
- Objectives: Students will:
1. Read the cloze passage together and fill in the spaces.
  2. Summarize and share key parts of the passage with the book club groups.
  3. Infer meaning of unknown words using context clues.
  4. Build a word bank of vocabulary necessary for reading.
  5. Self-select the reading material and read independently.
  6. Revise and edit their written response using the given guidelines.

ACTIVITY	WHAT THE TEACHER DOES	WHAT THE STUDENTS DO	WHAT IS ACHIEVED BY THIS STEP
Vocabulary strategy: Using context	Monitors the activity Guides students and explains instructions	Study the worksheet Scan for vocabulary in the reading Write down new words in 'Guessing words from context' worksheet	Learning vocabulary Inferring vocabulary meaning strategy
Guided reading	Organizes and monitors the activity	Read and fill in the cloze passage Check the answers from the key	Practice in scanning and reading comprehension
Shared reading	Organizes and monitors the activity	Read and discuss in small groups	Practice in sharing ideas
Self-selected reading	Monitors and guides students	Select and read the selections silently Do comprehension and vocabulary exercise	Practice in extensive reading
Repeated reading	Monitors that students time their readings	Read, reread, and time their first and second times readings	Practice in reading fluency Gain new vocabulary
Writing, revising/editing	Monitors that all students are doing task appropriately	Write a paragraph about the topic Revise and edit their writing	Practice in paragraph writing Apply grammar and mechanics in their own writing

In the learner-directed group, the Four-Block instruction with repeated reading (FB-RR) lesson provides students with self-accessed leaning materials. There are clear instructions and processes of learning in each block. Students have choices in starting with any block, but it is suggested to end the lesson with Writing block. The blocks materials are put at four different areas of the classroom. Teacher is a facilitator and a time controller. She guides and gives suggestions to students when they need.

#### **Working with Words block (30 minutes)**

.....  
The whole group gathers together. They receive: 1) the 'Travel in Phetchaburi' passage; 2) Working with Words block worksheet; and 3) the 'Guessing words from the context' worksheet (Adapted from Burns, 1999.) Students read and follow the instructions.

**Appendix K**  
**Reading rate chart**

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Name.....ID. No. ....Date.....  
Text Title.....Color.....No.....  
Gained scores ...../..... and ...../.....

Words per minute (WPM)

Number of Trials		
1	2	3

## Appendix L

### List of experts validating the instruments

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#### A. Experts validating three lesson plans

1. Asst. Prof. Sumalee Chinokul, Ph.D.  
Chulalongkorn University
2. Natthakarn Anghong, Ph.D.  
Nakhorn Phathom Rajabhat University
3. Sutat Nakjan, Ph.D.  
Phetchaburi Rajabhat University

#### B. Experts validating questionnaires, observation forms, and learning logs

1. Assoc. Prof. Suphat Sukamolson, Ph.D.  
Chulalongkorn University
2. Asst. Prof. Chansongklod Kajaseni, Ph.D.  
Chulalongkorn University
3. Asst. Prof. Kathleen A. J. Mohr, Ph.D.  
University of North Texas

#### C. Experts validating the instructional manual

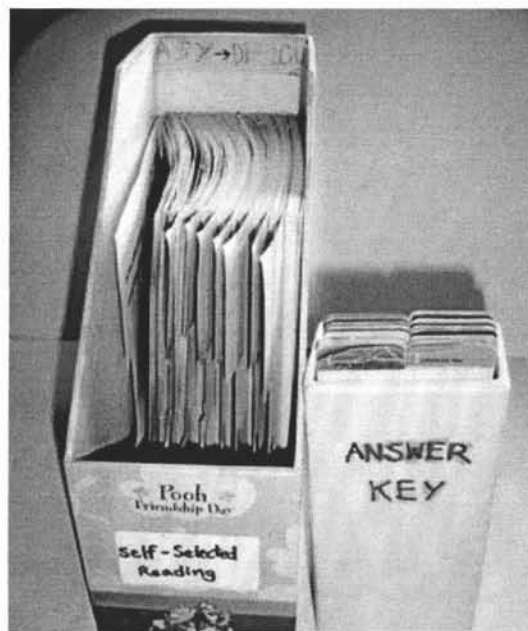
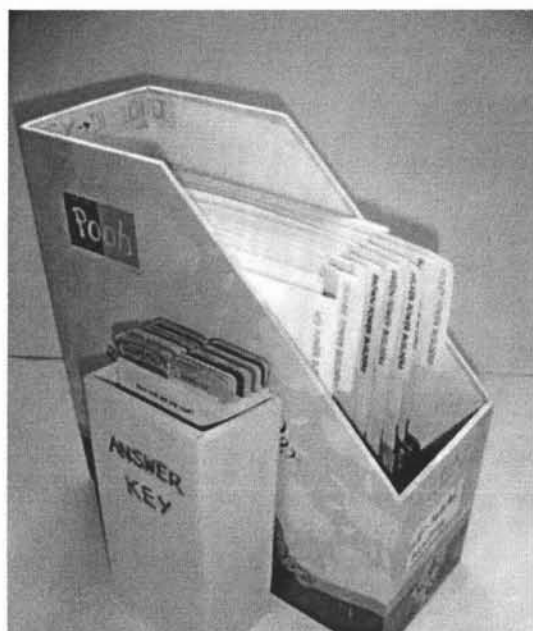
1. Assoc. Prof. Nitaya Suwansri, Ph.D.  
Uttaradit Rajabhat University
2. Tuanjit Jitaree, Ph.D.  
Huachiew Chalermprakiet University
3. Pailin Kanchanaphanuphan, Ph.D. Chakkham Khanathorn School



## Appendix N

### Self-Selected Reading materials

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## BIOGRAPHY

Ms. Paradee Praphruetkij was born on August 9<sup>th</sup>, 1977 in Phetchaburi. She graduated with an M.A. in Teaching English as a Foreign Language from Kasetsart University in 2000. In 2004, she joined an extra-curricular activity of the EIL Program, Chulalongkorn University to embark on educational visits to several universities in California in the USA. In 2005, she received a grant from Office of Higher Education to do a part of her dissertation for six months with Asst. Prof. Dr. Kathleen Mohr at University of North Texas, USA. In April, 2006, she presented her research in The 1<sup>st</sup> International Conference on Applied Linguistics, Chiayi, Taiwan.

Currently, she works for King Mongkut's Institute of Technology North Bangkok. She is particularly interested in exploring the method in teaching reading and developing reading materials for EFL students.